



# Enhanced Sports and Special Events Incident Management MGT-440

Course Design Document

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# FEMA





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## Course Description

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### Overview

The *Enhanced Sports and Special Events Incident Management* course is a scenario-based practicum of several primary areas within the field of sports and special events management including:

- event planning;
- incident management;
- crowd and evacuation management; and
- crisis information management.

The course is intended to prepare emergency responders as well as event management personnel, concessionaires, athletic department personnel, and elected and chief executives who would be involved in the preparation for and response to a large-scale incident during sporting or special events. There are two rigorous, simulation-supported, scenario-based emergency response activities designed to hone both individual and team-building decision-making, event planning, and incident management skills in the context of sports and special events operations.

### Scope

This course addresses several national priorities and capabilities that the U.S. Department of Homeland Security (DHS) encourages state and local jurisdictions to establish, as outlined in the Strategic National Risk Assessment (SNRA), Presidential Policy Directive-8 (PPD-8), National Preparedness Goal, and the core capabilities.

### National Preparedness Goal

PPD-8 directs that the goals establish measurable readiness priorities and targets. The National Preparedness Goal defines success as “[a] secure and resilient Nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk” (DHS, p. 1).

The capability-specific priorities are:

- preventing, avoiding, or stopping a threatened or actual act of terrorism;
- protecting our citizens, residents, visitors, and assets against the greatest threats and hazards in a manner that allows our interests, aspirations, and way of life to thrive;
- mitigating the loss of life and property by lessening the impact of future disasters;
- responding quickly to save lives, protect property and the environment, and meet the basic human needs in the aftermath of catastrophic incidents; and



- recovering through a focus on a timely restoration, strengthening, and revitalization of infrastructure, housing, and a sustainable economy, as well as the health, social, cultural, historic, and environmental fabric of the communities affected by a catastrophic event (DHS, p. 1).

## **Core Capabilities**

The core capabilities provide guidance on the specific capabilities and levels of capability that federal, state, local, and tribal entities will be expected to develop and maintain. The current core capabilities identify thirty-two essential capabilities. This workshop addresses capability targets under the following capabilities through an instructor-led training module and activities to emphasize key points:

- Operational coordination
- Operation communications
- Community resilience
- Response/Health and safety
- Intelligence and information sharing
- Public and private services and resources

## **Target Audience**

To reinforce the multi-discipline team approach, the target audience for this course must include representation from the organization executive management/owners, event management and operations staff, and operators and/or managers of large arenas/venues, as well as the host community and emergency response managers and representatives from local government.

Personnel who represent community public relations, risk management, business/finance, and business continuity functions are also essential to the course's success. When the course involves universities and colleges, the audience must also include stakeholders from athletic departments and/or event management staffs and representatives from campus public safety, emergency management, campus administration, campus environmental health and safety, the physical plant, and student life/affairs. The audience also includes stakeholders from communities that host, surround, or neighbor sports/special events venues. These stakeholder include fire services; Emergency Medical Services (EMS); law enforcement at the local, state, tribal, and federal levels; Non-Governmental Organizations (NGO); public health; public works; and other local, state, and federal agency representatives that would be involved in the planning and management of a sports/special event or large venue, as well as representatives from local and regional media services.

## **Prerequisites**

None



## **Recommended Training**

It is highly recommended that participants complete the following training:

- IS-100.C: *Introduction to the Incident Command System, ICS 100*
- IS-200.C: *Basic Incident Command System for Initial Response, ICS-200*
- E/L/G 0300 *Intermediate Incident Command System for Expanding Incidents, ICS 300*
- E/L/G 0400 *Advanced Incident Command System for Complex Incidents, ICS 400*
- IS-700.B: *An Introduction to the National Incident Management System*
- IS-800.D: *National Response Framework, An Introduction*
- IS-2200: *Basic Emergency Operations Center Functions*
- AWR-167: *Sport and Special Event Risk Management*
- MGT-404: *Sports and Special Events Incident Management*
- MGT-412: *Sport Venue Evacuation and Protective Actions*

## **Course Length**

24 hours

## **Instructor-to-Participant Ratio**

10:40

## **Required Materials/Facilities**

Required materials include the following:

- *Enhanced Sports and Special Events Incident Management Instructor Guide*
- *Enhanced Sports and Special Events Incident Management Participant Guide*
- Incident management handbook/job aid
- PowerPoint presentation
- Emergency Management Exercise System (EM\*ES) Web
- Computers (1 per participant)
- Incident Command System (ICS) forms:
  - ICS 201 Incident Briefing
  - ICS 202 Incident Objectives
  - ICS 203 Organization Assignment List
  - ICS 204 Assignment List
  - ICS 205 Incident Radio Communications Plan





- ICS 205A Communications List
- ICS 206 Medical Plan
- ICS 207 Incident Organization Chart
- ICS 208 Safety Message/Plan
- ICS 209 Incident Status Summary
- ICS 210 Resource Status Change
- ICS 211 Incident Check-In List
- ICS 213 General Message (3-part form)
- ICS 213 Resource Request (RR) (Coast Guard [CG]) (5-part form)
- ICS 214 Activity Log (optional 2-sided form)
- ICS 215 Operational Planning Worksheet
- ICS 215A Incident Action Plan Safety Analysis
- ICS 218 Support Vehicle/Equipment Inventory
- ICS 220 Air Operations Summary Worksheet
- ICS 221 Demobilization Check-Out
- ICS 225 Incident Personnel Performance Rating

## **Learning Environment**

This course must be taught in an environment that is conducive for participant success. Ensure the classroom adheres to the following:

- Adequate lighting is available for participants.
- The classroom is at a comfortable temperature (e.g., not too cold or hot).
- There is minimal outside noise that could distract participants during the course.
- The classroom is set up so that all participants can see the content and participate in the course.
- An evacuation plan is available in case of an emergency.
- Emergency systems are operable (e.g., emergency exits, emergency lighting).
- Any environmental and/or safety hazards are identified and eliminated or controlled (e.g., insects, slip/trip/fall hazards).
- All equipment and tools being utilized are operable and in good condition.





## Testing/Certification

The instructor will use oral questioning during the presentation of each module to assess participants' mastery of the material. Problem areas identified during questioning will be reviewed in further detail.

The course activities within each module assess participant understanding and apply knowledge obtained during the module. Discussion of responses further allows the instructor to assess mastery of the module's material.

Following U.S. Department of Homeland Security (DHS) standards, a pre-test and post-test are administered to measure participants' understanding of the course material. Participants are required to score 70 percent or better on the post-test and attend 80 percent of the course hours in order to receive a course certificate of completion.

If a participant scores below 70 percent, the instructors are available to provide remediation with the participant to address specific areas of emphasis. Participants will be allowed up to two additional attempts at passing the post-test. If the participant still scores below 70 percent after the two post-test retakes, he/she will not receive a course certificate of completion and the participant must retake the course at a future date and pass the post-test to receive the course certificate of completion.

## Registration and Attendance

Attendance is crucial in order to receive credit for this course. All participants must complete registration prior to the beginning of the course, sign the attendance roster for each day of the course, attend 80 percent of the course hours, and complete the evaluation at the end of the course in order to receive a certificate of completion.

Participants will register for the course online (<https://teex.org/dhs-fema-funded>). Under the training tab, participants will:

1. Select *DHS/FEMA-Funded*.
2. Select the course and click the *Register* button.  
**Note:** Participants will be asked to log into *myTEEX Student Portal* with their existing TEEX account (or create an account if they are new students).
3. Read the Class Information page to ensure you are enrolling in the correct session and location. Select *Continue*. On the Class Fees and Options page, select *Continue*.
4. Enter your information on the Participant Information page. Select *Continue*.
5. Enter the Order Details and Payment Options then select *Finish*.

A FEMA Student Identification Number (SID) is required to register for and participate in any training provided by FEMA agencies. All FEMA training providers, registration systems, and enrollment procedures are required to use this FEMA SID, which can be obtained online (<https://cdp.dhs.gov/FEMASID/register>) or with TEEX assistance upon arrival for class.



## **Participant Photo Identification Requirements**

Participants attending face-to-face classroom training events will be required to provide photo identification. Participant identification will be verified by a Texas A&M Engineering Extension Service (TEEX)-designated representative the morning of the first day of class. The proof of identification participants bring should include their full name and photograph. The following are acceptable forms of photo identification:

- State-issued ID such as a driver's license or identification card
- U.S. or foreign passport
- National identity card
- U.S. military card (front and back)
- Military dependent's ID card (front and back)
- Permanent resident card
- Certificate of citizenship
- Certificate of naturalization
- Employment authorization document
- Employee ID or badge with photo

For more information, refer to the Participant Handbook on the TEEX website.

**Note:** Courses delivered online (including instructor-led online training) do not require photo identification if participants log into their personal TEEX Student Portal accounts to access the live training session and/or the course content and materials on the Learning Management System (LMS).

## **Evaluation Strategy**

This course is concluded with a survey of individual participants using the U.S. Department of Homeland Security/Federal Emergency Management Agency (DHS/FEMA) National Preparedness Directorate/National Training and Education Division (NPD/NTED) Kirkpatrick Level I evaluation form, which utilizes a 5-point Likert-type scale to evaluate the course, instructor performance, and course benefit. Kirkpatrick Level II evaluations are conducted through the administration of pre- and post-course exams. Level III evaluations will be conducted by email surveys approximately 90 days following the conclusion of the course.



## **Course Design Matrix**

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### **Module 1: Introduction**

#### **Scope Statement**

This module is administrative in nature. Participant and instructor introductions will be conducted along with general administrative comments. In addition, course purpose, goals, objectives, and schedule will be addressed.

#### **Terminal Learning Objectives (TLO)**

This module's function is to provide a course introduction, it does not have a terminal objective.

#### **Enabling Learning Objectives (ELO)**

This module's function is to provide a course introduction, it does not have enabling objectives.

#### **Lesson Topics**

This module includes the following topics:

- Course overview
- Participant and instructor introductions
- Course goal
- Course target audience
- Course delivery methods
- Course administration requirements: schedule, safety, examinations, evaluations

#### **Instructional Strategy**

Instruction for this module consists of an instructor-led presentation. The initial welcome will be conducted by the local host. The instructors will present the remaining material and facilitate introductions as well. The instructors will emphasize the importance of discussion and interaction as well as the sharing of information, experiences, and ideas.

#### **Assessment Strategy**

The assessment consists of instructor observation of participants' discussion and interaction.

#### **Practical Exercise (PE) Statement**

A pre-test is administered.



## **Module 2: Governance and Strategic Policy Considerations**

### **Scope Statement**

Seven critical issues come into play when preparing for, responding to, and recovering from incidents during sports and special events. This module will review these critical issues along with discussing the governance and strategic policy considerations integral to sports or special events planning, management, and response.

### **Terminal Learning Objectives (TLO)**

Participants will discuss (2) issues relating to seven critical considerations that organizations face relating to governance and partnerships needed both when planning and managing sports and special events as well as during the response to incidents that occur during these events.

### **Enabling Learning Objectives (ELO)**

Upon the successful completion of this module, participants will be able to:

1. Participants, acting as part of a group, will identify (1) the strategic considerations confronting leadership at policy, coordination, and event operations/incident management levels when an incident occurs during a sports or special event.
2. Participants, acting as part of a group, will discuss (2) the impact that statutory authorities, institutional governance, stakeholders, and partners have on normal operations of sports and special event management.

### **Lesson Topics**

This module includes the following topics:

- Critical considerations impacting policy, coordination, and event operations/incident management functions
- Governance and partnerships

### **Instructional Strategy**

This module is presented through lecture and facilitated, interactive discussion. PowerPoint slides are presented that highlight all key points.

### **Assessment Strategy**

The assessment consists of instructor observation of participants' discussion and interaction, as well as participant evaluations and feedback.

### **Practical Exercise (PE) Statement**

This module includes an operational planning considerations activity requiring participants to work in a group to identify and discuss critical considerations for sports and special events.



## **Module 3: Event Action Planning**

### **Scope Statement**

Understanding the origin of the Event Action Plan (EAP), allows event operations and emergency response personnel to ensure a smooth operation and transition from event operations to emergency operations if and when it is necessary. This module provides an overview of the basics of event planning and an event planning process.

### **Terminal Learning Objectives (TLO)**

Participants will discuss (2) the key concepts and processes needed to plan and prepare for smooth, coordinated operations at a sporting or special event, including risk and hazard assessment, contingencies and objectives, and other event operational considerations.

### **Enabling Learning Objectives (ELO)**

Upon the successful completion of this module, participants will be able to:

1. Participants, acting alone, will define (1) sports and special events.
2. Participants, acting alone, will discuss (2) crowds and their impact on event planning.
3. Participants, acting alone, will identify (1) how potential hazards and the Threat and Hazard Identification and Risk Assessment (THIRA) process impact the event planning process.
4. Participants, acting as part of a group, will discuss (2) how operational considerations impact event action planning.
5. Participants, acting as part of a group, will discuss (2) the event planning process (the Event P) for sports and special events.
6. Participants, acting alone, will discuss (2) post-event actions, including the post-event analysis meeting and the after-action report.

### **Lesson Topics**

This module includes the following topics:

- Sports and special events defined
- Event planning process
- Crowd characteristics
- Potential hazards at sports and special events
- Operational considerations
- Contingency planning

### **Instructional Strategy**

This module is presented through lecture and facilitated, interactive discussion. PowerPoint slides are presented that highlight all key points.



### **Assessment Strategy**

The assessment consists of instructor observation of participants' discussion and interaction, as well as participant evaluations and feedback.

### **Practical Exercise (PE) Statement**

There is no exercise in this module.



## **Module 4: Decision-Making Activity**

### **Scope Statement**

The purpose of this module is to enhance participants' skills and abilities by providing them opportunities to function as Incident Command personnel, Emergency Operations Center (EOC) personnel, and Multi-Agency Coordination (MAC)/Policy Group personnel to plan for a large-scale, scenario-based event. This module is designed to allow participants to do the following:

- Demonstrate the basic principles of the National Incident Management System (NIMS) while utilizing the event planning process to plan for a sports or special event.
- Conduct Threat and Hazard Identification and Risk Assessments (THIRA) for planned large-scale, scenario-based events, and identify how this assessment will impact objectives.
- Develop and communicate situational awareness to and among all stakeholders involved in planning for a sports or special event.
- Employ a decision-making process and discuss how the decision-making process impacts the planning throughout the life cycle of an incident.
- Discuss individual and group performance through facilitated group discussions at the end of the activity.
- Apply the learning concepts from modules 1 and 2 to a scenario-based activity.

### **Terminal Learning Objectives (TLO)**

Participants will practice (3) the event planning process from a Multi-Agency Coordination (MAC)/Policy Group, Emergency Operations Center (EOC), and an Incident Command perspective for a simulated sports or special event.

### **Enabling Learning Objectives (ELO)**

Upon the successful completion of this module, participants will be able to:

1. Participants, acting as part of a group, will employ (3) the basic principles of the National Incident Management System (NIMS) in planning for a sports or special event.
2. Participants, acting as part of a group, will put together (3) an Event Action Plan (EAP).
3. Participants, acting as part of a group, will employ (3) the decision-making process throughout the event planning process using collected information.
4. Participants, acting as part of a group, will assess (3) individual and group performance through facilitated group discussions at the end of the activity.





## **Lesson Topics**

This module includes the following topics:

- Purpose
- Decision-making activity 1
- Hot wash

## **Instructional Strategy**

This module is presented using a large-scale, simulation-supported, scenario-based activity.

## **Assessment Strategy**

The assessment consists of instructor observation of participants' discussion and interaction, as well as participant evaluations and feedback. Instructor-facilitated small-group hot washes will follow this activity to discuss the application of key learning points.

## **Practical Exercise (PE) Statement**

During this exercise, participants will role-play positions within an event planning team to work toward the preparation of an EAP for a sports or special event.



## **Module 5: Incident Action Planning**

### **Scope Statement**

This module will review the critical components of sports and special events management. Understanding the relationships between event management, event action planning, incident action planning, coordination with the Emergency Operations Center (EOC)/Multi-Agency Coordination (MAC)/Policy Group, the communications process, information management, resource management, and crowd management in the context of sports and special events management is critical. Topics covered include the incident action planning process, concepts of event management, contingencies, and objectives along with crowd management in the context of sports and special events operations.

### **Terminal Learning Objectives (TLO)**

Participants will apply (3) the key concepts and processes needed to plan and implement a response to an incident during a sporting or special event, including risk awareness, incident management, resource management, crowd management, and evacuation.

### **Enabling Learning Objectives (ELO)**

Upon the successful completion of this module, participants will be able to:

1. Participants, acting as part of a group, will recall (1) the processes for incident action planning at sports and special events facilities and surrounding areas.
2. Participants, acting as part of a group, will recall (1) the principles for resource management at sports and special events facilities and surrounding areas.
3. Participants, acting as part of a group, will discuss (2) the communications process and coordination between the Incident Command Post (ICP), Emergency Operations Center (EOC) and Multi-Agency Coordination (MAC)/Policy Group.
4. Participants, acting as part of a group, will identify (1) the triggers for initiating evacuation and shelter in-place movements, communications strategies for emergency notification, human behavior during emergencies, and the methods of providing assistance to individuals with access and functional needs.
5. Participants, acting as a part of a group, will demonstrate (3) the 27-9-3 messaging format used to convey clear and concise messages during incidents.

### **Lesson Topics**

This module includes the following topics:

- Processes for incident action planning
- Principles of resource management
- Concepts of event management, contingencies, and objectives
- Risk awareness and sports and special events management



### **Instructional Strategy**

This module is presented through lecture and facilitated, interactive discussion. PowerPoint slides are presented that highlight all key points.

### **Assessment Strategy**

The assessment consists of instructor observation of participants' discussion and interaction, as well as participant evaluations and feedback.

### **Practical Exercise (PE) Statement**

The module includes an activity requiring participants to practice using the 27-9-3 messaging template.



## **Module 6: Case Study**

### **Scope Statement**

In this module, participants will examine an actual incident that occurred within a sports or special event, the decisions made, and the impact those decisions had on the outcome of the response. Participants will apply incident management, planning, and resource management techniques as they relate to an incident that occurred within a sports or special event within a multi-agency, multi-discipline response. Participants will also discuss the relationship between planning, resource coordination, and information management and how they relate to the overall outcome of the incident.

### **Terminal Learning Objectives (TLO)**

Participants will assess (3) how critical areas of managing an all-hazard, high-consequence incident response in a sports or special event context are applied in practice.

### **Enabling Learning Objectives (ELO)**

Upon the successful completion of this module, participants will be able to:

1. Participants, acting as part of a group, will assess (3) how decisions affect the outcomes of a response to an all-hazards, high-consequence incident in a sports or special event context.
2. Participants, acting as part of a group, will assess (3) the relationships that exist between risk awareness, crowd management/evacuation, crisis information management, and incident management.
3. Participants, acting as part of a group, will compare (3) the concepts employed during the course to those strategies and methods employed in an actual response in a sports or special event context.

### **Lesson Topics**

This module includes the following topics:

- Planning strategies for sports and special events, including the Comprehensive Emergency Management Plan (CEMP)
- Critical incident leadership
- Coordination among stakeholders
- Incident management strategies
- Resource management strategies
- Continuity of operations

### **Instructional Strategy**

This module is delivered through the use of a case study to introduce and discuss the module concepts and topics.



### **Assessment Strategy**

The assessment consists of instructor observation of participants' discussion and interaction, as well as participant evaluations and feedback.

### **Practical Exercise (PE) Statement**

The case study will allow participants to compare the strategies and methods employed in an actual response to the concepts employed during the course.



## **Module 7: Introduction to the Emergency Management Exercise System (EM\*ES) Web**

### **Scope Statement**

The EM\*ES Web is a web-based simulation system that serves as the primary tool in delivering the exercises. This web-based application was developed by the Texas A&M Engineering Experiment Station's (TEES) Texas Center for Applied Technology with subject matter expertise provided by the Texas A&M Engineering Extension Service (TEEX). The web-based application has many features that resemble or imitate actual computer applications that one would use in response to an incident.

This module is intended to familiarize the participants with the use of the web-based application so it can be used to support their efforts in mitigating the situations presented in the exercises. It will also cover the multiple perspectives that exist in the system.

### **Terminal Learning Objectives (TLO)**

Participants will employ (3) the Emergency Management Exercise System (EM\*ES) Web to become familiarized with the web-based application, its functions, and its uses.

### **Enabling Learning Objectives (ELO)**

Upon the successful completion of this module, participants will be able to:

1. Participants, acting alone, will employ (3) EM\*ES Web and the tools available to customize it for the user.
2. Participants, acting alone, will operate (3) the email interface to send, receive, and reply to emails in order to effectively manage information.
3. Participants, acting alone, will operate (3) the map function and associated tools to establish and manage situational awareness and effectively manage information.
4. Participants, acting alone, will practice (3) the use of the event and resource logs, Incident Command System (ICS) 213 Resource Request (RR), and the weather pane to establish and maintain situational awareness.

### **Lesson Topics**

This module includes the following topics:

    Navigating around EM\*ES Web

### **Instructional Strategy**

This module is presented through hands-on interaction with the EM\*ES Web web-based application. PowerPoint slides are presented that highlight all key points.

### **Assessment Strategy**

The assessment consists of instructor observation of participants' interaction with the EM\*ES Web web-based application, as well as participant evaluations and feedback.



### **Practical Exercise (PE) Statement**

The module provides an opportunity for participants to practice using the EM\*ES Web web-based application.





## **Module 8: Decision-Making Exercise 1**

### **Scope Statement**

The purpose of this module is to enhance participants' skills and abilities by providing them opportunities to function as Incident Command Post (ICP) personnel, Emergency Operations Center (EOC) personnel, and Multi-Agency Coordination (MAC)/Policy Group personnel while managing a sports or special event in which a large-scale incident occurs through a scenario-based activity. This module is designed to allow participants to do the following:

- Demonstrate the basic principles of the National Incident Management System (NIMS) in the management of a large-scale incident that involves a sports or special event.
- Develop and communicate situational awareness to and among the ICP, EOC, and the MAC/Policy Group for a sports or special event-related incident.
- Manage internal and external information as it pertains to policy for a sports or special event-related incident.
- Demonstrate resource management principles at the ICP, EOC, and MAC/Policy Group levels including logistical operations in support of an incident involving a sports or special event.
- Employ a decision-making process and discuss how the decision-making process impacts the response throughout the life cycle of an incident.
- Discuss the critical issues involved in a sports or special event-related incident.
- Discuss individual and group performance through facilitated group discussions at the end of the activity.
- Apply the learning concepts from previous modules to a scenario-based activity.

The activity may consist of a response to any combination of:

- biological incidents;
- radiological incidents;
- mass casualty incidents;
- active shooter incidents;
- improvised explosive devices/explosive materials incidents;
- hazardous materials incidents; or
- natural disasters.

### **Terminal Learning Objectives (TLO)**

Participants will practice (3) managing a sports or special event in which a simulated large-scale, all-hazards incident occurs from a Multi-Agency Coordination (MAC)/Policy Group, Emergency Operations Center (EOC), and/or Incident Command Post (ICP) perspective.



## **Enabling Learning Objectives (ELO)**

Upon the successful completion of this module, participants will be able to:

1. Participants, acting as part of a group, will employ (3) the basic principles of the National Incident Management System (NIMS) in the management of a large-scale incident that involves a sports or special event.
2. Participants, acting as part of a group, will exhibit (3) the ability to develop and communicate situational awareness to and among the ICP, EOC, and MAC/Policy Group for a sports or special event-related incident.
3. Participants, acting as part of a group, will organize (3) internal and external information as it pertains to policy for a sports or special event-related incident.
4. Participants, acting as part of a group, will demonstrate (3) resource management principles at the ICP, EOC, and MAC/Policy Group levels including logistical operations in support of an incident involving a sports or special event.
5. Participants, acting as part of a group, will employ (3) a decision-making process while discussing how the decision-making process impacts the response throughout the life cycle of an incident.
6. Participants, acting as part of a group, will articulate (3) the critical issues involved in a sports or special event-related incident.
7. Participants, acting as part of a group, will assess (3) individual and group performance through facilitated group discussions at the end of the activity.

## **Lesson Topics**

This module includes the following topics:

- Purpose
- Decision-making activity 2
- Hot wash

## **Instructional Strategy**

This module is presented using a large-scale, simulation-supported, scenario-based activity.

## **Assessment Strategy**

The assessment consists of instructor observation of participants' discussion and interaction, as well as participant evaluations and feedback. Instructor-facilitated small-group and large-group hot washes will follow this activity to discuss the application of key learning points.

## **Practical Exercise (PE) Statement**

Using the Emergency Management Exercise System (EM\*ES) Web, participants will role-play positions within the ICP while supporting the response to a simulated catastrophic incident within the community.



## Module 9: Decision-Making Exercise 2

### Scope Statement

The purpose of this module is to enhance participants' skills and abilities by providing them opportunities to function as Incident Command Post (ICP) personnel, Emergency Operations Center (EOC) personnel, and Multi-Agency Coordination (MAC)/Policy Group personnel in response to a large-scale, scenario-based activity. This module is designed to allow participants to do the following:

- Demonstrate the basic principles of the National Incident Management System (NIMS) in the management of a large-scale incident that involves a sports or special event.
- Develop and communicate situational awareness to and among the ICP, EOC, and the MAC/Policy Group for a sports or special event-related incident.
- Manage internal and external information as it pertains to policy for a sports or special event-related incident.
- Manage an incident using the operational period planning process (Planning P) in support of an incident involving a sports or special event.
- Demonstrate resource management principles at the ICP, EOC, and MAC/Policy Group levels including logistical operations in support of an incident involving a sports or special event.
- Employ a decision-making process and discuss how the decision-making process impacts the response throughout the life cycle of an incident.
- Discuss the critical issues involved in a sports or special event-related incident.
- Discuss individual and group performance through facilitated group discussions at the end of the activity.
- Apply the learning concepts from previous modules to a scenario-based activity.

The activity may consist of a response to any combination of:

- biological incidents;
- radiological incidents;
- mass casualty incidents;
- active shooter incidents;
- improvised explosive devices/explosive materials incidents;
- hazardous materials incidents; or
- natural disasters.

### Terminal Learning Objectives (TLO)

Participants will practice (3) managing the response to a simulated large-scale, all-hazards incident that involves a sports or special event from a Multi-Agency Coordination (MAC)/Policy Group, Emergency Operations Center (EOC), and/or Incident Command Post (ICP) perspective.



## **Enabling Learning Objectives (ELO)**

Upon the successful completion of this module, participants will be able to:

1. Participants, acting as part of a group, will employ (3) the basic principles of the National Incident Management System (NIMS) in the management of a large-scale incident that involves a sports or special event.
2. Participants, acting as part of a group, will exhibit (3) the ability to develop and communicate situational awareness to and among the ICP, EOC, and MAC/Policy Group for a sports or special event-related incident.
3. Participants, acting as part of a group, will organize (3) internal and external information as it pertains to policy for a sports or special event-related incident.
4. Participants, acting as part of a group, will demonstrate (3) the management of an incident using the operational period planning process (Planning P) in support of an incident involving a sports or special event.
5. Participants, acting as part of a group, will demonstrate (3) resource management principles at the ICP, EOC, and MAC/Policy Group levels including logistical operations in support of an incident involving a sports or special event.
6. Participants, acting as part of a group, will employ (3) a decision-making process while discussing how the decision-making process impacts the response throughout the life cycle of an incident.
7. Participants, acting as part of a group, will articulate (3) the critical issues involved in a sports or special event-related incident.
8. Participants, acting as part of a group, will assess (3) individual and group performance through facilitated group discussions at the end of the activity.

## **Lesson Topics**

This module includes the following concepts and principles:

- Purpose
- Decision-making activity 3
- Hot wash

## **Instructional Strategy**

This module is presented using a large-scale, simulation-supported, scenario-based activity.

## **Assessment Strategy**

The assessment consists of instructor observation of participants' discussion and interaction, as well as participant evaluations and feedback. Instructor-facilitated small-group and large-group hot washes will follow this activity to discuss the application of key learning points.



### **Practical Exercise (PE) Statement**

Using the Emergency Management Exercise System (EM\*ES) Web, participants will role-play positions within the ICP while supporting the response to a simulated catastrophic incident within the community.



## **Course Agenda**

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### **Day 1**

Module 1: Introduction	1 hour
Module 2: Governance and Strategic Policy Considerations	1 hour
Module 3: Event Action Planning	2 hours
Lunch	1 hour
Module 4: Decision-Making Activity	4 hours

### **Day 2**

Module 5: Incident Action Planning	2 hours
Module 6: Case Study	1 hour
Module 7: Introduction to the Emergency Management Exercise System (EM*ES) Web	1 hour
Lunch	1 hour
Module 8: Decision-Making Exercise 1	4 hours

### **Day 3**

Module 9: Decision-Making Exercise 2	4 hours
Lunch	1 hour
Module 9: Decision-Making Exercise 2 (continued)	4 hours



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