



"Hostage taking," methodical approach



"TAKING HOSTAGES" - TRANSDISCIPLINARY METHODOLOGICAL APPROACH

- ❑ Why "hostage taking" ?
- ❑ "Hostage taking" – training programme for penitentiary staff;



WHY "HOSTAGE TAKING" ?

❑ International context of radicalization and terrorism



❑ National context regarding organized crime



❑ Specific aspects of the penitentiary police job



❑ Preparing population for crises situations



"HOSTAGE TAKING" - TRAINING PROGRAM FOR PRISON OFFICERS



□ **"Hostage taking"** - is a complex, active-participative training programme designed for the training of the prison staff to effectively manage the **critical situation** in which they would find themselves as hostages, in order to increase the chances for survival and rescue.

□ Didactic methods used:

- lecture;
- conversation;
- role play;
- observation;
- personal reflection;
- socio-drama.



The "Hostage Taking" training programme is based on the principles of **experiential learning**.



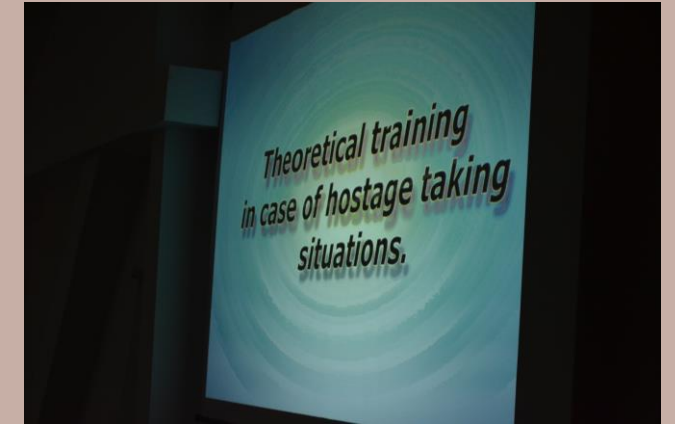
Psychological reasons:

- After an event that endangers their own existence, **people become emotionally stronger**.
- Such experiences, beyond the negative emotions they cause, also **make people aware of an inner strength**, that they had not previously known they had.
- **A negative experience once lived, will not be perceived as strongly the second time.**

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Technical organizational aspects:

- ❑ **Number of students:** - maximum **40** students/trainees;
- ❑ **Staff involved:**
 - minimum **3** teachers;
 - minimum **1** psychologist;
 - minimum **1** doctor/nurse.
- ❑ **Required locations:** - room for theoretical class and debate (with a minimum of 40 seats) / hostage preparation;
 - room for training the "aggressors";
 - room for immobilization of the "hostages" (**dark room**);
 - room for training "observers" / practical activity.
- ❑ **Required materials:** - 10 - 15 handcuffs (or rope);
 - rope (in order to tie the legs);
 - 10 - 15 black hoods (for aggressors);
 - video projector and projection screen;
 - laptop;
 - mobile video camera;
 - loudspeaker,



Roles and Competencies:

❑ **Coordinating teacher:**

- is the expert who has the role of coordinating the entire programme preparation, who decides how to organize and conduct the activity and who has the authority to stop it any time.

❑ **Assistant teachers/trainers:**

- they are experts who have the role of coordinating and supervising the activity of student groups.

❑ **The psychologist:**

- is the person who supervises the organization and implementation of the practical activity
- has the obligation to ask the coordinating teacher to interrupt the activity in case he/she considers that some situations exceed the established psycho-pedagogical limits or endanger the mental and emotional balance of students/trainees.

❑ **The doctor/nurse:**

- is the person who provides medical assistance during the practical activity;
- has the obligation to ask the coordinating teacher to interrupt the activity in case he/she detects any sign of danger for the health and the physical integrity of students/trainees.

❑ **Cameraman:** the person who records the entire exercise

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Stages of the training program:

- Lecture: 100 min.
- Debate: 100 min.
- **Practical activity:** 100 min.

- ❑ **Lecture:** In this stage the teacher tackles the theoretical aspects of hostage-taking and the right way to react in such a situation.
- ❑ **Debate:** Through the conversation method (mainly heuristic) the students debate upon the aspects regarding hostage situations, from both perspectives: the hostages and the aggressors.
- ❑ **Practical activity :** In this stage the students start the practical exercise, and each of them could be either the "aggressor", the "hostage" or the "observer" in the room, followed by a stage of analysis and debate upon the experience that they lived and the emotions they felt during the activity.

PRACTICAL ACTIVITY: "HOSTAGE TAKING"

Stages of practical activity:

- Reviewing the theoretical aspects regarding how a hostage should react;
- Training the teachers that have different responsibilities during the exercise;
- Dividing the students in groups as: - **the "aggressors" group;**
- **the "hostages" group;**
- **the "observer" group;**
- **Preparing/briefing the groups separately;**
- Arrangement of groups in the assigned places, according to the roles;
- **Development of the actual practical activity;**
- Debriefing;
- Debating;
- Video analysis of the exercise;
- Final conclusions.



Expected results:

At the end of the training programme the students/trainees will be able to:

- Know the right way to react in case of being taken hostage;
- Know, evaluate and effectively control their emotional and psychological resources in crises situations;
- Interpret and manage, correctly and effectively, the aggressive potential of the attackers in crises situations;
- Accept and effectively manage humiliating situations, in crises situations;
- Accept and endure situations of prolonged stress;
- Become aware of the fact that the pieces of information they acquired during the training will help them survive in crises situations.



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Risks taken:

The training programme is complex and very tough, so it also involves **risks**:

- Accidents and minor traumas, accidental asphyxiation, loss of consciousness;
- Psychological traumas (phobias, agitation, mental discomfort, excessive crying, panic attacks, insomnia...);
- Aggressive/abusive/exaggerated behavior of "aggressors";
- Violent or exaggerated reactions of the "hostages".



"HOSTAGE TAKING" - TRAINING PROGRAM FOR PRISON OFFICERS MOVIE



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Questions ?

Comments ?



Challenges ?

Additional information ?



S.N.P.A.P.

would like to thank you for your attention and for participating in this activity!!

