

# SOLT Serbian Module 7 Lesson 4

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Force Protection

During this lesson, the students will learn about force protection. Under this Terminal Learning Objective, the students will learn one task. At the end of the lesson, the students will be able to:

**1. Discuss force protection.** This task will include:

- Identify threat
- Identify protection measures
- Terrorism in the TR

### Tip of the day

The Serbian word **заштита** – *protection* has the root and is derived from the word **штит** – *shield*. Other words with this root are:

**заштитник** – *protector*, **заштитити** – *to protect*, **заштитни** – *protective*, **заштићен** – *protected*. Also, in the Serbian language there are cognates borrowed from western European languages: **протекција** – *protection*, **протекционизам** – *protectionism*, **протектор** – *tire thread*, **протекторат** – *protectorate*.

All military leaders must think and plan beyond the front gate by thinking in terms of strategic, operational, and tactical terrorist threats. The strategic threat encompasses the overall threat condition (THREATCON) within the United States. The operational terrorist threat is unique to each TRADOC facility surrounding the geographical region—typically a state, county or metropolitan area. The tactical threat constitutes an immediate and direct danger to your personnel or facilities. To combat these threats, awareness of antiterrorism resources available from national law enforcement and intelligence agencies is essential. Military leaders need to be cognizant of their roles and missions in this campaign and understand how to best use their support. As an SOF soldier, you must constantly be aware of these elements of your surroundings in the target region.



### Exercise 1

Sergeant Васић talks to his American counterpart Sergeant Graves about terrorism. Read their dialogue with a partner and answer the questions below.

## Тероризам

**Васић:** Мајкл, каво је твоје мишљење о тероризму у Америци.

**Graves:** Нажалост у Америци је тероризам постао део живота.

*unfortunately  
to defend*

Морамо да се бранимо од домаћег тероризма али и од тероризма који се дешава у свету против америчких грађана.

**Васић:** О каквом тероризму говориш?

**Graves:** Отмице, подметање бомби, атентати, узимање талаца, напади на америчке амбасаде у страним земљама и тако даље.

*hijacking, bombing  
hostage taking, etc.*

**Васић:** Шта мислиш како се Америка може одбранити од тероризма? Које су заштитне мере?

*protection measures*

**Graves:** Ја мислим да сваки догађај, чак и онај најмањи који изазива сумњу треба да се пријави органима безбедности.

*suspicion,  
security officials*

На пример писмене претње, неидентификоване пошиљке или други пакети остављени у близини државних установа, возила паркирана на недозвољеним местима у близини државних установа, особе које се крећу по местима за која немају овлаштен приступ.

*prohibited  
authorized  
access*

Exercise 1 (continued)

**Васић:** Значи сваки грађанин треба да се укључи у борбу против тероризма.

**Graves:** Управо тако. Требамо бити свесни опасности од тероризма и требамо да подузмемо разумне мере да се одбранимо од њега.

*exactly, aware  
to take  
reasonable steps*

1. According to Sergeant Graves, what kind of terrorism threatens the U.S.?
2. What would be one of the protective measures against terrorism?
3. Who should take part in protection against terrorism?
4. Name some of the suspicious events that according to Sergeant Graves should be reported to the security officials as a possible danger of terrorism.



**Exercise 2**

Intelligence plays a very important role in fighting terrorism. Review the information below and answer the questions. Compare your work with the rest of the class.

**Обавештајна служба**



**Циљ:** помоћ командирима и другом особљу да израде најбољи могући план у времену које им стоји на располагању



1. оцена простора око бојишта
2. анализа терена
3. анализа времена
4. оцена претње

1. What is the objective of Intelligence preparation on the battlefield?
2. What four steps are taken in that direction?
3. Use your military knowledge and discuss with a partner the four steps by providing the information in English about the importance of each step.



**Exercise 3**

Below are some world terrorist groups. Read each group name and its abbreviation and try to guess the English name for each group. Compare your work with a partner.

1. Исламски покрет отпора ХАМАС
2. Ирска републиканска армија ИРА
3. Народноослободилачка армија ЕЛН, Колумбија
4. Ослободилачка армија Ирана НЛА
5. Палестински ослободилачки фронт ПЛФ
6. Палестински Исламски Цихад ПИЈ



**Exercise 4**

As a part of your work on the topic of terrorism, you are asked to make a short report about counter-terrorism in the U.S. The text below will give you some clues.

1. Read the text and decide if the statements are true or false.
2. In your own words, write a report and present it to the class.

**Мере за заштиту против тероризма**

Анти-тероризам обухвата све могуће мере које се подузимају против тероризма. Те мере укључују средства за застрашивање, средства за поражавање непријатеља, као и енергичну акцију у случају терористичког напада. Јединице за борбу против тероризма у Америци добијају најбољу могућу обуку и вежбају на развијању нових способности. Ове јединице редовно вежбају са својим страним партнерима са циљем да повећају сарадњу и ефективност.

T F

- |   |       |       |
|---|-------|-------|
| 1. Counter-terrorism is a group of measures taken against terrorism.                            | _____ | _____ |
| 2. These measures include means to deter, defeat and respond slowly to terrorist attacks.       | _____ | _____ |
| 3. U.S. forces are getting the best training available.   | _____ | _____ |
| 4. The objective of this training is to stay in shape.  | _____ | _____ |
| 5. The regular training with the foreign counterparts maximizes coordination and effectiveness. | _____ | _____ |

**Exercise 5**

Listen to the instructor read the following news and fill in the missing information below.

What?	
Where?	
Country?	
What is in jeopardy?	



**Exercise 6**

Listen again to the news from the previous exercise. Conduct the conversation in Serbian about the news with a partner. One will ask questions and the other will answer them. Please use complete questions and answers. Write them down, in Serbian.

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No new grammar was introduced in this lesson.

ангажован, а, о (m, f, n)	engaged
анти-тероризам	counter-terrorism
бег, бекства	escape, s
бранити (се) ( <i>impf.</i> ) одбранити (се) ( <i>pf.</i> )	defending, to defend
братство	brotherhood
добротвор, и	benefactor, s
ефективност, и	effectiveness
заседа, е	ambush, s
заstraшивати ( <i>impf.</i> ) заstraшити ( <i>pf.</i> ) заstraшујућа нуклеарна сила	to frighten, to deter nuclear deterrent
заштита, е	protection, s
заштићен, а, о (m, f, n)	protected
затвореник, ци	prisoner, s
инвентура, е	inventory, s
и тако даље	etc.
исељеник, ци	emigrant, s
исправа, е	identification
јединице заштите	force protection
кориштен, а, о (m, f, n)	used
лажан, лажна, лажно (m, f, n)	false
лојалан, а, о (m, f, n)	loyal
мера, е	measure, s
нажалост	unfortunately
насилан, а, о (m, f, n)	violent
недозвољен, а, о (m, f, n)	prohibited
незаконит, а, о (m, f, n)	unlawful
немарност, и	negligence
овлаштен, а, о (m, f, n)	authorized
оданост	devotion
одликован, а, о (m, f, n)	awarded
одликовање, а	award, s
органи безбедности	security forces
особље, а	staff, personnel
откривати ( <i>impf.</i> ) открити ( <i>pf.</i> )	to discover
отмица, е	hijacking
отпор, и	resistance
оцена/процена, е	evaluation, s
поверљив, а, о (m, f, n)	classified
подузмати ( <i>impf.</i> ) подузети ( <i>pf.</i> ) мере сигурности	to undertake, security measures



покрет, и	movement, s
претити	to threaten
претња, е	threat, s
приступ, и	access
разарач, и	destroyer, s
разуман, разумна, разумно (m, f, n)	reasonable
свестан, свесна, свесно (m, f, n)	aware
сигнална ракета, е	flare, s
симулирати	to simulate
скривена камера, е	surveillance camera
смртоносан, смртоносна, смртоносно	lethal
стварање, а	creation, s
судити ( <i>impf.</i> ) осудити ( <i>pf.</i> )	to accuse
сумња, е	suspicion, s
талац, таоци	hostage, s
управо	exactly
храброст	bravery, courage
чак	even
шпијунажа, е	espionage
штитити ( <i>impf.</i> ) заштитити ( <i>pf.</i> )	protecting, to protect

## Josip Broz Tito

Josip Broz is known as the organizer and leader of the National Liberation Movement of the Yugoslavia people during World War II. He was also a statesman and an active member of the Communist Movement. Josip Broz was born in May 25, 1892 in the village of Kumrovec to Franjo and Marija Broz who were Croats. He came from a family of Blacksmiths. Josip was the youngest sibling in the family and used to work with his father. In 1910, after a two years apprenticeship in a workshop in Zagreb, he became a locksmith and started working in local metal works. It was here that he came in contact with the Workers' Movement and thus became a member of the Trade Unions of the Croatian Socialist Party. It was during this time that he began to take part in workers' demonstrations.

When World War I broke out, Josip Broz was drafted into the Austro-Hungarian army where he completed a non-commissioned officers' course. While in the army, he became involved in anti-war propaganda, and as a result, was arrested and imprisoned. After several months of imprisonment, he was sent to the front in 1915. After being wounded in 1916, he found himself a prisoner in Russia. During this time, he made several unsuccessful attempts to escape. At the end of the war he was released from the POW camp and lived for a while in Siberia, where he joined the revolutionary movement. He later met the October Revolution in Petrograd and became one of the first volunteers to join the Red Guard. He fought in the Russian civil war until 1920.

On his return to Yugoslavia, he settled in Zagreb and instantly joined the Communist Party of Yugoslavia (CPY), which at the time was already very powerful. During the 1920 parliamentary election, the Communist Party gained 58 seats, which made it the third biggest party in the Kingdom of Serbs, Croats and Slovenes.

Josip was known by the pseudonym of "Tito", and as a member of the Croatian parties organizational leadership, he used to take part in the committee's meetings in Vienna and organize party conferences. His goal was to make the organization an active political party. After the murder of Alexander I in Marseilles, the party's leadership decided to send Josip Broz (Tito) to work in the Comintern in Moscow. During this time he worked under the pseudonym of "Walter". He worked as a Yugoslav expert at the Balkan Secretariat. After several months in Moscow, he returned to Yugoslavia in 1935. A year later he went to Vienna, where he became an organizing secretary at the Central Committee of the CPY. After leaving Vienna, he had moved to Paris where, on behalf of the Comintern, he was involved in recruiting volunteers to participate in the defense of the Republic.

From 1937 to 1938, Tito was again living in Moscow. Because of the position he held while working in the Comintern, he was able to protect many countrymen from a possible tragic fate. However, he believed that the leadership of the party ought to be placed in the country and, subsequently, he had moved back to Yugoslavia together with the Central Committee. He also had reorganized the party by having it adapted to Yugoslav circumstances. He required a unity of views and opinions, bigger activity among workers, peasants and the youth, and political education of party leaders. This resulted in a political struggle within the CPY which, together with governmental persecutions, caused shrinking of the party membership from 30 to 12 thousand people in October, 1940. Nevertheless, it was a considerable asset of German-Italian aggression on Yugoslavia in April 1941.

A new stage began in Tito's activities. As the secretary general of the CPY, he led the national liberation struggle. During the meeting of the CC of the CPY in Zagreb, in April 1941, he called to the partisan war. After Germany's aggression on the USSR, he published *The hour has struck* which appealed to the people of Yugoslavia. Tito was the supreme commander of the National Liberation Army of Yugoslavia (NOVJ). It was his merit to mobilize and unite all the nations of Yugoslavia - Serbs, Croats, Slovenes, other people and religions. He managed to prevent them from ethnic and religious hostilities festering in pre-war Yugoslavia and to bring them to the common struggle against invaders. He was an excellent statesman; he managed to befriend both western allies and Joseph Stalin, who did not welcome his activities in Yugoslavia but could realistically apprehend the development of a resistance movement in Yugoslavia.

