

## **Tabletop Exercise #2**

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### How to Use This Document

This document provides exercise Facilitators with all information and materials needed to plan, conduct, and evaluate an exercise. Do the following:

1. Read through the entire exercise and supporting materials.
2. Decide how to localize the scenario in a way that reflects likely challenges in your community and tests your CERT members' skills and techniques.
3. Familiarize yourself with the flow of the exercise by thoroughly reviewing the Facilitator Guidelines. Use these guidelines to conduct the exercise.
4. Make copies of the supporting documents for participants. See the Appendix index for instructions.
5. Make copies of the *Participant Feedback Form* and ask participants to complete it after the exercise.
6. Complete the *Facilitator/Evaluator Feedback Form* after the exercise.

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### **CERT Drills and Exercises**

The Community Emergency Response Team (CERT) Program educates ordinary people from all walks of life about disaster preparedness and weapons of mass destruction and trains them in basic disaster response skills, such as fire safety, light search and rescue, and disaster medical operation. Using the training, CERT members can assist others in their neighborhood or workplace following an event and can take a more active role in preparing their community.

The National CERT Program has developed a library of drills and exercises. These exercises have been designed in a ready-for-use format and include complete instructions, detailed lists of materials, and all supporting forms.

This document is used by the Facilitator(s) and supports the delivery of a tabletop exercise that can be customized to meet local needs.

### **What Is a Tabletop Exercise?**

Tabletop exercises are table-based activities typically held in an informal setting and presented by the Facilitator. There is no hands-on practice or field work. This type of exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletops can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, protection from, mitigation of, response to, and recovery from a defined incident.

Delivered in a low-stress environment, the tabletop exercise offers participants the opportunity to explore different ideas in the context of a real-world scenario. All participants should be encouraged to contribute to the discussion and be reminded they are making decisions in a “no-fault” environment.

Effective facilitation is critical to keeping participants focused on exercise objectives. The Facilitator may ask about the decisions made, including how a decision was reached or what implications a decision might have. The exercise ends either when all actions have been discussed or when the time limit is reached. Participant learning is reinforced and feedback is provided through a hot wash at the conclusion of the exercise.

For descriptions and other types of exercises for CERTs, please visit [www.fema.gov/cert](http://www.fema.gov/cert) and click on CERT Exercises.

## Exercise Overview

### “Tabletop Exercise #2”

**Hazard:** Tornado/wind storm

**Location:** Local neighborhood

**Duration:** 40-60 minutes

### Capabilities Exercised:

- Hazardous materials identification
- Medical triage
- Documentation
- Sizeup

### Exercise Objectives:

- Assess team procedures for identifying the presence of hazardous materials and taking appropriate steps to reduce risks.
- Evaluate the process for assessing and prioritizing survivor conditions.
- Evaluate methods for documenting actions taken.
- Validate CERT sizeup procedures.

### Scenario:

At 2:45 p.m. on a hot and stormy Tuesday afternoon, a severe thunderstorm spawns a tornado. The tornado strikes a town, causing heavy damage. The tornado has damaged a local middle school, and the neighborhood CERT has responded.

As the team members approach the school, they can see that the windows have been blown out of most of the building. There is debris on the ground including broken glass, books, papers, and pieces of broken furniture. Walking around the building, the team notices that although the classrooms are full of broken furniture, the walls and ceilings appear sound.

As the team members round the building to the back, the school principal approaches the team. He is bleeding from a head injury and tells the team that they haven't accounted for everyone. Two teachers, the janitor, and at least five students are missing. He has called the Fire Department, but they told him they weren't sure when they would be able to get there because of the extensive damage to the rest of the town.

The scene at the back of the school is chaotic. Two teachers who appear uninjured are trying to care for 15 children gathered in the parking lot. Some of the children are sitting,

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some are lying down, and others are walking around. Many of the children are crying, and some are screaming.

Voices can be heard from within the building calling for help.

A third teacher runs up and says that the janitor, Mr. Haynesworth, is trapped under some debris in the Maintenance Office and needs help immediately.

### For Exercise Staff

#### Exercise Synopsis:

This tabletop exercise gives the team the opportunity to:

- Discuss the process it would use to set up a Command Post.
- Develop a plan to respond to a disaster situation with a variety of damaged buildings and survivors; the plan must address triage and the identification of and response to hazardous materials.

The focus of the exercise is on prioritizing actions based on what is known of the situation and the capabilities of the team.

These activities are performed in the context of a scenario where buildings have been damaged and people injured as the result of a tornado (or wind storm). This scenario could be changed to any event that would result in building damage and injured survivors.

After discussing the process for setting up the Command Post, the team develops an initial plan to respond to the situation. Once the initial plan is developed, the Facilitator pauses the exercise to discuss the plan.

After the discussion, the Facilitator passes out *Damage Assessment Forms* with information on the condition of the buildings and survivors. Using this new information, the team then develops a plan for responding to the scenario.

The exercise ends either when all actions have been discussed or the time limit is reached. At the conclusion of the exercise, a hot wash helps participants review what they have learned and provides feedback on the exercise.

#### Exercise Materials and Staff:

- Facilitator (1 for each group of 7-10)
- Forms:
  - Local map, used during the exercise
  - *Damage Assessment Forms*, used during the exercise
  - *Events and Evaluation Form for Facilitator(s) and Evaluator(s)*, used by the Facilitator(s) and Evaluator(s) during the exercise
  - *Facilitator/Evaluator Feedback Form*, completed after the exercise
  - *Participant Feedback Form*, completed after the exercise

### Exercise Staff Roles:

#### 1. *Facilitator*

The Facilitator will play three roles for this exercise.

First, the Facilitator will lead and guide the exercise by presenting information. This will keep the exercise moving forward and make sure the key decision points in the exercise are reached.

Second, the Facilitator will observe and coach. In this role, he or she will observe the group process and discussion. As the exercise unfolds, he or she may need to step in and help the team members clarify their decision making by asking questions about their thought process and the factors they considered in making choices. For example, if they placed a high priority on helping a victim who was probably dying, or if they decided to enter a building that was clearly too dangerous, work through their decision-making process so they realize the potential negative results of their decision.

The Facilitator may want to take notes on decisions made and actions taken so he or she can refer to them later. Use the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)* to record notes.

Third, the Facilitator will conduct a hot wash (debrief). The purpose of the hot wash is to reinforce learning by helping participants evaluate their own decision making. It is a balance between:

- Asking participants why they made the choices they did and what they learned.
- Providing additional information and coaching.

Bear in mind that, although the Facilitator may have more experience and knowledge, participants will likely learn more if coached through their decision-making process than if they are told what they should have done.

During the hot wash and after the exercise, the Facilitator has additional responsibilities including collecting feedback on the exercise and how beneficial it was for CERT participants, and providing input to improve future CERT exercises.

#### 2. *Evaluator*

The role of Evaluator is typically assumed by the Facilitator in a tabletop exercise. The primary responsibility of the Evaluator is to assess the exercise based on the events and expected actions listed on the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)*. The Evaluator typically has a passive role and does not interfere with the exercise unless he or she is also playing the role of Facilitator.

**Facilitator Guidelines**

<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>1</b>	Prepare for the exercise.	<ul style="list-style-type: none"> <li>• Make copies of the handouts in the Appendix. The Appendix index indicates how many copies are needed.</li> <li>• Make copies of the two-page Exercise Overview for each participant.</li> </ul>
<b>2</b>	If necessary, organize the group into groups of 7-10.	Explain that each small group will go through the exercise together.
<b>3</b>	Introduce the exercise to all participants.	Distribute the two-page Exercise Overview to all participants.  Explain that the purpose of the exercise is: <ul style="list-style-type: none"> <li>• To provide an opportunity to talk through the procedures the team would implement in response to a given scenario.</li> <li>• To improve CERT’s operational performance by practicing and validating policies, plans, procedures, and training in the risk-free environment of an exercise.</li> </ul>
<b>4</b>	Review the goals of the exercise with all participants.	Explain the goals of the exercise. <ul style="list-style-type: none"> <li>• Assess team procedures for identifying the presence of hazardous materials and taking appropriate steps to reduce risks.</li> <li>• Evaluate the process for assessing and prioritizing survivor conditions.</li> <li>• Evaluate methods for documenting actions taken.</li> <li>• Validate CERT sizeup procedures.</li> </ul>

