

## **Tabletop Exercise #3**

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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:

13. Read through the entire exercise and supporting materials.
14. Decide how to localize the scenario in a way that reflects likely challenges in your community and tests your CERT members' skills and techniques.
15. Familiarize yourself with the flow of the exercise by thoroughly reviewing the Facilitator Guidelines. Use these guidelines to conduct the exercise.
16. Make copies of the supporting documents for participants. See the Appendix index for instructions.
17. Make copies of the *Participant Feedback Form* and ask participants to complete it after the exercise.
18. 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.citizencorps.gov/cert](http://www.citizencorps.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 victims 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 victims.

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 victims. 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 victims 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**

| <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 victim 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<br/>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**

Hole in the roof.  
No other damage is visible from the outside.  
Voices inside the house calling for help.

|                   |                           |
|-------------------|---------------------------|
| CERT MEMBER: John | PAGE <u>1</u> OF <u>1</u> |
|-------------------|---------------------------|

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

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 _1_ OF _1_ |
|--------------------|-----------------|

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

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 |
|-------------------------------|------|------|

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)

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

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

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

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

4. 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 |

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

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

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

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

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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