

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
Learning Evaluation	Pages 30-31
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

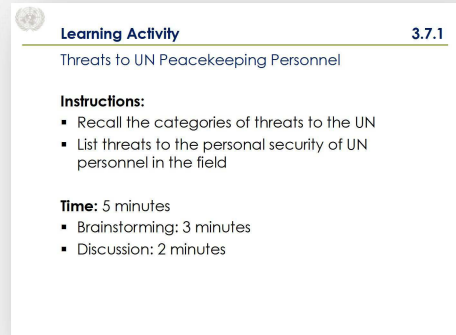
- Brainstorming: 3 minutes
- Discussion: 2 minutes

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 title is "1. Your Individual Responsibility". Below the title is a bulleted list of three points.

1. Your Individual Responsibility

- 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.

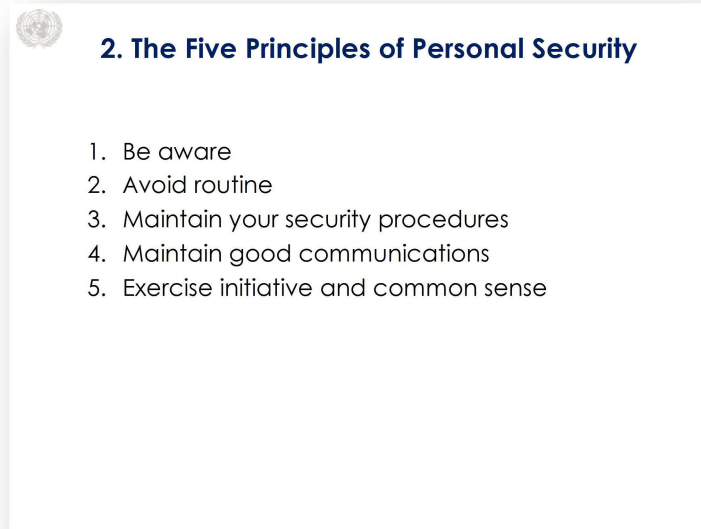
Peacekeeping personnel work in unfamiliar environments, often with a lack of clear and timely information.

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

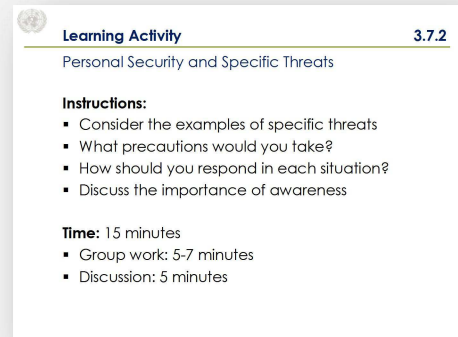
- Group work: 5-7 minutes
- Discussion: 5 minutes

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 reference number "3.7.2" in the top right corner. Below the title is the subtitle "Personal Security and Specific Threats". The document contains the following text:

Instructions:

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

Time: 15 minutes

- Group work: 5-7 minutes
- 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!

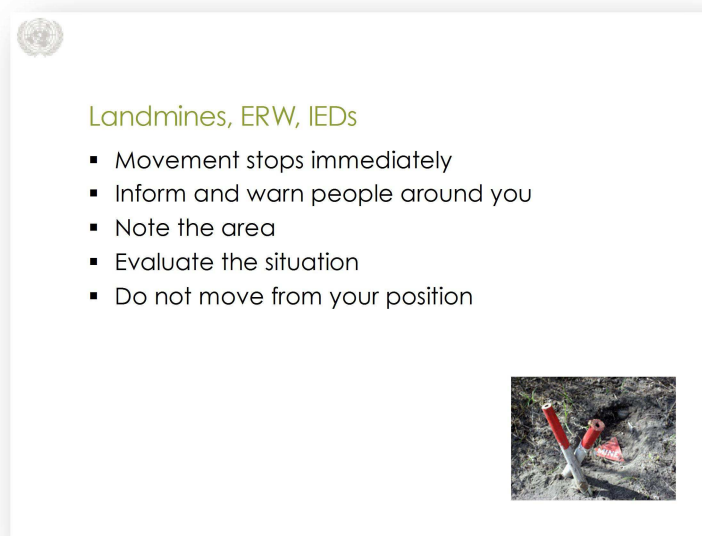
Mine warning clues:

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. Below the text are 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:

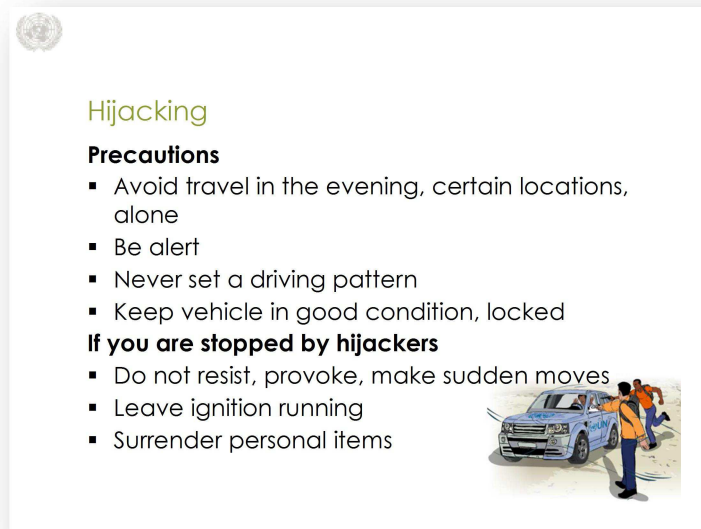
- Drop down, hit the ground
- Crawl to cover, hide behind something

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

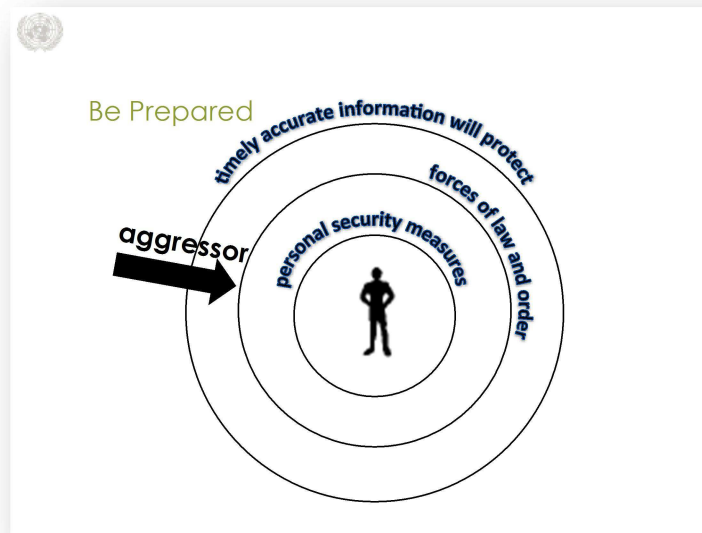
Slide 14



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

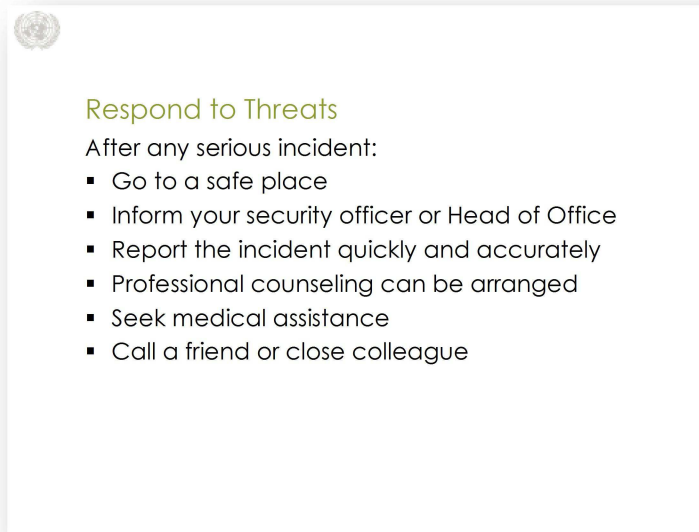
- Local laws may apply to mace use – respect them
- Requires training and familiarity
- Limited shelf-life
- Not always accessible when you need it


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 <ul 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>

Module 3: Individual Peacekeeping Personnel

Lesson 3.7



Personal Security Awareness



Relevance

- As UN personnel, you are at substantial risk of being targeted
- Your individual security depends on how well you are prepared



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 Overview

1. Your Individual Responsibility
2. The Five Principles of Personal Security
3. Personal Security & Specific Threats
4. What Individual Peacekeeping Personnel Can Do



Learning Activity

3.7.1

Threats to UN Peacekeeping Personnel

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



1. Your Individual Responsibility

- 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



2. The Five Principles of Personal Security

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



3. Personal Security & Specific Threats

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



Learning Activity

3.7.2

Personal Security and Specific Threats

Instructions:

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

Time: 15 minutes

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



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





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





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








Crowds, Protests, Demonstrations

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





Landmines, ERW, IEDs

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



Landmines, ERW, IEDs

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





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





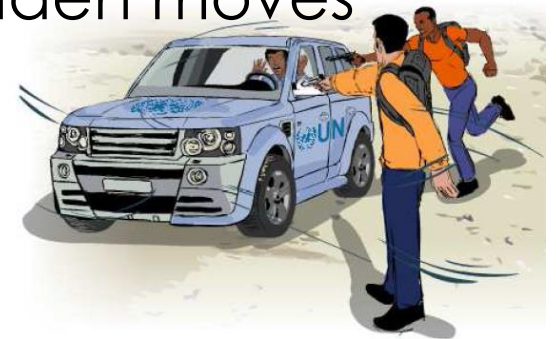
Hijacking

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

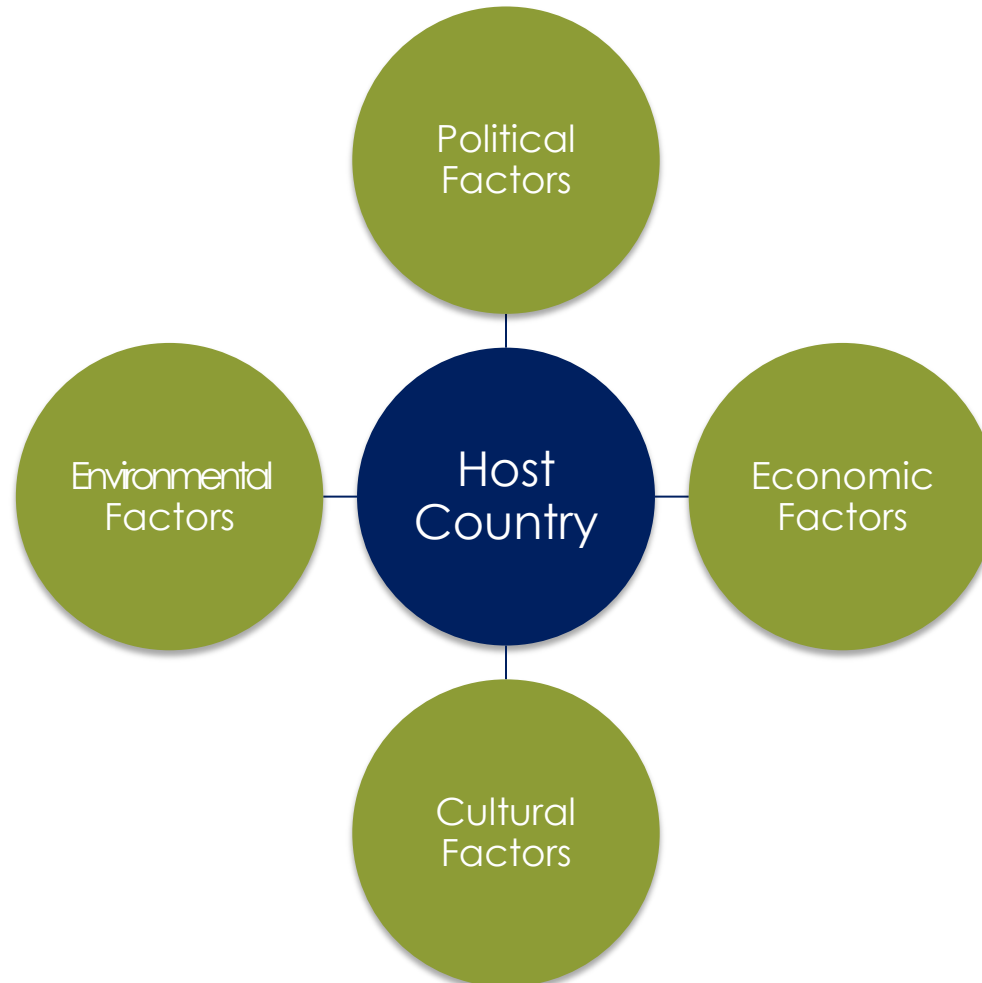
- Do not resist, provoke, make sudden moves
- Leave ignition running
- Surrender personal items





