SECTION 0: LEARNING EXPERIENCE OVERVIEW

Learning experience Information

Learning experience Title: Identifying and Analyzing Rival Influence Operations

Program of Instruction (POI): Countering Malign Influence / Version 1.0

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IMPORTANT

Training Material Classification: UNCLASSIFIED

Distribution Restriction:

- A. Approved for public release; distribution is unlimited.

Destruction Notice:

- N/A for the project: automatically rendered based on Distribution Restriction

Foreign Disclosure:

- FD1 - This training product has been reviewed by the training developer in coordination with the U.S. Army Training and Doctrine Command foreign disclosure officer. This training product can be used to instruct international military students in all approved countries.

SCOPE OF LEARNING EXPERIENCE

This 2-hour learning experience is an advanced level training module on identifying and analyzing rival influence operations using the SCAME framework. The **end state** of this learning experience **is for students to accurately identify and analyze rival influence activities, ensuring that at least 90% of assessments are correct and report findings to the relevant authorities. The** author's intent **is that students learn influence detection principles and techniques, apply them during practical exercises, and develop a critical understanding of how to counteract such activities effectively. By the end of the learning experience, students should have a solid grasp of the SCAME framework and its application in real-world scenarios. This learning experience is critical for maintaining the integrity of operations and** links to other parts of the curriculum** by reinforcing analytical and operational skills.

Learning Objectives

Terminal Learning Objective (TLO):

> **Action**: Analyze Rival Influence Operations **Condition**: Given an environment that allows the students to engage one another and the cadre openly, handouts, research capabilities, and tools for analyzing rival influence activities. **Standard**: Accurately analyze rival influence activities, ensuring that at least 90% of assessments are correct and report findings to the relevant authorities.

Enabling Learning Objective (ELO) / Learning Step Activity (LSA):

> **Action**: Apply the SCAME Framework to Analyze Influence Operations **Condition**: Provided with scenarios and analytical tools. **Standard**: Correctly apply the SCAME framework in at least 90% of provided scenarios.

References

1. SCAME Analysis of Information Warfare
2. Media Lab at MIT on Detecting Fakes

SECTION 1: ADMINISTRATIVE DATA

Instructional Guidance

Conduct of Learning experience | NOTE: Before presenting this learning experience, instructors must thoroughly prepare by studying this learning experience and identifying reference material. - Review the SCAME framework and its components. Familiarize yourself with the examples and scenarios provided. - Set up computer and projection equipment. Ensure analytical tools are installed and functional. - Print handouts and visual aids for distribution to students.

1. The importance of this learning experience: (Why)

Understanding how to identify and analyze rival influence operations is essential for maintaining the integrity of information and operational security. This skill is critical for identifying and mitigating the impact of misinformation and propaganda, which is vital for effective decision-making and countering malign influence.

2. What we want our students to Achieve: (Outcomes/Standard)

Students will be able to accurately identify and analyze rival influence operations using the SCAME framework. Their assessments must align with the principles and techniques taught in the learning experience, achieving a success rate of at least 90%.

3. A Possible Technique to Achieve the Outcome

1. Interactive exercises where students analyze and identify rival influence activities using the SCAME framework.
2. Group discussions and reviews to reinforce learning and share analytical strategies.
3. Hands-on practice with analytical tools to build confidence and proficiency.

4. AAR Guidance for this Learning experience

1. Conduct an After Action Review (AAR) immediately following the learning experience to discuss what went well, what could be improved, and how the techniques learned can be applied in real-world scenarios.
2. Encourage students to provide feedback on the learning experience and the effectiveness of the analytical tools used.

Learning experience Requirements

Instructor Requirements   An instructor must:

1. Review the entire learning experience plan thoroughly.
2. Be familiar with the SCAME framework and analytical tools.

An instructor must attend the following training:

1. PSYOP Qualification Course.

An instructor should:

1. Have experience with influence operations analysis.
2. Have previously taught or assisted with this learning experience.
3. Have experience as an instructor in a military or academic setting.

Additional Support

Required or Requested Support

1. Technical support to ensure all equipment and tools are functioning correctly.
2. Assistant instructors to facilitate group activities and provide individual support.

Guidance for Assistant Instructors

1. Assist with distributing materials and setting up exercises.
2. Provide guidance and support to students during practical exercises.
3. Monitor student progress and provide feedback.

Equipment and Material Required for Instruction

Learning experience Material, Ammo, Expendable, etc.

Equipment	Student Ratio	Instructor Ratio	Quantity	Expendable
Computers with internet access	1:1	1:2		no
Analytical tools	1:1	1:2		no
Example scenarios			Various	no
Projector and screen			1	no
Handouts and visual aids	1:1	1:2		no

Pre-Requisite Tasks

1. Complete introductory training on influence operations and propaganda.
2. Review basic principles of information warfare.

Knowledge Required

1. Basic understanding of influence operations and propaganda.
2. Familiarity with the SCAME framework.

Skills Required

1. Ability to use analytical tools for influence operations analysis.
2. Critical analysis and attention to detail.

Supporting Tasks

Tasks Taught

1. Identifying rival influence operations.
2. Using the SCAME framework for analysis.

Tasks Supported

1. Analytical skills and critical thinking.
2. Information security and integrity.

Tasks Reinforced

1. Recognition and analysis of influence operations.
2. Reporting and documenting findings accurately.

Learning experience Timeline

Academic (y/n)	Broad Topic	EST TIME Min	Methods
Instructor		5	Instructor Rehearsal
Instructor		0	Classroom Setup
y		15	Concrete Experience
y		5	Publish and Process
y		50	Generalize New Information
y		10	Develop
y		40	Apply
y		15	Assessment / Check On Learning

SECTION 2: LEARNING EXPERIENCE INTRODUCTION

Concrete Experience / Motivator: Share an anecdote about a recent case of influence operations impacting a mission. Highlight the importance of being able to detect and analyze such activities to maintain operational security.

> Example: "In a recent incident, misinformation spread by rival forces led to confusion and disrupted our operations. Being able to identify and analyze such influence activities is crucial for countering them effectively."

Instructional Lead-in: "The learning objectives for this block are to recognize and analyze rival influence operations using the SCAME framework. By the end of this learning experience, you will be able to accurately identify influence activities and report your findings."

Scope Statement: During this 2-hour block of instruction, the students will learn to detect and analyze influence operations using the SCAME framework. They will participate in practical exercises to apply these techniques and gain confidence in their ability to counteract rival influence activities.

Publish and Process

1. Introduce the learning objectives.
2. Explain the significance of being able to detect and analyze influence operations.

SECTION 3: LEARNING EXPERIENCE PRESENTATION

Learning Step Activity (LSA) 1: Introduction to SCAME Framework

SLIDE 1   Learning Step Activity Text:

1. **SCAME Overview**: Present an overview of the SCAME framework.
2. **Components of SCAME**: Explain each component - Source, Content, Audience, Medium, Effects.
3. **Memorization Activity**: Have students memorize the SCAME components.

Activity

1. Present an overview of the SCAME framework. (5 minutes)
2. Explain each component of SCAME in detail. (10 minutes)
3. Have students quiz each other to memorize the SCAME components. (5 minutes)

Learning Step Activity (LSA) 2: Detailed Analysis of SCAME Components

SLIDE 2: Source   Learning Step Activity Text:

Identify the individual, organization, or government behind the influence operation.

Activity

1. Present examples of different sources of influence operations:
   - Example: State-sponsored media spreading disinformation about election results.
   - Example: Non-governmental organizations funded by rival states.
2. Discuss how to identify the source in various scenarios:
   - Check for patterns in the type of content being produced.
   - Investigate funding sources and affiliations.

SLIDE 3: Content   Learning Step Activity Text:

Analyze the message and its intended purpose.

Activity

1. Present examples of content used in influence operations:
   - Example: Propaganda articles aimed at undermining public trust in government institutions.
   - Example: Social media posts designed to incite violence or unrest.
2. Discuss how to analyze the message and its purpose:
   - Determine the main themes and narratives being pushed.

- Identify the psychological and emotional triggers used in the content.
- Analyze the consistency of the message across different platforms.

SLIDE 4: Audience   Learning Step Activity Text:

Determine the target audience and the desired effect.

Activity

1. Present examples of target audiences for influence operations:
   - Example: Young adults on social media platforms.
   - Example: Minority communities targeted with divisive content.
2. Discuss how to determine the target audience and the desired effect:
   - Analyze the demographics of the people engaging with the content.
   - Investigate the platforms where the content is being disseminated.
   - Assess the intended behavioral or attitudinal changes in the audience.

SLIDE 5: Medium   Learning Step Activity Text:

Identify the channels used to disseminate the message.

Activity

1. Present examples of different media used in influence operations:
   - Example: Social media networks like Facebook and Twitter.
   - Example: Online forums and chat groups.
2. Discuss how to identify the channels used and assess their effectiveness:
   - Track the spread of content through different online platforms.
   - Evaluate the reach and engagement metrics of the content.

SLIDE 6: Effects   Learning Step Activity Text:

Evaluate the impact on the target audience and the effectiveness of the operation.

Activity

1. Present examples of the effects of influence operations:
   - Example: Increased political polarization and social unrest.
   - Example: Erosion of trust in public institutions.
2. Discuss how to evaluate the impact and effectiveness of the operation:
   - Measure changes in public opinion and behavior.
   - Assess the level of disruption caused by the influence operation.

Learning Step Activity (LSA) 3: Practical Application of SCAME Framework

SLIDE 7: Practical Exercise   Activity

1. Divide students into groups and provide each group with a scenario to analyze using the SCAME framework. (10 minutes)

2. Have each group present their findings to the class. (10 minutes)
3. Provide feedback and discuss the effectiveness of their analysis. (10 minutes)

Learning Step Activity (LSA) 4: Group Analysis Activity

SLIDE 8: Group Exercise   Activity

1. Each group receives a specific component of SCAME to analyze in a given scenario. (10 minutes)
2. Groups present their analysis focusing on their assigned component. (10 minutes)
3. Class discussion on how each component contributes to understanding the overall influence operation. (10 minutes)

SECTION 4: SUMMARY

During this block of instruction, we have learned how to detect and analyze rival influence operations using the SCAME framework. You now have the skills to identify influence activities and understand the importance of maintaining the integrity of operations.

MOI: Discussion (small or large group)

Check on learning:

Question: Why is it important to be able to analyze rival influence operations?
Answer: To maintain operational security and effectively counter misinformation and propaganda.

Review/Summary: During this block of instruction, we covered the SCAME framework and its application in analyzing influence operations, and participated in practical exercises to apply these techniques.

SECTION 5: STUDENT EVALUATION

Testing Requirement

Students must demonstrate their ability to analyze rival influence operations by completing a practical exercise and achieving a success rate of at least 90%.

Student Feedback Requirement

Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer class questions about the test. Provide remedial training as needed.

APPENDIX A - Audio Visual Masters

Required Audio-Visual Material and Handouts

Sequence	Media Name	Attachment or URL	Media Type
-	Total Digital Media ZIP		ZIP
		https://url.com	PPT

APPENDIX B - Assessment Statement and Assessment Plan

Assessment Statement:

Students will be assessed on their ability to identify and analyze rival influence operations. The assessment will involve practical exercises where students must apply the SCAME framework and achieve a success rate of at least 90%.

Assessment Plan:

The assessment procedures will include practical exercises, performance checklists, and constructive feedback. Students will be required to demonstrate their proficiency in analyzing influence operations and report their findings accurately.

APPENDIX C - Practical Exercises and Solutions

The practical exercises will involve analyzing various scenarios to identify rival influence operations using the SCAME framework. Students will apply the techniques and tools learned during the learning experience to complete these exercises. Detailed instructions and solutions will be provided to ensure thorough understanding and application of the skills.