PRECISION RIFLE INSTRUCTOR COURSE

HECKLER & KOCH, INC.

PRECISION RIFLE INSTRUCTOR COURSE

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TRAINING SAFETY RULES

A.   Rendering the Weapon Safe
1.   Always Point Weapon in a Safe Direction - MUZZLE AWARENESS
2.   SAFETY ON (S/white) If Applicable
3.   Magazine Removed
4.   Bolt, Slide, or Cocking Lever Locked to the Rear
5.   Visually and Physically Inspect the Chamber

B.   FIREARMS SAFETY/MAIN SAFETY RULES
1.   Treat Every Firearm as if it Were Loaded
2.   Never Point a Firearm at Anything or Anybody that You Do Not Intend to Shoot, or in a Direction Where an Unintentional Discharge May Do Harm.
3.   Never Place Your Finger into the Trigger Guard until Ready to Fire
4.   Be Sure of Your Target, Backstop, and Beyond

C.   GENERAL TRAINING SAFETY RULES
1.   Wrap Around Eye Protection is MANDATORY
2.   Ear Protection is MANDATORY
3.   Hats (Baseball Style) is MANDATORY
4.   Long Sleeve Shirt is Recommended
5.   We are Responsible for Each Others Safety - Anyone Seeing a Safety Problem Must Report it Immediately to an Instructor. Additionally, Anyone May Stop an Exercise if They See a Safety Problem
6.   Report Any and All Injuries Immediately to an Instructor - Don't Suffer in Silence
7.   It is Each Participants Responsibility to Cover All Open Wounds and Cuts Before Class Begins. If this Type of Injury Occurs During the Training Session, the Participant Will Immediately Notify an Instructor, Attend to the Injury; and Cover with First Aid Materials Available which Consists of Band-Aids, Gauze Pads & Tape, Alcohol and/or Disinfectant Wipes. Treat All Blood and Body Fluids with the Utmost Caution. Gloves Will be Used if there is any Possibility of Coming into Contact with Blood or Body Fluids
8.   AT NO TIME is any Participant Allowed to Leave the Training Area without the Permission of the Primary Instructor.
9.   Remember to Work at Your Own Pace - Don't Over Exert Yourself
10   Realistic Training is Important, However Safety Comes First!
11.   Do not Enter Any Unauthorized Areas

D. SIMULATIONS/SIMUNITIONS

1. Mouth guards Will be Used, as Needed, for Simulation Training
2. No Live Ammunition Will be Loaded or Carried During Simulation Training Exercises (Double Checked by Participants & Instructors)
3. When Using Blank or Marking Cartridges, or Distraction Devices, You may Only Use Those that are Issued and You Must Double Check Them to Insure they are Intact.
4. Issued Protective Gear e.g. Face shields, Padding, etc. Must be worn properly and at all times during Simulation/Simunition training until directed otherwise by the Instructor.
5. When using Simunition rounds, No Intentional Groin or head shots will be allowed and shots within two feet of a role player are not allowed.
6. Students will immediately cease activities when a sharp sustained blast of a whistle, and/or an instructor yelling "stop" is announced.
7. Students will immediately cease actions upon a role player announcing "Stop" "Out of Role"!

E. SHOOTING HOUSE SAFETY RULES

1. Authorized Firearms Instructors Must be Present During Use
2. BODY ARMOR Must be Worn by Everyone who Enters the House
3. Prior to Live Fire Exercises, Rooms Will be Checked to Insure that No Personnel are Present
4. Firearms Instructors Will Insure Targets are Placed so that when Engaged, Rounds will Not Exit the House
5. Pistol Caliber Ammunition Shall Only be Used (Approved List)
6. No Steel Targets Allowed
7. Instructors Must Review All Targets and Angles of Deflection Before Beginning Live Fire
8. All Damage Must be Repaired, Replaced and Reported
9. During Multiple Use, Doors Must be Double Locked
10. Rotating Light Must be On During Use
11. Fire Extinguishers Must be Present During Use
12. Building Must be Checked for Damage and Fires, then Secured After Use

F. FIREARMS SHALL NOT BE HANDLED BY PERSONS WITH A BLOOD   ALCOHOL CONTENT IN EXCESS OF .00% BY WEIGHT OR UNDER THE INFLUENCE OF DRUGS OR MEDICATION THAT WOULD IMPAIR THEIR   MOTOR SKILLS, JUDGEMENT OR BALANCE.

RESPONSIBILITIES OF THE FIREARMS INSTRUCTOR

A.   The **GOAL,** ultimately, of your training program is the **winning of an encounter** by the officers you train.

1.   **Objectives** - The objectives of the firearms instructor within the specifics of the program is to improve the **A. S. K. -** Attitude, Skill Level, and Knowledge of the officers. These are the objectives to get the officers to achieve the goal.

Attitude   - As an instructor you want to get the students' attitude going up. One must build moral and confidence in the students. A good instructor has **mastered the art of motivation**.

- Some students will come to the class eager to learn, such as a basic recruit. Their attitude will usually be up because it is all new to them. Some students' attitude will be up because the subject is of particular interest and they want to be there. The problem students are those intermediate level who have been through similar instruction and have that poor attitude.

Skill Level   - One must always strive to give the students something new, whether it is increasing their awareness options, or getting them shooting better and working on their confidence with the firearm. If one can give the students something new or develop their confidence their attitude will go up.

Knowledge   - By giving them something new one can increase the shooters knowledge. By motivating them and getting their attitude going up they will pay closer attention, take interest, and by doing so they will increase their knowledge.

- Too often the training program concentrates on the **What** of a particular technique or concept. The actual performance steps. But, when teaching a particular technique or concept, one will be remiss as an instructor if you do not allow the students to understand **Why** it works or does not work, and the tactical applications and limitations. An individual who performs a certain way because someone else told them that was the way to do it, may not perform properly during an encounter.

2. **Preparation of a Firearms Program** - There are various points and requirements that must be considered when developing a sound firearms program. The ultimate goal has got to be hinged around the officers **Winning The Encounter.** As one develops the program one must ask himself this basic question, "Is what I am teaching, what I want the officers to do when they get into a real life threatening shooting encounter?" If the answer is no or maybe, then you may want to take a serious look at the program you are designing.

    A.   **Critical Aspects**   -In designing a program there are Three Critical Aspects of training that one must focus the instruction on that directly relate to getting the officers to win.

        1.   **Proper mind set** - Probably the most important aspect to winning an encounter. It is most important because it must be present before, during, and after. The students must understand that this stuff is for real and mindset may be the difference between winning and losing.

        2.   **Threat assessment** - An extremely important aspect. One must be able to quickly and positively identify threats. Not doing so endangers everyone at the scene. **When and when not to shoot.**

        3.   **Tactics** - Too often firearms training consists of shooting. Shooting during an encounter is only the mechanical, marksmanship portion of the necessary firearms usage. What we must train to become proficient in is firearms handling and tactics, which encompasses all aspects of firearms usage that may occur during an encounter. They include, but are not exclusive of; marksmanship, drawing from various configurations, reloads, stoppages, weapons positions, body positions, shooting techniques, off hand, one hand, movement, use of cover, verbalization, etc. etc. etc.

    B.   **Additional points in preparing the program**

-    The program must satisfy established standards and agency guidelines and the instructor must be up on all of them.

-    Write it up

-    Run it up the chain of command and get their stamp of approval.

-    Different training programs for different guns and people.

-    Stress safety

-    Maintenance

-    Fundamental shooting

-    Testing, both pre tests and post tests

-    Stress testing

-    Qualification which incorporates all that you have done in training

-    Be careful of changing the standards, certainly if they are not sound the may have to be changed. However, if a standard s lowered for one officer it has to be lowered for everyone and then the entire program is screwed.

3.   **Entry Level Training** - Obviously this is where the students learn the fundamentals. A pre-test is a good idea because it will allow the instructor to evaluate physical limitations of the students, and it can allow for the establishment of minimum standards.

         -       Standardization of equipment
         -       Stress testing as opposed to fatigue test
         -       Instruction on policy
         -       Instruction on maintenance
         -       Qualification

4.   **Advanced Training** - What is advanced training? Be careful what we call "advanced training". Is it truly advanced, or because of time and budgetary constraints is it the next level of training. It may simply be a matter of semantics.

5. **Range vs. Operations** - Again, If we consider the question of what we are teaching; " **Is what I am teaching, what I want the officers to do when they get into a real life threatening shooting encounter?"** Then we have to be careful of what we do on the range. Obviously the range must be safe, but if our students are not allowed to mimic on the range the things they will be asked to perform in real situations, then how can we say they have been trained. Training must be a **real** experience for the officers, for they will perform the way they have been trained. Proper training allows the officer to realistically experience situations before being involved in them on the street.

6. **Instructor Attitude**

- The instructor must be **Qualified** to teach the subject, **Motivated** not only about the subject but about wanting to teach, and the instructor must **Carry himself well** in front of the class.

- **Give the students your background** because it establishes your credibility.

- **The instructor cannot have an ego** but exude a confidence in himself and the subject.

- **Do not be demeaning**. You will loose students. Remember that people want to be liked and it is much easier to catch flies with honey then with vinegar - positive reinforcement goes along way.

7. **To "Teach"**

- To "Teach" means to change. What we are striving for is to change the students **Behavior**. With whatever the subject, we want them to **possibly change old habits in favor of different ones.**

  - **Watch your language**. Now, cursing is not always bad. It is bad if every other word is vulgarity. It is less a problem if it is used to stress or really drive the importance of a topic home.

  - **Know your audience.** This mean that until you are comfortable with them, and more importantly, until they are comfortable with you, you must be cognizant of the cultural, ethnic, and religious backgrounds of the students and their families.

METHODS OF INSTRUCTION

Before getting into the aspects of this topic, it is important to understand that there are three types of learners:

- Those that can be **Told** how to do something

- Those that must **See** something being done, and

- Those that must **Do** the task to understand it.

Considering this, and that you will have a broad mix of the three types of students, how you present the material must facilitate all the different types of learners. The **EDIP** method of instruction works well and is comprehensive.

Explanation - First, the instructor should explain the technique, topic, or concept (steps). This is done through lecture or reading the material (least desirable) or class discussion. Ideally, a combination of lecture and class discussion aids in better retention during this phase. Explaining the topic will cover those students that can be **told** or hear the information and retain it.

Demonstrations - Next, you should demonstrate the subject, e.g. showing the procedure for breaking the gun down. Demonstrations should be done in three phases. First, by the numbers will establish a set procedure, the sequential steps. Next, it should be demonstrated slow for form. This will allow the students to see the steps in their entirety without interruption. Finally, the demonstration should be performed full speed as it would be applied to actual usage. Demonstrations will cover those students that must **see** it done before they comprehend.

Imitation - Following the demonstration, the students must be allowed to imitate what you did during the demonstration. **Note** - imitation can be done along with the demonstration. You can have the students follow along, however, you perform it first then allow them. Imitation should follow the same aspects of the demonstration: By the Numbers, Slow for Form, Full Speed. Imitation will cover those students that must **do** or perform hands on before comprehension begins.

Practice - Finally, the students must be allowed to practice the topic or technique to develop the muscle memory or psycho-motor skills necessary. This is accomplished through repetition. But it must be correct repetitions. Remember, "perfect practice makes perfect. Consider dry fire and live fire drills.

TITLE_____

DESCRIPTION:

OBJECTIVES:

REFERENCES:

TRAINING AIDS:

TOTAL TIME:

DEVELOPING A COURSE OF FIRE

It is important to control and develop live fire courses or drills. The course of fire should have a specific objective. For example, the three inch dot drill will allow the instructors to evaluate students performance of sighted firing principles - Maintaining sight alignment throughout the trigger pull.

Range commands are very important and should be loud enough that the whole world can hear. Use a preparatory command to alert other instructors and the students to an upcoming action.

Safety on the range is paramount, where we as instructors make our money is by observing the students actions, body, and hands. This is where we can see the mistakes they are making as they occur. We can always look at the target later. The other thing that watching the firers does for us is to see potential safety problems e.g. Fingers on triggers, not decocking etc. The key to a safe course of fire is: Plan it correctly, Construct it correctly, and Control it correctly.

When establishing tactical courses of fire, the support requirements increase. For example, Patrol cars for the officers to emerge from, barricades to simulate cover, and moving target systems. However, the lack of equipment or target systems does not prevent you from developing viable courses of fire. Your only limitation is your imagination and ingenuity.

COURSE OF FIRE/DRILL DEVELOPMENT SHEET

Name of developer_____   Date_____

Objectives

_____
_____
_____

Drill summary

_____
_____
_____
_____
_____
_____
_____

# of Rounds   _____

# of Targets and Configuration   _____

Stress/Time requirements _____

Support requirements

_____
_____
_____
_____
_____

Range Commands

_____
_____

Additional Instructions

_____
_____

INTRODUCTION

As the instructor you should introduce yourself to the class and give them an overview of your background and qualifications in order to establish your credibility to teach the particular class.

It is not necessary to give a play by play account of your entire career. On the other hand do not finger drill your self introduction by giving a five second "here I am" intro.

Remember, you do not have to be the worlds leading authority on a particular topic, just let the students know that they are dealing with an experienced police officer as well as an experienced instructor.

During the H&K instructor course you are required to give a good in-depth self introduction at the beginning of your first presentation. During each subsequent class during the week it is only required to introduce yourself by name and agency.

After the self introductions, go over a brief summary of what you are going to inform the students about. Present it in an enthusiastic manner with good solid reasons why this particular topic is of importance. Real life examples to bring the point home, work well.

Then present the topic of instruction and when completed, summarize again what you just covered and ask questions to evaluate their comprehension of the material covered.

RANGE MANAGEMENT

Introduction

The goal of a firearms instructor is to provide the most safe and realistic firearms training, which will give the law enforcement officer an advantage in a deadly force encounter. While realism is essential, safety must not be sacrificed. And while safety must be the first priority, it must not get in the way of learning. Therefore a successful firearms instructor must be able to strike a balance between the two. While the instructors are teachers, they must also be managers of safety and supervisors or their peers.

<u>Safety First !</u>

A firearms range is an inherently dangerous environment. The lead instructor, range master or principal firearms instructor is ultimately and solely responsible for the safety of the participants trained, fellow instructors and the general public in close proximity to the range. Notwithstanding this sole responsibility, all participants must understand that they too are "safety officers" and are responsible for each other's safety on the range. Whether working alone or in concert with other instructors, safety is the "# 1" priority. Therefore, a firearms instructor needs to understand the total responsibility for range management.

- # <u>The Range</u>

It is the firearms instructor's responsibility to inspect the range on which he/she will be working. Whether they are familiar with it or not, the range must be inspected before every training session. The physical attributes of the range are extremely important for a safe and fruitful training session.

- ## Overall Range Inspection

An overall range inspection should be conducted prior to training. The instructor should be looking for any obstacles or debris, which could cause a projectile to ricochet or a participant to fall or otherwise injure themselves. Any uneven ground should be pointed out to the participants or that section of the range should not be used. Inspection should also be made of the areas outside the safety berms to insure no unauthorized personnel are in the immediate area. Children, homeless people, hunters and others have often been found close to firearms ranges.

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• Safety Berms

While 360 degree berms are ideal, these ranges are far and few between. Front and side berm ranges are more common and provide a more versatile shooting environment. Ranges with front impact berms only, limits the direction of fire.   There are also, some ranges with no front impact berm. These ranges are again, are few in number, however can still provide safe and realistic training. They are generally found at large military installations where there is a common projectile impact area.

• Front impact berm

Generally a twenty five foot high impact berm is ideal for a twenty-five (25) yard firearms range. It will insure a safe impact of a projectile fired at a standard height target from the prone at 25 yards. The impact area should be inspected to insure that there is no debris or objects which could cause a ricochet of a fired projectile. Stones, metal objects, wood and other debris should be removed before training begins. If spent projectiles are observed lying on the surface of the impact berm, this may indicate an unsafe condition. The impact berm may be saturated with projectiles, which may cause ricochets as far back at 15 yds from the impact berm. Ricochets caused by this condition have inflicted serious injuries to training participants as well as instructors. The berm must either be covered with fill, sufficient enough to stop the ricochet or the berm must be excavated and the spent projectiles removed. **In any case, this is an unsafe range!**

• Side berms

The recommended height for side berms is 8 feet. The side berms ideally should cover the entire depth of the range plus 10 yards. If the side berms do not cover the entire depth of the range, angle shooting must be kept forward of 10 yards from the berm's rearward most point. If the side berms are 8 feet or lower, no prone or kneeling shooting should be conducted in the direction of these berms. No shooting should be directed at a berm which is not high enough to impact a fired projectile based on the angle at which it was fired.

• Outer Markers

Some firearms ranges have "outer markers" positioned on the impact berm. They may be large wooden or metal poles. "Outer marker" are safety markers and define the outer limits of fire. Therefore, all firing must be contained within the outer markers. It is the instructor's responsibility to assure that no projectiles are fired outside of these markers. It is especially important when planning an "Angle" shooting event that all projectiles remain impacted within the outer markers.

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• **Visual Warning**

Every firearms range should have a visual warning system to alert approaching personnel that they are approaching a hazardous area. Generally a large red flag is flown for this purpose.

• **Check-In**

When arriving at a range, especially in remote areas, check in with the host agency or agency of authority so someone knows the range will be in use.
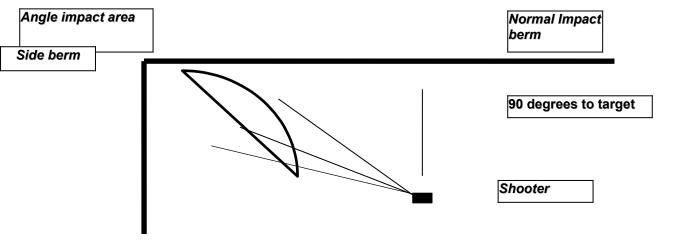
• **Shooting at Angles**

For too long the law enforcement community has trained at 90 ^{0} static targets. The times have dictated a more aggressive format.
Shooting at angles whether from standing or any other position requires planning. An instructor when planning a drill which requires shooting at angles must assure the range can safely accept the trajectory.
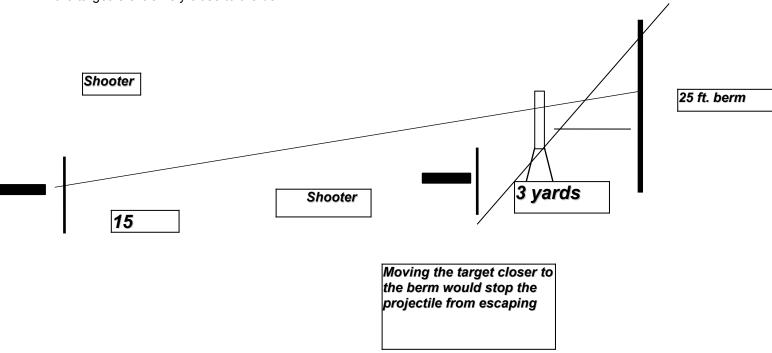
• **Side Angles**

If an event will require shooting to the right or left of center forward of each target care must be used to insure safety regarding the impacted projectile. An instructor must plan the event and inspect the angled impact area as if it were the front impact berm. All foreign material must be removed to avoid ricochet. The side berm must also be high enough to impact the fired projectile.

Angle impact area

Side berm

Normal Impact berm

90 degrees to target

Shooter

-

- ## **Upward Angles**

Upward angles on a normal firearm range fired from the 15 and 25 yards lines from the prone and kneeling position are generally safe with a 25 foot high impact berm. However, care must be taken as the shooter comes closer than 15yds. Not only is the relation to the shooter and target a concern but an instructor must also consider the relationship between the target and the berm. The closer the target is to the berm the less likely a projectile will escape impact on the berm.

So, If an event has a shooter at the 3 yd line in the prone, shooting at an intended point of impact at approx. 4 feet off the ground, a projectile will probably escape a 25 foot impact berm because of the steep angle unless the target is extremely close to the berm.

Shooter

25 ft. berm

Shooter

3 yards

15

Moving the target closer to the berm would stop the projectile from escaping

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· <u>Emergency Medical Services</u>

In the event that an injury occurs the firearms instructor must know where and how to contact emergency medical assistance prior to the start of training.

- Firearms instructors should have, at least, *Basic First Aid* training

- A well stocked first aid kit must be on site and its location known to all participants

- The name & phone number of the Emergency Medical Services should be printed or in writing and the location of this information must be made known to all participants in the event the instructor is the one who is injured.

- Communications to contact the Emergency Medical Services should be inspected to assure it is in working order. A redundant or backup communication system must also be available. If radios are being used for either the primary or backup communications system, extra <u>**charged**</u> batteries must be on site.

- In remote areas, it may be wise to know the location of the nearest hospital and the quickest route to it.

· Injury Reports

In the event of an minor injury, i.e. small cut, bruise, scrape the name of the participant along with the extent of the injury must be recorded on the daily range log. The instructor's supervisor should be notified of the injury no later than the end of the training day.

For more serious injuries, requiring medical attention and including medical transportation, an "Injury Report" should be completed, recording the participants name and agency, extent of injury, treatment given and by whom, and if necessary, the agency of transport and location to where the participant was transported. The instructor's supervisor should be notified immediately by telephone or radio and the participant's agency should also be notified.

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· The Environment

The firearms instructor not only has to be aware of the physical environment, but also the atmospheric environment as well.

· Heat

During training under extreme heat arrangements must be made for the participants to hydrate. Water must be supplied as well as the time for the participants to obtain the water. "Rest periods" should be provided in relation to the temperature and with consideration to available shade or cover.

· Extreme cold

As with extreme heat, the participants' well being must be taken into consideration. Warm shelter or cover should be provided for the participants during "rest periods". Participants should be encouraged to wear layered clothing rather than large, bulky, one piece outer garments.

· Student Condition

- Having responsibility for the safety of his/her trainee, the instructor should know the physical condition of the participants. This may be used to set the outer limits of the training intended or disqualify participants from training. This can be accomplished by "pre- testing". Conducting simple movement drills including jogging, bending and lateral movements may alert the instructor to certain limitations of individual participants. Also a "Medical History" form upon registration can also alert the instructor to problems. Knowing a participant has had a history of asthma and knowing that the training will be conducted during cold weather alerts the instructor that this participant may have to limit his/her participation.

· Communications

· Outside Communications

As with communications for emergency medical services, all communications to the outside world must be in working order and redundant. In today's world of technology, there is no excuse not to have good communications available. Telephone land-line, cellular telephones, CB radios and other two way radios are a must.

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• Range Commands

Clear, concise and consistent voice commands are going to be the key to a fruitful and safe day of firearms training. An instructor in any discipline must chose his/her words carefully so that they can not be misinterpreted. This comes with experience, but must be mastered as soon as possible. While there is no harm in a student writing down the letter "D" when the teacher actually said "T", serious injury or even death may occur on a firearms range if a command is misunderstood. Instructors must develop a "range voice" which is both authoritative and penetrating in nature.

• Position

The instructor must position him/herself at a location on the range where the commands can be heard **and** understood. A test of the instructor's voice should be made prior to a live fire exercise.

• Wind

The instructor should be conscience of the wind, especially if it is strong. Wind will carry or inhibit sound and it may become necessary that the instructor position him/herself down wind from the group in order for the wind to carry the voice towards the group.

• Voice enhancements

Depending on the range environment and or the size of the training group instructors may use a variety of equipment to aid in voice projection.

• Fixed public address system

often limits the instructor's movement usually requires electricity

• Wireless public address system

enhances instructors mobility usually requires electricity and batteries

• Megaphone

usually heavy and directional (difficult to speak to the entire line from the center) quality is usually poor

• Definition of Terms

Firearms instructors' language, while similar, may not always have the same meaning. During the initial safety briefing an instructor should always brief the group on the terms they will be hearing, especially the range or combat commands. These commands are the commands which will be used to conduct loading, unloading, movement and to indicate a safe or unsafe range condition.

•

• Fire Stimulus

The participants must be made aware of what the fire stimulus is going to be. This will be the signal at which time live fire will commence. i.e.:

• Whistle
• Horn
• Beep
• the word "Fire"
• the word "Up"
• initializing shot
• the falling of an object
• etc.

Whatever the stimulus, it must be understood by all!.

• Span of Control

A firearms instructor must not only deliver effective training but must also be able to control and effectively supervise the group's activities. An instructor only has two eyes and can only move so fast. The instructor must not be overwhelmed with too many participants. He/she can only supervise and teach a certain amount of people.

• One instructor to 6 shooters is a generally accepted participant/instructor ratio. This of course will change depending on the skill levels of the group and more importantly the safe weapon's handling skill of the group. For instance, in a law enforcement recruit class, handgun participant/instructor ratio is generally 6/1.

• One Instructor

A one instructor range is the most difficult range to manage. The lone instructor must be able to control the group, provide demonstrations, be the only safety officer, call commands, deal with malfunction, and provide individual instruction.
His/her position is key to a successful day. While working from the middle of the group is ideal, it is not always possible. When working the extreme ends of the line, a lot of control disappears. Reaching a unsafe condition at the other end of the line is all most impossible. The instructor's vision and voice is often screened by shooters if the instructor works too close to the line. On a one instructor range the instructor must work slow and deliberate paying particular attention to safety.

- # Multiple Instructors

- # Two Instructors

While the chore gets easier with two instructors, it can also get a bit confusing. The normal tendency is to split the group in half. However, the instructor calling the line has to stay focused on control of the entire group as well as an area of responsibility. The key to the success of a "Two Instructor line" is to make sure the lead instructor does not end up working the entire line, or become too involved with a "problem shooter" so as to interrupt the flow or cadence. The instructor calling the line should become the "lead" instructor and take on the responsibility of supervising the second instructor. Often, problem shooters can be identified quickly and placed on the same end of the line so that the second instructor can focus on that area, leaving the lead instructor to control the remaining participants.

- # More than two instructors

In the case of more than two instructors, the role of the "lead" instructor , or the one calling the line, changes to that of a *supervisor of instructors*.
The lead instructor can now focus on calling the line and providing general instruction to the group as the secondary instructors provide instruction "up close and personal". With more than two instructors the "lead" instructor does not figure into the participant/instructor ratio. In fact the lead instructor should take a position to the rear and centered on the secondary instructors. This allows better voice dispersion and a wider view of the entire line. As the number of participants grows and the number of instructors grow, the lead instructor should get further and further away in order to better maintain control of the instructors and participants. The lead instructor, by maintaining a wider view of the line can direct instructors to problem areas. Because of the wider view the lead instructor will be able to identify participants who have fallen out of sequence or identify a safety violation, which has been screened from a secondary instructor working close to the line. This also enables the lead instructor to apply instructors to different parts of the line and manipulate the participant/instructor ratio if needed.

- # Tower Control

A control tower should not be used on a one instructor range. It isolates the instructor and leaves the range open for unrestricted safety violations.
However, if there are sufficient secondary instructors, a tower with a public address system is an ideal "lead" instructor location. This is of course is if the lead instructor is not continually conducting demonstrations.
The height advantage gained in a tower makes supervision of the range easier. The "birds eye" view enhances control. The lead instructor generally, if the tower is constructed correctly, can view and direct the line and the secondary instructors much easier because of the overall view a tower provides.

- # Two Line Concept

In order to maintain a safe span of control and provide effective training, an instructor may find it necessary because of the size of the group or lack of instructor resources to split the group into lines or relays. This also may reduce the amount of "perceived down-time". While line "1" is performing, line "2" is reloading, hydrating or preparing to come on line. A secondary instructor may also be used to brief or debrief the "down" line regarding previous or up-coming drills. This technique helps to reinforce blocks of instruction.

- # Addressing visitors

Notwithstanding a one instructor range, one secondary instructor should be **assigned** the task of greeting visitors to the range during live fire sessions. This leaves the "lead" instructor free to continue the session. If need be, the lead instructor may move other instructors to cover the gap created by one of the secondary instructors leaving. Down-time due to visitors or telephone/radio conversations must be kept to a minimum.

• Reports

- We have already spoke of the need for an injury report. Another document necessary is a "range log", or "range report". Simply, a range log records the date, Instructor in charge, any secondary instructors, their agency, a roster of participants, time start, time finished, weather information, like temperature, wind speed and direction and lighting conditions, any minor injuries and any other noteworthy events which take place during the training session.

• Summary

Providing realistic, safe firearms training for today's law enforcement community is a challenging experience. Not everyone is up to the task. An instructor has to be dedicated, patient and possess leadership qualities. Today's firearms instructor has to be able to bare responsibility beyond the norm and be will to be the first to arrive and the last to leave. The responsibility requires the instructor to be attentive to detail, attitudes and safety. The best anyone can say about an instructor is, he/she is extremely safe without getting in the way of the learning process.

EFFECTIVE USE OF TRAINING AIDS

INTRODUCTION

The Precision Marksman must train continually in order to develop and maintain those skills which he can use to perform assigned tasks to specific standards. Training builds self-confidence, promotes teamwork and unity, and develops professionalism. Effective training must be accurate, well-structured, efficient, and effective. The ultimate goal of all training within the Sniper realm is to prepare individual marksman to perform tasks in support of crisis situations.

ELEMENTS OF EFFECTIVE TRAINING

A. ACCURACY

Information provided by the trainer must comply with current department policies, guidelines, and procedures and be technically correct. Presentation   of   procedures for equipment and weapon operation and safety must be   correct and up to date.

B. STRUCTURE

Marksman should initially receive prerequisite training. This should be followed with training that includes a mix of tasks or missions needing initial and sustainment training. Sustainment training should be provided so that previously learned skills do not become deficient. Finally, training should allow for tasks and missions that will increase the individuals skill and competence level.

C. Efficiency

Trainers must continually review the resources expended to ensure their correct and appropriate use for training purposes. Trainers should explore alternate, cost-effective ways to maximize training opportunities.

D. Effectiveness

1. Trainers must foster unit cohesion and develop teamwork. This will provide snipers with confidence in themselves and in other team members.

2. Trainers can develop leaders by giving their students the opportunity to practice their professional skills, to learn from their mistakes, and to gain confidence in their leadership abilities. Trainers should recognize that mistakes will occur and use the experience gained from these mistakes to aid future instruction.

E. Realism

1. Ideally, teams should train under the same conditions and using the same procedures as they would perform in a crisis situation. However, this is not always cost effective or even feasible. In these instances, trainers should prepare realistic scenarios, based on possible subject actions, which will enable their students to train under simulated realistic conditions. Training should strive to provide as realistic conditions as possible.

2. Realistic training develops a snipes endurance, coordination, and determination. Such training reinforces team discipline and provides opportunities to exercise personal initiative as training conditions change. By training realistically, unit members become physically and mentally tough.

3. However, too much realism early in training can waste time and resources if the students have not mastered the basic skills and tasks. Trainers should, therefore, use judgment in deciding the degree of realism to be used.

F. Safety
Most accidents occur from unsafe acts on the part of inadequately trained or unsupervised personnel. Trainers, therefore, should stress proper safety   procedures throughout training sessions.

TRAINING AIDS

A training aid is anything which assists students in their learning. The use of proper training aids can both enhance the learning experience for the students, and make the trainer's job easier. There exists a wide variety of training aids, so the instructor should thoroughly evaluate the advantages and drawbacks of each before employing it during training.

TYPES OF TRAINING AIDS

A. Printed Materials/Displays.

1. Chalkboards
Chalkboards are easy to use, easy to change, easy to see, and   are usually readily available. Chalkboards can be used almost anywhere. They are useful in the field to conduct quick training critiques or for more formal after-action reviews. The following guidelines should be adhered to for maximum effectiveness:

   a. Make lettering large enough to be seen by all students.

b. Make only one point at a time. Complete outlines on the chalkboard tend to distract students. If the writing has been pre-written, cover it and reveal sections one at a time.

c. Erase information that is not being used.

d. Use only the upper part of the board.

e. Stand to one side to avoid hiding items with the body.

f. Adjust window shades to remove glare.

2.   Dry Erase Board

The wet board can be used in two different ways. It can be used   to write on like a chalkboard, or it can be used as a magnetic   board. The following tips will simplify and enhance usage:

a.   Ensure that only wet board markers, and not any type of permanent marker or magic marker, are used on the wet board.

b.   The instructor should practice writing on the wet board and should examine his writing from the back of the classroom to ensure that it is neat and legible to all of the students.

c.   If the instruction calls for a great deal of writing, it is more effective to use a different media. If the trainer spends a great deal of time writing on the wet board with his back to the students, he will lose their attention.

d.   The instructor must remember to put the cap back on the marker when it is not in use. This will prevent markers from drying out quickly.

e.   The instructor should not attempt to talk to the class while writing.

f.   To use the wet board as a magnetic board, the trainer must obtain magnetic tape. By attaching magnetic tape to the top corners of charts, diagrams, or pictures, the instructor can post items on the board. It takes little tape to hold up the picture, so it should be used sparingly and the tape can be reused. Therefore, the instructor should remove the tape before discarding the used media.

3. Flat Pictures

Photographs, paintings, drawings, cartoons, murals, and illustrations provide visual details and a realistic representation of objects, places, and persons. Flat pictures may be:

a. Displayed on bulletin boards and in exhibits.

b. Given to students for individual study.

c. Projected on a wall or screen using an opaque projector.

    d. Copied on 35mm film and made into slides.

    e. Developed into transparencies.

4.   Charts, Diagrams, and Graphs

These devices can effectively show relationships, chronological changes, distributions, components, and flow. They are easily constructed. They may be produced in the same manner as pictures, drawn on chalkboards, or duplicated. Charts, diagrams, and graphs must be kept simple yet meaningful, displaying only small amounts of information.

5. Flip Charts

A flip chart is simple to make, simple to use, requires very little as far as additional equipment, provides a solid sequence for the presentation, can be utilized inside or outside a classroom, and is very effective if some effort is put into its production. If printing is not artistic, take a little more time and use stencils.

b. Projected Image Training Aids.

1) Overhead Transparencies/Projector.
    Use of overhead and slide projectors controls what the students see.   These aids can only be used, however, where there is a source of   electricity and a room that can be darkened. Instructors should ensure   that the projector does not obstruct the students' view. Projectors usually work better on low stands, chairs, or tables. The projection angle should be adjusted to eliminate the image distortion which   results in a trapezoidal image instead of a rectangular one. The   overhead projector does offer the trainer several advantages:

    a) Since the equipment is placed at the front of the room, the instructor   can maintain eye contact with the students.

    b) The brilliant light source concentrated at a short distance makes it   possible to use the projector in lighted areas.

    c) Transparencies can be easily and economically produced ahead of time. The trainer can write on a blank transparency as the lesson   progresses.

    d) Instructors may overlay additional transparencies onto the original to show development or buildup of an event or display. Relative motion may be displayed by cutting overlays into various shapes   and moving them about in relation to the base transparency.

2) Opaque Projector.
    The opaque projector allows a practically limitless scope of materials to   be presented given a darkened room. Opaque projectors can be used to   display typed material, textbook illustrations, and can enlarge diagrams   and small charts for display purposes. The opaque projector is subject to the same limitations and advantages as the overhead projector.

3) Filmstrips/Filmstrip Projectors.

    a) Advantages of the filmstrip include:

        (1) Organized presentation which is always the same.

        (2) Individual frames may be held on the screen for as long as necessary.

(3) The equipment and filmstrips are inexpensive, small, lightweight, and easy to operate and store.

(4) Filmstrips are usually readily available from commercial sources as well as film libraries.

b) Disadvantages of the filmstrip include:

(1) The sequence of pictures is fixed, thus limiting flexibility.

(2) They are not suitable when motion is required and lack the appeal of motion pictures and television.

(3) To make a filmstrip, the preparer must photograph the pictures in exact sequence, requiring advanced planning.

4) Slide Projector. The advantages of slides include:

a) Ease of production and low cost.

b) Slides can be combined in any sequence with other "home" or commercial slides.

c) Slides can easily be updated, removed, or rearranged.

c. Audio Training Aids.

1) Audiotapes, reel-to-reel, and cassette tapes hold several advantages:

a) Instructors can record lectures by specialists and experts for widespread distribution or for later playing when the lecture is not available.

b) Tape recordings are inexpensive and easily stored.

c) Instructors can easily erase tapes when the material becomes obsolete.

d) Recorders are easy to operate.

2) Audiotapes, reel-to-reel, and cassette tapes, however, have some disadvantages:

a) Recordings offer only a fixed sequence.

b) Periodic maintenance is necessary to maintain the quality of recording.

d. Motion Training Aids.

1) Television.   Television can distribute material to large numbers of students simultaneously at several locations. Another advantage of television is the versatility of videotape. Specialists in any area can be videotaped and presented "live" to the student. Television allows for this sort of standardization.

2) Videotape. The main advantage of videotape is that the instructor can record many kinds of student activities and play them back, allowing for the evaluation of students, either individually or collectively. Videotaping does have its drawbacks:

a) Students are used to professional productions. Locally produced instructional videotape normally cannot match this level of quality.   As a result, students may spend time evaluating production quality.

b)   Student's prior experience with commercial television has taught   them that little attention or concentration is necessary during   viewing. Many students expect television to provide   entertainment rather than education.

Selecting a training aid

a. <u>Determined By Lesson Objective</u>. The type of training aid employed should be determined by the lesson objective. For example, if a learning outcome requires students to identify or recognize an item or process, a medium which visually displays the item or process would likely be selected. For instance, when discussing the merits of the sniper rifle, the most effective training aid would be the rifle itself.

b. <u>Type of Visual Aid</u>. The next step involves determining which form of visual aid is best suited to the instructional material, student population, and classroom area. The following factors should be considered:

1)   Must the actual item or process be seen or will a replica serve the same purpose?

2)   Is motion required?
3)   Is color required?

4)   Will a large number of students view the training aid at the same time and place, or will time and location vary?

5)   Are the materials required already available?

6)   Is the class taught indoors or outdoors?

7)   Does the classroom have a power source?

8) Is the training aid appropriate to the subject material?

TRAINING PLAN/TRAINING SUPPORT

INTRODUCTION

Training is fundamental to the Tactical Team. Effective training is what enables the Marksman to be successful in a crisis and to have the advantage over the subjects. Training is the only means by which Marksman can practice and maintain proficiency in their skills. For these reasons Tactical Team training must be the best. Tactical Team instructors must know how to develop and execute quality training programs. If an instructor takes the time to carefully plan training programs and utilizes the resources and support available to him, he will be able to provide his students with the effective, high quality training they deserve.

The first step in developing a training plan is to determine training goals. The skills and knowledge that must be transferred to the students will determine the daily and weekly training events. The skills and knowledge defined therein should serve as a guide for training development.

GENERAL PLANNING

a. <u>Training Goals/Objectives</u>. The first step in the development of a training plan is to determine the training goals/objectives. Training goals should reflect the following:

1)   The tasks to be trained.

2) The behavior and conditions under which the training is to be conducted, including equipment and tactical situation.

3) The standards to which the Marksmen or units must be trained.

b. <u>References For Determining Objectives</u>. Training plans start with training objectives which are derived from several sources:

1) <u>Department Training Policy</u>. Training objectives can be derived from the unit mission and from feedback from previous training as well as the SEO/team leaders and other department training guides.

a) <u>ITS</u>. An ITS is a measure of individual performance. These standards ensure that the students can perform a task satisfactorily. An ITS contains:

(1) A specific observable behavior or task.

(2) Conditions, including equipment, manuals, supervision, and environmental conditions, required to perform the task.

(3) A measurable standard of performance to include accuracy, time limits, quality, restrictions, process, etc.

(4) Performance steps.

(5) References.

ITS's are additionally used to:

(1) Determine individual proficiencies and deficiencies.

(2) Determine instructional settings, methods, and media.

(3) Specify training resources.

(4) Evaluate proficiencies as a result of training.

c. <u>Prioritize Goals</u>. Training goals should be prioritized by order of importance. In general, the goals should follow the following order:

1) ITS training goals.
2) commander training goals.
3) Department training goals.
4) Entry team goals.
5) Sniper section training goals.
6) Other goals, responsibilities, or concerns which must be worked into the training plan include the following:

a) Regular shift duties.

b) Dental/medical leave.

c) Physical fitness training (PFT) and other training.

d) Vacation

e) Inspections.

f) Temporary duty assignments.

d. <u>Choice of Training Methods</u>. As the goals/tasks are developed, the instructor should choose the training methods. The instructor has some freedom in his choice of training methods but he must ensure that the training methods are suited to the purpose of the training. Whatever methods are chosen, they must:

1) Ensure that the Marksmen perform the exact steps or sequence of tasks they will be expected to perform in crisis situations. If it is not possible to perform the exact steps in training, a simulation of the tasks as close as possible to crisis situations should be conducted.

2) Produce Marksmen who are able to perform to the standards stated in the training objectives.

e. <u>Environmental Considerations</u>.

1) <u>Support Training</u>. Instructors must understand how the environment affects training. Environmental considerations may determine the method of training. For example, an outdoor training site rules out the use of films. If a unit is going to practice tactical movement and entry training, they need a realistic training area. Likewise, if a task is performed in a crisis situation, it should be practiced under similar conditions in training.

2) <u>Provide Adequate Comfort</u>. The training site should be as free as possible from distractions such as aircraft noise, traffic sounds, and other training activities. Since personal discomfort limits concentration, the training site should provide adequate comfort for the students. This does not apply to realistic tactical training. In those cases, training should seek to simulate the crisis environment. Like conditions between training and real situation translate to a higher transfer of learning.

f. <u>Training Resources</u>. Instructors should consider what resources and facilities are available and determine if others are necessary for training. Plans may have to be altered or outside help requested in some cases. Resources available may dictate the structure, duration, quality, and conduct of training.

g. <u>Training Schedule</u>. The training schedule will announce when and where training will occur. It should include blocks of time already set aside for the training of specific tasks. During planning, trainers estimate how much time they will need to prepare for training. A time-phase plan is only a guide. It should be remembered that training is performance oriented, not time oriented.

BACKWARD PLANNING

a. <u>Definition</u>. Backward planning means first determining what the end result of the training must be and then working backward, step by step. Backward planning helps organize time and identify details. The instructor should be practical and not necessarily planning on ideal conditions. It means considering the Marksmen, the guidance, the time, and other resources available. It also means that time is allowed for all other duties.

b. <u>Steps in Backward Planning</u>. The keys to success are common sense and experience. In many cases steps overlap, and an experienced trainer will be able to do more than one step at a time.

1) Determine the basics: what, where, how, and when.

2) Establish a sequence.

3) Develop a schedule.

c. <u>Basic Information</u>. Basic information comes from training schedules and training meetings. Once the tasks to be trained have been identified, they are listed in priority sequence.

d. <u>Training Sequence</u>. The instructor should prepare a list of actions to be accomplished. This will help program time and will ensure that nothing is overlooked. The planning for the actions to be accomplished must be done before training is conducted. Being prepared prevents having to do everything at the last minute. Examples of some of the preparation that should take place include:

1) Confirm the availability of the range and ammunition.

2) Prepare a training outline.

3) Determine the need for assistant trainers, safety personnel, EMT's, and support personnel.

4) Determine communication and transportation requirements.

5) Obtain requested support equipment.

e. <u>Training Schedule</u>.

1) The preparation for training is extremely important. It is normally based on feedback and past training experiences. When making estimates, the trainer should determine which actions are most time-consuming and which may be accomplished concurrently.

2) Trainers should save training schedules for future use. Trainers can save considerable time by comparing new guidance with old plans and updating the old plan as needed.

GRAPHIC SCHEDULING TECHNIQUES

a. <u>The Graphic Timeline</u>. A graphic timeline can be used in the following ways to aid development of a training schedule:

1) Aids in visualizing the length of the course in relation to the amount of the material which must be covered.

2) Can be consulted when a specific training event is cancelled or an interrupting event arises.

3) Can be used to show department operations, and other events which may interrupt training.

4) Graphically demonstrates the amount of training time that is available.

5) Aids in visualizing the occurrence of specific events which need to be planned for. These might include special exercises such as training for cold or foul weather or natural disasters e.g. looting, etc.

6) Can be used to show varying lengths of training time, from weeks to months, and beyond.

b. <u>Monthly Calendar Training Schedule</u>. The use of the monthly calendar can provide some of the same benefits as using a graphic timeline. It, of course, shows the training schedule for a one month period of time.

c. <u>Weekly Detail Training Schedule</u>. The weekly detail training schedule can be seen as a refinement of the monthly calendar. It is necessary for developing the daily schedule and will aid the instructor in the valuable use of each day's training time.

AVAILABLE TRAINING SUPPORT

There exists a wide variety of support and assets that an instructor may use to aid the conduct of training. The following is a list of many of the available types of training support.

a. <u>Media</u>. After choosing the method of instruction most suitable to the content of the training material, the instructor should consider the various supporting materials that can be utilized to enhance his presentation.

1) Movie projectors.

2) Slide projectors.

3) Opaque projectors.

4) Overhead projectors.

5) Chalkboard.

6) Computers.

7) Flip charts/wall charts.

8) Easels.

9) VCR/VHS

10) Desks/chairs.

b. <u>Administrative Support</u>. Administrative materials that can aid in organizing the materials or providing materials to students should be considered. Administrative services for the instructor and students are also helpful. These administrative materials and services include:

1) Chalk.

2) Pencils, pens, and markers.

3) Projector bulbs.

4) Videotapes.

5) Paper.

6) Clipboards.

7) Three-ring binders.

8) Check-in/check-out

9) Transportation

10) Medical.

11) Dental.

c.   <u>Outside Unit Support</u>. The support of outside units should not be overlooked. These units include:

1)   Training areas, unknown distance range.

2)   Motor transportation.

3)   Medical.

4)   Rifle range (known distance).

5)   Communications (radio, land line).

6)   Ammunition.

7)   Guest Speakers

8)   Entry Teams

9)   Weather service.

10)   Federal agencies (FBI, DEA, Border Patrol).

11)   Local law enforcement groups/associations.

