
Unit 4a: Tabletop Exercise

Objective

At the end of this unit, the students should be able to apply what they have learned throughout this course to their Multiagency Coordination Systems.

Scope

- Lesson Overview and Objective
 - Tabletop Exercise
 - Exercise Debriefing
 - Summary and Transition
-

Methodology

Note: During this exercise, one instructor will act as the exercise Controller, and one instructor will act as the exercise Facilitator, circulating through the room to answer questions. The students will assume roles necessary to make decisions based on the information provided by the Controller.

The exercise Controller will introduce the exercise, which will be developed based on an actual incident, and describe the rules of play, exercise objectives, and other exercise information to the class. After answering all questions, the Controller will introduce the exercise scenario. Working in groups, the students will begin the decision-making process to respond to the needs at the incident scene. At specified intervals throughout the exercise, the Controller will provide the students with additional information about the incident (e.g., cascading events at the scene that require additional resources or other response from the Multiagency Coordination Entity). The students will use the new information to make resource decisions, including activating mutual aid or other agreements, requesting expansion of the Multiagency Coordination System, etc.

At the end of the exercise, the Controller will debrief the group. The exercise Controller will then transition from the exercise to Unit 5.

Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Lesson Overview and Objective	5 minutes
Tabletop Exercise	1 hour 45 minutes
Exercise Debriefing	30 minutes
Summary and Transition	5 minutes
Total Time	2 hours 30 minutes

Remarks

This exercise has been developed for all levels of government. While the exercise objectives can be used for all audiences, **certain aspects of the exercise do not apply to all levels** in terms of multiagency coordination activities. The injects are important to all audiences, however, to provide an overall view of the emergency as it unfolds and to test the students' ability to identify which decisions should be made at which level. Review this exercise thoroughly before class so that you understand fully which injects to use for your audience.

Instructor Notes

This tabletop exercise is intended to allow the students to apply what they have learned throughout this course. The exercise describes a widespread power outage and resultant response issues. The exercise provides the opportunity to identify the coordination issues that could arise in a widespread emergency and make the decisions to resolve those issues through multiagency coordination.

The exercise simplifies and orders the event during a period of time that, in reality, would be characterized by confusion and complexity. The incident is presented as an unfolding event, with the initial incident scenario introducing the emergency and new information being introduced by means of injected messages throughout the exercise.

Previous activities have been designed to provoke discussion about specific elements of the MAC System, or to develop skills associated with planning and assessment. This tabletop is designed to synthesize previous activities with participants' own EOPs and SOPs through a simulated emergency.

The scenario and injects presented in this exercise are not intended to reflect a jurisdiction's political context, but the students should consider how political issues might influence their actions and decisions.

Instructor Notes

The success of this exercise depends on the total concentration of all the students throughout the exercise. Tell the students that they should not leave the room during the exercise, and ask all students to ensure that their cell phones and pagers are turned off or set to vibrate.

The students should work in groups to complete this exercise. The groups may be organized horizontally (e.g., a jurisdiction with its mutual aid partners) or vertically (e.g., local and State grouped together).

You will need to make copies of the injects prior to delivering this exercise. You do not need any special equipment to conduct this exercise. The students will need:

- Their jurisdiction's EOP, including maps.
- Any SOPs that they use during an incident.

Guidelines for Presenting the Incident Scenario

General guidelines for presenting the incident scenario are listed below. Specific guidance for introducing the initial scenario and the injects are provided in the exercise itself.

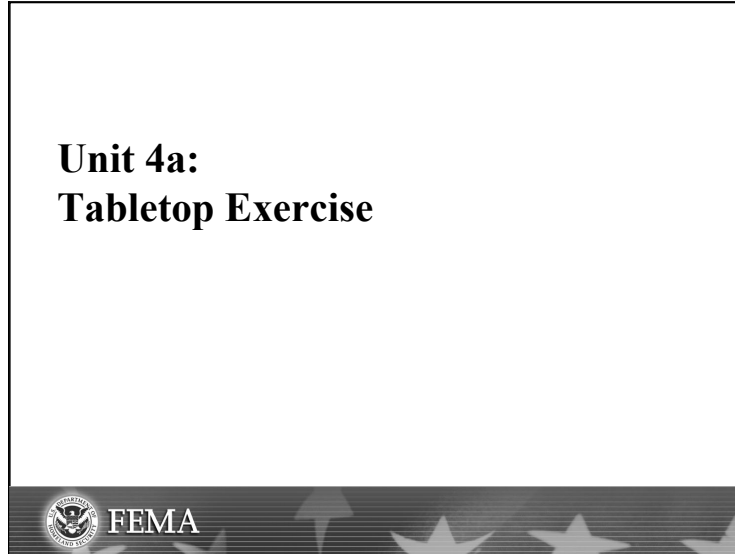
- The incident scenario, as provided, involves a power failure over a broad area of the United States. The students should assume that their States and jurisdictions are located within the affected area.
- The incident scenario and injects are designed to focus on multiagency coordination for the purpose of determining the strengths and weaknesses in the overall system, both vertically and horizontally.
- The Controller should introduce the scenario by briefing the students. Following the introduction, each student should consider the information presented from the point of view of his or her role and responsibilities during the emergency. The students should participate in a discussion within their groups to respond to the information provided in the scenario (e.g., request resources, establish priorities, request additional information, etc.).
- There are five injects placed approximately 20 minutes apart. Injects use elapsed, not "real" time. The elapsed time period is provided in the inject narrative. The Controller should read the exercise injects to the class. These injects may build on the initial scenario to provide additional information, relate cascading events, or transmit requests for information from another portion of the Multiagency Coordination System. Following each inject, the students should discuss the new information within their groups to respond to the information provided.

- The Controller may pause the exercise at any time to discuss the scenario and the groups' responses, answer questions, or clarify information presented. The Controller may also ask additional questions of the group or provide information that is tailored to the exercise players.

At the end of the exercise, the Controller will debrief the groups, asking them to evaluate their procedures. Finally, the groups will develop a list of tasks that they need to complete to improve their Multiagency Coordination Systems.



Visual 4a.1



Visual Description: Unit 4a: Tabletop Exercise

Instructor Notes

Introduce this unit by telling the students that Unit 4a provides an opportunity to apply the principles presented in this course to their own Multiagency Coordination Systems.



Visual 4a.2

Unit 4a Objective

- At the end of this unit, students should be able to apply what they learned throughout this course to their Multiagency Coordination System.



Unit 4a:
Tabletop Exercise

Visual Description: Unit 4a Objective

Instructor Notes

Review the unit objective:

- At the end of this unit, students should be able to apply what they learned throughout this course to their Multiagency Coordination System.



Visual 4a.3

Guidelines for Exercise (1 of 2)

1. The scenario involves a power failure over a broad area of the United States. You should assume that your States and jurisdictions are located within the affected area.
2. The incident scenario and injects are designed to focus on multiagency coordination to determine strengths and weaknesses in the system.
3. The Controller will introduce the scenario. You should consider the information presented from the point of view of your role and responsibilities during an emergency.
4. During the exercise, the Controller will provide additional scenario injects to the class.

Unit 4a:
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Visual Description: Guidelines for Exercise (1 of 2)

Instructor Notes

Describe the guidelines for the exercise:

- The incident scenario involves a power failure over a broad area of the United States. The students should assume that their States and jurisdictions are located within the affected area.
- The incident scenario and injects are designed to focus on multiagency coordination for the purpose of determining the strengths and weaknesses in the overall system, both vertically and horizontally.
- The Controller should introduce the scenario by briefing the students. Following the introduction, each student should consider the information presented from the point of view of his or her role and responsibilities during the emergency. The students should participate in a discussion within their groups to respond to the information provided in the scenario (e.g., request resources, establish priorities, request additional information, etc.).
- There are five injects placed approximately 20 minutes apart. Injects use elapsed, not “real” time. The elapsed time period is provided in the inject narrative. The Controller should read the exercise injects to the class. These injects may build on the initial scenario to provide additional information, relate cascading events, or transmit requests for information from another portion of the Multiagency Coordination System. Following each inject, the students should discuss the new information within their groups to respond to the information provided.



Visual 4a.4

Guidelines for Exercise (2 of 2)

5. The Controller may pause the exercise at any time to discuss the scenario and your responses, answer questions, or clarify information presented.

The Controller may also ask additional questions of you or provide information that is tailored to your situation.



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Visual Description: Guidelines for Exercise (2 of 2)

Instructor Notes

- The Controller may pause the exercise at any time to discuss the scenario and the groups' responses, answer questions, or clarify information presented. The Controller may also ask additional questions of the group or provide information that is tailored to the exercise players.

At the end of the exercise, the Controller will debrief the groups, asking them to evaluate their procedures. Finally, the groups will develop a list of tasks that they need to complete to improve their Multiagency Coordination Systems.



Visual 4a.5

Exercise Scenario (1 of 2)

The summer had been hot, and the hot weather carried into early September throughout much of the country. Anyone who had air conditioning used it. Those who didn't went to shopping centers, theaters, or anyplace they could to keep cool. As a result, electrical consumption was at an all-time high, using virtually all electricity that could pass through the grid.



Unit 4a:
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Visual Description: Scenario for Exercise (1 of 2)

Instructor Notes

Present the scenario for the exercise:

The summer had been hot, and the hot weather carried into early September throughout much of the country. Anyone who had air conditioning used it. Those who didn't went to shopping centers, theaters, or anyplace they could to keep cool. As a result, electrical consumption was at an all-time high, using virtually all electricity that could pass through the grid.



Visual 4a.6

Exercise Scenario (2 of 2)

At 1420 hours, parts of New Energy's system began to fail – first at remote sites, then at the core servers. Although New Energy lost three 345 kV within the first 20 minutes, the loss was not noticeable outside the service area. At 1440, however, New Energy lost an additional sixteen 138 kV lines due to overload. One of those lines shut down the major path for electrical imports to its service area, which started a rolling blackout that, within 1 hour, covered nearly 1/3 of the country.

Throughout the blacked-out area, elevators stopped, businesses shut down, and traffic quickly became gridlocked. Almost immediately, all telephone circuits became jammed.



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Visual Description: Scenario for Exercise (2 of 2)

Instructor Notes

Continue with the scenario for the exercise:

At 1420, parts of New Energy's system began to fail—first at remote sites, then at the core servers. Although New Energy lost three 345 kV within the first 20 minutes, the loss was not noticeable outside a limited service area. At 1440, however, New Energy lost an additional sixteen 138 kV lines due to overload. One of those lines shut down the major path for electrical imports to its service area, which started a rolling blackout that, within 1 hour, covered nearly one-third of the country.

Throughout the blacked-out area, elevators stopped, businesses shut down, and traffic quickly became gridlocked. Almost immediately, all telephone circuits became jammed.




Visual 4a.7

Discussion Questions

What initial actions would your jurisdiction (local, State, or Federal) take?

What are your jurisdiction's first priorities?

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Visual Description: Discussion Questions

Instructor Notes

It is impossible to develop “one size fits all” class solutions for this exercise. General topics that should emerge as part of the discussion are listed with the question. Where the question has a specific intent, it is also noted.

Discussion Questions:

1. What initial actions would your jurisdiction (local, State, or Federal) take?

Class solution: Discussion should include what parts of the MAC System should be activated, and at what level. Other initial actions may include gathering and assessing information about the impact and scope of the scenario, adjusting to the increased demand for emergency services, checking the status of critical facilities and infrastructure, and considering mitigation efforts for vulnerable populations and facilities.

2. What are your jurisdiction's first priorities?

Class solution: Discussion will vary with audience, but groups should assess priorities according to the standard “life safety, incident stabilization, and property conservation/environmental/economic impact” hierarchy.



Visual 4a.8

Inject 1 – Discussion Questions

- Does this information change your priorities? How? What are your new priorities? How will you address your priorities?
- Does your jurisdiction have the resources it needs to respond to this emergency? What will you do?
- With what agencies or entities will you communicate/coordinate to ascertain the current situation status?
- What will you do to respond to the rumors of a terrorist attack? How will you disseminate the information?

Unit 4a:
Tabletop Exercise

Visual Description: Inject 1 – Discussion Questions

Instructor Notes

Controller's Note: Read and distribute this inject to the group approximately 20 minutes into the exercise.

The time is now 1602.

- The electric company has reported that the problem originated outside their area. The company has disconnected from the grid but, because their entire system is down, it will be some time before power can be restored.
- Calls are coming in from all over the area reporting people stuck in elevators, on mass transit systems, and in other life-threatening situations.
- A local carnival has requested assistance to rescue passengers on its super roller coaster, which is stuck two-thirds of the way up a steep incline.
- Several businesses have reported that their backup generators do not work.
- The 9-1-1 dispatch center has received multiple calls about traffic accidents involving vehicles attempting to cross intersections that do not have working signals.
- Media representatives are reporting rumors of a terrorist attack on the power grid.
- Responders are reporting being unable to respond to emergency calls because of the traffic gridlock.

Inject 1 – Discussion Questions (Continued)**Discussion Questions:**

1. Does this information change your priorities? How? What are your new priorities? How will you address your priorities?

Class solution: Groups should find that overall priorities (life safety, incident stabilization, and property conservation/environmental impact/economy) remain much the same, but that the activities within those priority areas will change as new information becomes available.

2. Does your jurisdiction have the resources it needs to respond to this emergency? What will you do?

Class solution: Few jurisdictions will be able to answer in the affirmative. It should also be evident to the groups that their usual sources for mutual aid are also impacted by the emergency, and resources will have to come from several States away. Groups should begin to discuss strategies for responding until outside assistance can arrive. These may include prioritizing scarce resources such as police, fire, and EMS, etc.

3. With what agencies or entities will you communicate/coordinate to ascertain the current situation status?

Class solution: Answers should include: dispatch (call load/kinds of calls); law enforcement and transportation agencies (traffic control issues); utilities (impact on water and sewer systems); New Energy (grid status); and surrounding jurisdictions and levels of government above and below (general situation status, resource availability).

4. What will you do to respond to the rumors of a terrorist attack? What other information does the public need to know? How will you disseminate the information?

Class solution: Confirm common message with FBI and DHS. Make sure your JIS is reinforcing the common message. Provide public with information on heat-related injuries and first aid instructions. Request calls to 9-1-1 be limited to true emergencies. Provide locations of temporary shelters or other comfort stations for people who have no other way to keep cool. Distribution methods could include standard media, as well as CERTs, Neighborhood Watch, and other community-based organizations.



Visual 4a.9

Inject 2 – Discussion Questions

- Has this new information shifted your jurisdiction's priorities? How? What are your priorities at this time? How will you address the priorities?
- With what agencies or entities will you communicate/coordinate? Who will be involved (vertically and horizontally) in the coordination efforts?
- What steps are you taking to ascertain the current situation status?
- How will your Public Information System support the DHS/FBI statement and allay public fears of terrorism? What other information does the public need? How will you disseminate the information?
- What are the potential issues for your jurisdiction (local, State or Federal) if the outage continues for an extended period? What are your contingency plans to address these issues if they occur?

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Visual Description: Inject 2 – Discussion Questions

Instructor Notes

Controller's Note: Read and distribute this inject to the group approximately 40 minutes into the exercise.

The time is now 1715.

- There is no new information to report about the cause of the outage or how long it will last. Media outlets are broadcasting news of an explosion as a possible cause. The weather forecast is unchanged.
- The Secretary of Homeland Security and the FBI Director have issued a statement saying that the cause of the outage is under investigation, but there is no known link to terrorism at this time. Both refused to comment on the rumors of an explosion.
- 9-1-1 dispatch has just received several calls reporting a major fire at a warehouse. Fire units are dispersed for rescue calls throughout the area. Given the traffic situation, they will have difficulty responding to the scene.
- Emergency calls are coming in reporting heat-related illnesses, especially among the elderly.
- The American Red Cross reports it has 10 requests for shelters, but can only staff 1. The representative reminds you that the Red Cross cannot do special needs sheltering.
- Communication is becoming more difficult as cellular phone and two-way radio batteries run down and there is no way to recharge them.

Inject 2 (Continued)

- Traffic is so gridlocked that some people are abandoning their vehicles and walking, adding to the traffic problems in the area. There are reports of several “road rage” incidents as drivers’ frustrations mount. Pedestrians have added to the problem by wandering through traffic. Some citizens are trying to direct traffic through congested intersections.

Discussion Questions:

1. Has this new information shifted your jurisdiction’s priorities? How? What are your priorities at this time? How will you address the priorities?

Class solution: Groups should find that overall priorities (life safety, incident stabilization, and property conservation/environmental impact/economy) remain much the same, but that the activities within those priority areas will change as new information becomes available.

2. With what agencies or entities will you communicate/coordinate? Who will be involved (vertically and horizontally) in the coordination efforts?

Class solution: Answers should include: dispatch; law enforcement and transportation agencies; utilities; New Energy; and surrounding jurisdictions and levels of government above and below; other MAC Entities (EOCs and MAC Groups) as they activate; volunteer organizations, especially the Red Cross.

3. What steps are you taking to ascertain the current situation status?

Class solution: Answers should include: dispatch (call load/kinds of calls); law enforcement and transportation agencies (traffic control issues); utilities (impact on water and sewer systems); New Energy (grid status); and surrounding jurisdictions and levels of government above and below (general situation status, resource availability).

4. How will your Public Information System support the DHS/FBI statement and allay public fears of terrorism? What other information does the public need? How will you disseminate the information?

Class solution: Confirm common message with FBI and DHS. Make sure your JIS is reinforcing the common message. Provide public with information on heat-related injuries and first aid instructions. Request calls to 9-1-1 be limited to true emergencies. Provide locations of temporary shelters or other comfort stations for people who have no other way to keep cool. Distribution methods could include standard media, as well as CERTs, Neighborhood Watch, and other community-based organizations.

Inject 2 – Discussion Questions (Continued)

5. What are the potential issues for your jurisdiction (local, State, or Federal) if the outage continues for an extended period? What are your contingency plans to address these issues if they occur?

Class solution: Answers will vary with jurisdiction, but some answers may include the need to bring on additional emergency responders, staff the EOC for a long period of time, discontinue nonessential services, etc. In addition, some groups may discover the need for an additional multiagency coordination mechanism (for example, if no current method exists to prioritize requests for Red Cross shelter services among EOCs.)

6. Your jurisdiction's executives have asked for a list of the top three coordination issues, top three logistical issues, and top three planning issues.

Class solution: Answers will vary with jurisdiction, but answers may include:

- Coordination: Ensuring public information concerning terrorism, cause, and duration of outages are consistent. Police traffic control with access for fire and EMS resources. Nursing homes, hospitals, and other services for at-risk homebound sick and elderly.
- Logistics: Batteries for radios and cellular phones. Traffic patterns and access. Communication EOC to field units.
- Planning: Long-term staffing for EOC field. Potential need for special-needs shelter for at-risk elderly. Potential need for enhanced law enforcement. Contingency plan for fire suppression if water system fails.



Visual 4a.10

Inject 3 – Discussion Questions (1 of 2)

- Has this new information shifted your jurisdiction's priorities? How? What are your priorities at this time? How will you address the priorities?
- What will your jurisdiction do in response to New Energy's statement that explosions have taken the system down? How will you handle the Municipal Authority's request? How will you disseminate the information?
- How will you handle fire calls to areas that are without water?

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Visual Description: Inject 3 – Discussion Questions (1 of 2)

Instructor Notes

Controller's Note: Read and distribute this inject to the group approximately 1 hour into the exercise.

The time is now 1930.

