Virtual Table Top Exercise (VTTX) - Civil Unrest

Situation Manual

xxxxx 2015

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.

# Exercise Overview

|  |  |
| --- | --- |
| **Exercise Name** | Virtual Table Top Exercise (VTTX) Civil Unrest |
| **Exercise Dates** | xxxxx, 2015 |
| **Scope** | This is a discussion based exercise, planned for four hours hosted by the Emergency Management Institute (EMI) and conducted with multiple remote VTC sites.  |
| **Mission Area(s)** | Response & Recovery |
| **Core Capabilities** | Planning. Public Information and Warning, Operational Coordination, Infrastructure Systems, Mass Care Services, Situational Assessment, Economic Recovery, and Health and Social Services |
| **Objectives** | 1. Test participant’s knowledge, skills, and abilities to effectively conduct all-hazards emergency response and recovery.
2. Enable participants to better coordinate response operations with counterparts from Federal agencies, State governments, local governments, private sector organizations, and nongovernmental agencies.
3. Allow participating locations to share real-time Civil Unrest related preparation, response and recovery solutions with all participants.
 |
| **Threat or Hazard** | Civil Unrest |
| **Scenario** | This Civil Unrest VTTX was designed around the realistic scenario of a riot |
| **Sponsor** | FEMA – Emergency Management Institute (EMI)  |
| **Participating Organizations** | Federal, State, Tribal or local levels of government agencies while utilizing the whole community approach of including applicable representative organizations (such as private sector partners, voluntary agencies, school districts, etc.) within each jurisdiction. |
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# Preface

The Civil Unrest Virtual Tabletop Exercise (VTTX) is sponsored by the Federal Emergency Management Agency’s (FEMA), Emergency Management Institute (EMI) as one of a series of virtual exercises designed to bring numerous communities together in a collaborative environment. This Situation Manual (SitMan) follows guidance set forth by the U.S. Department of Homeland Security (DHS) Homeland Security Exercise and Evaluation Program (HSEEP).

The Civil Unrest VTTX SitMan provides exercise participants with all the necessary tools for their roles in the exercise. It is tangible evidence of FEMA’s commitment to ensure public safety through collaborative partnerships that will prepare it to respond to any emergency.

The Civil Unrest VTTX is an unclassified exercise. Control of exercise information is based on public sensitivity regarding the nature of the exercise rather than actual exercise content. 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.

All exercise participants should use appropriate guidelines to ensure proper control of information within their areas of expertise and protect this material in accordance with current jurisdictional directives.

# Handling Instructions

1. The title of this document is *EMI VTTX Situation Manual – Civil Unrest.*
2. Information gathered in this Situation Manual is designated as For Official Use Only (FOUO) and should be handled as sensitive information that is not to be disclosed. This document should be safeguarded, handled, transmitted, and stored in accordance with appropriate security directives. Reproduction of this document, in whole or in part, without prior approval from FEMA/EMI is prohibited.
3. At a minimum, the attached materials will be disseminated strictly on a need-to-know basis and, when unattended, will be stored in a locked container or area that offers sufficient protection against theft, compromise, inadvertent access, and unauthorized disclosure.
4. For more information about the exercise, please consult the following points of contact (POCs):

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# Introduction

## Background

The EMI-sponsored series of VTTXs is designed to help prepare organizations for potential catastrophic events. A different scenario will be presented each month based on potential for man-made catastrophic events such as those based on various terrorist activities. In the end, it is EMI’s goal to increase preparedness across the country through the collaborative exercise of participating agencies.

This Civil Unrest VTTX was designed around a realistic severe Civil Unrest scenario. The severe Civil Unrest could produce sheltering, response and recovery.

## Purpose

The purpose of this exercise is to provide participants with an opportunity to assess their preparedness, response and recovery protocols, plans, and capabilities to the event.

## Scope

Participants will play locally and participate virtually in the conduct of the VTTX. Players will participate in facilitated discussions within their organizations to address the challenges presented by the event, and then share those outcomes with the virtual community of participants. Discussions will focus on emergency responder coordination, critical decision-making, and the integration of resources necessary to prepare for, respond to and recover from the event. Each organization’s preparedness and resilience will be critical to response and restoration efforts in their region.

In addition, players will focus on interdisciplinary and interagency coordination both at the local, state, and/or regional levels. Processes and decision making are more important than minute details. Player feedback will be used to update relevant emergency response and incident management plans and procedures.