12)   Special military units

PLANNING AND IDENTIFYING REQUIRED SUPPORT

a. <u>Time Considerations</u>. The minimum time required for most support to be made available is five working days. A good rule of thumb is to submit all request forms at a minimum of 10-15 working days prior to training. By planning in advance the instructor will have time to seek alternate support if his first request is not available.

b. <u>Plan Support Acquisition Into the Schedule</u>. The key to a successful support package is to allow extra time for support acquisition. For example, if training is scheduled for 0900 and the support materials/persons are scheduled to arrive at the same time, training may be delayed due to circumstances beyond the instructor's control.

c. <u>Consult the Daily Training Schedule</u>. Support needs can be identified by analyzing the daily schedule to determine what will be needed to effect quality training. The following is an example of one day of training. All support requirements and requests will be directed toward supporting this day.

d. <u>Developing the Support Package</u>.

1) <u>Gear</u>.   An equipment list should be developed. By looking at this schedule,   the instructor would determine that he needs the following:

    d)   Staff optics.

    f)   Class roster.

    g)   7.62mm and 5.56mm blanks.

    h)   ammunition.

    i)   Cleaning gear.

    j)   Hearing protection.

2) <u>0730-1130 Stalk #1</u>. The instructor must ensure that all equipment and ammunition needed for the stalking exercise are secured. Availability of the training area must be ensured. Necessary communications equipment must be secured.

3) <u>1230-1600 Unknown Distance #2 at Range</u> . The schedule shows training taking place on the Range. The instructor must submit in advance for the use of this range. Arrangements must be made for a Range Safety Officer (RSO) to be present. Also, appropriate communications must be made, along with the presence of a safety vehicle. Necessary ammunition, hearing protection, and other supplies must be secured.

4) <u>1600-1630 Enroute</u>. The same travel considerations noted earlier apply here.

5) <u>2200-2230 Clean/Turn In Gear</u>. Ensure that the armorer will be present to take the equipment and to inspect for cleanliness.

6) <u>Other</u>. Other needs will be necessary on other days. Each day is unique and must be planned for accordingly.   conditions such as holidays, weekends, or overnight stay preclude special needs. Two areas that are often applicable but were not covered fully enough in the outline are:

b) <u>Ammunition</u>. When requesting ammunition the instructor must determine how many rounds of each type of ammunition will be needed for each student for every exercise.

CONSIDERATIONS FOR CONSTRUCTING A SUPPORT PACKAGE

a. <u>Medical</u>. The procedures for requesting medical support will differ slightly with each unit. It is a good practice to enclose a training schedule when submitting a medical request. The medical unit can use this to determine if any special medical support will be needed throughout training.

b. <u>Training Areas</u>. The lead time for requesting a training area or live fire range will vary, but the general rule is the sooner the better. Ensure that correct procedures will be followed, such as radio checks, range regulations, etc.

    1)   The training area request determines the type of training that students will receive. The type of area must be able to support the training schedule and training objectives.

    2)   Unknown distance ranges/field firing ranges can be used for practice, familiarization firing, refresher training, etc.

        a)   When requesting an unknown distance range, the instructor must check to ensure that travel is permitted into the impact area to set up, mark, and take down targets.

        b)   Verification must be made of the caliber of ammunition authorized for firing on a specific range.

    3)   Known distance ranges are a little more trouble to request because requalification firing takes priority. If such a range is necessary, the instructor should either try to get concurrent use, or must adjust the training schedule to fire before or after requalification shooters. The instructor must make arrangements for use of the range's targets or make plans to bring other targets.

d. <u>Transportation Support</u>.

    1)   When requesting transportation for the course, the instructor must ensure that it is submitted as early as possible. Transportation is an extremely valuable asset. Without proper planning, transportation difficulties may hinder or even cause a halt to the training day.

    2)   Extra time should be added to the transportation schedule so that a late arrival of the transportation vehicle or an extended training session will not disrupt the day.

    3)   The maximum number of students should be used as a planning figure. This will ensure plenty of transportation and it is easier to send back or cancel extra trucks than it is to get one at the last minute.

    4)   Special note should be made of any dates that will require transportation on weekends, holidays, late, or overnight operations.

g. <u>Administrative Support</u>. Administrative support consists of requesting targets, cleaning supplies, pens/pencils, classroom equipment, batteries, and other items needed to support the course but not normally requiring a request letter.

h. <u>Miscellaneous Support</u>. There are a number of other areas that need support letters, such as audiovisual facilities (projectors, photo, slides, graphics), communications, guest speakers, etc. If in doubt, it is always a good idea to submit a formal request.

COACHING TECHNIQUES

INTRODUCTION

The hallmark of the sniper is his ability to deliver precision fire at selected threats from any position. In order to develop his marksmanship skills to this level of proficiency, the sniper logs many hours on a known distance range training. Snipers work in two-man teams. One sniper shoots while the other sniper observes. Working with this team on the known distance range is the instructor/coach. He is in direct and constant contact with the shooter and observer. He works with the team so that they may develop a rapport between themselves. This rapport is critical to the success of the sniper mission. Proficiency training should be conducted to the same degree of standards as it is originally taught so as not to lose any effectiveness in a real situation. The guidance of an effective coach can be the difference between a one-shot hit and a miss. The coach combines his own high standards of marksmanship efficiency, his knowledge of the weapon and sniping, and most importantly, his ability to transfer that knowledge to the student.

    a. The Trainers Role. The trainer working on the known distance range works primarily with the entry level sniper team. The coaches main function is that of a marksmanship instructor. He works with the sniper team to develop several areas:

        1) Sighting and aiming.

        2) Scope adjustment and scope theory.

            a) Parallax.

            b) Shadow.

        3) Trigger control.

        4) Breathing control.

        5) Shooting positions.

        6) Zeroing (cold bore).

        7) Effects of weather.

        8) Data book.

    b. Shooter/Observer Relationship. The two-man sniper team should be a highly trained marksmanship unit, working closely together to deliver precision fire on selected targets from any positions. To be an effective team, the shooter and observer must develop a strong rapport and be able to work well together. One of the jobs of the instructor is to strengthen this team and foster the development of a good rapport between team members.

    c. Instructor's Equipment. An important element in coaching is the coach's gear. The gear includes all the tools necessary to effectively teach on the known distance range.

        1) Binoculars or spotting scope.

        2) Ear plugs.

        3) Scope adjustment tools.

        4) Notebook and pencil.

d. Position on the Firing Line. The trainers position on the firing line is
    important.

   1) Safety. Safety is the number one reason why the coach must be in a position to see every
       sniper team assigned to him. Optimum conditions include two two-man sniper teams per
       instructor. The trainer must be aware of every movement on the firing line because it is his
       job to enforce safety at all times.

   2) Proximity. Hearing protection is a requirement on the rifle range. Therefore, the trainer must
       position himself close to his sniper teams so that they can hear him in his instruction. At
       times it may be necessary to physically stop a shooter from pointing a weapon in an unsafe
       direction. The coach must be prepared to react quickly to any situation.

COACHING ENVIRONMENT

a. Appearance.

   1)   The first thing the sniper team will notice about the trainer is his appearance and the way
         he carries himself. It is important for the instructor to establish authority. This can be
         accomplished by developing a few very basic leadership skills and showing a genuine
         concern for his students.

   2)   Professionalism is paramount at all times.

b. Establish Rapport.

   1)   Dialogue is very important. What the instructor says and how he says it is critical to the
         sniper team's attitude and performance.

   2)   It is important to provide positive reinforcement to the student, no matter how small the
         achievement or progress. The instructor should never reinforce a student negatively or
         show him the improper technique because often times the student will end up doing exactly
         what the instructor did not want him to do in the first place. It is critical to build confidence
         in the sniper team. Negative reinforcement is not the way to do this. The instructor should
         always be positive when relaying corrective measures to shooters and observers.

   3)   Encourage students to ask questions.

c. Flexibility.

   1)   The instructor should be flexible in his instruction. His instructing style must adapt to the
         particular student. Each student is different. Some students have had a great deal of
         experience with the rifle and scope and are comfortable on the range, while others may
         have no experience.

   2)   The instructor must also be flexible because he is working with two individuals as a team.
         The instructor should be persistent and keep reinforcing the student no matter what his
         disposition. The instructor is always in charge. With the proper technique, the instructor
         can make the sniper team a confident, effective, and cohesive unit.

d. Fundamentals. What the trainer teaches must always be based on a good knowledge of the
    fundamentals of marksmanship and in line with current resolution and department doctrine.
    A good trainer does not let personal preference interfere with his instruction. He bases all
    of his decisions on his knowledge of the correct way to fire. There are no short-cuts when
    teaching marksmanship. It requires effort on both the sniper team's and the trainer's part
    to refine the team's skills to become an effective marksman team.

INDIVIDUAL QUALIFICATIONS OF A COACH

a. <u>Knowledge</u>.

    1)   The primary qualifications for an efficient trainer are a thorough knowledge of the use of the weapon and the fundamentals of marksmanship.

    2)   A good trainer will be prepared to accurately answer any questions pertaining to marksmanship in such a way that it is easily understood by the shooter and observer. The trainer must develop his ability to observe the actions of the shooter and observer quickly and accurately and to efficiently correct the shooter and/or observer to improve their abilities.

b. <u>Ability to Identify the Student's Personality</u>. For some shooters, the rifle can be very intimidating. In contrast, some students are over zealous and aggressive shooters. Likewise, some shooters and observers naturally work well together while others have difficulty. Once the trainer has identified the personality of the sniper team, he can begin to improve on the behaviors to make them more effective.

c. <u>Patience</u>.

    1)   The trainer will encounter many types of individuals to try his patience: dull, scared, know-it-all, uncooperative, aggressive, uninterested, etc. All personality types must be handled with calm persistence, and persuaded through demonstration and repetition to accept the principles and procedures of marksmanship fundamentals.

    2)   A good instructor must have the patience to evaluate his students before making recommendations. Instructing is done on a personal level and personality conflicts may occur between the instructor and the student. It is important for the instructor to set aside any prejudices he may have toward the student and do the best he can to aid that student.

d. <u>Understanding</u>. It is often said that the successful doctor must have a good "bedside manner." A instructor with a good "firing line manner" also enhances his chances for success. A sniper student is typically working under intense concentration. He is sensitive to abruptness, impatience, or lack of sympathy and will react unfavorably to this.

e. <u>Consideration</u>. Most officers, even those who do not shoot well, enjoy shooting and start out with a ively interest in their work on the range. It is Important for the instructor to be considerate of his students and be encouraging from the beginning and throughout the training. Consideration is especially important when dealing with any students who may have a low level of confidence.

f. <u>Ability to Maintain Respect</u>. Students see the instructor as a technical expert and authority. The instructor must earn and maintain the respect of the student throughout contact with his students by a thorough knowledge of the subject and professionalism.

g. <u>Alertness</u>. The instructor must always be alert for mistakes and patiently correct the student as often as necessary. He must keep his students encouraged throughout their instruction by making the most of every progress that is attained, however slight. He must ensure the student does not become discouraged or lose interest.

h. <u>Helpful Attitude</u>. A combative "hard boiled" attitude is rarely effective. A blustering attitude, "chewing out" the student in the presence of others, or the use of profane language merely creates a sullen resentment and destroys the value of the instruction. Only in cases of repeated carelessness with respect to safety precautions, is severity required and justified.

    i. <u>Ability to Provide Encouragement</u>.

        1)   The instructor can encourage his students by convincing them that there is no magic about good shooting. Every sniper team has the ability to be an effective marksman team. The weapon and ammunition are highly developed mechanically for accuracy. Poor performance is due to a lack of knowledge and practice on the part of the student.

        2)   The instructor's primary responsibility is to impart his knowledge and to assist the sniper team in attaining the practical experience which will make them effective with their rifle. The instructor must emphasize the fact that close observation of a number of simple rules is the secret of success, and that strict attention to the instruction is essential in order to grasp clearly every point covered.

    j. <u>Ability to Motivate</u>. It is critical for the instructor to constantly motivate the sniper team before they get to the firing line and throughout firing.

    k. <u>Integrity</u>. A instructor must have integrity beyond reproach. Integrity means not compromising safety or operating procedures on the range.

COACH'S CHECKLIST

a. <u>Elements of a Good Shooting Position</u>. A good foundation is needed for stability and effective shooting. A proper position will provide the shooter with this foundation. The instructor should check the shooter on the elements of a good shooting position:

1) <u>Bone Support</u>.

a)   Most of the rifle's weight is supported by the shooter's bone   structure, not his muscles. This provides the shooter with greater   stability during aiming and prevents muscle fatigue.

b)   A weak shooting position will not be able to withstand the   repeated recoil of the rifle due to a lack of bone support.

2) <u>Muscular Relaxation</u>. Muscles that are too tense tend to tremble, which will destroy the shooter's ability to maintain a natural point of aim and affect concentration. A shooter who is too relaxed will lack the ability to control the movement of the rifle. Proper muscle relaxation provides the shooter with a steady and controlled position from which to fire.

3) <u>Natural Point of Aim</u>. The shooter's rifle is an extension of his body. The natural point of aim is the point to which the rifle will settle when the body is relaxed. By adjusting his body, the shooter can shift the natural point of aim to the desired aiming point. The instructor should be aware of and try to correct shooters who tend to muscle their rifle to the center of the target.

b. <u>Factors Common to All Positions</u>. The instructor checks the shooter's position for accurate:

1) Placement of the forward hand and elbow.

2) Placement of the rifle butt in the pocket of the shoulder.

3) Grip of the shooting hand on the rifle.

4) Placement of the rear elbow.

5) Spot weld/stock weld.

6) Eye relief.

c. <u>Supported Shooting Position</u>. The instructor should check the shooter's position to ensure it provides him with a stable platform for shooting, provides for maximum control of the weapon, and provides for maximum use of concealment. The instructor looks for or asks the following:

1)   Is the rifle resting on the support so the barrel is not in contact with the support?

2)   Is the body directly behind the rifle to better absorb recoil?

3)   Does the sniper have a full field of view in his scope?

4)   Is the trigger finger applying pressure straight to the rear?

5)   Is the sniper breathing so that the cross hairs are moving from 12 o'clock to 6 o'clock (straight up and down)?

6)   Are the cross hairs quartering the target?

7)   Does the position provide maximum flexibility to be modified for use behind cover?

8)   Is the shooter reloading the weapon so that his natural point of aim is not disturbed? Is he practicing proper bolt operation?

d. Shooter, Observer Positioning.

1)   When the shooter and observer are operating together in position, the observer should be close to the shooter's right side (if a right handed shooter) to be able to converse with him in a low voice. The instructor should ensure the shooter and observer are in a position to communicate. Training should be conducted as near as possible to actual crisis conditions.

2)   The instructor should ensure that team members are close enough so that both members can look on a single map or range card.

3)   The instructor should ensure that the observer is in a position to accurately watch the vapor trail of the bullet down range. This will help the observer spot the splash of the impact of the round to give the sniper a correction for his next shot, if needed.

e. Trigger Control. The instructor must be familiar with proper trigger control and the common causes of faulty trigger control and the ways to correct it. Trigger control is the most difficult fundamental to master. Good trigger control does not disturb the aiming process.

1)   The instructor may detect faulty trigger control by the shooter flinching, bucking, or jerking.

a) Flinching.   An involuntary muscular tension in anticipation of recoil. The instructor looks for an indication of flinching by:

(1) Movement of the head.

(2) Closing the eyes.

(3) Tensing the non-shooting hand.

(4) Movement of the shoulders.

b) Bucking. This is indicated by a movement of the shoulders forward as the rifle recoils.

c) Jerking. An attempt to make the rifle fire at an exact time by sudden pressure on the trigger, thus disturbing the alignment of the rifle with the target.

2)   The instructor ensures finger placement on the trigger is such that the trigger is pressed straight to the rear without disturbing the aiming process.

3)   The instructor ensures the shooter follows through with each shot by not moving his head or shifting his position.

f. Scope Adjustment. The instructor must be able to identify the proper methods for calculating the wind and adjusting the scope. Understanding the calculations and being able to relay that knowledge to the observer is important so that the shooter can more effectively engage the target. The trainer ensures the following:

1)   There are no shadows in the field of view of the scope. If crescent-shaped shadows are present, the bullet will strike to the side away from the shadow. The trainer can correct for shadow by having the shooter adjust his eye relief until his field of view in the scope is completely clear.

    2)   The scope is properly focused so there is no parallax.

    3)   The target is quartered by the cross hairs of the scope.

    4)   The rifle is not canted. If the rifle is canted, the strike of the round will hit in the direction of the cant. The trainer can determine the level of the cant by asking the shooter the position of the horizontal cross hair in the scope.

g. Effects of the Weather. The trainer must have a complete understanding of all of the weather conditions, particularly the wind, that affect a shooter in order to properly evaluate, instruct, and positively reinforce the shooter and observer.

    1)   The observer reads the wind by observing the mirage through his spotting scope. The trainer must be thoroughly knowledgeable of the methods for reading the wind in order to accurately instruct the observer.

    2)   The observer calculates the adjustments needed to dial on the scope so that the rounds impact the center of the target. He relays these adjustments to the shooter who then applies them to the scope. The trainer ensures this dialogue between the observer and shooter is concise and understandable by both team members.

    3)   The trainer ensures the shooter accurately applies elevation and windage adjustments to his rifle.

h. Data Book. The trainer must teach the sniper team to properly and consistently use the data book. The importance of the data book as a learning tool must be stressed and reinforced.

SELECTION OF TEAM MEMBERS

INTRODUCTION

The precision marksman is a significant member of any special operations tactical unit. It could easily be argued the he is one of the most important members of that team. He is the intelligence collector and protector. A proper selection is therefore very critical. Just being an excellent shot does not make a sniper. He must be mature, observant, disciplined, and physically fit.

SELECTION POLICY

Should Outline

Time in Organization
Time on Tactical Team
Physical and Psychological Requirements
Training Requirements
Marksmanship Scores

Must be written clearly and adhered to.

SELECTION PROCESS

Volunteer
Background Check
I.A. Files
Supervisory Interviews
Peer Interviews
Team Members Input

Firearms Ability

Expert Qualifications
Long Rifle experience/Ability
Testing

Oral Interviews

Psychological Testing

Physical Testing

Cardiovascular
Upperbody Strength
Endurance/Toughness

Medical Conditions Review

Eye Sight
Cold or Heat Injuries
Allergies, Bees, Plant Poison
Sleep Problems

Personality

Mature
Calm
Self-assured
Disciplined
Quick thinker
Responsible
Secure
Patient
Team Player

Prior to Deployment

Pass Selection Process
Pass Basic Sniper Training
Pass approved Qualifications
Pass Evaluation by Leadership

Regular Monitoring and Evaluation

Shooting Skills
Physical

DEPARTMENT LIABILITY

INTRODUCTION
As with all types of law enforcement training, there are liabilities which attach themselves to precision marksmanship training. If you do not "Train to the Mission" you could place yourself and your organization in civil liability. You could also have the best training going, but if you don't document every aspect of that training you greatly impair your ability to protect yourself in a civil action.

TRAINING LIABILITY - VICARIOUS LIABILITY

Negligent
>Commission
>Omission

Indirect Liability
>Failure to train

Responsibility
>Employer
>Trainer
>Supervisory/Team Leader

Types of Liability
>Compensatory
>Punitive

SPECIFIC WAYS FAILURE TO TRAIN LIABILITY CAN ATTACH

Fail to Teach Relevant Material
>Canton vs. Harris, Ohio, 1989

Failure to Teach Correct Procedure
>Sanger vs. Woodlake Park, Colorado Springs, 1982

Failure to Provide Competent Instructor

DOCUMENTATION

Policy

General Orders
Policy Memos
Standard Operating Procedures

Training

Yearly Training Objectives/Plans
Lesson Plans
State Objectives
Performance Objectives
Terminal Objectives

Goal and Purpose
Detailed Outline
Resources

Training Memo
Training Evaluations
Training
Trainer

Using Copy Righted Material
Obtain Permission

Give Credit

SNIPER EMPLOYMENT

INTRODUCTION

The sniper is a professional, highly trained in field skills and marksmanship, capable of delivering precision fire on selected threats. However, the sniper is capable of supporting operations in a variety of ways. Snipers can provide support by covering avenues of approach, gathering detailed intelligence information on the subjects, and eliminating threats.

a. Factors Affecting Sniper Employment. The method by which snipers are employed will be governed by many factors such as the nature of the terrain; weather; distances, the degree of initiative shown by the subject; the general nature of a crisis; the number of sniper teams available; and whether or not the subject employs hi-powered weapons.

b. Procedures For Sniper Employment.

1) The sniper is a highly specialized supporting arm. The sniper team (two men) should be employed, when at all possible, to take full advantage of their skills and to increase their probability of success.

2) The principles of sniper employment must be applied with imagination and guided by the mission and that of the sniper team's capabilities.

3) Common sense is the guideline of employment. In turn, the snipers must know the mission requirements and intent of the plan in order to best advise the commander on how the sniper team should be employed.

4) The sniper's mission, movement, location, should be described in only the most general terms by the tactical commander.

c. Capabilities/Advantages.

1) When utilized correctly, the sniper proves to be an invaluable tool for both crisis resolution and support of the entry team.

2) Employment of snipers can be an effective negotiation tool.

3)   Snipers provide the entry team with effective information gathering, and can be another set of eyes and ears.

4)   Precision, incapacitating shots.

a) With their advanced techniques of silent, undetectable movement (stalking), camouflage (ghillie suits), positions and their ability to   disappear instantly, there is little chance of the subject ever   knowing snipers are there - until it is too late.

b) Sniper advanced optical gear and observation techniques let them   see the terrain in much more detail than normal entry personnel.   Snipers are able to detail subject positions and traces of their   activities that would not normally be seen.

c) Sniper advanced techniques of marksmanship allow extreme accuracy and a high degree of proficiency in the control of first round fire.

d)   With the snipers' knowledge and advanced techniques, they are able to brief the commander on the terrain over which they pass   and detail any changes, obstacles, and avenues of approach.

SNIPER SUPPORT DURING ENTRY TEAM MOVEMENT

b. Use of Snipers During Entry Team Movement. Snipers are best used outside the scope of normal containment security. They dominate key terrain, cover avenues of approach, gather detailed information on the terrain, route, and subject, and offer cover fire support of the entry teams. The sniper teams should move out well in advance of the entry team movement so that they can move at their own pace to facilitate undetected movement. The positions should be established well before entry team departure and staging.

1) Advance Security. When operating in advance of the entry team, the sniper teams again move out well before the planned entry team movement, recon the route, and set up positions well forward of the movement to observe and report intelligence and to prevent surprise from the subjects. As the entry team stages, the snipers continue support until the objective area is secured.

3) Suspect Containment. As the entry team reaches their position, the snipers act to contain the subjects and operates with the entry team until the crisis is resolved, including team evacuation of the crisis point. The snipers can establish positions to form a protective "slot". When operating with the team, the snipers objective is to delay the subject and reduce risks to entry personnel. The snipers set up subject containment positions on key terrain and avenues of approach to deny access from responding or supporting subjects and prevent mobility of the subjects.

d. Immediate Action Drills.

1)   Proper employment of snipers will ensure security to help protect entry personnel in the event that an immediate action is needed due to the entry teams pull back or coming under fire on their approach.

2)   Snipers should move position well ahead of the entry teams approach and cover a broad area including the inner containment.

3)   Large concentrations of subjects can be discovered by the snipers reported to the entry team.

4)   Immediate action drills during training should be conducted at times with the snipers to coordinate actions during emergency procedures e.g. pull out, receiving fire on approach, from adjacent structures and downed officer recovery.

a. Advantages Sniper Employment.

1)   In keeping with the fundamentals of crisis resolution, the snipers should be used to gain and maintain visual contact with the subjects. This enhances security and prevents surprise. Snipers help keep constant, intelligence gathering both day and night.

2)   The sniper prevents surprise on the entry element, and ensures that the commander will be able to act rather than react. Snipers allow the commander to achieve surprise and not predictability.

3)   The sniper is best utilized when he is sent into the ahead of time, preferably under the cover of darkness, to gather timely intelligence data. As the "eyes" of the commander and entry team, the sniper increases his flexibility through the gathering and transmitting of information. The sniper will:

a)   Analyze the terrain

b)   Anticipate the effects weather developments will have on both terrain and tactics.

c)   Analyze the subject, his capabilities, and possible reactions.

d)   Suggest modifications of proposed actions based on educated survey and advanced warning on subject reactions and developments.

e)   Provide information on subject security, activities, and locations.

5)   The snipers can also be used to protect the movement of the entry team and initiate the entry and possibly reduce the number of viable subjects the entry team encounters during the conduct of the assault.

RESPONSIBILITIES OF THE SNIPER EMPLOYMENT OFFICER (SEO)/TEAM LEADER

INTRODUCTION

Before a sniper team can be sent on a mission, there are definite preparations to be made by the Sniper Employment Officer (SEO)/team leader. The detail with which these preparations are made will depend a great deal on the situation and the time available. For the mission to be successful, the SEO must complete the preparatory details before the team begins its mission. He must have a complete understanding of his mission and a thorough picture of the subjects, terrain, and friendly situations. He must ensure accomplishment of the mission and report the results accurately and completely upon return.

    a. Definition. A sniper mission is a detachment of one or more sniper teams performing an assigned mission in support of a crisis resolution alternatives.

    b. Assignment. A detachment of one or more sniper teams can be employed to perform the following:

        1) Engage selected threats.

        2) Collect and report information.

        3) Perform a combination of these duties.

    c. Sniper Employment Officer (SEO). The SEO is directly responsible to the tactical commander for the operational efficiency of his sniper teams. He must also work closely with the entry team leaders, particularly for mission planning purposes.

RESPONSIBILITIES OF THE SEO

    a. CIASBAD. The SEO has seven major responsibilities, which can be remembered by using the acronym CIASBAD. This acronym stands for:

        1) Coordinate.

        2) Issue.

        3) Assign.

        4) Supervise.

        5) Brief.

        6) Advise.

        7) Debrief.

    b. Coordinate. Coordination involves the continuing joint effort by the SEO and the sniper teams to ensure the mission is well-prepared and properly accomplished. There are three general areas of coordination:

        1)   SEO and staff of other units.

        2)   SEO and sniper team leaders.

      3)   Sniper team leader and units affected by the mission (entry teams, containment teams).

c. <u>Issue</u>. The SEO issues orders to the sniper team. These orders include:

      1)   The information needed to be gathered by the team.

      2)   Specific instructions to the team.

      3)   Any additional guidance required to perform the mission.

      4)   The responsibility for all detailed planning, when practical, should be given to the sniper team leader. The mission is described in general terms by the SEO. The routes, threats, location of firing positions, , directives for firing, and coordination should be the responsibility of the sniper team leader. When he has time, he should prepare and issue a detailed operations order to the observer.

d. <u>Assign</u>. The SEO also assigns information missions and the type of employment. Sniper teams are only assigned one mission at a time. Whether the sniper mission is specific or general, it must be clearly stated, thoroughly understood, and within the capabilities of the sniper team. Recommendations for sniper missions and/or sniper teams must be approved before they can be implemented and may come from the following sources:

      1)   Supporting unit commander.

      2)   SEO

      3)   Sniper team leader.

e. <u>Supervise</u>. Supervision is provided by the SEO in planning, preparation, and rehearsals, giving the sniper team leaders the benefit of their own training and experience.

f. <u>Brief</u>. Once the need for snipers has been identified, the SEO should brief the sniper team leader(s) on the assigned mission and situation.

g. <u>Advise</u>. This is the most important responsibility of the SEO. Based on his experience and knowledge as a sniper, the SEO should advise the sniper team on the best ways to employ and utilize the sniper team in support of the mission. It is the SEO's task to enable the sniper teams to understand the benefit of the sniper as an observer, information gatherer, and expert marksman. This can be the most difficult of the SEO's responsibilities for several reasons:

      1)   The sniper may have his own opinion of how snipers should be employed.

      2)   The SEO may be experienced and/or knowledgeable about sniper tactics and employment, but may not have the rank necessary to command initial respect for his opinions.

h. <u>Debrief</u>. Upon their return, sniper teams are debriefed by the SEO. The sniper team, SEO, representatives from entry teams, and the containment team should be present for this debrief. For debriefing purposes, a standard report form should be used. The information which should be included in the debrief includes:

      1) Subject information including:

          a) Strength/size.

          b) Capabilities/limitations.

          c) Disposition.

      d) Conditions of situation.

      e) Equipment.

      f) Weapons.

      g) Attitude.

      h) Morale.

      i) Exact location.

      j) Movement and any shift in location.

      k) Time(s) activity was observed.

2)   The condition of the team members

3)   Conclusions and recommendations including the predicted subject activity or probable course of action based on observed activity.

MISSION SUPPORT

INTRODUCTION

Once the mission is received, the sniper team leader must develop a thorough and comprehensive plan outlining how the team will complete the mission. The team leader must follow a logical planning sequence to ensure that all factors which may impact the conduct of the mission have been considered and incorporated into a patrol plan. The team leader must therefore gather as much information as possible in his decision making process and continuously update this information prior to employment. By following basic patrol steps, the sniper team leader will ensure that he is making proper preparations and plans in support of the mission.

REVIEW MISSION INFORMATION

a. Study the Mission. Once the team leader receives the mission from the commander, he will review it, along with the terrain and situation, to identify the essential tasks which need to be accomplished to prepare for and execute the mission.

b. Plan Use of Time. In most crisis situations, the team leader will not have as much time as he would like to plan and prepare for a mission. To make a time schedule, the team leader will need to identify the essential tasks that must be completed prior to departure. There are two techniques which the team leader can utilize in planning the use of time:

   1) Reverse Planning.Using this method, the sniper team leader will indicate the time of departure and work back to the time the mission was received.

   2) Half Rule. Using this method, the team leader provides team members with at least half the amount of time the team leader has allocated for himself to prepare for the mission.

The time schedule that the team leader uses should contain the following five elements:

   1) When.

   2) What.

   3) Where.

   4) Who.

   5) Remarks.

c. Study Terrain and Situation.

   1) Terrain. The study of the terrain will aid in route selection, position selection, determining the location of the threats, and the type of movement to be utilized. Terrain and weather are also examined for their effects on movement and visibility. The team leader can study the terrain and vegetation through the following methods:

      a)   Detailed study of maps.

      b)   Detailed study of photos, if available.

      c)   Construction of a terrain model of area over which they must \pass including the crisis point.

     d) Reconnaissance of terrain.

     e) Visual reconnaissance of terrain.

2) <u>Situation</u>. The team leader studies the situation of both friendly and possible subject personnel and support that may affect the conduct of the mission. In particular, the team leader considers the following factors:

     a) Subject numbers.

     b) Location.

     c) Disposition/activities.

     d) Capabilities.

DEVELOP PLAN

 a. <u>Prepare a Tentative Plan</u>. The tentative plan is derived from the estimate of the situation and is used to develop the operations order. The tentative plan consists of three major elements:

1) <u>Mission</u>. This information is usually obtained in the operation order or directly from the commander. The mission statement in the tentative plan is normally written verbatim from the operation order.

2) <u>Situation</u>. This information is obtained in the operation order or directly from the commander. The past, present, and predicted situation is reported for both subjects and friendly elements.

3) <u>Tentative Plan of Action</u>. The teams leaders plan of action will include:

     a) Type and location of position.

     b) Type of employment.

     c) Equipment needed.

     d) Time of departure.

     e) Departure of entry teams.

     f) Route and coordination points.

     g) Danger areas and obstacles and primary and alternate routes.

     h) Possibility of detection.

     i) Movement to objective.

     j) suspect location.

     k) Security requirements.

b. <u>Organize</u>. The team leader can exercise the following options when organizing his support, depending on the mission and the situation:

1)   Employ the sniper team alone.

2) Employ the sniper team with a security element, if possible. When utilizing a security element, the security element leader maintains operational and logistical control over the sniper team until the sniper team reaches their position. They then resume control of the team if snipers are picked up. Liaison and close coordination must be maintained between the sniper team leader and the security element leader.

3) Backup units are always planned for in the event the sniper team requires immediate aid or extraction. Liaison must be made with these units to ensure they are familiar with the sniper teams mission, route, and support plans.

c. Select Weapons and Equipment. The team leader must select the weapons and equipment which will be required to accomplish the mission and identify any special equipment that may be required based on the mission.

FINAL STAGES

a. Issue the Warning Order. The warning order provides the maximum preparation time possible and serves as an advance notice of an order or action to follow, usually a operations order.

b. Coordinate. Coordination is a continuous process and must be made with all supporting units within the sniper team's area of operation. As a minimum, the following must be coordinated prior to the team's departure:

1) Inform appropriate commanders where, when, and for how long the team will require to gain positioning.

2) Obtain information regarding the location of suspects.

3) Departure and reentry into areas to include challenges and passwords, guides, and signals.

4) Support should be coordinated through the SEO.

5) Coordinate the movement of sniper teams, if applicable, with regard to their mission and routes in or near the area of operation.

c. Plan and Conduct Reconnaissance. A reconnaissance will confirm, clarify, and supplement information provided by maps, photos, and other sources. When conducting a reconnaissance, the sniper team should attempt to select a vantage point which provides an unobstructed view of the area of operation. When conducting a reconnaissance, the following factors should be considered:

1) Primary and alternates routes of movement.

2) Selection of tentative final firing positions (TFFP).

3) Terrain movement.

4) Objective area.

5) If a security element is to be employed with the sniper team, both the security element and sniper team leaders should plan to make the reconnaissance together.

d. Complete the Plan. In this stage, the team leader prepares the final operations order. Before this is accomplished, the following procedures must be completed:

1) Warning order has been issued.

2) Reconnaissance has been completed.

3) Coordination has been made with backup teams, security elements, support personnel, entry elements.

4) Tentative plans have been developed and coordinated.

e. Issue the Operations Order. The team leader issues the finalized plan to all team members.

f. Supervise, Inspect, and Rehearse.

1) Supervise. The team leader must continuously monitor the performance and actions of the team members to ensure they are performing their duties as assigned. The team leader can also identify problems or difficulties the team members may encounter while preparing for the mission and take immediate action to correct them.

2) Inspect. The team leader should also inspect equipment to ensure its serviceability and evaluate sniper skills to identify a need for remedial training.

3) Rehearsal. Rehearsals ensure the operational proficiency of the team. Plans can be checked and changes made based upon the rehearsal. The suitability of equipment can be determined. It is through rehearsals that the team becomes thoroughly familiar with the actions they are to take during the mission.

a) If the team is to operate at night, conduct day and night rehearsals and use terrain similar to that which they will encounter during the mission.

b) The team leader may make use of visual aids to rehearse his team and ensure complete understanding of the mission and mission requirements. The team leader may also talk the team through the entire mission, describing the actions to take place at each stage of the mission and having the team members perform or describe their duties.

BALLISTICS

WARNING ORDER

INTRODUCTION

The successful sniper team is a team which is thoroughly prepared for its mission. The sniper team must be prepared for any and all contingencies. They must have the equipment and information needed to reach the objective and engage the assigned threat and/or gather information concerning the subjects and subject movement and tactics. In order for the team to adequately prepare themselves for a mission, they must obtain as much information about the mission as they can to enable them to plan their activities and prepare the necessary equipment. The team leader is therefore responsible for preparing a warning order, which will provide this information to the team members and enable them to prepare for the mission. The team leader must be thorough in his preparation of the warning order and call upon his own knowledge and experience as a sniper in the preparation of this order.

BASIC FORMAT FOR THE WARNING ORDER

    a. Definition. A warning order is an advance notice of an order or action to follow. It provides subordinates with the time and information needed to place the team in a state of readiness.

    b. Components of the Warning Order. The sniper team warning order consists of the following information:

        1) Situation.

        2) Mission.

        3) General instructions.

        4) Specific instructions.

PREPARATION OF THE WARNING ORDER

    a. Situation. Minimum details are given to include only the information the team needs to prepare for the mission. Information is provided for both the subject and friendly situation.

        1) The friendly situation is reported using the following format. The situation for the higher level authority, units adjacent to the area of operation, supporting units, entry teams, containment is provided using this format.

            a) Higher level authority.

            b) Adjacent units (patrol units).

            c) Entry Teams.

            d) Containment.

        2) The subject situation is reported using the following format. This format is used to report on the subject's:

            a) Size (numbers)

          b) Activities.

          c) Location.

          d) Time in area.

          e) Equipment.

b. <u>Mission</u>. This is a brief but concise statement of what the sniper teams are to accomplish and the location or area in which it is to be accomplished. The mission statement identifies who is tasked to complete the mission, when the mission will begin, the location of the departure and objective points, and what is to be accomplished (gathering information, engaging threats, etc).

c. <u>General Instructions</u>.

   1) <u>Weapons, Ammunition, and Equipment</u>. This paragraph should include the individual gear, weapons, and ammunition each team member will carry in addition to special equipment required for the mission, chemical protective gear, building entry tools, etc.

   2) <u>Chain of Command</u>. The two-man sniper team is the basic operational organization for the employment of a sniper element. The sniper team leader is in charge of his team. The security teams (if needed) will have a chain of command set up by security team or the entry team leader, depending on the situation. Team members may include the team leader, SEO, security, and the sniper.

   3) <u>Times and Places for Inspections and Rehearsals</u>. Snipers should rehearse with the entry team if operating as an extension of entry activities. Snipers will also rehearse on their own, if time permits, to ensure each member understands his responsibilities and to identify and correct any problems or deficiencies which arise.

d. <u>Special Instructions</u>. These instructions are provided for team members and key individuals. They can be used to reiterate certain aspects of the mission or times in the time schedule. Special instructions may include:

   1)   Tasks for drawing ammunition and special equipment; conducting immediate action drills or other training; meeting and briefing attachment personnel; and conducting area reconnaissance and coordination with appropriate personnel.

   2)   Preliminary guidance to specialists and key individuals regarding their roles. Such personnel may include, containment personnel, etc.

SNIPER AND OBSERVER DIALOGUE

INTRODUCTION

The sniper team is a unique unit working closely together to deliver precision fire on selected threats from any position. The importance of brief, effective communication between the sniper and observer can not be overemphasized. The information passed must be accurate, concise, and delivered in such a manner that there is no margin for misinterpretation. The information or dialogue used must follow a standardized format so that any sniper and observer could work together without running the risk of there being any misinterpretation or confusion at a critical moment. Such mistakes could lead to a miss or inaccurate shot, or worse, the reduction of the wrong target.

SNIPER AND OBSERVER DATA GATHERING REQUIREMENTS

Once in the final firing position (FFP), the sniper and observer each have responsibilities for ensuring that the threat is accurately engaged with one well-aimed shot. The basis for fulfilling their roles in the FFP is their communication, which is primarily an exchange of data and information.

   a. Observer. It is the observer's responsibility to enable the sniper to locate and accurately engage a target with a single well-aimed shot. The specific functions that the observer must perform include, but are not limited to, the following:

   1) Target location and description.

   2) Reading the weather conditions.

   3) Cold bore zero

   4) Calling for shots.

   5) Data book.

   b. Sniper. The sniper receives a reference point, range to target, and zero or hold from the observer. Once he has this information, the sniper is responsible for firing the shot. He concentrates only on the cross hairs in his scope and applies the basic marksmanship fundamentals of sighting, aiming, breathing control, and trigger control. The sniper informs the observer when he is ready to fire, but will not fire until the observer gives him the green light.

   c. Basic Terms. The sniper team may communicate in any way they feel comfortable with, as long as it is effective and concise. Some examples of proven methods include:

   1) Green light: Pull trigger, fire when ready.

   2) Ready: Ready to fire.

   3) Red Light: Do not fire, hold position.

   4) Hold: Aiming point in relation to target.

TARGET ENGAGEMENT DIALOGUES

Precision and accuracy of firing are the hallmarks of the sniper team. The sniper team must also have the ability to perform their mission quickly. Ineffective communication hampers this process and can minimize attempts at efficient target reduction.

   a. Ineffective Sniper and Observer Dialogue.

   Observer.   "I see something over there."

   Sniper.   "Over where?"

   Observer.   "Way over there to the right."

   Sniper.   "Where to the right?"

   Observer.   "Over by that big tree."

   Sniper.   "Which tree?"

   This dialogue is confusing for both the sniper and observer and does not provide the type of accurate and specific information needed to acquire and engage a target. It is also time consuming.

   b. Effective Sniper and Observer Dialogue.

   1)   For known distance ranges, the range to the target(s) is acquired and recorded by the observer in the data book after taking position. This makes it easier for the observer to relay elevation and windage adjustments by communicating this information to the sniper. The observer and sniper must work together to fill out all of the information required in the data book.

   2)   For unknown distance ranges/operational environments, the team is faced with target(s) at unknown ranges. In this situation, the sniper will have to estimate range to the target(s) before the observer can establish elevation to be dialed on the scope. The observer will record the range to the target on the range card. While the process of determining range to target is more time consuming when the distance to the target or number of targets is unknown, the dialogue is the same in both instances.

   3)   The following are methods the observer can employ to indicate the position of possible targets:

   1) Use of the binoculars.

   2) Hasty methods such as the width of the hand, fist, or fingers held at arm's length. For example, "three fingers left of the dead tree."

   4) Example: The following is an example and description of effective sniper/observer dialogue used when communicating in an FFP:

   a) Observer. While the sniper is preparing himself for the shot, the observer annotates the data book. When the sniper announces that he is ready, the observer looks through the spotter scope and recognizes the threat/target and relays that info and gives the sniper a hold or correction and hold. In this example, the observer would respond "threat, red jacket, center hold, cold bore shot hold 1" low".

(1)   If the conditions change, the observer would simply give another   hold. Each time, the sniper changes the placement of the cross   hairs to the new hold and reestablishes his concentration.

(3)   When the observer sees that the conditions are right, he then gives   the sniper permission to fire by saying "green light".

b) <u>Sniper</u>. At this time the sniper controls his breathing and begins applying trigger control, concentrating on the cross hairs until the trigger breaks. The sniper will not fire until he has the "green light".

c) The entire dialogue takes five to seven seconds from the time the sniper announces he is ready until the trigger breaks.

d) <u>Observer</u>. If the conditions change during the time the sniper is applying rearward pressure on the trigger, the observer attempts to correct the hold to compensate for the change in condition. The observer does this by saying, "hold left eye". As soon as the sniper hears the observer say "hold", he ceases applying rearward pressure on the trigger and as he hears "left eye" he adopts the new hold and waits for the "green light" to continue the rearward pressure needed to break the trigger.

e) <u>Sniper</u>. Once the trigger breaks and follow-through has been completed, the bolt is cycled. While bolt operation is taking place, the sniper calls his shot, "left eye".

f) <u>Observer</u>. After observing the impact, the observer annotates the call and the shot in the data book and the dialogue begins again.

URBAN SNIPER OPERATIONS

INTRODUCTION

In today's changing political environment, and with the increase in terrorism throughout the world, it is becoming necessary that the sniper be able to apply his skills in any situation. It is quite possible that a sniper could be involved in security role in an urban environment. The sniper's observatory skills can be utilized in all environments, but some considerations must be made when applying them to an urban operation. This lesson will cover the methods of sniper employment for the purpose of successfully carrying out an urban operation.

URBAN OBSERVATION POSTS (OP)

a. Purpose. Urban OP's are occupied to gain information and are used for the following purposes:

1) Observing a particular house, building, or area.

2) Photographing and observing suspects, processions, demonstrations, meetings, rallies, and/or suspicious activities.

3) Observing a house, building, or an area before, during, and after specific operations have been conducted.

4) Providing cover or protection.

5) Providing protection for essential services such as fire fighters, ambulance crews, and utility repair crews.

6) Calling in response forces for subjects involved in unlawful activities.

7) Threat reductions.

b. Successful Covert OP. Successful covert OP operations can produce the following types of information:

1) Suspects habits and patterns of movement.

2) The method and time of movement of arms and ammunition.

3) Times and places of suspects meetings.

4) Photographs and information to assist in the identification and eventual arrest of suspects.

5) Local reaction after planned operations.

c. Covert OP Selection. The choice of the OP is usually dictated by the availability of concealment and cover, the purpose for the OP, surveillance equipment available, and the field of view.

1) OP Requirements. Every urban OP must provide the following four elements:

a) Covered approaches/exits.

b) Observation of area.

c) Communications.

d) Cover from surrounding view.

2) <u>OP Considerations</u>. Additionally, the following points must be considered when choosing an OP site:

a)	Choose a location that provides alternate backup sites in close proximity with the same field of view or with an acceptable view of the area.

b)	Avoid obvious locations.

c)	In rural areas, thick hedges and undergrowth can be used by cutting into the cover with clippers. Care must be taken to conceal the entrance and, depending on the mission, the OP may be close or distant from the assigned area.

d)	Anything in the chosen location, be it in an urban or rural area, that may need to be removed must be recorded to ensure that it is put back in correct position after departure. Items may be photographed in original position to ensure correct repositioning. If photos are not feasible, take accurate notes and provide sketches.

3) <u>Possible OP Locations</u>. Some possible locations for the OP are:

a) Derelict houses/buildings.

b) Occupied houses.
c) Shops.

d) Schools/public buildings.

e) Factories/warehouses.

f)	Any available vegetation that will afford the team maximum concealment in an urban environment.

BRIEFING AND RECONNAISSANCE PHASE

Ideally, the reconnaissance of the tentative OP sites should begin two weeks in advance of the actual occupation. At a minimum, the reconnaissance should be started three to five days ahead of the manning of the position.

a. <u>Briefing</u>. The reconnaissance phase starts with a brief by the Sniper Employment Officer and/or the Unit Commander. This briefing should provide the following orders and information:

1) Composition, duration, and mission of the OP.

2) Latest intelligence report.

3) Details on the AO.

4) Orders for occupation and relief.

5) Details about the operation being conducted.

6) Methods of communicating for assistance.

7) Orders for fire.

8) Actions if compromised.

9) Instructions for reporting.

10) Administrative tasks.

b. Post Briefing. After the briefing, the team leader should study maps, photos, and check with any other sources that might be applicable. Other sources might include sniper teams who have previously operated in the AO. Any questions that arise should be addressed to the Sniper Employment Officer or Command Element.

c. Conduct Reconnaissance.

   1) During the Reconnaissance.

   a)   At least one member of the OP party should be present during the preliminary reconnaissance. The reconnaissance can be conducted by vehicular means but it is absolutely necessary that physical reconnaissance be made both day and night.

   b)   These preliminary reconnaissance must be conducted so as not to compromise or draw attention to the OP's and can be executed during routine patrol activities, if feasible. In some cases, the use of friendly, indigenous personnel or the use of counterintelligence may be considered for this mission.

   c)   Ideally, several reconnaissance patrols must be conducted and information may have to be obtained in stages. The preliminary   reconnaissance is made to prepare the way for the actual occupying team or teams.

   2) Physical Preliminary Reconnaissance Information. The success of the OP is ultimately likely to depend on the thoroughness with which the reconnaissance is carried out. The information sought during the preliminary reconnaissance includes:

   a)   Exact locations for suitable primary and alternate sites.

   b)   Information about approach routes, entrances, and departure routes.

   c)   Access. The following should be checked for a means of gaining   access to the OP site:

      (1) Doors.

      (2) Windows.

      (3) Tools that may be required.

      (4) Other means, including blowholes in roofs, walls, etc.

   d)   The presence of cover, shadow, lights, animals, or other obstacles.

   e)   The possibility of escape routes.

   f)   Condition of the ground.

   g)   Communications checks from each site.

   h)   Locations for primary and alternate drop off points (DOP), pick up points (PUP), dedicated drop locations (DD), and emergency   rendezvous locations (ERV) or emergency linkup points (ELUP).

   i)   Landmarks, including features such as street signs, marquees, or vehicles.

   j)   In addition, the prospective OP's should be viewed from a distance to determine their suitability.

3) <u>Critical Specifics of Tentative and Primary Alternate Sites</u>. The following specifics of the tentative primary and alternate sites must be investigated:

a) <u>Building Construction</u>.

b) <u>Windows</u>. Height, size, and location of windows.

c) <u>Doors</u>. Construction, location, and number of doors.

d) <u>Floor</u>. Construction of floor and presence of any noises while walking on the floor.

e) <u>Ceiling</u>. Construction and height of the ceiling.

f) <u>Walls</u>. Location and construction of walls.

g) <u>Stairs</u>. Number of stairs and presence of any noises while walking on stairs.

h) <u>Furniture/Fittings</u>. Types and location of furniture.

i) <u>Loophole(s)</u>. Types and location of loopholes.

j) <u>Floor Plans/Photos</u>.

k) <u>Direction/Distance to Target Area</u>.

l) <u>Obstacles/Vegetation</u>. Location and presence of obstacles and/or surrounding vegetation.

m) <u>Rooms, Structures, Buildings</u>. Presence/location of nearby structures and buildings.

n) <u>Dead Space</u>.

o) <u>Rubble/Trash Piles</u>.

p) <u>Vehicles/Machinery</u>.

q) <u>Signs of Recent Occupation</u>.

r) <u>Possible Hiding Places</u>.

s) <u>Tools, Equipment, and Materials</u>. Equipment that will be needed at that specific location.

t) <u>Lighting</u>. Types of and availability of lighting sources.

u) <u>Location of Animals and Pets</u>.

v) <u>Location of Backup or Security Forces</u>. These may be needed for extraction purposes.

w) <u>Location of Backup OP</u>. The backup OP is set up to provide mutually supportive observation.

x) <u>Comfort Factor</u>. Determine whether the location will allow for comfort for extended periods of time. If not, other supplies may be necessary.

y) <u>OP Protection/Intruder Detection</u>. The amount of protection from intruders that the location offers. This might include physical warning or passive warning devices (audio signal).

z) <u>Security/Backup Plans</u>. In the event of the position being compromised, backup plans must be in place.

4) <u>Area Routine</u>. The habits and activities of the locals and/or occupants in the area of the OP must be observed. A few of the things to be noted are:

a) <u>Curtains/Blinds/Shades</u>. Do the native people use curtains, etc., and at what times are they normally open or closed?

b) <u>Doors/Windows</u>. Do the native people leave their doors and windows open or closed? At what times do they open or close doors and windows?

c) <u>Pets/Animals</u>. At what time do people put pets out or check on animals?

d) <u>Children.</u> When and where do children play?

e) <u>Workmen/Construction</u>. At what places and at what times does construction take place?

f) <u>Businesses/Shops</u>. Note the location and activity of local shops and businesses.

g) <u>Meeting Places</u>. Note the location of popular meeting places.

h) <u>Vehicle Traffic</u>. Note the amount and flow of direction of the local traffic.

i) <u>Flash Points</u>. Note the location of areas where people meet for demonstrations, political rallies, or any area where something of a volatile nature might occur.

j) <u>Religious and Political Situation</u>. Be aware of the local political and religious preferences, practices, and holidays.

k) <u>Daily Activity</u>. Note the general activity of the area on a daily basis.

m) <u>Local Attitude</u>. What is the attitude of the local people? Are they supportive or hostile?

INSERTION OF THE URBAN OP

a. <u>Tactical Environmental Situation</u>. The insertion phase of the mission starts from the last secure position the sniper team occupies prior to the actual access into the OP site itself. The team can depart from within a perimeter, from a secure dwelling, from a ship, aircraft, or a motor vehicle. Regardless of the departure point, the movement to the OP site is dictated by the tactical environment surrounding the site.

b. <u>Methods of Insertion</u>. The technique of movement into the site must be compatible with the tactical environment. It is always preferred that the team insert covertly. Even in subject controlled area the sniper team must use stealth, good intelligence, and possibly the aid of locals. The three most common methods of insertion are:

1) <u>Foot</u>. The problems and dangers are obvious. The sniper team will be visible to the site through urban or rural terrain. In addition, equipment transportation will be difficult if it must be concealed from the local populace. The sniper team can be dropped off by a security patrol that is conducting normal patrolling activities. The team must not look different than the security patrol. OP equipment must be disguised or dropped off separately at a safer time.

2) <u>Vehicle</u>. Mobile patrols will fit in with the normal pattern of police operations and are ideal for moving in and out both men and equipment. Once again, the tactical situation dictates the extent to which vehicles can be utilized. Careful thought must be given to the selection of DOP's and PUP's, since the sniper team may be observed on the street from a number of vantage points. Civilian vehicles can also be used for missions requiring covert insertion.

3) Deception Techniques. A deception operation can be used to draw attention away from the insertion of the sniper team; however, it can also draw attention to the area of operation. The stealthy insertion is preferred over any deception because civilian parties take note of the police and vehicles. Deceptions also require added resources and manpower. Nevertheless, there are times when deception techniques are necessary. Methods used are:

a) Planned House Search. A neighborhood search for wanted persons, weapons, or compliance with regulations can cover a team's insertion and conceal the noise of access into the site. OP equipment must be disguised.

b) Bomb Scare. A bomb scare or similar emergency can be conducted to clear the area of all persons.

c. Preparation For Insertion. It should be clear that insertion of the OP team is a very difficult phase of the operation. Before moving in it will be necessary to carry out tasks and checks.

1) Preliminary Reconnaissance. The previously discussed reconnaissance of the site will provide information on the specific location of the entry point and equipment that will be necessary to access the site.

2) Team Member Preparation. All team members should have a good meal and make a long head call prior to departing. To ensure no foreign smells are carried in, all team members should stop shaving and showering at least 24 hours (minimum) prior to departure.

3) Equipment Check. All weapons, observation, and communications equipment must be checked to ensure proper functioning. Equipment used to access the site must also be tested.

4) Night Insertion Practice. Inserting at night, during the late hours, will increase overall security but must be practiced to overcome the difficulties of darkness.

d. Gaining Access. Gaining access to the OP site can range in difficulty and complexity. It is impossible to cover every entry situation, but as long as teams are trained in basic principles, then imagination will go a long way in dealing with different situations.

1) Considerations.

a) The team should be trained in obstacle negotiation and forcible entry techniques.

b) Noise is a major consideration on the technique used for entry and plans must be made to afford a quiet and unnoticeable entry.

c) Entry will generally be made through doors and windows, although exterior openings can be made by removing parts of the structure or creating holes from adjoining structures.

2) Common Entry Points.

a) Windows.

(1) Breaking a window for entry will create noise and may draw attention. If there is no alternative, then the window must be broken during some type of deception, long before entry to the building.

(2) Many windows can quite easily be opened with practice using a putty knife or similar object.

(3) Teams must be wary of leaving telltale signs on the glass or frame and should wear gloves. Glass cutters and suction devices can be used but are more cumbersome and require practice.

b) Doors. Breaking down a door is also quite obvious and noisy. Obtaining keys from locksmiths, landlords, or other sources is preferred.

(1) If the door must be forced open, damage should be kept to a minimum so that the door can still be used and the entry remains unnoticed. There are a variety of tools that can be used to breach doors, ranging from screwdrivers to sledgehammers to hydraulics. Whatever is used, the method for entry must be rehearsed day and night. The equipment must be quiet and portable.

(2) If hanging locks need to be cut, bolt cutters can be used as close to the base of the shackle as possible so that the lock can still be used to disguise entry. If keys or combinations are used, they must be turned over or received to and from the outgoing team.

c) Exterior/Interior Walls. This technique of entry must be well-planned, rehearsed, and coordinated.

(1) Entering from adjoining rooms is possible in row-type housing and multilevel buildings.

(2) Removing sections of walls is a time-consuming process causing the operation to possibly take place over more than one night.

(3) Intelligence on the site must be extremely good and security must be tight as noise will pose a major problem.

SECURITY OF THE URBAN OP

a. Security During Reconnaissance. When the OP site is physically reconnoitered, some type of security intrusion device can be left behind so that when the OP party arrives for occupation they will be able to determine if any activity has taken place since the reconnaissance.

1) Noted activity may warrant placing the OP site under surveillance, or putting plans into effect for use of an alternate site.

2) Active and passive sensors can be used in this security role. The reconnaissance team can stage objects in and around the site that will identify any presence since their departure.

3) All security devices must be able to withstand close scrutiny. Two devices may be used independent of each other in case one is compromised.

b. Security During Insertion. Security during the insertion is a critical part of the mission. Contact with civilians, either physical or visual, will certainly jeopardize the team's safety and their ability to carry out the mission. Inserting into the urban OP is handled by the following:

1) Deception. As stated earlier, a deception plan that will divert attention away from the OP party can be utilized. For example, increased activity at other locations.

2) Routes. Regardless of the method of insertion, primary and alternate routes are selected. Routes should provide as much cover and concealment as possible. Check points and rally points are selected to aid in control and security. All team members must be familiar with the AO and all planned routes to the site.

3) <u>Backup/Reaction Forces</u>. To assist the sniper team in security, a radio/marked patrol unit can escort the team on its insert. They may also help with equipment transfer, accessing the site, and construction if the situation permits.

    a)   While the insert is taking place, a radio/marked unit is placed on standby for immediate deployment in case the team makes physical contact.

    b)   An emergency recovery vehicle is also placed on standby for extracting the team. Emergency vehicles are kept on standby for team assistance.

4) <u>Weapons</u>. During insertion, all team members will carry weapons suitable for personal defense. Weapons should be loaded with a round in the chamber and safety on.

5) <u>Communications</u>. Communications must be maintained with the supported unit while inserting. Good communication checks must be made prior to departure. Communication must be kept to a minimum during insertion and should be conducted in an encrypted mode.

6) <u>Contact</u>.

    a) <u>Visual Contact</u>. Visual contact during insertion is a high probability and will not necessarily compromise the mission. The team leader will determine the extent of the contact and its effect on mission security.

    b) <u>Physical Contact</u>. Physical contact during insertion will require an immediate reaction for the team.

        (1) Extraction by emergency vehicle near the location of the contact.

        (2) Movement to a prearranged alternative site.

        (3) Back up unit of a radio/marked unit to detain the contact.

c. <u>Security During Operation</u>. Security while in the OP site is paramount. Once the team enters the site a tactical search is made to ensure the premises are secure.

1) <u>Basic Security</u>. Entrances are sealed. Electronic intrusion detection devices can be utilized inside and outside the site if the situation permits. Security immediately after insert is maintained at 100%. It will take at least four men to operate a site for more than 24 hours: two observe and provide security, while two rest.

2) <u>Compromise</u>. The primary security concern while operating the OP is that of compromise. Compromise of an urban OP is not a frequent event, but it happens. The OP, or the tactic being employed can be compromised.

    a) <u>Suspicion of Compromise</u>. After studying the routine of the target area, an OP should suspect compromise if the following occurs in the AO:

        (1) Increased local activity or, conversely, lack of activity.

        (2) Interest of locals in the immediate area of the OP.

d. <u>Security During Extraction</u>. Security during withdrawal from the OP is as important as all other phases of the mission. The team has to avoid becoming relaxed and must maintain high security until they are safely located in debriefing areas. The value of information gained may be lost if physical or visual contact is made during withdrawal.

1)   The best time for withdrawal is under the cover of darkness, during the late night or early morning hours.

2) It is preferred that the security force who covered the insertion into the OP also cover the extraction.

3) The departing team will leave the site the same way they found it on arrival, disguising their presence, both inside and out.

CONSTRUCTION OF THE URBAN OP

a. Before Construction. Construction requirements are determined, in detail, during the reconnaissance phase.

1) Selection of the viewing aperture takes priority over construction of the viewing platform and any interior work.

2) Before any interior work is started, the OP layout must be recorded so that it can be returned to normal before departing.

3) Construction of the urban OP will require the preparation of a viewing aperture, viewing platform (if required), and the interior layout.

b. During Construction. When construction begins it will be necessary for a lookout to be positioned to warn of any excess noise or unnatural sound. It is always best to prepare an OP in a high wind or rain. If time and location permit, the OP team will rehearse the construction phase in simulated yet realistic conditions.

c. Interior Construction. The OP's location will dictate the requirement for interior construction.

1) Viewing Platform. A viewing platform will only be required in an elevated or awkward position. The platform might consist of wooden planks secured across a roof support to allow the observer to assume a satisfactory and comfortable viewing position. Such a platform would also be required for the rest/administration area if the OP team will occupy a space between the ceiling and roof. In most OP locations, the team will occupy a room.

2) Viewing Aperture. Once again, the viewing aperture takes priority and it must be suitable for the team to perform its task. It is usually better to use an existing aperture rather than prepare a new one. Additional attention must be given to the viewing aperture if shots are to be fired from it, i.e. functioning as a loophole. Depending on the situation, an existing or constructed aperture, or both, can be utilized.

a) Existing Apertures. An existing aperture might be anything from a hole in a wall or roof to a window. When viewing through a large aperture, the observer must position himself well to the rear, yet maintain sufficient observation to cover the area. Sensible use of front and back drops will greatly add to camouflage. In general terms, the following rules apply:

(1) If the room is well-lit from incoming light, the drops need to be white or light colored (net/lace curtains).

(2) If the room interior is darker than outside, the drops need to be dark.

(3) Be extremely wary of direct sunlight, it may emphasize any drop utilized.

(4) If the situation permits, have a uniformed unit walk past the OP to check it out. This problem should be addressed during the reconnaissance phase.

b) Constructed Apertures. The team leader must first determine whether the construction of an aperture will be obvious to outside eyes. The following can be developed into suitable viewing apertures:

(1) Gable Ends. Keep the hole small and as close to the eaves as possible. Preparation will be difficult and time consuming. A portable hand drill and masonry bits will be required. All dust and chippings are scraped inwards and placed into a plastic bag. The outside wall and ground immediately below the hole must be checked. When preparing the hole, constant checking will avoid over-enlargement.

(2) Slated Roof. Observation through a roof can be achieved by raising a tile in order to look out of the OP. When lifting the selected tile, take great care not to dislodge others. A coat hanger hooked under the tile and secured from inside the OP will prevent slippage. If a tile cannot be lifted, drilling or cutting may be necessary.

