

## **Tabletop Exercise #1**

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### How to Use This Document

This document provides exercise Facilitators with all information and materials needed to plan, conduct, and evaluate an exercise. Do the following:

1. Read through the entire exercise and supporting materials.
2. Decide how to localize the scenario in a way that reflects likely challenges in your community and tests your CERT members' skills and techniques.
3. Familiarize yourself with the flow of the exercise by thoroughly reviewing the Facilitator Guidelines. Use these guidelines to conduct the exercise.
4. Make copies of the supporting documents for participants. See the Appendix index for instructions.
5. Make copies of the *Participant Feedback Form* and ask participants to complete it after the exercise.
6. Complete the *Facilitator/Evaluator Feedback Form* after the exercise.

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### **CERT Drills and Exercises**

The Community Emergency Response Team (CERT) Program educates ordinary people from all walks of life about disaster preparedness and weapons of mass destruction and trains them in basic disaster response skills, such as fire safety, light search and rescue, and disaster medical operation. Using the training, CERT members can assist others in their neighborhood or workplace following an event and can take a more active role in preparing their community.

The National CERT Program has developed a library of drills and exercises. These exercises have been designed in a ready-for-use format and include complete instructions, detailed lists of materials, and all supporting forms.

This document is used by the Facilitator(s) and supports the delivery of a tabletop exercise that can be customized to meet local needs.

### **What Is a Tabletop Exercise?**

Tabletop exercises are table-based activities typically held in an informal setting and presented by the Facilitator. There is no hands-on practice or field work. This type of exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletops can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, protection from, mitigation of, response to, and recovery from a defined incident.

Delivered in a low-stress environment, the tabletop exercise offers participants the opportunity to explore different ideas in the context of a real-world scenario. All participants should be encouraged to contribute to the discussion and be reminded they are making decisions in a “no-fault” environment.

Effective facilitation is critical to keeping participants focused on exercise objectives. The Facilitator may ask about the decisions made, including how a decision was reached or what implications a decision might have. The exercise ends either when all actions have been discussed or when the time limit is reached. Participant learning is reinforced and feedback is provided through a hot wash at the conclusion of the exercise.

For descriptions and other types of exercises for CERTs, please visit [www.fema.gov/cert](http://www.fema.gov/cert) and click on CERT Exercises.

## Exercise Overview

### “Tabletop Exercise #1”

**Hazard:** Earthquake

**Location:** Local neighborhood

**Duration:** 40-60 minutes

#### Capabilities Exercised:

- Incident Command
- Medical treatment area setup
- Sizeup

#### Exercise Objectives:

- Validate the decision-making process to prioritize incidents.
- Evaluate procedures for locating a medical treatment area.
- Validate CERT sizeup procedures.

#### Scenario:

A major earthquake has struck at 1:00 p.m. on a mid-week afternoon. The day is cool and cloudy. It has been raining lightly all day, and the temperature is expected to fall quickly by 5:30 p.m.

The local CERT has been activated to assess damage in its neighborhood. CERT members have just arrived at the pre-designated meeting point.

### For Exercise Staff

#### Exercise Synopsis:

This tabletop exercise gives the team the opportunity to:

- Discuss the process it would use to set up a Command Post and medical treatment area.
- Prioritize how to respond to a variety of damaged buildings and survivors.

The focus of the exercise is on prioritizing actions based on what is known of the situation and the capabilities of the team.

These activities are performed in the context of a scenario where buildings have been damaged and people injured as the result of an earthquake. This scenario could be changed to any event that would result in building damage and injured survivors.

The team first discusses the process for setting up the Command Post and medical treatment area. Then the team develops an initial plan to respond to the situation. Once the initial plan is developed, the Facilitator pauses the exercise to discuss the plan.

After the discussion, the Facilitator passes out *Damage Assessment Forms* with information on the condition of the buildings and survivors. Using this new information, the team then develops a plan for responding to the scenario.

The exercise ends either when all actions have been discussed or the time limit is reached. At the conclusion of the exercise, a hot wash helps participants review what they have learned and provides feedback on the exercise.

#### Exercise Materials and Staff:

- Facilitator (1 for each group of 7-10)
- Forms:
  - Local map, used during the exercise
  - *Damage Assessment Forms*, used during the exercise
  - *Events and Evaluation Form for Facilitator(s) and Evaluator(s)*, used by the Facilitator(s) and Evaluator(s) during the exercise
  - *Facilitator/Evaluator Feedback Form*, completed after the exercise
  - *Participant Feedback Form*, completed after the exercise

### Exercise Staff Roles:

#### 1. *Facilitator*

The Facilitator will play three roles for this exercise.

First, the Facilitator will lead and guide the exercise by presenting information. This will keep the exercise moving forward and make sure the key decision points in the exercise are reached.

Second, the Facilitator will observe and coach. In this role, he or she will observe the group process and discussion. As the exercise unfolds, he or she may need to step in and help the team members clarify their decision making by asking questions about their thought process and the factors they considered in making choices. For example, if they placed a high priority on helping a victim who was probably dying, or if they decided to enter a building that was clearly too dangerous, work through their decision-making process so they realize the potential negative results of their decision.

The Facilitator may want to take notes on decisions made and actions taken so he or she can refer to them later. Use the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)* to record notes.

Third, the Facilitator will conduct a hot wash (debrief). The purpose of the hot wash is to reinforce learning by helping participants evaluate their own decision making. It is a balance between:

- Asking participants why they made the choices they did and what they learned.
- Providing additional information and coaching.

Bear in mind that, although the Facilitator may have more experience and knowledge, participants will likely learn more if coached through their decision-making process than if they are told what they should have done.

During the hot wash and after the exercise, the Facilitator has additional responsibilities including collecting feedback on the exercise and how beneficial it was for CERT participants, and providing input to improve future CERT exercises.

#### 2. *Evaluator*

The role of Evaluator is typically assumed by the Facilitator in a tabletop exercise. The primary responsibility of the Evaluator is to assess the exercise based on the events and expected actions listed on the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)*. The Evaluator typically has a passive role and does not interfere with the exercise unless he or she is also playing the role of Facilitator.

**Facilitator Guidelines**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>1</b>	Prepare for the exercise.	<ul style="list-style-type: none"> <li>• Make copies of the handouts in the Appendix. The Appendix index indicates how many copies are needed.</li> <li>• Make copies of the one-page Exercise Overview for each participant.</li> </ul>
<b>2</b>	If necessary, organize the group into groups of 7-10.	Explain that each small group will go through the exercise together.
<b>3</b>	Introduce the exercise to all participants.	<p>Distribute the one-page Exercise Overview to all participants.</p> <p>Explain that the purpose of the exercise is:</p> <ul style="list-style-type: none"> <li>• To provide an opportunity to talk through the procedures the team would implement in response to a given scenario.</li> <li>• To improve CERT's operational performance by practicing and validating policies, plans, procedures, and training in the risk-free environment of an exercise.</li> </ul>
<b>4</b>	Review the goals of the exercise with all participants.	<p>Explain the goals of the exercise.</p> <ul style="list-style-type: none"> <li>• Validate the decision-making process to prioritize incidents.</li> <li>• Evaluate procedures for locating a medical treatment area.</li> <li>• Validate CERT sizeup procedures.</li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #1**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>5</b>	Present the scenario to all participants.	<ul style="list-style-type: none"> <li>• A major earthquake has struck at 1:00 p.m. on a mid-week afternoon. The day is cool and cloudy. It has been raining lightly all day, and the temperature is expected to fall quickly by 5:30 p.m.</li> <li>• The local CERT has been activated to assess damage in its neighborhood. CERT members have just arrived at the pre-designated meeting point.</li> </ul>
<b>6</b>	Hand out copies of the map to each participant.	
<b>7</b>	Provide initial instructions.	<p>Ask the group how they would:</p> <ul style="list-style-type: none"> <li>• Establish an Incident Command.</li> <li>• Choose the location for the medical treatment area.</li> <li>• Develop a plan to respond to the situation, including defined roles and assigned tasks.</li> </ul> <p>Emphasize that all members of each small group will participate in the decision-making process. Each member should be prepared to make decisions as if he or she is the Incident Commander (IC), Team Leader, or another role of the Command Post Team.</p>
<b>8</b>	Pause. Discuss the roles and tasks and provide feedback about the group's decisions.	<ul style="list-style-type: none"> <li>• Do the roles and tasks address the situation in the best way possible?</li> <li>• Are the Command Post and medical treatment area located appropriately?</li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #1**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>9</b>	Review the prioritization process if appropriate.	<ul style="list-style-type: none"> <li>• A HIGH-priority incident:               <ul style="list-style-type: none"> <li>○ Can be handled by the team with its level of training and available equipment</li> <li>○ When handled appropriately, prevents the situation from escalating</li> </ul> </li> <li>• A LOW-priority incident:               <ul style="list-style-type: none"> <li>○ Requires advanced training skills and resources above the team’s capabilities</li> <li>○ Is one that team members have little or no control over</li> <li>○ Is one that a CERT could handle but ranks as less important because no lives are at risk</li> </ul> </li> </ul>
<b>10</b>	Resume the exercise by distributing the <i>Damage Assessment Forms</i> to each group.	Instruct the group to review the <i>Damage Assessment Forms</i> and assign a priority (high or low) to each.
<b>11</b>	Ask the group to develop a plan of action.	Explain that the plan of action should address the situation as they now understand it. An IC should be designated and he or she should ask for input from the team as if everyone has a role on the Command Post Team. NOTE: Coaching points are provided in Step 16.
<b>12</b>	Observe the discussion and decision-making process.	
<b>13</b>	Discuss the implications of their decisions as appropriate.	Review the decisions made by the team and discuss if the team’s priorities are based on the needs of the situation and if the team has the capability to achieve its action plan.

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #1**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>14</b>	Terminate the exercise when the time has run out, or most of the small groups have developed a final plan of action.	
<b>15</b>	Conduct the hot wash with all participants and staff members.	<ul style="list-style-type: none"><li>• Since documentation is a key part of every CERT response, ask specific questions during the hot wash that would likely require the group to refer to documentation for answers. Questions might include:<ul style="list-style-type: none"><li>○ How were CERT members divided into functional teams?</li><li>○ What actions were taken and by whom?</li><li>○ Why were certain actions taken?</li><li>○ When did they do this?</li><li>○ What conditions did they find?</li><li>○ What did you do next?</li><li>○ What worked well and what did not?</li><li>○ What forms or methods would you use in a real event to document status and additional needs?</li></ul></li><li>• NOTE: Documentation may be done in a variety of ways – from structured forms, to notes on scrap cardboard, to writing on the back of a hand. The format isn't important, but retaining the information is.</li></ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #1**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>16</b>	Provide coaching to the participants as appropriate.	<p>Coaching points you may want to bring up to the group if not already mentioned include:</p> <ul style="list-style-type: none"> <li>• The two most important goals for team members are: Protect yourself first, and then do the greatest good for the greatest number of people. All other decisions flow from these two considerations.</li> <li>• Command Post and medical treatment area – Did the group consider wind direction? Are they a safe distance away from the fertilizer plant?</li> <li>• House 1 – With a detached power line hanging down the outside of the house, this is not a safe environment. Even though the building is lightly damaged and there may be people inside, the team should not enter the building. This is a low priority.</li> <li>• House 2 – Since the building is only moderately damaged and there are clearly people inside, this is a high-priority site.</li> <li>• House 3 – This is a very emotional situation, and with a screaming mom and injured/missing kids, the desire to help can be very strong. However, because of the heavy damage to the building, it is not safe for the team to enter. This is a low-priority situation. Consider asking the players what they might do in this situation instead of entering the heavily damaged building. Depending on your local CERT program’s protocols, suggestions could include contacting the Emergency Operations Center (EOC) or emergency services to report the location of the dangerous site and what the team has observed there, or trying to get the attention of people in the building to help them get themselves out, etc.</li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #1**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
		<ul style="list-style-type: none"> <li>• Church – Since it is only moderately damaged, it is okay to enter this building. But since there are probably only two people in the building, it may not be the best place to put the team’s resources. Do a quick check and move on.</li> <li>• Child Care Center – This building is only moderately damaged, and many of the injured can be helped within the limits of CERT training. In addition, the CERT can move these people to a safe distance from the factory. This should be the team’s top priority.</li> <li>• Fertilizer Plant – Clearly there are large numbers of injured people inside the plant. With moderate damage it is tempting to go in and start helping people leave the building. However, the National Fire Protection Association (NFPA) diamond indicates that this is a dangerous situation, and the smoke at the back of the building means there could be an explosion. Not only should the team not enter the building, the team needs to focus on moving everyone else away from the building because of the direction of the wind. Note that the IC could inform emergency services about this situation.</li> </ul>
<b>17</b>	Distribute the <i>Participant Feedback Form</i> to all participants.	Ask participants to complete the form.
<b>18</b>	Distribute the <i>Facilitator/Evaluator Feedback Form</i> .	Ask all Facilitators/Evaluators to complete the form.

## **Appendix**

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## **Index of Forms and Materials**

Local map (1 page): 1 copy per participant is distributed during the exercise

*Damage Assessment Forms* (6 pages): 1 set per team is distributed during the exercise

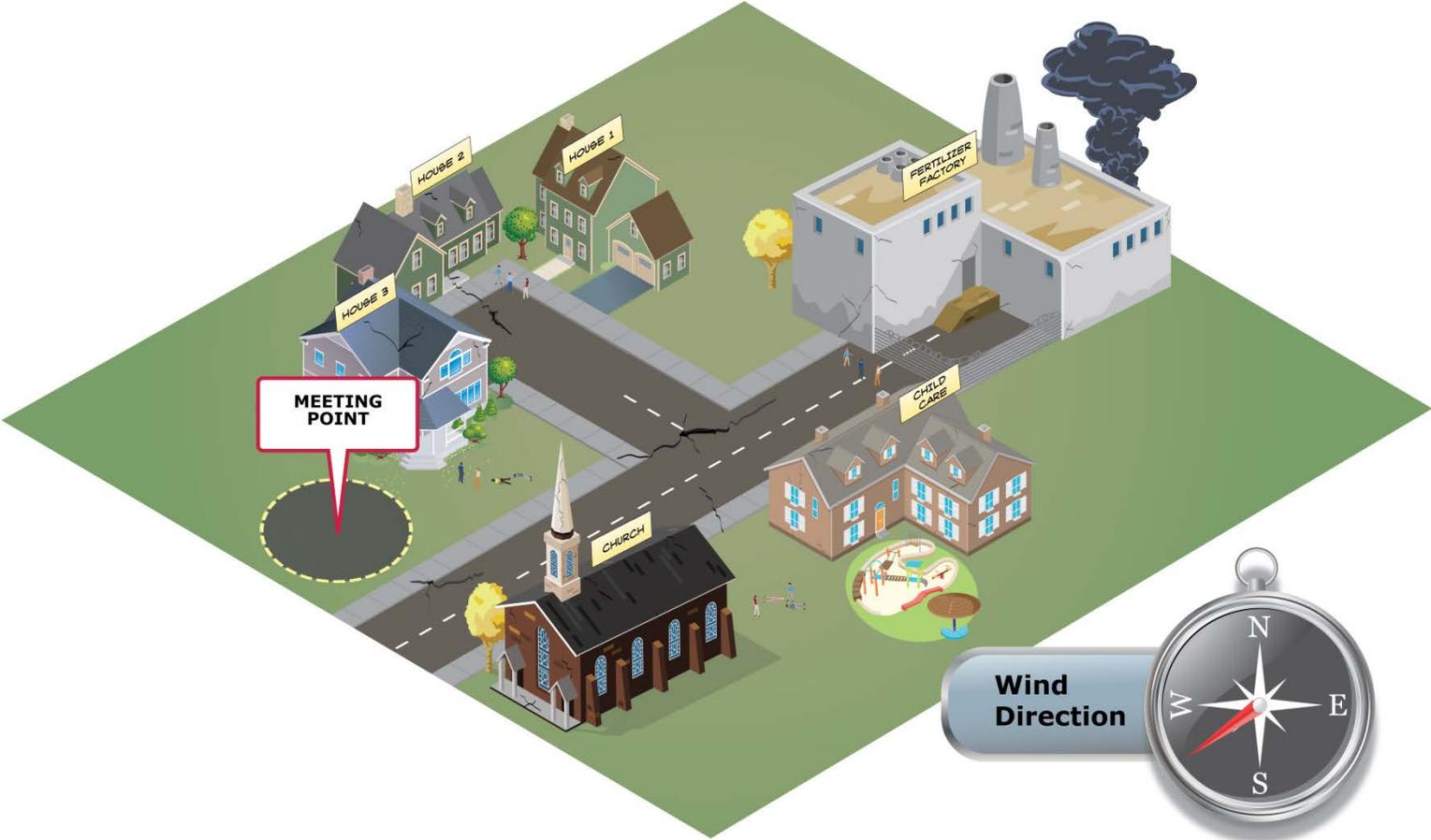
*Events and Evaluation Form for Facilitator(s) and Evaluator(s)* (3 pages): 1 copy per Facilitator and Evaluator is distributed before the exercise

*Facilitator/Evaluator Feedback Form* (1 page): 1 copy per Facilitator and Evaluator is distributed after the exercise

*Participant Feedback Form* (1 page): 1 copy per participant is distributed after the exercise

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Local Map



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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
House #1

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
				X		X					X				

**OBSERVATIONS**

One car in the driveway.

Several windows are broken and there is glass on the ground around the house.

A detached power line is hanging down the side of the house.

Books have fallen off of the book shelves, pictures off walls, and there is broken glass on floor.

CERT MEMBER: John	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
House #2

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
						X		X			X				

**OBSERVATIONS**

Two cars in driveway and toys in front yard.  
 Chimney has collapsed and bricks on roof and ground.  
 wallboard has come off the walls, there are fallen shelves, and suspended ceiling has collapsed.  
 Yelling from someone inside the house.

CERT MEMBER: Sarah	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
*House #3*

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
						X		X	X		X				

**OBSERVATIONS**

*House is tilted to one side and roof has partially fallen into house.*

*Woman outside house is screaming that her son is trapped under debris in house and she can't find her 3-year-old daughter.*

CERT MEMBER: <i>Micah</i>	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
Church

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
						X		?	?		X				

**OBSERVATIONS**

*Steeple is broken off roof.*

*Decorative pieces have fallen off roof edges.*

*Bystanders report that the minister and his assistant are always in church at this time of day preparing for event.*

CERT MEMBER: <i>Debbie</i>	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
*Child Care Center*

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
			X			X		X	X						

**OBSERVATIONS**

*All of the windows have broken. The roof is intact, but many items have been knocked from the walls. Shelves of supplies have fallen over. The hot water heater has fallen over and is leaking hot water.*

*There are two teachers and 10 children.*

- One teacher with burns has burns and is disoriented.*
- One teacher can't stand and has pain in right leg.*
- One child is unconscious.*
- One child has arm pain and is disoriented/crying.*
- One child is trapped under fallen bookcase.*
- Four children have cuts and bruises.*
- Three children are uninjured, but are frightened and upset.*

CERT MEMBER: <i>Steve</i>	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
Fertilizer Plant

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
X					X			X	X		X				

**OBSERVATIONS**

Sheet metal building appears intact.

Smoke coming from the rear of building.

NFPA diamond on the front of building: Blue - 3, Red - 4, Yellow - 1, White - 0X.

Parking lot is full of cars.

Several wandering around outside the plant with a variety of injuries, shouting for help and saying that there are people trapped inside.

Appears some have already been removed from building or assisted in evacuation.

Plant foreman wants help, says there are about 30 people still unaccounted for.

CERT MEMBER Delicia	PAGE <u>1</u> OF <u>1</u>
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## Events and Evaluation Form for Facilitator(s) and Evaluator(s)

<p style="text-align: center;"><b>Message/Event</b></p>	<p style="text-align: center;"><b>Expected Action</b></p>	<p style="text-align: center;"><b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b></p>
<p>House 1: Building damaged, may be people inside, detached power line hanging down outside house. [Prioritizing]</p>	<p>Not safe environment. Team should not enter building. Low priority</p>	<p>Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:</p>
<p>House 2: Building only moderately damaged; clearly people inside. [Prioritizing]</p>	<p>Search and rescue. High priority</p>	<p>Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:</p>
<p>House 3: Heavy damage to building; screaming mother; injured/missing children. [Prioritizing]</p>	<p>Not safe for team to enter. Low priority</p>	<p>Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:</p>

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
<p>Church: Moderate damage; probably only two people in building.</p> <p>[Prioritizing]</p>	<p>Do quick check and move on.</p> <p>Medium priority</p>	<p>Time action completed: _____</p> <p>Completion:</p> <p>No ____ Yes ____ Partial ____</p> <p>Notes:</p>
<p>Child Care Center: Moderate damage; 12 people with various injuries and levels of upset.</p> <p>[Prioritizing]</p>	<p>Many of injured can be helped by CERT; team can move people to safe distance from factory.</p> <p>Top priority</p>	<p>Time action completed: _____</p> <p>Completion:</p> <p>No ____ Yes ____ Partial ____</p> <p>Notes:</p>
<p>Fertilizer plant: Moderate damage; large numbers injured inside plant; NFPA diamond and smoke at back of building indicates dangerous situation.</p> <p>[Prioritizing]</p>	<p>Not safe to enter building. Focus on moving everyone else away from building because of direction of wind.</p> <p>IC should notify emergency services.</p> <p>Medium priority</p>	<p>Time action completed: _____</p> <p>Completion:</p> <p>No ____ Yes ____ Partial ____</p> <p>Notes:</p>

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
(General) Incident Command established. [ICS]	IC identified. Other command positions assigned. SAR groups established and assigned.	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
(General) Medical treatment area established. [Medical Treatment Area Setup]	Per <i>CERT Basic Training</i>	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
(General) Sizeup procedures are followed. [Sizeup]	Per <i>CERT Basic Training</i>	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

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# Facilitator/Evaluator Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

Role (Optional):

CERT/Organization:

- Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the following statements, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The Facilitator(s) was knowledgeable about the area of play and kept the exercise on target.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed the CERT to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped the CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures.	1	2	3	4	5

- Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas for improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Participant Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

CERT/Organization:

1. Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the statements provided below, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed me to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped my CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures.	1	2	3	4	5
After this exercise, I believe my CERT is better prepared to deal successfully with the scenario(s) that was exercised.	1	2	3	4	5

2. Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas for improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

\_\_\_\_\_

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## **Tabletop Exercise #2**

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<i>Facilitator/Evaluator Feedback Form</i>	
<i>Participant Feedback Form</i>	

### How to Use This Document

This document provides exercise Facilitators with all information and materials needed to plan, conduct, and evaluate an exercise. Do the following:

1. Read through the entire exercise and supporting materials.
2. Decide how to localize the scenario in a way that reflects likely challenges in your community and tests your CERT members' skills and techniques.
3. Familiarize yourself with the flow of the exercise by thoroughly reviewing the Facilitator Guidelines. Use these guidelines to conduct the exercise.
4. Make copies of the supporting documents for participants. See the Appendix index for instructions.
5. Make copies of the *Participant Feedback Form* and ask participants to complete it after the exercise.
6. Complete the *Facilitator/Evaluator Feedback Form* after the exercise.

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### **CERT Drills and Exercises**

The Community Emergency Response Team (CERT) Program educates ordinary people from all walks of life about disaster preparedness and weapons of mass destruction and trains them in basic disaster response skills, such as fire safety, light search and rescue, and disaster medical operation. Using the training, CERT members can assist others in their neighborhood or workplace following an event and can take a more active role in preparing their community.

The National CERT Program has developed a library of drills and exercises. These exercises have been designed in a ready-for-use format and include complete instructions, detailed lists of materials, and all supporting forms.

This document is used by the Facilitator(s) and supports the delivery of a tabletop exercise that can be customized to meet local needs.

### **What Is a Tabletop Exercise?**

Tabletop exercises are table-based activities typically held in an informal setting and presented by the Facilitator. There is no hands-on practice or field work. This type of exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletops can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, protection from, mitigation of, response to, and recovery from a defined incident.

Delivered in a low-stress environment, the tabletop exercise offers participants the opportunity to explore different ideas in the context of a real-world scenario. All participants should be encouraged to contribute to the discussion and be reminded they are making decisions in a “no-fault” environment.

Effective facilitation is critical to keeping participants focused on exercise objectives. The Facilitator may ask about the decisions made, including how a decision was reached or what implications a decision might have. The exercise ends either when all actions have been discussed or when the time limit is reached. Participant learning is reinforced and feedback is provided through a hot wash at the conclusion of the exercise.

For descriptions and other types of exercises for CERTs, please visit [www.fema.gov/cert](http://www.fema.gov/cert) and click on CERT Exercises.

## Exercise Overview

### “Tabletop Exercise #2”

**Hazard:** Tornado/wind storm

**Location:** Local neighborhood

**Duration:** 40-60 minutes

### Capabilities Exercised:

- Hazardous materials identification
- Medical triage
- Documentation
- Sizeup

### Exercise Objectives:

- Assess team procedures for identifying the presence of hazardous materials and taking appropriate steps to reduce risks.
- Evaluate the process for assessing and prioritizing survivor conditions.
- Evaluate methods for documenting actions taken.
- Validate CERT sizeup procedures.

### Scenario:

At 2:45 p.m. on a hot and stormy Tuesday afternoon, a severe thunderstorm spawns a tornado. The tornado strikes a town, causing heavy damage. The tornado has damaged a local middle school, and the neighborhood CERT has responded.

As the team members approach the school, they can see that the windows have been blown out of most of the building. There is debris on the ground including broken glass, books, papers, and pieces of broken furniture. Walking around the building, the team notices that although the classrooms are full of broken furniture, the walls and ceilings appear sound.

As the team members round the building to the back, the school principal approaches the team. He is bleeding from a head injury and tells the team that they haven't accounted for everyone. Two teachers, the janitor, and at least five students are missing. He has called the Fire Department, but they told him they weren't sure when they would be able to get there because of the extensive damage to the rest of the town.

The scene at the back of the school is chaotic. Two teachers who appear uninjured are trying to care for 15 children gathered in the parking lot. Some of the children are sitting,

## **CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #2**

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some are lying down, and others are walking around. Many of the children are crying, and some are screaming.

Voices can be heard from within the building calling for help.

A third teacher runs up and says that the janitor, Mr. Haynesworth, is trapped under some debris in the Maintenance Office and needs help immediately.

## For Exercise Staff

### Exercise Synopsis:

This tabletop exercise gives the team the opportunity to:

- Discuss the process it would use to set up a Command Post.
- Develop a plan to respond to a disaster situation with a variety of damaged buildings and survivors; the plan must address triage and the identification of and response to hazardous materials.

The focus of the exercise is on prioritizing actions based on what is known of the situation and the capabilities of the team.

These activities are performed in the context of a scenario where buildings have been damaged and people injured as the result of a tornado (or wind storm). This scenario could be changed to any event that would result in building damage and injured survivors.

After discussing the process for setting up the Command Post, the team develops an initial plan to respond to the situation. Once the initial plan is developed, the Facilitator pauses the exercise to discuss the plan.

After the discussion, the Facilitator passes out *Damage Assessment Forms* with information on the condition of the buildings and survivors. Using this new information, the team then develops a plan for responding to the scenario.

The exercise ends either when all actions have been discussed or the time limit is reached. At the conclusion of the exercise, a hot wash helps participants review what they have learned and provides feedback on the exercise.

### Exercise Materials and Staff:

- Facilitator (1 for each group of 7-10)
- Forms:
  - Local map, used during the exercise
  - *Damage Assessment Forms*, used during the exercise
  - *Events and Evaluation Form for Facilitator(s) and Evaluator(s)*, used by the Facilitator(s) and Evaluator(s) during the exercise
  - *Facilitator/Evaluator Feedback Form*, completed after the exercise
  - *Participant Feedback Form*, completed after the exercise

### Exercise Staff Roles:

#### 1. *Facilitator*

The Facilitator will play three roles for this exercise.

First, the Facilitator will lead and guide the exercise by presenting information. This will keep the exercise moving forward and make sure the key decision points in the exercise are reached.

Second, the Facilitator will observe and coach. In this role, he or she will observe the group process and discussion. As the exercise unfolds, he or she may need to step in and help the team members clarify their decision making by asking questions about their thought process and the factors they considered in making choices. For example, if they placed a high priority on helping a victim who was probably dying, or if they decided to enter a building that was clearly too dangerous, work through their decision-making process so they realize the potential negative results of their decision.

The Facilitator may want to take notes on decisions made and actions taken so he or she can refer to them later. Use the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)* to record notes.

Third, the Facilitator will conduct a hot wash (debrief). The purpose of the hot wash is to reinforce learning by helping participants evaluate their own decision making. It is a balance between:

- Asking participants why they made the choices they did and what they learned.
- Providing additional information and coaching.

Bear in mind that, although the Facilitator may have more experience and knowledge, participants will likely learn more if coached through their decision-making process than if they are told what they should have done.

During the hot wash and after the exercise, the Facilitator has additional responsibilities including collecting feedback on the exercise and how beneficial it was for CERT participants, and providing input to improve future CERT exercises.

#### 2. *Evaluator*

The role of Evaluator is typically assumed by the Facilitator in a tabletop exercise. The primary responsibility of the Evaluator is to assess the exercise based on the events and expected actions listed on the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)*. The Evaluator typically has a passive role and does not interfere with the exercise unless he or she is also playing the role of Facilitator.

**Facilitator Guidelines**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>1</b>	Prepare for the exercise.	<ul style="list-style-type: none"> <li>• Make copies of the handouts in the Appendix. The Appendix index indicates how many copies are needed.</li> <li>• Make copies of the two-page Exercise Overview for each participant.</li> </ul>
<b>2</b>	If necessary, organize the group into groups of 7-10.	Explain that each small group will go through the exercise together.
<b>3</b>	Introduce the exercise to all participants.	<p>Distribute the two-page Exercise Overview to all participants.</p> <p>Explain that the purpose of the exercise is:</p> <ul style="list-style-type: none"> <li>• To provide an opportunity to talk through the procedures the team would implement in response to a given scenario.</li> <li>• To improve CERT's operational performance by practicing and validating policies, plans, procedures, and training in the risk-free environment of an exercise.</li> </ul>
<b>4</b>	Review the goals of the exercise with all participants.	<p>Explain the goals of the exercise.</p> <ul style="list-style-type: none"> <li>• Assess team procedures for identifying the presence of hazardous materials and taking appropriate steps to reduce risks.</li> <li>• Evaluate the process for assessing and prioritizing survivor conditions.</li> <li>• Evaluate methods for documenting actions taken.</li> <li>• Validate CERT sizeup procedures.</li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #2**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>5</b>	Present the scenario to all participants.	<ul style="list-style-type: none"> <li>• At 2:45 p.m. on a hot and stormy Tuesday afternoon, a severe thunderstorm spawns a tornado. The tornado strikes a town, causing heavy damage. The tornado has damaged a small local middle school, and the neighborhood CERT has responded.</li> <li>• As the team members approach the school, they can see that the windows have been blown out of most of the building. There is debris on the ground including broken glass, books, papers, and pieces of broken furniture. Walking around the building, the team notices that although the classrooms are full of broken furniture, the walls and ceilings appear sound.</li> <li>• As the team members round the building to the back, the school principal approaches the team. He is bleeding from a head injury and tells the team that they haven't accounted for everyone. Two teachers, the janitor, and at least five students are missing. He has called the Fire Department, but they told him they weren't sure when they would be able to get there because of the extensive damage to the rest of the town.</li> <li>• The scene at the back of the school is chaotic. Two teachers who appear uninjured are trying to care for 15 children gathered in the parking lot. Some of the children are sitting, some are lying down, and others are walking around. Many of the children are crying, and some are screaming.</li> <li>• Voices can be heard from within the building calling for help.</li> <li>• A third teacher runs up and says that the janitor, Mr. Haynesworth, is trapped under some debris in the Maintenance Office and needs help immediately.</li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #2**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>6</b>	Hand out copies of the map to each participant.	
<b>7</b>	Provide initial instructions.	<p>Ask the group how they would:</p> <ul style="list-style-type: none"> <li>• Establish an Incident Command.</li> <li>• Choose the location for the medical treatment area.</li> <li>• Develop a plan to respond to the situation, including defined roles and assigned tasks.</li> </ul> <p>Emphasize that all members of each small group will participate in the decision-making process. Each member should be prepared to make decisions as if he or she is the Incident Commander (IC), Team Leader, or another role of the Command Post Team.</p>
<b>8</b>	Pause. Discuss the roles and tasks and provide feedback about the group's decisions.	<ul style="list-style-type: none"> <li>• Do the roles and tasks address the situation in the best way possible?</li> <li>• Are the Command Post and medical treatment area located appropriately?</li> </ul>
<b>9</b>	Resume the exercise by distributing the <i>Damage Assessment Forms</i> to each group.	Instruct the group to review the <i>Damage Assessment Forms</i> .
<b>10</b>	Ask the group to develop a plan of action.	Explain that the plan of action should address the situation as they now understand it. An IC should be designated and he or she should ask for input from the team as if everyone has a role on the Command Post Team. NOTE: Coaching points are provided in Step 16.
<b>11</b>	Observe the discussion and decision-making process.	

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #2**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>12</b>	Discuss the implications of their decisions as appropriate.	Review the decisions made by the team and discuss if the team's priorities are based on the needs of the situation and if the team has the capability to achieve its action plan.
<b>13</b>	Terminate the exercise when the time has run out, or most of the small groups have developed a final plan of action.	
<b>14</b>	Conduct the hot wash with all participants and staff members.	<ul style="list-style-type: none"> <li>• Since documentation is a key part of every CERT response, ask specific questions during the hot wash that would likely require the group to refer to documentation for answers. Questions might include:               <ul style="list-style-type: none"> <li>○ How were CERT members divided into functional teams?</li> <li>○ What actions were taken and by whom?</li> <li>○ Why were certain actions taken?</li> <li>○ When did they do this?</li> <li>○ What conditions did they find?</li> <li>○ What did you do next?</li> <li>○ What worked well and what did not?</li> <li>○ What forms or methods would you use in a real event to document status and additional needs?</li> </ul> </li> <li>• NOTE: Documentation may be done in a variety of ways – from structured forms, to notes on scrap cardboard, to writing on the back of a hand. The format isn't important, but retaining the information is.</li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #2**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>15</b>	Provide coaching to the participants as appropriate.	<p>Coaching points you may want to bring up to the group if not already mentioned include:</p> <ul style="list-style-type: none"> <li>• The two most important goals for team members are: Protect yourself first, and then do the greatest good for the greatest number of people. All other decisions flow from these two considerations.</li> <li>• Parking lot <ul style="list-style-type: none"> <li>○ The teacher with a broken wrist is a low priority.</li> <li>○ The teacher lying on the ground unconscious, who does not seem to be breathing and has a rapid, shallow heart rate is probably dying. This is a low priority.</li> <li>○ The 10 uninjured children are a low priority. Consider finding a volunteer to move them to an area away from those who are severely injured.</li> <li>○ The child with spurting blood has an arterial wound. This is a high priority.</li> <li>○ The unconscious child who is having trouble breathing may have an obstructed breathing passage. This is a high priority. Note that the IC could inform emergency services about this situation.</li> <li>○ The screaming child whose arm is hanging limply from her shoulder probably has a broken arm. While she is in pain, this is not life threatening. She is a low priority. When time permits, splint her arm. In the meantime, try to find someone to sit with her.</li> </ul> </li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #2**

Step	Action	What to Say/Do
		<ul style="list-style-type: none"> <li>○ The child lying on the ground moaning needs a head to toe assessment. This person may be in shock. This is a high priority.</li> <li>○ The child sitting against a tree not responding to verbal commands is likely in shock. This is a medium priority.</li> <li>● School building               <ul style="list-style-type: none"> <li>○ The classroom with the door blocked by debris clearly has people trapped in it. Sending more members will likely be enough to move the debris and rescue the teacher and students. This is a high-priority rescue.</li> <li>○ The child crushed under the large wooden cabinet is probably dead. Move on.</li> </ul> </li> <li>● Maintenance Office               <ul style="list-style-type: none"> <li>○ It will be very tempting to try to rescue Mr. Haynesworth since he is so close to the open door. However, the National Fire Protection Association (NFPA) sticker clearly indicates a flammable hazard, and the smoke drifting out the door indicates a fire inside. No one should enter this area. Wait for the Fire Department.</li> </ul> </li> </ul>
<b>16</b>	Distribute the <i>Participant Feedback Form</i> to all participants.	Ask participants to complete the form.
<b>17</b>	Distribute the <i>Facilitator/Evaluator Feedback Form</i> .	Ask all Facilitators/Evaluators to complete the form.

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## Appendix

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## **Index of Forms and Materials**

Local map (1 page): 1 copy per participant is distributed during the exercise

*Damage Assessment Forms* (3 pages): 1 set per team is distributed during the exercise

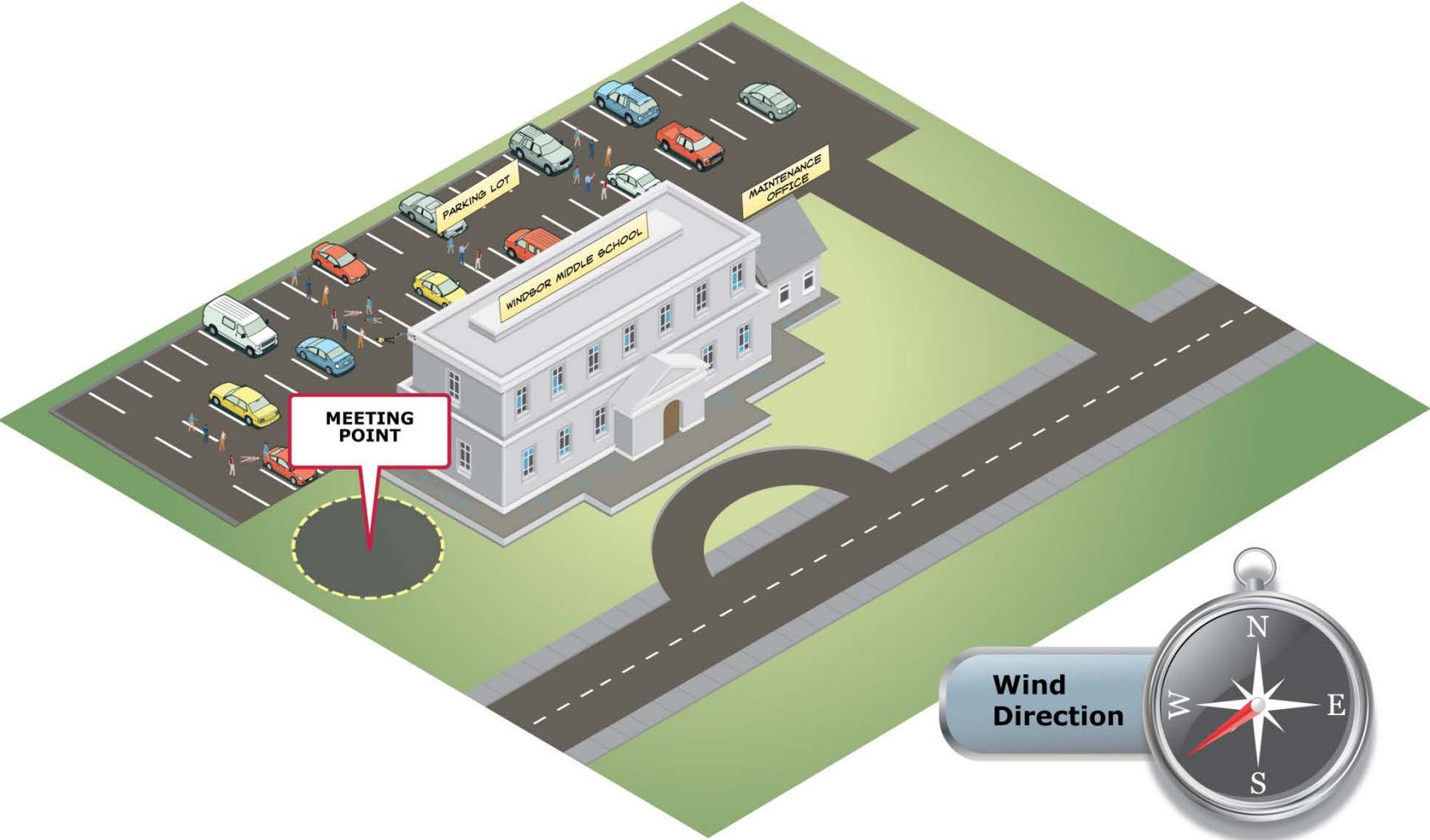
*Events and Evaluation Form for Facilitator(s) and Evaluator(s)* (4 pages): 1 copy per Facilitator and Evaluator is distributed before the exercise

*Facilitator/Evaluator Feedback Form* (1 page): 1 copy per Facilitator and Evaluator is distributed after the exercise

*Participant Feedback Form* (1 page): 1 copy per participant is distributed after the exercise

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**Local Map**



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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
Parking Lot

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
								X			X				

**OBSERVATIONS**

One teacher has a broken wrist but responds to questions.

One teacher is lying on the ground unconscious. He does not seem to be breathing. Heart rate is rapid but shallow.

Ten children are uninjured.

Five children are injured:

- One child has a deep cut on his forearm and blood is spurting out.
- One child is unconscious and having trouble breathing.
- One child is screaming and her arm is hanging limply from her shoulder.
- One child is lying on the ground moaning.
- One child is sitting against a tree and does not respond to verbal comments.

CERT MEMBER: John	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
*School building*

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
						X		X	X	?	X				

**OBSERVATIONS**

*One classroom door is blocked by debris. It is too much for the search team to move. The team was able to establish voice contact with the teacher in the room. She has a broken leg and there are several students in the room with her. Some appear unconscious.*

*In one classroom, a large wooden cabinet has fallen on a child. His legs are visible, but he is not moving and is unresponsive to verbal questions. No pulse can be detected in his ankle.*

CERT MEMBER: <i>Sarah</i>	PAGE <u>1</u> OF <u>1</u>
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DAMAGE ASSESSMENT FORM		CERT					DATE								
LOCATION <i>Maintenance Office</i>															
SIZE UP (check if applicable)															
FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
X					X	X		X	X		X				
OBSERVATIONS															
<p><i>Heavy metal door to office is partially open from the outside, but blocked by debris.</i></p> <p><i>Light smoke is drifting out the top of the door.</i></p> <p><i>Mr. Haynesworth can be heard moaning inside the room, but he can't be seen from the outside. He is in severe pain and is calling for help.</i></p> <p><i>The door has an NFPA sticker on it coded: Blue - 1, Red - 3, Yellow - 0, White -Blank.</i></p>															
CERT MEMBER: <i>Micah</i>										PAGE <u>1</u> OF <u>1</u>					

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## Events and Evaluation Form for Facilitator(s) and Evaluator(s)

Message/Event	Expected Action	Actual Observed (To be filled in by Evaluators during the exercise)
Parking lot: Teacher with broken wrist.  [Prioritizing]	Low priority	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
Parking lot: Teacher lying on the ground unconscious who does not seem to be breathing and has a rapid, shallow heart rate.  [Prioritizing]	Probably dying.  Low priority	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
Parking lot: Ten uninjured children.  [Prioritizing]	Low priority  Consider finding volunteer to move children to area away from more severely injured people.	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
Parking lot: Child with spurting blood.  [Prioritizing]	Has an arterial wound.  High priority	Time action completed: _____  Completion: No ____ Yes ____ Partial ____  Notes:
Parking lot: Unconscious child who is having trouble breathing.  [Prioritizing]	May have obstructed breathing passage.  High priority  IC could inform emergency services about this situation.	Time action completed: _____  Completion: No ____ Yes ____ Partial ____  Notes:
Parking lot: Screaming child whose arm is hanging limply from her shoulder.  [Prioritizing]	Probably has a broken arm.  While she is in pain, this is not life threatening.  Low priority  When time permits, splint her arm. In the meantime, try to find someone to sit with her.	Time action completed: _____  Completion: No ____ Yes ____ Partial ____  Notes:

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
Parking lot: Child lying on the ground moaning. [Prioritizing]	Needs head-to-toe assessment. May be in shock. High priority	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
Parking lot: Child sitting against a tree not responding to verbal commands. [Prioritizing]	Likely in shock. Medium priority	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
School building: Classroom with the door blocked by debris. [Prioritizing]	Clearly has people trapped in it. Sending more members will likely be enough to move debris and rescue teacher and students. High-priority rescue	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
School building: Child crushed under the large wooden cabinet. [Prioritizing]	Probably dead. Move on.	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
<p>Maintenance Office: Mr. Haynesworth behind partially blocked door. [Prioritizing]</p>	<p>Very tempting to try to rescue Mr. Haynesworth since so close to open door. But NFPA sticker clearly indicates flammable hazard, and smoke drifting out the door indicates a fire inside. No one should enter area. Wait for Fire Department.</p>	<p>Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:</p>
<p>(General) Incident Command established. [Incident Command]</p>	<p>IC identified. Other command positions assigned. SAR groups established and assigned.</p>	<p>Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:</p>
<p>(General) Medical treatment area established. [Medical Treatment Area Setup]</p>	<p>Per <i>CERT Basic Training</i></p>	<p>Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:</p>

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
(General) Sizeup procedures are followed.  [Sizeup]	Per <i>CERT Basic Training</i>	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

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# Facilitator/Evaluator Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

Role (Optional):

CERT/Organization:

1. Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the following statements, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The Facilitator(s) was knowledgeable about the area of play and kept the exercise on target.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed the CERT to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped the CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures.	1	2	3	4	5

2. Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

\_\_\_\_\_

Areas for improvement: \_\_\_\_\_

\_\_\_\_\_

3. Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Participant Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

CERT/Organization:

1. Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the statements provided below, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed me to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped my CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures	1	2	3	4	5
After this exercise, I believe my CERT is better prepared to deal successfully with the scenario(s) that was exercised.	1	2	3	4	5

2. Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

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Areas for improvement: \_\_\_\_\_

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3. Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

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## **Tabletop Exercise #3**

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Participant Feedback Form	

### How to Use This Document

This document provides exercise Facilitators with all information and materials needed to plan, conduct, and evaluate an exercise. Do the following:

1. Read through the entire exercise and supporting materials.
2. Decide how to localize the scenario in a way that reflects likely challenges in your community and tests your CERT members' skills and techniques.
3. Familiarize yourself with the flow of the exercise by thoroughly reviewing the Facilitator Guidelines. Use these guidelines to conduct the exercise.
4. Make copies of the supporting documents for participants. See the Appendix index for instructions.
5. Make copies of the *Participant Feedback Form* and ask participants to complete it after the exercise.
6. Complete the *Facilitator/Evaluator Feedback Form* after the exercise.

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### **CERT Drills and Exercises**

The Community Emergency Response Team (CERT) Program educates ordinary people from all walks of life about disaster preparedness and weapons of mass destruction and trains them in basic disaster response skills, such as fire safety, light search and rescue, and disaster medical operation. Using the training, CERT members can assist others in their neighborhood or workplace following an event and can take a more active role in preparing their community.

The National CERT Program has developed a library of drills and exercises. These exercises have been designed in a ready-for-use format and include complete instructions, detailed lists of materials, and all supporting forms.

This document is used by the Facilitator(s) and supports the delivery of a tabletop exercise that can be customized to meet local needs.

### **What Is a Tabletop Exercise?**

Tabletop exercises are table-based activities typically held in an informal setting and presented by the Facilitator. There is no hands-on practice or field work. This type of exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletops can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, protection from, mitigation of, response to, and recovery from a defined incident.

Delivered in a low-stress environment, the tabletop exercise offers participants the opportunity to explore different ideas in the context of a real-world scenario. All participants should be encouraged to contribute to the discussion and be reminded they are making decisions in a “no-fault” environment.

Effective facilitation is critical to keeping participants focused on exercise objectives. The Facilitator may ask about the decisions made, including how a decision was reached or what implications a decision might have. The exercise ends either when all actions have been discussed or when the time limit is reached. Participant learning is reinforced and feedback is provided through a hot wash at the conclusion of the exercise.

For descriptions and other types of exercises for CERTs, please visit [www.fema.gov/cert](http://www.fema.gov/cert) and click on CERT Exercises.

## Exercise Overview

### “Tabletop Exercise #3”

**Hazard:** Explosion

**Location:** Furniture factory

**Duration:** 40-60 minutes

#### Capabilities Exercised:

- Communications
- Documentation
- Scene management
- Sizeup

#### Exercise Objectives:

- Assess plans and protocols for communicating between the CERT and professional responders, between the CERT Command Post and the field, and between team members.
- Evaluate methods for documenting actions taken.
- Evaluate the procedures for managing responses from the survivors in a disaster area.
- Validate CERT sizeup procedures.

#### Scenario:

It is a cold and blustery Saturday afternoon in November. At approximately X:YY (use a time shortly before the exercise begins), a fire is reported at a furniture factory at the edge of town. Members of the neighborhood CERT arrive in small groups. Emergency responders are not yet on the scene.

The factory has suffered severe structural damage. Part of the roof has collapsed and one section of the building is now a smoking pile of rubble. There are survivors sitting or lying on the ground outside the building.

Team members report seeing a car accident as they came in. A variety of people are moving through the area – some are hysterical, some have injuries, and some seem disoriented. Others arrive to report injured people in nearby buildings, while still others are volunteers from the neighborhood asking what they can do to help.

### For Exercise Staff

#### Exercise Synopsis:

This exercise gives the team the opportunity to discuss how it would respond to a chaotic situation with a variety of emergency situations demanding attention. The team will discuss and suggest a variety of decisions and task assignments to team members and then will discuss how to respond to the reports it would receive from the teams. Then the Facilitator plays the role of a Fire Department representative and asks questions about what decisions have been made. These questions require detailed responses and test the team's documentation procedures.

These activities are performed in the context of a scenario where buildings have been damaged and people injured as the result of an explosion. This scenario could be changed to any event that would result in building damage and injured survivors.

After discussing the process for setting up the Command Post, the team develops an initial plan to respond to the situation. Once the initial plan is developed, the Facilitator pauses the exercise to discuss the plan.

After the discussion, the Facilitator passes out *Damage Assessment Forms* with information on the condition of the buildings and survivors. Using this new information, the team then develops a plan for responding to the scenario.

The exercise ends either when all actions have been discussed or the time limit is reached. At the conclusion of the exercise, a hot wash helps participants review what they have learned and provides feedback on the exercise.

#### Exercise Materials and Staff:

- Facilitator (1 for each group of 7-10)
- Forms:
  - Local map, used during the exercise
  - *Damage Assessment Forms*, used during the exercise
  - *Actor Profile Cards*, used during the exercise
  - *Events and Evaluation Form for Facilitator(s) and Evaluator(s)*, used by the Facilitator(s) and Evaluator(s) during the exercise
  - *Facilitator/Evaluator Feedback Form*, completed after the exercise
  - *Participant Feedback Form*, completed after the exercise

### Exercise Staff Roles:

#### 1. *Facilitator*

The Facilitator will play three roles for this exercise.

First, the Facilitator will lead and guide the exercise by presenting information. This will keep the exercise moving forward and make sure the key decision points in the exercise are reached.

Second, the Facilitator will observe and coach. In this role, he or she will observe the group process and discussion. As the exercise unfolds, he or she may need to step in and help the team members clarify their decision making by asking questions about their thought process and the factors they considered in making choices. For example, if they placed a high priority on helping a victim who was probably dying, or if they decided to enter a building that was clearly too dangerous, work through their decision-making process so they realize the potential negative results of their decision.

The Facilitator may want to take notes on decisions made and actions taken so he or she can refer to them later. Use the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)* to record notes.

Third, the Facilitator will conduct a hot wash (debrief). The purpose of the hot wash is to reinforce learning by helping participants evaluate their own decision making. It is a balance between:

- Asking participants why they made the choices they did and what they learned.
- Providing additional information and coaching.

Bear in mind that, although the Facilitator may have more experience and knowledge, participants will likely learn more if coached through their decision-making process than if they are told what they should have done.

During the hot wash and after the exercise, the Facilitator has additional responsibilities including collecting feedback on the exercise and how beneficial it was for CERT participants, and providing input to improve future CERT exercises.

#### 2. *Evaluator*

The role of Evaluator is typically assumed by the Facilitator in a tabletop exercise. The primary responsibility of the Evaluator is to assess the exercise based on the events and expected actions listed on the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)*. The Evaluator typically has a passive role and does not interfere with the exercise unless he or she is also playing the role of Facilitator.

**Facilitator Guidelines**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>1</b>	Prepare for the exercise.	<ul style="list-style-type: none"> <li>• Make copies of the handouts in the Appendix. The Appendix index indicates how many copies are needed.</li> <li>• Make copies of the one-page Exercise Overview for each participant.</li> </ul>
<b>2</b>	If necessary, organize the group into groups of 7-10.	Explain that each small group will go through the exercise together.
<b>3</b>	Introduce the exercise to all participants.	<p>Distribute the one-page Exercise Overview to all participants.</p> <p>Explain that the purpose of the exercise is:</p> <ul style="list-style-type: none"> <li>• To provide an opportunity to talk through the procedures the team would implement in response to a given scenario.</li> <li>• To improve CERT's operational performance by practicing and validating policies, plans, procedures, and training in the risk-free environment of an exercise.</li> </ul>
<b>4</b>	Review the goals of the exercise with all participants.	<p>Explain the goals of the exercise.</p> <ul style="list-style-type: none"> <li>• Assess plans and protocols for communicating between the CERT and professional responders, between the CERT Command Post and the field, and between team members.</li> <li>• Evaluate methods for documenting actions taken.</li> <li>• Evaluate the procedures for managing responses from the survivors in a disaster area.</li> <li>• Validate CERT sizeup procedures.</li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #3**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>5</b>	Present the scenario to all participants.	<ul style="list-style-type: none"> <li>• It is a cold and blustery Saturday afternoon in November. At approximately X:YY (use a time shortly before your exercise begins), a fire is reported at a furniture factory at the edge of town. Members of the neighborhood CERT arrive in small groups. Emergency responders are not yet on the scene.</li> <li>• The factory suffered severe structural damage. Part of the roof has collapsed and one section of the building is now a smoking pile of rubble. There are survivors sitting or lying on the ground outside the building.</li> <li>• Team members report seeing a car accident as they came in.</li> <li>• A variety of people are moving through the area – some are hysterical, some have injuries, some seem disoriented. Others arrive to report injured people in nearby buildings, while still others are volunteers from the neighborhood asking what they can do to help.</li> </ul>
<b>6</b>	Hand out copies of the map to each participant.	
<b>7</b>	Provide initial instructions.	<p>Ask the group how they would:</p> <ul style="list-style-type: none"> <li>• Establish an Incident Command.</li> <li>• Develop a plan to respond to the situation, including defined roles and assigned tasks.</li> </ul> <p>Emphasize that all members of each small group will participate in the decision-making process. Each member should be prepared to make decisions as if he or she is the Incident Commander (IC), Team Leader, or another role of the Command Post Team.</p>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #3**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>8</b>	Pause. Discuss the roles and tasks and provide feedback about the group's decisions.	<ul style="list-style-type: none"> <li>• Do the roles and tasks address the situation in the best way possible?               <ul style="list-style-type: none"> <li>○ NOTE: The plan should include sending teams to size up the two houses on fire and the car accident, as well as a team to triage the injured at the factory.</li> </ul> </li> <li>• Is the Command Post located appropriately?</li> </ul>
<b>10</b>	Resume the exercise by distributing the <i>Damage Assessment Forms</i> to each group.	Instruct the group: <ul style="list-style-type: none"> <li>• Teams were sent to the houses, car accident, and factory. They returned initial <i>Damage Assessment Forms</i>.</li> <li>• Review the <i>Damage Assessment Forms</i>.</li> </ul>
<b>11</b>	Ask the group to develop a plan of action.	Explain that the plan of action should address the situation as they now understand it. An IC should be designated and he or she should ask for input from the team as if everyone has a role on the Command Post Team. NOTE: Coaching points are provided in Step 16.

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #3**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>12</b>	<p>Observe the discussion and decision-making process.</p> <p>As they are discussing their actions, have a role-player(s) approach the group and play one or more of the roles described on the <i>Actor Profile Cards</i>.</p> <p>Alternatively, the Facilitator can just read the cards. Have the team respond to each character before returning to their original discussion.</p>	
<b>13</b>	<p>Discuss the implications of their decisions as appropriate.</p>	<ul style="list-style-type: none"> <li>• Review the decisions made by the team and discuss if the team’s priorities are based on the needs of the situation and if the team has the capability to achieve its action plan.</li> <li>• Did the decisions emphasize safety?</li> </ul>
<b>14</b>	<p>When a final plan has been developed, announce that the Fire Department has just arrived. Play the role of the Fire Chief asking the CERT leader what has happened up to this point.</p>	<ul style="list-style-type: none"> <li>• Since documentation is a key part of every CERT response, ask specific questions that would likely require the IC to refer to documentation for answers. Questions might include:             <ul style="list-style-type: none"> <li>○ Who did you assign?</li> <li>○ When did they do this?</li> <li>○ What conditions did they find?</li> <li>○ What did you do next?</li> </ul> </li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #3**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
		<ul style="list-style-type: none"> <li>○ What forms or methods would you use in a real event to document status and additional needs?</li> </ul>
<b>15</b>	Conduct the hot wash with all participants and staff members.	<ul style="list-style-type: none"> <li>● Since documentation is a key part of every CERT situation, ask specific questions during the hot wash that would likely require the group to refer to documentation for answers. Questions might include:               <ul style="list-style-type: none"> <li>○ How were CERT members divided into functional teams?</li> <li>○ What actions were taken and by whom?</li> <li>○ Why were certain actions taken?</li> <li>○ What did you do next?</li> <li>○ What worked well and what did not?</li> </ul> </li> <li>● NOTE: Documentation may be done in a variety of ways – from structured forms, to notes on scrap cardboard, to writing on the back of a hand. The format isn't important, but retaining the information is.</li> </ul>
<b>16</b>	Provide coaching to the participants as appropriate.	<p>Coaching points you may want to bring up to the group if not already mentioned include:</p> <ul style="list-style-type: none"> <li>● The two most important goals for team members are: Protect yourself first, and then do the greatest good for the greatest number of people. All other decisions flow from these two considerations.</li> </ul> <p>The location at which the team gathered is not a good location, as it is likely to be in the path of wind and airborne debris. The corner park is a better location for the Command Post and is a safe location to move the injured.</p>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #3**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
		<ul style="list-style-type: none"> <li>• House 1                             <ul style="list-style-type: none"> <li>○ The team should size up this situation. If it is deemed safe to enter, the team can search the house.</li> </ul> </li> <li>• House 2                             <ul style="list-style-type: none"> <li>○ The team should assess the worker for shock, treat on the scene as needed; and escort the worker to evacuation area for treatment of burns.</li> </ul> </li> <li>• Car accident                             <ul style="list-style-type: none"> <li>○ The woman with the head wound can be brought to the evacuation area and given basic first aid. Wait for the Fire Department to extricate the trapped survivor and determine if there is a baby in the back seat.</li> </ul> </li> <li>• Injured in front of factory                             <ul style="list-style-type: none"> <li>○ Young woman with severe pain in her right arm: Low priority. Bring to evacuation area. Splint her arm.</li> <li>○ Older man with a cut in his leg that is spurting blood: High priority. Apply pressure bandage immediately, then bring to evacuation area.</li> <li>○ Middle-aged man with a broken leg: Low priority. Splint leg and use appropriate techniques to carry him to the evacuation area.</li> <li>○ Middle-aged woman with a slight cut on her arm, who is tending to the others: Put her to work helping in the evacuation area.</li> <li>○ Young man with a bump on his head who is barely conscious and is moaning loudly: High priority. Perform head-to-toe assessment, and then carry to evacuation area.</li> </ul> </li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #3**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>17</b>	Distribute the <i>Participant Feedback Form</i> to all participants.	Ask participants to complete the form.
<b>18</b>	Distribute the <i>Facilitator/Evaluator Feedback Form</i> .	Ask all Facilitators/Evaluators to complete the form.

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## **Appendix**

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## **Index of Forms and Materials**

Local map (1 page): 1 copy per participant is distributed during the exercise

*Damage Assessment Forms* (4 pages): 1 set per team is distributed during the exercise

*Actor Profile Cards* (1 page): 1 set per Facilitator is used during the exercise

*Events and Evaluation Form for Facilitator(s) and Evaluator(s)* (5 pages): 1 copy per Facilitator and Evaluator is distributed before the exercise

*Facilitator/Evaluator Feedback Form* (1 page): 1 copy per Facilitator and Evaluator is distributed after the exercise

*Participant Feedback Form* (1 page): 1 copy per participant is distributed after the exercise

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Local Map



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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
*House #1*

**SIZE UP**  
 (check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
X											X				

**OBSERVATIONS**

*Hole in the roof.*

*No other damage is visible from the outside.*

*Voices inside the house calling for help.*

CERT MEMBER: <i>John</i>	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
House #2

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
								X			X				

**OBSERVATIONS**

Woman is outside trying to wave down help. She says a factory worker is in her bathroom treating himself for burns.

CERT MEMBER: Sarah	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
*In front of the factory*

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS			
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING	
X						X		X	?		X					

**OBSERVATIONS**

*People with the following injuries:*

- *Young woman with severe pain in her right arm*
- *Older man with a cut in his leg that is spurting blood*
- *Middle-aged man with a broken leg*
- *Middle-aged woman with a slight cut on her arm, who is tending to the others*
- *Young man with a bump on his head who is barely conscious and is moaning loudly*

CERT MEMBER: <i>Micah</i>	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
*Car accident*

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
						X		X	X		X				

**OBSERVATIONS**

*Passenger was already outside the vehicle. She had a pretty bad cut on her head.*

*Driver's side of the car is crushed, and the door won't open.*

*Driver is pinned in wreckage by steering wheel. He's unconscious.*

*Baby car seat is in back seat with a blanket over it. Couldn't get into car to see if there was actually a baby in there.*

CERT MEMBER: <i>Debbie</i>	PAGE <u>1</u> OF <u>1</u>
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## Actor Profile Cards

**Actor Profile Card  
(Hysterical person)**

Walk up to a CERT member and insist that someone come to your house because your spouse has collapsed on the floor and won't get up. Note: you are not injured, but you are frantic and hysterical.

**Actor Profile Card  
(Deep cut in arm)**

Walk up to a CERT member and ask for help. When asked what the problem is, show that you have a deep cut in your arm that is spurting blood. Note: act disoriented and wobbly.

**Actor Profile Card  
(Older disoriented person)**

You are an older person who is very disoriented. You want to know what is happening and who all these people are. You become increasingly upset as the conversation progresses.

**Actor Profile Card  
(Nurse's aide)**

Walk up to the Command Post and offer to help. When asked about your skills, say that you are a nurse's aide at the hospital.

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## Events and Evaluation Form for Facilitator(s) and Evaluator(s)

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
<p>House 1:</p> <p>Hole in the roof.</p> <p>No other damage is visible from the outside.</p> <p>Voices inside the house calling for help.</p> <p>[Sizeup, Prioritizing]</p>	<p>Size up situation.</p> <p>If safe to enter, team searches house.</p>	<p>Time action completed: _____</p> <p>Completion:</p> <p>No ____ Yes ____ Partial ____</p> <p>Notes:</p>
<p>House 2:</p> <p>Woman is outside trying to wave down help.</p> <p>She says a factory worker is in her bathroom treating himself for burns.</p> <p>[Sizeup, Prioritizing, Communications]</p>	<p>Assess worker for shock.</p> <p>Treat on scene as needed.</p> <p>Escort worker to evacuation area for treatment of burns.</p>	<p>Time action completed: _____</p> <p>Completion:</p> <p>No ____ Yes ____ Partial ____</p> <p>Notes:</p>

<p align="center"><b>Message/Event</b></p>	<p align="center"><b>Expected Action</b></p>	<p align="center"><b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b></p>
<p>Car accident:</p> <p>Passenger was already outside the vehicle. She had a pretty bad cut on her head.</p> <p>Driver's side of the car is crushed, and the door won't open.</p> <p>Driver is pinned in wreckage by steering wheel. He's unconscious.</p> <p>Baby car seat is in back seat with a blanket over it. Couldn't get into car to see if there was actually a baby in there.</p> <p>[Sizeup, Prioritizing, Communications]</p>	<p>Bring woman with head wound to evacuation area and give basic first aid.</p> <p>Wait for Fire Department to extricate trapped survivor and determine if there is a baby in the back seat.</p>	<p>Time action completed: _____</p> <p>Completion:</p> <p>No ____ Yes ____ Partial ____</p> <p>Notes:</p>
<p>Injured in front of factory:</p> <p>Young woman with severe pain in her right arm.</p> <p>[Prioritizing]</p>	<p>Low priority</p> <p>Bring her to evacuation area.</p> <p>Splint her arm.</p>	<p>Time action completed: _____</p> <p>Completion:</p> <p>No ____ Yes ____ Partial ____</p> <p>Notes:</p>

<p align="center"><b>Message/Event</b></p>	<p align="center"><b>Expected Action</b></p>	<p align="center"><b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b></p>
<p>Injured in front of factory: Older man with a cut in his leg that is spurting blood. [Prioritizing]</p>	<p>High priority Apply pressure bandage immediately, and then bring him to evacuation area.</p>	<p>Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:</p>
<p>Injured in front of factory: Middle-aged man with a broken leg. [Prioritizing]</p>	<p>Low priority Splint leg and use appropriate techniques to carry him to evacuation area.</p>	<p>Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:</p>
<p>Injured in front of factory: Middle-aged woman with a slight cut on her arm who is tending to the others. [Scene Management]</p>	<p>Put her to work helping in evacuation area.</p>	<p>Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:</p>

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
<p>Injured in front of factory:  Young man with bump on head who is barely conscious and is moaning loudly.  [Prioritizing]</p>	<p>High priority  Perform a head-to-toe assessment, and then carry to evacuation area.</p>	<p>Time action completed: _____  Completion:  No ____ Yes ____ Partial ____  Notes:</p>
<p>(General) Incident Command established.  [Incident Command]</p>	<p>IC identified.  Other command positions assigned.  SAR groups established and assigned.</p>	<p>Time action completed: _____  Completion:  No ____ Yes ____ Partial ____  Notes:</p>
<p>(General) Medical treatment area established.  [Medical Treatment Area Setup]</p>	<p>Per <i>CERT Basic Training</i></p>	<p>Time action completed: _____  Completion:  No ____ Yes ____ Partial ____  Notes:</p>

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
(General) Sizeup procedures are followed. [Sizeup]	Per <i>CERT Basic Training</i>	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

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# Facilitator/Evaluator Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

Role (Optional):

CERT/Organization:

- Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the following statements, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The Facilitator(s) was knowledgeable about the area of play and kept the exercise on target.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed the CERT to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped the CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures.	1	2	3	4	5

- Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas for improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Participant Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

CERT/Organization:

1. Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the statements provided below, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed me to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped my CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures	1	2	3	4	5
After this exercise, I believe my CERT is better prepared to deal successfully with the scenario(s) that was exercised.	1	2	3	4	5

2. Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

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Areas for improvement: \_\_\_\_\_

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3. Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

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## **Tabletop Exercise #4**

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### How to Use This Document

This document provides exercise Facilitators with all information and materials needed to plan, conduct, and evaluate an exercise. Do the following:

1. Read through the entire exercise and supporting materials.
2. Decide how to localize the scenario in a way that reflects likely challenges in your community and tests your CERT members' skills and techniques.
3. Familiarize yourself with the flow of the exercise by thoroughly reviewing the Facilitator Guidelines. Use these guidelines to conduct the exercise.
4. Make copies of the supporting documents for participants. See the Appendix index for instructions.
5. Make copies of the *Participant Feedback Form* and ask participants to complete it after the exercise.
6. Complete the *Facilitator/Evaluator Feedback Form* after the exercise.

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### **CERT Drills and Exercises**

The Community Emergency Response Team (CERT) Program educates ordinary people from all walks of life about disaster preparedness and weapons of mass destruction and trains them in basic disaster response skills, such as fire safety, light search and rescue, and disaster medical operation. Using the training, CERT members can assist others in their neighborhood or workplace following an event and can take a more active role in preparing their community.

The National CERT Program has developed a library of drills and exercises. These exercises have been designed in a ready-for-use format and include complete instructions, detailed lists of materials, and all supporting forms.

This document is used by the Facilitator(s) and supports the delivery of a tabletop exercise that can be customized to meet local needs.

### **What Is a Tabletop Exercise?**

Tabletop exercises are table-based activities typically held in an informal setting and presented by the Facilitator. There is no hands-on practice or field work. This type of exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletops can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, protection from, mitigation of, response to, and recovery from a defined incident.

Delivered in a low-stress environment, the tabletop exercise offers participants the opportunity to explore different ideas in the context of a real-world scenario. All participants should be encouraged to contribute to the discussion and be reminded they are making decisions in a “no-fault” environment.

Effective facilitation is critical to keeping participants focused on exercise objectives. The Facilitator may ask about the decisions made, including how a decision was reached or what implications a decision might have. The exercise ends either when all actions have been discussed or when the time limit is reached. Participant learning is reinforced and feedback is provided through a hot wash at the conclusion of the exercise.

For descriptions and other types of exercises for CERTs, please visit [www.fema.gov/cert](http://www.fema.gov/cert) and click on CERT Exercises.

## Exercise Overview

### “Tabletop Exercise #4”

**Hazard:** Car accident

**Location:** Local neighborhood

**Duration:** 40-60 minutes

#### Capabilities Exercised:

- Incident Command
- Communications
- Medical treatment area setup
- Documentation
- Sizeup

#### Exercise Objectives:

- Validate the decision-making process to prioritize incidents.
- Validate procedures to establish Incident Command System and assign roles,
- Assess plans and protocols for communicating between the team and professional responders, between the CERT Command Post and the field, and between team members.
- Evaluate the procedures for locating a medical treatment area.
- Validate CERT sizeup procedures.

#### Scenario:

It is a cold, rainy December afternoon. The temperature is in the low 40's, and it is predicted to fall as the sun goes down. Around 3:30 p.m. a vehicle attempted to pass a tanker truck and skidded in front of the truck and struck the guard rail. The truck jackknifed, causing a chain reaction of crashes behind it.

Among the vehicles involved is a school bus with 25 children on board. There is a car blocking the front door to the bus. The driver appears to be unconscious. The students in the bus are starting to panic and are trying to leave the bus through the back door. The door will not open because a pickup truck has skidded into the back of the bus, blocking the exit.

Traffic quickly backs up behind the accident. Traffic on the other side of the highway is not impeded, but many drivers slow down to look at the accident scene. A few people who were not involved in the accident get out of their cars and respond with CERT backpacks and putting on personal protective equipment (PPE).

### For Exercise Staff

#### Exercise Synopsis:

This tabletop exercise gives the team the opportunity to:

- Discuss the process it would use to set up a Command Post and a medical treatment area.
- Prioritize how to respond to a variety of injured survivors.
- Identify the presence of hazardous materials and discuss how to respond appropriately.

The focus of the exercise is on setting up an Incident Command structure and prioritizing actions based on what is known of the situation and the capabilities of the team.

These activities are performed in the context of a scenario where there has been a multi-vehicle accident on a major highway. The team is comprised of CERT members who got out of their cars and recognized each other as they grabbed their backpacks and began putting on personal protective equipment (PPE).

The team first discusses the process for setting up the Command Post and medical treatment area. Then the team develops an initial plan to respond to the situation. Once the initial plan is developed, the Facilitator pauses the exercise to discuss the plan.

After the discussion, the Facilitator passes out *Damage Assessment Forms* with information on the condition of the buildings and survivors. Using this new information, the team then develops a plan for responding to the scenario.

The exercise ends either when all actions have been discussed or the time limit is reached. At the conclusion of the exercise, a hot wash helps participants review what they have learned and provides feedback on the exercise.

#### Exercise Materials and Staff:

- Facilitator (1 for each group of 7-10)
- Forms:
  - Local Map #1 (without vehicles identified), used during the exercise
  - Local Map #2 (with vehicles identified), used during the exercise
  - *Damage Assessment Forms*, distributed during the exercise
  - *Events and Evaluation Form for Facilitator(s) and Evaluator(s)*, used by the Facilitator(s) and Evaluator(s) during the exercise
  - *Facilitator/Evaluator Feedback Form*, completed after the exercise
  - *Participant Feedback Form*, completed after the exercise

### Exercise Staff Roles:

#### 1. *Facilitator*

The Facilitator will play three roles for this exercise.

First, the Facilitator will lead and guide the exercise by presenting information. This will keep the exercise moving forward and make sure the key decision points in the exercise are reached.

Second, the Facilitator will observe and coach. In this role, he or she will observe the group process and discussion. As the exercise unfolds, he or she may need to step in and help the team members clarify their decision making by asking questions about their thought process and the factors they considered in making choices. For example, if they placed a high priority on helping a victim who was probably dying, or if they decided to enter a building that was clearly too dangerous, work through their decision-making process so they realize the potential negative results of their decision.

The Facilitator may want to take notes on decisions made and actions taken so he or she can refer to them later. Use the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)* to record notes.

Third, the Facilitator will conduct a hot wash (debrief). The purpose of the hot wash is to reinforce learning by helping participants evaluate their own decision making. It is a balance between:

- Asking participants why they made the choices they did and what they learned.
- Providing additional information and coaching.

Bear in mind that, although the Facilitator may have more experience and knowledge, participants will likely learn more if coached through their decision-making process than if they are told what they should have done.

During the hot wash and after the exercise, the Facilitator has additional responsibilities including collecting feedback on the exercise and how beneficial it was for team participants, and providing input to improve future CERT exercises.

#### 2. *Evaluator*

The role of Evaluator is typically assumed by the Facilitator in a tabletop exercise. The primary responsibility of the Evaluator is to assess the exercise based on the events and expected actions listed on the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)*. The Evaluator typically has a passive role and does not interfere with the exercise unless he or she is also playing the role of Facilitator.

**Facilitator Guidelines**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>1</b>	Prepare for the exercise.	<ul style="list-style-type: none"> <li>• Make copies of the handouts in the Appendix. The Appendix index indicates how many copies are needed.</li> <li>• Make copies of the one-page Exercise Overview for each participant.</li> </ul>
<b>2</b>	If necessary, organize the group into groups of 7-10.	Explain that each small group will go through the exercise together.
<b>3</b>	Introduce the exercise to all participants.	<p>Distribute the one-page Exercise Overview to all participants.</p> <p>Explain that the purpose of the exercise is:</p> <ul style="list-style-type: none"> <li>• To provide an opportunity to talk through the procedures the team would implement in response to a given scenario.</li> <li>• To improve CERT's operational performance by practicing and validating policies, plans, procedures, and training in the risk-free environment of an exercise.</li> </ul>
<b>4</b>	Review the goals of the exercise with all participants.	<p>Explain the goals of the exercise.</p> <ul style="list-style-type: none"> <li>• Validate the decision-making process to prioritize incidents.</li> <li>• Validate procedures to establish Incident Command System and assign roles.</li> <li>• Assess plans and protocols for communicating between the team and professional responders, between the CERT Command Post and the field, and between team members.</li> <li>• Evaluate the procedures for locating a medical treatment area.</li> <li>• Validate CERT sizeup procedures.</li> </ul>

## CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #4

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>5</b>	Present the scenario to all participants.	<ul style="list-style-type: none"><li>• It is a cold, rainy December afternoon. The temperature is in the low 40's, and it is predicted to fall as the sun goes down. Around 3:30 p.m. a vehicle attempted to pass a tanker truck and skidded in front of the truck and struck the guard rail. The truck jackknifed, causing a chain reaction of crashes behind it.</li><li>• Among the vehicles involved is a school bus with 25 children on board. There is a car blocking the front door to the bus. The driver appears to be unconscious. The students in the bus are starting to panic and are trying to leave the bus through the back door. The door will not open because a pickup truck has skidded into the back of the bus, blocking the exit.</li><li>• Traffic quickly backs up behind the accident. Traffic on the other side of the highway is not impeded, but many drivers slow down to look at the accident scene.</li><li>• A few people who were not involved in the accident get out of their cars and respond with CERT backpacks and putting on personal protective equipment (PPE).</li></ul>
<b>6</b>	Hand out copies of Map #1 to each participant.	This map does not have the vehicles in the accident labeled.

## CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #4

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>7</b>	Provide initial instructions.	<p>Ask the group how they would:</p> <ul style="list-style-type: none"><li>• Establish the Incident Command structure.</li><li>• Choose the location for the medical treatment area.</li><li>• Develop a plan to respond to the situation, including defined roles and assigned tasks.</li></ul> <p>Emphasize that all members of each small group will participate in the decision-making process. Each member should be prepared to make decisions as if he or she is the Incident Commander (IC), Team Leader, or other role of the CERT's Command Post Team.</p>
<b>8</b>	Pause and discuss the roles and tasks and provide feedback about the group's decisions.	<p>Consider the following in your discussion:</p> <ul style="list-style-type: none"><li>• Would anyone call 9-1-1 to make sure the accident had been reported? Who?</li><li>• Will a team be dispatched to conduct an initial assessment of the rest area?</li><li>• What should you consider when setting up the Command Post and medical treatment area?</li><li>• Do the roles and tasks address the situation in the best way possible?</li><li>• Have all leadership roles been filled?</li><li>• Have Search and Rescue (SAR) groups been designated and documented?</li><li>• Are the SAR assignments reasonable?</li></ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #4**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<p align="center"><b>9</b></p>	<p>Resume the exercise by distributing the <i>Damage Assessment Forms</i> to each SAR group.</p> <p>NOTE: The map given to the team (Map #1) does not label the vehicles in the accident. The CERT IC should have labeled the map before sending out SAR groups. If the CERT IC did label the map, label the <i>Damage Assessment Forms</i> using the CERT IC's labels and Map #2 before you distribute them. The forms are in numerical order as shown on Map #2.</p> <p>If Map #1 wasn't labeled by the team, distribute the <i>Damage Assessment Forms</i> without labels and observe to see what challenges the team faces as a result. Discuss these issues as appropriate.</p>	<p>Tell the group that the SAR groups have completed their search and have brought back <i>Damage Assessment Forms</i>. Instruct the group to review the <i>Damage Assessment Forms</i>.</p> <p>NOTE: If a team was dispatched to survey the rest area, include the <i>Damage Assessment Form</i> for the rest area.</p>
<p align="center"><b>10</b></p>	<p>Ask the group to develop a plan of action to rescue the survivors.</p>	<p>Explain that the plan of action should address the situation as they now understand it. The IC should be designated and he or she should ask for input from the group as if everyone has a role on the Command Post Team.</p>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #4**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>11</b>	Observe the discussion and decision-making process.	If the team did not survey the rest area, give them the rest area <i>Damage Assessment Form</i> and ask how this information might change the plan. NOTE: Coaching points are provided in Step 16.
<b>12</b>	Review the plan of action with the team. Discuss the implications of their decisions as appropriate. Discuss if the team's priorities are based on the needs of the situation and if the team has the capability of achieving their plan.	Consider the following in your discussion: <ul style="list-style-type: none"> <li>• Were survivors correctly prioritized?</li> <li>• Were adequate personnel assigned for each rescue operation?</li> <li>• What materials might have been needed for each rescue? Where would they come from?</li> <li>• How might the SAR groups have communicated with the CERT IC?</li> </ul>
<b>13</b>	The Fire Department has finally arrived. They were delayed by the traffic jam caused by the accident. The Fire Department Officer asks the CERT IC for a detailed situation report.  NOTE: You may choose to have someone play the role of the Fire Department Officer for this discussion.	Ask the group how they would respond if the Fire Department Officer should ask the CERT IC questions such as: <ul style="list-style-type: none"> <li>• How many vehicles were involved in the incident?</li> <li>• How many people were injured?</li> <li>• What was the extent of their injuries?</li> <li>• Where are the survivors now?</li> <li>• Are there any critically injured survivors who need immediate treatment?</li> <li>• Have all the injured survivors been brought to a central location?</li> <li>• Are all your teams back and safe? How do you know?</li> </ul>
<b>14</b>	Terminate the exercise when the time has run out, or most of the small groups have developed a final plan of action.	

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #4**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>15</b>	Conduct the hot wash with all participants and staff members.	<ul style="list-style-type: none"><li>• Since documentation is a key part of every team response, ask specific questions during the hot wash that would likely require the group to refer to documentation for answers. Questions might include:<ul style="list-style-type: none"><li>○ How were team members divided into functional teams?</li><li>○ What actions were taken and by whom?</li><li>○ Why were certain actions taken?</li><li>○ When did they do this?</li><li>○ What conditions did they find?</li><li>○ What did you do next?</li><li>○ What forms or methods would you use in a real event to document status and additional needs?</li><li>○ What worked well and what did not?</li></ul></li><li>• NOTE: Documentation may be done in a variety of ways – from structured forms, to notes on scrap cardboard, to writing on the back of a hand. The format isn't important, but retaining the information is.</li></ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #4**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>16</b>	Provide coaching to the participants as appropriate.	<p>Coaching points you may want to bring up to the group if not already mentioned include:</p> <ul style="list-style-type: none"> <li>• The two most important goals for team members are: Protect yourself first, and then do the greatest good for the greatest number of people. All other decisions flow from these two considerations.</li> <li>• Command Post and medical treatment area – Did the group consider wind direction? Are they a safe distance away from the crash site and any potential fires?</li> <li>• How did the group acquire additional resources?</li> </ul>
<b>17</b>	Distribute the <i>Participant Feedback Form</i> to all participants.	Ask participants to complete the form.
<b>18</b>	Distribute the <i>Facilitator/Evaluator Feedback Form</i> .	Ask all Facilitators/Evaluators to complete the form.

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## **Appendix**

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## **Index of Forms and Materials**

Local Map #1 (without vehicles identified) (1 page): 1 copy per participant is distributed during the exercise

Local Map #2 (with vehicles identified) (1 page): 1 copy per participant is distributed during the exercise

*Damage Assessment Forms* (8 pages): 1 set per team is distributed during the exercise

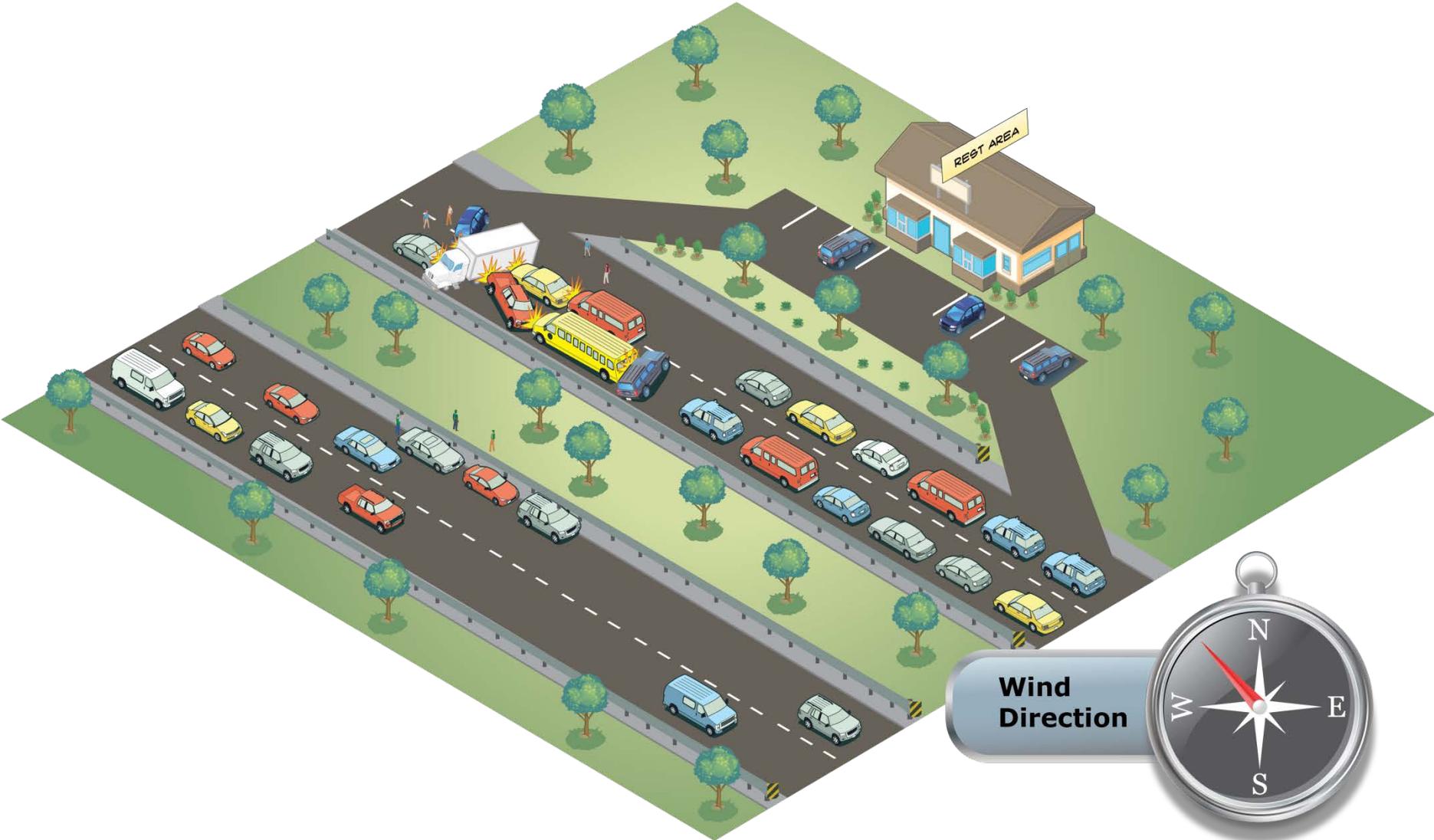
*Events and Evaluation Form for Facilitator(s) and Evaluator(s)* (3 pages): 1 copy per Facilitator and Evaluator is distributed before the exercise

*Facilitator/Evaluator Feedback Form* (1 page): 1 copy per Facilitator and Evaluator is distributed after the exercise

*Participant Feedback Form* (1 page): 1 copy per participant is distributed after the exercise

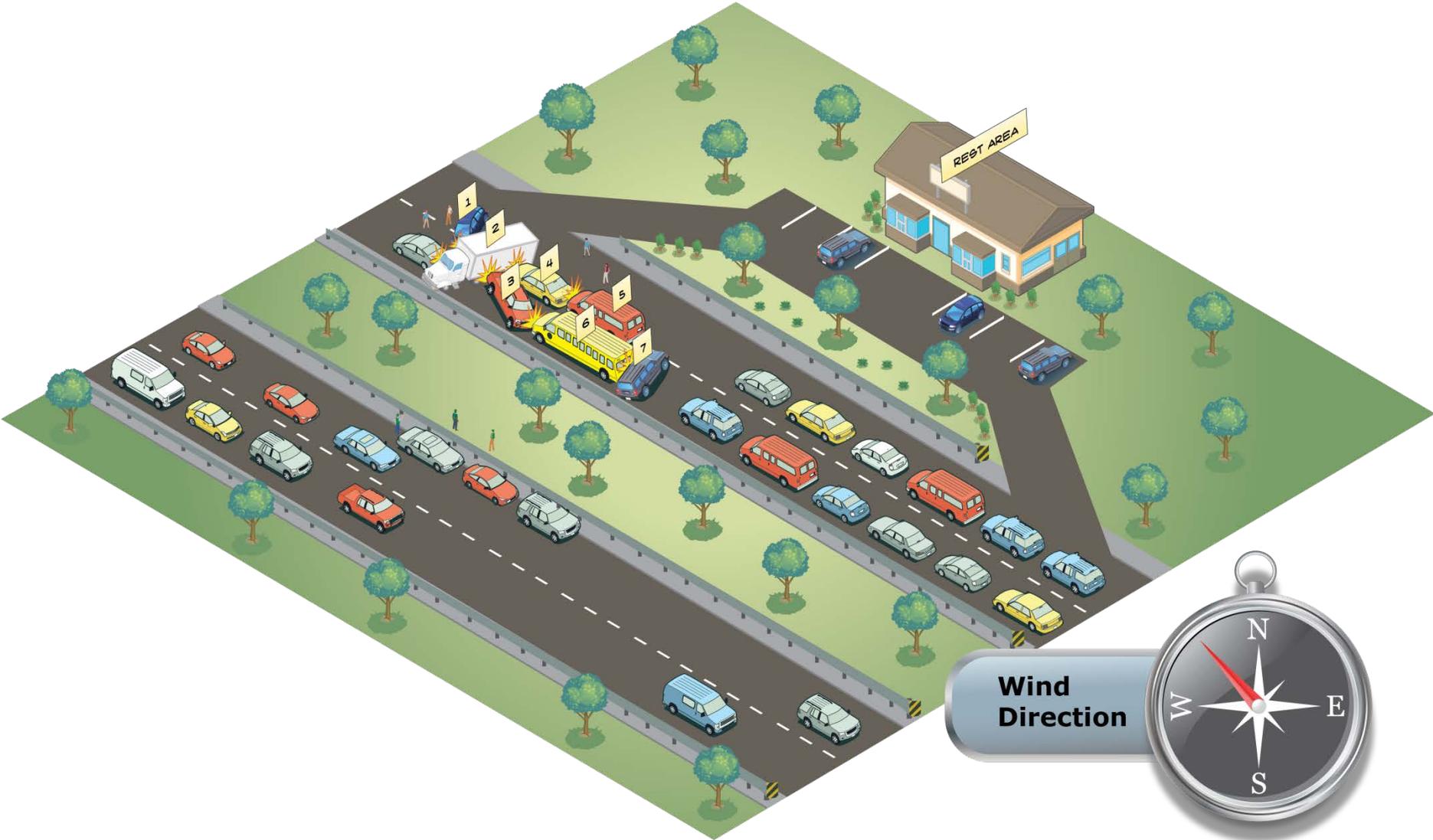
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**Local Map #1**



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**Local Map #2 (For Facilitator/Evaluator only)**



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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS			
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING	
						X		X			X					

**OBSERVATIONS**

*Car has extensive front-end damage and is partially over the guard rail.  
Survivor on the ground by the car. Status: Delayed  
Survivor is conscious, but is in great pain, with a probable broken leg.*

CERT MEMBER: *John*

PAGE 1 OF 1

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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS			
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING	
						X		X			X					

**OBSERVATIONS**

Truck seems to have hit the guard rail and then jackknifed. Back of truck is blocking the highway. Cab is locked. Driver is unconscious. He is not responsive to our shouting and banging. His left arm is distorted and his sleeve is very bloody.

CERT MEMBER: <i>Debbie</i>	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
						X		X				X			

**OBSERVATIONS**

*Car is pinned against the truck. Driver is unresponsive. No pulse or breathing detected. No visible injuries - heart attack?*

CERT MEMBER: *Sarah*

PAGE 1 OF 1

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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
						X		X	X			X			

**OBSERVATIONS**

*car is wedged between the bus and another vehicle. Heavy damage front and rear, but doors are operable.*

*Driver: Minor injuries, was outside the vehicle when we arrived shouting that his wife needs help. Very persistent – kept getting in our way. Refused to leave her and come back with us.*

*Passenger: Immediate – not wearing seatbelt, seems to have hit the windshield. She is disoriented and can't answer simple questions. Both legs seem to be injured – tried to lift her out of the car and she screamed.*

CERT MEMBER: <i>Micah</i>	PAGE <u>  1  </u> OF <u>  1  </u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS			
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING	
						X		X								

**OBSERVATIONS**

Truck has rear-ended the car in front of him. Then the bus hit him. Driver got out through the passenger door and collapsed.

Survivor is immediate - has severe cut on left arm, heavy bleeding, and is in shock.

CERT MEMBER: <i>Steve</i>	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
								X	X			X			

**OBSERVATIONS**

*School bus - driver is unconscious and slumped in the front seat. There are about 20 kids on board. Some cuts and bruises, but nothing major. They are starting to panic because both doors are blocked by other vehicles and they can't get off the bus.*

CERT MEMBER <i>Delicia</i>	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
						X					X				

**OBSERVATIONS**

*This is a pickup truck. It has slid against the back door of the bus. The driver side window is broken and there is a lot of glass in the vehicle. The driver is not in the truck - not sure where he is. The vehicle doesn't seem damaged other than the driver's side door and window.*

CERT MEMBER: *John*

PAGE 1 OF 1

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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
REST AREA

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
											X				

**OBSERVATIONS**

*Rest area has a large, level parking lot and a tourist information building with a large lobby. There is a well-stocked first aid kit, which we brought back with us. There is a small office, with a telephone and a TV set. There are two outdoor water faucets, as well as restrooms in the building.*

CERT MEMBER: *John*

PAGE 1 OF 1

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## Events and Evaluation Form for Facilitator(s) and Evaluator(s)

Message/Event	Expected Action	Actual Observed (To be filled in by Evaluators during the exercise)
Establish command structure. [ICS]	Survey the volunteers to see who has experience with various CERT roles. Consider experience when assigning roles.	Time completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
Team communicates with 9-1-1. [Communications]	Incident Commander establishes communication and keeps emergency services informed.	Time completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
Set up Incident Command Post and medical treatment area. [ICS]	Teams consider geographic location and safety when choosing locations for Command Post and medical treatment area.	Time completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
Team conducts sizeup of accident site. [Sizeup]	Team sent to do an initial assessment of the accident site.	Time completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
Develop a SAR plan. [ICS]	Assign SAR groups to assess damage and triage survivors.	Time completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
Develop a SAR plan. [ICS]	Review <i>Damage Assessment Forms</i> . Prioritize survivors.	Time completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
Develop a SAR plan. [ICS]	Develop rescue plan based on correct prioritization of survivor injuries.	Time completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

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# Facilitator/Evaluator Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

Role (Optional):

CERT/Organization:

1. Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the following statements, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The Facilitator(s) was knowledgeable about the area of play and kept the exercise on target.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed the CERT to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped the CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures.	1	2	3	4	5

2. Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

\_\_\_\_\_

Areas for improvement: \_\_\_\_\_

\_\_\_\_\_

3. Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Participant Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

CERT/Organization:

1. Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the statements provided below, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed me to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped my CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures	1	2	3	4	5
After this exercise, I believe my CERT is better prepared to deal successfully with the scenario(s) that was exercised.	1	2	3	4	5

2. Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Areas for improvement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## **Tabletop Exercise #5**

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### How to Use This Document

This document provides exercise Facilitators with all information and materials needed to plan, conduct, and evaluate an exercise. Do the following:

1. Read through the entire exercise and supporting materials.
2. Decide how to localize the scenario in a way that reflects likely challenges in your community and tests your CERT members' skills and techniques.
3. Familiarize yourself with the flow of the exercise by thoroughly reviewing the Facilitator Guidelines. Use these guidelines to conduct the exercise.
4. Make copies of the supporting documents for participants. See the Appendix index for instructions.
5. Make copies of the *Participant Feedback Form* and ask participants to complete it after the exercise.
6. Complete the *Facilitator/Evaluator Feedback Form* after the exercise.

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### **CERT Drills and Exercises**

The Community Emergency Response Team (CERT) Program educates ordinary people from all walks of life about disaster preparedness and weapons of mass destruction and trains them in basic disaster response skills, such as fire safety, light search and rescue, and disaster medical operation. Using the training, CERT members can assist others in their neighborhood or workplace following an event and can take a more active role in preparing their community.

The National CERT Program has developed a library of drills and exercises. These exercises have been designed in a ready-for-use format and include complete instructions, detailed lists of materials, and all supporting forms.

This document is used by the Facilitator(s) and supports the delivery of a tabletop exercise that can be customized to meet local needs.

### **What Is a Tabletop Exercise?**

Tabletop exercises are table-based activities typically held in an informal setting and presented by the Facilitator. There is no hands-on practice or field work. This type of exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletops can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, protection from, mitigation of, response to, and recovery from a defined incident.

Delivered in a low-stress environment, the tabletop exercise offers participants the opportunity to explore different ideas in the context of a real-world scenario. All participants should be encouraged to contribute to the discussion and be reminded they are making decisions in a “no-fault” environment.

Effective facilitation is critical to keeping participants focused on exercise objectives. The Facilitator may ask about the decisions made, including how a decision was reached or what implications a decision might have. The exercise ends either when all actions have been discussed or when the time limit is reached. Participant learning is reinforced and feedback is provided through a hot wash at the conclusion of the exercise.

For descriptions and other types of exercises for CERTs, please visit [www.fema.gov/cert](http://www.fema.gov/cert) and click on CERT Exercises.

## Exercise Overview

### “Tabletop Exercise #5”

**Hazard:** Landslides

**Location:** Local neighborhood

**Duration:** 40–60 minutes

#### Capabilities Exercised:

- Incident Command
- Communications
- Documentation
- Sizeup

#### Exercise Objectives:

- Validate the plan to establish an Incident Command structure.
- Assess plans and protocols for communicating between the CERT and professional responders, between the CERT Command Post and the field, and between team members.
- Evaluate methods for documenting actions taken.
- Validate CERT sizeup procedures.

#### Scenario:

It's a cold November day and it has been raining heavily for hours. The rains have caused landslides and local flooding. The Fire Department has activated the CERT to help locate survivors and identify emergency situations. Due to other emergencies, local flooding and roads blocked by debris, the Fire Department estimates it may be up to 1 hour before they can have rescue units on scene.

### For Exercise Staff

#### Exercise Synopsis:

This tabletop exercise gives the team the opportunity to:

- Discuss the process it would use to set up an Incident Command structure.
- Develop a plan to respond to a disaster situation with a variety of emergency situations.

The focus of the exercise is on prioritizing actions based on what is known of the situation. The focus is also on documenting actions.

These activities are performed in the context of a scenario where heavy rain has caused landslides and local flooding.

The team first discusses the process for setting up the Command Post and medical treatment area. Then the team develops an initial plan to respond to the situation. Once the initial plan is developed, the Facilitator pauses the exercise to discuss the plan.

After the discussion, the Facilitator passes out *Damage Assessment Forms* with information on the condition of the buildings and survivors. Using this new information, the team then develops a plan for responding to the scenario.

The exercise ends either when all actions have been discussed or the time limit is reached. At the conclusion of the exercise, a hot wash helps participants review what they have learned and provides feedback on the exercise.

#### Exercise Materials and Staff:

- Facilitator (1 for each group of 7-10)
- Forms:
  - Local Map #1, used during the exercise
  - Local Map #2 (with initial assessment notes), used during the exercise
  - *Damage Assessment Forms*, distributed during the exercise
  - *Events and Evaluation Form for Facilitator(s) and Evaluator(s)*, used by the Facilitator(s) and Evaluator(s) during the exercise
  - *Facilitator/Evaluator Feedback Form*, completed after the exercise
  - *Participant Feedback Form*, completed after the exercise

### Exercise Staff Roles:

#### 1. *Facilitator*

The Facilitator will play three roles for this exercise.

First, the Facilitator will lead and guide the exercise by presenting information. This will keep the exercise moving forward and make sure the key decision points in the exercise are reached.

Second, the Facilitator will observe and coach. In this role, he or she will observe the group process and discussion. As the exercise unfolds, he or she may need to step in and help the team members clarify their decision making by asking questions about their thought process and the factors they considered in making choices. For example, if they placed a high priority on helping a victim who was probably dying, or if they decided to enter a building that was clearly too dangerous, work through their decision-making process so they realize the potential negative results of their decision.

The Facilitator may want to take notes on decisions made and actions taken so he or she can refer to them later. Use the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)* to record notes.

Third, the Facilitator will conduct a hot wash (debrief). The purpose of the hot wash is to reinforce learning by helping participants evaluate their own decision making. It is a balance between:

- Asking participants why they made the choices they did and what they learned.
- Providing additional information and coaching.

Bear in mind that, although the Facilitator may have more experience and knowledge, participants will likely learn more if coached through their decision-making process than if they are told what they should have done.

During the hot wash and after the exercise, the Facilitator has additional responsibilities including collecting feedback on the exercise and how beneficial it was for CERT participants, and providing input to improve future CERT exercises.

#### 2. *Evaluator*

The role of Evaluator is typically assumed by the Facilitator in a tabletop exercise. The primary responsibility of the Evaluator is to assess the exercise based on the events and expected actions listed on the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)*. The Evaluator typically has a passive role and does not interfere with the exercise unless he or she is also playing the role of Facilitator.

**Facilitator Guidelines**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>1</b>	Prepare for the exercise.	<ul style="list-style-type: none"> <li>• Make copies of the handouts in the Appendix. The Appendix index indicates how many copies are needed.</li> <li>• Make copies of the one-page Exercise Overview for each participant.</li> </ul>
<b>2</b>	If necessary, organize the group into smaller groups of 7-10.	Explain that each small group will go through the exercise together.
<b>3</b>	Introduce the exercise to all participants.	<p>Distribute the one-page Exercise Overview to all participants.</p> <p>Explain that the purpose of the exercise is:</p> <ul style="list-style-type: none"> <li>• To provide an opportunity to talk through the procedures the team would implement in response to a given scenario.</li> <li>• To improve CERT's operational performance by practicing and validating policies, plans, procedures, and training in the risk-free environment of an exercise.</li> </ul>
<b>4</b>	Review the goals of the exercise with all participants.	<p>Explain the goals of the exercise:</p> <ul style="list-style-type: none"> <li>• Validate the plan to establish an Incident Command structure.</li> <li>• Assess plans and protocols for communicating between the CERT and professional responders, between the CERT Command Post and the field, and between team members.</li> <li>• Evaluate methods for documenting actions taken.</li> <li>• Validate CERT sizeup procedures.</li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #5**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>5</b>	Present the scenario to all participants.	<ul style="list-style-type: none"> <li>• It's a cold January day and it has been raining heavily for hours. The rain has caused landslides and local flooding.</li> <li>• The Fire Department has activated the CERT to help locate survivors and identify emergency situations in their local area.</li> <li>• Due to other emergencies, local flooding, and roads blocked by debris, the Fire Department estimates it may be up to 1 hour before they have rescue units on scene.</li> </ul>
<b>6</b>	Hand out copies of Map #1 to each participant. This map does NOT have the damage information on it.	Explain that the map shows the general layout of this part of town, but that little can be seen from the team's current position.
<b>7</b>	Provide initial instructions.	<p>Ask the group how they would:</p> <ul style="list-style-type: none"> <li>• Establish the Incident Command structure.</li> <li>• Choose the location for the Command Post and the medical treatment area.</li> <li>• Develop a plan to respond to the situation as described, including defining roles and assigning tasks.</li> </ul> <p>Emphasize that all members of each small group will participate in the decision-making process. Each member should be prepared to make decisions as if he or she is the Incident Commander (IC), Team Leader, or other role of the CERT's Command Post Team.</p>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #5**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>8</b>	Pause and discuss the roles and tasks and provide feedback about the group's decisions.	<p>Consider the following in your discussion:</p> <ul style="list-style-type: none"> <li>• Were all appropriate leadership roles filled?</li> <li>• What should you consider when setting up the Command Post and medical treatment area?</li> <li>• If the Incident Commander dispatched a team to do an initial assessment of the area, proceed to Step 9.</li> <li>• If this wasn't done, discuss the consequences of not doing this. Be sure to emphasize team safety.</li> </ul>
<b>9</b>	Distribute Map #2 showing the results of the initial assessment and the assessment notes.	<ul style="list-style-type: none"> <li>• Ask the team to review the results of the initial assessment.</li> <li>• How would they assign the Search and Rescue (SAR) groups based on this information?</li> <li>• If the assessment wasn't done initially, ask if the SAR groups would be assigned differently based on this new information.</li> </ul>
<b>10</b>	Resume the exercise by distributing all of the <i>Damage Assessment Forms</i> , except for the forms for Houses 8 and 9.	<p>Tell the group that for the purposes of the exercise, assume that there were four SAR groups assigned as follows:</p> <p>Team 1: Houses 1, 2 and 3</p> <p>Team 2: Houses 5, 6 and 7 and the car in the water</p> <p>Team 3: House 4 and the Senior Center</p> <p>Team 4: Houses 8 and 9</p> <p>Instruct the group to:</p> <ul style="list-style-type: none"> <li>• Review the <i>Damage Assessment Forms</i></li> <li>• Develop a plan for proceeding based on what is now known about the situation.</li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #5**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
	<p>NOTE: The <i>Damage Assessment Forms</i> from Team 4 (Houses 8 and 9) have not been returned. When the group notices this, inform them that Team 4 has not returned. Observe how the group responds to this and provide feedback as appropriate. This provides an opportunity to see how the group will attempt to communicate with the team in the field.</p> <p>If they send a team out to locate Team 4, inform them that Team 4 has been located and one member has suffered a broken leg while climbing over the landslide debris. A stretcher and additional personnel are needed to bring the injured CERT member back to the medical treatment area. Observe and discuss how the group responds to this development.</p>	

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #5**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>11</b>	Ask the team to develop a plan of action to rescue the survivors.	Explain that the plan of action should address the situation as they now understand it. The IC should be designated and he or she should ask for input from the group as if everyone has a role on the Command Post Team.
<b>12</b>	Observe the discussion and decision-making process.	Review the decisions made by the team and discuss if priorities are based on the needs of the situation and if the team has the capability to achieve its action plan. NOTE: Coaching points are included in Step 17.
<b>13</b>	Review the final rescue plan with the team. Discuss the implications of their decisions as appropriate.	Consider the following in your discussion: <ul style="list-style-type: none"> <li>• Were survivors rescued according to the correct priority?</li> <li>• Were adequate personnel assigned for each rescue operation?</li> <li>• What materials might have been needed for each rescue? Were they available? Where did they come from?</li> <li>• How might the SAR groups have communicated with the IC?</li> </ul>
<b>14</b>	The Fire Department calls the IC on his cell phone.	Explain that the Fire Department will have a rescue unit on scene in 5 minutes. They want to know if there are any critical situations that need immediate attention and what is known about the situation. They ask: <ul style="list-style-type: none"> <li>• How many people are trapped or injured?</li> <li>• What was the extent of their injuries?</li> <li>• What is their current situation?</li> <li>• Can the rescue unit access the survivors from the road?</li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #5**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>15</b>	Terminate the exercise when the time has run out, or most of the small groups have developed a final plan of action.	
<b>16</b>	Conduct the hot wash with all participants and staff members.	<ul style="list-style-type: none"> <li>• Since documentation is a key part of every CERT situation, ask specific questions during the hot wash that would likely require the group to refer to documentation for answers. Questions might include:               <ul style="list-style-type: none"> <li>○ How were team members divided into functional teams?</li> <li>○ What actions were taken and by whom?</li> <li>○ Why were specific actions taken?</li> <li>○ When did they do this?</li> <li>○ What conditions did they find?</li> <li>○ What did you do next?</li> <li>○ What worked well and what did not?</li> </ul> </li> </ul> <p>NOTE: Documentation may be done in a variety of ways – from structured forms, to notes on scrap cardboard, to writing on the back of a hand. The format isn't important, but retaining the information is.</p>
<b>17</b>	Provide coaching to the participants as appropriate.	<p>Coaching points you may want to bring up to the group if not already mentioned include:</p> <ul style="list-style-type: none"> <li>• The two most important goals for team members are: Protect yourself first, and then do the greatest good for the greatest number of people. All other decisions flow from these two considerations.</li> <li>• How did the group acquire additional resources?</li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #5**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>18</b>	Distribute the <i>Participant Feedback Form</i> to the participants as appropriate.	Ask participants to complete the form.
<b>19</b>	Distribute the <i>Facilitator Feedback Form</i> .	Ask all Facilitators/Evaluators to complete the form.

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## **Appendix**

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## **Index of Forms and Materials**

Local Map #1 (1 page): 1 copy per participant is distributed during the exercise

Local Map #2 (1 page): 1 copy per participant is distributed during the exercise

*Damage Assessment Forms* (9 pages): 1 set per team is distributed during the exercise

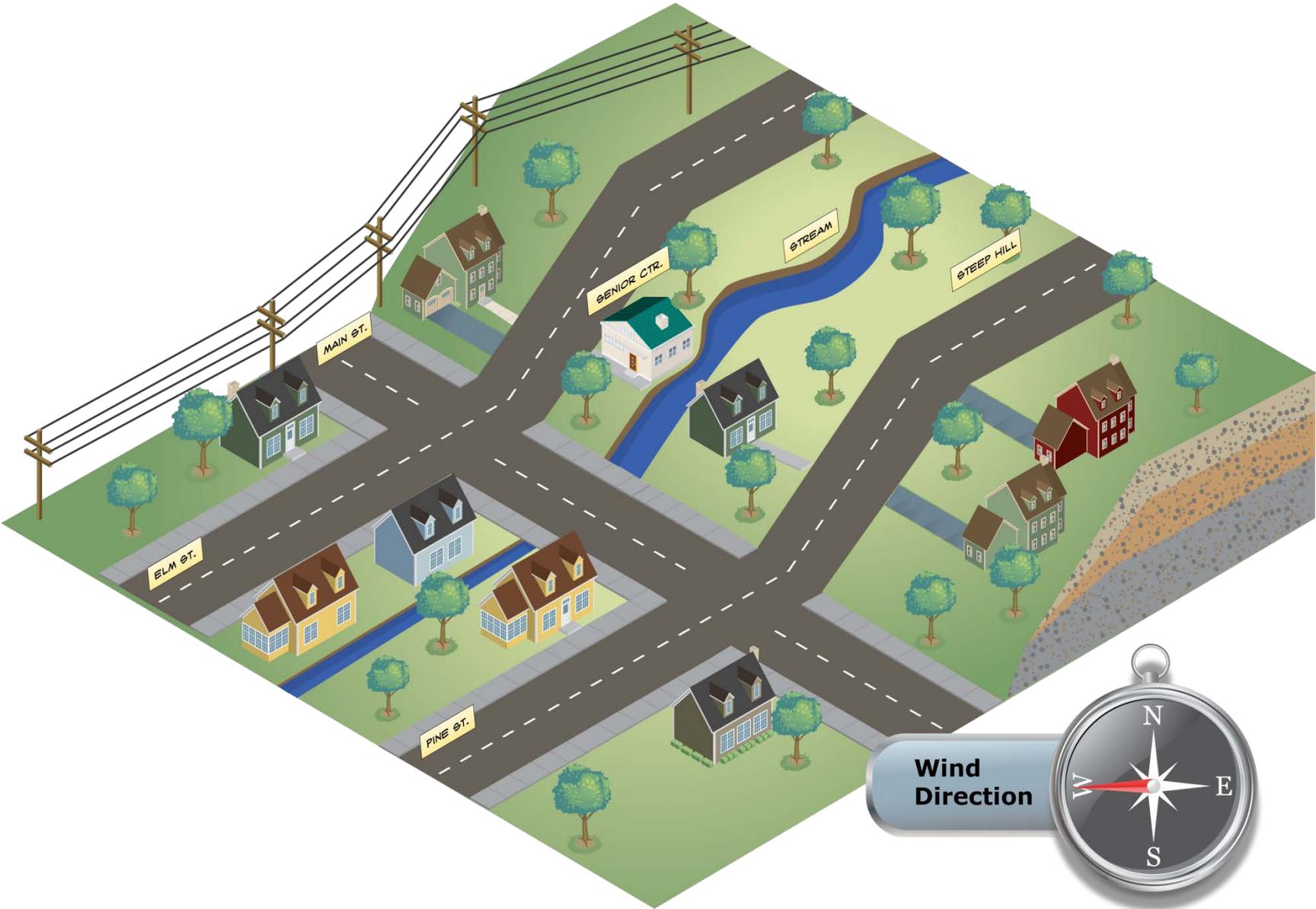
*Events and Evaluation Form for Facilitator(s) and Evaluator(s)* (5 pages): 1 copy per Facilitator and Evaluator is distributed before the exercise

*Facilitator/Evaluator Feedback Form* (1 page): 1 copy per Facilitator and Evaluator is distributed after the exercise

*Participant Feedback Form* (1 page): 1 copy per participant is distributed after the exercise

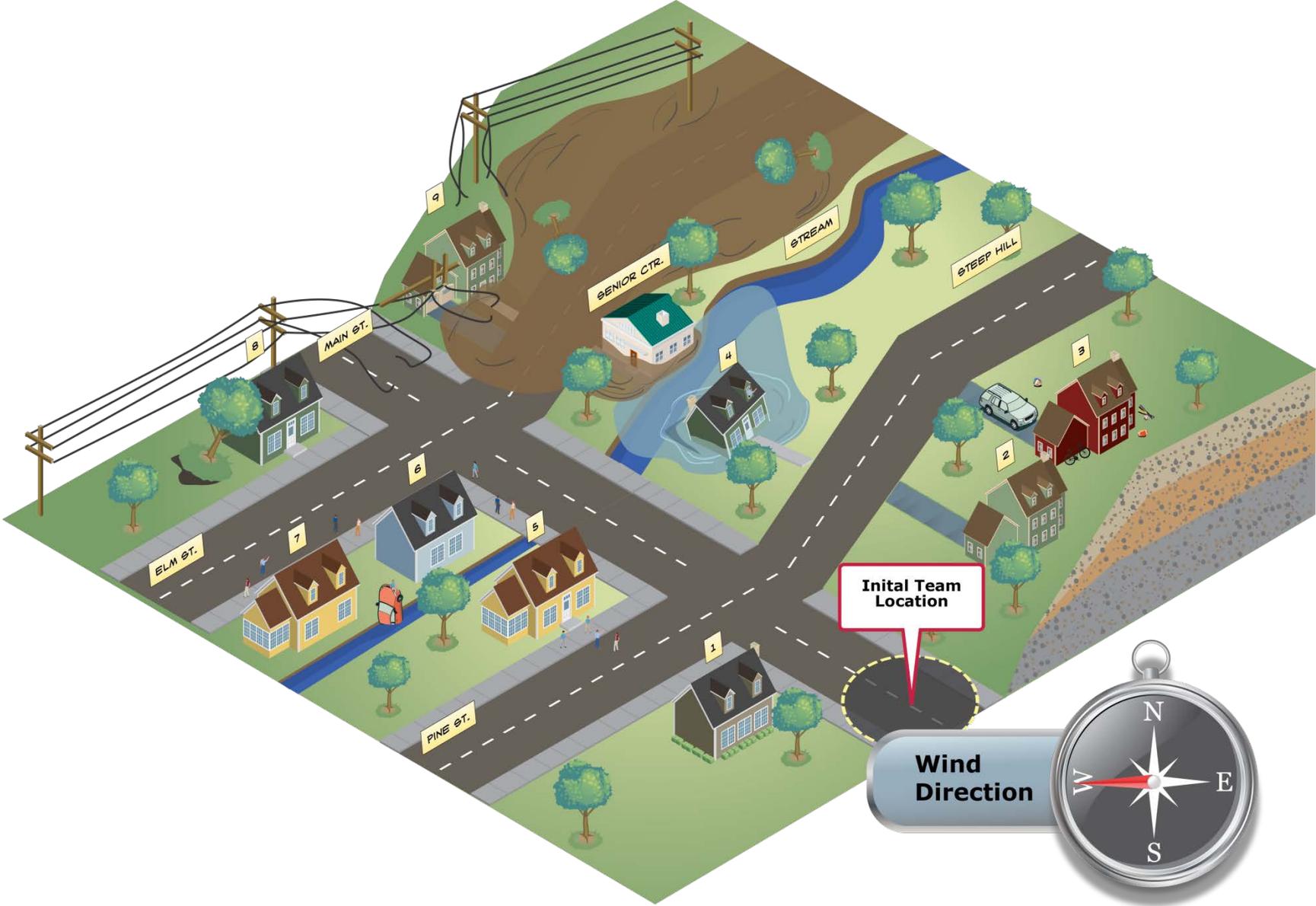
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Local Map #1



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Local Map #2



## Initial Assessment on Notepad:

There are a few people wandering around the streets.

There is a partially submerged house at the corner of Pine and Main. There is a man yelling from the second floor window. The water level dropped about a foot while we were doing the assessment.

A landslide has spread debris along the east side of Elm St., blocking the intersection with Main, and has piled up against the house at Elm and Main. The debris has knocked over a power pole - it is now leaning against the other house at Main and Elm. Wires are on the ground and sparking.

The debris from the landslide is about halfway up the walls of the Senior Center.

A car is in the water behind houses 6 and 7. A teenager is trapped on the roof.

<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
-------------------------------	------	------

LOCATION  
HOUSE 1

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
								X			X				

**OBSERVATIONS**

House appears undamaged

Two elderly people at home. Man is lying on couch in living room. Complaining of severe chest pain with pain radiating down his left arm. Wife said he has a history of heart problems. She called 911 and they told her an ambulance would be there as soon as possible.

CERT MEMBER: John

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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
HOUSE 2

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING

**OBSERVATIONS**

House is undamaged. Doors are locked. No response to knocking on the door or shouting. No one is visible through the windows. No car in driveway.

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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
-------------------------------	------	------

LOCATION  
HOUSE 3

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
						X		X				X			

**OBSERVATIONS**

*car in driveway. Kids toys on the lawn. All doors are locked. We can hear a child crying inside, but no response to knocking or shouting.*

CERT MEMBER: Sarah	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
HOUSE 4

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
						X		X	X			X			

**OBSERVATIONS**

House sits down in a depression. Water level is about half way up the first floor. A man was leaning out the second floor window - told us his wife was in the bathroom on the first floor when the water rose very quickly. He can't get the bathroom door open because there is debris jammed against it and he hasn't been able to get her to respond to him.

CERT MEMBER: Micah	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
SENIOR CENTER

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
						X		X	X						

**OBSERVATIONS**

Landslide debris has completely blocked both doors. We were able to reach someone inside by calling the Center on a cell phone. There are about 15 seniors in the building with four staff. One senior injured her leg when she fell down. Others are scared but not injured. Some of the seniors are starting to panic as they can't get out and are afraid the water will continue to rise. Staff told us if they panic, more of them are likely to be injured.

CERT MEMBER: Steve	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
HOUSES 5, 6 AND 7

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING

**OBSERVATIONS**

Houses are undamaged. Residents of these houses are out on the streets – report no injuries but residents at house 6 report that their 12 year old son is missing.

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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
 CAR IN WATER BEHIND HOUSES 6 & 7

**SIZE UP**  
 (check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
									X			X			

**OBSERVATIONS**

vehicle has been swept off Main St. by the flood waters. Teenager is standing on the roof. Very scared and cold.

CERT MEMBER: John	PAGE _1_ OF _1_
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
-------------------------------	------	------

LOCATION  
HOUSE 8

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
									X			X			

**OBSERVATIONS**

Debris has collapsed the side wall of the house. We can hear someone screaming inside, but can't see them.

CERT MEMBER: John	PAGE <u>1</u> OF <u>1</u>
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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
-------------------------------	------	------

LOCATION  
HOUSE 9

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
									X			X			

**OBSERVATIONS**

Landslide debris has knocked over a power pole - now resting against house roof. Wires on the ground. Debris blocking doors. Woman inside saw us and told us her husband is unconscious. She can't tell if he's breathing or not.

