



NATIONAL
COUNTER TERRORISM
SECURITY OFFICE

The Facilitation Guide

Digital Interactive Experience

ACT in a Box

Improvised Explosive Device (IED)



Tools, techniques, and tips
for effective facilitation



Introduction

The Facilitation Guide has been put together to make your life easier.

The Improvised Explosive Devices (IED) digital interactive experience is brought to you by the National Counter Terrorism Security Office (NaCTSO). **ACT in a BOX enables businesses to rehearse and explore their response to a terrorist incident.**

The tool has been designed to be intuitive, but this is your go-to place for help and support, should you need it.

This guide provides an overview of the learning, summarises the outcomes you can expect to achieve and shows how the interactions and discussion points work, including details about timings. The tools, techniques, and tips will ensure you have the best learning experience.

This digital interactive experience puts you in the heart of a scenario and allows you to decide what to do next when a disruptive incident occurs. You will see the impact your choices could have on those around you.



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How to use this guide

The Facilitation Guide covers each section found in the digital interactive experience and is intended to help a nominated facilitator lead the exercise. As a facilitator, your main role is to guide participants and manage discussions. You do not need to be familiar with protective security, though some knowledge of any security plans or arrangements in place within your business (if applicable) could be of benefit. You can find resources and further support on all aspects of counter terrorism protective security, including it's terms and conditions, on the ProtectUK platform:

<https://www.protectuk.police.uk>




The guide provides a detailed look at the scenario presented including a summary of the key events and the learning outcomes. It looks at how you need to approach the interactions and reflection tasks. It helps you record your thoughts or the thoughts of the group accurately.

You can read the document through from front to back to fully understand how the experience works and/or you can jump to the section you need using the blue box at the bottom of each page. Each section includes a springboard activity to support you with the transfer of knowledge and know-how into the real world. This could ask you to talk about something, plan something or look at your workplace and see how things are done.

At the end of the digital interactive experience, you will find the Considerations screen with a summary of the key things you might want to think about. This guide includes advice on how to use and apply the considerations and reminds you when to think about them to deepen your understanding and experience.

1. Starting the Session

In this section we will look at the following:

-  **1.1** Location, Times, and Equipment
-  **1.2** Session Opener
-  **1.3** Wellbeing Statement



Duration of digital experience = 3 minutes

Duration of group work = 10 minutes

Total = 13 minutes

The beginning is one of the most important parts of any session. You need to organise where you will do the exercise and the time needed to complete it.

This will be different depending on whether you are doing this experience alone as an individual or as part of a group. It is recommended you complete the scenario in one sitting, though you may wish to incorporate breaks and pauses as required. Planning how you intend to do the session is very important.

Quick Tips 

If working with a group, think about the following:

- consider any specific learning requirements for your audience, if known (e.g. more time, a copy of the transcript)
- consider how to include individuals who have not participated and may not be confident enough to do so (e.g. follow up questions, breaking into smaller groups or pairs for some discussions)

1.1 Location, Times, and Equipment



Group Session

When you are leading a group, find a quiet location to hold the session. This could be an office or meeting room area. Set aside enough time to work through each section. The experience is designed to be engaging and immersive. It uses animated elements, an audio track and sounds to convey key scenarios. There are options to use a text transcript alongside or instead of audio if needed.

It is recommended that you include all staff, or at least staff from a variety of roles, as part of the process, as this allows participants to share diverse experiences, explore roles and responsibilities and ask questions. You may wish to run more than one session to keep the group size manageable.



If you decide to complete the whole digital learning experience in one sitting, as a group it will take you around 100 minutes with no breaks. Do add breaks to suit your group's needs.

The experience has been designed to work on desktop, laptop, tablet, and mobile devices. You need Wi-Fi to access the experience via the ProtectUK website: <https://www.protectuk.police.uk>

In terms of equipment, the following may be helpful:



Learners in your group may want to use a **notepad and pen** to make notes. As group leader/facilitator you will record thoughts and findings in the digital interactive experience and can save a copy at the end.



As group leader, you may opt to use a **whiteboard** or large piece of paper to summarise ideas coming from the group.



Think about how your learners will see the digital experience - a large **screen or projector** should work well here.



Individual Session

This experience is intended to be completed in a group format but can be completed as an individual, for example an owner-operator. We recommend a quiet location for your session so you can engage with the scenarios and think through your decisions. The experience is designed to be engaging and immersive. It uses animated elements, an audio track and sounds to convey key scenarios. There are options to use a text transcript alongside or instead of audio if needed.

Think about setting time aside to be able to work through each section and think about how it applies to your role. If you need to complete this on the go, away from your usual place of work, in a café, it is designed to work on mobile devices.



If you decide to complete the whole digital learning experience in one sitting, as an individual it will take you around 60 minutes.

The experience has been designed to work on a desktop, laptop, and tablet devices too. You need Wi-Fi to access the experience via the ProtectUK website: <https://www.protectuk.police.uk>

In terms of equipment, the following may be helpful:



A **notepad and pen** may be useful, but you will have a chance to record your thoughts within the digital interactive experience and can save or print a copy of those notes.



Headphones may help you focus on the audio track and sound effects.

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1.2 Session Opener

How does the session work?

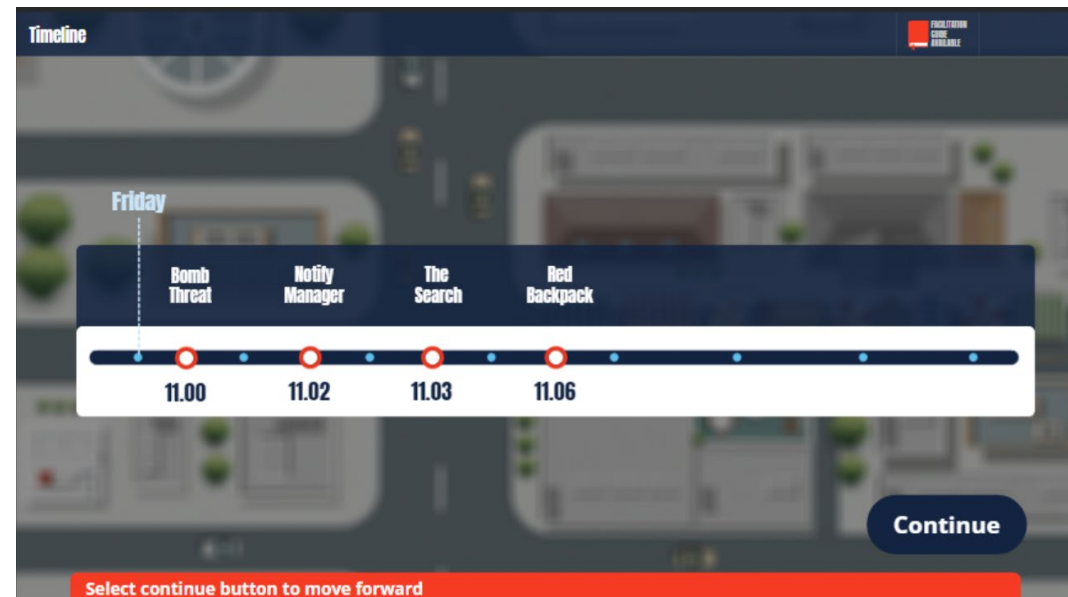
This digital interactive experience follows the story of our scenario. In this topic it focuses on an Improvised Explosive Device (IEDs).

You can start the digital interactive experience by clicking on the Start button on the title screen of the experience.

As you work through the scenario you encounter dilemmas, make decisions, and see possible consequences play out. You then have an opportunity to reflect on your decisions and select a different action if you would like. There is feedback and guidance showing what you can do if you ever face a similar situation.

The scenario will be presented in chronological order and will be broken into sections so you can pause and reflect. You can also bookmark where you are and come back to the experience if you cannot complete it in one sitting.

You can download PDF copies of your text entries and supplemental resources. Please note that these documents will not be automatically saved or accessible within the learning platform, so be sure to download and store them locally for future reference. Your text responses will not be available to anyone but you.



What is the aim of the session?

The aim of the session is to exercise your business' response to an unattended item, a suspicious item, and Improvised Explosive Device (IED) in line with national counter terrorism guidance.

Once you have completed this digital interactive experience you will be able to:

- explain how to identify whether an unattended item is suspicious
- recall the actions to be taken upon identification of a suspicious item
- compile a report for the emergency services using the **ETHANE** format

The scenario presented to you is fictional, but it is intended to provoke thoughtful reflection, decision making and awareness of different actions and consequences.

This experience looks at how business leaders and all staff can take proportionate actions to help protect colleagues, customers and the public when facing a terrorist (or similar) event that calls for you to respond effectively to reduce the impact and harm.

An element of the content helps businesses to strengthen their protection against terrorism by reducing opportunities for a successful attack (e.g. using the HOT protocol to efficiently deal with unattended items could signal good security posture or reduce opportunities to conceal IEDs/weapons).



Group Session

The session opener will help you to set the tone and put your participants at ease. It is important to the overall success of your session that you grab the attention of your participants and establish your credibility as a facilitator right from the start.

Remember the following mnemonic for the opening of your session and you won't go far wrong!

INTRO

Interest: Grab people's attention through a personal story or links to a current news story that will spark their interest.

Name: Who am I, what is my background and why would you listen to me?

Timing: How long, structure of the session?

Range: What will be covered?

Outputs: What can people expect to take away from the session?

All of this can be communicated to your group in a short amount of time.

If the group knows each other, welcome everyone and start the session by selecting Start on the title page of the digital interactive experience.

If the group don't know each other, then you could allow time for mingling or run one of the quick introductions shown below.



Group Session – Introductions

Exercise: Which is false?

What is the objective of the exercise?

This exercise will help you get your session off to a positive start in an enjoyable way.

How does the exercise work?

Immediately after the introduction to your session, tell the group to think of two things about themselves that are true and one thing that is false.

Then each person should share their three statements in no particular order and the others guess which is false.

Keep the answers light and the pace of response fast-moving to maintain the momentum.



How long will the exercise take?

5 minutes

Exercise: Paired Up

What is the objective of the exercise?

This exercise will help you get your session off to a positive start in an engaging way.

How does the exercise work?

Immediately after the introduction to your session, tell the group to talk in pairs and then introduce each other to the wider group.

Keep the answers light and the pace of response fast-moving to maintain the momentum.



How long will the exercise take?

5 minutes

Quick Tips

Note - there are options on the navigation bar of the digital interactive experience to access a transcript, turn audio off, or use a glossary.

1.3 Wellbeing Statement



Animation

Learners watch an animation and hear a voiceover which explains that NaCTSO has created this experience for businesses.

As terrorism is often an emotive and difficult topic, the animation includes an advisory message that learners should seek support if they find the scenario content distressing.



Group Session



When the animation concludes, ensure that you communicate to the group who they can speak to if affected. Explain how the session works and the aim using the content above.

The animation shows that there are many ways that an incident could unfold and so this digital interactive experience doesn't cover all eventualities or appropriate response actions. Instead, it shows an example of how an event could occur. It aims to be as generic as possible too, so it resonates with different business sizes and types.

Exercise: Answer Questions

As a group, you need to answer some questions about your business. This relates to:

- the size of your business
- the name of your business
- whether you have security staff

Complete the questions together in the digital interactive experience so that some scenes can be tailored to suit your business.



Animation

Watch the animation continue to play through.

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Group Session

Exercise: Rate Your Ability



Ask the group to talk about how well they understand the process of identifying and responding to an unattended or suspicious item.

Come to a collective agreement about how people feel generally in the group and select your response.



Quick Tips



Encourage individuals in the group to share what they think and why when it comes to understanding how to respond.

Use questions including:

Why do you feel that way?

Can you give any examples that support what you think?

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2. Inject 1 - The Fundraising Event

In this section we will look at the following:

- 2.1 What do you do?
- 2.2 Consequences
- 2.3 Reflection
- 2.4 Guidance

This inject looks at an incident that occurs on the day your business is involved in a fundraising event.



Duration of digital experience = 5 minutes

Duration of group work = 10 minutes

Total = 15 minutes



Learning Outcomes

When you have completed this inject, you will be able to:

- explain how to respond to a bomb threat appropriately
- describe what details to report to the emergency services



Group Session

Talk to the group about the outcomes for the inject and/or use them to summarise at the end.



Animation

Our scenario begins with a business that is involved in a fundraising event.

Watch the scenario unfold.

The animation focuses on a bomb threat that someone posts on social media in relation to the event.

2.1 What do you do?



Group Session

Exercise: What do you do?

What is the objective of the exercise?

This exercise will help you to think about what to do next.

Within the group setting this exercise will help to stimulate discussion and thoughts about the impact that your decisions can have on you and others around you.

How does the exercise work?

When you reach the screen in the digital interactive experience that asks you what your immediate actions would be, then pause and pose the question to the group.

Let them talk through the options and say what they think and why. If the group are quiet, then ask them to talk in pairs to decide which option is best and the reasons why. Then ask the pairs to share their thoughts with the group. Decide together which option is best. Click on the option to see the potential consequences play out.

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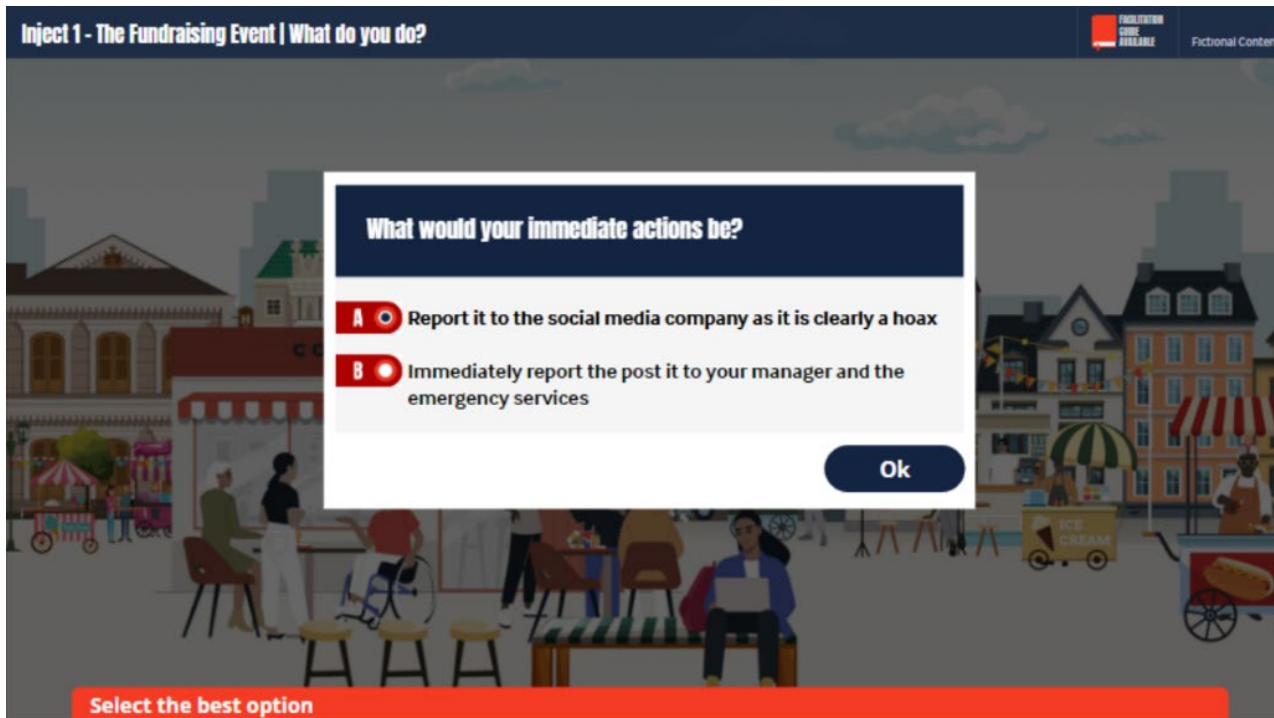
[Closing the
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Note, the first option chosen will be recorded and at the end there will be feedback for you.



How long will the exercise take?

2-3 minutes



Inject 1 - The Fundraising Event | What do you do?

FUGLETON CODE AVAILABLE Fictional Content

What would your immediate actions be?

- A** Report it to the social media company as it is clearly a hoax
- B** Immediately report the post it to your manager and the emergency services

Ok

Select the best option

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2.2 Consequences



Animation

Watch the consequence and think about the impact that the choice or decision had on you and those around you within the scenario. Think about the potential impact on your business.



Group Session

When leading a group, watch those around you to gauge their initial reaction.



As the leader, summarise what you just saw and ask people in the group if that was what they expected.

Use open questions to generate discussion.

Quick Tips

Open questions could include:

What did you expect to see?

What stood out to you?

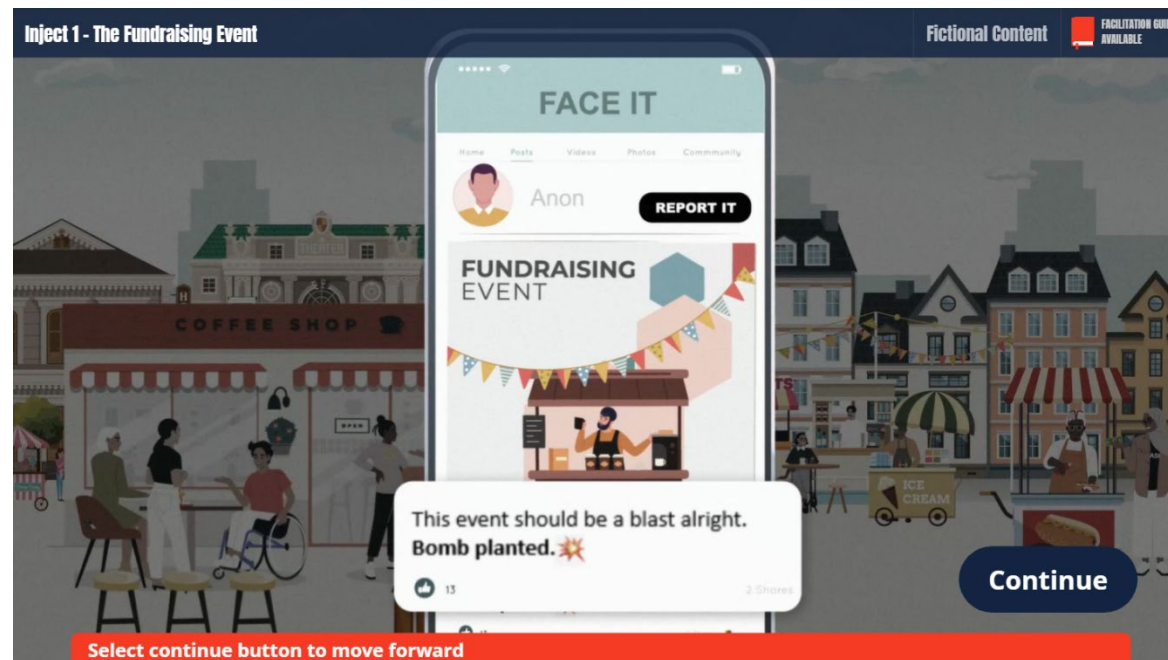
How else could you look at this situation?

This discussion should only take a few minutes to validate what people think.



As part of the feedback, you can click 'retry' to go back to the question and see what the other consequences are. This can help to validate the best option in the situation.

The best option here would be to immediately report the bomb threat post to a manager, security (if applicable) and the emergency services. Reporting the post to the social media company would only delay things and would not action a response that would protect you and others at the event if the threat was genuine.



2.3 Reflection



Group Session

Look at the Reflection questions in the digital interactive experience. This is an opportunity to pause and reflect on the first inject. With the group, go through the key reflection questions in the experience and record thoughts and ideas.

The questions include:



Which details would you need to note down when reporting to the police?

Does your venue have an emergency procedure in the event of an incident such as this? Do you know it?

Support the group when they respond to the first question with the ETHANE approach when talking to the emergency services.

Encourage the group to share what they think, before feeding them the details which are:

- **Exact Location**
- **Type of incident**
- **Hazards present or suspected**
- **Access - routes that are safe to use**
- **Number, type, severity of casualties**
- **Emergency services present and those required**

How long will the exercise take?

2-3 minutes

**Group Session****Exercise: Springboard****What is the objective of the exercise?**

This is an opportunity to do a more practical task here.

The activity here involves looking at a Bomb Threat Checklist.

How does the exercise work?

When you reach the screen in the digital interactive experience that asks you to do the springboard activity, you need to look at a Bomb Threat Checklist.

Do you have bomb threat procedures in place?

You may have a Bomb Threat Checklist like the document on ProtectUK and you can use it if someone contacts you with a bomb threat. If you do not have a bomb threat checklist for your business, access and use the checklist on ProtectUK for this activity.

Look at the document, what is it asking you to do?

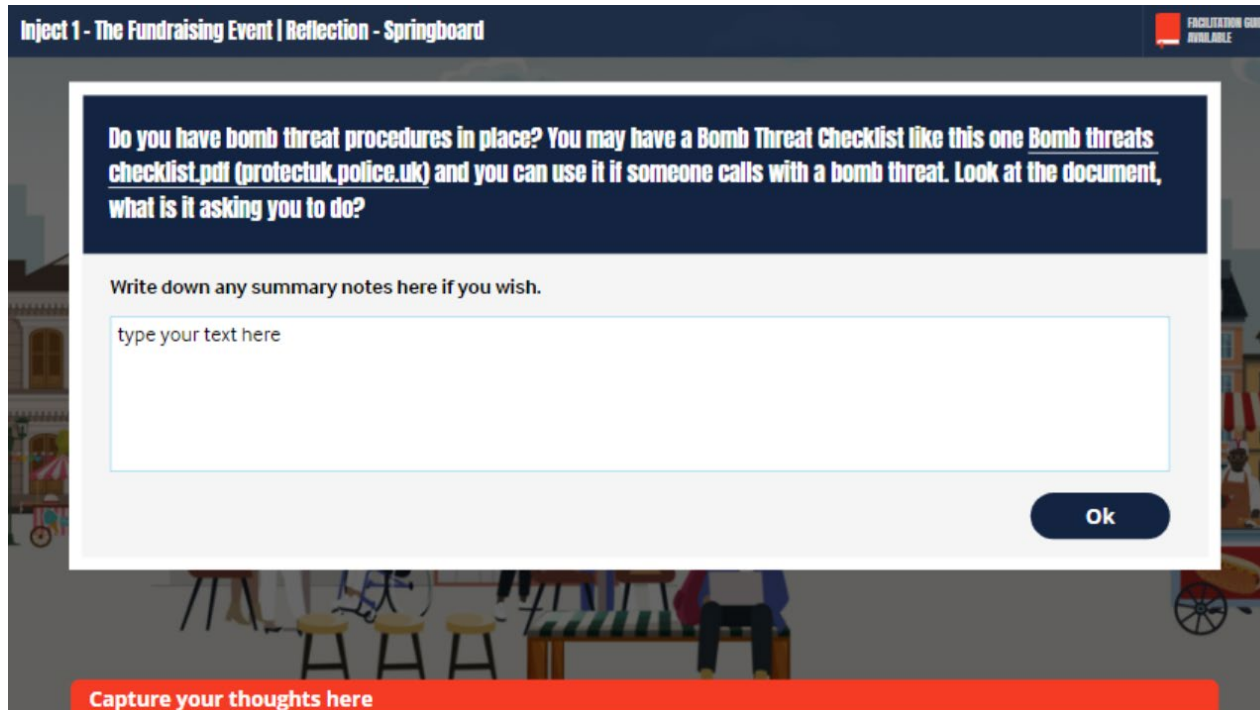
Get the group to look at the document.

They can work in pairs to review and collate their thoughts and share back with the group at the end of a 5-minute review phase.



How long will the exercise take?

5 minutes



Inject 1 - The Fundraising Event | Reflection - Springboard FACILITATION GUIDE AVAILABLE

Do you have bomb threat procedures in place? You may have a Bomb Threat Checklist like this one [Bomb threats checklist.pdf \(protectuk.police.uk\)](#) and you can use it if someone calls with a bomb threat. Look at the document, what is it asking you to do?

Write down any summary notes here if you wish.

type your text here

Ok

Capture your thoughts here

2.4 Guidance



Group Session



Click and Reveal

Use the Guidance screen in the digital interactive experience as a summary of the key actions that are needed in this situation and any similar situations.

In the group, read out the guidance. Check people understand.

Quick Tips 

There are guidance pages relating to Bomb Threats on the ProtectUK website with more information if you need it for reference or support.

<https://protectuk.police.uk>

3. Inject 2 - Notify Manager

In this section we will look at the following:

- 3.1 Where do we start the search?
- 3.2 Reflection
- 3.3 Guidance

Duration of digital experience = 5 minutes



Duration of group work = 10 minutes

Total = 15 minutes

This inject continues our scenario and shows what happens when you notify your manager of the bomb threat. If you indicated that you have a security resource, you will see this alternative setting within the inject here



Learning Outcomes

When you have completed this inject, you will be able to:

- state the actions to be taken upon identification of an unattended item



Group Session

Talk to the group about the outcomes for the inject and/or use them to summarise at the end.



Animation

Our scenario continues from inject 1.

Watch the scenario unfold.

The animation focuses on you talking a manager about the bomb threat and then the decision to search the premises. If you indicated that you have a security resource, you will see this alternative setting within the inject here.

3.1 Where do we start the search?



Group Session



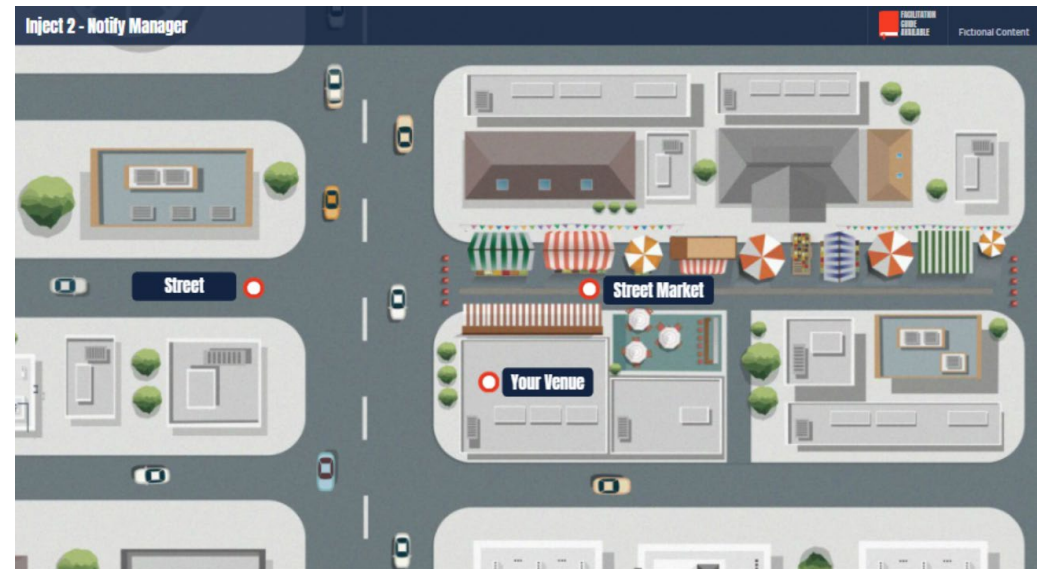
Click and Reveal

Exercise: What do you do?

What is the objective of the exercise?

This exercise will help you to think about where staff may be asked to start a search.

Within the group setting this exercise will help to stimulate discussion about what may need to be considered for your premises.



How does the exercise work?

When you reach the screen in the digital interactive experience with the location and building plans, you can click to select the possible places to start the search.

You may wish to comment upon how this layout compares to your site and any comparable areas.

Let them talk through the options and say what they think and why.

If the group are quiet, then start them off with an example and review the feedback together.



How long will the exercise take?

2-3 minutes

This discussion should only take a few minutes to validate what people think.

3.2 Reflection



Group Session

Look at the Reflection question in the digital interactive experience. This is an opportunity to pause and reflect on this inject.

With the group, go through the key reflection question in the experience and record thoughts and ideas.

The question is:



Who would be responsible for coordinating and searching the premises for unattended items?

Support the group when they respond to the question, and this will differ depending on your business and roles/responsibilities. If you are not sure about how to organise your business to respond appropriately, you can consult with the information on the ProtectUK website and provide clear follow up information to staff once established.



How long will the exercise take?

2-3 minutes



Group Session

Exercise: Springboard

What is the objective of the exercise?

This is an opportunity to do a more practical task.

The activity here involves looking at your business location to map out key search areas.

How does the exercise work?

When you reach the screen in the digital interactive experience that asks you to do the springboard activity, you need to think about the task and plan to complete it. The task is:

Think about your venue. Go and familiarise yourself with any areas of your site which you do not know well in case you are asked to support a search in the future.

As a group talk through how this task will be completed. You can assign it as a task to do when people are back to their workstations or regular work location within the business. If there is time, it would be great to go as a group and look at your location together.



How long will the exercise take?

5 minutes

3.3 Guidance



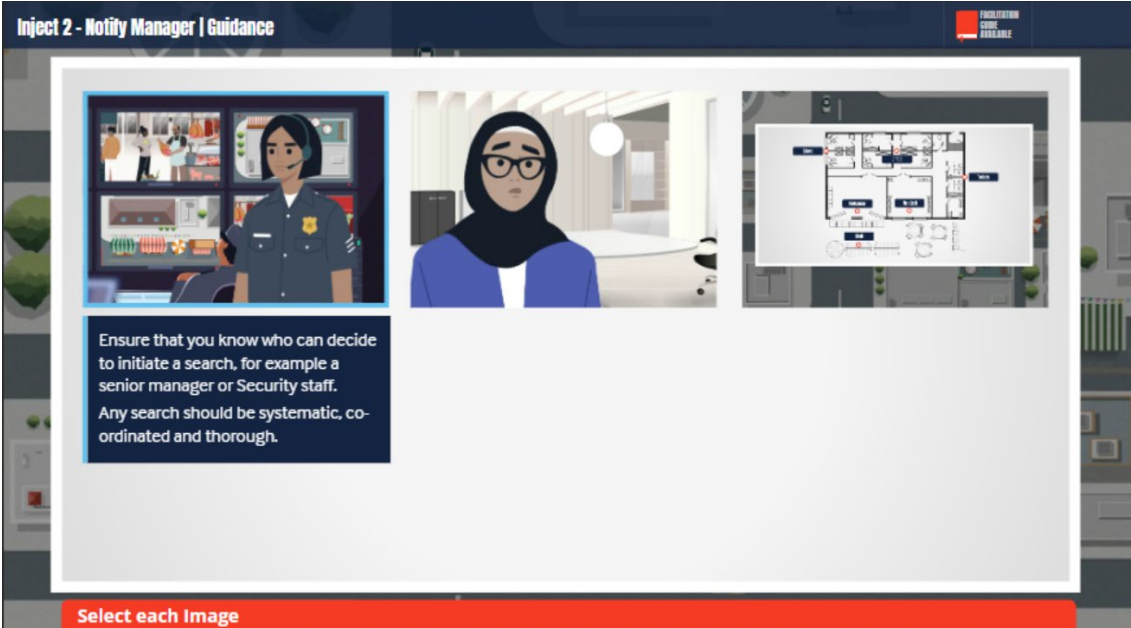
Group Session



Click and Reveal

Use the Guidance screen in the digital interactive experience as a summary of the key actions that are needed in this situation and any similar situations.

In the group, read out the guidance. Check people understand.



Inject 2 - Notify Manager | Guidance

Ensure that you know who can decide to initiate a search, for example a senior manager or Security staff.
Any search should be systematic, co-ordinated and thorough.

Select each Image

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4. Inject 3 - The Search

In this section we will look at the following:

- 4.1 What do you do?
- 4.2 Consequences
- 4.3 Reflection
- 4.4 Guidance

This inject continues our scenario and shows the search required after the bomb threat.



Duration of digital experience = 5 minutes
Duration of group work = 15 minutes
Total = 20 minutes



Learning Outcomes

When you have completed this inject, you will be able to:

- explain how to identify whether an unattended item is suspicious



Group Session

Talk to the group about the outcomes for the inject and/or use them to summarise at the end.



Animation

Our scenario continues from inject 2. Watch the scenario unfold.

The animation focuses on the search that is following the bomb threat. It looks at what you do when you find an unattended bag or object.



4.1 What do you do?



Group Session

Exercise: What do you do?

What is the objective of the exercise?

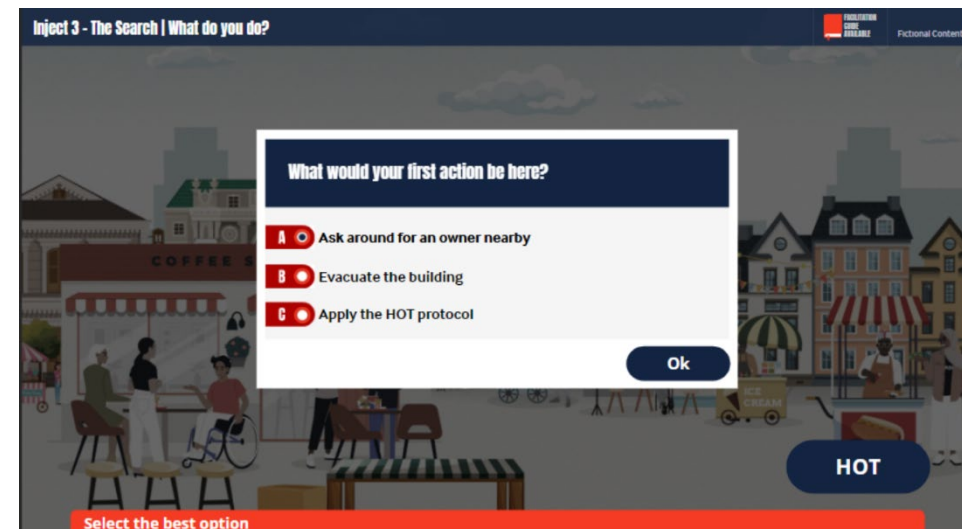
This exercise will help you to think about what to do next.

Within the group setting this exercise will help to stimulate discussion and think about the impact that your decisions can have on you and others around you.

How does the exercise work?

When you reach the screen in the digital interactive experience that asks you what your immediate actions would be, then pause and pose the question to the group.

Let them talk through the options and say what they think and why.



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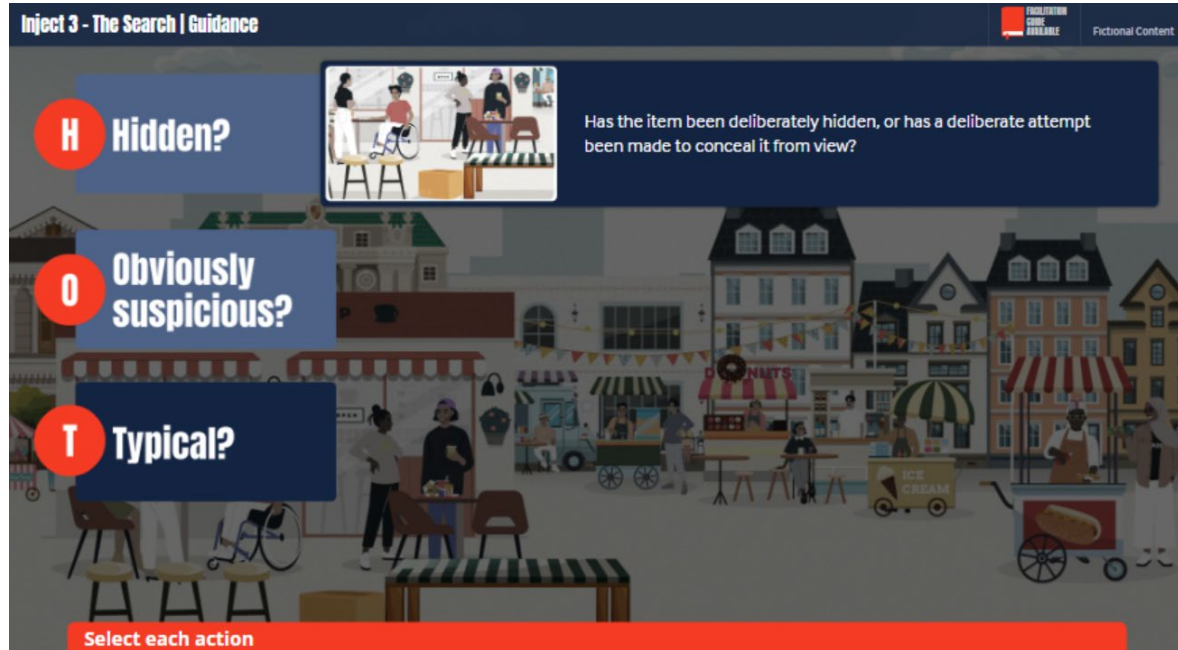
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Click on the HOT protocol to see what that means.

If the group are quiet, then ask them to talk in pairs to decide which option is best and the reasons why.

Then ask the pairs to share their thoughts with the group. Decide together which option is best. Click on the option to see the potential consequences.

Note, the first option chosen will be recorded and at the end there will be feedback.



Inject 3 - The Search | Guidance

H Hidden?

O Obviously suspicious?

T Typical?

Has the item been deliberately hidden, or has a deliberate attempt been made to conceal it from view?

Select each action



How long will the exercise take?

5 minutes

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4.2 Consequences



Animation

Watch the consequence and think about the impact that the choice or decision had on you and those around you within the scenario. Think about the potential impact on your business.



Group Session

When leading a group, watch those around you to gauge their initial reaction.



As the leader, summarise what you just saw and ask people in the group if that was what they expected.

Use open questions to generate discussion.

Quick Tips



Open questions could include:

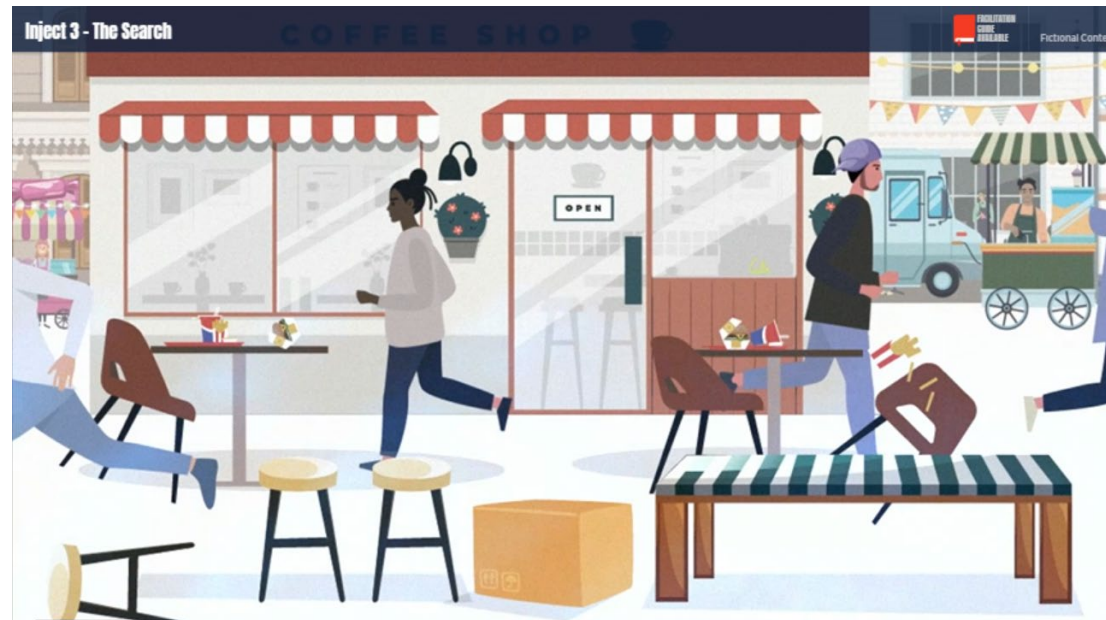
- What is it about this that concerns/motivates you?
 - How do you feel about this?
 - What did you expect to see?

This discussion should only take a few minutes to validate what people think.



As part of the feedback, you can click 'retry' to go back to the question and see what the other consequences are. This can help to validate the best option in the situation.

The best option here would be to first ask people near the box or object if it belongs to them. It may be an unnecessary use of time to evacuate the building or apply the HOT protocol if the object belongs to someone nearby.



4.3 Reflection



Group Session

Look at the Reflection questions in the digital interactive experience. This is an opportunity to pause and reflect on this inject.

With the group, go through the key reflection questions in the experience and record thoughts and ideas.

The questions include:



What is the difference between an unattended and a suspicious item?

What should you do when you find an unattended item that has no owner? [HINT available – use the HOT protocol...]

What procedures are in place in your business when you locate an unattended item?

Support the group when they respond. You may wish to ask staff to share how they would routinely respond to an unattended item before revealing the below information.

An unattended item is one that has been left or lost by its owner.

A suspicious item is one that is unattended but could pose a threat to life, such as a concealed Improvised Explosive Device.

If you find an unattended object, you can use the HOT protocol.

H = Hidden

Has the object been deliberately hidden from sight?

O = Obvious

Is it obviously suspicious, does it have wires, lights or batteries attached?

T = Typical?

Is it typical to see an object like this in the location where you found it? If not, then it could be suspicious.



How long will the exercise take?

5-10 minutes

**Group Session****Exercise: Springboard****What is the objective of the exercise?**

This is an opportunity to do a more practical task.

The activity here involves looking at applying the HOT protocol.

How does the exercise work?

When you reach the screen in the digital interactive experience that asks you to do the springboard activity, you need to think about how you would apply the HOT protocol.

Get the group to discuss how they would apply HOT to the object in the scenario.

They can work in pairs to review and collate their thoughts and share back with the group at the end of a 5-minute review phase.

**How long will the exercise take?**

5 minutes

4.4 Guidance



Group Session



Click and Reveal

Use the Guidance screen in the digital interactive experience as a summary of the key actions that are needed in this situation and any similar situations.

In the group, read out the guidance. Check people understand.

Quick Tips 

There are guidance pages on ProtectUK that can support you with unattended and suspicious items and what to do in response.

<https://protectuk.police.uk>

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5. Inject 4 - The Red Bag

In this section we will look at the following:

- 5.1 What do you do?
- 5.2 Consequences
- 5.3 Reflection
- 5.4 Guidance

This inject continues our scenario and shows an unattended bag has been found.

Section 5



Duration of digital experience = 5 minutes

Duration of group work = 15 minutes

Total = 20 minutes



Learning Outcomes

When you have completed this inject, you will be able to:

- explain how to identify whether an unattended item is suspicious
- recall the actions to be taken upon identification of a suspicious item



Group Session

Talk to the group about the outcomes for the inject and/or use them to summarise at the end. Explain that we are looking at what makes an unattended object suspicious.



Animation

Our scenario continues from inject 3.

Watch the scenario unfold.

The animation focuses on the red bag that is discovered in the staff area, but it doesn't seem to belong to anyone in there.

5.1 What do you do?



Group Session

Exercise: What do you do?

What is the objective of the exercise?

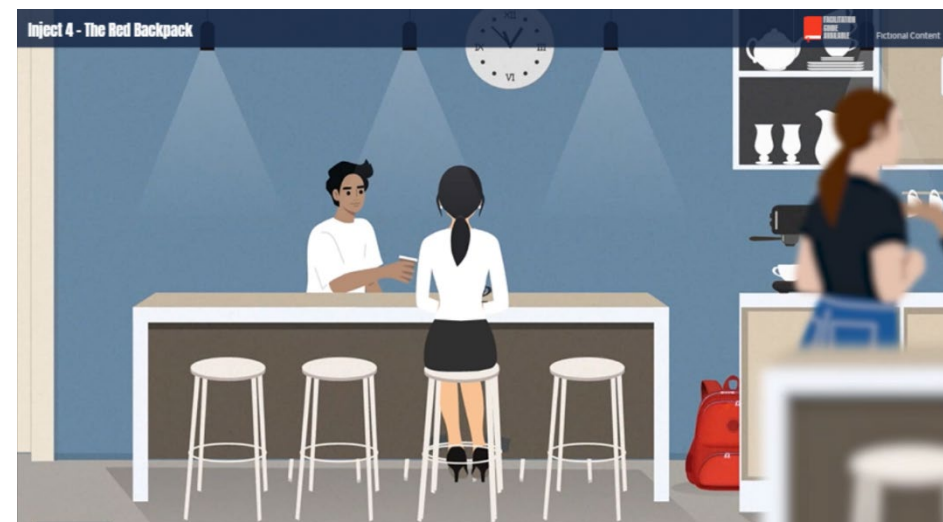
This exercise will help you to think about what to do next.

Within the group setting this exercise will help to stimulate discussion and thoughts about the impact that your decisions can have on you and others around you.

How does the exercise work?

When you reach the screen in the digital interactive experience that asks you to use the HOT protocol and decide if you think the red backpack is suspicious or not, pose the question.

Encourage the group to talk through the options and say what they think and why.



They need to think about whether the bag in the scenario is suspicious or not. Decide together as a group which option is best.

An unattended item is one that has been left or lost by its owner.

A suspicious item is one that is unattended but could pose a threat to life, such as a concealed Improvised Explosive Device.

If the group are quiet, then share the HOT protocol guidance with them again and encourage them to address each of the letters together.

If you find an unattended object, you can use the HOT protocol.

H = Hidden

Has the object been deliberately hidden from sight?

O = Obvious

Is it obviously suspicious, does it have wires, lights or batteries attached?

T = Typical?

Is it typical to see an object like this in the location where you found it? If not, then it could be suspicious.

Then click on the option to see the consequences play out. Note, the first option chosen will be recorded and at the end there will be feedback.



How long will the exercise take?

5 minutes

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5.2 Consequences



Animation

Watch the consequence and think about the impact that the choice or decision had on you and those around you within the scenario. Think about the potential impact on your business.



Group Session

When leading a group, watch those around you to gauge their initial reaction.



As the leader, summarise the correct option that the bag is suspicious and explain why.

In the scenario we saw that when you ask, no one claims the bag.

It is partially concealed behind a cabinet, and you can see a blinking light coming from inside the bag.

It is not typical in this area as staff are requested to hang personal items up in a cloakroom and not to leave their bags unattended.

This discussion should only take a few minutes to validate what people think.



As part of the feedback, you can click 'retry' to go back to the question and see what the other consequences are. This can help to validate the best option in the situation.

Remind learners in your group of the 4 Cs, which were introduced at the start of this inject, and how they need to first Confirm if the object is suspicious or not.

If it is then we need to Clear, Communicate, and Control the situation effectively.



5.3 Reflection



Group Session

Look at the Reflection questions in the digital interactive experience. This is an opportunity to pause and reflect on this inject.

With the group, go through the key reflection questions in the experience and record thoughts and ideas.

The questions include:



What should you do if you locate a suspicious item or bag at your venue?

If you find a suspicious item or bag, how would you warn customers/visitors and get them to understand what to do next?

Support the group when they respond.



How long will the exercise take?

5-10 minutes

**Group Session****Exercise: Springboard****What is the objective of the exercise?**

This is an opportunity to do a more practical task.

The activity here involves looking at looking around your venue to locate exits.

How does the exercise work?

When you reach the screen in the digital interactive experience that asks you to do the springboard activity, you need to think about your own workplace and where the main exits and evacuation routes are. If you need to clear an area quickly then it is critical to know and guide people appropriately.

You can plan when people in the group will do the task and whether it is best to pause and let people go and look now or allow them to schedule this task in once they are back at their work location. You could also expand this activity by timing how long it may take employees to guide a group of individuals out of the building via one or more of these routes.

**How long will the exercise take?**

5-10 minutes

5.4 Guidance



Group Session



Click and Reveal

Use the Guidance screen in the digital interactive experience as a summary of the key actions that are needed in this situation and any similar situations.

In the group, read out the guidance. Check people understand.

Quick Tips 

There are guidance pages on ProtectUK that can support you with unattended and suspicious items and what to do in response.

<https://protectuk.police.uk>

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6. Inject 5 - Keep Clear

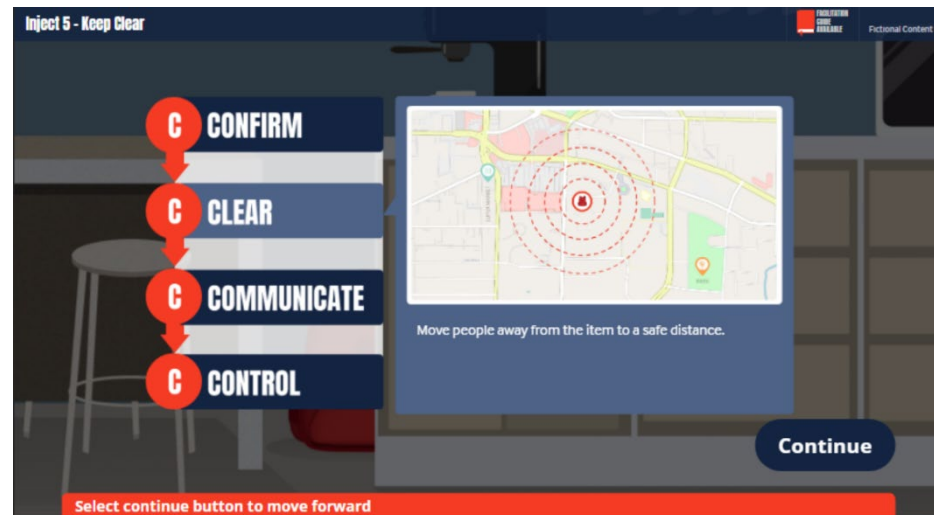
In this section we will look at the following:

- 6.1 What does 100m look like?
- 6.2 Reflection
- 6.3 Guidance

This inject continues our scenario and shows how we need to clear an area when there is a suspicious item found.



Duration of digital experience = 5 minutes
Duration of group work = 20 minutes
Total = 25 minutes



Learning Outcomes

When the learner has completed this inject, they will be able to:

- list the steps they need to take if the item is suspicious



Group Session

Talk to the group about the outcomes for the inject. Explain that we are building on the previous scenes in the scenario.



Animation

Our scenario continues from inject 4.

Watch the scenario unfold.

The animation focuses on the steps that need to be taken when an object is suspicious, and the area needs to be cleared.

6.1 What does 100m look like?



Group Session



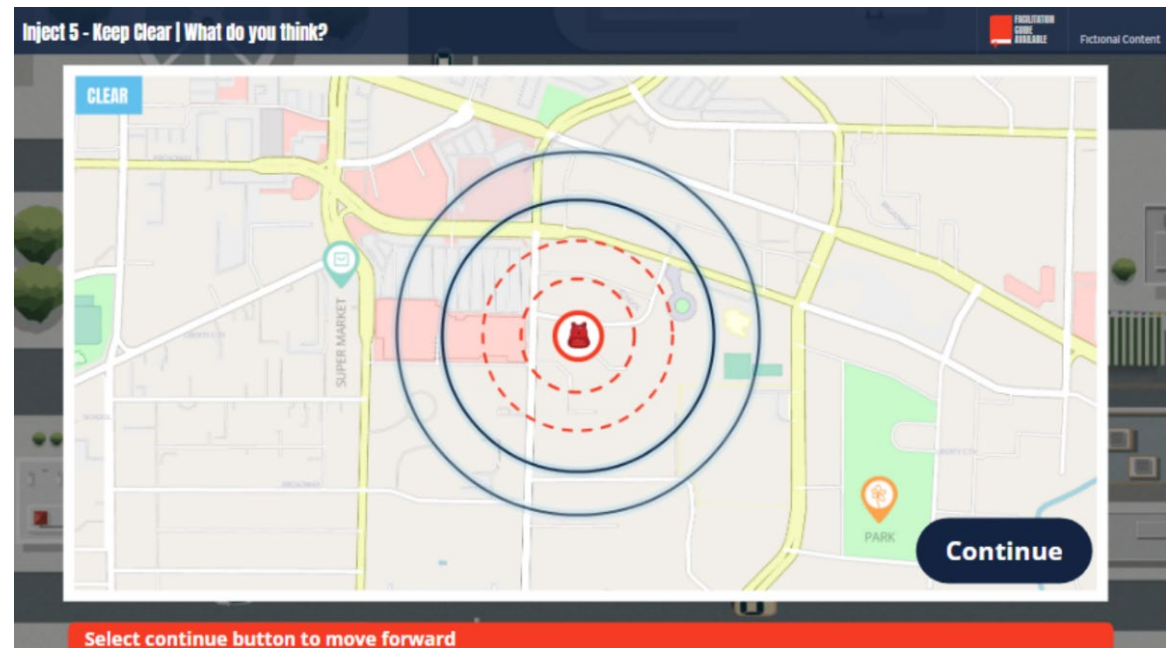
Click and Reveal

Exercise: What do you do?

What is the objective of the exercise?

This exercise will help you to think about the minimum size of area that you must move away and guide others away from if you find a small suspicious item such as a bag that may contain an improvised explosive device.

Within the group setting this exercise will help to stimulate discussion and think about the impact that your decisions can have on you and others around you.



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How does the exercise work?

When you reach the screen in the digital interactive experience with location map and 100m map exercise, encourage the group to talk through the options.

Pick one of the options on the screen and ask if they think that is far enough. Ask them to justify their responses.

Quick Tips

100m is about the same distance as the length of a professional football pitch.

**How long will the exercise take?**

3-5 minutes

6.2 Reflection



Group Session

Look at the Reflection questions in the digital interactive experience. This is an opportunity to pause and reflect on this inject.

With the group, go through the key reflection questions in the experience and record thoughts and ideas.

The questions are:



What might you need to consider when attempting to clear as many meters around the item as possible? [HINT available - out of line of sight and behind a barrier, public responses and indecision...].

What might your next actions be?

Support the group when they respond to the questions. Answers will differ depending on your premises and roles/responsibilities. If you are not sure about how to organise your business to respond appropriately, you can consult with the information on the ProtectUK website.



How long will the exercise take?

3-5 minutes

**Group Session****Exercise: Springboard****What is the objective of the exercise?**

This is an opportunity to do a more practical task.

The activity here involves looking at your business location and checking how far 100m is around your venue.

How does the exercise work?

When you reach the screen in the digital interactive experience that asks you to do the springboard activity, you need to think about the task and plan to complete it. The task is:

Take time to walk 100m from your venue today and identify landmarks in all directions available to you.

As a group talk through how this task will be completed. You can assign it as a task to do when people are back to their workstations or regular work location within the business. If there is time, it would be great to go as a group and look at your location together. Emphasise to staff that 100m is the recommended minimum distance from a small item, such as a backpack, but that larger items or vehicles will require larger distances. Further information can be found on ProtectUK.

**How long will the exercise take?**

15 minutes

6.3 Guidance



Group Session

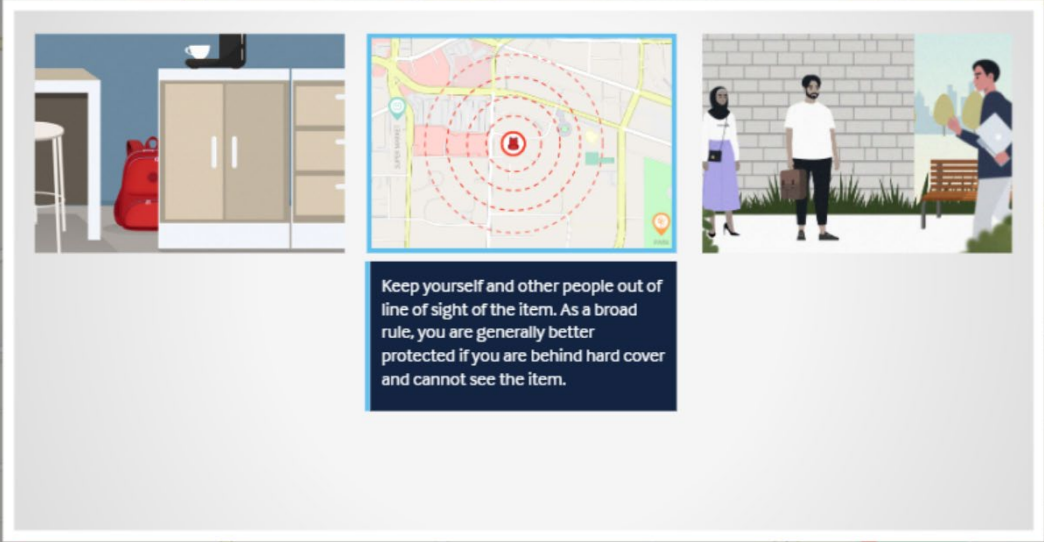


Click and Reveal

Use the Guidance screen in the digital interactive experience as a summary of the key actions that are needed in this situation and any similar situations.

In the group, read out the guidance. Check people understand.

Inject 5 - Keep Clear | Guidance



Keep yourself and other people out of line of sight of the item. As a broad rule, you are generally better protected if you are behind hard cover and cannot see the item.

Select each Image

EVILUTION
CODE
AVAILABLE

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7. Inject 6 - The Police

In this section we will look at the following:

- 7.1 Communicate and Control
- 7.2 Reflection
- 7.3 Guidance

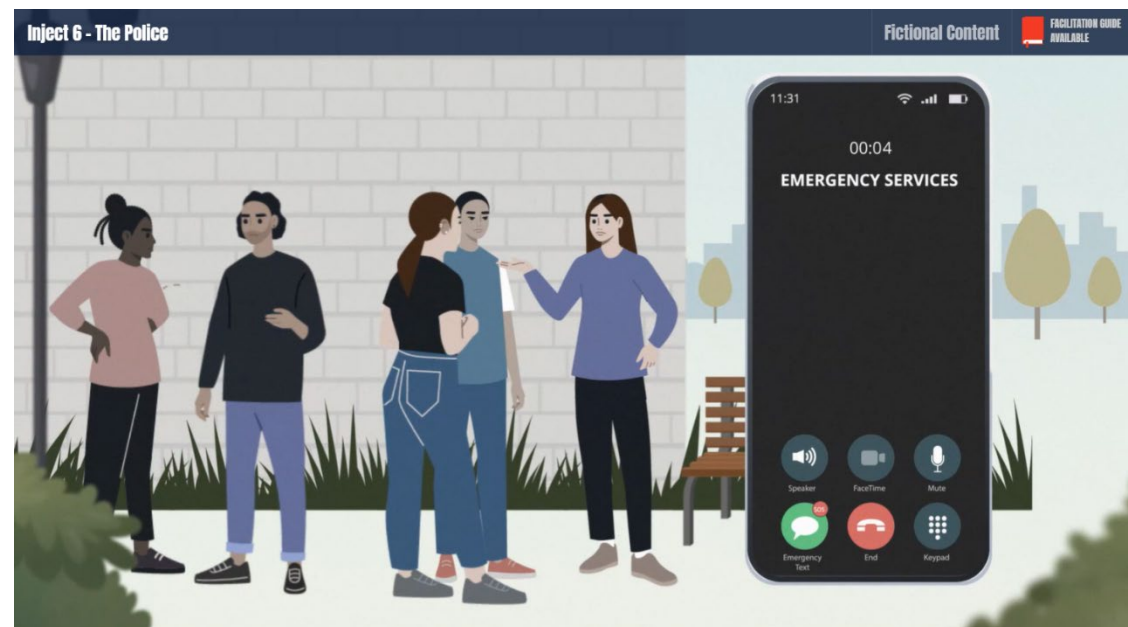
This inject continues our scenario and shows how we need to follow the remaining 4 Cs and communicate, then control access to the cleared area as best as we can.



Duration of digital experience = 5 minutes

Duration of group work = 10 minutes

Total = 15 minutes



Learning Outcomes

When you have completed this inject, you will be able to:

- compile an ETHANE message for reporting an incident
- explain the steps needed to report an incident appropriately to the authorities



Group Session

Talk to the group about the outcomes for the inject and/or use them to summarise at the end. Explain that we are building on the previous scenes in the scenario.



Animation

Our scenario continues from inject 5.

Watch the scenario unfold.

The animation focuses on the steps that need to be taken after or whilst the area is being cleared of the suspicious object if you have multiple staff to assist with this.

7.1 Communicate and Control



Group Session



Click and Reveal

The interactive screens in this inject help you to think about how you communicate with the emergency services and ensure that people stay out of the area where the suspicious item is located.

There is a screen in this inject that allows you to look at the 4Cs again. Remind the learners in your group of each one.

Remind learners in your group of the 4 Cs and how they need to first Confirm if the object is suspicious or not. If it is then we need to Clear, Communicate, and Control the situation effectively.

The next screen is the ETHANE screen. Explain to the learners that they have seen this before earlier in the session, but we will have a look at what is needed when reporting an incident.

The ETHANE approach can be used to help you report the right information to the emergency services:

- **Exact Location**
- **Type of incident**
- **Hazards present or suspected**
- **Access - routes that are safe to use**
- **Number, type, severity of casualties**
- **Emergency services present and those required**

**Quick Tips**

When someone calls the emergency services, they will prompt the person for the right information. ETHANE is just a useful technique to know and understand to help communicate effectively.

7.2 Reflection



Group Session

Look at the Reflection questions in the digital interactive experience. This is an opportunity to pause and reflect on this inject.

With the group, go through the key reflection questions in the experience and record thoughts and ideas.

The questions are:



Who would you need to communicate with at this time and who is responsible for doing so? [HINT available - insurance, visitors or deliveries, staff coming in for shifts or on lunch, neighbouring businesses, Supply chains, etc.)...]

What actions would you expect from your management at this stage? [HINT available - arrangements for returning possessions to customers or visitors or staff...]

Support the group when they respond to the question. Answers will differ depending on your premises and roles/responsibilities.

If you are not sure about how to organise your business to respond appropriately, you can consult with the information on the ProtectUK website.



How long will the exercise take?

3-5 minutes

**Group Session****Exercise: Springboard****What is the objective of the exercise?**

This is an opportunity to do a more practical task here.

The activity here involves looking at how you can apply the ETHANE approach.

Encourage the group to share what they think, before feeding them the details which are:

- **Exact Location**
- **Type of incident**
- **Hazards present or suspected**
- **Access - routes that are safe to use**
- **Number, type, severity of casualties**
- **Emergency services present and those required**

If you want to know more about ETHANE, you can consult with the information on the ProtectUK website.

How does the exercise work?

When you reach the screen in the digital interactive experience that asks you to do the springboard activity, you need to think about the task and plan to complete it. The task is:

Think about the scenario and how you might phrase your report following the ETHANE as guide.

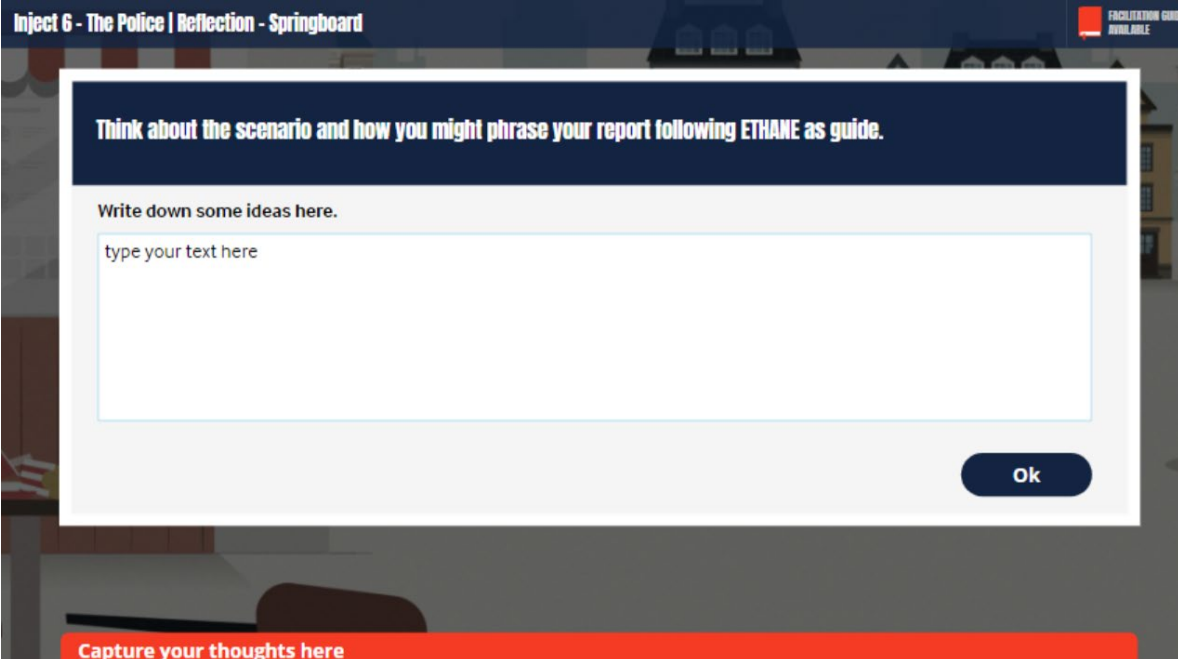
As a group talk through how this task will be completed. Ask people to write on their notepad to summarise the incident they have seen in the scenario. Give the group 5 minutes to put ideas together.

Get people in your group to share their ideas and create a report together that can be recorded in the digital interactive experience.



How long will the exercise take?

5 minutes



The screenshot shows a digital interface for 'Inject 6 - The Police | Reflection - Springboard'. At the top right, there is a red button labeled 'FACILITATION GUIDE AVAILABLE'. The main content area has a dark blue header with the text 'Think about the scenario and how you might phrase your report following ETHANE as guide.' Below this is a light grey box with the prompt 'Write down some ideas here.' and a large white text input field containing the placeholder text 'type your text here'. A dark blue 'Ok' button is located at the bottom right of the input field. At the bottom of the interface, there is a red bar with the text 'Capture your thoughts here'.

7.3 Guidance



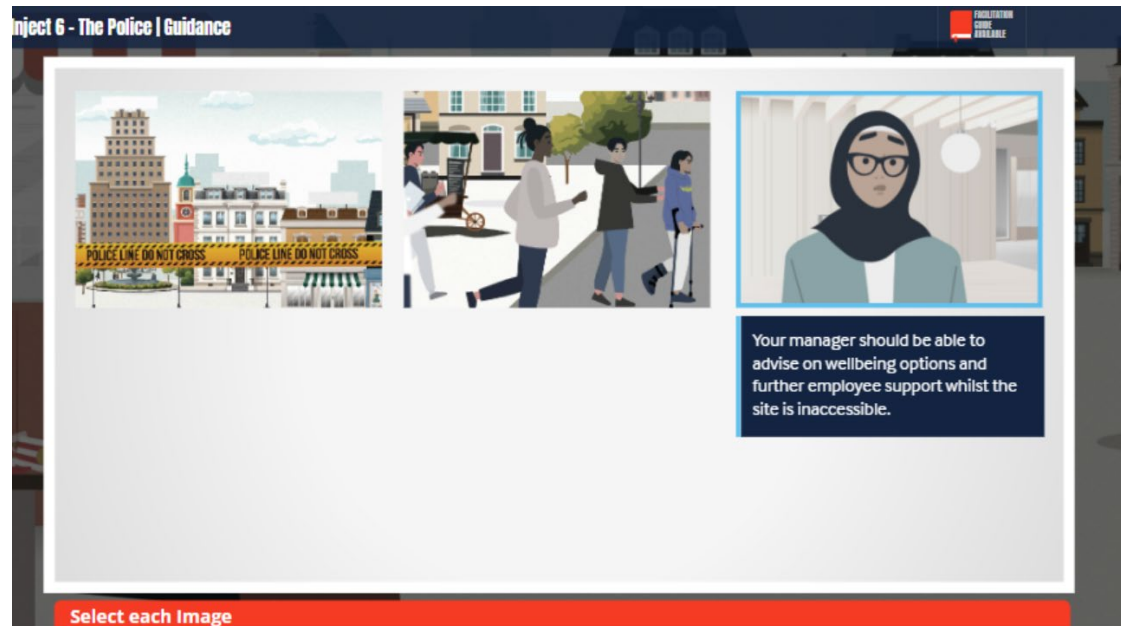
Group Session



Click and Reveal

Use the Guidance screen in the digital interactive experience as a summary of the key actions that are needed in this situation and any similar situations.

In the group, read out the guidance. Check people understand.



The screenshot displays a digital interface titled "Inject 6 - The Police | Guidance". It features three illustrative images: a city street with police tape, a person at a counter, and a woman in a hijab. A text box on the right provides guidance: "Your manager should be able to advise on wellbeing options and further employee support whilst the site is inaccessible." A red bar at the bottom of the screen reads "Select each image".

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8. Inject 7 - The Aftermath

In this section we will look at the following:

- 8.1 Reflection
- 8.2 Guidance



Duration of digital experience = 3 minutes

Duration of group work = 5 minutes

Total = 8 minutes

This inject continues our scenario and shows what happened when the area is cordoned off and businesses may need to stay closed.



Learning Outcomes

When you have completed this inject, you will be able to:

- plan for any repercussions post incident



Group Session

Talk to the group about the outcomes for the inject. Explain that we are building on the previous scenes in the scenario.



Animation

Our scenario continues from inject 6.

Watch the scenario unfold.

The animation focuses on the impact on businesses in the area post incident when the area may have to stay cordoned off.

8.1 Reflection



Group Session

Look at the Reflection questions in the digital interactive experience. This is an opportunity to pause and reflect on this inject.

With the group, go through the key reflection questions in the experience and record thoughts and ideas.

The questions are:



What impact would it have if you could not return to work while the area is cordoned off? [HINT available – financial, wellbeing]

How might your workplace want you to manage requests from media officials and behave online in response to the attack?

Support the group when they respond to the question. Answers will differ depending on your premises and roles/responsibilities. If you are not sure about how to organise your business to respond appropriately, you can consult with the information on the ProtectUK website.



How long will the exercise take?

3-5 minutes

**Group Session****Exercise: Springboard****What is the objective of the exercise?**

This is an opportunity to do a more practical task.

The activity here involves looking at how the business can support staff after an incident occurs.

How does the exercise work?

When you reach the screen in the digital interactive experience that asks you to do the springboard activity, you need to think about the task and plan to complete it. The task is:

Identify resources to help you, colleagues and visitors recover from the incident. Examples include wellbeing or victim support, financial support if unable to work, help managing media requests, return of possessions following evacuation. Write down key facts from the guidance you find or note down what you need to know from your employer, as some of this information should be specified in individual plans.

As a group talk through the resources that you have available in your business to support you when an incident has occurred. Talk through the key points and make a note together in the digital interactive tool of the key findings. If you do not have any plans or guidance, it is recommended that you develop one using the protective security guidance on ProtectUK. Ensure that you communicate said plans and responsibilities to staff.

In the absence of any pre-existing guidance within your business, you could discuss what staff would like to know.



How long will the exercise take?

5 -10 minutes

Inject 7 - The Aftermath | Reflection - Springboard FACILITATION GUIDE AVAILABLE

Identify resources to help you, colleagues and visitors recover from the incident. Examples may include Victim Support, Government websites and ProtectUK, or your GP.

Write down key facts from the guidance you find or note down what you need to know from your employer, as some of this information should be specified in individual plans.

type your text here

Ok

Capture your thoughts here

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8.2 Guidance



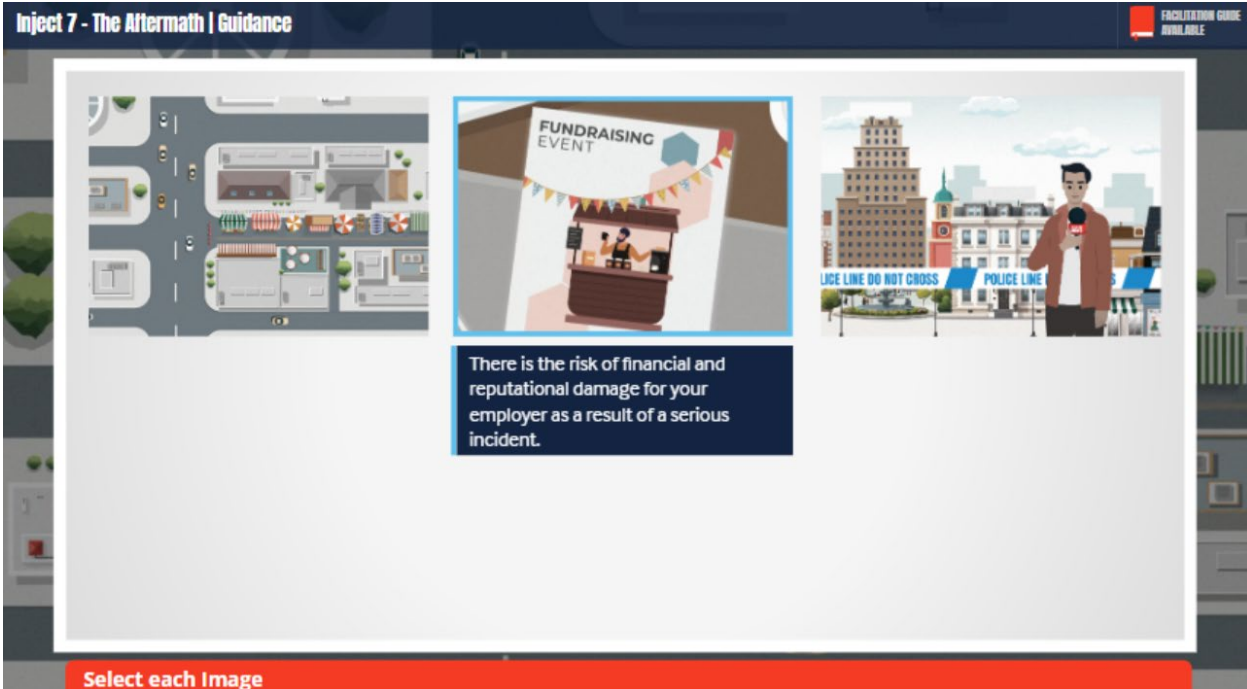
Group Session



Click and Reveal

Use the Guidance screen in the digital interactive experience as a summary of the key actions that are needed in this situation and any similar situations.

In the group, read out the guidance. Check people understand.



Inject 7 - The Aftermath | Guidance

FACILITATION GUIDE AVAILABLE

FUNDRAISING EVENT

There is the risk of financial and reputational damage for your employer as a result of a serious incident.

LICE LINE DO NOT CROSS POLICE LINE

Select each Image

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9. Closing the Session

In this section we will look at the following:

- 9.1 Considerations
- 9.2 Reflection
- 9.3 Summary



Duration of digital experience = 3 minutes

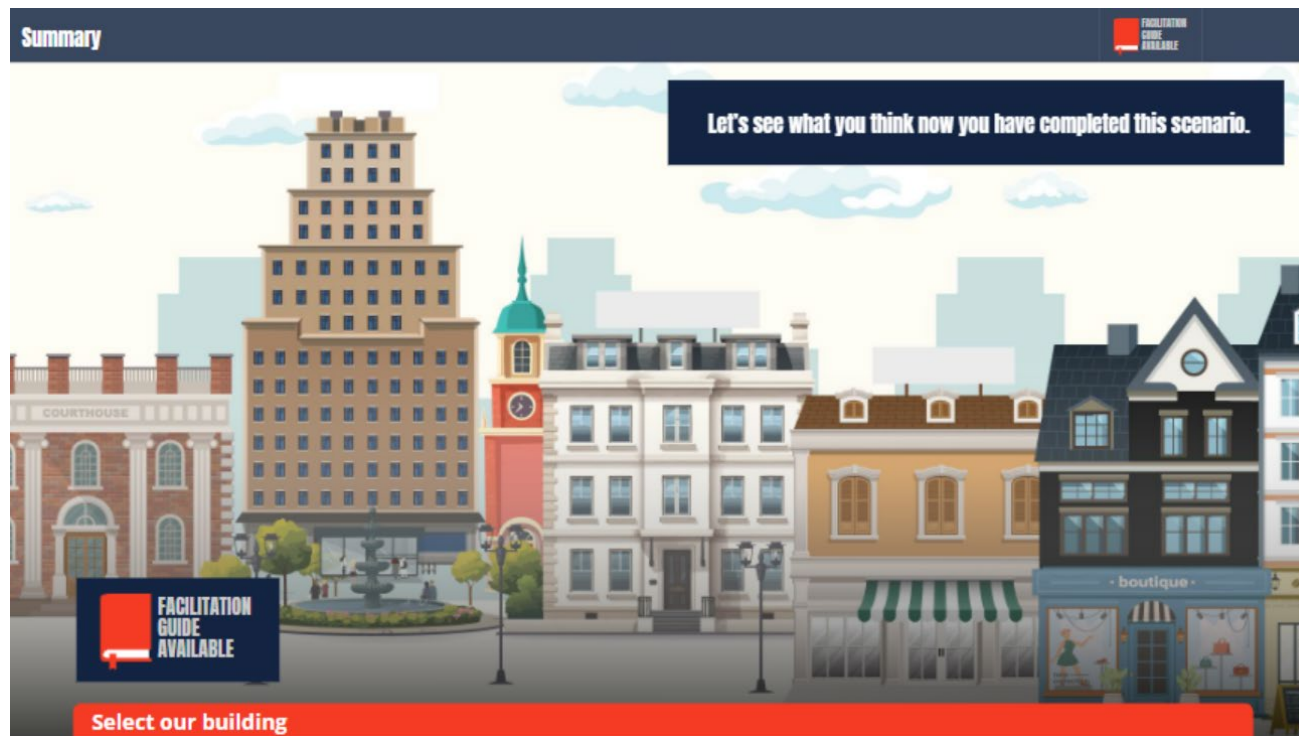
Duration of group work = 5 minutes

Total = 8 minutes

This inject continues our scenario and shows what happened when the area is cordoned off and businesses may need to stay closed.

**Group Session**

Talk to the group about finishing the scenario. Explain that we will go through the screens to record our thoughts and then we can see the summary relating to our performance.

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9.1 Considerations



Considerations

The digital interactive experience has a screen with a summary of the considerations that you may need to think about when planning how to react appropriately to an incident involving an Improvised Explosive Device (IED).

Talk the group through the bullets and try to think about how they apply to your business.



Ask the group questions such as:

- How could we apply that to our workplace?
- What is it about this that concerns/motivates you?
- If things are not going well, what happens to you and others involved?
- How much control do you have over the situation?
- How do you feel about this?

9.2 Reflection



Group Session

Exercise: Rate Your Ability



Ask the group to talk about how well they NOW understand the process of identifying and responding to an unattended or suspicious item.

Come to a collective agreement about how people feel generally in the group and select your response. See if there has been a change since the start and reflect on why if things have improved or not.

Quick Tips

There are guidance pages on the ProtectUK website with more information if you need it for reference or support.

<https://protectuk.police.uk>

**Group Session**

Look at the Reflection questions in the digital interactive experience. This is an opportunity to pause and reflect on the entire experience.

With the group, go through the key reflection questions in the experience and record thoughts and ideas.

The questions are:



What went well during this exercise?

What were the challenges?

What was a key learning or action from the exercise?

Are there any areas you would provide further guidance on as a result of this exercise?

Support the group when they respond to the questions.

Exercising and learning should not be a one-off activity. You are encouraged to revisit the reflection questions, PDF documents and scenario to ensure that any key lessons and considerations are implemented within your business.

At the end of the scenario experience, you can download a PDF document containing your text inputs for each interaction. This is so you can keep a copy for your records. Your responses will not be stored or kept within the online experience.

9.3 Summary



Group Session



Visual Montage

Within the digital interactive experience there is a screen summarising scenario performance. It assesses the decisions made and provides positive or constructive audio feedback.

In the group, listen to the summary. Check people understand and ask them what they think.

Ask people how they feel now they have reached the end of the session.



Ask them what they would do differently in their personal lives and work lives.

Thank the group for attending the session share where they can find any guidance and resources internally at their place of work. You may wish to signpost them to the ProtectUK website.



Further Resources and Next Steps

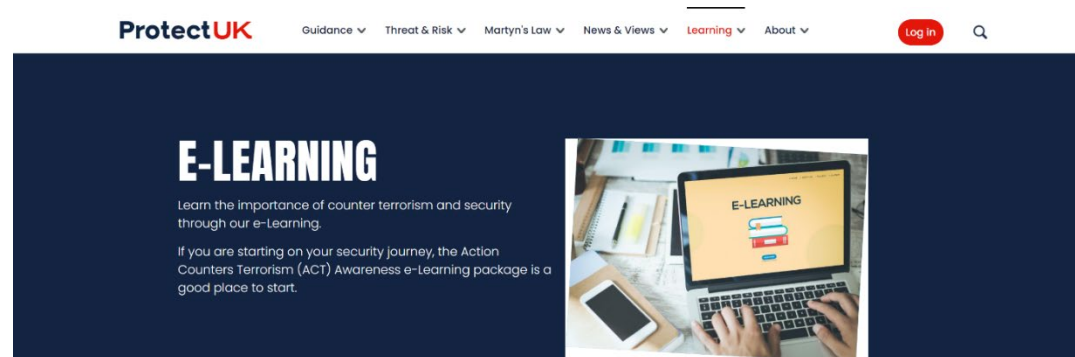
If staff have not completed the ACT Awareness e-Learning, encourage, or make arrangements for them to do so. The ACT Awareness e-Learning is a free online course which provides an overview of the actions all staff can take to prevent and respond to terrorist incidents.

Consider downloading the ProtectUK App from the Android or iOS App Stores for actionable information, including incident reporting and first aid guidance.

Complete the ACT in a BOX: Marauding Attacker scenario. Ensure that you return to the lessons identified within this exercise and reengage with staff at regular intervals. You may wish to repeat this experience or another scenario in future.

Incorporate relevant lessons identified or considerations within your organisational plans or policies. ProtectUK can be used to help you develop or update them.

Please note, if implementing any new security measures, ensure that staff are briefed and speak with your insurance provider (for example, if fitting thumb locks to external doors).



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