

Escorting A Group of Detainees

- Coordinate
- Check Uniforms IAW SOP
- Organize
- Move
- Position
- Security
- Return
- IAW local SOP

Enabling Learning Objective B

Action: Supervise Detainee Movement Within a Detainee Camp

Conditions: Given a Conference Presentation in a Classroom Environment

Standards: Determine the Correct Procedures for Supervising Detainee Movement.

Supervise Detainee Movement

- **Ensure That:**
 - **There Are Enough Guards**
 - **Escort Guards Clear All Detainee Movements**
 - **Detainees Are Logged Out at Release Point**
 - **Detainees in Special Housing Unit (SHU) Escorted Outside of Cellblock**
 - **All Detainees Are Escorted**
 - **Mass Movements Are in Orderly, Timely, Properly Supervised**
 - **Look for Unusual Activity**

Enabling Learning Objective C

- Action: Escort Detainees on Foot Outside a Detainee Camp.
- Conditions: In a Classroom Environment Given a Situation Where You Are Required to Escort Detainees on Foot Outside a Detainee Camp.
- Standards: You Must Identify All the Necessary Steps to Maintain Control and Custody of All Detainees When Moving Them to a Designated Destination Outside the Detainee Camp by Foot While Observing All Safety Precautions.

Foot Escort

- Prior to Facility Departure:
 - ID Detainee With ISN and All Other Documentation IAW Local Sop, Ensure It Is Correct
 - Frisk Search Each Detainee; Take Appropriate Action If Contraband Is Found
 - Obtain Weapons and Restraints (If Warranted)
 - Correctly Place Restraints on Detainees

Move Detainees

- **Orderly**
- **Distance**
- **Weapon**
- **Horseplay**
- **Notify Supervisor**

Enabling Learning Objective D

Action: Escort Detainees by Vehicles.

Conditions: In a Classroom Environment Given Proper Documentation IAW Local SOP, a Blank Observation/Disciplinary Report Form, and a Situation Where You Are Required to Escort Detainees by Vehicle.

Standards: You Must Identify All the Necessary Steps to Maintain Control and Custody of All Detainees When Moving Them to a Designated Destination Outside the Detainee Camp by Vehicle While Observing All Safety Precautions.

Types of Vehicles

Four Steps for Escorting a detainee
by Motor-Vehicle:

- Search Vehicle
- Brief Driver
- Load Vehicle
- Unload Vehicle

Escort One Detainee by HMMWV

- Direct Detainee to Sit
- Fasten Detainees Safety Belt
- Enter the Vehicle After Detainee
- Keep Weapon on Side Away From Detainee
- Reverse Order to Unload

Escort Two Detainees by HMMWV

- Direct Detainees to Sit
- Fasten Detainees Safety Belts
- Sit Down Behind Driver
- Keep Weapon on Side Away From Detainee
- Reverse Order to Unload

Moving Detainees by Ambulance or Van

- Search
- Brief
- Load
- Secure door
- Position stretcher (for ambulance)
- Seating
- Unload

Moving Detainees by Open Bed Truck

1. Lower Tailgate
2. Exchange Weapons
3. Armed Guard Position
4. Call on Detainees
5. Loading

6. Seating Positions
7. Secure Tailgate
8. Keep Weapon on Side Away From The Detainees
9. Unloading at Destination

Moving Detainees by Bus

- **Windows**
- **Roster and Seating Plan**
- **Form Detainees**
- **Loading**
- **Guard Loading Positions**
- **Call on Detainees**
- **Load Bus**
- **Leave Emergency Exit Empty**
- **Uncaged Bus**
- **Caged Bus**
- **Unload Buses in Reverse Order**

Moving Detainees by Gator

- All Terrain Vehicle (ATV) with a Rear Seat
- Similar in Appearance to a Golf Cart
- Ensure Vehicle is Searched
- Remove all Trash
- Follow Procedures IAW Local SOP

Enabling Learning Objective E

Action: Escort Detainees by Aircraft.

Conditions: In a Classroom Environment Given the Proper Documentation IAW Local SOP, a Blank Observation/disciplinary Report Form, and a Situation Where You Are Required to Escort Detainees by Aircraft.

Standards: You Must Identify All the Necessary Steps to Maintain Control and Custody of All Detainees When Moving Them to a Designated Destination Outside the Detainee Camp by Aircraft While Observing All Safety Precautions.

Escort Detainees by Military Aircraft

- Detainee/guard Ratio • Detainee Seating
- Escort Briefing • Detainee Off-limits Areas
- Restraining Devices • Latrine Use
- Store Weapons • Eating
- Detainee Searches • Escort and Surveillance
- Aircraft Search (Prior to Loading) on Plane

Aircraft Hijack

- No Action Unless Requested by the Pilot

Unloading

- Deplane After All Passengers Leave.

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

(Escort Procedures)

BATES PAGE 10338A



Escort Procedures Within a Detainee Camp Summary

010339

Escort Procedures within Detainee Operations
CD 246 / 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>
	191-381-1300 (*)	Escort Internees on Foot Outside an Internment Facility
	191-381-1301 (*)	Escort Internees by Motor Vehicle
	191-381-1332 (*)	Control Internee Movement Within an Internment Facility
	191-381-1337 (*)	Monitor Internee Movement Within an Internment Facility
	191-381-1540 (*)	Escort Internees by Aircraft
	191-382-2369 (*)	Supervise Prisoner Movement within a 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 40 mins / Conference / Discussion
		2 hrs / Practical Exercise (Performance)
	Test	0 hrs
	Test Review	0 hrs
	Total Hours:	3 hrs 40 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>
	None	

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.
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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 31, para 11-3, 11-7 (weapons); 11-9
FM 3-19.40	Military Police Internment/Resettlement Operations.	01 Aug 2001	
FM 3-21.5	Drill and Ceremonies.	07 Jul 2003	
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

Read STP 19-95C1-SM referencing tasks 191-381-1300, 191-381-1301, 191-381-1332, 191-381-1337, and 191-381-1540.

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.

Student Materials:

STP 19-95C1-SM, 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**

026-2

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
[REDACTED]	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 (Escort Procedures within Detainee Operations).

As a staff member working within a Detainee Camp, there will be numerous occasions when you will have to provide custody and control of detainees during movement. You will be responsible for reacting appropriately to various situations and circumstances that may confront you. By not applying the techniques we are about to discuss, you could be found negligent in your duties.

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 Escort Procedures within a Detainee Camp.
Conditions:	In a classroom environment given access to the local SOP and a situation where you are required to escort detainees.

Standards:	You must identify all the necessary steps to maintain control and custody of all detainees when moving them to a designated destination inside and outside the detainee camp while observing all safety precautions.
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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

N/A

**Instructional
Lead-In**

The escorting and supervising of detainee movements is just one of the tasks the staff members could be tasked to perform. By not escorting detainees properly, the detainees would have an opportunity to escape.

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Control detainee movement within a detainee camp.
CONDITIONS:	In a classroom environment, given a situation where a detainee is authorized to leave the cellblock.
STANDARDS:	Identify the steps/procedures for controlling detainee movement within a detainee camp.

1. Learning Step / Activity 1. Escort a detainee.

Method of Instruction: Conference / Discussion

Time of Instruction: 5 mins

Media: -None-

NOTE: Show Slide #3 (ELO A)

NOTE: Show Slide #4 (Escorting One Detainee within a Detainee Camp)

a. Escorting one detainee within a camp.

NOTE: IAW facility SOP, apply restraints properly, as applicable.

(1) Coordinate the movement with the cellblock NCOIC or senior staff member.

(2) Before a detainee goes to an appointment, you must ensure that the detainee is in a proper uniform (IAW local SOP).

(3) Be sure to stay behind the detainee and slightly to the left or right. Stay far enough behind the detainee so as to stay out of his reach. This is so you can safely escort the detainee.

(4) Escort the detainee directly to his assigned appointment.

(5) Move the detainee in the least amount of time possible. Do not allow the detainee to loiter or speak with other detainees. Take the detainee to the place of appointment and then return the detainee to the domicile. If the detainee wants to stop and talk to a counselor or other staff member, tell him to talk at another time. While escorting a detainee, keep control of him. Do not allow anyone to move between you and the detainee.

NOTE: Stay with the detainee at all times during the escort.

(6) If you are escorting a detainee, stay with him/her while he is conducting his business. You will normally be allowed to stay with the detainee, except when he is with the counselor, lawyer, or MI operations. Position yourself where you can

observe the detainee while he is conducting his business. When he/she is finished, take him back to where you started unless your supervisor tells you otherwise.

QUESTION: WHERE ARE YOU POSITIONED WHILE ESCORTING A DETAINEE?

ANSWER: TO THE REAR AND SLIGHTLY TO THE LEFT OR RIGHT.

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

2. Learning Step / Activity 2. Escorting a group.

Method of Instruction: Conference / Discussion

Time of Instruction: 10 mins

Media: -None-

NOTE: Show Slide #5 (Escort a Group of Detainees)

NOTE: The number of staff members used to escort a group of detainees will be dictated by local camp SOP.

a. Escorting a Group of Detainees Within the Camp.

(1) Coordinate the move with the senior escort.

(2) Ensure enough staff members are present to control detainees.

(3) Maintain positive control.

(4) Follow procedures IAW local SOP.

QUESTION: WHAT IS THE FIRST THING YOU DO WHEN ESCORTING DETAINEES IN THE CAMP?

ANSWER: COORDINATE THE MOVE WITH THE CELL BLOCK NCOIC.

NOTE: Notify supervisor when detainees are returned to cell block.

COMMENT:

ONE OF THE RULES OF THE DETAINEE CAMP IS TO CONTROL THE MOVEMENT OF DETAINEES. YOU BEING ASSIGNED AS AN ESCORT ON DUTY AND FAILING TO CONTROL THE MOVEMENT OF DETAINEES WITHIN A CAMP WOULD CREATE A GOOD TIME FOR DETAINEE (S) TO PASS CONTRABAND, TRY TO ESCAPE, OR DISRUPT THE CAMP ROUTINE WHICH COULD POSSIBLY HARM OR INJURE ANOTHER DETAINEE OR A FELLOW STAFF MEMBERS.

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:	Supervise detainee movement within the camp.
CONDITIONS:	Given a conference presentation in a classroom environment.
STANDARDS:	Determine the correct procedures for supervising detainee movement.

1. Learning Step / Activity 1.

Method of Instruction: Conference / Discussion
Time of Instruction: 5 mins
Media: -None-

NOTE: Show Slide #6 (ELO B)

NOTE: Show Slide #7 (Supervise Detainee Movement)

a. Ensure there are enough staff members available to escort detainees. (Camp SOP will dictate the number of staff members required for the number of detainees to be escorted.)

b. Ensure that the escorts clear all detainee movements (before the movements take place) with the cellblock/compound NCOIC or senior staff member and the facility operations control center.

c. Ensure the staff members at the release point log out all detainees.

d. Ensure all detainees in Special Housing Unit (SHU) are escorted and properly restrained IAW facility SOP when moving outside their cellblock area.

e. Ensure all individual detainees in the general population are escorted when moving within the camp.

f. Ensure mass or group movements of detainees are orderly, timely, and well supervised.

g. While detainees are moving within the camp, you will observe detainees' movements for unusual activity. This is a good time for detainees to pass contraband, try to escape, or disrupt the camp routine. At no time allow the detainee to stop and talk to each other during their movement within the camp.

QUESTION: WHAT IS THE FIRST STEP WHEN SUPERVISING DETAINEES MOVEMENT?

ANSWER: ENSURE ENOUGH STAFF MEMBERS ARE AVAILABLE.

COMMENT: CELLBLOCK/COMPOUND NCOIC - It is the responsibility of the cellblock NCOIC to know where his assigned detainees are at all times.

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:	Escort detainees on foot outside a detainee camp.
CONDITIONS:	In a classroom environment given a situation where you are required to escort detainees on foot outside a detainee camp.
STANDARDS:	You must identify all the necessary steps to maintain control and custody of all detainees when moving them to a designated destination outside the detainee camp by foot while observing all safety precautions.

1. Learning Step / Activity 1.

Method of Instruction: Conference / Discussion

Time of Instruction: 15 mins

Media: -None-

NOTE: Show Slide #8 (ELO C).

NOTE: Show Slide #9 (Foot Escort).

NOTE: Sign for work detail.

a. Prior to your departure from the camp, you must ensure that each detainee that you are going to escort is identified. When you depart the camp, you must have all appropriate documentation in your possession (IAW local SOP).

b. Frisk search each detainee. If contraband is found on a detainee, you will not depart the camp with him, but report your finding to your supervisor and complete the necessary reports.

c. Obtain weapons and restraints for detainee as directed by the supervisor.

d. Correctly place restraints on detainees.

NOTE: Show Slide #10 (Move Detainees).

e. Move detainee(s) to destination.

(1) If you are escorting one detainee not in restraints, position yourself to the rear and right or left of the detainee. Ensure you stay out of his reach. If escorting more than one detainee, ensure you follow procedures IAW local SOP.

(2) Do not allow anyone to pass anything to the detainee.

(3) In some cases, you will have to be armed to escort detainees. When you are, make sure that you keep your body between the detainee and the weapon.

(4) Move the detainees as quickly as possible and along the most direct route to your destination. Remember, don't sacrifice safety and control of the detainees for speed.

(5) Detainees will not talk or engage in horseplay at any time.

COMMENT: Take action to handle any disciplinary problem. Correct problem detainees as quickly as possible, and if you must use force, ensure it is only the minimum amount necessary IAW theater ROE.

QUESTION: IF ARMED, WHAT IS THE POSITION OF YOUR WEAPON?

ANSWER: ALWAYS KEEP YOUR WEAPON ON THE SIDE AWAY FROM THE DETAINEES.

NOTE: Show Slide #11 (ELO D).

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

2. Learning Step / Activity 2. Practical Exercise #1

Method of Instruction: Practical Exercise (Performance)

Time of Instruction: 1 hr

Media: -None-

Conduct Practical Exercise #1

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

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

D. ENABLING LEARNING OBJECTIVE

ACTION:	Escort detainees by vehicles.
CONDITIONS:	In a classroom environment given proper documentation IAW local SOP, a blank Observation/Disciplinary Report Form, and a situation where you are required to escort detainees by vehicle.
STANDARDS:	You must identify all the necessary steps to maintain control and custody of all detainees when moving them to a designated destination outside the detainee camp by vehicle while observing all safety precautions.

1. Learning Step / Activity 1. Vehicle procedure

Method of Instruction: Conference / Discussion

Time of Instruction: 10 mins

Media: -None-

NOTE: Show Slide #12 (Types of Vehicle).

a. Escorting a detainee(s) by motor vehicle.

(1) Escorting detainees in HMMWV, ambulances, vans, open-bed trucks, buses, and gators or similar vehicle, (it is recommended that seat belt or similar restraining devices be used when using a gator or similar type vehicle. Our objective today will be the different types of motor vehicles used to escort detainees.

b. There are four steps to escorting a detainee by motor vehicles.

c. Your first step or performance measure is to search the vehicle. Make sure you remove or secure items that could be used as weapons. Items such as tools can be stored in an area of the vehicle not accessible to the detainee. You can use any search method, but make sure it is a thorough search and systematic.

d. Your second step is to brief the driver on the following:

(1) Talking to detainees is not permitted and emergency signals must be established. Emergency signals could be one tap on the vehicle by you means "GO," and two taps mean "STOP."

NOTE: Single detainee handcuffed in front, two detainees may be handcuffed together, unless they are escape risk.

e. Your third step is load the vehicle. Sometimes, there will be a single escort to escort the detainee. Whether armed or unarmed.

f. Your fourth step is to unload the vehicle. When unloading, first the armed escort, second the unarmed escort, and last the detainee will exit the vehicle. You will notice that this order is in reverse of the loading order.

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

2. Learning Step / Activity 2. HMMWV, one detainee.

Method of Instruction: Conference / Discussion

Time of Instruction: 5 mins

Media: -None-

NOTE: Show Slide #13 (Escort One Detainee by HMMWV).

a. Escort detainees using a HMMWV. When escorting one detainee--

(1) Direct the detainee to sit in the back seat directly behind the front passenger seat. Place a seat belt around him.

(2) Enter the vehicle after the detainee. If you are alone, sit in the back seat behind the driver. If you have an assisting escort, direct him to sit in the back seat behind the driver. You will sit in the front passenger seat.

(3) If you are armed, keep your weapon on your side away from the detainee.

(4) To unload, reverse the loading order.

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

3. Learning Step / Activity 3. HMMWV, two detainees.

Method of Instruction: Conference / Discussion

Time of Instruction: 5 mins

Media: -None-

NOTE: Show Slide #14 (Escort Two Detainees by HMMWV).

When escorting two detainees and you do not have assistants--

a. Direct one detainee to sit in the front passenger seat and the other to sit in the rear seat directly behind the front passenger seat.

b. Fasten each detainee's seat belts.

c. Sit in the rear seat directly behind the driver.

d. If you are armed, keep your weapon on your side away from the detainee.

e. Reverse the loading order when unloading the detainees.

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

4. Learning Step / Activity 4. Ambulance/van.

Method of Instruction: Conference / Discussion

Time of Instruction: 5 mins

Media: -None-

NOTE: Show Slide #15 (Ambulance Van).

NOTE: Now, we are ready to discuss the ambulance and van.

a. After you have searched the vehicle and briefed the driver, load the vehicle. First, detainee, escort, and then the driver.

b. You will have the driver secure the doors. Because he has to secure the doors, he will board last. Have doors secured from outside, if possible. Remember, you must always maintain control of your detainee.

c. The design of the ambulance will determine the position of the stretcher. In an ambulance, you always place the detainee on the stretcher.

d. The escort will always be seated between the detainee and loading doors, (in ambulances with rear doors only).

e. If an ambulance (remember this applies to a van also) with side doors is used, position yourself about half-way between the doors as shown in the slide.

(1) With a van, use the same preparations as with other vehicles. The position of the detainee is dictated by the design of the van.

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

5. Learning Step / Activity 5. Open bed truck.

Method of Instruction: Conference / Discussion

Time of Instruction: 5 mins

Media: -None-

NOTE: Show Slide #16 (Moving Detainees by Open Bed Truck)

a. As a staff member, you may have the responsibility to escort detainees by open bed truck and bus.

(1) First, we'll discuss the open bed truck to escort detainees.

(2) After searching the vehicle, briefing the driver, and setting up emergency signals, have the driver lower the tailgate.

(3) To load the vehicle: First, the armed escort; then the detainees; and last, the unarmed escort.

b. If you have two unarmed escorts, the loading procedure will be the same. Escort, detainee, escort. If you are the armed escort, hand your weapon to the other escort before you mount the truck.

(1) The mounted escort will recover his weapon from the escort on the ground.

(2) The armed escort will be positioned behind the cab facing the tailgate. This position is dictated by the wearing of the weapon.

NOTE: Call each detainee's last name and tell him to respond with his first name and ISN. Match the name and ISN against the roster and then allow the detainee to board.

(3) The unarmed escort will direct the detainees to mount one at a time unless they are handcuffed together. Then they would mount in pairs.

(4) Direct detainees to sit on alternate sides of the truck as they enter. Leave space between the detainees and the armed escort, and the detainees and tailgate. After positioning the detainees, the unarmed escort mounts the vehicle and will be positioned on the opposite side of the armed escort.

NOTE: The assistant escort always boards last and sits on the opposite side of the vehicle from the senior escort between the tailgate and the detainees to allow for maximum observation of the detainees.

(5) The unarmed escort directs the driver to secure the tailgate.

(6) The unarmed escort takes a position between the tailgate and detainees where he can observe the armed escort and detainees as depicted in the slide.

NOTE: If armed, keep weapon on your side away from the detainee.

c. Once you arrive at your destination, unload unarmed escort, detainees, and last, the armed escort. The armed escort will hand his weapon to the unarmed escort (who is on the ground), before dismounting.

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

6. Learning Step / Activity 6. Bus.

Method of Instruction: Conference / Discussion

Time of Instruction: 5 mins

Media: -None-

NOTE: Show Slide #17 (Move Detainees by Bus)

a. Now, we will discuss escorting detainees by bus. Buses are normally used to transport detainees over long distances.

(1) If it is necessary to open windows, they will be opened no more than 4 inches.

(2) After searching the vehicle and briefing the driver, get a roster and seating plan from the supervisor.

(3) The detainees are in a column of two's waiting to board the bus. Use a seating plan to load the vehicle.

(4) The loading order is: Escort with the seating plan, the detainees, and then the escort with the roster.

(5) To load the bus, the escort with the seating plan will take a position at the back of the bus.

(6) The escort with the roster takes a position at the bus door.

(7) The escort at the door will require each detainee to give name and ISN to check against the roster.

(8) As the detainees enter the bus, the escort on the bus will use the seating plan to seat the detainees. Direct detainees to remain in the seat assigned.

(9) Ensure you leave the seats near the emergency exit empty. Also, leave the seats directly behind the driver empty.

(10) The escort with the seating plan should always be seated to the rear, and the other escort (both unarmed) will take a position up front. For uncaged buses armed escorts will travel in an escort vehicle.

(11) For a caged bus the escort with the roster should be armed and positioned up front, outside the cage keeping the weapon on the side away from the detainees.

b. Whether in a caged or uncaged bus, upon arrival at your destination, unload by reversing the loading order. The last person in gets out first.

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

7. Learning Step / Activity 7. Gators or similar vehicle.

Method of Instruction: Conference / Discussion

Time of Instruction: 5 mins

Media: -None-

NOTE: Show Slide #18 (Gators)

a. In some camps you find the use of commercial vehicles such as a Gator. A Gator is an All Terrain Vehicle (ATV) with a rear seat. The Gator is similar in appearance to a golf cart. When escorting a detainee by Gator:

(1) Ensure vehicle is searched

(2) Remove all trash and items that can be potentially used as a weapon

(3) Follow procedures IAW Local SOP

COMMENT:DURING YOUR TIME AS A STAFF MEMBER, YOU MAY BE REQUIRED TO ESCORT DETAINEES BY AIRCRAFT. KNOWING THE CORRECT PROCEDURES WILL MAKE THE ACCOMPLISHMENT OF THIS MISSION AS THOROUGH AND EASY AS POSSIBLE.

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

8. Learning Step / Activity 8. Practical Exercise #2

Method of Instruction: Practical Exercise (Performance)

Time of Instruction: 1 hr

Media: -None-

Conduct Practical Exercise #2

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

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

E. ENABLING LEARNING OBJECTIVE

ACTION:	Escort detainees by aircraft.
CONDITIONS:	In a classroom environment given the proper documentation IAW local SOP, a blank Observation/ Disciplinary Report Form, and a

BATES PAGE 10357 - 10358

(Escort Procedures)

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

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

NOTE: Show Slide #24 (Summary).

1. **RETAIN ATTENTION:** As a staff member, while escorting detainees, you must be more alert and aware of custody and control measures. During the movement a detainee has a better opportunity to attempt an escape, pass contraband, and being physically threatening.
 2. **SUMMARY:** During this class we have discussed the proper procedures for escorting and supervising a detainee or group of detainees on foot, by motor vehicle, and by military aircraft.
 3. **CLOSING STATEMENT:** A critical part of your duties in a detainee camp is to maintain custody and control of your assigned detainees. By using the techniques that were discussed, you will be more prepared during a detainee movement to prevent an escape attempt, the passing of contraband, and a detainee becoming physically threatening.
-

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 246 version 2004

PRACTICAL EXERCISE SHEET 1

Title Escort Detainees on Foot

Lesson Number / Title CD 246 version 2004 / Escort Procedures 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 Escort Procedures within a Detainee Camp.
Conditions:	In a classroom environment given access to the local SOP and a situation where you are required to escort detainees.
Standards:	You must identify all the necessary steps to maintain control and custody of all detainees when moving them to a designated destination inside and outside the detainee camp while observing all safety precautions.

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

Low

Environmental Considerations

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

The escorting and supervising of internee movements is just one of the tasks the Internment/Resettlement Specialist could be tasked to perform. By not escorting internees properly, the internees would have an opportunity to escape.

Resource Requirements

Instructor Materials:

- DD Form 2708 (Blank).
- Internee role players (min 4-6).
- DD Form 2708 (filled out).
- 9-mm Pistol (mock).
- Holster.
- Radio.

Student Materials:

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

**Special
Instructions**

Instructions to Detainee Role Players

You are Detainees in the Internment facility. You are to be moved by foot from the facility to a point outside the facility and around as directed by the guard. You will obey all orders and instructions given to you by the guard unless you are performing one or more of the situations listed below. Carry out the items you have chosen with meaning. Inform the student guard role player when you are ready. The instructor will decide which one of you will do what.

Situation List

To be performed each time a student performs the practical exercise, in sequence.

1. The guard has just moved the detainees' back inside the facility when he is informed that an escape attempt has just occurred.
 2. Have someone outside the facility ask him what is going on.
 3. Walk very slowly during movement.
 4. Attempt to talk to other internees or guard personnel during the movement.
 5. Refuse to follow an order the first time it is given.
 6. Hassle the guard during the movement.
 7. Attempt to escape during the movement. Stop after the first or second call to "HALT" or allow yourself to be caught.
 8. Two or more of you engage in horseplay.
 9. Try to lag behind the others.
 10. Hum or sing during the movement.
-

Procedures

Instructions to the Student

During this exercise you (unarmed guard) are going to move a group of detainees, by foot, from one location to another outside the facility. You will have an additional guard (armed) assisting you. Prior to moving the detainees outside the facility, you must receipt for them on DD Form 2708 or other document at the facility IAW local SOP from the supervisor and must frisk search each one. You will stay within 20 yards of the mock facility for training purposes. You will march them down the roadway and across the roadway, simulating escorting detainees to work without restraints. (Designated area to be mock roadway for safety reasons.) You will react to any incidents in the proper manner. After marching the detainees around the area as indicated, you will march them back into the facility. You will react to any escape attempts. (See list.)

Section I

If escorting one detainee, the student:

1. Signs for detainee on DD Form 2708, as applicable, prior to escorting him out of the facility.
2. Frisk searches the detainee prior to leaving the facility.
3. Takes position behind and slightly to left or right of detainee.
4. Stays out of detainee's reach.
5. Marches detainee to destination.
6. Does not allow detainee to engage in horseplay with other detainees.
7. Does not allow anyone or anything to pass between him and the detainee.
8. Keeps weapon on side away from detainee.
9. Moves the detainee rapidly along the most direct route to the destination.
10. Moves detainee along roadway:

- a. Marches detainee on the left side of the road facing traffic.
 - b. Marches detainee far enough off road to keep him from jumping into a passing vehicle.
 - c. Uses flanking movements to cross the roadway.
 - d. Stays especially watchful at intersections.
11. Handles disciplinary problems and keeps control of the detainee.
- a. Immediately corrects the detainee.
 - b. If force is used, uses the least amount required.
 - c. If help is needed, sends word to supervisor.
 - d. Returns detainee immediately to the facility.
 - e. Reports the incident to the facility.
 - f. Prepares an observation report or disciplinary report as necessary (verbally informs evaluator).
12. Takes action in case of escape by:
- a. Ordering the escapee to halt, and if needed, repeating the order.
 - b. Trying to stop him.
 - c. Calling for help from bystanders, if needed.
 - d. Noting direction escapee takes.
 - e. Shooting to disable the detainee to stop him but not endangering any innocent bystanders.
 - f. Notifying the facility as soon as possible to inform the supervisor of the escape (or attempted escape) (verbally informs the evaluator).
 - g. Completing OR/DR as necessary (verbally informs the evaluator).

Section II

If escorting more than one detainee, the student:

1. Signs for detainees on DD Form 2708, as applicable, prior to escorting them out of the facility.
 2. Frisk searches each detainee prior to leaving the facility.
 3. Forms the detainees into a single file or column of two's.
 4. Stands behind detainees 6 to 8 feet and slightly to left or right of the formation.
 5. Positions assisting Internment/Resettlement Specialists (if any) on the flank of the formation.
 6. Marches detainees to destination. Has them stay in step. Calls cadence, if needed. Keeps all detainees in sight.
 7. Watches carefully when marching around corners.
 8. Does not allow detainees to talk or engage in horseplay.
 9. Does not allow anyone or anything to pass through the formation or between him and the detainee.
 10. Keeps weapon on side away from detainees.
 11. Moves detainees rapidly along the most direct route to the destination.
 12. Moves detainees along roadway:
 - a. Marches detainees on the left side of the road facing traffic.
 - b. Marches detainees far enough off road to keep them from jumping into a passing vehicle.
 - c. Uses flanking movements to cross the roadway.
 - d. Stays especially watchful at intersections.
13. Handles disciplinary problems and keeps control of the detainees.
- a. Immediately corrects the problem detainee(s).
 - b. If force is used, uses the least amount required.
 - c. If help is needed, sends word to supervisor.
 - d. After controlling the problem detainee, return all detainees to the facility immediately.
 - e. Reports the incident to the supervisor.
 - f. Prepares an observation report or disciplinary report as necessary (verbally informs evaluator).

14. Takes action in case of escape by:

- a. Securing any remaining detainees. Having the detainees lie face down on the ground.
- b. Ordering the escapee(s) to halt, and if needed, repeating the order.
- c. Does not leave the remaining detainees in order to try to stop the escaping one(s).
- d. Ordering additional Internment/Resettlement Specialists (armed) to pursue the detainee(s), shooting to wound the detainee(s) in order to stop him/them, but not endangering any innocent bystanders.
- e. Calling for help from bystanders, if needed.
- f. Noting direction escapee(s) takes.
- g. Notifying the facility as soon as possible to inform the supervisor of the escape (or attempted escape) (verbally informs the evaluator).
- h. Returning the remaining detainees to the facility.
- i. Completing OR/DR as necessary (verbally informs the evaluator).

**Feedback
Requirements**

**SOLUTION FOR
PRACTICAL EXERCISE SHEET 1**

1. Signed a DD Form 2708, as applicable, for every Detainee he/she escorted out of the facility.
2. Frisk searched each Detainee before leaving the facility.
3. Moved the Detainee to the destination.
 - a. If escorting only one Detainee, positioned himself/herself behind and slightly to the right or left of the Detainee. Stayed out of the Detainee's reach.
 - b. If escorting more than one Detainee:
 - (1) Formed the Detainees into a single file or a column of two's.
 - (2) Positioned himself/herself 6-8 feet behind and slightly to the left or right of the formation.
 - (3) If he/she had assisting Internment/Resettlement Specialists, positioned them on the flanks of the formation.
 - (4) Marched the Detainees to the location. Had them stay in step. Called cadence if needed. Kept all Detainees in sight. Was especially watchful going around corners.
 - (5) Did not allow anyone or anything to pass through the formation.
 - c. If he/she was escorting an Detainee who was a potential security risk, he/she was armed. Kept his/her weapon on the side away from the Detainee.
 - d. Moved the Detainee rapidly and along the most direct route to his destination.
 - e. Did not allow the Detainee to talk or engage in horseplay.
 - f. Did not allow anyone or anything to pass between himself/herself and the Detainee.
 - g. If he/she was moving Detainees along a roadway:
 - (1) Moved the Detainees on the left side of the road, facing traffic.
 - (2) Kept the Detainees far enough off the road to keep them from jumping into a passing vehicle.
 - (3) Used a flanking movement if you moved the Detainees across a road.
 - (4) Was especially watchful at intersections.
4. Took action to handle any disciplinary problem.
 - a. Immediately corrected the problem Detainee. If he/she used force to restrain an Detainee, used the least amount of force needed.
 - b. After he/she controlled the problem Detainee, returned all Detainees to the facility immediately.
 - c. Reported the incident to his/her supervisor. Prepared an observation or disciplinary report.
5. Took action in case of an escape.

REFERENCES:

AR 190-47 The Army Corrections System
FM 3-19.40, Military Police Internment/Resettlement Operations
STP 19-95C1-SM, Soldier's Manual and Trainer's Guide, MOS 95C, Internment/Resettlement Specialist

PRACTICAL EXERCISE SHEET 2

Title	Escort Detainees by Motor Vehicle
Lesson Number / Title	CD 246 version 2004 / Escort Procedures within Detainee Operations
Introduction	

Motivator

As an Internment/Resettlement Specialist, there will be numerous occasions when you will have to provide custody and control of internees during movement. You will be responsible for reacting appropriately to various situations and circumstances that may confront you. By not applying the techniques we are about to discuss, you could be found negligent in your duties.

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 Escort Procedures within a Detainee Camp.
Conditions:	In a classroom environment given access to the local SOP and a situation where you are required to escort detainees.
Standards:	You must identify all the necessary steps to maintain control and custody of all detainees when moving them to a designated destination inside and outside the detainee camp while observing all safety precautions.

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.
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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

Low

Environmental Considerations

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

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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 is tested in CHH004ET, Custody and Control exam. You will have 90 minutes to complete the exam and you must score a minimum of 75 percent.

Instructional Lead-In

The escorting and supervising of Detainee movements is just one of the tasks the Detainment/ Resettlement Specialist could be tasked to perform. By not escorting detainees properly, the detainees would have an opportunity to escape.

Resource Requirements

Instructor Materials:

Detainee Role Players (min of 4).
Sally port Guard Role Player.
Driver Role Player.
Sedan, HMMWV, Open Bed Truck, Van, and Bus.

Hand irons, 1 set per four students

Student Materials:

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

Special Instructions

Instructions to Detainee Role Players

You will obey all instructions and orders given to you by the guard role player, unless you are performing one or more of the situations from the list. You will position yourself in a location within the facility (i.e., control room) where you will await instructions from the guard.

Instructions to Sally Port Guard

In this exercise, your responsibility is to assist the guard by maintaining custody and control of the Detainees while he searches the vehicle. Once the Detainees are ready for loading, you will assume the role of driver of the vehicle.

Instructions to The Vehicle Driver

You will act as driver of the vehicle and take all instructions from the guard role player.

Situation List

1. Detainee(s) will talk to the driver during movement.
 2. Refuse to follow an order whenever it is given.
 3. Refuse to follow an order the second time it is given.
 4. Attempt to engage a fight with another internee.
 5. Attempt to escape. Stop the first time the guard calls "HALT."
 6. Two or more of you engage in horseplay.
 7. Contraband is hidden on vehicle prior to Detainees boarding.
 8. Detainee attempts to sit somewhere else on the bus.
-

Procedures

Instructions to the Student

During this exercise, you are acting as an escort guard detailed to transport a Detainee to a location outside the facility by motor vehicle. You will begin the exercise by receiving the Detainee(s) from within the facility (i.e., holding area, control room). You must properly prepare them for the movement, move them, load them into the vehicle in the correct manner, and unload them at the destination. You have receipted for each Detainee on DD Form 2708, as applicable. Detainees may be handcuffed prior to transporting, if needed.

Section I

Sedan, ½ ton truck, or HMMWV.

NOTE: The student will verbally perform the first three steps.

1. Thoroughly search vehicle and secure any items that could be used as a weapon.
2. Brief driver on special instructions such as:
 - a. Not talking to Detainees.
 - b. Informing what emergency signals will be used.
3. Prepare Detainee(s) for transportation.

NOTE: Instructor will ask student the following questions:

- a. What will be done first to prepare the Detainee for transportation?

ANSWER: Frisk search each Detainee.

- b. What happen after the Detainee is frisk searched?

ANSWER: Apply hand/leg irons, if needed.

- c. Have the Detainee(s) enter the vehicle first.
4. One Detainee:
 - a. have the Detainee sit behind the driver.
 - b. Have guard(s) enter vehicle.
 - c. If one guard is armed and the other is unarmed, put the armed guard in the front seat and the unarmed guard in the back.
 5. Two Detainees:
 - a. Have both Detainees sit in the back seat.
 - b. Sit in the front seat.
 - c. Turn in the seat so you can watch the Detainees.
 6. Unload the Detainees and guards from the vehicle:
 - a. Unload by reversing the loading order.
 - b. Have the last person in get out first and the one who boarded first get out last.

Section II

Ambulance or van.

NOTE: The student will verbally perform the first three steps.

1. Thoroughly search vehicle and secure any items that could be used as a weapon.
2. Brief driver on special instructions such as:
 - a. Not talking to Detainees.
 - b. Informing what emergency signals will be used.
3. Prepare Detainee(s) for transportation.

NOTE: Instructor will ask student the following questions:

- a. What will be done first to prepare the Detainee for transportation?

ANSWER: Frisk search each Detainee.

- b. What happen after the Detainee is frisk searched?

ANSWER: Apply hand/leg irons, if needed.

- c. Have the Detainee(s) enter the vehicle first.
4. Rear and side door:
 - a. Position him halfway between the two doors.
 - b. Ask the driver to lock the doors when he and the Detainee(s) are inside.
 5. Rear doors only.
 - a. Position him between the Detainee(s) and the doors.

- b. Ask the driver to lock the door when he and the Detainee(s) are inside.
6. Unload the Detainees and guards from the vehicle:
 - a. Unload by reversing the loading order.
 - b. Have the last person in get out first and the one who boarded first get out last.

Section III

Open bed truck.

NOTE: The student will verbally perform the first three steps.

1. Thoroughly search vehicle and secure any items that could be used as a weapon.
2. Brief driver on special instructions such as:
 - a. Not talking to Detainees.
 - b. Informing what emergency signals will be used.
3. Prepare Detainee(s) for transportation.

NOTE: Instructor will ask student the following questions:

- a. What will be done first to prepare the Detainee for transportation?

ANSWER: Frisk search each Detainee.

- b. What happen after the Detainee is frisk searched?

ANSWER: Apply hand/leg irons, if needed.

4. Have the armed guard board the vehicle first (if he does not have an armed guard, use an unarmed guard).
 - a. Have the guard give his weapon to another guard on the ground prior to boarding.
 - b. After the guard is on the truck, have him get the weapon back from the other guard.
 - c. Have the guard stand just behind the truck cab during Detainee loading.
 - d. Have the guard face the rear of the truck.
5. Have the Detainees board the truck, one at a time.
 - a. Have the first two Detainees go to the front of the truck and sit one on each side.
 - b. Have the rest of the Detainees' board in the same manner, filling the truck from front to rear.
 - c. Leave room between the guard and the Detainees and between the tailgate and the Detainees.
6. Have the driver replace or close the tailgate.
7. Unload the Detainees and guards from the vehicle:
 - a. Unload by reversing the loading order.
 - b. Have the last person in get out first and the one who boarded first get out last.
 - c. If an armed guard was present in the open bed truck:
 - (1) Have him hand his weapon to a guard on the ground before dismounting.
 - (2) Have him get the weapon back after he leaves the vehicle.

**Feedback
Requirements**

**SOLUTION FOR
PRACTICAL EXERCISE SHEET 2**

1. Searched vehicle before loading Detainees.
 - a. Removed or secured items that could be used as weapons.
 - b. Used any search method as long as it is thorough.
 - c. If the vehicle was a bus and ventilation was needed, opened the windows. Did not open the windows more than 4 inches.
2. Briefed the driver.
 - a. Told the driver not to talk to the Detainees.
 - b. Set up emergency signals, such as one tap to start and two taps to stop the vehicle.
3. Prepared Detainees for loading.
 - a. Frisk searched each Detainee.
 - b. Applied hand irons and leg irons to Detainees, if needed. He/she cuffed a Detainee by himself or cuffed two Detainees together. Did not fasten two escape-risk Detainees together.
 - c. If using a bus, formed the Detainees into a column of twos according to the seating plan. Had the Detainees stand in reverse order; the Detainees who were sitting at the back of the bus were at the front of the line.
4. Loaded Detainees and guards into vehicle.
 - a. If using a sedan, 1/4-ton truck, ambulance, or van:
 - (1) Had the Detainee enter the vehicle first. If a sedan or 1/4-ton, the Detainee sat behind the driver. If moving two Detainees in a sedan or 1/4-ton, put both in the back seat.
 - (2) He/she, and assisting Internment/Resettlement Specialist, if available, entered the vehicle next.
 - (a) If escorting one Detainee in a sedan or 1/4-ton, sat next to him in the back seat. If armed, kept his/her weapon on the side away from the Detainee. If one guard was armed and the other was unarmed, put the armed guard in the front and the unarmed guard in the back.
 - (b) If escorting two Detainees in a sedan or 1/4-ton, sat in the front seat. Turned in the seat so he/she could watch the Detainees.
 - (c) If escorting a Detainee in an ambulance or van that had a rear and a side door, positioned himself/herself halfway between the two doors. Asked the driver to lock the doors when he/she and the Detainee were inside.
 - (d) If escorting a Detainee in an ambulance or van that only had rear doors, positioned himself/herself between the Detainee and the doors. Asked the driver to lock the doors when he/she and the Detainee were inside.
 - b. If using an open-bed truck:
 - (1) Had the armed guard board the vehicle first. If he/she did not have an armed guard, used an unarmed guard. Had the guard give his weapon to another guard on the ground while he was boarding. After the guard was on the truck, had him get his weapon back from the other guard. Had the guard stand just behind the truck cab during Detainee loading. Had him face the rear of the truck.
 - (2) Had the Detainees board the truck one at a time. Had the first two Detainees go to the front of the truck and sit, one on each side. Had the rest of the Detainees' board in the same

manner, filling the truck from front to rear. Left room between the guard and the Detainees and between the tailgate and the Detainees.

(3) Had the driver replace or close the tailgate.

c. If using a bus:

(1) Had an unarmed guard with the seating plan board the bus first. Had him position himself at the rear of the bus.

(2) Had the guard with the Detainee roster position himself outside the bus at the door.

(3) Had the Detainees in the formation come to the door one at a time. Had the guard ask each Detainee his last name and social security number. Had him match the name and SSN against the roster; then allowed the Detainee to board.

(4) Sat the Detainees according to the seating plan. Filled the back of the bus first, then the front. Did not allow the Detainees to move around after seating them. Did not seat the Detainees near emergency exits or behind the driver.

(5) Had an unarmed guard with the roster sit near the driver in an uncaged bus. If the bus had a Detainee cage, positioned an armed guard with the roster outside the cage.

5. Unloaded the Detainees and guard from the vehicle.

a. If the vehicle was a sedan, 1/4-ton truck, ambulance, van, or open-bed truck, unloaded by reversing the loading order. Had the last person in get out first and the one who boarded first get out last.

b. If he/she had an armed guard in an open-bed truck, had the armed hand his/her weapon to a guard on the ground before dismounting. Had him get the weapon back after he left the vehicle.

c. If the vehicle was a bus, had the last person in exit first. Unloaded by reversing the loading order.

REFERENCES:

AR 190-47 The Army Corrections System

FM 3-19.40, Military Police Internment/Resettlement Operations

STP 19-95C1-SM, Soldier's Manual and Trainer's Guide, MOS 95C, Internment/Resettlement Specialist

Appendix D - Student Handouts (N/A)

Restraint Procedures



Within

Detainee Operations

65161-2

Objective

Action

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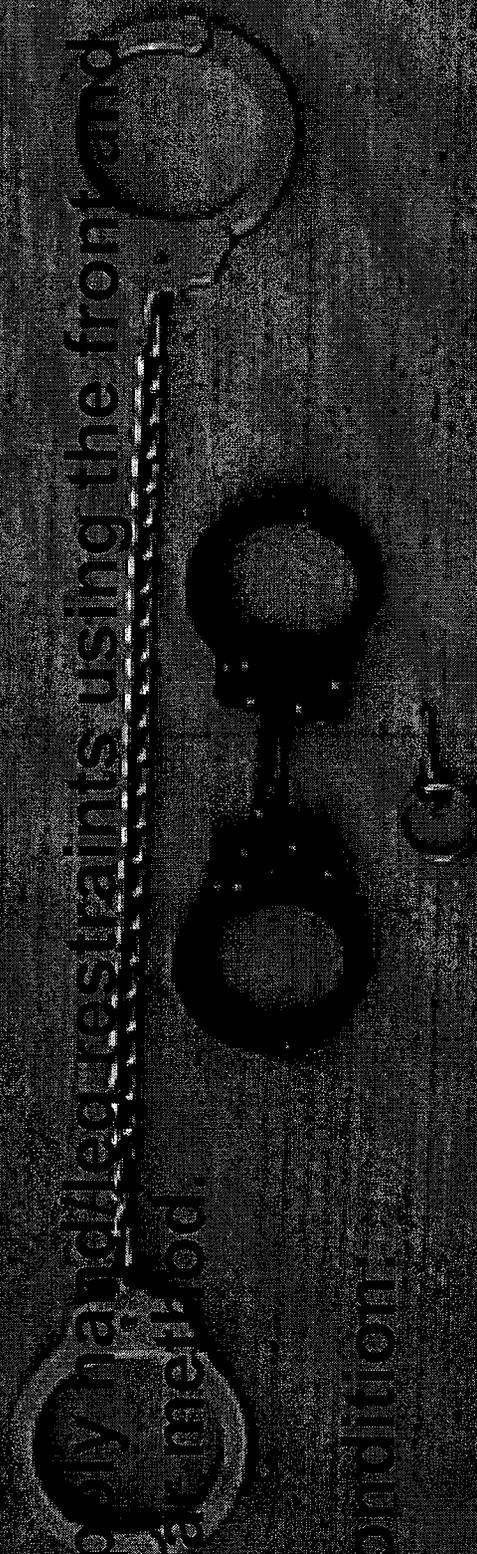
...ring device which serving all safe...

procedures

Enabling Learning Objective A

Action:

Apply hand/leg restraints using the front and rear method.



Condition:

Given hand/leg restraints with key and a detainee (role played).

Standard:

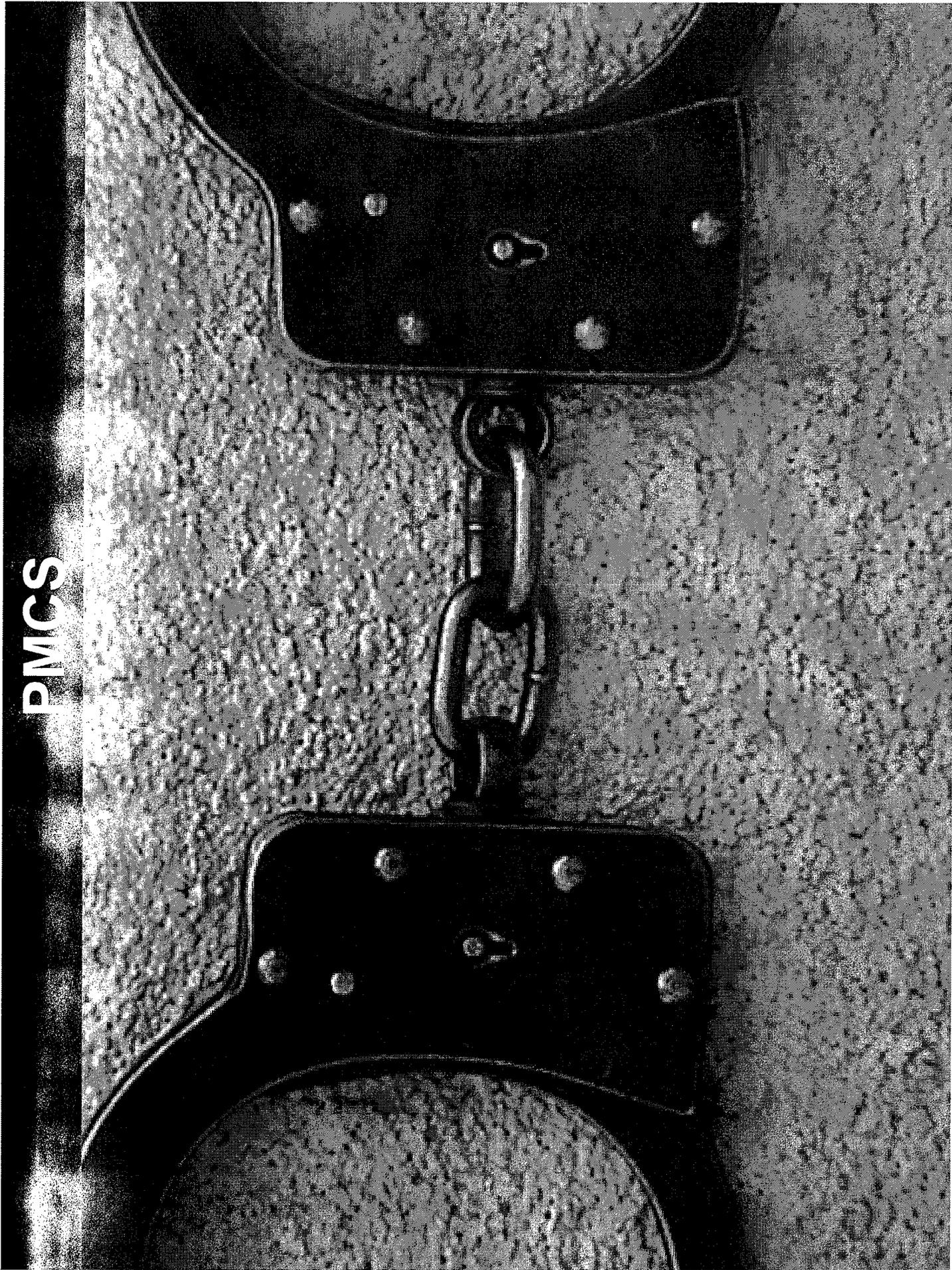
Correctly apply hand/leg restraints in sequence.



**Apply
Handcuffs to
the Front**

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PMCS



010384

PMCS



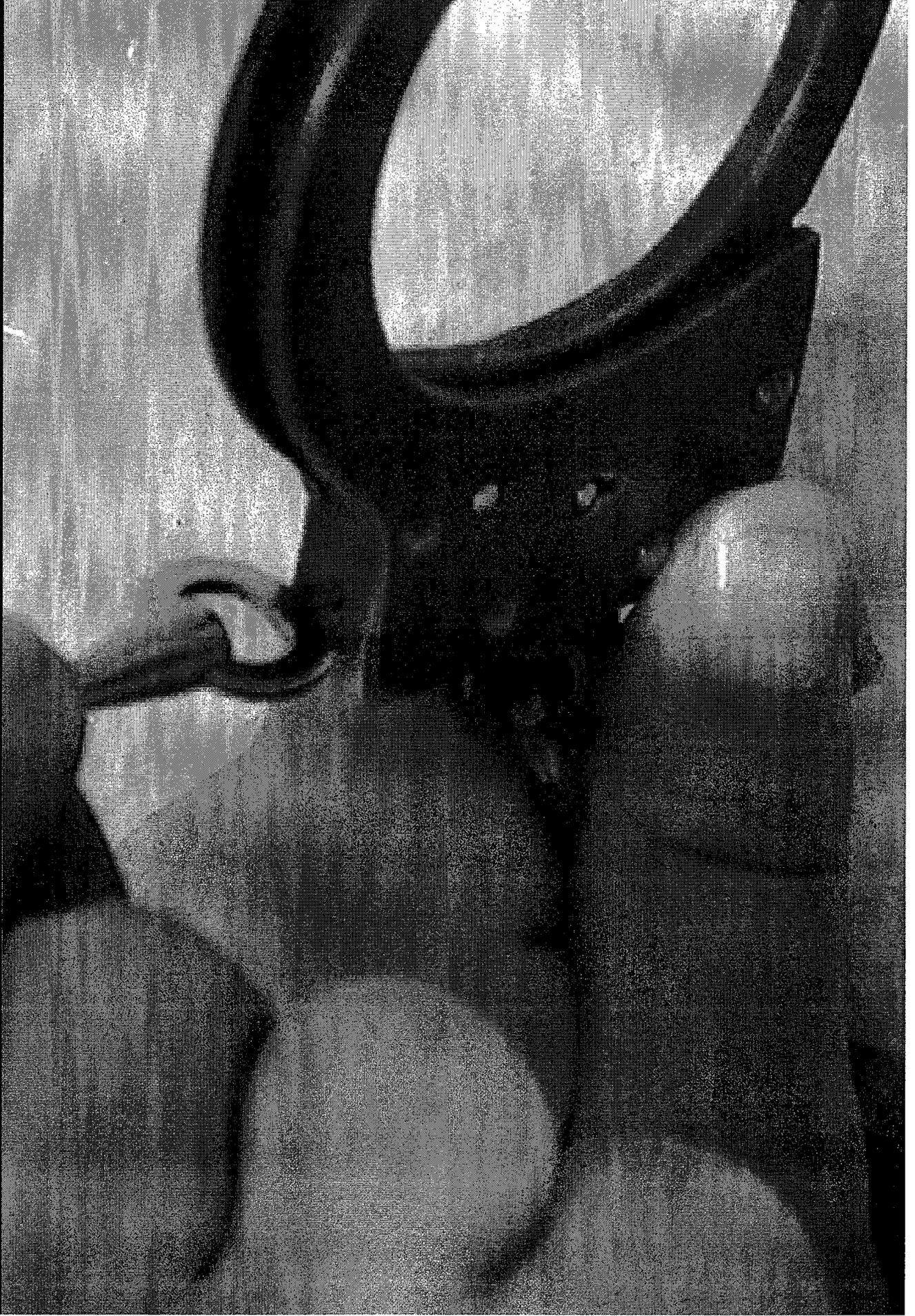
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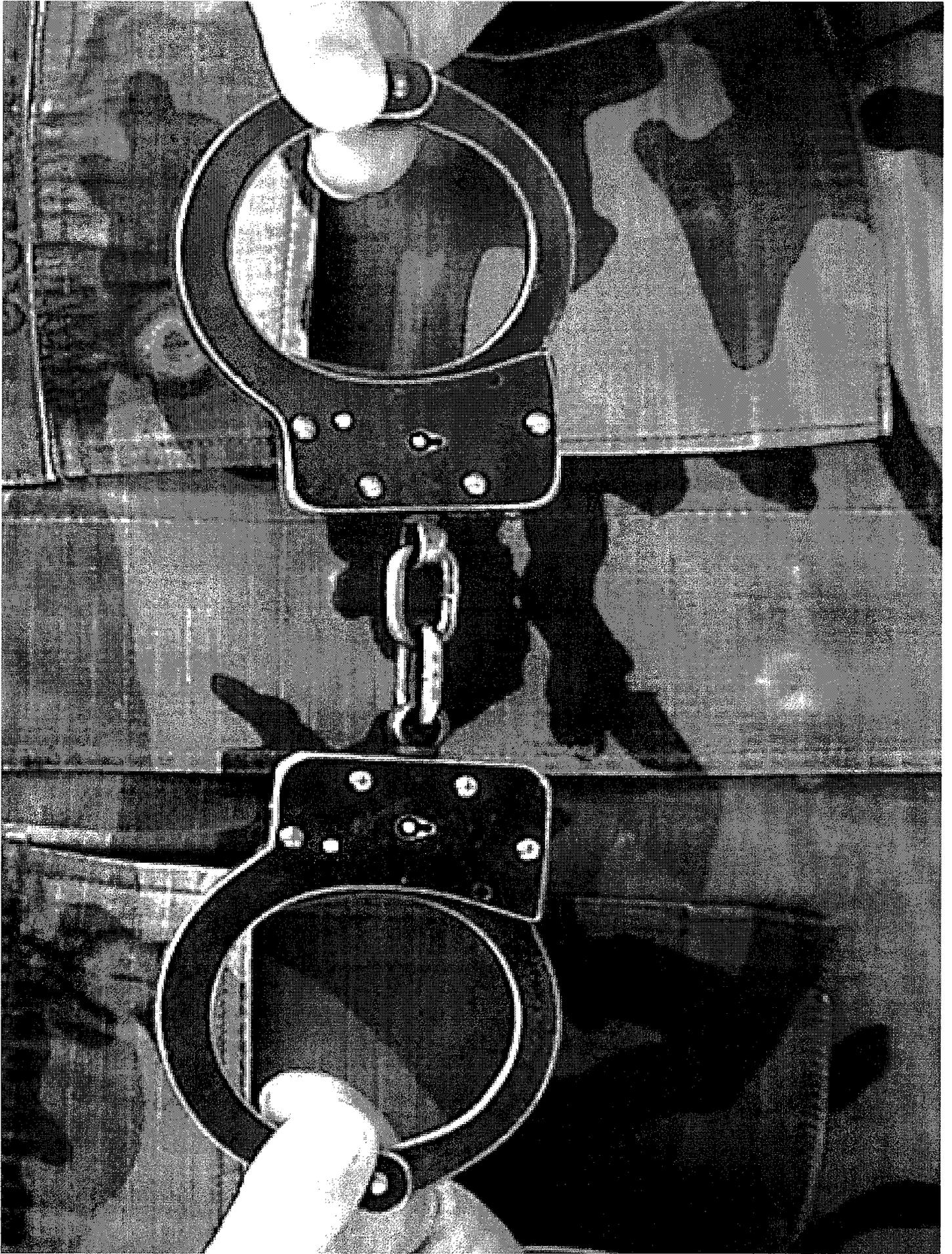


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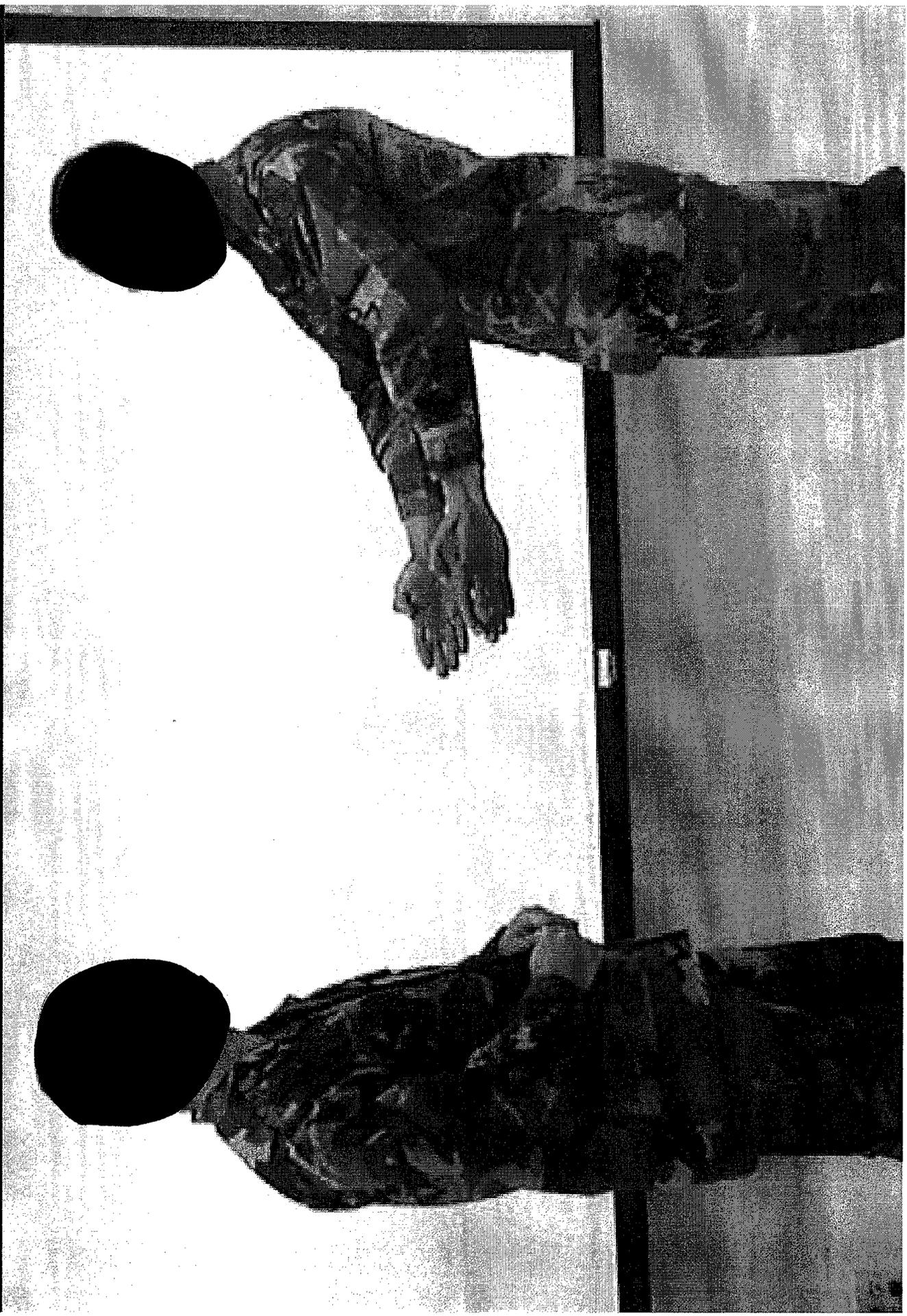
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010388

2-19-19

POSITION THE DETAINEE



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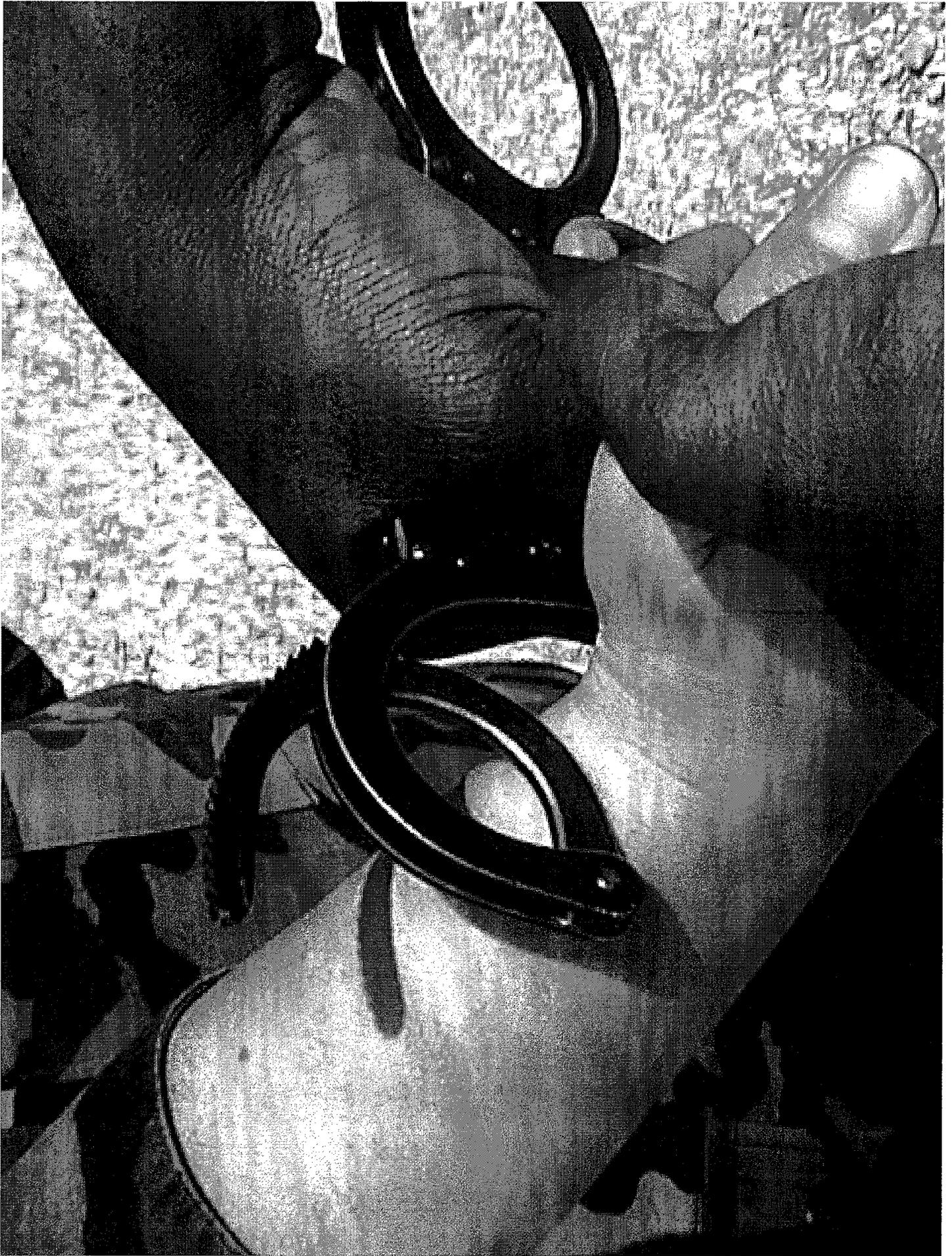
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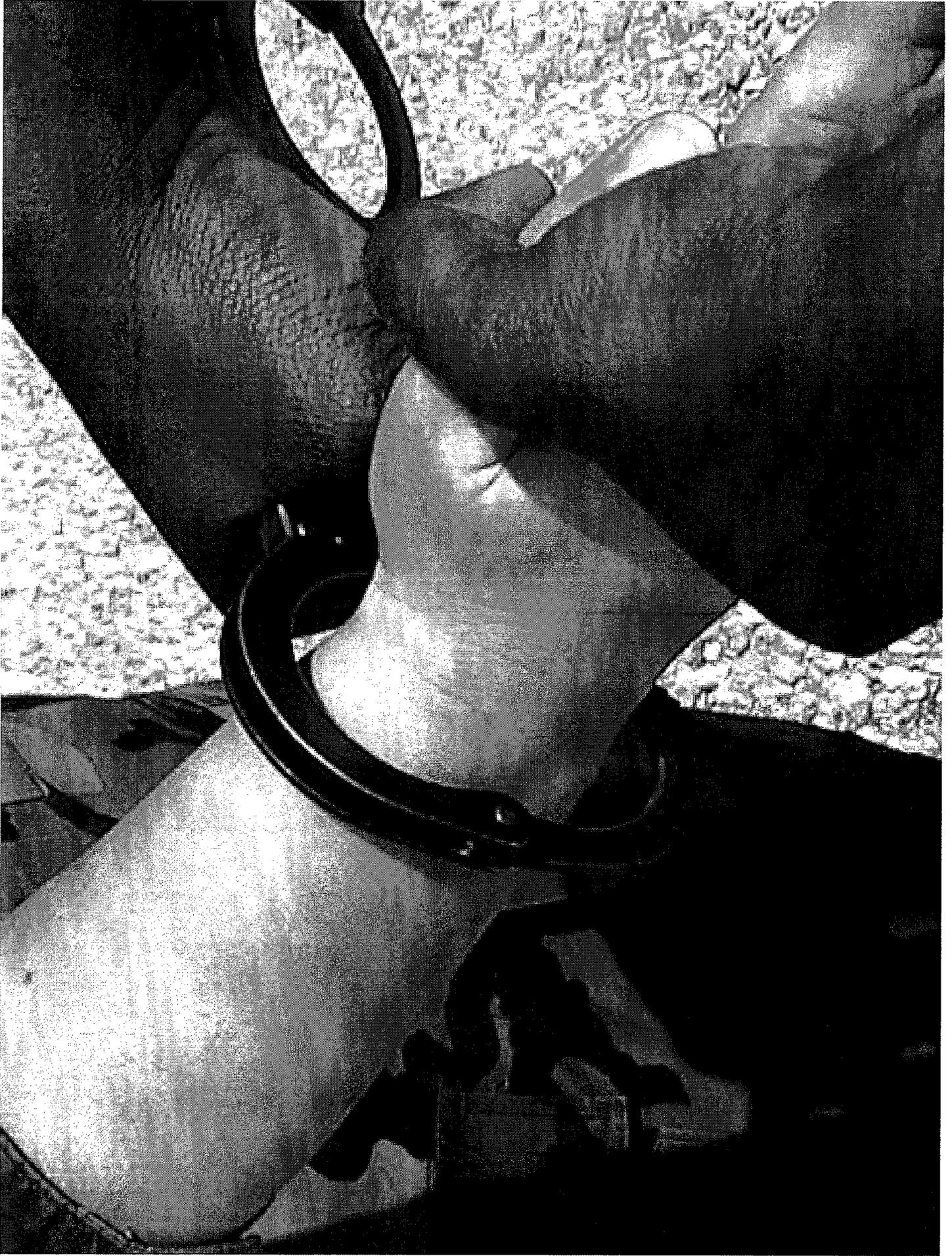
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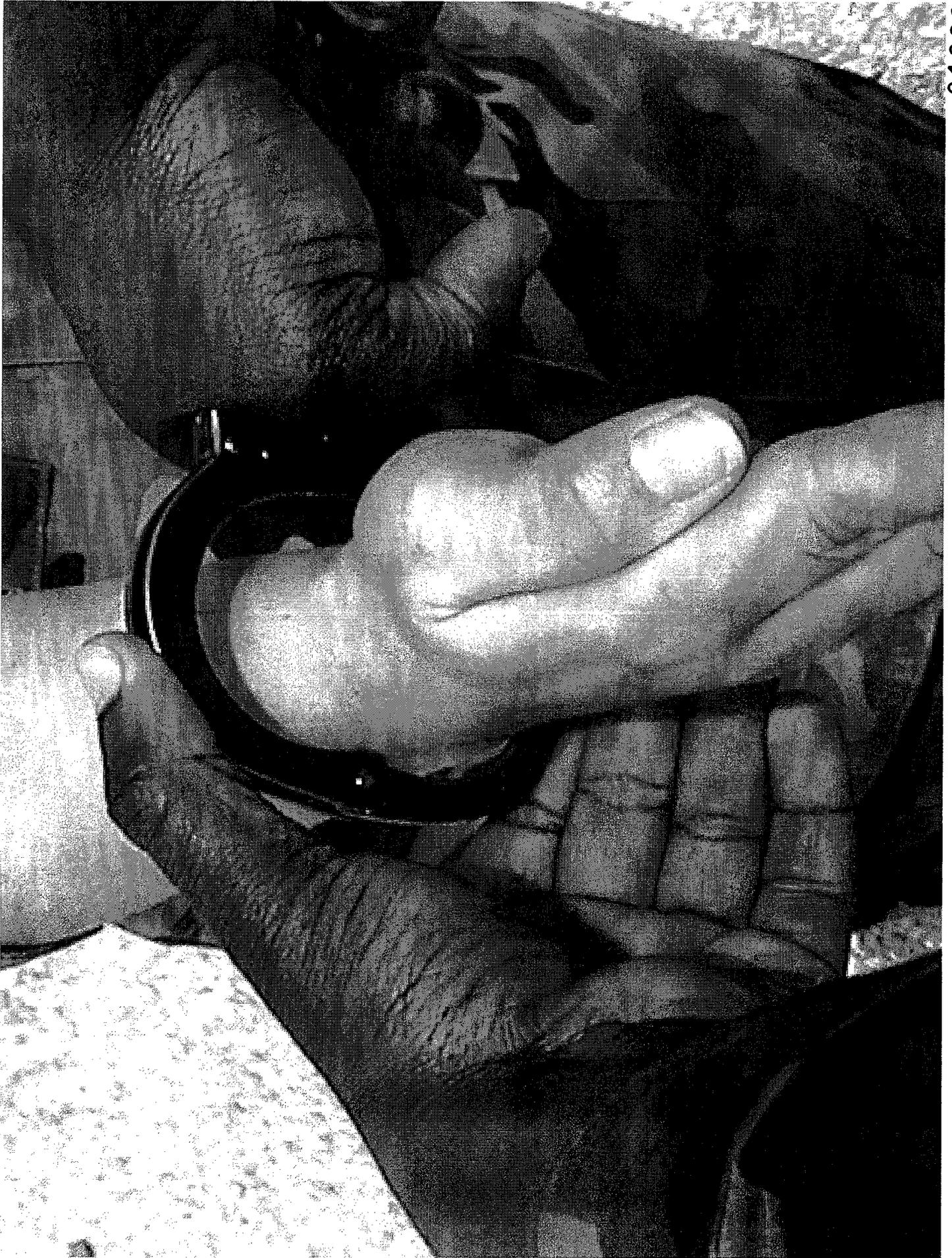
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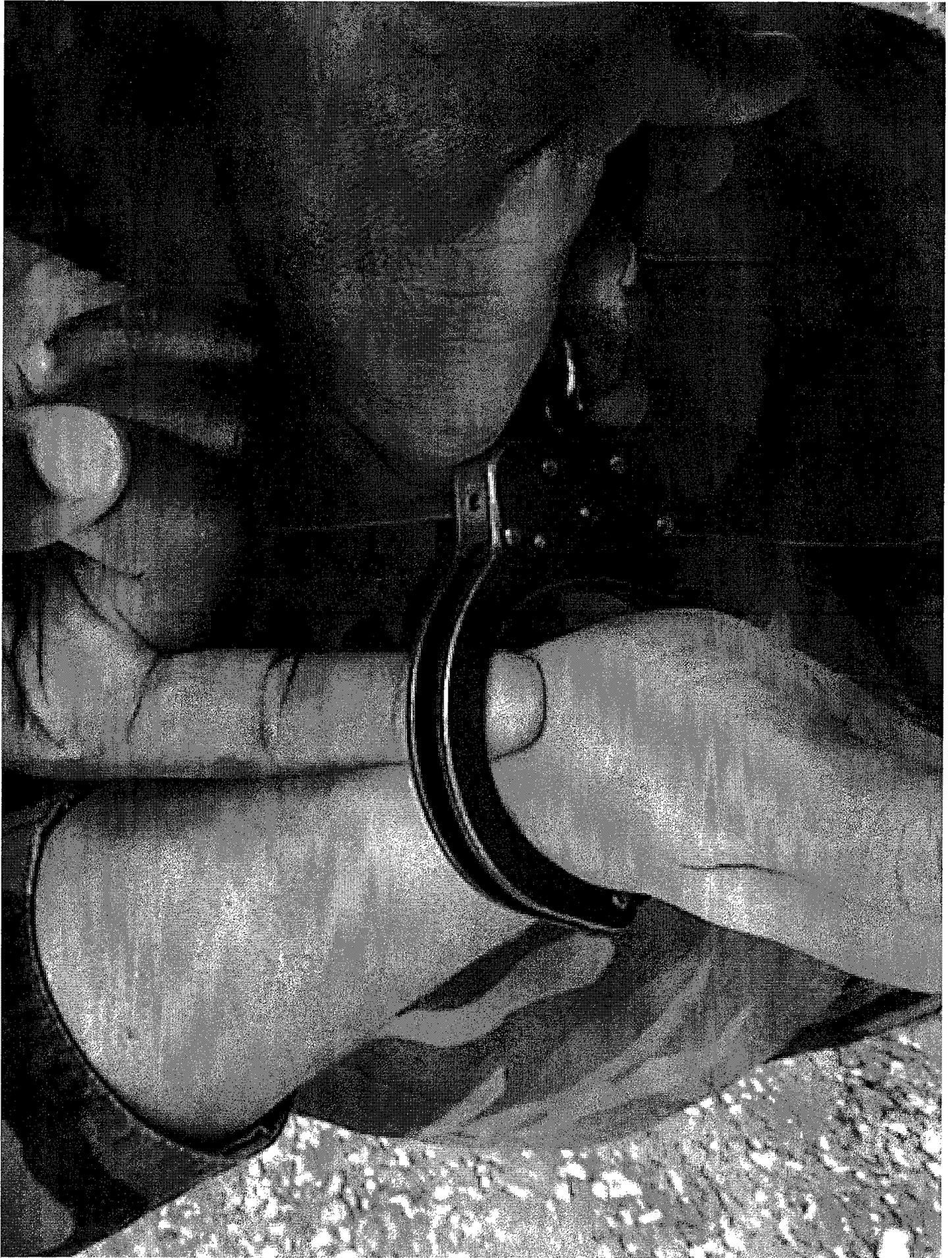
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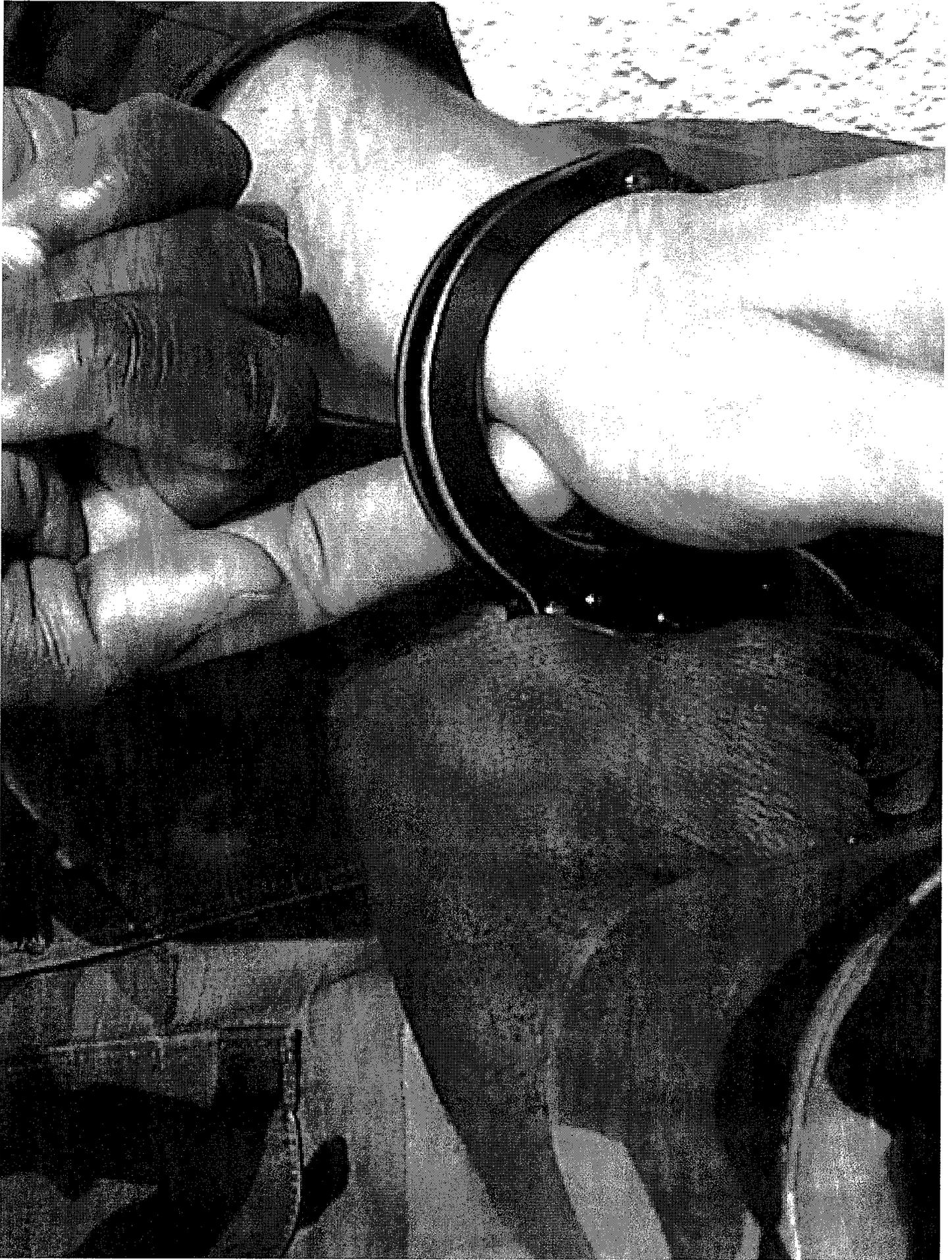
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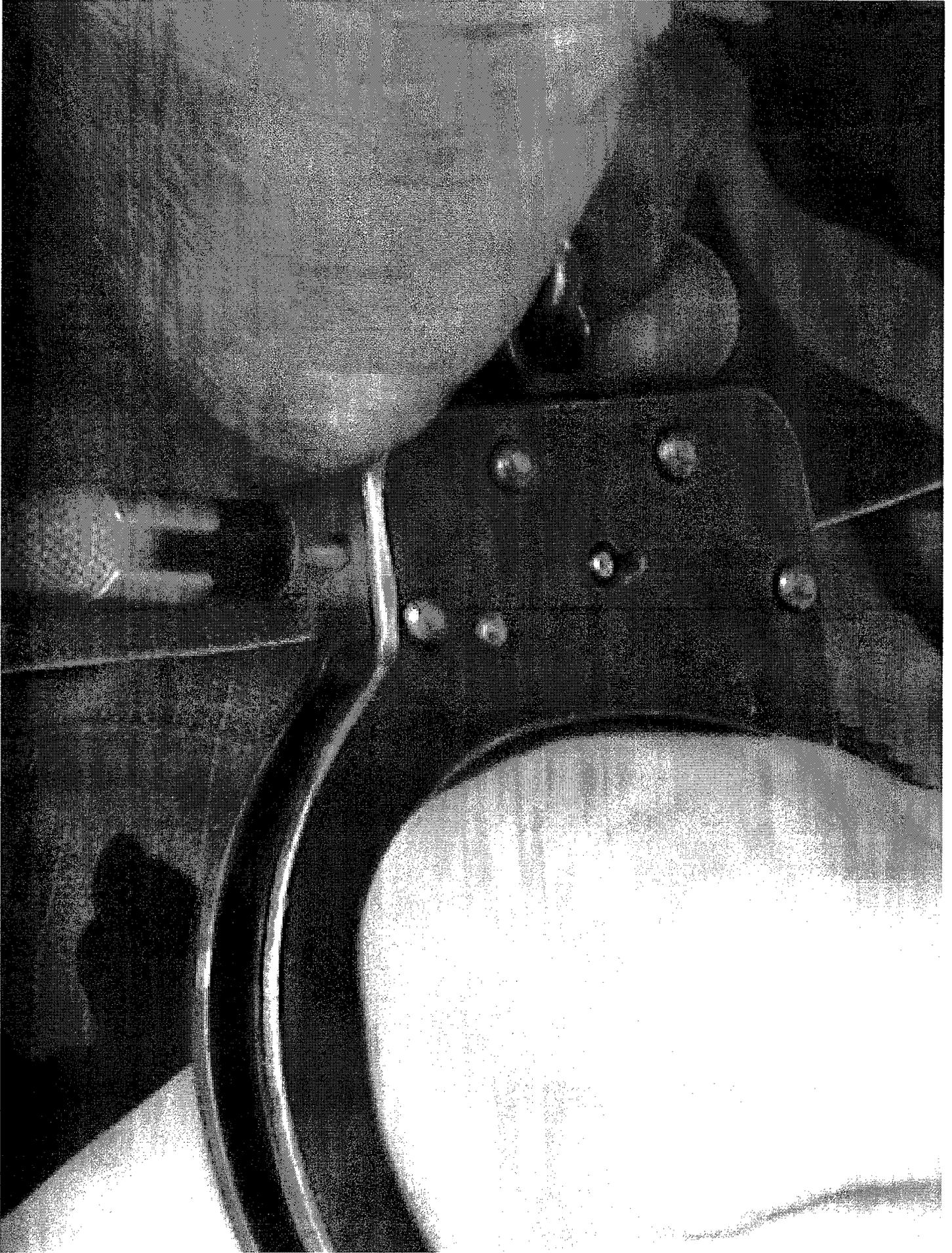
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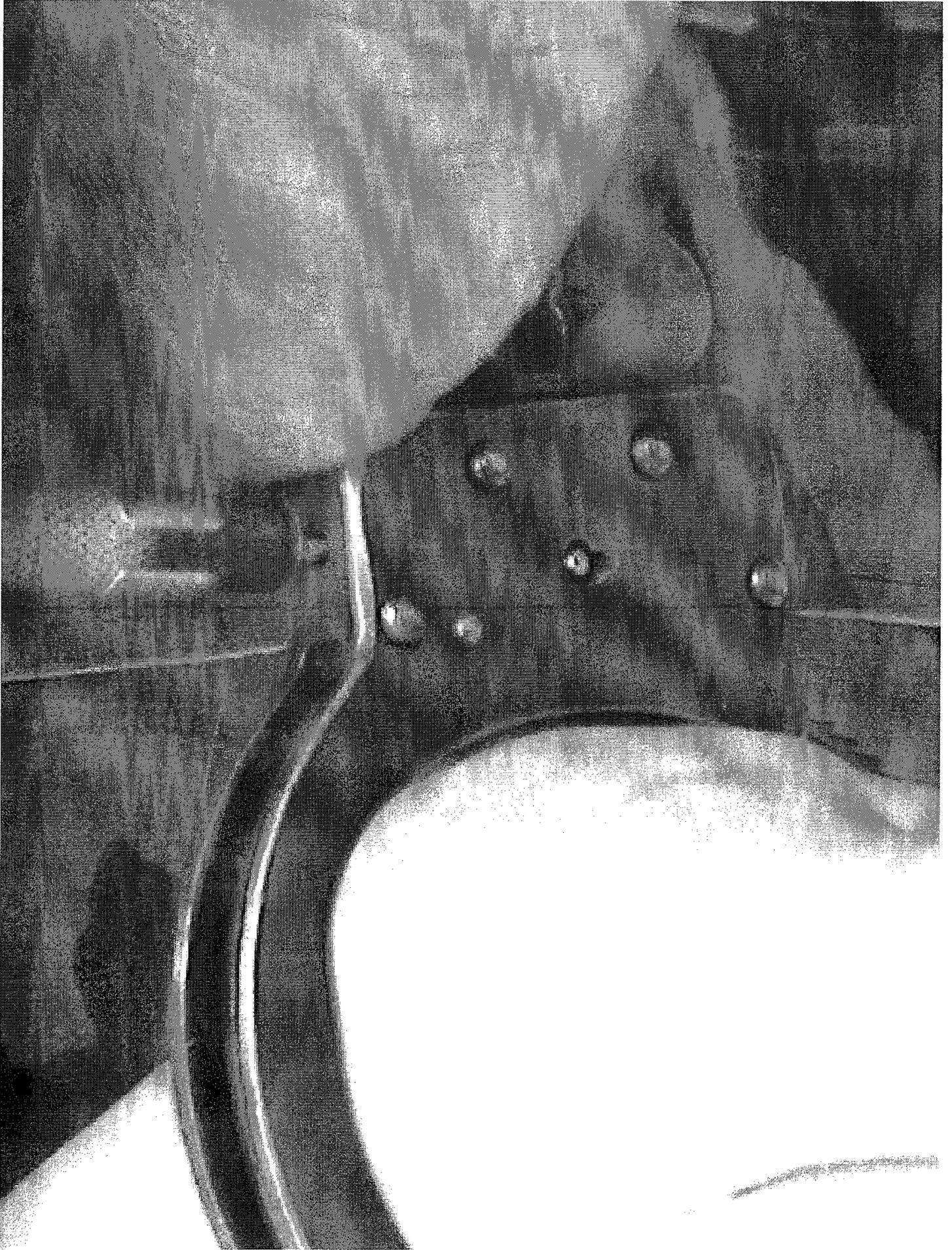
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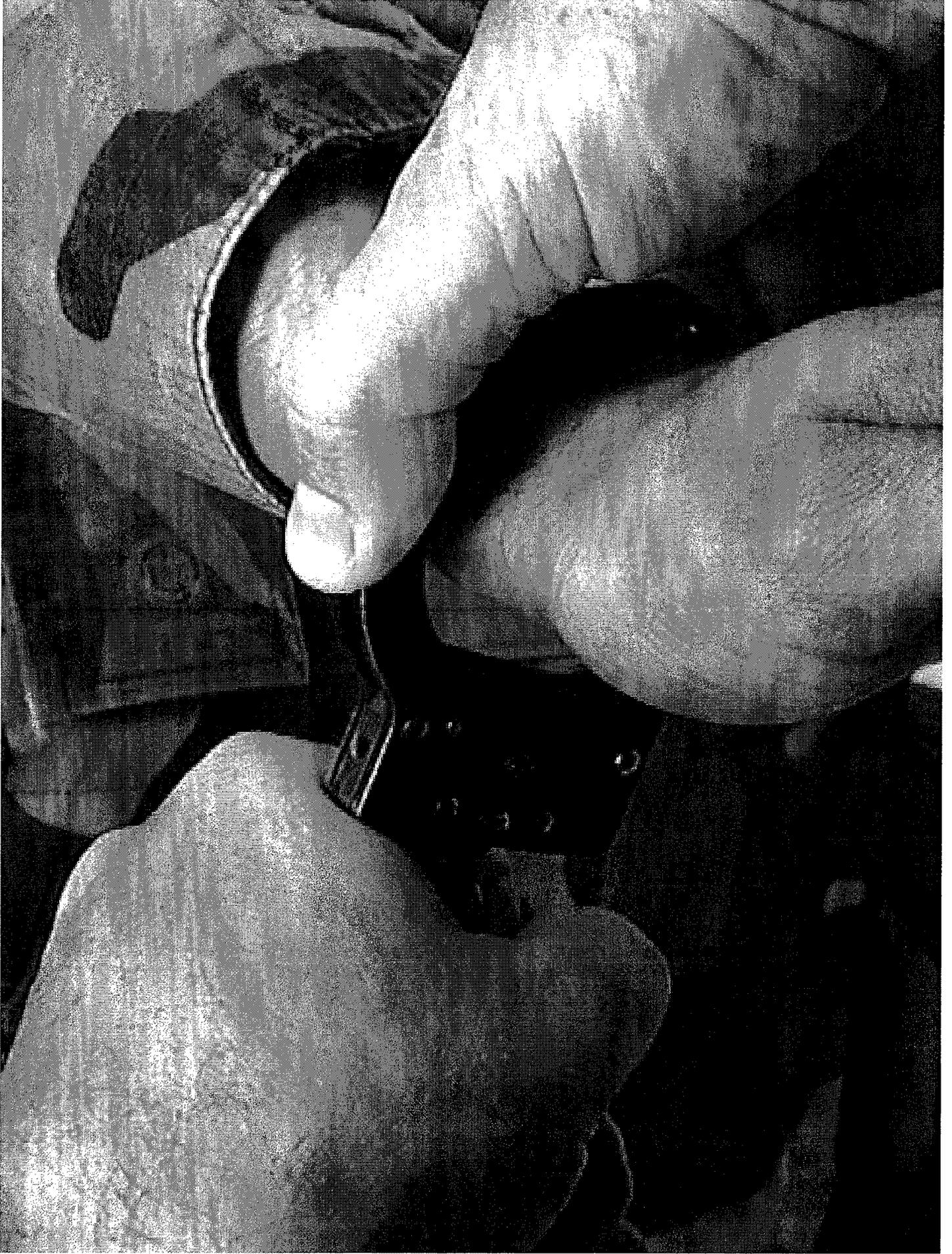
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010404

QUESTIONS



010405



**Apply
Handcuffs to
the Rear**

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PMCS



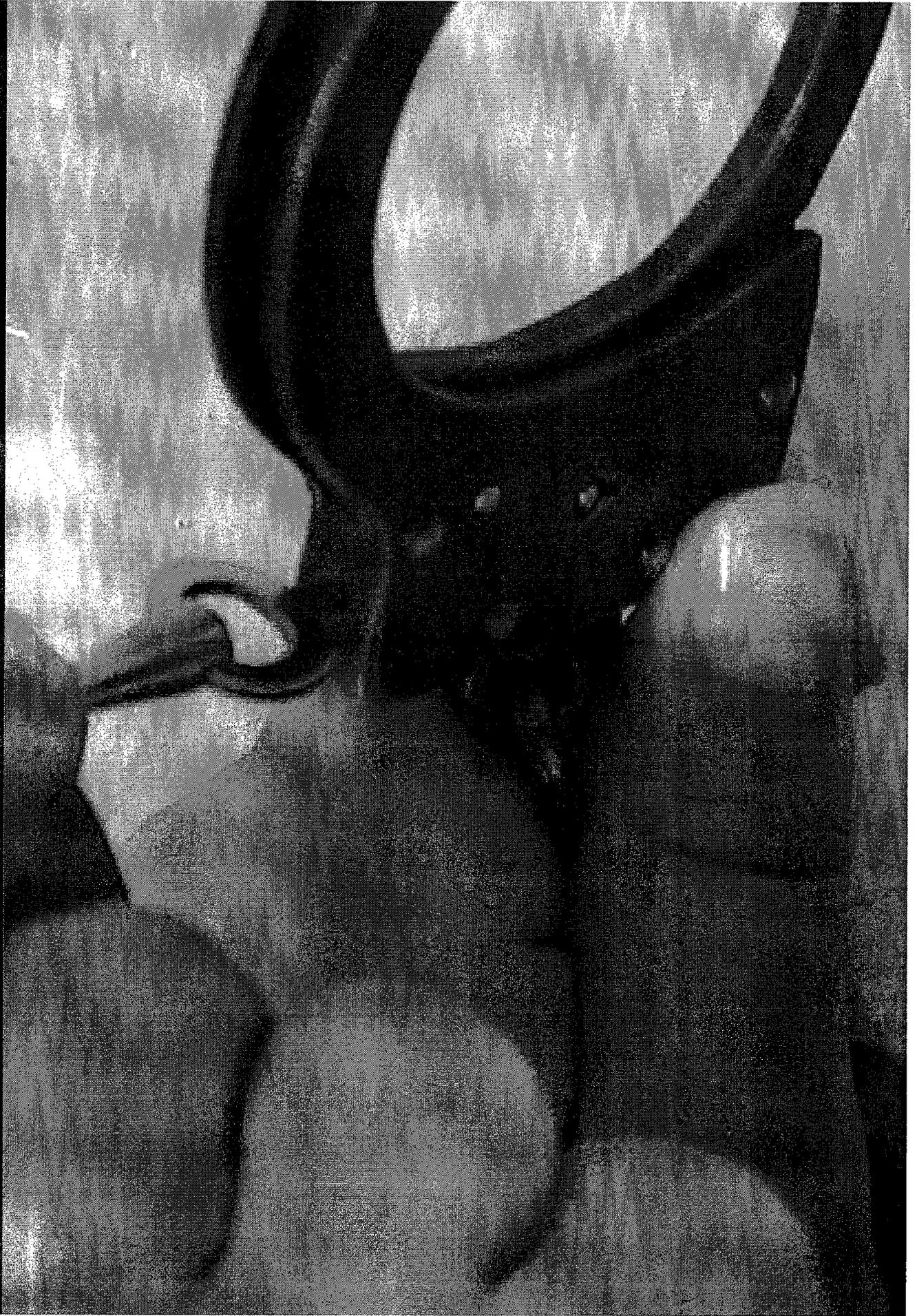
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POSITION the DETAINEE



