

MODULE 1: COURSE INTRODUCTION

Day: 1**Time: 2.0 Hours****Level of Understanding: Knowledge**

Instructional Strategies:

- Lecture
- Large-Group Discussion
- Knowledge Survey

Module Equipment/Facilities:

- Standard Classroom Setup (4 table groups, lectern, computer with PowerPoint, projector and screen, 4 breakout areas, 4 sets chart paper/stands/markers/tape)
- Module 0, Appendix A: Pre-/Post-Course Knowledge Survey Answer Key
- Module 0, Appendix B: Using the Pre-/Post-Course Knowledge Survey Analysis Excel Workbook

Participant Materials/Handouts:

- Workbook 1.1: Course Schedule
- Handout 1.1: Pre-Course Knowledge Survey
- Reference 1.1: Office of Antiterrorism Assistance Overview

Introduction

This module introduces the Office of Antiterrorism Assistance (ATA) and its training for partner nations. This module describes the Facilitator Guide course materials, instructional methods, schedule, and activities.

During this module, facilitators, embassy staff, and participants meet one another. This module provides an opportunity to share expectations, background, and experiences, as well as feedback that ATA can use to improve future courses.

Module Topics

An outline of key topics and an approximate time plan are shown below.

Topic	Enabling Learning Objectives	Approximate Time
Course Welcome	Not applicable	5 minutes
Introductions	Not applicable	45 minutes
ATA Overview	Not applicable	10 minutes
Course Overview	Not applicable	20 minutes
Knowledge Survey	Not applicable	40 minutes

The module times are guidelines only. The actual time required may vary based on the experience level and interest of the participants or other factors encountered during the training session.

Key Terms

Key Term	Description
Addendum	An addendum contains resource material that supports the presentation or exercise. Examples include job aids or worksheets. Addendums are located in the Participant Guide.
Animation	An animation is a moving graphic element on a PowerPoint slide and is designed to illustrate key course concepts.
Handbook	A handbook contains resource material that supports the presentation. Examples include a threaded case study or other information that participants use in multiple modules.
Handout	A handout supports the presentation and is distributed at a designated point in the course. Examples include knowledge surveys or exercise injects.
Community Engagement and Human Rights Discussion	A community engagement and human rights discussion is an opportunity to examine the benefits of promoting human rights in the conduct of the participants' daily job functions.
TeachBack	A TeachBack is a way to confirm that participants have learned by asking them to explain the content back to the facilitator. It is a test of how well facilitators explained a concept. This type of exercise provides another opportunity for participants to recall what they have been taught and practice their public speaking skills.






Abbreviations/Acronyms

Abbreviation/Acronym	Description
ATA	Office of Antiterrorism Assistance (US State Department)
CISR	Critical Infrastructure Security and Resilience

Abbreviation/Acronym	Description
CT	Bureau of Counterterrorism (US State Department)
DS	Bureau of Diplomatic Security (US State Department)
RSO	Regional security officer
US	United States

Symbols

The following symbols will be used to depict types of participant materials and discussions incorporated into this course:

 Addendum	 Handout	 Handbook
 Animation	 TeachBack	 Community Engagement and Human Rights

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Topic: Course Welcome**5 Minutes****Slide 1 Course Introduction**

- Title Slide

Graphic Description: US Flag and ATA Seal

Facilitator Preparation

- Work with your co-facilitators to plan a teaching strategy.
 - Remember that all facilitators should stay in the classroom as much as possible during the module presentations. This allows the participants to benefit from the mix of facilitator expertise.
 - Follow along while the other facilitators are presenting and help answer questions, provide examples, or relate the content to the participants.
 - Provide coaching by working directly with participants throughout small-group activities.
- Prepare to teach the modules for which you are the lead presenter.
 - Understand how your modules relate to the course as a whole and be prepared to serve as substitute facilitator, if necessary.
 - Familiarize yourself with each module's objectives, topics, addendums, handouts, and guidance in the facilitator notes. The PowerPoint slides are intended to supplement the lesson plan but not to replace it. Facilitators must follow the lesson plan and not rely solely upon the PowerPoint slides to teach the course.
 - Prepare to conduct all activities and encourage interaction. The course is intended to be collaborative, with frequent feedback from participants.
- Arrange the classroom.
 - Account for all course materials shipped from ATA and provided by post.
 - Check that the classroom is set up in accordance with the administrative module.
 - Arrange the Participant Guides on the classroom tables before the participants arrive on Day 1 of the course. Do not distribute the course materials compact discs until the end of the course.
 - If name tents showing the participants' names and organizations have not been provided, coordinate with your point of contact at the training site or with the regional security officer (RSO) to have some made. Ensure the correct spelling of all names.

Course Introduction

- Welcome the participants to the course.
- Explain that this module provides an overview of:
 - The Office of Antiterrorism Assistance (ATA) program, and
 - The Critical Infrastructure Security and Resilience (CISR) course.

Topic: Introductions**45 Minutes**

Slide 2 Facilitator Introductions

- Name
- Position
- Professional experience
- Course expectations

Graphic Description: Facilitator introducing himself

- Facilitate the introductions by:
 - Starting with the lead facilitator introducing himself or herself; visitors from the embassy, ATA, or host facility; and interpreters (when applicable).
 - Next, asking the other facilitators to introduce themselves including name, position, experience in the subject they are teaching, and expectations for the course.
 - Writing the facilitator names on chart paper and posting the list of names for the duration of the course. Explain that the facilitators are available for questions or additional help during this course.
 - Stating that participants should work through their class leader to communicate any issues or concerns.

Slide 3 Participant Introductions

- Please provide
 - Name
 - Position
 - Professional experience
 - Course expectations

Graphic Description: Course participant

- With the facilitators standing before the group, ask participants to tell something about themselves. Ensure that each participant shares his or her:
 - Name
 - Position
 - Experience with critical infrastructure security
 - Course expectations and what he or she hopes to learn
- During the introductions, work with the other facilitators to:
 - **Note the experience level and areas of expertise for each participant.** Use this information to plan for likely questions, areas of concern, or group assignments in later modules.
 - **Write each participant's expectations on chart paper.** Post the list for the duration of the course. When appropriate during the training, refer back to the list. If you do not cover some expectations by the end of the course, explain so to the participants. Suggest that they work with their supervisory chain of command to discuss specific needs with the RSO or ATA representative.

- By the end of Day 1, circulate a copy of the class roster and ask participants to verify the information. When the roster is final, provide it to the RSO or ATA representative for the course completion certificates.
- Remember to refer to participants by name, whenever possible.

Slide 4 Introduction to Course Materials

- Participant Guide
 - Schedule
 - Modules (PowerPoint slides, addendums, references)
- Course materials
 - Compact disc

Graphic Description: Person holding compact disc

- Take a few moments to introduce the course materials, so the participants can begin following along with the presentation.
- Refer the participants to the beginning of this module in the Participant Guide and provide a brief explanation.
- Explain that the participants will receive all course materials on a compact disc at the end of the course.

Topic: ATA Overview

10 Minutes

Slide 5 Office of Antiterrorism Assistance (ATA) (Reference 1.1)



- Created by US Congress in 1983
- Formed as a major initiative against international terrorism
- Provides training and related assistance to law enforcement and security services worldwide

Graphic Description: No Graphic

- **Present the history of ATA:**
 - In 1983, the United States Congress authorized the Office of Antiterrorism Assistance as a major initiative against international terrorism. The Office of Antiterrorism Assistance, Bureau of Diplomatic Security (DS) provides training and related assistance to law enforcement and security services of qualified countries worldwide. The State Department's Bureau of Counterterrorism (CT) provides policy guidance for ATA.
 - United States embassies play a continuing role in the implementation, development, and oversight of all ATA-provided assistance. The embassy regional security officer (RSO) manages program effectiveness and the selection of training candidates.
- **Review the roles of regional security officers and special agents:**
 - Regional security officers are Diplomatic Security Service special agents assigned to United States diplomatic missions overseas. Every diplomatic mission operates under a security program designed and maintained by the Bureau of Diplomatic

Security. Diplomatic Security is the most widely represented United States security and law enforcement organization, with representation in nearly every country around the world.

- Regional security officers serve as personal advisors to the ambassador or chief of mission on all security issues and coordinate all aspects of a mission's security program. They develop and implement effective security programs to protect our employees from terrorist, criminal, and technical attacks both at work and at home. Regional security officers serve as the primary liaison with foreign law enforcement and security services overseas.
- In the United States, Diplomatic Security Service special agents investigate passport and visa fraud, conduct personnel security investigations, and protect the Secretary of State and high-ranking foreign dignitaries and officials visiting the United States.
- **Present an overview of the Antiterrorism Training Assistance Program:**
 - Since its inception, ATA has delivered antiterrorism training to over 60 partner nations. These officials are now better prepared to fight terrorism and protect their citizens. Diplomatic Security has received numerous accounts from law enforcement officers who use their ATA training to successfully counter terrorist situations in their countries.
 - Assistance focuses on the following major objectives:
 - Enhancing the antiterrorism skills of partner nations by providing training and equipment to deter and counter the threats of terrorism
 - Strengthening the bilateral ties of the United States with the governments of United States allies by offering specific assistance in areas of mutual concern
 - Increasing respect for human rights by sharing with civilian authorities modern, humane, and effective antiterrorism techniques
 - Assistance is designed to meet identified needs and enhance recipients' antiterrorism capabilities by providing valuable training in a wide range of law enforcement skills, relevant support equipment, and technical advice.
- **Explain how the ATA Program supports community engagement and human rights:**
 - Point out the participants' role as public service officials who uphold and promote human rights laws in the partner nation.
 - Note that facilitators will discuss the benefits of community engagement and human rights in later modules.

Topic: Course Overview	20 Minutes
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Slide 6 Course Purpose

- To provide the skills and techniques needed to develop a process to assess and mitigate vulnerabilities of critical infrastructure and plan for resilience

Graphic Description: No Graphic

- Explain that this Critical Infrastructure Security and Resilience (CISR) course is a critical component of the ATA training program. Use the next several slides to present an overview of the course.

Slide 7 Instructional Strategies

- Lecture
- Case studies
- Large-group discussion
- Small-group activities
- Demonstration
- TeachBack moment
- Practical Exercises

Graphic Description: Participants working in a small group

- Explain that this course includes lecture, large- and small-group discussion, demonstration, and small-group activities to allow participants to learn a physical protection system for securing physical and cyber critical infrastructure against the threat of terrorism, natural disasters, and other threats.
- Emphasize that the more involved and active the participants become in their own learning, the better the course will be for them and their colleagues.

Slide 8 Classroom Etiquette

- Share ideas
- Ask questions
- Silence cell phones
- Report to class on time

Graphic Description: Participants working together

- Review the classroom etiquette expected during the course. Ask the participants what expectations they would add to the list.
- Post the list on flip-chart paper. If you experience a problem during the training, refer back to this discussion and request cooperation.

Slide 9 Course Logistics

- Class representative
- Facilities
- Daily schedule
- Class photo

Graphic Description: Participants in a class

- Announce the class representative.

- Note that the class representative is pre-selected before the group arrives for training. If a class representative has not been pre-selected, explain the roles of the position and ask the class to decide on a representative.
- Explain the duties of the class representative. For example, he or she gathers the class before start time and after lunch, assists in maintaining classroom rules of conduct, acts as point of contact between facilitators and class, and performs other duties as assigned by the facilitators.
- Provide locations for important facilities including emergency exits, restrooms, cafeteria or mess hall, telephones, and medic.
- Explain the overall daily schedule including start times, breaks, meals, and end times. Provide a schedule of any important upcoming events (such as scheduled visitors to the classroom, social hour, other after-class activities, and commencement).
- **Preparation Note:** Make arrangements to take a class photograph, either at this time or on another day of training. Make an effort to include all participants, facilitators, and interpreters (and embassy or ATA representatives, if available). If possible, work with the RSO or ATA representative to print copies of the photograph for each participant.

Slide 10 Course Schedule (1 of 2) (Workbook 1.1)



- Day 1: Introduction to Critical Infrastructure Security and Resilience
- Day 2: Community Engagement and Human Rights; Building Community Partnerships; Components of Critical Infrastructure
- Day 3: Critical Infrastructure Assets; Cybersecurity; Surveillance Detection Overview
- Days 4–5: Explosives and Critical Infrastructure; Analyzing the Threat

Graphic Description: No Graphic

Slide 11 Course Schedule (2 of 2) (Workbook 1.1)



- Day 5: Policies and Procedures
- Day 6: Security Force Operations; Security Technology
- Days 7–9: Security Inspection and Validation; Operational Resilience; Capstone Exercise
- Day 10: Summary, Evaluation, and Commencement

Graphic Description: No Graphic

- **Refer participants to the course schedule**, located in Addendum 1.2 of the Participant Guide. Explain that flexibility is important—some modules may end earlier than planned and some may end later.
- Summarize the milestones to be achieved throughout the course.
 - Day 1: Introduction to Critical Infrastructure Security and Resilience
 - Day 2: Community Engagement and Human Rights; Building Community Partnerships; Components of Critical Infrastructure
 - Day 3: Critical Infrastructure Assets; Cybersecurity; Surveillance Detection Overview
 - Days 4–5: Explosives and Critical Infrastructure; Analyzing the Threat

- Day 5: Policies and Procedures
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Topic: Knowledge Survey**30 Minutes****Slide 12 Pre-Course Knowledge Survey (Handout 1.1)**

- Measures course effectiveness
- Is not graded
- Does not require your name

Graphic Description: Participant completing a knowledge survey

Introduce the Knowledge Survey

- Be aware that the subject of testing is always a sensitive one. Assure participants that they are not being tested on their abilities and that the survey is anonymous.
- Present the following key points:
 - Surveying participants is one way to determine the quality and applicability of a course. Surveys also ensure that a course provides participants with the knowledge and skills they need. This knowledge survey is **not** a measurement of participants' abilities or intelligence. No grade or value is attached to the survey. Participants are not required to put their names on the survey, and individual results are not seen by anyone other than the facilitators and ATA staff.
 - The knowledge survey establishes a baseline against which to measure how well the course is achieving its objectives.
 - At the end of the course, participants will also complete an evaluation form that consists of questions about the training, training materials, facilitators, learning environment, living environment, and translation and interpretation. The evaluation form also includes sections for you to provide feedback regarding improvement of the course and the skills or information you feel you have learned. This evaluation, again, is not a test of ability; rather, it is a method to collect a range of opinions on how we can improve the course.
 - Evaluation and corrective action allow ATA to continually improve the training material. This assessment process identifies each program's contributions to participants' growth and determines ATA's overall effectiveness in helping other nations in their fight against terrorism.

Administer the Knowledge Survey

- Distribute copies of **Handout 1.1: Pre-Course Knowledge Survey**.
 - Point out if the survey is printed two-sided and remind the participants to answer all questions.

- Explain that the survey consists of multiple-choice questions compiled from content within the modules. For each question, choose the option that best answers the question.
- Allow the participants as much time as needed (at least 30 minutes) to complete the survey without the use of the Participant Guide or other course materials. When the participants are finished, collect the surveys.
- If the course is being delivered to a non-English speaking country, to avoid possible problems with translation, have the interpreter read the questions and the possible answers.

Score and Use the Knowledge Survey

- Score the surveys using the Excel workbook in the LEAD folder on the course materials compact disc. The workbook automatically scores the items. Appendix B in *Module 0: Course Administration* contains a step-action guide for using the workbook. Appendix A in Module 0 presents a detailed answer key for the knowledge survey. The answer key lists relevant module, slide number, and related addendum for each question.
- Use the results to assess the baseline knowledge level of the class and determine the level of detail required for the remaining modules.
- Remember that the post-course knowledge survey contains the same questions. **Do not disclose the answers and do not return the surveys to the participants.**
- Keep the surveys for submission with the after-action report.