

COUNCIL ON LAW ENFORCEMENT EDUCATION AND TRAINING

BASIC ACADEMY

Functional Area:
Patrol

Lesson Title:
Terrorism PA.20.0

Duration:
4.5 Hours

Revised: July 2004

LEARNING GOAL(S): The goal of this block of instruction is to inform the student officer of various terrorist indicators, probable targets, investigative resources, and appropriate officer response. The student will be provided with an understanding of the historical roots of modern day terrorism as it pertains to the Middle East and the United States. The student will be familiarized with various terrorist groups and the religious ideology of militant extremists.

ASSESSMENT AND STANDARDS: Successful completion of this **FUNCTIONAL AREA** is achieved when the student has performed all practical tasks and exercises to the satisfaction of the instructional staff and, when tested against the **PERFORMANCE OBJECTIVES** by multiple choice exam(s), a score of 70% or higher is attained.

PERFORMANCE OBJECTIVES:

- PA.20.01 The student will identify four major terrorist groups that pose a threat to the United States and/or it's interests, as identified in classroom lecture.
- PA.20.02 The student will cite the historical event establishing jihad as acceptable Islamic doctrine, as presented in classroom lecture.
- PA.20.03 The student will identify the three sources of Middle Eastern terrorism and unrest, as given in classroom lecture.
- PA.20.04 The student will correctly identify the Arab/Israeli war which became the turning point from conventional warfare to modern terrorism, as identified in classroom lecture.
- PA.20.05 The student will correctly identify the sect of militant Islamic doctrine which, as cited in classroom lecture, is the foundation for the terrorist war on America.
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TRAINING AIDS REQUIRED:

1. Student Reference Guide
2. SLATT Terrorism Instructor Guide
3. Computer
4. Projector
5. Wall Screen

NOTE TO INSTRUCTORS:

Unfortunately, due to the extremely fluid nature of world events as they relate to terrorism, it is difficult to establish concrete training standards and guidelines.

Due to this constant flux and the rapidity with which information becomes outdated, this lesson plan is, of necessity, structured in a rather generic and inexplicit format.

This type of non-restrictive format provides the instructor with a simple framework to follow in presentation, but requires the instructor to remain current in subject matter in order to present a freshly updated perspective to each class.

Therefore, a great responsibility becomes attached to the instructor tasked to present these topics. Each class must be fleshed out anew based on the instructor's latest research and personal knowledge.

The following are simply suggested topic areas an instructor may choose to expound upon.

I. INTRODUCTION

Following the events of September 11, 2001, American law enforcement awoke to a new reality and an added dimension of responsibility. Legislative mandates were set throughout the nation to address the deficiencies of training, knowledge, and experience with regards to terrorism within today's law enforcement community.

The training you receive today is, in part, a result of federal educational incentives and funds made available through a grant from the federal Bureau of Justice Administration.

II. TERRORISM DEFINED

While the word "terrorism" evokes similar images to most people, there is no consensus on an adequate definition to the word. Definitions tend to vary based on the interpreter and his or her relation to terrorism. For our purposes as law enforcement officers we will base our efforts on the definition prescribed by the Federal Bureau of Investigation:

"The unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives."

Is terrorism a new phenomenon?

- NO: Give historical examples
- a. Sicarri Zealots: 1st Century
 - b. Assassins: 11th - 13th Centuries
 - c. Thugs: 7th - 19th Centuries

- YES: Terrorism is practiced much differently today due to the progress of today's technologies.
- a. Communications
 - b. Transportation
 - c. Weapons Technology
 - d. Population Densities

A. WHO IS A THREAT AND WHY?

P. O. [PA.20.01] The student will identify four major terrorist groups that pose a threat to the United States and/or it's interests, as identified in classroom lecture.

While not all Muslims are terrorists, all major international terrorist threats to the United States are Islamic militant in ideology:

- a. Al Qaeda
- b. Hezbollah
- c. Hamas
- d. Palestinian Islamic Jihad
- e. Abu Nidal Organization
- f. Jeemah Islamiyya
- g. Abu Sayyaf Group
- h. Al Aqsa Martyr's Brigade
- i. Popular Front for the Liberation of Palestine

B. RELIGIOUS HISTORY OF ISLAM

P. O. [PA.20.02] The student will cite the historical event establishing jihad as acceptable Islamic doctrine, as presented in classroom lecture.

- a. Life of Mohammed
- b. The Hijira: Flight
- c. Battle of Badr and the Birth of Jihad
- d. Divisions in Islam: Sunni, Shi'ite
- e. The Five Pillars of Islam
 - 1) Shahada: Confession

- 2) Selah: Ritual Prayer
- 3) Zekah: Alms Giving
- 4) Sawm: Fasting
- 5) Haj: Pilgrimage

C. THREE MAJOR SOURCES OF MIDDLE-EASTERN UNREST

***P. O. [PA.20.03]* The student will identify the three sources of Middle Eastern terrorism and unrest, as given in classroom lecture.**

1. ISRAEL vs PALESTINE
 - a. Biblical History
 - b. Diaspora
 - c. Crusades
 - d. Zionism
 - e. World War I
 - f. World War II
 - g. UN Resolution
 - h. 1948 War of Statehood
 - i. 1956 Suez Canal
 - j. 1967 Six Day War
 - k. 1973 Yom Kippur War

***P. O. [PA.20.04]* The student will correctly identify the Arab/Israeli war which became the turning point from conventional warfare to modern terrorism, as identified in classroom lecture.**

- I. Modern Terrorism
2. SHI'ITE vs. SUNNI
 - a. Death of Mohammed
 - b. Karbala
 - c. Sunni Rites
 - d. Shi'ite Sects
3. ISLAM vs. INFIDELS
 - a. Wahabi
 - b. Rise of Militant Sects

***P. O. [PA.20.05]* The student will correctly identify the sect of militant Islamic doctrine which, as cited in classroom lecture, is the foundation for the terrorist war on America.**

- c. Al Qaeda

- d. Hezbollah
- e. Hamas
- f. Palestinian Islamic Jihad

III. ROLE OF LAW ENFORCEMENT

- A. Understand the threat
- B. Identify vulnerabilities
- C. Harden targets
- D. Monitor suspicious activities
- E. Goal of Prevention; not Response

IV. INFORMATION AND INTELLIGENCE

- A. RISS: Regional Information Sharing System
- B. LEO: Law Enforcement Online
- C. ATIX: Anti-Terrorism Information eXchange
- D. MATRIX: Multi-state Anti-Terrorism eXchange
- E. JTTF: Joint Terrorism Task Force
- F. ATTF: Anti-Terrorism Task Force

V. PRE-INCIDENT INDICATORS

- A. Literature
- B. Maps
- C. Code
- D. Surveillance
- E. Weapons
- F. Explosives

VI. IDENTIFICATION DOCUMENTS

- A. Permanent Resident or Immigrant
- B. Non-Immigrant
- C. Undocumented Aliens

D. QUESTIONS TO ASK

- 1. Citizenship
- 2. Birthplace
- 3. Source of Document

E. IMPOSTERS

Physical Characteristics

- 1. Ear
- 2. Nose
- 3. Chin
- 4. Head

VII. OFFICER SAFETY ISSUES

- A. Compare Terrorist to Traditional Criminal
- B. Training for Specific Scenarios
- C. Tactical Considerations

Remember: Be alert, and report suspicious activities to the JTTF at your local FBI Office.