You will communicate better with people if you can think as they are thinking!
1 GENERAL INFORMATION

1.1 Introduction

1.2 Exercise objectives

TT-01 exercise is a tabletop discussion exercise designed to allow the players (Public Information Officers – PIOs) to gain insights to some public communication issues in a nuclear or radiological emergency.

Specific exercise objectives are as follows:

1) To practice skills acquired throughout the course that can be applied in a real world context.

2) To reflect on communications challenges, in a local context, in preparing for and responding to a nuclear or radiological emergency.

3) To assess current capacity to respond to an emergency and identify what actions could be taken to improve overall preparedness for communications.

1.3 Exercise format, scope and limitations

The exercise scenario and injects are intended to take into account the practical context in which the PIOs work. The TT-01 exercise is neither a real-time exercise nor a free play exercise; it is neither intended nor designed to test response arrangements in the specific organizations. The exercise will not be used to evaluate the performance of any individual player. The exercise will last approximately two hours.

1.4 Exercise players

The exercise involves participants at the IAEA training course on public communications in a nuclear or radiological emergency.

1.5 Exercise conduct

The exercise is in two parts: the first part is a simulation exercise; the second part will be to discuss what was observed during the first part; current capacities to implement the actions suggested during the exercise and what actions could be taken to improve preparedness. The exercise is introduced with the Powerpoint Presentation.

Part I

Participants should work individually or in small groups. Although all participants will be part of Public Information Officer Group, they should be assigned to different tasks as the exercise unfolds.

The exercise is played with time compression, meaning that exercise lasts about 2 hours in exercise time (plus a break), but simulates 24 hours in real time. The chart below provides the timeline for all the events in the exercise, according to both real and exercise time.

The exercise has 3 debriefing sessions, which are intended for participants to share their ideas as the exercise unfolds. The facilitator should try to keep to the schedule as much as possible. After the coffee
break, participants will be asked to reflect on their experience and think about what actions they should take after the course to improve their preparedness to communicate during an emergency.

Part II
With the remaining time for the session, the facilitator leads participants through a discussion of their experiences during the exercise. There are three questions prepared for this part. The facilitator should encourage participants to discuss each question.

The goal is for them to have a practical discussion of how ready they would be to communicate during such an emergency and what steps they might take after this course to improve their preparedness for such communications. They have roughly 15 minutes to discuss each question.

Venue: Classroom
Players: Course participants – Public Information Officers
Exercise briefing: Exercise facilitator gives not more than 15 minutes exercise briefing using PP presentation
Exercise start: Exercise starts with distribution of Handout 1 to all players
Exercise conduct: Exercise facilitator guides and facilitates discussions
Exercise injects: All injects (handouts) are distributed on paper and presented on the screen
Exercise time 3 hours
Debriefing and conclusions: Exercise evaluation and conclusions are recorded

2 EXERCISE SCENARIO

2.1 Master event list

This list provides the timeline for the exercise. It indicates the time allotted for each activity and when to give each handout to the participants. Because there will be a lot to accomplish in a short time, try to keep to the schedule provided. The debrief sessions are intended to be short and to provide an opportunity for participants to identify new roles in the PIO that may be needed when the exercise resumes. To assist the lecturer in helping participants in this as well as answers to the questions, some ideas are provided below. These are by no means exhaustive, but are intended to help in guiding participants.

<table>
<thead>
<tr>
<th>PLUME</th>
<th>Actual time</th>
<th>Exercise time</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>STARTEX</td>
<td>00:00</td>
<td>16:00 UTC (Day 1)</td>
<td>Handout 1</td>
</tr>
<tr>
<td></td>
<td>+0:20</td>
<td></td>
<td>Debrief Session</td>
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<tr>
<td></td>
<td>+0:30</td>
<td>18:00 UTC (Day 1)</td>
<td>Handout 2</td>
</tr>
<tr>
<td></td>
<td>+0:50</td>
<td>08:00 UTC (Day 2)</td>
<td>Handout 3</td>
</tr>
</tbody>
</table>
### PLUME

<table>
<thead>
<tr>
<th>Actual time</th>
<th>Exercise time</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>+1:10</td>
<td></td>
<td>Debrief Session</td>
</tr>
<tr>
<td>+1:20</td>
<td>12:00 UTC (Day 2)</td>
<td>Handout 4</td>
</tr>
<tr>
<td>+1:40</td>
<td>14:00 UTC (Day 2)</td>
<td>Handout 5</td>
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<tr>
<td>+2:00</td>
<td></td>
<td>BREAK</td>
</tr>
<tr>
<td>+2:30</td>
<td></td>
<td>Exercise debriefing</td>
</tr>
</tbody>
</table>

**ENDEX**

## 3 EXERCISE INJECTS

### 3.1 General

There are two briefing packages (exercise injects) and two ‘briefing formats’: (1) Part I situation reports and (2) Part II evaluation questions.

In what follows are some support points for the exercise facilitator.

### 3.2 Support for Facilitator

**Handout 1**

**Question 1:** What initial actions would you take when notified of the accident and activation of the emergency centre to prepare for communications that might be needed?

- monitoring media
- identifying audiences and possible channels
- preparing information for different audiences
- preparing to respond to media or public enquiries
- alerting staff—for media monitoring, spokesperson, Internet website
- reviewing any potential consequences in your country

**Question 2:** Would you release any information at this stage regarding actions taken by your authority? What information would you release?

- monitoring the situation
- activation of emergency centre
- no risk at present, but closely following the situation
- if nuclear power is used, may want to consider providing information on the plant

**Debrief Session:** At a minimum, additional staff for media monitoring, the spokesperson and possible writing staff and those responsible for the website could be needed. If the participants do not suggest that these staff be activated.
Handout 2

**Question 3:** *What actions would you take to deal with communications challenges?*

- update website information—put info on homepage where people can find it quickly;
- provide links to website of accident country and any contact numbers they have set up for the emergency;
- identify additional people to assist with public calls;
- set up toll free number;
- provide Q&As to those responding to public calls;
- consider issuing a news release to inform media about current situation within your country.

**Question 4:** *What information would you provide?*

- refer reporter to media contact in accident country if available through IAEA;
- advise those in the country to listen to radio for official updates and advice;
- provide any available official information from the accident country on the current situation, including any confirmed measures that are being recommended for residents;
- do not speculate or offer second opinions on actions being taken by the accident country;
- reinforce initial messages—actively monitoring situation, emergency centre activated, no risk at present, but closely following the situation;

**Debrief Session:** Additional staff will be required to deal with telephone enquiries—both people to answer phones and people to prepare the information used with the callers. If these are not suggested, the lecturer should assign them before handing out the next inject.

Handout 3

**Question 5:** *What additional issues would you have to prepare for?*

- how to communicate about protection measures that may be required;
- how to explain why specific measures are or are not being taken;
- how to account for any differences between measures taken in different countries;
- which people may be most at risk of contamination;
- how to overcome complacency in complying with any measures;
- how to avoid/prevent people taking inappropriate actions (self evacuating, seeking medical attention, overreacting to risk);
- potential food or land use restrictions;
- impact on travel and trade.
**Question 6:** What additional activities would you need to take?

- media monitoring (may need to monitor more sources social media, environmental groups, local community websites, etc);
- prepare information on radiation (likely isotopes, if known, and health effects; contamination pathways; monitoring capacity, etc) for posting to website;
- prepare information on possible protective measures in plain language;
- prepare for intense media interest—organize facility to hold media briefings, prepare spokesperson and media officers;
- draft news release;
- identify key media and audiences;
- additional resources for public hotline;
- additional answers to likely questions for hotline operators;
- identify a medical expert to handle any health related calls from the public.

**Handout 4**

**Question 7:** What actions would you take?

- get update on planning for any protective measures that may be taken;
- get update on monitoring and meteorologic modelling;
- provide information to media regarding current situation;
- no need to evacuate, may cause more problems to respond to situation;
- tell the media when you will have more information;
- how to encourage people to wait for more information—updates on what is known about projection and expected disposition of contamination;
- provide information to elected officials regarding current situation;
- more staff needed; establish roster;
- information for hospitals and first responders.

**Question 8:** What information would you provide? What audiences or channels would you consider?

- people should listen to local radio for updated information;
- there is time;
- provide information on what is known; what different measures may be used;
- put measures in accident country in context—proximity to reactor, current weather conditions, disposition rate, etc.
- consider informing public that they may need to prepare to stay indoors—pick up food and medical supplies, etc.
Handout 5

Question 9: What are your next steps?

- confirm details of what shelter in place will require—areas affected, length of time, when they will be required to go indoors;
- identify audiences who will be required to shelter in place;
- identify appropriate channels to reach these audiences;
- develop messages to inform the public about shelter measures—who, why, how, how long, when etc.
- issuing public notices via radio and TV.
You are in charge of public communications for the authority responsible for radiation protection for your country.

Handout 1

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Situation report – Day 1</td>
</tr>
</tbody>
</table>

At 12:00 UTC, a nuclear power plant accident in a neighbouring country has resulted in the release of a large atmospheric plume of radiation.

Your authority has activated its emergency centre. Current weather predictions indicate that the radioactive plume is unlikely to reach your country.

It is now 16:00 UTC. International media have been widely reporting on the accident, but so far, local media reporting in your country has been limited and mostly reproducing international news wire service reports.

Task

Assess the situation and prepare briefing

Please consider the information contained in this briefing package and prepare a briefing addressing the following critical areas.

BRIEFING FORMAT

<table>
<thead>
<tr>
<th>What initial actions would you take when notified of the accident and activation of the emergency centre to prepare for communications that might be needed?</th>
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</thead>
<tbody>
<tr>
<td>Would you release any information at this stage regarding actions taken by your authority?</td>
</tr>
<tr>
<td>Recommended media strategy and proposed key messages if appropriate</td>
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</tbody>
</table>

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An international news network is claiming that authorities in the accident country are downplaying the seriousness of the accident. Their latest update features a nuclear scientist predicting that thousands may die as a result of this accident.

At 18:00 UTC, many concerned members of the public are calling your authority about the accident. Your operators cannot handle all the calls, as many people have already left for the day.

At 19:00 UTC, a local radio reporter calls to ask about advice for those who may have family living in the accident country.

**Task**

Assess the situation and prepare briefing

Please consider the information contained in this briefing package and prepare a briefing addressing the following critical areas (please use briefing format provided).

<table>
<thead>
<tr>
<th>BRIEFING FORMAT</th>
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<tbody>
<tr>
<td>What actions would you take to deal with communications challenges?</td>
</tr>
<tr>
<td>What information would you provide?</td>
</tr>
<tr>
<td>Recommended media strategy and proposed key messages if appropriate</td>
</tr>
</tbody>
</table>
At 08:00 UTC, Accident State has announced that the airborne release from the reactor is ongoing and that teams are working around the clock to stop the release. However at this stage they cannot predict when this will occur. Weather services are reporting a dramatic change in weather patterns in the upper atmosphere and are now projecting that the radioactive plume will arrive in your country within the next 36 hours. International and national media are reporting the change in the plume path; you expect calls from local and national reporters at any time.

**Task**
Assess the situation and prepare briefing

Please consider the information contained in this briefing package and prepare a briefing addressing the following critical areas (please use briefing format provided).

**BRIEFING FORMAT**

<table>
<thead>
<tr>
<th>What additional issues would you have to prepare for?</th>
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<table>
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<tr>
<th>What additional activities would you need to take?</th>
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<table>
<thead>
<tr>
<th>Recommended media strategy and proposed key messages if appropriate</th>
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</table>
At 12:00 UTC, police are reporting traffic jams as people are trying to self evacuate eastward to avoid the arrival of the plume. A large traffic accident has occurred that is causing further problems. Local media are converging on the accident scene to interview people about their perspectives on the coming emergency.

Your boss calls to tell you that he has just got off the phone with the Minister of Agriculture who is very concerned about the potential impact of the situation on agriculture and trade.

**Handout 4**

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**Subject** | Situation report – Day 2

Task | Assess the situation and prepare briefing

Please consider the information contained in this briefing package and prepare a briefing addressing the following critical areas (please use briefing format provided).

**BRIEFING FORMAT**

<table>
<thead>
<tr>
<th>What actions would you take?</th>
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<tr>
<th>What information would you provide? What audiences or channels would you consider?</th>
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<table>
<thead>
<tr>
<th>Recommended media strategy and proposed key messages if appropriate</th>
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</table>
At 14:00 UTC, you are briefed by the head of the authority that a decision has been made to ask residents to shelter in their homes beginning at 18:00 the next day, the earliest projected time for the arrival of the plume.

<table>
<thead>
<tr>
<th><strong>Task</strong></th>
<th>Assess the situation and prepare briefing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BRIEFING FORMAT</strong></td>
<td></td>
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<tr>
<td><strong>What are your next steps?</strong></td>
<td></td>
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<tr>
<td><strong>Recommended media strategy and proposed key messages if appropriate</strong></td>
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<tr>
<th><strong>Handout 5</strong></th>
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<tr>
<td><strong>From</strong></td>
<td></td>
</tr>
<tr>
<td><strong>To</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td>Situation report – Day 2</td>
</tr>
</tbody>
</table>
In the remaining time for the session, the facilitator leads participants through a discussion of their experiences during the exercise. There are three questions for this part. The facilitator should encourage participants to discuss each question.

**Question 1:**
How do you think the public in your country would react to a real life emergency like this one?
- How aware would they be about this beforehand?
- Who would be responsible for communicating?
- Would there be any specific challenges to effective communications?

**Question 2:**
How prepared are you right now to communicate about an emergency like the one in the exercise?
- Think about the roles that were required in the exercise—would you have enough people?
- The information required, has any been prepared already?
- The supporting services, like translation and media monitoring, do you have suppliers in place?
- Would you know who to call if you needed to get help for answering phone calls from the public?
- Who would the spokesperson be—would they be prepared to deal with such a situation?

**Question 3:**
What things could you do after this course to improve your preparations to communicate during a radiation emergency?