CERT MEMBER: John

PAGE 1 OF 1

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## Events and Evaluation Form for Facilitator(s) and Evaluator(s)

Message/Event	Expected Action	Actual Observed (To be filled in by Evaluators during the exercise)
Establish incident command. [ICS]	Assign command positions.	Time completed: _____ Completed: Fully ____ Partially ____ Not at all ____ Notes:
Set up Command Post and medical treatment area. [ICS]	Choose appropriate locations for Command Post and medical treatment area.	Time completed: _____ Completed: Fully ____ Partially ____ Not at all ____ Notes:
House 1: Building undamaged, couple inside, man suffering probable heart attack. Ambulance already called. [Sizeup]	Building is safe. No advantage to moving man to medical treatment area, especially since ambulance has been called.  Leave people in place, and check back periodically.	Time completed: _____ Completed: Fully ____ Partially ____ Not at all ____ Notes:

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
<p>House 2:</p> <p>House undamaged, no response to knocking, no one visible through windows.</p> <p>[Sizeup]</p>	<p>Likely that no one is home.</p> <p>No further action needed.</p>	<p>Time completed: _____</p> <p>Completed: Fully ____ Partially ____ Not at all ____</p> <p>Notes:</p>
<p>House 3:</p> <p>Car in driveway, kids toys on lawn, doors locked, children can be heard crying inside. No one responded to knocking or shouting.</p> <p>[Sizeup]</p>	<p>Probable trapped/injured survivors inside.</p> <p>Send SAR group back to attempt to make contact with children. If unsuccessful, check for open window. If all else fails, break a window, enter building and evaluate situation. This is a priority.</p>	<p>Time completed: _____</p> <p>Completed: Fully ____ Partially ____ Not at all ____</p> <p>Notes:</p>
<p>House 4:</p> <p>House is partially flooded, woman trapped in room on first floor, man on second floor.</p> <p>[Sizeup]</p>	<p>Dangerous environment.</p> <p>Do not enter building. Monitor water level and reassess periodically.</p> <p>May need Fire Department rescue squad to access building.</p>	<p>Time completed: _____</p> <p>Completed: Fully ____ Partially ____ Not at all ____</p> <p>Notes:</p>

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
<p>Senior Center: Doors are blocked by debris. 15 seniors inside. One injury. Starting to panic. [Sizeup]</p>	<p>Potentially dangerous environment. Assess status of building for structural damage. If not heavily damaged, assess debris for safe removal. If safe, remove, enter building, and evaluate survivors. If not safe, wait for Fire Department rescue squad.</p>	<p>Time completed: _____ Completed: Fully ____ Partially ____ Not at all ____ Notes:</p>
<p>Houses 5, 6, and 7: Houses undamaged, residents on the streets. Missing child. [Sizeup]</p>	<p>Ask if residents would be willing to search the neighborhood for the child.</p>	<p>Time completed: _____ Completed: Fully ____ Partially ____ Not at all ____ Notes:</p>
<p>Car in the water behind Houses 6 and 7: Car in water, teenager on roof. [Sizeup]</p>	<p>Very dangerous situation. Do not attempt rescue. Wait for Fire Department.</p>	<p>Time completed: _____ Completed: Fully ____ Partially ____ Not at all ____ Notes:</p>

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
House 8: Wall collapsed, injured survivor inside. [Sizeup]	Heavy damage. Do not enter building. Not a priority.	Time completed: _____ Completed: Fully ____ Partially ____ Not at all ____ Notes:
House 9: Power pole down, wires on ground. Doors blocked by debris. Unconscious survivor inside. [Sizeup]	Very dangerous situation. Do not attempt rescue. Wait for Fire Department.	Time completed: _____ Completed: Fully ____ Partially ____ Not at all ____ Notes:
Prioritize incidents. Develop action plan to respond to situation. [ICS]	Assign team to do initial assessment. Assign SAR groups based on results of initial assessment.	Time completed: _____ Completed: Fully ____ Partially ____ Not at all ____ Notes:

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
All pertinent actions are documented. [Documentation]	Documentation is clear and concise and ready to be shared with Fire Department upon request.	

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# Facilitator/Evaluator Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

Role (Optional):

CERT/Organization:

- Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the following statements, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The Facilitator(s) was knowledgeable about the area of play and kept the exercise on target.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed the CERT to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped the CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures.	1	2	3	4	5

- Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

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Areas for improvement: \_\_\_\_\_

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- Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

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# Participant Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

CERT/Organization:

1. Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the statements provided below, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed me to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped my CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures.	1	2	3	4	5
After this exercise, I believe my CERT is better prepared to deal successfully with the scenario(s) that was exercised.	1	2	3	4	5

2. Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

\_\_\_\_\_

Areas for improvement: \_\_\_\_\_

\_\_\_\_\_

3. Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

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## **Tabletop Exercise #6**

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### How to Use This Document

This document provides exercise Facilitators with all information and materials needed to plan, conduct, and evaluate an exercise. Do the following:

1. Read through the entire exercise and supporting materials.
2. Decide how to localize the scenario in a way that reflects likely challenges in your community and tests your CERT members' skills and techniques.
3. Familiarize yourself with the flow of the exercise by thoroughly reviewing the Facilitator Guidelines. Use these guidelines to conduct the exercise.
4. Make copies of the supporting documents for participants. See the Appendix index for instructions.
5. Make copies of the *Participant Feedback Form* and ask participants to complete it after the exercise.
6. Complete the *Facilitator/Evaluator Feedback Form* after the exercise.

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### **CERT Drills and Exercises**

The Community Emergency Response Team (CERT) Program educates ordinary people from all walks of life about disaster preparedness and weapons of mass destruction and trains them in basic disaster response skills, such as fire safety, light search and rescue, and disaster medical operation. Using the training, CERT members can assist others in their neighborhood or workplace following an event and can take a more active role in preparing their community.

The National CERT Program has developed a library of drills and exercises. These exercises have been designed in a ready-for-use format and include complete instructions, detailed lists of materials, and all supporting forms.

This document is used by the Facilitator(s) and supports the delivery of a tabletop exercise that can be customized to meet local needs.

### **What Is a Tabletop Exercise?**

Tabletop exercises are table-based activities typically held in an informal setting and presented by the Facilitator. There is no hands-on practice or field work. This type of exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletops can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, protection from, mitigation of, response to, and recovery from a defined incident.

Delivered in a low-stress environment, the tabletop exercise offers participants the opportunity to explore different ideas in the context of a real-world scenario. All participants should be encouraged to contribute to the discussion and be reminded they are making decisions in a “no-fault” environment.

Effective facilitation is critical to keeping participants focused on exercise objectives. The Facilitator may ask about the decisions made, including how a decision was reached or what implications a decision might have. The exercise ends either when all actions have been discussed or when the time limit is reached. Participant learning is reinforced and feedback is provided through a hot wash at the conclusion of the exercise.

For descriptions and other types of exercises for CERTs, please visit [www.fema.gov/cert](http://www.fema.gov/cert) and click on CERT Exercises.

## Exercise Overview

### “Tabletop Exercise #6”

**Hazard:** Flood

**Location:** Local town

**Duration:** 40-60 minutes

#### Capabilities Exercised:

- Incident Command
- Communications
- Search procedures – exterior
- Scene management
- Sizeup

#### Exercise Objectives:

- Assess plans and protocols for communicating between the team and professional responders, between the CERT Command Post and the field, and between team members.
- Validate the decision-making process to prioritize incidents.
- Assess exterior search procedures.
- Evaluate the procedures for managing responses from the survivors in a disaster area.
- Validate CERT sizeup procedures.

#### Scenario:

A series of heavy storms has caused small stream flooding, with moderate damage to local roads, parks, and structures in low-lying areas. Water levels are rising slowly but steadily.

The Fire Department has asked that the team assemble at a local park to help with evacuations, sandbagging, and organizing volunteers.

## For Exercise Staff

### Exercise Synopsis:

This tabletop exercise gives the team the opportunity to:

- Discuss the process it would use to search for a missing child.
- Prioritize how to respond to a variety of requests.
- Respond to a variety of people at the scene of an emergency.

The focus of the exercise is on setting priorities and managing resources.

These activities are performed in the context of a scenario where heavy rains have caused flooding in a local neighborhood.

The team first discusses the process for setting up the Command Post and medical treatment area. Then the team develops an initial plan to respond to the situation. Once the initial plan is developed, the Facilitator pauses the exercise to discuss the plan.

While the team is implementing the plan, another emergency crops up to which it must respond. The Facilitator discusses how the team responds to the emergency.

The exercise ends either when all actions have been discussed or the time limit is reached. At the conclusion of the exercise, a hot wash helps participants review what they have learned and provides feedback on the exercise.

### Exercise Materials and Staff:

- Facilitator (1 for each group of 7-10)
- Forms:
  - Local map, used during the exercise
  - *Events and Evaluation Form for Facilitator(s) and Evaluator(s)*, used by the Facilitator(s) and Evaluator(s) during the exercise
  - *Facilitator/Evaluator Feedback Form*, completed after the exercise
  - *Participant Feedback Form*, completed after the exercise

### Exercise Staff Roles:

#### 1. *Facilitator*

The Facilitator will play three roles for this exercise.

First, the Facilitator will lead and guide the exercise by presenting information. This will keep the exercise moving forward and make sure the key decision points in the exercise are reached.

Second, the Facilitator will observe and coach. In this role, he or she will observe the group process and discussion. As the exercise unfolds, he or she may need to step in and help the team members clarify their decision making by asking questions about their thought process and the factors they considered in making choices. For example, if they placed a high priority on helping a victim who was probably dying, or if they decided to enter a building that was clearly too dangerous, work through their decision-making process so they realize the potential negative results of their decision.

The Facilitator may want to take notes on decisions made and actions taken so he or she can refer to them later. Use the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)* to record notes.

Third, the Facilitator will conduct a hot wash (debrief). The purpose of the hot wash is to reinforce learning by helping participants evaluate their own decision making. It is a balance between:

- Asking participants why they made the choices they did and what they learned.
- Providing additional information and coaching.

Bear in mind that, although the Facilitator may have more experience and knowledge, participants will likely learn more if coached through their decision-making process than if they are told what they should have done.

During the hot wash and after the exercise, the Facilitator has additional responsibilities including collecting feedback on the exercise and how beneficial it was for CERT participants, and providing input to improve future CERT exercises.

#### 2. *Evaluator*

The role of Evaluator is typically assumed by the Facilitator in a tabletop exercise. The primary responsibility of the Evaluator is to assess the exercise based on the events and expected actions listed on the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)*. The Evaluator typically has a passive role and does not interfere with the exercise unless he or she is also playing the role of Facilitator.

**Facilitator Guidelines**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>1</b>	Prepare for the exercise.	<ul style="list-style-type: none"> <li>• Make copies of the handouts in the Appendix. The Appendix index indicates how many copies are needed.</li> <li>• Make copies of the one-page Exercise Overview for each participant.</li> </ul>
<b>2</b>	If necessary, organize the group into groups of 7-10.	Explain that each small group will go through the exercise together.
<b>3</b>	Introduce the exercise to all participants.	<p>Distribute the one-page Exercise Overview to all participants.</p> <p>Explain that the purpose of the exercise is:</p> <ul style="list-style-type: none"> <li>• To provide an opportunity to talk through the procedures the team would implement in response to a given scenario.</li> <li>• To improve CERT's operational performance by practicing and validating policies, plans, procedures, and training in the risk-free environment of an exercise.</li> </ul>
<b>4</b>	Review the goals of the exercise with all participants.	<p>Explain the goals of the exercise.</p> <ul style="list-style-type: none"> <li>• Assess plans and protocols for communicating between the team and professional responders, between the CERT Command Post and the field, and between team members.</li> <li>• Validate the decision-making process to prioritize incidents.</li> <li>• Assess exterior search procedures.</li> <li>• Evaluate the procedures for managing responses from the survivors in a disaster area.</li> <li>• Validate CERT sizeup procedures.</li> </ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #6**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>5</b>	Present the scenario to all participants.	<ul style="list-style-type: none"><li>• A series of heavy storms has caused small stream flooding, with moderate damage to local roads, parks, and structures in low-lying areas. Water levels are rising slowly but steadily.</li><li>• The Fire Department has asked that the team assemble at a local park to help with evacuations, sandbagging, and organizing volunteers.</li></ul>
<b>6</b>	Hand out copies of the map to each participant.	<ul style="list-style-type: none"><li>• Explain that the team has gathered at the parking lot near the 1<sup>st</sup> St. entrance.</li><li>• There are sandbagging supplies available.</li><li>• There is a firefighter trying to organize a group of 10 volunteers when the team arrives.</li><li>• She asks that the team take over organizing the volunteers, help fill the sandbags and get them placed in front of the businesses on Pine St., and let the residents on Maple and Pine between 1<sup>st</sup> and 3<sup>rd</sup> Streets know that they need to evacuate their homes.</li><li>• After explaining the situation, she leaves saying she will check in as she is able.</li></ul>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #6**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>7</b>	Provide initial instructions.	<p>Ask the group how they would:</p> <ul style="list-style-type: none"> <li>• Establish Incident Command.</li> <li>• Choose the location for the Command Post.</li> <li>• Keep emergency services updated on the status of the situation.</li> <li>• Develop a plan to respond to the situation, including defined roles and assigned tasks.</li> </ul> <p>Emphasize that all members of each small group will participate in the decision-making process. Each member should be prepared to make decisions as if he or she is the Incident Commander (IC), Team Leader, or other role of the Command Post Team.</p>
<b>8</b>	Pause and discuss the roles and tasks and provide feedback about the group's decisions.	<p>Consider the following in your discussion:</p> <ul style="list-style-type: none"> <li>• Does the team have adequate resources to respond to all the Fire Department requests? If not, how did they respond?</li> <li>• Which leadership positions were created? Why?</li> <li>• Which requests received the highest priority? Why?</li> </ul>
<b>9</b>	Resume the exercise.	
<b>10</b>	Tell the team that a woman runs up. She is almost hysterical. She was dropping her husband off to help with the sandbagging. Her 5-year-old son has wandered away. She thinks he went into the park. She desperately needs help finding him.	<p>Ask the team how they would respond to this new development.</p> <p>Be sure to explore how Incident Command would communicate with teams in the field when prioritizing and assignments are shifted.</p>

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #6**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>11</b>	Observe the discussion and decision-making process.	Coaching tips are provided in Step 15.
<b>12</b>	Review the final plan with the team. Discuss the implications of their decisions as appropriate	Consider the following in your discussion: <ul style="list-style-type: none"><li>• Were tasks prioritized correctly?</li><li>• Were adequate personnel assigned for each operation?</li><li>• Were team members performing tasks that they have the capability to achieve?</li><li>• How might the teams have communicated with the CERT IC?</li></ul>
<b>13</b>	Terminate the exercise when the time has run out, or most of the small groups have developed a final plan of action.	

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #6**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>14</b>	Conduct the hot wash with all participants and staff members.	<ul style="list-style-type: none"> <li>• Since documentation is a key part of every CERT response, ask specific questions during the hot wash that would likely require the group to refer to documentation for answers. Questions might include:               <ul style="list-style-type: none"> <li>○ How were team members divided into functional teams?</li> <li>○ What actions were taken and by whom?</li> <li>○ Why were certain actions taken?</li> <li>○ When did they do this?</li> <li>○ What conditions did they find?</li> <li>○ What did you do next?</li> <li>○ What worked well and what did not?</li> </ul> </li> <li>• NOTE: Documentation may be done in a variety of ways – from structured forms, to notes on scrap cardboard, to writing on the back of a hand. The format isn't important, but retaining the information is.</li> </ul>
<b>15</b>	Provide coaching to the participants as appropriate.	<p>Coaching points you may want to bring up to the group if not already mentioned include:</p> <ul style="list-style-type: none"> <li>• The two most important goals for team members are: Protect yourself first, and then do the greatest good for the greatest number of people. All other decisions flow from these two considerations.</li> <li>• What factors were considered when assigning resources?</li> <li>• Looking back, what might you do differently the next time you face a similar situation?</li> </ul>
<b>16</b>	Distribute the <i>Participant Feedback Form</i> to all participants.	Ask participants to complete the form.

**CERT DRILLS AND EXERCISES: TABLETOP EXERCISE #6**

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>17</b>	Distribute the <i>Facilitator/Evaluator Feedback Form</i> .	Ask all Facilitators/Evaluators to complete the form.

## **Appendix**

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## **Index of Forms and Materials**

Local map (1 page): 1 copy per participant is distributed during the exercise

*Events and Evaluation Form for Facilitator(s) and Evaluator(s)* (2 pages): 1 copy per Facilitator and Evaluator is distributed before the exercise

*Facilitator/Evaluator Feedback Form* (1 page): 1 copy per Facilitator and Evaluator is distributed after the exercise

*Participant Feedback Form* (1 page): 1 copy per participant is distributed after the exercise

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Local Map



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## Events and Evaluation Form for Facilitator(s) and Evaluator(s)

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
Set up Command Post. [ICS]	Command Post should be located in central, safe location.  Likely location is in parking lot pavilion.	Time completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
Establish communications with emergency services. [Communications]	IC contacts 9-1-1 or Fire Department and maintains periodic contact to keep them updated about incident status.	Time completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
Assign leadership roles. [ICS]	Assign IC, Logistics Team Leader, and Operations Section Chief. Medical treatment area Team Leader may not be needed.	Time completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
Prioritize incidents and develop action plan. [ICS]	Team correctly prioritizes incidents according to what team has the capability to perform.	Time completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
Assign tasks. [ICS, Scene Management]	Operations Section Chief assigns teams to: <ul style="list-style-type: none"> <li>• Coordinate sandbagging and assign volunteers after asking about special skills.</li> <li>• Go to houses and warn residents to evacuate.</li> </ul>	Time completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
Address search process for 5-year-old. [Exterior Search, Communications]	Withdraw teams from sandbagging and/or evacuation activities to conduct search. Establish search pattern. Set procedures for communicating with Incident Command.	Time completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

# Facilitator/Evaluator Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

Role (Optional):

CERT/Organization:

- Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the following statements, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The Facilitator(s) was knowledgeable about the area of play and kept the exercise on target.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed the CERT to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped the CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures.	1	2	3	4	5

- Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

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Areas for improvement: \_\_\_\_\_

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- Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

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# Participant Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

CERT/Organization:

1. Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the statements provided below, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

<b>Assessment Factor</b>	<b>Strongly Disagree</b>			<b>Strongly Agree</b>	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed me to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped my CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures.	1	2	3	4	5
After this exercise, I believe my CERT is better prepared to deal successfully with the scenario(s) that was exercised.	1	2	3	4	5

2. Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

\_\_\_\_\_

Areas for improvement: \_\_\_\_\_

\_\_\_\_\_

3. Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

\_\_\_\_\_

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