

*Campus Resilience Program*

*Exercise Starter Kit*

**Tornado Tabletop Exercise**

Facilitator Guide

[Insert Date]



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# Facilitator Guide

[**Planner Note:** The purpose of this Facilitator Guide is to provide a baseline exercise document for facilitators to use in the delivery of the Tornado Tabletop Exercise. The sample content contained in this document can be tailored as necessary to meet the desired goals and outcomes for the exercise by filling in all bracketed content that is highlighted in red. This document is to be used in tandem with the Tornado Tabletop Exercise Conduct Briefing and Situation Manual, therefore any changes made to this document will also need to be carried over into these documents.]

This document is for the use of the facilitator and should not be given to exercise players. It gives the approximate time of delivery for each slide, limited talking points, and possible supplemental questions or issues to raise in discussions if needed. The lead exercise planner and the exercise planning team are responsible for tailoring this document, as appropriate.

| Slide # | Time | Slide Title/Content | Facilitator Notes |
| --- | --- | --- | --- |
| WELCOME AND INTRODUCTIONS, [Insert time – Insert Time] (~ 5 minutes) | | | |
| **[#]** | **[Insert Time]** | **Welcome and Introductions** | *When participants are ready:*   * Introduce yourself as the facilitator and provide a brief explanation of the facilitator’s role during the exercise * Introduce the topic of the exercise: an EF3 tornado * Introduce any additional speakers and allow time for welcoming remarks |
| **[#]** | **[Insert Time]** | **Administrative Remarks** | *Provide brief administrative remarks.* |
| **[#]** | **[Insert Time]** | **Exercise Schedule** | *Briefly review the exercise schedule with participants.* |
| EXERCISE OVERVIEW, [Insert Time – Insert Time] (~ 10 minutes) | | | |
| **[#]** | **[Insert Time]** | **Exercise Overview** | *Provide a brief background on the exercise:*   * This Tornado Tabletop Exercise (TTX) is made available through the Campus Resilience (CR) Program Exercise Starter Kits, and was developed as part of a collaborative effort between the Department of Homeland Security (DHS) Office of Academic Engagement (OAE), and the Federal Emergency Management Agency (FEMA) National Exercise Division (NED) * The CR Program was initiated by DHS/OAE in 2013 and aims to engage colleges and universities across the nation in developing and testing emergency preparedness and resilience planning processes   *Provide an overview of the purpose of the exercise:*   * Each Exercise Starter Kit aims to support practitioners and senior leaders from the academic community in assessing emergency plans, policies, and procedures while also enhancing overall campus resilience * This specific Exercise Starter Kit aims to provide the opportunity to examine preparedness, response and recovery operations related to an EF3 tornado * The materials used during this exercise were provided as templates and were tailored by the exercise planning team to meet the desired goals for this exercise |
| **[#]** | **[Insert Time]** | **Exercise Overview (cont.)** | *Provide an overview of the scope of the exercise.* |
| **[#]** | **[Insert Time]** | **Exercise**  **Objectives** | *Review the exercise objectives:*   1. **Operational Coordination:** Assess the ability to establish and standardize protocols for integrating whole community partners into a unified and coordinated operational structure during planning, response, and recovery efforts 2. **Physical Protective Measures:** Implement and maintain risk-informed countermeasures and policies protecting people, borders, structures, materials, products, and systems associated with key operational activities and acritical infrastructure sectors 3. **Health and Social Services:** Mass Care Services: Examine strategies to provide, restore, and improve life-sustaining health, human, and social services within affected populations following a disaster 4. **Public Information and Warning:** Review the processes related to disseminating time-critical, operational, and incident-related intelligence and information to the whole community 5. **Infrastructure Systems:** Stabilize critical infrastructure functions, minimize health and safety threats, and efficiently restore and revitalize systems and services to support a viable, resilient community |
| **[#]** | **[Insert Time]** | **Participant Roles and Responsibilities** | *Briefly review the roles and responsibilities of different types of participants in the exercise.* |
| **[#]** | **[Insert Time]** | **Participating Organizations** | *Briefly review the organizations participating in the exercise.* |
| **[#]** | **[Insert Time]** | **Exercise Guidelines** | *Briefly review the exercise guidelines.* |
| **[#]** | **[Insert Time]** | **Assumptions and Artificialities** | *Note that in any exercise there are certain assumptions and artificialities that participants must accept as being true. Briefly review these assumptions and artificialities.* |
| **STARTEX** | | | |
| MODULE 1: Preparedness [Insert Time – Insert Time] (~ 60 minutes) | | | |
| **[#]** | **[Insert Time]** | **Module 1: Scenario Overview** | *Announce that this is the Start of the Exercise and that you will now transition into Module 1.*  *Review the exercise scenario:*   * [Month, Day, Year] – [Month, Day, Year]   + A large system of severe thunderstorms begins moving into your area. The National Weather Service (NWS) reports that the conditions are favorable for the development of tornados * [Month, Day, Year] – [Month, Day, Year]   + Later that day, a large tornado is reported to have passed north of your area, devastating parts of the affected town   + Local and state media report more than a dozen missing persons and several fatalities, in addition to significant damage to buildings, roads, and power lines   + Local officials advise residents of your area to familiarize themselves with tornado safety practices |
