

NOTES:

HELP OTHERS IMPROVE THEIR DISASTER READINESS

Almost everyone makes better plans when they work with someone else. You can work with another person to improve their readiness for disasters. The *Disaster Readiness Planner* and this *Guide* can be used in two ways to do that.

First, you can study the *Guide* yourself to learn how to use the *Planner* to plan with someone else. The *Planner* provides a step by step path you can follow with your planning partner. (Since the person you plan with is the focus of the planning, we call them "the planner," and since you are cooperating with them, we call you "the co-planner.")

The *Guide* is used in a second way when an expert in emergency management uses it to train you to be a co-planner. Trainings are usually given to family members, friends, or people who work or volunteer at an organization. The *Guide* is both a self-teaching tool and a training tool.

Both co-planners and planners have active roles in the readiness planning process. The *Disaster Readiness Planner* provides a framework for you to work together. Your work includes doing things together, getting and sharing information, and practicing readiness routines regularly.

TO BEGIN

Open the *Disaster Readiness Planner* to display all three inside pages. Point out where the path starts and how it runs up and down across the pages through the entire planning process. Then start at the beginning. For each step on the path, this *Guide* suggests things to talk about and questions to ask. It also recommends a few actions to take. As part of the planning process, you should adapt these points to the circumstances and needs of the person you are planning with.

Don't try to do everything in one planning session. Take it one or two steps at a time. Multiple sessions help create disaster awareness, and reinforce good readiness routines.



DISASTER READINESS PLANNING GUIDE



2011



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MY LIVING SITUATION

Check All That Apply To You

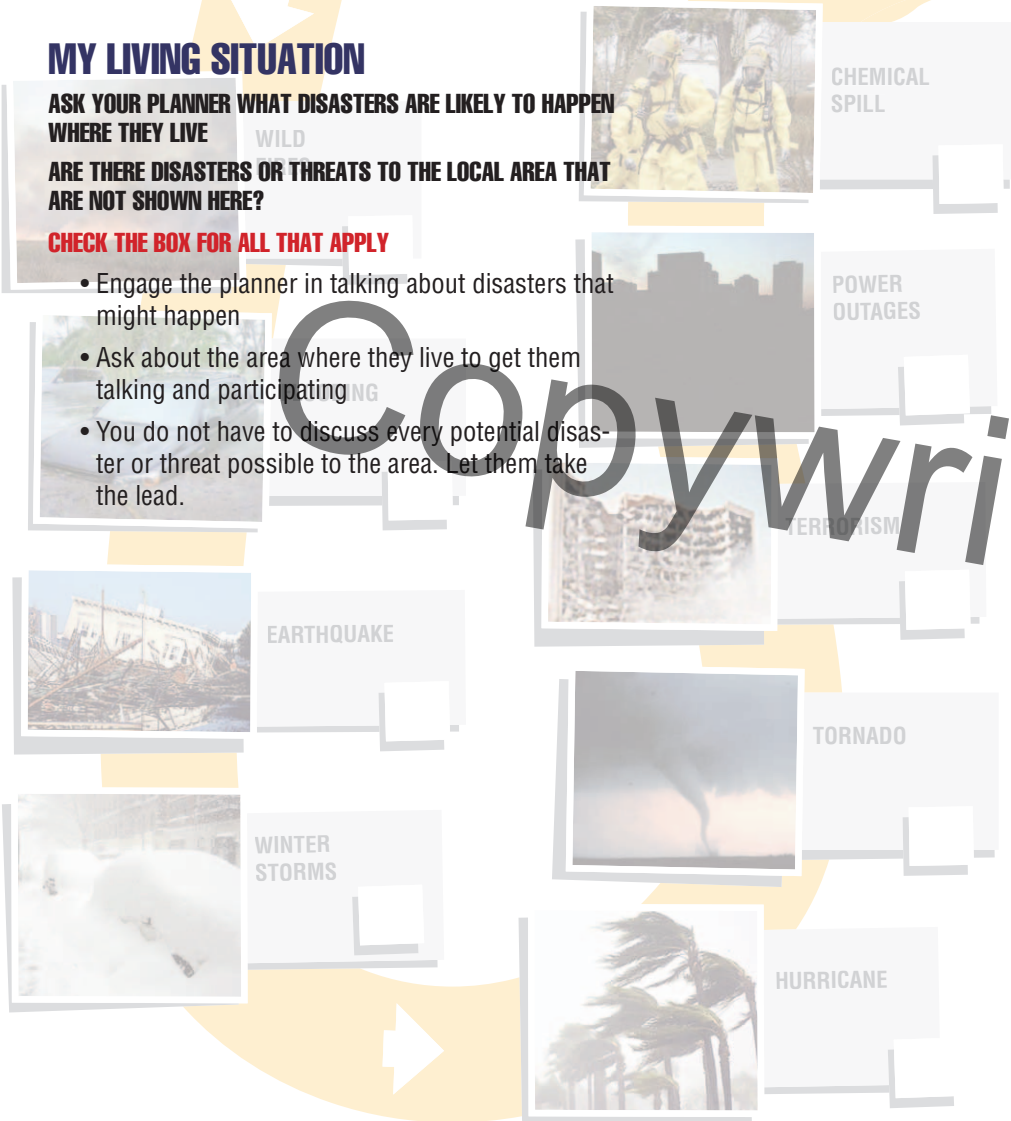
MY LIVING SITUATION

ASK YOUR PLANNER WHAT DISASTERS ARE LIKELY TO HAPPEN WHERE THEY LIVE

ARE THERE DISASTERS OR THREATS TO THE LOCAL AREA THAT ARE NOT SHOWN HERE?

CHECK THE BOX FOR ALL THAT APPLY

- Engage the planner in talking about disasters that might happen
- Ask about the area where they live to get them talking and participating
- You do not have to discuss every potential disaster or threat possible to the area. Let them take the lead.



MY CONCERNS

LIST CONCERNS

ASK WHAT THEY WOULD BE CONCERNED ABOUT IF A DISASTER HAPPENED WHERE THEY LIVE

WHAT WOULD THEY NEED TO STAY IN THEIR HOME FOR A WEEK WITHOUT ANYTHING COMING FROM THE OUTSIDE?

DO THEY HAVE A PLACE TO GO IF THEY HAVE TO LEAVE THEIR HOME?

WRITE DOWN YOUR PLANNER'S CONCERNS

- Give them time to think of concerns and state them
- Let their concerns energize the process
- Refer back to their concerns later in the planning/practicing process

WHO CAN HELP YOU

WHO CAN HELP YOU

IS THERE A FAMILY MEMBER OR NEIGHBOR WHO CAN HELP WITH PLANNING?

DO THEY BELONG TO A GROUP, ORGANIZATION OR CHURCH THAT CAN HELP TO IMPROVE READINESS?

DOES THE LOCAL EMERGENCY SERVICES AGENCY OFFER ANY READINESS ASSISTANCE?

CONTACT INDIVIDUALS/ ORGANIZATIONS THAT CAN HELP

- After stating concerns, your planner may feel isolated and overwhelmed; reassure them that they are not alone and that help is available
- Make a list of people who can help and plan how and when to contact them
- Tell your partner that there are steps they can take to improve their readiness, and that you will help them take those steps next

WHO YOU CAN HELP

WHO YOU CAN HELP

IS THERE A FAMILY MEMBER OR NEIGHBOR THAT THEY COULD HELP PLAN AND PRACTICE?

DO THEY BELONG TO A GROUP, ORGANIZATION OR CHURCH THAT THEY COULD SHARE READINESS INFORMATION WITH?

WRITE DOWN THE NAMES OF PEOPLE YOUR PLANNER COULD HELP PLAN

- Once your planner has been introduced to the materials and planning process, they may know of someone close to them that they would like to help with planning
- Encourage your planner to be the co-planner for someone else
- Ask if they could persuade their church or other group to prepare for a disaster and help their members prepare

COMMUNICATING

HOW DOES YOUR PLANNER GET INFORMATION AND WARNINGS?

HOW WOULD YOUR PLANNER GET IN TOUCH WITH FAMILY AND FRIENDS AFTER A DISASTER?

CELL PHONES AND OTHER COMMUNICATION DEVICES REQUIRE ELECTRICITY. WHAT HAPPENS IF THE POWER IS OUT?

WRITE DOWN IMPORTANT CONTACTS AND RADIO STATIONS AND INTERNET SITES

- Communication is often the most important part of being prepared
- Decide with your planner how they will get warning a storm is coming and official updates. How will they stay in touch with loved ones during a storm?
- Discuss all of the options, then do a step with them. For example, send a text message or find a local radio station

LEAVING

DOES YOUR PLANNER HAVE QUICK ACCESS TO THEIR GO-KIT, CASH, PICTURE ID AND LEGAL PAPERS?

IS YOUR PLANNER FAMILIAR WITH LOCAL EVACUATION ROUTES AND AWARE OF PUBLIC TRANSPORTATION EMERGENCY PLANS?

PRACTICE TAKING YOUR GO-KIT ON SHORT TRIPS

- A go-kit contains similar items to a stay kit (like food, water, medications and a flashlight). Go-kits contain smaller amounts that can easily be transported.
- Have individual kits for each person and service animal or pet
- Prepare several ways to retrieve important ID numbers, like Social Security and Medicare. Put on thumb drive or email to yourself. Carry plastic ID cards. Gather paper documents like car titles and property deeds to store in safe location.

TRAVELING

IF THEY HAVE TO LEAVE, HOW WILL THEY TRAVEL? CAN THEY TRAVEL WITHOUT HELP?

WHICH MODES OF PUBLIC TRANSPORTATION ARE AVAILABLE AND ACCESSIBLE?

ARE THEY AWARE OF MULTIPLE ROUTES OUT OF THE AREA?

PRACTICE USING DIFFERENT ROUTES TO LEAVE TOWN

- Discuss all of the options available to the planner. Have multiple options available.
- The nature of the disaster may limit their options
- The authorities may require them to leave and follow a certain route

COMMUNICATING

LEAVING

SHELTERING

WHERE WILL THEY GO IN THE EVENT OF A DISASTER?

ARE THERE FRIENDS, FAMILY OR MOTELS THEY KNOW IN A SAFE AREA WHERE THEY CAN STAY?

PLAN TWO OR THREE DIFFERENT OPTIONS

- Include the entire family and pets in all the options
- A public shelter should be the last resort. Officials will only provide shelter locations when the disaster strikes. Shelters usually operate for only a few hours or days and may be crowded and uncomfortable.

DECIDING

DOES YOUR PLANNER KNOW THE EMERGENCY PLANS OF WORK, SCHOOL AND OTHER PLACES THEY GO?

HOW WOULD YOUR PLANNER REUNITE WITH FAMILY MEMBERS IF THEY WERE SEPARATED WHEN A DISASTER OCCURRED?

WHAT FACTORS WILL DETERMINE WHETHER YOUR PLANNER DECIDES TO STAY OR EVACUATE?

DECIDE WHICH SITUATIONS WOULD MAKE YOU STAY OR LEAVE

- Deciding to stay or go will depend on the event and the individual/family situation
- Discuss and list factors that will help the planner make a decision
- State and local officials may order evacuations. Schools and work may close.

STAYING

IS THERE A WEEK'S WORTH OF SUPPLIES FOR EVERYONE?

IS THERE SOMEONE WHO COULD HELP YOU AND YOUR PLANNER GATHER SUPPLIES?

CHECK CURRENT SUPPLIES AND GET NEW ONES; CREATE A STAY KIT

- If obtaining new supplies is difficult, start with a few items at a time
- The images shown are things experts recommend for most people. Also help your planner gather supplies for their individual needs.
- Discuss strategies to store, use and replace all supplies, especially medicines

RETURNING

HOW WILL YOUR PLANNER LEARN WHEN IT IS SAFE TO RETURN TO THEIR HOME?

WHO WILL THEY CONTACT FOR UPDATES ABOUT RETURNING TO WORK OR SENDING CHILDREN TO SCHOOL OR DAYCARE? DO SCHOOL, DAYCARE AND WORK HAVE PLANS TO CONTACT THEM AFTER A DISASTER?

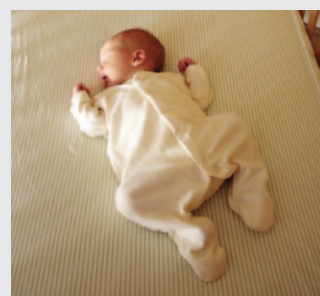
CONTACT WORKPLACES AND SCHOOLS ABOUT POST-DISASTER POLICIES

- Be an advocate for disaster readiness at school and work
- If schools remain closed, can your planner return to work?

TOPICS TO INCLUDE IN PLANNING WITH PLANNERS WHO ARE:

CARING FOR YOUNG CHILDREN OR INFANTS

Children are especially vulnerable to heat, cold, dehydration, disease and other disaster related conditions.



- Know the disaster policy and readiness level of the child's school or day care
- Have child supplies in kits: like children's medicine, formula, diapers and toys
- Practice with children what to do if the power is out and 911 does not answer

BLIND OR HAVE LOW VISION

People who are blind or have low vision may use various types of communication technology to receive public warnings.



- Put together and practice using a go-kit with the items recommended for people who are blind or have low vision
- Make transportation arrangements in advance with public and private providers
- Arrangements for any service animal should be included in planning

DEAF OR HARD OF HEARING

Communications systems must be put in place before a disaster happens to make sure deaf and hard of hearing people get warnings and information about responding.



- Find deaf advocacy groups or government agencies that provide emergency alerts or support group preparedness activities. Some local businesses may provide alerts.
- Obtain a fire alarm system that effectively warns everyone in the home

USE ASSISTANCE TO UNDERSTAND WARNINGS AND DIRECTIONS

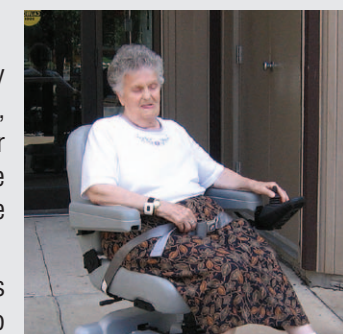
Some people may not understand warnings and directions because they do not speak or read English, have an intellectual disability, or for other reasons. Adapt planning and practice to fit their needs.



- Involve trusted aides, nurses, neighbors and family members in planning and practicing
- Explain plans simply. Practice regularly.
- Practice cooperative decision making, so they can participate in deciding to stay or go
- Emphasize acting quickly when warning is given

USE MOBILITY AIDS

People who are aging and many others use wheelchairs, canes, prosthetics, crutches and other types of mobility aids. Ask the planner about their ability to move quickly and travel distances.



- Identify two or more ways they can travel if they have to leave
- Practice leaving with the minimum, most practical equipment necessary
- Identify areas of rescue assistance in high rise apartment buildings and offices

USE ASSISTANCE TO LIVE AT HOME

Many people depend on help from a personal care assistant, home health aide, trained support person or family members to live in their house or apartment. If your planner relies on such supports, coordinate planning and practice with their support person.



- Involve support persons in planning. Check that they practice regularly with the person they support.
- Spell out arrangements with family members and aides in advance: who will do what?