E0388 Advanced Public Information Officer

Student Manual

Date Released: Nov, 2016

Version: 1.1

Contents

Unit 1: Course Introduction

Unit 1

Refer to Visual: 1.
Course Introduction

Course Administration

Refer to Visual: 2.

Course/Site Logistics

- Emergency procedures
- Schedule
- Breaks and lunch
- Restrooms

Classroom Behavior

- Be prompt
- Be respectful
- Communicate, participate
- Set mobile devices on silent

Exit sign

Introductions

Refer to Visual: 3.

- Name
- Organization
- Public Information experience
- Exercise role

Name tag

Course Administration

Refer to Visual: 4.

- Sign-in sheet
- Course Evaluation Form

  - Block 7
  - Block 19
  - Correcting mistakes

Exit sign

	Course Evaluation Form
Student Manual	**Block 7:** Those who fill multiple roles within emergency management should choose the one role that is most appropriate to the reason why they are attending the course (PIO).
	Block 19: Overall course rating.
	Correcting mistakes: If you make the wrong choice, indicate the mistake by crossing out the inappropriate selection with an "X" and then make the appropriate choice.

Course Evaluation Form Block #3

Refer to Visual: 5.
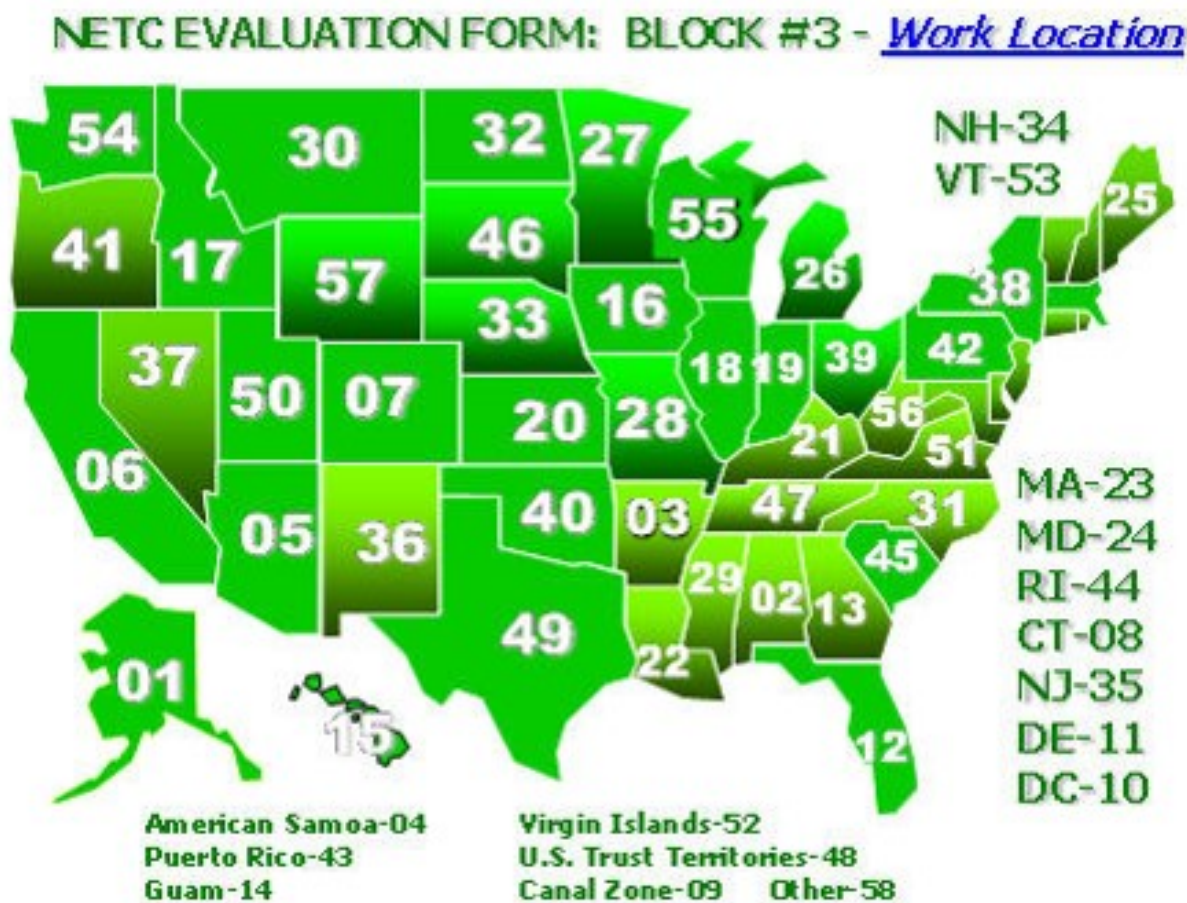
NETC Block #3 Code Map

Course Evaluation Form Codes

01-Alaska; 02-Alabama; 03-Arkansas; 04-American Samoa; 05-Arizona; 06-California; 07-Colorado; 08-Connecticut; 09-Canal Zone; 10-DC; 11-Delaware; 12-Florida; 13-Georgia; 14-Guam; 15-Hawaii; 16-Iowa; 17-Idaho; 18-Illinois; 19-Indiana; 20-Kansas; 21-Kentucky; 22-Louisiana; 23-Massachusetts; 24-Maryland; 25-Maine; 26-Michigan; 27-Minnesota; 28-Missouri; 29-Mississippi; 30-Montana; 31-North Carolina; 32-North Dakota; 33-Nebraska; 34-New Hampshire; 35-New Jersey; 36-New Mexico; 37-Nevada; 38-New York; 39-Ohio; 40-Oklahoma; 41-Oregon; 42-Pennsylvania; 43-Puerto Rico; 44-Rhode Island; 45-South Carolina; 46-South Dakota; 47-Tennessee; 48-Trust Terr.; 49-

Texas; 50-Utah; 51-Virginia; 52-Virgin Islands; 53-Vermont; 54-Washington; 55-Wisconsin; 56-West Virginia; 57-Wyoming; 58-Other

GOALS

Refer to Visual: 6.

The goals of this course are to:

- Provide participants with the knowledge and skills to establish, manage and work within a JIC through multimedia lectures and individual and group activities.
- Provide participants the opportunity to apply advanced public information skills during a multi-day functional exercise (FE) designed to test the participants' abilities to analyze, coordinate, process and create information in a fast-paced, realistic environment.
- Through a tabletop exercise (TTX), encourage participants to evaluate their processes to help them generate new ideas, products, or ways of viewing challenges or situations.
- Encourage participants to improve their processes and ensure every action has a measurable relevance for each identified audience, including senior leadership.

Tradition vs. Relevance

Refer to Visual: 7.
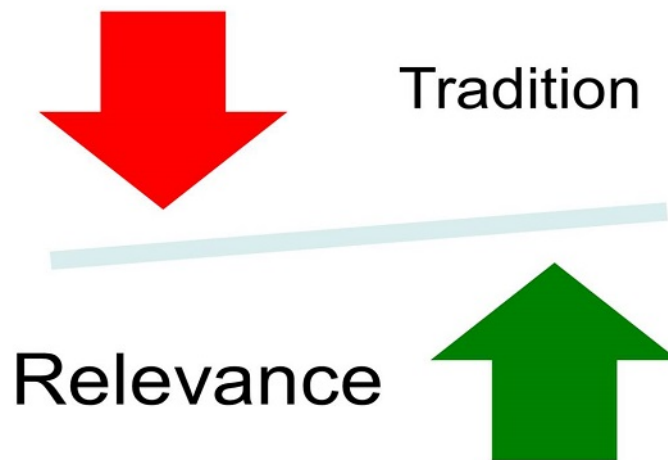
Course Objective #1

Refer to Visual: 8.

- Relate the exercise scenario to their primary area of responsibility within the functional exercise by verbalizing their primary exercise role during the introductions. (Unit 1)

Course Objective #2

Refer to Visual: 9.

- Apply current crisis communications methodologies to community audiences during an incident by completing three table group activities. (Unit 2)

Course Objective #3

Refer to Visual: 10.

- Analyze the characteristics of the changing American family and how the media and fear play a role in shaping communication goals and messages by participating in a group discussion and an activity. (Unit 3)

Course Objective #4

Refer to Visual: 11.

- Conduct an analysis of personal and organizational disaster readiness based on current disaster readiness guidance. (Unit 4)

Course Objective #5

Refer to Visual: 12.

- Relate the Incident Action Planning (IAP) process to the External Affairs 8-Step Strategic Communications Model by completing a multi-level activity. (Unit 5)

Course Objective #6

Refer to Visual: 13.

- Demonstrate the ability to work in a JIC by actively contributing to exercise tasks and products as specified in the exercise objectives through functional exercise play. (Unit 6)

Course Objective #7

Refer to Visual: 14.

- Draft an 8-step strategic communication plan for each TTX scenario. (Unit 7)

Course Objective #8

Refer to Visual: 15.

- Share lessons learned during a whole class debriefing, and create individual professional development goals based on class experiences. (Unit 8)

Exercise Objectives

Refer to Visual: 16.

1. Organization
2. Early Assessment
3. Critical Messaging
4. Methods of Alternative Messaging
5. Long-term Messaging
6. Expanding Incident Staff Management

Exercise Objective 1: Organization

- Establish a JIC
- Demonstrate team building skills

Exercise Objective 2: Early Assessment

- Demonstrate situational awareness assessment
- Prioritize communication requirements

Exercise Objective 3: Critical Messaging

- Working in a mass communication environment, demonstrate necessary communication skills to provide the right information at the right time to the right audience
- Demonstrate communication skills in a stressful environment
- Prepare a simulated government executive for a media interview

Exercise Objective 4: Methods of Alternative Messaging

- Establish a strategic communications plan for a simulated natural disaster
- Incorporate limited English proficiency and access and functional needs considerations into strategic communications planning

Exercise Objective 5: Long-term Messaging

- Develop a communication strategy to protect and promote agency image
- Simplify complex messages for identified audiences
- Analyze and resolve conflicting media information
- De-conflict and coordinate messages between multiple official sources

Exercise Objective 6: Expanding Incident Staff Management

- Demonstrate the ability to work in a JIC
- Given a simulated natural disaster, establish external affairs-related objectives and tasks for an incident action plan

Course Agenda

Refer to Visual: 17.

- Monday (Day 1): Units 1, 2, 3, 4
- Tuesday (Day 2): Unit 5
- Wednesday (Day 3): Unit 6
- Thursday (Day 4): Unit 6
- Friday (Day 5): Units 6, 7, 8

Student Manual

Course Agenda

MONDAY (DAY ONE)

- Unit 1: Course Introduction
- Unit 2: Crisis Communications
- Unit 3: Media, Fear and the Changing American Family
- Unit 4: Disaster Response Readiness

TUESDAY (DAY TWO)

- Unit 5: Strategic Communications and Incident Action Planning

WEDNESDAY (DAY THREE)

- Unit 6: Functional Exercise

THURSDAY (DAY FOUR)

- Unit 6: Functional Exercise

FRIDAY (DAY FIVE)

- Unit 6: Functional Exercise
- Unit 7: Tabletop Exercise
- Unit 8: Course Summary

The Transition: PIO to EAO

Refer to Visual: 18.

Transition from day-to-day to large scale JIS/JIC operations

Refer to Visual: 19.
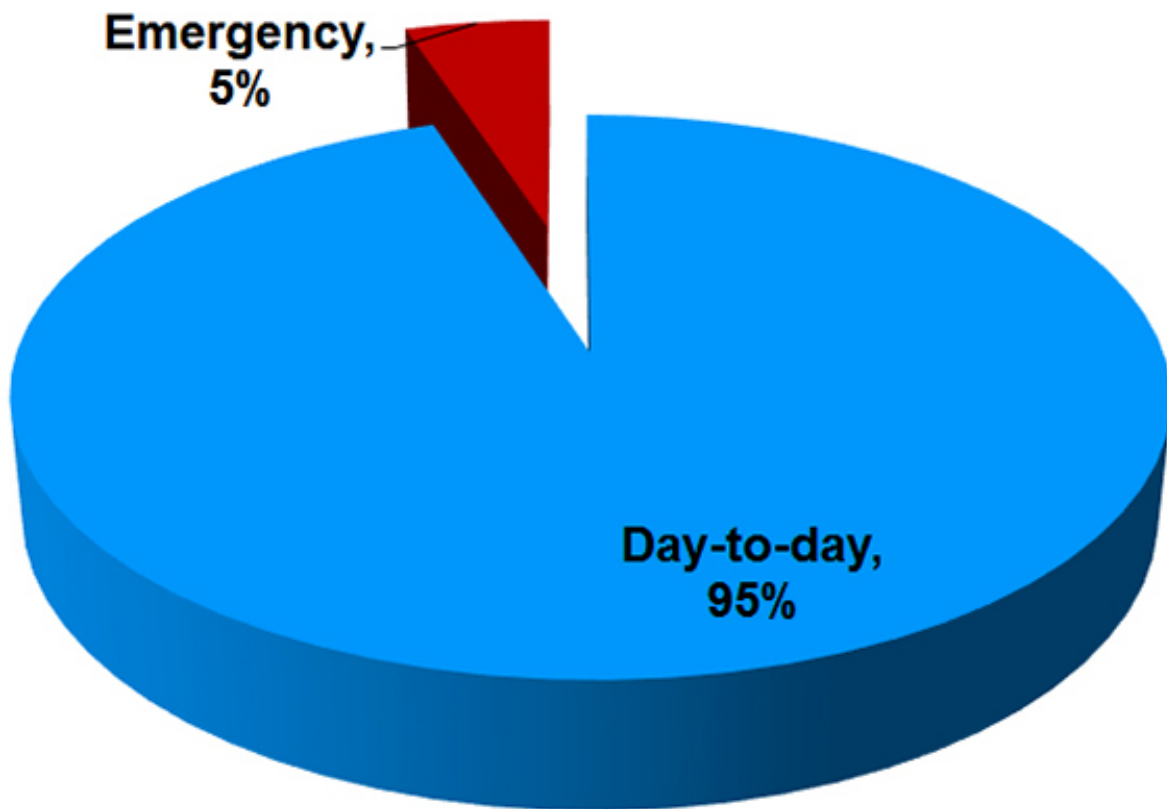
Functional Exercise

Refer to Visual: 20.

Functional Exercise

What is HSEEP?

Refer to Visual: 21.

- Homeland Security Exercise and Evaluation Program
- Training vs. Exercise
- Roles and Responsibilities

  - Exercise Director; Controllers; Simulation Cell; Evaluators; Actors; Players

📖 Student Manual	HSEEP doctrine consists of fundamental principles that frame a common approach to exercises. This doctrine is supported by training, technology systems, tools, and technical assistance, and is based on national best practices. It is intended to enhance consistency in exercise conduct and evaluation while ensuring exercises remain a flexible, accessible way to improve our preparedness across the nation.

Player Guidance

Refer to Visual: 22.

Exercise Conduct

- No exercise interaction with Evaluators
- The Evaluators are there to observe your process and evaluate your products
- Evaluators are not allowed to provide you guidance or clarification during the exercise (fly on the wall)
- If you have a question, ask the Exercise Controller, not the Evaluators
- Verbalize your actions so the evaluator can document your activities

Exercise Safety Guidance

Refer to Visual: 23.

- Safety is everyone's responsibility
- Sign in every morning
- "This is a real-world emergency"

Exercise Safety Guidance

- Exercise participant safety takes priority over exercise events. The following general requirements apply to the exercise:
- A Safety Controller is responsible for participant safety; any safety concerns must be immediately reported to the Safety Controller. The Safety Controller and Exercise Director will determine if a real-world emergency warrants a pause in exercise play and when exercise play can be resumed.
- For an emergency that requires assistance, use the phrase "This is a real-world emergency."
- The following procedures should be used in case of a real emergency during the exercise:

  - Anyone who observes a participant who is seriously ill or injured will immediately notify emergency services and the closest controller, and, within reason and training, render aid.
  - The controller aware of a real emergency will initiate the "This is a real-world emergency" broadcast and provide the Safety Controller, Senior Controller, and Exercise Director with the location of the emergency and resources needed, if any. The Senior Controller will notify the Exercise Director as soon as possible if a real emergency occurs.

- Signing in every morning is very important. Please assign one or two persons per JIC to make sure everyone is accounted for every morning.

Simulation Deck

Refer to Visual: 24.

Simulation Deck

Player Instructions

Players should follow certain guidelines before, during, and after the exercise to ensure a safe and effective exercise. For an emergency that requires assistance, use the phrase **"real-world emergency."** Anyone who observes a participant who is seriously ill or injured will immediately notify emergency services and the closest controller, and, within reason and training, render aid.

BEFORE THE EXERCISE

- Review appropriate organizational plans, procedures, and exercise support documents.
- Be at the appropriate site at least 30 minutes before the exercise starts. Wear the appropriate uniform and/or identification item(s).
- Sign in when you arrive.
- If you gain knowledge of the scenario before the exercise, notify a controller so that appropriate actions can be taken to ensure a valid evaluation.

DURING THE EXERCISE

- Respond to exercise events and information as if the emergency were real, unless otherwise directed by an exercise controller.
- Controllers will give you only information they are specifically directed to disseminate. You are expected to obtain other necessary information through existing emergency information channels.
- Do not engage in personal conversations with controllers, evaluators, observers, or media personnel. If you are asked an exercise-related question, give a short, concise answer. If you are busy and cannot immediately respond, indicate that, but report back with an answer as soon as possible.
- If you do not understand the scope of the exercise, or if you are uncertain about an organization's participation in an exercise, ask a controller.
- Parts of the scenario may seem implausible. Recognize that the exercise has objectives to satisfy and may require incorporation of unrealistic aspects. Every effort has been made by the exercise's trusted agents to balance realism with safety and to create an effective learning and evaluation environment.
- All exercise communications will begin and end with the statement **"This is an exercise."** This precaution is taken so that anyone who overhears the conversation will not mistake exercise play for a real-world emergency.
- When you communicate with the SimCell, identify the organization or individual with whom you wish to speak.
- Speak when you take an action. This procedure will ensure that evaluators are aware of critical actions as they occur.
- Maintain a log of your activities. Many times, this log may include documentation of activities that were missed by a controller or evaluator.

AFTER THE EXERCISE

- Participate in the Hot Wash at your venue with controllers and evaluators.
- Complete the Participant Feedback Form.

- Provide any notes or materials generated from the exercise to your controller or evaluator for review and inclusion in the AAR.

And now the news

Refer to Visual: 25.

Newscast #1

Unit 2: Crisis Communications

Time

2 hours, 30 minutes

Objectives

At the end of this unit, participants will apply current crisis communications methodologies to community audiences during an incident by completing three table group activities.

Tasks:

1. Recall the primary goal of external affairs;
2. Define crisis and describe the impact of crisis communications in community audiences;
3. Deconstruct real-life crisis communications examples and explore strategies to minimize the impact to an organization's credibility;
4. Explore the impact and challenges of social media on public information efforts; and
5. Analyze a phased, critical incident scenario to determine the communication needs of specific audiences.

Scope

Topic 1: Crisis Communications Overview

- Activity 2.1 Crisis Communications Audiences, Part 1

  - Distribute Activity 2.1 handout

- Objectives
- Crisis Communication Defined
- Organizations During Crisis
- Media Goals and Challenges
- Crisis Communications Preparedness
- Common Barriers

Topic 2: Crisis Communications Products and Skills

- Holding Statements
- The Speculation Game
- The Blame Game
- Audience Awareness
- Your Role in Community Confidence
- CORE Leadership Skills
- Activity 2.2 Crisis Communications Audiences, Part 2

  - Distribute Activity 2.2 handout

Methodology

This session begins with Activity 2.1: Crisis Communications Audiences, Part 1. After the activity, the instructor presents the crisis communication lecture and classroom discussion in Topic 1 to meet the enabling objectives. Topic 2 presents crisis communications products and skills as they relate to multiple audiences in the community. The unit ends with Activity 2.2 Crisis Communications Audiences, Part 2, which is a continuation of Activity 2.1.

During this unit, appropriate participants are assigned the local and county emergency declarations related to the exercise. Participants are encouraged to work these injects if necessary and be back-briefed by their fellow participants upon return. Exercise injects may appear throughout the unit.

References

- Instructor Guide
- PowerPoint presentation
- Student Manual
- Activity Handouts

Remarks

None

Crisis Communications Activity Part 1

Refer to Visual: 1.

PURPOSE: Review a situation from the perspective of government, the media and the public

Working in your table groups:

- Review the scenario.
- List concerns, thoughts, emotions and needs for each of these groups.

    - Government
    - Media
    - Public

- Write your thoughts on the designated easel charts.

You have 30 minutes to complete this activity.

Activity icon of four linked puzzle pieces.

Unit 2 Objectives

Refer to Visual: 2.

At the end of this unit, participants will apply current
crisis communications methodologies to community
audiences during an incident by completing three
table group activities.

EAO/PIO 95% vs 5%

Refer to Visual: 3.

95% Activities	5% Activities
Risk Communications	Dept./Agency SOPs
Community Ed programs	Crisis communications
Working with survivors	ICS (PIOs)
Program releases	JIC/JIS (External Affairs)
Social media	NIMS (JIC/JIS)
Meeting with community groups	NRF (ESF #15)
Customer service	
Communications planning	
Communications training	
Agency visits	
Speeches, media	

A Very Fine Line

Refer to Visual: 4.

- Emergency information during large scope & highly complex events
- Crisis Communications

Risk vs Crisis Communcation

Refer to Visual: 5.

RISK: It HASN'T happened -
explored in G289, G290

CRISIS: It HAS happened -
explored in G291, E388

Crisis Can Originate from...

Refer to Visual: 6.

An Internal Threat…..

- to integrity
- to reputation
- or an Internal Problem Exposed

Or Can be external…..

- Employee behavior in public
- Community Emergencies such as

Discussion Question - Your Experience?

Refer to Visual: 7.

<table>
<tr><td rowspan="2">❓
Discussion
Question</td><td>What has been your experience?</td></tr>
<tr><td></td></tr>
</table>

Recent Examples

Refer to Visual: 8.

1. School Violence
2. Active Shooters
3. Firefighter Arson
4. Officer Shootings
5. Ebola/Zika/Disease
6. Social Media Attacks
7. Staff Bad Behavior
8. Theft of Funds
9. Sexual Harassment and Affairs
10. Employee DUI and drug usage

Can you think of other examples?

Single Organization Crisis

Refer to Visual: 9.
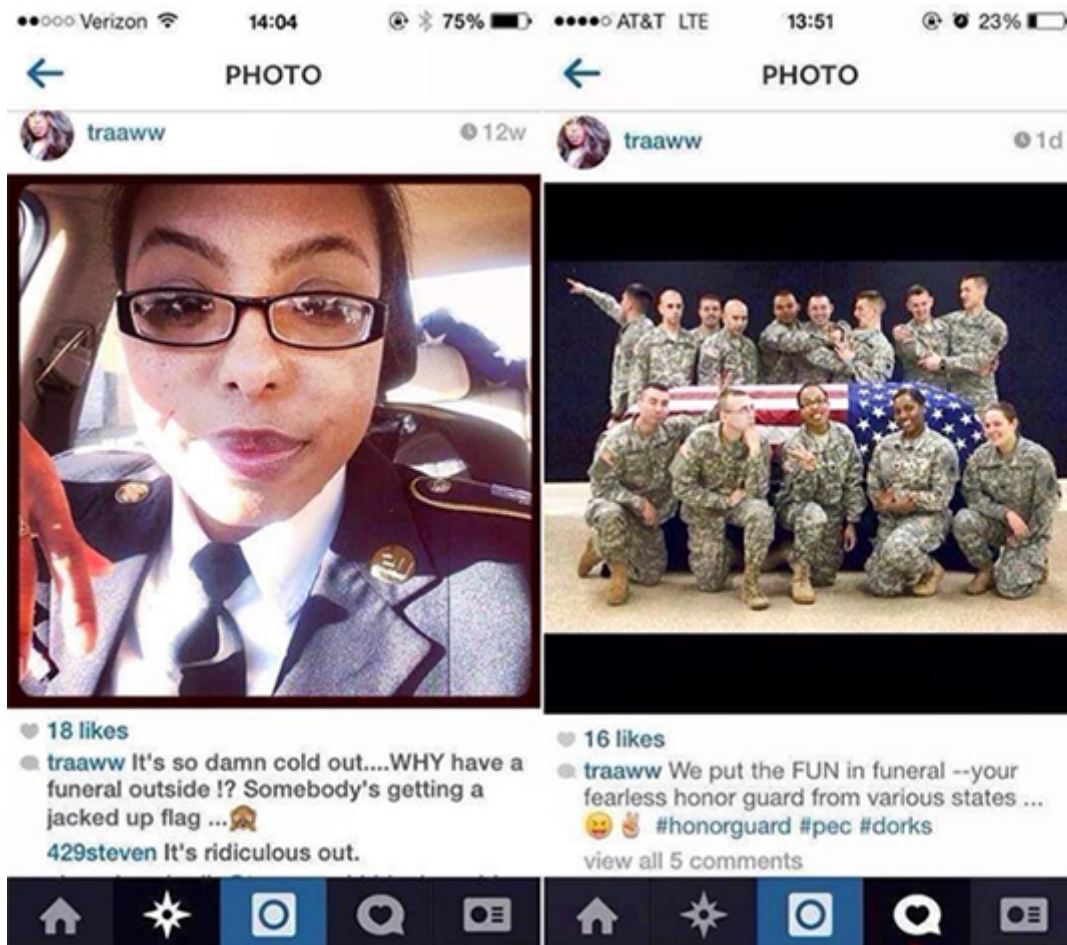
Two screenshots of social media posts. From top to bottom the left image reads: "Photo, traaww, 12w, 18 likes. traaww: It's so damn cold out... WHY have a funeral outside ?! Somebody's getting a jacked up flag ... [emoji: monkey covering eyes] 429steven: It's ridiculous out." From top to bottom the right image reads: "Photo, traaww, 1d, 16 likes. traaww: We put the FUN in funeral --your fearless honor guard from various states ... [emoji: smiley with tongue out, hand displaying peace sign] #honorguard #pec #dorks view all 5 comments"

Multiple Organization Crisis

Refer to Visual: 10.

Marysville Pilchuck High School shooting October 2014

Relationship & Reputation Management

Refer to Visual: 11.

"It takes 20 years to build a reputation and 5 minutes to ruin it. If you think about that, you'll do things differently." ☐Warren Buffett

EAO/PIO Primary Goal

Refer to Visual: 12.

GETTING THE RIGHT INFORMATION TO THE RIGHT PEOPLE AT EXACTLY THE RIGHT TIME SO EVERYONE IS EMPOWERED TO MAKE THE RIGHT DECISIONS

Four Headed "Crisis" Media Monster

Refer to Visual: 13.

1. Traditional: TV, radio and print
2. Social: Facebook, Twitter, Instagram etc.
3. Your own: Websites, blogs, social media
4. Stalker: Unknown persons that attack

Organization Desires During a Crisis

Refer to Visual: 14.

- Credibility
- Knowledge of what happened
- Knowledge of what-to-do
- Positive image
- Media to tell our story
- Official information as part of the story

Crisis Communications

Refer to Visual: 15.

Anticipate: History and what could happen
Coordinate: Include all local and area PIOs (before….during….and after the crisis)
Cooperate: Check your ego at the door
Communicate: Use every tool available

Plan for the Worst...

Refer to Visual: 16.
And hope for the best.

TELL it **ALL** and

tell it **FAST**, and above all else,

TELL THE TRUTH.

Discussion Question - Your Thoughts?

Refer to Visual: 17.
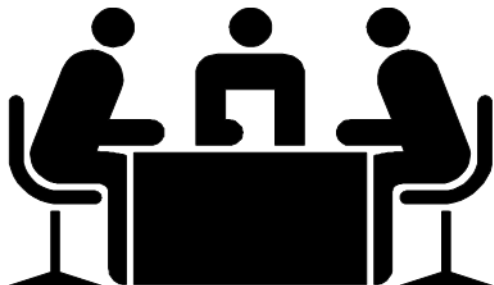
?	What are your thoughts about what was just shared with you?
Discussion Question	

Crisis Communications Preparedness

Refer to Visual: 18.

- How up to date is your crisis communications plan?
- Do you have cultural buy-in?
- What is the strength of your relationships?

The Golden Hour

Refer to Visual: 19.

	The Golden Hour
📖 Student Manual	• Implement your "golden hour" crisis communications plan • Conduct an organizational crisis communications audit • Names & contact info (Including stakeholders) • Identify trained spokespersons in advance • Crisis triage tools • Alert/notification procedures • Determine location of personnel & tools needed • Media/blogger/journalist contact info • Templates if so desired (written and PSAs) • Pre-determined statements for immediate release • Test your plan regularly • First critical statement • Prewritten & pre-approved statements/news releases • Think of your spokesperson selection process the way sports teams operate. You have stars and strong people on the bench, ready to step in as needed

The 3 "C's" of Crisis Media Relations

Refer to Visual: 20.

Control
Always stay in control when dealing with the Media. Never lose your cool.

Competence
Stay in Your Lane. Only talk about what you know and own! Never talk about things you do not know.

Concern
Show it in your Face and Words!

Maximum Disclosure with Minimal Delay

Refer to Visual: 21.

Your policy is to release only the information you know within one to three minutes!

Proven Tools: Before, During and After

Refer to Visual: 22.

Talking Points:

- 5 x 5 x 5
- 27-9-3

Holding Statements

Refer to Visual: 23.

- PAST
- PRESENT
- FUTURE

5 x 5 x 5 Preparation

Refer to Visual: 24.

- 5 Good Questions and 5 Responses
- 5 bad questions and 5 Responses
- 5 ugly Questions and 5 Responses

This is for the Prep to the Media Interviews. At least 15 Questions and 15 Responses.

27-9-3 "Hip Pocket" Too

Refer to Visual: 25.

- 27 words for thee Leadership Messages
- 9-12 seconds for each soundbite Leadership Message
- 3 leadership messages and three specific messages for each Leadership Message

Discussion Question - Are There Other Tools?

Refer to Visual: 26.

❓	Your thoughts on these tools. Are there others?
Discussion Question	

Common Barriers

Refer to Visual: 27.

- Legal
- IT
- Fatigue
- Personal Preparedness
- External Influences
- Private Sector Events
- Approval Process

Understanding the Perfect Plan

Refer to Visual: 28.
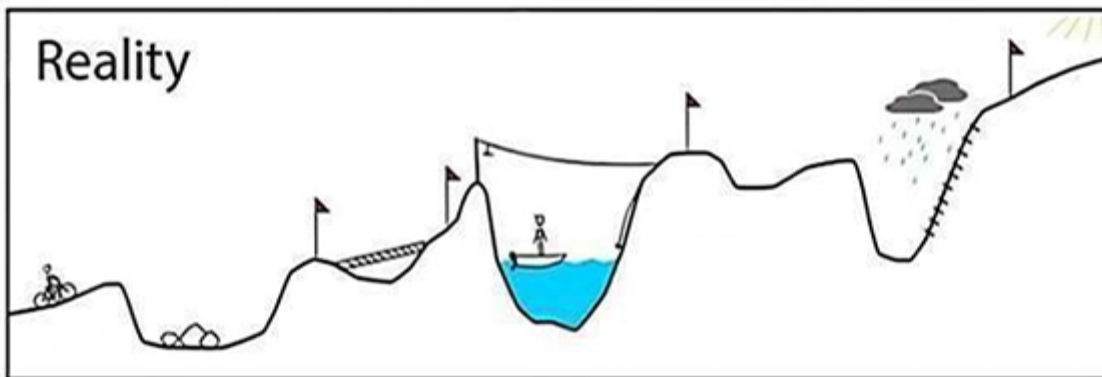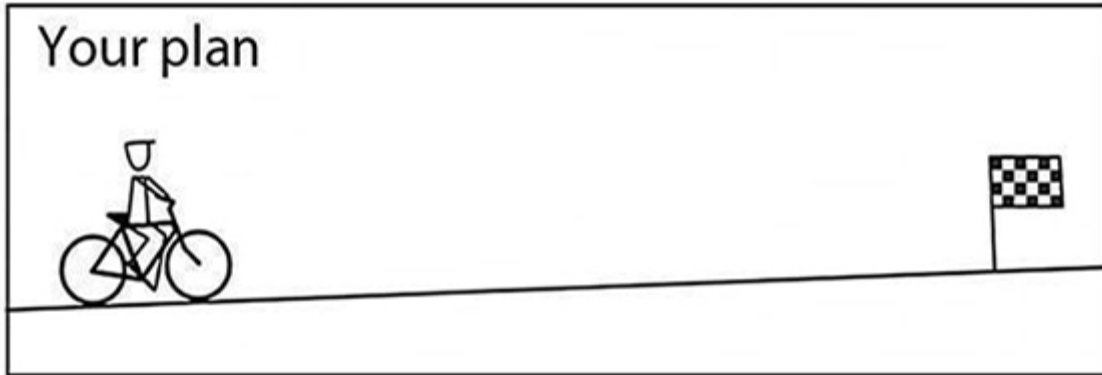
Adaptability

Refer to Visual: 29.

It is not the strongest that survives, nor the most intelligent. It's the one that is the most adaptable to change.

Leon C. Megginson, reflecting on Charles Darwin's On the Origin of the Species.

Crisis Communications Activity Part 2

Refer to Visual: 30.

PURPOSE: Review a situation from the perspective of government, the media and the public.

Working in your table groups:

1. Review the updated scenario
2. List concerns, thoughts, emotions and needs for each of these groups:

   • Government
   • Media
   • Public

3. Write your thoughts on the designated easel charts.

You have 30 minutes to complete this activity

Unit 2 Summary

Refer to Visual: 31.

- Defined crisis and described the impact of crisis communications in community audiences
- Deconstructed real-life crisis communications examples
- Explored strategies to minimize the impact to an organization's credibility
- Explored the impact and challenges of social media on public information efforts

Unit 3: Media, Fear and the Changing American Family

Time

1 hour, 30 minutes

Objectives

At the end of this unit, participants will analyze the characteristics of the changing American family and how the media and fear play a role in shaping communication goals and messages by participating in a group discussion and an activity.

Tasks:

1. Use demographic information to tailor public information messages to the whole community; and
2. Analyze the impact of fear in crisis communications.

Scope

Topic 1: The Changing American Family

- Demographics overview
- Other cultural demographics
- Native American demographics
- Media consolidation trends
- Discussion: How has media and information delivery changed in your community? How has communications impacted the American family?

Topic 2: Fear and the Media

- Defining fear
- Family current concerns and fears
- Planning for fear
- Strategic recommendations
- Activity 3.1: Crisis Communication Audiences, Part 3
- Distribute Activity 3.1 handout
- Newscast #2

Methodology

This unit begins with a discussion of the changing American family based on current demographic information and moves to trends in media ownership and changes in media usage. Participants will have an opportunity to share their experiences and regarding the interrelationships of demographic changes, mass media, and crisis communications.

The instructor will then move to the topic of fear and the mass media by defining fear in the context of the changing family and crisis communications. Participants will complete

Activity 3.1, Crisis Communications Audiences, Part 3. Exercise injects may appear throughout the unit.

References

- Instructor Guide
- PowerPoint presentation
- Student Manual
- Activity Handouts

Remarks

None

Unit Objectives

Refer to Visual: 1.

At the end of this unit, participants will:

- Analyze the characteristics of the changing American family and how the media and fear play a role in shaping communication goals and messages by participating in a group discussion and an activity.

Discussion Question - How Have Family Dynamics Changed?

Refer to Visual: 2.
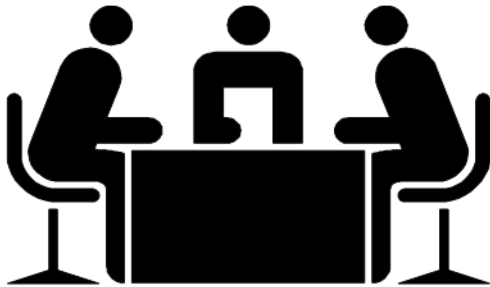
?	How have the family dynamics in your community changed? How are these changes affecting how people receive information?
Discussion Question	

Demographics Overview (1 of 3)

Refer to Visual: 3.

Population growth

- 1930 Census: 122.8 million
- 2015 Census: 321.8 million

Poverty

- Defined as making less than $24,250 per year (Family of four) (Higher in Alaska and Hawaii)
- 46.7 million residents live in poverty (2014)
- 14.9 million are children

Life Expectancy

- 1930: 59 years old
- 2010: 79 years old

Demographics Overview (2 of 3)

Refer to Visual: 4.

- Population in 50 States and 7 territories: 5

    - 50+ tribal nations
    - 3500+ counties/parishes
    - 33,000+ cities

- Four out of five individuals live in metro areas
- 60% now live in the south or west
- 1.3 million firefighters/EMS
- 780,000 police (All Types)

Demographics Overview (3 of 3)

Refer to Visual: 5.

Children living with parents (age 25 to 34)

- Men

    - 2005 = 14%
    - 2011 = 19%

- Women

    - 2005 = 8%
    - 2011 = 10%

Seniors living with relatives

- US born = 6%
- Foreign born = 25%

Language and Communication

Refer to Visual: 6.

- There are 386 other languages spoken in U.S. divided into 4 general areas

  - Spanish
  - Indo European
  - Asian and Pacific Islands
  - Other

- 19% (56.7M) of population report a disability
- Hearing Population:

  - 1 million residents are deaf (ages 5 and older)
  - 6 million residents are significantly hard of hearing
  - 28 million residents report some hearing difficult

	If you want to estimate the number of people who are deaf in your jurisdiction, simply use 1% of the total population.
Tip	

Native American Considerations

Refer to Visual: 7.

- The Federal Registry of 2015 recognizes 566 tribes in the U.S.
- Sovereign nations
- There are 229 tribes in just the state of Alaska
- 4.1 million population nationally

Trends

Refer to Visual: 8.

Population 65+ by Age: 1900-2050
Source: U.S. Bureau of the Census
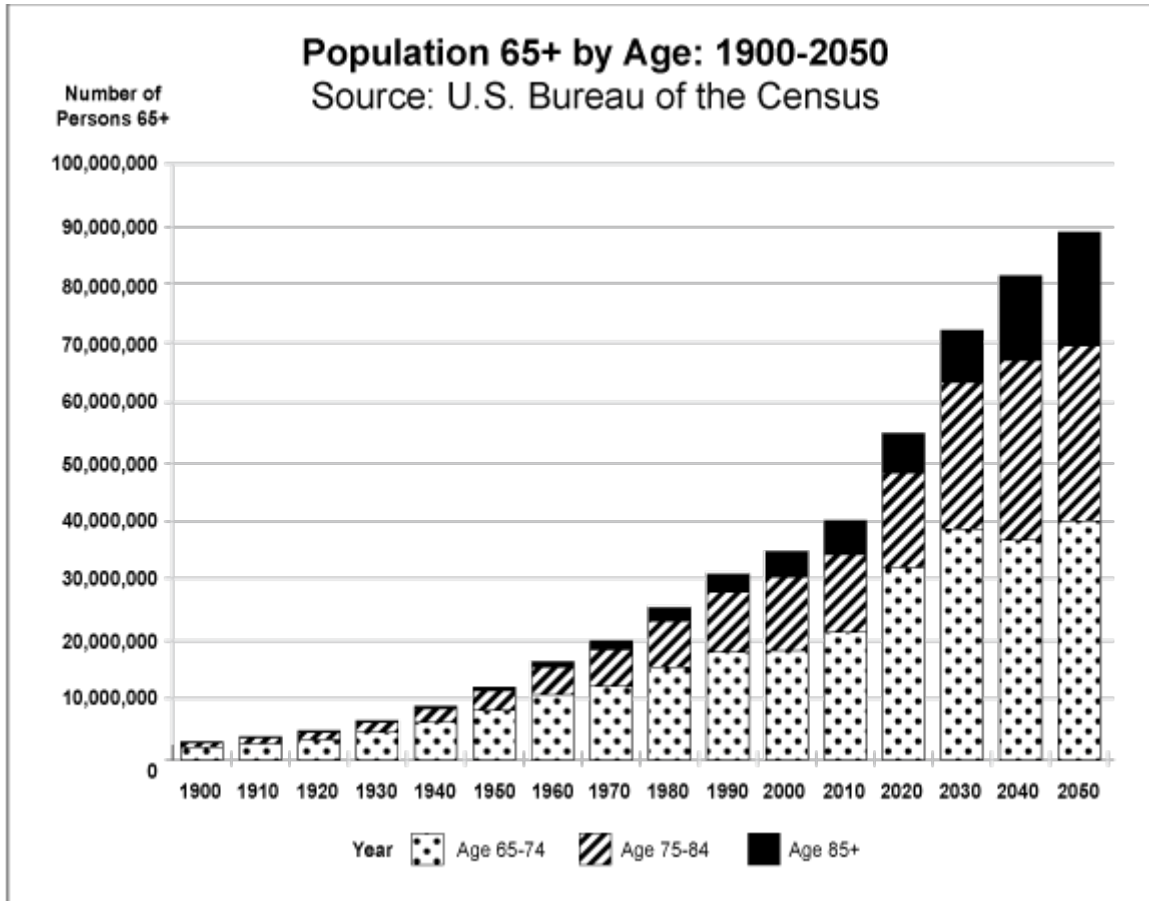
Media Consolidation Trends

Refer to Visual: 9.

Did you know? The media has never been more consolidated than today.

- Today, 6 media giants own 90% of what we read, watch or listen to
- In 1983 90% of all media was owned by 50 companies
- 232 media executives control the information of 277 million Americans
- These big 6 control 70% of your cable

Notable Properties *(Not All-Inclusive)*

Refer to Visual: 10.

- GE (Comcast, NBC, Universal, Focus)
- Disney (ABC, ESPN, Pixar, Miramax, Marvel)
- Viacom (MTV, Nick Jr., BET, CMT, Paramount)
- News Corporation (Fox, WSJ, NY Post)
- Time Warner Cable (CNN, HBO, Time, Warner Bros.)
- CBS (Showtime, Smithsonian Channel, NFL.com, Jeopardy, 60 Minutes)

Did You Know: Newspapers

Refer to Visual: 11.

As an example of media consolidation, explain that News Corp owns top newspapers in 3 continents.
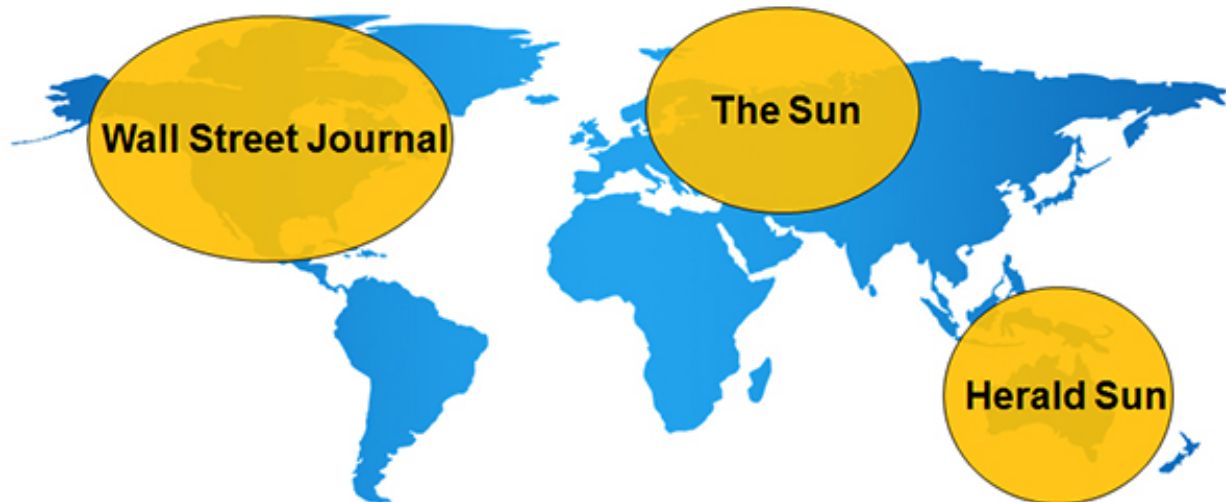
Did You Know: Radio

Refer to Visual: 12.

- In 1995...no company could own more than 40 radio stations
- Today...Clear Channel (now iHeart) owns 12,000 stations
- 80% of all radio playlists…are identical
- The song "Mrs. Robinson" written in 1968 by Simon and Garfunkel has been played over 6.5 million times

Bloggers & Freelancers

Refer to Visual: 13.

On WordPress Alone:

- 409 million people view more than 19.1 billion pages each month.
- Users produce about 60.1 million new posts and 61.5 million new comments each month

Who uses blogs? Everyone from John Doe to: local community Patches, TED talks, CNN, MLB, NFL, etc.

Media Today

Refer to Visual: 14.
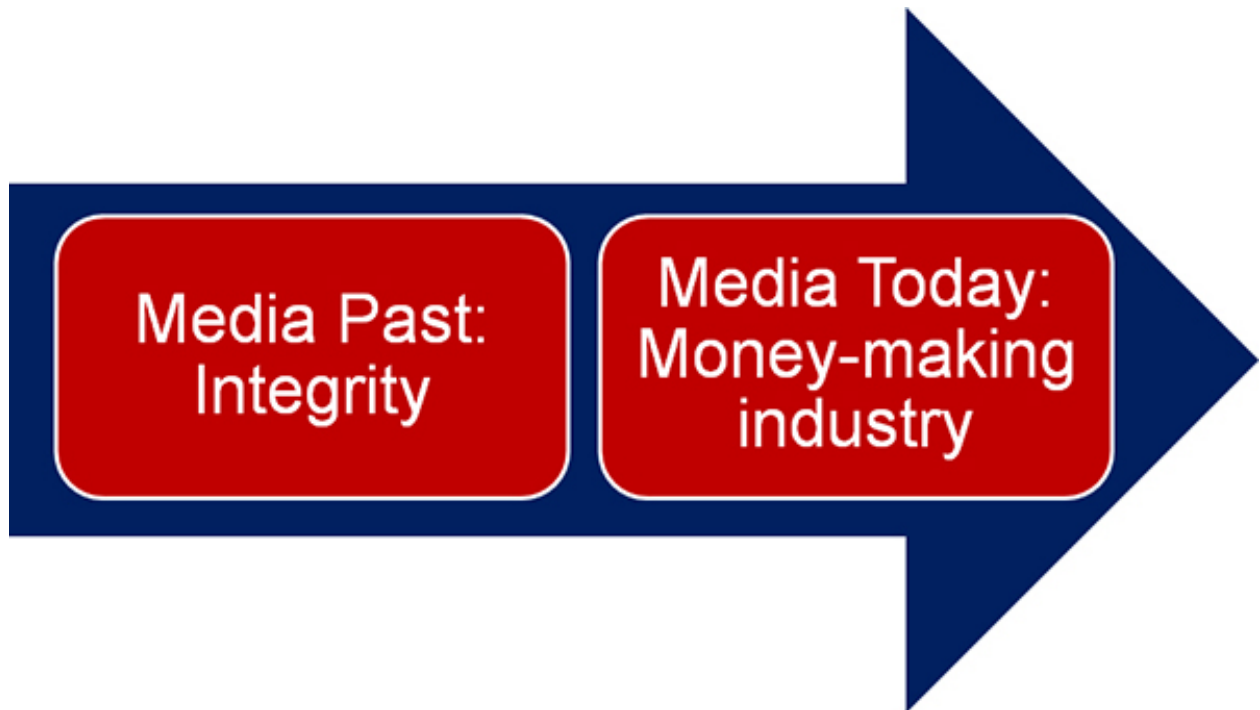
Active Monthly SM Users

Refer to Visual: 15.
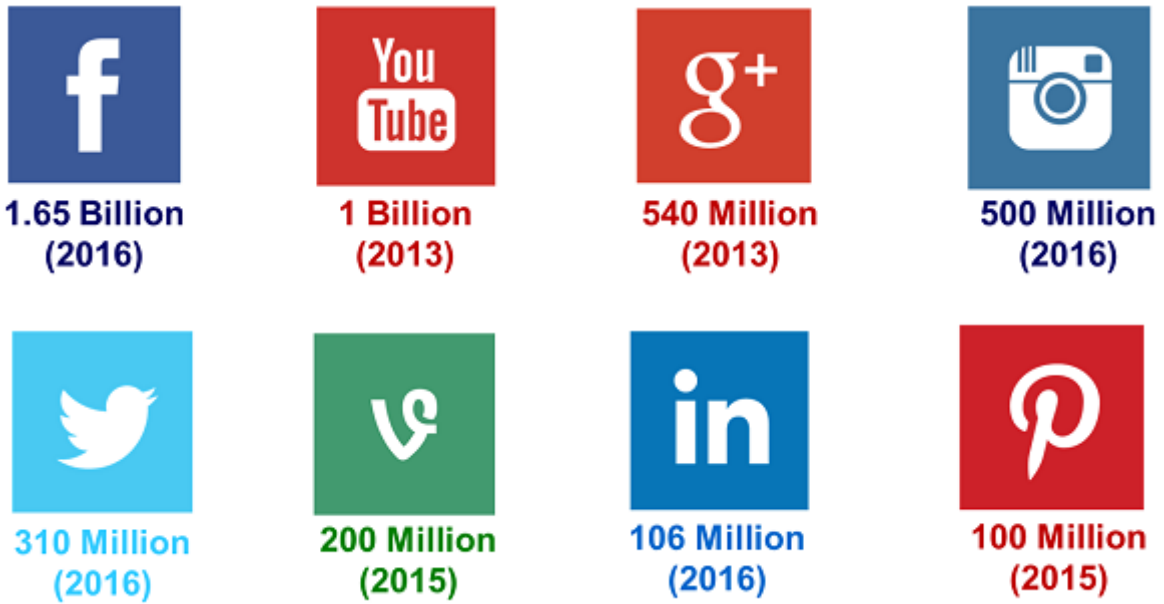
Active monthly social media users. Source: The Social Media Hat.

Additional Background Consideration

Refer to Visual: 16.

Image: 9 key lifestyle habit categories represented by icons. From top to bottom, left to right the image reads: "Percentage of people willing to give up a key lifestyle habit instead of the Internet for a year: 84, Satellite navigation; 83, Fast food; 77, Chocolate; 69, Coffee; 43, Exercise; 21, Sex; 10, Car; 7, Shower."

How has media and information delivery changed in your community?

Refer to Visual: 17.

?	How has media and information delivery changed in your community?
Discussion Question	

How have communications impacted the American family?

Refer to Visual: 18.

?	How have communications impacted the American family?
Discussion Question	

Plan for it

Refer to Visual: 19.

Plan for the fear mongering!!!

Research Shows Us……

Refer to Visual: 20.

People fear dangers less as they gain more knowledge of what scares them

Perceived dangers are influenced by imagery and the memory of the dangers

Important to Define Kinds of Fear

Refer to Visual: 21.

Rational:

- A fear of something that is dangerous and may cause death, severe injury, dismemberment, illness, or ruin someone's reputation.
- Something dangerous with a high probability of occurring and is seen clearly and not distorted.
- A fear resulting from well examined conclusions and evidences and based on the law of probability.

Irrational:

Refer to Visual: 22.

- A fear that an individual experiences that does not have any basis behind it.
- Many individuals suffer from irrational fear of many different sources.
- Individuals who suffer from this type of fear often do not know why they have the fear but have trouble dealing with it.
- Physical symptoms are usually very severe.

Important to Keep in Mind

Refer to Visual: 23.

AN INDIVIDUAL'S FEAR IS VERY REAL AND RATIONAL TO THEM

Some Fear Facts

Refer to Visual: 24.

- 40M suffer from some type of anxiety disorder
- 5% of all parents report emotional or behavioral problems are affecting their children
- 17% of American children are obese; 25% of adolescents are obese*
- Our tendency is "We do as our parents did."

  - Parents (family environment) are a major influence on managing fear as adults.

- While rates/incidents of violent crime have been on a steady decline, fear of a violence event involving our family is skyrocketing.

Irrational and Rational Discussion

Refer to Visual: 25.

1. School Violence
2. Active Shooters
3. Sexual Predators
4. Halloween candy
5. Ebola/Zika/Disease
6. Airplane terrorism
7. ISIS
8. Climate Change
9. Bugs/snakes/sharks and other critters
10. Public Speaking

Family Concerns & Fears

Refer to Visual: 26.

Image: Infographic of survey results about American fears. From top to bottom, left to right the graph reads: Title: "Top 10 Fears of 2015". Y-axis scale: 0-100%. X-axis categories and values: Corruption of Government Officials, 58.0%; Cyber-Terrorism, 44.8%; Corporate Tracking of Personal Information, 44.6%; Terrorist Attacks, 44.4%; Government Tracking of Personal Information, 41.4%; Bio-Warfare, 40.9%; Identity Theft, 39.6%; Economic Collapse, 39.2%; Running out of Money in the Future, 37.4%; Credit Card Fraud, 36.9%. Caption: "Above are the 10 fears for which the highest percentage of Americans reported being "Afraid," or "Very Afraid."

Strategic Recommendations

Refer to Visual: 27.

- Put a greater emphasis on preparedness
- Understand Community Risk Reduction
- Strategically plan for public/survivor fear
- Add psychological experts to your messaging teams
- Understand the many cultures you serve

Summary

Refer to Visual: 28.

- Change is occurring at a more rapid pace than ever before
- The role of the PIO/EAO must evolve to meet public demand through both old and new technology
- Proactive dissemination of public information is becoming more vital to all families, will only get faster and therefore present even greater challenges for all EAOs/PIOs

Crisis Communications Activity Part 3

Refer to Visual: 29.

PURPOSE: Review a situation from the perspective of government, the media and the public.

Working in your table groups:

- Review the updated scenario and answer the following within your group:

  - Government – How will you stimulate conversation and engage your audiences? Craft talking points.
  - Media – What is your 6 p.m. broadcast theme or teaser? What is your headline?
  - Public – What are your thoughts, concerns and emotions?

- Write your answers on the easel chart.

And now the news

Refer to Visual: 30.

Newscast #2

Unit 4: Disaster Response Readiness

Time

30 minutes

Objectives

At the end of this unit, participants will conduct an analysis of their personal and organizational disaster readiness based on current disaster readiness guidance.

Scope

Topic 1: Disaster Response Readiness

- Personal Readiness
- Organizational Readiness
- Activity 4.1: Readiness Inventory (10 min)

Methodology

This unit begins with a short lecture on personal and organizational readiness for disaster response. At the end of the short lecture, the instructor will conduct an activity where participants complete a readiness inventory and reflect on their personal readiness.

Exercise injects may appear throughout the unit.

References

- Instructor Guide
- PowerPoint presentation
- Student Manual

Remarks

None

Objectives

Refer to Visual: 1.

At the end of this unit, participants will be able to:

Conduct an analysis of personal and organizational disaster readiness for deployment as a public information officer

Are you a first responder?

Refer to Visual: 2.

- According to HSPD-8, first responders are not just fire, police, and EMS
- They also include functions and departments that play integral roles in response and recovery operations

Is public information essential to the protection and preservation of life, property, and the environment?

Who takes care of *YOUR* family?

Refer to Visual: 3.

During a disaster, you provide vital services to your community.

- While you are busy serving your community:
- Is your family safe?
- Do they know what to do in an emergency?
- Do they know how to contact you/each other when cell services are down?
- Do they have an emergency supply kit?
- Do they know the local evacuation routes?

Review tip in Student Manual.

 Tip	Review your JIC plan and make sure you take into account responder families and how that affects PIO response.

Organizational Readiness

Refer to Visual: 4.

<table>
<tr>
<td>

?

Discussion
Question
</td>
<td>
Organizational Readiness

In your opinion, is your organization or department well prepared for a disaster?
</td>
</tr>
</table>

Responder Self-Sufficiency Fact

Refer to Visual: 5.

When FEMA's Urban Search and Rescue teams are deployed, they take EVERYTHING they need to do their job.

They do not depend on the community they are going to help for food, lodging, or logistics.

Activity 4.1: Scenario

Refer to Visual: 6.

 Activity	***Activity 4.1: Scenario*** • The Emergency Operations Centers for Liberty and Green counties are opening tomorrow • You must report to the JIC at your EOC at 8:00 a.m. tomorrow • After you leave your home, your neighborhood, including your family, is told to evacuate

Activity 4.1 Instructions

Refer to Visual: 7.

Activity
	Activity 4.1 Instructions
	
	Working in your table groups:
	
	• Discuss and list the items you will need to be self-sufficient for 72 hours. Include:
	
	  • Work-related items
	  • Personal items
	
	• Discuss the needs of your family, and list what they will need to have in their emergency kits.
	• Discuss how the JIC would handle PIO staff "no-shows" due to family concerns, and the impact of reduced staffing on JIC operations.

Activity 4.1 Debriefing

Refer to Visual: 8.

YOUR JOB

Have you taken steps to prepare yourself for a multi-day disaster response?

YOUR FAMILY

Have you taken steps to prepare your family for the implications of your deployment to a multi-day response?

Journal

Refer to Visual: 9.

Write down some readiness ideas to implement in:

- Your organization
- At home

Summary

Refer to Visual: 10.

Disasters can strike at any time. Having a plan in place is crucial:

- For yourself
- For your family
- For your organization

Three simple steps help your family prepare for the unexpected when you are activated

- Get a kit
- Make a plan
- Be informed

Next step

Refer to Visual: 11.

You are deployed to your assigned County Joint Information Center starting tomorrow at 8:00 a.m.

- The EOC is stocked with food, water and emergency medical supplies for 14 days for a staff of 100
- Staff lodging is provided in safe zone area near the EOC
- Plan to be deployed and away from your home for at least 7 days

Unit 5: Strategic Communications and Planning

Time

9 hours

Objectives

At the end of this unit, participants will relate the Incident Action Planning (IAP) process to the External Affairs 8-Step Strategic Communications Model by completing a multi-level activity.

Tasks:

1. Describe the key concepts of the ICS and incident planning;
2. Relate incident planning to the External Affairs 8-step strategic communications model;
3. Evaluate activities that take place in each step of the 8-Step strategic communications model;
4. Create external affairs communication objectives; and
5. Prepare an ICS 215 form.

Scope

Topic 1: ICS Review

- ICS and planning
- Management by objectives
- ICS modular organization
- Newscast #4

Topic 2: Incident Action Planning

- Incident Action Planning key concepts and incident planning
- The Planning P
- Understanding ICS Forms
- Activity 4.1 – Communications Obstacles

Topic 3: The 8-Step Model

- Joint Information System/Joint Information Center
- Strategic Communications Planning
- Incident action planning and the 8-Step Strategic Communications Model (the 8-step model)
- Social Marketing
- The 8-step model
  - Step 1: Assess Current Situation
    - Activity 4.2: Assess Current Situation
  - Step 2: Setting Goals and Objectives
    - Activity 4.3: Communication Objectives

- Step 3: Identifying Audiences
    - Activity 4.4: Audiences in Columbia
- Step 4: Develop and Pre-Test Messages
- Step 5: Selecting Channels
    - Activity 4.5: Defining Channels and Activities
- Step 6: Developing the Action Plan
    - Activity 4.6: Building your Plans
- Step 7: Develop and Pre-Test Materials
- Step 8: Implement, Evaluate and Modify the Plan
- Characteristics of a Successful JIC

Methodology

The session starts with a video update to the ongoing scenario. During the session, local and county emergency declarations are announced, and participants are given time to determine communication strategies related to these declarations. This prepares the class for short and long exercises.

Working with instructors, the two counties will be presented with the initial flooding information on rising rivers, numerous local issues of public concern, and minor localized evacuations. The IAPs should help to guide the participants' initial efforts when JICs are opened on Day 3.

Through several activities, participants will receive preparedness messages to support the strategic communications lecture.

In preparation for the Functional Exercise (FE), instructors will divide the class into two JICs, explain the exercise, and explain the roles of the exercise evaluators and controllers. NOTE: If the class has only one Tribal representative, assign that role to Liberty County.

Exercise injects may appear throughout the unit.

References

- Instructor Guide
- PowerPoint presentation
- Student Manual
- External Affairs strategic communications course material
- FEMA Incident Action Planning documents
- Activity Handouts, Job Aids, and Further Advice

Remarks

None

Unit Objectives

Refer to Visual: 1.

After this unit, you will be able to:

- Describe the key concepts of the Incident Command System (ICS) and incident planning.
- Relate incident planning to strategic communication planning.
- Review activities that take place in each step of the 8-Step Strategic Communication Model.

Instruction Plan

Refer to Visual: 2.

PLAN FOR THE DAY AND THE MORNING NEWS

3 Primary Goals of All Commanders

Refer to Visual: 3.

Everyone Goes Home
Make the emergency go away
Resource Management

Primary Goal of All EAOs/PIOs

Refer to Visual: 4.

GETTING THE RIGHT INFORMATION TO ALL OF THE RIGHT PEOPLE AT EXACTLY THE RIGHT TIME, SO EVERYONE IS EMPOWERED TO MAKE THE RIGHT DECISIONS

ICS Organization

Refer to Visual: 5.

Differs from day-to-day organizational structures and positions by:

- Using unique ICS position titles and organizational structures.
- Assigning personnel based on expertise, not rank. For example, an External Affairs Director may not hold that title when deployed under an ICS structure.
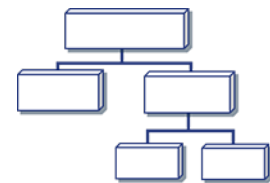
Modular Organization

Refer to Visual: 6.

Incident command organizational structure is based on:

- Size, type, and complexity of the incident.
- Specifics of the hazard environment created by the incident.
- Incident planning process and incident objectives.
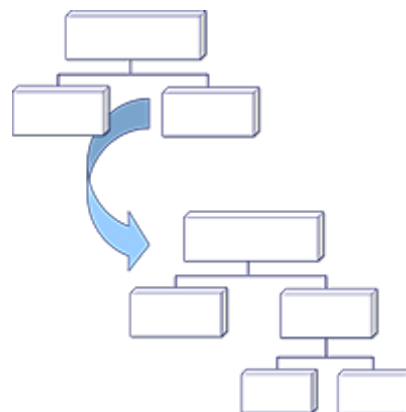
Organizing Chaos (Basic)

Refer to Visual: 7.

Image: A picture of firefighters in front of a burning building appears to the left of an organizational chart. From top to bottom, left to right the organizational chart reads: Incident Unified Command (Leiper). Reporting to Incident Unified Command: Information Officer (Dishman); Safety Officer (Sabo). Liaison Officer (Fry). Operations Section (Lockwood); Planning Section (Thomas); Logistics Section (Sullivan); Finance Section (Garnett). Reporting to Operations Section: Staging (Lockwood). Suppression Branch (Holmes); EMS Branch (Money); Evacuation Branch. Reporting to Suppression Branch: Division A (E-4), Division B, (E-5), Division C (E-3), Division D (T-3), Hazmat Group (Squad 1). Reporting to EMS Branch: EMS Group (AMB-4). Reporting to Evacuation Branch: Law Enforcement Group (CL-200).

Large Scale Emergencies Will Occur

Refer to Visual: 8.

Organizing the Chaos

Refer to Visual: 9.
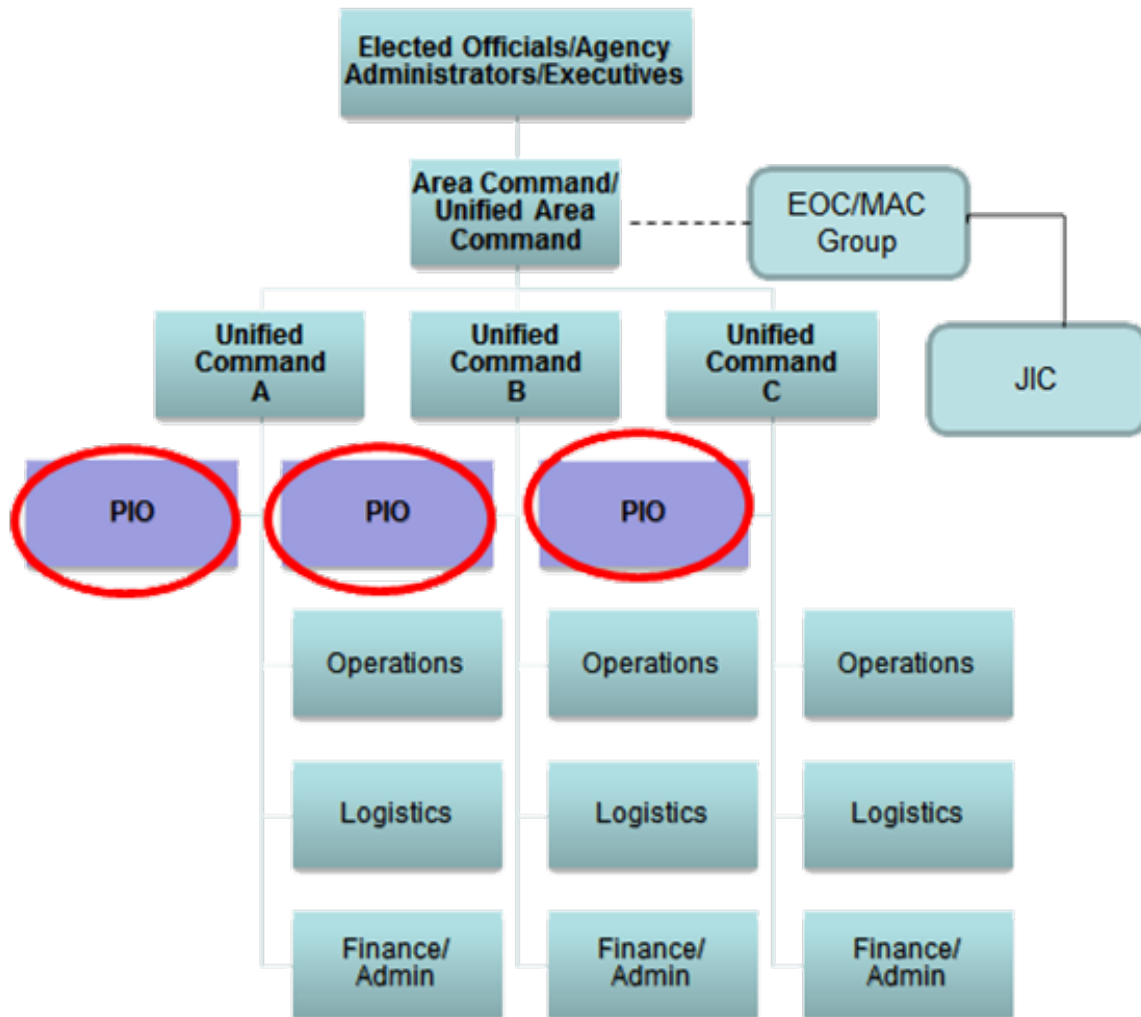
Image: From top to bottom, left to right the organizational chart reads: Elected Officials/Agency Administrators/Executives. Reporting to Elected Officials/Agency Administrators/Executives: Area Command/Unified Area Command. Reporting to Area Command/Unified Area Command: Unified Command A, Unified Command B, Unified Command C. Parallel to Area Command/Unified Area Command: EOC/MAC Group. Reporting to EOC/MAC Group: JIC. Reporting to Unified Command A: PIO, Operations, Logistics, Finance/Admin. PIO is circled in red. Reporting to Unified Command B: PIO, Operations, Logistics, Finance/Admin. PIO is circled in red. Reporting to Unified Command C: PIO, Operations, Logistics, Finance/Admin. PIO is circled in red.

Joint Information Center (JIC)

Refer to Visual: 10.

Where you are located

- At the scene
- In a vehicle
- In a building

Equipment that supports your efforts

Telephones, Smartphones, IPADs, fax, computers, AV equipment, maps, notepads, pens/pencils, desks, food and other basic needs…etc.

The JIC is a Mirror of the EOC.

Refer to Visual: 11.

Joint Information System (JIS)

Refer to Visual: 12.

- Personnel Involved
- How all Info is processed (inputs and outputs)
- Dissemination Methods
- Rumor Control
- Roles of staff
- Strategic Planning
- Coordination
- IAP Preparation

Joint Information System (continued)

Refer to Visual: 13.

- Policies (Ops Periods) that guide the group
- How internal and external rumors are managed
- Group dynamics, internal and external

  - Helping one another
  - Knowing strength vs. weakness

- EOC/JFO relationship with JIC
- How Critical issues are discovered
- How Critical information is given
- Speaker's Bureau
- Video/Photography

Characteristics of Successful JIC

Refer to Visual: 14.

Agency spokespersons are autonomous

Other Agencies have no authority over another Agency

JIC team members work together and support one another

JIC Organization

Refer to Visual: 15.
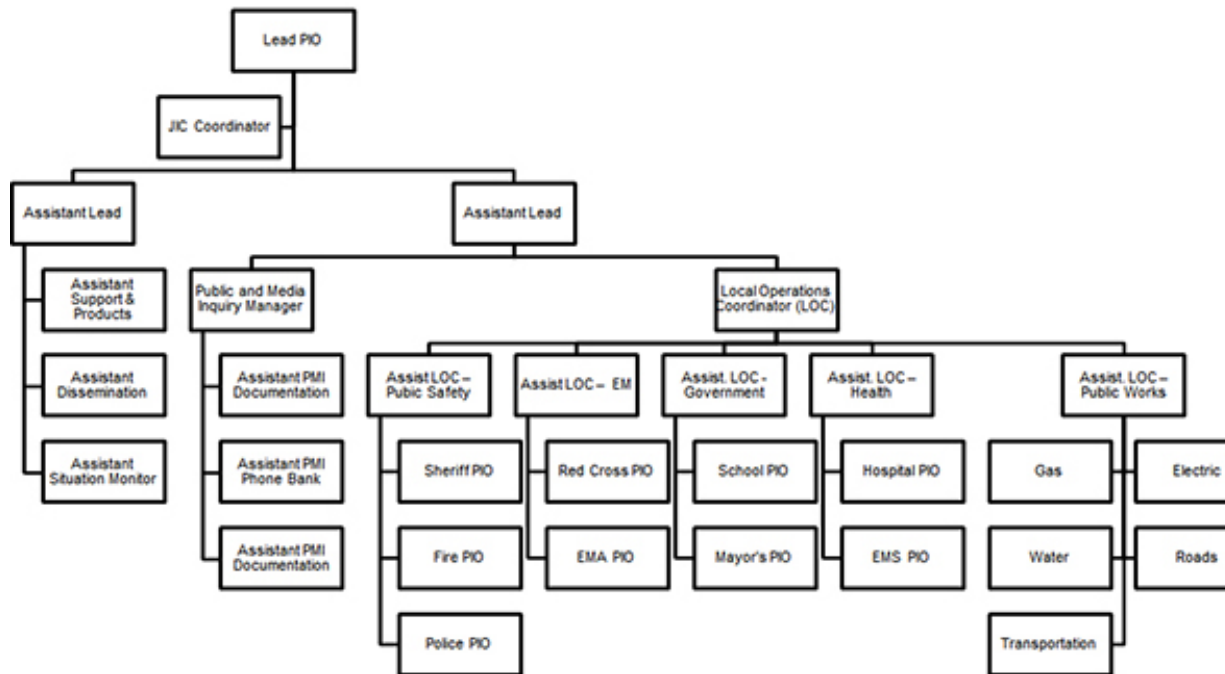
Image: From top to bottom, left to right the organizational chart reads: Lead PIO. Reporting to Lead PIO: JIC Coordinator, Assistant Lead, Assistant Lead. Reporting to Assistant Lead: Assistant Support & Products, Assistant Dissemination, Assistant Situation Monitor. Reporting to Assistant Lead: Public and Media Inquiry Manger, Local Operations Coordinator (LOC). Reporting to Public and Media Inquiry Manager: Assistant PMI Documentation, Assistant PMI Phone Bank, Assistant PMI Documentation. Reporting to Local Operations Coordinator (LOC): Assist LOC - Public Safety, Assist LOC - EM, Assist LOC - Government, Assist LOC - Health, Assist LOC - Public Works. Reporting to Assist LOC - Public Safety: Sheriff PIO, Fire PIO, Police PIO. Reporting to Assist LOC - EM: Red Cross PIO, EMA PIO. Reporting to Assist LOC - Government: School PIO, Mayor's PIO. Reporting to Assist LOC - Health: Hospital PIO, EMS PIO. Reporting to Assist LOC - Public Works: Gas, Electric, Water, Roads, Transportation.

Superstorm Sandy JIC

Refer to Visual: 16.

Organizing your JIC

Refer to Visual: 17.

The Responding Agencies Only need to recognize, understand and see 2 things:

- An organization they recognize
- A common language being spoken

What information is needed?

Refer to Visual: 18.

What are your characteristics of a successful JIC/JIS?

Refer to Visual: 19.

	Question #1
?	What are your characteristics of a successful JIC/JIS?
Discussion Question	

What are your characteristics of a successful JIC/JIS Leader and team participant?

Refer to Visual: 20.

?	**Question #2**
Discussion Question	What are your characteristics of a successful JIC/JIS Leader and team participant?

What characteristics would you not want in your JIC leader and/or in JIC Team participants?

Refer to Visual: 21.

? Discussion Question	**Question #3** What characteristics would you not want in your JIC leader and/or in JIC Team participants?

Work Break

Refer to Visual: 22.

Time to get the feel of your Joint Information Center

- Part 1 (30 minutes)
  - Develop your organization
    - Provide a draft organization chart
    - Test technology
  - Test "Bleat", SimulationBook, Agency Page
    - List communication challenges within the JIC and provide at least three solutions
- Part 2 (15 minutes)
  - Review situation report and list three hot topics
- Part 3 (15 minutes)
  - Report hot topics to class in the main classroom

Incident Action Planning

Refer to Visual: 23.

Every incident must have an Incident Action Plan (IAP) that:

- Specifies the incident objectives.
- States the activities.
- Covers a specified timeframe, called an operational period.
- May be oral or written.

Key Concepts of Incident Planning

Refer to Visual: 24.

- Effective incident planning requires a comprehensive system for information collection, sharing, and analysis that includes all response levels.
- There is only one IAP for each incident and the IAP is developed only at the incident level.
- The IAP is a key element of incident operations, but incident management planning is more than the IAP.

The Planning Process

Refer to Visual: 25.

Five primary phases should be followed in sequence to ensure a comprehensive Incident Action Plan:

1. Understand the Situation
2. Establish Incident Objectives and Strategy
3. Develop the Plan
4. Prepare and Disseminate the Plan
5. Execute, Evaluate, and Revise the Plan

The Planning P

Refer to Visual: 26.

This visual depicting the planning process—referred to as the "Planning P"—is from the FEMA Incident Action Planning Guide. EA should have a lot of input into the tactics meeting. This is when everyone presents work assignments based on objectives. EA will be presenting their own work assignments and also commenting on other work assignments that have implications for EA.

Understanding ICS Forms

Refer to Visual: 27.

The IAP includes:

- ICS 202: Incident Objectives
- ICS 203: Organization Assignment List
- ICS 207: Incident Organization Chart
- ICS 204: Assignment List
- ICS 205: Incident Radio Communications Plan
- ICS 205A: Communications List
- ICS 206: Medical Plan
- ICS 220: Air Operations Summary
- ICS 230: Meeting Schedule

 The PIO's Friend:

- ICS 209: Incident Status Summary

Tip	***ICS Forms*** You can search for ICS forms online by using your favorite search engine and typing the form number. For example, type in "ICS 209" and for best results select a link from the FEMA website or other recognized entity.

Incident Planning and the 8-Step Model

Refer to Visual: 28.

How do they relate?
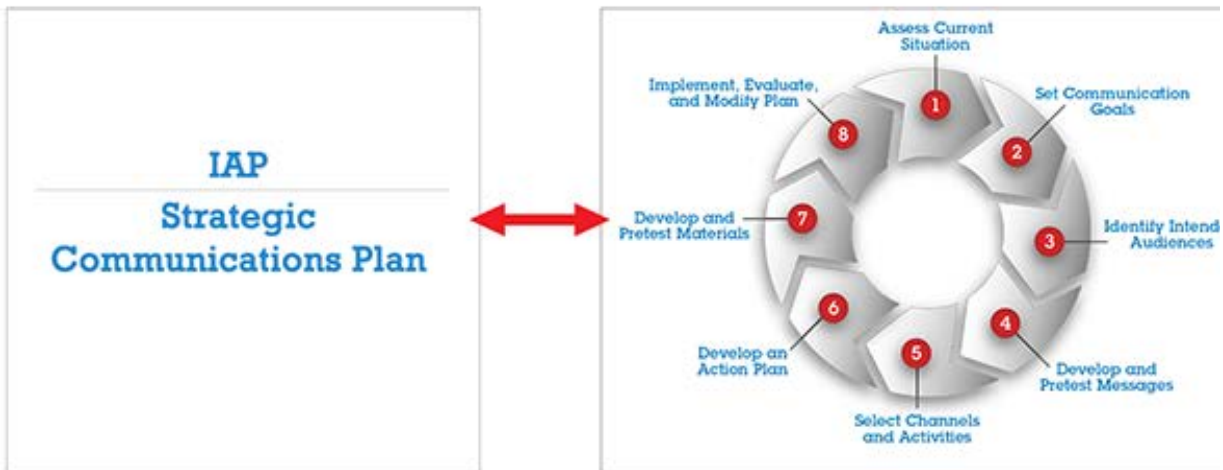
Image: The IAP Strategic Communications Plan side-by-side with a graphic of the 8-step process. The 8-step process image includes the following text: 1-Assess Current Situation. 2-Set Communication Goals. 3-Identify Intended Audiences. 4-Develop and Pretest Messages. 5-Select Channels and Activities. 6-Develop an Action Plan. 7-Develop and Pretest Materials. 8-Implement, Evaluate, and Modify Plan.

8-Step Communication Model

Refer to Visual: 29.
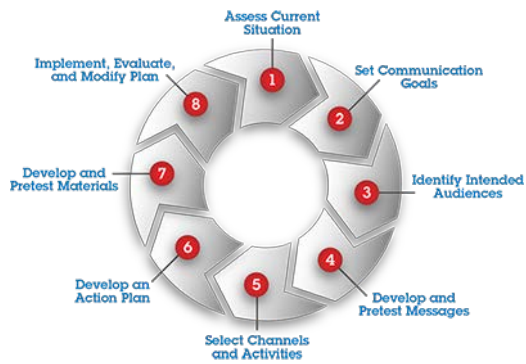
The Planning P and the 8-Step Model

Refer to Visual: 30.

1. Assess current situation
2. Set communication goals
3. Identify intended audiences
4. Develop and pretest messages
5. Select channels and activities
6. Develop an action plan
7. Develop and pretest materials
8. Implement, evaluate, and modify plan
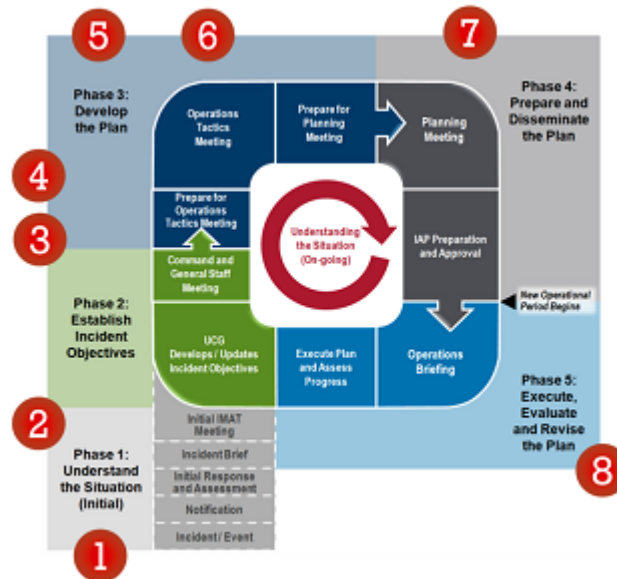
Image showing the 8-Step Model overlaid onto the Planning P. From the bottom of the 'P' moving clockwise: Phase 1: Understand the Situation (Initial), labeled with Steps 1 and 2. Phase 2: Establish Incident Objectives, labeled with Steps 2 and 3. Phase 3: Develop the Plan, labeled with Steps 3, 4, 5, and 6. Phase 4: Prepare and Disseminate the Plan, labeled with Step 7. "New Operational Period Begins" indicated with arrow to occur between Phases 4 and 5. Phase 5: Execute, Evaluate and Revise the Plan labeled with Step 8.

Strategic Communications Plan

Refer to Visual: 31.

Supports the IAP

Provides guidance for activating, establishing, and operating communication activities

Brings unity of effort to all strategic communications planning and product development

Why Strategic Communication Matters

Refer to Visual: 32.

Through effective strategic communication, External Affairs helps:

- Save lives
- Reduce injury
- Protect property and the environment

External Affairs can achieve this mission by:

- Communicating an agency's mission to the public
- Raising the public's awareness and preparedness for disasters
- Communicating effectively surrounding a disaster

What, How, Why

Refer to Visual: 33.
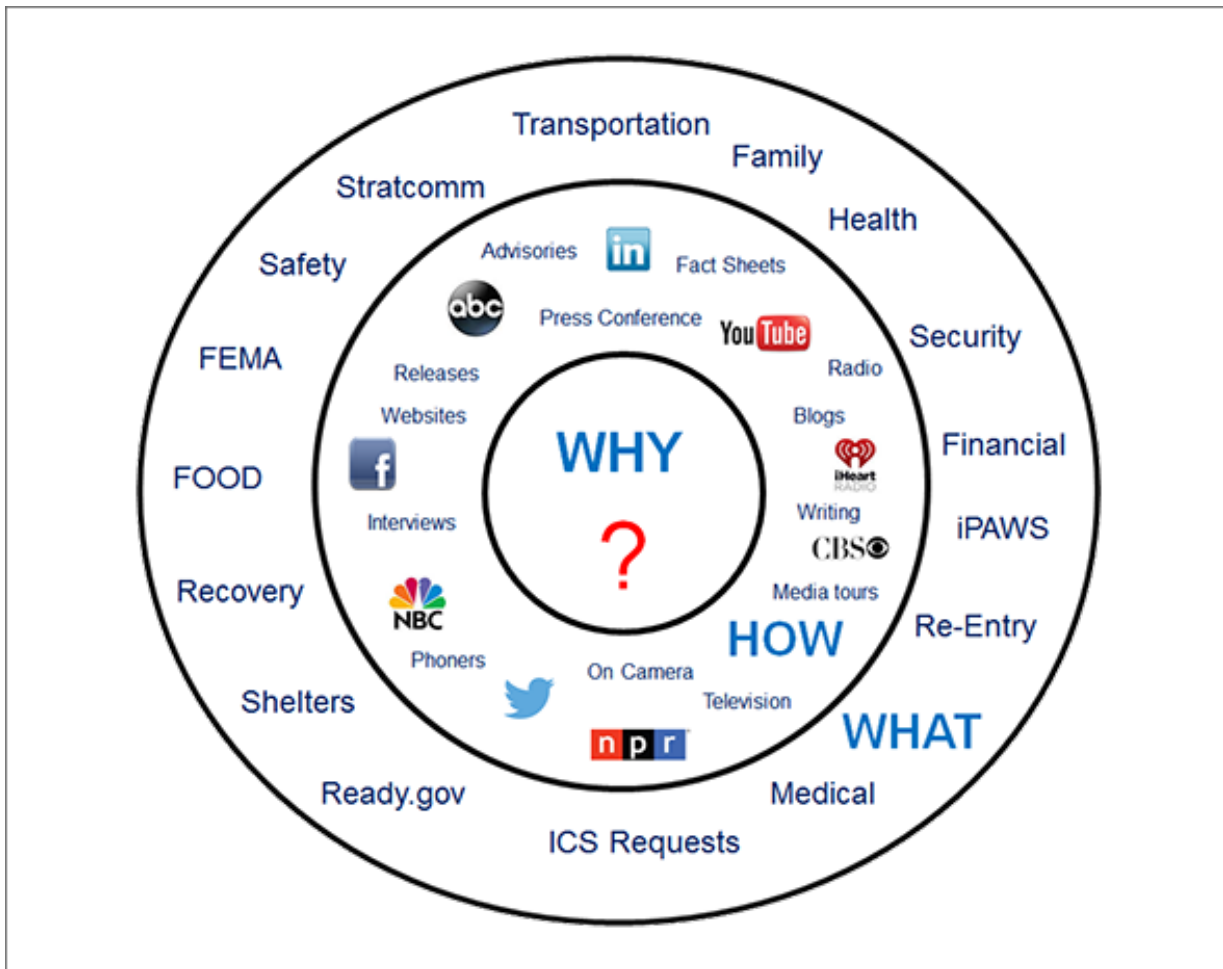
Image: Three concentric circles labeled from outer to inner: What, How, Why?. Entities listed clockwise in the "What" circle: Medical, ICS Requests, Ready.gov, Shelters, Recovery, FOOD, FEMA, Safety, Stratcomm, Transportation, Family, Health, Security, Financial, iPAWS, Re-Entry. Entities listed clockwise in the "How" circle: Television, On Camera, NPR, Twitter, Phoners, NBC, Interviews, Facebook, Websites, Releases, ABC, Advisories, LinkedIn, Press Conference, Fact Sheets, YouTube, Radio, Blogs, iHeartRadio, Writing, CBS, Media tours. The innermost circle contains the word "Why" and a large red question mark.

Social Marketing

Refer to Visual: 34.

Social marketing is the use of commercial marketing principles and techniques to influence a target audience to voluntarily accept, reject, modify, or abandon a behavior for the benefit of individuals, groups, or society as a whole.

Key Ideas from Social Marketing

Refer to Visual: 35.

- Make it clear what actions people should take. (behavior-change focus)
- Offer personal benefits. (social exchange theory)
- Use principles used in commercial marketing to sell products as you design and "package" the message. ("4 P's")

What's In It For Me?

Refer to Visual: 36.

If there is such a clear benefit to mitigating and preparing for disasters, why doesn't everyone do it? -- Social Exchange Theory
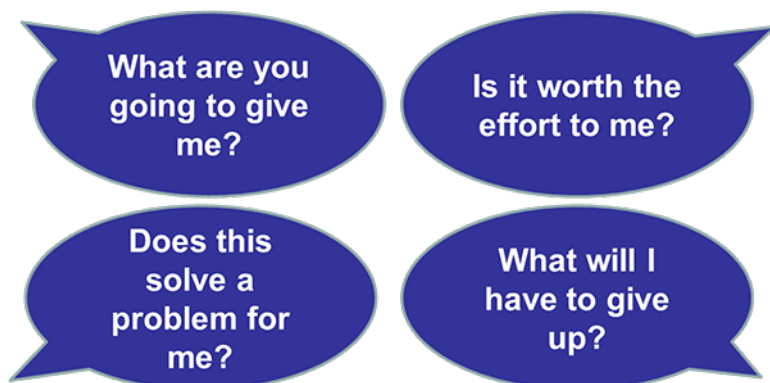
The Four P's of Marketing

Refer to Visual: 37.

1. **P**roduct
2. **P**rice
3. **P**lace
4. **P**romotion

Step 1: Assess the Current Situation

Refer to Visual: 38.

- What is the highest communication priority at the moment?
- What are the communication needs and available resources?
- What lesson from the past might be relevant to the current communication challenge?
- What stakeholder relationships can be utilized?

What is the Communication Need?

Refer to Visual: 39.

- Better public understanding of an agency's mission
- Enhanced public preparedness for future disasters
- More effective response from affected people before, during, and after specific disasters

Who Most Needs the Message?

Refer to Visual: 40.

- Who does the problem affect the most (in broad terms)?
- Who is most in need of messages?

What Actions Should They Take?

Refer to Visual: 41.

- Once the audience is identified, ask: What actions should these people take?
- Example:
    - Make a plan.
    - Identify someone(s) who can help you.

Assess Your Situation

Refer to Visual: 42.

What is the communication need?	Who is most in need of messages?
What actions should they take?	What will success look like?

	Activity: Assess Your Situation
Activity	In your JICs • Complete the chart shown in the visual You have 15 minutes

Step 2: Set Communication Goals

Refer to Visual: 43.

What communication goals will help:

- Save lives?
- Reduce injury?
- Protect property and the environment?

Goals and Objectives

Refer to Visual: 44.

Goal: The overarching aim of your communication effort

- Example: Increase awareness and utilization of Ready.gov to promote mitigation and preparedness in rural communities.

Objectives: Elements that lead to the accomplishment of your communication goals

- Example: Increase unique visitors to Ready.gov by 5% by [month, year].

Creating Measurable Objectives

Refer to Visual: 45.

Specific
Measurable
Action-oriented
Realistic
Timely

- Provide shelter information to specific locations within 30 minutes of receipt of update.

Creating Measurable Objectives

Refer to Visual: 46.
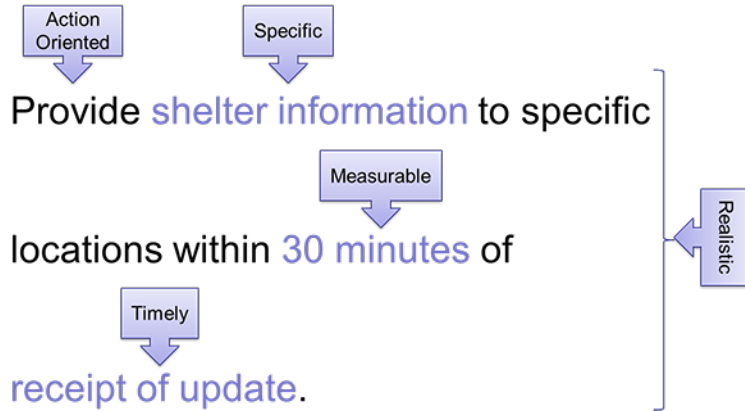
Creating Measurable Objectives

Refer to Visual: 47.
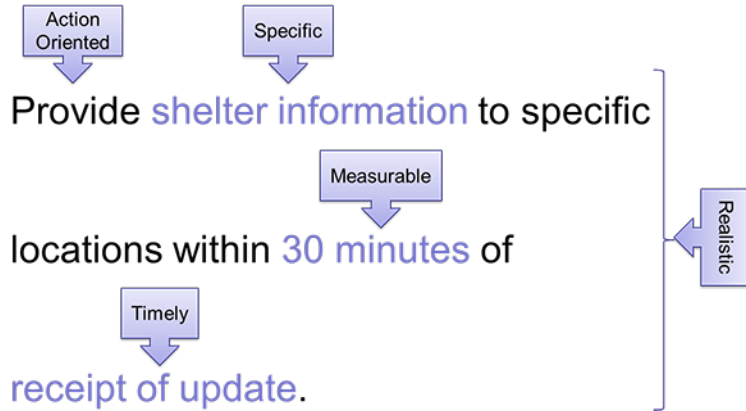
	Communication Objectives
	Given the current scenario
Activity	• Working in your JICs, develop a communication objective for two if your identified needs
	You have 60 minutes

Step 3: Identify Intended Audiences

Refer to Visual: 48.

Primary Goal of All EAOs/PIOs

Refer to Visual: 49.

GETTING THE RIGHT INFORMATION TO ALL OF THE **RIGHT** PEOPLE AT EXACTLY

THE RIGHT TIME SO EVERYONE IS EMPOWERED TO MAKE THE **RIGHT** DECISIONS

Get Specific: Segment

Refer to Visual: 50.

Members of different groups have different realities.