4. What Individual Peacekeeping Personnel Can Do

Understand Your Surroundings





Stay Alert

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



Take Precautions

- Prevention is the best policy
- The best way to be safe and secure is to avoid trouble in the first place



Be Prepared





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



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



Summary of Key Messages

- Principles of personal security – be aware, avoid routine, maintain security procedures, good communication, use initiative and common sense
- Specific threats – sexual violence, arrest, hostage taking, crowds, explosive hazards, weapons firing, hijacking
- Take action – understand surroundings, stay alert, take precautions, respond to threats



Questions



Learning Activity

Learning Evaluation

Learning Activities

Detailed instructions for each learning activity may be found below. Here is an overview of learning activities for the instructor to choose from:

Number	Name	Methods	Time
3.7.1	Threats to UN Peacekeeping Personnel	Brainstorm	5 minutes
3.7.2	Personal Security and Specific Threats	Group work, discussion	15 minutes
3.7.3	Personal Security Awareness – Home, Work, On the Move	Brainstorm, discussion	30 minutes

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

Preparation

- Prepare a flip-chart sheet with the following categories of threats to the UN:
 - Armed conflict
 - Terrorism
 - Crime
 - Civil unrest
 - Hazards
- Refresh your knowledge on the categories of threats to the UN from Lesson 3.6 on Safety and Security for UN Personnel.
- Decide on how your key points will bridge-in to Lesson 3.7. Review the content in Lesson 3.7 for ideas.

Instructions

1. Introduce the activity and its focus on personal security awareness.
2. Ask participants to reflect on the content on threats to the UN from the previous lesson, Lesson 3.6 on Safety and Security for UN Personnel. Participants must brainstorm specific threats to the **personal security** of UN personnel in the field.
3. Invite responses from participants. Begin brainstorming yourself. Use the categories of threats to the UN listed on the flip-chart to prompt responses. On the flip-chart sheets list the specific threats to the personal security of UN personnel in the field.
4. Reinforce your key points to bridge-in to Lesson 3.7 on Personal Security Awareness. Highlight the fact that personal security awareness, preparedness and other measures complement the overall safety and security arrangements in place for UN personnel.
5. Close the exercise. As an integrated as part of the lesson, provide the correct responses to the brainstorming using the content from Lesson 3.7.

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

Preparation

- Decide on the small groups. The activity is short, so table groups are good because they are formed and in place.
- Prepare flip chart sheets for the brainstorming. Prepare separate flip-chart sheets to collect inputs on the following examples of specific threats:
 - Sexual violence, sexual assault
 - Arrest, detention
 - Hostage taking
 - Crowds, protests and demonstrations
 - Landmines, ERW and IEDs
 - Weapons firing
 - Hijacking
- Prepare key points on personal security measures for specific situations. Use the content from Lesson 3.7.
- Prepare to deliver the correct responses to the discussion questions using the slides from Lesson 3.7.

Instructions

1. Introduce the activity. Participants will brainstorm personal security measures for the examples of specific threats.
2. Ask participants to brainstorm answers to the following questions for each example of specific threats:
 - a) What precautions would you take?
 - b) How should you respond in each situation when it actually happens?
3. Transfer the responses to the flip-chart. Begin the brainstorming yourself using your key points.
4. Summarise the responses, and ask participants: Why is personal security awareness important?
5. Use the results of the brainstorming to introduce the more detailed content from Lesson 3.7.

Learning Activity

3.7.3

Personal Security Awareness – Home, Work, On the Move

METHOD

Brainstorm, discussion

PURPOSE

To sensitize and raise awareness concerning mission related personal security issues at home, work and on the move

TIME

30 minutes

INSTRUCTIONS

- Consider the mission environment.
- What personal security measures do you need to take at home, at work, and on the move?

RESOURCES

- Learning Activity instructions

Note on use: Besides focusing on the contents, participants also improve their presentation skills, which might be useful as a “second skill set”.

Preparation

- Form 3 working groups depending on the number of participants in your training. If it is a mixed course with mission experienced and unexperienced participants, form concurrent groups to benefit and take advantage of existing experiences.
- Provide material like cards, flip-chart etc. to enable visualization and presentation of working groups results.

Instructions

1. Introduce the activity. Raise awareness that personal security is a personal responsibility. In particular, this activity seeks to enhance and deepen the understanding of what is different about personal security in a mission environment.
2. After forming working groups for each task, ask participants to brainstorm how their personal security is affected in the following situations:
 - a) At home
 - b) At work
 - c) On the moveFocus on the differences between a mission environment and their domestic environment? Coach working groups during the brainstorming process.
3. Results should be presented and explained by a member or members of the working group.
4. After each group task presentation, ask the remaining groups for comments, additions, experience or examples on the topic.
5. You should provide a feedback to each group. You are encouraged to share your personal perspective and experience to round up the task.

Evaluation

Notes on Use: 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.

Other suggestions for evaluating learning follow the table.

Evaluation Questions for Lesson 3.7	
Questions	Answers
Fill in the Blanks	
1. Personal safety and security is an _____ responsibility.	Individual. Learners may say “shared” responsibility, also true. Peacekeepers are responsible and accountable for their own safety and security. <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. _____ of the rules, customs and habits of your host country can put you and colleagues in danger.	Not knowing, unawareness Lack of knowledge, lack of awareness Failure to learn
3. _____ is the best policy.	Prevention The best way to be safe and secure is to avoid trouble.

<p>4. Rehearsing different possible threat scenarios and how you can react is one way to _____.</p>	<p>Prepare, be prepared.</p> <p>Avoiding threats and risks is prevention. You also need to prepare - strengthen your confidence and ability to handle potential threats.</p>
<p>5. Being prepared to handle security risks includes having _____ in your cell phone, being able to call quickly.</p>	<p>Emergency numbers Numbers of security officials</p> <p>Do not just have the numbers on quick-dial – practice until you can initiate that call immediately. Assault happens fast. You may need to change where you keep your phone.</p>
<p>6. Immediately _____ during any rescue by force in a hostage situation.</p>	<p>Immediately drop to the floor or ground and take cover</p>
<p>Narrative</p>	
<p>1. Name the five principles of personal security</p>	<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
<p>2. Part of security is being aware, noticing the unusual. Give three examples.</p>	<ul style="list-style-type: none"> ▪ unauthorized parked cars ▪ loiterers ▪ someone following your car ▪ someone following you or family members ▪ suspicious individuals, vehicles or objects ▪ anyone taking pictures, sketching a map, taking note of office or residence ▪ someone watching your building with no clear reason ▪ multiple passes by “interested” individuals – on foot, bicycle, vehicle, taxi, boat (even drones, aircraft) ▪ suspicious demonstrators, food vendors, street sweepers, shoe shiners ▪ any unexpected or suspicious objects
<p>3. What does “be suspicious” mean to personal safety and security?</p>	<p>It means presume you may be a victim.</p>

	<p>Especially if you are a naturally trusting person, you may not be in the habit of questioning, looking beyond the surface. Get into that habit, to avoid threats.</p>
<p>4. Your personal security assessment requires knowing about the politics, economy, culture and environment of the host country. Give examples of several questions that will help you broaden and deepen your knowledge of each.</p>	<p>The lesson gives these questions. Encourage people to add their own, especially those with peacekeeping experience.</p> <p>Politics</p> <ul style="list-style-type: none"> • 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? <p>Economy :</p> <ul style="list-style-type: none"> • 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? <p>Culture :</p> <ul style="list-style-type: none"> • 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? <p>Environment</p> <ul style="list-style-type: none"> • 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

	<p>hygiene?</p> <ul style="list-style-type: none"> • Are there acts of nature such as floods, earthquakes, etc.?
<p>5. What do you need to note about suspicious individuals and vehicles?</p>	<p>People</p> <ul style="list-style-type: none"> • Ethnicity • Height • Build • Sex • Age • Weight • Clothing (noting people may change this – still useful to note it) • Whether alone or with others • Where you see them, frequency <p>Vehicles</p> <ul style="list-style-type: none"> • license plate – type and number • Body style, size, colour • Make, model, year • Any peculiarities – decals in windows, muddy body, damage, different tires • Occupants
<p>6. Preventing and avoiding trouble is the best policy. Name at least five ways.</p> <p>If you do this evaluation question with groups, take time to collect responses. Together, groups should cover most points.</p>	<ol style="list-style-type: none"> 1. Keep a low profile. Dress and behave conservatively. Do not display jewellery, cash, keys, other valuables. 2. Avoid routines; they make your movements easy to predict. 3. Vary your routes and times to and from work. 4. Always follow your instincts. If you feel uncomfortable about a location or person, leave immediately. 5. Do not hesitate to call attention if you are in danger: scream, shout, blow the horn of your vehicle. 6. Stay away from situations which could be threatening, e.g.: political rallies, demonstrations. 7. Be honest with yourself, aware of your capabilities. 8. Try to stay in good physical shape. 9. Remember that most incidents take place as a person leaves or returns home – be wary. 10. Take necessary precautions when alone, and after dark. 11. Avoid known ambush, sniper, and conflict areas.

<p>7. Present arguments for and against use of self-defence and weapons when you are attacked.</p>	<p>Staff must make personal decisions about self-defence and use of weapons. Opinions differ.</p> <p>Self-defense</p> <ul style="list-style-type: none"> • Techniques require training and practice • legal and always accessible • gives self-confidence • cannot be used against you <p>Improvised weapons</p> <ul style="list-style-type: none"> • anything accessible can be used • requires no special training <p>Mace</p> <ul style="list-style-type: none"> • local laws may apply to mace use – respect them • requires training and familiarity • limited shelf-life • not always accessible when you need it <p>Guns</p> <ul style="list-style-type: none"> • against UN policy for UN personnel 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 <p>Use of mace or firearms could result in criminal charges or a civil claim, even if use seems justified.</p>
<p>8. What steps do you take immediately after any serious incident or attack?</p>	<ul style="list-style-type: none"> ▪ Go to a safe place ▪ Inform security office or head of office ▪ Report incident quickly, accurately ▪ Get professional help, counselling ▪ Seek medical help – deal with shock ▪ Call a friend or close colleague
<p>9. Seven specific personal security threats are covered in the lesson. Name them</p>	<ol style="list-style-type: none"> 1. Sexual violence, sexual assault 2. Arrest, detention

<p>and give several tips on handling each.</p>	<ol style="list-style-type: none"> 3. Hostage taking 4. Crowds, protests and demonstrations 5. Land mines, ERW, and IEDs 6. Weapons firing 7. Hijacking <p>See <i>the lesson for tips.</i></p>
<p>10. Explain threats from land mines, ERW and IEDs – and ways to avoid them.</p>	<p>Landmines</p> <ul style="list-style-type: none"> • explosives or other materials, usually encased and concealed • designed to destroy or damage vehicles; wound, kill, disable personnel <p>Ways to avoid</p> <ul style="list-style-type: none"> • know where landmines are and stay away • 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 to local people, including women, to be alert to mined areas • follow signs in areas marked by mine clearance programmes <p>ERW</p> <ul style="list-style-type: none"> • explosive devices left or abandoned after a conflict, not detonated • grenades, rockets, mortars, artillery shells, bombs, cluster munition, fuses <p>Ways to avoid</p> <ul style="list-style-type: none"> • be alert to booby traps, explosive devices hidden in doors, windows or make to look attractive – souvenirs, toys • do not enter deserted buildings • do not pick up items left lying around – no matter how innocent they appear • don't walk off the road, even on the edges • take calls of nature behind a vehicle • look for warning signs, clues – stay away from: <ul style="list-style-type: none"> - Dead animals or skeletons

	<ul style="list-style-type: none"> - Fields with unexplainable lack of farm animals - 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 <p>IEDs</p> <ul style="list-style-type: none"> • 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
<p>11. How can you reduce your risk of hijacking?</p>	<ul style="list-style-type: none"> ▪ Stay off the roads – minimise vehicle travel. ▪ Avoid travel in evenings, places hijackers favour. Stay informed about these. ▪ Always stay alert in approaching and leaving your residence. ▪ Vary your daily routine, times and routes. ▪ Travel with another person. ▪ Travel with another vehicle. ▪ Be especially alert at red lights, stop signs, crossings. ▪ Lock vehicle, keep windows closed. ▪ Keep vehicle in good mechanical condition. ▪ Keep vehicle fuel tank at least half-full.
<p>12. How can you keep yourself safe and secure at home?</p>	<ul style="list-style-type: none"> ▪ Make sure doors and windows have good locks. ▪ Lock your doors, even if you are home or leave for a few minutes

	<p>only.</p> <ul style="list-style-type: none"> ▪ Use shades, curtains, or blinds on every window. ▪ Be cautious about listing names in phone directories or on mailboxes and gateposts – check with security officials. ▪ Don't leave valuable items outside. ▪ Don't leave tools where potential criminals can find them, e.g.: ladder, screwdriver, crowbar. ▪ Never automatically open your door to strangers. ▪ Always supervise individuals doing work at your residence. ▪ If possible, avoid sleeping with your windows open.
<p>13. What steps apply to general office security?</p>	<ul style="list-style-type: none"> ▪ Screen and escort visitors. ▪ Keep desks in public areas free. ▪ Make sure fire extinguishers and First Aid Kits are clearly visible. ▪ Keep all fire escapes clear. ▪ Secure confidential papers. ▪ Avoid working alone. ▪ Lock up. ▪ NEVER leave office keys on a desk. ▪ Do not accept suspicious mail. ▪ Do not leave valuables or money unsecured. ▪ Keep your eyes open for anything suspicious, and report it.
<p>14. What precautions help keep you secure when you are on the move?</p>	<p>On Foot</p> <ul style="list-style-type: none"> • Before going out, shut all closures on bags. • Put your wallet in a front pocket or under clothing. • Only carry the cash you need. Keep some in a bag, some on you. • Wear comfortable shoes. • Be aware and alert to your surroundings. • Walk nearer to the curb to avoid passing too close to shrubbery, dark doorways, and hidden places. If possible, walk against traffic • Whenever possible, avoid walking alone at night. • Never take shortcuts through isolated areas. • Do not use headphones while walking. • Keep your car keys in your hand to quickly open your vehicle door. • Get to know your neighbours and your neighbourhood. Where is the nearest police station? Which stores,

	<p>restaurants, and businesses are open late at night?</p> <ul style="list-style-type: none"> • Always carry personal communication equipment, <p>Driving</p> <ul style="list-style-type: none"> • Don't be over-confident. A vehicle can give a false sense of security. • Vary your route and routine when you may be a target. • Use main roads, take alternate routes as necessary. • Avoid known ambush, sniper, and conflict areas. • Beware of staged scenarios to make you stop your vehicle – a person pretending injury on the road. Tell the nearest police. • NEVER pick up hitchhikers. Think twice before offering help to a stranded motorist, regardless of sex. • Whenever possible, travel on well-lit, populated streets. Keep the windows rolled up and KEEP THE DOORS LOCKED • If possible, drive with another vehicle, especially at night. • Be alert to red lights and stop signs. Try to adjust driving speed to avoid stopping at traffic lights. Be ready to sound the horn and take evasive action if threatened. • If you suspect someone is following you, make a few turns down active streets. Do not drive into your own driveway or park in a deserted area. If the vehicle continues to follow you, drive to a location where you can get help, e.g.: nearby police station, hospital or UN office. • If someone tries to force you off the road, blow the horn constantly to attract attention. If forced over, put your vehicle in reverse as soon as you stop and back away. Blow your horn and keep the vehicle in motion. • In a car-jacking, don't argue or resist, at all. Hand over keys and other items on demand. Make a mental note of car-jacker's description, if you can. <p>Vehicle</p> <ul style="list-style-type: none"> • Do not stop, park, or leave your vehicle in a way to cause danger. • Avoid parking in high risk areas.
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	<ul style="list-style-type: none"> • Park vehicle properly and secure. • Do not leave attractive or personal items visible. • Never surrender vehicle keys. • Check your vehicle before getting inside. <p>Checkpoints</p> <ul style="list-style-type: none"> • Reduce speed and be prepared to stop. • Take off sunglasses. • Keep both hands visible at all times. • Be patient, friendly and courteous. • Do not try to bribe your way out. • Show I.D. if asked, but don't hand it over. • Stay in or close to your vehicle. • Observe any search closely. • Protest removal of items, but don't resist.
True – False	
<p>1. You notice a strange package in the stairwell of your apartment residence. You should open it, before going into your home.</p>	<p>False If you see something suspicious, DO NOT TOUCH IT. Immediately contact your security office or focal point.</p>
<p>2. When you are attacked, your only two options are “fight or flight”.</p>	<p>False “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
<p>3. The UN will do everything possible to gain the freedom of personnel held ransom, including paying ransom.</p>	<p>False The UN will do everything possible, but paying ransom is not possible. The UN <u>will not</u>:</p> <ul style="list-style-type: none"> ▪ pay ransom ▪ make substantial concessions ▪ intervene with Member States to make concessions for it
<p>4. If you are arrested, do not write or sign anything until you have seen a UN representative.</p>	<p>True</p> <ul style="list-style-type: none"> ▪ insist on your rights as a UN staff member ▪ Insist on communicating with your office ▪ Answer questions truthfully, BUT do not sign anything until you have seen a UN rep.

<p>5. If you are the victim of a hostage-taking, first try to negotiate with the hostage-takers.</p>	<p>False</p> <ul style="list-style-type: none"> ▪ Do not speak unless spoken to, and keep a low profile – <u>don't</u> start trying to negotiate. It may anger the hostage-takers. ▪ Don't initiate anything. ▪ Don't fight back. ▪ Don't make <i>any</i> sudden moves – ask first ▪ Hostage-takers may be on drugs or drunk – keep calm and obey orders.
<p>6. Mine clearance programmes paint rocks red to mark unsafe areas, and repaint them white when they have cleared the mines.</p>	<p>True</p> <ul style="list-style-type: none"> ▪ another mark may be signs with skull-and-crossbones, normally on a red triangle ▪ local people will have their own marks – know them! <p>Be sure to get briefings on how mine clearance programmes mark mined and safe areas in your mission area.</p>
<p>7. If you hear an explosion or see a mine explode, the priority is to get away as quickly as possible.</p>	<p>False</p> <p>If you hear or see a mine explode, STOP MOVING. This is true whether you are in a vehicle or on foot. Steps are: 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 to you if you are walking and must leave, retrace your footsteps – don't rush if you're in a vehicle, stay there unless: it's on fire or your life is threatened.</p>
<p>8. If stopped by hijackers, leave the ignition running when you exit the vehicle.</p>	<p>True.</p> <p>Follow these steps:</p> <ul style="list-style-type: none"> ▪ Don't resist ▪ Keep hands in view at all times ▪ Undo your seatbelt slowly and explain what you're doing ▪ Follow hijacker's instructions quickly ▪ Give up personal items on demand – jewellery, purses, wallets, watches, briefcases ▪ Don't be rude or show anger; do nothing to provoke the hijackers

More ways to evaluate learning

- **General Evaluation**

1. Ask participants to sum up the most important things they learned about personal security awareness in peacekeeping. Make sure they have absorbed key messages.
2. The lesson covers seven types of personal security threats. Get participants to explain with detailed tips for preventing and handling each. Option: assign groups one type of threat – ask for as many tips as possible, not several. Invite groups to present. Fill any gaps.
 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

The lesson also covers tips for personal security at home, at the office and on-the-move. Add these three topics to group assignments on personal security threats (10 groups total).