2021

ICS TIPS AND TECHNIQUES

ICS 200 EXERCISES

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Cover Photo: AEMA Field Officers Don Huestis (left), Bruce Mackenzie (middle) with Nicole Cebuliak (seated) and Ron Robinson (right), Director of Emergency Management for the City of Medicine Hat teaching ICS with the Alberta Emergency Management Agency, 2014. Don, Bruce and Ron have been through multiple Type 1, Type 2 and Type 3 incidents. (Tox)

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NEW IN 2021

It has been over three years since I have had a chance to update this material. While most of the material is the same, there are two major updates for the 2021 version.

First, the Alberta Emergency Management Agency videoed a number of the classroom exercises to provide examples of the conduct of key exercises. Originally these were behind the "instructors only' site, but have since been moved to make them publicly accessible. The playlist can be found at https://www.youtube.com/playlist?list=PLHHKgn3W1DTDkzhEiPh74inzq5k0G8cjQ or from the reference page on the ICS Canada website. Don't bother searching "Tox Tips" on Youtube as you will be provided hundreds of skin detoxification videos. A Google search will point you to "Internet Connection Sharing", "Information and Computer Sciences", or "International Classification for Standards". Just go to the ICS Canada "References" page.

As many of the videos relate to specific exercises, I have included a direct link to the applicable video and highlighted it in a box to make it easier to find.

One of the easiest and most successful ICS exercises ever is Carly Benson's mix and match exercise. While skeptical at first, I watched Carly present the exercise in California to I-400 instructors and was amazed at how everyone immediately jumped into the task. Although it adds another dozen pages to this document, it will allow you to print off your own copies of the exercise.

We will never improve our understanding and training capability if we don't try something new and nobody has the time to do everything we want. An example of this is the ICS Jeopardy game. This is a fun alternative to I-200 review and shows what one person can do to help all other instructors.

If you have any further suggestions for additions, please send me an email at mail@icstraining.ca.

INTRODUCTION

One of the best ways to become a great ICS instructor is to try something new. Take the weakest part of your course and see if doing it another way, giving another example or trying a different exercise will improve your presentation. You will never improve if you don't explore the options and if you just improve one thing in every course, you will find the entire course gets better and better.

The following exercises were developed for teaching ICS 200 in-class. I don't recommend on-line "self-study" 200 courses because the retention rate for the students is virtually zero; most ICS 300 instructors can tell you that. I-200 by video-delivery works, but you must have the group work embedded in it.

These exercises can also be used for Train the Trainer sessions. Teaching instructors the same thing but in a different context or with a different method substantially increases the "Aha!" moments. These can be used to ensure instructors understand the concepts they will be teaching or to provide alternative methods for one-on-one work with a participant who is unable to grasp a concept at the same pace as the rest of the class.

I would recommend you read "Tips and Techniques Part 2 – PPOST and SMART Objectives" as an introduction to how these exercises are crafted. These exercises are "hands on". Reading them is a little boring; they come alive when you do them in the classroom Student interaction and reactions makes these interesting, engaging and worthwhile.

The exercises focus on showing an ICS principle in its' simplest form to allow course participants to understand the essential underlying concept, and then immediately relate it a real-life incident where the student can see how the simple concept applies equally to more complex emergency management problem. As well, the simple examples are meant to be fun; to add an element of playfulness to a serious topic and provide variation to the tone of the course and to break up the PowerPoint.

For conducting the exercises, it is strongly recommended you practice a couple of times before presenting these to the students; they require some "patter" and timing to get the most out of the students. For example, "The Bathtub" needs the scene to be set with the story of the children standing in the door of the bathroom with the tub filling up behind. Using the giggling children removes some of the seriousness of dealing with incidents results in the students coming up with more extreme and humorous suggestions for emptying a bathtub – without those extreme suggestions, the exercise doesn't work as well.

Along with the exercises are a couple of articles leadership and background on the Foleyet exercise used in the ICS Canada I-200 course. These are provided to give the ICS 200 instructor a fuller personal understanding of ICS and a little more ammunition to keep ahead of the students!

THE BATHTUB – TEACHING PPOST

ICS Canada YouTube Channel video #3. YouTube video link:
www.youtube.com/watch?v=gaOH6XOftEU&list=PLHHKgn3W1DTDkzhEiPh74inzq5k0G8cjQ&index=3

OVERVIEW

The bathtub is a simple class example of the PPOST / SMART process which will easily allow students to work through the process. It works best once you have gone through the slides on SMART and PPOST to summarize the materials, before going into the example of the overturned tanker in the ICS Canada materials.

Once completed, the instructor is able to show how the same process used to empty the bathtub was for the largest ecological disaster in U.S. history; the BP Deepwater Horizon oil spill.

You will need a flip chart or white board for this exercise.

INSTRUCTOR MAJOR STEPS

1. Set the context with the story of the children and the bathtub
2. Obtain a SMART objective from the students. "Empty THIS tub of ALL water in 30 minutes."
3. Have students produce multiple strategies with a minimum of 10 to 15 required. There is no time or cost limits on possible strategies; encourage the wildest suggestions once the easy ones are offered. You need to elicit "Tilt the Bathtub" and "Tilt the House" as strategies.
4. Show how the easiest strategy is selected – but may be unavailable. (The kids glued the plug)
5. Discuss tactics – resources and equipment requirements.
6. Introduce the BP Oil Spill and obtain a SMART objective from the students
7. Review the list of strategies used by BP to meet the objective.
8. Discuss the most extreme strategy and the reason why "Tilt the House" might be considered.

SET THE CONTEXT

"You come home from work today and you find two kids in your house, aged 7 and 9. These two kids would be expected in your home; they are your kids, your neighbour's kids, your niece and nephew – two kids that you would expect to find."

"The kids are standing in the door of the bathroom and giggling. You look in and they have faucets on the tub wide open and the tub is almost full to the brim and about to overflow."

"Do we have an incident?"

SMART / PPOST

1. Do we have an incident? A: Yes. You might tell that person they are the "Incident Commander" because they have decided there is an incident.
2. What are the priorities? A: Life/Safety, Stabilize the Incident, Property and Environment
3. Are there life/safety Issues? A: Yes or No. No, no one is going to die. Yes, "The kid's lives!!!" You can point out that the threat to the kids' lives might not be imminent….
4. How do you stabilize the incident? A: Turn off the water.
5. Is there a threat to property? A: Possibly water on the floor. Suggest it is only a small amount because you shut the water off just in time and can be quickly cleaned up.
6. Is there a threat to the environment? A: No.
7. Is there anything left to do? A: Get the water out of the tub.
8. Describe the objective. A: The desired answer is "Remove ALL water out of the tub within 30 minutes." Pulling the plug is the strategy, not the objective. Pulling the plug is "how", not "what". If students suggest 2 minutes as the time, I would suggest that there is no rush or we have more time for the purposes of this exercise.
9. List all possible strategies A: "Pull the plug" is the easiest and most obvious strategy but it is not the ONLY strategy. Incident Command requires more than one strategy to be discussed. You need students to provide at least 10 different ways of getting the water out of the tub. Remind them that strategies are not limited by time (strategies that take longer than the time might be combined to speed up the work and meeting the time limit).
10. Select the easiest strategy A: Pull the plug. "And THAT is why the two little devils were grinning at the bathroom door. They super-glued the plug into the drain and were filling the tub to confirm that the plug was impossible to pull out.
11. Select the next easiest strategy A: Siphon or bail the water out.
12. Determine the tactics A: One person, one pail or one hose.
13. Perform the tactics. A: The incident commander doesn't need to concern themselves with the details of the actual tactics – that is how Incident Command pushes the "doing" down to the field level and let the resources figure out the most effective way.

BP DEEPWATER HORIZON

The BP Deepwater Horizon oil spill into the Gulf of Mexico is considered the biggest ecological disaster in American history. Once the lives had been saved from the rig explosion, the next problem was stabilizing the incident.

Ask the students "How many strategies were attempted to close the well?"

Point out that each strategy was costing tens or hundreds of millions of dollars. Point out that multiple strategies were attempted and didn't work.

Ask the students at what point could BP say that were going to stop because the easiest strategies didn't work? At what point could BP say "Filling the bathtub with Jello is stupid" or "we won't consider tilting the tub"? At what point could BP walk away from the incident?

Ask the students "If BP went broke, at what point could the United States government walk away from the incident?"

CROSSING OFF THE LIST

To illustrate the importance of having multiple strategies, I repeatedly cross off successive bathtub strategies while listing the BP strategies that didn't work (listed below). This helps reinforce that when the simple solutions didn't work, then more extreme strategies will be considered and employed.

You can point out that BP asked the public to submit alternate strategies they had not considered. The received over 31,000 submissions and had forwarded about 800 of the best suggestions to the technical team to consider and around 300 of them were getting some consideration. Just because BP was successful with plan K doesn't mean plan L, M, and N weren't already in the works.

TILT THE HOUSE

I wrap up the discussion with a quick mention of "Tilt the House". I have had emergency responders express talking about tilting the house to get the water out of the bathtub as a waste of time. I point out that strategies do not have to immediately make sense or be the best suggestion and strategies are not restricted by time. My question to them is simply "Would tilting the house on its' side get all the water out of the bathtub, yes or no? Now, bear with me for a minute."

One of the suggested strategies for shutting the BP oil well was detonating a nuclear weapon to shut it. This suggestion was made by Russians that had successfully used the technique at least four times to shut out-of-control wells in the USSR.

BP and the United States government said they never really considered it seriously, but there is extensive reporting on the strategy. If all other strategies were unsuccessful, I believe the U.S. would have been taking a serious look at this strategy as it had been successfully used in the past.

That would be tilting the house.

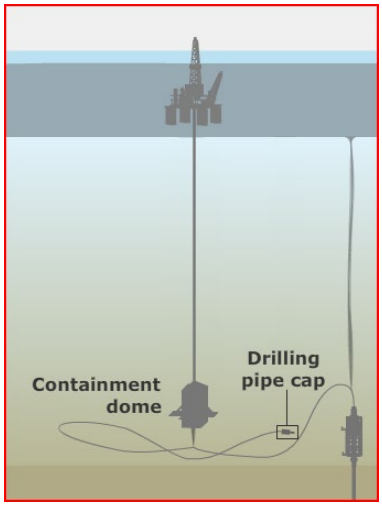
GETTING THE 10 OR 15 STRATEGIES

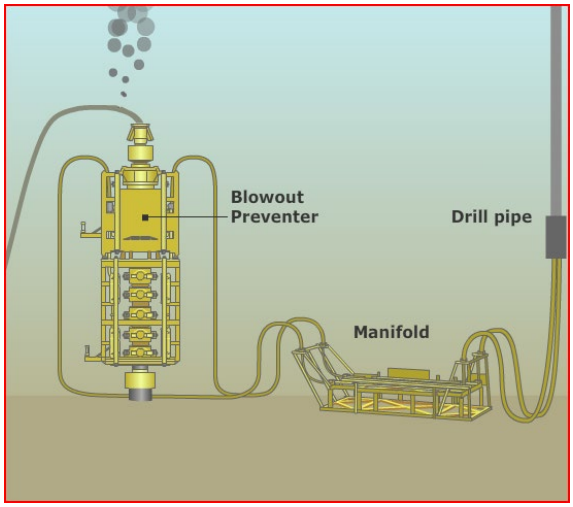
Just in case you are running short, here is a list of strategies most students will come up with.

A. Pull the plug
B. Bucket/Pail
C. Siphon
D. Shop Vac
E. Absorb (Towels/paper-towel/other)
F. Drill a hole in the plug
G. Drink it ("with a straw" is tactics, "kids drink it/horse drinks it" is a resource)
H. Fill the tub with sand to displace it
I. Have an obese person sit in the tub to displace it
J. Fill the tub with jello and scoop it out (instructor note: last one to cross-off, BP got to "J")
K. Freeze it and chip it out
L. Boil it out
M. Let it evaporate out
N. Drill a hole in the tub
O. Stick of dynamite to blow it out
P. Blow it out with a giant fan
Q. Tilt the tub
R. Tilt the house - be sure this is on the list, coach the group if required.

