



HSEEP Course Activities for Participants

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HSEEP Course Participant Activities

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ACTIVITY 1 (MODULE 2)

Objectives	Discuss the THIRA and items that would be present for various jurisdictions linking them to core capabilities.
Estimated Completion Time	15 Minutes
Instructions	1. Review the reference materials listed below. 2. As a group, determine your top hazards and risks for your jurisdiction. 3. Determine which core capabilities would be the most useful to mitigate those hazards or risks.

FOR CLASSROOM ACTIVITY:

Reference materials:

- Core Capabilities List
- Jurisdiction Reference Guide
- Mission Area List
- THIRA Process information

Activity 1 (Optional):
THIRA Process for Establishing Priorities

Objective:
Using the THIRA process to prioritize capabilities targets to address using training and/or exercises.

Time: 10–15 minutes

Instructions:
Group discussion of hazard and risk assessment process for use in identifying priority capability targets.
With your group, please identify the top three Core Capabilities and targets. (Since the groups are comprised of varied entities, you may need to compromise for purposes of the activity.)

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Jurisdictional Analysis Worksheet using the THIRA process for establishing priorities

Complete the following worksheet using the jurisdictional identity assigned to your table. The information captured on this worksheet will be used in a later activity to develop an exercise schedule that accounts for current capabilities, experience, and threats to your jurisdiction.

Jurisdiction Name: _____

Previous Training and Exercise Experience

Describe the training and experience of personnel in your jurisdiction (e.g., participated in multiagency tabletop, functional, and full-scale exercises; all response personnel trained in NIMS, etc.)

1. _____
2. _____
3. _____

Threats and Vulnerabilities

List the known threats and vulnerabilities to your jurisdiction (e.g., a pipeline carrying petroleum; earthquakes, bioterrorism, miss casualty incident, etc.)

1. _____
2. _____
3. _____

Needs

List the needs of your jurisdiction (e.g., an updated all-hazards plan, training on new equipment)

1. _____
2. _____
3. _____

Capabilities (taken from the Core Capabilities List)

Assign 2 Core Capabilities for your fictional jurisdiction that will identify your needs from the THIRA process (Threat and Hazard Identification and Risk Assessment)

1. _____
2. _____
3. _____

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ACTIVITY 2 (MODULE 2)

Objectives	Prepare for a TEPW to coordinate training and exercise priorities, goals, and types.
Estimated Completion Time	15 Minutes with a 10-Minute Report-Back
Instructions	1. Separate into your breakout group. 2. Determine your leader and who will take notes. 3. As a group, determine your top three needs and priorities organized by Core Capability. 4. Determine the existing exercises already scheduled in your jurisdictions over the next two years and enter them into the corresponding section. Please put the exercise Type (e.g. TTX, FE, FSE) and the "Core Capabilities" being demonstrated at the exercise. 5. Once your existing exercises are listed, please enter any additional exercises required to achieve your core capabilities over the next three years. 6. Place the exercises on sticky notes and place the notes on the classroom board. 7. Select one person to represent the group in the report-back session.

FOR CLASSROOM ACTIVITY:

Reference Materials & Materials Needed:

Core Capabilities List	THIRA Process Information
Mission Area List	Sticky Notes
Jurisdiction Reference Guide	

Activity 2 (Optional):
TEPW Schedule Development

Objective:
Prepare for a TEPW to coordinate training and exercise priorities, goals, and types

Time: 15 minutes with 10-minute report-back

Instructions:

1. Determine your top two capabilities in your group.
2. Determine existing training/exercises that exist.
3. Determine new training/exercises required to meet core capabilities.
4. Place training and exercises on board.

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Prepare for a TEPW

Based on the THIRA process conducted in Activity 1, your group should decide the priorities, associated capabilities, and training or exercise types your jurisdiction will focus on for the next 3 years.

List existing exercises that your jurisdiction may already be performing.

	State or Local Priority	Associated Capabilities	Training or Exercise Type
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

Determine the list of required training needed to achieve preparedness for your Core Capabilities, as outlined in the previous activity.

	State or Local Priority	Associated Capabilities	Training or Exercise Type
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

List any additional new exercises required to validate your preparedness to achieve your Core Capabilities.

	State or Local Priority	Associated Capabilities	Training or Exercise Type
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

Print these exercises on sticky notes, and place on classroom board to form a Multi-Year Training and Exercise Schedule.

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ACTIVITY 3 (MODULE 3)

Objectives	Develop four SMART objectives that identify the specific actions/tasks, and measurement criteria or performance standard designed to demonstrate a capability as outlined in your TEPW.
Estimated Completion Time	30 Minutes with a 15-Minute Report-Back
Instructions	1. Assign a member to be the recorder for your group. 2. Pick two capabilities from your TEPW used in your most complex exercise. 3. Pick two players/agencies that will participate in this exercise. 4. List tasks to perform for each agency to meet the corresponding capability (up to eight tasks total). 5. Choose two tasks from each list and write a SMART objective for each. 6. Select one person to represent the group in the report-back session.

FOR CLASSROOM ACTIVITY:

Reference Materials & Materials Needed:

Core Capabilities List	Jurisdiction Reference Guide
Mission Area List	THIRA Process Information

Activity 3: Develop Objectives

Objective:
Develop two objectives that identify the specific actions/tasks, and measurement criteria or performance standard designed to demonstrate a capability identified in your TEPW.
These objectives will be used in follow-on activities.

Time: 30 minutes, with 15 minute report back.

Instructions:

1. Take capability from TEPW.
2. Determine tasks to demonstrate.
3. Develop three SMART Objectives.

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Group members will brainstorm objectives for your most complex operations-based exercise based on your Training and Exercise Plan. Each group will develop 4 SMART objectives.

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SMART OBJECTIVES Specific, Measurable, Achievable, Relevant, Time-Bound

Capability 1:	Capability 2:
Player 1:	Player 2:
SOP Tasks (up to eight): 1.	SOP Tasks (up to eight): 1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
SMART Objective 1:	SMART Objective 1:
SMART Objective 2:	SMART Objective 2:

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ACTIVITY 4 (MODULE 3)

Objectives	Develop a realistic scenario for your identified exercise that allows players to demonstrate the four objectives you identified in Activity 3.
Estimated Completion Time	20 Minutes with a 10-Minute Report-Back
Instructions	1. Assign a member to be the recorder for your group. 2. Develop a realistic scenario that allows the players to demonstrate the objectives identified in Activity 3. 3. Fill out the details and write a short scenario narrative. 4. Select one person to represent the group in the report-back session.

FOR CLASSROOM ACTIVITY:

Reference Materials & Materials Needed:

Core Capabilities List	THIRA Process Information
Mission Area List	Activity 3 Worksheet
Jurisdiction Reference Guide	

Activity 4: Developing an Exercise Scenario

Objective: Develop a scenario of local significance, tied to the objectives developed in previous activity.

Time: 20 minutes, with 20 minute report back

Instructions:

1. Using the questions on the activity worksheet to guide your discussion, develop a draft exercise scenario. Record your responses in the worksheet.
2. Identify and record jurisdiction-specific information, such as:
 - Incident location and time reported
 - Principle threat, hazard, or agent
 - Participating response agencies
 - Number of casualties

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Scenario Development Worksheet

The questions below help focus the development of a scenario. The scenario should support the completion of objectives developed in Activity 3. Once the questions are completed, they can be used to develop a one- to two-paragraph scenario narrative.

What is the incident, and where does it occur?

What type of agent/hazard is involved in the incident?

What time did the incident occur?

What advance warning (if any) is available?

How do players learn of the incident?

How many casualties are there?

What resources and infrastructure (if any) are damaged in the incident?

SCENARIO NARRATIVE

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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ACTIVITY 5 (MODULE 3)

Objectives	Understand MSEL content and develop MSEL injects.
Estimated Completion Time	30 Minutes with a 10-Minute Report-Back
Instructions	1. Assign a member to be the recorder for your group. 2. Use the worksheet or your easel pad to develop at least four MSEL injects for your exercise scenario. You should develop two Contextual Injects and two Contingency Injects. 3. Analyze these to determine which ones require simulated information to be fed to the players in order for them to perform the expected player action, and any that are critical to the achieving of objectives. 4. Select one person to represent the group in the report-back session.

FOR CLASSROOM ACTIVITY:

Reference Materials & Materials Needed:

MSEL Inject Development Form
Sample MSEL
Easel or Classroom Board

Activity 5: Developing MSEL and Exercise Injects

Objective: Understand what information a MSEL contains and practice developing injects.

Time: 30 minutes, with 10 minute report back

Instructions:

- Familiarize yourself with format used for MSEL injects
- Develop two contextual injects and two contingency injects for your exercise.