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>5</b>	Present the scenario to all participants.	<ul style="list-style-type: none"><li>• At 2:45 p.m. on a hot and stormy Tuesday afternoon, a severe thunderstorm spawns a tornado. The tornado strikes a town, causing heavy damage. The tornado has damaged a small local middle school, and the neighborhood CERT has responded.</li><li>• As the team members approach the school, they can see that the windows have been blown out of most of the building. There is debris on the ground including broken glass, books, papers, and pieces of broken furniture. Walking around the building, the team notices that although the classrooms are full of broken furniture, the walls and ceilings appear sound.</li><li>• As the team members round the building to the back, the school principal approaches the team. He is bleeding from a head injury and tells the team that they haven't accounted for everyone. Two teachers, the janitor, and at least five students are missing. He has called the Fire Department, but they told him they weren't sure when they would be able to get there because of the extensive damage to the rest of the town.</li><li>• The scene at the back of the school is chaotic. Two teachers who appear uninjured are trying to care for 15 children gathered in the parking lot. Some of the children are sitting, some are lying down, and others are walking around. Many of the children are crying, and some are screaming.</li><li>• Voices can be heard from within the building calling for help.</li><li>• A third teacher runs up and says that the janitor, Mr. Haynesworth, is trapped under some debris in the Maintenance Office and needs help immediately.</li></ul>

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>6</b>	Hand out copies of the map to each participant.	
<b>7</b>	Provide initial instructions.	<p>Ask the group how they would:</p> <ul style="list-style-type: none"> <li>• Establish an Incident Command.</li> <li>• Choose the location for the medical treatment area.</li> <li>• Develop a plan to respond to the situation, including defined roles and assigned tasks.</li> </ul> <p>Emphasize that all members of each small group will participate in the decision-making process. Each member should be prepared to make decisions as if he or she is the Incident Commander (IC), Team Leader, or another role of the Command Post Team.</p>
<b>8</b>	Pause. Discuss the roles and tasks and provide feedback about the group's decisions.	<ul style="list-style-type: none"> <li>• Do the roles and tasks address the situation in the best way possible?</li> <li>• Are the Command Post and medical treatment area located appropriately?</li> </ul>
<b>9</b>	Resume the exercise by distributing the <i>Damage Assessment Forms</i> to each group.	Instruct the group to review the <i>Damage Assessment Forms</i> .
<b>10</b>	Ask the group to develop a plan of action.	Explain that the plan of action should address the situation as they now understand it. An IC should be designated and he or she should ask for input from the team as if everyone has a role on the Command Post Team. NOTE: Coaching points are provided in Step 16.
<b>11</b>	Observe the discussion and decision-making process.	

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>12</b>	Discuss the implications of their decisions as appropriate.	Review the decisions made by the team and discuss if the team’s priorities are based on the needs of the situation and if the team has the capability to achieve its action plan.
<b>13</b>	Terminate the exercise when the time has run out, or most of the small groups have developed a final plan of action.	
<b>14</b>	Conduct the hot wash with all participants and staff members.	<ul style="list-style-type: none"> <li>• Since documentation is a key part of every CERT response, ask specific questions during the hot wash that would likely require the group to refer to documentation for answers. Questions might include:               <ul style="list-style-type: none"> <li>○ How were CERT members divided into functional teams?</li> <li>○ What actions were taken and by whom?</li> <li>○ Why were certain actions taken?</li> <li>○ When did they do this?</li> <li>○ What conditions did they find?</li> <li>○ What did you do next?</li> <li>○ What worked well and what did not?</li> <li>○ What forms or methods would you use in a real event to document status and additional needs?</li> </ul> </li> <li>• NOTE: Documentation may be done in a variety of ways – from structured forms, to notes on scrap cardboard, to writing on the back of a hand. The format isn’t important, but retaining the information is.</li> </ul>

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
<b>15</b>	Provide coaching to the participants as appropriate.	<p>Coaching points you may want to bring up to the group if not already mentioned include:</p> <ul style="list-style-type: none"> <li>• The two most important goals for team members are: Protect yourself first, and then do the greatest good for the greatest number of people. All other decisions flow from these two considerations.</li> <li>• Parking lot               <ul style="list-style-type: none"> <li>○ The teacher with a broken wrist is a low priority.</li> <li>○ The teacher lying on the ground unconscious, who does not seem to be breathing and has a rapid, shallow heart rate is probably dying. This is a low priority.</li> <li>○ The 10 uninjured children are a low priority. Consider finding a volunteer to move them to an area away from those who are severely injured.</li> <li>○ The child with spurting blood has an arterial wound. This is a high priority.</li> <li>○ The unconscious child who is having trouble breathing may have an obstructed breathing passage. This is a high priority. Note that the IC could inform emergency services about this situation.</li> <li>○ The screaming child whose arm is hanging limply from her shoulder probably has a broken arm. While she is in pain, this is not life threatening. She is a low priority. When time permits, splint her arm. In the meantime, try to find someone to sit with her.</li> </ul> </li> </ul>

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<b>Step</b>	<b>Action</b>	<b>What to Say/Do</b>
		<ul style="list-style-type: none"> <li>○ The child lying on the ground moaning needs a head to toe assessment. This person may be in shock. This is a high priority.</li> <li>○ The child sitting against a tree not responding to verbal commands is likely in shock. This is a medium priority.</li> <li>● School building               <ul style="list-style-type: none"> <li>○ The classroom with the door blocked by debris clearly has people trapped in it. Sending more members will likely be enough to move the debris and rescue the teacher and students. This is a high-priority rescue.</li> <li>○ The child crushed under the large wooden cabinet is probably dead. Move on.</li> </ul> </li> <li>● Maintenance Office               <ul style="list-style-type: none"> <li>○ It will be very tempting to try to rescue Mr. Haynesworth since he is so close to the open door. However, the National Fire Protection Association (NFPA) sticker clearly indicates a flammable hazard, and the smoke drifting out the door indicates a fire inside. No one should enter this area. Wait for the Fire Department.</li> </ul> </li> </ul>
<b>16</b>	Distribute the <i>Participant Feedback Form</i> to all participants.	Ask participants to complete the form.
<b>17</b>	Distribute the <i>Facilitator/Evaluator Feedback Form</i> .	Ask all Facilitators/Evaluators to complete the form.

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## **Appendix**

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## **Index of Forms and Materials**

Local map (1 page): 1 copy per participant is distributed during the exercise

*Damage Assessment Forms* (3 pages): 1 set per team is distributed during the exercise

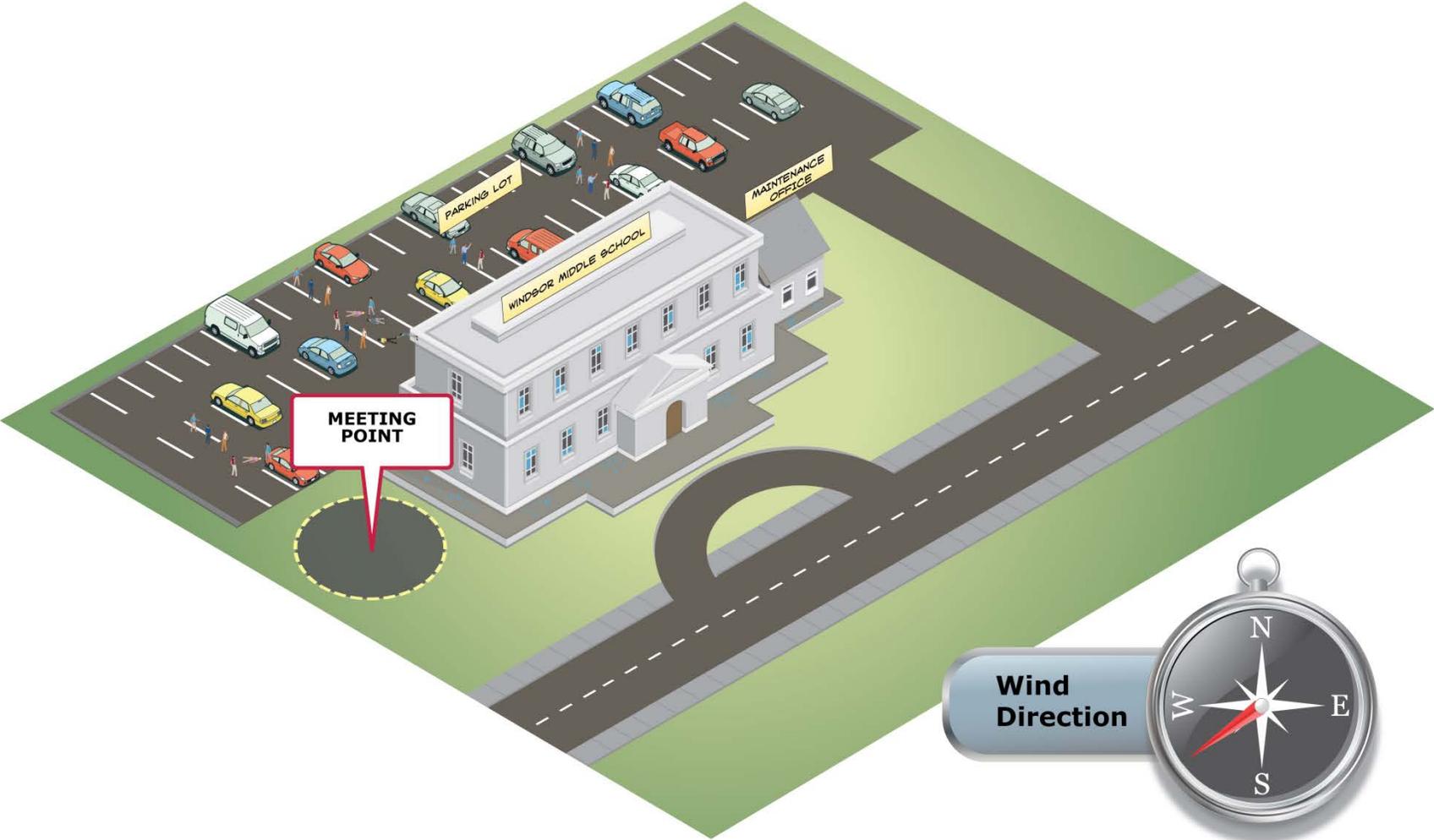
*Events and Evaluation Form for Facilitator(s) and Evaluator(s)* (4 pages): 1 copy per Facilitator and Evaluator is distributed before the exercise

*Facilitator/Evaluator Feedback Form* (1 page): 1 copy per Facilitator and Evaluator is distributed after the exercise

*Participant Feedback Form* (1 page): 1 copy per participant is distributed after the exercise

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**Local Map**



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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
Parking Lot

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
								X			X				

**OBSERVATIONS**

One teacher has a broken wrist but responds to questions.

One teacher is lying on the ground unconscious. He does not seem to be breathing. Heart rate is rapid but shallow.

Ten children are uninjured.

Five children are injured:

- One child has a deep cut on his forearm and blood is spurting out.
- One child is unconscious and having trouble breathing.
- One child is screaming and her arm is hanging limply from her shoulder.
- One child is lying on the ground moaning.
- One child is sitting against a tree and does not respond to verbal comments.

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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
*School building*

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
						X		X	X	?	X				

**OBSERVATIONS**

*One classroom door is blocked by debris. It is too much for the search team to move. The team was able to establish voice contact with the teacher in the room. She has a broken leg and there are several students in the room with her. Some appear unconscious.*

*In one classroom, a large wooden cabinet has fallen on a child. His legs are visible, but he is not moving and is unresponsive to verbal questions. No pulse can be detected in his ankle.*

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<b>DAMAGE ASSESSMENT FORM</b>	CERT	DATE
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LOCATION  
*Maintenance Office*

