



Tabletop Exercise Facilitator/Evaluator Guide

HOMELAND AND SECURITY Exercise Toolkit



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Handling Instructions

The title of this document is the **Tabletop Exercise Facilitator/Evaluator Guide (F/E Guide)**.

- This F/E Guide reflects several options for executing a tabletop exercise. As such, it should be modified prior to execution at the direction of the Exercise Planning Team (EPT).
- This document was created with funds from the Federal Emergency Management Agency (FEMA) Homeland Security Grant Program (HSGP) and was developed according to the Homeland Security Exercise and Evaluation Program (HSEEP) guidance.
- This document should be safeguarded, handled, transmitted, and stored in accordance with appropriate security directives. This material is FOR EXERCISE PURPOSES ONLY and should be handled as sensitive information not intended for any other use.
- This document contains the information in the Situation Manual (SitMan) provided to exercise participants and has been augmented with additional information intended only for exercise facilitators and evaluators.



Exercise Overview

Exercise Name	Hawaii Homeland Security Tabletop Exercise (TTX)
Exercise Date	[DATE]
Scope	<p><i>This TTX is designed to be conducted in various formats, including a 1 hour, 4-hour, or 7-hour exercise and repeated as frequently as desired. Its purpose is to continue to develop the understanding of the EOC and partner capabilities and responsibilities to a homeland security type of attack in the State of Hawaii. Through a facilitated discussion, players drive the action of the exercise, allowing departments, agencies, and jurisdictions to closer inspect their plans, policies, and procedures.</i></p> <p>This TTX is planned for [LENGTH OF EXERCISE]. Its purpose is to continue to develop the understanding of the EOC and partner capabilities and responsibilities to a homeland security type of attack in the State of Hawaii. Through a facilitated discussion, players drive the action of the exercise, allowing departments, agencies, and jurisdictions to closer inspect their plans, policies, and procedures.</p>
Mission Area(s)	Preparedness, Response, Recovery
Core Capabilities	<p><i>Please note that these Core Capabilities may or may not apply to the exercise based on the modules included each time this exercise is carried out.</i></p> <p>Base Exercise Core Capabilities</p> <ul style="list-style-type: none"> ○ Planning ○ Operational Coordination <p>Potential Additional Core Capabilities</p> <ul style="list-style-type: none"> ○ On-Scene Security, Protection, and Law Enforcement ○ Mass Care Services ○ Public Health, Healthcare, and Emergency Medical Services ○ Infrastructure Systems ○ Operational Communications ○ Critical Transportation
Objectives	<p><i>Please note that additional objectives may be applied to the exercise based on the modules included each time this exercise is carried out.</i></p> <ol style="list-style-type: none"> 1. Determine gaps in current preparedness, response, and recovery capabilities in response to a homeland security type of attack. 2. Identify how plans, policies, and practices may need to be adapted to support scalable and flexible operations. 3. Develop an action plan that defines the next steps required to adapt preparedness, response, and recovery plans.
Scenario	Homeland security type of attack in the State of Hawaii
Sponsor(s)	<p>State of Hawaii Office of Homeland Security, in conjunction with:</p> <ul style="list-style-type: none"> • City and County of Honolulu • County of Maui • County of Kauai



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General Exercise Information

Exercise Objectives and Core Capabilities

The exercise objectives outlined in Table 1 describe the expected outcomes for the exercise. The objectives are linked to the Federal Emergency Management Agency's (FEMA's) Core Capabilities.

Objectives

#	Objective	Related Core Capabilities
1	Determine gaps in current preparedness, response, and recovery capabilities in response to a homeland security type of attack.	Planning
2	Identify how plans, policies, and practices may need to be adapted to support scalable and flexible operations.	Planning Operational Coordination
3	Develop an action plan that defines the next steps required to adapt preparedness, response, and recovery plans.	Planning

Table 1: Exercise Objectives and Associated Capabilities

Modules

The modules in this exercise are organized by FEMA's Community Lifelines, which are the most fundamental services in the community that, when stabilized, enable all other aspects of society to function. FEMA created Community Lifelines to reframe incident information, understand and communicate incident impacts using plain language, and promote unity of effort across the whole community to prioritize efforts to stabilize the lifelines during incident response.

The integrated network of assets, services, and capabilities that provide lifeline services are used day to day to support the recurring needs of the community and enable all other aspects of society to function. Organizing the modules by lifeline aligns with the most recent best practices regarding emergency planning, response, and recovery.¹

Depending on the modules chosen, additional Core Capabilities may be addressed during the discussions. The EPT should validate the modules and Core Capabilities selected for the exercise and delete all items that will not be used.

Additional core capabilities based on each module are listed in Table 2. The Core Capabilities and definitions are detailed in Table 3. The objectives and aligned Capabilities were guided by the EPT at the time of the exercise.

¹ <https://www.fema.gov/emergency-managers/practitioners/lifelines>



Module	Core Capability
Module A: EOC Operations	Operational Coordination
Module B: Community Lifeline #1: Safety and Security	On-Scene Security, Protection, and Law Enforcement
Module C: Community Lifeline #2: Food, Water, and Shelter	Mass Care Services
Module D: Community Lifeline #3: Health and Medical	Public Health, Healthcare, and Emergency Medical Services
Module E: Community Lifeline #4: Energy (power and fuel)	Infrastructure Systems
Module F: Community Lifeline #5: Communications	Operational Communications
Module G: Community Lifeline #6: Transportation	Critical Transportation
Module H: Community Lifeline #7: Hazardous Materials	Operational Coordination

Table 2: Additional Core Capabilities by Module

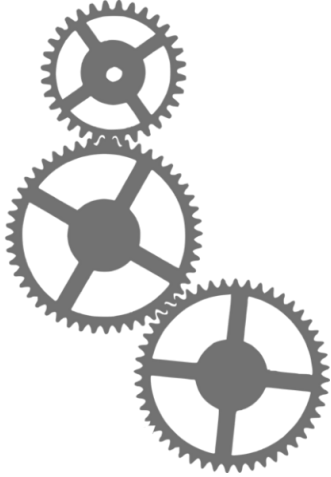
Core Capability Definitions

Core Capability	Definition
Planning	Conduct a systematic process engaging the whole community as appropriate in the development of executable strategic, operational, and/or tactical-level approaches to meet defined objectives.
Operational Coordination	Establish and maintain a unified and coordinated operational structure and process that appropriately integrates all critical stakeholders and supports the execution of core capabilities.
On-Scene Security, Protection, and Law Enforcement	Ensure a safe and secure environment through law enforcement and related security and protection operations for people and communities located within affected areas and response personnel engaged in lifesaving and life-sustaining operations.
Mass Care Services	Provide life-sustaining and human services to the affected population, to include hydration, feeding, sheltering, temporary housing, evacuee support, reunification, and distribution of emergency supplies.
Public Health, Healthcare, and Emergency Medical Services	Provide lifesaving medical treatment via Emergency Medical Services and related operations and avoid additional disease and injury by providing targeted public health, medical, and behavioral health support and products to all affected populations.
Infrastructure Systems	Stabilize critical infrastructure functions, minimize health and safety threats, and efficiently restore and revitalize systems and services to support a viable, resilient community.
Operational Communications	Ensure the capacity for timely communications in support of security, situational awareness, and operations by any and all means available, among and between affected communities in the impact area and all response forces.
Critical Transportation	Provide transportation (including infrastructure access and accessible transportation services) for response priority objectives, including the evacuation of people and animals and the delivery of vital response personnel, equipment, and services into the affected areas.

Table 3: Core Capabilities Defined



Exercise Structure



This exercise is designed to be a multimedia facilitated TTX. It is designed to be done virtually, but it can be altered slightly to be conducted in person.

Players will be guided through discussion modules based on a series of scenarios. Players will discuss key actions, answer discussion questions geared toward Community Lifelines as part of a breakout group, and then present their discussions.

Schedule

This exercise has been designed to be implemented based on the needs of the jurisdiction at the time of the exercise. This TTX is planned for [\[LENGTH OF EXERCISE\]](#). Details on the schedule of this TTX can be found in [Appendix A: Exercise Schedule](#).

Modules

The modules included in this exercise are [\[delete those that do not apply\]](#):

- EOC Operations
- Community Lifeline #1: Safety and Security
- Community Lifeline #2: Food, Water, and Shelter
- Community Lifeline #3: Health and Medical
- Community Lifeline #4: Energy (power and fuel)
- Community Lifeline #5: Communications
- Community Lifeline #6: Transportation
- Community Lifeline #7: Hazardous Materials

These modules are all detailed in [Appendix C: Exercise Modules](#). Discussion questions are provided for each module.

Breakout Groups

The facilitator may decide to assign breakout groups based on the participation at the time of the exercise.

Some options for the break-out group organization may include:

- *By capability, their agency represents (utilities, human services, public safety, infrastructure, health services, etc.)*
- *By emergency operations center (EOC) assigned section or branch (command, finance, logistics, operations, planning, etc.)*
- *By government sector (city, county, state, federal, non-governmental organization (NGO), etc.)*
- *Random (chosen at random)*
- *None (if the group is small enough, a single group discussion is possible)*



Discussion questions are provided for each module. These questions can be disseminated amongst the breakout groups in whole or in part. It will be up to the facilitator at the time of the exercise to determine the best way for discussions to be conducted.

Delete this section if no breakout groups are used.

Players will discuss key actions, answer discussion questions as part of a breakout group, and then present their discussions. For this exercise, the breakout groups are:

- [BREAKOUT GROUP NAME]
- [BREAKOUT GROUP NAME]
- [BREAKOUT GROUP NAME]
- [BREAKOUT GROUP NAME]



Participant Information and Guidance

Participant Roles and Responsibilities

Groups of participants involved in the exercise and their respective roles and responsibilities are:

Players	Players have an active role in discussing or performing their typical roles and responsibilities during the exercise. Players discuss or initiate actions in response to the situation presented based on knowledge of response procedures, current plans and procedures, and insights derived from training.
Observers	Observers support the development of player responses to the situation during the discussion by asking relevant questions or providing subject matter expertise while not directly participating in the exercise.
Facilitators	Facilitators provide situation updates and moderate discussions among players to achieve the objectives of the exercise. They may also provide additional information or resolve questions as required.
Evaluators	Evaluators assess and document discussion on exercise objectives during facilitated discussion. Evaluators' primary role is to document player conversations, including how and if they conform to plans, policies, and procedures.

Exercise Rules and Guidelines

The following general rules and guidelines govern exercise play and apply to all participants:

- ✓ This exercise is held in an open, low-stress, no-fault environment where varying viewpoints are expected. Players are encouraged to engage in an open and frank dialogue while remaining on topic and respectful of other players' input.
- ✓ Respond to the scenario using your knowledge of current plans, capabilities, and insights derived from your training.
- ✓ This exercise is an opportunity to discuss and present multiple options and possible solutions. Decisions are not precedent-setting and may not reflect your organization's final position on a given issue.
- ✓ Focus efforts on problem solving rather than issue identification, which is not as valuable as suggestions and recommended actions that could improve response efforts.
- ✓ Exercise players must comply with real-world emergency procedures, and real-world emergency actions take priority over exercise actions.



Assumptions and Artificialities

In any exercise, assumptions and artificialities may be necessary to account for logistical limitations. All exercise participants should accept that assumptions and artificialities are inherent in any exercise and should not allow these considerations to negatively impact their participation.

During this exercise, the following apply:

- This exercise is conducted in a no-fault learning environment where capabilities, plans, processes, and systems are evaluated.
- The exercise scenario is plausible, and all events have occurred as they are presented. Do not “fight the scenario.”
- All players receive information at the same time.

Safety

- Exercise participant **safety** takes priority over exercise events. The following general requirements apply to the exercise.
- Any safety concerns must be immediately reported to a facilitator/evaluator. The facilitation team will determine if a real-world emergency warrants a pause in exercise play and when exercise play can be resumed.
- For any emergency that requires assistance or pause in play, the phrase “**real-world emergency**” will be used.

Facilitator

Facilitators guide exercise play and are responsible for ensuring that player discussions remain focused on the exercise objectives and ensure all issues are explored as thoroughly as possible within the available time.

Facilitation may change slightly in the moment based on the exercise and participating audience. Facilitators should ensure they have a thorough understanding of the purpose of the exercise and be prepared to guide the conversation should players require it.

The role of the facilitator is to:

- Establish ground rules for participation (e.g., maintaining respect, raising hands) and set the tone for the discussion.
- Guide player discussion and ensure the discussion is focused on the questions raised in the exercise.
- Ensure all viewpoints are represented and summarize feedback to build consensus.
- A strong communicator who communicates effectively and is aware of body language. Speaks competently and confidently without dominating the conversation.
- Pay attention and be aware of group dynamics, energy levels, and participant needs.



- Keep discussions on track and drive play to meet exercise objectives. Maintain flexibility and adapts the process to the situation.
- Knowledgeable about the processes and systems being discussed as well as have subject matter expertise or experience. Has an awareness of local plans and procedures.
- Responsible by keeping the group's best interests in mind and ensures that the needs of the activity are met.
- In control and able to manage the group, including strong personalities.

Additionally, facilitators should provide notetakers with guidance on what they should be capturing to support the development of the After-Action Report and Improvement Plan (AAR/IP).

Pre-Exercise Responsibilities

- Review the exercise documentation, including the Facilitator/Evaluator Guide, SitMan, and Exercise Worksheets (if applicable).
- Review any relevant organizational plans, policies, or procedures to be tested during the exercise.
- Attend any planning meetings as requested by the EPT.

Exercise Conduct Responsibilities

- Introduce the exercise by outlining exercise purpose, exercise objectives, and core capabilities, and exercise scenario.
- Establish and monitor a basic set of ground rules during the exercise.
- Provide scenario situation updates and moderate discussion.
- Provide additional information and resolve questions as needed.
- Focus on drawing out solutions from the group discussion.
- Control the pace and flow of the exercise.

Post-Exercise Responsibilities

- Lead the group through a debrief or hotwash discussion focusing on organizational strengths, issues, or improvement recommendations following exercise play.
- Summarize notes and prepare for the staff debrief.



Evaluator

Exercise **evaluators** assess an organization's capabilities to accomplish a mission, function, or objective. Evaluation provides an opportunity to assess performance of critical tasks to capability target levels. Evaluation is accomplished by the following means:

- Use the EEG to confirm that evaluation objectives are met.
- Observing the event and collecting supporting data.
- Take detailed notes concerning significant aspects of the discussion.
- Analyzing collected data to identify strengths and areas for improvement.
- Reporting exercise outcomes in the AAR.

Evaluators document participant performance by using the evaluation tools and observations made during the exercise. The evaluations, documentation, and hotwash discussion provide essential information that substantiates exercise conduct and performance. The AAR/IP summarizes the overall results and outcomes of the exercise and provides a comprehensive assessment of capabilities that were demonstrated.

Pre-Exercise Responsibilities

- Review the exercise documentation, including the Facilitator Evaluator Guide, SitMan, and Exercise Worksheets (if applicable).
- Review any relevant organizational plans, policies, or procedures to be tested during the exercise.
- Attend any planning meetings as requested by the EPT.

Exercise Conduct Responsibilities

- Record participant conversation around exercise objectives, including significant events, strengths, and areas for improvement as discussed by participants.
- Utilize the EEG to confirm that objectives are met.
- Observe and record exercise artificialities that interfere with exercise realism.
- Do not give participants information about the scenario or expected actions.

Post-Exercise Responsibilities

- Attend the exercise hotwash and document any participant discussions on strengths, issues, or improvement recommendations.
- Utilize the EEG to confirm that objectives are met.
- Summarize notes and prepare for the staff debrief.



Player

Players assess the information being presented and actively participate in discussions regarding capabilities, gaps, and potential solutions. Discussions should remain focused on the exercise objectives. Players should follow all guidelines before, during, and after the exercise to ensure a safe and effective exercise.

Pre-Exercise Responsibilities

- ✓ Review appropriate organizational plans, procedures, and exercise support documents.
- ✓ Read all exercise information and materials in advance.
- ✓ Come to the exercise open-minded and prepared to focus on problem solving rather than issue identification.

Exercise Conduct Responsibilities

- ✓ Read all exercise information as presented throughout the exercise.
- ✓ Respond to exercise events and information as if the situation were a real-life emergency unless otherwise directed by an exercise facilitator.
- ✓ All players depend on the information provided by a facilitator. Do not assume any information not provided in the scenario.
- ✓ If you do not understand the scope of the exercise, or if you are uncertain about an organization's participation in an exercise, ask a facilitator.
- ✓ Parts of the scenario may seem implausible. Every effort has been made to create an effective learning and evaluation environment. Do not "fight the scenario."

Post-Exercise Responsibilities

- ✓ Participate in the Hotwash with facilitators and evaluators.
- ✓ Complete the Participant Feedback Form or survey for this exercise. This allows all participants to comment candidly on emergency response activities and exercise effectiveness. Provide the completed form to a facilitator or evaluator or submit the survey as directed.
- ✓ Provide any notes or materials generated from the exercise to a facilitator or evaluator for review and inclusion in the AAR/IP.



Documentation and Evaluation



Evaluators/notetakers should keep accurate records and notes as they will form the basis of evaluation of participant performance. Evaluation is valuable as it provides constructive feedback to improve the effectiveness of the organization's plans or response capabilities. Accurate and detailed documentation is critical to facilitate a complete record of all discussions throughout the exercise.

Evaluators will document the exercise using the notes and Exercise Evaluation Guide (EEG) template provided. Evaluators should document key discussions, strengths, and issues, as well as conduct an analysis of root causes of challenges or problems as identified or discussed during the exercise. Evaluators/notetakers are also responsible for documenting any improvement recommendations identified by participants.

The evaluation results will provide an opportunity to identify ways to build on strengths and improve capabilities. The exercise is expected to result in multiple findings and recommendations for improvement.

Exercise Evaluation Guides

An EEG assists evaluators in collecting relevant exercise observations and documenting exercise objectives. The EEG provides evaluators with information on what should be demonstrated in each functional area. The EEG, along with the exercise Hotwash notes and Participant Feedback Forms, are used to evaluate the exercise and compile the AAR.

For each EEG, evaluators will provide a target rating, observation notes, explanation of the target rating and a final objective rating.

Observation notes may include the following:

- How the objective was met or not met.
- Relevant decisions made and information used to inform those decisions.
- Plans, policies, procedures, or legislative authorities discussed.
- Requests made and resources utilized.

Based on their observations, evaluators will assign a target rating for each objective. Evaluators will consider all target ratings for the objective and assign an overall rating. The rating scale includes four ratings:

- Performed without Challenges (P)
- Performed with Some Challenges (S)
- Performed with Major Challenges (M)
- Unable to be Performed (U)

Definitions for each of these ratings are included in the EEG.



Raw Notes

Evaluators should also keep raw notes taken during exercise conduct. These notes should inform their completion of the EEG and serve as an overall record of evaluation observations from the exercise. Evaluators should submit all notes and EEG to the Lead Evaluator at the conclusion of the exercise.

Hotwash

At the conclusion of exercise play, a facilitator or evaluator will lead a Hotwash to allow players to discuss strengths and areas for improvement and for evaluators to seek clarification regarding player actions and decision-making processes. All participants may attend. The information gathered during a Hotwash contributes to the AAR/IP.

Participant Feedback Forms or Surveys

Participant Feedback Forms or Surveys allow players to comment candidly on exercise activities and design and share their observed strengths and areas for improvement. Participant Feedback Forms or Surveys should be collected at the conclusion of the Hotwash.

Facilitator and Evaluator Debriefing

Facilitator(s) and evaluators attend a facilitated facilitator/evaluator debriefing following exercise activities. During this debriefing, facilitators and evaluators provide an overview of their observations and discuss identified strengths and areas for improvement.

After-Action Report/Improvement Plan

The After-Action Report and Improvement Plan (AAR/IP) is a document created following the exercise which summarizes key information related to evaluation. The AAR includes basic exercise information, including the exercise name, general information, and a brief scenario description. However, the document primarily focuses on analyzing objectives, including capability performance, strengths, and areas for improvement. The IP identifies specific corrective actions assigned to responsible parties as identified during the improvement planning process. The EEG, Participant Feedback Forms or Surveys, Hotwash, and any other raw notes are used to evaluate the exercise and compile the AAR/IP.

Following completion of the draft AAR, officials confirm observations identified in the AAR, and determine which areas for improvement require further action. As part of the improvement planning process, officials identify corrective actions to bring areas for improvement to resolution and determine the appropriate organization with responsibility for those actions. Corrective actions are consolidated in the Improvement Plan (IP), which is included as an appendix to the AAR.



Appendix A: Exercise Schedule

Overview and Explanation

This exercise has been designed to be implemented based on the needs of the jurisdiction at the time of the exercise. As a result, there are several options for the schedule of the exercise. The EPT should consider these options and choose the best fit. Options for the schedule include:

- 1-hour abbreviated exercise
- 4-hour exercise with an extended discussion
- 4-hour exercise with more modules
- 7-hour exercise with an extended discussion
- 7-hour exercise with more modules

1-hour Abbreviated Exercise

Time	Activity
Introduction	
T + 0:00	Welcome and Introductions
T + 0:05	Exercise Overview and Scenario Summary
Facilitated Discussion	
T + 0:10	Module 1 Introduction
T + 0:15	Module 1 Discussion
T + 0:40	Module 1 Report Out
Takeaways and Closing Comments	
T + 0:55	Action Items and Takeaways
T + 1:00	End of Exercise (ENDEX)

Table 4: Exercise Agenda 1-Hour Abbreviated Exercise



4-hour Exercise Extended Discussion

Time	Activity
Introduction	
T + 0:00	Welcome and Introductions
T + 0:15	Exercise Overview and Scenario Summary
Facilitated Discussion	
T + 0:45	Module 1 Introduction
T + 1:00	Module 1 Discussion
T + 1:30	Module 1 Report Out
T + 2:00	Break
T + 2:15	Module 2 Introduction
T + 2:30	Module 2 Discussion
T + 3:00	Module 2 Report Out
Takeaways and Closing Comments	
T + 3:30	Action Items and Takeaways
T + 4:00	End of Exercise (ENDEX)

Table 5: Exercise Agenda 4-Hour Exercise Extended Discussion

4-hour Exercise More Modules

Time	Activity
Introduction	
T + 0:00	Welcome and Introductions
T + 0:15	Exercise Overview and Scenario Summary
Facilitated Discussion	
T + 0:45	Module 1 Introduction
T + 1:00	Module 1 Discussion
T + 1:15	Module 1 Report Out
T + 1:45	Module 2 Introduction
T + 2:00	Break
T + 2:15	Module 2 Discussion
T + 2:30	Module 2 Report Out
T + 3:00	Module 3 Introduction
T + 3:15	Module 3 Discussion
T + 3:30	Module 3 Report Out
Takeaways and Closing Comments	
T + 3:45	Action Items and Takeaways
T + 4:00	End of Exercise (ENDEX)

Table 6: Exercise Agenda 4-Hour Exercise More Modules



7-Hour Exercise Extended Discussion

Time	Activity
Introduction	
T + 0:00	Welcome and Introductions
T + 0:15	Exercise Overview and Scenario Summary
Facilitated Discussion	
T + 0:45	Module 1 Introduction
T + 1:15	Module 1 Discussion
T + 2:00	Module 1 Report Out
T + 2:30	Break
T + 2:45	Module 2 Introduction
T + 3:00	Module 2 Discussion
T + 3:30	Break for Lunch
T + 4:30	End Break
T + 4:30	Module 2 Report Out
T + 5:00	Module 3 Introduction
T + 5:15	Module 3 Discussion
T + 5:30	Module 3 Report Out
T + 5:45	Break
Takeaways and Closing Comments	
T + 6:00	Wrap up discussion
T + 6:30	Action Items and Takeaways
T + 7:00	End of Exercise (ENDEX)

Table 7: Exercise Agenda 7-Hour Exercise Extended Discussion

7-hour Exercise More Modules

Time	Activity
Introduction	
T + 0:00	Welcome and Introductions
T + 0:15	Exercise Overview and Scenario Summary
Facilitated Discussion	
T + 0:45	Module 1 Introduction
T + 1:00	Module 1 Discussion
T + 1:15	Module 1 Report Out
T + 1:45	Break
T + 2:00	Module 2 Introduction
T + 2:15	Module 2 Discussion
T + 2:30	Module 2 Report Out
T + 3:00	Module 3 Introduction
T + 3:15	Module 3 Discussion
T + 3:30	Break for Lunch
T + 4:30	End Break
T + 4:30	Module 3 Report Out
T + 5:00	Module 4 Introduction
T + 5:15	Module 4 Discussion
T + 5:30	Break
T + 5:45	Module 4 Report Out
Takeaways and Closing Comments	
T + 6:15	Wrap up discussion
T + 6:30	Action Items and Takeaways
T + 7:00	End of Exercise (ENDEX)

Table 8: Exercise Agenda 7-Hour Exercise More Modules



Appendix B: Exercise Scenarios

This exercise has been designed to be implemented based on the needs of the jurisdiction at the time of the exercise. The beginning outline of several scenarios has been provided to assist the EPT in developing the storyline of the exercise. The EPT should review these options along with other ideas the team may have and choose the best fit prior to the exercise being conducted.

The EPT may choose one scenario or multiple scenarios to set up the discussion modules. In addition, they may want to overlay other parameters such as existing disaster response or other conditions. They should add or alter each scenario or overlaying incident with the intent of providing enough information for meaningful discussions to take place.

- **Scenario 1:** Tourist-Heavy Beach
- **Scenario 2:** Farmers Market
- **Scenario 3:** Parade
- **Scenario 4:** Marathon
- **Scenario 5:** Cruise Ship
- **Scenario 6:** Airport
- **Scenario 7:** Commuter Bus Stop
- **Scenario 8:** Beach Front Resort
- **Scenario 9:** Hospital
- **Scenario 10:** High-Capacity Hotel
- **Scenario 11:** Shipping Company
- **Scenario 12:** Elections
- **Scenario 13:** County Building



Scenario 1 – Tourist-Heavy Beach

Description

It is the middle of the afternoon during the height of tourist season on a popular beach on the island. The beach is crowded with tourists and locals alike enjoying the beautiful day and calm waters. A vendor selling lemonade, soft drinks, and small snacks is located near the beach.

The vendor is chatting with a small group of tourists when a lone man dressed no differently than a tourist moves toward the group. As the man approaches the vendor, he pulls his concealed assault rifle out of his beach umbrella and begins firing at the vendor before turning the gun on other beachgoers.

Example Locations

- **Big Island:** Hapuna Beach
- **Kauai:** Poipu Beach, Hanalei Beach
- **Maui:** Kaanapali Beach, Polo Beach
- **Molokai:** Papohaku Beach, Kawili Beach, One Alii Beach Park
- **Lanai:** Hulopoe Beach
- **Oahu:** Waikiki Beach, Waimea Bay, Kualoa Regional Park



Scenario 2 – Farmers Market

Description

It is a busy day for the outdoor farmers market. During the height of tourist season, it is estimated that the farmers market can draw a significant crowd during operating hours.

At one end of the market, shoppers notice an agitated man yelling, although no one can understand what he is saying.

When some concerned individuals approach the man in an attempt to calm him down, he wields a hunting knife and stabs those closest to him. He runs through the market, stabbing additional patrons at random, before attempting to flee the scene.



Example Locations

- **Big Island:** Alii Gardens Marketplace (Kona), Hilo Farmers' Market, Kuhia Hale Farmers Market
- **Maui:** Swap Meet at UH Maui, Maui Sunday Market (Kahului by Burger King)
- **Molokai:** Molokai Farmers Market (Kaunakakai)
- **Lanai:** Dole Park
- **Oahu:** Kakaako Farmers Market, Pearlridge Farmers Market, Kailua Farmers Market
- **Kauai:** Grove Farm Market/Puhi Park Produce (formerly Kauai Community College market), Shops at Kukuiula culinary market



Scenario 3 – Parade

Description

Spectators gather for the annual parade event on the island. Attendees have already lined up along the parade route barriers as they anxiously wait for the parade to start. Local police have closed the streets on and around the parade route to minimize potential threats and disruption to the locals.

As the parade begins and moves down the scheduled route, an armed man in a box truck rams through a police barricade and barrels into spectators just blocks from the parade's current location.



After driving through the crowd for up to a minute, the truck crashes into a storefront. The driver gets out of the truck and begins stabbing nearby spectators with a large hunting knife before attempting to blend into the crowd as a spectator and flee the scene on foot.

Example Locations

- **Big Island:** Western Week Parade, Kamehameha Parade, Queen Liliuokalani Race Parade
- **Maui:** Great Maui Whale Festival, Maui Fair Parade and Opening Ceremony, Makawao 4th of July Parade
- **Molokai:** Festivals of Aloha, Christmas Light Parade, and Hoolaulea
- **Lanai:** Lanai Festivals of Aloha
- **Oahu:** Pan-Pacific Festival, Waikiki Holiday Parade, Aloha Festival
- **Kauai:** Lights on Rice Parade, King Kamehameha Day Parade



Scenario 4 – Marathon

Description

It is race day for one of the island's most popular annual marathons, which draws several thousand participants and an equal number of spectators each year. The race is popular among tourists and locals alike, as its winding course highlights some of the Island's most beautiful sights.

The start and finish lines are located at the same area, so it is a popular spot for spectators to cheer on their friends and family as they cross the finish line. Several hundred runners have already crossed the finish line, and a large group of runners will be approaching the finish line at any minute.

As the group of runners begins to cross the finish line, a box truck smashes through a nearby police barricade and accelerates toward the marathon course, hitting dozens of spectators on the way. The truck continues its path toward the marathon course, and then it suddenly stops adjacent to the finish line and explodes.

Example Locations

- **Big Island:** Kona Marathon, Ironman
- **Maui:** Maui Marathon, Run to the Sun
- **Molokai:** N/A
- **Lanai:** N/A
- **Oahu:** Honolulu Marathon
- **Kauai:** Kauai Marathon



Scenario 5 – Cruise Ship

Description

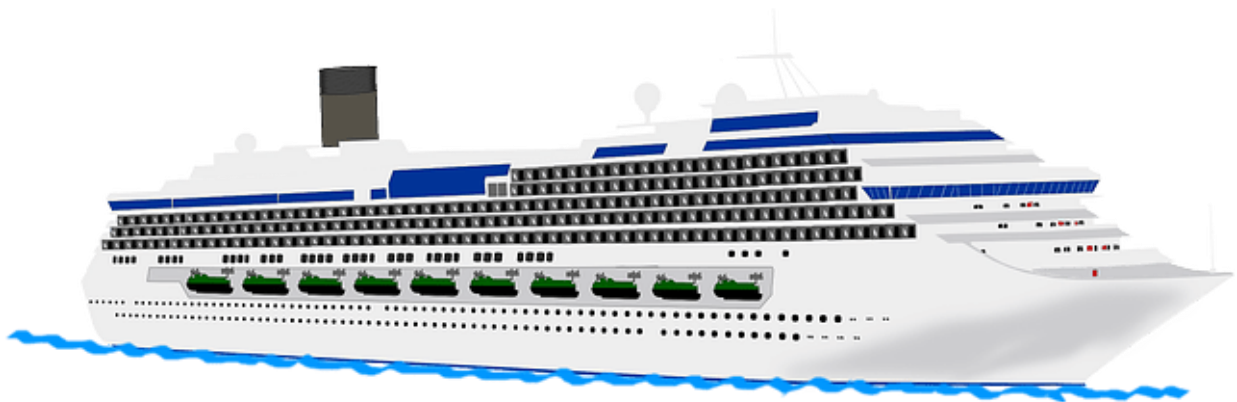
On a Sunday afternoon, one of the towering travel cruise ships is preparing to embark from the island's cruise terminal at the harbor. Approximately 2,000 people will be boarding the ship over the next few hours, joining the several hundred people already aboard.

As passengers approach the ticketing agents at the security checkpoint for boarding, they begin hearing various echoing popping sounds coming from somewhere high and behind them.

Startled by the loud and unexpected sounds, they turn around and see some of their fellow passengers falling to the ground and bleeding. People start running in all directions as the sounds continue. It appears that the shooter may be located in a nearby building or on top of a shipping container in the harbor.

Example Locations

- **Big Island:** Hilo Harbor, Kona
- **Maui:** Kahului Harbor, Lahaina Harbor
- **Molokai:** N/A
- **Lanai:** N/A
- **Oahu:** Honolulu Harbor
- **Kauai:** Nawiliwili Harbor



Scenario 6 – Airport

Description

It is mid-morning at the airport, and a mainland flight carrying hundreds of tourists has just landed. Several other inter-island flights have also arrived, carrying both locals and tourists alike.

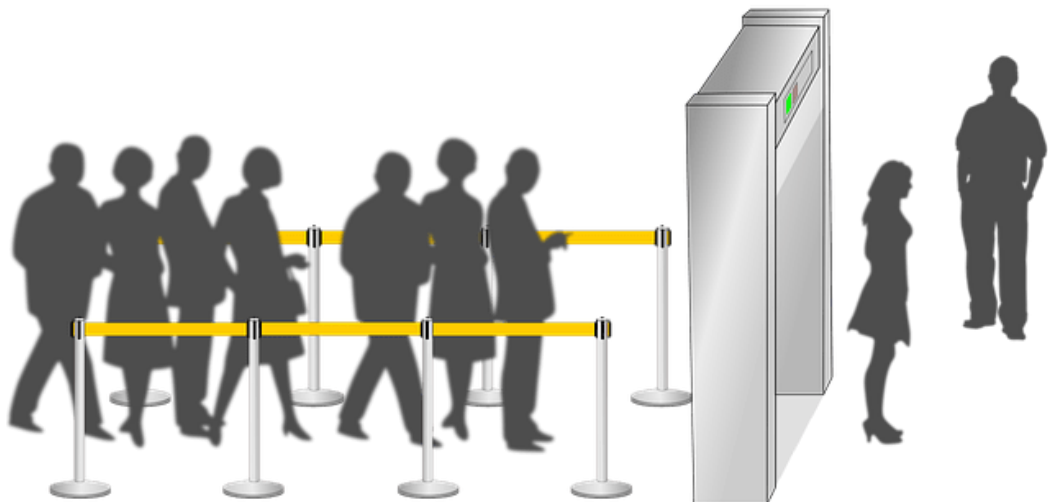
Visitors congregate in the baggage claim area, excited to grab their bags and begin their stay in Hawaii. The inter-island flight luggage begins sliding down the chute while the mainland passengers crowd around the neighboring carousel.

A group of people waiting outside for transportation notice an unattended bag sitting on the curb of the pickup zone for what could be the entire 15-20 minutes they've been waiting and alert airport security.

Just as airport security arrives outside of the concourse to investigate, a man wearing a black mask walks out of the restrooms with a semi-automatic pistol. He begins firing indiscriminately into the crowd milling about the baggage claim area.

Example Locations

- **Big Island:** Hilo Airport, Kona Airport
- **Maui:** Maui Airport, Kapalua Airport, Hana Airport (Please note there are no transpacific flights for Hana and Kapalua airports. Adjust the scenario as needed for these locations.)
- **Molokai:** Molokai Airport, Kalaupapa Airport (Please note there are no transpacific flights for Molokai or Kalaupapa airports. Adjust the scenario as needed for these locations.)
- **Lanai:** Lanai Airport (Please note there are no transpacific flights for Lanai airport. Adjust the scenario as needed for this location.)
- **Oahu:** Daniel K. Inouye International Airport
- **Kauai:** Lihue Airport



Scenario 7 – Commuter Bus Stop

Description

During rush hour on Monday morning, commuters all over the island are on their way to work. The island's main bus line is a popular source of transit for commuters and is already almost full. The bus approaches a particularly busy stop before arriving at its final destination.

The bus pulls up to the stop, where at least 20 additional passengers are waiting to board. Just as the bus driver activates the mechanism to open the front doors and let the new passengers on, the bus explodes.

Example Locations

- **Big Island:** Hilo Bandstand, Waikaloa Village, UH Hawaii
- **Maui:** Maalaea, Queen Kaahumanu Shopping Center
- **Molokai:** N/A
- **Lanai:** N/A
- **Oahu:** Ala Moana Shopping Center
- **Kauai:** Hanapepe Armory, Lihue Courthouse, Koloa School, Kapaa Library, Princeville Shopping Center



Scenario 8 – Beach Front Resort

Description

During lunchtime on a hot, sunny Saturday, a popular beachfront resort's occupancy levels remain at around 95%. The hotel restaurant is bustling with tourists dining before enjoying the beachfront.

A busboy notices a strange piece of PVC pipe lying out of place in the kitchen's storage room and goes to notify the manager.

Before he can alert him, a loud explosion occurs, damaging the inside of the restaurant and nearby lobby and lounge areas.

As unaware patrons stroll along the beach, a local resident notices a man dressed as a tourist that "was alone, looked out of place, and seemed very agitated."

At some point, the man pulls a semi-automatic pistol from his beach bag and begins shooting those closest near him. Panicked hotel guests and beachgoers realize they are hearing gunshots and scramble to escape.



Example Locations

- **Big Island:** Mauna Kea Beach Hotel, Waikoloa Beach Marriott Resort, King Kamhemeha Kona Beach Hotel, Grand Nanioloa Hotel Hilo, Hilo Hawaiian Hotel
- **Maui:** Royal Lahaina Resort, Kahana Beach Resort, The Grand Wailea, Maui Beach Hotel, Hana Maui Resort
- **Molokai:** Hotel Molokai, Castle Molokai Shores
- **Lanai:** Four Seasons Resort Lanai
- **Oahu:** Four Seasons Ko Olina, Aulani Disney Resort, Outrigger Waikiki Beach, Kahala Hotel Resort, Marriott Oahu North Shore
- **Kauai:** Grand Hyatt Kauai Resort and Spa, Royal Sonesta Kauai Resort, Kauai Beach Resort, Sheraton Kauai Resort



Scenario 9 – Hospital

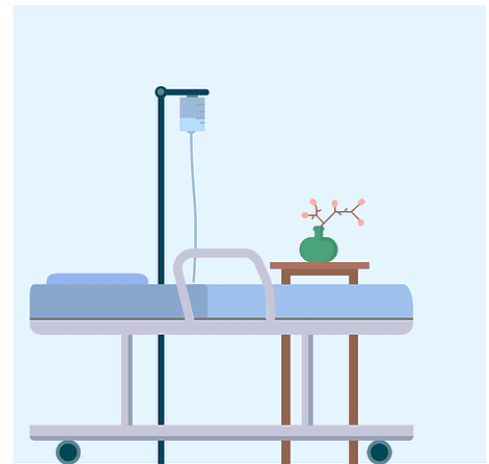
Description

After 6:30 p.m., the waiting area in the emergency room (ER) at one of the island’s hospitals is full of patients and family members waiting desperately to be seen.

The ER is preparing for four new arrivals from a multi-vehicle collision who are in critical condition and are enroute to the hospital via emergency medical transport. As the ER staff prepares for and begins to treat the new arrivals, the waiting room continues to fill up with more patients.

While waiting to be seen in the waiting room, a deaf patient notices a suspicious man wearing a backpack that seemed to place another bag under his chair purposely before rapidly exiting the building.

The deaf patient runs up to the hospital security desk to alert the security officer, but due to the language barrier, is unable to communicate with him before the backpack explodes.



Example Locations

- **Big Island:** Hilo Medical Center Hospital, Kona Community Hospital
- **Maui:** Maui Memorial Medical Center
- **Molokai:** Molokai General Hospital
- **Lanai:** Lanai Community Hospital
- **Oahu:** Queens Medical Center, Kapiolani Medical Center, Shriners Hospital
- **Kauai:** Kauai Veterans Memorial Hospital, Wilcox Medical Center

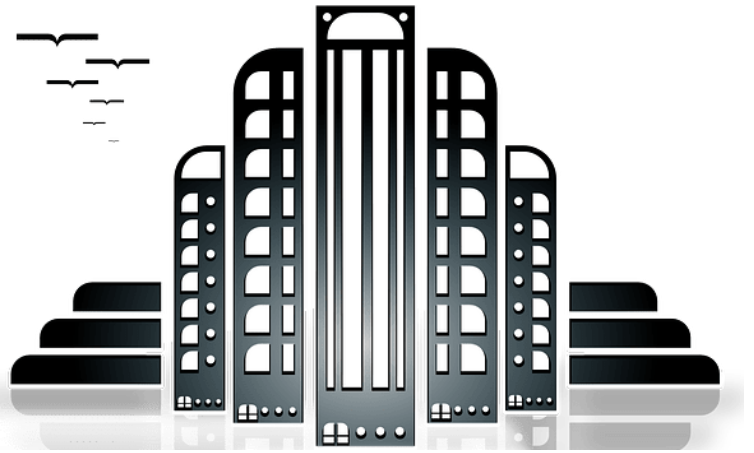


Scenario 10 – High-Capacity Hotel

Description

During the middle of the spring break season, hotels are at 95% occupancy with a mix of local families taking staycations, foreign visitors, and mainlanders staying in a high occupancy hotel.

Several employees at the high-capacity hotel have complained that the computers have been lagging and running noticeably slowly for the past week. The hotel's contracted IT department has been contacted to assist but has not yet arrived on site.



In the middle of the afternoon, all of the concierge computer screens turn white in unison. When employees reboot the computers, they face the same white screen, rendering the computers inaccessible and inoperable.

Electronic room keys no longer work, and all of the hotel rooms are locked. Many of the guests are not in their rooms and no longer have access to their belongings. Some guests are locked inside of their rooms and are unable to leave. There are groups trying to check in and are now stranded in the lobby.

The hotel security team receives a message from the perpetrators asking for a \$5 million ransom in bitcoin, or they will continue to lock the computers and/or delete all of their files and systems.

Example Locations

- **Big Island:** Mauna Kea Beach Hotel, Waikoloa Beach Marriott Resort, King Kamehameha Kona Beach Hotel, Grand Naniloa Hotel Hilo, Hilo Hawaiian Hotel
- **Maui:** Royal Lahaina Resort, Kahana Beach Resort, The Grand Wailea, Maui Beach Hotel, Hana Maui Resort
- **Molokai:** Hotel Molokai, Castle Molokai Shores
- **Lanai:** Four Seasons Resort Lanai
- **Oahu:** Four Seasons Ko Olina, Aulani Disney Resort, Outrigger Waikiki Beach, Kahala Hotel Resort, Marriott Oahu North Shore
- **Kauai:** Grand Hyatt Kauai Resort and Spa, Royal Sonesta Kauai Resort, Kauai Beach Resort, Sheraton Kauai Resort



Scenario 11 – Shipping Company

Description

While walking to work, an employee of a shipping company finds a USB drive in the parking lot. The employee picks it up and brings it with him inside.

Later that week, the employee pulls out the drive and uses it to save a presentation for an upcoming meeting. The employee plugs the drive into a company computer and notices the drive contains a couple of video files. The employee opens the files and discovers a sequence of movies depicting dancing cats. Unimpressed, he deletes the files and proceeds to save his presentation.

Over the next few days, employees across the company are inundated with computer problems: previously accessible and operationally essential files are now encrypted, access permissions to other files have been removed or reassigned, and more importantly, cargo manifests and other shipping records are now inaccessible, thereby disrupting the flow of cargo on and off the shipping yard.

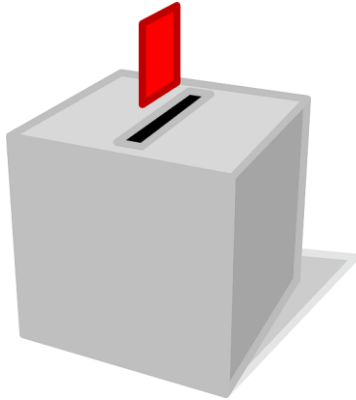
Further, operations staff are unable to state with any level of accuracy the location of hazardous materials shipments across the terminal.

Example Locations

- **Big Island:** Kawaihae Harbor
- **Maui:** Kahului Harbor
- **Molokai:** Kaunakakai Harbor
- **Lanai:** Kaunapali Harbor
- **Oahu:** Honolulu Harbor
- **Kauai:** Nawiliwili Harbor



Scenario 12 – Elections



Description

It is three days before Election Day and the close of all voting. It is late in the afternoon, and people have been dropping off their mail-in ballots at the most popular collection point in the neighborhood.

Someone in a nearby building reports to the police that they have been watching a woman acting suspiciously near the ballot box for at least 40 minutes. The woman walks up to the box and puts an object in the box. Later when the ballots are collected, a strong-smelling liquid has soaked through many of the ballots.

Example Locations

- **Big Island:** Aupuni Center Conference Room, Naalehu Police Station, Rodney Yano Hall, Waimea Police Station, West Hawaii Civic Center Community Room
- **Maui:** Velma McWayne Santos Community Center, Haiku Community Center, Hana Fire Station, Kalana O Maui Building, Lahaina Civic Center, Paia Community Center,
- **Molokai:** Mitchell Pauole Center
- **Lanai:** Lanai Community Center
- **Oahu:** Honolulu Hale, Kapolei Hale, Hawaii Kai Park and Ride, Kahuku District Park, Kalihi Valley District Park, Kanewai Community Park,
- **Kauai:** Piikoi Building, Hanalei Neighborhood Center, Kapaa Fire Station, Kilauea Neighborhood Center, Koloa Neighborhood Center



Scenario 13 – City/County Building

Description

Controversial legislation is being heard at the city/county council today. The council chambers are full of testers both for and against the legislation. All seats are occupied, and people are standing in the doorways and hallways outside the chambers.

An increasing number of protestors have gathered outside of the building. They chant and call out to people as they access the building.



A commotion begins among the spectators just outside of the chambers, and a large group forcefully makes its way inside. Panicked council members leave through a back door for their safety.

News of the situation spreads to the crowd outside of the building, which angers the protestors and turns them into rioters spreading throughout the building. Lockdown procedures are initiated to protect the staff working in the building.

Example Locations

- **Big Island:** Aupuni St, Hilo
- **Maui:** Kalana O Maui Building
- **Molokai:** Ainoa Street, Kaunakakai
- **Lanai:** 8th Street, Lanai City
- **Oahu:** Honolulu Hale
- **Kauai:** Lihue Civic Center



Appendix C: Exercise Modules

Overview

This exercise has been designed to be implemented based on the needs of the jurisdiction at the time of the exercise. As a result, there are several options for the structure of the exercise. Each module below can be used based on the EPT assessment at the time this exercise is conducted. The EPT will choose the number of modules based on the time available and the depth of the discussion desired. The options for modules that can be conducted as a part of the exercise include:

- **Module A:** EOC Operations
- **Module B:** Community Lifeline #1: Safety and Security
- **Module C:** Community Lifeline #2: Food, Water, and Shelter
- **Module D:** Community Lifeline #3: Health and Medical
- **Module E:** Community Lifeline #4: Energy (Power and Fuel)
- **Module F:** Community Lifeline #5: Communications
- **Module G:** Community Lifeline #6: Transportation
- **Module H:** Community Lifeline #7: Hazardous Materials



Module A: EOC Operations

Activity

Based on the information provided, participate in a discussion regarding initial operational priorities. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns, nor is there a requirement to address every question.

Discussion Questions

1. What are the initial actions that are most critical in the first few hours after the event?
2. Which of the agencies are responsible for conducting these initial actions?
3. What initial actions would you like completed as a member of the community?
4. How is the EOC notified of an incident?
5. Who is the EOC responsible for notifying an incident has happened?
6. What initial information does your agency have, and what information does your agency need? How is that information shared?
7. How do you determine the safety and security of the EOC (whether physical or virtual location)?
8. How do you handle the sensitive nature of information due to the type of incident?
9. Who in your jurisdiction has security clearance?
10. What plans are in place to support response operations?



Module B: Community Lifeline #1: Safety and Security

Activity

Based on the information provided, participate in a discussion regarding initial operational priorities. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns, nor is there a requirement to address every question.

Discussion Questions

1. With the potential of decreased law enforcement availability, have you reviewed your contingency plans for critical facility security?
2. Are there plans in place to accommodate evacuation and sheltering plans for correctional facilities?
3. What special operations teams (e.g., Urban Search and Rescue, HazMat) are mission capable? How have they adopted the current CDC guidelines for PPE and training?
4. How do you determine the safety and security of the EOC (whether physical or virtual location)?
5. How do you determine the safety and security of your own agency and data?
6. What are the immediate safety protocols for your agency (including staff, facilities, and data)?
7. How are the priority facilities for on-site security determined?
8. Who in your jurisdiction has security clearance to get sensitive information?
9. What plans are in place to support response operations?



Module C: Community Lifeline #2: Food, Water, Shelter

Activity

Based on the information provided, participate in a discussion regarding initial operational priorities. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns, nor is there a requirement to address every question.

Discussion Questions

1. How is the safety and security of a shelter site determined in a homeland security type of attack?
2. How will the nature of the incident affect shelter operations?
3. Considering current sheltering options, how will you provide individuals with access and functional needs sheltering resources and assistance in a homeland security type of attack?
4. How will you collaborate the abilities and willingness of whole-community partners to operate or support mass care/sheltering after a homeland security-type attack?
5. What actions would better ensure that supply chain operations are maintained for base needs like food?
6. How will you address the typical panic buying actions that occur after a threatening event?
7. How will feeding be maintained for displaced populations?
8. What additional actions need to be considered for the safety and security of the public water supply?
9. What additional actions need to be considered for the safety and security of the private water supply?
10. What plans are in place to support food, water, and shelter activities in a homeland security type of attack?



Module D Community Lifeline #3: Health and Medical

Activity

Based on the information provided, participate in a discussion regarding initial operational priorities. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns, nor is there a requirement to address every question.

Discussion Questions

1. What is your alternate staffing or recruitment strategy for healthcare professionals in the event of a reduction of personnel availability?
2. Do your triage protocols and procedures facilitate efficient patient processing to reduce person-to-person contact and reduce the amount of time patients are in the triage area?
3. How will you coordinate with multi-disciplinary psychosocial support teams (e.g., social workers, mental health professionals, counselors, interpreters, patient service coordinators, clergy) to provide support to patients, families, and medical personnel?
4. How do your mass casualty management plans accommodate an increased number of fatalities? Have you identified additional contingencies for mortuary affairs management in a mass fatality incident?
5. To ensure equal access to information and other resources, how are key messages presented to patients, personnel, and the public in various accessible formats (e.g., audio, visual, sign language, braille, multiple languages)?
6. How many alternate care sites can you support, and how long will it take to establish, equip, and staff them?
7. What plans are in place to evacuate, shelter in place, or move patients to Federal Medical Station or Alternate Care Sites in your jurisdiction?



Module E: Community Lifeline #4: Energy (Power and Fuel)

Activity

Based on the information provided, participate in a discussion regarding initial operational priorities. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns, nor is there a requirement to address every question.

Discussion Questions

1. What resources will we need at our facilities to reinstate on-site functions?
2. Do energy sector partners have adequate staffing to generate, transmit and distribute power and fuel to the community in the event of sick workers or family care needs?
3. How long do the most critical facilities have before their generators need to be refueled?
4. What system is in place for prioritizing facilities to receive generator power? Who has the final say on priority?
5. What system is in place for prioritizing refueling of generators if fuel becomes limited? Who has the final say on priority?
6. What are the resources for repair and maintenance of generators in your jurisdiction? How will those resources get prioritized?
7. What plans are in place to support restoration of energy resources?



Module F: Community Lifeline #5: Communications

Activity

Based on the information provided, participate in a discussion regarding initial operational priorities. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns, nor is there a requirement to address every question.

Discussion Questions

1. How will security concerns restrict communications options?
2. How do you handle the sensitive nature of information due to the type of incident?
3. What information is the most important to be able to communicate in the first few hours?
4. Is increased use of mobile or internet bandwidth disrupting emergency communications? Can responders receive prioritized access to dedicated bandwidth? Do responders have backup communications?
5. What information do organizations need to communicate to maintain both continuity of operations and continuity of government?
6. How will your organization establish operational voice and data communications internally? With other responding agencies? What are the secondary options?
7. Who does and does not have access to alternate communication platforms?
8. What plans are in place to support response communications?
9. What are the communications programs to use for communicating with the public?
10. Do you have pre-scripted messages for communicating evacuation, shelter-in-place, or other emergency directives to the public?



Module G: Community Lifeline #6: Transportation

Activity

Based on the information provided, participate in a discussion regarding initial operational priorities. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns, nor is there a requirement to address every question.

Discussion Questions

1. Have you accounted for additional time needed for checkpoints during an evacuation?
2. What mechanisms are in place to increase public transportation for citizens unable to self-evacuate?
3. How will the nature of the event alter public transportation procedures?
4. What are the criteria to stop all public transportation stop for security reasons? Who makes that determination?
5. What happens to inbound flights given the scenario?
6. What types of surge capacity resources are available for movement of patients?
7. What actions need to take place to address the unique needs of tourists attempting to evacuate the incident? The island? The state?
8. What plans are in place to support transportation operations in emergency response?



Module H: Community Lifeline #7: Hazardous Materials

Activity

Based on the information provided, participate in a discussion regarding initial operational priorities. Identify any critical issues, decisions, requirements, or questions that should be addressed at this time.

The following questions are provided as suggested subjects that you may wish to address as the discussion progresses. These questions are not meant to constitute a definitive list of concerns, nor is there a requirement to address every question.

Discussion Questions

1. How will a hazardous materials component of an incident be shared with partners?
2. Who has the expertise to conduct plume modeling in your jurisdiction?
3. How will you know if the incident affects any Tier II facility or other hazardous material storage/transport?
4. Are your hazardous or toxic materials plans and messaging consistent with the other messaging happening?
5. What types of hazardous materials messaging needs to go out to the public?
6. How are you conducting site assessments, especially in areas with hazardous or radiological material?
7. Which other disaster activities will be impacted by hazardous materials exposure during an incident and how?
8. What plans are in place to support hazardous materials response operations?



Appendix D: Facilitator Evaluator Assignments



Appendix F: Facilitator Guide

Slide Title/ Content	Facilitator Notes	Timing				
		1-Hour Abbreviated	4-Hour Extended Discussion	4-Hour More Modules	7-Hour Extended Discussion	7-Hour More Modules
Title Slide						
	WELCOME AND INTRODUCTIONS	0:00	0:00	0:00	0:00	0:00
Welcome and Introductions	<p><i>Bring Participants together and quiet them down to start the Welcome and Introductions. When participants are ready:</i></p> <ul style="list-style-type: none"> ▪ <i>Explain that the purpose of this exercise is to facilitate a discussion around preparedness, response, and recovery considerations regarding a homeland security type of attack.</i> ▪ <i>Introduce yourself as the facilitator and explain that the facilitator is responsible for keeping the discussion focused on exercise objectives and exploring all issues within the time allotted.</i> ▪ <i>Explain that the exercise can be used to assist agencies and organizations with evaluating various response capabilities.</i> ▪ <i>Introduce any additional speakers and allow time for welcoming remarks.</i> ▪ <i>With small participant groups, allow time for participants to introduce themselves or explain that time will be given for introductions in the breakout groups.</i> ▪ <i>Address specific technical protocols (such as muting microphones when not speaking, switching between breakout rooms, etc.) to provide an effective virtual meeting.</i> 					



Slide Title/ Content	Facilitator Notes	Timing				
		1-Hour Abbreviated	4-Hour Extended Discussion	4-Hour More Modules	7-Hour Extended Discussion	7-Hour More Modules
	EXERCISE OVERVIEW AND SCENARIO SUMMARY	0:05	0:15	0:15	0:15	0:15
Exercise Schedule	<p><i>Briefly go over the agenda and exercise schedule:</i></p> <ul style="list-style-type: none"> ▪ <i>Welcome and Introductions</i> ▪ <i>Exercise Schedule</i> ▪ <i>Exercise Overview</i> ▪ <i>Current Situation Update</i> ▪ <i>Exercise/Facilitated Discussion</i> ▪ <i>Action Items and Takeaways</i> ▪ <i>Closing Remarks</i> 					
Exercise Overview	<p><i>Provide an overview of the exercise:</i></p> <p>Purpose: The purpose of this TTX is to continue to develop the understanding of the EOC and partner capabilities and responsibilities to a homeland security type of attack in the State of Hawaii.</p> <p><i>Explain that the Toolkit provides state and community partners with situations to discuss internally, as well as considerations, action items, and discussion questions for evaluation of their preparedness, response, and recovery capabilities.</i></p> <p>Scope:</p> <ul style="list-style-type: none"> ▪ This will be a discussion-based exercise. <ul style="list-style-type: none"> ▫ <i>Explain the exercise structure, including multiple sessions or breakouts, and how the breakouts will be conducted.</i> ▪ Following an overview of the current situation, players will engage in a discussion. ▪ Discussion questions are organized based around the FEMA Lifelines. The Lifelines concept enables the continuous assessment and operation of critical government and business functions and is essential to human health and safety or economic security. Lifelines are the most fundamental services in the community that, when stabilized, enable all other aspects of society to function. ▪ This exercise will validate current capabilities and discuss the challenges faced as the 					



Slide Title/ Content	Facilitator Notes	Timing				
		1-Hour Abbreviated	4-Hour Extended Discussion	4-Hour More Modules	7-Hour Extended Discussion	7-Hour More Modules
	<p>agency/organization prepares for, responds to, and recovers from a homeland security type of attack.</p> <ul style="list-style-type: none"> The exercise provides partners the opportunity to discuss capabilities and problem solve for solutions to potential problems. This exercise will discuss questions developed to thoroughly review plans. <p><i>Ask whether participants have any questions.</i></p>					
Exercise Objectives	<p><i>Review the exercise objectives.</i></p> <ol style="list-style-type: none"> Determine gaps in current preparedness, response, and recovery capabilities in response to a homeland security type of attack. Identify how plans, policies, and practices may need to be adapted to support scalable and flexible operations. Develop an action plan that defines the next steps required to adapt preparedness, response, and recovery plans. 					
Exercise Guidelines	<p><i>Review the exercise guidelines with participants. Tell participants that identifying issues is not as valuable as making suggestions and recommending actions that could improve efforts; problem-solving should be the focus.</i></p> <ul style="list-style-type: none"> A desired outcome from this exercise could include a roadmap for a functional all-hazards plan tailored to an organization's unique needs and missions. This is an open, no-fault environment – varying viewpoints, even disagreements, are expected. Please base your responses on current guidance and plans, policies, procedures, capabilities, and resources. Consider different approaches and suggest improvements. There is no “hidden agenda,” nor are there any trick questions. 					
Scenario	<p><i>Provide the participants an understanding of the limitations of the scenario elements.</i></p>					



Slide Title/ Content	Facilitator Notes	Timing				
		1-Hour Abbreviated	4-Hour Extended Discussion	4-Hour More Modules	7-Hour Extended Discussion	7-Hour More Modules
	<ul style="list-style-type: none"> The scenario elements are designed to provide a gross overview of a situation. They are not designed to be all-inclusive and additional information may be required. Any additional criteria needed for discussion should be requested from the facilitators. <p><i>Review the situation as described in the scenario.</i></p> <p><i>Depending on the expertise of your participants and the depth of the discussion, additional details should be provided to the participants. Facilitators should add to the scenarios as they see fit. Evaluators should note any information needs for possible inclusion in the AAR.</i></p>					
	FACILITATED DISCUSSION	0:10	0:45	0:45	0:45	0:45
Breakout Group Discussion	<p><i>Present the topics and share the questions with the participants.</i></p> <p><i>If breakout groups are conducted, give clear expectations of participants.</i></p> <ul style="list-style-type: none"> Introduce yourself to all people in the group. Make sure there is space for everyone to participate. Assign someone to share on behalf of the group. Return to the main group at the time identified. <p><i>Facilitators may consider dividing the questions, so each group has only one or two questions to answer.</i></p>					
Report Outs	<p><i>Bring the whole group together</i></p> <p><i>Call on a group to report out first. Have them explain the discussion they had, any key points discussed, and any gaps identified.</i></p> <p><i>Provide an opportunity for feedback from the other groups of ideas they may have missed or additional topics to consider.</i></p> <p><i>Follow up with the other groups. If you have time, go through all of the groups. If there are more groups, then there is time for, remember to start the next section with one of the groups that did not have the chance to report out.</i></p>					
	BREAK					



Slide Title/ Content	Facilitator Notes	Timing				
		1-Hour Abbreviated	4-Hour Extended Discussion	4-Hour More Modules	7-Hour Extended Discussion	7-Hour More Modules
Break	<i>Breaks should be conducted as identified in the schedule. Remember to have a break no less than every hour and no more than every 2 hours. Breaks should be established with clear time expectations for restarting the exercise.</i>					
	TAKEAWAYS AND CLOSING COMMENTS	0:55	3:30	3:45	6:00	6:15
Action Items and Takeaways	<p><i>This section of the exercise should prompt participants to review the discussion and identify next steps.</i></p> <p><i>Review the purpose of this segment of the exercise. Ask participants to openly share their thoughts and be respectful of others' perspectives.</i></p> <p><i>The focus of the conversation should be on identifying the action items, assigning them to individuals or teams for completion. For this portion, feedback on the design and conduct of the exercise itself is secondary.</i></p> <p><i>The facilitator should ensure that everyone has a chance to speak and avoid letting one person control the conversation.</i></p> <ul style="list-style-type: none"> ▪ Identify: <ul style="list-style-type: none"> ▫ Major takeaways ▫ Actions needed ▫ Person or group responsible for those actions ▫ Timeline to reconvene or report back ▫ Next steps <p><i>Be sure to capture specifics, including specific and actionable steps organizations can take to increase capabilities, who (person or group) is responsible for taking each of those actions, and a timeline and set up a time to reconvene or report back.</i></p>					
Closing Remarks	<i>If a senior leader is slated to deliver closing remarks, invite them to speak to the group. If not, offer closing remarks and thank everyone for their participation.</i>					
	ADJOURN AND ENDEX	1:00	4:00	4:00	7:00	7:00



Appendix F: Acronyms and Abbreviations

The following acronyms and abbreviations appear in this document and/or are likely to be heard during exercise discussion.

The EPT should revise this list to include any specialized acronyms and abbreviations related to local agency names, terminology related to the specific scenario options chosen, etc.

Acronym/ Abbreviation	Term
AAR	After-Action Report
C&O	Concept and Objectives Meeting
EEG	Exercise Evaluation Guide
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
ESF	Emergency Support Function
F/E	Facilitator/Evaluator
FEMA	Federal Emergency Management Agency
FOUO	For Official Use Only
FPM	Final Planning Meeting
HSEEP	Homeland Security Exercise and Evaluation Program
IAP	Incident Action Plan
IC	Incident Command/Incident Commander
ICS	Incident Command System
IP	Improvement Plan
IPM	Initial Planning Meeting
MPM	Midterm Planning Meeting
NGO	Non-Governmental Organization
NRF	National Response Framework
UC	Unified Command

