

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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The U.S. Department of Homeland Security, Office for Domestic Preparedness (ODP), and the Governor's Office of Homeland Security (OHS) provided funds for the development of this course.

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Published April 2005

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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?”

CHAPTER 1: THE ROLE OF A SECURITY PROFESSIONAL

SECTION 1.1: INTRODUCTION TO TERRORISM



Facilitator: Please select the main menu choice “Role of a Security Professional” and play the “Introduction to Terrorism” segment now.

Narrator Transcript

The purpose of terrorism is to terrify—to frighten—civilians by unprovoked attacks against a group or a nation. One of the most commonly used terrorist tactics is murdering large numbers of people. The white supremacist Buford O. Furrow was sentenced to life without parole for his shooting of five people, including three children, at a Jewish Community Center and for shooting and killing a Filipino-American postal worker. Furrow had previously been chased away from the Simon Wiesenthal Center in Los Angeles by private security professionals, where he could have inflicted even more damage.

In 1999, a terrorist by the name of Ahmed Ressam attempted to cross the border between the United States and Canada. Ressam was carrying explosive materials in his car that were later determined to be intended to blow up the Bradley Terminal at Los Angeles International Airport. Fortunately, US customs agents became suspicious of Ressam’s hesitant answers to their questions and took him into custody. Ressam was sentenced to 130 years in prison.

Terrorist acts are not always against people. For example, some people believe they are in the right when they destroy property to make a point for a cause, such as in the case of the vandalizing of car dealerships or the serious arson fires directed at new housing developments.

NOTES:

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?

SECTION 1.3: OVERVIEW OF THE SECURITY PROFESSIONAL'S ROLE AND TASKS



Facilitator: Please play the segment “Overview of the Security Professional’s Role and Tasks” now.

Narrator Transcript

Let’s consider what a potential terrorist group needs in order to carry out an attack. First, they may need more people to join the organization, so they conduct efforts to increase group membership. Secondly, they need money to travel, rent cars and houses, buy equipment, and so on. Next they need to select or acquire weapons. The chosen date of an attack may also be important, especially if the terrorists choose a date of national significance, such as Independence Day.

Now they need access to a target site, and this is frequently where you come in. Terrorists will attempt to gain access to the sites they have chosen in order to check them out, frequently wearing uniforms that make them seem harmless or legitimate such as cleaning crews. They may even be impersonating police officers.

Terrorists also want to know as much about the selected target site as possible, such as building security measures, the number of possible victims, the target’s vulnerabilities, the predictable schedules of incoming and outgoing people and packages, and possible escape routes.

The following tape excerpt was captured from a terrorist in Singapore by Singapore Intelligence. The terrorist was conducting surveillance of a bus station where his group was planning to plant a bomb. While both the audio and video are somewhat rough because of the amateur taping, you can clearly hear that he is alerting his co-conspirators to the normal flow of people and vehicles at the MRT station called Yishun. You will hear him describing what he is looking for in selecting a target.

The next step is also crucial: the terrorists must now attempt to move their chosen weapons into position. This is also a vulnerable point in the

NOTES

Narrator Transcript (continued)

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.

NOTES:

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.

SECTION 2.3: PRE-INCIDENT INDICATORS



Facilitator: Please play the segment “Pre-Incident Indicators” now.

Narrator Transcript (continued)

At this point, let us look in more detail at the kind of activity you might observe that could be indicators of a terrorist plan. What kinds of things do they do?

The first step for an organization to become viable is to increase group size. They do this by holding rallies, posting recruitment fliers, guiding visitors to their web sites, and so on. Be on the lookout for suspicious documents that you find on your site, but keep in mind that freedom of speech and expression is guaranteed by the Constitution.

Another key step for a terrorist is gaining access to money. As with disguises, the easiest way to get money is to steal it—there is no record! ID theft, for example, is on the increase, and using another person’s identification is an easy way to illegally obtain cash or merchandise that can be converted into cash. Property that is stolen can always be sold to generate cash. Terrorists frequently commit armed robberies to get quick cash. Naturally, all of these are serious crimes—for whatever reason they are committed. If your site handles financial transactions in any way, keep in mind the purposes to which the money can be put. Also, if your site experiences a theft of uniforms, vehicles with company logos, etc., such kinds of activity should arouse your suspicions and be reported.

The types of weapons that a terrorist can use are introduced in detail in the next chapter, but at this point let’s list the three main kinds:

- Conventional weapons such as guns, explosives, and incendiary devices
- Chemical and biological agents
- Nuclear weapons and radiological material

NOTES:

Narrator Transcript (continued)

Here is what you should be on the lookout for:

You are looking at various blasting caps to set off explosions. If you see anything like this on your site, let someone know immediately.

This image shows how a small, home-made pipe bomb such as the one in the top left hand corner can cause a major detonation.

Pipe bombs come in different sizes, but all can easily be carried on a person. And in this slide you see the components of a home-made backpack bomb. All the components are legal and easily obtainable.

The devastation caused by mass destruction weapons such as explosives can be enormous, as several incidents both in the United States and in other countries have shown.

Chemical agents are highly toxic, but are used less often because their effect is hard to limit. The best way of preventing their use is to stop theft of chemicals from your site. The potential users have to get onto your site to steal this material, and that's where your important position comes into play.

Biological agents cause illness or death. Anthrax is probably the best known of these, but any kind of easily infectious disease-causing agent can also spread terror.

In addition, the terrorist needs a way to “deliver” the poisonous substance in the place they want to attack. One simple and effective way is to place the biological agent into the air conditioning / heating system.

Nuclear weapons are extremely hard to come by. One possibility is for terrorists to combine a traditional explosive device with radioactive material, the so-called “dirty bomb.” Your most important role is to prevent access to, transportation of, or removal of potentially dangerous materials.

Once they have chosen a weapon type, the terrorists want to choose a date. Previously we have mentioned dates important to our country such as our Independence Day or Memorial Day, but we should also be aware of other symbolic dates, such as those related to a given religion, or dates that correspond to large groups of people being assembled in one area, such as Superbowl Sunday. Being

NOTES:

Narrator Transcript (continued)

aware of dates important to different groups and being extra vigilant in the period leading up to such days is crucial.

At this point, the terrorists need to check out the site to assess weaknesses, human and physical, and to conduct dry runs. What should you pay attention to in order to stop them?

The idea is to become aware of actions that just don't fit the location and situation. For example, is someone coming closer to a sensitive area than he or she has any valid reason to be? Does she stay in one place for a much longer time than the view deserves? Have you had several such small incidents lately? All those add up to suspicions. In addition, if you find "forgotten" cameras or equipment in places where there is nothing of tourist interest to photograph (such as power lines, for example), that's not normal. Maps, drawings, and cryptic notes would also be something you should report. Finally, anyone asking you questions related to security, such as inquiring about the patrol times of a power plant guard unit, the number of people at the facility, the air conditioning systems, or locations of emergency exits, should be documented and reported.

Trying to move a weapon to the target is a terrorist's next challenge. Be on the lookout for nervous behavior or odd clothing for the environment, such as being heavily dressed in the 100-degree heat of summer. Should the weapon be brought in a vehicle, pay attention to large containers and vehicles that appear to be overloaded. Similarly, drivers or operators of any kind of vehicle, including private planes and boats, who do not have current valid operators' licenses should be noted and reported. Also be aware of parked or disabled vehicles in unusual places.

Unless this is a suicide operation, the terrorist now needs to escape. The same indicators that made you suspicious of people arriving should cause you to think twice at the time when they are trying to leave. They may have less to carry, but they may be more nervous and have a greater sense of urgency.

However, if it is a suicide operation, the terrorist does not wish to escape. In the past, we thought we could describe fairly accurately the characteristics of a potential suicide bomber, but this is no

NOTES:

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

CHAPTER 3: WEAPONS OF MASS DESTRUCTION

SECTION 3.1: INTRODUCTION



Facilitator: Select the WMD section from the main menu and play the “Introduction” segment now. **NOTE:** At the end of each section in the following video which show the advantages and disadvantages of different Weapons of Mass Destruction you can choose to **replay** the segment or **continue** to the next.

Narrator Transcript

This chapter of the DVD will focus on weapons of mass destruction, what they are, a few examples of each, and basic first responder actions which may save both your life and the lives of hundreds of others.

There are five main kinds of weapons of mass destruction. We use the acronym B-NICE to describe them. They are

- Biological
- Nuclear
- Incendiary
- Chemical
- Explosive

A biological agent is something that makes you sick and spreads easily. They are intentionally induced mass diseases. Examples are bacteria, viruses, and various toxins.

Nuclear terrorism can occur in several ways, from a threat or actual deployment of a nuclear bomb to spreading radioactive material, which is the toxic byproduct of a nuclear reaction.

An incendiary device is any mechanical, electrical, or chemical device purposely used to start a fire.

A chemical agent can injure or kill by being inhaled into your lungs by breathing, by being swallowed, or through skin contact. Some examples are those that affect the nervous system, those that cause skin damage, and those that prevent your blood from absorbing oxygen.

An explosive, commonly known as a bomb, is probably the best known device, and also the most frequently used. Bombs of every kind can cause damage, from the initial force of the explosion, from shrapnel, and from the danger of falling objects.

NOTES:

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

Narrator Transcript (continued)

Why would a terrorist group choose one weapon over another? It depends largely on the group's amount of money, their access to the site they want to attack, and the kind of devastation they want to inflict.

The viruses and bacteria needed for biological weapons, those that cause mass illness, discomfort, and possibly death, are sadly easy to come by but difficult to employ and to diagnose. We humans have an inborn fear of "plague-like" terrorism because we feel that we cannot protect ourselves and those we love. However, the disadvantages to the potential terrorist mostly outweigh those advantages. Some examples of biological agents are anthrax, botulism, cholera, plague, and smallpox.

As we said before, a nuclear weapon may be either the actual detonation of a nuclear bomb, such as the ones launched over Hiroshima and Nagasaki in the Second World War, or the release of radiological materials. A nuclear bomb would have immense effects on both people and structures, and those effects last a very long time. The psychological impact is enormous. However, despite writing in the popular media, it is not all that simple to get one's hands on the materials to create a nuclear bomb, and it is extremely expensive. It would also cause immediate retaliation by the country which was attacked and it would be likely that the home country of whichever entity released a nuclear bomb would be completely annihilated.

Radiological materials, which can cause both immediate acute poisoning and long-term health problems, can be deployed as a secondary component of another weapon, such as a "dirty bomb." An example of a dirty bomb would be radiological material attached to a common explosive device, such as a pipe bomb.

An incendiary device is something that starts a fire. Such devices are easy to make from materials anyone can buy. Fire is very frightening because it is dramatic, dangerous, and it grows and moves very fast. However, fire is also a part of the world in which we live and we have expert fire departments in every town and rural area.

NOTES:

Narrator Transcript (continued)

The terrorist may end up destroying more property than lives. Incendiary devices can be started by chemical, electronic, or mechanical triggers and they may be left in place (stationary), thrown by hand, or self-propelled like a rocket.

The “C” in the “B-NICE” acronym stands for chemical agents. The nerve agent Sarin, released in the Tokyo subway system by a terrorist group in 1995, is probably one you have heard about. Like biological agents, they are easy to find or steal, easy to make, and are relatively cheap. They also have a strong psychological effect on the victim population. The disadvantages to the terrorist make chemical agents less likely to be deployed; however, we should not downplay the possibility of their uses. Should symptoms be present such as people having difficulty breathing, unusual smells, or suspicious circumstances such as unscheduled spraying, the important thing is to leave the area and notify emergency responders immediately.

By far the most common weapon of mass destruction is an explosive—a bomb. Over 70% of terrorist incidents involve bombs. They are dramatic, pose little risk to the bomber, and are easy to explode from a distance. The main disadvantages to the terrorists are that they need to gather a lot of intelligence about the site they want to attack, they run many risks of being detected before they can execute the attack, and also that they may—or will—kill or hurt innocent bystanders.

- ▶ At this point, please pause the DVD and open your student workbooks to Activity #5 for review and discussion.

NOTES:

FACILITATOR’S INTRODUCTION TO WORKBOOK ACTIVITY #5

The following activity is a “fill in the blank” exercise showing the same advantages and disadvantages of Weapons of Mass Destruction that were on the video segment you just played.

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% | Die | Low |
| Anthrax | Easy to make | Millions |
| Cheap | Explosives | Psychological |
| Chemical | Fire | Radiological |
| Chlorine | Group | Terrorists |
| Deploy | Impact | |

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

SECTION 3.2: EXPLOSIVES AND OTHER WEAPONS OF MASS DESTRUCTION



Facilitator: Select the segment “Explosives and Other WMD” and play now.

Narrator Transcript

The video which follows was created for the California Commission on Peace Officer Standards and Training, or POST for short. This segment from a recent training video emphasizes the use of explosives as weapons of mass destruction, but also introduces the other types we have discussed.

In this video the term “CBRNE” is used for the types we described previously. CBRNE stands for:

- Chemical
- Biological
- Radiological
- Nuclear, and
- Explosive weapons.

The video will also use the term “TLO” when describing a special role for a police officer, a “terrorism liaison officer.” The video tells the officers to report their suspicions and evidence to the TLO. In your role as a security professional, however, you will report according to your post orders and as described in the fourth lesson in this program “Coordination and Sharing of Critical Information.”

As security professionals, you will in most cases not stop vehicles and make arrests. However, the point of the video you watched is to remind you to be vigilant and suspicious of unusual behavior.

- ▶ Please pause the DVD at this point and go to Activity #6 in your workbook.

NOTES:

FACILITATOR’S INTRODUCTION TO WORKBOOK ACTIVITY #6

The segment your students just watched shows an ordinary traffic stop. However, little by little the officer becomes suspicious. In the guided discussion below, it is not important that the security officers recall every detail of the scenario, but what is important is that they are able to describe some aspects of “the thing that just doesn’t fit,” or discrepancies. These could be, for example, that the two men say they are gardeners but don’t dress like gardeners, that their documents are expired, that they have maps which have highlighted places where many people gather but they say they are on their way to work, and so on. Focus your observations on the suspicious activities of the parties and not on ethnicity.

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?

SECTION 3.3: RESPONSE STRATEGIES



Facilitator: Select the segment “Response Strategies” and play now.

Narrator Transcript

In the previous segments we have introduced the indicators, choices of, and effects of weapons of mass destruction. In the following segment, we will consider the scenario of an event which has occurred and what you could and should do.

Your first action is to call for assistance. Secondly, as hard as it may be, you need to keep yourself from becoming a victim of the incident. How can you help people if you are unconscious? While you are not a trained first responder, it is useful to know what those first responders will need and how you can contribute to everyone’s safety.

After the segment, there will be time for discussion.

At the end of this segment, you will be able to

- (1) describe whom you would notify in the case of a Weapons of Mass Destruction incident,
- (2) isolate or evacuate persons, and
- (3) be able to know how to protect yourself so you don’t become a victim.

The first stage of action for you is to notify first responders and your superiors, according to your post orders. Use a landline if at all possible. Since you already know very well how your site is organized, selecting the safest approach route for the first responders should be possible for you.

Your first priority is life, your own and every one else’s. Incident management means preventing a problem from becoming even more serious. Be prepared to answer questions that the first responders will ask about the incident. As you are calling for assistance, stay on the line until the dispatcher has gathered all necessary information or until it gets to be unsafe for you to stay there.

NOTES:

Narrator Transcript (continued)

The first issue in the aftermath of a WMD attack is whether to shelter people in place or give orders to evacuate. Your post orders will tell you who has the authority to order an evacuation. In helping law enforcement and other first responders with this stage, you are performing an important function.

As we mentioned before, evacuation decisions depend on company policy, your post orders, and whether the buildings are public or private. Being aware of your post orders is crucial. Review them! If you don't have your post orders, ask your supervisor for them. The decision to shelter-in-place versus evacuation depends on an accurate assessment of the situation and has many variables that must be considered.

If the situation involves hazardous materials, you should first take careful note of the wind direction. You, and other people who may be exposed, will want to first move first cross-wind and then upwind to avoid exposure.

In the case of an incident involving weapons of mass destruction, expect mass hysteria. The more order and calm reassurance you can provide, the better. Help as much as you can.

Consider the possibility of secondary devices and try not to move anything. Stay alert about possible suspicious activity and articles that don't belong. Focus on protecting evidence as well as victims.

You cannot help others if you are unable to function, so your self-protection is essential. Do not become a victim. Do not rush in. Assess the situation and keep your distance. Try to determine the wind direction. Do your best to avoid contaminated areas.

Consider the three main concepts in protective measures: time, distance, and shielding Time means to subject people for as short time as possible to the hazard; time is of the essence to save lives. Time also means that the danger will lessen the more time passes. Distance means avoiding contact with a contaminant, and Shielding means using any protection you have available.

NOTES:

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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