

FACILITATOR JOB AID KICK-OFF

Start the video and pause at the title graphic.



(Plane Crash title graphic used as a sample.)

INTRODUCTION

- **Decision Making in a Crisis:** The session starts with an immersion activity where you will be required to make decisions and take action as unit staff members responding to emerging crisis conditions.
- **Consequences:** All decisions carry consequences. Your decisions will determine the success of your team in protecting the health and safety of the public and your staff.
- **Baseline:** The abilities you demonstrate will establish a baseline for thinking about how you make decisions during a crisis.
- **First Video:** We start with a short video that illustrates the initiating conditions to which you and your team will respond. After the video, I will provide instructions and get you started in the exercise.

Play the video through the dramatization of the crisis event.

Pause here:



Instruct participants on these points →

GENERAL ORIENTATION

- **Not Your Plant:** The board represents the Three Pillars Nuclear Power Plant. Three Pillars is not your power plant or any other “real” power plant. It has its own simplified way of operating that you will quickly learn.
- **Decisions, Not Technical Knowledge:** This exercise is about decision making and not about technical abilities.
- **Supervisory Roles:** You each fill a supervisory role at Three Pillars Nuclear, and some of you might fill more than one role.
- **Color Coding:** Badges, role sheets, and people in each department are color coded. You will move the staff members of your own color.
- **Taking Turns:** Take turns spinning the spinner, and then move one of your own staff members (of the same color) along the blue spaces. Pass the spinner to the left.
- **Dual Roles:** If you have two roles, spin once for each role.
- **Shift Manager’s Turn:** The Shift Manager does not have people on the board. The Shift Manager may spin, and then allocate their move to any other supervisor.
- **Video Cues:** Next I will show you how the video will drive the action.

Play, then pause here:



Instruct participants on these points →

HOW TO LEARN NEW INFORMATION

- **NEW INFORMATION in the Video:** When you see this NEW INFORMATION screen and hear the following sound, pay attention to the video that will follow.
- **UNKNOWN CONDITIONS on the Board:** You may also receive new information through other means. For example, UNKNOWN CONDITIONS cards indicate where your situational awareness is incomplete. Do not read these cards now. To learn about these conditions, you will need to move a staff member to the space containing an UNKNOWN CONDITIONS card, and then read the card.

Play, then pause here:



Instruct participants on these points →

HOW TO IMPROVE PLANT CONDITIONS

- **TAKE ACTION in the Video:** When this graphic is on the screen with the clock counting down, you will have opportunities to make decisions and take action for a limited time.
- **Board Pieces:** Let's look at the pieces on the board that are important during TAKE ACTION.
 - **STATUS Tiles on Equipment:** Double-sided red and green tiles indicate that a system or piece of equipment is operating or not: red means "operating" and green means "not operating." Instructions on these cards indicate how you can control the systems.
 - **FLEX Equipment:** You have a FLEX storage building, and you can read the inventory. Four FLEX hookups are located throughout the plant. If you decide to deploy FLEX equipment, first move a staff member to the FLEX storage facility, and then open it for further instructions.
 - **FIRE EQUIPMENT (if used in scenario):** Four FIRE EQUIPMENT hookups are located throughout the plant. If you decide to deploy the Fire Brigade, the Unit Supervisor must move two equipment operators and the Fire Equipment to a FIRE EQUIPMENT hookup.
 - **People Requiring Rescue:** When a person on the board is injured or trapped, lay the playing piece on its side to indicate that the person requires rescue. That person cannot move until they are rescued.
- **Countdown:** Now watch and listen to what happens when the countdown reaches zero.

Play, then pause here:



Instruct participants on these points →

Guide CRs through their first ASSESSMENT.

Make sure they adjust plant indicators.

HOW TO ASSESS THE CONSEQUENCES OF YOUR DECISIONS

- **ASSESSMENTS:** You will periodically be required to assess plant conditions. When it is time to do so, you will see this graphic and hear this sound.
- **Perform First ASSESSMENT:** We will perform your first assessment now.
- **Job Aid:** Control Room Supervisor(s), look on the back of your role sheet for the "Loss of Offsite Power Job Aid."
- **Assess Core Temperature (if used in scenario):** Given the current conditions of the plant, is your core temperature going up or down? (*Walk through "Loss of Offsite Power Job Aid" and move indicator accordingly.*)
- **Assess Spent Fuel Pool Temperature:** Is Spent Fuel Pool temperature going up or down? (*Walk through "Loss of Offsite Power Job Aid" and move indicator accordingly.*)
- **Assess Water Supply Level:** Is Water Supply Level going down or remaining the same? (*Refer to Water Supply STATUS tile.*)

Play, then pause here:



GET READY

- **Prepare to Begin:** Conduct an initial briefing among yourselves. The activity will begin shortly.

In a few minutes, play the video without warning to interrupt the initial briefing with NEW INFORMATION.