

Session title: Activity 6: On-site Mock Disaster Game

Date & time:

12:30 pm – 2:00 pm

Presenter:

Description of learning activity:

The purpose of this exercise is to practice a mock winter storm event, using Enterprise Square to identify safe and danger zones as well as victims of the disaster, in order to gain an understanding of what to do in a real disaster.

This is a 1.5 hour on-site exercise:

Ice or snow storm:

electricity out, worries about structure, traffic jams, extra people coming in, heating, washrooms esp. If power is out and have electric access, stranded overnight, trees down, pipes can freeze loss of water, library patrons of all walk of life)

Learning objectives:

To create an environment that provides the group with some experience on how to be prepared and what actions they should take if a disaster was to happen in real life. The objecting is to have people better prepared for a real disaster by running through a simulation, and to gain a better understanding of their workplace community and how to better support each other.

Instructional techniques:

1. Explain that we are going to do a mock winter storm event while at work and the purpose of the exercise (see above)
2. Draw attention to and discuss the maps & plans created in Activity 4 & 5, and draw attention to official maps posted which provide hazards, resources, safety zones, muster points and evacuation routes
 - a. Facilitate discussion (but ask participants to answer the questions and augment their responses if needed) about the disaster and the hazards in the disaster zone and the type of safety concerns to be aware of.
 - b. The presenters will instruct the group on the location of the exercise and any information that is important relating to the location such as boundaries of the exercise. See Speaking Points below (do NOT mention transportation arrangement, walking, elevators, escalators, boundaries of the exercise b/c as occupants of the workplace, they should know all this information and if they do not, it is a good opportunity for them to realize what they need to learn in case of emergency). The group should assume normal building operations to simulate their workday community
3. Time limits (point to flipchart paper) and suggest to them to put timer on their phone.
4. Explain the different roles and hand out slips of paper with different roles and the bandenna markings
5. At least 1 organizer will stay in this classroom during this activity. Others may be scattered around the in-bounds perimeters. During the exercise, the presenters and rest of the committee will actively give guidance on:
 - a. Where people should be going, where to find their meeting points

b. Safety issues relating to the mock disaster

6. After the exercise, and upon return to the rooms (2 pm) , snack and bio break. Then 2:15 Activity 7: Debrief Exercise including what was learned and Identify Community Plan Revisions.

Speaking points:

INSTRUCTIONS FOR GAME:

- We are going to do a mock winter storm event while at work which will involve ice, power outage, dropping temperature, traffic accident and so forth.
- The purpose of this exercise is to practice a mock winter storm event, using this workplace to identify safe and danger zones as well as victims of the disaster, in order to gain an understanding of what to do in a real disaster.
- Let's look at the maps & plans you created in Activity 4 & 5, and the official maps posted, identify hazards, resources, safety zones, muster points and evacuation routes
 - a. For this map (point to one), what are the hazards in the disaster zone and the type of safety concerns to be aware of? (Then talk about the other maps as well)
 - b. There are boundaries for this exercise. The exercise will take place in this workplace in the 'public' areas so as not to bother other people. This includes LRT floor, main/1st floor, 2nd floor (other floors are out of bounds). We have located sandwich boards with signs notifying people passing by that there is a mock disaster exercise happening today and also notified the various tenants of this building so that they do not become alarmed and call 911. **We only recommend exiting this building and going across the pedway if not acting as if there is an emergency b/c do not want to alarm others who have not been notified of the mock disaster event.** Also, we do not recommend using the park adjacent to this building (in case the public becomes concerned).
For this exercise, assume normal building operations to simulate your workday.
- Time limits (point to flipchart paper) and suggest to them to put timer on their phone:
 - a. 12:30 - 2 in total for this activity.
 - b. 12:30-12:45 explain instructions, answer questions, hand out roles and bandennas, give Enviro Can report
 - c. 12:45-1:00 on own (15 min)
 - d. 1:00 - 1:05 check back-in to room for updates (walk-ins arriving; suggest buddy system)
 - e. 1:05- 1:20 on own (15 min)
 - f. 1:20 - 1:25 back-in to room for updates
 - g. 1:25 - 2:00 on own (35 min but send 1 phone update during that time via text or email?)
 - h. 2:00 return to room

The timing for the overall workshop will be different than the timing of the mock disaster event in which we will pretend to speed up time over a 48 hour period.

- You have different roles which are described on the slips of paper (hand them out at this point). You can look at your role now but do NOT share with anyone at this point what your role is. Use your imagination in enacting these roles. Depending on what your role slip indicates what your functioning capacities are at your starting location, you may or may not be able to effectively communicate with others what your role and needs are.
- At least 1 organizer will stay in this classroom during this activity. Others may be scattered around the in-bounds perimeters. During the exercise, the presenters and rest of the committee will be active giving guidance on:
 - a. Where people should be going, where to find their meeting points
 - b. Safety issues relating to the mock disaster
- After the exercise, and upon return to the rooms (2 pm) , snack and bio break for 15 minutes. Then 2:15 Activity 7: Debrief Exercise including what was learned and Identify Community Plan Revisions.

GAME BEGINS:

12:30-12:45 explain instructions, answer questions, hand out roles and bandanas, give Enviro Can report

It is October 21, it has been an uncharacteristically warm fall. Last night (Oct 20) Environment Canada predicted freezing rain for the morning. On October 21:

8 AM people arrived to work and there was no rain.

10 AM ice rain started and by

11 AM city bus collides with some kind of tanker truck. Fire personnel shut down roads.

12 PM **walk-ins** enjoying ice cream and coffee.

1 PM power outage: lights go out except emergency, elevator and LRT stop working; LRT stopped so people coming in and rescue vehicles staging to get people out of tunnels walking out and driving is not recommended; some bathroom access won't work. The stairwells can still be accessed. Water pressure on most floors drop but there is trickle on 1st/ main and 2nd floors.

The building has an emergency generator, which will keep on partial lights. There will not be power to the cooking facilities at the restaurant on the main floor, but there will be power to the fridges and freezers both there and in labs.

12:45-1:00 on own (15 min)

ACTION: What do you do? Go to your starting location and assume your roles. Return in 15 minutes by 1 pm.

1:00 - 1:05 check back-in to room for updates (walk-ins arriving)

- Note to participants:
 - The feeling of chaos and confusion is expected and it is useful to experience that b/c that is how it will be in an emergency
- ASK (& someone write notes):
 - How did it go out there? What information did you learn?
 - Did you take tally of injuries?
 - There are coloured fabric/ribbons at that table [point] so you can identify who is who after this update is done. You will need to figure out how you will do the colour coding. We suggest identifying physical victims versus emotional victims and those who can simulate first aid, emergency aid and emotional support.
 - The physical victims will be divided in groups of business owners, people trapped in homes in the community, people in the park area. They will each have different physical injuries that will need to be attended to.
 - The emotional victims will be people who are in shock (walking around like zombies), they wander around the devastation aimlessly, and they are entering states of anxiety and depression and disbelief. They will require guidance, someone to talk them through instructions of what to do and where to go, and counselling. If you look at the psychosocial definition on the handout, you will see it defined as "A person's psychological and behavioural interaction in a social environment."
 - Did you draw a map of the building and identify hazards, safety zones and muster points?
 - Did you create a buddy system?
 - i. Have each of the group identify a buddy. Using this method, the group will identify who is safe and who is unaccounted for. The victims will be pre-identified and scenario cards will be used to identify some of the people who have not returned. The survivors will come up with a plan on how to locate the victims. They will have to be mindful of obstructions that will prevent their access, such as broken glass and burst pipes.

NEWS UPDATE: Night falls

Need sleeping spaces, bathroom access, hygiene access, food, water is working on the 2nd floor only and you don't know for how long and how much is available before it runs out

TASK: come up with shelter plan for 30 people for staff, walk-ins that are easy to house and walk-ins that are difficult to house

Remember, 911 is only for life-threatening emergencies

All except 2 of you have phones that are working but only for now because batteries are almost dead

1:05- 1:20 on own (15 min) (SEND THEM SOME UPDATES VIA PHONE OR EMAIL)

1:20 - 1:25 back-in to room for updates

- ASK (& someone write notes):
 - Did you create a skills inventory?
 - There is such a thing as psychological first aid “Psychological First Aid (PFA) is a method of helping people immediately after an emergency or disaster. It is designed to reduce the initial distress caused by traumatic events, assist with current needs, and foster both short and longer-term coping strategies. PFA acknowledges that people react in various ways to traumatic experiences. PFA providers support in a way that respects the person’s dignity, culture and abilities.” (ReadyCalgary, individual, p. 86)
 - Identify emergency volunteers to support the physical victims, and volunteers for the emotional victims.
 - Identify volunteers to co-ordinate the use the disaster maps to guide emergency vehicles, warn people of hazards such as downed power lines, gases, unstable structures, closed roads etc. They will also clear right of way for emergency equipment and act as muster point leads.
 -
- Note to participants:
 - Ce Inventa” expression from Cuba: we have to make do, improvise

NEWS UPDATE:

water stops, traffic gridlocked, schools will not be releasing children, temperatures dropping in building (1 degree per hour and temperature is becoming uncomfortably cold in the bigger rooms)

PLEASE RETURN AT 2 PM Then there will be a break. Next, for Activity 7, we will go over what worked well and what could have been improved in order to revise the emergency plan (connect Qs from ACTivity 5 to this event)

1:25 - 2:00 on own (35 min but send 1 phone update during that time via text or email?)

Demo activity details:

Assessment plan:

2 updates throughout the mock exercise in which organizers take informal inventory of how activity is going

After the exercise and return to the classroom, there will be Activity 7 to discuss how people felt the exercise went, what can be made even better next time, and what was learned from the exercise.

Estimated duration of activity:

- In-class instructions – 15 minutes
- Activity - 1 hr 15 minutes

Instructor (I) and participant (P) resources/materials:

- Mock Injuries for victims: Gauze, red fabric for blood, medical supplies
- Maps of building which stays in the main classroom (participants can choose to draw their own maps during the mock disaster) (showing hazards, safety zones and muster points)

- Colour coded bibs for the different roles of volunteers (Physical victim, emotional victim, first aid, emotional support people, co-ordinators, children)
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Volunteers required (# and specific expertise?):

- All volunteer facilitators will be required, each will be responsible for a separate group and one person will oversee the entire exercise.

Facilities required:

- Location of the Onsite Mock Disaster

Additional notes: