

Tornado Tabletop Exercise Curriculum Engaging Youth in Community Emergency Management



CM-09-08

Pamela Powell

Extension Educator

University of Nevada Cooperative Extension

Lynette Black

**4-H Youth Development Faculty
Oregon State University Extension Service**

Carol Benesh

**4-H Curriculum and Outreach Specialist
Montana State University**



University of Nevada
Cooperative Extension



The University of Nevada, Reno is an Equal Employment Opportunity/Affirmative Action employer and does not discriminate on the basis of race, color, religion, sex, age, creed, national origin, veteran status, physical or mental disability, or sexual orientation in any program or activity it operates. The University of Nevada employs only United States citizens and aliens lawfully authorized to work in the United States.

Tornado Tabletop Exercise Curriculum

Engaging Youth in Community Emergency Management

By:

Pamela Powell

Extension Educator

University of Nevada Cooperative Extension

775-423-5121

775-423-7594 (fax)

powellp@unce.unr.edu

Lynette Black

4-H Youth Development Faculty

Oregon State University Extension Service

541-296-5494

541-298-3574 (fax)

Lynette.Black@oregonstate.edu

Carol Benesh

4-H Curriculum and Outreach Specialist

Montana State University

406-994-3423

406-994-5417 (fax)

carol.benesh@montana.edu

Designed for grades 9-12
Can be adapted for grades 7-8



University of Nevada
Cooperative Extension



ACKNOWLEDGMENTS

The authors wish to thank the following individuals for their commentary and support in the development of this tabletop exercise curriculum.

<p>Warren Anderson Lt Col, Ret. Nevada Air National Guard Military and Technology Assistant University of Nevada, Reno Reno, Nevada</p> <p>Susan Emmons 4-H Technology Advisor CRN Project Coordinator Churchill County Cooperative Extension University of Nevada, Reno Fallon, Nevada</p> <p>Steve Endacott City of Fallon Emergency Manager Fallon, Nevada</p> <p>Robi Gray 4-H Agent, Glynn County 4-H University of Georgia Brunswick, Georgia</p> <p>Jared Hiles, SSgt Installation Emergency Manager 152nd Civil Engineer Squadron Nevada Air National Guard Reno, Nevada</p> <p>Michael Kaplan Associate Research Professor Desert Research Institute Reno, Nevada</p> <p>Aaron R. Kenneston Washoe County Emergency Manager Reno, Nevada</p> <p>Mert Mickelson Churchill County Emergency Manager Fallon, Nevada</p> <p>Nathan Mattox GIS Specialist Geographic Resource Specialist University of Missouri Columbia, Missouri</p>	<p>Kevin Rhoads Emergency Management Coordinator Purcell, Oklahoma</p> <p>Ed Sturgis Soil Conservation Technician Natural Resource Conservation Service Fallon, Nevada</p> <p>Debbie Stevens SUCCESS Coordinator Iowa State University Extension Mahaska County Oskaloosa, Iowa</p> <p>Tom Tate National Program Leader USDA Cooperative State Research Education and Extension Service Washington, D.C.</p> <p>Howard van Dijk Area Animal Specialist Emergency Preparedness Coordinator Clemson Extension, Richland County Clemson State University Columbia, South Carolina</p> <p>Richard Vasser State Trooper, Retired Beaumont, Texas</p> <p>Frank Wideman Natural Resource Engineer University of Missouri Outreach & Extension Perryville, Missouri</p> <p>Esther Worker ESRI Denver Education Account Manager Denver, Colorado</p>
---	---

Tabletop Exercise Objectives

This tabletop exercise curriculum was piloted at five locations in the southeastern United States as part of the Alert, Evacuate and Shelter (AES) program. The AES program is used to identify and train youth/adult teams to use geospatial technology to create maps with shelter locations and evacuation routes. One component of the AES program is this tabletop exercise. Evaluation results for the five piloted AES programs indicated significant ($p < .01$) increases in knowledge gained, attitude and behavior changes, regarding youth involvement in emergency preparedness, and use of the Incident Command System (ICS) language and process for responding to a disaster.

This tabletop exercise focuses on three main objectives:

1. Understand how emergency response groups work together to manage an incident.
2. Practice responding to an incident following the Incident Command System.
3. Evaluate the effectiveness of strategies developed to respond to the incident, minimizing the negative impacts of the incident.

The purpose of these three main objectives is to give participants an overview of what emergency responders do when preparing for and managing a disaster. This curriculum addresses additional learning objectives as outlined in the Nevada Department of Education's standards. Participating in this exercise will support teachers in reaching some of the required goals for social studies, geography and health. A few select standards and benchmarks for grade 12 are listed below. As the curriculum is recommended for grades 9-12, adaptation for younger ages will require a review of those age-appropriate standards.

Social Studies Content Standard: 8.0 Environment and Society

Benchmark: G8 [9-12].4 Effects of Natural Hazards on Human Systems - Analyze human perception and reaction to natural hazards including use, distribution and importance of resources.

http://www.doe.nv.gov/Standards_SocialStudies.html

Geography Content Standard: 5.0 Environment and Society

Benchmark: G5.12.6 Effect of Natural Hazards on Human Systems – Analyze human perception of and response to natural hazards.

[http://www.doe.nv.gov/Standards/SocialStudies/Geography_Standards_\(PDF\).pdf](http://www.doe.nv.gov/Standards/SocialStudies/Geography_Standards_(PDF).pdf)

Health Content Standard: 6.0 Goal Setting

Benchmark: G6.12.3: Environment/Consumer Health - Create an Action Plan towards improving the community/environment.

<http://www.doe.nv.gov/Standards/HealthPE/CurrentHealthStandards2007.pdf>

Whether it is the first responders managing an incident or the community agencies and government personnel who plan in advance for the emergency, all those involved need to work together for maximum effectiveness. Therefore, this curriculum, while designed to give insight into the emergency response protocol, also provides participants with an opportunity to practice skills that will benefit them the rest of their lives.

Modifying the Tabletop Exercise

As shown in the body of this curriculum, the basic premise for responding to various types of disasters is the same. Emergency responders, government agencies and personnel all follow the Incident Command System (ICS) as a guideline for the process of response, as well as delineation for the method of communication. Whether responding to a tornado, earthquake, wildfire, or flood, the process involved when planning for, or responding to, a disaster is the same.

This curriculum discusses the response for a tornado, however it could easily be adapted to any other disaster a community might face. For example, during a hurricane, resulting disasters can include tornados, flooding and subsequent biohazard issues, fires, agricultural destruction, etc. Though this tabletop focuses on a tornado in a high school, it could have easily been flooding as a result of a storm surge. It is important that what is selected is pertinent to those participating, especially for their initial introduction to the ICS concept.

Once ICS is understood, the curriculum could easily be modified for various locations and types of disasters in the United States. For example, students in the Northern states could practice responding to an ice storm. Students in the Western states could respond to a wildfire situation. In Nevada, prone to high temperatures in the summer and deep snow in the winter, potential disasters could be flooding as a result of snow melt. In addition, Nevada is one of the most active states with regards to earthquakes, ranking in the top five (Nevada Seismological Lab, 2009). Modifying the Tabletop Exercise to focus on disasters that occur most frequently in their area would give participants knowledge and experience that could improve their capability should the actual disaster occur.

As with all curriculums, the most important concept is making the experience real and applicable to the students' particular situation. Since this curriculum was designed for youth participation, it is important to have the exercise site be at a location the youth are familiar with, i.e. a school or park. Once youth are familiar with the ICS strategies and understand that they have an important role to play in planning and responding to a disaster, they are more likely to become an empowered resource for their community.

In an actual disaster, a responder may act in differing roles. This depends on the size and severity of the incident. As the incident grows, i.e. the wildfire becomes larger, the number of responders may increase, and the roles may change. The same is conversely true as the required disaster response lessens. Inherent in ICS is the ability for role expansion and reduction as is deemed necessary.

In planning for this tabletop exercise, the number of participants is based upon the number of students available; the larger the group the more interaction and discussion. The smaller the group, the more opportunity participants will have to learn and practice more of the various roles involved in responding to a disaster following ICS strategies. Therefore, the authors recommend that organizers gain prior knowledge of class size before preparing the tabletop exercise.

Table of Contents

Content	Page Number
Rationale	1
How to Use this Curriculum	5
Module One Instructions	9
• What is Incident Command System?	12
• Incident Command System Flow Chart	13
• Incident Command System Definition and Terms	14
• Instructions for Completing an Incident Action Plan	15
• Incident Action Plan for School Dance	16
Module Two Purpose and Objectives	18
• Instructions for the Tornado Tabletop Exercise	19
• Overview of the Tornado Tabletop Exercise	20
• Basic Tornado Tabletop Exercise Scenario	22
• Input I (Control Group copy)	23
• Input I (Participant copy)	24
• Completed Tornado Tabletop IAP for Input I Operational Period	25
• Tornado Tabletop IAP for Input I Operational Period	26
• Input II (Control Group copy)	27
• Input II (Participant copy)	28
• Tornado Tabletop IAP for Input II Operational Period	29
• Input III (Control Group copy)	30
• Input III (Participant copy)	31
• Tornado Tabletop IAP for Input III Operation Period	32
Evaluator Instructions	33
• What is a Tornado?	34
• The Fujita Scale	35
• Tornadoes – Did you know . . .	36
• Central Heights High School Fact Sheet	37
• School Policy Regarding Tornadoes	38
• During the Incident School Personnel and Students should.....	39
• Deadliest Tornadoes	40
• Room layout for Tornado Tabletop Exercise Teams	41
• Incident Command System Section Signs Overview	42
• Incident Commander	43
• Command Staff	44
• Operations	45
• Planning	46
• Logistics	47
• Finance/Administration	48

Table of Contents (continued)

Content	Page Number
• Central Heights High School Location Map	49
• CCHS Exercise Floor Plan for Participants – First Floor	50
• CCHS Exercise Floor Plan for Participants – Second Floor	51
• CCHS Exercise Floor Plan for Participants - Basement	52
• Incident Action Plan (IAP) – Blank Form	53
• Roles List	54
• Sign In Sheet	55
• Section Table Tent Signs	59
Resources	65
• Online Resources	66
• Materials/Supplies	67
• Tornado Tabletop Exercise Evaluation Survey	69
• Observational Assessments - Input One, Input Two and Input Three	70-72



Rationale

Rationale: The Importance of Utilizing a Tabletop Exercise

Since Sept. 11, 2001, has Americans have changed many of their previously held beliefs. Whether in urban centers or remote rural locations, people realized that they must play an integral role in ensuring their personal safety, the safety of their family members and the safety of their neighbors. Citizens could no longer ignore the possibility that the United States could come under terrorist attack. Community members began developing plans of action in preparation for disaster, be it of natural origin or man-made. On Dec. 17, 2003, President George W. Bush released Homeland Security Presidential Directive/HSPD-8. It established national policies to “strengthen the preparedness of the United States to prevent and respond to threatened or actual domestic terrorist attacks, major disasters, and other emergencies . . . A component of this directive is to establish and maintain a comprehensive training program to meet the national preparedness goal.” One method for providing training to enhance preparedness is the tabletop exercise. This form of exercise is used throughout the United States by governmental agencies, businesses, schools and community organizations to teach emergency response measures.



Tabletop exercises allow participants to think through, practice and evaluate emergency response strategies before a real emergency occurs. It also reinforces the necessity for uniform terminology used by responders. This terminology is used and understood by all responders who follow the Federal Emergency Management Agency (FEMA) Incident Command Training. This “universal language” is crucial, as is the standardized process used. The tabletop exercise is a useful disaster simulation tool that can help responders identify and address community and organizational issues that may inhibit crucial action needed to protect the safety and welfare of many.

While tabletop exercises are typically used with adult community members to plan and train for an emergency event, it is important that youth take an active role in learning the process of a tabletop exercise. Across the country, youth, specifically 4-H youth, are assisting emergency responders through their use of geospatial technology to map evacuation routes and shelter locations. These youth are also promoting emergency awareness and preparedness, and educating their community leaders and members. Youth are increasingly becoming recognized as valuable resources, able to equally partner with adults in leadership and decision-making roles (National 4-H Youth in Governance).



Because youth are taking a more active role in emergency preparedness, it is necessary for them to participate in same type of training practiced by adults. It is imperative that youth experience the same tabletop exercise as adults so they understand the processes, language and critical issues their adult partners face. To address this issue, the authors created a tabletop exercise for youth. This activity allows youth to understand the magnitude of the role of emergency managers and fosters a learning opportunity that enhances youth adult collaborations in which youth are integral decision-makers.



This tabletop exercise takes place in a school setting where the youth-to-adult ratio is greater, and youth inclusion in disaster management could actually happen. It is important that youth begin their tabletop experience in familiar surroundings, thereby facilitating more rapid learning and understanding of the process. As youth increase their knowledge they will serve as valuable resources and partners in the emergency management response and planning team within their communities.

How to Use this Curriculum

How to Use this Curriculum*

Participants will:

- Understand how emergency response groups work together to manage an incident.
- Practice responding to an incident following the Incident Command System.
- Evaluate the effectiveness of the strategies developed in response to the incident.

This curriculum unit is divided into two Modules. **Module One**, “Introduction to Incident Command System (ICS)” takes approximately 90 minutes to complete. At the completion of Module One, participants will gain an awareness and understanding of how incidents are managed under this structure and how varying groups work together to respond effectively to a situation. The Incident Command System is a dynamic system that can be modified depending upon the magnitude of the emergency. In addition, participants will be asked to practice managing a situation using the IC System.

Participants will also gain insight into completing an “Incident Action Plan (IAP)”. An IAP is used to record the general objectives used to manage the incident and serves as an important document when tracking what resources were used and which assignments were made during the incident. While the activities and events that take place during the incident are important, documentation is critical. Through documentation, finances are tracked for reimbursement and evaluation is possible because leaders know exactly what was done during the response. Knowledge of both ICS and documentation is necessary to complete a tabletop exercise.

In **Module Two**, participants will practice an actual tabletop exercise. Through the use of guided scenarios, tabletop exercises allow key personnel to practice

***TTX can be easily adapted for any type of national disaster or emergency situation**

responding to an incident before an incident occurs. This practice gives insight into strategies necessary for effective response, allowing participants to look for gaps in their overall plans. A tabletop exercise is a dress rehearsal permitting players to uncover areas needing improvement before the actual event. During the tabletop exercise, an evaluator (either the facilitator or another identified participant) observes the activity, assists participants through targeted questions and provides constructive comments at the end.

The tabletop exercise is divided into three sections. In the first section, participants are given an incident scenario, including a specific set of objectives for the first “Operational Period” (Operational Periods are the specified timeframe which participants are to focus on). In the second section, there is a change to the original scenario, and participants now have to focus on a new set of objectives for the second Operational Period. In the third section, the scenario is once again modified, necessitating a new set of Operational Period Objectives. After each of the three operational periods, individual ICS groups will be asked to report what their group did to address the objectives. At the conclusion of the tabletop, all groups and the evaluator(s) conduct a “hot wash” at which time they discuss and evaluate everything that has occurred, looking for strategies that will improve their ability to respond to the incident.

The instructor must reinforce that there is no right or wrong answer in the completion of a tabletop. The entire purpose of a tabletop is to allow participants to practice responding to an incident. It serves as a learning opportunity to improve the emergency response. **No** one fails in the process. Participants **will always** learn how to prepare for, and handle, emergencies during the tabletop process.

Module One: The School Dance

Incident Command System

Incident Action Plan

Module One Instructions

Step 1: Incident Command System

- a) Hand out pages 12-14. Read aloud to participants “What is ICS?” Have participants refer to pages 13 and 14 for more information if needed.
- b) Hang posters (pages 43-48) that list individual ICS Group objectives.
- c) Have students brainstorm job duties for ICS section roles.
- d) Respond to any questions student may have.

** The Practice Activity (Step 3 below) is designed to reinforce ICS procedure.

Step 2: Incident Action Plan

- a) Hand out pages 15 and 16. Read aloud to participants the Instructions for completing an IAP and review the completed IAP example.
- b) Inform participants that the IAP is always approved by the Incident Commander.
- c) Clarify any questions for participants.

Once **Step 1** and **Step 2** are completed, participants are ready to put to practice what they have learned.

Step 3: Practice Activity (School Dance)

- a) Inform participants that they are going to use ICS to plan a school dance.
- b) Divide the students into the ICS groups. Group size is dependent on the number of total participants. Each ICS group needs to identify a recorder (someone who writes down what the group plan is) and a reporter (someone who shares with the entire IC staff what their plan entails).

c) **Input One Scenario:**

Give participants the following scenario: On April 1, the student body officers and council have been asked to plan a school dance. All high school students are invited. The dance will be held on the second Friday in May, a date that cannot be changed. The high school has 2,000 students in grades 9-12.

Identify student council members. Have each students make a name tags listing their name, role, and group assignment. Using ICS section definitions, have students decide what ICS sections their role is suited for.

Explain to all participants that they should address the following objectives for their Operational Period One listed below.



d) **Input One Objectives:**

- 1) Secure a location

- 2) Determine theme
 - 3) Plan entertainment
 - 4) Promote event
 - 5) Order refreshments
- e) ***Incident Action Plan (IAP)***
Each group (following the ICS protocol) should complete an IAP (see page 16 for an example). At this point, the evaluator should continue to observe only.
- f) ***Input One Report Out***
 Each group should have their reporter share their IAP and report on any information they believe is pertinent to the dance activity.
- g) ***Input Two Scenario***
 On April 30th, the school dance committee has been notified that the dance location has been flooded. The site cannot promise repair in time for the dance. The caterer has already been paid and will not refund the money. Alternate locations in town are already booked for that date in May.
- h) ***Input Two Objectives***
- a) Determine how to respond to student questions
 - b) Determine if dance is to be cancelled
 - c) If dance is cancelled, set up protocol for refunding student money
 - d) If dance is not cancelled, determine where/how to hold dance
 - e) Address catering issue
- i) **Each group (following the ICS protocol) should complete an IAP (see page 16 for an example). The evaluator may ask pointed questions at this time to assist students who are having trouble planning.**

Possible Questions:

- 1) **Did the caterer sign a contract with the student body?**
- 2) **Could the student body be split into two groups so that the dance can be held on two separate nights in a smaller location?**
- 3) **Could the dance be held outside?**
- 4) **Did the treasurer keep an accounting of who had paid to attend?**
- 5) **What are the ramifications of cancelling the dance?**
- 6) **Was the entire student body planning on attending? If not, is there a local site that could accommodate a smaller number of people?**

- j) ***Section Two Report Out***
 Each group should have their reporter share their IAP and report on any information they believe is pertinent to the dance activity.
- k) ***Hot Wash***

Participants come back together as a large group (they do not need to physically move, but group work is no longer necessary.) Discussion should center on the process involved in using ICS. Ask:

How important was documentation?

Was it important to communicate between groups?

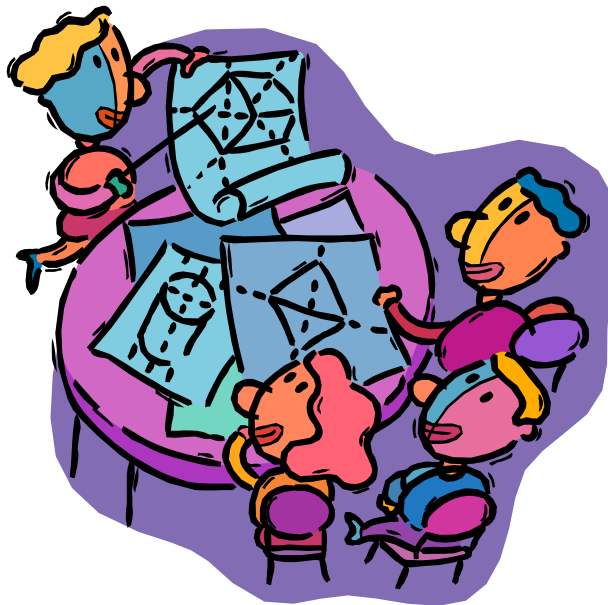
What did you learn about responding to changes to a situation?

Was it frustrating to have to change plans again?

If the scenario was a disaster affecting human health and safety, how important is it for everyone to work together?

Is it important that response teams practice before the disaster occurs?

**** The evaluator can assist during this process, asking participants guided questions based upon what they observed.**



What is the Incident Command System?

A review of the procedures used during the 1970 California wildfire revealed that many of the problems associated with the disaster responses were not because of a lack of resources. It was determined that the management structure used to respond to the incident was the major concern. Weaknesses identified were due to:

- Lack of accountability
 - Poor communication
 - Lack of a planning process
 - Overload of Incident Commanders
 - No method to integrate interagency requirements.
- <http://training.fema.gov/EMIWeb/IS/IS100a.asp>

Combined with the threat of potential incidents, and further exemplified by the September 11, 2001 disaster, it was apparent that a more unified and systematic national approach needed to be developed to coordinate response efforts. As a result, Homeland Security Presidential Directive (HSPD-5) established the National Response Plan (NRP) and the National Incident Management System (NIMS). Homeland Security Presidential Directive (HSPD-8) developed the National Preparedness Goal (NPG) . . . to establish policies to strengthen the preparedness of the United States . . .”

<http://training.fema.gov/EMIWeb/IS/IS100a.asp>

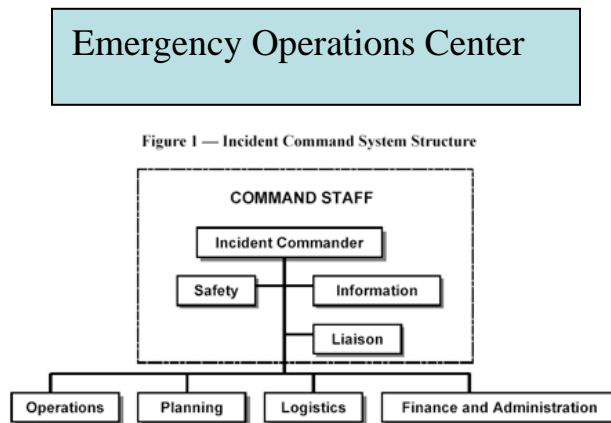
While NIMS has several responsibilities, a key mandate is the Incident Command System structure. ICS defines the operating characteristics, interactive management components, and structure of incident management and emergency response organizations engaged throughout the life cycle of an incident. The IC System has proved invaluable in that it responds to clearly identified objectives, incorporates common terminology, follows a chain of command, and values the importance of accurate, in-depth documentation.

