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*Campus Resilience Program*

*Exercise Starter Kit*

**Hurricane 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 Hurricane 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 Hurricane Exercise Conduct Briefing and Situation Manual so any changes made to this document will also need to be aligned with those documents.]

This document is for the use of the exercise 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: a hurricane significantly disrupting campus and university operations * 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 Hurricane 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 for a hurricane * 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 2. Mass Care Services 3. Infrastructure Systems 4. Public Information and Warning |
| **[#]** | **[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:*   * **[Insert Date and Time; 72 Hours Before Landfall]**   + Your institution receives word that a Category 2 hurricane is tracking towards your area   + Hurricane track models from the National Hurricane Center indicate the storm will make landfall in your area   + The National Weather Service (NWS) also confirms that your area will be affected   + NWS warns that your area will suffer heavy rainfall, high winds, and flooding; a hurricane watch is issued   + Families of students at your institution begin to reach out asking what your institution is planning to do to protect student health and welfare |
| **[#]** | **[Insert Time]** | **Module 1: Scenario Overview (cont.)** | *Review the exercise scenario:*   * **[Insert Date and Time; 24 Hours Before Landfall]**   + Other institutions in your area begin cancelling classes, athletic events, and social functions   + Faculty and students express concern over the impact of potential power outages on their research equipment and lab 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 an approaching hurricane? 2. What are your institution’s initial priorities?    * What actions would your institution take at this point to ensure the safety and security of students, faculty, and staff?   [Facilitator Note: If there are any conflicting priorities, ask how participants would de-conflict them]   1. How would your institution establish a command structure to coordinate your preparedness 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?   [Facilitator Note: Ensure to ask participants if they follow the Incident Command System]   1. What resource gaps could limit your institution’s ability to prepare for a hurricane?    * 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)** | **Mass Care Services**   1. What plans, policies, and procedures does your institution have in place to mitigate the disruption of essential campus services?    * What are your initial priorities in terms of providing mass care services?   [Facilitator Note: Ask participants to identify the specific mass care services that are the most critical on their campus]   1. What risks does a hurricane pose to your institution’s facilities? 2. Is your institution equipped to serve as an emergency shelter?    * If so, how would you establish and supply on-campus emergency shelters?    * If not, how does your institution coordinate potential shelter needs? 3. What are your institution’s plans, policies, and procedures for conducting an evacuation?    * How do these account for international students as well as students with access and functional needs?    * How does your institution track and monitor self-evacuating students, faculty, and staff?    * What stakeholders, if any, would you engage to assist with this process?   [Facilitator Note: Ask participants if they have experienced a campus-wide evacuation in the past and if there were any major lessons learned]   1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (3/4)** | **Infrastructure Systems**   1. What risks does a hurricane pose to your institution’s key infrastructure (e.g., campus facilities)?    * What resources and systems constitute your institution’s key infrastructure?    * How might a hurricane damage those assets and systems? 2. What steps can your institution take to protect your critical infrastructure?    * How do these steps account for on-campus and off-campus infrastructure systems? 3. What plans, policies, and procedures does your institution have in place to mitigate a temporary loss off critical infrastructure? 4. [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?   [Facilitator Note: Follow-up with participants with a question about how aware personnel across the institution are aware of these plans, policies, and procedures]   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?   [Facilitator Note: Ask participants how often these pre-scripted messages are reviewed and updated]   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 hurricane? 3. How will your institution use social media platforms in support of incident communications and public messaging? 4. [Insert additional discussion questions]   *Announce that we will now be transitioning to a 10-minute break.* |
| 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; Landfall]**   + The hurricane makes landfall as a Category 1 storm in your area   + The immediate impacts include flooded nearby roadways as well as fallen trees   + Hurricane-force winds and broken branches damage multiple academic and administrative buildings   + Flood waters inundate low-lying areas including several first-floor student housing facilities   + Power outages spread across your campus due to uprooted trees that have severed power lines |
| **[#]** | **[Insert Time]** | **Module 2: Scenario Overview (2/3)** | *Review the exercise scenario:*   * **[Insert Date and Time; 36 Hours After Landfall]**   + The hurricane weakens to a tropical storm   + Your institution received 10 inches of rain and experienced winds of up to 75 mph   + Utility companies estimate that power outages will continue for 3 to 5 days   + Local officials warn people not to drink the public water, which might have become contaminated during the storm   + Law enforcement provides notification of curfews across the area as well as many road closures affecting key routes to and from campus |
| **[#]** | **[Insert Time]** | **Module 2: Scenario Overview (3/3)** | *Review the exercise scenario:*   * **[Insert Date and Time; 48 Hours After Landfall]**   + Multiple students and members of your institution’s staff suffered fatal injuries as a result of the storm and several dozen students are hospitalized   + Some faculty members and students remain unaccounted for, including some international students   + Local media reports on the hurricane-related fatalities spark an influx of calls and emails from anxious families |
| **[#]** | **[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 plans, policies, and procedures does your institution have in place to guide response efforts?    * What are your initial response priorities?   [Facilitator Note: The emphasis of this question should be on how priorities have changed compared to Module 1]   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? 2. How do key decision-makers collect information on damages and critical needs? 3. What resources are currently available?    * What plans, agreements, and contingency contracts are in place to address potential resource shortages? 4. Who are the key external stakeholders that would support response efforts?    * How would your institution coordinate and communicate with these stakeholders? 5. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (2/4)** | **Mass Care Services**   1. 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?   [Facilitator Note: Encourage participants to think about what mass care services may be more relevant during this Module compared to Module 1]   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? 2. What emergency housing plans, policies, and procedures does your institution have in place? 3. 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? 4. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (3/4)** | **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? 2. How would your institution coordinate the restoration of critical infrastructure?    * What stakeholders would you engage to facilitate this process? 3. What mechanisms does your institution implement to ensure continuity of operations during this response period? 4. How does your institution collect real-time updates on the status of its critical infrastructure? 5. [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? 2. 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?   [Facilitator Note: The emphasis of these questions should be on how messages are tailored to different audiences]   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? 2. How does your institution notify families, key stakeholders, and the public of fatalities or serious injuries? 3. [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; Three Days After Landfall]**   + After three days, the storm has dissipated, however, roadways leading to and from your institution remain flooded and clogged with debris causing congestion and several accidents   + Your campus is still without power and multiple campus buildings require significant repairs   + Some student housing remains uninhabitable leaving students stranded |
| **[#]** | **[Insert Time]** | **Module 3: Scenario Overview (cont.)** | *Review the exercise scenario:*   * **[Insert Date and Time; One Day After Landfall]**   + Over the course of the week, students and families contact faculty and staff asking how class cancellations will impact academic schedules as well as financial requirements/obligations   + Families of international students reach out to embassies and consulates to see how class cancellations will impact their children’s immigration status |
| **[#]** | **[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?   [Facilitator Note: Note to participants that some of these efforts could overlap and be conducted concurrently. Ask participants if they envision any conflicting priorities]   1. 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?   [Facilitator Note: Ask participants to think about their broader recovery goals] |
|  |  | **Module 3: Discussion Questions (1/4)**  **(continued)** | 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? 2. How well is your institution’s finance team prepared to process and submit FEMA claims?    * Who would you coordinate with to complete this action? 3. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (2/4)** | **Mass Care 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 services (e.g., mental health services)?    * Does this strategy account for international students and students with access and functional needs? 2. 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? 3. What resource gaps could limit your institution’s ability to meet your community’s long-term housing needs?    * Do you have mutual-aid agreements in place to provide long-term housing for students? 4. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (3/4)** | **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? 3. 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 hurricane damage? 4. [Insert additional discussion questions] |
| **[#]** | **[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? 2. How does your institution provide internal stakeholders with timely updates concerning recovery efforts?   [Facilitator Note: Ask participants how they would account for communicating recovery goals and priorities to these stakeholders] |
|  |  | **Module 3: Discussion Questions (4/4)**  **(continued)** | 1. Who is responsible for monitoring and managing inquiries from affected students, faculty, staff, and alumni? 2. [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* |
| **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]** | | | |