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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Federal Law Enforcement and Protective Services |
| **Lesson/Unit Title** | Disaster and Emergency Management |
| **TEKS Student Expectations** | **130.341. (c)** **Knowledge and Skills**  (9) The student investigates disaster response in emergency situations as it relates to the duties of a security officer for the protection of persons, property, and information. The student is expected to:  (A) summarize the characteristics of terrorism as a criminal act  (B) examine the elements and techniques of critical infrastructure protection to reduce the risk to key terrorist targets and the impact of natural disasters |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | |  | | --- | | The student will be able to: | | * Summarize the characteristics of terrorism as a criminal act | | * Examine the elements and techniques of critical infrastructure | | protection to reduce the risk to key terrorist targets and the impact of | | natural disasters | | * Summarize what constitutes terrorism | | * Explain the role of private security personnel during a natural | | disaster or terrorism activity | |
| **Rationale** | |  | | --- | | Security personnel play a key role in crisis situations. Knowledge of disaster | | and emergency management is essential for them to act effectively during | | an emergency. | |
| **Duration of Lesson** | 2-4 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Materials**   * Disaster and Emergency Management computer-based presentation * Disaster and Emergency Management Key Terms * Discussion Rubric * Individual Work Rubric * Presentation Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | |  | | --- | | Ask students if they recall a historical event in the United States that | | initiated the Homeland Security Act, nationwide preparation for disaster | | support, and antiterrorism preparations. Ask students if they know how | | security personnel can assist with preventing terrorism and support during | | disasters. Use these questions for a class discussion. Use the Discussion | | Rubric for assessment. | |
| **Direct Instruction \*** | |  | | --- | | I. What is terrorism? | | A. Defining terrorism is difficult. Some options are: | | 1. The systematic application of violence to promote or | | maintain a political or religious system | | 2. The unlawful use of force and violence against persons or | | property to intimidate or coerce a government, a civilian | | population, or any segment thereof, in furtherance of political | | or social objectives (Code of Federal Regulations) | | 3. The use of force or violence against persons or property in | | violation of criminal laws of the U.S. for purposes of | | intimidation, coercion, or ransom | | 4. Premeditated, politically motivated violence perpetrated | | against noncombatant targets by sub-national groups or | | clandestine agents | | B. Characteristics of terrorist groups | | 1. Adapt as times change | | 2. Most are unsuccessful in their long-term goals | | 3. Work with other organizations, including organized crime | | groups, to finance activities and mobilize resources | | 4. Creative in their tactics – anything can happen |  1. What is the U.S. doing about terrorism?    1. Developed the Department of Homeland Security (DHS) in 2003, consolidating 22 separate agencies under one unified organization       1. The first single federal department with homeland security as its primary objective       2. DHS’ mission is to protect the American people and our way of life from terrorism       3. DHS’ expectations are to work to ensure the highest level of protection and preparedness for the country and its citizens through partnerships with state, local, and tribal governments and the private sector    2. Passed the Homeland Security Act (HLS) in 2002, a direct result of the terrorist acts of 9/11/01 – HLS’ mission is to       1. Prevent terrorist attacks in the U.S.       2. Reduce U.S. vulnerability to terrorism       3. Minimize the damage and assist in recovery from terrorist attacks in the U.S.    3. The private sector prepares by       1. Staging evacuation drills       2. Securing computer networks       3. Increasing protection around critical infrastructure assets       4. Increasing awareness of and security against terrorist attacks, and developing a response plan in case an attack occurs at the workplace 2. How does the U.S. reduce vulnerability to terrorist attacks?    1. Recognize that terrorism takes many forms       1. Biochemical warfare       2. Biological weapons       3. Bio-terrorism       4. Agro-terrorism       5. Explosives or other forms, such as on 9/11       6. Nuclear Weapons    2. Protect critical infrastructure assets       1. Communications – put plans in place to reassure, instruct, and share information to prevent rumors and panic       2. Leadership – review emergency planning; know how to respond in a disaster, and how to appropriate the necessary resources       3. Transportation – plan alternatives for rescuing stranded employees, delivering paychecks, shipping supplies, etc.       4. Geographic location – consider diversifying or relocating       5. Personnel backup – succession planning in the event of catastrophic loss       6. Database backup – some redundancy can be helpful if   computers and LANs are destroyed   1. Key dependencies – understand dependence on key vendors in case a shipment of supplies is delayed or manufacturing cycles are disrupted 2. Security – review physical and logical security efforts, including the physical security of buildings and the security of IT systems 3. Power supply – consider electrical power systems, oil and gas, and water and food supplies   IV. How does the U.S. reduce the impact of natural disasters?   * 1. Communicate – inform people of approaching storms or fire   2. Protect critical infrastructure assets (see III. B. above)   3. Evacuate – more common than many realize, evacuations occur hundreds of times each year as a result of fire, flood, the release of harmful substances via industrial accidents, etc.   4. The Federal Emergency Management Agency (FEMA) has the mission to reduce the loss of life and property and protect the nation from all hazards, including natural disasters, acts of terrorism, and other manmade disasters  1. What is private security’s job during a natural disaster or act of terrorism?    1. Collaboration between law enforcement agencies and private security organizations is important, even necessary, but has not reached its potential    2. Private security is a key element in protecting our homeland from terrorist attacks because the private sector owns 85 percent of the nation’s infrastructure    3. Private security has three main roles:       1. Information, gathering, and sharing to provide early warnings of terrorist threats or natural disaster       2. Acting as first responders – private security professionals are often first responders on the scene. Their first priority is to protect people and property until police or other authorities arrive       3. Providing assistance and aid after a terrorist attack or natural disaster   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Have students research the internet, periodicals, and library for recent past terrorist attacks on the United States and present a briefing to the class. These briefings must address event, date, location, agencies involved, impact on civilian population, involvement, and reactions by private security personnel. The briefings must also address changes in public laws and the way private security personnel are able to get involved in the activities against terrorism and support of disasters. Use the Presentation Rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  none |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | Disaster and Emergency Management Exam and Key  Disaster and Emergency Management Quiz and Key  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  For reinforcement, have students participate in a disaster recovery role. This activity will allow all students to participate in various roles without the barriers of learning differences. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | 9780205592401, *Introduction to Private Security: Theory Meets Practice****,*** Roberson & Birzer, Prentice Hall, 2010.  Texas Department of Public Safety- Private Security Bureau and Homeland Security Random Anti-terrorism Suggestion <http://www.txdps.state.tx.us/psb/news/archive/homeland_security.htm> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English/Language Arts**   1. Research   C. Produce and design a document.   1. Design and present an effective product. 2. Use source material ethically. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, students can make a list of potential terrorist targets in their community and discuss how to harden those targets against terrorist attacks. Use the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)