

Appendix D - Student Handouts (N/A)

Emergency Actions

**For
Fire, Escape & Disorder**

within

Detainee Operations

010522

Terminal Learning Objective

ACTION:

Take Action in Case of a Fire, an Escape or Attempted Escape or a Disorder at a Detainee Camp.

CONDITIONS:

In a Classroom Environment, Given Conference Presentation.

STANDARD:

Identify All Required Steps to Take Action in Case of a Fire, Escape, or Disorder at a Detainee Camp.

Enabling Learning Objective A

ACTION:

Take Action in Case of a Fire, at a Detainee Camp.

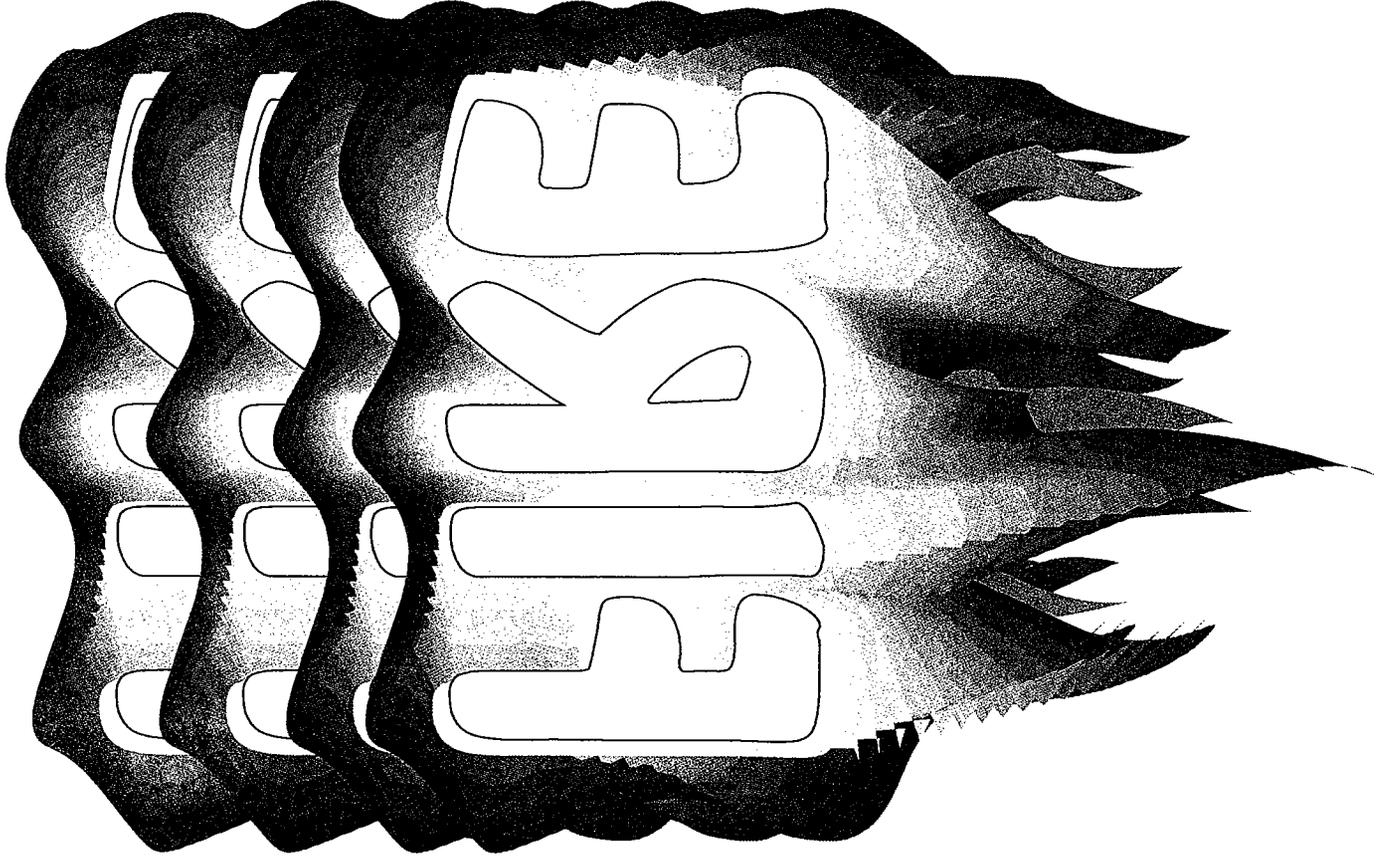
CONDITIONS:

Given a Conference/Discussion in a Classroom Environment.

STANDARD:

Identify All Required Steps to Take Action in Case of a Fire at a Detainee Camp.

React To



010525

SOUND THE ALARM

If there is no working
fire box, yell,
“Fire, Fire!”

SOUND THE ALARM

- Immediately Notify Supervisor
- TOC Notify Fire Dept

BATES PAGE 10528

(Emergency Actions for Fire, Escape and Disorder
Within Detainee Operations)

HAS BEEN WITHHELD PURSUANT TO FOIA
EXEMPTION (b)(2) – 3

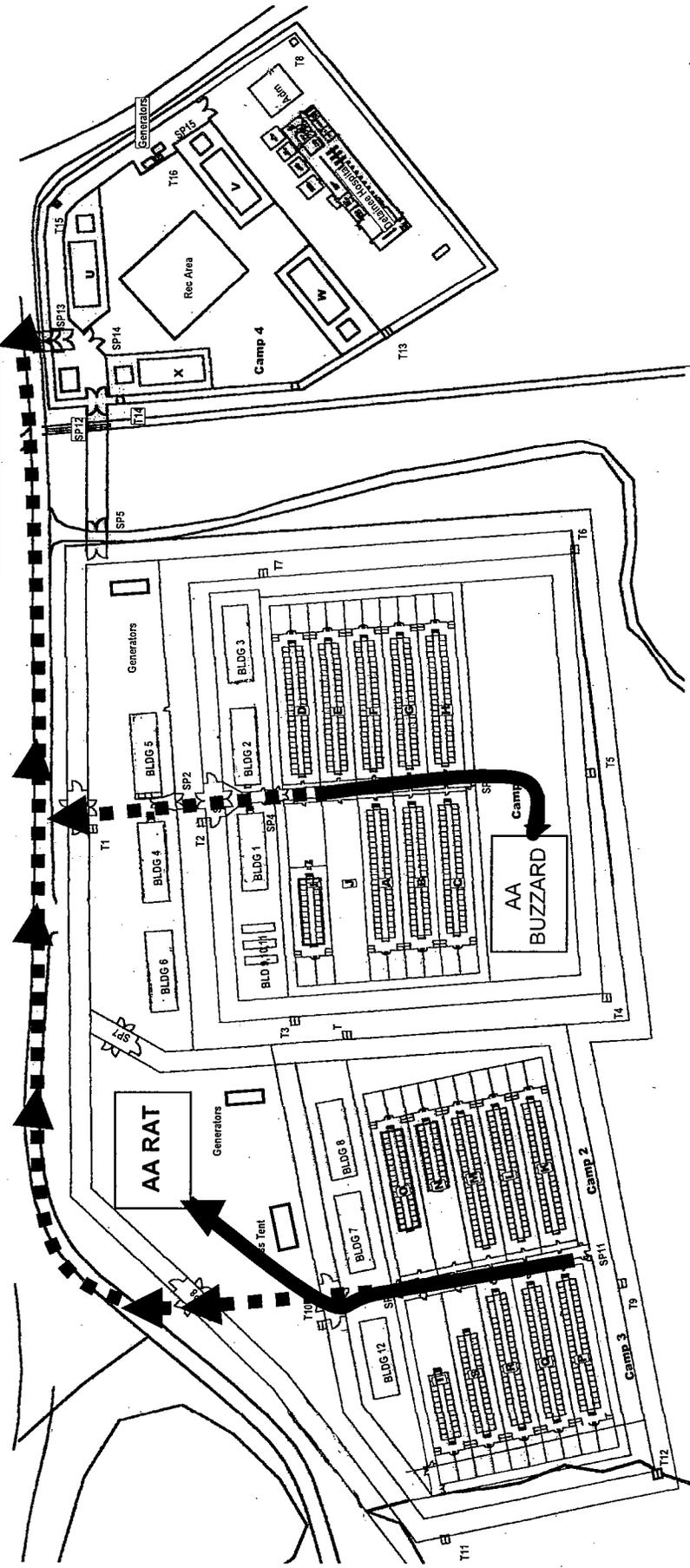
SAVING HUMAN LIFE

- Extinguish Flames
- Assist Trapped Personnel

Fire Evacuation Plan

EXAMPLE

AA
MOUSE



EXAMPLE Emergency Evacuation Routes

Primary ——— & Alternate - - - -

“For Official Use Only”

CUSTODY OF DETAINEES

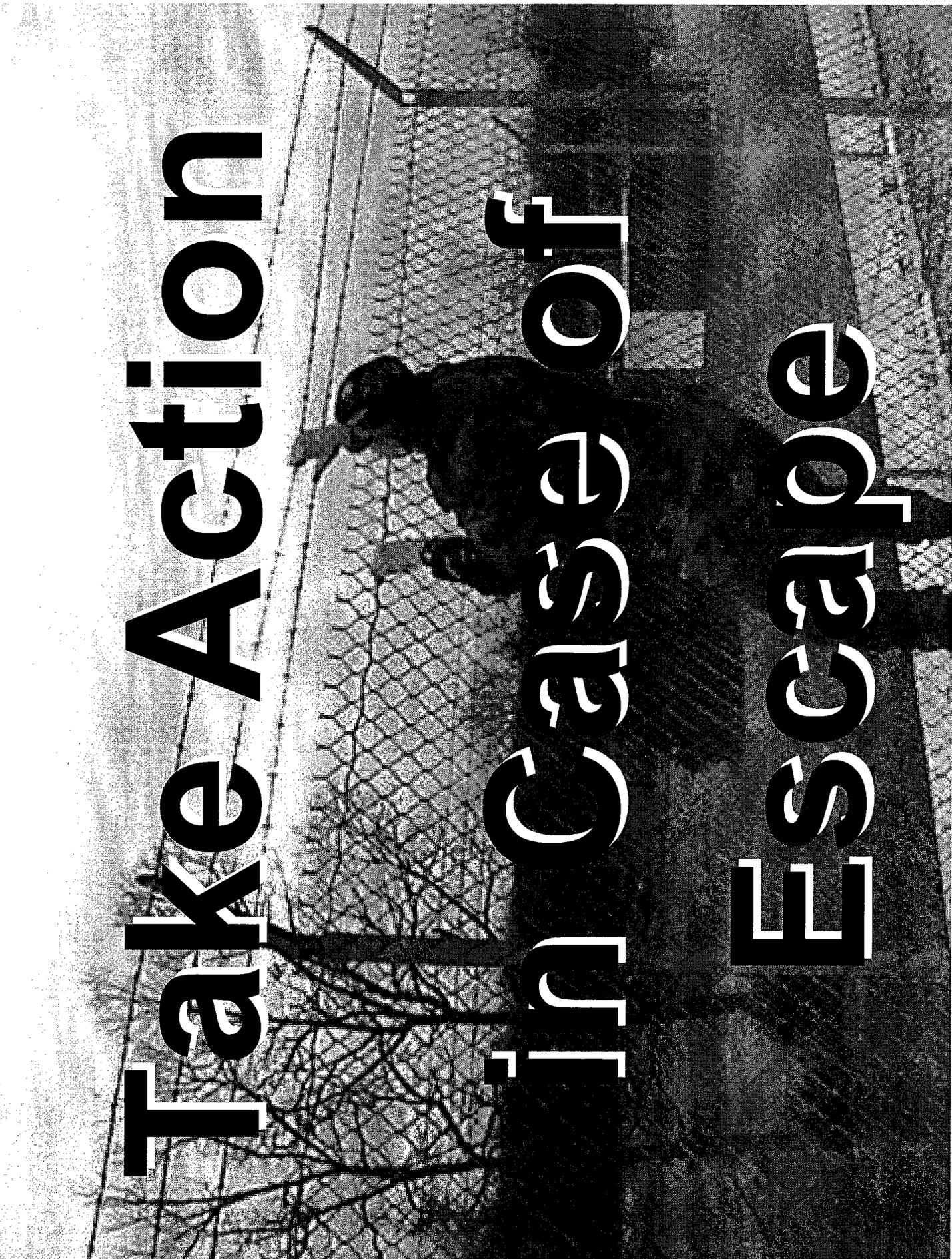
- Escort to Assembly Area
- Keep Orderly
- Close all Windows
- Doors, Hallways, and Stairwells Stay Clear

AS DIRECTED

- Recheck Cells
- Headcount / Assembly Area
- Report Headcount IAW SOP
- Stand by for Re-entry

AS DIRECTED

- Medical Response
- Follow Instructions of Supervisor



Take Action in Cases of Escape

010534

Enabling Learning Objective A

ACTION:

Take Action in Case of an Escape.

CONDITIONS:

Given a Conference/Discussion in a Classroom Environment.

STANDARD:

Identify the Steps in Taking Action in the Event of an Escape.

ESCAPE ATTEMPT

- * Sound the Alarm
- * Order the Escaptee to Halt
- * Secure All other Detainees
- * Minimum Force to Stop

BATES PAGE 10537

(Emergency Actions for Fire, Escape and Disorder
Within Detainee Operations)

HAS BEEN WITHHELD PURSUANT TO FOIA
EXEMPTION (b)(2) – 3

SHOOT TO DISABLE, NOT TO KILL

* Brief Your Supervisor

* Prepare a Disciplinary Report

Notified of an Escape Attempt

- * Secure the Remaining Detainees
- * Headcount
- * Search for the Escapee
- Guard avenues of Escape

Escorting Only One Detainee

- * Order the Escpee to Halt**
- * Pursue Escpee**
- * Notify TOC**
- * Minimum Force to Stop**
- * Brief Your Supervisor**
- * Prepare a Disciplinary Report**

One Staff Multiple Detainees

- * Order the Escpee to Halt
- * **DO NOT Pursue Escpee**
- * Bystander Help
- * Note Direction
- * Escort Remaining Back to I/F
- * **Brief Your Supervisor**
- * **Prepare a Disciplinary Report**

ESCAPE ATTEMPT OUTSIDE

IF THERE IS MORE THAN ONE ESCORT

- Before Departing the Camp, Identify
who will Pursue an Escaping Detainee
- Senior guard will inform you what to do

Two Staff Multiple Detainees

- * Order the Escapée to Halt
- * Pursue Escapée
- * Notify I/F TOC
- * Escort Remaining Back to I/F
- * Brief Your Supervisor
- * Prepare a Disciplinary Report

DURING AN ESCAPE ATTEMPT ENSURE

**When escorting a Detainee outside
the facility, you have no assisting
guards, you are armed, and a**

Detainee attempts to escape

In a loud voice, three times,
order the the Detainee

“Halt!, Halt!, Halt!”

If there is no other way to stop
the escaping Detainee:

Shoot to Disable;

Not to Kill

**Do not give Information to
the News Media**

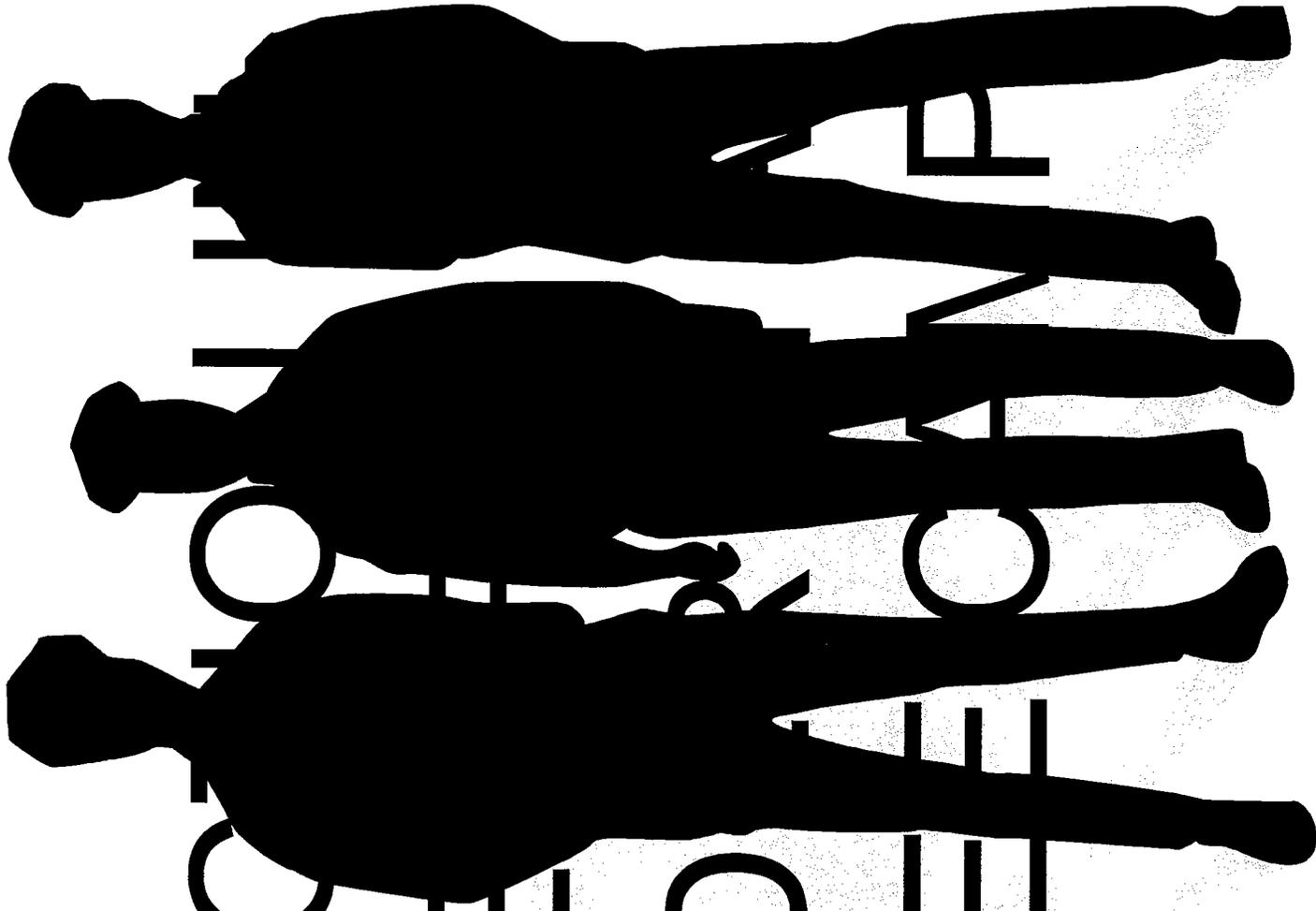
**Refer all requests for
information through PAO**

TAKE ACC

CASE

DISORD

DETAINEE



Enabling Learning Objective C

Action:

Take Action in Case of Disorder at a Detainee Camp

Condition:

In a Classroom Environment

Standard:

Identify All the Required Steps to Take Action in Case of Disorder at a Detainee Camp.

BE ALERT FOR SIGNS OF DISORDER

- **Changes in Rapport**
- **Changes in Group Activities**

BE ALERT

- **Small Groups**
- **Troublemakers**

BE ALERT

Places Disturbances are Likely

- Dining Facilities
- Recreation areas
- Cell Blocks

TYPES OF DISORDERS

- Organized
- Disorganized

ORGANIZED DISORDER

- Premeditated
- Deliberate
- Planned

ORGANIZED DISORDER

1. Diversion for an Escape
2. Grievance Protests
3. Demonstrations
4. Refusals to Work or Eat
5. Work Slowdowns
6. Damage or Destruction of Property

1/1 (12/16)-2

DISORGANIZED

SPONTANEOUS

There is usually little or
advance warning

Single Disorderly Detainee

**NEVER SUBDUED DETAINEES
BY YOURSELF**

Wait for Assistance to arrive and

follow the Instructions of your

Supervisor

Single Disorderly Detainee

- Order the Detainee to Stop
- Prepare an OR/DR

Detainee Refuses to Comply

- Repeat the Order
- Detainee Continues to Ignore You
- Notify Your Supervisor
- Isolate Other Detainees
- Follow Directions of Supervisor

1/10/2015-1

Minor Disorder

- Sound the Alarm
- Initiate Immediate Lock Down
- Notify TCC

NEW SOP

411 (5/16)-2

Control a Minor Disorder

Order Detainees Disperse

- They Do Not Obey
- Notify Your Supervisor

Control a Minor Disorder

- Separate/Isolate Other Detainees
- Isolate the Scene
- Other Cells/Blocks Secure Detainees
- Minimum Amount of Force
- Identify and Segregate Ringleaders
- Prepare DR

Major Disturbance

- Sound the Alarm IAW SOP

- Notify EOC

- Order Detainees to Disperse

- Isolate Area & Wait for Supervisor

- Detainees Not Involved

Major Disturbance

- Identify & Note Ring Leaders
- Follows Instructions of Supervisor
- Head Count
- Notify Supervisor of Results
- Prepare DR

HOSTAGE SITUATION

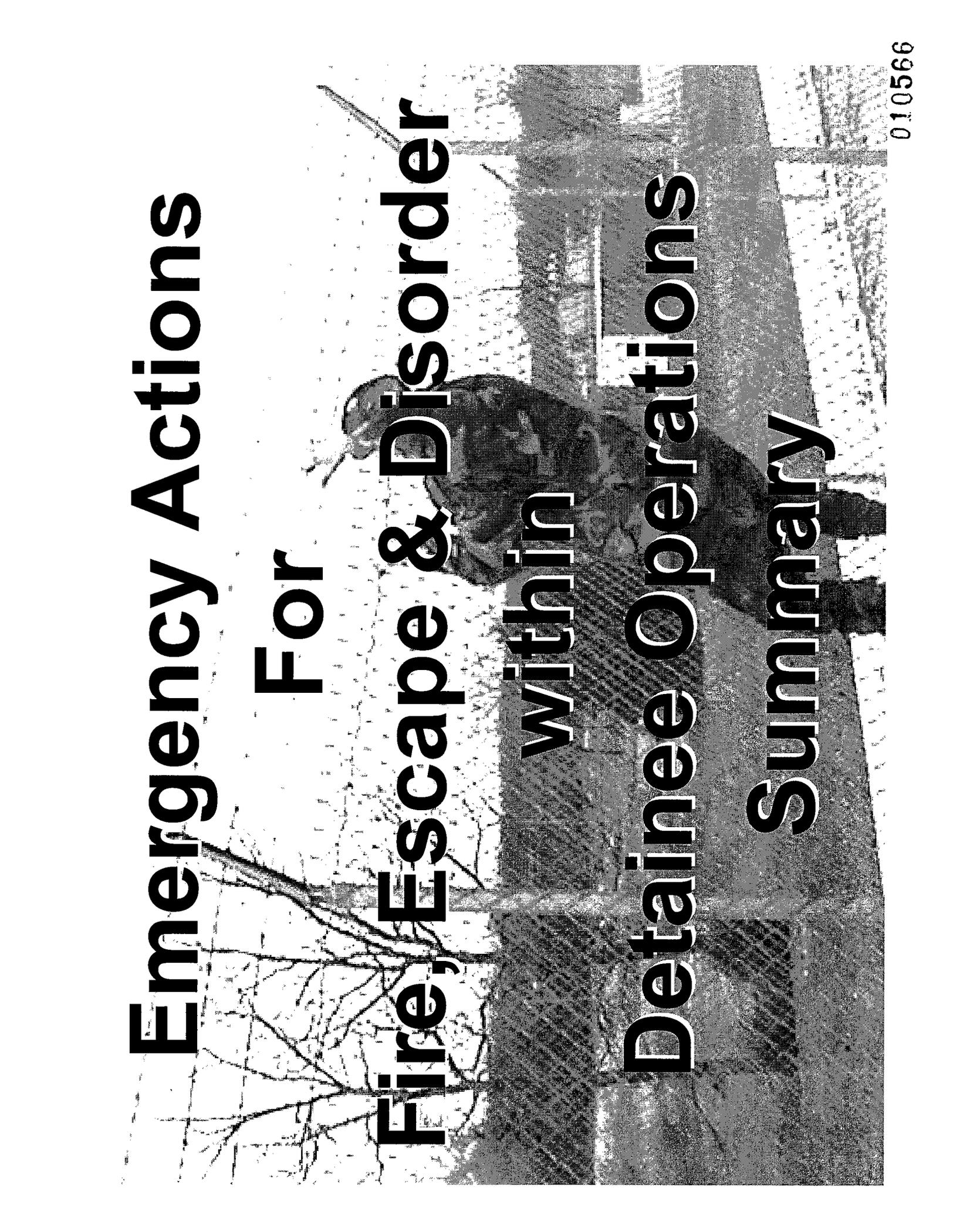
- Minimum Use of Force at All Times
- Notify I/F TOC
- Camp CDR Notified
- Isolate Area and Initiate Lockdown
- Sally Port Secondary ID Checks
- Tower Guards to Stand Ready

HOSTAGE SITUATION

- Immediate Supervisor Should:

- Evaluate the Situation
- Isolate the Site
- Initiate Special Count

- Hostage Recovery IAW EAP



Emergency Actions

For

Fire, Escape & Disorder

within

Detainee Operations

Summary

Emergency Actions for Fire, Escapes and Disorders within Detainee Operations
CD 254 / Version 2004
11 Jun 2004

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u> 31E-POI	<u>Version</u> 2004	<u>Course Title</u> Detainee Operations
Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>	
		<u>INDIVIDUAL</u>	
	191-381-1320 (*)	Take Action in the Event of a Fire at an Internment Facility	
	191-381-1321 (*)	Take Action in the Event of Disorder at an Internment Facility	
	191-381-1322 (*)	Take Action in the Event of an Escape	
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
Academic Hours	The academic hours required to teach this lesson are as follows:		
		<u>Mobilization Hours/Methods</u>	
	Test	2 hrs 35 mins / Conference / Discussion	
	Test Review	0 hrs	
	Total Hours:	2 hrs 35 mins	
Test Lesson Number	Testing (to include test review)	<u>Hours</u>	<u>Lesson No.</u> N/A
Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>	
	CD 246	Escort Procedures within Detainee Operations	
	CD 252	Use of Force within Detainee Operations	
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	FD7. This product/publication has been reviewed by the product developers in coordination with the Fort Leonard Wood, Missouri 65473 foreign disclosure authority. This product is NOT releasable to students from foreign countries.		

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
AR 190-47	The Army Corrections System.	05 Apr 2004	Chap 9, Sec II, para 9-5, Chap 11, para 11-5, 11-6, 11-7, 11-10
FM 3-19.40	Military Police Internment/Resettlement Operations.	01 Aug 2001	
STP 19-95C1-SM	MOS 95C, Corrections Specialist, Skill Level 1, Soldier's Manual	30 Sep 2003	

Student Study Assignments

Read STP 19-95C1-SM referencing tasks 191-381-1320, 191-381-1321, and 191-381-1322.

Instructor Requirements

One primary instructor.

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
None					

* Before Id indicates a TADSS

Materials Required**Instructor Materials:**

NOTE: Based on available qualified instructors, facilities and equipment, the instructor may use computer-assisted powerpoints with projection screen or VGTs (Vu-graphs) with overhead projector, TV monitor, and videotape 19-94 (If You Are Taken Hostage).

Student Materials:

pen/pencil, and notebook.

Classroom, Training Area, and Range Requirements**Ammunition Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

Instructional Guidance

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

NOTE: All Detainees are to be treated humanely, with dignity and respect, at all times.

(b)(6)-2

Proponent
Lesson Plan
Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
[REDACTED] Jr.	MSG	SR Corrections Technical Advisor	11 Jun 2004

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: _____
Time of Instruction: <u>5 mins</u>
Media: <u>-None-</u>

Motivator

NOTE: Show Slide #1 (Emergency Actions in Case of a Fire, Escape, and Disorder within Detainee Operations)

Even in the best detainee camps, emergencies happen. Fire, escapes and disorders are everyday occurrences within a detainee camp. As a staff member knowing and taking the proper actions will prevent situations from getting out of control.

NOTE: Instructors are required to incorporate Contemporary Operating Environment (COE) issues and reinforce VALUES in this lesson to include scenarios and practical exercises. There are key variables that can be expected in virtually every conflict that serve as building blocks for the operational environment (OE). They are interrelated and sometimes overlap, and serve collectively as the foundation for understanding COE. Information can come from CALL (Center for Lessons Learned) <http://call.army.mil> or any media source including newspaper/magazine articles, television/radio information, law enforcement/field training circulars, etc. and should be current and relevant to the training. Do not violate any copyright or reproduction laws.

The eleven variables are:

1. Physical environment
2. Nature and stability of the state
3. Military capabilities
4. Technology
5. Information
6. External organizations
7. Social demographics
8. Regional Relationships
9. National will
10. Time
11. Economics

NOTE: Show Slide #2 (TLO).

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:	Take action in case of a fire, an escape or attempted escape or a disorder at a detainee camp.
Conditions:	In a classroom environment, given a presentation.
Standards:	Identify all required steps to take action in case of a fire, escape, or

disorder at a detainee camp.

Safety Requirements

Safety briefings will be conducted prior to training with emphasis on weather conditions, existing and predicted; munitions, including the handling and transporting of blank ammunition and pyrotechnics; and safety while working around and with machinery, vehicles, and tools. Other topics include hot and cold weather injury prevention and treatment, animal and insect bites, poisonous plants, and fire prevention. All injuries/incidents will be reported to the instructor on site and processed IAW course policies and procedures.

Comply with:

- a. AR 385-10, The Army Safety Program, 29 February 2000.
- b. AR 385-55, Prevention of Motor Vehicle Accidents, 12 March 1987.
- c. TRADOC Regulation 385-2, 27 January 2000.
- d. FM 100-14, Risk Management, 23 April 1998.
- e. FM 101-5, Staff Organization and Operations, 31 May 1997.

NOTE: This is an example of a safety briefing. Safety briefings are dependent on the location of training/training event and this is not to be considered an all-inclusive safety briefing.

1. **Electrical storms:** (when appropriate) To take precautions against anyone being hit by lightning, we have a dispersal area that is located on this range at (give location) (instructors will complete this at their specific outside location). When directed to disperse, you will move directly to the dispersal area, ground your rifle and Kevlar and place your poncho over yourself after lying flat on the ground. In addition, be sure to avoid flagpoles, wires, Kevlar, and meters that contain electrical charges.
2. **Snakebites:** (when appropriate) As you know, the areas in which snakes are generally found during hot weather are cool, damp places such as rotten logs, creek banks, and under roots. In training areas they may be found in fighting supported positions and bunkers. Always observe an area very closely prior to training. In the event that a snake of any type bites you, report it to range personnel, the instructor, or your drill sergeant. Under no circumstances should anyone try to handle a snake.
3. **Heat casualties:** (when appropriate). When you are active the body becomes overheated and the perspiration, which is created, cannot evaporate and cool the body because of the high humidity. You become a possible casualty from the heat as the body temperature rises above the normal temperature. The symptoms that this can create are: cool, moist or hot, dry skin; profuse sweating; headaches; dizziness; weakness; rapid pulse; or severe cramps in the abdomen or legs. Instructors, range personnel, drill sergeants, and company cadre are familiar with first aid treatments and casualty evacuation procedures for further medical attention. During hot weather, drink water at a rate of not more than 1.5 quarts per hour and not more than 12 quarts per day. Use the buddy system and watch your buddies for signs of heat illness.
4. **Cold weather injuries:** (when appropriate) Range OIC will ensure that warm-ups are properly utilized. Ten-minute breaks will be scheduled for each 50-minute block of instruction. During conference sessions, individuals should be allowed to move their feet, hands, etc., in order to maintain circulation. Supervisors at every level will ensure that their subordinates are adequately protected during cold weather. Range OIC will coordinate with company personnel to rotate Soldiers into warm-up

tents when inclement weather conditions dictate the need for this to preserve troop health.

5. **Weapons Handling:** Do not fire blank ammunition at individuals within a distance of 25 meters. Ensure blank adapters are installed on weapons before ammunition is issued. Blank adapters will be installed on weapons at all times. When utilizing MILES equipment, never look directly into the laser engagement transmitter.
6. **Classroom Instruction:** Inform students of the procedures and exits in the classroom in the event of an emergency and/or fire.
7. If in need of a MEDEVAC helicopter, immediately contact the MEDEVAC Operations Center telephonically, either by calling through the Range Control Switchboard or by radio. If emergency care is needed, all medical support for units training outside the cantonment area should contact the local 911 for emergency care.
8. Be responsible for security of weapons.
9. Ensure proper use of pyrotechnics and blank ammunition.

NOTE: Ensure all students have been given the safety brief. Have those arriving late due to appointments and sick call read the briefing.

**Risk
Assessment
Level**

Low

**Environmental
Considerations**

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

Caring for the environment begins with the Army's vision of environmental responsibility. The following vision statement describes what the Army expects of all Soldiers and leaders:

Vision Statement: *"The Army will integrate environmental values into its mission in order to sustain readiness, improve the Soldier's quality of life, strengthen community relationships, and provide sound stewardship of resources."*

Taking care of the environment protects health, safety, and natural resources. For example, when fuel spills on the ground, it soaks into the soil, poisons plants, and eventually enters streams and lakes that supply drinking water. (See FM 3-100.4 for more information.)

Caring for the environment also supports the Army mission. Costly environmental cleanups detract from Army readiness. During war, many wise tactical, medical, or operations-security (OPSEC) practices are also good environmental practices. Handling fuels safely, maintaining vehicles, disposing of solid waste/hazardous waste (HW), and managing and turning in ammunition properly are sound environmental and tactical considerations that carry over from training into combat operations.

Many practices that damage the environment waste time and do not lead to success in combat. One example occurred during the Gulf War when Iraqi Soldiers set fire to Kuwaiti oil fields and poured millions of gallons of crude oil into the Persian Gulf. The Iraqi Army deliberately damaged environmental resources and wasted valuable time and effort on activities that did not stop the allies' advance. Remember, environmental stewardship does not prevent the Army from fighting and winning wars—it supports the Army mission.

Training will be conducted in the proper designated areas only. This ensures natural and environmental resources are maintained properly for continued training realism. All spills of hazardous property and POL products will be reported to the appropriate environmental office. The activity responsible for the spill will contain the spill to reduce further environmental and training area degradation. Equipment will be operated to conform to environmental operating permits. Live foliage will not be used as camouflage material. Improper disposal of trash and refuse, inadequate cleanup of training areas pollutes ground water resources, and may result in a potential health or safety hazard.

References: Field Manual 3-100.4/MCRP 4-11B, Environmental Considerations in Military Operations, dated 15 June 2000; w/change #1 dated 11 May 2001.

Training Circular 3-34.489, The Soldier and the Environment, dated 8 May 2000; with change number 1, dated 26 October 2001.

Evaluation

**Instructional
Lead-In**

No matter how well trained you, as a staff member may be, or how efficient the operating procedures, it is inevitable that there will be some occasional disturbance such as fire, escape, or disorder that will require your immediate action. We, as staff members, should and will be observant and alert at all times.

You must always be aware of your surroundings, take appropriate action, and maintain accountability of detainees in order to preserve life and property.

SECTION III. PRESENTATION

NOTE: Show Slide #3 (ELO A)

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Take action in case of a fire at a detainee camp.
CONDITIONS:	Given a conference/discussion in a classroom environment.
STANDARDS:	Identify all required steps to take action in case of a fire at a detainee camp.

1. Learning Step / Activity 1.

Method of Instruction: Conference / Discussion
Time of Instruction: 25 mins
Media: -None-

NOTE: Show Slides #4 through #5 (React to Fire)

a. Upon finding or being told about a fire:

(1) Immediately, sound the alarm. Activate the nearest fire alarm box IAW individual alarm box procedures. If the alarm does not sound on the first attempt, try again.

(a) If there is no fire alarm box that works, yell, "Fire, Fire, Fire!"

(b) If you hear an alarm, repeat the alarm until everyone is alerted.

NOTE: Show Slide #6 (React to Fire)

(c) Immediately notify the Tactical Operations Center (TOC).

(2) The TOC will notify the fire department.

NOTE: Show Slides #7 and #8 (Saving Human Life).

(3) Evacuate all detainees. The saving of life is paramount.

(a) Unlock and open all cell and exit doors and leave them unlocked and properly escort detainees out IAW the local SOP.

(b) Place restraints on detainees IAW local SOP.

(c) Shut off all fans and electrical circuits.

(d) Staff will make every effort to extinguish fire.

(e) No attempt will be made to enter locked buildings, unless to assist trapped personnel.

NOTE: Show Slides #9 through #10 (Custody of Detainees and Blocked Exit Routes).

b. Escort detainees, single file, along the evacuation route to the assembly area identified in the camp, fire evacuation plan. If route is blocked, use the alternate route identified in the same plan. As you can see in this example the plan identifies both primary and alternate evacuation routes.

c. Keep detainees orderly. Do not let them run, push, or shove each other while moving to the assembly area.

d. Close all windows along the evacuation route as they are passed.

e. Make sure that all doors, hallways, and stairwells stay clear.

f. Assemble detainees in designated assembly areas.

NOTE: Show Slide #11 and 12 (Assist in the Check of your Area).

(1) Help recheck the cellblock to be sure everyone is out.

(2) Conduct a head count in the assembly area as directed.

(3) Personnel will not re-enter building without permission from the proper authority.

h. Report all actions taken and the results of the check, if required, to your supervisor.

(5) Medical personnel will respond as needed.

j. Wait for further instructions from your supervisor.

QUESTION: When you come upon a blocked exit route, what do you do?

ANSWER: Use the alternate route given in the fire plan.

NOTE: Conduct a check on learning and summarize the learning activity.

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

B. ENABLING LEARNING OBJECTIVE

ACTION:	Take action in case of an escape.
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CONDITIONS:	Given a conference/discussion in a classroom environment.
STANDARDS:	Identify the steps in taking action in the event of an escape.

1. Learning Step / Activity 1. Prevent escape from inside a detainee camp

Method of Instruction: Conference / Discussion

Time of Instruction: 20 mins

Media: -None-

NOTE: Show Slide #13 (Take Action in Case of Escape)

NOTE: Show Slide #14 (ELO B)

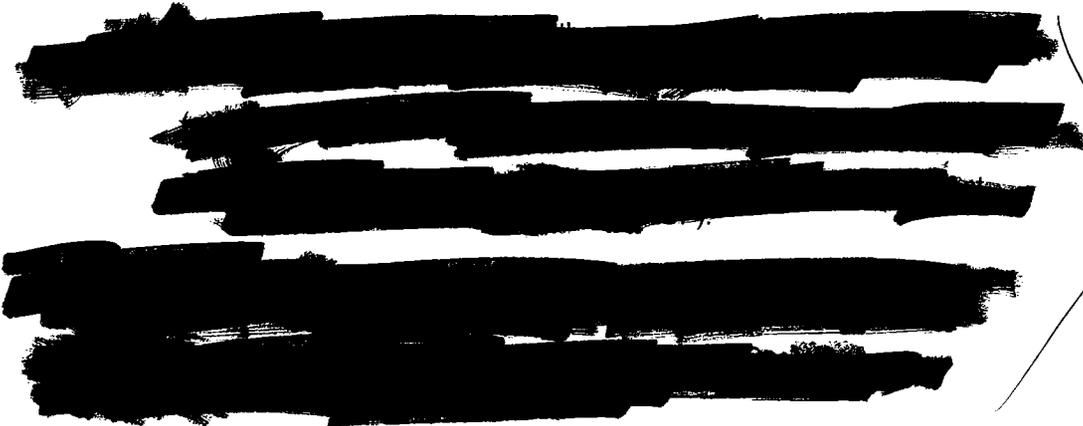
NOTE: Show Slide #15 thru 17 (Attempt Escape within a Detainee Camp)

a. If you are inside a camp and observe a detainee attempting to escape:

(1) Sound the alarm. The camp SOP will dictate what the alarm is. Usually three short blasts of a whistle.

(2) Order the escapee to halt. If he does not halt, repeat the order.

(3) Secure all other detainees. If you are outside, have the detainees lie face down on the ground. If you are in the cellblock area, return them to their cells, (lock down).



All
b2-3

(5) Brief your supervisor on your actions and the situation.

(6) Prepare a disciplinary report and submit it to your supervisor as soon as the situation permits.

NOTE: Show Slide #18 (Notified of an Escape Attempt).

b. If you are notified of an escape attempt follow your supervisor's instructions. Your supervisor may direct you to:

- (1) Secure the remaining detainees, IAW local SOP.
- (2) Account for detainees with head count .
- (3) Assist in searching for the escapee.
- (4) Guard avenues of escape or perimeter fences.

NOTE: Conduct a check on learning and summarize the learning activity.

2. Learning Step / Activity 2. React to escape attempts outside a camp

Method of Instruction: Conference / Discussion

Time of Instruction: 20 mins

Media: -None-

NOTE: Show Slide #19 (Escorting Only One Detainee)

a. If you are escorting one detainee outside the camp without a weapon and the detainee attempts to escape:

- (1) Order the escaping detainee to halt, repeat the order as many times as necessary.
- (2) Pursue the detainee.
- (3) If you lose sight of the detainee and/or his direction of travel, notify the camp Tactical Operations Center personnel of the escape and continue to search for the detainee unless you are instructed to discontinue the search.
- (4) If you find/capture the detainee use the minimum amount of force necessary.
- (5) Brief your supervisor on your actions and the situation. Follow your supervisor's instructions.
- (6) Prepare a disciplinary report and submit it to your supervisor as soon as the situation permits.

NOTE: Show Slide #20 (Only Guard Escorting More Than One Detainee).

b. If you are escorting more than one detainee, you do not have any assisting guards, and a detainee attempts to escape:

- (1) Order the detainee, "Halt!"
- (2) If detainee does not obey, repeat the order but do not leave the other detainees.

(3) If necessary, call for help from bystanders. Ask them to notify the camp and the military police. Do not have the bystander try to help capture the detainee or secure the remaining detainees.

(4) Note the direction the escapee takes, the time of the escape, the detainee's name and description, and report it as soon as possible.

(5) Immediately escort the remaining detainees back to the camp.

(6) Brief your supervisor on your actions and the situation. Follow your supervisors instructions.

(7) Prepare a Disciplinary Report and submit it to your supervisor as soon as the situation permits.

NOTE: Show Slide #21 and 22 (If you Have More than One Guard).

c. If there is more than one guard, the senior guard will inform you what to do. You should identify (before you depart the camp) who will chase/pursue an escapee. (The senior guard should always remain with the detainees.) During an escape attempt ensure:

(1) Order the detainee, "Halt!" The escaping detainee is pursued.

(2) The remaining detainees are secured. Ensure they are directed to lie down facing the ground.

(3) The camp is notified of the attempted or successful escape attempt as soon as possible. If the detainee escaped, describe the detainee, give his name or ISN, IAW local SOP, time of escape, and his direction of travel.

(4) The remaining detainees in your custody are returned immediately to the camp.

(5) Brief your supervisor.

(6) Prepare a Disciplinary Report and turn it in to your supervisor.

NOTE: Show Slide #23 and 24 (Escorting Detainees While Armed).

d. When escorting a detainee outside the camp who attempts to escape, there are no additional guards, in a loud voice, three times order the detainee to halt. If there is no other way to stop him, shoot to wound or disable; not to kill. See local SOP for and specifics regarding Rules of Engagement (ROE) and Rule For Use of Force (RUF).

WARNING: DO NOT shoot if it will endanger anyone else; do not shoot if the escapee is less than 20 meters away and stops.

NOTE: Show Slide # 25 (Do not give any Information to the News Media).

e. Do not give any information to the news media. Refer all requests for information through the local Public Affairs Office (PAO).

NOTE: Conduct a check on learning and summarize the learning activity.

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Take action in case of disorder at a detainee camp.
CONDITIONS:	Given a conference/discussion in a classroom environment.
STANDARDS:	Identify all the required steps to take action in case of disorder at a detainee camp.

