



FAMILY AND COMMUNITY EMERGENCY PREPAREDNESS

Facilitator Guide

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Midwest Consortium for Hazardous Waste Worker Training

Acknowledgements

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We encourage you to comment on these materials. Please give feedback to your Program Director.

Warning

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The material was prepared for use by experienced instructors in the training of family and community emergency preparedness. Authors of this material have prepared it for instruction as of the date specified on the title page. Users are cautioned that the subject is constantly evolving. Therefore, the material may require additions, deletions, or modifications to incorporate the effects of that evolution occurring after the date of this material preparation.

Content was updated June 3, 2024 and all weblinks are active as of that date; if you find an error, please inform your Program Director so that it can be updated.

Disclaimer

Although this program educates participants about disaster preparedness for hazards that may impact their area, it does not provide sufficient emergency response skills training such as first aid, disaster medical operations, or light search and rescue that would qualify participants to volunteer on a Community Emergency Response Team (CERT). For information about additional training that may be needed, consult the training facilitator.

Table of Contents

	Page
Facilitator Overview Guidance	iii
Introduction	1
Know the Risks	3
Family Preparedness	5
Community Preparedness	8
During an Emergency	11
After an Emergency	13
Closing	15
Worksheets	
Appendix	
Sample Folder Content List	
Internet Resources	
Emergency Supply List Calendar	

Facilitator Overview Guidance

Introduction

This program is designed for community members who are concerned about family and/or community emergency preparedness.

Suggested agenda (3 hours)

Introduction – 20 minutes

Know the Risks – 20 minutes

Family Preparedness - 40 minutes

Community Preparedness – 40 minutes

During an Emergency – 20 minutes

After an Emergency – 15 minutes

Closing – 25 minutes

Lesson Plan Form

Teaching Methods for This Lesson Plan	Audiovisual Requirements
Presentation Facilitated, interactive discussion Question and Answer Activities (Small-group & individual) Case study	Internet access Websites loaded on devices PowerPoint presentation
Reference Materials	Special Space or Facility Requirements
<p><u>Paper</u> Training worksheets</p> <p><u>Electronic</u> Make A Plan Checklist https://www.ready.gov/make-a-plan</p> <p>Build A Kit https://www.ready.gov/build-a-kit</p> <p>Tornado Preparedness https://www.ready.gov/tornadoes</p> <p>Coping with a Disaster or Traumatic Event https://emergency.cdc.gov/coping/index.asp</p> <p>Clean Up Safely After a Disaster https://www.cdc.gov/natural-disasters/safety/?CDC_AAref_Val=https://www.cdc.gov/disasters/cleanup/facts.html</p>	The ideal room setting should include tables for participants to complete written exercises. Round tables are preferable to help facilitate small group discussion and activities.
Suggested Discussion Questions	Suggested Instructor Preparation

Presentation Notes

- Work in small groups. If the discussion group is large, divide it into smaller units.
- Encourage participants to talk with one another, rather than you.
- Use an icebreaker - ask a question for which there is no single correct answer and go around the table with it. (Example: What is the most serious environmental exposure that concerns you, and what rating would you give it on a scale of 1 to 10?) With this strategy, you can begin the discussion with 100 percent participation, and you can avoid the awkward need to invite the more passive students to participate.
- Know your audience. Learners are not hazardous materials workers and may have limited knowledge of chemistry and biology. Tailor agenda to match background and meet needs.
- Show the respect the participants deserve – Community residents generally have a wealth of experience. Honor that knowledge, and allow them to voice their opinions freely and without judgement.
- Use the participant's experiences as a basis from which to teach.
- Make use of NIEHS and other web resources, as appropriate.
- Adjust teaching speed – be conscientious of the rate the material is presented and stay within the program time schedule. Participants will expect to leave on time; if some wish to stay for further discussion, it should be done after the published time.
- The attention of participants will drift if there are long periods of lecture or reading from PowerPoint. Try to get the participants engaged in the discussion.

Suggested Facilitator Preparation

- Review Participant Guide, Activities, and on-line resources.
- Test web links prior to the session and if any are inoperative please notify your Program Director
- Review the agenda to ensure that it matches the needs expected; if this is open-enrollment, be prepared to move away from the agenda, as needed to respond to local, diverse issues. Do not hesitate to respond 'I don't know'—this is better than offering information that may be incorrect or incomplete.
- Download the evaluation forms.
- Review any PowerPoint slides to be certain they are accurate and up-to-date.
- Successful completion of the program is defined as 'Attendance'. Ensure that you have a sign in sheet to document attendance for the program file.
- Prepare certificates if you award them at the end of the program.
- Identify the primary hazards and risks for the region.
- Identify any unique hazards relevant to the city, community, or township.
- Modify PowerPoint presentation for participants
- Print materials for workshop folders.

Introduction

Time Requirement: 20 minutes

Number of Instructors: 1 or more, consistent with ratio shown in Minimum Criteria

Materials

- Registration materials
- Participant Guide
- Whiteboard or equivalent; markers
- Internet access
- PowerPoint

Objectives

When finished with the program, participants should better be able to:

- Identify the hazards that will most likely impact your community
- Describe what you should do before, during, and after a natural disaster
- Explain the importance of neighborhood and community resiliency planning

Teaching Methods

Discussion

Suggested Facilitator Preparation

- Ensure that you have registration materials for everyone
- Print evaluation forms, so that they are ready at the end of the program
- Review agenda and modify as needed for the expected needs or interests of participants
- Prepare copies of agenda, if a handout is to be used; otherwise post.

Minimum Content Requirements

- Introductions
- Agenda and overall learning objectives

Questions you may be asked

How can you possibly prepare for all the different bad things that could happen?

Assure the participant that many emergencies can be prepared for in a similar manner. Add that in this program we will focus on those most likely to occur locally.

Presentation of the Session

This session can be presented as follows:

- Welcome everyone and facilitate brief introductions
- Complete registration
- Note that an evaluation will be conducted at the end of the training
- Review the agenda and overall learning objectives

Make a case for the importance of emergency preparedness:

Use the images in the Participant Guide to share an example that is easily relatable such as being stranded on the side of the road with a flat tire. Ask: “**What do you do if you get a flat tire**”? Discuss with the group. If you have a full-size spare tire you might be able to change the flat without needing assistance. If you have a donut spare or canned tire inflator, you have a temporary fix until you are able to get help. This example shows the core of family preparedness which is that “**you are the help until help arrives**”.

The example of a dead car battery can be used to summarize the main purpose of community preparedness. Ask “**What do you do if you have a dead battery**”? Discuss with the group. Although you might have jumper cables, you still need another vehicle to give you a boost. “**Neighbor helping neighbor**” is the core of community preparedness.

Call attention to any recent emergencies that have occurred in the area. This is a good way to connect with participants.

Know the Risks

Time Requirement: 20 minutes

Number of Instructors: 1 or more, consistent with ratio shown in Minimum Criteria

Materials

- Participant Guide
- Whiteboard or equivalent; markers
- Internet access
- PowerPoint
- Activity worksheet

Objectives

When finished with this section, participants should better be able to:

- Describe types of hazards
- Identify the most likely hazards for your community

Teaching Methods

- Discussion
- Presentation
- Small group activity

Suggested Facilitator Preparation

- Review Participant Guide, Facilitator Guide, Activity, PowerPoint
- Research most likely local risks (see compiled list of Common Natural Disasters by State in the Appendix)
- Determine if a Hazard Vulnerability Assessment (HVA) exists for the region by contacting their area's local Office of Emergency Management
- Update PowerPoint for your area
- Review recommended resources

Minimum Content Requirements

- Discussion about types of hazards
- Activity

Questions you may be asked

Where can I find what risks the authorities have identified for my region?

