

Instructor Guide to Unit One:
Disaster Preparedness

1. The goal of this unit is to provide participants with steps to identify hazards and risks that are likely to affect their home or community, identify steps to prepare for disasters and how to describe CERT roles in disaster response.
2. This is the content for Unit One:

a. Introduction and Icebreaker	20 minutes
b. Understanding disaster	5 minutes
c. Disaster response process	5 minutes
d. Personal preparedness for households	1 hour
e. Hazards and Mitigation	20 minutes
f. Group activity and review	10 minutes

Unit one is scheduled for 2 hours.

Time spent on each unit can be maneuvered by dropping content and referring to its placement in the take-home materials. This permits flexibility on the part of the instructor and encourages participants to question or discuss course matters. It also holds the instructor to the time limit for the unit without expecting participants to stay overtime or to have instructors who follow to give up their time.

3. Supplies needed for Unit One:
 - a. LCD projector
 - b. Computer linked to LCD projector
 - c. Computer disk containing Unit One power point presentation
 - d. Instructor Guide for Unit One
 - e. Participant's Manual for CERT
4. Instructional staffing requirements:
 One instructor is required for this unit. Team teaching is encouraged.
5. Creative Contributions
 In the column to the right of each of the slides in this unit, there is space to take notes on teaching techniques that are fun, funky, and innovative. Use the classroom time in this train-the-trainer course to share ideas on how to reach people with different learning styles. Seal good ideas, generate some yourself, and utilize other's ideas as a foundation to develop new training techniques that benefit all course participants!

Community Emergency Response Training Unit One: Disaster Preparedness



Office for Domestic Preparedness
Community Emergency Response Training

Unit Overview and Objectives

- Preparedness
 - Home
 - Community
 - Workplace
 - Mitigation
- Describe the types of hazards most likely to affect a home and community.
 - Identify steps to prepare for disasters.
 - Describe the functions of Community Emergency Response Training and their role in immediate response to disasters.



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Introductions and Icebreaker

- The group has 10 minutes to have each member of your team introduce her/his self to the other members.
- The introduction should include a name and qualities that she/he feels will be unique and/or helpful to the group as a whole.
- Record information on puzzle pieces
- Present puzzle to class in 5 minutes or less.



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6. This activity is meant to encourage members of the group to start to see themselves as having unique qualities that will be helpful in disaster response. Since most people have little or no experience in the emergency management field when they take this class, try to draw on personal experience that will transfer over. The analogy of a puzzle is one that shows how each piece does not need to be like the others to fit together and be a whole.



Disasters

- Relatively Unexpected
- Danger to life, health, environment
- Natural or caused by people
- Often disasters overwhelm professional emergency services
- CERT can be a vital link in the emergency service chain



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7. The sources cited in the participant's manual give those interested a place to go to read more intensely about the subject of disaster.
8. When disasters are referred to as natural, we are talking about earthquakes and volcanic eruptions and other events that people have little or no control over.

Disasters

- Nature
- People
- Relatively Unexpected
- May initially overwhelm emergency services
- Danger to life, health and environment



Photographer – Lauren Hobart



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9. When culture or society intersect with nature it creates a whole new category. Because flooding is natural, and only becomes a disaster when it impacts human systems. For example; people like to build on the cliffs near the ocean, when an earthquake hits the region with their home, both a natural and cultural event has taken place. The earthquake could not have been stopped, but much of the damage to the home or property could have been avoided (either by not building there, or having mitigation efforts in place or having building codes better enforced). This is not said to blame people or organizations for disasters, but to show how choices in partnership with the lay of the land work in tandem when it comes to disasters.



Disaster Response Process

- Individuals and households
- Voluntary Agencies
- Local emergency response (1st Responders)
- State emergency response
- Federal emergency response

“Take care of yourself first or you will not be able to care for others!”



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10. The phrase *take care of yourself first or you will not be able to care for others* is repeated often throughout the CERT course and should be understood as the cornerstone of the training. Never place yourself in danger or you become a part of the problem!

11. The next five slides are slated to take sixty minutes. If you think it is necessary to break, it is good to do it before this part of the unit begins

Home and Workplace Preparedness

- **First**
 - Keep informed
 - Regional and national hazards
 - The more time you have The better prepared you are
 - Personal safety
 - Type of event
 - Amount of warning
 - Location
 - Personal capabilities
 - If you are injured you can't help others!



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12. The overall objective of this section is *to identify steps to prepare for disasters. It is the responsibility* of each member of the class to understand the SPECIFIC NEEDS they, their household and perhaps even their workplaces have in a time of disaster.



Home and Workplace Preparedness

- **Second**
 - Disaster plan
 - Disaster supply kit
 - Safe room



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13. Ask the “what if” disaster preparedness questions –

- If you lose your glasses?
- If you are separated from your children?
- If you are in your car?
- If you can't speak to others around you?

This is not the time to scare participants, rather to get them thinking about contingency plans.

Home and Workplace Preparedness

- **Disaster Plan**
 - Shut off utilities
 - Escape plan
 - Disaster kit
 - Smoke alarm
 - First Aid
 - Know your neighbors



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14. A disaster plan can mean the difference between life and death during a disaster. Planning for a disaster will help you react in an organized and appropriate fashion if one happens.

15. Continually stress SPECIFIC NEEDS that are unique to individuals and households. This will be a way to include everyone in the discussion and a way to really expand the thinking of others who will need to respond to the needs of a vast and diverse community during a disaster.



Home and Workplace Preparedness

- **Disaster supply kit**

- Evacuation only supplies
 - Accessible for quick departure
- Shelter in place supplies
 - 2 weeks ready



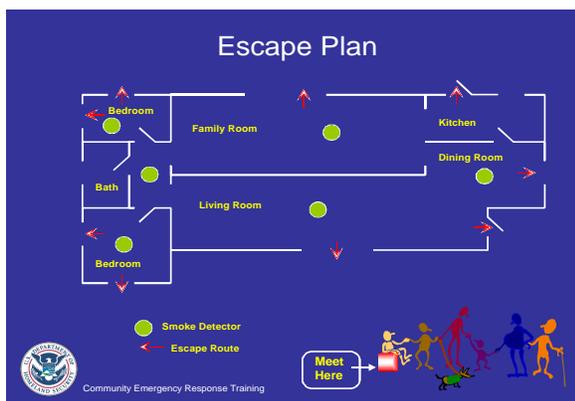
<http://www.kitkits.com/Product.asp?ProductID>
Community Emergency Response Training



Photographer - Jocelyn Augustino

16. One way to prepare is by assembling a Disaster Supply Kit. After disaster strikes, you won't have time to shop or search for supplies. But if you've gathered supplies in advance, you and your family can endure an evacuation or home confinement.

17. Talking about price, accessibility, building a kit over time, where items can be donated, etc. will address many of the concerns participants might have but might not feel comfortable raising.



18. The escape plan should be feasible for every member of the household. Talk about SPECIFIC NEEDS at this point (can children roll down a window stair kit, is the service animal part of the drill, can older members of the house negotiate all of the secondary escape routes?). These are discussion items for pre-disaster planning.



Mitigation

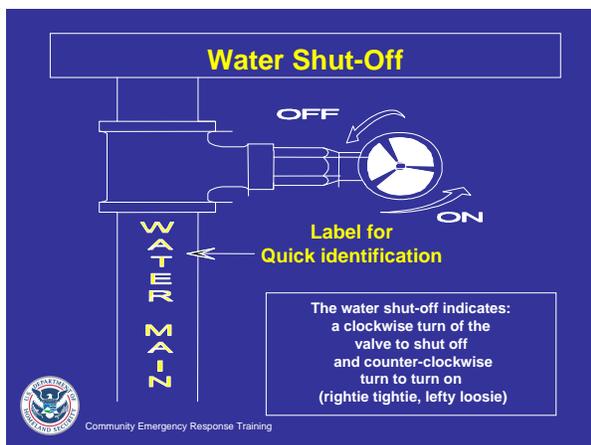
- Alleviate, lessen, reduce, ease, moderate, diminish, avoid.
- Pre-disaster
- Post-disaster

Preparedness is the key to surviving disasters!

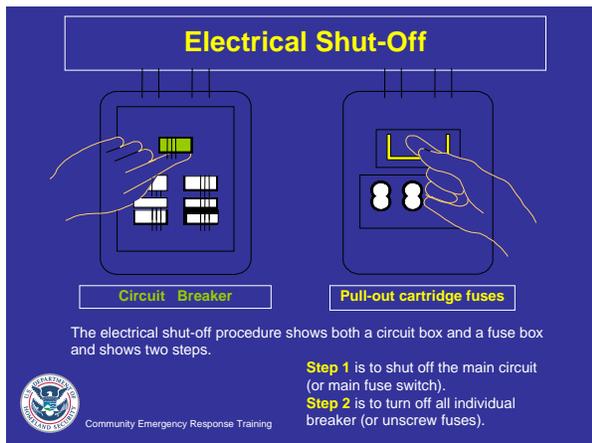


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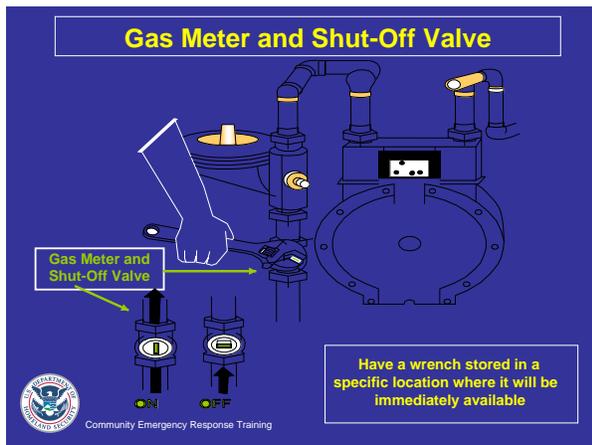
19. Get participants used to the word mitigate (alleviate, lessen, moderate, prepare, diminish). It is a concept central to emergency management and they should be comfortable with it as a term that can happen before and after a disaster.



20. For instructor planning, it is good to get physical examples of a gas meter, electrical box and water main to use in class.
21. Participants will have the ability to touch, see and otherwise interact with the items and this will help students who learn in a variety of manners to be better addressed.
22. Invite students to help demonstrate how to turn off and on the items.



23. Point to the size of the arrows on the gas meter, point out the differences in fuses and circuits



24. Show where a wrench can be attached to or near a gas meter for fast shut off.



Group Activity and Review

- Describe the types of hazards most likely to affect a home and community.
- Identify steps to prepare for emergencies.
- Electrical, Gas, Water line breaks, natural and people-caused events.
- Know dangers, mitigate, shelter in place, 72 hour kit, practice drills
- Help self, family, co-workers, community with emergency response for lower-priority needs during a disaster. Mitigation and education.



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25. This slide is animated to come up in two phases. The orange print on the left will come up first, followed by the white print on the left, second.

26. This material should be easy to review as you have included participants in the discussion about their SPECIFIC NEEDS throughout the unit.



27. Announcements before the participants are dismissed:

If your CERT class continues on the same day, take your break and return to this classroom.

Or



If your CERT class continues on another day (next week or next month) Your **Homework Assignment** is to read Unit Two: Understanding Emergency Management.

