



Community Preparedness: Simple Activities for Everyone

Program Leader Guide

September 2011



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Community Preparedness: Simple Activities for Everyone

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Note: Copies of the activities are in the Facilitator Guide and Handout Masters document.

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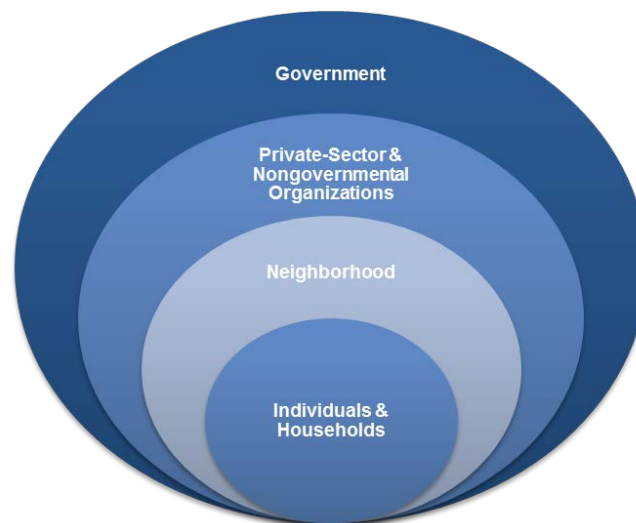
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PURPOSE

Preparedness is the shared responsibility of all levels of government, the private and nonprofit sectors, and individual citizens.



Individuals and households are at the core of our Nation's preparedness. A community's ability to respond to or recover from a disaster depends on the level of preparedness of every member. However, a 2009 Citizen Corps National Survey found that 29 percent of Americans have not prepared because they think that emergency responders will help them and that over 60 percent expect to rely on emergency responders in the first 72 hours following a disaster. The reality is that in a complex disaster, first responders and emergency workers may not be able to reach everyone right away. In addition, providers may not be able to restore critical services, such as power, immediately.

The purpose of this initiative is to promote personal and community preparedness through engaging activities for individuals, neighbors, or households. These activities are a set of building blocks. You can mix and match the activities based on the needs of your target audience or time available. Most activities can be completed during a 15-minute to 60-minute session. You should adapt the materials to include critical local information, such as information on local hazards, local alerts and warnings, and local community response resources and protocols.

Remember, preparedness does not have to be complex or overly time consuming. Rather, it should motivate, empower, and engage the whole community.

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THE PREPAREDNESS TOPICS

Below is a list of the preparedness activities:

Core Preparedness Topics		
Title	Information and Activities on . . .	Approx. Length
Preparedness on a Shoestring	Creating a no-cost or low-cost disaster kit	30 – 60 minutes
Where Is Everybody?	Developing a communications plan	20 minutes
Who Can You Count On? Who Counts on You?	Establishing a personal support network	20 minutes
Easy Out: Getting to Safety	Planning for and practicing an evacuation	30 minutes
Storm Safe — Sheltering in Place	Staying safe when evacuation is not an option	20 – 40 minutes
Disaster Plan Dress Rehearsal	Practicing your disaster plan	30 – 60 minutes

Hazard-Reduction Topics		
Title	Information and Activities on . . .	Approx. Length
Hunting Home Hazards	Identifying and reducing home hazards	30 – 60 minutes
An Ounce of Fire Prevention	Identifying and reducing fire risks	30 minutes
Putting Out Fires	Using a fire extinguisher	30 – 60 minutes
Home Safe Home	Implementing simple risk-reduction (mitigation) measures	30 – 60 minutes
Safeguarding Your Valuables	Protecting important items and documents	30 minutes

Specialized Preparedness Topics		
Title	Information and Activities on . . .	Approx. Length
Pet/Service Animal Preparedness	Taking care of pets and service animals during a disaster	30 minutes
Rx for Readiness	Starting a “Stay Healthy” Kit and plan	30 minutes
Going Off Grid: Utility Outages	Preparing for utility outages	20 – 40 minutes
Coming Home After a Disaster	Planning for recovery from disaster	20 minutes
Preparedness: The Whole Community	Understanding emergency management and response roles and getting involved	30 – 90 minutes

Remember . . . You can mix and match the topics based on the needs of your audience. In addition, you may adjust the times by modifying the activities demonstrated during the session.

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HOW TO USE THE MATERIALS

Each topic includes a facilitator guide and participant materials.

PREPAREDNESS ON A SHOESTRING

FACILITATOR GUIDE



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ACTIVITY: DISASTER KIT SCAVENGER HUNT

Purpose: The purpose of this activity is to educate families on how to create a no-cost or low-cost disaster kit.

Objectives:

- List the critical items to include in a disaster kit.
- Identify how to create a disaster kit from items available in the home.

Preparation and Needed Materials: Prior to conducting this activity, you may want to:

- Assemble a model kit from the items listed on the participant handout.
- Work with local merchants or voluntary organizations to get donation of essential items to include in the kits.
- Encourage voluntary organizations to create disaster kits for a family or neighbor in need.

Presentation Tips:

- Welcome participants to the session.
- Explain that by the end of the session, they will be able to assemble a disaster kit from items found in their homes.

Facilitator Guide

The first pages of each topic provide the facilitator with:

- Overall purpose of the session.
- Suggested preparation steps and materials.
- Presentation tips.

PREPAREDNESS ON A SHOESTRING

FAMILY DISASTER KIT:
HANDOUT



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ACTIVITY: DISASTER KIT SCAVENGER HUNT

You may need to survive on your own after an emergency for at least 3 days. Local officials and responders will be on the scene after a disaster, but they cannot reach everyone immediately. Creating a family disaster preparedness kit does not have to be costly—many of the items for your family's kit may be found around your home.

You can make a game of getting prepared by organizing a family scavenger hunt. Begin by finding a container to store the items (e.g., large bucket, pillowcase, backpack, plastic container, etc.).

- Water—at least 1 gallon per person per day for at least 3 days, for drinking and sanitation

Handouts

Following the facilitator guide are handouts for the participants to use during the session or as “take away” materials.

The program design has limited the number of pages and the need for presentation equipment such as computers and projectors.

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PLANNING YOUR PROGRAM

To plan your preparedness program, you may want to complete the following steps:



Below are suggestions for completing each step.

Step 1: Identify Your Target Audience

Think about who would benefit from this program. Make a list of the potential members of your target audience.

Step 2: Determine Interests and Needs

Now that you have identified the members of your target audience, ask yourself:

- What will motivate these individuals to attend preparedness session(s)?
- What do you think participants will hope to gain or learn?
- Which topics are of most interest to them?
- How much time will individuals want to spend at a session? How likely are they to return if you offered multiple sessions?
- What day, time, and location will be best?
- What is the ideal mix of people to help foster networking and sustainability after the session?

Use the answers to these questions to select the topics to be included in your program and determine how to schedule your session(s).

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PLANNING YOUR PROGRAM (CONTINUED)

Step 3: Select Presenters

A facilitator with effective communications skills should be able to conduct most of the sessions.

However, it is recommended that individuals with the following expertise present the two sessions below.

Title	Recommended Presenter
Putting Out Fires	Fire Service Personnel
Preparedness: The Whole Community	Emergency Management Personnel

Optional: You may want to consult or involve the following additional individuals in the following sessions:

Title	Optional Individuals To Involve
Preparedness on a Shoestring	Emergency Management Personnel
Where Is Everybody?	Emergency Management Personnel
Who Can You Count On? Who Counts on You?	Representatives From Functional Needs Community
Easy Out: Getting to Safety	Emergency Management Personnel
Storm Safe — Sheltering in Place	Emergency Management Personnel
Disaster Plan Dress Rehearsal	Emergency Management Personnel
Hunting Home Hazards	Fire Service Personnel
An Ounce of Fire Prevention	Fire Service Personnel
Home Safe Home	Construction Expert or Structural Engineer/Mitigation Specialist
Pet/Service Animal Preparedness	Local Animal Shelter Personnel/Veterinarian
Rx for Readiness	Local Medical or Public Health Personnel
Going Off Grid: Utility Outages	Local Public Works Personnel/Utility Company Representative
Coming Home After a Disaster	Construction Expert or Structural Engineer/Emergency Management Personnel

In addition, local nongovernmental groups, such as the American Red Cross or Community Emergency Response Team (CERT) members are invaluable resources to help with presentations or prepare you to conduct the sessions.

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PLANNING YOUR PROGRAM (CONTINUED)

Step 4: Prepare the Presentation

The facilitator's preparation and conduct of the session are keys to the effectiveness of this program. Presenters should do the following:

- Read the materials thoroughly.
- Complete all activities and be prepared to answer the questions that the participants will likely ask while completing the activities.
- Draft your own notes in the margins of the materials.
- Add personal experiences to help explain the important points.
- Tailor the material with information on local hazards, local alerts and warnings, and local community response resources and protocols. Also, you may want to emphasize different information (e.g., apartment evacuation vs. single homes) to meet your audience's needs.
- Rehearse with a small group and ask for suggestions for enhancing the delivery.
- Remember to use the following effective facilitation techniques:

Facilitation Techniques

- ✓ **Make yourself part of the group.** Do not separate yourself physically from the group by standing behind a podium or a table. Feel free to move around the room while you are speaking.
- ✓ **Do not read or lecture to the group.** Think back to the last class that you attended. If the instructor lectured incessantly, chances are that you tuned out and did not learn much. This package is a guide, not your script. Flexibility is the key to success. You may modify discussion questions to meet the needs of the group. If you do not like or do not understand a question, change it.
- ✓ **Don't answer questions if you are not sure of the answers.** If a participant asks you a question to which you do not know the answer:
 - Tell the participant that you do not know the answer.
 - Explain that you will find the answer and get back to the participant.
- ✓ **Check for understanding.** Sticking to the agenda is important, but do not move to the next activity before ensuring that the group understands what has already been discussed. You can check understanding by asking for volunteers to summarize concepts and fill in gaps during your transitions.
- ✓ **Watch for both verbal and nonverbal responses and clues.** Use your observations to keep the session running smoothly.

Additional presentation do's and don'ts are listed on the next page.

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PLANNING YOUR PROGRAM (CONTINUED)

Step 4: Prepare the Presentation (Continued)

Do's . . .	Don'ts . . .
Eye Contact	Eye Contact
<ul style="list-style-type: none"> • Look at people's eyes. • Continually scan the group with your eyes. • Look at the whole group. 	<ul style="list-style-type: none"> • Avoid eye contact. • Scan the group too rapidly or infrequently.
Body Movement	Body Movement
<ul style="list-style-type: none"> • Position your body so you face the majority of the people. • Vary your position in the room. • Stand with good posture. • Walk toward people when they speak. 	<ul style="list-style-type: none"> • Talk to your notes, easel, or board. • Turn your back to part of the group. • Stand in fixed positions. • Slouch. • Distance yourself from people.
Gestures	Gestures
<ul style="list-style-type: none"> • Use natural and spontaneous gestures. • Smile and be animated. 	<ul style="list-style-type: none"> • Engage in distracting behavior such as looking at your watch, or jingling change.
Voice/Speech	Voice/Speech
<ul style="list-style-type: none"> • Speak loud enough to be heard. • Vary the pace of your presentation. • Slow down for important points. • Use the pause. 	<ul style="list-style-type: none"> • Mumble. • Use "fillers" such as "like" or "um." • Speak with a monotone voice. • Be afraid of pauses.
Ask Questions	Ask Questions
<ul style="list-style-type: none"> • Ask clear, concise questions. • Focus each question on a single issue. • Make sure the participants can answer your questions. 	<ul style="list-style-type: none"> • Ask questions that require two distinct answers. • Answer your own question! Rephrase your question if you don't get an answer.
Listening	Listening
<ul style="list-style-type: none"> • Keep an open mind. • Maintain eye contact and show interest. • Consider the speaker's nonverbal behaviors and tone of voice. • Ask for clarification. • Paraphrase the meaning and feelings being expressed. 	<ul style="list-style-type: none"> • Be judgmental. • Interrupt the speaker. • Begin formulating a rebuttal. • Distort the message based on your own beliefs or thoughts.