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Master Scenario Events List (MSEL) Item Development Worksheet

Number:	Expected Inject Time:
Responsible Controller:	Intended Player:
Event Synopsis:	
Message/Description:	
Expected Player Action:	
Objective to be Demonstrated:	
Notes:	
Injected By: ☐ Hard copy ☐ Telephone ☐ Face-to-face ☐ Audio tape ☐ Other (please specify)	☐ Fax ☐ Radio ☐ E-mail ☐ Video tape

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Master Scenario Events List (MSEL) Item Development Worksheet

Number:	Expected Inject Time:
Responsible Controller:	Intended Player:
Event Synopsis:	
Message/Description:	
Expected Player Action:	
Objective to be Demonstrated:	
Notes:	
Injected By: ☐ Hard copy ☐ Telephone ☐ Face-to-face ☐ Audio tape ☐ Other (please specify)	☐ Fax ☐ Radio ☐ E-mail ☐ Video tape

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Master Scenario Events List (MSEL) Item Development Worksheet

Number:	Expected Inject Time:
Responsible Controller:	Intended Player:
Event Synopsis:	
Message/Description:	
Expected Player Action:	
Objective to be Demonstrated:	
Notes:	
Injected By: ☐ Hard copy ☐ Telephone ☐ Face-to-face ☐ Audio tape ☐ Other (please specify)	☐ Fax ☐ Radio ☐ E-mail ☐ Video tape

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Master Scenario Events List (MSEL) Item Development Worksheet

Number:	Expected Inject Time:
Responsible Controller:	Intended Player:
Event Synopsis:	
Message/Description:	
Expected Player Action:	
Objective to be Demonstrated:	
Notes:	
Injected By: ☐ Hard copy ☐ Telephone ☐ Face-to-face ☐ Audio tape ☐ Other (please specify)	☐ Fax ☐ Radio ☐ E-mail ☐ Video tape

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SAMPLE MSEL										
Event Number	Time	Title	To	From	Controller	Method	Type	Description/Script	Expected Action	Comments/Notes
1	0900	SimCell Operational	All Controllers	SimCell	SimCell	Phone	Contextual	Simulators are in position and communications are in place	Check communications with field controllers	
2	0945	Communications check	All Controllers	SimCell	All	Radio	Contextual	Ensure communications are operable	All controllers establish communications with the SimCell	
3	1000	STARTEX								
4	1001	Explosion			Salt Railroad Station	Pyrotechnics	Contextual	Explosive detonated on site	N/A	
5	1002	Report from Train Passenger	Salt Railroad Station Security	Passenger 1	SimCell	Phone	Contextual	"There has been an explosion here in the railyard! A train car carrying barrels of some sort exploded and threw barrels all over the place!"	Call Salt Springs Dispatch	
6	1004	9-1-1 Call from Train Station	Salt Springs Dispatch	Passenger 2	SimCell	Phone	Contingency	"I'm at the Salt Railroad Station and there was an explosion. None of us can breathe. People are on the ground. Help!"	Dispatch, fire, EMS, and police to the Salt Railroad Station	To be injected if fire and EMS are not notified after initial call
7	1007	Police arrive on scene	N/A	N/A	Security	N/A	Expected Action	1 st police cruiser expected on scene	Police officer should recognize signs/symptoms of potential chemical contamination and position upwind/ uphill of site and don appropriate PPE	

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MSEL										
Event Number	Time	Title	To	From	Controller	Method	Type	Description/Script	Expected Action	Comments/Notes

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ACTIVITY 6 (MODULE 4)

Objectives	Discuss the implications of discussion-based exercise design and development choices.
Estimated Completion Time	15 Minutes
Instructions	1. Watch the video. 2. Discuss the various design choices and lessons from your own exercises.

Activity 6 (Optional):
Discussion-based Exercises Lessons-Learned

Objective:
Discuss the implications of exercise design and development choices.

Time: 10–15 minutes

Instructions:
Watch the video which outlines some tips and pitfalls of exercise design and development.

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ACTIVITY 7 (MODULE 4)

Objectives	Discuss the implications of operations-based exercise design and development choices.
Estimated Completion Time	15 Minutes
Instructions	1. Watch the video. 2. Discuss the various design choices and lessons from your own exercises.

Activity 7 (Optional):
Operations-based Exercises Lessons-Learned

Objective:
Discuss the implications of exercise design and development choices.

Time: 10–15 minutes

Instructions:
Watch the video which outlines some tips and pitfalls of exercise design and development.

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ACTIVITY 8 (MODULE 5)

Objectives	Develop an Exercise Evaluation Guide (EEG) for use during your exercise evaluation.
Estimated Completion Time	20 Minutes with 10-Minute Report-Back
Instructions	1. Assign a member to be the recorder for your group. 2. Develop a single core capability EEG with customized target and tasks based on one of your objectives. 3. Select one person to represent the group in the report-back session.

FOR CLASSROOM ACTIVITY:

Reference Materials & Materials Needed:

Core Capabilities List
EEG Form
Sample EEG

Activity 8: Develop EEG

Objective:
Develop an Exercise Evaluation Guide (EEG).

Time: 20 minutes, with a 10 minute report back.

Instructions:

- Assign a member to be the recorder for your group
- Develop a single core capability EEG with customized target and tasks based on one of your objectives
- Select one person to report back

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Exercise Evaluation Guide Form

<i>Exercise Name:</i>	<i>Organization/Jurisdiction:</i>	<i>Venue:</i>
<i>Exercise Date:</i>		
<i>Exercise Objective:</i>		
<i>Core Capability:</i>		
Organizational Capability Target 1: <i>Critical Task:</i> <i>Critical Task:</i> Source(s):		
Organizational Capability Target 2: <i>Critical Task:</i> <i>Critical Task:</i> Source(s):		
Organizational Capability Target 3: <i>Critical Task:</i> <i>Critical Task:</i> Source(s):		

Organizational Capability Target	Associated Critical Tasks	Observation Notes and Explanation of Rating	Target Rating
Final Core Capability Rating			

Ratings Key
P – Performed without Challenges
S – Performed with Some Challenges
M – Performed with Major Challenges
U – Unable to be Performed

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ACTIVITY 9 (MODULE 5)

Objectives	Capture Observations using paper and your EEG during conduct.
Estimated Completion Time	30 Minutes with a 10-Minute Report-Back
Instructions	1. Review the EEG to prepare for the evaluator role during the Full-Scale Exercise (FSE). 2. Watch the short video and record your observations and the time. 3. Check if tasks were completed. 4. Spend a few minutes comparing observations. 5. Perform a Hotwash.

FOR CLASSROOM ACTIVITY:

Reference Materials & Materials Needed:

Core Capabilities List	Video
EEG Form	Pad of paper
Sample EEG	

Exercise Objectives:

1. The EOC shall activate to a Level 1 staffing within 30 minutes of trigger incident.
2. The EOC shall secure and maintain communications with all relevant ESFs and agencies within 30 minutes of activation.

Exercise Scenario:

An explosion occurs and ruptures a storage container releasing an unknown chemical on a clear, breezy afternoon. Multiple casualties are reported. Secondary explosions occur, which impact first responders.

Excerpts from Plans:

Excerpt 1:

First Responder personnel who are present at the site of a hazardous materials (HazMat) incident will operate under the safety standards provided for in 29 Code of Federal Regulations (CFR) 1910.120(q)(3) and, if required, serve as Incident Commander under 29 CFR 1910.120(q)(6)(v).

Excerpt 2:

The highest-ranking jurisdiction fire department officer on-scene will assume the role of Incident Commander and implement the Incident Command System (ICS). If the incident occurs on land, the Director of Emergency Management at the EOC will be the Incident Commander.

Excerpt 3:

It is imperative that the first arriving officer determine the level and amount of HazMat involved before taking action to stabilize the incident.

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Excerpt 4:

The private sector (e.g., Chemical Manufacturers Association [CMA], facility operators, shippers, carriers) may be able to provide the State On scene Coordinator with technical advice or recommendations or provide specialized personnel or equipment needed for response and recovery operations.

Excerpt 5:

The Poison Control Centers will:

- a. Assist incident responders in identifying and assessing the threat
- b. Provide medical management and decontamination information

Excerpt 6:

The State Department of Agriculture will:

- a. Measure, evaluate, and monitor the impact of the incident on natural resources under the U.S. Department of Agriculture's (USDA's) jurisdiction
- b. In conjunction with the State Department of Environmental Quality, provide predictions of the effects of pollutants on soil and their movements over and through soil

Excerpt 7:

The County Health Department will:

- a. Test or provide for the testing of water, air, soil, or food, as applicable

Excerpt 8:

The county 9-1-1 dispatch center's responsibilities include obtaining weather and other information upon request of the Incident Commander.

Excerpt 9:

EOC Staffing Levels Shall be:

Level 3 – Duty Officer and Emergency Manager Monitoring only

Level 2 – Incident Specific Primary and Secondary supporting ESFs Leads

Level 1 – Full EOC staffing to include all Command and General Staff and incident specific primary and all supporting ESFs

Activity 9: Recording Observations

Objective:
Use the Exercise Evaluation Guide (EEG) activities and tasks to capture exercise observations.

Time: 40 minutes, with a 10 minute report back.

Instructions:

- Review EEG to become familiar with what to observe
- Watch video and record observations and time
- Determine if required tasks were completed
- Comparing observations within your group

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ACTIVITY 10 (MODULE 5)

Objectives	Write a single observation Area for Improvement, analysis, references, and corrective actions based on the exercise evaluation.
Estimated Completion Time	30 Minutes with 10-Minute Report-Back
Instructions	1. Assign a member to be the recorder for your group. 2. Review EEGs from exercise. 3. Determine the highest priority Area for Improvement. 4. Develop your AAR/IP contribution. 5. Select one person to represent the group in the report-back session.

Activity: Writing AAR Contribution

Objective:
Develop the highest priority AAR contribution to improve jurisdictional preparedness.

Time: 30 minutes, with a 10 minute report back.

Instructions:

- Review Recorded Observations from Lesson 2 Activity
- Using areas noted for improvement create a single AAR/IP contribution
- Enter these in the Worksheet
- Be prepared to share with group during Report-Back

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AAR Analysis of Core Capabilities Template

[Objective 1]

The strengths and areas for improvement for each core capability aligned to this objective are described in this section.

[Core Capability 1]

Strengths

The [full or partial] capability level can be attributed to the following strengths:

Strength 1: [Observation statement]

Strength 2: [Observation statement]

Strength 3: [Observation statement]

Areas for Improvement

The following areas require improvement to achieve the full capability level:

Area for Improvement 1: [Observation statement. This should clearly state the problem or gap; it should not include a recommendation or corrective action, as those will be documented in the Improvement Plan.]

Reference: [List any relevant plans, policies, procedures, regulations, or laws.]

Analysis: [Provide a root cause analysis or summary of why the full capability level was not achieved.]

Area for Improvement 2: [Observation statement]

Reference: [List any relevant plans, policies, procedures, regulations, or laws.]

Analysis: [Provide a root cause analysis or summary of why the full capability level was not achieved.]

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SAMPLE AAR CORE CAPABILITIES ANALYSIS

Objective 1: Increase understanding of key ICS positions and associated requirements as they relate to both scene and unified command.

The strengths and areas for improvement for each core capability aligned to this objective are described in this section.

Core Capability 1: Operational Coordination

Strengths

The partial capability level can be attributed to the following strengths:

Strength 1: Participants easily recognized the available resources and equipment that were already in place. Each agency offered up valuable resources that other agencies could use.

Strength 2: Participants quickly came to a group consensus of what the main objectives should be during the bridge incident scenario.

Areas for Improvement

The following areas require improvement to achieve the full capability level:

Area for Improvement 1: Each agency must recognize that once the pre-determined break point has been reached during an incident, a representative from their agency must either come on line or report to the established Incident Command Post.

Reference: Federal Emergency Management Agency (FEMA): U.S. Fire Administration Traffic Incident Management Systems: Chapter 5 Pre-incident Planning and Incident Command for Roadway Incidents - Pgs. 62 - 73

Analysis: Early notification and early involvement in bridge incidents need to be first priority. A break point of a 2 hour closure in either direction or incident greatly affecting traffic needs to be firmly established. Just because the actual incident is not on the east or west side of the bridge or traffic is not backing up onto either of those sides should not have agencies thinking that they don't need to be involved in the incident operations or decision making.

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Blank AAR Analysis of Core Capabilities

Objective 1:

The strengths and areas for improvement for each core capability aligned to this objective are described in this section.

Core Capability 1:

Strengths

The [full or partial] capability level can be attributed to the following strengths:

Strength 1:

Strength 2:

Strength 3:

Areas for Improvement

The following areas require improvement to achieve the full capability level:

Area for Improvement 1:

Reference:

Analysis:

Area for Improvement 2:

Reference:

Analysis: