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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Law, Public Safety, Corrections & Security |
| **Course Name** | Law Enforcement 2 |
| **Lesson/Unit Title** | Hazardous Materials and Explosive Devices |
| **TEKS Student Expectations** | **130.337. (c)** **Knowledge and Skills**(9) The student explores civil law enforcement procedures for serving writs, warrants, and summons. (A) The student is expected to identify and classify hazardous materials(B) The student is expected to respond to a simulated situation involving explosive materials using protocols and procedures designed to maintain personal and public safety(C) The student is expected to explain procedures for responding to reports of bomb threats and suspicious objects(D) The student is expected to conduct a simulated building and property search to locate explosive devices and materials and |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The student will be able to:* Identify and classify hazardous materials
* Respond to a simulated situation involving explosive materials, using protocols and procedures designed to maintain personal and public safety
* Explain procedures for responding to reports of bomb threats and suspicious objects
* Conduct a simulated building and property search to locate explosive devices and materials
* List the most common types of bombs
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| **Rationale** | Law enforcement officers may encounter situations in which an explosive device is threatening the lives and safety of citizens. Students need to understand the proper procedures for handling and managing explosives and hazardous materials |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Materials*** Mock Bomb Threat Response Guide
* Computers with Internet access
* Magazines/newspapers
* Poster boards
* Drawing materials
* Scissors
* Glue
* Mock Bomb Threat Response Rubric
* Discussion Rubric
* Cooperative Teams Rubric
* Individual Work Rubric
* Presentation Rubric
* Role Play Rubric
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Do an Internet search for the following video: Oklahoma City Bombing rare footage. Show the video and then discuss it using the following questions:* How do you feel about the bombing?
* How many explosives were used?
* What agencies might have responded to the scene?
* What dangers are involved in investigating such a crime?
* Use the Discussion Rubric for assessment.
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| **Direct Instruction \*** | 1. Classifications of Hazardous Materials
	1. Class 1: Explosives – any substance or article, including a device, which is designed to function by explosion (i.e., an extremely rapid release of gas and heat) or which, by chemical reaction within itself, is able to function in a similar manner even if not designed to function by explosion, unless the substance or article is otherwise classed under the provisions of subchapter 49 CFR §173.50
		1. Division 1.1 consists of explosives that have a mass explosion hazard. A mass explosion is one which affects almost the entire load instantaneously
		2. Division 1.2 consists of explosives that have a projection hazard but not a mass explosion hazard
		3. Division 1.3 consists of explosives that have a fire hazard and either a minor blast hazard or a minor projection hazard or both, but not a mass explosion hazard
		4. Division 1.4 consists of explosives that present a minor explosion hazard. The explosive effects are largely confined to the package and no projection of fragments of appreciable size or range is to be expected. An external fire must not cause virtually instantaneous explosion of almost the entire contents of the package
		5. Division 1.5 consists of very insensitive explosives. This division is comprised of substances which have a mass explosion hazard but are so insensitive that there is very little probability of initiation or of transition from burning to detonation under normal conditions of transport
		6. Division 1.6 consists of extremely insensitive articles which do not have a mass explosion hazard. This division is comprised of articles which contain only extremely insensitive detonating substances and which demonstrate a negligible probability of accidental initiation or propagation