**SIZE UP**  
(check if applicable)

FIRES		HAZARDS				STRUCTURE		PEOPLE			ROADS		ANIMALS		
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	INJURED	TRAPPED	ROAMING
X					X	X		X	X		X				

**OBSERVATIONS**

*Heavy metal door to office is partially open from the outside, but blocked by debris.*

*Light smoke is drifting out the top of the door.*

*Mr. Haynesworth can be heard moaning inside the room, but he can't be seen from the outside. He is in severe pain and is calling for help.*

*The door has an NFPA sticker on it coded: Blue - 1, Red - 3, Yellow - 0, White -Blank.*

CERT MEMBER: <i>Micah</i>	PAGE <u>1</u> OF <u>1</u>
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## Events and Evaluation Form for Facilitator(s) and Evaluator(s)

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
Parking lot: Teacher with broken wrist.  [Prioritizing]	Low priority	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
Parking lot: Teacher lying on the ground unconscious who does not seem to be breathing and has a rapid, shallow heart rate.  [Prioritizing]	Probably dying.  Low priority	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
Parking lot: Ten uninjured children.  [Prioritizing]	Low priority  Consider finding volunteer to move children to area away from more severely injured people.	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
Parking lot: Child with spurting blood.  [Prioritizing]	Has an arterial wound.  High priority	Time action completed: _____  Completion: No ____ Yes ____ Partial ____  Notes:
Parking lot: Unconscious child who is having trouble breathing.  [Prioritizing]	May have obstructed breathing passage.  High priority  IC could inform emergency services about this situation.	Time action completed: _____  Completion: No ____ Yes ____ Partial ____  Notes:
Parking lot: Screaming child whose arm is hanging limply from her shoulder.  [Prioritizing]	Probably has a broken arm.  While she is in pain, this is not life threatening.  Low priority  When time permits, splint her arm. In the meantime, try to find someone to sit with her.	Time action completed: _____  Completion: No ____ Yes ____ Partial ____  Notes:

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
Parking lot: Child lying on the ground moaning. [Prioritizing]	Needs head-to-toe assessment. May be in shock. High priority	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
Parking lot: Child sitting against a tree not responding to verbal commands. [Prioritizing]	Likely in shock. Medium priority	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
School building: Classroom with the door blocked by debris. [Prioritizing]	Clearly has people trapped in it. Sending more members will likely be enough to move debris and rescue teacher and students. High-priority rescue	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
School building: Child crushed under the large wooden cabinet. [Prioritizing]	Probably dead. Move on.	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
<p>Maintenance Office: Mr. Haynesworth behind partially blocked door. [Prioritizing]</p>	<p>Very tempting to try to rescue Mr. Haynesworth since so close to open door. But NFPA sticker clearly indicates flammable hazard, and smoke drifting out the door indicates a fire inside. No one should enter area. Wait for Fire Department.</p>	<p>Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:</p>
<p>(General) Incident Command established. [Incident Command]</p>	<p>IC identified. Other command positions assigned. SAR groups established and assigned.</p>	<p>Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:</p>
<p>(General) Medical treatment area established. [Medical Treatment Area Setup]</p>	<p>Per <i>CERT Basic Training</i></p>	<p>Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:</p>

<b>Message/Event</b>	<b>Expected Action</b>	<b>Actual Observed</b> <b>(To be filled in by Evaluators during the exercise)</b>
(General) Sizeup procedures are followed.  [Sizeup]	Per <i>CERT Basic Training</i>	Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

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# Facilitator/Evaluator Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

Role (Optional):

CERT/Organization:

- Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the following statements, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The Facilitator(s) was knowledgeable about the area of play and kept the exercise on target.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed the CERT to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped the CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures.	1	2	3	4	5

- Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

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Areas for improvement: \_\_\_\_\_

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- Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

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# Participant Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

CERT/Organization:

1. Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the statements provided below, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree			Strongly Agree	
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed me to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped my CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures	1	2	3	4	5
After this exercise, I believe my CERT is better prepared to deal successfully with the scenario(s) that was exercised.	1	2	3	4	5

2. Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: \_\_\_\_\_

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Areas for improvement: \_\_\_\_\_

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3. Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

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