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*Campus Resilience Program*

*Exercise Starter Kit*

**Active Shooter: Elementary School Tabletop Exercise**

Facilitator Guide

[Insert Date]

# 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 Active Shooter Elementary Education 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 Active Shooter Elementary Education 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 active shooter incident * Introduce any additional speakers and allow time for welcoming remarks |
| **[#]** | **[Insert Time]** | **Administrative Remarks** | *Provide brief administrative remarks:*   * Discuss cell phone etiquette * Locate exit and restroom locations |
| **[#]** | **[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 Active Shooter Elementary Education Tabletop Exercise (TTX) is made available through the Campus Resilience Program (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:*   * This Exercise Starter Kit aims to support practitioners and senior leaders from the Elementary Education academic community in assessing emergency plans, policies, and procedures while also enhancing overall school resilience * This specific Exercise Starter Kit aims to provide the opportunity to examine response and recovery operations related to an active shooter incident * 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:*   * This [insert duration]-TTX is divided into three Modules:   + **Module 1** will examine initial response operations to an active shooter incident   + **Module 2** will examine continued response operations to an active shooter incident   + **Module 3** will examine short-term recovery operations following an active shooter incident * Each Module will begin with a review of the simulated scenario and will then be followed by facilitated discussions surrounding a set of discussion questions * Discussion questions will be organized according to the exercise objectives |
| **[#]** | **[Insert Time]** | **Exercise**  **Objectives** | *Review the exercise objectives:*   1. **Operational Coordination:** Assess the ability to establish an effective command structure that integrates all critical stakeholders to ensure school and community resources are used efficiently to respond to and recover from an active shooter incident. 2. **On-Scene Security, Protection, and Law Enforcement:** Evaluate the ability to provide a safe and secure environment for students and staff, as well as first responders, during the response to an active shooter incident occurring on school grounds. 3. **Mass Care Services:** Examine processes and procedures to provide and coordinate mass care services to include life-sustaining, human services, and Psychological First Aid for Schools (PFA-S) during the response to and recovery from an active shooter incident. 4. **Public Information and Warning:** Assess the ability to deliver coordinated, actionable, age-appropriate, and timely information to critical partners and stakeholders when faced with an active shooter incident. 5. **Community Resilience:** Assess recovery plans that capture expectations, priorities, and actions of students, staff, families, and the community in the aftermath of an active shooter incident. |
| **[#]** | **[Insert Time]** | **Participant Roles and Responsibilities** | *Briefly review the roles and responsibilities of different types of participants in the exercise:*   * **Facilitator:** Provides situation updates and facilitates discussions * **Players:** Responds to the situation presented based on current plans, policies, and procedures * **Observers:** Visits or views selected segments of the exercise without directly engaging in exercise discussions * **Support Staff:** Performs administrative and logistical support during the exercise (e.g., registration) |
| **[#]** | **[Insert Time]** | **Participating Organizations** | *Briefly review the organizations participating in the exercise:*   * [Insert Participating Organization]   + [Insert Participating Sub-Organization] * [Insert Participating Organization]   + [Insert Participating Sub-Organization] |
| **[#]** | **[Insert Time]** | **Exercise Guidelines** | *Briefly review the exercise guidelines:*   * This exercise is being conducted in an open, low-stress, no-fault environment; varying viewpoints, even disagreements, are expected * Act in real-world roles for your school or organization when considering the scenario * Decisions are not precedent-setting; this is an open discussion * The focus should be on identifying suggestions and recommended actions for improving preparedness, response, and recovery efforts * [Insert any additional guidelines that may be relevant to the exercise] |
| **[#]** | **[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 each:*   * The exercise scenario is plausible and events occur as they are presented * Players will use existing plans, policies, procedures, and resources to guide responses * There is no “hidden agenda” nor are there any trick questions * The scenario assumes certain player actions as it moves through each phase; players should first discuss the actions stipulated by the scenario * Players are welcome to engage in “what if” discussions to alternative scenario conditions * [Insert any additional assumptions or artificialities that may be relevant to the exercise] |
| **STARTEX** | | | |
| MODULE 1: INITIAL RESPONSE [Insert Time – Insert Time] (~ 60 minutes) | | | |
| **[#]** | **[Insert Time]** | **Scenario Background** | * **Background**   + It is the a few days before the end of the school year and your elementary school is preparing for music and art night where student performances will be conducted and art work will be displayed throughout the school. Decorations and art work are being put up in the auditorium, in hallway display cases, and in each of the classrooms.   + A parent notifies the school that her third grade child overheard a classmate saying they were worried because their high-school aged sibling made threatening remarks. The classmate is worried that their older sibling will come to your elementary school to hurt students and teachers |
| **[#]** | **[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:*  **[Insert Date and Time]**   * + Two hours later, an unidentified individual with two large duffle bags is seen entering the [insert school name], where students are putting up artwork in hallway display cases and activities are occurring inside the auditorium and inside the classrooms.   + Soon after, loud “popping noises” and screams can be heard coming from a hallway on the first floor. The suspect enters classrooms one by one and begins firing a rifle indiscriminately at anyone he sees.   + Teachers and staff in other classrooms, hearing the shots and screams, begin turning off lights, barricading doors, and hiding their students trying to keep them focused, quiet, and calm.   + Several fourth and fifth grade students who had been in the auditorium are seen fleeing the building and some of them are covered in blood and look like they are in shock.   + The gunman leaves the first floor through a stairwell and proceeds to walk up the stairs towards the second floor. The sound of popping noises and screaming continues sporadically. |
| **[#]** | **[Insert Time]** | **Module 1: Scenario Overview (cont.)** | *Review the exercise scenario:*   * + Local 9-1-1 operators receive calls from teachers and staff inside the school reporting popping noises, screaming, and flashes of light. Calls are frantic and do not provide a detailed understanding of the threat.   + [The school resource officer hears gun shots and sees people frantically fleeing the building and leaving the surrounding area. She runs into the building and hears shots coming from an upper floor. She runs up the stairs and encounters the gunman in a second-floor hallway. The officer is hit and goes down outside one of the classrooms. The officer contacts dispatch and requests back up and medical assistance as she crawls to find cover.]   + First responders from the local police department, fire-rescue, and emergency medical services (EMS) begin to arrive on scene. |
| **[#]** | **[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. There will be slides containing discussion questions for each of the exercise objectives.*  *Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes.*  **Operational Coordination**   1. What plans, policies, and procedures does your school have in place to respond to an active shooter event?    * Does your school have an Emergency Operations Plan (EOP)?    * Has the EOP been shared with local first responders?   [Facilitator Note: If they don’t have an EOP are they planning on developing a plan? If they do have an EOP does it have an active shooter annex?  [Facilitator Note: Consider the particular issues/concerns unique to your school environment]   1. What are your school’s initial priorities? 2. How would your school establish a command structure to coordinate your immediate response efforts?   [Facilitator Note: This would be a good opportunity to emphasize ICS principles and the importance of having a command and communications structure in place to deal with these types of contingencies]   * + Is there a single individual (or position) within your school who would make leadership decisions?   + Who are your key internal and external partners and how would your school incorporate them into this command structure?     1. Does your school have a school resource officer?     2. Does your school have existing partnerships with local first responders?     3. Are there roles and responsibilities for leadership within your school district, as applicable?   + How can your school coordinate with private and public partners to ensure a unified response effort?  1. What resource gaps could limit your school’s ability to respond to an active shooter?    * What community resources and aid agreements could compensate for these resource gaps? 2. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (2/4)** | *Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes.*  **On-Scene Security, Protection, and Law Enforcement**   1. In terms of securing the scene, what are the immediate priorities?    * What plans, policies, or procedures are in place to maintain the safety of your students and staff during initial response efforts?    * Do you have plans to evacuate, lock down, or shelter-in-place students, staff, and visitors?    * Do these plans address accessibility concerns for shelter sites and evacuation routes for those with access and functional needs and / or language needs?    * Do these plans address those students who may not be with staff or in a classroom?   [Facilitator Note: Some schools may have adopted the Run.Hide.Fight approach while other may have adopted different approaches to this type of incident (such as ALICE) / These questions allow participants to discuss their school approach to an active shooter situation]   1. Given the situation, what protective measures would you adopt at this point, if any?    * Do your staff and your local first responders have access to the building schematics and other pertinent information regarding locations of locks and access controls?    * Do your local first responders have advance information on where students and staff are likely to be sheltering or evacuating based on your existing plans?    * Do your staff and your local first responders know the location of public address systems, security cameras, and alarm controls?   [Facilitator Note: participants may answer some of these sub-questions as they respond to the main question, but these are good talking points / follow-on questions to support a more detailed discussion of the content of school EOPs and protocols from a preparedness and planning perspective]   1. How would resource needs be prioritized in the event of a secondary attack? 2. Have you trained or exercised with your local first responders?   [Facilitator Note: If no, ask if they coordinate with local first responders on other issues (fire safety, earthquake preparedness etc. Or if they have contacts they could reach out to and establish a relationship with their first responder community]   1. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (3/4)** | *Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes.*  **Mass Care Services**   1. What are your school’s immediate mass care priorities?    * Do your staff and your local first responders know the location of medical supplies?    * Have any of your staff participated in the “Stop the Bleed” campaign?    * Are any of your staff trained to provide Psychological First Aid for Schools (PFA-S)?   [Facilitator Note: The sub-questions provide good talking points about various programs that can support preparedness for these types of incidents / perhaps review the various programs that are available in your community or school district prior to the exercise to provide additional examples]   1. What partners would you begin to coordinate with at this point?    * Who are your internal partners?    * Who are your external partners?    * Do you have existing partnerships with these individuals or organizations?   [Facilitator Note: Similar to the question regarding relationships with local first responders, does your school have existing relationships / communications plans with local hospitals and health care providers]   1. What critical decisions might need to be made at this point?    * Who at your school is responsible for making and coordinating these decisions? 2. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (4/4)** | *Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes.*  **Public Information and Warning**   1. How does your school issue warnings, alerts, and other emergency messaging?    * Does your school use pre-scripted or automated messaging that would expedite critical communications?    * Does your school have age-appropriate messaging for this type of incident?    * Do your communications methods include the capability to communicate with students and staff who have language or access and functional needs requirements?    * Are your communications protocols known and accessible to staff and your local emergency responders who may need to implement these protocols?   [Facilitator Note: Age-appropriate messaging is relevant across the K-12 spectrum but is perhaps even more critical for younger children. There are resources available online that provide guidance on talking to children about this type of scenario and about tragedy. Does your school have awareness of potential resources to support this process?]   1. What plans, policies, and procedures does your school have in place to guide your internal and external communications strategies?    * Who are your internal and external partners?    * What information should your school release to them at this time? 2. What individual (or position) coordinates and delivers your school’s public messaging? 3. How does your school encourage students, staff, and families to take individual steps to prepare for a potential active shooter incident?   [Facilitator Note: Has your school, school district, local first responders, or community developed a program or a forum to discuss preparedness and / or potential active shooter incidents]   1. [Insert additional discussion questions as appropriate]   *Announce that we will now be transitioning to a 10-minute break.* |
| BREAK: [Insert Time – Insert Time] (~ 10 minutes) | | | |
| MODULE 2: CONTINUED RESPONSE [Insert Time – Insert Time] (~ 60 minutes) | | | |
| **[#]** | **[Insert Time]** | **Module 2: Scenario Overview** | *Announce that you will now transition into Module 2.*  *Review the exercise scenario:*   * **[Insert Date and Time + 15 Minutes]** * Local law enforcement officials arrive on scene within minutes of the first 9-1-1 call from a staff cell phone on the second floor of the building. * Police quickly enter the building and ascend the stairs to the second floor [where the wounded officer called in her request for backup]. * They begin a systematic search of the building for the gunman and call for the local special weapons and tactics (SWAT) team to respond and aid in the search for the suspect. * The shooter barricades himself inside a second-floor stairwell and hears police activity below. Once he sees police on the second-floor landing, he fatally shoots himself. * SWAT and local authorities begin rescue operations. |
| **[#]** | **[Insert Time]** | **Module 2: Scenario Overview (cont.)** | *Review the exercise scenario:*   * **[Insert Date and Time + 1 Hour]**   + National and local media outlets are beginning to provide coverage of the incident, and there is reporting on social media posts as the event unfolds.   + Conflicting information is being reported on various networks to include multiple suspects involved in a shooting rampage at the school.   + Upon hearing the news reports, parents begin arriving at the school and begin inundating the school with phone calls, wanting to know if their children are safe and demanding information.   + Several distraught parents require medical attention. |
| **[#]** | **[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. There will be slides containing discussion questions for each of the exercise objectives.*  *Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes.*  **Operational Coordination**   1. What plans, policies, and procedures does your school have in place to guide response efforts at this point?    * If applicable, does your school district have specific plans for all schools within the district?    * How have your priorities shifted? 2. How would your school 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?    * If applicable, what is the role of your school district, the district authorities, and public officials? 3. How do key decision-makers collect information to assess the extent of the situation, to include injuries and fatalities? 4. What resources are currently available?    * What plans, agreements, and contingency contracts are in place to address potential resource shortages? 5. Who are the key external partners that would support response efforts?    * How would your school coordinate and communicate with these partners? 6. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (2/4)** | *Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes.*  **On-Scene Security, Protection, and Law Enforcement**   1. What response plans and protocols would your school activate at this point?    * What partners would be involved in managing and securing the scene?    * Are your students and staff familiar with rescue operations and procedures and the expected actions of the local first responders at the scene? 2. How will students and staff know when the school is safe and the scene is secure? 3. What additional protective measures would be implemented at this time based on your earlier decision to either evacuate, shelter-in-place, or lock-down the school? 4. How would you begin to conduct personnel accountability for students and staff?   [Facilitator Note: Does your school have a personnel accountability plan/ communications system/ procedure for accounting for all students, staff, and visitors to the school?]   1. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (3/4)** | *Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes.*  **Mass Care Services**   1. What potential mass care challenges does this type of incident pose for emergency managers and law enforcement response personnel?    * What challenges does this incident pose, if any, for resource coordination efforts? 2. How would your school address challenges of injured students and staff both on-scene and those fleeing away from the scene?    * How will you coordinate with emergency responders and emergency care facilities to identify, locate, and transport injured or deceased persons? 3. Does your school have a family reunification plan in place?    * If yes, has the plan been shared with parents, guardians, and designated emergency contacts? With your staff and with the applicable local first responders?    * Does the plan address pre-designated locations and communications requirements?    * What external partners, if any, would support family reunification?    * What challenges does this incident pose, if any, for family reunification efforts?   [Facilitator note: There is guidance online regarding the development of family reunification plans and other specific considerations for providing resources and services to students, staff, and families in the aftermath of this type of incident. If your school doesn’t have a plan, is it developing one etc.]   1. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (4/4)** | *Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes.*  **Public Information and Warning**   1. How does your school ensure consistent, coordinated public messaging throughout this phase of response operations?    * Who is responsible for delivering this public messaging?    * How does this messaging accommodate students, staff and families with language needs or access and functional needs? 2. How does your school ensure timely and accurate updates for internal and external partners throughout the response period?    * Who is responsible for delivering these updates?    * What sort of information is your school releasing at this point? 3. How and when does your school activate its crisis communications plan? 4. How does your school notify families, key partners, and the public of fatalities or serious injuries? 5. [Insert additional discussion questions as appropriate]   *Announce that we will now be transitioning to a 10-minute break.* |
| **BREAK: [Insert Time – Insert Time] (~ 10 minutes)** | | | |
| **MODULE 3: SHORT-TERM 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 + 4 Hours]**   + After a few hours, response personnel confirm that the threat has been neutralized. Law enforcement confirm that the gunman was indeed related to the credible threat overheard by a student and reported by a parent earlier in the day.   + Law enforcement also conduct a building and grounds search for possible accomplices or secondary devices and clear the school and grounds of any additional suspects or threats.   + Individuals that sustained gunshot wounds and other injuries at the scene of the shooting have been transported to healthcare facilities and hospitals in the area.   + At this time, your school is still compiling information on the number of wounded and how many patients each hospital has received.   + Additionally, your school has transitioned from emergency response to fatality management operations for approximately [insert number] fatalities on several floors of the [insert school name] building.   + Your school is working to confirm the identities of the deceased.   + Your school has implemented family reunification protocols to support reunification, and to provide other resources and services to the impacted families, students, and staff.   + Parents are active on social media, posting that they are worried about their children returning to school and participating in upcoming school activities and end of year events. |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (1/5)** | *Explain to participants that they will now be engaging in the facilitated discussions portion of Module 3. There will be slides containing discussion questions for each of the exercise objectives.*  *Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes.*  **Operational Coordination**   1. How does your school coordinate the transition from response to short-term recovery efforts? 2. What plans, policies, and procedures guide your school’s recovery process?    * Who is responsible for coordinating short- and long-term recovery efforts?    * What are your school’s priorities for short-term recovery? 3. What resource gaps could limit your school’s ability to meet these priorities?    * What community resources or aid agreements could compensate for those gaps?    * How can your school coordinate with private and public partners to ensure a whole-community recovery effort? 4. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (2/5)** | *Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes.*  **On-Scene Security, Protection, and Law Enforcement**   1. What plans or procedures are in place to manage and secure the scene following the incident?    * How do these account for situations involving mass fatalities or casualties?    * At what point can a scene be considered safe or secure?    * Who is responsible for making this determination? 2. What partners would be engaged to assist with these efforts? 3. What is the process for tracking the status and location of individuals who have been injured or fatally wounded? 4. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (3/5)** | *Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes.*  **Mass Care Services**   1. What are your school’s mass care recovery priorities at this point?    * What type of information or services are you providing?    * What stakeholders would your school engage to assist with this effort? 2. How does your school handle the notification of death or injury to relatives? 3. What plans or policies are in place to support affected populations with counseling and behavioral health resources?   [Facilitator Note: Does your school have plans and policies in place to provide grief counseling / mental and behavioral health services to students and staff? Does it have pre-existing relationships with counselors and health provides to provide these resources? Does it have the resources / capability to provide these services for an extended period of time in support of long-term recovery and resiliency?]   1. What additional resources, if any, would be needed to support family reunification and other support services for families, students, and staff? 2. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (4/5)** | *Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes.*  **Public Information and Warning**   1. How does your school ensure consistent, coordinated public messaging throughout the recovery period?    * How does your school’s communications strategy transition from response-oriented to recovery-oriented messaging? 2. How does your school provide internal and external partners with timely updates concerning recovery efforts? With families, students, staff, and alumni? 3. Do your recovery communications methods include the capability to communicate with students and staff who have language or access and functional needs requirements? 4. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (5/5)** | *Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes.*  **Community Resilience**   1. Has your school and your community thought about the aftermath of this type of incident and what the priorities, needs, and expectations are of the students, staff, families, and community?   [Facilitator note: potential follow-on questions could address whether or not the school will be used again, if a permanent memorial will be established, if there are new security measures or protective actions that would be put in place, if there would be community resources to support students, staff, and families adjust to the new normal]   1. Does your school have the ability to support long-term behavioral health needs for students and staff? If not, are there public or private resources that can support these requirements? 2. What actions, if any, have been identified to help the community heal? 3. [Insert additional discussion questions]   *Announce that this is the End of the Exercise and that you will now transition to a brief 15-minute hot wash.* |
| **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. Add that you will open it up to the room for discussion surrounding the following pieces of information:*   * Overall strengths * Overall areas for improvement * Major takeaways and action items |
| **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]** | | | |