



## I. WELCOME AND INTRODUCTIONS

**Total Time: 1 hour 30 minutes**

	<b>OBJECTIVES</b>	At the end of this unit, the participants should be able to: <ul style="list-style-type: none"><li>• State the purpose of the course.</li><li>• Define a special event.</li><li>• Identify several examples of special events.</li><li>• List the criteria for identifying a special event.</li></ul>
	<b>SCOPE</b>	The scope of this unit includes: <ul style="list-style-type: none"><li>• Course Introduction</li><li>• Participant Introductions</li><li>• What is a Special Event?</li><li>• Activity – My Special Events</li></ul>
	<b>METHODOLOGY</b>	The Instructor will begin the course by introducing him or herself and the course topic. The Instructor should review the purpose and objectives of the course, and then encourage participants to introduce themselves and their background.  The Instructor will then review the definition of a special event. The unit will conclude with a brainstorming activity, in which participants list the special events that have occurred in their communities in the past several years. The Instructor will hold a group discussion to talk about the success and/or failure of these events with the participants before moving on to the next unit.



	<p><b>TIME PLAN</b></p>	<p>The following time plan is suggested for this unit. Be prepared to adjust the time plan to fit the needs of the class.</p> <table border="0"> <thead> <tr> <th style="text-align: left;"><b>Topic</b></th> <th style="text-align: right;"><b>Time</b></th> </tr> </thead> <tbody> <tr> <td>Course Introduction</td> <td style="text-align: right;">15 minutes</td> </tr> <tr> <td>Participant Introductions</td> <td style="text-align: right;">25 minutes</td> </tr> <tr> <td>What is a Special Event?</td> <td style="text-align: right;">25 minutes</td> </tr> <tr> <td>Activity – My Special Events</td> <td style="text-align: right;">25 minutes</td> </tr> <tr> <td style="text-align: right;"><b>TOTAL TIME</b></td> <td style="text-align: right;"><b>1 HOUR 30 MINUTES</b></td> </tr> </tbody> </table>	<b>Topic</b>	<b>Time</b>	Course Introduction	15 minutes	Participant Introductions	25 minutes	What is a Special Event?	25 minutes	Activity – My Special Events	25 minutes	<b>TOTAL TIME</b>	<b>1 HOUR 30 MINUTES</b>
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<b>TOTAL TIME</b>	<b>1 HOUR 30 MINUTES</b>													
	<p><b>ADDITIONAL INFORMATION</b></p>	<p>Information about this material is available by contacting:</p> <p>FEMA Independent Study Program          Emergency Management Institute          National Emergency Training Center          16825 South Seton Avenue          Emmitsburg, MD 21727</p>												



### COURSE INTRODUCTION

#### WELCOME AND INSTRUCTOR INTRODUCTION

Welcome the participants to the Special Events Contingency Planning course. Introduce yourself and any other instructors, providing a brief description of your background and experience.



**INTRODUCE  
COURSE AND  
INSTRUCTORS**



**VISUAL 1.1**

#### Course Introduction

##### **Special Events Contingency Planning – FEMA Course IS-15**

- Class time is 2 days**
- Course is broken into seven lessons**
- Practice exercises throughout**
- Job Aids Manual references**

Visual 1.1



## EXPLAIN COURSE PURPOSE

### COURSE PURPOSE

- Explain the course purpose to the participants.
- Explain that this course will include information about planning a safe and successful special event.
- Point out that this course will cover several topics that they probably are familiar with, but will also cover some topics that they may not have considered—or may not have considered from the perspective presented in this course.
- Point out that the participants will also learn from others' experiences and, therefore, can expect to leave the course with some realistic ways to address planning for their specific special events.



## VISUAL 1.2

### Course Purpose

#### This course provides:

- Guidelines regarding contingency planning for special events
- Instruction for how to use the Incident Command System (ICS) to manage special events

Visual 1.2



## REVIEW COURSE GOAL

Review that the course goal is to provide community, local, state, and federal event planners with a systematic approach to contingency planning for special events.



## VISUAL 1.3

### Course Goal

- To provide community, local, state, and federal event planners with a systematic approach to contingency planning for special events.