- New Energy has just confirmed that explosions have toppled two of its towers (the towers were not located in your jurisdiction). The towers were located 12 miles apart on two separate transmission lines. There has been no statement as of yet from DHS or the FBI.
- The electric company has reported that power will have to be restored gradually to reduce strain on the system. They gave no indication about when that will be.
- The Municipal Authority has reported the failure of four pumping stations. Most of the jurisdiction is now without water. The Authority has asked you to put out a "boil water" advisory. There is also concern about whether there is enough fuel to continue operating sewage lift points if the outage continues into the night.
- Traffic jams are beginning to lessen, but gas stations cannot pump any gas because they don't have backup power-generation capabilities.
- Nightfall is approaching. There is some concern about looting and other crime after dark.

Inject 3 (Continued)**Discussion Questions:**

1. Has this new information shifted your jurisdiction's priorities? How? What are your priorities at this time? How will you address the priorities?

Class solution: Again, while the overall priorities beginning with life safety will not be changed by the new information, activities within them will be, as will the impact on emergency resources.

2. What will your jurisdiction do in response to New Energy's statement that explosions have taken the system down? How will you handle the Municipal Authority's request? How will you disseminate the information?

Class solution: Answers will depend on jurisdiction. Answers may include prioritize law enforcement assignments to make best use of scarce resources. Doing this effectively will require participation of all levels of government. Work with the JIS and the Municipal Authority to develop the boil water message and determine the most effective method of delivery.

3. How will you handle fire calls to areas that are without water?

Class solution: Strategies will vary with jurisdiction. Options may include ensuring drafting capability and access to auxiliary sources such as swimming pools, irrigation ponds, etc. Pre-positioning water tenders may also be an option in some jurisdictions.



Visual 4a.11

Inject 3 – Discussion Questions (2 of 2)

- **Does your entity have backup power-generation capabilities for an extended blackout period? If not, how will you address the issue?**
- **How will you address the concern about potential looting? With what agencies/entities will you coordinate?**
- **What other contingency plans are required to address an extended blackout period?**
- **What is the command structure for this incident? Where is the IC located? Describe role of Command vs. Coordination in this event.**

Unit 4a:
Tabletop Exercise

Visual Description: Inject 3 – Discussion Questions (2 of 2)

Instructor Notes

4. Does your entity have backup power-generation capabilities for an extended blackout period? If not, how will you address the issue?

Class solution: Answers will vary with jurisdiction.

5. How will you address the concern about potential looting? With what agencies/entities will you coordinate?

Class solution: Possible considerations may include enhanced patrols in vulnerable/sensitive areas, establishing a curfew, etc. All law enforcement agencies should be involved, as well as community-based organizations such as CERTs, Neighborhood Watch, Chamber of Commerce, etc.

6. What other contingency plans are required to address an extended blackout period?

Class solution: Answers may include caring for tourists and other transients, prioritizing access to fuel, providing refrigeration for pharmaceuticals that must be kept cool, the establishment of “mega shelters” on a regional basis to maximize shelter resources, etc.

7. What is the command structure for this incident? Where is the IC located? Describe the role of Command vs. Coordination in this event.

Class solution: Answers may vary by jurisdiction. Solutions should emphasize keeping command at the incident, rather than EOC/MAC Entity level. Area Command may be used to manage multiple overall incidents. Command should be responsible for the “tactics” such as traffic control, fire suppression, etc. The MAC Entities should focus on consistent interagency public information, resource coordination, and broad and long-term situation projections.



Visual 4a.12

Inject 4 – Discussion Questions

- What are the multiagency coordination issues raised by this new information? What are your new priorities?
- What additional actions, if any, will you take now that the threat level has been raised to Orange?
- How will you handle the looting? What can you do to reduce the response time on other calls?
- How does this information affect the message(s) you release to the public? Who are the participants in the JIS?
- What are your jurisdiction's key coordination points at this time?

Unit 4a:
Tabletop Exercise

Visual Description: Inject 4 – Discussion Questions

Instructor Notes

Controller's Note: Read and distribute this inject to the group approximately 1 hour and 20 minutes into the exercise.

The time is now 2100.

- The FBI has held a news conference in which they related the facts as of 2030. New Energy reported damage to its system as a result of explosions at two of its towers. FBI and ATF agents are at the scene and are investigating New Energy's claims. Two towers have, in fact, been toppled. It is too soon to determine if the incident is sabotage or a terrorist incident. New Energy is cooperating with authorities by providing information and access to its personnel records. It is too soon to comment further because of the ongoing investigation.
- The Secretary of DHS has increased the threat level to Orange for all infrastructure systems nationally. He states clearly that there have been no credible threats and that the increased threat level is precautionary.
- The President has issued a statement recapping the events that apparently led to the power outage. He stated that the FBI and ATF are in control of the situation and that the perpetrators will be "brought to justice." The President reminded the public that there are no credible threats of additional infrastructure or other attacks—but urges the public to heighten their level of awareness.
- There is still no estimate for how long the blackout will last. The media is interviewing business owners and managers who are complaining about how much money the outage will cost them if they can't open in the morning.

Inject 4 (Continued)

- Reports of sporadic looting are coming in from around the area. Police are responding but are spread thin. Response to other calls has been delayed.
- The heat and hours in traffic are taking their toll on the public. Calls to 9-1-1 for domestic disputes and heat-related health issues have increased dramatically in the past hour.
- Media representatives have jumped on possible terrorism as the cause for the blackout and are suggesting that additional strikes may occur while responders are dealing with local emergencies. Virtually all outlets have interviewed “experts” to tell the public just how vulnerable the country is to additional attacks. Even in areas unaffected by the blackout, the public has responded by making a run on grocery stores to buy bottled water and batteries.
- Some government agencies had procured backup power systems but (now that it looks like the blackout will last into the next day) are reporting that they neglected to include their key-card systems within the system. Those with “hot” sites are implementing their continuity of operations (COOP) plans, which will require changing communication networks to alternate sites. Most agencies do not have “hot” sites, though, and cannot implement their COOP plans.

Discussion Questions:

1. What are the multiagency coordination issues raised by this new information? What are your new priorities?

Class solution: Again, while the overall priorities beginning with life safety will not be changed by the new information, activities within them will be, as will the impact on emergency resources. The new information affects the role of law enforcement, stretches already scarce resources, and changes the role of the Federal Government.

2. What additional actions, if any, will you take now that the threat level has been raised to Orange?

Class solution: Discussion should include need to prioritize law enforcement resources to include monitoring any similar structures located within the jurisdiction. Enhanced security at dispatch, EOC/MAC Entities, etc.

3. How will you handle the looting? What can you do to reduce the response time on other calls?

Class solution: See above. If there is no coordination mechanism (such as a law enforcement MAC Group) that could coordinate an integrated approach to law enforcement under these conditions, the group should consider how such an entity might be established.

Inject 4 (Continued)

4. How does this information affect the message(s) you release to the public? Who are the participants in the Joint Information System?

Class solution: Messages should convey any additional restrictions on movement, such as a curfew. Messages should also be clear on what is known (and not known) about the threat at this point. Jurisdictions may also want to include contact information to report suspicious behavior, etc. Participants may include public information staff from all affected jurisdictions, key utilities (power, water), volunteer organizations, and hospitals and community service organizations.

5. What are your jurisdiction's key coordination points at this time?

Class solution: Will vary with jurisdiction, but should include all elements of the jurisdiction's MAC System (dispatch, EOC, etc.), surrounding jurisdictions, mutual aid cooperators, VOAD organizations, community-based organizations, and mutual aid cooperators at all levels, as well as other MAC Entities that have been activated.



Visual 4a.13

Inject 5 – Discussion Questions

- At this point in the scenario, what elements of your Multiagency Coordination System have been activated? At what levels? Is your system adequate for the multiagency decision-making that must be conducted in this scenario? If not, what additional activations or elements might you consider?
- What agencies or entities are involved in the scenario? Identify the MAC System element that would ensure their input was considered in decision-making. Identify any agency or entity for whom your current plan does not provide a MAC System link.

Unit 4a:
Tabletop Exercise

Visual Description: Inject 5 – Discussion Questions

Instructor Notes

Controller's Note: Read and distribute this inject to the group approximately 1 hour and 40 minutes into the exercise.

The time is now 2230.

- There is still no indication of when the power will come back on. The power company has reported that power definitely will not be restored before tomorrow afternoon at the earliest. Even after power is restored, there will be at least 2 days of rolling blackouts before the system returns to normal.
- The weather report for tomorrow calls for the hot, humid weather to continue. Temperatures will be in the high 80s to low 90s across much of the blacked-out area. There is a 60 percent chance of afternoon thunderstorms, some of which may be severe.
- There have been no updates from DHS, the FBI, ATF, or the White House concerning the situation.
- The Municipal Authority reports that the pumps on one of its lift stations have failed.
- The largest hospital in the area has reported that it only has enough fuel for its generators for another 6 hours. They are moving patients where possible to consolidate them.
- Firefighters have responded to a major fire in an apartment complex. The caller said that it was started when candles she had been burning ignited a nearby lampshade. There is little that the firefighters can do other than evacuate the building. They are using water available from tankers to keep the fire from spreading to adjacent buildings.

Exercise Inject 5 (Continued)

- Students from the local university have decided to hold a block party. Hundreds have taken to the streets. They have started a bonfire in the street outside a fraternity house. Many of the students are intoxicated. Neighbors are concerned that things will get out of hand.

Discussion Questions:

Note: These are intended to be “wrap-up” questions. Answering them should reinforce the complexity of multiagency coordination under such scenarios, and help identify where their jurisdiction’s MAC System may need reinforcement.

1. At this point in the scenario, what elements of your Multiagency Coordination System have been activated? At what levels? Is your system adequate for the multiagency decision-making that must be conducted in this scenario? If not, what additional activations or elements might you consider?

Class solution: Answers will vary with jurisdiction, but answers may include a lack of mechanisms to coordinate law enforcement resources at all levels of government, or lack of ability to prioritize American Red Cross or other VOAD resources between EOCs at the local or regional level.

2. What agencies or entities are involved in the scenario? Identify the MAC System element that would ensure their input was considered in decision-making. (For example, on-scene traffic coordination among law enforcement agencies would be handled at the Incident Command Post. The American Red Cross’ shelter concerns would be handled at the EOC.) Identify any agency or entity for whom your current plan does not provide a MAC System link.

Exercise Inject 5 (Continued)

Class solution:

Agencies/entities include:

- New Energy
- 9-1-1 dispatch
- Local carnival management company
- Local businesses
- Local media
- Homeland Security
- FBI
- Municipal authority
- Gas stations
- ATF
- President of the United States
- Local law enforcement
- Local fire agencies
- Local emergency medical services
- Local hospitals
- American Red Cross
- Local transportation authority
- Local water and sewer services
- Local, State, and Federal EOCs

Answers to question 2 will vary by jurisdiction. Shortfalls may occur for local businesses, gas stations, etc.

Instructor Notes

Introduce the debriefing by telling the group that this scenario is loosely based on the power outage that struck the Northeast in August 2003. Review the scenario and each inject with the group.

Solicit suggestions about strategies from the class, and suggest strategies based on your own experience to respond to this scenario. Stress communication and coordination issues, as well as emergency public information. Point out that there are few right or wrong answers to the issues raised.

Finally, engage the students in a discussion about what they have learned about the readiness of their Multiagency Coordination Systems. Ask for volunteers to provide the most important lessons learned from the exercise.

Instructor Notes

Summarize this unit by emphasizing the possibility that a widespread incident could occur affecting several States and rendering even mutual aid agreements and EMACs meaningless.

Urge the groups to include multiagency coordination for the full range of high-impact scenarios as part of their planning process.

Transition to the next unit by telling the students that Unit 5 will include the course summary and final examination.