

*Campus Resilience Program*

*Exercise Starter Kit*

**Improvised Explosive Device (IED) Tabletop Exercise**

Facilitator Guide

[Insert Date]



**Sponsor Logo**



# 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 Improvised Explosive Device (IED) 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 IED 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 improvised explosive device (IED) incident on your institution’s campus * 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 10 minutes Time] (~) | | | |
| **[#]** | **[Insert Time]** | **Exercise Overview** | *Provide a brief background on the exercise:*   * This IED 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 response and recovery operations related to an IED attack. * 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 an effective command structure that integrates all critical stakeholders to ensure campus and community resources are used efficiently to respond to and recover from an improvised explosive device (IED) incident. 2. **On-Scene Security, Protection, and Law Enforcement:** Evaluate the ability to provide a safe and secure environment for faculty, staff, and students, as well as first responders, during the response to an IED incident occurring on campus. 3. **Mass Care Services:** Examine processes and procedures to provide and coordinate mass care services to include life-sustaining and human services during the response to and recovery from an IED incident. 4. **Public Information and Warning:** Assess the ability to deliver coordinated, actionable, and timely information to critical partners and stakeholders when faced with an IED incident. 5. **Health and Social Services:** Examine the ability to protect, restore, and revitalize health and social services at your institution to promote the resilience, independence, health, and well-being of students, faculty, and staff. |
| **[#]** | **[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: INITIAL RESPONSE [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:*   * **Background**   + A campus organization from your institution has invited a high-profile political figure to come speak on your campus.   + As the event approaches, this political figure becomes involved in national headlines for expressing controversial views on some politically sensitive topics.   + In response to this, students and other campus community members begin to express their concern about hosting this individual on their campus. * **Scenario**   + On the day of the event, event security work to secure the venue as the speaker arrives and the event gets underway.   + Towards the end of the event, an explosion suddenly occurs outside of the [insert name of on-campus venue] main entrance.   + Attendees begin to immediately flee towards the venue exits, trampling people in their way.   + Campus and local 9-1-1 operators receive calls from students both inside and outside of the venue reporting a large explosion, fire, smoke, and injuries.   + Frantic calls from event attendees do not provide a comprehensive understanding of the incident.   + Posts, including live videos, on social media from students both inside and out of the venue begin trending. Students across campus begin to flee.   + Initial reports from those on scene report a chaotic situation in which there are many individuals running and screaming from the venue.   + There are also a number of confirmed fatalities. |
| **[#]** | **[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 types of actions does your institution take to prepare for major events on campus?    * What plans, policies, and procedures would you use to identify and guide these actions?    * What types of assets are available at your institution to assist with this?    * What key stakeholders would you be engaging? 2. Following detonation, what additional plans, policies, and procedures would your institution use to coordinate your immediate response efforts?    * What are your institution’s initial priorities? 3. How would your institution establish a command structure to coordinate your immediate response efforts?    * Does your institution have an established Emergency Operations Center? If so, how quickly can it be activated? If not, how would your institution coordinate with external stakeholders to track and manage the incident?    * 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 unified response effort? 4. What resource gaps could limit your institution’s ability to respond to an IED?    * What community resources and aid agreements could compensate for these resource gaps? 5. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (2/4)** | **On-Scene Security, Protection, and Law Enforcement**   1. What types of protective measures (e.g., metal detectors, barricades) would be implemented in advance of the speaking event? 2. In terms of securing the scene following detonation, what are the immediate priorities?    * What plans, policies, or procedures are in place to maintain public safety during initial response efforts?    * What, if any, specialized teams would you utilize (e.g., rescue task force)?    * How would your institution coordinate with external stakeholders to conduct crowd management and maintain perimeter control? 3. How are external law enforcement assets integrated with campus assets?    * Have you trained or exercised with these law enforcement partners? 4. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (3/4)** | **Health and Social Services**   1. Are any health and social service resources pre-staged in advance of major events on campus (e.g., medical tents, first aid kits)? 2. What are your institution’s immediate health and social services priorities (e.g., evacuation, shelter-in-place) following detonation? 3. What stakeholders would you begin to coordinate with?    * Who are your internal stakeholders?    * Who are your external stakeholders?    * Do you have existing partnerships with these stakeholders? 4. What critical decisions might need to be made at this point?    * Who at your institution is responsible for making and coordinating these decisions? 5. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (4/4)** | **Public Information and Warning**   1. What communication strategies are in place to communicate with students, faculty, staff, and the public in advance of a major event on campus?    * What plans, policies, and procedures are in place to guide internal and external communications strategies?    * Who are your internal and external stakeholders?    * What information should your institution release to them at this time? 2. How and when does your institution issue warnings, alerts, and other emergency messaging?    * What specific messages would you be sharing prior to the event?    * How would you be communicating with eventgoers immediately following detonation?    * How does your institution use pre-scripted or automated messaging that would expedite critical communications and public messaging? 3. What individual, office, or department coordinates and delivers your institution’s public messaging? 4. [Insert additional discussion questions as appropriate] |
| 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]**   + First responders from campus police, the local police department, fire-rescue, and emergency medical services (EMS) arrive on scene and begin rescue and triage operations.   + Within minutes of police arrival, they find an abandoned duffle bag.   + Police err on the side of caution and quickly request a bomb squad in fear it may contain another explosive device.   + Witnesses report seeing two individuals in jeans, sweatshirts, and knit caps fleeing the venue right before the explosion.   + Police immediately cordon off the scene and begin search operations. * **[Insert Date and Time]**   + National and local media outlets have arrived on scene and are starting to provide coverage of the events.   + Social media posts about the explosion spread conflicting information including multiple explosions, an active shooter, and bombs across campus.   + The media also begins to report on the number of injuries and fatalities.   + Upon hearing news reports and seeing social media posts, parents begin inundating the campus administration offices with phone calls wanting to know if their children are safe and are demanding information. |
| **[#]** | **[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 new plans, policies, or procedures would be activated at this point to guide response efforts at this point, if any?    * How have your priorities shifted? 2. How would your institution 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?    * Has your institution appropriately planned for integrating with an established Unified Command or a Joint Information Center? If not, what strategies would you use to gather critical incident-related information and updates? 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 stakeholders that would support response efforts?    * How would your institution coordinate and communicate with these stakeholders? 6. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (2/4)** | **On-Scene Security, Protection, and Law Enforcement**   1. What response plans and protocols would your institution activate at this point? 2. Given the current situation, what strategies would be implemented to attempt to control and manage the scene?    * What stakeholders would be involved?    * What protective measures would be implemented? 3. How would initial resource needs be prioritized in the event of a secondary attack? 4. Do your campus security and law enforcement personnel have interoperable communications capabilities with external law enforcement personnel?    * Are there any personnel or resource challenges associated with this capability? 5. What strategies are in place at your institution to track deployed assets and account for deployed personnel?    * How do these strategies account for self-deploying personnel? 6. What plans are in place to balance investigative efforts of an active crime scene with fatality management operations? 7. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (3/4)** | **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?    * Will the capacity of regional emergency medical services be sufficient and timely? What is the role of campus responders in supplementing these resources? 2. How would your institution address challenges of injured students 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. How will your institution account for students, faculty, staff, and campus guests in affected areas? 4. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (4/4)** | **Public Information and Warning**   1. How does your institution ensure consistent, coordinated public messaging throughout this phase of response operations?    * Who is responsible for delivering this public messaging?    * How does this messaging accommodate international students and families as well as students with access and functional needs?    * How do your communication tools account for increased use during an incident?    * Should primary communication means become overwhelmed, what backup or alternative communication systems are in place? 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? 3. How and when does your institution activate its crisis communications plan? 4. How does your institution notify families, key stakeholders, 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]**   + After a few hours, law enforcement personnel release a public statement that they have detained two individuals, possibly in connection with the explosion, who are currently being questioned.   + Response personnel conduct building searches for possible undetonated bombs and clear the campus of all threats. It has also been determined that the abandoned duffle bag just contained clothing and was no longer considered a suspicious item.   + Individuals that sustained injuries at the scene of the explosion have been transported to healthcare facilities and hospitals in the area.   + Your institution is still compiling information on the number of wounded and how many patients each hospital has received.   + Your institution has transitioned from emergency response to fatality management operations for approximately [insert number] fatalities both inside and outside of the venue.   + Your institution is working to confirm the identities of the deceased; although at this time it is known that four international students were fatally wounded.   + Law enforcement was able to identify a number of individuals who were fatally injured as being a visitor on campus (neither students nor faculty members).   + By this time, both local and national media have acquired cell phone footage of the explosion and are actively airing the clips in addition to interviews with survivors of the attack.   + Your institution is getting calls from worried parents who are attempting to reach their children but have been unable to. Some have even reached out to the media commenting that your institution could have done more to prepare for and prevent this type of event. |
| **[#]** | **[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? 3. 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?    * Are there any potential concerns in terms of staffing throughout the recovery period? 4. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (2/4)** | **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 additional stakeholders would be engaged to assist with these efforts? 3. What plans are in place for managing the presence of media and families on-site? 4. [Insert additional discussion questions as appropriate] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (3/4)** | **Mass Care & Health and Social Services**   1. What are your institution’s mass care and health and social services priorities transitioning into the recovery process?    * What type of information or services are you providing?    * What stakeholders would your institution engage to assist with this effort? 2. How does your institution coordinate, support, and track injuries and fatalities across the campus community?    * What external stakeholders would you be engaging to support with this effort?    * How does this account for families of international students?    * How has your institution coordinated with local/regional hospitals to address potential HIPPA- and FERPA-related limitations on patient status and shareable information?    * What is your institution’s victim assistance plan? 3. What plans or policies are in place to support affected populations?    * Do these plans provide guidance for supporting counseling and behavioral health needs of affected populations? In the short-term? In the long-term?    * What plans are in place for establishing a Reunification Center? 4. [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? 2. How does your institution provide internal stakeholders with timely updates concerning recovery efforts? 3. Who is responsible for monitoring and managing inquiries from affected students, parents, faculty, staff, and alumni? 4. How would you maintain overall brand reputation for an incident involving an IED incident?    * How would potentially false or misleading information be handled?    * How would potentially sensitive information (e.g., victim names) be handled?    * What strategies would you implement to restore public trust and confidence? 5. [Insert additional discussion questions as appropriate]   *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]** | | | |