

Table-Top Scenario Examples

This resource provides seven sample table-top scenarios for First-Line Supervisors (FLSs). Agency trainers may use them to supplement existing in-service training programs or as templates for designing new curriculum.

Subject Matter Experts (SME) from PERF developed each scenario to challenge the decision-making abilities of both new and veteran FLSs. When conducting table-top scenario exercises, agency trainers must act as facilitators who guide the participants through each scenario by presenting the situation in stages, then asking tough, thought-provoking questions at each stage about how the FLSs will respond. After gathering the responses, the facilitator should offer alternate viewpoints for the FLSs to consider before moving to the next stage of the event. The overall role of the facilitator is to generate thoughtful discussion throughout the entire scenario based upon the decisions and overall performance of the participating FLSs.

The following scenarios are included in this resource:

- Officer-Involved Shooting Incident
- Escalating Domestic Violence
- Mentally Ill Man on Roof
- Unexpected Protest/Civil Unrest
- Chemical/Hazmat Spill
- Domestic Violence Incident Involving a Police Officer
- Active Shooter Event

The first scenario, titled “Officer-Involved Shooting Incident,” provides more details and discussion points which are not present in the other scenarios. The additional information was included to provide agency trainers a template for generating and guiding effective discussion during table-top scenario exercises. Subsequent scenarios do not have all of the detailed information and prompts. Agency trainers should add these, based on the model used in the first scenario.

All of the sample scenarios are self-sufficient and ready for implementation into any agency training program. However, these scenarios purposely leave open alternative possibilities and variables for each situation. Agency trainers are encouraged to edit or expand upon these scenarios to make them more relevant to their respective agencies, communities, laws, policies, and training objectives.

For example, Scenario 2 contains no mention of specific streets or directional compass. Trainers that wish to create a training objective that challenges the FLSs on their knowledge of directional bearings should use information from their own community to fill in those types of details. Trainers may also change the number of personnel, locations, descriptions, and fact patterns to customize training objectives for each scenario.