Incident Command System (ICS) Flow Chart

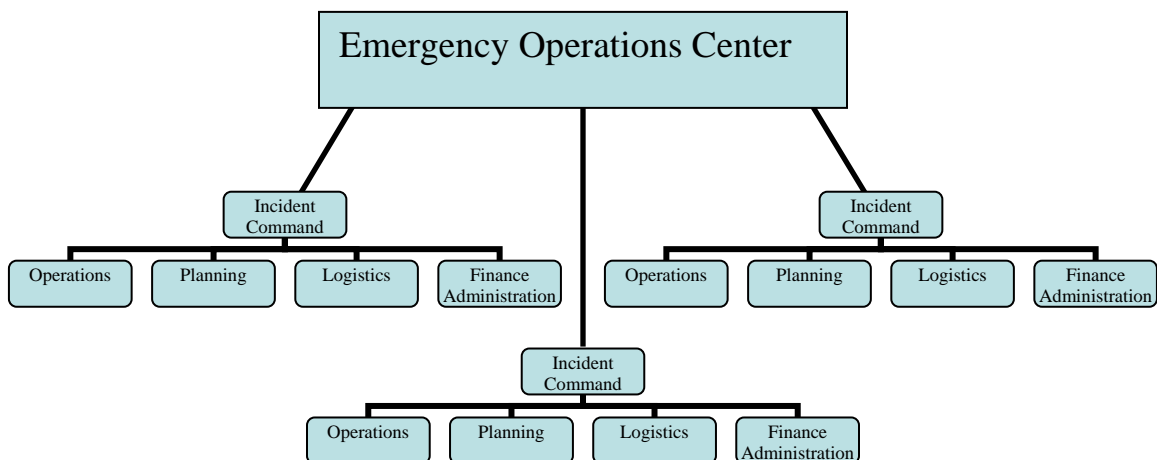
ICS responds to the Incident on the Ground. There may be more than one ICS in any given emergency.

The Emergency Operations Center (EOC) supports the overall emergency response function. There is only one EOC.

The following charts represent the structure of the Incident Command System. The ICS structure builds from the top down. As the need arises, the Incident Commander can activate each subordinate section. In addition, each section can have subordinate units as the incident warrants. This ICS organizational structure takes into consideration the incident management requirements for staff organization.



Remember that there is one EOC. There could be more than one ICS within a specific emergency situation.



Incident Command System Definitions and Terms

- 1. Control Staff:** Facilitators of the Tabletop Exercise to include the weather person
- 2. EOC–Emergency Operations Center:** The physical location at which the coordination of resources to support domestic incident management activities normally takes place.
- 3. “Hot Wash” Session:** Participant evaluation feedback, completed at the end of the exercise
- 4. Incident:** An occurrence or event (natural or man-made) that requires an emergency response to protect life or property.
- 5. IAP-Incident Action Plan:** An oral or written plan containing general objectives reflecting the overall plan for managing an incident. It may include the identification of operational resources and assignments.
- 6. ICS–Incident Command System:** A standardized on-scene emergency management structure
- 7. IC–Incident Commander:** The individual responsible for all incident activities, including the development of strategies and tactics and the ordering and release of resources.
- 8. Logistics Section:** The section responsible for providing facilities, services and material support such as transportation, communication and medical support.
- 9. Major Disaster:** Any catastrophe, regardless of cause, in any part of the United States which in the determination of the President causes damage of sufficient severity and magnitude to warrant major disaster assistance.
- 10. Mitigate:** Prevent a situation from getting worse.
- 11. MCP - Mobile Command Post:** The field location at which the primary tactical-level, on-scene command functions is preformed.
- 12. Operations Section:** The section is responsible for the responder’s actions, creation of the ‘plan of attack’ and direct and coordinate all incident tactical operations such as search and rescue and medical treatment for victims.
- 13. Planning Section:** The section responsible for providing documentation service, preparation of the Incident Action Plan, maintain/display situation status through the use of maps and projections, and maintain resource status.
- 14. Finance/Administration Section:** The section responsible for financial and administrative paperwork, cost analysis, oversees contract negotiations, tracks responder and equipment time, and works with logistics to ensure resources.
- 15. Preparedness:** The range of deliberate critical tasks and activities necessary to build, sustain, and the operational capability to prevent, protect against, response to, and recover from domestic incidents. Preparedness is a continuous process.
- 16. Tactical Operations:** Personnel and major items of equipment that are available or potentially available to the Operations Section. Resources are Assigned, Available or Out-Of-Service. Jobs and tasks that are being done on-scene to mitigate incident.
- 17. TTX - Tabletop Exercise is a group discussion guided by a simulated disaster.** Participants will fill their normal day–to–day community roles. A few participants will role play certain key positions. There will be an attempt to define everyone’s roles and responsibilities as if it were a real disaster. If only one issue is solved, then the exercise is a success. **The goal is quality, not quantity.**

Instructions for Completing an Incident Action Plan

An Incident Action Plan (IAP) is an oral or written plan containing general objectives that reflect the overall strategy for managing an incident. An IAP is the “Plan of Attack” that is used to manage an emergency. Objectives are listed that serve as the guide for what needs to be accomplished during a specific period of time. As the situation changes, so does the Operational Period (time frame). With each change in the situation, i.e. subsequent flooding, loss of power, etc. a new list of objectives needs to be created in order to adequately address new concerns. There is often more than one IAP for each emergency, depending upon the evolution of the situation and the magnitude of incident.

The planning process should provide the current information that accurately describes the incident situation and resource status; predictions of the probable course of events; alternative strategies to attain critical incident objectives; and an accurate, realistic, IAP for the next operational period.

Five Phases of Planning

1. **Understand the Situation** – gather, record, and analyze information that will help responders get a clear picture of the incident and be able to determine the plan of attack.
2. **Establish Incident Objectives and Strategy** – develop and prioritize specific objectives and what will be done to meet those objectives. Decisions about the right objectives should take into consideration public health and safety, estimated costs, and environmental, legal and political considerations.
3. **Develop the Plan** – With input from all Sections, the Incident Commander analyzes the situation and determines what tactical measures should be taken within a specific operational period. The Plan takes into consideration the available resources and support.
4. **Prepare and Disseminate the Plan** – The plan is prepared in a format based upon the incident complexity. Initially an oral briefing taken from a well-designed outline will suffice. However, the plan will be documented. Complex incidents with multiple operational periods require documentation according to ICS procedures.
5. **Evaluate and Revise the Plan** – Staff regularly compares planned progress with actual progress. When new information emerges, or changes occur, the process must start again from Step 1. Each operational period should have its own plan based upon prior information and following the process from the beginning.

http://www.fema.gov/pdf/nims/NIMS_basic_incident_command_system.pdf (page 28-29)

Page 16 provides a completed example of one of the IAP forms used during an incident. A blank IAP is located on page 53. A complete IAP includes multiple forms. **All IAPs need to be approved by the Incident Commander.** When requesting approval, input should be attached from the other ICS Sections.

Incident Action Plan (IAP)

<p align="center">INCIDENT OBJECTIVES</p> <ol style="list-style-type: none"> 1. Secure location 2. Determine dance theme 3. Plan entertainment 4. Promote event 5. Plan and order meal and refreshments 	<p>1. Incident Name</p> <p>Central Heights High School Dance</p>	<p>2. Date</p> <p>April 1-15</p>	<p>3. Time</p> <p>After-school meetings</p>
<p>4. Operational Period (2 hours)</p>			
<p>5. Safety Objectives (include alternatives)</p> <ol style="list-style-type: none"> a. Determine a building location large enough to hold student body and guests. b. Make sure that building has adequate exits, lighting, and complies with safety codes . c. Decide on the number and identity of chaperones and security. d. Develop a promotional plan, including costs of flyer printing, mailing and advertisements. e. Insure that the food and refreshments have proper handling and can be maintained at safe temperatures. 			
<p>6. Weather/Forecast for Period</p> <p>Because the event may also have an outside component (dancing on the terrace, if available; patio seating for guests to eat) a weather forecast is desirable.</p>			
<p>7. Message to students/faculty/staff/chaperones/safety personnel</p> <p>School Policy</p> <ul style="list-style-type: none"> • Update on appropriate behavior • Update and reminder on appropriate dress • Documentation on who is present and attends • Cost of function • Building safety codes 			
<p>8. Attachments (mark if attached)</p>			
<input type="checkbox"/> Planning Group	<input type="checkbox"/> Finance/Administration Group	<input type="checkbox"/> Other	
<input type="checkbox"/> Logistics Group	<input type="checkbox"/> Incident Map	<input type="checkbox"/> Other	
<input type="checkbox"/> Operations Group	<input type="checkbox"/> Safety Plan	<input type="checkbox"/> Other	
<p>9. Prepared By</p>	<p>10. Approved By (Incident Commander)</p>		

ICS 202 (Modified)

Retrieved July 28, 2007 from http://www.co.gregg.tx.us/government/public_safety/icsforms/202.pdf

Module Two:

Tornado Tabletop Exercise

Module Two

Exercise Purpose and Objectives:

Exercise Purpose Statement: To practice a tabletop exercise and evaluate emergency response to a forecasted tornado activity.

Exercise Objectives:

Practice a tabletop exercise using the Incident Command System and evaluate the decision-making process and subsequent plan during a tornado scenario. This will include:

1. Understanding the Incident Command System (ICS) system/terminology and how it is utilized in emergency management situations
2. Practicing a tabletop exercise utilizing a simulated incident i.e. a tornado
3. Developing a list of issues that incident responders must address to safely respond to a tornado disaster.
4. Creating an Incident Action Plan (IAP) and evaluating the tabletop process.
5. Practicing a tabletop exercise with adults and youth serving in various roles during the exercise.
6. Providing youth with knowledge and practice so that they can take a leadership role in their community emergency management system.



Instructions for the Tornado Tabletop Exercise

- 1a) **Set up room according to room layout. See page 41.**
- 1b) **ICS signs – place at appropriate table groups. These signs remind participants of the section responsibilities. See pages 43-48.**
- 1c) **Post a street map with school locations and project on screen. See page 49.**
- 1d) **Play Tornado DVD, or movie, to help set the stage for the exercise.**
- 2a) **Participants sign in as they enter the room. See pages 55-58.**
- 2b) **Pre assign Control Group participants, evaluator(s), weather person, and review role with them.**
- 2c) **Pre assign youth in the Incident Command group and review role with them.**
- 3) **As they sign in – assign a role from the roles list on Page 54. Have participant write their role on a name tag. Name tags can be made in advance and laminated for use at additional trainings.**
- 3a) **Participants sit at the table they feel their role would best be suited for.**
- 4) **Remind participants of ICS purpose.**
- 5) **Refer participants to ICS section signs – explain roles.**
- 6) **Allow participants to move to another section if they wish.**
- 7) **Ask participants to introduce themselves and share their assigned roles.**
- 8) **Review training information and allow participants to review with each other and members of other sections.**
- 9) **Inform students they will complete an IAP. A completed IAP for Operational Period One is provided on page 25 to assist instructor.**
- 10) **Explain how a tabletop works, with scenario given, updates given, input time periods, objectives.**
- 11) **Ask each group to assign a recorder and a reporter to give description**
- 12) **Hand out the Basic Exercise Scenario on page 22 and ask them to read aloud.**
- 13) **Read Input I Scenario aloud – hand out Input I Scenario, including objectives (Page 24) and project Participant Input I on screen.**
- 14) **Read Input I Objectives aloud.**
- 15) **Hand out an IAP for Operational Period I (Page 26).**
- 16) **Participants work in ICS groups to complete the IAP.**
- 17) **Reporter from each ICS group gives a report to entire group.**
- 18) **Read Input II Scenario aloud – hand out Input II Scenario, including objectives (Page 28) and project Participant Input II on screen.**
- 19) **Hand out an IAP for Operational Period II (Page 29).**
- 20) **Participants work in ICS groups to complete the IAP.**
- 21) **Reporter from each ICS group gives a report to entire group.**
- 22) **Read Input III Scenario aloud – hand out Input III Scenario, including objectives (Page 31) and project Participant Input III on screen.**
- 23) **Hand out an IAP for Operation Period III (Page 32).**
- 24) **Participants work in ICS groups to complete the IAP.**
- 25) **Reporter from each ICS group gives a report to entire group.**
- 26) **Hot wash.**
- 27) **Evaluator comments – Questions are provided on Page 33 to assist Evaluator.**

Overview of the Tornado Tabletop Exercise

This tabletop exercise follows the Incident Command System Training (IS100a – Introduction to the Incident Command System). (It is necessary that the instructor, the evaluator, and additional key personnel complete the IS-100a online training found at the following address: <http://www.training.fema.gov/EMIWeb/IS/IS100a.asp>). Completion time is approximately three hours.



Tabletop exercise participants are divided into five groups: Incident Command, Logistics, Planning, Finance/Administration and Operations. Each group has a specific, yet interrelated set of objectives they need to follow outlined at the beginning of the activity. In this exercise, a sixth group, the Control Group, is made up of the individuals i.e. weatherman, facilitator/teacher, evaluator(s) who are in charge of the process. Because the “Control Group” is in charge, it is important that they set the stage for the activity by facilitating the exercise from the beginning. Steps for completing the exercise are located in Module Two beginning on Page 18. After the Control Group sets the stage and introduces the purpose of the exercise, the remaining ICS groups respond to issues

presented in the emergency by following their defined responsibility. New concerns are interjected periodically throughout the exercise, requiring that participants modify or update their plans, similar to an actual disaster response.

As the tabletop exercise follows a very specific process, participants are encouraged to think of problems that could arise and find solutions to address them. There are no “right” answers as each emergency situation is different. The overall objective is to allow participants to practice the process. While this particular tabletop is designed to address a tornado situation, other disasters could be prepared for by following the tabletop process and merely changing the scenario to address a new emergency. However, the process does follow a specific and ordered series of activities. In this Tornado Tabletop Exercise, the Control Group (CG) is responsible for assisting the participants as follows:

Control Group role:

- Set the stage and facilitate the tabletop exercise
- Report the weather to the group and give the various group session scenarios
- Assist groups by offering technical advice, question them about their role, direct their learning, and help them to focus on the task at hand.
- Facilitate entire group during “report out” sessions
- Provide training on the materials presented
- Evaluate how the groups are doing during each section

While the Control Group will facilitate the process, they are not there to give answers, as there is no right or wrong answers. They are there to guide the process.

Basic Exercise Scenario

Have tornado footage or tornado movie playing in background to set the stage

Heavy rains are falling as a fast-moving severe thunderstorm system pushes through the county. A Tornado Watch is in effect for a five-county region. At 1:25 p.m. on Wednesday April 30th, the National Weather Service issued a Tornado Warning for the city. At 1:35 p.m. a tornado strikes the city, uprooting trees, breaking limbs, and damaging private and public property. Traffic is halted due to “downed” power lines, trees and traffic signals. Most telephone lines are also out. Initial damage reports reveal approximately half the city streets are blocked. This tornado is small but moving from an F2 category into an F3 category. At 1:45 p.m. a tornado touches down at Central Heights High School on the southwest side of the building, destroying the roof and damaging classroom walls on the upper floor and destroying nearby homes.

Temperatures: High 85, Low 70. Severe Winds are between 120 to 160 mph.

INPUT I (Control Group Copy)

Central Heights High School (CHHS) has sustained severe damage to the southwest side of the building. Students and school personnel are trapped in the modular buildings. Central Heights High School can only receive information through limited intermittent radio communication. The weather announcer on the local television station reports additional funnel clouds have been spotted throughout the city. CHHS has lost all power.

Objectives for Input I Organizational Period

- Assessment of situation
- Prepare for more tornados
- Mitigate damages that have already occurred

Notes to Control Group: During Input I, your role is to clarify only. Observe whether interaction occurs between groups, between groups and Incident Command, or among members of a group. Tabletop exercises can have frustrating moments, especially when participants are just learning the process. During Input II, the Control Group begins the process of “directed questioning” to help participants address the objectives more effectively, if needed. Questions are provided in Input II and Input III.

Time: Allow participants approximately 30 minutes to complete Input I objectives.

INPUT I (Participant Copy) 30 minutes

Central Heights High School (CHHS) has sustained severe damage to the southwest side of the building. Students and school personnel are trapped in the modular buildings. Central Heights High School can only receive information through limited intermittent radio communication. The weather announcer on the local television station reported additional funnel clouds that have been spotted throughout the city. CHHS has lost all power.

Objectives for Input I Organizational Period

- Assessment of situation
- Prepare for more tornados
- Mitigate damages that have already occurred

<p align="center">INCIDENT OBJECTIVES</p> <ol style="list-style-type: none"> 1. Move people to safe location in an undamaged location in the school 2. Provide medical attention as needed and able to do safely 3. Shelter in safe location 4. Alert building staff and students of where damaged areas are 	<p>1. Incident Name</p> <p>Central Heights High School Tornado Exercise</p>	<p>2. Date</p> <p>April 30</p>	<p>3. Time</p> <p>1:30p.m.</p>									
<p>4. Operational Period</p>												
<p>5. Safety Objectives (include alternatives)</p> <ol style="list-style-type: none"> a. Locate alternative area for sheltering/triage and water/food. b. Map the routes from the west to the east side of the building based upon safety issues. c. Transportation to the southeast side of the building for both injured and noninjured students and staff. d. Notifying school personnel and students of damaged building areas to avoid e. Establish communication with outside emergency responders to report on damage and injuries. f. If on site, assist the school nurse and medical professionals in transporting both equipment and people. 												
<p>6. Weather/Forecast for Period</p> <p>Central Heights High School has sustained severe damage to the southwest side of the building and students and school personnel are trapped in the modular buildings. Central Heights High School can only receive information through limited intermittent radio communication. The weather announcer on the local television station has come on the air and said there are additional funnel clouds that have been spotted throughout the city.</p>												
<p>7. Message to students/faculty/staff</p> <p>School Policy Update on conditions, evacuation routes, safe How to communicate – text message, intercom, phones, ham radios, etc. Documentation of who is present Tell students where medical help is located</p>												
<p>8. Attachments (mark if attached)</p>												
<table border="0"> <tr> <td><input type="checkbox"/> Planning Group</td> <td><input type="checkbox"/> Finance/Administration Group</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Logistics Group</td> <td><input type="checkbox"/> Incident Map</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Operations Group</td> <td><input type="checkbox"/> Safety Plan</td> <td><input type="checkbox"/> Other</td> </tr> </table>				<input type="checkbox"/> Planning Group	<input type="checkbox"/> Finance/Administration Group	<input type="checkbox"/> Other	<input type="checkbox"/> Logistics Group	<input type="checkbox"/> Incident Map	<input type="checkbox"/> Other	<input type="checkbox"/> Operations Group	<input type="checkbox"/> Safety Plan	<input type="checkbox"/> Other
<input type="checkbox"/> Planning Group	<input type="checkbox"/> Finance/Administration Group	<input type="checkbox"/> Other										
<input type="checkbox"/> Logistics Group	<input type="checkbox"/> Incident Map	<input type="checkbox"/> Other										
<input type="checkbox"/> Operations Group	<input type="checkbox"/> Safety Plan	<input type="checkbox"/> Other										
<p>9. Prepared By</p>	<p>10. Approved By (Incident Commander)</p>											

ICS 202 (Modified)

Retrieved July 28, 2007 from http://www.co.gregg.tx.us/government/public_safety/icsforms/202.pdf

Incident Action Plan (IAP) – INPUT I

<p style="text-align: center;">INCIDENT OBJECTIVES</p> <ol style="list-style-type: none"> 1. Move people to safe locations in an undamaged location in the school 2. Provide medical attention as needed and able to do so safely 3. Shelter in safe location 4. Alert building staff and students of where damaged areas are 	<p>1. Incident Name</p> <p>Central Heights High School Tornado Exercise</p>	<p>2. Date</p> <p>April 30</p>	<p>3. Time</p> <p>1:30 p.m.</p>									
<p>4. Operational Period</p>												
<p>5. Safety Objectives (include alternatives)</p> <p>Central Heights High School (CHHS) has sustained severe damage to the southwest side of the building and students and school personnel are trapped in the modular buildings. Central Heights High School can only receive information through limited intermittent radio communication. The weather announcer on the local television station has come on the air and said there are additional funnel clouds that have been spotted throughout the city. CHHS has lost all power.</p>												
<p>6. Weather/Forecast for Period</p>												
<p>7. Message to students/faculty/staff</p>												
<p>8. Attachments (mark if attached)</p>												
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Planning Group</td> <td style="width: 33%;"><input type="checkbox"/> Finance/Administration Group</td> <td style="width: 33%;"><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Logistics Group</td> <td><input type="checkbox"/> Incident Map</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Operations Group</td> <td><input type="checkbox"/> Safety Plan</td> <td><input type="checkbox"/> Other</td> </tr> </table>				<input type="checkbox"/> Planning Group	<input type="checkbox"/> Finance/Administration Group	<input type="checkbox"/> Other	<input type="checkbox"/> Logistics Group	<input type="checkbox"/> Incident Map	<input type="checkbox"/> Other	<input type="checkbox"/> Operations Group	<input type="checkbox"/> Safety Plan	<input type="checkbox"/> Other
<input type="checkbox"/> Planning Group	<input type="checkbox"/> Finance/Administration Group	<input type="checkbox"/> Other										
<input type="checkbox"/> Logistics Group	<input type="checkbox"/> Incident Map	<input type="checkbox"/> Other										
<input type="checkbox"/> Operations Group	<input type="checkbox"/> Safety Plan	<input type="checkbox"/> Other										
<p>9. Prepared By</p>	<p>10. Approved By (Incident Commander)</p>											

ICS 202 (Modified)

Retrieved July 28, 2007 from http://www.co.gregg.tx.us/government/public_safety/icsforms/202.pdf

INPUT II (Control Group Copy)

After the tornado, widespread flooding affected the local region surrounding the high school as several inches of rain accompanied the severe thunderstorm. Flooding forced the closure of local roads that have remained closed for hours even though the sky cleared, temperatures dropped into the 60s and the winds were calm. Blocked/flooded city streets surrounding the high school prevented buses and emergency vehicles from reaching the building.

Objectives for Input II Organizational Period

- Address sheltering issues
- Accountability
- Public Information Officer
- Supplies needed

Instructions for Control Group: The following questions may be helpful when addressing session objectives.

- How does the plan you have created fit the role of your group?
- What were the key items to remember in creating your plan?
- How do you know if your plan will be successful?
- How has your group communicated or checked with any of the other groups?
- How did you share your plan with the Incident Commander?
- What resources or information did you use to determine your plan of action?
- How has the group worked together to determine a plan of action?
- How did the roles you were assigned effect your participation in the group?
- What were some of the challenges in being in the logistics section or other sections?

Time: Allow participants approximately 15 minutes to complete Input II objectives.

INPUT II (Participant Copy) 15 minutes

After the tornado, widespread flooding affected the local region surrounding the high school as several inches of rain accompanied the severe thunderstorm. Flooding forced the closure of local roads that have remained closed for hours even though the sky cleared, temperatures dropped into the 60s and the winds were calm. Blocked/flooded city streets surrounding the high school prevented buses and emergency vehicles from reaching the building.

Objectives for Input II Organizational Period

- Address sheltering issues
- Accountability
- Public Information Officer
- Supplies needed

<p style="text-align: center;">INCIDENT OBJECTIVES</p> <p>1. Address sheltering issues 2. Accountability 3. Public Information Officer 4. Supplies needed</p>	<p>1. Incident Name</p> <p>Central Heights High School Tornado Exercise</p>	<p>2. Date</p> <p>April 30</p>	<p>3. Time</p>
<p>4. Operational Period</p>			
<p>5. Safety Objectives (include alternatives)</p>			
<p>6. Weather/Forecast for Period</p> <p>After the tornado, widespread flooding affected the local region surrounding the high school as several inches of rain accompanied the severe thunderstorm. Flooding forced the closure of local roads that have remained closed for hours even though the sky cleared, temperatures dropped into the 60s and the winds were calm. Blocked/flooded city streets surrounding the high school prevented buses and emergency vehicles from reaching the building.</p>			
<p>7. Message to students/faculty/staff</p>			
<p>8. Attachments (mark if attached)</p>			
<p> <input type="checkbox"/> Planning Group <input type="checkbox"/> Finance/Administration Group <input type="checkbox"/> Other <input type="checkbox"/> Logistics Group <input type="checkbox"/> Incident Map <input type="checkbox"/> Other <input type="checkbox"/> Operations Group <input type="checkbox"/> Safety Plan <input type="checkbox"/> Other </p>			
<p>9. Prepared By</p>	<p>10. Approved By (Incident Commander)</p>		

ICS 202 (Modified)

Retrieved July 28, 2007 from http://www.co.gregg.tx.us/government/public_safety/icsforms/202.pdf

INPUT III (Control Group Copy)

The next day power outages prevent all stoplights and safe vehicular transportation from occurring. Water levels have receded, but “downed” trees and power lines have made any travel on foot dangerous. Most city streets are still impassable due to leftover debris from the tornado and flooding. Temperature is in the low 80’s with westerly winds approximately 15 mph.

Objectives for Input III Organizational Period

- Transportation issues
- Power
- Methods of communication
- Safety

Instructions for Control Group: The following questions may be helpful when addressing session objectives.

- How does the plan you have created fit the role of your group?
- What were the key items to remember in creating your plan?
- How do you know if your plan will be successful?
- How has your group communicated or checked with any of the other groups?
- How did you share your plan with the Incident Commander?
- What resources or information did you use to determine your plan of action?
- How has the group worked together to determine a plan of action?
- How did the roles you were assigned effect your participation in the group?
- What were some of the challenges in being in the logistics section or other sections?

Time: Allow participants approximately 15 minutes to complete Input III objectives.

INPUT III (Participant Copy) 15 minutes

The next day power outages prevent all stoplights and safe vehicular transportation from occurring. Water levels have receded, but downed trees and power lines have made any travel on foot dangerous. Most city streets are still impassable due to leftover debris from the tornado and flooding. Temperature is in the low 80s with westerly winds approximately 15 mph.

Objectives for Input III Organizational Period

- Transportation issues
- Power
- Methods of communication
- Safety

<p style="text-align: center;">INCIDENT OBJECTIVES</p> <p>1. Transportation issues 2. Power 3. Methods of Communication 4. Safety</p>	<p>1. Incident Name Central Heights High School Tornado Exercise</p>	<p>2. Date May 1</p>	<p>3. Time</p>
<p>4. Operational Period</p>			
<p>5. Safety Objectives (include alternatives)</p>			
<p>6. Weather/Forecast for Period</p> <p>The next day power outages prevent all stoplights and safe vehicular transportation from occurring. Water levels have receded, but downed trees and power lines have made any travel on foot dangerous. Most city streets are still impassable due to leftover debris from the tornado and flooding. Temperature is in the low 80s with westerly winds approximately 15 mph.</p>			
<p>7. Message to students/faculty/staff</p>			
<p>8. Attachments (mark if attached)</p>			
<input type="checkbox"/> Planning Group	<input type="checkbox"/> Finance/Administration Group	<input type="checkbox"/> Other	
<input type="checkbox"/> Logistics Group	<input type="checkbox"/> Incident Map	<input type="checkbox"/> Other	
<input type="checkbox"/> Operations Group	<input type="checkbox"/> Safety Plan	<input type="checkbox"/> Other	
<p>9. Prepared By</p>	<p>10. Approved By (Incident Commander)</p>		

ICS 202 (Modified)

Retrieved July 28, 2007 from http://www.co.gregg.tx.us/government/public_safety/icsforms/202.pdf

Evaluator Instructions

Hot Wash

Suggested Processing Questions

These questions help participants reflect on the activity they just engaged in.

- What happened during this exercise within the entire group?
- How did that change as the session changed?
- How did the roles of members in the group change?
- What were some of the challenges you faced while participating in the tabletop exercise?
- What was successful about the process?

Questions Asked at the End of the Activity

These questions help participants analyze activity and determine how it can apply to their specific situation.

- How can you take what you experienced here and apply it to your community?
- How could you use this process to problem solve other issues?

Evaluation Survey Instructions

A five-point Likert-type evaluation survey is located on page 69. This instrument is designed in a pre-post format that is given post exercise. It is important that the instructor administer the survey immediately following the exercise. The survey asks participants what they knew about certain topics before the tabletop, and then what they know about the same topic after the exercise. This instrument will help you evaluate immediate knowledge gained.

Observational Assessment

Observational assessment instruments for each of the three Input Sessions are located on pages 70-72. Following each Input Session, the instructor should complete the appropriate assessment. There are three observational assessments; Input Session One, Input Session Two and Input Session Three. These instruments will help you evaluate a change in teamwork for each ICS section, as well as the entire group. While these observational assessments are designed for the instructor to complete, it is also appropriate to discuss individual and group participation with the students to gain their perspective on how they felt they changed their behavior during the exercise.

WHAT IS A TORNADO?

The National Weather Service defines a tornado as “a violently rotating column of air pendant from a thunderstorm cloud and touching the ground.” Each year, about 100,000 thunderstorms form over the United States. In an average year, between 600 and 1,000 of those thunderstorms generate tornadoes. Tornadoes are the most violent of all atmospheric storms. “Because wind is invisible, you can’t always see a tornado. A visible sign of a tornado, a condensation funnel made up of water droplets, sometimes forms and may or may not touch the ground during the tornado lifecycle. Dust and debris in the rotating column also make a tornado visible and confirm its presence.” Tornado Climatology: http://www.nssl.noaa.gov/primer/tornado/tor_climatology.html

Although most U.S. tornadoes occur in only a handful of states, tornadoes can – and do – occur in every state. Every student in the country needs to be prepared to deal with the deadly storms. About 1,000 tornadoes occur in the United States each year and kill an average of 60 people. Since official tornado records only date back to 1950, there is no way to know the actual average number of tornadoes that occur each year. In addition, tornado spotting and reporting methods have changed over the last several decades.

Tornado Season:

Tornado season usually refers to the time of year where the United States experiences the most tornadoes. Tornado season in the southern coastal states is usually May and early June. In the northern plains and upper Midwest, tornado season is in June or July. However, tornadoes can happen in any month or at any time of the year.

“Tornado Alley” is a nickname for an area that consistently experiences a high frequency of tornadoes each year. The area that has the strongest and more violent tornadoes includes eastern South Dakota, Nebraska, Kansas, Oklahoma, northern Oklahoma and eastern Colorado. The Tri-State Tornado of March 18, 1925 was the deadliest tornado in history, killing 695 people. It is also the largest tornado track ever known – 219 miles – across parts of Missouri, Illinois and Indiana. Tornado Climatology: http://www.nssl.noaa.gov/primer/tornado/tor_climatology.html

Tornado Watch: Tornadoes are possible. Remain alert for approaching storms. Watch the sky and stay tuned to National Oceanic and Atmospheric Administration (NOAA) Weather Radio, commercial radio, or television for information.

Tornado Warning: A tornado has been sighted or indicated by weather radar. Take shelter immediately.

Nebraska Emergency Management Agency

http://www.nema.ne.gov/index_html?page=content/disaster_recovery/tornadofacts.html

US Department of Homeland Security: FEMA

http://www.fema.gov/hazard/tornado/to_terms.shtm

The Fujita Scale

F-Scale Number	Intensity Phrase	Wind Speed	Type of Damage Done
F0	Gale tornado	40-72 mph	Some damage to chimneys; breaks branches off trees; pushes over shallow-rooted trees; damages sign boards.
F1	Moderate tornado	73-112 mph	The lower limit is the beginning of hurricane wind speed; peels surface off roofs; mobile homes pushed off foundations or overturned; moving autos pushed off the roads; attached garages may be destroyed.
F2	Significant tornado	113-157 mph	Considerable damage. Roofs torn off frame houses; mobile homes demolished; boxcars pushed over; large trees snapped or uprooted; light object missiles generated.
F3	Severe tornado	158-206 mph	Roof and some walls torn off well constructed houses; trains overturned; most trees in forest uprooted
F4	Devastating tornado	207-260 mph	Well-constructed houses leveled; structures with weak foundations blown off some distance; cars thrown and large missiles generated.
F5	Incredible tornado	261-318 mph	Strong frame houses lifted off foundations and carried considerable distances to disintegrate; automobile-sized missiles fly through the air in excess of 100 meters; trees debarked; steel reinforced concrete structures badly damaged.
F6	Inconceivable tornado	319-379 mph	These winds are very unlikely. The small area of damage they might produce would probably not be recognizable along with the mess produced by F4 and F5 wind that would surround the F6 winds. Missiles, such as cars and refrigerators, would do serious secondary damage that could not be directly identified as F6 damage. If this level is ever achieved, evidence for it might only be found in some manner of ground swirl pattern, for it may never be identifiable through engineering studies

A key point to remember is this: *the size of a tornado is not necessarily an indication of its intensity*. Large tornadoes *can* be weak, and small tornadoes *can* be violent.

<http://www.tornadoproject.com/fscale/fscale.htm>

Tornadoes: Did You Know . . . ?

- Tornadoes are the most destructive of all weather-related events.
- On average, a tornado's path is 4 miles long and 400 yards wide but can be as long as 100 miles and as much as a mile wide.
- Tornadoes can reach heights of 60,000 feet.
- The average tornado travels at a speed of 25 to 40 mph. but tornadoes can reach speeds up to 70 mph.
- Winds inside a tornado can swirl at close to 300 mph.
- Tornadoes stay on the ground for an average of four to five minutes; however, a tornado can touch down several times.
- Most tornadoes move from southwest to northeast.
- Most tornadoes in the Northern Hemisphere rotate in a counter-clockwise direction. Most tornadoes in the Southern Hemisphere rotate in a clockwise direction.
- Building damage during a tornado happens when high winds cause a buildup of pressure on building surfaces. This pressure is related to wind velocity squared.
- Most tornadoes occur between 4 p.m. and 9 p.m.
- Tornadoes occur throughout the world; however, the greatest number of tornadoes and most intense tornadoes occur in the United States.
- About 800 tornadoes touch down in the United States each year.
- Half of all tornadoes occur during the spring months of April, May and June.
- Tornadoes can form in any state but they occur most frequently in Alabama, Arkansas, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Louisiana, Mississippi, Missouri, Nebraska, Oklahoma, South Dakota, and Texas.
- Only 2 percent of tornadoes are considered *violent*, but those storms cause 70 percent of tornado-related deaths.
- On average, between 60 and 100 people are killed by tornadoes each year.
- A National Oceanic and Atmospheric Administration (NOAA) weather alert radio receiver, equipped with a warning siren, can warn of an impending tornado when people are sleeping.

http://www.education-world.com/a_lesson/lesson116.shtml



Central Heights High School Facts

History

Central Heights High School was founded in 1975 due to a generous contribution by John Smith, former CHHS graduate and renowned meteorologist. CHHS is located at the northwest corner of West and Wilcox streets. Students, who graduate with a 3.5 GPA or higher, can take advantage of the many scholarships provided through the Smith family endowment.

Enrollment

CHHS has an approximate enrollment of 1,500 students, grades 9-12. In 2004-2005, enrollment numbers were as follows:

European American	70%
African American	14%
Asian American	4%
Hispanic American	7%
Native American	3%
Unreported	2%

Of the total number of students, 150 were enrolled in an English Language Learner program.

Breakdown by grade	Freshmen	384
	Sophomore	312
	Junior	409
	Seniors	395

Building Renovation

CHHS is currently undergoing remodeling in the West Wing. It was determined during a recent inspection that additional basement space was necessary to provide the community with an additional storm shelter. While building modifications were to be completed by July 2007, that target date has been pushed back to October 2007. Classes normally held in the West Wing have been reassigned to temporary modular buildings adjacent to the common area to the northwest of the building. The school board is looking at further expansion of the building due to the increasing enrollments. At present, the two-story structure is expected to reach capacity in 2009 if enrollments continue to increase at their present rate.

Schedule

Students at CHHS have opted to follow a block schedule.

School Policy Regarding Tornadoes

The superintendent of schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the superintendent's staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations.

Decision to Close Schools

A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. for announcement during the 10 p.m. news.

An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media when schools will be closed**. In some instances, schools will be open, but certain services may be cancelled (bus transportation, kindergarten, student activities).

Announcements about other school closings are included in local radio and television broadcasts. Students and parents will want to pay special attention to which public school district is being closed.

After School Starts

Every attempt will be made to avoid closing school once classes are in session. In some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given to parents. If school is closed during the day the notice will be broadcast by the media and **parents should have a plan in place to accommodate these circumstances**.

Parental Decisions

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do

Parents should not attempt to come to school during a tornado warning. **School officials are not permitted to release students from the school building during a tornado warning**. Tornado safety procedures are practiced regularly by students and staff members.

Also, parents are urged not to call radio and television stations and school buildings during severe weather. Every effort will be made to provide accurate and timely information through the media.

Referenced from Lincoln, Nebraska Public School District <http://lsw.lps.org>

During the incident school personnel and students should:

- **Leave auditoriums and other free-span rooms in an orderly fashion**
- **Follow routes to safety shelters provided pathway is clear**
- **Avoid halls that open to the outside in any direction**
- **If there are no interior hallways, avoid those that open to the southwest, south or west since that is the direction tornadoes usually come from**
- **If there is no basement, find an inside room or hallway or closet on the first floor AWAY FROM THE WINDOWS**
- **If you have something to cover your head, do so, otherwise, use your hands**
- **Don't assume there will always be a teacher or other adult there to tell you what to do**
- **If an adult is present, follow their directions unless otherwise instructed**
- **If school is dismissed, immediately proceed to the bus if you ride the bus home**
- **If you walk or ride a bike, go home immediately – DO NOT LINGER**
- **If caught in the open, seek a safe place immediately**
 - **A basement in a sturdy building**
 - **Lying flat in a ditch or low-lying area if there is no rain. Lie face down and cover your head (if there is rain, flash flooding may be more dangerous and likely than the tornado)**
 - **DO NOT TAKE SHELTER UNDER TREES**
- **If you are driving and see a tornado forming or approaching, you should leave the car and take shelter as outlined above.**
- **Do not seek shelter in an underpass**
- **After a tornado, watch for broken glass and power lines that are downed. If you see people who are injured, don't move them unless they are in immediate danger. Call for help right away.**

Referenced from the Tornado Project Online <http://www.tornadoproject.com/safety/safetv.htm>
Lincoln Nebraska Public School District Web site <http://ls.lps.org>
Education World® The educator's best friend™ http://www.education-world.com/a_lesson/lesson116.shtml

Deadliest Tornadoes

DEADLIEST TORNADOES IN THE UNITED STATES		
Missouri, Illinois, Indiana	3-18-1925	F5 – 695 Deaths and 2,027 Injured
Louisiana, Mississippi	5-7-1840	Unknown – 317 Deaths and 109 Injured
Missouri, Illinois	3-27-1896	F4 – 225 Deaths and 1000 Injured
Mississippi	4-5-1936	F5 – 216 Deaths and 700 Injured
Georgia	4-6-1936	F4 – 203 Deaths and 1600 Injured
Texas, Oklahoma, Kansas	4-9-1947	F5 – 181 Deaths and 970 Injured
Louisiana, Mississippi	4-24-1908	F4 – 143 Deaths and 770 Injured
Wisconsin	6-12-1899	F5 – 117 Deaths and 200 Injured
Michigan	6-8-1953	F5 – 115 Deaths and 844 Injured
Texas	5-11-1953	F5 – 114 Deaths and 597 Injured

www.tornadoproject.com/toptens/topten.htm



Although it is not common for tornadoes to cause fatalities in schools in the United States, some have occurred. Because tornadoes can occur at any time and at any location, school administrators, teachers and students need to be aware of safety procedures for their area. Below is a list of the 10 deadliest tornado related disasters in schools.

DEADLIEST TORNADO RELATED DISASTERS IN U.S. SCHOOLS		
1. Desoto, Illinois, Indiana	3-18-1925	F5 – 33 Deaths
2. Murphysboro, Illinois	3-18-1925	F5 – 25 Deaths
3. Commerce Landing, Mississippi	2-1-1955	F3 – 17 Deaths
4. Vireton, Oklahoma	1-4-1917	F3 – 16 Deaths
5. La Plata, Maryland	9-9-1926	F3 – 14 Deaths
6. Belvidere, Illinois	4-21-1967	F4 – 13 Deaths
7. Rye Cove, Virginia	5-2-1929	F2 – 13 Deaths
8. Arlington, Georgia	3-22-1897	F2 – 8 Deaths
9. Dothan, Alabama	1-11-1918	F3 – 8 Deaths
10. Paw Paw, Illinois	6-20-1890	F4 – 7 Deaths

www.tornadoproject.com/toptens/topten2.htm

Room Layout for Tabletop Exercise Teams

Incident Command Staff

Finance/Administration Section

Operations Section

**Control
Group**

Logistics Section

Planning Section

**Sign
In**

Incident Command System Section Signs Overview

(Sign templates provided on pages 43-48 can be used for posters, handouts and overheads.)

Incident Commander – “The Boss”

- Overall leader and decision-maker for event response
- Responsible for all decisions made regarding event response
- Responsible for all responders and victim

Command Staff

- Public Information Officer – responsible for information getting out to the media and public
- Safety Officer – responsible for the safety of responders
- Liaison Officer – coordinates offers of help from other agencies
- Legal – assists on matters of authority, liability and process

Operations – “Boots on the Ground”

- Responsible for the responder’s actions
- Reports resource status to Planning
- Create the ‘plan of attack’ by coordinating with Logistics and Finance/Administration
- Direct and coordinate all incident tactical operations such as search and rescue and medical treatment for victims

Planning – “Documentation” – “What’s coming next?”

- Responsible for providing documentation service
- Prepare the Incident Action Plan
- Maintain/display situation status through the use of maps and projections
- Documents resource status

Logistics – “Supply Officers”

- Responsible for providing resources and services requested
- Contract for needed goods and services in coordination with Finance/Administration
- Provide medical support, communications, food supplies, facilities and ground support for responders

Finance/Administration – “The Banker”

- Responsible for financial and cost analysis
- Working with Logistics, Finance/Administration oversees contract negotiations
- Track responder and equipment time
- Work with logistics to ensure resources

IS – 200a

<http://training.fema.gov/EMIWeb/IS/IS200a.asp>

Incident Commander

- **Overall leader and decision-maker**
- **Responsible for all decisions made regarding response**
- **Responsible for all responders and victims**

“The Boss”

Command Staff

- **Provides support to the Incident Commander**

Public Information Officer

- **Responsible for getting information out to the media and the public**

Safety Officer

- **Responsible for the safety of responders**

Liaison Officer

- **Coordinates offers of help from other agencies**

Legal Officer

- **Assists on matters of authority, liability and process**

Operations

- **Responsible for the responder's actions**
- **Creates the “plan of attack”**
- **Direct and coordinate all incident tactical operations such as search and rescue and medical treatment for all victims**

“Boots on the Ground”

Planning

- **Responsible for providing documentation service**
- **Prepare the Incident Action Plan**
- **Maintain/display situation status through the use of maps and projections**
- **Maintain resource status**

“Documentation”

“What’s coming next?”

Logistics

- **Responsible for providing resources and services**
- **Contract for needed goods and services**
- **Provide medical support, facilities, communications, food, supplies, and ground support for responders**

“Supply Officers”

Finance/Administration

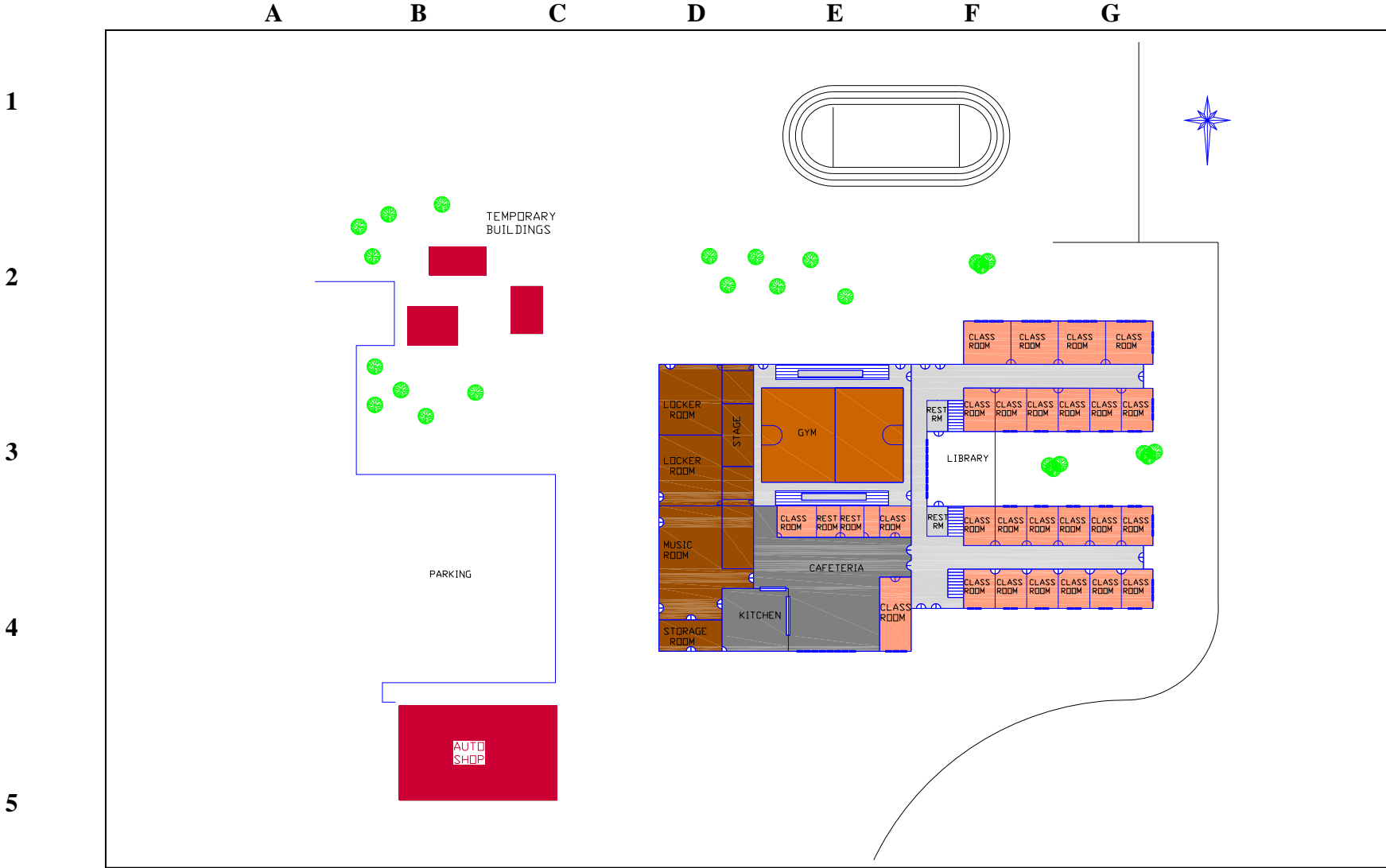
- **Responsible for financial and administrative paperwork**
- **Responsible for financial and cost analysis**
- **Oversee contract negotiations**
- **Track responder and equipment time**
- **Work with logistics to ensure resources**

“The Banker”

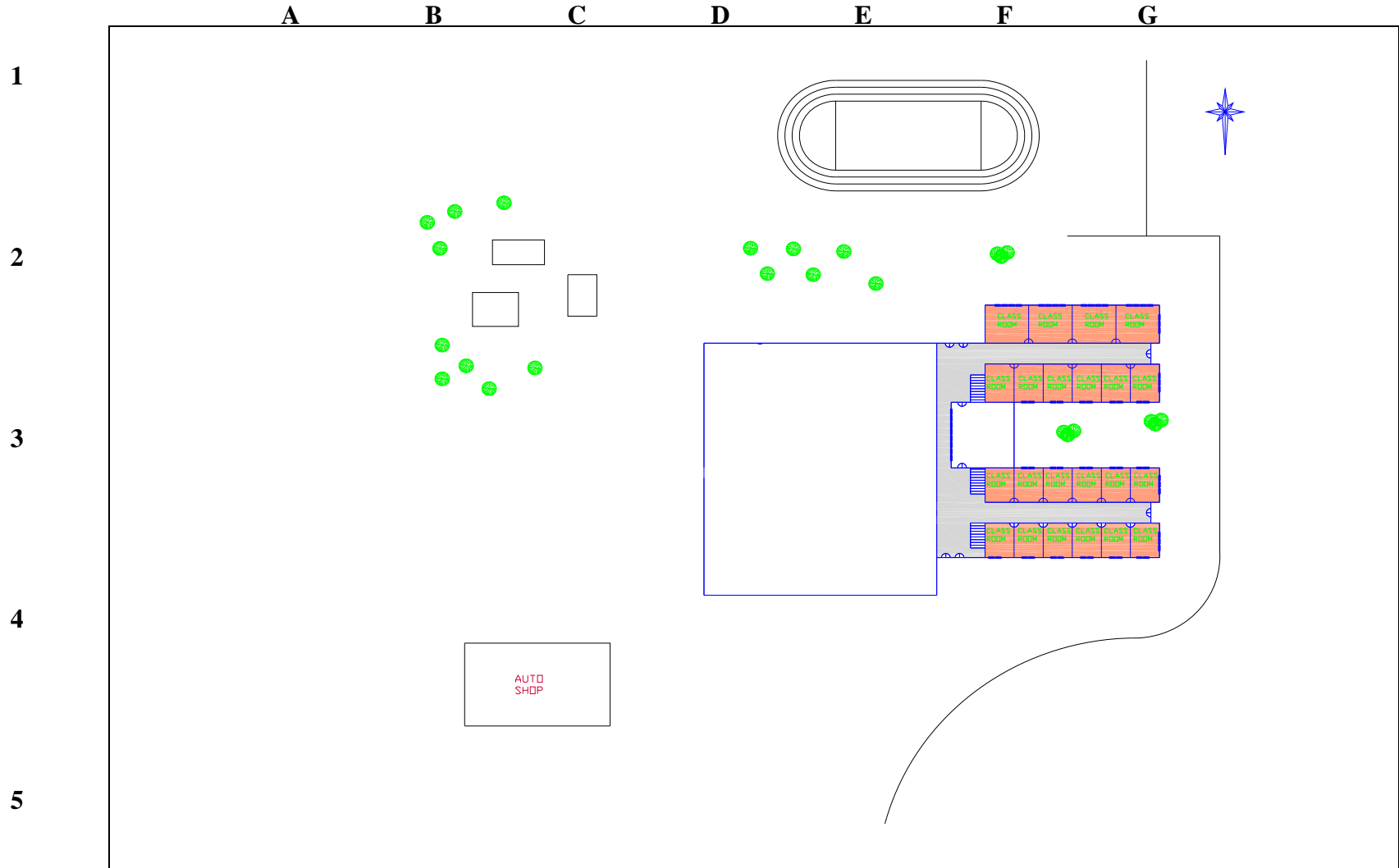
CENTRAL HEIGHTS HIGH SCHOOL LOCATION MAP



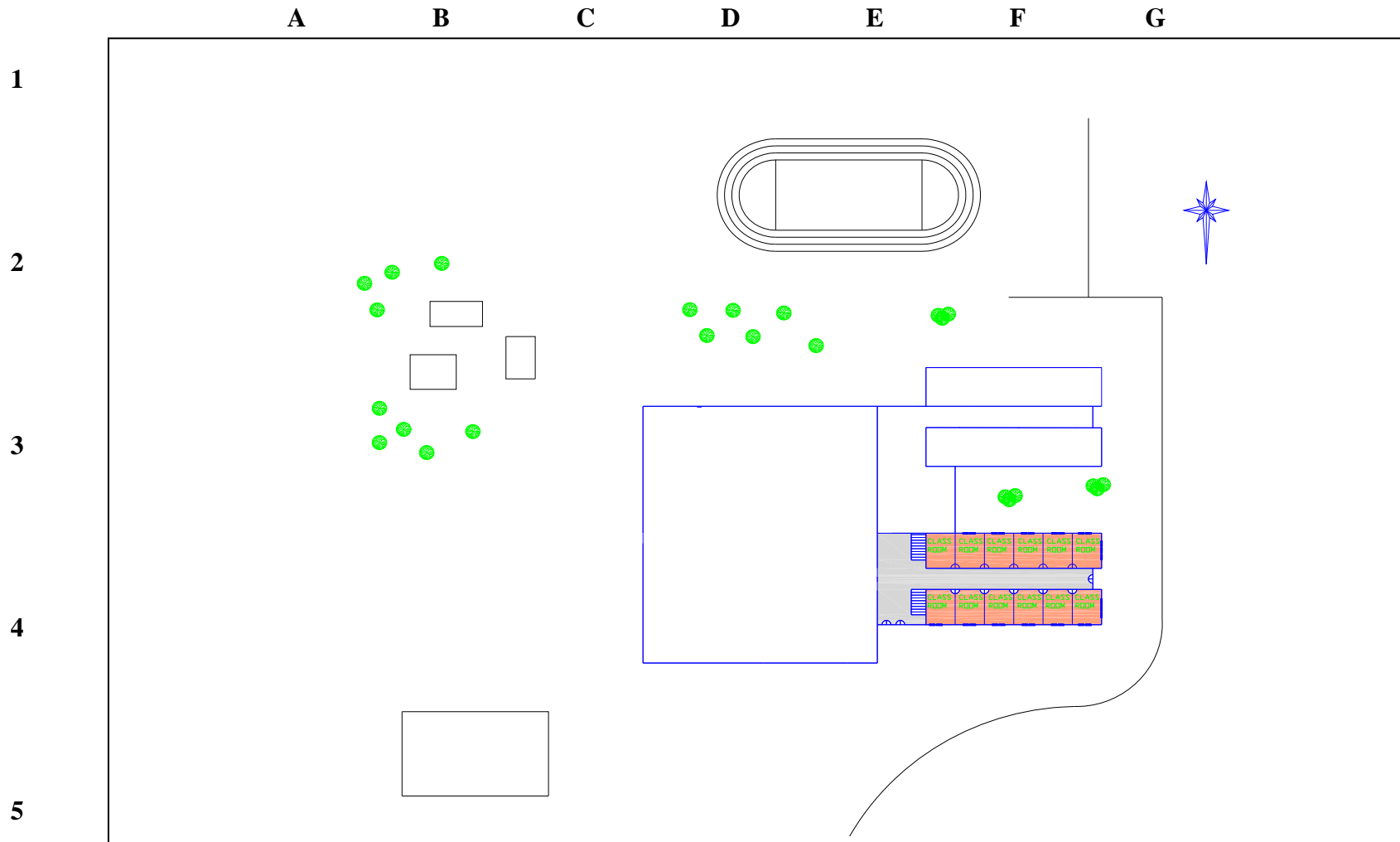
Exercise Floor Plan for Participants - FIRST FLOOR



Exercise Floor Plan for Participants - SECOND FLOOR



Exercise Floor Plan for Participants - BASEMENT



Incident Action Plan (IAP)

INCIDENT OBJECTIVES "Plan of Attack"	1. Incident Name	2. Date	3. Time
4. Operational Period (length of event)			
5. Safety Objectives (include alternatives)			
6. Weather/Forecast for Period			
7. Message to students/faculty/staff			
8. Attachments (mark if attached)			
<input type="checkbox"/> Planning Group	<input type="checkbox"/> Finance/Administration Group	<input type="checkbox"/> Other	
<input type="checkbox"/> Logistics Group	<input type="checkbox"/> Incident Map	<input type="checkbox"/> Other	
<input type="checkbox"/> Operations Group	<input type="checkbox"/> Safety Plan	<input type="checkbox"/> Other	
9. Prepared By	10. Approved By (Incident Commander)		

ICS 202 (Modified)

Retrieved July 28, 2007 from http://www.co.gregg.tx.us/government/public_safety/icsforms/202.pdf

Roles List:

The following are **examples** of individuals who may be in the school during an emergency. Feel free to create your own list.

Control Group	Custodian
Evaluator (#2)	Dance Club Student Member
Facilitator (#2)	Dean of Students
Weather Person	English Teacher
Command Staff:	Food Service Vendor
Counselor	Football Coach
Incident Commander – Principal	Freshman Class President
JR ROTC Instructor	Geography Teacher
Student Council President	Cheer Squad Captain
Finance/Administration/Policy:	Hearing Impaired Student
Administrative Secretary	History Teacher
Bookkeeper	Honor Society Student
Student Council Treasurer	Instructional Assistant
Logistics:	Junior Class President
Custodian	Kitchen Staff
Honor Society President	Librarian
Office Manager	Library Assistant
Planning:	Math Teacher
Counselor	Office Clerk
Honor Society President	Parent (visiting)
Vice Principal	Reading Specialist
Operations:	Registration Clerk
Athletic Director	School Secretary
Health Teacher	Science Teacher
HOSA Chapter President	Senior Class President
General Population:	Soccer Coach
9 th Grade Student	Sophomore Class President
10 th Grade Student	Spanish Teacher
11 th Grade Student	Special Education Teacher
12 th Grade Student	Special Needs Student
Administrative Assistant	Student Council Advisor
Administrative Secretary	Visually Impaired Student
Ag Mechanics Teacher	Vo-Ag Teacher
Art Teacher	
Athletic Director	
Attendance Clerk	
Captain of the Football Team	
Career Counselor	
Cheerleader	
Chess Club Student Member	
Computer Teacher	
Counselor	

Sign your name next to your role

CONTROL GROUP	
Evaluator	
Evaluator	
Facilitator	
Facilitator	
Facilitator	
Weather Person	
COMMAND STAFF	
Counselor	
Incident Commander – Principal	
JR ROTC Instructor	
Safety Officer	
FINANCE-ADMIN-POLICY	
Administrative Secretary	
Attendance Clerk	
Bookkeeper	
LOGISTICS	
Custodian	
Office Manager	
Honor Society President	
PLANNING	
Vice Principal	
Student Body President	
Counselor	

Sign your name next to your role

OPERATIONS	
Athletic Director	
Health Teacher	
HOSA Chapter President	
GENERAL POPULATION	
9 th Grade Student	
9 th Grade Student	
10th Grade Student	
10th Grade Student	
11 th Grade Student	
11 th Grade Student	
12th Grade Student	
12 th Grade Student	
Administrative Assistant	
Administrative Secretary	
Ag Mechanics Teacher	
Art Teacher	
Art Teacher	
Athletic Director	
Attendance Clerk	
Captain of the Football Team	
Career Counselor	
Cheerleader	
Chess Club Student Member	

Sign your name next to your role

Computer Teacher	
Counselor	
Custodian	
Dance Club Student Member	
Dean of Students	
English Teacher	
Food Service Vendor/Truck Driver	
Football Coach	
Freshman Class Student Body President	
Geography Teacher	
Head Cheerleader	
Hearing Impaired Student	
History Teacher	
Honor Society Student	
Honor Society Student	
Instructional Assistant	
Instructional Assistant	
Junior Class Student Body President	
Kitchen Staff	
Kitchen Staff	
Librarian	
Library Assistant	
Math Teacher	
Office Clerk	

Incident Commander

Command Staff

Operations

Planning

Logistics

Finance
Administration

Resources and Materials Needed

Online Resources:

Community Readiness Network,
www.crn4h.org

Gregg County, Texas Incident Command System forms,
http://www.co.gregg.tx.us/government/Public_Safety/icsforms.asp

Homeland Security Presidential Directive HSPD-8, December 17, 2003,
<http://www.whitehouse.gov/news/releases/2003/12/20031217-6.html>

Introduction to Incident Command Systems, IS-100,
www.training.fema.gov/EMIWeb/IS/IS100a.asp

Nevada Department of Education Standards,
<http://www.doe.nv.gov/Standards.html>

NIMS an Introduction, IS700a,
<http://training.fema.gov/EMIWeb/IS/is700a.asp>

NIMS Basic: The Incident Command System. FEMA 501-8
March 27, 2006, page 28-29.
http://www.fema.gov/pdf/nims/NIMS_basic_incident_command_system.pdf

Nevada Seismological Lab, University of Nevada Reno, (2009).
(<http://www.seismo.unr.edu/feature/NVrank.html>)

The Innovation Center for Community & Youth Development,
<http://www.theinnovationcenter.org/>

Materials/Supplies Needed

- Signs with brief descriptions of each group
- Table Tents with Group Titles (Incident Command, Logistics, Finance/Administration, Planning and Operations)
- Name Tags (list of possible community members who would normally participate). This list can change based upon individual community.
- Lanyards/Yarn to secure name tags around neck. In an actual emergency, responders wear clothing, i.e. vests or uniforms, identifying their role. In this exercise, it is ideal for the name tags to be as large as possible so the roles are visible across the room.
- Noise device (we used siren from weather radio) to signal to participants the beginning and end of each Operational Period
- Flip chart paper – five sheets per ICS group and five sheets for hot wash (35)
- Markers: One 8-marker set for each ICS group
- Masking Tape to hang posters, signs and flip chart paper
- Paper and pen for each instructor and/or facilitator to write down observations
- Pens and/or pencils (extra)

Evaluation

Tornado Tabletop Exercise Evaluation

Please take a few moments to complete the following evaluation for this tabletop exercise. On a scale of 1 to 5, with 1 being “very little” and 5 being “very much”, please indicate your understanding of the following topics **before the workshop** and **after the workshop** by marking an “X” over the corresponding number rating. If you “don’t know”, indicate DK.

	Before the Tabletop Exercise	After the Tabletop Exercise
1. The purpose for emergency preparedness in your community.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK
2. The value of working with my community before a disaster occurs.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK
3. The ICS (Incident Command System) structure.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK
4. The value of ICS as a universal language and process for responding to a disaster.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK
5. How to incorporate ICS procedure into my daily life.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK
6. How to complete an Incident Action Plan (IAP).	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK
7. The value of an IAP.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK
8. How tabletop exercises are used to prepare for emergencies.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK
9. Why tabletop exercises are used to prepare for emergencies.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK
10. The value of using tabletop exercises in preparing for emergencies.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK
11. The importance of having youth participate in emergency preparedness activities.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> DK

*Thank you for completing this evaluation.
Please give completed form to workshop instructors.*

Observational Assessment of Tornado Tabletop Exercise - Input One

Please take a few moments to complete the following evaluation of the Tornado Tabletop Exercise. On a scale of 1 to 5, with 1 being “poor” and 5 being “excellent”, please rate how well the participants achieved the following objectives. Provide a rating for the entire group as well as each ICS section.

Entire Group: **Poor** **Excellent**

1. worked together as a team	1	2	3	4	5
2. followed directions of the Incident Commander	1	2	3	4	5
3. focused on the task and was not sidetracked	1	2	3	4	5
4. understood their role in the process	1	2	3	4	5

Incident Commander/Command Staff: **Poor** **Excellent**

1. worked together as a team	1	2	3	4	5
2. accepted input from other ICS sections	1	2	3	4	5
3. focused on the task and was not sidetracked	1	2	3	4	5
4. understood his/her role in the process	1	2	3	4	5

Logistics Section: **Poor** **Excellent**

1. worked together as a team	1	2	3	4	5
2. accepted input from other ICS sections	1	2	3	4	5
3. focused on the task and was not sidetracked	1	2	3	4	5
4. understood their role in the process	1	2	3	4	5

Operations Section: **Poor** **Excellent**

1. worked together as a team	1	2	3	4	5
2. accepted input from other ICS sections	1	2	3	4	5
3. focused on the task and was not sidetracked	1	2	3	4	5
4. understood their role in the process	1	2	3	4	5

Planning Section: **Poor** **Excellent**

1. worked together as a team	1	2	3	4	5
2. accepted input from other ICS sections	1	2	3	4	5
3. focused on the task and was not sidetracked	1	2	3	4	5
4. understood their role in the process	1	2	3	4	5

Finance/Administration Section: **Poor** **Excellent**

1. worked together as a team	1	2	3	4	5
2. accepted input from other ICS sections	1	2	3	4	5
3. focused on the task and was not sidetracked	1	2	3	4	5
4. understood their role in the process	1	2	3	4	5

Comments: _____

Observational Assessment of Tornado Tabletop Exercise - Input Two

Please take a few moments to complete the following evaluation of the Tornado Tabletop Exercise. On a scale of 1 to 5, with 1 being “poor” and 5 being “excellent”, please rate how well the participants achieved the following objectives. Provide a rating for the entire group as well as each ICS section.

Entire Group: **Poor** **Excellent**

1. worked together as a team	1	2	3	4	5
2. followed directions of the Incident Commander	1	2	3	4	5
3. focused on the task and was not sidetracked	1	2	3	4	5
4. understood their role in the process	1	2	3	4	5

Incident Commander/Command Staff: **Poor** **Excellent**

1. worked together as a team	1	2	3	4	5
2. accepted input from other ICS sections	1	2	3	4	5
3. focused on the task and was not sidetracked	1	2	3	4	5
4. understood his/her role in the process	1	2	3	4	5

Logistics Section: **Poor** **Excellent**

1. worked together as a team	1	2	3	4	5
2. accepted input from other ICS sections	1	2	3	4	5
3. focused on the task and was not sidetracked	1	2	3	4	5
4. understood their role in the process	1	2	3	4	5

Operations Section: **Poor** **Excellent**

1. worked together as a team	1	2	3	4	5
2. accepted input from other ICS sections	1	2	3	4	5
3. focused on the task and was not sidetracked	1	2	3	4	5
4. understood their role in the process	1	2	3	4	5

Planning Section: **Poor** **Excellent**

1. worked together as a team	1	2	3	4	5
2. accepted input from other ICS sections	1	2	3	4	5
3. focused on the task and was not sidetracked	1	2	3	4	5
4. understood their role in the process	1	2	3	4	5

Finance/Administration Section: **Poor** **Excellent**

1. worked together as a team	1	2	3	4	5
2. accepted input from other ICS sections	1	2	3	4	5
3. focused on the task and was not sidetracked	1	2	3	4	5
4. understood their role in the process	1	2	3	4	5

Comments: _____

Observational Assessment of Tornado Tabletop Exercise - Input Three

Please take a few moments to complete the following evaluation of the Tornado Tabletop Exercise. On a scale of 1 to 5, with 1 being “poor” and 5 being “excellent”, please rate how well the participants achieved the following objectives. Provide a rating for the entire group as well as each ICS section.

Entire Group: **Poor** **Excellent**

- | | | | | | |
|--|---|---|---|---|---|
| 1. worked together as a team | 1 | 2 | 3 | 4 | 5 |
| 2. followed directions of the Incident Commander | 1 | 2 | 3 | 4 | 5 |
| 3. focused on the task and was not sidetracked | 1 | 2 | 3 | 4 | 5 |
| 4. understood their role in the process | 1 | 2 | 3 | 4 | 5 |

Incident Commander/Command Staff: **Poor** **Excellent**

- | | | | | | |
|--|---|---|---|---|---|
| 1. worked together as a team | 1 | 2 | 3 | 4 | 5 |
| 2. accepted input from other ICS sections | 1 | 2 | 3 | 4 | 5 |
| 3. focused on the task and was not sidetracked | 1 | 2 | 3 | 4 | 5 |
| 4. understood his/her role in the process | 1 | 2 | 3 | 4 | 5 |

Logistics Section: **Poor** **Excellent**

- | | | | | | |
|--|---|---|---|---|---|
| 1. worked together as a team | 1 | 2 | 3 | 4 | 5 |
| 2. accepted input from other ICS sections | 1 | 2 | 3 | 4 | 5 |
| 3. focused on the task and was not sidetracked | 1 | 2 | 3 | 4 | 5 |
| 4. understood their role in the process | 1 | 2 | 3 | 4 | 5 |

Operations Section: **Poor** **Excellent**

- | | | | | | |
|--|---|---|---|---|---|
| 1. worked together as a team | 1 | 2 | 3 | 4 | 5 |
| 2. accepted input from other ICS sections | 1 | 2 | 3 | 4 | 5 |
| 3. focused on the task and was not sidetracked | 1 | 2 | 3 | 4 | 5 |
| 4. understood their role in the process | 1 | 2 | 3 | 4 | 5 |

Planning Section: **Poor** **Excellent**

- | | | | | | |
|--|---|---|---|---|---|
| 1. worked together as a team | 1 | 2 | 3 | 4 | 5 |
| 2. accepted input from other ICS sections | 1 | 2 | 3 | 4 | 5 |
| 3. focused on the task and was not sidetracked | 1 | 2 | 3 | 4 | 5 |
| 4. understood their role in the process | 1 | 2 | 3 | 4 | 5 |

Finance/Administration Section: **Poor** **Excellent**

- | | | | | | |
|--|---|---|---|---|---|
| 1. worked together as a team | 1 | 2 | 3 | 4 | 5 |
| 2. accepted input from other ICS sections | 1 | 2 | 3 | 4 | 5 |
| 3. focused on the task and was not sidetracked | 1 | 2 | 3 | 4 | 5 |
| 4. understood their role in the process | 1 | 2 | 3 | 4 | 5 |

Comments: _____

