

 **TRAINING OUTPOST**

Situational Awareness

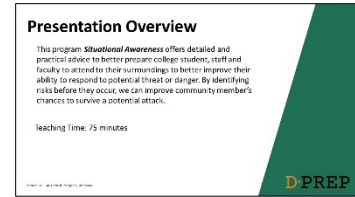
Instructor Guide





1. Presentation Overview

This is an introductory slide for instructors to have as an overview of the course. The estimated course run time is about 60 minutes for a seasoned instructor when they are comfortable with the slide deck. For a new instructor, leaving about 90 minutes to cover the material is recommended. Seventy-five minutes is the average time to move through the slides.



If time is limited, the instructor can look at reducing interaction or summarizing information more quickly as they move through. Another option is to refer more broadly to the supplemental guide as they move through materials. A final option is to remove the section based on regional needs.

Pro-tip: New instructors should note how much time they have for the entire program, if they are leaving time for questions at the end, or will schedule a Q&A follow-up session. The program includes a detailed supplemental guide that covers material from the slides and offers examples and information for the audience. Lean into these resources and don't feel you have to cover everything in great detail. Don't get bogged down in early slides; be a good steward of your allotted time.

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2. Situational Awareness

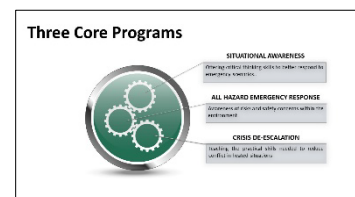
This title slide allows the instructor to discuss the course topic and its relevance to the community being served. Instructors are encouraged to make this material their own and connect the topics to local examples.



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
3. Three Core Programs

This slide is fully automated; simply allow it to run. This course is one of three core workshops offered by campus safety. Taken together, these courses help better prepare the community to prepare ahead to respond rather than being reactive. The Situational Awareness course helps community members attend more closely to everyday scenarios to improve their safety and security. The All Hazard program does the same thing, but here we focus on a range of larger emergencies that have the potential to impact the entire community. Crisis De-escalation offers a set of skills to faculty, staff, and students to better manage an escalation interaction and keep it from escalating to physical violence.



There is no real preferred order to how these courses are presented. It would be suggested to lead with the community's first need, respond to that request as a priority, and then sequence the other two programs.

Pro-tip: If you don't offer the full series of programs or aren't ready to introduce these other programs, it may be better to skip this slide.

 Click | Advance to next slide



4. Situational Awareness

Situational awareness allows us to better respond to crisis events by reducing the time it takes to act and respond to a potential threat.



Click | Advance to next slide

5. The Office

Click: Play video.

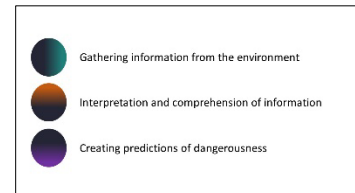
This video is a humorous look at not paying attention to what is happening around us.



Click | Advance to next slide

6. Three-Step Process

SA is really a three-step process of paying attention to the things happening around you, deciding about the level of risk, and predicting a level of danger.



Click | Advance to next slide

7. Iron Man

Click: Play video.

While it may be nice to have something like the Iron Man suit to lean into to solve this problem for us, the reality is a little different.



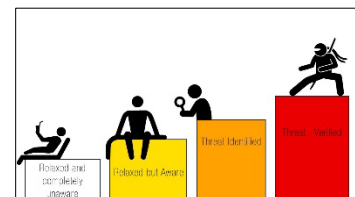
Click | Advance to next slide

8. Cooper Color Codes

Colonel Jeff Cooper, a famous firearms instructor and writer, discussed four levels of situational awareness.

This general model developed what we call the Cooper color codes, which many of us experienced through the Department of Homeland Security and the level of alert we were expected to maintain.

Think of this progression from Click: relaxed and unaware, Click: relaxed but paying attention, Click: the potential identification of a threat to Click: confirmation of that threat.



Click | Advance to next slide



9. Awareness Example

🖱️Click: Play video.



There is a lot going on here. A cat is looking at a hawk on a fence. A man walks toward the cat and hawk while on his phone. He notices something is going on. Sees the potential threat and verifies the threat. Leading to action.



🖱️ Click | Advance to next slide

10. Awareness Example (cont.)

The sooner we notice something, the more time we have to react.



🖱️Click: Brings up an enlargement with a second man in the background who wasn't on his phone, saw the threat first, and had more time to react. 🖱️Click: Highlight him.



The point here is the sooner we notice something, the more time we have to react. Let's watch the clip again so you can see how all these concepts play out.

🖱️Click: Play video.

🖱️ Click | Advance to next slide

11. Gather Information From Around You

Involve all your senses to be continuously aware of the environment around you.

🖱️Click: Observe your surroundings.

🖱️Click: Listen to what's going on around you.

🖱️Click: Scan your environment regularly.

🖱️Click: Stay vigilant and aware.

🖱️Click: Watch crowds both for suspicious activity and so that you know your escape route.

🖱️Click: Keep your head on a swivel.

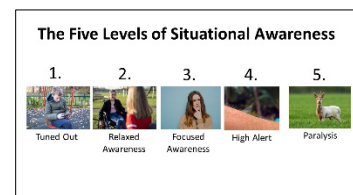
Pro-tip: Click away from this slide relatively quickly. The audience will be watching the cat and not listening to you.



🖱️ Click | Advance to next slide

12. The Five Levels of Situational Awareness

These levels of awareness are general states that we should pay attention to when we are in a new location, a place where there may be increased crime, or out at night. For example, being tuned out or having a relaxed awareness in a new city that we are unfamiliar with isn't a good decision. Having a focused awareness is a better approach.





🖱️Click: Tuned out. 🖱️Click: Relaxed awareness. 🖱️Click: Focused awareness. 🖱️Click: High alert. 🖱️Click: Paralysis.

🖱️ Click | Advance to next slide

13. Power of Prediction

One way to practice SA is to engage in a game of prediction. This means trying to anticipate what might happen next in a given scenario. For example, looking ahead while driving a car and imagining the driver ahead of you veering into your lane. This could be looking at what might not be secure during a storm or what might spill or break on a table.



Playing a game to try to anticipate what might happen next at school or work helps hone your skills of prediction, which will help you buy more time to make different choices when being out in the community. This can be as simple as watching a deli counter staff calling out an order number and seeing if/how people are paying attention or watching someone trying to carry too many things at once and predicting when they are likely to drop something.

Pro-tip: If you have the inclination and you are teaching in person, a fun example of this could be set up at the start of the class with a plastic cup or water precariously perched on the edge of the desk in the classroom or teaching space (obviously, doing this in a way that if it did spill, it wouldn't do any damage to the computers or anything else).

🖱️ Click | Advance to next slide

14. The Five Levels of Situational Awareness

This video discusses the five levels of situational awareness.



🖱️Click: Play video.



One of the best examples of the five levels of situational awareness can be found in the experience of driving. Many of us can relate to almost having an accident and how our state of awareness shifts through various levels depending on what is going on around us. Once we are paying attention to these different levels, the application then becomes asking ourselves if we are at the right level of awareness for the situation at hand. For example, if we are driving in snow or heavy rain, we should be in focused awareness or high alert, perhaps with our hands at 10 and 2, feet ready to move to the break and ready to put into practice a plan to either pump the breaks or not jerk the wheel suddenly if the car starts to hydroplane or goes into a spin.

🖱️ Click | Advance to next slide

15. Odd or Dangerous

SA means looking for things that may be odd or dangerous. This doesn't mean yelling "bomb!" every time we may see a backpack that isn't attended, but rather paying attention to things that seem dangerous, out of place, unsupervised, or likely to go wrong.



One group of people who excel at this is lifeguards. Most of their job is about watching people prior to them getting into trouble at a pool, waterpark, or ocean. This could be a small child wandering too close



to the edge of the pool because of a distracted parent. This could be looking for swimmers in the ocean unaware of currents or riptides.

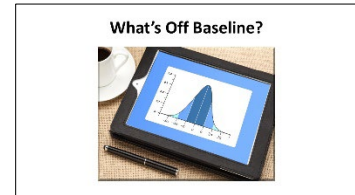
Click | Advance to next slide

16. What's Off Baseline

A baseline is a fancy way of saying what might appear out of the ordinary in each environment. The trick to baseline is sometimes what are normal changes depending on what is going on around you. For example, the normal at an airport on a Monday morning may be a lot of business travelers trying to quickly get to their destination. Normal on a Saturday morning may be families traveling for spring break or vacation. A key practice in situational awareness is attending to what may be considered normal and what is out of place.

The next few slides give some concrete (pun intended) examples of odd, dangerous, and off-baseline behaviors that should be attended to by those in that community.

Click | Advance to next slide



17. Be Aware

Click: The first slide should be presented to the group as a quiz about what seems out of place here in terms of a safety concern. The answer is the concrete block, which is likely used to prop open the door and thereby creating a security risk.



Click: The second one is a rather sketchy-looking van. This picture depends a bit on the location, what kind of work might be happening, and what other vehicles look like in that area. For example, this van may not be out of place at a worksite, or somewhere people are moving large or heavy objects. It would be out of place in front of a school or the parking lot of a community park.

Click: The third click shows a driver who may be in distress, rushing to a destination, or isn't paying attention to the sidewalk and walkways. This may be common if the street is narrow, and this happens to be a move-in day at a college or university. This would be more of a concern in front of an airport or hospital.

Click | Advance to next slide

18. Risk Factors for Mass Shootings

In the next group of slides, we will discuss what research has shown to be the main risk factors we see in individuals who commit or plan to commit mass violence. Potential attackers may not demonstrate all of these factors, but they should be attended to when observed and reported to the campus BIT/CARE team for assessment. These include:



Click: Direct Threat; **Click:** Suicide; **Click:** Location; **Click:** Time; **Click:** Injustice Collecting; **Click:** Leakage; **Click:** Hardened Perspective; **Click:** Fantasy Rehearsal; **Click:** Weapons; **Click:** Trouble Making Connections; **Click:** Fixation; **Click:** Focus; **Click:** Catalyst Event; **Click:** Objectification; and **Click:** Fame Seeking



Click | Advance to next slide

19. Direct Threat

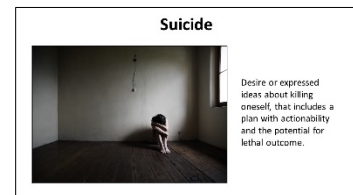
This is a verbal, written, or social media threat made against a person, group, location, or larger community.



Click | Advance to next slide

20. Suicide

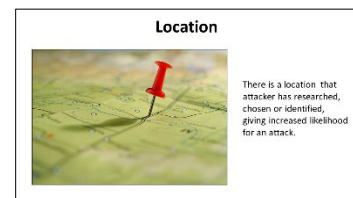
The desire or expressed idea about killing oneself that includes a plan with actionability and the potential for lethal outcome. While not all those that experience suicidal thoughts are at risk of violence, this is a common thread among attackers.



Click | Advance to next slide

21. Location

Here, the individual has identified and researched a location, giving an increased likelihood of carrying out an attack.



Click | Advance to next slide

22. Time

The attacker has a time frame associated with the attack. This is often shared on social media or in a direct threat.



Click | Advance to next slide

23. Injustice Collecting

An injustice collector holds onto past wrongs, real or perceived, and blames others for their misfortunes. They often lack coping skills to deal with personal frustrations.



Click | Advance to next slide



24. Leakage

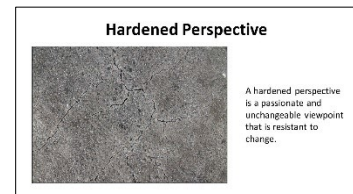
Leakage occurs when the attacker shares details of their plan or intent to do harm, through verbal, written, or online communication.



Click | Advance to next slide

25. Hardened Perspective

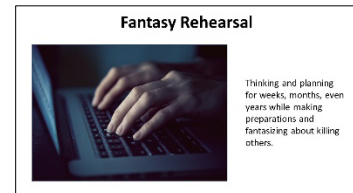
Here, the individual has a passionate and unchangeable viewpoint and is resistant to change.



Click | Advance to next slide

26. Fantasy Rehearsal

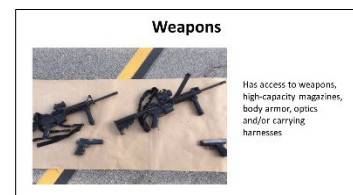
This involves thinking about and planning an attack, often for weeks, months, or even years. The individual fantasizes about the attack and sometimes practices some of the elements.



Click | Advance to next slide

27. Weapons

The individual has access to weapons, high-capacity magazines, body armor, optics, and/or carrying harnesses.



Click | Advance to next slide

28. Trouble Making Connections

Here, the individual has feelings of isolation and loneliness. They have difficulty forming friendships and social relationships with others.



Click | Advance to next slide



29. Fixation

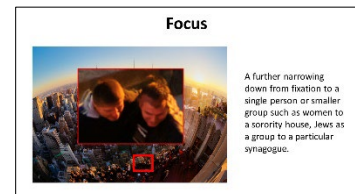
This is when the attacker begins to narrow down their frustration and anger onto a group of people.



Click | Advance to next slide

30. Focus

Here, that fixation on a group begins to focus on a specific target, like a camera zooming from an arial view to **Click:** Specific people.



Click | Advance to next slide

31. Catalyst Event

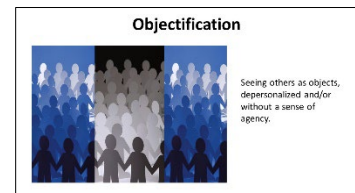
A catalyst event is something that happens in the individual's life that involves a sense of stark change and discomfort, including things like the loss of a relationship, the loss of a job, a class failure, or an arrest. Like striking a match, these events can move the individual to violence.



Click | Advance to next slide

32. Objectification

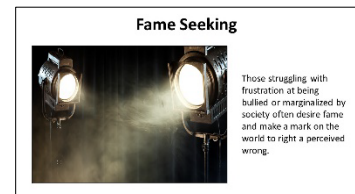
The individual sees others as objects, depersonalized, and/or without a sense of agency.



Click | Advance to next slide

33. Fame Seeking

Individuals on the pathway to violence often feel frustration at being bullied or marginalized by society. This leads to a desire for fame or to make a mark on the world to right a perceived wrong.



Click | Advance to next slide



34. DHS Video

Click: Play video.



This video from the Department of Homeland Security demonstrates the need to remain aware of what is going on around you and not stay too focused on any one aspect.

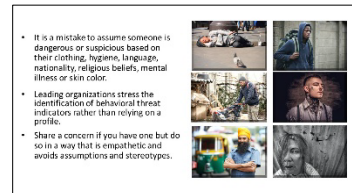
Click | Advance to next slide

35. Don't Make Assumptions

[Fully automated] It is a mistake to assume someone is dangerous or suspicious based on their clothing, hygiene, language, nationality, religious beliefs, mental illness, or skin color.

Leading organizations stress the identification of behavioral threat indicators rather than relying on a profile. Share a concern if you have one, but do so in a way that is empathetic and avoids assumptions and stereotypes.

This is an important slide as it stresses the problems with making assumptions. Instead of ill-informed, subjective assumptions, we want to make an educated guess or hypothesis about what might be a risk or a danger. We then want to ensure that our guess is supported by the data and the context of what we see. Alternatively, we don't want to ignore a risk out of fear we may be called out by the person or community based on profiling or political correctness. Any threat or potential concern should be investigated based on the potential risk, even if this may be a potentially uncomfortable conversation.



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36. If You See Something, Say Something

Now that you are paying attention, we want to stress that sometimes, the best outcome is observing and reporting concerns to law enforcement.

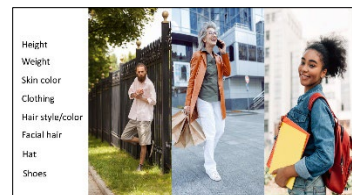
Next, we'll talk a little bit about how we recall things.



Click | Advance to next slide

37. What to Watch For

[Fully automated] By preparing beforehand, we can look specifically for things to remember to help law enforcement. Consider looking for a fixed-height object like a fence or wall and see how far up that person comes to it. Look for things that are harder to change (like shoes or hair color).



Click | Advance to next slide



38. What to Watch For (cont.)

[Fully automated] Here are some other things you may be able to recall.

This is a skill that can be improved on over time and with practice. Being able to recall details about what a person may be holding or has as an accessory could make all the difference in a police report.



Click | Advance to next slide

39. Did They Have a Weapon?

We don't need to be overly specific on weapons details. What will help law enforcement is simply knowing if it is a handgun or a long gun.

Did they have a weapon?



Click | Advance to next slide

40. Awareness Example

This video shows a young girl being followed by a car and the way she uses her situational awareness to remain safe.

Click: Play video.



This video demonstrates a young girl evading a person intent on doing her harm. The girl has clearly been trained in situational awareness, and we see this throughout the video as she keeps the truck between her and the car, trying to engage with her. We see how she waits until it is safe to make a run for safety and how she moves and changes her actions based on the read of her current safety.

Click | Advance to next slide

41. Expert Advice

The following slides provide some practical advice for how you can protect yourself in any environment.

This advice comes from law enforcement, military tactics, and applying the concepts of situational awareness with preparedness training.

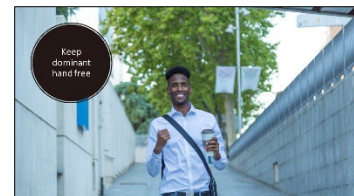


Click | Advance to next slide

42. Keep Dominant Hand Free

This provides the person an important second or two of response time to react to a specific threat. Having the dominant hand free allows the person to easily push someone away, grab a weapon or react in a defensive posture.

If the dominant hand does have an object like a hot beverage, remember this could also be used to their advantage by throwing this at a potential attacker.





Click | Advance to next slide

43. Know Where to Find Concealment

Concealment hides us from a potential attacker. This makes it harder for them to aim a weapon at us accurately and gives us an opportunity to run further from the danger. Concealment does not, however, stop bullets or other projectiles, and finding cover (which is discussed on the next slide) is a preferred means of response.

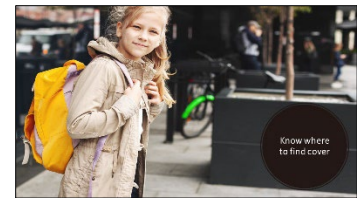


In any location, such as a classroom, lobby, house, or other familiar venue, identifying potential exits, concealment options, and cover should be part of your regular practice and preparedness. If unfamiliar locations or venues, developing a habit of looking for exits, concealment, and cover in case of an emergency is a good practice to follow.

Click | Advance to next slide

44. Know Where to Find Cover

Unlike concealment, cover provides us with a barrier that can stop bullets or other projectiles, offering us a wider degree of protection. Objects made from concrete and stone will provide greater protection than sheetrock, plywood, and hollow doors. Likewise, the tires, wheel well, and engine block will provide greater protection than the door of a car.



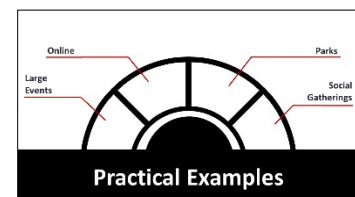
Instructor's note: Cover depends on many factors, including the velocity of the bullet, the spin, fragmentation, rate of fire, and the material the projectile is made from. The purpose of teaching cover vs. concealment is to improve a person's ability to be safer from harm.

Click | Advance to next slide

45. Practical Examples

Next, we will look at four areas where you can apply practical situational awareness skills.

Click: Large events, online spaces, parks, and social gatherings.



Click | Advance to next slide

46. Large Events

Click: If you are bumped, check your valuables. Bumping into you or touching your hair, back, face, or body are all ways thieves can distract a person and misdirect their attention. Once bumped, realize this may be an attempt to steal from you, either by the person who bumped you or by someone working in tandem with them. Another point related to this is being careful not to immediately reach for your valuables or look at where you are keeping things you do not want stolen. This telegraphs to a potential thief where to strike next.





👉 **Click:** Be cautious of “let me help” setups that lower your defenses. By appearing helpful, the person gains access to your personal space and can more easily gain access to you or your valuables.

👉 **Click:** Map out potential escape routes in case of emergency. This is important to do prior to needing an escape route. While locations will change with weather, people, time of year, and other variables, having a general safety route and backup plan is advisable.

👉 **Click:** If the crowd begins to move, move with the crowd diagonally. Fighting against a crowd’s movement is a battle you will almost always lose. Much like moving with the current during ocean riptide events, the goal in a crowd is to move horizontally across the group, slowly making your way to safety.

👉 **Click:** Don’t stand near fixed objects (stage, stanchion). This increases the danger of being crushed between the crowd and that object. Avoiding fixed objects to prevent crush injuries in a panic-crowd scenario is essential.

👉 **Click:** Don’t go low in a crowd; this raises the risk of being trampled. While it may seem to make sense to get low to avoid being hit or struck, going low creates a much higher potential of being knocked down and stepped upon by those in a panic. Instead, raise your hands in front of your face, with open palms in a sort of boxer stance, and protect a bubble of air directly in front of your face.

👉 Click | Advance to next slide

47. Online

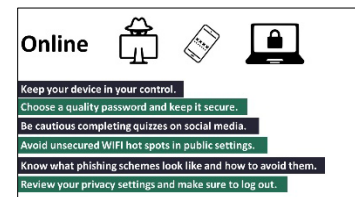
👉 **Click:** Keep your device in your control. When your device is out of your control, it runs the risk of being hacked, having your password exposed, or having malware or software installed.

👉 **Click:** Choose a quality password and keep it secure. While it may be hard to remember, passwords with a mix of lower- and upper-case characters, symbols, and numbers have proven to be the most secure.

👉 **Click:** Be cautious about completing quizzes on social media. This provides information to those posting them that may be used to expose you to hacking or phishing schemes. You are essentially completing a basic personality test and giving that data to a third-party company with the information they already have, like your name, date of birth, and/or address.

👉 **Click:** Avoid unsecured wifi hot spots in public settings. While connecting for free to public wifi is tempting, this can lead to exposure points for hackers and the installation of malware or viruses. Installing a Virtual Private Network (VPN) on your system may be helpful here to reduce the risk, as it moves information through an encrypted tunnel that nobody can see into. But any connection to a public entity raises the risk of data leaks and installation of harmful software.

8**Click:** Know what phishing schemes look like and how to avoid them. These schemes are explained in more detail in the next two slides. Essentially, phishing schemes rely on a user’s desire to obtain something too good to be true quickly or play to their curiosity, fear, or greed to hook them into a scheme.





🖱️ **Click:** Review your privacy settings and make sure to log out. Some of the easiest ways to gain access to a person's system are to simply find their password already entered, kept on a piece of paper, or if they have their privacy settings off or set too low because they find them time-consuming or annoying.

🖱️ Click | Advance to next slide

48. Why Do We Fall for Phishing Schemes?

🖱️ **Click:** Animation of fish swimming toward the hook.

There are several reasons we might fall for these schemes, including

🖱️ **Click:** complacency, which means we get lazy, and because we haven't had a recent negative experience, we simply lower our guard and don't think about the potential of an attack.



🖱️ **Click:** curiosity, they say, killed the cat. Phishers use 🖱️ **Click:** the desire to please, 🖱️ **Click:** fear, 🖱️ **Click:** greed, or 🖱️ **Click:** speed.

It may be tempting to say this would never happen to someone like me. We all have weak points that hackers and phishers use to their advantage. Luckily, these fall into several easy-to-spot categories. Think about which of these are the most likely access points for someone to get past your guard.

Pro-tip: If time allows, open the floor for participants to share some of their stories related to online scams or schemes that people almost fell into. We would suggest asking it this way to avoid any embarrassing stories and because people like to tell stories when they were almost tricked but they figured it out almost at the last moment.

🖱️ Click | Advance to next slide

49. Example of a Phishing Scheme

This shows several ways you can spot a phishing scheme.

🖱️ **Click:** Be cautious of emails with generic subject lines or messages.

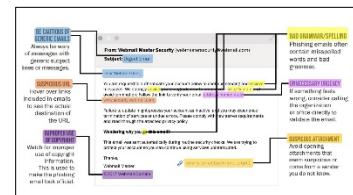
🖱️ **Click:** Before clicking, hover over the links to see the actual destination.

🖱️ **Click:** Watch for the improper use of copyrights that might be used to make the message look official.

🖱️ **Click:** Watch for misspelled words and poor grammar.

🖱️ **Click:** If the email seems to be from an organization you are familiar with or have an account with but looks suspicious, call the organization or find their official email on their website.

🖱️ **Click:** Avoid opening attachments you aren't expecting, or that come from a sender you don't know.



🖱️ Click | Advance to next slide



50. Example of Phishing Texts

This is an optional slide to demonstrate some text approaches to scams.

Some examples may include texting schemes that occur on your phone from a number you don't recognize with texts, such as:



📱 **Click:** This text is a simple request to call you later from an unknown number. The scam progresses if you respond and they begin to request personal information, apologize for a wrong number, and attempt to befriend you to lower your guard.

📱 **Click:** This text is a picture of an expensive bottle of wine designed to get a response. Any response to this text is documented on the scammer's end, showing that you are willing to respond to these kinds of exchanges.

📱 **Click:** This text was received by this program's designer, Brian, supposedly from his boss, Elmo.

Pro-tip: The instructor could ask for each of these three examples. "What are the motivations (covered on the previous slide) for each attempted action?"

The first one plays on your desire to please by being open to a call from someone they may have forgotten, curiosity, and fear that it may be something important they do not want to miss.

The second text plays on your curiosity related to the picture of wine. It may also play on greed if someone were to google the wine bottle (2008 Domaine de la Romanee-Conti Romanee-Saint-Vivant Grand Cru) and see the price is \$6000-\$8000 a bottle.

The third text plays on your fear that a person in authority at your company is trying to reach you, as well as a demand for a speedy response to see if Brian is available right now.

📱 Click | Advance to next slide

51. Outdoors & Parks

📱 **Click:** Remote areas have limited cell service. This may impact your ability to call for emergency help if you are hurt or need assistance. This may also impact phone tracking you may be using as an existing safety measure when running or walking in a remote area.



📱 **Click:** Have a plan for getting help if you become hurt. Preparedness and planning are critical when away from everyday emergency response or when you may not have your phone or assistance if you are alone. The more plans we can make and can draw upon in an emergency, the better off we will be in ensuring our safety.

📱 **Click:** Headphones reduce awareness of potential threats. While some runners still choose to wear headphones, this discussion goes back to our initial points about what level of situational awareness you are currently at during this activity. Is this an area you know well? Are you paying attention to your surroundings more closely because your hearing is reduced? Can you turn off noise cancellation or reduce the volume to reduce the potential for harm?



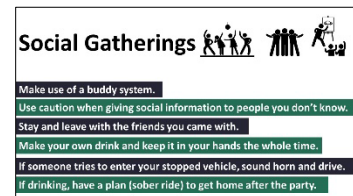
🔊 **Click:** Know the area and have multiple exit plans in case of crisis. Again, having a plan beforehand and being familiar with your area will increase your reaction time in responding to potential threats.

🔊 **Click:** Consider carrying a flashlight or defensive weapon (such as keys). Having multiple plans and redundancy in these plans is a tried-and-true method to reducing the potential for harm. While we do not want you to be paranoid and hypervigilant, there is room between these states and being completely unaware of your surroundings and having no plan of action if you are hurt or find yourself in a dangerous scenario.

🔊 Click | Advance to next slide

52. Social Gatherings

🔊 **Click:** Make use of a buddy system. If a core tenet of situational awareness is observing your surroundings, having two people watching out is better than having just one. Someone having your back and watching out for you can increase your awareness.



🔊 **Click:** Use caution when giving social information to people you don't know. It may seem overly basic, but sharing personal information too quickly with a new friend or someone you haven't met before isn't a good idea. Consider the safest way to share contact information with the person (perhaps through email, a social media app, or something similar). Offering your phone number makes it much harder to block or unfriend a person who turns out to be a risk to your safety.

🔊 **Click:** Stay and leave with the friends you came with. This simple plan allows you to increase the number of people looking out for your social group. This is particularly useful if some of your friends are drinking or otherwise not, let's say, at their optimal situational awareness level. This is not a completely failsafe safety plan but rather one step in a layered approach to personal safety and security.

🔊 **Click:** Make your own drink and keep it in your hands the whole time. There is a risk of having your drink drugged when you are not carefully watching it. If you are unable to watch your drink or leave it with a trusted source, it may be time to order a new drink.

🔊 **Click:** If someone tries to enter your stopped vehicle, sound the horn and drive. This draws attention to the potential thief or attacker and puts much more distance between you and them.

🔊 **Click:** If drinking, have a plan (sober ride) to get home after the party. This requires planning and preparedness prior to needing a safe ride home.