

BUREAU OF SECURITY AND INVESTIGATIVE SERVICES



WEAPONS OF MASS DESTRUCTION

& Terrorism Awareness for Security Professionals

Facilitator Guide



CALIFORNIA DEPARTMENT OF CONSUMER AFFAIRS

WEAPONS OF MASS DESTRUCTION AND TERRORISM AWARENESS FOR SECURITY PROFESSIONALS

Facilitator Guide Version One

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INTRODUCTION TO THE FACILITATOR

LENGTH

This training program is intended to take 4 hours total, including a 15 minute break.

CONTENT

The training package consists of a DVD, a student workbook, and this facilitator guide. Both guides are on the CD-ROM included in the binder for the program. By the copyright statement included, you have permission to print out as many copies as needed of both the facilitator guide and the student workbook for your non-commercial use.

EQUIPMENT NEEDED

- DVD player
- Television with sufficiently large screen so all can see or an LCD projector and a wall-screen
- One student workbook per person

HOW TO USE THE TRAINING MATERIALS

First review this guide. It contains:

- The text transcript of the DVD narrator's presentation
- An introduction to each of the 8 learning activities
- The full text of the activities that are in the student workbook
- Suggested answers to the learning activities
- A glossary
- A Quick Reference Card

Prior to teaching the class, play the DVD and follow along in the narrator transcript. The narrator transcripts are on the left side of the pages, with space for you to make notes on the right side of the pages. Make a note of anything you think your security officers will ask you to explain further. Stop the DVD at the end of each section that is followed by a learning activity and go through the instructions for each activity.

When you have scheduled the training and you have previewed all the materials, you are ready to run the event. Follow the directions and recommendations in this guide as you proceed through the course.

ICONS

Two icons are used in this guide:



The clock icon shows the suggested time to spend on each activity.



The play DVD icon shows when to start the DVD.

HOW TO USE THE DVD

The DVD is organized by a main menu and a submenu. The main menu choices are:

- Welcome and Introduction
- Role of the Security Professional
- The Nature of Terrorism
- Weapons of Mass Destruction
- Coordination of Critical Information

The submenu choices are:

Role of the Security Professional

- Introduction to Terrorism
- California as a Target
- Overview of the Security Professional's Role and Tasks

The Nature of Terrorism

- Introduction
- The Nature of Terrorism
- Pre-Incident Indicators

Weapons of Mass Destruction

- Introduction
- Explosives and other WMD
- Response Strategies

Coordination of Critical Information

- Overview of Information Flow
- Conclusion and Program Credits

You can go to each section by using the forward and backward arrows on your remote and pushing "enter" at the selection you want. Each selection will highlight when your arrow chooses it. You can return to the main menu by selecting "Main Menu" on the lower left of the submenu screen.

INSTRUCTIONAL DESIGN

This training program and its student activities have been developed according to the following accepted adult teaching and learning theories:

Schema Building: This means that we organize material in order for the students to develop organizational patterns in their minds within which to place and hence retain the new learning. In the training course you will lead, we have included activities before each new section to introduce the concepts and the ideas to the students. In that way, they “set the stage” in their minds before viewing the video, which makes it easier for them to understand and assimilate the new material.

Spiral Curriculum Design: This means that we have purposefully structured the material so it is introduced in an overview fashion first and then revisited one or more times later in order to deepen understanding. For example, in Chapter 1, section 1.3, we introduce the stages of planning a terrorist attack in broad terms and in Chapter 2, section 2.3, we review those stages and go into more detail about each one.

Preview—View—Review Activities: The learning activities are also built on the preview, view, review pattern. Before viewing a section on the DVD, they preview the topic. After this schema-building period, they view the training section with the video and narration. Finally they review what they have learned with an activity based on that section.

WELCOME AND INTRODUCTION



Play the introductory segment until the narrator says “*Please take the time now to open your student workbook and review the introductory information, then select the section of the training video you wish to view.*” Then stop the DVD and ask the students to do Activity #1.

Narrator Transcript

Protecting California is protecting our home. We all have a crucial role in our safety and security. This program will show you how you—a security professional—can be instrumental in preventing terrorist activity aimed at taking away our cherished freedoms and way of life.

- ▶ Please take the time now to open your student workbook and review the introductory information, then select the section of the training video you wish to view.

NOTES:

FACILITATOR’S INTRODUCTION TO WORKBOOK ACTIVITY #1

At the beginning of a learning activity, the facilitator must emphasize the importance of this training. One effective way of doing this is to conduct an activity to enable what we call schema development,¹ which simply means beginning to organize a pattern in the student’s brain into which he or she can fit what is to be learned.

The exercise below is brief and simple. There are no “right” answers. The point of the exercise is to preview what is to come and to begin developing those schemas. Please allow each student a few minutes by himself/herself to jot down notes and then ask for full group discussion.

For a list of suggested responses to all the learning activities, please see Appendix A beginning on page 37.

¹ See the section on Instructional Design in the introduction to this guide.

ACTIVITY #1 (FOR STUDENTS)



Facilitator: Please see Appendix A for suggested answers to this activity.

Before you participate in this training program, it is useful to preview what you think you might learn. Discuss the following questions in small groups.

1. What are some likely locations in California that could be targets of terrorist activity?

2. Why do you think those locations are likely targets?

3. How would you define terrorism?

4. What comes to mind when you hear the expression “Weapons of Mass Destruction?”

SECTION 1.2: CALIFORNIA AS A TARGET



Facilitator: Please play the segment “California as a Target” now.