1. Learning Step / Activity 1.

Method of Instruction: Conference / Discussion

Time of Instruction: 10 mins

Media: -None-

NOTE: Show Slide # 26 (Take Action in Case of Disorder).

NOTE: Show Slide # 27 (ELO #C).

NOTE: Show Slides #28 thru#30 (Watch for Signs that a Disorder may Begin).

a. Watch for signs that a disorder may begin.

(1) Changes in established rapport--detainees may not be open or as eager to talk as they usually are.

(2) Changes in group activities--not only in the actions of the group, but also who associates with that group.

(3) Be alert for small groups or individual troublemakers in places where disturbances are likely to happen such as dining facilities, recreation areas and cell blocks, building entrances, gymnasium, library or chapel, dependent on camp or facility layout and detainee access to areas in which to gather.

NOTE: Show Slide #31 (Disorders May Be)

b. Disorders may be organized or disorganized.

NOTE: Show Slide #32 and 33 (Organized)

(1) Organized - (premeditated, deliberate, planned).

(a) Diversion for an attempted escape.

(b) Grievance protests, which are not normally violent.

(c) Demonstrations resulting from dissatisfaction with the food, living conditions, treatment, or authority.

(d) Refusals to work or eat collectively or individually as a means to harass guards or gain concessions.

(e) Work slowdowns to delay completion of a project or for harassment.

(f) Damage or destruction of property to slow down or stop normal operation.

NOTE: Show Slide #34 and 35 (Disorganized).

(2) Disorganized - spontaneous.

(a) There is usually little or no advanced warning. This can result from any activity. A disagreement over what television station to watch, a card game, etc.

c. Never subdue detainees by yourself.

(1) Wait for assistance to arrive and follow the instructions of the senior staff member on the scene.

d. After detainee is brought under control prepare a disciplinary report.

NOTE: Conduct a check on learning and summarize the learning activity.

2. Learning Step / Activity 2. Control a single disorderly detainee

Method of Instruction: Conference / Discussion

Time of Instruction: 10 mins

Media: -None-

NOTE: Show Slide #36 (Single Disorderly Detainee)

a. To control a single disorderly detainee.

(1) Order the detainee to stop his unruly behavior.

(2) If the detainee complies with the order, prepare a Disciplinary Report and turn it in to your supervisor.

NOTE: Show Slide #37 (Detainee Refuses to Comply)

(3) If detainee refuses to follow your order, repeat the order.

(4) If the detainee continues to ignore your order, notify your supervisor.

(5) Isolate the other detainees to move away from the scene of the disturbance.

(6) Follow all directions of your supervisor.

NOTE: Conduct a check on learning and summarize the learning activity.

3. Learning Step / Activity 3. Control a minor disorder involving two or more detainees

Method of Instruction: Conference / Discussion

Time of Instruction: 10 mins

Media: -None-

NOTE: Show Slide #38 Thru 40 (To Control a Minor Disorder)

a. To control a minor disorder involving two or more detainees such as fighting or when detainees are damaging camp equipment and/or property.

(1) Sound the alarm as indicated in local SOP to bring other staff members to the scene. Sounding the alarm should initiate immediate camp lock down.(Usually by blowing a whistle a minimum of 3 times).

(a) Notify the Internment Facility Tactical Operations Center.

(2) Order the disorderly detainees to disperse. If they do not obey, notify your supervisor and wait for instructions.

(3) Help separate and isolate the detainees who are taking part in the disorder from those who are not. Also, help isolate the leaders of the disorder from their followers.

(4) Isolate the scene of the disorder by helping to secure cells, doors, gates, and other exists.

(5) Guards in other cellblocks will secure their detainees and keep order in their areas. They will stay there until their supervisor gives them other instructions.

(6) If life or property is in immediate danger, you may use the least amount of force needed to prevent the act.

(7) Identify and segregate the ringleaders and other detainees who took a major part in the disturbance. Identify participants IAW local SOP and signify non-participants.

(8) Prepare a Disciplinary Report as soon after the incident as possible while the facts are still fresh in your mind and turn the report in to your supervisor.

NOTE: Conduct a check on learning and summarize the learning activity.

4. Learning Step / Activity 4. Take action in case of a mass riot or other major disorder

Method of Instruction: Conference / Discussion

Time of Instruction: 20 mins

Media: -None-

NOTE: Show Slide #41 and 42 (Major Disturbance).

a. In the event of a group or mass riot or other major disorder, or if a minor disorder escalates beyond control. The staff member discovering or receiving notification of the incident will notify all other members of the guard force.

(1) Sound the alarm to bring additional cadre to the scene. Ensure, IAW local SOP, that the Operations Center is notified and should initiate recall of guard personnel.

(2) Order the disorderly detainees to disperse and to stop their unruly behavior.

(3) Isolate the area and wait for shift supervisor to arrive.

(4) Orders detainees who are not involved in the disorder to a secure location. move away from those who are.

(5) Observe the area of the disturbance. Identify and mentally note ring leaders and other detainees who take part in the disturbance.

(6) Briefs supervisor and follows his instructions. (He may direct you to use the appropriate level of force and/or to segregate the ring-leaders and other detainees who took part in the disturbance.)

(7) Conduct a head count as soon as the disturbance is quelled. If there is a discrepancy in the count, conduct a roll call and notify your supervisor of the results.

(8) Prepare a Disciplinary Report and give it to your supervisor.

NOTE: Conduct a check on learning and summarize the learning activity.

5. Learning Step / Activity 5. Hostage situations

Method of Instruction: Conference / Discussion

Time of Instruction: 10 mins

Media: -None-

a. How to react in a hostage situation. Let us suppose that all of the techniques and factors discussed previously have failed. You have been taken hostage. We will learn what you should do to survive this type of situation.

NOTE: Show Slide #43 and 44 (Hostage Situation).

b. The primary rule which governs riot control forces when trying to restore control and order is the minimum use of force at all times. Before a control force is put into action, the minimum use of force must be stated and stressed by the highest ranking individual on site, and the statement must be documented.

c. Notify Internment Facility (I/F) Tactical Operations Center (TOC), which should make notification of outside agencies and supply support to camp commander as needed IAW the Emergency Action Plan (EAP).

(1) The camp commander should be notified and remain in contact with the TOC.

d. Isolate the area and initiate lockdown for non-participating detainees.

e. Sally port staff should initiate secondary Identification card checks. Gate personnel will not allow hostage takers to enter or depart the camp.

(1) Instruct tower guards to stand ready.

f. The immediate supervisor should:

(1) Evaluate the situation.

(2) Isolate the site and initiate special count, IAW local SOP.

g. Conduct Hostage Recovery Procedures IAW local SOP Emergency Action Plan (EAP).

NOTE: Conduct a check on learning and summarize the learning activity.

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

NOTE: Show Slide #45 (Summary).

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: _____
Time of Instruction: <u>5 mins</u>
Media: <u>-None-</u>

Check on Learning

Determine if students have learned the material presented by:

- a. Soliciting student questions and explanations.
- b. Asking questions and getting answers from the students.
- c. Providing immediate feedback in context to the material presented and correcting student misunderstandings.

Review / Summarize Lesson

RETAIN ATTENTION: Time is an important factor when implementing emergency actions. The more you know about your camp emergency action plans and the faster you can put them into effect, will reduce the damage to camp property and the injuries to the staff and the detainees, along with increasing the chances to apprehend an escapee.

SUMMARY: We have discussed the actions to take in a fire, escape, and disorder situation, how to sound the alarm properly, evacuate the cellblock, and how to verify that all detainees are accounted for. We have covered the proper procedures for escorting one or more detainees in and outside of the detainee camp. We have also covered the proper steps to control a single disorderly detainee, a minor disorder, and a major disorder.

CLOSING STATEMENT: No matter how well trained you, as a staff member may be, or how efficient the operating procedures, it is inevitable that there will be some occasional disturbance such as fire, escape, or disorder that will require your immediate action. We, as staff members, should and will be observant and alert at all times.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

None

**Feedback
Requirements**

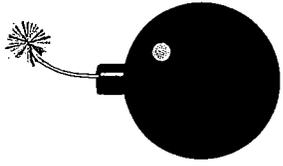
NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions and provide remedial training as needed.

- a. Schedule and provide immediate feedback in context to the material presented; correct student misunderstandings.
 - b. Provide remedial training as needed.
-

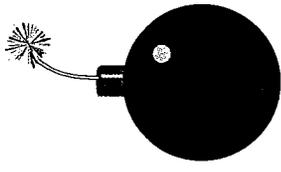
Appendix A - Viewgraph Masters (N/A)

Appendix C - Practical Exercises and Solutions (N/A)

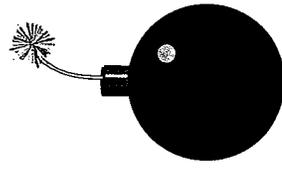
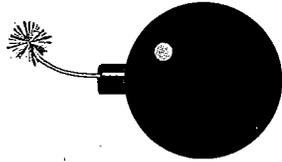
Appendix D - Student Handouts (N/A)



Respond to a Bomb Threat and/or a Bomb within



Detainee Operations



Terminal Learning Objective

Action: Identify Appropriate Actions to Take in the Event of a Bomb or IED Threat in a Detainee Camp.

Conditions: In a Classroom Environment, Given a Situation Where You Have Received a Bomb Threat.

Standard: Identify the Steps to Take in the Event of a Bomb or IED Threat in a Detainee Camp.

BOMB *n.*

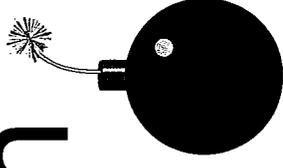
1. An explosive weapon detonated by a predetermined means, as impact, proximity to an object or a timing mechanism.
2. A weapon detonated to release destructive material, as smoke or gas.

(Source: *Webster's II New Riverside University Dictionary*)

Bomb

Simplified Definition

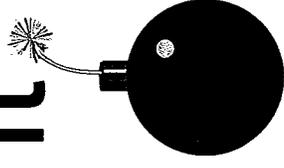
A device capable of producing damage to material and injury or death to personnel when detonated or ignited.



Bomb Categories

Explosive

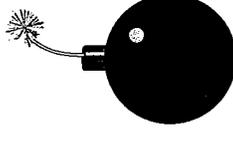
A bomb that causes damage by fragmentation, heat and blast waves, and a violent release of energy.



Bomb Categories

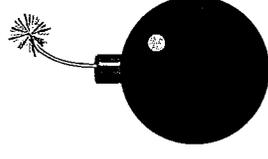
Incendiary

A bomb that, when ignited, generates fire producing heat without substantial explosion.



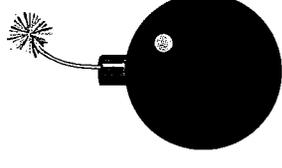
Bomb Threat

A message delivered by any means that warns or claims the presence of a bomb.



Reasons Bomb Threats Are Made

- 💣 **Create an Atmosphere of Anxiety, Havoc**
- 💣 **Minimize Casualties and Personal Injuries**
- 💣 **Minimize Property Damage**
- 💣 **Practical Joke, Prank, or On A Dare**



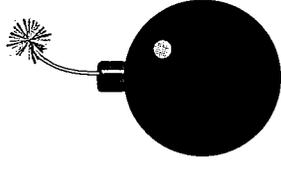
Receiving Bomb Threats

 **Suspicious Package**

 **Telephone Call***

 **Written Message**

 **By Mail or Messenger**



*** Used Most Frequently**

BATES PAGE 10599 - 10602

(React to Bomb Threat)

HAS BEEN WITHHELD PURSUANT TO FOIA
EXEMPTION (b)(2) – 3

BATES PAGE 10603-10604

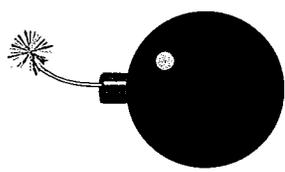
(Evacuation)

HAS BEEN WITHHELD PURSUANT TO FOIA
EXEMPTION (b)(2) – 3

Internal Bomb Search Techniques

SOP Determines Method of Search:

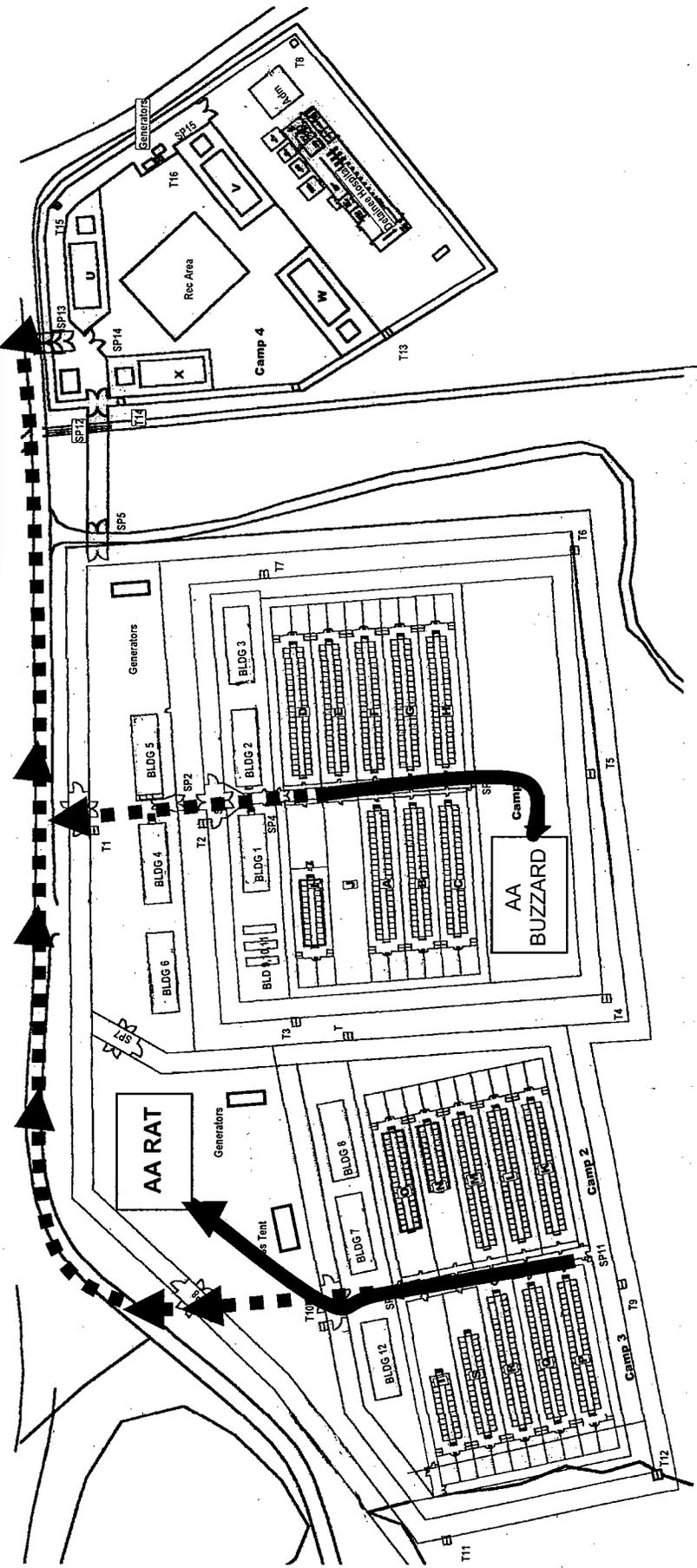
- 💣 Search Team
- 💣 Supervisor's Search
- 💣 Notify TOC of Anything Suspicious



Bomb Threat Evacuation Plan

EXAMPLE

AA
MOUSE



EXAMPLE Emergency Evacuation Routes
 Primary ——— & Alternate - - - -

“For Official Use Only”

BATES PAGE 10607-10614

(Bomb Search Procedures)

HAS BEEN WITHHELD PURSUANT TO FOIA
EXEMPTION (b)(2) – 3

If You Encounter A Bomb...

 **Do Not Touch the Device**

 **Report the Location to TOC by
Telephone or Messenger**

 **Secure the Area**

If You Encounter A Bomb...

 **Turn off Gas & Electricity in Area**

 **Remove Items That May Cause a
Secondary Explosion**

 **Open All Windows and Doors**

If The Bomb Detonates...

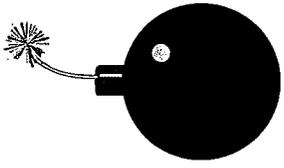
 **Give First Aid to the Injured**

 **Set up a Priority System for Evacuation
of the Injured**

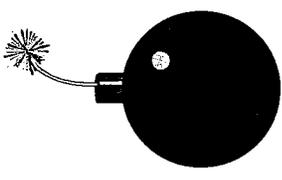
 **Control Fires**

If The Bomb Detonates...

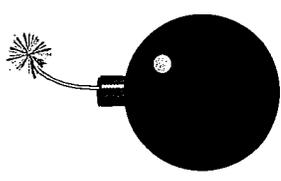
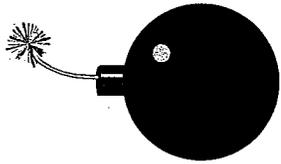
- 💣 **Move Flammable and Secondary Explosion Items Away From Flames**
- 💣 **Secure the Area for Investigation**



Respond to a Bomb Threat and/or a Bomb within



Detainee Operations Summary



**Respond to a Bomb Threat and/or a Bomb within Detainee Operations
CD 256 / Version 2004**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson

<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
----------------------	----------------	---------------------

Task(s) Taught(*) or Supported

<u>Task Number</u>	<u>Task Title</u>
191-381-1250 (*)	<u>INDIVIDUAL</u> React to a Bomb Threat and/or a Bomb in an Detainment Facility

Reinforced Task(s)

<u>Task Number</u>	<u>Task Title</u>
--------------------	-------------------

Academic Hours

The academic hours required to teach this lesson are as follows:

	<u>Mobilization Hours/Methods</u>
	1 hr 15 mins / Conference / Discussion 10 mins / Practical Exercise (Performance)
Test	0 hrs
Test Review	0 hrs
Total Hours:	1 hr 25 mins

Test Lesson Number

	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)		

Prerequisite Lesson(s)

<u>Lesson Number</u>	<u>Lesson Title</u>
CD 254	Emergency Actions for Fire, Escapes and Disorders within Detainee Operations

Clearance Access

Security Level: "For Official Use Only"
Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

FD7. This product/publication has been reviewed by the product developers in coordination with the Fort Leonard Wood, Missouri 65473 foreign disclosure authority. This product is NOT releasable to students from foreign countries.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 19-15	Civil Disturbances.	25 Nov 1985	p 297
FM 3-19.30	Physical Security.	08 Jan 2001	
STP 19-95C1-SM	MOS 95C, Corrections Specialist, Skill Level 1, Soldier's Manual	30 Sep 2003	
STP 19-95C24-SM-TG	MOS 95C, Corrections Specialist, Skill Levels 2/3/4, Soldier's Manual and Trainer's Guide		

Student Study

Read STP 19-95C1-SM, STP 19-95C24-SM-TG.

Assignments

Instructor Requirements

One primary instructor and one assistant instructor.

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
None					

* Before Id indicates a TADSS

Materials Required

Instructor Materials:

NOTE: Based on available qualified instructors, facilities and equipment, the instructor may use computer-assisted powerpoints with projection screen or VGTs (Vu-graphs) with overhead projector.
Bomb Threat Check List Form (Locally produced).

Student Materials:

Read STP 19-95C1-SM, STP 19-95C24-SM-TG, pen, pencil and notebook.

Classroom, Training Area, and Range Requirements

Ammunition Requirements

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

Instructional Guidance

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

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
	MSG	SR Corrections Technical Advisor	11 Jun 2004

(b)(6)-2

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: _____
Time of Instruction: <u>5 mins</u>
Media: <u>-None-</u>

Motivator

NOTE: Show Slide #1 (Respond to a Bomb Threat and/or a Bomb within Detainee Operations).

Everyday the phones ring in our detainee camps. It takes only one of those calls to disrupt the facility's daily activities. If that call is a bomb threat and if we don't handle it properly the end result could be needless death and destruction!

NOTE: Instructors are required to incorporate Contemporary Operating Environment (COE) issues and reinforce VALUES in this lesson to include scenarios and practical exercises. There are key variables that can be expected in virtually every conflict that serve as building blocks for the operational environment (OE). They are interrelated and sometimes overlap, and serve collectively as the foundation for understanding COE. Information can come from CALL (Center for Lessons Learned) <http://call.army.mil> or any media source including newspaper/magazine articles, television/radio information, law enforcement/field training circulars, etc. and should be current and relevant to the training. Do not violate any copyright or reproduction laws.

The eleven variables are:

1. Physical environment
2. Nature and stability of the state
3. Military capabilities
4. Technology
5. Information
6. External organizations
7. Social demographics
8. Regional Relationships
9. National will
10. Time
11. Economics

NOTE: Show Slide #2 (TLO).

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:	Identify the appropriate actions to take in the event of a bomb or IED threat in a detainee camp.
Conditions:	In a classroom environment, given a situation where you have received a bomb threat.
Standards:	Identify the steps to take in the event of a bomb or IED threat in a

detainee camp.

**Safety
Requirements**

Safety briefings will be conducted prior to training with emphasis on weather conditions, existing and predicted; munitions, including the handling and transporting of blank ammunition and pyrotechnics; and safety while working around and with machinery, vehicles, and tools. Other topics include hot and cold weather injury prevention and treatment, animal and insect bites, poisonous plants, and fire prevention. All injuries/incidents will be reported to the instructor on site and processed IAW course policies and procedures.

Comply with:

- a. AR 385-10, The Army Safety Program, 29 February 2000.
- b. AR 385-55, Prevention of Motor Vehicle Accidents, 12 March 1987.
- c. TRADOC Regulation 385-2, 27 January 2000.
- d. FM 100-14, Risk Management, 23 April 1998.
- e. FM 101-5, Staff Organization and Operations, 31 May 1997.

NOTE: This is an example of a safety briefing. Safety briefings are dependent on the location of training/training event and this is not to be considered an all-inclusive safety briefing.

