

Learning Objective #3 Getting Started

- Watch** Learning Objective Video #3
- Review** page 21 - 22 of Are You Ready, An In-depth Guide to Citizens Preparedness book from FEMA
- Review** pages 17-32 of the Emergency Action Planning Workbook
- Print/Copy** Parent Emergency Evacuation Information
- Print/Copy** POC Worksheet
- Print/Copy** Resource List
- Print/Copy** Information Gathering Script
- Practical Exercise;** Enter Data into the POC Worksheet
- Practical Exercise;** Enter Data into the Resource List

Getting Started

- This Learning Objective is a continuation of LO #2.
- This plan will affect anyone that you feel responsible for. First, you need to identify who they are. POC Worksheet
- Your resources will be identified throughout the training program. They are any Agency, Organization, or Person that can, and will assist you with the creation of your plan. They are any Agency, Organization, or Person that can, and will assist you during the implementation of your plan. And they are any Agency, Organization, or Person that can, and will assist you during the recovery phase of any event that you have to use your plan. Resource List

- Gathering information is multifold. You will constantly be learning information that can assist you. During this process you will also develop new questions that are unique to you, and you will seek new information. Remember that at a certain point you may suffer from information overload. And at a certain point there will just be no more information on a particular subject, no matter how much you would like there to be. Knowing this I would like to remind you that at some point you will just need to stop the information gathering cycle, and use the best information at your disposal to create the best plan that you can. Information Gathering Script
- Your EAP workbook is where you will keep your notes, make your plans, and finalize the course of action (COA) you will take when the time comes to activate your Emergency Action Plan.

Q: Who Will This Plan Affect?

- You
- Your Spouse / Significant other
- Your Children
- Elderly Adults
- Special Needs Individuals
- Pets
- You're Out of Town Contact
- Homework/Practical Exercise; Fill out the Points of Contact (POC) worksheet. Identify everyone living in your household. Identify anyone not in your household that you are including in your EAP, and where they can be located. Identify you're out of town contacts. If you need more pages then make them.
- Now it the time to start a conversation with the people your plan will affect, and how they will be providing feedback and implementing portions of the Emergency Action Plan.

Resources

- Local; Office of Emergency Services, Fire Department, Police Department, Schools,
- County; Office of Emergency Services, Sheriff Department
- State; Office of Emergency Services
- Federal; Federal Emergency Management Agency (FEMA)
- Private Sector; Doctors, Lawyers, Insurance Agents, Pharmacist, Building Contractors, Home Depot, etc
- NPO's; American Red Cross (ARC), National Safety Foundation (NSF), Salvation Army etc.
- Relatives and Friends; Include your out of town contacts
- Homework/Practical Exercise; Get the phone numbers, Physical Addresses, web addresses, etc. Fill out your Resource List. If you need more pages make them.

Gather Information

- Where to start? Who to call first? This is where parts of the program will start to expand into several different areas. For now we will be starting with our Local Resources, and we will continue our Information Gathering in later Learning Objectives.
- Where to start;
- What to say; I've got a script for you, you might not need it, but it's good to know exactly what you need to say so you can find out what you want to know. It's a generic script that can be adjusted to suit your information gathering needs. It will help you stay focused on what you are looking for, it will help identify if who you are talking to is the right person or agency to suit your needs. And it will help you get the information that you need. Will be used in Learning Objective #5.

- Practical Exercise; Prioritize your resource list. You will ideally start with your local Office of Emergency Services. This is where you will find out what the threats are in your area that you will prepare for.

Review

- Who this plan will affect
- Resources
- Gathering Information
- Learning Objective 4: Types of Emergencies and Disasters
- Learning Objective 5: Risk Management

Check on Learning

- Who will this plan will affect?
- What are your Resources?

Go to Learning Objective #4

Types of Emergencies and Disasters

Learning Objective #4 Types of Emergencies and Disasters

- Watch** Learning Objective Video #4a
- Review** page 47 - 177 of the Are You Ready, An In-depth Guide to Citizens Preparedness book from FEMA
- Review** pages 22 - 35 of the Emergency Action Planning Workbook
- Write** your answers to the Following Questions:

1. What is the Primary Emergency/Disaster you are preparing for?

2. What is the Secondary Emergency/Disaster you are preparing for?

3. What is the Alternate Emergency/Disaster you are preparing for?

Types of Emergencies and Disasters

In this block of instruction you will learn

- Descriptions of the major hazards
- Related hazards that can be caused by another hazard

Every day in our lives there are hazards and risks that we avoid by taking normal precautions. Stopping at a red light is a simple easy to accomplish task that we do to avoid being hit by an oncoming vehicle. However more complicated or potentially disastrous hazards will require more complex precautions. To prepare for these disasters you will need to develop a family/group Emergency Action Plan (EAP). During the creation of this plan, you will make decisions that will enable you to take appropriate on-the-spot actions.

In the following blocks of instruction you will begin developing your (EAP). You will learn about the emergencies that are most likely to occur in your community. You will learn some of the

general actions to be taken before, during, and after a particular emergency. And you will identify resources available to you that will assist with the process.

Types of Emergencies and Disasters

- Natural
- Manmade - Technological
- Civil Incidents
- National Security Issues

We will discuss each of these categories separately because they pose different threats, and they are generated by different factors.

As you begin to learn about the types of Natural Hazards that may affect you. You will also begin the Risk Assessment process that will be completed in Learning Objective 5.

Natural

Natural hazards are those created by natural events. These events will pose a threat to lives, property, and other assets you may value. Natural hazards are unique because they can often be predicted, and you can mitigate against many of the damaging effects. Natural hazards statistically occur repeatedly in the same geographical locations either because they are related to *weather patterns* (blizzards, floods, hurricanes, tornados), or because of the *physical characteristics* of an area (earthquakes, volcanoes)

The charts and maps in Are You Ready will provide a general overview of the major natural hazards that may threaten your community. It is important to know the types of hazards as well as the locations where these hazards might strike.

These maps are general in nature and should not be considered accurate on this date. The information provided on most of these maps was compiled between the years 1995 and 2000, with the exception of the Earthquake map; data was compiled between 1568 and 2004, the Hurricane map; data was compiled between 2000 and 2004. And the Earthquake maps; 8000 B.C. through 2000 A.D.

Study the maps, hazard descriptions, geographical considerations. Read the map key to interpret any shading or symbols. Locate your state on the map and analyze the risk for your State.

Note that the maps show general areas rather than precise boundaries. You will be checking with local authorities in your area to determine if your community is at risk for these hazards during a later learning objective.

Put a check mark next to the description if the information provided suggests that this hazard could threaten your community.

For each hazard checked also put a checkmark in the circle next to any related hazard that could be triggered by this one. This will remind you to study the related hazard information

Natural Hazards include the following: (See Are you Ready? Ch 2, pg 47 - 126)

- Dam Failure
- Drought & Extreme Heat
- Earthquakes
- Floods & Flashfloods
- Hurricanes
- Land Slides & Mud Flow
- Severe Thunderstorms
- Tornados
- Tsunamis
- Volcanic Eruptions
- Wildfires
- Winter Storms

Manmade/Technological (See Are you Ready? Ch 3, pg 127 - 144)

Technological hazards are those caused by the tools, machines, and substances that we use in our everyday life. The three major technological hazards that will be discussed in this portion of the learning objective are;

■ Hazardous Materials

1. Fixed facility spills and releases
2. Transportation spills and releases
3. Household chemical emergencies

■Radiological Accidents

1. Nuclear power facility accidents
2. Radioactive materials and waste

■Structural Fires & Explosions

Civil Incidents: (see Civil Unrest FA – 142)

Nonviolent protest:

The deliberate breaking of a law by ordinary citizens, carried out as nonviolent protest or passive resistance

Encarta Dictionary

Demonstrations

Group display of opinion:

A public show as a group for or against an issue, cause, or person

Encarta Dictionary

Rioting

Violent disturbance:

A public disturbance during which a group of angry people becomes noisy and out of control, often damaging property and acting violently. In law, a riot is typically defined as a group of three or more persons disturbing the peace for private purposes.

Encarta Dictionary

Anatomy of a Riot:

Civil unrest can generally be attributed to extreme frustrations arising out of an atmosphere of social and economic oppression. When these feelings of oppression are left unabated, the

atmosphere for unrest develops and smolders until triggered, usually by a single, isolated incident.

The late James Hundley, Jr., assistant professor of the Department of Sociology, Michigan State University, in a paper presented at the annual meetings of the American Sociological Association in 1967, identified five general factors that must be present in a community before civil unrest occurs:

1. Those concerned “must perceive that a crisis exists.”
2. Community members must perceive that all reasonable channels for bringing about effective change are closed to them, for example, no representation in the local government and/or lack of support and protection from the police.
3. Community members must believe that rioting and violence will force those in authority to listen to and heed their demands. For many rioters, this stage is reached because they have simply taken all they can and do not know what else to do, or they no longer care.
4. The community must be relatively close-knit. (This point is arguable, since this was not the case in the 1992 Los Angeles riots.)
5. There must be a substantial breakdown in previously accepted relationships between police and fire personnel and the community.

Hundley further listed four main factors that could be immediate causes for rioting:

- The creation and circulation of rumors offering a riot as one solution or possibility.
- The occurrence of a given event that typifies the kinds of complaints and grievances that a community has.
- The convergence of large numbers of people around a precipitating event.
- The communication of specific grievances throughout the forming crowd so that definite courses of action emerge and are followed among a substantial number of the converging crowd (Hundley 1967).

Report of the Joint Fire/Police Task Force on Civil Unrest FA 142

Geographic Considerations

It would seem as though most *civil disturbances* occur primarily in large metropolitan areas but this could be an illusion based on the news reports we generally receive on the subject. Keep in mind the factors necessary to create a *civil disturbance*, or incite a *riot* can happen in areas with a limited population base. So anyplace people gather could be a potential spot of *civil unrest*.

National Security Issues:

■ Terrorism

Table 1 Weapons of Mass Destruction (WMD) Definitions, Consequences, and Response Difficulties			
Type of WMD	Definition (according to Title 18, USC 2332a)	Consequences	Response Difficulties
Explosives	Any explosive, incendiary, or poison gas bomb, grenade, rocket ... missile ... mine or device similar to the above	Deaths, injuries, damaged structures	Similar to that of other explosions and large fires
Chemical	Poison gas, blister gas	Deaths, injuries, possible contamination, possible long-term effects	Similar to accidents planned for in current LEPC emergency response plan, but could be more extensive in effect (e.g., VX release in a crowded convention center or school)
Biological	Any weapon involving a disease organism	Deaths, injuries, contamination, long-term, far-reaching geographic effects	Agents may be unknown; Locations may vary and multiply as people travel
Nuclear	Any weapon that is designed to release radiation or radioactivity at a level dangerous to human life	Deaths, injuries, contamination, possible long-term, far-reaching effects	Similar to that of other explosions and large fires plus radiation; could have long-term far-reaching effects

Δ Description

There is no single, universally accepted definition of terrorism. Terrorism is defined in the *Code of Federal Regulations* as "...the unlawful use of force and violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives." (28 C.F.R. Section 0.85)

Federal Bureau of Investigation <http://www.fbi.gov>

Geographic Considerations

Terrorists look for visible targets where they can avoid detection before or after an attack such as international airports, large cities, major international events, resorts, and high-priority landmarks.

Additional reading: Are You Ready? Chapter 4, pg 145 - 173

A Military Guide to Terrorism www.fas.org/irp/threat/terrorism/guide.pdf

Resources

Resources for further information;

These resources are not the final word on anything. These are some that I thought could be useful. I recommend that you become familiar with your favorite search engine Google, Yahoo, etc. most of the information you need might be found through these sites, but you should consider the information received as inconclusive. The sites listed here are not endorsed by myself or my company Emergency Action Planning www.emergencyactionplanning.com

NOTE If you find any broken links please let me know so I can up-date them.

■General;

<http://www.fema.gov>

<http://www.flash.org>

<http://google.com>

<http://www.hhs.gov/disasters/index.shtml>

<http://www.usfa.fema.gov>

<http://www.nsf.org/>

<http://www.redcross.org>

<http://www.nga.org>

<http://www.hazardmaps.gov/atlas.php>

<http://www.nationalatlas.gov/>

■Dams,

<http://www.swd.usace.army.mil/introduction/whatwedo/history4.htm>

<http://www.usace.army.mil/>

<http://www.pbs.org/wgbh/buildingbig/dam/>

<http://www.fema.gov/hazards/damsafety/>

■Drought & Extreme Heat;

<http://www.tallytown.com/redcross/library/FS-ExtremeHeat.pdf>

<http://www.lope.state.la.us/hlshazards/heatinfosheet.htm>

<http://www.fema.gov/hazards/extremeheat/>

■Earthquake;

<http://quake.wr.usgs.gov/>

<http://quake.wr.usgs.gov/recenteqs/>

<http://neic.usgs.gov/>

<http://www.fema.gov/hazards/earthquakes/>

■Fires,

<http://www.usfa.fema.gov/downloads/pdf/publications/fius12th.pdf>

http://www.redcross.org/services/disaster/0,1082,0_584_,00.html

<http://www.fema.gov/hazards/fires/>

■Floods & Flashfloods:

<http://www.fema.gov/hazards/floods/floodf.shtm>

<http://gpc.edu/~pgore/geology/geo101/floods.htm>

<http://www.fema.gov/hazards/floods/>

■Hazardous Materials,

<http://hazmat.dot.gov/pubs/inc/data/1999/sum/brindex98.htm>

<http://hazmat.dot.gov/pubs/inc/data/10yearfrm.htm>

<http://www.fema.gov/hazards/hazardousmaterials/>

■Hurricanes:

<http://www.fema.gov/hazards/hurricanes/>

<http://www.nhc.noaa.gov/>

<http://www.usatoday.com/weather/stormcenter/front.htm>

■Landslides & Mudflows:

<http://www.fema.gov/hazards/landslides/landslif.shtm>

<http://www.carinsurance.com/Articles/content61.aspx>

<http://www.survivetheoutdoors.com/hazards/landslides/background.html>

■Radiological,

<http://www.nrc.gov/>

<http://www.nrc.gov/reactors/operating/map-power-reactors.html>

<http://www.nrc.gov/waste/spent-fuel-storage.html>

<http://www.fema.gov/hazards/nuclear/>

■Severe Thunderstorms & Lightning:

<http://www.fema.gov/hazards/thunderstorms/>

<http://www.fema.gov/hazards/thunderstorms/thunder.shtm>

<http://www.nws.noaa.gov/om/brochures/ttl.pdf>

■Terrorism;

<http://www.terrorism.com/>

<http://www.fema.gov/hazards/terrorism/>

<http://cfrterrorism.org/home/>

<http://www.nationalterroralert.com/>

■Tornadoes;

<http://www.fema.gov/hazards/tornadoes/>

<http://www.tornadoproject.com/>

<http://www.usatoday.com/weather/resources/basics/twist0.htm>

■Tsunamis:

<http://www.fema.gov/hazards/tsunamis/>

<http://walrus.wr.usgs.gov/tsunami/>

<http://www.geophys.washington.edu/tsunami/general/physics/physics.html>

■Volcanoes;

<http://www.fema.gov/hazards/volcanoes/>

<http://www.volcanoes.com/>

<http://vulcan.wr.usgs.gov/>

■Wildfires:

<http://www.fema.gov/hazards/fires/wildfires.shtm>

<http://www.usgs.gov/themes/wildfire.html>

<http://www.nsc.org/ehc/ew/disaster/wildfire.htm>

■Winter Storms:

<http://www.fema.gov/hazards/winterstorms/>

<http://www.nws.noaa.gov/om/brochures/wntrstm.htm>

- Local

Your City office of emergency services/fire department

- County

Your County office of emergency services

- State

Your State office of emergency services

- Federal

FEMA

- NPO's

The American Red Cross, National Safety Foundation,

- Private Industry

Review

- Natural
- Manmade/Technological
- Civil Incidents
- National Security Issues
- Resources

Check on Learning

Review all of the types of emergencies and disasters. Become familiar with all of them.

You never know when you will find yourself in a situation not your norm.

Be it a vacation, business trip, or whatever.

You could be caught unprepared.

Go to Learning Objective #5 Risk Management