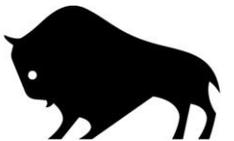


# **Manitoba Security Guard Training Program**

**Participant's Manual**

**Manitoba** 

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# Introduction

You have chosen to become a security guard in Manitoba. You need to know the basics so that you can work safely and carry out your duties in a professional way. The law in Manitoba says that you must receive at least 40 hours of training. This course covers all the important areas needed for this basic training. It was designed to help you pass the provincial exam and earn your security guard certificate.

The course is written directly to you, the user, in workbook style. This means that you should actively work in the book. Feel free to underline important ideas, write comments in the white spaces, and answer questions right in the book. This will help you remember the information better than if you just read it. This workbook is written in plain language, and it has a number of study aids to help you learn the material.

Before the content of each unit you will find

- a list of the objectives for the unit. These are the main things that you will learn in the unit.
- a pre-test so you can see how much you already know about the material in the unit.
- a list of some of the more difficult words in the unit and an exercise to practice the words.
- a study tip.
- an outline of what's coming up in the unit.

In the middle of the unit there are

- check ups so you can see how well you have learned the material in the unit.

At the end of each unit you will find

- a review of the important points from the unit.
- a test-taking tip.
- a practice test on the material from the unit. The tests are set up in the same style as the provincial exam.

This workbook is not intended to replace professional trainers. If there is anything you do not understand, be sure to let your trainer know. Trainers have the experience to help bring this material to life and to provide you with valuable examples from the security industry. When you start working as a guard, you will gain your own important on-the-job experience. You may also want to take other courses such as First Aid or Conflict Resolution to increase your skills and help protect yourself and others as you perform your duties.

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Nancy Pinnell, B.Ed.  
Barbara Reid, B.Ed.

**The Security Training Development Committee**

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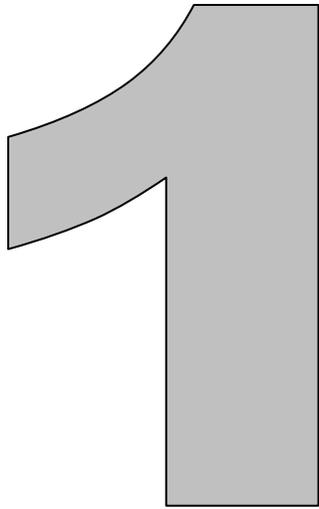
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# General Duties & Responsibilities



## Objectives

This unit will help you learn how to

- describe the different duties of security guards.
- give examples of how security guards protect people.
- tell how security guards protect property.
- keep confidential things confidential.
- tell what post orders are and what's included in them.

## Pretest

This pretest will start you thinking about the information in this unit. Write T for True or F for False before each of these statements. You can check your answers using Appendix A. After you complete this unit you may want to try this pretest again to see how much you have learned.

The first one has been done for you.

1. T Confidentiality is an important part of security work.
2. \_\_\_ All security guards do patrols.
3. \_\_\_ A security guard's main duties are to patrol and report.
4. \_\_\_ In emergencies, security guards may be asked to help police.
5. \_\_\_ A duty of security guards is to protect information.
6. \_\_\_ Standard operating procedures give details such as who to call if there is an emergency.

## Words to Know

The following words appear in this unit. Many of these words are used in different ways. This list only includes the meanings that are important for this unit. Try the exercise on the next page to see how well you know the words. You can read the meanings first to help you with the exercise.

<b>access routes</b>	the ways in and out of a building or site
<b>client</b>	the owner or landlord at the place where you are working
<b>confidential</b>	private
<b>data</b>	facts or information
<b>to detect</b>	to notice, to become aware of
<b>to deter</b>	to prevent or discourage
<b>to enforce</b>	to make sure that a rule or regulation is followed
<b>to evacuate</b>	to empty, to get people to leave an area
<b>evidence</b>	anything that proves something or gives a reason for believing something
<b>guidance</b>	advice or information for solving a problem or difficulty
<b>hazard</b>	danger
<b>illegal</b>	against the law
<b>to inspect</b>	to look at carefully
<b>intruder</b>	someone who has entered an area where they are not supposed to be
<b>procedure</b>	way of doing things
<b>responsibility</b>	something that you must do, watch over or take care of
<b>responsible</b>	in charge and likely to take the blame if anything goes wrong
<b>restricted</b>	limited to only certain people, not for the general public
<b>site</b>	the place where you are guarding

## Practice Exercise

Each sentence tells something about one of the *Words to Know*. On the blank after each sentence, write the word that goes with the underlined part of the sentence. The first one has been done for you.

You may need to change the word a little for it to fit well in the sentence, for example *deterred* instead of *to deter*.

1. The place where John works is a large mall. John's site
2. The guard was in charge of locking the entrances to the building.  
\_\_\_\_\_
3. The presence of the guard stopped the thief from stealing the ring.  
\_\_\_\_\_
4. Everyone had to leave the building after the bomb threat. \_\_\_\_\_
5. The guard carefully looked over the parking lot. \_\_\_\_\_
6. When the guard saw that the door had been forced open, he thought that someone had entered the building illegally. \_\_\_\_\_
7. It is necessary to follow a set process during an emergency. \_\_\_\_\_
8. It is against the law to drink alcohol and drive. \_\_\_\_\_
9. The guard was careful not to talk about private information that the manager had given to her. \_\_\_\_\_
10. The lab is an area that only a few people are allowed to go into.  
\_\_\_\_\_
11. A thief tried to steal information from a computer file. \_\_\_\_\_
12. The owner of the building asked Louise to lock all of the doors at 6:00 p.m.  
\_\_\_\_\_
13. One of the guard's duties was to watch over a priceless painting.  
\_\_\_\_\_
14. It is important that nothing is blocking entrances or exits in the case of an emergency. \_\_\_\_\_
15. While on patrol the guard noticed the smell of smoke. \_\_\_\_\_

16. Customers looked to the guard for advice when the power went out.

\_\_\_\_\_

17. The greasy uniforms near the furnace were a fire danger. \_\_\_\_\_

18. One of the guard's duties was to make sure that people follow company rules.

\_\_\_\_\_

19. The guard had to protect all the items found at the scene of the crime.

\_\_\_\_\_

## Study Tip

### Take care of yourself

Three very important things that can help you to learn better are:

1. Get a good night's sleep – it's hard to learn when you're tired.
2. Eat healthy foods – the healthier you are, the better everything works...including your brain.
3. Exercise – even a walk around the block can help to clear your head and prepare you for studying, or give you a break while studying.

## What's in this Unit?

### General Duties and Responsibilities

- observing and reporting
- deterring and detecting crime
- keeping good public relations
- responding to emergencies
- controlling access and using alarm systems
- patrolling
- controlling traffic
- finding and reporting safety hazards

### Protection of

- people
- property
- information
  - confidentiality
  - computer crime

### Post Orders



# General Duties and Responsibilities

When you walk into a large Manitoba office building one of the first people you see is Tom. He sits at the reception desk where he answers people's questions and controls who comes into the building. Debbie works the night shift monitoring computer screens that show all areas of a busy newspaper building. Anyone who wants to enter the site at night has to talk to Debbie first. John does a variety of jobs including patrolling sporting events and concerts. Richard drives from site to site all night looking for any problems that should be reported and checking in with guards at specific sites. These folks are just a few of Manitoba's many security guards and this is just a small picture of their many duties. Security guards have even been hired to keep certain people away from funerals and to watch wet cement so that no one bothers it!

There are more security guards in Canada than police officers. Police services provide protection for everyone free of charge. However, if someone wants extra protection for themselves, their property, or important information, they can hire a security guard.

As a security guard you have a huge responsibility. The very lives of people may be in your hands. You will be trusted with information that many other people are not allowed to know. You will be responsible for property that is not your own and that may be worth as much as several million dollars. Your duties can cover everything from looking for safety hazards to enforcing company rules to taking charge in an emergency.

## So what kinds of things will I have to do?

### Observing and reporting

Your duties will change a lot from site to site and between areas within some sites. Observing is not just seeing, but watching very carefully and noting what you see. It means noticing things that you might not usually notice, paying careful attention. Observing carefully will be a big help when you make your notes or prepare a report. Reporting involves telling the proper people about what you've observed. You may do this by phone, in a conversation or by a written report. You should report anything unusual that happens during your shift, as well as any instances where rules are not being obeyed. It is important that you keep very careful notes and reports as they may be used as evidence in court.

As you have already seen, security guards have many different kinds of duties. Some of the areas that you may be responsible for are outlined below.

### **Deterring and detecting crime**

Your very presence will deter most criminals from doing something illegal on your site. However, if someone does try to commit a crime, you should call the police and give them valuable information. This may help them catch the criminals or stop the crime while it is still happening. You should carefully make notes so that you remember as many details of the crime as possible.

It is important at all times to work to build good relations with the police. Together, with your local police force, you form a security team. It is also important that you know exactly what you are allowed to do and what you are not allowed to do under the law.

### **Keeping good public relations**

On some sites, such as a mall, you will be in constant contact with the public. The client may expect you to give help and information. People may also turn to you if they have a problem. It is important that you always act in a professional manner.

### **Responding to emergencies**

If an emergency happens on your site you may be the first person that other people turn to for guidance. You will need to respond in the right way. Every site should have an emergency procedures plan and a fire safety plan that outline what to do if these situations happen.

You may need to evacuate a building as in the case of a fire. If you know what to do and are able to act quickly, others will have more trust in you. You may also be called upon to deal with other emergencies such as a bomb threat. Bomb threats are not very common but if one does happen on your site you will probably be the person who has to take charge. You must know how to respond in these situations.

### **Controlling access and using alarm systems**

Security guards often have to control the movement of people, vehicles and materials coming into their site, within the site and leaving the site. This may require checking people's ID cards, using an alarm system, and inspecting packages and vehicles. Sometimes clients are concerned that their workers are taking goods or information from the site. In these situations you may be asked to do searches of employees as they are leaving the site.

You will also need to be on the lookout for any intruders that try to enter the site.

### **Patrolling**

When you patrol you can observe a much larger area than if you just stay in one place. This helps you to see what is going on and to find hazards at many parts of your site. It also means that you are seen by more people. Someone who is thinking of doing something illegal may change their mind because you are in the area. In this way you help to deter crime.

### **Controlling traffic**

One of your duties may be to direct traffic within your site. Also, in an emergency, you may be asked to help the police by directing traffic in a public area.

### **Finding and reporting safety hazards**

Your patrols will involve doing safety inspections on your site and reporting any problems right away. A hazard that is detected and fixed quickly cannot cause an accident or injury. You may save lives by spotting fire hazards or dangerous work habits.

As you can see, you will be responsible for a variety of duties. However, your main duties in all situations are *to observe, deter and report*.

## **Protection of People, Property and Information**

### **How do security guards protect people?**

A large part of your job may be to protect people. You do this in many ways, such as patrolling the site, finding hazards, and controlling who can enter the site. You may also be asked to escort employees, particularly if they are going to their cars late at night. It will be your job to look for anything that might cause a fire or an accident. It is important to make sure that employees are working safely so that no one is put in danger. Also, if a crowd gathers at your site, you may be the person who takes control to make sure that no one is hurt.

### **What do guards do to protect property?**

One of your main responsibilities is to protect property. In fact, sometimes you may be the only person on a site. This might happen in the case of a warehouse or yard where you are on duty at night to protect the area. Property can be damaged or stolen. Damage can happen in many ways. A fire can completely destroy a building if it isn't detected very quickly. Floods or water damage can result from melting snow or frozen pipes. During your patrols you will see problems while they are still small and be able to report them quickly.

Intruders can damage equipment or set fires. They may also steal things. Your presence will deter many intruders from coming onto the site and you can take action right away if someone does enter the site illegally.

### **How do I protect information?**

Protection of information is becoming more important all the time with computers and new privacy laws. A big part of protecting information is knowing when it's okay to talk about something and when it is not okay.

### **Confidentiality**

Keeping secret things secret is called confidentiality. Part of your job is to protect information, so you don't want to be the cause of an "information leak." As a security guard you are placed in a position of trust and must always act in ways that keep that trust. Guards often carry keys and have access to areas that other people cannot enter. Because of your duties you will see and hear many things that you must keep secret or share only with certain members of the company or with others in the security department. It is very important that you do not talk about these things with other people.

### **Computer crime**

Computer crime is stealing or damaging computer information. This is becoming a big problem. There are many ways in which computer crimes happen.

Data that has been stolen can be used to get goods or services or it can be sold for a profit. For example, financial records can be used to access accounts or credit cards.

Data can be stolen or damaged in many ways. An intruder may find confidential information such as passwords or special codes by going through someone's desk or simply looking in garbage cans. If an employee doesn't log off of their computer when they should, someone else can use it to see private information or make changes to files. Someone can put a virus into a program in one computer and this can cause damage to many computers in many different sites. People from outside as well as people from within the company can be involved in computer crimes at your site. One of your jobs may be to escort people through restricted areas to make sure that they don't have access to confidential information.

It is not easy to know if someone is involved in computer crimes. However, there are some signs that *may* mean that computer crimes could be happening on your site. Watch for any of the following:

- employees who are angry at the company or who have been fired
- private information such as pass codes that have been left out in an area where they can easily be seen
- people using computers that belong to someone else
- someone who works at home a lot and comes into work at odd hours or at times when you don't expect them
- employees who arrive early or leave late but don't seem to do much company work during these times
- employees who talk too freely about things that they should keep secret
- people from outside who are allowed to work in a restricted area where no one is watching them

You will need to use your common sense when deciding if something that you see may mean that someone is involved in computer crimes. If you see something that you are concerned about, report it.

## Post Orders

Your duties will be outlined in your post orders. You will also need to know the company's standard operating procedures.

### **Standard operating procedures**

Standard operating procedures cover company policies and ways of doing things. These relate to all sites in the company. These may include expectations such as dressing neatly, being honest and treating the public politely. They may also tell about company rules as well as health and safety issues for the workplace.

### **Post orders**

Post orders are sometimes called standing orders. They are the procedures and rules for a specific area or post. They may vary from area to area within the company. Each post has its own post orders.

Post orders are your most important reference. They tell in detail what is involved in your job. Here are some things that post orders may include:

- contact numbers for emergency personnel
- where the post is
- what hours the shifts are
- how and when to do patrols
- when to lock and unlock doors
- how to report problems, etc.
- specific instructions about what to do in an emergency such as a bomb threat, a fire, intruders, injured employees
- what to do if there is a power failure, flood, or equipment breakdown, etc.
- special duties, such as deliveries, and when to perform them
- rules about who you should let into your area and how you should control the entrance

Be sure to carefully read all updates or changes in your post orders. Sometimes you may see that something is missing from your post orders or that something needs to be changed. You should report these things to your supervisor or manager.

You will also receive memos or notices with special instructions that are not included in your post orders. These may be for a specific event or a situation that will only last for a short time, such as an open house.

Your post orders will also outline the way in which you are expected to do your duties. You may be given a fixed post where you stand or sit in one place or you may be expected to do patrols where you check a certain area on foot or in a vehicle.



## Check Up 1

Fill in the blanks in the following paragraphs.

You are a security guard for Shop-Till-You-Drop Mall. You are responsible for protecting \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ at this site. Your \_\_\_\_\_ \_\_\_\_\_ tell all the duties that you must take care of on your shift.

While you are doing your \_\_\_\_\_, you observe a cleaning person turning on a computer in an empty office. When you ask her why she is using the computer, you are not happy with her response. You think that she might be involved in a computer \_\_\_\_\_. When she leaves, you record all the details of what happened in your notebook. You call the manager and make a written \_\_\_\_\_ from your notes.

## **Review**

Important points in Unit 1:

- The main duties of security guards are to observe, deter and report.
- Other duties include to detect and deter crime, patrol, keep good public relations, control access and use alarm systems, respond to emergencies, and find and report safety hazards.
- Security guards protect people, property and information.
- Confidentiality is an important part of protecting information.
- Computer crime is a growing problem that guards can watch for.

## Test Taking Tip

### Which option to choose??

When deciding which is the correct answer in a multiple choice test

- try to answer the question before looking at the choices.
- read all the choices carefully – one answer may be so-so but another may be better.
- get rid of the choices that you know are wrong – then guess between the others.
- if you are not sure which answer is right, read the stem with each option and ask, “Is this true or false?”

# Unit 1 - General Duties and Responsibilities Test

How well have you learned the material in this unit? Try the quiz and then check your answers using Appendix A.

Choose the **best** answer for each of the following:

1. Confidentiality means
  - a) keeping private things private
  - b) telling a secret to someone you trust
  - c) not judging until you have the full story
  - d) being fair
  
2. If you see something in your post orders that needs to be changed you should
  - a) make the needed change
  - b) report it to your supervisor or manager
  - c) tell the guard on the next shift
  
3. When you start a new job your responsibilities should be
  - a) decided on by you
  - b) covered in your security company contract
  - c) outlined in your post orders
  - d) changed when your training is complete
  
4. You overhear someone being disciplined on your job site. You
  - a) talk about it with other site staff
  - b) talk about it with other security guards
  - c) record it in your log book
  - d) report it to your supervisor
  - e) none of the above
  
5. The **main** duties of a security guard are
  - a) to control traffic and patrol
  - b) to observe, deter and report
  - c) to respond to emergencies
  - d) to find and report hazards
  
6. You notice an angry employee keeps returning to the site after hours. You
  - a) report this to your supervisor
  - b) try to counsel the person
  - c) refuse to talk to the person



# 2

# Professionalism



## Objectives

This unit will help you learn how to

- present a professional appearance to the public.
- be professional in your attitude and your actions.
- use the general principles of good public relations.
- use effective interviewing skills.
- deal with difficult or angry people.
- interact with a wide variety of.
- communicate without discrimination or harassment.
- understand crowds and how they are controlled.
- do your duties during labour disputes.
- deal with the media.

## Pretest

This pretest will start you thinking about the information in this unit. Write T for True or F for False before each of these statements. You can check your answers using Appendix A. After you complete this unit, you may want to try this pretest again to see how much you have learned.

1. \_\_\_ It's ok for you to talk to the media "off the record."
2. \_\_\_ You may have to ask a person whose first language is not English to speak slower so that you can understand them.
3. \_\_\_ Alzheimer's disease is part of a group of mental illnesses called mood disorders.
4. \_\_\_ When helping a blind person down the stairs, stay one step ahead of them.
5. \_\_\_ If someone reacts to you in a defensive way, you should ignore their behaviour.
6. \_\_\_ To stereotype someone is to behave toward that person in a way that the person finds offensive.
7. \_\_\_ If a person is hallucinating, it is helpful to pretend that you can sense the same thing.
8. \_\_\_ An expressive crowd will be lead by organizers.
9. \_\_\_ Never try to deal with a hostile crowd on your own.
10. \_\_\_ Part of active listening is restating what the person has said in your own words.
11. \_\_\_ A supportive stance is facing the person at an arm's length distance.
12. \_\_\_ Open-ended questions are used when you want specific information.
13. \_\_\_ If a person is angry, it's important not to lose eye contact with them.
14. \_\_\_ If you must cross a picket line, keep vehicle windows up and doors locked.
15. \_\_\_ Always help a person who looks like they need it.

## Words to Know

The following words appear in this unit. Many of these words are used in different ways. This list only includes the meanings that are important for this unit. Try the exercise on the next pages to see how well you know the words. You can read the meanings first to help you with the exercise.

<b>to adjust to</b>	to get used to, to make the best of changes
<b>anxious</b>	uneasy, nervous
<b>to assume</b>	to believe something to be true without knowing all of the facts
<b>attitude</b>	way of thinking about things
<b>authority</b>	the legal power to control, give orders and make others obey, or a person who has this power
<b>to challenge</b>	to disobey, or resist doing what someone wants
<b>communication</b>	the sharing of thoughts, ideas and feelings between people
<b>conduct</b>	the way that you act, how you behave
<b>to distract</b>	to break someone's attention away from something
<b>gesture</b>	movement of the hands or head to show an idea or feeling
<b>incident</b>	unusual event or happening
<b>to interact</b>	to say or do things with another person or persons
<b>interaction</b>	a meeting between people when they communicate with each other
<b>neutral</b>	showing no emotion – not taking either side in a disagreement (fight, protest, labour dispute) no matter what your feelings are or who seems to be more right
<b>public relations</b>	how to get along with the public and how you want the public to see you or the organization you represent
<b>to restrain</b>	to physically control or confine

<b>restraint</b>	control, self-discipline
<b>stance</b>	how you stand and hold your body
<b>supportive</b>	helpful
<b>threat</b>	a chance or promise that something bad is going to happen
<b>threatening</b>	causing fear, making someone uncomfortable

## Practice Exercise

Circle the best word from each pair to fit into the sentence.

People can have a positive or negative (attitude, assume) toward life. Part of your job is to have good (restraint, public relations) with different kinds of people. You will get along with people better if you (distract, interact) in a (threatening, supportive), not (threatening, supportive), way when you meet them. When you have positive (challenges, interactions) with people, you are developing effective (incident, communication) skills.

No matter how nice you are, some people will only see you as an (anxious, authority), and they may (challenge, conduct) you. It is important for you to show (stance, restraint) if you meet people like this. Keep the expression on your face (gesture, neutral) so that you don't show any emotion, even if you feel (anxious, justice). Keep your (gesture, stance) relaxed, but be ready to take action.

You will have to (adjust to, challenge) people who behave in ways you may not be used to. You will have to think about your attitude towards people with special needs, and you may have to follow a special procedure with them. The way that they (distract, conduct) themselves may make you (restrain, assume) things that are false. For example, someone may (distract, support) you from your duties by making strange (gestures, justice) or saying strange things. You may think that they are drunk or a (threat, communicate) to your safety, but they could be mentally or physically ill. It could be dangerous to try to (restrain, communication) such a person. Make sure to record an (attitude, incident) like this in your notes.

## Study Tip

### Review, Review, Review

Reviewing is one of the most important things you can do to remember what you've learned.

Review often for short periods of time – this is better than reviewing only once in a while for longer periods of time.

Review material as soon as possible – after you've been introduced to something new, the sooner you review it, the better you'll remember it. If you want the information to move from your short-term memory to your long-term memory, you *must* review within 24 hours.

You can review by

- re-reading the material.
- looking over your outlines.
- working with a partner and asking each other questions.
- making up questions and fill-in-the-blank exercises for yourself and/or a partner.
- trying to answer the questions in bold letters at the beginning of each section.  
You can then check your answers in the text.
- trying to answer the *Pretest* and *Check Up* questions a second time.

## What's in this Unit?

### Appearance

### Attitude and Conduct

- integrity
- discipline
- public relations

### Effective Communication

- active listening
- way of speaking
- body language
- interviewing
- questioning
- dealing with difficult or angry people

### People with Special Needs

- people who are hard of hearing or Deaf
- people who are visually impaired or blind
- people with mobility needs
- people with physical problems that affect their behaviour
- people whose first language is not English
- seniors and young people
- people with mental illness

### Discrimination and Harassment

- stereotyping

### Crowd Control

- different types of crowds
- dealing with hostile crowds

### Labour Disputes

### Dealing with the Media



# Professionalism

The security industry is always growing and changing. In Manitoba, new guards must have 40 hours of training and pass a government exam before they can begin working in the security sector. All guards are expected to look and act like professionals.

As a security guard, you will deal with a variety of people, including clients, your employer, other guards, emergency personnel, customers, employees, tenants, visitors, and the general public. You represent your security company and the client that you work for, as well as the whole security industry. Showing a good public image is very important. You can do this best by being professional in your appearance, attitude and conduct.

## Appearance

Usually the first thing people notice about you is how you look. If you look professional people will be more likely to treat you with respect. Part of a security guard's role is to deter crime. To do this you must be easily seen. Most guards wear uniforms so they will be seen quickly and easily. Your employer will supply you with a uniform that you must wear at all times while working.

### What things are important to remember about appearance?

Guards who do not dress properly for their role, or who are dirty or sloppy, will not be seen to be professional. Guards with strong body odour, bad breath, or smelly clothes may be repulsive and not respected. Your uniform is a symbol of authority. A person in uniform is seen as someone who is both in control and able to take charge. If people respect you, they are likely to help you in the case of an emergency.

You will give a professional appearance if you

- shower or bath daily.
- brush your teeth regularly.
- keep your hair well-groomed and clean (including hair on your face).
- have clean, trimmed nails.
- wear the proper uniform for your job.
- make sure your uniform is clean and pressed.
- make sure your shoes or boots are clean, shined, and in good condition.
- look after your equipment.

Your posture, the way in which you stand and sit, are also important. If you slouch a lot, you can send the message that you are tired, lazy, bored, unfit, or lack confidence. This is not a professional image. Professional guards have good posture. They sit and stand

straight, walk with purpose and give the appearance of being both relaxed and alert. They are at ease, but ready to react if necessary.

## Attitude and Conduct

You may have seen security guards who do not seem to do much work or know what's going on around them. They also do not seem interested in learning new skills. These guards have a negative work attitude. The image that they give the public is that they do not take pride in themselves or their job.

Security guards who have a professional attitude are interested in their jobs and the people they meet. Guards with a positive work attitude believe that what they are doing is important. They take pride in themselves and what they do. They

- try to improve themselves.
- keep up with changes in the industry.
- use what they learned in training, while they are on the job.
- help other employees.
- have energy and drive.
- try to find better ways to do their job and to make the workplace safer for everyone.
- come up with new ideas to improve the image of their company and the security industry and share them with their employer.

Professional guards have integrity and discipline. They also communicate well with all sorts of people.

### What is integrity?

Integrity is one of the most important qualities a professional security guard can have. It is an inner guideline that tells the person how to react positively to the outside world. People who have integrity are respectful, reliable, honest and principled.

#### When you are respectful

- you like yourself and treat yourself well.
- you treat others as you treat yourself.
- you understand that it is important to follow laws and orders.
- you respect the property of others.

#### When you are reliable

- you can be depended on to do your duties to the best of your ability.
- you can take control and stay calm in emergencies.
- you are on time. You arrive and leave in time to share information with guards on other shifts.

### **When you are honest**

- you tell the truth.
- you take responsibility for your actions, instead of blaming others.
- you can be trusted to keep information to yourself.
- you are sincere. This means that the person that you show to others is the same as who you are inside.

### **When you are principled**

- you believe in treating everyone fairly.
- you speak out if you see someone being treated unfairly.

Besides integrity, professional guards also have discipline.

## **Is discipline like self-control?**

Self-control is certainly a big part of discipline. Some people will criticize you just because you wear a uniform and represent authority. If you become angry you will make things worse. It is also important to remain calm in emergencies, as other people who may be frightened will look to you for guidance. If you are disciplined, you

- show strong self-control, even when challenged.
- remain calm under stress.
- follow procedures with little or no supervision.
- are well-organized and carry out your duties with care.
- do not become involved in any gossip in your workplace, no matter how hard people try to get you involved or how you feel about it.
- enforce the rules and procedures at your site no matter who is involved, from the entry level employee to the president.

## **Are there specific things that I should know about interacting with the public?**

During your career you will come into contact with all sorts of people with good and bad attitudes. The way that you treat people has a big effect on how they feel about you and how they react to you. Public relations are so important that some companies have whole departments who focus only on this. If you pay attention to the people that you meet and to their needs, you will help to develop good public relations. Your interest in people will also help you to carry out your main duties: to observe, deter and report.

You may be posted at a site where no other people are present, especially on the night shift. But remember that your posting may change often unless you have a permanent site. You may be working alone guarding expensive equipment one week, then working with many people in a busy hospital the next week. You must be able to adjust to new sites and challenges, but it is important to treat everyone fairly.

Follow these general principles for good public relations:

<b>Do</b>	<b>Don't</b>
Show a sincere desire to help. Be truthful if you cannot help and try to find someone who can help	Ignore or dismiss people. Don't tell people you will help them or take care of something if you are not going to do anything
Use a polite, calm approach	Show signs of impatience, anger, dislike, sarcasm
Be friendly – smile and make eye contact	Become too familiar, casual
Be businesslike and confident	Be cold or bossy
Be open-minded	Be closed-minded, judgmental
Explain	Get trapped into fighting over an issue beyond your control
Be courteous at all times	Lose your temper with difficult people
Use 'please' and 'thank you' 'Mr' 'Ms' 'Sir' 'Ma'am'	Use insults or swear words
Show that you are not looking for trouble, but you are in control	Appear to be a threat

## Check Up 1

The guard below is not professional in appearance, attitude or conduct. Can you think of 10 things that are not professional about this guard?



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## Effective Communication

### What is special about effective communication?

Effective communication is communication that works. This happens when people clearly understand each other. To have effective communication you must pay attention not only to the words that you are saying, but also to the way in which you say them and to the messages that you are giving with your face and body. Make sure that your words and actions match, so that there is less chance for misunderstanding.

Listening is also very important for good communication. You must be able to understand what people need, since you are there to help them. Let's look more closely at the skills you need to communicate well with the public and what you can do to develop these skills.

#### Active listening

We have all had our mind wander when someone is talking to us. We hear them speaking but we are not really listening to them. If you are a good listener, you are actively involved. To improve your listening skills, keep the following things in mind.

- Give the person silence. It allows them to think and express things in their own time and their own way.
- Don't interrupt.
- Don't make judgments. Focus on understanding, instead of who is right or wrong.
- Reflect the person's feelings. This shows the person that you think their feelings are important. Use language to help you understand, like: "You seem upset." Don't say, "I know exactly how you feel." This statement is *always* false.
- Paraphrase. This means trying to repeat what the person has said but using different words. This gives the person a chance to correct any misunderstanding. Use language like: "Let me see if I've got this right." or "What I think you're saying is ..."

#### Way of speaking

How you say something is much more important than the actual words. In fact, most studies say that words are only responsible for between 5% and 10% of what you communicate! The tone, volume, and speed at which you deliver your words are very important for getting your message across to others.

- Use a respectful, encouraging tone of voice.
- Speak with expression, rather than one tone. No one likes communicating with a robot.
- Speak loudly enough for people to clearly hear you.
- Don't yell unless you're trying to warn people of immediate danger.
- Adjust your rate of speech to fit the situation. For example, it may be helpful to talk more slowly when speaking with someone who doesn't speak English well.
- Try to use plain language that is used in everyday conversation so most people can understand you. For example, don't say to someone that they tripped the intrusion

contact sensors on the perimeter access control and monitoring system. It would be more helpful to tell the person that they set off an alarm by opening a door.

### **Body language**

Most of your message is communicated through your body language. Body language is everything but the words you say. Body language includes: posture, hand positions, eye contact, the way that you stand, gestures such as head or hand movements, and facial expressions such as smiling or frowning. Here are some tips for using body language to show you are open to communication.

- Start a conversation with a smile. Make sure your facial expression doesn't disagree with your words. This can be confusing.
- Keep a comfortable distance between you and the other person. It shows that you respect the person's personal space. This is also important for your safety and it gives you a chance to get away.
- Stand in a supportive way. Stand at an angle, a leg length away from the other person. Keep an open body position – don't fold your arms across your chest or put your hands in your pockets. This could make the situation worse.
- Keep eye contact at the level that the other person is comfortable with. Remember, many cultures do not value direct, continuous eye contact.
- Keep focused on the person. Don't keep looking past the person, at your watch, etc. It will send the message that you are not really interested.
- Avoid distracting movements or gestures, like tapping your pen or drumming your fingers.
- Be aware of the other person's body language. It can help you to understand how they feel. However, don't make quick judgments based on one thing. For example, just because someone avoids eye contact, it doesn't mean they are lying. Look at the whole picture.

### **How do I interview witnesses and other people?**

If an incident happens while you are on duty you may need to interview the people involved or any witnesses. If you practice the active listening skills listed above, most people will be comfortable sharing information with you. Here are some other things you should do.

- Find a quiet spot where you will not be bothered, but remember your duties and responsibilities to the site. Whenever possible, you should have a qualified person take over for you while you go off to talk.
- Face the person squarely and at their level. If they are sitting, you should also be sitting.
- Keep focused on the person's words. Don't be thinking about your next question while the person is still talking. Don't focus on some part of the person's appearance. If you find your attention drifting, bring it back.
- If the person starts talking about something else, gently bring them back to talking about the incident. Remind them that you need to get the facts.
- Take detailed notes. Ask the person to slow down if they are talking too fast. Repeat key information to make sure it is correct. You should always tell the person at the

beginning of the conversation that you are going to take notes and how important those notes are to your investigation. If the person objects, you will have to make your notes as soon as possible after the interview while things are still fresh in your mind.

- Get contact information, if possible, in case you need further information or someone else, such as the police, needs to talk to that witness.
- Keep all information that you get confidential. Explain that you will only share information with the people who must have it.
- Don't make promises that you cannot keep. For example, "I will protect your identity," or "If you cooperate, it will go easier on you."
- Respect a person's rights. You cannot force someone to help. Rights may vary, such as for children. (See Unit 3, *You and the Law*.)

## **When I'm interviewing someone, are there certain kinds of questions that I should use?**

An important part of interviewing someone is to know what kinds of questions to ask and when to ask them. Questions can be divided into two groups: open-ended questions and closed-ended questions.

Open-ended questions invite the speaker to tell a story. They are most effective at the beginning of an interview or when you want general information. They could include: "Can you tell me what happened?" "What did you see?" "How did that make you feel?" "What did you do next?"

Closed-ended questions are used when you want specific information. They are usually answered with "yes" or "no" or short answers. They are useful to help you check information. They could include: "Were there any other witnesses?" "What time did this happen?" "Where were you standing?"

Avoid "leading" questions that actually state your opinion. For example, "Why would you do something like that?" "Don't you think you should have walked away?"

Ask one question at a time. Give the person time to answer before asking the next question. If you ask more than one question at a time, the person could become confused because they won't know which question to answer first. If you think of another question while someone is talking, write it down. You can ask it when the person finishes talking.

## **How do I deal with difficult or angry people?**

If you behave in a professional manner and communicate effectively, most people will cooperate with you. However, there will always be people who will challenge you. They may do this for a variety of reasons. Maybe they have a problem with the worksite you are guarding, maybe they are sick or under a lot of stress, or maybe they just don't like authorities. You have no control over what happens to these people before they meet

you, but you do have control over how you interact with them. What you say, how you say it, and what you do may cause the person to become more or less difficult.

### **Upset or anxious behaviour**

If you try to always be aware of your surroundings and the people in them, you will be able to detect many problems before they happen. For example, you may see someone who looks like they are anxious or upset. They could be pacing back and forth, wringing their hands, complaining to no one in particular, or looking like they are about to cry. Instead of ignoring these behaviours, try speaking with the person as soon as possible. Approach them gently, make good eye contact, and ask if you can help. You need to make the person feel safe and help them understand that you will do your best to take care of the situation. Sometimes people just need to know that they are not being ignored, especially if they have been waiting for a long time. An example of this would be someone waiting in the emergency ward of a hospital.

Practice active listening, and make sure your tone and body language show that you are *supportive*, not threatening. If you are not able to deal with a complaint, try to direct the person to someone who can help them. If an anxious person thinks that they are being ignored, they may become defensive.

### **Defensive Behaviour**

Recognize if someone reacts to you in a defensive way. This means they may not listen to what you are saying or act like they don't trust you. They may be unreasonable or challenge your authority. An example would be someone who doesn't have a pass and tries to get backstage at a concert. When you ask them to leave, they start arguing with you. They may even insult you. If a person reaches this stage, you need to respond by being *directive*. This means being firm and in control. It also means setting reasonable limits and letting the person know what will happen if they don't behave within those limits. Keep your voice clear and calm and your expression neutral. Speak about the positive before the negative. With the person above, you could say, "You can leave on your own, I can escort you out, or I can call the police to remove you." It is very important that you keep your professional discipline. You may need to tell yourself not to take something personally, practice counting in your head, or breathe deeply. Be aware of what "pushes your buttons" and practice ways for remaining calm in times of conflict.

### **Physically acting out behaviour**

As people's anger and frustration increase, so does the build up of energy in their bodies. By the time they are physically acting out, they have lost control. They may need to be restrained for their own safety, as well as the safety of others. Always call for back-up and police if someone becomes violent. Never use more force than necessary. Ask for training in crisis intervention. It will help you learn safe ways to control or restrain someone. See the Unit 3, *You and the Law*, for more information on the use of force.

**After acting out**

When people regain self-control after acting out, they will feel a decrease in tension. Their breathing will slow down and they will become calmer. They may even say they are sorry for their behaviour. It is important for you to treat them with respect and to give them time to quiet down. Remind them that you are concerned with everyone's safety including theirs, and try to end on a positive note.

As a security guard you will come in contact with violent people. Always remember that there are things you can do to make the situation better or worse.

The table on the next page has some practical suggestions for dealing with violent people.

	<b>Do</b>	<b>Don't</b>
<b>Make a plan</b>	call for back up. stay back and observe what is going on. know where you will stand so you can escape if you need to.	do it alone, just to be a hero.  let your escape route be cut off.
<b>Watch your body language</b>	keep relaxed, stand or sit tall. keep your hands open and a neutral facial expression.	point your finger, shake your fist, shrug your shoulders, roll your eyes, look bored.
<b>Show confidence</b>	keep eye contact, without staring at the person.	lose eye contact – this may look like fear, rejection, lack of care.
<b>Show calmness</b>	speak in a calm voice.  use positive self-talk. Tell yourself, “I’m in control of the situation” or “I have several options that will work.”	shout, yell out orders or use negative self-talk like, “I’m in big trouble.” This makes it hard for you to think and act effectively.
<b>Keep a safe distance</b>	keep a minimum of 3 arm lengths away, out of reach for punches, grabs, pushes. Keep further away if you are alone. stand at a 45-degree angle. This is non-threatening, and you can get away quickly. keep palms up in front of you. In this position you can block and grab at the same time.	invade someone’s personal space by getting “in their face.” directly face the person – this is threatening and your body is exposed. cross your arms, raise your fists, or put your hands in your pockets.
<b>Use communication, not force</b>	introduce yourself and your role as protector. make statements about their feelings: “You’re very angry.” This makes people aware of their anger and its effect and turns their attention inside themselves. remove things that may bother the person, such as other people, radios.	take someone by surprise.  ask for details of an upsetting event. The person may get angrier as they explain the situation.
<b>Know your limits</b>	know when you have reached the limit of what you can do, or what you are comfortable doing, and get out.	deal with something that you do not know about, or that you are not able to do, just because your employer or client orders you to. (See <i>Right to Refuse</i> section of Unit 10, <i>Working Safely</i> ).
<b>Be aware</b>	use extra caution if you see signs of drug or alcohol use, or signs of emotional or mental distress.	



## Check Up 2

1. Using the list below, fill in the chart with things you should and should not do to communicate effectively.

You should	You should not

- give the person silence
- interrupt if you think of something important
- reflect the person's feelings
- make judgments
- take notes when you interview someone
- tell the person you know exactly how they feel
- adjust your rate of speech
- use a respectful tone of voice
- gently tap your fingers to show the person that need to move on
- think about your next question while a person is talking
- use expression when you speak
- yell
- look at your watch
- smile
- make eye contact with the person
- repeat what the person says in your own words
- argue to make your point
- be aware of the other person's body language
- stand close to the person
- speak very quietly
- remind someone that you need the facts when you are interviewing them

2. Four of the ways that upset or angry people may behave are given at the top of the table. Some ways that you may respond are listed below. Put each response under the behaviour that it goes with.

Upset / anxious	Defensive	Physically acting out	After acting out

- be directive
- give them time to quiet down
- make them feel safe
- give positive choice before negative choice
- use a supportive tone and body language
- end on a positive note
- use only as much force as necessary
- approach them gently
- call for back up
- restrain the person

## Interacting With a Wide Variety of People

All of us are responsible for treating *every* person with respect and compassion. You must overcome your fears and prejudices, so they don't have a negative effect on your interactions with others.

Each person you meet has their own personality and will respond in their own way to your actions. If you observe people closely and listen to them actively, you should be able to respond to most of their needs. Some people have special needs and you may have to adjust your responses to make sure that you have served them well.

It is important to use correct language when referring to people with special needs. If you remember that they are *people first* this should help you become more comfortable communicating with them. Here are some tips for communicating with people with different needs.

### People who are hard of hearing or Deaf

- Get the person's attention before speaking. Make eye contact.
- Face the person while you are speaking and make sure they can see your mouth so they can read your lips.
- Speak slowly and clearly. Do not shout.
- Use body language and gestures.
- Move to a quiet location if necessary.
- If the person doesn't understand you, say your sentence again in a different way. Don't repeat the same words over and over.
- Use a pen and paper to communicate if necessary.

### People who are visually impaired or blind

- Greet the person using a normal tone of voice.
- Identify yourself and ask if they need help.
- Touch your hand to the back of their hand as a signal for them to take your arm.
- Identify anyone else who is present.
- Let them tell you the best way to guide them.
- Let them know when you are coming to such things as a curb, a rough area in the sidewalk or anything that is in the way.
- Describe their surroundings in detail, especially inside a building.
- Tell them when they are coming to a door and which way it opens.
- Tell them when they are coming to stairs and if they go up or down.
- Face the stairs directly and wait for the person to find the edge of the first step.
- Stay one step ahead, stop at the end of the stairway.
- Let the person know when you are leaving.

### People with mobility needs

These include people in wheelchairs and people who have difficulty walking:

- Always ask the person if they need help before acting.
- If you are helping someone walk, let them take your arm. Don't rush.
- Advise someone in a wheelchair of difficult access areas at your site.
- Communicate with someone in a wheelchair at eye level when possible.
- If you are guiding a wheelchair, back down a ramp or curb.
- In elevators, pull the wheelchair in so that the person is facing the front.

### People with physical problems that affect their behaviour

Some people you meet will be physically sick, but it may seem like they are drunk or mentally ill. Here are some examples of physical problems:

- diabetes – someone who is going into diabetic shock may stagger around or pass out in a coma.
- severe infections, the flu, pneumonia – may cause dizziness, confusion, forgetfulness.
- concussion or brain injury – may cause confusion, memory loss, aggression.

What you do when you meet these people may save their lives. Here are some things to keep in mind:

- Never assume you know what someone's problem is just by what you see.
- Introduce yourself and ask how you can help.
- Try to get more information by calmly questioning the person or witnesses.
- Look for a *Medical Alert* bracelet or necklace. They contain important information about over 200 different ailments, from allergies to heart disease.
- If the person is conscious, always ask permission before you touch them, and explain what you are doing.
- If a person is not breathing, begin CPR if you are comfortable doing so, and if you have been trained. Make sure an ambulance is on the way before you try to help.



### People whose first language is not English

Canada is a multicultural society. That means that people from all cultures receive the same rights and freedoms if they obey Canadian laws. Every year new immigrants and refugees come to Canada, many of whom do not speak or understand English well. You will meet many such people in your role as a security guard. Many people will see you as an authority because of your uniform. In some other countries security guards are more involved in police work than they are here. Some people may react strongly toward you because they have had bad experiences with authorities in their country. Here are some things to keep in mind:

- Show patience and respect.
- Think about what you want to say before you speak.
- Speak loudly enough for them to hear you, but don't yell.
- Speak slowly. You may need to ask them to speak more slowly also.
- Use short sentences. Avoid difficult words or slang expressions like "stay put" or "hang in there," etc.
- Ask them only one question at a time.
- Respect their personal space.

- Use gestures, writing and drawing to add to your words.
- Check for understanding. Ask them to repeat what you said. Don't pretend you understand them if you don't. Ask questions if necessary.
- Smile. Friendly body language speaks clearly.

### **Seniors and young people**

The number of seniors in Canada is growing very quickly. You may need to assist some older folks by giving them directions, explaining policies, helping them physically, etc. The important thing to remember is to always ask if they need help before you act. Some people may be very independent, and others may be frightened by your presence.

Young children may see you as a police officer. They may react to you with respect or fear. It is important for you to approach a lone child in an open and friendly way. Crouch down or kneel when speaking to very young children. You should avoid touching or crowding young children as this may cause them to run away. They may also hurt themselves or you. Remember that young children are taught not to talk to strangers or go with strangers. Touching children could lead to misunderstandings or legal problems later on. Reassure a child that you are trying to help, and that you want them to be safe.

Older children may try to test your authority. It is important not to get into a power struggle when you are tested. Be friendly but firm when dealing with youths. They are protected under the *Charter of Rights and Freedoms* and they must be given the same respect as everyone else.

### **People with mental illnesses**

A mental illness is a disease that causes mild to severe problems with thinking, feeling and relating to others. People with mental illnesses often have difficulty with everyday tasks. As a security guard you will likely come in contact with people with mental illnesses. It is important for you to have a general understanding of the major types of mental illnesses, so that you can make important decisions about how you can best relate to these people.

- **Anxiety disorders** are the most common mental illnesses. Anxiety is a feeling of unease that people experience when they expect to be in danger. These disorders include phobias, panic disorders, and obsessive-compulsive disorders. People with phobias have extreme fear of certain objects or situations. People with panic disorders have sudden, intense feelings of terror for no apparent reason. With these feelings they also have physical symptoms similar to a heart attack. People with obsessive-compulsive disorders are anxious and they may do the same thing over and over or repeat words and phrases.
- **Mood disorders** include depression and bipolar disorder (manic depression). People with mood disorders may have mood swings that include extreme sadness or joy. With these mood changes they also have changes in activity or energy levels. Suicide may be a risk with these disorders.

- **Dementias** include diseases like Alzheimer's. People with dementia may have memory problems and a loss of thinking and reasoning skills.
- **Substance-related disorders** include problems caused by misuse of alcohol or drugs or by inhaling chemicals.
- **Psychotic disorders** affect people's sense of reality. Schizophrenia is the most well known of these disorders. It is believed to be caused by a chemical imbalance in the brain.

People with psychotic disorders may be emotionally stable if they are properly diagnosed and receive the proper care. When they do not take their medication or are under a lot of stress, they may act in unusual ways. Here are some things you may observe:

- a change in behaviour. The person suddenly becomes very quiet or very talkative.
- a loss of memory. The person is confused and may not know the time, the date or who they are.
- one-sided conversations. The person seems to speak to someone who is not there.
- delusions. The person thinks they are a famous character or person, who may be living or dead.
- fear. The person thinks someone is spying on them, trying to harm them.
- hallucinations. The person sees, hears, feels, smells or tastes things that are not there.
- paranoia. The person is terrified and shows signs of panic for no obvious reason.

## **What can I do for someone who is mentally disturbed?**

Most people with mental illnesses are not dangerous or violent. It is important for you to decide if a person could create a problem. If a person is mildly disturbed, you may be able to help calm them just by talking and actively listening to them.

If a person is severely disturbed, you may find it impossible to calm them. In fact, your presence in uniform may even cause them to become more upset. If this is the case, and you feel that the person is a danger to themselves or others, get help as soon as possible.

If you meet someone who seems to be out of touch with reality, there are specific things you should and shouldn't do.

## When dealing with severely disturbed people ...

	<b>Do</b>	<b>Don't</b>
<p><b>Be aware of your own non-verbal behaviour</b></p> <p>People who are disturbed by voices and thoughts are very sensitive to your actions.</p>	<ul style="list-style-type: none"> <li>• approach in a non-threatening, cautious way.</li> <li>• make eye contact.</li> <li>• keep a safe distance away and stand at an angle.</li> <li>• give the person space and room to breathe.</li> <li>• ask other people to leave the room or the area.</li> <li>• turn off radio, TV, move away from noise.</li> </ul>	<ul style="list-style-type: none"> <li>• approach without warning from behind.</li> <li>• insist on continuous eye contact.</li> <li>• touch the person unless you're sure you are not threatening to them.</li> <li>• stand over a seated person, block an escape route or let the person become surrounded by others.</li> </ul>
<p><b>Use your observation skills</b></p>	<ul style="list-style-type: none"> <li>• remain alert and cautious, recognize that their behaviour is unpredictable.</li> <li>• look for a Medical Alert bracelet, and ask them about it.</li> <li>• check for weapons.</li> <li>• if you see any sharp objects or anything dangerous nearby, remove it.</li> </ul>	<ul style="list-style-type: none"> <li>• try to take their bracelet off.</li> </ul>

Table continues on next page ...

	<b>Do</b>	<b>Don't</b>
<p><b>Start communicating</b> and keep at it until the person is out of danger</p>	<ul style="list-style-type: none"> <li>• tell them who you are, and that you are trying to help them.</li> <li>• speak softly and calmly.</li> <li>• use a tone of respect.</li> <li>• tell them simply and clearly what you are doing.</li> <li>• wait to make sure that what you are saying reaches the person. They may have difficulty concentrating. If they miss some words, it will be hard to understand you.</li> <li>• try saying “Let’s sit down and talk.”</li> <li>• use short sentences, with pauses.</li> <li>• say what you want them to do.</li> <li>• repeat questions or statements using the same words each time.</li> <li>• make it clear that, although you don’t share their thoughts, you can accept how they feel.</li> <li>• make statements about the behaviour you are seeing “You are afraid / angry.”</li> <li>• offer them a choice, which gives them some sense of control.</li> <li>• go along with their requests, if possible.</li> <li>• ask them who their support people are: doctor, social worker, family, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• shout - if they don’t seem to be listening to you, it could be because voices in their head are louder.</li> <li>• make fun of the person, whisper to others.</li> <li>• make them guess what is happening.</li> <li>• use your radio unless you have to - this can be confusing to a person who is already hearing voices.</li> <li>• give many directions at once.</li> <li>• discuss delusions and hallucinations.</li> <li>• pretend to agree with their delusions or see their hallucinations.</li> <li>• argue or challenge with statements like “You’ll do what I say.”</li> </ul>

Some final points to remember:

- Strange behaviour is a part of the disorder. Don't take it personally. No one is to blame.
- People with mental illnesses are more likely to be harmed by others, or to harm themselves, than they are to harm anyone else.
- You may need to ask the person if they are thinking of hurting themselves. Take all suicide threats seriously.
- Try to warn back-up not to use flashing lights and horns, unless necessary.
- You have a right to assure your personal safety. Trust your feelings and don't take any unnecessary risks.



## Check Up 3

1. Why is it important that people who are hard of hearing or Deaf can see your mouth when you are speaking?  

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2. If a blind person wants you to escort them, what should you do to let them know that you are ready?  

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3. Why is it important to ask a person who is having difficulty walking if they need help?  

---
4. What kind of physical problem can cause a person to act in an aggressive way?  

---
5. What is a Medical Alert bracelet?  

---
6. Why should you not pretend to understand someone whose first language is not English?  

---
7. Name three ways you may need to help elderly people.  

---

8. Why should you crouch down when speaking to very young children?
- 

9. You are sitting at your post at the entrance to a public office building. A middle-aged man runs in and hides behind your desk. He looks terrified. When you ask if you can help him, he yells over and over, "The aliens want to take me away!"

Check (✓) the things that you could do to be helpful.

- Say (acknowledge), "You are afraid."
- Tell him that the aliens want to help him.
- Use your radio to call for help.
- Stare at him.
- Put your arm around him.
- Tell him who you are and that you want to help.
- Tell him to leave immediately.
- Say, "Let's sit down and talk."
- Stand up and tell him to stand up too.
- Ask if there is someone you can contact for him.
- Explain that there are no such things as aliens.
- Remove your flashlight away from his reach.
- Check to see if he is wearing a Medical Alert bracelet.

## Discrimination and Harassment

A big part of professionalism and public relations is treating others fairly and with respect. It is important that you do this with *all* people that you come into contact with while you are on duty. This is part of your responsibility as a security professional.

Two ways in which people are sometimes treated unfairly are discrimination and harassment. To discriminate against someone is to treat them worse or better than someone else. For example, not renting an apartment to someone just because they are young, is discrimination.

### Are there laws about discrimination?

Section 9 of the *Manitoba Human Rights Code* (see Appendix B) says that it is against the law to discriminate against someone on the basis of such characteristics as the following:

- skin colour
- religion
- age
- sex
- sexual orientation
- marital or family status
- political ideas
- physical or mental disabilities

Discrimination is often the result of *stereotyping*. To stereotype is to have fixed ideas about a particular group of people and not to think about people within the group as individuals. We all form *stereotypes*. Think about a situation where a woman and two men apply for a mechanic job and the woman is more qualified for the job. There is a stereotype that men are better at fixing cars than women are. This stereotype becomes discrimination if the employer will not hire the female mechanic just because she's a woman. Sometimes people form very negative stereotypes such as thinking of all people of a certain group as drunks or as terrorists. These ideas can lead to some very hurtful and illegal acts of discrimination.

### What is harassment?

Harassment is also a way in which people are not treated with respect. To harass someone is to behave toward that person in a way that the person finds offensive. If you do something that offends someone else, then you are guilty of harassing that person. This may include such things as telling racist or sexist jokes, making comments about someone's body, or putting pictures of nude people on your workplace wall.

## What should I do if I see someone harassing someone else?

If you see harassment happening you should take steps to stop it. You may do this by saying something to the people involved or by observing and reporting. Remember to carefully record everything you see and hear. This is important, especially if there is an investigation. You must use your own judgement about what action to take. For example, if you are working in a mall and you see a boy making fun of someone with a disability, you may decide to tell him to stop or ask him to leave. If you hear your supervisor making sexual comments to another worker at your site you may decide to take notes and report.

It is important to think about any stereotypes that you have, so that you don't treat people unfairly based on those stereotypes. People often assume that they know what someone is like or why someone is doing something, when they really don't know at all. Consider the following. What might it be easy to assume in each situation?

1. A teenager does not make eye contact with you when you are speaking to them.
2. An elderly woman who uses an oxygen tube to breathe is sitting in a café with a younger person.
3. Someone is staggering down a back lane.

Check below for some things that people might think in each of the situations. Did you come up with some others as well?

1. In this situation people often assume that the teenager has done something wrong and is feeling guilty. However the teenager may just be shy or they may be from a culture where it is not respectful to make eye contact with a person in a position of authority. If this is the case then the teenager is actually trying to act in a respectful manner towards you.
2. People often assume that the woman is not able to speak and make decisions for herself. Instead of speaking directly to the woman on oxygen, people will often ask the person who is with her to speak for her.
3. Usually people assume that someone must be drunk if they are staggering. There are many other reasons why someone might stagger. Perhaps they have Parkinson's Disease or Multiple Sclerosis. Someone with low blood sugar, which can happen with diabetes, may be shaky, weak and confused. Someone may stagger if they are sick with the flu or if they have been injured.

Don't let your stereotypes lead you to acts of discrimination or harassment. If you discriminate against someone or harass them you may find yourself, your employer, or your client being investigated by the Manitoba Human Rights Commission. Also, charges against someone may be dropped if they can prove that they were discriminated against. If you start off by trying to like a person you will do a better job in public relations.

Harassment and discrimination are dealt with in Sections 9 and 19 of the *Manitoba Human Rights Code*. You can find these sections in Appendix B.

## Crowd Control

A crowd is a large number of people grouped closely together. There are many types of crowds, and most will not threaten the security of the people, property or information you are protecting. However, sometimes you may be forced to become directly involved with a group of emotional people. It is important to understand how crowds work so that you can do your best to prevent a peaceful gathering from turning into a disorderly mob.

### So how do crowds work?

Every crowd is different. Crowds may be very organized with a clear goal, or they may be unorganized with no clear direction. Crowds can be divided into general groups based on what motivates the members and how they behave. Here are some types of crowds you may meet while you are on duty.

#### **Acquisitive crowd**

Members want to get (or acquire) something. They have no leaders and the people have little in common. An example is a group of people at a sale. They don't usually cause problems, but individual members may act out of frustration from waiting or not getting what they want. Many problems can be prevented if you carefully observe the crowd, approach people who appear anxious, and actively listen to their complaints.

#### **Expressive crowd**

Members gather to express their feelings. This type of group will be lead by organizers. An example is a group of people demonstrating at a political rally or a convention. Most demonstrations are peaceful, unless the members are not allowed to express themselves.

#### **Spectator crowd**

Members gather to watch because of a common interest or for entertainment. An example would be people at a sporting event or concert. If strong emotions are involved, this type of crowd can quickly get out of control. If members feel that you, as an authority, are interfering with their enjoyment of an event, they could turn against you.

#### **Sightseer crowd**

Members gather without any planning. They have no leaders and they have little in common. An example would be people gathering at the scene of an accident or a construction site. They are curious. They are usually cooperative, and they may even want to help. Most people will "stand back" or "move on" if they are told politely to do so. Make sure your instructions apply to everyone, as people could become angry if you let some people stay.

### **Escape crowd**

This is a group of people who are trying to get away from something they fear. They have no leader and they are completely disorganized. You may need to get to safety yourself, but you may help people calm down when you are all away from danger.

### **Hostile crowd**

This group of people is noisy and threatening. Members feel hate or fear and they are prepared to fight for what they want. They have strong leaders who try to keep the members “fired up.” Examples could include angry protestors or gangs. Even a small incident could turn this type of crowd into a violent mob.

## **What’s the best way to deal with hostile crowds?**

Never try to deal with a potentially hostile crowd on your own. Always call for back-up if you feel that the crowd is about to become dangerous. It is the job of the police to deal with hostile crowds, but you may need to assist them. Here are some ways **well-trained people, such as police**, may begin to break up a hostile crowd.

### **Break the crowd into smaller groups**

Some people lose their identity in a big crowd. They may do something they wouldn’t normally do, because they feel like they can get away with it. They may be more likely to control their own behaviour if the crowd is smaller, and they feel like they are easier to see.

### **Switch the crowd’s attention**

If people on the outside of a crowd are told to “break it up,” this will take their attention away from the middle of the action. If people refuse to leave, police may arrest a few people on the outside edge of the crowd to send a strong message to the people nearby.

### **Remove the leaders**

The crowd will lose a lot of its force if the people trying to keep its energy high are removed. Maybe the crowd doesn’t have an obvious leader, but one or two people are doing things that could influence others, like shoving each other or breaking things. The police try to get these people away from the main part of the crowd before others join in these behaviours. Be aware that if you try this on your own, and the crowd sees that you don’t have control of the situation, they could quickly turn against you.

### **Use a positive role model**

Someone who is respected and trusted may be able to get through to the members and help them to calm down. This could include a public figure like a civil rights, labour, or sports leader, or a member of the clergy.

## **What can I do until back-up arrives?**

People in an angry crowd do not see you as a person. Some members will say rude things to you just because you wear a uniform. Others may try to “push your buttons” by insulting your appearance or your authority. It is exactly that authority that they are rebelling against. Even though the insults may hurt your feelings, it is important that you do not show this by your facial expression or body language. Always keep a neutral expression on your face and keep your body relaxed on the outside, but alert to danger on the inside.

If possible, make your observations and notes before you enter the situation, so you have all the details to give to the police. Update your notes as you go to keep the information fresh. Keep your back-up informed as things change, so they know what to expect.

If you feel that you will be hurt, move to somewhere safe. If you feel safe, try to communicate with individual members, letting them know that you are there to protect the site. Don't apologize for doing your job, and don't argue or raise your voice. Make them aware that you have called for back-up, and that it would be a good idea for them to leave.

Remember, if you use force on individuals, the crowd may become more hostile. If you use excessive force, you may be criminally charged.

## **Labour Disputes**

A labour dispute is a disagreement between employees and employers. Working during a labour dispute is one of the most difficult jobs a security guard has to face. This is because all labour disputes have two sides, and strong emotions will be felt by people on each side. Your job will be to remain neutral and to follow correct procedures. In other words, you must not take sides while carrying out your duty to protect the people, property, and information at the site. You may find your patience and self-control tested. It will be a chance for you to show your professionalism.

## **What rights do employees and employers have in a labour dispute?**

Employees have the right to form a union and to bargain collectively. This means that workers can legally form a group to try to get better working conditions. Employees and employers sign a contract, or collective agreement, that describes these working conditions. Strikes and lockouts are legal actions that may take place if this agreement breaks down. A strike is when employees agree to stop working. A lockout is when the employer stops employees who belong to the union from entering the work site. Both strikes and lockouts can cause employees to demonstrate against the company by picketing.

Strikes and lockouts interrupt the usual way of doing things at a workplace, and they will affect the duties you are expected to do. Employers have the right to say who comes on to their property. Employers also have the right to hire new workers to take the place of striking workers during a strike. You may be responsible for more access control or for escorting replacement workers safely across the picket line. The locks on the gates surrounding the property may have been changed. Employers may have ordered extra supplies, so that the plant can continue to operate during a strike. You may have new responsibilities, such as replacing a fire safety officer during a lockout, checking equipment, accepting deliveries, or doing extra patrols during a strike.

Make sure you are fully trained on all new duties that are assigned to you and that you are comfortable with those new duties. You have the right to be safe and the right to refuse dangerous work, as discussed in Unit 10, *Working Safely*. Always check your post orders for special instructions and communicate closely with your co-workers and supervisors during a labour dispute.

## **What can I do to keep things under control?**

The most important thing you can do is keep yourself in control. You may have strong feelings about the different sides in a labour dispute. However you should remain neutral, and not discuss details or offer your opinion. This does not mean that you should stop communication all together. Learn to judge the mood of the people on a picket line. If they are not being difficult, greet them with courtesy. Report all incidents and problems to your employer even if you can deal with them on your own. The history of the dispute needs to be recorded in case the courts or police become involved.

Try to establish some communication with the picket captain. These people are the leaders and they have a strong effect on the behaviour of the group. If you treat them with respect, you may receive respect in return. Try not to cross a picket line on foot or alone. Drive slowly and steadily and do not stop unless you are about to injure a picketer. Do not get out of the vehicle. Keep the doors locked and the windows closed. If you have to cross a picket line alone, a good plan is to speak to the picket captain and explain why you are crossing the line.

If someone challenges you, remind yourself not to take it personally. Avoid unnecessary conversation, and do not apologize for doing your job. Keep a neutral expression on your face and carry on with your duties. Accept that, no matter how professional you are, a labour dispute involves strong emotions and you may not be able to control the situation. If it turns violent, leave, call the police, observe from a safe distance, and report what happens.

You are responsible for protecting the property you are guarding, but you won't be able to carry out your duties unless you protect yourself. If the client tells you to do something that is dangerous, like pushing strikers out of the way, be aware that you have the right to refuse unsafe work. You can also face criminal charges if you use too much force when dealing with difficult or angry people.

## How do I deal with the media?

The *Canadian Charter of Rights and Freedoms* says that everyone in Canada is guaranteed “freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication.” This is often referred to as “freedom of the press” and it means the media, who are part of a democratic society, are allowed to say what they think without being punished.

The media may be very interested in talking to you if you are guarding a site where something interesting has taken place, like an accident, a crime, a visiting celebrity, a labour strike, etc. It is your job to protect the people and information at your site. It is not part of your job to speak for the company. Check your post orders to see if they name a Public Relations person as a contact. This is the person who is authorized to give interviews or press releases to the media. If a Public Relations person is not named

- refer the media to a site manager or your employer.
- do not make any statements or give your personal views, even if they tell you it is “off the record.”
- do not fall back on the “no comment” answer, as that can be used against you.

# Check Up 4

1. Draw a line to connect the word with its definition.

- |              |   |
|--------------|---|
| discriminate | to have fixed ideas about a group of people                 |
| stereotype   | to behave toward a person in a way that they find offensive |
| harass       | to treat someone worse or better than someone else          |

2. Name two things you can do if you see harassment happening.

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3. Name three different types of crowds.

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4. What is the best way for you to deal with a hostile crowd?

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5. Why is it important to remain neutral when you are working during a labour dispute?

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6. What does “freedom of the press” mean?

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## Review

### Important Points in Unit 2:

- Keep yourself well-groomed and clean.
- Have integrity and discipline in your work.
- Relate to the public in a friendly, helpful and businesslike manner.
- Remember that tone and body language are a large part of communication.
- Know when and how to use open-ended and close-ended questions while interviewing.
- Know when to be supportive and when to be directive when dealing with difficult or angry people.
- Know that people with different needs may need to be treated in different ways.
- Know discrimination and harassment when you see them and do what you can to stop this behaviour.
- Know what to do after you call for back-up if you are faced with a hostile crowd.
- Remain neutral during a labour dispute.
- Refer people from the media to the company's public relations person.

## Test Taking Tip

### Talk to Yourself

Yes, talk to yourself, but watch what you say!

Whenever you start to put yourself down...STOP. Think of things that you have done well. Tell yourself that you have worked hard and that you can do this test. Keep your self-talk positive.

Your frame of mind can make a big difference in how you learn, how you solve problems and how well you do on a test.

## Unit 2 – Professionalism Test

How well have you learned the material in this unit? Try the quiz and then check your answers using Appendix A.

Choose the **best** answer for each of the following:

Use the following to answer questions 1 and 2:

Pat hardly deals with the public in his job. Therefore he doesn't worry much about shaving and keeping his uniform clean. Kim also works alone but is clean and neat. Both Pat and Kim are hard workers.

1. Which statement is most true?
  - a) Both Pat and Kim show professionalism
  - b) Kim is more professional than Pat
  - c) Pat is more professional than Kim
  
2. What aspect of professionalism does Pat need to work on?
  - a) integrity
  - b) public relations
  - c) conduct
  - d) appearance
  
3. Being respectful and honest show
  - a) willingness
  - b) good posture
  - c) innocence
  - d) integrity
  
4. You show a good work attitude when you
  - a) learn new things about security work
  - b) make regular arrests
  - c) write reports quickly
  - d) do special favours for your site manager
  
5. Closed-ended questions are helpful when
  - a) you're in a hurry
  - b) you're talking to a person who doesn't speak English well
  - c) you want specific information
  - d) you want a full story about what happened

6. What is the best way to approach an angry person?
  - a) be supportive and helpful
  - b) be directive and firm
  - c) be supportive and professional
  - d) be directive and use a loud voice
  
7. With an angry person, what should you do when a crisis is over?
  - a) excuse yourself and write your report
  - b) give them time to calm down
  - c) detain them until the police arrive
  - d) assert your authority
  
8. Discrimination is
  - a) treating all people the same
  - b) treating some people better or worse than others
  - c) protected under the law
  - d) against the law
  - e) both b and d
  
9. You are discriminating if you refuse to hire someone because of their
  - a) experience
  - b) skin colour
  - c) education
  
10. Thinking that young people are troublemakers is a result of
  - a) harassment
  - b) discrimination
  - c) stereotyping
  - d) maturing
  
11. Posture and confidence are seen in your
  - a) body language
  - b) fitness level
  - c) personal goals
  - d) training background
  
12. Two parts of active listening are
  - a) honesty and respect
  - b) saying you know how a person feels and offering advice
  - c) appropriate body language and facial expression
  
13. What is the most important thing in speaking?
  - a) what we say
  - b) how we say something
  - c) why we say something
  - d) when we say something

14. When pushing someone in a wheelchair you should
- a) back down a curb
  - b) get help carrying the person in the chair down the curb
  - c) push the chair forward down the curb
15. You work at a library. A man begins arguing and fighting with someone you can not see. You soon realize that the man is by himself. You should
- a) come up quietly from behind and take him by the arms
  - b) tell him that he must leave right away
  - c) stay calm and give him some space
  - d) corner him until help arrives
16. The best way to get this man's attention is to
- a) shout
  - b) distract him
  - c) say hello to the imaginary person that he is talking with
  - d) make eye contact
17. An escape crowd
- a) has strong leaders
  - b) is well organized
  - c) is fearful
  - d) hates authority
18. During a labour dispute, you should
- a) be as neutral as possible
  - b) know both sides of the issues
  - c) tell people whose side you're on
19. A Hollywood star is being filmed at your site. The media have been bothering you for stories about the star. You
- a) give the name of the hotel where the star is staying
  - b) refer the media to the film crew or your site manager
  - c) ask the star if they mind you talking about them
  - d) tell the media about something funny that you saw during the filming



# 3

## **You and the Law**



## Objectives

This unit will help you learn how to:

- tell how the *Criminal Code of Canada* and the *Canadian Charter of Rights and Freedoms* relate to the work of a security guard.
- list the types of offences under the *Criminal Code of Canada* and give examples of each.
- explain the legal status of a security guard.
- discuss, with examples, a citizen's powers of arrest.
- discuss use of force.
- discuss when and how a security guard can search someone and seize something from them.
- explain the legal powers of security guards in situations of trespassing and vandalism.
- explain the rights of tenants and landlords in Manitoba.
- tell how security guards are licenced in Manitoba.
- tell what can happen to a security guard if they overstep their authority.

## Pretest

This pretest will start you thinking about the information in this unit. Write T for True or F for False before each of these statements. You can check your answers using Appendix A. After you complete this unit you may want to try this pretest again to see how much you have learned.

1. \_\_\_ Security guards have almost the same legal powers as police.
2. \_\_\_ You have the right to enter a tenant's apartment if the tenant has been given 12 hours notice.
3. \_\_\_ The *Canadian Charter of Rights and Freedoms* says that everyone has the right to live in freedom and safety.
4. \_\_\_ You are justified in using force to stop an assault.
5. \_\_\_ Causing a disturbance is an indictable offence.
6. \_\_\_ After you arrest someone, you must tell them the reason for the arrest.
7. \_\_\_ Trespassing is included under *Mischief* in the *Criminal Code of Canada*.
8. \_\_\_ You may routinely search employees at the client's request.

## Words to Know

The following words appear in this unit. Many of these words are used in different ways. This list only includes the meanings that are important for this unit. Try the exercise on the next page to see how well you know the words. You can read the meanings first to help you with the exercise.

<b>bearing</b>	the way in which someone stands, walks, sits
<b>to comply</b>	to agree to, to go along with
<b>compulsory</b>	necessary
<b>to escalate</b>	to take to a higher level, make worse
<b>to escort</b>	to go with, to guide perhaps by the arm
<b>justified</b>	acting within the law
<b>to minimize</b>	to take to the lowest level
<b>on behalf of</b>	in the interests of, representing
<b>to repel</b>	to push away, to hold off
<b>seizure</b>	the taking away of something from someone
<b>to threaten</b>	to say that you will hurt someone

## Practice Exercise

Write the letter of the meaning before each word. You can check your answers using Appendix A. The first one has been done for you.

- |                     |   |
|---------------------|---|
| 1. <u>g</u> escort  | a. the way in which someone stands, walks, sits |
| 2. ___ comply       | b. the taking away of something from someone    |
| 3. ___ escalate     | c. in the interests of, representing            |
| 4. ___ repel        | d. to push away, to hold off                    |
| 5. ___ bearing      | e. necessary                                    |
| 6. ___ justified    | f. to agree to, to go along with                |
| 7. ___ compulsory   | g. to go with, to guide perhaps by the arm      |
| 8. ___ minimize     | h. acting within the law                        |
| 9. ___ on behalf of | i. to take to a higher level, to make worse     |
| 10. ___ threaten    | j. to take to the lowest level                  |
| 11. ___ seizure     | k. to say that you will hurt someone            |

## Study Tip

### Test yourself

You can practice difficult words or concepts by writing the words and the definitions in two columns on a piece of paper. Test yourself by folding over the side with the words on it and trying to remember them just from the definitions. You can also cover the definitions and try to remember them just by reading the words. This idea can be used with other things that you want to memorize as well.



# What's in this Unit?

## **Criminal Code of Canada**

## **Canadian Charter of Rights and Freedoms**

### **Powers of Arrest**

- conditions needed to make an arrest
- how to make an arrest
- after the arrest

### **Types of Criminal Offences**

- indictable
- summary conviction
- hybrid

### **Use of Force**

- conditions needed to use force
- self-defence
- excessive force

### **Search and Seizure**

- when to search
- how to search

## **Landlords and Tenants**

## **Trespassing and Vandalism (Mischief)**

## **Licensing of Security Guards**



# You and the Law

## Legal Status of a Security Guard

### What is my legal status under the *Criminal Code of Canada*?

Security guards have the same powers as anyone in Canada *and no more*. These powers are outlined in this unit.

The *Criminal Code of Canada* gives the legal limits that you must follow while doing your duty. The Code says that all private citizens who enforce the law are protected *if*

- they act on reasonable grounds,
- they are justified, *and*
- they only use as much force as is necessary.

All three of these points must be met – otherwise you may be charged with a criminal offence or sued.

## *Canadian Charter of Rights and Freedoms*

### What are my rights and freedoms in Canada?

We enjoy certain rights and freedoms that are guaranteed by the *Canadian Charter of Rights and Freedoms*. These include such things as the right to vote, and the freedom of expression and religion. These rights and freedoms apply to anyone in Canada including Canadian citizens, visitors and people who are waiting to become permanent residents.

Here are some rights and freedoms that relate particularly to the work of a security guard.

- Everyone has the right to live in freedom and safety.
- Everyone has the right to not be unreasonably searched or have things taken from them.

Section 10 of the Charter is very important. It says that:

Everyone has the right on arrest or detention

- (a) to be informed promptly of the reasons therefor;
- (b) to retain and instruct counsel without delay and to be informed of that right

In other words

- Everyone has the right to not be detained or imprisoned without reason.
- Everyone has the right to be told the reason they have been detained or arrested.

- Everyone has the right to get help from a lawyer.

See Appendix B for some of the parts of the *Criminal Code of Canada* and the *Canadian Charter of Rights and Freedoms* that relate to security work.

## Types of Criminal Offences

### What is a criminal offence?

A criminal offence is a breach of the *Criminal Code of Canada*. A crime happens when a person breaks a law.

### How are offences classified under the *Criminal Code of Canada*?

There are three types of offences:

- indictable offences
- summary conviction offences
- dual or hybrid offences

### What is an indictable offence?

Indictable offences are serious offences. Some examples include theft or fraud over \$5,000, breaking and entering, arson, assault, murder, kidnapping. Punishments for indictable offences may be severe.

### What is a summary conviction offence?

Summary conviction offences are less serious offences. Causing a disturbance, trespassing by night, and indecent exposure are examples of this type of offence. These minor offences may result in a maximum punishment of a fine of \$5,000 or six months in jail or both.

### What are hybrid offences?

These offences are sometimes called dual offences. They include less serious indictable offences and more serious summary conviction offences. They may also depend on other factors such as the criminal history of the person charged. Assault, public mischief and failure to stop at the scene of an accident are common hybrid offences.

A dual or hybrid offence is only an original charge. When the case goes to court, the crown prosecutor must decide whether to proceed as for a summary conviction or an indictable offence.

## What can I do if I think that someone at my site is involved in a crime, or has information about a crime?

Your actions depend on whether or not you find someone committing a crime. You can question or arrest.

### Question

Part of your job is to talk to people. This helps you get to know the people on your site and what things usually happen there. If you see something unusual or suspicious, you can ask questions. However, the person does not have to answer. If you ask questions

- the person must also know that they are free to go, *and*
- the questions must be general, not specific to a crime.

For example, if you are working in a store where DVDs have been stolen and you see some kids acting suspiciously in the movie aisle, you can ask them questions such as:

“What are you doing?”

“Where are your parents?”

“What are you up to?”

## Powers of Arrest

Section 494 of The Criminal Code provides the general authority for a citizen’s arrest, available to security guards or anyone not appointed as a peace officer.

### Arrest without warrant by any person

**494. (1)** Any one may arrest without warrant

(a) a person whom he finds committing an indictable offence; or

(b) a person who, on reasonable grounds, he believes

(i) has committed a criminal offence, and

(ii) is escaping from and freshly pursued by persons who have lawful authority to arrest that person.

### Arrest by owner, etc., of property

**(2)** The owner or a person in lawful possession of property, or a person authorized by the owner or by a person in lawful possession of property, may arrest a person without a warrant if they find them committing a criminal offence on or in relation to that property

and

- (a) they make the arrest at that time; or
- (b) they make the arrest within a reasonable time after the offence is committed and they believe on reasonable grounds that it is not feasible in the circumstances for a peace officer to make the arrest.

**Delivery to peace officer**

(3) Any one other than a peace officer who arrests a person without warrant shall forthwith deliver the person to a peace officer.

## Do I have the power to arrest someone?

In Canada, anyone has the right to arrest someone under certain conditions. This is often called a “citizen’s arrest.” This is a serious decision however, and should only be used as a last resort.

## What exactly does “arrest” mean?

The meaning of “arrest” is open to interpretation and lawyers and judges often debate it in court. Basically, arrest happens when someone uses their authority to take away another person’s freedom. The *Canadian Charter of Rights and Freedoms* protects our fundamental right of freedom. (See Appendix B.) It is very important for you to know when you are justified in arresting someone.

## So when am I justified in making an arrest?

There are three situations in which you may arrest someone. The first situation applies anywhere. The second situation applies only to your own property or property that the owner has asked you to protect. The third situation applies when you are helping someone else who has the lawful authority to arrest the person that they are chasing.

The three situations are:

1. If you *find* someone committing an *indictable* offence, you may arrest them. This could be happening anywhere, but you must be able to provide evidence in court that you *found* the person committing the entire offence. You can’t just see the end result or the beginning. Also, you have to arrest the person right away. If the person runs away and you run after them, you can only arrest them if you have “continuous fresh pursuit.” This means that you continue to chase them and catch them. You do not have “continuous fresh pursuit” if the person escapes. If you see that same person three hours later in a mall you cannot arrest them. However, you can explain the situation to the police who may be able to do something.

2. Because you are authorized by the owner to protect their property, you have the same rights of arrest as the owner. You may arrest anyone who you *find* committing a *criminal offence* on or in relation to that *property*. This includes persons involved not only in indictable offences, but also in dual and summary conviction offences.

You must catch someone in the act of committing a crime against the property you are protecting. Here are two examples:

- you see a person (found committing) break a window (criminal offence – *Mischief*) on your site (on or in relation to the property). You have the authority to arrest that person.
- you hear a window break, you come around the corner and see a person standing next to a broken window (criminal offence – *Mischief*) on your site (on or in relation to property). In this case, you do not see it happen; one of the conditions is missing, so you do *not* have the authority to arrest.

If you *find* a person committing a crime on or in relation to *property* which you are authorized to protect, and you decide to arrest them, you may not have to make the arrest at that time.

Changes to the Criminal Code now allow an arrest by the owner of property or persons authorized by them within a reasonable time *after* the offence is committed. You must still *find* the person committing the crime. An important requirement is also that the person making such an arrest must have reasonable belief that it is not feasible in the circumstances for a peace officer to make the arrest (See Appendix B).

Application of these Criminal Code changes under varied and specific circumstances has not been fully tested in legal proceedings. Security guards must be particularly cautious whenever relying on these new sections of the Criminal Code because it is not known how the courts will interpret and apply them. Remember that these changes only apply to crimes you *find* being committed on or in relation to *property* you are authorized to protect.

3. If you have *reasonable grounds* to believe someone has committed a *criminal offence*, is *escaping* from, and is being *chased* by someone with the legal authority to arrest that person, you may assist in the arrest.

When you see someone trying to escape, if you have *reasonable grounds* to believe a crime was committed, you may assist in the arrest. For example

- You are making your rounds in the parking lot and you hear someone yell, “Stop! Police! You’re under arrest!” A man comes running toward you

with a police officer running behind. Based on what you have heard and seen, you can assist the officer with the arrest.

\* *You must FIND someone committing a crime before you can arrest them, unless you are helping someone in a situation where they have the legal authority to arrest.*

*Remember...*

Your main duties are to *observe, deter and report.*

## Making an Arrest

### What procedures must I follow if I make an arrest?

If you make an arrest, treat the person with respect, and try to minimize any embarrassment to the person. If you are going to arrest someone, you must do so when you find them committing the crime, not later.

Remember however, that there can be exceptions to this depending on how the crime is being committed and where. As you have already learned in this lesson, if you decide to make an arrest for a crime you *find* being committed on or in relation to *property* you are authorized to protect, it can be treated differently than other crimes you may encounter as a security guard.

You must follow all of the laws about arrest very carefully. When and how you make an arrest is very important. If you are not justified in arresting someone, you may be charged with making a false arrest.

The steps that you must follow when making an arrest are:

1. Identify yourself. If you are asked for proof you must show your security licence. You may also want to show it if you think the arrested person is unsure of your actions or authority. If you are in uniform, you will not usually be asked for identification.
2. Tell them that you are arresting them and why you are arresting them. Be specific about this. For example, “You are being arrested for breaking the front window on this building.”
3. The person must understand why they are being arrested. If they don’t understand, explain it in other words. Record exactly what you say to them and what they say to you in response.
4. Ask the person to go with you. If they resist, take them firmly but gently by the back of the upper arm and indicate by words and physical gesture that the person is to accompany you. If you are concerned about your safety then it is best not to touch the person.
5. Tell the person that they can call a lawyer. Say, “It is my duty to inform you that you have the right to retain and instruct counsel without delay. You may call any lawyer you want. Free legal aid is available if you want it. Do you understand?”

If the person does not understand, explain in other words. You could say, “You have the right to call a lawyer, friend or family member now.” Record exactly what you say to them and what they say to you in response.

You must give them a phone book or the legal aid phone number if they need it. Be sure that they have privacy to make their call.

If the person is a young offender, they must contact a parent, relative, guardian or other adult. If they don't do this, then you must contact someone on their behalf.

6. Warn the person, "You are not obliged to say anything, unless you wish to do so, but whatever you say may be given in evidence. Do you understand?" If necessary, explain that they don't have to say anything, but if they do, you will record what they say and their words may be used in court.
7. Turn the person over to the police as soon as possible.

Keep a detailed record of the whole arrest.

- √ Show date, place, who was present, start time, and finish time of interview.
- √ Be sure to record anything the person says about the crime. Use the person's exact words.

***You must turn the person over to the police as soon as possible***

The next page shows a table that summarizes what you should do and say when detaining someone or making an arrest.

## Steps for Making an Arrest

What to Do	What to Say
Identify yourself:	“I am a security guard for...”
Tell the person:	“You are under arrest for...”
Give the reason:	“the theft of a digital camera”
Be sure that the person understands.	“Do you understand why you are being arrested?”
Guide the person to a private area.	“Please come with me.”
Tell the person:  Give the person privacy to make their call.	“It is my duty to inform you that you have the right to retain and instruct counsel without delay. You may call any lawyer you want. Free legal aid is available if you want it. Do you understand?”
Warn the person (adult):	“You are not obliged to say anything, unless you wish to do so, but whatever you say may be given in evidence. Do you understand?”
Carefully record what you say to the person and all of their responses in writing.	Write exactly what you have said and what the person has said.

# Check Up 1

1. Security guards have the same power as \_\_\_\_\_.

2. As a Canadian citizen, you have the right to freedom, unless \_\_\_\_\_

\_\_\_\_\_

3. Explain the difference between indictable and summary conviction offences.

\_\_\_\_\_

\_\_\_\_\_

4. Why is it important to know when you are justified in making an arrest?

\_\_\_\_\_

\_\_\_\_\_

5. What do you have to warn someone about after you arrest them?

\_\_\_\_\_

\_\_\_\_\_

## Use of Force

### What can I do to avoid using force?

Always try to find non-physical ways to handle any problem that may come up. These non-physical solutions include:

#### 1. What you say (verbal solutions)

Most situations can be resolved by talking. Whenever possible, use your communication skills to de-escalate a situation. There is a section on communication skills in Unit 2 of this manual.

#### 2. What you do (non-physical tactics)

Often just your presence as a security professional is enough to keep someone from committing a crime. However, there are also a number of things that you can do to avoid using physical force to solve a problem. Some examples include:

- watching or following someone
- calling the police and having them take care of a situation instead of becoming involved yourself
- removing yourself from a situation that is escalating and calling the police
- using numbers to your advantage. If other guards are available, you should have them help you before moving into a situation that could become dangerous.

*Remember...*

Your main duties are to *observe, deter* and *report*.

Sections 25, 26 and 27 of the *Criminal Code of Canada* refer to Use of Force. These sections are explained after the following box.

#### **Protection of persons acting under authority**

**25. (1)** Every one who is required or authorized by law to do anything in the administration or enforcement of the law

- (a) as a private person,
- (b) as a peace officer or public officer,
- (c) in aid of a peace officer or public officer, or
- (d) by virtue of his office,

is, if he acts on reasonable grounds, justified in doing what he is required or authorized to

do and in using as much force as is necessary for that purpose.

(2) Where a person is required or authorized by law to execute a process or to carry out a sentence, that person or any person who assists him is, if that person acts in good faith, justified in executing the process or in carrying out the sentence notwithstanding that the process or sentence is defective or that it was issued or imposed without jurisdiction or in excess of jurisdiction.

(3) Subject to subsections (4) and (5), a person is not justified for the purposes of subsection (1) in using force that is intended or is likely to cause death or grievous bodily harm unless the person believes on reasonable grounds that it is necessary for the self-preservation of the person or the preservation of any one under that person's protection from death or grievous bodily harm.

(4) A peace officer, and every person lawfully assisting the peace officer, is justified in using force that is intended or is likely to cause death or grievous bodily harm to a person to be arrested, if

(a) the peace officer is proceeding lawfully to arrest, with or without warrant, the person to be arrested;

(b) the offence for which the person is to be arrested is one for which that person may be arrested without warrant;

(c) the person to be arrested takes flight to avoid arrest;

(d) the peace officer or other person using the force believes on reasonable grounds that the force is necessary for the purpose of protecting the peace officer, the person lawfully assisting the peace officer or any other person from imminent or future death or grievous bodily harm; and

(e) the flight cannot be prevented by reasonable means in a less violent manner.

### **Excessive Force**

26. Every one who is authorized by law to use force is criminally responsible for any excess thereof according to the nature and quality of the act that constitutes the excess.

### **Use of Force to Prevent Commission of an Offence**

27. Every one is justified in using as much force as is reasonably necessary

(a) to prevent the commission of an offence

(i) for which, if it were committed, the person who committed it might be arrested without warrant, and

(ii) that would be likely to cause immediate and serious injury to the person or property of anyone; or

(b) to prevent anything being done that, on reasonable grounds, he believes would, if it were done, be an offence mentioned in paragraph (a).

## **When can I use force?**

You may have to use force, if necessary, for the following purposes:

1. to help a police officer – such as in stopping a riot or making an arrest (including stopping someone from escaping)
2. to defend yourself or anyone else from serious injury (grievous bodily harm) or death
3. to prevent someone from committing (or continuing to commit) an offence that may cause immediate and serious injury to a person or damage to property.

## How much force can I use?

The law says that you can use force that is reasonable and necessary. One of your responsibilities as a security guard is to make wise decisions about what force is reasonable. If you cannot leave a situation and call the police for help, then you must assess the situation to decide what to do. Every situation in which you may need to use force will be different. You will have to decide how much force is reasonable for each situation. And you may have to make this decision very quickly.

Some important factors to keep in mind are

- your size, age, strength and skills compared to those of the subject.
- whether the subject is under the influence of drugs or alcohol.
- whether the subject is armed or near a possible weapon.
- the mental and emotional state of the subject.
- the number of subjects versus the number of security guards.

For every situation, you need to

- assess the offender's actions.
- decide if force is necessary.
- respond in a reasonable way.
- stop using force when the offender stops resisting or using force

## What is excited delirium?

Sometimes people who are restrained may die suddenly or unexpectedly. Often these people show signs of excited delirium. Excited delirium is a severe disturbance in someone's mental state over a short period of time. It is the result of a serious and potentially life threatening medical condition. People suffering from excited delirium need medical attention.

People suffering from excited delirium

- have great strength
- do not seem to feel pain
- are agitated and excitable
- are aggressive – may show violence towards themselves and others
- are paranoid
- are very hot and sweat a lot

You may see signs of

- disorientation
- hallucinations
- hostility
- panic

Behaviours they may show are:

- a lot of swearing or shouting which doesn't seem to make any sense
- removal of clothing (because of the excessive body heat)
- damaging of objects - especially glass
- sudden quietness after frenzied activity

People with excited delirium can seem normal until they are challenged. If at all possible, do not excite, confront or agitate people who are delirious.

**Always call for back up.**

There are many possible causes for excited delirium. They include

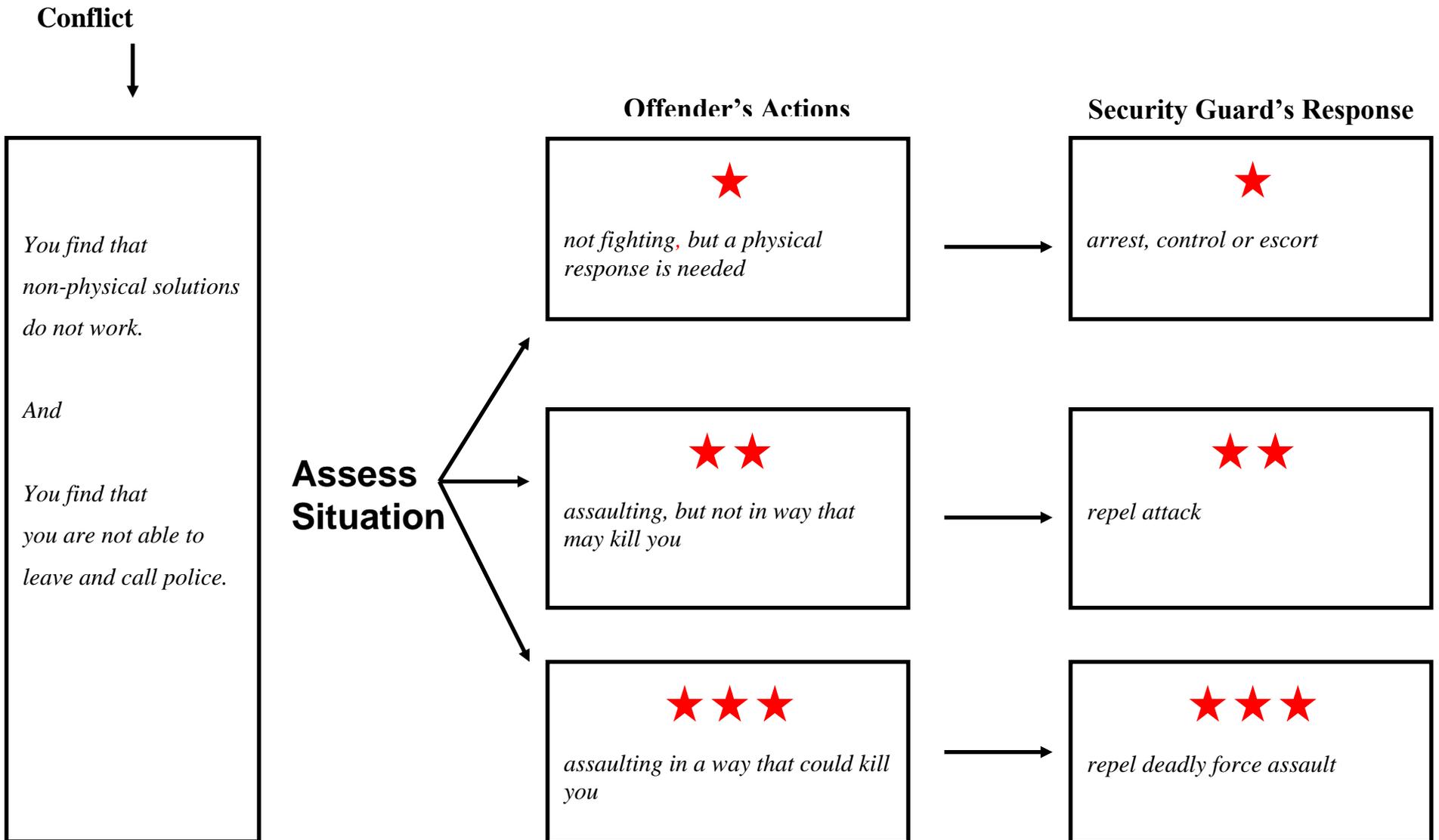
- drugs – for medical purposes or street drugs
- schizophrenia and other mental illnesses
- head trauma or brain tumors
- fever
- high blood pressure
- asthma
- high and low blood sugar
- heart disease

Combinations of these factors increase the rate of excited delirium cases, which can lead to death.

The way in which a person is restrained can cause them to die. This can happen when someone is placed in a position that interferes with their breathing. This is called positional asphyxia. If someone is showing signs of excited delirium the chances of death are much higher.

If you must hold someone down, make sure that there is no pressure on their chest. Never put someone face down, but if they end up that way get them on their left side and hold down their arm and head or, if possible, get them into a seated position as soon as possible. Get help and always monitor a restrained person.

# USE OF FORCE CHART



**Remember:**

*Your words and actions can take a situation to a lower level of seriousness or a higher level. Always act in a way that keeps a situation at the lowest level possible.*

## **What can happen to me if I use too much force?**

You may be charged with assault or you may be sued.

*Using too much force can also cause someone's death.* If you are found to be responsible for causing someone's death the consequences could be severe, including criminal charges for murder or manslaughter.

The *Criminal Code of Canada* says that you can use only as much force as “a person of ordinary care and judgement.” This means being in control and not over-reacting.

What do you think a judge would regard as reasonable force?

## Search and Seizure

The *Charter of Rights and Freedoms* says that everyone has the right *not* to

- be unreasonably searched, or
- have things that are in their possession taken away from them.

### When can I search someone?

As a security guard you can search someone if they give their consent. This means that they say it is okay for you to do this. If the person changes their mind part way through a search and tells you that they don't want to be searched, you must stop the search. However, if you have lawfully arrested someone, and if you believe they have a weapon, you can search them without their consent. You can only search for something that the person might use to cause harm to themselves or someone else. You cannot search for evidence.

You may need to search someone:

- when they are entering an area. For example, you may have to search people going into a football game. If they will not let you search them, you have the right to refuse to let them in.
- when they are leaving an area. For example, company policy may require that you search employees to make sure that they are not taking company items home with them. If someone refuses a search, you can't search them, but you should record as much information as you can about the person. You can then inform management and let them deal with the situation.
- after you have arrested them. In these situations, only search someone if you must; for example, if you think they are carrying a weapon. Let the police take care of a search if at all possible. If you have legally arrested the person, you may search them for
  - any weapon that they may have that they could use to injure themselves or someone else.
  - anything that they might use to escape.

If you think that the person is carrying a weapon you have the right to pat them down and remove it yourself. Asking them to remove the weapon could give them the opportunity to get the weapon into their hands and use it against you.

#### **Caution:**

It is not a good idea to put your hands into someone's pockets or bag. You could be accused of stealing or planting something. Also, if you touch a sharp object, you could injure yourself or become infected with a disease.

## **When can I seize something from someone?**

You can seize illegal items that you find during a search. These may include stolen goods, weapons, or drugs. You must turn seized items over to the police right away. Be careful how you handle them as they may be used as evidence. You will learn more about how to handle evidence in Unit 5.

### **Remember:**

*If you overstep your legal authority you may be charged or sued and you could end up having a criminal record.*

## Landlords and Tenants

The rules about the relationship between landlords and tenants are found in *The Landlord and Tenant Act* (in commercial cases) and *The Residential Tenancies Act* (in residential cases). Both landlords and tenants have rights, as well as responsibilities.

### What does this have to do with security guards?

One of the main duties of the security guard is to protect property. When you are guarding property, you are given the same rights as the owner or landlord under the *Landlord and Tenant Act* and the *Residential Tenancies Act*.

### So what are some of my rights?

Remember, the *Criminal Code of Canada* allows you to arrest anyone you witness committing a criminal offence on or in relation to that property.

The landlord / owner sets out reasonable rules and regulations in a contract with the tenant. Because you are representing the landlord, you have the right to make sure the rules and regulations are obeyed.

### What are my responsibilities?

You may receive complaints about people causing a disturbance or behaving in a dangerous manner. As soon as possible, you must investigate these complaints and try to take care of the problem. This may involve simply asking someone to be more quiet, or in more serious situations, calling the police to assist you.

You must ensure that locked areas remain locked and write an incident report if you find any damaged property or notice anything missing.

### Do security guards ever work for tenants?

Actually, most security guards work for a security services company and are directly responsible to the company. The company will send you to work for a client of their choosing – usually a landlord or owner. However, there are times when the client is a tenant who leases the property (as in a shopping mall). In these cases, the tenant is still responsible for the property and since you are acting on their behalf you have the same rights and responsibilities.

## What if the client asks me to do something that I think is illegal?

Your company receives instructions from the client, usually in the form of a contract, which clearly state what you need to do.

If the client asks you to perform services that are not outlined in your post orders, such as inspecting an apartment for damages, you should check with your supervisor about how to handle the request. Tenants have a right to privacy and landlords must give them at least 24 hours notice before they go into an apartment. You do not want to get caught in the middle of a landlord / tenant dispute. It's important to keep careful notes of any special requests or duties. You must do this to protect yourself, your employer and the client.

## Trespassing and Vandalism (Mischief)

### What is trespassing?

Trespassing is going onto someone else's property when you do not have the authority to do so or when you are not wanted on the property. *The Trespass Act* (formerly *The Petty Trespasses Act*) outlines laws for dealing with trespassers in Manitoba. You can find this Act in Appendix B.

Trespassing at night is a more serious offence than trespassing during the day. It is assumed that if someone is trespassing at night there is a greater chance that they are planning to commit a crime. This is especially true if the trespasser is in an area where there are no workers around.

The crime of trespassing at night is defined in the *Criminal Code* of Canada:

#### **Trespassing at night**

**177** Every person who, without lawful excuse, loiters or prowls at night on the property of another person near a dwelling-house situated on that property is guilty of an offence punishable on summary conviction.

Trespassing includes prowling and loitering. Loitering is hanging about without a purpose. Prowling suggests being in an area for the purpose of committing a crime

The *Criminal Code* of Canada defines “night” as the period between “nine o’clock in the afternoon and six o’clock in the forenoon the following day”. This means between 9:00 p.m. and 6:00 a.m.

The meaning of a “dwelling-house” is also defined by the *Criminal Code*.

***dwelling-house*** means the whole or any part of a building or structure that is kept or occupied as a permanent or temporary residence, and includes

- (a) a building within the curtilage of a dwelling-house that is connected to it by a doorway or by a covered and enclosed passage-way, and
- (b) a unit that is designed to be mobile and to be used as a permanent or temporary residence and that is being used as such a residence

This means that it is a crime to trespass at night on property where a residence is located. This does *not* mean it is a crime to hang around a commercial or business property at night.

## What should I do if I find someone trespassing?

It must be clear to trespassers that they are not welcome on the property. If you ask them to leave and they refuse, you should call the *police* or other *enforcement officer* and let them remove the trespassers. Observe carefully and keep accurate notes about what happens with the trespassers. This information may be important in helping police or other enforcement officers to remove them and lay charges, if necessary.

*The Provincial Offences Act* of Manitoba defines an “enforcement officer”.

**"enforcement officer"** means

- (a) a police officer as defined in *The Police Services Act*;
- (b) a member of the Royal Canadian Mounted Police;
- (c) subject to the regulations, a person appointed or designated under an Act to enforce that Act;
- (d) in relation to a municipal offence, a person appointed or designated under *The Municipal Act* or *The City of Winnipeg Charter* to enforce municipal offences; or
- (e) any other person or class of persons designated in the regulations.

In Manitoba, Security Guards cannot arrest people *only* for trespassing. If in addition to trespassing, you also *find* them committing a criminal offence on or in relation to property you are responsible for, you could arrest them.

The exception to this is if you find someone committing the offence of trespassing at night. Because this type of trespassing is a criminal offence happening on or in relation to the property you are responsible for, you could arrest the person. Remember that this applies to specific kinds of property.

However, it is best to call the police to deal with arrests.

Remember, your very presence will help to prevent crime at your site, but if you encounter a crime taking place, your main responsibility is to observe, take notes and report.

## **What is vandalism?**

Vandalism is willfully causing damage to property. It is called *Mischief* in the *Criminal Code of Canada*. Although vandalism is often considered to be a less serious crime, it can sometimes put people's lives in danger if it makes the property unsafe. If a person commits mischief that puts someone's life in danger they are guilty of an indictable offence.

## **Do I have the authority to arrest someone who is trespassing or committing vandalism?**

You have the right to arrest someone who is

- vandalizing the property you are responsible for.

You *do not* have the authority to arrest someone who is

- *only* trespassing, unless they are committing the offence trespassing at night.

While you may have the authority to arrest in some cases, it is always better to have the police take care of arrests whenever possible.

## Licencing of Security Guards

### Do I need to be licenced to work as a security guard in Manitoba?

Yes. Anyone working as a security guard in Manitoba must be licenced. There are a few exceptions that are found in sections 2 of *The Private Investigators and Security Guards Act* and Regulation of Manitoba.

### How does someone get a licence to work as a security guard?

You must apply to the Department of Justice for a licence. You will have to provide a completed Department of Justice application, current criminal record check (from a police service in your jurisdiction of residence or another service approved by the Registrar), child abuse registry check (from the Child Abuse Registry Unit) and digital photograph in jpeg format.

The criminal record and child abuse registry checks must be no more than six months old, and the photograph must be recent. If you change your appearance after submitting your photograph (cut your hair or grow facial hair, for example) you must provide a new photograph as soon as possible.

You will also have to provide proof of having completed security guard training or you will be issued with a one-time, six month temporary licence. The temporary licence gives you six months to complete training and pass the exam. If you have not completed training and passed the exam before your temporary licence expires, you cannot be issued another licence until you do so.

Please remember that incomplete application submissions will not be accepted by the Department of Justice. Incomplete applications include forms that are not completed or are missing information, documents that are unclear, as well as other requirements that have not been met. Please check to ensure you have met all the requirements before submitting your licence application.

### How much does the licence cost?

\$30. However, remember that this may increase over time.

You can pay your licence fee by credit card. American Express is not accepted for payment.

## **When will I receive my licence?**

Processing your application can take between ten to thirty working days. Your licence will then be mailed to you at the address you have put on your application form. This address must be in Manitoba.

You must carry your licence whenever you are working, and if someone asks to see your licence you must show it to them.

Your licence belongs to the Department of Justice. If your licence expires, or it is cancelled, revoked or suspended, you must return it to the Department immediately. This information is printed on the back of your licence.

## **Can I use the same licence if I work for more than one company?**

Yes. Your licence can be used to work for more than one employer, but you can only work for a licenced security guard business and/or a registered employer of security guards.

## **How long is my licence good for?**

One year.

You must renew your security guard licence each year before it expires. The expiry date and licence number is on the front of your licence card. You should submit your application for licence renewal at least a month and a half ahead of its expiry. As the licence holder you are responsible for keeping all of your licensing documents up to date. This includes your criminal record and child abuse registry checks and photograph.

Your criminal record and child abuse registry checks, and your photograph expire every three years. They will have different expiry dates than the licence you are given. Your criminal record and child abuse registry checks expire based on the date the results were processed by the police or Child Abuse Registry Unit.

For example, if you give a criminal record check to the Department of Justice which has been dated January 15, 2022, it would expire on January 15, 2025. This is the same for your child abuse registry check. Check the dates on your criminal record and child abuse registry checks before you submit them so that you know when they expire.

Only results for criminal record and child abuse registry checks will be accepted. If you have a criminal record you will also need to provide a current transcript that lists your conviction history. This must be done each time you submit a criminal record check to the Department of Justice. The transcript must also be no older than six months when it is submitted.

You must keep your criminal record and child abuse registry checks and your photograph up to date with the Department of Justice. If they expire, your licence may be cancelled or you may

not be able to renew it. You may also be required to make a full application re-submission if you let your licence lapse.

## **Can I still work as a security guard if my licence expires or is cancelled?**

No.

It is against Manitoba's laws to work as a security guard without a valid licence. This is why it is important to make sure you keep your licence and other documents up to date with the Department of Justice.

If you are found working without a valid security guard licence you will be told to stop. Depending on the situation you may also be charged and/or fined.

## **Do I have other responsibilities that come with my licence?**

Yes.

It is very important to remember that there are reporting conditions which are part of having a security guard licence in Manitoba. These are listed under *The Private Investigators and Security Guards Act* of Manitoba.

You must tell the Registrar of the Private Investigators and Security Guards Program within 15 days if you change your address, are charged with a crime or are convicted of a crime. If you fail to report these things your licence may be suspended or cancelled.

Everyone who has a security guard licence should read *The Private Investigators and Security Guards Act* and Regulation of Manitoba so that they know what all of their responsibilities are under the law.

## **Where can I find more information?**

You can call 204-945-2825 or e-mail the program at [pisg@gov.mb.ca](mailto:pisg@gov.mb.ca)

You can also visit the Private Investigators and Security Guards Program website at:

<http://www.gov.mb.ca/justice/safe/private/index.html>

Please note that application submissions are not accepted by mail or in person at the program office. Please see the website for further information on how to submit your application electronically.

Program hours are Monday to Friday, 8:00 a.m. – 4:00 p.m.

## Check Up 2



1. What are three situations when you are justified in using force?

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2. What can happen to you if you use too much force?

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3. What is one restraint position that can kill a person?

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4. If you have not arrested someone what must that person do before you can search them?

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5. When you are guarding property, you have the same rights as \_\_\_\_\_.

6. What should you do if you find someone trespassing?

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7. A person is not considered to be a trespasser unless \_\_\_\_\_

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## Review

Important points in Unit 3:

- As a security guard, you have the same legal authority as an ordinary citizen *and no more*.
- The *Criminal Code of Canada* outlines the legal limits that you must follow while on duty.
- The *Canadian Charter of Rights and Freedoms* describes our basic rights and freedoms.
- The three types of criminal offences are indictable, summary conviction and hybrid.
- There are very specific situations when you can arrest someone and certain procedures that must be followed.
- You should always try to avoid using force, but if you must use force you need to assess the situation very carefully and respond appropriately.
- You can only search someone if they give their consent or, in certain situations, after making an arrest.
- You must know the rights of landlords and tenants when you are working in this kind of situation.
- You cannot arrest trespassers unless they are committing the offence trespassing at night near a dwelling-house or another criminal offence on or in relation to the property. If possible, it is best to have police perform arrests.
- Security guards are licenced through the Province of Manitoba. You must have a licence to work as a security guard.

## Test Taking Tip

### Combination answers

Sometimes multiple-choice tests have an option that is a combination of other options. This may be *all of the above* or a combination like *a and b*. For this type of question you must think carefully about all of the options then choose the combination that shows the options that you think are right.

Questions that contain an *all of the above* option may seem confusing but in some ways they are actually easier. In this type of question you can know which answer is right by being sure about only two of the options!

This is how it works: if you know that two of the options are right then *all of the above* must be the right answer. You don't have to be sure about the third option.

Questions with *none of the above* options are different. You have to know that all three of the other options are not true before choosing the *none of the above* option.

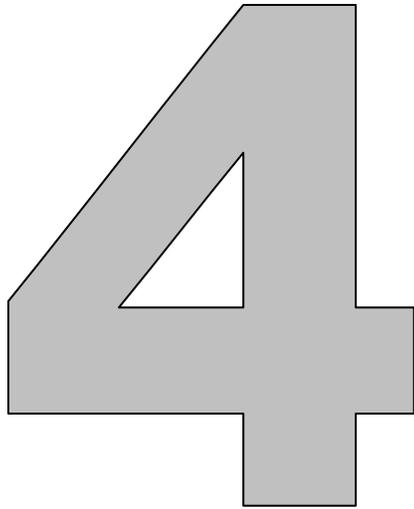
## Unit 3 – You and the Law Test

How well have you learned the material in this unit? Try the quiz and then check your answers using Appendix A.

Choose the **best** answer for each of the following:

1. Which of the following is stated in the *Criminal Code of Canada*?
  - a) Everyone has the right to live in freedom and safety.
  - b) Everyone has the right not to be detained or imprisoned without reason.
  - c) Everyone has the right to arrest someone they see committing an indictable offence.
  - d) Everyone has the right not to be unreasonably searched.
  
2. Which of the following is a summary conviction offence?
  - a) assault
  - b) breaking and entering
  - c) causing a disturbance
  - d) none of the above
  
3. If you have not arrested someone, you **must** stop searching them when
  - a) you find what you are looking for
  - b) the person says that they do not want you to search them anymore
  - c) the person tells you that they will give you the stolen goods
  - d) they ask to call a lawyer
  - e) they tell you about their medical condition
  
4. What laws outline what you can do on behalf of the property owner?
  - a) the *Criminal Code of Canada*
  - b) the *Landlord and Tenant Act*
  - c) the *Residential Tenancies Act*
  - d) all of the above
  
5. You can arrest a trespasser if
  - a) they are committing a criminal offence on the property
  - b) they are just hanging around
  - c) they don't have proper identification
  - d) they say they are taking a shortcut through your site

6. Which of these factors do you have to consider when using force
  - a) the person's education level
  - b) if there are witnesses
  - c) if the person has been drinking alcohol
  - d) if the person says they are going to call the police
  
7. When are you justified in making an arrest?
  - a) if you see someone stealing a laptop computer from your site
  - b) if you see a group of kids hanging around a dumpster on your site and you see smoke coming from the dumpster
  - c) if you see someone vandalizing property in the park across the street from your site
  - d) both b & c
  
8. You hear glass break in the parking lot and you see some teenagers walking by. Without arresting or detaining them, you can say
  - a) "Did you break that window?"
  - b) "What are you guys doing out here?"
  - c) "Who broke the car window?"
  - d) "Empty your jacket pockets."
  
9. Your security identification card is owned by
  - a) you
  - b) your client
  - c) the Department of Justice
  - d) the security company



# Patrolling



## Objectives

This unit will help you learn how to

- tell why patrols are important.
- prepare for a patrol.
- patrol a site.
- keep yourself safe while patrolling.
- use your powers of observation well.

## Pretest

This pretest will start you thinking about the information in this unit. Write T for True or F for False before each of these statements. You can check your answers using Appendix A. After you complete this unit you may want to try this pretest again to see how much you have learned.

1. \_\_\_ When your flashlight is turned on, you should hold it close to your body.
2. \_\_\_ One purpose of a patrol is to look for machinery that is not working properly.
3. \_\_\_ Patrols may be done in a vehicle or on foot.
4. \_\_\_ Sometimes, it is okay to complete only half of a patrol before returning to your station.
5. \_\_\_ When patrolling a building you should start at the bottom floor and work your way up.
6. \_\_\_ When patrolling at night, you should walk quickly past windows and glass doors.
7. \_\_\_ If you see an intruder you should arrest them immediately.
8. \_\_\_ Associating new information with something you already know will help you remember.
9. \_\_\_ Hearing is your most important sense when on patrol.

## Words to Know

The following words appear in this unit. Many of these words are used in different ways. This list only includes the meanings that are important for this unit. Try the exercise on the next pages to see how well you know the words. You can read the meanings first to help you with the exercise.

<b>authorized</b>	allowed, permitted
<b>conscious</b>	awake and able to understand what is happening around you
<b>consequences</b>	results
<b>deterrent</b>	something that prevents or discourages someone from doing something that they shouldn't do
<b>escorting</b>	going with someone to protect them
<b>extinguisher</b>	a device that is used for putting out fires
<b>flammable</b>	burns quickly and easily
<b>hazardous</b>	dangerous
<b>hydrant</b>	a pipe for water with a place where a hose can be attached
<b>intruder</b>	someone who has entered an area that they are not supposed to be in
<b>occupants</b>	the people inside a car, building, etc.
<b>perimeter</b>	outside edge
<b>predictable</b>	routine, able to know in advance

<b>secure</b>	tightly closed and locked
<b>silhouette</b>	outline
<b>suspicious</b>	strange looking or out of place, guilty looking
<b>unconscious</b>	not conscious, as if in a very deep sleep
<b>valve</b>	a device that's used for controlling the flow of air, liquid or gas

## Practice Exercise

Kim and Pat work together on the night shift at ABC Company. The following sentences are about their patrol. Read each sentence for a clue about the best word from the *Words to Know List* and put it in the blank.

1. Kim usually knows ahead of time what problems she might find on patrol.  
Most problems are \_\_\_\_\_.
2. Kim knows that her patrols are usually enough to keep people from committing crimes on the property.  
Kim's uniformed presence is a \_\_\_\_\_ for criminals.
3. Kim also knows that many crimes can be prevented by making sure that all the entrances are closed and locked.  
It's important that all doors and windows are \_\_\_\_\_.
4. Last week a robber walked into the building because a door was left unlocked.  
The robber had access to the building as a \_\_\_\_\_ of poor security.
5. Pat always walks around the outside part of the property when he's on patrol.  
He always patrols the \_\_\_\_\_ of the property.
6. Last night Pat noticed three people in a car in the parking lot.  
There were three \_\_\_\_\_ in the car.
7. The people looked like they were watching the building.  
The people were \_\_\_\_\_ looking.
8. Pat called Kim on the radio. Kim was inside the building and she saw an outline of someone walking past a big window near the lab.  
Kim saw a \_\_\_\_\_ of someone.
9. Kim was allowed to enter the lab to check if things were okay.  
As a security guard, Kim was \_\_\_\_\_ to enter locked rooms.
10. When Kim entered the lab, she saw someone hiding behind the counter.  
The person hiding in the lab was an \_\_\_\_\_.
11. Kim called Pat on the radio. Pat immediately called the police to report that the intruder had access to dangerous substances.  
The lab contained many substances that are \_\_\_\_\_ to your health.

12. When the police arrived, they found that the intruder had opened a device to let out gas and had threatened to start the lab on fire.  
The intruder opened up a \_\_\_\_\_ to release the gas.
13. Gas is very dangerous because it burns quickly and easily.  
Gas is a hazard because it is very \_\_\_\_\_.
14. Gas is also dangerous to breathe.  
The intruder became \_\_\_\_\_ from breathing in the gas vapours.
15. Pat took the employees to their cars and Kim grabbed the device to put out fires.  
While Pat was \_\_\_\_\_ employees, Kim got the \_\_\_\_\_ in case there was a fire.
16. When the fire fighters arrived, they quickly attached a hose to the water outlet in front of the building.  
The fire fighters used a \_\_\_\_\_ to supply water to the hose.
17. A happy ending: The intruder became \_\_\_\_\_ again, and the police arrested him. No one was hurt. Kim and Pat did a good job in keeping their site safe.

## Study Tip

### Make an outline

An outline is like an x-ray or a skeleton of the information that you want to learn. You can use an outline to highlight main points and show how these points are related.

There are different styles of outlines. A map style outline has been used for this unit (shown on page 11). Unit 8, *Traffic Control* has a picture style outline. You can see a list style outline in Unit 3, *You and the Law*.

After you have studied this unit, the outline can help you review. You can “flesh out” the skeleton by thinking of the information that goes with each point in the outline.



## What's in this Unit?

### Purpose of a Patrol

- detect hazards and emergencies
- help employees
- check for damage or equipment that is not working properly
- detect crimes
- protect confidential information
- improve community relations

### Preparing for a Patrol

- study post orders
- talk to other guards
- know your site
- check your equipment
- develop a plan

### Observing

- use your senses actively
- make meaning from the information you get through your senses
- improve your memory by focusing, associating and repeating information

### Patrolling

- know when to be seen
- take your time
- patrol the exterior
- look for anything unusual
- use your notebook
- get to know people
- avoid routines
- be careful to notice everything on your first patrol
- use all your powers of observation

### Keeping Safe

- never approach a suspect alone
- use your flashlight effectively
- use caution with windows and glass doors
- use the shadows
- be quiet
- don't smoke
- watch where you walk
- ask questions



# Patrolling

## What is the purpose of a patrol?

Security guards are hired to protect people, property and information.

A uniformed guard will help to deter crime just by being in an area. When you do a patrol you widen the area that you are protecting.

### *Remember...*

your main duties are to *observe, deter* and *report*.

Usually the client will also ask you to do certain things that they think are important for their site. You may also need to change your focus on different patrols at the same site during your shift. For example you may need to look for different things during a midnight patrol compared to an early evening patrol.

The purpose of a patrol may be to:

- detect hazards
  - √ housekeeping hazards, such as piled up garbage or recycling items
  - √ maintenance hazards, such as leaks, burnt out lights, electrical cords left across walkways
  - √ equipment that has been left on when it is supposed to be turned off, such as coffee pots. You should always check when you are trained to see what the guards can and cannot turn off. As a general rule, computers and copy machines are not touched by security.
  - √ safety hazards, such as sparking electrical wires, overheated boilers, ice on walkways. Also look for equipment not being used properly such as hanging items off sprinkler heads or using a fire extinguisher to prop a door open.
- detect emergencies, such as fires and floods
- help employees by keeping the site safe, reporting injuries, giving first aid or escorting them if they feel unsafe
- detect people committing crimes, such as vandalism, break and entry, shoplifting, theft, assault
- report equipment or machinery that is not working properly, such as heating and refrigeration units
- check for damage to property
- protect confidential information by making sure only authorized people are in controlled areas

- improve community relations by giving help and information to the public, such as in a shopping mall

## What should I do to prepare for a patrol?

You must be both mentally and physically prepared for every patrol. If you have been working at the same site for a long time you may be tempted to relax and not be as alert as possible. If you miss a danger signal, the consequences can be very serious. To prepare for each patrol you must do the following:

1. **Study your post orders** – They will be specific to your site and should give you clear orders about what you are expected to do. They contain important information such as the purpose of the patrol, routes, timings, major check points, what to do in an emergency, reporting procedures, and areas that may have safety risks and precautions. Your site supervisor or guards on the shift before yours should tell you about any changes to your post orders. Talk to your supervisor if your post orders are not correct or need to be changed.
2. **Talk to other guards** – Arrive 15 minutes early to get information and special instructions from anyone who has worked the previous shift. Find out if anything has changed since your last shift, and who is authorized to be on the site. Read the regular occurrence and incident reports from the proceeding shift and from the shifts that may have occurred when you were off (regular days off or extended period of time).
3. **Know your site** – Study the layout of the buildings and grounds including any maps or diagrams. If you work night shift, try to visit the site in the daytime so you know what areas could be hazardous in the dark. Draw a diagram to test how well you know the site. This can also help you to remember key areas and the location of special equipment. When you are trained, ask for a tour of the whole site not just the parts that you will be in on a regular basis. A guard needs to be aware of what goes on for the whole property.

### For everyone's safety, know exactly where the following are:

- telephones (including pay phones) and communications equipment. Know where the power failure phones are on your site. If you use a portable radio or cell phone, know any areas where these devices do not work.
- all fire fighting equipment, including hose stations, extinguishers, hydrants, and sprinkler valves and their supply pipes. Also look for signs that these aren't working properly.
- fire alarm boxes, fire doors, fire escapes and fire walls. Know any areas that would have special fire suppression systems and chemicals used in those systems.
- "high risk" areas such as pay offices, cash registers, safes, computer rooms, labs, storage areas for valuables or expensive equipment
- exterior doors and gates
- all stairways – evacuation routes

- utility control rooms and shut-off switches
  - back-up power units
  - light switches and emergency lighting panels
  - pipes carrying gas, steam, acid, wastes
  - storage areas for flammable and / or hazardous materials including gases, acids, explosives or poisons
  - any dangerous machinery
  - first aid and medical facilities
  - “dead zones” where your phone or radio may not work
  - restricted areas where phones and radios are not allowed, such as in parts of a hospital
4. **Check your vehicle if you are on mobile patrol** – You should do a complete inspection of the patrol vehicle before you use it. Fill out a Vehicle Inspection Log such as the one on page 17. Make sure the fluid levels are full, your patrol vehicle is in good working condition, and your communication equipment is working well. You should know your patrol area well enough to drive confidently, especially during emergencies. Know all the roads, driveways, and emergency vehicle access routes in your patrol area.
5. **Check your equipment** – You may not be able to return to your office for supplies once your patrol starts. Make a checklist that you can use before every shift. It should include the following:
- uniform – including comfortable shoes and proper clothing for the weather conditions
  - identification card
  - radio / pager – in good working order and charged before you head out. If possible you should carry spare batteries.
  - emergency numbers
  - flashlight – spare bulbs and batteries
  - notebook and 2 pens
  - map or checklist of areas or stations which must be patrolled
  - watch – to record exact time of incidents
  - keys and access cards if required.
  - safety equipment such as goggles, hard hat, steel toed boots, if required
  - special instructions
6. **Develop a plan** – Make a list of activities that need to be done on each specific patrol. Plan your route, including a map of major checkpoints, windows, doors, stairways, and high traffic areas. Plan a different route in case of an emergency such as a fire, explosion or chemical leak. If you develop a plan before each patrol you can vary the route and timing, so that it is not too predictable. =

If you are patrolling in a vehicle your post orders will also outline areas or sites that you must patrol, but you may be able to choose the order in which you visit them. As with a foot patrol, vary the times and routes when possible, so that criminals can't be sure of

your movement. Watch for hazards that could affect your driving and be extra careful in poor weather conditions. The path that is clear and easy going in summer will probably not be that way in the middle of winter so allow extra time to do the whole patrol and do it safely—rushing could be dangerous. Also, you could miss things if you are in hurry.

## Vehicle Inspection Log

Guard's name \_\_\_\_\_ Date \_\_\_\_\_

Mileage end \_\_\_\_\_ Shift \_\_\_\_\_

Mileage start \_\_\_\_\_

Mileage total \_\_\_\_\_



### Checks

Lights:

Headlights \_\_\_\_\_ Brake lights \_\_\_\_\_ Tail lights \_\_\_\_\_ Turn signals \_\_\_\_\_

Fluids:

Transmission \_\_\_\_\_ Brake \_\_\_\_\_ Rad water \_\_\_\_\_ Power steering \_\_\_\_\_

Belts and hoses \_\_\_\_\_



### Damage

During your initial vehicle inspection, did you find any new or unreported damage?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, describe the damage \_\_\_\_\_

\_\_\_\_\_

While you were on duty was there any damage to the vehicle?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please attach damage report.



### Fluids

Did you add gas or any other fluids? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please indicate amount and cost.

Fluid type	# of liters	Cost

Sign here \_\_\_\_\_

# Check Up 1

1. Name five reasons why security guards do a patrol.

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2. Why is it important to study your post orders?

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3. Why is it important to talk to the guards who worked the shift before you?

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4. What can you do to help you vary the route and timing of each patrol?

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## How do I patrol effectively?

1. **Know when to be seen** – Criminals are less likely to target an area anytime a security guard is clearly visible. During the daytime you will want people to see you as a deterrent. At night you will need to decide what is best for your situation. Should you use the cover of darkness to observe, or is it better to be seen so that you don't surprise an intruder? Remember, you must be safe to be effective. See the next section, *How do I patrol safely?* for more information.
2. **Take your time** – You will notice more if you walk at a slow, steady pace and look all around you. Stop from time to time to listen.
3. **Patrol the exterior** – Begin your patrol at the perimeter of the property and work your way toward any buildings. Check fences, gates and lights. Look for signs of digging under fences or anything that can be climbed on, such as ladders, trees, or vehicles parked close to a fence. Make sure that there are no signs of forced entry into a building. Don't just look at locks and windows. Try to open them gently to see that they are secure. This will help you to know if an intruder has been able to enter the building.
4. **Patrol the interior** – When the outside of the building is secure, quietly enter it. At night move away from the lighted entrance. Listen for any unusual sounds. If you don't hear anything, turn on the lights and examine each checkpoint outlined in your post orders. Start at the bottom floor and work your way up. It will be harder for an intruder to go past you without you knowing.
5. **Look for anything unusual** – These signs may show that a crime has happened or is still happening:
  - strange lights, or a usual light not on
  - machinery that is jammed or running when it shouldn't be
  - pry marks on doors, hinges or windows
  - gas / steam, water / sewer lines that are plugged, broken or leaking
  - broken glass in or near windows
  - wires that are loose or broken
  - people in places where they should not be. This includes both staff and non-staff areas.
  - objects that are out of place
  - obvious signs of a search or disturbance. Open drawers or cabinet doors that should be closed, or that are supposed to be locked. For example, a medicine cabinet that is open and no one is using it or in the room.
  - missing equipment. For example, a site car that is signed in and was returned but that is not in its parking place.
  - strange noises, breaking glass or sounds of items being moved in a hurry and not carefully
  - open doors that should be closed

6. **Use your notebook** – When you see something unusual, make notes as soon as possible. For example, if you see a strange vehicle, describe it and any occupants in your notes. Write as many details as possible, including the exact time that you observed something. If a crime happens, you won't have to rely on your memory. This is especially important if you have to testify in court. Have your notebook with you on patrol or when you are investigating occurrences. You will then be able to make notes as things happen or as you discover things. Make sure that you have the right kind of notebook—it should have numbered pages that cannot be easily removed.
7. **Get to know people** – You will know which people are authorized to be on the property. If you have good relationships with these people, they will trust you with information and let you know about problems. Maintenance people and cleaners can be very helpful because they know how things should work and where things should be. Guards on the previous shift will give you valuable information and instructions. Experienced guards can give you tips about trouble areas or problem people and how to deal with them.
8. **Avoid routines** – Criminals are aware of fixed habits and time schedules. Make sure you vary yours as much as possible while still meeting the requirements of your post orders. You can change directions (back-track), or mix full patrols with partial patrols. For example, if a foot patrol takes forty minutes to complete, break it up into two twenty-minute rounds. Complete the first half, return to the central starting point, then complete the second half. The next round could be the full forty minute patrol. Don't be predictable.
9. **Be careful to notice everything on your first patrol** – If you notice everything on your first patrol you can see if anything has changed on your later patrols. Make sure:
  - everything is locked that should be locked
  - all lights and power switches are on or off as required
  - heating and cooling systems are on or off as required
  - there are no fire or safety hazards that could cause a problem later
  - to note the areas where employees are working. This will be helpful in case of an emergency. Talk to the workers you meet so they know you are there if they need help. Getting to know the staff will help you to know their work patterns. Also, if you have a good relationship with the staff, they will be more willing to talk to you about changes or concerns.
10. **Use all your powers of observation** – Do not rely on your sight alone. Study the principles of observation and rules of memory found later in this section and practice them on each patrol. Make notes, notes, notes. You cannot remember everything exactly as it happens. Small short notes can be turned into fuller reports when your patrol is finished.

## How do I patrol safely?

If you are prepared and follow the suggestions for an effective patrol you will be able to detect problems. Problems can be dangerous to guards, so it is important that you protect your safety.

Always remember your job is to observe, deter and report. Let this guide you in making smart choices as you patrol. Here are some general things to remember:

1. **Don't approach a suspect alone** – Use a “buddy system” or call for back up. You may be assigned a partner if you work at a site where there is a high risk of criminal activity or violence. Make sure you are not both exposed to the risk at the same time. The second person should be within sight, but safely removed from the danger. For example, if you are asking a trespasser to leave your site, a second security could watch from a distance to make sure the person is cooperating with you. If you see an actual crime in progress, call the police.
2. **Watch where you walk** – Stay away from slippery surfaces. Go around hazards, not over or under them. If you check out your patrol area during the day, you will be more aware of dangerous areas that can't be seen as well at night.
3. **Ask questions** – A simple misunderstanding could put your safety at risk. Don't be embarrassed to ask for explanations if you don't understand something.
4. **Follow communication instructions** – You may be expected to contact your dispatcher after each patrol or follow other reporting orders, especially if you are the only guard on the site. These procedures were created for your safety, so make sure you follow them closely. See *Work Alone Plan* in Unit 10, *Personal Safety at Work*, for more details.
5. **Don't smoke** – It will affect your ability to smell odors such as smoke and tobacco. Also, a lit cigarette is visible at night.

You must take special care when you are patrolling at night. Here are some specific things to remember:

6. **Use your flashlight effectively** – Turn off your flashlight when it is not needed. If you must leave it on while walking, carry it in front of you at arm's length away from your body. In this way, if someone attacks you in the area of the light they will not hit your body. Get in the habit of not holding your flashlight in the hand that you write with so you can use your dominant hand to operate your radio or do other things.
7. **Use caution with windows and glass doors** – Try not to pass directly in front of them. At night your body will be visible as a silhouette. Don't be a target. If you must pass, walk by quickly. Don't approach a dark window or door and look

inside. Shine your flashlight before approaching and stand to one side when observing.

8. **Be careful entering a dark room** – You should not just walk into a dark room, especially if you are investigating something suspicious. Open the door first by pushing it all the way open (someone could be behind the door) and shine your flashlight around the whole room before you enter. Identify yourself as security and listen for sounds. If you get a bad feeling or something doesn't look right, do not enter without back up. Call for back up and then stand back and observe until back up arrives.
9. **Know when to be seen and when to be heard** – It is important for you to use good judgment and common sense when you patrol at night. At many sites you will want to patrol quietly and walk in the shadows close to buildings. If you are patrolling in a vehicle, minimize any noise from your engine, brakes and tires, and don't slam doors. Generally, you do not want to set yourself up to be a target by being overly noisy and announcing your presence. If you see anything suspicious happening, you can stay out of sight, make your observations, and report the activity.

If you are patrolling alone in an area where you feel uneasy, you may want to make some sound, such as humming or jingling keys. This will let employees know that you are around. You would also not want to surprise one or more criminals in an act, especially if you are blocking their escape route. Making some noise will alert criminals to your presence and deter them from continuing with the crime. It will give them the option of fleeing without harm to you. You can then record any information you have about the events and suspects, and use it to help the police.

## What should I do if I suspect that a crime has been committed?

Get help. Call the police. It is your job to report and their job to enforce the law. Notify your dispatcher and use other guards for back up whenever possible. If no other guards are available as back-up, you should wait for the police whenever possible. In some situations you may need to help someone before the police arrive. An example of this is giving someone first aid.

*Remember...*

your main duties are to *observe, deter and report.*

 **Check Up 2**

1. What can you do to make sure that doors and windows are locked?

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2. What are five signs that may show a crime has happened or is still happening?

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3. Why is it important to avoid routines when patrolling?

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4. Why should you carry your flashlight an arm's length away when patrolling?

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5. Why is it a good idea to check out your patrol area during the day if you are on night shift?

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# Powers of Observation

Security guards are often described as the “eyes and ears” of the client. You are hired to notice and report anything unusual at the site you are guarding. It is very important for you to develop strong powers of observation. A great place to practice is on your patrol.

## What are powers of observation?

Observation is as a process that includes:

1. Noticing – becoming aware of something through any of your five senses
2. Interpreting – organizing the information into something meaningful
3. Recalling – remembering the information and being able to access it when you need to

Let’s look at this process more closely.

### 1. Noticing

Have you ever stared at a TV screen, but not really seen what was on it or driven from point A to point B, but didn’t remember how you got there? Your brain was on “automatic pilot” and you were probably thinking about something else. Your senses were giving you information, but you weren’t really paying attention.

As a security guard you must be actively aware of everything that is going on around you. This is a skill you can develop only with experience and practice. There are some things you should know about the senses.

#### Hearing

- Learn to be very familiar with the sounds that you commonly hear at your site. These include the working sounds of loud machines as well as the quieter sounds of heating and cooling units. It is also important to be aware of background noises and what is causing them. If you are near an airport, a construction area or a busy highway you may have trouble hearing unusual sounds because of the background noises.
- As you patrol, learn to focus your hearing on any sounds that are out of the ordinary. These include the starting and stopping of machinery or equipment, leaking gas, running water, breaking glass, alarms, screams, arguing, fighting, or voices when there should be none.
- You can increase your hearing if you close your eyes and stand still for a moment.
- Learn to judge the distance of a sound by how strong the sound is.
- Learn to judge what direction a sound is coming from by noticing if it is louder in one ear than the other.

## Smell

Although the human sense of smell is weak compared to that of many animals, it is still very strong. We can recognize thousands of different smells, and we are able to detect tiny amounts of odour.

- You can train yourself to become more sensitive to different odors. As you patrol, practice focusing on smells.
- Your sense of smell can be very important in protecting your life and the lives of others. Your nose can alert you to the smell of smoke or fumes or vapours before your eyes or ears sense danger. Fumes are the by-product of heating metal and have traces of metal in them. Vapours are wet gases, like steam, that are coming off a liquid such as paint. It is important to know this so that you can choose the type of breathing protection that you may need to enter an area safely.
- Be aware of what chemicals are used in your workplace, where they are stored, and how to deal with the effects and threats they pose. Study and review the Emergency section of your post orders and any safety information such as Workplace Hazardous Materials Information System (WHMIS). All hazardous materials in the workplace should have a label giving important cautions and first aid measures. The law says that must receive training about dangerous products in your workplace. See Unit 10 for more information on this.
- Learn to identify odors and be prepared to act fast if you smell anything dangerous. Be aware that smells can cause strong emotional reactions and remain calm.
- Know that some vapours from chemicals, gasoline, ether and smoke can deaden your sense of smell. Leave the area as quickly as possible.
- Don't forget to use your sense of smell to describe people or suspicious conditions that you notice while on patrol.

## Touch

- Touch can be used if you find an injured person. You can feel for a person's pulse or heat from their body. Touch can also be used to comfort someone. Whenever possible get permission to touch someone. Be aware that an unconscious person may become consciousness and be unhappy about being touched.
- The heat from a vehicle's tires or engine can help you determine how long it has been parked on your site.
- In the dark, you can use touch to check if windows or doors have been forced open. Be very careful not to disturb evidence that the police or health and safety or insurance officials may need when they investigate.
- If you suspect a fire, you can feel a closed door to see if it is hot. If so, do not open it as there is likely fire on the other side.

### **Taste**

- Taste is closely related to the sense of smell. Our taste buds only allow us to experience sweet, sour, salty, and bitter.
- You should never rely on your sense of taste while on patrol. Your other senses will give you more information and you could become seriously ill by putting unknown substances in your mouth.

### **Sight**

- This is the most important sense used in observation. Most of the information you receive on patrol will be through your eyes.
- You must have your vision checked regularly and always wear glasses if you need them. If it is difficult for you to switch from seeing at a distance to close up, you may need progressive lenses.
- While on patrol, you must actively scan large areas and examine small areas in detail. Learn to develop eye control—look *at* things rather than *through* them.
- Look for differences rather than similarities. There are hundreds of blue vans, but few with a dented right rear bumper with red paint on the dent.
- Be aware of things that can distort or affect your ability to see. The following table gives some special conditions and suggestions of how to deal with them.

<b>Dim Light or Darkness</b>	
<b>Problem</b>	<b>Possible Solution</b>
Objects blend in with the background.	<p>Shift your attention a little to the side of the object. It will be easier to see than if you look at the object directly.</p> <p>Crouch down so that the object is silhouetted against the sky.</p>
Slow moving objects and objects close to the ground are hard to see. For example, someone who is crouched down close to a building.	Look above and below the object to try to see a contrast.
You are blinded when you move from a light area to a dark area.	<p>Shut your eyes for a few seconds to allow them to adjust.</p> <p>If you are moving from a dark area into a lighted area and then back into a dark area, you can shut one eye while you are in the lighted area. You will then be able to see better out of this eye in the next dark area.</p>
<b>Colour Distortion</b>	
<b>Problem</b>	<b>Possible Solution</b>
Colours do not seem the same to everyone.	When you interview witnesses, keep in mind that they may be colour blind.
Colours may not look the same under different types of light. Certain types of light can distort colours.	Know what kind of lighting is inside and outside your building and how it may affect the colours that you see (for example, when describing a car).

# Things to Watch for when Observing People

## Face

### Forehead

Shape: high, low, wide, narrow

Skin: smooth, deeply wrinkled, lightly wrinkled

### Markings

moles, scars

### Ears

large, small, flat against head, sticking out

### Cheeks

Shape: sunken, filled out

Wrinkles: shape, deep or light

### Cheek bones

high, low, wide, narrow

### Facial hair

moustache, beard, sideburns

### Hair

Type: straight, loose curls, tight curls, waves

Style: long, short, parted, neatly combed



### Eyebrows

arched, straight, down slant, up slant, irregular

### Eye Shapes

round, oval, up slant, down slant.

### Eyelids

wide open, partly closed

### Nose

Shape: flat, wide, long, etc.

Nostrils: narrow, flared, wide

### Neck

Front: double chin, large Adam's apple, etc.

Sides: hanging jowls

### Chin

Shape: round, oval, pointed, square

Other features: small, double, dimpled, cleft

### Mouth

Corners: turned up, turned down, level

Upper lip: thin, medium, full

Lower lip: thin, medium, full

## Full Body

### Jewelry

watch, ring,  
bracelet, nose ring,  
earrings, tie clip

### Sex

male or female

### Age

estimate

### Height

compared to your  
own height, a  
doorway

### Weight

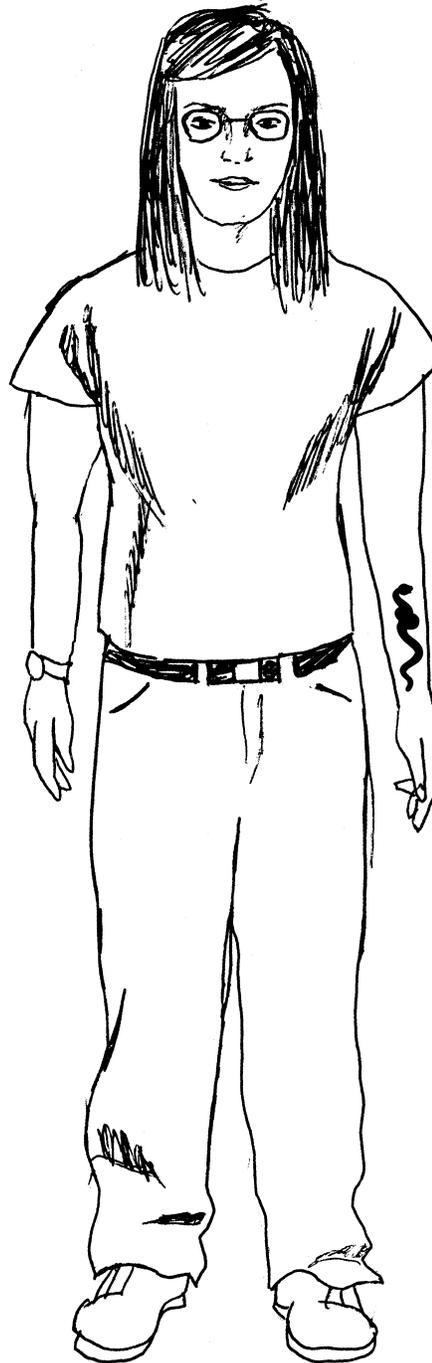
estimate

### Build

fat, husky, slim,  
muscular

### Other

unusual make-up,  
clothing too large or  
too small, odd  
colours, patches, etc.



### Glasses

size, shape, colour

### Shirt

style, colour,  
sleeves, collar

### Extras

belt, chains,  
scarf

### Skin

colour, pimples,  
pock marks, acne,  
clean shaven,  
tattoos

### Pants

colour, style (bell  
bottoms, shorts),  
cuffs

### Socks

colour, pattern,  
length

### Shoes

colour, style (laces,  
buckles, slip-ons,  
sandals)

### General appearance

neat, sloppy, clean, dirty, etc.

### Other clothing

hat, coat, sweater, tie,  
dress, boots, etc.

## 2. Interpreting

The second part of the process of observation is interpreting. It is not enough to just notice things using your senses. You must think about the smells, sights, sounds and touches that you have experienced on patrol. Do they give you clues about dangers, accidents or crimes that may be happening? You must analyze everything you experience to decide if it could harm the people and property you are protecting. You must learn to trust your gut instinct and to be suspicious of anything or anyone out of the ordinary. The old saying “better safe than sorry” truly applies to security guards.

- Be careful not to jump to conclusions about people—describe what you smell, hear, see or feel but do not assume you always know what the cause is. Sometimes people may seem drunk even when they have not had any alcohol. This could be because they have an illness such as cerebral palsy or diabetes.

Think about these observations and how would you interpret them. Include at least two possibilities for each situation.

- a. You are on your second patrol around an office building. You notice two people talking in the waiting area. You’ve seen them earlier in the cafeteria. When you walk toward them, they leave.
- b. A store clerk who usually waves to you as you walk by doesn’t look up from the cash register. She has a worried expression on her face.
- c. A person is moving from car to car in the parking lot.
- d. Someone is running through the mall with a bag in her hand.
- e. You notice a strong perfume smell in a room where a camera has just been stolen.

Did you think of a number of interpretations for the observations? Here are a few possibilities.

- a. They may be checking the area out before stealing something or they may have serious business in the building.
- b. She may be trying to balance her money or there may be a robbery in progress at the store.
- c. They may have lost their car or they may be looking for something to steal.
- d. She may have just robbed a store or may be hurrying to catch a bus.
- e. The thief may have been wearing the perfume or another person passing through may have left the scent.

### 3. Recalling

The third part of the process of observation is recalling. You will often be asked to recall incidents, faces, names, dates and many other things by your supervisors, clients, police, and even the courts.

It is important to record anything you observe as soon as possible. You may be able to remember things for a short time, but memories fade quickly. This is especially true if your mind becomes busy with other things.

You can improve your memory by practicing these skills:

**Concentration** – focus on a single thing while ignoring everything else. Look closely at one person in a crowd and practice describing them while tuning out other people and sounds. Focus on a different sense each time you patrol.

**Association** – relate something new to something that is already fixed in your memory. You can practice this with names. When you are introduced to someone whose name you need to remember, think about someone you know with the same name.

**Repetition** – The more you repeat something, the more likely you will remember it. You can practice this skill with license plate numbers.

#### A final caution

On patrol your biggest enemy can be boredom. This is especially true if you have been working at the same site for a long time. You may not listen and watch as carefully as you should during your patrol. You can fight boredom by adding variety to how you do your patrols. If possible, do your patrol in reverse. For example, do it from the top down or inside then outside or you could do odd floors and then even floors. Pay close attention to details. Our brains try to fit what they see, hear, etc., into what they already know and may distort the information they take in. Things may not always be what they seem.

 **Check Up 3**

1. What three steps are important to improve your powers of observation?

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2. Name two things you can do to get the most information out of what you see and hear.

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3. What things might you smell that would alert you to danger?

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4. What memory skill are you practicing if you look very carefully at someone to try to remember what they look like?

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## Review

Important points in Unit 4:

You can prepare yourself before you patrol by

- being sure to study your post orders and know your site well.
- checking in with other guards to see what happened on the shift before yours.
- checking your equipment to make sure it is in good working order.

When you patrol

- do a complete patrol the first time, but avoid routines.
- use all of your senses to become aware of anything unusual.
- don't rely on your memory. Always use your notebook.
- be visible. Meet the people on your site.

Patrol safely by

- getting back-up before you confront someone.
- walking quietly and trying not to be seen at night.
- assessing hazards and avoiding them.

Try to develop your powers of observation by

- developing a plan.
- using the information you get from your senses wisely.
- finding ways to help yourself remember details.

## Test Taking Tip

### **Have a vacation during the exam!**

If you find yourself becoming very stressed during the test, give yourself a tiny break. Close your eyes and block the test out of your mind completely for 30 seconds. Imagine that you are on a beach or in a forest or any place where you feel safe and relaxed. Have a 30-second vacation in this place before continuing with the exam.

## Unit 4 – Patrolling Test

How well have you learned the material in this unit? Try the quiz and then check your answers using Appendix A.

Choose the **best** answer for each of the following:

1. Why is it important to plan each patrol?
  - a) so that you can make sure to inspect all major checkpoints
  - b) so that you can do your patrol as quickly as possible
  - c) so that you won't be easily distracted
  - d) so that you can follow the same route each time
2. Imagine that you are working at a busy mall. During your lunch hour patrol you should **not**
  - a) chat with shop keepers
  - b) finish your patrol at the same time as yesterday
  - c) note that you provided a shopper with a wheelchair
  - d) make yourself seen by as many people as possible
3. Why should you hold a flashlight at arm's length when patrolling?
  - a) so that you can see further
  - b) so it is available to use for self-defense
  - c) so that you can judge how far you are from a wall
  - d) so that an attacker can't be sure of your body's exact location
4. Why should you open the door all the way before entering a dark room?
  - a) Because you might set off an alarm
  - b) Because someone could be hiding behind the door
  - c) So an intruder can't see you
  - d) So the light from the hallway can help you see better
5. An intruder's voice reminds you of a certain movie star's voice. This helps you to recall the sound of the intruder's voice. What memory skill are you practicing?
  - a) repetition
  - b) networking
  - c) association
  - d) concentration

6. Patrolling is an important part of your job because
- a) you can see what's going on
  - b) the exercise will keep you awake
  - c) you'll have more to report on
  - d) it helps you vary your routine
7. Why is it a good idea to patrol from the outside to the inside of a building at night?
- a) the fresh air will make you more alert for your interior patrol
  - b) to make sure there are no signs of forced entry into the building
  - c) you have to examine things more closely inside
  - d) you can do your paper work once you are inside



# 5

## Writing Notes & Reports



## Objectives

This unit will help you learn how to

- use your notebook correctly.
- write a detailed report that is easy to read.
- properly secure a crime scene and preserve evidence.
- tell the difference between different types of evidence.
- prepare yourself to testify in court.

## Pretest

This pretest will start you thinking about the information in this unit. Write T for True or F for False before each of these statements. You can check your answers in Appendix A. After you complete this unit, you may want to try this pretest again to see how much you have learned.

1. \_\_\_ The notes from your notebook could be used as evidence in court.
2. \_\_\_ You should use a pen to write your notes.
3. \_\_\_ Your opinion about an event is important when you write a report.
4. \_\_\_ 1700 hours means the same as 7:00 p.m.
5. \_\_\_ The words “Bravo” and “Dog” are used to make the letters B and D easier to understand over the telephone or radio.
6. \_\_\_ An incident report should include information about who, what, when, where, why, and how an event happened.
7. \_\_\_ After a theft, you should fill out an incident report.
8. \_\_\_ The most reliable evidence is circumstantial evidence.
9. \_\_\_ Photographs are examples of direct evidence.
10. \_\_\_ After a crime, you should secure the area.
11. \_\_\_ A subpoena is a request to appear in court.
12. \_\_\_ You should read from your notes whenever you need to answer questions in court.

## Words to Know

The following words appear in this unit. Many of these words are used in different ways. This list only includes the meanings that are important for this unit. Try the exercise on the next page to see how well you know the words. You may read the meanings first to help you with the exercise.

<b>detailed</b>	complete, includes all the important information
<b>guidelines</b>	suggestions to help someone carry out actions
<b>incident</b>	unusual event
<b>slang</b>	very informal language that not everyone understands
<b>testimony</b>	formal statement in court
<b>typical</b>	common, similar to a group

## Practice Exercise

Put the correct word in the blanks from the *Words to Know* list.

Security guard Santos was patrolling around the outside of the library where he worked. He noticed a young woman sticking her arm in the book chute. It is \_\_\_\_\_ for most people to just open the chute, place a book inside, and close the chute again. The young woman's behaviour was suspicious because she stuck her whole arm in the chute. Santos approached the woman and asked if he could help her. When she spoke to him, she used so much \_\_\_\_\_ that he had trouble understanding her. She said something about trying to keep warm. Santos asked the woman to step aside and when he checked the chute he found that it smelled like burned matches. The woman ran away, but Santos had looked closely at her before she got away. Following the \_\_\_\_\_ in his notebook, Santos quickly wrote down a \_\_\_\_\_ description of the young woman. When he returned to his post, he filled out a report about the \_\_\_\_\_. He knew that if he had to make a \_\_\_\_\_ in court he would have all the necessary information.

## Study Tip

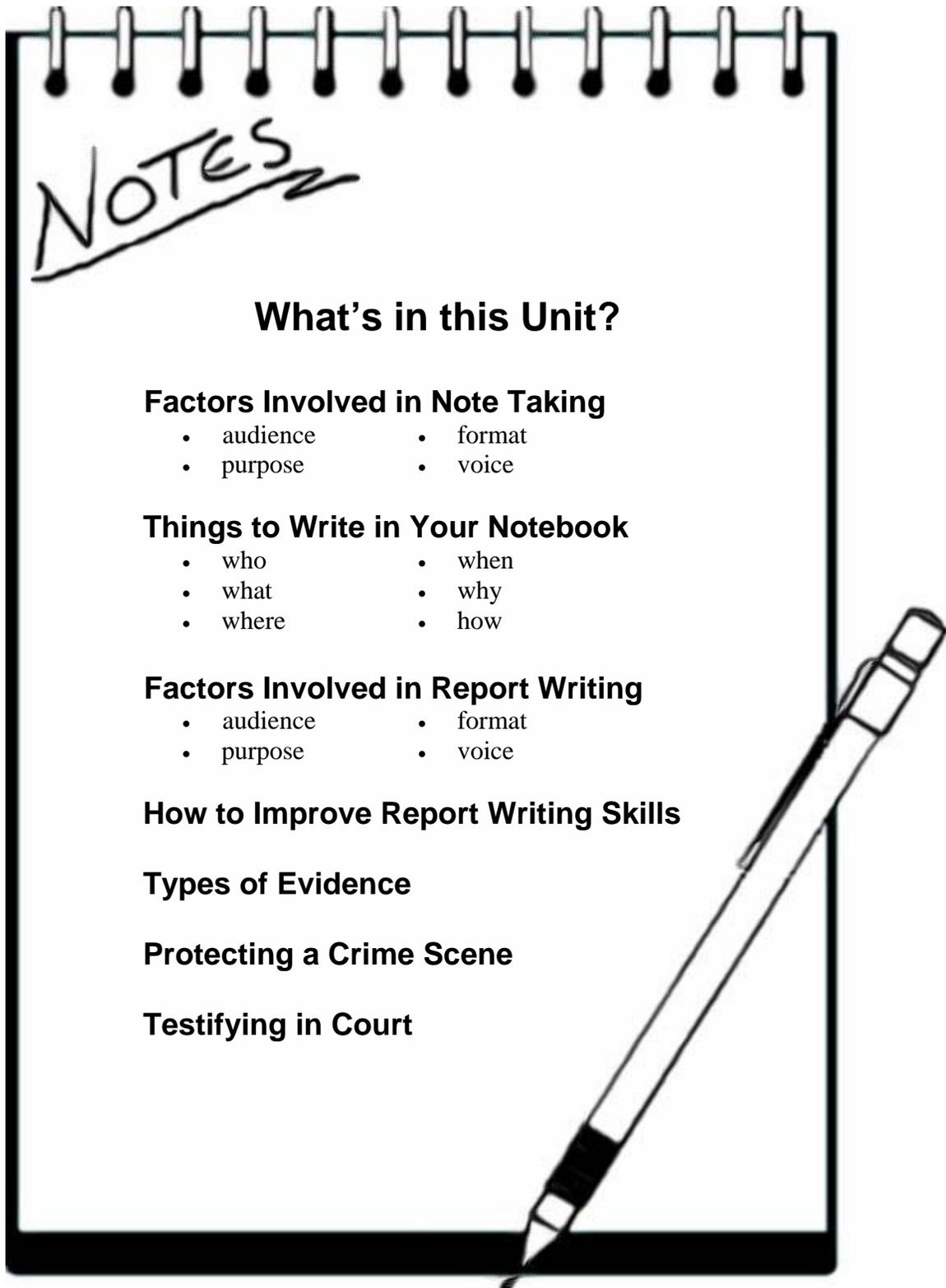
### Highlight or underline important information

Because this book is yours to keep, you can make marks in it to help you understand and review the material. Underlining, circling and **highlighting** help to make important facts stand out. You can even use different colours of highlighter.

You can also make notes in the white spaces around the text.

\* \* Put stars beside information that you think is especially important.







# Writing Notes and Reports

One of your most important duties as a security guard is to keep a detailed, written record of what happens during your shift. The notes you take and the reports you write will be read by many different people for many different reasons. The following list gives the key things to think about whenever you write something. In fact, all writing involves these four factors:

- Audience:** who you are writing to – all of the possible readers
- Purpose:** why you are writing – to record, inform, persuade, entertain, etc.
- Format:** how you will write – the style. For example: notes, report, letter, list, proposal, poem, article, short story, etc.
- Voice:** how you want it to “sound” – the tone. For example: formal/informal, personal/impersonal, serious, funny, sarcastic, etc.

A simple example of writing is a grocery list, but even it involves these four factors:

- Audience:** yourself
- Purpose:** to remind yourself what to buy
- Format:** list
- Voice:** informal – may include slang, personal abbreviations, misspelling

## What factors are involved in note taking?

### **Audience**

Sometimes you will be the only one who reads your notes. You may have noted a suspicious looking van in the parking lot at the beginning of your patrol, but when you finished your patrol it was gone. No one may ever read the details about the van, but you will have a written record in case something happens in the future.

Even though you will often be the only one reading your notes, it is important to write things down as if your audience is much larger than just yourself. Many other people *may* read your notes. They could include co-workers, supervisors, clients, health and safety committee members, union reps, police, insurance company investigators, lawyers, the court, or the media.

### **Purpose**

Your main reason for taking notes is to make a detailed record of things that happen on your shift. These notes could be used for many different purposes, such as:

- to help you remember things and to write reports
- to tell your co-workers about things that happened on your shift

- to show the client and your supervisor that you are doing your duties in a professional way
- to record any hazards or safety concerns
- to give police information
- to help investigators learn the truth about what you or other witnesses saw
- to provide evidence in court

Just as you may not know who will be reading your notes, you may not know what they will be used for. Your notes may be used very soon after you write them. For example, you may want to share information about a suspicious vehicle with the guard who is coming on duty after you. Very often your notes will be used a long time after you write them. It may take several months for the information you write in your notebook to be used as evidence in court.

### Format

Your notebook is an important tool for keeping a detailed record of what happens on your shift. You should keep all of your notes in the notebook provided by your security company.

A typical notebook

- is small, so that you can carry it with you at all times.
- has many blank lined pages, so you have lots of room to record your notes.
- is bound and the pages are numbered, so that it is easy to know if someone has removed any pages.
- includes guidelines to help you, such as how to describe someone (see Unit 4, *Patrolling*, for more information about this).
- includes other guidelines such as the 24-hour clock and phonetic alphabet. You will learn more about these in the first *Check Up* in this unit.
- has a strong cover, so your notes are protected.

With practice, you will develop your own style of taking notes. However, there are some important things that you need to do as soon as you start taking notes, so that they become a habit:

- Write your name and other identification information at the front of the book.
- Only use the special notebook with numbered pages that your employer gives you.

5

Wed, June 22/05 Shift 0900-1600.  
 Sunny, 18°C  
 Best Buy Shopping Mall  
 Clients: Adams + Singh  
 0915 Started general patrol of mall.  
 0930 BURNS, Kathy (reg. customer)  
 requested wheelchair.  
 0937 Dave BURNS wheelchair.  
 1000 Called client to report no  
 opening activity at Reasonable  
 Records store. They have  
~~trouble getting staff who go~~  
 Singh asked me to check  
 store.  
 1010 Clerk ROBERTS, Eddie  
 arrived to open store. He said  
 "I slept in."

- Write the date the book was started and finished, and the book number.
- Use only one notebook at a time.
- Start each day with the time using the 24-hour clock, the date, your location, your supervisor, your partner, weather conditions and any unusual circumstances.
- Record the time before each entry and arrange your notes in the order that things happened (chronological order).
- Use a pen, not a pencil.
- Draw a single line through mistakes, and write your initials beside the line.
- Fill each line of your notebook. If you leave a space between entries, draw a line through the space, and write your initials beside the line.
- Write or print neatly, so that others will be able to read it.
- Use only common abbreviations, for example MB for Manitoba. If you make up your own abbreviations, make sure you explain them the first time you use them.
- You must make your notes right away or as soon as possible after the incident. They should always be done within 24 hours.

If you follow these guidelines, your notebook will look clean and well organized. It will add to your image as a professional, and this will be important if your supervisor uses it to evaluate you. A notebook with clear writing, where nothing is erased and no pages are removed, can be accepted as strong evidence if it is ever used in court.

### **Voice**

When we speak, we use a different tone of voice depending on who we are talking to and the situation. In Unit 2, *Professionalism*, you learned that the tone you use when dealing with the public can be more important than the actual words you say. When we write, we also use a different tone of voice for different purposes. For example, you would not use the same tone to write a letter to a friend as you would to write a letter asking for a job interview.

When writing in your notebook you should always use an objective tone. This means you state the facts as you observe them without adding any personal opinions or judgements. Here is an example of the difference:

Opinion: The suspect was drunk.

Fact: The man was staggering away from the building and when I approached him I could smell alcohol. His eyes were red and his speech was slurred.

Remember, your notes are a permanent record. Personal comments could cause problems for you later on. If you stereotype people or write rude things about someone, your notes will not be taken seriously. They could even be used against you in court.

Put quotation marks around the exact words that a person says, so that it is clear that they are the other person's words, not yours. Do not use slang or swear words in your notebook, unless you are quoting someone directly. For example, an entry in your notebook may look like this: Suspect X yelled, "I'm going to waste that lying jerk."

## What kinds of things should I write in my notebook?

Get into the habit of recording anything that will help you fill out a report later. This could include things such as:

- suspicious looking people or vehicles
- safety hazards
- special requests for equipment
- anything that looks out of place
- a security break
- complaints or upset people
- damage to equipment or property
- signs of criminal activity
- evidence of a crime
- description of the scene
- weather conditions
- strange phone calls
- bomb threats

The key to writing good notes is to record as many details as possible. This is why it is important to make your notes right after you observe something, before you start forgetting the details. Record information that you receive with all your senses, not just what you see. If you hear or smell something unusual, it could be important later on. It is better that you write too much instead of too little, as some information may end up being more important than you realize. For example, someone may try to distract you by telling you that there is a problem in the parking lot, meanwhile a robbery is taking place inside the building. If you have a clear description of the person who told you about the problem in the parking lot, it may be helpful during an investigation.

If you observe an incident that you know you will need to write a report about, make sure your notes include the answers to these important questions: Who, What, Where, When, Why, and How. Let's look at each of these questions more closely to see what you should include.

### Who was involved?

- suspects, victims, witnesses, people who made a complaint, property owner
- full names, addresses, phone numbers (include area code), and descriptions
- always use the person's real name and include known nicknames or aliases

### What happened?

- details from start to finish
- actions taken by the people involved
- evidence
- damages

### When did it happen?

- time using the 24-hour clock and date
- when you last observed the area before the incident
- when the event began and ended
- when you had contact with a witness
- when the police, fire department, or ambulance arrived

**Where did it happen?**

- name of company, exact street address, area where incident occurred
- if no address is available, describe the area. For example, in the children's play area near the swings
- where you and others were when the incident took place
- where the evidence or a suspect was found

**Why did it happen?**

- describe the reason if it is obvious, such as an accident
- name the purpose (motive) for a crime if it is obvious
- do not guess the reason if you do not know

**How did it happen?**

- describe how the incident took place and what action you took in response to it
- explain how the incident came to your attention, how the suspect and the witnesses acted, how the evidence was recovered, and how the suspect was arrested

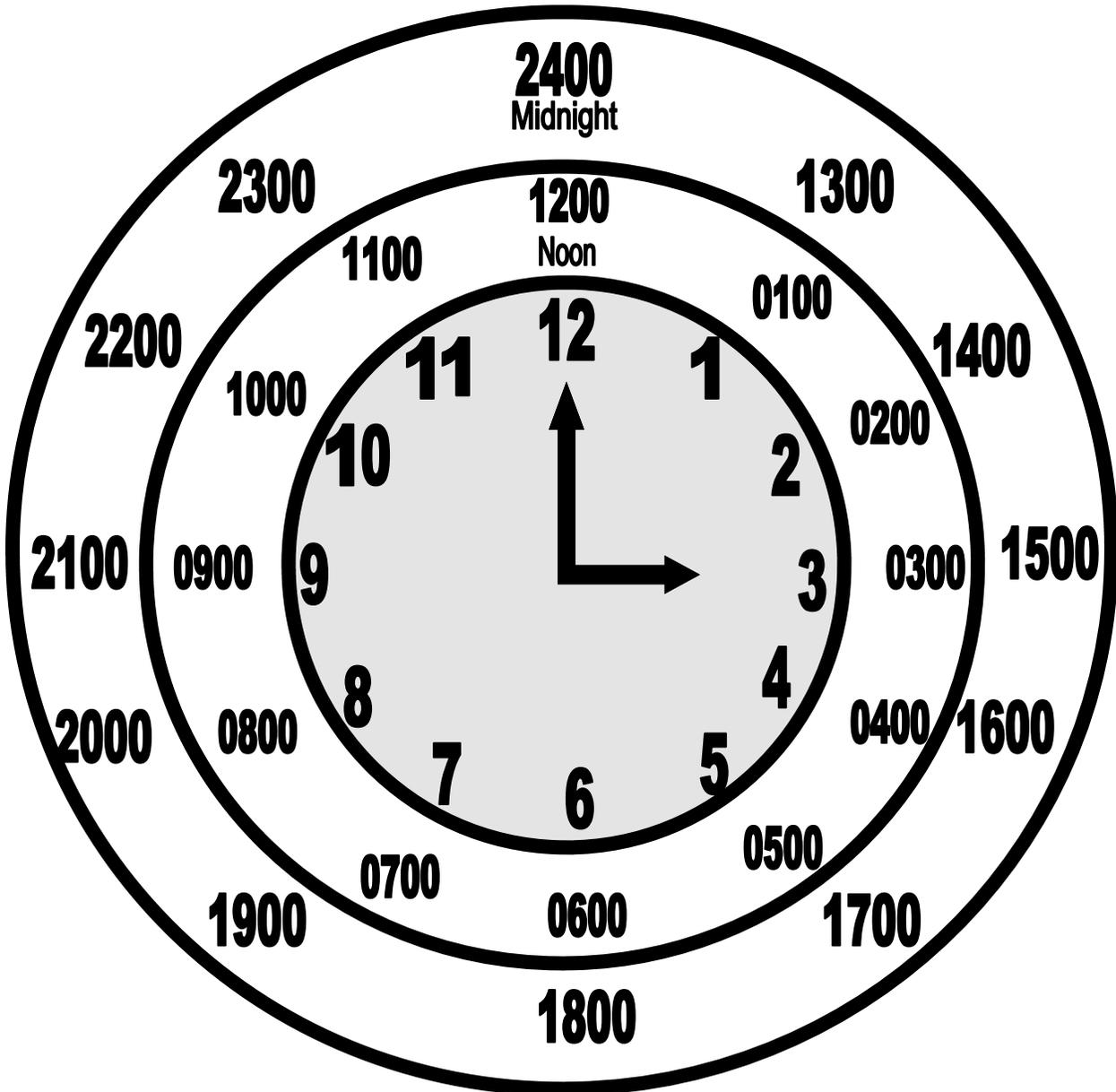
These questions are also important to consider when interviewing witnesses. (See Unit 2, *Professionalism*, for more information about interviewing techniques.)

Remember to keep your notebook for information related to your job. It should not be used for jotting down personal messages, making shopping lists, doodling, etc.

# ✓ Check Up 1

Study the following information about the 24-hour clock and the phonetic alphabet and then answer the questions.

## 24-Hour Clock



## 24-Hour Clock

With a regular 12-hour clock there are two times in the day for every number, such as six o'clock in the morning and six o'clock in the evening. This can be very confusing.

The 24-hour clock is much clearer, as there is only one time in the day for each number. Six o'clock in the morning is 0600 hours and six o'clock in the evening is 1800 hours. The 24-hour clock is used by many people in many places when the exact time is very important. It is used in airports and train and bus stations. It is also used by the military, the police, and the security industry. You will need to write your notes and reports using the 24-hour clock. You will also use the 24-hour clock if you have to testify in court.

In the diagram, the outside circle shows the times from 1:00 pm to midnight while the middle circle shows the times from 1:00 am to noon.

*Note: Midnight is also sometimes referred to as 00:00*

### To change from 12-hour clock time to 24-hour clock time

In the 24-hour clock system we give the number of hours since the beginning of the day for the first two digits, and the number of minutes since the beginning of the hour for the last two digits.

#### Example

Think about 4:30 in the afternoon. You have 12 hours in the morning + 4 hours in the afternoon, which makes 16 hours since the beginning of the day. There are 30 minutes since the beginning of the hour, so the 24-hour clock time is 1630.

*Note: The 24-hour clock time always has exactly four digits with no breaks between the digits.*

12-hour clock time	24-hour clock time
3:06 a.m.	3 hours since beginning of day, so time is 0306
12:05 p.m.	12 hours since beginning of day, so time is 1205
5:00 p.m.	17 hours (12 +5) since beginning of day, so time is 1700
8:14 p.m.	20 hours (12+8) since beginning of day, so time is 2014
12:59 a.m.	0 hours since the beginning of day, so time is 0059

### To change from 24-hour clock time to 12-hour clock time

The times between one in the morning and one in the afternoon are not difficult to change. The numbers stay the same, and you just have to add a.m. or p.m. For example, 0312 is 3:12 a.m. and 1259 is 12:59 p.m.

From one in the afternoon until midnight we must take 12 from the first two digits and add p.m. For example, 1432 is 2:32 p.m.

*Note: The 12-hour clock separates the hours and minutes by a colon (:) and you must add a.m. or p.m. to avoid confusion.*

<b>24-hour clock time</b>	<b>12-hour clock time</b>
0600	6:00 a.m.
1259	12:59 p.m.
1320	(13-12) 1:20 p.m.
1717	(17-12) 5:17 p.m.
2200	(22-12) 10:00 p.m.

## Phonetic Alphabet

The Phonetic Alphabet is used to make the spelling of words more clear. Some letters are easily confused especially if there is background noise, a poor connection or if the speaker has a strong accent. It is hard to hear the difference between B, D and P but very easy to hear the difference between Bravo, Delta and Papa. This alphabet is used by NATO. It is also used in international aviation and in security and law enforcement work.

<b>A</b>	Alfa (AL fah)	<b>N</b>	November (no VEM ber)
<b>B</b>	Bravo (BRAH VOH)	<b>O</b>	Oscar (OSS car)
<b>C</b>	Charlie (CHAR lee)	<b>P</b>	Papa (pah pah)
<b>D</b>	Delta (DELL tah)	<b>Q</b>	Quebec (keh BECK)
<b>E</b>	Echo (ECK oh)	<b>R</b>	Romeo (ROW me oh)
<b>F</b>	Foxtrot (FOKS trot)	<b>S</b>	Sierra (see AIR rah)
<b>G</b>	Golf (GOLF)	<b>T</b>	Tango (TANG go)
<b>H</b>	Hotel (hoh TELL)	<b>U</b>	Uniform (YOU ne form)
<b>I</b>	India (IN dee ah)	<b>V</b>	Victor (VIC tor)
<b>J</b>	Juliatt (JEW lee ETT)	<b>W</b>	Whiskey (WISS kley)
<b>K</b>	Kilo (KEY loh)	<b>X</b>	X-ray (ECKS ray)
<b>L</b>	Lima (LEE mah)	<b>Y</b>	Yankee (YANG key)
<b>M</b>	Mike (MIKE)	<b>Z</b>	Zulu (ZOO loo)

1. Change these 12-hour clock times to 24-hour clock times:

- |                     |                     |
|---------------------|---------------------|
| a) 9:42 a.m. _____  | f) 9:21 p.m. _____  |
| b) 11:28 p.m. _____ | g) 4:14 p.m. _____  |
| c) 11:14 a.m. _____ | h) 10:18 p.m. _____ |
| d) 7:13 a.m. _____  | i) 12:15 a.m. _____ |
| e) 1:00 a.m. _____  | j) 12:15 p.m. _____ |

2. Change these times to 24-hour clock times:

- a) quarter to eight in the morning \_\_\_\_\_
- b) ten minutes to midnight \_\_\_\_\_
- c) ten past nine in the evening \_\_\_\_\_
- d) five to seven in the morning \_\_\_\_\_
- e) half past two in the afternoon \_\_\_\_\_

3. Change these 24-hour clock times to 12-hour clock times:

- |               |               |
|---------------|---------------|
| a) 1204 _____ | f) 2305 _____ |
| b) 0822 _____ | g) 1735 _____ |
| c) 1824 _____ | h) 1605 _____ |
| d) 1330 _____ | i) 0342 _____ |
| e) 1440 _____ | j) 0001 _____ |

4. This work schedule uses the 12-hour clock. Change the times to the 24-hour clock.

Start work	9:00 a.m.	_____
First patrol	9:30 a.m.	_____
Coffee break	10:30 – 10:45 a.m.	_____
Second patrol	11:30 a.m.	_____
Lunch break	12:00 pm. – 1:00 p.m.	_____
Third patrol	2:00 p.m.	_____
Coffee break	2:30 p.m. – 2:45 p.m.	_____
Final patrol	4:00 p.m.	_____
End of work day	5:00 p.m.	_____

5. Dave leaves home at 0900 and returns seven hours later. What time does he get home?

24-hour clock time \_\_\_\_\_ 12-hour clock time \_\_\_\_\_

*Answer the following questions using the phonetic alphabet.*

6. A car has been stolen from the company yard. The licence number of the car is BLT 141. To report this you would say:

\_\_\_\_\_

7. The name of the owner of the car is Robinson. Report this using the phonetic alphabet.

\_\_\_\_\_  
\_\_\_\_\_

8. Another guard sees a car like Robinson's in a parkade on Avenue P. To report this she says P as in \_\_\_\_\_.

9. The car is on Level C. This is C as in \_\_\_\_\_.

## What factors are involved in report writing?

### Audience

A report is a way for details of events to be recorded so that others may learn what has happened. A report must give the reader a complete picture of what has taken place. While some of your notes may only be read by you, all of your reports will be read by someone else. Maybe just one other person will read your report. For example, your client may read a report listing who visited the site during your shift. Your report reading audience could include many people. A report about a break-in could be read by the client, your supervisor, and insurance company investigator, and even the court.

### Purpose

You fill out routine reports to let your supervisor and client know that you are doing your job and to pass on specific information. These reports could include information about

- visitors who entered and left.
- passes that were given out.
- equipment that was borrowed.
- training that was requested.
- patrols that were completed.

These are called routine reports because they are done regularly and they may not include anything unusual.

When you observe something unusual, you must fill out an incident (or occurrence) report. You may fill out an incident report about damage to property, theft, missing equipment, accidents, fire and safety hazards, etc. Your report will be part of an official record of what happened during an incident. For example, if you record a dangerous situation, and someone is hurt because nothing is done to fix the problem, your report may become important evidence in an insurance claim or a trial to decide who is responsible.

Reports are also done to help you remember information. The time period between when a crime is committed and when a trial takes place is often long. A good report may help you recall exactly what happened at the time the offence, so you can prepare for the trial.

### Format

Routine reports are done on forms that are made by your employer or client. They usually have boxes or checklists to help you fill out the information in an organized way. You will need to fill out specific information only. For example, your client may give you a property inspection form containing a list of the things that you need to check during your patrol. Another form that you will use is a Daily Log. It is a brief record of the duties you have performed from the beginning to the end of your shift. It includes general tasks such as patrols, giving people access, monitoring a specific activity, when you go for breaks, etc.

If something out of the ordinary happens that requires special attention or more specific information, you will need to fill out an incident report. An incident report form includes

a lot of space for you to write a detailed description of everything you observed. This will allow you to develop your own style, but there are some important guidelines for you to follow:

- Clearly write your name and any other information that is needed to identify you.
- Include the date and use the 24-hour clock to record the time.
- Be specific about the place where the incident occurred.
- Record what you observe, hear, say and do.
- Report the details of the incident in the order that they happened.
- Keep the facts clear and correct.
- Keep sentences and paragraphs short.
- Use the past tense. For example use *went* instead of *go*, *said* instead of *says*, etc.
- Draw a diagram if it will make the information easier to understand.

### **Voice**

For reports, you need to use the same type of tone as you use in your notebook, although your reports will be a little more formal. Remember to keep your writing objective. Don't add your personal opinion or take sides.

## **How will I know if I've written a good report?**

Supervisors use reports to evaluate job performance. They should also give you feedback about what you can do to make your reports better. Some guards don't write enough details. Some guards add a lot of extra information that isn't important. If you study the following report examples and comments below, it should help you to see the difference. These reports are based on a situation where a security officer is protecting a large fenced in area. His main duty is to make sure that no unauthorized persons enter the area while he is on duty. In the middle of the night two people try to come in.

## Incident Report #1

Location: Yoused Parts R Us  
123 Jackson Road  
Winnipeg, MB

Date: August 12, 2005

Time: 0345 exactly

Prepared by: V.B. Windbag

I was eating my meatloaf sandwich in the guard shack when I heard a noise. I tried looking out the window but it was so dirty I couldn't see a thing. (I've complained about this before and I've even washed the inside of the window but the outside is still filthy). I got my flashlight and went outside just in time to see a couple of kids trying to get over the fence. One was still in the tree beside the fence. The other one was hanging on to the fence for dear life. This is the first time I've ever had someone try to get into the yard in all the time I've been working here. I yelled at them and I must have scared the crap out them! They swore at me and ran to an old beater parked near the fence.

They took off in a 1990 red Nissan Stanza 4 door hatchback like there was no tomorrow. Gravel and dust were flying all over the place. The battery in my flashlight was low so I couldn't make out the licence plate. (It sure is hard to get supplies around here.) I kept a close watch on the yard for the rest of the night but nothing else happened.

Security Guard V.B. Windbag

P.S. Both males looked too young to drive a car, but they could have been 16. One was taller and heavier than the other. The shorter one had long hair. I think they were both wearing jeans.

### Incident Report #1 - Comments

Time:

- should be reported as approximate, not exact.

Unimportant details:

- "I was eating a meatloaf sandwich."
- "This is the first time I've ever had someone try to get into the yard in all the time I've been working here."
- "I've even washed the inside of the window but the outside is still filthy."

Missing details:

- descriptions of intruders general and confusing

Lack of organization:

- P.S. should not be used. Plan how the report will be organized and include information within the report, not as something you thought of afterwards.

Improper comments:

- “I’ve complained about this before.” (dirty window)
- “It sure is hard to get supplies around here.”
- Officer should fill out Suggestions for Improvement or Supply Request report.

Use of slang:

- “for dear life”
- “scared the crap out of them”
- “like there was no tomorrow”
- “old beater”

## **Incident Report #2**

Location: Yoused Parts R Us  
123 Jackson Road  
Winnipeg, MB

Date: August 12, 2005

Time: 0330 – 0430

Prepared by: I.M. Brief

Two kids tried to get into the yard in the middle of the night but I scared them away. They took off in a red Nissan heading towards downtown. It was so dark and they made so much dust when they took off that I didn’t get the licence number. No further problems last night.

Security Guard I.M. Brief

### **Incident Report #2 - Comments**

This whole report is too general. It leaves out many important details such as: the order of events, descriptions, methods used by guard, direction of travel, etc. Although the time should be approximate, it should be more specific.

## **Incident Report #3**

Location: Youused Parts R Us  
123 Jackson Road  
Winnipeg, MB

Date: August 12, 2005

Time: approximately 0345

Prepared by: D. Tailed

At approximately 3:45 a.m., Thursday, August 12, 2005, while on duty at Youused Parts R Us, I heard a clanging noise coming from the south fence area. I saw two young men trying to get into the yard approximately 10 metres from the guard shack where I was standing. One young man was on top of the fence and the other one was in the tree beside the fence.

I ran toward them yelling, and they jumped down and ran to a car parked behind a nearby tree. They drove off at a high rate of speed, north along the east perimeter fence road in a red 1990 Nissan Stanza hatchback. The rear light on the driver's side was broken. The licence plate was very dirty and there was so much dust when they sped away that I was unable to get a licence number.

Duty Supervisor Lavallee and city police were notified. Constables Schmidt and Ng arrived at approximately 4:45 a.m. and made a report. While checking the area with the police officers, a piece of fabric was found hooked on to the top of the fence near the tree. Police retained the fabric. Case # 2445 assigned by the police.

### **Intruders' Descriptions**

1. Male on fence: Caucasian, 15-18 years old, approx. 5 ft. 8 in., 165 lbs., shoulder-length fair hair. Wearing jeans, knee-length baseball shirt, white with black-stripes, and white running shoes.
2. Male in tree: Caucasian, 15-18 years old, approx. 5 ft. 10 in., 200 lbs., hair covered by dark baseball cap. Wearing black T-shirt, black jeans and black shoes.

I informed my supervisor and the police that I had seen someone in the yard earlier that week who matched the description of the second man.

No further incident.

Security Guard D. Tailed  
SSS Security Company  
Winnipeg, MB

### **Incident Report # 3 - Comments**

This is a well-written report.

## How can I improve my report writing skills?

The first step is to realize that your skills need to be improved! The second step is to understand that report writing is a process that involves many steps, including gathering, recording, and organizing the facts, then writing, and finally checking for errors. You may be better at some of these steps than others, so it is important to see where you need to focus your attention. If you are not sure, ask your supervisor or a co-worker for some suggestions. Here are some things you can do at each step of the process.

### Before writing

- Use all your senses to gather information.
- Write down as many details as possible in your notebook.
- Decide what information is important and what is not.
- Make a plan for organizing the details, so that a reader can easily follow them. You may want to make an outline on scrap paper.

### Writing

- Write or print neatly. A report that no one can read is useless. (See *Improving Your Handwriting* in Appendix C.)
- Follow your plan for organizing the details.
- Read over your report as you are writing it. This will stop you from repeating yourself and help the information to flow naturally.
- Stick to the facts. Don't add opinions or extra information that has nothing to do with the incident.
- Start a new paragraph when you write about a new witness, place, or time.

### After writing

- Review the report through the eyes of a reader, not a writer. Imagine that someone has just given you the report and you know nothing about the incident.
- Check to make sure that important details are not left out.
- Add quotation marks if you have quoted someone else. For example, Witness X said, "He had a long scar on his left cheek."
- Make sure you've added periods and commas, so that it makes sense.
- Be careful when using words like he, she, their, it, them. It must be clear what they refer to. For example consider the following sentence: *The clerk grabbed the suspect as he was leaving the store and he hit him.* It is not clear who was leaving the store or who hit whom.
- Check your spelling. Get into the habit of using a dictionary. Keep a list of difficult words nearby for quick reference. (See Appendix C for a list of commonly misspelled words and commonly misused words.)

A professional is someone who is open to learning and who puts their full effort into the tasks that they do. If you make an effort to write clear, detailed reports you will improve with practice.

# Check Up 2

Read the incident report below. List 10 things that are wrong with it. You can use the information under *How can I improve my report writing skills?* as a guide.

<b>Incident Report</b>	
McClung High School 10 Boswell Road Brandon, MB	Date: April 4  Time: approximately 2010
Prepared by: S. Bergen	
<p>I was on duty controlling access at the basketball championship between McClung High (Brandon home team) and Douglas High visiting Killarney team. At half time a player came and told me that there locker room was broken into and 5 of there team jackets were stolen. Some of the fans looked pretty tough and I saw two guys in fancy jackets that always hang around the 7-11. There was a cheap lock on the door and someone smashed the lock, probably with a tire iron. The caretaker has a key to the lock and so do both the coaches and it didn't look like nothing happened and there were no witnesses. He was on break when I tried to find him. I asked the coach if I should call the police and he said he'd deal with it. The coach's name is Sherwin Mecaf.</p>	
Security Guard S. Bergen Safe and Sound Security	

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# Evidence

You may be the first one at a scene of crime. It will be up to you to secure the scene. This means that you make sure that no one is allowed into the area and nothing is touched before the police arrive. This protects anything in the area that may relate to the crime. This is very important because anything found at the scene can be used as evidence in court. Reliable evidence is anything that will help prove the truth of what happened. There are many types of evidence, and some types are thought to be more reliable than others.

## Direct evidence

This is the testimony a witness gives in court about something they directly experienced with one or more of their senses. For example, the witness may have seen an assault take place. When the witness says that they saw the accused hit the victim, the witness is giving direct evidence.

Direct evidence is accepted as proof of fact if the witness is able to remember what happened and clearly describe what they observed.

## Circumstantial evidence

Also known as indirect evidence, this is information that is related to the facts of the case, but not directly experienced through any of the senses. For example, if you saw a broken window, and someone was standing beside the window with a bleeding hand, you may think that the person broke the window. If you did not actually see or hear the person break the window, you would not be able to give direct evidence. If you testified that the person was standing close to the window with a bleeding hand, your evidence would be circumstantial.

Circumstantial evidence is not always strong proof of truth, but if a clear connection can be made to the facts of the case, a judge will be more open to accept indirect evidence. Also, many pieces of indirect and direct evidence can add up to help prove someone is guilty of a crime.

## Hearsay evidence

When you hear someone say something and you repeat it, this is hearsay. When you testify in court that you heard someone say something related to a crime, this is hearsay evidence. For example, if a woman told you about someone that she saw stealing a car and you testified that the accused matched the woman's description of the car thief, this would be hearsay evidence.

Hearsay evidence is not considered as reliable as direct or circumstantial evidence, because the witness is not available to be questioned. The person's honesty cannot be tested and it is difficult to prove the truth of the statement. There are a few cases where hearsay may be accepted as evidence. For example, when a person freely admits their guilt to another person, such as someone confessing to a crime in jail. Another example is when a dying person makes a statement about something they heard.

### **Documentary evidence**

This is any evidence that was written, recorded or stored. This includes documents, notebooks, cards, photographs, sound recordings, films, videotapes, computer records etc.

Experts will examine this type of evidence to make sure that it is real and of good quality. For example, a video recording may have an unclear picture or sound, handwriting may be difficult to read, or a photograph may be in poor condition. These types of documents may not be accepted as reliable evidence.

### **Physical evidence**

This includes physical objects that are shown in court and demonstrations done in court. A witness usually introduces a physical object and explains where the object was found, how it was found, and where it has been kept since it was found. For example, suppose a book with the name of the accused on it was found at the scene of an assault. The witness would have to explain exactly where the book was found, how it was found, and how it has been kept safe, where it could not be changed in any way, before the trial.

Physical evidence by itself is only circumstantial. For example, just because the book belonged to the accused, it doesn't prove that the accused committed the assault. If the physical evidence is used with direct evidence, such as a witness saying they saw the accused throw the book at the victim, then the evidence will be more reliable.

### **Trace evidence**

Sometimes physical evidence is very small or even invisible to the untrained eye. This type of evidence is called trace evidence. It includes things like fingerprints or footprints in and around the area where a crime took place. It could also include very small physical objects like a hair or fibre from a piece of clothing. This type of evidence must be collected or photographed by experts. If you are the first one to arrive at a scene of a crime, it is important for you to make sure the crime scene is not changed in any way before the experts arrive.

## **What can I do to make sure the crime scene is protected?**

If you are the first one at a scene of a crime, you may be called to give evidence in court about what you saw when you first arrived.

While you are waiting for the police

- get medical attention for anyone who needs it.
- take notes of anything you see, hear or smell. Make sure you record the time.
- draw diagrams to make your notes clearer.
- write down the names and addresses of any witnesses, and any information they give you. Ask them to stay at the scene until the police arrive.
- include a description of anyone suspicious that you see near the crime scene.
- make sure no one enters the scene to damage or remove evidence. You could set up a barrier with tape or anything else available, or keep a door closed.

- protect trace evidence such as footprints, tire prints, cigarette stubs, etc. If the weather is bad, you could use a plastic sheet to cover this evidence.
- escort all authorized people, such as fire or ambulance personnel, to the scene.
- write down the details of any changes that were made to the original scene.

When the police arrive

- make sure you know who is in charge, and turn the responsibility for the scene over to that person. This is important because the court will need proof that there was no break in the chain of people in charge of guarding the evidence.
- complete your notes. Include the name of the person in charge and the time when they took control of the scene.
- help the police as needed, then return to your normal duties.

## **What should I do if I have to testify in court?**

You may receive a document that tells you to appear in court to give evidence. This document is called a subpoena, and it will tell you exactly when you must be present in court to testify. This document is an order, not a request. Even if you change jobs, the subpoena is still in force. If you fail to appear, you could face contempt of court charges.

You will likely be called as a Crown witness. That means you will testify against someone who is accused of committing a crime. First, you will be questioned by a lawyer for the Crown (Prosecutor), then by a lawyer for the accused (Defence). It is important for you to present a professional image and to convince the court that the evidence that you are giving is reliable. Here are some things you can do.

### **Preparing for court**

- Carefully review all of your notes. Be sure of the time of day, date, and location where the incident took place.
- Go over the order in which the events happened, and try to remember exact details, such as weather conditions, licence numbers, lighting etc.
- Speak to the Crown about what they want to bring out in your testimony and what kinds of questions the Defence lawyer may ask you.
- Make sure your uniform is clean and ironed and that you are well groomed.
- Try to arrive early in case the Prosecutor has questions to ask you before you testify. This will also give you time to relax before you are called to the witness stand. If you can't arrive early, make sure you arrive on time.

### **Testifying in court**

- Stand or sit up straight. Do not slouch or lean on the side of the witness box.
- Look at the lawyers when they question you, and direct your answers to the judge or jury.
- Speak loudly enough for everyone to hear you and slowly enough for the judge to take notes.
- Do not answer more than the question asked. The answer to "When you arrested him, did he say anything?" is "Yes," not "Yes, he said he didn't do it."

- Give the facts, not your opinion. Do not say, “He was looking around to see if anyone was watching him.” You could say, “He looked around often.”
- If a question calls for your opinion, for example, “Was she under the influence of drugs?” say that you will have to give an opinion and ask if that is what is wanted.
- If either lawyer objects to a question, stop. Do not answer until the court rules on the objection.
- If you think a question is too personal, you may ask the judge if you must answer it. Refer to the judge as “Your Honour.”
- If you do not know the answer to a question, say so in a direct way. Avoid phrases like “I guess” and “I think.”
- Read from your notes only if necessary and if allowed by the judge. Your testimony should be from your memory and you should refer to your notes only for very specific details, such as someone’s exact words.
- Use a polite, reasonable tone. If you say, “He had some CDs that he forgot to pay for,” your tone is sarcastic, and your testimony may not be taken seriously. It is not a crime to forget to pay for something.
- Show equal respect for both the Prosecutor and Defence lawyers. It is the Defence lawyer’s job to question your reliability. Don’t take it personally. If you feel yourself getting angry, keep a neutral expression on your face.
- Do not leave until the judge excuses you.

## Check Up 3

1. Why is it important for you to secure the scene of a crime?

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2. Why is direct evidence the most reliable type of evidence?

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3. Why is hearsay evidence not thought to be as reliable as other types of evidence?

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4. Why must experts collect trace evidence?

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5. Why is it important for you to know who is in charge when the police arrive at a crime scene you have secured?

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6. Why is it important to review your notes closely before you testify in court?

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## Review

Important points in Unit 5:

- Carry your notebook with you at all times when you are on duty.
- Only use the special notebook with numbered pages that your employer gives you.
- Make sure your notes are detailed and easy to read because they may be read by many different people for many different reasons.
- Follow a specific format when writing notes and reports.
- Use an objective voice. Avoid writing opinions.
- Use the 24 hour clock and phonetic alphabet to make your writing clearer.
- You can improve your report writing skills at all parts of the process: before writing, during writing, or after writing.
- There are many different types of evidence and some types are more reliable than others.
- You must know how to secure and protect a crime scene so that evidence is not destroyed.
- There are correct procedures that you should follow if you have to testify in court.
- Good notes can help you prepare to make a reliable testimony in court.

## Test Taking Tip

### Use your time wisely

- Budget your time - Make sure that you allow time to try all of the questions at least once.
- Do the easy questions first. On your answer sheet make a mark by any hard questions and then go back and do them later.
- When you finish, check the test over - use all of your time.

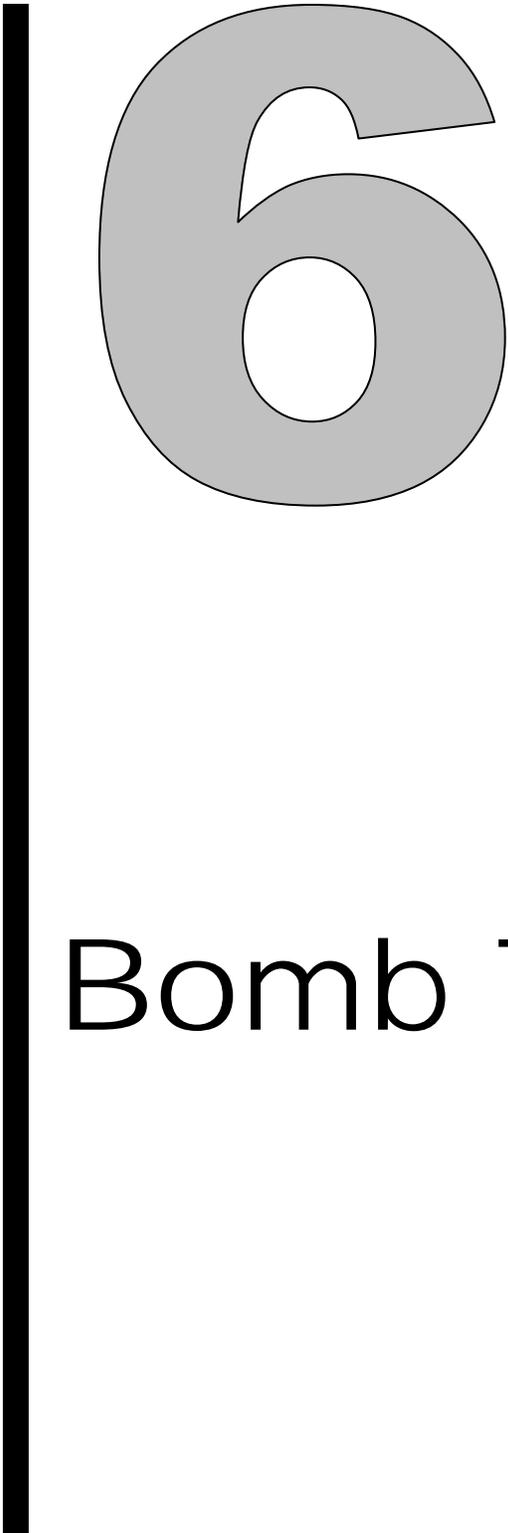
## Unit 5 – Writing Notes and Reports Test

How well have you learned the material in this unit? Try the quiz and then check your answers using Appendix A.

Choose the *best* answer for each of the following:

1. Which of the following should your report NOT include?
  - a) the location where the incident took place
  - b) the names of those who were involved in the incident
  - c) your opinion on how the incident occurred
  - d) the approximate times when things happened
  
2. When writing 6:30 p.m. in your report, you should write
  - a) 6:30 p.m.
  - b) 0630
  - c) 1630
  - d) 1730
  - e) 1830
  
3. When writing midnight in your report, you should write
  - a) 12:00 a.m.
  - b) 12:00 p.m.
  - c) 00:00
  - d) 2400
  - e) both c & d
  
4. When writing 5:30 a.m. in your report, you should write
  - a) 1530
  - b) 0530
  - c) 5:30 a.m.
  - d) 1730
  
5. What “voice” would you use in report writing?
  - a) informal
  - b) friendly
  - c) formal
  - d) legal

6. Circumstantial evidence is
  - a) something the witness directly experienced
  - b) reporting something you saw that you thought was related to a crime
  - c) based on what you heard someone else say
  - d) photographs taken of the crime scene
  
7. You need to direct emergency personnel to Conference Room E. To be clear, you use the phonetic alphabet. You say, "That's E as in"
  - a) eco
  - b) ego
  - c) echo
  - d) eagle
  
8. You need to give the police a licence number over the phone. To be clear you use the phonetic alphabet. For the letter Y you say, "That's Y as in"
  - a) yoyo
  - b) yankee
  - c) yes
  - d) yellow



# Bomb Threats



## Objectives

This unit will help you learn how to

- tell what kinds of people make bomb threats and why.
- respond to a bomb threat over the telephone.
- fill in a Bomb Threat Checklist.
- describe what a security guard must do after receiving a bomb threat.
- search for suspicious objects. Know what to look for and what to do if you find something suspicious.

## Pretest

This pretest will start you thinking about the information in this unit. Write T for True or F for False before each of these statements. You can check your answers using Appendix A. After you complete this unit you may want to try this pretest again to see how much you have learned.

1. \_\_\_ People make bomb threats to feel a sense of power.
2. \_\_\_ Most threats do not involve a real bomb or explosive device.
3. \_\_\_ After you receive a bomb threat you should tell everyone that they must evacuate the building in case the bomb explodes.
4. \_\_\_ You should start a search from the top floor and work your way down.
5. \_\_\_ You should be suspicious of a letter or parcel with no return address.
6. \_\_\_ If someone phones in a bomb threat, you should not ask them for their name.

## Words to Know

The following words appear in this unit. Many of these words are used in different ways. This list only includes the meanings that are important for this unit. Try the exercise on the next page to see how well you know the words. You can read the meanings first to help you with the exercise.

<b>to detonate</b>	to cause to explode
<b>device</b>	something that has been made for a special purpose
<b>to disrupt</b>	to confuse or upset
<b>to evacuate</b>	to empty
<b>to evaluate</b>	to assess, make a judgement
<b>hoax, prank</b>	a trick or joke
<b>obstacles</b>	things in the way
<b>prearranged</b>	set in place before
<b>residue</b>	small amount that is left
<b>threat</b>	a chance or promise that something bad is going to happen

## Practice Exercise

Read each sentence and put the best word in each blank from the *Words to Know* list. You may need to change the form of the word to make it fit well into the sentence (for example add *-ed* or *-ing* to the end of the word).

1. They \_\_\_\_\_ the building because someone saw a package that looked suspicious.
2. The caller \_\_\_\_\_ to \_\_\_\_\_ a bomb if the security guard didn't follow his orders.
3. An \_\_\_\_\_ blocked the entrance to the building.
4. Work at the factory was \_\_\_\_\_ by the caller's \_\_\_\_\_.
5. It is up to the police to \_\_\_\_\_ whether or not a threat is a \_\_\_\_\_.
6. The procedure for the guard to follow was \_\_\_\_\_ by the company and explained in the post orders.
7. The guard followed a trail of white \_\_\_\_\_ and soon found a \_\_\_\_\_ that looked like a bomb.

## Study Tip

### Where should I study?

Try not to study in bed! You will be able to remember more material if you study in a place that is similar to where you will write your test. It will also help you to sit at a table or desk, wear similar clothes to those you would wear during the test and imagine yourself in the test room. The more you pretend you're in the test room while you study, the more it will help you when you actually write the test.



## What's in this Unit?

### Before a Threat

- Think about psychological factors
- What are people who make bomb threats like?
  - Why do people make bomb threats?

### During a Threat

- Fill in a Bomb Threat Checklist

### After a Threat

- Evacuate
- Search
- Look for suspicious objects



# Bomb Threats

Bomb threats are not common, and most of them are pranks (tricks). However, anything that can explode can kill people and destroy property, so all bomb threats need to be taken seriously.

*Do not take chances. Never ignore a threat.*

## What kind of person makes a bomb threat?

There are many kinds of people who make bomb threats. It is impossible to guess what type of person you will have to deal with, but it may help prepare you to think about these examples:

Co-worker / family member – someone who has a problem, usually with one person, and wants to make that person feel responsible for the suffering of many others.

Unhappy customer – someone who feels that they have not received the service they deserve or is not pleased about a product. For example, someone takes a stereo back to a shop, and they are told that there is a no-return policy. They are treated disrespectfully by the clerk and the supervisor.

Angry employee – someone who feels that their company or organization has treated them unfairly and they want to get back at the management. For example, someone who has been fired, returns with a live grenade and threatens to blow up everyone in the office.

Protester – someone whose political or religious beliefs are different from the organization they are threatening. This person may target a government office, a clinic, a newspaper.

Prankster – someone who is playing a trick or acting on a dare. A student may call a bomb threat in to a school to see if they can get away with it, or to get some time off.

## Why do people make bomb threats?

There are many reasons why someone may make a bomb threat. The main reason behind most threats is that making the call gives the person a sense of power.

The caller is probably angry about something, but they lack the courage or the social skills to be public about what they want or need. If they can create a feeling of fear or cause problems with the running of an organization, they have control over others. They

may even hang around watching an evacuation. They like knowing that they are responsible for dislocating so many people.

Another possibility is that the person has information about a dangerous device and does not want others to get hurt or property to be damaged.

## What are the different types of threats?

Threats may come by mail, note, or even be written on property, such as a washroom mirror. New technology and features such as call display may force people to come up with new ways to make their threats, but the most common type of threat is still made by telephone.

## What should I do if I receive a threat over the phone?

- **Follow your emergency procedures plan** – don't wait until you receive a threat to decide what to do. Every site should have an emergency procedure plan. It is your responsibility to know what this plan is and what your role is. If your site doesn't have such a plan, you should discuss this with management.
- **Use a Bomb Threat Checklist** – keep a Bomb Threat Checklist near the telephone at all times. You will find a sample of a Bomb Threat Checklist later in this unit.
- **Keep the caller on the line** – if a person is making a phone call, the threat is not immediate. You have some time to react. You want to get as much information as possible from the caller. This will help you identify the bomb and the person making the threat. If you keep the person on the line for a while, it may also give time to trace the call.
- **Be calm** – the person calling may be excited or upset. If you panic, the person may get more excited and give you unclear information or hang up.
- **Be polite** – use a professional business manner. Avoid judgemental comments. The caller will know that you take the call seriously and you will not give them any reason to get more upset.
- **Listen carefully** – the words a person uses can give you important information about the bomb. They will also give you clues about the caller. This can help the police later. For example, if the person gives a lot of details about the placement of the bomb, they may be familiar with the site, even an employee. Any background noise can help the police find out where the call is coming from.
- **Don't interrupt** – no one likes to be interrupted, especially when they are upset. The caller may have a planned statement. The exact wording of this statement is important.

- **Ask questions** – ask the caller to repeat key information to keep them on the line for as long as possible. When the caller pauses, ask for more information. A person under stress may respond to even the most obvious questions, such as “Where are you calling from?” and “What is your name?”
- **Take notes** – write down everything you can. If you are very familiar with a checklist it will help you save time recording important information. Practice before you have to use it!
- **Get help** – if you are not working alone, try to get a second person involved. You should have a prearranged signal to let your partner or the on-site authority know that it is an emergency call. They could call the police to begin a trace while you are still on the line.
- **Notify the police** – as soon as you hang up, call the police if someone else has not already done so.

Receiving a bomb threat call can be stressful and you may have trouble remembering the details of the call. A Bomb Threat Checklist or Bomb Threat Report Form can be very useful for recording these details. You may not know the meanings of all of the words in the checklist so there is also a glossary and a glossary exercise to help you practice these words.

## Bomb Threat Checklist Glossary

To use the Bomb Threat Checklist you will need to understand the meaning of the following words.

<b>abusive</b>	using angry language or threats
<b>accent</b>	a way of speaking that is typical of a certain area or group of people
<b>background noise</b>	the sounds you hear besides the caller's voice
<b>to disguise</b>	to make your voice sound different
<b>high pitched</b>	the opposite of a low or deep voice
<b>incoherent</b>	not understandable, confused
<b>lisp</b>	a speech problem where someone uses a "th" sound for an "s" sound
<b>muffled</b>	made quieter and less easy to hear
<b>nasal</b>	sounds like they are speaking through their nose
<b>raspy</b>	sounds like they are losing their voice or have a sore throat
<b>slurred</b>	not clear, like someone who has been drinking or using drugs
<b>stutter</b>	a speech problem where someone repeats the same sound
<b>vulgar</b>	using swear words

## Bomb Threat Checklist

**Be calm. Be courteous. Listen carefully. Don't interrupt.**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Length of Call: \_\_\_\_\_

**Exact words of threat:** \_\_\_\_\_

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### Questions to ask:

- |   |                                       |
|---|---------------------------------------|
| 1. Are you sure you are calling the right building? | 6. What does it look like?            |
| 2. When will the bomb go off?                       | 7. What sort of explosives were used? |
| 3. Where is it?                                     | 8. How powerful is the bomb?          |
| 4. What floor?                                      | 9. How was it placed?                 |
| 5. What side of the building?                       | 10. What is the reason for the bomb?  |
|   | 11. What is your name?                |

### Caller information:

Sex: \_\_\_\_\_ Estimated age: \_\_\_\_\_ Accent: (describe) \_\_\_\_\_

#### Voice

- loud
- soft
- high pitched
- deep
- raspy
- nasal
- familiar (details) \_\_\_\_\_
- \_\_\_\_\_

#### Speech

- fast
- slow
- clear
- distorted / disguised
- muffled
- slurred
- stutter
- lisp
- incoherent

#### Manner

- angry
- calm
- emotional
- crying
- laughing
- abusive / vulgar
- intoxicated

### Background sounds

- street noises
- voices
- motor vehicles
- planes / trains
- music / party
- recorded message
- static
- animals
- equipment \_\_\_\_\_

**Call display number?** \_\_\_\_\_

### Receiver information

Call taken by: \_\_\_\_\_ Ph: \_\_\_\_\_

Reported to: \_\_\_\_\_

Action taken: \_\_\_\_\_

adapted from RCMP Canadian Bomb Data Centre pamphlet

## What should I do after the call?

- Dial \*57 to begin a trace of the call, if this option is available on your phone.
- Dial \*69 to find out the number of the caller, if this option is available on your phone.
- Call the police even if you think it is a trick. The police will assess if it is a serious call. Say:  
*This is security officer \_\_\_\_\_ at \_\_\_\_\_ (site name) \_\_\_\_\_,  
 \_\_\_\_\_ location address \_\_\_\_\_. We have a report of a bomb in the building.*  
 Do not hang up. Stay on the phone until the operator has all the needed information.
- Contact the on-site authority and follow their directions for putting the emergency plan into action.
- Do not talk to anyone else about the situation. You do not want to cause panic.
- When the police arrive, meet them and give them all the information you have and actions you have taken.
- Give keys to emergency personnel if needed. Record in your report.

### Ten codes

Ten codes can be very helpful when reporting a bomb threat. You can use 10 codes when you don't want a listener to know what you are talking about. Some codes are similar in most code systems. An example is 10-4, which you use to show that you have received a message. However many codes vary from organization to organization and you will need to learn the codes that you must use. If you keep a list nearby you can practice using them even in daily conversations.

# Check Up 1

1. Name three types of people who make bomb threats.

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2. What is the main reason why people make bomb threats?

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3. What is a Bomb Threat Checklist?

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4. Name five things to remember when receiving a bomb threat over the phone.

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## What if I receive a written bomb threat?

Save all materials, including any envelopes, folders or containers that the message came in. Touch them as little as possible and place them in a clean plastic bag. Fingerprints, powder from explosives, typing or handwriting, and postal marks may give police important information about the sender.

## What is my responsibility after I receive a threat?

You must give as much information as possible to management and police so that they can decide whether or not to evacuate the site. It is *not* your responsibility to make this decision.

## What if the authorities decide to evacuate the site immediately?

It is your responsibility to

- control entry into the building.
- search public areas including entrances, stairways, elevators, washrooms, hallways, loading docks, parkades and assembly areas outside the building.
- keep exits and evacuation routes clear.
- keep people moving quickly and calmly.
- make sure no one is left behind.
- assist in a re-entry search before people are allowed back inside.
- communicate closely with the people in charge.

## What if the authorities decide to do a search before evacuation?

The police and the fire department are not likely to be familiar with the site.

The person named in the emergency plan should head the search. They will tell employees about the threat and have them search their own work areas.

You may assist with this job, but your main responsibility is to make sure all public areas are clear. Do the following:

- Search the outside of the building and evacuation areas.
- Try to have only searched areas between you and the exit. Start on the main floor and work your way up to the higher floors or down to the lower floors. Try not to have an unsearched area between you and the exit.
- Search public areas of the building first as they are the easiest areas for a bomber to have access to.
- If you must search a room, listen for any unusual sounds such as clicking, buzzing, ticking or beeping. Your hearing is stronger if you close your eyes.

- Look for objects that are out of place, that don't belong where they are. This may include such things as a stack of boxes that is much higher than usual.
- Scan with your eyes: first from floor to waist level, then waist to head level, and finally from head level to ceiling.
- Pay attention to any place where a device may be hidden, such as rugs, furniture, drapes, pictures, false ceilings and lighting fixtures, heating and air conditioning vents.
- Do not disturb anything that could cause an explosive device to blow up.
- Use a note, tape or chalk to show that the area has been searched.
- Communicate closely with those in charge.

## What if I see a suspicious object?

**Do not touch it** – Switches, lids, flaps, zippers, buttons and other fastenings may explode when opened or closed. Your job is to report anything that looks out of place or suspicious. The bomb squad's job is to investigate more closely.

**Do not change the environment** – Too much heat, or light, or other changes may cause the device to explode. If, however, you open or close any doors or windows, or turn any lights on or off, record this information.

**Do not use your radio or telephone** – A bomb may be set up so that an electronic device can detonate it. Move at least 150 feet away from a suspected bomb before using any communication device such as a cell phone.

**Clear and secure the area. Make sure that no one can get into the area** – Use tape or whatever is available to make it clear that the area is off limits.

**Report** – If you find a suspicious object, report it right away to the person named in your post orders. In your report include

- a complete description of the object.
- the exact location, including if it is close to gas and water lines, or electrical panels.
- any obstacles in the way.
- safe access routes.
- the exact time that you found the object.

**Remain on alert** – It may not be the only device that was set to explode. Be ready to act when you receive further instructions from the authorities involved.

**Do not make statements to the media** – Management or the police have people who are trained to do this. It is not your responsibility.

## What does a bomb look like?

Bombs come in many shapes and sizes. They can range from high tech, professional devices to simple, homemade devices. In fact, people can learn how to make a bomb on the Internet and the ingredients can be found in homes and drugstores. Bombs can look like an envelope, pen, telephone, briefcase, shoebox, pipe, or even a gift. No two bombs are alike, but they are all dangerous. Be suspicious of anything unusual.

### Letter and Package Bombs

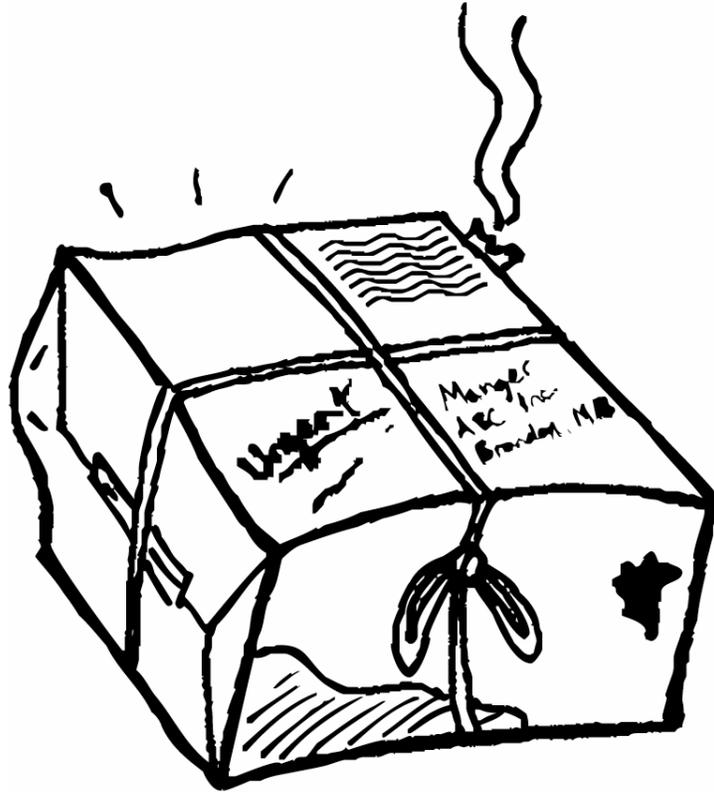
Some bombs arrive through the mail. **WARNING:** Examine all mail gently.

Be aware of these warning clues:

1. **Balance and feel** – Letters that feel stiff or unbalanced may include more than paper. It may be thick or heavy. A parcel may make a sloshing or clunking sound.
2. **Writing** – It may look disguised. It may be badly written or typed.
3. **Place of origin** – Note where the package came from and the name of the sender. Are they familiar? Is the package expected? Has the return address or the sender's name been omitted? It may be from an unusual place such as a foreign country.
4. **Special instructions** – These may include such things as: Personal, Private, Confidential, Only to be opened by \_\_\_\_\_, Fragile, Handle with Care, Urgent, Rush, Special Delivery.
5. **Name of receiver** – The letter is addressed to a title, such as President, with the name omitted. The receiver's name is misspelled. This person doesn't usually receive mail or parcels.
6. **Smell** – There is an odour coming from the package. Explosives may smell like almonds.
7. **Protruding objects** – There are wires, tinfoil, strings or anything sticking out of the package. There may be small holes made by the removal of wires.
8. **Packaging** – It looks like the wrapping has been used before. The paper is wrinkled and has glue, tape or label marks, or writing that has been crossed out. It may be wrapped with lots of tape or string. The shape is irregular. There are soft spots or bulges. There are oily marks on the wrapping. There is excessive postage.
9. **Sound** – Any sound or noise should make you suspicious.

# ✓ Check Up 2

The package below is very suspicious. There are a lot of clues that it may be dangerous. List as many of these warning signs as you can.



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## Review

Important points in Unit 6:

- There are many kinds of people who make bomb threats.
- Making a bomb threat gives people a sense of power.
- The most common type of threat is made by telephone.
- Keep a Bomb Threat Checklist near the phone to help identify the caller.
- If you receive a phone threat stay calm and listen carefully.
- Try to keep the caller on the line and get help immediately.
- Let the authorities decide if the site should be evacuated.
- Make sure all public areas are safe and clear during an evacuation.
- Search carefully and communicate closely with those in charge.
- If you see a suspicious object, clear and secure the area.
- Give a detailed report of the suspicious object to the authorities.
- Remain on alert and don't talk to the media.
- Letters and packages often have clues to warn you that they may be dangerous, examine them closely and carefully.

## Test Taking Tip

### **Guess**

Most tests don't have a penalty for wrong answers, so guessing is a good strategy. This is true of The Province of Manitoba Security Guard Certification exam.

If you have thought about a question carefully and you are still not sure which option is correct, it's a good idea to guess. You have nothing to lose and maybe you'll be right!

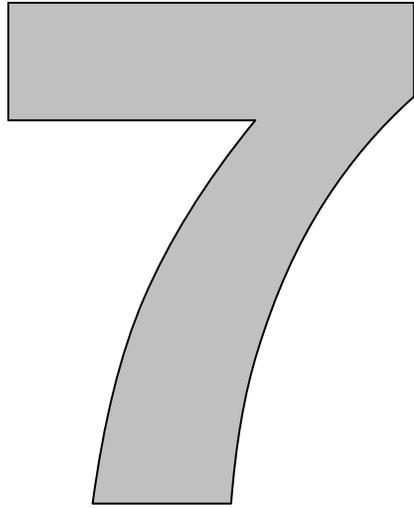
Make sure that you answer every question even if you are not certain of the answer.

# Bomb Threats Test

How well have you learned the material in this unit? Try the quiz and then check your answers using Appendix A.

Choose the *best* answer for each of the following:

1. What might tell you that a package contains a bomb?
  - a) It smells like almonds.
  - b) The postal code is missing.
  - c) It is wrapped in patterned paper.
  - d) It feels heavy.
  
2. When a possible bomb has been found, which of the following is your responsibility?
  - a) Decide whether or not to evacuate the building.
  - b) Keep exits and evacuation routes clear.
  - c) Let the media know what has happened.
  
3. The manager wants to evacuate the building after getting a bomb threat. Your job is to
  - a) head the search for people beginning with the bottom floor
  - b) review the emergency plan
  - c) shut down elevators
  - d) control entry into the building
  
4. If you receive a bomb threat over the phone, you should
  - a) not ask questions
  - b) keep the call as short as possible and phone the police
  - c) not interrupt
  - d) try to decide if it is a prank call
  
5. The main reason someone makes a bomb threat is that
  - a) it gives them a sense of power
  - b) they are angry
  - c) they want to be famous
  - d) they want to warn people so they don't get hurt



Access Control  
&  
Alarm Systems



## Objectives

This unit will help you learn how to

- control access in different areas of a site.
- use different ways to control access.
- describe the parts of an alarm system and what they do.
- use different types of alarm systems.
- respond to an alarm.
- give examples of common causes of false alarms.

## Pretest

This pretest will start you thinking about the information in this unit. Write T for True or F for False before each of these statements. You can check your answers using Appendix A. After you complete this unit you may want to try this pretest again to see how much you have learned.

1. \_\_\_ Medium levels of access control are used at malls.
2. \_\_\_ A gate is a method of access control at the perimeter of a property.
3. \_\_\_ A proximity card is swiped on a reader to enter a locked building.
4. \_\_\_ Fingerprints cannot be used for biometric identification.
5. \_\_\_ Alarm systems can be used to warn people of changes in humidity.
6. \_\_\_ The three components of an alarm system are the sensor, transmitter and control panel.
7. \_\_\_ A magnetic sensor is activated by heat increase.
8. \_\_\_ Two main reasons for false alarms are mechanical malfunction and electrical problems.
9. \_\_\_ You must fill out a complete report after responding to a false alarm.

## Words to Know

The following words appear in this unit. Many of these words are used in different ways. This list only includes the meanings that are important for this unit. Try the exercise on the next page to see how well you know the words. You may read the meanings first to help you with the exercise.

<b>activated</b>	caused to operate, start working, set off
<b>to arm</b>	to set, to turn on
<b>component</b>	part
<b>to disarm</b>	to turn off
<b>identification</b>	proof of who a person is
<b>infrared</b>	heat rays that create a beam that can't be seen by the human eye
<b>to install</b>	to put in
<b>mechanical</b>	having moving parts such as in a machine
<b>perimeter</b>	the outside edge of an area
<b>proximity</b>	nearness, how close something is
<b>to reset</b>	to set again, to arm again
<b>to secure</b>	to stop people from entering a site
<b>surveillance camera</b>	camera that is used to keep watch over an area for intruders or shoplifters
<b>vibration</b>	rapid shaking movement
<b>waybill</b>	a paper with the details of a shipment, including sender, receiver, and details of the goods being shipped

## Practice Exercise

Read each sentence and replace the word(s) in brackets with the best word from the *Words to Know* list.

1. The guard asked John for (proof) to show that he worked at the office.  
\_\_\_\_\_
2. The guard had to sign a (paper) when a truck arrived with goods for the factory.  
\_\_\_\_\_
3. The guard had to patrol the (boundary) of the property. \_\_\_\_\_
4. The alarm system needed a new (part). \_\_\_\_\_
5. After the bomb threat, the guard had to (stop people from leaving or entering) the site. \_\_\_\_\_
6. Sometimes part of a guard's duty is to (turn on) or (turn off) the alarm system.  
\_\_\_\_\_
7. They may also have to (set the alarm again) after it has been (set off).  
\_\_\_\_\_
8. The police could identify the intruder because the site had a (system to record activity around the building). \_\_\_\_\_
9. The alarm was set off by the (movement) created when someone began drilling on the sidewalk. \_\_\_\_\_
10. The intruder set off the alarm when he passed by the (invisible) beam.  
\_\_\_\_\_
11. When new employees are authorized to enter the building, they must use a special card that they have to hold in the (near area) of a scanner.  
\_\_\_\_\_
12. The company (put in) a new security system. \_\_\_\_\_

## Study Tip

### Draw some pictures!

Draw diagrams. Make cartoons. Use them to connect facts and show relationships. Information can be remembered more easily when it can be “seen.” For example, if you are trying to remember the three main parts of an alarm system, you could draw a picture of a human head to help you. Your picture can show the eyes, ears and nose as sensors, the nerves to the brain as the transmitters and the brain as the control panel.

Another reason to create pictures is that visual information is stored in a different part of the brain than verbal information. When you draw a picture or diagram to go along with the text, you are putting the information in two parts of your brain. This increases your chances of recalling that information.



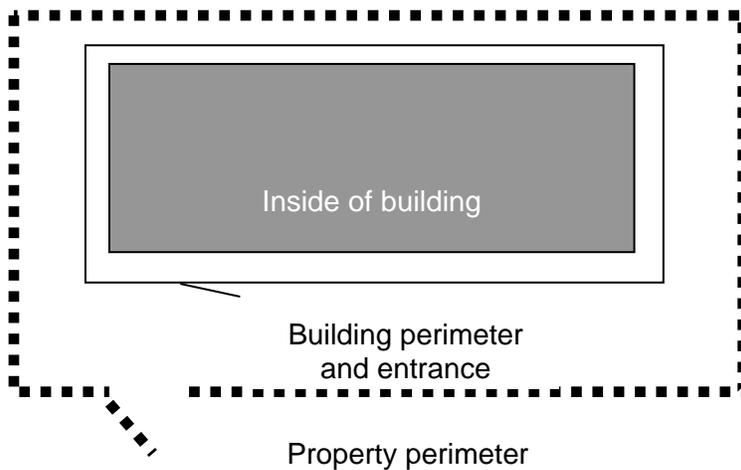
# What's in this Unit?

## Access Control

### Level of Access Control

- minimum
- medium
- maximum

### Access Control Areas



### Entry

- through security guard
- through mechanical / electronic device

## Alarm Systems

### Purpose

### Responding to an Alarm

### Components

- sensor
- transmitter
- control panel

### False Alarms



# Access Control

Access control is an important part of a security guard's work. Security personnel are hired to protect people, property and information. The purpose of access control is to make sure the movement of people, materials and information at a site is authorized.

You will be responsible for some type of access control at each site where you work, but the duties you will have to perform will vary greatly. You may be hired to make sure no unauthorized people enter an office building after hours, or you may be expected to operate surveillance cameras at a high security site. You may also have to deal with a crowd that has assembled at your site and is getting out of control. See Unit 2, *Professionalism*, for more information on crowd control techniques.

The property owner sets all of the rules about access to the site. These rules include who will have access and under what conditions, when people should be stopped and questioned, and when bags and briefcases should be searched. See the *Search and Seizure* section of Unit 3, *You and the Law*, for more information about this.

A major duty of a security guard is to see that the owner's access rules are followed. You can only enforce the rules if you understand them clearly and you are well trained in what to do. Be sure to ask questions and get whatever training you need.

## What are the different levels of access control?

The amount of access control needed at each site will vary from minimum to maximum, depending on what needs to be protected.

### Minimum access control

This type of control is used at sites that allow general admission, such as malls. It assumes everyone is entering for lawful purposes. People are only denied entry by the security guard if rules are not followed or the law is broken.

### Medium access control

This type of control is often used at office or residential buildings. The security guard or someone in the building may use an intercom to allow access to the property. The intercom system may discourage someone from coming in, but if they really want to get in they can enter behind someone who has authority to enter the building.

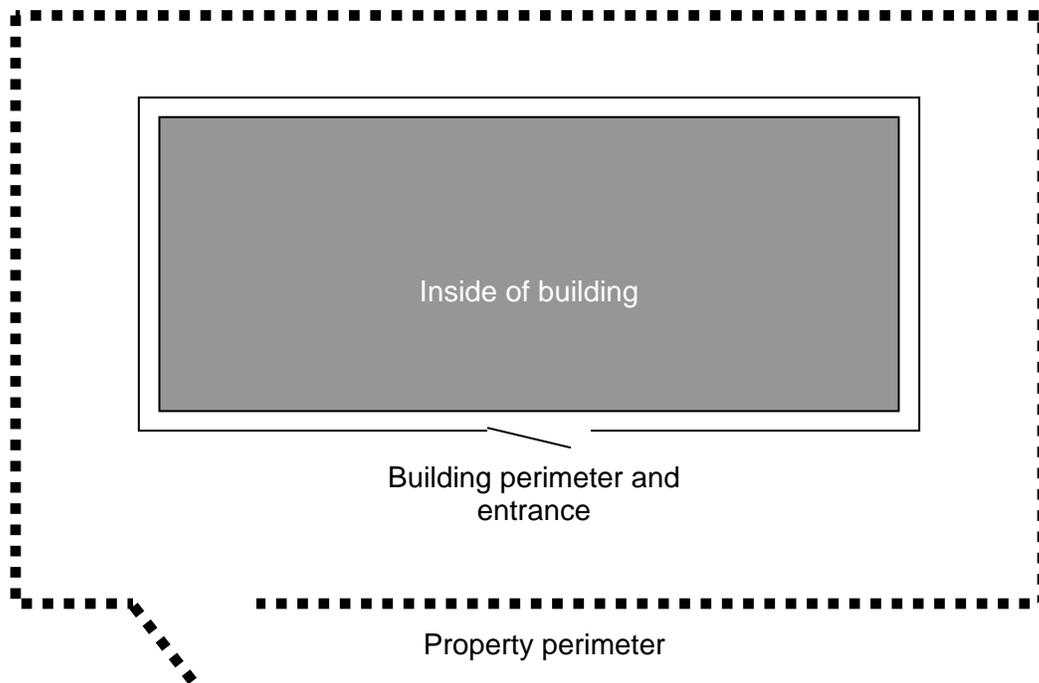
### Maximum access control

This type of control is found at sites with high security, such as some government offices, labs, military bases, software manufacturers, etc. Sites like these use a combination of security personnel and alarm systems to have total access control in all parts of the property.

## What are some common ways to control access?

Companies often use more than one type of access control at a site. Generally, as you move from the perimeter of a property, to the outside of the building, to the centre of a protected site, the access control becomes harder to get through.

### Access Control Areas

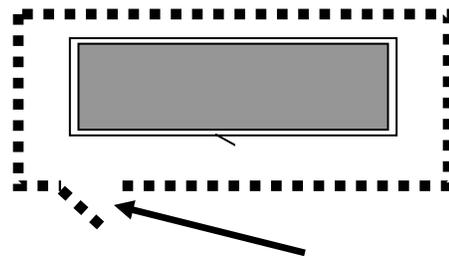


A combination of controls may even be used in one part of a site. For example, access to the perimeter of a property may be controlled by a fence, infrared beam sensors, or a security guard in a booth. It is not possible to cover all of the combinations, but we can look at some of the more common types of access control by thinking about the different areas shown in the model above.

#### Property perimeter

Physical barriers such as fences, walls, gates, and booths are used. A security guard can control access in person from a booth at the entrance, or by remote control using a video camera.

While on gate duty, you may also have to check vehicles entering and leaving, and prevent the illegal removal of equipment and material. The client must give you up-to-date records of authorized vehicles. You must keep a detailed record of all movement throughout the gate. Record important information such as the make, model, year, and license number



of all delivery and visitor vehicles. You may also have to check that seals are not broken and that all cargo is listed on a waybill.

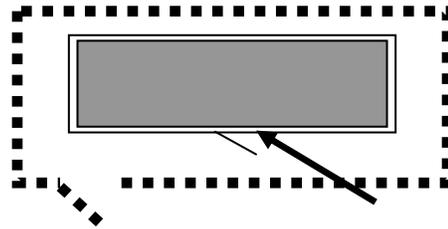
Surveillance cameras and closed circuit television systems (CCTV) allow you to see the property perimeter, but they can't cover as many points as a good patrol. They also need to be operated and monitored by someone. Cameras are also used on the outside of buildings, and within the site. You may have to monitor many cameras at once. To do this, you will need to concentrate for long periods of time and develop good observation skills. You will also need to be well trained to use this equipment.

Lighting is useful in stopping unwanted entry into any areas of a property. Lighting deters intruders, allows the security guard to see better, and decreases the risk of the guard being attacked in the dark. Lighting controls must be placed where intruders cannot access them.

### Building perimeter and entrance

An alarm system will often be attached to doors and windows on the outside of the building. We will look more closely at Alarm Systems in the next section.

Access control usually happens in one of two ways in this area. These ways are: entry through the security guard and entry through a mechanical or electronic device.



#### 1. Entry through security guard

You may be asked to stand or sit at the main entrance of a site. Your main tasks are to check identification and to decide if people are authorized to enter.

- **Personnel recognition** - This is often used at small sites. You let in only people who you recognize. Staff tells you if they are expecting any visitors. You use a special form to write down information about visitors. This method only works if you know each person who enters and if you see each person enter. If your attention is somewhere else or you don't have time to identify everyone, unauthorized people may enter.
- **ID systems** - Many government offices use this method. All employees show you an ID card before entering. You check each ID card carefully. Things to look for are:
  - a coloured photo and physical description of the holder
  - the full name and signature of the holder
  - the company's name and an issuing authority's signature
  - an expiry date
  - a serial number (for the card itself or an employee number)
- **Special passes** - In high security areas you may allow only people with special passes or badges to enter. You must be very familiar with this type of access

control so you know what to look for. If visitors and short-term workers want a pass to enter the area, they may have to give you a piece of ID such as their driver's licence. Their names must be entered in a logbook. You return their ID when they give back the pass as they are leaving. In sites with maximum access control visitors may have their picture taken and be given a temporary ID card that they must wear until they leave the property.

Access control doesn't work unless you follow the rules carefully for everyone. Some people, especially employees who have worked at a site for many years, may become angry or frustrated if they have to show their ID everyday. If you are new to a site you will not be able to recognize all employees. Check ID cards even if you know the person. The card may no longer be good. If someone challenges you remain calm, explain the reason for security, record information in a logbook or report sheet, and follow your post orders.

Security guards are sometimes expected to receive, store or deliver mail, messages or parcels. This is not usually a security guard's responsibility, and you should only do these duties if you have clear instructions in your post orders. Postal or special delivery messengers should wear special badges and have proper identification. Your duty is to check their ID, record their entry, and give them directions so that they can make their delivery.

## 2. Entry through mechanical / electronic device

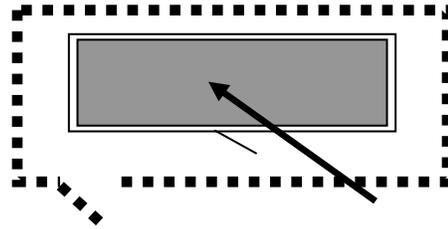
On medium access sites, a security guard does not always control access. Employees can let themselves into the area. There are many ways that this happens.

- **Keys** - Some employees are given a building master key that allows them to enter the building and most areas inside. New technology is replacing the standard metal key at many sites.
- **Touch keypads** - A keypad is on the wall at the entrance. Users are given passwords, codes, or personal identification numbers (PIN) that they must punch in order to enter.
- **ID card tags** - Some cards have a magnetic strip like you see on the back of a debit card. Other cards have a bar code like you see on a store product. The user swipes the card or puts it in a slot in the reader. The reader is mounted on the wall or door. It checks the code on the card. If the card is authorized, the door is unlocked for a short period of time.
- **Proximity cards** - These cards work in a similar way to cards with stripes or bar codes, but they do not have to touch the reader. Someone can unlock the door by passing their card near the reader. These cards may show only an identification number or one side may include photo ID. A key fob is a device that acts the same way as a proximity card. It is a small plastic device that can be attached to a key ring.

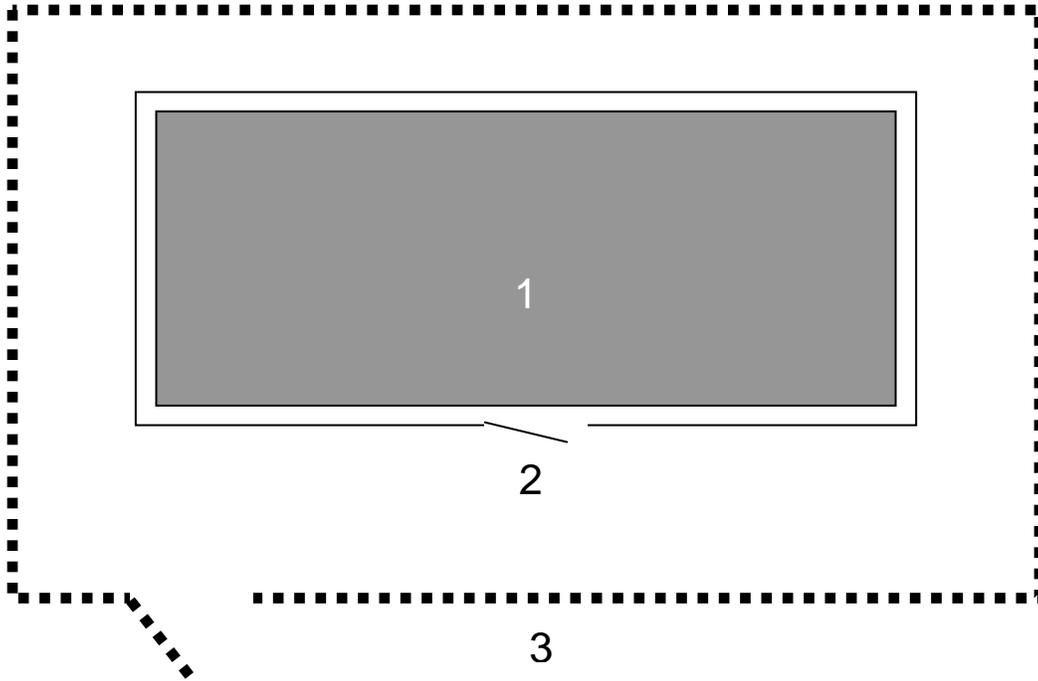
- **Biometric identification** - Biographical information about individual employees is stored in a data bank. This could include fingerprints, palm prints, retina patterns (blood vessel patterns in the eye) or face recognition information. If an employee wants to enter an area they must pass their hand, eye, or face by a reader. If the reader matches this information with the stored data bank, the door is unlocked. Because biometric data is unique to each person, this system can be used to prevent theft or fraud. Unlike a password or PIN, a biometric trait cannot be forgotten or lost.

### Inside of building

An intruder is someone who enters an area without authorization. Alarms that are used to detect intruders are called intrusion alarm systems. Access to valuable property inside buildings is often controlled by an intrusion alarm system. This means that the security guard does not always have to be in the area of the object that needs protecting. They can move about more freely and perform other duties. More than one area can be monitored at once, and the alarm will alert the security guard to intruders. The following section will look more closely at these types of systems.



# ✓ Check Up 1



Put the number of each area beside the name of the area and then give ways that access is controlled at each area.

**1. Property perimeter - number \_\_\_\_\_**

Three ways that access is controlled here are: \_\_\_\_\_

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**2. Inside of building - number \_\_\_\_\_**

The main way that access is controlled here is:

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**3. Building perimeter and entrance - number \_\_\_\_\_**

Three ways that access is controlled here are:

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# Alarm Systems

An alarm is anything that warns people when something is wrong. When an alarm is activated, someone can take immediate action to correct the problem. Some alarms are very simple. A barking dog can be a warning that an intruder has entered the area.

Most alarms used today are much more complex. Alarm systems are usually made up of many mechanical or electrical parts. Different sites will have different alarm systems and you will have to learn about the specific one used at the site where you work. You should know how to arm, disarm, and reset an alarm system. You should also know how to recognize obvious problems and how to test the system to see if it is operating well.

The following information will give you a general overview of alarm systems, so it will be easier to understand the one that is used at your site.

## What is the main purpose of an alarm system?

Alarm systems can be used to warn people of many problems such as:

- intrusion (illegal entry)
- fire
- smoke
- toxic chemical release
- changes in temperature
- changes in humidity
- equipment breakdown
- water leaks or other types of leaks

## How do alarm systems operate?

The types of alarm systems you will work with will vary. Even though some systems are complex, they are all made up of three main parts. You can think of an alarm system as a body:

1. The sensor is like the senses, such as sight, hearing, touch.
2. The transmitter is like the nerves which carry messages from the senses to the brain.
3. The control panel is like the brain.

### 1. Sensor

This hardware receives or detects information from a protected area. Smoke and heat detectors sense smoke or high temperatures. Gauges on boilers and heaters measure fluid levels and pressure.

The following table gives some examples of sensors that are used with intrusion alarms.

## Sensors

Sensor type	How it works	Security concerns
Shock	activated by vibration from pressure or forced entry – installed in windows, doors, gates, walls, safes, vaults	A strong gust of wind could set it off.
Motion	activated by movement – installed in high traffic areas	
• laser beam	beam of light sent to receiver – intruder breaks beam	Intruder can step over or under beam.
• ultrasonic	sound waves sent to receiver – sound causes waves to bounce off objects, like radar	May be set off by mouse running, air movement.
• microwave	radio waves sent to receiver – movement breaks radio signal	Waves can move through walls and detect motion in other rooms.
• audio	microphone picks up loud sounds, for example breaking glass	May be set off by air conditioning, heating equipment.
Magnetic / foil circuit breakers	activated by opening of doors or windows	Adding a second magnet can stop it from working.
Infrared energy	activated by heat increase from human and animal bodies as well as fire	May be set off by rapid change in heating / cooling systems.
Pressure	activated by walking pressure – installed under mats, possibly near vaults and safes	
Wire	activated by change in tension – stretched along perimeter barrier such as fence	
Proximity alarm	electromagnetic field around protected object – activated by entering field, installed around high security fences, safes, vaults, works of art	Animals, tall grass can set off perimeter alarms.

Here are some examples of sensors.

magnetic sensor



motion sensor



vibration sensor



## 2. Transmitter

This is any device that sends alarm messages from the sensor to the control panel. This could be hard wiring, telephone wires, fibre optic lines, and radio signals.

## 3. Control panel

This is the central part that receives messages and translates the information into a response. Most control panels contain the same type of hardware.

Control panel hardware	What it does
Data processing equipment	receives and interprets information from sensors
Alarm transmission equipment	sets off alarms such as sirens, horns, telephone / radio signal, buzzers
On / off and reset controls	allow operator to turn the alarm on or off. Made up of panel board with keys, pads or buttons
LCD panel	shows whether alarm is on or off and if system is operating correctly or where trouble spots are
Back-up power supplies	provide emergency power in case of accidental or planned power outage

Here are two examples of control panels.



## How should I respond to an alarm?

Parts of the system at your site may be connected directly to the police, the fire department, or a control centre. You may need to check out other parts, such as a perimeter alarm. You may need to evacuate the site immediately, or to secure the site, such as in a bank hold up, so that police can interview witnesses.

When your security company signs a contract with a client, they agree about what duties you are expected to perform. Your post orders as well as any emergency procedures plan or fire safety plan will tell you what you must do when an alarm is activated at your site. Your orders will depend on many things, such as the type of systems at your site, or if you are working alone.

*Remember*, the key to any emergency response is to be prepared. Study all documents relating to the alarm systems at the site where you are working. Also make sure that you are well trained so that you know what you must do and can respond quickly. Because you are responsible for protecting the people and property on your site, you may be the person in charge. Others will look to you for help in an emergency. You can help stop them from panicking by remaining calm.

Respond to every alarm like it is real. If you treat an alarm like it is false, you may be putting yourself and others in danger. An intruder who hears an alarm will be expecting the police or someone else in authority to respond. The intruder will be desperate to escape and you may be taken by surprise.

Here are some tips to help you remain safe when you respond to an intrusion alarm.

1. Call for back-up.
2. Observe the area from a safe distance until back-up arrives.
3. Check the perimeter of the property, looking for signs of forced entry.
4. If there is a sign of illegal entry, stay back and call the police.
5. If there is no sign of illegal entry, enter the building with your back-up, and check the system for the alarm source.
6. Reset the alarm when it is safe to do so.
7. Fill out a complete report. If the alarm system is not working properly, make sure you report it, so that it can be fixed immediately.

## What causes false alarms and what can I do?

Many alarms are false, but it is important that you treat every alarm as real. Follow the procedures in your post orders each time an alarm is activated.

There are two main reasons for false alarms – mechanical malfunction and human activation. Human activation happens when someone sets off an alarm by accident. Mechanical malfunction happens when any part of the alarm system is not working properly. You will not be expected to repair alarms, but you should know how to tell if a system is malfunctioning, such as when a trouble light appears on the control panel. Report any mechanical problems immediately, so that they can be fixed.

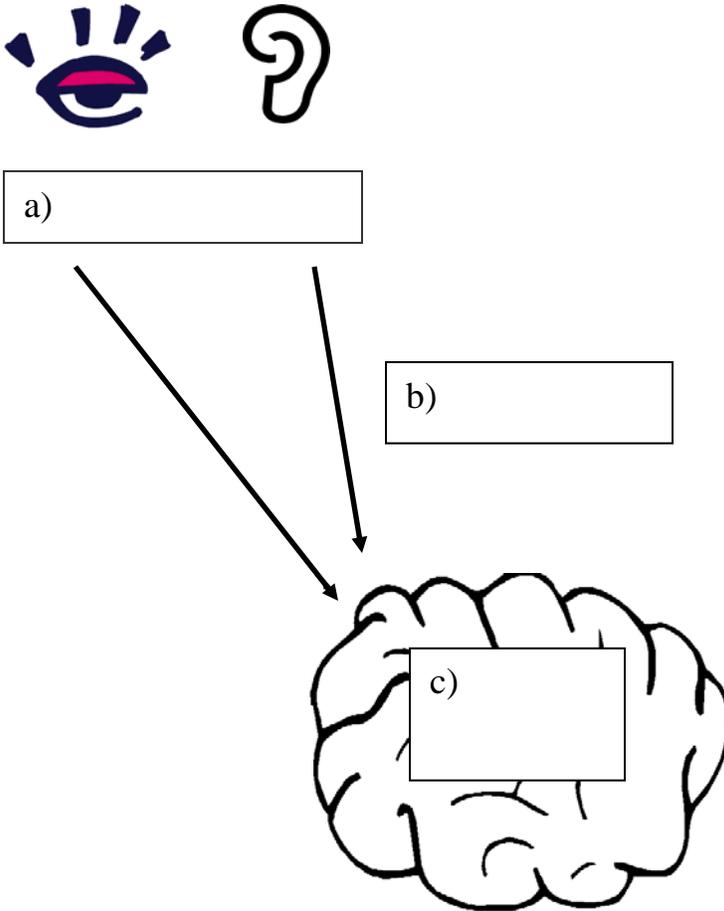
Some alarms are activated by changes in conditions that don't have anything to do with an emergency. For example, a motion sensor may be set off when the air from a heater system causes a drape to move. It is important for you to know about any weaknesses in the systems used at your site. Refer to the security concerns part of the Sensor chart for more information about specific causes of false alarms.

Humans can set off alarms accidentally. Many alarms are set off by employees who enter a restricted area without knowing an alarm is activated. Employees may be authorized to enter an area with an active alarm, but they may make errors in turning it off. You may need to turn off the alarm and reset it. Always report these incidents so that employees will receive the training they need.

Humans can also set off alarms on purpose. A false alarm can be the result of a prank. Someone may pull an alarm out of anger or rebellion. Your report should contain as many details as possible to help authorities identify the person responsible for such costly behaviour.

## ✓ Check Up 2

1. Think about what parts of an alarm system are like parts of our bodies. Fill in the alarm system parts in the empty boxes below.



2. A shock sensor is activated by \_\_\_\_\_.
3. Laser beams and microwave sensors are activated by \_\_\_\_\_.

4. The two main causes of false alarms are \_\_\_\_\_ and \_\_\_\_\_.

5. What are four things to remember when responding to an intrusion alarm?

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## Review

### Important Points in Unit 7:

- Sites may have minimum, medium or maximum levels of access control.
- Access control areas include the property perimeter, the inside of the building and the building perimeter and entrance.
- At the property perimeter area, entry may be gained through a security guard or through a mechanical or electronic device.
- The parts of an alarm system are the sensor, the transmitter and the control panel.
- It is important to be well trained in how to respond to an alarm.
- The main reasons for false alarms are mechanical malfunction and human activation.

## Test Taking Tip

### Follow Directions Carefully

- Listen carefully to any oral directions given by the examiner.
- Read all directions carefully – take note of important points.
- If something is not clear, ask about it.

## Unit 7 – Access Control & Alarm Systems Test

How well have you learned the material in this unit? Try the quiz and then check your answers using Appendix A.

Choose the *best* answer for each of the following:

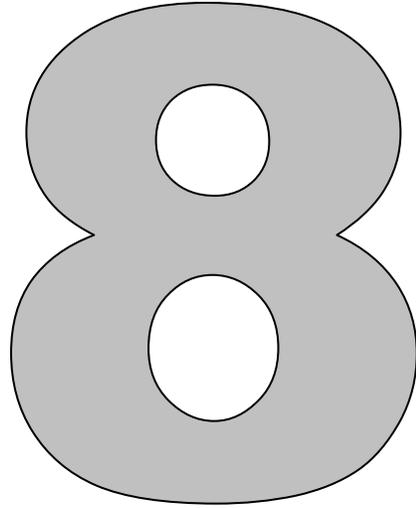
1. Which of the following is *not* used for biometric identification?
  - a) photo ID
  - b) retina patterns
  - c) fingerprints
  - d) palm prints
  
2. What is the best thing you can do to prepare for an activated alarm?
  - a) get training on your site's alarm system
  - b) get WHMIS training
  - c) take first aid training
  - d) study the alarm back-up system
  
3. You are new to a site. You can't remember if the alarm system has a direct connection to the police. The alarm goes off. You check around and notice there has been forced entry. The *next* thing you do is
  - a) check for intruders
  - b) evacuate the site
  - c) reset the alarm
  - d) call the police
  
4. Which part of an alarm system acts like our brain?
  - a) the responder
  - b) the transmitter
  - c) the sensor
  - d) the control panel

Use the following information to answer questions 5 and 6.

You are new to a site. You've been asked to check IDs at the main entrance. Your Post Orders instruct you to *not* receive messages or parcels.

5. Long-time employees get frustrated when you stop them to check their ID's. You
  - a) don't check ID's for those employees you recognize
  - b) don't check ID's if people get angry
  - c) check ID's when there is no line-up
  - d) check ID's and record what's happened

6. A courier arrives with a package for the company's president. You
- a) sign for it and call the president's office
  - b) check the courier's ID and give directions to the office
  - c) refuse entry and call the building superintendent
  - d) take the courier's name and number and pass the message on



# Traffic Control



## Objectives

This unit will help you learn how to

- tell when a security guard can legally control traffic in Manitoba.
- use standard hand signals for controlling traffic.
- keep yourself safe when directing traffic.
- direct emergency vehicles when you are controlling traffic.
- correctly report a motor vehicle accident in Manitoba.

## Demonstration

To show your understanding of this unit, you must demonstrate the correct way to direct traffic, including

- safely getting yourself to the middle of an intersection.
- stopping traffic.
- starting traffic.
- directing left turns.
- directing right turns.

## Pretest

This pretest will start you thinking about the information in this unit. Write T for True or F for False before each of these statements. You can check your answers using Appendix A. After you complete this unit you may want to try this pretest again to see how much you have learned.

1. \_\_\_ A security guard has the authority to direct traffic in public places.
2. \_\_\_ You should begin controlling traffic at the middle of an intersection.
3. \_\_\_ Emergency vehicles always have the right of way.
4. \_\_\_ You must report details of an accident on an accident report form.
5. \_\_\_ When trying to stop a car, you point directly at the driver of the car.

## Words to Know

The following words appear in this unit. Many of these words are used in different ways. This list only includes the meanings that are important for this unit. Try the exercise on the next page to see how well you know the words. You can read the meanings first to help you with the exercise.

<b>authority</b>	the legal power to control, give orders and make others obey, or a person who has this power
<b>barricade</b>	physical barrier
<b>to coordinate</b>	to work well together
<b>flare</b>	an object that produces a bright light and is used as a signal
<b>frustrated</b>	not satisfied because you are unable to get what you want
<b>gesture</b>	movement of the hands or head to show an idea or feeling
<b>gear</b>	equipment for an activity, including clothing
<b>pedestrian</b>	person who is walking
<b>reflective</b>	sending back. Clothing or tape that reflects light helps you to be seen especially at night.
<b>visibility</b>	the ease with which one can see things over a distance. This may be affected by light or weather.

## Practice Exercise

Circle the best word from the pair to fit into the sentence.

1. The guard did not have the (authority, visibility) to question the suspect.
2. The (gear, reflective) tape on Sam's vest made him easy to see on the dark highway.
3. The guard had to (gesture, coordinate) his hand signals with those of the police officer in charge.
4. The guard needed to use a (flare, barricade) to block traffic.
5. The (flare, gear) warned drivers of the accident.
6. The guard held the (pedestrian, authority) back to let the ambulance pass.
7. The driver showed that he was (frustrated, reflective) when he started honking his horn.
8. Tim's light-coloured (gear, flare) made him easy to see at night.
9. The heavy rain reduced the driver's (barricade, visibility).
10. The guard's (gesture, visibility) showed that she wanted the driver to stop.

## Study Tip

### Organize your time

Book study time into your schedule and stick to it. If possible, plan to study at the time of day when your brain works best. Be sure to give yourself breaks and reward yourself when you've studied well. This will help you to keep your motivation up.



## **What's in this Unit?**

### **Legal Authority of Security Guards to Control Traffic**

#### **Staying Safe**

- clothing
- equipment
- position

#### **Hand Control Signals**

#### **Emergency Vehicles**

#### **Reporting Accidents**



## Traffic Control

When you control traffic you tell people when, how and where they may move. The people may be driving vehicles or they may be pedestrians. Your post orders will outline the standard procedures for controlling traffic at your site's parking lots, gates, or other specific points, such as construction areas or intersections. You could also be expected to direct traffic during emergency situations either on or off your site. No matter what your purpose or location is, you will be in direct contact with the public. It is very important to have a professional appearance and a calm attitude that shows you are in control.

### Do I have legal authority to control traffic?

Yes and no. Security guards protecting private property have the same authority as the owner of the property. It is your responsibility to see that traffic moves safely on your site. You do not have the authority to direct traffic in public areas, including roadways. However, your uniform and training may make it likely that police will ask you to help during an emergency. By law, you must assist the police when asked. If you must help the police, call your supervisor so that they are aware that you have left your post.

### What about my safety?

There are a number of dangers that you should be aware of when you are controlling traffic. These could include difficult weather conditions, darkness, heavy traffic, injured or frustrated people, emergency vehicles, or hazards such as fires, chemical leaks, or live wires. Some of these factors are out of your control, but you can manage many others by making sure that you are easily seen and well prepared. Here are some suggestions to increase your safety.

#### Clothing

You must wear your uniform whenever you are on duty. It will help to identify you as the person in charge. It will also help emergency personnel to recognize you immediately.

When directing traffic, you should always wear bright reflective gear over your uniform. This is especially important in conditions that make it difficult for you to be seen, such as in the rain or in the dark. Wear whatever is available to make you visible, including bright vests, caps, gloves, and reflective cross straps. If reflective gear is not available, wear as much white as is possible.

Pay close attention to the weather. In the winter your visibility could be blocked by many weather-related conditions such as heavy or blowing snow, sleet, snow banks, or ice fog from vehicles at intersections. Wear rain gear and winter clothing, including

non-skid boots, so that you are warm and comfortable. You might be outside longer than you expect.

### **Equipment**

You may have limited access to equipment, but be sure to use whatever is available to make yourself seen and to make your signals clear. The following items are very useful when controlling traffic:

- flashlight or illuminated wand – to make your hand signals and you easy to see. At night use a special flashlight with an orange cone on the end.
- whistle – to attract attention of pedestrians and drivers, and to stress hand signals. Don't overuse it. It could be confusing and frustrating to drivers.
- radio – to communicate with your supervisor or other security guards.
- reflective signs, traffic cones, flags - to give drivers specific instructions, such as "STOP" or to warn drivers about construction, different routes, etc.
- barricades – to stop traffic from entering, such as near concert areas.
- traffic flares – to warn of very dangerous conditions, such as a highway accident. Caution: follow flare directions carefully, be aware of fire danger.
- vehicle – to use as a barricade, or to warn motorists of a problem ahead.

### **Position**

Never step out into moving traffic. Make sure you have stopped traffic in both directions before taking your position in an intersection. This will help you stay safe, and it will also show that you are in control. Follow this procedure:

1. Walk to the edge of the road and stop.
2. Get the attention of traffic in the lane nearest to you. Use a stop sign or hand signal. Make sure your signal is seen and the traffic is stopped before you enter the lane.
3. Walk slowly to the area before the next lane. Repeat your stop signal before entering the lane.
4. Make sure you have control over the whole intersection before you begin directing traffic.

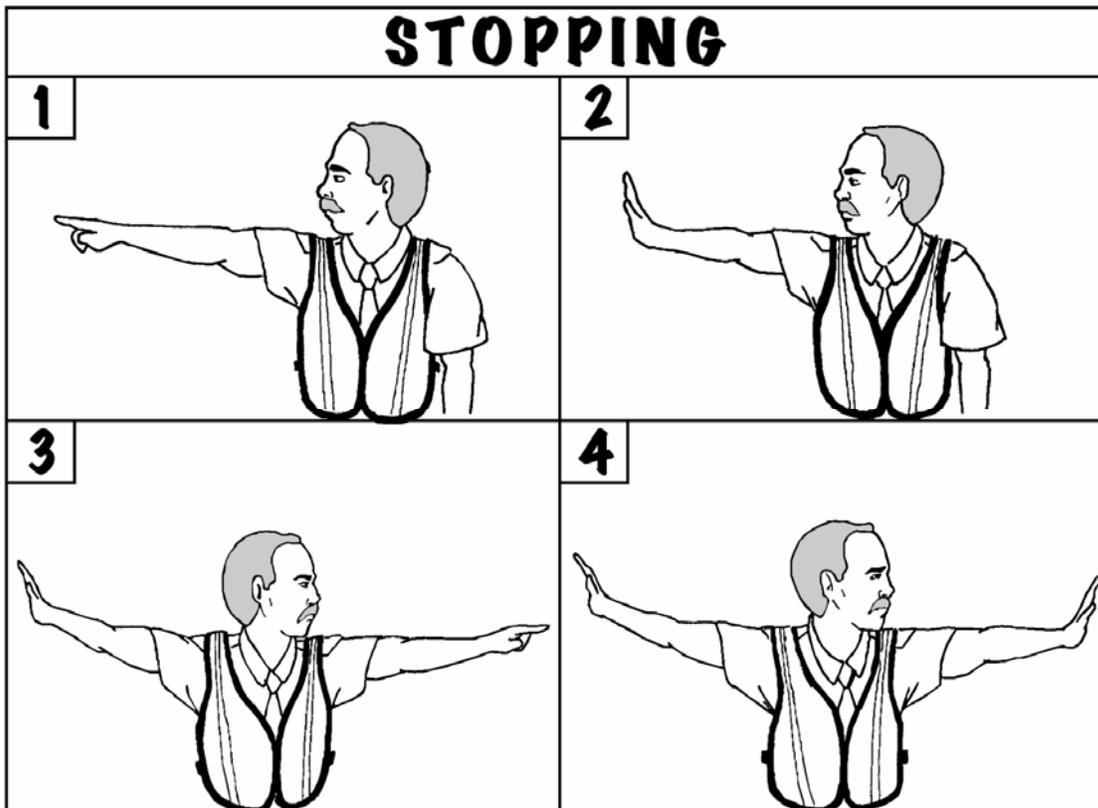
Once you are positioned at an intersection stand straight. Make sure you are completely visible to both drivers and pedestrians and that you can monitor traffic in all directions. Place yourself with your side facing moving traffic. Keep your weight even on each foot so that you stay balanced. Relax in this position with your hands hanging at your sides when you are not signalling. This can help you save your energy and remain alert. You need to be on your guard for drivers who may be distracted and not see you.

## What hand control signals should I use?

Be sure to use standard signals. Most people are familiar with the signals used by police to direct traffic. If you use the same ones, you will gain control and avoid confusion. You will also be able to coordinate your signals with anyone you are assisting. Practice these important hand signals so that they become automatic.

### Stopping traffic

1. Choose the vehicle you want to stop.
2. Look directly at the driver and point at them with your arm fully extended.
3. Make sure the driver has noticed your gesture, and then raise your hand so that your palm is facing the driver. Bend your arm slightly at the elbow.
4. Hold this position until the vehicle has stopped.
5. Keep your arm in position and turn your head to the opposite direction.
6. Repeat steps 1 to 4.
7. Do not lower your arms until all traffic has completely stopped.

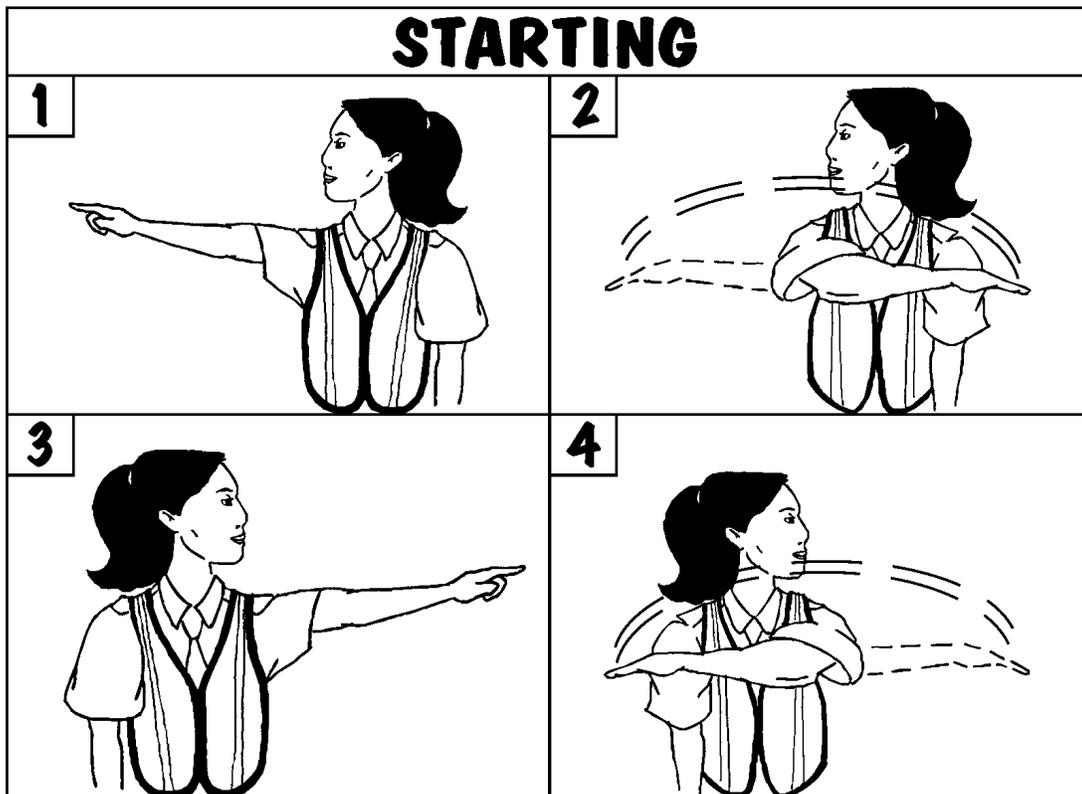


**Starting traffic**

1. Make sure the intersection is clear and safe.
2. Place yourself with your side toward to the vehicles you want to move.
3. Look directly at the lead driver and point at them with your arm fully extended.
4. Make sure the driver has noticed your gesture. Turn your palm up, bend your arm at the elbow, and swing your hand up from the elbow and past your chin making a semi-circle. This looks like the common signal used for “Come here.”
5. Repeat the gesture until the traffic begins to move.
6. When the traffic begins to move, drop your hand to the side.
7. Repeat steps 3 to 5 with your other arm for traffic coming from the opposite direction.

Slow or timid drivers may need extra help to start moving. Repeat the gesture, but don't overuse it. It may make them more nervous and cause an accident.

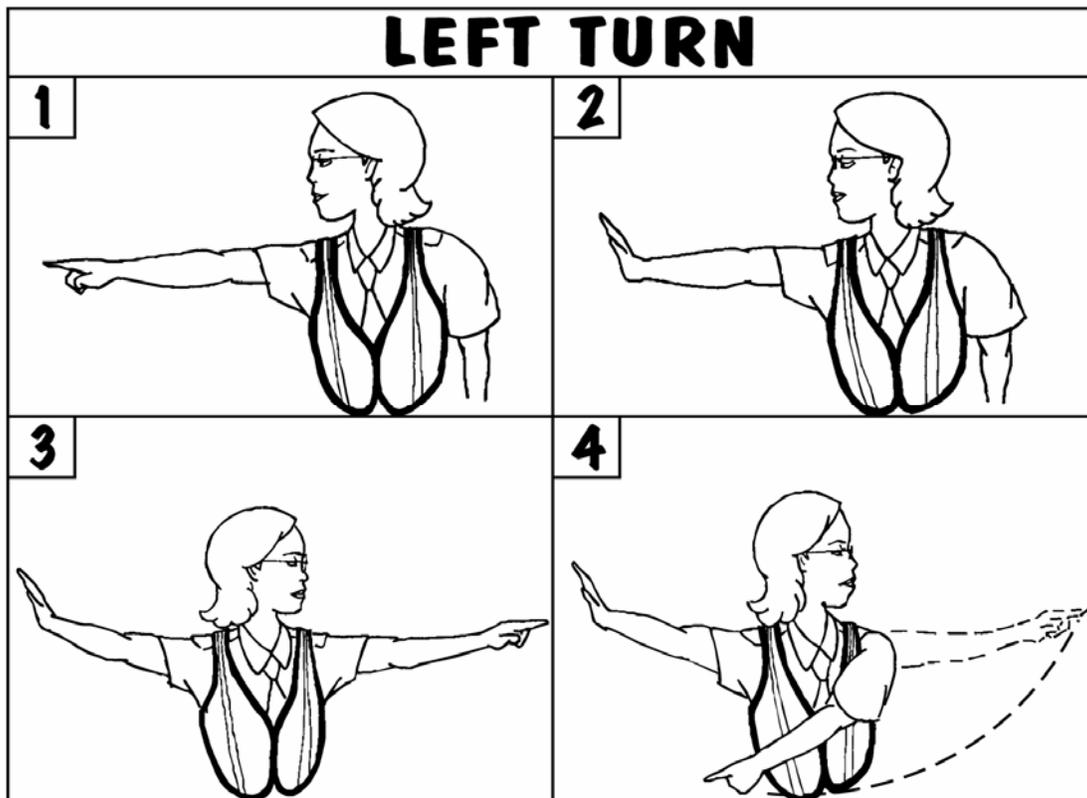
If traffic is to be started from both directions, repeat the procedure for traffic coming from the other direction.



### Left turns

These turns are very dangerous, as vehicles will be turning into oncoming traffic. You must make a decision about when to allow left turns depending on how heavy the traffic is and how many people need to make the turn. Use caution.

1. Stop the traffic coming from the opposite direction. Hold the stop signal.
2. Make sure the intersection is clear of vehicles and pedestrians.
3. With your opposite arm fully extended, point at the driver who wants to turn.
4. Make sure the driver has noticed you. Make a downward swinging motion in the direction you want the driver to go.



### Right turns

Drivers will need little direction when making right turns, as they will not be turning directly into oncoming traffic. If traffic is heavy, you may need to stop drivers turning right to let traffic pass from the other direction. Also if there are many vehicles turning right, you may need to hold back pedestrians, so that the traffic can flow smoothly. If you need to signal a right turn, make sure the driver has noticed you and then make a downward swinging motion to the driver's right.

## How do I deal with emergency vehicles?

Emergency vehicles have the right of way. Stop all vehicles and pedestrians when an emergency vehicle is approaching. Give the driver a “Go” signal when the intersection is clear. If the driver of the emergency vehicle signals for a turn, motion in the proper direction, showing that the way is clear. Be on the alert for more emergency vehicles.

Below are some things to remember when dealing with emergency vehicles:

- You should know the layout of your site—both inside and outside. Then you will be able to meet the emergency crews at the nearest entrance to the incident or the entrance that gives the best access to the site. You may have to meet the emergency vehicles at that gate and direct them to the scene (both inside and outside). You may also need to direct vehicle and pedestrian traffic at the same time.
- You must know where all the fire lanes are and how to keep them clear. Your post orders will give site-specific details about your duties and authority to keep these areas clear.
- Know the location of all hook-ups for fire personnel and how to get to them on your site. Once again, this may mean directing both types of traffic away from that area at the same time.
- You may be called upon to control people who are watching an accident scene, especially if they are interfering with emergency personnel. You may need to use barricades for this purpose.
- Know the site evacuation plan. You may have to keep staff or visitors moving to safe areas.
- You need to check your post orders to be sure that you know the procedures for calling emergency personnel to the site. Know if there are any areas that require special access (for example locked gates unlocked or areas needing special access cards)?

## What should I do if there is a vehicle accident?

An accident can involve two vehicles, or one vehicle and a structure or people. You must fill out a report if you are aware of any accident on your site. Even if the accident involves private vehicles, you will want to make a record of it to protect your client. Check your post orders to be sure that you know what paperwork your client requires after an accident. Your post orders should also tell you who must be notified when an accident occurs. If an accident report form is provided, fill it out in detail. If an accident form is not available you can record all the necessary facts in your personal notebook, an occurrence report and an incident report.

Record as much information as possible, including:

- name, address, and workplace of each driver
- time, date, and exact location of the accident
- registration numbers, makes and years of vehicles
- driver's insurance company details
- names of witnesses. You should also get contact information and a statement if they will provide one to you.
- description of accident and damage
- diagram showing where the vehicles and / or pedestrians were coming from and where they hit each other
- details of any injuries and what action was taken
- any conditions that may have contributed to the accident such as an emergency, weather, road conditions, construction, etc.
- any unusual or strange things that are said by either party in the accident. These could be very important for further investigation.
- any observations that you make of the scene. For example did a beer can fall out when the driver got out of the vehicle? *Be very careful* to record only what you observe and not what you *think* is happening. Do not jump to conclusions or speculate on what you see.
- pictures of the scene and evidence. This may be important for investigations.

In Manitoba, the driver or owner of the vehicle is responsible for reporting a serious accident. A serious accident is where someone is injured or the vehicle damage is over \$1000. If you see a serious accident off your site, record as much information as possible in your notebook in case you are interviewed as a witness. Peace officers on the scene must file a report. As a private citizen you are not required by law to report the accident, but you should give your name and contact number to the drivers. Even if the accident does not seem serious, record it in your notebook. If there are any problems in the future, you will have a written record of the time and details of the event.

# Check Up 1

1. Tell five ways that you can improve your safety while directing traffic.

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2. Explain the difference between a security guard's authority to direct traffic on private and public property.

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3. Why do drivers need more direction when making a left turn than when making a right turn?

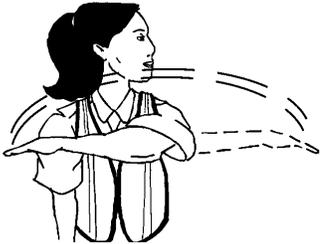
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4. Tell if each of the following guards is signalling for vehicles to stop, go or turn left.



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_

## Review

Important points in Unit 8:

- Security guards have the legal right to control traffic on their sites only. They can do this in a public place only if the police ask for their help.
- When controlling traffic you should consider three things to help you stay safe—your clothing, your equipment and where you stand.
- There are standard hand control signals for stopping, starting and turning traffic.
- Emergency vehicles always have the right of way.
- Always record the details of any accident that happens on or near your site.

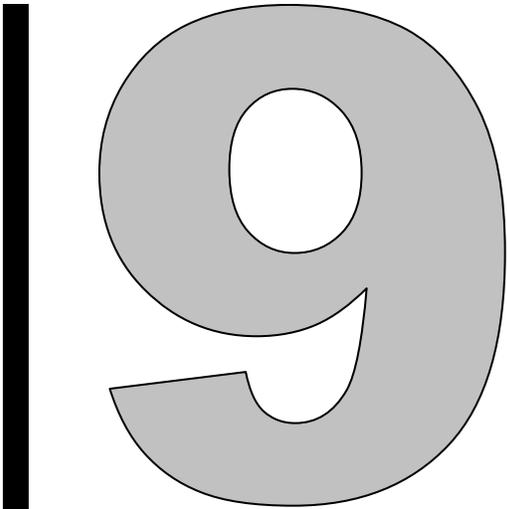
## Test Taking Tip

### Treat yourself

This will encourage you to study well, and give you something to look forward to after the exam is finished. Go to a movie, buy your favourite cookies, have coffee with a friend. Do whatever gives you the treat that you deserve after all your hard work.

## **Unit 8 – Traffic Control Test**

There is no multiple-choice test for this unit. You must do the demonstration activities that are described at the beginning of the unit.



Fire



## Objectives

This unit will help you learn how to

- detect fire hazards.
- operate a fire extinguisher.
- tell what a security guard should do during a fire emergency.
- understand a fire safety plan.
- explain the operation of basic fire suppression systems.

## Pretest

This pretest will start you thinking about the information in this unit. Write T for True or F for False before each of these statements. You can check your answers using Appendix A. After you complete this unit you may want to try this pretest again to see how much you have learned.

1.  To put out a fire involving rubber, throw water on it.
2.  Fires need fuel, heat and carbon dioxide.
3.  The first thing you should do if you detect a fire is call your supervisor.
4.  Some materials, such as oily rags, can start on fire on their own.
5.  One way to put out a fire is to lower the temperature.
6.  Smoke can cause you to lose muscle control.
7.  Poor housekeeping is a major cause of fires.
8.  You should walk, staying close to walls, in smoke filled rooms.
9.  Class C fires involve flammable liquids such as oil.
10.  When using a fire extinguisher, sweep from side to side while aiming at the base of the fire.

## Words to Know

The following words appear in this unit. Many of these words are used in different ways. This list only includes the meanings that are important for this unit. Try the exercise on the next page to see how well you know the words. You can read the meanings first to help you with the exercise.

<b>combustible</b>	able to catch fire and burn easily
<b>combustion</b>	the process of burning
<b>to detect</b>	to notice, to become aware of
<b>to extinguish</b>	to put out
<b>extinguisher</b>	an object that is used for putting out fires
<b>flammable</b>	burns quickly and easily, or likely to burst into flames and to burn very quickly
<b>hazard</b>	danger
<b>hazardous</b>	dangerous
<b>to ignite</b>	to start on fire
<b>vapours</b>	wet gases, such as steam, that are coming off of a liquid

## Practice Exercise

Read each sentence and put the best word in each blank from the *Words to Know* list. You may need to change the form of the word to make it fit well into the sentence (for example add *-ed* or *-ing* to the end of the word).

1. \_\_\_\_\_ materials burn easily, but \_\_\_\_\_ materials burn *very* easily.
2. The guard used a fire \_\_\_\_\_ in order to \_\_\_\_\_ the fire in the garbage can.
3. It is \_\_\_\_\_ to store oily rags near a furnace because they might \_\_\_\_\_.
4. Some gasses release \_\_\_\_\_ which can be a fire \_\_\_\_\_.
5. The guard \_\_\_\_\_ smoke which was caused by the \_\_\_\_\_ of dry leaves.

## Study Tip

### Use tricks to help you memorize facts

- Break information into small chunks.
- Use mental or hand-drawn pictures.
- Link new information to things that you already know.
  - For example, to remember what an annunciator panel is, you can think of the word *announce*. An annunciator panel “announces” in a visual way what is happening with the alarm system.
- Look, Cover, Write, Check.
  - Write down the points you want to remember, and then cover them up with your hand. Try to remember them and write them out, then check to see if you have them right.
- Make up rhymes or games to help you remember.
  - For example, if you need to learn the steps in using a fire extinguisher you can think about the word **PASS** which can help you remember:

**P**ull the pin. In some models you may have to remove a locking pin.

**A**im low. Direct the hose or cone to the base of the fire.

**S**queeze the handle. This will release the contents of the extinguisher.

**S**weep from side to side. Don't lessen the pressure on the handle. Try to keep it constant.

- Repeat, repeat, repeat!



## What's in this Unit?

### Fire Dangers

- smoke
- gas
- flames

### Fires Need

- fuel
- heat
- air

### Fires Caused by

- poor housekeeping
- poor maintenance
- improper use
- arson
- spontaneous combustion

### Operating a Fire Extinguisher

### Fire Detection and Suppression Systems

### Emergency Procedures Plan

### Being Prepared for a Fire

### When to Try to Put Out a Fire

### Types of Fires – A, B, C, D



# Fire!

A fire is one of the most serious situations a security guard has to deal with. Your duty is to protect people and property, and a fire can destroy both in minutes. The best defence against fire is prevention. You must be aware of potential hazards and how to deal with them. You will often be the first person on the scene in the early stages of a fire. If a fire happens during your shift, you must know what to do. You need to be able to act quickly and with confidence. You must know what fire related equipment is at your site and make sure you get training so you know how to operate it. Your safety, as well as the safety of others, depends on this.

## Why are fires so dangerous?

If you have never been in a fire situation, it is hard to imagine what it is like. The fires you see in movies are nothing like the real thing. There is a lot more smoke involved in real fires. More people die from breathing smoke than from getting burned. Smoke moves far ahead of flames and it can fill a building in minutes. Smoke is black, so it takes away your valuable sense of sight. It causes your eyes to tear and it burns your lungs. Smoke disables before it kills. It does not contain the oxygen that you need to breathe. This means that your brain does not work properly when you are inhaling smoke. Because of this your muscle control, coordination, judgement and reasoning ability are all affected. It is very easy to become disoriented and lose consciousness in smoke.

When something burns, it releases transparent gases. These gases are lighter than air, so they move very rapidly throughout a building. They are also toxic, so they can kill quickly.

When a fire burns in a room, it builds up heat and it can instantly flash over into another room or space. This ball of fire will shoot into any areas that are available. For example, in a high rise, fire can travel sideways from room to room, up elevators, vent shafts, and stairwells if the doors have not been closed.

Fires are fast and deadly. When you are in a fire situation, you won't have time to think about how to handle it. This is why you must study your site's fire safety and emergency procedure plans *before* a fire happens. Know the plan and your role in it very well.

## What are fire safety and emergency procedures plans?

Every site should have some type of plan in case of an emergency. Some plans will be simple. They will show the location of emergency evacuation routes and firefighting equipment and give the names and contact numbers of the people in charge. Other plans may be very complex. They may include different types of emergencies, actions and

contact people depending on the situation. No matter how detailed the plan, the purpose is the same: to prepare people before an emergency happens.

You should have a copy of a fire safety plan and an emergency procedures plan in your post orders or at your post. It is very important that you read these orders carefully. They should include important information about fire and safety hazards on the site you are protecting. Your post orders will tell you what your role and duties are in an emergency. They will also give you instructions as to how your actions fit into the overall plan.

Be sure to read your fire safety plan and emergency procedures plan often. This will keep the information fresh in your memory and you will see if any changes have been made. If you don't understand some of this information, ask questions. Keep asking questions until you fully understand what your role is and you are comfortable with that role. Don't wait until an emergency happens to find the answers.

## **What if my site doesn't have an emergency procedures plan and a fire safety plan?**

First of all, be sure they don't exist. Maybe someone created them and didn't include them in your post orders. A plan that lies sitting in a filing cabinet is useless in case of an emergency. Ask to see it. If a plan exists, make sure you have a copy of it, and that it is clear. When possible, speak with people named in the plan. They may have had important experiences to share with you. It will also remind them of their responsibilities.

If these plans do not exist, start asking questions and don't stop until you get the answers. Make sure your security supervisor, the on-site administrator, and your safety rep are aware of your concerns. You may even become involved in updating an existing plan or creating a new one. This makes sense because you will often be the first person at the scene of the fire. Your actions could make the difference between a minor upset and serious loss. Contact the Fire Department for detailed instructions on preparing a fire safety plan.

## Preventing and Being Prepared for Fires

### What things can I do to be well prepared in case of a fire?

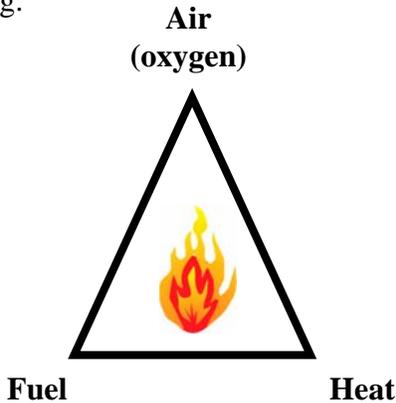
- Know your fire safety plan and emergency procedures plan very well.
- Get a list of people on the site with special needs and how those needs should be handled in the case of an emergency. You will need to know where these people are in the building and what type of help they will need to get out safely. Special needs include not only people in wheelchairs but also people dealing with blindness, diabetes, pregnancy, heart problems, and other conditions.
- Know the alarm system for your site and how to tell if it is working properly
  - Look at the panel. Is the green light on? Know what to do and who to contact if something is not working properly.
- Know the location of all fire extinguishers and fire alarm pull boxes.
- Know how to operate all fire extinguishers at your site.
- Make sure that all fire extinguishers are ready to use.
  - Is the needle of the extinguisher in the green area? When was the extinguisher last tested or inspected?
- Keep all aisles, fire escapes, and exits clear. This includes the floor space on both sides of exit doors.
- Keep all fire fighting equipment, fire alarm boxes and fire extinguishers clear.
- Make sure that there is a lot of space between sprinkler heads and stored material.
- Make sure that all fire lanes are kept clear. There should be no vehicles, snow, etc. blocking access for fire fighting vehicles and equipment.
- Make sure you know who is responsible for concerns about fire extinguishers, clearing of fire routes, blocked sprinkler heads, and blocked exit routes. Report problems quickly, before an emergency happens.
- Make sure you know who is responsible for housekeeping and maintenance.
  - Report problems quickly, before an emergency happens.
- Know the routines on your site. For example, when is the usual meal break? What areas are usually accessed during your shift? Does the number of people on site vary at different times of the day or the year?

### What things are necessary to start a fire?

Fires can start only if all three of the following are present:

1. **Fuel** – This is anything that will burn. It can be in solid, liquid, or gas form. It is often called combustible material. This type of material will start on fire if it is heated.

2. **Air** – Fires need oxygen to “breathe” just like we do. The air that we breathe is made up of about 21% oxygen, so there is usually no problem finding enough oxygen to start a fire and to keep it going.
3. **Heat** – Heat is needed to bring fuel to a high enough temperature to begin combustion or burning.



All workplaces will contain common fuel and heat sources. It's important that you are aware of those on your site.

**Common fuel sources:**

- oily rags, greasy uniforms
- flammable liquids such as gas, acetone, naphtha, ether
- vapours escaping from liquids such as those above
- aerosol sprays such as plastic coatings, oils, insect repellent
- any building materials that burn easily such as flammable carpets, wall paper, drapes. In some buildings these are made out of less burnable (flame retardant) materials.
- trash
- paper
- cardboard boxes
- plastic
- rubber (especially foam)
- wood

**Common heat sources:**

- electrical equipment
- wiring
- lit cigarettes, lighters, matches
- heating equipment such as space heaters
- cooking equipment
- soldering guns
- welding equipment or blow torches
- motors
- appliances

- sunshine. This can make enough heat to ignite highly combustible materials such as oily rags.

## How are fires put out?

We have learned that a fire must have fuel, air and heat to burn. If one of these is taken away, the fire will stop. Here are the methods:

1. **Remove the fuel** – This could include actions such as turning off gas, removing anything that might burn from the area of the fire or pumping flammable liquids away from a burning tank. Although fires can be put out this way, your fire plan will not name this as part of your responsibilities.
2. **Cut off the oxygen** – This is when you smother the fire and cut off its air supply. An example is putting a lid on a frying pan of burning grease.
3. **Lower the temperature** – When you take away the heat, the fuel is cooled below its burning temperature and the fire stops. This is usually done by throwing water on the fire, but this isn't always a safe thing to do. You will learn more about this later in the unit.

## What are some examples of fire hazards?

We have seen that fuel, heat, and air are needed to start a fire and to keep it burning. In many workplaces fuel and heat sources are not kept in separate areas. Also, they may not be in good working condition or may be used in the wrong way.

As a security guard, you are not responsible for storing and looking after materials and equipment. However, you are responsible for reporting fire and safety hazards. It is very important for you to be aware of “hot spots” at your site and to use all of your senses to detect problems. A good time to look for these problems is when you are on patrol. Here are some things to look for:

### Poor housekeeping

Sometimes things are not properly put away, lying around or put in the wrong place.

Watch for the following:

- flammable materials, such as gasoline, that are not stored in approved air tight containers
- combustibles, such as cardboard boxes and paper stored too closely to heat sources, such as furnaces, motors, stoves, space heaters or boilers
- oily rags or greasy uniforms that are left near motors
- litter and dust around machinery
- blocked garbage or laundry chutes
- vapours escaping from flammable materials such as alcohol, gas, acetone, naphtha, ether, paint

## Poor maintenance

Sometimes things are not kept in good repair or are not properly made. Pay close attention to the following:

- chimneys and flues that are blocked or poorly constructed
- electrical wiring that has worn
- wires installed for temporary use which are below standard
- fuse or circuit breakers that are not properly maintained
- oil stoves, heaters, furnaces or boilers with defective burners and / or improper fuel adjustments
- damaged electrical equipment
- heating ducts and / or pipes that are in contact with combustible material

## Improper use

Sometimes things are used carelessly or not according to the manufacturer's guidelines.

Look for the following:

- smoking materials not properly thrown away
- overloaded electrical outlets or power bars
- electrical, heating or cooking equipment left on after working hours. Some examples are coffee makers, hot plates, irons, fans, soldering guns, holiday lights. Before turning off any equipment, make sure that you are allowed to do so.
- holiday decorations or displays in an unsafe location
- sparks from equipment such as welding torches falling on burnable material
- overheated equipment, wiring, electrical outlets, fuse boxes, motors – this could also be a result of poor maintenance.
- light bulbs that are too powerful
- breakers taped to *on* position
- circuit breakers that are blocked or tied so that they don't work
- overuse of extension cords

If you unplug something or move something, always leave a note and record it in your notebook and reports.

## Arson

Arson happens when someone starts a fire on purpose. It is important for security guards to be on the lookout for this. Prevention is the key to dealing with arson. Think about what you would look for if you wanted to burn the building down, and then try to make sure these conditions do not exist. Do thorough patrols to make sure that there are no obvious ways for someone to break into your site and start a fire. Make sure that there is nothing lying around either inside or outside your site that can be easily ignited. Make sure all trash cans get emptied every night. When you are on patrol, check to make sure that there are no tree limbs under the building eaves. If suspicious people are hanging around on the site you are guarding, approach them with caution, and try to find out their purpose for being there. If a fire has started and you suspect arson, take special care that nothing is touched, so that all evidence is preserved.

## **Spontaneous combustion**

Another cause of fires is spontaneous combustion. Chemical changes can take place in some materials. Over time, enough heat can build up inside to make them burst into flames. Heat from an outside source is not needed. Oily rags, flammable liquids, floor oils, hay, grain, charcoal, soft coal, and foam rubber can all start on fire if not properly stored.

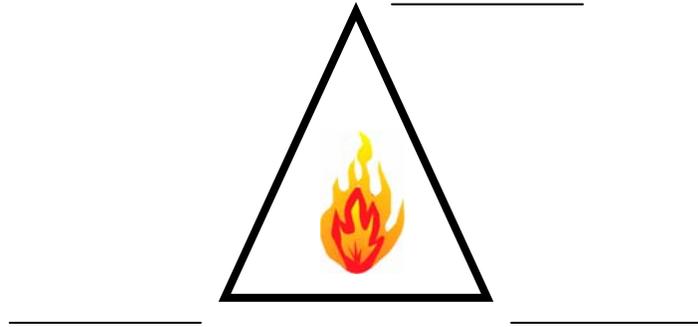
Storage will not likely be your responsibility, but you have a right to know about the hazardous substances on your site. Know the WHMIS (Workplace Hazardous Materials Information System) symbols and read the WHMIS labels on materials at your site. See Unit 10, *Working Safely*, for more information on hazardous materials.

## **What should I do if I notice a fire hazard?**

Correct problems if you can, as long as there is no danger to your health or safety. For example, unplug appliances that have been left on or move combustible materials away from heat sources. If you find a problem that you can't fix quickly and safely, report it to someone who will take immediate action. Always report any hazards so that problems can be corrected and will not happen again.

# ✓ Check Up 1

1. What are the three things necessary for a fire?



2. Put the following words under the correct heading in the table.

plastic  
wood  
insect repellent

wiring  
oily rags  
toaster

motors  
soldering guns  
sunshine

uniforms  
appliances  
rubber

Fuel Sources	Heat Sources

3. Which of the three things necessary for a fire has been removed to put out each of the following fires?

- a) A lid is put on a pot of burning oil. \_\_\_\_\_
- b) The gas is turned off on a burning barbeque. \_\_\_\_\_
- c) Water is thrown in a burning wastepaper basket. \_\_\_\_\_
- d) You roll on the ground when your clothes are on fire. \_\_\_\_\_

4. Fill in five examples for each of the following fire hazards.

<b>Poor Housekeeping</b>	<b>Improper Use</b>	<b>Poor Maintenance</b>

## Detecting and Fighting Fires

### What should I do if I detect a fire?

Respond to any fire quickly and calmly. You may only have seconds to assess a situation and take proper action. If a fire is burning freely:

1. Sound the fire alarm.
2. Evacuate the area.
3. Call the fire department. Use the telephone or your radio. Give them as many details as possible, including where to meet you.
4. Call your supervisor or client contact.
5. Try to contain the fire by closing windows and doors and shutting down air conditioners, fans and blowers. Turn off gas and electrical services and equipment in the immediate area. Only do these things if you have been trained to use the equipment and are sure that your health and safety are not in danger.

### What should I do when the fire fighters arrive?

1. Meet them at the entrance and make sure that all access doors for fire fighters are unlocked. Fire fighters will break down locked doors to gain access.
2. Give them information. You may tell them about the following:
  - the fire site
  - any keys or pass cards they will be given to get to the fire. Most buildings will have special keys or cards for the fire department
  - location of hazardous materials
  - any other hazards that might affect their movement
  - evacuation routes and meeting places
  - places where people might be trapped
  - location of people with special needs who will need help getting to safety
  - entrance / exit logs or fire warden check in sheets to help with a head count and to direct a search for people still inside
3. Control access to the property. Do not allow anyone to re-enter the building until you are told to do so by the authorities.
4. Direct traffic if necessary or if the emergency personnel tell you to.
5. Get the fire chief's name and all unit numbers. You will need these later for your reports.

## What should I know about evacuation?

Always remember these evacuation tips for your own safety and when you have to direct other people away from danger:

- Know at least two escape routes from each area.
- Use the stairs and not the elevator because you could become trapped if the elevator stops working.
- If you have to escape through smoke, crawl on your hands and knees. Remember that most fire deaths are caused by smoke, not flames.
- Test the door and spaces around the door with the back of your hand. If the door is warm, try another escape route. If it is cool, open it slowly. Close the door quickly if smoke pours through.
- If there are people with special needs on your site, know where they are and know the plan to get help to them. The fire fighters will evacuate these people. They are trained and equipped for the rescue. You should only get involved if the situation is life threatening and help will be delayed for some reason.
- Tell everyone to gather at the planned meeting area. Stress the importance of this because if people are missing it may cause others to panic. The fire fighters may also then put themselves in danger by beginning an unnecessary search.

Always remember to complete a detailed report after any emergency.

## When should I try to put a fire out?

You should use extreme caution when dealing with any fire situation. Try to put out a fire only if:

- the area has been evacuated
- *and* the fire department has been called
- *and* the fire is confined to a small area
- *and* there are no hazardous materials involved
- *and* there is a clear escape route behind you
- *and* there is a working fire extinguisher that is suitable for the type of fire
- *and* you have been trained to use the fire extinguisher.

If you have the slightest doubt about fighting a fire, *don't*. Get out.

## Does it matter what type of fire extinguisher I use?

Yes it does. *If you use the wrong extinguisher you can make the fire worse.* Fire experts have classified fires into 4 groups: A, B, C, and D. They are grouped by the type of material (fuel) that is burning. Each type of fire has a symbol and a colour.

Not all extinguishers can be used on every fire. You must be able to assess what type of fire you are faced with. You must also know the fire type symbols so that you know what type of extinguisher to use. Most extinguishers have the fire letters and shapes on them so it is easy to know what type of fire they can be used on.

Different types of extinguishers have different contents. Some contain

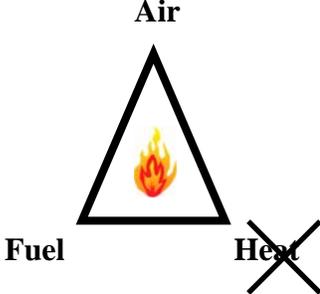
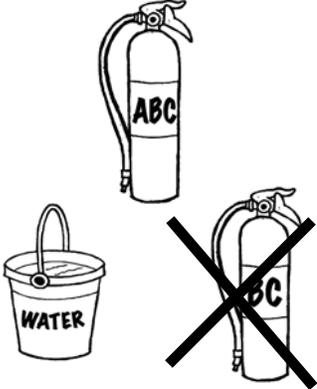
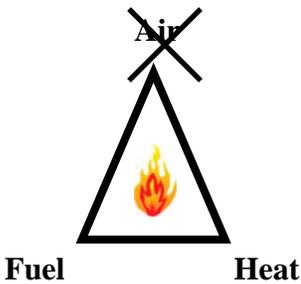
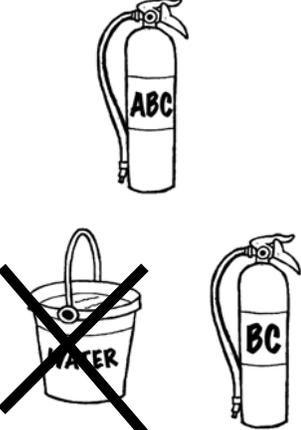
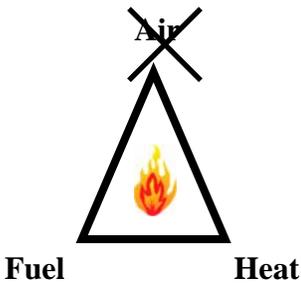
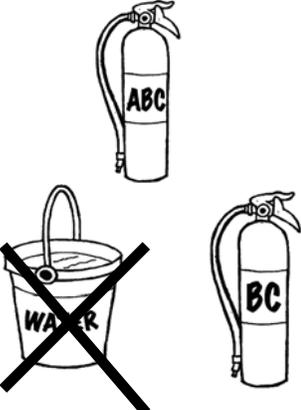
- water. These should only be used on Class A fires.
- carbon dioxide. These are most suitable on Class B and C fires.
- dry chemical. These are usually rated for multipurpose use, which is for Class A, B or C fires.

Class D fires involve combustible metals such as sodium, titanium and magnesium. These fires are not common and chances are that you will not have to worry about such a fire. If these metals are used on your site, your post orders should say so.

**Be sure to find out what fire dangers are on your site.**

The multipurpose extinguisher can be used for fighting the most common types of fires (Class A, B and C).

The table on the next page gives fuel examples these types of fires as well as what to use to put them out. This table also gives the symbol and colour for each fire type.

Type of Fire	Best Way to Put It Out	Recommended Extinguisher
<p><b>Class A Fires</b> combustible solids</p> <ul style="list-style-type: none"> <li>• corn stalks</li> <li>• cloth</li> <li>• hay</li> <li>• paper</li> <li>• wood</li> <li>• rubber</li> </ul> 	<p><b>Remove Heat</b></p> 	
<p><b>Class B Fires</b> flammable liquids</p> <ul style="list-style-type: none"> <li>• gasoline</li> <li>• oil</li> <li>• cooking oil</li> <li>• diesel fuel</li> <li>• grease</li> </ul> 	<p><b>Remove Air</b></p> 	
<p><b>Class C Fires</b> live electrical source</p> <ul style="list-style-type: none"> <li>• heat lamp</li> <li>• exposed wiring</li> <li>• Christmas lights</li> </ul> 	<p><b>Remove Air</b></p> 	

**Do not use water on Types B, C or D fires.**

- If it is used on Type B fires it can spread the flames.
- Water conducts electricity so if it is used on Type C fires it can cause major shock.
- If it is used on Type D fires it will react violently causing an explosion.

**How do I operate a multipurpose fire extinguisher?**

Remember this **PASS** word.

**P**ull the pin. In some models you may have to remove a locking pin.

**A**im low. Direct the hose or cone to the base of the fire.

**S**queeze the handle. This will release the contents of the extinguisher.

**S**weep from side to side. Don't lessen the pressure on the handle. Try to keep it constant.

It is important that you get fire extinguisher training before you have to use one. You don't want to waste valuable time trying to read directions or figure out how to remove a pin in an emergency situation. Other important information, like how far to stand away from a fire, when to move toward it, and how long the extinguisher contents last can only be understood by actually operating one. Make sure your employer and your Safety and Health Rep know that you need this training.

**What are basic fire detection and suppression systems?**

Even if you make careful patrols and have camera systems, you won't be able to detect all fires. Also, using a fire extinguisher to fight a fire can be very dangerous. Your site may have some type of fire detection and suppression system to help you. Make sure you know what systems your site has and how they operate. Here are two of the common ones:

**Fire alarm system**

This system is activated when a fire is detected. Its purpose is to alert people so that they can leave the building. Some systems also notify the fire department. It is usually made up of the following parts:

1. **Fire control panel** – The main panel that all parts are connected to. Know where it is located.
2. **Sensors** – These could include smoke or heat detectors. They automatically set off alarms or sprinkler systems.
3. **Pull station** – This is an alarm switch that a person must pull to set off an alarm. It is a small red box that says, "Pull in case of a fire." Bells or horns – They alert people to the need to evacuate.

- 4. Annunciator panel** – This panel has a lot of important information. It is often located at the main entrance area of a building. It includes:
- where a fire alarm was first activated. For example, it might show “fifth floor pull station.” This will help anyone responding to the fire to know where to focus their attention.
  - trouble signals. These appear if there is a power failure or if the systems are not operating properly. These must be reported immediately to a person authorized to service the system.
  - alarm service and reset buttons
  - sprinkler and other suppression systems. It will show if these systems are in use. If they are in use they will automatically set off the alarm.

Some systems may be equipped with fire phones or a public address system connected to the main panel. Make sure that you are very familiar with the fire alarm system in your building.

### **Fire suppression systems**

There are two main types of fire suppression systems – automatic sprinkler systems and special extinguishing systems.

**Automatic sprinkler systems:** Usually, the only part of this system that can be seen is the sprinkler head on the ceiling. Sprinkler heads are connected to a water supply, which is under pressure. The sprinkler system is activated when heat from a fire raises the temperature of a sprinkler head (usually to around 165 degrees F). The system will automatically spray water on a fire to put it out, or at least keep it from spreading to another area before the fire fighters arrive. In most systems, the water passes through only the sprinkler heads that are activated by the heat, in the area of the fire. Sprinklers in other parts of the building will not come on.

**Special extinguishing systems:** These are used in locations where automatic sprinklers may not be the best solution to fire problems. In some areas water should not be used to put out fires. These locations include areas that contain flammable and combustible liquids, food preparation equipment, and highly sensitive computer or electronic equipment. Special extinguishing systems have a limited amount of suppressant (the chemical that is used to put out the fire).



## Check Up 2

a) This exercise has four steps.

Step 1: In the following chart, fill in the fuel types from memory.

Step 2: Using the chart on page 23, check your answers for the Fuel Types row.

Step 3: Fill in the Fuel Examples using the choices below.

Step 4: From memory, fill in the type of fire extinguisher that should be used for each class of fire.

<b>Fire Type</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>Symbol &amp; Colour</b>			
<b>Fuel Type</b>			
<b>Fuel Examples</b>			
<b>Fire Extinguisher Types</b>			

**Fuel Examples:**

electric heater  
 frayed wires  
 paper  
 outdoor lights  
 foam rubber  
 wood  
 motor oil  
 leaves  
 cloth  
 grease  
 gasoline  
 cooking oil

2. When using a fire extinguisher, what does each letter in the PASS word stand for?

P \_\_\_\_\_

A \_\_\_\_\_

S \_\_\_\_\_

S \_\_\_\_\_

Some parts of a fire alarm system are: fire control panel, pull station, sensor and annunciator panel. Read each sentence and write which part of a fire alarm system it is referring to.

a) A fire alarm switch that a person must pull – \_\_\_\_\_

b) A smoke detector – \_\_\_\_\_

c) It shows a trouble signal – \_\_\_\_\_

d) All parts are connected to it – \_\_\_\_\_

e) It shows where an alarm was activated – \_\_\_\_\_

## Review

Important points in Unit 9:

- Smoke and toxic gases kill more often than flames.
- It is important to know your site's fire safety and emergency procedures plans.
- Know the location and operation of all fire equipment at your site.
- Keep all exits clear.
- Air, fuel and heat are all necessary to start a fire. Removing any one of these will put the fire out.
- Fire hazards are often caused by poor housekeeping, poor maintenance or improper use.
- Arson and spontaneous combustion also cause fires.
- Class A fires involve combustible solids, Class B fires involve flammable liquids and Class C fires involve live electrical sources.
- You must use the right type of extinguisher for each class of fire. Water can only be used on a Class A fire.
- Only fight a fire if it is safe to do so.
- Call the fire department in the case of any fire.

## Test Taking Tip

### Read questions carefully

Be sure to read each question carefully. You may completely misunderstand what a question is asking, if you misread or skip words. Be especially careful of questions containing words like *not*, *always*, *never*, *most*, *least*, and *best*.

## Unit 9 - Fire! Test

How well have you learned the material in this unit? Try the quiz and then check your answers using Appendix A.

Choose the *best* answer for each of the following:

1. What is the purpose of the green light on an alarm system annunciator panel?
  - a) It shows the area where an alarm has been pulled.
  - b) It shows that the system needs fixing.
  - c) It shows an area where there is a power failure.
  - d) It shows that the system is working properly.
  
2. What is the first thing you should do if you detect a fire?
  - a) Sound the fire alarm.
  - b) Try to contain the fire.
  - c) Evacuate the area.
  - d) Call the fire department.
  
3. The word PASS stands for:
  - a) Pull the pin. Aim high. Squeeze the handle. Sweep up and down.
  - b) Push the pin. Aim high. Squeeze the handle. Sweep from side to side.
  - c) Pull the pin. Aim low. Squeeze the handle. Sweep from side to side.
  - d) Push the pin. Aim low. Squeeze the handle. Sweep up and down.
  
4. The following symbol is for fires where what type of fuel is burning?
 



  - a) combustible solids
  - b) flammable liquids
  - c) live electrical source
  - d) combustible metals
  
5. For a fire to start, it must have
  - a) fuel, air, oxygen
  - b) heat, fuel, carbon dioxide
  - c) fuel, heat, air
  - d) Heat, oxygen, carbon dioxide
  
6. You see some old files stacked near an electric heater. You should
  - a) tell your supervisor
  - b) move the files into a filing cabinet
  - c) call the fire inspector

7. The files catch on fire and the flames are as high as your chest. You should
  - a) turn the power off
  - b) try to put the fire out
  - c) follow your fire safety plan



10

# Working Safely



## Objectives

This unit will help you learn how to

- state the purpose of the Workplace Safety and Health Act.
- state your rights under the Act and what to do if you feel that your rights are not being respected.
- describe a Working Alone Plan.
- state your responsibilities under the Workplace Safety and Health Act.
- follow a Workers Working Alone Plan.
- assess and minimize risks.

## Pretest

This pretest will start you thinking about the information in this unit. Write T for True or F for False before each of these statements. You can check your answers using Appendix A. After you complete this unit you may want to try this pretest again to see how much you have learned.

1. \_\_\_ WHMIS tells you how to refuse unsafe work.
2. \_\_\_ Workplaces with more than nine employees must have a Workplace Safety and Health Committee.
3. \_\_\_ You cannot be fired for sharing information about unsafe working conditions.
4. \_\_\_ If a labour inspector decides that your work is dangerous, your employer must give you a different job.
5. \_\_\_ You are only considered to be “working alone” if there are no other people around.
6. \_\_\_ Security companies have general Working Alone Plans but employers are also responsible for developing plans that are site specific.
7. \_\_\_ If you don’t follow your Working Alone Plan you could be disciplined.
8. \_\_\_ An example of a low risk situation is working the night shift at an industrial site.
9. \_\_\_ Your response can escalate a conflict situation.

## Words to Know

The following words appear in this unit. Many of these words are used in different ways. This list only includes the meanings that are important for this unit. Try the exercise on the next page to see how well you know the words. You can read the meanings first to help you with the exercise.

<b>to assess</b>	to evaluate, judge
<b>complaint</b>	a formal statement about a problem
<b>discipline</b>	action taken against someone who, it is believed, has done something wrong
<b>discriminate</b>	to treat differently, usually in a negative way
<b>to enforce</b>	to make sure that a rule or regulation is followed
<b>involvement</b>	participation
<b>issues</b>	things people are worried about
<b>to minimize</b>	to make less, to take to the lowest level
<b>regulation</b>	rule
<b>representative (rep)</b>	someone who speaks for others, brings their concerns / feedback to others
<b>responsibilities</b>	duties
<b>shop steward</b>	a union member who helps others with problems

### Short forms used in this unit:

<b>MSDS</b>	Material Safety Data Sheet
<b>WHMIS</b>	Workplace Hazardous Material Information System. WHMIS uses special symbols to identify containers of hazardous material.

## Practice Exercise

Circle the best word from each pair to fit into the sentence.

1. It's up to your company to see that safety rules are (disciplined, enforced).
2. It's important to (minimize, assess) risks so that you can take action to decrease them.
3. Even if you don't belong to a union, your workplace should have a (representative, shop steward) you can talk to about safety problems.
4. You may be (minimized, disciplined) if you do not follow your Working Alone Plan.
5. Your employer cannot discriminate against you for your (regulation, involvement) with safety and health issues.
6. Manitoba enforces a special (regulation, complaint) for people who work alone.
7. Companies must make sure that they (minimize, enforce) the safety risks for their workers.
8. You can make a (complaint, regulation) if you have received discipline for talking to someone about their safety.
9. It is your (involvement, responsibility) to use equipment and special clothing properly.

## Study Tip

### **Find a study buddy!**

Sometimes it helps to study with someone else. If you meet regularly, it can help you to develop a study routine. You can also ask each other questions and quiz each other. Most importantly, you can support each other when it feels too difficult.



## What's in this Unit?

### **Workplace Safety and Health Act**

Employee Rights:

- to know
- to participate
- to refuse unsafe work

Employee Responsibilities

### **Workplace Hazardous Materials Information System (WHMIS)**



**Working Alone Plans**

**Assessing and Minimizing Risks**

**Refer to the content of this unit for further information.**



# Personal Safety at Work

## What is the purpose of *The Workplace Safety and Health Act*?

The Government of Manitoba created this act to try to protect the safety, health and welfare of all workers. In this unit, *The Workplace Safety and Health Act* will be referred to as the Act. This act describes the responsibilities of both the employer and the employee. It also explains rights and responsibilities that all workers have, whether they are part of a union or not. You can find more information about the Act in Appendix B.

## Employee Rights

### What are some of my rights under the Act?

Your three basic rights are

1. the right to know,
2. the right to participate, and
3. the right to refuse unsafe work.

#### 1. The right to know

Employers are required by law to inform workers about anything that may affect their safety and health. This includes training workers about how to identify risks and how to work safely around any hazards.

All workers are responsible for working safely. This protects the workers themselves, and anyone who is affected by what they do or don't do. As a security guard, you are expected to actively protect others and keep yourself safe. Part of your duty is to look for problems and report them to the right people who can solve them.

Problems often involve risks. The law says that you have a right to know about any risks that you may have to face on the job. The basic training offered to security guards will help you begin to understand some of the risks and hazards in this profession. You will need extra training at each new site where you work. This will cover the duties that go with that site. You may also need training in special areas such as non-violent crisis intervention and first aid. Some people whom you can ask about training are: your employer, coworkers, shop steward, union rep, Workplace Safety and Health Committee Member or Representative.

## WHMIS

As a security guard you should not have to work directly with hazardous materials. However, you have the right to know about the ones that are used at your site, as you may be exposed to them while you are on patrol or dealing with issues on the site. Your duties may include receiving deliveries or guarding an area where hazardous materials are stored. The Workplace Hazardous Materials Information System (WHMIS) was set up to protect workers who work with or near hazardous materials. WHMIS requires employers to

- label containers of hazardous material.
- provide a Material Safety Data Sheet (MSDS) with information about the hazardous material.
- provide workers with training about how to work safely with the hazardous material.

### WHMIS symbols

Knowing the WHMIS symbols can help you stay out of danger and keep others safe in case of an emergency, such as a chemical spill or fire. If you know the symbols, you can identify containers of hazardous material, and report any that are not stored properly, such as near combustible materials or heat sources. This may help to prevent an emergency.

WHMIS uses eight standard symbols to tell you what type of hazard the material may present. You might already know some of the symbols because they are the same as the ones used on some household products like cleaning fluids and paint thinners.

Learn to recognize these symbols:



**Compressed Gas** (for example: oxygen, acetylene, propane, some aerosol spray cans) – these products must be stored and handled very carefully. The container could explode if it is damaged or a hole is put in it. It could also explode if it becomes too hot.



**Flammable and Combustible Material** – these materials burn easily.



**Oxidizing Material** – these materials give off oxygen that could help some other material to burn (for example, bleach can cause flammable materials to burn more quickly).



**Corrosive Material** – these materials can cause severe burns to the skin, eyes or lungs if they are inhaled.



**Dangerously Reactive Material** – these materials can burn or explode if they are exposed to too much heat, dropped, hit or mixed with other chemical products.

**Poisonous and Infectious Material –**



**Material Causing Immediate and Serious Toxic Effects**



**Material Causing Toxic Effects**  
(after many exposures or long periods of time)



**Biohazardous Infectious Material**  
(live bacteria or virus)

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Another important symbol to recognize is the radiation symbol.



## WHMIS labels

Hazardous material containers must be labelled. This would include the original container it was shipped in and any container it is transferred to or stored in on the site. The label should include the hazards involved, the precautions you should take to protect yourself and what first aid treatment to use if necessary. The label has a special border and the WHMIS symbols for the material. Below is a label for sulphuric acid.

**SULPHURIC ACID, FUMING  
ACIDE SULFURIQUE**

<p><b>Risk phrases:</b> HIGHLY IRRITATING TO SKIN, EYES AND NOSE.</p> <p><b>Health Hazard Data:</b> STRONG ACID, VAPOURS HIGHLY TOXIC, BURNS SKIN ON CONTACT.</p> <p><b>Precautionary Statements:</b> EYES: FACESHIELD AND GOGGLES GLOVES: RUBBER</p> <p><b>Personal Protective Equipment:</b> RUBBER APRON, RUBBER BOOTS.</p> <p><b>First Aid Measures:</b> EYES: FLUSH WITH LARGE QUANTITIES OF WATER. CONSULT PHYSICIAN AT ONCE. SKIN: FLUSH WITH WATER. CONSULT PHYSICIAN. Ingestion: TREAT WITH BAKING SODA, MILK OF MAGNESIA OR LARGE QUANTITIES OF MILK. DO NOT INDUCE VOMITING.</p>	  	<p><b>Risque(s) possible(s):</b> EXTREMEMENT IRRITANT POUR LA PEAU, LES YEUX AT LE NEZ.</p> <p><b>Reinseignement sur les dangers pour la sante:</b> ACIDE FORTE, TRAITER COMME POUR L'ACIDE FORTE.</p> <p><b>Surexposition aigue:</b> PEAU ET YEUX.</p> <p><b>Measures de precaution:</b> EQUIPMENT DE PROTECTION SPECIFIQUE: YEUX: ECRAN FACIAL ET LUNETTES GANTS: EN CAOUTCHOUC</p> <p><b>Autre vêtements et equipment:</b> TABLIER EN CAOUTCHOUC, BOTTES EN CAOUTCHOUC.</p> <p><b>Premiers Soins:</b> YEUX: BIEN RINCER A GRANDE EAU PENDANT 15 MINUTES. CONSULTER UN MEDECIN. Peau: RINSER A L'EAU. CONSULTER UN MEDECIN. Ingestion: TRATER COMME POUR L'ACIDE FORTE. CONSULTER UN MEDECIN.</p>
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**REFER TO MATERIAL DATA SHEET FOR FURTHER INFORMATION.  
POUR PLUS D'INFORMATION, CONSULTER LA FICHE SIGNALÉTIQUE.**

## Material Safety Data Sheets (MSDS)

A MSDS must be provided by the manufacturer or supplier for every hazardous material. These sheets must be available to workers in their workplace. They contain much more than the information on a WHMIS label, such as:

- ingredients
- physical / chemical characteristics
- fire and explosion hazards
- reactivity
- health hazards
- precautions for safe handling and use
- control measures
- transportation
- disposal

See Appendix D for an example of a MSDS.

## 2. The right to participate

All workers have the right to actively take part in safety and health concerns in their workplace. You can do this in many different ways:

- by becoming a Workplace Safety and Health Committee member or representative
- by participating and cooperating with the committee members or safety rep,
- by reporting accidents and hazards to the Workplace Safety and Health Committee or representative
- by making suggestions to improve safety and training

Here is some important information about Safety and Health positions:

### **Workplace Safety and Health Committee member**

- Workplaces with 20 or more regularly employed workers must set up a joint (employer / employee) Workplace Safety and Health Committee.
- At least one half of the committee must be workers.
- Members are either appointed by the union or elected by coworkers. The Act says that the employer cannot interfere with the selection of these positions in any way.
- Committee members' names must be posted in the workplace in an area where everyone can see them.
- Members do workplace inspections, investigate accidents, participate in "right to refuse" inspections, and discuss Safety and Health concerns in their workplace.
- Joint Workplace Safety and Health Committees must meet at least once every three months.
- Employers must allow committee members two days per year of educational leave for safety and health training, without loss of pay or benefits.
- All work done by committee members has to be paid by the employer as time worked.

### **Workplace Safety and Health representative**

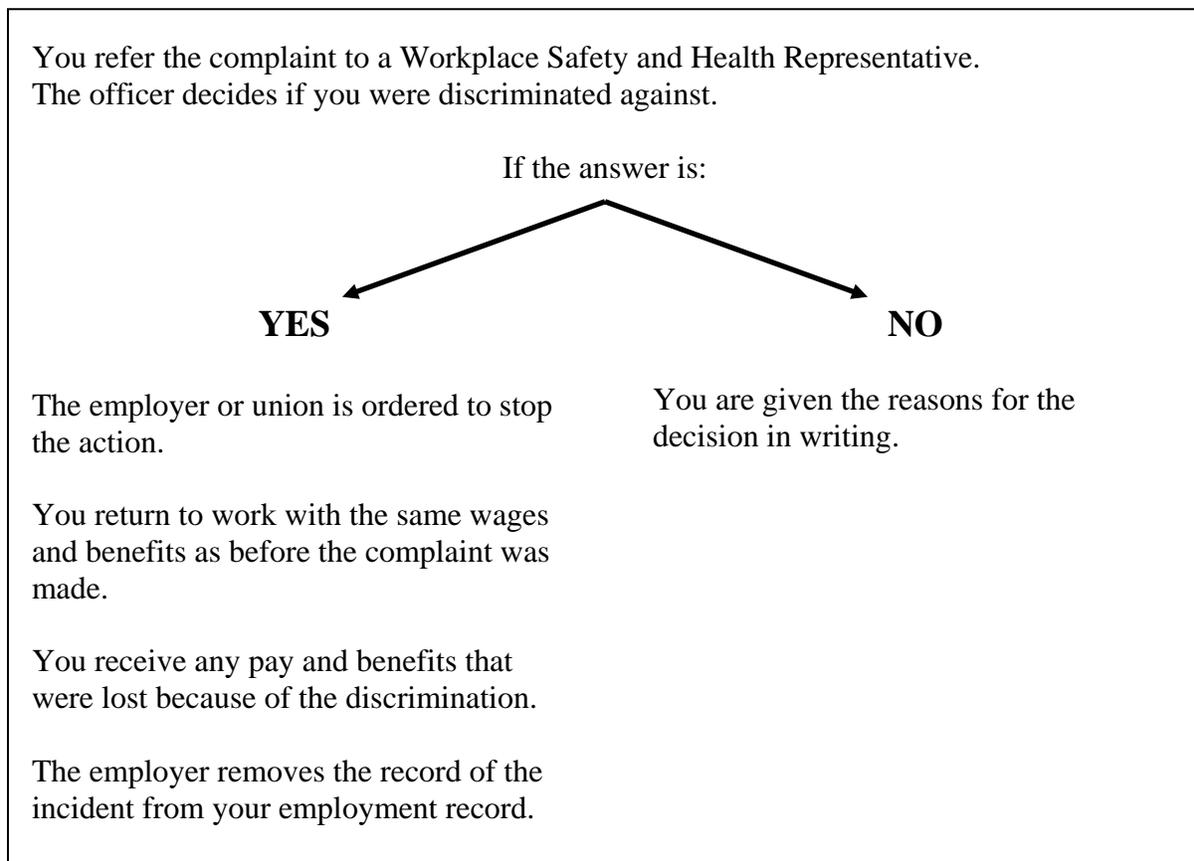
- Workplaces with 5 or more regularly employed workers but which do not require a committee must have a Workplace Safety and Health Representative.
- The rep can be appointed by the union or elected by the workers. The Act says that the employer cannot interfere with the selection of these positions in any way.
- The rep must not be a member of management.
- The rep's name must be posted in the workplace in an area where everyone can see it.
- The rep's duties are the same as those of the Workplace Safety and Health Committee.
- All work done by the rep has to be paid by the employer as time worked.

The law states that neither your employer nor your union can treat you differently from other workers because of your involvement with safety and health issues.

You are protected from penalty or punishment for doing any of the following:

- talking about workplace conditions that affect the safety, health or welfare of any worker. This could mean sharing information with your employer, other workers, the union, committee members, representatives, the Workplace Safety and Health Division or a doctor.
- participating as a committee member or a representative
- taking reasonable action to protect the safety or health of another person
- refusing to do dangerous work
- testifying in any proceeding – for example, being a witness in a court case
- trying to have the Act or regulations enforced

If you lose wages or benefits because of your involvement in any of the activities listed above, you can do something about it. Section 42 of the Safety and Health Act says this may be a case for discrimination. This is the procedure to follow:



### 3. The right to refuse unsafe work

Section 43 of the Safety and Health Act says that you can refuse to work or do a certain task if you believe that it puts the health or safety of yourself or anyone else in danger. When you refuse unsafe work on reasonable grounds, you cannot be laid-off or fired. You will continue to be paid while the problem is being investigated. This is the procedure that must be followed:

Report the problem to your supervisor, and stay in a safe place.

You investigate the problem with your supervisor and a Workplace Safety and Health Representative (or Committee member).

You, yourself, decide if you still feel that the work is dangerous.

If the answer is:

**Yes**

**No**

You continue to refuse the work, and stay in a safe place.

You return to work. (You may be assigned to different duties during the investigation.)

The Ministry of Labour inspector investigates the refusal.

The inspector gives a decision in writing. If the decision is that the work is:

**Not Safe**

**Safe**

The employer must fix the dangerous situation.

You must return to work.

You return to work when the dangerous situation has been fixed.

You can appeal the decision within 14 days.

You may continue to refuse work while the decision is being appealed.

**Note:** If you have refused work and the employer brings in someone else to do that work, you must inform the new worker about why you refused the work. The new worker also has the right to refuse the work. Even if another worker agrees to do the refused work, this does not mean that the work is safe. The investigation into this work should still continue.

## Employee Responsibilities

You have responsibilities that go along with your worker rights. These responsibilities include:

- taking reasonable care to protect yourself and others who may be affected by the things that you do or don't do.
- keeping the work area as safe as possible. For example, make sure doors are locked and nothing is lying around outside that could be used to start a fire or break in.
- using equipment and special clothing properly.
- cooperating with the Workplace Safety and Health Committee or Representative.
- cooperating with other people regarding Workplace Safety and Health problems.
- reporting all near misses and injuries that occur at work to the employer and the Workplace Safety and Health Committee or Representative. You also need to report this information to the Workers Compensation Board (WCB). You do this by filling out green cards when medical attention is not needed right away and filling out the long forms when something serious happens.
- closely following Working Alone Plans or other safe work procedures.

It is very important that you take these responsibilities seriously for the safety and health of yourself and others.

# Check Up 1

1. Match each WHMIS symbol with its meaning.



Oxidizing Material



Corrosive Material



Poisonous and Infectious Material causing immediately and serious toxic effects



Flammable and Combustible Materials



Poisonous and Infectious Material causing toxic effects after many exposures or long periods of time



Biohazardous Infectious Material (live bacteria or virus)



Compressed Gas



Dangerously Reactive Material

2. What are your three basic rights under the *Workplace Safety and Health Act*?

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3. Below are the procedures to follow if you feel that your work is unsafe, but they are mixed up. Number them in the order in which they should happen.

\_\_\_\_\_ The Ministry of Labour inspector investigates the refusal.

\_\_\_\_\_ You investigate the problem with your supervisor and a Workplace Safety and Health Committee or Representative.

\_\_\_\_\_ The employer must fix the dangerous situation.

\_\_\_\_\_ You, yourself, decide that you still feel that the work is dangerous.

\_\_\_\_\_ The inspector decides that the work is unsafe.

\_\_\_\_\_ You report the problem to your supervisor, and stay in a safe place.

\_\_\_\_\_ You return to work when the dangerous situation has been fixed.

4. What does the *right to participate* mean? \_\_\_\_\_

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5. What can you do if you feel that your right to participate is not being respected?

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## Working Alone

You are considered to be working alone if you are the only guard on duty at your site. Very often a security guard is the only person working at the site, especially at night. You are also considered to be working alone if you deal with the general public or with workers employed by a different employer, but there are no other guards working with you. For example, if you are the only guard on duty in a busy hospital or mall, you are working alone.

*The Workplace Safety and Health Act* has a regulation called the Workplace Safety and Health Regulation. Part 9 of this regulation, Working Alone or in Isolation, sets requirements for workplaces where workers are working alone (see Appendix B for more information). The regulation says that your employer must provide and enforce a Working Alone Plan. The main goal of the plan is to minimize your risk of getting hurt or getting sick or of being a victim of criminal violence while you are on the job.

### Who should develop the Working Alone Plan?

Employers are responsible for developing a plan whenever they employ workers who must work alone. This is the case with all security companies. Some companies will develop a general plan to cover all sites. This is called a *blanket plan*.

Employers are also responsible for developing plans that are site specific. Employers must work together with the Workplace Safety and Health Committee or Representative to create a plan that is useful and effective for each situation. Each worker who has to use the plan must sign it. If a worker is uncomfortable with the plan or if it is not suitable for all situations, the plan has to be changed so that it works for everyone.

Manitoba's Workplace Safety and Health Division (204-957-7233 or 1-855-957-7233 outside of Winnipeg) has a practical guide to help people develop a Working Alone Plan. It is called *Code of Practice for Workers Working Alone or in Isolation* and is available at the Safe Work Manitoba website ([safemanitoba.com](http://safemanitoba.com)).

### What should the plan include?

Every plan should include:

- the name and location of the workplace
- the type of business
- a list of possible risks
- ways to minimize these risks
- details of how the worker can get help
- a fixed time period for the plan to remain effective
- signatures showing agreement with the plan
- check-in procedures and follow up details for any time someone misses a check-in

## What is my responsibility?

Plans that are developed and not enforced are useless and dangerous. All guards who work alone must meet with the plan developers. You should

- make sure you understand the plan. If you don't, ask questions.
- tell your safety and health rep if there are some risks not mentioned in the plan.
- follow the plan. If you don't, you will be disciplined.

Remember, the purpose of the Working Alone Plan is to protect you. If you are supposed to make radio contact with your dispatch officer every hour, do it! If you don't, they will send someone out to look for you. At the least, you could be wasting someone else's time, but at the most, you could be taking someone away from a real crisis with another guard who is working alone.

## How can I minimize risks and get help?

All Working Alone Plans must include a method for communication with others. Know the things that you can do to keep yourself as safe as possible.

### 1. Have another person visit

A qualified person can visit you one or more times during your shift to make sure you are okay. For example, a mobile patrol supervisor could make several site checks in one evening.

### 2. Make regular phone contact

Security guards often use this system. You should make sure that telephone numbers for routine calling and emergency situations are posted where they can be easily seen. You could call your dispatch office at regular intervals, such as once every hour. You can let them know that you are okay, and report anything unusual that is happening at your site.

### 3. Use a monitoring system

Some sites may have security cameras and closed circuit TV. You can use this system to watch different areas of your site. Other guards can use it to watch you while you are on patrol.

You may also be expected to use equipment such as personal pagers or two-way radios.

You should make sure that you are comfortable operating your equipment, that it is in good working order, and that you have it with you when you should. For example, if you have a two-way radio, make sure the batteries are working and always take it with you on patrol.

#### 4. Know how to handle a person who is becoming aggressive

You can make a situation better or worse depending on your reaction. For example, if someone is becoming very anxious (wringing their hands, pacing) it is most helpful to listen to their concerns in a caring manner. This may keep the situation from escalating into a serious crisis. You will have to react differently if the person becomes aggressive. Sometimes people will give you a hard time just because of your uniform. They do this because they don't like people in authority positions. Be careful that you keep your body language respectful. How loud you speak and the tone you use can also have a positive or negative effect on a crisis situation. You can learn more about these things by taking a non-violent crisis intervention course. Of course, no matter what the situation, you must always act in a professional manner. As you may recall, Unit 2, *Professionalism*, has more information about dealing with difficult or angry people.

#### 5. Other things to keep in mind

- Make sure that you know your site's emergency procedures and danger areas.
- Make sure that you have access to first aid supplies.
- Report any medical condition that you have that could make it risky for you to work alone, for example epilepsy or a heart condition. These types of conditions do not make a person a bad guard, but they do mean that precautions are needed.
- Understand fully the risks at your site and the ways that you can minimize those risks. For example, know when to ask for advice from your supervisor.
- Always report in before confronting someone and wait for back-up if at all possible.
- When you have to confront someone, always leave yourself a means of escape.

## Assessing Risks

### How are risks assessed?

Many things need to be considered when assessing risks. Questions that are asked include

- How serious is the harm that the hazard could cause?
- What are the chances that the harm will happen?
- How many workers might be hurt?
- How often are workers exposed to the hazard?

## What situations are high, medium or low risk?

Every site you work at as a security guard will be different, but they all involve some level of risk. You may work at a low risk site one week and a high risk site the next. Risk levels can vary in sites with similar functions, such as hospitals, depending on where they are located and what shift you are working. Here are some examples of different risk levels:

### High risk work situations

- working alone
- a night shift
- in a high crime area
- where cash or goods handled may attract criminal activity
- with the public where there is a risk of violence

Any one of these situations could be unsafe, but they become more dangerous when they are combined. For example, you may work the night shift in the emergency department at an inner city hospital.

### Medium risk work situations

- an evening shift
- at industrial sites
- after regular hours when no site staff is working

Special equipment and hazardous chemicals used in manufacturing could be a threat to your safety and health.

### Low risk work situations

- a day or early evening shift
- as a watch-person in a non-hazardous location

You could be hired to be visible at a trade show in a hotel, or to control access in a condominium building.

There is always added risk when you work alone, especially when patrolling is part of your job. In your duty to protect people and property, you are trained to look for problems. The best way for you to keep safe is to know the risks at your site and to follow your Working Alone Plan to get help when you need it.

On the next page is a sample of a Working Alone Plan.

## Working Alone Plan

<b>Job Information</b>				
Company Name			Address	
Location on Site			Shift	
Description of Duties				
Equipment Required				
Training Required				
<b>Hazards</b>				
Hazard	Chances of Happening	How often Exposed	How Serious	Control Measures
Communications Plan: who, method, how often				
In an Emergency Situation: who should the employee contact and how?				

# Check-Up 2

1. Name three worker responsibilities under a Working Alone Plan.

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2. Fill in the following charts.

### **Three Things to Consider when Assessing Risks**


### **Three Ways to Minimize Risks**


## Review

Important points in Unit 10:

- *The Workplace Safety and Health Act* was created to protect the safety and health of all workers.
- Under the Act, workers have three basic rights:
  - the right to know
  - the right to participate
  - the right to refuse unsafe work
- Workers cannot be discriminated against for their involvement with Safety and Health issues.
- The Workplace Hazardous Materials Information System (WHMIS) was set up to protect those who work with or near hazardous materials.
- If you work alone there must be a Working Alone Plan to help keep you safe.
- Employees must carry out their responsibilities under the Workplace Safety and Health Act and Working Alone Plans.
- It is important that risks are assessed and minimized in all workplaces.

## Test Taking Tip

### Loosen up and breathe

If you find yourself feeling stressed or stiff during a test, stop for a moment and do some quick stretches.

- Lock your hands together, with your palms up, and stretch your arms over your head - this stretches your hands and arms and shoulders.
- Let your arms dangle at your sides and gently shake them.
- Roll your head from side to side to stretch and relax your neck.

Many people get nervous before a test. When you are nervous you tend to breathe quickly and with only the top part of your lungs. This makes your body more tense and your brain foggy. You can break this cycle by reminding yourself to breathe deeply and slowly. Deep breathing relaxes you and helps you to think more clearly.

## Unit 10 – Working Safely Test

How well have you learned the material in this unit? Try the quiz and then check your answers using Appendix A.

Choose the **best** answer for each of the following:

1. Under the Workplace Safety and Health Act, if you testify in court about a dangerous situation, you are using your right to
  - a) refuse
  - b) know
  - c) participate
  
2. If, after an investigation by you and your Safety and Health rep, you still feel that your work is unsafe, who investigates further?
  - a) your supervisor
  - b) your safety rep
  - c) your Workplace Safety and Health Committee member
  - d) a Ministry of Labour inspector
  
3. The WHMIS symbol with a skull and cross bones in it stands for
  - a) corrosive materials
  - b) material causing immediate and serious toxic effects
  - c) material causing toxic effects after many and prolonged exposures
  - d) biohazardous materials
  
4. If you work around hazardous materials, you have the right to
  - a) know what they are and what to do with them
  - b) be paid more
  - c) have at least one other guard working with you
  - d) study for a special certificate
  
5. You can be disciplined if you
  - a) refuse unsafe work
  - b) don't follow your Working Alone Plan
  - c) chat with other employees
  - d) report hazardous situations
  
6. An example of a high risk work situation is
  - a) working alone at an industrial site during the day
  - b) working alone during the evening
  - c) working after hours when no site staff is working
  - d) working alone at night

# Appendix A

## Answers

to

- ✓ Pretests
- ✓ Words to Know Practice Exercises
- ✓ Check Ups
- ✓ Tests



## Unit 1 Duties & Responsibilities

### Unit 1 Pre-Test

1. T
2. F
3. F
4. T
5. T
6. F

### Unit 1 Words to Know

1. John's site
2. responsible for
3. deterred
4. evacuated
5. inspected
6. an intruder
7. a procedure
8. illegal
9. confidential
10. is restricted
11. data
12. client
13. responsibilities
14. access routes
15. detected
16. guidance
17. hazard
18. enforce
19. evidence

### Unit 1 Check Up 1

You are a security guard for Shop-Till-You-Drop Mall. You are responsible for protecting people, property and information at this site. Your post orders tell all the duties that you must take care of on your shift.

While you are doing your patrol, you observe a cleaning person turning on a computer in an empty office. When you ask her why she is using the computer, you are not happy with her response. You think that she might be involved in a computer crime. When she leaves, you record all the details of what happened in your notebook. You call the manager and make a written report from your notes.

### Unit 1 Test

1. a
2. b

3. c
4. e
5. b
6. a

## Unit 2 Professionalism

### Unit 2 Pre-Test

1. F
2. T
3. F
4. T
5. F
6. F
7. F
8. T
9. T
10. T
11. F
12. F
13. T
14. T
15. F

### Unit 2 Words to Know

First paragraph

attitude, public relations, interact, supportive, threatening, interactions, communication

Second paragraph

authority, challenge, restraint, neutral, anxious, stance

Third paragraph

adjust to, conduct, assume, distract, gestures, threat, restrain, incident

### Unit 2 Check Up 1

1. His hair is not well-groomed.
2. His uniform is wrinkled and ripped.
3. His shirt is not tucked into his pants.
4. His shoelaces are undone.
5. He is slouching instead of showing good posture.
6. He looks like he is lazy or bored.
7. He looks like he is sleeping, so he unaware of what is happening around him.
8. His desk is a mess, so it looks like he is unorganized.
9. He is not taking care of his equipment. His keys are hanging out of his pocket.

10. His conduct shows that he has a bad attitude toward his work.

## Unit 2 Check Up 2

1.

<b>You should</b>	<b>You should not</b>
Give the person silence	Interrupt if you think of something important
Reflect the person's feelings	Make judgments
Take notes when you interview someone	Tell the person you know exactly how they feel
Adjust your rate of speech	Speak very quietly
Use expression when you speak	Gently tap your fingers to show the person that need to move on
Smile	Think about your next question while a person is talking
Make eye contact with the person	Yell
Make eye contact with the person	Look at your watch
Be aware of the other person's body language	Argue to make your point
Remind someone that you need the facts when you are interviewing them	Stand close to the person
Use a respectful tone of voice	
Repeat what the person says in your own words	

2.

<b>Upset / anxious</b>	<b>Defensive</b>	<b>Physically acting out</b>	<b>After acting out</b>
make them feel safe	be directive	use only as much force as necessary	give them time to quiet down
use a supportive tone and body language	give positive choice before negative choice	call for back up	end on a positive note
approach them gently		restrain the person	

## Unit 2 Check Up 3

1. so they can lip read
2. touch your hand to the back of their hand
3. because they may not need or want your help
4. a concussion or brain injury
5. a bracelet that contains important information about a serious health problem that someone may have
6. If you do not truly understand what they are saying you cannot help them, in fact they may become angry and difficult to deal with.
7. give directions, explain policies, help them physically such as supporting them as they walk down stairs
8. You can make eye contact more easily. You are also less of a threat when you come down to their level.
9.  Say (acknowledge), "You are afraid."  
 Tell him that the aliens want to help him.  
 Use your radio to call for help.  
 Stare at him.  
 Put your arm around him.  
 Tell him who you are and that you want to help.  
 Tell him to leave immediately.  
 Say "Let's sit down and talk."  
 Stand up and tell him to stand up too.  
 Ask if there is someone you can contact for him.  
 Explain that there are no such things as aliens.  
 Remove your flashlight away from his reach.  
 Check to see if he is wearing a Medical Alert bracelet.

## Unit 2 Check Up 4

1. discriminate ~~to have fixed ideas about a group of people~~  
 stereotype ~~to behave toward a person in a way that they find offensive~~  
 harass ~~to treat someone worse or better than someone else~~
2. say something to the people involved, or observe and report what happens
3. any three of the following:  
 acquisitive crowd, expressive crowd, spectator crowd, sightseer crowd, escape crowd
4. Leave and call the police.
5. so that you can stay calm and communicate effectively with people on all sides of the dispute.
6. It means that the press is free to report what they want to report without being punished.

## Unit 2 Test

1. b
2. d
3. d
4. a
5. c
6. b
7. b
8. e
9. b
10. c
11. a
12. c
13. b
14. a
15. c
16. d
17. c
18. a
19. b

## Unit 3 You and the Law

### Unit 3 Pre-Test

1. F
2. F
3. T
4. T
5. F
6. T
7. T
8. T

### Unit 3 Words to Know

1. g
2. f
3. i
4. d
5. a
6. h
7. e
8. j
9. c
10. k
11. b

### Unit 3 Check Up 1

1. private citizens
2. you commit an illegal act.
3. An indictable offence is a very serious crime and the punishment is usually severe. A summary conviction offence is a minor crime with a maximum punishment of a \$5,000 fine or up to 6 months in jail or both.
4. When you arrest someone you are taking away their freedom, a fundamental right. If you do not follow the law you may be charged with false arrest.
5. Warn them, “You are not obliged to say anything, but anything you say may be taken down in writing and may be used as evidence in a court of law.”

### Unit 3 Check Up 2

1. 1) to help a police officer  
2) to defend yourself  
3) to prevent serious injuries or serious property damage
2. You could be sued or charged with assault or manslaughter.
3. holding someone face down on the ground or using a chokehold.
4. give their consent
5. the owner (or landlord).

6. Ask them to leave. If they refuse call the police. You can arrest someone you find trespassing at night near a dwelling-house.
7. they are aware that they are not welcome on the property.

### Unit 3 Test

1. c
2. c
3. b
4. d
5. a
6. c
7. a
8. b
9. c

## Unit 4 Patrolling

### Unit 4 Pre-test

1. F
2. T
3. T
4. T
5. T
6. T
7. F
8. T
9. F

### Unit 4 Words to Know

1. predictable
2. deterrent
3. secure
4. consequence
5. perimeter
6. occupants
7. suspicious
8. silhouette
9. authorized
10. intruder
11. hazardous
12. valve
13. flammable
14. unconscious
15. escorting, extinguisher

16. hydrant
17. conscious

### **Unit 4 Check Up 1**

1. Any 5 of the following:
  - look for hazards
  - detect emergencies
  - help employees
  - catch people committing crimes
  - report equipment/machinery that is not functioning properly
  - check for damage to property
  - protect confidential information
  - improve community relations
2. They contain important information about your site and what is expected of you when you patrol the site.
3. They will tell you about anything new that is happening and any special instructions.
4. Develop a plan before each patrol

### **Unit 4 Check Up 2**

1. Try to open them gently.
2. Any 5 of the following:
  - strange lights, or a usual light not on
  - unattended running or jammed machinery
  - pry marks on doors, hinges, or windows
  - broken glass in or near windows
  - obstacles or garbage
  - plugged, broken or leaking gas/steam,/water/sewer lines
  - loose or broken wires
  - unlocked company vehicles.
3. Criminals may be aware of fixed habits and time schedules.
4. If someone attacks you in the area of the light they will not hit your body.
5. You will be more aware of any dangerous areas that can't be seen as well at night.

### **Unit 4 Check Up 3**

1. Noticing, interpreting, recalling
2. Any 2 points under Sight on page 26. Any 2 points under Hearing on page 24.

3. Chemical fumes, gas, smoke.
4. concentration

### Unit 4 Test

1. a
2. b
3. d
4. b
5. c
6. a
7. b

## Unit 5 Writing Notes and Reports

### Unit 5 Pre-test

1. T
2. T
3. F
4. F
5. F
6. T
7. T
8. F
9. F
10. T
11. F
12. F

### Unit 5 Words to Know

Security guard Santos was patrolling around the outside of the library where he worked. He noticed a young woman sticking her arm in the book chute. It is typical for most people to just open the chute, place a book inside, and close the chute again. The young woman's behaviour was suspicious because she stuck her whole arm in the chute. Santos approached the woman and asked if he could help her. When she spoke to him, she used so much slang that he had trouble understanding her. She said something about trying to keep warm. Santos asked the woman to step aside and when he checked the chute he found that it smelled like burned matches. The woman ran away, but Santos had looked closely at her before she got away. Following the guidelines in his notebook, Santos

quickly wrote down a detailed description of the young woman. When he returned to his post he filled out a report about the incident. He knew that if he had to make a testimony in court he would have all the necessary information.

### Unit 5 Check Up 1

1. a) 0942 hours                      f) 2121 hours  
    b) 2328 hours                    g) 1614 hours  
    c) 1114 hours                    h) 2218 hours  
    d) 0713 hours                    i) 0015 hours  
    e) 0100 hours                    j) 1215 hours
  
2. a) 0745 hours  
    b) 2350 hours  
    c) 2110 hours  
    d) 0655 hours  
    e) 1430 hours
  
3. a) 12:04 p.m.                      f) 11:05 p.m.  
    b) 8:22 a.m.                      g) 5:35 p.m.  
    c) 6:24 p.m.                      h) 4:05 p.m.  
    d) 1:30 p.m.                      i) 3:42 a.m.  
    e) 2:40 p.m.                      j) 12:01 a.m.
  
4. Start work                      0900 hours  
    First patrol                    0930 hours  
    Coffee break                   1030 hours to 1045 hours  
    Second patrol                   1130 hours  
    Lunch break                    1200 hours to 1300 hours  
    Third patrol                    1400 hours  
    Coffee break                   1430 hours to 1445 hours  
    Final patrol                    1600 hours  
    End of work day               1700 hours
  
5. 1600 hours or 4:00 p.m.
  
6. Licence number Bravo, Lima, Tango, One, Four, One
  
7. The car owner's name is Romeo, Oscar, Bravo, India, November, Sierra, Oscar, November
  
8. Papa
  
9. Charlie

## Unit 5 Check Up 2

### Possible Answers

1. Date does not include the year.
2. Visiting team's name written in a confusing way. Should be written the same way as the home team's name.
3. Missing details. Which player approached the guard? Which locker room was broken into? What did the team jackets look like?
4. The word *their* is misspelled as *there* twice in the second sentence, which makes it difficult to understand the sentence.
5. The "tough fans" with "fancy jackets" don't fit into what happened. Are they suspects? If they are suspects, the guard should explain why. Also this sentence breaks up the flow of the story and makes the events confusing.
6. Guard states opinion that a tire iron was used to break the lock. What evidence is there of this?
7. The sentence that begins "The caretaker..." is very confusing. Too much information is in one sentence and it's not clear why it is important. Are the people with keys suspects? Two negative words make this part of the sentence unclear: "it didn't look like nothing happened." It would be clearer to write: "There was no sign of disturbance inside the locker room."
8. Who was on break? The word *he* is confusing as we don't know who the guard is talking about.
9. The guard should have reported this incident to the proper authorities, not just the coach.
10. The guard refers to 2 coaches. Which one is Sherwin Mecaf? Spelling error: The last sentence should be - The *coach's* name is Sherwin Mecaf.
11. We don't get a sense of the methods the guards used to investigate the incident.
12. The report lacks details and clear organization.

## Unit 5 Check Up 3

1. to be sure that evidence isn't disturbed
2. because it is evidence that was directly experienced by a witness
3. because it was not directly experienced by the witness. It is evidence that has come through at least one other person and the story may have changed from telling to telling.
4. because they are trained to carefully collect the evidence so that it is not destroyed.
5. so that you can turn the responsibility for the scene over to that person. In court there must be proof that there was always someone guarding the evidence.

6. to help you remember the facts about the incident so that you will not have to refer to your notes while testifying

## Unit 5 Test

1. c
2. e
3. d
4. b
5. c
6. b
7. c
8. b

## Unit 6 Bomb Threats

### Unit 6 Pre-test

1. T
2. T
3. F
4. F
5. T
6. F

### Unit 6 Words to Know

1. They evacuated the building because someone saw a package that looked suspicious.
2. The caller threatened to detonate a bomb if the security guard didn't follow his orders.
3. An obstacle blocked the entrance to the building.
4. Work at the factory was disrupted by the caller's prank (hoax, threat).
5. It is up to the police to evaluate whether or not a threat is a hoax (prank).
6. The procedure for the guard to follow was prearranged by the company and explained in the post orders.
7. The guard followed a trail of white residue and soon found a device that looked like a bomb.

### Unit 6 Check Up 1

1. any 3 of the following: co-worker, family member, unhappy customer, angry employee, protester, prankster, or any other reasonable response
2. It gives them a sense of power
3. a list that helps you when receiving a bomb threat over the phone. It includes directions, questions to ask and things to listen for.
4. any 5 of the following:
  - keep the person on the line for as long as possible
  - get as much information from the person as you can
  - be calm
  - be polite
  - listen carefully
  - don't interrupt
  - ask questions
  - take notes
  - get help

### Unit 6 Check Up 2

1. odour coming from package
  - bulge in package
  - marked urgent
  - writing – manager is misspelled
  - no return address
  - no name given in address
  - the packaging is dirty

### Unit 6 Test

1. a
2. b
3. d
4. c
5. a

## Unit 7 Access Control & Alarm Systems

### Unit 7 Pre-test

1. F
2. T
3. F
4. F
5. T
6. T
7. F
8. F

9. T

### Unit 7 Words to Know

1. identification
2. waybill
3. perimeter
4. component
5. secure
6. arm, disarm
7. reset, activated
8. surveillance camera
9. vibration
10. infrared
11. proximity
12. installed

### Unit 7 Check Up 1

1. number 3 any three of the following: fences, walls, gates, booths, guard, video camera
2. number 1 alarm
3. number 2 any three of the following personnel recognition, ID systems, special passes, keys, touch pads, ID card tags, proximity cards, biometric identification

### Unit 7 Check Up 2

1. a) sensors, b) transmitters, c) control panel
2. vibration
3. motion
4. mechanical malfunction and human activation
5. any four of the seven points under *How should I respond to an alarm?*

### Unit 7 Test

1. a
2. a
3. d
4. d
5. d
6. b

## Unit 8 Traffic Control

### Unit 8 Pre-test

1. F
2. F
3. T

4. F
5. T

## Unit 8 Words to Know

1. authority
2. reflective
3. coordinate
4. barricade
5. flare
6. pedestrian
7. frustrated
8. gear
9. visibility
10. gesture

## Unit 8 Check Up 1

1. any of the points under *What about my safety?* on pages 11 and 12.
2. You have the authority to direct traffic on your site. You do not have the authority to direct traffic in public areas unless requested to do so by police.
3. Left turns involve turning directly into oncoming traffic and right turns do not.
4.
  - a. start (go)
  - b. turn left
  - c. stop

## Unit 9 Fire!

### Unit 9 Pre-test

1. T
2. F
3. F
4. T
5. T
6. T
7. T
8. F
9. F
10. T

### Unit 9 Words to Know

1. combustible, flammable
2. extinguisher, extinguish
3. hazardous, ignite
4. vapours, hazard
5. detected, combustion

**Unit 9 Check Up 1**

1. air (oxygen), fuel, heat

2.

Fuel sources	Heat sources
plastic	sunshine
wood	soldering gun
insect repellent	toaster
oily rags	motors
uniforms	wiring
rubber	appliances

3. a) air b) fuel c) heat d) air

4. any of the examples from pages 15 and 16

## Unit 9 Check Up 2

1.

Fire Type	A	B	C
Symbol & Colour	 (green)	 (red)	 (blue)
Fuel Type	Combustible solids	Flammable liquids	Live electrical sources
Fuel Examples	foam rubber leaves cloth paper wood	grease cooking oil motor oil gasoline	electric heater outdoor lights frayed wires
Fire extinguisher types	Water Multipurpose ABC	Multipurpose ABC BC	Multipurpose ABC BC

2. Pull the pin.

Aim low.

Squeeze the handle.

Sweep from side to side.

3. a) pull station

b) sensor

c) annunciator panel

d) control panel

e) annunciator panel

## Unit 9 Test

1. d

2. a

3. c

4. b

5. c

6. a

7. c

## Unit 10 Working Safely

### Unit 10 Pre-Test

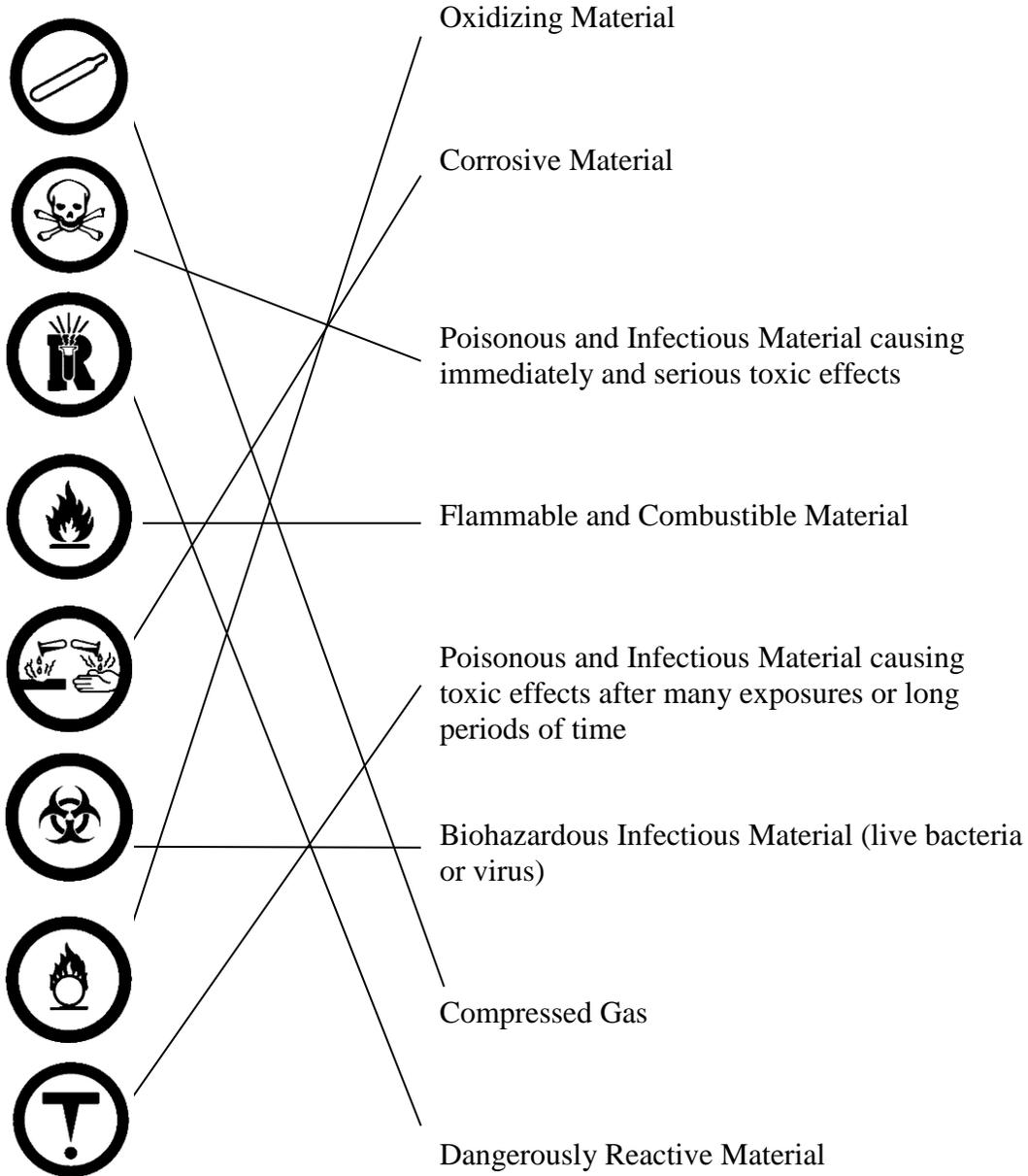
1. F
2. F
3. T
4. F
5. F
6. T
7. T
8. F
9. T

### Unit 10 Words to Know

1. enforced
2. assess
3. representative
4. disciplined
5. involvement
6. regulation
7. minimize
8. complaint
9. responsibility

## Unit 10 Check Up 1

1.



2. the right to know, the right to participate and the right to refuse unsafe work

3. 4 The Ministry of Labour inspector investigates the refusal.

2 You investigate the problem with your supervisor and a safety rep (or committee member).

- 6 The employer must fix the dangerous situation.
  - 3 You, yourself, decide that you still feel that the work is dangerous.
  - 5 The inspector decides that the work is unsafe.
  - 1 Report the problem to your supervisor, and stay in a safe place.
  - 7 You return to work when the dangerous situation has been fixed.
4. The right to participate means that workers have the right to take part in safety and health concerns.
5. You can refer your complaint to a health and safety officer for investigation.

## Unit 10 Check Up 2

1. make sure you understand the plan  
tell your safety and health rep if there are risks that are not mentioned in the plan  
follow the plan
- 2.

### 3 Things to consider when Assessing Risks

Any of the 4 points on page 23

### 3 Ways to Minimize Risks

Any 3 of the 5 points on pages 22 and 23

## Unit 10 Test

1. c
2. d
3. b
4. a
5. b
6. d

# Appendix B

## Legal

## References

- The Criminal Code of Canada
- The Canadian Charter of Rights and Freedoms
- Manitoba Human Rights Code
- The Trespass Act
- The Workplace Safety and Health Act and Regulation



# The Criminal Code of Canada

## Use of Force

### Protection of persons Acting Under Authority

**25. (1)** Every one who is required or authorized by law to do anything in the administration or enforcement of the law

- (a) as a private person,
- (b) as a peace officer or public officer,
- (c) in aid of a peace officer or public officer, or
- (d) by virtue of his office,

is, if he acts on reasonable grounds, justified in doing what he is required or authorized to do and in using as much force as is necessary for that purpose.

(2) Where a person is required or authorized by law to execute a process or to carry out a sentence, that person or any person who assists him is, if that person acts in good faith, justified in executing the process or in carrying out the sentence notwithstanding that the process or sentence is defective or that it was issued or imposed without jurisdiction or in excess of jurisdiction.

(3) Subject to subsections (4) and (5), a person is not justified for the purposes of subsection (1) in using force that is intended or is likely to cause death or grievous bodily harm unless the person believes on reasonable grounds that it is necessary for the self-preservation of the person or the preservation of any one under that person's protection from death or grievous bodily harm.

(4) A peace officer, and every person lawfully assisting the peace officer, is justified in using force that is intended or is likely to cause death or grievous bodily harm to a person to be arrested, if

- (a) the peace officer is proceeding lawfully to arrest, with or without warrant, the person to be arrested;
- (b) the offence for which the person is to be arrested is one for which that person may be arrested without warrant;
- (c) the person to be arrested takes flight to avoid arrest;
- (d) the peace officer or other person using the force believes on reasonable grounds that the force is necessary for the purpose of protecting the peace officer, the person lawfully assisting the peace officer or any other person from imminent or future death or grievous bodily harm; and
- (e) the flight cannot be prevented by reasonable means in a less violent manner.

### Excessive Force

**26.** Every one who is authorized by law to use force is criminally responsible for any excess thereof according to the nature and quality of the act that constitutes the excess.

### **Use of Force to Prevent Commission of an Offence**

**27.** Every one is justified in using as much force as is reasonably necessary

- (a) to prevent the commission of an offence
  - (i) for which, if it were committed, the person who committed it might be arrested without warrant, and
  - (ii) that would be likely to cause immediate and serious injury to the person or property of any one; or
- (b) to prevent anything being done that, on reasonable grounds, he believes would, if it were done, be an offence mentioned in paragraph (a).

### **Causing a disturbance, indecent exhibition, loitering, etc.**

**175. (1)** Every one who

- (a) not being in a dwelling-house, causes a disturbance in or near a public place,
    - (i) by fighting, screaming, shouting, swearing, singing or using insulting or obscene language,
    - (ii) by being drunk, or
    - (iii) by impeding or molesting other persons,
  - (b) openly exposes or exhibits an indecent exhibition in a public place,
  - (c) loiters in a public place and in any way obstructs persons who are in that place, or
  - (d) disturbs the peace and quiet of the occupants of a dwelling-house by discharging firearms or by other disorderly conduct in a public place or who, not being an occupant of a dwelling-house comprised in a particular building or structure, disturbs the peace and quiet of the occupants of a dwelling-house comprised in the building or structure by discharging firearms or by other disorderly conduct in any part of a building or structure to which, at the time of such conduct, the occupants of two or more dwelling-houses comprised in the building or structure have access as of right or by invitation, express or implied,
- is guilty of an offence punishable on summary conviction.

### **Theft**

**322. (1)** Every one commits theft who fraudulently and without colour of right takes, or fraudulently and without colour of right converts to his use or to the use of another person, anything, whether animate or inanimate, with intent

- (a) to deprive, temporarily or absolutely, the owner of it, or a person who has a special property or interest in it, of the thing or of his property or interest in it;
- (b) to pledge it or deposit it as security;
- (c) to part with it under a condition with respect to its return that the person who parts with it may be unable to perform; or
- (d) to deal with it in such a manner that it cannot be restored in the condition in which it was at the time it was taken or converted

## Unauthorized use of computer

**342.1 (1)** Every one who, fraudulently and without colour of right,  
 (a) obtains, directly or indirectly, any computer service,  
 (b) by means of an electro-magnetic, acoustic, mechanical or other device, intercepts or causes to be intercepted, directly or indirectly, any function of a computer system,  
 (c) uses or causes to be used, directly or indirectly, a computer system with intent to commit an offence under paragraph (a) or (b) or an offence under section 430 in relation to data or a computer system, or  
 (d) uses, possesses, traffics in or permits another person to have access to a computer password that would enable a person to commit an offence under paragraph (a), (b) or (c)  
 is guilty of an indictable offence and liable to imprisonment for a term not exceeding ten years, or is guilty of an offence punishable on summary conviction.

## Robbery

**343.** Every one commits robbery who  
 (a) steals, and for the purpose of extorting whatever is stolen or to prevent or overcome resistance to the stealing, uses violence or threats of violence to a person or property;  
 (b) steals from any person and, at the time he steals or immediately before or immediately thereafter, wounds, beats, strikes or uses any personal violence to that person;  
 (c) assaults any person with intent to steal from him; or  
 (d) steals from any person while armed with an offensive weapon or imitation thereof.

## Breaking and Entering

**348. (1)** Every one who  
 (a) breaks and enters a place with intent to commit an indictable offence therein,  
 (b) breaks and enters a place and commits an indictable offence therein, or  
 (c) breaks out of a place after  
     (i) committing an indictable offence therein, or  
     (ii) entering the place with intent to commit an indictable offence therein,  
 is guilty  
 (d) if the offence is committed in relation to a dwelling-house, of an indictable offence and liable to imprisonment for life, and  
 (e) if the offence is committed in relation to a place other than a dwelling-house, of an indictable offence and liable to imprisonment for a term not exceeding ten years or of an offence punishable on summary conviction.

## Mischief

- 430. (1)** Every one commits mischief who willfully
- (a) destroys or damages property;
  - (b) renders property dangerous, useless, inoperative or ineffective;
  - (c) obstructs, interrupts or interferes with the lawful use, enjoyment or operation of property; or
  - (d) obstructs, interrupts or interferes with any person in the lawful use, enjoyment or operation of property.

### Mischief in relation to data

- (1.1)** Every one commits mischief who willfully
- (a) destroys or alters data;
  - (b) renders data meaningless, useless or ineffective;
  - (c) obstructs, interrupts or interferes with the lawful use of data; or
  - (d) obstructs, interrupts or interferes with any person in the lawful use of data or denies access to data to any person who is entitled to access thereto.

## Powers of Arrest

### Arrest Without Warrant by any Person

- 494. (1)** Any one may arrest without warrant
- (a) a person whom he finds committing an indictable offence; or
  - (b) a person who, on reasonable grounds, he believes
    - (i) has committed a criminal offence, and
    - (ii) is escaping from and freshly pursued by persons who have lawful authority to arrest that person
- (2)** The owner or a person in lawful possession of property, or a person authorized by the owner or by a person in lawful possession of property, may arrest a person without a warrant if they find them committing a criminal offence on or in relation to that property and
- (a) they make the arrest at that time; or
  - (b) they make the arrest within a reasonable time after the offence is committed and they believe on reasonable grounds that it is not feasible in the circumstances for a peace officer to make the arrest.
- (3)** Any one other than a peace officer who arrests a person without warrant shall forthwith deliver the person to a peace officer.

# The Canadian Charter of Rights and Freedoms

## Life, Liberty and Security of Person

7. Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.

## Search or Seizure

8. Everyone has the right to be secure against unreasonable search or seizure.

## Detention or Imprisonment

9. Everyone has the right not to be arbitrarily detained or imprisoned

## Arrest or Detention

10. Everyone has the right on arrest or detention

- (a) to be informed promptly of the reasons therefor;
- (b) to retain and instruct counsel without delay and to be informed of that right;
- and
- (c) to have the validity of the detention determined by way of habeas corpus and to be released if the detention is not lawful.

## Manitoba Human Rights Code

### **"Discrimination" defined**

**9(1)** In this Code, "**discrimination**" means

- (a) differential treatment of an individual on the basis of the individual's actual or presumed membership in or association with some class or group of persons, rather than on the basis of personal merit; or
- (b) differential treatment of an individual or group on the basis of any characteristic referred to in subsection (2); or
- (c) differential treatment of an individual or group on the basis of the individual's or group's actual or presumed association with another individual or group whose identity or membership is determined by any characteristic referred to in subsection (2); or
- (d) failure to make reasonable accommodation for the special needs of any individual or group, if those special needs are based upon any characteristic referred to in subsection (2).

### **Applicable characteristics**

**9(2)** The applicable characteristics for the purposes of clauses (1)(b) to (d) are

- (a) ancestry, including colour and perceived race;
- (b) nationality or national origin;
- (c) ethnic background or origin;
- (d) religion or creed, or religious belief, religious association or religious activity;
- (e) age;
- (f) sex, including sex-determined characteristics or circumstances, such as pregnancy, the possibility of pregnancy, or circumstances related to pregnancy;
- (g) gender identity;
- (h) sexual orientation;
- (i) marital or family status;
- (j) source of income;
- (k) political belief, political association or political activity;

(l) physical or mental disability or related characteristics or circumstances, including reliance on a service animal, a wheelchair, or any other remedial appliance or device.

(m) social disadvantage.

**Harassment.**

**19(1)** No person who is responsible for an activity or undertaking to which this Code applies shall

(a) harass any person who is participating in the activity or undertaking; or

(b) knowingly permit, or fail to take reasonable steps to terminate, harassment of one person who is participating in the activity or undertaking by another person who is participating in the activity or undertaking.

**"Harassment" defined**

**19(2)** In this section, "**harassment**" means

(a) a course of abusive and unwelcome conduct or comment undertaken or made on the basis of any characteristic referred to in subsection 9(2); or

(b) a series of objectionable and unwelcome sexual solicitations or advances; or

(c) a sexual solicitation or advance made by a person who is in a position to confer any benefit on, or deny any benefit to, the recipient of the solicitation or advance, if the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome; or

(d) a reprisal or threat of reprisal for rejecting a sexual solicitation or advance.

# The Trespass Act

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Manitoba, enacts as follows:

## Trespassing offence

1(1)

Subject to subsections (1.1) to (5), a person commits an offence who

- (a) enters on any of the following lands or premises without the permission of the owner, tenant or occupier:
  - (i) lands or premises that are wholly enclosed by means of a fence, wall or natural boundary,
  - (ii) lands or premises that are partially enclosed, or marked with conspicuously placed signage, in a manner that indicates an intention to keep persons off or animals on the lands or premises,
  - (iii) a construction site,
  - (iv) a residential lawn or garden,
  - (v) a farmyard or storage site for agricultural equipment,
  - (vi) lands or premises used for the cultivation of crops, the grazing or feeding of animals, the raising of birds or fish, or beekeeping; or
- (b) enters on lands or premises other than those referred to in clause (a) after the owner, tenant or occupier has told them not to do so, or remains on the lands or premises after the owner, tenant or occupier has asked them to leave.

## Exemption for public access

1(1.1)

Clause (1)(a) does not apply in the case of a person who

- (a) uses a pathway to the door of a building that is provided for the purpose of access to the door and is not blocked off by a fence or other enclosure; or
- (b) enters or remains on lands or premises to which members of the public are normally admitted without fee or charge.

## Request of person in actual occupation

1(2)

Where lands or premises are occupied, clause (1)(b) does not apply unless the request there mentioned is made by or with the approval of the person in actual occupation of the lands or premises.

**Exception in case of resident**

1(3)

Clause (1)(b) does not apply in the case of a person who

- (a) ordinarily resides on the lands or premises there described; or
- (b) if not ordinarily residing on the lands or premises there described, is at the material time residing thereon with the express or implied consent of the owner, tenant or occupier of the lands or premises.

**Exception for authorized persons**

1(3.1)

Subsection (1) does not apply to any of the following:

- (a) a peace officer, first responder, emergency services provider, utility meter reader, utility maintenance person, building inspector, gas inspector, electrical inspector or mail carrier, if they are entering or remaining on lands or premises to fulfill their employment duties;
- (b) a person entering or remaining on lands or premises to voluntarily provide emergency services;
- (c) a person entering or remaining on lands or premises under the authority of an Act of the Legislature or the Parliament of Canada or a regulation made under such an Act, or under an order of a court of competent jurisdiction.

**Exception where honest belief**

1(4)

Subsection (1) does not apply where a person entering or trespassing upon the lands or premises there described is acting under an honest and reasonable belief that he or she has the right to do the act complained of.

**Application to religious communities**

1(5)

In this section, the expression "**owner, tenant or occupier**", where used with respect to lands or premises occupied by a religious organization or religious community as owner, tenant or occupier the by-laws, articles or a resolution of which authorize one or more officials of the organization or community to act on its behalf in preventing or controlling disorderly conduct, loitering, nuisances, and other disruptive behaviour on the lands or premises, means such an official or officials acting in accordance with those by-laws or articles or resolution.

2

[Repealed]

**Act not to affect any case involving title to land**

3

Nothing in this Act authorizes any justice to hear and determine any case of unlawful entry or trespass in which the title to land, or any interest therein or accruing thereupon, is called in question or affected in any manner howsoever; but every such case of unlawful entry or trespass shall be dealt with according to law, in the same manner in all respects as if this Act had not been passed.

**Where no offence under Act**

4

Any person who, on any walk, driveway, roadway, square or parking area provided outdoors at the site of or in conjunction with the premises in which any business or undertaking is operated and to which the public is normally admitted without fee or charge, communicates true statements, either orally or through printed material or through any other means, is not guilty of an offence under this Act whether the walk, driveway, roadway, square or parking area is owned by the operator of that business or undertaking or by any other person or is publically owned, but nothing in this section relieves the person from liability for damages he causes to the owner or occupier of the property.

**C.C.S.M. reference**

5

This Act may be referred to as chapter T156 of the *Continuing Consolidation of the Statutes of Manitoba*.

# Workplace Safety and Health Act

For the complete act see the Government of Manitoba website at:  
<http://web2.gov.mb.ca/laws/statutes/ccsm/w210e.php>

## Discriminatory Action

### Discriminatory action against worker prohibited

42(1) No employer, union or person acting on behalf of an employer or union shall take or threaten discriminatory action against a worker for

(a) exercising a right under or carrying out a duty in accordance with this Act or the regulations;

(b) testifying in a proceeding under this Act;

(c) giving information about workplace conditions affecting the safety, health or welfare of any worker to

(i) an employer or a person acting on behalf of an employer,

(ii) a safety and health officer or another person concerned with the administration of this Act,

(iii) another worker or a union representing a worker, or

(iv) a committee or a representative;

(d) performing duties or exercising rights as a member of a committee or as a representative;

(e) refusing to do dangerous work under section 43;

(f) taking reasonable action at the workplace to protect the safety or health of another person;

(g) complying with this Act or the regulations or a code of practice under this Act, or an order or decision made under this Act; or

(h) attempting to have this Act or the regulations enforced.

### **Failure to pay wages or benefits**

42(2) In addition to the circumstances giving rise to discriminatory action as set out in subsection (1), an employer who fails to pay wages or benefits to a worker when required to do so by this Act is deemed to have taken discriminatory action against the worker under this section.

### **Referring a complaint to an officer**

42.1(1) A worker who believes on reasonable grounds that the employer or union has taken discriminatory action against him or her for a reason described in section 42 may refer the matter to a safety and health officer.

### **Order**

42.1(2) If a safety and health officer decides that an employer or union has taken discriminatory action against a worker for a reason described in section 42, the officer shall make an order requiring the employer or union to do one or more of the following:

- (a) stop the discriminatory action;
- (b) reinstate the worker to his or her former employment on the same terms and conditions on which the worker was formerly employed;
- (c) pay the worker any wages the worker would have earned had he or she not been wrongfully discriminated against and compensate the worker for loss of any benefits;
- (d) remove any reprimand or other reference to the matter from any employment records the employer maintains about the worker.

### **Officer to advise if no discriminatory action**

42.1(3) If a safety and health officer decides that no discriminatory action was taken against a worker for a reason described in section 42, the officer shall inform the worker in writing of the reasons for that decision.

### **Onus on employer or union**

42.1(4) If, in a prosecution or other proceeding under this Act, a worker establishes

- (a) that discriminatory action was taken against him or her; and
- (b) that the worker conducted himself or herself in a manner described in section 42;

it shall be presumed that the discriminatory action was taken because of the worker's conduct. The onus is then on the employer or union to prove that the decision to take the discriminatory action was not influenced by the conduct.

### **Court order to reinstate, etc.**

42.1(5) If an employer or union is convicted of taking discriminatory action against a worker contrary to this Act, the convicting justice shall order the employer or union to do one or more of the following:

- (a) stop the discriminatory action;
- (b) reinstate the worker to his or her former employment on the same terms and conditions on which the worker was formerly employed;
- (c) pay the worker any wages the worker would have earned had he or she not been wrongfully discriminated against and compensate the worker for loss of any benefits;
- (d) remove any reprimand or other reference to the matter from any employment records the employer maintains about the worker.

## **Right to Refuse Dangerous Work**

### **Right to refuse dangerous work**

43(1) Subject to this section, a worker may refuse to work or do particular work at a workplace if he or she believes on reasonable grounds that the work constitutes a danger to his or her safety or health or to the safety or health of another worker or another person.

### **Reporting the refusal**

43(2) A worker who refuses to work or do particular work under subsection (1) shall promptly report the refusal and the reasons for it to his or her employer or immediate supervisor, or to any other person in charge at the workplace.

### **Inspecting dangerous conditions**

43(3) If the employer does not remedy the dangerous condition immediately, the person who receives the report of refusal to work, or a person designated by that person, shall immediately inspect the dangerous condition in the presence of the worker and one of the following persons:

(a) if there is a committee under section 40, the worker co-chairperson of the committee or, if that person is unavailable, a committee member who represents workers;

(b) if there is a representative designated under section 41, that representative or, if he or she is unavailable, another worker selected by the worker refusing to do the work;

(c) if there is no committee or representative, another worker selected by the worker who is refusing to work.

### **Remedial action**

43(4) The person required to inspect the dangerous condition shall take any action necessary to remedy any dangerous condition, or ensure that such action is taken.

### **Worker may continue to refuse**

43(5) Until the dangerous condition is remedied, the worker who reported it may continue to refuse to work or do particular work.

### **Other workers not to be assigned**

43(6) When a worker has refused to work or do particular work under subsection (1), the employer shall not request or assign another worker to do the work unless

(a) the employer has advised the other worker, in writing, of

- (i) the first worker's refusal,
- (ii) the reasons for the refusal,
- (iii) the other worker's right to refuse dangerous work under this section, and
- (iv) the reason why, in the opinion of the employer, the work does not constitute a danger to the safety or health of the other worker, another worker or any person;

(b) where practicable, the first worker has advised the other worker of

- (i) the first worker's refusal, and
- (ii) the reasons for the refusal; and

(c) the actions required by subsections (3) and (4) have been taken.

### **Report of dangerous condition to an officer**

43.1(1) If the dangerous condition is not remedied after an inspection under subsection 43(3), any of the persons present during the inspection may notify a safety and health officer of the refusal to work and the reasons for it.

### **Investigation by officer**

43.1(2) On receiving a notice under subsection (1), the officer shall investigate the matter and decide whether the work the worker has refused to do constitutes a danger to the safety or health of the worker or any other worker or person at the workplace.

### **Order by officer**

43.1(3) If the officer decides that the work is dangerous, he or she shall

- (a) make a written report stating the officer's findings;
- (b) make any improvement order under section 26 or stop work order under section 36 that the officer considers necessary or advisable; and
- (c) give a copy of the report and any order to
  - (i) the worker who refused to do the work,
  - (ii) the employer, and
  - (iii) the co-chairpersons of the committee, or the representative.

### **Decision not to issue an order**

43.1(4) If the officer decides that the work is not dangerous, he or she shall, in writing

- (a) inform the employer and the worker of that decision; and
- (b) inform the worker that he or she is no longer entitled to refuse to do the work.

### **Worker entitled to be paid despite refusal**

43.2 If a worker has refused to work or do particular work under section 43,

- (a) the worker is entitled to the same wages and benefits that he or she would have received had the worker continued to work; and

(b) the employer may re-assign the worker temporarily to alternate work.

### **Employer not to make worker work in unsafe conditions**

43.3(1) When the employer at a workplace or his or her agent, or the supervisor or another person representing the employer at the workplace in a supervisory capacity, knows or ought to know of a condition at the workplace that is or is likely to be dangerous to the safety or health of a worker, he or she shall not require or permit any worker to do that work until the dangerous condition is remedied.

### **Employer may remedy dangerous condition**

43.3(2) Subject to subsection 43(5), nothing in subsection (1) prevents the doing of any work or thing at a workplace that may be necessary to remedy a condition that is or is likely to be dangerous to the safety or health of a worker.

## **Workplace Safety and Health Regulation**

### **PART 9**

#### **WORKING ALONE OR IN ISOLATION**

##### **Application**

**9.1** This Part applies to every workplace where a worker works alone or works in isolation.

##### **Risk identification**

**9.2(1)** When a worker works alone or works in isolation, an employer must identify the risks arising from the conditions and circumstances of the worker's work in consultation with

- (a) the committee at the workplace;
- (b) the representative at the workplace; or
- (c) when there is no committee or representative, the workers at the workplace.

**9.2(2)** An employer must, so far as is reasonably practicable, take steps to eliminate or reduce the identified risks to workers working alone or working in isolation.

##### **Safe work procedures**

**9.3(1)** An employer must

(a) develop and implement safe work procedures to eliminate or reduce the identified risks to workers working alone or working in isolation;

(b) train workers in the safe work procedures;  
and

(c) ensure that workers comply with the safe work procedures.

**9.3(2)** The safe work procedures must include

(a) the establishment of an effective communication system that consists of

(i) radio communication,

(ii) telephone or cellular phone communication, or

(iii) any other means that provides effective communication given the risks involved;

(b) any of the following:

(i) a system of regular contact by the employer with the worker working alone or in isolation,

(ii) limitations on or prohibitions of specified activities,

(iii) the establishment of training requirements; and

(c) where applicable, the provision of emergency supplies for use in travelling or working under conditions of extreme cold or other inclement weather conditions.

**9.3(3)** An employer must post a copy of the safe work procedures in a conspicuous place at the workplace.

**9.3(4)** An employer must review and revise the procedures not less than every three years or sooner if circumstances at a workplace change in a way that poses a risk to the safety or health of a worker working alone or in isolation.

# Appendix C

## Resources for Writing Notes and Reports

- Frequently Misspelled Words
- Frequently Confused Words
- Improving Your Handwriting
- Sample Incident Report Form



## Frequently Misspelled Words

### A

abdomen  
absence  
access  
accident  
accomplice  
accused  
across  
address  
adjacent  
adolescent  
aggressive  
aisle  
alcohol  
alias  
alleged  
altercation  
amount  
analyze  
annual  
anonymous  
apparent  
appear  
appearance  
apprehended  
approach  
argument  
arson  
asphyxiate  
assistance  
assistant  
attachment  
attitude  
attorney  
authority  
autopsy

### B

bail  
bailiff  
barrel  
barricade  
becoming

beginning  
believe  
boulevard  
boundary  
bruise  
bulletin  
business  
bystander

### C

calibre  
cancel  
cancelled  
capable  
cardiac  
career  
cartridge  
cashier  
cassette  
casualties  
casualty  
category  
Caucasian  
caution  
certain  
challenge  
chief  
circumstantial  
citizen  
civilian  
classify  
clearance  
collaborate  
commit  
compliant  
conceal  
confiscate  
conscious  
consequence  
constable  
contagious  
convulsion

corpse  
corridor  
counterfeit  
courtesy  
credential  
criticize  
custody

### D

decapitated  
cylinder  
deceive  
decision  
decreased  
defense  
delegate  
delinquent  
describe  
description  
desperate  
detain  
deterrent  
device  
diabetes  
dilemma  
disappear  
discipline  
discriminate  
disease  
disguise  
dismiss

### E

elaborate  
emergency  
emphasize  
enforce  
environment  
erratic  
essential  
evidence  
exaggerate

exceed  
excessive  
excited  
exhibit  
explanation

**F**

facility  
flammable  
flexible  
fluorescent  
forehead  
foreign  
freight

**G**

gauge  
government  
graffiti  
grievance

**H**

harass  
hazard  
hazardous  
height  
hemorrhage  
hostile  
hydrant  
hypodermic

**I**

illegible  
immediate  
increase  
industrial  
infer  
injury  
instigate  
interrogate  
investigator  
involved

**J**

jamb  
janitor

jewelry  
jurisdiction  
juvenile

**K**

khaki  
knife  
knowledge

**L**

language  
liable  
license

**M**

maintain  
maintenance  
management  
marijuana  
meant  
measurements  
median  
merchandise  
metric  
mezzanine  
mileage  
minor  
miscellaneous  
mischief  
morgue  
muscle

**N**

necessary  
negative  
negotiate  
neighbour  
neither  
neutral  
niece  
ninety  
noticeable

**O**

o'clock  
obstacle

occasion  
occupant  
occurrence  
offense  
official  
oppose  
origin

**P**

parallel  
participation  
partition  
peace  
pedestrian  
perceive  
perimeter  
permanent  
physical  
positive  
possession  
prejudice  
presence  
procedure  
proceed  
pronunciation  
proprietor

**R**

receding  
receipt  
receive  
recognize  
reference  
reinforcement  
relieve  
rescue  
resident  
residue  
response  
restaurant  
resume  
resuscitate  
review  
ricochet  
routine

**S**

safety  
salvage  
scene  
schedule  
seize  
sentence  
separate  
sergeant  
serial  
similar  
source  
specimen  
subpoena  
succeed  
surprise  
survive  
suspicious

**T**

tattoo  
tenant  
testify  
testimony  
thorough  
thought  
trespass

**U**

umbrella  
unusual  
utility

**V**

vaccination  
vacuum  
validate  
valuable  
various  
vehicle  
ventilation  
verify  
vicinity  
victim  
view  
violence

visible  
volume

**W**

weapon  
witness  
wound  
writing

**Y**

yield  
youth

## Frequently Confused Words

<b>accept</b>	to receive to agree to	I accepted the prize. He accepted that he didn't get the promotion.
<b>except</b>	to exclude	Everyone was invited except Sue.
<b>access</b>	the right to enter	The employee had access to the building.
<b>excess</b>	extra	The excess food was thrown away.
<b>affect</b>	to impact	The child's tears affected him.
<b>effect</b>	the outcome	The pill had a bad side effect.
<b>a lot</b>	many, much	A lot of people saw the accident.
<b>allot</b>	to give according to a plan	The company will allot money for a new fence.
<b>allowed</b>	to have permission for	The guard was allowed search employees as they were leaving.
<b>aloud</b>	out loud	The guard read aloud from her notebook in court.
<b>all ready</b>	prepared	We are all ready to go home.
<b>already</b>	earlier	I signed the statement already.
<b>altar</b>	front table in a church	Flowers were placed on the altar.
<b>alter</b>	to change	You cannot alter your notes.
<b>anyway</b>	in any case	She will be blamed anyway.
<b>anyways</b>	not a word	
<b>breath</b>	air taken into and sent out of the lungs	He had trouble catching his breath after he run up the stairs.
<b>breathe</b>	to inhale and exhale	It is hard to breathe in a smoky room.
<b>cease</b>	stop	The noise ceased when the machine was turned off.
<b>seize</b>	to take hold of	The police seized the suspect's gun.
<b>ceiling</b>	the overhead surface of a room	The lab had automatic sprinklers on the ceiling.
<b>sealing</b>	closing	He was sealing the package when the thief surprised him.

<b>cent</b>	one penny	He only got one cent in change when he bought the tire.
<b>scent</b>	odor	The scent of his cologne was too strong.
<b>sent</b>	transmitted	He sent a letter of complaint.
<b>choose</b> <b>chose</b>	pick, decide on picked, decided on (past of choose)	I choose not to smoke. He chose a tie to match his suit.
<b>course</b> <b>coarse</b>	program of study large grained  rude	I'm taking a self-defense course. The gravel in the parking lot was coarse. Coarse language is offensive.
<b>conscious</b> <b>conscience</b>	aware  a sense of moral standards	The victim was conscious, but in a lot of pain. His conscience bothered him after he stole the old lady's purse.
<b>every one</b> <b>everyone</b>	each one, all  everybody	Every one of the computers needs to be fixed. Everyone complains about shift work.
<b>find</b> <b>fined</b>	discover made to pay a financial penalty	I hope they find the missing money. She was fined for not cleaning up after her dog.
<b>forth</b> <b>fourth</b>	to proceed ahead  number four in a series.	He went forth into the burning building. She was the fourth witness called to the stand.
<b>gait</b> <b>gate</b>	way of walking  door in a fence	He had a strange gait after he broke his leg. The guard controlled access at the gate.
<b>hear</b> <b>here</b>	to become aware of with the ears  at this place	The noise made it difficult to hear the speaker. The manager is not here right now.
<b>hole</b> <b>whole</b>	an opening or empty place in a solid thing  all	The suspect had a hole in his jeans. I can't believe I ate the whole pie!

<b>irregardless</b> <b>regardless of</b>	not a word in spite of	Regardless of the weather, foot patrols must continue.
<b>its</b> <b>it's</b>	used to show possession it is	The cat licked its paw. It's a beautiful day today.
<b>lessen</b> <b>lesson</b>	to become less Something learned or taught	The pain lessened after he took some medicine. The thief learned her lesson after she got caught.
<b>leased</b> <b>least</b>	method or renting smallest amount or number	The salesperson had to lease a car. The Argos had the least players.
<b>loose</b>  <b>lose</b>	not tight free  to misplace to be defeated	She wears loose fitting jeans. They set the dogs loose to chase the suspect. Don't lose your notebook. If we don't try harder we will lose this game.
<b>mail</b> <b>male</b>	letters or packages man or boy	Don't accept any suspicious mail. The witness was a 25 year old male.
<b>meat</b> <b>meet</b>	flesh of animals used as food to come together	I like red meat better than vegetables. Meet me at the front entrance.
<b>median</b> <b>medium</b>	a line dividing a highway average	The car crossed the median when it skidded. He had a medium build.
<b>miner</b> <b>minor</b>	a person who works in a mine a person under legal age	The miner retired early. Sally is still a minor and she should not be served in a bar.
<b>of</b> <b>off</b>	preposition opposite of on	She is afraid of dogs. Turn the light off when you leave the room.
<b>pale</b> <b>pail</b>	having little colour bucket	The victim became pale after the accident. He used a pail of water to put the fire out.

<b>pain</b> <b>pane</b>	hurt, suffering plate of glass	He injury caused him a lot of pain. The window pane was broken.
<b>pair</b> <b>pear</b>	two of something kind of fruit	The police found a pair of shoes at the scene of the crime. He brought a pear for lunch.
<b>patience</b> <b>patients</b>	ability to wait people under medical care	Parents must have patience with their children. The patients waited in an emergency room.
<b>peace</b> <b>piece</b>	absence of war, state of relaxation part separated from whole	She felt at peace after the yoga class. The child had a piece of cake.
<b>personal</b> <b>personnel</b>	private individual employees	That's a private question. Your personal opinion is important. Our personnel are highly trained.
<b>plain</b> <b>plane</b>	simple airplane	He wore a plain shirt. The plane arrived on time.
<b>precede</b> <b>proceed</b>	come before move forward	The rain was preceded by thunder and lightning. The crowd was asked to proceed in an orderly way
<b>quiet</b> <b>quit</b> <b>quite</b>	silent, not noisy stop very much, entirely	You must be quiet after 10 p.m. We quit work at 5 p.m. He's quite happy with his work.
<b>residence</b> <b>residents</b>	a living place, home people living at a location	There was no one at the residence when the taxi arrived. The petition was signed by the apartment block residents.
<b>right</b> <b>write</b>	correct direction set down in words	You have 10 right answers. Turn right at the corner. Write neatly when you make your report.
<b>stair</b> <b>stare</b>	steps on an incline long look	The stairs were very steep. The clerk stared at the shopper.

<b>stationary</b> <b>stationery</b>	still, not moving paper	He rides a stationary bike. Use the proper stationery for the report.
<b>steal</b> <b>steel</b>	to take something illegally metal	Teach your children not to steal. It was a stainless steel sink.
<b>than</b> <b>then</b>	joining word to show a comparison expressing time	Kathy is taller than Bill. I saw the broken window, then I phoned the police
<b>their</b> <b>there</b> <b>they're</b>	showing possession or ownership place they are	Their car was stolen. Put it over there. They're offering a new course.
<b>to</b> <b>two</b> <b>too</b>	used to introduce a word or phrase number also, in excess	They are going to Mexico to rest. We have two secretaries. It's too hot in here.
<b>who's</b> <b>whose</b>	who is showing possession or ownership	Who's responsible for this mess? Whose car should we take?
<b>your</b> <b>you're</b>	showing possession or ownership you are	Your job performance is excellent. You're right on time.

## *Improving Your Handwriting*

Many people feel that they have no control over their handwriting, and they accept that others cannot read it. Yet everyone's handwriting does change. Your writing when you are rested and feeling good is not the same as when you are tired or not feeling well. Your handwriting also changes as you age. If your handwriting changes without you thinking about it, you can also change it if you really want to. In fact, the biggest factor in improving your handwriting is your desire to do so!

Here are some things to practice:

1. **Set a purpose for improving.** Make statements like, "I need to make legible notes so I can understand them later." "When I pass my reports on to others they **must** be able to read them." "I can improve my professional image by improving my handwriting."
2. **See yourself writing clearly.** Imagine the feel the pen as it moves over the page and picture neat, legible letters as you write them.
3. **Keep your eye on the ballpoint.** Watch the way you write. Don't "try" to change. Focus all your attention on the tip of the pen, right where it meets the paper. When you do this, let go of judgments about how you write. By focusing your attention on the tip of your pen, you are giving your brain something to do, thereby letting your body do the writing.
4. **Show your excellence.** At least once a day write something as clearly as you can. Write as if it were going to appear on the front page of the *Free Press*. You will program your body to write clearly.
5. **Notice sloppy writing as soon as possible.** When you find yourself writing something in a sloppy way, change to neater writing immediately. Using this technique helps you naturally learn to write legibly the first time.
6. **Practice with the best materials.** Use a good quality pen.
7. **Dot all *i*'s and cross all *t*'s.** The time you spend dotting and crossing will stop you from wasting time later.
8. **Make sure that holes exist.** Make sure that every *a*, *e* and *o* has a hole in it. If you don't it may be mistaken for an *i*.
9. **Notice problem letters.** Go through your writing and notice the letters you have difficulty reading. Practice writing these letters. You may want to get feedback from someone else. Make sure that holes exist in your *a*'s, *d*'s, and *o*'s. If you don't they may look like *i*'s.

- 10. When understanding is critical, print.** When an important point must be letter-perfect, print it. Printing will stand out from your other notes. You can read print faster than writing when you review your notes.
  
- 11. Enjoy your writing when it is easy to read.** Notice how you feel when your own handwriting works well for you. Know that good quality notes help you create a professional image and they will be taken seriously if they are needed as evidence.

## Sample Incident Report Form

**Please print clearly**

Date \_\_\_\_\_ Time of incident \_\_\_\_\_

Guard on duty \_\_\_\_\_

Client name \_\_\_\_\_

Client address \_\_\_\_\_

Officer at scene if police contacted \_\_\_\_\_

Site supervisor \_\_\_\_\_

Time reported to supervisor \_\_\_\_\_ Time supervisor arrived \_\_\_\_\_

Describe the event in full detail (who, what, when, where, why, how)

Use back of sheet if more space is needed.

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---

Action taken by supervisor

---

Was client contacted? Yes No

Name of contact \_\_\_\_\_ Time of contact \_\_\_\_\_

What was client advised? \_\_\_\_\_

---

Advice given by client \_\_\_\_\_

---

# Appendix D

## Material Safety Data Sheet (MSDS)



## Material Safety Data Sheet Johnson Floor Wax

S C JOHNSON & SON -- 64467-1 TO -1 J-WAX 100  
MATERIAL SAFETY DATA SHEET  
NSN: 793000F038738  
Manufacturer's CAGE: 32204  
Part No. Indicator: A  
Part Number/Trade Name: 64467-1 TO -1 J-WAX 100

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### General Information

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Company's Name: S C JOHNSON & SON INC  
Company's Street: 1525 HOWE ST  
Company's City: RACINE  
Company's State: WI  
Company's Country: US  
Company's Zip Code: 53403-5011  
Company's Emerg Ph #: 800-228-5635/414-631-2777  
Company's Info Ph #: 800-228-5635/414-631-2777  
Record No. For Safety Entry: 001  
Tot Safety Entries This Stk#: 001  
Status: SE  
Date MSDS Prepared: 10APR92  
Safety Data Review Date: 08MAR95  
MSDS Preparer's Name: TERRY A MEYERS  
Preparer's Company: S C JOHNSON & SON INC  
Preparer's St Or P. O. Box: 1525 HOWE ST  
Preparer's City: RACINE  
Preparer's State: WI  
Preparer's Zip Code: 53403-5011  
MSDS Serial Number: BWVPX

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### Ingredients/Identity Information

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Proprietary: NO  
Ingredient: TRISODIUM NITRILOTRIACETATE; NITRILOTRIACETIC ACID  
TRISODIUM  
(ANIMAL CARCINOGEN BY IARC-GROUP 2B) \*95-1\*  
Ingredient Sequence Number: 01  
Percent: 2-6  
NIOSH (RTECS) Number: MB8400000  
CAS Number: 5064-31-3

-----  
Proprietary: NO  
Ingredient: WATER  
Ingredient Sequence Number: 02  
Percent: 92-97  
NIOSH (RTECS) Number: ZC0110000  
CAS Number: 7732-18-5  
-----

Proprietary: NO  
Ingredient: QUARTERNARY AMMONIUM COMPOUNDS,  
ETHYLBIS(HYDROXYETHYL)  
TALLOWALKYL, ETHOXYLATED, ET SULFATES  
Ingredient Sequence Number: 03  
Percent: 1-3  
NIOSH (RTECS) Number: 1010263QA  
CAS Number: 68071-95-4

=====  
Physical/Chemical Characteristics  
=====

Appearance And Odor: CLEAR, ORANGE LIQUID W/NO ODOR.  
Boiling Point: >200F  
Specific Gravity: 1.04  
Solubility In Water: COMPLETE  
pH: 12.5

=====  
Fire and Explosion Hazard Data  
=====

Extinguishing Media: FOAM, CO2, DRY CHEMICAL, WATER FOG  
Special Fire Fighting Proc: NORMAL FIRE FIGHTING PROCEDURES MAY BE  
USED.  
COOL & USE CAUTION WHEN APPROACHING/HANDLING FIRE EXPOSED  
CONTAINERS.  
Unusual Fire And Expl Hazrds: CONTAINER MAY BURST IN HEAT OF FIRE.

=====  
Reactivity Data  
=====

Stability: YES  
Cond To Avoid (Stability): FREEZING  
Materials To Avoid: STRONG ACIDS; MURIATIC ACID  
Hazardous Decomp Products: NORMAL PRODUCTS OF COMBUSTION.  
Hazardous Poly Occur: NO

=====  
Health Hazard Data  
=====

Route Of Entry - Inhalation: YES  
Route Of Entry - Skin: NO  
Route Of Entry - Ingestion: NO  
Health Haz Acute And Chronic: EYES: DIRECT CONTACT MAY CAUSE IRRITATION.  
SKIN: PROLONGED/REPEATED CONTACT MAY CAUSE IRRITATION.  
Carcinogenicity - NTP: NO  
Carcinogenicity - IARC: YES  
Carcinogenicity - OSHA: NO  
Explanation Carcinogenicity: SEE INGREDIENTS  
Signs/Symptoms Of Overexp: IRRITATION  
Med Cond Aggravated By Exp: INDIVIDUALS W/CHRONIC RESPIRATORY DISORDERS;  
ASTHMA, CHRONIC BRONCHITIS, EMPHYSEMA  
Emergency/First Aid Proc: EYES: FLUSH W/WATER FOR 15-20 MINS. SKIN: WASH  
W/PLENTY OF WATER. OBTAIN MEDICAL ATTENTION IN ALL CASES.

=====  
Precautions for Safe Handling and Use  
=====

Steps If Matl Released/Spill: ABSORB W/OIL-DRI/SIMILAR INERT MATERIAL. SWEEP/SCRAPE UP & CONTAINERIZE. RINSE AREA THOROUGHLY W/WATER. WEAR/USE APPROPRIATE PROTECTIVE EQUIPMENT.  
Waste Disposal Method: WASTE MAY BE SEWERED TO A PUBLIC-OWNED TREATMENT WORKS/DISPOSED OF IN ACCORDANCE W/LOCAL, STATE & FEDERAL REGULATIONS.  
Precautions-Handling/Storing: STORE IN A COOL, DRY PLACE W/ADEQUATE VENTILATION. KEEP FROM FREEZING. PRODUCT RESIDUE MAY REMAIN ON/IN EMPTY CONTAINERS.  
Other Precautions: ALL PRECAUTIONS FOR HANDLING THE PRODUCT MUST BE USED IN HANDLING THE EMPTY CONTAINER & RESIDUE. AVOID CONTACT W/EYES. AVOID INHALATION EXPOSURES TO ANY MAN-MADE FOG, MIST/DUST.

=====  
Control Measures  
=====

Respiratory Protection: NONE REQUIRED UNDER NORMAL USE CONDITIONS.  
Ventilation: NO SPECIAL REQUIREMENTS  
Protective Gloves: IMPERVIOUS  
Eye Protection: CHEMICAL SPLASH PROOF GOGGLES  
Work Hygienic Practices: REMOVE/LAUNDER CONTAMINATED  
CLOTHING/EQUIPMENT  
BEFORE REUSE. USE GOOD PERSONAL HYGIENE PRACTICES.  
Suppl. Safety & Health Data: WASH THOROUGHLY AFTER HANDLING.

=====  
Transportation Data  
=====

=====  
Disposal Data  
=====

=====  
Label Data  
=====

Label Required: YES  
Label Status: G  
Common Name: 64467-1 TO -1 J-WAX 100  
Special Hazard Precautions: EYES: DIRECT CONTACT MAY CAUSE IRRITATION.  
SKIN: PROLONGED/REPEATED CONTACT MAY CAUSE IRRITATION.  
IRRITATION  
Label Name: S C JOHNSON & SON INC  
Label Street: 1525 HOWE ST  
Label City: RACINE  
Label State: WI  
Label Zip Code: 53403-5011  
Label Country: US  
Label Emergency Number: 800-228-5635/414-631-2777

# Appendix E

## Study Tips



# Study Tips

## Take care of yourself

Three very important things that can help you to learn better are:

1. get a good night's sleep - it's hard to learn when you're tired.
2. eat healthy foods - the healthier you are, the better everything works... including your brain.
3. exercise - even a walk around the block can help to clear your head and prepare you for studying, or give you a break while studying.

## Make an outline!

An outline is like an x-ray or a skeleton of the information that you want to learn. You can use an outline to highlight main points and show how these points are related.

There are different styles of outlines. A map style outline was used for the *Patrolling* unit. You can see a list style outline in the *You and the Law* unit. The *Traffic Control* unit has a picture style outline.

After you have studied a unit, the outline can help you review. You can “flesh out” the skeleton by thinking of the information that goes with each point in the outline.

## Organize your time

Book study time into your schedule and stick to it. If possible, plan to study at the time of day when your brain works best. Be sure to give yourself breaks and reward yourself when you've studied well. This will help you to keep your motivation up.

## Find a study buddy

Sometimes it helps to study with someone else. If you meet regularly, it can help you to develop a study routine. You can also ask each other questions and quiz each other. Most importantly, you can support each other when it feels too difficult.

## Review, Review, Review

Review is one of the most important things you can do to remember what you've learned.

- ✓ Review often for short periods of time - this is better than reviewing only once in awhile for longer periods of time.
- ✓ Review material as soon as possible - after you've been introduced to something new, the sooner you review it, the better you'll remember it. If you want the information to move from your short-term memory to your long-term memory, you **must** review within 24 hours.

You can review by:

- re-reading the material
- looking over your outlines
- working with a partner and asking each other questions
- making up questions and fill in the blank exercises for yourself and/or a partner
- trying to answer the questions in bold letters at the beginning of each section. You can then check your answers in the text.
- Trying to answer the pre-test and Check Up questions a second time.

## Draw some pictures!

Draw diagrams. Make cartoons. Use them to connect facts and show relationships. Information can be remembered more easily when it can be “seen”. For example, if you are trying to remember the three main parts of an alarm system, you could draw a picture of a human head to help you. Your picture can show the eyes, ears and nose as sensors, the nerves to the brain as the transmitters and the brain as the control panel.

Another reason to create pictures is that visual information is stored in a different part of the brain than verbal information. When you draw a picture or diagram to go along with the text, you are putting the information in two parts of your brain. This increases your chances of recalling that information.

## Highlight or underline important information

Because this book is yours to keep, you can make marks in it to help you understand and review the material. Underlining, circling and **highlighting** help to make important facts stand out. You can even use different colours of highlighter.

You can also make notes in the white spaces around the text.

\* \* Put stars beside information that you think is especially important.

## Where should I study?

Try not to study in bed! You will be able to remember more material if you study in a place that is similar to where you will write your test. It will also help you to sit at a table or desk, wear similar clothes to those you would wear during the test and imagine yourself in the test room. The more you pretend you're in the test room while you study, the more it will help you when you actually write the test.

## Use tricks to help you memorize facts

- Break information into small chunks
- Use mental or hand drawn pictures
- Link new information to things that you already know
  - ✓ for example, to remember what an annunciator panel is, you can think of the word *announce*. An annunciator panel “announces” in a visual way what is happening with the alarm system
- Look, Cover, Write, Check
  - ✓ write down the points you want to remember, and then cover them up with your hand. Try to remember them and write them out, then check to see if you have them right.
- Make up rhymes or games to help you remember.
  - ✓ for example, if you need to learn the steps in using a fire extinguisher you can think about the word **PASS** which can help you remember:

**P**ull the pin. In some models you may have to remove a locking pin.

**A**im low. Direct the hose or cone to the base of the fire.

**S**queeze the handle. This will release the contents of the extinguisher.

- Repeat, repeat, repeat!

## Test yourself

You can practice difficult words or concepts by writing the words and the definitions in two columns on a piece of paper. Test yourself by folding over the side with the words on it and trying to remember them just from the definitions. You can also cover the definitions and try to remember them just by reading the words. This idea can be used with other things that you want to memorize as well.

# Appendix F

## Test Taking Tips



# Test Taking Tips

## Read questions carefully

Be sure to read each question carefully. You may completely misunderstand what a question is asking, if you misread or skip words. Be especially careful of questions containing words like **not, always, never, most, least, best**.

## Guess

The Province of Manitoba Security Guard Certification test does not have a penalty for wrong answers, so guessing is a good strategy. If you have thought about a question carefully and you are still not sure which option is correct, it's a good idea to guess. You have nothing to lose and maybe you'll be right!

Make sure that you answer every question even if you are not certain of the answer.

## Which option to choose?!

Some tips for deciding which is the correct answer in a multiple choice test are

- try to answer the question before looking at the choices
- read all the choices carefully - one answer may be so-so but another may be better
- get rid of the choices that you know are wrong - then guess between the others
- if you are not sure which answer is right, read the stem with each option and ask, "Is this true or false?"

## Talk to yourself

Yes, talk to yourself, but watch what you say!

Whenever you start to put yourself down ... STOP. Think of things that you have done well. Tell yourself that you have worked hard and that you can do this test. Keep your self talk positive.

Your frame of mind can make a big difference in how you learn, how you solve problems

and how well you do on a test.

## **Use your time wisely**

- Budget your time - Make sure that you allow time to try all of the questions at least once
- Do the easy questions first. On your answer sheet make a mark by any hard questions and then go back and do them later.
- When you finish, check the test over - use all of your time

## **Have a vacation during the exam!**

If you find yourself becoming very stressed during the test, give yourself a tiny break. Close your eyes and block the test out of your mind completely for 30 seconds. Imagine that you are on a beach or in a forest or any place where you feel safe and relaxed. Have a 30 second vacation in this place before continuing with the exam.

## **Treat yourself**

This will encourage you to study well, and give you something to look forward to after the exam is finished. Go to a movie, buy your favourite cookies, have coffee with a friend. Do whatever gives you the treat that you deserve after all your hard work.

## **Loosen up and breathe**

If you find yourself feeling stressed or stiff during a test stop for a moment and do some quick stretches.

- Lock your hands together, with your palms up, and stretch your arms over your head - this stretches your hands and arms and shoulders
- Let your arms dangle at your sides and gently shake them
- Roll your head from side to side to stretch and relax your neck

Many people get nervous before a test. When you are nervous you tend to breathe quickly and with only the top part of your lungs. This makes your body more tense and

your brain foggy. You can break this cycle by reminding yourself to breathe deeply and slowly. Deep breathing relaxes you and helps you to think more clearly.

## Combination answers

Sometimes multiple-choice tests have an option that is a combination of other options. This may be *all of the above* or a combination like *a and b*. For this type of question you must think carefully about all of the options then choose the combination that shows the options that you think are right.

Questions that contain an *all of the above* option may seem confusing but in some ways they are actually easier. In this type of question you can know which answer is right by being sure about only two of the options!

This is how it works: if you know that two of the options are right then *all of the above* must be the right answer. You don't have to be sure about the third option.

Questions with *none of the above* options are different. You have to know that all three of the other options are not true before choosing the *none of the above* option.

## Follow directions carefully

- Listen carefully to any oral directions given by the examiner.
- Read all directions carefully – take note of important points.
- If something is not clear, ask about it.

# **Glossary**



## Glossary

<b>access routes</b>	the ways in and out of a building or site
<b>activated</b>	caused to operate, start working, set off
<b>to adjust to</b>	to get used to, to make the best of things
<b>anxious</b>	uneasy, nervous
<b>to arm</b>	to set, to turn on
<b>to assess</b>	to evaluate, to judge
<b>to assume</b>	to believe something to be true without knowing all of the facts
<b>attitude</b>	way of thinking about things
<b>authority</b>	the legal power to control, give orders and make others obey, or a person who has this power
<b>authorized</b>	allowed, permitted
<b>barricade</b>	physical barrier
<b>to challenge</b>	to disobey or resist doing what someone wants
<b>client</b>	the owner or landlord at the place where you are working
<b>combustible</b>	able to catch fire and burn easily
<b>combustion</b>	the process of burning
<b>communication</b>	the sharing of thoughts, ideas, feelings between people
<b>complaint</b>	a formal statement about a problem
<b>comply</b>	to agree to, to go along with
<b>component</b>	part
<b>compulsory</b>	necessary
<b>conduct</b>	the way you act, how you behave

<b>confidential</b>	private
<b>conscious</b>	awake and able to understand what is happening around you
<b>consequences</b>	results
<b>coordinate</b>	work well together
<b>data</b>	facts or information
<b>detailed</b>	complete, includes all the important information
<b>to detect</b>	to notice, to become aware of
<b>to deter</b>	to prevent or discourage
<b>deterrent</b>	something that prevents or discourages someone from doing something that they should not do
<b>to detonate</b>	to cause to explode
<b>device</b>	something that has been made for a special purpose
<b>to disarm</b>	to turn off
<b>discipline</b>	action taken against someone who, it is believed, has done something wrong
<b>discriminate</b>	to treat differently, usually in a negative way
<b>to disrupt</b>	to confuse or upset
<b>to distract</b>	to break someone's attention away from something
<b>to enforce</b>	to make sure that a rule or regulation is followed
<b>to escalate</b>	to take to a higher level, to make worse
<b>to escort</b>	to go with, to guide perhaps by the arm
<b>escorting</b>	going with someone to protect them
<b>to evacuate</b>	to empty
<b>to evaluate</b>	to assess, to make a judgment

<b>evidence</b>	anything that proves something or gives a reason for believing something
<b>to extinguish</b>	to put out
<b>extinguisher</b>	a device that is used for putting out fires
<b>flammable</b>	burns quickly and easily, or likely to burst into flames and to burn very quickly
<b>flare</b>	an object that produces a bright light and is used as a signal
<b>frustrated</b>	not satisfied because you are unable to get what you want
<b>gear</b>	equipment for an activity, including clothing
<b>gesture</b>	movement of the hands or head to show an idea or feeling
<b>guidance</b>	advice or information for solving a problem or difficulty
<b>guidelines</b>	suggestions to help someone carry out actions
<b>hazard</b>	danger
<b>hazardous</b>	dangerous
<b>hoax, prank</b>	trick or joke
<b>hydrant</b>	a pipe for water with a place where a hose can be attached
<b>identification</b>	proof of who a person is
<b>to ignite</b>	to start on fire
<b>illegal</b>	against the law
<b>incident</b>	unusual event or happening
<b>infrared</b>	heat rays that create a beam that can't be seen by the human eye
<b>to install</b>	to put in
<b>interaction</b>	a meeting between people when they communicate with each other
<b>intruder</b>	someone who has entered an area that they are not supposed to be in

<b>involvement</b>	participation
<b>to inspect</b>	to look at carefully
<b>issues</b>	things people are worried about
<b>to interact</b>	to say or do things with another person or persons
<b>justified</b>	acting within the law
<b>mechanical</b>	having moving parts such as in a machine
<b>to minimize</b>	to make less, to take to the lowest level
<b>MSDS</b>	Material Safety Data Sheet
<b>neutral</b>	showing no emotion, not taking either side in a disagreement (fight, protest, labour dispute)no matter what your feelings are or who seems to be right
<b>obstacles</b>	things in the way
<b>occupants</b>	the people inside a car, building, etc.
<b>on behalf of</b>	in the interests of, representing
<b>pedestrian</b>	a person who is walking
<b>perimeter</b>	outside edge of an area
<b>to prearrange</b>	to set in place before
<b>predictable</b>	routine, able to know in advance
<b>procedures</b>	ways of doing things
<b>proximity</b>	nearness, how close something is
<b>public relations</b>	how to get along with the public and how you want the public to see you or the organization that you represent
<b>reflective</b>	sending back. Clothing or tape that reflects light helps you to be seen especially at night
<b>regulation</b>	rule
<b>to repel</b>	to push away, to hold off

<b>representative (rep)</b>	someone who speaks for others or who brings their concerns / feedback to others
<b>to reset</b>	to set again, to arm again
<b>residue</b>	small amount that is left
<b>responsibilities</b>	duties
<b>responsibility</b>	something that you must do, watch over or take care of
<b>responsible</b>	in charge and likely to take the blame if anything goes wrong
<b>to restrain</b>	to physically control or confine
<b>restraint</b>	control, self-discipline
<b>restricted</b>	limited to only certain people, not for the general public
<b>secure</b>	tightly closed and locked
<b>to secure</b>	to stop people from entering or leaving a site
<b>seizure</b>	the taking away of something from someone
<b>shop steward</b>	a union member who helps others with problems
<b>silhouette</b>	outline
<b>site</b>	the place where you are guarding
<b>slang</b>	very informal language that not everyone understands
<b>stance</b>	how you stand and hold your body
<b>supportive</b>	helpful
<b>surveillance camera</b>	camera that is used to keep watch over an area for intruders or shoplifters
<b>suspicious</b>	strange looking or out of place, guilty looking
<b>testimony</b>	formal statement in court
<b>threat</b>	a chance or promise that something bad is going to happen

<b>to threaten</b>	to say that you will hurt someone
<b>threatening</b>	causing fear, making someone uncomfortable
<b>typical</b>	common, similar to a group
<b>unconscious</b>	not conscious, as if in a very deep sleep
<b>valve</b>	a device that's used for controlling the flow of air, liquid or gas
<b>vapours</b>	wet gasses, such as steam, that are coming off of a liquid
<b>vibration</b>	rapid shaking movement
<b>visibility</b>	the ease with which one can see things over a distance. This may be affected by light or weather.
<b>waybill</b>	a paper with the details of a shipment, including sender, receiver, and details of the goods being shipped
<b>WHMIS</b>	Workplace Hazard Material Information System. WHMIS uses special symbols to identify containers of hazardous material