

E/K/L0146: Homeland Security Exercise and Evaluation Program (HSEEP) Course

Appendix A: Activities Guide

Date Released: January 2022



FEMA

Contents

Activity 1 (Module 2)	3
Activity 2 (Module 2)	5
Activity 3 (Module 3)	7
Activity 4 (Module 3)	9
Activity 5 (Module 3)	11
Activity 6 (Module 4)	20
Activity 7 (Module 4)	21
Activity 8 (Module 5)	22
Activity 9 (Module 5)	25
Activity 10: SMART Corrective Actions and Writing an AAR/IP (Module 6)	26
Activity 11: Why Exercise (Module 6).....	29

ACTIVITY 1 (MODULE 2): Risk Assessment Process for Establishing Priorities

Objective: Use the risk assessment process to identify the core capabilities needed to address the preparedness priorities identified.

Time: 30 minutes (video, workgroup and report)

Instructions:

- Use the risk assessment process to determine the top threats and hazards for your jurisdiction
- Identify the top three core capabilities most useful to mitigate those threats and hazards
- Annotate results on the Jurisdictional Analysis Worksheet.

Video Link:

[Assessing Threats Hazards and Risk Video](#)

Reference Materials & Materials Needed:

- Core Capabilities from National Preparedness Goal 2nd Edition, Table 1
- Appendix B - Jurisdiction Reference
- THIRA process information
- Jurisdictional Analysis worksheet
- THIRA video

Jurisdictional Analysis Worksheet Using the Risk Assessment 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 Hazards

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

1. _____
2. _____
3. _____
4. _____
5. _____

Needs

List the needs of your jurisdiction (e.g., an updated All Hazards Plan, training on new equipment)

1. _____
2. _____
3. _____
4. _____
5. _____

Core Capabilities

Assign three core capabilities for your fictional jurisdiction that are most useful to mitigate the threats or hazards identified in the THIRA process (Threat and Hazard Identification and Risk Assessment)

1. _____
2. _____
3. _____

ACTIVITY 2 (MODULE 2): IPPW/IPP Development

Objective: Prepare for an IPPW to coordinate preparedness priorities, activities, goals, and types

Time: 30 minutes (video, workgroup and report)

Instructions:

- Determine your top three jurisdiction priorities
- Determine your top three associated core capabilities
- Determine existing preparedness activities
- Determine new preparedness activities required to meet capabilities

Video Link:

[Charting the Exercise Program Vision: The Integrated Preparedness Planning Workshop Video](#)

Reference Materials & Materials Needed:

- Core Capabilities from National Preparedness Goal 2nd Edition
- Appendix B - Jurisdiction Reference
- Prepare for an IPPW worksheet
- THIRA Process Information
- IPPW video

Prepare for an IPPW Worksheet

Based on the THIRA process conducted in Activity 1, your group should decide the preparedness priorities, associated core capabilities, and preparedness activities your jurisdiction will focus on for the next two years.

List existing preparedness activities that your jurisdiction may already be performing.

	Jurisdiction Priority	Associated Core Capabilities	Preparedness Activity
1.			
2.			
3.			

List any additional new preparedness activities required to validate your preparedness to achieve your core capabilities.

	Jurisdiction Priority	Associated Core Capabilities	Preparedness Activity
1.			
2.			
3.			

ACTIVITY 3 (MODULE 3): Develop SMART Objectives

Objective: Develop 2 discussion-based and 2 operations-based SMART objectives that identify the specific actions/tasks and measurement criteria, or performance standard designed to demonstrate a capability identified in your IPPW (Activity 2).

These objectives will be used in follow-on activities.

Time: 30 minutes (video, workgroup and report)

Instructions:

- Watch the video
- Take core capabilities from Activity 2 - IPPW
- Determine what you want players to do (using jurisdictional data)
- Develop 2 discussion-based and 2 operations-based SMART Objectives

Video Link:

[Start with Smart Exercise Planning Video](#)

Reference Materials & Materials Needed:

- Core Capabilities from National Preparedness Goal 2nd Edition
- Appendix B - Jurisdiction Reference
- THIRA process information
- SMART objective worksheet
- Smart Exercise Planning video

SMART Objectives Worksheet

Specific, Measurable, Achievable, Relevant, Time-Bound

Core Capability 1:	Core Capability 2:
Player 1:	Player 2:
Jurisdictional Data Tasks (up to eight): 1.	Jurisdictional Data Tasks (up to eight): 1.
2.	2.

3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
Discussion-Based SMART Objective 1:	Operations-Based SMART Objective 1:
Discussion-Based SMART Objective 2:	Operations-Based SMART Objective 2:

ACTIVITY 4 (MODULE 3): Developing an Exercise Scenario

Objective: Develop a realistic scenario of local significance tied to the SMART exercise objectives developed in Activity 3.

Time: 30 minutes (video, workgroup and report)

Instructions:

- Watch video on how to develop a scenario
- Using the questions on the Scenario Development worksheet to guide your discussion, develop a draft exercise scenario.
- Record your responses in the worksheet.
- Identify and record jurisdiction-specific information

Video Link:

[Setting the Stage: Exercise Scenario](#)

Reference Materials & Materials Needed:

- Appendix B - Jurisdiction Reference
- Scenario Development worksheet
- Exercise Scenario video

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

ACTIVITY 5 (MODULE 3): Developing a MSEL

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

Time: 30 minutes (video, workgroup and report)

Instructions:

- Familiarize yourself with format used for MSEL events
- Develop four MSEL events (two injects and two contingency injects with expected player actions) for your exercise
- Base events on the scenario and exercise objectives that have been developed in previous activities

Video Link:

[Managing Exercise Play](#)

Reference Materials & Materials Needed:

- MSEL Development worksheets
- Sample MSEL
- Managing Exercise Play video

Master Scenario Events List (MSEL) Event Development Worksheet 1

Event Number:
Expected Inject Time:
Responsible Controller:
Intended Player:
Event Synopsis:
Message/Description:
Expected Player Action:

Objective to be Demonstrated:
Notes
<p>Inject Mode:</p> <p><input type="checkbox"/> Hard copy</p> <p><input type="checkbox"/> Telephone</p> <p><input type="checkbox"/> Face-to-face</p> <p><input type="checkbox"/> Audio tape</p> <p><input type="checkbox"/> Video tape</p> <p><input type="checkbox"/> Fax</p> <p><input type="checkbox"/> Radio</p> <p><input type="checkbox"/> E-mail</p> <p><input type="checkbox"/> Other (please specify)</p>

Master Scenario Events List (MSEL) Event Development Worksheet 2

Event Number:
Expected Inject Time:
Responsible Controller:
Intended Player:
Event Synopsis:
Message/Description:
Expected Player Action:
Objective to be Demonstrated:

Notes
Injected By: <input type="checkbox"/> Hard copy <input type="checkbox"/> Telephone <input type="checkbox"/> Face-to-face <input type="checkbox"/> Audio tape <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Fax <input type="checkbox"/> Radio <input type="checkbox"/> E-mail <input type="checkbox"/> Video tape

Master Scenario Events List (MSEL) Event Development Worksheet 3

Event Number:
Expected Inject Time:
Responsible Controller:
Intended Player:
Event Synopsis:
Message/Description:
Expected Player Action:
Objective to be Demonstrated:

Notes
Injected By: <input type="checkbox"/> Hard copy <input type="checkbox"/> Telephone <input type="checkbox"/> Face-to-face <input type="checkbox"/> Audio tape <input type="checkbox"/> Other (please specify) <input type="checkbox"/> Fax <input type="checkbox"/> Radio <input type="checkbox"/> E-mail <input type="checkbox"/> Video tape

Master Scenario Events List (MSEL) Event Development Worksheet 4

Event 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

SAMPLE MSEL

Event Number	Time	Title	To	From	Controller	Inject Mode	Type	Description/Script	Expected Player Action	Comments / Notes
1	0900	SimCell Operational	All Controllers	SimCell	SimCell	Phone	Inject	Simulators are in position and communications are in place	Check communications with held controllers	
2	0945	Communications Check	All Controllers	SimCell	All	Radio	Inject	Ensure communications are operable	All controllers establish communications with the	

Event Number	Time	Title	To	From	Controller	Inject Mode	Type	Description/Script	Expected Player Action	Comments / Notes
									SimCell	
3	1000	STAR TEX	STAR TEX	STAR TEX	STAR TEX	STAR TEX	STAR TEX	STAR TEX	STAR TEX	
4	1001	Explosion			Salt Railroad Station	Pyrotechnics	Inject	Explosive detonated on site	N/A	
5	1002	Report from Train Passenger	Salt Railroad Station Security	Passenger 1	SimCell	Phone	Inject	“There has been an explosion here in the rail yard! A train car carrying barrels of some sort exploded and threw barrels all	Call Salt Springs Dispatch	

Event Number	Time	Title	To	From	Controller	Inject Mode	Type	Description/Script	Expected Player Action	Comments / Notes
								over the place!”		
6	1004	9-1-1 Call from Train Station	Salt Springs Dispatch	Passenger 2	SimCell	Phone	Contingency Inject	“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 Player Action	1st police cruiser expected on scene	Police officer should recognize signs/sympt	

Event Number	Time	Title	To	From	Controller	Inject Mode	Type	Description/Script	Expected Player Action	Comments / Notes
									oms of potential chemical contamination and position upwind/uphill of site and don appropriate PPT	

MSEL Template

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

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

ACTIVITY 6 (MODULE 4): Discussion-Based Exercises

Objective: Discuss the best practices of discussion-based exercise design and development.

Time: 15 minutes (video and discussion)

Instructions:

- Watch video
- Discuss the best practices on the video
- Discuss what best practices you have noticed/observed in your exercises

Video Link:

[Conducting a Discussion-Based Exercise Video](#)

Reference Materials & Materials Needed:

- Conducting a Discussion-Based Exercise video

ACTIVITY 7 (MODULE 4): Operations-Based Exercises

Objective: Discuss the best practices of operations-based exercise design and development.

Time: 15 minutes (video and discussion)

Instructions:

- Watch video.
- Discuss best practices on the video
- Discuss what best practices you have noticed/observed in your exercises.

Video Link:

[Conducting an Operations-Based Exercise Video](#)

Reference Materials & Materials Needed:

- Conducting an Operations-Based Exercise video

ACTIVITY 8 (MODULE 5): Develop an EEG

Objective: Develop an Exercise Evaluation Guide (EEG) for use during your exercise evaluation.

Time: 30 minutes (video, workgroup and report)

Instructions:

- Watch video
- Develop an EEG with customized capability targets and critical tasks

Video Link:

[Evaluating an Exercise Video](#)

Reference Materials & Materials Needed:

- Core Capabilities from Activity 1 & 2
- SMART exercise objective from Activity 3
- EEG Worksheet
- Sample EEG (Appendix B - Reference Materials)
- Appendix B - Jurisdiction Reference
- Evaluating an Exercise video

Exercise Evaluation Guide Worksheet

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

<p>Capability Target 2: <i>Critical Task:</i> <i>Critical Task:</i> Source(s):</p>
<p>Capability Target 3: <i>Critical Task:</i> <i>Critical Task:</i> Source(s):</p>

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

Ratings Key

P – Performed without Challenges: The targets and critical tasks associated with the core capability were completed in a manner that achieved the objective(s) and did not negatively impact the performance of other activities. Performance of this activity did not contribute to additional health and/or safety risks for the public or for emergency workers, and it was conducted in accordance with applicable plans, policies, procedures, regulations, and laws.

S – Performed with Some Challenges: The targets and critical tasks associated with the core capability were completed in a manner that achieved the objective(s) and did not negatively impact the performance of other activities. Performance of this activity did not contribute to additional health and/or safety risks for the public or for emergency workers, and it was

conducted in accordance with applicable plans, policies, procedures, regulations, and laws. However, opportunities to enhance effectiveness and/or efficiency were identified.

M – Performed with Major Challenges: The targets and critical tasks associated with the core capability were completed in a manner that achieved the objective(s), but some or all of the following were observed: demonstrated performance had a negative impact on the performance of other activities; contributed to additional health and/or safety risks for the public or for emergency workers; and/or was not conducted in accordance with applicable plans, policies, procedures, regulations, and laws.

U – Unable to be Performed: The targets and critical tasks associated with the core capability were not performed in a manner that achieved the objective(s).

ACTIVITY 9 (MODULE 5): Making Observations

Objective: Discuss the use of an EEG and the importance of a Hotwash..

Time: 20 minutes (video, workgroup and report)

Instructions:

- Watch video
- Discuss filling out an EEG during exercise conduct
- Discuss the role of the evaluator and rating the exercise
- Discuss developing exercise observations (describe some best practices and challenges)
- Discuss the importance of an exercise Hotwash

Video Link:

[Observing an Exercise and Collecting Data Video](#)

Reference Materials & Materials Needed:

- EEG worksheet from Activity 8
- Making Observations and Completing an EEG video

Activity 10 (MODULE 6): SMART Corrective Actions and the AAR/IP

Objective: Discuss SMART Corrective Actions and writing an AAR/IP.

