

Lesson 3.7



Personal Security Awareness

Lesson at a Glance

Aim

To inform UN peacekeeping personnel about threats to their personal security and the measures to take.

Relevance

As peacekeeping personnel, you will continuously face threats to your personal safety and security.

Many risks are beyond control of individual peacekeeping personnel. The **risk of being targeted** has increased in recent years. **Being prepared increases your individual security.**

This lesson explains what it means to be security conscious and prepared in different situations.

Learning Outcomes

Learners will:

- List the five principles of personal security
- List examples of specific threats and explain the personal security measures that respond to each threat
- List actions to take for your personal security

Lesson Map

Recommended Lesson Duration: 45 minutes total

1-2 minutes per slide

Use short option learning activity

The Lesson	Pages 3-28
Starting the Lesson	Intro Slides
Learning Activity 3.7.1: Threats to UN Peacekeeping Personnel	
Your Individual Responsibility	Slide 1
The Five Principles of Personal Security	Slide 2
Personal Security & Specific Threats	Slides 3-11
Learning Activity 3.7.2: Personal Security and Specific Threats	
What Individual Peacekeeping Personnel Can Do	Slides 12-17
Summary of Key Messages	Page 29
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OPTIONAL: Additional Learning Activities	See Resource
Learning Activity 3.7.3: Personal Security Awareness – Home, Work, On the Move	

The Lesson



Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Overview

Learning Activity

3.7.1

Threats to UN Peacekeeping Personnel

METHOD

Brainstorm

PURPOSE

To introduce the concept of personal security awareness

TIME

5 minutes

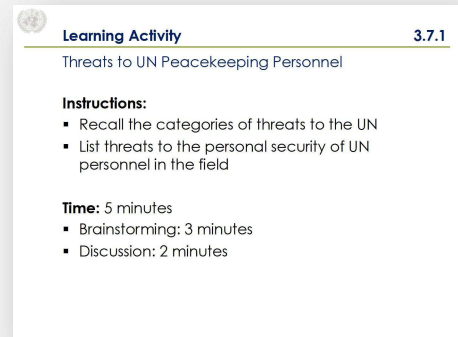
- Brainstorming: 3 minutes
- Discussion: 2 minutes

INSTRUCTIONS

- Recall the categories of threats to the UN
- List threats to the personal security of UN personnel in the field

RESOURCES

- Learning Activity instructions



The thumbnail shows a document titled "Learning Activity" with the sub-title "Threats to UN Peacekeeping Personnel" and the reference number "3.7.1". It lists the following instructions:

- Instructions:**
 - Recall the categories of threats to the UN
 - List threats to the personal security of UN personnel in the field
- Time:** 5 minutes
 - Brainstorming: 3 minutes
 - Discussion: 2 minutes

Your Individual Responsibility

Slide 1



The slide features a small circular logo in the top-left corner. The main heading is "1. Your Individual Responsibility". Below it is a bulleted list with three items.

- You are **responsible** and **accountable** for your own safety and security
- You should develop a strong sense of security awareness
- You must adjust your behaviour to take into account the environment in which you find yourself

Key Message: Personal safety and security is an individual responsibility.

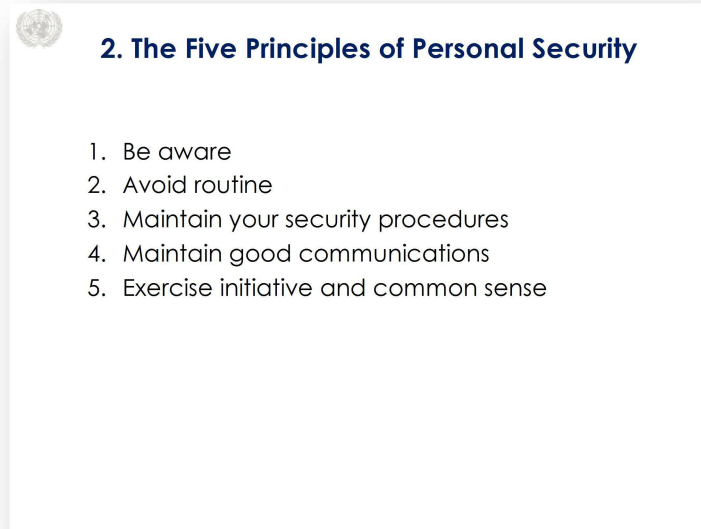
Peacekeeping personnel work in unfamiliar environments, often with a lack of clear and timely information.

