

SOMETHING'S FISHY

FACILITATOR'S GUIDE



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WELCOME

This facilitator guide provides you with all you need to conduct a tabletop exercise based on the *Something's Fishy* scenario. This scenario begins with a single consumer complaint regarding food quality. As the inspection process unfolds, the preliminary work on identifying unsafe food products is introduced. The scenario broadens as food fraud is discovered, and the investigation eventually crosses state boundaries, but other jurisdictional boundaries can be tested as well. The concurrent activities of various agencies, including law enforcement, are included.

Exercise Goals and Objectives

Overall Goal

Improve jurisdictional preparedness, communications, and response to food fraud incidents.

Objectives

At the conclusion of this tabletop exercise, participants should be able to:

- Articulate their specific roles and responsibilities to other professionals in reacting to a discovered food fraud incident.
- State the purpose of having multiple agencies assume distinct and sometimes overlapping duties to effectively address and remedy the situation.
- Collaborate with a diverse group of responders who may not have worked together before (e.g., media, law enforcement, risk managers).
- Identify other entities or agencies that are needed to properly address the situation but have not been included on the team.
- Propose comprehensive, collaborative, and effective ideas, strategies, and solutions to ensure the timely remediation of the discovered food fraud incident.
- Identify the strengths and development needs of participants' own agencies to improve or enhance their team's ability to detect and respond to a food fraud incident.

Exercise Expectations

The event you are preparing to conduct is a tabletop exercise. This tabletop exercise is intended to involve key personnel discussing a simulated scenario in an informal setting. You can use the discussion time today to talk about plans, policies, and procedures, and promote functional organization through

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the understanding of authorities, protocols, and response resources that already exist within participants' jurisdictions.

This scenario should include a cross-section of the law enforcement community, the food industry, state, local, tribal, and territorial regulatory agencies, and other government and FDA representatives. Through collaboration and coordination with multiple stakeholders, many will benefit from participating in this scenario. We encourage the following groups to participate in this exercise so that they can contribute to the overall understanding of the scenario, develop and/or strengthen working relationships with other organizations, and benefit from the collective dialogue.

This tabletop exercise is designed to facilitate discussion among various participating entities, such as:

1. Food industry
2. State, local, tribal, and territorial regulatory agencies
3. Government and federal agencies (FDA, USDA, FSIS)
4. Law enforcement (USDA OPEER CID, USDA OIG, state and local law enforcement agencies, FBI, DHS)

Facilitator Expectations

The role of the facilitator is to guide the participants through the tabletop exercise. Your primary responsibilities before and during the exercise include:

1. Read and understand this guide before conducting the tabletop exercise.
2. Be familiar with the objectives of the tabletop exercise and ensure that participants are familiar with these objectives before the tabletop exercise.
3. Understand the exercise evaluation guide (EEG) used to document highlights of the discussions.
4. Thoroughly review the Situation Manual (SITMAN) and accompanying PowerPoint presentation.
5. Thoroughly review the appendix documents that support the narrative of the scenario.
6. Establish and monitor a basic set of ground rules for participants to follow during discussion.
7. Keep the Tabletop Exercise on schedule.
8. Identify the appropriate times for breaks and lunch (if applicable).
9. Facilitate discussions by asking pertinent questions rather than offering your opinions.

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10. Keep all discussions focused by bringing the group back on track if the conversation strays from the topic.
11. Encourage interaction among the different groups, as it would be in the real world.
12. Encourage participants to share their experiences and ideas to learn from one another.
13. Help the small groups during the breakout sessions if they have questions or need clarification on the discussion questions.
14. Identify participants who have relevant and recent experience with scenarios, and encourage them to share with less experienced participants.

It may be necessary for you to interact with and monitor the small groups to make sure they stay engaged; this may include reassigning members to different tables to facilitate a more effective and balanced discussion. Some facilitators have also found it helpful to have someone identified (perhaps the lead planner) to assist with monitoring and guiding the groups when they are in the breakout sessions.

Participant Expectations

The following can be expected of the tabletop exercise participants:

1. Participants should have a working knowledge of retail food investigations through public health, environmental health, and/or local/state/tribal organizations.
2. Participants who have relevant experiences are expected to share those experiences with less experienced participants during the breakout sessions.

Additional Materials

A PowerPoint presentation has been developed to facilitate the tabletop exercise and enhance the learning experience. A situation manual (SITMAN) serves as a reference tool for the participants. A certificate will be printed and presented to participants upon successful completion of the exercise.

Personal Learning Inventory

The Personal Learning Inventory (PLI) is designed to provide participants with a document they can keep, which highlights their major takeaways, improvement ideas, and action items.

PLIs are for the participants' use only and will not be collected; however, they are welcome to share their PLI with others as a record of their learning experience in today's tabletop exercise. Every participant should use the PLI included at the end of the SITMAN during the tabletop exercise to capture important discoveries and issues as they go through the modules. Participants will complete the PLIs at the end of the Exercise and keep them. The PLIs will not be collected.

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Optional Multiple Jurisdiction Coordination

This exercise was designed to be able to include more than one jurisdiction and also be flexible enough to allow both participating jurisdictions to test plans and procedures to meet their needs. In the prototype, the State of Michigan notified the State of Minnesota in real time that they'd found a product suspected of being mislabeled/species substitution with a label indicating origin in Minnesota. While the full multi-agency tabletop continued in Michigan, Minnesota used it to test notification protocols and their ability to assemble a crisis management team and develop an incident action plan for their response. At the end of the tabletop, Minnesota reported via conference call on which actions they had taken.

This level of cooperation requires additional coordination, but it allows two jurisdictions to work together and use the same scenario to parallel a realistic incident that would require a notification. With an increasing need for multi-jurisdictional cooperation and scarce resources for exercises, it allows multiple agencies to test separate issues. For the optional second jurisdiction, they may wish to hold a discussion-based tabletop exercise and adapt the questions used here, or they may wish to do another form of exercise, including notifications internally or to other government agencies, including law enforcement. They may also wish to test the development of an incident action plan for sending inspectors to the location, or for reviewing the availability of supplies needed for deployment.

(Note: The products and locations in this exercise should be changed to reflect local products as well as a location in another jurisdiction. These details were defined in the pilot tabletop exercise and are provided for example. Species substitution in fish products is a concern that applies across the country and is the recommended starting scenario to keep the focus on food quality and food fraud, not necessarily on food safety.)

Evaluation

AFDO has created an online evaluation that can be accessed via a link or QR code in one of the last slides. The survey is available here: <https://www.surveymonkey.com/r/RQSJPMM>.

Course at a Glance

The approximate total workshop time is 7 hours, including breaks. Times can be adjusted to fit your participants' schedules and needs. **Note on each whole group recap: Groups should focus on the top three points or challenges they have uncovered.**







Time	Agenda
9:00-9:30 a.m.	Sign-In/Registration/Welcome/Introductions/Objectives (30 minutes)
9:30 to 10:00 a.m.	Module 1 (30 minutes) Presentation of scenario Conduct small group discussions related to specific responsibilities

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10 to 10:15 a.m.	Break
11 to 11:10 a.m. 11:10 to 11:30 a.m. 11:30 a.m. to Noon	Module 2 (60 minutes) Presentation of scenario Conduct a small group discussion related to specific responsibilities Each group reports on its assessment of the situation and steps to be taken The whole group discusses how its work should be coordinated Gaps in coverage are identified
Noon to 1:00 p.m.	Lunch (60 minutes)
1 to 1:10 p.m. 1:10 to 1:30 p.m. 1:30 to 2 p.m.	Module 3 (60 Minutes) Presentation of scenario Conduct a small group discussion related to specific responsibilities Each group reports on its assessment of the situation and steps to be taken The whole group discusses how its work should be coordinated Gaps in coverage are identified
2 to 2:15 p.m.	Break
2:15 to 2:25 p.m. 2:25 to 2:45 p.m. 2:45 to 3:15 p.m.	Module 4 (60 minutes) Presentation of scenario Conduct a small group discussion related to specific responsibilities Each group reports on its assessment of the situation and steps to be taken The whole group discusses how its work should be coordinated Gaps in coverage are identified
3:15 to 4 p.m.	Wrap-Up (45 minutes) After-Action Report Evaluations, Certificates, and Close

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Facilitator Guide Icons

When You See This ...	It Means ...
	REFER the participants to the SITMAN page as indicated.
	SAY what's printed in the SITMAN, present information in the PowerPoint, or provide other instructions.
	ASK question(s) of the participants; encourage share out.
	DISTRIBUTE materials to the participants.
	ASSEMBLE participants into a breakout or smaller group for an activity.
	PLANNING and review time for the facilitator.

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Preparations: Getting Started

The following items should be provided by the Lead Planner:

(See the Lead Planner Guide for additional resources (projector, microphones, etc.) for conducting an effective course.)

- List of participants and their affiliations
- Tabletop exercise agenda
- One copy of the Situation Manual (SITMAN) for each participant
- Name badge for each participant
- Table tent card for each participant group
- Certificate of Attendance for each participant
- Appropriate audio-visual equipment and meeting supplies (e.g., projector, laptop, screen)
- Copies of the Personal Learning Inventory (located in the SITMAN)

With assistance from the Lead Planner, the facilitator and training team should arrive early (ideally, 60 minutes before the start of the tabletop exercise) to make sure the room is set up properly and that the necessary documents and supplies are available. The facilitator should also check that all equipment is in working order.

A Note About Time Management

As the facilitator, you are responsible for keeping the tabletop exercise on schedule. Running behind schedule and finishing late will distract from the tabletop exercise's goals and may detract from the learning experience. Cutting corners and rushing through the program may have equally negative effects, as the continuity of the learning can be greatly disrupted. Some helpful guidelines for you to consider are:

- Prepare in advance to be familiar with the materials.
- Rehearse the timing of each portion of the training.
- Use the agenda – the timing has been calculated to effectively fit the allotted time frame.
- If the training is scheduled for more or less time than the suggested time frame, plan out a new agenda in advance.
- Manage excessive conversation by asking participants to link their comments to the stated objectives.
- “Park” lengthy discussions in a “Parking Lot” and agree to return to them later (if time permits).
- Questions and concerns that arise in the breakout sessions that cannot be resolved should be recorded in the After-Action Report (AAR).

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- Use breaks and lunch to recalculate the agenda timing if there are concerns about veering off course.

Opening Remarks: Suggestions

Slides are included on the pages that follow (starting on page 14) that can be used to guide the opening comments described below:

Facilitator Introduction – The facilitator should welcome everyone and introduce himself/herself to the participants.

Facility Points of Interest – Identify the locations of important places in the building, like the restrooms, emergency exits, snack room or cafeteria, and other places that may be needed by the participants during the course of the tabletop exercise.

Explain the Exercise Terminology – The following is a list of terminology that is used throughout this guide. The facilitator should go over these terms with the participants so that everyone has a clear understanding.

- **Facilitator** – The person who provides leadership to the participants during the presentation of the entire tabletop exercise. You should briefly describe your background and qualifications. Express your intent to make this tabletop exercise a useful and rewarding experience for all participants.
- **Lead Planner** – The person who has overall responsibility for the tabletop exercise, including convening the Planning Team and pre- and post-exercise needs
- **Group Leader** – A participant selected to keep each group on track during the breakout sessions. Each table should volunteer a group leader for their table.
- **Group Recorder/Reporter** – A participant selected to record the discussion at each table during the breakout sessions. They also act as the spokesperson during the moderated discussions. Each table should volunteer a group leader for its table.
- **Situation Manual (SITMAN)** – A handbook that is given to the participants that contains the scenario, objectives, and any supplemental documentation needed.

Evaluator(s) – Representatives chosen by the Planning Team to record the events at each breakout table or group. This person does not participate in the tabletop exercise but captures the essence of the dialogue using an exercise evaluation guide as a basis for use in the After-Action Report. They are chosen based on their expertise in the area that they are to observe. Confirm that an evaluator is present for each breakout table or group.

Participants – Explain that representatives from various entities have been asked to take part in this exercise. Ask participants to introduce themselves by offering their name, agency/company/entity, and their role.

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Exercise Objectives – Review tabletop exercise objectives with all participants. Ask participants what expectations they have for this exercise. Include relevant new objectives if time permits, and clearly explain that participant objectives that are not relevant will not be addressed in this exercise; however, another FREE-B scenario might be a better forum for a specific participant objective. Direct the participants to the FREE-B Web resource www.fda.gov/fooddefense to review other FREE-B content.

It is also important to remind the participant groups that not all of the questions will apply to every group.



Personal Learning Inventory

Instruct participants to review their Personal Learning Inventory (PLI). Remind participants that PLIs are for participants' use only and will not be collected. However, they are welcome to share their PLIs with others as records of their learning experiences in today's tabletop exercise.

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INTRODUCTION SLIDES

Slide 2: Opening Remarks


 <p>SAY:</p> <p>Welcome, everyone, to today's training. My name is ... Today, you'll be part of a tabletop exercise focused on the intentional aspects of food fraud and how they intersect with food quality, food safety, and food defense in the retail sector.</p> <p>Thank you so much for taking the time to attend the exercise. We hope to make this a valuable learning experience for you.</p>

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Slide 3: Agenda

Agenda

- 9:00-9:30 Welcome & Intro, Exercise Objectives
- 9:30-10:00 Module 1
- 10:00-10:15 Break
- 10:15-11:00 Module 1 (cont.)
- 11:00-12:00 Module 2
- 12:00-1:00 Lunch Break
- 1:00-2:00 Module 3
- 2:00-2:15 Break
- 2:15- 3:15 Module 4
- 3:15-4:00 After Action Report, Evaluations, Certificate, Close





**SAY:**

Here is today's agenda. We will provide time for breaks and lunch. Each module and subsequent discussion will vary in allotted time based on the amount of content, but we will roughly stick to this schedule.

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Slide 4: Funding Acknowledgement



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Funding Acknowledgement

- The development of this exercise was supported by the Food and Drug Administration (FDA)'s Innovative Food Defense Program and the Retail Food Safety Collaborative Financial Assistance Award granted to the Association of Food and Drug Officials (AFDO).
- The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement by, FDA/HHS or the U.S. Government.





SAY:

The development of this training was supported by the Food and Drug Administration (FDA) of the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award [FAIN] totaling \$500,000, with 100 percent funded by FDA/HHS.

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Slide 5: Acknowledgements, cont.



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Funding Acknowledgement (cont.)

- Thank you to the volunteer subject matter experts
 - Brad Deacon (Michigan Department of Agriculture and Rural Development)
 - John Spink (Michigan State University's Department of Supply Chain Management)
 - Doug Moyer (Michigan State University's Department of Public Health)
- Developed by Michigan Department of Agriculture and Rural Development (MDARD) and Michigan State University
- Updated by AFDO with support from Food Safety Strategy, LLC



SAY:






This training was developed by the Michigan Department of Agriculture and Rural Development and Michigan State University with support from the following:

- Brad Deacon (Michigan Department of Agriculture and Rural Development)
- John Spink (Michigan State University's Department of Supply Chain Management)
- Doug Moyer (Michigan State University's Department of Public Health)

More recently, AFDO updated this exercise with support from the Food Safety Strategy.




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Slide 6: Safety and Logistics

	<h3>Safety & Logistics</h3> <ul style="list-style-type: none">▪ Restroom▪ Emergency exits▪ Fire extinguisher, first aid, AED▪ Breaks and lunch plan <div></div> <p><small>FOR EXERCISE PURPOSES ONLY</small></p>	
	<p>USE:</p> <p>Facility Points of Interest: Identify the locations of important places in the building, like the restrooms, emergency exits, snack room or cafeteria, and other places that may be needed by the participants during the tabletop exercise.</p>	
	<p>PLAN:</p> <p>Timelines for breaks: Please see the agenda (page 8) to plan breaks and lunch logistics.</p>	
	<p>SAY:</p> <p>Our facility restrooms are located _____.</p> <p>Emergency exits can be found _____.</p> <p>In the event of a fire or other emergency, the fire extinguisher, first aid, and AED devices are located _____.</p> <p>During our lunch break, we plan to _____. Snacks and water are/are not provided. Vending machines are/are not on the premises.</p>	

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Slide 7: Introductions

	<h3>Introductions</h3> <ul style="list-style-type: none">• Facilitator• Evaluators (at each table)• Icebreaker (name, organization) <div data-bbox="1055 724 1226 808"></div> <p data-bbox="414 777 600 798">FOR EXERCISE PURPOSES ONLY</p>	
	<p>USE:</p> <p>Facilitate intros among participants:</p> <ul style="list-style-type: none">• Encourage table team members to introduce themselves.• Explain that representatives from various entities have been asked to take part in this workshop. Ask participants to introduce themselves by offering their name, agency/organization, and their role.• Consider including an icebreaker depending on the size of the group. For example, what food do you avoid based on your profession?	
	<p>SAY:</p> <p>Let's go around the room and introduce ourselves, with your name, agency/company/entity, and your role there.</p>	

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Slide 8: Purpose and Scope

Purpose and Scope

- It is crucial that we ensure that food products are safe for consumption.
- Everyone involved in the food chain, from farmer to consumer, has a responsibility to keep the food supply safe.
- At any point during production or distribution, food can be contaminated either accidentally (food safety), or on purpose from sabotage or terrorist activities (food defense).
- Intentional contamination also includes Food Fraud.

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SAY:

At any point during production or distribution, food can be contaminated. Today's scenario focuses on roles and actions that occur following fraud in the retail sector.

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Slide 9: Purpose and Scope

Purpose and Scope (continued)

- DHHS FDA and CDC, and USDA FSIS work closely to safeguard the American food supply.
 - Continually seek new ideas and strategies to reduce the incidence of human health incidents and to support food defense-related innovation.
 - It is incumbent that local, state, and federal governments and industry partners understand the roles and responsibilities of all participating entities.

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SAY:

DHHS, FDA, CDC, and USDA FSIS work closely to safeguard the American food supply.

It is incumbent that local, state, and federal governments and industry partners understand the roles and responsibilities of all participating entities so we can continue to pursue new ideas and strategies to support food defense-related innovation.

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Slide 10: Exercise Structure


Exercise Structure

This exercise is a highly interactive facilitated exercise with one learning module:

- **Module 1 – Pre-Incident**
- **Module 2 – Early Incident**
- **Module 3 – Late Incident**
- **Module 4 – Aftermath**

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SAY:

This tabletop activity is a highly interactive exercise with four learning modules. Each module includes information about an evolving issue and requires participants to evaluate and discuss the evolution of the investigation.

- Module 1: Pre-Incident
- Module 2: Early Incident
- Module 3: Late Incident
- Module 4: Aftermath

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Slide 11: Exercise Structure (continued)

Exercise Structure (continued)

- Tabletop exercise reflects the policies and procedures in use and accurate when developed.
- If there has been an update to the procedure in your jurisdiction, please be sure to make the group aware of the change and work with the facilitator to ensure that all participants understand the update.
- Scenario is hypothetical – don't fight the scenario.
- Scenario includes optional participation from another jurisdiction.

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SAY:

The tabletop exercise reflects the policies and procedures in use and is accurate when developed.

If there has been an update to the procedure in your jurisdiction, please be sure to make the group aware of the change and work with the facilitator to ensure that all participants understand the update.

Scenario is hypothetical – don't fight the scenario.

Scenario includes optional participation from another jurisdiction.


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Slide 12: Materials

Materials

- Situation Manual
 - Also referred to as the “SITMAN”
 - Contains more details than will be presented in each module
 - Appendices

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SAY:

This interactive exercise contains several parts to ensure a seamless experience. Here are the different documents that will be made available to you throughout the activity:



- The Situation Manual, or the “SITMAN,” contains more details than will be presented in each module. Your table group must review this information.
- The SITMAN also includes:
 - o Appendices
 - o Resource list
 - o Acronym list
 - o Personal Learning Inventory
 - o After-Action Report

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Slide 13: Appendices

Appendices

- Appendix A. Resources
- Appendix B. Acronyms Used
- Appendix C. Personal Learning Inventory (PLI)
- Appendix D. After-Action Report & Improvement Plan (AAR/IP)




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SAY:
Here are the Appendices in the SITMAN. Use these as resources throughout the day.

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Slide 14: Personal Learning Inventory (PLI)



REFER:
Personal Learning Inventory Handout



SAY:
The Personal Learning Inventory document, or PLI, is located at the end of the SITMAN as Appendix C. Please find this handout now. This handout is designed to provide you with a document to capture questions, improvement ideas, and action items.

This is for your personal use only and will not be collected. You are encouraged to share your Personal Learning Inventory document with others as a record of your learning experience.

Feel free to add to your PLI throughout the day and refer to it as needed.

Personal Learning Inventory (PLI)




- Designed to provide you with a document to capture questions, improvement ideas, and action items.
- For your use only (not collected). You are encouraged to share your PLI with others as a record of your learning experience.
- Add to your PLI throughout the day and refer to it as needed.

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Slide 15: Goal of Exercise

	<h3>Goal of Exercise</h3> <ul style="list-style-type: none">• This tabletop exercise provides participants with an overview of what happens at the local, state, and federal levels during a food-related incident.• Focus on the role that key personnel play in containing the problem and protecting consumers. <div data-bbox="1055 730 1226 814"></div> <p data-bbox="418 783 600 798">FOR EXERCISE PURPOSES ONLY</p>
<div data-bbox="203 856 276 934"></div> <div data-bbox="292 856 1430 976"><p>ASK:</p><p>Ask participants what expectations they have for this workshop. Include relevant new goals (if time permits).</p></div> <hr/> <div data-bbox="203 1012 276 1081"></div> <div data-bbox="292 1012 1430 1255"><p>SAY:</p><p>This exercise is designed to provide an overview of actions taken at the federal, local, state, tribal, and territorial levels when a food-related incident occurs.</p><p>Our primary focus is upon the role that key personnel play in multi-jurisdictional communications – and how that can lead to a swift and effective reaction to protect public health.</p></div>	

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Slide 16: Goal of Exercise, cont.

Goal of Exercise (continued)

- Assess plans, policies, and procedures and think about how you would realistically apply them in the event of an incident.
- Facilitate discussion among various participating entities, such as local, state, and federal entities, and the private sector.

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SAY:

Additionally, this exercise will have you assess plans, policies, and procedures, and think about how you would realistically apply them in the event of an incident.

We want to facilitate discussion among various participating entities, such as local, state, and federal entities, the law enforcement community, and the private sector.

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Slide 17: Exercise Objectives


Exercise Objectives

After this exercise, you will be able to:


- Articulate specific roles and responsibilities to other professionals in reacting to a discovered Food Fraud incident.
- State the purpose of having multiple agencies assume distinct and sometimes overlapping duties to effectively address and remedy the situation.
- Collaborate with a diverse group of responders that may not have worked together before, such as the media, law enforcement, risk managers, etc.

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**ASK:**

You might consider engaging your audience by playing “Popcorn” for each of the learning objectives. One participant can be selected to read the first learning objective, then they say “POPCORN!” and pick someone else in the room to read the second.

**SAY:**

We will focus on these learning objectives as part of the exercise today. Team members will discuss the importance of:



- Articulating their specific roles and responsibilities to other professionals in reacting to a discovered food fraud incident
- Stating the purpose of having multiple agencies assume distinct and sometimes overlapping duties to effectively address and remedy the situation
- Collaborating with a diverse group of responders that may not have worked together before, such as the media, law enforcement, risk managers, etc.

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Slide 18: Exercise Objectives, cont.

Exercise Objectives (continued)


- Identify other entities or agencies that are needed to properly address the situation but who have not been included on the team.
- Propose comprehensive, collaborative, and effective ideas, strategies, and solutions to ensure the timely remediation of the discovered Food Fraud incident.
- Identify the strengths and development needs of your own agencies or departments, and identify the actions you'll take to champion the change required to improve or enhance your team's ability to detect and respond to a Food Fraud incident.



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ASK:
Ask participants what expectations they have for this workshop. Include relevant new objectives (if time permits).



SAY:

- Identify other entities or agencies that are needed to properly address the situation but have not been included on the team.
- Propose comprehensive, collaborative, and effective ideas, strategies, and solutions to ensure the timely remediation of the discovered Food Fraud incident.
- Identify the strengths and development needs of your own agencies or departments, and identify the actions you will take to champion the change required to improve or enhance your team's ability to detect and respond to a Food Fraud incident.


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Slide 19: Exercise Rules of Engagement

Rules of Engagement

- This is an open, low-stress, and non-public learning environment; it is not intended to set precedents.
- Listen to and respect the varying viewpoints of all the other participants.
- Scenario is plausible and the events occurred as presented.
 - Suspend your disbelief, and feel free to discuss differing policies and procedures during the breakout discussion.

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SAY:




This exercise has been created to be an open, low-stress, and non-public learning environment. It is NOT intended to set precedents.

Please remember to listen to and respect the varying viewpoints of all the other participants in your table teams and among the other groups.

Assume the scenario depicted in this exercise is plausible, and the events unfolded as described. Don't fight the scenario. Engage with an open mind and feel encouraged to explore varying policies and procedures during the breakout sessions.

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Slide 20: Exercise Guidelines

	<h3>Exercise Guidelines</h3> <ul style="list-style-type: none">• Commit to applying learnings from today's activities to your job/function and sharing key learnings with colleagues.• Teamwork is vital.• Have fun! <div data-bbox="1055 724 1226 808"></div> <p data-bbox="414 777 600 798">FOR EXERCISE PURPOSES ONLY</p>	
<div data-bbox="203 850 267 913"></div> <p>SAY:</p> <p>The purpose of this exercise is to apply your learnings from today's activities directly to your job/function. Remember to share key ideas and questions with your colleagues. The PLI handout can help you keep track of important items for later.</p> <p>Remember that teamwork and communication are vital for a successful exercise. Be sure to work together to share ideas and welcome different perspectives and methods to accomplish the goals.</p> <p>Most importantly – remember to have fun during this process!</p>		
<div data-bbox="203 1218 267 1281"></div> <p>ASK:</p> <p>Are there any questions that I can answer about the approach to this tabletop exercise?</p>		


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Slide 21: Roles and Responsibilities

Roles and Responsibilities

- **Lead Planner:** Has overall responsibility for the tabletop exercise, including convening the Planning Team and all pre- and post-exercise needs
- **Participant:** Responds to events based on knowledge and experience
- **Evaluator:** Records events and captures the essence of the dialogue best practices
- **Facilitator:** Leads the exercise and is moderator for discussions

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USE:

Table Evaluators: Confirm that an evaluator is present for each breakout table or group.

SAY:

Everyone here has a role in this exercise. To create a successful practice exercise, the following roles and responsibilities have been created to support the many parts of this interactive activity:

- The **Lead Planner** is the person who has overall responsibility for the tabletop exercise, including convening the planning team and all pre-and post-exercise needs.
- The **Participant** will respond to the scenario based on their first-hand, experiential knowledge; current plans and procedures of their individual entity, agency, or jurisdiction; and insights from training and experience.
- The **Evaluator** will record the highlights of the discussion at each breakout table. They don't participate in the exercise but capture the essence of the dialogue for use in the "After-Action Report."
- The **Facilitator** (that is, me) leads the exercise, provides situation updates, and moderates discussions. I will help by providing additional information and resolving questions as needed. I welcome the support and assistance of key officials who can serve as subject-matter experts during the exercise.

FACILITATOR'S GUIDE

Slide 22: Roles and Responsibilities (cont.)

Roles and Responsibilities

- **Table Discussion Leader:** Representative from each table (volunteered by the group) who will lead the group as they explore discussion questions and also through the breakout activities
- **Table Recorder** representative from each table (volunteered by the group) who will ensure that the group discussions are kept on time and records the key themes at the table
- **Reporter:** representative from each table (volunteered by the group) who is responsible for reporting out during the large group dialogue

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SAY:



Each table will also require the following roles to manage and document discussions:

- The **Discussion Leader** is a table volunteer who will lead the group at each table.
- The **Table Recorder** is a table volunteer who will ensure that the table group discussions are kept on time and records the key themes discussed at the table.
- The **Group Reporter** is responsible for reporting during the large group dialogue.

Before we begin, is everyone clear on their role(s) and responsibilities?

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Slide 23: Remaining Questions/Comments

	<h3>Remaining Questions/Comments</h3> <ul style="list-style-type: none">• Any questions before we begin?• Are the expectations clear? <div data-bbox="418 785 600 800">FOR EXERCISE PURPOSES ONLY</div> <div data-bbox="1062 730 1224 814"></div>	
	<p>ASK:</p> <p>What questions can I answer about the logistics, roles, and/or expectations for this exercise?</p>	

FACILITATOR'S GUIDE

MODULE 1 – PRE-INCIDENT


Slide 24: Module 1 – Pre-Incident



FOR EXERCISE PURPOSES ONLY

Module 1: Pre-Incident


- Presentation of Scenario – 10 minutes
- Work Session (in breakout groups)
 - Answering Questions – 20 minutes
- Module Debrief (whole group, after break) – 45 minutes



PLAN:

Presentation Limit: Summarize the scenario using the PowerPoint presentation for a maximum of **10 minutes**. Remind the participants that additional details are in the SITMAN.

Time Management: Timing is critical. Manage the clock and allow **75 minutes** in total for the entire module, including report-outs.



SAY:

Module 1 describes the details of the scenario where we find food fraud. Here is our timeline for Module 1.

- I will spend approximately 10 minutes presenting the scenario to everyone.
- When finished, we will begin our Work Session in breakout groups.
- Your table will have 20 minutes to answer the questions for the module exercise. Each group will be assigned questions for discussion.
- We will share our learnings as a whole group in a Module Debrief for 45 minutes.

FACILITATOR'S GUIDE

Slide 25: Module 1 – Pre-Incident

Module 1: Pre-Incident

- A consumer complaint about “bad smoked fish” triggers a routine inspection at Brad’s Convenience store. **This store is located in northern Michigan.**
- The food inspector finds packages of smoked whitefish. The label says: **“Doug’s Lake Superior Smoked Whitefish - 4500 Airpark Blvd, Duluth, MN”**
- The packages appear intact, are being held at temperature, and are within the sell-by date.

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SAY:

A consumer complaint about “bad smoked fish” triggers a routine inspection at Brad’s Convenience Store.

The food inspector finds packages of smoked whitefish. The label says, “Doug’s Lake Superior Smoked Whitefish — 4500 Airpark Blvd., Duluth, MN.”

The packages appear intact, are being held at the proper temperature, and are within the sell-by date.

FACILITATOR'S GUIDE

Slide 26: Module 1 – Pre-Incident (continued)

Module 1: Routine Stop, cont.

- Lake Superior Whitefish?
 - They looked like tilapia.
- Other concerns
 - Discolored red meat that appeared to have been refrozen
 - Packaged candy on the counter that did not have English language labeling
- Items were purchased from John's Distribution Warehouse a few miles away.



SAY:

The packaging said it was Lake Superior Whitefish, but it looked odd – the inspector was familiar enough with fish to recognize that these fish were not whitefish. They looked like tilapia.

The inspector noted other concerns in the store, including discolored red meat that appeared to have been refrozen, and some packaged candy on the counter that did not have English-language labeling.

The convenience store manager said all of these items were purchased from John's Distribution Warehouse, a few miles away.

FACILITATOR'S GUIDE

Slide 27: Module 1 – Pre-Incident (continued)

Module 1: Routine Stop, cont.

- John's warehouse location was not licensed.
- The inspector issues a seizure order for the fish, meat, and candy not labeled in English and then collects a sample of each.
- The inspector calls her supervisor.
 - Who happened to be at a food safety conference ...
- The supervisor knows his counterpart, who is at the same conference, and provides the background on the smoked fish label.



SAY:

The inspector knew the area and knew that John's warehouse location was not licensed. The inspector issues a seizure order for the fish, meat, and candy not labeled in English and collects a sample of each.



The inspector calls her supervisor, who is at a food safety conference, and relays what she has found. The supervisor knows his counterpart from the other jurisdiction, who is at the same conference, and provides the background on the smoked fish label.

FACILITATOR'S GUIDE

Slide 28: Table Activity Session #1

Table Activity Session

1. Consider the developments while answering assigned questions.
2. Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time.
3. Record any unanswered assigned questions or participant questions.



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USE:

Review Norms: Remind the participants to listen to and respect the varying viewpoints of other participants.

Encourage each workgroup to move through the questions as quickly as possible. If they are not able to answer, skip the question and move on to the next.



SAY:






We are now moving into our Tabletop discussion. Consider the developments within the Module 1 scenario while answering the assigned questions. Remember that more details are in the SITMAN and appendices. Suspend disbelief and focus on the facts provided in the Module 1 SITMAN scenario.

Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time. Remember to record any unanswered assigned questions or participant questions that have arisen during your conversation.

Module 1 questions are on pages 9-10 of your SITMAN. You'll have 20 minutes.

FACILITATOR'S GUIDE

Slide 29: Breakout Session


	<h3>Break Out Session</h3> <hr/> <p>Use the remaining time before break to discuss questions.</p> <div data-bbox="1055 730 1226 814"></div>
	<p>REFER:</p> <p>Refer participants to relevant SITMAN pages.</p>
	<p>PLAN:</p> <p>At the appropriate time, ask the participants in the breakout sessions to end their discussions so that the group can participate in the moderated discussion.</p> <p>Give the groups 10-, 5-, and 2-minute warnings.</p> <p>For the report out, alternate the order of the group presentations to avoid the same group going first or last every time.</p>
	<p>SAY:</p> <p>Please use the remaining time to discuss the assigned questions on Pages 7-10 of the SITMAN. After the break, we will return together as a whole group for all groups to report out.</p>
	<p>ASK:</p> <p>Are there any questions that I can answer prior to moving into your work session?</p>


FACILITATOR'S GUIDE

Slide 30: Break

Break

15 Minutes








**SAY:**

We will now take a 15-minute break.

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Slide 31: Breakout Session

	<h3>Break Out Session</h3> <hr/> <p>Welcome Back</p> <p>45 minutes open discussion of questions</p> <div data-bbox="1055 682 1226 766"></div>
	<p>PLAN:</p> <p>Manage the clock to keep time. If a group is unable to answer a question, pose it to the whole group and see if an answer can be found. While you are facilitating the report out, listen for recurring themes and bring up relevant discussion points to the group.</p>
	<p>SAY:</p> <p>Breakout Session</p>
	<p>ASSEMBLE:</p> <p>Have each of the groups report on their discussion. It should focus on the top three items they have discussed and should be important for the whole group to know.</p> <ul style="list-style-type: none">• Give each group ~5 minutes to report out, depending on the number of groups. Note that a total of 45 minutes is allotted for this group discussion. <p>Unresolved questions should be recorded and later addressed in the After-Action Report.</p>
	<p>ASK:</p> <p>Are there any comments from other participants about the questions and answers reported?</p>

FACILITATOR'S GUIDE


MODULE 2 – EARLY INCIDENT


Slide 32: Module 2 – Early Incident

Module 2: Early Incident

- Presentation of Scenario – 10 minutes
- Work Session (in breakout groups)
 - Answering Questions – 20 minutes
- Module Debrief (whole group) – 30 minutes

EXERCISE PURPOSES ONLY






PLAN:

Presentation Limit: Summarize the scenario using the PowerPoint presentation for a maximum of **10 minutes**.

Remind the participants that additional details are in the SITMAN. You might also do a quick recap of what information we know so far from Module 1.

Time Management: Timing is critical. Manage the clock and allow **60 minutes** in total for the entire module.





SAY:

Let's see what happens next. Here is our timeline for Module 2.

- I will spend approximately 10 minutes presenting the scenario to everyone.
- When finished, we will begin our Work Session in breakout groups.
- Your table will have 20 minutes to answer the questions for the module exercise. Each group will be assigned questions for discussion.
- We will share our learnings as a whole group in a Module Debrief for 30 minutes.

FACILITATOR'S GUIDE


Slide 33: Module 2 – Early Incident (continued)



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Module 2: Early Incident

- Single consumer complaint, and there were no reported illnesses related to the fish, meat, or candy at the time.
- John's Distribution Warehouse is located within the inspector's district, and the inspector proceeds to the facility.



SAY:

The state food safety agency had only received a single consumer complaint, and there were no reported illnesses related to the fish, meat, or candy at the time.

The food safety official from Michigan called back to their office regarding the smoked fish.

John's Distribution Warehouse is located within the inspector's district, and the inspector proceeds to the facility.

FACILITATOR'S GUIDE

Slide 34: Module 2 – Early Incident (continued)

Module 2: Early Incident

- At John's, the inspector introduces herself and asks for the person in charge.
- The inspector can see a bank of coolers as well as pallets of food products, including:
 - More of the candy not labeled in English
 - National-brand infant formula
 - Chain store-brand canned vegetables
- In the corner, two people appear to be filling small plastic bags with spices or seasoning.
- There is also a label printer.

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SAY:

At John's, the inspector introduces herself and asks for the person in charge.

The inspector can see a bank of coolers as well as pallets of food products, including:



- More of the candy is not labeled in English
- National-brand infant formula
- Chain store-brand canned vegetables
- In the corner, two people appear to be filling small plastic bags with spices or seasoning.
- A label printer

FACILITATOR'S GUIDE


Slide 35: Module 2 – Early Incident

Module 2: Early Incident

- John appears.
 - The inspector asks John about a food license.
 - John apologizes and asks if he can pay for one immediately.
- John also asks if there is something wrong.
 - The inspector notes the complaint about smoked fish being sold at Brad's Convenience store.
 - Brad's received it from this location.
 - John gets upset.



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**SAY:**

A man appears and identifies himself as John. The inspector asks John if he was aware he needed a food license. John apologizes and asks if he can pay for one immediately.

John also asks if there is something wrong. The inspector says there was a complaint about smoked fish being sold at Brad's Convenience store and says that Brad received it from this location. John seems upset with Doug's fish company.






FACILITATOR'S GUIDE

Slide 36: Module 2 – Table Activity Session No. 2

	<h3>Table Activity Session</h3> <ol style="list-style-type: none">1. Consider the developments while answering assigned questions.2. Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time.3. Record any unanswered assigned questions or participant questions. 	
	<p>PLAN:</p> <p>Remind the participants to listen to and respect the varying viewpoints of other participants.</p> <p>Encourage each workgroup to move through the questions as quickly as possible. If they are not able to answer, skip the question and move on to the next.</p>	
	<p>SAY:</p> <p>We are now moving into the second part of the tabletop discussion. Consider the developments within the Module 2 scenario while answering the assigned questions. Remember that more details are in the SITMAN and appendices. Suspend disbelief and focus on the facts provided in the Module 2 SITMAN scenario.</p> <p>Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time. Remember to record any unanswered assigned questions or participant questions that have arisen during your conversation.</p>	





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Slide 37: Breakout Session

	<h3>Break Out Session</h3> <hr/> <p>20 minutes to discuss questions</p> <p>30 minutes for all groups to report out</p> <div data-bbox="1055 730 1221 814"></div>
	<p>PLAN:</p> <p>Remind the participants to listen to and respect the varying viewpoints of other participants.</p> <p>Encourage each workgroup to move through the questions as quickly as possible. If they are not able to answer, skip the question and move on to the next.</p>
	<p>SAY:</p> <p>Breakout session</p>
	<p>ASSEMBLE:</p> <p>Have each of the groups report on their discussion. It should focus on the top three items they have discussed and should be important for the whole group to know.</p> <ul style="list-style-type: none">• Give each group ~5 minutes to report out, depending on the number of groups. <p>Unresolved questions should be recorded and later addressed in the After-Action Report.</p>
	<p>ASK:</p> <p>Are there any comments from other participants about the questions and answers reported?</p>

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Slide 38: Lunch Break

	<div data-bbox="462 378 576 420">Lunch</div> <hr data-bbox="462 430 1193 434"/> <div data-bbox="755 462 901 493">60 Minutes</div> <div data-bbox="1055 724 1226 808"></div>	
	PLAN: Remind participants of the facility layout for restrooms, snacks, and water.	
	SAY: Great work! We will now take a lunch break before continuing with Module 3. Please be sure to return on time as we will begin promptly at _____ a.m./p.m.	
	ASK: Are there any questions I can answer before lunch?	

MODULE 3 – LATE INCIDENT

Module 3: Late Incident

- 

EXERCISE PURPOSES ONLY



Presentation Limit

Remind the participants that additional details are in the SITMAN. You might also do a quick recap of what information we know so far from Modules 1 and 2.

Timing is critical. Manage the clock and allow **60 minutes** in total for the entire module.



Module 3 will be a group discussion based on the outcomes of your group discussions and actions from Modules 1 and 2.

- I will spend approximately 10 minutes presenting the scenario to everyone.
- When finished, we will begin our Work Session in breakout groups.
- Your table will have 20 minutes to answer the questions for the module exercise. Each group will be assigned questions for discussion.
- We will share our learnings as a whole group in a Module Debrief for 30 minutes.


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Slide 40: Module 3 – Late Incident & Aftermath

Module 3: Late Incident

- The inspector calls her supervisor to report the observations.
- The supervisor calls the nearest inspector to have her also go to John's.
 - He then calls his supervisor at the capitol.
- He also tells his colleague at the conference that this may be a bigger issue.

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SAY:

The inspector has gone back to her car and called her supervisor to report the observations, including the printer and labels. The supervisor calls the nearest inspector to have her also go to John's. He then calls his supervisor at the Capitol.

He also tells his colleague from the other jurisdiction, who is also at the conference, that this may be a bigger issue and that Doug's Fish may soon know that the labeling is being looked into.





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Slide 41: Table Activity Session #3

	<h3>Table Activity Session</h3> <ol style="list-style-type: none">1. Consider the developments while answering assigned questions.2. Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time.3. Record any unanswered assigned questions or participant questions. 	
<div> PLAN:</div> <div>Review Norms</div> <p>Remind the participants to listen to and respect the varying viewpoints of other participants.</p> <p>Encourage each workgroup to move through the questions as quickly as possible. If they are not able to answer, skip the question and move on to the next.</p> <hr/> <div> SAY:</div> <p>We are now moving into our third Tabletop discussion. Consider the developments within the Module 3 scenario while answering the assigned questions. Remember that more details are in the SITMAN and appendices. Suspend disbelief and focus on the facts provided in the Module 3 SITMAN scenario.</p> <p>Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time. Remember to record any unanswered assigned questions or participant questions that have arisen during your conversation.</p>		

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Slide 42: Breakout Session

	<h3>Break Out Session</h3> <hr/> <p>20 minutes to discuss questions</p> <p>30 minutes for all groups to report out</p> <div data-bbox="1055 724 1226 808"></div>
	<p>REFER:</p> <p>Situation Manual</p> <p>Refer participants to relevant SITMAN pages.</p>
	<p>PLAN:</p> <p>Time Management</p> <p>At the appropriate time, ask the participants in the breakout sessions to end their discussions so that the group can participate in the moderated discussion.</p> <p>Give the groups 10-, 5-, and 2-minute warnings.</p> <p>Question Sets</p> <p>For the report out, alternate the order of the group presentations to avoid the same group going first or last every time.</p> <p>Group Share Out</p> <p>Manage the clock to keep time. If a group is unable to answer a question, pose it to the whole group and see if an answer can be found. While you are facilitating the report out, listen for recurring themes and bring up relevant discussion points to the group.</p>
	<p>SAY:</p>

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Please be reminded that you will have 20 minutes to discuss the assigned questions in the SITMAN. We will then return together as a whole group for 30 minutes so all groups can report out.



ASK:

Are there any questions I can answer before you move into your work session?



ASSEMBLE:

Have each group report on their discussion. It should focus on the top three items they have discussed and should be important for the whole group to know.

- Give each group ~5 minutes to report out, depending on the number of groups.

Unresolved questions should be recorded and later addressed in the After-Action Report.





ASK:

Are there any comments from other participants about the questions and answers reported?

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Slide 43: Break

	<p>Break</p> <hr/> <p>15 Minutes</p> <div data-bbox="1055 730 1218 814"></div>	
<div data-bbox="211 856 284 924"></div> <p>SAY:</p> <p>We will now take 15 minutes to break.</p>		

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MODULE 4 – AFTERMATH

Slide 44: Module 4 – Aftermath

	<h3>Module 4: Aftermath</h3> <ul style="list-style-type: none">• Presentation of Scenario – 10 minutes• Work Session (in breakout groups)<ul style="list-style-type: none">• Answering Questions – 20 minutes• Module Debrief (whole group) – 30 minutes <p><small>FOR EXERCISE PURPOSES ONLY</small></p> 	
	<p>PLAN:</p> <p>Presentation Limit</p> <p>Summarize the scenario using the PowerPoint presentation for a maximum of 10 minutes.</p> <p>Time Management</p> <p>Timing is critical. Manage the clock and allow 1 hour in total for the entire module.</p>	
	<p>REFER:</p> <p>Remind the participants that additional details are in the SITMAN. You might also do a quick recap of what information we know so far from Modules 1 and 2.</p>	
	<p>SAY:</p> <p>Module 4 will be a group discussion based on the outcomes of your group discussions and actions from the past three Modules. Here is our timeline for Module 4:</p> <ul style="list-style-type: none">• I will spend approximately 10 minutes presenting the scenario to everyone.• When finished, we will begin our Work Session in breakout groups.• Your table will have 20 minutes to answer the questions for the module exercise. Each group will be assigned questions for discussion.	

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- We will share our learnings as a whole group in a Module Debrief for 30 minutes.

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Slide 45: Module 4 – Aftermath (continued)

Module 4: Aftermath

- The state food safety agency has coordinated with law enforcement and has control of the warehouse. Multiple food inspectors are on the scene reviewing labels and records.
- Notifications of other agencies are occurring.

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SAY:

The state food safety agency has coordinated with law enforcement and has control of the warehouse. Multiple food inspectors are on the scene reviewing labels and records.

- Notifications of other agencies are occurring.





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Slide 46: Table Activity Session #4

	<h3>Table Activity Session</h3> <ol style="list-style-type: none">1. Consider the developments while answering assigned questions.2. Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time.3. Record any unanswered assigned questions or participant questions. 	
 REFER: <p>Find the Module 4 questions in your SITMAN.</p>		
 PLAN: <p>Review Norms</p> <p>Remind the participants to listen to and respect the varying viewpoints of other participants.</p> <p>Encourage each workgroup to move through the questions as quickly as possible. If they are not able to answer, skip the question and move on to the next.</p>		
 ASK: <p>We are now moving into our final tabletop discussion. Consider the developments within the Module 4 scenario while answering the assigned questions. Remember that more details are in the SITMAN and appendices. Suspend disbelief and focus on the facts provided in the Module 4 SITMAN scenario.</p> <p>Identify any additional requirements, critical issues, decisions, and questions you think should be addressed at this time. Remember to record any unanswered assigned questions or participant questions that have arisen during your conversation.</p>		

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Slide 47: Breakout Session

	<h3>Break Out Session</h3> <hr/> <p>20 minutes to discuss questions</p> <p>30 minutes for all groups to report out</p> <div data-bbox="1055 724 1226 808"></div>
	<p>REFER:</p> <p>Situation Manual</p> <p>Refer participants to relevant SITMAN pages.</p>
	<p>PLAN:</p> <p>Time Management</p> <p>At the appropriate time, ask the participants in the breakout sessions to end their discussions so that the group can participate in the moderated discussion.</p> <p>Give the groups 10-, 5-, and 2-minute warnings.</p> <p>Question Sets</p> <p>For the report out, alternate the order of the group presentations to avoid the same group going first or last every time.</p> <p>Group Share out</p> <p>Manage the clock to keep time. If a group is unable to answer a question, pose it to the whole group and see if an answer can be found. While you are facilitating the report out, listen for recurring themes and bring up relevant discussion points to the group.</p>
	<p>SAY:</p>

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Please be reminded that you will have 20 minutes to discuss the assigned questions in the SITMAN. We will then return together as a whole group for 30 minutes for all groups to report out.



ASK:

Are there any questions I can answer before you move into your work session?



ASSEMBLE:

Have each group report on their discussion. It should focus on the top three items they've discussed and should be important for the whole group to know.

- Give each group ~5 minutes to report out, depending on the number of groups.

Unresolved questions should be recorded and later addressed in the After-Action Report.



ASK:

Are there any comments from other participants about the questions and answers reported?


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Slide 48: Recapping Exercise Objectives

Exercise Objectives

- Recapping objectives:
 - Articulate your specific roles and responsibilities to other professionals in reacting to a discovered Food Fraud incident.
 - State the purpose of having multiple agencies assume distinct and sometimes overlapping duties to effectively address and remedy the situation.
 - Collaborate with a diverse group of responders that may not have worked together before, such as the media, law enforcement, risk managers, etc.

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**SAY:**

We are nearing the end of our tabletop exercise. Here is a reminder of our learning objectives. Today we learned how to:

- Articulate specific roles and responsibilities to other professions in reacting to a discovered Food Fraud incident.
- State the purpose of having multiple agencies assume distinct, and sometimes overlapping duties, to effectively address and remedy the situation.
- Collaborate with a diverse group of responders that may not have worked together before, such as the media, law enforcement, risk managers, etc.

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Slide 49: Recapping Exercise Objectives (cont.)

Exercise Objectives (cont.)

- Identify other entities or agencies that are needed to properly address the situation but who have not been included on the team.
- Propose comprehensive, collaborative, and effective ideas, strategies, and solutions to ensure the timely remediation of the discovered Food Fraud incident.
- Identify the strengths and development needs of your own agencies or departments and identify the actions they will take to champion the change required to improve or enhance the team's ability to detect and respond to a Food Fraud incident.

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SAY:

We also learned how to:



- Identify other entities or agencies that are needed to properly address the situation but have not been included on the team.
- Propose comprehensive, collaborative, and effective ideas, strategies, and solutions to ensure the timely remediation of the discovered Food Fraud incident.
- Identify the strengths and development needs of your own agencies or departments, and identify the actions you will take to champion the changes required to improve or enhance your team's ability to detect and respond to a Food Fraud incident.

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Slide 50: Wrap-Up Activities

Wrap-Up Activities

- Wrap-Up Questions
 - Please discuss the wrap-up questions.



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SAY:



Please discuss the wrap-up questions in the SITMAN.

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Slide 51: Wrap-Up Activities (continued)

Wrap-Up Activities

- After Action Report and Improvement Plan (AAR/IP)
 - Will be generated.
 - Your feedback from evaluations and wrap-up questions will be incorporated.
 - Consider this For Official Use Only and share only with those with a "need to know."
- Review your PLI and add final thoughts. (Do not turn it in – the PLI stays with you.)
- Please complete your feedback form before you leave.



FOR EXERCISE PURPOSES ONLY

**SAY:**






Here are a few housekeeping items as we close out our exercise.

The After-Action Report and Improvement Plan (AAR/IP) will be generated by the evaluators and Lead Planner, and a draft will be shared in about one month. This is in Appendix D in your SITMAN. Your feedback from evaluations and wrap-up questions will be incorporated. Consider this For Official Use Only and share only with those who need to know.

Review your PLI and add any final thoughts. Please do NOT turn in this document; the PLI stays with you.





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Slide 52: Evaluation

	<h3>Evaluation</h3> <hr/> <ul style="list-style-type: none">• https://www.surveymonkey.com/r/RQSJPMM  <div data-bbox="1063 730 1226 814"></div>
	<p>PLAN:</p> <p>Give participants approximately 5 minutes to complete the survey, noting that there are a few more things to cover before breaking for the day.</p>
	<p>SAY:</p> <p>Please take about 5 minutes right now to complete the exercise evaluation by clicking the QR code shown.</p> <p>Your feedback goes to AFDO and is important to make future exercises even more successful.</p>

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Slide 53: After-Action Report

	<h3>After Action Report</h3> <ul style="list-style-type: none">• How well would personnel from the exercising jurisdiction and other participating entities have been able to perform the necessary or critical tasks?• What decisions were required, and who should have made them?• Were additional resources required? If so, how should they have been sourced?• Would existing plans/protocols/policies enable the full performance of critical or necessary tasks? Were participants familiar with those documents?• How well did personnel from various entities and jurisdictions coordinate and cooperate to accomplish necessary tasks? Are there agreements in place (among entities, agencies, and/or jurisdictions) to support cooperative accomplishment of necessary tasks?• What lessons were learned from the exercise?• What changes/improvements are recommended? <p><small>FOR EXERCISE PURPOSES ONLY</small></p> 	
	<p>DISTRIBUTE:</p> <p>After-Action Report: Appendix D in the SITMAN</p>	
	<p>USE:</p> <p>Use judgement, based on time, for which questions to prioritize. Focus on lessons learned and opportunities for change and improvement. Encourage participants to be as specific as possible.</p>	
	<p>ASK:</p> <p>There has been an evaluator sitting at each table who will prepare the After-Action Report and Improvement Plan (AAR/IP). Let's spend a few minutes as a group talking about how the plans, protocols, processes, and resources you used worked, and what might need to be developed or re-evaluated based on how the scenario went.</p> <p>Who would like to share one thing that worked well, and one area that you'd like to improve or reconsider?</p>	

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Slide 54: Resources

Resources

- FDA Resources

- Food & Drug Administration – Overview of Economically Motivated Adulteration or Food Fraud: <https://www.fda.gov/food/compliance-enforcement-food/economically-motivated-adulteration-food-fraud>
- FSMA Final Rule for Mitigation Strategies to Protect Food Against Intentional Adulteration: <https://www.fda.gov/food/food-safety-modernization-act-fsma/fsma-final-rule-mitigation-strategies-protect-food-against-intentional-adulteration>
- Food Defense: <http://www.fda.gov/fooddefense>

- Congressional Research Service – Food Fraud and “Economically Motivated Adulteration” of Food and Food Ingredients: <https://sgp.fas.org/crs/misc/R43358.pdf>

- Institute for Food Science & Technology – Food Fraud: <https://www.ifst.org/resources/information-statements/food-fraud>

- Michigan State University – Food Fraud Initiative Webinar Series: https://www.dnv.us/assurance/webinars/food/190227_Food-Fraud-Michigan-State-University-Intro






SAY:

Here is a list of the resources and professional publications that were involved in the creation of this exercise and support your continued learning on this topic. You'll find these in the SITMAN.

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Slide 55: Thank You and Questions

	<p>Thank you</p> <hr/> <p>Questions?</p> <p></p>
<p> DISTRIBUTE:</p> <p>Certificates of completion, if applicable.</p>	
<p> SAY:</p> <p>It was a pleasure serving as your facilitator today. Thank you to our hosts and organizers of this session, and for your engagement in the exercise today. You are now dismissed. Thank you for coming, and safe travels!</p>	

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APPENDIX A: Resources

Food & Drug Administration – Overview of Economically Motivated Adulteration or Food Fraud

<https://www.fda.gov/food/compliance-enforcement-food/economically-motivated-adulteration-food-fraud>

This resource includes videos, links to the latest articles and insights, as well as references to the latest regulations.

Food & Drug Administration – FSMA Final Rule for Mitigation Strategies to Protect Food Against Intentional Adulteration

<https://www.fda.gov/food/food-safety-modernization-act-fsma/fsma-final-rule-mitigation-strategies-protect-food-against-intentional-adulteration>

Food & Drug Administration – General Page on Food Defense <https://www.fda.gov/food/food-defense>

Congressional Research Service – Food Fraud and “Economically Motivated Adulteration” of Food and Food Ingredients <https://sgp.fas.org/crs/misc/R43358.pdf>

Institute for Food Science & Technology – Food Fraud <https://www.ifst.org/resources/information-statements/food-fraud>

Michigan State University – Food Fraud Initiative Webinar Series

https://www.dnv.us/assurance/webinars/food/190227_Food-Fraud-Michigan-State-University-Intro

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APPENDIX B: ACRONYMS USED

Acronym	Organization
AAR	After-Action Report
AAR/IP	After-Action Report and Improvement Plan
CDC	Centers for Disease Control and Prevention
CID	Complaint and Investigation Division (USDA OPEER)
FAQ	Frequently Asked Questions
FDA	Food and Drug Administration
ICS	Incident Command System
LEO	Law Enforcement Officer
OCI	Office of Criminal Investigations (FDA)
OIG	Office of Inspector General (USDA)
OPEER	Office of Program Evaluation, Enforcement & Review (USDA)
PLI	Personal Learning Inventory
TTX	Tabletop Exercise
USDA FSIS	United States Department of Agriculture and Food Safety Inspection Service

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APPENDIX C: PERSONAL LEARNING INVENTORY

This is your Personal Learning Inventory (PLI). Use it throughout the day to record your notes, questions, and discoveries. Not only is the PLI a convenient place to capture the significant events of today's tabletop exercise, but it can also be highly useful later for documenting your experience and reviewing the key points. The PLI is your personal document and will not be collected by the facilitator or evaluators. This is your personal journal.

Participant Name		Tabletop Exercise	
Date		Facilitator	

What are the most important things you learned today?

What are some key follow-up items you will undertake based on your participation in today's tabletop exercise?

What are some new resources that you learned about that will help you in your daily activities?

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APPENDIX D: AFTER-ACTION REPORT & IMPROVEMENT PLAN

Information and data collection for the evaluation of discussion-based exercises comes from the information that evaluators record as the exercise takes place. Typically, the evaluator (not to be confused with the group spokesperson or the group recorder) records for each breakout group certain specific information as the discussion is taking place. The kinds of information that evaluators should record include: issues identified, how decisions are made, roles and responsibilities (of participating entities), coordination/cooperation issues, and recommendations made by the breakout group.

For the analysis phase of the exercise, evaluators should, as a group, try to address the following facets of the exercise:

1. How well would personnel from the exercising jurisdiction and other participating entities have been able to perform the necessary or critical tasks?
2. What decisions were required, and who should have made them?
3. Were additional resources required? If so, how should they have been sourced?
4. Would existing plans/protocols/policies enable the full performance of critical or necessary tasks? Were participants familiar with those documents?
5. How well did personnel from various entities and jurisdictions coordinate and cooperate to accomplish necessary tasks? Are there agreements in place (among entities, agencies, and/or jurisdictions) to support cooperative accomplishment of necessary tasks?
6. What lessons were learned from the exercise?
7. What changes/improvements are recommended?