

EMERGENCY PREPAREDNESS CURRICULUM

FOR AFRICAN AMERICAN COMMUNITIES OF FAITH



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EMERGENCY PREPAREDNESS CURRICULUM

for

AFRICAN AMERICAN COMMUNITIES OF
FAITH



With Vision ...

By Faith ...

Through Action

SAMUEL DEWITT PROCTOR CONFERENCE, INC.

"The Social Justice Network"

SAMUEL DEWITT PROCTOR CONFERENCE, INC.
4533 S. Lake Park Avenue, Chicago, Illinois

DISCLAIMER

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Preface

In the spring of 2006, in the aftermath of Hurricane Katrina and its horrific destruction of lives and property, Dr. Iva E. Carruthers, general secretary of the Samuel DeWitt Proctor Conference, Inc., organized the Katrina National Justice Commission. The Commission was convened in three cities – Washington DC, Houston, and New Orleans – to hear first-hand testimony from those whose lives had been affected directly or indirectly by Hurricane Katrina. These men and women told of triumphs and tragedies that changed their lives forever. Their testimonies were indisputable accounts of both joy and pain, as they recounted stories that brought tears to the eyes of the listeners. They consistently cited the spontaneous assistance provided them by African American faith leaders – shelter, food, water, first aid, telephones, computers, prayers, and more. If communities of faith can provide a small amount of aid spontaneously, think how much more effective the relief effort could have been had those leaders had prior preparation in emergency and disaster relief.

The sad experience of citizens expecting and not receiving help from the federal government pointed to the need for faith leaders to prepare themselves and their congregations to provide the help. Many African Americans live along the Gulf Coast, areas most vulnerable to hurricanes, as well as in California, in cities most vulnerable to earthquakes, and in major metropolitan communities across the US, areas most vulnerable to weather emergencies, terrorist attacks or disease pandemics. In a disaster, African Americans cannot assume that others can or will provide all the assistance that is required. Accordingly, the Katrina National Justice Commission concluded that African American faith-based and community-based organizations must develop viable plans for emergency evacuation and disaster relief. The Commission affirmed the underlying principle for this work: that the African American community must build its capacity for emergency preparedness and self-sufficiency prior to and during times of disaster. This, it said, could be accomplished through training using a faith-based, culturally-sensitive emergency preparedness curriculum. Training in emergency preparedness would greatly improve the ability of African American faith leaders to provide help until first-responders or other assistance could arrive.

This curriculum and training program is adapted from materials developed by the Citizen Corps for its Community Emergency Response Team (CERT). The federal government created the Citizen Corps program in 1994 to harness the power of individuals through education, training, and volunteer service, in an effort to make communities safer, stronger, and better prepared to respond to disasters of all kinds. The curriculum will be available to faith communities nationwide.

Acknowledgments

The Samuel DeWitt Proctor Conference, Inc., would like to thank all those persons who participated in focus groups and review sessions that helped to determine the scope, structure, and content of the material in this curriculum. This work is, in large measure, a response to the following:

A national reconstruction initiative and training program in disaster and evacuation planning should be set up for African American churches and community-based organizations. Such a program must be culturally sensitive and based on models of community collaboration, accommodating the diversity within communities. Such a program must be based in the assumption that the reconstitution and restoration of community has as a centerpiece the rich legacy and resources of the African American church. As one testifier proclaimed, "This is the period of the third Reconstruction." (the breach: Bearing Witness, Report of the Katrina National Justice Commission, Samuel DeWitt Proctor Conference, Inc.)

Katrina was a wake up call!

There is increasing likelihood of major disasters hitting communities across this nation. Various causes and realities characterize these disasters, including health pandemics, environmental and weather related events, bio-terrorism, public neglect of infrastructure, to name a few. In any case, families, communities and municipalities are challenged to have well thought out plans of action in case of unforeseen emergencies.

The faith community, in partnership with public and private entities, is critical to effecting emergency preparedness for families, communities and this nation. Thus, the Samuel DeWitt Proctor Conference not only took leadership in convening the National Katrina Justice Commission as an act of witness and advocacy, but also has undertaken the task of emergency preparedness curriculum development and training to ensure and model information dissemination, strategic planning and coalition building activities within the African American faith community.

This curriculum was developed with the resources and assistance of many. Great effort was made to identify, integrate and reference materials already developed and benchmarked as best practices. Great effort was also made to contextualize this curriculum for the African American community, while providing material that is completely appropriate for use and adaptation in a culturally diverse and secular context. Focus groups and subject matter experts, faith leaders and educational specialists were critical to the development of this

curriculum. The editors acknowledge with much appreciation the work of those organizations and persons who are referenced in the bibliography. Their mission and ongoing commitment to ensuring the safety and security of this nation and America's population should not be taken lightly.

This project was funded in large part by the Ford Foundation. We thank them for being responsive to the need for such a curriculum and providing grant support to bring this project to fruition. Additionally, we are indebted for the assistance of several individuals during the course of developing this final curriculum model. We thank Dr. Joanne Horton, President of Team Masters, Inc.; Karen R. Miller, President of a2oGraphicDesigns; and Terry Mason, MD, Commissioner of Department of Public Health, Chicago, IL.

And, most of all we thank the Creator who endowed and entrusted humankind with the possibilities, skills and potential sensibilities to develop, sustain and protect human life and community. We trust this curriculum, the training, and the subsequent action steps of individual families, faith communities and public and private partnerships will serve this nation well.

Katrina...Lest We Forget!

Editor, Dr. Monifa A. Jumanne

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EMERGENCY PREPAREDNESS CURRICULUM FOR AFRICAN AMERICAN COMMUNITIES OF FAITH

TO THE TEACHER ♦ FACILITATOR

A DUAL PURPOSE

This emergency preparedness curriculum has two primary purposes: the first is to inform leaders and congregants in African American faith communities of selected topics related to disaster and emergency preparedness. The second is to build the capacity of leaders and congregants to prepare for and respond to disasters and emergencies. The Training will equip persons to make adjustments and preparations in their personal lives, households, and houses of worship, so that they will be prepared when the next emergency or disaster occurs. Being prepared means 1) setting aside money to purchase or construct disaster supplies, and 2) setting aside time to acquire the information and practice it, where necessary. Affixed to these two purposes are the painful realities of Hurricane Katrina, all that she took and all that she left behind. One of Katrina’s glaring realities is the critical role played by faith communities in preparing for and responding to such a disaster.

FROM POPULAR OPINION LEADER TO TEACHER-FACILITATOR

The model used in this curriculum is the **Popular Opinion Leader Model** (POL). In this model, the **popular opinion leader** is the pastor (leader) or pastor’s designee. He or she attends a training conference to become familiar with the structure, contents, and enhancements of the curriculum. During the training conference, the POL is afforded the opportunity to simulate a teaching session (a “mini-presentation” or “teachback”), and receive feedback on his or her simulation. At the conclusion of the training conference, the POL is ready to return to the house of faith to set up similar sessions with the congregation as audience. The POL is now the **teacher-facilitator**.

Who should play the role of teacher-facilitator? Many members of the faith community can teach or facilitate the lessons in this curriculum, including:

Chaplains

Other emergency personnel

Critical Incident Stress Managers

Pastors (imams, rabbis, ministers, etc.)

Disaster psychologists

Religious educators

Emergency specialists

Youth or seniors peer educators

Firefighters/police officers

Because curriculum is contextually shaped, the lessons are grouped into Units One, Two, and Three, according to the population each unit addresses. However, each of the seventeen lessons has a narrative section and a worksheet. The lesson is designed to be both self-contained and interchangeable. All that is needed to execute the activities in a given lesson is contained in the narrative and worksheet for that lesson. Therefore, if the “shepherd” desires to use a Unit Two lesson with the Unit One audience, only minor adaptations in content would be required.

DO AS I DO, OR “FOLLOW THE LEADER”

The well-known leader in non-violence, Mahatmas Gandhi, once said, “We must be the change we seek.” It is important to note that the purpose of this instruction is not to engage the teacher-facilitator in a bevy of teaching or preaching activities or a list or rote memorization tasks, but to bring about significant change in the minds and behaviors of the participants. To this end, the teacher-facilitator is the best example of the change he or she seeks to effect in participants. This means that the teacher-facilitator will have developed his or her Personal Disaster Plan, has assembled his or her Disaster Supplies Kit, and has practiced her or his home fire escape routes.

CHARACTERISTICS OF AN EFFECTIVE TEACHER-FACILITATOR

Effective teachers and facilitators are equipped with certain knowledge, attitudes, and skills. Attitudes are often the most challenging for persons to acquire and sustain. In other words, a person with the appropriate attitudes can learn fairly easily the skills and knowledge necessary to be a good teacher, while someone with the requisite skills and information may not be so able to let go of inappropriate or insensitive attitudes.

- ◆ **ATTITUDES** - Maturity is often reflected in an attitude of respect for fellow human beings. This respect fosters a teacher’s confidence in a student’s ability to learn. When a teacher shows respect, participants in turn become more confident and participatory. When dealing with the subject of emergency preparedness, the teachers’ attitudes should help establish an atmosphere of trust, respect, and confidentiality. Teachers and participants together should establish basic ground rules for discussion, such as discretion and respect for differences of opinion. Furthermore, participants should be careful not to patronize, condemn, or trivialize one another’s experience and feelings.

- ◆ **KNOWLEDGE** - Although this curriculum provides a solid base of knowledge for teaching about emergency preparedness, effective teacher-facilitators should read other manuals, such as FEMA’s *Are You Ready?* Emergency Preparedness Manual. Keep abreast of frequently updated information via:

- ☛ the Internet (there are many websites on emergency preparedness)
- ☛ training materials from fire and police departments
- ☛ national, state and local emergency management agencies
- ☛ American Red Cross and Salvation Army materials
- ☛ newsletters and news bulletins
- ☛ cable television
- ☛ workshops, seminars and conferences

♦ **SKILLS** - The single most important category of skills in teaching is communication, the process of transferring and receiving a message from one person to another. Communication is both verbal and nonverbal.

In each of the seventeen lessons, there is a specific role for the faith leader, or **facilitator**, and a specific role for the participants, or **staff and congregation**. The suggested format is a 90-minute, interactive session, in which participants play important roles and the facilitator, like the experienced driver of a luxury limousine, skillfully guides the participants through the narrative and toward the learning outcomes.

The format is not a straitjacket. Although there is a logical relationship among the narrative, the worksheet, and learning outcomes, the teacher-facilitator should feel free to rearrange, omit, or add enhancements that best fit the needs of the participants.

The teacher-facilitator is the person (or the person's designee) who:

- ♦ publicizes the event
- ♦ reserves the room
- ♦ organizes the class content
- ♦ secures audio-visual or technical equipment
- ♦ invites guest speakers or presenters
- ♦ assembles the teaching-learning materials
- ♦ monitors the pace of the lessons
- ♦ summarizes the information and
- ♦ conducts an informal evaluation.

SUGGESTED TEACHING MODELS

- ◆ **SINGLE TEACHER** – One teacher is more effective with small groups (six to ten participants). One teacher also may be used with a large group depending on the activity. The lesson plan may determine group size or the number of teachers needed to facilitate the lesson. If the lesson plan requires small group activity, one facilitator can easily manage 4-5 small task groups.
- ◆ **CO-TEACHING OR TEAM TEACHING** – In this model, two or more teachers share responsibilities for the lesson. This model provides participants an opportunity to work with and receive feedback from more than one teacher and exposes them to different teaching styles. Large groups can be divided into two or more groups with each group working with a co-teacher on the same activity. A possible drawback of this method is that it may create confusion if the teachers do not synchronize their efforts.
- ◆ **PEER EDUCATORS** – Peer educators are trained teachers who represent the participants—e.g., disaster survivors, their family members, senior citizens, or clergy. The advantages of using peer educators are fairly obvious: they have similar experiences as the participants; they can understand where the participants are in the learning process. Peer educators communicate in the language of the participants and serve as positive role models.

CREATING THE LEARNING ENVIRONMENT

The physical environment has an important effect on learning. Sessions should take place in an environment set up to enrich the learning experience and that is as free as possible from distractions. Consider the following factors:

- ◆ **LOCATION** - Class sessions may be held in the sanctuary, classroom, fellowship hall, or outdoors. It is important to check the location as early as possible to determine if there are any changes that need to be or can be made. A positive, comfortable class environment will help increase the motivation to learn and make teaching more successful. Choosing a location that is away from noise and other distractions will help facilitate learning.
- ◆ **SIZE OF CLASS** - The size of the class, if too small, provides little opportunity for small group sharing and peer support. If the class is too large, the size may discourage some participants from offering comments or asking questions and may not allow for the interaction desired.
- ◆ **CLASS SETTING AND PHYSICAL ARRANGEMENT** - When the classroom's arrangement and décor are adapted specifically for the purposes of the session, the environment can reinforce the learning. The layout should permit eye contact between teacher-facilitator and participants. Visual aids should be visible to everyone. All audio-visual equipment should have been tested and be ready to operate. Seating arrangements should facilitate interaction among all the participants. Theater-style seating—with participants facing the teacher is good for lectures or audio-visual presentations. When more interaction is desired, a u-shaped style might work better.

STANDARD LESSON FORMATS - DURATION: 90 MINUTES

Take a detailed look at a general format and at a more detailed one. Remember, the teacher-facilitator and participants can adjust any format to suit their circumstances:

GENERAL FORMAT

7:00 – 7:15p.m.	Greetings, Invocation, Objectives, Agenda
7:15 – 8:15p.m.	Presentation of Lesson (Narrative, roleplay, worksheet)
8:15 – 8:30p.m.	Review of Lesson, Q & A, Closure Activity

DETAILED FORMAT

1. Opening: Welcome, Invocation, Objectives, and Agenda 10 min.
2. Introduction: Brainstorm topic, terminology or perceptions 10 min.
3. Presentation: Volunteers read the narrative orally 15 min.
4. Discuss the worksheet in small groups 40 min.
5. Wrap up: “What I Learned...” or “Next Steps” 10 min.
6. Closing: Affirmations, Prayer, Farewells 5 min.

Because the lessons were designed with persons of faith in mind, expressions of faith, such as praying, chanting, singing, Bible (or other sacred text) reading or spiritual affirmations are expected, as these expressions help to soothe emotional responses, encourage persons to prepare for emergencies, and strengthen one’s faith in God.

LETTING GO AND LETTING GOD...

As is the theme for the entire curriculum, the closing thought for this section is “be prepared.” One of the most remarkable, creative, and yet dismaying characteristics of the teaching and learning process is that the teacher can never control all or predict all of what may happen in a given learning situation; he or she is only the facilitator. Preparation does pay off by showing those who come to learn that their presence has been anticipated with care and by giving those who teach some options when the unexpected invariably happens. Ultimately, however, with respect to the poignant bonding among participants and the leading of the Holy Spirit, the teacher-facilitator must let go and let God...

CONCLUSION

In the nineteen months since Hurricane Katrina made landfall along the Gulf Coast (August 29, 2005), survivors and witnesses alike have conveyed story after story of what they might have done or where they might have gone, had they been better prepared. Some say they were prepared for the hurricane, but not for the breaching of the levees. “Had we known that the levees would break...” was the opening phrase of many a heartrending personal narrative. Leaders of the churches, temples, mosques, and synagogues that did respond, despaired that they could not do more at an earlier point in the storm. They could have had more bottled water for drinking, or more canned food to distribute. They confessed that they should have known better; they had experienced hurricanes before. They could have or should have done this or that. The good news is that out of these same stories – the joys, the pains, and the sorrows - has emerged a dogged determination on the part of clergy, lay leaders, and congregations not to be caught off-guard again. It is in memory of those persons who paid the ultimate sacrifice and in honor of those who remained behind, that this curriculum is dedicated.



Overview: Are You Prepared?

Disasters often strike suddenly, as if “out of nowhere.” Emergencies do not necessarily announce themselves or give advance warning. The National Weather Service or local Department of Police may provide warning of an imminent emergency or disaster, but when disasters come, they always pose serious threats. It is almost certain that during a disaster, essential services will be curtailed, property will be destroyed, and lives will be lost. It is for these reasons alone that we – African Americans – should prepare for the next disaster or emergency. We may not know exactly when, where, or in what form the next disaster will come, but history speaks too loudly for African Americans to ignore the message: there will be another storm, another fire, another hurricane. The question is, *Are you prepared?*

We can answer this question with a simple “yes” or “no,” because we either are or are not, prepared. As African Americans, we have survived and triumphed over some of the most heinous circumstances, including the wholesale enslavement of our people and the subsequent racist environment into which we were thrust. Our ability to overcome, to thrive, even under adverse conditions, has kept us alive and moving forward. Or has it? As a people, have we internalized the principles of self-preservation, self-sufficiency, and survival of the fittest?

Currently, emergencies and critical events make regular headlines not just in America, but around the globe. We watch tragedy after tragedy on the evening news and sigh a corporate “ho hum.” Have we become complacent about our own survival? Have we become overly dependent on others to rescue us from disease and disaster? Are we continuing to place our collective interests in the hands of a federal government that continuously demonstrates its lack of concern for the health, education, and economic well-being of African Americans?

We learned, or should have learned, many lessons from our experiences with Hurricane Katrina. Three lessons stand heads and shoulders above the rest:

1. People in crisis will temporarily put differences aside to help each other.
2. People in crisis will demonstrate their best and worst behaviors.
3. African Americans in crisis cannot depend solely on government to act in their best interests.

Some social scientists have suggested that recent disasters could be a wake-up call for African Americans. They warn us to wake up to the reality that federal money cannot save us if we are unwilling to save ourselves. They warn us to protect the future of our children and our children's children. They warn us to preserve our history, to transmit our legacy, and to protect our archives. The prophet Isaiah urged, "Come, let us reason together." The invitation suggests that we need to lay our collective concerns on the table of survival and respond to the notion proffered by Dr. Martin Luther King, Jr., that "either we stand together as brothers, or we perish together as fools."

Do not leave your family's protection to the whims or convenience of others. As an able adult, you are expected to know how to protect yourself and your family or household against all types of hazards. Learn what hazards are likely to affect your geographical area. Use the "all-hazards approach" to emergency preparedness, which means being prepared for virtually *any kind* of disaster. Fighting terrorism and responding to a natural disaster are separate battles that require separate approaches. We (the nation) can prevent a terrorist attack, but we cannot prevent a hurricane. We can only prepare for it. The benefits to being prepared are many. Being prepared:

- ◆ reduces fear and anxiety
- ◆ promotes self-sufficiency
- ◆ increases confidence and assurance
- ◆ reduces the damage to property
- ◆ helps to keep vulnerable populations out of harm's way.

Disasters disrupt thousands of lives each year; each disaster has lasting effects. It may take years to pull one's life back together. Despite hazard insurance, the economic costs for even one family can be astronomical. The loss of personal belongings, family heirlooms, or precious jewels, cannot be "pooh-poohed" away as if they had no special value to the owner. Pastoral care – helping individuals cope with grief and loss, assisting with referrals, offering spiritual support – are all essential components of emergency preparedness, which begins with personal planning. Personal planning is so critical that some employers sponsor an annual "Hazard Fair" to instruct employees on what to do before, during, and after a disaster. You can use this same concept with your family or neighborhood; bring everyone together for a family "Hazard Fair," where you can discuss your plans for survival in the event of a disaster. Local emergency management personnel or fire and police department personnel are usually available to speak and demonstrate safety techniques at such occasions.

The topics in Unit One, *You and Your Family*, will help you prepare your household for disaster and prioritize the hazards in your area, as well as instruct your entire household on how to prepare for emergencies and disasters. Each lesson in Unit One begins with narrative information which, when combined with a worksheet and/or hands-on exercise, will help you understand both the theory and practice of effective preparation. This will help ensure that your family is ready when an emergency occurs. If you are informed, if you can stay calm, and if you have a plan, you and your household will have a better chance of remaining safe until help arrives.

The lessons in Unit 1 will get you started on the path to household emergency preparedness.

LEARNING OUTCOMES

A **learning outcome** is a results-oriented statement that indicates what a participant will be able to do (or do better) as a result of fully participating in a particular lesson. A learning outcome 1) provides direction, 2) gives participants something to strive toward, and 3) provides an evaluative tool for measuring whether or not the participant can do (or not do) all the activities listed for each lesson. If he/she cannot, that would indicate to the facilitator that additional individualized instruction may be needed.

UNIT 1: YOU AND YOUR FAMILY

LESSON 1: 4-1-1 OR 9-1-1: ACQUIRING AND USING INFORMATION

At the end of this lesson, the participant should be able to:

1. Act out a scenario to show the advantages of personal emergency preparedness
2. Identify and explain disaster hazards in his/her geographical area
3. Explain two hazards in each category: environmental, natural, weather, man-made
4. Explain this statement in his/her own words: “Hurricane Katrina was a wake-up call”

LESSON 2: YOUR HOUSEHOLD’S DISASTER PLAN

At the end of this lesson, the participant should be able to:

1. Identify the acronym “FEMA,” and explain the functions of this organization
2. List the major components of a Family Disaster Plan
3. Compile contact information for the top 5 people on his/her emergency list
4. Encourage members of his/her household to assemble a Family Disaster Plan

LESSON 3: YOUR HOUSEHOLD’S DISASTER SUPPLIES KIT

At the end of this lesson, the participant should be able to:

1. Explain the purpose and contents of a Disaster Supplies Kit (DSK)
2. List and give the rationale for the six categories of emergency supplies
3. Take a tour of his/her home and list risk-prone items, e.g., furniture with sharp corners, ladders that might fall; old rags that might be flammable, etc.
4. Invite neighbors to your home for a display of a Disaster Supplies Kit

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LESSON 4: FIRE SAFETY IN THE HOME

At the end of this lesson, the participant should be able to:

1. Explain the “fire triangle” as it relates to fires in the home or outdoors
2. Explain what a person should do if his/her clothes catch fire
3. Explain why churches and other houses of worship should conduct fire drills
4. Draw a floor plan of his/her home with fire escape routes clearly marked

LESSON 5: SHELTERING-IN-PLACE

At the end of this lesson, the participant should be able to:

1. Explain the conditions for which authorities will issue a “shelter in place” command
2. Identify by name at least 5 hazardous conditions from which to seek shelter
3. Select the room in his/her home that would accommodate “sheltering-in-place”
4. Explain the practical use of duct tape in a shelter-in-place emergency

LESSON 6: FLOODS

At the end of this lesson, the participant should be able to:

1. Identify various terms that relate to a flood hazard (e.g., “flash flood warning”) and explain the function of each term
2. Invite friends over to talk about the steps to take before, during and after a flood
3. Organize a monthly neighborhood gathering to share policies, strategies, and techniques to help persons prepare for the impact of a flood
4. Ensure that each member of the household has a “Go Kit” and personal items ready to take along

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LESSON 7: THE FAMILY (OR HOUSEHOLD) EVACUATION PLAN

At the end of this lesson, the participant should be able to:

1. Draw and practice an evacuation route that extends from his/her home to a designated place of safety. Critique your walk and make improvements if necessary.
2. Compare and contrast God's instructions to and interactions with Moses, and FEMA's instructions to and interactions with the citizens of the Gulf Coast in the wake of Hurricane Katrina.
3. Identify the most important items to "grab and go" when evacuation orders are given by local authorities.
4. Explain to friends and relatives what important papers you need to take in the event of an evacuation. As a group exercise, list and categorize the items and share them with persons of your choice.

UNIT 2: THE SHEPHERD AND THE FLOCK

LESSON 8: GETTING GOD'S HOUSE IN ORDER

At the end of this lesson, the participant should be able to:

1. Explain why the need is real for religious entities to prepare for disaster
2. Explain why some faith leaders today are retaining the services of a professional risk manager or human resources personnel
3. Look at what nearby churches are doing to recruit and retain staff
4. Know how to care for "shepherd" issues when the shepherd is not available

LESSON 9: FIRE SAFETY: HOW SAFE IS THE FLOCK?

At the end of this lesson, the participant should be able to:

1. Conduct workshops to address different aspects of fire safety with the congregation
2. Explain common conditions in a house of worship conducive to the spread of fire
3. Address the congregation on potential fire hazards: decorations, candles, etc.
4. Work with the shepherd, trustees, and ministers to organize bi-annual fire drills
5. Promote a sense of consciousness about fire safety (Start with the little ones)

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LESSON 10: CONTINUITY PLANNING FOR THE HOUSE OF WORSHIP

At the end of this lesson, the participant should be able to:

1. Compare and contrast Noah’s flood story with stories from his/her experience
2. Add his/her own coping suggestions to the coping suggestions given in the lesson
3. Explain “church continuity planning” (CCP) from his/her own point of view
4. Explain at least one strategy for enhancing “vital records protection”
5. Form a committee to develop a continuity plan for your house of worship – NOW!

LESSON 11: WHEN THE SANCTUARY BECOMES A SHELTER

At the end of this lesson, the participant should be able to:

1. Assist in the creation or management of an emergency shelter
2. Respond to the spiritual needs – prayer, faith, comfort, etc. – of individuals
3. Show compassion and patience to displaced or misplaced persons
4. See the value in taking the Shelter Management training offered by the Red Cross
5. Acknowledge and value the diversity of humanity that will enter our doors

LESSON 12: THE SHEPHERD AND PERSONS WITH DISABILITIES

At the end of this lesson, the participant should be able to:

1. Share this lesson with friends and relatives so that they might share with others
2. Acquire and assemble (or help a disabled person acquire and assemble) items for a Disaster Supplies Kit
3. Identify persons with disabilities in his/her house of worship to ensure that the person gets assistance if and when it is needed
4. Educate the congregation about the specific needs or sensitivities that persons with disabilities may have, particularly during an emergency or disaster

LESSON 13: DISASTER PSYCHOLOGY: CARING FOR THOSE WHO CAR FOR OTHERS

At the end of this lesson, the participant should be able to:

1. Explain the importance of providing psychological relief to first responders
2. Define “vicarious trauma” as an “occupational hazard” for rescuers
3. Identify both psychological and physiological symptoms of disaster dysfunction
4. Describe the use of “spiritual scaffolds” in disaster response and recovery
5. Discuss ways to reduce personal stress and protect one’s mental health *before* a disaster or emergency occurs

LESSON 14: DISASTER PSYCHOLOGY: WORKING WITH SURVIVORS’ MENTAL HEALTH

At the end of this lesson, the participant should be able to:

1. Distinguish between “disaster mental health” and “traditional mental health”
2. Identify ways in which clergy and laypersons can respond to disaster survivors
3. Identify emotional and physical reactions to trauma precipitated by disaster
4. Help survivors with *immediate* needs, such as housing, food, and emotional support
5. Share tips and techniques for maintaining (or regaining) spiritual well-being

UNIT 3: ECUMENICAL COLLABORATION

LESSON 15: THE INTERFAITH DISASTER NETWORK (IDN)

At the end of this lesson, the participant should be able to:

1. Define the functions at each level in a disaster relief network, starting with the federal government, regional, state, and so on...
2. Define common terminology used by professionals in the area of disaster relief
3. Identify ways to mitigate disasters by changing the way we use or abuse land
4. Use selected pages from *the breach: Bearing Witness* to initiate conversation about ecumenical and interfaith collaboration

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EMERGENCY PREPAREDNESS CURRICULUM – LEARNING OUTCOMES

5. Identify roadblocks to ecumenical cooperation and devise strategies to overcome each roadblock
6. Using the Yellow Pages, compile a database of all communities of faith in your geographical area, and use it to initiate a network of ecumenical collaboration

LESSON 16: ON ONE ACCORD: THE INTERFAITH DISASTER NETWORK

At the end of this lesson, the participant should be able to:

1. Outline the practical value of interfaith collaboration in his/her geographical area
2. Explain why traditional relief agencies rely on local communities of faith in a disaster
3. Articulate a strategy for overcoming the major impediments to interfaith cooperation
4. Explain how faith-based services can help meet needs by working on one accord
5. Show how an Interfaith Disaster Network will benefit disaster response and recovery

LESSON 17: PUTTING IT ALL TOGETHER

At the end of this lesson, the participant should be able to:

1. Explain the purpose of an emergency preparedness curriculum for the Church
2. Encourage faith leaders to establish and maintain a church continuity plan
3. Encourage friends and family to purchase or assemble Disaster Supplies Kit
4. Seek opportunities for teaching and training in the area of emergency preparedness
5. Assist leaders in African American communities of faith prepare for future disasters

Unit One

You and Your Family Lessons 1-7



Awake, awake! Clothe yourself with strength, O arm of the LORD.

*Awake, as in days gone by, as in generations
of old. Was it not You who cut Rahab to
pieces, who pierced that monster through?
Was it not You who dried up the sea, the
waters of the great deep, who made a road in
the depths of the sea so that the redeemed
might cross over?*



*The ransomed of the LORD will return. They will enter Zion with singing;
everlasting joy will crown their heads. Gladness and joy will overtake
them, and sorrow and mourning will flee away.*

-Isaiah 51:9-11



LESSON 1

4-1-1 OR 9-1-1? ACQUIRING AND USING INFORMATION



Recent events in America and around the world have brought news of emergencies and disasters ranging from subway explosions and chemical spills to terrorist attacks and earthquakes. We witnessed dramatic changes in the earth’s topography from the tsunami in Southern Asia and traumatic lethargy on the part of our government with Hurricane Katrina in the Southern US. More powerful than any news story we could have read in a newspaper were the images of American citizens stranded or abandoned by an extremely slow response on the part of the Federal Emergency Management Agency (FEMA).

One lesson learned from the experience with Hurricanes Katrina and Rita is that, although our tax dollars fund local and national protective services, we dare not depend *solely* on those services to rescue us in times of disaster. From a cultural perspective, African Americans should understand “what time it is,” and take the appropriate action to protect themselves and their families. In other words, emergency preparedness is a personal responsibility. Each person, whether representing himself or herself or speaking for a household of many, is responsible for acquiring the 4-1-1, (the appropriate information), planning for the eventuality of a 9-1-1 (emergency or disaster), and preparing his or her household with the necessary training, equipment, and supplies.

A critical step in preparing for an emergency is identifying the hazards that could affect your community. You may live in a county that is subject to nearly every hazard in existence. Floods, earthquakes, volcanic eruptions, winter storms, and hazardous materials incidents, might all happen where you live. History in general and Hurricane Katrina in particular, have shown that the people who prepare for these events are the ones who suffer the least displacement when these kinds of events occur. Those who prepare are able to resume their pre-emergency lives more quickly than those who are not prepared.

Are you in an area prone to floods, fires, or tornados? Is your area subject to ice storms or snowstorms? Are you near a river that could overflow or a forest that could fall victim to a wildfire? Or, are you near an airport where an airplane could overshoot or undershoot the runway and crash

into a residential community? Regardless of your response to these questions, following the guidelines below will keep you moving in the right direction:

1. LEARN ABOUT YOUR GEOGRAPHICAL AREA

As head of household, you have a responsibility to protect yourself and your family by knowing what to do before, during, and after a disastrous event. Knowing what to do and doing it can save property and lives. Consider the following:

- ◆ Gather information about hazards in your geographical area. Contact your local Emergency Management Agency (EMA) or Fire Department for information on what types of weather or other disasters are likely to happen in your area.
- ◆ Call your local EMA or American Red Cross chapter for information on emergency signals, siren warning systems, and evacuation routes. Ask to hear what the sirens sound like, and take your family on a “test drive” of the evacuation route.
- ◆ Contact your local chapter of the Red Cross to get information on area shelters and other emergency housing. Find out how to assist persons who are elderly, disabled or unable to help themselves. If you have pets, call the Humane Society to inquire about caring for pets during an emergency. Public health regulations prevent shelters from accepting pets.
- ◆ Call the Federal Emergency Management Agency (FEMA) and ask for a hazard map for your area. If you have access to the Internet, go to www.fema.gov, click on maps, and follow the directions to download a hazard map of your area.

2. LEARN ABOUT YOUR FAMILY’S SCHOOLS AND WORKPLACES

- ◆ Ask about disaster plans at your workplace. If you are the owner or supervisor, work with the appropriate persons to develop a Disaster Plan and a Disaster Supplies Kit that will sustain your building and employees.
- ◆ Ask about disaster plans at your family member’s school or childcare center. In the event of a disaster, you may not be able to get to your child’s school. Schools licensed by the state, even day care centers and pre-schools, are required to have emergency plans in place, so your children will likely be safe.
- ◆ Ask about disaster plans at your family members’ hangouts. Teens and older adults may spend most of their days at recreational outlets, adult care facilities, or senior citizens homes.



These places are likely to be state-licensed and therefore will have emergency plans in place. However, given the lax climate at some facilities and the ways in which safety is taken for granted, it is wise to see for yourself. As a very old adage says, ***“Better safe than sorry.”***

3. GATHER TOGETHER IMPORTANT PERSONAL INFORMATION

- ◆ Your family may not be together when disaster hits, so it is important to locate records and documents ahead of time and have them all in one place. You might want to store copies of these papers with a friend or relative out-of-state, or in an off-site location. Gather medical records, health plan cards, insurance policies, bank account information, deeds, credit cards, inventory of household goods, telephone numbers, spare keys and cash. Take care to store paper items in airtight containers or airtight plastic bags so that they are not likely to get wet.
- ◆ Get a map of your county and use a highlighter to pinpoint your neighborhood. Examine the area surrounding your neighborhood to identify potential hazards such as nearby forests, bodies of water, freeways, malls, and utility passageways.



LESSON 1 - WORKSHEET

4-1-1 OR 9-1-1? ACQUIRING AND USING INFORMATION

Use Lesson 1 and your own experience to respond to the following:

1. Why is personal emergency preparedness important? _____

2. In what ways could Hurricane Katrina be considered a “wake-up call” for African Americans?

3. Why is it a good idea to use the “all hazards approach”? _____

4. What is the primary role of the Federal Emergency Management Agency (FEMA)? _____

5. What is the value of a “hazard map”? _____

6. Why is it a good idea to “test drive” your family’s evacuation route? _____

7. Using a map of your geographical area, identify and list potential hazards: _____

8. What agency can help you learn what to do with pets during an emergency? _____

9. What is a “Hazard Fair”? Of what value to the family is a Hazard Fair? _____

10. Before starting Lesson 2, complete all tasks that apply to you and your household under “Learn about Your Geographical Area” and “Gather Together Important Personal Information.”

LESSON 2

YOUR FAMILY'S DISASTER PLAN



Lesson 2 is designed to build your capacity (and that of the members of your household) to prepare effectively for an emergency or disaster. Recognize that disasters and emergencies do happen. They are not unusual; they are, in fact, common occurrences for which you could and should be prepared. As stated in Lesson 1, emergency preparedness is a personal responsibility. It takes time and money to prepare, so each person must see preparation as a priority in order to set aside enough money to invest in emergency planning and supplies.

The fact is that your Disaster Plan may never be needed, but in an emergency, it will prove a most worthwhile investment.

The following information and guidelines will give you a headstart on a Disaster Plan for you and your family:

1. ARRANGE A TIME FOR THE FAMILY TO TALK

Call the members of the household together. Share information about past or potential disasters and emergencies in a calm, rational manner. Explain what you know about the hazards, disasters, and other emergencies that could happen in your geographical area. Allow each person to share his or her thoughts and ideas; this will increase their level of comfort and help you work together as a team.

Recall any recent disasters and discuss what you did to prepare or assist. Talk about what worked and what did not, as well as what could have been done differently. Be candid but not morbid. Explain that emergencies do not necessarily announce themselves. You may not have advance warning that a winter storm is coming, that a chemical spill has occurred nearby, or that a disaster in another city will directly affect you and your household. In other words, emergencies and disasters can happen anytime, anywhere, to anyone. Keep in mind that not every emergency is a disaster, but every disaster is an emergency.

2. CREATE A FAMILY DISASTER PLAN

Creating a Family Disaster Plan requires that you think about where you might be when disaster strikes. Will you be at work? Will you be able to reach your spouse? Where will your children be? How will you find each other? Will you be able to use a cellular phone? These are just a few of the questions to ask when making your Family Disaster Plan.

Involve all the members of the household in making your Disaster Plan. Work together as a team to suggest possible steps to take and write out those steps.

*Not every emergency is a disaster,
but every disaster is an emergency.*

What should you include in the Family Disaster Plan? This is an important question because every household is different, and will therefore require different components. What is important is that your Plan be broad enough to cover your needs in almost any disaster, yet specific enough to use in any emergency.

Anytime is a good time to start preparing your family *in advance* for a disaster or emergency. By working together you and your loved ones can be ready and confident to create and practice a Family Disaster Plan, which can be summed up in three short directives: make a plan, practice the plan, and make a kit.

The old adage, “practice makes perfect,” no doubt holds true for emergency preparedness, so be sure to practice your Family Disaster Plan. Remember to update your contact information, practice escape routes, test your fire extinguishers, and change the batteries in your smoke detectors. At the least, your Disaster Plan should speak to the following:

- ◆ What types of disasters can happen in your community and what to do in each type.
- ◆ What you will do in an evacuation, including what to do with pets. Remember, most disaster shelters will not accept animals.
- ◆ Where your family members will meet if separated. As indicated earlier, pick one place outside your home and one place outside your community. Make sure that each family member knows the address and phone number of these locations.
- ◆ Two escape routes from each room, in case of a fire.

- ◆ The location of the utility shut-offs in your home, and procedures for using them.
- ◆ Two escape routes from your community. Remember, roads and side streets may be blocked during a disaster.
- ◆ Your out-of-area contact. Designate a friend or family member, preferably in another state, to be your out-of-area contact. When a disaster occurs, you can contact this person, who will act as a relay to other friends or family members.
- ◆ Emergency phone numbers. These should include the numbers for police, fire, ambulance, out-of-neighborhood meeting site, and your out-of-area contact. If at all practical, make cards with these numbers for each member of the family to keep with them. A sample of a Family Disaster Plan “ID” card is shown at the end of this lesson.

Use the Sample Disaster Plan on the following page as a guide in developing your own. Add, substitute or delete content according to your family’s needs:

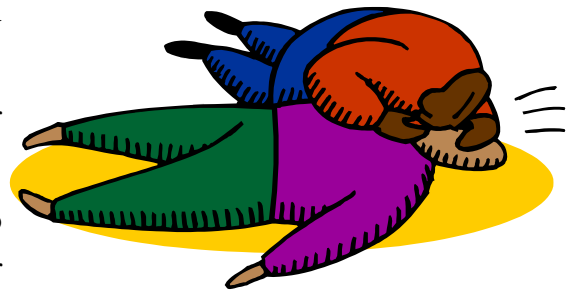
*Take control of emergencies before
they take control of you.*



SAMPLE - FAMILY DISASTER PLAN

Discuss with family members why you need a disaster plan and get their ideas as to what should be in it. As you develop your Plan, be aware that it may need to be changed or updated, depending on the type of emergency or disaster you encounter.

1. Explain what to do in each “worst case scenario.” The guidelines for what to do in an ice storm will be different from those in the case of fire. Discuss the types of disasters most likely to occur in your area and provide directions for each one.
2. Identify two places to meet: one near your home, e.g., at a neighbor’s mailbox, and another further away. Set a time to meet so you will know if anyone is missing.
3. Identify a relative or friend as your out-of-state contact. It is often easier to call long distance than locally during a disaster. Everyone should have this person’s number. If needed, call this person to let him or her know your location.
4. Discuss what might happen if you must evacuate your home and neighborhood. Explain the differences between “sheltering-in-place” and being sheltered at an emergency housing facility.
5. Draw a floor plan for each floor of your home and map out the routes for leaving in the event of a fire. Practice emergency escape drills.
6. Purchase a fire extinguisher and show family members how to use it.
7. Practice turning off utilities: the electric fuse box, natural gas lines, and water.
8. Write out special instructions for infants and toddlers, as well as for persons who may have limited mobility, medical restrictions, or mental health challenges.
9. Install smoke detectors near the bedrooms on each floor of your home.
10. Post emergency numbers near the phones, and teach children how to call 9-1-1 or your local emergency medical services (EMS) unit.
11. Check your homeowners’ insurance coverage. Be aware of your deductible.
12. Take a Red Cross course in first aid, CPR and Automated External Defibrillator (AED).
13. Conduct a home hazard hunt to minimize or eliminate potential hazards.
14. Make a “Family Disaster Plan” card and copy it so that each family member will have a card for personal use (See diagram below).



Copy this form (and a few extras) for each member of your household:

FAMILY DISASTER PLAN

(Your Name Here)

Emergency Meeting Place _____
(away from your home)

Alternate Meeting Place _____
(away from your neighborhood)

Your Address _____

Phone 1 _____ Phone 2 _____

Emergency Contact _____

Phone _____ Phone _____
(Day) (Evening)

LESSON 2 - WORKSHEET

YOUR FAMILY'S DISASTER PLAN

Use the information in Lesson 2 and your own experience to respond to the following:

1. Which agency's job is to tell you about disastrous weather conditions in your area? _____

2. Why is it important to discuss emergency preparedness with all the members of your household?

3. Why is it a good idea in an emergency to have an out-of-state contact person? _____

4. What kinds of specialized emergency plans might you need to make for infants, invalids, or disabled persons in your household? _____

5. What kinds of emergency plans would you need to make for pets? _____

6. Explain each type of disaster that is likely to happen in your geographical area. _____

7. Draw a floor plan of each floor in your home and mark all exits to the outdoors with a large “X.” Mark the location of your utility shut-offs and your Disaster Supplies Kit. Make sure each member of the household receives, reviews and understands these plans.

8. Why is it often easier to call long distance rather than local in an emergency? _____

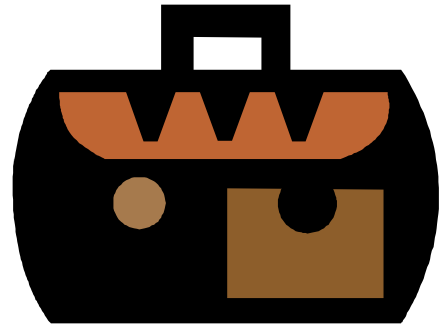
9. Explain what to do if you are in a room at home and smell smoke or hear the smoke alarm. ____

10. Describe and identify the warning signals or sirens that are used in your area. What should you do in each case of a different signal or siren? _____

LESSON 3

YOUR (INDIVIDUAL OR FAMILY) DISASTER SUPPLIES KIT

Disaster experts suggest that you and your family should prepare to be self-sufficient, whether in your home or away from it, for three to five days. Your Disaster Supplies Kit (DSK) should stock supplies sufficient for that period, if not more. In the event of a disaster, you may not know how long it might take for outside help to arrive. Keep your kit in a designated place and have it ready in case you have to evacuate. Make sure all family members know where the kit is stored.



The World Wide Web provides many websites from which you can purchase ready-made DSKs, each stocked according to the number of days you expect to be sheltered. For example, you can purchase a kit for 1-2 persons for 3-5 days. Agencies such as the American Red Cross offer kits for individuals and families at varying costs. If you have access to the Internet, use a search engine to locate DSKs in your area. Just type in “disaster supplies kit” and see how many options appear. If you order one or more by mail, remember that you will probably have to pay shipping and handling costs, in addition to the cost of the kit.

If you decide to assemble your own family Disaster Supplies Kit, keep in mind some practical guidelines, such as the size of the kit in relation to who will have to carry it, or the shelf life of items that will need to be replaced. Make assembling your kit a family activity. Even small children can play a part. Call upon the wisdom of the elders, if you have elders in your household (That might be you!). Organize your kit so that family members will know what items you have packed and where specialty items are located, e.g., scissors, a whistle, or water purification tablets. Family members should know how to retrieve those items without help or supervision. More importantly, good organization will minimize confusion, decrease potential damage or loss, and may even save lives. Do not forget to make a separate kit for home, workplace and car.

Whether you live alone or with others, you should be aware of the six categories of items to acquire and store in case of an emergency (See list below). Since this is “survival” mode, you may have to sacrifice some of your favorite foods that do not keep well or cannot be stored for long periods (melted ice cream, anyone?). Use a mental image of “worst case scenario” to help guide you as to what to pack and store. If evacuation is imminent, keep the items you would normally need *first or frequently* in an easy-to-carry container such as a small suitcase, a duffle bag, or a camping backpack. Should you need to purify water, you can boil it for 1 minute and let it cool, use commercial purifying tablets, or use **plain** household chlorine bleach. Shake or stir the container and let it stand for 30 minutes before drinking.

The six categories of emergency supplies are:

1. Water
2. Food
3. First aid supplies
4. Tools and emergency supplies
5. Clothing and bedding
6. Personal medical supplies

Use the Red Cross checklists that follow to customize your Disaster Supplies Kit:

1. WATER

Store water in plastic containers, such as soft drink bottles. Avoid using containers that will decompose or break, such as milk cartons or glass bottles. An active person needs at least two quarts of water each day. Hot environments and intense physical activity will double that amount. Children, nursing mothers, and ill people will need more. When purchasing water for storage, look for indicators of “sterile” or “5-year shelf life.”

- ◆ Store one gallon of water per person per day (2 quarts for drinking; 2 for food preparation and sanitation).
- ◆ Keep at least a 3-day supply of water for each person in your household.



2. FOOD

Store at least a 3-day supply of non-perishable food. Select foods that require no refrigeration, preparation, or cooking, and little or no water. If you expect to heat food, pack a can of sterno. Select compact, lightweight food items, such as:

- ◆ Canned juices, milk, soup (extra water for powdered foods)
- ◆ Comfort/stress foods – cookies, hard candy, sweetened cereals, instant coffee, tea bags
- ◆ Food for infants, elderly persons, or persons on special diets
- ◆ High energy foods – peanut butter, jelly, crackers, granola bars, trail mix, protein bars
- ◆ Ready to eat canned meats, fruits and vegetables
- ◆ Staples – sugar, salt, pepper, hot sauce, pickles
- ◆ Vitamin and mineral supplements



3. FIRST AID SUPPLIES

Assemble a first aid kit for your home and one for each car. A first aid kit should include:

- | | |
|---|--|
| ✓ 2-inch and 3-inch sterile roller bandages | ✓ 2-inch and 4-inch sterile gauze pads (4-6) |
| ✓ Antiseptic rinse | ✓ Cleansing agent/soap |
| ✓ Hypoallergenic adhesive tape | ✓ Latex gloves (2 pair) |
| ✓ Moistened towelettes | ✓ Needle |
| ✓ Safety pins (assorted sizes) | ✓ Scissors |
| ✓ Sterile adhesive bandages in assorted sizes | ✓ Sunscreen |
| ✓ Thermometer | ✓ Tongue depressors |
| ✓ Triangular bandages | ✓ Tube of petroleum jelly or other lubricant |
| ✓ Tweezers | |



NON-PRESCRIPTION DRUGS

- ✓ Aspirin or non-aspirin pain reliever
- ✓ Anti-diarrhea medication
- ✓ Antacid (for upset stomach)
- ✓ Syrup of Ipecac (Use if advised by Poison Control Center)
- ✓ Laxative
- ✓ Activated charcoal (Use if advised by Poison Control Center)

4. TOOLS AND SUPPLIES

- ✓ Aluminum foil
 - ✓ Cash, traveler's checks, change
 - ✓ Emergency preparedness manual
 - ✓ Flashlight and extra batteries
 - ✓ Map of area (for locating shelters)
 - ✓ Medicine dropper

 - ✓ Needles, thread
 - ✓ Plastic sheeting
 - ✓ Pliers

 - ✓ Signal flares
 - ✓ Tube tent
- ✓ Battery operated radio and extra batteries
 - ✓ Compass
 - ✓ Fire extinguisher, small canister, ABC type
 - ✓ Manual can opener, utility knife
 - ✓ Matches in waterproof container, Sterno®
 - ✓ Mess Kits or paper cups, plates, and plastic utensils
 - ✓ Paper, pencils
 - ✓ Plastic storage containers with lids
 - ✓ Shut off wrench, to shut off household gas and water
 - ✓ Tape
 - ✓ Whistle

SANITATION

- ✓ Disinfectant, plain chlorine bleach
 - ✓ Personal hygiene items
 - ✓ Plastic garbage bags with ties
 - ✓ Toilet paper, towelettes
- ✓ Feminine supplies
 - ✓ Plastic bucket w/tight lid
 - ✓ Soap, liquid detergent

5. CLOTHING AND BEDDING

Include at least one complete change of clothing and footwear per person.

- ✓ Blankets or sleeping bags
 - ✓ Rain gear
 - ✓ Sunglasses
- ✓ Hat and gloves
 - ✓ Sturdy shoes or work boots
 - ✓ Thermal underwear

6. SPECIAL ITEMS

FOR BABY

- ✓ Bottles
 - ✓ Entertainment – toys, games and books
 - ✓ Powdered milk
- ✓ Diapers
 - ✓ Formula

FOR CHILDREN AND ADULTS

- ✓ Contact lenses and supplies
- ✓ Extra eye glasses
- ✓ Insulin
- ✓ Prescription drugs
- ✓ Denture needs
- ✓ Heart and high blood pressure medication
- ✓ Medications
- ✓ Toys, games, books

Keep these documents in a waterproof, portable container:

- ✓ Will, insurance policies, contracts, deeds, stocks and bonds
- ✓ Passports, social security cards, immunization records
- ✓ Bank account numbers
- ✓ Credit card account numbers and companies
- ✓ Inventory of valuable household goods, important phone numbers
- ✓ Family records (birth, marriage, death certificates)



LESSON 3 - WORKSHEET

YOUR (INDIVIDUAL OR FAMILY) DISASTER SUPPLIES KIT

Use Lesson 3 and your own experience to respond to the following:

1. Name and explain the six categories of emergency supplies. _____

2. Why is using a “worst case scenario” considered a good guide for deciding what to pack in a Disaster Supplies Kit? _____

3. What kinds of containers would NOT be suitable for storing water? Explain. _____

4. What is Sterno® and how is it used? _____

5. Why should you have an adequate supply of water BEFORE an emergency? _____

6. In an emergency, what is the value of having an out-of-state contact person? _____

7. Describe three different ways to purify contaminated water. _____

8. Why do you think “water” is the first essential on the “Six Categories” list? _____

9. Explain what special needs might be warranted for infants or disabled persons; suggest items to include, as well as practical ways to meet these needs. _____

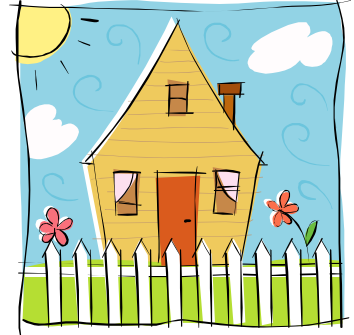
10. As a family or with a partner, assemble a Disaster Supplies Kit for your use.



LESSON 4

FIRE SAFETY IN THE HOME

An old adage advises, “Fight fire with fire.” However, in the context of emergency preparedness, it might be more appropriate to say, “Fight fire with resources, knowledge, and good sense.” According to the Federal Emergency Management Agency (FEMA), more than 4,000 Americans die and more than 25,000 are injured in fires, many of which could have been prevented by using basic fire prevention techniques. Residential fire is the fifth leading cause of unintentional



death in the U.S. To protect your household, it is important that you and your family members understand the basic characteristics of fire. For example, all fires start with ignition, which occurs when sufficient levels of fuel, heat, and oxygen exist simultaneously. Ignition occurs when the temperature rises high enough to produce a flame. A chemical reaction takes place when the “fire triangle” – heat, fuel, and oxygen – is present. When a home fire starts to spread, you have two minutes before the fire becomes life-threatening. Within five minutes, a fire can engulf an entire residence in flames. *Do not wait for an impending disaster to educate your family and equip your home for fire prevention.*

Be aware that the plan for fighting a fire may differ slightly from home to home, depending on the size, the residents, or whatever else might be at risk. If your home is on fire, regardless of whether you live in a mansion, a condominium, or a mobile home, the primary message is the same: “Get out!” The principle in that message is “Save your life, not your possessions.” This is not the time to gather all your valuables or make a telephone call. While it is true that you might lose some irreplaceable possessions, the most important thing is that you will be alive.

The importance of getting out of a home on fire as quickly as possible cannot be overemphasized. Heat and smoke can be more lethal than flames. Inhaling super-hot air can sear your lungs. The gases that emanate from a fire are poisonous; they make you sleepy, drowsy, and disoriented. Instead of waking to the sound of heat or noise, you may fall into a deeper sleep. In such cases, people die

primarily from two causes: asphyxiation and burns, and asphyxiation outpaces burns by a three to one margin. It is vitally important to prepare you and your family for a home fire.

Protective measures for the home include short- and long-term strategies, smoke alarms, equipment such as a fire extinguisher, removing flammable items, skills building (practicing the skills with an observer present), and knowledge of a fire protection plan. Below you will find important information about fire safety organized into three parts: Before a Fire, During a Fire, and After a Fire.

BEFORE A FIRE

SMOKE ALARMS

- ◆ Install smoke alarms. A properly functioning smoke alarm can reduce your chances of dying in a fire by 50%.
- ◆ Place smoke alarms on every floor of your home, including basement and attic, on the ceiling or high on a wall, outside each bedroom, at the top of a high wall, at the top or bottom of stairs, and near (but not IN) the kitchen.
- ◆ Post telephone numbers for emergency services (usually 9-1-1) and the Poison Control Center (1-800-222-1222) near each telephone in your home.

ESCAPING THE FIRE

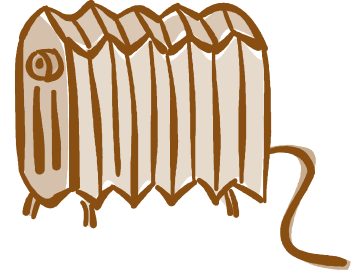
- ◆ Review escape routes for yourself or with your family. Practice escaping from each room. Know how to care for an infant, disabled person, or ill person.
- ◆ Make certain that windows are not nailed shut, and that the security grating on windows can be opened from the inside. Consider installing an escape ladder.
- ◆ Teach family members (and neighbors, too) to stay to the floor while executing the escape. The air closest to the floor is safer in a fire.
- ◆ Keep your storage areas clean and free of debris, so that trash does not accumulate.

FLAMMABLE ITEMS

- ◆ Store flammable liquids only in approved containers in well-ventilated areas.
- ◆ Never smoke near flammable liquids.
- ◆ Do not keep gasoline, benzene, naphtha, or similar liquids indoors.
- ◆ Discard rags that have been used with flammable liquids; safely discard them outdoors in a metal container.

HEATING SOURCES

- ◆ Check with the fire department on the legality of using kerosene heaters in your community. Fill kerosene heaters outside and allow them to cool.
- ◆ Place heaters at least three feet away from flammable materials and use only the fuel designated for your unit. Follow the manufacturer's directions.
- ◆ Store ashes in a metal container outside and away from your residence.
- ◆ Keep open flames, e.g., candles, away from walls, furniture, and draperies.
- ◆ Keep a screen in front of the fireplace. Small bits of red hot ember can pop out of the fireplace and do serious damage, so the screen serves a key purpose.
- ◆ Have a certified specialist inspect and clean your heating units annually.

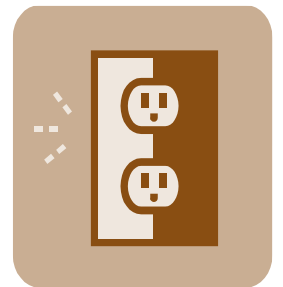


MATCHES AND SMOKING

- ◆ Keep ALL matches and lighters up high, out of the reach of children.
- ◆ Never smoke in bed, nor when you are drowsy or medicated. Give smokers deep ashtrays and encourage them to smoke outside or quit altogether.
- ◆ Douse cigarette and cigar butts in water before disposing of them.

ELECTRICAL WIRING

- ◆ Inspect extension cords for frayed or exposed wires or loose plugs.
- ◆ Make sure wiring does not run under rugs, over nails, or across high-traffic areas.
- ◆ Do not overload extension cords or outlets. Get a UL-approved unit with built-in circuit breakers if you need to plug in two or more appliances.
- ◆ Have the electrical wiring in your home checked annually by an electrician.



FIRE SAFETY FYI...

- ◆ Sleep with your door closed.
- ◆ Install A-B-C- type fire extinguishers and teach your family how to use them.
- ◆ Consider installing an automatic sprinkler system in your residence.
- ◆ Ask your local fire department to inspect your residence for fire safety and prevention.

DURING A FIRE

BASIC INFORMATION

- ◆ If your clothes catch on fire, you should “stop, drop, and roll” – until the fire is extinguished. Running makes the fire burn faster. Run cool water on burns and cover with a loose bandage until you reach a care facility or until help arrives.
- ◆ To escape a fire, you should check doors for heat before you open them. If you are escaping through a closed door, use the back of your hand to feel the top of the door, the doorknob, and the crack between the door and the doorframe before you open it. Never use the palm of your hand or fingers to test for heat – burning your hands could impair your ability to escape a fire.
- ◆ Crawl low under any smoke to your exit – heavy smoke and poisonous gases collect first along the ceiling.
- ◆ Close doors behind you as you escape to slow the spread of the fire.
- ◆ Once you are out, stay out. Do not re-enter a burning residence. Call 9-1-1.

AFTER A FIRE

These guidelines pertain to different circumstances in the period after a fire:

- ◆ If you are with burn victims, or are a burn victim yourself, call 9-1-1; cool and cover burns to reduce the chance of further injury or infection.
- ◆ If you detect heat or smoke when entering a damaged building, evacuate immediately.
- ◆ If you are a tenant, call the property owner.
- ◆ If you must leave your home because a building inspector says the building is unsafe, ask someone you trust to watch the property in your absence.

LESSON 4 - WORKSHEET

FIRE SAFETY IN THE HOME

Use Lesson 4 and your own experience to respond to the following:

1. What are the three critical elements in the “fire triangle”? _____

2. How often should you replace the batteries in smoke detectors? _____

3. What first-aid action should be taken for burn victims? _____

4. What technique should you use if your clothes are on fire? _____

5. If you need to escape a fire through a closed door, what, if anything, should you do before opening the door? _____

6. If you use a wood-burning stove to heat your home, what can you do to reduce the risk of fire from this heating source? _____

7. Explain three facts of fire prevention you can teach your household, then do it. _____

8. Why are flashlights preferred over candles for illumination in the dark? _____

9. What is “asphyxiation” and how does it occur during a fire? _____

EXTENDED ACTIVITIES

1. Draw a floor plan of each level of your home showing two ways out of each room, where practical. Practice escaping from each room.
2. For each responsible adult in the household, get training from the fire department or the manufacturer in the proper use of a fire extinguisher.

I have no Messiah complex and I know that we need many leaders to do the job. Let us not succumb to divisions and conflicts. The job ahead is too great.

Dr. Martin Luther King, Jr.

LESSON 5

SHELTERING-IN-PLACE

Literally, sheltering-in-place means “hiding out” wherever you are when a disaster or emergency strikes. The nature of the hazard – tornado, electrical storm, or chemical spill, for instance – that precipitates the shelter-in-place alarm will determine the instructions on where to seek shelter, what to take with you, and what to do when you get there. Local authorities issue a precautionary “shelter-in-place” command when they 1) suspect a chemical or other airborne threat and 2) determine that remaining indoors is the best protection. Sheltering-in-place may be appropriate for short-term (tornado warning) or long-term (bioterrorism) advisories.



Because we live in a highly industrialized world in which chemicals harmful to humans are transported daily by land, sea, and air, it is possible that a hazardous chemical could be spilled onto the ground or be released into the atmosphere. Even the remote possibility of a chemical spill, e.g., from a train derailment, plane crash, or truck collision, can be enough for authorities to issue a general warning to persons in the area to shelter-in-place until the danger subsides or has been brought under control.

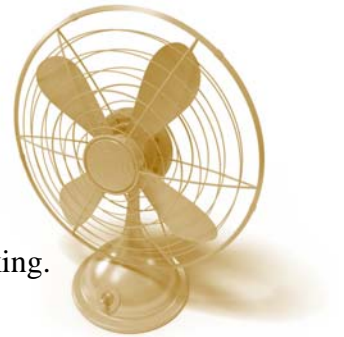
A hazardous chemical could be solid, liquid, or gas, which means that it may be something that you can neither see nor smell. Be alert to 1) an unusual smell or sound, such as an explosion; 2) visible smoke, fire or vapor cloud; 3) sudden skin or eye irritation; or 4) the onset of breathing difficulty. Any of these occurrences might signal a chemical, biological, or radiological emergency wherein law enforcement authorities will warn citizens to shelter-in-place. You should follow the instructions of local authorities and move as quickly as possible to protect yourself and your family.

To shelter-in-place, select a small, interior room or rooms inside your home (or church, workplace or other building where you are when the advisory is given) and take refuge there. If feasible, choose a room, such as a bedroom, that provides access to a telephone, water, and toilet. If the

suspicion is a chemical threat, do not go to the basement, as chemicals are heavier than air and can seep into basements, even if the windows are closed.

If you are at home when the shelter-in-place advisory is given, remain calm and identify the interior, above ground-level room that will afford the best protection. Making a checklist of tasks to be completed is a good starting point. If needed, divide the tasks among family members. Decide how much time you will need to complete the tasks and agree to meet at the selected room within that period. In addition to your Disaster Supplies Kit, consider taking the following items (if they are not already in your Kit): two rolls of duct tape, scissors, towels, drinking water, toilet supplies, medications, battery-operated radio, flashlight, extra batteries, entertainment (books, games, etc.) and your checklist. Store the Disaster Supplies Kit in an accessible place, then do the following:

- ◆ Close and lock all windows and exterior doors. If there is danger of an explosion, close the window shades and curtains.
- ◆ Turn off all fans, heating units and air conditioning systems.
- ◆ Close the fireplace damper (flue).
- ◆ Get your Disaster Supplies Kit and radio; make certain the batteries are working.
- ◆ Move to the interior, above ground-level room you have selected.
- ◆ Bring your pets with you, along with pet food and extra water.
- ◆ Call your emergency contact person and alert her/him of your situation. It is a good idea to be in a room with a hard-wired telephone. In some hazardous circumstances, cellular telephone equipment may be overwhelmed or damaged.
- ◆ Use duct tape and plastic sheeting (not food wrap) to seal vents, as well as any cracks around the door and windows. It is not necessary to seal off your entire home or office building.
- ◆ Stay off the phone except to notify your contact person, or to call 9-1-1 if there is an injury or other immediate emergency. Keep the phone available should you need to report a life-threatening condition. Do not call 9-1-1 for information on the status of the emergency.
- ◆ Maintain radio or television contact until you are told that all is safe or you are told to evacuate.



If the problem is a chemical spill, local officials will monitor it. The best thing to do is remain in the designated room and listen to the radio or TV for further information. The length of time you must

remain sheltered-in-place depends on the time it takes to clean up the spill or otherwise resolve the problem.

According to the Whatcom County (Washington) Division of Emergency Management, if you are not at home and a hazardous emergency should occur, follow the same steps that are appropriate for sheltering-in-place. Whether you are at work, at a school or a shopping mall, these instructions will hold you in good stead as protection from harmful vapors or contaminants. If you are in your car, make sure you close all vents, windows, and doors. Turn on your radio to hear further instructions, but do not attempt to drive through a vapor cloud. If you are outside when you detect an emergency, cover your mouth and nose with a handkerchief or cloth. The chemical odor moves with the wind; do not walk with it or into it. Find shelter as soon as possible. Get inside the nearest store, office building, or bank and follow the instructions for sheltering-in-place.

If an evacuation becomes necessary, your local fire department or other law enforcement agency will contact you with instructions on how to proceed. When the emergency is over, the fire department will issue an all-clear, signaling that you can open windows and doors to allow fresh air to come in, and you and your family to come out. The hope is that you will never have to activate the precautions listed above, but as our world is increasingly subject to sudden acts of violence, it is better to have the instructions and not need them, than to need the instructions and not have them.



LESSON 5 - WORKSHEET

SHELTERING-IN-PLACE

Use Lesson 5 and your own experience to respond to the following:

1. Give two examples of occurrences that would cause local authorities to issue a command to shelter-in-place: _____

2. Why is a bedroom a preferred choice as a room to shelter-in-place? _____

3. What are some personal symptoms, i.e., to the human body, that might signal the presence of a lethal biological agent or chemical spill? _____

4. Explain why the basement of a home is not an appropriate shelter in the event of a chemical spill. _____

5. Recall past incidences of biological, chemical, or radiological dangers in the U.S. or elsewhere. Discuss any lessons learned from those experiences. _____

6. What kinds of agreements and activities can make sheltering-in-place a more comfortable experience when several people share one small room? _____

7. Why is duct tape preferable to masking or mailing tape when sealing off vents, windows and doors? _____

8. Explain the procedure for sheltering-in-place in a car or in a school building. _____

9. Why is it a bad idea to depend solely on a cellular telephone in an emergency or disaster? _____

10. Design a simulation shelter-in-place exercise for yourself or your household. Start with a hypothetical television announcement of a radiological threat and follow the steps listed above for safety until the all clear is given.



LESSON 6

FLOODS



The dictionary definition of the term “flood” carries an understated simplicity: “a rising and overflowing of a body of water” (*Merriam Webster*, 1997). Such a straightforward definition belies the fact that floods are one of the most common hazards in the U.S. The Federal Emergency Management Agency (FEMA), which manages the National Flood Insurance Program, reports that flood effects can be local, affecting a neighborhood or community, or large, affecting entire river basins and multiple states.

Some floods develop over a period of days. Others, such as flash floods, develop very quickly, often with very little visible rain. The wall of raging water carried by flash floods brings mud, rocks, and other debris that can damage or destroy almost anything in its path. Every state is at risk for flooding because every state contains the conditions that indicate potential danger: small streams, gullies, creeks, culverts, dry streambeds and low-lying areas that are near water or downstream from a dam.

Before moving on to preventive and protective measures you and your family can take to minimize the risks of injury, examine these terms to help identify a flood hazard:

A “**flood potential outlook**” is issued when forecast conditions indicate that significantly heavy precipitation may occur. The “**flood potential outlook**” is generally issued 36 hours or more before the potential event.

A “**flood watch**” is issued when meteorological conditions raise the threat of flooding, but the occurrence is neither certain nor imminent. A “**flood watch**” is generally issued 12 to 36 hours before the potential event.

A “**flood warning**” is issued when flooding is expected within 12 hours or is in progress. If advised to evacuate, do so immediately.

A “**flash flood watch**” means that flash flooding is possible. Be prepared to move to higher ground; listen to radio or television for more information.

A “**flash flood warning**” means that a flash flood is occurring. Seek higher ground on foot immediately.

Do not hesitate to move to higher ground when a flood warning is given.

From FEMA and the Washington (State) Emergency Management Agency come the following recommendations for before, during, and after a flood.

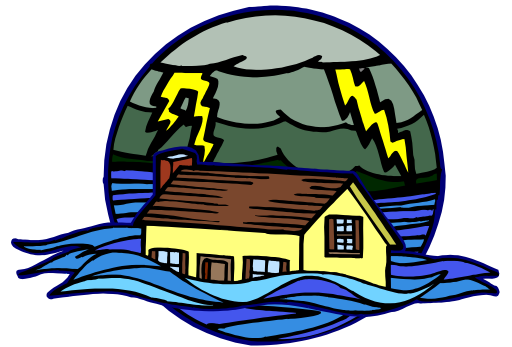
BEFORE:

- ◆ Find out if you live in a flood-prone area and identify earthen, irrigation, hydro-electric, etc., dams that are upstream from your area and could be the source of potential problems.
- ◆ Ask your local emergency management agency about flood warning signals.
- ◆ Know the terms "flood watch," "flood warning," and "small stream warning."
- ◆ Plan for evacuation.
- ◆ Consider purchasing flood insurance.
- ◆ Take steps to flood-proof your home. Call your local building department or emergency management agency for information on how to do this.
- ◆ Keep all insurance policies and your household inventory in a safe, dry place.



DURING:

- ◆ To ensure safety, leave the area and go to shelter on higher ground.
- ◆ Listen to National Oceanic and Atmospheric Administration (NOAA) or National Weather Radio (NWR), a nationwide network of radio stations that broadcast continuous weather information on your local radio or television stations.
- ◆ Be aware of streams, drainage channels and areas known to flood suddenly.
- ◆ If local authorities issue a flood watch, prepare to evacuate.
- ◆ Secure your home. If time permits, secure items located outside the house.
- ◆ If instructed, turn off utilities at the main switches or valves.
- ◆ Fill your car with fuel.
- ◆ Sterilize the bathtub, then fill the bathtub with water, in case water becomes contaminated or water services are cut off.



- ◆ When deep flooding is likely, permit the floodwaters to flow freely into your basement to avoid structural damage to the foundation and the house.
- ◆ Do NOT attempt to drive over flooded roads. The depth of water is not always obvious. The roadbed may be washed out under the water, or could collapse under the weight of a car. You could be stranded or trapped, or worse.

In every crisis, there is a message. Crises are nature's way of forcing change – breaking down the old structures, shaking loose negative habits so that something new and better can take their place.

-Susan L. Taylor

AFTER:

- ◆ Listen for news reports to learn if the community's water supply is safe to drink.
- ◆ Return home only when authorities indicate that it is safe to do so.
- ◆ Stay away from floodwaters.
- ◆ Stay away from moving water. Moving water six inches deep can sweep you off your feet, and 2 ft. of water can float a car.
- ◆ Be aware of areas where floodwaters have receded and may have weakened road surfaces.
- ◆ Stay away from and report downed power lines.
- ◆ Stay away from floodwaters; water may be contaminated by oil, gasoline, or raw sewage.
- ◆ Clean and disinfect everything that got wet. Mud left from floodwater can contain sewage and chemicals.
- ◆ Stay away from downed power lines, and report them to the power company.
- ◆ Stay out of any building if it is surrounded by floodwaters.
- ◆ Stay away from disaster areas unless authorities ask for volunteers.
- ◆ Continue listening to the radio for event and assistance information.



- ◆ Consider health and safety needs. Wash your hands frequently with soap and clean water if you come in contact with flood waters.
- ◆ Throw away any food that has come in contact with flood waters.
- ◆ Call your insurance agent.
- ◆ Take photos of or make a videotape of your belongings and your home.
- ◆ Don't throw away damaged goods until an official inventory has been taken.



LESSON 6 - WORKSHEET

FLOODS

Use Lesson 6 and your own experience to respond to the following:

1. What does a “flash flood warning” announcement indicate? _____

2. Why should you avoid driving on roadways immediately after floodwaters have receded? ____

3. Which agency manages the National Flood Insurance Program? _____

4. To which state in the U.S. could you move to avoid the risk of flooding? _____

5. What is the difference between a “flood watch” and a “flood warning”? _____

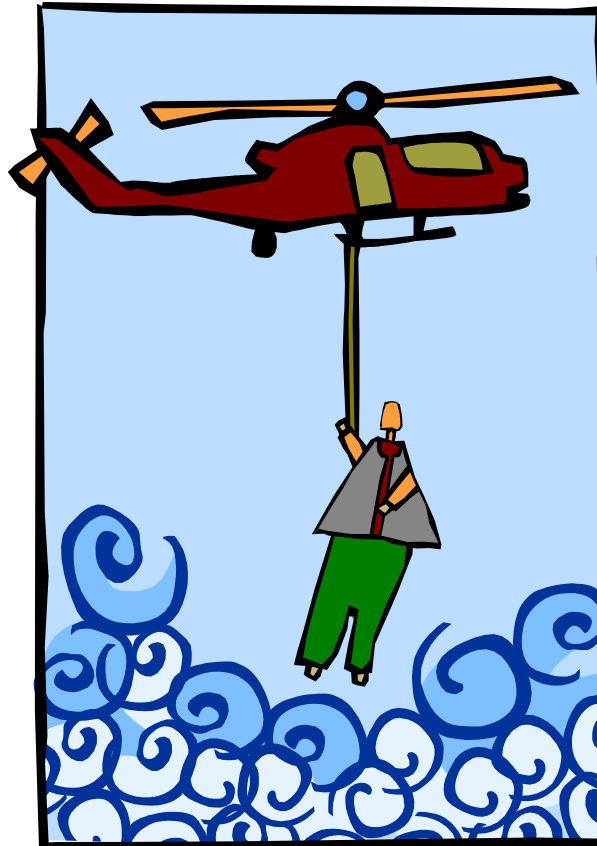
6. What action should you take regarding household utilities before a flood? _____

7. What are the official flood warning signals for your geographical area? _____

8. Why should you discard food that looks perfectly fine after a flood? _____

9. What is the danger of walking into moving water that is only 6” deep? _____

10. What health and safety issues would you personally be most concerned about after a flood in your area? _____



LESSON 7

THE FAMILY EVACUATION PLAN

PREPARING TO LEAVE YOUR HOME

In Genesis 12:1, God called Abram to ministry by commanding him to leave his home and community: “Leave your country, your people, and your father’s household and go to the land I will show you.” It may be that every minister’s call is unique and personal, but most do not require the abrupt “grab and go” evacuation, as did Abram’s (God later changed his name to Abraham; see Gen. 17). On the heels of Abram’s call to ministry came the promises and assurances that God did, indeed, have a divine plan for his life:

*“I will make you into a great nation
and I will bless you;
I will make your name great,
and you will be a blessing.
I will bless those who bless you,
and whoever curses you I will curse;
and all the peoples on Earth
will be blessed through you.”*

-Genesis 12:2-3 (NKJV)

These words symbolize the covenant that God will soon make with Abram. God spoke; Abram listened. And when Abram received the blessing, he gathered his wife, his nephew, and all his possessions, and set out for the land that “I will show you.”

Abram’s sudden departure from his home notwithstanding, real-life evacuation is rarely the sanitized, organized, simplified process portrayed in literature, in movies, on television, or for that matter, in the Bible. Had Abram not followed God’s directive to evacuate, he would have lost the promise, the God-ordained opportunity to be “a great nation,” to have his “name great,” and to be the chosen vessel through whom “all peoples on Earth will be blessed.”

LESSONS FROM KATRINA

In the “lessons learned from Hurricane Katrina” department, individuals found themselves virtually paralyzed by the stark reality of the term *evacuate*. The very idea of *evacuation* brings on anxiety, stress, and uncertainty. To evacuate means to leave your home, your place of predictable comfort, your private refuge, and possibly go to an unknown facility, be with unknown people, and face unknown circumstances. People are not prepared to walk away from their homes, to leave all that they had, to risk not ever seeing again the home, the kitchen, the front porch. People in this circumstance often ask for spiritual sustenance; they reach out for prayer and reassurance. They need a partner, someone to stand with them as they petition God to quiet their soul and comfort them, to strengthen them so that they move according to God’s directive.

Planning for evacuation is essential. Call your local EMA and ask for a map of evacuation routes in your neighborhood. Each family needs to have an evacuation plan. Fires and floods can happen so quickly that you could be overwhelmed, with little or no time to collect personal belongings or disaster supplies. Knowing ahead of time that your Disaster Supplies Kit is ready and that everyone has practiced the Disaster Plan brings great comfort. Everyone has the contact person’s phone number; everyone knows what to do if he or she is separated from the others.

Draw your evacuation route in the space below. Include details such as landmarks, gas stations, and tall buildings to help you find your way in an emergency:

FAMILY EMERGENCY EVACUATION ROUTE

(NAME)

“GRAB AND GO”

The Red Cross advises that, if you only have moments before leaving, grab these things and go:

- ◆ **Medical supplies:** prescription medications, contact lenses and dentures
- ◆ **Disaster supplies:** flashlight, batteries, radio, first-aid kit, bottled water
- ◆ **Clothing and bedding:** a change of clothes and a sleeping bag or bedroll and pillow for each person in household.
- ◆ **Car keys and keys** to the place you may be going (friend’s or relative’s home)

ALWAYS	IF TIME PERMITS
Keep a full tank of gas in your car if an evacuation seems likely. Gas stations may be closed during emergencies and unable to pump gas during power outages. Plan to take one car per family to reduce congestion and delay.	Gather your Disaster Supplies Kit.
If you do not own a car, make transportation arrangements with friends or your local government.	Wear sturdy shoes and clothing that provides some protection, such as long pants, long-sleeved shirts, and a cap.
Listen to a battery-powered radio and follow local evacuation instructions.	Secure your home: <ul style="list-style-type: none"> • Close and lock doors and windows. • Unplug electrical equipment, such as radios and televisions, and small appliances, such as toasters and microwaves. Leave freezers and refrigerators plugged in unless there is a risk of flooding.
Gather your family and go if you are instructed to evacuate immediately.	Let others know where you are going.
Leave early enough to avoid being trapped by severe weather.	
Follow recommended evacuation routes. Do not take shortcuts; they may be blocked.	
Be alert for washed-out roads and bridges. Do not drive into flooded areas.	
Stay away from downed power lines.	

If local officials have not advised an immediate evacuation:

The Red Cross advises that, if there is a chance the weather may get worse or flooding may happen, take steps to protect your home and belongings. Take the following precautions only if officials have not asked you to leave:

PROTECT YOUR HOME

- ◆ **Bring things indoors:** Lawn furniture, trash cans, children's toys, garden equipment, clotheslines, hanging plants, and any other objects that may fly around and damage property should be brought indoors.
- ◆ **Leave trees and shrubs alone:** If you did not cut away dead or diseased branches or limbs from trees and shrubs, leave them alone. Local rubbish collection services will not have time before the storm to pick anything up.
- ◆ **Look for potential hazards:** Look for coconuts, unripe fruit, and other objects in trees around your property that could blow or break off and fly around in high winds. Cut them off and store them indoors until the storm is over.
- ◆ **Turn off electricity and water:** Turn off electricity at the main fuse or breaker, and turn off water at the main valve.
- ◆ **Leave natural gas on:** Unless local officials advise otherwise, leave natural gas on because you will need it for heating and cooking when you return home. If you turn gas off, a licensed professional is required to turn it back on, and it may take weeks for a professional to respond.
- ◆ **Turn off propane gas service:** Propane tanks often become dislodged in disasters.
- ◆ **If high winds are expected:** Cover the outside of all windows of your home. Use shutters that are rated to provide significant protection from windblown debris, or fit plywood coverings over all windows.
- ◆ **If flooding is expected:** Consider using sand bags to keep water away from your home. It takes two people about one hour to fill and place 100 sandbags, giving you a wall one foot high and 20 feet long. Make sure you have enough sand, burlap or plastic bags, shovels, strong helpers, and time to place them properly.
- ◆ **Remember:** Houses do not explode due to air pressure differences. Damage happens when wind gets inside a home through a broken window, door, or damaged roof.
- ◆ **Cover the outside of windows with shutters or plywood:** Tape does not prevent windows from breaking. All tape does is prevent windows from shattering. Using tape on windows is not recommended.



PROTECT YOUR VALUABLES

- ◆ Move objects that may become damaged by wind or water to safer areas of your home. Move television sets, computers, stereo and electronic equipment, and easily moveable appliances like a microwave oven to higher levels of your home and away from windows. Wrap them in sheets, blankets, or burlap.
- ◆ Make a written record of all your household possessions. Record all model and serial numbers. This list could help prove the value of what you owned if possessions are damaged or destroyed, and can validate deductions on taxes.
- ◆ Do this for all items in your home, including expensive items such as sofas, chairs, tables, beds, chests, wall units, and other furniture too heavy to move. Store a copy of the record away from home, such as in a safe deposit box.
- ◆ If it is possible that your home may be significantly damaged by impending disaster, consider storing your household furnishings temporarily elsewhere.

GATHER ESSENTIAL SUPPLIES AND PAPERS

You will need the following supplies when you leave your home; put them in a duffle bag or large container. Label it so that your name is easily seen and written, preferably, in permanent color marker. This is your personal, private Disaster Supplies Kit.

- ◆ Flashlight with plenty of extra batteries
- ◆ Battery-powered, portable radio with extra batteries
- ◆ First aid kit
- ◆ Prescription medications in their original bottle, plus copies of the prescriptions
- ◆ Eyeglasses (with a copy of the prescription)
- ◆ Water (at least one gallon per person per day is recommended; more is better)
- ◆ Foods that do not require refrigeration or cooking
- ◆ Items that infants and elderly household members may require
- ◆ Medical equipment and devices, such as dentures, crutches, prostheses, etc.
- ◆ Change of clothes for each household member
- ◆ Sleeping bag or bedroll and pillow for each household member
- ◆ Checkbook, cash, and credit cards
- ◆ Map of the area

PREPARE FOR A SHELTER STAY

If your local authorities direct you to evacuate and you find yourself headed for a shelter, try to check ahead of time to see what items the shelter will provide – for example, clean bath towels, bedding and pillows – and what items you will be allowed to bring with you. Some emergency housing facilities have cots, and some do not. Some supply blankets, some do not. Come prepared to stay several days, with enough food, water, and personal supplies to cover that period. Without overloading yourself or your family, bring along a book, paper and pen, hand-held games, etc., to help pass the time.

Most shelters will not accept pets, so you will need to arrange for your pet's care prior to leaving your home. Under no circumstances should you leave a dog or cat tied to a pole or otherwise restrained. Do not forget to leave food and water for the pet.

IMPORTANT PAPERS TO TAKE WITH YOU

- Driver's license or personal identification
- Social Security card
- Proof of residence (deed or lease)
- Insurance policies
- Birth and marriage certificates
- Stocks, bonds, and other negotiable certificates
- Wills, deeds, and copies of recent tax returns



Sources: The National American Red Cross, *Preparing for Disaster* (A4600) (FEMA 475), Copyright 2006.

When we long for a life without difficulties, remind us that oaks grow strong in contrary winds and diamonds are made under pressure.

~Peter Marshall

Unit Two

The Shepherd and the Flock Lessons 8-14



“Each church must have its own plan for its building and its members; each church must make its members aware of such plans and train them intensively and periodically in emergency preparedness and execution...many churches do not even have fire drill plans or practices, despite the fact that church buildings often house large numbers of children and the elderly. Moreover, most do not have plans that would help their members to evacuate the city in the event of a natural or man-made disaster.”

- from the breach: Bearing Witness, pp.52-53

LESSON 8

GETTING THE HOUSE IN ORDER

More than a year after Hurricane Katrina cut its deadly swath through three Gulf Coast states* and forever changed the lives of thousands of individuals, religious organizations continue to grapple with the issue of *how to be better prepared to respond to disaster*. Hundreds of religious communities across the nation and around the world rose to the occasion of Katrina’s destruction, providing shelter, food, water, clothing, transportation, cash, and other services to help minimize the impact of this horrendous disaster. *Today, many of those organizations are building their capacity for disaster response while seeking ways to protect their own assets.*



As events prior to and since Hurricane Katrina have demonstrated, disasters respect no boundaries, no religions, and no levees. From a sudden chemical spill on a major freeway to a five-alarm fire at a nearby lumberyard, or from a two-day power outage to a tornado watch near your subdivision, the message is clear: Be prepared! We may not be able to predict when and where the next disaster will occur, but we know there will be one. We can prepare for it while we have the time, resources, and commitment to do so. As a faith leader, your responsibility is not only to respond to people’s need for physical and spiritual comfort, but to minimize the adverse effects of a disaster on your organization and its operations, as well.

Increasingly, today’s faith leaders are retaining the services of risk management professionals. Risk management personnel help to analyze the level of risk and assess the potential impact of a disaster on the organization’s ability to function as a business. By assessing current operational capabilities and implementing strategies to improve readiness, these leaders are taking a proactive, comprehensive approach to safeguarding their ministries, while simultaneously “getting the house in order.”

**Florida, Mississippi, and Louisiana, August 29, 2005*

As you search through the following pages, *filling in the appropriate information*, keep reminding yourself that the need to prepare is real. Hurricane Katrina caught too many church leaders off-guard and needlessly not including folks who did not “deserve” to be at the table. More than any other natural disaster in recent times, Katrina woke us up to the reality of a church’s or organization’s *total destruction*. The church is a business and as such, it is as vulnerable to emergencies and disasters as any other enterprise. Businesses should have comprehensive emergency plans in place to safeguard employees and operations. FEMA’s guidebook, *Are You Ready?*, illustrates why preparedness is paramount:

- ◆ Disasters disrupt hundreds of thousands of lives every year. Each disaster has lasting effects, both on people and property.
- ◆ If a disaster occurs in your community, local government and disaster relief organizations will try to help, but you need to be ready as well. First responders may need to prioritize and direct their efforts toward critical or life-threatening situations.
- ◆ You should know how to respond to severe weather or to any disaster that could occur in your community. You should know how to respond rationally and factually to “bottom line” questions.
- ◆ You – the church – should be prepared to be self-sufficient for three to five days. This may mean providing for your own food, shelter, water, and sanitation needs.
- ◆ Your church facility might be damaged or destroyed. How prepared are you to set up operations in another facility? How will you communicate with staff and members of the congregation?
- ◆ Your church facility might become an instantaneous emergency shelter. People will gravitate toward your house of worship for no other reason than your building is intact and their homes may not be. Are you protected under the law to operate as a shelter? Are trained personnel available to supervise and monitor a shelter? Do you have food and water on hand to sustain perhaps dozens of people for three or more days? Are your property and equipment protected from damage or theft?

For leaders of faith- and community-based organizations, these questions are addressed by *continuity planning*, a lengthy but worthwhile process of getting the house in order. Lesson 10 addresses in detail the principles and practices of effective continuity planning. In Lesson 8, we will provide information that can be used as a checklist or converted to a template to aid in your planning. *The primary purpose of planning is to maximize your ability to respond to the needs of persons affected by disaster, and to minimize the adverse effects of an emergency or disaster on your religious organization.* It is with these thoughts in mind that the following *sample* lists of action and recovery plans were selected to assist you in getting your house in order:

Emergency Contact Information (cell phone numbers, spouses' numbers, etc.)

- ◆ Medical Emergency
- ◆ Fire
- ◆ Trustees with Financial Authorization Approval
- ◆ Insurance Information
- ◆ Valuable Document, Book, and Records Protection
- ◆ Valuable Contents



Much of the following information was taken from Guide One Insurance Company's "Emergency Action and Recovery Plans for Religious Organizations." Its purpose is to help inform your analysis of and affirm your capability for emergency preparedness. After conferring with your religious organization's leaders and insurance agents, as well as with local law enforcement, fire department, emergency medical services and others, fill in the information and compile the completed pages into a confidential handbook for personnel on a need-to know-basis.

Let a new Earth rise. Let another world be born. Let a bloody peace be written in the sky. Let a second generation full of courage issue forth; let a people loving freedom come to growth.

From "For My People," by Margaret Walker

EMERGENCY TELEPHONE NUMBERS

An emergency is any situation – actual or imminent – that endangers the safety and lives of volunteers or the security of property.

For assistance in a medical or safety emergency, call 9-1-1 or the local emergency numbers listed below:

Local Emergency Numbers

Ambulance: _____	Rescue: _____
Fire: _____	Doctor: _____
Gas Leaks: _____	Local Civil Defense: _____
Poison Information Center: _____	Local Weather Line: _____
Police (Emergency): _____	Rape/Victim Services: _____
Police (Non-emergency): _____	

Your Location's Emergency Contact List

Individuals who should be contacted in an emergency are:

Name	Cell/Work Number	Home Number
1.		
2.		
3.		
4.		
5.		

MEDICAL EMERGENCY

EMERGENCY ACTIONS - In the event of an injury or other medical emergency:

- ◆ Call designated individuals listed in Emergency Contact List.
 - Identify your location: building name, address, office/room/area
 - Describe the situation: what has happened, injuries, help needed
- ◆ Obtain or provide on-site first aid.
- ◆ Alert any necessary individuals that an emergency is occurring.
- ◆ Alert _____ (insert name) who has reference to personnel files for emergency medical instructions (e.g., person may be diabetic).

- ◆ Designated individual _____ (insert name) that should be chosen to notify family, as appropriate.
- ◆ Make sure someone is in the parking lot to direct the emergency team.
- ◆ Contact personnel at your location who is certified to administer First Aid/CPR.

FIRE

EVALUATE YOUR BUILDING:

- ◆ Type construction
- ◆ Heating system
- ◆ Fire exits
- ◆ Evacuation routes
- ◆ Elevators
- ◆ Smoke barrier system (e.g., fire doors, utility chases)
- ◆ Detection devices (e.g., heat, smoke or flame detectors, local station system)



KNOW THE LOCATION OF FIRE EMERGENCY RESOURCES IN YOUR AREA:

- ◆ Fire alarm pull stations
- ◆ Fire extinguishers
- ◆ Sprinkler system
- ◆ Emergency lighting
- ◆ Detection devices (e.g., heat, smoke or flame detectors)



You (or your designee) should develop a fire evacuation diagram for each building containing all the above items. Post this diagram throughout the building in visible, prominent locations. You, as the leader, might also take the initiative to teach and demonstrate to the congregation how to evacuate, what to focus on, and where there might be opportunities for ministry at that time.

KNOW YOUR OCCUPANTS:

- ◆ Pre-school
- ◆ Sunday school
- ◆ Day care or nursery
- ◆ Boy/Girl Scouts

- ◆ Any outside organizations who utilize your facility
- ◆ When the facility is at its greatest occupancy.

EMERGENCY ACTIONS – If a fire occurs, or you detect smoke or a burning odor:

- ◆ Pull the closest fire alarm to initiate building evacuation.
- ◆ Call 911 and report:
 - ✓ The location of the fire (address of building)
 - ✓ The suspected cause and status of the fire
 - ✓ Your name and telephone number
- ◆ **DO NOT** use elevators.
- ◆ Exit building using the closest possible evacuation route.
- ◆ After all individuals have been cleared from the area, close all doors to the immediate area of the fire to help isolate the smoke and fire.
- ◆ Use the proper fire extinguishers to fight the fire, if there is no danger to yourself.
- ◆ Follow all instructions from the fire department or police.
- ◆ Assemble outside the facility in designated areas: _____
(insert names/exact locations of areas)
- ◆ Account for all individuals once assembled in designated areas.
- ◆ ***DO NOT go back into the building. Re-enter only after the all-clear is given by the fire department.***



FIRE DRILLS:

- ◆ Conduct at regular periodic intervals
- ◆ Identify opportunities to improve current fire evacuation plan
- ◆ Identify opportunities for staff to put plan into action



ITEMS TO EVALUATE:

- ◆ Transmission of alarm
- ◆ Preparation of building evacuation
- ◆ Assembly and accounting of individuals
- ◆ Overall following of written fire evacuation plan

TRUSTEES WITH FINANCIAL AUTHORIZATION APPROVAL

Purpose: To know who in your religious organization has the authority to sign work authorizations on-site, so that work can begin without delay in case of a disaster.

1. _____
2. _____
3. _____
4. _____
5. _____

INSURANCE INFORMATION

Purpose: To notify the church's insurance company of the problem as soon as possible.

- ◆ Insurance provider: _____
Phone: _____
- ◆ Building insurance carrier name: _____
Phone: _____
- ◆ Contents insurance carrier name: _____
Phone: _____
- ◆ Insurance broker name: _____
Phone: _____

BUILDING CONTRACTORS

Provide the contact person, phone number and emergency phone number for each:

	NAME	CONTACT INFORMATION
General contractor:		
Phone emergency service:		
Sprinkler service:		
Computer maintenance:		

Elevator maintenance:		
Generator rental:		
Electrical contractor:		
Plumber:		
Glass company:		
Snow removal:		
Emergency board-up:		
Window cleaning company:		
Environmental hauling company:		
HVAC contractor:		
Building Insurance Carrier:		
Workers' Compensation Insurance Carrier:		

Who is the building engineer, plant foreperson, or chief of maintenance that has intimate knowledge of the facility?

Name _____ Phone _____

1. Is there a priority selection list of vital records, books, and documents? If yes, attach lists and make any applicable notes.
2. Who is responsible for starting the following phases of books and documents restoration?

◆ **DAMAGE ASSESSMENT**

Name _____ Phone _____

◆ **STABILIZATION: PICK OUT AND PACK OUT**

Name _____ Phone _____

◆ **RESTORATION PHASE – THE PROCESSING OF THE ACTUAL DATA TO A RESTORED AND ACCESSIBLE CONDITION:**

Name _____ Phone _____

◆ **RELOCATION – THE INDEXING, LABELING, MARKING AND RE-FILING OF RESTORED BOOKS AND RECORDS FOR USE AND SERVICE:**

Name _____ Phone _____

3. Is there any mechanical or special equipment (e.g., microfiche) used to store the information concerning these books and records? If so, are there provisions for protecting it? If yes, describe below: _____

4. Are confidential (restricted access) files and documents marked and prioritized for emergency removal? If yes, describe below: _____

VALUABLE CONTENTS

1. Are there any antiques, art work, hand bells, sheet music, or other valuable collectibles? _____

2. Who is responsible for the fate of valuables? _____

3. Are valuables insured for disaster as well as theft? If yes, describe _____

SAMPLE EMERGENCY EVACUATION ROUTES

Include below a drawing of the building's floor plan (Use a separate floor plan for each level of the building; include and label floor plans of additional buildings used). Be sure to leave a legend identifying evacuation routes, main sprinklers, fire extinguishers, emergency lighting, and the fire/alarm panel.

FLOOR PLAN SHOWING EMERGENCY EVACUATION ROUTES

Congratulations!

By supplying the information requested in Lesson 8, you have demonstrated excellence in emergency preparedness. You have compiled a comprehensive information source to use in the event of a disaster. Emergencies such as fires, smoke, water, or vandalism damage at your facility may strike without warning, but you and your congregation have the assurance that, to the best of your ability, *your house is in order!*

Immediate response in a crisis can save thousands of dollars in reducing damage. It may also allow you to resume normal business operations faster...**KEEP THIS INFORMATION IN A SAFE LOCATION ON-SITE, AS WELL AS AT THE KEY STAFF MEMBER'S HOME.** You also may require that the following information be on file with the person in charge of contingency planning for your church (or religious organization).

Developed for: _____

Religious organization: _____

Address: _____

Contact person: _____

Business phone: _____

After-hours phone: _____

This plan was completed by:

Name: _____

Date: _____

Phone: _____

Source: Guide One, *Emergency Action and Recovery Plan for Religious Organizations*, 2004.

LESSON 8 - WORKSHEET
GETTING THE HOUSE IN ORDER

Use the information in Lesson 8 and your own experience to respond to the following:

THE FACILITY

1. What would happen if your church building were severely damaged or destroyed by fire, heavy winds or flooding? Where would your congregation meet? How quickly could you arrange to hold worship services at an alternate facility?_____

2. What impact would a Sunday morning power outage have on your church? Do you have back-up generators in place? Could you operate at full capacity with generators?_____

3. Is your facility equipped to serve the emergency evacuation needs or shelter-in-place needs for elderly or disabled persons?_____

4. Is the church, itself, equipped, staffed, and financially capable of serving as an emergency shelter? Are people adequately trained to provide this function? How would hosting a shelter affect your usual activities? How long could you sustain serving as an emergency shelter?_____

THE FINANCIAL IMPACT

1. What effect would a reduction in services have on your financial viability?_____

2. For what period will your church be able to maintain its payroll?_____

3. Will your church be able to pay required maintenance and service contractors?_____

4. Does your insurance cover the building and its contents? Is your coverage current? What is your deductible, if any, and how will you pay it?_____

5. Has your mortgage been retired as in a “mortgage burning” celebration, or are you still making mortgage payments? Are you prepared to continue making these payments if your facility is substantially damaged or destroyed?_____

6. Do you carry separate flood insurance?_____

7. What would be the impact on the church if a significant number of your parishioners lost their source of income due to disaster?_____

THE MENTAL AND SPIRITUAL IMPACT

1. Provide an outline with action steps for archiving the congregation's history from its beginning to the present. Include "snippets" of local church life, history, photos, and informative tidbits to pique the reader's interest.
2. As a church leader, outline steps that you would take to restore individuals and families (emotionally, spiritually and physically) during the post-disaster period. Be sure to inform persons of their right to confidentiality.
3. What impact would losing parishioners or having parishioners lose everything they own, have on your pastor or minister? Is the shepherd prepared to answer the hard questions of Why? or Why me? _____

4. Is there a system in place to support the pastor's or minister's spiritual and mental health needs? _____

5. What would happen if the minister were to lose her or his home and/or family members to a disaster? _____

6. What special provisions have you made for elderly or disabled members who are facing disaster or death? _____

7. Have you helped those persons – men, women, and children - who are physically, emotionally, and psychologically distressed? _____

MISSION CRITICAL DATA

1. What kind of information, including financial information, is critical to the operation of your church? In what format do you keep your information? Where is it kept? Do you have back-up systems for your data and financial information? Are they kept on-site or off-site? Who has the keys? _____

2. Do you maintain an inventory of the kinds of information kept by the church and its relative importance to the church? If so, where are these records kept? _____

ASSETS

1. What are the church's most valuable assets? _____

2. What specific protections are in place to guard these assets? _____

3. Who keeps the records for Sunday school, pre-school, Bible study, etc.? These records, particularly attendance and financial transactions, might be needed in an emergency; someone other than the director might need to access these records. _____

**Special thanks to Cynthia Belton of the Metro Atlanta Red Cross, for her assistance.*

LESSON 9

FIRE SAFETY: HOW SAFE IS THE FLOCK?

Fire respects no geographic location, no religion or denomination, no historic building, no newly constructed edifice. When [fire] strikes, it is a furious leveler. Besides the obvious potential loss of a building and its contents, and the threat to its occupants, a fire can severely cripple – even obliterate – an organization’s ability to survive.

The most destructive hazard houses of worship face today is the **threat of fire**. According to the National Fire Protection Association, individuals report over 2,000,000 fires each year. Thousands of these fires occur at houses of worship – primarily churches – resulting in not only injuries and death, but also millions of dollars in damage to buildings, furnishings and equipment. Far too often, the possibility of fire is not taken seriously. The tragedy is that every year, nearly 30,000 Americans are injured and more than 5,000 killed by fire – many in fires that were preventable.



One of the most fiery (no pun intended) sermons a faith leader can preach is about the perils of fire – not the “lake of fire,” but the earthly fire caused by faulty wiring, antiquated electrical equipment and instruments, carelessness with candles and decorations, or the leading cause, arson. The Church Mutual Insurance Company provides this sober reminder: a person may deliberately set a fire to cover up another crime, such as vandalism; as an act of pyromania; for “revenge” against a person, policy, or practice; or, in some cases, for profit.

Fire prevention is the responsibility of everyone who uses the facility. Because of the utter devastation that can result from a fire, it is important that you, the shepherd, develop and employ a comprehensive approach to fire prevention that ensures the safety of the flock. A partial or short cut effort may save time or money, but can also result in property damage and loss of life. Fire prevention for houses of worship begins with a fire safety plan, including arson prevention. A fire safety plan can substantially reduce or remove the likelihood of fire, making it well worth the effort in both the short- and long-run. The risks of not planning include preventable damage, increased liability, negative publicity, and unnecessary personal injury and death.

THE NATURE OF FIRE

Fire is a chemical reaction, the result of certain chemical elements being present in the same place at the same time. A carbon-based material (fuel) mixes with air (oxygen) and then meets a source of heat that produces combustible vapors. If the vapors come in contact with a source of ignition (heat), a fire starts. Fire is the result of the interaction of three elements:

- ◆ Fuel: may be a solid, liquid, or gas
- ◆ Heat: required to elevate the temperature of fuel to its ignition point
- ◆ Oxygen: most fires will burn vigorously in an atmosphere of 20% oxygen.

These three elements make up the *fire triangle*. If any of the three is missing, or is taken away, fire will not occur or will extinguish. A fire can start as a slow growth with a long smoldering period, or it can grow quickly with little or no smoldering time. Once visible flames appear, the fire's destructive force is unleashed.

The Red Cross' Fire Prevention and Safety curriculum points out that heat from a fire exceeds anything to which a person is normally exposed. A fully developed room fire has temperatures over 1,100°F (593°C). In a room where the fire has reached the flaming stage, heat levels rise very quickly, first along the room's ceiling, coming in contact with hot gases that then ignite and migrate throughout the entire room. These super-hot gases will spread over the area like a broiler, igniting everything in their path. The fire spreads quickly by penetrating walls and ceilings and escaping through open doorways and open hallways, until every room is engulfed in flames. The large hallways and open meeting spaces in most churches, temples, and mosques render them particularly susceptible to fires. The shepherd or designated leader should work with an insurance agent and a fire safety official to identify and either contain or discard combustibles and heat producing materials stored anywhere on the property.

With its speed and the totality of its destructive forces, fire represents a great threat to religious properties and their contents. Vandalism, while damaging, can be repaired. Stolen objects may be replaced or recovered. A building or object destroyed by fire, however, is lost forever.

FIRE HAZARDS TYPICALLY FOUND IN HOUSES OF WORSHIP:

- ◆ improperly lubricated fan motors and worn drive belts
- ◆ frayed or physically damaged wiring
- ◆ electric lights and candles in close proximity to fabrics and paper
- ◆ unattended coffee makers and cooking equipment, which are in use
- ◆ worn, frayed or improperly used electrical extension cords
- ◆ overloaded electrical circuits
- ◆ improperly maintained or malfunctioning heating, ventilating and cooling equipment
- ◆ office equipment or machinery left running continuously
- ◆ faulty furnaces and stoves
- ◆ misuse or misplacement of holiday decorations.



Source: “An Introduction to Fire Safety,” Nick Artim, Virgo Publishing, 2006.

MINIMIZING THE RISK OF ARSON

Unfortunately, arsonists frequently target houses of worship. Many use vandalism and cover-up to conceal the cause of the fire. Though you cannot eliminate the risk of arson, you can take steps to substantially reduce its likelihood:

- ◆ Maintain adequate exterior lighting to eliminate hiding places.
- ◆ Use motion detection lights to alert neighbors of activity.
- ◆ Put interior lighting on all sequential timers to give the impression of occupancy.
- ◆ Trim or remove bushes that block the view of possible entries to the building.
- ◆ Trim tree branches that might allow second story access.
- ◆ Store ladders properly so that they do not allow access to your roof.
- ◆ Install deadbolt locks with a minimum 1” throw on all outside doors (if building codes permit).
- ◆ Keep all doors (including interior doors and closets) locked when unattended.
- ◆ Install locks on all basement, ground floor, and second story windows.
- ◆ Make sure valuable items are not visible from the outside.
- ◆ Keep track of keys, both metal and electronic. Change locks and codes periodically.
- ◆ Remove and secure gasoline and other fuel sources from inside and around your building.

- ◆ Request patrols by police, especially if there has been arson activity in your area.
- ◆ Establish and participate in a neighborhood watch program.
- ◆ Notify law enforcement of suspicious activity – do not confront suspects yourself.

FIRE PREVENTION FOR THE HOUSE OF WORSHIP

Consider fire prevention an ongoing emergency preparedness priority. Take a quick tour of your building(s) each month, looking for places where a fire might start. Take note of potential dangers, e.g., an overloaded electrical socket or a pile of rags, and remedy the situation immediately. Use the items below as a checklist for structural and housekeeping hazards that can make your place of worship unnecessarily vulnerable:

STRUCTURAL

- ◆ All exit doors should open outwards, with no locks or fasteners to prevent free escape from inside the building.
- ◆ Keep exits free of obstructions –children, signboards, luggage, etc. – at all times.
- ◆ Mark all exits with lighted exit signs.
- ◆ Have any remodeling, additions, or repairs inspected by the fire marshal for compliance with applicable fire codes.
- ◆ Make sure contractual workers, e.g., repairs, remodeling, painting, etc., are following fire safety procedures. Blowtorches, painters' rags, and roofers' pots are hazards.
- ◆ Have your furnace cleaned and professionally inspected once a year. Late summer or early fall is the best time – before the heating season begins.
- ◆ Be sure the walls and ceiling of the furnace room are lined with a fire-resistant material such as concrete block or fire code sheet rock.
- ◆ Be sure the furnace room door is lined with a fire-resistant material or if not, replace it with a UL-approved fire door.
- ◆ Keep the furnace room door closed at all times. If you have a counter weight closure, enclose it in a shaft.

HOUSEKEEPING

- ◆ Be careful with combustible decorations – especially around holidays. Keep paper and cloth decorations away from light bulbs and other sources of heat or flame.
- ◆ Use candles in your services only when ritual prohibits any substitute. Otherwise, use candle-type light bulbs. A bit of the symbolic nature is lost, but a large measure of safety is gained.

- ◆ Check the organ or electric keyboards to make sure they are turned off. If left on, the motor can overheat or short out, causing a serious fire hazard.
- ◆ Most houses of worship are smoke-free. However, if yours permits smoking, designate a special area for it, and provide an adequate number of safety-type ashtrays. Check ashtrays frequently for smoldering ashes or matches.
- ◆ Clean up debris from social gatherings on the same day and place in proper receptacles outside the building.
- ◆ Do not store rags or other combustibles in the heating room or furnace room.
- ◆ Do not keep any gasoline or gasoline-operated equipment on your premises, unless it is in a well-vented, fire-resistive enclosure.
- ◆ Keep kitchen ventilating hood filters clean and free of grease.
- ◆ Maintain stove burners in good condition. They should ignite as soon as the gas is turned on. If they do not, call the gas company. Do not attempt to “fix it” yourself.

ELECTRICAL

- ◆ Check your fuse box to be sure you are using the proper size fuse for each circuit and that circuits are identified on the fuse box cover.
- ◆ Inspect all electrical cords and extension cords currently in use. Replace any frayed, cracked, or dried out cords.
- ◆ Make sure all junction boxes and switch boxes are properly covered.
- ◆ Check all major appliances – refrigerators, water coolers, stoves, air conditioners, freezers, etc. – for proper connections and grounding.
- ◆ Make sure all wall sockets and light switches are equipped with faceplates.

EXPOSURE FIRES

A number of things can cause exposure fires – fires that originate outside and spread to your building. Certainly, the fire that spreads to your building from another building is a circumstance beyond your control, but you can help eliminate the most common causes of exposure fires with the practical suggestions below.

- ◆ Inspect your lightning rod system to make sure rods are properly in place. Wires should run unbroken to the ground, attached to ground rods sunk eight to ten feet into the ground.

- ◆ Be careful when raking leaves, grass, or trash. Do not burn anything near your building or in the presence of hazardous conditions such as high winds.
- ◆ Make sure your roof is fire-retardant.
- ◆ Keep the grounds clean and free from piles of leaves or rubbish.
- ◆ Remove bird's nests from chimneys or steeples. You can prevent birds from rebuilding by attaching wire mesh across openings.
- ◆ Keep chimneys clean, free of soot and other obstructions.

FIRE EXTINGUISHING EQUIPMENT

A fire extinguisher is a basic tool in fighting small fires. You should have one for every 2,500 square feet, with a minimum of one extinguisher on each level of your building. Consult your local fire department to see what local laws require. Fire extinguishers are classified by the types of fires on which they are effective:

Type A Extinguishers: for ordinary combustibles such as paper, wood, cloth, or trash.

Type B Extinguishers: for flammable liquids such as gasoline, paint, oil, tar, and grease.

Type C Extinguishers: for use on electrical fires, including electrical equipment, motors, switchboards, wiring, and other electrical apparatus.

Type K Extinguishers: for use in kitchens on combustible cooking media.

- ◆ Place extinguishers in conspicuous, easy-to-reach locations. There should be no more than 75 feet of travel to reach an extinguisher.
- ◆ The top of any heavy extinguisher should not be more than five feet above the floor.
- ◆ Operating instructions should be clearly legible. If an extinguisher is in a cabinet, place it so that the instructions face outward.
- ◆ Employees and others who are regularly in your building should be familiar with operating instructions so no time is spent reading them during a fire.
- ◆ A trained person should inspect extinguishers monthly. Keep a record of inspections.
- ◆ Take corrective action if there are any signs of tampering or damage.

- ◆ Have a professional inspect or recharge each extinguisher annually, and hydrostatically test them periodically. Each inspection, recharge, and test should be noted on a tag attached to the extinguisher.

If you are wondering which extinguisher to purchase, Church Mutual Insurance Company recommends the use of Class A-B-C extinguishers throughout your facility, except in kitchens. Class A-B-C extinguishers are versatile; they are light, easy to operate, and can be used on three classes of fires. For your kitchen, provide a Class K extinguisher. It should be mounted near a kitchen exit and within 30 feet of cooking appliances, but not in the immediate area above or around them.



As the shepherd, one of the most important steps you can take is to make your whole congregation aware of the threat posed by fire.

FIRE DRILLS

Your congregation should have a plan to follow – which they have practiced at least once! – in case of fire. It is not enough for one or two persons to know the instructions for an emergency evacuation. Write out your fire exit routes, distribute them to your members, and post them on bulletin boards throughout your building(s).

To ensure readiness for an emergency evacuation, the congregation should simulate a fire-caused evacuation, otherwise known as a fire drill, at least once a year. Make sure all exits are clearly marked. Even when a plan is in place, some people may panic, which, in a worst-case scenario, could lead to a stampede in which children, elderly persons, and people with disabilities could be seriously injured or killed. Do not wait for a fire to practice a fire drill.



EARLY WARNING SYSTEMS

Early warning systems range from battery-operated smoke detectors to hard-wired central station alarms, and several in between. Examine several types to find the ones that fit your needs. All of them provide valuable warning in case of fire.



As a minimal protection for people in your house of worship, install smoke detectors throughout your building(s). Smoke detectors are preferred over heat detectors except in areas where heavy dust or other air particles would cause frequent false alarms. Clean and test your smoke detectors regularly. Because batteries weaken over time, replace them as recommended by the manufacturer, or at least once a year.

IF A FIRE SHOULD OCCUR

1. Warn everyone to leave the building.
2. Have someone call the fire department (9-1-1).
3. If it is a small fire, contained to the area where it started, use the nearest fire extinguisher, making sure it is the proper type. With your back toward a safe escape route, aim the extinguisher at the base of the fire and sweep from side to side. Discharge the entire contents of the extinguisher.
4. If you have the slightest doubt whether or not you should attempt to fight the fire – get out! Let the fire department handle it – they are the professionals.
5. If you have chosen not to fight the fire, conduct a head count once safely outside. See how many people are accounted for. **DO NOT RE-ENTER THE BUILDING.** Let the fire department conduct rescue operations for any missing people.
6. Have the fire department call an ambulance for anyone injured.
7. As soon as practical, contact your insurance agent. This will help you get the fastest, fairest settlement of medical claims and property damage.

LESSON 9 - WORKSHEET

FIRE SAFETY: HOW SAFE IS THE FLOCK?

Use the information in Lesson 9 and your own experience to respond to the following:

1. What three elements make up the “fire triangle”? How does knowledge of the fire triangle help in reducing the risk of fire at your house of worship? _____

2. What conditions inside the house of worship are conducive to the spread of fire? _____

3. What is arson? How can leaders reduce the risk of arson in the house of worship? _____

4. Describe the different types of fire extinguishers. How should they be stored? _____

5. How often should a congregation practice an emergency evacuation? Why? _____

6. What fire safety measures should be in place for infants and small children, and for mobility-impaired, blind, deaf, or persons who are otherwise disabled? _____

7. What acts of carelessness in the house of worship can contribute to a fire? _____

8. You have just taken a walking tour through your church building and noticed several areas that could be considered a fire hazard. Compose a letter to your pastor, alerting her or him to what you saw. Offer suggestions or strategies that she or he might use to reduce or eliminate the problem areas. Volunteer to help resolve this critical situation.

9. For the Christmas season, the Decorations Committee is compiling a list of decorations for the sanctuary, including candles, garlands, wreaths, and, of course, a tree. Sister Ruth, committee chair, has asked you for recommendations of what to purchase. Advise Sister Ruth on what decorations to purchase, as well as how to use and store them safely.
10. The local fire department suspects that a recent string of church fires is the work of an arsonist. With your staff, discuss the measures you can take inside and outside your church building to reduce the risk of arson? _____

The preferred fire is the one that never happens.

LESSON 10

CONTINUITY PLANNING FOR THE HOUSE OF FAITH

“Plan ahead; it wasn’t raining when Noah built the Ark” is a popular one-liner circulating through e-mail. Such wisdom is unquestionably warranted when it comes to emergency preparedness. History is replete with accounts of individuals who had knowledge of impending disaster but chose not to prepare, not to heed the “handwriting on the wall,” as it were. If given advance warning of disaster, would you prepare? If a



fire threatened to destroy half of your sanctuary, is there a plan in place to aid the recovery of victims and assess the extent of the damage? Who will identify an alternate space for worship? Who would locate furniture and equipment and construct makeshift offices? What measures have you developed for your church building to assess risks and thus mitigate the impact of a disaster?

In Genesis 12, God gave Noah advance warning that a great flood was imminent. God also instructed Noah to build an ark and allowed him sufficient time to build the ark and load the cargo, according to the Creator’s specifications. Because he had a plan, Noah was able to build an ark that would withstand the flood and keep its inhabitants safe and dry. As leaders amid today’s unpredictable political and geophysical climate, you and your church can be at risk from both anticipated and unanticipated hazards, including chemical, biological, radiological, explosive, transportation accidents, fires, floods, earthquakes, mudslides, hurricanes, tornadoes, snow storms, power outages and more. This means that you, the shepherd, will need to plan ahead as Noah did, and for the same reasons: to mitigate impact, safeguard property and save lives.

In order to maintain essential church operations before, during, and after a disaster, the church can develop a comprehensive plan using the “business continuity planning,” or BCP model. This strategy is becoming increasingly popular as more businesses respond to the need for risk management, emergency preparedness, and disaster recovery. For our purposes in this lesson, we will appropriate the concept of business continuity planning for the local church, and re-name it “church continuity

planning,” or CCP. Regardless of the size or complexity of the institution, the CCP is a vital emergency preparedness activity. Using our appropriated title, a definition follows:

Church Continuity Planning (CCP) *is a process that enables church leaders to develop a plan to show how the church will resume partially or completely interrupted critical functions within a specified time following a disaster.*

The purpose of the CCP is to ensure the coordinated use of the church’s resources to accomplish the following:

- ◆ Maximize the protection of life, property, and records.
- ◆ Provide for the continuity of your church’s leaders and staff.
- ◆ Provide for the continuity of your primary services.
- ◆ Provide medical treatment and sustain survivors and victims.
- ◆ Repair essential facilities and utilities to return to normal operating conditions as quickly as possible.
- ◆ Save the lives and provide for the health and general welfare of the members of your church.
- ◆ Minimize the effects of a disaster upon facilities, equipment and supplies.
- ◆ Develop and maintain a capability of self-help at the church.

As you develop your CCP, keep in mind that in a disaster, you will need to be ready not only for major disruptions to computerized (IT) functions and general services, but also for the complications that arise for persons with special needs, such as infants and persons with disabilities.

The creation and maintenance of a viable Church Continuity Plan is no small undertaking. It is a complex process that requires time, knowledge, commitment and financial resources. In exchange, if you are struck by a disaster or emergency, your investment in emergency preparedness will pay lifesaving dividends. A Church Continuity Plan should examine and incorporate the following steps:

Step 1 - Church Impact Analysis

Step 2 - Risk Assessment

Step 3 - Risk Management (Implementation)

Step 4 - Risk Monitoring (Maintenance)

STEP 1 – CHURCH IMPACT ANALYSIS

The Church Continuity Plan begins with an **analysis** of the potential impact of each type of disaster that is likely to strike your geographical area, e.g., flood, wildfire, tornado, hurricane, etc. Find out from your local Emergency Management Agency (EMA) what hazards you can expect to strike your geographical area. Be candid in your assessment, not overlooking landscape variations, land elevations, and buildings with structural integrity. The impact analysis will reveal the impact of a particular disaster on your ability to operate “business as usual.” In this phase, you will identify the potential impact of a given disaster on all church operations, as well as identify critical church functions, including those in restricted or secured areas, and the human and financial resources needed to maintain them.

STEP 2 – RISK ASSESSMENT

A **risk assessment** will include a prioritizing of potential disruptions based on severity and likelihood of occurrence, as well as an analysis of threats based on the impact on the church, its congregation and its services. Role-playing this segment will provide a graphic representation of “real” life, and at this stage, leaders may simulate various disruption scenarios in order to evaluate preparation, readiness, and response times.

A critical component in the risk assessment phase is **vital records protection**. Van Carlisle’s article, “Preparing for disaster: Vital records protection for churches,” defines “vital records” as *records containing information essential to the survival of an organization in the event of a disaster*. For religious institutions, these records might contain fundraising accounts, membership records, financial transactions, contracts, historical books, church memorabilia, income and other tax files, deeds, payroll accounts, and personnel records. It may be more practical for a church to separate and store historical archival data – e.g., marriage, birth, and death records – from currently used data considered essential for day-to-day operations of the church.

The National Church Arson Task Force’s booklet, “Church Threat Assessment Guide,” advises churches to duplicate documents, computer disks, and records stored at the church. Include a complete inventory of furniture and equipment, with serial numbers and value, and store these duplicates at an alternate location. Update them periodically as you accumulate additional data. The widespread damage by Hurricane Katrina, stretching across three states, prompted some church leaders to sacrifice style for practicality in storing vital records by purchasing fire-rated vaults, safes and file cabinets,

since standard metal file cabinets and standard metal safes do not provide adequate protection from fire and water.

Some leaders utilize a dual approach in record keeping. They store data and records on-site, with back-up storage at a remote, or even out-of-state, facility. The decision makers in this process should thoroughly research, rate, and price any method for storage and retrieval of vital records. As decision makers, in addition to selecting the best equipment, you will also need to determine the most effective media for recording and storing data: disks, cassettes, CD ROMs, DVDs, microfiche, microfilm, optical disks, magnetic tapes, photographic materials, or other forms.

STEP 3 – RISK MANAGEMENT

The risk management segment implements the plan and addresses how critical church functions, i.e., information technology, administration, communications, support services, in-house enterprises, financial transactions, media, etc., will be restored. Because the primary purpose of the CCP is to restore the church's *business* operations, you will need to consider information technology (IT) in particular, and church-wide business functions in general. The CCP should be periodically re-evaluated and revised according to changes in processes, personnel, and technology. The CCP should identify all staff and volunteers, as well as vendors, suppliers, and contractors. Should these service providers become inaccessible during an emergency, the CCP should include provisions for maintaining these services, if possible. This phase also addresses the loss and replacement of key personnel.

STEP 4 – RISK MONITORING

In this phase, church leaders will test the plan, train employees on their role in its implementation, and establish a process for an independent audit review, as well as a plan for periodic updates of the records.

The massive amount of company records either incinerated or found floating around the streets of New York City after the World Trade Center attack was a wake-up call to organizations – religious and secular – to provide for the continuity of each one's business, services, and personnel by developing a continuity plan. It will ease whatever decisions and transitions you, as leader, might have to make in the face of disaster.

A thorough CCP effort should result in the publication of a comprehensive, written plan (manual) that has been pilot-tested, revised, audited, and made available to the congregation through a church-wide training initiative. Every person should be aware of how the plan is to be implemented and what his or her role is in it. Disasters and emergencies do happen – all the time; the question is not “if” but “when.” So emergency preparedness is an activity that we should integrate into our lives in the same way we check our smoke alarm batteries when we adjust our clocks for Daylight Savings Time. These same activities need to be integrated into the fabric of religious organizations, so that emergency plans are not only created, but regularly reviewed, rehearsed, practiced, evaluated and revised. To paraphrase Mr. Carlisle, “The key is for church officials to plan and develop a vital records protection strategy now, because once in the throes of a disaster, it will be far too late.”

LESSON 10 - WORKSHEET

CONTINUITY PLANNING FOR THE HOUSE OF FAITH

Use Lesson 10 and your own experience to respond to the following:

1. Explain the concept of storing the church’s vital records in a safe place 25 miles away, and the rationale for doing so. _____

2. The author suggested separating archival data and records from data being currently used in day-to-day operations. Why would this system not work for everyone? _____

3. If your sanctuary were partially destroyed by fire, heavy winds, or flooding, where will your congregation meet? How quickly can arrangements be made for congregants to continue their worship and service? _____

4. What impact would a major power outage have on your church building? Do you have back-up systems in place for power restoration? _____

5. Is your church facility equipped, staffed, and financially capable to serve as a shelter? Are people trained to provide this function? How would this service affect your regular activities? Who is the person identified to lead this effort? _____

6. Are you still making mortgage payments on your facilities? Are you prepared to continue to make these payments in the event of facilities damage or destruction? _____

7. What system is in place to provide for the pastor’s spiritual and mental health needs? _____

8. What are the church's most valuable assets and what protections are in place to safeguard them?

9. As senior pastor, call a meeting of your administrative board to begin the conversation that will lead to the establishment of a Church Continuity Plan.

10. Dramatize this scenario: A significant number, 62%, of your congregants lost their source of income due to a current weather disaster. They come to you – the shepherd – your church is their temporary refuge. They ask for cash, food, water, gas cards, transportation, clothes, telephones, medical care and household goods.

You know these persons well. The Red Cross and Disaster Relief are on the scene. Now, imagine that some persons are frauds (they do not need financial assistance), one is sick and bleeding heavily, many are in various stages of shock and grief, some have injuries that need medical attention, one is about to deliver a baby, and children without parents seem to be everywhere, running, playing, and screaming.

What is your approach to this scene? How do you establish order? By what means will you determine real needs? Will you keep records? If so, what records will you keep? How will you provide assistance to those who have legitimate needs? How do you address the persons you suspect are frauds? _____

LESSON 11

WHEN THE SANCTUARY BECOMES A SHELTER

"Never in my wildest dreams or imagination did I think this could happen!" These words spilled with excitement from Lettie Nelson, 93, the oldest member of St. Stephen Community Church. Ms. Lettie was peering out the window at the 6ft. snow bank now resting against St. Stephen's ornate sanctuary doors. Snow fell on the ice-covered lawn, impeding access to the building's entrances and exits. The snow formed a cascade of ice-drops, creating a wall that virtually imprisoned the folks inside.

The National News Service reported four deaths thus far from the blizzard paralyzing the city. Emergency personnel were having a tough time negotiating their way through ice and snow banks. Almost no one is on the street; everyone is seeking shelter somewhere. In response to the worst ice storm he has ever seen, the Rev. Seth Richards, senior pastor, has just completed converting St. Stephen's acclaimed sanctuary into an emergency shelter, cots, pots, "johns" and all. Mrs. Nelson blessed the work with an enthusiastic, "I believe that's what Jesus would have done!"

-Mrs. Lettie Nelson, 11/2005

During the ravages of Hurricane Katrina, many church leaders did what Rev. Richards did; they spontaneously opened their hearts and their doors to survivors of that monstrous disaster. While the intentions were sincere, many of these leaders knew little about operating a shelter. How do you maintain sanitation when dozens of people must use two or three bathrooms? How do you maintain security when virtual strangers wander in and out of offices, or up and down the stairs? How do you maintain order when guests come and go at all hours, or when they leave personal belongings – magazines, paper, pens, blankets, books, shoes and socks – lying about? In other words, how do you operate a shelter?

Some of these issues are addressed in "Shelter from the Storm: How to Establish an Emergency Shelter," by Eric Spacek. The author reinforces the call to emergency preparedness with this advice: "Establishing a game plan long before disaster strikes will reduce risk and help ensure safety for staff,

members, volunteers and those being sheltered, particularly if your congregation wishes to provide overnight occupancy."

As the person assigned to supervise the emergency shelter project, you may have already experienced the process of converting a sanctuary into an emergency shelter. Depending on the severity of the emergency or disaster, some rules and restrictions may be temporarily relaxed or suspended. Planning *before* the emergency arises means that you will have already completed many of the tasks described below:

I – THE PRELIMINARY STAGE

Develop your emergency shelter plan with these preliminary inquiries in mind:

- ◆ **Set realistic goals.** Be honest with yourself about the human and material resources available to you. Establish a shelter management team of persons who understand the enormity of the enterprise and are committed to it.
- ◆ **Find out the requirements for operating a shelter in your location.** Information regarding minimal requirements is generally available from county offices or your local Red Cross. Find out everything you can about these requirements, e.g., shower and toilet facilities; be realistic about your ability to adhere to them.
- ◆ **Consult with local fire department about maximum occupancy.** Generally, allow space of 45-60 sq. ft. per occupant, and one toilet for every 16 persons.
- ◆ **Clarify with local officials' expectations for supplying food, water, and other supplies to guests in the shelter.** Is your church expected to supply food and water? If so, make sure you can obtain adequate food and beverages, especially drinking water, and that you have sufficient personnel to distribute the items.
- ◆ **Plan ahead for evacuation of the shelter.** The church staff, volunteers, guests, and support personnel must know the person and the procedures to follow in the event of a fire or other emergency.
- ◆ **Know how to assist persons who contract a communicable disease, or who require serious medical attention.** Collect as much information as you can on the Registration Form so that you will know something of the person's background. Call your local health clinic and the emergency medical service for advice on the appropriate steps to take.

II – THE STARTING STAGE

Complete these important tasks prior to allowing persons to occupy the shelter:

- ◆ **Establish oversight and supervision of the building and occupants.** Hire persons with experience in shelter management to supervise the shelter. If necessary, use church volunteers in

support positions. A supervisor should always be onsite, and at least two volunteers should be awake to monitor activity.

- ◆ **Control exits and entrances.** Clearly mark all exits and entrances. Guests should be able to get in and out of the shelter without obstructions. Monitor entrances and exits. Guests should not have access to other areas of the building, nor should they invite non-residents into the building, except at times designated by the supervisor.
- ◆ **Establish shelter hours.** You set the hours of operation. There should be an evening curfew, or a time after which guests may not enter the building. Consider hiring additional personnel to secure exterior of buildings and parking lots.

III – THE INTERMEDIATE STAGE

It is vitally important that you and your team establish, display and enforce all rules, without exceptions. Guests should know the consequences of inappropriate behavior. Maintaining order will help keep the shelter clean, safe and comfortable for everyone.

Sample Emergency Shelter Rules

- Alcohol and illegal drugs are not allowed on the premises.
- No weapons of any kind are allowed on the premises.
- Violence and verbal abuse will not be tolerated.
- Guests will not be permitted to enter the shelter after 10pm.
- “Quiet Hours” (for sleeping, reading, or quiet pursuits) are 11pm-6am.
- Smoking is not allowed in the building at any time.
- Children must be with a parent or guardian at all times.
- Guests must monitor their belongings and clean their living areas daily.
- Guests may feel free to stay in the building and use the designated areas.
- Guests may use other areas of the building, such as laundry room, as indicated.
- Guests may not use candles, lanterns, oil lamps or open flames in the building.
- Special arrangements can be made for guests with a certified service animal.
- Guests are expected to assist in keeping the common areas clean and neat.
- Unlawful activities or unruly behavior will not be allowed in the facility.
- Persons who violate any of these rules will be asked to leave the shelter.



Other questions you may want to answer: Does our insurance coverage allow for sheltering individuals? What are the risks and liabilities of operating an emergency shelter? Can guests bring family, friends, and others into the shelter? Are there disciplinary rules for children and parents? Are there secure storage areas for bicycles, motorcycles, or other motorized vehicles? Will guests be able to use the shelter's address to send and receive mail?

IV – THE IMPLEMENTATION STAGE

As indicated earlier, it is wise to develop your plan before the need for it arises. It is difficult, if not impossible, to do organized, rational planning under emergency conditions. When you are ready to open the shelter, begin the following process:

- ◆ **Make safety the first priority.** In attempting to do the greatest good for the greatest number, bear in mind that safety is the first priority. As you develop guidelines for guests, help them understand that their safety is your chief concern. Enlist their support in ensuring that children and adults understand the policies and are willing to adhere to them. Outside the facility, remove any broken glass, fallen tree limbs, large rocks, etc., that could conceivably cause harm to guests and staff.
- ◆ **Request a registration form.** Make certain that all guests 1) complete a registration form, 2) sign out and in whenever they leave the premises, and 3) furnish you with the name and other information of an emergency contact person. Handle persons who have no identification on a case-by-case basis. Such persons may have to be referred to another location.
- ◆ **Request a form of picture identification.** To the extent that you can, insist that each person furnish you with an acceptable form of ID (driver's license, passport, state ID card, employee picture ID badge, military picture ID, etc.). If not, someone you trust must vouch for the person's identity. Take a balanced approach: most people will be honest and trustworthy. On the other hand, under desperate conditions, people will not always be honest or truthful. Be careful.
- ◆ **Explain meal service.** Meals should be prepared and served under the supervision of persons trained and certified in food safety. Use your emergency food service plan to determine how, where and when to serve. Follow standards for covering the hair, using gloves, and touching food with your hands. Agree ahead of time on the size of portions and the cut-off time for serving guests. For food safety, use standard procedures for preparing, serving, and storing food and equipment.
- ◆ **Provide adequate sanitation.** Even under ideal conditions, trash will accumulate. Monitor the daily trash collection. Assign persons (a rotating duty?) to collect trash in all occupied areas.

Discourage guests from leaving food in wastebaskets. In addition, make sure you follow sanitation procedures for bedding, restrooms, showers, and garbage removal.

- ◆ **Monitor walking surfaces.** In snow and ice storms, keep walking surfaces covered with sand, gravel, or other traction-producing material. Clear sidewalks of debris and remove any hazards – rocks, glass, metal – that could cause someone to trip, slip or fall.
- ◆ **Protect children.** Make the shelter “child-proof” to the extent that you can. Appeal to parents to watch the hands of little ones. Eliminate or control any nuisance hazards, such as large boxes or open holes that might pique children’s curiosity.
- ◆ **Document special needs.** Most elderly persons are capable of handling their own needs. For those who do need assistance, the support team should be ready with an AED unit, wheelchairs, walkers, crutches, or just an arm to hold as they walk. Plan for the special needs of infants, small children, and persons with other limitations. Ask a staff member to review the *Americans with Disabilities Act* (ADA, 1990), to know what accommodations are required by law.
- ◆ **Secure medical treatment when needed.** To serve persons who need medical treatment, it is important that you assist in getting them to the proper medical facility. If there is no medical doctor or nurse present, choose a partner and conduct triage (determine medical priorities based on the urgency of the condition), perform first aid where necessary, and oversee injured persons getting to a clinic, hospital or other treatment facility.

The shepherd of the flock may have his or her own ideas about operating a shelter. Regardless of which plan is implemented, the end result should be the same: providing a warm, dry, safe shelter from the storm for those who need it.

LESSON 11 - WORKSHEET

WHEN THE SANCTUARY BECOMES A SHELTER

Use the information in Lesson 11 and your own experience to respond to the following:

1. Can your sanctuary be *quickly* transformed into a shelter? What interior structural adjustments, if any, would have to be made? For how many people could you provide shelter? Are you more equipped to accommodate a population of the same gender? Could your emergency shelter accommodate men, women, and children? _____

2. Why should faith leaders plan ahead to convert a sanctuary into a shelter? What are the benefits of advance planning? What human and material resources are available to help support your emergency shelter? _____

3. Where would you store the church's Disaster Supplies Kit so that it could be easily retrieved when needed? _____

4. Which agencies in your community would you call to learn about allowances and restrictions in establishing an emergency shelter? _____

5. What precautions can reduce the risk of personal injury to persons being sheltered? _____

6. It is possible that someone in the population being sheltered might spill a beverage on the carpet, badly scratch a piece of furniture, or break an antique framed art piece or other religious memorabilia. Would the thought of probable serious damage prevent you from sheltering people? Why or why not? _____

7. What are some suggestions to help people maintain personal privacy in a shelter? _____

8. What role should spirituality play in your interaction with guests? How would you provide for the spiritual growth of those who seek worship and spiritual guidance? _____

9. Before your next staff meeting, take a few minutes to visit your sanctuary. Imagine that you see a shelter where dozens of people are moving about. Discuss this vision with staff members and get their feedback. What if sheltering became necessary? Are you (and your staff) prepared?

10. What inspirational passages from the Bible (or other sacred writings) can you identify to help bring comfort and peace to persons displaced by weather disasters? Write them down in poster format, or use a software program to design them with a beautiful font and graphics. Place them on the walls or distribute them at an appropriate time. _____

LESSON 12

THE SHEPHERD AND PERSONS WITH DISABILITIES

More than two years after terrorist attacks focused national attention on the importance of planning ahead for disasters, Americans with disabilities remain insufficiently prepared and are anxious about their safety...



Millions of Americans are limited by physical, medical, sensory or cognitive disabilities. For many, emergencies and disasters can present formidable challenges, exacerbating the “normal” tests and trials they face in day-to-day living. Yet, it is critical that persons with disabilities plan ahead for disasters, because planning can mean the difference between life and serious injury, or worse. The disabled person may have close family, friends or attendants who may come to his or her aid in an emergency. However, the reality is more likely to be that the disabled person, to the extent that he or she is able, must be self-reliant, i.e., assess his or her needs, create a personal support network, and assemble a Disaster Supplies Kit. The National Organization on Disability (N.O.D.) commissioned the 2004 Harris survey that generated the above finding. N.O.D.’s president, Alan A. Reich, lauded recent improvements in workplace preparedness while simultaneously issuing this sober reminder: “With thorough planning, those of us with disabilities will have a good chance of survival with the interruption to our lives minimized. Without it, we are at particular risk in the chaos...”

You’ve heard it a dozen times, and it is true: emergencies and disasters can strike anywhere, anytime, and often without warning. You could be forced to evacuate your residence, to exchange the custom-built, physical accommodations of your home for a cot in an emergency shelter. Or, a disaster could force you to remain in your home, perhaps for several days. What plans have you made to ensure your safety? What if you are not at home when disaster strikes? How will you contact your family, your doctor, your shepherd (pastor), your personal caregivers, your loved ones? Local rescuers or law enforcement may not be able to get to you for hours, even days, but you will cope better than most because you will have prepared for these eventualities. This lesson will insist that you get ready and be ready for whatever might come!

KNOWLEDGE IS POWER

Emergency preparedness is one area of our lives where knowledge is power. Knowing what to do in an emergency is not only your best protection, it is also your responsibility. A good resource is N.O.D.'s brochure, "Prepare Yourself: Disaster Tips for People with Disabilities." This sensitive, practical guide encourages self-reliance and disaster readiness. For many persons, the first action item on the agenda is prayer. People regard spiritual nurturing as important, if not more so, as physical nourishment. With your spiritual foundation secure, continue the quest for knowledge that will better prepare you for disaster: research, read, review and surf the Internet.

Ask your shepherd (pastor) for hymns, gospel music and other worship resources you can keep with you. Keep your own back-up audiotape or CD collection in your kit, along with a tape/CD player and extra batteries. Visit the "emergency preparedness" or "disaster relief" or "disaster readiness for people with disabilities" websites, and those of religious and secular organizations. Print articles, charts, lists, or other materials you find helpful. If you can, compile them in a binder so that you can share them with others who face daily challenges. Be sure to include inspirational materials, as well: songs, chants, litanies, poems, stories, proverbs, verses, "one-liners," jokes, and quotes. Do not forget that many organizations offer materials in large print, Braille, or in audio tape, video tape, CD or DVD format.

Individuals with disabilities can decrease the impact of a disaster by taking steps to prepare BEFORE an event occurs.

YOUR PERSONAL SUPPORT NETWORK

Organize a personal support network of friends and family members (a "self-help" team) who can get the resources you need to help you cope with a disaster. Have a network of at least two or three people at each place where you spend much of your time. These are people you trust, people who can get to you within minutes if you need them, people who can check on you to see if you need assistance. Assess your personal needs and your resources for meeting them. Write out your capabilities or record them on a cassette that you can share with your network. Be sure you have an out-of-state contact person, in case local phone lines are down but cell phones are still operative.

As you are compiling lists and packing supplies, be mindful, if applicable, of your spiritual needs. Do not overlook the resources that your church or religious organization can provide: shelter, food, water, communication system, comfort, inspiration and hope.

Identify the resources you regularly depend on and determine how a disaster might affect your use of those resources. For example:

- ◆ Do you use communication devices?
- ◆ Do you regularly use public transportation or other accessible transportation?
- ◆ Do you receive a regular and crucial medical treatment, e.g, dialysis?
- ◆ Does someone help you with personal care, i.e., bathing and getting dressed?
- ◆ Do you use electricity-dependent facilities?
- ◆ Do you use a service animal, e.g., a Seeing Eye dog?

If you answered “yes” to any of these questions, make a list describing your specific needs before, during, and after a disaster and share it with your network.

The following information will help reduce the impact of a disaster and increase your chances of survival:

I – BE INFORMED

Contact the Red Cross, Emergency Management Agency, or local law enforcement for the information you will need to make your own **Personal Disaster Plan**.

- ◆ Learn about the specific kinds of hazards (floods, tornadoes, earthquakes, hurricanes, etc.) that are likely in your geographical area. What are your risks from those hazards?
- ◆ Learn about emergency evacuation plans, emergency shelters (those that accept service animals), and the community’s response plans.
- ◆ Ask about community warning systems: signals, sirens, television and radio alerts.
- ◆ Ask about special assistance plans for persons with disabilities. Should you register with local fire and police departments? Should your personal care assistant be registered? If you are electricity-dependent, make sure that your power company is aware of it.

II – MAKE A PLAN

A disaster may disrupt your primary emergency plan, but to help ensure your safety, you need to have back-up Plan B (and C?). Here are some tips to aid you in planning:

- ◆ Work with your support network to develop a plan that will serve your needs at home, at work, at school, or at your favorite “hanging out” spot. If you receive medical services – dialysis, home health care, etc. – find out what the emergency plans are and have a back-up plan if that service becomes unavailable.
- ◆ Create a communications plan. Make sure everybody has everybody’s contact information: home phones, e-mail, pagers, cell phones, and any other technology that is not dependent on phone lines. Agree to meet at a particular place if phone lines are down.
- ◆ Include an evacuation plan for home, school, and work. Your network should know how to get to you if officials have issued a call to evacuate. If necessary, look into having an assistive device, such as a ramp, installed.
- ◆ Be prepared to shelter-in-place at your home, a friend’s or family member’s home, or an emergency shelter. Have your Disaster Supplies Kit and a “go bag.”

III – MAKE A DISASTER SUPPLIES KIT (“READY KIT”) AND A “GO BAG”

Create for yourself (and your family) a comprehensive “ready kit” with the supplies necessary to self-sustain for three to five days. Create a “go bag” containing the most essential items you would need to take with you, if you must leave immediately.

Items listed below can be included in both the ready kit and go bag. It is up to you to decide the most essential items to include for you and your family.

- ◆ 3-day supply of non-perishable food and a manual can opener. Make sure the food meets your dietary requirements.
- ◆ 3-day supply of water. Plan for 1 gallon per person per day, but you may need more; consult with your doctor.
- ◆ Medical equipment and assistive devices (glasses, hearing aids, catheters, augmentative communication devices, canes, walkers). Label each with your name and contact information. Be sure to have extra batteries and chargers.

- ◆ Medications, including each prescription's name, number, dosage, frequency, doctor and pharmacist. If medications need to be refrigerated, bring a cooler with an ice pack or other coolant system.
- ◆ List of emergency contact information, including your support network members in and out of the region, service providers, etc.
- ◆ Copies of important documents (birth certificate, passport, licenses, insurance information, proof of address).
- ◆ Extra set of keys.
- ◆ Flashlight, radio with extra batteries, phones, cell phone.
- ◆ Cash, credit cards, checkbook, ATM card.
- ◆ Sanitation and hygiene items, including soap, denture care, sanitary pads, etc.
- ◆ Items for infants, such as formula, diapers, bottles, medicines, and pacifiers.
- ◆ Supplies for a service animal, including food, identification tags, proof of up-to-date vaccinations, and veterinarian contact.
- ◆ Clothes, blanket, pillow.
- ◆ White distress flag or cloth, whistle, flashlights and/or glow sticks.
- ◆ Basic first aid kit.
- ◆ Identify your disability-related or health condition need by writing it down or wearing medical alert tags or bracelets.

IV – MAINTAIN YOUR PLAN (Q-D-R-T)

Quiz: Experts suggest that you review your plan every six months and quiz your family on what to do.

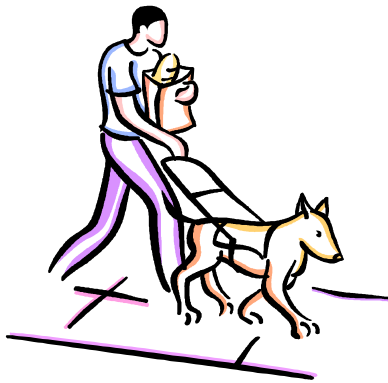
Drill: You should conduct a fire and an emergency evacuation drill every six months or more often, if needed.

Restock: Examine your food supply for outdated or damaged cans and boxes. Replace food and water every six months.

Test: Look at the indicator on your fire extinguisher and recharge, if necessary. Change smoke alarm batteries when you change your clocks to/from Daylight Savings Time.

People with disabilities are among the most vulnerable in disasters. Fortunately, through organizations such as the American Red Cross, the Federal Emergency Management Agency (FEMA), and the National Organization on Disability (N.O.D.), the nation is beginning to recognize the specific and varied needs of disabled individuals and is taking steps to improve policies and practices. Still, the

preparedness level of the disability community is disturbingly low. The hope of these authors is that faith and community leaders will use this manual to empower all persons to be as self-reliant as possible and to plan now for an eventuality that we hope will never occur. As has been emphasized in this lesson, as a person with a disability, you know your needs better than anyone. You can help others to help you by planning and organizing your disaster supplies and any other materials you might need. Communicating your plans to others is very important; get input from and discuss your ideas and plans with family, friends, personal attendants, employers, and others who need to know where you are or how to get to you in an emergency. Post your plans, share your plans, and keep a copy of your plans on or near you at all times. Pulling these instructions and supplies together requires discipline and effort, but should you ever need to use them, you will undoubtedly be grateful that you made the investment.



LESSON 12 - WORKSHEET

THE SHEPHERD AND PERSONS WITH DISABILITIES

Use Lesson 12 and your own experience to respond to the following:

1. After a major disaster, what factors might keep first responders (fire and medical services) from getting to a disabled person in his or her residence? _____

2. Name 3 life saving skills most citizens could perform if trained to execute them. _____

3. What is meant by the term “community hazards”? _____

4. It is 7pm. An hour ago, the local forecast announced that a tornado warning is in effect until midnight. How do you assist your adult cousin, who is hearing-impaired? _____

5. What do the initials CPR, AED, N.O.D. and EPI stand for? * _____

6. To maintain your Disaster Plan, you need to *Quiz, Drill, Restock, and Test*. Explain what these terms mean and tell why they are important. What could happen if you do not Quiz, Drill, Restock and Test? _____

7. Of what value is a Personal Support Network? List at least 7 benefits that a disabled person could gain by having a Personal Support Network. _____

8. What are your sources of inspiration and motivation? _____

9. Identify seven challenges that a disabled person – vision-, hearing- or speech-impaired, wheelchair bound, double-amputee (both legs) – would face in an apartment complex fire and describe how he or she could meet those challenges. _____

10. Explain what a Disaster Supplies Kit is, what is in it, and why it is important. _____

*(Cardiopulmonary Resuscitation, Automated External Defibrillator, National Organization on Disability, and Emergency Preparedness Initiative)



LESSON 13

DISASTER PSYCHOLOGY: CARING FOR THOSE WHO CARE FOR OTHERS

Disaster rescue workers are often heroes known for acts of courage and sacrifice: dashing fearlessly into a burning building to save a woman trapped inside, diving headlong into raging water to pull a child to safety, or risking life and limb to drag a man from his car seconds before the car explodes. Accounts of such valor serve as fodder for the expanding discipline of *disaster psychology*. The goal of disaster psychology is to develop and implement programs to improve and restore the psychological and emotional well-being of people affected by disaster. Psychologists, social scientists, and other researchers are designing strategies to counteract the lingering trauma and emotional hurts that surface repeatedly in the injured, such as children forced to kill, women and girls who have been raped, and victims of gruesome torture.



Unfortunately, there is another side. There is the firefighter who was unable to reach the trapped woman, but managed to safely extricate himself from the fire. There is the officer who could not quite grasp his daughter's hand, who watched helplessly as she disappeared into the raging waters. There is the rescue worker who was unable to extricate the man from the wreckage, who stood in horror as the car exploded with the man still buckled inside. It may be that behind these piercing images lay story after story of psychosocial dysfunction in the aftermath of deeply personal experiences. Whether the hero is the rescuer or survivor, the images described above sear our emotional psyches and belie the rescuers' trauma that is too often overlooked or cast aside.

The inclusion of "self-care" and "psychological first aid" in disaster relief training is an acknowledgement of the severe impact of a disaster on the rescued and the rescuers. If you are the lead rescuer, be especially alert to signs of trauma in yourself and your team, as well as in disaster victims, so that you can take steps to alleviate the stress. You will need to prepare yourself for your role during and following a disaster by learning about the possible impact of disaster upon you and

others, emotionally and physically. Lesson 13 will address steps that you can take before a disaster to relieve your own stress and that of disaster survivors (The *Community Emergency Response Team* [CERT] in Cobb County, Georgia, contributed much of the following information).

THE RESCUER'S WELL BEING

During a disaster, you may hear and see things that will be extremely unpleasant. You may encounter a grieving spouse, or come upon a parent who has just found the body of his only child. Before you respond, think about the situation; seek a balance of compassion and objectivity. Be careful not to over-identify with the survivors, and yet, do not be disingenuous in your response. Be attentive, but do not take on survivors' feelings as your own; this will compound your stress and compromise your ability to be effective. Carefully monitor your own emotional investment. If not, you may fall victim to *vicarious trauma*, the process of change in the rescuer resulting from empathic engagement with survivors. Vicarious trauma is an *occupational hazard* for rescuers.

Any sudden change in behavior after a disaster might be a “red flag,” but do not overreact. If you are uncertain about the severity of the symptom, ask questions. Does the behavior last longer than 2 weeks? Does the symptom appear to be resolving itself? Is the person closing off himself or herself from those who want to help? Is a pattern emerging of self-destructive behavior, e.g., an increase in alcohol consumption, which could lead to abuse? The lists below contain examples of psychological and physiological symptoms that have been observed in rescuers after a disaster:

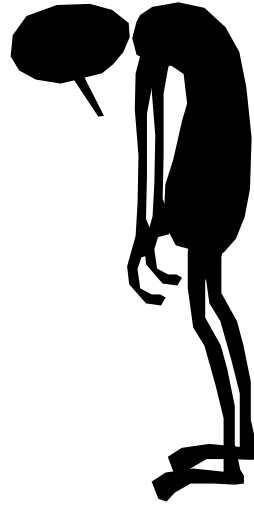
Psychological symptoms may include:

- ◆ Irritability or anger
- ◆ Self-blame or the blaming of others
- ◆ Isolation and withdrawal
- ◆ Fear of recurrence
- ◆ Feeling stunned, numb, or overwhelmed
- ◆ Feeling helpless
- ◆ Mood swings
- ◆ Sadness, depression, and grief
- ◆ Denial
- ◆ Concentration and memory problems
- ◆ Relationship conflicts/marital discord.



Physiological symptoms may include:

- ◆ Loss of appetite
- ◆ Headaches or chest pain
- ◆ Diarrhea, stomach pain, or nausea
- ◆ Hyperactivity
- ◆ Increase in alcohol or drug consumption
- ◆ Nightmares
- ◆ The inability to sleep
- ◆ Fatigue or low energy.



As a spiritual leader, you might form your rescue team from your staff, ministers, lay leaders, and other volunteers. You can promote their well-being before, during, and after an emergency or disaster by ensuring that they undergo emergency preparedness and disaster relief training. Check with your county's Emergency Management Agency or the Citizen Corps, the fire department, the Red Cross, or the Salvation Army to locate training programs. To minimize stress and maximize the well-being of rescuers, consider incorporating the following ideas into your in-house orientation and training:

1. Provide pre-disaster stress management training to all rescuers.
2. Brief rescuers before the rescue effort begins on what they can expect to see, and what to expect in terms of emotional response in survivors and in themselves.
3. Emphasize that the rescuers are a team. Sharing the workload and the emotional load can help defuse pent-up emotions.
4. Encourage rescuers to rest and re-group so that they can avoid becoming overtired.
5. Direct rescuers to take breaks away from the disaster area, to get relief from the stressors of the effort.
6. Encourage rescuers to eat properly and maintain fluid intake throughout the operation. Drink water or other electrolyte-replacing fluids, and avoid drinks with caffeine or refined sugar. Also, avoid foods that remind you of disaster scenes.
7. Rotate teams for breaks or alternate duties (i.e., from high-stress to low-stress jobs). Rescuers can talk with each other about their experiences, an important factor in maintaining psychological health.

8. Phase out rescuers gradually; move them from high- to low-stress areas of the disaster. Some rescuers may need to go home sooner than others.
9. Conduct a brief discussion (defusing) with team members after the shift; allow them to describe what they encountered and express their reactions to it.
10. Arrange for a debriefing 1 to 3 days after the event in which rescuers can share openly and confidentially in a more in-depth manner.
11. Encourage rescuers to use their spiritual scaffolds: prayer and meditation, Bible study, small group fellowship, fasting, solitude, etc., for comfort and strength.

As a person of faith, you are undoubtedly aware of the value of “quiet time,” of solitude, of shutting down and spending time alone with God in prayer and meditation. For many, this is an effective strategy for reducing personal stress and protecting one’s own mental well-being before an emergency occurs. Ensuring your own mental stability is a prerequisite to helping someone else. Consider the following simple steps as “self-care” in the prevention process:

- ◆ Get enough sleep
- ◆ Exercise
- ◆ Eat a balanced diet
- ◆ Balance work, play, and rest
- ◆ Allow yourself to receive and give
- ◆ Connect with others
- ◆ Pray, meditate, and reflect
- ◆ Use other spiritual resources.

*The history of disaster response
is replete with examples of
helpers becoming victims.*

-Anonymous

CRITICAL INCIDENT STRESS MANAGEMENT (CISM)

Experienced rescue workers find the above steps helpful in controlling their stress levels, but in some cases, it might be necessary to seek help from mental health professionals. One such mental health area is critical incident stress management (CISM), a component of which is critical incident stress debriefing, or CISD. CISM is a service for rescuers in which persons trained in critical incident stress debriefing conduct the debriefing session in seven phases:

1. Introductions and a description of the process, including assurance of confidentiality
2. Review of the factual material about the disaster or event
3. Sharing of initial thoughts and feelings about the incident

4. Sharing of emotional reactions to the incident
5. Instruction about normal stress reactions
6. Review of the symptoms of stress experienced by the rescuers
7. Closing and further needs assessment.

CISD is one type of intervention within a more comprehensive, multicomponent crisis intervention system, based on a careful assessment of the needs of an individual or group. CISD should not be used as a stand-alone intervention; it is to be used in conjunction with other types of interventions, and participation should be voluntary. To schedule a CISD, contact the Red Cross, local emergency management agency, community mental health agency, or fire or police department for assistance in contacting the appropriate person.



LESSON 13 - WORKSHEET

DISASTER PSYCHOLOGY: CARING FOR THOSE WHO CARE FOR OTHERS

Use Lesson 13 and your own experience to respond to the following:

1. What is the goal of “disaster psychology”? Why is disaster psychology important? _____

2. Explain the difference between psychological and physiological symptoms. _____

3. Select 3 of the psychological symptoms and do the following: describe the symptom, then discuss with the class various “prescriptions” for that particular symptom. _____

4. What is *vicarious trauma*? Why is it considered an “occupational hazard”? _____

5. Explain why it is wise not to overreact to a sudden change in a rescuer’s behavior immediately following a disaster _____

6. Explain what is meant by “a balance of compassion and objectivity” _____

7. In small groups of 3-5, discuss the following:
 - ◆ The value of keeping *self-care* and *psychological first aid* in disaster training
 - ◆ The requirement that rescuers work as a team of at least two
 - ◆ How to advise a fellow rescuer whose alcohol consumption has increased steadily following her 10-day work assignment in the Gulf Coast
8. From a mental health perspective, why is it advisable to debrief persons who respond to critical incidents? What are some of the consequences of not debriefing? _____

9. With a small group, compose a list of inspirational verses, words, or actions to help comfort rescuers while they are on duty. If possible, assemble the list in an attractive format, e.g., a wallet-size card, and distribute to rescue workers for use when needed.

LESSON 14

DISASTER PSYCHOLOGY: WORKING WITH SURVIVORS' MENTAL HEALTH

“In the aftermath of disasters, people of every religious and spiritual tradition experience disbelief, grief, fear and even anger. Some may have lost family members, friends or work colleagues. Others have anxieties about the future. Nobody is unaffected.”

-National Mental Health Association

Hurricane Katrina was as traumatic an event as most Americans have ever experienced. It was the most costly and destructive natural disaster to occur in the U.S. This brutal Category 5 hurricane wiped out families, homes, and in some areas, entire communities. The widespread devastation left thousands without homes, jobs, and cars. The sudden onslaught forced thousands of people to evacuate. City planners quickly focused on removing debris, repairing homes, rebuilding businesses, and recapturing those unique cultural elements that make New Orleans what it is. No one expects the damage to New Orleans or to the Gulf Coast, for that matter, to be eradicated in a matter of months. The road back to a bustling Gulf Coast will be long and costly, but citizens and civic officials agree that resources, hard work, and faith will get them there.

LOOKING BACK, MOVING FORWARD

The damage to the city is being restored, but what about the damage to people's lives? Hurricane Katrina brought death and destruction and left grief and trauma in her wake. Floodwaters literally carried away the reality that people knew and changed forever the way they would live their lives. The ruthless waters swept cars, homes, and *people* out to sea, leaving trails of pain and suffering that stretched across the nation. Katrina shook the people's mental health foundation in ways that may take years to unravel. She left children without parents and parents without children. More than a year after that horrific disaster, social services departments in Atlanta are caring for more than 300 children for whom they have found neither friends nor relatives. The mental health challenges for children and adults will be present for some time, but the good news is that there is help, there is hope, and there are resources to help people put their shattered lives back together and move forward with a new resolve.

DISASTER MENTAL HEALTH

While clergy and laypersons are not called to be first responders in a fire or hurricane disaster, they are called to be first responders to the mental and spiritual needs of disaster survivors. Disaster mental health is different from traditional mental health. In a disaster, the interventions and priorities will change, and clergy and laypersons should practice within the scope of their training. Disaster mental health intervention programs subscribe to a set of guiding principles that reflect wisdom and compassion, and that should be understood within the context of helping survivors where they are, in order to help them move ahead. Developed by the Department of Health and Human Services, these guidelines sustain persons on the front lines of providing emotional and spiritual comfort:

- ◆ No one who sees a disaster is untouched by it.
- ◆ There are two types of disaster trauma – individual and community.
- ◆ Most people pull together and function during and after a disaster, but their effectiveness is diminished.
- ◆ Disaster stress and grief reactions are normal responses to an abnormal situation. Many emotional reactions of disaster survivors stem from problems of living brought about by the disaster.
- ◆ Disaster relief assistance may be confusing to disaster survivors. They may experience frustration, anger, and feelings of helplessness related to Federal, State, and non-profit agencies' disaster assistance programs.
- ◆ Most people do not see themselves as needing mental health services following a disaster and will not seek such services.
- ◆ Survivors may reject disaster assistance of all types.
- ◆ Disaster mental health assistance is often more practical than psychological in nature.
- ◆ Disaster mental health services must be uniquely tailored to the communities they serve.
- ◆ Mental health workers need to set aside traditional methods, avoid the use of mental health labels, and use an active outreach approach to intervene successfully in disaster.
- ◆ Survivors respond to active, genuine interest and concern.
- ◆ Interventions must be appropriate to the phase of disaster.
- ◆ Social support systems are crucial to recovery.

(CMHS, 1994)

Against the backdrop of survivors' long-term mental health needs and demands, faith-based organizations continue to reach out to persons in need. In Metropolitan Atlanta, for example, the Regional Council of Churches, Concerned Black Clergy, Georgia Baptist Disaster Relief, and the Salvation Army are heavily invested in providing material, physical, emotional, and spiritual support. These organizations work in partnership with disaster mental health services to identify and meet the needs of survivors. These organizations offer individual and group therapy, individual and group counseling, support groups, and other restorative gatherings to keep survivors on the road to recovery. Working with Katrina survivors means being exposed to the emotional phases that follow disaster, as well as helping individuals through the various indicators of trauma, including shock, depression, anger, fear, grief, loss, anxiety, and stress. Leaders in this phase of recovery must be careful not to become victims themselves.

EMOTIONAL AND PSYCHOLOGICAL RESPONSES

In "Coping with Disaster within the Faith Community," the National Mental Health Association (NMHA) and the American Association of Pastoral Counselors (AAPC) assert that each person reacts differently to a disaster. Emotional responses to a disaster can appear suddenly or they may not surface for weeks, or even months, after the tragedy. Below is a list of common emotional and physical responses:

- ◆ Disbelief and shock
- ◆ Disorientation; difficulty making decisions or concentrating
- ◆ Apathy and emotional numbing
- ◆ Sadness and depression
- ◆ Fear and anxiety about the future
- ◆ Intrusive thoughts; replaying events in our minds
- ◆ Excessive worry about safety and vulnerability; feeling powerless
- ◆ Irritability and anger
- ◆ Headaches and stomach problems
- ◆ Difficulty sleeping
- ◆ Extreme changes in eating patterns; loss of appetite or overeating
- ◆ Excessive use of alcohol or drugs.

Tragic events can challenge one's sense of emotional and physical well being, but they can also challenge one's *spiritual* well-being. People are seeking meaning in the midst of what may seem like senseless, painful or meaningless circumstances. It is during these times that people turn to their faith to find comfort, support, and hope. But while some turn to faith and faith leaders for strength and hope, others may have trouble aligning misfortune and faith. They may begin to doubt God and their spiritual beliefs. These reactions are normal and even expected. What is important is the sense of grounding, of belonging somewhere, and many people find that grounding in their faith.

SUGGESTIONS FOR PEOPLE OF FAITH

An old gospel tune begins, “In times like these, you need an anchor; in times like these, you need a friend...” These lyrics seem to mirror the post-Katrina experience for many displaced Gulf Coast survivors: they are still looking for an anchor, still looking for a friend. These are times of tragedy and uncertainty, and people need an anchor. Survivors need to find comfort in healthy, energizing, productive ways, in exercise, or games, or family or friends fellowship. The path to healing is not found in the short-term euphoria of self-destructive drugs. No matter how much an individual may be hurting, the healing he or she seeks is not found in destructive behaviors, as in excessive eating, or not eating, and the use of alcohol and illegal or prescription drugs.

If you are hurting, seek a person or place of refuge – a church or temple, a house of worship, where you are accepted and valued. You do not have to be “religious” to attend a worship service; it may be that the sermon was just what you needed to hear. The choir sang a familiar song that encouraged you, that touched your heart and lifted your spirits. There are other resources for persons who are in need of healing: you can practice meditation, join a yoga class, or try a new sport. The National Mental Health Association and the American Association of Pastoral Counselors offer these suggestions as ways to cope within your community of faith:

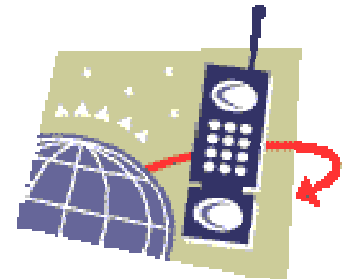
CONNECT – Spend additional time with family, friends, and members of your house of worship. Reach out to others for assurance and support. We need to love and be loved. Connect with those you love; emphasize the importance of relationships. Draw strength from your faith: read sacred writings, reflect on them, and share them with others.

COMMUNICATE – Recognize the importance of talking about what happened. By talking with others, you will relieve stress and realize that other people experience similar reactions to the same event. Share your feelings with your priest, minister, rabbi, imam, or other clergy. Parents should encourage children to discuss their feelings.

ACT – Find activities that are positive for your spirit, mind and body. Consider doing things that contribute to others. Be intentional with your time and do things that have a positive impact on your life. Organize a candlelight vigil or prayer group as ways to encourage togetherness and reassurance within the faith community. You may want to organize volunteer services such as food banks, clothing collections, and blood drives.

GET HELP – For most people, the negative feelings will decrease as time passes, but some may have difficulty coping with their feelings or resuming regular activities. If you have strong feelings that will not go away, or are troubled for longer than four to six weeks, you may want to seek professional help. People with existing mental health problems may also want to check in with a mental health care professional.

For people of faith, pastoral counselors are a resource in helping to address both mental health and spiritual concerns. If you would like to contact a certified pastoral counselor in your area, call the American Association of Pastoral Counselors Referral Service at **800-225-5603**, or visit **www.aapc.org** on the Worldwide Web.



(Information courtesy of the National Mental Health Association and the American Association of Pastoral Counselors. 2001)

LESSON 14 - WORKSHEET

DISASTER PSYCHOLOGY: WORKING WITH SURVIVORS' MENTAL HEALTH

Use Lesson 14 and your own experience to respond to the following:

1. In small groups, using the list of “emotional and psychological responses,” go down the list of responses. Discuss each one, defining and illustrating so that each group member has an understanding of its meaning. Allow time for individuals to share their experience with any of the responses. Close the session by asking each person to summarize what he or she learned in the session (This closure exercise is called “What I learned...” and the speaker begins, ”I learned (or re-learned) that...”).

2. What is a “social support system”? Why is it important in disaster recovery? _____

3. Explain and defend your interpretation of the statement: “No one who sees a disaster is untouched by it.” _____

4. List several mental health services that must be “uniquely tailored to the communities they serve.” Explain the validity or error of this statement. _____

5. Identify and discuss individual and community trauma. Provide illustrations, rationale, and a caregiver’s response to each. _____

6. In a two-person scenario, have one person take the role of the minister and the other, the Hurricane Katrina survivor. The survivor insists that he does not need mental health services. The minister knows that he does. In the roleplay, the minister must gently bring the man to a point where he acknowledges his need for mental health support. Debrief the actors and discuss the roles and their implications.
7. Repeat the role play in #6, with a young woman as minister and an elderly woman as the survivor.
8. As a group, compose an upbeat song, a cheer, a poem, a rap or a prayer related to surviving and overcoming. Use broad-tip markers to write your composition on chart paper. Perform it for the class and present it as a gift to anyone who would like to take it home.
9. As a group, develop a weekly routine of work, rest, meals, sleep and relaxation for a Katrina survivor who needs, but still has trouble developing a structured schedule for herself. She likes bowling, working out at a nearby gym, and gourmet cooking.
10. Using the Bible or other sacred writings, and with a partner, develop a list of 5-7 inspirational or motivational verses or passages. Choose an appealing layout, make copies and distribute to members of the training session.

Unit Three

Interfaith Disaster Network

Lessons 15 - 17



"With hurricanes, tornadoes, out of control fires, mud slides, flooding, severe thunderstorms tearing up the country from one end to another, and with the threat of bird flu and terrorist attacks, are we sure this is a good time to take God out of the Pledge of Allegiance?"

-Jay Leno, Talk Show Host

LESSON 15

THE INTERFAITH DISASTER NETWORK

HISTORIC ROLE, PROPHETIC GOAL

Faith leaders and their congregations have long been on the front lines of national and international disaster relief. Many faith organizations – World Church Relief, Lutheran World Services, North American Interfaith Network, and the National Council of Churches, to name a few – work in partnership with religious, government and community-based organizations to mitigate, prepare for, and respond to disasters, hazards, and other life-threatening emergencies. In response to



a disaster, these interfaith volunteers arrive at the scene, collaborate with local officials and support relief efforts on the ground. In each instance, the goal is to get needed relief to people in affected areas expediently and efficiently, *without becoming a victim in the process*.

The Hurricane Katrina relief effort precipitated an unprecedented outpouring of domestic human and material resources. Local houses of faith became instant emergency shelters; some churches sponsored housing for evacuees by underwriting the costs of residence in local hotels; others collected clothes, shoes, books, games, and toys and sent them to shelters. Some faith-based organizations coordinated donations of food, water, and cash. Many others hurriedly (and frequently) lifted “love offerings” for survivors, and forwarded them to the Salvation Army, the Red Cross, or the designated *ad hoc* collection centers endorsed by local news stations. Large or small, faith communities gave, sometimes without thinking of their own needs, but putting the needs of others above their own. Sheer urgency led many faith groups to respond as individual entities; there was insufficient communication between or among them, even in the same city. This lack of communication resulted in confusion, tension, and duplicated efforts, with few faith leaders knowing what others were contributing. To responders and survivors of the worst natural disaster in the history of the U.S., the need for compassion and coordination became painfully clear.

*How good and pleasant it is when God's people
dwell together in unity.*

-Psalm 133:1

Previous disasters notwithstanding, it was the tsunami in South Asia in December 2004 and Hurricane Katrina on the Gulf Coast in August 2005 that focused worldwide attention on the multifaceted, multileveled collection, coordination, and distribution of disaster relief. With aid coming in around the clock from around the world, few organizations were prepared to receive it, collect it, count it, direct it, store it, distribute it, and account for it. Organizations that have traditionally functioned in this capacity were understaffed and overwhelmed. Other organizations sprang up overnight, some legitimate and many not. From groups that labeled themselves “government agency” to those who misused the more respected term “ministry,” it became virtually impossible for donors to know whom to trust or to confirm whether one’s donation ever reached the shores of Indonesia or the Gulf Coast. The waters of accountability – no pun intended – became rather murky. Smaller communities of faith looked to larger communities of faith for guidance, particularly as it related to monetary contributions, and for the first time in a truly gargantuan effort, the Internet became a primary conduit for donations of money, goods, and services.

THE “KNEE-JERK” REACTION

As might be expected, wanting to help in the midst of what seemed like utter pandemonium, many houses of faith had what some describe as an initial “knee jerk” reaction: the church saw a need and responded by fulfilling the need to the best of its ability. While such individual acts of mercy are sincere, appreciated, and needed, the methods of delivery may not have been the most expedient. Depending on the nature and severity of the damage, disaster specialists have emphasized that faith communities *working with each other and in conjunction with external agencies* can more expediently, tactfully, and accurately match the service with the need. Organizations such as the Federal Emergency Management Agency (FEMA) and the American Red Cross count on faith communities to take the lead in establishing long-term recovery organizations that address unmet disaster-caused needs. *These factors contribute to the increasing demand for interfaith networks through which disaster relief can be coordinated, prioritized and disseminated in an expedient and equitable manner.* Such is the clarion call issued by the Katrina National Justice Commission.

In its report, the Katrina National Justice Commission offered this supporting testimony:

Many testimonies affirmed the phenomenal extent of volunteerism that emerged from African American churches and not-for-profit and civic community organizations. In some cases, African American volunteers were not favorably received and their credentials questioned. In many cases, new coalitions and collaborations proved essential and beneficial toward the relief efforts. The viability of many organizations is compromised because few have been reimbursed.

the breach: Bearing Witness, p. 54

The Katrina Justice Commission recognizes the sacrifices and the insults, yet maintains its focus on building ecumenical and interfaith cooperation. The Universal Church is as guilty of turf-ism, racism, classism, sexism, etc., as any other entity in the corporate world. Many will argue and some will deny, but “the Church” is business – big business. To establish a local interfaith emergency preparedness network, faith leaders must address several questions that remain viable despite the historical denials: In the wake of an emergency or disaster, how can faith leaders best utilize the human and material resources granted to them? Since the overall aim is to ensure the greatest good for the greatest number, how can local faith leaders organize, sustain, and implement a disaster relief plan in their own community? Other questions for this segment are:

- ◆ Is there already in place an interfaith emergency preparedness network?
- ◆ (If not) Who should take the lead in calling the new group together?
- ◆ Who should (or should not) be invited to the discussion table?
- ◆ What are the emergency preparedness issues in our community?
- ◆ What topics should be included on the initial agenda?
- ◆ Should local emergency management officials be invited?
- ◆ How should the network be organized?
- ◆ What specific outcomes is the interfaith network seeking?

The interfaith emergency preparedness network will undoubtedly retain a cadre of local volunteers who are trained, prepared, and ready to respond to people in the throes of disaster. This, as the old saying goes, is “where the rubber meets the road.”

On the surface, planning, coordinating, executing and closing disaster relief operations at a particular site might seem like a relatively simple task, but any disaster relief worker can assure you that it is mind-boggling, back-breaking, nerve-wracking business. It is multi-tasking on a whole other level; even at its best, it can be unrewarding, yet for each individual, whether victim or responder, it is an exercise in healing and reconciliation. For example, Katrina damaged or destroyed several houses of worship, yet these same houses of worship reached out to assist others. Churches and other houses of faith who hastily responded to Katrina are demanding that the faith community rise to this occasion by preparing for the next one. In other words, it is time to plan, time to harness the wisdom of the elders in order to establish an interfaith network and lay out a master plan for emergency preparedness. It is time for everyone to prepare so that the next time, our families and our faith- and community-based organizations will be in a stronger position to serve the short- and long-term needs of survivors and rescuers alike.

PLANNING FOR THE LONG HAUL

Churches and response organizations in Louisiana gathered data from local parishes and are using the information they collected to help parishes organize on two levels: the business continuity (or contingency) plans on the one hand and disaster response on the other. The Texas Interfaith Disaster Response (TIDR) is one of the agencies formed in the aftermath of Hurricane Katrina. Its executive director, Amy Elder, says preparation this year is bolstered by the many lessons learned from last season. On Disaster News Network (DNN) radio, Elder noted that the networking they could have used last year is now formed and active: “Because we have all these relationships now with local and state agencies and non-profits, those lines of communication are open now. Much of our preparedness came from learning last year.” For any interfaith coalition, the primary aims are *awareness, preparedness and recovery*

To jumpstart the brainstorming process, consider how an interfaith network in your city might model the goals of the New Jersey Interfaith Partnership for Disaster Recovery:

1. Identify current and future populations affected by disaster, including families and individuals experiencing loss and/or trauma, jobless, underemployed and undocumented people;
2. Network, develop, and disseminate an information and referral clearinghouse of existing services, training, and ministries;
3. Advocate for populations made vulnerable by disaster;

4. Offer training for service providers;
5. Provide a case management system using direct services and referrals to appropriate agencies, resources, and ministries; and
6. Address the needs of persons affected by racial, ethnic, or religious bias as a result of disaster.

According to the DNN, responders across the East Coast and Gulf Coast all recognize that hurricane mitigation is the “new norm” with which they must live. They are creating response networks to be utilized when hurricanes hit. The TIDR is also encouraging families and organizations to have disaster plans in place and to practice the plans so that when the disaster signal or siren is sounded, they will be able to grab the Disaster Supplies Kit and know exactly what to do.

A NECESSARY PARADIGM SHIFT

For faith communities and others at the local response level, the paradigm has shifted. Instead of waiting for a disaster to occur and then responding spontaneously to its damage, faith communities will be prepared for the disaster, from individual persons and families to multinational corporations, people will be mentally, physically, and psychologically ready. For those faith- and community-based organizations that are creating an interfaith disaster network for the first time, thoroughly identify the community’s needs and aim for coordinated plans with mutual aid agreements among the parties involved.

While the following list is not exhaustive, it highlights some of the basic preparedness activities of a statewide interfaith disaster recovery effort:

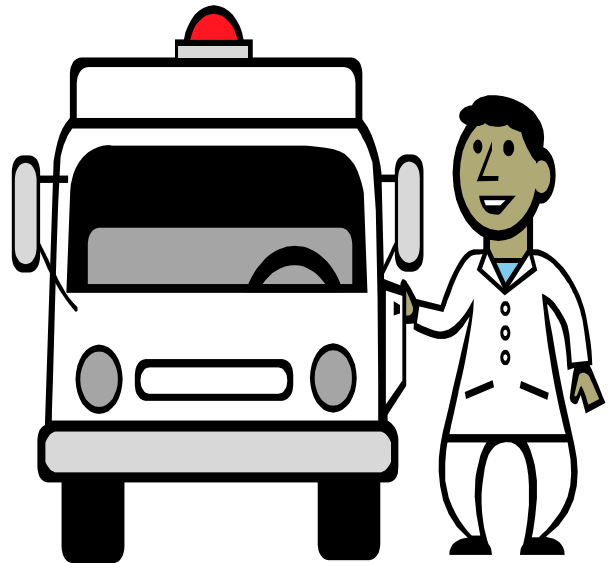
- ◆ Learn what hazards are likely and in what season for your geographical area
- ◆ Compile a database of all the faith-based organizations in your town or city
- ◆ Conduct an assessment of your own disaster readiness (assets and liabilities)
- ◆ Build a communications network that not only links faith leaders with emergency coordinators, but also with each other and with key persons in their congregations (e.g., trustee, administrator, or the lead person on a telephone tree)
- ◆ Learn the points of vulnerability in your area: very old homes, chemical plants, riverbanks that overflow, gutted homes, etc.
- ◆ Coordinate emergency plans with input from all segments: faith-based, community-based, civic, educational, law enforcement, etc.

- ◆ Coordinate plans so that each entity has its own plan which is linked to the master plan developed for your town or city
- ◆ Understand how emergency services work before, during, and after a disaster
- ◆ Include mass evacuation and re-settlement plans, from individual homes and buildings and from the city, itself
- ◆ Include complimentary disaster education and training (First Aid, CPR, AED)
- ◆ Involve your area's EMA, fire department, and the Red Cross
- ◆ Encourage members of congregations to enroll in your county's Community Emergency Response Team (CERT) training, if you have one
- ◆ Look for potential disaster sites and report them to your mayor or public safety office
- ◆ Train pastors in crisis counseling, first aid and disaster education
- ◆ Identify disaster chaplains and persons skilled in critical incident stress management
- ◆ Clearly define the role of houses of worship, so that they can make necessary adjustments to their safety procedures, staffing patterns, or daily operations
- ◆ Incorporate topics of mental health in all training programs; compassion fatigue, depression, shock, and post-traumatic stress disorder accompany every disaster
- ◆ Ensure that congregations located in flood, hurricane, or tornado-prone areas are well-networked into formal relief and recovery plans
- ◆ Ascribe a specific role to each house of worship; determine which organizations are in the best position to house evacuees, feed evacuees and responders, collect clothing and personal effects, act as distribution points, care for ill or disabled persons, etc.
- ◆ Maintain contact with other interfaith networks to ensure the broadest outlay of relief and recovery efforts.

Disasters – natural, man-made, technological, chemical, weather, disease pandemics – will happen. As a society, we can mitigate disasters by monitoring land use and development construction, and the ways in which these alter, i.e., harm, the natural environmental landscape. Still, disasters will happen. For faith groups who want to be as effective as possible, *educate your congregation and build their faith*. In this arena, “educate” means to empower every person in the congregation to prepare himself, herself, and their families for emergencies and disasters. “Build their faith” means implementing multi-pronged approaches to study the sacred Word, its principles, its characters, and its application to life, so that one is not frightened by catastrophe, but comforted by the faith that God is real and everpresent.

Beyond that, for faith groups who want to participate in planning and mitigation work, join or organize an interfaith network and take advantage of available resources. Whether your ministry is in repair and rebuilding, pastoral care and counseling, disaster chaplaincy, debris removal, emergency shelter, or community development, you will find support through the national and international organizations listed in the resources section of this manual.

In times of disaster and widespread panic, people look to communities of faith for comfort, care, support and resources. During these uncertain and unsettled periods, people of faith become God’s ambassadors, reaching out to help in whatever way they can, sometimes at their own peril. The World Church Service (WCS) Emergency Response Program, a



recognized leader in worldwide emergency response, reminds us, “In the long run, the best disaster readiness plan is not a detailed warning and evacuation system that crumbles with one traffic accident or bridge washout, but pre-disaster action that prevents persons and their belongings from being in harm’s way.”

LESSON 15 - WORKSHEET

THE INTERFAITH DISASTER NETWORK

Use Lesson 15 and your own experience to respond to the following:

1. In small groups, discuss your interpretations of the term “interfaith.” Does everyone share the same interpretation? How is your interpretation informed by your faith? _____

2. Define and discuss the term “interfaith disaster network.” What, to you, is the most important ingredient in interfaith understanding or interfaith cooperation? _____

3. Because many disasters are preventable, discuss the ways in which we humans contribute to the domestic and global disasters of our time? _____

4. A “knee-jerk” reaction is not necessarily bad. Since they are quite common, discuss the advantages and disadvantages of a knee-jerk reaction to a crisis? _____

5. Create a list of all the national and international disaster relief organizations you can think of (the Red Cross is a “given;” sorry, you cannot count it). If your list is fewer than five, complete this exercise as homework until you can name at least ten. _____

6. In small groups from the same house of worship, using chart paper and markers, list every emergency preparedness activity you can think of, then label the activity with an “I” or “D” or “R,” symbolizing what needs to be installed, what needs to be dismantled, and what needs to be repaired. If you are not the pastor or leader, share the list with those who are responsible for emergency preparedness.

7. You are part of a disaster crew deployed to New Orleans for ten days. On your fourth day, you start to feel overwhelmed and realize that the sights, sounds, and smells are getting to you. You step into a bar and happen to sit next to a woman who is also a disaster responder. She is drinking heavily and talking somewhat incoherently about her experiences in New Orleans. What action, if any, do you take? _____

8. You are drafted to help mobilize the Interfaith Disaster Network for your town or city. The leader asks you to bring to the first meeting any materials you think will help them in getting started. What will you take and why? _____

9. You live in a city that is home to several mega-churches and is preparing to form an interfaith disaster network. Should the mega-churches be expected to contribute more funds or resources than other faith entities? Why or why not? Defend your response of “yes” to a mega-church leader; defend your answer of “no” to the group. _____

10. The latter part of the essay mentions a paradigm shift. Why, if at all, is the shift necessary? What might eventually happen if the paradigm cited does not shift? _____

LESSON 16

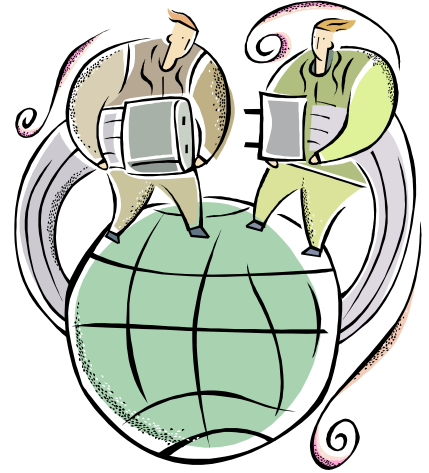
ON ONE ACCORD: THE INTERFAITH DISASTER NETWORK

“Experience is a hard teacher because she gives the test first, the lesson afterwards.”

-Vernon Law

RATIONALE

One of many lessons that Hurricane Katrina taught is that the Church, or more specifically, the Church’s leaders, must look more seriously at the issue of disaster and emergency preparedness. This lesson is particularly relevant in light of the millions of African Americans who regularly attend worship services and other faith-related activities throughout the week. If these individuals are at or near the worship facility when disaster strikes, faith leaders must be prepared to make quick decisions. Leaders might need to conduct an emergency evacuation or establish an emergency shelter, both of which are best executed with prior planning and preparation. In short, the time to start making emergency plans or assembling emergency supplies is not when a disaster is imminent or when an emergency occurs, but as far in advance as possible. When disaster strikes, emergency services personnel may be unable to respond immediately; faith leaders and congregations may be on their own for hours, days, or even weeks at a time. Disaster experts tell us that we citizens – individuals, families, and groups – should be prepared to sustain ourselves for a period of four days to four weeks.



The value of the church in African American communities is unquestioned. Relief agencies such as the American Red Cross and World Church Relief consistently rely on local churches for support. Local churches are often “first responders.” In addition, the local church is in an ideal position to receive and distribute emergency supplies such as food, water, and clothing. The difficulty that repeatedly emerges is the lack of coordination between and among local faith leaders. Each leader may act on his or her own, with little or no awareness of what others may be doing. Without a pre-existing “blueprint” to follow, this lack of coordination can lead to duplication of efforts, unequal distribution of resources, improper handling of finances, separation of families, and ineffective communication. Unfortunately, the lack of a coordinated plan may also lead to property damage, unnecessary injuries, and loss of life.

How can these leaders take advantage of the safety in numbers, the strength in unity, and the power in faith?

THE BLUEPRINT

The solution lies in developing an interfaith network for emergency preparedness. An effective response to disaster requires communication with and coordination by all who will be involved. Long-standing models of interfaith networking among disaster relief agencies are available, so that local church leaders will not need to re-invent the proverbial wheel. Adapting one or more of the network models will enable local churches to respond more expediently and efficiently to peoples' needs. These pre-arranged networks will embrace all communities of faith in one broad geographical area. The network can 1) offer immediate support to first responders, and 2) provide human and material resources for persons directly and indirectly affected. Through the network, faith leaders can work together as a spiritually unified whole. The key to the success of this shared endeavor is the foundation of collaboration on which the interfaith emergency preparedness network is based. In Lesson 16, participants will identify and examine the components of an Interfaith Disaster Network in order to facilitate the establishment of such a network in their own geographical area.

It is important to understand at the outset that the Interfaith Disaster Network is not a replacement for emergency personnel services; it is a comprehensive plan carried out by adult volunteers to support first responders and protect lives and property, as well as provide spiritual support and care for persons who request it. Studies have shown that groups working together in the disaster period perform more effectively if there has been prior planning for disaster response. With information and training, individuals and faith groups can be prepared to serve as a crucial resource capable of performing many of the emergency functions needed in the post-disaster period. *The Interfaith Disaster Network will build the capacity of communities of faith to prepare for and meet the needs of individuals and families, to reduce their emergency needs as a community, and to manage existing resources until professional assistance becomes available.*

COMPONENTS OF AN INTERFAITH DISASTER NETWORK

In a community where there is an established interfaith organization, the leaders of that organization could be responsible for turning the organization's attention to emergency preparedness. If no organized network exists, someone must step forward to initiate the discussion and advocate for the creation of a network. Once faith leaders have agreed to discuss the formation of an Interfaith Disaster Network, it is time to draw up the plans and create the actual network. Keep in mind that this is an informal, yet structured, network, developed to facilitate a harmonious working relationship between and among faith leaders for the good of all involved. To promote understanding among the various communities of faith that will subscribe to the network, we will use as our guide the three basic components of disaster preparedness: *be informed, make a plan, and practice the plan*. These components form a foundation for emergency preparedness that transcends the counterproductive elements that tend to divide us. What might be helpful at this point is a brief look at some of the preliminary steps in forming a network.

PRELIMINARY STEPS

One preliminary step is determining how the network will be funded. Who will provide the financial resources to operate the network? Will each Church contribute a proportional amount to a general fund? Will someone seek grant or other philanthropic funding? Who will monitor expenditures? Does the city, county, or municipality provide "seed" money for start-up organizations such as this one? Identifying funding streams is a critical step in the formation of a network.