1. **Electrical storms:** (when appropriate) To take precautions against anyone being hit by lightning, we have a dispersal area that is located on this range at (give location) (instructors will complete this at their specific outside location). When directed to disperse, you will move directly to the dispersal area, ground your rifle and Kevlar and place your poncho over yourself after lying flat on the ground. In addition, be sure to avoid flagpoles, wires, Kevlar, and meters that contain electrical charges.
2. **Snakebites:** (when appropriate) As you know, the areas in which snakes are generally found during hot weather are cool, damp places such as rotten logs, creek banks, and under roots. In training areas they may be found in fighting supported positions and bunkers. Always observe an area very closely prior to training. In the event that a snake of any type bites you, report it to range personnel, the instructor, or your drill sergeant. Under no circumstances should anyone try to handle a snake.
3. **Heat casualties:** (when appropriate). When you are active the body becomes overheated and the perspiration, which is created, cannot evaporate and cool the body because of the high humidity. You become a possible casualty from the heat as the body temperature rises above the normal temperature. The symptoms that this can create are: cool, moist or hot, dry skin; profuse sweating; headaches; dizziness; weakness; rapid pulse; or severe cramps in the abdomen or legs. Instructors, range personnel, drill sergeants, and company cadre are familiar with first aid treatments and casualty evacuation procedures for further medical attention. During hot weather, drink water at a rate of not more than 1.5 quarts per hour and not more than 12 quarts per day. Use the buddy system and watch your buddies for signs of heat illness.
4. **Cold weather injuries:** (when appropriate) Range OIC will ensure that warm-ups are properly utilized. Ten-minute breaks will be scheduled for each 50-minute block of instruction. During conference sessions, individuals should be allowed to move their feet, hands, etc., in order to maintain circulation. Supervisors at every level will ensure that their subordinates are adequately protected during cold weather. Range OIC will coordinate with company personnel to rotate Soldiers into warm-up tents when inclement

weather conditions dictate the need for this to preserve troop health.

5. **Weapons Handling:** Do not fire blank ammunition at individuals within a distance of 25 meters. Ensure blank adapters are installed on weapons before ammunition is issued. Blank adapters will be installed on weapons at all times. When utilizing MILES equipment, never look directly into the laser engagement transmitter.
6. **Classroom Instruction:** Inform students of the procedures and exits in the classroom in the event of an emergency and/or fire.
7. If in need of a MEDEVAC helicopter, immediately contact the MEDEVAC Operations Center telephonically, either by calling through the Range Control Switchboard or by radio. If emergency care is needed, all medical support for units training outside the cantonment area should contact the local 911 for emergency care.
8. Be responsible for security of weapons.
9. Ensure proper use of pyrotechnics and blank ammunition.

NOTE: Ensure all students have been given the safety brief. Have those arriving late due to appointments and sick call read the briefing.

**Risk
Assessment
Level**

Low

**Environmental
Considerations**

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage. Caring for the environment begins with the Army's vision of environmental responsibility. The following vision statement describes what the Army expects of all Soldiers and leaders:

Vision Statement: *"The Army will integrate environmental values into its mission in order to sustain readiness, improve the Soldier's quality of life, strengthen community relationships, and provide sound stewardship of resources."*

Taking care of the environment protects health, safety, and natural resources. For example, when fuel spills on the ground, it soaks into the soil, poisons plants, and eventually enters streams and lakes that supply drinking water. (See [FM 3-100.4](#) for more information.)

Caring for the environment also supports the Army mission. Costly environmental cleanups detract from Army readiness. During war, many wise tactical, medical, or operations-security (OPSEC) practices are also good environmental practices. Handling fuels safely, maintaining vehicles, disposing of solid waste/hazardous waste (HW), and managing and turning in ammunition properly are sound environmental and tactical considerations that carry over from training into combat operations.

Many practices that damage the environment waste time and do not lead to success in combat. One example occurred during the Gulf War when Iraqi Soldiers set fire to Kuwaiti oil fields and poured millions of gallons of crude oil into the Persian Gulf. The Iraqi Army deliberately damaged environmental resources and wasted valuable time and effort on activities that did not stop the allies' advance. Remember, environmental stewardship does not prevent the Army from fighting and winning wars—it supports the Army mission.

Training will be conducted in the proper designated areas only. This ensures natural

and environmental resources are maintained properly for continued training realism. All spills of hazardous property and POL products will be reported to the appropriate environmental office. The activity responsible for the spill will contain the spill to reduce further environmental and training area degradation. Equipment will be operated to conform to environmental operating permits. Live foliage will not be used as camouflage material. Improper disposal of trash and refuse, inadequate cleanup of training areas pollutes ground water resources, and may result in a potential health or safety hazard.

References: Field Manual 3-100.4/MCRP 4-11B, Environmental Considerations in Military Operations, dated 15 June 2000; w/change #1 dated 11 May 2001.

Training Circular 3-34.489, The Soldier and the Environment, dated 8 May 2000; with change number 1, dated 26 October 2001.

Evaluation

None.

**Instructional
Lead-In**

The importance of correctly reacting to a bomb threat and obtaining all the information possible from the caller who is calling in the bomb threat cannot be emphasized enough. Then comes the action upon encountering an explosive device. Lives and property are a major priority in a detainee camp during this situation.

SECTION III. PRESENTATION

1. Learning Step / Activity 1.

Method of Instruction: Conference / Discussion

Time of Instruction: 10 mins

Media: -None-

a. Before we discuss how to react to a bomb threat, bomb search techniques, and actions to take upon encountering a bomb, we will cover some definitions.

NOTE: Show Slides #3 and #4 (Definition of a Bomb)

(1) A bomb is a device capable of producing damage to material and injury or death to personnel when detonated or ignited.

NOTE: Show Slides #5 and #6 (The Two Classifications of a Bomb)

(2) Bombs are placed in two categories:

(a) Explosive: a bomb that causes damage by fragmentation, heat and blast waves, and a violent release of energy.

(b) Incendiary: a bomb, when ignited, that generates fire producing heat without substantial explosion.

NOTE: Show Slide #7 (Definition of a Bomb Threat)

(3) A bomb threat is a message, delivered by any means, that warns or claims the presence of a bomb. It may, or may not, include information like the time for detonation/ignition, why the bomb was set, or where the bomb was concealed.

NOTE: Show Slide #8 (Reasons Why Someone Would Report a Bomb Threat)

(4) Reasons why someone would report a bomb threat.

(a) To create an atmosphere of anxiety and panic, which will disrupt the normal activities of the facility (May be used as a diversion for an escape).

(b) To minimize personal injuries or property damage.

(c) As a practical joke or on a dare.

NOTE: Show Slide #9 (Bomb Threat May Be Received in Many Ways)

b. A bomb threat may be received in a number of ways:

(1) A suspicious package.

(2) A telephone call.

(3) A written message.

(4) Delivered through mail, or by messenger.

NOTE: Although a bomb threat may be delivered by any means, the most frequently used method is by telephone.

NOTE: Conduct a check on learning and summarize the learning activity.

2. Learning Step / Activity 2. React to a telephonic bomb threat

Method of Instruction: Conference / Discussion

Time of Instruction: 15 mins

Media: -None-

NOTE: Show Slides #10 through #12 (React to a Telephonic Bomb Threat)

a. What to do if you answer the phone and receive a bomb threat?

(1) First, you must remain calm throughout the telephone conversation.

(2)

[REDACTED]

NOTE: Instructor to issue Bomb Threat Checklist Form.

(3)

[REDACTED]

(4)

[REDACTED]

(5)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

QUESTION: Throughout the conversation what must you do?

ANSWER: Remain calm.

All
b2-3

All b2-3

[REDACTED]

NOTE: Instructor will give examples of situations that may occur if panic spreads throughout the detainee camp.

NOTE: The public affairs officer is the only person authorized to release information to the public.

c. After the caller hangs up, brief your supervisor and follow his instructions.

NOTE: Show Slide #13 (Inform all Persons and Agencies on the Notification List)

(1) You may be told to inform all persons and agencies on the notification list.

[REDACTED]

NOTE: Instructor will explain role each agency will play.

[REDACTED]
(b) Explosive [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
(1) [REDACTED]
[REDACTED]
(2) [REDACTED]

[REDACTED]

NOTE: Show Slides #14 and #16 (Evacuation)

(2) Evacuation will be according to the facility SOP.

[REDACTED]
[REDACTED]
[REDACTED]
that [REDACTED]
[REDACTED]

All b2-3

[REDACTED]

[REDACTED]

[REDACTED]

(c) [REDACTED]

[REDACTED]

(e) [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

NOTE: Conduct a check on learning and summarize the learning activity.

- 3. Learning Step / Activity 3. Search for a bomb
 - Method of Instruction: Conference / Discussion
 - Time of Instruction: 10 mins
 - Media: -None-

NOTE: Show Slide #17 (Bomb Search Techniques)

NOTE: The I/F SOP will determine the method of search.

[REDACTED]

[REDACTED]

[REDACTED]

NOTE: Show Slides #18 through #21 (Things to Search For).

b [REDACTED]

(1) [REDACTED]

c [REDACTED]

(2) [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

010629

NOTE: Show Slide #22 and 23 (Bomb Search Techniques for the Outside Area)

- (1) [redacted] doing a police [redacted]
- (2) [redacted]

NOTE: Use extreme caution when searching vehicle.

- (3) [redacted]
- (4) [redacted] garbage [redacted]

NOTE: Show Slide #24 and 25 (Bomb Search Techniques Detailed Room Searches)

[redacted] common areas [redacted] things).

d. Now we will discuss detailed room searches.

- (1) [redacted]
- (2) [redacted]
- (3) [redacted]

NOTE: Instructor will point out things in the classroom and explain how to search them.

- (4) [redacted]
- (5) [redacted] d
- (6) [redacted]

NOTE: Conduct a check on learning and summarize the learning activity.

4. Learning Step / Activity 4.

Method of Instruction: Conference / Discussion
 Time of Instruction: 10 mins
 Media: -None-

NOTE: Show Slide #26 and 27 (What to do if you Encounter a Bomb).

AM b2-3

a. Actions to take upon encountering a bomb.

QUESTION: How far are the detainees and staff evacuated to?

ANSWER: A [REDACTED]

(1) [REDACTED]

(2) [REDACTED]

(3) [REDACTED]

(4) [REDACTED]

[REDACTED]

(6) Open all windows and doors. This will help reduce air pressure, flying debris, and reduce the overall effect of the blast. If necessary, escort EOD personnel to the location of the reported device.

QUESTION: How would you report the location of an explosive device?

ANSWER: A [REDACTED]

NOTE: Conduct a check on learning and summarize the learning activity.

5. Learning Step / Activity 5.

Method of Instruction: Conference / Discussion
Time of Instruction: 10 mins
Media: -None-

NOTE: Show Slide #28 and 29 (Actions to Take If the Bomb Detonates)

a. Actions to take if the bomb detonates.

(1) Give first aid to the injured. This includes both cadre and detainees and is based on the severity of the injuries.

(2) Set up a priority system for the evacuation of the injured.

(3) Control fires; attempt to put out small fires; for larger fires follow the facility fire plan.

(4) Move flammable items away from fires and items that could cause secondary explosions. This includes floor wax, cleaners, etc.

(5) Secure the area for the investigation. Do not let anyone tamper with the debris. You will not leave the area until ordered by your supervisor or the bomb scene officer.

NOTE: Conduct a check on learning and summarize the learning activity.

6. Learning Step / Activity 6. Practical Exercise

Method of Instruction: Practical Exercise (Performance)

Time of Instruction: 10 mins

Media: -None-

Conduct Practical Exercise.

NOTE: Conduct a check on learning and summarize the learning activity.

NOTE: Show Slide #30 (Summary)

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: _____
Time of Instruction: <u>5 mins</u>
Media: <u>-None-</u>

Check on Learning

Determine if students have learned the material presented by:

- a. Soliciting student questions and explanations.
- b. Asking questions and getting answers from the students.
- c. Providing immediate feedback in context to the material presented and correcting student misunderstandings.

Review / Summarize Lesson

RETAIN ATTENTION: Although a bomb threat will not happen every day there is a possibility that it could happen. This would create an emergency situation where you have to react without creating an atmosphere of panic.

SUMMARY: During this block of instruction, we have covered the information on how to properly fill out a bomb threat checklist, react to a bomb threat, bomb search techniques, take immediate action upon encountering an explosive device, and what to do if the bomb explodes.

CLOSING STATEMENT: The importance of correctly reacting to a bomb threat and obtaining all the information possible from the caller who is calling in the bomb threat cannot be emphasized enough. Then comes the action upon encountering an explosive device. Lives and property are a major priority in a detainee camp during this situation.

**REACT TO A BOMB THREAT IN A DETAINEE CAMP
RECEIVING A BOMB THREAT BY TELEPHONE**

SUMMARY

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

7. [REDACTED]

8. [REDACTED]

All b2-3

[REDACTED] ge.
[REDACTED] ise.

9. [REDACTED]

b. [REDACTED]
c. [REDACTED]
e. [REDACTED]
f. [REDACTED]
a. [REDACTED]

**TAKE IMMEDIATE ACTION UPON ENCOUNTERING AN EXPLOSIVE DEVICE
IN A DETAINEE CAMP**

SUMMARY

1. Procedures will be followed in accordance with local SOP.
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED] try to control
7. Do not tamper with any debris after an explosion. Evidence could be destroyed.
8. Secure the area until your supervisor releases you.

-
9. You should be very familiar with the unit's bomb threat SOP; knowing what to do when encountering an explosive device could save lives.
 10. Talk to no one other than when instructed to do so by your supervisor.
-

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

None

**Feedback
Requirements**

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

Appendix A - Viewgraph Masters

VIEWGRAPHS FOR LESSON 1: CD 256 version 2004

Appendix B - Test(s) and Test Solution(s) (N/A)

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 1: CD 256 version 2004

PRACTICAL EXERCISE SHEET 1

Title Emergency Actions for Bomb Threats

Lesson Number / Title CD 256 version 2004 / Respond to a Bomb Threat and/or a Bomb within Detainee Operations

Introduction

Motivator

Terminal Learning Objective **NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

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

Action:	Identify the appropriate actions to take in the event of a bomb or IED threat in a detainee camp.
Conditions:	In a classroom environment, given a situation where you have received a bomb threat.
Standards:	Identify the steps to take in the event of a bomb or IED threat in a detainee camp.

Safety Requirements

Risk Assessment Low

Environmental Considerations

Evaluation

Instructional Lead-In None.

Resource Requirements

Instructor Materials:

Handout, Bomb Threat Checklist form (locally produced).

Student Materials:

STP 19-95C1-SM, pen/pencil, and notebook.

Special Instructions

Procedures

PROCEDURE: Have three student role players (supervisor, bomb caller, and person answering phone with bomb checklist available). Terminate PE after 5 minute phone call.

**Feedback
Requirements**

Appendix D - Student Handouts (N/A)

React to a Physical Attack using Unarmed Self-Defense Techniques within Detainee Operations
CD 260 / Version 2004
11 Jun 2004

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	31E-POI	2004	Detainee Operations

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>
	191-381-1370 (*)	<u>INDIVIDUAL</u> React to an Internee Attack Using Self-Defense Techniques

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>

Academic Hours	The academic hours required to teach this lesson are as follows:	
	<u>Mobilization Hours/Methods</u>	
	2 hrs 40 mins / Conference / Discussion	
	8 hrs 25 mins / Demonstration	
	15 mins / Practical Exercise (Performance)	
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	11 hrs 30 mins	

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	N/A

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	CD 228	Personal Safety Awareness within Detainee Operations
	CD 252	Use of Force within Detainee Operations

Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.
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Foreign Disclosure Restrictions	FD7. This product/publication has been reviewed by the product developers in coordination with the Fort Leonard Wood, Missouri 65473 foreign disclosure authority. This product is NOT releasable to students from foreign countries.
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References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
AR 190-14	Carrying of Firearms and Use of Force for Law Enforcement and Security Duties.	12 Mar 1993	
AR 190-47	The Army Corrections System.	05 Apr 2004	
STP 19-95C1-SM	MOS 95C, Corrections Specialist, Skill Level 1, Soldier's Manual	30 Sep 2003	
STP 19-95C24-SM-TG	MOS 95C, Corrections Specialist, Skill Levels 2/3/4, Soldier's Manual and Trainer's Guide		

Student Study Assignments

None.

Instructor Requirements

One primary instructor and four assistant instructors.

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
None					

* Before Id indicates a TADSS

Materials Required**Instructor Materials:**

NOTE: Based on available qualified instructors, facilities and equipment, the instructor may use computer-assisted powerpoints with projection screen or VGTs (Vu-graphs) with overhead projector.

Suggested for training:

1 Floor Mat 12X12 or wrestling mats per every 2 students

1 Strike Pads (Foam) per every 2 students

1 Mock Knife per every 2 students

Suggested facility:

Gym or suitable training area

Student Materials: None**Classroom, Training Area, and Range Requirements****Ammunition Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
	None				

Instructional**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this

Guidance

lesson and identified reference material.

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material. All instructors must conduct rehearsals prior to presenting this lesson in front of students to ensure each step is mastered and can be demonstrated effectively.

NOTE: All Detainees are to be treated humanely, with dignity and respect, at all times.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
[REDACTED]	(b)(6)-2	SR Corrections Technical Advisor	11 Jun 2004

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: _____
Time of Instruction: <u>10 mins</u>
Media: <u>-None-</u>

Motivator

The concepts relating to self-defense have a long history and originated from the far east. Some of the self-defense tactics include jujitsu, judo, tae kwon do, aikido, etc.

A majority of the techniques taught in this lesson are derived from Aikido, which was founded in Japan in 1925 as an adaptation of jujitsu. Japanese warriors primarily used Aikido for a method self defense. Pressure points, throwing, and joint locking (holds) are its principle techniques.

Morihei Ueshiba (1883-1969) was history's greatest martial artist. Even as an old man of eighty, he could disarm any foe, down any number of attackers, and pin an opponent with a single finger. Although invincible as a warrior, he was above all a man of peace who detested fighting, war, and any kind of violence. His way was Aikido, which can be translated as "The Art of Peace." Morihei Ueshiba is referred to by the practitioners of Aikido as O Sensei, "The Great Teacher".

Morihei Ueshiba developed these defensive techniques because as he got older he found that when he would hit or kick an opponent he would feel pain as well. He designed Aikido as a means of using the attackers strength and energy against them just by redirecting their energy. This program was designed for old people woman and children.

You must be aware of your surroundings while working within a detention facility because whenever men or women are housed in a tightly controlled environment, tensions and stress levels increase. As a result there may be times as a staff member that you may find yourself being required to use force to defend yourself. When force is used to quell a disturbance or to defend ourselves we must use the minimum amount of force all times. Knowing that the propensity for danger exists we must be alert for potential violent attack, as well as being aware of our avenues of possible escape.

It is important to understand that no matter how much training we may have to perform our duties, it is just as important to understand that no single defensive technique is 100% effective on all attackers. For this reason we must train and become proficient with multiple techniques and practice these techniques "Perfectly" because "perfect practice makes perfect". This means that unless we practice each technique as it is taught then when we may find ourselves in a situation that may require us to defend ourselves and we may not be able to effectively employ them when needed. It is said that if we practice something the same way 2000 to 3000 times later it becomes second nature. An example of this is being able to tie our shoes. As children when learning to tie our shoes it is difficult at first but as we continue to grow learn that we can tie our shoes without even looking.

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 a physical attack using self-defense techniques.
Conditions:	Given a situation that requires you to use physical force against an aggressive assailant who is attacking you and all lower levels of force have been ineffective.
Standards:	React to a physical attack by selecting the appropriate defense technique and perform all the necessary steps to defend yourself against a physical attack as demonstrated by successfully completing the performance evaluation.

Safety Requirements

There will be a lot of hands on training during this program of instruction. This is a controlled environment and the following safety precautions must be enforced by all instructors and students during this lesson:

1. All participants will only practice those techniques explained by the primary instructor. ALL students MUST relax and be flexible during each technique applied to reduce injury to limbs and joints.
2. There will be no horseplay or other types of disturbances during the class.
3. Instruct students when they feel pain or discomfort while (role playing) as the attacker during **ANY** technique to pat themselves or pat the ground with a free hand, or say "**CODE BLUE**" this will inform the student applying the technique to release the pressure in that area. However, the student applying the technique may continue to execute the technique slowly until the (role playing) attacker complies with the defenders commands. On the command of "**STOP**", or "**CODE RED**" or at the **sound of a whistle ALL** students applying any technique will release the hold on the attacker and stop the technique being applied in order to minimize injury to one another.
4. All watches, rings, glasses and necklaces etc...must be removed prior to the beginning of class and stored in a safe location away from the training area.
5. All participants must warm up major muscle groups prior to training to help prevent muscular injuries.
6. Additional instructors will be tasked to assist the Primary Instructor to help control and supervise the training as well as assist and critique students as necessary.
7. All techniques will be conducted step by step the first time using a talk through demonstration method of instruction a minimum of two times prior to allowing students an opportunity to conduct any practical exercises.
8. The techniques taught in this lesson will NEVER be conducted by any student at combat speed during this lesson.

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

Caring for the environment begins with the Army's vision of environmental responsibility. The following vision statement describes what the Army expects of all Soldiers and leaders:

Vision Statement: *"The Army will integrate environmental values into its mission in order to sustain readiness, improve the Soldier's quality of life, strengthen community relationships, and provide sound stewardship of resources."*

Taking care of the environment protects health, safety, and natural resources. For example, when fuel spills on the ground, it soaks into the soil, poisons plants, and eventually enters streams and lakes that supply drinking water. (See FM 3-100.4 for more information.)

Caring for the environment also supports the Army mission. Costly environmental cleanups detract from Army readiness. During war, many wise tactical, medical, or operations-security (OPSEC) practices are also good environmental practices. Handling fuels safely, maintaining vehicles, disposing of solid waste/hazardous waste (HW), and managing and turning in ammunition properly are sound environmental and tactical considerations that carry over from training into combat operations.

Many practices that damage the environment waste time and do not lead to success in combat. One example occurred during the Gulf War when Iraqi Soldiers set fire to Kuwaiti oil fields and poured millions of gallons of crude oil into the Persian Gulf. The Iraqi Army deliberately damaged environmental resources and wasted valuable time and effort on activities that did not stop the allies' advance. Remember, environmental stewardship does not prevent the Army from fighting and winning wars—it supports the Army mission.