| **[#]** | **[Insert Time]** | **Module 1: Scenario Overview (cont.)** | *Review the exercise scenario:*   * [Month, Day, Year] – [Month, Day, Year]   + The NWS issues a Tornado Watch for your town, including the area surrounding [insert institution name]   + Other institutions in the surrounding area begin cancelling classes, athletic events, and social functions, and several of your student groups ask whether they should postpone their own scheduled events   + Visiting professors and administrators who had been invited to an academic conference call to ask whether it is safe to travel to your institution   + Faculty members and students express concern over the impact of power outages or systems damage on research equipment and perishable materials |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (1/4)** | *Explain to participants that they will now be engaging in the facilitated discussions portion of Module 1. Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes. Repeat this at the beginning of each set of discussion questions.*  **Operational Coordination**   1. What plans, policies, and procedures does your institution have in place to prepare for a tornado? 2. Who in your organization is responsible for monitoring NWS alerts or would likely receive a bulletin from some other alerting authority? 3. What are your institution’s initial priorities after a Tornado Watch has been issued?  * What actions would your institution take at this point to ensure the safety and security of students, faculty, and staff?  1. How would your institution establish a command structure to coordinate your preparedness and mitigation efforts?  * Who are your key internal and external stakeholders, and how would your institution incorporate them into this command structure? * How can your institution coordinate with private and public partners to ensure a whole-community preparedness effort?  1. What resource gaps could limit your institution’s ability to prepare for a tornado?  * What community resources and aid agreements could compensate for these resource gaps?  1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (2/4)** | **Physical Protective Measures**   1. What risks does a tornado pose to your institution’s key assets and systems (e.g., campus facilities, critical infrastructure)?  * What resources and systems constitute your institution’s key operations and facilities? * How might a tornado damage those assets and systems? * What types of structural maintenance issues must you consider? * What plans and procedures (e.g., continuity of operations) does your institution have in place to mitigate the disruption of essential campus services? * Does your institution conduct regular tornado drills to familiarize students, faculty, and staff with safety procedures?  1. What steps can your institution take to protect your critical operations?  * How do these steps account for on-campus and off-campus operations (e.g., critical infrastructure, online classes, labs)? * Are these steps documented in any institution plans, policies, or procedures?  1. What steps can your institution take to mitigate a temporary loss of critical operations?  * Are these steps documented in any institution plans, policies, or procedures? * Does your institution have the necessary equipment to ensure continuity of operations in case of a temporary loss of critical facilities and infrastructure (e.g., back-up generators)? * Is this equipment routinely tested?  1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (3/4)** | **Health and Social Services & Mass Care Services**   1. Are there identified locations where people should go in the event of a tornado?  * Do your students, faculty, and staff know how to find these locations? * Have these locations been identified as the Best Available Refuge Area by a qualified architect or structural engineers? * Are there any FEMA safe rooms or ICC 500 storm shelters at your institution? * Are these locations equipped with emergency kits, including flashlights, first aid kits, dust masks, and whistles?  1. What plans, policies, and procedures does your institution have in place to ensure all students, faculty, and staff are safely sheltered in case of a Tornado Warning?  * How do these account for students with access and functional needs or students whose primary language may not be English?  1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (4/4)** | **Public Information and Warning**   1. What plans, policies, and procedures does your institution have in place to guide your internal and external communications strategies?  * What internal and external stakeholders are you engaging at this time? * What information would you release to them?  1. How and when does your institution issue warnings, alerts, and other emergency messaging?  * How does your institution use pre-scripted or automated messaging that would expedite critical communications and public messaging? * Does your jurisdiction have tornado sirens? If not, what other methods can you use to alert students, faculty, and staff of a Tornado Warning?  1. What individual, office, or department coordinates and delivers your institution’s public messaging? 2. How does your institution encourage students, faculty, and staff to take individual steps to mitigate the potential impacts of a tornado? 3. How will your institution use social media platforms in support of incident communications and public messaging? 4. [Insert additional discussion questions] |
| BREAK: [Insert Time – Insert Time] (~ 10 minutes) | | | |
| MODULE 2: Response [Insert Time – Insert Time] (~ 60 minutes) | | | |
| **[#]** | **[Insert Time]** | **Module 2: Scenario Overview (1/3)** | *Announce that you will now transition into Module 2.*  *Review the exercise scenario:*   * **[Insert Date and Time]**   + The NWS Issues a Tornado Warning for your area. * **[Insert Date and Time]**   + Fifteen minutes later, a large tornado passes through the [insert institution name] campus, causing immediate power outages and structural damage to several academic and administrative buildings   + The wind funnel also sweeps through parking lots, tearing cars apart and littering the campus with debris   + Uprooted trees and airborne debris sever power lines, obstruct nearby roads, and cause additional structural damage to [insert institution name] buildings |
| **[#]** | **[Insert Time]** | **Module 2: Scenario Overview (2/3)** | *Review the exercise scenario:*   * **[Insert Date and Time]**   + In the immediate aftermath of the tornado, your institution receives multiple unconfirmed reports of students trapped beneath the rubble of damaged buildings   + Many faculty members and students have suffered injuries that require treatment or hospitalization, and at least six people are currently unaccounted for, including two students with access and functional needs and one international student   + Large sections of the [insert academic building] roof have caved in, and portions of the [insert institution name] dining hall as well as several residential buildings have suffered significant structural damage |
| **[#]** | **[Insert Time]** | **Module 2: Scenario Overview (3/3)** | *Review the exercise scenario:*   * **[Insert Date and Time] (cont.)**   + Large quantities of debris and several uprooted trees have blocked [insert nearby road], limiting access to your institution and delaying response operations   + In addition to communication disruptions, downed power lines have resulted in widespread power outages throughout the area, including in most of your institution’s residential buildings * **[Insert Date and Time]**   + The two students with access and functional needs, the international student, and three members of staff, have not yet been located   + Furthermore, your institution learns that a hospitalized student has died from injuries sustained during the tornado   + After local media reports several more tornado-related fatalities within your area, your institution receives a flood of calls and emails from anxious families who have been unable to contact their children. |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (1/4)** | *Explain to participants that they will now be engaging in the facilitated discussions portion of Module 2.*  **Operational Coordination**   1. What are your institution’s initial priorities after a Tornado Warning is issued?  * What actions would your institution take at this point to ensure the safety and security of students, faculty, and staff?  1. What plans, policies, and procedures does your institution have in place to guide response efforts?  * What are your initial response priorities? * Who is responsible for making this determination?  1. How would your institution establish and maintain an effective command structure to coordinate emergency response efforts?  * Who are the key decision-makers at this point? * What are their specific roles and responsibilities?  1. How do key decision-makers collect information on damages and critical needs? 2. What resources are currently available?  * What plans, agreements, and contingency contracts are in place to address potential resource shortages?  1. Who are the key external stakeholders that would support response efforts?  * How would your institution coordinate and communicate with these stakeholders?  1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (2/4)** | **Infrastructure Systems**   1. How will your institution facilitate the speedy restoration of critical infrastructure systems and services?  * How does your institution conduct damage assessments? * Which infrastructure resources and systems would your institution prioritize during the response period?  1. How would your institution coordinate the restoration of critical infrastructure?  * What stakeholders would you engage to facilitate this process?  1. What mechanisms does your institution implement to ensure continuity of operations during this response period? 2. How does your institution collect real-time updates on the status of its critical infrastructure? 3. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (3/4)** | **Mass Care Services**   1. Who is responsible for tracking injuries, fatalities, and missing persons in the aftermath of a tornado? 2. What plans, policies, and procedures does your institution have in place to ensure the life safety and health of all students, faculty, and staff?  * What are your response priorities in terms of providing mass care services? * Does this strategy account for international students and students with access/functional needs?  1. What resource gaps could limit your institution’s ability to provide mass care services?  * What community resources and aid agreements could compensate for these gaps?  1. What emergency housing plans, policies, and procedures does your institution have in place? 2. What resource gaps could limit your institution’s ability to meet your community’s emergency housing needs?  * What community resources and aid agreements could compensate for those resource gaps?  1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (4/4)** | **Public Information and Warning**   1. How does your institution ensure consistent and coordinated public messaging throughout the initial response period?  * Who is responsible for delivering this public messaging? * How does this messaging accommodate international students or students with access and functional needs?  1. How does your institution ensure timely and accurate situational updates for internal stakeholders throughout the response period?  * Who is responsible for delivering these updates? * What sort of information is your institution releasing at this point?  1. Does your institution have a crisis communications plan or other means of communicating with all stakeholders in case of a breakdown of standard communications?  * How and when does your institution activate its crisis communications plan?  1. How does your institution notify families, key stakeholders, and the public of fatalities or serious injuries? 2. [Insert additional discussion questions]   *Announce that we will now be transitioning to a 10-minute break.* |
| **BREAK: [Insert Time – Insert Time] (~ 10 minutes)** | | | |
| **MODULE 3: Recovery [Insert Time – Insert Time] (~ 60 minutes)** | | | |
| **[#]** | **[Insert Time]** | **Module 3: Scenario Overview** | *Announce that you will now transition into Module 3.*  *Review the exercise scenario:*   * **[Insert Date and Time]**   + Roughly 48 hours later, a NWS storm survey team classifies the tornado as an EF3   + Roadways leading to and from your institution remain partially clogged with debris, worsening traffic and causing several accidents   + Power outages continue across your campus; additionally, multiple academic and administrative buildings require repairs and some student housing facilities remain uninhabitable   + All six missing persons have been recovered and hospitalized for injuries sustained during the tornado   + There have been an additional [insert number] fatalities among faculty and staff, and [insert number] remain in critical condition. |
| **[#]** | **[Insert Time]** | **Module 3: Scenario Overview (cont.)** | * **[Insert Date and Time]**   + Over the course of the following week, students and families contact faculty and staff asking how class cancellations will impact their academic schedules as well as financial requirements and obligations   + The families of international students also reach out to their embassies and consulates requesting information on how class cancellations could impact their children’s immigration statuses |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (1/4)** | *Explain to participants that they will now be engaging in the facilitated discussions portion of Module 3.*  **Operational Coordination**   1. How does your institution coordinate the transition from response to short-term recovery efforts? 2. What plans, policies, and procedures guide your institution’s recovery process?  * Who is responsible for coordinating short- and long-term recovery efforts? * What are your institution’s priorities for short-term recovery?  1. What resource gaps could limit your institution’s ability to meet these priorities?  * What community resources or aid agreements could compensate for those gaps? * How can your institution coordinate with private and public partners to ensure a whole-community recovery effort?  1. What funding and assistance programs (e.g., FEMA grants) may be available to you and your institution in the aftermath of a significant tornado?  * Who is responsible for leading this effort?  1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (2/4)** | **Infrastructure Systems**   1. Which infrastructure systems would your institution prioritize during the recovery period? 2. How would your institution coordinate the complete restoration of critical infrastructure?  * What stakeholders would you engage to facilitate this process? * How does your institution secure funds to support infrastructure restoration projects? * What plans, policies, and procedures does your institution have in place to restore infrastructure systems that support and revitalize aspects of campus life, such as athletic programs and social events?  1. What mechanisms does your institution have in place to maintain continuity of operations throughout the recovery period?  * How does your institution build back safer and stronger so that future infrastructure systems are less susceptible to tornado damage?  1. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (3/4)** | **Mass Care Services & Health and Social Services**   1. What plans, policies, and procedures does your institution have in place to return your campus to a healthy and safe environment?  * What are your recovery priorities in terms of providing mass care as well as health and social services (e.g., mental health services)? * Does this strategy account for international students and students with access and functional needs?  1. What long-term housing plans, policies, and procedures does your institution have in place?  * How does your institution monitor the needs of students, faculty, and staff while they are housed in emergency shelters or housing facilities? * Do you have mutual-aid agreements in place to provide long-term housing for students?  1. What resource gaps could limit your institution’s ability to meet your community’s long-term housing needs? 2. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (4/4)** | **Public Information and Warning**   1. How does your institution ensure consistent, coordinated public messaging throughout the recovery period?  * How does your institution’s communications strategy transition from response-oriented to recovery-oriented messaging? * How does this messaging accommodate international audiences and audiences with access and functional needs?  1. How does your institution provide internal stakeholders with timely updates concerning recovery efforts? 2. Who is responsible for monitoring and managing inquiries from affected students, faculty, staff, and alumni? 3. [Insert additional discussion questions as appropriate] |
| **BREAK: [Insert Time – Insert Time**] **(~ 10 minutes)** | | | |
| **ENDEX** | | | |
| **HOT WASH, [Insert Time – Insert Time]** **(~ 15 minutes)** | | | |
| **[#]** | **[Insert Time]** | **Hot Wash Overview** | *Review the purpose of the Hot Wash noting that it is an opportunity for participants to provide candid feedback on their overall performance as well as the overall delivery of the exercise* |
| **CLOSING REMARKS, [Insert time – Insert Time] (~ 10 minutes)** | | | |
| **[#]** | **[Insert Time]** | **Closing Remarks** | *Thank players for their participation in the exercise. Introduce any additional speakers who will provide closing remarks.* |
| **ADJOURN, [Insert Time]** | | | |