For example, mayors in the same State or region can be concerned with different things:

- Mayor Smith: Reelection
- Mayor Jones: Budget
- Mayor Jacobsen: Gang violence

Drilling Down

Refer to Visual: 51.

The Lesson: Prioritize!

Refer to Visual: 52.
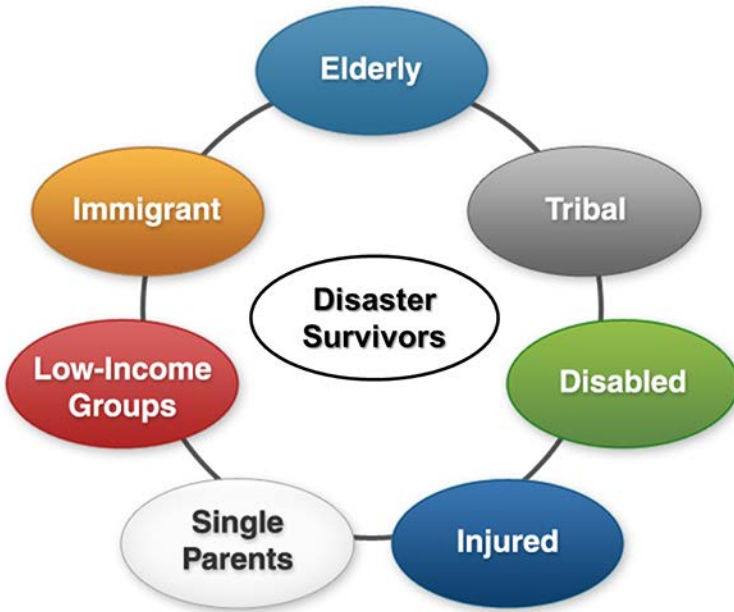
How to Segment

Refer to Visual: 53.

Segment your broad audiences based on their:

- Psychographics: attitudes, beliefs, needs, values, and/or mission.
- Demographics (race, gender, income, geography).
- Level of effect.

How do you select the priority audience segment? Ask:

- Whom do you need to reach immediately? Who is less important to reach now?
- Who, specifically, can help you achieve your goals?
- Who has capabilities and/or influence to help you reach others?

Difference Realities for Each Audience

Refer to Visual: 54.

What do you know about your audiences?

- What do they value/believe?
- What sources of information do they trust?
- How do they spend their time?
- Where and when can you reach them?
- What keeps them awake at night?

The Numbers Don't Lie

Refer to Visual: 55.

U.S. Facts: Adults Over 16

14% read at or below a fifth grade level

29% only read at the eighth grade level.

Among those with the lowes[t] literacy rates, **43%** live in povert[y]

See more at: http://www.proliteracy.org/the-crisis/adult-literacy-facts#sthash.lepUzlWg.dpf
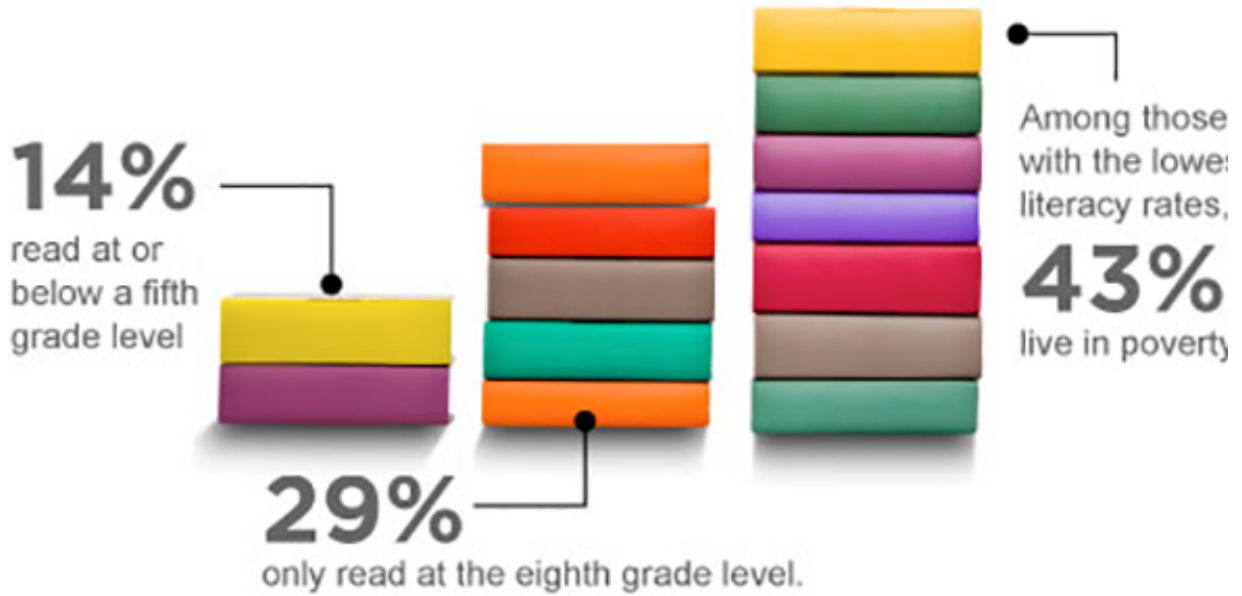
14% Below 5th Grade us HUGE

Refer to Visual: 56.

	CITY	Population	#Adults at or below 5th Grade Level	EM Homepage Readability Grade Level	Gap EM to Intended Audience < 5th Grade
1	New York	8,405,837	1,176,817	15.9	10.9
2	Los Angeles	3,884,307	543,802	15.4	10.4
3	Chicago	2,718,782	380,629	22.3	17.3
4	Houston	2,195,914	307,427	11.7	6.7
5	Philadelphia	1,553,165	217,443	10.2	5.2
6	Phoenix	1,513,367	211,871	13.5	8.5

Grade Level Scores

Refer to Visual: 57.

Reading Ease Score	School Level
90 to 100	5th grade
80 to 90	6th grade
70 to 80	7th grade
60 to 70	8th and 9th
50 to 60	10th to 12th
30 to 50	college
0 to 30	college graduates

Commonly Read Materials

Refer to Visual: 58.

Publication	Reading Ease	Grade Level
Time	52	10th-12th
Newsweek	50	10th – 12th
Wall Street Journal	43	College
Harvard Business Review	43	College
New York Times	39	College
New York Review of Books	35	College
Harvard Law Review	32	College
Standard auto insurance policy	10	College Graduate
Internal Revenue Code	minus 6	Your Accountant/Lawyer

Visuals Support Text

Refer to Visual: 59.

http://www.co.warren.oh.us/emergencyservices/emergencymanagement/default.aspx

Step 3: Identify Intended Audiences

Refer to Visual: 60.

	Activity: Audiences in Columbia
	Purpose: Determine audiences within your assigned county in the State of Columbia
 Activity	• Using the research you conducted on your home community prior class as a model, determine target audiences in the county assigned for this exercise • HINT: Much of the information is in the Exercise Simulation System Document
	You have 30 minutes including a break

Step 4: Develop and Pretest Messages

Refer to Visual: 61.

- What words will you use?
- Are you hoping to:
  - Educate?
  - Persuade?
  - Call to action?

Messages Can Be...

Refer to Visual: 62.

Informative:

- Providing information without necessarily trying to change attitudes, beliefs, or values.
- Building positive attitudes about a topic/issue.

Persuasive:

- Trying to create and/or request change in others.
- Providing a clear call to action for what an audience should do next.

Effective messages will be informative and persuasive.

Checklist for Effective Messages

Refer to Visual: 63.

- Succinct
- No jargon
- Easy for your audience to understand
- Direct and concise
- Credible
- Humanize the subject
- Move beyond the features and clearly communicate the benefits

Earlier We Discussed Changing Times

Refer to Visual: 64.

Tradition & Relevance

Refer to Visual: 65.

EAOs Expanded Role

Refer to Visual: 66.

- To Save Lives
  - Psychology
  - Death and Injuries
  - Environmental Culture
  - Functions within the Community
  - Image and Confidence in government
  - Liability Exposures
- Property and Environment

Simple to Complex Message Expectations

Refer to Visual: 67.
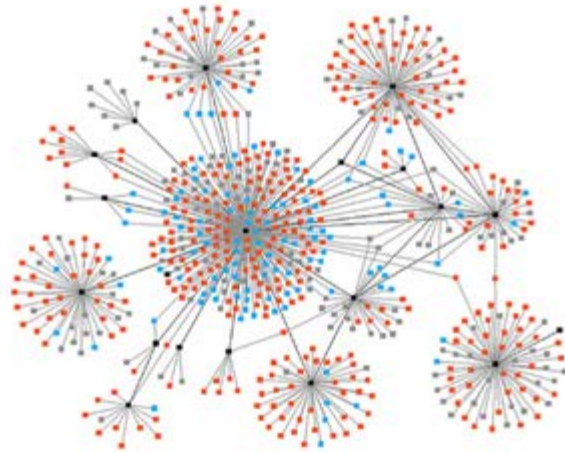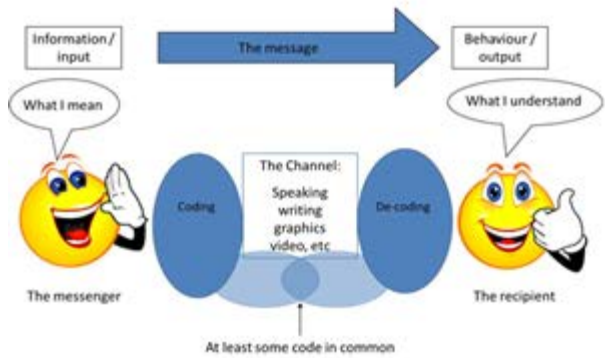
Ensuring the next time won't be the last time

Refer to Visual: 68.

3 Myths of Crisis Communications

Refer to Visual: 69.

Experience: Experience does not guarantee success the next time

Knowledge: Because I know better, I will do better

Time: Time is your FRIEND

Future EAOs Success Assured if you…

Refer to Visual: 70.

Tell the truth about the SCOPE of the response

- Don't sugar coat the size or adverse impact of the events

Provide Realistic Timeline Expectations

Give the survivors and public something to do

- Provides a greater sense of control for the public
- Survivors and public will both feel sense of contributing

So… What If You Make a Mistake?

Refer to Visual: 71.

OWN the Mistake

- HIDE ➔ PARTIAL TRUTH ➔ BLAME
- SMUGGLE THE MISTAKES INTO EVERYTHING YOU AND THE JIC DOES

Review

- What lessons were learned?

Release

- "Get over it and get going again"

Also Consider these Tips

Refer to Visual: 72.

- Express Genuine Empathy
  - "King Lear"
- Own the Message Quickly
- Advocate for the Public
- Commit to Full Transparency
- Put a Face on the Organization
- Commit to training the PIOs (all PIOs)
- Be yourself……because others are already taken

Primary Goal of All EAOs/PIOs

Refer to Visual: 73.

GETTING THE RIGHT INFORMATION TO ALL OF THE **RIGHT** PEOPLE AT EXACTLY

THE RIGHT TIME SO EVERYONE IS EMPOWERED TO MAKE THE **RIGHT** DECISIONS

Step 5: Select Channels and Activities

Refer to Visual: 74.

Step 5: Select Channels and Activities

Refer to Visual: 75.

Communication channels get the word out.

- News media
- Emergency alert systems
- Web sites
- Telephone
- Text messages

Activities also send out your messages.

- Meetings, briefings, and town-hall discussions
- Fun runs, contests, and fairs

Reminder About Channels

Refer to Visual: 76.

Stakeholders and the media can be BOTH:

- A <u>channel</u> for disseminating messages; and
- A FEMA <u>partner</u>.

As our *audiences*, FEMA stakeholders and the media are targets for important messages.

As our *partners*, FEMA stakeholders and the media can use their own channels and credibility to help FEMA reach audiences.

Frequency and Mix

Refer to Visual: 77.

Your alarm clock sends you messages every morning.

- How often does it need to go off before you get up? (frequency)
- What sound and volume wake you up? (mix)

More on Frequency and Mix

Refer to Visual: 78.

How often should you deliver your message?

- Pay attention to timing.

How many ways should you deliver your message?

- Interpersonal communication (one on one)
- Public meetings
- Fact sheets or PowerPoint slides
- Champions and spokespersons

Your audiences' preferences dictate your frequency and mix.

Step 5: Select Materials

Refer to Visual: 79.

Often used:

- Press releases
- Brochures
- Posters
- Fact sheets
- Web sites

Also consider:

- Videos
- Apps and social media products
- Songs
- Comic books
- Content for TV shows and movies
- Events

Step 5: Select Partnerships

Refer to Visual: 80.

- Can be internal (within the Government)

    - FEMA colleagues
    - Staff in other Federal agencies
    - Personnel from State government
    - Congressional representatives, Senators, and their staff

- Can be external

    - National membership organizations (AARP, NAACP, veterans' groups)
    - National and community nonprofits
    - Businesses
    - Professional societies
    - Advocacy groups
    - Faith community

Understanding Stakeholder Partners

Refer to Visual: 81.

- What motivates them?
- Are they positive or negative toward FEMA?
- What is their financial or emotional interest?
- How do they want to receive information?
- Can you manage any negative impact?
- What information do they have? What information do you have?
- What are their current opinions? How are they influenced? Is it based on good information?
- Whom can they reach?
- Is it mutually beneficial?

Activity: Define Channels and Activities

Refer to Visual: 82.

	Purpose: Based on current situational awareness, objectives, messages and audience(s), define message distribution channels for this first strategic communications plan.
Activity	• Work in your JICs to identify channels and activities for use during the next operational period
	You have 15 minutes

Steps 6 Developing an Action Plan

Refer to Visual: 83.

The plan should document the

- Objectives
- Audiences
- Products
- Delivery methods
- Staffing
- Task

ICS Form 215

Refer to Visual: 84.

- Is prepared before the Tactics Meeting (finalized at or after the meeting).
- Assigns resources to each work task to implement tactics.
- Identifies the kind, type, and numbers of resources available and needed.

If required tactical resources will not be available, an adjustment should be made to the tactical assignments.

ICS Form 215

Refer to Visual: 85.

Incident Command System Form: Operational Planning Worksheet (ICS 215) is available on FEMA's website at: https://www.fema.gov/media-library-data/20130726-1922-25045-7438/ics_forms_215.pdf
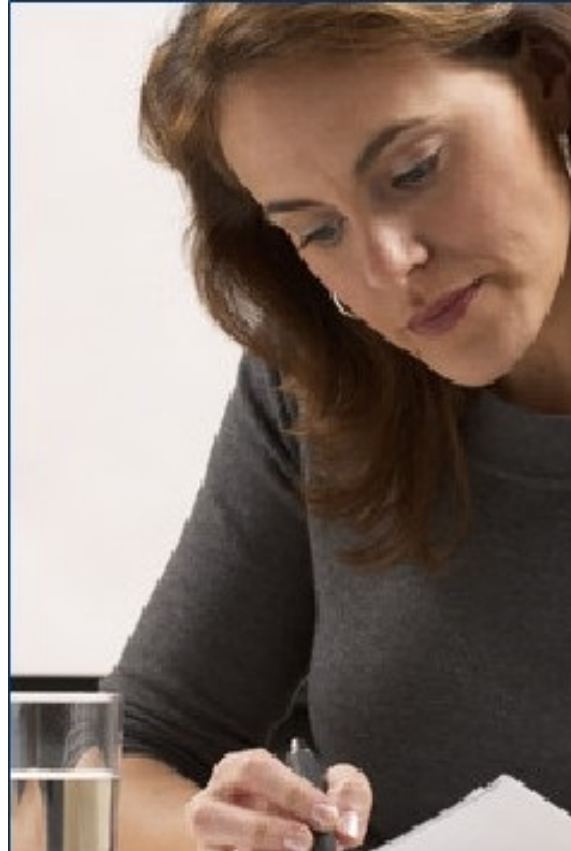
ICS Form 215 Example - Detailed Explanation of Form Cells

Block Number	Block Title	Instructions
1	Incident Name	Enter the name assigned to the incident.
2	Date and Time Prepared	

Block Number	Block Title	Instructions
3	Operational Period	• Date and Time From • Date and Time To Enter the start date (month/day/year) and time (using the 24-hour clock) and end date and time for the operational period to which the form applies.
4	Branch Division, Group, or Other	Enter the Branch of the work assignment for the resources. Enter the Division, Group, or other location (e.g., Staging Area) of the work assignment for the resources.
5	Work Assignment & Special Instructions Resources	Enter the specific work assignments given to each of the Divisions/Groups and any special instructions, as required. Complete resource headings for category, kind, and type as appropriate for the incident. The use of a slash indicates a single resource in the upper portion of the slash and a Strike Team or Task Force in the bottom portion of the slash. • Required Enter, for the appropriate resources, the number of resources by type (engine, squad car, Advanced Life Support ambulance, etc.) required to perform the work assignment. • Have Enter, for the appropriate resources, the number of resources by type (engines, crew, etc.) available to perform the work assignment. • Need Enter the number of resources needed by subtracting the number in the "Have" row from the number in the "Required" row.
6	Reporting Location	Enter the specific location where the resources are to report (Staging Area, location at incident, etc.).
7	Requested Arrival Time	Enter the time (24-hour clock) that resources are requested to arrive at the reporting location.

Steps 7: Develop and Pretest Materials

Refer to Visual: 86.

Step 7: Develop and Pretest Materials

Refer to Visual: 87.

- Pretest first when developing messages.
- Then test materials created.
- Pretest each product to be sure the target audience:

    - Understands the message.
    - Finds the material(s) credible.
    - Responds positively to the graphic design.

- Request the audience's suggestions for message improvement.

A Practical Pretest Primer

Refer to Visual: 88.

- Create product mock-ups and get feedback from:
    - Interviews (telephone or in-person) with a series of individuals
        - A scheduled formal discussion based on a standard set of questions about the product
        - Informal feedback from people on the street or in a mall
    - Focus groups (telephone, online, in-person)
- Prepare report summarizing responses.
- Make changes suggested by the test results.

8-Step Communication Model

Refer to Visual: 89.

How it Works
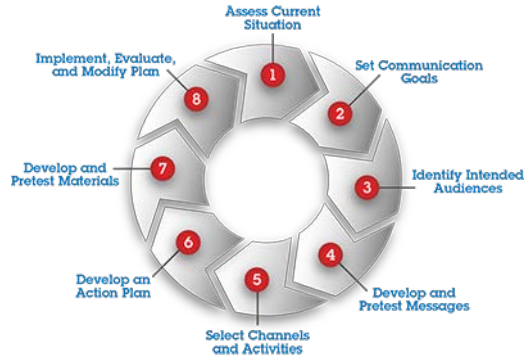
Assessed Situation

Refer to Visual: 90.

Rising river levels and road flooding

Communication Goals and Objectives

Refer to Visual: 91.

Goal

Provide river water level information and required evacuation warnings

Objective

Issue evacuation notice for designated flood zones within 15 minutes of official evacuation order resulting in 90% compliance within four hours.

Identify Audiences

Refer to Visual: 92.

Central City tourists, residents and businesses along the
Roaring River three blocks either side of the area between the
northern city limits and 30th streets

Audience Segments

Refer to Visual: 93.

- Single Family
- Multi-family
- Commercial
- Industrial areas

Message

Refer to Visual: 94.

- Evacuate immediately
- Your life is in danger

Identify Channels

Refer to Visual: 95.

- Emergency Alert System (EAS)
- Wireless Emergency Alert (WEA)
- Reverse 9-1-1
- News release and follow-up phone calls to news media
- Flyers provided to public safety personnel for distribution to people they encounter

ICS Form 215

Refer to Visual: 96.

Incident Command System Form: Operational Planning Worksheet (ICS 215) is available on FEMA's website at: https://www.fema.gov/media-library-data/20130726-1922-25045-7438/ics_forms_215.pdf
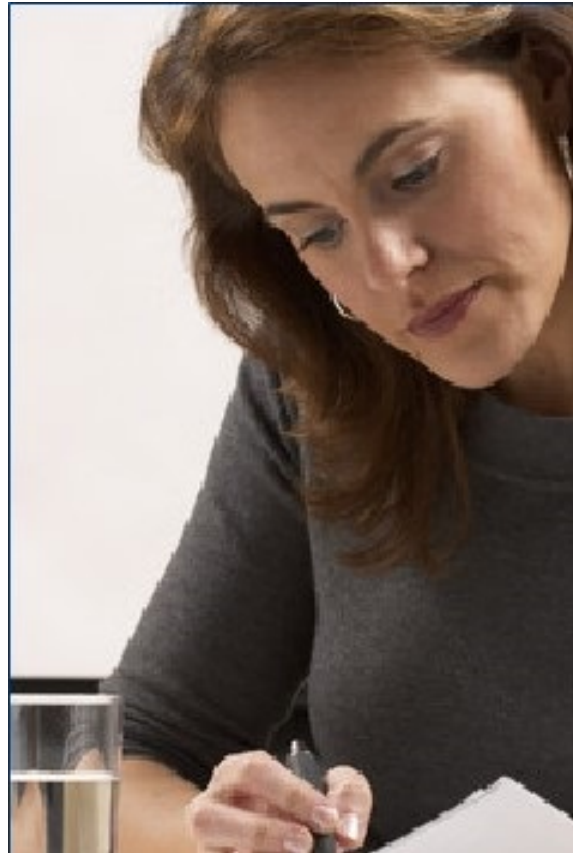
Messages testing (WEA)

Refer to Visual: 97.

Flooding is occurring. Evacuate immediately. Tune to radio and television for more information #CCFloods *(Too many characters for WEA – 107)*

Flooding is occurring. Evacuate NOW. Tune to radio and TV for more information. #CCFloods *(89 characters)*

Message Testing (Reverse 9-1-1)

Refer to Visual: 98.

The Roaring River is rapidly approaching flood stage. You must evacuate to higher ground immediately. Turn on your radio or television and tune to WEMI for the location of shelters you may go to.

The river will be at levels high enough that you could drown if you do not move to higher ground.

Emergency services may not be able to response to your call for help if you do not evacuate.

(Grade level 7.3)

Message Testing (Reverse 9-1-1)

Refer to Visual: 99.

The Roaring River is flooding. You must evacuate now. Tune to WEMI Radio or TV for shelter locations.

The river will be at deadly levels within four hours.

Responders may not be able to reach you if you do not leave.

(Grade level 4.2)

Message Testing (EAS)

Refer to Visual: 100.

This is a message from Central City Emergency Management.

The Roaring River is approaching a dangerous flood level.

If you are located three blocks either side of the area between the northern city limits and 30th streets you should move to higher ground immediately.

This station will provide additional information on shelter locations. The River will be at deadly levels within four hours. Responders may not be able to reach you if you do not leave.

Those located three blocks either side of the area between the northern city limits and 30th streets you must evacuate now.

(Grade level 8.7)

Organizational Chart

Refer to Visual: 101.
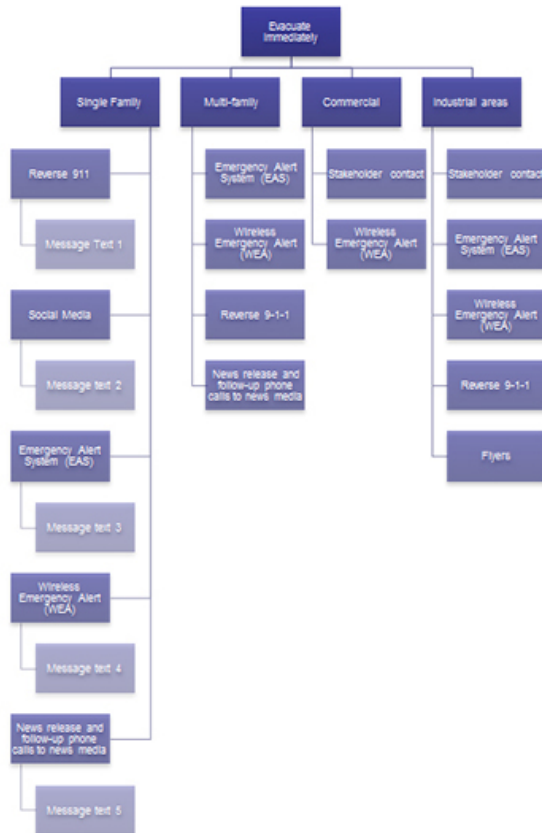
Image of organizational chart. From top to bottom, left to right the chart reads: "Evacuate Immediately" at top. Below "Evacuate Immediately": Single Family, Multi-family, Commercial, Industrial areas. Below Single Family: Reverse 911, Message Text 1; Social Media, Message text 2; Emergency Alert System (EAS, Message text 3; Wireless Emergency Alert (WEA), Message text 4; News release and follow-up phone calls to news media, Message text 5. Below Multi-family: Emergency Alert System (EAS); Wireless Emergency Alert (WEA); Reverse 9-1-1; News release and follow-up phone calls to news media. Below Commercial: Stakeholder contact; Wireless Emergency Alert (WEA). Below Industrial areas: Stakeholder contact; Emergency Alert System (EAS); Wireless Emergency Alert (WEA); Reverse 9-1-1; Flyers.

Step 8: Implement, Evaluate, and Modify Plan

Refer to Visual: 102.

Part I: Putting energy into action:

What might stop you from achieving your goals and objectives?

Refer to Visual: 103.

? Discussion Question	***Putting Plans Into Action*** What might stop you from achieving your goals and objectives?

Steps 8: Implement, Evaluate, and Modify Plan (cont.)

Refer to Visual: 104.

Part II: Evaluation and Modification

Evaluate the Plan

Refer to Visual: 105.

Does your plan support?

- Home agency communication priorities.
- JIC Communication priorities.
- Planning for future communications.

Unit Summary

Refer to Visual: 106.

Can you now:

- Describe the key concepts of the Incident Command System (ICS) and incident planning?
- Relate incident planning to strategic communication planning?
- Review activities that take place in each step of the 8-Step Strategic Communication Model?

Unit 6: Functional Exercise and Hotwash

Time

13 hours

Objectives

At the end of this unit, participants will demonstrate the ability to work in a JIC by actively contributing to exercise tasks and products as specified in the exercise objectives through functional exercise play.

Functional exercise objectives as outlined in the ExPlan and measured by EEGs:

Organization

- Establish a Joint Information Center
- Demonstrate team building skills

Early assessment

- Demonstrate situational awareness assessment
- Prioritize communication requirements

Critical messaging

- Working in mass communication environment demonstrate necessary communication skills to provide the right information at the right time to the right audience
- Demonstrate communication skills in a stressful environment
- Prepare a simulated government executive for a media interview

Methods of alternative messaging

- Establish a strategic communications plan for a simulated natural disaster
- Incorporate limited English proficiency and function needs considerations into strategic into strategic communications planning

Long term messaging

- Develop a communication strategy to protect and promote agency image
- Simplify complex messages for identified audiences
- Analyze and resolve conflicting media information
- De-conflict and coordinate messages between multiple official sources

Expanding incident staff management

- Demonstrate ability to work in a Joint Information Center
- Given a simulated natural disaster, establish external affairs related objectives and tasks for an incident action plan

Scope

Lesson 1: JIC Functional Exercise

- Activity 5.1: Preparing the plan

- Activity 5.2: Presenting the plan
- Activity 5.3: Implementing the plan
- Activity 5.4: Emerging issues
- Activity 5.5: Hot Wash – Each JIC will have a self-reflection discussion and will present three positive actions, three positive outcomes, and three areas for improvement to the class.
- Activity 5.6: Evaluator Reports – Each evaluator will present three positive actions, three positive outcomes, and three areas for improvement for each JIC.

Methodology

The full methodology for this unit is outlined in the ExPlan. Please refer to the ExPlan for exercise details. Here are a few considerations for this unit:

- The unit is conducted starting before lunch break on training Day 3;
- Feedback on the strategic communication plans presented during the morning session;
- Preparation session during which teams prepare for exercise play;
- FE play begins – 2.5 hours plus Hot Wash to close Day 3; and
- Day 4 starts with a newscast updating the scenario and moves into exercise play. Participants will be required to report on strategic communications plan revision by 0930 and again for a new operations period at end of exercise.

References

- FEMA External Affairs incident action planning and strategic communications course material
- Exercise Plan (ExPlan)
- Instructor Guide
- Student Manual
- Exercise Handouts

Remarks

None

Liberty County Team Review

Refer to Visual: 1.

- List three positive actions
- List three positive outcomes
- List three areas for improvement

Green County Team Review

Refer to Visual: 2.

- List three positive actions
- List three positive outcomes
- List three areas for improvement

Unit 7: Tabletop Exercise (TTX)

Time

4 hours, 30 minutes

Objectives

At the end of this unit, participants will draft an 8-step strategic communications plan for each assigned TTX scenario.

Scope

Activity 7.1

The TTX will use scenarios for table group discussions, strategic communications planning, and messaging planning.

Identified scenarios include:

- Planning and Preparedness
- Active Shooter

Methodology

The Exercise Director will distribute exercise scenarios. The participants will work in table groups to develop strategic communication plans for each assigned scenario and then will present the plan to the class for discussion and feedback.

The TTX is divided into two rounds. During Round 1, the tables receive the Preparedness scenario. In Round 2, the course manager will distribute the Active Shooter scenario. As more scenarios are developed, the course manager may choose to distribute different scenarios to the tables during Round 2 depending on class composition and individual course offering needs.

For each scenario assigned, each table will have 90 minutes to develop their 8-step strategic communications plan, a 10-minute break, and 5 minutes to present their plan. The following suggested TTX time plan has every table working on the same preparedness scenario during round one.

Sample TTX Time Plan:

Activity directions for instructors (10 minutes)

- Break the class into four or five tables of 10 participants per table. Table composition will be randomly assigned. In some cases, the course manager may choose to pre-assign teams based on course offering, geographical, or other considerations.
- Distribute SitMan to each participant.
- Tell participants that every table will work on the same Preparedness scenario during Round 1.

- Tell participants they will have 90 minutes to work on their 8-step strategic communications plan, a 10 minute break, and 5 minutes to present their plan to the class.
- Do not assign the Round 2 scenarios until after the Round 1 presentations.
- After the Round 1 presentations, assign scenarios to each table for Round 2 based on class composition and course offering relevance. You may assign the same scenario to more than one table during Round 2. This allows for plan comparison during the feedback session, and promotes learning from each other.

Round 1: Preparedness (2 hours and 10 minutes)

- Develop 8-step strategic communications plan for Preparedness scenario (90 minutes)
- Break (10 minutes)
- Present plan (5 minutes per table; 25 minutes total)
- Plenary feedback (5 minutes)

Round 2: Active Shooter (2 hours and 10 minutes)

- Develop 8-step strategic communications plan for assigned Response or Recovery scenario (90 minutes)
- Break (10 minutes)
- Present plan (5 minutes per team; 25 minutes total)
- Instructor feedback (5 minutes)

Instructors will evaluate the documentation during the presentations. If needed, instructors will finish evaluating the plans during the course summary.

References
- SitMan
- Activity Handouts

Remarks

None

Objectives

Refer to Visual: 1.

At the end of this unit, participants will draft an 8-step strategic communications plan for each TTX scenario. The 8-step plan includes, but is not limited to:

- Analyze communication needs
- Create communication objectives
- Determine audience(s) for each message
- Identify communication channels
- Describe communication products
- Create a messaging plan

Activity Instructions, Round 1

Refer to Visual: 2.

Working in your table group:

- Create an 8-step communications plan for your assigned scenario
- Instructions, scenarios and plan templates are included in the SitMan
- Assign a spokesperson to provide a 5-minute presentation of your plan

Presentations and Feedback

Refer to Visual: 3.

Activity Instructions, Round 2

Refer to Visual: 4.

Working in your table group:

- Create an 8-step communications plan for your assigned scenario
- Instructions, scenarios and plan templates are included in the SitMan
- Apply lessons learned from Round 1
- Assign a spokesperson to provide a 5-minute presentation of your plan

Presentations and Feedback

Refer to Visual: 5.

Presentations and Feedback

Refer to Visual: 6.

How will you implement strategic planning in your job?

Refer to Visual: 7.

Unit 8: Course Summary

Time

1 hour, 30 minutes

Objectives

At the end of this unit, participants will share lessons learned during a whole class debriefing, and create individual professional development goals based on class experiences.

Scope

Topic 1: Course Summary

- Review course purpose
- Review course objectives
- Activity 8.1: Course Debriefing
- Activity 8.2: Individual professional development goals
- Feedback forms
- Graduation

Methodology

The instructor will conduct a course debriefing by following the critical incident stress debriefing techniques outlined below. However, the instructor will NOT tell the participants that the debrief is based on critical incident management techniques but rather, a regular course summary debriefing.

Course Summary Debriefing

Objective: Participants will individually and as a group discuss their reactions to this training to enable them to experience gestalt – an organized whole that is perceived as more than the sum of its parts.

Outcome:

1. Participants will articulate both the specifics and over-arching concepts gained from participating in this training and put this into active action within their respective job duties within one month.
2. Participants will continue to apply the lessons learned within their respective job duties through-out their PIO career.

Activity: thoughts Instructor will lead the participants in a facilitated group discussion designed to articulate individual epiphanies as well as individual gestalts by applying the Critical Incident Stress Debriefing (CISD) 7-phase protocol due to both the cognitive and emotionally laden content and the propensity for queuing personal stressors due to the nature and intensity of the training.

Introduction Phase:

- Instructor will introduce the activity by reviewing the rationale, goals and objectives of the course.
- Instructor will ask all participants to verbalize what new concepts they obtained from this course.
- Instructor will ask all participants to verbalize their thoughts concerning the course and activity once they finished the major scenario yesterday. Another possible stem is: "What was the most prominent thought about this training and scenario?" "Any unusual or disquieting thoughts after this training and scenario?"
- Instructor will ask participants to share their reactions to this training. Potential question stems include: "Did any of this cause you any pain or distress?" "What was the worst part about this?" "How did this change your perspective/life/etc"
- Instructor will ask participants about their symptoms/reactions to this training and scenario by asking: "What changes have you noticed since ending yesterday? "What symptoms of distress did you recognize within yourself? Others"
- Instructor will reinforce or teach/suggest effective coping strategies for dealing with attendance during this course by:

  - Normalizing the normal reactions heard in "Symptom/Reaction" phase above,
  - Anticipate coping difficulties,
  - Teach effective coping skills/strategies,
  - Review resources available to participants,
  - Encourage effective coping and reliance on others to assist as needed. *Provide the "CISM Handout" and review the five (5) columns of reactions and the possible coping skills for self and family/friends to help. Bring attention to the resource contact information at the bottom if there are any problems.

- Instructor will lead participants through the re-entry phase by:

  - Normalizing normal reactions,
  - Respond to questions and answers,
  - Articulate common Key Points / Lessons Learned,
  - Reframe difficult issues as needed,
  - Foster cohesion within participants
  - Review effective stress management skills

Provide contact information for instructors. Instructor may ask participants "Did this hurt much?" – then inform them that they have just participated in a "psychological debriefing."

References

- None

Remarks

None

Unit Objectives

Refer to Visual: 1.

- List lessons learned from functional exercise
- Discuss interfacing with Federal and State External Affairs

Hotwash

Refer to Visual: 2.

Course Purpose

Refer to Visual: 3.

- Provide the participants with the knowledge and skills to establish, manage and work within a joint information centre;
- Allow participants to develop new skills to coordinate a message once developed and to modify if problems or sources of confusion arise;
- Encourage students to change their processes to assure every action has a measurable relevance for their identified audience.

Course Objectives (1 of 2)

Refer to Visual: 4.

- Describe the changes in the American family and society and how these changes relate public information officer.
- Analyze the impact of fear mongering on the acceptance of emergency communication messages
- Discuss current crisis communication methodologies and the relationship with emergency communication

Course Objectives (2 of 2)

Refer to Visual: 5.

- Describe the tools available for successful strategic communications planning
- Describe the practice, policy and procedure related to Joint Information Systems and Joint Information Centers
- List leadership skills required by public information officers working in the stressful environment of a joint information center.
- Demonstrate ability to work in a joint information center

Activity: What will you do?

Refer to Visual: 6.

- Using the supplied paper and envelope, write yourself a note with a personal action plan, that you intend to implement when you return to your community, based on what you have learned during this training.
- Address the envelope and turn it in along with your evaluations.
- We will mail them to you in 30 days.

Feedback

Refer to Visual: 7.

- Do you feel better prepared to work in a JIC after taking this course?
- Please complete the course evaluation form

Certifications and Class Close Out

Refer to Visual: 8.

THE FINAL QUESTION:

What will you do next?

Congratulations!

E/L0388 Advanced Public Information Officer Exercise

Situation Manual

Nov, 2016

This Situation Manual (SitMan) provides exercise participants with all the necessary tools for their roles in the exercise. Some exercise material is intended for the exclusive use of exercise planners, facilitators, and evaluators, but players may view other materials that are necessary to their performance. All exercise participants may view the SitMan.

Homeland Security Exercise and Evaluation Program (HSEEP)

EXERCISE OVERVIEW

Exercise Name	E/L0388 Advanced Public Information Officer Unit 7 TTX
Exercise Dates	TTX is run as part of the E0388 Advanced PIO course
Scope	This exercise is a Tabletop Exercise (TTX) planned for six hours during E/L0388 offerings at the Emergency Management Institute (EMI and other locations approved by the course manager. Exercise play is limited to E/L0388 participants in table group discussions.
Mission Area(s)	Prevention, Protection, Mitigation, Response, Recovery
Core Capabilities	Emergency Public Information and Warning
Objectives	For each assigned scenario, participants will develop strategic communication plans including: 1. Analyze communication needs 2. Establish communication objectives 3. Determine audience(s) for each message 4. Identify communication channels 5. Describe communication products 6. Create ICS-215 for messaging plan
Threat or Hazard	Each scenario will present a different threat or hazard as outlined below.
Scenario	There are currently two scenarios available for this TTX: Module 1: Preparedness Event and Module 2: Active Shooter Event.
Sponsor	Emergency Management Institute
Participating Organizations	Participating organizations will be determined by those registering for the course. They should represent a cross section of the whole community.

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EXERCISE OBJECTIVES AND CORE CAPABILITIES

The following exercise objectives in Table 1 describe the expected outcomes for the TTX. The objectives are linked to core capabilities, which are distinct critical elements necessary to achieve the specific mission area(s). The objectives and aligned core capabilities are selected by the Exercise Planning Team.

Exercise Objective	Core Capability
Analyze communication needs	Public Information and Warning
Establish communication objectives	Public Information and Warning
Determine audience(s) for each message	Public Information and Warning
Identify communication channels	Public Information and Warning
Describe communication products	Public Information and Warning
Create ICS-215 form for messaging plan	Public Information and Warning

PARTICIPANT ROLES AND RESPONSIBILITIES

The term participant encompasses many groups of people, not just those playing in the exercise. Groups of participants involved in the exercise, and their respective roles and responsibilities, are as follows:

- **Players.** Players are personnel who have an active role in discussing or performing their regular roles and responsibilities during the exercise. Players discuss or initiate actions in response to the simulated emergency.

- **Observers.** Observers do not directly participate in the exercise. However, they may support the development of player responses to the situation during the discussion by asking relevant questions or providing subject matter expertise.

- **Facilitators.** Facilitators provide situation updates and moderate discussions. They also provide additional information or resolve questions as required. Key Exercise Planning Team members also may assist with facilitation as subject matter experts (SMEs) during the exercise.

- **Evaluators.** Evaluators are assigned to observe and document certain objectives during the exercise. Their primary role is to document player discussions, including how and if those discussions conform to plans, polices, and procedures.

EXERCISE STRUCTURE

Participants will work in table groups to develop strategic communication plans for each assigned scenario and then will present the plan to the class for discussion and feedback. Each class will have four or five table assignments, depending on total number of participants. The TTX has two modules:

- Module 1: Preparedness Event
- Module 2: Active Shooter Event

For each scenario assigned, each table will have 90 minutes to develop their 8-step strategic communications plan, a 10-minute break, and 5 minutes to present their plan. The following suggested TTX time plan has every table working on the same preparedness scenario during round one.

Break the class into four or five tables of 10 participants per table. Table composition will be randomly assigned. In some cases, the course manager may choose to pre-assign teams based on course offering, geographical, or other considerations.

- Distribute scenario narrative and worksheet to each participant.
- Tell participants they will have 90 minutes to work on their 8-step strategic communications plan, a 10 minute break, and 5 minutes to present their plan to the class.
- Ask each table to present their communications plan. When all table groups have presented, summarize the key points and provide feedback.
- Distribute Module 2 only after the Module 1 presentations are completed.

EXERCISE GUIDELINES

- This exercise will be held in an open, low-stress, no-fault environment. Varying viewpoints, even disagreements, are expected.

- Respond to the scenario using your knowledge of current plans and capabilities (i.e., you may use only existing assets) and insights derived from your training.

- Decisions are not precedent-setting and may not reflect your organization's final position on a given issue. This exercise is an opportunity to discuss and present multiple options and possible solutions.

- Issue identification is not as valuable as suggestions and recommended actions that could improve public information efforts. Problem-solving efforts should be the focus.

EXERCISE ASSUMPTIONS AND ARTIFICIALITIES

In any exercise, assumptions and artificialities may be necessary to complete play in the time allotted and/or account for logistical limitations. Exercise participants should accept that assumptions and artificialities are inherent in any exercise, and should not allow these considerations to negatively impact their participation. During this exercise, the following applies:

- The exercise is conducted in a no-fault learning environment wherein capabilities, plans, systems, and processes will be evaluated.

- The exercise scenarios are plausible. In fact, most scenarios are based on real events.

- All players receive information at the same time.

EXERCISE EVALUATION

Evaluation of the exercise is based on the exercise objectives and assigned tasks. Evaluators will complete evaluation forms based on task completion and information presented during the group presentations.

MODULE 1: PREPAREDNESS SCENARIO

Module 1: Preparedness Scenario

The Office of President of the United States has announced that the Palumbo's Plastics Convention Center will be the site of the upcoming Group of Twenty (G-20) international meetings. The Palumbo's Convention Center is located in Liberty County, Central City, Columbia. This will mark the first time the G-20 will have ever met in the United States. The scheduled meetings will occur in two months.

According to the Department of State (DOS) the Group of Twenty (also known as the G-20 or G20) is an international forum for the governments and central bank governors from 20 major economies. The members include 19 individual countries—Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, South Korea, Mexico, Russia, Saudi Arabia, South Africa, Turkey, the United Kingdom and the United States—along with the European Union (EU). The EU is represented by the European Commission and by the European Central Bank. The G-20 was founded in 1999 promoting high-level discussion of policy issues pertaining to the promotion of international financial stability. Collectively, the G-20 economies account for around 85% of the gross world product (GWP), 80% of world trade (or, if excluding EU intra-trade, 75%), and two-thirds of the world population. The G-20 heads of government or heads of state have periodically conferred at summits since their initial meeting in 2008, and the group also hosts separate meetings of finance ministers and central bank governors. With the G-20 growing in stature after its inaugural leaders' summit in 2008, its leaders announced on 25 September 2009 that the group would replace the G8 as the main economic council of wealthy nations. Since its inception, the G-20's membership policies have been criticized by numerous intellectuals, and its summits have been a focus for major protests by anti-globalists, nationalists and others. Violence and civil unrest has followed these meetings.

Hoping to be Liberty County's grand bid to establish itself as America's convention capital, the newest convention center in the State of Columbia opened just six months ago. Central City's Palumbo Plastics won the competition to name the facility.

Several months ago, VIPs from around the world visited Palumbo Plastics Convention Center and participated in a grand opening that was to serve as the final proof for skeptical security officials that this vibrant community could indeed host a National Special Security Event (NSSE) like the G-20 Summit.

Before Palumbo Plastics Convention Center opened, the Liberty County Convention Center accommodated trade shows at its fairgrounds location. It was limited by size, and other drawbacks, not the least of which was a permanent exhibition hall; foremost on the mind of convention planners.

Many interests opposed the idea of locating in Liberty County, but given State Senator Belenky's connections and influence, the Columbia legislature approved creating a county-state exposition authority to fund the venture. The facility, receiving high praise in convention trade journals, cost more than $45-million to build over three years.

Neighboring hotels can accommodate up to 12,000 guests, and dedicated commuter services between the airport and the center hope to allow for large crowds with easy transportation. The

Liberty County Galleria boasts major restaurant chains and eclectic shopping. In all, experts say the facility will bring nearly one-billion in revenue to the county annually.

The site of the new convention center on Central City line on Highway 13 just south of 39th street was previously occupied by the Executive Inn which accommodated performances by many of the most popular singers of its days. To accommodate a wider wide range of activities, programs and events, as well as to provide an important economic development tool, the authority undertook the development of a new convention center which includes over 40,000 square feet of exhibition space, nearly 30,000 square feet of meeting space and extensive public lobbies, as well as service and support facilities.

Organized on two levels with the halls at grade and the meeting and banquet facilities above, the complex will signal the extraordinary ambitions of this community.

Module 1: Preparedness Worksheet

Process

Work in one of at least three groups, based on real-world disciplines:

- State/federal
- County
- Local
- Health

Address the following items

Organization

1. The G20 will be held in your area in two months. Local, state and federal governments will be opening their EOCs ahead of the 5 day event. How does this impact you?
2. Assuming you will be opening a JIC, what kind of facility will you require and what equipment will be needed?
3. How will you organize for the event?
4. Who will be the lead? How will the lead PIOs be determined?
5. The JIC will be running for approximately 8 days. Where can additional staff be found?
6. Will you be opening a Public and Media inquiry support activity?
7. How will you staff Media Monitoring?
8. Should you be linked with state and federal JICs? How will you achieve this?
9. What forms do you believe will be important? How will you document the JIC activities throughout the event?

Situational Analysis

1. What problems do you anticipate?
2. What issues will need to be addressed and planned for?
3. What impacts on the community can you anticipate?
4. What will be the major concerns of your audiences?

Communication Goals

1. From the provided information, what are your communication goals at this time?
2. Determine SMART objectives for each goal

Identify Intended Audiences

1. List at least four audiences

Develop and Pretest Messages

1. Identify three anticipated messages.
2. Map the messages to the communication objectives
3. Prioritize messages

Select Channels and Activities

1. Select at least two channels for use with each message
2. Prioritize messaging channels

Develop an Action Plan

1. Complete and ICS 215 for one operational period

Develop Materials

1. For this activity, you do not need to develop materials

Implement, Evaluate and Modify Plan

1. Articulate methods of evaluation for message

   - Reception

   - Effectiveness

   - Modification to address plan deficits

MODULE 2: ACTIVE SHOOTER SCENARIO

Module 2: Active Shooter Scenario

Liberty County (LC) Emergency Managers have planned for an active shooter event with Columbia State University and Central City. There is an aggressive active-shooter policy, breaking teams into Emergency Response Teams (ERTs), consisting of three officers and a tactical medic, which move toward the sounds of shots to neutralize the shooter. The ERT is the same type of team referred to in other plans as a Rapid Deployment Strike Team, a Rapid Deployment Task Force or Initial Action Rapid Deployment (IARD). For this scenario, we will call the resource an ERT.

OBJECTIVES:

1. Analyze communication needs for an Active Shooter Event
2. Hypothesize public information considerations

    – Notification Systems

    – ICS, UC, EOC

    – Personal and family safety

3. Apply the Strategic Planning Process to an Active Shooter Event
4. Discuss media demands and considerations
5. Discuss public information dynamics of first responder injuries

INITIAL NOTIFICATION BY 911: At 7:59 a.m., Central City Engine 9 and Medic 9 are dispatched to Unit 312 of Baker Hall (Bldg #35) on the Columbia State University Campus. The caller reports a 21-year-old female has fallen from a loft with a possible head injury. A second caller to 911 indicates that the patient is unconscious with a large pool of blood around her head.

FOLLOW UP 911 NOTIFICATIONS TO RESPONDING UNITS: While still en route to the call, Dispatchers inform Engine 9: "We have a second call from the same floor at Baker Hall reporting a 21-year-old also bleeding. We don't know if this is the same patient as your original call The caller is upset and we are unable to attain additional information. Central City and Columbia Campus Police are also responding."

As engine 9 arrives on scene, dispatches provide the following information: "Engine 9, Medic 9, we're sending an additional Medic Unit to Tudor Hall in the 3rd floor bathroom for an unconscious person needing immediate medical assistance due to severe bleeding."

The crew from Engine 9 goes to Tudor Hall and locates a 19-year-old female on the floor of her dorm with a gunshot wound to her head. As the crew begins treating the victim, they are told of a 21-year-old male found with a gunshot wound to the chest. They begin treating this second victim while additional resources are dispatched to the scene.

Meanwhile, the crew from Medic 9 reports they have two patients in Baker Hall, both with gunshots. One patient is not being resuscitated.

Suddenly the crew signals "Emergency – shots fired; repeat shots fired. We're taking cover in a dorm room. Repeat – shots fired"

UPDATE – Command established: Response units identify and announce via radio communications, "THIS IS AN ACTIVE SHOOTER" event. Central City Police report: "we have an active shooter on campus with potential multiple patients. We have shots fired in our area. We are establishing Columbia Command at the northwest corner of 29th Street and II Street. We need representatives from the fire department and Columbia State University Police at the command post. All units to stage in the parking lot on the southwest side of 29th Street and II Street. Requesting dispatch of Public Information Officer(s) and additional resources."

PIO DISCUSSION QUESTIONS: You are at home getting ready for work and dispatch alerts you to the active shooter situation.

- What is your personal preparedness plan for such a notification? What about your family's safety?

- List your initial actions and response plan.

- Determine immediate communication priorities.

- List initial audience(s) and the communication need for each audience.

- Where would field PIOs be located?

- What can you anticipate the media will do?

- Did you consider the social media implications of an on-campus event?

ADDITIONAL INFORMATION: CSU Police Department (PD) is reporting that the shooter is in Hogan Hall (Bldg #38). Multiple calls are coming in from students in that building reporting several people are shot. Officers are reporting that the shooter is wearing body armor and is armed with multiple automatic weapons. Chief Owen of Columbia PD has initiated the opening of the CSU Emergency Operations Center (EOC).

Special Weapons and Tactics (SWAT) Team has arrived. SWAT is preparing to enter building while other Columbia and Central City officers are exchanging gunfire with the shooter. Several exit doors are found chained shut in Hogan Hall. Students cannot exit causing several students to jump out of windows. One officer is shot in the leg, taking cover behind his patrol car. A paramedic with Ambulance 501 has been shot as she entered Tudor Hall.

A number of self-evacuated patients have reported to Student Health Services at Laye Hall (Bldg #16).

SWAT Medic 1 reports see the shooter running across 29th street and just outside the east door of Tudor Hall (Bldg #36).

The Command Post is moved to the Liberty County Emergency Operations Center and Unified Command is established.

PIO Assignment:

• Establish a Strategic Communications Plan using the top three message requirements as identified earlier in this exercise.

Module 2: Active Shooter Scenario Update

Law enforcement officials have identified the Columbia State University shooters as Ronald and Richard Armstrong, twenty-year-old twin brothers. Columbia State University expelled Ronald Armstrong two weeks ago after he allegedly harassed and threatened Professor Harold Paddington, who he served as a student assistant. Richard Armstrong then voiced more aggressive threats toward the professor. A Liberty County Court judge granted Professor Paddington's request for a cease and desist restraining order against Ronald Armstrong.

Shortly after the shootings, both Richard and Ronald were seen together running into Harris Hall (Administration and Student Dining facility) both carrying black knapsacks. It would appear the actions had been well planned, as the building was full of morning dinners. The building also became a haven for people trying to escape the shooters in other building. Also, campus VIPs and leadership had just begun morning meetings on the fifth floor.

About the same time as Richard Armstrong's attack in Baker, Hogan and Tudor Halls, Ronald Armstrong shot and killed Security Guard Henry Wilson (20 veteran of CSU), and graduate student Karen Fassbecker to gain entrance into Bunsen Hall (Chemistry Building). Responding units found these victims deceased. The Liberty County 911 system received numerous calls to Brunsen Hall (Building #6) reporting Professor Paddington had been shot. Police believe Paddington was the intended target of Ronald Armstrong.

About three hours ago, 20 minutes after the first reports of an active shooter, several large explosions occurred inside of Harris Hall. It would appear knapsacks detonated in the area of the cafeteria on the first floor resulting in a massive fire and structural collapse. Approximately 400 people were in Harris Hall at the time of the explosions. Police are also suspicious of a Ryder Truck that had been strangely parked at the loading dock which has also been destroyed. Bomb experts confirm there is the presence of explosive residue on various pieces of the truck. It is not yet confirmed but believed the brothers are deceased.

Fifty three (53) fatalities have been reported from inside of Harris Hall, and an additional 176 patients have been conveyed to area hospitals or treated on scene. Medics are still assessing some of the remaining walking wounded. Among the dead are two CSU Police officers. Medical Examiners are facing the daunting task of identification of the deceased. Throughout the cafeteria and building collapse are fragments of bodies. The EOC has set up a Family Assistance Center in the Columbia State University Marriott at MM/32 street. 911 is overwhelmed by parents unable to reach their children/students. National news media are beginning to arrive and have been taking feeds from local affiliates since the incident began.

BACKGROUND INFORMATION: Professor Paddington has been at the Columbia State University since 1982. The professor's research is interdisciplinary, combining stratigraphy, sedimentology, Quaternary paleoclimates and geoarchaeology. The professor's main research themes have included sea-level change, coastal plan stratigraphy, deglaciation of the Gulf of Columbia, and coastal geoarchaeology. His present studies include near shore and inner shelf sedimentation and stratigraphy, coastal sediment processes and geomorphology, salt marsh environments, and effects of deglacial isostasy on coastal and lake systems. The Columbia State University marine sedimentology working group has a suite of primary research tools including

seismic reflection profilers, side-scan sonar, vibracorers, sedimentology laboratory, and acoustic current meters. Recent studies have concentrated on Columbia and the Gulf of Columbia, but other studies include Northern Ireland, Peru, the Atlantic coastal plain and shelf, the eastern Mediterranean, and the Caribbean.

Module 2: Active Shooter Scenario

OBJECTIVES:

1. Analyze communication needs for an Active Shooter Event
2. Hypothesize public information considerations
    - Notification Systems
    - ICS, UC, EOC
    - Personal and family safety
3. Apply the Strategic Planning Process to an Active Shooter Event
4. Discuss media demands and considerations
5. Discuss public information dynamics of first responder injuries

PIO DISCUSSION QUESTIONS: You are at home getting ready for work and dispatch alerts you to the active shooter situation.

- What is your personal preparedness plan for such a notification? What about your family's safety?

- List your initial actions and response plan.

- Determine immediate communication priorities.

- List initial audience(s) and the communication need for each audience.

- Where would field PIOs be located?

- What can you anticipate the media will do?

- Did you consider the social media implications of an on-campus event?

PIO Assignment:

- Establish a Strategic Communications Plan using the top three message requirements as identified earlier in this exercise.