

**Dioramas -Construction and Use**

**AND**

**Preparing for Disasters using  
Tabletop Exercises**

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# Diorama

# Objectives

**Describe various scales**

**Their advantages/disadvantages**

**Construction**

**Attention to detail**

# Scales

<b>Z</b>	<b>1: 220</b>	<b>1 inch = 18.33 ft.</b>
<b>N</b>	<b>1: 160</b>	<b>13.33 ft.</b>
<b>HO</b>	<b>1: 87</b>	<b>7.25 ft</b>
<b>S</b>	<b>1: 64</b>	<b>5.33 ft.</b>
<b>O</b>	<b>1: 48</b>	<b>4.00 ft.</b>
<b>G</b>	<b>1:22.5</b>	<b>1.875 ft</b>

# 4' X 8' Sheet

**Z = 880 ft. X 1760 ft.**

**N = 640 ft. X 1280 ft.**

**HO = 348 ft. X 696 ft.**

# Advantages/Disadvantages

**Z scale- Great area coverage**

expensive, limited accessories

**N scale- Good area coverage**

prices slightly higher than HO

ever-increasing range of accessories

**HO scale- Good prices and availabilities**

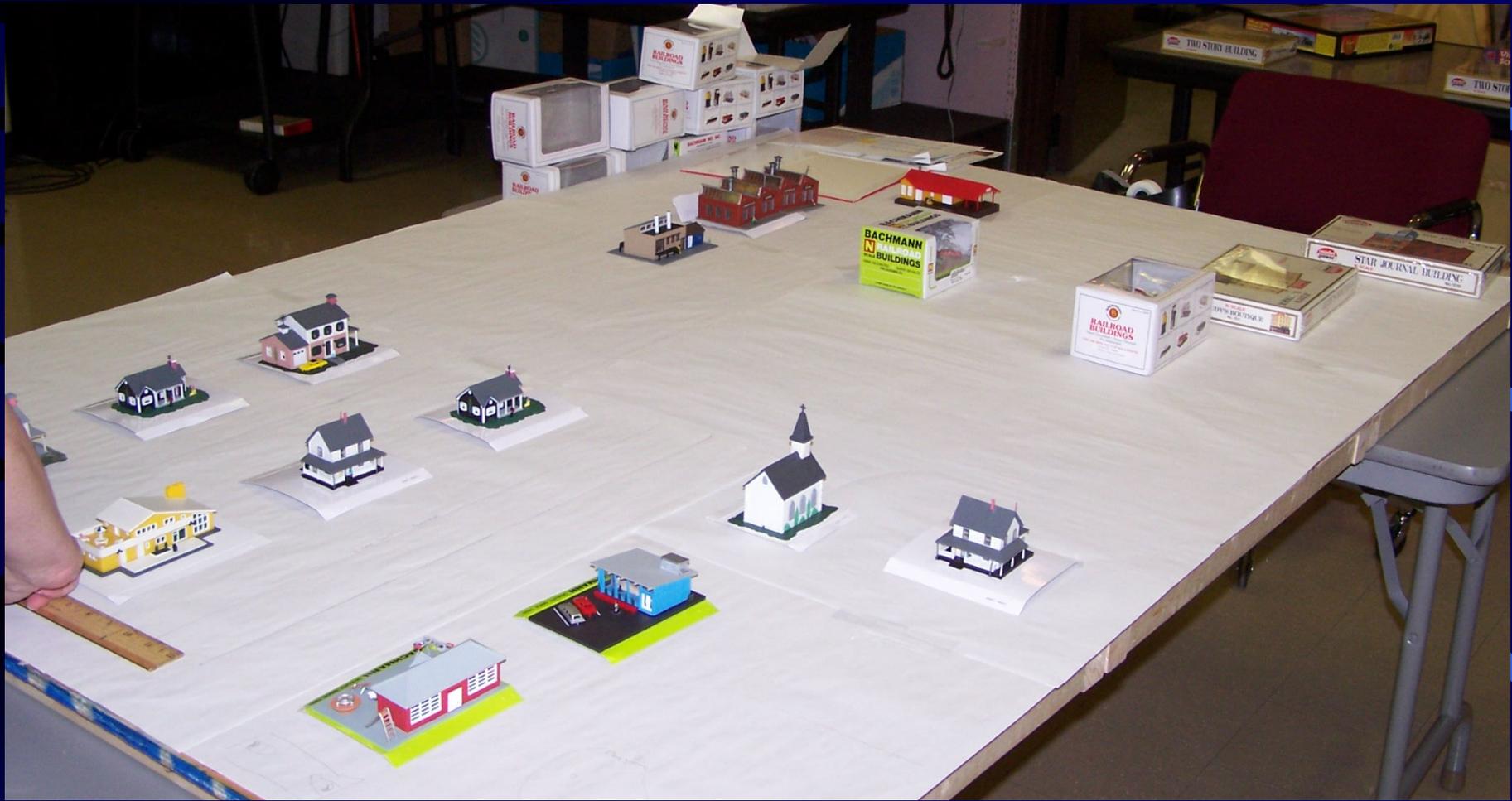
fair area coverage

# What is the plan?





















# Construction

**Modular**

**Single 4 X 8 plywood sheet**

# Modular techniques





**A sense of dimensions is  
added:**

**Scale**

**Perspective**

**Relatable**

# Tabletop Exercises



# Objectives

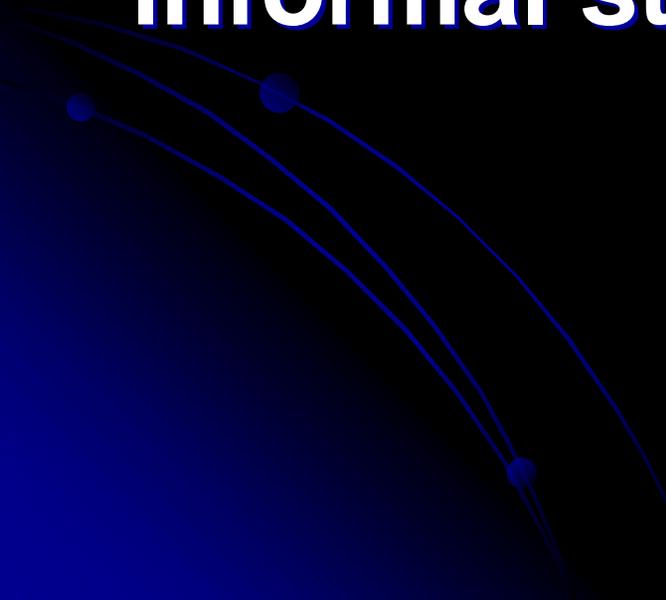
**Describe the  
purpose/characteristics**

**Describe the steps in facilitating**

**Design a ER based tabletop**

# **What is a Tabletop?**

**A simulation of an emergency in  
an  
informal stress-free environment**



# Purpose

**A facilitator guided scenario/  
discussion to identify and solve  
systemic problems**



# **Advantages**

**Saves time, money and  
resources**

**An effective way to review plans,  
policies and procedures**

# Disadvantages

**Not a true test of the emergency response system (time-insensitive)**

**Can be unrealistic**

**No easy way to overload the system**

# **Foodborne Tabletop**

**Developed by Michigan State  
University ICW State and Local  
agencies.**

**Funded by CDC  
Adapted by MWC**



# Exercise steps

Development of enabling and terminal objectives

Prior to the exercise:

Select room

Procure facilitators

Secure commitments

Instructional materials

# Exercise steps

**During class:**

**Do the admin work**

**Conduct a review**

**Initial action drills for each  
group**



# Exercise steps

**Present the respective problem to each group which has already selected a leader, scribe, timekeeper and a presenter**

**Group answers the questions; facilitator keeps them on-time and on-track**

# Exercise steps

**Solicit comments from both groups**

**Another “insert” is injected to the groups; refining the problem; with more group and class discussions**

# Exercise steps

Facilitators to guide the discussions to identify systemic problems

Different action criteria by various groups

ID potential points-of-conflict and need to increase interagency cooperation and the use of unified command

# Summary

**Alternatives to full-scale exercises:  
tabletops and dioramas**

**Constraints are: money, time,  
people, resources, and  
imagination**