# Detailed guideline for TTX 7.1 P\_2: incident in a garage box in a residential area

The table below provides a detailed step by step guide for trainers that can be used/consulted to conduct TTX 7.1 P\_2 (incident in a garage box in residential area) as tabletop exercise

Table 7: Detailed guideline for the TTX: Incident in a garage in a residential area

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| **Step** | **Action** | **What to Say/Do** | |
| **1** | Prepare for the exercise. | Read the guide for teachers  Adjust the provided participant guidance PowerPoint  Adjust and print the empty overview maps and stickers for the exercise. Print and provide scenario overview to the support trainers.  Read the script for the facilitator and ensure availability during training for reference  Provide the dispatches to the support trainers. | |
| **2** | Introduce the exercise to all participants. | Have all participants in the same room and use the provided PowerPoint to introduce the exercise. Explain that it is a safe learning environment and explain the approach:   * Scenario based exercise focusing on interaction with dispatch and with other responders in the field * To bring learned MELODY modules into practice and to focus especially on the interagency cooperation when all what is learned is put into practice. * To provide an opportunity to talk through the procedures the team would implement in response to a given scenario. | |
| **3** | Review the goals of the exercise with all participants. | Explain the goals of the exercise.   * The main goal of this exercise is to improve the interagency cooperation * Some concrete subjects will also be part of this exercise in order to focus the discussion the interagency cooperation on some relevant topics for first responders:   + Question protocol for the dispatch   + En-route risk assessment   + On scene risk assessment   + Joint operational picture   + Tasking of first responders   + Feedback to C2   + Recognize need and request for assistance | |
| **4** | If necessary, organize the group into groups of 6-10. | Explain that each small group will go through the exercise together. Each group will consist of representatives of the different response organizations. | |
| **5** | Organize the group into their respective columns (one for fire, one for police and one for ambulance | Explain that the first part of the exercise is about the interaction of each of the response organizations separately with the dispatch officer until they arrive at the scene of the virtual incident after which they will come together | |
| **6** | Start the exercise | Provide materials to the participants   * Hand out copies of the map to each participant (coarse map)   For participants new to the table-top-exercise provide prints of:   * METHANE * Dispatch questioning protocol * En-route risk assessment * On scene risk assessment   More experienced participants will not be provided with dedicated sheets but might be reminded by the Trainer/facilitator during the exercise to use prior knowledge. | |
| **7** | Provide the response organizations with their designated, brief (incomplete) dispatch call. | * Ambulance: Unwellness on the street in residential area * Fire: odour nuisance in flat in residential area * Police: assistance with unwellness on the street in residential area | |
| **8** | Interaction with the dispatch officer | The participants of the different response organizations should ask for additional questions to their dedicated dispatch officer (played by Trainer/facilitator/white cell/dispatch officer) to obtain more information on the incident. Support trainers will have in depth information which they can provide upon request | |
| **8b** | En route risk assessment and situational awareness | Ask the group:   * Their perception of the incident (CBRN or not) (large or small) * Where they want to set up the C2 * What units they except/want to have present at the scene   Encourage input from all participants. Try to get all input by asking direct questions | | |
| **8C** | Built individual team common operational picture | Using the map and the stickers, ask the participants to add information to the map for:   * Wind direction * Command area/starting location * Caller * Emergency Response (ER)   Trainer/facilitator adds info to map, if requested/obtained from dispatch for the various response organisations | | |
| **9** | The groups arrive on the (virtual) scene | The participants of the separate groups are asked to analyse based on the available information if they are dealing with a CBRN incident.  Based on the available information the conclusion should be that the situation is **NOT** a CBRN incident, and they can perform their activities normally | | |
| **10a** | Arrival on scene  First activities | Discussion on which tasks the first arriving units will perform. The participants are provided with additional information to better assess the scene. | | |
| **10b** | Expected activities | Facilitator discusses differences and similarities between activities as indicated by the participants and expected activities considered relevant by developers TTX  Fire department talks with caller 1: complaint about odour  Ambulance: help victim 1 on the street  Police: talk with caller 2: report of victim on the street | | |
| **11a** | Bring groups together in same room | After the set time the groups are brought together and bring their overview map | | |
| **11b** | Group discussion | All units are on scene and first joint discussion between units take place and they establish a shared operational picture. They discuss their view of the incident and what is happening (scenarios, risks, possible approaches and tasking (what and where)) | | |
| **11c** | Group discussion | The participants should reach the conclusion that the two incidents are linked and perform the risk assessment again. This should lead to the conclusion that they are dealing with a CBRN incident.  They discuss their planned tasks and activities (who does what) | | |
| **11d** | Share and discuss made pictures | Compare the made maps of three groups and:   * Discuss differences between the maps * Discuss which information is relevant to other responders * Discuss what information should be relayed to incoming units * Discuss what is needed for interagency cooperation in this phase/ how can it improve * Discuss what additional units are needed based on the first assessment of the incident * Ask participants to draw/colour the zones on the map | | |
| **12** | Determine course of action for units on scene | Let the group make decisions on who is going to do what where. Focus on a shared understanding in the team on how to improve the cooperation: how to inform each other, how to adapt the individual actions, etc.  Ideally:   * Police start evacuation of bystanders, * Police will cordon incident scene/ traffic * Ambulance will start treatment * Fire department will perform reconnaissance of garage * Fire department will decontaminate victim 1   If tasking is not performed nudge/direct players to take “correct”/desired action. For example:  Police enters garage 🡪 experience physical effects and have to go outside  Ambulance start treatment before decon 🡪 experience physical effects and have to go outside | | |
| **12** | Actions are performed and incidents evolves virtually | Additional information is collected, and actions taken:  **Fire**:   * Observe indicators of an improvised laboratory * Find a second victim inside garage * victim 1 is decontaminated   **Police**:   * interviews witnesses, cordon area   **Ambulance**   * start treatment of victim 1 | | |
| **13** | Share and discuss actions and new information  Discuss need for additional units and specialists | Allow the participants to discuss:   * the situation at hand * what information needs to be provided to C2 * what additional regular units are needed * what specialist units are needed * Did this phase in the incident let to extra cooperation opportunities of needs? * Did the intended cooperation and previously decided way of work to reach this work? |
| **14** | Evaluation | Discuss with participants (use also suggested discussions questions):   * How do they reflect on their (interagency) cooperation in this exercise? * What decisions were made? * Why were certain actions taken? * When did they do this? * Who needs what information? Try to distinguish between nice to have and need to have * How was your own safety taken into account? * What would they like to improve during the next exercise and how will they accomplish that?   **Coaching points.**  The two most important goals for team members are:   1. Protect yourself first, and then do the greatest good for the greatest number of people. You will need each other (all response organizations) to do this. 2. What information is crucial to share in order to positively influence interagency cooperation? |
| **15** | | Terminate the exercise when the time has run out, or after-action review is completed | | |