STRATEGIES USED BY BP:

The British Broadcasting Corporation has a great web article summarizing and illustrating the various strategies used along with a few other reference articles.





bbc.co.uk

The BP article is well worth checking out for its animations: http://www.bbc.co.uk/news/10317116 (link confirmed 16/11/04)

A. Relief Well – 2 to 3 months
B. Pipe Cap – end of riser
C. Containment Dome over leak – fail due to hydrates
D. Insertion Tube with seals
E. Top Kill – mud
F. Junk Shot – golf balls/rope
G. Cut riser and lower cap over blow-out preventer – partially successful
H. Reverse top kill pipe to collect oil – partially successful
I. Remove cap and put stack and tight cap – appears successful, but concern over seabed leaks due to pressure in well OR natural leaks.
J. 2nd floating riser to pull oil off Blowout Preventer
K. Relief well used to cement in the well

As well, there is brief discussion about the strategies to contain the oil:

Booms
Dispersants
Skimmers
Burning

BACKGROUND: USE OF NUCLEAR DETONATION

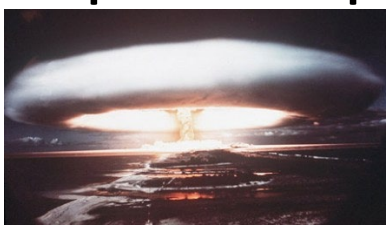
Here are some excerpts from news articles on the discussions on the nuclear option. While they rule it out and say "federal officials felt compelled to respond to the chatter, the fact is that meetings took place to discuss the nuclear option.

Martin Pollard from the City of Calgary sent me a fantastic YouTube link that is only 4 minutes or so long, but gives an idea of how the nuclear option works. It is a great summary of the strategy, it gives the instructor a break from lecturing, it changes the pace for the students and shows that the instructor isn't an idiot for suggesting "tilt the house".

It can be found at: https://www.youtube.com/watch?v=Tf4y3l76m6E

http://www.theweek.co.uk/politics/14851/deepwater-oil-spill-will-bp-take-nuclear-option

Deepwater oil spill: will BP take nuclear option?



While BP pursues several delicate alternatives to plug the flow of oil, the Russians say: nuke it

BY Tim EdwardsLAST UPDATED AT 20:33 ON Wed 5 May 2010

Russia has an old-fashioned and highly effective option for sealing oil leaks. Alexander Moskalenko, head of GCE, a Russian oil consultancy, tells the *Moscow Times* an underwater nuclear explosion could be used to bury the leaking oil well. The suggestion is not as bonkers as it sounds.

According to the Russian newspaper *Komsomol Pravda*, the Soviet Union used the method five times to seal off hydrocarbon spillages. The first time was in 1966, near Bukhara in Uzbekistan, when a 30-kiloton atom bomb was used to blow out and seal a burning gas well. (The bomb used in Hiroshima was 20 kilotons.)

The idea is simple: the explosion buries the problem under tonnes of rock, sealing off the flow of oil. According to *Pravda*, some of these nuclear bomb civil engineers are still alive: perhaps BP should give them a call.

http://www.theweek.co.uk/politics/14211/us-rules-out-nuclear-option-end-bp-oil-spill

US rules out nuclear option to end BP oil spill

Quite apart from the risk of a decades-long legacy of radiation, any deployment of nuclear weapons – peaceful or not – would be in violation of the comprehensive test ban treaty.

Luckily for BP, there are plenty of other ideas as to how to plug the oil well floating around. The company has received around 31,000 suggestions from the public – around 800 of which have been deemed worthy of forwarding to technical staff for consideration.

Suggestions have included plugging the pipe with a giant screw, using oil eating bacteria and filling giant plastic pillows with oil on the ocean floor.

http://www.nytimes.com/2010/06/03/us/03nuke.html

Nuclear Option on Gulf Oil Spill? No Way, U.S. Says

By William Broad
Published: June 2, 2010

The chatter began weeks ago as armchair engineers brainstormed for ways to stop the torrent of oil spilling into the Gulf of Mexico: What about nuking the well?

Decades ago, the Soviet Union reportedly used nuclear blasts to successfully seal off runaway gas wells, inserting a bomb deep underground and letting its fiery heat melt the surrounding rock to shut off the flow. Why not try it here?

The idea has gained fans with each failed attempt to stem the leak and each new setback — on Wednesday, the latest rescue effort stalled when a wire saw being used to slice through the riser pipe got stuck.

“Probably the only thing we can do is create a weapon system and send it down 18,000 feet and detonate it, hopefully encasing the oil,” Matt Simmons, a Houston energy expert and investment banker, told Bloomberg News on Friday, attributing the nuclear idea to “all the best scientists.” Or as the CNN reporter John Roberts suggested last week, “Drill a hole, drop a nuke in and seal up the well.”

This week, with the failure of the “top kill” attempt, the buzz had grown loud enough that federal officials felt compelled to respond.

Wikipedia has further details on the strategies used to close the well, including some costs and the order of events.

http://en.wikipedia.org/wiki/Deepwater_Horizon_oil_spill

[no research is truly complete until you have checked out Wikipedia, right?]

[edit] Efforts to stem the flow of oil

[edit] Short-term efforts

Oil containment dome under construction in Port Fourchon, Louisiana, at Wild Well Control on April 26

The first attempts to stop the flow of oil was the use of remotely operated underwater vehicles to close the blowout preventer valves on the well head; however, all these attempts failed.[75][133] The second technique, placing a 125-tonne (280,000 lb) containment dome (which had worked on leaks in shallower water) over the largest leak and piping the oil to a storage vessel on the surface, failed when gas leaking from the pipe combined with cold water formed methane hydrate crystals that blocked the opening at the top of the dome.[134] Attempts to close the well by pumping heavy drilling fluids into the blowout preventer to restrict the flow of oil before sealing it permanently with cement ("top kill") also failed.[135][136]

More successful was positioning a riser insertion tube into the wide burst pipe. There was a stopper-like washer around the tube that plugs the end of the riser and diverts the flow into the insertion tube.[137] The collected gas was flared and oil stored on the board of drillship *Discoverer Enterprise*.[138] Before the tube was removed, 924,000 US gallons (22,000 bbl) of oil were collected.[139] By June 3, 2010, BP removed the damaged riser from the top of the blowout preventer and covered the pipe by the cap which connected it to a riser.[140] CEO of BP Tony Hayward stated that as a result of this process the amount captured was "probably the vast majority of the oil."[141] However, the FRTG member Ira Leifer said that more oil was escaping than before the riser was cut and the cap containment system was placed.[142]

The *Q4000* and the *Discoverer Enterprise* during the failed top kill procedure

On June 16, 2010, a second containment system connected directly to the blowout preventer became operational carrying oil and gas to service vessels where it was burned in a clean-burning system.[143][143][144]

On July 5, 2010, BP announced that its one-day oil recovery effort accounted for about 25,000 barrels (4,000 m^3) of oil, and the flaring off of 57.1 million cubic feet (1.62×10^6 m^3) of natural gas. The total oil collection to date for the spill was estimated at 660,000 barrels (105,000 m^3).[145] The government's estimates suggested the cap and other equipment were capturing less than half of the oil leaking from the sea floor as of late June 2010.[94]

On July 10, 2010, the containment cap was removed to replace it with a better-fitting cap consisting of a Flange Transition Spool and a 3 Ram Stack ("Top Hat Number 10").[146][147] On July 15 BP tested the well integrity by shutting off pipes that were funneling some of the oil to ships on the surface, so the full force of the gusher from the wellhead went up into the cap.[148][149] The attempt to cap the wellhead was successful and mud and cement were later pumped in through the top of the well to reduce the pressure inside it, providing a temporary stop to the flow of oil.[13]

[edit] Considerations of using explosives

In mid-May, United States Secretary of Energy Steven Chu assembled a team of nuclear physicists, including hydrogen bomb designer Richard Garwin and Sandia National Laboratories director Tom Hunter.[150] On May 24, 2010, BP ruled out conventional explosives, saying that if blasts failed to clog the well, "We would have denied ourselves all other options."[151]

[edit] Permanent closure

Transocean's *Development Driller III* started drilling a first relief well on May 2, 2010, and was at 13,978 feet (4,260 m) out of 18,000 feet (5,500 m) as of June 14, 2010. *GSF Development Driller II* started drilling a second relief on May 16, 2010, and was halted at 8,576 feet (2,614 m) out of 18,000 feet (5,500 m) as of June 14, 2010, while BP engineers verified the operational status of the second relief well's blowout preventer.[152][153][154][155][156][157] Each relief well was expected to cost about $100 million.[158][159]

Starting at 15:00 CDT, on August 3, 2010, first test oil and then drilling mud was pumped at a slow rate of approximately 2 barrels (320 L) per minute into the well-head. Pumping continued for eight hours, at the end of which time the well was declared to be "in a static condition."[160] At 09:15 CDT, on August 4, with Adm. Allen's approval, BP began pumping cement from the top, sealing that part of the flow channel permanently.[161]

On August 4, 2010, Allen said the static kill was working.[162] Two weeks later, though, Allen said it was uncertain when the well could be declared completely sealed. The bottom kill had yet to take place, and the relief well had been delayed by storms. Even when the relief well was ready, he said, BP had to make sure pressure would not build up again.[163] On August 19, 2010, Allen said that some scientists believed it was possible that a collapse of rock formations had kept the oil from continuing to flow and that the well might not be permanently sealed.[164] The U.S. government wanted the failed blowout preventer to be replaced in case of any pressure that occurs when the relief well intersects with the well.[165] On September 3, 2010, at 1:20 p.m. CDT, the 300 ton failed blowout preventer was removed from the well and began being slowly lifted to the surface.[165] Later that day, a replacement blowout preventer was placed on the well.[166] On September 4, at 6:54 p.m. CDT, the failed blowout preventer reached the surface of the water, and at 9:16 p.m. CDT, it was placed in a special container on board the vessel Helix Q4000.[166] The failed blowout preventer was to be taken to a NASA facility in Louisiana for examination.[166]

On September 10, 2010, Allen said the bottom kill could start sooner than expected because a "locking sleeve" could be used on top of the well to prevent excessive pressure from causing problems. BP said the relief well was about 50 feet (15 m) from the intersection, and finishing the boring would take four more days.[167] On September 16, the relief well reached its destination and pumping of cement to seal the well began.[168]

On September 19, 2010, BP effectively killed the Macondo well.[169] The relief well being drilled intersected the blown-out well Thursday, September 16, and crews started pumping in cement on Friday, September 17 to permanently plug it. Retired Coast Guard Adm. Thad Allen said, BP's well was "effectively dead."[169] Allen said that a pressure test to ensure the cement plug would hold was completed at 5:54 a.m. CDT. He added, "Additional regulatory steps will be undertaken but we can now state definitively that the Macondo well poses no continuing threat to the Gulf of Mexico".[169]

Even in properly sealed wells, the cement plugs can fail over the decades and metal casings that line the wells can rust.[170]

IT'S SO EASY…PPOST

If you don't have time to run through the bathtub example, here is a shorter, quicker, and simple example of PPOST. This came about when Martin Pollard, with the City of Calgary, was attending an ICS 200 Train the Train and we were working through the bathtub / BP Oil Spill example. Suddenly, Martin exclaimed "This is so easy, even a dog could do it!" I had to laugh because my border collie cross, Austin, had just demonstrated great ICS the day before to the point where I had to take a picture. What is the typical problem for a dog? Getting more food! With PPOST, even a dog can do it! Walk your class quickly through this one:

Problem: I'm hungry

Solution: (Flip) Get fed!

SMART: Get one extra bowl of food in the next 10 minutes.

Strategies: (Have fun and get more than one) Bark, push dish, do a trick, raid the garbage, mooch from neighbours, steal other dogs'/cats' food, figure out how to open fridge, chew shoe….

Tactics: Austin demonstrates the tactics associated with "place empty bowl right on owners' lap.

Note: One student noted that Austin was actually combining two strategies together to ensure the SMART objective was met by batting his big brown eyes as well as putting the dish on my lap. Multiple strategies can be used to accomplish one objective. This is great ICS as demonstrated by Austin. PPOST is so easy, even a dog can do it! Austin got his extra bowl of food for that.

PENNIES –SPAN OF CONTROL / KIND AND TYPE

ICS Canada YouTube Channel video #4. YouTube video link:
www.youtube.com/watch?v=gaOH6XOftEU&list=PLHHKgn3W1DTDkzhEiPh74inzq5k0G8cjQ&index=4

OVERVIEW

Although this exercise is intended for an ICS 200 in-class course, it can be quickly pulled out in a 300 course or during a discussion of ICS with other organizations, to demonstrate how quickly span of control can be maintained. A person recently said "you can't organize 50 volunteers using ICS". Taking the pennies out and using this exercise quickly demonstrated how ICS span of control work. I have a bag of pennies, nickels, one dime and one dollar coin with me at all times.

Using pennies to represent resources can illustrate multiple ICS concepts including span of control, kind and type, strike teams/task forces, and matching resources to objectives. As well, it is a huge break from the PowerPoint and gets the students actively involved and thinking.

People try to organize a pile of pennies without even realizing what they are doing. They understand the hierarchy of pennies, nickels, dimes and quarters. Using pennies is a hands-on, visual and tactile instruction method and a change of pace from the lecture format. Using the Canadian "loonie" dollar coin as the Incident Commander allows you to add a touch of humour to a topic that is often a pretty dry subject.

In Canada, pennies have been discontinued. Pennies will likely be around for another year (there's a couple of billion still sitting in kitchen drawers and you can use American pennies if necessary. It costs roughly $1 per person to use the pennies example; for $25 you can do a large class. For those in the United States, get a Canadian friend to send you a couple of dollar coins called "Loonies" (because of the picture of a Loon on the first issue of the coin).

You will also need a roll of baggies, alcohol hand cleaner for the students, and a couple of dollars' worth of coins for the instructor alone.

PREPARATION

You will likely have some American pennies in the mix – try to include a few in each bag to make it easier to discuss kind and type. You don't need many, but each bag should have a few.

Use plastic sandwich bags to assemble for each student:

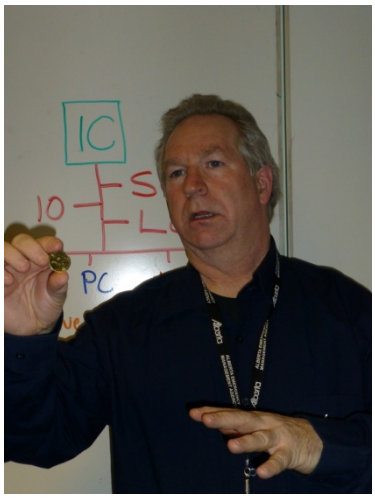
- 60+ pennies
- 7+ nickels
- 1 dime

For the instructor, assemble a bag which has

- 1 dollar coin
- 3 – 7 fifty cent coins (you can still order them) or use quarters instead
- 8 quarters

You may want to vary some of the order or leave some parts out, but this is generally the flow to using the pennies.

THE LOONIE – ESTABLISH COMMAND



- Have students clear LOTS of room. Clear all books, cups and papers off the table.
- Give each student a bag of coins. Tell them this represents a staging area – keep the coins in the bag.
- Hold up the Loonie and say "For the purposes of this exercise, I am the loonie – the Incident Commander." I like to have some fun and emphasize "I am the ONLY loonie in the room…"
- As Incident Commander, you will determine the deployment of the resources. The students act as the Staging Area Manager.
- Tell the students to ignore everyone else in the room – it is just the IC and the student (not all the coins in the room).

RESOURCES

- Ask the students to pull one penny out of the staging area and put it in front of them.
- This represents a SINGLE RESOURCE, such as a police officer, an ambulance and crew or a 20 member wildfire hand crew. Let them ponder that for a second.
- Ask the students to take a couple of pennies from the staging area and put them on top of the one penny in a small pile. This represents the ambulance and two EMTs; when you call for an ambulance, you get the ambulance and crew. An ambulance without a crew is a large paperweight. If it was a pile of five pennies, it would represent a fire engine and four crew. When you order a fire engine, you expect it to come with the crew.
- A 20 member hand crew is ordered as a single resource. It would be a pile of 20 pennies. I emphasize that it is reasonable to expect the single hand crew to have an internal span of control and structure that does not exceed the span of control.
- How big is the pile of pennies when you get 120 people coming with Canada Task Force 2? Is it considered to be one resource or 120? (If it is acting as one resource, it is listed as one resource).
- Move the pennies back into the staging area. This part of the discussion is done. From this point on, you can imagine adding pennies onto a pile to represent the crews – we'll just stick with single pennies from this point on.

BUILDING FROM THE BOTTOM / SPAN OF CONTROL

- Get five pennies out of staging and put them in front of you. Does the incident commander (loonie) have any concerns about the span of control? No.
- Add one penny from staging. Put it in with the others. Does this exceed the span of control? No. Why did we put the resource in with the others at the bottom? Because they are new, they will learn what works or doesn't and be kept safe by the resources (pennies) beside them.
- You can point out that they are doing great Incident Command by where they place the new penny. If they put it

in the middle of the group, they are keeping the new penny safe by putting an experienced penny on either side. If they add the penny to the end of the group, they are doing excellent Incident Command because they are putting the new penny at the safest work spot until they learn the ropes.

- Add one more penny. Are there any issues with the span of control? The students should recognize they are at the maximum span of control for the loonie with 7 pennies.
- Add one more penny from staging. Any issues? Yes, the span of control has been exceeded. Ask the students how many pennies are in front of them.
- Have the students split the pennies into two groups of four.
- Move one penny up from each group to be the leader.
- How many pennies are in front of you? There are still 8. Creating a new level of leadership does not require more pennies. You simply reorganize them.
- You can have the students change the leader to a nickel or simply put the nickel on top of the two "leader" pennies to represent a vest of authority.
- Add a couple of more pennies to each leader to give them a span of control of 5.

TASK FORCE / STRIKE TEAM

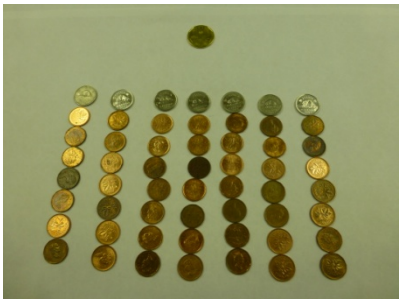
- Ask them to look at the pennies and nickels in front of them. Are they all heads or all tails? Generally, everyone will have a "task force" of heads and tails.
- Talk briefly about task forces and strike teams to remind them of the concept. Remind them that "Strike is Like!"
- Have everyone to change one of their task forces of heads and tails into a strike team of all heads or all tails.

KIND AND TYPE

- Ask if anyone has an American penny in their task force or strike team. Usually you will find two or three participants will put their hand up.
- Discuss the concept of Kind "What does it do?" and Type "How big is it?" I explain that a coin is "a store of monetary value". How big is it is how much the coin is worth.
- Is the American penny the same Kind as a Canadian penny? A: Yes, they both are a store of monetary value and they both have the same kind of job.
- Is the American penny the same Type as a Canadian penny? A: Yes, even when the exchange rate is substantially different, people treat an American penny exactly as a Canadian penny.
- They are the same Kind and Type, so they are interchangeable. Before I asked the question "Does anyone have an American penny", nobody even considered it an issue!
- For contrast, I ask the same question about a Mexican peso or a Euro coin. Are they the same Kind? A: Yes, they are a store of monetary value. Are they the same Type? A: No, they have different sizes (values) and are not interchangeable.

USE OF THE STAGING AREA / SPAN OF CONTROL SIZE

- Have everyone create three task forces/strike teams with a span of control of 3. This is the minimal span of control. How many coins are in front of them to do the work? 3 ST/TF x 3 plus the 3 ST/TF leaders equals 12 coins.
- You have already shown them how to build Operations from the bottom. Now ask them to create the OPTIMUM span of control: 5 task forces or strike teams of 5.
- Once they have completed the five task forces or strike teams with a leader for each group of five pennies, explain how they used two ICS concepts at the same time. They added from the bottom of operations to put a couple of more pennies into the TF/ST with a span of control from 3, but then they assembled whole strike teams and task forces out of the staging area to put in the two additional Strike Teams or Task Forces. Discuss the use of staging at this point.
- With a span of control of 5, how many coins are in front of them 5 x 5 + 5 leaders = 30.
- Ask them to go to a maximum span of control of seven: 7 task forces or strike teams of 7.
- How many coins are now in front of them? 7 x 7 pennies and 7 nickel leaders = 56.



COMMAND STAFF

- With 56 coins in front of them, we need to look at span of control for the Incident Commander.
- I add a couple of 50 cent pieces (they can be ordered, or use quarters instead) to represent the two likely Command and General Staff to be added; the Safety Officer and the Logistics. I avoid the Operations Chief because I want the loonie to have everyone reporting to them.
- If we have 7 leaders and two staff, do we have a span of control problem? A: Yes, there are now 9 reporting to the IC.
- We have to deal with this by adding another level of management. We will now create Divisions/Groups.

SELECTING LEADERS

- This one you need to "choreograph" quite closely (or people will make mistakes).
- Ask each person to pick one nickel out of the task force/strike team leaders and move them up. This will leave one task force/strike team without a leader. Do not let them add a coin from the staging area!
- Have them change the nickel into a dime and discard the nickel to the side (into the staging area). They will still be short a strike team/task force leader at this point.
- Ask them "Why did you move that nickel up? Why did you select that leader?"
- The answers will be:
    - It was the shiniest. "Great! That was the most eager of all the leaders!"
    - It was the dullest. "Great! It was the most experienced – it's been around!"
    - It was dented. "Great! It's been hurt before and will want to be the safest!"
    - It was the closest. "Great! Pick one. If it doesn't work, fix it when you see the problem."
    - It was American. "Great! They've been doing ICS longer than we have."
- We still have a strike team or task force short of a leader. Have them repeat the process, but have them look at all seven pennies and think about making the best choice. Emphasize that moving a penny up to become a nickel leader isn't about seniority or favoritism or using only those from your organization. It is about selecting the best person for the job.
- Have them look at the nickels and dimes. Those are the leaders. Remind them of the qualities of the leader, whether they are the nickel, the dime or the loonie.

GROUPS AND DIVISIONS AND BRANCHES

- Let me assure you, by this time their brains are full!
- Briefly mention that the dime represents a group or division.
- A group or division can range from 13 coins (3x3+3 leaders+1 supervisor) to 57 coins (7x7+7 leaders+1 supervisor).
- Briefly mention that the same process is used for Branches and the Branch Director (quarter) will have up to seven groups/divisions. The maximum for a branch is 7x7x7 + 7x7 leaders + 7 supervisors + 1 branch director. A branch is up to 400 people.

RESOURCES / STRIKE TEAMS / DIVISIONS

- Their brains are full. Take them back down to the table in front of them.
- Remember how each of the pennies might be a person, an ambulance or a strike team?
- The table in front of you (with the maximum span of control) represents nearly 50 fire trucks, 50 ambulances, 50 hand crews of 20 workers. You just organized almost fifty (49) fire trucks for the World Trade Centre, Slave Lake disaster or the next tornado.
- Emphasize that by using the span of control and the levels of management, you can take a single resource or strike/team task force and build it (from the bottom up or staging area), to become a division of 50 or a branch of 400.

FINISH

- Have the students put the coins back into the staging area.
- Pass the hand sanitizer around – we don't want people to get sick from the coins!
- This is a good time to take a 10 minute break and then go back to a lecture format.

SUPPORT UNIT EXERCISE

ICS Canada YouTube Channel video #10. YouTube video link:
www.youtube.com/watch?v=gaOH6XOftEU&list=PLHHKgn3W1DTDkzhEiPh74inzq5k0G8cjQ&index=10

OVERVIEW

This exercise is given after the students have reviewed the roles of the Officers and support units under Planning, Logistics, and Finance. It allows the students to work together in their groups and immediately apply their knowledge of the role of each unit to a pre-planned event (no time pressure like an incident would have). It usually highlights a lack of understanding of the roles of Resource Unit, Supply Unit and Procurement Unit and allows you to correct the situation.

