



RATIONALE AND COURSE GOAL

The goal of this course is to provide community, local, state, and federal event planners with a systematic approach to contingency planning for special events. This classroom version was created from the web-based independent study IS15a so that groups, either as teams from single communities or as individuals from multiple jurisdictions, could come together to plan the safety and security of any type or size special event.

This course will provide universal guidelines regarding contingency planning for special events of all sizes, and will provide instruction for how to use the Incident Command System (ICS) as an efficient way of managing special events.

COURSE OBJECTIVES

Upon successful completion of the course, the students 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.
- Identify the advantages of using ICS during a special event.
- Determine when specific types of events require special planning considerations.

TARGET AUDIENCE

At least two target audiences are envisioned for the course:

1. Community Special Event Planning Teams—One target audience is the team of individuals within a particular community who are planning a special event together. This team could take the course together and use it as a way of preparing for the event.
2. Community Special Event Planners—Another target audience consists of individuals who have roles to play in a special event and want to learn more about how to prepare for and manage the event.

The course is designed throughout to accommodate both of these target audiences. However, the review activities may be customized for each target audience based on their specific needs.

Community special event planners include the following:

- Special event planners/coordinators
- Special event promoters and sponsors
- State, local, and community officials
- Local Emergency Planning Committees
- Public works agencies and utility companies
- Other agencies or individuals involved in special event planning



COURSE STRATEGY

Special Events Contingency Planning uses a variety of instructional methods, including lecture, interactive question-and-answer, learning activities, and discussion. Visual media complement the training methods and support the learning. The course includes exercises that give students the opportunity to create contingency plans for special events and to reinforce the learning objectives of the course.

INSTRUCTIONAL METHOD	DESCRIPTION
Instructor Presentation	Information exchange in which factual and experiential information is presented by the Instructor in a direct, logical manner. Student participation is encouraged; participants can question, clarify, and challenge.
Group Discussion	<p>Focused group discussions guided by the Instructor towards the desired answers or outcomes. This exchange allows participants to benefit from others' prior knowledge and experience with a topic or subject.</p> <p>A variety of group discussion strategies may be used, including large group discussions, small group discussions, and "Think Fast" discussion.</p>
Brainstorming	<p>Group interaction that focuses on a single question or problem, and generates as many answers and solutions as possible. One idea or comment can spark other ideas and comments. This method encourages full participation because all ideas are equally recorded, and it draws on the entire group's knowledge and experience. A spirit of cooperation is created.</p> <p>A variety of brainstorming strategies may be used, including large group brainstorming, small group brainstorming, and 15-second drill.</p>
Small Group Activity	Small groups work together to solve a problem or complete a task. All students in the group actively participate as the success of the group depends on the input of each individual. Feedback is provided through group de-briefs.
Group Debrief	Facilitator-guided discussions that allow participants to receive feedback from their peers and the instructor, and to learn from others through the sharing of ideas and critical thinking skills
Simulation	Case-based activity that allows participants to apply the procedures, critical thinking, and strategies introduced in the course to a controlled, contrived situation. Worksheets are used to provide structure and develop critical thinking skills. Feedback is provided through group de-briefs.

COURSE DURATION

This course is 2 days in length. Each training day is scheduled for approximately 7 hours and 45 minutes.



INSTRUCTOR QUALIFICATIONS

The instructors for this course should be program specialists or other staff who have experience in planning and preparation for special events. Instructors should also have experience in training methodologies and working with adult learners.

COURSE SCHEDULE

This course is intended to be delivered as a field course. It is divided into seven units, which are presented sequentially over a 2-day period. The tables below show the sequence of presentation and approximate times required to present each unit.

DAY 1

Unit Description	Estimated Time
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	1 hour 30 minutes
4 15-minute breaks	1 hour
Total Time	7 hours 45 minutes

DAY 2

Unit Description	Estimated Time
Unit 4: Special Operational Considerations (continued)	2 hours
Unit 5: Using ICS 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
4 15-minute breaks	1 hour
Total Time	7 hours 45 minutes



COURSE MATERIALS

There are two main resources for this course:

- This Instructor Guide (IG)
- The Student Manual (SM)

Each resource is described below and on the following pages.

INSTRUCTOR GUIDE

Content. The IG contains all of the information needed to prepare for and facilitate the course, including:

- Suggestions for course management
- The training content
- Copies of visuals (Small versions, for reference, are included in the training content)
- Instructions for conducting group activities and exercises

Reference copies of exercise materials from the Student Manual are included in the IG.

Format. Each unit begins with an overview of its contents and includes a description of the unit objectives, topics to be presented, methodology, a time plan for presenting each topic, and references.

Following this overview is the training content, which is presented in a three-column format. The left column contains icons that serve as visual cues to the instructor. The icons and their meanings are presented on the next page. The middle column contains a phrase that further defines the icons and provides additional guidance on how to present the training content, which is found in the right-hand column. Following the prompts in the first two columns will help you to present the training content more effectively.



COURSE MATERIALS (CONTINUED)

INSTRUCTOR GUIDE (CONTINUED)

Icon	Meaning
	Present content.
	Conduct an exercise or activity.
	Ask a discussion question.
	Display a visual. Note that a small version of the visual appears in the training content column for easy reference.
	Refer the students to the Student Manual.
	Record key points on chart paper, a chalkboard, or a dry-erase board.
	A note for the instructor that includes important information about the content.



COURSE MATERIALS (CONTINUED)

STUDENT MANUAL

The Student Manual (SM) is the participants' resource during the session. It includes:

- All information presented in the course, using text and graphics.
- Copies of all visuals.
- Additional, in-depth information on selected topics.
- Instructions for all exercises, with worksheets, checklists, or job aids as appropriate.

The SM organization parallels the IG, as shown in the table below.

Unit	Description
Unit 1: Course Introduction	This Unit provides an introduction to the course, including a welcome, introductions (instructors and participants), course materials, and other instructions. It gives an overview of special events, including what constitutes a special event, examples of special events, and guidelines for identifying a special event. It also introduces the phases of special events (planning, execution, and demobilization) and identifies the significant actions that occur within each.
Unit 2: Pre-Event Planning	This unit will focus on the importance of planning and how planning relates to the success of a special event, and introduce a general flow for planning a special event and strategies for successfully planning, execution, and demobilization of a special event.
Unit 3: Risks and Hazards to Consider	Hazard analysis is the decision process used to anticipate what can occur, how often it is likely to occur, the damage it is likely to cause, how likely it is to affect the community, and how vulnerable the community is to the hazard. For special events, it is important to have broad situational awareness and foresee any potential cascading events from identified hazards.
Unit 4: Special Operational Considerations	This unit will outline the importance of identifying and addressing the critical operational considerations that are associated with a special event.
Unit 5: Using ICS to Manage Special Events	This unit introduces the Incident Command System (ICS) as an efficient way of managing special events. This unit will discuss the ICS organizational structure, ICS positions, incident action planning, and command structures.



Unit 6: Planning Considerations for Specific Events	This unit will explore the special planning considerations that are required when hosting high-risk special events.
Unit 7: Course Summary	This unit will provide a review of the important information from the entire course and serve as preparation for the final examination. After completing this unit, the participant should be able to summarize the key points of the course and complete the final exam.
Appendix A: Job Aids	Includes blank copies of all worksheets, checklists, and other job aids used in the course.



PREPARING FOR THE COURSE

GENERAL PREPARATION

This course has been designed to encourage student interaction. You must be prepared, however, to lead discussions, facilitate activities, answer questions, and interact effectively with the class. Thorough preparation for this course is essential and will require that you:

- Review all materials thoroughly before the session. Be sure that you are familiar with their contents and format. (See “Course Materials” for descriptions of these materials.)
- Be prepared to answer questions about Special Events Contingency Planning before, during, and after the course.
- Take the preparatory steps required to ensure that all students understand what will be expected of them during the course. (See “Special Preparation” below.)

SPECIAL PREPARATION

Successful presentation of the course will require that you take steps to prepare, including:

- Determining who should participate in the course.
- Determining the date(s) and location of the course.
- Making initial contacts with prospective participants. At this point, interested participants should receive:
 - A letter of invitation.
 - A description of the training.
 - The training objectives.
 - The target dates for the course.
- Reviewing the course materials thoroughly to become familiar with the content.
- Preparing the course agenda.
- Sending detailed course information to the students at least 3 weeks before the course, including:
 - Training dates, times, and location.
 - The training agenda.
 - The list of registered students.
 - A list of required materials.
 - Optional: If participants have been involved with event planning, it can be suggested that they bring even plans to discuss with other participants.



MATERIALS REQUIRED

You will need the following equipment and materials to conduct this course:

MATERIALS

- Instructor Guide (one for each instructor)
- Student Manual (one for each participant)
- The Special Events Contingency Planning Job Aids Manual (one for each instructor and participant)
- PowerPoint disk containing the course visuals
- Name tags (one per student and one per instructor)
- Tablets (one per student)
- Pencils (one per student)
- Chart paper, markers, and masking tape

EQUIPMENT

- Computer with display unit (or overhead projector and screen)
- Easel for the instructors

PRE-COURSE ACTIVITIES

There are no pre-course activities required for this course.

COURSE REFERENCES

The FEMA Special Events Contingency Planning Web-based course (IS-15a) and Job Aids Manual were used to develop this course.

COURSE EVALUATION

This course will be evaluated in two ways:

- The students will complete six exercises (one per Unit) in which they plan a special event across the length of the course, plus supporting exercises that evaluate comprehension of the course material.
- The students will complete a written test.