Narrator Transcript

Although certainly not the only threat, the widely publicized beliefs of organizations like Al Qaeda are symptomatic of a terrorist group. Their purpose is to disrupt civilian lives and damage structures in order to inflict the maximum possible emotional, physical, and economic damage. They are especially interested in targets that have symbolic value, such as the World Trade Center buildings. Typical targets are government buildings, mass transit facilities, public buildings, communication and utility facilities, water supply locations, food production sites, and recreational facilities, and any location where large numbers of people gather, such as stadiums, malls, the beach, and so on. This is where you, America’s security professionals, work! Your awareness and knowledge are crucial to California’s security.

► Please return to the main menu and turn to Workbook Activity #2.

NOTES:

FACILITATOR’S INTRODUCTION TO WORKBOOK ACTIVITY #2

The following activity reviews the introduction the students have just heard and moves on to preview the following topic. For Part A, you could, for example, copy the 5 questions and their possible responses onto a transparency and show them on an overhead projector. Or you could choose to do this as a whole-group exercise. Hopefully, there will be differences of opinion among the students about the answers, which lead to excellent “teaching moments.” If you have native speakers of different languages in your group, this would also be a good time to ask someone to translate the English expressions into the other language(s) and for them to ask you questions about what they heard on the DVD for clarification.

Part B on the following page is intended as a previewing exercise. Please encourage your students to be creative and “think outside the box.” One good strategy here is to use open-ended questions. With open-ended questions you are trying to get the students to expand on their initial one- and two-word answers. Typical open-ended questions include:

- What do you mean by that?
- Can you give us another example?
- Why do you think that might be the case?
- And what do you think might happen if _____ occurred?
- Tell me more.

ACTIVITY #2 (FOR STUDENTS)



Facilitator: Please see Appendix A for suggested answers to this activity.

Part A. Please answer the following 5 questions:

1. What is the purpose of terrorism?
 - a. to invade another country
 - b. to frighten a group of people
 - c. to propose a new religion
2. True or False: All terrorists have a religious purpose to their actions.
 - a. True
 - b. False
3. Why did the US customs agents become suspicious of Ahmed Ressam as he tried to cross the US/Canada border?
 - a. He acted hesitant and unsure.
 - b. He threatened them with a gun.
 - c. He was carrying explosives in his car.
4. Which of the following is not a purpose of a terrorist act?
 - a. to cause emotional pain in its victims
 - b. to cause economic damage
 - c. to test their weapons
5. Please check all the possible targets for a terrorist act from the list below:
 - a. government buildings
 - b. mass transit facilities
 - c. public buildings
 - d. communication facilities
 - e. utilities
 - f. water supply locations
 - g. food production sites
 - h. recreational facilities
 - i. a mall
 - j. a stadium
 - k. all of the above

Part B. Small groups: Discuss the following

1. Why would a terrorist target your workplace?

2. What harm could come to California or the nation if a terrorist attack occurred at or near your workplace?

3. When most people think of terrorism, they think of bombs. Can you think of any other means of frightening or harming large groups of people?

Narrator Transcript (continued)

NOTES:

process, and one in which your powers of observation are important. If the terrorists succeed in moving their chosen weapon to the site of attack, their next step—unless this is to be a suicide attack—is to escape.

What is your role as a security officer in the prevention and possible handling of terrorist attacks? It can be summarized in three words: **recognize, report, and react**. This program will train you to recognize pre-incident indicators in the stages we just described and show you what you should report about what you notice. Reporting events or suspicions according to your post orders is very important. The program will also show you how to react both in cases of suspicious activity and in the case that a WMD attack occurs.

In the following lesson, we will go into more detail about each of these steps and stages.

- ▶ At this point, please return to the main menu and turn to Activity #3 in your student workbook.

FACILITATOR’S INTRODUCTION TO WORKBOOK ACTIVITY #3

This next section of the DVD is short in terms of minutes but it is dense with content. You may find that you want to replay the segment if you feel that your students are overwhelmed by all the information. Workbook Activity #3 is intended to preview what is to come in Chapter 2 on the DVD.

Part A lends itself well to being revealed section by section instead of all at once. You may want to copy the items onto a transparency and place a piece of paper over the questions you haven’t revealed yet. All students should be concentrating on the same issue at the same time.

Part B is a brief True/False recap of the eight stages of a terrorist attack. Do not spend too much time on this section at this point because it will be reviewed and expanded upon in Chapter 2, *The Nature of Terrorism*.

ACTIVITY #3 (FOR STUDENTS)



Facilitator: Please see Appendix A for suggested answers to this activity.

Part A. Small group discussion.

1. Think of 3 ways in which a terrorist organization might try to recruit members at your workplace.

2. Is there anything a terrorist could steal from your workplace that he could sell to make money?

3. Under what circumstances would vehicles at your workplace, such as bicycles, cars, trucks, helicopters, or boats, make you suspicious?

4. Think of ways in which a terrorist might be able to get onto your site without anyone noticing.

Part B. True or False (and why)?

True False

1. Terrorist organizations do not recruit more members.

2. Terrorist organizations have all the money they will ever need.

3. A bomb is the most common terrorist weapon.

4. A terrorist attack is especially likely on a day of national significance.

5. A terrorist can gain access to a secure site by impersonating a uniformed professional.

6. Terrorists need to “case the joint” or conduct surveillance of their target.

7. To move a weapon into place, a terrorist always needs something large, like an airplane.

8. After an attack, the terrorists need to escape, unless it is a suicide attack.

CHAPTER 2: THE NATURE OF TERRORISM

SECTION 2.1: INTRODUCTION



Facilitator: Please select the main menu choice “The Nature of Terrorism” and play the “Introduction” segment now.

Narrator Transcript

In this chapter, we will take a closer look at the nature of terrorism. There are many definitions, as you will see, but they have certain common denominators. First of all, terrorism is a criminal activity. It is important to understand this. Terrorist activity is not an acceptable and normal manner in which to make one’s views heard. Secondly, terrorism involves violence against civilians—people like you and me and our families. Thirdly, a terrorist has as her or his aim to push a social, religious, or political objective. The goal of the terrorist is to force a government or a group of people to change.

The next menu selection will give you an introduction to the nature, methods, and purposes of terrorism.

NOTES:

SECTION 2.2: THE NATURE OF TERRORISM



Facilitator: This segment will give you a perspective on how the law enforcement community views terrorism and its impact on everyone who is working to protect our communities. There is no transcript.

Narrator Transcript (continued)

longer the case. There is no real profile. Suicide bombs can be delivered by multiple means, such as vehicle bombs, boat bombs, airplanes used as weapons as we saw on September 11th, and an individual with an explosive strapped to his or her body. Given that the terrorist does not want to escape, the pre-incident indicators are essentially the same as for non-suicide operations with the possible extra stress of the knowledge of death leading to hesitancy, nervousness, or extra bulky clothing to conceal a device.

All in all, the primary skill for you to develop is a sense for “what just doesn’t fit.” Take a look at the scenario that follows in which a police officer who makes a routine traffic stop decides that “something doesn’t seem right.”

In this scenario, you saw the potential theft of police uniforms. Keep in mind, however, that other credentials are targets for theft as well, such as ID badges, keycards, and so on.

- ▶ At this point, please pause the program and turn to Activity #4 in your learner workbook.

NOTES:

FACILITATOR’S INTRODUCTION TO WORKBOOK ACTIVITY #4

This exercise is a simple simulation. No special equipment is necessary. Ask your students to think of themselves two ways: as a potential terrorist group and as security professionals. There is probably no need for activity review; if the exercise runs as intended, they will be continuing their arguments and discussion during the following break whether you ask them to or not.

ACTIVITY #4 (FOR STUDENTS)



Facilitator: Please see Appendix A for suggested answers to this activity.

“Devil’s Advocate”

In this exercise, you will pretend to be an organization planning a mass attack using a Weapon of Mass Destruction on a chosen California site. Follow the steps below to plan your criminal event.

Scenario—You are a small but well-organized group of people who hate California and all it stands for. You could be a religious group, a political group, or any other special-interest group. You want Californians to fear and respect you and to accept you as their new leaders.

1. Begin your evil plan by looking for more members for your terrorist cell. How would you go about recruiting? (Think about some possible ways in which the site where you work as a security professional could be involved in the recruiting process.)

2. Start planning your budget. How will you get money? (Consider some ways in which the site where you work could have some relationship to the funding process.)

3. Choose your weapon(s). Describe them in detail. What are the components and where can you find them? (Think about some aspect of the weapon-creation process that might involve the site where you work.)

4. Select your target. You want to create maximum devastation and fear in the community. What would you select? (You may have to re-think your choice of weapon at this point if you decide that some other means, for example biological rather than explosive, would be more terrifying.)

5. Choose a date for your terrorist attack. Why did you choose that date?

6. Look at your target site. What information do you need to gather? How will you get onto the site unnoticed?

7. Now plan to move your selected weapon to the site you have identified. What means of transportation do you need? How many people? What kinds of identification or disguise?

8. Finally, you have been able to detonate the weapon. There is mass panic and devastation. How do you escape? (As a security officer, what do you think you would be doing at this point?)

Facilitator: If time permits, ask your students how they would prevent any of the above actions as a security professional.

Give students a 15-minute break

Narrator Transcript (continued)

The different weapons show their effects in different timelines. An explosion, of course, has an immediate effect on people, and a fire or the release of nuclear materials will have an effect within a few minutes. Chemicals will also affect human beings very quickly, usually within an hour. On the other hand, bacteria or other biological agents will take more than a few days before people start showing symptoms of illness.

NOTES:

WEAPON OF MASS DESTRUCTION	ADVANTAGES TO THE TERRORIST	DISADVANTAGES TO THE TERRORIST	EXAMPLES
Biological	<ul style="list-style-type: none"> • Cheap, easy to make and easily available • Hard to detect in the victim population • Great psychological damage (fear) 	<ul style="list-style-type: none"> • It takes a long time for effects to show up • It may hurt the terrorists as well • People will get sick, but perhaps not many will die • They may not get much sympathy for their cause 	<ul style="list-style-type: none"> • Anthrax • Botulism toxins • Cholera • Plague • Smallpox
Nuclear	<ul style="list-style-type: none"> • Devastating effects • Great psychological impact • Escalates an attack to all-out war 	<ul style="list-style-type: none"> • Heavy • Expensive (hundreds of millions of dollars) • Very difficult to make and to deploy 	<ul style="list-style-type: none"> • Death by nuclear explosion • Radiation burns • Radiological poisoning • Long-term effects such as cancers
Incendiary	<ul style="list-style-type: none"> • Easy to make from home-made materials • Ignite about 75% of the time • Fire is very frightening 	<ul style="list-style-type: none"> • Unless accompanied by the effect of a bombing, the victim population knows how to deal with fire • The terrorist may destroy more property than lives 	<ul style="list-style-type: none"> • Trigger methods can be chemical, electronic, or mechanical • Delivery methods can be stationary, hand-thrown, or self-propelled
Chemical	<ul style="list-style-type: none"> • Cheap, easy to make and easily available • Has an immediate effect • Great psychological damage (fear) 	<ul style="list-style-type: none"> • Need to have a lot to have a mass effect • Dangerous to produce and deploy for the terrorist 	<ul style="list-style-type: none"> • Mustard • Cyanide • Chlorine • Sarin
Explosive	<ul style="list-style-type: none"> • Dramatic • Low risk • Easy to execute remote attacks 	<ul style="list-style-type: none"> • May damage both the intended group and innocent bystanders, such as babies • Not simple to make the attack covert 	<ul style="list-style-type: none"> • Over 70% of domestic terrorist incidents involve explosives • Pipe bombs • Vehicle bombs • Suicide bombs

ACTIVITY #5 (FOR STUDENTS)



Facilitator: Please see Appendix A for suggested answers to this activity.

The table below is the same you saw in the video training program. Some words have been replaced by a blank line. Fill in the blank lines with the 17 words and phrases listed here:

75%

Anthrax

Cheap

Chemical

Chlorine

Deploy

Die

Easy to make

Explosives

Fire

Group

Impact

Low

Millions

Psychological

Radiological

Terrorists

WEAPON OF MASS DESTRUCTION	ADVANTAGES TO THE TERRORIST	DISADVANTAGES TO THE TERRORIST	EXAMPLES
Biological	<ul style="list-style-type: none"> Cheap, _____ and easily available Hard to detect in the victim population Great _____ damage (fear) 	<ul style="list-style-type: none"> It takes a long time for effects to show up It may hurt the _____ as well People will get sick, but perhaps not many will ____ They may not get much sympathy for their cause 	<ul style="list-style-type: none"> _____ Botulism toxins Cholera Plague Smallpox
Nuclear	<ul style="list-style-type: none"> Devastating effects Great psychological _____ Escalates an attack to all-out war 	<ul style="list-style-type: none"> Heavy Expensive (hundreds of _____ of dollars) Very difficult to make and to deploy 	<ul style="list-style-type: none"> Death by nuclear explosion Radiation burns _____ poisoning Long-term effects such as cancers
Incendiary	<ul style="list-style-type: none"> Easy to make from home-made materials Ignite about _____ of the time Fire is very frightening 	<ul style="list-style-type: none"> Unless accompanied by the effect of a bombing, the victim population knows how to deal with _____ The terrorist may destroy more property than lives 	<ul style="list-style-type: none"> Trigger methods can be _____, electronic, or mechanical Delivery methods can be stationary, hand-thrown, or self-propelled
Chemical	<ul style="list-style-type: none"> _____, easy to make and easily available Has an immediate effect Great psychological damage (fear) 	<ul style="list-style-type: none"> Need to have a lot to have a mass effect Dangerous to produce and _____ for the terrorist 	<ul style="list-style-type: none"> Mustard Cyanide _____ Sarin
Explosive	<ul style="list-style-type: none"> Dramatic _____ risk Easy to execute remote attacks 	<ul style="list-style-type: none"> May damage both the intended _____ and innocent bystanders, such as babies Not simple to make the attack covert 	<ul style="list-style-type: none"> Over 70% of domestic terrorist incidents involve _____ Pipe bombs Vehicle bombs Suicide bombs

ACTIVITY #6 (FOR STUDENTS)



Facilitator: Please see Appendix A for suggested answers to this activity.

Discuss the scenario you just watched with your team members.

1. What was the reason for the traffic stop?

2. Which behaviors made the officer suspicious?

3. What did the officer find in the cab of the truck?

4. What did the officer find in the truck bed?

5. If you noticed people behaving like this at your site, what would you do?

Narrator Transcript (continued)

In conclusion, your first task is always to notify the proper authorities while keeping yourself safe. Secondly, to help the victims as much possible, try to put as much time and distance between them and the danger as you can.

Finally, shield yourself and the persons in your area from the hazards using any physical means you have available. Your calm and reassuring presence will help.

► At this point, please turn to Activity #7 in your workbook.

NOTES:

FACILITATOR’S INTRODUCTION TO WORKBOOK ACTIVITY #7

The exercise below works especially well in groups of two people. If you are short on time, you may want to ask half the groups to discuss questions 1 through 4 and the other half to discuss questions 5 through 7. After 10 minutes of discussion, combine two groups of 2 into a 4-person group to review all the questions together.

If you have plenty of time or you have a small class, you may want all the groups of 2 to discuss all the questions and then present their answers to everybody.

ACTIVITY #7 (FOR STUDENTS)



Facilitator: Please see Appendix A for suggested answers to this activity.

1. Where should you find the contact information for whom to notify in an emergency? What is your back-up plan if you cannot reach the first person on your list?

2. At your site, who has the authority to order an evacuation?

3. If the person identified in question #2 is unavailable, what do you do?

4. What are secondary devices?

5. If you think airborne hazardous materials have been released, what path of evacuation would you take?

6. Why should you pay attention to people leaving the scene of the incident?

7. Which of the choices below is the concept of self-protective measures?

- 1. Time, distance, and wind direction
- 2. Time, distance and shielding
- 3. Speed, distance, and time
- 4. Protection, assistance, and speed

Narrator Transcript (continued)

Trained analysts store, organize, and tag such pieces of data for potential tracking and follow-up. Most of the time, of course, the activity is harmless or what one might call “normal criminal behavior,” but what if it isn’t?

In the following excerpt from a law enforcement training program, various experts describe the interrelationship between the small pieces of data reports and the larger intelligence effort.

While this video segment has shown the role of a law enforcement officer, the points apply equally to you as a security professional.

NOTES:

SECTION 4.2: CONCLUSION AND PROGRAM CREDITS



Facilitator: Select and play the segment “Conclusion and Program Credits” now.

Narrator Transcript

We hope this training has been useful to you. In order to secure our safety, your ability to observe and forward your observations is crucial. Keep in mind the three words recognize, report and react. Follow your post orders and stay alert.

Please complete the final Activity in your workbooks. Thank you.

NOTES:

FACILITATOR’S INTRODUCTION TO WORKBOOK ACTIVITY #8

This final activity is a comprehensive review of the main content of the training. Please collect and store the results of the test as required by BSIS regulations.

ACTIVITY #8 (FOR STUDENTS)



Facilitator: Please see Appendix A for suggested answers to this activity.

Please answer the following 10 questions by checking off the best answer and turn in the form to your training facilitator.

Name: _____

Date: _____

PROTECTING CALIFORNIA'S CRITICAL INFRASTRUCTURE

- Which of the following sites in California are potential targets of a terrorist attack?
 - a. Disneyland
 - b. The California aqueduct
 - c. Los Angeles International Airport
 - d. All of the above
- A terrorist attack is a
 - a. threat
 - b. crime
 - c. bomb
 - d. religious event
- Which of the following examples is a biological agent?
 - a. Anthrax
 - b. a radiological agent
 - c. Sarin
 - d. a Molotov cocktail
- Terrorists act on impulse.
 - a. True
 - b. False
- Which of the examples below is a chemical agent?
 - a. Anthrax
 - b. Uranium
 - c. Chlorine
 - d. Dynamite

6. What percentage of terrorist incidents involve explosives?
- a. None
 - b. 5%
 - c. 50%
 - d. Over 70%
7. Should you be suspicious of someone showing interest in when you make your rounds and what you do?
- a. No
 - b. Yes
8. In the case of an apparent chemical incident, what should you not do?
- a. Report the incident to your supervisor
 - b. Inform the police
 - c. Determine the wind direction
 - d. Rush in to try to help the victims
9. What information is critical for you to perform your job in an emergency?
- a. Knowing your shift time
 - b. Knowing your post orders
 - c. Knowing your supervisor's name
 - d. Knowing the name of the terrorist group
10. Which three words describe your role in protecting your site as a security professional?
- a. Recognize, report, react
 - b. Time, distance, shielding
 - c. Hot, warm, cold
 - d. Explosive, nuclear, biological

THANK YOU. PLEASE TURN IN THIS FORM TO YOUR FACILITATOR.

APPENDIX A: SUGGESTED ANSWERS TO THE LEARNING ACTIVITIES

ACTIVITY #1: *SUGGESTED RESPONSES*

1. *What are some likely locations in California that could be targets of terrorist activity?*
 - a. Sites where many people gather, e.g. sports stadiums or entertainment centers
 - b. Symbolic places such as Disneyland or the Golden Gate Bridge
 - c. Places that are important for California's economy, such as the water and food supply, financial institutions, the ports, etc.
 - d. Government buildings
2. *Why do you think those are likely targets?*
 - a. Sites where many people gather, e.g. sports stadiums or entertainment centers
 - Because the purpose of terrorist activity is to cause maximum damage to great numbers of people
 - b. Symbolic places such as Disneyland or the Golden Gate Bridge
 - Because they have emotional value
 - c. Places that are important for California's economy, such as the water and food supply, financial institutions, the ports, etc.
 - Because such actions would disrupt our daily lives greatly
 - d. Government buildings
 - Because of their symbolic nature
3. *How would you define terrorism?*

Two official definitions:

U.S. Department of Justice:

A violent act or an act dangerous to human life, in violation of the criminal laws of the United States or any segment to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

The Federal Bureau of Investigation (FBI):

The unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.
4. *What comes to mind when you hear the expression "Weapons of Mass Destruction?"*

Most participants in this training program will probably say "bombs" or they will refer to 9/11. You may want to draw them out a bit further at this point and ask why they think that the attack on the World Trade Center buildings was so effective from the terrorist point of view. You may also want to start them thinking about other possible methods of causing mass destruction, leading to chemical or biological or nuclear attacks.

ACTIVITY #2: SUGGESTED RESPONSES

A. Please answer the following 5 questions:

1. *What is the purpose of terrorism?*
 - a. to invade another country
 - b. to frighten a group of people
 - c. to propose a new religion
2. *True or False: All terrorists have a religious purpose to their actions.*
 - a. True
 - b. False
3. *Why did the US customs agents become suspicious of Ahmed Ressam as he tried to cross the US / Canada border?*
 - a. He acted hesitant and unsure.
 - b. He threatened them with a gun.
 - c. He was carrying explosives in his car.
4. *Which of the following is not a purpose of a terrorist act?*
 - a. to cause emotional pain in its victims
 - b. to cause economic damage
 - c. to test their weapons
5. *Please check all the possible targets for a terrorist act from the list below:*
 - a. government buildings
 - b. mass transit facilities
 - c. public buildings
 - d. communication facilities
 - e. utilities
 - f. water supply locations
 - g. food production sites
 - h. recreational facilities
 - i. a mall
 - j. a stadium
 - k. all of the above

B. Small groups: Discuss the following

1. *Why would a terrorist target your workplace?*
 - a. Answers depend on the site the security officer is guarding. For example, at a parking structure, the terrorist could inflict damage on great numbers of people if the attack happened at the time most people were arriving or leaving. At a bank, a terrorist could attempt to steal funds for a future operation. At a chemical plant, he might want to obtain toxic or hazardous materials.

2. *What harm could come to California or the nation if a terrorist attack occurred at or near your workplace?*
 - a. If the officer is in charge of a public area, the main harm could be loss of lives. Other sites would have an economic impact. But above all, the emotional security of Californians would be affected.
3. *When most people think of terrorism, they think of bombs. Can you think of any other means of frightening or hurting large groups of people?*
 - a. Hopefully, some of your students will mention biological hazards such as the Anthrax events in Washington, D.C., or the possibility of poisoning the water supply.

ACTIVITY #3: SUGGESTED RESPONSES

A. Small group discussion.

1. *Think of 3 ways in which a terrorist organization might try to recruit members at your workplace.*
 - a. Holding political rallies
 - b. Using email to push their point of view
 - c. Holding secretive meetings
2. *Is there anything a terrorist could steal from your workplace that he could sell to make money? (Answers depend on the workplace)*
 - a. Autos or other vehicles
 - b. Financial instruments
 - c. Pharmaceuticals (to sell on the illegal market)
 - d. Art, etc.
3. *Under what circumstances would vehicles at your workplace, such as bicycles, cars, trucks, helicopters, or boats, make you suspicious?*
 - a. Parked in unusual places
 - b. Out-of-the-ordinary size or apparent weight
 - c. Type of vehicle not normal
 - d. Delivery van arriving when no deliveries are scheduled
4. *Think of ways in which a terrorist might be able to get onto your site without anyone noticing.*
 - a. By appearing in a known uniform (police, UPS, janitorial, etc.)
 - b. By having the key code to the doors
 - c. By blending in (dressing like everyone else)
 - d. By wearing a tool belt

B. True or False

True False

- 1. Terrorist organizations do not recruit more members.
- 2. Terrorist organizations have all the money they will ever need.
- 3. A bomb is the most common terrorist weapon.
- 4. A terrorist attack is especially likely on a day of national significance.
- 5. A potential terrorist can gain access to a secure site by impersonating a security officer.
- 6. Terrorists need to “case the joint” or conduct surveillance of their target.
- 7. To move their weapon into place, a terrorist always needs something huge, like an airplane.
- 8. After the attack, the terrorists need to escape, unless it is a suicide attack.

ACTIVITY #4: SUGGESTED RESPONSES

“Devil’s Advocate”

In this exercise, you will pretend to be an organization planning a mass attack using a Weapon of Mass Destruction on a chosen California site. Follow the steps below to plan your criminal event.

Scenario—You are a small but well-organized group of people who hate California and all it stands for. You could be a religious group, a political group, or any other special-interest group. You want Californians to fear and respect you and to accept you as their new leaders.

1. *Begin your evil plan by looking for more members for your terrorist cell. How would you go about recruiting? (Think about some possible ways in which the site where you work as a security professional could be involved in the recruiting process.)*

Answers depend on the site, but holding rallies, disseminating hate mail, and inviting to secret meetings might be some ways.

2. *Start planning your budget. How will you get money? (Consider some ways in which the site where you work could have some relationship to the funding process.)*

Stealing something of value, such as electronic equipment, to then sell is a common way. The most valuable in their ratio of weight and size to dollar income are legal and illegal drugs. Illegal financial activity is another method, such as breaking into banking databases.

3. *Choose your weapon(s). Describe them in detail. What are the components and where can you find them? (Think about some aspect of the weapon-creation process that might involve the site where you work.)*

High impact and “dirty” bombs are probably the weapons of choice. Any site which employs chemicals that can be fatal if not carefully controlled is at risk.

4. *Select your target. You want to create maximum devastation and fear in the community. What would you select? (You may have to re-think your choice of weapon at this point if you decide that some other means, for example biological rather than explosive, would be more terrifying.)*

Maximum devastation would be caused by something from which the citizens of California believe they cannot protect themselves. Poisoning the water or food supply, for example, would cause widespread panic.

5. *Choose a date for your terrorist attack. Why did you choose that date?*

Major sporting events could be a choice. Another could be the inauguration of elected officials. The 4th of July is an obvious choice.

6. *Look at your target site. What information do you need to gather? How will you get onto the site unnoticed?*

If you are trying to gain access to a site without anyone sounding an alarm, you'd want to know about the security procedures, the timing of the rounds, and so on. You might also need to find a schematic plan of the building.

7. *Now plan to move your selected weapon to the site you have identified. What means of transportation do you need? How many people? What kinds of identification or disguise?*

Your best bet is a kind of vehicle that blends in. For example, at an auto plant a different make of vehicle might be unusual. A delivery truck would be an obvious choice.

8. *Finally, you have been able to detonate the weapon. There is mass panic and devastation. How do you escape?*

Act like everyone else. You also need to have an advance escape plan in for where you will meet up with those who will take you away. You'll also want a back-up plan.

ACTIVITY #5: SUGGESTED RESPONSES

The correct words are written in BOLD CAPITAL letters.

