

Appendix A: HSEEP Course Activities Guide

COURSE AGENDA

The below agenda is a guideline. You may adjust times as necessary to cover the objectives and meet the audience needs.

HSEEP Course 2 Day Delivery

- Welcome and Introductions
- Module 1
- Module 2
- Module 3
- Module 4
- Module 5
- Module 6

COURSE COMPONENTS

The course has the following components:

- The Student Manual (SM) with slides
- PowerPoint visuals
- Hands-on activities
- Reference materials

MATERIALS AND SUPPLIES

Each participant will be provided with a Participant Guide, as well as a Participant Activities Guide at the beginning of the course. Materials such as worksheets and reference guides should be pre-printed and available for participant use. Paper and pens should also be made available for participants.

Name badges, registration and sign-in sheets, and table name tents should also be available at the beginning of the class.

Instructors should have received the Instructor Guide and the Instructor Activities Guide prior to the beginning of the class, as well as the PowerPoint slide presentation.

CLASSROOM SEATING LAYOUT

Before class begins, assign seating, as each group of participants will be a “jurisdiction” This can be alphabetical order or other instructor-assigned seating arrangement.

Jurisdictional Identities

Each group of participants will be assigned a jurisdictional identity based on the Central City information in Appendix 2. They will use these jurisdictions throughout the course. Pre-assign each group of students a Jurisdictional Identity using the Jurisdictional Reference Guide information sheets.

Each activity will build upon the previous activity using the information provided in Appendix 2 for your specific jurisdiction.

ACTIVITY 1 (MODULE 2)

Objectives	Use the risk assessment process to identify the capabilities needed to address the preparedness priorities identified.
Estimated Completion Time	30 Minutes
Instructions	<ol style="list-style-type: none">1. Play the THIRA video2. The instructor will review the capabilities3. As a group, determine your top hazards and risks for your jurisdiction4. Determine which capabilities would be the most useful to mitigate those hazards or risks

Reference Materials & Materials Needed:

- Capabilities
- Focus Area
- Jurisdiction Reference Guide
- THIRA Process Information
- Jurisdictional Analysis Worksheet (in Participant Activity Guide)
- THIRA Video

Activity 1: Risk Assessment Process for Establishing Priorities

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

Time: 30 minutes

Instructions:

Within your group, use the risk assessment process to determine the top hazards and risks for your jurisdiction and identify the top three capabilities most useful to mitigate those hazards or risks. (Since the groups are comprised of varied entities, you may need to compromise for purposes of the activity).

Video Link:

[Assessing Threats Hazards and Risk Video](#)

Risk Assessment Process for Establishing Priorities

Objective: Use the risk assessment process to identify the top five hazards and risk and prioritize the capabilities to address your priorities.



Instructor
Note

Time Required: 30 minutes

Instructions:

1. Show the THIRA video
2. Following the video viewing, participants utilize guided discussion of the risk assessment process to identify the top five hazards and risks and prioritize the top three capabilities for planning purposes.
3. Ensure to highlight that there are various types of risk assessments to determine threats and hazards that a jurisdiction/organization may face. THIRA is only one type that may be used.

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 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. _____
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. _____

Capabilities

Assign three 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 an IPPW to coordinate preparedness priorities, goals, and types.
Estimated Completion Time	15 Minutes with a 10-Minute Report-Back
Instructions	<ol style="list-style-type: none"> 1. Play the IPPW video 2. Separate into your breakout group. 3. Select a breakout group leader and a note-taker. 4. As a group, determine your top three needs and priorities organized by capability. These come from the THIRA activity you completed previously 5. Determine the existing preparedness activities already scheduled in your jurisdictions over the next two years and enter them into the corresponding section. 6. Once your existing preparedness activities are listed, please enter any additional activities required to achieve your capabilities over the next two years. 7. Place the activities on sticky notes and place the notes on the classroom board. 8. Select one person to represent the group in the report-back session.

Reference Materials & Materials Needed:

- Capabilities
- Focus Area
- Prepare for an IPPW worksheet (from Participant Activity Guide)
- Jurisdiction Reference Guide
- THIRA Process Information
- Sticky Notes
- IPPW video

Activity 2: IPPW/IPP Development

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

Time: 15 minutes with 10-minute report-back

Instructions:

- Determine your top five needs and priorities
- Determine your top three capabilities in your group
- Determine existing preparedness activities
- Determine new preparedness activities required to meet capabilities
- Place preparedness activities on board

Video Link:

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



**Instructor
Note**

Guided discussion on the dates/scheduling of preparedness activities across a multi-year schedule (timeline) including deconflicting of scheduled activities across Whole Community stakeholder jurisdiction/organization.

