

THE EMERGENCY PREPAREDNESS

Resource Curriculum

*Safety at home, at work, at school,
and in the community*

A Curriculum developed by
the Southern University Agricultural
Research & Extension Center

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FOREWORD

Nobody wants to try putting together an emergency-preparedness plan in the middle of an emergency. It therefore becomes all our responsibilities to safeguard our homes, our families, our schools, our workplaces, and our communities.

As a result of hurricanes Katrina, Rita, and Gustav that affected Louisiana, the Southern University Agricultural Research & Extension Center is collaborating with the Louisiana Department of Health and Hospitals and its Center for Community Preparedness to reduce the hardship and struggle that arise from natural and man-made hazards and disasters, ranging from hurricanes and thunderstorms to chemical spills, fire, and contagious diseases.

The Emergency Preparedness Resource Curriculum provides Extension instructors with resources to teach basic disaster preparedness for homes, workplaces, youth-centered organizations, and communities. Four modules provide subject-matter for lessons, implementation strategies, information sheets, worksheets, references, and a resource guide that instructors can supplement with additional research. Each module additionally includes forms for evaluating the effectiveness of these modules and for collecting demographic data.

The curriculum provides instructors with the basic tools to introduce our citizenry to disaster preparedness. These modules are designed to help managers, teachers, families, and community advocates discover ways that will make emergency preparation easier for all concerned. Teaching these lessons will allow presenters to educate participants on how to put their ideas into practice and establish emergency-preparedness plans for safer and more-secure home, school, work, and community environments.

Module A: Preparing for Emergencies

This module contains one lesson, Understanding Your Risks, and a Resource Guide. This module offers a basic overview of types of emergencies and the importance of planning before disaster strikes. It is suitable for all segments of the community and serves as a foundation for all teaching the other modules. Extension instructors may teach Module A as a stand-alone session or in conjunction with Modules B, C, or D, which target specific segments of the population: employers and workplaces; youth-centered service providers; and families and private homes

Module B: Safeguarding the Workplace

This module contains one lesson, Safety at Work. This module is tailored to business owners, managers, and other persons within businesses, nonprofit organizations, and government agencies who will take a leadership role in preparing emergency-preparedness plans to

safeguard lives and property. This module stimulates participants to identify the types of disasters for which their workplaces are most at risk and to develop emergency-preparedness plans that safeguard their staffs, customers, and property. Attention is also devoted to businesses and organizations that serve compromised populations, such as the disabled and elderly, for whom additional planning would be necessary.

Module C: Youth Preparedness

This module contains one lesson, *Becoming Emergency Ready*. The program offers emergency-preparedness opportunities to the owners, managers and staffs of child-focused businesses and organizations—such as daycare facilities, schools, after-school organizations, camps, entertainment venues that cater to children, and other places where workers or volunteers are responsible for groups of children separated from their parents or guardians. The lesson is designed to help staff members prepare themselves, coworkers, volunteers, and the children in their care to develop readiness skills to cope with disaster. Module C focuses on the importance of planning ahead to cope with the special needs of children and teaching children to be emergency-ready. It is helpful if participants have taken Modules A and B, but the Extension instructor can modify the session to provide some background for participants.

Module D: Getting Prepared at Home

This module contains one lesson, *Safeguarding Family and Home*. This module stimulates participants to learn the importance of having a home/family emergency-preparedness plan and provides guidance on making a plan, practicing it, and keeping it updated. The program is suitable for individuals from all segments of the community who are interested in safeguarding themselves, their families, and their homes during a crisis.

HOW TO USE THIS CURRICULUM GUIDE

The curriculum modules provide the instructor with a collection of research information that can be strategically coordinated by the Extension educators to include various topics relevant to their communities. Instructors may teach each module independently or combine modules or portions of modules, depending on their target audience or composition of the class.

Each module is organized in this order: Table of Contents, Overview, Lessons, and References.

Table of Contents

The Table of Contents for each module quickly shows the instructor what lessons are included in the module, what topics are covered, and what handouts are needed.

Overview

The information presented in the Overview gives the presenter a general knowledge base regarding the delivery of content. Facts presented in this section enable the presenter to develop an awareness of the program areas and the specific subject information that will be taught in the class session.

Lessons

Each module contains one lesson. The instructor should research each lesson prior to implementation. Review of the data ensures that the educator will be more proficient and credible during the presentation. Each lesson is organized as follows:

- **Lesson Planning.** This page states, at a glance, the lesson's goals and objectives, what is needed for advance planning, what materials are needed, and which handouts will be used. Most provide a short list of additional resources the instructor can consult for additional background.
- **Lesson Guide.** This section provides a review of literature and background information to guide the instructor in teaching the lesson.
- **Discussion Questions.** Each lesson contains a set of questions the instructor may use to stimulate participation.
- **Handouts.** Handouts are grouped generally in the order in which they will be used during the lesson, beginning with the Prelesson Evaluation to determine knowledge level before participation and ending with the Postlesson Evaluation and Demographic Data Sheet given at the end of the lesson.
- These pre- and postlesson surveys are used to assess the behavioral changes and expected outcomes of each class or workshop session and to evaluate the

effectiveness of the presenter and lesson, to identify further training needs, and to gather contact information.

- Other types of handouts include information sheets and worksheets to assist the instructor in guiding discussions to allow participants to start developing emergency-preparedness plans, to provide take-away information for participants.
- Module A contains a Resource Guide with fact sheets on specific types of hazards. These may be used with any of the other modules, as well.
- *Located on the Emergency Preparedness CD are a class sign-in sheet, database, success story form, and logic model form. The database and logic model should be submitted on a monthly basis to your state subject-matter specialist.*

References

This section lists reference materials that support various lessons. The instructor may wish to use these to find additional information to prepare for the lesson. The presenter may want to prepare handouts other than or in addition to those provided. Although other materials may be used, please ensure that teaching materials have been acquired through research-based sources.

Educators / County Agents / Consultants may want to recruit a representative from the various subject areas in the community to be a speaker for a session that requires more expertise. Suggested resources include the Louisiana Department of Health and Hospitals and its Center for Community Preparedness, the Louisiana State Animal Response Team, and others listed in Module A's Resource Guide.

ACKNOWLEDGEMENTS

The program leaders would like to thank those who developed lessons for the curriculum guide. The intent of these modules was to create a short curriculum that would teach, provoke thought, and raise levels of consciousness among families nationally.

We would also like to thank Dena White and Associates for assistance with editing and graphic design.



PREPARING FOR EMERGENCIES **A**

A PREPARING FOR EMERGENCIES

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OVERVIEW

MODULE A: PREPARING FOR EMERGENCIES

This module is designed to create an innovative, supportive, and interactive environment that stimulates participants to understand and prepare for risks to their homes, workplaces and communities from natural and man-made hazards and disasters. Interactive discussions and experiential learning activities promote awareness of disaster types, allow participants to identify the types of disasters for which they are most at risk, and stress the importance of planning ahead for emergencies. This module serves as a basic foundation and resource guide for Modules B, C, and D, which are targeted to employers and workplaces; youth-centered service providers; and families and private homes.

Target Audience

The program offers a basic overview of types of emergencies and the importance of planning before disaster strikes. It is suitable for all segments of the community. Trainers may teach Module A as a stand-alone session or in conjunction with Modules B, C, or D.

Scope, Sequence, and Timeline

This module contains one lesson, Understanding Your Risks, and a Resource Guide. The lesson will require 45 minutes to 1 hour and 15 minutes of instruction time. Allow 10 to 15 minutes for review and evaluation. Instruction time may increase when activities are implemented within the context of the lesson.

Suggested Lesson Agenda

- Registration
- Greetings and Icebreakers
- Lesson Overview
- Objectives
- Prelesson Evaluation (to determine knowledge level before each lesson)
- Teacher-Student Interaction
- Review and Wrap-Up
- Postlesson Evaluation (to determine knowledge level after each lesson) and Demographic Data Sheet

LESSON PLANNING

UNDERSTANDING YOUR RISKS

Goals and Objectives

To provide individuals, families, organizations, business, and communities with information about the importance of emergency preparedness and to begin identifying which types of emergencies are most likely to affect them, their families, and/or organizations.

Program participants will

- Understand why it is important to prepare for emergencies.
- Identify broad categories of emergencies.
- Participate in a group discussion about what types of emergencies Louisiana has faced and is likely to face in the future.

Advance Preparation

- Review the lesson guide, literature, discussion questions, and other presentation materials in this module, then determine what additional research is required.
- Search the Internet for current data on emergency preparedness.
- Prepare additional handouts or information sheets, as appropriate.
- If you plan to use a PowerPoint presentation, be sure to prepare that and have your equipment and extension cords ready. Even if you plan to use a PowerPoint, be prepared to guide the lesson without it.
- Gather all demonstration materials.
- Verify Internet access if it is needed.
- Prepare for Connector activities.
- Request community resources (disaster-preparedness agencies and nonprofits).

Materials Needed

Pencils
Paper
Internet access if desired
Laptop and LCD projector (optional)
Extension cords, as needed
Flip chart and markers
Signs for Connector activities

Handouts

Prelesson Evaluation (for beginning of lesson)
Information Sheets
Emergency-Preparedness Terms
Types of Hazards and Disasters
Resource Guide (select, optional)
Postlesson Evaluation (for end of lesson)
Demographic Data Sheet (for end of lesson)

LESSON GUIDE

UNDERSTANDING YOUR RISKS

Why Should You Care about Emergency Preparedness?

During the course of a year, it's a given that somewhere in the world, a community will be threatened by high winds, flooding, fire, or tornadoes; a business will be affected by a hazardous-material spill, leak, or explosion; a community will be threatened by disease outbreak; and a school will be threatened by mass violence. These emergencies don't always happen somewhere else, to someone else. At some point, an emergency may affect you.

When disaster strikes, you may not have time to think about your response. Certainly, the middle of a crisis is not the best time to create a plan of action. No matter how brief the emergency encounter nor how small the affected group or area, the primary elements of emergency response are similar, and therefore it is possible for individuals, families, businesses, organizations, and communities to create plans that allow them to react quickly and effectively to save property and lives. The best responder is the person, family, business, organization, and community that is well prepared.

An understanding of emergency preparedness is crucial to human safety and survival. It can lessen fear and anxiety, and it can also reduce property loss.

It is important to understand the total scope of a disaster's impact and take all necessary precautions to minimize the disaster's effects.

Every year around the world, disasters disrupt hundreds of thousands of lives and create lasting effects on people and property. In spite of the assistance that agencies such as FEMA and organizations such as the American Red Cross and others provide, in the aftermath of these emergencies, the more you know about protecting yourself and others and minimizing property damage, the better off you, your family, your workplace, and your community will be.

Understanding Some Emergency-Preparedness Terms

In the course of learning about emergency preparedness, you will hear certain commonly used terms. Becoming familiar with these terms is important. First, an *emergency* is a sudden, serious problem or situation requiring immediate attention. *Emergency preparedness* refers to being ready for an effective response to a harmful event by planning, training, and gathering resources prior to the occurrence. Individuals, families, organizations, businesses, and communities all are encouraged to have *emergency-preparedness plans*, a written document with action steps, leaders, contact information, and physical items, such as for an emergency kit.