Tito was a political and ideological leader of the Anti-Fascist Council of the National Liberation of Yugoslavia (AVNOJ), established in November 1942, as well as the National Committee of Liberation of Yugoslavia (NKOJ). During the 2nd session of AVNOJ in Jajce on November 29-30, 1943. Tito, as the supreme commander of NOVJ, was dignified with the rank of Marshal of Yugoslavia. In March 1945 he had become the Prime Minister and minister of defense in the Yugoslavia coalition government. Simultaneously, he retained the post of Supreme Commander of the Yugoslav army. He held these posts until he became the president of Yugoslavia in 1953. In addition, he was the Secretary General of the CPY (since 1966 - the League of Communists of Yugoslavia). He died after a long and heavy illness at the age of 87. On May 8, 1980, he was buried in the Mausoleum in Belgrade.

*Courtesy of Paul Neumann*



### Activity 1

Read the following article with a partner. Make up five questions considering the article. Your partner will answer them. Refer to the vocabulary list.

**Вашингтон**, 06/09/98— “Терористички напад” на Пентагон био је само вежба, али опасност од терористичког напада свакако је реалност, рекао је Џон Џестер, шеф центра за одбрану. Вежба је симулирала оружани напад на канцеларију министра одбране Вилијама Коена. Вежба је укључивала ситуацију узимања таоца и употребу смртоносних бојних средстава. Вежба је одржана у суботу када је зграда била празна. Око 25000 људи ради у овој згради сваки дан. У овој вежби Пентагона је учествовало 500 лица из савезних, државних и локалних агенција. Пентагон је кориштен за ову вежбу зато што је он као симбол америчке војске потенцијална мета терориста. Вежба је почела са девет наоружаних ирачких терориста који су упали у Коенову канцеларију и узели за таоце све службенике који тамо раде. Терористи су изјавили да ће пустити отровни гас ако им се не испуне њихови захтеви. Скривена камера је снимила терористе и дала знак центру за комуникације да пошаље своју полицију...



### Activity 2

According to the previous information decide if these statements are true or false.

- |   | T     | F     |
|---|-------|-------|
| 1. The terrorist attack on the Pentagon was a real event.                                 | _____ | _____ |
| 2. The terrorist group originated from Iran.  | _____ | _____ |
| 3. The target of this terrorist attack was the office of Defense Secretary William Cohen. | _____ | _____ |
| 4. There were 25000 people who found themselves caught in this attack.                    | _____ | _____ |
| 5. This attack included a hostage situation and release of the lethal agent.              | _____ | _____ |

### Activity 3

You are attending a class about terrorism and its definition. The lecturer in the class is Sergeant Марковић. Listen carefully to what he has to say about terrorism, and provide the answers to the following questions.

1. How would you define terrorism according to Sergeant Марковић?
2. Name at least four actions that he mentions as terrorist actions.
3. How do you understand the term “to be engaged in terrorist action”? Give two examples of such an activity.

### Activity 4

Below is the written version of the previous listening activity. Pretend that you are preparing a report on terrorism. Read the text and fill in the table with the necessary information. Report your information to the class.

Тероризам је свака акција која се изводи илегално и усмерена је на уништавање циљева, интереса и безбедности једне земље. У тероризам спадају саботажа, диверзија, отмице, узимање таоца, претње смрћу, атентати, кориштење експлозива и бомби и бојних отрова. Шта значи бити ангажован у терористичком нападу? Ангажовање не мора да значи директно учествовање у нападу. Ангажовање значи припремање и планирање терористичких напада, прикупљање података и информација о мети напада, пружање подршке терористима као што су давање новца, смештај, наоружање, лажне исправе, транспортација.

Мета тероризма	Врсте терористичких акција	Ангажовање у терористичким активностима



### Activity 5

Work in groups of two. You and your partner are preparing a report on the terrorist group HAMAS. Read the text about HAMAS, take out the most important facts about this group (the guidance is given below) and report your findings to the class.

#### Исламски Покрет Отпора ХАМАС

ХАМАС је формиран 1987. године као део палестинске гране покрета за братство Муслимана. Припадници ове групе користе разне врсте политичких и насилних средстава, укључујући тероризам, у циљу стварања исламске палестинске државе на месту где је Израел. ХАМАС има седиште у Газа Стрип и у подручју око Вест Банк. Припадници ХАМАС-а су извршили многе нападе као што су напади на грађане и војску Израела и противнике Фатаха. Ова група има десетине хиљада симпатизера. Место њене активности су већином Израел и Јордан. Припадници ХАМАС-а добивају помоћ од Ирана, Палестинских исељеника и приватних добротвора из Саудијске Арабије. Једна врста помоћи долази и из Западне Европе и Северне Америке.

Главни циљ: \_\_\_\_\_

Активности: \_\_\_\_\_

Седиште: \_\_\_\_\_

Припадници: \_\_\_\_\_

Помоћ: \_\_\_\_\_



### Activity 6

Conduct the conversation in Serbian with a partner about another terrorist group that you have some knowledge about. What kind of threat measures (**мере застрашивања**) does this terrorist group use?

1. Your partner will ask you questions about the group. Be ready to answer them. Use the previous activity as an example.
2. Write down the similarities and differences between that group and HAMAS. Report your comparison to the class.



**Activity 7**

Read the news report and explain to your Serbian friend who does not speak English what the story is about. Express your thoughts and ideas on the matter.

INDIA - FRI, FEB 5 / SAT, FEB 6

Nine people were killed in clashes with police on Friday night and early Saturday morning, the Indian police said. Among those killed are three militants belonging to the Hizbul Mujahideen and an Indian soldier. In another incident on Saturday, three militants were killed in a clash with security forces in the village of Kinyl in the border district of Kupwara.

### Activity 1

Listen to the instructor read a news excerpt and tell your American counterpart what the news is about.

### Activity 2

Read more about the news from the previous activity and answer the questions. Refer to the vocabulary list.

Џорџ Трофимоф је био припадник америчке армије и радио је у Немачкој, у Нирнбергу од 1969. до 1994. године. Сматра се да је добио око 250,000 долара за шпијунажу која је почела 1969. године. Продавао је поверљиве документе совјетској обавештајној служби КГБ и био је познат по имену “Антеј, Маркиз и Конзул.” Трофимоф је узимао и фотографисао америчке поверљиве документе и преносио их Совјетима; узимао је новац за своје услуге од КГБ и одликован је најстаријим совјетским одликовањем. Ово одликовање се обично даје грађанима за оданост и храброст које показују у одбрани своје социјалистичке домовине.

1. When did George Trofimoff start his espionage?
2. Under which names was he known by the KGB?
3. How many years did he work as a Soviet spy?
4. What was the main focus of his activity?
5. What kind of award did he get from the Soviets?



### Activity 3

Read the information about the Special Antiterrorist Forces of the FR of Yugoslavia and decide if the statements are true or false. Compare your results with a partner.

**Специјална Антитерористичка Јединица [САЈ]**  
Специјална антитерористичка јединица је формирана 1995. године. Чине је елитне полицијске снаге које се налазе под командом генерала З.Н. САЈ има две јединице, једну у Војводини и другу на Косову. Број чланова ове јединице је стално у порасту. Јединице САЈ-а су опремљене хеликоптерима, аутоматским пушкама и снајперима и користе различите врсте униформи. Главна мета ових јединица су албански терористи и њихова организација КЈА.



Activity 3 (continued)

- |   | T     | F     |
|---|-------|-------|
| 1. SAJ is under the command of a General.     | _____ | _____ |
| 2. SAJ has three units.                       | _____ | _____ |
| 3. Its headquarters is in Kosovo.             | _____ | _____ |
| 4. SAJ units use different kinds of uniforms. | _____ | _____ |
| 5. KLA is the part of SAJ.                    | _____ | _____ |



**Activity 4**

Read the text about the KLA and find the necessary information below. Report your findings to the class.

**КЛА**

Ослободилачка Армија Косова или КЛА постала је нарочито активна почетком грађанског рата у бившој Југославији. КЛА је терористичка организација са идеологијом стварања Велике Албаније. КЛА сматра да сви Албанци који живе у Грчкој, Македонији, Косову и Албанији треба да се уједине у циљу стварања велике Албаније. Припадници КЛА изводе терористичке нападе на Косову у циљу отцепљења Косова од Југославије. КЛА се по својим акцијама пореди са терористичким групама као што су ИРА и ЕТА. Главна мета КЛА су југословенска армија, установе и државни органи Југославије, грађани не-албанске припадности као и Албанци лојални Југославији. Камп за обуку припадника КЛА се налази у северном делу Албаније. Додатни кампови су у Либанону, Авганистану и Судану.

1. The KLA's ideology is \_\_\_\_\_.
2. The KLA is compared with terrorist organizations like \_\_\_\_\_.
3. The main targets of the KLA are \_\_\_\_\_.
4. The main training camp for KLA members is located in \_\_\_\_\_.
5. Countries where the KLA has training camps are \_\_\_\_\_.



### Activity 5

Read the news report and explain to your Serbian friend who does not speak English what the story is about. Your friend will have some questions to ask. Express your thoughts and ideas on the matter. Reverse roles.

#### SERBIA - SAT, FEB 6

An explosion in Kosovo's regional capital Pristina killed at least three people, news reports said. The blast occurred in a store, killing the ethnic Albanian owner and a young boy. At the time of this report, no group had claimed responsibility for the attack.

### Activity 6

Work in groups of four. Listen to the instructor read a news announcement and figure out what incident the news is about. After listening, discuss the particular event and decide ways that this incident could have been avoided. Compare your answers with other groups.

### Activity 7

Now listen to the detailed information related to the previous activity and fill in the missing words. You will not understand every word. Target the words that are missing.

Америчке власти су оцениле да је \_\_\_\_\_ на разарач америчке \_\_\_\_\_  
\_\_\_\_\_ у Јемену дело \_\_\_\_\_. Разарач УСС Коле је изронио из луке у савезној  
држави \_\_\_\_\_. Његова посада је имала \_\_\_\_\_ морнара. Амерички  
министар \_\_\_\_\_ Вилијам Коен је изјавио да Седињене Америчке Државе неће  
\_\_\_\_\_ \_\_\_\_\_ док не пронађу кривце. Јеменски \_\_\_\_\_ Али  
Абдулах Салех  
је изјавио да не верује да се радило о \_\_\_\_\_ \_\_\_\_\_ него да је до  
\_\_\_\_\_ дошло због механичких \_\_\_\_\_.



**Activity 8**

Work with a partner. Write a report in Serbian about the USS Cole attack. Write as much information as you know and report your information to the class.



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### Activity 1

Choose any of the world terrorist groups and do some research on that group. Write a two paragraph report on that particular terrorist group. Read your assignment the next day in class.

### Activity 2

Read an excerpt from an Internet article below and prepare a report in Serbian on the terrorist attacks described. Add missing information if you know more about the events. Express your thoughts and ideas. This activity is a continuation of Activity 8 (Skill Enhancement Activities).

#### **U.S. Official: USS Cole Attack Looks Like 1998 Embassy Bombings**

**Monday, October 23, 2000**

Osama bin Laden may have played a role in the attack on the USS Cole in Yemen, the nation's counter-terrorism coordinator said Sunday, citing similarities to the 1998 bombings of two U.S. embassies in Africa.

Seventeen Navy personnel were killed in the Oct. 12 attack on the Cole. The bombings at the U.S. embassies in Nairobi, Kenya, and Dares Salaam, Tanzania, killed 224, including 12 Americans.

"There are some similarities that we see with East Africa," said Richard Clarke, the National Security Council adviser who heads counter-terrorism efforts, in an interview on CBS' *60 Minutes*.

The United States says Saudi-born dissident bin Laden masterminded the embassy bombings after organizing a network with followers across the Middle East, including Yemen.

Clarke cited the sophistication of the attacks and the amount of planning that went into them. Clarke said the Cole attack took months to plan, citing indications of safe houses and the moving of personnel before the bombing. "This is something that began long before the recent violence in the Middle East," Clarke said.

### Activity 3

You are chief of staff of your unit and your task is to draw a map of a base camp for your unit. Draw a map and make captions (or a list) in Serbian of the items in the unit system of defense, troop protection, and security. Be prepared to discuss the next day in class the efficiency of the selected layout and reasons why it was selected.