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# UNIT 8: TERRORISM AND CERT

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**In this unit you will learn about:**

- **What Terrorism Is:** The definition of terrorism and terrorist goals.
- **Terrorist Targets:** How terrorists choose their targets.
- **Terrorist Weapons:** The weapons that terrorists are known or are suspected to have and the risk posed by various terrorist weapons.
- **CBRNE Indicators:** Cues that help to identify when a terrorist attack may have occurred or may be imminent.
- **Preparing at Home, Work, and in Your Neighborhood:** Ways to prepare for a terrorist incident.
- **CERTs and Terrorist Incidents:** CERT protocols for terrorist incidents and protective action following an event.

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## COMMUNITY EMERGENCY RESPONSE TEAM

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<b>OBJECTIVES</b>	<p>At the conclusion of this unit, the participants should be able to:</p> <ul style="list-style-type: none"><li>▪ Define terrorism.</li><li>▪ Identify potential targets in the community.</li><li>▪ Identify the eight signs of terrorism.</li><li>▪ Identify CERT operating procedures for a terrorist incident.</li><li>▪ Describe the actions to take following a suspected terrorist incident.</li></ul>
<b>SCOPE</b>	<p>The topics of this unit will include:</p> <ul style="list-style-type: none"><li>▪ Introduction and Unit Overview</li><li>▪ What Is Terrorism?</li><li>▪ Terrorist Targets</li><li>▪ Terrorist Weapons</li><li>▪ CBRNE Indicators</li><li>▪ Preparing at Home, Work, and in Your Neighborhood</li><li>▪ CERTs and Terrorist Incidents</li><li>▪ Exercise: Applying CERT Principles to a Suspected Terrorist Incident</li><li>▪ Unit Summary</li></ul>
<b>ESTIMATED COMPLETION TIME</b>	2 hours 30 minutes
<b>TRAINING METHODS</b>	<p>The instructor will introduce this unit by defining terrorism using the Department of Justice definition and providing several examples of terrorist attacks within the United States. Then, the instructor will describe the terrorists' goals.</p>

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#### TRAINING METHODS (CONTINUED)

Next, the instructor will describe the main categories of weapons that terrorists are known to have or are suspected of having. During this discussion, the instructor will introduce the acronym CBRNE (chemical, biological, radiological, nuclear, high-yield explosives) as a way of remembering each category of weapons. The instructor will describe each type of weapon briefly, including the types of damage or injury that they can cause and, in the case of biological and chemical weapons, routes of exposure. At the end of this discussion, the instructor will present a graphic that describes the FBI's assessment of the risk posed by and the impact that could be expected from each type of weapon.

Following this topic, the instructor will cover steps to take to prepare for a terrorist incident and steps to take if an incident has occurred, including shelter-in-place procedures and emergency decontamination procedures.

In the next topic, the instructor will describe the environmental and physical indicators that serve as cues that a terrorist attack has occurred or may be imminent. Then he or she will link these cues to CERT protocols for terrorist incidents, emphasizing personal safety as the first priority. This discussion will include measures that CERT members can take to increase their safety levels (e.g., time, distance, and shielding; immediate decontamination; and not treating those who may have been contaminated), what they can do to protect others, and what to expect when professional responders arrive.

At the end of this unit, the participants will work in teams to apply CERT principles to a suspected terrorist incident.

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#### RESOURCES REQUIRED

- *Community Emergency Response Team Instructor Guide*
- *Community Emergency Response Team Participant Manual*
- PowerPoint Slides 8-1 through 8-28

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#### EQUIPMENT

The following additional equipment is required for this unit:

- A computer with PowerPoint software
  - A computer projector and screen
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**NOTES**

A suggested time plan for this unit is as follows:

Introduction and Unit Overview .....	10 minutes
What Is Terrorism? .....	10 minutes
Terrorist Targets.....	10 minutes
Terrorist Weapons.....	30 minutes
CBRNE Indicators .....	20 minutes
Preparing at Home, Work, and in Your Neighborhood .....	20 minutes
CERTs and Terrorist Incidents .....	20 minutes
Activity: Applying CERT Principles to a Suspected Terrorist Incident .....	25 minutes
Unit Summary .....	5 minutes

Total Time: 2 hours 30 minutes

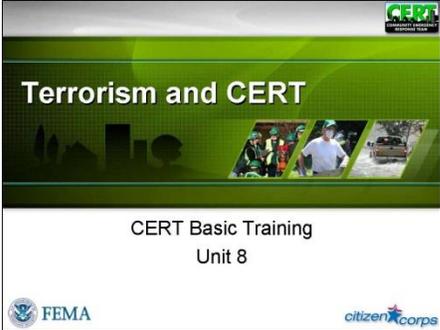
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**REMARKS**

It is not possible to present comprehensive information about terrorists or their weapons in the timeframe provided for this unit. Refer the participants to *Are You Ready?* ([www.ready.gov](http://www.ready.gov)) for more information about possible terrorist attacks and how to prepare for them.

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INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 8-0</p>  <p>Correct response:</p> <p>Psychological symptoms: e.g., anger, grief, withdrawal, self-blame, memory or concentration problems</p> <p>Physiological symptoms: e.g., loss of appetite, sleep problems, low energy, headaches, increase in alcohol/drug consumption</p>	<p><b><i>Introduction and Unit Overview</i></b></p> <p>Introduce yourself and welcome the participants to this session, Terrorism and CERT.</p> <p>Introduce the instructors for this unit and ask any new instructors to briefly describe their experience with terrorism planning.</p> <p>Briefly review Unit 7: Disaster Psychology.</p> <p><b>What kinds of symptoms might you see in someone who is having trouble coping with a disaster?</b></p>

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INSTRUCTOR GUIDANCE	CONTENT
	<b>What is vicarious trauma?</b>
<p>Correct response: When a person identifies too strongly with a survivor and takes on that survivor's feelings</p>	
	<b>What is the best way to provide support to survivors?</b>
<p>Correct response: Let them talk and be an empathetic listener</p>	
	<b>What can a CERT member do to take care of himself or herself after a disaster?</b>
<p>Correct response: Get enough sleep. Exercise regularly. Eat a balanced diet. Connect with others. Ask for help if they need it. Tell family and friends how to support them.</p>	



# COMMUNITY EMERGENCY RESPONSE TEAM

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INSTRUCTOR GUIDANCE	CONTENT
<p><b>Unit Objectives</b></p> <ul style="list-style-type: none"><li>● Define terrorism</li><li>● Identify potential targets in the community</li><li>● Identify the eight signs of terrorism</li><li>● Identify CERT operating procedures for a terrorist incident</li><li>● Describe the actions to take following a suspected terrorist incident</li></ul> <p>FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-1</p> <p>Display Slide 8-1</p>	<p><b>Unit Objectives</b></p> <p>Tell the participants that at the end of this unit, they should be able to:</p> <ul style="list-style-type: none"><li>▪ Define terrorism.</li><li>▪ Identify potential targets in the community.</li><li>▪ Identify the eight signs of terrorism.</li><li>▪ Identify CERT operating procedures for a terrorist incident.</li><li>▪ Describe the actions to take following a suspected terrorist incident.</li></ul>
<p><b>Unit Topics</b></p> <ul style="list-style-type: none"><li>● What Is Terrorism?</li><li>● Terrorist Targets</li><li>● Terrorist Weapons</li><li>● CBRNE Indicators</li><li>● Preparing at Home, Work, and in Your Neighborhood</li><li>● CERTs and Terrorist Incidents</li></ul>  <p>FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-2</p> <p>Display Slide 8-2</p>	<p><b>Unit Topics</b></p> <p>Tell the participants that this unit will cover the following topics:</p> <ul style="list-style-type: none"><li>▪ What Is Terrorism?</li><li>▪ Terrorist Targets</li><li>▪ Terrorist Weapons</li><li>▪ CBRNE Indicators</li><li>▪ Preparing at Home, Work, and in Your Neighborhood</li><li>▪ CERTs and Terrorist Incidents</li></ul> <p>Explain that the first section will provide a definition of terrorism and give examples of terrorist incidents.</p>

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INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="240 411 675 457"><b>What Is Terrorism?</b></p> <div data-bbox="240 464 675 737"><p>The unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives</p><p>FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-3</p></div> <p data-bbox="240 751 477 789">Display Slide 8-3</p> <p data-bbox="240 905 675 951"><b>Terrorism in the Past</b></p> <div data-bbox="240 957 675 1230"><p>FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-4</p></div> <p data-bbox="240 1245 477 1283">Display Slide 8-4</p> <p data-bbox="240 1297 646 1371">Provide and emphasize local examples if possible.</p>	<p data-bbox="706 373 1047 411"><b><i>What Is Terrorism?</i></b></p> <p data-bbox="706 485 1458 558">Introduce this topic by providing the U.S. Department of Justice's definition of terrorism:</p> <ul data-bbox="706 573 1474 751" style="list-style-type: none"><li>▪ The unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives</li></ul> <p data-bbox="706 846 1466 919">Stress that terrorism may be perpetrated by foreign or domestic individuals or groups.</p> <p data-bbox="706 934 1458 1045">Point out that, while the United States has not had as many terrorist incidents as some other countries, we have had several serious attacks, including:</p> <ul data-bbox="706 1060 1474 1507" style="list-style-type: none"><li>▪ The bombing of the World Trade Center (1993)</li><li>▪ The bombing of the Alfred P. Murrah Federal Building in Oklahoma City (1995)</li><li>▪ The bombing at the Atlanta Olympic Games (1996)</li><li>▪ Bombings at family planning clinics and gay bars in the Atlanta area (1996 and 1997)</li><li>▪ The destruction of the World Trade Center and a portion of the Pentagon (2001)</li><li>▪ The sending of anthrax through the U.S. mail (2001)</li></ul> <p data-bbox="706 1539 1479 1644">Explain that each of these incidents demonstrates that we live with the possibility of additional terrorist attacks on our own soil.</p>

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 409 677 739"></div> <p data-bbox="237 753 477 789">Display Slide 8-5</p> <div data-bbox="237 1396 315 1470"></div> <p data-bbox="237 1486 561 1556">Allow the group time to respond.</p>	<h3 data-bbox="708 373 972 409"><i><b>Terrorist Goals</b></i></h3> <p data-bbox="708 432 1459 541">Explain that terrorist attacks can occur with or without warning. Because of the nature of terrorist attacks, they can — and are often intended to — result in:</p> <ul data-bbox="708 560 1122 802" style="list-style-type: none"><li>▪ Mass casualties</li><li>▪ Loss of critical resources</li><li>▪ Disruption of vital services</li><li>▪ Disruption of the economy</li><li>▪ Heightened fear</li></ul> <h3 data-bbox="708 890 1003 926"><i><b>Terrorist Targets</b></i></h3> <p data-bbox="708 949 1455 1241">Tell the group that terrorists choose their targets to meet specific goals. For example, the Oklahoma City bombing was a strike against the Federal Government. The September 11, 2001, attacks targeted both our economic center and our military establishment while raising casualty levels to new heights and changing the way Americans think about their safety.</p> <p data-bbox="708 1274 1435 1344">Point out that terrorists may select “soft” or lightly protected targets over “hard” or very secure targets.</p> <p data-bbox="708 1394 1474 1499"><b>Based on what you know about terrorists and their goals, what do you think would be likely targets in this area?</b></p>

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INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="248 373 430 401"><b>Terrorist Targets</b></p>  <p data-bbox="240 705 477 737">Display Slide 8-6</p>	<p data-bbox="706 359 1365 428">Summarize their responses by suggesting that potential terrorist targets might include:</p> <ul data-bbox="706 449 1338 726" style="list-style-type: none"><li>▪ Seats of government</li><li>▪ Key industries</li><li>▪ Bridges, subways, tunnels, and other key transportation facilities</li><li>▪ Water supplies and utilities</li><li>▪ Places of historical significance</li></ul> <p data-bbox="706 772 1468 953">Remind the group that terrorists may also be drawn to major events such as parades or athletic and entertainment events. Remind them that, because of this, participants may see increased security measures to help deter and prevent terrorism.</p>
<p data-bbox="248 1058 446 1085"><b>Terrorist Weapons</b></p> <ol data-bbox="264 1106 391 1268" style="list-style-type: none"><li>1. Chemical</li><li>2. Biological</li><li>3. Radiological</li><li>4. Nuclear</li><li>5. High-yield Explosives</li></ol>  <p data-bbox="240 1388 477 1419">Display Slide 8-7</p>	<p data-bbox="706 1058 1036 1094"><b><i>Terrorist Weapons</i></b></p> <p data-bbox="706 1115 1455 1255">Tell the group that experts generally agree that there are five categories of possible terrorist weapons. The acronym CBRNE will help the participants remember the five categories.</p> <ol data-bbox="751 1276 1101 1520" style="list-style-type: none"><li>1. Chemical</li><li>2. Biological</li><li>3. Radiological</li><li>4. Nuclear</li><li>5. High-yield explosives</li></ol>
	<p data-bbox="706 1612 1455 1787">Remind participants that while this unit focuses on terrorism, it is important to remember that CBRNE incidents may occur accidentally (such as a chlorine tanker truck accident) or naturally (such as pandemic influenza).</p>

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INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="240 743 462 772"><b>Chemical Weapons</b></p> <ol data-bbox="261 793 462 930" style="list-style-type: none"><li>1. Blister agents</li><li>2. Blood agents</li><li>3. Choking agents</li><li>4. Nerve agents</li><li>5. Riot-control agents</li></ol>  <p data-bbox="240 1024 678 1056">FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-8</p> <p data-bbox="240 1073 479 1108">Display Slide 8-8</p>	<p data-bbox="704 359 1453 573">Tell participants that another type of terrorist weapon is deliberate, large-scale disruption of computer networks. This is known as cyberterrorism. To help guard against cyberterrorism, it is important that computer users implement appropriate security measures.</p> <p data-bbox="704 659 998 695"><b>Chemical Weapons</b></p> <ol data-bbox="704 730 1453 947" style="list-style-type: none"><li>1. <b>Chemical agents.</b> Unlike biological agents or nuclear materials, which are difficult to produce or purchase, the ingredients used to produce chemical weapons are found in common products and petrochemicals. Terrorists can turn these common products into lethal weapons.</li></ol> <p data-bbox="704 961 1372 997">There are five categories of chemical weapons.</p> <ul data-bbox="704 1014 1469 1417" style="list-style-type: none"><li>▪ <b>Blister agents</b> cause blisters, burns, and other tissue damage. Exposure may be made through liquid or vapor contact with any exposed skin, inhalation, or ingestion. Blister agents include several families of chemicals, including mustard and lewisite. The effects of blister agents may be similar to those experienced with riot-control agents like “tear” gas but do not clear upon movement into fresh air. In fact, the effects of most blister agents increase with time and may not reach their full impact for 12 to 18 hours.</li></ul>

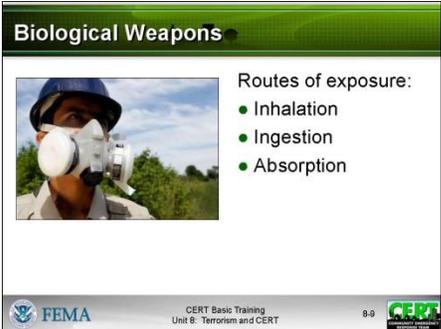
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	<ul style="list-style-type: none"><li>▪ <u>Blood agents</u> are absorbed into the bloodstream and deprive blood cells of oxygen. Exposure may be made through liquid or vapor contact with any exposed skin, inhalation, or ingestion. Blood agents include two main families of chemicals, including hydrogen cyanide and cyanogen chloride. Those who are affected by blood agents may appear “bluish” across the nose and cheeks and around the mouth. As the symptoms of blood agents progress, the survivor will convulse and lose consciousness.</li><li>▪ <u>Choking agents</u> attack the lungs. Following exposure through inhalation, the lungs fill with fluid, which prevents oxygen from being absorbed by, and carbon dioxide from being removed from, the blood. Death results from lack of oxygen and is similar to drowning. Two common examples of choking agents are phosgene and chlorine.</li><li>▪ <u>Nerve agents</u> affect the central nervous system. These agents act most quickly and are the most lethal of all chemical agents, acting within seconds of exposure. Survivors of nerve agents experience constricted pupils, runny nose, shortness of breath, convulsions, and cessation of breathing. Sarin is an example of a nerve agent.</li><li>▪ <u>Riot-control agents</u> cause respiratory distress and tearing and are designed to incapacitate rather than kill. Riot-control agents cause intense pain, especially when in contact with mucus membrane in areas such as the eyes, nose, and mouth. Common riot-control agents include “tear” gas and capsicum (also called pepper spray).</li></ul> <p>Remind the participants that the onset of symptoms that result from chemical weapons can range from immediate to 18 hours following exposure. Chemical weapons are considered a moderate risk.</p>

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INSTRUCTOR GUIDANCE	CONTENT
<p>Although not a biological attack, the Severe Acute Respiratory Syndrome epidemic is an example of how a biological agent can be spread far from its point of origin.</p>  <p>Display Slide 8-9</p>	<p><b>Biological Weapons</b></p> <p>2. <u>Biological weapons</u>. Biological agents are found in nature and can also be manufactured. It is possible to weaponize biological agents so that they can be disseminated to affect broad segments of the population, animal populations, or crops.</p> <p>Some biological agents are contagious, but many are not. Routes of exposure for biological weapons are:</p> <ul style="list-style-type: none"><li>▪ Inhalation</li><li>▪ Ingestion</li><li>▪ Absorption</li></ul> <p>Many, but not all, biological agents take days or even weeks for their symptoms to appear. It is possible for a biological attack to occur and remain unnoticed for some time. Consequently, more people may be affected before it is clear that an attack has occurred.</p> <p>It is also possible for contagious biological agents to spread far beyond their initial point of contamination as the daily routines of affected individuals broaden the reach of the agent far beyond the initial contamination area. Therefore biological weapons are considered a high risk.</p>

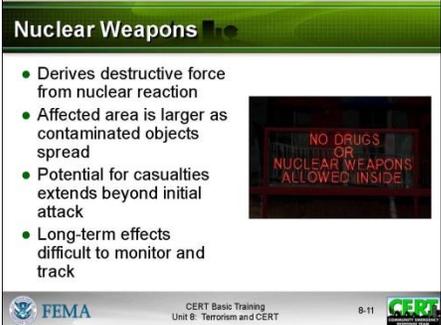
COMMUNITY EMERGENCY RESPONSE TEAM

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INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="240 422 675 751"></p> <p data-bbox="240 772 496 806">Display Slide 8-10</p>	<p data-bbox="706 359 1045 392"><b>Radiological Weapons</b></p> <p data-bbox="706 426 1442 716">Radiation is energy in the form of waves or particles given off during radioactive decay or as a consequence of certain physical processes that we can control. Examples of these are x-ray machines and particle accelerators. Radiation cannot be seen, smelled, or otherwise detected by normal senses. High doses or prolonged exposure to radiation can cause radiation sickness and possibly death.</p> <p data-bbox="706 842 1479 1350">3. <u>Radiation dispersal devices</u> (RDDs) may be improvised explosive devices, also called "dirty bombs," but can include non-explosive devices that could be used to spread radioactive material as well. It is not necessary to use a bomb to disperse radioactive materials; these materials come in solids, liquids, and powdered forms, which can be spread covertly. The major impact of a dirty bomb is produced by the blast. RDDs are considered to be a much higher threat because radiological materials are much easier to obtain than enriched nuclear materials, and the technology required to detonate an RDD is similar to that involved in detonating conventional explosives.</p> <p data-bbox="706 1409 1435 1696">Radiological materials are readily available in hospitals and other medical facilities, in university science laboratories, and in many products with commercial uses. Terrorists who would attack using an RDD would need relatively small amounts of radioactive material to make an effective device. As such, radiological weapons are considered a moderate to high risk.</p>

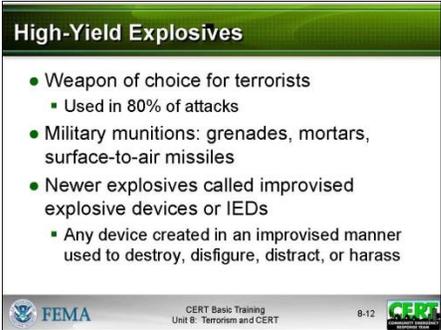
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INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 8-11</p>	<h3>Nuclear Weapons</h3> <p>A nuclear weapon is an explosive device that derives its destructive force from nuclear reaction. All nuclear devices cause deadly effects when exploded, including blinding light, intense heat, initial nuclear radiation, blast, fires started by the heat pulse, secondary fires caused by the destruction, and widespread radioactive material that can contaminate the air, water, and ground surfaces for miles around.</p> <p>A nuclear device can range from a weapon carried by an intercontinental missile launched by a hostile nation or terrorist organization, to a small portable nuclear device transported by an individual. Terrorists seeking to use nuclear weapons may try to obtain a nuclear warhead from within a country known to possess nuclear weapons or they may acquire fissile material in order to make a much smaller nuclear bomb, known as an improvised nuclear device.</p> <p>4. <u>Nuclear weapons</u>. A terrorist attack with a nuclear weapon would be much different from an attack with a conventional explosive device.</p> <ul style="list-style-type: none"><li>• The affected area would be much larger than in a conventional explosion, and debris and other usually harmless items would be contaminated.</li><li>• Due to radioactive contamination, there would be potential for physical injury and death to persons who were not injured in the initial attack. People may also become injured in the resulting damaged environment.</li><li>• The long-term health effects would be more difficult to ascertain and manage.</li></ul>