010411

HAND SHAKE METHOD



010412



010413

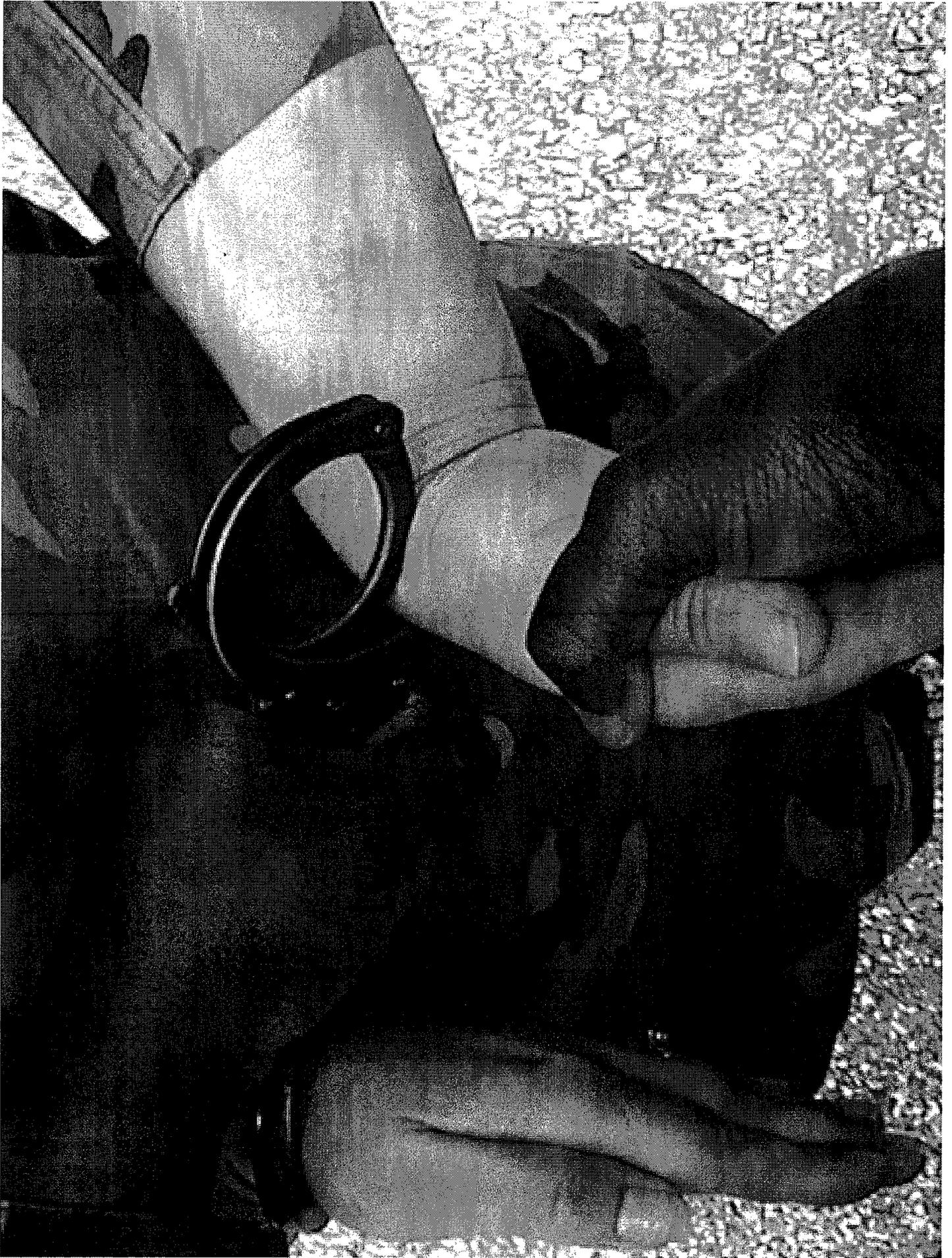


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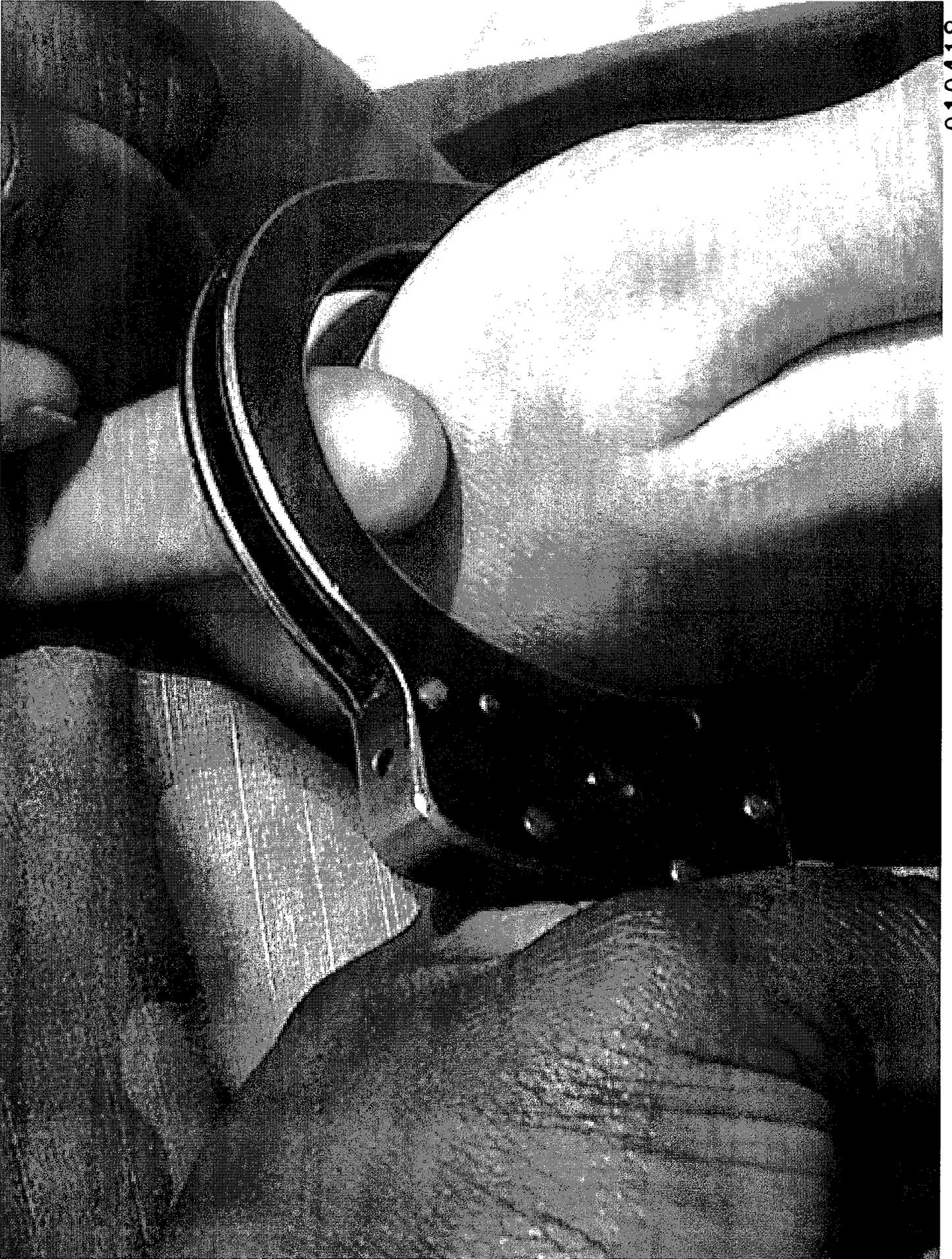
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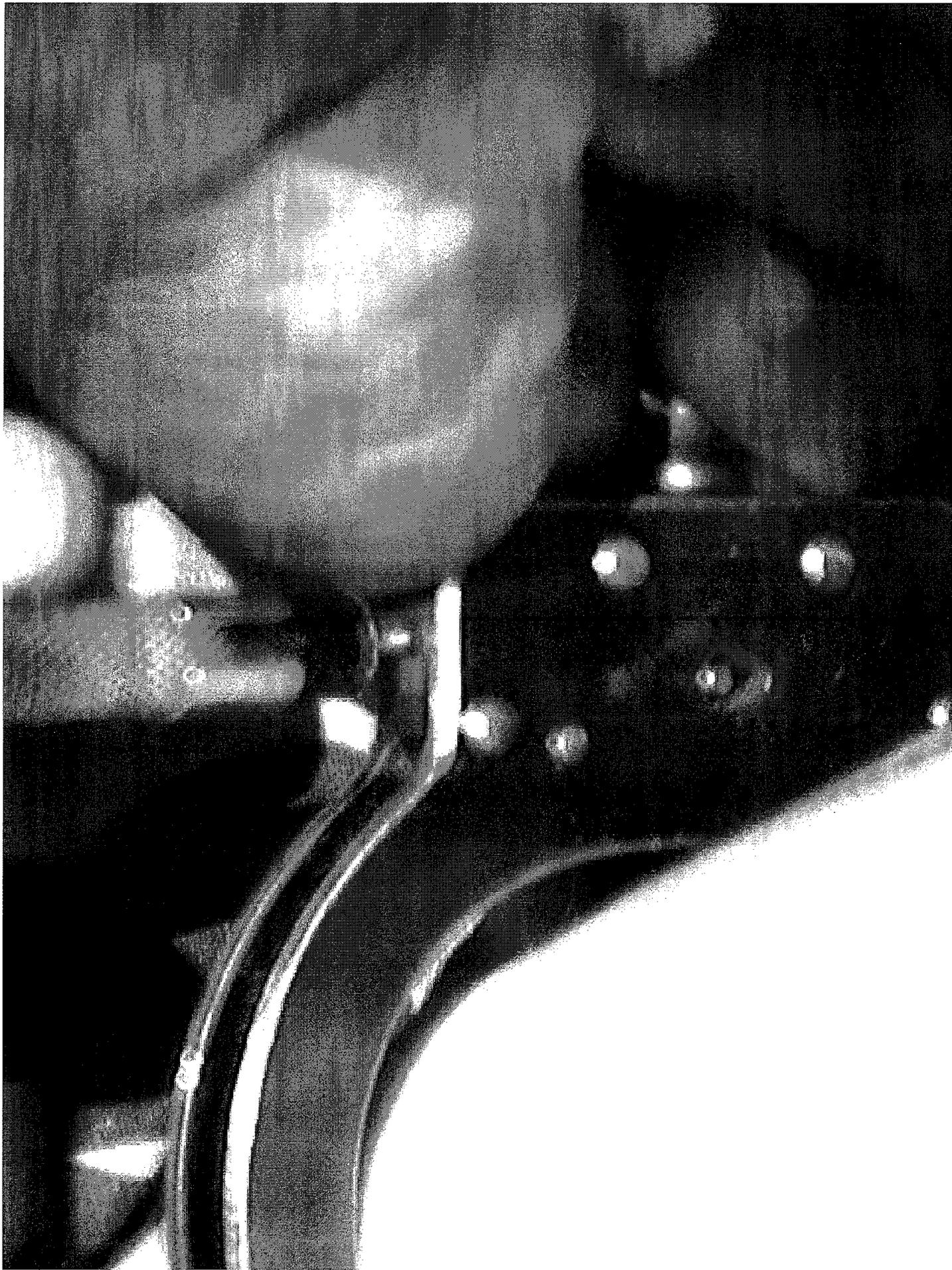
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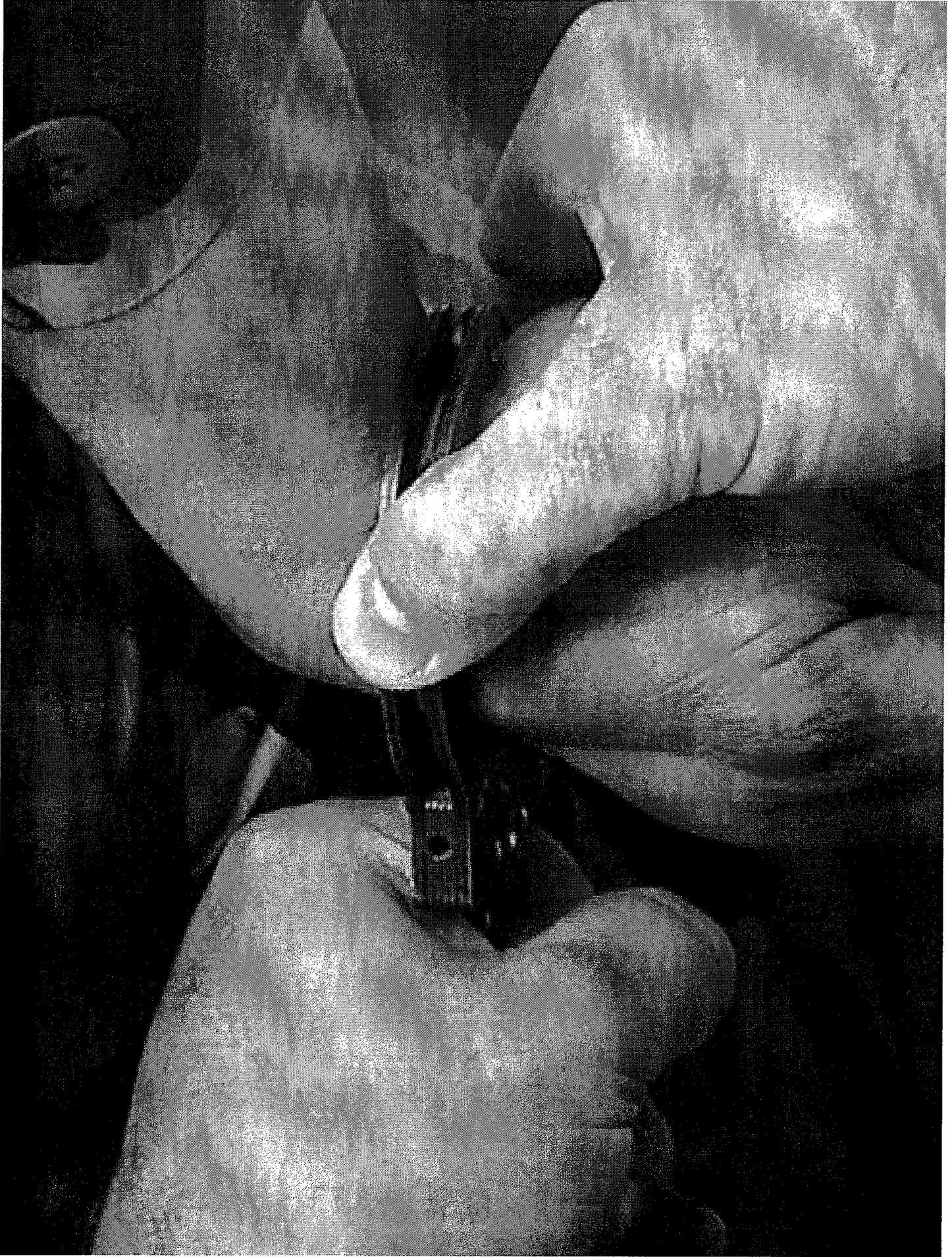
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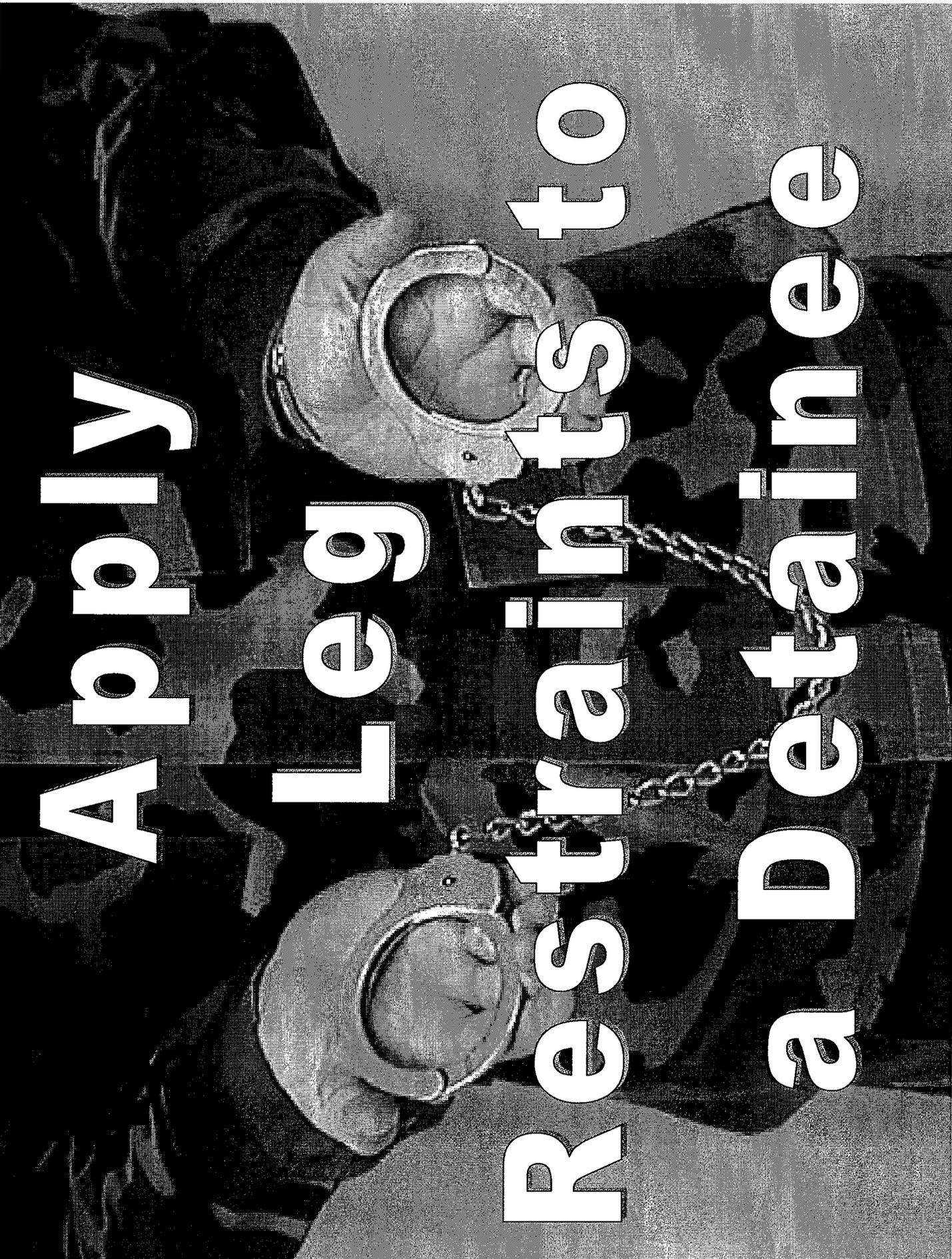
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QUESTIONS

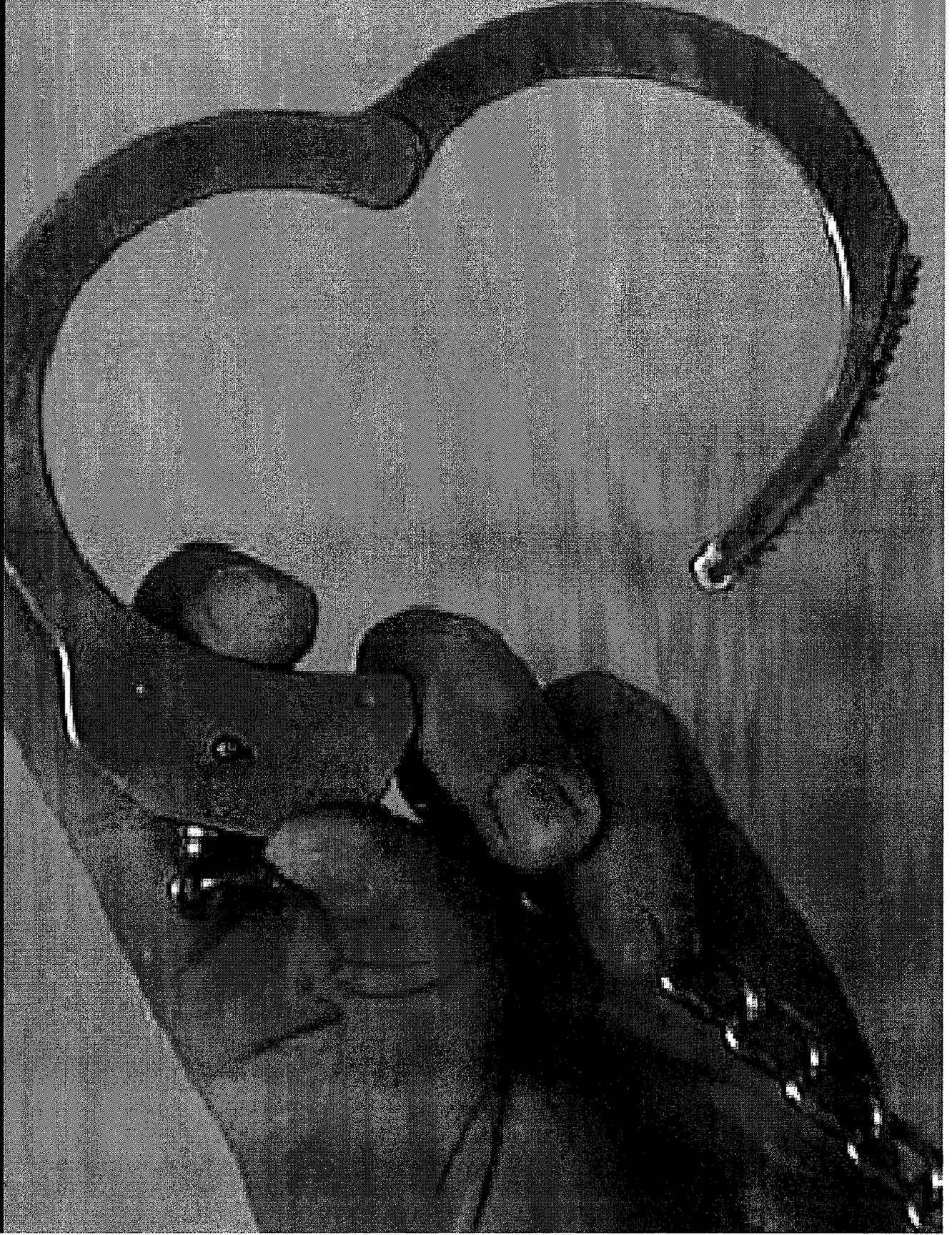
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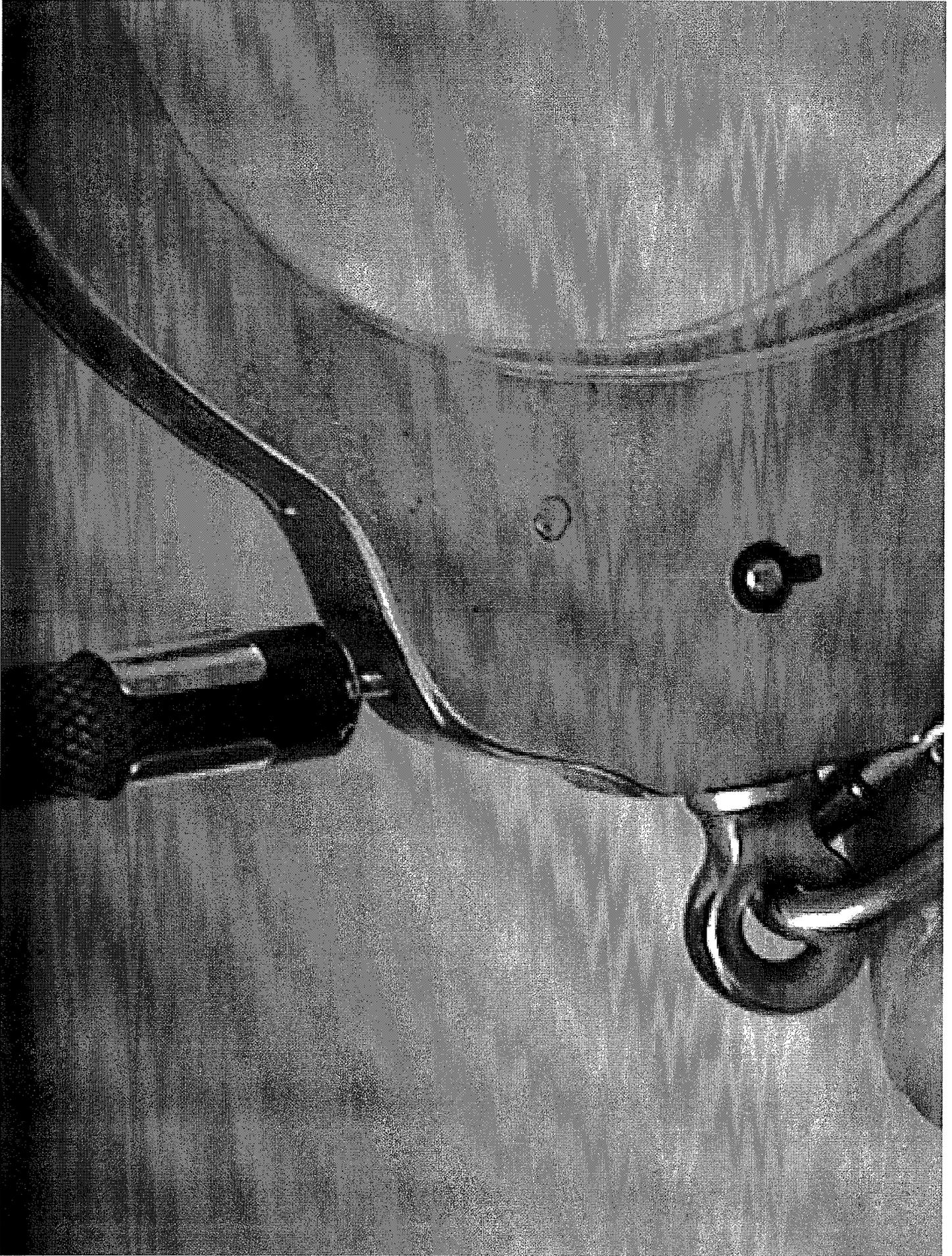
Apply Leg Restraints to a Detainee

010423

PMCS



010424



010425



010426

POSITION THE DETAINEE



010427

SQUAT & GRAB ANKLE



010428

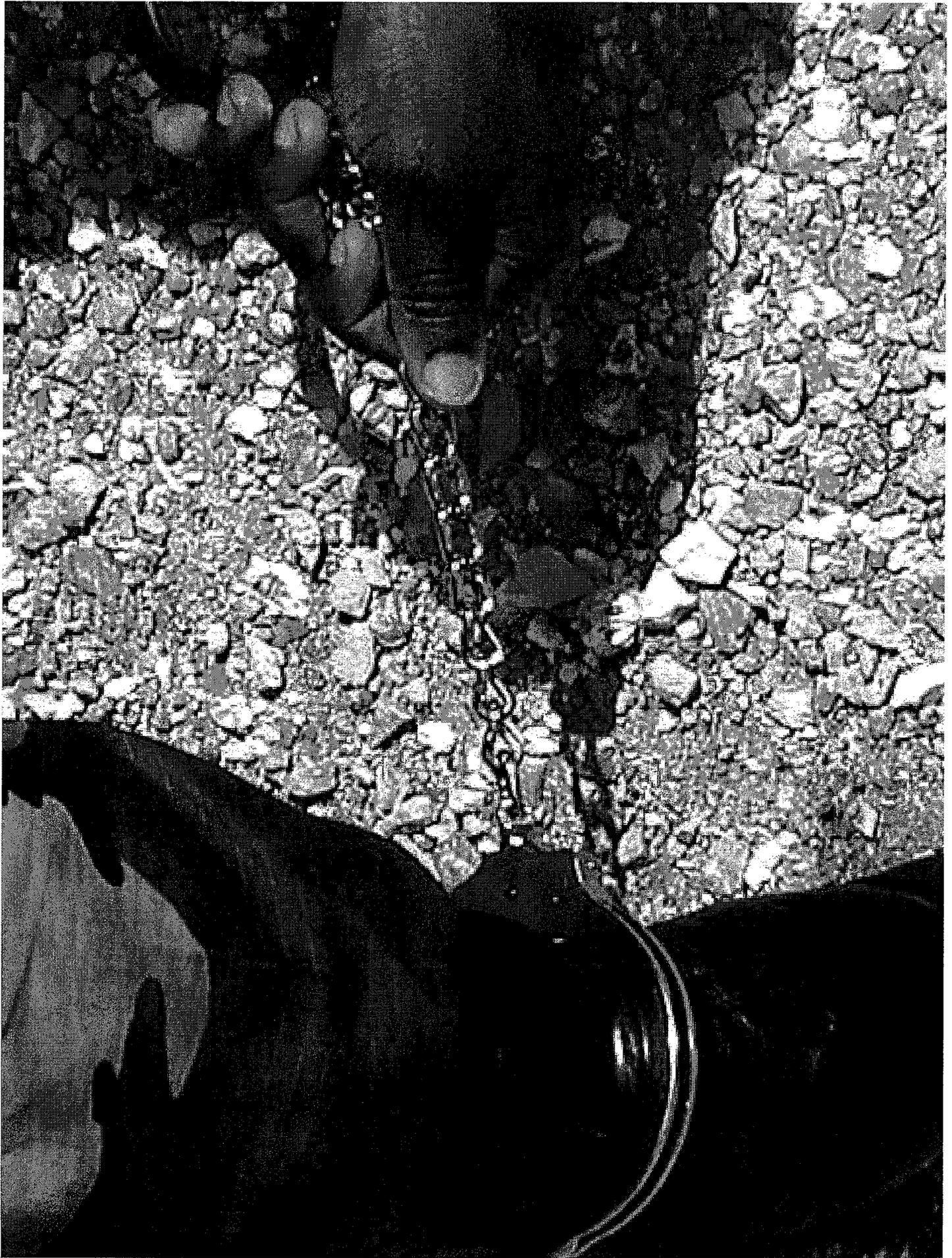
GRAB ANKLE 1ST



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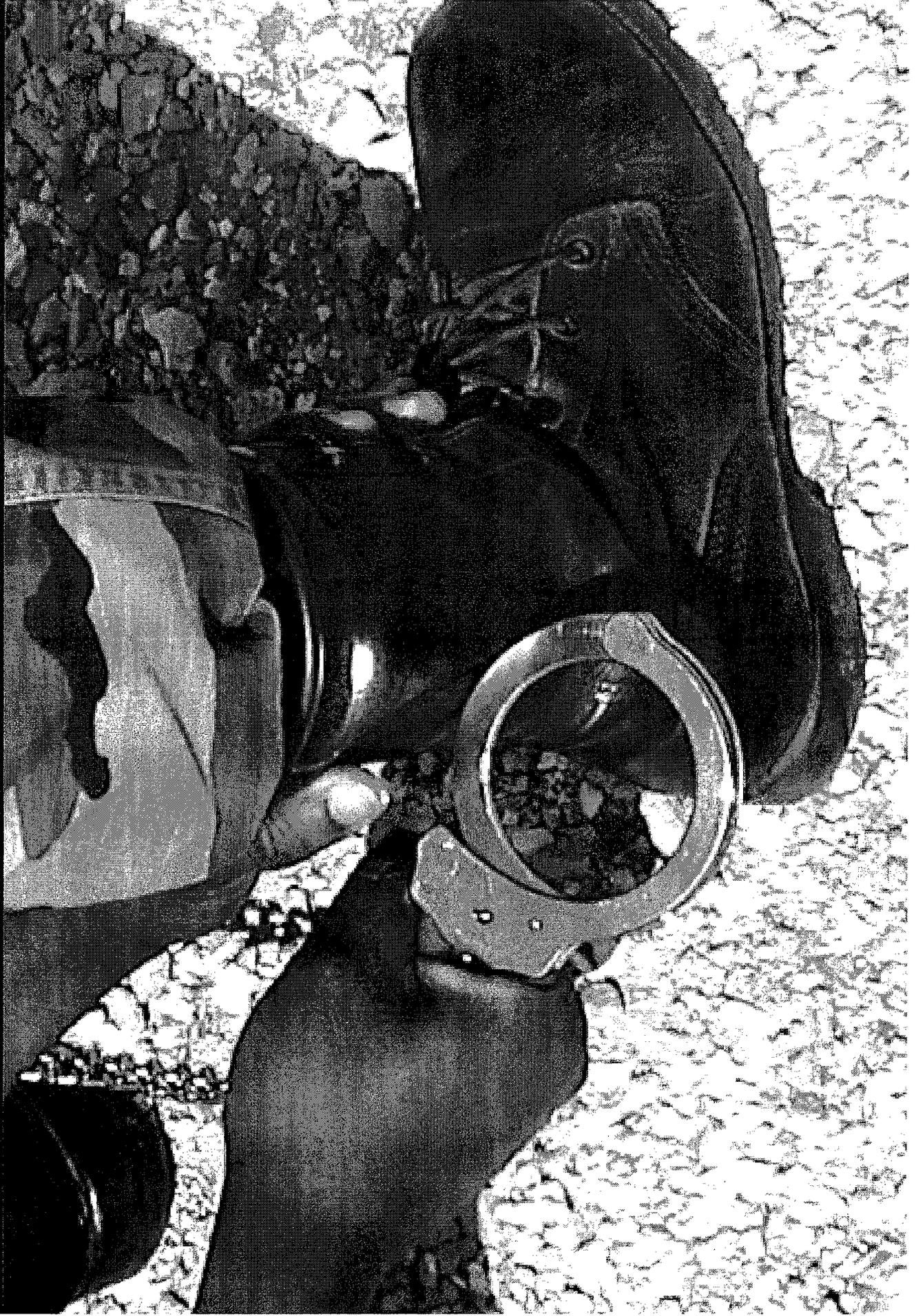


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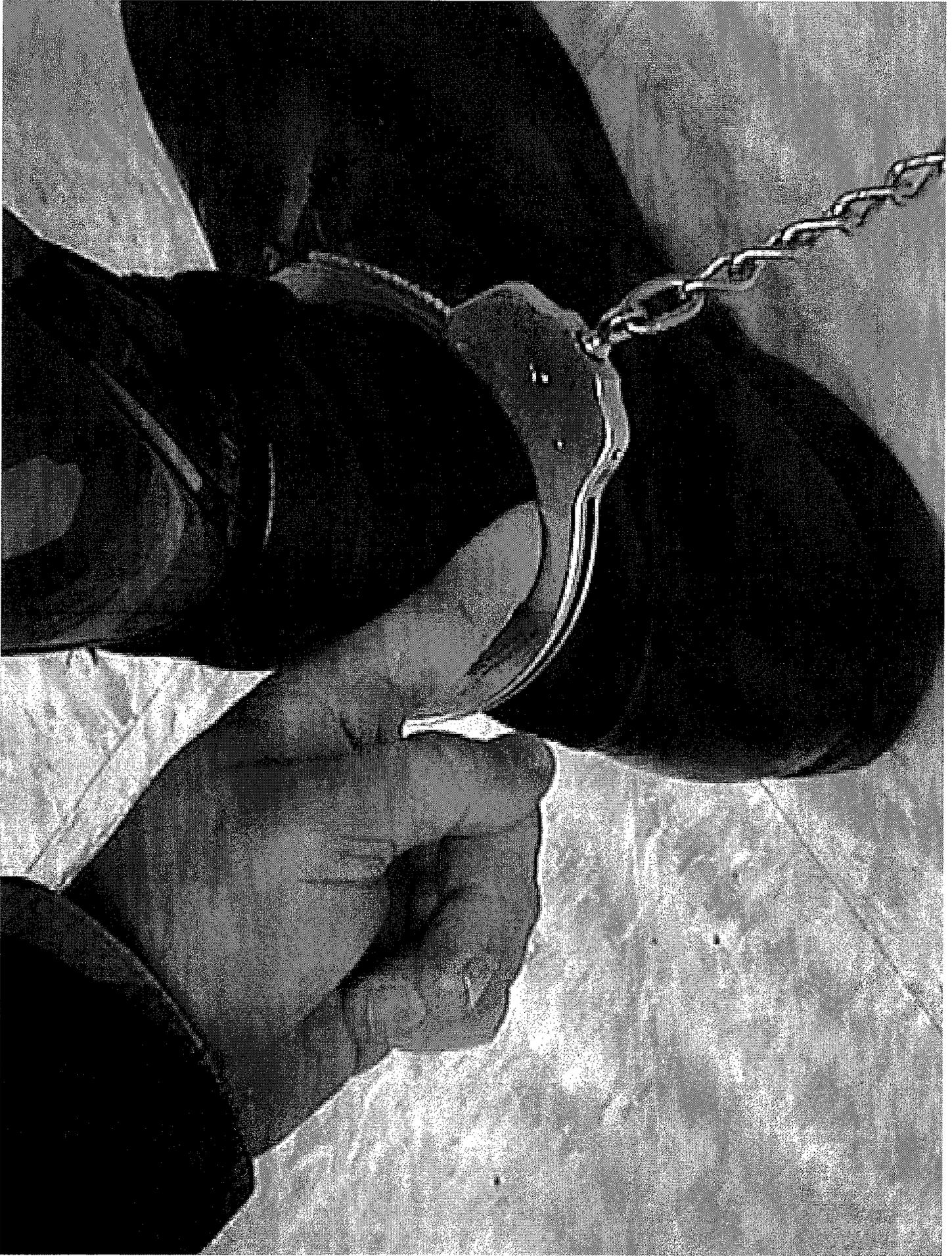
GRAB ANKLE 1ST



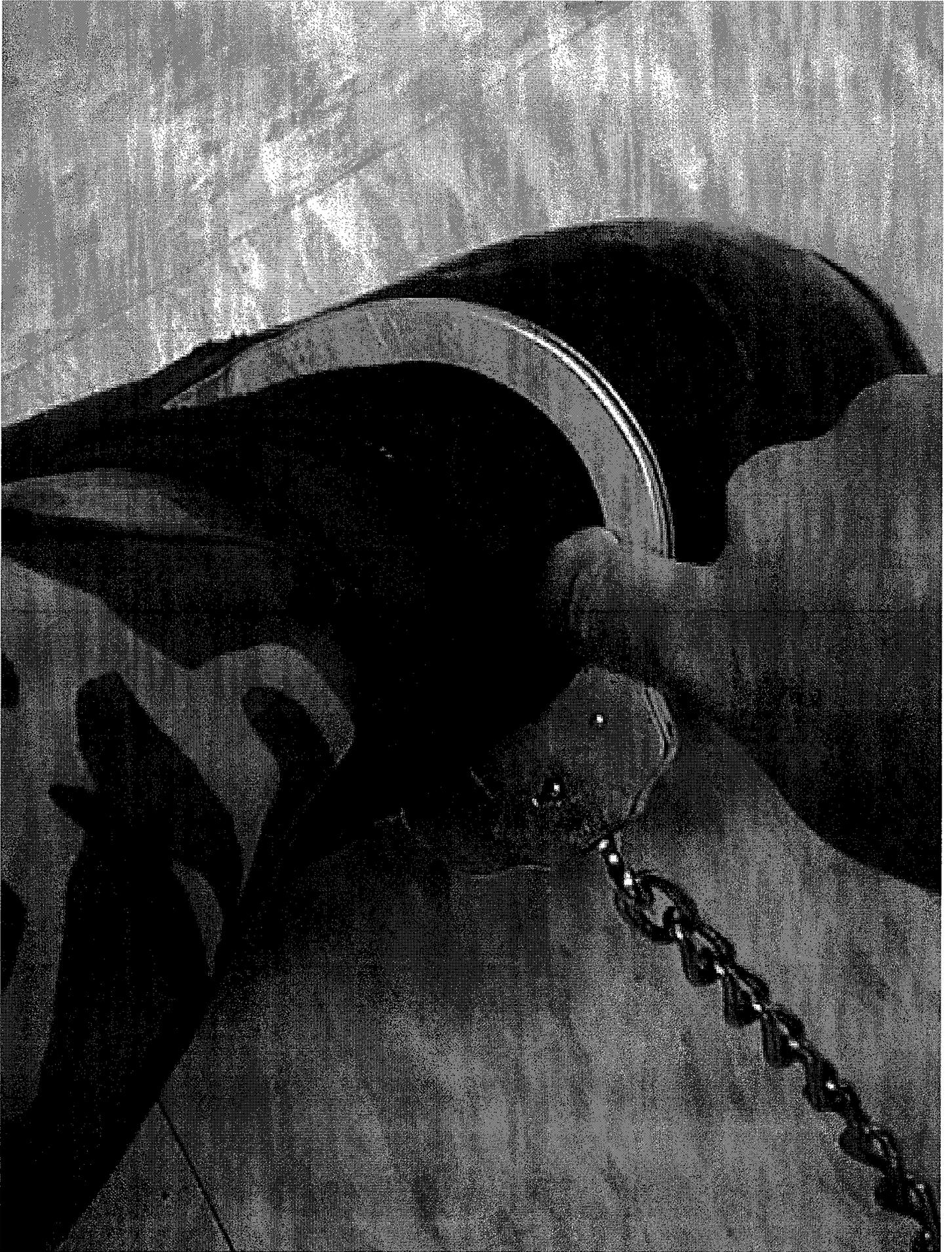
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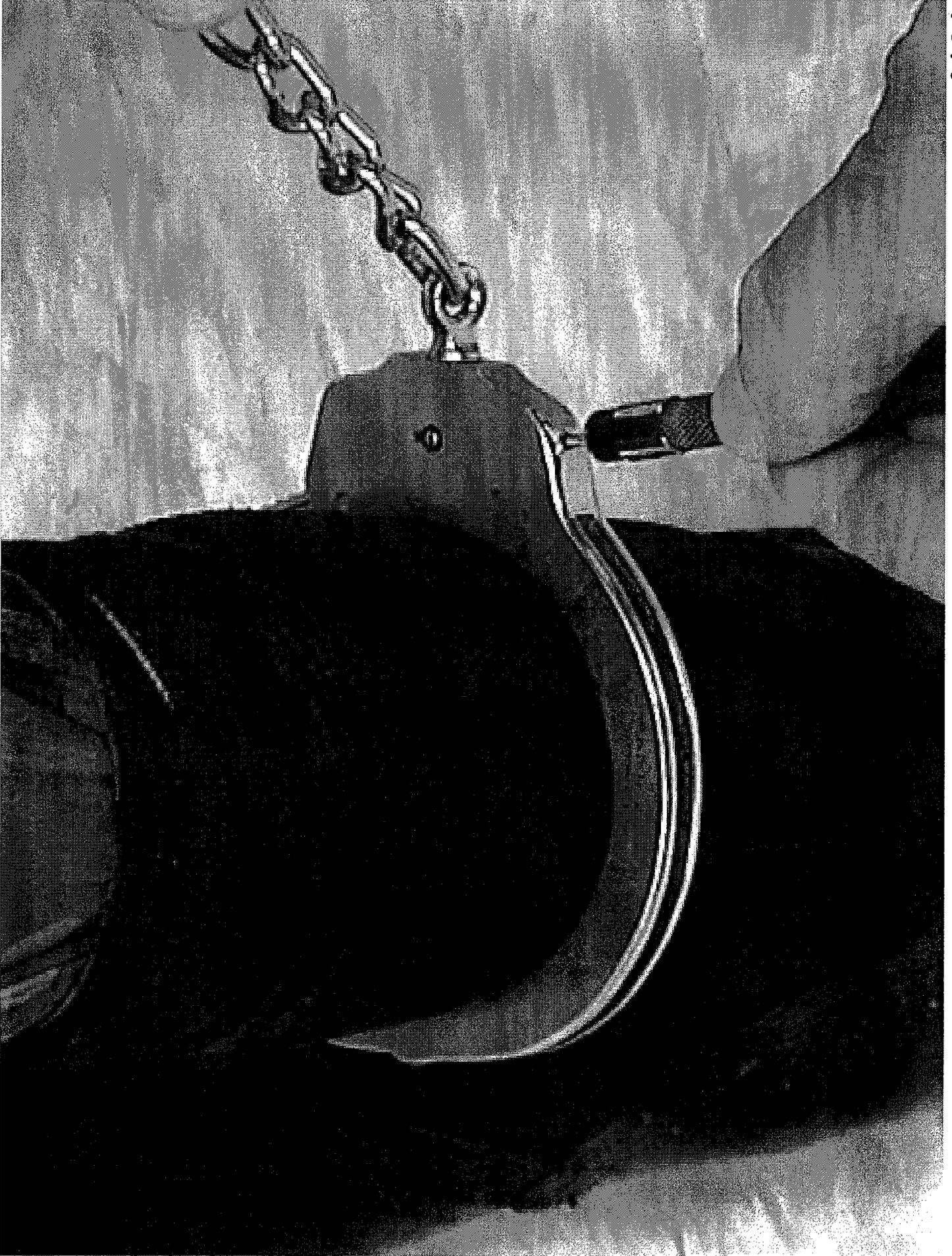
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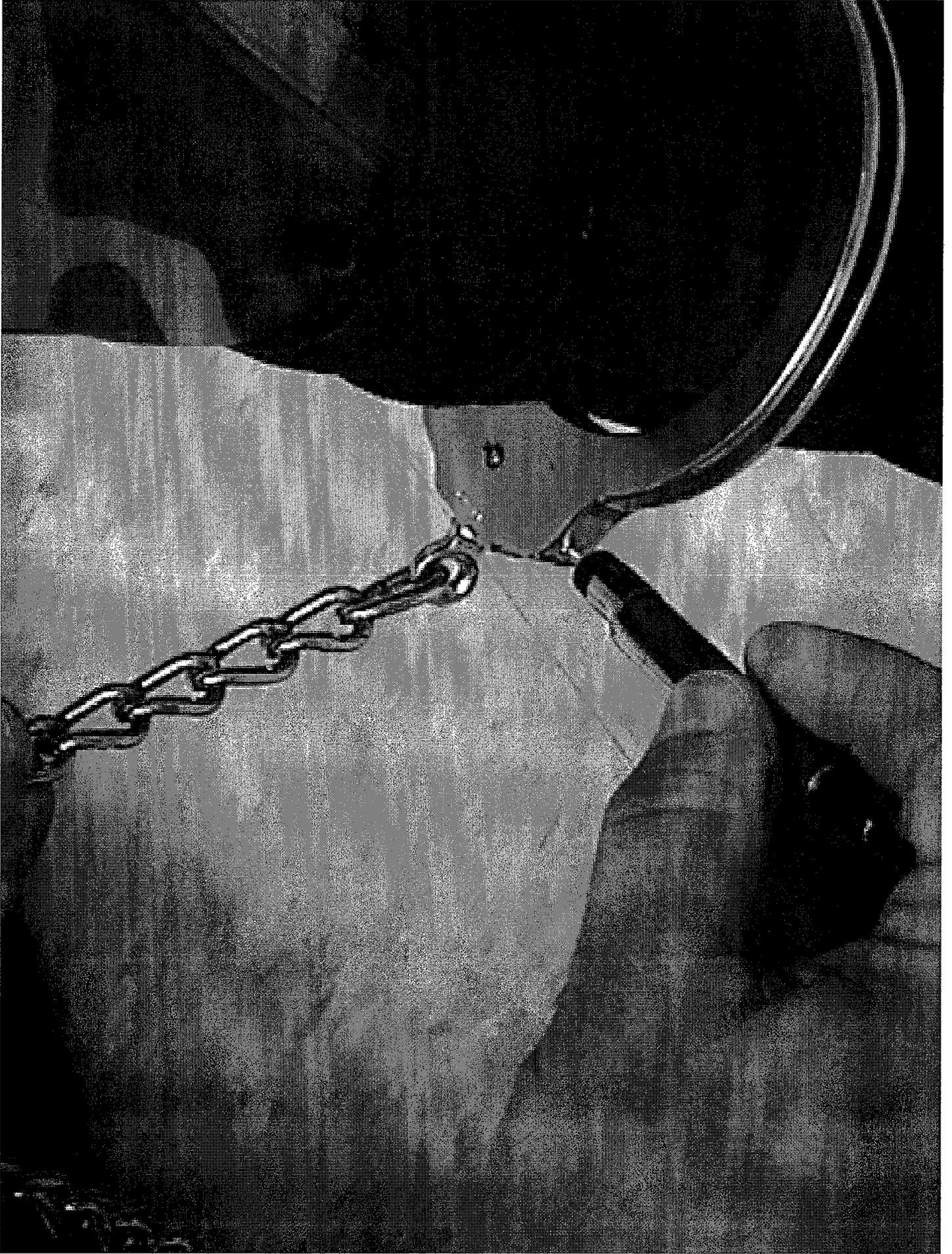
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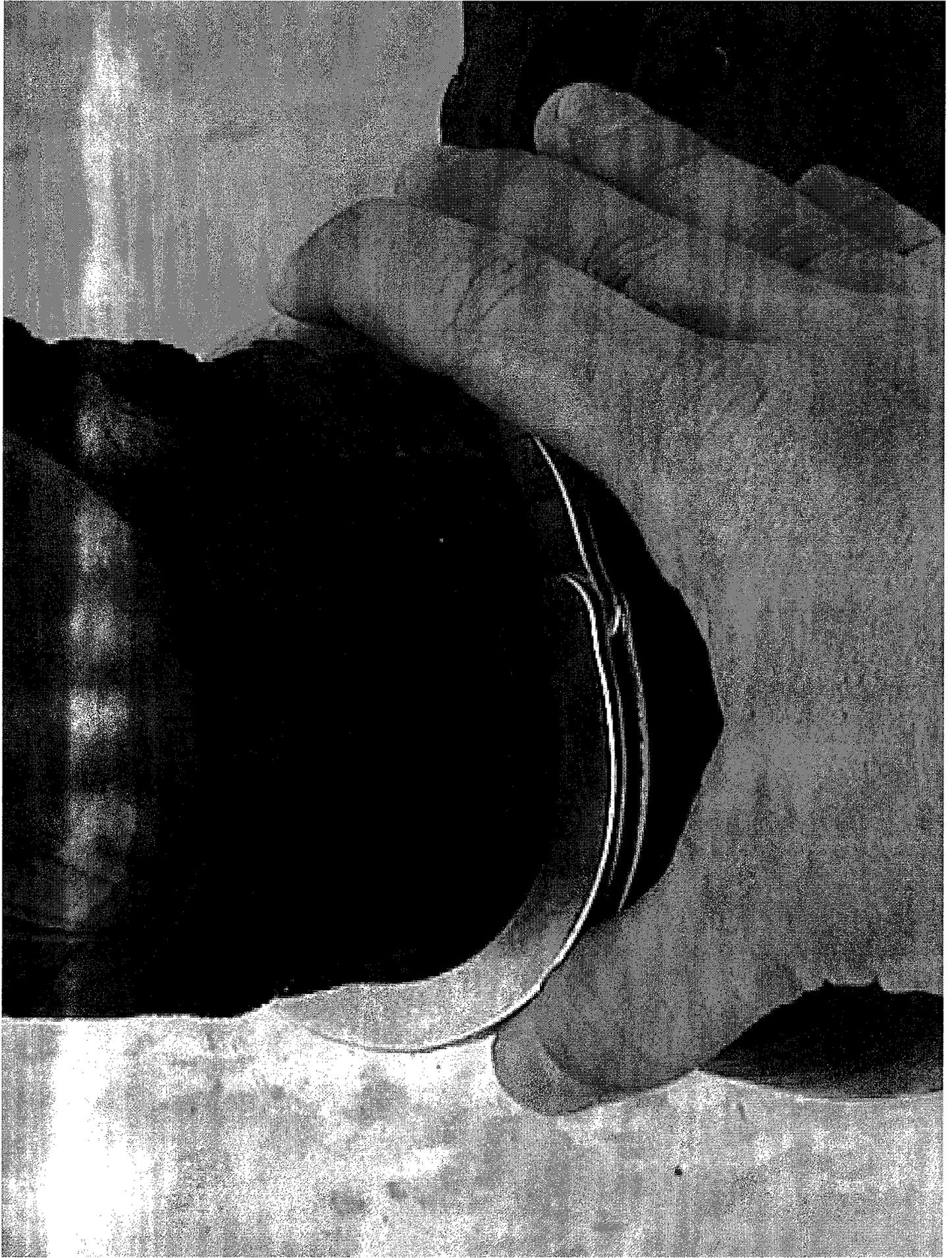
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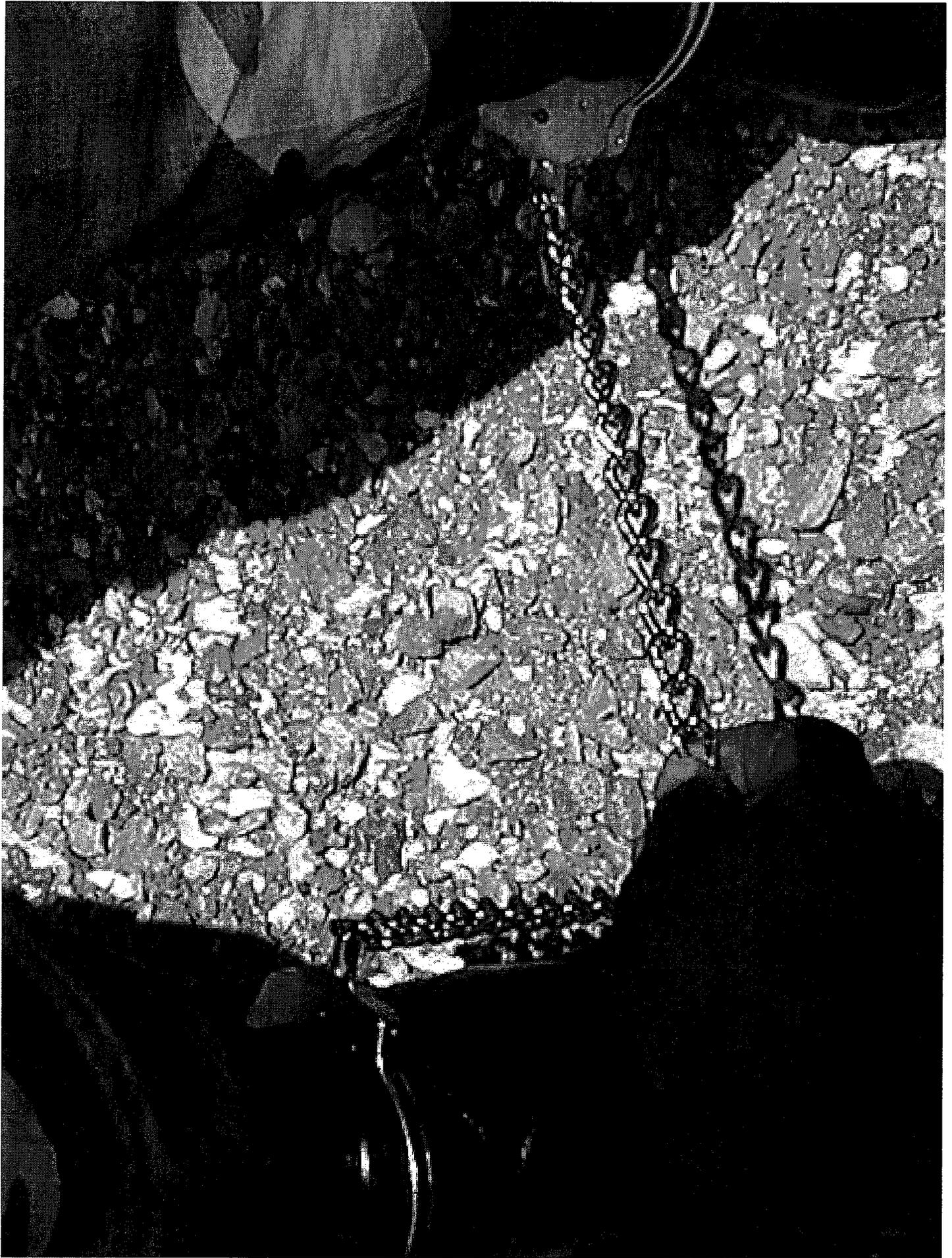
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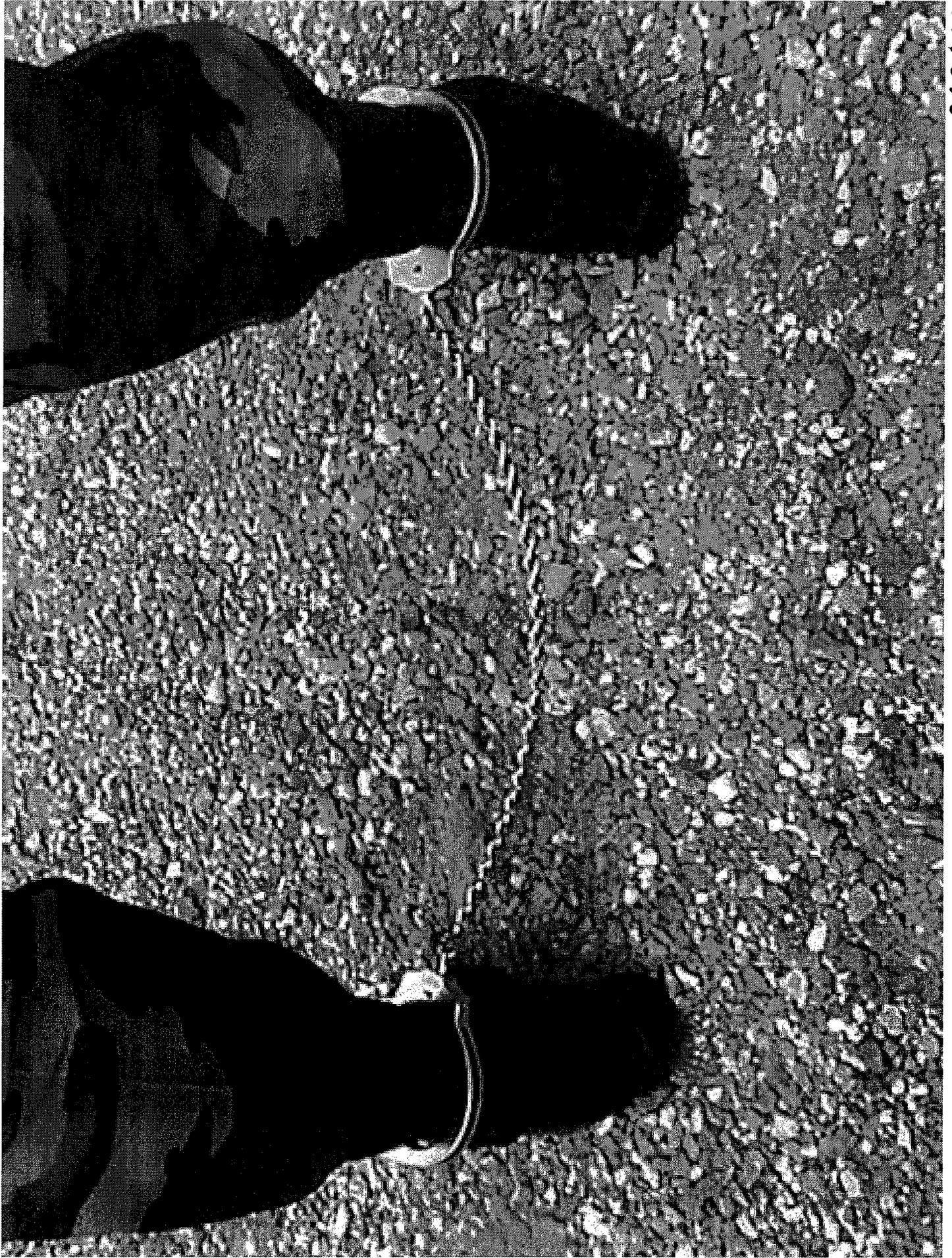
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QUESTIONS

C10442

Restraint Procedures

Within

Detainee Operations

Summary

Restraint Procedures within Detainee Operations
CD 250 / 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>
	191-381-1331 (*)	<u>INDIVIDUAL</u> Restrain an Internee

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 40 mins / Conference / Discussion 30 mins / Demonstration / Practical Exercise (Performance)
Test	0 hrs	
Test Review	0 hrs	
	Total Hours:	4 hrs 20 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 202 CD 252	Introduction to Detention Operations 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	para 12-10
	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 19-95C24-SM-TG.

Assignments

Instructor Requirements

One primary instructor and six 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.

Twenty ratchet style handcuffs w/key, and twenty leg restraints w/key.

Student Materials:
STP 19-95C1-SM, 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.

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
 (b)(6)-2	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 (Restraint Procedures within Detainee Operations)

The installation/theater commander may delegate his authority to use individual restraining devices such as handcuffs, restraining straps, leg restraints, etc., within the detainee camp. Authority for applying these devices and the specific circumstances under which they may be used should specified in the local SOP.

NOTE: Slide # 2 (TLO)

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

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:	Restrain a detainee.
Conditions:	In a classroom environment given a situation with a detainee (role played) that is required to be placed in restraints, a set of handcuffs, and set of leg restraints, 1 assistant staff member, a medic, and access to the camp SOP.

Standards:	You must perform all the steps in sequence to correctly select and apply the appropriate restraining device while observing all safety procedures.
-------------------	--

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**

In controlling or moving an unruly detainee, sufficient staff should be used to overcome the individual's resistance without the necessity of strong-arm tactics associated with one-on-one confrontation. In those instances where a male or female detainee becomes violent and unruly, the detainee may be restrained and reasonable minimum amount of physical force may be utilized to accomplish these tasks.

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Apply hand/leg restraints using the front and rear method.
CONDITIONS:	Given hand/leg restraints with key and a detainee (role played).
STANDARDS:	Correctly apply hand/leg restraints in sequence.

1. Learning Step / Activity 1. Apply the handcuffs with detainee's hands in front of him.

Method of Instruction: Conference / Discussion

Time of Instruction: 10 mins

Media: -None-

NOTE: Show Slide # 3 (ELO A)

NOTE: Show Slide # 4 Thru #26 (Apply Handcuffs to the Front)

a. In a detainee camp handcuffs are the most often used type of restraining device. Always remember that they are temporary and the individual handcuffed is not completely helpless.

COMMENT: Always conduct a check of the handcuffs and leg restraints to ensure that they are operable. Do this by closing the cuffs. Double lock them by pushing in the double-locking device with the top of the key, squeeze each cuff to ensure the double lock is engaged. Then unlock the cuffs.

COMMENT: When it becomes necessary to restrain unruly detainees, request medical personnel, if available, to check the detainee. It is not necessary for medical personnel to check detainees who are wearing handcuffs and leg restraints for escort purposes. Your camp sop will specify.

b. Apply the handcuffs with detainee's hands in front of him.

(1) Stand to the front of the detainee. If the detainee is uncooperative, be sure that at least one other staff member is present when applying or removing handcuffs.

(2) Direct the detainee to extend both arms to the front approximately waist high, elbows extended and locked, palms facing each other with his fingers extended and joined.

(3) With your right hand, grasp the hand restraint by the chain, so that the keyholes are facing out towards you and the double locks are oriented to the up position.

(4) With your left hand grasp the detainee's right hand using the handshake method. With your right hand, apply handcuff to the detainee's right wrist so the double locks are oriented to the up position and the keyhole is facing you.

(5) Tighten cuffs with your left hand being careful not to cut off circulation (check tightness by inserting a fingertip of your left hand between the detainee's wrist and handcuffs).

(6) With your left hand, firmly grip the chain in order to maintain control of the handcuff.

(7) Grasp the detainee's left hand, using the handshake method, with your right hand. Using your left hand, apply the handcuff to the left wrist of the detainee so that the double lock is up and the keyhole is facing you.

(8) Tighten cuffs with your right hand being careful not to cut off circulation (check tightness by inserting a fingertip of your right hand between the detainee's wrist and handcuffs).

(9) Being careful not to cut off the detainee's circulation, tighten the handcuffs. Without letting go of the chain with your right hand check the tightness by inserting one fingertip between the detainee's wrists and the handcuffs.

(10) With your right hand double-lock both handcuffs by using the tip of the handcuff key.

(11) With your right hand check double-lock by squeezing the handcuffs, then let go of the chain with your left hand.

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

2. Learning Step / Activity 2. Demonstrate hand cuffs -front

Method of Instruction: Demonstration
Time of Instruction: 15 mins
Media: -None-

NOTE: Instructor demonstrates applying the handcuffs to a (role player) demonstrator (an assistant instructor) with his arms in front of him.

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

3. Learning Step / Activity 3. Apply the handcuffs with detainee's hands placed behind him.

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

NOTE: Show Slide # 27 Thru #43 (Apply Handcuffs to the Rear)

a. Apply handcuffs to a detainee with their hands placed behind him.

(1) Stand to the rear of the detainee.

(2) Direct him to place his left hand behind his back with the palm facing out with his fingers extended and joined.

(3) Using the handshake method, grasp the detainee's left hand with your left hand. Apply the handcuff with your right hand so that the double locks are oriented to the up position and the keyhole is facing you.

(4) Tighten cuffs with your left hand being careful not to cut off circulation (check tightness by inserting a fingertip of your left hand between the detainee's wrist and handcuffs).

(5) With your left hand, firmly grip the chain in order to maintain control of the handcuff.

(6) While maintaining control of the handcuff chain with your left hand direct the detainee to place his right hand behind his back with the palm facing out and his fingers extended and joined.

(7) Grasp the detainee's right hand, using the handshake method, with your right hand. Using your left hand, apply the handcuff to the right wrist of the detainee so that the double locks are oriented to the up position and the keyhole is facing you.

(8) Tighten cuffs with your right hand being careful not to cut off circulation (check tightness by inserting a fingertip of your right hand between the detainee's wrist and handcuffs).

(9) With your right hand double-lock both handcuffs by using the tip of the handcuff key.

(10) With your right hand check double-lock by squeezing the handcuffs, then let go of the chain with your left hand.

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

4. Learning Step / Activity 4. Demonstrate hand cuffs-rear

Method of Instruction: Demonstration
Time of Instruction: 15 mins
Media: -None-

NOTE: Instructor demonstrates applying the handcuffs to a (role player) demonstrator (an assisting instructor) with his hands behind him.

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

5. Learning Step / Activity 5. Practical Exercise #1 Apply Handcuffs

Method of Instruction: Practical Exercise (Performance)
Time of Instruction: 1 hr
Media: -None-

Apply Handcuffs.

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

6. Learning Step / Activity 6. Apply leg restraints to a detainee.

Method of Instruction: Conference / Discussion

Time of Instruction: 30 mins

Media: -None-

NOTE: Show Slide # 44 Thru #63 (Apply Leg Restraints to a Detainee)

a. Apply leg restraints to a detainee.

COMMENT: For compliant, docile detainees, handcuffs will always be placed on a detainee to the front prior to applying leg restraints.

(1) Stand behind the detainee and direct the detainee to stand with his feet spread approximately shoulder width apart. If the detainee will not cooperate, place the detainee face down on the floor to apply the leg restraints. Have at least one other staff member present. Use minimum force to overcome the detainee.

(2) Crouch behind the detainee (DO NOT place your knees on the ground); ensure to keep your balance.

(3) Grasp one of the detainee's ankles with a free hand (this will prevent the staff member from being kicked by the detainee).

(4) Place the leg restraint above the ankle so that the keyhole is up and the double locks are facing you.

(5) Tighten the leg restraint without cutting off the detainee's circulation. (It may be necessary to turn down the boot tops if worn, to make room for the leg restraints.)

(6) Ensure that you have positive control of the chain between the leg restraints to keep control of the detainee.

(7) Apply and tighten the other leg restraint in the same way.

COMMENT: DO NOT release the chain until the restraints are double locked and checked for your safety.

(8) Check to be sure the leg restraints are not too tight. Then, double lock them.

(9) Check the double lock by squeezing the restraints.

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

7. Learning Step / Activity 7. Demonstrate application of leg restraints

Method of Instruction: Conference / Discussion

Time of Instruction: 30 mins

Media: -None-

NOTE: Instructor will demonstrate how to apply the leg restraints to a an assistant instructor.

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

8. Learning Step / Activity 8. Practical Exercise #2 Apply Leg Restraints

Method of Instruction: Practical Exercise (Performance)

Time of Instruction: 1 hr

Media: -None-

Conduct practical exercise.

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

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

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

NOTE: Show Slide #64 (Summary)

RETAIN ATTENTION: When your supervisor directs you to apply restraints to a detainee you know should now how to check them to make sure the work properly. You should know how to apply the different devices. If you don't, you will have bigger problems with trying to control the detainee. It will be too late to learn how when it comes time to apply them in a real life situation.

SUMMARY: We have seen, discussed, and conducted practical exercises on applying restraining devices. We've covered the method of applying the devices. Also discussed was the amount of caution used when applying these devices.

CLOSING STATEMENT: Remember, a restraining device is nothing more than a job aid in getting a detainee to carry out your will. Just like any other job aid, it is most effective when applied properly. But job aids can also become dangerous, if used improperly. While working as a detainee camp staff member, you could be called upon at any time to apply or assist in applying restraining devices.

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 250 version 2004

PRACTICAL EXERCISE SHEET 1

Title Apply Hand Irons to a Detainee

Lesson Number / Title CD 250 version 2004 / Restraint Procedures 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:	Restrain a detainee.
Conditions:	In a classroom environment given a situation with a detainee (role played) that is required to be placed in restraints, a set of handcuffs, and set of leg restraints, 1 assistant staff member, a medic, and access to the camp SOP.
Standards:	You must perform all the steps in sequence to correctly select and apply the appropriate restraining device while observing all safety procedures.

Safety Requirements

Risk Assessment Low

Environmental Considerations

Evaluation

Instructional Lead-In

Resource Requirements **Instructor Materials:**
None.

Student Materials:
STP 19-95C1-SM

Special Instructions **INSTRUCTIONS TO THE STUDENTS**

Given a situation with a person (role playing) as a detainee that is required to be placed in handcuffs and a set of handcuffs with key. You must perform all the

necessary steps to correctly apply the handcuffs while observing all safety procedures.

Procedures

PRACTICAL EXERCISE #1

USE OF RESTRAINING DEVICES

APPLY HANDUFFS TO A DETAINEE

THE STUDENT:	PASS	FAIL
1. Apply handcuffs to a detainee with his hands in front.		
a. Check handcuffs to make sure they work properly.		
b. Stand in front of the detainee and direct the detainee to extend both arms to the front locking the elbows with the palms facing each other fingers extended and joined.		
c. With the left hand, grasp the detainee's right hand. Using the right hand applies the handcuff on the detainee so that the double lock is up and the keyhole is facing out.		
d. Move the left hand to the chain and grasps the detainee's left hand with the right. Using the left hand to apply the handcuff so that the double lock is up and the keyhole is facing out.		
e. Check each handcuff by inserting the tip of a finger between the detainee's wrist and the handcuff to make sure it is not too tight.		
f. Double lock both handcuffs, and check the double locks by squeezing the handcuffs.		
2. Apply handcuffs to a detainee with his hands behind him.		
a. Check handcuffs to make sure they work properly.		
b. Stand behind the detainee and direct the detainee to place his left hand behind his back with the palm facing out with his fingers extended and joined.		

c. Using the handshake method, grasp the detainee's left hand with the left hand. Apply the handcuff with the right hand so that the double lock is up and the keyhole is facing out.		
d. Direct the detainee to place his right hand behind his back with the palm facing out with his fingers extended and joined.		
e. Grasp the detainee's right hand with your right hand. With the left hand, apply the handcuff with the double lock up and the keyhole facing out.		
f. Check each handcuff by inserting the tip of a finger between the detainee's wrist and the handcuff to make sure it is not too tight.		
g. Double lock both handcuffs, and check the double locks by squeezing the handcuffs.		

**Feedback
Requirements**

**SOLUTION FOR
PRACTICAL EXERCISE SHEET 1**

1. Applied hand irons to an internee with his arms in front.
 - a. Checked hand irons to make sure they worked properly.
 - b. Stood in front of the internee and directed the internee to extend both arms to the front locking the elbows with the palms facing each other.
 - c. With the left hand, grasped the internee's right hand. Using the right hand applied the hand iron on the internee so that the double lock was up and the keyhole was facing you.
 - d. Moved the left hand to the chain and grasped the internee's left hand with your right. Used your left hand to apply the hand iron so that the double lock is up and the keyhole was facing you.
 - e. Checked each hand iron by inserting the tip of your finger between the internee's wrist and the hand iron to make sure it was not to tight.
 - f. Double locked both hand irons, and checked the double locks by squeezing the hand irons.

2. Applied hand irons to an internee with his hands behind him.
 - a. Checked hand irons to make sure they worked properly.
 - b. Stood behind the internee and directed the internee to place his left hand behind his back with the palm facing out.
 - c. Using the handshake method, grasped the internee's left hand with your left hand. Applied the hand iron with your right hand so that the double lock was up and the keyhole was facing you.
 - d. Maintained control of the hand irons with your left hand.
 - e. Directed the internee to place his right hand behind his back with the palm facing out.
 - f. Grasped the internee's right hand with your right hand. With your left hand, applied the hand iron with the double lock up and the keyhole facing you.
 - g. Checked each hand iron by inserting the tip of your finger between the internee's wrist and the hand iron to make sure it was not to tight.
 - h. Double locked both hand irons, and checked the double locks by squeezing the hand irons.

PRACTICAL EXERCISE SHEET 2

Title

Apply Leg Irons to a Detainee

Lesson Number / Title

CD 250 version 2004 / Restraint Procedures 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:	Restrain a detainee.
Conditions:	In a classroom environment given a situation with a detainee (role played) that is required to be placed in restraints, a set of handcuffs, and set of leg restraints, 1 assistant staff member, a medic, and access to the camp SOP.
Standards:	You must perform all the steps in sequence to correctly select and apply the appropriate restraining device while observing all safety procedures.

**Safety
Requirements**

**Risk
Assessment**

Low

**Environmental
Considerations**

Evaluation

**Instructional
Lead-In**

**Resource
Requirements**

Instructor Materials:

None.

Student Materials:
STP 19-95C1-SM.

**Special
Instructions**

INSTRUCTIONS TO THE STUDENTS

Given a situation with a person (role playing) as a detainee that is required to be placed in leg restraints and a set of leg restraints with key. You must perform all the necessary steps to correctly apply the leg restraints while observing all safety procedures.

Procedures

**Feedback
Requirements**

**SOLUTION FOR
PRACTICAL EXERCISE SHEET 2**

PRACTICAL EXERCISE #2

USE OF RESTRAINING DEVICES

APPLY LEG RESTRAINTS TO A DETAINEE

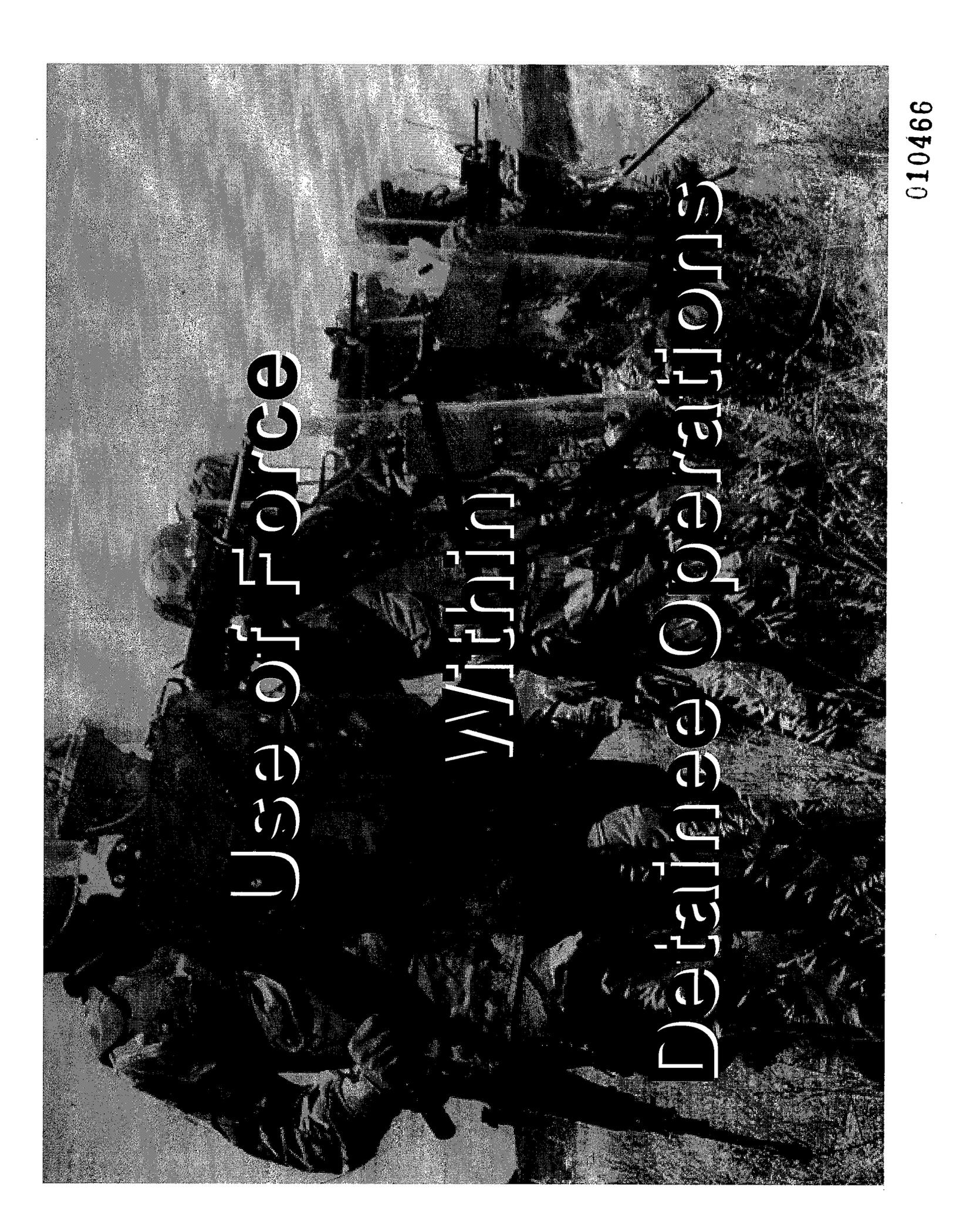
INSTRUCTIONS TO THE STUDENTS

Given a situation with a person (role playing) as a detainee that is required to be placed in leg restraints and a set of leg restraints with key. You must perform all the necessary steps to correctly apply the leg restraints while observing all safety procedures.

THE STUDENT:	PASS	FAIL
1. Check leg restraints to make sure they work properly.		
2. Stand behind the detainee and directs the detainee to stand with his feet approximately shoulder width apart. Crouch behind the detainee while maintaining your balance.		
3. Grasp one of the detainee's ankles, maintaining control of the leg restraints.		
4. Apply the leg restraint above the ankle so that the keyhole is up and the double lock is facing you. (It may be necessary to turn down the boot tops to apply the leg restraints.)		
5. Tighten the leg restraint with out cutting off the detainee's circulation.		
6. Grasp the chain between the leg restraints and apply the other leg restraint in the same manner as the first one.		
7. Check each leg restraint by inserting the tip of a finger between the detainee's leg and the leg restraint to make sure it is not too tight.		
8. Double lock both leg restraints, and check the double locks by squeezing the leg restraints.		

EVALUATOR COMMENTS:

Appendix D - Student Handouts (N/A)



Use of Force
Within
Detainee Operations

010466

Terminal Learning Objective

Action

Apply Priorities of Force Within Detainee Operations.

Conditions

In a Classroom Environment, Given the Detainee Camp SOP.

Standard

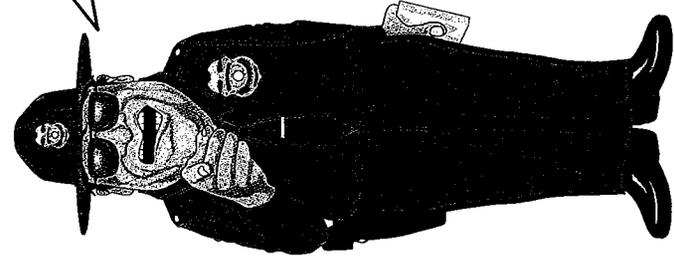
You Must Identify the Levels of Force in the Sequence of Priority They Are Applied.

Six Priorities of Force

- 1. Verbal Persuasion**
- 2. Show of Force**
- 3. Chemical Aerosol Irritant Projectors**
- 4. Physical Force (Other Than Weapons Fire)**
- 5. Presentation of Deadly Force Capability**
- 6. Deadly Force**

Level One:

VERBAL PERSUASION



Verbal Persuasion (2)

Authorization:

Facility Commander

Direction:

Immediate Supervisor

Verbal Persuasion (3)

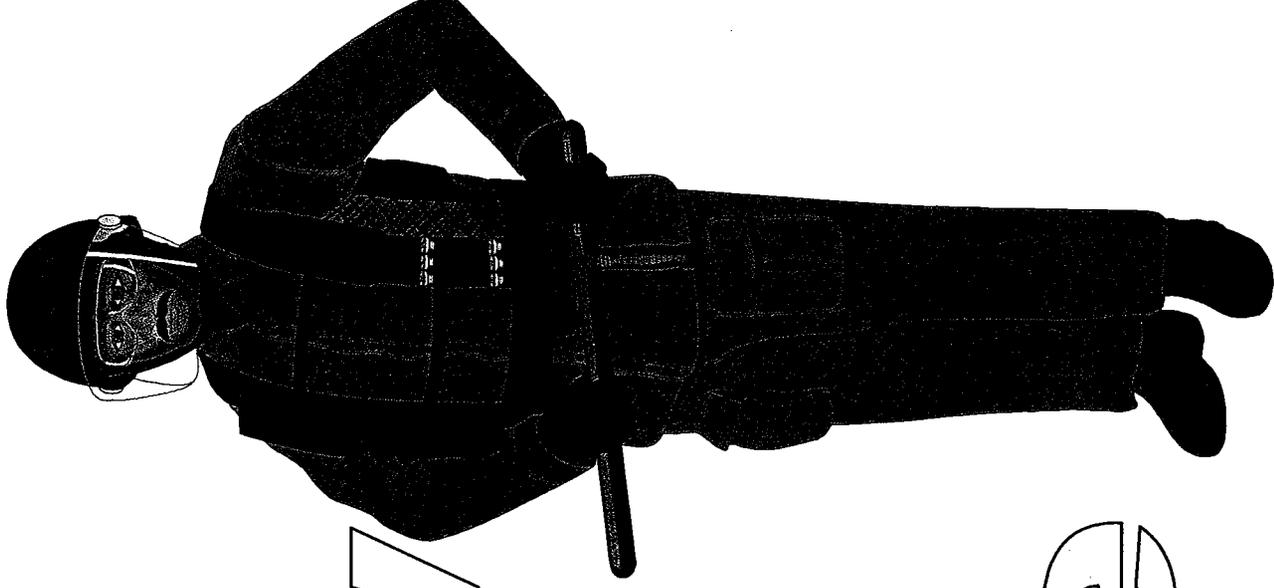
- 1. Used with I.P.C. skills to direct disorderly detainees to cooperate with staff and follow orders issued.**
- 2. Stops verbal and physical altercations between two detainees or between detainees and staff members.**
- 3. Used during disorders to:**
 - a. attempt to reason with those involved,**
 - b. make evident that order will be restored, and**
 - c. serve notice that appropriate force will be used, if necessary.**

Level Two:

SHOW

of

FORCE



Show of Force (2)

Authorization:

Facility Commander

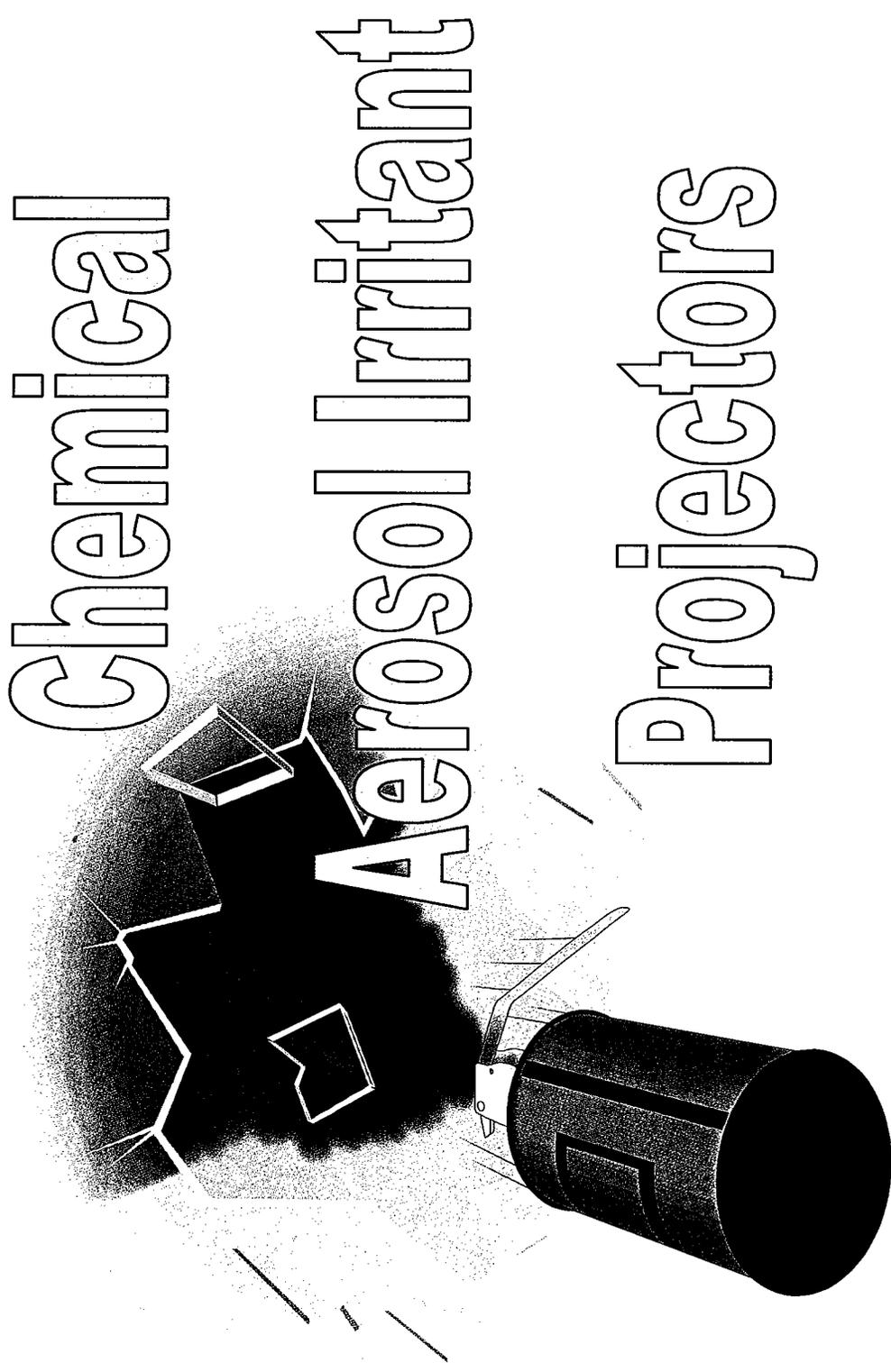
Direction:

Immediate Supervisor

Show of Force (3)

- 1. Used to show disorderly detainees that security personnel can stop the disturbance.**
- 2. Enough personnel and equipment assembled at the scene to demonstrate capability of security to quell the disturbance**

Level Three:



Chemical Aerosol Irritant Projectors (2)

Chemical Agents Authorized in Confinement Facilities

- * Oleoresin Capsicum (OC) Spray**
- * Cayenne Pepper Spray**
- * (CS)**

Chemical Aerosol Irritant Projectors (3)

Authorization:
Installation Commander

Direction:
Immediate Supervisor

Chemical Aerosol Irritant Projectors (4)

- 1. May be authorized for use when an unruly detainee:**
 - * Is known to possess of a weapon**
 - * Is barricaded inside of a cell**
 - * Has smeared a slippery substance on his/her body or the cell walls and floor**

Chemical Aerosol Irritant Projectors (5)

- 2. May be authorized for use when approach of detainee would result in:**
 - * Risk of serious physical injury**
 - * A major disturbance**
 - * Serious property damage**

Chemical Aerosol Irritant Projectors (6)

3. May be authorized for use:

By armed escort guards outside the facility to assist in applying the proper level of force when controlling an unruly detainee in accordance with (IAW) local standard operating procedures (SOP).

Chemical Aerosol Irritant Projectors (7)

4. A medical doctor should:

- * Be consulted prior to using OC pepper spray, unless the commander determines that immediate use is necessary.**
- * Review detainee's medical file to identify diseases and breathing/heart conditions (for example: asthma, emphysema, bronchitis, angina pectoris, or congestive heart failure).**

Chemical Aerosol Irritant Projectors (8)

- 5. May be authorized for use:**
- * Only as a last resort in situations of extreme necessity.**
 - * After all lesser means have failed, cannot reasonably be employed, or will cause further problems.**

Chemical Aerosol Irritant Projectors (9)

6. Personnel must receive:

- * Proper instruction for use in accordance with (IAW) local standard operating procedures (SOP).**
- * Annual refresher training.**

Level Four:



Physical Force Other Than Weapons Fire (2)

 **Riot Batons**

 **High-Pressure Water**

 **Minimum Amount of Force Necessary--Always**

 **Avoid One-on-One Confrontations**

Physical Force Other Than Weapons Fire (3)

- **Self-defense**
- **Prevent Escapes**
- **Prevent Injury to Other Detainees and Staff Members**
- **Quell Disturbances**
- **Prevent Damage to Government and Private Property**
- **Move Unruly Detainees**
- **Shower, Shave, Haircut**

Physical Force Other Than Weapons Fire (4)

Authorization :

Facility Commander

Direction:

Immediate Supervisor

Physical Force Other Than Weapons Fire (5)

Riot Batons:

Used to restore order to the facility by personnel trained and familiar with proper employment of the baton in accordance (IAW) FM 19-15.

Physical Force Other Than Weapons Fire (6)

High-pressure Water:

- **Used to Disperse a Group of Disorderly Detainees**
- **Sprayed Above Detainees' Heads or Lower Body (Legs and Feet)**
- **Never Spray Directly at Detainees' Heads**

Physical Force Other Than Weapons Fire (7)

Applications of Physical Force

Must Be Recorded:

Blotter

Video Tape

OIC

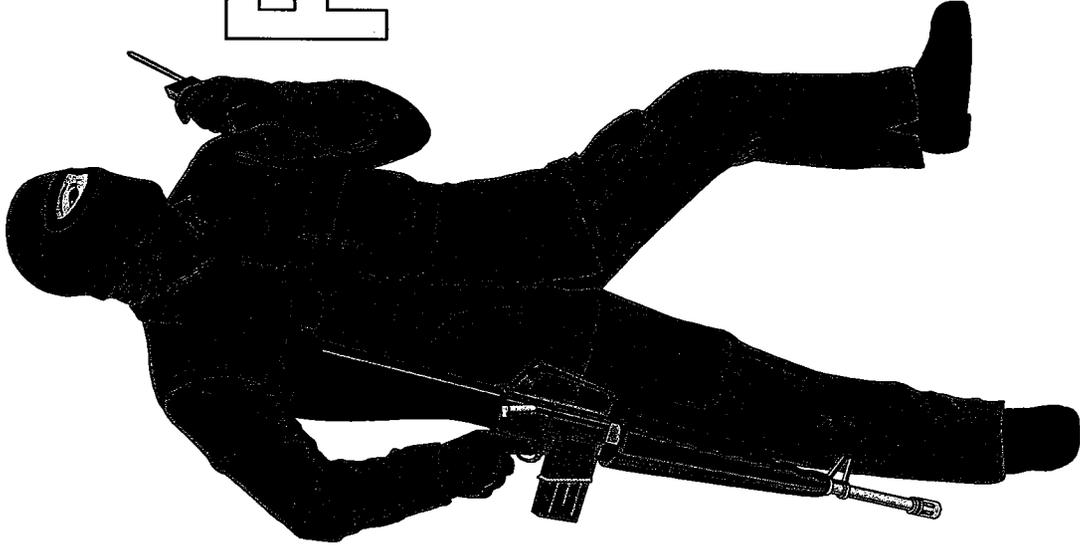
Investigator

Medical Personnel

Physical Force Other Than Weapons Fire (8)

**Can a higher level of force be
used before using a lower
level of force?**

Level Five:



Presentation of Deadly Force Capability

Presentation of Deadly Force Capability (2)

A show of personnel with weapons to include:

- 1) Chambering of Shotgun Round**
- and**
- 2) Unholstering of Pistols**

Presentation of Deadly Force Capability (3)

**Authorization:
Installation Commander**

**Direction:
Immediate Supervisor**

Level Six:



Deadly Force

Deadly Force (2)

**Justified Only Under Conditions of
Extreme Necessity As a Last Resort**

© **All Lesser Means Have Failed or**

Cannot Be Employed to Resolve

The Situation

© **There Exists Imminent Danger of**

Death or Serious Bodily Harm

Deadly Force (3)

**Authorization:
Installation Commander**

**Direction:
Immediate Supervisor**

Deadly Force (4)

When Directed to Use Deadly Force:

- ◎ **Shoot to Disable**
- ◎ **Fire by Selected Marksman (Sniper)**
- ◎ **Full Fire Power**

Deadly Force (5)

To Prevent Escape From a Confinement or Correction Facility With No Other Means

Available:

- ◎ **Shotgun (12-gauge W/cylinder (Unchoked Barrels)**
- ◎ **Pistol (9mm, .45-caliber, or .38-caliber Revolver)**
- ◎ **Whistle (3 Short Blasts)**
- ◎ **Order to Halt (Loud Voice, 3 Times)**

Deadly Force (6)

When Necessary to Fire:

- © **Last Physical Barrier**
- © **No One in the Area**
- © **Minimum Range, 20 Meters**
- © **Shoot to Disable**

Deadly Force (7)

What does “Shoot to Disable” mean?

**--The intent to stop the individual(s)
from continuing the activity which
prompted you to fire your weapon.--**

Six Priorities of Force: Summary

Six...Authorization?

Five...

Four...

Three...

Two...

What is Level: One...

**Use of Force within Detainee Operations
CD 252 / 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>	
	191-381-1324 (*)	<u>INDIVIDUAL</u> Apply Priorities of Force Within an Internment 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>	
	Test	1 hr / Conference / Discussion	
	Test Review	0 hrs	
	Test Review	0 hrs	
	Total Hours:	1 hr	
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 226	Perform Security and Control Activities 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 190-14	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	
AR 190-8	Enemy Prisoners of War, Retained Personnel, Civilian Internees, and Other Detainees.	01 Oct 1997	
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.

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.

Student Materials:
 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					

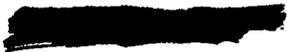
Instructional Guidance

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

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

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Proponent
Lesson Plan
Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
	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 (Use of Force within Detainee Operations).

Whenever personnel are housed together in a tightly controlled environment such as a detainee camp, the potential for mass disorder is high. The sooner a disorder is quelled, the likelihood of personnel and/or property loss is minimized. This is accomplished by expeditious use of the proper priority of force.

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:	Apply priorities of force within detainee operations.
Conditions:	In a classroom environment, given the detainee camp SOP.
Standards:	You must identify the levels of force in the sequence of priority they are applied.

**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.
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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**

There are times when it is necessary to use force. There are six "levels" of force authorized for use within detainee camps. Always use the minimum level of force necessary to enable you to maintain control of the detainees.

SECTION III. PRESENTATION

1. Learning Step / Activity 1.

Method of Instruction: Conference / Discussion

Time of Instruction: 40 mins

Media: -None-

a. The application of any or all of the priorities of force listed, or the application of a higher numbered priority without first employing a lower numbered one, will depend on and be consistent with the Specific Theater of Operations and the Combatant Commanders Directives with regards to Rules of Engagement (ROE), Rules for the Use of Force (RUF) and the specific situation encountered during any particular disorder. Priorities of force for Detainee and Internment facilities are:

NOTE: Show Slide #3 (Six Priorities of Force)

(1) Verbal Persuasion.

(2) Show of force.

(3) Chemical aerosol irritant projectors (subject to local and host nation restrictions).

(4) Use of physical force other than weapons fire.

(5) Presentation of deadly force capability.

(6) Deadly Force.

NOTE: Show Slides #4 through #6 (Verbal Persuasion)

b. VERBAL PERSUASION

(1) Verbal persuasion is the lowest level of force.

(2) Verbal persuasion is authorized by the detainee camp commander.

(3) Verbal persuasion is used together with IPC skills to direct disorderly detainees to cooperate with staff and follow orders issued.

(4) Verbal persuasion may be used at the onset of verbal altercations between detainees or between detainees and staff members. Verbal persuasion will be used to order disorderly detainees to return to their cells, or order an unruly detainee in segregation to surrender property or prepare to be placed in restraints.

(5) In the event of imminent group or mass breakout from an ACS detainee camp, or other general disorder, it will be made evident with the use of verbal persuasion, to the detainees concerned that authority prevails, that order will be restored, and that means are available to restore it by vigorous application of force, if necessary. If the situation permits, an attempt will be made to reason with detainees engaged in any disorder prior to the application of any force. If reasoning fails, or if the existing situation does not permit reasoning, a direct order will be given to detainees to terminate the disorder. This order will not be given until it can be enforced effectively by application of force as the situation may require.

(6) The use of verbal persuasion should always be attempted prior to escalating to a higher level of force.

NOTE: Show Slides #7 through #9 (Show of Force)

c. SHOW OF FORCE.

(1) "Show of force" is the second level of force.

(2) Show of force is authorized by the detainee camp commander.

(3) A show of force is used to show disorderly detainees that the security personnel can stop a disturbance. This consists of assembling enough personnel and equipment at the scene to show the detainees that you have the capability to regain control of the situation, by force, if necessary.

(4) When you sound an alarm at a detainee camp all available staff members run to the site of the alarm. This is an immediate show of force.

(5) Whenever a show of force is directed:

(a) Report where directed by supervisor.

(b) Assume position as directed by supervisor.

(c) Do not engage detainees unless directed to do so.

(d) Await further orders from supervisor.

NOTE: Show Slides #10 through #18 (Chemical Aerosol Irritant Projectors)

d. CHEMICAL AEROSOL IRRITANT PROJECTORS (IAW local and host nation restrictions).

(1) Use of oleoresin capsicum (OC) cayenne pepper and (CS) incapacitating sprays (as applicable), are authorized but not limited under the following circumstances:

(a) The installation/theater commander or his designated representative(s) must authorize the use of (CS) and OC spray. This must be in writing on file at the detainee camp.

(b) If a detainee is unruly and is known to have a weapon in his/her possession.

(c) Has barricaded himself/herself inside of their cell/area.

(d) Has smeared a slippery substance on their body or on the floor and walls of the cell/immediate location.

(e) The detainee cannot be approached without risk of serious physical injury to the detainee or others, or the approach would result in a major disturbance or serious property damage.

(f) OC Pepper Spray may be carried by armed escort guards outside the detainee camp to assist the guard in applying the proper level of force when controlling an unruly detainee IAW local SOP.

(g) A medical doctor should be consulted prior to the use of OC Pepper Spray, unless the commander determines that circumstances are such that immediate use is necessary. Whenever possible, the detainee's medical file should first be reviewed by a doctor to determine whether the detainee has any diseases or conditions including, but not limited to, asthma, emphysema, bronchitis, tuberculosis, obstructive pulmonary disease, angina pectoris, cardiac myopathy, or congestive heart failure, which would be dangerously affected if the OC Pepper spray or (CS) was used.

(h) This will only be employed as a last resort only after all lesser means to control the situation have failed or cannot reasonably be employed.

(i) The personnel will not be permitted to perform this task until they have received instruction on its use, applicable regulations and local SOPs. Additionally annual refresher training should be given to all personnel assigned to ensure that they continue to be thoroughly familiar with all restrictions on its use.

NOTE: The application of its use will depend on if it will unduly exacerbate the already dangerous situation.

(2) Use riot control agents and agent disperses as directed by your supervisor, IAW local SOP.

NOTE: Show Slides #19 through #24 (Use of Physical Force Other Than Weapons Fire)

e. USE OF PHYSICAL FORCE OTHER THAN WEAPONS FIRE.

(1) Physical force will include the use of riot batons, and use of high-pressure water.

(2) Use physical force only when necessary and reasonable to control the situation. The detainee camp commander or his designated representative (deputy detainee camp commander) must approve the application of physical force. Physical force may be necessary to return detainees back to their cells/living areas or to remove a ringleader during disturbances.

ALWAYS USE THE MINIMUM AMOUNT OF FORCE NECESSARY!!!!!!

(3) Avoid one-on-one confrontations which require "strong-arm" tactics.

(4) Physical force may be used against a detainee:

(a) In self-defense.

(b) To prevent an escape.

(c) To prevent injury to persons or damage to property.

(d) To quell a disturbance.

(e) To move an unruly detainee. (Sufficient personnel should be used to overcome the individual's resistance.) (IAW Forced Cell Moves.)

f. If a detainee refuses to bathe or comply with haircut or shave standards, the detainee may be restrained and reasonable force used to administer the appropriate action, IAW the combatant commander's guidance and IAW facility SOP. Furthermore, all detainees will be treated humanely, with dignity and respect..

(1) A properly licensed barber, or beautician, will be used if available. If a barber or beautician is not available haircuts or shaves may be administered by a senior supervisor IAW local SOP (a female will be used to cut a female detainee's hair). A vocational barber instructor may be used to cut the hair of male or female detainees.

(2) The detainee must be advised that failure to comply will result in the application of force to accomplish the act. The detainee camp commander or his designated representative must approve the application of force in such cases.

(3) An officer or senior noncommissioned officer from the detainee camp will be designated to witness the action.

(4) The haircut or shave will be administered away from the general detainee population.

(5) Only electric hair clippers and shavers will be used.

(6) An entry will be made in the detainee camp blotter to record actions taken.

g. The use of physical force (except in emergency situations) must be approved by the detainee camp commander.

h. USE OF RIOT BATON.

(1) The use of riot batons will be used IAW local SOP in order to restore order to the detainee camp as applicable.

(2) Camp Commander or designated representative should make available training to ensure that all personnel are familiar with the proper employment of the riot baton.

i. HIGH-PRESSURE WATER.

(1) High-pressure water is used primarily to disperse a group of disorderly detainees.

(2) When high-pressure water is used you will either spray the water over the detainee's head or at the detainee's lower body (legs and feet). (In cold weather, you may be directed to spray over the detainee's heads. This will allow a spray of mist to fall on the detainees.) NEVER SPRAY AT THE DETAINEES HEAD.

NOTE: Show Slide #25 (Record)

j. All applications of force should be recorded in the detainee camp blotter. All applications of force, to include preparatory announcement and warnings will be videotaped.

NOTE: Show Slide #26 (Question)

QUESTION: Can a higher level of force be used before using a lower level?

ANSWER: Yes, IAW the situation and at the direction of the facility commander.

NOTE: Show Slides #27 through #29 (Presentation of Deadly Force)

k. PRESENTATION OF DEADLY FORCE CAPABILITY.

(1) Presentation of deadly force capability will be used to show disorderly detainees that the security personnel can and will stop the disturbance.

(2) This consists of assembling enough personnel and weapons at the scene to show the detainees that you have the capability to regain control of the situation.

(3) Presentations of deadly force may include drawing a weapon (9-mm) from its holster during an escape attempt and pointing it at the escaping detainee while ordering him to halt.

(4) Installation/Theater Commanders having Detainee Camps under their command will take necessary action to designate the appropriate plans, order, SOPs, and instructions, their specifically designated representative(s) authorized to direct the use of firearms in the event of a riot or other disturbance.

NOTE: Show Slides #30 through #36 (Deadly Force)

I. DEADLY FORCE.

(1) The use of firearms or other means of deadly force is justified only under conditions of extreme necessity as a last resort. Whenever deadly force is used, the detainee camp commander must have written authorization from the installation/theater commander on file.

(2) When directed to use deadly force SHOOT TO DISABLE, NOT TO KILL.

(3) Fire by selected marksman.

(a) If you are selected as a marksman, fire only at detainees who your supervisor specifically orders you to, (ring leaders).

(b) Aim to disable.

(4) Use full firepower.

(a) If you are ordered to use full firepower, shoot to disable any rioter or group of rioters within the detainee camp as directed by your supervisor.

(b) Aim and shoot to disable.

m. Use of weapons to prevent an escape from a detainee camp.

(1) Each guard should be provided with a whistle or such other means of alarm as may be suitable.

(2) The use of firearms to prevent an escape is justified only when there is no other reasonable means to prevent escape.

(3) In the event a detainee attempts to escape from the confines of the detainee camp, the guard will take action according to the following priorities:

(a) Alert other guard personnel of the attempted escape by blowing three short blasts on a whistle or by sounding such alarm signal as is suitable.

(b) In a loud voice, three times order the detainee to halt.

(c) Fire only at such time as the detainee has passed all barriers of the detainee camp and is continuing the attempt to escape. (as applicable IAW Local SOP)

(1) A guard will not fire on an escapee if the fire will endanger the lives of other persons.

(2) When necessary to fire, the guard will direct shots at the detainee which are aimed to disable rather than to kill.

n. Detainee camp commanders will ensure that all guards are trained in the use of the weapon with which they are armed. All personnel will be thoroughly oriented on policies regarding the use of force and the provisions of AR 190-14.

(1) Tower guards and escort guards will be instructed that weapons will not be fired at a range of less than 20 meters to prevent detainee escapes. Such instructions should appear in guard training programs and in special instructions prepared for guard personnel.

(2) The 9-mm pistol or M16/M4, or shotgun (as applicable) may be used when detainees are under escort outside the detainee camp.

(3) Instructions for the use of firearms by guards escorting detainees outside the detainee camp are the same generally as those for the use of firearms inside the detainee camp, IAW local SOP.

(4) In the case of holstered weapons, a weapon should not be removed from the holster unless there is reasonable expectation that use of the weapon may be necessary.

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>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

NOTE: Show Slide #37 (Summary).

1. **RETAIN ATTENTION:** As a staff member, you may be placed into a situation where force is needed to restore order, and be required to decide what priority of force would be authorized and justified to use.
2. **SUMMARY:** You now know what the six levels of force are and who has the authority to authorized each. Remember, avoid one-on-one, strong-arm tactics with detainees whenever possible.
3. **CLOSING STATEMENT:** Proper application of the priorities of force will allow the camp commander and staff to regain control of any situation with the minimum risk of personnel injury. Remember: **All Detainees are to be treated humanely, with dignity and respect, at all times.**

APPLY PRIORITIES OF FORCE

SUMMARY SHEET

The following is a list of the levels of force, which can be found in AR 190-47.

1. Verbal persuasion.
2. Show of force.
3. Chemical aerosol irritant projectors.
4. Use of physical force other than weapons fire.
5. Presentation of deadly force capability.
6. Deadly force.

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

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