Training will be conducted in the proper designated areas only. This ensures natural and environmental resources are maintained properly for continued training realism. All spills of hazardous property and POL products will be reported to the appropriate environmental office. The activity responsible for the spill will contain the spill to reduce further environmental and training area degradation. Equipment will be operated to conform to environmental operating permits. Live foliage will not be used as camouflage material. Improper disposal of trash and refuse, inadequate cleanup of training areas pollutes ground water resources, and may result in a potential health or safety hazard.

References: Field Manual 3-100.4/MCRP 4-11B, Environmental Considerations in Military Operations, dated 15 June 2000; w/change #1 dated 11 May 2001.

Training Circular 3-34.489, The Soldier and the Environment, dated 8 May 2000; with change number 1, dated 26 October 2001.

Evaluation

This material will be tested utilizing a competency-based hands on performance evaluation upon completion of the training.

Instructional Lead-In

The United States Army has high standards to training and Defensive Tactics is one of those high priority-training programs that requires you to participate in and understand the policies on what type of techniques you will be authorized to use to defend yourself when the time arises. In any potentially dangerous situation humans have one of two reactions that they will take known as fight or flight. No one says you have to stay and fight. But if you do stay you should at least posses

the basic knowledge and skills to defend yourself, get away from an attacker and avoid confrontation whenever possible. The techniques you will learn in this lesson will give you the basic knowledge to do just that.

You must be aware of your surroundings while in a detention facility and be alert for potential assaults from any violent attacker, as well as being aware of your avenues of escape. It is important that as a staff member working inside of a detention facility that if you must use force to defend yourself that you must use the lowest level of force necessary to defend yourself in any situation. This means that you will not only use physical force to defend yourself but verbal persuasion as well.

During this lesson you will be instructed how to deescalate a physical confrontation and get away in order to sound an alarm to alert other staff within the facility to assist you in successfully quelling the situation. You must understand that this lesson is NOT intended to teach any fighting or offensive techniques it is intended to provide you the skills needed to successfully defend yourself if the situation arises. These techniques are focused on being able to use the attackers strength and energy against them by redirecting their energy and responding to their attack in an unexpected response. Being able to successfully employ these techniques will allow you to not only create and maintain distance but also build confidence in yourself as a staff member working in a detention facility.

SECTION III. PRESENTATION

1. Learning Step / Activity 1. Introduction to Natural Weapons of the Body.

Method of Instruction: Demonstration

Time of Instruction: 10 mins

Media: -None-

INSTRUCTOR NOTES: The primary instructor will ensure all assistant instructors are positioned through out the training area to ensure students can see each demonstration.

Predesignated assistant instructors will demonstrate each technique, as the primary instructor explains them.

During demonstrations one predesignated assistant instructor will role-play as an attacker, while the other demonstrates each technique.

The following techniques will be conducted initially by the instructors at a moderate pace in order to demonstrate the effectiveness of each technique before it is demonstrated step-by-step using the demonstration method of instruction.

All instructors must conduct rehearsals prior to presenting this lesson in front of students to ensure each step is mastered and can be demonstrated effectively.

After each step has been demonstrated, have the students perform these steps. Assist and critique students as necessary.

- **NATURAL WEAPONS OF THE BODY**

We all have areas of our body that we may employ as natural weapon when defending ourselves, the following is a list of these areas.

- a. Finger.
- b. Knuckles.
- c. Edge of hand.
- d. Heel of hand.
- e. Head.
- f. Knee.
- g. Shin.
- h. Heel.
- i. Finger poke.
- j. Grab.
- k. Elbow.

NOTE: Conduct a check on learning and summarize the learning activity.

2. Learning Step / Activity 2. Perform Proper Stances/Falls.

Method of Instruction: Conference / Discussion

Time of Instruction: 30 mins

Media: -None-

INSTRUCTOR NOTES: The primary instructor will ensure all assistant instructors are positioned through out the training area to ensure students can see each demonstration.

Predesignated assistant instructors will demonstrate each technique, as the primary instructor explains them.

During demonstrations one predesignated assistant instructor will role-play as an attacker, while the other demonstrates each technique.

The following techniques will be conducted initially by the instructors at a moderate pace in order to demonstrate the effectiveness of each technique before it is demonstrated step-by-step using the demonstration method of instruction.

All instructors must conduct rehearsals prior to presenting this lesson in front of students to ensure each step is mastered and can be demonstrated effectively.

After each step has been demonstrated, have the students perform these steps. Assist and critique students as necessary.

a. Interview-stance.

(1) This stance allows complete relaxation yet at the same time allows you a quicker reaction time.

(2) The upper body is erect and centered over the hips. The weight is distributed evenly between the left and right foot. The strong foot to the rear approximate shoulder width apart at a forty-five degree angle. The hands are placed around waist level in front of the body in a non-aggressive manner.

b. Defensive-stance.

(1) This is a preferred stance for defending yourself, because you are not braced, but are in a relaxed comfortable, balanced position from which you may be able to effectively defend yourself.

(2) The upper body is erect and centered over the hips. The head should be carried vertically with the point of the chin toward the attacker. The knees should be slightly bent and weight evenly distributed. The rear elbow is held down and in front of the ribs. The open palm of the lead hand faces the attacker and is positioned in front between the shoulders.

NOTE: After each step has been demonstrated, have the students perform these steps. Assist and critique students as necessary.

c. Movement Techniques

(1) Step and Drag Step –

(a) Forward - From the Defensive Stance, Step forward with your lead foot and drag your rear foot returning to a comfortable defensive stance.

(b) Backwards – From the defensive stance, step backwards with your rear foot first then drag your lead foot returning to a comfortable defensive stance.

(c) Left and Right movements – Depending on which direction your moving in the foot closest to that direction moves first then dragging the trail foot returning to a comfortable defensive stance.

d. Falling Techniques

(1) Back fall – cross your arms in front of your chest, squat to a crouch position, role onto your buttocks and back keeping your chin tucked in, and slap the mat with both hands palms down.

(2) Side fall – is a rolling fall. Roll 45-degrees over your shoulder striking the mat and rolling to one side of your body, arm will extend out and slapping the mat palms down.

NOTE: Conduct a check on learning and summarize the learning activity.

3. Learning Step / Activity 3. Apply Pressure Points.

Method of Instruction: Conference / Discussion
Time of Instruction: 1 hr
Media: -None-

NOTE: Inform students that nothing is 100%; meaning that not every technique will cause the same reaction to every attacker and being able to identify more than one pressure point of the body will aid the defender in applying more than one technique if confronted by an attacker.

INSTRUCTOR NOTES: The primary instructor will ensure all assistant instructors are positioned through out the training area to ensure students can see each demonstration.

Predesignated assistant instructors will demonstrate each technique, as the primary instructor explains them.

During demonstrations one predesignated assistant instructor will role-play as an attacker, while the other demonstrates each technique.

The following techniques will be conducted initially by the instructors at a moderate pace in order to demonstrate the effectiveness of each technique before it is demonstrated step-by-step using the demonstration method of instruction.

All instructors must conduct rehearsals prior to presenting this lesson in front of students to ensure each step is mastered and can be demonstrated effectively.

After each step has been demonstrated, have the students perform these steps. Assist and critique students as necessary.

**CAUTION-CAUTION- CAUTION- CAUTION-CAUTION- CAUTION- CAUTION-
CAUTION- CAUTION**

_____Remind students when they feel pain or discomfort while (role playing) as the attacker during ANY technique to pat themselves or pat the ground with a free hand, or say “**CODE BLUE**” this will inform the student applying the technique to release the pressure in that area. However, the student applying the technique may continue to execute the technique slowly until the (role playing) attacker complies with the defenders commands. On the command of “**STOP**”, or “**CODE RED**” or at the **sound of a whistle ALL** students applying any technique will release the hold on the attacker and stop the technique being applied in order to minimize injury to one another.

APPLY PRESSURE POINTS:

a. By applying pressure to certain areas of an attacker’s body, you may be able to disarm him, escape or control the attack. Vital areas (Pressure Points) are those areas that are vulnerable to pressure applied by the hand, foot, or knee and may cause pain. Pressure points are sensitive to various types of applications, whether by hand, finger, knee, foot, or any available defensive tool. Proper application of pressure to a vulnerable area will either impede or incapacitate a violent attacker. You be aware that people have different tolerances for pain and some pressure points may not be as effective. When applying one technique and it does not appear to give you desired effect immediately move to another pressure point. These techniques can also be used when conducting force cell moves.

b. Pressure points include:

(1) **Infra-orbital nerve (nose)** – Secure the head by reaching around with weak hand and grasping the chin. Ensure to keep your fingers away from the mouth. The head should be secured into the pocket of the around armpit area. With your strong hand (knife hand) apply pressure to nose by pushing in then up. Once assailant complies release the pressure not the hold.

(2) **Mandibular angle nerve (ear)** – Secure the head by reaching around with weak hand and grasping the chin. Ensure to keep your fingers away from the mouth. The head should be secured into the pocket of the around armpit area. Hyper extend the head to the opposite side where pressure is going to be applied. Slide your thumb downward from the top of the ear to bottom. You will feel a pocket towards the bottom of the ear – this is where you will push your thumb inward towards the opposite ear. Once assailant complies release the pressure not the hold.

(3) **Hypoglossal nerve (under jaw)** – With one or both of your hands grasp the attacker under the jaw line applying pressure under the jaw by pushing in and up.

(4) **Suprascapular (traps)** – With an open or closed hand make contact in a downward motion to the muscle area on top of the trapezoid muscles.

(5) **Brachial plexus origin** – With an open or closed hand make contact with a ridge hand or forearm across the brachial nerve on the side of the neck.

(6) **Clavicle nerve** – With one or more fingers apply pressure in a downward motion along the clavicle/collar bone.

(7) **Jugular notch nerve** – with one or more fingers place your finger or fingers directly into the Jugular notch and apply pressure in a downward motion.

(8) **Brachial plexus tie in**- With an open or closed hand make contact with lower portion of your palm to the area below the clavicle bone and just above the meaty portion of the pectoral muscle.

(9) **Radial nerve (Forearm)** – With an open or closed hand apply pressure or impact directly on top of the forearm.

(10) **Median nerve (Forearm)** – With an open or closed hand apply pressure to or impact directly under the forearm.

(11) **Parainal nerve (leg)** – With your knee apply pressure or impact just above the back of the attackers knee to the outside of the leg (thigh muscle area).

NOTE: Conduct a check on learning and summarize the learning activity.

4. Learning Step / Activity 4. Create and Maintain Distance.

Method of Instruction: Conference / Discussion
Time of Instruction: 30 mins
Media: -None-

INSTRUCTOR NOTES: The primary instructor will ensure all assistant instructors are positioned through out the training area to ensure students can see each demonstration.

Predesignated assistant instructors will demonstrate each technique, as the primary instructor explains them.

During demonstrations one predesignated assistant instructor will role-play as an attacker, while the other demonstrates each technique.

The following techniques will be conducted initially by the instructors at a moderate pace in order to demonstrate the effectiveness of each technique before it is demonstrated step-by-step using the demonstration method of instruction.

All instructors must conduct rehearsals prior to presenting this lesson in front of students to ensure each step is mastered and can be demonstrated effectively.

After each step has been demonstrated, have the students perform these steps. Assist and critique students as necessary.

CAUTION-CAUTION- CAUTION- CAUTION-CAUTION- CAUTION- CAUTION- CAUTION- CAUTION

___Remind students when they feel pain or discomfort while (role playing) as the attacker during ANY technique to pat themselves or pat the ground with a free hand, or say “**CODE BLUE**” this will inform the student applying the technique to release the pressure in that area. However, the student applying the technique may continue to execute the technique slowly until the (role playing) attacker complies with the

defenders commands. On the command of “**STOP**”, or “**CODE RED**” or at the **sound of a whistle** **ALL** students applying any technique will release the hold on the attacker and stop the technique being applied in order to minimize injury to one another.

a. ONE-HAND CHECK:

(1) One-hand check – While informing the individual to stop you will forcefully extend your lead hand, hands open, lower portion of palm forward at the assailant at the same time he/she is making an attack.

(2) Use the palm of your lead hand, direct the strike to the brachial plexus tie-in and immediately re-track turn towards your nearest avenue of escape. (This should disturb your attacker’s rhythm, thus giving you ample time to vacate the area.)

(3) Subsequently, allowing you to create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

b. TWO-HANDED CHECK:

(1) Two-handed check – this technique is applied in the same manner as the one-hand check with the following exceptions: use both palms and direct the strike to both sides of the brachial plexus tie-in.

(2) Once contact is made with the attacker look for your nearest avenue of escape. (This should disturb your attacker’s rhythm, thus giving you ample time to vacate the area).

(3) Subsequently, allowing you to create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

c. THREE-POINT CHECK:

(1) Three-point check – If a situation arises where time and space does not permit you to escape from a rushing attacker, use the wall behind you as a support and simultaneously lift the lead knee and direct strikes (palms) to the brachial plexus tie-in.

(2) Once contact is made with the attacker, look for your nearest avenue of escape. (This should disturb your attacker’s rhythm, thus giving you ample time to vacate the area).

(3) Subsequently, allowing you to create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

d. TWO or MORE ASSAILANTS:

(1) Two or more assailants- Never attempt to run or move between assailants. Assess the situation look for the nearest avenue of escape, and move toward the outer most portion of the attackers.

(2) You will always attempt to keep one attacker between you and the rest or push that attacker into the rest of the attackers while you use your avenue of escape. (This should disturb your attacker's rhythm, thus giving you ample time to vacate the area).

(3) Subsequently, allowing you to create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

NOTE: Conduct a check on learning and summarize the learning activity.

5. Learning Step / Activity 5. Conduct a practical exercise.

Method of Instruction: Practical Exercise (Performance)

Time of Instruction: 15 mins

Media: -None-

Conduct Practical Exercise.

NOTE: Conduct a check on learning and summarize the learning activity.

6. Learning Step / Activity 6. Defend Against Lapel Grabs.

Method of Instruction: Demonstration

Time of Instruction: 1 hr 45 mins

Media: -None-

INSTRUCTOR NOTES: The primary instructor will ensure all assistant instructors are positioned through out the training area to ensure students can see each demonstration.

Predesignated assistant instructors will demonstrate each technique, as the primary instructor explains them.

During demonstrations one predesignated assistant instructor will role-play as an attacker, while the other demonstrates each technique.

The following techniques will be conducted initially by the instructors at a moderate pace in order to demonstrate the effectiveness of each technique before it is demonstrated step-by-step using the demonstration method of instruction.

All instructors must conduct rehearsals prior to presenting this lesson in front of students to ensure each step is mastered and can be demonstrated effectively.

After each step has been demonstrated, have the students perform these steps. Assist and critique students as necessary.

CAUTION-CAUTION- CAUTION- CAUTION-CAUTION- CAUTION- CAUTION- CAUTION- CAUTION

___ Remind students when they feel pain or discomfort while (role playing) as the attacker during ANY technique to pat themselves or pat the ground with a free hand,

or say “**CODE BLUE**” this will inform the student applying the technique to release the pressure in that area. However, the student applying the technique may continue to execute the technique slowly until the (role playing) attacker complies with the defenders commands. On the command of “**STOP**”, or “**CODE RED**” or at the **sound of a whistle** **ALL** students applying any technique will release the hold on the attacker and stop the technique being applied in order to minimize injury to one another.

INSTRUCTOR NOTE: Prior to employing any technique the students must understand the FIVE phases of AIKIDO. Furthermore, everyone must understand the importance of employing all five phases every time someone attempts to harm him or her and if they employ the techniques properly they will be able to successfully defend themselves.

FIRST PHASE: “Mind Direction” This is a distraction technique you must employ to temporarily redirect your attackers mind for a split second from the area or point on your attackers body that you intend on grabbing. (Simply slapping your attackers face lightly or kicking your attacker in the shin lightly may accomplish this).

INSTRUCTOR NOTE: Bring a demonstrator to the front of the class and have him place his arm straight out to the side. Demonstrate the distraction technique by initially attempting to push his hand straight down while exerting a lot of energy and not being able to move the hand down. Once you have the students attention attempt to push it down once again but also move your free hand towards the demonstrators groin area illustrating the use of distracting his attention for a split second and the hand that was pushing the demonstrators hand down will be able to effectively accomplish this task (reinforcing your teaching of the distracting technique.

SECOND PHASE: “Energy Direction” This is a technique you must employ to temporarily redirect your attackers strength and energy. This is accomplished in conjunction with first phase, by slight moving your attackers energy in the opposite direction (2-4 inches) for a split second causing him to exert more energy in the opposite direction in which you intend to move in order to effectively employ any given technique. (an example of this is when your attacker is pulling your arm in a direction and your entire body moves that way over exaggerating your movement this will cause him to push the opposite direction with more energy than you, allowing you to employ your defensive technique more effectively with little or no force on your part).

THIRD PHASE: “Proper Grip and Technique” This is utilized simultaneously with phase 1 & 2 and is where you must employ your intended defensive technique properly. These techniques will be explained as we advance through the lesson).

FOURTH PHASE: “Pain Compliance” This is where you must effectively apply a technique in a manner that causes the attacker to no longer present a threat to you. This is accomplished by applying only enough pressure to a specific area of the body (ie: wrist/foot or pressure point) to keep the attacker on the threshold of pain, care must be given to ensure that you do not keep steady pressure on any area for too long or the attacker will become oblivious to the pain and resist your technique and attack you more aggressively.

FIFTH PHASE: “Proper Release” This is where you must effectively position your attacker in a manner that he will not be able to re-attack you upon your release of him. This is accomplished by utilizing the fourth phase in conjunction with your communication skills to direct him into a compliant position facing away from your

escape route, allowing you to release him and subsequently, allowing you to create and maintain distance using any of the previous techniques. Utilizing your body alarm, radio or whistle, seeking assistance as you are using your avenue of escape.

NOTE: When applying wrist hold techniques, proper grip is of utmost importance. If you have a proper grip, your attacker will not be able to get out of the hold easily thus defeating his efforts and placing you in a safe controlling position. Using the wrist holds enables you to assist the attacker to the ground giving you the ability to gain even more time and space as well as to create and maintain distance. Be aware that it only takes 2 to 5 lbs. of pressure to break the wrist, 6 to 8 for the elbow, 8 to 10 for the shoulder, and this can be accomplished with two fingers if a person resists the hold. When an attacker grabs you and you apply one of the wrist holds properly you will not break your attackers joints. The attacker will fracture his own joints if he resists the hold. Again always ensure to give orders to the attacker, so that he knows what you want him to do i.e. "STOP", "GET DOWN ON THE FLOOR" etc...

NOTE: Inform the students: An attacker will grab you in one of three ways. We will discuss these three as Palms Up, Palms Down and Palms Facing In.

a. The first lapel grab we will discuss and demonstrate will be if an attacker grabs you with his **Palms Up**.

NOTE: The following techniques will be conducted initially by the instructors at a moderate pace in order to demonstrate the effectiveness of each technique before it is demonstrated step-by-step using the demonstration method of instruction.

Palms Up defense using "Wrist Hold #1":

Role Playing (Attacker): Reach and grab the shirt of the defender with both hands **Palms Up**.

Defender: Utilizing the first phase (Mind Direction) kick the shin of your attacker, while simultaneously employing the second phase (Energy Direction) leaning and pulling your upper body slightly to the rear 2-4 inches. This will distract the attacker and cause him to respond by pulling you forward. As you are employing phase 1 & 2 simultaneously utilize the third phase (Proper Grip) by grabbing the left hand of your attacker in the following manor using the "Wrist Hold #1" defensive technique.

Wrist hold #1. (Proper Technique)

(1) Reach and grab the meaty part of the little finger of the attackers left hand with your left hand and simultaneously grab the meaty part of his right thumb with your right hand and place your thumbs together on the center of the back of the attackers hand just below the knuckles.

(2) Bend the attackers wrist straight back to his elbow, causing him to drop to his knees.

(3) With both of your hands twist the attackers left hand to the right causing him to lie on his back.

(4) While maintaining control of the attackers hand with both of your hands ensure that you maintain your balance (the general rule of thumb is that your

feet are always wider than your knees and your knees are always wider than your shoulders).

(5) Next, hyper extend his left arm and slide your left hand down the attackers arm and grasp his arm just before the elbow.

(6) Simultaneously, twist the attackers left hand to the right with your right hand and pull his arm to the left with your left hand, while walking around his head (using the step-drag-step) technique learned previously in this lesson causing him to lie flat on his stomach.

NOTE: Do not cross your feet while walking around the attackers head or you will be pulled off balance.

(7) Once the attacker is flat on his stomach, slide your left hand back up to the attackers hand and re-grab his hand using wrist hold #1 as you did in step a above.

(8) Execute the fourth phase (Pain Compliance) by slightly bending the attackers hand straight back to his elbow while keeping his arm straight and moving it along his torso towards his head. While applying pain compliance verbally direct your attacker to look away from you place his free hand under his groin and cross his legs.

NOTE: (CAUTION) Only apply enough pressure to the attacker until he is compliant to your commands, but do NOT release your grip until you are ready to move away from him. Remain cognizant that it only takes 2 to 5 lbs of pressure to break the wrist, 6 to 8 lbs of pressure to break the elbow and 8 to 10 lbs of pressure for the shoulder to break. The attacker will fracture his own joints if he resists the hold. Again always ensure to give verbal instructions to the attacker, so that he knows what you want him to do.

(9) The fifth phase (Proper Release) can now be executed by you releasing his left hand subsequently, allowing you to create and maintain distance using any of the previous techniques. Utilizing your body alarm, radio or whistle, seeking assistance as you are using your avenue of escape.

NOTE: Following the demonstration of this technique at least two times have students pair off into lines with half facing the front and the other half facing the rear of the training area so that you can begin the step by step method of instruction. Inform the students that those that are facing the front of the class will be the defender first and once each step is explained and practiced the students will change rolls and you will repeat the steps.

NOTE: Direct the students to “simulate” grabbing one another when (role playing) as the attacker, by placing their left hand, fingers extended and joined palm facing their own face directly in front of their face. This will facilitate proper grip as well as prevent unnecessary injury to wrists.

To help the students be able to practice the technique on themselves direct the students to perform the following: Place your left hand in the center of your chest, palm up, and bend your fingers upward, so that your pinky finger is against the breastbone. With your right hand grasp the meaty part of your thumb with your fingers. Place your right thumb tip between the index finger and middle finger below the knuckles. Bend the wrist straight back to the elbow until they feel pressure. This is the proper grip and technique.

b. The second lapel grab we will discuss and demonstrate will be if an attacker grabs you with his **Palms Down**.

NOTE: The following techniques will be conducted initially by the instructors at a moderate pace in order to demonstrate the effectiveness of each technique before it is demonstrated step-by-step using the demonstration method of instruction.

Palms down defense using "Wrist Hold #2":

Role Playing (Attacker): Reach and grab the shirt of the defender with both hands **Palms Down**.

Defender: Utilizing the first phase (Mind Direction) lift your right hand and slap the left side of the attackers face, while simultaneously employing the second phase (Energy Direction) leaning and pulling your upper body slightly to your left 2-4 inches. This will distract the attacker and cause him to respond by pulling you to the right. As you are employing phase 1 & 2 simultaneously utilize the third phase (Proper Grip) by grabbing the top of your attackers right hand (meaty part of the little finger) in the following manor using the "Wrist Hold #2" defensive technique.

Wrist hold #2. (Proper Technique)

(1) Reach and grab the meaty part of the little finger of the attackers right hand with your right hand, while placing your right thumb in the webbing of his forefinger and thumb.

(2) With your right hand quickly twist the attackers right hand to your right in a clockwise circular fashion.

(3) Simultaneously reach up with your left hand and place the webbing of your forefinger and thumb just above the attackers right elbow and continue to twist your attackers hand to the right causing your attacker to bend at the waist.

(4) You will utilize both phase 4 & 5 in this next step. With both of your hands continue to twist the attackers right hand in a clockwise circular motion to the right as he is moving to your right, you must step back to your right with your right foot (maintaining your balance) and quickly release your attacker causing him to hit the floor.

(5) Subsequently, allowing you to create and maintain distance using any of the previous techniques. Utilizing your body alarm, radio or whistle, seeking assistance as you are using your avenue of escape.

NOTE: (CAUTION) Only apply enough pressure to the attacker until he is compliant to your commands, but do NOT release your grip until you are ready to move away from him. Remain cognizant that it only takes 2 to 5 lbs of pressure to break the wrist, 6 to 8 lbs of pressure to break the elbow and 8 to 10 lbs of pressure for the shoulder to break. The attacker will fracture his own joints if he resists the hold. Again always ensure to give verbal instructions to the attacker, so that he knows what you want him to do.

NOTE: Following the demonstration of this technique at least two times have students pair off into lines with half facing the front and the other half facing

the rear of the training area so that you can begin the step by step method of instruction. Inform the students that those that are facing the front of the class will be the defender first and once each step is explained and practiced the students will change rolls and you will repeat the steps.

NOTE: Direct the students to “simulate” grabbing one another when (role playing) as the attacker, by placing their right hand, fingers extended and joined palm facing their down towards the defender. This will facilitate proper grip as well as prevent unnecessary injury to wrists.

To help the students be able to practice the technique on themselves direct the students to perform the following: Place your left hand across the center of your chest, palm down, your fingers are extended, joined and parallel to the ground. With your right hand reach across the top of your left hand and grasp the meaty part of your little finger with your fingers. Place your right thumb tip in the webbing of the forefinger and thumb. Twist and bend the left wrist outward until you feel pressure. This is the proper grip and technique.

c. The third lapel grab we will discuss and demonstrate will be if an attacker grabs you with his
Palms Facing In.

NOTE: The following techniques will be conducted initially by the instructors at a moderate pace in order to demonstrate the effectiveness of each technique before it is demonstrated step-by-step using the demonstration method of instruction.

Palms facing in defense using “Wrist Hold #3”:

Role Playing (Attacker): Reach and grab the shirt of the defender with both hands
Palms Facing In.

Defender: Utilizing the first phase (Mind Direction) kick the shin of your attacker, while simultaneously employing the second phase (Energy Direction) leaning and pulling your upper body slightly to your left 2-4 inches. This will distract the attacker and cause him to respond by pulling you to your right. As you are employing phase 1 & 2 simultaneously utilize the third phase (Proper Grip) by grabbing the left hand of your attacker in the following manor using the “Wrist Hold #3” defensive technique.

Wrist hold #3. (Proper Technique)

(1) Reach and grab the meaty part of the thumb of the attackers left hand with your right hand and place your thumb on the back of the attackers hand just below the knuckles of the ring finger and little finger, while simultaneously placing the palm of your left hand on top of your right thumb (keeping your thumb in place) causing your attacker to bend backward and to his left at the waist.

(2) You will utilize both phase 4 & 5 in this next step. With both of your hands continue to quickly twist the attackers left wrist to your right and forward bending his wrist back to his elbow and outward over his shoulder at an approx angle of 45 degrees, you must step backward slightly to your right with your right foot (maintaining your balance) and quickly release your attacker causing him to hit the floor.

(3) Subsequently, allowing you to create and maintain distance using any of the previous techniques. Utilizing your body alarm, radio or whistle, seeking assistance as you are using your avenue of escape.

NOTE: (CAUTION) Only apply enough pressure to the attacker until he is compliant to your commands, but do NOT release your grip until you are ready to move away from him. Remain cognizant that it only takes 2 to 5 lbs of pressure to break the wrist, 6 to 8 lbs of pressure to break the elbow and 8 to 10 lbs of pressure for the shoulder to break. The attacker will fracture his own joints if he resists the hold. Again always ensure to give verbal instructions to the attacker, so that he knows what you want him to do.

NOTE: Following the demonstration of this technique at least two times have students pair off into lines with half facing the front and the other half facing the rear of the training area so that you can begin the step by step method of instruction. Inform the students that those that are facing the front of the class will be the defender first and once each step is explained and practiced the students will change rolls and you will repeat the steps.

NOTE: Direct the students to “simulate” grabbing one another when (role playing) as the attacker, by placing their left hand, fingers extended and joined palm facing their own face directly in front of their face. This will facilitate proper grip as well as prevent unnecessary injury to wrists.

To help the students be able to practice the technique on themselves direct the students to perform the following: Place your left hand in the center of your chest, palm up, keeping your fingers extended and joined and place your pinky finger is against your breastbone. With you right hand grasp the meaty part of your thumb with your fingers. Place your right thumb tip between the ring finger and little finger on the back of your left hand below the knuckles. Turn your wrist outward away from your body until you feel pressure. This is the proper grip and technique.

NOTE: Conduct a check on learning and summarize the learning activity.

7. Learning Step / Activity 7. Defend Against Wrist Grabs.

Method of Instruction: Demonstration
Time of Instruction: 30 mins
Media: -None-

INSTRUCTOR NOTES: The primary instructor will ensure all assistant instructors are positioned through out the training area to ensure students can see each demonstration.

Predesignated assistant instructors will demonstrate each technique, as the primary instructor explains them.

During demonstrations one predesignated assistant instructor will role-play as an attacker, while the other demonstrates each technique.

The following techniques will be conducted initially by the instructors at a moderate pace in order to demonstrate the effectiveness of each technique before it is demonstrated step-by-step using the demonstration method of instruction.

All instructors must conduct rehearsals prior to presenting this lesson in front of students to ensure each step is mastered and can be demonstrated effectively.

After each step has been demonstrated, have the students perform these steps. Assist and critique students as necessary.

**CAUTION-CAUTION- CAUTION- CAUTION-CAUTION- CAUTION- CAUTION-
CAUTION- CAUTION**

Remind students when they feel pain or discomfort while (role playing) as the attacker during ANY technique to pat themselves or pat the ground with a free hand, or say **“CODE BLUE”** this will inform the student applying the technique to release the pressure in that area. However, the student applying the technique may continue to execute the technique slowly until the (role playing) attacker complies with the defenders commands. On the command of **“STOP”, or “CODE RED”** or at the **sound of a whistle ALL** students applying any technique will release the hold on the attacker and stop the technique being applied in order to minimize injury to one another.

a. **WRIST GRABS.**

(1) Attacker grabs you by one of your wrists with one of his hands. (Weak Thumb Principle)

- (a) Spread your fingers on the hand of the wrist that is grabbed.
- (b) Twist that hand and pull against the opening of the attackers forefinger and thumb.
- (c) Attacker will release his grip.
- (d) Subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

(2) Attacker grabs you by one of your wrists with two of his hands. (Weak Thumb Principle)

- (a) Spread your fingers on the hand of which wrist is grabbed.
- (b) Twist that hand and pull against the opening of the attackers forefingers and thumbs.
- (c) If he does not release his grip, use your free hand to grab your other hand and pull against the opening of the attackers forefingers and thumbs.
- (d) Attacker will release his grip.
- (e) Subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

(3) Attacker grabs one of your wrists across your body and none of the above works.

- (a) The attacker is facing you and reaches across your body to grab your right wrist with his right hand.
- (b) You must slightly pull your right arm to the right approx 2-4 inches to redirect his energy causing your attacker to pull your right arm to his right.
- (c) Continue to move your right arm to his right using his energy until the palm of your right hand is parallel to the ground above his wrist, then

- immediately rotate your right hand in a clockwise circular motion to the right in order to grasp the back of the attackers right wrist.
- (d) Immediately cover the top of the attackers fingers on his right hand with your left hand palm down.
 - (e) With both of your hands apply pressure against the attacker's wrist in a downward fashion.
 - (f) At this point, you will cause the attacker to drop to his knees. Subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

NOTE: These techniques can be utilized whether either the left or right hand is grabbed across the body.

(4) Attacker grabs one of your wrists using the opposite hand and none of the above works.

- (a) The attacker is facing you and grabs your right wrist with his left hand.
- (d) First, you must slightly pull your right arm to your left approx 2-4 inches to redirect his energy causing your attacker to pull your right arm to his left.
- (a) Continue to move your right arm to his left using his energy until the palm of your right hand is parallel to the ground above his wrist, then immediately rotate your right hand in a counterclockwise circular motion to the right in order to grasp the back of the attackers left wrist.
- (d) Immediately cover the top of the attackers fingers on his left hand with your left hand palm down.
- (e) With both of your hands apply pressure against the attacker's wrist in a downward fashion.
- (f) At this point, you will cause the attacker to drop to his knees. Subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

NOTE: These techniques can be utilized whether either the left or right hand is grabbed.

(5) Attacker grabs both of your wrists simultaneously.

- (a) The attacker is facing you and grabs both your right and left wrists simultaneously.
- (b) First, you must simultaneously slightly pull both your right and left arms outward to the side approx 2-4 inches to redirect his energy causing your attacker to pull your arms inward.
- (c) Continue to move your right arm to his left using his energy until the palm of your right hand is parallel to the ground facing upward under his right wrist.
- (b) Immediately grab the meaty part of the thumb of his right hand your right hand and pull downward to his right in a counterclockwise circular motion.
- (e) As he lets go of his grip, immediately cover the top your right thumb with your left hand palm down.
- (f) Apply pressure against the attacker's wrist in a downward fashion.
- (g) At this point, you will cause the attacker to fall backward rapidly. Subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

NOTE: Conduct a check on learning and summarize the learning activity.

8. Learning Step / Activity 8. Defend against a Bear Hug, Head Lock, Choke Hold, and Full Nelson.

Method of Instruction: Demonstration

Time of Instruction: 2 hrs

Media: -None-

INSTRUCTOR NOTES: The primary instructor will ensure all assistant instructors are positioned through out the training area to ensure students can see each demonstration.

Predesignated assistant instructors will demonstrate each technique, as the primary instructor explains them.

During demonstrations one predesignated assistant instructor will role-play as an attacker, while the other demonstrates each technique.

The following techniques will be conducted initially by the instructors at a moderate pace in order to demonstrate the effectiveness of each technique before it is demonstrated step-by-step using the demonstration method of instruction.

All instructors must conduct rehearsals prior to presenting this lesson in front of students to ensure each step is mastered and can be demonstrated effectively.

After each step has been demonstrated, have the students perform these steps. Assist and critique students as necessary.

CAUTION-CAUTION- CAUTION- CAUTION-CAUTION- CAUTION- CAUTION- CAUTION- CAUTION

Remind students when they feel pain or discomfort while (role playing) as the attacker during ANY technique to pat themselves or pat the ground with a free hand, or say **“CODE BLUE”** this will inform the student applying the technique to release the pressure in that area. However, the student applying the technique may continue to execute the technique slowly until the (role playing) attacker complies with the defenders commands. On the command of **“STOP”, or “CODE RED”** or at the **sound of a whistle ALL** students applying any technique will release the hold on the attacker and stop the technique being applied in order to minimize injury to one another.

Bear Hug Defense:

- a. **Attempted Bear Hug from the Front (Pinning the Arms)**

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker that has his arms out in a threatening manner with the intent to grab you from your front around your torso you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) (if your arms are pinned) make a fist with your strong hand placing it on your chest with the knuckles facing outward, you must slide your hand up or down your chest until it is directly in-front of your attackers sternum. As he applies pressure to you he will feel pain to his sternum causing him to release his grip on you.

(4) Subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

b. Attempted Bear Hug from the Front (Not Pinning the Arms)

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker that has his arms out in a threatening manner with the intent to grab you from your front around your torso you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) (if your arms are not pinned) with your strong hand use one of your natural weapons of your body the edge of your hand and apply one of the pressure points as learned earlier in this lesson by applying pressure to the (Infra-orbital nerve).

(4) As you apply pressure to his nose area he will feel pain causing him to release his grip on you. Subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

c. Attempted Bear Hug from the Rear (Pinning the Arms)

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker that has his arms out in a threatening manner with the intent to grab you from the rear around your torso you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) (if your arms are pinned) lower your center of gravity by spreading your feet as wide as you can and step to your strong side maintaining your balance.

(4) Make a fist with your weak hand and reach back as hard and as fast as you can to strike your attacker in the groin area. As he will feel pain to his groin he will release his grip on you.

(5) Subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

d. Attempted Bear Hug from the Rear (Not Pinning the Arms)

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker that has his arms out in a threatening manner

with the intent to grab you from the rear around your torso you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) (if your arms are not pinned) lower your center of gravity by spreading your feet as wide as you can and step to your strong side maintaining your balance.

(4) Make a fist with your strong hand and strike the back of the attackers hand with your knuckles until he releases one of his fingers.

(5) As he releases a finger, you must grab the free finger with your hand that is on that side and rotate it outward causing his hand to become inverted. This pain will cause him to release his grip on you.

(6) Subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

e. Head Lock Defense:

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker that has his arms out in a threatening manner with the intent to grab you from your front around your head you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) Immediately turn your head inward towards your attackers stomach, reducing injury from your attacker punching your face.

(4) With your hand that is to the rear of your attacker reach up his back to his throat and apply one of the pressure points learned previously in this lesson either (Hypoglossal nerve under the jaw or Mandibular angle nerve under the ear).

(5) While applying pressure to one of these areas simultaneously utilize the hand that is to the front by reaching under the attackers leg and pinch a tiny area near the femoral nerve. This technique will cause your attacker extreme pain and he will release his grip on you.

(6) Subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

f. Choke Defense from the Front:

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker that has his arms out in a threatening manner with the intent to grab you from your front around your neck you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) Immediately bring your strong hand up, over and under your attackers wrists close to your throat.

(4) Bring your weak hand against your strong hand and apply pressure against your attackers wrists twisting to your strong side.

(5) This technique will cause your attacker to release his grip on you utilizing the weak thumb principle as learned previous in this lesson. Subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

g. Choke Defense from the Rear:

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker that has his arms out in a threatening manner with the intent to grab you from the rear around your neck you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) Upon the attacker bringing his arm around your throat immediately lower your center of gravity by spreading your feet as wide as you can and step to either your strong or weak side maintaining your balance while simultaneously tucking your chin into his elbow.

(4) Reach up with both of your hands and grab your attackers elbow and pull down.

(5) Pull your attackers elbow to either your weak or strong side (depending on which side his elbow is) (if he grabs you with his right arm you will step back with your left foot and vise versa) and step back with either your weak or strong foot throwing your attacker to the ground over your hip.

NOTE: Do NOT attempt to throw your attacker over your shoulder or you will cause yourself unnecessary pain and suffering.

(6) This technique will cause your attacker to release his grip on you subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle, to seek assistance as you are using your avenue of escape.

h. Full Nelson Defense (Prevention):

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker that has his arms out in a threatening manner with the intent to grab you from the rear in an attempt to place you in a full nelson you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) Being aware of your surroundings will assist greatly in prevention from being placed in a full nelson. As soon as you feel anyone touching your mid

section from the rear lock your arms and clinch your arms against your sides pinning anyone that may be attempting to do you harm.

(4) Immediately lower your center of gravity by spreading your feet as wide as you can and step to your strong side maintaining your balance.

(5) With either your strong or weak hand grab a free finger of your attacker and rotate it outward causing his hand to become inverted. This pain will cause him to release his grip on you. Subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

i. **Full Nelson Defense:**

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker that has his arms out in a threatening manner with the intent to grab you from the rear in an attempt to place you in a full nelson you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) Upon being placed in a full nelson immediately lower your center of gravity by spreading your feet as wide as you can and step to your strong side maintaining your balance, simultaneously, use the knuckles of your fists to strike the back of the hands of your attacker causing him to release a finger.

(4) As he releases a finger, you must grab the free finger with the hand that is on that side and rotate it outward causing his hand to become inverted. This pain will cause him to release his grip on you. Subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

NOTE: Conduct a check on learning and summarize the learning activity.

9. Learning Step / Activity 9. Defend against a Knife Attack.

Method of Instruction: Demonstration

Time of Instruction: 2 hrs

Media: -None-

INSTRUCTOR NOTES: The primary instructor will ensure all assistant instructors are positioned through out the training area to ensure students can see each demonstration.

Predesignated assistant instructors will demonstrate each technique, as the primary instructor explains them.

During demonstrations one predesignated assistant instructor will role-play as an attacker, while the other demonstrates each technique.

The following techniques will be conducted initially by the instructors at a moderate pace in order to demonstrate the effectiveness of each technique before it is demonstrated step-by-step using the demonstration method of instruction.

All instructors **must** conduct rehearsals prior to presenting this lesson in front of students to ensure each step is mastered and can be demonstrated effectively.

After each step has been demonstrated, have the students perform these steps. Assist and critique students as necessary.

CAUTION-CAUTION- CAUTION- CAUTION-CAUTION- CAUTION- CAUTION- CAUTION- CAUTION

Remind students when they feel pain or discomfort while (role playing) as the attacker during ANY technique to pat themselves or pat the ground with a free hand, or say **“CODE BLUE”** this will inform the student applying the technique to release the pressure in that area. However, the student applying the technique may continue to execute the technique slowly until the (role playing) attacker complies with the defenders commands. On the command of **“STOP”, or “CODE RED”** or at the **sound of a whistle ALL** students applying any technique will release the hold on the attacker and stop the technique being applied in order to minimize injury to one another.

NOTE: When confronted by an attacker with any potentially sharp object or stabbing weapon you must be mentally prepared to defend yourself and not go into shock if you get cut during the physical altercation. Most of the time the act of getting cut causes people to go into shock and die, so we must tell ourselves the following every time we are confronted with a sharp object or stabbing weapon: **“I am going to get cut but I am not going to die”** this will help us be more effective when utilizing the following defensive techniques.

a. Knife Attack with the Attacker (Standing) with a knife in front of your Face or Throat

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker carrying a knife or potentially sharp stabbing weapon you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) As soon as the attacker places the knife close to your face/throat area, raise your hands slowly as if you are surrendering.

(4) Keep your hands close to your body and when you get your hands parallel to the height of his wrist, (with both of your hands palms open) simultaneously strike the inside of his wrist and the center of the back of his hand as hard as you can.

(5) This will cause the attackers hand to open up and drop the knife, subsequently allowing you to grab the back of his hand and employ wrist hold # 3 as described previously in this lesson to disarm your attacker. Subsequently, create and maintain distance using any of the previous techniques. Utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

b. Knife Attack Thrusting down to your Chest

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker carrying a knife or potentially sharp stabbing weapon you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) As soon as the attacker attempts to slash or stab you in a downward manner you must redirect his energy by pivoting on the ball of your outside foot (opening an avenue of approach of the attacker) simultaneously, reaching up with both hands in a circular motion touching the forearm of the attacker redirecting his blow in towards him.

(4) Keep your hands close together in a circular fashion when you make contact with him causing the attacker stab himself with the knife.

(5) Subsequently, allowing you to create and maintain distance using any of the previous techniques. Allowing you the opportunity to utilize your body alarm, radio or whistle, to seek assistance as you are using your avenue of escape.

c. Knife Attack Straight Thrust to Stomach

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker carrying a knife or potentially sharp stabbing weapon you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) As soon as the attacker attempts to stab you in a thrusting straight forward manner you must redirect his energy by pivoting on the ball of your outside foot (opening an avenue of approach of the attacker) simultaneously, reaching across the top of his hand and grab the back of his hand and employ wrist hold # 3 as described previously in this lesson to disarm your attacker.

(4) Subsequently, allowing you to create and maintain distance using any of the previous techniques. Allowing you the opportunity to utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

d. Knife Attack Thrusting upward to your Abdomen.

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker carrying a knife or potentially sharp stabbing weapon you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) As soon as the attacker attempts to stab you in a upward manner at your abdomen you must redirect his energy by pivoting on the ball of your outside foot (opening an avenue of approach of the attacker) simultaneously, using your outside forearm to strike the attackers elbow area redirecting the weapon away from your body.

(4) Next, step forward with your outside leg and utilize your inside forearm to strike the attackers Brachial nerve in a stunning manner.

(5) This will cause your attacker to hit the ground rapidly subsequently, allowing you to create and maintain distance using any of the previous techniques. Allowing you the opportunity to utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

e. Knife Attack Slashing side to side at your Stomach

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker carrying a knife or potentially sharp stabbing weapon you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) As soon as the attacker attempts to slash you in a side-to-side manner at your abdomen you must do the unexpected and move forward as he is swinging his arm side-to-side and assumes a natural pause on his upswing.

(4) Care must be taken to time your forward movement to allow you an opportunity to secure his slashing arm against his stomach with your weak arm simultaneously, using your forearm to strike the attackers Brachial nerve in a stunning manner.

(5) This will cause your attacker to hit the ground rapidly subsequently, allowing you to create and maintain distance using any of the previous techniques. Allowing you the opportunity to utilize your body alarm, radio or whistle, to seek assistance as you are using your avenue of escape.

NOTE: Conduct a check on learning and summarize the learning activity.

10. Learning Step / Activity 10. Defend against a Punch to the Face.

Method of Instruction: Demonstration

Time of Instruction: 30 mins

Media: -None-

INSTRUCTOR NOTES: The primary instructor will ensure all assistant instructors are positioned through out the training area to ensure students can see each demonstration.

Predesignated assistant instructors will demonstrate each technique, as the primary instructor explains them.

During demonstrations one predesignated assistant instructor will role-play as an attacker, while the other demonstrates each technique.

The following techniques will be conducted initially by the instructors at a moderate pace in order to demonstrate the effectiveness of each technique before it is demonstrated step-by-step using the demonstration method of instruction.

All instructors must conduct rehearsals prior to presenting this lesson in front of students to ensure each step is mastered and can be demonstrated effectively.

After each step has been demonstrated, have the students perform these steps. Assist and critique students as necessary.

CAUTION-CAUTION- CAUTION- CAUTION-CAUTION- CAUTION- CAUTION- CAUTION- CAUTION

Remind students when they feel pain or discomfort while (role playing) as the attacker during ANY technique to pat themselves or pat the ground with a free hand, or say “**CODE BLUE**” this will inform the student applying the technique to release the pressure in that area. However, the student applying the technique may continue to execute the technique slowly until the (role playing) attacker complies with the defenders commands. On the command of “**STOP**”, or “**CODE RED**” or at the **sound of a whistle ALL** students applying any technique will release the hold on the attacker and stop the technique being applied in order to minimize injury to one another.

a. Straight Punch Defense:

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker with his hands in the form of a fist you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) As soon as the attacker attempts to punch you with a straight punch to the jaw, you must redirect his energy by pivoting on the ball of your outside foot (opening an avenue of approach of the attacker) simultaneously, reaching up with both hands touching both the elbow and wrist of the attacker in the following manner.

(4) Simultaneously using open hands push forward with your outside hand while pulling towards yourself with your inside hand making contact with the attackers elbow with the outside hand and the inside of the wrist with the inside hand.

(5) When your hands make contact with his arm and hand you will redirect his energy causing him to move by you and to the floor this will subsequently, allow you to create and maintain distance using any of the previous techniques. Allowing you the opportunity to utilize your body alarm, radio or whistle, to seek assistance as you are using your avenue of escape.

b. Roundhouse Punch Defense:

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker with his hands in the form of a fist you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) As soon as the attacker attempts to punch you with a roundhouse punch to the side of your head, you must do the unexpected by moving closer to him

to redirect his energy by pivoting on the ball of your inside foot (opening an avenue of approach of the attacker) simultaneously, reaching up with your weak hand blocking the inside of his wrist while simultaneously moving the forearm of your other hand up to the side of his neck to initiate a Brachial stun.

(4) You must simultaneously step inside of the attacker with your strong foot.

(5) Next, pivot on the ball of your strong foot and step backward with your weak foot in a counterclockwise circular fashion.

(6) As the attackers momentum is moving forward you will redirect his energy and throw him to the ground.

(7) Subsequently, allowing you to create and maintain distance using any of the previous techniques. Allowing you the opportunity to utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

NOTE: Conduct a check on learning and summarize the learning activity.

11. Learning Step / Activity 11. Defend against a Kick.

Method of Instruction: Demonstration

Time of Instruction: 30 mins

Media: -None-

INSTRUCTOR NOTES: The primary instructor will ensure all assistant instructors are positioned through out the training area to ensure students can see each demonstration.

Predesignated assistant instructors will demonstrate each technique, as the primary instructor explains them.

During demonstrations one predesignated assistant instructor will role-play as an attacker, while the other demonstrates each technique.

The following techniques will be conducted initially by the instructors at a moderate pace in order to demonstrate the effectiveness of each technique before it is demonstrated step-by-step using the demonstration method of instruction.

All instructors must conduct rehearsals prior to presenting this lesson in front of students to ensure each step is mastered and can be demonstrated effectively.

After each step has been demonstrated, have the students perform these steps. Assist and critique students as necessary.

CAUTION-CAUTION- CAUTION- CAUTION-CAUTION- CAUTION- CAUTION- CAUTION- CAUTION

Remind students when they feel pain or discomfort while (role playing) as the attacker during ANY technique to pat themselves or pat the ground with a free hand, or say "CODE BLUE" this will inform the student applying the technique to release the pressure in that area. However, the student applying the technique may continue to

execute the technique slowly until the (role playing) attacker complies with the defenders commands. On the command of “**STOP**”, or “**CODE RED**” or at the **sound of a whistle ALL** students applying any technique will release the hold on the attacker and stop the technique being applied in order to minimize injury to one another.

a. **Kick to the Groin Defense.**

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker that will potentially kick you, you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) As soon as the attacker attempts to kick you in a upward manner at your groin area you must redirect his energy by pivoting on the ball of your outside foot (opening an avenue of approach of the attacker) simultaneously, using your outside forearm to strike the under side of the attackers leg redirecting the kick away from your body.

(4) This will cause your attacker to hit the ground rapidly subsequently, allowing you to create and maintain distance using any of the previous techniques. Allowing you the opportunity to utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

NOTE: Conduct a check on learning and summarize the learning activity.

12. Learning Step / Activity 12. Defend against Club Attack.

Method of Instruction: Demonstration

Time of Instruction: 30 mins

Media: -None-

INSTRUCTOR NOTES: The primary instructor will ensure all assistant instructors are positioned through out the training area to ensure students can see each demonstration.

Predesignated assistant instructors will demonstrate each technique, as the primary instructor explains them.

During demonstrations one predesignated assistant instructor will role-play as an attacker, while the other demonstrates each technique.

The following techniques will be conducted initially by the instructors at a moderate pace in order to demonstrate the effectiveness of each technique before it is demonstrated step-by-step using the demonstration method of instruction.

All instructors must conduct rehearsals prior to presenting this lesson in front of students to ensure each step is mastered and can be demonstrated effectively.

After each step has been demonstrated, have the students perform these steps. Assist and critique students as necessary.

CAUTION-CAUTION- CAUTION- CAUTION-CAUTION- CAUTION- CAUTION- CAUTION- CAUTION

Remind students when they feel pain or discomfort while (role playing) as the attacker during ANY technique to pat themselves or pat the ground with a free hand, or say **“CODE BLUE”** this will inform the student applying the technique to release the pressure in that area. However, the student applying the technique may continue to execute the technique slowly until the (role playing) attacker complies with the defenders commands. On the command of **“STOP”, or “CODE RED”** or at the **sound of a whistle ALL** students applying any technique will release the hold on the attacker and stop the technique being applied in order to minimize injury to one another.

a. Club Attack down at your head

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker carrying a club or other club type weapon you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) As soon as the attacker attempts to swing at you in a downward manner you must do the unexpected by moving forward under his arms and place your strong foot between his feet.

(4) Next, pivot on the ball of your strong foot and step backward with your weak foot in a counterclockwise circular fashion while simultaneously reaching up and grabbing the club with both of your hands.

(5) As the attackers momentum is moving forward you will redirect his energy and throw him over your strong hip to the ground disarming him.

(6) Subsequently, allowing you to create and maintain distance using any of the previous techniques. Allowing you the opportunity to utilize your body alarm, radio or whistle, to seek assistance as you are using your avenue of escape.

NOTE: Do NOT attempt to throw your attacker over your shoulder or you will cause yourself unnecessary pain and suffering.

b. Club Attack Slashing side to side at your Stomach

(1) As a defender you must assume a good natural interview-stance. Upon being approached by an attacker carrying a club or other club type weapon you must immediately assume a defensive stance as explained previously in this lesson.

(2) Your reaction will be unexpected by your attacker and a last minute response by standing your ground.

(3) As soon as the attacker attempts to swing at you in a side to side manner you must do the unexpected by moving forward to inside his chest area as he is on the up swing and place your strong foot between his feet.

(4) Next you must pivot on the ball of your strong foot and step backward with your weak foot in a circular fashion while simultaneously reaching up and grabbing the club with both of your hands.

(5) As the attackers momentum is moving forward you will redirect his energy and throw him over your strong hip to the ground disarming him.

(6) Subsequently, allowing you to create and maintain distance using any of the previous techniques. Allowing you the opportunity to utilize your body alarm, radio or whistle to seek assistance as you are using your avenue of escape.

NOTE: Do NOT attempt to throw your attacker over your shoulder or you will cause yourself unnecessary pain and suffering.

NOTE: Conduct a check on learning and summarize the learning activity.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: _____
Time of Instruction: <u>20 mins</u>
Media: <u>-None-</u>

Check on Learning

Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

Review / Summarize Lesson

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

None

**Feedback
Requirements**

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

Appendix A - Viewgraph Masters (N/A)

Appendix B - Test(s) and Test Solution(s) (N/A)

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 1: CD 260 version 2004

PRACTICAL EXERCISE SHEET 1

Title React to a Physical Attack using Unarmed Self-Defense Techniques

Lesson Number / Title CD 260 version 2004 / React to a Physical Attack using Unarmed Self-Defense Techniques within Detainment Operations

Introduction

Motivator

Terminal Learning Objective **NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

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

Action:	React to a physical attack using self-defense techniques.
Conditions:	Given a situation that requires you to use physical force against an aggressive assailant who is attacking you and all lower levels of force have been ineffective.
Standards:	React to a physical attack by selecting the appropriate defense technique and perform all the necessary steps to defend yourself against a physical attack as demonstrated by successfully completing the performance evaluation.

Safety Requirements

There will be a lot of hands on training during this program of instruction. This is a controlled environment and the following safety precautions must be enforced by all instructors and students during this lesson:

1. All participants will only practice those techniques explained by the primary instructor. ALL students MUST relax and be flexible during each technique applied to reduce injury to limbs and joints.
2. There will be no horseplay or other types of disturbances during the class.
3. Instruct students when they feel pain or discomfort while (role playing) as the attacker during **ANY** technique to pat themselves or pat the ground with a free hand, or say "**CODE BLUE**" this will inform the student applying the technique to release the pressure in that area. However, the student applying the technique may continue to execute the technique slowly until the (role playing) attacker complies with the defenders commands. On the command of "**STOP**", or "**CODE RED**" or at the **sound of a whistle ALL** students applying any technique will release the hold on the attacker and stop the technique being applied in order to minimize injury to one another.
4. All watches, rings, glasses and necklaces etc... must be removed prior to the beginning of class and stored in a safe location away from the training area.
5. All participants must warm up major muscle groups prior to training to help prevent muscular injuries.
6. Additional instructors will be tasked to assist the Primary Instructor to help

control and supervise the training as well as assist and critique students as necessary.

7. All techniques will be conducted step by step the first time using a talk through demonstration method of instruction a minimum of two times prior to allowing students an opportunity to conduct any practical exercises.

8. The techniques taught in this lesson will NEVER be conducted by any student at combat speed during this lesson.

Risk Assessment Low

Environmental Considerations

Evaluation N/A

Instructional Lead-In

Resource Requirements

Instructor Materials:

NOTE: Based on available qualified instructors, facilities and equipment, the instructor may use computer-assisted powerpoints with projection screen or VGTs (Vu-graphs) with overhead projector.

Suggested for training:

1 Floor Mat 12X12 or wrestling mats per every 2 students

1 Strike Pad (Foam) per every 2 students

1 Mock Knife per every 2 students

Suggested facility:

Gym or suitable training area

Student Materials:

Special Instructions

Safety will be stressed throughout this PE.

Procedures

React to a Physical Attack using Unarmed Self-Defense Techniques

PERFORMANCE EXAM

The following is a competency-based performance evaluation. All students must be able to effectively execute each task to standard.

1. Demonstrate the Interview-stance & Defensive-stance.
2. Explain what the 5-Phases Are:

GO NO GO

- a. M _____
 - b. E _____
 - c. P _____
 - d. P _____
 - e. P _____
3. Demonstrate the Proper Wrist Hold # 1 Technique.
 4. Demonstrate the Proper Wrist Hold # 2 Technique.
 5. Demonstrate the Proper Wrist Hold # 3 Technique.
 6. Defend yourself against a Single Wrist Grab.
 7. Defend yourself against Double Wrist Grab.
 8. Defend yourself against a Bear Hug from the Front Pinning your Arms.
 9. Defend yourself against a Bear Hug from the Front Not Pinning your Arms.
 10. Defend yourself against a Bear Hug from the Rear Pinning your Arms.
 11. Defend yourself against a Bear Hug from the Rear Not Pinning your Arms.
 12. Defend yourself against a Head Lock.
 13. Defend yourself against a Choke Hold from the Front.
 14. Defend yourself against a Choke Hold from the Rear.
 15. Defend yourself against Full Nelson.
 16. Prevent a Full Nelson from Being Applied.
 17. Defend yourself against a Club Attack.
 18. Defend yourself against a Straight Punch.
 19. Defend yourself against a Round House Punch.
 20. Defend yourself against a Kick.
 21. Defend yourself against a Knife Attack.
 - a. Standing
 - b. Slashing Down
 - c. Slashing Up
 - d. Slashing side to side
 - e. Straight Jab

**Feedback
Requirements**



Cell Block Operations within Defender Operations

Terminal Learning Objective

Action: Perform duties of a cellblock/compound guard.

Conditions: Given a furnished cellblock, a schedule of calls, a detainee roster, detainees (role played), and a detainee tracking board;

Standards: Perform cellblock/compound guard duties maintaining 100 percent accountability of detainees at all times.

Schedule of Calls

- Conducted on Time and In Order
- Results Reported to Your Supervisor
- Detainee Refusals
- Typical Day:
 - First Call - Turn on the Lights
 - Shave/Lairline call
 - Chow Call

Schedule of Calls

- Stick-Call
- Headcount/Rollcall
- York Call
- York Re-call
- Shower Call
- Lights Out

Schedule of Calls

Other Calls

- Church Call

- Recreation Call

- Visitation Call

- Library Call

- Haircuts

Daily Operations

- Humane – Dignity & Respect
- Test the Intercom System
- Lights, Light Switches, and Emergency Lighting
- Check the Bars and Makes Sure They Are Intact
- Check Keys for Cracks or Breaks
- Internal Doors and Gate Keys
- Sign for Keys and Keep on Your Person
- Check Locking Devices

Daily Operations

- › Ensure Key Slots Are Free of Debris
- › Ensure Operating Bolts Cannot Be Pushed Back by Hand
- › Door Frames Are Permanently Attached
- › Ensure Hydraulic Closing Device Operates
- › Ensure Entrance and Exit Door/Gate Lock
- › Test the Gang-Locking Devices (If Applicable)
- › Ensure Enough Guards Are Present

Daily Operations

- › Notify Shift Supervisor of Test
- › Check Master Control Box
- › Test the System and Ensures It's Operational
- › Check Door Tracks for Debris
- › Ensure Bunk Adapters are Welded to Bunk
- › Tools, Equipment, and Supplies are Secured

Inspections

- Uniformity & On the Spot Corrections
- Heating & Ventilation
- Unsafe - Broken Windows
- Safety Violations LAW SOP
- Cleaning equipment
- Contraband
- Detainee Display as applicable LAW SOP
- Health and Comfort Items
- Notify your Supervisor of any Deficiencies

Inspections

- **Conduct Daily Inspection of Detainee's Area**
 - **Detainees Prepare for Inspection**
 - **Inspect Detainee for Cleanliness**
 - **Inspect for Adherence with SOP**
 - **Check Health and Comfort Items IAW SOP**
 - **Inspect Bunk Area for Neatness/Cleanliness**

Inspections

- Inspect in a Clockwise, Systematic and Thorough Manner
 - * Door Jams, Seals, Frames, and Locks
 - * Crevices Around Sashes & Frames
 - * Lighting Fixtures & Behind Baseboards
- Discrepancies
- Found Contraband
- Next Details
- Common Areas

Inspections

- Unannounced Shakedown of Detainee's Areas
- Escort Detainees Out of the Area
- Enough Guards
- Do Not Disturb or Damage Detainees' Areas
- Bunk Display (As Applicable), JAW SOP
- Personal Items JAW SOP
- Mail

Inspections

- Clothing
- Mattress, Cover, Pillow, Pillowcase etc...
- Bunk or Cot Frame
- Systematically and Thoroughly
- Ensure Detainees are Stripped Searched Prior to Returning
- Contraband

Supplies

- Check and Inventory Janitorial Equipment
- Inventory and Restock the Cleaning Supplies
IAW Local SOP
- Workmen and Other Persons Entering the
Cellblock or Compound

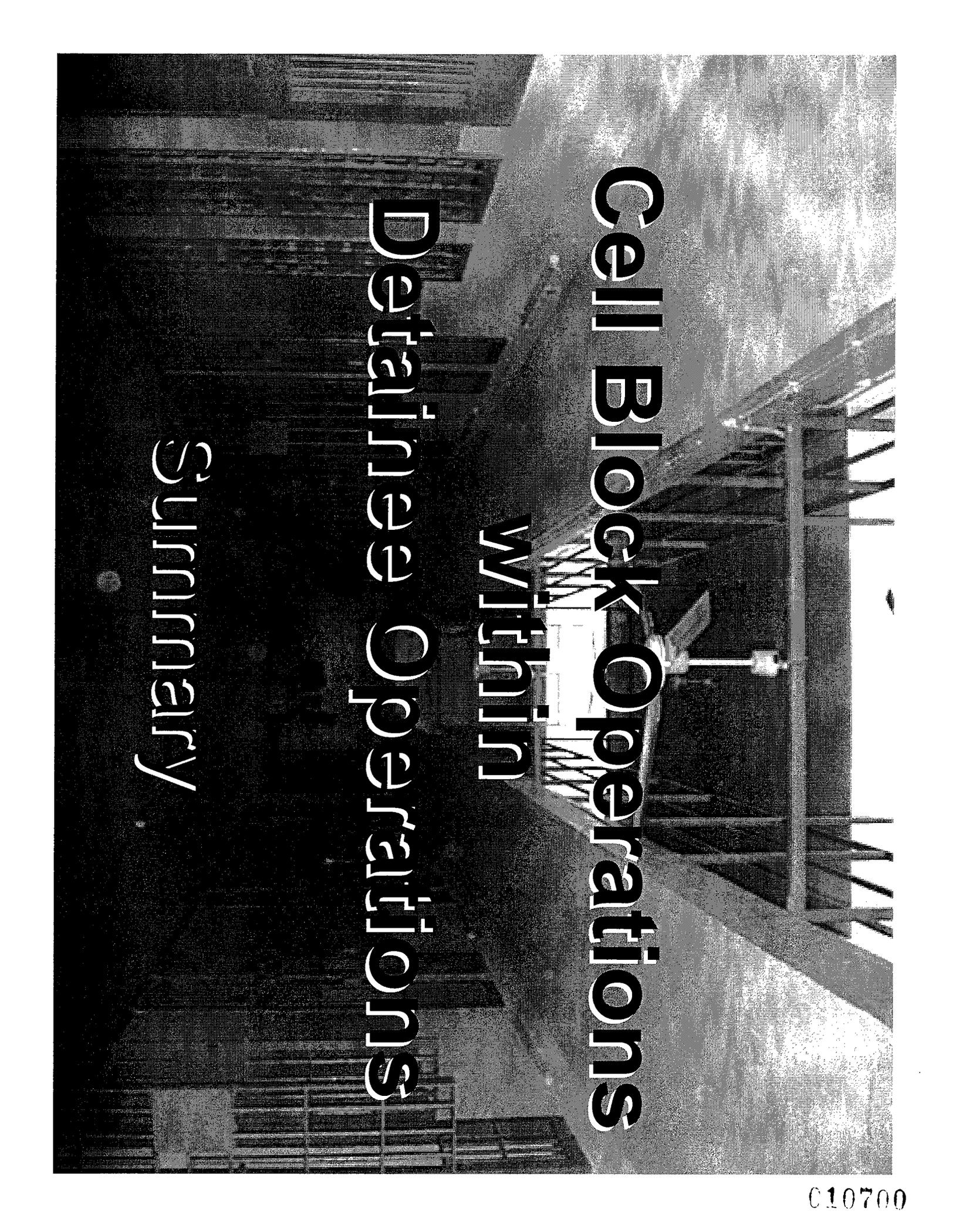
Supplies

- **Items Detainees are Not Authorized:**
 - **Steel Wool**
 - **Tools**
 - **Caustic Soda, Lye, or Acids**
 - **Pest Control Preparations**
 - **Chemicals**
 - **Antifreeze Solutions**
 - **Paints or Thinners**

A11 (M) 2-3

Supplies

- Search for Unauthorized or Excess Material
- If Not Sure Notify Your Supervisor
- Maintain the Detainee Tracking Board



Cell Block Operations Within Detailnee Operations Summary

010700

**Cell Block Operations within Detainee Operations
CD 408 / Version 2004
11 Jun 2004**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson

<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
31E-POI	2004	Detainee Operations

Task(s) Taught(*) or Supported

<u>Task Number</u>	<u>Task Title</u>
	<u>INDIVIDUAL</u>
191-381-1251 (*)	Conduct an Inspection or a Shakedown of an Internee's Areas
191-382-2347 (*)	Inspect the Physical Security of a Cellblock

Reinforced Task(s)

<u>Task Number</u>	<u>Task Title</u>

Academic Hours

The academic hours required to teach this lesson are as follows:

	<u>Mobilization Hours/Methods</u>
	35 mins / Conference / Discussion
	25 mins / Demonstration
	40 mins / Practical Exercise (Performance)
Test	0 hrs
Test Review	0 hrs
Total Hours:	2 hrs

Test Lesson Number

	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	_____	N/A _____

Prerequisite Lesson(s)

<u>Lesson Number</u>	<u>Lesson Title</u>
CD 240	Conduct Contraband Control Procedures within Detainee Operations (Searches)

Clearance Access

Security Level: Unclassified "For Official Use Only"
Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

FD7. This product/publication has been reviewed by the product developers in coordination with the Fort Leonard Wood, Missouri 65473 foreign disclosure authority. This product is NOT releasable to students from foreign countries.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
AR 190-47	The Army Corrections System.	05 Apr 2004	p 30, para 11-3. p 33, para 11-8
FM 3-19.40	Military Police Internment/Resettlement Operations.	01 Aug 2001	
STP 19-95C1-SM	MOS 95C, Corrections Specialist, Skill Level 1, Soldier's Manual	30 Sep 2003	

Student Study Assignments

STP 19-95C14-SM-TG

Instructor Requirements

One primary instructor and two assistant instructors.

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
None					

* Before Id indicates a TADSS

Materials Required

Instructor Materials:

NOTE: Based on available qualified instructors, facilities and equipment, the instructor may use computer-assisted powerpoints with projection screen or VGTs (Vu-graphs) with overhead projector.

EQUIPMENT REQUIRED FOR THE INSTRUCTION:

ITEM DESCRIPTION	QUALITY REQUIRED
Bed, Round Tube Steel	14
Cabinet, Storage, 6 Shelves	1
Locker, Steel, Clothing	1
Sheet	1 per 2 students
Pillow Case, Standard	1 per 2 students
Blanket, Wool, OD Green	1 per 2 students
Wash Cloth	1 per 2 students
Cover, Mattress	1 per 2 students
Mattress	1 per 2 students
Pillow, Bed, Standard	1 per 2 students
Towel	1 per 2 students
Shirt, BDU	1 per 2 students
Trouser, BDU	1 per 2 students
Cap, BDU	1 per 2 students
Undershirt, Brown	1 per 2 students
Underdrawers, Brown	1 per 2 students
Boot, Combat, Black	1 per 2 students
Socks, Wool, OD Green	1 per 2 students
Bag, Barracks	1 per 2 students
Public Address/Intercom System w/Internal and External Speakers	1

Knife, Pocket (or other contraband)	4
Flashlight, 2-Cell	4
Deodorant	1 per 2 students
Whistle	1 per student
Shower Unit, Mock	1
Scullery Lavatory, Mock	1
Mirror, Hand	2
Comb, Plastic	1 per 2 students
Soap, Bar	1 per 2 students
Dish, Soap	1 per 2 students
Toothpaste	1 per 2 students
Toothbrush	1 per 2 students
Shoes, Shower	1 per 2 students
Book	7
Razor, Disposable	1 per 2 students
Cream, Shaving	1 per 2 students
Commode	3

Mock confinement facility with furnished cellblock.

Student Materials:
STP 19-95C14-SM-TG and whistle (OD Green).

**Classroom,
Training Area,
and Range
Requirements**

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

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

NOTE: All Detainees are to be treated humanely, with dignity and respect, at all times.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
	MSG	SR Corrections Technical Advisor	11 Jun 2004

bb-2

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: _____
Time of Instruction: <u>5 mins</u>
Media: <u>-None-</u>

Motivator

NOTE: Show Slide #1 (Cell Block Operations within Detainee Operations)

As a staff member working in an internment facility, you are responsible for the control and discipline of detainees under your supervision. Working as a cellblock guard, you will be exposed to various situations, i.e. fights, emergency drills, etc., and you must be able to handle each and every one of them successfully. This class will prepare you for performing duties as a cellblock guard.

NOTE: Instructors are required to incorporate Contemporary Operating Environment (COE) issues and reinforce VALUES in this lesson to include scenarios and practical exercises. There are key variables that can be expected in virtually every conflict that serve as building blocks for the operational environment (OE). They are interrelated and sometimes overlap, and serve collectively as the foundation for understanding COE. Information can come from CALL (Center for Lessons Learned) <http://call.army.mil> or any media source including newspaper/magazine articles, television/radio information, law enforcement/field training circulars, etc. and should be current and relevant to the training. Do not violate any copyright or reproduction laws.

The eleven variables are:

1. Physical environment
2. Nature and stability of the state
3. Military capabilities
4. Technology
5. Information
6. External organizations
7. Social demographics
8. Regional Relationships
9. National will
10. Time
11. Economics

Given a furnished cellblock, a detainee roster, detainees (role played), and a detainee manning board, perform duties of a cellblock guard in accordance with (IAW) STP 19-95C14-SM-TG, maintaining 100 percent accountability of detainees at all times.

Terminal Learning Objective

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

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

NOTE: Show Slide #2 (TLO)

Action:	Perform duties of a cellblock/compound guard.
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Conditions:	Given a furnished cellblock, a schedule of calls, a detainee roster, detainees (role played), and a detainee tracking board.
Standards:	Perform cellblock/compound guard duties maintaining 100 percent accountability of detainees at all times.

Safety Requirements

Safety briefings will be conducted prior to training with emphasis on weather conditions, existing and predicted; munitions, including the handling and transporting of blank ammunition and pyrotechnics; and safety while working around and with machinery, vehicles, and tools. Other topics include hot and cold weather injury prevention and treatment, animal and insect bites, poisonous plants, and fire prevention. All injuries/incidents will be reported to the instructor on site and processed IAW course policies and procedures.

Comply with:

- a. AR 385-10, The Army Safety Program, 29 February 2000.
- b. AR 385-55, Prevention of Motor Vehicle Accidents, 12 March 1987.
- c. TRADOC Regulation 385-2, 27 January 2000.
- d. FM 100-14, Risk Management, 23 April 1998.
- e. FM 101-5, Staff Organization and Operations, 31 May 1997.

NOTE: This is an example of a safety briefing. Safety briefings are dependent on the location of training/training event and this is not to be considered an all-inclusive safety briefing.

1. **Electrical storms:** (when appropriate) To take precautions against anyone being hit by lightning, we have a dispersal area that is located on this range at (give location) (instructors will complete this at their specific outside location). When directed to disperse, you will move directly to the dispersal area, ground your rifle and Kevlar and place your poncho over yourself after lying flat on the ground. In addition, be sure to avoid flagpoles, wires, Kevlar, and meters that contain electrical charges.
2. **Snakebites:** (when appropriate) As you know, the areas in which snakes are generally found during hot weather are cool, damp places such as rotten logs, creek banks, and under roots. In training areas they may be found in fighting supported positions and bunkers. Always observe an area very closely prior to training. In the event that a snake of any type bites you, report it to range personnel, the instructor, or your drill sergeant. Under no circumstances should anyone try to handle a snake.
3. **Heat casualties:** (when appropriate). When you are active the body becomes overheated and the perspiration, which is created, cannot evaporate and cool the body because of the high humidity. You become a possible casualty from the heat as the body temperature rises above the normal temperature. The symptoms that this can create are: cool, moist or hot, dry skin; profuse sweating; headaches; dizziness; weakness; rapid pulse; or severe cramps in the abdomen or legs. Instructors, range personnel, drill sergeants, and company cadre are familiar with first aid treatments and casualty evacuation procedures for further medical attention. During hot weather, drink water at a rate of not more than 1.5 quarts per hour and not more than 12 quarts per day. Use the buddy system and watch your buddies for signs of heat illness.
4. **Cold weather injuries:** (when appropriate) Range OIC will ensure that warm-ups are properly utilized. Ten-minute breaks will be scheduled for

each 50-minute block of instruction. During conference sessions, individuals should be allowed to move their feet, hands, etc., in order to maintain circulation. Supervisors at every level will ensure that their subordinates are adequately protected during cold weather. Range OIC will coordinate with company personnel to rotate Soldiers into warm-up tents when inclement weather conditions dictate the need for this to preserve troop health.

5. **Weapons Handling:** Do not fire blank ammunition at individuals within a distance of 25 meters. Ensure blank adapters are installed on weapons before ammunition is issued. Blank adapters will be installed on weapons at all times. When utilizing MILES equipment, never look directly into the laser engagement transmitter.
6. **Classroom Instruction:** Inform students of the procedures and exits in the classroom in the event of an emergency and/or fire.
7. If in need of a MEDEVAC helicopter, immediately contact the MEDEVAC Operations Center telephonically, either by calling through the Range Control Switchboard or by radio. If emergency care is needed, all medical support for units training outside the cantonment area should contact the local 911 for emergency care.
8. Be responsible for security of weapons.
9. Ensure proper use of pyrotechnics and blank ammunition.

NOTE: Ensure all students have been given the safety brief. Have those arriving late due to appointments and sick call read the briefing.

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

Caring for the environment begins with the Army's vision of environmental responsibility. The following vision statement describes what the Army expects of all Soldiers and leaders:

Vision Statement: *"The Army will integrate environmental values into its mission in order to sustain readiness, improve the Soldier's quality of life, strengthen community relationships, and provide sound stewardship of resources."*

Taking care of the environment protects health, safety, and natural resources. For example, when fuel spills on the ground, it soaks into the soil, poisons plants, and eventually enters streams and lakes that supply drinking water. (See *FM 3-100.4* for more information.)

Caring for the environment also supports the Army mission. Costly environmental cleanups detract from Army readiness. During war, many wise tactical, medical, or operations-security (OPSEC) practices are also good environmental practices. Handling fuels safely, maintaining vehicles, disposing of solid waste/hazardous waste (HW), and managing and turning in ammunition properly are sound environmental and tactical considerations that carry over from training into combat operations.

Many practices that damage the environment waste time and do not lead to success in combat. One example occurred during the Gulf War when Iraqi Soldiers set fire to Kuwaiti oil fields and poured millions of gallons of crude oil into the

Persian Gulf. The Iraqi Army deliberately damaged environmental resources and wasted valuable time and effort on activities that did not stop the allies' advance. Remember, environmental stewardship does not prevent the Army from fighting and winning wars—it supports the Army mission.

Training will be conducted in the proper designated areas only. This ensures natural and environmental resources are maintained properly for continued training realism. All spills of hazardous property and POL products will be reported to the appropriate environmental office. The activity responsible for the spill will contain the spill to reduce further environmental and training area degradation. Equipment will be operated to conform to environmental operating permits. Live foliage will not be used as camouflage material. Improper disposal of trash and refuse, inadequate cleanup of training areas pollutes ground water resources, and may result in a potential health or safety hazard.

References: Field Manual 3-100.4/MCRP 4-11B, Environmental Considerations in Military Operations, dated 15 June 2000; w/change #1 dated 11 May 2001.

Training Circular 3-34.489, The Soldier and the Environment, dated 8 May 2000; with change number 1, dated 26 October 2001.

Evaluation

All scoring will be conducted on a **GO/NO-GO** format. You must receive a **GO** in all areas in order to pass.

**Instructional
Lead-In**

During your training at the Mock Confinement Facility, you will actually perform duties of a cellblock guard. Therefore, knowing the proper procedure is of the utmost importance.

BATES PAGE 10708

(Cell Block Operations)

HAS BEEN WITHHELD PURSUANT TO FOIA
EXEMPTION (b)(2) – 3

(b) Recreation call.

(c) Visitation call.

(d) Library call.

(e) Haircuts.

Check your local SOP for specific directions during each of these scheduled calls.

NOTE: Conduct a check on learning and summarize the learning activity.

2. Learning Step / Activity 2.

Method of Instruction: Conference / Discussion

Time of Instruction: 5 mins

Media: -None-

NOTE: Show Slide # 6 thru 8 (Daily Operations)

COMMENT: I will now discuss conduct daily inspection of detainees' area. This is done on a day-to-day basis, and it is one way to control contraband that the detainees will try to bring into your cellblock.

NOTE: We must always remember that when performing our duties within an interment facility that we must always remain vigilant to ensure that ALL Detainees are treated humanely, with dignity and respect.

a. When conducting normal operations within a cellblock or compound the staff must be vigilant to ensure that the cellblock or compound is run smoothly. In order to successfully accomplish this task we will discuss some routine procedures that staff must perform in order to maintain control of their assigned areas. The following is a list of tasks that are routinely conducted during each shift.

1. Test the intercommunications system to make sure it is operational (if applicable).
2. Check all lights, light switches, and emergency lighting and makes sure they are operational.
3. Check the bars in the cellblock area and makes sure they are intact and not loose. Ensure bars have not been sawed, filed, or tampered with.
4. Check keys for cracks or breaks. Ensure the keys to internal doors and gates do not fit any cellblock exit doors.
5. Ensure each person who has signed for keys has all those keys on his/her person.
6. Check locking devices.
 - a. Ensure key slots are free of debris.
 - b. Ensure operating bolts of electrically operated doors and/or gate locks cannot be pushed back by hand.

c. Ensure door frames are permanently attached to the building and are not loose.

d. Ensure the adjustment screw on each hydraulic closing device allows the door to close completely and operating bolt secures the door.

e. Ensure each entrance and exit door/gate can be locked and unlocked from both sides.

f. Test the gang-locking devices (if applicable).

(1) Ensure enough guards are present.

(2) Notify shift supervisor of test.

(3) Check inside panel of the master control box for operating instructions for the system.

(4) Test the system and ensure it is operational.

(5) Check the tracks for the doors to ensure they are free of debris.

7. Ensure bunk adapters are welded to the bunk.

8. Ensure all tools, equipment, and supplies within the cellblock/compound area are secured in a container not accessible to the detainees.

NOTE: Discuss Daily Inspections and Shakedowns within a cellblock/compound.

NOTE: Show Slide # 9 thru 13 (Inspections)

b. We will discuss how to conduct an inspection of the detainees living area and latrine.

(1) As in any organization in the military, you have to be in the proper uniform. There is no exception in an internment facility. Check detainees for proper uniform and correct minor deficiencies on-the-spot. Advise the detainees how to get major deficiencies corrected, IAW local SOP.

(2) Check, if available, the heating and ventilation of the detainees' area to see that they have enough and it is in good working order.

(3) Check for unsafe conditions such as broken windows, and safety violations such as clothes hanging on heaters.

(4) Ensure all cleaning equipment is neatly kept and properly stored.

(5) While conducting an inspection of the detainees' area, always check for contraband.

NOTE: Refer back to the "Conduct Contraband Control Procedures within Detainee Operations (Searches)" class for this portion.

(6) Check to make sure the detainee display is properly displayed IAW the facility rules) as required by the facility commander.

(7) While conducting your inspection, check and ensure the detainees have the health and comfort items they are allowed. See local SOP for specifics.

(8) Upon completion of your inspection, notify your supervisor of any deficiencies.

Conduct daily inspection of detainee's area.

- a. Tell detainees to prepare for inspection.
 - b. Inspect detainee for cleanliness and overall appearance.
 - c. Inspect detainee's area for adherence with display sheet.
 - d. Check detainee's health and comfort items IAW SOP.
 - e. Inspect detainee's bunk area for neatness and cleanliness.
 - f. Inspect in a clockwise manner, systematically and thoroughly--
 - (1) Door jams, seals, frames, and locks.
 - (2) Crevices around sashes, frames, and seals of all windows.
 - (3) Crevices, lighting fixtures, heating equipment, plumbing fixtures, and the areas behind baseboards and moldings.
 - g. Inform detainees that discrepancies will be corrected and when the next inspection will take place (as applicable).
 - h. Find contraband.
 - (1) Confiscate the item(s) and turns them over to the supervisor.
 - (2) Write OR/DR after the completion of the inspection.
 - i. Move to the next detainee and repeats steps b through g.
 - j. Inspect common areas such as the latrine, showers, and sinks for cleanliness, condition, and serviceability.
2. Conduct unannounced shakedown of detainee's areas.
- a. Ensure detainees are escorted out of the cellblock to a designated area.
 - b. Ensure there are enough guards available to assist with the shakedown.
 - c. Search the cellblock/compound and does not disturb or damage the detainees' quarters or their personal effects more than necessary.
- (1) Check bunk display (as applicable), IAW local SOP.
- (a) IAW local SOP, search toothpaste, shaving cream soap and soap dish, writing materials, and books. (Uses a probe to search the shoe polish, soap, or other hard to reach areas.)

- (b) Search (but does not read) all mail for contraband.
 - (c) Search all clothing. (Turns it inside out.)
 - (d) Search the mattress, cover, pillow, pillowcase, and other bedding.
 - (e) Check all crevices and hollow areas of bunk or cot frame.
- (2) Search the common areas in a clockwise manner, systematically and thoroughly.
- (a) Door jams, seals, frames, and locks.
 - (b) Crevices around sashes, frames, and seals of all windows.
 - (c) Crevices, lighting fixtures, heating equipment, plumbing fixtures, and the areas behind baseboards and molding.
3. Ensure each detainee has been stripped searched prior to returning to the cellblock.
4. Confiscate any and all contraband, notifies the supervisor, and prepares an OR/DR as necessary.
5. Notify the supervisor when the daily inspection/shakedown is completed.

NOTE: At this time, the instructor will demonstrate how to conduct an inspection and answer any questions.

NOTE: Conduct a check on learning and summarize the learning activity.

3. Learning Step / Activity 3. Inspection demonstration.

Method of Instruction: Demonstration
 Time of Instruction: 15 mins
 Media: -None-

At this time , the instructor will demonstrate how to conduct an inspection and answer any questions.

NOTE: Conduct a check on learning and summarize the learning activity.

4. Learning Step / Activity 4.

Method of Instruction: Conference / Discussion
 Time of Instruction: 5 mins
 Media: -None-

NOTE: Show Slide # 14 thru 16 (Supplies)

COMMENT: I will now discuss control materials and supplies within a cellblock. There are materials and supplies that the detainees use in order to keep their living area clean but are unauthorized in their living area. They could and would use them to injure you or other detainees. You will learn what some of the materials and supplies are and how to control them.

a. One of the first things you will do when you come on duty is check and inventory your janitorial equipment. Some of the items are: Buffers, light bulbs, mops, toilet paper, and cleaning supplies IAW local SOP.

(1) After you have completed your inventory, make a list of items that are there and subtract the ones that are not. When you have a chance, go to the facility supply and restock the cleaning supplies that you are short of IAW local SOP.

(2) You have workmen and other persons entering the cellblock or compound during the day. They work on things the detainees cannot fix or are not authorized to work on. While the workmen are there, you will watch them and ensure they take all their materials and supplies with them when they leave.

(3) The items the detainees are not authorized in the cellblock or compound will be secured outside the cellblock or compound. They will be kept in the supply room or the industrial section IAW local SOP. These items include, but are not limited to:

- (a) Steel wool.
- (b) Tools.
- (c) Caustic soda, lye, or acids.
- (d) Pest control preparations.
- (e) Chemicals.
- (f) Antifreeze solutions.
- (g) Paints or thinners.

(4) During your shift, make a periodic search for unauthorized or excess material.

(5) If you are not sure about items that are in a cellblock or compound or in a detainee's possession, notify your supervisor.

COMMENT: Do you remember the maintain accountability of detainees class: there is a detainee tracking board in each cellblock or compound. All assigned detainees are maintained on it by name. Make sure you keep the board current by marking beside the detainee's name if he is in or out. Mark where the detainee went, if he is not in the cellblock. For example: hospital, dentist, or temporary release, etc.

NOTE: Conduct a check on learning and summarize the learning activity.

5. Learning Step / Activity 5. Inventory demonstration

Method of Instruction: Demonstration
Time of Instruction: 10 mins
Media: -None-

NOTE: Instructor will demonstrate the proper way to conduct an inventory of cleaning supplies and maintaining the detainees manning board in the cellblock.

NOTE: Conduct a check on learning and summarize the learning activity.

6. Learning Step / Activity 6. Perform Duties as a Cellblock/Compound Guard

Method of Instruction: Practical Exercise (Performance)

Time of Instruction: 40 mins

Media: -None-

NOTE: Conduct Practical Exercise on performing duties as a cellblock/compound guard.

NOTE: Conduct a check on learning and summarize the learning activity.

NOTE: Show Slide # 17 (Summary)

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Instructor to Student Ratio is: _____
Time of Instruction: <u>5 mins</u>
Media: <u>-None-</u>

Check on Learning

Determine if students have learned the material presented by:

- a. Soliciting student questions and explanations.
- b. Asking questions and getting answers from the students.

Review / Summarize Lesson

RETAIN ATTENTION. Working in the cellblock/compound will often vary from being a busy job to a slow day. But you must stay alert and stay in control of the detainees.

REVIEW/SUMMARIZE. During this block of instruction, we have discussed schedule of calls, maintain accountability of detainees, daily inspection of detainees' area, control material and supplies within a cellblock/compound and conduct shakedown inspections.

CLOSING STATEMENT. It is your responsibility as a staff member working in an internment facility to maintain custody and control of all detainees. When working as a cellblock/compound guard, or other duties in a internment facility, you will be exposed to various situations that you must know how to handle. Know your duties and do it right.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

None

**Feedback
Requirements**

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

Appendix A - Viewgraph Masters (N/A)

Appendix B - Test(s) and Test Solution(s) (N/A)

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 1: CD 408 version 2004

PRACTICAL EXERCISE SHEET 1

Title Cellblock/Compound Guard

Lesson Number / Title CD 408 version 2004 / Cell Block Operations within Detainee Operations

Introduction

Motivator

Terminal Learning Objective **NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

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

Action:	Perform duties of a cellblock/compound guard.
Conditions:	Given a furnished cellblock, a schedule of calls, a detainee roster, detainee (role played), and a detainee tracking board.
Standards:	Perform cellblock/compound guard duties maintaining 100 percent accountability of detainees at all times.

Safety Requirements

Risk Assessment Low

Environmental Considerations

Evaluation

Instructional Lead-In

Resource Requirements **Instructor Materials:**
None.

Student Materials:

Special Instructions

Procedures INSTRUCTIONS TO THE STUDENT

You are to perform all duties of staff member assigned to a cellblock or compound. You will begin duty as a cellblock/compound guard coming on duty before morning wake-up call. Your duties will take you through a typical day at an internment facility to include conducting a shakedown inspection of the cellblock.

**Feedback
Requirements**
