

LESSON PLAN

TOPIC: Incident Command

Total Time: 1.5 Hour

Student Materials:

PowerPoint Handout “Managing the Incident – Activity”

Training Materials Needed:

PowerPoint Presentation (on server)
Laptop and Video Projector
Flip chart and markers
Box of LEGO toys,
Laminated Rules, Toy instructions

Objectives: The learner will be able to:

- Identify the five functions of the ICS
- Participate in application of the ICS to mitigate problem

Before beginning class, confirm number of students in class to determine how many groups will be used in class activity. A basic group will consist of 6 students consisting of:

- IC
- Safety (enforces rules)
- Operations Chief
- At least 1 person working under direction of Ops Chief (Based on students in class, more can be used)
- Logistics Chief (given a box that has unassembled toy)
- Planning Chief (given instructions to toy assembly)

Use the PowerPoint presentation to cover the material. When you get to slide #26, select an IC for each group. The IC should appoint remaining positions in his/ her group. The IC will be given a toy and instructed to develop a plan for the group to re-create a duplicate toy with pieces found in Logistics box. The safety officer will be given the rules of the activity and should review the rules with team. Safety will be responsible for watching team for rule violations.

Safety Officer

Job Description: Observe team to ensure rules are followed.

Rules:

- IC must stay in command post
IC may only show toy to Operations Chief
IC may only talk to Ops/ Planning Chief one at a time.
- Operations Chief may ask logistics for “same type” of pieces on each trip to logistics. Must describe item. May not look/ touch items in logistic box.
- Logistics may **not** talk to team or allow team to look in box
Logistics may retrieve one item at a time for Ops.
- Operations may only receive **one type of piece** at a time
- Planning: The **Pre-plan must stay** at planning’s work area. Planning Chief may go to IC and provide info.
- Ops chief **may** meet with team:
 - hand team piece of toy and provide instructions
 - Ops chief **may not**:
 - go into team’s work area
 - touch their project

Dilemmasaurus: A Tinkertoy Building Activity for Health and Safety Training

Background

At The New England Consortium-CSEA we learned about building Tinkertoy structures at the 2003 Trainers Exchange in Orlando, when it was presented by trainers from the University of Alabama Birmingham. The title of the activity presented in 2003 was “Dilemmasaurus.” Since then we have used variations of the Tinkertoy building exercise – which we continue to refer to as Dilemmasaurus – in nearly every 40-hour HAZWOPER and 24-hour Emergency Responder, and in many refreshers and confined space entry trainings. It is a great tool for participants to learn the importance of communication and effective team interaction, and it is fun. The activity takes about 45 to 60 minutes from start to finish, including debrief. Shorter versions (30 minutes) are also possible.

How It Works

This is generally how we run the Dilemmasaurus activity.

- 1) Prior to the activity, the trainers (or one trainer) will construct a Tinkertoy structure of varying complexity, typically of moderate difficulty to replicate. The original structure is typically constructed in another room outside of the classroom where the students do not see it before the activity begins.
- 2) The class will work in small groups of 3-5 people. Each small group will have an exact set of Tinkertoy pieces that match the pieces in the original structure that a trainer constructed in the other room. The small groups are competing against one another to see which group constructs the most accurate replica in the shortest amount of time.
- 3) The trainers start the clock.
- 4) Each group will send in one observer (or runner) at a time to view the original Tinkertoy structure.
- 5) The observer/runner will then return to his/her team and instruct them on how to correctly replicate the structure.

- 6) The observer/runner must communicate only verbally with his/her team. No photographs, cell phone images, writing or drawings are allowed. The observer may not point to the emerging structure, but rather must instruct only verbally how to proceed with the construction of the replica.
- 7) Once one observer/runner has returned to his/her team at least twice, the team may decide to rotate in another observer. The previous observer may not begin constructing immediately, but must instruct verbally the builder(s) how to proceed. Only after the current observer has shuttled in and out of the other room at least 2 times may the previous observer then become a builder.
- 8) The group may decide to keep only one observer/runner and have everyone else act as builders, or they may decide to rotate new observers into duty. The same rule applies for each observer that is rotated out of observer/runner duty back to the construction site: no observer may start acting as a builder until the current observer has gone to the original Tinkertoy structure at least 2 times.
- 9) Once the small group believes they are done with their structure they should tell the trainers. The trainers will write down the time taken for that group to complete the replica.
- 10) Once all of the structures are complete to the satisfaction of each small group, the trainers will transport the original structure into the main classroom. Each group's replica will be placed, one by one, next to the original structure to assess the accuracy of each replica. The trainers will assess which replica came closest to the original and also consider the time taken by each group to complete the job. A winner is declared. Prizes are showered on the winners, of course.
- 11) The trainers will then debrief the experience of each small group. In the debrief, attention should be paid to how effective each group communicated and functioned. Did each group decide on a set of coordinates to help in construction? What was the personnel structure that worked for each group? How well did communication work? Etc.



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