Ensure that students understand that preparedness activities include: planning, organizing, equipping, training, exercising, and evaluating (POETE). The IPPW does not just focus on training and exercising, it includes all preparedness activities.

Once everyone is completed, end breakouts and facilitate the discussion to determine the overall top priority capabilities and determine which exercises can be nominated for the region.

List preparedness activities that you think are required to demonstrate your capability.

Discuss that the results of the IPPW will be detailed out in the IPP and provided to all stakeholders involved.

Prepare for a IPPW

Based on the THIRA process conducted in Activity 1, your group should decide the preparedness priorities, associated 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.

	State or Local Priority	Associated Capabilities	Preparedness Activity
1.			

	State or Local Priority	Associated Capabilities	Preparedness Activity
2.			
3.			
4.			

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

	State or Local Priority	Associated Capabilities	Preparedness Activity
1.			
2.			
3.			
4.			

Print these activities on sticky notes, and place on classroom board to form a multi-year schedule of events.

ACTIVITY 3 (MODULE 3)

Objectives	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 as outlined in your IPPW (Activity 2).
Estimated Completion Time	30 Minutes with a 15-Minute Report-Back
Instructions	<ol style="list-style-type: none">1. Play the SMART Objectives video2. Assign a member to be the recorder for your group3. Pick two capabilities from your IPPW used in your most complex exercise4. Pick two players/agencies that will participate in this exercise5. List tasks to perform for each agency to meet the corresponding capability (up to eight tasks total)6. Choose four tasks from each list and write a SMART objective for each (2 discussion-based and 2 operations-based)7. Select one person to represent the group in the report-back session

Reference Materials & Materials Needed:

- Capabilities
- Focus Area
- Prepare for a IPPW worksheet (from Participant Activity Guide)
- Jurisdiction Reference Guide
- THIRA Process Information
- SMART objective worksheet (from Participant Activity Guide)
- SMART Objectives video

Activity 3: Develop SMART Objectives

Objective: Develop 2 discussion-based and 2 operations-based 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, with 15 minute report back.

Instructions:

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

Video Link:

[Start with Smart Exercise Planning Video](#)



Instructor
Note

The purpose of this activity is to develop exercise objectives based on identified capabilities in your Integrated Preparedness Plan (IPP) (Activity 2).

ACTION: Breakout Sessions—Explain to participants that this activity uses Breakout Sessions where each group will be working with capabilities developed from their IPPW.

Remind them that their designated group facilitator will once again present the group's results during the Report-back when the group reconvenes in the plenary session. The facilitator from each group should report back on specific insights or lessons learned from the activity.

Group members will brainstorm objectives based on their IPP. Each group will develop four SMART objectives - 2 for a discussion-based and 2 for an operations-based exercise.

They should develop 2 discussion-based and 2 operations-based objectives

Report-back—During the report-back phase ask each group to describe:

- How their team went about developing their objectives?
- Why were the objectives selected?
- Was there disagreement in the group?
- How could the process be done differently?
- How will success be measured in the execution of the objectives?

Comment on group efforts and capture useful insights and responses.

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.
Discussion-Based SMART Objective 1:	Operations-Based SMART Objective 1:
Discussion-Based	Operations-Based

SMART Objective 2:	SMART Objective 2:
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ACTIVITY 4 (MODULE 3)

Objectives	Develop a realistic scenario of local significance tied to the four objectives you developed in Activity 3
Estimated Completion Time	15 Minutes with a 10-Minute Report-Back
Instructions	<ol style="list-style-type: none">1. Play the Scenario Video2. Assign a member to be the recorder for your group3. Develop a realistic scenario that allows the players to demonstrate the objectives identified in Activity 3 based on a HAZMAT spill in their jurisdiction4. Fill out the details and write a short scenario narrative5. Select one person to represent the group in the report-back session

Reference Materials & Materials Needed:

- Capabilities
- Focus Area
- Jurisdiction Reference Guide
- THIRA Process Information
- Activity 4 Scenario Worksheet
- Scenario video

Activity 4: Developing an Exercise Scenario

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

Time: 15 minutes, with 10 minute report back

Instructions:

- Watch video on how to develop a scenario
- Using the questions on the activity 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](#)

ACTION: Breakout Sessions—Remind participants that their group representative will be responsible for presenting the work from each group at the end of the activity.

Activity Instructions

Based on a simulated threat or hazard, group members should work together to customize one of the scenarios for an FSE containing a HAZMAT spill in their jurisdiction, making sure to identify the following:

- Threat/hazard/agent
- Participating agencies
- Number of casualties
- Incident location.

Report Back Instructions

A representative from each group should report back on specific insights or lessons learned from the activity only if they feel this information benefits the entire audience.



Instructor
Note

The instructor should capture the main points on newsprint paper. Participants can take notes on the report back sessions in the space provided in their Activity Worksheet.

Notes

- Encourage the groups to review information about their mock jurisdiction to ensure the scenario is of local interest and considers the threat/vulnerabilities in their jurisdictional identity.
- The scenario should be based on a simulated threat or hazard and should be tailored to meet the size and capabilities of the jurisdiction.
- During the report back session, groups should be encouraged to reflect on the scenario development process.
 - How could the process be improved?
 - What additional information would have been helpful?
 - What challenges were encountered?
- Remind participants that scenarios should be detailed enough to prime the exercise participants for exercise play and direct their thinking process.
- The scenario should have elements that require performance of the tasks identified in previous activities.

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)

Objectives	Understand what information a MSEL contains and practice developing a MSEL
Estimated Completion Time	30 Minutes with a 10-Minute Report-Back
Instructions	<ol style="list-style-type: none"> 1. Assign a member to be the recorder for your group. 2. Use the worksheet or your easel pad to develop six MSEL events for your exercise scenario. You should develop 2 injects, 2 contingency injects, and 2 expected player actions 3. Base events on the scenario and exercise objectives that have been developed in previous activities 4. Select one person to represent the group in the report-back session

Reference Materials & Materials Needed:

- MSEL Inject Development Worksheet (from Participant Activity Guide)
- Sample MSEL (from Participant Activity Guide)
- Easel or Classroom Board
- Inject video

Activity 5: Developing a MSEL

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

Time: 30 minutes, with 10 minute report back

Instructions:

- Familiarize yourself with format used for MSEL events
- Develop six MSEL events (2 injects, 2 contingency injects, and 2 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](#)



**Instructor
Note**

This activity will use another Breakout Session to practice developing a MSEL.

(For Web-based course, prepare participants for group discussion by switching to Group Breakout Session Layout.)

You will be working in your assigned group to develop 6 MSEL events (2 injects, 2 contingency injects, and 2 expected player actions) for your scenario developed in Activity 4. Base events on the scenario and exercise objectives that have been developed in previous activities.

Report-Back Session—Group representative presents/describes completed worksheet. Solicit information from each group on challenges or recommendations for development of exercise injects.

Master Scenario Events List (MSEL) Event Development Worksheet

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

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

Master Scenario Events List (MSEL) Event Development Worksheet

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

Master Scenario Events List (MSEL) Event Development Worksheet

Event Number:
Expected Inject Time:
Responsible Controller:
Intended Player:
Event Synopsis:
Message/Description:
Expected Player Action:
Objective to be Demonstrated:
Notes
Injected By: <ul style="list-style-type: none"><input type="checkbox"/> Hard copy<input type="checkbox"/> Telephone<input type="checkbox"/> Face-to-face

- ☐ Audio tape
- ☐ Other (please specify)
- ☐ Fax
- ☐ Radio
- ☐ E-mail
- ☐ Video tape

Master Scenario Events List (MSEL) Event Development Worksheet

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

☐ 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 SimCell	
3	1000	STAR TEX	STAR TEX	STAR TEX	STAR TEX	STAR TEX	STAR TEX	STAR TEX	STAR TEX	
4	1001	Explosion			Salt Railro	Pyrotechnics	Inject	Explosive	N/A	

Event Number	Time	Title	To	From	Controller	Inject Mode	Type	Description/Script	Expected Player Action	Comments / Notes
					ad Station			detonated on site		
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 over the place!”	Call Salt Springs Dispatch	
6	1004	9-1-1 Call from Train	Salt Springs	Passenger 2	SimCell	Phone	Contingency	“I’m at the Salt Railroad	Dispatch, fire, EMS,	To be injected if fire

Event Number	Time	Title	To	From	Controller	Inject Mode	Type	Description/Script	Expected Player Action	Comments / Notes
		Station	Dispatch				y Inject	ad Station and there was an explosion. None of us can breathe. People are on the ground. Help!”	and police to the Salt Railroad Station	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/symptoms of potential chemical contamination	

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

MSEL

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)

Objectives	Discuss the best practices of discussion-based exercise design and development choices
Estimated Completion Time	15 Minutes
Instructions	<ol style="list-style-type: none"> 1. Watch the video. 2. Discuss the best practices on the video and what best practices you have noticed/observed in your exercises

Reference Materials & Materials Needed:

- Discussion-Based considerations video

Activity 6: Discussion-Based Exercises

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

Time: 15 minutes

Instructions:

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

Video Link:

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



Instructor
Note

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

Time Required: 15 minutes

Instructions:

Play “Discussion-Based Considerations” video

Following viewing video prompt participants to discuss what they noticed as best practices and then have them provide best practices they have noticed from their own exercises.

ACTIVITY 7 (MODULE 4)

Objectives	Discuss best practices of operations-based exercise design and development
Estimated Completion Time	15 Minutes
Instructions	<ol style="list-style-type: none"> 1. Watch the video. 2. Discuss best practices on the video and what best practices you have noticed/observed in your exercises .

Reference Materials & Materials Needed:

- Operations-based considerations video

Activity 7: Operations-Based Exercises

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


Time: 15 minutes

Instructions:

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

Video Link:

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

 <p>Instructor Note</p>	<p>Objective: Discuss the best practices of operations-based exercise design and development.</p> <p>Time Required: 15 minutes.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Watch the “Operations-Based Considerations” video. • Following the video, prompt participants to discuss the best practices they noticed from the video and then what best practices they have noticed/observed during their 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	<ol style="list-style-type: none"> 1. Watch the video on Writing and EEG 2. Assign a member to be the recorder for your group 3. Develop a single EEG with customized capability targets and critical tasks based on one of your SMART objectives developed from Activity 3 4. Select one person to represent the group in the report-back session

Reference Materials & Materials Needed:

- Capabilities
- EEG Form (from Participant Activity Guide)
- Sample EEG (from Reference Materials)
- Writing an EEG video

Activity 8: Develop an EEG

Objective: Develop an Exercise Evaluation Guide (EEG)

Time: 20 minutes with a 10 minute report back

Instructions:

- Watch video
- Assign a member to be the recorder for your group
- Develop a capability EEG with customized capability target and critical tasks
- Select one person to report back

[Evaluating an Exercise Video](#)



Instructor Note

Activity 8 Instructor Note

Ensure a good understanding for the students of what a critical task is.

Critical tasks are elements required to perform a capability and describes how the capability target will be met. Generally, they include activities, resources, and responsibilities required to achieve the proficiency level of the capability.

Exercise Evaluation Guide Form 1

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

Exercise Evaluation Guide Form 2

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)

Objectives	Discuss how to fill out an EEG, role of the evaluator, rating the exercise, observations, and conducting a Hotwash
Estimated Completion Time	20 Minutes
Instructions	<ol style="list-style-type: none"> 1. Review the EEG 2. Watch video 3. Discuss the role of the evaluator, rating the exercise, and what to look for in observations (good and bad) for discussion-based and operations-based 4. Discuss importance of a Hotwash

Reference Materials & Materials Needed:

- Capabilities
- EEG Form
- Sample EEG
- "Making Observations and Completing an EEG" video

Activity 9: Making Observations

Objective: Discuss filling out an EEG, the role of the evaluator, rating the exercise, observations, and the importance of a Hotwash.

Time: 20 minutes

Instructions:

- Review EEG
- Watch video
- Discuss filling out EEG, the role of the evaluator, rating the exercise, what to look for in observations (best practices and challenges), and discuss the importance of a Hotwash

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



Instructor
Note

Objective: Share video "Making Observations and Completing an EEG"

Time Required: 20 Minutes

Actions:

- View "Making Observations and Completing an EEG" video
- Review the EEG
- Discuss the role of the evaluator, rating the exercise, and what to look for in observations (best practices and challenges) for discussion-based and operations-based exercises
- Discuss the importance of a Hotwash

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

Objective: Discuss SMART Corrective Actions and writing an After-Action Report/Improvement Plan (AAR/IP)

Time: 30 minutes with a 10 minute report back

Instructions:

- Review observations provided
- Develop 5 SMART Corrective Actions
- Enter these in the worksheet
- Be prepared to share with group during Report-Back
- Discuss how the SMART Corrective Actions fit into the AAR/IP



**Instructor
Note**

In this activity you'll be practicing writing SMART Corrective Actions and how they fit into the AAR/IP.

Each group should develop 5 SMART Corrective Actions based on the observations provided.

- Identify the activity or task to be addressed by the observations.
- Provide specific information on standard or guidance used as reference for recommended improvement.
- Identify what actions are required and who is responsible for taking these actions, and include a deadline or timeframe for implementation.
- Indicate when/if these improvement recommendations require changes to plans, additional training, and/or equipment purchases before they can be implemented.

Participants who have experience writing corrective actions should share their expertise within their groups.

Work as a group to develop the SMART Corrective Actions, and be prepared to share these with the larger group during the report-back.

Activity 11: Why Exercise

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

Time: 20 minutes

Instructions:

- Watch the "Writing an AAR" Video"
- Discuss the importance of the AAR/IP and conducting the AAM
- Answer the question "Why Exercise" and show how the whole process comes together

Video Link:

INSERT



Instructor
Note

In this activity you will watch the video and then discuss the importance of the AAR/IP, the AAM, and answer the question "Why Exercise?"

You will see how the whole process comes together with the AAR/IP and supports continuous improvement.