# TABLETOP EXERCISE – Blank Template

## Summary

This tabletop exercise aims to test the response of staff when faced with xxxxxxxxxxxxxxxxxxxxxxxxxxxx ………………………………………………………………………………………………………………………….

This exercise is designed to last approximately one/two/three hour(s).

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| --- | --- |
| **Approximate timings** | **Activity** |
| 5 minutes | Introduction to exercise |
| 5 minutes | Inject 1 |
| 15 minutes | Group discussion |
| 5 minutes | Inject 2 |
| 15 minutes | Group discussion |
| 5 minutes | Inject 3 |
| 15 minutes | Group discussion |
| 5 minutes | Inject 4 |
| 15 minutes | Group discussion |
| 30 minutes | Debrief |

## Inject 1

Scenario time

Day/Time.

News bulletin

“Get creative but stay within the scope”

Information

What has happened.

|  |
| --- |
| Based on the information provided, discuss the potential issues raised in Inject #1.  Identify any additional requirements, critical issues, decisions, or questions that should  be addressed at this time. The following questions are provided as suggested general  subjects: these questions are not meant to constitute a definitive list of concerns to be  addressed, nor is there a requirement to address every question.   * How will your school/setting respond to this information? Does it have a formal plan(s) for response? * Which agencies, organisations, or personnel should be notified? If personnel are   unavailable, whom do you contact?   * Is there anyone else you need to notify or coordinate with at this time? * What impact would this incident have on your local government’s day-to-day   operations? What adjustments need to be to accommodate the impact?   * Are any other actions required? |

## 

## Inject 2

Scenario time

Day/Time

News bulletin

“Provide an update to the previous bulletin.”

Information

How has the incident progressed

|  |
| --- |
| Based on the information provided, discuss the potential issues raised in Inject #2.  Identify any additional requirements, critical issues, decisions, or questions that should  be addressed at this time. The following questions are provided as suggested general  subjects: these questions are not meant to constitute a definitive list of concerns to be  addressed, nor is there a requirement to address every question.   * How does this information impact your community? What changes would you   make to the initial decisions/response?   * Which agencies would need to be notified or involved based on this updated   information? Consider local and state agencies, including local agencies from  other jurisdictions.   * At this point, what impact do you anticipate this incident will have? * What public messaging would need to take place at this point. If any? |

**Inject 3**

**Scenario time**

Day/Time

**News bulletin**

*“Provide an update to the previous bulletin.”*

**Information**

How has the incident progressed

|  |
| --- |
| Based on the information provided, discuss the potential issues raised in Inject #2.  Identify any additional requirements, critical issues, decisions, or questions that should  be addressed at this time. The following questions are provided as suggested general  subjects: these questions are not meant to constitute a definitive list of concerns to be  addressed, nor is there a requirement to address every question.   * What plans will your school/setting implement at this time? * Which other organisations or agencies will you work with to respond to the current situation? * What information should be communicated to the public at this time, if any? What is   the messaging process and current message? |

**Inject 4**

**Scenario time**

Day/Time

**News bulletin**

*“Provide an update to the previous bulletin.”*

**Information**

How has the incident progressed

|  |
| --- |
| Based on the information provided, discuss the potential issues raised in Inject #2.  Identify any additional requirements, critical issues, decisions, or questions that should  be addressed at this time. The following questions are provided as suggested general  subjects: these questions are not meant to constitute a definitive list of concerns to be  addressed, nor is there a requirement to address every question.   * Does your school, setting or community have plans and procedures for post-incident recovery? What are they? * Which agencies and organisations are you coordinating with to recover as   quickly as possible? Consider non-governmental organisations, as well as local  government and state agencies.   * Describe any communications plans or procedures that would assist in   communicating with the public and local authority. |

**Debrief**

Reviewers should debrief participants as soon as possible after the exercise so participants do not forget what they experienced.

The debrief should focus on participants' thoughts about their performance in the exercise. The tabletop exercise facilitator ensures the discussion is relevant to the exercise objectives and recognises areas of improvement.

A better way is to have relevant questions and discussion points noted by the evaluators and carry the conversations in that direction.

The goal is for participants to take away relevant information from the exercise so they can improve and apply these actions during a real incident.

Some of the questions the lead facilitator can ask include, what worked well? What gaps do you think need to be addressed?

**Exercise Checklist**

1. Agree the scenario, extent and aim of the exercise with senior management.
2. Assemble a multi-disciplinary exercise planning team and agree the objectives for each area to be exercised.
3. Sketch out and then develop the main events of the exercise and associated timetables.
4. Determine and confirm the availability of those to be involved
5. List the facilities required for the exercise and confirm their availability e.g. transport, buildings and equipment
6. Ensure that all communications (if being used during the exercise) have been tested at some stage prior to the exercise.
7. Ensure that all participants have been briefed.
8. Ensure that all players are aware of the procedures to be followed if a real emergency occurs during the exercise.
9. Ensure that senior management, directing staff, umpires and key players are aware of the time and location for the 'hot' debrief, and circulate a timetable for a full debrief.
10. Discuss with senior management the outcome of the exercise and agree the future exercise programme.
11. It’s essential to strike a balance. The exercise must be long enough to explore the scenario and evaluate the response plan fully but not so long that participants become disengaged.
12. Thank all personnel and outside agencies which took part.