



# **CRIMINAL INTELLIGENCE SERVICE ONTARIO**

## **MOBILE SURVEILLANCE TRAINING PROGRAM**

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Lesson Plan

SUBJECT IDENTIFICATION SKILLS

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February 2003

## ADMINISTRATIVE STATEMENT

Information directly related to specific investigative procedures is contained within this document. Therefore, due to current and ongoing operational field investigative considerations, and the Occupational Health and Safety legislation for the Province of Ontario, the contents of this document is considered “**Classified**” and may only be released to those individuals and/or agencies upon appropriate justification being submitted to and on the authority of the Director, C.I.S.O. - Provincial Bureau. The general release of this information is prohibited as such release would unduly jeopardize current investigative projects, and, place peace officers, agents and/or informants at unacceptable personal risk.

For accurate references to the Criminal Code and any other related federal and/or provincial statutes, including related case decisions, recourse must be made to the official volumes.

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**TOPIC:                    SUBJECT IDENTIFICATION SKILLS****OBJECTIVE:**

At the conclusion of this presentation and the training course, the student will be able to:

- (1) Describe the process of "Painting The Picture" in subject identification;
- (2) List and discuss the major descriptive issues;

through the use of question & answer technique, guided discussion, individual/syndicate and practical exercises, as assessed by Course Staff.

**STUDENT LEVEL:**                    Experienced Mobile Surveillance Officer

**METHODOLOGY:**                    Lecture/Developmental, Guided Discussion and Debriefing  
Individual and Syndicate Assignments

**TIME ALLOWED:**                    Classroom Session: 1.5 hours.

**VENUES:**                              Classroom; external site as selected.

**REQUIREMENTS:**                    Student Notes/binder, Operational Notebook & related forms.  
As determined by Course Staff

**STAFFING:**                              Course Staff as assigned.  
Experienced Mobile Surveillance Officer

**EQUIPMENT:** \_\_\_\_\_                    Classroom: Camera, person & vehicle pictures, OHP, flip  
charts, markers, VCR & TV  
External: Mobile platform

**HANDOUTS:**                              Classroom: Physical Description - Key Word Chart Manual

**REFERENCES:**

C.I.S.O. Physical Description - Key  
Word Chart Manual

C.I.S.O. Surveillance Video

## **DIRECTIONS TO INSTRUCTOR:**

Pre-session: One staff instructor to be attired appropriately for the street. Take a digital photograph of this person and print in colour in the usual photograph size, (number of copies related to class size).

Secure a variety of digital photographs of persons - both genders, young, old, culturally diverse, ethnically diverse, occupationally diverse, diversely attired, (can include mug shots - but only a minimal amount for comparison purposes).

Secure a variety of digital photographs, suitable for display on the large screen, of motor vehicles, water craft, aircraft, bicycles, motorcycles and RV's. These photographs should display vehicles in various states - clean, dirty, well kept, poorly kept, older, newer, undamaged, damaged, etc.

Session: This training session should use a practical (in-classroom) approach, utilizing the students themselves and course staff to engage in applying the desired approach. Be prepared to inject a scenario into the session at those times which present the best opportunity to enhance student activity and discussion. The students must provide the answers through their own creativity and ingenuity, both individually and in syndicate format. This will provide the necessary motivation to use that same creativity and ingenuity when engaged in a mobile surveillance operation. You will demonstrate your motivation through your enthusiasm and commitment in mentoring the students both in the classroom and in the practical exercise sessions.

## **INTRODUCTION:**

In order for a mobile surveillance operation to be successful the “seen and be unseen” issues must be addressed as well as the ability to correctly identify the target at all times. Type and style of clothing, as well as the type and style of the platform must conform to the environment the target has chosen to operate within.

Instructor directing the students’ attention to “Painting The Picture” in subject identification. Using a detailed guide and practice will promote the students’ ability to describe, and identify from a description, the target, target vehicle(s) and associates.

Obviously, the courts must be impressed with the detail used in identification of the target to ensure the same individual stands before the courts.

## **EXERCISE:**

INSTRUCTOR: Practical Exercise - Description of Person

Have an individual unknown to the students enter classroom dressed for the street, place something on the desk and leave the room, saying only “Here Is The File You Wanted”.

Pause for a few seconds....quietly scan the file....and then continue your instruction. Only after ten minutes as passed advise the students to write out as full a description of the unknown person as best they can. Allow only 2 minutes. Solicit description from class and write on board. Bring the unknown person back and go through a comparison with information received from the students. Answer any quick questions. Continue lesson.

## **PRESENTATION:**

Q.T.C.: What is meant by “Paint The Picture”?

*(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)*

A.R.:

- obtaining and communicating a description of a person, vehicle and/or place in such a way that any other person, who has never been to or seen the person, vehicle and/or place, can pick out that person, vehicle and/or place precisely.

Q.T.C.: What are the major descriptors for a person?

*(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)*

A.R.:

- Sex, Race, Skin Colour, Age, Height, Weight, Hair Colour, Hair Style, Facial Hair, Clothing, Unusual Characteristics, Demeanour.

Q.T.C.: What are the additional descriptors for a person?

*(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)*

A.R.:

- Detailing Build, Walk, Hair, Clothing, Habits
- Associates, Relatives, Contacts

Q.T.C.: What are the major descriptors for a vehicle?

*(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)*

A.R.:

- licence plate
- make, year, model
- body style, colour
- dents, scratches, damage, rust
- accessories (trailer hitch, fog lamps, roof racks, etc.)
- operating/non-operating lights
- tint
- rims

Q.T.C.: What are the major descriptors for a house?

*(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)*

A.R.:

- address
- location on street
- type of street - one way, cul de sac, crescent, major artery
- number of stories
- detached, duplex, condominium, etc.
- colour(s)
- construction (type)
- out buildings (garage, sheds)(attached or detached)
- prominent features
- fenced or open yards
- entrances and exits
- ground cover (shrubs, trees, flowers)
- vehicles in driveway
- vehicles on the street in area of house

Q.T.C.: What are the major descriptors for apartment buildings?

*(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)*

A.R.:

- address, building name, (i.e., Park Manor, - make up some names)
- number of floors of building
- access controlled or open (type of access required)
- access to apartment building - key, electronic, security personnel, open
- colour and construction
- fenced or open area
- playground, pool - open or enclosed
- location on street
- type of street - one way, cul de sac, crescent, major artery
- type and amount of activity on this street and in this area during the day and night
- elevators - number, freight, floor restrictions
- location of target apartment
- type of apartment (loft, bachelor, 2-bedroom, etc.)
- number of floors to the target unit (is there a 13<sup>th</sup> floor?)

- hallways narrow or wide
- faces which direction
- balcony (floors from top)
- distinguishing features
- building entrances and exits
- apartment unit entrances and exits
- underground garages - entrances and exits
- number of levels
- is underground connected to other buildings
- is underground connected to public transportation
- name(s) on marquee
- owner of building
- external video cameras

Q.T.C.: What are the major descriptors for commercial buildings?

*(Instructor: avoid providing answers to students - use prompts, cues, etc. to have students think and provide you with the answers through you leading them and through classroom discussion.)*

A.R.:

- same as “apartment buildings”
- address, building name (i.e., BCE Place, Freddie’s Car Wash, Royal Bank, etc.)
- enclosed or open around building
- enclosed or open storage and/or parking area
- types of vehicles usually at this site
- hours of normal operation
- type of operation - manufacturing, storage, distribution
- types and locations of offices on site
- distinguishing features
- building entrances and exits
- loading bays - number and location on building
- types and number of employees
- business name
- business owner
- external video cameras
- alarm system



**PRACTICAL SCENARIO OPPORTUNITY:**

**INSTRUCTOR:** Insert selected scenario. Present scenario to students. Use pictures and oral or written instructions. Can be used for syndicates, if required. Suggest limiting to individual activity given lesson content and time allotted. Ensure sufficient time for student responses to exercise requirements.

**MANDATORY** - all students must be participating. Carefully evaluate the individual and the response.

**SUMMARY/CONCLUSION:**

As can be seen from the classroom exercises, the ability to accurately describe and identify a target, a vehicle and associates requires practice and a disciplined approach to significantly reduce the risk of misidentification and increase the opportunity for a successful mobile surveillance operation.

Therefore, students are encouraged to actively engage in raising and maintaining at a high degree, their skill level in target identification. Train to perceive the more subtle nuances of appearance and behaviour. People are creatures of habit. Those same habits are just that - habits - and as such are no longer noticed by the target and therefore not subject to change. Those same habits will aid and abet law enforcement surveillance teams to more readily identify and keep track of the target even in crowded circumstances.

Use the Key Word Chart to work up detailed descriptions of several people you know well. When you meet them again, make a mental note of the distinguishing characteristics which you missed and the details in your description which were erroneous or misleading.

Plan to Succeed - Practice to Succeed - Positive Practice leads to Positive Habits - Positive Habits lead to Success.