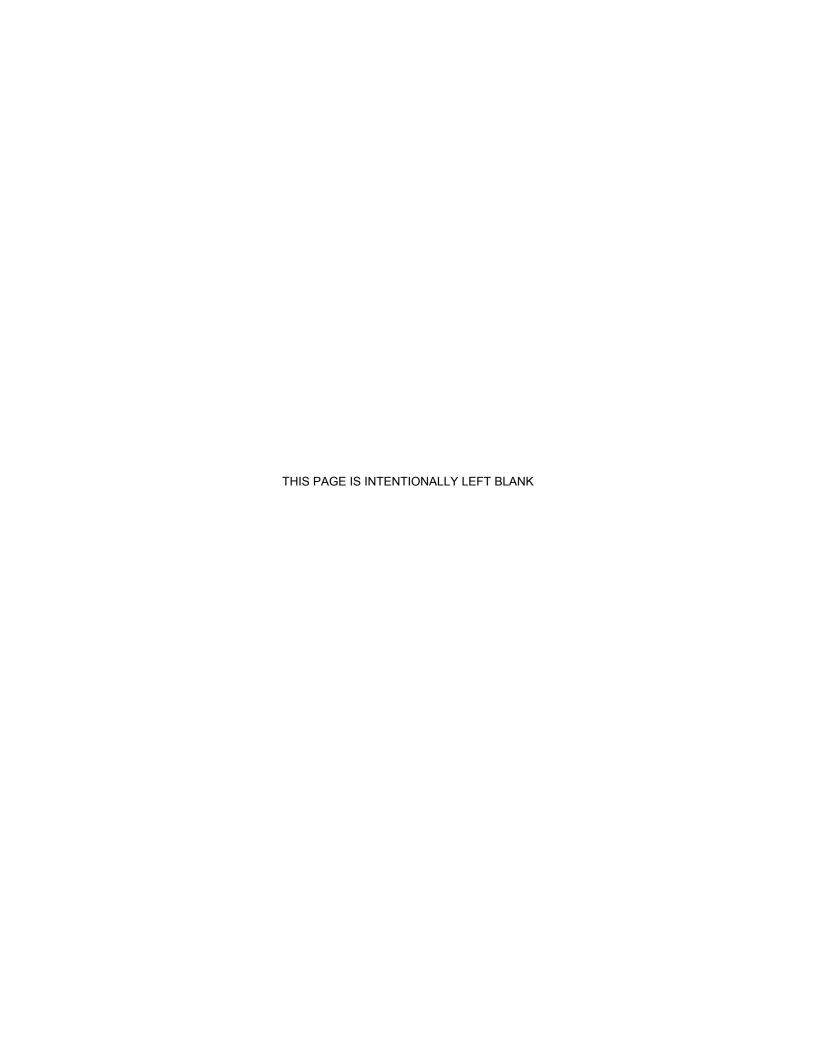


HSEEP Course Activities for Participants



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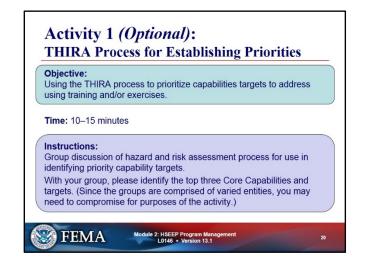
ACTIVITY 1 (MODULE 2)

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



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

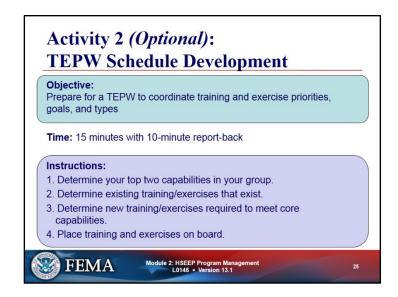
ACTIVITY 2 (MODULE 2)

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	 Separate into your breakout group. Determine your leader and who will take notes. As a group, determine your top three needs and priorities organized by Core Capability. 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. Once your existing exercises are listed, please enter any additional exercises required to achieve your core capabilities over the next three years. Place the exercises on sticky notes and place the notes on the classroom board. 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	



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.			
	etermine the list of required apabilities, as outlined in the	training needed to achieve լ e previous activity.	oreparedness for your Core
	State or Local Priority	Associated Capabilities	Training or Exercise Type
1.			
2.			
3.			
4.			
5.			
6.			
	st any additional new exerci apabilities.	ses required to validate you	r preparedness to achieve your Core
	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.

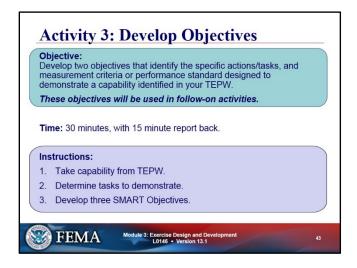
ACTIVITY 3 (MODULE 3)

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.	
30 Minutes with a 15-Minute Report-Back	
 Assign a member to be the recorder for your group. Pick two capabilities from your TEPW used in your most complex exercise. Pick two players/agencies that will participate in this exercise. List tasks to perform for each agency to meet the corresponding capability (up to eight tasks total). Choose two tasks from each list and write a SMART objective for each. 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



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.

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

Capability 1:	Capability 2:
Player 1:	Player 2:
SOP Tasks (up to eight):	SOP Tasks (up to eight):
1.	1.
2.	2.
	2.
3.	3.
4.	4.
5.	5.
6.	6.
0.	0.
7.	7.
8.	8.
SMART Objective 1:	SMART Objective 1:
- · · · · · · · · · · · · · · · · · · ·	
CMART Objective 2:	CMART Objective 2:
SMART Objective 2:	SMART Objective 2:

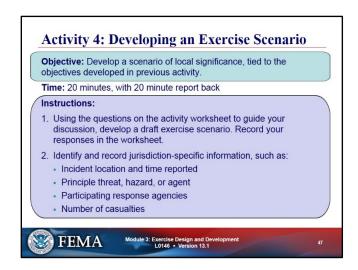
ACTIVITY 4 (MODULE 3)

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	
 Assign a member to be the recorder for your group. Develop a realistic scenario that allows the players to demonstrate objectives identified in Activity 3. Fill out the details and write a short scenario narrative. Select one person to represent the group in the report-back sess 		

FOR CLASSROOM ACTIVITY:

Reference Materials & Materials Needed:

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



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

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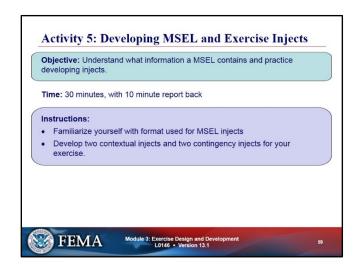
ACTIVITY 5 (MODULE 3)

Objectives	Understand MSEL content and develop MSEL injects.			
Estimated Completion Time	30 Minutes with a 10-Minute Report-Back			
Instructions	 Assign a member to be the recorder for your group. 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. 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. 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



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		

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 Talanhara	Fax		
Telephone Face-to-face	Radio E-mail		
Audio tape Other (please specify)	Video tape		

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

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	То	From	Controller	Method	Туре	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 communica- tions with field controllers	
2	0945	Communi- cations check	All Controllers	SimCell	All	Radio	Contextual	Ensure communications are operable	All controllers establish communica- tions with the SimCell	
3	1000					STA	RTEX			
4	1001	Explosion			Salt Railroad Station	Pyrotec- hnics	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	

	MSEL									
Event Number	Time	Title	То	From	Controller	Method	Туре	Description/ Script	Expected Action	Comments/ Notes
110									7.0.0	110100

ACTIVITY 6 (MODULE 4)

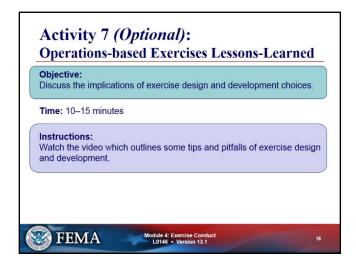
Objectives	Discuss the implications of discussion-based exercise design and development choices.			
Estimated Completion Time	15 Minutes			
Instructions	 Watch the video. Discuss the various design choices and lessons from your own exercises. 			



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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	 Watch the video. Discuss the various design choices and lessons from your own exercises. 			



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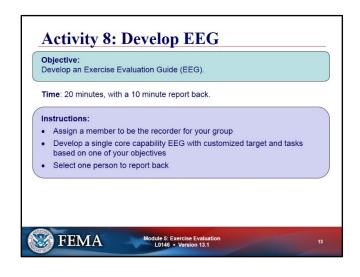
ACTIVITY 8 (MODULE 5)

Objectives	Develop an Exercise Evaluation Guide (EEG) for use during your exercise evaluation.			
Estimated Completion Time	20 Minutes with 10-Minute Report-Back			
Instructions	 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 represent the group in the report-back session. 			

FOR CLASSROOM ACTIVITY:

Reference Materials & Materials Needed:

Core Capabilities List
EEG Form
Sample EEG



Exercise Evaluation Guide Form

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

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	 Review the EEG to prepare for the evaluator role during the Full-Scale Exercise (FSE). Watch the short video and record your observations and the time. Check if tasks were completed. Spend a few minutes comparing observations. 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.

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.

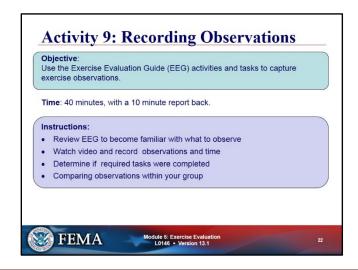
Excerpt 9:

EOC Staffing Levels Shall be:

Level 3 – Duty Officer and Emergency Manager Monitoring only

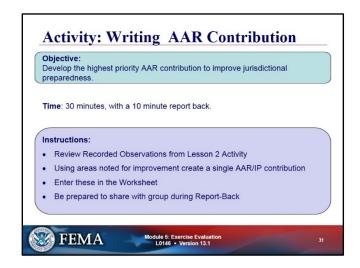
Level 2 – Incident Specific Primary and Secondary supporting ESFs Leads

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



ACTIVITY 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	 Assign a member to be the recorder for your group. Review EEGs from exercise. Determine the highest priority Area for Improvement. Develop your AAR/IP contribution. Select one person to represent the group in the report-back session. 		



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.]

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.

Blank AAR Analysis of Core Capabilities

Obj	e	ct	ive	e 1	i

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: