
CERT EXERCISE SWAPS

In this module you will learn about:

- **FEMA Exercise Guidance.** The types of exercises conducted by CERT. The advantages of operations-based exercises. What an exercise swap is and its benefits. How the Homeland Security Exercise and Evaluation Program (HSEEP) sets the standard for the design and conduct of systematic emergency response exercises.
- **Criteria for Well-Designed Exercise.** The criteria to determine if an exercise plan is carefully and thoughtfully crafted.
- **Steps and Documents.** The steps an exercise designer follows to ensure that the plan is complete and the documents that allow for consistency in design plans across the country.
- **Best Practices.** Ways to address challenges that occur while conducting the exercise and suggestions for implementing an exercise swap.

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COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 1

LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES	<p>At the conclusion of this module, the participants will be able to:</p> <ul style="list-style-type: none">• Explain the value of designing, conducting, and evaluating exercises in a systematic way.• Explain the value of exercise swapping.• Explain that the Federal Emergency Management Agency (FEMA) has developed national guidance for the design, conduct, and evaluation of exercises.• Identify the basic steps in the exercise process.• Create an operations-based exercise that meets the criteria of good exercise design.• Explain how to conduct an exercise.• Explain how to evaluate an exercise.
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SCOPE	<p>The topics that will be discussed in this module are:</p> <ul style="list-style-type: none">• Introduction and Overview• Overview: Exercise Types, Players, and Format• Criteria for a Well-Designed Exercise• Steps and Documents• Best Practices• Module Summary
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ESTIMATED COMPLETION TIME	8 hours (Part 1 and Part 2 are each 4 hours)
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EXERCISE SWAP CONCEPT	<p>In an exercise swap, two neighborhood teams from the same CERT program or jurisdiction work together to design and develop exercises for one another. Each team designs, conducts, and evaluates an exercise for a partner team in a partner team's neighborhood. The <i>CERT Exercise Swaps</i> module teaches participants how to prepare for and conduct an exercise swap. The actual exercises occur after completion of the module.</p> <p>A table of how the process works is shown on the next page.</p>
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COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 1

	Exercise Swap Process	
	During the exercise swap, each partner team will perform both Design Team and Player Team functions.	
Step	Exercise Design Functions	Exercise Player Functions
1	After the partner team completes its own Needs Assessment, review the results with them.	Acting as Player Team, conduct Need Assessment to identify the capabilities the team needs to practice. The Needs Assessment will be used by the partner team to develop exercise objectives.
2	Begin designing Exercise Plan for the partner team by drafting Objectives based on their Needs Assessment.	After Design Team drafts Objectives, review and discuss possible revisions with them. Each team must approve the Objectives for the exercise to be designed for it.
3	Continue to design exercise for partner team by developing the Exercise Plan including Scope, Scenario, and Events to address the Objectives.	
4	Develop Logistics Plan based on Exercise Plan.	
	Exercise Swaps classroom training ends. Each team continues to meet to plan an exercise for the other team.	
5	Finalize Exercise Plan and get approval of CERT Program Coordinator/Manager.	
6	Facilitate and evaluate the exercise.	Play the role of CERT responders in the exercise.
	Facilitate hot wash and document feedback.	Participate in hot wash and provide feedback to Lead Facilitator.

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 1

	Confirm date, time, and location of second exercise at which teams will switch roles.	
7	Develop draft After Action Report and submit to Player Team.	Review draft After Action Report and provide any additional comments and feedback to Design Team.
8	Incorporate feedback from Player Team into After Action Report. Submit final After Action Report and other documentation to Player Team and CERT Program Coordinator/Manager	
9		Use After Action Report to consider additional practice and training needs.
	Following an interval of at least two weeks, the partner teams switch roles for Steps 6 – 9 for the second exercise.	

TRAINING METHODS

In Part 1, the instructor welcomes participants to the training session, facilitates participant introductions, reviews the module purpose, and leads a discussion on participant experience with emergency training exercises.

Next, the instructor provides an overview of exercise types and the various roles in an exercise. The instructor specifically discusses the benefits of operations-based exercises. Exercise swaps are defined. The instructor will explain the relationship between HSEEP (Homeland Security Exercise and Evaluation Program), FEMA's guidance for exercise design, and CERT's exercises that are patterned after it. Participants then list the elements of a well-designed exercise.

The remainder of the module introduces participants to the steps to creating an exercise and the documents used by exercise designers and players.

Because the goal of the module is to allow both teams to make substantial progress on the development of a plan that meets the

needs of the other team, much of the remaining class time will be devoted to activities.

**TRAINING
METHODS
(CONTINUED)**

Step 1: Assess Needs

The instructor and participants walk through the team's Needs Assessment and discuss how to complete it. Participants break into teams. Each team discusses its needs and writes a Needs Assessment and then shares it with their partner team.

Step 2: Design an Exercise

The instructor and participants walk through the Exercise Plan and discuss how to complete it. Participants break into their teams. Each team begins to develop an Exercise Plan for its partner team in two activities: Develop Objectives and Develop an Exercise Plan. The team should be able to complete all but the *Events and Evaluation Form for Facilitator(s) and Evaluator(s)* before the end of Part 1.

The instructor recaps what was covered in Part 1 and reviews what will be covered in Part 2.

In Part 2, the instructor begins by reviewing the topics that will be covered. Participants then complete any remaining work on the Write an Exercise Plan activity.

Step 3: Plan for the Exercise

The instructor and participants walk through the Logistics Plan and discuss how to complete it. Participants break into their teams. Each

team develops selected portions of the Logistics Plan for the exercise it is designing.

Step 4: Conduct the Exercise, Step 5: Debrief the Exercise With a Hot Wash, Step 6: Write the After Action Report

The instructor quickly reviews the last three steps in the exercise process and the forms that can be used.

Finally, the instructor conducts a discussion of best practices: unexpected challenges that may occur during the exercise and possible solutions, and the best way to conduct an exercise swap.

The instructor will conclude the module by summarizing important points learned in each topic. Participants will receive certificates.

Note that each team will be expected to continue developing the exercise after the training is over and then conduct the exercise for their partner team. During the post-training activities, the team should seek guidance as needed from the CERT Program Coordinator/Manager or designee.

RESOURCES REQUIRED

- *Community Emergency Response Team Exercise Swaps Instructor Guide* (for instructors)
- *Community Emergency Response Team Exercise Swaps Participant Manual* (for participants)
- Appendix with templates for developing a full-scale exercise
- PowerPoint slides 0 to 52

EQUIPMENT

The following equipment is required for this module:

- A computer with PowerPoint software
- A computer projector and screen
- Masking tape
- Easel pad and easel or whiteboard
- Markers

PREPARATION

Review this module and add local information wherever requested.

Determine when to take breaks. In Part 1, a good place would be half way through the Conduct a Needs Assessment activity (before the teams brief each other on their Needs Assessments). In Part 2 a good place to take a break would be before the Develop the Logistics Plan activity.

Arrange for a way to make copies. In Part 1 for the Write an

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 1

Exercise Plan activity, it will be helpful if each Design Team member can have a copy of the Player Team’s Needs Assessment.

PARTICIPANT PREREQUISITES Participants must have completed *CERT Basic Training* and *FEMA ICS-100, Introduction to Incident Command System (ICS)*.

INSTRUCTOR QUALIFICATIONS Instructors for the *CERT Exercise Swaps* module should have the following qualifications:

- Demonstrated knowledge of the CERT Program
- Instructional experience
- Leadership experience
- Experience interacting with volunteers
- Experience with designing and conducting exercises

INSTRUCTOR QUALIFICATIONS (CONTINUED) Completion of FEMA Independent Study course entitled *An Introduction to Exercises (IS-120.a)* is recommended but not required.

NOTES

A suggested time plan for this module is as follows:

Part 1: (4 hours, with 20 minutes for break)

Introduction and Overview.....	20 minutes
Overview: Exercise Types, Players, and Format.....	40 minutes
Steps and Documents: Step 1: Assess Needs.....	10 minutes
Activity: Conduct a Needs Assessment.....	70 minutes
Steps and Documents: Step 2: Design an Exercise.....	5 minutes
Activity: Write Objectives.....	40 minutes
Steps and Documents: Step 2 (continued).....	10 minutes
Activity: Write an Exercise Plan.....	20 minutes
Part 1 Summary	5 minutes

Part 2: (4 hours, with 20 minutes for break)

Recap.....	10 minutes
Activity: Write an Exercise Plan (continued).....	45 minutes
Steps and Documents: Step 3: Plan for the Exercise.....	45 minutes
Activity: Develop the Logistics Plan.....	75 minutes
Steps and Documents: Step 4: Conduct the Exercise.....	10 minutes

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 1

Steps and Documents: Step 5: Debrief the Exercise with a Hot Wash	5 minutes
Steps and Documents: Step 6: Write the After Action Report.....	5 minutes
Best Practices	15 minutes
Module Summary	10 minutes
Total Time: 8 hours	

REMARKS

1. This module is designed for CERT volunteers who are interested in designing and conducting operations-based exercises for another team and in having exercises designed and conducted for their team.

Participants should register as geographic-specific groups. The CERT Program Manager may identify teams that can partner. Ideally, teams attending this module will have been paired ahead of time. There must be an even number of teams participating in each delivery of this training. If your CERT volunteers are not organized into teams, temporarily please do so for the purpose of the exercise swaps.


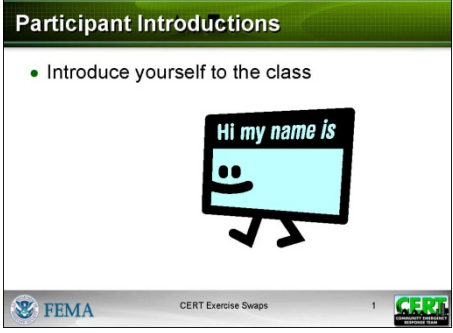
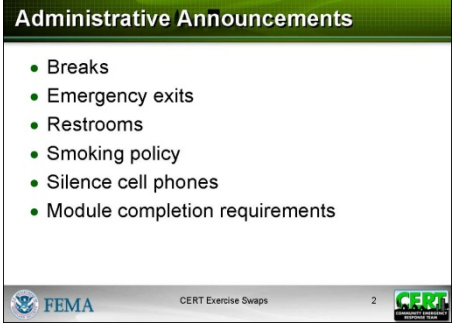
Participants need to understand that they will work as groups and that group identity will extend beyond the duration of the class and through the execution of two exercises, likely to occur in the months following the module.


2. Because the module is taught in two parts, sometimes a week apart, participants must register for both Part 1 and Part 2 of the module. Enrollment in only one part will not be allowed.
3. The recommended class size is 20 students per instructor. Larger class sizes can be accommodated only with more instructors added. The maximum class size recommended is 60 students per session.
4. Some reminders to instructors:
 - a. Exercise planning is a long and substantial process requiring weeks of planning. This module provides a high-level explanation of the process to be followed. It will be important not to exceed the lesson length by providing too much detail.
 - b. Exercises are conducted to test new and existing plans and procedures rather than to test the skills or knowledge of individuals or teams of individuals.
 - c. Exercises help improve the efficiency and effectiveness of executing plans and procedures. They offer a safe and simulated environment where participants can make mistakes without consequence.

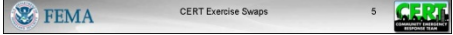
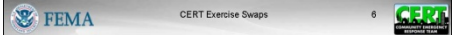
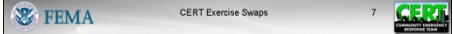
**REMARKS
(CONTINUED)**


- d. CERT exercises are modeled after DHS Homeland Security Exercise and Evaluation Program (HSEEP) doctrine and are tailored accordingly. While HSEEP provides a useful model for plan development and execution, instruction must emphasize simplicity and accessibility over strict adherence to the HSEEP process. Outside of this module, the CERT Program Manager or a representative will provide supervision and ongoing guidance to the teams as they design and implement their exercises.
 - e. The word “team” is used in two ways in the CERT world. To some, a team is synonymous with an entire region and can include perhaps hundreds of volunteers. For others, a team designates a much smaller neighborhood group. For the purposes of this module, “team” will indicate the Design Team or the Player Team. Each is made up of a group of volunteers that can be identified geographically.
5. Most of the activities in this module require participants to produce documents as a group or team. Instructors should circulate during activities and supervise the development of these documents, providing guidance as needed.
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CERT Exercise Swaps

INSTRUCTOR GUIDANCE	CONTENT
 <p>Exercise Swaps</p> <p>Community Emergency Response Team</p> <p>FEMA citizenCorps</p>	<p>Introduction and Overview</p> <p>Welcome and Introductions</p> <p>Welcome the participants to the <i>CERT Exercise Swaps</i> supplemental training.</p> <p>Introduce yourself and provide some background information about your past experience with CERT and with CERT exercises.</p>
<p>Display Slide 0</p>	<p>Ask other instructors to introduce themselves in the same way.</p>
 <p>Participant Introductions</p> <ul style="list-style-type: none"> Introduce yourself to the class <p>Hi my name is</p> <p>FEMA CERT Exercise Swaps</p>	<p>Participant Introductions</p> <p>Develop a class roster by passing around a sheet of paper and asking the participants to write down their contact information, or having them check in on a roster already developed from pre-registration information.</p> <p>If participants do not already know each other, have participants introduce themselves by giving their names.</p>
<p>Display Slide 1</p>	
 <p>Administrative Announcements</p> <ul style="list-style-type: none"> Breaks Emergency exits Restrooms Smoking policy Silence cell phones Module completion requirements <p>FEMA CERT Exercise Swaps</p>	<p>Administrative Announcements</p> <p>Make any necessary announcements such as:</p> <ul style="list-style-type: none"> Schedule of breaks for this session Emergency exits Restroom locations, smoking policy, silencing cell phones, etc. Module completion requirements (must attend both sessions)
<p>Display Slide 2</p>	

INSTRUCTOR GUIDANCE	CONTENT
<p>Module Goals</p> <ul style="list-style-type: none"> To prepare CERT members to design and conduct a full-scale exercise for another team To allow each team to make substantial progress on the development of an exercise plan that meets the needs of its partner team <p>FEMA CERT Exercise Swaps 3</p>	<p>Module Goals</p> <p>Explain that this module has two goals:</p> <ul style="list-style-type: none"> To prepare CERT members to design, conduct, and evaluate a full-scale exercise for another team To allow each team to make substantial progress on the development of an exercise plan that meets the needs of its partner team
<p>Display Slide 3</p>	<p>Say that, although there is not sufficient time in this module to take a full-scale exercise from beginning to end (concept through evaluation), participants will leave the class with a mostly developed exercise plan. They will understand what the remaining tasks are and how to complete them.</p>
<p>What You Will Learn</p> <ul style="list-style-type: none"> FEMA Exercise Guidance Criteria for a Well-Designed Exercise Steps and Documents Best Practices  <p>FEMA CERT Exercise Swaps 4</p>	<p>What You Will Learn</p> <p>List the topics that will be covered in the module:</p> <ul style="list-style-type: none"> FEMA Exercise Guidance – CERT follows guidance developed by FEMA, though CERT exercise plans are usually smaller in scale. Criteria for a Well-Designed Exercise – An exercise of any size should still meet certain standards. Steps and Documents – CERT follows a simple six-step process for developing exercises that can be swapped. Best Practices – Exercises developed and conducted by CERT members should follow certain best practices to address challenges and to ensure good communication between teams participating in the exercise swap.
<p>Display Slide 4</p>	


INSTRUCTOR GUIDANCE	CONTENT
<p>Module Objectives</p> <p>At the end of this module, you will be able to:</p> <ul style="list-style-type: none"> • Explain the value of designing, conducting, and evaluating exercises in a systematic way • Explain the value of exercise swapping • Explain that FEMA has developed national guidance for the design, conduct, and evaluation of exercises 	<p>Module Objectives</p> <p>Say that, at the end of this module, participants will be able to:</p> <ul style="list-style-type: none"> • Explain the value of designing, conducting, and evaluating exercises in a systematic way. • Explain the value of exercise swapping. • Explain that the Federal Emergency Management Agency (FEMA) has developed national guidance for the design, conduct, and evaluation of exercises.
<p>Display Slide 5</p> <p>Module Objectives (cont'd)</p> <p>At the end of this module, you will be able to:</p> <ul style="list-style-type: none"> • Identify the basic steps in the exercise process • Create an operations-based exercise that meets the criteria of good exercise design • Explain how to conduct an exercise • Explain how to evaluate an exercise 	<p>Continue to review the objectives. Participants will be able to:</p> <ul style="list-style-type: none"> • Identify the basic steps in the exercise process. • Create an operations-based exercise that meets the criteria of good exercise design. • Explain how to conduct an exercise. • Explain how to evaluate an exercise.
<p>Display Slide 6</p> <p>Module Materials</p> <ul style="list-style-type: none"> • Participant Manual <ul style="list-style-type: none"> ▪ To use during the training ▪ For later reference • Appendix <ul style="list-style-type: none"> ▪ All the documents and forms needed to plan and conduct an exercise ▪ Teams will complete much of it during training 	<p>Module Materials</p> <p>Describe the training materials that the participants will use during the module:</p> <ul style="list-style-type: none"> • The Participant Manual contains the information that will be covered in the two parts of the training. This information will be useful as a reference. • The Appendix contains all the documents and forms needed to plan and conduct an exercise. During the course of the module the teams will complete much of the information in the Appendix.
<p>Display Slide 7</p>	

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="110 302 558 638" style="border: 1px solid black; padding: 5px;"> <p>What Do You Think?</p> <ul style="list-style-type: none"> • Think about a full-scale training exercise <ul style="list-style-type: none"> ▪ What was valuable? ▪ What could have been improved?  </div> <p>Display Slide 8</p> <p>NOTE: Not everyone may have participated in a full-scale exercise outside of <i>CERT Basic Training</i>. However, depending on how their course was structured, the Unit 9 exercise in the <i>CERT Basic Training</i> course may have been a full-scale exercise.</p> <p>Conduct a short discussion based on these two questions.</p>	<p>What Do You Think?</p> <p>Ask participants:</p> <p>Think about a full-scale training exercise you have participated in.</p> <ul style="list-style-type: none"> • What was personally valuable about participating? • What elements of the exercise could have been improved?




INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="110 352 557 688" data-label="Image"> </div> <p data-bbox="110 705 337 741">Display Slide 9</p>	<p data-bbox="586 306 1287 384">Overview: Exercise Types, Players, and Format</p> <p data-bbox="586 405 818 441">Exercise Types</p> <p data-bbox="586 459 1385 567">Explain to participants that “exercise” is a broad term for any activity that helps emergency responders plan for and practice their organizational response to an incident.</p> <p data-bbox="586 585 1373 688">Say that there are two types of exercises: discussion-based and operations-based. First, explain the types of discussion-based exercises.</p> <ul data-bbox="586 716 1373 1766" style="list-style-type: none"> ● Tabletop exercises <ul style="list-style-type: none"> ○ Tabletop exercises are activities typically held in an informal setting and presented by the Facilitator to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, protection from, mitigation of, response to, and recovery from a defined incident. ○ This type of exercise is delivered in a low-stress environment and intended to generate discussion of various issues regarding a hypothetical, simulated emergency. ○ No hands-on practice or field work is involved. ● Functional exercises <ul style="list-style-type: none"> ○ Functional exercises are typically focused on exercising plans, policies, procedures, for individuals involved in management, direction, command, and control functions for disasters. ○ The key focus of a functional exercise is on the operational decisions made by the Incident Command Team. Other members of the team may be involved in the exercise, but to a lesser degree.

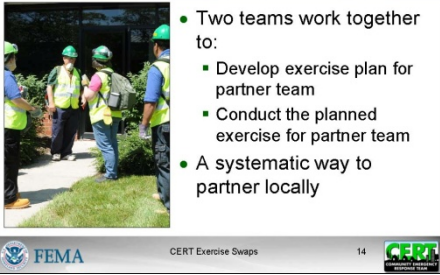
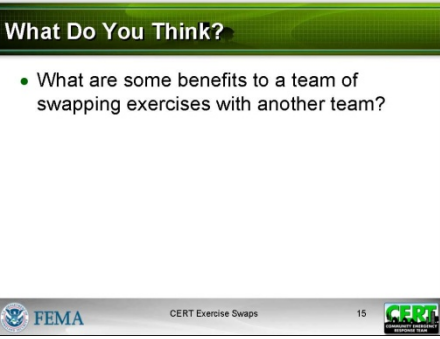
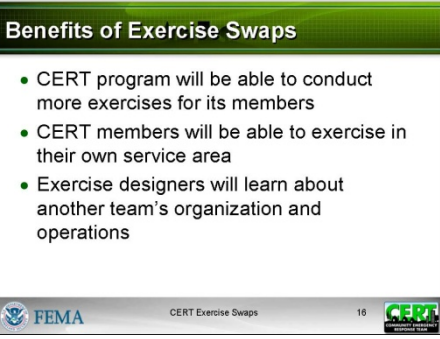
COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 1

INSTRUCTOR GUIDANCE	CONTENT
	<ul style="list-style-type: none">○ Once the Facilitator has presented the initial scenario, the Incident Commander (IC) and the Command Team verbally respond to the scenario and simulate assigning tasks to others on the team.○ The Facilitator then talks through a developing scenario and the Command Team verbally responds to the scenario developments.○ There is typically no actual field work in a functional exercise; all the activity is verbal. <p>Now explain the three types of operations-based exercises.</p> <ul style="list-style-type: none">● Drills<ul style="list-style-type: none">○ Drills are supervised activities that provide the opportunity to practice and validate a specific disaster operation or function, usually focused on one or two key skills.○ Drills may or may not be based on a scenario and can also be used to determine if plans can be executed as designed, to assess whether more training is required, or to reinforce best practices.● Competitive Events<ul style="list-style-type: none">○ A competitive event is an opportunity to practice a variety of skills in a challenging, fun, and competitive environment.○ Usually involve a combination of skill stations and demonstrations, as well as multiple CERTs.


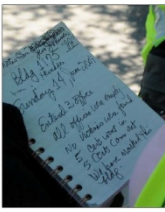
INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="110 1276 557 1612" data-label="Complex-Block"> <p>Exercise Participants</p> <ul style="list-style-type: none"> • Facilitator • Evaluator • Safety Officer • Players • Volunteer actors • Volunteer victims • Other volunteers  <p>FEMA CERT Exercise Swaps 10</p> </div> <p data-bbox="110 1629 357 1665">Display Slide 10</p>	<ul style="list-style-type: none"> • Full-Scale exercises <ul style="list-style-type: none"> ○ Full-scale exercises are typically the most complex and resource-intensive type of exercise because they are staged in a realistic field environment and involve many participants. ○ Personnel and resources may be mobilized and deployed to the scene where actions would be conducted as if a real incident had occurred. ○ The full-scale exercise simulates reality by presenting complex and realistic problems that require critical thinking, rapid problem solving, and effective responses. ○ Throughout the duration of the exercise, many activities occur simultaneously and this provides an opportunity to practice and validate response plans, policies and a wide variety of disaster operations. ○ Volunteers play the role of survivors and moulage is used to add realism. <p>Remind participants that they will be developing and conducting a full-scale exercise.</p> <p>Exercise Participants</p> <p>Explain that it takes a lot of people to put on an exercise. Here are the players that you can expect to see during a full-scale exercise:</p> <ul style="list-style-type: none"> • Facilitator (the person who manages the exercise by keeping it on track and ensures all objectives are met) <p>NOTE: Depending on the number of players and locations there may be a Lead Facilitator for the whole exercise and additional Facilitators to manage specific exercise locations, e.g., the medical treatment area or an individual team.</p>

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="110 953 557 1289" data-label="Image"> <p>The image shows a presentation slide with a green header that says "What Do You Think?". Below the header is a bullet point: "Think about your team. What are some advantages for your team to conducting an operations-based exercise?". At the bottom of the slide, there are logos for FEMA and CERT, and the text "CERT Exercise Swaps" and the number "11".</p> </div> <p>Display Slide 11</p> <p>Conduct a short discussion based on this question. Record answers on an easel pad or whiteboard. The answers are recapped on the next two slides.</p>	<ul style="list-style-type: none"> • Evaluator (the person who observes each team and assesses the team’s implementation of plans and procedures) • Safety Officer (the person responsible for ensuring safety at each exercise location) • Players (CERT members who are responders in the exercise) • Volunteer actors (the people who simulate specific roles in the exercise) • Volunteer survivors (the people who play the role of survivors during the exercise) • Other volunteers (the people who help with food, parking, etc.) <p>What Do You Think?</p> <p>Ask participants:</p> <ul style="list-style-type: none"> • Think about your team. What are some advantages for your team to conducting an operations-based exercise?

INSTRUCTOR GUIDANCE	CONTENT
<p>Operations-Based Exercises: Advantages</p> <ul style="list-style-type: none"> • Test effectiveness of plans and procedures • Test new plans and procedures • Practice existing skills • Learn new skills • Build effectiveness and efficiency in executing plans • Identify strengths, areas for improvement  <p>FEMA CERT Exercise Swaps 12</p> <p>Display Slide 12</p> <p>Indirect Benefits</p> <ul style="list-style-type: none"> • Builds team coherence • Engages volunteers • Demonstrates CERT's value to community and stakeholders  <p>FEMA CERT Exercise Swaps 13</p> <p>Display Slide 13</p> 	<p>Advantages of Conducting Operations-Based Exercises</p> <p>Summarize the discussion by reviewing the slide.</p> <p>Tell participants that conducting operations-based exercises has some direct benefits for a team. They allow each team to:</p> <ul style="list-style-type: none"> • Test the effectiveness of its current plans and procedures. • Test new plans and procedures. • Practice existing skills. • Learn new skills. • Build the team's effectiveness and efficiency in executing plans and procedures. • Identify strengths. • Identify areas that need to be improved upon. <p>Explain that conducting operations-based exercises can also have some indirect benefits.</p> <ul style="list-style-type: none"> • Builds team coherence • Brings in people (as volunteers and survivors) who didn't previously know about CERT • Demonstrates CERT's value to the community and stakeholders <p>Ask if there are any questions about the types of exercises and the advantages of an operations-based exercise.</p>


INSTRUCTOR GUIDANCE	CONTENT
<p>Exercise Swap Defined</p> 	<p>Exercise Swap Defined</p> <p>Say that an exercise swap is a systematic way to partner with another team.</p> <ul style="list-style-type: none"> • Each team develops an exercise for its partner team. • Each team conducts the exercise it develops for its partner team.
<p>Display Slide 14</p> <p>What Do You Think?</p> <ul style="list-style-type: none"> • What are some benefits to a team of swapping exercises with another team? 	<p>What Do You Think?</p> <p>Ask participants:</p> <ul style="list-style-type: none"> • What are some benefits to a team of swapping exercises with another team?
<p>Display Slide 15</p> <p>Conduct a short discussion based on this question. The answers appear on the next slide.</p> <p>Benefits of Exercise Swaps</p> <ul style="list-style-type: none"> • CERT program will be able to conduct more exercises for its members • CERT members will be able to exercise in their own service area • Exercise designers will learn about another team's organization and operations 	<p>Benefits of Exercise Swaps</p> <p>Summarize the discussion by reviewing the slide.</p> <p>Tell participants that:</p> <ul style="list-style-type: none"> • Each CERT program will be able to conduct more exercises for its members. <p>Designing and conducting exercises takes time. Typically the CERT Program Manager is the one who develops and plans exercises. With more people able to do this, more exercises can be scheduled.</p>
<p>Display Slide 16</p>	

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="110 934 191 1010" data-label="Image"> </div> <div data-bbox="110 1087 557 1423" data-label="Complex-Block"> <p>FEMA Exercise Guidance</p> <ul style="list-style-type: none"> • DHS provides framework for conducting and evaluating exercises in a systematic way: Homeland Security Exercise and Evaluation Program (HSEEP) • National CERT Program uses this guidance to develop materials and templates <p>FEMA CERT Exercise Swaps 17</p> </div> <p>Display Slide 17</p>	<ul style="list-style-type: none"> • CERT members will be able to exercise in their own service area. <p>Since exercise design is so time-intensive, CERT members often have to travel considerable distance to participate in the few exercises available. The local exercise swap saves travel time.</p> <ul style="list-style-type: none"> • Exercise designers will learn about another team’s organization and operations. <p>The exercise swap is an opportunity for networking and for sharing lessons learned.</p> <p>Explain that participants now have an overview of CERT exercises and the concept of exercise swaps. The next section will look briefly at the guidance that FEMA provides for conducting exercises in a systematic way.</p> <p>Ask if there are any questions about what an exercise swap is and its benefits.</p> <p>FEMA Exercise Guidance</p> <p>Explain that DHS provides exercise development guidance through the Homeland Security Exercise and Evaluation Program (HSEEP). The purpose of this initiative is to provide a framework for designing, conducting, and evaluating exercises in a systematic way.</p> <p>Say that the National CERT Program uses this guidance to develop materials and templates on a more modest scale.</p>

INSTRUCTOR GUIDANCE	CONTENT
<p>Advantages Of Being Systematic</p> <ul style="list-style-type: none"> Improves planning Lends rigor and structure to exercises Creates a common vocabulary with other emergency planners  <p>FEMA CERT Exercise Swaps 18</p>	<p>Advantages Of Being Systematic</p> <p>Explain that FEMA and CERT have learned that there are benefits to being systematic when designing, conducting, and evaluating operations-based exercises.</p> <ul style="list-style-type: none"> It improves planning when you follow the same process every time. It lends rigor and structure to exercises. <ul style="list-style-type: none"> When an exercise is designed for an identified need and using specific objectives, it is much easier to evaluate the success of the exercise. It creates a common vocabulary with other emergency planners.
<p>Display Slide 18</p> <p>Advantages Of Being Systematic (cont'd)</p>  <ul style="list-style-type: none"> Creates data that can be collected and used by partners Identifies skills requiring additional training Allows for uniformity and easy swapping <p>FEMA CERT Exercise Swaps 19</p>	<p>Continue to summarize the advantages of being systematic.</p> <p>Tell participants that being systematic:</p> <ul style="list-style-type: none"> Creates data that can be collected and used by partners Identifies skills requiring additional training Allows for uniformity and easy swapping
<p>Display Slide 19</p>	<p>Emphasize that an exercise that is useful and engaging is the result of lots of planning and preparation before volunteers arrive.</p>
<p>Transition to the activity.</p>	<p>Explain that participants will now have a chance to say what they think makes a good exercise.</p>

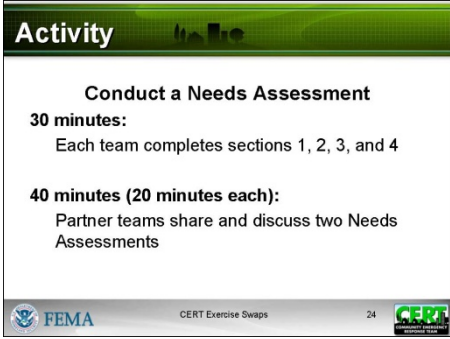
INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="110 302 558 638" style="border: 1px solid black; padding: 5px;"> <p>Activity</p> <p align="center">List the Criteria for a Well-Designed Exercise</p> <p align="center"><small>FEMA CERT Exercise Swaps 20</small></p> </div> <p>Display Slide 20</p> <p>PM, P. 8</p> <p>Record the ideas on an easel pad or whiteboard.</p> <p>Refer participants to the list in the Participant Manual.</p>	<p>Activity: List the Criteria for a Well-Designed Exercise</p> <p>Purpose: The purpose of this activity is to have participants list the elements of a well-designed exercise.</p> <p>Time: 5 minutes (individual work: 4 minutes, debrief: 1 minute)</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Tell participants to write down what they think are the criteria for a well-designed exercise in the space provided in the Participant Manual: “I know an exercise is designed well when: ...” 2. If people seem to be having trouble listing criteria, have them consider something analogous, such as planning a large-scale event. <p>Debrief:</p> <p>Debrief the activity by going around the room and asking for ideas from the participants’ lists. Only allow one idea per person. Use the list below to add any ideas that were not suggested.</p> <p>Criteria For A Well-Designed Exercise</p> <ul style="list-style-type: none"> • Is written down • Addresses an identified training need • Has one or more specific objectives • Evaluates CERT plans, procedures, and capabilities • Is manageable within the timeframe • Has a schedule • Defines the roles of and provides written guidance for CERT members, survivors, Facilitators, Evaluators, and Safety Officers • Ties evaluation to objectives • Provides reasonable practice time

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 1

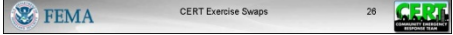
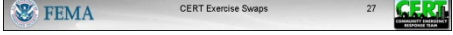
INSTRUCTOR GUIDANCE	CONTENT
	<ul style="list-style-type: none">• Requires documentation• Anticipates problems and incorporates contingencies• Plans for logistical needs <p>Summarize by saying that the next section of the training will review the six steps teams follow to develop and conduct exercises.</p> <p>Ask if there are any questions about exercises in general before you begin discussing the exercise process itself.</p>

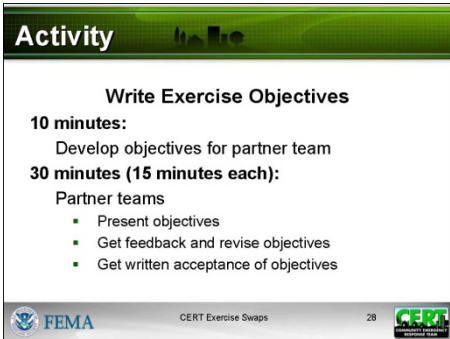
INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="110 352 558 688" data-label="Image"> </div> <p data-bbox="110 705 354 741">Display Slide 21</p>	<p data-bbox="586 306 979 342"><i>Steps and Documents</i></p> <p data-bbox="586 363 1049 399">Steps In The Exercise Process</p> <p data-bbox="586 436 1284 506">Explain that there are six steps to developing and conducting exercises:</p> <ul data-bbox="586 527 1273 835" style="list-style-type: none"> • Step 1: Assess Needs • Step 2: Design an Exercise • Step 3: Plan for the Exercise • Step 4: Conduct the Exercise • Step 5: Debrief the Exercise with a Hot Wash • Step 6: Write the After Action Report <p data-bbox="586 856 1320 961">Explain that some of these steps take longer than others. However, each one is essential and no step should be skipped.</p> <p data-bbox="586 993 1370 1283">Say that the first three steps deal with developing an exercise. This training focuses on these steps. The exercise development process is a methodical, step-by-step building of information. Over the course of several meetings, developers plan for the coming together of many volunteers. They make decisions about everything from purpose and scope to equipment and signage.</p> <p data-bbox="586 1314 873 1350">A word about terms:</p> <p data-bbox="586 1371 1263 1440">Explain that for the purposes of this training, the following terms are used:</p> <ul data-bbox="586 1461 1349 1770" style="list-style-type: none"> • A team is a group of CERT members. • Each team plays two roles: <ul data-bbox="646 1566 1349 1770" style="list-style-type: none"> ○ The team will be called the Design Team when developing an exercise for its partner team. ○ The team will be called the Player Team when it plays out the exercise developed by the Design Team.

INSTRUCTOR GUIDANCE	CONTENT
<p>Appendix, Needs Assessment PP. 1-7</p> <p>Before you introduce the exercise, walk participants through the entire CERT Needs Assessment. Make sure they understand what each part is for.</p> <p>The Needs Assessment is the first document in the Appendix.</p>	<p>Refer participants to the CERT Needs Assessment and walk through it. Use the details below to describe each of these sections:</p> <ul style="list-style-type: none"> • Needs Assessment cover page, “How to Use this Template” • Section 1: Think about the hazards in your community. • Section 2: Write down your two highest priority hazards. • Section 3: Identify the CERT capabilities or procedures most in need of rehearsal. • Section 4: Provide additional details that will be useful to the Design Team. <p>Needs Assessment Cover Page, “How to Use this Template”:</p> <p>Remind participants that an exercise swap involves two teams. Each team completes a CERT Needs Assessment for itself and provides it to its partner team. The partner team then develops an exercise based on the information in the other team’s Needs Assessment.</p> <ol style="list-style-type: none"> 1. Think about the hazards in your community. <ol style="list-style-type: none"> a. This section provides information on how to identify hazards. <ol style="list-style-type: none"> i. What hazards might occur (others can be added to the list provided) ii. What hazards are most likely to have serious consequences iii. What would be the impact of those hazards 2. Write down your two highest priority hazards. <ol style="list-style-type: none"> a. In this section you record your two highest priority hazards.

INSTRUCTOR GUIDANCE	CONTENT
<p>Transition to the activity.</p>  <p>Display Slide 24</p>	<p>3. Identify the CERT capabilities or procedures most in need of rehearsal.</p> <p>a. In this section you identify the capabilities and procedures that your team most needs to practice.</p> <p>4. Provide additional details that will be useful to the Design Team.</p> <p>a. This section provides other information that will be useful in designing an exercise for your team.</p> <p>i. What plans and procedures you use</p> <p>ii. Who you partner with</p> <p>iii. A profile of your team</p> <p>iv. A description or map of your team's geographic area</p> <p>Say that each team will now complete a Needs Assessment for its own team. It will then present the Needs Assessment to its partner team.</p> <p>Activity: Conduct a Needs Assessment</p> <p>Purpose: The purpose of this activity is for each team to complete a Needs Assessment for itself so that its partner team can design an exercise that will meet its needs.</p> <p>Time: 70 minutes</p> <ol style="list-style-type: none"> Complete Needs Assessment: 30 minutes. Present Needs Assessments: 40 minutes, allowing 20 minutes for questions and discussion of each plan.



INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="110 302 558 638" data-label="Image"> </div> <p data-bbox="110 653 357 688">Display Slide 25</p> <p data-bbox="110 877 544 947">Appendix, Exercise Plan PP. 1-10</p> <p data-bbox="110 968 532 1146">Walk participants through the entire CERT Exercise Plan. Make sure they understand what each part is for and how to complete it.</p> <p data-bbox="110 1167 509 1272">NOTE: Instructions and examples on the form are in <i>italics</i>.</p>	<p data-bbox="586 302 1000 338">Step 2: Design An Exercise</p> <p data-bbox="586 375 1352 447">Explain that each team will now be focusing on its role as Design Team.</p> <p data-bbox="586 468 1357 646">Tell the participants that, once the CERT Needs Assessment has been completed, the next step is to design an exercise based on the information. An exercise plan would be worthless unless it were based on a thorough and current Needs Assessment.</p> <p data-bbox="586 667 1365 739">Explain that an exercise plan provides all the details for the exercise:</p> <ul data-bbox="586 760 919 842" style="list-style-type: none"> • What will be tested • How it will be tested <p data-bbox="586 877 1360 949">Refer participants to the CERT Exercise Plan and walk through these four sections:</p> <ul data-bbox="586 970 1235 1205" style="list-style-type: none"> • Section 1: Exercise Objectives • Section 2: Scope • Section 3: Scenario • Section 4: <i>Events and Evaluation Form for Facilitator(s) and Evaluator(s)</i> <p data-bbox="586 1226 1349 1297">Use the information on the following pages to explain what is in the section and how it should be completed.</p> <p data-bbox="586 1318 1360 1390">Explain that the Exercise Plan will be completed during the course of the training.</p>

INSTRUCTOR GUIDANCE	CONTENT
<p>Step 2: Exercise Objectives</p> <ul style="list-style-type: none"> Objective is statement of what procedure exercise will test <ul style="list-style-type: none"> Should directly involve procedures that partner team identified in Needs Assessment as needing practice Should be <u>clear</u>, <u>concise</u>, and <u>observable</u> <ul style="list-style-type: none"> Objective that meets those criteria is easy for Evaluator to assess 	<p>Exercise Objectives</p> <p>Describe what an objective is and its purpose: an objective is a statement of what procedure the exercise will test.</p> <ul style="list-style-type: none"> Objectives should directly involve procedures that the partner team identified in the Needs Assessment as needing practice. Objectives should be clear, concise, and observable. <ul style="list-style-type: none"> An objective that meets those criteria is easy for the Evaluator to assess.
<p>Display Slide 26</p>	<p>Emphasize that objectives should focus on the team’s successful execution of a procedure, not on how well CERT members demonstrated a skill.</p>
<p>Step 2: Exercise Objectives (cont’d)</p> <ul style="list-style-type: none"> Focus is on execution of a procedure, not demonstration of a skill Good verbs: <ul style="list-style-type: none"> Assess Evaluate Validate Test 	<p>Say that the best way to ensure that objectives are focusing on procedures and not on individual skills is to begin an objective with a verb such as:</p> <ul style="list-style-type: none"> Assess Evaluate Validate Test
<p>Display Slide 27</p>	<p>Give some examples of objectives that focus on a procedure:</p>
<p>PM, P. 15</p>	<ul style="list-style-type: none"> Validate the plan to establish an Incident Command structure. Assess plans and protocols for communicating between the team and professional responders, between the CERT Command Post and the field, and between team members. Assess application of search and rescue procedures. Assess application of medical procedures. Evaluate methods for documenting actions taken. Validate CERT sizeup procedures.

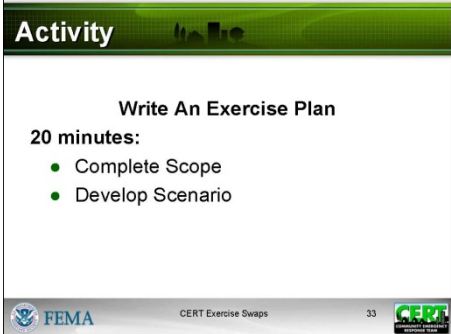
INSTRUCTOR GUIDANCE	CONTENT
<p>Transition to the activity.</p>  <p>Display Slide 28</p>	<p>Share this example of how a CERT capability that needs practice can be translated into an objective.</p> <ul style="list-style-type: none"> • The Needs Assessment identifies “Communications” as a capability for practice. • The objective that can be tested during an exercise is “Assess procedures for communication between the Incident Commander and the teams.” <p>Say that each team will now write the objectives for the exercise it will develop.</p> <p>Activity: Write Exercise Objectives</p> <p>Purpose: The purpose of this activity is for each team in its role as Design Team to write objectives for the exercise it will develop for its partner team - the Player Team. The partner teams will then review the objectives, provide feedback, and accept the revised objectives.</p> <p>Time: 40 minutes</p> <ol style="list-style-type: none"> 1. Develop objectives for partner team: 10 minutes. 2. Present objectives, review, and revise: 30 minutes, allowing 15 minutes for discussion and acceptance of each team’s objectives. <p>Instructions:</p> <ol style="list-style-type: none"> 1. Assign each team to work as a group on this activity. Participants should move chairs or tables as necessary to do this. 2. Tell participants to appoint someone to record the objectives on the Exercise Objectives sheet (Page Exercise Plan 3 in the Appendix). 3. Ask each team to: <ol style="list-style-type: none"> a. Review the capabilities noted on the Needs Assessment that was completed by its partner team. b. Develop objectives (maximum of four).based on those capabilities and other information in the Needs Assessment.

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 1

INSTRUCTOR GUIDANCE	CONTENT
	<p>4. At the end of the 10 minutes, each team should have a maximum of four objectives to review with its partner team.</p> <p>5. For the next part of the activity, explain that now each team will have 15 minutes to share their objectives with its partner team, get their feedback, and develop revised objectives. The partner team will indicate its acceptance of the objectives by signing Exercise Plan Page 4 in the Appendix.</p> <p>6. Allow each team 15 minutes to get acceptance for the objectives it has written.</p> <p><u>Debrief:</u></p> <p>Ask these questions about developing the objectives.</p> <ul style="list-style-type: none">• Did the Needs Assessment give you enough information to develop the objectives?• If not, what more would you want? <p>Ask this question about reviewing the objectives with the partner team.</p> <ul style="list-style-type: none">• Did your partner team revise your objectives? <p>Explain that now that the objectives are developed, the rest of the exercise plan can be developed. The sections still to be developed are the Scope, the Scenario, and the <i>Events and Evaluation Form for Facilitator(s) and Evaluator(s)</i>.</p>

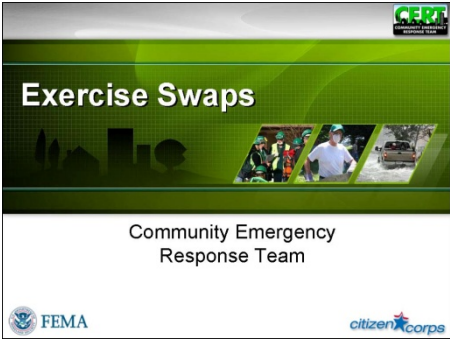
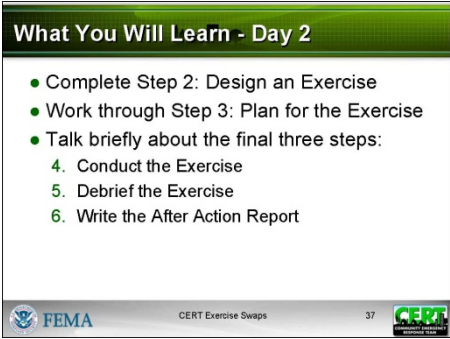
INSTRUCTOR GUIDANCE	CONTENT
<p>PM, P. 19</p> <div data-bbox="110 947 557 1283" style="border: 1px solid black; padding: 5px;"> <p>Step 2: Scenario (cont'd)</p> <ul style="list-style-type: none"> • Key ingredients <ul style="list-style-type: none"> ▪ Addresses hazard identified in Needs Assessment ▪ Tests exercise objectives ▪ Provides appropriate practice opportunities for CERT members ▪ Can be conducted in available location <p style="font-size: small; margin-top: 5px;">  CERT Exercise Swaps 31  </p> </div> <p>Display Slide 31</p>	<p>Refer participants to the example of a simple narrative scenario:</p> <p><i>A strong wind storm has hit the community. Power lines and communications are down. Traffic signals all over town are not working. In your team's service area a housing complex has been badly damaged. There are reports of numerous survivors in the buildings.</i></p> <p><i>The day is cool and cloudy. It has been raining lightly all day. The temperature is expected to fall sharply later.</i></p> <p><i>Emergency services are managing responses in other parts of town. The local team has been activated to assess damage and to rescue and treat survivors in the complex. CERT members have just arrived at the pre-designated meeting point. Many of them have brought damage reports with them.</i></p> <p>Remind participants that developing scenarios can be a lot of fun and it is easy to get very elaborate. Be creative but realistic. The scenario should:</p> <ul style="list-style-type: none"> • Address the hazard identified in the Needs Assessment. • Test the exercise objectives. • Provide appropriate practice opportunities for CERT members. • Be able to be conducted in an available location.



INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="120 306 553 359" data-label="Section-Header"> <p>Step 2: Events and Evaluation Form for Facilitator(s) and Evaluator(s)</p> </div> <div data-bbox="136 371 513 525" data-label="List-Group"> <ul style="list-style-type: none"> ● How well did players achieve objectives and respond to unforeseen events? ● Contents <ul style="list-style-type: none"> ■ Exercise objectives and events/messages ■ Expected action by team ■ Documentation of team response </div> <div data-bbox="120 604 553 636" data-label="Image"> </div> <div data-bbox="107 651 358 690" data-label="Section-Header"> <p>Display Slide 32</p> </div> <div data-bbox="107 703 509 816" data-label="Text"> <p>Sometimes these events/messages are called “injects.”</p> </div>	<div data-bbox="579 302 1338 378" data-label="Section-Header"> <p>Events and Evaluation Form for Facilitator(s) and Evaluator(s)</p> </div> <div data-bbox="579 392 1391 464" data-label="Text"> <p>Describe the final section of the exercise plan and how it is used.</p> </div> <div data-bbox="579 483 1391 1745" data-label="List-Group"> <ul style="list-style-type: none"> ● A key component of any exercise is the evaluation: how well did the players achieve the objectives and respond to unforeseen events? ● The <i>Events and Evaluation Form for Facilitator(s) and Evaluator(s)</i> should contain both the exercise objectives and unforeseen events that will be presented by the exercise Facilitators. ● In order to make the exercise more challenging, exercise Facilitators are given a list of events or messages to be communicated to exercise participants during the exercise. ● Messages and other events will require team members to adjust their plan and take some action or make a decision. ● Here are some examples of a message/event for the scenario above: <ul style="list-style-type: none"> ○ “A team member has been injured during operations.” ○ “A citizen volunteer walks up and asks how he/she can help.” ○ A moderately damaged building with survivors inside is reported at [street address]. ● Each Evaluator is provided the <i>Events and Evaluation Form for Facilitator(s) and Evaluator(s)</i> at the briefing for the exercise. The form includes: <ul style="list-style-type: none"> ○ Exercise objectives and messages/events ○ What the expected action/response should be ○ A place to document what actually occurred </div>

INSTRUCTOR GUIDANCE	CONTENT
<p>Transition to the activity.</p>  <p>Display Slide 33</p> <p>If possible, make enough copies of each team’s Needs Assessment so that each member of its partner team has one.</p> <p>Circulate during the activity and provide assistance as needed.</p> <p>This activity will be completed at the beginning of Part 2. The teams should have time to complete Scope and Scenario. They will not have time to complete the <i>Events and Evaluation Form for Facilitator(s) and Evaluator(s)</i>.</p>	<p>Say that each team will now begin to develop the remaining sections of the Exercise Plan for its partner team using the partner team’s Needs Assessment.</p> <p>Activity: Write An Exercise Plan</p> <p>Purpose: The purpose of this activity is for each team to develop an Exercise Plan for its partner team using its partner team’s Needs Assessment.</p> <p>Time: 20 minutes</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Assign each team to work as a group on this activity. Participants should move chairs or tables as necessary to do this. 2. Tell participants to appoint someone to record the group’s answers on a single document that will be shared with its partner team. 3. Ask each team to work together to complete their sections on Scope and Scenario. <ol style="list-style-type: none"> a. Remember to base the work on the partner team’s Needs Assessment. b. Record the capabilities for which objectives were developed. c. Develop a realistic scenario. 4. Explain that the <i>Events and Evaluation Form for Facilitator(s) and Evaluator(s)</i> will be developed in Part 2. 5. Stop the activity 5 minutes before the end of the Part 1 session. <p>Debrief:</p> <p>When the time is up, assess where the teams are in developing their Exercise Plans so that you know where they will need to start in Part 2.</p>

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="115 317 406 348" data-label="Section-Header"> <p>What You Learned – Part 1</p> </div> <div data-bbox="134 369 519 564" data-label="List-Group"> <ul style="list-style-type: none"> ● Reviewed exercises <ul style="list-style-type: none"> ▪ Types of exercises ▪ Who is involved ▪ Importance of being systematic ● Discussed exercise swaps <ul style="list-style-type: none"> ▪ How they work ▪ Benefits of doing them ● Reviewed criteria for well-designed exercise ● Started working through 6 steps of exercise process <ol style="list-style-type: none"> 1. Assess Needs 2. Design an Exercise </div> <div data-bbox="115 600 557 636" data-label="Image"> </div> <div data-bbox="105 648 357 688" data-label="Text"> <p>Display Slide 34</p> </div> <div data-bbox="115 1232 423 1262" data-label="Section-Header"> <p>What You Will Learn - Part 2</p> </div> <div data-bbox="134 1281 532 1440" data-label="List-Group"> <ul style="list-style-type: none"> ● Complete Step 2: Design an Exercise ● Work through Step 3: Plan for the Exercise ● Talk briefly about the final three steps: <ol style="list-style-type: none"> 4. Conduct the Exercise 5. Debrief the Exercise with a Hot Wash 6. Write the After Action Report </div> <div data-bbox="115 1518 557 1551" data-label="Image"> </div> <div data-bbox="105 1564 357 1604" data-label="Text"> <p>Display Slide 35</p> </div> <div data-bbox="105 1759 370 1803" data-label="Text"> <p>End of Part 1</p> </div>	<div data-bbox="578 300 875 342" data-label="Section-Header"> <p>Part 1 Summary</p> </div> <div data-bbox="578 380 1174 415" data-label="Text"> <p>Review what was covered in this session:</p> </div> <div data-bbox="578 434 1380 1176" data-label="List-Group"> <ul style="list-style-type: none"> ● Reviewed exercises <ul style="list-style-type: none"> ○ The types of exercises, with a focus on the full-scale exercise ○ Who is involved in an exercise ○ Why it is important to conduct exercises in a systematic way ● Discussed exercise swaps <ul style="list-style-type: none"> ○ How they work ○ The benefits of doing them ● Reviewed the criteria for a well-designed exercise ● Started working through the six steps of the exercise process. <ul style="list-style-type: none"> ○ Step 1: Assess Needs ○ Step 2: Design an Exercise </div> <div data-bbox="578 1215 1271 1251" data-label="Text"> <p>Review what will be covered in the next session:</p> </div> <div data-bbox="578 1268 1310 1596" data-label="List-Group"> <ul style="list-style-type: none"> ● Complete Step 2: Design an Exercise ● Work through Step 3: Plan for the Exercise ● Talk briefly about the final three steps: <ul style="list-style-type: none"> ○ Step 4: Conduct the Exercise ○ Step 5: Debrief the Exercise with a Hot Wash ○ Step 6: Write the After Action Report </div> <div data-bbox="578 1631 1339 1743" data-label="Text"> <p>Provide details about the second part of the training, e.g., date and time, if it is not conducted on the same day as Part 1.</p> </div>

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 2

INSTRUCTOR GUIDANCE	CONTENT
<p>CERT Exercise Swaps Part 2</p>  <p>Display Slide 36 Keep this discussion brief.</p>  <p>Display Slide 37</p> <p>Transition to the activity.</p>	<p>Welcome the participants to the second part of the <i>CERT Exercise Swaps</i> supplemental training.</p> <p>Ask if anyone had any questions or observations from the first session.</p> <p>Explain that the remaining steps of the exercise process will be covered in this session:</p> <ul style="list-style-type: none">• Complete Step 2: Design an Exercise• Work through Step 3: Plan for the Exercise• Talk briefly about the final three steps:<ul style="list-style-type: none">○ Step 4: Conduct the Exercise○ Step 5: Debrief the Exercise with a Hot Wash○ Step 6: Write the After Action Report <p>Tell participants that the first activity is to complete the design activity that the teams began to develop in Part 1.</p>

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="159 304 604 636" style="border: 1px solid black; padding: 5px;"> <p>Activity</p> <p>Write An Exercise Plan (continued)</p> <p>45 minutes:</p> <ol style="list-style-type: none"> 1. Review Exercise Plan 2. Complete Events and Evaluation Form for Facilitator(s) and Evaluator(s) <p align="center">  <small>CERT Exercise Swaps</small>  </p> </div> <p>Display Slide 38</p>	<p>Activity: Write An Exercise Plan (continued)</p> <p><u>Purpose:</u> The purpose of this activity is for each team to complete the Exercise Plan for its partner team using its partner team’s Needs Assessment.</p> <p><u>Time:</u> 45 minutes</p> <ol style="list-style-type: none"> 1. Review completed sections of Exercise Plan: 5 minutes. 2. Develop Events and Expected Actions: 25 minutes. 3. Debrief: 10 minutes. <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. Remind each team to: <ol style="list-style-type: none"> a. Work as a group on this activity. Participants should move chairs or tables as necessary to do this. b. Appoint someone to record the group’s answers on a single document that will be shared with its partner team. 2. Ask each team to FIRST review the part of the plan it has already completed: Exercise Objectives, Scope, and Scenario. Make any adjustments that might seem appropriate. This should take about 5 minutes. 3. Then ask each team to create a list of events and expected actions and add them to the <i>Events and Evaluation Form for Facilitator(s) and Evaluator(s)</i>. 4. Provide these instructions: <ol style="list-style-type: none"> a. Participants should complete the Message/Event column and the Expected Action column, but not the Actual Observed column. b. Message/Event <ol style="list-style-type: none"> i. Add each of the exercise objectives to the <i>Events and Evaluation Form for Facilitator(s) and Evaluator(s)</i> in the Message/Event column.

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 2

INSTRUCTOR GUIDANCE	CONTENT
	<ul style="list-style-type: none"> ii. For each objective, write a few events beneath it that will test the objective. Be creative in developing these events, but also be realistic. Remember that the event/message is another opportunity to test the team's application of its plans, procedures, and capabilities. See example on page Exercise Plan p. 7. There should be no more than 6 events under each exercise objective. If an event does not relate to an objective, it should be removed. iii. Every message/event must include the objective(s) it relates to. iv. Specify if the event is to happen at a specific location. For example, if the event is to happen at the Command Post, then the Lead Facilitator will know that he or she is responsible for giving that message. v. Facilitators and Evaluators must be stationed at each location (i.e., Incident Command Post, Search and Rescue area, medical treatment area). <p>c. Expected Action</p> <ul style="list-style-type: none"> i. For each message/event, determine how the players would successfully respond to this event by entering the expected action in the Expected Action column. ii. Each event should trigger player actions that relate to exercise objectives. Expected actions are determined by the policies, procedures, and training of the team. <p><u>Debrief:</u></p> <p>Debrief the activity by asking participants about the development process. Emphasize to the teams that they do not want to reveal exercise details to the Player Team for whom they are designing and will conduct the exercise:</p>

INSTRUCTOR GUIDANCE	CONTENT
<p>Transition to Step 3.</p> <div data-bbox="159 543 605 877"> </div> <p>Display Slide 39</p> <div data-bbox="159 961 605 1295"> </div> <p>Display Slide 40</p> <p>Conduct a short discussion based on this question. Use the easel pad or a whiteboard to record participant answers.</p> <p>Appendix, Logistics Plan PP. 3-4</p> <p>Refer participants to the Planning Considerations table in the Logistics Plan.</p>	<ol style="list-style-type: none"> 1. What were the challenges in developing a scenario? 2. What were the challenges in developing exercise events and expected actions? <p>Step 3: Plan For The Exercise</p> <p>Say that planning an exercise requires a lot of coordination. Step 3 in the exercise process is to plan for the logistics of the exercise.</p> <p>What Do You Think?</p> <p>Ask participants:</p> <ul style="list-style-type: none"> ▪ What are some logistical considerations when planning for an exercise? <p>Planning Considerations</p> <p>Summarize the discussion by reviewing the table.</p>

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="159 443 604 779" data-label="Image"> </div> <p data-bbox="159 793 402 831">Display Slide 41</p> <p data-bbox="159 846 600 917">Appendix, Logistics Plan PP. 1-29</p> <p data-bbox="159 936 600 1152">Refer participants to the Logistics Plan as you review it. Participants will also need to look at pages in the Participant Manual, so they should have both available.</p>	<p data-bbox="630 304 1421 411">Emphasize that the success of an exercise depends on the thorough completion of all the tasks of Step 3: Plan for the Exercise.</p> <p data-bbox="630 443 917 480">The Logistics Plan</p> <p data-bbox="630 516 1437 590">Walk through the Logistics Plan, using the information in the following pages to provide details.</p> <ul data-bbox="630 627 1091 1209" style="list-style-type: none"> • Planning Considerations • Site Selection and Setup • Materials List • Logistics Assignments • Schedule • Map(s) • Survivor Injury Cards • Actor Profile Cards • Player Briefing Guide • Exercise Staff Briefing Guide • Lead Facilitator Guidelines
<div data-bbox="159 1241 604 1577" data-label="Image"> </div> <p data-bbox="159 1591 402 1629">Display Slide 42</p> <p data-bbox="159 1644 607 1682">Appendix, Logistics Plan P. 5</p>	<p data-bbox="630 1241 1015 1278">Site Selection And Setup</p> <p data-bbox="630 1314 1409 1388">Tell participants that many of the decisions will depend on where the exercise is conducted.</p> <p data-bbox="630 1402 1079 1440">Say that the site selected must:</p> <ul data-bbox="630 1457 1421 1675" style="list-style-type: none"> • Be realistic given the scenario and hazard • Have sufficient parking and space for all the staging locations • Be approved well in advance by the authority or owner of the property <p data-bbox="630 1690 1377 1797">Explain that public schools, libraries, stadiums, a building scheduled for demolition, or a park might be good areas for an exercise.</p>

INSTRUCTOR GUIDANCE	CONTENT
<p>Appendix, Logistics Plan P. 6</p>	<p>Say that the site should be able to be subdivided into staging locations for sign-in, staff and player briefing, areas of play (for example, Command Post, medical treatment area, morgue), and break/refreshment area.</p> <p>Say that permission to create a realistic incident site may include the ability to turn off utilities to simulate outages. Ask the facility to have a representative with knowledge of the facility’s infrastructure on hand during the exercise.</p> <p>Materials List</p> <p>Say that materials include both people and things.</p> <p>Explain that some basic equipment will be required at all exercises regardless of the complexity and type:</p> <ul style="list-style-type: none"> • CERT PPE • Signage • Radio • Maps • Tables • Tents • Water • Pens • Method for documentation (forms) • Restrooms <p>Say that the materials needed will depend on the scenario. For example, a search and rescue following a tornado would require moulage, props to simulate building damage, Survivor Injury Cards, etc.</p> <p>Tell participants that they will find themselves adding to the materials list as they prepare for the exercise.</p>



INSTRUCTOR GUIDANCE	CONTENT
<p>PM, P. 27</p>	<p><i>Communication</i></p> <ul style="list-style-type: none"> • All communications about the exercise must start and end with “This is an exercise.” • Emergencies: Sometimes in a simulation, players will need to communicate outside the scope of the exercise. Here are some examples: <ul style="list-style-type: none"> ○ Should a player need to communicate something outside the scope of the exercise, he or she prefaces the statement with “Real world . . .” So, for example, if a player twists an ankle, he or she says “Real world . . . I’ve twisted my ankle and need medical attention.” ○ If exercise staff needs to communicate with a player outside the scope of the exercise, he or she will say “Facilitator says . . .” So, for example, if the Facilitator or Evaluator observed an unsafe carry technique, he or she would say “Facilitator says STOP.” • Public information officer. Having a public information officer communicate the exercise’s goals and scenario in advance will help the exercise run with minimal interruption from the public. • Sponsoring agency. Notify the CERT’s sponsoring agency well in advance of the exercise.
<p>Appendix, Logistics Plan P. 8</p>	<p>Scheduling</p> <p>Say that the Design Team planning the exercise needs to arrive an hour before the exercise starts. Some of the activities that must be performed before the exercise are:</p> <ul style="list-style-type: none"> • Posting parking and directional signs • Labeling staging areas • Erecting tables, tents, and chairs

INSTRUCTOR GUIDANCE	CONTENT
<p>Appendix, Logistics Plan P. 9</p> <p>Appendix, Logistics Plan PP. 10-12</p>	<ul style="list-style-type: none"> • Setting up refreshments • Setting up the Command Post <p>Explain that the Design Team has responsibility for conducting the hot wash, collecting feedback forms, taking down signs, and returning equipment. This may take an hour after the exercise ends.</p> <p>Explain that the facility should be scheduled for the duration of the exercise plus additional time for setting up and cleaning up.</p> <p>Map</p> <p>Explain that the Design Team should draw one or more maps that show the area of play and the placement of all role-players (volunteer survivors) and exercise staff.</p> <p>Survivor Injury Cards</p> <p>Explain that Survivor Injury Cards are intended to simplify the process of simulating survivors. They can be used in two ways.</p> <ol style="list-style-type: none"> 1. If you have volunteer survivors, use these descriptions to create roles for them. Brief the volunteers on the nature of their injuries, how they might behave, and any information you want them to share with search and rescue staff. 2. If you are using simulated survivors, such as mannequins or gingerbread cutouts, you can attach a label to each with one of the descriptions. <p>Point out that an exercise may not use all of these cards or the Design Team may choose to create its own.</p>

INSTRUCTOR GUIDANCE	CONTENT
<p>Appendix, Logistics Plan P. 13</p>	<p>Actor Profile Cards</p> <p>Say that sometimes your exercise events include someone who appears unexpectedly and that the Player Team members have to deal with, e.g., a spontaneous volunteer wanting to help or a hysterical person who needs attending to. Write a description of that person on an Actor Profile Card and give it to the person who will play the role.</p>
<p>Appendix, Logistics Plan PP. 14-29</p>	<p>Player Briefing Guide, Exercise Staff Briefing Guide, Lead Facilitator Guidelines</p> <p>Tell participants that these guides provide key information for the various participants in the exercise. They are primarily a compilation of information already developed.</p> <p><i>Player Briefing Guide</i> (for CERT members and for volunteers)</p> <ul style="list-style-type: none"> • Player Guidance • Scenario • Exercise Objectives • Rules of Play • Communication Procedures • <i>Participant Feedback Form</i> <p>NOTE: Because players must respond to information as it is revealed to them, many aspects of the exercise plan are withheld from their briefing guide.</p> <p>IMPORTANT: Distribution of the <i>Player Briefing Guide</i> may be something you want to discuss. The briefing itself is mandatory. But some teams find that, since there is no clean place to put or keep the briefing guide, they prefer to do the briefing verbally and then distribute the <i>Participant Feedback Form</i> at the hot wash.</p>

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 2

INSTRUCTOR GUIDANCE	CONTENT
<p>Appendix, Logistics Plan PP. 24-28</p> <p>Walk participants through the steps in the <i>Lead Facilitator Guidelines</i>. These guidelines will show the class how an exercise is conducted.</p> <p>Transition to the activity.</p>	<p><i>Exercise Staff Briefing Guide</i></p> <p>Explain that the <i>Exercise Staff Briefing Guide</i> is given to exercise staff before the exercise. The Lead Facilitator will brief staff on the following:</p> <ul style="list-style-type: none"> • Exercise Staff Roles • Rules of Play • Communications Procedures • Exercise Objectives • Scenario • Exercise Schedule • <i>Events and Evaluation Form for Facilitator(s) and Evaluator(s)</i> • <i>Facilitator Feedback Form</i> • Strengths and Weaknesses <p><i>Lead Facilitator Guidelines</i></p> <p>Explain that the <i>Lead Facilitator Guidelines</i> helps ensure that all objectives are met and helps the Lead Facilitator direct the flow (or pace) of the exercise. The <i>Lead Facilitator Guidelines</i> includes the following:</p> <ul style="list-style-type: none"> • A detailed description of the Lead Facilitator’s tasks on the day of the exercise • Comments the Lead Facilitator makes during the exercise • Note-taking space for the hot wash

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="159 302 604 638" style="border: 1px solid black; padding: 5px;"> <p>Activity</p> <p align="center">Develop the Logistics Plan</p> <p>60 minutes:</p> <ol style="list-style-type: none"> 1. Facilitator 2. Possible site 3. Materials List 4. Logistics Assignments 5. Tentative Exercise Schedule 6. 3-5 Actor Profiles <p align="left">  CERT Exercise Swaps 43  </p> </div> <p>Display Slide 43</p> <p>If possible, make enough copies of the Exercise Plan so each member of the team has one to refer to.</p> <p>PM, P. 32</p> <p>The worksheet is also on the following pages in the Instructor Guide.</p>	<p>Activity: Develop the Logistics Plan</p> <p>Say that, before an exercise can be conducted for a partner team, each team will have to develop a complete Logistics Plan. Each team can start putting that plan together now.</p> <p>Purpose: The purpose of this activity is to begin to develop a Logistics Plan for the partner team.</p> <p>Time: 75 minutes</p> <ol style="list-style-type: none"> 1. Activity: 60 minutes. 2. Debrief: 15 minutes. <p>Instructions:</p> <ol style="list-style-type: none"> 1. Assign each team to work as a group on this activity. Participants should move chairs or tables as necessary to do this. 2. Tell participants to appoint someone to record the group's answers on the <i>Preliminary Logistics Planning Worksheet</i>. Eventually the information will be transferred to the Logistics Plan. 3. Have participants review the Exercise Plan to ensure the Logistics Plan supports the scenario, the objectives, and the events. 4. Tell participants to turn to the <i>Preliminary Logistics Planning Worksheet</i>.

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 2

LOGISTICS ASSIGNMENTS

In addition to identifying the person responsible for each assignment, consider who would be a backup if that person is not available.

Rules of Play <i>(Develop rules of play.)</i>	Person responsible:
Communication <i>(Identify needed communications, develop communications procedures.)</i>	Person responsible:
Safety Considerations <i>(Identify safety concerns and procedures.)</i>	Person responsible:
Refreshments <i>(Arrange for donations, setup distribution, clean up.)</i>	Person responsible:
Restrooms <i>(Ensure that restrooms are available. May be portable.)</i>	Person responsible:
Equipment and Materials <i>(Arrange for, set up, clean up.)</i>	Person responsible:
Signs <i>(Arrange for, set up, clean up.)</i>	Person responsible:
Scheduling <i>(Develop, coordinate deliveries, oversee sign-in.)</i>	Person responsible:
Site Selection and Setup <i>(Interact with owner, ensure compliance with any requirements, clean up.)</i>	Person responsible:

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 2

Role-Player Preparation <i>(Find volunteers, oversee moulage and placement.)</i>	Person responsible:
Badges <i>(Arrange for, distribute.)</i>	Person responsible:

TENTATIVE SCHEDULE

	Exercise Date:	
Time	Personnel	Activity
	Exercise staff arrive at site	Exercise staff briefing
	Selected exercise staff	Exercise site setup
	Participants (players, actors, other volunteers)	Registration
	Exercise staff	Communications check
	Participants	Player briefing
	All	Report to various locations
	All	Start of exercise
	All	End of exercise
	Participants, exercise staff	Hot wash
	Exercise staff	Event debriefing

ACTOR PROFILE CARDS

Sample Actor Profile Card

You are a person from the neighborhood. You run up to one of the teams as they are searching a building. You are agitated. You insist that they have to come immediately to help you rescue your dog.



Actor Profile Card

Actor Profile Card

Actor Profile Card



Actor Profile Card


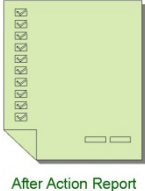
Actor Profile Card

INSTRUCTOR GUIDANCE	CONTENT
<p>Transition to Step 4.</p> <div data-bbox="159 373 605 705" style="border: 1px solid black; padding: 5px;"> <p>Step 4: Conduct the Exercise</p> <ul style="list-style-type: none"> ● Set up the exercise site ● Have all players sign in ● Brief all players <ul style="list-style-type: none"> ■ Exercise staff ■ Team members ■ Volunteer role-players ● Begin the exercise <p style="font-size: small; margin-top: 5px;">  CERT Exercise Swaps 44  </p> </div> <p>Display Slide 44</p> <p>Appendix, Forms P. 1</p> <p>Refer participants to the Forms section in the Appendix as you review how to conduct the exercise.</p>	<p>Step 4: Conduct the Exercise</p> <p>Say that conducting the exercise involves implementing the Exercise Plan and the Logistics Plan. In an exercise swap, the exercise Design Team is responsible for conducting the entire exercise for its partner team.</p> <p><i>Set Up</i></p> <p>Explain that generally setup begins at least an hour before the players sign in.</p> <p><i>Sign In</i></p> <p>Say that typical pre-exercise activities include having players sign in, provide contact information, and submit a signed participation waiver.</p> <p>See the following forms:</p> <ul style="list-style-type: none"> ● <i>Sign-In Sheet for CERT Members</i> ● <i>Sign-In Sheet for Volunteers</i> <p>Explain that the <i>Participant Waiver, Release, and Indemnity Agreement</i> or a similar form will be provided by the local CERT program.</p> <p><i>Briefing</i></p> <p>Say that the Lead Facilitator will first disseminate the <i>Exercise Staff Briefing Guide</i> and will explain the following:</p> <ul style="list-style-type: none"> ● Exercise staff roles ● Rules of play ● Communications procedures ● Exercise objectives ● Scenario ● Exercise schedule

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 2

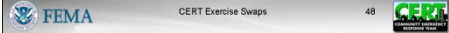

INSTRUCTOR GUIDANCE	CONTENT
	<ul style="list-style-type: none"> • <i>Events and Evaluation Form for Facilitator(s) and Evaluator(s) form</i> • <i>Facilitator Feedback Form</i> • Strengths and Weaknesses <p>Explain that the Lead Facilitator will disseminate the <i>Player Briefing Guide</i> to the Player Team and will explain the following prior to the start of the exercise:</p> <ul style="list-style-type: none"> • The rules of play • The communications procedures • How to identify exercise staff (Facilitator, Evaluator, and Safety Officer) • <i>Participant Feedback Form</i> <p><i>Exercise Begins</i></p> <p>Say that the Lead Facilitator sets the stage by introducing the following.</p> <ul style="list-style-type: none"> • The scenario (with map) and exercise objectives • Initial instructions • Forms available <ul style="list-style-type: none"> ○ <i>Assignment Tracking Log (Command Post)</i> ○ <i>Damage Assessment Form (all teams)</i> ○ <i>General Message Form (all teams)</i> ○ <i>Survivor Treatment Area Record Form (medical treatment area)</i> ○ <i>After Action Report Form</i>

INSTRUCTOR GUIDANCE	CONTENT
<p>Transition to Step 5.</p> <div data-bbox="159 1094 605 1430" style="border: 1px solid black; padding: 5px;"> <p>Step 5: Debrief the Exercise with a Hot Wash</p> <ul style="list-style-type: none"> ● Conduct participant hot wash to gather feedback and to reinforce learning <ul style="list-style-type: none"> ■ With CERT members and role-players ■ Immediately following exercise ■ Reflections and feedback collected verbally ■ <i>Participant Feedback Forms</i> completed and collected <p style="font-size: small; margin-top: 5px;">  CERT Exercise Swaps 45  </p> </div> <p>Display Slide 45</p>	<p>The Lead Facilitator describes the initial activities. For example:</p> <ul style="list-style-type: none"> ● An Incident Commander is chosen along with other operations people who will serve at the Command Post. ● The team then sizes up the situation, forms functional teams, and assigns tasks to the functional teams, like conducting a search operation. ● The Lead Facilitator (and additional Facilitators) prompts player actions by describing or simulating events listed on the <i>Lead Facilitator Guidelines</i>. ● Activities are observed, monitored, and evaluated by exercise Facilitators. <p>Explain that the exercise ends when all objectives have been met or the time has expired. Participants and exercise staff receive feedback forms that are collected prior to the start of the hot wash.</p> <p>Step 5: Debrief the Exercise with a Hot Wash</p> <p>Say that the exercise is not over when the whistle blows. In order to get the most value from the exercise, the exercise planners should collect feedback from all the players. It is best to hold two sessions.</p> <ol style="list-style-type: none"> 1. Participant Hot Wash <ol style="list-style-type: none"> a. Purpose: to gather feedback and to reinforce learning b. Details: <ol style="list-style-type: none"> i. Conducted immediately following the exercise to guarantee that observations are fresh and participation is high ii. Reflections and feedback collected verbally iii. <i>Participant Feedback Forms</i> completed and collected

INSTRUCTOR GUIDANCE	CONTENT
<p>Step 5: Debrief the Exercise (cont'd)</p> <ul style="list-style-type: none"> Conduct exercise staff hot wash to identify strengths and weaknesses <ul style="list-style-type: none"> Best if immediately after participant hot wash Observed CERT procedures discussed Evaluation forms collected <i>Facilitator/Evaluator Feedback Forms</i> completed and collected  <p>FEMA CERT Exercise Swaps 46</p> <p>Display Slide 46</p> <p>Transition to Step 6.</p>	<p>2. Exercise Staff Hot Wash</p> <ol style="list-style-type: none"> Purpose: to gather feedback and to identify areas of focus for future exercises Details: <ol style="list-style-type: none"> Best if conducted immediately following the participant hot wash; fewer people may be able to attend if the hot wash is postponed Observed CERT procedures discussed in detail, including strengths and weaknesses Evaluation forms collected <i>Facilitator/Evaluator Feedback Forms</i> completed and collected
<p>Step 6: Write the After Action Report</p> <ul style="list-style-type: none"> Documents effectiveness of exercise Serves as basis for planning future exercises, upgrading plans, and taking corrective action  <p>FEMA CERT Exercise Swaps 47</p> <p>Display Slide 47</p> <p>Appendix, final form, no page number</p> <p>Refer participants to the Forms section in the Appendix as you review the After Action Report.</p>	<p>Step 6: Write the After Action Report</p> <p>Say that, after the exercise, it is important to make time to document the effectiveness of the exercise. A main goal of the exercise is to test CERT procedures and identify areas in which the team needs additional training or improved plans. This report should help a CERT Program Manager plan for future training and skills practice.</p> <p>Point out that the best practice is to have a few members from each of the teams that participated in the exercise swap contribute to the After Action Report.</p>

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 2

INSTRUCTOR GUIDANCE	CONTENT
	<p>Say that the After Action Report contains:</p> <ul style="list-style-type: none">• Scope (from Exercise Plan)• Scenario (from Exercise Plan)• Objectives (from Exercise Plan)• Number of Participants (from Sign-In Sheets)• Exercise Events Synopsis• Analysis of Critical Task Performance• Conclusions



INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="159 302 604 636"> <p>What Do You Think?</p> <ul style="list-style-type: none"> • What are some unexpected challenges a team might encounter when conducting the exercise? • How can you overcome those challenges?  </div> <p>Display Slide 48</p> <p>Conduct a short discussion based on these two questions. Some answers appear on the next slide. If the discussion yields challenges that are not addressed on the next slide, brainstorm solutions as a class.</p> <div data-bbox="159 993 604 1327"> <p>Challenges During Exercises</p> <ul style="list-style-type: none"> • Disruptive volunteers • Inadequately prepared actors • Unforeseen weather • Pace too slow  </div> <p>Display Slide 49</p>	<p>Best Practices</p> <p>What Do You Think?</p> <p>Ask participants:</p> <ul style="list-style-type: none"> • What are some unexpected challenges a team might encounter when conducting the exercise? • How can you overcome those challenges? <p>Challenges During Exercises</p> <p>Summarize the discussion by reviewing the slide and discussing ways to overcome each challenge.</p> <p>Say that even the thorniest challenges can be expected and mitigated against.</p> <ul style="list-style-type: none"> • Disruptive volunteers: You can assume that most volunteers will be inexperienced. Setting clear expectations well in advance of the exercise can help. If you are working with young survivor volunteers, you can explain during the briefing how important it is for them to remain “in character” during the exercise and that the exercise Facilitators and Evaluators are authorized to remove anyone who is disrupting the exercise. • Inadequately prepared actors: Everyone participating in the exercise is playing a role. Having thoroughly developed role-playing instructions is important, but those experienced in conducting operations-based exercises should not be shy about coaching someone in his or her role.



INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="159 831 605 1163" data-label="Image"> </div> <p data-bbox="159 1182 402 1213">Display Slide 50</p> <p data-bbox="159 1234 605 1413">Identify who the individual assisting the Design Teams will be. It might be the CERT Program Manager or another CERT program representative.</p>	<ul data-bbox="634 310 1433 793" style="list-style-type: none"> • Unforeseen weather: An exercise can be hampered by unforeseen weather, yet even bad weather can be mitigated with shelters/tents and warm drinks. It may be smart to select a rain date in advance. • Pace too slow: The average CERT full-scale operations-based exercise runs 3-6 hours. That time does not account for briefing, breaks, and hot wash. When all is accounted for, an exercise can take nearly a full day. A Facilitator is responsible for implementing the messages/events developed by the Design Team as well as deciding when to accelerate the speed of the exercise. <p data-bbox="634 831 1084 863">Mechanics of Exercise Swaps</p> <p data-bbox="634 905 1414 1003">Explain that the progress made in this module on developing an exercise for a partner team is just part of the task.</p> <p data-bbox="634 1031 1425 1167">Say that, going forward, the Design Teams will take the documentation developed in the module and continue to develop it. This will involve several more planning sessions for each team.</p> <p data-bbox="634 1192 1385 1371">Emphasize that the CERT Program Manager or representative will assist by reviewing the exercise design and documentation and providing input and approval of the exercise plan, but it will be up to each Design Team to schedule its planning sessions.</p>

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 2

INSTRUCTOR GUIDANCE	CONTENT
<p>PM, P. 44</p> <p>Review with participants the list in the Participant Manual.</p>	<p>Say that several items need to be accomplished by the Design Team in consultation with the CERT Program Manager or representative:</p> <ul style="list-style-type: none"> • Scheduling of the exercise date, the facility or neighborhood area, equipment, refreshments, etc. • Arranging for the facility or facilities to be part of exercise play. A neighborhood-based exercise could require contacting numerous households in the Player Team’s area to inform them of the exercise and get permission to stage exercise activities in the area. • Assigning roles and responsibilities <p>Explain that other items may be accomplished with assistance from the CERT Program Manager or representative:</p> <ul style="list-style-type: none"> • Arranging for volunteer survivors • Conducting a tabletop walk-through of the exercise plan to plug holes • Meeting with exercise staff, in particular Facilitators and Evaluators, prior to the exercise and on the day of the exercise <p>Emphasize that the Design Team can expect the CERT program to provide the following after content has been developed by the Design Team:</p> <ul style="list-style-type: none"> • Sending directions and instructions to players and volunteers • Copying briefing guides and forms • Preparing maps and signage <p>Be sure to specify other assistance, resources or materials that the CERT program will provide to Design Teams conducting an exercise for Player Teams.</p>

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – PART 2

INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="168 317 391 348">Report Your Results</p> <ul data-bbox="185 373 578 520" style="list-style-type: none">• Provide complete Exercise Plan and After Action Report CERT to Program Manager or representative• Allows other design and player teams, and CERT program itself, to apply lessons learned from this exercise swap <p data-bbox="168 604 605 636"> CERT Exercise Swaps 51 </p> <p data-bbox="159 653 399 688">Display Slide 51</p>	<p data-bbox="634 302 943 338">Report Your Results</p> <p data-bbox="634 375 1411 558">Say that the complete Exercise Plan and After Action Report in particular must be provided to the CERT Program Manager or representative. This will allow other design and player teams, and the CERT program itself, to apply lessons learned from this exercise swap.</p>

INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="159 302 604 636" style="border: 1px solid black; padding: 5px;"> <p>Module Summary</p> <ul style="list-style-type: none"> ● Overview: Exercise Types, Players, and Format ● Steps and Documents ● Best Practices <p style="font-size: small; margin-top: 10px;">  CERT Exercise Swaps 52  </p> </div> <p data-bbox="159 653 402 688">Display Slide 52</p>	<p data-bbox="634 302 948 342"><i>Module Summary</i></p> <p data-bbox="634 359 1321 428">Summarize the topics that were discussed in this module:</p> <ul style="list-style-type: none"> ● Overview: Exercise Types, Players, and Format <ul style="list-style-type: none"> ○ There are discussion-based exercises and operations-based exercises. The exercise swap is an operations-based (full-scale) exercise. ○ Participants include exercise staff, CERT members/players, and volunteers. ○ FEMA provides a framework for designing, conducting, and evaluating exercises in a systematic way. ○ Designing for an identified need and evaluating actions based on specific objectives improves evaluation. ○ A well-designed exercise addresses an identified training need, evaluates plans and procedures, and provides an opportunity for teams to practice their response. ● Steps and Documents <ul style="list-style-type: none"> ○ Step 1: Assess Needs – with the Needs Assessment ○ Step 2: Design an Exercise – with the Exercise Plan ○ Step 3: Plan for the Exercise– with the Logistics Plan ○ Step 4: Conduct the Exercise – with the briefing guides and forms ○ Step 5: Debrief the Exercise with a Hot Wash – and collect feedback forms. ○ Step 6: Write the After Action Report.

INSTRUCTOR GUIDANCE	CONTENT
	<ul style="list-style-type: none"> • Best Practices <ul style="list-style-type: none"> ○ Anticipate possible challenges in advance of the exercise can prevent disruptions. ○ Each Design Team will meet as needed to complete the Exercise Plan and related documentation, and will coordinate throughout the process with the CERT Program Manager or representative. ○ Exercise Plans and other documentation, including the After Action Report, will be submitted to the CERT Program Manager or representative. <p>Closing</p> <p>Recommend that each Design Team determine their next meeting date before leaving.</p> <p>Emphasize that they need to contact the CERT Program Manager or representative as soon as they are ready to have their Exercise Plan reviewed and are ready to conduct the exercise.</p> <p>Emphasize that they should also contact the CERT Program Manager or representative if questions arise and guidance is needed.</p> <p>Remind participants of the date of the exercise, if a date is set, and any other upcoming CERT training or activities.</p> <p>Present certificates to participants.</p> <p>Thank participants for attending the session.</p>

CERT Exercise Swaps

Appendix

Needs Assessment

Exercise Plan

Logistics Plan

Forms

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Sign-In Sheet for Volunteer Survivors and Actors

Assignment Tracking Log

Damage Assessment Form

General Message Form

Survivor Treatment Area Record Form

After Action Report Form

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Needs Assessment

How to Use This Template

This document is used initially by one team to identify:

- The hazards in its own community
- The effects of those hazards
- The highest priority hazards
- The CERT operations or functions most in need of practice

This document also provides some information about the team:

- Guiding plans and procedures
- Partners/organizations
- Team profile
- Team map

This document is then used by another team (the “Design Team”) to design an exercise for its partner team – the team that provided the needs assessment (the “Player Team”).

1. Identify the various hazards in your community.

1. Consider the following hazards as a starting point.

- Earthquake
- Fire
- Flood
- Heat
- Hurricane
- Landslide
- Terrorist target
- Thunderstorm
- Tornado
- Tsunami
- Volcano
- Winter Storm
- Nuclear Power Plant

2. Of the hazards you identified, which are most likely to occur and have serious consequences?

Consider the following additional factors:

- Frequency of occurrence
- Predictability based on weather patterns and other data such as flood maps
- Location (affecting critical areas or infrastructure)
- Geographic extent
- Speed of onset and availability of warning
- Potential severity of consequences to people, critical facilities, community functions, and property

3. Estimate the impact of the high-priority hazards.

Of the hazards that may occur, what are the impacts those disasters may have in your community? Use the following checklist as a starting point:

- Speed of onset and availability of warning
 - Communication system breakdown
- Location and geographic extent of damage affecting critical areas or infrastructure
 - Power outages
 - Transportation blockages
 - Business interruptions

- Potential severity of consequences to people, critical facilities, community functions, and property
 - Injured persons
 - Mass evacuations/displaced population
 - Missing persons
 - Overwhelmed medical/mortuary services
- Potential cascading events
 - E.g., damage to chemical processing plant or dam failure

2. Write down your two highest priority hazards.

Based on the hazards that may occur in your community, the likelihood of occurrence, and the potential impact, what are the highest priority hazards that CERTs would respond to in order to do the greatest good for the greatest number of people? And in what areas of the community is it most beneficial to concentrate this effort?

#1 Priority hazard

Physical location or geographic area of hazard:

Impact of the hazard:

#2 Priority hazard

Physical location or geographic area of hazard:

Impact of the hazard:

3. Identify the CERT capabilities or procedures most in need of rehearsal.

CERT Procedures and Capabilities: What CERT capabilities or procedures are most in need of rehearsal? (e.g., what functions have not been exercised recently, or where difficulties have occurred in the past)

You can use the following list to prompt your answer:

- Using the Incident Command System
- Communications
 - Between team members
 - CERT Command Post to field
 - Team to first responder
- Use of first extinguishers
- Identifying the presence of hazardous materials
- Shutting off gas at the meter
- Setting up a medical treatment area
- Medical triage
- Applying lifesaving interventions
- Splinting and bandaging
- Patient transport (carries)
- Search techniques – interior
- Search techniques – exterior
- Rescue procedures
- Effective documentation
- Dealing with spontaneous volunteers
- Sizeup

We need to practice these capabilities or procedures the most:

- 1.
- 2.
- 3.
- 4.

- 3. Team Profile:** Write a profile of your team. Include the information the Design Team would need to understand your team.
- a. Number of active volunteers
 - b. Any special skills among your team members
 - c. Area resources
 - d. Obstacles to factor in
 - e. The environment
 - f. Whatever else would be helpful to the other team

- 4. Team Map:** Draw or provide a map of your team's geographic area so that the partner team can identify the location of fire stations, hospitals, highways, parks, schools, etc.

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Exercise Plan

Instructions:

Using the Needs Assessment completed by your partner team, design a full-scale exercise.

Contents:

Exercise Objectives

Scope

Scenario

Events and Evaluation Form for Facilitator(s) and Evaluator(s)

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Exercise Objectives

- *Develop one objective per capability to be exercised.*
- *Good verbs to use: Assess, evaluate, test, validate.*

Example:

Identified capability: Communications

Objective that can be tested during an exercise: “Assess procedures for communication between the CERT Incident Commander and the teams in the field.”

Draft Objectives

- 1.
- 2.
- 3.
- 4.

Final Objectives

1.

2.

3.

4.

We accept these objectives:

(Signature of representative of Player Team)

Scope

Complete this form with information from the Needs Assessment.

Hazard:	
Location:	
Capabilities to be practiced:	
Participants/ Organizations:	
Duration: <i>[Expected start and expected end]</i>	
Exercise type:	Full-scale exercise

Scenario

Write a scenario that is a full accounting of the details of the incident up to the point of CERT activation. A scenario should be one to three paragraphs long. It includes information on the hazard, affected area, number of potential survivors, safety considerations, time, weather, proximity to resources, etc. The scenario should also say why the other response assets are not able to respond and therefore the CERT has been activated.

Events and Evaluation Form for Facilitator(s) and Evaluator(s)

Facilitator: Your role will be as facilitator, observer, and coach.

- Facilitate by providing messages that require the team to take action. The messages are included in this form.
- Observe to ensure safety for both survivors and CERT members.
- Coach when necessary.
- Take notes on decisions made and actions taken so you can refer to them later.

Evaluator: Your role is to observe and assess the team's implementation of plans and procedures. Take notes as needed on decisions made and actions taken so you can refer to them later.

Message/Event (Completed prior to exercise)	Expected Action (Completed prior to exercise)	Actual Observed (To be filled in by Evaluators during the exercise)
<p>Example of message: Team member is incapacitated while not wearing PPE. [Related objective: Assess application of search and rescue procedures.]</p>	<p>Example of expected action per CERT Basic Training and team's procedures. Team notifies CERT IC. IC assigns SAR group to rescue incapacitated member.</p>	<p>Time action completed: <u>09:25</u></p> <p>Completion: No ___ Yes <u>X</u> Partial ___</p> <p>Notes: Action completed per protocol.</p>
<p>Example of event: Neighbor arrives at Command Post to inform CERT IC that he or she is needed at home. A family member has been hurt. [Related objective: Assess use of ICS]</p>	<p>Example of expected action per CERT Basic Training and team's procedures. CERT IC identifies another team member to become IC and discusses it with that person, then announces new IC to rest of Command Post before leaving for home.</p>	<p>Time action completed: <u>10:10</u></p> <p>Completion: No ___ Yes ___ Partial <u>X</u></p> <p>Notes: Incoming IC wasn't announced to rest of Command Post team.</p>

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – APPENDIX

Message/Event (Completed prior to exercise)	Expected Action (Completed prior to exercise)	Actual Observed (To be filled in by Evaluators during the exercise)
		Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
		Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
		Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – APPENDIX

Message/Event (Completed prior to exercise)	Expected Action (Completed prior to exercise)	Actual Observed (To be filled in by Evaluators during the exercise)
		Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
		Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
		Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – APPENDIX

Message/Event (Completed prior to exercise)	Expected Action (Completed prior to exercise)	Actual Observed (To be filled in by Evaluators during the exercise)
		Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
		Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:
		Time action completed: _____ Completion: No ____ Yes ____ Partial ____ Notes:

Logistics Plan

Instructions:

Using the Exercise Plan completed for the partner team, develop the logistics for conducting the exercise.

Contents:

Planning Considerations
Site Section and Setup
Materials List
Logistics Assignments
Schedule
Map(s)
Survivor Injury Cards
Actor Profile Cards
Player Briefing Guide
Exercise Staff Briefing Guide
Lead Facilitator Guidelines

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Planning Considerations

This table describes the factors that will need to be considered when planning the exercise.

Item	Factors to Consider
Time of year	<ul style="list-style-type: none"> • What will the temperature be? • What is the weather likely to be? • How many hours of daylight will you have?
Number of teams/people participating	<ul style="list-style-type: none"> • How many CERT members do you have? Are there enough for a good exercise? • How many SAR groups do you want and how many people should be in each group? • Do you want to mix members of different CERT programs?
Exercise site	<ul style="list-style-type: none"> • Does it have space for a Command Post, a medical treatment area, and one location for each SAR group? • Is there a place to set up food and water? • Is there a place to set up portable toilets? • How many other people will you have to work around at the site?
Parking	<ul style="list-style-type: none"> • Where will participants park? • Is there adequate capacity? • Do you need parking lot assistants?
Food and water	<ul style="list-style-type: none"> • What will be provided? • Who will provide it? • Who will set it up, distribute it, and clean it up?
Exercise staff	<ul style="list-style-type: none"> • Can you get enough Facilitators, Evaluators, and Safety Officers to have one of each at each location (Command Post, medical treatment area, SAR group locations)? • When will you schedule a pre-meeting with the Facilitators, Evaluators, and Safety Officers to brief them?

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – APPENDIX

Item	Factors to Consider
Survivor volunteers	<ul style="list-style-type: none">• How many volunteers do you need?• Can you get enough volunteers, or will you have to substitute some mannequins or cutouts?• Who will do moulage for the volunteer survivors?
Exercise materials	<p>[List the materials you will need. Here are some examples.]</p> <ul style="list-style-type: none">• Wires and cables to simulate electrical hazards• Labeled barrels, jugs, or oil drums to simulate chemical hazards• Materials for splinting and bandaging• Blankets or stretchers• Chairs• Levers and cribbing material• Wood, furniture, and other materials to simulate interior damage to the buildings and trapped survivors• Clipboards: one for each Facilitator and Evaluator
Exercise documents	<p>Make copies of the following:</p> <ul style="list-style-type: none">• (List the forms and documents that you will need to have.)
Event clean-up	<ul style="list-style-type: none">• Who will do it?• Where will trash be taken?

Lead Facilitator

The exercise Lead Facilitator will be _____.

NOTE: There is a description of the Lead Facilitator responsibilities in the Exercise Staff Briefing Guide.

Exercise Site

*Choose a site that has sufficient parking and space for all the staging locations.
Obtain permission to use the site, including turning off utilities to simulate outages.
Think about an alternative if that site is not available at the last moment.*

Location: _____

Alternative: _____

Site contact information:

Materials List

Modify as appropriate to the scenario.

- Facilitators/Evaluators: CERT instructors or experienced CERT members – enough to observe all of the areas of action, e.g., Command Post, Search and Rescue (SAR) teams, medical treatment staff
- CERT Public Information Officer to handle media if invited
- Survivor volunteers (3-5 per SAR team plus 3-5 additional spontaneous volunteers/community members)
- Facility with one or more buildings that can be used to simulate the disaster
- Materials to simulate a variety of hazards
 - Wires and cables to simulate electrical hazards
 - Barrels, jugs, or oil drums to simulate chemical hazards
- Materials for use in medical treatment
 - Splinting
 - Bandaging
- Materials for use in rescue operations
 - Blankets or stretchers
 - Chairs
 - Levers and cribbing material
- Wood, furniture, and other materials to simulate interior damage to the buildings
Mannequins or simulated survivors if needed
- Sample Survivor Injury Cards
- Actor Profile Cards
- Moulage for survivor volunteers
- Food/water for all participants, volunteers, and exercise staff
- Portable toilets
- Forms (these are examples)
 - *CERT Member/Volunteer Survivors and Actors Sign-In Sheets*
 - Map
 - *Assignment Tracking Log*
 - *Damage Assessment Form*
 - *General Message Form*
 - *Survivor Treatment Area Record Form*

Logistics Assignments

In addition to identifying the person responsible for each assignment, consider who would be a backup if that person is not available.

Rules of Play <i>(Develop rules of play.)</i>	Person responsible:
Communication <i>(Identify needed communications, develop communications procedures.)</i>	Person responsible:
Safety Considerations <i>(Identify safety concerns and procedures.)</i>	Person responsible:
Refreshments <i>(Arrange for donations, setup distribution, clean up.)</i>	Person responsible:
Restrooms <i>(Ensure that restrooms are available. May be portable.)</i>	Person responsible:
Equipment and Materials <i>(Arrange for, set up, clean up.)</i>	Person responsible:
Signs <i>(Arrange for, set up, clean up.)</i>	Person responsible:
Scheduling <i>(Develop, coordinate deliveries, oversee sign-in.)</i>	Person responsible:
Site Selection and Setup <i>(Interact with owner, ensure compliance with any requirements, clean up.)</i>	Person responsible:
Role-Player Preparation <i>(Find volunteers, oversee moulage and placement.)</i>	Person responsible:
Badges <i>(Arrange for, distribute.)</i>	Person responsible:

Exercise Schedule

Modify as appropriate to the scenario.

	Exercise Date:	
Time	Personnel	Activity
0730	Exercise staff arrive at site	Exercise staff briefing
0800	Selected exercise staff	Exercise site setup
0830	Participants (players, actors, other volunteers)	Registration
0835	Actors/survivors	Report for moulage
0830	Exercise staff	Communications check
0845	Participants	Player briefing
0900	All	Report to various locations
0915	All	Start of exercise
1200	All	End of exercise
Immediately after the exercise	Participants, exercise staff	Hot wash
1300	Exercise staff	Event debriefing

Map(s)

Draw one or more maps that show the area of play and the placement of all role-players and exercise staff.

Survivor Injury Cards

These cards are intended to simplify the process of creating volunteer survivors. They can be used in two ways.

- 1. If you have volunteer survivors, use these descriptions to create roles for them. Brief the volunteers on the nature of their injuries, how they might behave, and any information you want them to share with the SAR team.*
- 2. If you are using simulated survivors, such as gingerbread cutouts, you can attach a label to each with one of the descriptions.*

NOTE: Injury classification (Immediate, Delayed, Minor, Dead) is for your planning purposes. This information should not be shared with volunteer survivors or included with the descriptions placed on simulated survivors.

<p>SURVIVOR #1 - Minor Compound Fracture, Right Forearm Breathing once every 3 seconds Color returns to finger tips in less than 2 seconds Responds to verbal commands</p>	<p>SURVIVOR #2 - Minor Facial injuries Knows name, date, and what happened Color returns to finger tips in 2 seconds Breathing once every 4 seconds</p>
<p>SURVIVOR #3 - Minor Visibly pregnant, cuts on right arm Color returns to finger tips in 1 second Breathing once every 5 seconds Note: This survivor has first aid training.</p>	<p>SURVIVOR #4 - Minor Numerous cuts and abrasions Responds to verbal commands Color returns to finger tips in 1 second Breathing once every 3 seconds</p>
<p>SURVIVOR #5 - Minor Bleeding from a scalp wound Knows name, date, and what happened Color returns to finger tips in less than 2 seconds Breathing once every 4 seconds</p>	<p>SURVIVOR #6 - Minor Right arm is deformed Alert Color returns to finger tips in 1 second Breathing once every 5 seconds</p>

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<p>SURVIVOR #7 - Delayed Large piece of wood in left thigh Breathing once every 3 seconds Color returns to finger tips in less than 2 seconds Alert</p>	<p>SURVIVOR #8 - Immediate Bone projecting from right leg Breathing once every 4 seconds Knows name, date, and what happened Color returns to finger tips in 3 seconds</p>
<p>SURVIVOR #9 – Delayed Both legs deformed Breathing once every 5 seconds Knows name, date, and what happened Color returns to finger tips in 1 second</p>	<p>SURVIVOR #10 - Delayed Left ankle swollen and deformed Breathing once every 4 seconds Knows name, date, and what happened Color returns to finger tips in 2 seconds</p>
<p>SURVIVOR #11 – Delayed Both feet crushed by concrete block Breathing once every 3 seconds Knows name, date, and what happened Color returns to finger tips in 1 second</p>	<p>SURVIVOR # 12 - Delayed Back injury, unable to move Breathing once every 4 seconds Knows name, date, and what happened Color returns to finger tips in 2 seconds</p>
<p>SURVIVOR #13 – Immediate Right arm and leg are deformed Breathing once every 3 seconds Knows name, date, and what happened Color returns to finger tips in 4 seconds</p>	<p>SURVIVOR #14 - Immediate Large piece of wood in left thigh Breathing once every 2 seconds Alert and responsive Color returns to finger tips in 3 seconds</p>
<p>SURVIVOR #15 - Immediate Severe cut on right thigh, heavy bleeding Breathing once every 5 seconds Knows name, date, and what happened Color returns to finger tips in 3 seconds</p>	<p>SURVIVOR #16 - Immediate Both legs deformed Breathing once every 1 second Not responsive to questions Color returns to finger tips in 3 seconds</p>
<p>SURVIVOR #17 - Immediate Impaled object in abdomen; breathing difficulties Breathing once every 3 seconds Can't remember what happened Color returns to finger tips in 5 seconds</p>	<p>SURVIVOR #18 - Immediate Amputated left arm, bleeding controlled Breathing once every 4 seconds Knows name, date, and what happened Color returns to finger tips in 4 seconds</p>

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<p>SURVIVOR #19 - Immediate Severe bleeding from head wound Breathing once every 2 seconds Not responsive to questions Color returns to finger tips in 4 seconds</p>	<p>SURVIVOR #20 - Immediate Chest pain with possible broken ribs Breathing once every second Knows name, date, and what happened Color returns to finger tips in 2 seconds</p>
<p>SURVIVOR #21 - Immediate Severe head injury Not breathing Not responsive to questions Color returns to finger tips in 4 seconds</p>	<p>VICTIM # 22 - Dead Massive head injury Not breathing after two attempts to open airway Color does not return to finger tips</p>
<p>VICTIM #23 - Dead Blood oozing from head wound Chest not rising after two attempts to open airway Finger tips blue/grey</p>	<p>VICTIM #24 - Dead No visible injury, blank stare Not breathing after two attempts to open airway Color does not return to finger tips</p>

Actor Profile Cards

Actor Profile Card Example

You are a person from the neighborhood. You run up to one of the teams as they are searching a building. You are agitated. You insist that they have to come immediately to help you rescue your dog.

Actor Profile Card

Actor Profile Card

Actor Profile Card

Player Briefing Guide

Player Guidance

As CERT volunteers, your task during this exercise is to apply what you learned in *CERT Basic Training* and respond as you would if this were a real emergency. Your only job is to respond as you would in a real emergency to the messages that you receive during the exercise. All of the decisions and actions of you and your team take place in real time and generate real responses and consequences from other players.

You should expect to participate in several activities related to the exercise:

1. Attend a pre-exercise briefing.
2. Participate in the exercise as instructed.
3. Participate in the participant hot wash.
4. Submit the *Participant Feedback Form* (in this guide) to the Facilitator.

Scenario

Reprint the scenario here.

Exercise Objectives

Reprint the exercise objectives here.

Rules of Play

Modify as appropriate to the scenario. Below are some common rules of play.

- Safety is our paramount concern. Follow your CERT training and remember that this is just an exercise. Be safe at all times. If you have questions about the exercise or potential actions, ask a member of the exercise staff. These will be people wearing *(insert appropriate information here)*.
- The exercise will take place *(Insert a description of the boundaries of the exercise area. Be very clear about what is in-bounds and what is out-of-bounds.)*
- The exercise will begin *(insert time)* and will continue until either all survivors have been rescued or time is up.
- The exercise will be terminated by THREE LONG WHISTLE BLASTS.
- The same signal will be used if we need to terminate the exercise early.
- Return to the *(insert location)* at the end of the exercise.

Communications Procedures

Modify as appropriate to the scenario. Below are some common policies.

- Use the procedures you learned during your training to communicate with each other during the exercise.
- If you need to communicate with staff, find a Facilitator or Evaluator.
- Should you need to communicate something outside the scope of the exercise, preface your statement with “REAL WORLD. . .” So, for example, if you have twisted your ankle, say “REAL WORLD. . . I’ve twisted my ankle and need medical attention.”
- If a Facilitator or Evaluator needs to communicate with you outside the scope of the exercise, he or she will say “FACILITATOR SAYS. . .” So, for example, if the Facilitator or Evaluator observed an unsafe carry technique, he or she would say “FACILITATOR SAYS STOP.”
- If the exercise needs to be called off, the signal will be THREE LONG BLASTS on a whistle. At this point, all players would return to the *(insert proper location)*.

Participant Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

CERT/Organization:

- Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the statements provided below, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree				Strongly Agree
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed me to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped my CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures	1	2	3	4	5
After this exercise, I believe my CERT is better prepared to deal successfully with the scenario(s) that was exercised.	1	2	3	4	5

- Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: _____

Areas for improvement: _____

- Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – APPENDIX

Exercise Staff Briefing Guide

Exercise Staff Roles

NOTE: Separate descriptions are provided for Facilitator, Evaluator, and Safety Officer. Manpower constraints may require that two of the roles be combined at a location. One person should NOT do all three roles.

There are two types of Facilitators:

- The Lead Facilitator will stay at the Command Post.
- Secondary Facilitators will monitor the other exercise locations, e.g., the medical treatment area and the SAR group locations.

1. Lead Facilitator

The Lead Facilitator will play five roles for this exercise.

First, the Lead Facilitator will be part of the Design Team to plan the exercise. This includes assigning roles to exercise staff and briefing them on the details of the exercise.

Second, the Lead Facilitator will lead and guide the exercise by presenting information at the Command Post. He or she will follow the Lead Facilitator Guidelines to keep the exercise moving forward. He or she will provide messages to the exercise participants to ensure key decision points in the exercise are reached.

Third, the Lead Facilitator will observe and coach. In this role, he or she will observe the actions of exercise participants and be on the alert for potential safety issues. If the Lead Facilitator observes a safety concern, he or she may need to intervene and stop the exercise.

The Lead Facilitator may also intervene to help the team members at the Command Post clarify their decision making by asking questions about their thought process and the factors they considered in making choices.

Fourth, the Lead Facilitator will conduct a hot wash (debrief). The purpose of the hot wash is to reinforce learning by helping participants evaluate their own decision making. It is a balance between:

- Asking participants why they made the choices they did and what they learned.
- Providing additional information and coaching.

Bear in mind that, although the Lead Facilitator may have more experience and knowledge, participants will likely learn more if coached through their decision-making process than if they are told what they should have done.

During the hot wash and after the exercise, the Lead Facilitator has additional responsibilities including collecting feedback on the exercise and how beneficial it was for CERT participants, and providing input to improve future CERT exercises.

Fifth, the Lead Facilitator will wrap up the exercise, overseeing clean-up and ensuring that all players and volunteers are accounted for.

Please note that the Lead Facilitator is sometimes referred to as the Exercise Controller or Exercise Director.

2. Additional Facilitators

Two of the additional Facilitator's roles are similar to those of the Lead Facilitator, but they are carried out at the location of one of the SAR groups.

First, the Facilitator will set up his or her location. This includes placing the survivors.

Second, the Facilitator will lead and guide the exercise by presenting information at the SAR group location. He or she will provide messages to the exercise participants to ensure key decision points in the exercise are reached.

Third, the Facilitator will observe and coach. In this role, he or she will observe the actions of exercise participants and be on the alert for potential safety issues. If the Facilitator observes a safety concern, he or she may need to intervene and stop the exercise.

The Facilitator may also intervene to help the team members at the SAR group location clarify their decision making by asking questions about their thought process and the factors they considered in making choices.

Fourth, the Facilitator will collect any survivor volunteers at the conclusion of the exercise and invite them to attend the hot wash.

3. Evaluator

The primary responsibility of the Evaluator is to assess the exercise based on the events and expected actions listed on the Evaluation Form. The Evaluator typically has a passive role and does not interfere with the exercise unless he or she is also playing the role of Facilitator.

4. Safety Officer

Every location (Command Post, medical treatment area, SAR group location) should have a Safety Officer.

5. *Survivor Volunteers*

Survivor volunteers are needed.

- 3-5 survivors per SAR group (mannequins can be used for these)
- 5 additional volunteers to act as neighbors who show up at the Command Post

Rules of Play

Modify as appropriate to the scenario. Below are some common rules of play.

- Safety is our paramount concern. Follow your CERT training and remember that this is just an exercise. Be safe at all times. If people have questions about the exercise or potential actions, they will ask you.
- The exercise will take place (*Insert a description of the boundaries of the exercise area. Be very clear about what is in-bounds and what is out-of-bounds.*)
- The exercise will begin (*insert time*) and will continue until either all survivors have been rescued or time is up.
- The exercise will be terminated by THREE LONG WHISTLE BLASTS.
- The same signal will be used if we need to terminate the exercise early.
- Return to the (*insert location*) at the end of the exercise.

Communication Procedures

All communications about the exercise start and end with “This is an exercise.”

Emergency Communication

Should you need to communicate emergency information to players, begin by clearly stating “FACILITATOR SAYS. . .”

For example, if you were to observe players carrying a survivor in an unsafe manner, you would say: “FACILITATOR SAYS STOP.” You would then address the safety issue.

Emergency Call-Off

If the exercise needs to be called off due to an emergency, the signal will be THREE LONG WHISTLE BLASTS.

Exercise Objectives

Reprint the objectives here.

Scenario

Reprint the scenario here.

Exercise Schedule

Reprint the Exercise Schedule here.

Events and Evaluation Form for Facilitator(s) and Evaluator(s)

Insert the Evaluation Form for Facilitator(s) and Evaluator(s) from the Exercise Plan.

Facilitator/Evaluator Feedback Form

Exercise Name:

Exercise Date:

Name (Optional):

Role (Optional):

CERT/Organization:

- Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the following statements, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Assessment Factor	Strongly Disagree				Strongly Agree
The exercise was well structured and organized.	1	2	3	4	5
The exercise scenario(s) was plausible and realistic.	1	2	3	4	5
The Facilitator(s) was knowledgeable about the area of play and kept the exercise on target.	1	2	3	4	5
The exercise documentation provided to assist in preparing for and participating in the exercise was useful.	1	2	3	4	5
This exercise allowed the CERT to practice and improve priority capabilities.	1	2	3	4	5
This exercise helped the CERT identify strengths and weaknesses in the execution of plans, protocols, and procedures.	1	2	3	4	5

- Based on today's exercise, list observed key strengths and/or areas that need improvement.

Strengths: _____

Areas for improvement: _____

- Please provide recommendations on how this exercise or future exercises could be improved or enhanced.

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – APPENDIX

Lead Facilitator Guidelines

Tasks

As the Lead Facilitator for this exercise, you supervise the overall conduct of the exercise, making certain that it proceeds as planned and that objectives are reached. You must be able to view the exercise as a whole and to think quickly on your feet. Players often make unanticipated decisions and you must be able to respond to these.

Here are the tasks for the Lead Facilitator.

Step	Action	What to Say/Do
1	Prepare for the exercise.	<ul style="list-style-type: none"> • See the Planning Considerations section for details. • Have exercise staff, survivors, and disaster props in place.
2	Introduce the exercise. Explain the purpose of the exercise to all participants.	Explain that the purpose of the exercise is: <ul style="list-style-type: none"> • To provide an opportunity to practice specific skills in a realistic simulated environment • To improve CERT's operational performance by practicing and validating policies, plans, procedures, and training in the risk-free environment of an exercise
3	Review the goals of the exercise with all participants.	Explain the goals of the exercise: <i>(insert exercise objectives here)</i>
4	Provide the rules of play and the communications procedures. Point out the Facilitators, Evaluators, and Safety Officers.	<i>(insert the rules of play and communications procedures you have developed)</i>
5	Present the scenario to all participants. NOTE: timing and weather can be adjusted for local conditions.	<i>(insert scenario here)</i>

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – APPENDIX

Step	Action	What to Say/Do
6	Hand out copies of the local map.	If a map was prepared in advance, hand it out. If not, the team may want to construct a map of its own.
7	Provide initial instructions.	<p>Instruct the group to:</p> <p><i>(Modify as appropriate to the scenario.)</i></p> <ul style="list-style-type: none"> • Establish a command structure, choose the location for a medical treatment area if necessary, and develop a plan to respond to the situation, including defined roles and assigned tasks. • The group should then develop a plan which, depending upon the scenario, may include searching the buildings, locating and triaging survivors, rescuing and transporting survivors, and providing emergency medical treatment. • Care should be taken to document actions taken at each step of the operation.
8	Conduct the exercise.	<ul style="list-style-type: none"> • Your role in this exercise will be to: <ul style="list-style-type: none"> ○ Monitor the exercise. ○ Provide messages per the <i>Evaluation Form for Facilitator(s) and Evaluator(s)</i>. ○ Make decisions in the event of unanticipated actions or resource requirements. ○ Adjust the pace of the exercise when needed, such as inserting more messages when it drags and discarding messages when the pace is too frantic.
9	Observe/evaluate the exercise.	<ul style="list-style-type: none"> • Be alert for potential safety issues, and be prepared to step in if necessary. • Take notes on decisions made and actions taken so you can refer to them later.

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – APPENDIX

Step	Action	What to Say/Do
10	Terminate the exercise.	<ul style="list-style-type: none"> • When all survivors have been rescued, or the time has run out, terminate the exercise. • Make sure that all survivor volunteers have been accounted for and that all CERT members are present. • Thank and dismiss the survivor volunteers unless they are invited to the hot wash.
11	Conduct the hot wash with all participants and staff members.	<ul style="list-style-type: none"> • When the exercise has run its course, conduct the hot wash. The purpose of the hot wash is to reinforce learning by helping participants evaluate their own decision making. To do this, it is best to balance asking participants why they made the choices they did and what they learned, and providing additional information and coaching. • Participants will learn more if you coach them through their decision-making process rather than if you tell them what they should have done. • NOTE: You may want to consider having the survivor volunteers participate in the hot wash. They have a unique perspective on the exercise and can provide useful insights to the process. • Questions you may want to bring up to the group include: <ul style="list-style-type: none"> ○ What challenges did Incident Command face at the beginning of the exercise? How were they addressed? ○ As the exercise progressed, did Incident Command face any additional challenges? ○ What challenges did functional teams face? ○ What worked well? What could have been done better?

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – APPENDIX

Step	Action	What to Say/Do
<p align="center">11 (Contd.)</p>		<ul style="list-style-type: none"> • Since documentation is a key part of every CERT response, ask specific questions during the hot wash that would likely require the Incident Commander to refer to documentation for answers. Questions might include: <ul style="list-style-type: none"> ○ Whom did you assign? ○ When did they do this? ○ What conditions did they find? ○ What did you do next? ○ How did you manage accountability? ○ How did you track survivors? ○ How did the medical treatment area Team Leader communicate with the team Incident Commander? ○ How were citizens controlled or used? ○ How were needs communicated to Accountability? ○ How did you interface with the Fire Department? <p>NOTE: documentation may be done in a variety of ways – from structured forms, to notes on scrap cardboard, to writing on the back of a hand. The format isn't important, but retaining the information is.</p>
<p align="center">12</p>	<p>Ask participants to complete and turn in the <i>Participant Feedback Form</i>.</p> <p>Wrap up the exercise for players and survivors/actors.</p>	<p>This is located in the Player Briefing Guide (Logistics Plan).</p> <p>Thank the players and survivors/actors for their participation.</p>

COMMUNITY EMERGENCY RESPONSE TEAM EXERCISE SWAPS – APPENDIX

Step	Action	What to Do/Say
13	Debrief the Facilitators and Evaluators. Ask them to complete the <i>Facilitator/Evaluator Feedback Form</i> .	This is located in the Exercise Staff Briefing Guide (Logistics Plan).
14	Collect the Exercise Staff Briefing Guides. Wrap up the exercise for the staff/design team.	This will give you both the Feedback Form and the Evaluation Form (that has their observations from the exercise). Thank the exercise staff/design team.
15	After the event, complete the After Action Report.	Sample report is located in the Forms section.

Hot Wash Note-Taking Space

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Forms

Instructions:

These forms are used to conduct and process the exercise.

Contents:

Sign-In Sheet for CERT Members

Sign-In Sheet for Volunteer Survivors and Actors

Assignment Tracking Log

Damage Assessment Form

General Message Form

Survivor Treatment Area Record Form

After Action Report Form

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Exercise Forms

NOTE: Procure the number of copies of each form required for your exercise. Be sure to contact the CERT Program Manager or representative to arrange for copying the forms.

1. *CERT Member/Volunteer Survivor and Actor Sign-In Sheets* (2 pages each), to be used by Facilitators before the exercise
2. *Assignment Tracking Log* (1 page), to be distributed to the Player Team prior to the exercise
3. *Damage Assessment Form* (1 page), to be distributed to the Player Team prior to the exercise
4. *General Message Form* (1 page), to be distributed to the Lead Facilitator and the Player Team prior to the exercise
5. *Survivor Treatment Area Record Form* (1 page), to be distributed to the Player Team prior to the exercise
6. *After Action Report Form* (6 pages), completed by the Lead Facilitator after the exercise

The *Participant Waiver, Release, and Indemnity Agreement* or similar form must be provided by the local CERT program.

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Sign-In Sheet for CERT Members

Name	Team	Phone Numbers	In	Out
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		

Sign-In Sheet for CERT Members

Name	Team	Phone Numbers	In	Out
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		
		Cell: Emergency:		

Sign-In Sheet for Volunteer Survivors and Actors

Name	Phone Numbers	Time In
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	

Sign-In Sheet for Volunteer Survivors and Actors

Name	Phone Numbers	Time In
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	
	Cell: Emergency:	

Assignment Tracking Log	CERT		DATE
ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT
LOCATION	LOCATION	LOCATION	LOCATION
TEAM	TEAM	TEAM	TEAM
TEAM LEADER/CONTACT #	TEAM LEADER/CONTACT #	TEAM LEADER/CONTACT #	TEAM LEADER/CONTACT #
START TIME END TIME	START TIME END TIME	START TIME END TIME	START TIME END TIME
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
OBJECTIVES	OBJECTIVES	OBJECTIVES	OBJECTIVES
RESULTS	RESULTS	RESULTS	RESULTS
CERT LEADER/ INCIDENT COMMANDER	SCRIBE(S)		PAGE ___ OF ___

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CERT MEMBER	OBSERVATION	BURNING	FIRES	SIZE UP (check if applicable)	LOCATION	Damage Assessment
		OUT	FIRES			
		GAS LEAK	HAZARDS			
		H2O LEAK	HAZARDS			
		ELECTRIC	HAZARDS			
		CHEMICAL	HAZARDS			CERT
		DAMAGED	STRUCTURE			
		COLLAPSED	STRUCTURE			
		INJURED	PEOPLE			
		TRAPPED	PEOPLE			
		DEAD	PEOPLE			
		ACCESS	ROADS			DATE
		NO ACCESS	ROADS			
		INJURED	ANIMALS			
		TRAPPED	ANIMALS			
		ROAMING	ANIMALS			

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General Message		
TO		POSITION
FROM		POSITION
SUBJECT	DATE	TIME
MESSAGE		
SIGNATURE		POSITION
Reply		
DATE	TIME	SIGNATURE/POSITION

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	Survivor Treatment Area Record	CERT			DATE
TREATMENT AREA LOCATION					
TIME IN	NAME OR DESCRIPTION	TRIAGE TAG (circle)	CONDITION/TREATMENT (update as needed)	MOVED TO	TIME OUT
		IMMED DELAY MINOR			
		IMMED DELAY MINOR			
		IMMED DELAY MINOR			
SCRIBE(S)					PAGE ____ OF ____

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After Action Report

Exercise Name:

Exercise Date:

Lead Facilitator:

SCOPE

Hazard:	
Location:	
Capabilities:	
Participants/Organizations:	
Duration:	
Exercise type:	

Scenario

Reprint the scenario here.

Objectives

Reprint objectives here.

Number of Participants

Team members: _____

Survivor and actor volunteers: _____

Facilitators/Evaluators: _____

Exercise Events Synopsis

The “Exercise Events Synopsis” section should provide an overview of the scenario and the actions taken by the players to respond to the simulated event.

Analysis of Critical Task Performance

Samples in italics.

Task <i>(Describe the task)</i>	Performance <i>(What did the team do correctly? What needed improvement?)</i>	Recommendation <i>(What should the team do differently in the future?)</i>
<i>Established Incident Command</i>	<i>Team was initially unsure who should assume role of Incident Commander.</i>	<i>First person on scene should always begin as Incident Commander. The role may be transferred as more experienced members arrive.</i>
<i>Communication between team and IC</i>	<i>Team members and Command Post Team communicated well. More frequent communication could have been maintained with the Fire Department.</i>	<i>Incident Commander could have established a periodic phone call to talk with Fire Department Officer.</i>
<i>Sizeup for structural search</i>	<i>Team failed to take a lap around the building to assess structural damage.</i>	<i>Take a lap around the building. This will be emphasized in hot wash and upcoming training.</i>
<i>Triage</i>	<i>Most survivors triaged appropriately; however two survivors were not tagged.</i>	<i>Tag every survivor.</i>
<i>Head-tilt/chin-lift</i>	<i>Team performed head-tilt/chin-lift to open obstructed airway of mannequin.</i>	<i>N/A</i>
<i>Perform two-person carry</i>	<i>Team properly performed carry as trained.</i>	<i>N/A</i>
<i>Managed scene safety</i>	<i>Team properly directed bystanders away from disaster area. A safety officer, however, was not established.</i>	<i>Each team should always have a safety officer.</i>

Conclusions

Summarize what needs to happen to improve performance and the steps that should be taken to ensure improvement.