Time: 30 minutes (workgroup and report)

Instructions:

- Review 10 Exercise Observations provided
- Develop five SMART Corrective Actions and align them to the Exercise Observations provided
- Enter these in the SMART Corrective Actions and Writing an AAR/IP worksheet
- Discuss how the SMART Corrective Actions fit into the AAR/IP

Reference Materials & Materials Needed:

- SMART Corrective Actions and Writing an AAR/IP worksheet

Activity 10: SMART Corrective Actions and Writing an AAR/IP Worksheet

Exercise Observations:

- 1) The HAZMAT team took 20 minutes to arrive on scene. New dispatch personnel have not been trained on dispatch procedure which delayed the HAZMAT team response.
- 2) It took the HAZMAT team 60 minutes to identify the hazardous material being released. The existing detection equipment on the HAZMAT truck was not sufficient for detecting and verifying a wide range of hazardous materials, resulting in the need to call a private company to request assistance and delaying operations.
- 3) Only 45% of residents directed to shelter in place completed the proper shelter in place actions. Residents in a newly constructed apartment complex within the spill area had not been educated on shelter in place procedures.
- 4) 15% of incoming emergency and non-emergency 911 calls were put on hold before being answered by a dispatcher during high call volume. The 911 call center has insufficient staff and stations to handle increased call volume.
- 5) 96% of shelter occupants were able to complete the shelter registration process. Shelter operations plans do not include accommodations for occupants speaking languages other than English, resulting in non-English speaking shelter occupants being unable to complete the registration process.
- 6) 100 residents were incorrectly identified as needing to evacuate. EOC personnel are insufficiently trained to use hazard plume modeling software, resulting in the incorrect identification of an evacuation area.
- 7) Arrival time for EMS units to the mass casualty event averaged twice as long as standard dictates. The procedure for identifying and requesting mutual aid has not been established, causing confusion among EOC personnel requesting assistance and a significant delay in dispatching EMS assets.
- 8) Notification procedures for a cybersecurity breach were not properly identified during the cybersecurity planning workshop due to a lack in an internal reporting structure within the cybersecurity incident response plan.
- 9) 25% of patients were incorrectly triaged during a mass casualty event. Lack of a standardized triage process resulted in patients being incorrectly identified as needing transport, putting a strain on the EMS response.
- 10) 50% of residents were able to evacuate within 24 hours after a mandatory evacuation order was issued. Evacuation routes did not properly accommodate the level of traffic required to allow for 100% evacuation within 24 hours.

SMART Guidelines for Corrective Actions	
Specific	Corrective actions should address the five Ws – who, what, when, where, and why. The action should be tied back to an objective that was evaluated.
Measurable	Corrective actions should include numeric or descriptive measures that define quantity, quality, cost, etc. The focus should be on the outcomes of the corrective action.
Achievable	Corrective actions should be within the control, influence, and resources of the responsible owner/assignee.
Relevant	Corrective action should be instrumental to the mission of the organization and linked to its goals or strategic intent. Validation of the corrective action ensures that it meets the goals and intent.
Time-bound	Corrective actions should have a specified and reasonable timeframe to be completed

Example of a SMART Corrective Action

Central City will hold a seminar to address the confusion that exists within the multiple organizations that respond to HAZMAT incidents within the city. The goals of the seminar will focus on eliminating this confusion between the responding organizations and will clarify the roles, responsibilities, and authorities of each. Final planning and details for the seminar should be completed by September 1, 2020 (90 days), with identification of all necessary players to be invited by September 15, 2020 (105 days).

SMART Corrective Actions	
1.	
2.	
3.	
4.	
5.	

Activity 11 (MODULE 6): Why Exercise?

Objective: Discuss the AAR/IP, the AAM, and answer the question "Why Exercise?"

Time: 15 minutes (video and discussion)

Instructions:

- Watch the Developing an After-Action Report and Improvement Plan video
- Answer the question and discuss the importance of the AAR/IP and conducting the AAM
- Answer the question and discuss "Why Exercise"

Video Link:

[Developing an After-Action Report and Improvement Plan](#)

Reference Materials & Materials Needed:

- Developing an After-Action Report and Improvement Plan video