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INTRODUCTION



HOW TO USE THE STUDENT GUIDE

There are two ways to use this *Student Guide*:

- As a guide to activities during an instructor-led workshop
- As a self-study manual, along with the interactive CD-ROM



When you see this symbol, follow the self-study instructions. If you are taking the course through self-study, you can work at your own pace. You can complete the entire program in one sitting, or you can work through one section at a time. The program is designed to be flexible, so do what works best for you.

This training module is divided into 10 sections. Each section includes several activities: watching a program segment on CD-ROM and answering interactive questions, answering open-ended questions in this manual, and completing one or more exercises. *Please do not skip the exercises!* They take only a few minutes, but they are very important in helping you apply what you are learning. To begin, read Section 1, Introduction. Then turn to Section 2, “It CAN Happen Here,” and begin your work.



PURPOSE

As a result of completing this training module you will be able to:

1. Explain why security is an important issue for the motorcoach industry.
2. Use operating principles to reduce the terminal’s security vulnerability.
3. Perform effective security sweeps inside the terminal.
4. Recognize suspicious behavior, suspicious activities, and suspicious objects.
5. Respond appropriately to suspicious situations, including proper reporting.
6. Recognize the signs of an improvised explosive device.
7. Recognize the signs of a chemical, biological, or radiological incident.
8. Assist with evacuation of the terminal if necessary.
9. Minimize exposure and injuries if a dangerous incident occurs.
10. Perform your everyday work with greater security awareness.

1

IT CAN HAPPEN HERE

HOW CONCERNED ARE YOU?

- Have you ever experienced the threat, or the actual presence, of a bomb or hazardous material?

- As a terminal employee, what security concerns or questions do you have?



Take a few moments to think about the questions above, and write down your thoughts.

PROGRAM SEGMENT 1



Segment 1 introduces the training program. It will help you understand why we all need to take security seriously.

Please start Segment 1 of the program now.

At the end of Segment 1, stop and answer the questions below.

1. At the beginning of the program, you saw two men looking around the ticket lobby. Did you think they were suspicious? Why do you think the ticket agents failed to pay much attention to them?

2. Think back to the scene you just watched. What did the two men do that was strange or out-of-the-ordinary?

3. A bus terminal is usually full of people, right? How aware are you of what people are doing?

4. Could something like the scene in the program ever happen at your company? Why or why not?

2

TERRORISM: WHY WE MUST BE CONCERNED



Segment 2 of the training program provides basic facts about terrorism. After viewing it, you will have a better understanding of why we must take the threat of terrorism seriously.

Please start Segment 2 of the program now. At the end of Segment 2, stop and answer the questions below. Then complete the exercise on page 9.

1. Why do you think terrorists around the world have often targeted bus operations?

2. What does a terrorist look like?

3. You heard in the program that out-of-the-ordinary behavior, rather than a person's appearance, is the most important factor to be aware of. What behaviors would raise your concern? Why?

4. What is the best, and most simple, way to prevent an attack?

5. Can you think of times when you had a gut feeling that something was wrong? How did that feel? What happened?

IS THIS SUSPICIOUS?



Review the events listed below. For each one, decide whether or not you believe it's suspicious and why or why not.

After completing the exercise, share the list with your supervisor and discuss your conclusions about each event.

| DESCRIPTION | SUSPICIOUS? | WHY? WHY NOT? |
|--|--|---------------|
| Three teenagers sitting together in the ticket lobby are getting rowdy, talking loudly and using off-color language. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| You hear a lot of noise in the terminal and notice a fog spreading through the room. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| While walking through the bus yard, you notice a woman in street clothes standing by the fence taking notes. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| It's Friday afternoon, at the beginning of a busy weekend. As you pass the computer room, which houses the equipment supporting the dispatch center, you notice a man in a UPS uniform coming out of the computer room | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| You are walking toward the terminal, on your way to report for work. As you turn a corner, you notice a stranger dumping something in the garbage and then quickly leaving the area. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| A customer tells you that a passenger who just boarded a bus has left his briefcase under a seat in the lobby. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| You notice an unattended, non-company car parked behind a line of buses outside your terminal. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| As you are returning to work from a break, you notice a woman in a suit and carrying a briefcase walking down the hall. She looks lost and confused. She is headed for the bus yard. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

3

WEAPONS



SELF-STUDY

The next segment of the program covers the weapons terrorists use. You'll also hear guidelines for keeping yourself safe in an emergency.

