I. Orientation and Overview

A. Paperwork

    1. Distribute POST roster

    2. Distribute networking or regional attendance roster

B. Housekeeping

    1. Facility review and identify restrooms and emergency exits

    2. Review breaks including breakroom and/or vending machines

C. Introductions

    1. Instructor and staff introductions

    2. Student introductions

D. Overview

    1. Overview of the key learning outcomes of the class

    2. Review of student and instructor expectations of the course

E. Learning Activity and Student Assessment #1 - Student Experience

    1. Students will individually complete an assessment questionnaire to determine their professional level experience with bombs and terrorism.

    2. Upon completion of the questionnaire, students will review questions and answers using the questionnaire as a process of self-assessment for their prior knowledge related to bombs and terrorism.

    3. Students will individually introduce themselves and indicate their level of experience in law enforcement and any related experience in dealing with bombs, explosives and terrorism related topics.

    4. Students will also describe their level of responsibility as well as any previous training in bombs and terrorism courses they have completed.

F. Key Takeaways

    1. Officer safety

    2. Better situational awareness

    3. Current threats in the world

II.   Bombing Basics

  A. History

    1. Brief history of criminal bombings

    2. Recent criminal bombing incidents

  B. An overview of improvised explosive devices (IED) used by terrorists

    1. Definitions

    2. Essential components of an explosive device

       1. Initiator

    3. Methods of initiating an explosive device using an initiator

    4. Improvised Explosive Device's (IED's) used recently by terrorists

    5. Targets

  C. Types of explosions

    1. Mechanical

    2. Chemical

    3. Nuclear

  D. Effects of explosions

    1. Blast pressure

       a. Positive and Negative

    2. Fragmentation

    3. Incendiary

  E. Homemade explosives

    1. Triacetone Triperoxide (TATP)

    2. Hexamethylene triperoxide diamine (HMTD)

    3. Poor Man's C4

    4. Ammonium Nitrate and Nitro

    5. Ammonium Nitrate and Aluminum

  F. Commercial explosives

    1. Ammonium Nitrate Fuel Oil (ANFO)

2. Commercial detonators

G. Military Ordnance

    1. Common types

    2. Evidence issues

H. Dangers regarding booby traps when serving search warrants

    1. Explosive initiator types

        a. Pull

        b. Tension release

        c. Pressure

        d. Pressure release

    2. Examples of common booby trap initiators

        a. Trip wires

        b. Light sensors

    3. Other types of initiators to be aware of

        a. Rotation

        b. Vibration/motion

        c. Magnetic Reed switch

I. Bomber's signature

    1. Why careful investigation is critical

III.   **Dealing with Bomb Threats**

A. Call-taker information

    1. What information is needed

    2. Recommendations for training call-takers

B. Evacuations

    1. Law enforcement does not recommend or order evacuation of private premises due to uncorroborated bomb threat

    2. Proper evacuation procedures

C. Bomb searches

    1. Search should be carried out by persons familiar with premises

2. Planning the bomb search

3. Types of bomb searches

IV. Dealing with suspected bombs

A. Evacuation

1. Do not touch the suspected device

2. Secure the area (treat it as a crime scene)

3. Use appropriate evacuation plan

4. Use of stand-off distance charts

5. Summon the bomb squad

B. Use of certified bomb technicians

1. Improvised services are highly unpredictable and dangerous

2. Certified bomb technicians have the training and equipment to render the device safe while preserving lives and evidence

V. Post-blast Response

A. Objectives

1. Secure the area and make it safe

2. Rescue victims

3. Plan the crime scene investigation

4. Execute the plan and adjust as necessary

B. Securing the scene

1. Establish perimeter to contain and isolate the crime scene

2. Save the area from structural and utility hazards, etc

3. Safe the area from secondary devices

C. Videos and footage of IED explosions

1. Familiarize students with appearance of commonly used IED components

2. Terrorism targets

3. Videos of hazards of blasting caps

4. Videos and footage of examples of common IED explosives (gunpowder, ANFO, commercial/military explosives)

     5. Collection of evidence, device reconstruction and evidentiary value of the process.

VI. Range Demonstration

Activity: Students will watch, from a safe distance, certified Arson/Bomb technicians set up and detonate a variety of common explosive devices. This activity is meant to make students aware of the dangers as well as the destructive force of explosives. Students will be approximately 1,000 feet away from any of the explosive materials and viewing from an elevated position. Demonstration will be held at the Arson/Bomb Unit's range with personnel ensuring safety of the students and staff.

VII. Introduction to Terrorist Extremists
  A. Objectives
     1. Provide students with a basic understanding of Islam and the Quran
     2. Introduce students to the literature, materials and behavior of a religious radical
     3. Outline the proper response to suspected radical activity
     4. Test student knowledge with practical application scenarios
  B. Need for the course
     1. Current terror problem
     2. Emerging trends and tactics used by terrorist extremists evolve

VIII. Brief history of Islam
  A. Abrahamic Religions
     1. Judaism / Christianity / Islam
     2. Define Shia and Sunni Muslims
     3. Define Salafist and Wahabist Muslims
  B. Islamic Period of Darkness

      1. Al-Jahiliyya is the period which was absent from Allah's guidance

      2. The Prophet Muhammad received revelations in the year 610 AD

      3. This time marks the beginning of Islam

IX.   **Quran Basics / Radical Literature**

  A. Understanding chapter and verse breakdown in Quran

      1. The Quran is made up of 114 Surahs (Chapters)

      2. The Surahs contain 6,236 Ayats (Verses)

      3. Show chapter and verse notation directing students to specific verses in the Quran

  B. Hadith and Sunnah

      1. The Hadith is a more in-depth documentation of Muhammed's words

      2. The Sunnah is a more in-depth explanation of Muhammed's actions and practices

      3. A fundamentalist Muslim may utilize these two books in order to live as close to Muhammed's image as possible

      4. This practice can be considered a form of radicalization if combined with other factors

  C. Terrorist periodicals

      1. Rumiyah

      2. Dabiq

      3. Inspire

  D. Religious edicts derived from above periodicals

      1. Understanding how edicts aid in identifying terrorist trends

      2. Provide terror attack examples directly related to religious edicts

X.   **Name sequence and translation**

  A. Arabic Name Origin

      1. Ibn

      2. Abu

      3. Al

B. Learning Activity and Student Assessment #2 – Understanding of Names

1. Students, individually, will be provided several traditional Middle Eastern names.

2. Utilizing information provided during the course, the students will evaluate each name to understand and gain information about the individual such as; the meaning of the name and the origin of the individual.

3. Upon completion the class will discuss their findings with the instructor leading the discussion to ensure understanding.

XI. **Understanding Arabic customs and clothing**

A. Home entry

1. Cultural etiquette considerations

2. Conversational techniques

3. Interview techniques

B. Mosque entry

1. Cultural etiquette considerations

2. Conversational techniques

3. Interview techniques

C. Traffic stops

1. Cultural etiquette considerations

2. Conversational techniques

3. Interview techniques

D. Traditional Arabic clothing

1. Headdress

2. Men's clothing

3. Women's clothing

E. Importance of avoiding misconceptions and perceived "Islamophobia"

      1. Importance of maintaining normal operating procedure during contact

      2. Misconceptions

XII. Key signs and symbols of radicalization

  A. Insignia

      1. Altered religious symbols

  B. Tattoos

      1. Common religious radical tattoos

  C. Physical signs

      1. Prayer bump (Zebibah)

      2. Tarnished hands

XIII. What, when and where to report

  A. Suspicious activity

      1. Identifying behavior that should be reported to intelligence networks

  B. Proper reporting procedures

      1. Local intelligence notification

      2. Tip and Lead process

      3. Fusion center responsibilities

  C. Terrorist Screening Center (TSC)

      1. What is a TSC hit?

      2. Meaning of handling codes relating to a TSC hit

  D. Brief description of TLO program and training opportunities

      1. The Terrorism Liaison Officer (TLO) program is an integral part of the terrorism network

      2. Becoming a part of the program causes students to be informed of countless training opportunities

E. Learning Activity and Student Assessment #3

1. Utilizing actual cases from previous investigations, students will be given information to determine whether to report the activity as suspicious.

2. Students will be divided into small groups of 4-6 and each group will be given an incident or individual to analyze.

3. Students will identify suspicious behavior and/or activity based on the information they learned in class.

4. Each group will decide if the behavior or activity needs to be reported to the fusion or intelligence center.

XIV. Summary and Conclusion

A. Review Learning Outcomes

B. Address and Answer Student Questions

XV. Certificates and Evaluations