Provide the participant with the list of Common Natural Disasters by State that has been included in the Appendix of this guide. They can also determine if an HVA exists for a region by contacting their area's local Office of Emergency Management. In addition FEMA compiles past Declared Disasters here <https://www.fema.gov/disasters/disaster-declarations>

Presentation of the Session

This session can be presented as follows:

Ask: "What types of hazards or disasters could impact your community?" List where all can see. Use the Participant Guide to discuss the types of hazards including natural, chemical, biological, radiological, and terrorist threats.

The PowerPoint developed with this program is based on the Hazard Vulnerability Assessment (HVA) for Middle Tennessee. Facilitators can determine if an HVA exists for a region by contacting their area's local Office of Emergency Management. In addition, a compiled list of Common Natural Disasters by State has been included in the Appendix of this guide. The PowerPoint will need to be updated for your local area.

Activity #1: Know the Risks

Have the participants form small groups and complete the worksheet. During this activity, participants will write down what they think the main hazards are for the local area. Afterwards, the facilitator should reveal the actual hazard assessment for the area. Participants will then be able to compare their initial thoughts with the actual hazard risks for their region.

Family Preparedness

Time Requirement: 40 minutes

Number of Instructors: 1 or more, consistent with ratio shown in Minimum Criteria

Materials

- Participant Guide
- Whiteboard or equivalent; markers
- Internet access
- PowerPoint
- Activity worksheets

Objectives

When finished with this section, participants should better be able to:

- Describe a Family Communication Plan
- Describe a Family Disaster Plan
- Describe an Emergency Kit

Teaching Methods

- Discussion
- Presentation
- Activity

Suggested Facilitator Preparation

- Review Participant Guide, Facilitator Guide, Activity, PowerPoint
- Modify the Activity if using natural disaster other than tornado
- Update PowerPoint for local area
- Review recommended resources

Minimum Content Requirements

- Introduction to family preparedness concepts
- Activity

Questions you may be asked

1. How can I find out if my family is safe if we are separated during an emergency?

In advance, you can establish an out-of-town (out of disaster area) contact that everyone in your family could check in with.

2. Do I need a different plan for each different type of disaster?

You should have an overall master plan that applies to all disasters and could have some subsections for things that may differ for specific disasters.

3. Should I have an emergency kit in my car too?

It would be a good idea but note the contents may differ and be more limited. Perhaps a blanket, comfortable shoes, water, non-perishable food, some medical supplies and a flashlight. You wouldn't put prescription medicine in the car.

4. What additional preparation may be needed if a family member has a disability?

Consider any equipment, medicine, food they may need. Plan ahead for additional help that may be needed to transport that individual if evacuation is needed.

Presentation of the Session

This session can be presented as follows:

Ask: Do you feel that your family is adequately prepared to deal with an emergency? If not, why? If so, what steps have you already taken?

Use the Participant Guide to introduce the three steps to family emergency preparedness: 1) **develop a family communication plan**, 2) **develop a family disaster plan**, and 3) **get an emergency kit**.

Note the Family Disaster Plan Activity is scheduled prior to Step 3 (Emergency Kit)

Some participants may feel overwhelmed when presented with the tasks needed for making a communication plan or putting together an emergency kit. The tasks can seem more achievable if they are completed over time. An Emergency Supply List

Calendar is included in the Appendix of the Facilitator and Participant Guides to help participants with these goals.

Family communication plan – Use the document noted in the Participant Guide to discuss this topic.

Family Disaster Plan

Ask: What may be some safe spots within your home in case of a disaster? List responses.

Ask: How can you escape if necessary? List responses.

Ask: Where can you meet outside the home? List responses.

Activity #2 - Family Disaster Plan

Participants will work individually on developing a family disaster plan for a **specific emergency**. The PowerPoint and accompanying materials in this guide have been prepared using **tornados** as an example; however, instructors can modify the worksheet for another example that relates to their local area. The PowerPoint will need to be updated. Instructors should first give the workshop attendees 10 minutes to write down things to do before, during, and after a tornado based on their current pre-workshop knowledge. This allows participants to assess their own preparedness and ask specific questions. Some participants might be well-informed, while others will see that they are not knowledgeable. Instructors should allow time for participants to share information and personal experiences.

Emergency Kit

Ask: What supplies might you need in case of an emergency? List responses for all to see. Review the Emergency Kit list found in the Participant Guide and highlight any items that were not mentioned.

Community Preparedness

Time Requirement: 40 minutes

Number of Instructors: 1 or more, consistent with ratio shown in Minimum Criteria

Materials

- Participant Guide
- Whiteboard or equivalent; markers
- Internet access
- PowerPoint
- Activity worksheets

Objectives

When finished with this section, participants should better be able to:

- Identify your community's limitations in an emergency
- Identify steps your community could take to prepare for an emergency

Teaching Methods

- Small group activity
- Presentation
- Discussion

Suggested Facilitator Preparation

- Review Participant Guide, Facilitator Guide, Activity, PowerPoint
- Review recommended resources
- Become familiar with risks for the local area, and modify the Activity if using natural disaster other than flood
- Update the PowerPoint for your local area

Minimum Content Requirements

- Identify community limitations in an emergency
- Activity

Questions you may be asked

Why should I make a plan – don't the authorities already have one?

The authorities plan for the whole area but there will likely be specific issues that your neighborhood will want to address. For example, clearing downed trees or salting icy hills. Your neighborhood will also be more aware of people with special needs that the city authorities would not be aware of – neighbor helping neighbor.

Presentation of the Session

This session can be presented as follows:

Ask: What are the most likely hazards for your neighborhood? List where all can see.

Communities near train tracks have a higher chance of being asked to evacuate or shelter-in-place due to a hazardous materials spill. Residents living near nuclear power plants could be exposed to radiation during an emergency and might be directed to take potassium iodide tablets, which is an item that is not listed on the basic emergency preparedness kit.

Ask: How prepared is your neighborhood to deal with an emergency? Use this discussion to introduce the concept of community planning.

Review the example of community planning found in the Participant Guide.

The PowerPoint developed with this program has been prepared using **floods** as an example. If possible, the facilitator should identify a local community disaster preparedness concern that can be addressed during the workshop. The PowerPoint will need to be updated. For the needs of residents near industrial sites, the **Midwest Consortium's Community Awareness Training Facilitator Guide** provides supplemental material that can be used during this portion of the workshop.

Activity #3 - Community Plan Development

Have participants divide into small groups and work on the worksheet. This portion of the workshop gives participants an opportunity to begin taking initial steps towards developing **community preparedness plans**. The goal is to encourage participants to identify hazards that are **unique to their neighborhood** and make emergency preparedness plans as a community.

During an Emergency

Time Requirement: 20 minutes

Number of Instructors: 1 or more, consistent with ratio shown in Minimum Criteria

Materials

- Participant Guide
- Whiteboard or equivalent; markers
- Internet access
- PowerPoint

Objectives

When finished with this section, participants should better be able to:

- Identify how to stay informed in an emergency
- Explain evacuation, shelter in place, and lockdown

Teaching Methods

- Discussion
- Presentation

Suggested Facilitator Preparation

- Review Participant Guide, Facilitator Guide, PowerPoint
- Review local and state information sources
- Be knowledgeable about the local affiliates and emergency response planning procedures for the local area

Minimum Content Requirements

- Information sources for an emergency
- Concepts: Evacuation, shelter in place, and lockdown

Questions you may be asked

1. How can I stay informed when the power is out?

You can use a battery powered or hand-crank radio, talk to neighbors, and keep emergency chargers for cell phone.

2. How detailed will emergency communications be - will they give instructions for my street, neighborhood, zip code?

It may vary by emergency. For example, information about a tornado may be very specific (down to neighborhood) while a large storm would be more broad.

3. Why would I leave my home during an emergency – the evacuation center can't be any safer and I can't protect my stuff from there.

If you are trapped in your home then emergency personnel may not be able to reach you.

4. Where can I find detailed instructions on how to protect my home in an emergency?

Ready.gov is a good resource.

Presentation of the Session

This session can be presented as follows:

Facilitators should emphasize the importance of staying informed during an emergency.

Ask: What is the difference between a watch and a warning? Follow Participant Guide to discuss

Ask: Who is the local authority for information during an emergency? Use Participant Guide content to discuss news stations, smart phones, Facebook, Twitter, etc.

Ask: Where are the emergency shelters located in my community? Be ready with the answer. Following the Participant Guide, discuss the difference between evacuation and shelter in place. Review the evacuation guidelines found in the Participant Guide.

Ask: What is the difference between a lockdown and shelter-in-place? Discuss.

Ask: What do I do if there is a power outage and I have medical equipment? Discuss.

After an Emergency

Time Requirement: 15 minutes

Number of Instructors: 1 or more, consistent with ratio shown in Minimum Criteria

Materials

- Participant Guide
- Whiteboard or equivalent; markers
- Internet access
- PowerPoint

Objectives

When finished with this section, participants should better be able to:

- Describe general post-emergency guidelines
- Identify potential sources of help

Teaching Methods

- Discussion
- Presentation

Suggested Facilitator Preparation

- Review Participant Guide, Facilitator Guide, PowerPoint
- Review recommended resources
- Identify local support agencies

Minimum Content Requirements

- Post-emergency guidelines
- Potential sources of help

Questions you may be asked

1. How can I stay informed when the power is out?

You can use a battery powered or hand-crank radio, talk to neighbors, and keep emergency chargers for cell phone.

2. How do I know if I should wait for authorities or take matters into my own hands – clearing a road or rescuing a neighbor, for example.

When you can safely help someone, then you should.

3. How can I volunteer after an emergency?

Be prepared with local options. Consider the Red Cross and local places of worship.

The **Midwest Consortium's Getting Prepared to be a Volunteer at a Disaster Facilitator Guide** can be used as a supplemental resource.

Presentation of the Session

This session can be presented as follows:

Ask: What are some things to do after an emergency? List where all can see. Turn to the list in the Participant Guide and cover any not mentioned.

Ask: What support agencies are available locally? List where all can see. Identify any not mentioned by participants, using the list in the Participant Guide.

Using the Participant Guide, bring up the topic of dealing with mental health issues after an emergency.

Closing

Time Requirement: 25 minutes

Number of Instructors: 1 or more, consistent with ratio shown in Minimum Criteria

Materials

- Evaluation materials
- Whiteboard or equivalent; markers

Suggested Facilitator Preparation

Ensure that you have evaluation materials for everyone

Minimum Content Requirements

- Review overall learning objectives
- Ask participants for any “takeaways”
- Review any take home materials and handouts
- Answer any remaining questions
- Ask participants to complete evaluation forms

Facilitator Follow up

Ensure that agenda and other materials are placed in the required Program File; include posted lists or take a picture to include in the File.

Make this program better:

- Forward suggestions to the Midwest Consortium
- Are there other ‘Questions you may be asked’ that should be included? Please forward these to the Midwest Consortium
- Organize the listing of ‘takeaways’ and forward to your program director. These are very important impacts to report to NIEHS.

Activity Worksheets

Know the Risks
Family Disaster Plan Development
Community Plan Worksheet and Template

Activity #1 Worksheet

Know the Risks: What do you think are the greatest risks for where you live?

INSTRUCTIONS: As a small group take about 10 minutes to complete the table below for two of the listed emergencies relevant to your hometown. Describe each risk as HIGH, MODERATE, or LOW. Be prepared to present your results to the larger group.

Event	PROBABILITY (Likelihood this would occur)	HUMAN IMPACT (Probability of death or injury)	PROPERTY IMPACT (Physical losses and damages)	BUSINESS IMPACT (Interruption of services)	PREPAREDNESS (Pre-planning)	OVERALL RISK (Relative threat)
Tornado						
Severe thunderstorm						
Flood						
IT failure /Cyber threat						
Prolonged electrical outage						
Ice Storm						
Pandemic Illness						
Wildfires						
Earthquake						
Other _____						

Activity #2 Worksheet
Family Disaster Plan Development
Tornado Preparedness

Before the Tornado

- 1.
- 2.
- 3.
- 4.
- 5.

During a Tornado

- 1.
- 2.
- 3.
- 4.
- 5.

After a Tornado

- 1.
- 2.
- 3.
- 4.
- 5.

Activity #3

Community Plan Development Worksheet

INSTRUCTIONS: Work in a small group to complete items with an **asterisk** (*) to begin development of your Community Preparedness/Resilience Plan. Use the attached plan template to record key elements.

- I. Form a collaborative community planning team**
 - (a) Identify leaders
 - (b) Identify team members
 - (c) Identify key stakeholders (Who will be most impacted? Who has a vested interest in the welfare of the community? Who has the most knowledge of community history?)

- II. Understanding your community's situation**
 - (a) *Establish climate trends, projections, and threats
 - (b) *Identify key assets and threats (What do you want to protect?)
 - (c) What existing social relationships should be considered in planning?
 - (d) What are the key factors of the community's built environment that should be characterized and addressed?

- III. Determine Goals and Objectives of Plan**
 - (a) *Define community hazards and characterize risk
 - (b) *Identify community resources
 - (c) Identify or establish long-term community goals
 - (d) Identify or establish short-term community goals

- IV. Plan Development**
 - (a) *Brainstorm potential solutions that could reduce risks
 - (b) *Evaluate potential solutions
 - (c) *Develop implementation strategy (Who will do what and when? What resources are needed. What is timeline?)
 - (e) Obtain feedback and approval
 - (f) Finalize and complete plan

- V. Plan implementation and Maintenance**
 - (a) Execute approved solutions
 - (b) Evaluate and update
 - (c) Modify strategy as needed

Community Plan Development Template

Plan element			Anticipated barriers and approach to each	Date to be completed	Reason for Delay	Date done
1. Call a meeting	<u>Who calls it?</u>	<u>Who participates?</u>				
2. Get support	Volunteers Money Supervisor					
3. Finalize work plan and set deadlines for each action	Actions and Deadlines	Who "owns" each action				
4. Report final results to teammates						
5. Report results to community residents						

Sample Folder Content List
Common Natural Hazards by State
Emergency Supply List Calendar

Sample Folder Content List

FORMS

Registration form

Evaluation form

Assessing Community Preparedness form

WORKSHEETS

Know the Risks worksheet

Tornado Preparedness worksheet

Community Plan Development worksheet

PowerPoint presentation (note taking layout)

INTERNET RESOURCES

Impacts of Climate Change on Human Health

<https://apha.org/topics-and-issues/climate-change/health-impacts>

Make a Plan: Checklist

<https://www.ready.gov/make-a-plan>

Build a Kit Information

<https://www.ready.gov/build-a-kit>

A Guide to Community Resilience <https://www.nist.gov/community-resilience/planning-guide>

Protecting Yourself During Post-High Wind Storm Cleanup

<https://mwc.umn.edu>

Clean Up Safely After a Disaster

https://www.cdc.gov/natural-disasters/safety/?CDC_AAref_Val=https://www.cdc.gov/disasters/cleanup/facts.html

Tornados

<https://www.ready.gov/tornados>

fact sheet: <https://www.ready.gov/sites/default/files/2020-03/tornado-information-sheet.pdf>

Coping with a Disaster or Traumatic Event

<https://emergency.cdc.gov/coping/index.asp>

Emergency Communication Plan

<https://www.fema.gov/blog/have-emergency-plan-your-family>

Power Outage

Fact sheet: https://www.ready.gov/sites/default/files/2020-03/power-outage_information-sheet.pdf

Floods

<https://www.ready.gov/floods>

<https://www.epa.gov/sites/production/files/2014-07/documents/flood-resilience-checklist.pdf>

fact sheet: https://www.ready.gov/sites/default/files/2020-03/flood_information-sheet.pdf

Hazardous Material incidents

<https://www.ready.gov/hazardous-materials-incident>

Pets

<https://www.ready.gov/pets>

Disaster information by State

<https://www.fema.gov/locations>

EMERGENCY SUPPLY LIST CALENDAR

Assembling an emergency preparedness kit and creating a family communication plan may seem overwhelming, but you can make it easier by breaking tasks down into smaller steps. Use this calendar to check off your supplies and complete your weekly “To Do” list. You need to have a supply of non-perishable items for you and your family to be able to survive for up to 72-hours. Adjust your purchases according to family size.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Purchase	“To Do”	Purchase	“To Do”	Purchase	“To Do”
<ul style="list-style-type: none"> • 1 gallon of water • 1 can of vegetables • Permanent marker • Duct tape • Manual can opener 	<p style="text-align: center;"><u>Family Planning</u></p> <ul style="list-style-type: none"> • Make a TORNADO emergency plan with your family <p style="text-align: center;"><u>Community Planning</u></p> <ul style="list-style-type: none"> • Identify a neighbor, relative, or friend who might need help during an emergency 	<ul style="list-style-type: none"> • 1 can of fruit • Flashlight • Extra batteries • Whistle • Moist wipes 	<p style="text-align: center;"><u>Family Planning</u></p> <ul style="list-style-type: none"> • Get any extra medications and mark “Emergency Use” <p style="text-align: center;"><u>Community Planning</u></p> <ul style="list-style-type: none"> • Find out if you have a neighborhood safety organization and join it 	<ul style="list-style-type: none"> • 1 gallon of water • 1 can of protein • First aid kit • Dust mask • Plastic sheeting 	<p style="text-align: center;"><u>Family Planning</u></p> <ul style="list-style-type: none"> • Set aside a small amount of cash in small denominations <p style="text-align: center;"><u>Community Planning</u></p> <ul style="list-style-type: none"> • Subscribe to any local emergency alert systems via cell phone or social media

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Purchase	“To Do”	Purchase	“To Do”	Purchase	“To Do”
<ul style="list-style-type: none"> • 1 gallon of water • 1 box of energy bars • Garbage bags • Plastic ties • Candles/ matches in waterproof container 	<p style="text-align: center;"><u>Family Planning</u></p> <ul style="list-style-type: none"> • Make photocopies of any important paperwork and put in waterproof bags <p style="text-align: center;"><u>Community Planning</u></p> <ul style="list-style-type: none"> • Establish an out-of-town contact to call in case of emergency 	<ul style="list-style-type: none"> • 1 can of vegetables • 1 can of fruit • 1 can of protein • Battery-operated or hand crank radio with NOAA Weather Band 	<p style="text-align: center;"><u>Family Planning</u></p> <ul style="list-style-type: none"> • Make a list of special items needed for baby, pet, dietary restrictions <p style="text-align: center;"><u>Community Planning</u></p> <ul style="list-style-type: none"> • Identify evacuation routes and emergency transportation services 	<ul style="list-style-type: none"> • Special items • Extra hygiene supplies • Rain gear • Work gloves • Wrench or pliers 	<p style="text-align: center;"><u>Family Planning</u></p> <ul style="list-style-type: none"> • Make sure kids know how and when to call 911 <p style="text-align: center;"><u>Community Planning</u></p> <ul style="list-style-type: none"> • Find out about your workplace emergency preparedness plans