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PLANNING YOUR PROGRAM (CONTINUED)

Step 5: Arrange Logistics

Use the checklist below to organize and take care of all logistics.

Notifications		
• Have all participants and presenters been notified of the time and location?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Has any needed transportation been arranged?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Condition of Room		
• Is the training room clean?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Does the room accommodate individuals with disabilities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Is seating capacity adequate?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Is seating arrangement (round tables, conference tables) satisfactory?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Safety		
• Are there adequate exits from the room?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Are exits clearly marked?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Do any hazards exist (e.g., loose wires/cables, narrow aisles, loose carpet, sharp edges on tables, etc.)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Supplies, Materials, and Refreshments		
• Do you have all needed supporting materials?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Are there sufficient copies of all handout materials?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Are there pens and paper for the participants to take notes?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Are there badges or name tents for the participants?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Do you have feedback questionnaires for the participants?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
• Do you plan to serve refreshments?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Forming partnerships with other organizations or getting sponsorship from the business community can help defray some of the expenses for supplies, materials, and refreshments.

Faith-based organizations, libraries, civic associations, schools, or government office buildings may have space for hosting the sessions.

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PLANNING YOUR PROGRAM (CONTINUED)

Step 6: Get the Word Out

You may need to let your target audience know about the preparedness program. Below are suggestions for getting the word out:

- Email messages to members
- Newsletter articles
- Web, social media, or blog postings
- Public service announcements
- Local cable television notices

Forming a partnership with local media outlets can be invaluable for promoting your program and recognizing contributions from presenters and others.

Taking photographs of preparedness sessions may be useful for promoting future sessions. Remember, you should get releases from individuals before publishing the photographs.



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GETTING FEEDBACK

At the end of your session, you may want to get feedback from your participants. Below are sample questions that you can ask:

Sample Feedback Questions

- What was the most effective portion of the presentation?
- How could we improve this presentation?
- Following this presentation, what preparedness actions do you plan to take?
- What additional preparedness information would be helpful?

ACKNOWLEDGING ACCOMPLISHMENTS

Following your session, you may want to take the following actions:

- **Thank-You Notes:** Make sure to send thank-you notes to individuals and organizations who helped with presentations or provided sponsorship.
- **Follow-Up:** Contact participants to see if they are implementing preparedness actions.
- **Certificates:** Present certificates to participants who complete the entire program.
- **Articles or Postings:** Feature preparedness accomplishments in articles or web postings to reinforce actions and encourage others.

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ADDITIONAL RESOURCES

Below are additional resources that you may want to use in planning and conducting your preparedness program.

- **Citizen Preparedness Publications**

- ✓ Preparing for Disaster – FEMA 475
- ✓ Helping Children Cope With Disaster – FEMA 478
- ✓ Food and Water in an Emergency – FEMA 477
- ✓ Emergency Financial First Aid Kit – FEMA 532

Web Site: http://www.citizencorps.gov/ready/cc_pubs.shtml

- **Ready.gov**

- ✓ Ready Family Emergency Plans
- ✓ Hazard-Specific Information
- ✓ Family Communications Plan and Wallet Card
- ✓ Printer-Friendly Supplies

Web Site: <http://www.ready.gov>

- **Red Cross**

- ✓ Ready Quick-Reference
- ✓ Disaster Preparedness for People With Disabilities

Web Site: <http://www.redcross.org>

- **Weather Information**

- ✓ Weather Information
Web Site: <http://www.weather.gov>
- ✓ NOAA Weather Radio All Hazards
Web Site: <http://www.nws.noaa.gov/nwr/streamaudio.htm>

- **Flu.gov**

Web Site: <http://www.flu.gov>

- **Foodsafety.gov**

Web Site: <http://www.foodsafety.gov/keep/emergency/index.html>

- **Firesafety.gov**

Web Site: <http://www.firesafety.gov>