## Core Capabilities

The National Preparedness Goal of September 2011 has steered the focus of homeland security toward a capabilities-based planning approach. Capabilities-based planning focuses on planning under uncertainty because the next disaster can never be forecast with complete accuracy. Therefore, capabilities-based planning takes an all-hazards approach to planning and preparation that builds capabilities that can be applied to a wide variety of incidents. States and urban areas use capabilities-based planning to identify a baseline assessment of their homeland security efforts by comparing their current capabilities against the Core Capabilities. This approach identifies gaps in current capabilities.

The Core Capabilities are essential for the execution of each of the five mission areas: Prevention, Protection, Mitigation, Response, and Recovery. These capabilities provide the foundation for development of the exercise design objectives and scenario. The purpose of this exercise is to measure and validate performance of these Core Capabilities. The selected Core Capabilities are:

**Common to All Mission Areas:**

**Planning** - Conduct a systematic process engaging the whole community as appropriate in the development of executable strategic, operational, and/or community-based approaches to meet defined objectives.

**Public Information and Warning** - Deliver coordinated, prompt, reliable, and actionable information to the whole community through the use of clear, consistent, accessible, and culturally and linguistically appropriate methods to effectively relay information regarding any threat or hazard and, as appropriate, the actions being taken and the assistance being made available.

**Operational Coordination** - Establish and maintain a unified and coordinated operational structure and process that appropriately integrates all critical stakeholders and supports the execution of core capabilities.

**Response Mission Area** - Response includes those capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

**Infrastructure Systems** - Stabilize critical infrastructure functions, minimize health and safety threats, and efficiently restore and revitalize systems and services to support a viable, resilient community.

**Mass Care Services** - Provide life-sustaining services to the affected population with a focus on hydration, feeding, and sheltering to those who have the most need, as well as support for reunifying families.

**Situational Assessment** - Provide all decision makers with decision-relevant information regarding the nature and extent of the hazard, any cascading effects, and the status of the response.

**Recovery Mission Area** - Recovery includes those capabilities necessary to assist communities affected by an incident in recovering effectively. It is focused on a timely restoration, strengthening, and revitalization of the infrastructure; housing; a sustainable economy; and the health, social, cultural, historic, and environmental fabric of communities affected by a catastrophic incident.

**Economic Recovery** - Return economic and business activities (including food and agriculture) to a healthy state and develop new business and employment opportunities that result in a sustainable and economically viable community.

**Health and Social Services** - Restore and improve health and social services networks to promote the resilience, independence, health (including behavioral health), and well-being of the whole community.

## Exercise Design Objectives

Exercise design objectives focus on improving understanding of a response concept, identifying opportunities or problems, and achieving a change in attitude. This exercise will focus on the following design objectives through the presented scenario:

1. Discuss the ability to conduct a systematic planning process which has engaged the whole community.
2. Discuss the capability to deliver coordinated, prompt, reliable and actionable information to the whole community.
3. Discuss the capability to establish and maintain a unified and coordinated operational structure and process that integrates all critical stakeholders.
4. Discuss the ability to stabilize critical infrastructure functions, minimize health and safety threats, and efficiently restore vital systems and services.
5. Discuss the capability to provide life-sustaining services to the affected population.
6. Discuss the capability to provide decision-makers with decision-relevant information regarding the nature and extent of hazards.
7. Discuss the capability to return economic and business activities to a healthy state.
8. Discuss the capability to restore and improve health and social services networks.

## Participants

* **Players.** Players respond to the situation presented, based on expert knowledge of response procedures, current plans and procedures, and insights derived from training.
* **Observers (Optional).** Observers may support the group in developing responses to the situation during the discussion.
* **Facilitators.** Facilitators provide situation updates and moderate discussions. They also provide additional information or resolve questions or conflict as required.
* **Lead Facilitator.** The Lead Facilitator for the exercise will be an EMI staff member who will lead the virtual conduct of the exercise and interface with the Local Facilitator.
* **Local Facilitator.** The Local Facilitator will moderate the exercise discussion, operate the local Video Teleconference (VTC) system, and interface with EMI. It is expected the Local Facilitator will recruit necessary Players and exercise staff as required. The Local Facilitator will lead the virtual conduct of the exercise.
* **Evaluators (Optional).** Evaluators are personnel who observe, record, and evaluate exercise activities. Evaluators will use Exercise Evaluation Guides (EEGs) to evaluate the capabilities identified in the exercise objectives and to provide input into the After Action Report (AAR).

## Exercise Structure

This VTTX will be a multimedia, facilitated exercise. Players will participate in the following:

* Hazard awareness briefing
* Scenario modules
* Discussion with guided questions moderated by an on-site facilitator
* Brief-outs from each participating location after each module
* Hot Wash conducted at each location after the VTC has ended

Each module begins with a multimedia update that summarizes key events occurring within that time period. After the updates, participants review the situation and engage in local, facilitated group discussion of appropriate response and recovery issues. Each Local Facilitator will lead these discussions. Once the allotted discussion time has been used, each Local Facilitator (or chosen representative) will out-brief to EMI and the other virtual participants.

Following the official end of the exercise, Local Facilitators will lead their respective Hot Wash with their participants to address any ideas or issues that emerge from the exercise discussions. After the Local Hot Wash has concluded, Local Facilitators will then participate in a Facilitator’s out-brief led by the Lead Facilitator from EMI.

Each VTTX will run for approximately four (4) hours. The exercise schedule is as defined in the table below:

|  |  |
| --- | --- |
| 15 Minutes | Introductions |
| 15 Minutes | Hazard Specific Briefing |
| 60 Minutes | Module 1 – Initial Response |
| 60 Minutes | Module 2 – Continued Response |
| 60 Minutes | Module 3 – Extended Response and Recovery |
| 15 Minutes | Debrief and Evaluation |

## Exercise Guidelines

* This VTTX is designed to engage participants in a no-fault, hazard-specific environment. Varying viewpoints are expected and differences of opinion may occur.
* Respond on the basis of 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 response and preparedness efforts. Problem-solving efforts should be the focus.
* During exercise discussions, if a player states they are going to ask for or provide mutual aid, they need to state specifically under which plan, and to which agency, they will do so.

## Assumptions and Artificialities

In any exercise, assumptions and artificialities may be necessary to complete play in the time allotted. During this exercise, the following apply:

* The scenario is plausible and events occur as they are presented.
* There is no hidden agenda and there are no trick questions.
* All players receive information at the same time.

# Module 1: Initial Response

**Date:** Thursday, Apr 14

**Time:** 1200

**Location:** [Insert Local]

Damon Pope, a 22-year-old African-American male, was shot to death after an altercation with Wayne Unser, a 50-year-old white police officer. Pope was a suspect in a strong-arm robbery committed minutes before the shooting.

The police response to the shooting was heavily criticized, as was the slow rate of information making its way out to the public. Many of the documents from the grand jury were released when the grand jury declined to indict Officer Unser.

On the evening of the shooting, residents had created a makeshift memorial of flowers and candles in the spot where Pope died. An unidentified officer reportedly allowed the dog under his control to urinate on the memorial. Police vehicles later crushed the memorial. These incidents inflamed tensions among bystanders.

Twitter and Facebook posts are posted by “witnesses” of what they “saw” of the shooting. Radical groups are heating up both sides of the debate, some intelligence say, it’s a KKK group.

**Friday, Apr 15 - 1200 hrs**

A day of memorials began peacefully, but some crowd members became unruly after an evening candlelight vigil. Local police stations assembled approximately 150 officers in riot gear. Some people began looting businesses, vandalizing vehicles, and confronting police officers who sought to block off access to several areas of the city.

At least 12 businesses were looted or vandalized and a Mite-T-Mart convenience store gas station was set on fire, leading to over 30 arrests. Many windows were broken and several nearby businesses closed on Monday. The people arrested face charges of assault, burglary, and theft. Police used a variety of equipment, including riot gear and helicopters, to disperse the crowd by 2:00 a.m. Two police officers suffered minor injuries during the events.

**Saturday, Apr 16 - 0200 hrs**

Police fired tear gas and rubber bullets to disperse a crowd at the burnt shell of the Mite-T-Mart convenience store, set on fire by looters the night before. According to reports, gunshots were fired in your community and five people were arrested. Some protesters threw rocks at police officers. The police responded by firing tear gas and bean bag rounds upon those protesting.

Twitter and Facebook postings and tweets are informing people where to protest and time to start.

**Saturday, Apr 16 - 0545 hrs**

Several hundred protesters gathered in the county seat, seeking criminal prosecution of the officer involved in the shooting. Protesters in your community carried signs and many held their hands in the air while shouting "don't shoot!" According to police, some protesters threw bottles at the officers, prompting the use of tear gas to disperse the crowd. The following day, a SWAT team of around 70 officers arrived at a protest demanding that protesters disperse. That night, police used smoke bombs, flash grenades, rubber bullets, and tear gas to disperse the crowd. Video footage of the events recorded by KCAL Radio shows your community Police firing tear gas into a residential neighborhood and ordering the journalist to cease recording.

**Saturday, April 16 – 2045 hrs**As the night fell protestors threw projectiles, including Molotov cocktails, and police launched tear gas and smoke bombs.

## Key Issues

* Officer involved shooting
* Protesters turn violent
* Mutual aid required
* Who is paying overtime

## Questions

The following questions are provided as suggested general subjects you may wish to address as the discussion progresses. Please feel free to identify any additional requirements, critical issues, decisions, or questions that should be addressed at this time.

1. What preparedness actions have your agency used to prepare for a Civil Unrest incident?
2. Has your agency ever trained using a Civil Unrest scenario?
3. What whole community resources may you need to engage in order to develop Incident Action Plans to prepare a Civil Unrest event?
4. When was the last time your agency updated, reviewed or exercised a response to Civil Unrest?

## Outbrief

# Module 2: Continued Response

**Date:** Sunday, Apr 17

**Time:** 0900

**Location:** [Insert Local]

After violent clashes during the imposed curfew, the Governor issued an executive order calling in the National Guard to "help restore peace and order and to protect the citizens of your community." The Governor also announced that there would be no curfew on the night of Apr 22. Amnesty International sent a 13-person contingent of human rights activists to seek meetings with officials as well as to train local activists in non-violent protest methods.

After being briefed by Attorney General on the events, the President dispatched the Attorney General to your community to monitor the unrest there.

**Sunday, Apr 17 - 1800 hrs**

Several hundred protesters, some of whom were seen throwing bottles, charged toward a wall of police 60 wide and five deep, members of the crowd pushed them back including clergymen and community leaders locking arms, averting a more serious confrontation. 78 individuals were arrested, including several media covering the story.

A disinformation drive has started on Twitter and Facebook to send law enforcement to wrong locations; along with 911 lines being saturated by false reports of fires.

**Monday, Apr 24 - 0900 hrs**

The [Attorney General](http://en.wikipedia.org/wiki/United_States_Attorney_General) traveled to your community, where he met with residents as well as Pope's family. Only six individuals were arrested, compared to 78 arrests the prior night. The Governor orders the withdrawal of the National Guard from your community on Apr 25th after witnessing improvements among the social unrest. Protests continued to be peaceful, although three more arrests were made.

During the same day, a rally of 50 to 70 people was held in your community in support of Unser under the banner "I am Wayne Unser", nearly US$400,000 was raised by supporters in an online [crowdfunding](http://en.wikipedia.org/wiki/Crowdfunding) campaign. The online campaign drew a number of racist comments, which forced the website to shut down the comment section.

## Key Issues

* Civil Unrest protest growing
* Facebook and Twitter elements
* National Guard logistics
* Officers/Fire/EMS/Public Works personnel on continual shifts without breaks
* Worldwide media and social interest
* Political topic

## Questions

The following questions are provided as suggested general subjects you may wish to address as the discussion progresses. Identify any additional requirements, critical issues, decisions, or questions that should be addressed at this time.

1. What are your response priorities, and would incident/support objectives be revised at this point?
2. How are you gaining SA and identifying unmet needs of the citizens within the community, and how are you sharing your SA to achieve a COP?
3. What entities will you be coordinating with at this point and who may be reaching out to you for assistance? How should public and media concerns and questions be handled? How can a consistent message be maintained by the Joint Information Center (JIC)?
4. What whole community partners might you need to include during the response?
5. What infrastructure systems are most at risk and which will be the most critical to restore? How is this decision made? How is the need for crews to clear roads balanced against the danger of working in this type of conditions? How does fatigue factor into these calculations?
6. What areas of your response plan identify issues related to personal protection and discontinuing response/support/coordination operations during hazardous conditions? What role do policy- and decision-makers play in enforcing these guidelines?
7. How do you address the economic impact to the area?

## Outbrief

# Module 3: Extended Response/Recovery

**Date:** April -

**Location:** [Insert Local]

On April 27th a memorial to Damon Pope on your street burned to the ground. Protesters gathered at the site, later on the same day, your community police chief Charles Barosky released a video apology to the Pope family.The burned memorial was set up again.

