

FEDERAL EMERGENCY MANAGEMENT AGENCY

REGION 1



Leadership in Emergency Management

Instructor's Guide

June 2011

To the Instructor

Dear Instructor,

Thank you for participating in the Leadership in Emergency Management Program for High School students. You will be equipping students age 15-18 with concrete preparedness strategies to implement in their homes, exposure to the growing field of emergency management, and knowledge of emergency and disaster scenarios possible in New England. Engaging instruction by a knowledgeable emergency manager is pivotal to the program's success and therefore we salute the most integral person in the success of this program- you!

High school students are in several critically powerful positions in their lives. First, they are at a stage where they still have impact on their adult parents' awareness of general emergency preparedness. Secondly, they are at a pivotal age in which the life skills they acquire now can dictate the habits they form as independent adults when they move on to higher education, living on their own, and joining the general workforce. Furthermore, sharing your passion about emergency management principles can spark an interest in future emergency managers that otherwise may not have considered the field.

You can contribute to impacting high school students at this critical time by emphasizing the program's theme; 'Leadership is the basis for successful emergency management'. This concept outlined throughout the lessons communicates that in order to be a good leader in Emergency Management, from an individual within a family unit to a city emergency management director, to the President of the United States; you must have a well thought out plan. Leadership in Emergency Management is all about planning, from assessing possible risks, to identifying appropriate roles and functions of major players involved, to practicing and revising the plan.

Using the provided reality based emergency scenarios in which students will role play leadership roles, you will be able to guide students to "feel" the challenges that managing an emergency can create. Students will then analyze their own actions and identify preparedness activities appropriate to their scenarios by preparing and conducting group presentations. Finally, you will lead the discussion to concretely connect their suggested preparedness activities to actions they can take in their own lives. This will constitute the entire 3 hour base lesson of Leadership in Emergency Management. Optional extension courses, such as Introduction to Incident Command System, can be added to the program for camps that wish you to provide a lengthier amount of instruction.

Please review the materials in this instruction guide, as well as view the Leadership in Emergency Management Train the Trainer DVD. Note that depending on number of students, instruction is best done in pairs or groups of teachers.

Having piloted Leadership in Emergency Management for nearly 1,000 students before formalizing these instructional guides, we hope you will find this program to be as fun and effective as we did. Watching high school students take on the responsibility of better preparing themselves and their families for future emergencies is a wonderful thing to see.

Thank you for contributing to that goal!

FEMA Region I, National Preparedness Division

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<i>Remove from packet and put 1 in each of the envelopes to give to groups. Make sure to include background information, other information, and team tracking sheets. Hand out roles to each student within a group and hold all injects for later in the session</i>	
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Guidelines

Based on this instructor guide packet, this program is ideal for a group of 36-40 students and 3-4 instructors. In part 2 you will find various handouts and templates for the activities. Necessary materials to have on hand or use in advance are scissors to cut scenarios and envelopes to put the scenarios into, pens for the students to write with and markers and chart paper for student group notes. Also, the best space to use would be one large main room and two other breakout rooms for the groups to be able to spread out.

Given these guidelines, it seems most adequate to plan ahead and contact the summer camp at which you will be giving this course to inquire if they can provide you with this setup and materials. Otherwise, it may be necessary to find other means.

Necessary Materials

- Markers (15-20)
- Envelopes (12)
- Scissors (2)
- Chart Paper (2 pads or 18-20 sheets)
- Pens (40)
- Digital still camera (1)
- Copies of Handouts (see Part 2 for quantities)

Optional Materials

- Video Camera (1) & Tri Pod
- Microphone (prop one will do)

Base Lesson Outline

Leadership in Emergency Management has 5 main learning objectives. Students will be able to:

- Practice key leadership skills such as critical thinking, strategic reasoning, and problem solving with a team.
- Communicate how the emergency planning process plays a critical role in emergency management at all levels.
- Identify and match individual and family preparedness and response actions with appropriate hazard scenarios.
- Design and conduct 5 minute long large group presentations on emergency scenario team work.
- Draft a basic emergency preparedness plan and communicate key next steps they will take with their families to execute when returning home from camp.

Resources (Part II)	Time to Start Segment	Guidelines for Instructor
Sign-in Sheet Group Numbers	00:00	<p>Total time for Segment = 5 minutes</p> <p><u>Introductions of Instructors and Class</u></p> <ul style="list-style-type: none"> • Pass around sign in sheet • Introduction to Emergency Management and Emergency Preparedness, including goals of class <ol style="list-style-type: none"> a. Explain rules and outline of role playing scenarios. b. Rules may include using indoor voices, being respectful of their team mates, and giving it their best to work through their scenarios. • Split students into groups of 5 or 6. Assign 2-3 groups to each instructor and have instructors bring their groups of students to different assigned rooms/areas.
Scenario Injects, Role Tags, Chart Paper, Markers	00:05	<p>Total time for Segment = 60 minutes</p> <p>➔ Note: Instructors are in separate rooms/areas.</p> <p><u>Role Playing Scenarios</u></p> <ul style="list-style-type: none"> • Write on the board ‘ Emergency Management Priorities are: <ol style="list-style-type: none"> 1. Saving lives 2. Protecting property 3. Restoring social, economical, and governmental activities’ • Give out part scenarios including summary, roles, additional information, and task outline sheets. Hold onto all twists. • Instruct students to put role tags on • Remind students to be respectful and use indoor voices when necessary • Guide students when necessary • Give out first twist 20-30 minutes into the role playing. You may give these out at different times for each group depending on when you feel

		<p>they are ready for some new information.</p> <ul style="list-style-type: none"> Remember to build a sense of urgency, especially when students are slowing down. Give out second twist only if needed 40-45 minutes into the role playing.
Chart Paper, Makers, Pens	01:05	<p>Total time for Segment = 20 minutes</p> <p><u>Prep for Presentations</u></p> <ul style="list-style-type: none"> Introduce idea that they will be presenting what they learned to the group. Rules are that every person in the group must speak. They will be videotaped. They will be reporting to someone in the audience who will ask follow up questions. Instruct students to write down their goals: <ul style="list-style-type: none"> Explain (briefly) what the scenario is Explain what their team did Outline advice to the community of what should be done to plan for this event should it occur in the future. *Important*- Come up with 1 or 2 key messages that should be communicated to individuals making up the public to prepare now for this emergency (what can an individual do that would help them in this situation) Provide direction as necessary- for instance suggest they put together a visual chart or other aid to help them communicate their point At end of segment, all instructors and students should reunite in large room/area.
Completed Sign in Sheet, Certificates of Achievement, Questions for Presentations, Chart Paper, Markers, Still Digital camera, Video Camera (if applicable)	01:25	<p>Total time for Segment = 60 minutes</p> <p>➔ Note : One instructor will need to write in names from sign in sheets on certificates of achievement during this and/or next segment so they will be ready to hand out to students. Instructor may also want to put them in alphabetical order for ease of passing out.</p> <p><u>Presentations</u></p> <ul style="list-style-type: none"> One instructor should be ready with markers and chart paper to record the individual preparedness messages from each group. Place #1 and #2 signs on two chairs in front of the room. Instructors go over goals of presentations one more time and ask that everyone have good listening skills, ask questions, and give it their best shot when presenting. Instructor will also note that questions will be “planted” in the audience. If a student receives a question from an instructor, that student must ask it of the presentation group during q & a time. For each group, instructors will pick two students as #1 and #2 to act as supervisory agents of the presentation (for instance, president and vice

		<p>president). These students will give final approval or disapproval at the end.</p> <ul style="list-style-type: none"> • Each group presents for 5-7 minutes with 3-5 minutes of q + a time. • Each group will have picture taken in front of FEMA sign at end of presentation
Completed Chart Paper, Markers	02:25	<p>Total time for Segment = 15 minutes</p> <p><u>Discussion</u></p> <ul style="list-style-type: none"> • Instructor(s) lead discussion about what themes existed in the presentations. They note that all disasters could occur in New England and may note any interesting facts about certain scenarios. Instructor asks students to think about the common element necessary to handle any disaster (leads to answer of planning) and talks about how planning is at the crux of any leadership position in responding to an emergency (instructor may use scenarios as examples). • Instructor(s) lead discussion that begins with looking at the list of preparedness actions written on chart paper from presentations. The Instructor explains that FEMA identifies 3 most important preparedness actions (assemble a kit, form a plan, be informed) and tries to get students to guess what the three are. If the three are written on the chart paper, instructor underlines or circles them. Instructor(s) give further discussion about what an emergency kit is. Instructor explains the different elements of a communication plan. Students are encouraged to think critically about what aspects of both are most important to their family's needs. • Instructors encourage students to "take their own advice". Students are asked to quietly think about what they would do if one of these emergencies happened to them and their family. What could they do now to prepare for any type of event?
Assessment Sheets, pens, completed certificates	02:40	<p>Total time for Segment = 20 minutes</p> <p><u>Independent Work- Assessment sheets</u></p> <ul style="list-style-type: none"> • Instructor hands out Independent assessment sheets. Students are instructed to independently (and quietly) conduct a risk analysis and outline several steps they will take with their families. Students will be encouraged to get ideas from the chart list of preparedness actions that came from the presentations. • Students get certificates when they can say 1 thing they will do when they get home (from their independent sheet). Instructors will not accept simple answers like "form an emergency kit" and will instead ask the students to name several items to put in the kit, as well as the location for their kit in their home (and why).

Scenario Briefs

As the instructor, you will be able to choose from this list 5 or 6 scenarios that you believe will be most effective for the group of students you will be working with. Full-length Scenarios are found in Part II and should be separated and put in envelopes before distributing to groups during their discussions.

Scenario 1: Worcester Tornado

This scenario is based on a massive tornado that hits Worcester, Massachusetts. Students will be challenged to mitigate the effects of the tornado, respond to conditions threatening lives, and brainstorm ways to make services accessible to victims in the damaged areas. They be required to make important decisions, submit a governor's request for disaster assistance, and will learn how federal partners contribute to a disaster when the local, state, and tribal resources have been exhausted.

Scenario 2: Democratic National Convention

This scenario is based on the multi-year event planning done by the city of Boston in preparation for the 2004 Democratic National Convention. Sudents will be charged with mitigating the effects of natural and homeland security related hazards on this high profile, highly attended weeklong event. They will need to make difficult decisions such as whether or not to shut down major highways and train stations to increase security in the Boston Fleet Center venue.

Scenario 3: SARS

This scenario is based on a woman traveling from China to Boston who unknowingly becomes a carrier of SARS- the Severe Acute Respiratory Syndrome and becomes the catalyst for an outbreak of the deadly infectious disease. Students will work through a variety of different challenges, including working with overstrained hospitals, to prevent this outbreak of SARS from becoming an international pandemic.

Scenario 4: Andrea Doria – Stockholm Crash

Andrea Doria and Stockholm are two ships that crashed just south of Nantucket Island. This scenario not only takes place close to home but also requires using the limited resources on board and problem solving the best ways to communicate between boats and to assistance on land. Students will be challenged with life or death decisions in an unfamiliar scenario to most.

Scenario 5: Oil Spill

This Scenario is based on a possible bridge collapse and oil spill in a canal that endangers motorists and sea life as well. Challenges for the students include how to respond to questions from different public officers, communication tactics, and planning for worst case scenarios. Most important to this incident response is stopping the ongoing spill of oil into the canal while simultanesously preventing any injuries or deaths due to the compromised bridge structure.

Scenario 6: Stockton Springs School

An unknown man has entered the campus of Stockton Springs Elementary School and is potentially armed, but the school has yet to practice a lock down drill this year causing confusion among faculty, staff and children. A hostage situation is presented and the students need to work together to form the best plan of action, including when to trigger evacuation procedures, and how to control media coverage of this event.

Scenario 7: Lost Boy

This scenario is set to take place in the Bay of Fundy in Maine/Nova Scotia, a very dangerous area where tides change about 30 feet every 12 hours. Students will be tasked with forming a search & rescue response due to a lost boy scout who is facing not only unsafe but deadly conditions. This is a highly time sensitive scenario where decisions such as who to call, where to start and how to communicate will need to be made quickly and effectively.

Scenario 8: Hurricane Floyd Football Team

This scenario is based on Hurricane Floyd, one of the country's largest hurricanes that occurred in 1999 on the eastern coast. Students will be challenged as members of a high school football team to be responsible for the welfare of the team when the hurricane begins cause severe flooding and mudslides in southern Connecticut. Critical, time sensitive decision making is required to protect the lives of friends and teammate before it is too late.

Scenario 9: Red Tide

This scenario is based on the unusually large growth of harmful Algae Bloom (HAB), commonly referred to as Red Tide found in the coastal waters of Maine. Students role play the Department of Environmental Protection Agency, Emergency Management, and other key stakeholders in the state of Maine to understand and communicate to the public the potential dangers and harmful effects of HAB. They will need to work with the commercial shellfish community as well as the governor to keep Maine's commercial and tourist interest in tact.

PART II: Instructor Resources



FEMA

Role: _____

Cut Here -----



FEMA

Role: _____

Scenario # 1

It's 4:25pm on June 9, 1953. There has just been a massive tornado in Worcester, Massachusetts along with several smaller towns. The wind speeds were 207-260mph, classifying the tornado as a F4. The tornado destroyed everything on its path and few structures remain. Objects have been carried over 40 miles away from their initial locations to the suburbs of Boston. Reports are coming in that the tornado's girth was approximately 1 mile. The twister lasted 84 minutes leaving a 46-mile path of devastation.

The tornado plowed through Worcester, MA the second largest city in the state. The death toll has an estimate of 90-100 people. 1,300 people were injured. Nearly 15,000 people are now homeless, and 4,000 buildings have been damaged. They are estimating costs to be around \$53 million dollars (this approximate would equal \$349million in the year 2002). Your team needs to now deal with this disaster.

The poles, trees, and slabs of house parts are blocking the highways making them nearly impossible to use. The hospital emergency rooms are overflowing as well as the morgues. Thousands of people are lining the street outside the morgues to identify bodies of loved ones that have gone missing.

Telephone lines are down. Only police radios are working for communication.

Over 300 units of plasma and whole blood are needed for the injured. The Governor has just appointed his Financial Advisor to create a team to decide if the President of the United States should be asked for Federal support. Start creating ways to help get services to those who need it in this disaster.

Things to Consider:

1. Where will you set up your command post?
2. How will you get to people that are injured?
3. How are you dealing with family reunification and identification of deceased loved ones?
4. If a disaster is creating needs beyond the local and state resources, the governor can request federal assistance. Look at the support information and decide whether you should do this or not.
5. What other things should you be considering?

Your Notes/Answers:

- 1.
- 2.
- 3.
- 4.
- 5.

Roles *Instructor Note- please cut along lines prior to instruction and have ready to pass out to each student*

GOVERNOR

As the governor, you are in an election year. This type of event is the kind of thing that could make or break your re-election. Your job, family, and the jobs and families of your 100 person staff depend on you to be re-elected and you believe you are the best candidate for the job. Your chief of staff is reminding you to prioritize media relations so that the good things are being covered and any mistakes are not covered. You also are concerned with spending on this event. Although it is important to save lives and spend monies that are necessary, you are cognizant of the fact that the state budget is used not only for Worcester, but for the entire Commonwealth of MA. If another tornado or different event hits Boston, thousands more people could die without the proper monies to spend on that event.

Worcester Police Chief

You have worked with the governor's office in the past and think that they are doing a good job. You recognize and support the governor's plan to campaign for re-election and would be happy if the management of this incident reflected well on the governor. However, your first priority is saving lives and protecting the city and its surrounding areas before anything else. You also are concerned with things like looting, violence, and other criminal activities, especially in lower income communities that were affected by the tornado.

6 Members of American Red Cross

The chapter of ARC that you work in supports the largest population of people of almost any other chapter in the nation. However, you have the same resources as any other chapter and are cognizant of this fact in large incidents like this. You have the priority to provide the shelters and staff to operate the shelters, but you don't want to set up an excess of shelters and staff that are not actually needed. You also are aware of the fact that in the state of MA you have a moderate to low supply of backup plasma and whole blood. You need to think not only locally about sheltering issues, but region wide to increase blood donation amounts.

Massachusetts Emergency Management Agency Public Affairs Officer/Liaison

You want to make sure that the team is aware of the resources the state and federal governments have to offer at an event like this. Your goal is to support the local operations, not to overtake them. FEMA's goal is the same. It will be important to communicate that MEMA and FEMA are not going to take control at any point of the event, even if federal assistance is requested and granted. You want to take a good inventory of what is needed so that you can pass that on to the MEMA and FEMA resources.

Worcester Director of Public Works

You have worked extensively with the Police Chief and Fire Chief in the past and feel a loyalty in how you have handled things locally. You are anxious about inviting state and federal resources into the incident management because you don't think that they will know the needs and specifics of the communities and you are afraid that your local responders will not be recognized for the hard work if others come into play. However, you are concerned with your ability to clear all the roads without help.

Governor's Financial Advisor

You as the Financial Advisor have to create a team to decide if the President of the United States should be asked for Federal support. Start creating ways to help get services to those who need it in this disaster. Alongside the government, you are responsible with coordinating the other 5 positions and making sure all information flows freely. Remember, the governor is up for reelection and you do not want to exhaust any funds that are readily available. Get to work.



FEMA

Other Information

A GUIDE TO THE DISASTER DECLARATION PROCESS

AND FEDERAL DISASTER ASSISTANCE

Local and State governments share the responsibility for protecting their citizens from disasters, and for helping them to recover when a disaster strikes. In some cases, a disaster is beyond the capabilities of the State and local government to respond.

In 1988, the Robert T. Stafford *Disaster Relief and Emergency Assistance Act*, 42 U.S.C. §§ 5121-5206, was enacted to support State and local governments and their citizens when disasters overwhelm them. This law, as amended, establishes a process for requesting and obtaining a Presidential disaster declaration, defines the type and scope of assistance available from the Federal government, and sets the conditions for obtaining that assistance. The Federal Emergency Management Agency (FEMA), now part of the Emergency Preparedness and Response Directorate of the Department of Homeland Security, is tasked with coordinating the response.

This paper explains the declaration process and provides an overview of the assistance available.

— THE DECLARATION PROCESS —

The Stafford Act (§401) requires that: “All requests for a declaration by the President that a major disaster exists shall be made by the Governor of the affected State.” A State also includes the District of Columbia, Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands. The Marshall Islands and the Federated States of Micronesia are also eligible to request a declaration and receive assistance.

The Governor’s request is made through the regional FEMA/EPR office. State and Federal officials conduct a preliminary damage assessment (PDA) to estimate the extent of the disaster and its impact on individuals and public facilities. This information is included in the Governor’s request to show that the disaster is of such severity and magnitude that effective response is beyond the capabilities of the State and the local governments and that Federal assistance is necessary. Normally, the PDA is completed prior to the submission of the Governor’s request. However, when an obviously severe or catastrophic event occurs, the Governor’s request may be submitted prior to the PDA. Nonetheless, the Governor must still make the request.

As part of the request, the Governor must take appropriate action under State law and direct execution of the State’s emergency plan. The Governor shall furnish information on the nature and amount of State and local resources that have been or will be committed to alleviating the results of the disaster, provide an estimate of the amount and severity of damage and the impact on the private and public sector, and provide an estimate of the type and amount of assistance needed under the Stafford Act. In addition, the Governor will need to certify that, for the current disaster, State and local government obligations and expenditures (of which State commitments must be a significant proportion) will comply with all applicable cost-sharing requirements.

Based on the Governor’s request, the President may declare that a major disaster or emergency exists, thus activating an array of Federal programs to assist in the response and recovery effort.

GOVERNOR'S REQUEST

MAJOR DISASTER

Team 1: Fill out the following request if you decide federal assistance is required.

Date of Request: _____

The President

The White House
Washington, D. C.

Through: Regional Director
FEMA Region _____
City, State, Zip Code

Dear Mr. President:

Under the provisions of Section 401 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. §§ 5121-5207 (Stafford Act), and implemented by 44 CFR § 206.36, I request that you declare a major disaster for the State of _____ as a result of

Name type of incident: e.g., severe storms, flooding, hurricane, tornadoes; include the time period involved, e.g., beginning _____ through _____ or, beginning _____ and continuing. Name the affected counties or independent cities being requested.

In response to the situation, I have taken appropriate action under State law and directed the execution of the State Emergency Plan in accordance with Section 401 of the Stafford Act.¹

Name steps taken in local community and state to respond to disaster . Include actions pending or taken by with regard to the disaster.

I have determined that this incident is of such severity and magnitude that effective response is beyond the capabilities of the State and the affected local governments and that supplementary Federal assistance is necessary. I am specifically requesting:

The following information is furnished on the nature and amount of State and local resources that have been or will be used to alleviate the conditions of this disaster.

Sincerely,

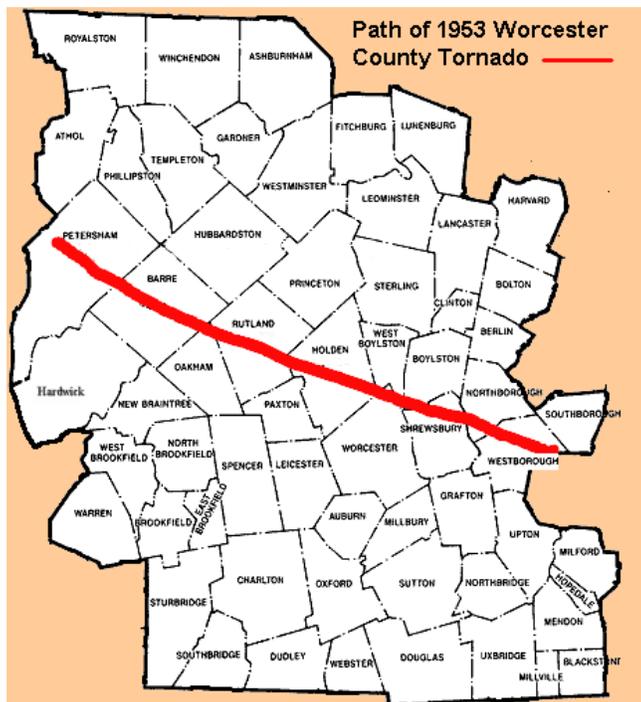
(Enter name of Governor including signature)

¹ Execution of the State's emergency plan is a prerequisite to major disaster assistance.

Photo of the destruction caused by the tornado



Photo of the path the tornado took



Injects *Instructor Note- please cut along lines prior to instruction and have ready to pass out 15-20 minutes into the role playing. Note that the 2nd twist may be used or not, depending on whether you feel the group needs more direction or is fine with what they already have to work with.*

INJECT:

If Governor's request for assistance is submitted to you as the instructor, tell the group they have received federal funding and resources to assist with the disaster. Explain that this includes federal resources such as FEMA teams, deployed to help in the response and operations. Explain that typically, there is a cost share arrangement for states in which federal dollars will pay for 75% of response and recovery costs while the state will be required to pay 25%.

INJECT:

<If request is not sent or if it is and the group needs an added component>

All area hospitals are communicating may days to your leadership team. Over 300 units of plasma and whole blood are needed for the injured with current blood supplies estimated to run out completely in approximately 60 minutes. There are 700 people that are seriously injured in need of these resources immediately.

Meanwhile, local media are reporting that hundreds of people are still homeless and without adequate shelter. There are either not enough shelters open or people do not know where to go to get shelter and food.

Team Action Tracker

	Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
1.			
2.			
3.			
4.			
5.			
6.			

Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
7.		
8.		
9.		
10.		
11.		
12		

Scenario # 2

It is 24 months after the largest terrorist attack on American soil; 9/11. The city of Boston has bid on and successfully elected to host the 2004 Democratic National Convention in which the Democratic Party will be announcing their candidate for presidential election. Thousands of attendees are expected, with some of the highest level leaders in national governmental positions. This will be the first political event after 9/11 and there is much speculation that this is a likely target for terrorist groups.

You have been elected as a team to set a plan in place to execute this event in a way that will minimize the possibility of a terrorist attack. There are a lot of constraints. The Boston Fleet Center, the only venue where the event can occur, resides directly on top of North Station, one of the city's largest transportation hubs with thousands of commuters going in and out each day. The MBTA's security is not as extensive as that at Logan Airport and therefore the danger of terrorists using a train carrying explosives is very real. Furthermore, the major highway, route 93, passes within 100 feet from the Fleet Center. A large truck containing explosives is another possible threat but there is of course no current structure for screening traffic that drives along this road.

The event is scheduled to last 5 days, with the final day highlighting the nomination of the democratic candidate for presidency on Friday evening, one of the highest travel days into the city. You have 12 months to plan for this event.

Things to Consider:

1. What are the most likely attacks that could occur? How can you plan to prevent them without completely shutting down the rest of the city of Boston?
2. When the event occurs, where should your command post be? Who should be staffed in the command post and who should be staffed around the Fleet center for security?
3. Are there other homeland security threats that you should consider? For instance, what about biological attacks?
4. Which member of the team should be the lead on the planning process? Are there other organizations that you would like to invite to your planning team?

Your Notes/Answers: (continue on back if you need more room)

- 1.
- 2.
- 3.

Mission Essential Task List

First: Brainstorm the answers to the above questions based on your assigned roles.

Second: Lay out your courses of action on the sheets enclosed.

Third: Be prepared to share a complete plan with the President of the United States.

Roles *Instructor Note- please cut along lines prior to instruction and have ready to pass out to each student*

Mayor of Boston

You fought hard for the 2004 Democratic National Convention to be in your city because of the revenue it would bring to the city. Having literally thousands of visitors would be a huge economic boost to hotel, restaurant, and shopping industries. You want to make sure that these visitors are able to move around the city and spend money while they are here. You also are very sensitive to measures that will cost the city money. For instance, shutting down North Station, even for only a few hours, could cost the city \$200,000 and that doesn't include the potential revenue lost from commuters paying ticket prices and gaining access to the city's shops and restaurants. However, you also are adamant that there will not be an incident in your city.

Director of Boston Emergency Medical Services

You have the access to all the EMT and EMS resources in the city. You also are connected to the hospitals and health care resources. You are experienced in planning for events, and you do it regularly. For instance, during red sox games, you set up 1-3 medical tents around the park with additional medical staff ready to handle small injuries and able to staff up more if an event should occur.

General Manager of Massachusetts Bay Transportation Authority (MBTA)

You run the commuter rail and subway trains that bring hundreds of thousands of people in and out of the city every day. You know the limits of the system- such as the lack of security and the delays that even 1 malfunctioning train can cause. Your primary concern is the North Station hub, and your gut tells you that this station should be shut down during the entire event, because there is no logical way to quickly add security or screening measures, although you fear what that will mean a severe for loss of revenue to you and the city.

Director of Massachusetts Department of Transportation

Your main concern is the highway of 93. You believe that this highway should be completely shut down on peak travel times with checking points set up during non peak times where police can check the credentials of all large trucks. However, you recognize how debilitating either of these things will be to the city.

Boston Chief of Police

You are concerned with having enough of your police officers available for what their primary duties are- law enforcement and intelligence gathering- during the days of this event. What your partners may propose likely will require police officers for traffic control and other things that will inhibit their ability to protect and defend criminal activity of any kind throughout the rest of the city.

Massachusetts Emergency Management Agency (MEMA) Representative

You want to make sure that the team is aware of the resources the state and federal governments have to offer at an event like this. Your goal is to support the local operations, not to overtake them. FEMA's goal is the same. It will be important to communicate that MEMA and FEMA are not going to take control at any point of the event, even if federal assistance is requested and granted. You want to take a good inventory of what is needed so that you can pass that on to the MEMA and FEMA resources.

Other Information

For Official Use Only

2004 Democratic National Convention Federal Response Plan

Introduction

On November 13, 2002, Boston was awarded the responsibility of hosting the 2004 Democratic National Convention (DNC). The four day convention will be held at the Fleet Center on July 26, 2004. This national political convention will be internationally televised nightly and is the first major political or social event of this scale since the 2001 September 11th attacks on the homeland.

Purpose

Enter a concise description of the purpose to be achieved by executing this plan. The information below should answer the question "What will be gained by practicing this plan in preparation for this event?"

Situation Conditions

The DNC will be held at the 19,000 seat Fleet Center and is expected to draw in excess of 35,000 delegates and visitors to the Boston area, utilizing approximately 18,000 rooms in 80 hotels. The large numbers of people, paired with the political nature of the event, the participation of Politicians, business leaders and other VIPS and the heavy media attention increases the likelihood of political unrest, civil unrest, and has the potential to draw the attention of terrorist groups.

List 3-5 potential hazards or incidents that are most likely to occur and therefore prioritized by your plan:

Concept of Operations

List 5-10 things that as a collective, your team will accomplish on or leading up to the event. Example: "FEMA, MEMA, BPD, BFD, and BEMS will collaborate with state and federal resources to ensure that the command center is fully staffed with trained personnel for the entire duration of the event"

Include a copy of your Team Action Tracker (enclosed) with this plan. Submit to your instructor for review.

Injects *Instructor Note- please cut along lines prior to instruction and have ready to pass out 15-20 minutes into the role playing. Note that the 2nd twist may be used or not, depending on whether you feel the group needs more direction or is fine with what they already have to work with.*

INJECT:

The Boston Globe has picked up the story that the Department of Homeland Security (DHS) suspects this event will attract possible terrorist activities. They published a front page article that severely criticized the city for bringing this kind of event to Boston, outlying the negative effects on the normal operations of the city. The article notes, "Maybe the thousands of people that work hard to make a living in this city should call in sick for 1 week to avoid the danger and commotion that is sure to ensue".

If even 20% of working citizens adhere to this advice, hundreds of businesses will have to shut down and governmental departments, such as the MBTA, Boston Police, and Boston Fire will be unable to run the essential services during the week of the event. Many of the things you are planning will not be able to happen.

You have decided to hold a press conference. Elect a spokesperson and prepare them with 1 to 3 key talking points to communicate to the people of Boston. You have 10 minutes to prepare for this conference.

INJECT:

The President of the United States and Secretary of Homeland Security would like an update on your plan. They expect a brief but compelling statement of how you will successfully thwart or mitigate any incidents, including natural disasters, from occurring during this event.

You have 10 minutes to provide this statement.

Team Action Tracker

	Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
1.			
2.			
3.			
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Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
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Scenario # 3

A woman traveling from China to Boston unknowingly became a carrier of SARS- the Severe Acute Respiratory Syndrome. The primary symptoms of the SARS are flu-like in nature, including fever, lethargy, gastrointestinal symptoms, cough and sour throat. Therefore, most initial cases were misdiagnosed as a common flu. Due to shortage of nurses and beds in greater Boston area emergency rooms, infected patients were not identified as contagious with a highly dangerous disease and were often placed in hallways or in shared rooms, increasing the spread of the disease.

SARS was identified in a patient at Mass General Hospital and was communicated to the Massachusetts Department of Public Health, with currently 3,500 suspected cases across the greater Boston area and 250 deaths.

The disease is spreading quickly through families and tight-knit communities, and as word is getting out about the disease, more and more people are fearful and are flocking to local emergency rooms. This is stressing the already maxed out hospitals and is increasing the spread of the disease.

Furthermore, as Boston is a huge hub for travel across the world, there is concern that SARS will spread outside Boston and will quickly become an international pandemic if not treated quickly.

Things to Consider:

1. What are the key messages to communicate to the public? Prepare a notice of emergency (see enclosed template) and submit for the press.
2. How will you accurately track the number of suspected and confirmed cases as well as deaths throughout all the hospitals in the state without adding too much duties to the hospital staffs that are already stretched?
3. Although FEMA is usually the agency that leads emergency operations, in a health incident like this one, the Department of Health and Human Services (DHHS) usually is lead. Since there are no FEMA representatives on your team, how can you access resources that FEMA can provide? What FEMA assets might you need?

Your Notes/Answers:

1. Please fill out attached notice of emergency
- 2.
- 3.

Roles *Instructor Note- please cut along lines prior to instruction and have ready to pass out to each student*

Mayor of Boston

As the Mayor, you are responsible for the health and well being of your citizens. However, you recognize that you don't have the medical expertise to handle this event. You have to trust your fellow team members while keeping the perspective of trying to stop the spread and treat the infected people as fast as possible. You do not want this disaster to affect the amount of people visiting, doing business, and bringing money into the city of Boston.

Massachusetts Public Health Administrator

You are concerned with the overall health of the majority of people. Therefore, you are focused on how to maintain health care and emergency services for people who will continue to be sick and injured with issues unrelated to the SARS outbreak. You also are concerned with issues that may escalate the spread, such as proper disposal of infected blankets and clothes in hospitals or in private homes.

Representative of the World Health Organization (WHO)

The WHO is responsible for tracking and minimizing pandemic incidents on an international level. The WHO's main mission is to isolate any infectious diseases or outbreaks to the region/country in which they initially exist. As the WHO representative, you are not as concerned about what is going on in Boston, but you are concerned that the other planners are not going to prioritize shutting down access of the SARS disease outside of Boston. You are interested in sending out a 'no fly' alert to global networks, causing Logan Airport to virtually shut down and lose the majority of its incoming travelers.

Director of Center for Disease Control (CDC)

In disease outbreaks, you know that the most powerful tool is isolation of patients and if necessary, quarantining people, parts of hospitals, and even entire communities within a city. You want to learn as much as possible about this disease quickly so that you can end the spread and implement a cure as soon as possible. You are concerned with the science behind the disease so that you can get people to put together treatments and vaccinations to fight this disease.

Chief of Emergency at Massachusetts General Hospital

This type of incident is an indicator of a broader problem with the health care system in the country. There are not enough doctors, nurses, beds, and rooms for the number of people that need them, especially when an emergency occurs. You are an advocate for your staff and your patients, you want quick financial support and additional workers to staff your hospital.

Professor of Infectious Disease at Local University

You have been brought into the team because of your expertise studying the SARS disease. You know that Ribavirin is the most common and probably most effective steroid type drug for SARS and that it can take weeks to get enough of the drug to reach all the infected people in the area.

Other Information

SARS Information

Mortality by age group is below 1% for people aged 24 or younger, 6% for those 25 to 44, 15% in those 45 to 64 and more than 50% for those over 65. For comparison, the case fatality rate for [influenza](#) is usually around 0.6% (primarily among the elderly) but can rise as high as 33% in locally severe epidemics of new strains. The mortality rate of the primary viral [pneumonia](#) form is about 70%.

[Antibiotics](#) are ineffective as SARS is a viral disease. Treatment of SARS so far has been largely supportive with [antipyretics](#), supplemental oxygen and ventilatory support as needed.

Suspected cases of SARS must be isolated, preferably in [negative pressure](#) rooms, with complete barrier nursing precautions taken for any necessary contact with these patients.

There was initially anecdotal support for [steroids](#) and the [antiviral drug ribavirin](#), but no published evidence has supported this therapy.

Notice of Public Emergency

Date:
No.: 08-51
Contact:

ENTER TITLE OF STORY

BOSTON, [Enter first sentence summarizing event]:

Enter information about the emergency:

Enter Steps Individuals Should Take:

###

For more information, please contact the emergency hotline number at: 1-800-756-3877

Injects *Instructor Note- please cut along lines prior to instruction and have ready to pass out 15-20 minutes into the role playing. Note that the 2nd twist may be used or not, depending on whether you feel the group needs more direction or is fine with what they already have to work with.*

INJECT:

Doctors and nurses are working double shifts, tirelessly trying to help people. They are beginning to get exhausted and overworked to the point of being useless. Also the majority of hospital janitorial workers belong to unions, which are advising them not to report to work because of a “hazardous work environment”. This is already affecting the amount of infected and dirty materials accumulating in hospitals. These two staffing issues need to be addressed immediately.

INJECT:

Pick someone in the group who seems to be a leader and come and take them out of the group explaining that that person has contracted the SARS disease and needs to be isolated and can no longer be part of the team. Utilize this person to help in other groups (have them be the media interviewer for another group or ask them to check time with other instructors in other classrooms)

Team Action Tracker

	Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
1.			
2.			
3.			
4.			
5.			
6.			

Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
7.		
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Scenario # 4

Its 25 July the time is 2310 the sun has set and there is a heavy Atlantic fog making it nearly impossible to see. The location is 45 miles south of Nantucket, MA where there has just been a ship collision. The Italian Ocean Liner *Andrea Doria* and a Swedish Ocean Liner named *Stockholm* have just collided. The *Andrea Doria* is holding over 1,700 people onboard. The *Stockholm* only has 747 passengers onboard.

The ships remain connected from the collision until water pressure and gravity pull the ships apart. There is a giant hole left in the *Andrea Doria* where the icebreaking bow of the *Stockholm* has penetrated the ship. On the *Andrea Doria* 46 passengers are instantly killed in their cabins when the *Stockholm* crashed into the berthing area. On the *Stockholm* 5 crewmembers are killed instantly. The *Stockholm* still has structural stability and is not likely to sink; however, the *Andrea Doria* is likely to sink during the night. Because of the collision, the *Andrea Doria* has to abandon ship quickly. However damage to several of the lifeboats has occurred. There are only enough lifeboat seats to hold 1,044 people. Where the original crew size was 1,706 people on board and 1,660 people are still alive and are in need of seats.

Things to Consider:

1. How do you decide the order in which the lifeboats on the *Doria* will be filled in all the panic of the sinking ship and the many diverse languages being spoken by the crew and passengers?
2. Should you worry about trying to salvage the bodies of the 46 deceased?
3. The *Andrea Doria* is an Italian flagged ship and many onboard are Italian citizens. The *Stockholm* is Swedish flagged with many Swedish citizens. How do you notify and coordinate with the respective governments?

Your Notes/Answers:

- 1.
- 2.
- 3.
- 4.

Roles *Instructor Note- please cut along lines prior to instruction and have ready to pass out to each student*

Captain of Andrea Doria-You are angry because you had a large fight on land with the company owner of the Ocean Liner regarding life boats. You wish that you had not agreed to lead a ship without enough life boats for your passengers. You feel a strong sense of responsibility of your people on the ship and a large amount of guilt for those who have died or been injured.

Captain of Stockholm-A captain with over 25 years on the water, you have been through a crash before and are know that some people who are safe and uninjured may panic and jump off the ships, causing more injuries and deaths. You are concerned this will happen here, especially on your ship that is damaged but not immediately in danger of sinking You are not sure how to fix this problem.

Andrea Doria Crew & Wait Staff Manager-You manage a staff of just over 450 employees, including crew members, house cleaning staff, and wait staff. Your staff are currently nervous, but trained to be calm and are taking leadership roles throughout the two ships. Although they have limited skills for this incident (most are not trained in even basic first aid), they are a huge workforce that can be put to use in many ways.

Facilities Manager on Stockholm-You are familiar with every mechanical aspect of the ship. You know that sheltering people in the furnace room below the ship is dangerous because of the fumes, smoke, and machinery. You know that the ship is damaged and cannot withstand a lengthy wait on the water and then trip back. However, you have a pride and trust in “your” ship and its capacity to support lots of people in this incident.

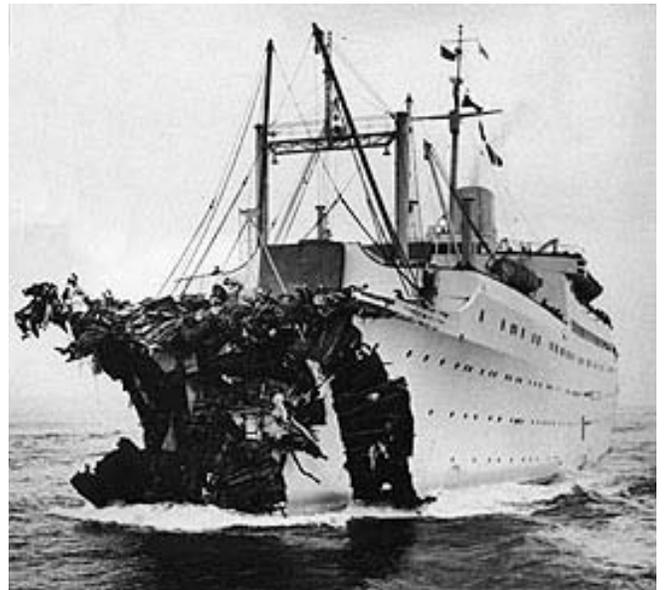
United States Coast Guard Captain-You are communicating to both ships from a cutter approximately 60 miles away but have the capability to provide advice and call out for additional help. You are concerned with the water conditions- you know what cold water can do to people and you want the captains to consider weather, tidal changes, and other factors that could escalate this event.

Doctor on board Andrea Doria-You are the only identified medically trained person on either ship, but you suspect there are others. You are more than willing to volunteer to lead a group of doctors, nurses, and other medical staff on either boats. Your first instinct is to begin the process of “triage” in which you categorize people into critical, moderately injured, not injured and in no need of help, and deceased or about to be deceased and therefore not savable. You usually designate this by colors via flags or ties, but you don’t know how to do this without those things.

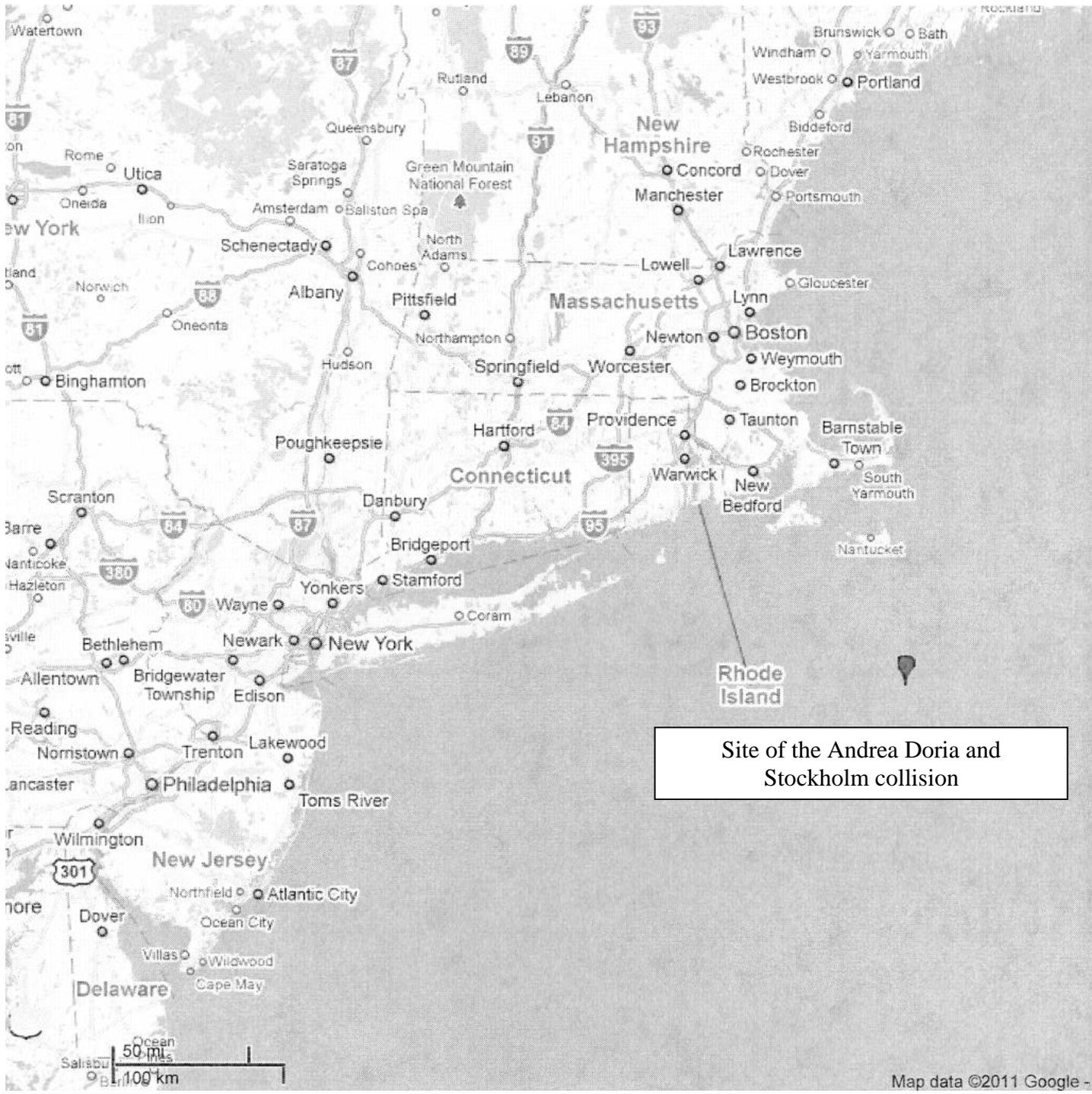
Other Information



The *Andrea Doria* (Left) and *Stockholm* (right) on better days



The *Andrea Doria* (Left) and *Stockholm* (right) after the collision



Site of the Andrea Doria and Stockholm collision

Injects *Instructor Note- please cut along lines prior to instruction and have ready to pass out 15-20 minutes into the role playing. Note that the 2nd twist may be used or not, depending on whether you feel the group needs more direction or is fine with what they already have to work with.*

INJECT:

Media helicopters are swarming overhead. They are currently able to zoom in on any parts of the incident that they would like. The phones are ringing off the hook with newscasters asking for interviews. You are beginning to believe that designating a spokesperson to deal with the media is a good idea.

Designate your public information officer and have that person be ready for an on the phone, live interview with CNN in 5 minutes

INJECT:

The Captain's of both ships are refusing to answer any questions related to the incident until maritime lawyers are present. How do you begin your investigation into what happened without the ability to question the Captains and one of the two ships involved has sunk?

Team Action Tracker

	Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
1.			
2.			
3.			
4.			
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Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
7.		
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Scenario # 5

It is 14:35 on Friday July 3ed. A 600' long loaded oil tanker carrying 271,256 barrels of heavy crude (#6) oil is sailing eastbound, with a fair current, in a canal like, confined and restricted waterway. While making a turn in the waterway the ship oversteers its track line and strikes a cement base for a major four lane highway bridge that spans the waterway. This bridge carries over 35 million vehicles a year and is experiencing a heavy traffic volume in advance of the holiday weekend.

The pilot on the vessel reports that the vessel is trailing an oil sheen behind it from a compartment on the ship's starboard (right) side, one crewmember fell down a ladder (stair) way, the ship is slow to respond to rudder (steering) commands and multiple alarms are sounding. At the same time phone lines at the public safety answering point (PSAP) are lighting up with multiple calls to 911 reporting motor vehicle accidents on the bridge and that the bridge is moving in an unusual manner, however traffic can still pass over it. Traffic backups in a 10 minute span already exceed 5 miles. A few calls are trickling in from people on shore reporting that "a large hole" is spilling oil at a large rate into the waterway. The ship is forced to continue through the confined and restricted waterway, as it cannot turn around or stop due to the current, for another 6 miles until it can enter a large, environmentally sensitive bay area. This bay is a federally designated National Marine Sanctuary and home to hundreds of species of whales (including the endangered North Atlantic Right Whale) fish, mammals, and crustaceans.

The ship will exit the confined and restricted waterway into the environmentally sensitive bay in 30 minutes and the oil shows no sign of slowing its flow into the water. The State Police are asking if they should shut the bridge to traffic and detour to an alternative route. Traffic backups now exceed 8 miles and are rapidly growing. The tidal current will continue to flow east for another 4 hours.

Things to Consider:

1. How many gallons of oil could be spilt in the worst case discharge event (WCD)?
2. Do you shut down the highway bridge?
3. If you do shut the bridge; what is your plan to move people from the traffic backup to alternative routes?
4. Do you order the ship to anchor immediately after exiting the waterway in the environmentally sensitive bay area or order it to continue on to its destination?
5. How do you communicate this to the public?
6. What is your plan to remove the remaining oil from the ship?
7. What is your plan to evacuate the injured crewmember from the ship?

Your Notes/Answers:

- 1.
- 2.
- 3.

Mission Essential Task List

First: Brainstorm the answers to the above questions based on your assigned roll

Second: Lay out your courses of action

Third: Come up with messages to be disseminated to the public to by your Public Affairs Officer (PAO) through the Joint Information Center (JIC)

Roles *Instructor Note- please cut along lines prior to instruction and have ready to pass out to each student*

Public Affairs Officer

You are the regional Emergency Management Agency Public Affairs Officer. You have extensive connections with local and regional media sources. It will take you at least an hour to get to the incident command post and begin to coordinate and craft a message strategy to the public.

State Police Barracks Commander

Officer in charge of local State Police Barracks. Has it his/her disposal 7 State Troopers on the road with statewide authority and two Troopers assigned to the desk in the barracks. The road troopers are broken up on both sides of the bridge with three troopers on one side and four on another. Your primary responsibility are the major highways and roads including the highway that the bridge is a part of.

Local Police Chief

You are the local police chief with authority over town roadways and share joint jurisdiction for the bridge in question. You have 5 police officers on the road with three on one side of the bridge and two on the other. You also have two officers and a detective in the station. Your primary concern is the secondary effects that the bridge traffic causes on your secondary roads not able to handle the influx of traffic.

Local Fire Chief/Hazmat Team Member

You are the Local Fire Chief and member of the regional HAZMAT team. You have at your disposal four fire units with twelve personnel assigned equally divided on both sides of the bridge. These units have limited hazardous material (oil) spill response capability. You also can initiate a response by a regional HAZMAT team with a 1 hour ETA that has more specialized capabilities.

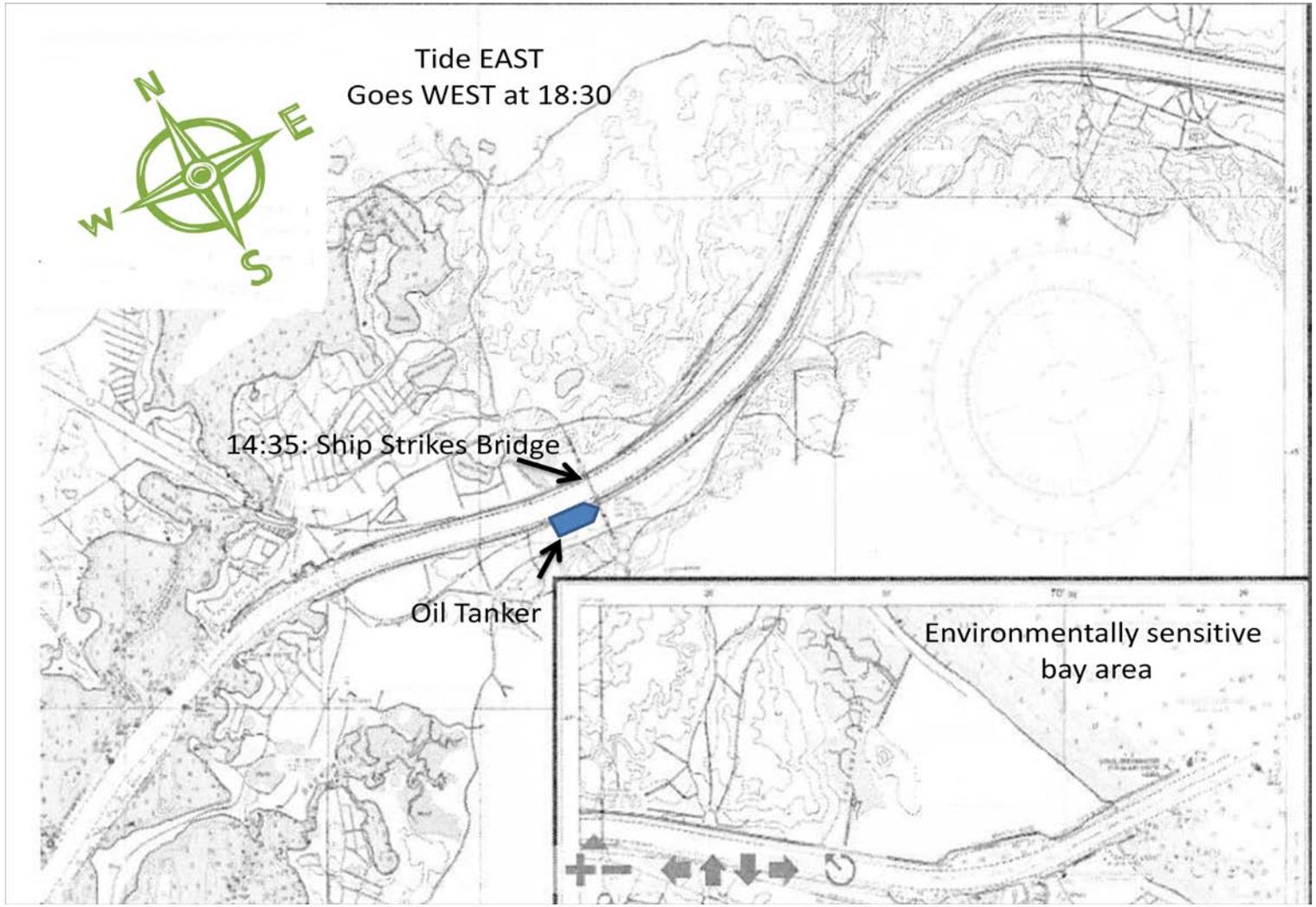
Department of Transportation (DOT) Team Leader

You are the person in charge for the State Department of Transportation Region. You have at your disposal four people scattered through the region. Also at your depot you have six variable message signs that can be programmed and positioned to provide information to people stuck in traffic. You are also a qualified Professional Engineer capable of evaluating structure's and bridges for safety

Department of Environmental Protection (DEP) Team Leader

You are the person in charge for the State Department of Environmental Protection regional office. You are a subject matter expert on environmental concerns and have a team capable of spill modeling and shoreline monitoring. You have broad authority and input in any strategy for dealing with the oil spill.

Other Information



USCG Spill Trailer



DEP Spill Trailer



HAZMAT Unit

Injects *Instructor Note- please cut along lines prior to instruction and have ready to pass out 15-20 minutes into the role playing. Note that the 2nd twist may be used or not, depending on whether you feel the group needs more direction or is fine with what they already have to work with.*

INJECT:

Observers standing under the bridge are starting to report debris is falling from the structure into the waterway and land below. What does this indicate? What do you need to do now?

INJECT:

Many other ships and small craft are out for the holiday weekend. How do you handle vessel traffic control to minimize the spread of pollution and safety impact of other vessels in the area?

Team Action Tracker

	Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
1.			
2.			
3.			
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Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
7.		
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Scenario #6

It is Tuesday, October 31, 2012. An unknown man entered the Stockton Springs Elementary School before classes began. After approaching some boys in the gym, a report went out to the principal that there was a potentially armed man loose in the school. The school went into lock down mode, in which all students and teachers shelter in place with the doors locked and the lights off. Because it was the beginning of the school year, however, the school had not had a chance to do a lock down drill yet. Therefore, there were some classes that were unsure of what to do in this situation. Many teachers were stressed and scared, making it difficult to maintain a quiet and calm environment. 9-1-1 was contacted and local law enforcement arrived on the scene.

The man had entered a 5th grade classroom, threatening and forcing the classroom teacher out. It is still not confirmed that this man is armed, but he has a group of 20 5th grade students hostage locked in one of the elementary school classrooms.

Things to Consider:

1. Where will you get layouts of the school?
2. How will you get an accurate account of which students and school faculty are safe?
3. Should you begin evacuating other classes out of the school? If so, where should you evacuate them to and how?
4. Parents, hearing the news through local media, will likely soon show up at the school. How will you handle their concerns and where will you keep them?
5. How does this scenario change your decision making if the person is indeed unarmed?

Your Notes/Answers:

- 1.
- 2.
- 3.
- 4.
- 5.

Roles *Instructor Note- please cut along lines prior to instruction and have ready to pass out to each student*

Principal

As someone who has dedicated their life to education in this school district, the one that resides in the town you live in, you are incredibly invested in the lives of your students, teachers, and parents. You feel a personal responsibility to their well being and safety and are willing to do whatever it takes to get everyone safe. You are also very concerned with how to properly debrief your students both immediately when they are evacuated from the school, as well as on a longer term basis to assist them with any trauma or grief they are suffering from after the event is over.

Superintendent

You have an excellent relationship with the principal of the school and trust that person immensely. Your concern is how to support him/her and provide any information the first responders need to handle the situation well. You do not feel like you need to take over and control everything, and in fact, will likely defer to the knowledge of the principal. You will also feel a desire to advocate for your principal's opinions over other people, even police, who you feel may not know the school or population well enough. As someone who comes from a small town, you are very skeptical of any federal resources coming into the situation.

Police Chief

You are frustrated because for years you have been advocating for the school board to spend money on better security for the public schools. The requests you have made to the principal and superintendent to practice lock downs repeatedly and to post numbers of classrooms on both the interior doors and exterior windows have been for the most part ignored. However, you can't express those concerns now other than emphasizing the importance of doing those things in the future. Your immediate concerns are that there will be chaos when the PTO notifies every member of the community of the incident and there will be hundreds of parents and family members flooding a potentially dangerous and sensitive scene.

FBI/SWAT Team Leader

As a Federal Agent, you have had lots of experience handling sensitive events like this in the past. You know that the most important thing is that you and your team get in there and set up control without any fights from the local leadership. It is important to work with the local leaders, but they will not know how to enter, subdue and arrest the perpetrator like your team is trained to do.

Parent Volunteer + Parent Teacher Organization (PTO) Representative

You are very active in your children's lives and were volunteering in the front office when the event occurred. You also are a chairman of the PTO organization and have access to an enormous network of parents in the neighborhood. Your first instinct is to send out blast emails and texts that will alert all parents of every detail of the incident response you have access to. You believe that parents should know about the situation and you feel strongly about advocating for their rights.

Town Mayor

You are the mayor of the town in which the school resides. You are in the midst of a campaign for re-election to your office for a second four year term. Elections are four weeks away and polling data has your opponent within 4% of you. This situation could have a disastrous effect on your campaign if not handled well. Your office is already being flooded with calls demanding action and accountability for this situation.

Other Information

Stockton Springs: Teacher's Emergency Response Guide

In case of an emergency

1. Remain calm.
 2. The first person to be aware of a situation takes immediate action and/or immediately directs student/staff to safety.
 3. Notify personnel in the area of the situation.
 4. Notify the office of the situation.
 5. Remain quiet in order to hear further instructions.
 6. Document the situation, the action taken, and the time of each.
-

This action is used to immediately protect students and staff from an explosion, gunfire, earthquakes, tornado/severe wind with no warning, etc.

When the command is given:

1. Drop to the ground under a table or desk.
2. Face away from any windows and cover your eyes by leaning your face against your arms.
3. Hold on to the desk or table.
4. Stay in the Drop position until instructed to get up.
5. If in an area without an object to drop under then just drop to the floor and protect your head.
6. **If outside drop to the ground and lay flat.**
7. Remain quiet to listen for instructions.
8. Immediately following account for all individuals and assess for injuries.

Shelter in Place

This action is used to shelter students and staff within the building in case of a Hazardous Material incident.

When the announcement is made:

1. Students and staff should report to the designated area(s) of refuge.
2. Close all windows and doors. Seal any openings if necessary.
3. Take attendance to account for all individuals.
4. Emergency bathroom use only with a buddy.
5. Stay away from all doors and windows.
6. Use classroom phones only for life threatening emergencies.
7. Prepare for Evacuation
8. Remain quiet for further instructions.

Lock Down

This action is used to clear the hallways and common areas of all students and staff and secure them in rooms.

When the announcement is made:

1. Students and staff report to the nearest classroom.
2. Close and Lock the doors and windows.
3. Cover the door window if possible/necessary.
4. Move students so they can't be seen or the best area to protect them.
5. Shut off lights.
6. Remain quiet.
7. Wait for further instructions.
8. Be prepared to institute other actions as necessary.

Evacuation

Evacuation is used to clear the building for any reason.

When the announcement is made:

1. Bring attendance records and emergency materials.
2. Take the closest and safest way out of the building.
3. Walk
4. Do not stop for belongings unless instructed.
5. Go to your designated area.
6. Check for injuries.
7. Begin student and staff accountability.
8. Remain quiet and wait for further instructions.

9. Prepare for Off-Site Evacuation.

Reverse Evacuation

This action is used to bring all students and staff into the building.

When the announcement is made:

1. The first person aware of a situation directs the students and staff to enter the building.
2. Walk quickly into the building.
3. Notify the office/Principal.
4. Report to a designated area such as the gym, cafeteria, or classroom.
5. Check for injuries.
6. Begin student accounting.
7. Remain quiet for further instructions.

Secure Campus

(Lockout)

This action is used when the school has been threatened from the outside. Examples of threats; wild animal, non-custodial parent, threat made by a former student, an armed robbery near the school, etc.

When the announcement is made:

1. Student and staff outside commence REVERSE EVACUATION
2. Reverse Evacuate "temporary" classrooms into school if necessary
3. Cancel ALL outside activities
4. Lock all exterior entrances and station observers
5. Close curtains on outside windows
6. Continue normal class activities if practical
7. Next step may be LOCKDOWN

Children and Tragedy

Tragedy strikes quickly and without warning. While frightening for adults, it can be traumatic for children if they don't know what to do. Children may become anxious, confused or frightened. It is important to give children guidance that will help them reduce their fears in the wake of a traumatic event.

Children and Their Response to Disaster

Children depend on daily routines. They wake up, eat breakfast, go to school, and play with friends. When emergencies or disasters interrupt this routine, children may become anxious. In a disaster, they'll look to you and other adults for help. How you react to tragic events gives them clues on how to act. If you react with alarm, a child may become more scared.

Feelings of fear are healthy and natural for adults and children. At the same time, as an adult, you need to keep control of the situation.

Concentrate on your child's emotional needs by asking the child what's uppermost in his or her mind. Your response during this time may have a lasting impact.

Be aware that following a tragic incident, children are most afraid that:

- the event will happen again;
- someone will be injured or killed;
- they will be separated from the family;
- they will be left alone.

Helping Children Recover from a Disaster

Keep the family together. Keep the family together as much as possible and make children a part of what you are doing to get the family back on its feet.

Calmly and firmly explain the situation. As best as you can, tell children what you know about the disaster and what efforts are being undertaken in the wake of the events.

Encourage children to talk. Let children talk about the tragedy and ask questions as much as they want.

Encourage children to describe what they're feeling. Listen to what they say. If possible, include the entire family in the discussion.

Injects *Instructor Note- please cut along lines prior to instruction and have ready to pass out 15-20 minutes into the role playing. Note that the 2nd twist may be used or not, depending on whether you feel the group needs more direction or is fine with what they already have to work with.*

INJECT:

Parents and citizens have been calling the school's front office constantly. Because of lock down procedures, no one is able to answer and address those calls. The local media and parents are getting angry and hysterical. They are storming the scene by the hundreds and threaten to enter the school building themselves. The police force cannot handle crowd control AND handle the hostage situation.

INJECT:

The SWAT team entered the room to subdue the perpetrator and found that he had fled the scene. Working with the local police force, they were searching nearby areas to find the perpetrator when word from the principal came that there were 2 young students unaccounted for. There were some reports from students that these 2 students were taken at gun point by the perpetrator and into the woods behind the school.

Team Action Tracker

	Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
1.			
2.			
3.			
4.			
5.			
6.			

Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
7.		
8.		
9.		
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12.		

Scenario # 7

A 911 call has just been placed in Maine on November 1st at 20:15. An 11-year old child has been reported missing and is assumed to have wandered into the Bay of Fundy alone. He was on a boy scouting trip and strayed away from the group. The expected location of the child is very dangerous and spans more than 20 miles. The area is highly wooded and the coastal tides change 30ft in a 12 hour period. It is presently 28 degrees Fahrenheit, the sun has set and the weather is getting worse very rapidly. It is expected to drop to 17 degrees by morning.

Search crews are having no luck finding the boy and need more support if there is any hope to find the boy alive. One of the search team members' has just fallen and appears to have broken her leg, shoulder blade, and has several cuts and is losing blood. She needs medical support immediately.

Things to Consider:

1. Should you allow untrained people who are volunteering to search? Will there be an age requirement?
2. What are the best avenues to employ for search & rescue?
3. Will you release a statement to the press to communicate this news to the public?
4. What is your plan for communicating across this large area with search parties and officials?
5. What is the time frame for different implementations in your plan?
6. Are you taking action with the plans to deal with unwanted media and reporters? Are there unwanted media and reporters?

Your Notes/Answers:

- 1.
- 2.
- 3.
- 4.

Roles *Instructor Note- please cut along lines prior to instruction and have ready to pass out to each student*

MAINE DEPARTMENT OF FISH & WILDLIFE

Maine Department of Inland Fisheries and **Wildlife** protects, preserves, and enhances **Maine's** natural resources, quality of place and economic future. Typically, has access to boats.

BOY SCOUTS & FAMILIES

Fellow boy scouts and families can form search groups with the goal of finding the lost boy. Their perspective differs from seasoned search crews and may tend to be far more emotional. What is most important to be stressed is forming effect groups with the goal of not losing or hurting anyone else.

PARK RANGERS

A person entrusted with protecting and preserving parklands – national, state, provincial, or local parks. The profession includes a number of disciplines and specializations, and park rangers are often required to be proficient in more than one. These include: law enforcement, emergency response, education, firefighting and administration.

COAST GUARD

A branch of the U.S. Armed Forces, Operates under the department of Homeland Security during peacetime. Coast Guard is deployed every day, possess a quick responsiveness and adaptability in a broad range of emergencies. Non-homeland security missions include, marine safety, search and rescue, marine environmental protections and ice operations. The National Search and Rescue Plan designates the Coast Guard as the federal agency responsible for maritime SAR Operations. Possesses Cutters (small sailing ships, aircrafts (fixed wing, helicopters), boats).

VOLUNTEER SEARCH & RESCUE TEAM

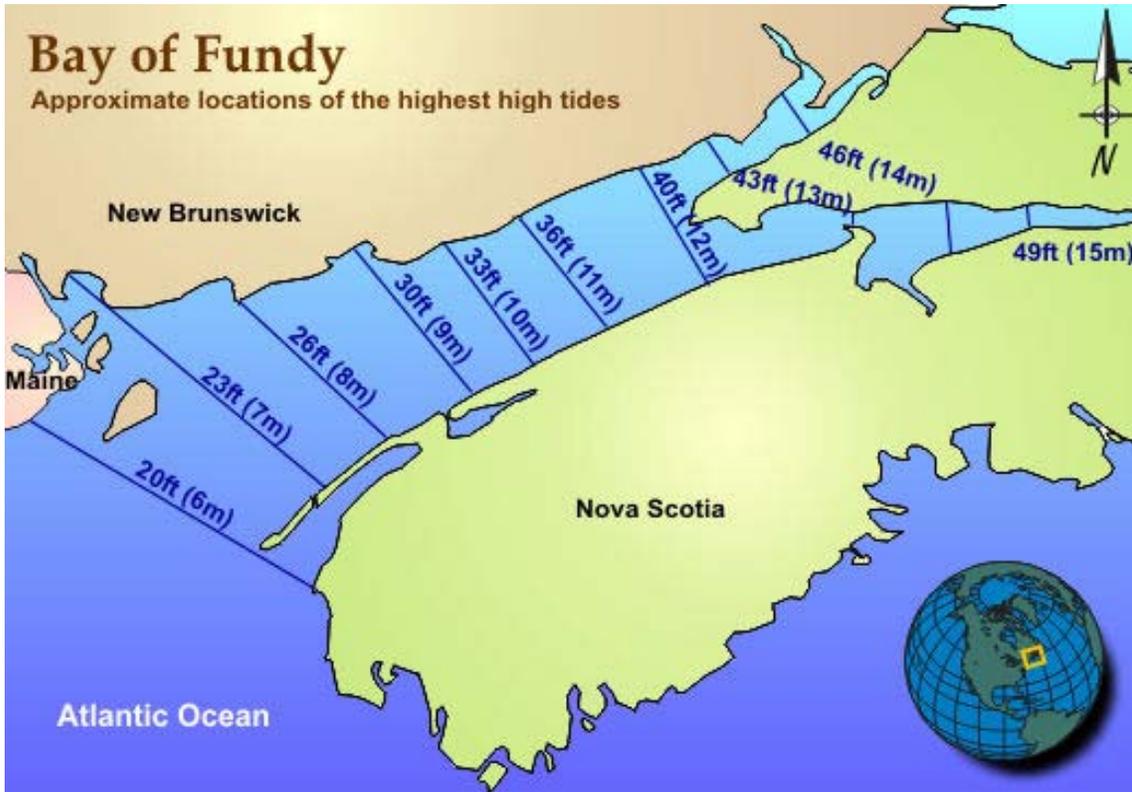
Ground search and rescue is the search for persons who are lost or in distress on land or inland waterways. Traditionally associated with wilderness zones, ground search and rescue services are increasingly required in urban and suburban areas.

MAINE MARINE PATROL

Operates a patrol boat along the coast, conducts search and rescue operations for drowning victims, missing persons, and lost boats in order to perform patrol duties and protect people and property. Confers with the federal, state, county, local enforcement and conservation agencies in order to coordinate activities and provide assistance.

Other Information

Map of Bay of Fundy



Human Survival in Ice-Cold Water

The initial shock can place severe strain on the body, producing instant cardiac arrest. Survivors of cold water accidents have reported the breath driven from them on first impact with the water. Should your face be in the water during that first involuntary gasp for breath, it may well be water rather than air. Total disorientation may occur after cold water immersion. Persons have reported "thrashing helplessly in the water" for thirty seconds or more until they were able to get their bearings.

Immersion in cold water can quickly numb the extremities to the point of uselessness. Cold hands cannot fasten the straps of a lifejacket, grasp a thrown rescue line, or hold onto an over-turned boat. Within minutes, severe pain clouds rational thought. And, finally, hypothermia (exposure) sets in, and without rescue and proper first aid treatment, unconsciousness and death. We all recall the incident in which the airliner went down in the dead of winter in the water in Washington, D.C. several years ago. The vivid video of the rescue attempts and those that died due to hypothermia is not easily forgotten.

Normal body temperature of course, is 98.6. Shivering and the sensation of cold can begin when the body temperature lowers to approximately 96.5. Amnesia can begin to set in at approximately 94, unconsciousness at 86 and death at approximately 79 degrees.

Expected Survival Time in Cold Water

Water Temperature	Exhaustion or Unconsciousness in	Expected Survival Time
70–80° F	3–12 hours	3 hours – indefinitely
60–70° F	2–7 hours	2–40 hours
50–60° F	1–2 hours	1–6 hours
40–50° F	30–60 minutes	1–3 hours
32.5–40° F	15–30 minutes	30–90 minutes
<32° F	Under 15 minutes	Under 15–45 minutes

Injects *Instructor Note- please cut along lines prior to instruction and have ready to pass out 15-20 minutes into the role playing. Note that the 2nd twist may be used or not, depending on whether you feel the group needs more direction or is fine with what they already have to work with.*

INJECT:

A rain storm was set to begin early the next morning and the 20 mile span in which search parties have been looking has just turned into a dead zone. Power is down and telephone service is no longer working.

INJECT:

While searching for boy, another boy scout separates from his search group and has been lost for the past 20 minutes.

Team Action Tracker

	Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
1.			
2.			
3.			
4.			
5.			
6.			

Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
7.		
8.		
9.		
10.		
11.		
12.		

Scenario # 8

It is 17:15 on Thursday September 16, 1999. The New York Public School system has just issued a notice that they will be closing school due to the oncoming Hurricane Floyd, which is rare with NYPS closing schools only once every few years. A Cape-Verde type hurricane that began on September 7, 1999, Floyd has already caused 57 fatalities in the state of North Carolina alone. In addition to the fatalities, Floyd, the third major hurricane of '99 has triggered the 3rd largest evacuation in US History with 2.6 million coastal residents of 5 different states preparing for evacuation.

The storm has caused \$4.5 billion in damage, which is equivalent to \$5.95 billion today. The structural damage includes and is not limited to downed trees, downed power lines, flood damage, power outages, and closed roads. The 70 MPH winds have uprooted trees along its path from the Southern states up to the Mid-Atlantic and Northeastern regions of the United States.

You are on the way up north from New York to Boston, Massachusetts for a football tournament with 25 members of the school's traveling team. You all travel by bus. Even though there is still a hurricane warning in effect, the game must go on. On Route 84, you all notice the bus come to a screeching halt. The bus driver on the bus says that Danbury will accumulate up to 15 inches of rain. Because of the severe drought in the Northeast region of the US, the bus driver continues his travels not worried about flooding. At this point, the bus begins to move slower and slower as mudslides begin to stop the bus in its tracks. With a loud banging sound, a large uprooted tree falls on the bus splitting it in half. 15 people are injured and the weather is beginning to worsen. It is your job to get everyone to safety.

Things to Consider:

1. How can you nurse the injured players to back to good health?
2. What do you do for shelter?
3. All the phone lines are down, how do you contact for help?
4. Availability of food, water, and first aid materials?

Your Notes/Answers:

- 1.
- 2.
- 3.
- 4.

Mission Essential Task List

First: Brainstorm the answers to the below questions based on your assigned roll

Second: Lay out your courses of action

Third: Get everyone sheltered and warmed.

Department of Transportation (DOT) Team Leader

You are the person in charge for the State Department of Transportation Region. You have at your disposal four people scattered through the region. Also at your depot you have six variable message signs that can be programmed and positioned to provide information to people out of traffic. You are also a qualified Professional Engineer capable of evaluating structures, bridges, and roads for safety.

FEMA Director- James Lee Witt

You are in charge of the federal side of things. After the declaring Hurricane Floyd a major federal disaster, word is beginning to seep out through the media that there is a traveling football team injured and stuck in the hurricane. You have made contact with the State Police and local Police, but they are experiencing communication difficulties because of the storm. You are stationed in New York's FEMA regional office. It is your duty to keep the media informed as well as the parents and friends of the traveling team.

Football Team Captain/Teach Coach

You are the spiritual morale behind the members of the team. With 15 people already hurt, others are beginning to fall quickly to anxiety and panic attacks. With the 9 other fully functional people on your team, you are responsible for making sure things are done in a timely manner. The mud is causing the bus to slowly be carried away in the wind. It is your team. You are the first onsite and have the first word before help arrives.