A *hazard* is any source of danger. *Natural hazards* are caused by circumstances beyond the control of humans. Natural hazards, such as hurricanes and floods, can sometimes be predicted, but others occur with little or no warning. These phenomena tend to occur repeatedly in the same geographical locations because they are related to weather patterns or physical characteristics of an area (FEMA, June, 2009). Natural hazards threaten lives, property, and other assets. *Man-made hazards* are created by human intent, negligence, or error. *Technological hazards* involve the failure of a system, such as a power outage or water contamination. *Civil hazards* include terrorism and acts of war.

A *disaster* is a large-scale harmful event bringing damages, loss, and destruction. The impact of a natural or man-made hazard negatively affects society and the environment. Sustained tragedy can be caused by various types of disasters, which include natural occurrences, technological failure or mishap, and man-made events.

Disaster recovery is the process of bringing order and regaining a normal lifestyle following a major emergency or disaster.

An *incident* is an emergency occurrence.

Mitigation simply refers to the steps taken in an attempt to prevent harmful conditions or the potential for damage, injury, and loss from an emergency or disaster. To *mitigate* means to lessen. Mitigation is the effort to reduce loss of life and property by lessening the impact of disasters. Mitigation is taking action now—before the next disaster—to reduce human and financial consequences later (analyzing risk, reducing risk, insuring against risk). Effective mitigation requires that we all understand local risks, address the hard choices, and invest in long-term community well-being. Without mitigation actions, we jeopardize our safety, financial security, and self-reliance.

- Disasters can happen anytime and anyplace; their human and financial consequences are hard to predict.
- The number of disasters each year is increasing, but only 50 percent of events trigger federal assistance.

FEMA's mitigation programs help reduce the impact of events—and our dependence on taxpayers and the Treasury for disaster relief.

First responders are local, state, and federal civil servants who respond to emergencies before all others.

Types of Hazards and Disasters

Response skills begin with knowing how to identify hazards. Emergencies and disasters occur from conditions created by the impact of hazards, so a degree of prior hazard awareness is beneficial. Disasters are categorized into four types according to the nature of certain hazards. The four types of hazards are determined by evaluating the nature and characteristics of the known hazards and disasters, then grouping them based on similarities. In doing this, the establishment of mitigation activities, as well as response and recovery procedures, becomes easier to grasp.

Some examples of *natural hazards and disasters* include severe weather, snow and ice storms, tornadoes and high winds, hurricanes, earthquakes, and floods.

Some examples of *technological hazards and disasters* include utility and infrastructure disruptions, power outages, water loss or contamination, heat loss, communication access loss, fires (may also be caused by nature or by arson), hazardous materials exposures, energy/fuel shortages, aircraft crashes (other than terrorism), and dam failures.

Man-made hazards and disasters include medical emergencies (epidemic outbreaks, mass casualty incidents, medical shortages, etc.), criminal threats (mass killings, sniper attacks, hostage situations, street and gang violence, and bomb threats, other than terrorism), and environmental conditions (air, soil, and water contamination by pollution or accident).

Finally, *civil hazards and disasters* include civil unrest (rioting, mob violence), acts of war, and terrorism (foreign and domestic; bomb threats; chemical, radiological, biological threats). (SUS, 2008)

Use the information sheets in the Resource Guide at the end of Module A to help you understand more about preparing for and reacting to specific hazards and disasters.

DISCUSSION QUESTIONS

UNDERSTANDING YOUR RISKS

1. Why is it important to prepare for an emergency before it happens?
2. Can you count on government agencies or nonprofits to handle every aspect of a disaster? Why or why not?
3. What are the four types of hazards and disasters?
4. What is the difference between a natural hazard and a man-made hazard? Give some examples of each.
5. What are some examples of technological disasters?
6. Thinking back over the past few years, name some hazards or disasters that have occurred in Louisiana.
7. Looking forward, what specific hazards do you think will be of greater or lesser concern to citizens of Louisiana?

PRELESSON EVALUATION

UNDERSTANDING YOUR RISKS

Please select the answer that best characterizes what you know about strengthening family connections.

I understand...

- Yes No why is it important to plan for a disaster
- Yes No how to define an emergency
- Yes No what an emergency-preparedness plan is
- Yes No the four broad types of hazards and disasters
- Yes No the difference between a natural and a man-made disaster

EMERGENCY-PREPAREDNESS TERMS INFORMATION SHEET

An *emergency* is a sudden, serious problem or situation requiring immediate attention.

Emergency-preparedness refers to being ready for an effective response to a harmful event by planning, training, and gathering resources prior to the occurrence. Individuals, families, organizations, businesses, and communities all are encouraged to have emergency-preparedness plans, a written document with action steps, leaders, contact information, and physical items, such as for an emergency kit.

A *hazard* is any source of danger.

Natural hazards are caused by circumstances beyond the control of humans. Natural hazards, such as hurricanes and floods, can sometimes be predicted, but others occur with little or no warning. These phenomena tend to occur repeatedly in the same geographical locations because they are related to weather patterns or physical characteristics of an area.

Man-made hazards are created by human intent, negligence, or error.

Technological hazards involve the failure of a system, such as a power outage or water contamination.

Civil hazards include riots, terrorism, and acts of war.

A *disaster* is a large-scale harmful event bringing damages, loss, and destruction.

Disaster recovery is the process of bringing order and regaining a normal lifestyle following a major emergency or disaster.

An *incident* is an emergency occurrence.

Mitigation refers to attempts to prevent harmful conditions or the potential for damage, injury, and loss from an emergency or disaster. To *mitigate* means to lessen.

First responders are local, state, and federal civil servants who respond to emergencies before all others.

TYPES OF HAZARDS, EMERGENCIES, AND DISASTERS

INFORMATION SHEET

Natural hazards and disasters

- Severe weather
- Snow and ice storms
- Tornadoes and high winds
- Hurricanes
- Earthquakes
- Floods

Technological hazards and disasters

- Utility and infrastructure disruptions
- Power outages
- Water loss or contamination
- Heat loss
- Communication access loss
- Fires (may also be caused by nature or arson)
- Hazardous materials exposures
- Energy/fuel shortages
- Aircraft crashes (other than terrorism)
- Dam failures

Man-made hazards and disasters

- Medical emergencies (epidemic outbreaks, mass casualty incidents, medical shortages)
- Criminal threats (mass killings, sniper attacks, hostage situations, street and gang violence, and bomb threats, other than terrorism)
- Environmental conditions (air, soil, and water contamination by pollution or accident)

Civil hazards and disasters

- Civil unrest (rioting, mob violence)
- Acts of war
- Terrorism (foreign and domestic; bomb threats; chemical, radiological, biological threats)

(SUS, 2008)

POSTLESSON EVALUATION

UNDERSTANDING YOUR RISKS

Please check the responses that reflect your opinion about today's lesson.

TOPICS	POOR	FAIR	GOOD	EXCELLENT
The Importance of Emergency Planning				
Types of Hazards/Disasters				
Handouts				
Group Discussion				

Please check the responses that reflect what you learned in this session.

Today I have learned....

- Yes No why is it important to plan for a disaster
- Yes No how to define an emergency
- Yes No what an emergency-preparedness plan is
- Yes No the four broad types of hazards and disasters
- Yes No the difference between a natural and a man-made disaster

Please complete the demographic information on the back of this sheet.

DEMOGRAPHIC DATA

All data is used for reporting purposes only. Your identity will not be disclosed and will be kept confidential.

ID Number

For office use only

Date: _____ / _____ / _____

County/Parish: _____

Highest level of education:

- Less than high school High school diploma
 Some college College degree

If you do not have a degree or certification, are you interested in obtaining one?

- Yes No N/A

Gender:

- Male Female

Age range:

- 18–21 22–30 31–40 41 and over

Income range:

- \$0–\$13,000 \$14,000–\$20,000 \$21,000–\$30,000 \$31,000 +

Marital status:

- Married Single Widowed Divorced

Ethnicity:

- African American Caucasian Hispanic
 Asian Unknown Other: _____

When will you begin using this information?

- Immediately After the class ends Never

If you have had a lesson with us before, are you currently using the information that you were given during the classes?

- Yes No N/A (This is my first class)

What type of classes do you prefer? (Choose ONLY one.)

- Seminars Lecture Teaching/instruction/facilitator
 Hands-on Web seminars Web conferencing

ABOUT THIS RESOURCE GUIDE

This Resource Guide covers some of the common aspects of emergency preparedness, regardless of the disaster, and also provides information on the most frequently experienced disasters in Louisiana. Additional handouts are provided with each module.

Trainers should fully review the Resource Guide before teaching Module A and may wish to draw from this Resource Guide those resources most relevant to the target group in training for Modules B, C, and D, whether they be individuals seeking to prepare their families to cope with emergencies, business owners seeking to prepare their employees, or child-centered organizations seeking to prepare children.

List of Resources

- National Preparedness Goal and Mission Areas
- Severe Thunderstorms
- Tornadoes and High Winds
- Characteristics of Tornadoes
- Hurricanes
- Floods
- Fire
- State, Federal, and Nonprofit Resources

NATIONAL PREPAREDNESS GOAL AND MISSION AREAS INFORMATION SHEET

The National Preparedness Goal, released in September 2011, defines what it means for the whole community to be prepared for all types of disasters and emergencies. The goal itself is succinct:

A secure and resilient nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.

These risks include events such as natural disasters, disease pandemics, chemical spills and other man-made hazards, terrorist attacks, and cyber attacks. The National Preparedness Goal organizes the core capabilities into the five mission areas:

- *Prevention.* Prevent, avoid, or stop an imminent, threatened, or actual act of terrorism.
- *Protection.* Protect our citizens, residents, visitors, and assets against the greatest threats and hazards in a manner that allows our interests, aspirations, and way of life to thrive.
- *Mitigation.* Reduce the loss of life and property by lessening the impact of future disasters.
- *Response.* Respond quickly to save lives, protect property and the environment, and meet basic human needs in the aftermath of a catastrophic incident.
- *Recovery.* Recover through a focus on the timely restoration, strengthening, and revitalization of infrastructure, housing, and a sustainable economy, as well as the health, social, cultural, historic, and environmental fabric of communities affected by a catastrophic incident.

(<https://www.fema.gov/national-preparedness-goal>)

SEVERE THUNDERSTORMS INFORMATION SHEET

A thunderstorm is a storm with lightning caused by changes in air pressure. At any given moment, nearly 1,800 thunderstorms are in progress over the face of the earth. Thunderstorms may occur alone, in clusters, or in lines. Thunderstorms typically produce heavy rain for a brief period, anywhere from 30 minutes to an hour (Federal Emergency Management Agency, 2004). Some of the most severe damage occurs when a single thunderstorm affects one location for an extended time. Warm, humid conditions are more favorable for thunderstorm development.

Know the terms used to warn of possible approaching thunderstorms.

- *Thunderstorm watch* means a thunderstorm is possible for your area.
- *Thunderstorm warning* means a thunderstorm is taking place in your area.

Learn these thunderstorm danger signs.

All thunderstorms produce lightning, and therefore all thunderstorms are dangerous. If you can hear thunder, even if it sounds distant, you are in danger from lightning. Lightning kills 75 to 100 people each year.

Take these steps to reduce your risk of harm.

Thunderstorms pose the greatest danger to persons who are caught outside during a storm or even in their vehicles, as high winds or a lightning strike can fell a tree.

At the first threat of thunderstorms, head indoors – not beneath a tree, in a shed, under a pavilion or beneath bleachers.

If you are caught outdoors, stay away from water, even puddles, because water conducts electricity. Also stay away from clotheslines and fences, and drop any belongings—purses, backpacks, golf clubs, keys—that contain metal.

The sound of thunder can be especially frightening for young children. Take the scariness away by teaching them what to expect during a thunderstorm and how to be safe. Make sure children understand that they can stay safe. Practice “the crouch down” position with children.

TORNADOES AND HIGH WINDS INFORMATION SHEET

A *tornado* is a violent rotating column of air extending from a thunderstorm to the ground with whirling winds of up to 250 miles per hour. A tornado appears as a rotating, funnel-shaped cloud. It spins like a top and may sound like an airplane or freight train. Most tornados travel a distance of about 10 miles, although “tornado tracks” of 200 miles have been reported. (FEMA, 2004 and American Academy of Pediatrics, 2006)

Tornados can happen just about anywhere in the United States but are more common in the “Tornado Alley” and “Dixie Alley” states. Louisiana ranks tenth in number of tornadoes per square mile. (Wikipedia)

Know the terms used to warn of possible approaching tornados.

- A *tornado watch* means weather conditions are right for tornados to develop. A watch does not necessarily means a tornado will develop.
- A *tornado warning* means a tornado has been sighted and is dangerous. This is the time to go to a safe place and listen to a battery-operated radio for instructions.

Learn these tornado danger signs.

- An approaching cloud of trash can mark the location of a tornado;
- Before a tornado hits, the air may become very still;
- Tornados generally occur near the trailing edge of a thunderstorm.

Take these steps if a tornado is approaching.

- Go inside an interior hallway or closet, or to a basement, storm cellar or specially prepared safe room.
- Avoid places with wide-span roofs such as auditoriums or cafeterias.
- Get under a piece of sturdy furniture such as a heavy table and hold on to it.
- Use your arms to protect your head and neck.
- Do not get in your vehicle and try to outrun the storm. This can be very dangerous.

CHARACTERISTICS OF TORNADOES

INFORMATION SHEET

F0	Light Damages	Wind speeds of 40 to 72 miles per hour. Winds with this speed can cause damages such as these: falling twigs, broken branches, trees pushed over, street signs damaged, and damages to chimneys, windows, foundations, shingles, and roofs.
F1	Moderate Damages	Wind speeds of 73 of 112 miles per hour. Winds with this speed can cause damages such as these: obstruction to homes and other buildings, uplifted roof surfaces, mobile homes shifted off foundations; buildings demolished, automobiles forced off roads or pushed onto other properties.
F2	Considerable Damages	Wind speeds of 113 to 157 miles per hour. Winds with this speed can cause damages such as these: roofs torn off frame houses, mobile homes ruined, houses lifted from the ground, trees broken in half.
F3	Severe Damages	Wind speeds of 158 to 206 miles per hour. Winds with this speed can cause damages such as these: roofs and some walls torn off well-constructed houses, trains overturned, big trucks thrown, and roadways cracked and lifted off ground.
F4	Devastating Damages	Wind speeds of 207 to 260 miles per hour. Winds with this speed can cause damages such as these: damages to well-constructed houses, cars thrown, and trees split.
F5	Incredible Damages	Wind speeds of 261 to 318 miles per hour. Winds with this speed can cause damages such as these: well-constructed homes shifted off foundation, cars lifted in the air over 300 feet, and trees completely rooted out of the ground.

HURRICANES

INFORMATION SHEET

A *hurricane* is a tropical cyclone with sustained winds of 74 miles per hour or more. Hurricane winds blow in a large spiral around a relatively calm center known as the "eye." The "eye" is generally 20 to 30 miles wide, and the storm may spread outward as far as 400 miles. As a hurricane approaches, the skies will begin to darken and winds increase. Hurricanes bring torrential rains, high winds, and storm surges as they near land. (American Academy of Pediatrics, 2006)

What to do to prepare for a hurricane

Some businesses, schools and organizations will usually close during the notification of the watch. However, these are suggestions for preparing for the weather conditions.

- Keep a week's supply of food and water at home or at the workplace/organization.
- Follow flood preparedness precautions if the business or home is in an area prone to flooding.
- Have an alternative location for children if time does not permit parents to pick up their children.

What to do during a hurricane watch

- Listen to a battery-operated radio or television for hurricane reports.
- Check your Disaster Supply List and get any missing items in case of a lengthy stay away from home.
- Review your evacuation plan.

What to do during a hurricane warning

- Listen constantly to a battery-operated radio or television for official instructions.
- Have a supply of flashlights and extra batteries handy. Use flashlights instead of candles or kerosene lamps.
- Evacuate if told to do so.
- Take your disaster supply kit with you.

What to do after a hurricane

- Continue listening to local radio station for information.
- If you evacuated, return to the center or building after local officials announce that the area is safe.
- Make sure everyone in your care is accounted for and safe.

FLOODS

INFORMATION SHEET

Floods are one of the most frequent and costly natural disasters in the United States. Floods can have extremely high water and impact neighborhoods or communities. This high water fills entire river basins and affects multiple states. Flooding also occurs in flood plains when prolonged rainfall occurs over several days, intense rainfall occurs over a short period of time, or an ice or debris jam causes a river or stream to overflow and flood the surrounding area.

Be aware of flood hazards no matter where you live, but especially if you live in low-lying areas or near water, including lakes, rivers, or down streams.

Even very small streams, gullies, creeks culverts, dry streambeds, and/or low-lying ground that may appear harmless in dry weather can flood.

Know the terms used to warn of possible floods.

- *Flash floods* occur within six hours of a rain event or after a dam or levee failure.
- A *flood watch* is issued when flooding may occur within the designated watch area, so be alert.

Know what to do before a flood.

- Check your preassembled disaster supplies.
- Fill your car's tank, in case an evacuation notice is issued.

Understand what to do during a flood.

- Listen continuously to a weather station for updated emergency information. A battery-powered radio or TV is essential in case there is a power outage.
- Be alert to signs of flooding, and be ready to evacuate at a moment's notice.
- Avoid driving if possible, but especially avoid crossing flooded roads where you can't tell how deep the water is.

FIRE INFORMATION SHEET

Fire is the disaster that families are most likely to experience. Fires can happen due to faulty wiring in homes and buildings, an appliance malfunction, use of cigarettes, outdoor-grill accidents, and many other causes. Additionally, children are apt to play with matches and lighters, not realizing the dangers that exist with starting a fire. Each year, more than 4,000 Americans die and more than 20,000 people are injured in fires, many of which could be prevented (USFA & FEMA, 2006). Fires can also be started by lightning during a storm or may be intentionally set by arsonists.

Fire safety tips

Talk with your family or workplace about fire safety and practice fire safety with them:

If your clothes catch on fire, you should stop, drop, and roll until the fire is extinguished. Running only makes the fire burn faster.

Check closed doors for heat before you open them.

Crawl low under any smoke to avoid heavy smoke and poisonous gases which collect first along ceilings.

Close doors behind you as you escape to delay the spread of the fire.

Stay out of the burning area once you are safely out of the building. Do not reenter. Then call 911.

Exercise proper precautions when burning debris outdoors.

When camping, follow safety guidelines on starting and extinguishing campfires.

Never toss a burning cigarette outdoors. Indoors, do not smoke in bed or in any situation where you might fall asleep while smoking.

Be sure to properly maintain small and large appliances and other equipment in your home, workplace, or campgrounds and camping vehicles. This includes regularly cleaning the lint trap of your clothes dryer, the cause of many house fires.

STATE, FEDERAL, AND NONPROFIT RESOURCES INFORMATION SHEET

American Red Cross

www.redcross.org

(866) 925-6325

Centers for Disease Control and Prevention (CDC)

www.cdc.gov

Louisiana Department of Environmental Quality (DEQ)

www.deq.louisiana.gov

(866) 896-LDEQ

Louisiana Department of Health and Hospitals

www.dhh.louisiana.gov

(225) 342-9500

**Louisiana Governor's Office of Homeland Security
and Emergency Preparedness**

www.gohsep.la.gov

emergency.louisiana.gov

Louisiana State Animal Response Team (LSART)

www.lsart.org

(225) 928-5862

Louisiana State Police

www.lsp.org

(225) 925-6325

Federal Emergency Management Agency (FEMA)

www.fema.com

(800) 621-3362

National Weather Service

www.weather.gov

Weather Wiz Kids

www.weatherwizkids.com

US Department of Homeland Security

www.dhs.com

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Hurricane. American Academy of Pediatrics. University of Florida. 2006.

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www.fema.gov/kids. US Department of Homeland Security and FEMA | Federal Emergency Management Agency. Retrieved 2008.

www.redcross.org. American Red Cross. Retrieved 2014.

www.spc.noaa.gov. NOAA / National Weather Service. Retrieved 2014.



CAUTIONS
RECHARGE IMMEDIATELY
AFTER ANY USE

- Always use a certified service technician for recharging. Do not attempt to recharge or refill the extinguisher yourself.
- Do not use for extinguishing Class B fires.
- Do not use for extinguishing Class C fires.
- Do not use for extinguishing Class D fires.
- Do not use for extinguishing Class K fires.
- Do not use for extinguishing Class F fires.

CLASSIFICATION OF FIRE

Class	Description	Rating
A	Ordinary combustibles	10-B
B	Flammable liquids	10-B
C	Flammable gases	10-B
D	Combustible metals	10-B
K	Kitchen fires	10-B
F	Flammable solids	10-B

STORED PRESSURE TYPE



**SAFEGUARDING
THE WORKPLACE**

B

B SAFEGUARDING THE WORKPLACE

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Module B — Safeguarding the Workplace

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SAFEGUARDING THE WORKPLACE

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OVERVIEW

MODULE B: SAFEGUARDING THE WORKPLACE

This module is designed to create an innovative, supportive, and interactive environment that stimulates participants to identify the types of disasters for which their workplaces are most at risk and to develop emergency-preparedness plans that safeguard their staffs, customers, and property. Attention is also devoted to businesses and organizations that serve compromised populations, such as the disabled and elderly, for whom additional planning would be necessary.

Target Audience

The program is tailored to business owners, managers, and other persons within businesses, nonprofit organizations, and government agencies who will take a leadership role in preparing emergency-preparedness plans to safeguard lives and property.

Scope, Sequence, and Timeline

This module contains one lesson, Safety at Work. The lesson will require 45 minutes to 1 hour and 15 minutes of instruction time. Allow 10 to 15 minutes for review and evaluation. Instruction time may increase when activities are implemented within the context of the lesson.

Suggested Lesson Agenda

- Registration
- Greetings and Icebreakers
- Lesson Overview
- Objectives
- Prelesson Evaluation (to determine knowledge level before each lesson)
- Teacher-Student Interaction
- Review and Wrap-Up
- Postlesson Evaluation (to determine knowledge level after each lesson) and Demographic Data Sheet

LESSON PLANNING

SAFETY AT WORK

Goals and Objectives

To provide business owners, managers, and other staff, as well as leaders within nonprofit organizations and government agencies, with strategies to protect employees, customers, and property in the event of disaster.

Program participants will accomplish the following:

- Identify the specific types of emergencies they are likely to face.
- Learn about protecting compromised individuals, such as the disabled or elderly.
- Work on developing an emergency-preparedness plan specific to their workplace.

Advance Preparation

- Review Module A, which serves as a foundation for teaching all other modules in this manual. If participants in Module B have not participated in Module A, it is important to include some material from Module A at the beginning of this lesson.
- Review the lesson guide, literature, discussion questions, and other presentation materials in this module, then determine what additional research is required.
- Search the Internet for current data on emergency preparedness in the workplace.
- Prepare additional information sheets and handouts as appropriate.
- If you plan to use a PowerPoint presentation, be sure to prepare that and have your equipment and extension cords ready. Even if you plan to use a PowerPoint, be prepared to guide the lesson without it.
- Gather all demonstration materials.
- Verify Internet access if it is needed.
- Prepare for Connector activities.
- Request community resources (disaster-preparedness agencies and nonprofits).

Materials Needed

Pencils
Paper
Internet access if desired
Laptop and LCD projector (optional)
Extension cords, as needed
Flip chart and markers
Signs for Connector activities

Handouts

Prelesson Evaluation (for beginning of lesson)
Worksheets
 Identifying Workplace Risks
 Emergency-Preparedness Plan
Postlesson Evaluation (for end of lesson)
Demographic Data Sheet (for end of lesson)

LESSON GUIDE

SAFETY AT WORK

Prepare Now, Be Ready Later

In addition to the many natural disasters, such as hurricanes and tornadoes, that dominate the evening news, it's an unfortunate fact of modern life in America that workplaces have also become targets for man-made disasters, such as acts of mass violence and terrorism. In addition, workplaces are likely to face at least some instance of technological disaster, such as extended power outage or communication interruption, that affects their ability to protect customers and property.

When disaster strikes, it's critical to have a plan in place that protects human life and safeguards businesses, organizations, and their clients and customers against injury and loss.

Reviewing Some Emergency-Preparedness Terms

For participants who took part in Module A: Preparing for Emergencies, we learned a handful of terms related to planning for emergencies. For those who didn't, we have a handout that you can take home with you. But I'd like to review just a few of those terms.

First, an *emergency* is a sudden, serious problem or situation requiring immediate attention. *Emergency preparedness* refers to being ready for an effective response to a harmful event by planning, training, and gathering resources prior to the occurrence. Individuals, families, organizations, businesses, and communities all are encouraged to have *emergency-preparedness plans*, a written document with action steps, leaders, contact information, and physical items, such as for an emergency kit.

Mitigation simply refers to the steps taken in an attempt to prevent harmful conditions or the potential for damage, injury, and loss from an emergency or disaster. To *mitigate* means to lessen. And that's what we'll be focusing on today: how to *mitigate* the effects of a disaster on the workplace.

Getting on Board

Most participants are here today because you understand that disaster can happen to you or your workplace or because you want to learn more about your risks. An Ad Council survey in recent years discovered that 62 percent of businesses surveyed did not have an emergency-preparedness plan in place. So if you're here today, you're ahead of the game.

Emergency preparedness requires a commitment from management of human resources, time, and money, sustained over a period of time, to keep your plan up-to-date. You have

to think of it like insurance: you hope you never need it, but you're glad you have it in place when a disaster strikes.

You might be interested to know that up to 40 percent of businesses affected by disaster never reopen (Source: Insurance Information Institute). It's a safe bet to speculate that many of those did not have an emergency-preparedness plan in place to guide them through a disaster – or that they relied too heavily on insurance or help from overwhelmed government agencies to get them through a crisis.

We can assume, because you're here today, that you understand the importance to the bottom line of your organization of being prepared to survive an emergency:

- You want to protect your staff and your customers from harm.
- You want a plan in place to provide for persons with disabilities or challenges.
- You want to minimize the disruption of service to your customers.
- You want to protect your physical property, information, and other assets from damage or loss.
- You want to prevent environmental contamination to your property or from your property.
- You want to protect your business, organization, or agency's reputation.

So today we're going to walk you through making a preliminary emergency-preparedness plan for your workplace. You probably won't be able to complete it all today, in part because you will need to involve other people in your planning, but it will get you thinking and inspire you to take this preliminary plan back to your workplace to complete and to keep updated. In doing so, you are taking a leadership role in safeguarding lives, property, and the environment.

Creating Your Workplace Emergency-Preparedness Plan

In Module A participants learned about the four major categories of hazards that can lead to disasters or emergencies and began discussing which of those hazards are most likely to affect their communities, businesses, and homes. Today we will pick up that discussion, but with a focus on hazards that are most likely to affect your workplace specifically.

Using the worksheet Identifying Workplace Risks, I want you to circle all of the hazards/disasters that you know have affected your current workplace, either currently or sometime in the past. Then I want you to check the box next to each hazard that reflects your opinion of the risk your current workplace faces. If you can think of any hazards not listed in each category, please write those in.

Now let's discuss the hazards that you ranked "Almost Certain" to affect your workplace. Let's see if there are any commonalities.

And now let's hear from some of you who believe your workplace may face a unique hazard. Did any of you write in a hazard?

I think we can tell from this discussion that all of us are likely to face certain types of disasters because of where we live, but that some workplaces also face unique challenges. And therefore it's important that our emergency-preparedness plans be tailored for each workplace.

We're going to walk you through some of the steps to creating your unique workplace emergency-preparedness plan. Using the worksheets we've provided, I want you to begin creating your plan here today.

At this point we will now begin to work on your preliminary emergency-preparedness plan. Take the worksheet Emergency-Preparedness Plan, and as we go through it, fill out information as completely as you can.

First, take a few minutes to transfer your answers from the Workplace Risks worksheet to your Emergency-Preparedness Plan and add your organization's name at the top.

We'll now follow along together on the worksheet, discussing each item and giving you time to answer the questions.

DISCUSSION QUESTIONS

SAFETY AT WORK

1. What hazards is your organization very likely or almost certain to face in the next ten years?
2. Are there any unique or unusual hazards your organization faces because of its location or type of business or service?
3. Why is it important to include more than one person on your Emergency-Preparedness Team?
4. Is it important to communicate with your customers or clients during an emergency? Why?
5. Does your organization have an emergency communication plan in place? What is it?

PRELESSON EVALUATION

SAFETY AT WORK

Please select the answer that best characterizes what you know about preparing an emergency plan

I understand...

- Yes No the specific risks my organization faces from hazards/disasters
- Yes No what kinds of people should be on our Emergency-Preparedness Team
- Yes No all my options for communicating with staff, their families, customers, and the public if our normal mode of communication is disrupted
- Yes No who to contact in my community in the event of all types of emergencies

IDENTIFYING WORKPLACE RISKS

WORKSHEET

	Not Likely	Somewhat Likely	Very Likely	Almost Certain
Natural hazards and disasters				
• Severe weather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Snow and ice storms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Tornadoes and high winds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Hurricanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Earthquakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Floods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technological hazards and disasters				
• Utility and infrastructure disruptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Power outages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Water loss or contamination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Heat loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communication access loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fires (may also be caused by nature or arson)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Hazardous materials exposures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Energy/fuel shortages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Aircraft crashes (other than terrorism)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Dam failures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued on next page.

Continued from previous page.

	Not Likely	Somewhat Likely	Very Likely	Almost Certain
Man-made hazards and disasters				
• Medical emergencies (epidemic outbreaks, mass casualty incidents, medical shortages, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Criminal threats (mass killings, sniper attacks, hostage situations, street and gang violence, bomb threats, other than terrorism)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Environmental conditions (air, soil, and water contamination by pollution or accident)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civil hazards and disasters				
• Civil unrest (rioting, mob violence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Acts of war	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Terrorism (foreign and domestic; bomb threats; chemical, radiological, biological threats)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(SUS, 2008)



WORKPLACE EMERGENCY-PREPAREDNESS PLAN WORKSHEET

Name of Organization

Disasters Likely to Affect Our Workplace

From the Identifying Workplace Risks worksheet, list those that your workplace is very likely or almost certain to face in the next ten years.

Now list the remaining hazards you noted as somewhat likely.

Preliminary Risk Assessment

If you cannot think of answers to these questions today, be sure to give them more thought once your Emergency-Preparedness Team is in place.

Are there any factors that make your workplace especially vulnerable to certain hazards?

What is the potential impact of each type of hazard you listed above on your workplace staff, customers, and property? Note safety concerns, property risks, and service-disruption probabilities.

What opportunities do you have to eliminate or mitigate your workplace’s risk from hazards?

In the event it is necessary, what are your workplace’s plans for emergency evacuation and/or shelter? What kind of staff training is needed to make this operational? How often should this information be reinforced?

In the event it is necessary, what are your workplace’s plans for lockdown, or preventing additional persons from entering the premises? What kind of staff training is needed to make this operational? How often should this information be reinforced or drilled?

In the event it is necessary, what equipment does your workplace have in place to cope with an emergency?

- | | | |
|--------------------------------------|---|---|
| <input type="checkbox"/> Radio/TV | <input type="checkbox"/> Emergency Generator | <input type="checkbox"/> Sprinkler System |
| <input type="checkbox"/> Flashlights | <input type="checkbox"/> Emergency Food/Water | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Does your workplace have staff, volunteers, or customers with special needs or challenges, such as physically or mentally challenged persons, elderly persons, youths, medically compromised, or others who may require assistance during an emergency? What is the level of your exposure to these risks, and what is your plan to cope with these situations?

Desired Characteristics of Emergency-Preparedness Leaders

Emergency-Preparedness Team

PROGRAM COORDINATOR: Leads the team, guides the development of the program, and communicates the plan to the entire staff.

Name

Why this person would be great in this role

PROGRAM ADMINISTRATOR: Periodically reviews the program to ensure it is current. Maintains files for easy access. Keeps track of changing laws and regulations affecting emergencies.

Name	Why this person would be great in this role
_____	_____
_____	_____

ADVISORS: Assist in developing and reviewing plan. Inform Coordinator of developments that affect plan. These should include members of your own staff but may also include volunteers or members of the community, representatives from public emergency-services agencies, and others.

Name	Why we need this person on our team
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Identifying Local and/or Industry-Specific Emergency Resources

You should receive a copy of the information sheet State, Federal, and Nonprofit Resources from Module A. In addition to the organizations listed on this worksheet, identify additional important emergency contacts and list their important contact information. These should include local or regional fire, police, sheriff, shelters, and other resources that it would be important to be able to contact during or in the aftermath of an emergency.

Organization Name	Person/Title	Phone/Email
_____	_____	_____
_____	_____	_____

Forming an Emergency Communication Plan

Your employees, your customers, your community, and the public at large will judge you based on how well you handle a crisis and by how you communicate during and afterward. What are some of the reasons your business or organization needs to communicate in an emergency and how will you communicate, especially if your normal mode of communication (office phones or computers, for instance) is unavailable?

- Contact staff at multiple locations _____

- Inform organization managers _____

- Notify family members about status of staff/customers _____

- Inform customers of business disruptions/alternate plans _____

- Inform public of impact as appropriate _____

- Contact government regulators as needed _____

Who will be in charge of scripting messages for these audiences?

Who has the authority to communicate these messages?

Will you use social media (Facebook, Twitter, email broadcasting, etc.) to inform staff, customers, or the public during an emergency? What systems are already in place, or what would you need to do to put alternative communication systems in place?

Could your organization make use of online services during or after a crisis, such as the American Red Cross's register for misplaced persons? (See www.redcross.org/find-help/contact-family/register-safe-listing.) What are some other communication tools you could make use of?

Contact information and passwords if required need to be readily accessible in a crisis, so they need to be maintained in a waterproof/fireproof location and/or in an electronically accessible file, and probably in several formats and locations. How will your organization maintain its communication files? Give consideration to how each type of "very likely" or "almost certain" disaster could affect access to your communication list.

Business Continuity

If your local phone service is disrupted, how will you reroute or otherwise handle customer phone calls?

If your ability to provide services or products is temporarily disrupted by a disaster, how will you inform customers of this? What procedures will you use, and how will you prioritize contacting and maintaining communication with customers if the disaster is broad-scale or ongoing?

Do you have a list of suppliers and procedures for identifying when and how to notify them in the event of a crisis? Who will be responsible for this?

Planning for Families

Take into account that in the event of an emergency, your staff will be concerned not only about the workplace but about family members, friends, pets, and other personal concerns. Additionally, your staff are valuable resources to your company. Helping them make a Family Emergency-Preparedness Plan not only helps them cope during crisis but helps your business as well. One step you can take is to encourage them to take part in Module D, Getting Prepared at Home, when it is offered.



SAFEGUARDING THE WORKPLACE

LESSON 1

POSTLESSON EVALUATION

SAFETY AT WORK

Please check the responses that reflect your opinion about today's lesson.

TOPICS	POOR	FAIR	GOOD	EXCELLENT
Identifying My Organization's Specific Risks				
Creating a Preliminary Emergency-Preparedness Plan				
Connector Activities				

Please check the responses that reflect what you learned in this session.

Today I have learned....

- Yes No the specific risks my organization faces from hazards/disasters

- Yes No what kinds of people should be on our
Emergency-Preparedness Team

- Yes No all my options for communicating with staff, their families,
customers, and the public if our normal mode of communication is
disrupted

- Yes No who to contact in my community in the event of
all types of emergencies

Please complete the demographic information on the back of this sheet.

DEMOGRAPHIC DATA

All data is used for reporting purposes only. Your identity will not be disclosed and will be kept confidential.

ID Number

For office use only

Date: _____ / _____ / _____ County/Parish: _____

Highest level of education:

- Less than high school High school diploma
 Some college College degree

If you do not have a degree or certification, are you interested in obtaining one?

- Yes No N/A

Gender:

- Male Female

Age range:

- 18–21 22–30 31–40 41 and over

Income range:

- \$0–\$13,000 \$14k–\$20,000 \$21,000–\$30,000 \$31,000+

Marital status:

- Married Single Widowed Divorced

Ethnicity:

- African American Caucasian Hispanic
 Asian Unknown Other: _____

When will you begin using this information?

- Immediately After the class ends Never

If you have had a lesson with us before, are you currently using the information that you were given during the classes?

- Yes No N/A (This is my first class)

What type of classes do you prefer? (Choose ONLY one.)

- Seminars Lecture Teaching/instruction/facilitator
 Hands-on Web seminars Web conferencing

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SAFEGUARDING THE WORKPLACE

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www.redcross.org. American Red Cross. Retrieved July 10, 2014.



**YOUTH
PREPAREDNESS**



Module C — Youth Preparedness

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YOUTH PREPAREDNESS

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OVERVIEW

MODULE C: YOUTH PREPAREDNESS

This module is designed to help staff members in child-oriented businesses and organizations prepare themselves, coworkers, volunteers, and the children in their care to develop readiness skills to cope with disaster. This session focuses on the importance of planning ahead to cope with the special needs of children and teaching children to be emergency-ready. It is helpful if participants have taken Modules A and B, but the trainer can modify the session to provide some background for participants.

Target Audience

The program offers emergency-preparedness opportunities to the owners, managers, and staffs of child-focused businesses and organizations—such as daycare facilities, schools, after-school organizations, camps, entertainment venues that cater to children, and other places where workers or volunteers are responsible for groups of children separated from their parents or guardians.

Scope, Sequence, and Timeline

This module contains one lesson, *Becoming Emergency Ready*. The lesson will require 45 minutes of instruction time and 10 minutes for review and evaluation. Instructional time may increase when additional background material is added from Modules A or B and when activities are implemented within the context of the lesson.

Suggested Lesson Agenda

- Registration
- Greetings and Icebreakers
- Lesson Overview
- Objectives
- Prelesson Evaluation (to determine knowledge level before each lesson)
- Teacher-Student Interaction
- Review and Wrap-Up
- Postlesson Evaluation (to determine knowledge level after each lesson) and Demographic Data Sheet

LESSON PLANNING

BECOMING EMERGENCY READY

Goals and Objectives

To provide daycare providers, teachers, camp counselors and other workers who are responsible for groups of children with the information and skills necessary to prepare themselves, staff, and children to cope with emergencies and their aftermath.

Program participants will accomplish the following:

- Gain knowledge and skills necessary to prepare themselves, their organizations, and the children in their care for emergencies.
- Identify strategies to help children know what to expect in specific types of disasters, such as the loss of electricity, air conditioning or heat, and/or running water.
- Learn drills and activities to help children know what actions to take in specific emergencies.
- Learn to recognize signs of emotional distress in children following a disaster.

Advance Preparation

- Review Module A, which serves as a foundation for teaching all other modules in this manual. If participants in Module C have not participated in Module A, it is important to include some material from Module A at the beginning of this lesson.
- Review the lesson guide, literature, discussion questions, and other presentation materials in this module, then determine what additional research is required.
- Search the Internet for current data on emergency preparedness.
- Prepare additional handouts or information sheets, as appropriate.
- If you plan to use a PowerPoint presentation, be sure to prepare that and have your equipment and extension cords ready. Even if you plan to use a PowerPoint, be prepared to guide the lesson without it.
- Gather all demonstration materials.
- Verify Internet access if it is needed.
- Prepare for Connector activities.
- Request community resources (disaster-preparedness agencies and nonprofits)

Materials Needed

Pencils
Paper
Internet access if desired
Laptop and LCD projector (optional)
Extension cords, as needed
Flip chart and markers
Signs for Connector activities

Handouts

Prelesson Evaluation (for beginning of lesson)
Information Sheets
 Considerations for Child-Focused Organizations
 Quick Safety Rules for Some Emergencies
Postlesson Evaluation (for end of lesson)
Demographic Data Sheet (for end of lesson)



LESSON GUIDE

BECOMING EMERGENCY READY

A Special Vulnerability

As persons responsible for the care and well-being of children, perhaps no other responsibility you will have in life—save parenthood itself—is greater than caring for someone else’s children. This is particularly true during an emergency.

Businesses and organizations that take responsibility for children are particularly vulnerable during disasters for several reasons:

- Most organizations do not teach children about disasters and emergency preparedness.
- Many child-centered businesses and organizations hire part-time staff or substitutes who may or may not have emergency-preparedness skills or who may not receive the same training as other staff members.
- Many child-centered businesses and organizations are privately owned and are not mandated to prepare for disasters.
- The physical and cognitive development of children places them at a disadvantage for critical thinking necessary during a disaster.
- Children’s reactions to situations beyond the usual scope of human experience vary based on their educational and social development level.
- Children are highly influenced by the emotional state of their caregivers.
- Infants, toddlers, and young children may be able to walk; however, they may not have the cognitive ability to figure out how to flee from danger or to follow directions from others.

As with any other type of business or organization, those that cater primarily to children can benefit from emergency-preparedness planning to help keep themselves, employees, volunteers, and children safe—and perhaps even save lives. Children will benefit from learning problem-solving skills and from practicing drills to make them emergency-ready. If children are better prepared, your role in an emergency will be easier.

Reviewing Some Emergency-Preparedness Terms

For participants who took part in Module A: Preparing for Emergencies, we learned a handful of terms related to planning for emergencies. For those who didn’t, we have a handout that you can take home with you. But I’d like to review just a few of those terms.



First, an *emergency* is a sudden, serious problem or situation requiring immediate attention. *Emergency preparedness* refers to being ready for an effective response to a harmful event by planning, training, and gathering resources prior to the occurrence. Individuals, families, organizations, businesses, and communities all are encouraged to have *emergency-preparedness plans*, a written document with action steps, leaders, contact information, and physical items, such as for an emergency kit.

Mitigation simply refers to the steps taken in an attempt to prevent harmful conditions or the potential for damage, injury, and loss from an emergency or disaster. To *mitigate* means to lessen. And that's what we'll be focusing on today: how to mitigate the effects of a disaster on children and those businesses and organizations that are child-focused.

Participants who took part in Module B: Safeguarding the Workplace, discussed what types of emergencies are most likely to occur in their areas and took the first steps to creating a workable emergency-preparedness plan for their organizations.

The Importance of Having Workplace and Home Emergency-Preparedness Plans

If you haven't already taken Modules A and B, we would encourage you, your boss or manager to take them, especially if your organization does not have a current, workable emergency-preparedness plan.

If you don't know whether your organization even has a plan, that's a problem too. The plan should be communicated to all staff and volunteers, practiced and drilled, kept current, made available in writing, and important parts of it posted in your workplace.

Module D focuses on Home Emergency Plans, and you may want to take that module too, just to help you learn to better prepare for emergencies that occur while you are at home, especially if you are responsible for children, elderly, handicapped, or other compromised individuals in your home.

This lesson, however, will focus on your role as someone who is responsible for groups of children in a workplace or volunteer environment and how to prepare yourself and those children for potential emergencies and how to recognize trauma in children after a disaster.

Know Your Role in the Emergency-Preparedness Plan

If your organization has an emergency-preparedness plan, do you know who is coordinating the plan in your organization, and do you know your role when an emergency strikes? If not, talk to those in charge about creating or improving your organization's emergency plan.

**Some important considerations for child-centered organizations include these:**

- Know who has the authority to implement your emergency-preparedness plan, including evacuating the children to a shelter or alternate location, as well as determining it is safe to return to the location.
- Understand the chain of command used in an emergency and your role within it. If outside agencies are involved, know how this affects the chain of command.
- Know at least three ways to contact each child's parent or guardian, i.e., home phone, work phone, cell phone, email address, relative's phone number, etc. Maintain this information in a safe, waterproof, fire-proof location on the premises, as well as an alternate physical or digital location offsite. Understand the plan for reuniting children with their parents or guardians.
- If evacuation is necessary, understand how the children will be transported. If they are walking, be sure you have a walking map to the alternate location.
- Know your building's emergency exits and evacuation routes. These should be posted in all rooms of the facility.
- It may be safer to remain on the premises but remove yourself and the children to a safer place within the building or on the property. Be sure you understand the circumstances in which the children need to be moved, such as away from windows in the event of lightning or high winds, to an interior location or specially built safe room in the event of tornadoes, to a second story (if possible) in flooding, and so on.
- Have a plan in place for very young children, for children with special needs, and children with medical issues.
- Understand how your emergency-preparedness plan would differ if you are away from your normal location, such as on a field trip.
- Understand for what length of time you might be expected to provide care and supervision for children in an emergency and also where provisions, emergency kits, first-aid supplies, and so on are located.
- Have your own personal and home emergency-preparedness plan, and know what is expected of staff members who need to care for their own families.

Empowering Children to React in an Emergency

Knowledge is power, and empowering kids to take positive actions to protect themselves and others in an emergency is a smart thing to do. The Federal Emergency Management Agency (FEMA) recommends allowing students to explore and learn about several emergencies by introducing them to one natural disaster each day for one week. Ideally these emergencies will be tied to your organization's emergency-preparedness plan, even if in its preliminary stages. If your organization doesn't have one yet, consider what hazards your organization and community are most likely to face. Some common emergencies include thunderstorms, floods, hurricanes, fires, power outages, and flu or whooping-cough epidemics. And unfortunately, acts of violence or threatened violence at schools have also become a growing

concern; though still unusual, media focus on these events may trigger children to ask how to protect themselves if it happens at their school.

FEMA, the American Red Cross, and other organizations offer excellent planning materials to help children be disaster-ready, and some of them, such as FEMA's, are organized according to age appropriateness.

To get children more involved and help them remember the information presented, you have many options, depending on their age and abilities:

- You can teach them some vocabulary related to each disaster.
- You can offer them word puzzles keyed to the disaster.
- You can have them draw pictures illustrating the disaster.
- You can have them write two or three facts about the disaster.
- You can talk about how they feel about the disaster.
- You can have them act out skits. Some children could represent elements of the disaster, such as thunder and lightning; others could demonstrate the proper steps to take; and others could act as emergency responders.

Understanding Children's Emotional Reactions

Emergencies can be frightening for adults and particularly so for children. During an emergency, children will look to the adults around them for cues on how to behave and how to feel. It's important to convey a sense of calm and competence in the face of crisis.

Even when the crisis is over, children may evidence signs of trauma, such as anxiety, depression, clinginess, aggression, and so on. These may vary in severity depending on whether the child directly experienced the disaster, suffered the loss or injury to a loved one or damage to the home, and other factors. These are normal reactions to trauma, but it is important to recognize when a child may need additional help coping with emotions.



DISCUSSION QUESTIONS

BECOMING EMERGENCY READY

1. What are some of the reasons that child-centered businesses and organizations are particularly vulnerable during emergencies?
2. Why is it important for you to know your role in the event of an emergency?
3. If your organization doesn't have a plan, or you don't know whether it has a plan, what can you do to find out or help create one?
4. If those in charge at your organization won't create an organizational emergency-preparedness plan, is there anything you can do on your own to help prepare you and the children in your care for emergencies?
5. In an emergency, you may be called upon to choose between supervising children in your workplace or returning to your home and family. What is your organization's policy about this, and how will you address it?



PRELESSON EVALUATION BECOMING EMERGENCY READY

Please select the answer that best characterizes what you know about strengthening family connections.

I understand....

- Yes No what my role is within my organization during an emergency

- Yes No who is in authority and what the chain of command is during an emergency

- Yes No ways that I can make being emergency ready empowering and less scary for children

- Yes No children's emotional reactions to a disaster and after one



CONSIDERATIONS FOR STAFF OF CHILD-FOCUSED ORGANIZATIONS INFORMATION SHEET

- Know who has the authority to implement your emergency-preparedness plan, including evacuating the children to a shelter or alternate location, as well as determining whether it is safe to return to the location.
- Understand the chain of command used in an emergency and your role within it. If outside agencies are involved, know how this affects the chain of command.
- Know at least three ways to contact each child's parent or guardian, i.e., home phone, work phone, cell phone, email address, relative's phone number, etc. Maintain this information in a safe, waterproof, fire-proof location on the premises, as well as an alternate physical or digital location offsite. Understand the plan for reuniting children with their parents.
- If evacuation is necessary, understand how the children will be transported. If they are walking, be sure you have a walking map to the alternate location.
- Know your building's emergency exits and evacuation routes. These should be posted in all rooms of the facility.
- It may be safer to remain on the premises but remove yourself and the children to a safer place within the building or on the property. Be sure you understand the circumstances in which the children need to be moved, such as away from windows in the event of lightning or high winds, to an interior location or specially built safe room in the event of tornadoes, to a second story (if possible) in flooding, and so on.
- Have a plan in place for very young children, children with special needs, and children with medical issues.
- Understand how your emergency-preparedness plan would differ if you are away from your normal location, such as on a field trip.
- Understand for what length of time you might be expected to provide care and supervision for children in an emergency and also where provisions, emergency kits, first-aid supplies, and so on are located.
- Have your own personal and home emergency-preparedness plan, and know what is expected of staff members who need to care for their own families.



QUICK SAFETY RULES FOR SOME EMERGENCIES INFORMATION SHEET

House or Building Fire	Know at least two routes to exit the house or building. Stay low to the floor and crawl to safety. If you must open an interior door, do so slowly. If you see smoke, take another exit route. Don't hide from firemen. They're there to help you. Alert firemen whether anyone else or any pets are still in the building.
Flood	Move immediately to a higher floor of the building if possible. If you have time, move important items to a higher floor. Do not walk through moving water.
Thunderstorm	If you hear thunder, lightning can strike. Go indoors quickly and remain at least 30 minutes after thunder stops. Stay away from water, indoors or out. That includes water faucets. Don't use anything that plugs into an electrical outlet. Drop anything with metal, including keys and backpacks. If trapped outdoors, stay away from tall trees, flagpoles, puddles and metal objects—including bicycles.
Tornado	Go immediately to a safe place: a cellar, basement, or safe room. If no safe place, go to a low, interior room or closet. Stay away from windows. If you are in a mobile home, exit and find a low ditch and lie flat. If you are outdoors, find a low ditch and lie flat.
Earthquake	If outside, stay outside, but move away from buildings, trees, and power lines. If inside, drop to the floor and take cover under a sturdy table or desk. If no table or desk is available, cover your face and head and crouch near an inside wall but away from furniture and items that might fall or break.
Hurricane	Follow authorities' advice if evacuation is recommended or ordered. If you do not evacuate, stay away from windows and glass doors. Stay inside until the hurricane is over.
Armed School Violence	If you see someone with a weapon at school, report it. If you hear someone make a threat against the school, report it. Despite media focus, these events are unusual. If you are confronted by violence, it is almost always safer to run away as quickly and quietly as you can than to not. Know how to get out of a room or building. If you can't get out, find a place to hide your entire body. If you can safely do so, dial 911.



POSTLESSON EVALUATION BECOMING EMERGENCY READY

Please check the responses that reflect your opinion about today's lesson.

TOPICS	POOR	FAIR	GOOD	EXCELLENT
Staff Role in Times of Emergency				
Additional Considerations for Child-Focused Organizations				
Connector Activities				

Please check the responses that reflect what you learned in this session.

Today I have learned....

- Yes No what my role is within my organization during an emergency
- Yes No who is in authority and what the chain of command is during an emergency
- Yes No ways that I can make being emergency ready empowering and less scary for children
- Yes No children's emotional reactions to a disaster and after one
- Yes No training strategies to help children prepare themselves for the most likely hazards

Please complete the demographic information on the back of this sheet.

DEMOGRAPHIC DATA

All data is used for reporting purposes only. Your identity will not be disclosed and will be kept confidential.

ID Number

For office use only

Date: _____ / _____ / _____ County/Parish: _____

Highest level of education:

- Less than high school High school diploma
 Some college College degree

If you do not have a degree or certification, are you interested in obtaining one?

- Yes No N/A

Gender:

- Male Female

Age range:

- 18–21 22–30 31–40 41 and over

Income range:

- \$0–\$13,000 \$14,000–\$20,000 \$21,000–\$30,000 \$31,000 +

Marital status:

- Married Single Widowed Divorced

Ethnicity:

- African American Caucasian Hispanic
 Asian Unknown Other: _____

When will you begin using this information?

- Immediately After the class ends Never

If you have had a lesson with us before, are you currently using the information that you were given during the classes?

- Yes No N/A (This is my first class)

What type of classes do you prefer? (Choose ONLY one.)

- Seminars Lecture Teaching/instruction/facilitator
 Hands-on Web seminars Web conferencing



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**GETTING PREPARED
AT HOME**



D GETTING PREPARED AT HOME

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OVERVIEW

MODULE D: GETTING PREPARED AT HOME

This module is designed to create an innovative, supportive, and interactive environment that stimulates participants to learn the importance of having a home/family emergency-preparedness plan and provides guidance on making a plan, practicing it, and keeping it updated.

Target Audience

The program is suitable for individuals from all segments of the community who are interested in safeguarding themselves, their families, and their homes during a crisis.

Scope, Sequence, and Timeline

This module contains one lesson, Safeguarding Family and Home. The lesson will require 45 minutes of instruction time and 10 minutes for review and evaluation. Instructional time may increase when activities are implemented within the context of the lesson.

Suggested Lesson Agenda

- Registration
- Greetings and Icebreakers
- Lesson Overview
- Objectives
- Prelesson Evaluation (to determine knowledge level before each lesson)
- Teacher-Student Interaction
- Review and Wrap-Up
- Postlesson Evaluation (to determine knowledge level after each lesson) and Demographic Data Sheet

LESSON PLANNING

SAFEGUARDING FAMILY AND HOME

Goals and Objectives

To provide individuals with strategies to safeguard their families and homes during a disaster through advance preparation.

Program participants will accomplish the following:

- Learn what research they need to do about local resources.
- Develop their family's home emergency-preparedness plan.
- Plan for the special needs of children, elderly, disabled, and others during an emergency.
- Prepare a pet-care plan for emergencies.
- Plan what goes in an emergency-preparedness kit.

Advance Preparation

- Review Module A, which serves as a foundation for teaching all other modules in this manual. If participants in Module D have not participated in Module A, it is important to include some material from Module A at the beginning of this lesson.
- Review the lesson guide, literature, discussion questions, and other presentation materials in this module, then determine what additional research is required.
- Search the Internet for current data on emergency preparedness.
- Prepare additional handouts or information sheets, as appropriate.
- If you plan to use a PowerPoint presentation, be sure to prepare that and have your equipment and extension cords ready. Even if you plan to use a PowerPoint, be prepared to guide the lesson without it.
- Gather all demonstration materials and prepare an emergency-preparedness kit for display.
- Verify Internet access if it is needed.
- Prepare for Connector activities.
- Request community resources (disaster-preparedness agencies and nonprofits).

Materials Needed

Pencils
Paper
Internet access if desired
Laptop and LCD projector (optional)
Extension cords, as needed
Flip chart and markers
Signs for Connector activities

Handouts

Prelesson Evaluation (for beginning of lesson)
Worksheets
 Identifying Home Risks
 Home Emergency-Preparedness Plan
 Your Family Emergency To-Go Kit
Postlesson Evaluation (for end of lesson)
Demographic Data Sheet (for end of lesson)

LESSON GUIDE

SAFEGUARDING FAMILY AND HOME

Reviewing Some Emergency-Preparedness Terms

For participants who took part in Module A: Preparing for Emergencies, we learned a handful of terms related to planning for emergencies. For those who didn't, we have a handout that you can take home with you. But I'd like to review just a few of those terms.

First, an *emergency* is a sudden, serious problem or situation requiring immediate attention. *Emergency preparedness* refers to being ready for an effective response to a harmful event by planning, training, and gathering resources prior to the occurrence. Individuals, families, organizations, businesses, and communities all are encouraged to have *emergency-preparedness plans*, a written document with action steps, contact information, and physical items, such as for an emergency kit.

Mitigation simply refers to the steps taken in an attempt to prevent harmful conditions or the potential for damage, injury, and loss from an emergency or disaster. To mitigate means to lessen. And that's what we'll be focusing on today: how to *mitigate* the effects of a disaster on your homes and families.

Because disasters can strike anywhere anytime, and often without warning, it is vitally important for individuals and families to understand what types of emergencies are most likely to occur in the areas where they live and, based on that information, to create emergency-preparedness plans and emergency kits.

So today we're going to walk you through making a preliminary emergency-preparedness plan for your home. You probably won't be able to complete it all today, in part because you will need to involve other members of your household in your planning, but it will get you thinking and inspire you to take this preliminary plan back to your family to complete and to keep updated. In doing so, you are taking a leadership role in safeguarding the lives of your family and other household members, pets, livestock, and property.

Creating Your Home Emergency-Preparedness Plan

In Module A participants learned about the four major types of hazards that can lead to disasters or emergencies and began discussing which of those hazards are most likely to affect their communities, businesses, and homes. Today we will pick up that discussion, but with a focus on hazards that are most likely to affect your home and family specifically.

Using the worksheet Identifying Home Risks, I want you to circle all of the hazards/disasters that you know have affected the area where you live, either currently or sometime in the past. Then I want you to check the box next to each hazard that reflects your opinion of the risk your home and family currently face. If you can think of any hazards not listed in each category, please write those in.

Now let's discuss the hazards that you ranked "Almost Certain" to affect your home and family. Let's see if there are any commonalities.

And now let's hear from some of you who believe your home or family may face a unique hazard. Did any of you write in a hazard?

I think we can tell from this discussion that all of us are likely to face certain types of disasters because of where we live, but that some families and homes also face unique challenges. And therefore it's important that our emergency-preparedness plans be tailored for each home.

We're going to walk you through some of the steps to creating your unique home emergency-preparedness plan. Using the worksheets we've provided, I want you to begin creating your plan here today.

At this point we will now begin to work on your preliminary family emergency-preparedness plan. Take the worksheet Home Emergency-Preparedness Plan, and as we go through it, fill out information as completely as you can.

First, take a few minutes to transfer your answers from the Identifying Home Risks worksheet to your Home Emergency-Preparedness Plan and add your family's name at the top.

Now we'll follow along together on the worksheet, discussing each item and giving you time to answer the questions.



DISCUSSION QUESTIONS

SAFEGUARDING FAMILY AND HOME

1. What are some ways you can find out which types of emergencies are likely in the area where you live?
2. Does your community have an early warning system, and, if so, do you understand it?
3. What kinds of things should go into your emergency-preparedness kit, or To-Go Kit?
4. How will you cope with aiding young children, elderly or disabled household members to survive an emergency?

PRELESSON EVALUATION

SAFEGUARDING FAMILY AND HOME

Please select the answer that best characterizes what you know about getting prepared for an emergency at home.

I understand...

- Yes No the importance of having an emergency-preparedness plan for my home and family

- Yes No why I need to also be familiar with my workplace's preparedness plan and those of my family members' schools, daycares, nursing homes, workplaces, etc.

- Yes No how to put together an emergency-preparedness plan

- Yes No how to involve my children in the planning process

- Yes No what kinds of items belong in my family's emergency-preparedness kit or To-Go Kit



IDENTIFYING HOME RISKS

WORKSHEET

	Not Likely	Somewhat Likely	Very Likely	Almost Certain
Natural hazards and disasters				
• Severe weather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Snow and ice storms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Tornadoes and high winds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Hurricanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Earthquakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Floods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technological hazards and disasters				
• Utility and infrastructure disruptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Power outages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Water loss or contamination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Heat loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communication access loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fires (may also be caused by nature or arson)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Hazardous materials exposures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Energy/fuel shortages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Aircraft crashes (other than terrorism)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Dam failures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continued on next page.



Continued from previous page.

	Not Likely	Somewhat Likely	Very Likely	Almost Certain
Man-made hazards and disasters				
• Medical emergencies (epidemic outbreaks, mass casualty incidents, medical shortages, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Criminal threats (mass killings, sniper attacks, hostage situations, street and gang violence, bomb threats, other than terrorism)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Environmental conditions (air, soil, and water contamination by pollution or accident)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civil hazards and disasters				
• Civil unrest (rioting, mob violence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Acts of war	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Terrorism (foreign and domestic; bomb threats; chemical, radiological, biological threats)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(SUS, 2008)

HOME EMERGENCY-PREPAREDNESS PLAN WORKSHEET

Name of Family

Disasters Likely to Affect Our Home

From the Identifying Home Risks worksheet, list those emergencies that your home or neighborhood is very likely or almost certain to face in the next five years.

Now list the remaining hazards you noted as somewhat likely.

Later, when you return home, you may want to contact community resources to learn what types of emergencies they believe are very likely to occur where you live and modify your list if needed. FEMA, the Federal Emergency Management Agency, offers a website where you can look up emergency-preparedness agencies in your area: www.fema.gov/state-offices-and-agencies-emergency-management. In Louisiana, that would be the Louisiana Office of Emergency Preparedness:



Louisiana Office of Emergency Preparedness
8453 Veteran's Memorial Blvd.
Baton Rouge, Louisiana 70807
(225) 354-3500
www.dhh.la.gov/prepare

Local Early-Warning Systems

Your home may be located in a community that has early warning systems, such as outdoor sirens or horns warning the public of impending hazards, such as tornadoes. Some communities also have automated telephone-alert systems in place, sometimes called "reverse 911." These play recorded messages warning of impending hazardous events.

Some communities practice "residential route alerting" by way of motor vehicles with public address systems that drive through neighborhoods announcing emergency situations.

Many cell phone companies now allow customers to subscribe to emergency-alert systems that sound alerts on everything from abducted children to dust storms to tornadoes. If you know these, write them here, or complete this list when you return home.

My home/family has access to the following early warning systems:

- Sirens or horns (Make sure all family members are aware of their meaning.)
- Automated telephone-alert system (Reverse 911)
- Residential route alert (motor vehicles with public address systems)
- Cell phone emergency-alert systems
- Other _____

Every member of the household should know what these alerts sound like and what to do when they hear them. When you return home, explain each of these to your family.

For some types of emergencies, your family should also know what radio or television stations to tune to for more information about the emergency. Take a minute to note those here:

Radio station _____

Television station _____

Coordinate Home, Workplace, School/Daycare and Other Emergency Plans

Chances are that when disaster strikes, your family may not all be together in one place. It is important not only to know your home emergency-preparedness plan but, if you have children in school, daycare, or camps, to know what the emergency plan is for them. The same is true if you have an elderly family member in adult daycare. You will need to know where to pick up your children or elderly family member after an emergency. You will also need to know where the children would be evacuated if that becomes necessary.

Complete this information for each household member:

Household Member

Name of Workplace, School,
Daycare, or Other Facility

Cell Phone

Phone Number / Contact

Work Phone

Emergency Pickup Site

Email Address

Emergency Evacuation Site

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Make sure that these facilities have at least three ways to contact you (for instance, home phone, cell phone, and email), and also provide them with alternative contacts with permission to pick up your children in the event you are injured or unreachable.

Your Home Phone _____

Cell Phone _____

Email _____

Alternative Contact Person _____

Home Phone _____

Cell Phone _____

Make a Family Communication Plan

Each member of the family should carry, in a purse, wallet, cell phone, etc., contact information for all family members so you can quickly reach each other in an emergency. Making phone calls during an emergency is less reliable than text or data service, so be sure that every family member knows how to type and send a text message. Many people are now taking advantage of social media, such as Facebook and Twitter, to keep family and friends informed, and if Internet access is available during or after a disaster, these can be excellent ways to inform people of your status.

- Make and photocopy a list of all family members' phone numbers and email addresses and make sure each family member keeps a copy with him or her.
- Ensure that all family members know how to type on a cell phone and how to send a text message.
- Plan whether your family will use Facebook, Twitter or other social media.

If you are separated from family members by the disaster and normal modes of communication are impossible, it may be possible to post your own status and find the status of your loved one by registering and/or checking the American Red Cross's Safe and Well website (<https://safeandwell.communityos.org/cms/index.php>) or other site agreed upon in advance by your household.

- Decide whether your family will use the Red Cross site or another site and, if so, add this to your list of emergency numbers.
-
-

A strategy that works for some families is to designate a family member or friend outside the area where they live whom all family members can call, text or email with updates and to get updates on others. Sometimes cell phone towers and in-state phone networks are impaired by a disaster, so it may be easier to reach someone who lives outside the state. Whatever you choose, be sure all family members know the plan and have correct, up-to-date contact information.

- Decide whether your family will designate someone outside the area as a common contact and, if so, add this to your emergency contact numbers.
-
-

In the event you must get out of your home in an emergency, such as during a house fire, families should designate a location outside the home to meet other family members quickly so that the family and emergency first responders can determine whether anyone is trapped inside the home. All family members should know this spot.

- In the event of a fire, our family will meet at _____ near the house.

In the event your family must evacuate the home and premises, such as in the event of a chemical spill, the family should have a designated meeting place just outside the neighborhood.

- In the event we must evacuate our home and premises, our family will meet at
-

outside the neighborhood. All family members should know this location. Children may need a simple map.

Each family should post emergency contact numbers near a phone and/or store them on a cell phone. These include police department or sheriff's office, fire department, hospital, and poison-control.

Police or Sheriff's Department _____

Fire Department _____

Hospital _____

Poison-Control Center _____

Practice How to React in an Emergency

If your family members know that emergencies happen sometimes and they practice how to react, it's much more likely that they will survive an emergency without injury or loss of life.