	2. Class 2: Gases (49 CFR § 173.115)
		1. Division 2.1 Flammable Gas
			1. Any material which is a gas at 20 °C (68 °F) or less and 101.3 kPa (14.7 psia) of pressure (a material which has a boiling point of 20 °C (68 °F) or less at 101.3 kPa (14.7 psia)) which
				1. Is ignitable at 101.3 kPa (14.7 psia) when in a mixture of 13 percent or less by volume with air, or
				2. Has a flammable range at 101.3 kPa (14.7 psia) with air of at least 12 percent regardless of the lower limit
		2. Division 2.2 Non-Flammable/Non-Poisonous Compressed Gas
			1. Nonflammable, nonpoisonous compressed gas—including compressed gas, liquefied gas, pressurized cryogenic gas, compressed gas in solution, asphyxiant gas, and oxidizing gas which
				1. Exerts in the packaging a gauge pressure of 200 kPa (29.0 psig/43.8 psia) or greater at 20 °C (68 °F), is a liquefied gas, or is a cryogenic liquid, and
				2. Does not meet the definition of Division 2.1 or 2.3
		3. Division 2.3 Gas Poisonous by Inhalation
			1. A material which is a gas at 20 °C (68 °F) or less and a pressure of 101.3 kPa (14.7 psia) (a material which has a boiling point of 20 °C (68 °F) or less at 101.3 kPa (14.7 psia) and which
				1. Is known to be so toxic to humans that it poses a hazard to health during transportation, or
				2. In the absence of adequate data on human toxicity, is presumed to be toxic to humans because of test results on laboratory animals
	3. Class 3: Flammable Liquids (49 CFR § 173.120)
		1. Flammable liquid − a liquid having a flash point of not more than 60 °C (140 °F), or any material in a liquid phase with a flash point at or above 37.8 °C (100 °F) that is intentionally heated and offered for transportation or transported at or above its flash point in a bulk packaging
		2. Combustible liquid
			1. Any liquid that does not meet the definition of any other hazard class and has a flash point above 60 °C (140 °F) and below 93 °C (200 °F)
			2. The following are exceptions:
				1. Liquids meeting the definition of Class 2 gases
				2. Mixtures in which 99% of the contents have a flash point of ≥ 60.5º C (141º F) that are not transported at or above flash point
				3. Liquids with a flash point > 35º C (95º F) that do not sustain combustion according to ASTM 4206
				4. Liquids with a flash point > 35º C and a fire point > 100º C according to ISO 2592
				5. Liquids with a flash point > 35º C that are in a water miscible solution with a water content > 90% by mass
			3. A flammable liquid with a flash point at or above 38 °C (100 °F) that does not meet the definition of any other hazard class may be reclassed as a combustible liquid
			4. A combustible liquid that does not sustain combustion is not subject to the requirements of this subchapter as a combustible liquid
		3. Flash point − the minimum temperature at which a liquid gives off vapor within a test vessel in sufficient concentration to form an ignitable mixture with air near the surface of the liquid
	4. Class 4: Flammable Solids (49 CFR § 173.124)
		1. Division 4.1 Flammable Solids (DRS, 2012)
			1. Wetted explosives that are Class 1 explosives when dry, and are sufficiently wetted to suppress explosive properties
			2. Self-reactive materials that are thermally unstable and can undergo strong exothermic decomposition even in the absence of oxygen; readily combustible solids that can cause fire through friction, such as matches
		2. Division 4.2 Spontaneously Combustible Material (DRS, 2012)
			1. Pyrophoric materials – liquids or solids that can, without an external ignition source, ignite within 5 minutes after coming into contact with air
			2. Self-heating materials – substances that, when in contact with air and without an energy supply, are liable to self-heat; a material of this type that exhibits spontaneous ignition, or if the temperature exceeds 200º C (393º F) during the 24-hour test period.
		3. Division 4.3 Dangerous When Wet (DRS, 2012)
			1. Materials that, when in contact with water, are liable to become spontaneously flammable or to give off flammable or toxic gas at a rate of > 1L/kg of material/hr.
	5. Class 5: Oxidizing Substances; Organic Peroxides (49 CFR § 173.127 and § 173.128)
		1. Division 5.1 Oxidizers – materials that can, generally by yielding oxygen, cause or enhance the combustion of other materials (DRS, 2012)
		2. Division 5.2 Organic Peroxides – any organic compounds containing oxygen in a bivalent –O-O- structure which may be considered derivatives of hydrogen peroxide, where one or more of the hydrogen atoms have been replaced by organic radicals. Refer to §173.128 for exceptions (DRS, 2012)
	6. Class 6: Poisonous (Toxic) and Infectious Substances (49 CFR § 173.132 and § 173.134)
		1. Division 6.1 Poisonous (Toxic) Material – materials, other than gases, known to be so toxic to humans that they pose a health hazard during transportation, or which, in the absence of adequate human toxicity data
			1. Are presumed to be toxic to humans based on the results when tested on lab animals
			2. Are materials with properties similar to tear gas that cause extreme irritation, especially in confined spaces (DRS, 2012)
		2. Division 6.2 Infectious Substance – a material known or reasonably expected to contain a pathogen
			1. Pathogen – a micro-organism (including bacteria, viruses, rickettsiae, parasites, fungi) or other agent, such as a proteinaceous infectious particle (prion) that can cause disease in humans or animals
			2. Two categories
				1. Category A – capable of causing permanent disability or life-threatening or fatal disease
				2. Category B – not in a form generally capable of causing permanent disability or a life-threatening or fatal disease
	7. Class 7: Radioactive Materials (49 CFR § 173.403)
		1. Any material having a specific activity greater than 0.002 microcuries per gram (µCi/g). The specific activity of a radionuclide means the activity of the radionuclide per unit mass of that nuclide. The specific activity of a material in which the radionuclide is essentially uniformly distributed is the activity per unit mass of the material (DRS, 2012)
	8. Class 8: Corrosives (49 CFR § 173.136)
		1. Liquids or solids that cause full thickness destruction of human skin at the site of contact within a specified period of time; or a liquid that has a severe corrosion rate on steel or aluminum based on criteria in §173.137(c)(2). A liquid is considered to have a severe corrosion rate if it corrodes steel (SAE 1020) or aluminum (non-clad 7075-T6) faster than 6.25 mm (0.246 in.) a year at a temperature of 55º C (131º F) (DRS, 2012)
	9. Class 9: Miscellaneous Dangerous Goods (49 CFR § 173.140)
		1. Materials that present a hazard during transportation but don’t meet the definitions of hazard classes 1–8 (DRS, 2012)
2. First Responders Arrival at the Bomb and/or Explosion Scene (NIJ, 2009)
	1. Conduct preliminary evaluation of the scene
		1. Take into account
			1. The scope of the incident
			2. Emergency services required
			3. Safety concerns
			4. Evidence-related concerns
		2. Secure all radios and cell phones
			1. Radio and cell phone transmissions and radio systems in cars can detonate explosives
			2. Park at a distance
		3. Treat suspicious items as explosive devices; do not touch them
		4. Establish a command post and implement an incident command system
		5. Request emergency services from
			1. Bomb technicians
			2. Firefighters
			3. Emergency Medical Services (EMS) personnel
			4. Law enforcement officers
		6. Identify scene hazards, such as
			1. Structural collapse
			2. Bloodborne pathogens
			3. Hazardous chemicals
			4. Secondary explosive devices
		7. Identify witnesses, victims, and evidence
		8. Preserve potentially transient physical evidence
			1. Transient evidence – evidence which by its very nature or the conditions at the scene will lose its evidentiary value if not preserved and protected (NIJ, 2009)
	2. Exercise scene safety
		1. Identify and remove or mitigate safety hazards that may further threaten victims, bystanders, and public safety personnel
		2. Exercise due caution while performing emergency operations to avoid injuries to themselves and others
		3. After the preliminary evaluation of the scene
			1. Request additional resources and personnel to mitigate identified hazards
			2. Use tools and personal protective equipment (PPE) appropriate to the task during all operations
			3. Request and/or conduct a safety sweep of the area by personnel qualified to identify and evaluate additional hazards and safety concerns
			4. Mark hazard areas clearly and designate safety zones for victims and evacuees
	3. Administer lifesaving efforts (a first responder’s primary responsibility)
		1. Initiate/administer rescues of severely injured and/or trapped victims
		2. Evacuate ambulatory victims, perform triage, and treat life-threatening injuries
		3. Leave corpses and their surroundings undisturbed (removing dead bodies requires authorization)
		4. Avoid disturbing areas not directly involved in rescue activities
	4. Establish security and control
		1. Set up a security perimeter
			1. Establish a perimeter that is a minimum of 1,000 feet
				1. The perimeter should be established based on the furthest evidence plus 50%
				2. The perimeter should be 100% larger than the crime scene in order to have a secure staging area
			2. Keep personnel behind cover to absorb fragments from an explosion
			3. Have the perimeter officers remain alert for secondary devices, suspicious onlookers, and other threats
		2. Evacuate if necessary; factors that should be weighed when considering evacuation include:
			1. Economic liability
			2. Type of facility
			3. Intent of bomber (does the disruption of an evacuation play into the threat?)
		3. Restrict access into and out of the scene through the security perimeter
		4. Establish staging areas to ensure that emergency vehicles have access into the area
		5. Document the scene as soon as the conditions permit
3. Investigator’s Evaluation of the Bomb and/or Explosion Scene (NIJ, 2009)
	1. The investigator’s role (prior to entry into the scene)
		1. Identify and introduce himself or herself to the incident commander
		2. Interview the incident commander and first responders to
			1. Evaluate the situation
			2. Assess safety concerns
			3. Determine the level of investigative assistance needed
		3. Conduct a briefing with essential personnel to
			1. Evaluate initial scene safety prior to entry
			2. Make sure that a search for secondary devices has been conducted
			3. Confirm that the scene is secure, that a perimeter and staging areas have been established, and that personnel work to prevent contamination of the scene
			4. Ensure that a chain of custody is initiated for previously collected evidence
		4. Assess legal considerations for scene access
	2. Ensure scene integrity
		1. Prior to evidence collection
			1. Establish procedures to document personnel entering and exiting the scene
			2. Establish and document procedures to prevent scene contamination
			3. Establish and document procedures for evidence collection, control, and chain of custody
	3. Conduct the scene walkthrough
		1. Reevaluate scene requirements
		2. Establish an entry and exit route for personnel
		3. Identify safety concerns and the locations of physical evidence
		4. Ensure the collection and preservation of transient evidence
		5. Attempt to locate the seat(s) of explosion(s)
	4. Secure the required resources
		1. After the walkthrough, meet with emergency responders and investigative personnel
			1. Assess the nature and the scope of the investigation
			2. Advise personnel of any secondary devices or safety hazards
			3. Compile one list of victims/witnesses and document their stories including
				1. Smoke color
				2. Flash color
				3. Sound description
				4. Reports of suspicious people, vehicles, etc.
			4. Make sure that the required evidence collection equipment and processing and storage facilities are available
			5. Secure the required equipment as determined by the crime scene conditions, such as light/heavy equipment, lights, etc.
			6. Ensure that sufficient utilities and support services are requested (i.e. food, electricity, security)
			7. Give emergency responders and the investigation team their assignments for scene documentation and processing
			8. Remind personnel that evidence can take many forms
4. Documenting the scene (NIJ, 2009)
	1. Develop written documentation
		1. Document access to the scene
		2. Document activities, including dates and times
		3. Describe the overall scene and note the physical and environmental conditions
		4. Diagram and label scene features (i.e. sketches, floor plans, architectural drawings)
		5. Describe and document the scene with measuring devices
	2. Photograph and videotape the scene (before disturbing any items)
		1. Record overall views of the scene
		2. Mute the audio portion of the video
		3. Minimize the presence of personnel in the photos/videos
		4. Photograph/video the assembled crowd
		5. Maintain photo and video logs
	3. Locate and interview victims and witnesses
		1. Identify and locate the witnesses, and prioritize interviews
		2. Attempt to obtain all available identifying data regarding victims/witnesses prior to their departure from the scene
		3. Establish each witness' relationship to or association with the scene and/or victim(s)
		4. Establish the basis of the witness' knowledge: how does the witness have knowledge of the incident?
		5. Obtain statements from each witness
		6. Document victims' injuries and correlate victims' locations at the time of the incident with the seat(s) of the explosion(s)
		7. Interview the medical examiner/coroner and hospital emergency personnel regarding fatalities and injuries
5. Processing evidence at the scene (NIJ, 2009)
	1. Assemble the evidence processing team
		1. Bomb disposal technician
		2. Evidence custodian
		3. Forensic specialist
		4. Medical examiner
		5. Photographer
		6. Procurement specialist
		7. Safety specialist (structural engineer)
		8. Searchers/collectors
		9. Sketch artists
	2. Organize evidence processing
		1. Before deploying the team
			1. Review and reevaluate
				1. The boundaries of the scene
				2. Safety concerns
				3. Command post and staging locations
				4. Evidence processing and storage locations
				5. Personnel and equipment requirements
				6. Legal and administrative considerations
			2. Identify the search procedure for the scene
			3. Ensure that transient physical evidence has been preserved and collected
			4. Detect onsite explosives using qualified personnel
			5. Brief the team and review assignments
	3. Control Scene Contamination
		1. Ensure that evidence processing personnel
			1. Use clean protective outer garments and equipment for each scene
			2. Obtain control samples as needed
			3. Package collected evidence in a manner that prevents loss, degradation, or contamination
			4. Package, store, and transport evidence from different scenes or searches in separate external containers
	4. Identify, collect, preserve, inventory, package, and transport evidence
		1. Prepare an evidence recovery log that documents
			1. Item number
			2. Description
			3. Location found (grid number if used)
			4. Collector's name
			5. Markings (either directly on the item or indirectly on the package)
			6. Packaging method
			7. Miscellaneous comments
		2. Identify evidence by
			1. Assigning personnel to designated search areas
			2. Initiating scene-specific search pattern(s) and procedures, including examining immobile structures for possible evidence
			3. Attempting to determine the method of bomb delivery
			4. Establishing the seat(s) of the explosion(s)
			5. Documenting blast effects (e.g., structural damage, bent signs, thermal effects, and fragmentation)
			6. Examining the crater, vehicles, structures, etc.
			7. Documenting the victims’ location(s) before and after the explosion
			8. Ensuring that victims are examined for bomb component fragments. Autopsies should include full-body x-rays
		3. Collect evidence, including
			1. Suspected bomb components and fragments, including those recovered from victims
			2. Suspected materials used to construct and transport the explosive device(s)
			3. Crater material
			4. Residues and other trace evidence
			5. Additional items of evidence (e.g., blood, hair, fiber, fingerprints, tire tracks, weapons, documents, and tools)
			6. Comparison samples of indigenous materials
		4. Make sure evidence is
			1. Photographed
			2. Packaged and preserved in containers
			3. Labeled
			4. Recorded in the evidence recovery log
			5. Secured in the designated storage location
		5. Label, transport, and store evidence by
			1. Placing evidence from different locations or searches in separate external containers
			2. Labeling evidence for storage and shipment, and identifying hazards
			3. Arranging to transport evidence
6. Completing and recording the scene investigation (NIJ, 2009)
	1. Make sure all of the investigative steps are documented
		1. Verify that the following is completed/documented:
			1. Major events and timelines
			2. Personnel access log
			3. Activity log
			4. Interviews and events reviewed
			5. Narrative description of scene
			6. Photo and video logs
			7. Diagrams, sketches, and evidence mapping
			8. Evidence recovery log
	2. Ensure that scene processing is complete
		1. Conduct a critical review of the scene
			1. Discuss preliminary findings and critical issues that arose
			2. Ensure that all identified evidence is in custody
			3. Collect and inventory all equipment
			4. Decontaminate equipment and personnel
			5. Photograph and/or video the final condition of the scene
			6. Address legal considerations
			7. Discuss postscene issues (i.e. forensic testing, insurance inquiries)
			8. Communicate and document postscene responsibilities
	3. Release the scene
		1. Address public health and safety issues
			1. Contact public utilities
			2. Evaluate biological and chemical hazards
			3. Evaluate structural integrity issues
			4. Assess environmental issues
		2. Identify a receiving authority for the scene
		3. Ensure disclosure of all known health and safety issues to a receiving authority
		4. Document the time and date of release, who the scene was released to, and who released it
	4. Submit reports to appropriate national databases
		1. Submit detailed technical reports on explosive devices to national databases to help authorities identify serial bombers, explosives used, and the need for uniform procedures and further development of equipment
			1. US Bomb Data Center (Bureau of Alcohol, Firearms and Tobacco)
			2. Uniform Crime Reports
			3. National Incident-Based Reporting System
			4. National Fire Incident Report System
		2. Intelligence gathering
			1. Minor bombings are generally experimentation for larger bombings
			2. Minor investigations lead to arrests, which leads to early intervention, therefore preventing more serious bombings
			3. Minor investigations also help officers learn nuances, recognize post blast evidence, and understand the effects of explosions
			4. Seek out reports of large quantities of fertilizers, hydrogen peroxide, and acetone purchases
			5. Intelligence comes from the streets:
				1. Awareness of your beat
				2. Close contact with a variety of citizens
				3. Keeping up with the newest threat technology
7. Bomb Threats and Suspicious Objects (DHS, 2013)
	1. All bomb threats should be taken seriously and reported to the police immediately
		1. If a bomb threat is received by phone
			1. Remain calm
			2. Keep the caller on the line for as long as possible. Do not hang up, even if the caller does.
			3. Listen carefully. Be polite and show interest
			4. Try to keep the caller talking to learn more information
			5. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself
			6. If your phone has a display, copy the number and/or letters on the window display
			7. Complete the Bomb Threat Checklist immediately. Write down as many details as you can remember. Try to use exact words
			8. Immediately, upon termination of the call, do not hang up, but from a different phone, contact Federal Protective Services (FPS) (1-877-437-7411) immediately with information, and await instructions
		2. If a bomb threat is received by handwritten note
			1. Contact the appropriate authority (see Who to Contact below)
			2. Handle the note as minimally as possible
		3. If a bomb threat is received by email
			1. Contact the appropriate authority (see Who to Contact below)
			2. Do not delete the message
	2. Signs of a suspicious package
		1. No return address
		2. Excessive postage
		3. Stains or strange odor(s)
		4. Strange sounds
		5. Unexpected delivery
		6. Poorly handwritten
		7. Misspelled words and incorrect titles
		8. Foreign postage
		9. Restrictive notes
	3. Do not
		1. Use two-way radios or cellular phones; radio signals have the potential to detonate a bomb
		2. Evacuate the building until police arrive and evaluate the threat
		3. Activate the fire alarm
		4. Touch or move a suspicious package
	4. Who to Contact
		1. Follow your local guidelines
		2. FPS police 1-877-437-7411
		3. 911
8. Most Common Categories of Explosive Incidents
	1. Juvenile/experimentation
		1. The greatest number of bombers fall into this category
		2. Bomb types range from soda-bottle bombs to illegal pyrotechnics to target mailboxes, and range up to very powerful homemade bombs made from directions on the Internet
	2. Recovered military ordinance/commercial explosives
		1. Lost, misplaced, and unsecured explosives are most commonly traded among drug dealers or on the black market
		2. These explosives can be located in active or formerly active military training areas
		3. They are extremely sensitive and unstable
	3. Emotionally disturbed persons − generally very intelligent with unstable (disturbed) thought patterns; this combination makes them dangerous
	4. Criminals actions − usually greed-driven crimes, with the exception of murderous intent
		1. Extortionists
		2. Robbers
		3. Perpetrators of fraud
		4. Burglars
		5. Murderers
	5. Terrorists
		1. A trend that has existed since the late 1800’s
		2. There are many different types of terrorists
			1. Political activists
			2. Eco-terrorists
			3. Religious radicals
			4. Suicide bombers

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*none |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*none |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 1. **Hazardous Materials Research Project.** Divide the class into nine groups. Give each group access to the Internet. Assign each group a hazardous materials classification. Have the groups research the following for their assigned classification:
* Definition of the classification
* At least five chemicals or materials with the classification, preferably ones that are well known

After the students have gathered the information have the students create a poster illustrating the information using disposable magazines and/or newspapers, a poster board, drawing materials, scissors, and glue. Use the posters for a class discussion. Use the Cooperative Teams Rubric and the Discussion Rubric for assessment.1. **Hazardous Materials Placards**. Have students draw the hazardous materials placards (http://www.fmcsa.dot.gov/facts-research/research-technology/visorcards/yellowcard.pdf) for each of the classifications (without the numbers) on index cards. After they are complete have the students use them to play a matching game. Here are the steps for the game:
	* Have students write the names of the classifications on a separate set of index cards
	* Lay the placards out on a table in random order
	* Have the students, either individually or in teams, match the correct classification with the associated placard

Use the Individual Work Rubric for assessment.1. **Mock Bomb Threat**. Give each student a copy of the Bomb Threat Checklist ([http://emilms.fema.gov/is906/assets/ocso-bomb\_threat\_samepage-brochure.pdf](http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf%20) ). Have them review the procedures for receiving a bomb threat by phone. Partner the students and have them participate in a simulated bomb threat. Have one partner act as the caller and the other as the call receiver. Have the call receiver complete the Bomb Threat Checklist. Then have the students trade roles and repeat the exercise. Use the Role Play Rubric for assessment
2. **Mock Bomb Threat Response.** Create a suspicious package or item that looks like an explosive device and place it in a secure area that is in a classroom, a building, or outside (Note: remember to receive approval from or notify your administration and campus security of this activity beforehand so they will not be alarmed if they receive calls about the object). Assign a 2−4 person team to respond to the call of a bomb threat or suspicious object. Have the students follow the procedures outlined in this lesson. They may use the Mock Bomb Threat Response Guide as a reference. The assessment for this activity should be based on safety, teamwork, and the ability to follow instructions. Use the Mock Bomb Threat Response Rubric for assessment.

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| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \***  | Explosive Devices Exam and KeyHazardous Materials Quiz and Key*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*none |
| **References/Resources/****Teacher Preparation** | Code of Federal Regulations (49 CFR §173.50) <http://www.gpo.gov/fdsys/granule/CFR-2011-title49-vol2/CFR-2011-title49-vol2-sec173-50/content-detail.html>National Institute of Justice (NIJ)<http://www.nij.gov/topics/law-enforcement/investigations/crime-scene/guides/explosion-bombing/arrive.htm>[www.ojp.usdoj.gov/nij/topics/law-enforcement/investigations](file:///C%3A%5CUsers%5CMichelle%5CDownloads%5Cwww.ojp.usdoj.gov%5Cnij%5Ctopics%5Claw-enforcement%5Cinvestigations) Department of Homeland Security (DHS)<http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf>University of Arizona, Risk Management Services [www.risk.arizona.edu/emergencyprocedures/bombthreat.shtml](file:///C%3A%5CUsers%5CMichelle%5CDownloads%5Cwww.risk.arizona.edu%5Cemergencyprocedures%5Cbombthreat.shtml)University of Northern Iowa [www.uni.edu/policies/703](file:///C%3A%5CUsers%5CMichelle%5CDownloads%5Cwww.uni.edu%5Cpolicies%5C703)State of Montana, Department of Military Affairs [www.dma.mt.gov](http://www.dma.mt.gov) North Carolina State University Environmental Health & Safety[www.ncsu.edu/ehs/dot/classification.html](file:///C%3A%5CUsers%5CMichelle%5CDownloads%5Cwww.ncsu.edu%5Cehs%5Cdot%5Cclassification.html)[www.safety.ncsu.edu/bio\_ship\_cert/examples\_Cat\_A.pdf](file:///C%3A%5CUsers%5CMichelle%5CDownloads%5Cwww.safety.ncsu.edu%5Cbio_ship_cert%5Cexamples_Cat_A.pdf)Do an Internet search for the following:* Oklahoma City Bombing rare footage video
* Lawofficer tactics weapons bomb street cop
* Lawofficer ATF illustration
 |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **Science Standards**1. Foundation Skills: Scientific Applications of Communication

C. Presentation of scientific/technical information1. Prepare and present scientific/technical information in appropriate formats for various audiences |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | For reinforcement, the students will research the classifications of hazardous materials and identify the characteristics of each. Use the Individual Work Rubric for assessment.For enrichment, students will research the most common categories of explosive incidents and compile a presentation of their findings. Their research should include an example of each of the following:• Juvenile/experimentation• Recovered military ordinance/commercial explosives• Emotionally disturbed person• Criminal bomber• Terrorist bomberThey may find these examples in news articles, court cases, or historical documentaries. Use the Presentation Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)