State Police Barracks Commander

Officer in charge of local State Police Barracks. Has it his/her disposal 7 State Troopers on the road with statewide authority and two Troopers assigned to the desk in the barracks between New York, Connecticut, and Massachusetts. The road troopers are broken up on the state lines with three troopers a few miles outside of Danbury. Your primary responsibilities are the major highways and roads including the highway that the team is stuck on.

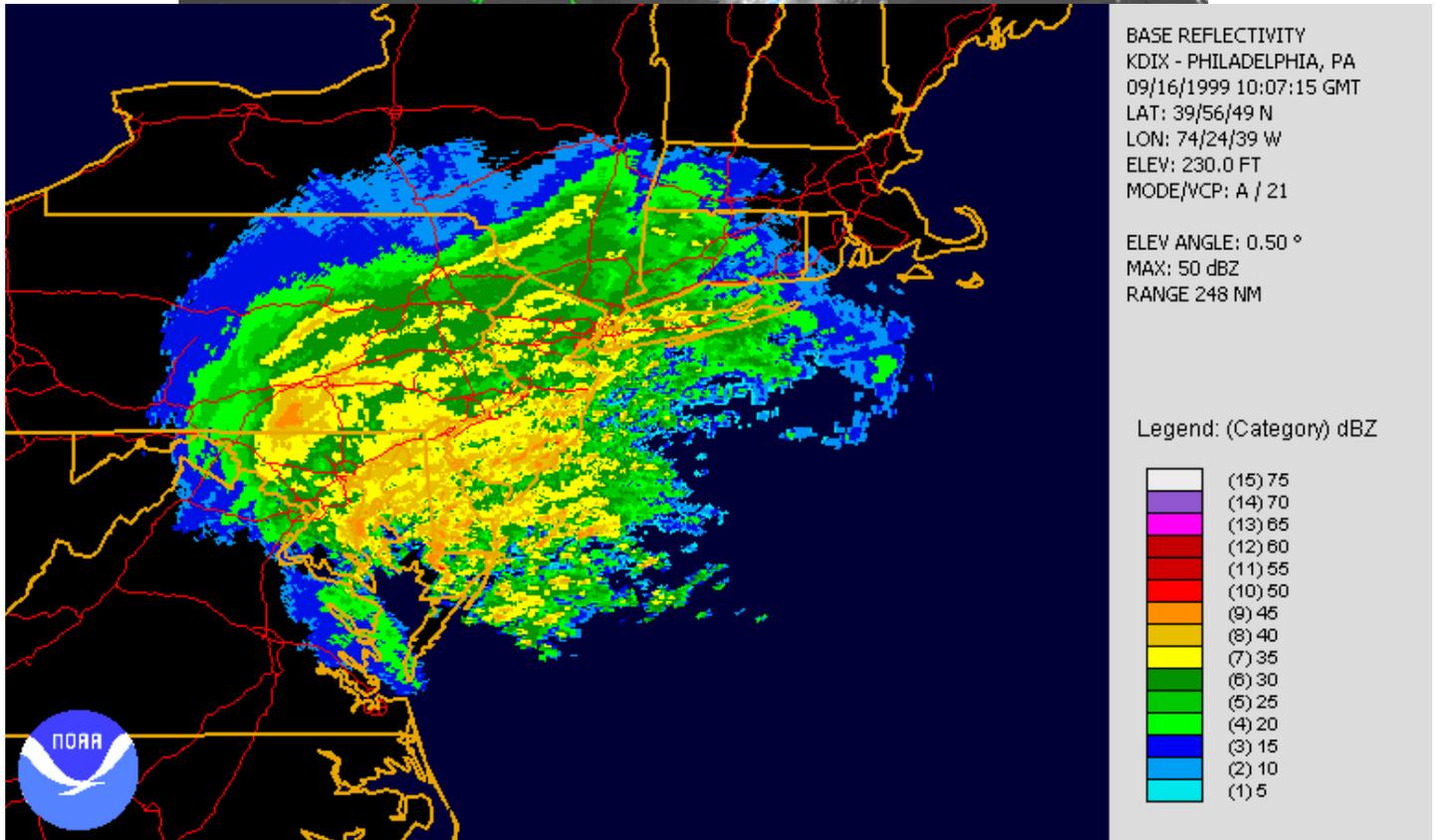
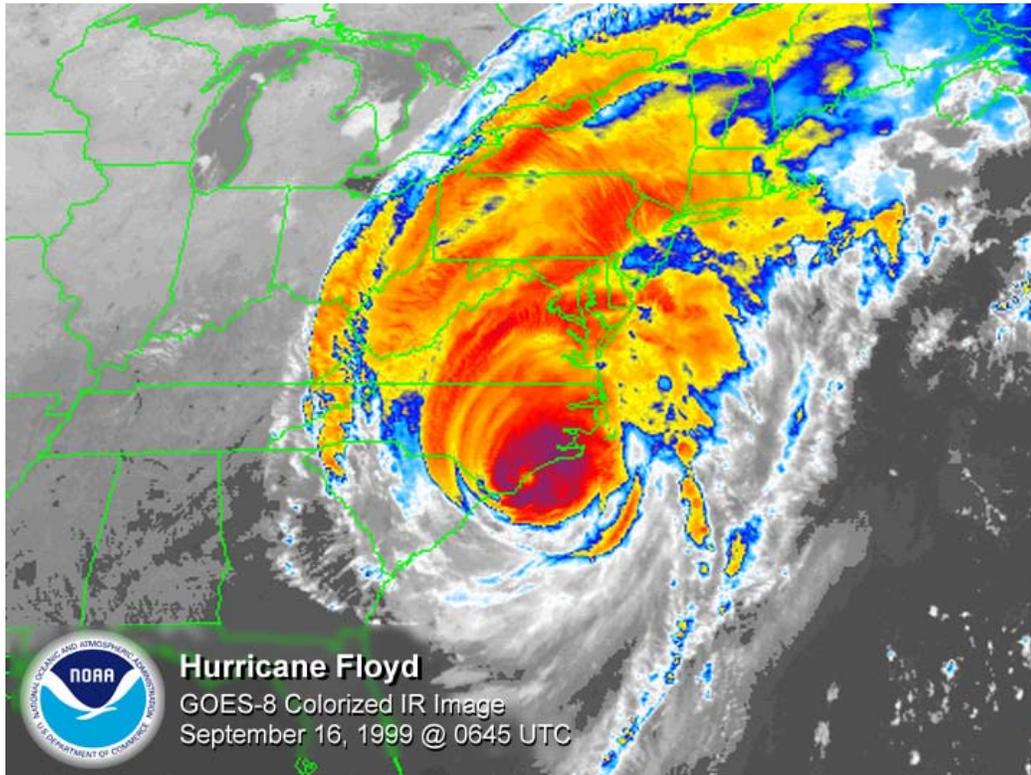
Local Police Chief

You are the local police chief with authority over town roadways and share joint jurisdiction for Danbury, CT. You have 3 police officers stationed between the point of the bus and police headquarters. You also have 1 officer in the station. Your primary concern is the effects that the downed power lines have due to the heavy rainfall and how it can harm the team. However, your first priority is saving lives and protecting the city and its surrounding areas before anything else. You also are concerned with things like looting, violence, and other criminal activities, especially in lower income communities that were affected by the tornado.

Department of Environmental Protection (DEP) Team Leader

You are the person in charge for the State Department of Environmental Protection regional office. You are a subject matter expert on environmental concerns and have a team capable of monitoring down power lines and trees monitoring. You have a broad authority and input in any strategy dealing with a environmental cleanup. spill modeling and shoreline monitoring.

Other Information



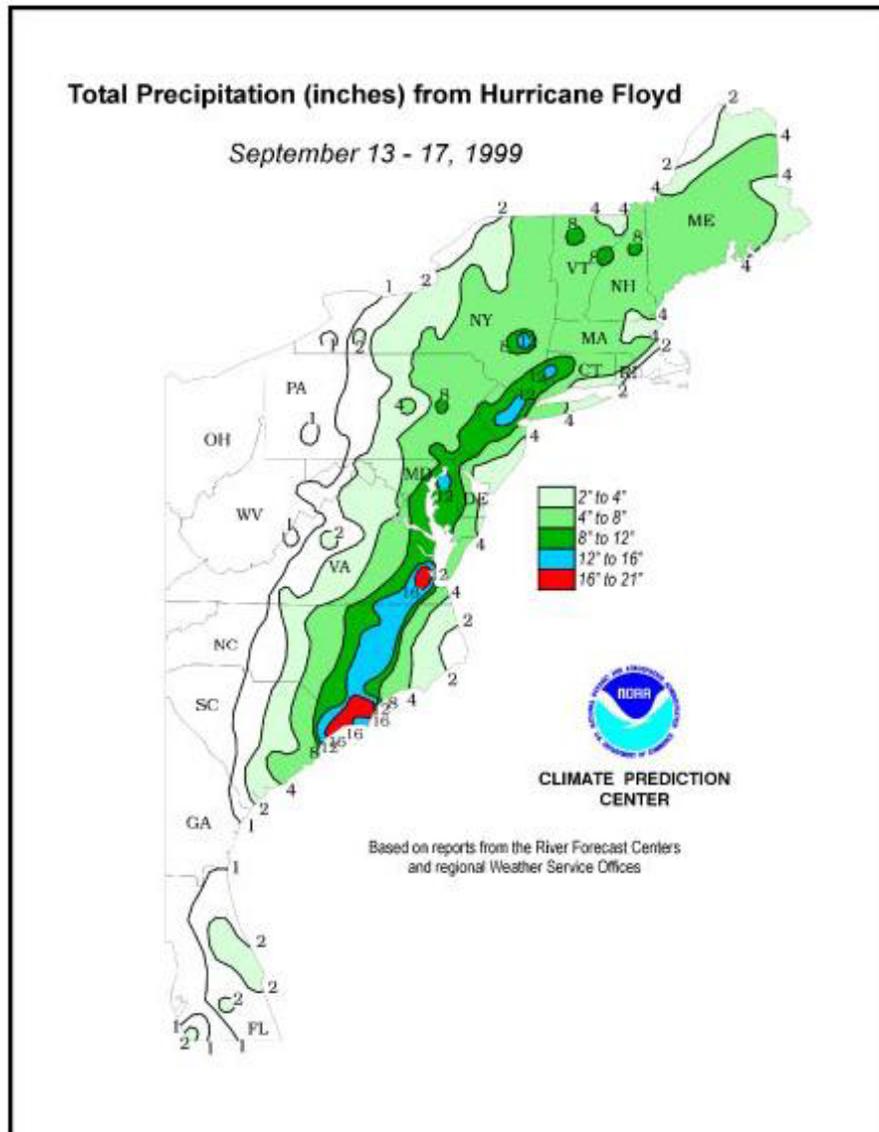


Figure 5. Total Precipitation (inches) from Hurricane Floyd, September 13-17, 1999.

Map of Danbury, CT.



Injects *Instructor Note- please cut along lines prior to instruction and have ready to pass out 15-20 minutes into the role playing. Note that the 2nd twist may be used or not, depending on whether you feel the group needs more direction or is fine with what they already have to work with.*

INJECT:

The radio on the bus was used to call the local police station for help. The crew has reported onto the scene with an ambulance; however, another uprooted tree has blocked the football team away from the police and ambulance. The battery on the radio has died out. There is no contact between the police and bus.

INJECT:

Due to the time elapsing, the temperature is beginning to drop. You have been in the rain for an extended period of time. 5 members of the team are showing signs of hypothermia. The nearest hospital is too far away for transport. The local hospital has already lost its power generators. What do you do?

Team Action Tracker

	Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
1.			
2.			
3.			
4.			
5.			
6.			

Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
7.		
8.		
9.		
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12.		

Scenario # 9

Your team represents the Department of Environmental Protection the State of Maine. It is late June of this year and the National Oceanic and Atmospheric Administration, using satellite imagery gathered by the NOAA's Harmful Algae Bloom Operational Forecast System (HAB-OFS) is warning of an unusually large and growing Harmful Algae Bloom (HAB), commonly referred to as Red Tide, which is approaching the shores of your state. A HAB's impact on your state during the busy summer season will be significant as marine life such as bivalves (shellfish) feed by filtering ocean water using their gills to capture particulate food and extract nutrients from the water. A HAB will increase the amount of harmful algae in the water and contaminate the organism as it filters the water causing a buildup of poison in the creature and making it unfit for human consumption. In addition to the impact on shellfish, if the concentration of algae is severe enough, it can cause skin irritation and allergic reactions to swimmers exposed to the HAB. Based on the HAB-OFS System, your area should start to see the effects of the HAB in approximately 10 days, with dangerous levels of contamination being reached in approximately 14 days. The news media has picked up on this story and there is a basic level of awareness that the HAB is coming, however still much confusion among the population as to its effects.

Things to Consider:

1. One challenge before your team is understanding and communicating to the public that recreationally digs for shellfish the hazards and dangers of consuming contaminated shellfish. If humans consume contaminated shellfish, they will become ill and possibly die from the exposure to bacteria.
2. Another challenge is working with the commercial shellfish community that relies on the sale of harvested shellfish for their income. Lobsters are NOT impacted by the HAB, however the lobster fishing community has extensive fears that they too will see harmful effects by a misinformed and scared public.
3. The governor of Maine is highly concerned about the HAB's impact on the heavy influx of tourists to Maine's coastal communities who come to swim and enjoy seafood. Without these tourists and the economic benefits that they bring this situation and its impact on the affected community's year round populations will be made exponentially worse.

Your Notes/Answers:

- 1.
- 2.
- 3.

Mission Essential Task List

- 1) Craft a strategy for how you will disseminate and communicate the message that your group decides on to stakeholders. Be mindful of the many competing interests here from the public and private sector and the economic impact that any decision you make will have on the state economy and the personal finances of many who rely on this industry for primary income.

Representative of the Executive Office of the Governor for the State of Maine

You are the Governor's direct representative to the HAB team. Your job is to represent the interests of the Governor who is highly concerned about the HAB and its economic impacts on the effected communities within the state.

Department of Fisheries and Wildlife

You represent the Department of Fisheries and Wildlife. It is your agency who monitors the water quality and would issue any protective action guidelines to the population when the levels of harmful algae reach the maximum contamination exposure limit.

Local Harbormaster/Shellfish Warden

You represent the local harbormaster and shellfish warden, a dual role in most communities. Your job is to enforce and ensure compliance with protective action guidelines issues by other state agencies to the public. You must be ready to enact any recommendations and enforce environmental regulations in order to prevent citizens from harvesting and consuming contaminated shellfish. You are the primary point of contact with the population so whatever message is crafted you will have a vested interest in how it is communicated.

Environmental Police

You represent the state level environmental police agency. Your primary concern in this is to enforce and ensure compliance with protective action guidelines issued by other state agencies to the commercial shellfish industry. This industry has been hard hit by HAB's in the past and is sensitive to overregulation however you must ensure that they do not disregard any guidance or regulation in order to protect the health of the population.

Department of Environmental Protection

You are charged with overseeing the safety of the commercial sale of seafood. It is your responsibility to ensure that all commercial shellfish catch that is sold is safe for consumption. There are more points of reception and distribution than you can possibly cover so you must rely on good message crafting and communication as well as spot checks to ensure compliance.

Chamber of Commerce

You are the advocate for local businesses that will be impacted by the HAB. You must balance the message coming out from this group to ensure that the tourist population is not scared away from visiting your communities and spending money there.

Other Information

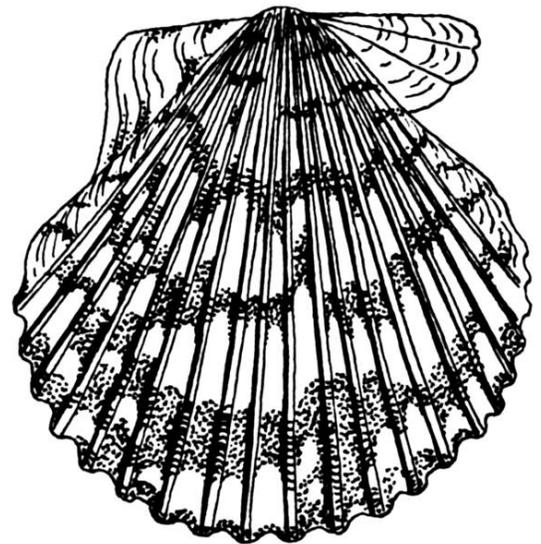
Coastal HAB events have been estimated to have economic impacts in the United States of at least \$82 million/year with the majority of impacts in the public health and commercial fisheries sectors (Hoagland and Scatasta 2006). This estimate is conservative due, in part, to a lack of information about individual events, unquantified economic effects of environmental impacts, and a lack of documentation of sociocultural impacts (such as loss of cultural practices and values, increased reliance on social services, decreased recreational opportunities, and shifts in livelihoods). Moreover, unreported illnesses, reductions in property values, lost seafood sales due to unfounded consumer fears (the “halo effect”), and lost revenue from some untapped fisheries are just a few examples of economic effects not accounted for in this estimate. Impacts of a single event on individual economic sectors (e.g. commercial fisheries) can be large (see map on next page), highlighting the likelihood that this estimate is very conservative.

Impacts of New England Red Tide on Commercial Fisheries in Maine and Massachusetts: \$23 million in 2005

In 2005, an historic *Alexandrium fundyense* bloom (also called red tide) in New England resulted in extensive and, in some locations, unprecedented closures of shellfish harvesting to prevent paralytic shellfish poisoning (PSP) in human consumers. Closures are estimated to have caused approximately \$18 million in lost shellfish sales in Massachusetts (Jin et al. 2008) and \$4.9 million in Maine (Jin et al. 2008, Athearn 2007). These estimates do not account for indirect effects on business linked to the shellfish industry or reduced spending due to lost income. Furthermore, offshore shellfish fisheries that are indefinitely closed due to shellfish toxicity likely result in millions of dollars of lost revenue.



Red Tide



Bivalve shellfish (example)

Injects *Instructor Note- please cut along lines prior to instruction and have ready to pass out 15-20 minutes into the role playing. Note that the 2nd twist may be used or not, depending on whether you feel the group needs more direction or is fine with what they already have to work with.*

INJECT:

Reports have come in of both commercial and recreational shellfish being harvested against regulations. Hospitals are starting to see a few cases of bacteria based illness connected to this HAB. How do you now deal with a potentially contaminated food supply?

INJECT:

Enter additional information or challenge that will divert their attention or add a new dimension to the inject they are currently working on

Team Action Tracker

	Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
1.			
2.			
3.			
4.			
5.			
6.			

Action Step	Team Member Responsible for Action	Potential Challenges + Solutions
7.		
8.		
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12		

1

#2

#3

#4

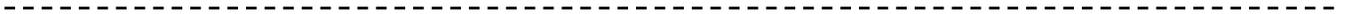
#5

#6

#7

#8

1



2

Presentation Questions

Plant these questions in the audience to prompt discussion during student presentations. Let students know that any planted question must be asked during question and answer time.

Scenario #1: Worcester Tornado

Student approvers- #1: President of the United States; #2: Vice President;
Audience: Congressional Delegates

cut along dotted lines 

A tornado like this actually happened in Worcester in 1954. What aspects of your advised plan depend on technology that has developed since 1954 and what steps should Worcester take to ensure that new technological advances are incorporated into emergency planning in the future?

If our city budget only allows us to provide new emergency equipment for one department in Worcester, which department would you advise us to support?

Occasionally multiple tornadoes occur at once. How would your response operations have been affected if there was a 2nd tornado of the same magnitude 60 minutes after the first one?

Scenario #2: Democratic National Convention

Student approvers- #1: President of US; #2: Secretary of Department of Homeland Security (DHS); Audience: DHS Senior Leadership

The 2004 Democratic National Convention was actually held here in Boston with more than 11 threats of attacks but none that were successful. Although the event was a success, the city has not bid on a large profile event since then. Do you think it is worth trying to get future national events hosted in Boston?

Do you think this kind of event is more or less challenging than planning for a natural disaster? Do you think that event planning like this should even be considered “Emergency Management”?

As you can imagine, politics can play a role in the way events are planned and managed. How should a city limit the effect of politics out of on decision making when managing an emergency management?

Scenario #3: SARS Outbreak

Student approvers- #1: President of US; #2: Vice President of US; Audience: Presidential Cabinet

This event actually occurred in Toronto, Canada, in 2003. One of the lessons learned was that there was not a consistent plan shared among hospitals to deal with infectious disease outbreaks. Considering that there are always new diseases that arise, how can you avoid trial and error of individual hospitals and instead encourage a united plan of action that all hospitals will enact that will also succeed for any kind of disease outbreak?

What kind of precautions can we as a nation take to prevent disease from coming into our borders from other countries?

How would you team and actions be different if this were a disease that was manufactured and purposefully planted as an act of biological terrorism?

Scenario #4: Andrea Doria/Stockholm Collision

Student approvers- #1: Federal Judge; #2: Chief Litigating Aid; Audience: Family Members of Victims collectively filing suit against both ocean liner companies.

cut along dotted lines 

What type of regulations do you think should be placed on all ocean liners? Who would enforce those regulations and how?

Some maritime universities, like Massachusetts Maritime Academy in Bourne, MA, have ships on campus that staff and students are trained to utilize. In fact, some have been used to help with emergency events in the past. If a similar collision occurred off the shore of one of these universities, what could the students and faculty team do to help in this incident?

A company is planning to start selling individual life boats that fold up to passengers on cruises. Do you think this is a good idea? What if too many people fill up cargo space with their own lifeboats when the ship has an adequate plan to evacuate all passengers?

Scenario #5: Oil Spill

Student approvers- #1: President of the US; #2: Commandant US Coast Guard ;
Audience: General Public demanding that oil company and responders be held responsible for costs and lasting damage the spill has done on the environment.

cut along dotted lines 

If there were large amounts of casualties or victims in your scenario, how would your actions have changed? At what point should the environment be prioritized over saving human lives in any event?

Environmental groups are calling to end the shipment of oil via cargo ships. They also are urging global transition to cleaner types of fuel. Do you think the US should be taking steps to drill oil on our own land to prevent having to ship oil from overseas? Or do you think the US should prioritize advancing alternative fuel technology?

What is your long term recovery solution (ie how are you going to get things back to normal) to the loss of a major transit route for both vehicular traffic (the bridge) and waterway traffic (the canal) Both these transit routes are vital to the local and regional economy.

Scenario #6: Stockton Springs School Intruder

Student approvers- #1: Governor of Maine; #2: Lieutenant Governor ; Audience: Community and State residents fearful of future events occurring in the schools.

cut along dotted lines 

Who do you think should be in charge of forming an emergency plan for a school? Should there be certain requirements that all schools should follow? If so, who should regulate and enforce those requirements?

Many schools prefer to practice fire drills than lock down drills because teachers find it easier to talk to their students about the threat of a fire than the threat of a gunman entering their school. How do you think teachers should communicate lock downs to their elementary students?

If this event happened in your home high school, what do you think would happen? What things has your school done to prepare for an emergency like this one?

Scenario #7: Lost Boy

Student approvers- #1: Governor of Maine; #2: Lieutenant Governor; Audience: Family members and residents of victim’s home town

cut along dotted lines 

Although the parents signed a release form to allow their child to attend this camping trip, do you think they have a right to hold the Boy Scout adult leader or the Boy Scouts of America organization responsible for this incident?

Once found, this boy scout and the entire boy scouting troupe may be severely traumatized. What kind of actions can the adults take to help these children emotionally recover?

Unlike the other scenarios you have and will see presented here today, the Lost Boy scenario had only 1 person directly impacted by the event. Do you think that 1 person warrants the use of all the services, money, and time spent?

Scenario #8: Hurricane Floyd

Student approvers- #1: Parent Teacher Association President; #2: National Transportation Safety Board Chair; Audience: Parents, friends and family of the football team

cut along dotted lines



Parents are upset and wondering why; with a known event such as a hurricane threatening the area did we still send our team on this bus ride?

Can you please better explain the thought process behind the bus driver's decision to continue driving in such horrendous weather conditions?

With so many players now on injured reserve, do you intend to continue the season using bench players, recruit new players for the team, or cancel the remainder of the season?

Scenario #9: Red Tide

Student approvers- #1: Governor of Maine; #2: President of the Chamber of Commerce; Audience: Effected commercial fishing community.

cut along dotted lines



What is our long term recover plan to assist helping our friends and neighbors without work continue to meet there financial obligations?

What is our plan to import shellfish from alternative locations for our upcoming Maine Lobster Festival (of which shellfish are an important pare) and will this cost be passed along to our consumers?

What long term mitigation measures are you considering to lessen or eliminate the impact of future harmful algae blooms.



FEMA

This is to certify that

successfully completed

Leadership in Emergency Management Course

date and location



FEMA
REGION I

