



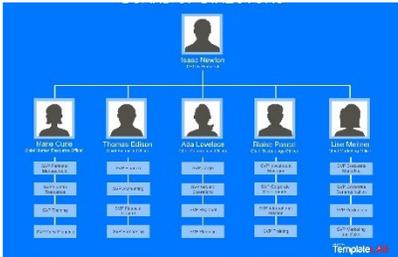
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# DESIGN HOUSE

/ ELEVATED CREATIVITY. DESIGNED STRATEGY. /

## VIDEO SCRIPT [Evaluator 101]

Video style:		Animated VYOND (HSEEP Community)	
Scenario Year:		Current	
Threat Type:		HAZMAT	
Major Actors:		Football Theme-- same scene as the Controller 101 video, only this time we are focusing on the commentators and not the referees	
		<b>Team HAZMAT vs The Spills</b>	
#	Narration Text	Video Notes/ Sample Images	On-Screen Text
1		<b>TITLE CARD:</b>	<b>Evaluator 101</b>
2	<p>Identifying and assigning the roles and responsibilities of exercise team members prior to conduct is an important step to planning an effective exercise.</p> <p>An <b>Evaluator</b> is an essential member of the staff in both <b>Operations and Discussion-based</b> exercises.</p>	<p>This video will start the same as the Controller 101 video...</p> <p>Show people in an office sitting around a conference table appearing to have a meeting. There are badges scattered on the table.</p> <p>Get a shot of the badges, which are labeled <b>Participant, Evaluator, Observer, Controller, Facilitator</b>. Have one of the people grab the <b>Evaluator</b> badge and put it on.</p>	
3	<p>Evaluators observe player actions and activities and compare them against established plans, policies, and procedures. They are usually chosen based on their expertise.</p>	<p>Similar to the Controller 101 video, have the group get up and follow the Controller into the breakroom next to the water cooler. Only this time, show someone wearing an</p>	

		<p><b>Evaluator</b> badge standing away from the group, watching them, and taking notes.</p> <p>In the background, show the TV on with the football game.</p>	
4	<p>This video will discuss the role and responsibilities of an evaluator:</p> <ul style="list-style-type: none"> <li>- Before</li> <li>- During; and,</li> <li>- Post-exercise conduct</li> </ul>	<p>Show the clipboard that the Evaluator is holding, which says:</p>	<p>This video will discuss the role and responsibilities of an evaluator:</p> <ul style="list-style-type: none"> <li>- Before</li> <li>- During</li> <li>- Post-exercise conduct</li> </ul>
5	<b>Before an Exercise</b>	<b>TITLE CARD</b>	<b>Before an Exercise</b>
7	<p>Identifying clear evaluation requirements early in the planning process will support effective evaluation during and post-exercise conduct.</p> <p>Planning for exercise evaluation includes:</p> <ul style="list-style-type: none"> <li>• Selecting the evaluation team; and,</li> <li>• <b>Developing and finalizing evaluation documentation</b></li> </ul>	<p>Show image of an administrative office with <b>“Emergency Management Football Network EMFN”</b> written on the wall with the HSEEP logo (this is the same as the Controller 101 video, only the administrative office is for the TV Network, not the Football league)</p> <p>One of the administrators is in front of a whiteboard with the framework of an organizational chart on it (just show shadows of people and lines to imply a hierarchy)</p>  <p><b>The office is full of different types of reporters, commentators, journalists, etc.</b></p>	

	<p>Evaluation requirements should specify the following:</p> <ul style="list-style-type: none"> <li>• The number of evaluators needed,</li> <li>• Required subject matter expertise,</li> <li>• Security clearance level, if needed,</li> <li>• Any necessary training prior to the exercise; and,</li> <li>• Time commitment or availability requirements</li> </ul>	<p>Still in the administrative office, in line with the narration, show the following:</p> <ul style="list-style-type: none"> <li>• <i>The number of evaluators needed</i>, show the large group of commentators/reporters "poofs" away to show only 5 people remaining, standing side by side in a line</li> <li>• <i>Subject matter expertise required</i>, show all of the commentators/reporters get a thought bubble over their head at the same time with a football in it</li> <li>• <i>Security clearance level, if needed</i>, show lanyards with badges appear around all of their necks at once</li> <li>• <i>Training needed prior to the exercise</i>; all of the commentators/reporters suddenly have a stack of books in their hands</li> <li>• <i>Time commitment or availability</i>, show a calendar in the background and highlight/mark a block of days</li> </ul>	
10	<p>Before the evaluation requirements are defined, the Exercise Planning Team Lead should appoint a <b>Lead Evaluator</b> to work with the planning team on all aspects of the evaluation</p>	<p>The line of five commentators/reporters from above are still standing there—have the one that was the lead evaluator from before step forward. The administrator gives him a badge, which reads "<b>Lead Evaluator</b>"...He</p>	

	process, including recruiting, assigning, and training evaluators.	puts it on and then takes the pen/marker from the network administrator and stands next to the white board.	
6	<p>The planning team identifies the number of evaluators needed during the exercise to record, document, and analyze events. This information is the foundation for an evaluation structure, which is part of the larger exercise organizational structure.</p> <p>As a guiding principle, consider the number of locations and exercise objectives for proper coverage across all player locations.</p>	<p>Still in the administrative <b>EMFN</b> office.</p> <p>Show the <b>lead evaluator</b> point to one of the journalists/commentators/reporters and then point to the organizational chart, as if to show where they are on the organizational chart/assigning them. Have the lead evaluator repeat this a few times for a few different people.</p> <p>Have them all walk out of the administrative office together.</p>	
	<p><b>Evaluator training</b> is a pre-exercise activity and consists of:</p> <ul style="list-style-type: none"> <li>. <b>A summary of the exercise design</b>, including a scenario overview, schedule of events and exercise objectives;</li> <li>. <b>Evaluation structure</b>, including the communications plan, and detailed evaluation criteria; and,</li> <li>. <b>Exercise Documentation review</b>, including Exercise Evaluation Guide, or EEG, requirements and Master Scenario Events List, or MSEL review</li> </ul>	<p>In a room that looks like a commentator booth, showing game day preparations going on the field, with all the evaluators in the room. The <b>Lead Evaluator</b> is at the front of the classroom, providing instruction. He has a whiteboard. On it, he writes:</p> <p><b>Evaluator training:</b></p> <ul style="list-style-type: none"> <li>. <b>Summary of exercise design</b></li> <li>. <b>Evaluation structure</b></li> <li>. <b>Exercise documentation</b></li> </ul> <p>We are going to transition to game day in the next scene, so you can have them get up and leave the conference room and walk back out into the stadium</p>	
	The exercise planning team and Lead Evaluator should determine the tools, data collection	They are still following the Lead Evaluator through the stadium ...if possible, show them walk through	

	<p>methods, and documentation needed based on the level of complexity, type, and scope of the exercise. They are responsible for developing evaluation documentation, including:</p> <ul style="list-style-type: none"> <li>- <b>A Facilitator/ Evaluator, or F/E, Handbook:</b> which provides specific exercise information and guidance for facilitators and evaluators for discussion-based exercises.</li> <li>- <b>A Controller/Evaluator, or C/E Handbook:</b> which is similar to the F/E handbook, only it provides specific information and guidance for controllers and evaluators for <i>operations-based</i> exercises.</li> <li>- <b>An Evaluation Plan, or EvalPlan:</b> Provides guidance and structure on assessing and observing player conduct during an exercise.</li> <li>-<b>An Exercise Evaluation Guide, or EEG:</b> captures information specifically related to the evaluation requirements developed by the exercise planning team; and,</li> <li>-<b>A Participant Feedback Form:</b> which the exercise planning team uses to collect observed strengths, areas for improvement, and input about exercise conduct and logistics from participants.</li> </ul>	<p>the football tunnel and then go into a conference room and sit down. The Lead Evaluator hands out the following documents to the other evaluators. As he does, zoom into the document and add the <b>bolded</b> text:</p> <ul style="list-style-type: none"> <li>- show a handbook that says "<b>F/E Handbook: specific exercise information for discussion-based exercises</b>"</li> <li>-show a handbook that says "<b>C/E Handbook: specific exercise information for <i>operations-based</i> exercises.</b>"</li> <li>- show sheets of paper that are stapled/paper clipped: "<b>EvalPlan: Provides guidance and structure on assessing and observing player conduct</b>"</li> <li>-Show sheets of paper stapled: "<b>EEG: captures information specifically related to the evaluation requirements</b>"</li> <li>-show a sheet of paper with checkboxes: "<b>Feedback Form: collects observed strengths, areas for improvement, and input about exercise conduct</b>"</li> </ul>	
13	<b>During an Exercise</b>	<b>TITLE CARD:</b> football stadium themed	<b>During an Exercise</b>

<p>14</p>	<p>On the day of the exercise, evaluators should arrive prior to the start of conduct to review evaluation requirements and any last-minute updates.</p> <p>The Lead Evaluator should brief all evaluators to verify roles and responsibilities and provide any significant updates.</p>	<p>It's game day. The commentators are in a huddle together on the field before the players are there; show the lead evaluator with a clipboard (in the huddle circle) that has the same general org chart on it, then show them going to their assigned areas—one in the booth, one on the sidelines, one down by the end zone.</p>	
<p>15</p>	<p>In <b>operations-based exercises</b>, Evaluators should refer to the MSEL to help determine the times at which specific evaluators should be at certain locations and give insight into expected player actions.</p>	<p>Show the commentator in the control room as the game is happening. He has a MSEL in front of him while observing the game. He talks to one of the reporters on the field via headset, and shouts "Touchdown!" and the reporter runs towards the endzone so they can better see what is happening</p>	
<p>16</p>	<p>In <b>discussion-based exercises</b>, the event timeline informs key events to be observed.</p>	<p>Show a reporter on the sidelines talking to one of the players, he is pointing to the field and explaining what's happening</p>	
	<p>The type of evaluators needed will depend on the type and size of the exercise:</p> <ul style="list-style-type: none"> <li>• The <b>Lead Evaluator</b> participates as a member of the exercise planning team and is familiar with the exercise objectives, mission areas, and capabilities associated with plans, policies, and procedures.</li> <li>• The <b>Venue Evaluator</b> is responsible for observing exercise play and collecting observations and data in an assigned venue, area, or for a specific activity during operations-based and tabletop exercises.</li> </ul>	<p>As the types of evaluators are named, show each evaluator at their position on the field or in the booth.</p> <p><i>Lead Evaluator:</i> This is the main analyst in the booth commentating on the game. If possible, show him get up and use a telestrator, like this:</p>  <p><i>The Venue Evaluator:</i> show a commentator on the sidelines while the game is going on in the background</p>	<p><b>Lead Evaluator</b></p> <p><b>Venue Evaluator</b></p> <p><b>Note-Taker</b></p>

	<ul style="list-style-type: none"> <li><b>Note-Takers</b> record what is said during discussion-based exercises, interviews, or hotwash discussions, allowing the facilitator or presenter to focus on seeking information and asking follow-up questions. They support data collection and management throughout the evaluation process.</li> </ul>	<i>Note-Takers:</i> show one of our evaluators from earlier behind a camera “recording” the commentator on the sidelines.)	
17	<p>Evaluators and note-takers play a key role in communicating and coordinating with exercise staff to share observations and information. This feedback loop helps the exercise stay on track to meet objectives.</p> <p>The information that the evaluators collect will inform the After-Action Report and Improvement Plan</p>	<p>Show the commentators and reporters meet with the referees. Have another shot of one of the commentators in the booth talking to one of the referees on a headset. The referee then looks at the block and blows his whistle.</p> <p>Next scene will transition to the EMFN office again but first show the game ending, having the Team HAZMAT coach being showered with “sports drink” Show the sideline commentator walk over to do an interview with one of the players.,</p>	
18	<b>Post-Exercise Conduct</b>	<b>TITLE CARD</b>	<b>Post-Exercise</b>
	<p>Following the exercise, evaluators attend the post-exercise hotwash to document the facilitated discussion with exercise participants.</p>	<p>Show the evaluator journalist and cameraman interviewing one of the players (from previous scene)</p> <p>show the commentators/reporters coming back together and leaving to go to the office</p>	
21	<p>The <b>Controller/Evaluator Debrief</b>, facilitated by the Lead Controller, is a meeting after the exercise to discuss observations and provide information to create a shared understanding of the exercise.</p>	<p>Umpire, Referees, and commentators/reporters/journalists meet after the game in a control room to discuss the aftermath (a meeting for those who ran the event, not the players). This</p>	

		meeting takes place in the control room (booth) with all the screens.	
22	Following the exercise, everyone submits a Participant Feedback Form. The results captured will help develop the After-Action Report and Improvement Plan.	Show a flash of a player, a referee, a commentator, etc. with a piece of paper, writing something	
19	Following all post-exercise activities, evaluators should be given additional time to complete their EEGs.  The Lead Evaluator then collects the completed EEGs, which are consolidated and given to the Exercise Team Lead.	The original 5 commentators, reporters, journalists, are back in the original administrative office. They are standing around with clipboards finishing up their EEGs.  Each person hands the Lead Evaluator a piece of paper once they are finished.	
20	Evaluators should remain available in the event the Lead Evaluator has any questions following the exercise.	Show one of the evaluators walking away from the lead evaluator. The lead evaluator calls out to them, and they go back and hand them his business card.	
23	Now that you understand the roles and responsibilities of an evaluator before, during, and post-exercise conduct, you are ready to assign and train evaluators for your own exercise.  Good luck!	Thumbs up, you know what to do	