Visual 1.3



## REVIEW COURSE OBJECTIVES

Review the course objectives with the class. Tell the group that this course will focus on the steps required for planning a special event. Explain that expectations for the course are related to course objectives. At the end of this course, the participants should be able to:

- Define a special event.
- Identify strategies for successfully planning a special event.
- Identify the hazards and associated risks that jurisdictions must address when planning for any event.
- Identify critical operational considerations associated with a special event.



## VISUAL 1.4

### Course Objectives

- Define a special event.
- Identify strategies for successfully planning a special event.
- Identify the hazards and associated risks that jurisdictions must address when planning for any event.
- Identify critical operational considerations associated with a special event.

Visual 1.4



## CONTINUE OBJECTIVES

- Identify the advantages of using ICS during a special event.
- Determine when specific types of events require special planning considerations.



## VISUAL 1.5

### Course Objectives (cont.)

- Identify the advantages of using ICS during a special event.
- Determine when specific types of events require special planning considerations.

Visual 1.5



## REVIEW COURSE AGENDA AND PROVIDE FACILITY INFORMATION

### COURSE AGENDA

List the course units and the time associated with each unit.

- Unit 1 Course Introduction — 1 hour 30 minutes
- Unit 2 Pre-Event Planning — 1 hour 45 minutes
- Unit 3 Risks and Hazards to Consider — 2 hours
- Unit 4 Special Operational Considerations — 3 hours 30 minutes
- Unit 5 Using Incident Command System to Manage Special Events — 1 hour 45 minutes
- Unit 6 Planning Considerations for Specific Events — 1 hour 30 minutes
- Unit 7 Course Summary — 1 hour 30 minutes

Explain that during the course, the participants will work in small groups to complete activities that require them to plan a special event together. Emphasize that the activities build on each other and that it is important that they complete each activity before moving to the next.



## SM I-8

Referring to the Course Schedule on page I-8 of the Student Manual, explain the times allowed during the day for lunch and breaks, as well as classroom food and drink rules, and emergency procedures. Orient the participants to the facility and provide the location of restrooms, telephones, and eating facilities.



## VISUAL 1.6

### Course Agenda

- Unit schedule
- Break schedule
- Facility overview
  - Restrooms
  - Telephones
  - Eating facilities
  - Classroom rules
  - Emergency procedures

Visual 1.6



**COURSE SCHEDULE**

TIME	DAY 1	DAY 2
8:00	Unit 1: Course Introduction	Unit 4: Special Operational Considerations (cont.)
8:15		
8:30		
8:45		
9:00	Break	Break
9:15	Unit 1: Course Introduction (cont.)	Unit 4: Special Operational Considerations (cont.)
9:30		
9:45	Unit 2: Pre-Event Planning	
10:00		
10:15	Break	Break
10:30	Unit 2: Pre-Event Planning (cont.)	Unit 5: Using ICS to Manage Special Events
10:45		
11:00		
11:15		
11:30		
11:45	Lunch	Lunch
12:00		
12:15		
12:30		
12:45	Unit 3: Risks and Hazards to Consider	Unit 5: Using ICS to Manage Special Events (cont.)
1:00		
1:15		Unit 6: Planning Considerations for Specific Events
1:30		
1:45		
2:00	Break	Break
2:15	Unit 3: Risks and Hazards to Consider (cont.)	Unit 6: Planning Considerations for Specific Events (cont.)
2:30		
2:45		
3:00	Unit 4: Special Operational Considerations	Unit 7: Course Summary
3:15		
3:30	Break	Break
3:45	Unit 4: Special Operational Considerations (cont.)	Unit 7: Course Summary (cont.)
4:00		
4:15		
4:30		
4:45	Adjourn	Adjourn



### DESCRIBE STUDENT MANUAL

## COURSE MATERIALS

Describe the Student Manual that will be used during the course. Ask the participants to follow along in their manuals as you describe its contents.

The Student Manual contains:

- All of the information that is presented in the course
- Copies of visuals
- Unit activities
- Job Aids Manual for use during the course and as a reference during future special event contingency planning

Encourage the participants to take notes in the Student Manual so that it will be more useful to them after class.



### VISUAL 1.7

### Course Materials

- Student Manual**
  - Course information**
  - Course visuals**
  - Activities**
  - Job Aids Manual**



Visual 1.7



## PARTICIPANT INTRODUCTIONS



**ASK FOR  
STUDENT  
INTRO-  
DUCTIONS**



**VISUAL 1.8**

Ask the participants to introduce themselves and briefly identify their organization, position, experience, and role in special events planning. Ask what they expect from this course.

### Participant Introductions

- Participant introductions**
  - Name**
  - Job**
  - Experience with special events**
  - What do you expect to get from this course?**



Visual 1.8



### CONDUCT ACTIVITY

## WHAT IS A SPECIAL EVENT?

### ACTIVITY 1.1 – SPECIAL EVENT OR NOT?

#### Instructions:

Refer participants to page I-11 in their Student Manual. Set up the activity by telling participants that we are going to first see if we can agree on what a special event is.

Go through the list of activities, one by one – and, for each:

- Ask, by a show of hands: Is this is a special event or not?
- Ask those that responded “Yes, it is a special event:” What makes this a special event?
- Record rules that are given that are correct on an easel chart.
- At the end, summarize the rules given.

#### Scenarios:

- **Weekly College Football Game** – No, it is a regular or “routine” event. (This event could escalate to special event status if it is a bigger deal than usual. For example; a huge rivalry.)
- **The Super Bowl** – Yes, because it’s non-routine, stretches community resources, involves a large number of people, and requires pre-planning.
- **Local Community Oktoberfest** – Yes, because it’s non-routine, stretches community resources, involves a large number of people, and requires pre-planning.
- **Presidential Inauguration** – Yes, because it’s non-routine, stretches community resources, involves a large number of people, and requires pre-planning.
- **Charity Bike Ride with Limited Participation** – No, because it involves a limited number of people.



VISUAL 1.9

### Activity 1.1

- Special event or not?**
  - Weekly college football game**
  - The Super Bowl**
  - Local Community Oktoberfest**
  - Presidential Inauguration**
  - Charity bike ride with limited participation**

Visual 1.9



### DEFINE SPECIAL EVENT

#### DEFINITION OF A SPECIAL EVENT

Referring to Visual 1.10, describe a special event and its characteristics. Point out that a special event is a nonroutine activity within a community that brings together a large number of people.

List guidelines for identifying a special event. Point out the following characteristics. A special event:

- Is non-routine.
- Places a strain on community resources.
- May involve a large number of people.
- Requires special permits or additional planning, preparation, and mitigation.

Point out to the participants that each community has laws, ordinances, and permitting requirements that may be different. As such, they should check their community's special event and mass gathering laws and permitting process for specific information.



VISUAL 1.10

### What is a Special Event?

**A special event is a non-routine activity within a community that brings together a large number of people.**



Visual 1.10



## GIVE EXAMPLES



## VISUAL 1.11

Give examples of special events. List the following event types:

Carnivals, fairs, firework displays, parades, air events, aquatic events, motor events, concerts, conventions, festivals, political rallies, and sporting events.

### What is a Special Event?

- A special event:**
  - Nonroutine**
  - Places a strain on community resources**
  - May involve a large number of people**
  - Requires special permits or additional planning, preparation, and mitigation**



Visual 1.11



### CONDUCT ACTIVITY



### RECORD ANSWERS



### VISUAL 1.12

## ACTIVITY 1.2 – MY SPECIAL EVENTS

### Instructions:

Refer participants to page I-14 in their Student Manual.

1. Explain that the purpose of the exercise is to discuss types of special events that individuals have attended.
2. Tell the participants that this will be a group discussion.
3. Ask participants to brainstorm some of the special events that they have attended in their community in the past five years (e.g., parades, festivals, political functions)
4. Ask for volunteers to rate the overall success or failure of the management of events. Ask about weaknesses in the process of planning, staging, and/or demobilization that they have experienced.
5. Record each of these items on a white board or easel pad as they are identified.

### Activity 1.2

- List some special events that you have attended in your community in the past five years
- Discuss the overall success or failure based on the management of these events
- Identify weaknesses in the planning, staging, and demobilization

Visual 1.12



### UNIT SUMMARY/TRANSITION



REVIEW UNIT

Ask the participants if they have any questions about what a special event is.



VISUAL 1.13

## Definition of Special Event

Questions?



Visual 1.13