The best way to be safe and secure is to avoid trouble, rather than try to extract yourself later. This means **you should develop a strong sense of security awareness and adjust your behaviour to the environment.**

Remember, you are **responsible** and **accountable** for your own safety and security.

The Five Principles of Personal Security

Slide 2




Key Message: There are five key principles of personal security.

1. **Be aware** and suspicious. Look for the unusual: loiterers, unauthorized parked cars, someone following your car. Presume you may be a victim.
2. **Avoid routine.** Change your route and times of travel to and from work.
3. **Maintain security procedures.** Be methodical in setting up your own security procedures. Follow and update them with discipline.
4. **Communications.** Maintain good communications. Good communications are key to good security. Know how to use communications equipment and keep it ready. Have contact numbers of security officials with you always.
5. **Use initiative and common sense.** Follow procedures, but also use **initiative and common sense** in an emergency.

Personal Security and Specific Threats

Slide 3



3. Personal Security & Specific Threats

- Sexual violence, sexual assault
- Arrest, detention
- Hostage taking
- Crowds, protests and demonstrations
- Landmines, ERW and IEDs
- Weapons firing
- Hijacking

Key Message: Your personal security may be threatened in different ways. Always remember that prevention is the best policy.

Being aware of real threats means you know:

- Preventive action to avoid threats
- How to respond to threats

Examples of potential threats are:

- **Sexual violence, sexual assault**
- **Arrest, detention**
- **Hostage taking**
- **Crowds, protests and demonstrations**
- **Land mines, ERW and IEDs**
- **Weapons firing**
- **Hijacking**



“The best way to learn something is to have to teach it”. The lesson covers seven main threats. Divide the class into seven groups and assign one threat to each. Make handouts of lesson content for the groups and task them to prepare briefings on assigned threats. The goal is to help prepare each other well on protecting from threats. Learning these lessons means learning to act and live differently. Mutual support helps.

Brainstorm with the class how it will evaluate briefings or presentations. People should be comfortable enough with each other at this point in a course. Prompt discussion on evaluation criteria, utilizing the following suggestions:

- Accuracy
- Good use of time, staying within time – decide length of briefings together
- Engaging, entertaining
- How well it helped others learn
- Choose other criteria based on the group – professionalism, clarity, tuned into audience, team work, use of media

Encourage groups to combine the information in the handout with tips from group members with peacekeeping experience.

Learning Activity

3.7.2

Personal Security and Specific Threats

METHOD

Group work, discussion

PURPOSE

To identify personal security measures for specific situations

TIME

15 minutes

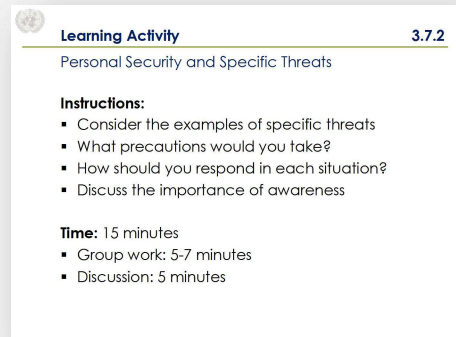
- Group work: 5-7 minutes
- Discussion: 5 minutes

INSTRUCTIONS

- Consider the examples of specific threats
- What precautions would you take?
- How should you respond in each situation?
- Discuss the importance of awareness

RESOURCES

- Learning Activity instructions



The thumbnail shows a document titled "Learning Activity" with the number "3.7.2" in the top right corner. Below the title is the subtitle "Personal Security and Specific Threats". Underneath, there is a section labeled "Instructions:" followed by a bulleted list: "Consider the examples of specific threats", "What precautions would you take?", "How should you respond in each situation?", and "Discuss the importance of awareness". Below this list is a section labeled "Time: 15 minutes" followed by another bulleted list: "Group work: 5-7 minutes" and "Discussion: 5 minutes".

Slide 4



Sexual Violence, Sexual Assault

- Be aware of effects of alcohol
- Never leave drink unattended
- Socialize in large groups
- Be wary of strangers
- Seek immediate assistance if drugged
- Be aware while alone, especially when driving
- Take precautions – meet in public, inform others




Key Message: Sexual assault is any non-consensual act forced on a person. Non-consensual means without agreement. Sexual assault often involves pressure, intimidation, threats and force by one or more assailants.

You must know **what to do in social situations** and **be vigilant when alone**.


- Be aware of effects of alcohol
- Never leave your drink unattended
- Socialise in large groups
- Be wary of leaving alone with or accepting drinks from a stranger
- Don't trust friendly strangers – be cautious
- Seek immediate help if drugged
- Be alert while alone, especially when driving – lock the doors, keep the windows up
- Meet new people in public places
- Tell friends where you plan to be and when you will return
- Have emergency telephone numbers on speed dial

Slide 5



Arrest, Detention

- Insist on your rights as UN staff
- Insist on communicating with your office
- Answer questions truthfully
- Do not write or sign anything until seen by a UN rep
- If there are two of you not arrested, one to accompany, other to seek assistance
- Immediately inform the Head of Office



Key Message: You have certain privileges and immunities during arrest and detention. The arrest or detention of a UN staff member is very serious.

You must know what to do if you are arrested or witness an arrest.


If you are arrested:

- Insist on your rights as a UN staff member
- Insist on communicating with your office
- Answer questions truthfully
- Do not write or sign anything until you have seen a UN representative

If you witness an arrest:


- Go with an arrested staff member only if threatened
- If there are two of you, one go with the arrested person and the other get help
- Immediately inform the Head of Office

Slide 6



Hostage Taking

- Do not fight back, make sudden moves
- Keep calm, obey orders, a low profile
- Do not speak unless spoken to
- Try not to give up I.D. or clothes
- Observe as much as possible
- During rescue, immediately drop to floor



The illustration depicts a hostage-taking scenario. A man in a blue shirt is being restrained by several men, some of whom are holding firearms. One man is lying on the floor, possibly injured or dead. The scene is set in an indoor environment with a doorway in the background.


Key Message: UN policy is the Organization will do everything possible to gain the freedom of personnel held hostage. The UN does not:

- Pay ransom
- Make substantial concessions
- Intervene with Member States to make concessions for it

Your priority is your own safety and security. Judge how to best handle the situation and defuse tension.


- Do not fight back
- Keep calm and obey orders
- Do not speak unless spoken to
- Do not make sudden moves; ask first
- Try not to give up your identification or clothes
- Observe as much as possible
- Keep a low profile
- During any rescue by force, immediately drop to the floor or ground and take cover

Slide 7



Crowds, Protests, Demonstrations

- Do not panic
- Leave the area as quickly as possible
- Leave by the safest means possible



Key Message: Prepare for the possibility of any gathering getting out of control, quickly.

In camps and settlements, crowds form during:

- Registrations
- Distributions
- Inoculations
- Visits
- Protests




Protests and demonstrations at an office, camp or settlement can allow a non-violent expression of tension and frustration. Ground-rules and preparations help.

Spontaneous protests or demonstrations may give no time for ground-rules or other preparations. Be prepared for this eventuality.

If you find yourself in a hostile crowd:

- Do not panic
- Try not to draw attention to yourself
- Stay with colleagues or friends
- Leave the area as quickly as you can
- Leave by the safest means possible

Slide 8

Landmines, ERW, IEDs		
Landmines	Explosive Remnants of War (ERW)	Improvised Explosive Devices (IEDs)
Explosives or other materials, normally encased, designed to destroy, damage, wound or kill	Explosive devices left over from a conflict – grenades, rockets, mortars, artillery shells, bombs, cluster munitions and fuses	Explosive devices assembled by a user (rather than by a commercial factory)
		

Key Message: Plan all activities to avoid mined areas.



The lesson on Peacebuilding Activities covered Mine Action. Quickly review this with learners. Content below concentrates on awareness and the tips for personal security.

Landmines

- Explosives or other materials
- Normally encased
- Designed to destroy or damage vehicles
- Designed to wound, kill, disable personnel
- Usually concealed

ERW

- Explosive devices left after a conflict and not detonated
- May have been abandoned
- Grenades, rockets, mortars, artillery shells, bombs, cluster munition, fuses

IEDs

- Any explosive devices assembled by a user, not made in a commercial factory
- Frequent in conflicts involving insurgents or non-regular forces
- May be time bombs or booby traps
- May be in a vehicle, hidden, buried, carried by a suicide bomber

Mines are found:

- Where fighting is continuing or has taken place
- Around existing or abandoned military camps or military positions
- On or alongside unused footpaths, tracks
- On soft edges of hard surface roads In and around culverts, drains, bridges
- In and around abandoned houses
- In and around wells and water access points
- In low or hidden areas where people might take cover
- At stream crossing points

Speak with locals, including women, who will know why certain footpaths or tracks aren't used.

Calls of nature:

Take calls of nature on the road behind the vehicle: don't walk off the road.

Booby traps:

- Soldiers abandoning a town or position may leave "booby traps" to cause casualties among enemy forces. Booby traps are usually explosive devices. They may be hidden in doors or windows, or made to look like attractive souvenirs or toys. Do not enter deserted buildings in conflict areas or pick up items left lying around.

Marked areas:

- If there is a mine clearance programme in the area, signs or marks will indicate dangerous areas. De-mining experts may paint rocks red to mark unsafe areas and known mined fields or use coloured tape. After an area is cleared of mines, markers are repainted white.
- Marks for mined fields may also be signs with a skull and cross-bones, normally on a red triangle.
- Local people mark mined areas in different ways – know them!


Mine warning clues:

Despite requirements of international law, mined areas are not always marked. Be aware of the following warning signs:

- Dead animals or skeletons
- Unexplainable lack of farm animals in particular fields
- Small, round, regularly-spaced potholes
- Evidence of fighting, e.g. military presence, trenches


- Mines exposed by weather
- Fuses sticking out of the ground, may be finger-sized
- Pieces of wire or barbed wire
- Bypasses around stretches of seemingly serviceable road or track
- An uncultivated field surrounded by cultivated fields
- Small piles of rocks, crossed sticks, knotted grass or rocks across a path
- Flags or plastic bags hanging from trees
- Sticks inserted into tree bark

Slide 9



Landmines, ERW, IEDs

- Movement stops immediately
- Inform and warn people around you
- Note the area
- Evaluate the situation
- Do not move from your position



Key Message: You must know what to do if you hear an explosion or see a mine explode – whether you are walking or riding in a vehicle.

On foot:

- Stop movement immediately
- Inform and warn people around you
- Note the area
- Evaluate the situation
- Do not move from your position; wait for qualified help to come and assist you
- If you must leave the area, retrace your steps out of the area
- Do not rush!

In a vehicle:

- Stop movement immediately
- Inform and warn people around you
- Take note of the area
- Evaluate the situation
- Do not move from your position; wait for qualified help to come to you
- Stay in the vehicle, unless on fire or in a life-threatening position
- Give first aid to any passengers who need it



To deepen learners understanding regarding landmines and remnants of war, UNMAS (United Nations Mine Action Service) provides an online module: <http://www.mineaction.org/lsp/unmas/>

Interactive training modules are as well available as smart phone-based versions. They are available in Arabic, Chinese, English, French, Japanese, Portuguese, Russian and Spanish.

<http://www.mineaction.org/resources/training>

Slide 10

A slide titled 'Weapons Firing' with a UN logo in the top left corner. It contains instructions for 'On foot' and 'In a vehicle' scenarios, followed by three illustrations: a person crawling on the ground, a person crouching behind a brick wall, and a person crouching behind a UN vehicle.

Weapons Firing

On foot

- Drop down, hit the ground, crawl to the nearest cover if possible

In a vehicle

- Accelerate, drive through if possible – otherwise exit, hide behind engine block, or crawl to better cover nearby

Key Message: You may come under weapons fire. The best practical advice depends on your situation.

On foot in the open:

- Drop down, hit the ground
- Crawl to the nearest cover, if possible

On foot with cover nearby:

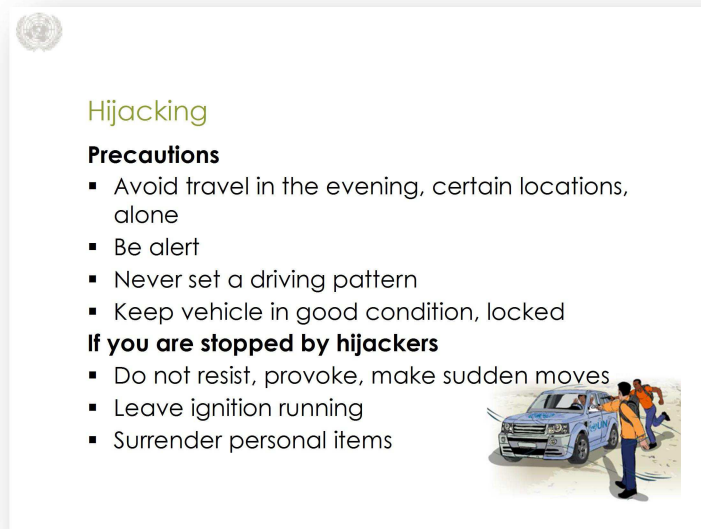
- Drop down, hit the ground
- Crawl to cover, hide behind something

Remember: cover from view may not be cover from weapons fire. Bushes and fences provide cover from view. Brick walls may provide cover from weapons fire.

In a vehicle:

- Accelerate and drive through if possible
- If not, get out and hide behind the engine block
- Crawl to better cover or a ditch, careful of land mines

Slide 11




Hijacking

Precautions

- Avoid travel in the evening, certain locations, alone
- Be alert
- Never set a driving pattern
- Keep vehicle in good condition, locked

If you are stopped by hijackers

- Do not resist, provoke, make sudden moves
- Leave ignition running
- Surrender personal items



Key Message: Take precautions to reduce the risk of hijacking, and know what to do if hijackers stop you.

Every time you are in a vehicle, you are a potential target. No one can hijack you if you are not on the road. Minimise vehicle travel.

Precautions during vehicle travel lessen the risk of hijacking.

- Avoid travel during the evening and in locations that hijackers favour. Hijacking often takes place after dark.
- Stay alert when approaching or leaving your residence.
- For daily travel, use different times and routes. Avoid setting patterns. Avoid travelling alone. Hijackers are less likely to assault two or more people in a vehicle.
- If possible, travel with another vehicle. Hijackers rarely confront two.
- Lock vehicle doors and keep windows closed, especially driving through crowded areas, markets, busy streets
- Be alert at red lights and stop signs. Try to adjust your driving speed to avoid pausing at traffic lights.
- Keep your vehicle in good mechanical condition and develop the habit of keeping the fuel tank above half full.

What you should do if stopped by hijackers:

- Do not resist. Keep your hands in view.
- Do not make any sudden moves. Be especially careful reaching to release your seatbelt. Explain what you are doing.
- Leave the ignition running when exiting the vehicle.
- Comply with hijackers' instructions quickly. The hijackers are probably nervous and want to leave the area as quickly as possible.
- Surrender personal items on demand (e.g. jewelry, purses, wallets and briefcases).
- Do not provoke the hijackers with a display of anger or rude remarks.

What Individual Peacekeeping Personnel Can Do

Slide 12



Key Message: Not knowing the rules, customs and habits of your host country could place you and your colleagues in danger.

In one country, for example, an international male colleague walked a local female co-worker home after work. Some local people thought this was an amorous advance and beat him up. In other situations, a man talking to a woman or looking her in the eyes can place her in danger. She may be labeled immoral and suffer negative consequences.

Research the local situation before you travel to your mission. Keep learning when in mission. A true understanding of your surroundings requires:

- Sensitivity
- Awareness
- Observation
- Patience
- Humility
- Openness

With a positive understanding of your surroundings you will feel the benefits personally and be able to work more effectively. Build your knowledge of:

- Threats and risks
- Your needs, strengths and weaknesses

Understanding more about the politics, economy, culture and environment is part of your personal security assessment. The points below guide continuous learning.

Politics:

- What is the political climate?
- What type of government is it?
- Is there a governmental authority or structure at your location? Is it stable?
- Is there political conflict?
- Are certain colours or symbols associated with political groups?
- Are there any upcoming major political events?

Economy:

- What is the economic climate?
- Are many people unemployed and does this affect crime?
- Is inflation a significant problem in the country?
- Are there legitimate banks?
- How will local people view your economic status?

Culture:

- How do people relate to one another?
- What is important to know from people around you?
- Do people view and treat men and women differently from people at home?
- Is there a daily reflection of religious life?
- How does the host population deal with outsiders?
- Is your behaviour acceptable or are there things that you should do differently?

Environment:

- What are the local conditions that may affect your personal situation?
- How is the climate?
- What is the weather in different seasons?
- What are common diseases?
- What is the situation for personal hygiene?
- Are there acts of nature such as floods, earthquakes, etc.?

Staying Alert

Slide 13



What to Watch For?	Human Observation Reporting Tips	Vehicle Observation Reporting Tips
<ul style="list-style-type: none"> ▪ Suspicious individuals ▪ Suspicious vehicles ▪ Suspicious or unattended objects 	<ul style="list-style-type: none"> ▪ Ethnicity ▪ Height ▪ Build ▪ Sex ▪ Age ▪ Weight 	<ul style="list-style-type: none"> ▪ License plate number ▪ Body style/size/colour ▪ Make/model/year ▪ Any peculiarities ▪ Occupants

Key Message: Part of your continuing personal security assessment involves always staying alert and being aware. **Potential threats are everywhere.**

Surveillance of UN personnel, offices and residences has been on the increase. Typically, detailed surveillance of a target or target area precedes violent attacks.

Be on the lookout for anyone observing premises or movements:

- Someone taking a picture, videotaping, sketching a map or taking notes of your office or residence
- Someone watching your building without any clear reason
- Unknown individuals wandering around your office or residence
- Someone trying to get security routines and information on security personnel
- Multiple passes by “interested” individuals - on foot, bicycle, vehicle, taxi, boat, even aircraft
- Operatives disguised as demonstrators, food vendors, street sweepers, shoe shiners
- Suspicious or unattended objects

What To Do

If you “feel” or “see” something suspicious, DO NOT TOUCH IT. Immediately contact your security officer or focal point. Do not keep information to yourself. Even if unsure, report what you see or feel. The information may save you and colleagues.

If you believe your life is in IMMEDIATE danger:

- Move to a populated area
- Seek police
- Go to a UN office

Note and report important information about people:

- Height
- Build
- Sex
- Age
- Weight
- Clothing
- Ethnicity

Note and report important information about vehicles:

- License plate number – country, state, city
- Body style, size, color
- Make, model, year
- Number and description of occupants
- Any distinguishing details: antennas, windows, body damage, decals in windows, dirty or clean vehicle
- Driving patterns

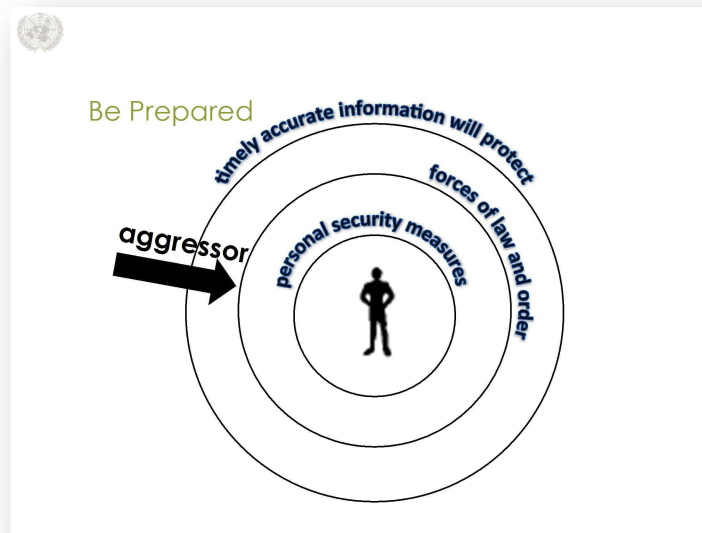
Slide 14



Key Message: Prevention is the best policy. The best way to be safe and secure is to first avoid trouble.

- Keep a low profile; dress and behave conservatively; do not display jewelry, cash, keys, other valuables
- Avoid routines; they make your movements easy to predict
- Vary your routes and times to and from work
- Always follow your instincts; If you feel uncomfortable about a location or person, leave immediately
- Do not hesitate to call attention if you are in danger: scream, shout, blow the horn of your vehicle
- Stay away from situations which could be threatening, e.g., political rallies, demonstrations
- Be honest with yourself, aware of your capabilities
- Try to stay in good physical shape
- Remember that most incidents take place as a person leaves or returns home – be wary
- Take necessary precautions when alone and after dark
- Avoid known ambush, sniper and conflict areas

Slide 15




Key Message: The diagram shows different levels of protection. When an aggressor penetrates the outer circles, you only have your personal defences.

Rehearse different possible scenarios:

- Rehearse actions you would take if attacked. There is no right or wrong way to respond to an attack. Each situation is different.
- THINK: Is this attacker armed? Is this a hostage situation? Is the attacker drunk or drugged, irrational?
- WEIGH OPTIONS. Review your options:
 - Talk your way out of it
 - Shout for help or yell “fire”
 - Flee
 - Fight
 - Submit to demands
- Set your cell phone with emergency numbers and practice rapid calling.
- Learn a few phrases in the local language so you can signal your need for help. Also learn a few phrases about your organization and its role in the country.

Slide 16



Respond to Threats

If you find yourself in a situation of intense agitation, hostility and danger:

- Stay calm
- Do not be provoked
- Take the action that preserves human life, health and dignity – in that order
- **Note:** There are conflicting opinions regarding self-defense and the use of weapons

Key Message: No matter how diligent you are, you cannot avoid all threats with preventive action. You may find yourself in a situation of intense agitation, hostility and perhaps danger.

- **Some situations resolve safely if you stay calm.** Be genuine and give truthful answers. Spend as much time as necessary; don't push.
- Speak to the highest authority possible.
- **Don't let hostile comments and jibes provoke you.**
- Never respond aggressively to questions.
- Do not try to bribe your way out of danger. Attackers may consider this an admission of guilt.
- No one can advise you how to react in all situations. Sometimes the only option is to defend yourself.
- **In extreme situations, take the action that preserves human life, health and dignity, in that order.**
- There are no fixed rules for dealing with crazy or drunk people.

Pros and Cons of Self-Defence and Use of Weapons



Brainstorm with learners the pros and cons of four main kinds of self-defence and use of weapons – self-defence, improvised weapons, mace, guns.

Opinions differ about self-defense and use of weapons. Keep these considerations in mind. Staff must make personal decisions.

Self-defense

- Techniques require training and practice
- Legal and always accessible
- Gives self-confidence
- Cannot be used against you

Improvised weapons

- Anything accessible
- Requires no special training

Mace

- Local laws may apply to mace use – respect them
- Requires training and familiarity
- Limited shelf-life
- Not always accessible when you need it


Guns

- Against UN policy for staff members to carry weapons, unless as an official part of the job
- Must comply with local laws if staff members decide to have a gun at home
- Requires continuous training
- Not always accessible when needed
- Can give a false sense of security
- Could be used against you

Use of mace or firearms could result in criminal charges or a civil claim, even if use seems justified.

Slide 17



 **Respond to Threats**

After any serious incident:

- Go to a safe place
- Inform your security officer or Head of Office
- Report the incident quickly and accurately
- Professional counseling can be arranged
- Seek medical assistance
- Call a friend or close colleague

Key Message: Know how to responding after an incident has taken place.

After any serious incident:

- Immediately go to a safe place. Shock is common after an attack. Get help.
- Tell your security officer or head of office about all threats and violence.
- Report the incident quickly and accurately. If you are considering legal action, think about forensic evidence. Write a description of the attacker with details. Try to notice an attacker's clothing and physical characteristics without being obvious.
- Get counselling. Attacks are normally traumatic. Contact your staff counsellor for advice and help. All survivors of assault suffer emotional and psychological trauma. No matter how strong you are, don't try to manage a security attack alone. Professional counselling is recommended as soon as possible. The staff counsellor will help arrange it.
- Get medical help; have someone go with you. Discuss exposure to HIV and potential pregnancy after a sexual assault. Missions have medical kits for HIV prevention treatment. These are called Medical PEP Starter Kits, Post-Exposure Prophylaxis (PEP) Treatment. PEP kits need to be used within 2 hours and not more than 72 hours after an assault. Check with your head of office or security officer to learn the location of PEP starter kits.
- Think about whom you want to tell. Call a friend or close colleague to help you make important decisions.
- Build a network of friends and colleagues. They will help support you in case of a personal assault or attack.

Summary

Five principles of personal security

1. Be aware and suspicious
2. Avoid routine
3. Maintain security procedures
4. Maintain good communications
5. Use initiative and common sense

Examples of specific threats

- Sexual violence, sexual assault
- Arrest, detention
- Hostage taking
- Crowds, protests and demonstrations
- Land mines, ERW and IEDs
- Weapons firing
- Hijacking

Take action – understand your surroundings, stay alert, take precautions, and know how to respond to threats

- You are responsible and accountable for your own safety and security.
- Your personal security may be threatened in different ways. Always remember that prevention is the best policy.
- Understand your surroundings, stay alert, take precautions and be prepared.

Evaluation

Notes on Use: An example of learning evaluation questions for this lesson may be found below.

There are different types of learning evaluation questions for the instructor to choose from (See Options). Types of learning evaluation questions are:

- 1) Fill in the blank/sentence completion
- 2) Narrative
- 3) True-False

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Evaluation Questions for Lesson 3.7	
Questions	Answers
Fill in the Blanks	
1. Personal safety and security is an _____ responsibility.	<p>Individual.</p> <p>Learners may say “shared” responsibility, also true.</p> <p>Peacekeepers are responsible and accountable for their own safety and security.</p> <ul style="list-style-type: none"> ▪ Host country has primary responsibility to protect UN staff, buildings and assets. ▪ The UN uses UNSMS to strengthen safety and security. ▪ Peacekeepers have to help keep themselves safe – through <ol style="list-style-type: none"> a) strong sense of security awareness b) adjusting behaviour

2. _____ is the best policy.	Prevention The best way to be safe and secure is to avoid trouble.
Narrative	
3. Name the five principles of personal security	<ol style="list-style-type: none"> 1. Be aware 2. Avoid routine 3. Maintain your security procedures 4. Maintain good communications 5. Exercise initiative and common sense
4. Seven specific personal security threats are covered in the lesson. Name them and give several tips on handling each.	<ol style="list-style-type: none"> 1. Sexual violence, sexual assault 2. Arrest, detention 3. Hostage taking 4. Crowds, protests and demonstrations 5. Land mines, ERW, and IEDs 6. Weapons firing 7. Hijacking <p><i>See the lesson for tips.</i></p>
True – False	
5. When you are attacked, your only two options are “fight or flight”.	<p>False</p> <p>“Fight or flight” is the physical reaction that attack or stress immediately causes (adrenalin spike, heart rate increase).</p> <p>If you are attacked, assess your attackers and quickly weigh options:</p> <ul style="list-style-type: none"> ▪ Talk your way out of it – calmly, quietly ▪ Shout for help, yell “fire” ▪ Flee – especially if you can run fast and attackers don’t have weapons ▪ Fight ▪ Submit to demands

Reference Materials

Below are materials which are a) referenced in this lesson, and b) required reading for instructor preparations:

- [Charter of the United Nations, 1945](#)
- [United Nations Peacekeeping Operations Principles and Guidelines, also known as the Capstone Doctrine, 2008](#)
- [United Nations Field Security Handbook, January 2006](#)
- [United Nations Basic Security in the Field: Staff Safety, Health and Welfare \(ST/SGB/2003/19\), 9 December 2003](#)
- [DSS Handbook for Designated Officials for Security, 2012](#)
- [DPKO-DFS Policy on Training for all United Nations Peacekeeping Personnel, 2010](#)

Additional Resources

UN Information

The website for UN peacekeeping: <http://www.un.org/en/peacekeeping/>

UN Documents

UN documents can be found on: <http://www.un.org/en/documents/index.html> (Search by document symbol, e.g. A/63/100)

DPKO and DFS Guidance

The repository for all official DPKO and DFS guidance is the Policy and Practice Database: <http://ppdb.un.org> (only accessible from the UN network). Official peacekeeping guidance documents are also accessible through the Peacekeeping Resource Hub: <http://research.un.org/en/peacekeeping-community>
Instructors are encouraged to check for the latest guidance.

UN Films

UN films can be found on YouTube: <https://www.youtube.com/user/unitednations>

Additional Information

Trainers should let participants know that in addition to the Mission-specific information received during this training, participants should also familiarize themselves with the Pre-

deployment Information Package (PIP). The PIP provides information on the mission and the local context.

Additional Training Resources

UN mandatory training includes Basic and Advanced Security in the Field (B/ASITF) online Course:

<https://dss.un.org>

The training can also be accessed on Inspira:

<http://inspira.un.org>

Where Peacekeeping Training Institutes do not have sufficient IT facilities, it is sufficient that eligible personnel are informed of their obligation to complete B/ASITF *upon arrival in the mission*.

The United Nations Mine Action Service (UNMAS) provides online training on 'Landmines and Explosive Remnants of War':

<http://www.mineaction.org/lsp/unmas/>

UNMAS also provides interactive training modules as smart phone-based versions:

<http://www.mineaction.org/resources/training>