WEAPON OF MASS DESTRUCTION	ADVANTAGES TO THE TERRORIST	DISADVANTAGES TO THE TERRORIST	EXAMPLES
Biological	<ul style="list-style-type: none"> Cheap, <u>EASY TO MAKE</u> and easily available Hard to detect in the victim population Great <u>PSYCHOLOGICAL</u> damage (fear) 	<ul style="list-style-type: none"> It takes a long time for effects to show up It may hurt the <u>TERRORISTS</u> as well People will get sick, but perhaps not many will <u>DIE</u> They may not get much sympathy for their cause 	<ul style="list-style-type: none"> <u>ANTHRAX</u> Botulism toxins Cholera Plague Smallpox
Nuclear	<ul style="list-style-type: none"> Devastating effects Great psychological <u>IMPACT</u> Escalates an attack to all-out war 	<ul style="list-style-type: none"> Heavy Expensive (hundreds of <u>MILLIONS</u> of dollars) Very difficult to make and to deploy 	<ul style="list-style-type: none"> Death by nuclear explosion Radiation burns <u>RADIOLOGICAL</u> poisoning Long-term effects such as cancers
Incendiary	<ul style="list-style-type: none"> Easy to make from home-made materials Ignite about <u>75%</u> of the time Fire is very frightening 	<ul style="list-style-type: none"> Unless accompanied by the effect of a bombing, the victim population knows how to deal with <u>FIRE</u> The terrorist may destroy more property than lives 	<ul style="list-style-type: none"> Trigger methods can be <u>CHEMICAL</u>, electronic, or mechanical Delivery methods can be stationary, hand-thrown, or self-propelled
Chemical	<ul style="list-style-type: none"> <u>CHEAP</u>, easy to make and easily available Has an immediate effect Great psychological damage (fear) 	<ul style="list-style-type: none"> Need to have a lot to have a mass effect Dangerous to produce and <u>DEPLOY</u> for the terrorist 	<ul style="list-style-type: none"> Mustard Cyanide <u>CHLORINE</u> Sarin
Explosive	<ul style="list-style-type: none"> Dramatic <u>LOW</u> risk Easy to execute remote attacks 	<ul style="list-style-type: none"> May damage both the intended <u>GROUP</u> and innocent bystanders, such as babies Not simple to make the attack covert 	<ul style="list-style-type: none"> Over 70% of domestic terrorist incidents involve <u>EXPLOSIVES</u> Pipe bombs Vehicle bombs Suicide bombs

ACTIVITY #6: SUGGESTED RESPONSES

Discuss the scenario you just watched with your team members.

1. *What was the reason for the traffic stop?*

The truck allegedly ran a red light.

2. *Which behaviors made the officer suspicious?*

They did not have valid driver's licenses and their passports were from two different countries. They seemed unsure about what they were doing and where they were going. They said they were gardeners but they seemed too well dressed for that job.

3. *What did the officer find in the cab of the truck?*

He found maps pointing out sites where many people gather.

4. *What did the officer find in the truck bed?*

It was loaded with ammonium nitrate, which IS used as a fertilizer, but there was just too much of it for any valid purpose.

5. *If you noticed people behaving like this at your site, what would you do?*

You would call your supervisor to verify that the people had a right to be where they were. If he or she were unavailable, comply with your post orders.

ACTIVITY #7: SUGGESTED RESPONSES

1. *Where should you find the contact information for whom to notify in an emergency? What is your back-up plan if you cannot reach the first person on your list?*

Answers depend on post orders.

2. *At your site, who has the authority to order an evacuation?*

Answers depend on post orders.

3. *If the person identified in question #2 is unavailable, what do you do?*

Answers depend on post orders.

4. *What are secondary devices?*

A secondary device is an additional weapon at the scene that is planted to cause harm to the first responders. For example, a first explosion may draw the fire department and the secondary device, for example a bomb, is set to go off to kill the arriving fire fighters.

5. *If you think airborne hazardous materials have been released, what path of evacuation would you take?*

Crosswind, then upwind.

6. *Why would you pay attention to people leaving the scene of the incident?*

They might be the terrorists trying to get away.

7. *Which of the choices below is the concept of self-protective measures?*

- a. Time, distance, and wind direction
- b. Time, distance and shielding
- c. Speed, distance, and time
- d. Protection, assistance, and speed

ACTIVITY #8 (RESPONSES)

Please answer the following 10 questions by checking off the best answer and turn in the form to your training facilitator.

Name: _____

Date: _____

PROTECTING CALIFORNIA'S CRITICAL INFRASTRUCTURE

1. Which of the following sites in California are potential targets of a terrorist attack?

- a. Disneyland c. Los Angeles International Airport
 b. The California aqueduct d. All of the above

2. A terrorist attack is a

- a. threat c. bomb
 b. crime d. religious event

3. Which of the following examples is a biological agent?

- a. Anthrax c. Sarin
 b. a radiological agent d. a Molotov cocktail

4. Terrorists act on impulse.

- a. True b. False

5. Which of the examples below is a chemical agent?

- a. Anthrax c. Chlorine
 b. Uranium d. Dynamite

6. What percentage of terrorist incidents involve explosives?

- a. None c. 50%
 b. 5% d. Over 70%

7. Should you be suspicious of someone showing interest in when you make your rounds and what you do?

- a. No b. Yes

8. *In the case of an apparent chemical incident, what should you not do?*

- a. Report the incident to your supervisor
- b. Inform the police
- c. Determine the wind direction
- d. Rush in to try to help the victims

9. *What information is critical for you to perform your job in an emergency?*

- a. Your shift time
- b. Your post orders
- c. Your supervisor's name
- d. The name of the terrorist group

10. *Which three words describe your role in protecting your site as a security professional?*

- a. Recognize, report, react
- b. Time, distance, shielding
- c. Hot, warm, cold
- d. Explosive, nuclear, biological

APPENDIX B: GLOSSARY

- acquire** to obtain, to get
- acute** intense, sudden
- aftermath** the time after an event
- agent** in this context: a substance or a cause
- Al Queda** the name of a terrorist organization
- anthrax** a bacterial biological agent
- arson** illegal use of fire
- bacteria** single-celled organisms that can cause illness in people, plants, and animals
- biological agents** a bacteria, virus, or toxin used as a weapon
- blasting caps** the part of an explosive device that sets off the detonation
- B-NICE** Biological, Nuclear, Incendiary, Chemical, Explosive
- botulism toxins** a nerve poison that causes serious paralytic illness
- CBRNE** Chemical, Biological, Radioactive, Nuclear, Explosive
- chemical agents** a chemical substance used as a weapon
- chlorine** a commonly-used disinfectant, highly toxic as an inhalation hazard
- cholera** an illness cause by a bacterial infection
- common denominators** characteristics that events or objects have in common
- contaminated** poisoned
- covert** hidden or secret
- credentials** in this context: identification documents
- cryptic** not easily understood, obscure
- cyanide** a highly toxic chemical
- detonation** blast, explosion
- devastation** destruction
- disrupt** to disturb
- dry run** a practice event
- escalate** to increase
- evacuate** to send people away to safety
- excerpt** a piece or segment of something
- explosive** a bomb
- first responder** emergency personnel and trained security professionals
- hazardous** dangerous
- ID theft** stealing someone's identification
- ignite** to start to burn
- ill-gotten gains** something that has been stolen
- impersonate** to pretend to be someone else
- incendiary devices** things that start a fire

infectious disease-causing agent a substance that causes a disease that spreads easily

isolate to keep someone away from others

landline a telephone connected through a cable; not a cellular phone

liaison a connection

mass transit group vehicles, such as buses, trains, planes

mustard agent phosgene gas used in World War I

nuclear weapons an atomic bomb

plague an infectious disease caused by bacteria

pre-incident indicators events that suggest that something is about to happen

radiological material substances that can cause illness or death which come from an atom with an unstable nucleus decaying until it becomes stable and releasing radiation

rally a public meeting

retaliation revenge

sarin a synthetic chemical warfare agent classified as a nerve agent

scenario a situation

secondary devices something that is intended to explode after the initial attack to cause further damage

self-propelled moving by itself, such as for example a rocket

shielding protection

shrapnel pieces of metal blasting out from an explosive device

smallpox a contagious and sometimes fatal disease cause by a virus

stationary standing still

suicide killing oneself

supremacist someone who thinks he is by nature better than other types of people, for example people of other races

surveillance observing an area or a situation

symbolic figurative, representative

symptom an indication or a sign

symptomatic indicative

to push an objective to strongly propose something

toxic poisonous

toxin a poisonous substance

trigger methods methods of exploding something

utility facilities buildings and infrastructure for electricity, water, gas, etc.

viable possible, working

vigilant observant

virus an illness-causing organism smaller than a bacteria

vulnerabilities defenselessness, exposure, weakness

APPENDIX C: QUICK REFERENCE CARD

California Department of Consumer Affairs

TERRORISM QUICK REFERENCE CARD

Security officers should be aware of suspicious factors that may indicate a possible terrorist threat. These factors should be considered collectively in assessing a possible threat. This quick reference guide is intended to provide practical information for you but may not encompass every threat or circumstance. Follow your post orders to contact someone for assistance or information.

SUSPICIOUS FACTORS TO CONSIDER

1. Possible Suicide Bomber Indicators—A.L.E.R.T.

- A. Alone and nervous
- B. Loose and/or bulky clothing (may not fit weather conditions)
- C. Exposed wires (possibly through sleeve)
- D. Rigid mid-section (explosive device or may be carrying a rifle)
- E. Tightened hands (may hold detonation device)

2. Passport History

- A. Recent travel overseas to countries that sponsor terrorism
- B. Multiple passports with different countries/names (caution: suspect may have dual citizenship)
- C. Altered passport numbers or photo substitutions; pages have been removed

3. Other Identification—Suspicious Characteristics

- A. No current or fixed address; fraudulent/alterd: Social Security cards, visas, licenses, etc; multiple IDs with names spelled differently
- B. International drivers' ID
 - 1. There are no international or UN drivers' licenses—they are called permits
 - 2. Official international drivers' permits are valid for one year from entry into the U.S., they are paper-gray in color, not laminated, and are only valid for foreign nationals to operate in the U.S.

4. Employment/School/Training

- A. No obvious signs of employment
- B. Possess student visa but not English proficient
- C. An indication of military type training in weapons or self-defense

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5. Unusual Items in Vehicles/Residences

- A. Training manuals; flight, scuba, explosive, military, or extremist literature
- B. Blueprints (subject may have no affiliation with architecture)
- C. Photographs/diagrams of specific high profile targets or infrastructures; to include entrances/exits of buildings, bridges, power/water plants, routes, security cameras, subway/sewer, and underground systems
- D. Photos/pictures of known terrorists
- E. Numerous prepaid calling cards and/or cell phones
- F. Global Positioning Satellite (GPS) unit
- G. Multiple hotel receipts
- H. Financial records indicating overseas wire transfers
- I. Rental vehicles (cash transactions on receipts; living locally but renting)

6. Potential Props

- A. Baby stroller or shopping cart
- B. Suspicious bag/backpack, golf bag
- C. Bulky vest or belt

7. Hotel/motel visits

- A. Unusual requests, such as:
 - 1. Refusal of maid service
 - 2. Asking for a specific view of bridges, airports, military/government installation (for observation purposes)
 - 3. Electronic surveillance equipment in room
- B. Suspicious or unusual items left behind
- C. Use of lobby or other pay phone instead of room phone

8. Recruitment techniques

CAUTION: the following factors, which may constitute activity protected by the United States Constitution, should only be considered in the context of other suspicious activity and not be the sole basis for security officer action.

- A. Public demonstrations and rallies
- B. Information about new groups forming
- C. Posters, fliers, and underground publications

9. Thefts, Purchases, or Discovery of:

- A. Weapons/explosive materials
- B. Camera/surveillance equipment
- C. Vehicles (to include rentals—fraudulent name; or failure to return vehicle)
- D. Radios: short-wave, two-way and scanners
- E. Identity documents (State IDs, passports, etc.)
- F. Unauthorized uniforms

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