Please start Segment 3 of the program now.

At the end of Segment 3, stop and answer the questions below.

1. What is the main weapon used by terrorists? Why?

2. What do we mean by "improvised explosive device" or IED?

3. What other types of weapons might a terrorist use?

4. You heard in the video that erring on the side of safety and never taking chances are ways to reduce the risk of a security incident. Why do you think this is so?

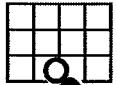
5. Why is it important to be familiar with workplace procedures and routines?

6. What is our company's response plan for dealing with security incidents? (If you don't know, how will you find out?)

7. What else do you think you could do in the terminal to help reduce the risk of a security incident?

4

SECURITY SWEEPS – WHAT TO LOOK FOR



SELF-STUDY

The next segment of the program will show you a practical way to lower the risk of a dangerous incident—regular security sweeps of the terminal.

Please start Segment 4 of the program now. At the end of Segment 4, stop and answer the questions below. Then complete the exercise on page 14.

1. Have you ever observed anything suspicious or possibly dangerous? What tipped you off?

2. How observant are you today as you go about your work? What are you automatically alert for?

3. Do you make regular security checks in the terminal? In your view, why is this a good idea?

4. What are the signs that an unattended package may be suspicious?

5. What are the four basic parts of an improvised explosive device, or IED?

6. What is the most common type of explosive device used by terrorists? What does it generally consist of?

7. What should you do if you find an object that you think could be a bomb?

SUSPICIOUS OBJECTS



SELF-STUDY

Review the objects listed below. For each one, decide whether you believe it's suspicious and why or why not.

After completing the exercise, share the list with your supervisor and discuss your conclusions about each object.

| DESCRIPTION | SUSPICIOUS? | WHY? WHY NOT? |
|--|--|---------------|
| A briefcase left under a seat in the terminal. There are no wires or other strange objects attached to the briefcase. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| A funny-looking package behind a vending machine. It's hard to read the attached note, but you can make out the words, "revenge" and "just rewards." | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Matches spilled outside the trashcan in the employee break room. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| A bag jammed between the toilet and the sidewall of the rest room. An oily liquid is dripping from the bag onto the floor. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Glass bottle stuffed between two seats; the bottle is filled with yellow liquid and a piece of material sticking out of the top. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| An old brown backpack under one of the seats in the ticket lobby. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| A bottle left in one of the overhead bins on a bus. It appears to be a shampoo bottle and has wires underneath it. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| A garden sprayer in the trashcan outside the terminal. The sprayer still contains some liquid. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Package wrapped in brown paper wedged between two bus seats. It has a strange odor and an odd shape. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

5

SUSPICIOUS BEHAVIOR



SELF-STUDY

Observing for suspicious behavior is just as important as being alert for suspicious packages. The next video segment will raise your awareness of behaviors that may be suspicious and deserve careful attention.

Please start Segment 5 of the program now. At the end of Segment 5, stop and answer the questions below.

1. How do you spot a suspicious person?

2. What are some behaviors that should raise your suspicions?

3. What is our company's procedure for reporting suspicious behavior? (If you don't know, how will you find out?)

4. What are some signs of "shadowing" by terrorists who are planning an attack?

5. What should you do if someone who says he or she is a reporter asks you questions or wants to take photos?

6. Why is it equally important to be aware of the behavior of people from trusted organizations?

6

RESPONDING TO YOUR SUSPICIONS



SELF-STUDY

The next video segment focuses on our response to suspicious behavior. You'll hear guidelines for deciding whether to approach someone. You'll also find out how to observe and remember physical characteristics that could be used to identify a terrorist or other criminal.

Please start Segment 6 of the program now. Stop the program at the end of Segment 6 and answer the questions below. Then complete the exercises on pages 18 and 19.

1. When might you decide to approach someone whose behavior seems odd?

2. Have you ever approached someone whose behavior concerned you? What happened?

3. What precautions should you take when approaching someone?

4. What should you do if you approach someone who cannot explain his presence, or refuses to leave a restricted area?

5. Imagine yourself in the following situation: *You notice a group of teenage boys entering the terminal. They are all dressed alike, laughing and talking loudly in off-color language. One of them has an old backpack that seems to be stuffed with something. After coming in the terminal, they all go into the restroom. When they come out of the restroom, you notice that none of the boys is carrying the backpack. One of them, who seem to be the leader, is now approaching the ticket counter. How suspicious is this situation? What would you do?*

6. Why is it important to note the physical characteristics of someone who is behaving suspiciously?

SUSPICIOUS BEHAVIORS



Review the behaviors and activities listed below. For each one, decide whether or not you believe it's suspicious and why or why not.

After completing the exercise, share the list with your supervisor and discuss your conclusions about each activity.

| DESCRIPTION | SUSPICIOUS? | WHY? WHY NOT? |
|---|--|---------------|
| You notice that one of your passengers is wearing a bulky winter jacket on a very warm day in June. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| You notice a man outside the terminal taking pictures of the facility. He does not look particularly threatening. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| As you pass the terminal computer room, you notice a man in a UPS uniform coming out. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| As a passenger is walking away from the ticket counter, you remind her that she left her suitcase behind. She doesn't turn around or look at you. Instead, she leaves quickly and runs out of the terminal. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| A man enters the terminal, dumps a box in one of the trashcans, and then quickly leaves the building. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| A young man is wandering around in the terminal and making other customers uneasy. You noticed that he seemed confused when he purchased his ticket. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| A well-dressed woman sitting near the ticket counter is watching you intently and writing something in a small notebook. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| You notice two male customers who seem agitated. They are talking together in whispers and looking around nervously. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| You find a customer entering the employee break room. When you politely ask who he is looking for, he becomes belligerent and refuses to explain. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

HOW GOOD ARE YOUR OBSERVATIONS?



SELF-STUDY

You heard in the last segment of the program that it's important to observe the physical characteristics of a suspicious person. Try out your observation skills by thinking back to the opening scene of the program. One of the suspicious men in the terminal had gray hair. What else can you recall about him? List as many physical characteristics as you can remember below.

Compare your list with the one on page 26 of this guide to check your observation skills.

- Gender _____
- Estimated age _____
- Estimated height/weight _____
- Body shape/size _____
- Shape and color of eyes _____
- Shape of face _____
- Shape of ears, nose, mouth _____
- Color/appearance of hair _____
- Skin color/complexion type _____
- Visible marks, tattoos _____
- Style and color of clothing _____
- Style and color of shoes _____
- Jewelry, accessories _____

7

SURVEILLANCE AND CONCEALED WEAPONS



SELF-STUDY

The next program segment wraps up our discussion of suspicious behavior. You'll hear about signs of surveillance and indications that someone might be concealing a weapon.

Please start Segment 7 of the program now. Stop the program at the end of Segment 7 and answer the question below. Then complete the exercise on page 21.

1. What are some signs of preplanning or surveillance?

2. What are some signs of a concealed weapon?

3. What should you do if you observe signs of surveillance or you believe someone might be carrying a concealed weapon?

4. Suppose you see someone in the terminal wearing a heavy jacket with a strange-looking bulge in one of the pockets. The weather is chilly, but not cold. The person doesn't seem particularly threatening or dangerous. What should you do?

TERMINAL SECURITY SWEEP



Check your awareness and apply what you've been learning about how to prevent a serious incident. Conduct a 10-minute security sweep of the terminal (or of your work area if your terminal building is large). Use the note-taking form below to record your findings.

After you finish your security sweep, take a few minutes to consider these questions:

- Did you see anything that surprised you?
- What did you observe that you wouldn't have noticed while going about your normal work?
- Did you discover new ways to be more observant and aware?

Unattended packages (location, description, suspicious signs?): _____

People (unusual or suspicious behavior/activities) _____

Unusual or suspicious objects (e.g., gas canisters, objects with wires) _____

Unusual or suspicious substances (e.g., powders, vapors, odors) _____

8

CHEMICAL, BIOLOGICAL, AND RADIOLOGICAL AGENTS



SELF-STUDY

A terrorist attack could involve chemical, biological, or radiological weapons. Segment 8 focuses on how to respond to attacks using these weapons, including practical tips for detecting them. You'll also learn how to evacuate the terminal if necessary.

Please start Segment 8 of the program now. Stop the program at the end of Segment 8 and answer the questions below. Then complete the exercise on page 24

1. If the actual risk of a chemical, biological, or radiological attack is low, why be concerned about how to respond?

2. What is the greatest difference between chemical and biological agents?

3. When do the symptoms of exposure to radiological agents appear?

4. What are some signs that chemical, biological, or radiological agents may be present?

5. What are the human symptoms of exposure to chemical, biological, or radiological agents?

6. What should you do if you suspect that chemical, biological, or radiological agents may be present?

7. What are the steps for evacuating the terminal?

SUSPICIOUS SUBSTANCES

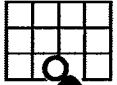


Here's an exercise to help you apply what you've learned about chemical, biological, and radiological agents to some everyday situations. Consider each event on the list below. Then decide whether it's suspicious, and why or why not. After completing the exercise, share the list with your supervisor and discuss your conclusions about each activity.

| DESCRIPTION | SUSPICIOUS? | WHY? WHY NOT? |
|--|--|---------------|
| A customer complains to you about an offensive smell in one corner of the terminal lobby. You look, and no one is sitting in the area. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| One of the seats in the terminal is covered with fine white material that has the consistency and color of sugar. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| A passenger comes to the ticket counter to tell you that several people in the room are complaining of headaches and seem to be in distress. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| You notice two white plastic bags leaking a dark liquid into a trash can in the employee break room. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| On a humid summer evening, the terminal is full of people waiting for a bus that is running behind schedule. Suddenly, a customer yells that two people have just collapsed. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| As you leave the terminal at the end of your shift, you stop to throw some paper into a trashcan. Looking down, you notice two used garden sprayers in the trash. One still appears to contain liquid. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| A customer who smells strongly of alcohol approaches the counter to buy a ticket. After a few minutes, another customer comes forward to tell you about an alcohol-like odor throughout the room. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| It's a hot summer day, and the air conditioning in the terminal isn't working well. A woman who looked hot when she bought her ticket has now fainted in her seat. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| You notice white powder all over the counters and sink in the rest room. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

9

THE FOUR DON'Ts



SELF-STUDY

Please view Segment 9 of the program now. Stop the program at the end of Segment 9 and answer the questions below.

1. You heard in the program that there are “four don’ts” when responding to a threat or an incident. What does each “don’t” mean to you? Why is each one important to remember when responding to an incident? Write your ideas in the spaces below.

Don't become a victim yourself. _____

Don't assume anything. _____

Don't rush in. _____

Don't test. _____

HOW GOOD ARE YOUR OBSERVATIONS?

- Gender Male
- Estimated age *Late 50s—early 60s*
- Estimated height/weight *6'1" or 6'2"; 200–220 pounds*
- Body shape/size *Broad-shoulders, relatively fit*
- Shape and color of eyes *Deep-set hazel eyes, dark eyebrows*
- Shape of face *Round, square chin*
- Shape of ears, nose, mouth *Nose somewhat prominent*
- Color/appearance of hair *Short gray hair, neatly combed and cut*
- Skin color/complexion type *White skin, fair complexion*
- Visible marks, tattoos *None visible*
- Style and color of clothing *Denim blue jeans; rust-colored or reddish-brown pull-over sweater with white shirt underneath.*
- Style and color of shoes *Scuffed white tennis shoes.*
- Jewelry, accessories *Two-tone watch on left wrist. Carrying a dark-colored gym bag.*



SELF-STUDY

How did you do? Observing and remembering physical characteristics isn't as easy as it sounds. It takes focus and concentration. But you can become a better observer with practice. As a bus company employee, you work around people all day! So take the opportunity to carefully observe people as you go about your work. Then test yourself by trying to recall as many details as you can.