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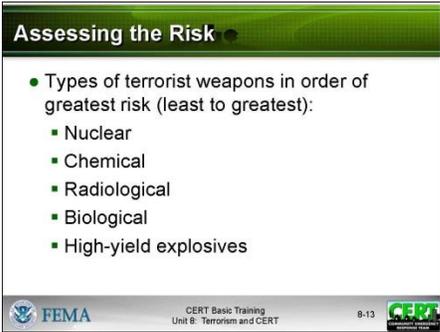
## UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
 <p>High-Yield Explosives</p> <ul style="list-style-type: none"><li>● Weapon of choice for terrorists<ul style="list-style-type: none"><li>■ Used in 80% of attacks</li></ul></li><li>● Military munitions: grenades, mortars, surface-to-air missiles</li><li>● Newer explosives called improvised explosive devices or IEDs<ul style="list-style-type: none"><li>■ Any device created in an improvised manner used to destroy, disfigure, distract, or harass</li></ul></li></ul> <p>FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-12</p>	<ul style="list-style-type: none"><li>● Experts believe that the complexities of a terrorist group's obtaining a nuclear weapon and maintaining the tolerances that are required for the weapon to function make the use of nuclear weapons by terrorist groups a low risk.</li></ul> <p><b>High-Yield Explosives</b></p> <p>5. <u>High-yield Explosives</u> are the most commonly used terrorist weapons because they are easy to get, easy to hide and activate, and they can cause extensive damage. While terrorists have used military munitions such as grenades, mortars, and shoulder-fired surface-to-air missiles, experts rate high-yield explosives in the form of improvised explosive devices as a greater threat.</p> <p>Improvised explosive devices (IEDs) include any device that is created in an improvised manner, incorporating explosives or other materials designed to destroy, disfigure, distract, or harass. Most bombs used by terrorists are improvised. The raw materials required for many explosives can be purchased commercially (e.g., ammonium nitrate, which is also used as fertilizer), purchased from commercial blasting supply companies, or developed using readily available household ingredients. An IED may also contain chemicals as a means of increasing its damage potential.</p> <p>High-yield explosives are considered the highest risk when dealing with a potential terrorist attack.</p>

Display Slide 8-12

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INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 8-13</p>	<p><b><i>Assessing the Risk</i></b></p> <p>Tell the participants that this slide illustrates the impact versus the likelihood of the various types of terrorist weapons.</p> <p>Point out that:</p> <ul style="list-style-type: none"><li>▪ Although nuclear weapons present the highest impact, they are considered the lowest risk because of the difficulty in obtaining enough weapons-grade material and the technical complexity of developing and maintaining the tolerances required for a nuclear device to detonate.</li><li>▪ Chemical and high-yield explosive devices are considered higher risk but lower impact weapons.</li><li>▪ Biological weapons are considered both high-risk and high-impact weapons — but only for diseases that are highly contagious. Other types of biological weapons (i.e., those requiring dispersal devices) are considered a lower risk because of the sensitivity of the biological agents to heat, light, and shock.</li></ul>

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 422 677 751"></div> <p data-bbox="237 772 496 806">Display Slide 8-14</p> <p data-bbox="237 827 638 1003">Remind the participants that profiling is unacceptable. Watch for suspicious behaviors, not cultural or ethnic characteristics.</p>	<h3 data-bbox="704 359 1078 392">Eight Signs of Terrorism</h3> <p data-bbox="704 428 1468 789">Tell the participants that we all have a responsibility to play an active role in keeping the country safe. Everyone should report to authorities anything they see that seems suspicious or out of place. The phrase “If you see something, say something” took on additional power after the foiled Times Square bomb plot in New York City. On May 1, 2010, street vendors in Times Square noticed a smoking SUV with its blinkers on, engine running, and no one inside. They decided to say something to a police officer.</p> <p data-bbox="704 810 1468 877">Thousands of people were cleared from the area while the bomb was dismantled.</p> <p data-bbox="704 898 1430 1115">Tell the participants that through funding from DHS, the Center for Empowered Learning and Living (the CELL) produced a video outlining the eight warning signs that terrorist activity may be forthcoming (<a href="http://www.thecell.org">www.thecell.org</a>). These signs are exhibited by potential terrorists (often in this order) and include:</p> <ol data-bbox="704 1136 1468 1688" style="list-style-type: none"><li data-bbox="704 1136 1419 1241">1. <u>Surveillance</u>: The targeted area is watched and studied carefully. This may include recording or monitoring activities.</li><li data-bbox="704 1262 1468 1367">2. <u>Elicitation</u>: Information is gathered that is specific to the intended target. This may be by mail, phone, or in person.</li><li data-bbox="704 1388 1468 1535">3. <u>Tests of security</u>: Local security measures are tested and analyzed, including measuring reaction times to security breaches or attempts to penetrate security.</li><li data-bbox="704 1556 1468 1688">4. <u>Funding</u>: Raising, transferring, spending money, which may include selling drugs or stolen merchandise, funneling money through businesses or charities</li></ol>

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INSTRUCTOR GUIDANCE	CONTENT
	<ol style="list-style-type: none"><li>5. <u>Acquiring supplies</u>: Necessary supplies are gathered to prepare the attack, including weapons and weapon components, transportation, and communications. Supplies may be purchased with cash only.</li><li>6. <u>Impersonation or suspicious people who don't belong</u>: People impersonating roles to gain access or information and people who don't fit in or don't seem to belong in the location</li><li>7. <u>Rehearsals and dry runs</u>: Groups or individuals will often operate test runs before the actual attack.</li><li>8. <u>Deployment</u>: The final and most urgent phase when terrorists are deploying assets and getting into position. Attack is imminent.</li></ol> <p>Explain that the presence of even a few of these signs may indicate the possibility of a terrorist attack.</p> <p>Tell the group that, although it is not the mission of CERT members to keep constant watch for these eight signs, everyone should be alert to changes in their environment as a clue to a possible terrorist attack and report suspicious activities to appropriate authorities.</p>