(3) Building Wall. A wall will normally be made of bricks and cement or wood. Removing a brick will obviously be noticeable from the outside. The cement surrounding the brick must be removed until a hole is produced large enough to operate. Constant checking will again be required. Hand drills and masonry bits are recommended. For wood and corrugated sheeting, a series of small holes can be drilled close together which will allow optics to function correctly.

d. OP Layout. The system of layout within the OP will depend upon the size and shape of the site itself.

1) The site will be divided into orderly areas for the team to smoothly perform its task. If possible, the OP layout should have the areas well-dispersed to minimize casualties in the event of an attack. These area include:

a) Observation/shooting points (apertures/loopholes).

b) Rest area.

c) Administration area.

d) Lavatory (existing facilities or bottles and bags).

2) All equipment relevant to each particular area should be kept in that location and, if not in use, packed and ready for a hasty withdrawal.

3) In many urban locations, existing household facilities may be available to the party. Prior to using these facilities, the team leader must weigh the risk of compromise.

OPERATION OF THE URBAN OP

a. Routine Upon Accessing the OP. Just as with the construction of the OP, the type of mission will determine the actions of the team. There are several different subroutines that the team conducts during the course of its stay in the urban OP. Although not all inclusive, the following points will cover the routine of the OP party from the moment of accessing the site to the departure. This routine is based on a four-man team.

1) Entry. Upon entry, several tasks are conducted simultaneously by pre-selected team members:

a) Post security.

b) Tactical clear of site.

c) Recover intrusion detection device(s).

d) Stage gear.

e) Disguise entry.

2) OP Activated. Once the site is secured, team members will begin performing assigned tasks. The OP party will separate into two teams of two men each. One two-man team will be designated as the observation team, and the other will be designated the security team.

a) Observation Team. The observation team is responsible for the immediate observation of the area, loophole construction starting the observation log, and performing a communications' check. A field sketch and/or photo journal are also initiated.

b) Security Team. The security team is responsible for the immediate security of the OP site while the observation team is conducting its initial duties. One man will post as security at the entry point and listen for any signs of compromise or excessive noise by the OP party. The other man will then record the interior layout of the site for future use when vacating the OP.

c) Observation and Security Teams. Once the security team completes its initial tasks they will join the observation team. All gear will be packed and staged if not in use. The observation team will brief the other team members on their initial observations and any other information concerning loophole construction, communications, etc.

3) Watch Schedule. Approximately one to two hours after the site is entered and secured, the team will begin its observation routine. This will depend on how long it takes to obtain a viewing/shooting aperture.

a) With a four-man team, the normal routine is two men on duty, two men resting. The two men on duty split so that one observes and the other acts as a sentry.

b) There are periods when all members of the team are required to be on duty (entry, stand-to, suspected compromise). Conversely, one man may be sufficient during non-peak activity hours.

c) During daylight, 4-6 hour shifts are suggested. At night, 2 hour shifts are sufficient. Those people not on duty should eat and sleep. It should be emphasized that sleeping is a duty.

d) The two men on duty will conduct the following tasks:

(1) Continuous observation of the area.

(2) Maintain overall security of the OP.

(3) Maintain radio watch and communications log.

(4) Maintain observation log (written/recorded).

(5) Thoroughly brief oncoming watches.

(6) Maintain and operate all observation and/or surveillance equipment.

b. Ongoing Routine in the OP. In addition to the watch schedule, which is initiated one to two hours after securing the site, there are other routines that are performed on an ongoing basis.

1) Communications. It is mandatory that communications be maintained by the OP with the supporting unit (Control).

a) Communications Guidelines.

(1) The team must use a covered net or codes and deception traffic to defeat monitoring. Radio checks should be disguised and initiated by the OP, not the control station.

(2) Avoid setting communications patterns such as hourly radio checks.

(3) If communication goes down, stay on the designated frequencies and wait for control to put lost communication procedures into effect.

(4) After one to two hours, after Control should have made contact, an emergency reaction force should be activated to drive by the OP and establish communication, resupply new radio(s), or extract the team.

b) Methods of Communication. Depending on the tactical situation, communications will be maintained in one of the following manners:

(1) Live Wire. All events are logged and reported as they happen. Maximum use of codes and encryption is necessary.

(2) Semi-Live Wire. All events are logged and reported only if the information is unusual.

(3) Radio Silence. All events are logged and the team stays on constant radio watch but does not transmit except for disguised radio checks or emergencies.

2) Daily Living Routine. Of course, not all the aspects of a daily living routine can be covered, however, the following guidelines should be kept in mind.

a) In many urban locations existing household facilities may be utilized. A thermos should be filled with coffee for late hour watch standing. All rubbish must be placed in a container, such as a plastic garbage bag, and later taken out of the OP. Rubbish is never left behind.

b) If a lavatory is available and can be used without risk of compromise, it should be utilized. The alternate is plastic bags and bottles. A separate area is designated for waste storage. Waste will be taken out during resupply or extract.

c) Team members will become bored after prolonged periods of inactivity in an OP which will require some form of recreation (books, cards) during off-duty periods. If the temperature is cold, sleeping bags should be used for off-duty rest. The bags are draped over the body, never zipped or fastened.

3) Resupply. Resupply should be sufficiently frequent to allow OP logs and film to be collected on a regular basis. It also gives the controlling unit the opportunity to update the OP without using the radio.

(1) Small items can be passed through a ground floor window or a mail box via mailman uniform ,UPS etc.

(2) Larger items can be put in a rucksack or similar container and passed through a door, roped from adjacent windows, passed by a civilian clothed officer, or by any covert means (Trojan Horse).

4) Observation Routine. The OP team's primary mission is to gather information through observation.

a) Observation is maintained on the target by at least one team member around the clock. An observation log is maintained from which patterns can be identified.

b) Still and motion photography can be utilized. The first observer team on duty will draw a field sketch and designate the area and suspects by using a coding system (numbers/letters, colors, nicknames).

c) When reporting information over the radio, it must be clear, concise, and accurate. Reporting formats will minimize traffic and make dissemination easier. Transmissions should be made in a secure mode. Report only necessary information.

b) <u>Orders For Engagement</u>. Orders for engagement will be given in the operations order. The OP, if at all possible, should inform the control station of the particular situation and request instructions. If time is limited, the ultimate decision rests with the OP team leader/SEO.

c) <u>Briefing on Engagement Procedures</u>. All team members must be thoroughly briefed on target engagement procedures to avoid any confusion or mistakes. Even though the team may have no intention of shooting from the OP, preparations must still be made.

d) <u>Considerations For Firing Points</u>. When observation points are selected, consider their use as a firing point as well. The following points apply to shooting from the OP:

   (1) Orders for engagement.

   (2) Loophole construction and camouflage.

   (3) Flash and blast concealment.

   (4) Range determination.

   (5) Ballistics, to include the effects of weather, angle firing, maintaining zero, shooting through objects, shot placement, and backstops.

   (6) Threat identification.

   (7) Possible compromise of the OP and extraction.

6) <u>Other Considerations</u>. The events taking place in the OP are numerous and can be overwhelming. A well-rehearsed and planned operation will overcome most hardships. Still, there will be some difficulties that are unavoidable and all team members must be aware of these problems so that they can be dealt with.

a) <u>Fatigue</u>. It is inevitable that all the team members will become tired while on watch. Every precaution must be taken to avoid the watchstanders from falling asleep. This may require rotating shifts every hour or half hour. The team leader should enforce that team members rest when off duty. Boredom will also pose a problem.

b) <u>Distractions</u>. During observation, there are numerous distractions and elements that influence and distort one's awareness. The information covered in the lesson, "Kim's Games" will be useful in maintaining effective observation over time.

EXTRACTION OF THE URBAN OP

The extraction of the team can be the result of three situations: relief of team, mission complete, and emergency. Generally, the same security routine for insertion is performed during extraction. Preferably, the same covering force that put the team in will escort them out. If not, the new covering force must be briefed by the old. The OP team leader must familiarize himself with the different extraction options.

a. Relief of Team. Relief should be avoided when possible as it enhances the risk of compromise. If a mission/operation is still ongoing and the team must be rotated out, it will require very detailed planning and rehearsals by the OP parties involved. The relieving team need only take into the OP sufficient equipment to continue the operation. All optics and camera equipment will be left behind by the outgoing team. The rotating teams will conduct the following routines:

1) The outgoing team will prepare all their equipment for extraction prior to last light and, when ready, the team leader leaves one man on observation duty and centralizes the rest of the team for departure.

2) The incoming team, on entry to the OP, will position one man as observer and have the rest of the team stand by in the rest area.

3) Both team leaders go over the operational handover and, on completion, the teams change over. The new team will reset any protection devices after the outgoing team has departed. To ease the problem of relief, the incoming team leader can be inserted 24 hours before the rest of his team to become acquainted with the established OP routine and area activity.

b. Mission Complete. When the team is ready to vacate the OP they will notify control and await the arrival of security. The team member who recorded the interior of the OP during insert will ensure that everything is left exactly the same as it was found when first occupied. All equipment not in use and all rubbish should be packed at last light. A final check of the OP should be carried out prior to departure. The best time for withdrawal is under the cover of darkness. Make sure the team has practiced the extract.

c. Emergency - Actions on Compromise. Undoubtedly, subject compromise of the OP is the team's greatest fear and concern. If there is any doubt that the team has been compromised, control must be notified immediately.

1) To Extract or Not. All team members stand to and all equipment is packed and ready for extract. The team should send precise information on the compromise, suspected or real. The control station will need to know the nature of the compromise, any other activity in the area, and whether the target has been compromised. The Controller will advise the OP team leader to extract or not. This advice is based upon:

a) Past experiences in the area.

b) Known reactions.

c) Reaction time of backup

d) The nature of the compromise.

e) Current incidents and recent intelligence reports.

2) <u>Evacuation Plan</u>. The ultimate decision to move must remain with the OP team leader. The safest action on compromise is generally to remain inside the OP until the emergency backup force arrives to cover the team's withdrawal. At a minimum, the plan will include:

    a) Composition and orders for emergency backup

    b) Orders for fire.

    c) The escape route for the OP team.

    d) Casualty evacuation.

d. <u>Debrief</u>. An initial debrief is conducted immediately after extract. A comprehensive debrief should be carried out after the team has had some rest. All notes, logs, photographs, and recordings are reviewed and/or developed. These will be put in a mission file for dissemination and future use.

SNIPERS IN SUPPORT OF OPERATIONS

INTRODUCTION

One of the more specialized roles the sniper may find himself in is in support of operations. Successful operations require enormous planning and coordination. The success of this type of operation may hinge on the supporting sniper team's ability to select advantageous positions, gather and report critical real time information on what may be rapidly changing situations, and deliver precision rifle fire at a moment's notice.

RECOVERY ORIENTED ASSAULTS

a. <u>Barricaded suspects</u>. Barricaded situations are geared toward recovering a person or persons being held by an individual or group of individuals in a fortified or barricaded building/position. A classic example of this type of assault is the recovery operation at the airport in Entebbe, Uganda.

b. <u>Linear Assaults</u>. Tubular assaults are geared toward recovering a person or persons being held by an individual or group of individuals in a stationary vehicle (car, bus, train, aircraft). A classic example of this type of operation is the failed recovery operation at the 1972 Munich Olympics where, due to bad intelligence, poor coordination, and the inappropriate actions of four snipers who were in place, several of the persons who were to be recovered died in the attempt to assault the aircraft.

c. <u>Ship Assaults</u>. Ship assaults are geared toward recovering a person or persons being held by an individual or group of individuals on board vessels or barges. These can be categorized from small pleasure craft to large ships. A classic example of this type of scenario is the Atlantic Princess incident.

d. <u>Mobile Assaults</u>. Mobile assaults are geared toward recovering a person or persons being held by an individual or group of individuals in a moving vehicle (car, bus, train, aircraft).

e. <u>Open Assaults</u>. Open assaults are geared toward recovering a person or persons being held by an individual or group of individuals in a non-fortified or non-enclosed position. A classic example of this type of recovery operation is the Federal Bureau of Investigation (FBI) Hostage Rescue Team (HRT) farmhouse incident.

INTELLIGENCE ROLE

a. <u>Positioning of the Sniper Team</u>. The sniper's role for gathering intelligence in support of the operation is critical to operational success. Sniper teams should be inserted as soon as possible and occupy concealed vantage points without being detected by the target area in order to formulate patterns and routines of subjects, index threats, and identify structural information essential to the assault/entry forces. These vantage points should provide the team:

1) Excellent observation of the suspect area.

2) Security (concealment from view all around).

3) A covered approach and exit from observation of the targets.

4) Secure communications.

b. <u>Information Gathering</u>. Depending on the situation, vegetation, vehicles, buildings/rooms, or rooftops may be utilized. Concealment from the target area is critical. From these locations, the sniper teams will gather and report detailed descriptions of:

1) Threats.

2) Locations of Threats.

3) Locations of held personnel.

4) Routes to possible access points to include:

   a) Cover.

   b) Concealment.

   c) Shadow.

   d) Animals.

   e) Composition of ground.

   f) Obstacles.

5) Sniper teams will also gather and report information concerning points of possible access to include:

   a) Types of doors (construction, open in or out, handles, locks).

   b) Windows (type, shape, dimensions).

   c) Types of walls.

   d) Stairs.

   e) Visible booby traps.

THE SNIPER TEAM'S ROLE IN THE CONDUCT OF THE ASSAULT

a. Sniper Initiated Assaults.

   1)   Most linear and virtually all open air assaults are sniper initiated.

   2)   Snipers may also be called upon to deliver precision fire to reduce personnel who are denying access to the assault team during barricade and hostage assaults.

   3)   Whenever a sniper initiated assault is to be utilized, 360 degree coverage of the threat area by the sniper teams should be achieved, if possible.

b. Methods of Coverage. During sniper initiated assaults, the use of two or more teams to cover one threat is not uncommon. The general rule under optimum conditions is that there should be at least two guns for every target. This method of coverage increases chances for success should one gun become masked or lose the target at the critical moment. The shots must be taken simultaneously to achieve the greatest effect. The following are two examples of simultaneous execution:

   1) The Ready Method. All teams have target acquisition and are ready to fire. Sniper control will then coordinate the shots by transmitting the following commands: "Standby, ready, ready, ready, aim, fire".

   2) The Countdown Method. This method gives the assault/recovery force a one second cushion before entry is executed.

      a)   Once all sniper teams have target acquisition and are ready to fire, sniper control will then coordinate the shots by transmitting the following commands: "Standby, five, four, three, two, one, execute, execute, execute".

      b)   The simultaneous shots will be taken on the count of two, thus providing the cushion for the assault force.

c. Command and Control. Command and control varies at the unit level, however, the need for detailed coordination is imperative between the sniper and assault elements. This coordination can be achieved through the use of radio communications equipment alone.

d. Free Fire Scenario. In some situations, there may not be a need for coordinated, simultaneous shots. This is called a free fire scenario.

   1)   In this situation, once the sniper team/teams have been granted authorization to reduce the threat, the team/teams will take the shot at the earliest opportunity.

   2)   At no time will a shot be taken if the snipers do not have a clear shot on the target. Overpenetration must also be a consideration.

e. Instantaneous Incapacitation. In these types of operations, when the snipers do take their shots, the shots must be placed in such a manner as to ensure instantaneous incapacitation of the target. Therefore, aiming points must be the medulla oblongata or the upper four cervical vertebrae.