Another step is determining the structure of the organization. How will these faith groups be organized? Will the group develop a set of By-laws, elect officers, and hold regular meetings? Will leaders function as volunteers or will they receive a stipend? Will the group incorporate as a non-profit 501(c) (3)? Will one church and its leader(s) be designated the "base"?

Another step is communication. How will leaders communicate the formation of the Network to their congregations? How will leaders contact the congregation in the event of a disaster? How will critical messages be relayed? Does every leader have a private telephone number for communicating with other leaders? In addition to the traditional telephone tree, what methods are in place to aid communication with "the flock"?

Of particular import to leaders and constituents will be identifying the organization's limitations – what it cannot or will not do – even in dire circumstances. A classic example of a limitation comes from a television segment in which a gravely injured victim asked a Red Cross volunteer to accelerate his death; he asked her to “pull the plug” on the ventilator that was keeping him alive. Although she was a proponent of “assisted suicide,” she acknowledged that such an act was beyond the role of volunteer.

There are numerous benefits in working with others to meet the needs of persons affected by a disaster. The flip side of the coin is that leaders must be circumspect and vigilant. Regardless of their size or location, churches are repeatedly victimized by scam artists, opportunistic schemes, and veiled plans to exploit people's vulnerability.

“I have no Messiah complex and I know that we need many leaders to do the job...Let us not succumb to divisions and conflicts. The job ahead is too great.”

-Martin Luther King, Jr.

BE INFORMED

One faith leader should initiate the formation of the network by inviting all faith leaders in a designated geographical area to a meeting. The purpose of the meeting is to discuss matters related to the formation of an Interfaith Disaster Network, and to determine which leaders are able and willing to participate and at what level. The Network is being created to 1) delegate specific functions to specific leaders, 2) pool human and material resources, and 3) provide for the constituents of each faith community in the Network.

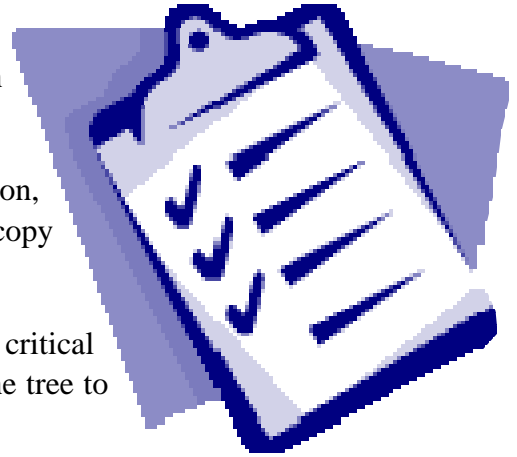
Liabilities pose a serious challenge for persons accustomed to operating on grace and compassion. For example, what if someone was served a meal at your facility that made him (and others) ill? What if a volunteer, in the process of assisting a survivor, damaged an expensive kitchen appliance or destroyed a piece of sound equipment? What if a fight broke out, or someone was in possession of a handgun? For everyone's protection, liability issues should be identified, resolved, and reflected in a Memorandum of Understanding or other agreement to which Network participants will subscribe.

- ◆ Each faith leader should be afforded the opportunity to describe the emergency preparations that are (or are not) in place in his or her faith community. Leaders should discuss factors that enhance or inhibit emergency preparations. It is important that persons be heard and that their perspectives are taken seriously.
- ◆ Regardless of what the emergency might be, people will need and request spiritual support. Faith leaders should ensure that ministers and other staff members are trained and prepared to render appropriate spiritual support, including prayer and meditation. Providing spiritual care to persons in the wake of trauma requires a special sensitivity to emotional symptoms and unusual behaviors. The more serious forms of symptoms or behaviors may require professional evaluation and treatment.
- ◆ Meet with representatives from Southern Baptist Disaster Relief or other interfaith disaster networks to explain the benefits and drawbacks of such a network.
- ◆ Obtain and distribute information on the warning systems and signals of disaster. Participants should be familiar with the Emergency Alert System (EAS) and the National Oceanic & Atmospheric Administration (NOAA).
- ◆ Invite a representative from your county's Emergency Management Agency (EMA) to make a presentation on the hazards that affect your area. Your response must be hazard-specific; how you prepare for a tornado will be somewhat different from how you prepare for a flood or a fire. In all circumstances, however, the Network will work with local emergency personnel, so as not to impede their operations.

MAKE A PLAN

The Network's plan is the blueprint for operations; it will provide structure and objectivity in an environment generally guided by concern and compassion. It is no secret that faith leaders often act on their desire to help others without regard to risks or consequences; they are motivated by the heart and not necessarily by the head. This is especially true in an emergency when immediate help is needed and there is no time to wait for others to respond. However, some seemingly innocent actions on a leader's part could result in a lawsuit. As such, the Network's plan should include being informed about liabilities, legalities, verbal agreements, and contingencies (There **MUST** be a backup plan – a "Plan B" – in place).

- ◆ Decide on leadership among the leaders. When disaster strikes, which leader will activate the Network? Who will monitor and manage it from beginning to end?
- ◆ Partner with local emergency services personnel to inform them of the Network and to ensure them of your support.
- ◆ Identify various emergency response or disaster education and training programs and send representatives from each Church to be trained. The more, the better.
- ◆ Compile a database of every person in your congregation, including emergency contact information. Keep a back-up copy of this information in an off-site location.
- ◆ Develop a telephone tree for ease in communicating critical information to members of your congregation. Distribute the tree to every member of the congregation.
- ◆ Compile an easy-to-read list of emergency services personnel and their respective telephone numbers, as well as an easy-to-read list of staff and telephone numbers.
- ◆ Talk to the congregation about the importance of security during an emergency, and give each person a floor plan of the church or facility where worship services are held.
- ◆ Develop a checklist of basic emergency preparations and supplies. Include assistive devices needed by persons in your congregation, such as wheelchairs or walkers. In addition, develop a checklist of items needed to keep individuals safe and fed.
- ◆ Organize and label supplies and materials according to their use for a particular hazard. Some supplies, such as food, water, and first aid, will be used in any emergency. The Network should purchase bulk supplies at discount rates and distribute them proportionally to each church in the Network.
- ◆ Purchase or collect toys, games, books, electronic media players, writing and coloring supplies, Bibles, magazines, puzzles, etc. for evacuation or sheltering-in-place.
- ◆ Compile a list of emergency needs and services, such as shelter, meals, clothing, triage/first aid, psychological services, trauma counseling, communications, transportation, etc. Allow each network participant to identify the need or service that his or her church can readily provide. Work this information into your plan.
- ◆ Once participants have identified the needs and services they can provide, compile this information in a Master Plan format, with contact information included, for copying and distributing to each faith leader in the Network. The leaders will have the responsibility of making and distributing copies to staff and officers on a “need to know” basis.



- ◆ Provide a copy of the Master Plan to your local EMA, as well as to the appropriate office in the fire and police departments. These agencies need to know that you have a Master Plan in place to care for the members of your congregations.

PRACTICE THE PLAN

PRACTICE, PRACTICE, PRACTICE! Even with a Master Plan in place, our tendency is to forget the information that we do not regularly use. It is for this reason that members of the Network must agree to practice the Plan at intervals of your choosing. A practice run every 90 days is ideal, but every six months is more realistic. You might schedule the practice run around the same time you schedule a fire drill or evacuation drill.

Network leaders should enlist the assistance of local emergency personnel to execute practice drills and exercises. Simulating a weather emergency such as a tornado or winter storm will allow the Network to evaluate its structure, content, and effectiveness. Practice drills will not only give the congregation a more realistic view of emergency response, but also give faith leaders an opportunity to work the “bugs” out of the Plan and make necessary corrections.

LESSON 16 - WORKSHEET

ON ONE ACCORD: THE INTERFAITH DISASTER NETWORK

Use the information in Lesson 16 and your own experience to do the following (For the purpose of this worksheet, your church is the “base” of the Interfaith Disaster Network):

1. Create a PowerPoint presentation that will inform your congregation and other participants of the structure, roles, activities, preparations, and benefits of an Interfaith Disaster Network.
2. Obtain a list of all communities of faith in your designated geographical area.
3. Obtain a list of all the emergency service agencies in your city or county.
4. For instructing the congregation, create or locate maps identifying at least two evacuation routes from your area, one using interstate highways and another using surface and back roads.
5. With Network partners, identify the “worst case scenarios” for your region and be sure you have back-up plans to counter each scenario, should they actually occur.
6. With Network partners, develop a list of “teaching and reaching” methods for communicating information to the congregation in the simplest, plainest ways possible. Consider pictures, poetry, acronyms, mnemonics, drills, repetition, memorization, etc. Be sure to provide for communicating with persons with visual or hearing impairments.
7. With Network partners, develop a master schedule for practicing mass movements such as fire drills, evacuation drills, and shelter-in-place formations.
8. Invite emergency service personnel to give demonstrations on topics and skills, such as fire safety, shutting off utilities, caring for elderly or disabled persons, and other topics relevant to your congregation.
9. Assign a team to create a roster of all persons with special needs in your congregation. Share this information only with other leaders and security personnel, so that appropriate items, such as crutches, wheelchairs, walkers, hypodermic needles, medication, etc., can be included in your church’s Disaster Supplies Kit.
10. Arrange to show your PowerPoint presentation to each congregation in the Network. Allow time for questions and answers, provide written emergency information and distribute complimentary emergency supplies.

LESSON 17

PUTTING IT ALL TOGETHER

The Samuel DeWitt Proctor Conference, Inc., produced this manual for one primary purpose: *to build the capacity of faith leaders and their congregations to prepare for and respond to disasters and emergencies*. Our world seems fraught with danger; each day, mass media inundates our psyches with horrid images of global catastrophe: war, riots, fires, shootings, bombing, floods, and more. We struggle to make sense of world events over which we have no control. Now, with this manual and training program, we can control our own response to the call for the shepherd and the flock to be prepared.

The sixteen lessons, worksheets, and “Resources” pages cover a broad range of topics, including spiritual support, sheltering-in-place, fire safety, first aid, evacuations, and church continuity planning. Through selected topics, we addressed the needs of adults, children, the elderly, and persons with disabilities. Yet much work remains to be done. Because disasters happen anytime and anywhere, your ability to respond effectively will depend on how well you have internalized this information, i.e., how well you have put things together in your mind and practiced them in your daily living.

Depending on the subject, professionals and/or volunteers in emergency management should facilitate the lessons, each of which includes a subject narrative and a worksheet. The worksheet will encourage discussion and provide practical exercises. The exercises ensure that leaders receive hands-on training. With “lessons learned” from Katrina fresh in our minds, we designed the units to move along a continuum:

- **UNIT 1 – INDIVIDUALS AND FAMILIES**
- **UNIT 2 – FAITH LEADERS AND CONGREGATIONS**
- **UNIT 3 – INTERFAITH DISASTER NETWORK**

Each lesson in the curriculum seeks to inspire greater awareness of and commitment to the concept of emergency preparedness for African American communities of faith.

The federal government's lethargic response to Hurricane Katrina and citizens along the Gulf Coast was a serious wake-up call for African American church leaders. The alarm was sounded, but most of us were not prepared to answer. While many faith leaders responded out of the goodness of their hearts, they admit that, had they been better prepared, they could have accomplished much more. They were thinking of others when they responded with shelter, transportation, clothing, food, water, and ATM cards. Total strangers surrendered their homes to survivors; others sacrificed cars, computers, and personal space. Had they been thinking of risk management or personal liability, they might have taken precautions. *The antidote to being caught off guard in one disaster is to be as prepared as possible for the next one.*

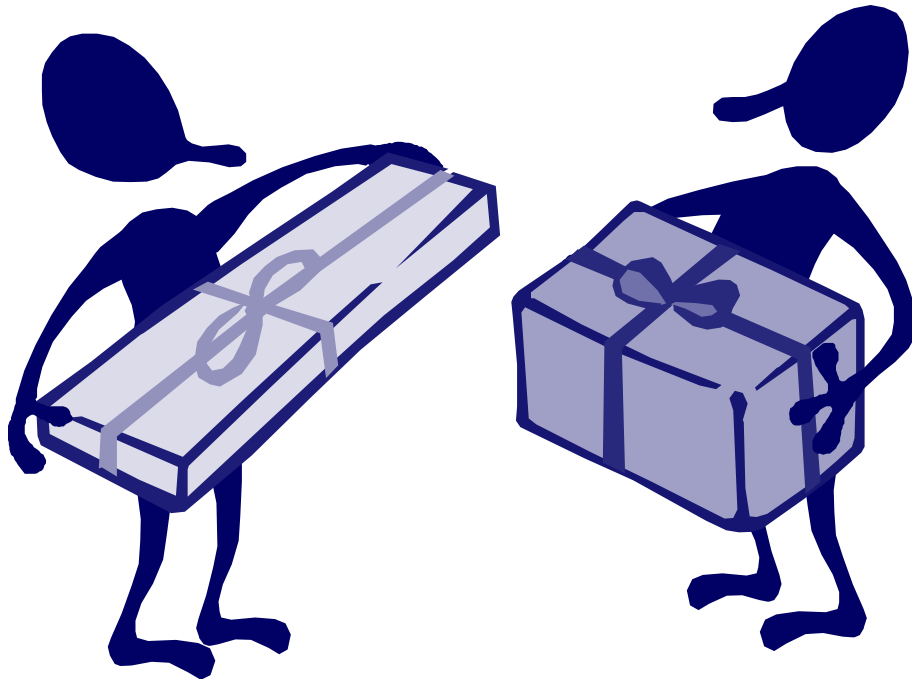
Emergencies seem to emerge out of nowhere. Our minds are inundated daily with overwhelming news of one tragedy or another. It is good to be prepared for disaster, to know that your neighbors are prepared, and to know that your house of worship is prepared. That is why the theme permeating these lessons is that of empowerment – *African American communities of faith must be empowered to respond to disasters and other emergencies.* The *good news* is that there is hope. There is faith. There is confidence in planning and strength in unity. As individuals, families, and groups, we can prepare for these unfortunate events to the best of our ability. We can purchase and make emergency supplies, plan escape routes and rendezvous points, and be ready – physically, mentally, and spiritually – when the next disaster threatens to turn our lives upside down.

Putting emergency preparedness all together means taking disaster preparation seriously. It means taking an honest look at your readiness to sustain yourself indoors, outdoors, or in a shelter for an extended period. It means not waiting for a siren warning or disaster signal to begin planning for an emergency. Start today to determine how you (and your family) will respond to the hazards known to disrupt your geographical area. Start today to map out your family's emergency evacuation routes, rendezvous points, and emergency contact information. Start today to assemble your first aid kit, as well as the larger, more comprehensive Disaster Supplies Kit. You may choose to order a readymade Disaster Supplies Kit, or purchase the items over time and store them where they are easily accessible when needed. *Work as a team to prepare for the worst and pray for the best.* When the preparation is completed, each of us will be more confident, knowing that we are not only prepared for a flood or fire or tornado, but we are also prepared with joy in our hearts and peace in our minds, the peace that comes from having faith in the Creator's faithfulness.

*“I firmly believe that each of us is here for a purpose,
and each day of our lives is a gift that
we should use wisely. We have chances every day
to touch the lives of neighbors, friends, family and
strangers.*

*I am proud of what each of you is doing during this
terrible tragedy.”*

*Tommy Middleton, Pastor, Woodlawn Baptist Church, Baton Rouge,
to a group of Red Cross volunteers at a shelter (2005).*





GLOSSARY

TERMS AND ACRONYMS RELATED TO DISASTERS AND EMERGENCIES

GLOSSARY

TERMS AND ACRONYMS RELATED TO DISASTERS AND EMERGENCIES

ADAPTIVE EQUIPMENT

Equipment that helps a person move, groom, or eat independently, such as mobility aids, grooming aids, feeding aids, and similar devices used to offset functional limits.

ALARMS

Warning system put in place to warn people that an emergency has occurred or is about to occur. Alarms can be used to mobilize a community's emergency response team and to warn people of danger so that they can take steps to protect their own safety and that of others.

ARC

American Red Cross

AUDIT

The process of assessing an organization's capacity for emergency response, evaluating hazards, and developing an inventory of resources.

BIOTERRORISM

The intentional use of microorganisms, or toxins, derived from living organisms, to produce death or disease in humans, animals, or plants.

BLINDNESS/VISUAL DISABILITY

A visual condition that interferes with a person's ability to see, or results in the absence of all sight.

CATEGORY "A" AGENTS

The biological terrorism agents having the greatest potential for adverse public health influence with mass casualties. The Category "A" agents are: smallpox, anthrax, plague, botulism, tularemia, and viral hemorrhagic fevers (e.g., Ebola).

CATASTROPHE

A catastrophe occurs when a disaster's impact is so great as to overwhelm a community's ability to function and when its effects are widespread. A catastrophe either has an unusually high number of deaths, injuries, or property damage, or is big enough to be a disaster to a whole region.

CDC

Centers for Disease Control and Prevention, a branch of the federal Department of Health and Human Services. Its main location is in Atlanta, Georgia.

CDE

Community Disaster Education, a program sponsored by the Red Cross that trains individuals for certification through the CDE Presenters Course.

CHURCH CONTINUITY PLANNING

A comprehensive approach to emergency preparedness that ensures the availability of critical human and material resources, so that the church (or organization) can continue its operation(s) despite major disruptions or crises.

CIS

Critical Incident Stress, the psychological effects experienced by people who are involved in a crisis.

CISD

Critical Incident Stress Debriefing, a 7-phase process that helps rescuers address their own abnormally high stress levels; a debriefing is conducted by a person trained in critical incident stress debriefing.

COGNITIVE IMPAIRMENT

A medical condition or injury that affects a person's ability to understand spoken or written information.

COMMUNICATIONS

The act of passing information between participants in disaster relief to facilitate management of resources. Communication between and among key individuals is vital to rescue and recovery; communication is also a vital part of the Family Disaster Plan, and entails the use of telephones, radios, Internet, signals, signs, and, where needed, assistive devices for the hearing impaired.

DEAFNESS/HEARING DISABILITY

A medical condition or injury that interferes with a person's ability to hear sounds.

DISASTER

A disaster occurs when a disruption reaches such proportions that there are injuries, deaths, or property damage and when a disruption affects many or all of a community's essential functions-such as water supply, electrical power, roads, and hospitals. People affected by a disaster may need assistance to alleviate their suffering.

DRILL

A structured or supervised activity to test a procedure of the Emergency Management Plan.

EDUCATIONAL MESSAGE

An educational message gives information about hazards, warnings, and personal safety, as well as how to prevent injury or death. Educational messages give more in-depth information than awareness messages and are designed to make sure your audience learns important information.

EMERGENCY

An unplanned combination of events that requires immediate action to prevent and/or minimize human injury and property damage. A state of emergency occurs when an event reaches such proportions that it disrupts a community's essential functions.

EMERGENCY ALERT SYSTEM (EAS)

The EAS is a nationwide system of providing warning information to the public in advance of the impact of natural and technological hazards. This new system replaces the former "Emergency Broadcast System."

EMERGENCY BROADCAST SYSTEM

The former name of the Emergency Alert system.

EMERGENCY MANAGEMENT

Integrative planning that includes mitigation of, preparedness for, response to, and recovery from an unusual event (hazard) that places stress on an organization's or facility's daily operations.

EMERGENCY OPERATIONS CENTER (EOC)

A pre-designed physical location that serves as the primary command center for resources coordination and communication. Can be internal or external to a facility, with a secondary site in case the primary site is rendered unusable.

EMERGENCY PREPAREDNESS

This process ensures that required resources are available to respond effectively to disasters. The process includes a range of activities from the identification of needed resources to their acquisition and pre-positioning.

EPICENTER

The place on the surface of the Earth directly above an earthquake's first movement (See *focus*).

EVACUATION

Moving people from a hazardous or potentially hazardous location to safety. If possible, evacuation should be practiced beforehand, to ensure relative calm when carried out prior to or during an emergency.

FAITH

Faith is a core element in an individual's personal relationship with God, the Creator. Faith is the believer's lifeline, the connection with God that brings assurance and peace, particularly in the midst of a storm.

FAULT

A fracture in the Earth's crust along which rocks have been displaced.

FEMA

Federal Emergency Management Agency

FIRST RESPONDERS

Persons trained in basic skills of firefighting, first aid, search and rescue, triage and hazardous materials response. First responders are generally responsible for handling all hands-on activities necessary to bring an emergency under control.

FLASH FLOOD

A very swift-moving flood that forms a "wall of water" and causes much damage. It can be caused by heavy rain concentrating in a constricted area, such as a gorge or canyon. It can also be caused by a dam failure.

FLOOD

A flood can be either a direct or an indirect result of severe weather or heavy rains; it can also be the result of an earthquake through tsunamis or levee breaks, or the result of a terrorist attack against a dam.

FLOOD POTENTIAL OUTLOOK

A "flood potential outlook" is issued when forecast meteorological conditions raise the threat of flooding, but occurrence is neither certain nor imminent.

FOCUS

The point beneath the surface of the Earth where the rocks first break and move, beginning an earthquake.

HAZARD

Events such as hurricanes, earthquakes, volcanoes and floods are phenomena of nature. They become hazards because people live, build, and engage in activities in ways that put their lives and property at risk. Examples of hazards include earthquakes, fires, floods, flash floods, chemical emergencies, hurricanes, heat waves, severe thunderstorms and lightning, tornadoes, winter storms, volcanic eruptions, tsunamis, building collapses, transportation wrecks, droughts, or pestilence.

HAZ-MAT

A term used to refer to hazardous materials, products and materials that can cause injury or death if they come in contact with a living organism. Usually chemical in nature, they can harm people, animals, or vegetation. Harm is caused by means of direct contact, inhalation, or ingestion.

HAZARD VULNERABILITY ANALYSIS

A structured approach to assist in evaluating potential adverse events or conditions that could disrupt an organization's operation. Each potential event is evaluated in each of three categories: probability (of occurrence), risk (severity/impact), and preparedness.

HHS

US Department of Health and Human Services

HRSA

Health Resources and Services Administration, a branch of the federal Department of Health and Human Services.

HURRICANE

A tropical cyclone with winds at 74mph or more that occurs in the Atlantic Ocean and in the Pacific Ocean west of the International Date Line.

INTENSITY

An indication of an earthquake's apparent severity at a specific location, based on its effects on people and structures.

MAGMA

Molten material (lava) beneath or within the Earth's crust.

MAGNITUDE

The size of an earthquake determined from the size of the seismic waves it generates as recorded by seismographs.

MEMORANDUM OF AGREEMENT (MOA) OR MEMORANDUM OF UNDERSTANDING (MOU)

A written document (i.e., contract) that defines a specific relationship, actions, and responsibilities between two or more parties.

MERCALLI SCALE

The scale used to measure the shaking intensity of an earthquake at a particular place, as determined by people's eyewitness observations.

MITIGATION

The advocacy for, and accomplishment of, sustained actions and measures that prevent the occurrence of a disaster or reduce the severity of its effects.

MOBILITY DISABILITY

A medical condition or injury that impedes a person's ability to walk or move.

PANIC

Panic refers to irrational, non-adaptive behavior. People who take action to protect themselves, even if they do the wrong thing, are not panicking – to them, their actions make sense and are self-protective behaviors, which is rational behavior.

PLATES

Large, irregular pieces of rock that, together, form the Earth's crust.

PREPAREDNESS ACTIVITIES

Activities that enhance the abilities of individuals, communities, and businesses to respond to a disaster. Disaster exercises, disaster preparedness training, and public education are examples of preparedness activities.

RECOVERY

Following a disaster, recovery refers to the efforts to return a community to "normal." Rebuilding homes and issuing business loans are ways that people recover from disasters.

RESPONSE

Activities during the immediate aftermath of a disaster that address emergency needs and restore community services. For example, Red Cross mass care, spontaneous and professional search and rescue, damage assessment, and communications, are ways that people and organizations respond.

RICHTER SCALE

The scale used to measure the magnitude of an earthquake as compared with a "standard earthquake," measured 100 kilometers from the focus.

RIVERINE FLOOD

A flood caused from a river overflowing. Contrasted with a flash flood or a coastal flood.

SEICHE

A series of large waves caused by seismic activity in or under a large lake. When large amounts of water are "sloshed" out of swimming pools after an earthquake, this is also reported as a seiche.

SEISMIC

Having to do with earthquakes, from the Greek *seism*, to shake or quake.

SEISMOGRAPH

An instrument that measures and records earthquake vibrations, from which the time, magnitude, and location of the earthquake are calculated. Different seismographs are used to record horizontal and vertical motion.

SEISMOGRAM

The recording, on paper or magnetic tape, made by the seismograph.

SERVICE ANIMAL

A specially-trained animal used by a person with a disability to help with daily living. These animals are allowed by law to accompany their owners anywhere.

SLOSH

Sea-Lake-Overland Surges from Hurricanes. A way of estimating the volume and depth of storm surge created by tropical cyclone activity.

STORM SURGE

A large amount of water forced up to shore in advance of an approaching tropical cyclone. Combined with wind-driven wave action, a storm surge can cause extensive property damage and destruction.

SURVIVAL

Having to do with living in dire circumstances. Public perception includes “survival” in terms of being thankful for surviving something that otherwise might have killed them.

TIDAL WAVE

A frequent misnomer for a tsunami. A tidal wave is generated by the uneven gravitational pull of the sun and moon as they travel around the Earth. It is generally linked to storm activity rather than seismic activity, and may occur in any coastal or inlet area.

TROPICAL CYCLONE

A large storm with a central “eye” or core, around which winds swirl. This is a generic term for a hurricane or typhoon.

TSUNAMI

A series of waves caused by seismic or volcanic activity under an ocean or very close to an ocean. Energy released by this activity causes a series of waves that can travel thousands of miles from the point of origin. They do not form large waves until they approach land. Tsunami waves can travel

over 500 miles per hour through open seas and build to heights of 100 feet or more when approaching shoreline.

TYPHOON

A tropical cyclone located east of the International Date Line.

WARNING

The National Weather Service issues a “warning” to let people know that a severe weather event is already occurring or is imminent. People should take immediate safety action. See “watch.”

WATCH

The National Weather Service issues a “watch” to let people know that conditions are right for a hazard event to occur. It does not mean that an event will occur. People should listen to their radio or television to keep informed about changing weather conditions. A watch is issued for special geographic areas such as counties, and for events such as hurricanes, tornadoes, floods, flash floods, severe thunderstorms, and winter storms.



Sources: American Red Cross, “Meanings of Selected Terms;” Washington State Department of Health; Emergency Response Management Consulting.

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Resources

ARE YOU PREPARED?

The 20 terms listed below are written vertically, horizontally, and diagonally forward and backward in this Wordfind puzzle. Give yourself two minutes. GO!

C Z F K S A U V Y M K G B S
U O S O A H F E I H N W N E
Y I N S R E E T N U L O V V
R C Q G I H I L E X I R L A
A L N L R G T S T T F S R C
J M E E A E N I A E H H E U
A R U T G O G C A A R I T A
W L I A P R I A Z F Y P S T
N O A S R N E A T K C M A I
N O E R U T R M I I G I S O
H R T M M D R K E K O R I N
H P M R E C O V E R Y N D T
Y O P R E P A R E D N E S S
C S S E R T S T R I A G E P

ALARM

EVACUATION

RECOVERY

STRESS

COMMUNICATIONS

FAITH

RELIEF

TRAUMA

CONGREGATION

HAZARD

RESPONSE

TRIAGE

DISASTER

MITIGATION

RISK

VOLUNTEERS

EMERGENCY

PREPAREDNESS

SHELTER

WORSHIP

Resources

CONSIDERATIONS FOR PEOPLE WITH DISABILITIES

Persons with disabilities often have unique needs that require more detailed planning in the event of a disaster. Consider the following actions as you prepare:

- ◆ Learn what to do in case of power outages and personal injuries. Know how to connect and start a back-up power supply for essential medical equipment. If you use electricity-dependent devices or equipment, inform your power company of your name, location, and service needs.
- ◆ Consider getting a medical alert system that will allow you to call for help if you are immobilized in an emergency. Most alert systems require a working phone line, so have a back-up plan, such as a cell phone or pager, in case regular landlines are disrupted.
- ◆ If you use an electric wheelchair or scooter, have a manual wheelchair for backup.
- ◆ Teach those who may need to assist you in an emergency how to operate necessary equipment. Also, label equipment and attach laminated instructions on how to use each piece of equipment.
- ◆ Store back-up equipment (mobility, medical, etc.) at your neighbor's home, school, or your workplace. Note in your Disaster Plan or Disaster Supplies Kit what equipment is stored in which place.
- ◆ Arrange for more than one person from your Personal Support Network to check on you in an emergency, so there is at least one back-up if the primary person you rely on cannot.
- ◆ If you are vision impaired, deaf or hard of hearing, plan ahead for someone to convey essential emergency information to you if you are unable to use the TV or radio.
- ◆ If you use a personal care attendant obtained from an agency, check to see if the agency has special provisions for emergencies (e.g., providing services at another location should an evacuation be ordered).
- ◆ If you live in an apartment, ask the management to identify and mark accessible exits and access to all areas designated for emergency shelter or safe rooms. Ask about plans for alerting and evacuating those with sensory disabilities.
- ◆ If you have a pet (or service animal), take your pet with you if you evacuate. Be aware that, for health reasons, most emergency shelters do not accept pets. They will, however, accept a Seeing Eye dog or other service animal. Make a list of family, friends, boarding facilities, veterinarians, and “pet-friendly” hotels that could shelter your pet in an emergency.

CONSIDERATIONS FOR PEOPLE WITH DISABILITIES (CONTINUED)

- ◆ Have a cell phone with an extra battery. If you are unable to get out of a building, you can let someone know where you are and guide them to you. Keep on your person the numbers you may need to call if the 9-1-1 emergency number is overloaded.
- ◆ Do not let yourself get discouraged. Use your family, friends, support network, and faith leader for spiritual inspiration and physical support. Preparing for a disaster or emergency does require planning and effort, but if you are in a situation where this preparation is warranted, you will more than likely be grateful that you made the investment.

Source: Adapted, "Preparing for Disaster for People with Disabilities and Other Special Needs," Federal Emergency Management Agency (FEMA), August 2004.

Resources

EMERGENCY PLANNING FOR HOUSES OF WORSHIP

Churches and other places of worship are increasingly subject to attack or damage. Faith leaders are developing continuity and emergency plans to protect employees and members, safeguard ministries and ensure the survival of operations. These guidelines will help in the emergency planning process:

- ◆ Develop a comprehensive emergency plan for your church/house of worship. See Lesson 10 for a description of a Church Continuity Plan (CCP).
- ◆ Coordinate your plan with input from local police, fire department, emergency medical service, and Emergency Management Agency (EMA).
- ◆ Be sure your emergency plan contains an evacuation plan.
- ◆ Conduct training sessions so employees and members will know the plan and their role in executing it. In the event of disaster, employees and members will look first to the shepherd for leadership and guidance.
- ◆ In an easily accessible office, install a radio capable of broadcasting National Oceanic and Atmospheric Administration (NOAA) weather reports.
- ◆ Practice your emergency plan twice a year, complete with fire drill and emergency evacuation. Change any part of the plan that is problematic.
- ◆ Maintain a current database of your membership with contact information and emergency contact persons. Store the database onsite and offsite.
- ◆ Back up computer data – files, software, business accounts, databases, etc. – on a regular basis. Ask one or two persons to be responsible for storing this data and keeping it current. Storing data off-site may make it easier to recover critical information in the event your facility is inaccessible.
- ◆ Make sure your continuity plan (CCP) contains a section on recovery; i.e., how to quickly assess losses and restore essential functions of ministries or services.
- ◆ Because worship is a primary service of the faith community, make sure your CCP identifies an alternate site for worship and for the continuation of other services.
- ◆ Develop an emergency contact list of all trustees, contractors, vendors, utilities, insurance agents, and others to be notified in case of a disaster.

EMERGENCY PLANNING FOR HOUSES OF WORSHIP (CONTINUED)

- ◆ Review your insurance policies to be certain that your insurance is adequate to cover losses in the event of a disaster.
- ◆ Maintain a current inventory of church property: equipment, appliances, musical instruments, media resources and vehicles, along with serial numbers, purchase price, and vendors. Store this data onsite and at your offsite storage facility.
- ◆ Review your insurance policies with your respective agents to make certain that you, your employees, and your property are adequately covered. Be proactive – find out before the disaster, so that you are not surprised by what is and is not covered. This may be a good time to determine whether or not you need an endorsement on your policy to cover losses.

Source: Washington Military Department, Emergency Management Division and Washington State Department of Health, 2004.

Resources

FIRE SAFETY FOR THE HOUSE OF WORSHIP

Consider the following as you develop your Fire Safety Plan:

- ◆ Meet with the fire department to talk about the community's fire response capabilities. Talk about your operations. Identify processes and materials that could cause or fuel a fire, or contaminate the environment in a fire.
- ◆ Have your facility inspected for fire hazards. Ask about fire codes and regulations.
- ◆ Ask your insurance carrier to recommend fire prevention and protection measures. Your carrier may also offer training.
- ◆ Distribute fire safety information to employees: how to prevent fires in the workplace, how to contain a fire, how to evacuate the facility, where to report a fire.
- ◆ If your facility houses an operation such as a nursery, preschool, or other enterprise, those persons must be included in your Fire Safety Plan.
- ◆ Instruct employees to use the stairs -- not the elevators -- in a fire. Instruct them to crawl on their hands and knees when escaping a hot or smoke-filled area.
- ◆ Conduct regular evacuation drills. Post maps of evacuation routes in prominent places. Keep evacuation routes including stairways and doorways clear of debris.
- ◆ Assign and train fire wardens for each area to monitor shutdown and evacuation procedures.
- ◆ Establish procedures for the safe handling and storage of flammable liquids and gases.
- ◆ Establish procedures to prevent the accumulation of combustible materials.
- ◆ Establish a “NO SMOKING” policy and environment. Ask persons who smoke to step outside, several feet away from the building. Ask them to watch for smoldering ashes or matches.
- ◆ Establish a preventive maintenance schedule to keep all equipment operating safely.
- ◆ Place fire extinguishers in appropriate locations.
- ◆ Train all employees in the use of fire extinguishers.

FIRE SAFETY FOR THE HOUSE OF WORSHIP (CONTINUED)

- ◆ Install smoke detectors. Check smoke detectors once a month. Change batteries when you change the clocks, at least once a year.
- ◆ Establish a system for warning personnel of a fire. Consider installing a fire alarm with automatic notification to the fire department.
- ◆ Consider installing a sprinkler system, fire hoses and fire-resistant walls and doors.
- ◆ Ensure that key personnel are familiar with all fire safety systems.
- ◆ Identify and mark all utility shutoffs so that electrical power, gas or water can be shut off quickly by fire wardens or responding personnel.

As a business, you can be fire-ready by determining *in advance* what level of response your facility will take if a fire occurs. Among the options are:

1. **Option A** - Immediate evacuation of all personnel on alarm.
2. **Option B** - All personnel are trained in fire extinguisher use. Personnel in the immediate area of a fire attempt to control it. If they cannot, the fire alarm is sounded and all personnel evacuate.
3. **Option C** - Only designated personnel are trained in fire extinguisher use.
4. **Option D** – A fire team is trained to fight incipient-stage fires that can be controlled without protective equipment or breathing apparatus. Beyond this level of fire, the team evacuates.
5. **Option E** - A fire team is trained and equipped to fight structural fires using protective equipment and breathing apparatus.

Adapted, "Fire Safety for Businesses," American Red Cross Website, March 2006.

Resources

FIRST AID PRIMER

If you encounter someone who is injured, apply the emergency action steps: **Check-Call-Care**. **Check** the scene to make sure it is safe for you to approach. Then check the victim for unconsciousness and life-threatening conditions. Someone who has a life-threatening condition, such as not breathing or severe bleeding, requires immediate care by trained responders and may require treatment by medical professionals. **Call** out for help. There are some steps that you can take, however, to **care** for someone who is hurt, but whose injuries are not life threatening.

CONTROL BLEEDING

- ◆ Cover the wound with a dressing, and press firmly against the wound.
- ◆ Elevate the injured area above the level of the heart if you do not suspect that the victim has a broken bone.
- ◆ Cover the dressing with a roller bandage.
- ◆ If the bleeding does not stop:
 - ◆ Apply additional dressings and bandages.
 - ◆ Use a pressure point to squeeze the artery against the bone.
- ◆ Provide care for shock.

CARE FOR SHOCK

- ◆ Keep the victim from getting chilled or overheated.
- ◆ Elevate the legs about 12 inches (if broken bones are not suspected).
- ◆ Do not give food or drink to the victim.

TEND BURNS

- ◆ Stop the burning by cooling the burn with large amounts of water.
- ◆ Cover the burn with dry, clean dressings or cloth.
- ◆ Cover the dressings with dry, clean dressings or cloth.

CARE FOR INJURIES TO MUSCLES, BONES AND JOINTS

- ◆ Rest the injured part.
- ◆ Apply ice or a cold pack to control swelling and reduce pain.
- ◆ Avoid any movement or activity that causes pain.
- ◆ If you must move the victim because the scene is becoming unsafe, try to immobilize the injured part to keep it from moving.

REDUCE ANY CARE RISKS

The risk of getting a disease while giving first aid is extremely rare. However, to reduce the risk even further:

- ◆ Avoid direct contact with blood and other body fluids.
- ◆ Use protective equipment, such as disposable gloves and breathing barriers.
- ◆ Whenever possible, thoroughly wash your hands with soap and water immediately after giving care.

Note: It is important to be prepared for an emergency and to know how to give emergency care.

Source: *Terrorism: Preparing for the Unexpected*, www.redcross.org, October 2001.

Resources

HAZARDOUS MATERIALS (HAZMAT)

Chemicals are found everywhere. They purify drinking water, increase crop production, and simplify household chores. But chemicals also can be hazardous to humans or the environment if used or released improperly. Hazards can occur during production, storage, transportation, use, or disposal. You and your community are at risk if a chemical is used unsafely or released in harmful amounts into the environment where you live, work, or play.

Hazardous materials (Hazmat) in various forms can cause death, serious injury, long-lasting health effects, and damage to buildings, homes, and other property. Many products containing hazardous chemicals are used and stored in homes routinely. These products are also shipped daily on the nation's highways, railroads, waterways, and pipelines. Chemical manufacturers are one source of hazardous materials, but so are service stations, hospitals, and hazardous materials waste sites.

Hazardous materials come in the form of explosives, flammable and combustible substances, poisons, and radioactive materials. These substances are often released as a result of transportation accidents or because of chemical accidents in plants.

Materials are considered hazardous if they have any of the characteristics listed below:

- ◆ Corrode other materials
- ◆ Explode or are easily ignited
- ◆ React strongly with water
- ◆ Are unstable when exposed to heat or shock
- ◆ Are otherwise toxic to humans, animals, or the environment.

Hazardous materials include, but are not limited to:

- ◆ Explosives
- ◆ Flammable gases and liquids
- ◆ Poisons and poisonous gases
- ◆ Corrosives
- ◆ Nonflammable gases
- ◆ Oxidizers
- ◆ Radioactive materials.

What to do Before, During, and After a Hazardous Materials Incident

Before a hazardous materials incident, you should add plastic sheeting, duct tape, and scissors to your Disaster Supplies Kit.

HAZARDOUS MATERIALS (HAZMAT) – (CONTINUED)

Listen to local radio or television stations for information and instructions. Follow the instructions carefully. Stay away from the area to minimize the risk of contamination. Remember that some toxic chemicals are odorless.

If you are:	Then:
Asked to evacuate	<p>Do so immediately.</p> <p>Follow the routes recommended by the authorities--shortcuts may not be safe. Leave at once.</p> <p>If you have time, minimize contamination in the house by closing all windows, shutting all vents, and turning off attic fans.</p> <p>Take pre-assembled disaster supplies.</p> <p>Remember to help your neighbors who may require special assistance--infants, elderly people and people with disabilities.</p>
Caught Outside	<p>Stay upstream, uphill, and upwind! In general, try to go at least one-half mile (usually 8-10 city blocks) from the danger area. Move away from the accident scene and help keep others away.</p> <p>Do not walk into or touch any spilled liquids, airborne mists, or condensed solid chemical deposits. Try not to inhale gases, fumes and smoke. If possible, cover mouth with a cloth while leaving the area. Stay away from accident victims until the hazardous material has been identified.</p>
In a motor vehicle	<p>Stop and seek shelter in a permanent building. If you must remain in your car, keep car windows and vents closed and shut off the air conditioner and heater.</p>
Requested to stay indoors	<p>Bring pets inside.</p> <p>Close and lock all exterior doors and windows. Close vents, fireplace dampers, and as many interior doors as possible. Turn off air conditioners and ventilation systems. In large buildings, set ventilation systems to 100 percent recirculation so that no outside air is drawn into the building. If this is not possible, ventilation systems should be turned off.</p> <p>Go into the pre-selected shelter room. This room should be above ground and have the fewest openings to the outside. Seal gaps under doorways and windows with wet towels or plastic sheeting and duct tape. Seal gaps around window and air conditioning units, bathroom and kitchen exhaust fans, and stove and dryer vents with duct tape and plastic sheeting, wax paper or aluminum wrap.</p> <p>If gas or vapors could have entered the building, take shallow breaths through a cloth or a towel. Avoid eating or drinking any food or water that may be contaminated.</p>

HAZARDOUS MATERIALS (HAZMAT) – (CONTINUED)

- ◆ After a hazmat incident, return home only when authorities say it is safe. Open windows and vents and turn on fans for ventilation. Act quickly if you have come in contact with or have been exposed to hazardous chemicals. Do the following:
 - ◆ Follow decontamination instructions from local authorities. You may be advised to take a thorough shower, or you may be advised to stay away from water and follow another procedure. Seek medical treatment for unusual symptoms as soon as possible.
 - ◆ Place exposed clothing and shoes in tightly sealed containers. Call local authorities to find out about proper disposal.
 - ◆ Advise everyone who comes in contact with you that you may have been exposed to a toxic substance.

Source: Adapted from *Are You Ready? An In-depth Guide to Citizen Preparedness*, Federal Emergency Management Agency (FEMA), August 2004, pp. 129-132

Resources

HAZARDOUS MATERIALS IN THE HOME

Q. *What are hazardous materials (Hazmat)?*

A. *Hazardous materials are chemical substances, which, if released or misused, can pose a threat to humans, animals, and the environment. These chemicals are used in industry, agriculture, medicine, research, and consumer goods. They can cause death, serious injury, long-lasting health effects, and damage to homes, buildings, and other property. Hazardous materials come in the form of explosive, flammable and combustible substances, poisons, and radioactive materials.*

Nearly every household uses products containing hazardous materials. Although risk of a chemical accident is slight, knowing how to handle these products and how to react during an emergency can reduce the risk of injury.

Contact authorities such as the **American Red Cross** or **The Environmental Protection Agency**, on hazardous household materials. They will provide information on potentially dangerous household products and their antidotes. Ask about the advisability of maintaining antidotes in your home for:

Cleaners and germicides	Home medications
Deodorizers	Laundry bleaches
Detergents	Liquid fuels
Drain and bowl cleaners	Paint removers and thinners
Gases	

You should store household chemicals according to the instructions on the label.

Read instructions on how to dispose of chemicals. Small amounts of the following products can be safely poured down the drain with plenty of water:

Antifreeze	Household disinfectant
Bathroom and glass cleaner	Laundry and dishwashing detergent
Bleach	Rubbing alcohol
Drain cleaner	Rug and upholstery cleaner
Fertilizer	Toilet bowl cleaner

HAZARDOUS MATERIALS IN THE HOME (CONTINUED)

Small amounts of the following products should be disposed of by wrapping the container in newspaper and plastic and placing it in the trash:

Brake fluid	Oven cleaner
Car wax or polish	Paint thinners and strippers
Dish and laundry soap	Pesticides
Drain cleaner	Power cleaners
Fertilizer	Toilet bowl cleaner
Furniture and floor polish	Water-based paint
Insect repellent	Wood preservatives
Nail polish	

Dispose of the following products at a recycling center or a collection site:

Car battery or battery acid	Power steering fluid
Diesel fuel	Thinner or stripper
Gun cleaning solvents	Tires
Kerosene	Transmission fluid
Large amounts of paint	Turpentine
Motor or fuel oil	

Disposing of Medicine and Spray Cans:

Flush medicines that are no longer being used or that are out-dated down the toilet and place the empty container in the trash.

Empty spray cans by pressing the button until nothing comes out and then place the can in the trash. Do not place spray cans into a burning barrel, incinerator, or trash compactor because they might explode.

Eye Contact with a Hazardous Substance:

If a hazardous substance comes in contact with an eye, it is important to take immediate action. Delaying first aid can greatly increase the likelihood of injury. Flush the eye with clear, lukewarm water for a minimum of 15 minutes. Continue the cleansing process even if the victim indicates that she or he no longer is feeling any pain, then seek medical attention.

Source: Adapted from *Are You Ready? An In-depth Guide to Citizen Preparedness*, Federal Emergency Management Agency (FEMA), August 2004, pp. 129-132

Resources

HELPING CHILDREN COPE WITH DISASTER

Earthquakes...Tornados...Fires...Floods...Hurricanes...Hazardous Materials...Spills...Winter Storms...Heat Waves...Thunderstorms...

Disasters strike quickly and often without warning. These events can be traumatic for adults, but they are also frightening for children, if they don't know what to do.

During a disaster, children may have to leave their homes and daily routines. They may become anxious, confused or frightened. As an adult, you'll need to cope with the disaster and also give your children crucial guidance about how to respond. Ultimately, you should decide what is best for your children, but consider using the following suggestions as guidelines.

CHILDREN AND THEIR RESPONSE TO DISASTER

Children depend on daily routines: They wake up, eat breakfast, go to school, do homework, and play with friends. When emergencies or disasters interrupt this routine, children become anxious. In a disaster, they'll look to you and other adults for help. How you react to an emergency gives them clues about how to act. If you react with alarm, a child may become more scared. They will see your fear as proof that the danger is real. Children's fears also may stem from their imagination, and you should take these feelings seriously. A child who *feels* afraid is afraid. Your words and actions can provide reassurance.

Feelings of fear are healthy and natural for adults and children. However, as an adult, you need to keep control of the situation. When you're sure that the danger has passed, concentrate on your child's emotional needs by asking the child to explain what's troubling him or her. Your response may have a lasting impact.

Be aware that, after a disaster, children are *most* afraid that-

- ◆ the event will happen again.
- ◆ someone will be injured or killed.
- ◆ they will be separated from the family.
- ◆ they will be left alone.

ADVICE TO PARENTS: PREPARE FOR DISASTER

You can create a Family Disaster Plan by taking four simple steps: First, learn what hazards exist in your community and how to prepare for each. Then meet with your family to discuss what you would do, as a group, in each situation. Next, take steps to prepare your family for disaster such as 1) post emergency phone numbers, 2) select an out-of-state family contact, 3) assemble disaster supplies kits for each member of your household, and 4) install smoke detectors on each level of your home. Finally, practice your Family Disaster Plan so that everyone will remember what to do when a disaster does occur.

TEACHING YOUR CHILDREN HOW TO CALL FOR HELP

Teach your child how and when to call for help. They should call 9-1-1 if you live in a 9-1-1 service area. If not, check the telephone directory for local emergency numbers.

Even very young children can be taught how and when to call for emergency assistance. If your child can't read, make an emergency phone chart by drawing pictures or symbols for him or her – a police officer's or firefighter's hat, a flame, a cross, a stick figure man or woman, etc. - that may help him or her identify the correct number to call in the event of an emergency.

As you explain each picture, have your child color the symbol on the emergency phone chart. Doing so may help your child remember who should be called in an emergency.

Source: *Talking About Disaster: Guide for Standard Messages*. Produced by the National Disaster Education Coalition, Washington, D.C., 1999.

Resources

HOW TO SHELTER-IN-PLACE

Shelter-in-place is a precaution aimed to keep you safe while remaining indoors. Shelter-in-place means selecting a small, interior room, with no or few windows, and taking refuge there. It does not mean sealing off your entire church building. If you are told to shelter-in-place, follow the instructions provided in this Fact Sheet.

WHY YOU MIGHT NEED TO SHELTER-IN-PLACE:

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities on television and radio stations on how to protect you and your family. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday. The important thing is for you to follow instructions of local authorities and know what to do if they advise you to shelter-in-place.

HOW TO SHELTER-IN-PLACE

- ◆ Close the church office and all auxiliary operations.
- ◆ If there are members or visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- ◆ Unless there is an imminent threat, ask employees, members, and visitors to call their emergency contact to let them know where they are and that they are safe.
- ◆ Turn on call-forwarding or alternative telephone answering systems or services. If the church has voice mail or an automated attendant, change the recording to indicate that the office is closed, and that staff and visitors are remaining in the building until authorities advise it is safe to leave.
- ◆ Close and lock all windows, exterior doors, and any other openings to the outside.
- ◆ If you are told there is danger of explosion, close the window shades, blinds, or curtains.
- ◆ Have employees familiar with your building's mechanical systems turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.

HOW TO SHELTER-IN-PLACE (CONTINUED)

- ◆ Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- ◆ Select interior room(s) above the ground floor, with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, pantries, copy and conference rooms without exterior windows will work well. Avoid selecting a room with mechanical equipment like ventilation blowers or pipes, because this equipment may not be able to be sealed from the outdoors.
- ◆ It is ideal to have a hard-wired telephone in the room(s) you select. Call emergency contacts and have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency.
- ◆ Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door(s) and any vents into the room.
- ◆ Bring everyone into the room(s). Shut and lock the door(s).
- ◆ Write down the names of everyone in the room, and call your church's designated emergency contact to report who is in the room with you, and their affiliation with your church (employee, visitor, member, etc.).
- ◆ Keep listening to the radio or television until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

Source: Adapted, American Red Cross, Instructor Training, Course Number 3007, 2005.

Resources

HOW TO USE 9-1-1

In the event of a natural disaster or emergency, minimize your calls to 9-1-1 unless it is a life-threatening situation requiring police, medical or fire emergency assistance. The following guide should help you and your family, determine when to call 9-1-1.

- ◆ Stay off the phone unless you have a critical need to make a telephone call. Remember that a FAX and a computer also use your telephone line and their use may affect your ability to get immediate help in a life-threatening situation.
- ◆ Do not call 9-1-1 unless you need an emergency response from police, medical or fire emergency personnel.
- ◆ If you experience other types of problems not related to these emergency services, call the appropriate telephone number for those services.
- ◆ Do not call 9-1-1 unnecessarily. 9-1-1 lines must be kept open for people who have a true emergency.
- ◆ If you pick up your telephone to make a call and do not hear a dial tone, do not hang up. Simply wait a few seconds, and you will get a dial tone and be able to make your call.
- ◆ Do you have an out-of-area contact person? In an emergency, local phone lines could be jammed. If you have an out-of-area relative or friend, you should be able to reach her or him using your long distance service. Your family members can leave messages for each other with your out-of-area contact person to let one another know they are all right.

PREPARING CHILDREN TO USE 9-1-1

Parents, please read the information below with your children. Talk with them about how and when to use 9-1-1. Knowing the right thing to do can save lives.

WHEN TO CALL 9-1-1:

- ◆ To get help for someone who is hurt. For example:
 - ◆ If a friend or family member falls and is injured.
 - ◆ If you see someone hurt in an accident.
- ◆ If you see someone stealing or breaking into a home or building.
- ◆ If you smell smoke or see a fire.
- ◆ If you see people fighting and hurting each other.

HOW TO USE 9-1-1 (CONTINUED)

- ◆ If you see someone being robbed or beaten.
- ◆ If you are unsure, call 9-1-1 and describe the situation.
- ◆ If you call 9-1-1 by accident, do not hang up. Explain to the 9-1-1 call taker what happened.

WHEN NOT TO CALL 9-1-1

- ◆ Never call 9-1-1 as a joke.
- ◆ Never call 9-1-1 to ask for information.
- ◆ Never call just to see if 9-1-1 is working.

WHAT TO SAY WHEN YOU CALL 9-1-1:

- ◆ Tell the person what is wrong.
- ◆ Tell the person your name, address, and telephone number.
- ◆ Do not hang up until the call taker tells you that you should – he or she may have to ask you more questions.

Source: Washington Military Department. Emergency Management Division, 2004.

Resources

PREPARING YOUR HOUSEHOLD FOR EMERGENCIES

Government agencies will respond to community disaster, but citizens may be on their own for hours, even days, after disaster strikes. Each person should be prepared to take care of himself/herself for at least three days.

BEFORE DISASTER STRIKES

- ◆ Have water (preferably in plastic jugs) and canned or non-perishable food that does not require cooking (Don't forget the can opener!).
- ◆ Learn first aid and CPR. Have a first aid kit, first aid manual, and any needed medicines or medical protocols for family members.
- ◆ Have blankets or sleeping bags, and plastic sheets or other materials to repair your home or to improvise shelter.
- ◆ Have a flashlight with extra bulbs and batteries.
- ◆ Have a portable, battery-powered radio with extra batteries.
- ◆ Have a covered container for a toilet, kitty litter for waste, and extra toilet paper.
- ◆ Have a fire extinguisher and know how to use it.
- ◆ Learn how to turn off the gas, power, and water in your home.

DURING AN EMERGENCY OR DISASTER

- ◆ Keep calm; take time to think; give assistance where needed.
- ◆ Turn on your radio for official information and instructions.
- ◆ Use the telephone only for emergency calls.
- ◆ If requested to evacuate, take your emergency supplies and go to a safe location or to temporary shelters as directed by officials.

AFTER THE EMERGENCY OR DISASTER IS OVER

- ◆ Use caution when entering damaged buildings and homes.
- ◆ Stay away from damaged electrical wires and wet appliances.
- ◆ Check food and water for contamination; when in doubt, throw it out!
- ◆ Notify your relatives that you are safe. However, do not tie up phone lines because they are needed for emergency calls.
- ◆ If government disaster assistance is available, the news media will announce where to go to apply for and receive assistance.

Resources

SPIRITUAL CARE IN DISASTER RESPONSE

(Should I seek professional counseling for my child or teenager?)

Most children will show some emotional symptoms and behavior changes in the wake of trauma, but not all children who have experienced a catastrophe or trauma will need psychotherapy. Here are descriptions of some potential symptoms, both mild and more serious forms. Children who show the more serious forms of these symptoms should be referred to a therapist for evaluation and treatment.

- ◆ **SLEEP DISTURBANCES** – Traumatized children may experience trouble falling asleep. During sleep, they may experience troubling nightmares, which may or may not include scenes from the trauma. In addition, they may experience “night terrors.” In a night terror, the child may begin crying or screaming hysterically. His or her eyes may be open, but it is impossible to communicate with her or him. The child may even speak a few words, but does not respond to questions or commands. The next day the child will not remember the experience. Any sleep disturbance that persists for more than a few instances or for more than two weeks should be considered a reason to seek treatment.
- ◆ **SEPARATION ANXIETY OR CLINGING BEHAVIOR** – Young children will typically show signs of insecurity following a traumatic incident. However, after a few days, behavior should return to normal. In serious cases, children may become hysterical when separated from caretakers and may refuse to return to normal activities at school.
- ◆ **PHOBIAS ABOUT DISTRESSING STIMULI** – Children may develop extreme fear of or avoidance responses to sights, sounds, or places that remind them of the traumatic incident. If these phobias persist for more than a week or two, a referral for professional help is in order.
- ◆ **CONDUCT DISTURBANCES** – These include tantrums, fighting, defiance, etc. Such symptoms are likely to develop later, as a secondary reaction to the trauma. They are, however, a response to the trauma and should be considered a reason to seek help if they persist.
- ◆ **WITHDRAWAL, LIMITED EXPRESSION OF EMOTION** – Traumatized children may sometimes become very withdrawn and show few emotional responses such as delight, anger, or sadness. If this persists, the child should be referred for treatment.
- ◆ **REGRESSIVE BEHAVIORS** – Children who have been traumatized will frequently appear to “go backwards” in development. Children who were previously potty-trained may begin to wet their pants. Wetting the bed is another common reaction. Also, children may return to more immature forms of play or language. If this persists, the child should be referred.
- ◆ **REENACTMENT OF THE TRAUMA** – Children attempt to gain understanding and mastery of their world through their play. It is normal for children to play “pretend” games that mimic their life experiences. Traumatized children tend to reenact the trauma in their play. This is not serious unless the play is dangerous, or unless it continues for several weeks in a compulsive manner.

Resources

THREE WAYS TO PURIFY WATER

In addition to having a bad odor and taste, contaminated water can contain microorganisms that cause diseases such as dysentery, typhoid and hepatitis. You should purify all water of uncertain purities before using it for drinking, food preparation or hygiene.

There are many ways to purify water. None is perfect. Often the best solution is a combination of methods.

Two easy purification methods are outlined below. These measures will kill most microbes but will not remove other contaminants such as heavy metals, salts, and most other chemicals. Before purifying, let any suspended particles settle to the bottom, or strain through layers of paper towel or clean cloth.

BOILING. Boiling is the safest method of purifying water. Bring water to a rolling boil for 3-5 minutes, keeping in mind that some water will evaporate. Let the water cool before drinking.

Boiled water will taste better if you put oxygen back into it by pouring it back and forth between two clean containers. This will also improve the taste of stored water.

DISINFECTION. You can use household liquid bleach to kill microorganisms. Use only regular household liquid bleach that contains 5.25 percent sodium hypochlorite. Do not use scented bleaches, color-safe bleaches, or bleaches with added cleaners.

Add 16 drops of bleach per gallon of water, stir and let stand for 30 minutes. If the water does not have a slight bleach odor, repeat the dosage and let it stand another 15 minutes.

The only agent used to purify water should be household liquid bleach. Other chemicals, such as iodine or water treatment products sold in camping or surplus stores that do not contain 5.25 percent sodium hypochlorite as the only active ingredient, are not recommended and should not be used.

NOTE: *While the two methods described above will kill most microbes in water, distillation will remove microbes that resist these methods, and heavy metals, salts, and most other chemicals.*

DISTILLATION. Distillation involves boiling water and then collecting the vapor that condenses back to water. The condensed vapor will not include salt and other impurities.

To distill, fill a pot halfway with water. Tie a cup to the handle on the pot's lid so that the cup will hang right-side-up when the lid is upside down (Make sure the cup is not dangling into the water). Boil the water for 20 minutes. The water that drips from the lid into the cup is distilled.

Resources

WINTER STORMS

Winter storms can range from moderate snow over a few hours to blizzard conditions with blinding, wind-driven snow or freezing rain that lasts several days. The time to prepare is before the snow falls and ice forms.

PREPARING FOR WINTER STORMS

- ◆ Listen to your radio or television for winter storm forecasts and other information.
- ◆ Prepare your home for cold weather. Install storm windows. Insulate outside walls, attics, and crawl spaces. Wrap pipes, especially those near cold outer walls or in attics or crawl spaces. Repair leaks in the roof, around the doors and in the windows.
- ◆ Have appropriate cold weather clothing available.
- ◆ If you have a kerosene heater, refuel your heater outside and remember to keep it at least three feet from flammable objects.
- ◆ Make sure your fireplace functions properly.
- ◆ Have rock salt and sand on hand for traction on ice.
- ◆ Fill your gas tank before the snow starts falling.

DURING A WINTER STORM

- ◆ Wear several layers of loose fitting, light weight, warm clothing rather than one layer of heavy clothing. Wear mittens rather than gloves. Wear a warm, woolen cap. Body heat escapes through an uncovered head.
- ◆ Do not drive unnecessarily.
- ◆ Heat only the areas of your home that you are using. Close doors and curtains or cover windows and doors with blankets.
- ◆ Use alternative heat methods safely. NEVER use a gas or charcoal grill, hibachi or portable propane heater to cook indoors or heat your home.
- ◆ Be careful when shoveling snow. Do not overexert yourself.
- ◆ Be sure to eat regularly. Food provides calories that maintain body heat.

- ◆ Watch for signs of frostbite and hypothermia – slurred speech, disorientation, uncomfortable shivering, stumbling, drowsiness, and body temperature of 95 degrees Fahrenheit or less.
- ◆ If you become trapped outside, get out of the wind and stay dry. Build a lean-to or snow cave if nothing else is available. Do not eat snow; it will make you too cold.

IF IN YOUR VEHICLE

- ◆ Make sure someone knows where you are going. Stay on the main roads.
- ◆ If you must stop, remain inside the vehicle. Use a bright distress flag or your hazard lights to draw attention to your vehicle.
- ◆ If trapped in a blizzard, clear your tailpipe and run your engine and heater for 10 minutes every hour. Open your window slightly.
- ◆ During night hours, keep the dome light on in the car so rescue crews can see your vehicle.
- ◆ Keep an emergency kit in your vehicle. Include a three-day supply of water and non-perishable food that can be eaten without being cooked. Include a blanket or sleeping bag for each passenger, a flashlight, cell phone, shovel, sack of sand or kitty litter, booster cables, flare, coffee can with lid and toilet paper.

Source: Washington Military Department, Emergency Management Division and Washington State Department of Health, 2004.