Once you know what emergencies are most likely to affect the area where you live, become educated on how to react in each situation. Teach children simple rules to follow for several types of emergencies, using slogans or songs to aid memory, and practice and drill these rules at least twice a year with children.

Teach your children some basic rules on how to react to various emergencies. This information is readily available at several websites and is also taught in Module C of this curriculum.

It is important that all members of the household know the following:

- How and when to dial 911
- How to use a fire extinguisher
- How and when to turn off gas, electricity, and water
- How and when to replace batteries in smoke alarms and carbon-monoxide sensors
- How to escape from the home in an emergency

Involve your children in making your emergency-preparedness plan and drill safety rules regularly, at least twice a year. Explain that a major emergency may never happen to your household, but it's best to be prepared.

Decide in advance where your family would go if you have to evacuate your home and what route you would take to get there. You may choose to go to a hotel/motel, stay with friends or relatives, or go to a shelter. Practice evacuating your home twice a year. Drive the planned evacuation route. Also plan alternate routes in case roads are impassable.



Emergencies can be frightening for adults and particularly so for children. During an emergency, children will look to the adults around them for cues on how to behave and how to feel. It's important to convey a sense of calm and competence in the face of crisis.

Even when the crisis is over, children may show signs of trauma, such as anxiety, depression, clinginess, aggression, bed wetting, and so on. These may vary in severity depending on whether the child directly experienced the disaster, suffered the loss or injury to a loved one or damage to the home, and other factors. These are normal reactions to trauma, but it is important to recognize when a child may need additional help coping with emotions.

Elderly, Disabled and Others with Special Needs

Elderly or disabled persons may experience extra anxiety at the thought of not being able to protect themselves or escape from harm during an emergency. By developing an emergency plan, then practicing that plan to make sure it works, you can help lessen those anxieties.

- Include in your plan how to assist elderly or handicapped members of the household.

If you are forced to evacuate your home, you want to be certain that the emergency shelter can accommodate wheelchairs, medical equipment, and other special medical needs. If a member of the household has a service animal, it's probable that a shelter will allow that animal, but it's always best to check in advance.

Emergency Shelter _____

Phone Number _____

Accessibility Issues _____

If a member of the household has a medical condition that requires prescription medication, home health-care assistance, visiting nurses, hospice nurses or other in-home care providers or medical-supplies deliveries, discuss with these providers in advance what can be done during an emergency or evacuation.

	Contact Information	Discussion Held / Notes
Home Health-Care Provider	_____	_____
	_____	_____
	_____	_____
	_____	_____
Medical-Supply Company	_____	_____
	_____	_____
	_____	_____
	_____	_____
Pharmacy	_____	_____
	_____	_____
	_____	_____
	_____	_____
Doctor	_____	_____
	_____	_____
	_____	_____
	_____	_____

Pets and Other Animals

Your family emergency-preparedness plan should also include provisions for your pets and other animals.

Notes on Pets _____

Notes on Livestock or Other Animals _____



Most emergency shelters cannot accommodate your pets. Pets should not be left behind, however, if your family has to evacuate, so identify ahead of time veterinarians, kennels, farms, family/friends, humane societies, and so on that could care for your pet while you must evacuate your home. You may also wish to identify nearby pet-friendly hotels.

	Phone/Email	Discussed Shelter for Pet
Veterinarian	_____	_____
Kennel	_____	_____
Family/Friend	_____	_____
Humane Society	_____	_____
Pet-friendly hotel	_____	_____
Pet-friendly hotel	_____	_____

Many animals get separated from their people during emergencies, so consider having your pet microchipped for easy identification, but be sure your pet is wearing a collar and identification tags. To be boarded, some states require that animals have certain vaccinations, so it's a good idea to check with your veterinarian about these.

- My pets are microchipped. Information stored at _____.
- My pets have collars and ID tags with current contact information.

In the past decade or so, many states, recognizing the dangers posed to pets and livestock during disasters, have formed statewide animal-response teams. Louisiana is one of those:

Louisiana SART
 8550 United Plaza Blvd
 Suite 1001
 BatonRouge, Louisiana 70809
 Phone : (225) 928-5862
 Email: lsartinfo@gmail.com
<http://lsart.org/contact-us.pml>

Louisiana SART provides evacuation assistance, rescue, sheltering, control, feeding, and preventative immunization of animals left homeless, lost, or strayed because of an emergency.

Regarding service animals, Louisiana SART notes the following:

Act 615 of the 2006 Louisiana Legislature requires that persons with disabilities, who utilize service animals, as defined in the Americans with Disabilities Act, are evacuated, transported, and sheltered with those service animals. GOHSEP, through its authorized State Agency, the Louisiana Department of Agriculture & Forestry, is required to inform all facilities that provide shelter to persons with disabilities who are accompanied by their service animals of their legal obligation to provide shelter to both the disabled person and the service animal.

In the event of a wildfire or serious flood, if you can't take farm animals with you, it is important to open a gate or otherwise release farm animals so that they have a better chance of escaping the fire or flood.

Your Family Emergency To-Go Kit

You can use the Your Family Emergency To-Go Kit worksheet to involve the entire family in making your emergency supplies kit. Talk about what each family member would need to survive for at least three days if you were without power, heat, or air conditioning, clean water, or all the amenities of home. Make a list, then assemble the items in a portable container, and make sure all family members know where the kit is located and who is responsible for grabbing it in an emergency.

The contents of each kit will vary according to your family members' needs, but the worksheet includes some of the most common items to consider. Keep as many of these items as possible stored in your To-Go Kit, because you may have to evacuate quickly in an emergency.

Keep several copies of your kit handy so that family members can quickly review and gather items, such as medications and dentures that it may not be practical to store in the To-Go Kit.

Store the kit as close to your main exit door as possible. Consider keeping a kit in your vehicle and at your workplace. If your home has a basement, safe room, or other shelter, you should keep supplies there too, as well as copies of your plan and kit.

Keeping Your Plan, Kit and Preparedness Training Up-to-Date

Check and update your To-Go Kit twice a year, replacing items such as water and food that would go out-of-date. At the same time review your Home Emergency-Preparedness Plan and make sure all information is current. This would also be a good time to practice safety drills and evacuation plans.

YOUR FAMILY EMERGENCY TO-GO KIT WORKSHEET

Use this list to prepare your family's disaster kit well in advance of an emergency. Store all items in one or two bags as near as possible to the main exit of your home. Consider also keeping an emergency-preparedness kit in your vehicle and at your workplace. Give each family member a list on which to note items such as medication, eyeglasses, and favorite toy or other item that would need to be added at the last minute if there is time.

Financial

- Photo identification
- Cash and credit/debit cards
- Important legal documents in waterproof bag (birth certificate, marriage license, insurance contracts, household inventory, social security cards, wills, etc.) unless already stored offsite
- _____
- _____

Communication

- Copy of Home Emergency-Preparedness Plan
- Copies of workplace, school, daycare, etc. plans for other family members
- Battery or solar-operated radio with extra batteries
- Notepads, paper, and pens
- Laptop
- Cell phones
- _____
- _____

Medical

- First-aid kit
- Eyeglasses or contact lenses and solution
- Dentures and denture cream
- Hearing aids and batteries
- Prescription medications—at least one-week supply
- Written list of prescription medications
- Over-the-counter medications, such as for pain, digestive issues, allergies, etc.
- Required medical equipment
- Contact information for family physician, pediatrician, care providers, etc.
- _____
- _____

Safety and Utility

- Flashlight with extra batteries
- Whistle or noisemaker
- Reflective vests
- Utility knife
- Scissors
- _____
- _____

Continued on next page

Continued from previous page

Food and Water

- Bottled water—one gallon per person per day; extra for pets
- Nonperishable, ready-to-eat food—at least a three-day supply
- Eating utensils
- Disposable cups
- Aluminum foil, plastic wrap or bags
- For infants, diapers and formula
- Manual can opener
- Infant formula
- _____
- _____
- _____

Clothing and Bedding

- Change of clothing for each person
- Practical shoes
- Coat or jacket
- Blankets or sleeping bags
- _____
- _____

Pet Needs

- Pet food and bowls
- Pet medication
- Collars, leashes, or harnesses
- Pet crate
- Proof of vaccinations if boarding
- _____
- _____

Hygiene

- Disinfectant wipes
- Disposable wipes or cleansing cloths
- Tissues and bath tissue
- Hairbrush and comb
- Toothbrushes and toothpaste
- Feminine hygiene products
- Soap
- Deodorant
- Shaving Kit
- _____

Entertainment/Calming Items

- Activity books, crayons, paper, and games for children
- Electronic music devices
- Child's favorite doll, toy, or blanket
- _____
- _____



POSTLESSON EVALUATION

SAFEGUARDING FAMILY AND HOME

Please check the responses that reflect your opinion about today's lesson.

TOPICS	POOR	FAIR	GOOD	EXCELLENT
Getting Prepared at Home				
Putting Together My Family's To-Go Kit				
Connector Activities				

Please check the responses that reflect what you learned in this session.

Today I have learned....

- Yes No the importance of having an emergency-preparedness plan for my home and family
- Yes No why I need to also be familiar with my workplace's preparedness plan and those of my family members' schools, daycares, nursing homes, etc.
- Yes No how to put together an emergency-preparedness plan
- Yes No how to involve my children in the planning process
- Yes No what kinds of items belong in my family's emergency-preparedness kit, or To-Go Kit.

Please complete the demographic information on the back of this sheet.

DEMOGRAPHIC DATA

All data is used for reporting purposes only. Your identity will not be disclosed and will be kept confidential.

ID Number

For office use only

Date: _____ / _____ / _____ County/Parish: _____

Highest level of education:

- Less than high school High school diploma
 Some college College degree

If you do not have a degree or certification, are you interested in obtaining one?

- Yes No N/A

Gender:

- Male Female

Age range:

- 18–21 22–30 31–40 41 and over

Income range:

- \$0–\$13,000 \$14,000–\$20,000 \$21,000–\$30,000 \$31,000 +

Marital status:

- Married Single Widowed Divorced

Ethnicity:

- African American Caucasian Hispanic
 Asian Unknown Other: _____

When will you begin using this information?

- Immediately After the class ends Never

If you have had a lesson with us before, are you currently using the information that you were given during the classes?

- Yes No N/A (This is my first class)

What type of classes do you prefer? (Choose ONLY one.)

- Seminars Lecture Teaching/instruction/facilitator
 Hands-on Web seminars Web conferencing

REFERENCES

GETTING PREPARED AT HOME

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LSART Household Pet Evacuation & Sheltering Manual. Louisiana State Animal Response http://lsart.org/sites/site-1707/documents/LSART_MANUAL_JUNE_2010.pdf. Effective 2010. Retrieved July 13, 2014.

Preparing for Disaster for People with Disabilities and Other Special Needs. US Department of Homeland Security, Federal Emergency Management Agency and American Red Cross. www.redcross.org/images/MEDIA_CustomProductCatalog/m4240199_A4497.pdf. Retrieved July 13, 2014.