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

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

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?

RAILROAD BUILDINGS
RAILROAD BUILDINGS
RAILROAD BUILDINGS
RAILROAD BUILDINGS
BACHMANN
BACHMANN IND. INC.

BACHMANN
N
BUILDINGS
RAILROAD
BUILDINGS
STAR JOURNAL BUILDING
TWO STORY BUILDING

Industrial Park
STOP

ILLINOIS CALIFORNIA
CHICAGO
DENVER

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