# COMMUNITY EMERGENCY RESPONSE TEAM

## UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="240 611 675 940"></p> <p data-bbox="240 961 496 993">Display Slide 8-15</p>	<p data-bbox="708 373 1029 409"><b><i>CBRNE Indicators</i></b></p> <p data-bbox="708 432 1425 499">Stress the need to be alert to changes in the environment as a clue to a possible terrorist attack.</p> <p data-bbox="708 548 1468 579"><b>Indicators an Attack Has Occurred or Is Underway</b></p> <p data-bbox="708 617 1479 793">Explain that while bombs and explosions have obvious immediate effects, <b>biological or chemical attacks may not be as immediately noticeable</b>. Indicators that a biological or chemical attack has occurred or is underway could include:</p> <ul data-bbox="708 814 1471 1856" style="list-style-type: none"><li>▪ <u>Vapor clouds or mists</u> that are unusual for the area or for the time of day. Although many biological and chemical agents cannot be seen with the naked eye, the substances in which they are suspended when dispersed may be visible for a period of time after an attack.</li><li>▪ <u>Unscheduled spraying</u> or abandoned spray devices. Several September 11, 2001, terrorists are known to have made inquiries into purchasing and learning to fly crop duster airplanes. Many other types of agricultural sprayers can be used to disperse biological and (more likely) chemical agents.</li><li>▪ <u>Materials or equipment that are unusual for the area.</u> Dispersal devices, lab equipment, or quantities of hazardous materials that are not typically located in the area may indicate that a terrorist attack is occurring or is about to occur.</li><li>▪ <u>Unusual odors or tastes</u></li><li>▪ <u>Out of place and unattended packages</u>, boxes, or vehicles. Items that are out of place and unattended could signal a possible terrorist attack. This could include chemical or biological agents as well as explosives.</li><li>▪ <u>Packages that are leaking</u> may be harmless, but they may also signal a terrorist incident. The</li></ul>

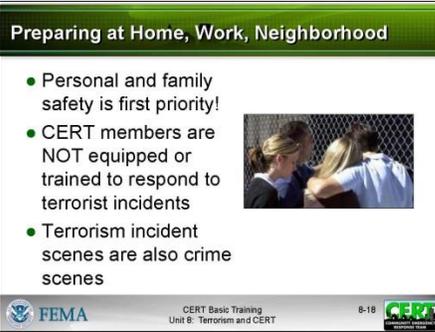
# COMMUNITY EMERGENCY RESPONSE TEAM

## UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
<p><b>See CBRNE Indicators?</b></p> <ul style="list-style-type: none"><li>● If you observe any indications of a terrorist incident you should:<ul style="list-style-type: none"><li>▪ Not touch it</li><li>▪ Move away from object or area</li><li>▪ Report it to authorities immediately</li></ul></li></ul> <p>FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-16</p>	<p>terrorists who released sarin in the Tokyo subway system (Aum Shinrikyo) merely poked holes in bags containing sarin, then left the area as the poison leaked out.</p> <p>If you observe any of these indicators of a terrorist incident, you should:</p> <ul style="list-style-type: none"><li>▪ <u>Not touch it!</u></li><li>▪ Move away from the object or area</li><li>▪ Report it to authorities immediately</li></ul> <p>Remember: Cellular phones and two-way radios create static electricity and may detonate explosive devices. CERT members should always report suspected explosive devices via landline.</p>
<p>Display Slide 8-16</p> <p>Emphasize this point.</p> <p><b>Physical Signs of Chemical-Biological Attack</b></p> <ul style="list-style-type: none"><li>● Sick or dead animals, fish, or birds</li><li>● Large number of persons seeking medical attention</li><li>● Multiple survivors exhibiting similar symptoms</li><li>● Multiple casualties without obvious signs of trauma</li></ul>  <p>FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-17</p>	<p>Tell participants that the physical effects on people and animals may also indicate that a chemical or biological attack has occurred. These may include:</p> <ul style="list-style-type: none"><li>▪ Numerous <u>sick or dead animals, fish, or birds</u>. Wildlife is often more sensitive to chemical or biological agents than humans. The absence of wildlife or insects that are common for the area or animals, fish, or birds that are obviously sick, dying, or dead may indicate the presence of a biological or chemical attack.</li></ul>
<p>Display Slide 8-17</p>	<ul style="list-style-type: none"><li>▪ <u>Large numbers of persons seeking medical attention</u> with similar symptoms that are not characteristic of the season. The symptoms of many biological agents mimic the flu or other common illnesses. An unusually large number of persons seeking medical attention for the flu in July could indicate that a biological attack has taken place.</li></ul>

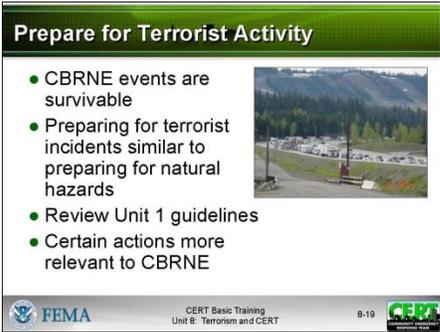
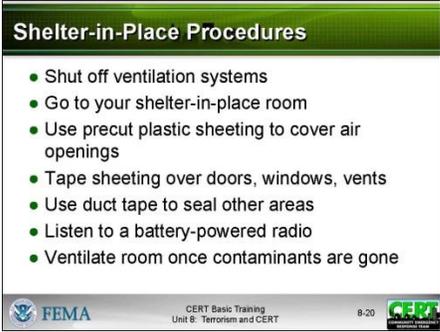
COMMUNITY EMERGENCY RESPONSE TEAM

UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="240 909 675 1241"></p> <p data-bbox="240 1255 496 1291">Display Slide 8-18</p>	<ul data-bbox="708 359 1471 699" style="list-style-type: none"><li>▪ <u>Multiple survivors who are exhibiting similar symptoms.</u> Symptoms may range from difficulty breathing to skin necrosis to uncontrolled salivating, uncontrolled muscle twitching, convulsions, or seizure activity. All of these symptoms indicate that a chemical attack may have taken place.</li><li>▪ <u>Multiple casualties without obvious signs of trauma</u> may indicate a biological or chemical attack.</li></ul> <p data-bbox="708 804 1382 884"><b><i>Preparing at Home, Work, and in Your Neighborhood</i></b></p> <p data-bbox="708 915 1471 1161">Stress that, because personal safety is the first priority, as with hazardous materials, CERT members should treat possible terrorist incidents as a stop sign. <b>CERTs are not equipped or trained to respond to terrorist incidents.</b> Professional responders will need specialized equipment and personnel to respond to a terrorist incident.</p> <p data-bbox="708 1188 1446 1325">In addition, it is important to remember that terrorism incident scenes are also crime scenes. CERT members should avoid taking any action that may disturb potential evidence.</p>

# COMMUNITY EMERGENCY RESPONSE TEAM

## UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
 <p>Prepare for Terrorist Activity</p> <ul style="list-style-type: none"><li>● CBRNE events are survivable</li><li>● Preparing for terrorist incidents similar to preparing for natural hazards</li><li>● Review Unit 1 guidelines</li><li>● Certain actions more relevant to CBRNE</li></ul> <p>FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-19</p> <p>Display Slide 8-19</p> <p>Direct the participants to the Web site, <a href="http://www.ready.gov">www.ready.gov</a>, for additional information and more detail on how to prepare for a terrorist incident.</p>	<h3>Prepare for Terrorist Activity</h3> <p>Tell participants that there are ways they can prepare for a terrorist incident. The CBRNE events covered in this unit are survivable and what they learn and do now may impact the quality of their survival. Many of the steps for preparing for a terrorist incident are the same as for natural hazards.</p> <p>They should review Unit 1: Disaster Preparedness on the importance of learning about community alerts and warnings, having household plans, and assembling supplies in multiple locations. This unit will focus on some of the preparedness actions and protective measures that are particularly relevant for CBRNE events. These include: sheltering-in-place; understanding the concepts of time, distance, and shielding; and decontamination.</p>
 <p>Shelter-in-Place Procedures</p> <ul style="list-style-type: none"><li>● Shut off ventilation systems</li><li>● Go to your shelter-in-place room</li><li>● Use precut plastic sheeting to cover air openings</li><li>● Tape sheeting over doors, windows, vents</li><li>● Use duct tape to seal other areas</li><li>● Listen to a battery-powered radio</li><li>● Ventilate room once contaminants are gone</li></ul> <p>FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-20</p> <p>Display Slide 8-20</p> <p>Acknowledge that the media have created negative publicity concerning plastic sheeting and duct tape.</p>	<h3>Shelter-in-Place Procedures</h3> <p>Procedures for sheltering-in-place during a chemical or biological attack include:</p> <ul style="list-style-type: none"><li>▪ <u>Shut off the ventilation system</u> and latch all doors and windows to reduce airflow from the outside.</li><li>▪ <u>Go to your shelter-in-place room (where your precut plastic, duct tape, radio, and other supplies should be stored).</u></li><li>▪ <u>Use precut plastic sheeting to cover openings where air can enter the room, including doors, windows, vents, electrical outlets, and telephone outlets.</u> When cut, the sheeting should extend several inches beyond the dimensions of the door or window to allow room to duct tape the sheeting to the walls and floor.</li></ul>

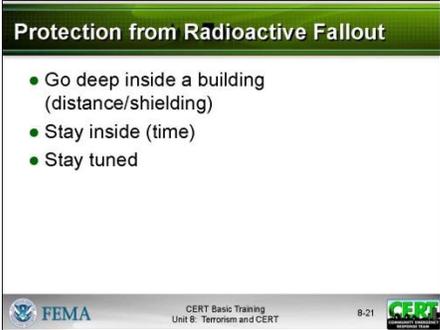
## COMMUNITY EMERGENCY RESPONSE TEAM

### UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
<p>Point out that studies have shown that sheltering-in-place using plastic sheeting and duct tape reduces exposure to chemical agents by 35 percent (in mobile homes) to more than 90 percent (in office buildings).</p>	<ul style="list-style-type: none"><li>▪ <u>Tape the plastic sheeting around all doors and windows</u> using duct tape to ensure a good seal.</li><li>▪ <u>Seal with duct tape other areas where air can come in</u>, such as under doors and areas where pipes enter the home. Air can be blocked by placing towels or other soft objects in areas where air could enter, then securing them with duct tape.</li><li>▪ <u>Listen to a battery-powered radio</u> for the all clear. Chemicals used in an attack will be carried on the wind and will dissipate over time. <b>You will generally not need to stay in a sealed room for more than a few hours.</b> Listen to Emergency Alert System broadcasts to know when it is safe to leave the safe room.</li><li>▪ <u>After contaminants have cleared</u>, open windows and vents and turn on fans to provide ventilation.</li></ul> <p>To be able to execute these procedures during an actual event requires that you:</p> <ul style="list-style-type: none"><li>▪ Store precut plastic sheeting in your identified shelter-in-place room</li><li>▪ Assemble and store food, water, and a battery-operated radio in the shelter-in-place room</li><li>▪ Practice sealing the room</li><li>▪ Establish shelter-in-place procedures wherever you spend significant amounts of time at home, at work, at school</li></ul> <p>As a rule of thumb, 10 square feet of floor space per person will provide sufficient air to prevent carbon dioxide buildup for up to 5 hours, assuming a normal breathing rate while resting.</p>

COMMUNITY EMERGENCY RESPONSE TEAM

UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 8-21</p> <p>As a rule of thumb, if you can see any of the incident when you hold up your thumb, you're too close!</p>	<p><b><i>CERTs and Terrorist Incidents</i></b></p> <p><b>Protection from Radioactive Fallout</b></p> <p>There are three factors that significantly affect safety after an incident that involves radiation, such as a dirty bomb or a nuclear device. They are distance, shielding, and time. A critical protective action in a radiological or nuclear event is to get inside as quickly as possible, stay inside, and stay tuned to local radio or television stations.</p> <ul style="list-style-type: none"><li>▪ <u>Go deep Inside (distance/shielding):</u> It is important to find adequate shelter quickly to avoid radioactive fallout resulting from the explosion. Get inside as soon as possible and go to the farthest interior room or to a basement. Flat roofs collect fallout particles so the top floor is not a good choice, nor is a floor adjacent to a neighboring flat roof. The more distance between you and the fallout particles, the better.</li></ul> <p>If you are outside when the event occurs, do not look at the flash or fire ball. It can blind you. Take cover behind anything that will offer protection, lie flat, and cover your head. If the explosion is some distance away, it could take 30 seconds or more for the blast wave to hit. Get inside as soon as you can. If you are not able to get inside, maintain as great a distance as possible from the incident and shield yourself with any available resources: earth, concrete, bricks, books.</p>

# COMMUNITY EMERGENCY RESPONSE TEAM

## UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 997 678 1329"><p><b>Basic Decontamination Procedures</b></p><ul style="list-style-type: none"><li>● Leave the contaminated area</li><li>● Take decontamination action<ul style="list-style-type: none"><li>■ Remove everything</li><li>■ Wash hands</li><li>■ Flush the entire body</li><li>■ Blot dry</li></ul></li><li>● Report for decontamination</li><li>● Food safety</li></ul><p>FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-22</p></div> <p data-bbox="237 1346 496 1381">Display Slide 8-22</p>	<ul style="list-style-type: none"><li>▪ <b>Stay Inside (time):</b> Limiting the amount of time in the area of an incident is important to limit exposure to avoid radioactive fallout resulting from the explosion.  Stay inside unless threatened by fire, building collapse, medical necessity, or other immediate threats. Remain inside until you receive notification from authorities that it is safe to leave the building. Be prepared to shelter inside for up to 2 to 3 days.</li><li>▪ <b>Stay Tuned:</b> Radiation levels outside will gradually drop and authorities will tell you when it is safe to go outside, bearing in mind that the explosion will have caused significant damage to buildings and infrastructure.</li></ul> <p><b>Basic Decontamination Procedures</b></p> <p>The objective of decontamination is to remove harmful chemicals or particles of radioactive dirt or dust that have come in contact with the skin or clothes.</p> <p>Be sure to make the points listed below:</p> <ul style="list-style-type: none"><li>▪ <b>Leave the contaminated area immediately.</b> Depending on the circumstances, go inside, go outside, or go upwind, uphill, or upstream from the contaminant. (Seek a distance of at least 1,000 to 1,500 feet.)</li></ul>

## COMMUNITY EMERGENCY RESPONSE TEAM

### UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
	<ul style="list-style-type: none"><li>▪ <u>Take decontamination action</u>. Seconds count! The goal is to limit the time that the agent is in contact with the skin.<ul style="list-style-type: none"><li>• <u>Remove everything</u> from the body, including jewelry. Cut off clothing that would normally be removed over the head to reduce the probability of inhaling or ingesting the agent. Seal your clothes in a plastic bag.</li><li>• <u>Wash hands</u> before using them to shower. If no shower is available, improvise with water from faucets or bottled water.</li><li>• <u>Flush the entire body</u>, including the eyes, underarms, and groin area, with copious amounts of <u>cool</u> water. Hot water opens the pores of the skin and can promote absorption of the contaminant. Using copious amounts of water is important because some chemicals react to small amounts of water.</li></ul></li></ul> <p>If soap is immediately available, mix the soap with water for decontamination. Avoid scrubbing with soap because scrubbing can rub the chemical into the skin rather than remove it.</p> <p>Wash hair with soap or shampoo or rinse with water if soap is not available. Do not use conditioner as that can bind radioactive materials to your hair and make it difficult to remove.</p> <p>If hosing someone else off or pouring water from a container, avoid both physical contact with the person and with the runoff.</p> <p>The water used for decontamination must be contained and covered or drained outside of the shelter area to avoid shelter contamination.</p>

# COMMUNITY EMERGENCY RESPONSE TEAM

## UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="240 1184 675 1236"><b>Treating Others</b></div> <ul data-bbox="264 1251 581 1409" style="list-style-type: none"><li>• First priority for a CERT member is personal safety<ul data-bbox="285 1299 581 1409" style="list-style-type: none"><li>▪ Take self-protective measures only</li><li>▪ Do not attempt to treat survivors in contaminated area</li><li>▪ Tell survivors about decontamination procedures</li></ul></li></ul> <div data-bbox="240 1476 675 1514"> CERT Basic Training Unit 8: Terrorism and CERT 8-23 </div> <p data-bbox="240 1528 509 1562"><b>Display Slide 8-23</b></p>	<ul data-bbox="751 359 1468 1024" style="list-style-type: none"><li>• <u>Blot dry</u> using an absorbent cloth. <u>Do not rub</u> the skin! Put on clean clothes.</li><li>▪ <u>As soon as possible, emergency responders will set up mass decontamination</u> capabilities. For radiological events, stations for radiation monitoring and blood tests will also be set up to determine levels of exposure and what next steps to take to protect health.</li><li>▪ <u>Food Safety</u>. Radioactive particles in food or water may be harmful if consumed. Food in tightly covered containers (cans, bottles, plastic, and boxes) will be safe to eat or drink if you dust or wipe off the containers. Be sure to wash fruit and vegetables and peel them carefully. Water will be safe if it is in covered containers or if it has come from covered wells or from undamaged and uncontaminated water systems.</li></ul> <p data-bbox="704 1108 943 1142"><b>Treating Others</b></p> <p data-bbox="704 1184 1446 1255">Tell participants to remember that the first priority for CERTs is personal safety.</p> <ul data-bbox="704 1276 1430 1562" style="list-style-type: none"><li>▪ CERT members should take <u>self-protective</u> measures only.</li><li>▪ They should <u>not</u> attempt to treat the injuries of survivors in the contaminated area.</li><li>▪ CERT members can tell people who are leaving the area about using basic decontamination procedures and waiting for responders.</li></ul>

## COMMUNITY EMERGENCY RESPONSE TEAM

### UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
<p>Emphasize that individual and family safety is any CERT member's primary concern.</p>	<p>Remember that, as with professional responders, CERT members may have difficulty dealing with the idea that they should not try to help others, even partners, who are injured but may have been contaminated. To help the participants deal with the potential of having to make a decision to deny assistance, stress that:</p> <ol style="list-style-type: none"><li data-bbox="704 625 1458 737">1. They have a responsibility to themselves, to other CERT members, and to their families to operate safely.</li><li data-bbox="704 751 1458 821">2. They are neither trained nor equipped to deal with contaminated survivors.</li><li data-bbox="704 835 1474 947">3. They cannot help anyone if they become victims. In fact, they may make matters considerably worse if they spread the contamination.</li></ol> <p>Emphasize that CERT members must make the best decisions possible with the information that they have at hand. Even if an incident turns out not to be terrorist related, they have made the right decision if they have done the most good for the greatest number and have not become a victim themselves.</p>

# COMMUNITY EMERGENCY RESPONSE TEAM

## UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 428 678 758"><p><b>What Professional Responders Will Do</b></p><ul style="list-style-type: none"><li>● Follow sizeup steps:<ul style="list-style-type: none"><li>▪ What is going on</li><li>▪ How bad the situation is and how much worse it could get</li><li>▪ What measures can be taken to control the incident safely</li><li>▪ What resources will be needed</li></ul></li></ul></div> <p data-bbox="237 772 496 810">Display Slide 8-24</p>	<h3 data-bbox="704 352 1295 390">What Professional Responders Will Do</h3> <p data-bbox="704 428 1468 537">Tell the group that there are several measures that they can expect professional responders to take when they arrive at the scene of a terrorist incident.</p> <p data-bbox="704 554 805 592"><i>Sizeup</i></p> <p data-bbox="704 609 1468 751">Explain that the first step that professional responders will take when they arrive at the scene is to conduct a thorough sizeup. They will follow steps that are very similar to those that CERTs take to determine:</p> <ul data-bbox="704 768 1435 1037" style="list-style-type: none"><li>▪ What is going on</li><li>▪ How bad the situation is and how much worse it could get</li><li>▪ What measures can be taken to control the incident safely</li><li>▪ What resources will be needed</li></ul> <p data-bbox="704 1121 935 1159"><i>Establish Zones</i></p> <p data-bbox="704 1192 1468 1411">CERTs can expect professional responders to treat terrorist incidents much the same as hazardous materials incidents. As such, the next step that they will take is to establish three incident zones to minimize the risk of spreading contamination from the incident site.</p> <ul data-bbox="704 1428 1458 1579" style="list-style-type: none"><li>▪ The <u>Hot</u> Zone includes the incident scene and the contaminated area around the scene. If the incident is outdoors, the Hot Zone will spread downwind, taking wind speed into consideration.</li></ul>

COMMUNITY EMERGENCY RESPONSE TEAM

UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
<p>Tell the group that zone information will help them to know what to expect from professional responders. Caution the group not to try to establish zones themselves.</p>	<ul style="list-style-type: none"><li>▪ The <u>Warm Zone</u> is <u>upwind</u> (and upstream if the contaminant is waterborne) from the Hot Zone and is used to isolate survivors during decontamination. It is called the Warm Zone because the evacuees can carry or spread a contaminant into this area. Professional responders will hold those who require decontamination in the Warm Zone until decontamination is complete so that contaminants do not spread.</li> <li>▪ The <u>Cold Zone</u> is located upwind and beyond the Warm Zone. Those who are not contaminated or who have been decontaminated will be evacuated to the Cold Zone <u>and kept there</u> until professional responders authorize them to leave.</li></ul>

COMMUNITY EMERGENCY RESPONSE TEAM

UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
PM, P. 8-18	<p><b><i>Activity: Applying CERT Principles to a Suspected Terrorist Incident</i></b></p> <p><b><u>Purpose:</u></b> The purpose of this activity is to ensure that the participants can apply their CERT protocols to what they've learned about suspected terrorist incidents.</p> <p><b><u>Instructions:</u></b> Follow the steps below to conduct this activity.</p> <ol style="list-style-type: none"><li>1. Assign the class to table groups of eight. Assign Scenario 1 to half of the groups and Scenario 2 to the other half.</li><li>2. Explain the situation to the groups: The participants have completed CERT training and are part of a neighborhood team. Being prepared, each team member has CERT gear and a disaster supply kit in the car. Each team member also has a cell phone.</li><li>3. Ask each group to read its assigned scenario and determine <u>as a team</u> what actions they should take.</li><li>4. Tell the groups that they will have 10 minutes to read and discuss their scenarios.</li><li>5. At the end of the allotted time, ask each group to select a spokesperson to present the team's response.</li><li>6. Facilitate a large-group discussion of each team's responses. Solicit input from the class about whether the responses are in line with the CERT goal and protocols for terrorist incidents. Be prepared to answer questions and clarify points that the teams have about what is appropriate for the situation.</li></ol>

COMMUNITY EMERGENCY RESPONSE TEAM

UNIT 8: TERRORISM AND CERT

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PM, P. 8-18

**Activity: Applying CERT Principles to a Suspected Terrorist Incident**

**Purpose:** The purpose of this activity is to enable you to apply CERT protocols to a suspected terrorist incident.

**Instructions:** Follow the steps below to complete this activity:

1. Assume that you are a CERT graduate and have been assigned to a team.
  2. Working in your table group, read the scenario assigned to your group and determine as a team what actions to take.
  3. You will have 10 minutes to read and discuss your scenarios.
  4. Select a spokesperson to present the team's response to the class.
- 

**Scenario 1:**

It is a bright, sunny spring day. You are stopping at the Post Office on your way home from work. As you enter the parking lot, you are shaken by an explosion and see glass from the Post Office windows fly through the air across the parking lot. Although it takes you a few seconds, you realize that there has been an explosion inside the Post Office.

**Answer:** You should suspect that this is a terrorist incident. The steps that you should take are:

1. Move at least 1,000 to 1,500 feet upwind and uphill.
2. Use a landline to call information into 9-1-1.
3. Warn others of the possible danger.
4. Tell survivors who try to leave the area to wait for professional responders.

## COMMUNITY EMERGENCY RESPONSE TEAM

### UNIT 8: TERRORISM AND CERT

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#### **Scenario 2:**

It is a bright, sunny day with light wind. You are stopping at the Post Office on your way home from work. As you enter the parking lot, you see several people exiting the building. All seem to be disoriented. Some are clutching their chests and rubbing their eyes. One has fallen to the ground and seems to be having some sort of convulsion.

**Answer:** You should suspect that this is a terrorist incident, and it appears from the survivors' symptoms that a chemical agent has been used. The steps that you should take are:

1. Move at least 1,000 to 1,500 feet upwind and uphill.
2. Decontaminate if you think there is a chance that you might be contaminated.
3. Call 9-1-1 to report as much information as possible about the incident.
4. Warn others of the danger.

# COMMUNITY EMERGENCY RESPONSE TEAM

## UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
<p><b>Unit Summary</b></p> <ul style="list-style-type: none"><li>● Terrorists attack to:<ul style="list-style-type: none"><li>▪ Intimidate the government or the civilian population</li><li>▪ Further their objectives</li></ul></li><li>● Their goals are to:<ul style="list-style-type: none"><li>▪ Create mass casualties</li><li>▪ Disrupt critical resources, vital services, and the economy</li><li>▪ Cause fear</li></ul></li></ul> <p>FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-25</p>	<p><b>Unit Summary</b></p> <p>Summarize this unit by making the key points below.</p> <p>Terrorism may be perpetrated by foreign or domestic individuals or groups. Terrorists attack to:</p> <ul style="list-style-type: none"><li>▪ Intimidate the government or the civilian population</li><li>▪ Further their objectives</li></ul> <p>When terrorists attack, their goals are to:</p> <ul style="list-style-type: none"><li>▪ Create mass casualties</li><li>▪ Disrupt critical resources, vital services, and the economy</li><li>▪ Cause fear</li></ul>
<p><b>Display Slide 8-25</b></p>	
<p><b>Unit Summary (cont'd)</b></p> <p><b>Terrorist Weapons</b></p> <ol style="list-style-type: none"><li>1. Chemical</li><li>2. Biological</li><li>3. Radiological</li><li>4. Nuclear</li><li>5. High-yield Explosives</li></ol>  <p>FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-26</p>	<p>The acronym CBRNE helps to remember the types of weapons that terrorists might be expected to use: chemical, biological, radiological, nuclear, high-yield explosives.</p> <p>There are a range of environmental and physical indicators for terrorist attacks. Paying attention to what is <u>not</u> present in the environment that should be is as important as what <u>is</u> present that should not be.</p>
<p><b>Display Slide 8-26</b></p>	
<p><b>Unit Summary (cont'd)</b></p> <p><b>CERT Protocol for Terrorist Incidents</b></p> <ul style="list-style-type: none"><li>● Terrorist incidents are a stop sign!</li><li>● Do not proceed if you suspect terrorist activity</li><li>● Simple guidelines:<ul style="list-style-type: none"><li>▪ Do not touch</li><li>▪ Move away from object or area</li><li>▪ Report it to authorities immediately</li></ul></li></ul> <p>FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-27</p>	<p>CERT members should treat possible terrorist incidents the same as they would HazMat incidents — as a stop sign. If they observe indicators of a possible terrorist incident, they should:</p> <ul style="list-style-type: none"><li>▪ Not touch it!</li><li>▪ Move away from the object or area</li><li>▪ Report it to authorities immediately</li></ul>
<p><b>Display Slide 8-27</b></p>	

COMMUNITY EMERGENCY RESPONSE TEAM

UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
	<p>CERTs can help limit their exposure to the harmful effects of terrorist weapons by:</p> <ul style="list-style-type: none"><li>▪ Moving quickly to limit their exposure time</li><li>▪ Evacuating the area as quickly as possible, being sure to move perpendicular to or upwind of an airborne plume, and upstream if contaminants are waterborne</li><li>▪ Using the protection of a sturdy building as shielding, going inside if contaminant is outside and going outside if contaminant is inside. If the event includes radioactive fallout, it is important to go quickly deep inside a building for protection.</li><li>▪ Safely decontaminating themselves when necessary</li></ul> <p>CERT members should take immediate action to protect themselves and, if exposed, follow basic decontamination procedures immediately. Because the safety of CERT members is the number one priority, CERT members should <u>not</u> attempt to treat anyone who has been contaminated or perform decontamination procedures for them.</p> <p>Stress that terrorist incident scenes are also crime scenes. CERT members should avoid taking any action that may disturb potential evidence.</p> <p><b>Does anyone have any questions about CERTs and their role in terrorist incidents?</b></p>

# COMMUNITY EMERGENCY RESPONSE TEAM

## UNIT 8: TERRORISM AND CERT

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 443 677 772"><p><b>Homework Assignment</b></p><ul style="list-style-type: none"><li>● Review the materials from the previous units</li><li>● Wear appropriate clothing for disaster simulation exercise</li></ul></div> <p data-bbox="237 741 677 772">FEMA CERT Basic Training Unit 8: Terrorism and CERT 8-28</p> <p data-bbox="237 793 511 829"><b>Display Slide 8-28</b></p>	<p data-bbox="706 380 1063 415"><b>Homework Assignment</b></p> <p data-bbox="706 447 1474 552">Remind the participants to read the materials for the next session. Give a brief description of the material to be covered.</p> <p data-bbox="706 573 1317 646">Tell them to be sure to wear clothing that is comfortable and appropriate.</p>

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