

Lesson HP3-3.1a
ACCESS CONTROL

Conditions

Given an emergency facility.

Standard

Control access to the facility.

Teaching Plan

I. Mission is to monitor all persons entering a facility such as an Emergency Operations Center, Command Post, Shelter, or Disaster Assistance Center and deny access to those not authorized to enter.

II. Access control point is at entrance to facility.

1. Locate so no one can enter without passing through control point.
2. Give a good view of approaches for earliest observation of approaching people.
3. Have shelter from the elements.
4. At night have so lights don't blind or silhouette access controllers.

III. Minimum staff is 2 people.

1. One checks identification, other observes area for security.
2. High flow situations may require several checkers - objective is not to make

people wait.

3. 24 hour manning is at least 6 and preferably 9 people to allow latrine relief, provide extra hands at high flow times, etc.

IV. Basic tools are the access roster, a sign in sheet, flashlight, communications.

V. When someone approaches:

1. Greet them and request to see their ID - check the ID carefully.
2. If you can identify them but they are not authorized access, contact the facility, tell them who is outside, and ask for instructions. Some important players may not be on an access list.

3. Direct press representatives to the Joint Information Center if they are not already escorted by a public information staff member.

4. Sign authorized visitors in - time in, name, agency represented, who visiting.

5. Politely turn the unauthorized and unwanted away - if a problem develops call for law enforcement help.

VI. Role may vary - at EOC and CP is traditional access control, at Shelters and Disaster Assistance Center may be more flow control.

Student Activity

Have students practice positioning an access control point and controlling entry.

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Sandston, Virginia 23150

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If all standards are correctly performed, score the students as GO. Correct any incorrect performance verbally, and reinforce correct performance. If the student did not correctly perform all measures, retest on the standard missed.

Feedback

1. Correctly locate access control point.
2. Leaders assign proper manning for the point.
3. Correctly greet, identify, and allow or refuse access.
4. Correctly sign in visitors.

PERFORMANCE MEASURES:

Evaluation Guide

BRIEF STUDENT: Tell the students they will be verbally and practically tested on setting up and running access control.
SETUP: Assign students roles to play, including authorized person, news media person, a person with a need to access but not on the list, and an unauthorized person who as to bluff way past controllers. Prepare access roster and sign in sheet.

Preparation For Evaluation

Lesson HP3-3.1b
PERSONNEL IDENTIFICATION

Conditions

Given an emergency situation requiring identification of personnel.

Standard

Correctly identify military and civilian personnel.

Teaching Plan

I. Identification is a critical part of access control. To determine whether or not they are authorized to enter an area you must be able to identify them.

II. Best identification system is personal recognition. Know your fellow VADF staff, your local officials, key National Guard personnel.

III. Don't assume because someone is in uniform that they are authorized access. For anyone you don't know, take positive steps to identify them. Make a point of learning the uniforms and insignia of each agency or service in your area.

IV. Basic tools are the identification card and the access roster.

1. ID cards come in many different

types - drivers license, state issued ID cards, agency IDs, military IDs.

2. Use the card.

a. Compare photo with the person in front of you - every time.

b. Compare descriptions - height, weight, hair color, eye color, age - always.

c. Ask questions to see if person knows the information on the card - date of birth, address, social security number, agency or service - random questioning.

d. Look for obvious attempts to change data, pictures that don't match, cards that are peeled and resealed, punctures, etc.

e. Have the person sign the entry roster and compare signature on card with roster - if you have any doubts.

f. Does the card look right for that agency?

3. Compare the person with the access roster given you.

4. Be ready to check special access badges. Know what the badge is supposed to look like and what information should be on it.

5. In disasters temporary ID is often

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Personnel Identification



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