That evening, several hundreds of protesters gathered, asking for Barosky's resignation, in front of the police headquarters, protected by 50 police officers Barosky joined the protest and started to explain that changes were underway after Pope's killing, creating some agitation in the crowd. Within minutes, police officers intervened to protect their chief. Several protesters were arrested and later the protest was declared unlawful.

On April 28, the Department of Justice's Civil Rights Division asked Barosky to prohibit police officers from wearing "I am Wayne Unser" bracelets when on duty. In a previous letter earlier that week, it had asked that police officers wear nametags.

On the evening of April 28, a large crowd protested. Bottles and rocks were thrown at officers. Support from other police forces was requested. Eight protesters were arrested on failure to disperse and resisting arrest charges. As most are first-time offenders, they will be released without bond.

On April 29, protesters gathered in front of the police building, including a dozen clergy members who prayed in the police parking. They were told that they would be arrested if they did not clear the street. A clergyman was then arrested. Protesters were also told that they would be arrested if the chants went on after 11:00 p.m. About that time, police moved slowly forward, but protesters refused to move backwards. As they were almost in contact, gunshots were heard, and both sides backed up. Later, Capt. Eli Roosevelt of the State Police told the crowd that the "five-second rule" would not be implemented and there would be no arrest as long as the protest remained peaceful.

**May -**

On May 2, your Police and State Police arrested more than a dozen people. Protesters were charged with offenses that included failure to comply with police, noise ordinance violations and resisting arrest. Bonds were highest at $2,700, and then reduced to $1,000. Police dismantled an encampment that lasted a few weeks on your street. Police and protesters are adapting constantly to the other side's moves.

On May 3, your community police chief Charles Barosky ceded responsibility for managing protests in the city to the State Police. The limited resources of your community police made it difficult to handle daily protests after their resumption the previous week.

On May 4, about 50 protesters briefly delayed a concert of the [band Lady](http://en.wikipedia.org/wiki/St._Louis_Symphony_Orchestra) Antebellum. Just before the performance resumed after intermission, they started singing an old civil rights tune, unfurled three hand-painted banners and scattered paper hearts that read: "Requiem for Damon Pope". After that, they left the building peacefully.

On Monday evening, May 6, after a game between the Arizona Wildcats and the Bruins, baseball supporters and protesters had a chanting battle outside the stadium.

A website, your community May, as well as other organizations, planned a massive week of resistance throughout the St. Louis metropolitan area. The event, [your community May](http://en.wikipedia.org/wiki/Ferguson_October), began on Friday afternoon when protesters peacefully marched. Later until around 2:30 a.m., mostly peaceful protests took place in your community and the Shaw neighborhood. As many as 400 people took to the streets on Friday night.

On May 12, 2014, a your community May rally and service was held at a local house of worship Christian, Jewish, and Muslim clergy addressed the crowd. Younger activists criticized older activists for not being radical enough.

On May 13, 2014, protesters attempted to cross police lines to meet with officers at your community Police Department. Over 50 protesters were arrested, during a staged and peaceful act of disobedience.

**June -**

On June 17, the governor of your state declared a state of emergency in anticipation of protests in your community following the announcement of the results of the grand jury.

On June 21, two alleged members of the New Black Panther Party were arrested for buying explosives they planned to detonate during protests. The same pair is also indicted for purchasing illegal weapons.

## Key Issues

* US Department of Justice investigation
* Long term economic impact
* Who’s paying for what
* Radicals preparing for bloodshed
* Calls to remove politicians from office
* Media is questioning community preparedness

## Questions

The following questions are provided as suggested general subjects you may wish to address as the discussion progresses. Identify any additional requirements, critical issues, decisions, or questions that should be addressed at this time.

1. When should the response transform into recovery operations? What issues will result from the transformation from response to recovery operations?
2. How would your organizational structure change during the long term recovery phase?
3. What are the financial and economic assistance programs in place to support local business and residents? What is your plan to help businesses quickly become economically viable again?
4. What behavioral and health monitoring programs should be implemented for residents/members of Police/Fire/EMS/Public Works?
5. What public information and risk communication messages should be disseminated at this point?

**Best Practice and Information Sharing**

Considering the preparedness, initial response, and extended response/recovery phases discussed during this VTC;

What does your organization do that is unique, or could be considered a best practice so that others participating in the VTC may benefit?

## Outbrief

# Appendix A: Acronyms

| **Acronym** | **Term** |
| --- | --- |
| AAR | After Action Report |
| ARC | American Red Cross |
| COP | Common Operating Picture |
| DHS | U.S. Department of Homeland Security |
| DOH | Department of Health |
| DOJ | Department of Justice |
| EDT | Exercise Design Team |
| EEG | Exercise Evaluation Guide |
| EMI | Emergency Management Institute |
| EMS | Emergency Medical Services |
| EOC | Emergency Operations Center |
| FEMA | Federal Emergency Management Agency |
| FOUO | For Official Use Only |
| HSEEP | Homeland Security Exercise and Evaluation Program |
| IC | Incident Command  |
| ICS | Incident Command System |
| JIC | Joint Information Center |
| MAA | Mutual Aid Agreement |
| MOA | Memorandum of Agreement |
| MOU | Memorandum of Understanding |
| POC | Point of Contact |
| SA | Situational Awareness |
| SITMAN | Situation Manual |
| TTX | Tabletop Exercise |
| UC | Unified Command |
| VTC | Video Teleconference |
| VTTX | Virtual Tabletop Exercise |
|  |  |
|  |  |
|  | \*All names/locations in this VTTX are factious  |

# Appendix B: Hazard Specific Information

**Hazard Specific Information**

**Civil Unrest**

***Hazard Summary***

In the United States, protesters and anarchists tend to practice civil disturbance at large, scheduled peaceful gatherings such as union marches or world and global meetings. They believe all types of governments and global organizations are oppressive and undesirable and should be abolished. Their activities involve disruption of activities, resistance, and rejection of all forms of control and authority. Modern anarchists are well-organized, using command centers, tactical communications, and the Internet for planning and operations. Control of anarchists requires police forces trained and experienced in the Incident Command System and riot control. Effects of anarchism include injury to participants and spectators and property damage.

The last decade has seen increased rioting and looting, in the United States following sporting events, such as NCAA, MLB and NHL championships.

Generally, cities with populations of more than 100,000 are vulnerable to civil disturbances. Smaller towns also are subject to civil disturbances. The nation’s capital and state capitol’s faces an increased potential for civil disturbance. Communities with concentrations of ethnic groups and disparate economic status are susceptible to civil disorder. The presence of professional sports teams can be a catalyst for disruptive behavior.

Political demonstrations that become civil disorders or riots have specific targets for their attention. Examples would be protests outside a national embassy, city hall, or federal building. These incidents are typically marked by efforts by organizers to obtain permits to demonstrate and are nonviolent in nature. Occasionally, these demonstrations become violent when triggered by some other event. Often, out-of-town agitators are the catalyst for these violent outbreaks.

The economic impact to urban areas during civil unrest and following such events can be profound. Direct impacts include looting and smashed windows as well as endangering shop owners and customers. Indirect economic impacts result from the loss of business when potential customers do not approach businesses for extended periods of time. Customer impressions and habits can change from the experience of a single threatening event.

***Past Major Events***

* 1984 - East Los Angeles Disturbances involved street gangs, repeatedly from April to August 1984, [Los Angeles, California](http://en.wikipedia.org/wiki/Los_Angeles%2C_California)
* 1984 - Detroit Tigers World Series riot, October 14, [Detroit, Michigan](http://en.wikipedia.org/wiki/Detroit%2C_Michigan)
* 1986 - Palm Springs Spring Break Riot, April 1986, [Palm Springs, California](http://en.wikipedia.org/wiki/Palm_Springs%2C_California)
* 1987 - Tampa riot of 1987, February 1987, [Tampa, Florida](http://en.wikipedia.org/wiki/Tampa%2C_Florida)
* 1988 - [Tompkins Square Park Police Riot](http://en.wikipedia.org/wiki/Tompkins_Square_Park_Police_Riot_%281988%29), August 1988 ([East Village](http://en.wikipedia.org/wiki/East_Village%2C_Manhattan), [Manhattan](http://en.wikipedia.org/wiki/Manhattan), [New York City](http://en.wikipedia.org/wiki/New_York_City))
* 1989 - Overtown Riot 1989, January 16–18 - an Hispanic Miami police officer shoots and kills a speeding black motorcyclist in the [Overtown](http://en.wikipedia.org/wiki/Overtown%2C_Florida) section of Miami, starting three days of rioting. [Miami, Florida](http://en.wikipedia.org/wiki/Miami%2C_Florida)
* 1989 - Tampa riots, February 1989, [Tampa, Florida](http://en.wikipedia.org/wiki/Tampa%2C_Florida)
* 1989 - Virginia Beach Riot, July 1989, [Virginia Beach, Virginia](http://en.wikipedia.org/wiki/Virginia_Beach%2C_Virginia)
* 1989 - Bensonhurst Riot, September 1989, [Brooklyn, New York](http://en.wikipedia.org/wiki/Brooklyn%2C_New_York)
* 1990 - Anti-Klan protest 1990, October 28, [Washington, D.C.](http://en.wikipedia.org/wiki/Washington%2C_D.C.)
* 1991 - [1991 Washington, DC riot](http://en.wikipedia.org/wiki/1991_Washington%2C_DC_riot), [Mount Pleasant](http://en.wikipedia.org/wiki/Mount_Pleasant%2C_Washington%2C_DC) riot, May 5–9, [Washington, D.C.](http://en.wikipedia.org/wiki/Washington%2C_D.C.)
* 1991 - [Crown Heights Riot](http://en.wikipedia.org/wiki/Crown_Heights_Riot), August 1991, [Brooklyn, New York](http://en.wikipedia.org/wiki/Brooklyn%2C_New_York)
* 1992 - [L.A. riot](http://en.wikipedia.org/wiki/1992_Los_Angeles_riots)/[Rodney King](http://en.wikipedia.org/wiki/Rodney_King) riot, April–May 1992, [Los Angeles, California](http://en.wikipedia.org/wiki/Los_Angeles%2C_California)
* 1996 - [St. Petersburg, Florida Riot 1996](http://en.wikipedia.org/wiki/St._Petersburg%2C_Florida_Riot_1996), October 1996, [St. Petersburg, Florida](http://en.wikipedia.org/wiki/St._Petersburg%2C_Florida)
* 1997 - The July 4th Immigration Demonstration Lockdown, July 1997, [Los Angeles, California](http://en.wikipedia.org/wiki/Los_Angeles%2C_California)
* 1999 - [WTO Meeting of 1999](http://en.wikipedia.org/wiki/WTO_Ministerial_Conference_of_1999_protest_activity), "The Battle in Seattle", November 1999, [Seattle, Washington](http://en.wikipedia.org/wiki/Seattle%2C_Washington)
* 1999 - [Michigan State University student riot](http://en.wikipedia.org/wiki/Michigan_State_University_student_riot), April 1999, ([East Lansing, Michigan](http://en.wikipedia.org/wiki/East_Lansing%2C_Michigan))
* 1999 - [Woodstock '99 music festival incident](http://en.wikipedia.org/wiki/Woodstock_1999#Violence), August 1999, ([Rome, New York](http://en.wikipedia.org/wiki/Rome%2C_New_York))
* 2000 - [Elián González affair](http://en.wikipedia.org/wiki/Eli%C3%A1n_Gonz%C3%A1lez_affair), [Miami, Florida](http://en.wikipedia.org/wiki/Miami%2C_Florida)
* 2000 - [Puerto Rican Day Parade attacks](http://en.wikipedia.org/wiki/Puerto_Rican_Day_Parade_attacks), June 11, Central Park, [New York City, New York](http://en.wikipedia.org/wiki/New_York_City%2C_New_York)
* 2001 - [2001 Cincinnati Riots](http://en.wikipedia.org/wiki/2001_Cincinnati_Riots), April 10–12, [Cincinnati, Ohio](http://en.wikipedia.org/wiki/Cincinnati%2C_Ohio)
* 2003 - [Benton Harbor Riot](http://en.wikipedia.org/wiki/Benton_Harbor_Riot), June 2003, [Benton Harbor, Michigan](http://en.wikipedia.org/wiki/Benton_Harbor%2C_Michigan)
* 2003 - [Miami FTAA Protests](http://en.wikipedia.org/wiki/Miami_FTAA_Protests), November 2003, [Miami, Florida](http://en.wikipedia.org/wiki/Miami%2C_Florida)
* 2005 - [Civil disturbances and military action in New Orleans after Hurricane Katrina](http://en.wikipedia.org/wiki/Civil_disturbances_and_military_action_in_New_Orleans_after_Hurricane_Katrina), August - Sept., [New Orleans, Louisiana](http://en.wikipedia.org/wiki/New_Orleans%2C_Louisiana)
* 2005 - [2005 Toledo Riot](http://en.wikipedia.org/wiki/2005_Toledo_Riot), October 15, [Toledo, Ohio](http://en.wikipedia.org/wiki/Toledo%2C_Ohio)
* 2006 - [San Bernardino punk riot](http://en.wikipedia.org/wiki/San_Bernardino_punk_riot), March 4, [San Bernardino, California](http://en.wikipedia.org/wiki/San_Bernardino%2C_California)
* 2007 - [The Los Angeles May Day mêlée](http://en.wikipedia.org/wiki/The_Los_Angeles_May_Day_m%C3%AAl%C3%A9e), May 1, [Los Angeles, California](http://en.wikipedia.org/wiki/Los_Angeles%2C_California)
* 2008 - Cedar Fest riot 2008, [Michigan State University](http://en.wikipedia.org/wiki/Michigan_State_University), April 5, 52 arrested, [East Lansing, Michigan](http://en.wikipedia.org/wiki/East_Lansing%2C_Michigan)
* 2008 - Republican National Convention Protests, [St. Paul](http://en.wikipedia.org/wiki/St._Paul), March, over a 1000 arrested, [St. Paul, Minnesota](http://en.wikipedia.org/wiki/St._Paul%2C_Minnesota)
* 2009 - Riots against [BART Police shooting of Oscar Grant](http://en.wikipedia.org/wiki/BART_Police_shooting_of_Oscar_Grant), January 7, 120 arrested, [Oakland, California](http://en.wikipedia.org/wiki/Oakland%2C_California)
* 2009 - College Fest riot, [Kent State University](http://en.wikipedia.org/wiki/Kent_State_University), April 25, more than 50 arrested [Kent, Ohio](http://en.wikipedia.org/wiki/Kent%2C_Ohio)
* 2009 - Spring Jam/Dinkytown riot, [University of Minnesota](http://en.wikipedia.org/wiki/University_of_Minnesota), April 25, [Minneapolis, Minnesota](http://en.wikipedia.org/wiki/Minneapolis%2C_Minnesota)
* 2009 - Palmer Fest melee, [Ohio University](http://en.wikipedia.org/wiki/Ohio_University), May 10, [Athens, Ohio](http://en.wikipedia.org/wiki/Athens%2C_Ohio)
* 2009 - [2009 G-20 Pittsburgh summit](http://en.wikipedia.org/wiki/2009_G-20_Pittsburgh_summit) protests, Sept. 24-25, 193 arrested

# Appendix C: Participant Feedback Form

Please enter your responses in the form field or check box after the appropriate selection.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** |  | **Title:** |  |
| **Agency:** |  |  |  |  |
| **Role:**  | Player [ ]  | Facilitator *[ ]*  | Observer *[ ]*  | Evaluator *[ ]*  |

**Part I: Recommendations and Corrective Actions**

1. Based on the discussions today and the tasks identified, list the top three strengths and/or areas that need improvement.

|  |  |
| --- | --- |
| 1.
 |  |
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|  |  |

1. Identify the action steps that should be taken to address the issues identified above. For each action step, indicate if it is a high, medium, or low priority.

| **Corrective Action** | **Priority** |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. Describe the corrective actions that relate to your area of responsibility. Who should be assigned responsibility for each corrective action?

| **Corrective Action** | **Recommended Assignment** |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. List the policies, plans, and procedures that should be reviewed, revised, or developed. Indicate the priority level for each.

| **Item for Review** | **Priority** |
| --- | --- |
|  |  |
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|  |  |

**Part II: Assessment of Exercise Design and Conduct**

Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the statements provided below, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

| **Assessment Factor** | **Strongly****Disagree** | **Strongly Agree** |
| --- | --- | --- |
| The exercise was well structured and organized. | 1 | 2 | 3 | 4 | 5 |
| The exercise scenario was plausible and realistic. | 1 | 2 | 3 | 4 | 5 |
| The multimedia presentation helped the participants understand and become engaged in the scenario. | 1 | 2 | 3 | 4 | 5 |
| The facilitator(s) was knowledgeable about the material, kept the exercise on target, and was sensitive to group dynamics. | 1 | 2 | 3 | 4 | 5 |
| The Situation Manual used during the exercise was a valuable tool throughout the exercise. | 1 | 2 | 3 | 4 | 5 |
| Participation in the exercise was appropriate for someone in my position. | 1 | 2 | 3 | 4 | 5 |
| The participants included the right people in terms of level and mix of disciplines. | 1 | 2 | 3 | 4 | 5 |

**Part III: Participant Feedback**

What changes would you make to this exercise? Please provide any recommendations on how this exercise or future exercises could be improved or enhanced.

|  |
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