

# STSA



[ School Transportation Security Awareness Training ]

*STSA*  
*Internet Training*  
*Facilitator's Guide*  
*(English)*



Transportation  
Security  
Administration

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## Program Overview

### COURSE OVERVIEW

In the years following September 11, 2001, there have been several incidents which demonstrate the vulnerabilities associated with the transportation of school students. The *School Transportation Security Awareness Training (STSA)* was developed in response to a need for those responsible for safe and secure transport of school students to receive security awareness training, focusing on prevention and response to a terrorist incident.

The Transportation Security Administration (TSA) of the US Department of Homeland Security (DHS) has created an interactive training program tailored to the security needs of the various segments of the school bus transportation industry. This program consists of an audio-visual component (on a conventional Digital Video Disc, DVD) and an interactive, web-based Internet component for School/Pupil Transport Operations Management, Maintenance and Bus Driver Personnel.

This document describes the interactive, web-based Internet component of the program and provides material to guide learner registration, sign-in, and overall access; to support, enhance and reinforce the self-learning experience; and to keep records of successful learner participation<sup>1</sup>.

Although the Internet training modules are designed for self-study, limited facilitator interaction may further enrich the learning experience by avoiding sign-in difficulties, and by encouraging constructive discussions (and experience-sharing) among participants.

Finally, an overall effectiveness evaluation of the Internet material (including its contribution to school transportation security awareness) is integrated and embedded with the self-instruction materials.

### COURSE OBJECTIVES

The objectives of this course are to provide those responsible for the safe and secure transport of school students with the skills and knowledge to:

- Recognize and define terrorist activities.
- Identify security measures for preventing an incident.
- Describe strategies for dealing with suspicious individuals, vehicles, substances, packages and/or objects.

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<sup>1</sup> The audio-visual component is described in Technical Report STSA-2021-204-05-01, entitled "*Audio-Visual DVD Leader's Guide*", and the accompanying Digital Video Disc (DVD), entitled "*School Transportation Security Awareness*". Both of these items are available upon request from Consolidated Safety Services, Inc. of Fairfax, Virginia.

To accomplish these objectives, the course will integrate a written and/or audio lecture, visual aids, and individual exercises.

**SESSION TIMING (WHEN GROUPS ARE ASSEMBLED FOR COLLECTIVE SELF-STUDY)**

The session is designed to feature 10 minutes of facilitator-led discussion, then the participants will begin the self-instruction with a 10 minute break between the training segments. The facilitator will then lead 30 minutes of an open forum, which, depending on the number of participant questions, could go longer. Finally, the facilitator will spend 5 minutes summarizing the training.

TIME	ACTIVITY	LESSON PLAN
5 minutes	Facilitator lecture	Welcome and Introductions
5 minutes	Facilitator lecture	Step-by-Step guide to logging in to the training application
Time will vary depending on the module	Self-instruction	Self-Instruction
<b>10 minutes</b>	<b>BREAK</b>	
Time will vary depending on the module	Self-instruction	Self-Instruction
30 minutes	Facilitator-led	Open Forum
5 minutes	Facilitator lecture	Closing

## NUMBER OF PARTICIPANTS

The session is appropriate for groups of any size, limited only by space and equipment. It assumes that participants are co-located in a central facility and can converse openly in real-time.

In the event that learners are not co-located, sessions are limited to the self-instruction segments; facilitator interaction must be done electronically (via e-mail). In such case, participants should be provided with the facilitator's e-mail address and questions should be answered by the facilitator within 16 hours or less.

## Training Preparation

### FACILITATOR PREPARATION

The facilitator should read and be thoroughly knowledgeable about the complete *School Transportation Security Awareness Training (STSA)* and the method in which it is being distributed<sup>2</sup>. The facilitator should also read and be thoroughly knowledgeable about this guide. The facilitator should arrive at the session early in order to check the room set-up, test the required equipment, and determine the location of the restrooms.

### MATERIALS

If handouts are distributed (*optional, at the discretion of the facilitator*), the facilitator will ensure that there are enough copies for each participant and that each copy is legible.

### FACILITY

The facilitator will:

- Confirm facility reservations including the reservation of the projector and a computer, monitor, keyboard, and mouse for each participant.
- Print participant and leader materials (e.g., handouts).
- Order extra writing paper and pens for the participants.

### ROOM SET-UP

Set up the room to maximize involvement and comfort without overcrowding the participants. The chairs and tables should be arranged in traditional rows facing the facilitator and the screen if a projector is being used. Ensure that there is plenty of table space for the equipment to be accessed quickly and comfortably.

### EQUIPMENT SET-UP

Turn on each computer and check for incompatibilities and ensure that each participant can access the *School Transportation Security Awareness Training (STSA)*. The training materials are available at the Internet domain address <http://www.stsain.com><sup>3</sup>.

Have a backup strategy in case the equipment fails (*e.g., Overhead slides, hard-copies etc.*).

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<sup>2</sup> Including the available audio-visual component materials, which are not included in this Guide.

<sup>3</sup> See Section entitled "Logging In To Training Application", page 9 of this document.

## Welcome and Introductions

### PURPOSE

The purpose of this segment is to introduce the facilitator, establish credibility, make a personal connection with the group, introduce any supporting facilitators, and present the training objectives.

### TIME

5 minutes

### PROCESS

The facilitator will greet each of the participants upon arrival. The facilitator then introduces him/herself and any supporting facilitators. Next, the facilitator establishes why the participants are there. Finally, the facilitator discusses the agenda.

#### Facilitator Note

By standing at the door to greet participants as they arrive, you make an immediate connection, which will help relax participants. If you maintain an open posture, smile, and make direct eye contact with participants, it invites good communication. Crossing your arms or standing behind a podium or desk can discourage discussion.

Discuss the following points when introducing yourself and any supporting facilitators:

- Give your name and the supporting facilitator's name.
- Discuss your professional and personal experience.
- Tell the participants about your educational background if relevant.
- Describe your current work as it relates to the training.
- Make a personal connection with the group by sharing a story that is related to transportation security and if you have witnessed an event yourself.
- Cover logistical information such as the importance of turning off any electrical devices and explain where the restrooms and designated smoking areas are located.

#### Facilitator Note

Give a short overview of the course by saying something like this:

*Everyone in the school system plays a role in security. As a staff member, you are on the front line. In fact, you may be the first person to notice suspicious situations at your facility, with one of the buses or even along your route.*

*This training will help you carry out your security role, by teaching you how to be more alert, what to watch out for, and what to do if you find something that does not seem right. This training does not change your overall responsibilities. However, the training will teach you how to make your operation safer and more secure for yourself, your co-workers, and the passengers who ride your buses.*

#### MATERIALS NEEDED BY PARTICIPANT

No materials are required.



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## Logging in to the Training Application

### PURPOSE

The purpose of this segment is to walk the participants through the login process.

### TIME

5 minutes

### PROCESS

The facilitator will explain to the participants that they will be participating in web-based training so they are responsible for their own learning.

#### Facilitator Note

The training is designed to take most of the questions during the "Open Forum" segment. However, if you prefer to take questions as you go, please let participants know that you will be taking questions throughout the session.

### STEP-BY-STEP GUIDE TO LOGGING IN TO THE TRAINING APPLICATION

1. Enter <http://dev.willetts.com/stat/index.php> in the address line of your web browser.  
*The School Transportation Security Awareness Training main window will appear.*
2. To begin, you must click on the [Sign-up Now](#) link.
3. If you are a staff member, click on the [Sign-up Now](#) button in the Staff Members (yellow) box.  
*The [Sign-up now](#) window will appear.*
4. Complete the [Sign-up now](#) form and click on the [Register](#) button. Be sure to remember the username and password you have chosen.  
*The [Registration Was Successful](#) window will appear*
5. Click on the [Click Here](#) link to begin your online training program
6. If you are a school district/company official, click on the [Sign-up Now](#) button in the District/Company officials (blue) box.  
*The [Sign-up now](#) window will appear*
7. Complete the [Sign-up now](#) form and click on the [Register](#) button. Be sure to remember the username and password you have chosen.  
*The [Registration Was Successful](#) window will appear.*
8. Click on the [Click here](#) link to begin your online training program. *The [Introduction](#) window of your training module will appear.*

#### Facilitator Note

Tell participants that they may begin reading through the Introduction. When they have completed reading the Introduction, they can click on the **Continue** button and proceed through the training. Explain to the participants that assessment questions are embedded throughout the training and that their answers will be collected by the database. Ask the participants to stop after they have completed the first two segments so that everyone can take a break.

#### MATERIALS NEEDED BY PARTICIPANT

No materials are required.

## Open Forum

### PURPOSE

The purpose of this segment is to provide an open forum for participants to ask questions, share stories, and provide you with comments about the training experience.

### TIME

30 minutes

### PROCESS

The facilitator will lead this discussion by using open-ended questions to encourage participation.

#### Facilitator Note

The key here is to create a warm and safe environment for people to ask sensitive questions. Use open body language such as arms relaxed and by your side, leaning slightly forward and good eye contact to encourage participants to speak. You may want to walk over to the person asking the question to make the discussion more personal. You may want to begin the open forum by saying something like this:

*A better understanding of security begins with our personal awareness.*

*"What thoughts or questions do you have?"*

*"Would you like to share a story with us?"*

*"Does anyone have any thoughts or suggestions about a situation that they would like to offer?"*

### MATERIALS NEEDED BY PARTICIPANTS

No materials are required.

## Closing

### PURPOSE

The purpose of this segment is to review the objectives for the training and leave the participants with the message that they now have the skills and knowledge to prevent and respond to a terrorist incident.

### TIME

5 minutes

### PROCESS

The facilitator will review the objectives of the training by reiterating that every member of the school system plays a role in security. Finally, the facilitator will reintroduce any supporting facilitators for any further questions and be available for comments from the participants. Thank participants for their honesty and participation before closing the session.

#### Facilitator Note

In closing, use a confident, upbeat tone of voice and open body language to promote security within the educational infrastructure. Remember, a fundamental message of the training is that there is a school district and community-wide support system ready and eager to help...no one has to "do it all alone"; and even small things can be a major contributor to safety and security. Conclude on this note: ...**"We can and will win. If deterrence fails, we can and will defeat the threat!"**

### MATERIALS NEEDED

The facilitator will provide each participant with a course evaluation. Ask them to complete the evaluation, and leave them with you as they depart.

## Appendix

### TIPS FOR FACILITATING DISCUSSIONS

Any open discussion has the possibility of being diminished by participant characteristics: the know-it-all, the over-participator, the needy, the rambler, or the antagonist. However, with the appropriate facilitator response, most situations will not become disturbing to other training participants. It is the facilitator's responsibility to create an environment where everyone feels comfortable to contribute if they desire. Here are some tips to help you prepare to meet the challenges of handling a diverse group of participants.

Dialogues on topics such as "terrorist activities" and "potential attacks and their aftermath" often bring forth conflicting views based on religion and politics. Grief, anger, anxiety, and fear are natural human responses in times of crisis and how we think and feel about events depends on our values, religious views, and politics. There may be participants directly impacted with life altering losses. It is the facilitator's responsibility to be as prepared as possible to handle the range of participant styles and emotions and to know when to change directions. It also is helpful to understand your own feelings first so that you can truly facilitate the discussion without letting issues or participants trigger an emotional response from you.

Following are descriptions of various participant styles:

#### THE "OVER-PARTICIPATOR" OR "KNOW-IT-ALL"

These people may dominate the discussion and/or try to give advice to other participants. These individuals comment too frequently and tend to dominate the discussion. They tend to comment first on each issue and can sometimes comment again after someone else has offered a comment. You do not want to discourage their enthusiasm or passion; however, you want to allow for others to be able to comment freely.

Use nonverbal signals such as avoiding direct eye contact, directing questions toward others, and moving away from that person and toward someone else who has not contributed.

#### THE "NEEDY"

These people have more concerns than can be accommodated in the time permitted. Their needs may be too extensive or complicated. While empathizing and addressing the concerns that you can, you may need to gently remind the person that you have limited time to cover all of the material and allow for others to share their stories and questions.

#### THE "RAMBLER"

These individuals have a need to be heard and are unaware that they repeat their points. They also have a tendency to digress from the main content points being discussed. They can be very passionate about their specific circumstance and can become emotional.

As with the needy, you may need to gently remind the rambler that you have limited time to cover all of the material and allow for others to share their stories and questions.

## THE "ANTAGONIST"

These individuals tend to be argumentative or hostile throughout the session. It is important that their behavior or comments do not diminish others' willingness or opportunity to be heard. Also, some people can be viewed as hostile by the tone of their voice or body language, but may be very open to the content and to participating in the group.

It is important not to be brought down by the antagonist; use an open tone of voice and body language when commenting to the antagonist. Consider redirecting the comment or question to the larger group so that more people can be involved in keeping the discussion positive.