In order for students to understand the support Units under Planning, Logistics and Finance, you have to force them to think about what they would be doing. One of the easiest (and non-threatening ways) to do this is to give them a pre-planned event where time is not an issue and no lives are at risk.

Depending on the amount of time, you may wish to provide them with the Objectives to give them more time on the activities of the Units rather than bogging down on the Objectives of the event for the majority of the exercise. Another way to approach this might be to ask them "What do you think the objectives would be?" and after a quick discussion, provide them with the objectives.

You will find this exercise gets them to think about the activities of the Units and almost invariably shows they don't understand the following:

- the role of the Resource Unit in relation to Operations (tracking during the work, vs. tracking status day and night), identifying resource shortages and signing into the incident.
- the role of the Supply Unit versus the Procurement Unit (placing actual orders versus getting the best price on a new contract)
- the role of the Food Unit and Medical Unit (only for responders) versus the Food Group and the Medical Group (or Strike Team/Task Force/Single Resource) for the public.

This exercise will take roughly 30 minutes and likely can't be done in a 1.5 day ICS 200 but is a good exercise when you use a full two days to teach ICS 200.

I simply give them the scenario for each group and the organization chart and get them to write on the chart as to what each Unit does for the large event.

The wedding and the Christmas presents make a dry exercise a lot more fun, yet people clearly understand why each Unit would have to be activated.

SUPPORT UNITS EXERCISE

By Tom Cox

Using a large pre-planned event allows people to work through the role of each of the Units that support the Operations Section. This exercise takes about 30 minutes, but allows the students to have some fun, see the purpose of each unit, and may identify when students mis-identify the function of a particular unit. For example, students often say the Resource Unit "orders more resources".



You can either provide Objectives for each of the pre-planned events or allow the students to identify the objectives as part of the exercise. Review the PowerPoint slides and then introduce the exercise.

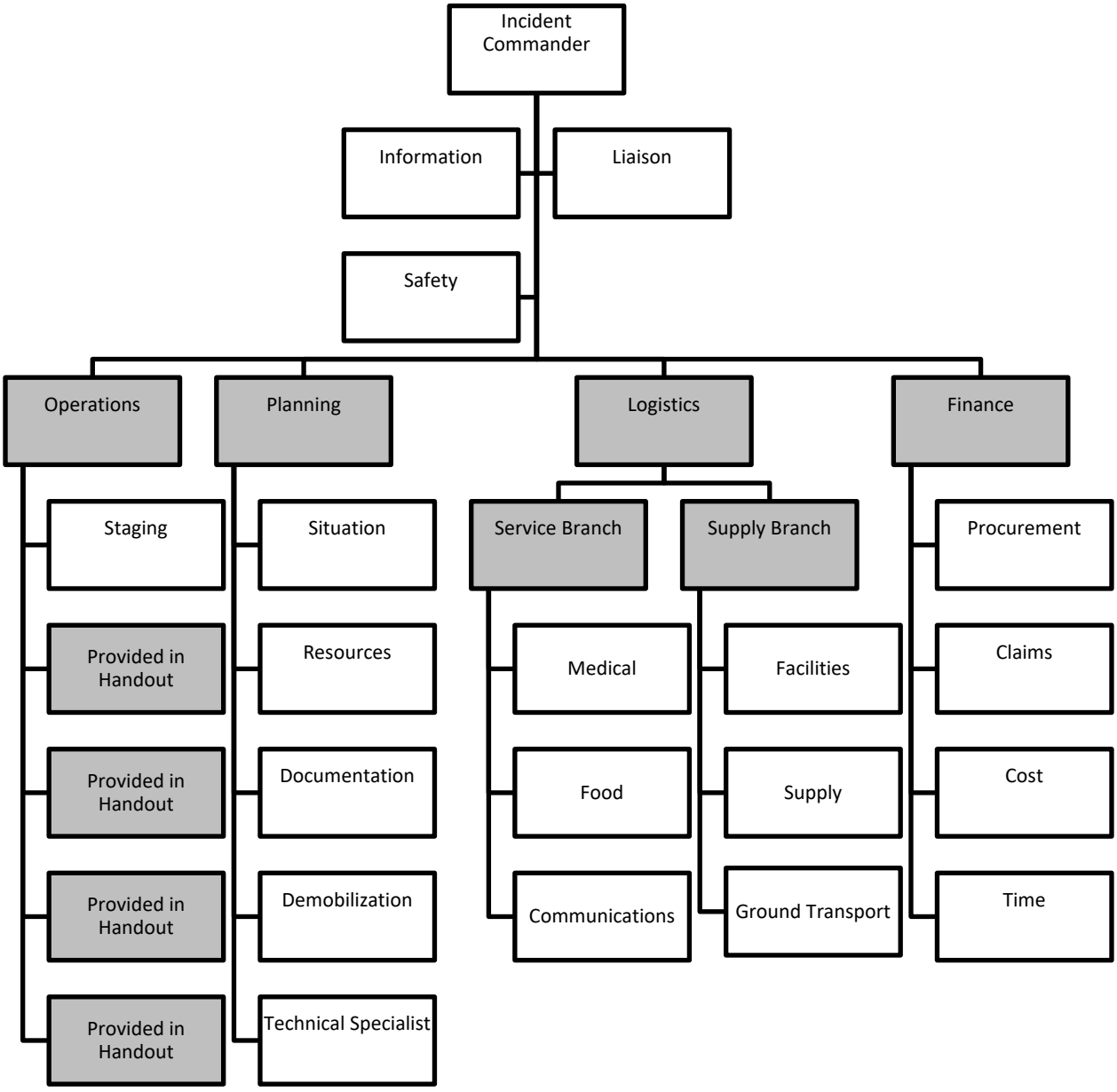
Provide a handout to each student with the Units identified and tell them each Planning, Logistics and Finance Unit will be staffed. Their goal is to identify the typical types of challenges and tasks each Unit would have to support the Objectives being done by Operations. Ensure they understand EVERY Unit will be activated and every Unit will have work. What will that work be?

Any large pre-planned event will do and so this can be tailored to the students in the course. Attempt to match the best event to the abilities and interests of each group of participants. A recent course had a mix of public works, RCMP, Emergency Social Services (reception centres), Fish and Wildlife Officers, so the following events were used:

1) Reception Centre for 10,000+ evacuees.
2) Fun Run or Parade for up to 7,000 participants
3) Small Ukrainian Wedding for up to 3,000 guest including ceremony, reception and honeymoon.
4) Santa's Christmas Toy deliveries.

Talking with the students after the exercise, the students all provided feedback that this exercise was fun yet even with the fun the purpose of the exercise was clear and help everyone understand why each Unit is required for large-scale events and could see how it would apply in incidents.

STUDENT HANDOUT (TWO PAGES) – Do <u>not</u> do the shaded boxes in this exercise.



SCENARIO 1: AN EVACUATION RECEPTON CENTRE FOR 10,000+ EVACUEES.

Not all those evacuated would stay overnight in the reception centre (usually less than 10%), but would be going for other services provided. These numbers would be similar to the number of evacuees from High River (2013 flood), Calgary (2013 flood), Kelowna (2003 fire), Slave Lake (2011 wildfire), or numerous other large scale evacuations. Although the evacuation itself is unexpected, the operation of a reception centre is a pre-planned facility and response to that unexpected incident.

OBJECTIVE 1: Provide incident information to those directly and indirectly affected by the incident.
OBJECTIVE 2: Provide basic and adequate food, water, clothing, blankets to those affected by the evacuation and food for responders and volunteers.
OBJECTIVE 3: Provide accommodation for a minimum 3 days to evacuees requiring overnight accommodation.
OBJECTIVE 4: Provide a registration and inquiry process for identification of people missing in the evacuation area and to reunite families and friends with evacuees who safely got out.
OBJECTIVE 5: Provide Personal Services (counselling, pet care, financial aid, medications, first aid) to evacuees.

SCENARIO 2: A "FUN RUN" FOR 5 – 7,000 PARTICIPANTS

OBJECTIVE 1: Host a "Fun Run" of 10 kilometers within the community limits for up to 7,000 participants.
OBJECTIVE 2: Host a "Walk and Talk" of 2 kilometers for elderly, young or those not wanting to run.
OBJECTIVE 3: Host a "Wheelchair Run" for up to 200 participants on the 10 kilometer Fun Run course.
OBJECTIVE 4: Provide fruit, water, medical aid, and massages to participants
OBJECTIVE 5: Provide participant transportation to and from parking areas and along the course (for those who cannot finish).

SCENARIO 3: Have a small Ukrainian Wedding for 3,000 guests on (specific date).

You know the group has "got it" when they recognize a wedding reception with 3,000 Ukrainians may require a Compensation and Claims unit. Handling Bridezilla and the mother-in-laws adds an extra dimension to the complexity.

OBJECTIVE 1: Conduct a Wedding Ceremony
OBJECTIVE 2: Meet all legal requirements to be legally married.
OBJECTIVE 3: Conduct a Wedding Reception for 3000 guests
OBJECTIVE 4: Have a hotel for the wedding night and 2 week honeymoon.

SCENARIO 4: Deliver toys for (approximately 2 billion) children for Santa.

Participants really enjoyed this one. The instructor may allow a certain amount of "Santa's magic" to accomplish the objectives, but students are told not to abuse the privilege.

OBJECTIVE 1: Gather and verify a naughty and nice list
OBJECTIVE 2: Assemble all children's wishes (mail, email, prayers, at malls) to match presents.
OBJECTIVE 3: Assemble and purchase an appropriate gift for each child.
OBJECTIVE 4: Deliver all presents within a 24 hour period on December 24/5.

INSTRUCTOR NOTES:

Typical comprehension problems to watch for include

- Resource Unit – does NOT do the ordering. Resource Unit tracks resources (people and equipment) whether they are working in Operations or if they are taking breaks or off-duty. Resource Unit also helps identify resource shortages as part of the planning process for upcoming operational periods. Check-in recorders may be assigned by the Resource Unit to the various facilities to ensure everyone coming into the incident is properly signed-in.
- Supply Unit – DOES do the ordering, but does not create the contracts or do the procurement. The Supply Unit specifically places the orders for resources (people and equipment) and all other "bits and pieces" such as gloves, tape, pylons that are required to support Operations or the other sections.
- Documentation Unit: - not only photocopies the Incident Action Plan, but also receives and files the plan and all Unit logs. The Documentation Unit is responsible for assigning scribes to record various key individuals (primarily the Incident Commander and Operations Chief but scribes may be assigned to any other position). Scribes are an essential role in all Type 1 and Type 2 incidents and are highly recommended for Type 3 incidents.
- Procurement Unit – does NOT do any ordering, but looks to get the best price, rates, terms and conditions for any contracted services. Due to the nature of the emergency, time may be of the essence, but that does not mean throwing out best practices for procurement and financial accountability. The Procurement Unit may already know of best prices on government contracts or routine contracts.
- Medical Unit or Food Unit – do NOT provide food to the public, although they may be coordinating with those providing the service to the public in the affected area. Typically, a food or medical Task Force, Strike Team, or Group would provide the medical or food to the public.
- Communications Unit – is NOT corporate communications, but RADIO communications. You may include cell-phones (chargers and phone lists), land-lines, internet and satellite phone in with this.
- GIS – typically falls under the SITUATION UNIT. If you need a map for your Incident Action Plan, the GIS should be reporting to the Situation Unit Leader.
- Ground Support – helps move people and equipment around the work site. However, it may be expanded to include off-site transportation such as arranging bus or plan tickets for someone who caught a ride to t incident with others and now has no way to get home.
- Scribes report to the Documentation Unit, not the person they are scribing for.

INSTRUCTOR EXAMPLES:

Here are some examples from one of the classes when four groups were asked "What would each of the Support Units be doing to support the following large pre-planned event?":

24 HOUR MARATHON FOR 7,000 TO 10,000

Medical – for volunteers (Medical for participants would be a Medical Group or Strike Team)
Food Unit – for the workers/ volunteers
Comms Unit – critical due to multiple agencies, distances, getting emergency information to ICP
Facilities –command post, start/finish tent, medical area
Supply – order tents, fencing, porta-potties
Ground Transport – small bus taking volunteers from parking areas their course positions.

RECEPTION CENTRE FOR 30,000

Medical – First aid for volunteers, but may not be used as the Medical Group for evacuees could be used
Food – in reception centre and staff and possibly others, working with Food Group for evacuees.
Comms – inside phone/radios for staff, long distance lines for evacuees
Facilities – can we hold enough people, private rooms, allergies, pet owners
Supply – baby food diapers, cots, blankets
Ground transport – generally not used, but might have a shuttle to the EOC
Technical Specialist – Interpreters, public health agency representative

SMALL UKRAINEAN WEDDING FOR 3,000 GUESTS

Information – invitations, rehearsal times
Liaison – buffer between bridzilla, two families
Safety – tipsy Ukrainians – room fire marshal, food safety, taxis
Medical – basic first aid basic
Food – extra plates for staff
Comms – not needed (Logistics Chief will do) as we are just using cell phones,
Procurement – best prices
Claims –hall insurance!!!
Cost – yes, the bills and there is usually a limit on the cost of the wedding
Time – keep time on wedding planner and which family members volunteered the most.
Ground transport – limo, to the airport, parents
Documentation – liquor license, wedding license, guest register
Technical specialist – someone who knows how to make Braided Bread and Pyrogies!

SANTA'S TOY DELIVERY (I love the technical specialists…)

Information – work with Norad on tracking
Liaison –Canada Post for receiving letters, coordinating with Easter Bunny, Jack Frost, tooth fairy)
Safety – slip and fall issues on roofs, fire & chimneys, air traffic, elves safe assembling gift
Situation – naughty and nice list may be changing hourly!
Resources – get the presents (WRONG – but opens door for instructor to correct the misunderstanding)
Documentation – Filing "Letter to Santa" letters and matching presents to wishes to naughty and nice list.

Demobilization – tired reindeer, care in barn. Santa up for 24 hours – will need time off.
Tech specialists – language, flight path specialists, air traffic control, fitness and nutrition specialist due to cookie and milk, and getting the naughty and nice list
Medical – vet for reindeer as well as medical doctor for injured elves
Food – for deer and elves
Comms – sat phone for Santa, walkie-talkie headsets for reindeer for in-flight coordination
Supply - getting presents that elves should not build (ie Playstation – easier to buy than build)
Ground Support – elves to and from manufacturing
Claims – WCB, gift warrantees, Santa working alone, damage to chimneys and presents
Time – for elves. Overtime issues with elves? Santa gets the bill for the elves!

THE STORY –THE INCIDENT ACTION PLAN

[1]

ICS forms may overwhelm the students, especially with all the other information in the course.

Rather than have them worry about exactly which form does what, have them focus on the purpose of the form by using an ICS form 200. You don't know the ICS form 200? It is a blank piece of paper! Fold it in half and you immediately have a compact, one-piece ICS form 201, or leave it as a full page blank form 202 or immediately turn it into a Safety Message…. Thanks to Marschal Rothe in Montana for showing us the ICS form 200! There's more on the ICS form 200 below.

Once you get the students over the fear of ICS forms, get them to understand that the ICS 201 simply "tells a story"; the story of this response. What are the components of a good newspaper story? Who, what, when, where, why and how! You just have to get the students to use the proper ICS terminology! Most students will get who, what, when, and where. Why and how will require you to explain as the students will not get the ICS "Why are we doing this" or How "Using the 14 principles".

Who? –Who is in charge (Incident Commander) and who (resources) is doing the objectives?

What? – What are we doing about this? (SMART Objectives)

When? – When are we doing this? (Operational Period)

Where? – The map. Also shows were the Incident facilities are located.

Why? – Problems/Priorities. What problems/threats to the priorities do we have?

How? – Using the 14 Principles of ICS! As well, the medical and communications plan.

[1] http://www.gov.ns.ca/natr/forestprotection/wildfire/bffsc/images/Fig23.jpg
http://www.gov.ns.ca/natr/forestprotection/wildfire/bffsc/lessons/lesson6/lace.asp

INSTRUCTOR DETAIL

The ICS form 201 is a quick, 4 page outline of the who, what, when, where, why, and how.

If there is too much information to put on just the 4 page ICS 201, then you must do a complete incident action plan, which includes the 201, 202, 203, 204, etc.

The ICS form 201 is a great summary for briefing an incoming Incident Commander.

The ICS form 201 is a great tool for teaching people how to do an incident briefing or a full IAP but should be constantly referred to as the "ICS 201 Briefing Form" rather than giving the student the idea that it represents a full Incident Action Plan

The map is <u>not</u> the most important part of the Incident Action Plan IAP. During the exercise, people will spend more time on the map than working on the objectives. To avoid this, either do the map as a whole group (5 minutes) or tell them NOT to do the map, then give them 5 minutes to do the map at the end of the IAP exercise. Any map that requires anything more than stick figures should require activation of your Planning Section and/or GIS Unit under the Situation Unit.

THE ICS FORM 200

ICS Canada YouTube Channel video #11. YouTube video link:
www.youtube.com/watch?v=gaOH6XOftEU&list=PLHHKgn3W1DTDkzhEiPh74inzq5k0G8cjQ&index=11

I am deeply grateful for Marschal Rothe of Montana for introducing me to the ICS Form 200. It can be introduced in an ICS 200 course and works extremely well in ICS 300 courses when teaching the forms.

The ICS Form 200 is one of the most effective ICS tools for any Incident Commander – or ICS Instructor. The form is generally used in most incidents, especially for initial planning, but it can be used to assist with transfer of command briefings, documentation, formal communications, and for completing the planning process. Training everyone in the proper use of the ICS form 200 is of great benefit for understanding ICS and giving everyone the tools to use on an actual incident. If you are not familiar with the ICS Form 200, it is generally referred to as "a blank piece of paper".

While the ICS form 200 gives a bit of humour to the forms, it is an extremely powerful teaching tool for students in a classroom to understand the use of ICS forms. Students are apprehensive of the ICS forms, confused by their layout and uncomfortable with their use. This leads to two significant issues with the use of ICS forms in emergencies; nobody wants to use them and everyone wants to modify them. Using a Form 200 to teach people to understand why the forms are the way they are will make them less intimidating and will enable anyone at an incident scene to grab a blank piece of paper to create an instant 201, 202, 203, 204, 205….as needed.

The concept is relatively simple to convey: what do you need the form to do? Well, a blank piece of paper can do that as well, er, ICS form 200.

At the end of teaching the ICS 201 Briefing Form, consider introducing the students to the ICS Form 200; immediately demonstrate how the key to the forms is NOT what form you are using but what do you NEED the form to do? I need to brief the incoming Incident Commander and I don't have access to the ICS forms. Take an ICS form 200, fold it in half and now you have the instant briefing form complete with the four pages for the map, current actions, organization, and resources. If you remember that the ICS 201 Briefing Form provides the "Who, What, When, Where, Why and How" of the response, it is pretty easy to create a solid briefing using the ICS 200 form. I also like that using a folded ICS Form 200 is more compact and easier to do on the hood of a vehicle or on the fly in the first five minutes of the response. Extremely useful.

In the ICS 300 courses, do you need an ICS Form 200 to lay out your SMART Objectives? You can put the Objectives on a Form 200. Do you need to create an organization chart? The 200 will work. Intimidated by the 215? Use an ICS form 200 to create a "shopping list" of what resources you need to

get the objective done and then when you understand everything you need to bake the cake, transfer it to a 215 to get used to doing the forms and getting into the proper ICS planning process.

Get the students to think about what you NEED to organize the resources or brief the Incident Commander, show them how a blank piece of paper can plan, organize, formalize, and document those needs, and then make the connection between putting on a blank piece of paper or using the appropriate ICS form.

The ICS forms were designed so each form can be used for specific needs of planning, organizing and documenting the response. Everyone uses the ICS 200 during a disaster and usually in an emergency. The ICS forms do exactly the same thing.

FOLEYET EXERCISE

The ICS Canada I-200 course has a student exercise for setting SMART Objectives. Although the exercise is good, students easily get off-track assuming it is a terrorist attack or Ebola/SARS/(insert current scary disease) outbreak. The instructor needs to allow the students to get off-track for a little while as the discussions will help them understand ICS, but then you need to pull them back into the reality of the actual scenario to demonstrate how they need to focus on the "knowns" rather than "What Iffing" the scenario until it becomes a national disaster.

For the United States instructors, this scenario can be added to your instructor "Bag of Tricks" as a 200 level review scenario for ICS 300 or a quick example of a non-fire incident where ICS can still be applied. Consider changing the names of the towns to make it "local" but emphasize this is based on an actual incident.

I have included the scenario and graphic with the permission of ICS Canada.

The next three pages are the two-sided student handout and the PowerPoint visual for the exercise.

Scenario: Developing Incident Objectives

Illness strikes Via train – actual event

The Canadian Press

May 9, 2008 at 11:10 AM EDT

FOLEYET, Ont. — Ambulances and police scrambled to the hamlet of Foleyet, Ont., on Friday after one person died and several others fell ill on a Via Rail passenger train en route from Vancouver to Toronto.

The train was under quarantine as authorities rushed to tend to those with flu-like symptoms and find out what was causing the illness.

”The whole place is being overrun with ambulances and police cars, and we've got helicopters,” said Deborah DesRochers, chairwoman of the town of 380 about 100 kilometres southwest of Timmins.

”They've got the train quarantined. They're trying to isolate what it is.”

Only emergency response personnel were being allowed on or off the train, which was carrying 260 passengers and 30 crewmembers.

Via Rail spokeswoman Catherine Kaloutsky confirmed that one person had died but had no further details were sketchy.

”Medical personnel are at the scene and are standing by to assist as may be required,” Ms. Kaloutsky said.

Police said as many as 10 were ill with flu-like symptoms, which made its regular morning stop in Foleyet.

”No one is going onto the train without full protective gear,” police spokeswoman Sergeant Laura Nichols told CP24.

The illnesses appeared to be contained to two train cars.

A CN Rail sleep station was evacuated and local health facilities were on standby.

Situation:

Your Incident Management Team has been asked to assist Foleyet in its response to the incident.

Resources:

- Local Health Authority:
  - Public Health Director
  - 4 Public Health Nurses
  - 2 administrative staff
  - Mutual-aid agreements in place with 6 neighbouring counties could allow for an additional 14 public health staff.

- Fire and EMS: The following resources are within close proximity and available for response:
  - 3 engine companies (4 personnel each)
  - 1 truck company (4 personnel each)
  - 3 basic life support ambulances (2 EMTs)
  - 1 advanced life support ambulance (2 paramedics)
  - 1 Mobile Command Vehicle

- Law Enforcement:
  - Units within close proximity: 1 Staff Sergeant, 3 officers
  - Other responding units: 1 Inspector, 3 Sergeants, 8 officers, (6 officers remain in service elsewhere in the city)
  - Mutual Aid Police Force : 2 Sergeants, 8 officers
  - 1 Mobile Command Vehicle

Media:

- 1 (local) newspaper reporter
- 2 network reporters and crews
- 5 radio station news staff members
- 3 TV reporters and crews (CBC, CTV, Global)
- 1 TV helicopter (Global)

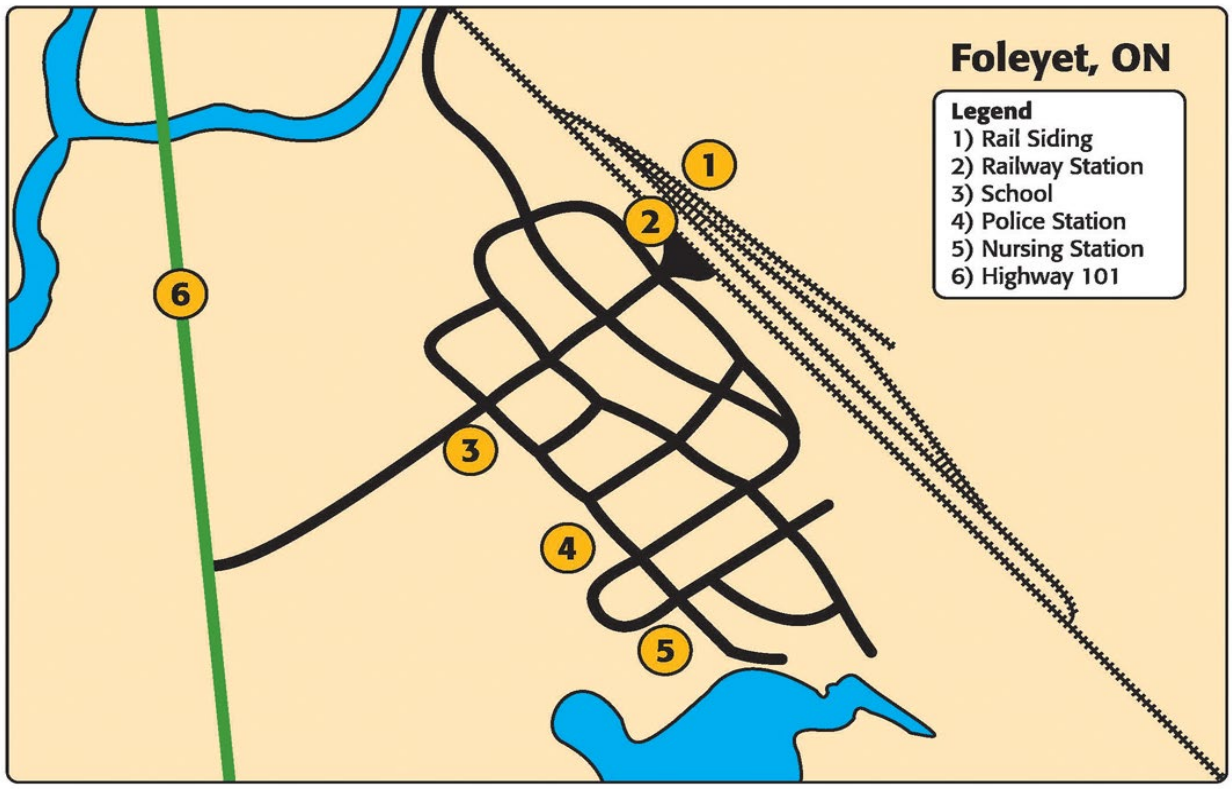
Instructions

1. Working as a team, review the scenario, scenario map, and resource list in the Handout.

2. Develop incident objectives for the next 4 hours.

3. Next, identify your general strategies for accomplishing these objectives.

4. Select a spokesperson and be prepared to present your work in 30 minutes.



Courtesy ICS Canada

Instructor Background Notes

- Occurred on May 9th, 2008
- The SARS crisis, with fatalities, influenced the perception of the threat and the type of response.
- Population of Foleyet was 216 in 2006 census, but reported as 384 at the time of this incident. Foleyet is approximately 760 km north of Toronto
- 264 passengers and 30 crew on board
- Started in Vancouver, picked up passengers in Jasper, Edmonton and other stops
- One death, reported as 60 year old woman but released as both 46 and 43 years old.
- Six to ten people with flu-like symptoms with reports of one group having 7 people with 6 ill.
- The group got on in Jasper and had symptoms before getting on the train. This means it was not the food, water, or air on the train, at least for the group.
- The passenger who died was reported to be part of the Jasper group, but then later determined not part of the group.
- One passenger taken to hospital with respiratory illness, not part of the group. Appears to be a 3rd health-related issue at the same time as the death and the group with flu.
- Retired British doctor on train was called to check on the women who appeared ill.
- Doctor was "not concerned about their immediate health" with the group as he felt they were unrelated.
- Police were investigating to see if there was "any criminal element" according to Sgt. Laura Nichols
- Police blocked the entrance to the rail yards
- Dr. Donald Low, Medical Director of Ontario's Public Health Lab said food poisoning was not likely because "it doesn't usually kill you".
- The train was first reported stopped around 09:30 (likely around 08:30) and the body wasn't removed until "late Friday".
- Lack of information "The sight of so many emergency and police personnel had townspeople on edge especially since little information was being released about exactly what was going on." "Passengers 'just didn't know what was going on' for much of the day."
-

A SECOND INCIDENT

- In 2012, a very similar incident occurred with a fatality on December 29
- An 86 year old woman was found unconscious (later pronounced deceased) and four people had flu-like symptoms
- Train had 200 passengers and 13 crew. Stopped at 5 a.m. in McDougall Township near Parry Sound, about 250 km from Toronto, with a six hour delay.
- The senior had boarded in Edmonton with two relatives
- The four passengers who had the flu-like symptoms had them when they boarded the train and had been self-quarantined in their cabins before the senior was discovered.

FOLEYET INSTRUCTOR NOTES

This is a great exercise but can quickly get off-track as participants get extremely bogged down in terrorist attacks, tactics, rioting passengers and possible evacuation of the town. Having a good understanding of the actual events will provide the instructor with enough "ammunition" to stop groups from going down extreme paths. There was no evidence of terrorism, passengers were calm for the entire 10 hour quarantine, and there was no discussion of evacuating the whole town.

Watch for students confusing organizations with the objectives: The objectives are not "Police", "Fire", "Ambulance". If those show up on the organization chart, it opens the door for a class discussion on the difference between the objective, the strategy, and the resource available to do the strategy.

Objectives often get defined as "Quarantine the Train" (not too bad), "Provide Medical Care" (intensive care? Needs to be more specific), "Determine cause" (may not be realistic in the time span or with available equipment), "Evacuate the Town" (not necessary), "Ensure responder safety" (Key to using ICS - with Safety officer, safety message, previous training it is implied by the use of ICS rather than needing to be stated on every single incident).

Problems

The problems will help determine what objectives are required. Priorities (life/safety, stabilize the incident, property/environment) will never change, but will help putting the objectives in order.

The problems presented by this incident are:	Flip to estimate the solution required:
- People are sick and one person has died	- stop people getting sick / treat the sick
- The cause of the sickness is unknown	- identify the cause / rule out unlikely cause
- It may be contagious	- isolate the passengers / keep people away
- Passengers may need food and water	- provide food, water, sanitation
- It might be a terrorism-related cause	- determine cause / investigate terrorism
- The train might be blocking a rail line	- move train / stop all rail traffic

Suggest objectives might include

- “Isolate the train”, “Quarantine the train”, “Stop all passengers/public from getting on or off the train”, “Establish a safety perimeter 200 feet around the train to stop all persons from entering or leaving”.
- “Identify most likely causes of the illnesses”, “Identify a preliminary cause of the illnesses”,
- “Provide basic medical care on train for all sick passengers.
- “Provide basic food, water, sanitation for all passengers”
- “Notify health authorities in all provinces where the train stopped to drop off passengers”
- “Ensure all rail traffic is stopped” or “Move train onto safe siding”

Resources

Students often mistake resources, strategies and tasks for objectives. There are a large number of resources on scene according to the student handout and this is NOT A RESOURCE exercise. Therefore, any discussion of resource needs should be nipped in the bud with “This is not a resourcing exercise – either you have it or can order it. Before we can get the appropriate resources, we need to identify what we need them to do”.

Another way of identifying the objective versus the strategy and resources is to look at the resources of a community of 200 – 400. For the start of the incident, they would not have five ambulances and 20 police – they likely wouldn’t have more than one ambulance and two police officers! Did they enforce a quarantine for the first hour? How do you do that with no police? Did they treat all patients on the train for the first hour or did they provide basic emergency care with the one ambulance crew?

Letting the students get wrapped up in the worst-case scenario for enforcing the quarantine is fun. The discussion of rioting passengers and blocking exits has some use as a “worst case scenario”. But don’t let it go on to the detriment of identifying all problems/objectives and coming up with strategies to deal with them. “What could they do before the police arrived?” and “What would be required if the passengers stayed calm?” helps bring the discussion back to a realistic level. It is fun to show the picture of the single strand of tape and one person monitoring rather than having to enforce the quarantine.

To emphasize that fire, police, ambulance are resources to be used if available rather than as objectives, you may ask “What if they weren’t here? What would you use then?” To enforce the quarantine, you will go from police, to volunteer fire, to public works, to volunteers, to the high school football team to barricades, to a piece of tape. To provide basic medical care you go from doctor, paramedics, to nurses and EMTs, to industrial first aid and lifeguards, to teachers or those with a standard first aid certificate.

VIDEO

This CTV is a great little clip to finish off the exercise! It also is a great review for instructors going into the exercise.

http://www.ctvnews.ca/video?clipId=996450

LINKS
http://www.canada.com/story_print.html?id=a3d735a5-e3d0-4204-a42b-fced19fb03bd&sponsor=
Quarantined Train Tourist Died of Blood Clot

Coroner confirms South African tourist suffered a pulmonary embolism

MAY 12, 2008
4:25:05 PM
The Ontario coroner's office says a South African woman whose death sparked a train health scare was killed by a blood clot.
Dr. William Lucas says 43-year-old Brenda Buckley died of a pulmonary embolism.
The coroner could not confirm whether the clot developed as a result of deep-vein thrombosis, an ailment that can develop when people sit for long periods of time.

http://www.thestar.com/news/canada/2008/05/11/quarantined_via_train_arrives_at_union_station.html
The couple said they had spoken to a doctor who had been a passenger on the train and had administered to the woman who had died. "He told us there was no doubt it was cardiac arrest and he signed the death certificate so we really weren't worried," Cecilia Damico said.

IMAGES

Photo: The Times

http://en.wikipedia.org/wiki/File:Foleyet_2008.JPG

Photo of Ontario Ministry of Health air ambulance helicopter at the scene of the "Foleyet emergency quarantine" that occurred on May 9, 2008 when a passenger aboard the VIA Rail train died. When the train arrived at Foleyet, the cause of death was unknown and a quarantine was ordered by health authorities. The quarantine lasted for roughly ten hours until it was discovered that the unfortunate passenger had died of natural causes. Photo taken in the CN Rail yard at Foleyet, ON, Canada. Note that they did not require dozens of police officers or fencing to enforce the quarantine. They simply asked the passengers to stay on the train. Like pulling the plug on the bathtub, the simplest strategy is usually your best and easiest to start with.

LEADERSHIP

"You WILL be a leader. ICS 200 is designed for those who are going to lead – willingly or unwillingly."

It is important that the students realize the ICS 200 course is intended for them to lead. They will be a leader at the start of the incident or they will be a leader of a Strike Team/Task Force or Unit as part of a large response. They WILL be a leader and they will be leading people with ICS 100 or no ICS at all. They need to have enough understanding of ICS to lead others safely and efficiently.

In the ICS Canada I-200 course, there is a simple exercise asking students to identify a leader they can relate to and then, as a group, identify the characteristics of that leader. This is a simple exercise to get them thinking about leadership. When I started teaching ICS 200, I didn't think this exercise was that important. Now I see it as a key to getting the student's attention and understanding.

As I continue to teach ICS 300 and 400 and deal with actual incidents, I now realize how important this little exercise is for both the students and the instructor. Leadership doesn't just mean for the Incident Commander. For the students, it is critical that they understand "You WILL be a leader", either as the first on scene and establishing command or as a small cog in a huge incident. For the instructor, it is a chance to emphasize the importance of leadership at all levels of an incident, from the Incident Commander, down through the delegated positions and for the single resource looking at their safety and the safety of those around them to the Strike Team and Task Force Leaders who are leading many people with little or no experience with emergency scenes or ICS.

The exercise is simple enough, but I find many of the students go through the motions rather than take anything away from it aside from a "list". There are a couple of ways you can change up this exercise to get a little more out of a discussion.

WHO IS YOUR LEADER?

Ask half the groups to come up with a historical leader (Winston Churchill / Colin Powell) or a living leader (Rudi Guliani, Mayor Nenshi from Calgary) then ask the other groups to come up with a leader they personally know and have worked with. When asked to come up with a list of leadership qualities, you will find a subtle difference between the qualities of someone they know personally or those leaders they have never met. The differences in the lists makes for interesting discussions.

WHAT QUALITIES CAN YOU DO WITHOUT?

I give people a little less time on the discussion on what makes a good leader. Most groups will have the obvious suggestions done in about 5 minutes and then run out of steam. This gives you a little time to try something a little different. Ask the class if ANYONE is perfect. No leader will be. So, give them five more minutes to decide which are the five most important traits and have them cross off the fluff or the "nice to have".

This is an interesting exercise in determining what is most important in a leader. As well, by saying "nobody is perfect" and "what attributes can you live without" really focuses the discussion on how to be an effective leader. Being an effective leader is more important than just being a leader or being perfect.

WHAT SHOULD BE ADDED?

The general list of attributes of any leader is a good starting point, but as an instructor, you need to show some leadership yourself by going beyond the obvious. In watching various incident commanders during incidents and learning about leadership as an instructor, I would add the following attributes for a great leader for the class to ponder:

- **Honest/Truthful** – "What people expect of leaders is open, honest communications and accountability. If you do that you will be amazed. Transparency of information breeds self-correcting behavior; your people will do what is asked of them before you have to ask." Thad Allen, George Washington University Commencement Speech, 2013/05/21[2]. Question for the class: "Is transparency the same as truthfulness or are they two different attributes?"
- **Leader Has to Been Seen** – Thad Allen, when asked about where to lead from (ahead or behind) replied "you have to lead from everywhere". "If you are not visible to your people out in your boats in 110 degree heat, you're not a credible leader.[3]
- "**Nobody fails"** – Tom Sampson, Calgary Emergency Management Agency, offers an incredibly important point for leaders from Type 1 incidents to the ICS classroom. If people fail, they will never come back. If we allow the individuals to fail in their tasks, they won't want to come in for the first incident. The ICS system was designed to allow everyone in the response to do the best job possible. This is not to sugar-coat incidents or offer platitudes of "Save all lives" when people are jumping off balconies due to the incident. This is to say "We will do everything we can to make you successful' and "You did the best job you possibly could". Question for the class" "What does it mean to say 'Nobody fails' when things are going wrong?"
- **"Hands Off / Mind On"** – The Incident Commander, even in the smallest incident, has to be a thinker first and a doer second, or not at all. While most responders are Type A personalities and wanting to do something immediately to fix or improve the situation, the Incident Commander must first be a thinker and planner; "What have we got here, what will make it better, what have we missed, what aren't we seeing, where will this go next, what are the SMART Objectives". Doing something is the fastest response. But in emergencies and disasters, the fastest response is not the most appropriate response. Incident Commanders have to focus on the most appropriate response.

[2] https://www.youtube.com/watch?v=Tf4y3l76m6E
[3] https://hbr.org/2010/11/you-have-to-lead-from-everywhere

BE PREPARED!

One interesting point is that a number of groups will pick Adolf Hitler, Joseph Stalin and Osama Bin Laden as great leaders. They have many of the same characteristics as Sir Winston Churchill, John F. Kennedy and Colin Powell (though not the same morals or goals). Another interesting point is the number of times groups will pick politicians. I had one course where five groups picked a different politician. Are politicians universally loved? NO! As a matter of fact, less than 25% of the public will generally like politicians, but in disasters they are often considered the key leaders. This is worth pointing out to the students; leaders will not be universally loved, but they will be recognized for their leadership.

THAD ALLEN – HURRICANE KATRINA AND BP OIL SPILL

The BP Deepwater Horizon Incident Specific Preparedness Review (ISPR) for the largest environmental disaster in U.S. history had a whole chapter on leadership during the crisis; an indication of how important leadership is. The leadership review barely mentions the Thad Allen, the National Incident Commander, by name yet the report makes clear he did an outstanding job. Thad Allen was also brought in as National Incident Commander for another incident that had a dysfunctional response at the start; Hurricane Katrina. There are several gems about the qualities of a leader that you may want to share with the students.

If you want to see leadership, check out Thad Allen. Coast Guard Commander Thad Allen was brought in from retirement to become the National Incident Commander (NIC) for deeply troubled incidents and his leadership brought an immediate, substantive and effective change to the responses.

I love Thad Allen's leadership, comments about leadership, and the public perception of his leadership. Martin Pollard (City of Calgary) found a wonderful 3 minute video on YouTube where Thad Allen discusses leadership. I play it for every ICS 200 course, but also for many of my ICS Instructor Train the Trainer courses. It is worth playing at the end of the module on leadership.

You can find the video at https://www.youtube.com/watch?v=Tf4y3l76m6E or simply search "Thad Allen Commencement/Graduation". As well, the Harvard Business Review has a nice short article on his leadership after Katrina and BP Deepwater Horizon that further illustrates his comprehension of the commander's role in a response at https://hbr.org/2010/11/you-have-to-lead-from-everywhere.

The Coast Guard "Incident Specific Preparedness Review", an after-action report, looked at organization and leadership of the response. While not specifically naming Thad Allen or the fact that this was the largest ecological disaster in American history, one little sentence summarized the leadership of Thad Allen: "The National Incident Commander concept proved to be successful in dealing with the national-level concerns of the response, including presenting the public with the 'face' of the response."

HIGHLIGHTS ON LEADERSHIP FROM THE U.S. COAST GUARD ISPR:

This information is available at: http://www.uscg.mil/foia/docs/dwh/bpdwh.pdf

Lessons Learned:
Note: These lessons learned will focus on Coast Guard–related issues, but they are equally applicable to DHS and to other organizations in dealing with all significant hazards and domestic incidents.
• During crises similar to the size and scope of the Deepwater Horizon incident, the public expects there to be one authoritative figure who is "in charge" of the response to the incident.
• There is a need to have fully qualified leaders in place who are well trained and experienced in crisis management and who are ready to effectively and forcefully answer the "who's in charge" question when a significant national incident occurs.
• The National Incident Commander concept proved to be successful in dealing with the national-level concerns of the response, including presenting the public with the "face" of the response.
• Superb crisis leadership is essential for effective response to a major national domestic incident.
• The characteristics necessary for crisis leadership are well documented and identifiable.

http://www.uscg.mil/foia/docs/dwh/bpdwh.pdf

II.1 CHARACTERISTICS AND QUALIFICATIONS OF AN EFFECTIVE CRISIS LEADER

Observations:
• The Deepwater Horizon incident provided a living laboratory for observing crisis leadership at all levels of the response organization, from elected officials and Agency representatives to the CEO of a multinational corporation.
• Crisis management experience or proven ability as a crisis leader is generally not a required qualification for elected or appointed political leaders, career Government officials, or corporate executives.
• The Deepwater Horizon incident placed people in crisis management roles; however, not all were able to demonstrate leadership in crisis as a core competency. The performance of crisis leaders during this incident was uneven at best. In some cases, perceived ineffective leadership led to loss of public confidence in the ability of Government and industry to manage the response to the spill.
• The National Incident Commander concept worked very well in this incident, and provides a

model for pre-identifying individuals with the necessary crisis management skills to lead response efforts and effectively manage future national incidents.

Discussion:
Many Government Agencies and private corporations "grow" leaders from within. They also often bring in proven leaders from outside to provide new leadership and direction for the organization; however, the skills of organization and the ability to manage and lead are only baseline competencies when a crisis arises. The outcome of a crisis or the success of a response to the crisis is directly related to effective crisis leadership.
Some leaders are naturally suited for such a role, but often are not the ones who find themselves confronting a crisis or are not the ones placed in the position of leadership when the crisis occurs.
Leaders involved in crisis management may find themselves on national television, with little or no media training or experience for their leadership position. Crisis managers are required to make critical and binding decisions without the benefit of lengthy study or peer-reviewed advice.
The crisis dictates the pace, tempo, and duration that drives the decision-making process. Leadersnot trained and prepared to function effectively in a crisis can create an image of incompetence,chaos, or disorganization, even if the incident is being managed competently and effectively. In most cases, the leader in a crisis is the "face" of the organization he or she represents; in some cases it may be virtually the only time the public is aware of the organization. The reputation of that organization will largely be determined by the performance of the crisis leader.

The Deepwater Horizon incident provided opportunities to observe crisis leadership at all levels of the response organization. These observations and information gathered during the Coast Guard's Preparedness Review revealed characteristics of good crisis leadership displayed during the Deepwater Horizon incident. These include:

• **Command Presence:** The ability to project an image of being in charge and able to effectively address the crisis. Individuals chosen to represent the whole of Government, the Coast Guard, or the responsible party (RP) must project command presence to the public and the media. This elusive but necessary quality will have a dramatic effect on the public's confidence in the entire response.

• **Authoritativeness:** The ability to speak with authority. This is best accomplished with sufficient command of detail to assure national leadership, the media, and the public that the leader is knowledgeable in all facets of the response.

• **Integrity:** The ability to be both transparent and truthful in all actions. There are many occasions in which information released may not show the organization in a favorable light, and the temptation is to withhold or script information to avoid criticism. Once a leader's integrity is attacked, that person's value to the organization is severely diminished, and the leader should be removed from the response effort. The organization will find itself doing

damage control, and any information released in the future will be suspect.

• **Stamina:** The Deepwater Horizon incident became a protracted disaster response lasting months. Crisis leaders representing the RP remained in place throughout the response, with little or no rotation. Crisis leaders for the Coast Guard at the Federal On-Scene Coordinator (FOSC) level and below engaged in pre-planned rotation; the National Incident Commander did not. Rotation of crisis leaders at the highest levels is problematic for continuity of operations, and for the public's expectation of seeing one face and hearing one voice. For most of the response, the National Incident Commander filled that expectation. Crisis leaders at the highest levels should be prepared to manage from mobilization through demobilization phases of the response.

• **Strategic Thinking and Command of Detail:** The ability to think strategically and have command of detail. These traits complement each other, and allow the leader to speak authoritatively. The inability of a leader to project the image that he/she has command of "the big picture" erodes public confidence, and impacts subordinates in the response organization.

• **Stress Management:** The ability to function during periods of extreme stress. A crisis will most certainly bring high levels of stress during critical periods of the response. The Deepwater Horizon incident may be a benchmark for stress on the response organization from political and media pressure. At every level, the Coast Guard's Incident Specific Preparedness Review found extreme stress during this response. Those unable to function well under stress did not provide the best of their efforts to the response.

• **Decisiveness:** A willingness to act decisively even when provided with incomplete information. A crisis leader cannot be averse to risk. That is not to imply that decisions should be made without the best available information and advice; however, a crisis leader needs to make timely decisions, and the inability to do so will adversely impact the response. For example, other oil spills have shown that waiting even 1 day to apply dispersants may greatly change the outcome of the entire response. Crisis leaders are selected for their ability to assess risk, minimize that risk where possible, and decide among alternatives to achieve a in preparation of future direction.

• **Responsibility, Accountability, and Authority:** In prior Coast Guard oil spill responses, there are examples of FOSCs going to higher authority (usually a District Commander) before making critical decisions. While this may make for a good working relationship between superior and subordinate in a non-crisis mode, it is not the decisionmaking process set forth in the National Incident Management System (NIMS)/Incident Command System organization. In the selection of a crisis leader, there is implied trust that the person possesses the requisite skills to make rational decisions. If the crisis leader is given responsibility and is held accountable, he/she must have commensurate authority for decisionmaking and exercise that authority.

• **Enhanced Leadership Skills:** The crisis leader must possess leadership traits that allow him or her to transcend the pressures of a crisis and use those traits through the duration of the event. Skills such as multitasking, organizational development, analytical and communications skills (which include listening), the ability to delegate and leverage organizational flexibility is vital. At the higher levels, it is important to understand and be able to function within the political environment.

• **Ability to Inspire:** A skilled crisis leader is calm in the midst of chaos. A crisis leader has position power but is most effective leading through "personal power." Effective leaders inspire rather than intimidate subordinates and have the interpersonal skills to build a cohesive team able to work under stress toward achieving a mutual goal.

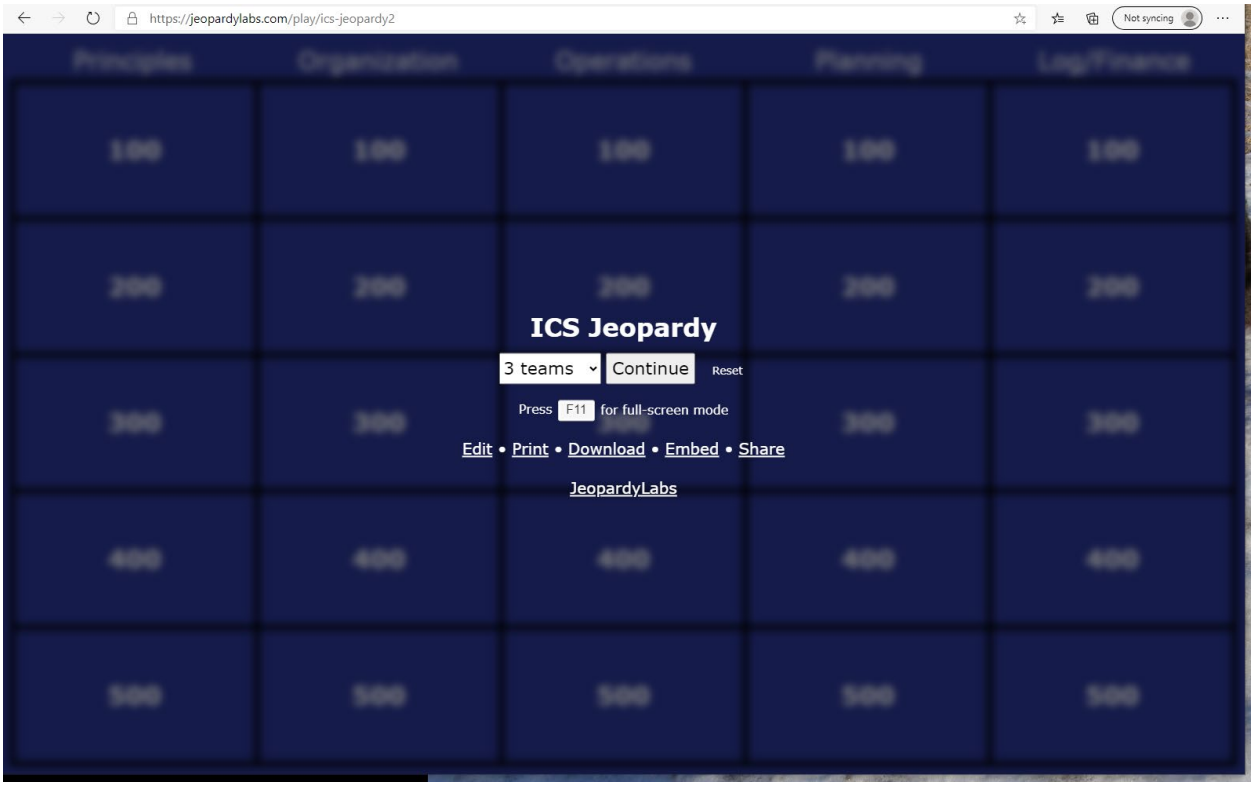
The review of the response to the Deepwater Horizon incident found that very few leaders at any level had all of these characteristics. Many had some but most did not have the training or experience necessary to develop these characteristics. Some should not have occupied crisis leadership positions.

Instructors Note: It may be worthwhile in reinforcing that nobody has all the traits of a perfect leader. Rather than attaining perfection, focus on doing the best job YOU can as a leader and rely on your team to work with your strengths and bolster areas you aren't as strong in.

ICS JEOPARDY GAME

"Incident response is serious and exhausting. A little fun in the classroom to break the ice still makes the concepts hit home and be memorable"

The ICS Jeopardy game is a good ice-breaker to review the I-200 concepts. It is available at [ICS Jeopardy Jeopardy Template (jeopardylabs.com)](https://jeopardylabs.com/play/ics-jeopardy2).



The controls for this are simple, the twenty-five questions cover many of the basics, and it appears that you can edit the questions (although I have not tried it myself).

Thanks to Matt Johnson of JeopardyLabs in Washington State for making this freely available on the internet for ICS instructors to use.

If you have any further suggestions for additions, please send me an email at mail@icstraining.ca.

CARLY BENSON'S MIX AND MATCH EXERCISE

This exercise gets everyone involved and is "self-correcting".

ICS Canada YouTube Channel video #9. YouTube video link:
www.youtube.com/watch?v=gaOH6XOftEU&list=PLHHKgn3W1DTDkzhEiPh74inzq5k0G8cjQ&index=9

This is one of the most effective and engaging ICS exercises I have ever seen. It can also be modified for a number of variations, making it even more versatile and effective.

Carly Benson became the Director of Emergency Management in High River (the epicentre of the costliest floods in Canadian history) after the devastating floods and worked hard to train municipal staff in ICS. Carly presented this to I-400 instructors in an ICS instructor professional development workshop in California 2015 and I was amazed at how everyone reacted positively to it.

On the following pages you will see the answer key (summary of positions and job descriptions), the position titles (with the specific colour of paper to print on), and the job descriptions (on white paper).

PREPARATION:

You can see in the video that the exercise requires you to photocopy coloured paper and then cut the paper into strips. This takes a LOT of preparation time; changing photocopier paper to get the right colour and cutting dozens or hundreds of slips of paper.

I would strongly recommend that you make 20 to 30 sets at a time. You will need one set per group, so four or five sets for a full I-200 class, but you will save yourself hours of time by having multiple sets. That way if a slip of paper goes missing from an envelope or two sets get mixed together at the end of the exercise, you aren't spending time trying to figure out what slip is missing and trying to print just one page to replace a missing part. Just pull out a new envelope set.

VARIATIONS:

I have another envelope set for doing ICS Train the Trainer courses to augment this exercise. Instructors should be able to do this exercise in minutes. If they are getting too smug about how fast they can do it, I pull out the "Extra Positions" set. Here, the positions below the Unit Leaders are to be matched. Do the instructors know where Scribes, Check-In Recorders, Shippers, GIS, Commissary Leaders, and Field Observers are to report to? There are more positions in ICS than those merely introduced in the I-200 and I-300 courses.

Another variation (not yet completed), is to take specific recommendations from After-Action Reports and have the recommendation matched with the responsible position that already is supposed to deal with that issue on any incident. This reinforces the idea that the ICS positions and organization chart are designed to take problems created by the arrival of the responders in hand and assign one position to ensure those problems are dealt with.

ICS Training: Mix and Match

Answer Key

Students doing the mix and match exercise in Washington State!

Position	Description
Incident Commander	Develops the incident objectives and approves the Incident Action Plan and all resource ordering and releasing requests.
Safety Officer	Develops and recommends measures for personnel safety. Prepares ICS Form 208.
Liaison Officer	Acts as the main point of contact for agency representatives.
Information Officer	Develops and releases incident information to the news, media, public, incident personnel, and other agencies and organizations.
Operations Section Chief	Manages all tactical operations.
Branch Director	Created when the Operations Section Chief's span of control for divisions or groups is exceeded. Identified by a Roman numeral or functional name.
Group Supervisor	Helps to manage Incident Commander's and Operations Section Chief's span of control by dividing the incident into functional areas of operation.
Division Supervisor	Helps to manage the Incident Commander's and Operations Section Chief's span of control by diving the incident into physical or geographical areas of operation.
Air Ops Branch Director	Reports directly to the Operations Section Chief. Can have two functional groups: Air Tactical Group and/or Air Support Group.
Strike Team Leader	All resources are alike.
Single Resource	One type and kind of resource; "lone wolf."

Task Force Leader	Any combination and number of resources.
Planning Section Chief	Thinks about the next operational period and anticipates potential problems or events. Conducts the planning meeting.
Documentation Unit Leader	Prepares the Incident Action Plan and maintains accurate files.
Demobilization Unit Leader	Starts early on. Plans for safely controlling the winding-down of an incident.
Situation Unit Leader	Keeps everyone informed! Ensures maps and displays are updated.
Resources Unit Leader	Keeps track of the status of all assigned resources. Prepares ICS forms 203 and 204.
Logistics Section Chief	Manages all support needs except for Aviation support.
Service Branch Director	Manages the communications, medical, and food services.
Food Unit Leader	Provides food for all incident responders.
Communications Unit Leader	Distributes communications equipment to incident personnel.
Medical Unit Leader	Provides medical care to incident responders only.
Support Branch Director	Manages the supply, facilities, and ground support.
Facilities Unit Leader	Sets up, maintains, and demobilizes all facilities except the staging area. Provides security services as needed.
Supply Unit Leader	Orders, receives, processes, and stores all incident related resources.
Ground Support Unit Leader	Supports out-of-service resources; transportation, fueling, maintenance, repairs, etc.
Finance/ Administration Section Chief	Manages all money aspects of the incident. Not all incidents require this function.
Procurement Unit Leader	Manages vendor contracts, leases, and fiscal agreements.
Time Unit Leader	Ensures accurate recording of personnel time.
Compensation Claims Unit Leader	Manages compensation-for-injury and claims.
Cost Unit Leader	Provides an overall incident cost analysis.

Incident Commander

RED OR PINK PAPER

Safety Officer

Liaison Officer

Information Officer

Operations Section Chief

Branch Director

Group Supervisor

Division Supervisor

Air Ops Branch Director

Strike Team Leader

Single Resource

Task Force Leader

BLUE PAPER

Planning Section Chief

Documentation Unit Leader

Demobilization Unit Leader

Situation Unit Leader

Resources Unit Leader

YELLOW PAPER

Logistics Section Chief

Service Branch Director

Food Unit Leader

Communications Unit Leader

Medical Unit Leader

Support Branch Director

Facilities Unit Leader

YELLOW PAPER

Supply Unit Leader

Ground Support Unit Leader

Finance/ Administration Section Chief

Procurement Unit Leader

Time Unit Leader

Compensation Claims Unit Leader

Cost Unit Leader

WHITE PAPER (for all pages below)

Develops the incident objectives and approves the Incident Action Plan and all resource ordering and releasing requests.

Develops and recommends measures for personnel safety. Prepares ICS Form 208.

Acts as the main point of contact for agency representatives.

Develops and releases incident information to the news, media, public, incident personnel, and other agencies and organizations.

Manages all tactical operations.

Created when the Operations Section Chief's span of control for divisions or groups is exceeded. Identified by a Roman numeral or functional name.

Helps to manage Incident Commander's and Operations Section Chief's span of control by dividing the incident into functional areas of operation.

Helps to manage the Incident Commander's and Operations Section Chief's span of control by diving the incident into physical or geographical areas of operation.

Reports directly to the Operations Section Chief. Can have two functional groups: Air Tactical Group and/or Air Support Group.

All resources are alike.

One type and kind of resource; “lone wolf.”

Any combination and number of resources.

Thinks about the next operational period and anticipates potential problems or events. Conducts the planning meeting.

Prepares the Incident Action Plan and maintains accurate files.

Starts early on. Plans for safely controlling the winding-down of an incident.

Keeps everyone informed! Ensures maps and displays are updated.

Keeps track of the status of all assigned resources. Prepares ICS forms 203 and 204.

Manages all support needs except for Aviation support.

Manages the communications, medical, and food services.

Provides food for all incident responders. Distributes communications equipment to incident personnel.

Provides medical care to incident responders only.

Manages the supply, facilities, and ground support.

Sets up, maintains, and demobilizes all facilities except the staging area. Provides security services as needed.

Orders, receives, processes, and stores all incident related resources.

Supports out-of-service resources; transportation, fueling, maintenance, repairs, etc.

Manages all money aspects of the incident. Not all incidents require this function.

Manages vendor contracts, leases, and fiscal agreements.

Ensures accurate recording of personnel time.

Manages compensation-for-injury and claims.

Provides an overall incident cost analysis.

Tom Cox (left) as the Acting Agency Field Officer at the 2014 Medicine Hat flood Emergency Operations Centre for a potential Type 1 Incident. Tom is an ICS Canada instructor trainer with experience in seven Type 1 or potential Type 1 incidents. He has taught over 400 Instructors in Canada and the United States.