



ILLINOIS – INDIANA – WISCONSIN
REGIONAL CATASTROPHIC PLANNING
TEAM (IL-IN-WI RCPT)
CITIZEN PREPAREDNESS TRAIN-THE-
TRAINER COURSE
FACILITATOR MANUAL





ILLINOIS – INDIANA – WISCONSIN
REGIONAL CATASTROPHIC PLANNING
TEAM (IL-IN-WI RCPT)
CITIZEN PREPAREDNESS TRAIN-THE-
TRAINER COURSE
MODULE 1: INTRODUCTION FOR
FACILITATORS



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IL-IN-WI RCPT CITIZEN PREPAREDNESS TRAIN-THE-TRAINER

Module 1: Introduction for Facilitators

COURSE OVERVIEW

The purpose of this *Illinois – Indiana – Wisconsin Regional Catastrophic Planning Team (IL-IN-WI RCPT) Citizen Preparedness Train-the-Trainer* course is to empower community organizations and businesses to train employees, volunteers, and team members to facilitate basic community preparedness actions and processes.

- This course intends to allow community organizations and businesses to impart preparedness information to employees, volunteers, and the population.
- Materials provided for this course are meant to be customized by organizations providing this course. This includes providing organization specific information as well as information specific to the hazards in the region.
- Facilitators are encouraged to link participants back to gearupgetready.org as well as their local emergency management office for additional information regarding preparedness, as well as emergency protective measures for real-life incidents.

OVERALL COURSE OBJECTIVES

At the conclusion of this training, participants will be able to:

1. Demonstrate the knowledge of basic community preparedness training.
2. Be able to customize and present this information to their constituents (i.e. volunteer groups, employees, general population).
3. Understand the basics of citizen preparedness, including emergency contact cards, family emergency plans, and resources to have on-hand.

In addition to the overall course objectives listed above, each unit has specific objectives.

TARGET AUDIENCE

The target audience for this course is individuals that will provide citizen preparedness training and information to the general population, with the goal of reaching the population where they live, work, play and worship.

PREREQUISITES

Citizen Preparedness Facilitators should be a minimum of 18 years of age and should be in a position in their community and organization to provide basic preparedness training. Facilitators are identified by their organization, and should discuss participating in the training with their supervisor prior to receiving the training. Facilitators should have basic comfort and skill in facilitating training sessions or providing information to groups of various sizes. Facilitators should maintain a professional demeanor when providing the training, including being professionally dressed and coming prepared to provide the training with appropriate materials. Facilitators should also notify their supervisor when they provide the training, and maintain proper records of participants in training sessions. In addition, Facilitators must be willing to provide course feedback as

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Module 1: Introduction for Facilitators

well as to allow their contact information to be provided to the counties in the RCPT for additional outreach related to community preparedness messaging.

COURSE MATERIALS

The *IL-IN-WI RCPT Citizen Preparedness Train-the-Trainer* includes these materials:

1. Facilitator Guide (includes administrative, logistical, and preparation information; lesson plan; facilitator notes; mini PowerPoint slides; instructions for all activities; additional participant handouts and job aids);
2. Customizable PowerPoint for participants;
3. Customizable Participant Manual (key content and all handouts); and
4. Family Emergency Card, Family Emergency Plan, and Emergency Kit form.

Additional documents to facilitate training can be found at <http://www.ready.gov/publications> and <http://www.redcross.org/prepare/disaster-safety-library>.

COURSE AGENDA

This is a 2 hour course. It is intended to impart information to the facilitators in the format that it will be provided to the general population. Each module can be provided on its own, or in conjunction with the entire course.

Module 1	Introduction for Facilitators
	<ul style="list-style-type: none">• Provides introduction and overview to Train-the-Trainer Course.• Provides an overview to all materials.• Provides instruction on how materials can be customized.
Module 2	General Preparedness
	<ul style="list-style-type: none">• Provides an overview of general preparedness information, including completing emergency contact cards, family plans, and the basics of emergency supply lists.• Reviews the slides that can be provided to course participants, and how these slides can be customized.
Module 3	Preparedness for Seniors

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Module 1: Introduction for Facilitators

	<ul style="list-style-type: none">• Provides an overview of preparedness for seniors.• Reviews slides that can be provided to course participants, and how these slides can be customized.
Module 4	Preparedness for Disabled Populations
	<ul style="list-style-type: none">• Provides an overview of preparedness for populations with disabilities.• Reviews slides that can be provided to course participants, and how these slides can be customized.
Module 5	Preparedness for Pet Owners
	<ul style="list-style-type: none">• Provides an overview of preparedness pet owners.• Reviews slides that can be provided to course participants, and how these slides can be customized.
Module 6	Additional Resources
	<ul style="list-style-type: none">• Provides an overview of additional resources that can be provided to course participants.• Reviews slides that can be provided to course participants, and how these slides can be customized.
Module 7	Activity
	<ul style="list-style-type: none">• Allows course facilitators to demonstrate knowledge of preparedness information.

FACILITATOR QUALIFICATIONS

Facilitators will be recruited and selected to conduct this course throughout the IL-IN-WI CSA. Facilitators should be in a position within their organization or community to be able to provide this training to the general population. Enthusiasm and desire are essential qualities in Citizen Preparedness Facilitators, as well as basic skill in facilitation for groups of all sizes.

PREPARING TO TRAIN

The preparation and conduct of the facilitator has a definite impact on the effectiveness of the training. This introductory section provides guidelines for preparing for this course. Use the following steps when you prepare for training:

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Module 1: Introduction for Facilitators

- Thoroughly read both the Facilitator Guide and the Participant Manual.
- Be prepared to answer any questions that the participants ask while completing the training.
- Draft or copy any supplemental materials from which you feel the participants will benefit. Many supplemental materials may be available from your agency, local emergency management personnel, partner organizations such as the American Red Cross, or from Federal agencies.
- Facilitators are encouraged to add pertinent information to the course, and topics covered should be targeted to the population receiving the course. For example, when the course is provided to organizations that are focused on pet populations, the training should provide emphasis on those populations.
- All materials are created to be customized to the needs of the audience. For example, if you are providing training to seniors, materials should be provided in large print.

PREPARING THE CLASSROOM

As a facilitator, you are responsible for the equipment that you need for the course. For each session, you will need handouts for your participants. If you choose to provide PowerPoint training, you will also need a computer with PowerPoint software (PowerPoint 97 or more recent), a projector and screen, and handouts. The room arrangement should be a classroom environment with students at tables, around a table, or at chairs, as necessary and as the room accommodates.

AFTER THE TRAINING

Provide copies of your sign-in sheet to your supervisor. Send a scanned copy to info@gearupgetready.org and yvette.alexander@redcross.org. Where possible, include demographic information with the sign-in sheet. For example, if your training was provided in a retirement community or at a veterinary association meeting, to help monitor the overall reach of the campaign.

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ILLINOIS – INDIANA – WISCONSIN REGIONAL CATASTROPHIC PLANNING TEAM (IL-IN-WI RCPT) CITIZEN PREPAREDNESS TRAIN-THE- TRAINER COURSE MODULE 2: GENERAL PREPAREDNESS

In this module you will learn about:

- General emergency preparedness information.
- Completing an emergency contact card.
- Completing a family emergency plan.
- Key items for an emergency kit.
- How this information can be customized.





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IL-IN-WI RCPT CITIZEN PREPAREDNESS TRAIN-THE-TRAINER

Module 2: General Preparedness



<i>Learning Objectives/ Performance Outcomes</i>	<p>At the conclusion of this unit, the participants will be able to:</p> <ul style="list-style-type: none">• Identify key items that should be captured in an emergency contact card and family emergency plan.• Understand the key resources that should be included in an emergency kit.• Know how course materials can be customized.
<i>Resources Required</i>	<ul style="list-style-type: none">• IL-IN-WI RCPT Citizen Preparedness Train-the-Trainer Facilitator Guide (for facilitators).• IL-IN-WI RCPT Citizen Preparedness Participant Guide (for participants).
<i>Equipment</i>	<p>The following additional equipment is required for this unit (if applicable):</p> <ul style="list-style-type: none">• A computer with PowerPoint software• A computer projector and screen
<i>Preparation</i>	<p>Prior to the Citizen Preparedness training, make copies of materials for each participant that are customized to your organization or jurisdiction.</p>
<i>Notes</i>	<p>It is recommended that this module take no more than 30 minutes.</p>

Module 2: General Preparedness

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p style="text-align: center;">Gear Up Get Ready: Being Prepared To Help Yourself</p> <p style="text-align: center;"><i>Insert Organization</i> <i>Presentation Date</i></p> 	<p>Slide Content</p> <p>Welcome / Title Slide</p> <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Customize the title slide with your agency or organization’s logo. • Customize date, time, and location as necessary. • Develop a class roster or sign-in sheet. As participants arrive, have them sign-in at a desk or pass around a sheet of paper. • As participants for their name, address, phone number and email address to allow you to follow-up.
<p><i>Welcome and Agenda</i></p> <ul style="list-style-type: none"> • [insert agenda] 	<p>Slide Content</p> <p>Course agenda</p> <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Welcome the participants to the training. • Provide a summary overview of the agenda. Customize the agenda by the topics you will cover in the training. • Introduce yourself and provide some background information about your past experiences. • Ask others to introduce themselves in the same way. Consider asking name, organization, role or title, and why they are taking the course.



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Module 2: General Preparedness

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p><i>Housekeeping</i></p> <ul style="list-style-type: none"> • Restrooms • Smoking policy • Cell phone policy (silent mode) • Emergency exits 	<p>Slide Content</p> <ul style="list-style-type: none"> • Restrooms • Smoking policy • Cell phone policy (silent mode) • Emergency exits <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Add any other housekeeping items specific to the facility or your organization. This may include instructions such as “smoking is not allowed within 20 feet of the doorway” or the location about accessible restrooms. • Make any administrative announcements at this time.
<p><i>Do you really need to be ready?</i></p> <ul style="list-style-type: none"> • In the midst of day-to-day activities, most do not remember that we live in a weather prone country and region. • Annually, Americans cope with an average of 10,000 thunderstorms, 2,500 floods, 1,000 tornadoes, and an average of six deadly hurricanes. • In addition, there are other emergencies that happen on a more frequent basis, like house fires and incidences in our schools. • Most do not take any action until AFTER these events impact their households. 	<p>Slide Content</p> <ul style="list-style-type: none"> • In the midst of day-to-day activities, most do not remember that we live in a weather prone country and region. • Annually, Americans cope with an average of 10,000 thunderstorms, 2,500 floods, 1,000 tornadoes, and an average of six deadly hurricanes. • In addition, there are other emergencies that happen on a more frequent basis, like house fires and incidences in our schools. • Most do not take any action until AFTER these events impact their households. <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Source: http://www.srh.noaa.gov/hqx/?n=stormready • Customize slides to reflect recent incidents in the County / community, including flood events, apartment fires, or acts of violence in the community (i.e. school shooting).

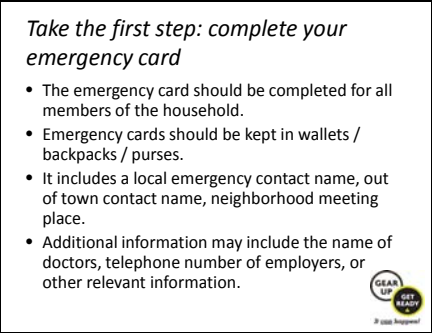

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Module 2: General Preparedness

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
	<ul style="list-style-type: none"> • Hold a brief discussion asking those in attendance if they have or know anyone who has experienced a disaster and what the impact was on those individuals. • Ask if those individuals were prepared. • Ask individuals if they feel that they would be prepared for that kind of event in their community.
<div data-bbox="240 653 669 982" style="border: 1px solid black; padding: 10px;"> <p><i>Being ready makes a difference</i></p> <ul style="list-style-type: none"> • http://www.fema.gov/medialibrary/media_records/6809  </div>	<p>Slide Content</p> <ul style="list-style-type: none"> • Preparedness video. <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Source: www.fema.gov/medialibrary/media_records/6809 • This is an optional slide. Course facilitators should feel free to play this video, play another video, or skip this slide. • This video provides an overview of a Tennessee woman who took preparedness actions. • This slide can be customized to add additional videos or testimonials on how disaster preparedness improved the lives of those who took the necessary precautions.
<div data-bbox="240 1299 669 1629" style="border: 1px solid black; padding: 10px;"> <p><i>Being ready makes a difference</i></p> <ul style="list-style-type: none"> • Preparedness gives individuals and households the tools to help themselves. • Preparedness reduces stress and anxiety during and following disasters. • Preparedness minimizes the impact to families. • Preparedness reduces the burden to the community / first responders.  </div>	<p>Slide Content</p> <ul style="list-style-type: none"> • Preparedness gives individuals and households the tools to help themselves. • Preparedness reduces stress and anxiety during and following disasters. • Preparedness minimizes the impact to families. • Preparedness reduces the burden to the community / first responders. <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Facilitators can customize this slide by using additional examples or highlight points from recent

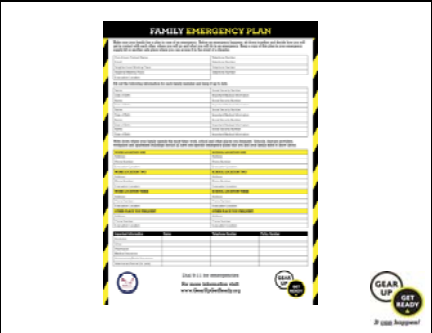
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Module 2: General Preparedness

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p><i>Take the first step: complete your emergency card</i></p> <ul style="list-style-type: none"> • The emergency card should be completed for all members of the household. • Emergency cards should be kept in wallets / backpacks / purses. • It includes a local emergency contact name, out of town contact name, neighborhood meeting place. • Additional information may include the name of doctors, telephone number of employers, or other relevant information.  	<p>events.</p> <p>Slide Content</p> <ul style="list-style-type: none"> • The emergency card should be completed for all members of the household. • Emergency cards should be kept in wallets / backpacks / purses. • It includes a local emergency contact name, out of town contact name, neighborhood meeting place. • Additional information may include the name of doctors, telephone number of employers, or other relevant information. <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Source: www.gearupgetready.org • Emphasize that the emergency contact card should be carried by all members of the family, including children and those with disabilities. • Emphasize that it should be kept handy and with the person as often as possible. • Additional information can also include regular medications or contact information for caretakers like an at-home nurse. • Out-of-town contact information is important because following an emergency, local phone systems may not be working. It may be easier to reach someone out of the area. • Facilitators may also want to include the slide showing the example of the emergency card. • The emergency card should be included in the handouts for all participants.


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Module 2: General Preparedness

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS		
<p><i>Take the next step: complete your family plan</i></p> <ul style="list-style-type: none"> • The family emergency plan contains more detailed information than the emergency card. • This includes telephone numbers, social security information and medical information for EACH member of the family. • It contains detailed information about insurance, physicians, workplaces, and other important locations (neighbors homes or after-school activities). 	<p>Slide Content</p> <ul style="list-style-type: none"> • The family emergency plan contains more detailed information than the emergency card. • This includes telephone numbers, social security information and medical information for EACH member of the family. • It contains detailed information about insurance, physicians, workplaces, and other important locations (neighbors' homes or after-school activities). <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Source: www.gearupgetready.org • Provide participants with copies of family emergency plans. • Note that it is important to revisit the family emergency plan to make sure key contact information is up-to-date. • Remind participants to make note of other places family members might be, like numbers for a child's music teacher or the contact information for the church the family attends. 		
<p><i>Develop a kit for your family – basics</i></p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> • Bottled water and non-perishable food – per person, per day for at least 3 days • NOAA Radio • Can Opener • Flashlight and batteries • Personal hygiene items </td> <td> <ul style="list-style-type: none"> • First aid kit • Whistle • Copies of important documents • Blankets / towels • Change of clothing • Durable container </td> </tr> </table> <p><i>You have most of these items around your house – collect them in one place!</i></p>	<ul style="list-style-type: none"> • Bottled water and non-perishable food – per person, per day for at least 3 days • NOAA Radio • Can Opener • Flashlight and batteries • Personal hygiene items 	<ul style="list-style-type: none"> • First aid kit • Whistle • Copies of important documents • Blankets / towels • Change of clothing • Durable container 	<p>Slide Content</p> <ul style="list-style-type: none"> • Bottled water and non-perishable food – per person, per day for at least 3 days • NOAA Radio • Can Opener • Flashlight and batteries • Personal hygiene items • First aid kit • Whistle • Copies of important documents
<ul style="list-style-type: none"> • Bottled water and non-perishable food – per person, per day for at least 3 days • NOAA Radio • Can Opener • Flashlight and batteries • Personal hygiene items 	<ul style="list-style-type: none"> • First aid kit • Whistle • Copies of important documents • Blankets / towels • Change of clothing • Durable container 		


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Module 2: General Preparedness

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
	<ul style="list-style-type: none"> • Optional slide. • Remind participants to remember what special items their family might need. • Ask participants to think about what their family needs on a day-to-day basis and make sure that extras are included in or near the kit. • Customize to your audience or your community. If you know of key items used by people in your community, include them here.
<div data-bbox="240 743 669 1073" style="border: 1px solid black; padding: 5px;"> <p><i>Additional Kit Types</i></p> <ul style="list-style-type: none"> • In addition to having these items at home, you may want to consider: <ul style="list-style-type: none"> – Creating a light-weight version of the kit (i.e. Go Kit) in a sturdy backpack to allow you to evacuate easily. – Storing food, water, and supplies at your office (i.e. Work Kit). This may include a comfortable change of clothing and a sturdy pair of shoes. – Keeping emergency supplies in your car (i.e. Car Kit) including food items, jumper cables, warm clothing / sleeping bags, and kitty litter for tire traction.  </div>	<p>Slide Content</p> <ul style="list-style-type: none"> • In addition to having these items at home, you may want to consider: <ul style="list-style-type: none"> ○ Creating a light-weight version of the kit (i.e. Go Kit) in a sturdy backpack to allow you to evacuate easily. ○ Storing food, water, and supplies at your office (i.e. Work Kit). This may include a comfortable change of clothing and a sturdy pair of shoes. ○ Keeping emergency supplies in your car (i.e. Car Kit) including food items, jumper cables, warm clothing / sleeping bags, and kitty litter for tire traction. <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Optional slide. • Customize the materials necessary for kits to the audience.

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Module 2: General Preparedness

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p data-bbox="402 369 506 394"><i>Questions</i></p> <p data-bbox="285 506 623 548">Do you have any questions about anything covered in this module?</p> 	<p data-bbox="704 344 1487 411">Do you have any questions about anything covered in this module?</p> <p data-bbox="704 432 1166 464">Course Facilitator Instructions</p> <ul data-bbox="753 489 1474 737" style="list-style-type: none">• Allow participants to ask any questions.• Consider taking this time to allow participants to ask questions or to complete their card / family emergency form.• Consider including your contact information on this slide.

The next modules will cover specific preparedness information. First up, Preparedness for Seniors.

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REGIONAL CATASTROPHIC PLANNING
TEAM (IL-IN-WI RCPT)
CITIZEN PREPAREDNESS TRAIN-THE-
TRAINER COURSE
MODULE 3: PREPAREDNESS FOR
SENIORS

In this unit you will learn about:

- Additional preparedness activities for seniors.
- How this information can be customized.



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Module 3: Preparedness for Seniors



<i>Learning Objectives/ Performance Outcomes</i>	<p>At the conclusion of this unit, the participants will be able to:</p> <ul style="list-style-type: none">• Identify specific preparedness actions and items for seniors.• Understand additional resources that should be included in preparedness kits for seniors.• Know how course materials can be customized.
<i>Resources Required</i>	<ul style="list-style-type: none">• IL-IN-WI RCPT Citizen Preparedness Train-the-Trainer Facilitator Guide (for facilitators).• IL-IN-WI RCPT Citizen Preparedness Participant Guide (for participants).
<i>Equipment</i>	<p>The following additional equipment is required for this unit (if applicable):</p> <ul style="list-style-type: none">• A computer with PowerPoint software.• A computer projector and screen.
<i>Preparation</i>	<p>Prior to the Citizen Preparedness training, make copies of materials for each participant that are customized to your organization or jurisdiction.</p>
<i>Notes</i>	<p>It is recommended that this module take 15 minutes.</p>

Module 3: Preparedness for Seniors

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<div data-bbox="237 480 669 814" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Gear Up Get Ready: Preparedness for Seniors</p> <p style="text-align: center;"><i>Insert Organization</i> <i>Presentation Date</i></p>  </div>	<p>Slide Content</p> <p>Welcome / Title Slide</p> <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • This is an optional slide. This should only be used if you are developing a specific preparedness course for seniors. • Customize the title slide with your agency or organization’s logo. • Customize date, time, and location as necessary. • Develop a class roster or sign-in sheet. As participants arrive, have them sign-in at a desk or pass around a sheet of paper. • As participants for their name, address, phone number and email address to allow you to follow-up.
<div data-bbox="237 1182 669 1516" style="border: 1px solid black; padding: 10px;"> <p><i>Agenda</i></p> <ul style="list-style-type: none"> • [Insert agenda]  </div>	<p>Slide Content</p> <p>Course agenda</p> <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • This is an optional slide. This should only be used if you are developing a specific preparedness course for seniors. • Welcome the participants to the training. • Provide a summary overview of the agenda. Customize the agenda by the topics you will cover in the training. • Introduce yourself and provide some background information about your past experiences. • Ask other facilitators to introduce themselves in the same way. Consider asking name,


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Module 3: Preparedness for Seniors

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
	<p>organization, role or title, and why they are taking the course.</p>
<div data-bbox="240 590 669 919" style="border: 1px solid black; padding: 10px;"> <p><i>Housekeeping</i></p> <ul style="list-style-type: none"> • Restrooms • Smoking policy • Cell phone policy (silent mode) • Emergency exits  </div>	<p>Slide Content</p> <ul style="list-style-type: none"> • Restrooms • Smoking policy • Cell phone policy (silent mode) • Emergency exits <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • This is an optional slide. This should only be used if you are developing a specific preparedness course for seniors. • Add any other housekeeping items specific to the facility or your organization. This may include instructions such as “smoking is not allowed within 20 feet of the doorway” or the location about accessible restrooms. • Make any administrative announcements at this time.
<div data-bbox="240 1350 669 1680" style="border: 1px solid black; padding: 10px;"> <p><i>The Importance of Senior Preparedness</i></p> <ul style="list-style-type: none"> • Disasters can have a more severe impact on seniors who may have health needs or mobility constraints. <ul style="list-style-type: none"> – Power failures may cut off oxygen supplies. – Homebound seniors may not be able to evacuate when flood waters rise. – Walking aids may be necessary to walk down stairs. • These challenges mean seniors may need to take additional steps to be ready and remain safe!  </div>	<p>Slide Content</p> <ul style="list-style-type: none"> • Disasters can have a more severe impact on seniors who may have health needs or mobility constraints. <ul style="list-style-type: none"> ○ Power failures may cut off oxygen supplies. ○ Homebound seniors may not be able to evacuate when flood waters rise. ○ Walking aids may be necessary to walk down stairs. • These challenges mean seniors may need to take



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Module 3: Preparedness for Seniors

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
	<p>additional steps to be ready and remain safe!</p> <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Customize the slide to your audience. • Emphasize some of the important considerations seniors may have after a disaster. • Highlight examples of the impact of disasters on seniors or specific examples from the press.
<div data-bbox="240 684 669 1012" style="border: 1px solid black; padding: 5px;"> <p><i>Additional Preparedness Items for Seniors</i></p> <ul style="list-style-type: none"> • Consider storing your emergency kit in an easy to transport container, such as a cart with wheels. • Label any equipment, such as wheelchairs, canes or walkers, that you would need with your name, address and phone numbers. • Talk to your doctor to and ensure that your kit contains an additional supply of necessary medications. • Make sure your kit contains important documents, such as information about your doctors and copies of prescriptions, deeds or leases, birth certificates and insurance policies.  </div>	<p>Slide Content</p> <ul style="list-style-type: none"> • Consider storing your emergency kit in an easy to transport container, such as a cart with wheels. • Label any equipment, such as wheelchairs, canes or walkers, that you would need with your name, address and phone numbers. • Talk to your doctor to and ensure that your kit contains an additional supply of necessary medications. • Make sure your kit contains important documents, such as information about your doctors and copies of prescriptions, deeds or leases, birth certificates and insurance policies. <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • If you are presenting a specific preparedness course for seniors, insert the slides and cover the basics of an emergency kit, emergency card, and emergency plan. • Use these slides to cover specific additional items for seniors. • This slide can be customized to provide additional preparedness information for seniors based on the need of your community. • For example, this can be expanded to include cold weather clothing such as hats and scarves. • Source:


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Module 3: Preparedness for Seniors

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p data-bbox="261 478 613 533"><i>Additional Preparedness Actions for Seniors</i></p> <ul data-bbox="261 548 641 741" style="list-style-type: none"> • Post emergency numbers near your phones, including those for transportation providers, doctors, and local / out-of-area contacts. • Keep necessary items, such as wheelchairs and walkers, in a designated place so they can be found and accessed quickly. • Keep necessary tools like hearing aids in a safe and accessible place close to your bed. 	<p data-bbox="800 327 1511 432">http://www.redcross.org/images/MEDIA_CustomProductCatalog/m4640086_Disaster_Preparedness_for_Srs-English.revised_7-09.pdf</p> <p data-bbox="704 468 912 499">Slide Content</p> <ul data-bbox="753 527 1482 846" style="list-style-type: none"> • Post emergency numbers near your phones, including those for transportation providers, doctors, and local / out-of-area contacts. • Keep necessary items, such as wheelchairs and walkers, in a designated place so they can be found and accessed quickly. • Keep necessary tools like hearing aids in a safe and accessible place close to your bed. <p data-bbox="704 867 1166 898">Course Facilitator Instructions</p> <ul data-bbox="753 926 1482 1192" style="list-style-type: none"> • Customize additional preparedness activities or actions that can be taken by seniors to increase preparedness. • Source: http://www.redcross.org/images/MEDIA_CustomProductCatalog/m4640086_Disaster_Preparedness_for_Srs-English.revised_7-09.pdf
<p data-bbox="261 1255 548 1287"><i>Evacuation Tips for Seniors</i></p> <ul data-bbox="261 1308 641 1518" style="list-style-type: none"> • Try to make arrangements to evacuate before an incident. This includes how you will evacuate, specifically if you need additional resources (i.e. paratransit) to evacuate. • Contact your local emergency management agency for tips on how to evacuate, or to register for additional assistance. • If you are instructed to evacuate, try to carpool and use routes specified by local officials. 	<p data-bbox="704 1230 912 1262">Slide Content</p> <ul data-bbox="753 1287 1482 1644" style="list-style-type: none"> • Try to make arrangements to evacuate before an incident. This includes how you will evacuate, specifically if you need additional resources (i.e. paratransit) to evacuate. • Contact your local emergency management agency for tips on how to evacuate, or to register for additional assistance. • If you are instructed to evacuate, try to carpool and use routes specified by local officials. <p data-bbox="704 1665 1166 1696">Course Facilitator Instructions</p> <ul data-bbox="753 1724 1482 1822" style="list-style-type: none"> • Emphasize that local emergency management or other officials may have registries or resources to facilitate evacuation.

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Module 3: Preparedness for Seniors

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
	<ul style="list-style-type: none">• Customize for additional information on evacuation specific to the community or organization.• Source: http://www.redcross.org/images/MEDIA_CustomProductCatalog/m4640086_Disaster_Preparedness_for_Srs-English.revised_7-09.pdf
<p style="text-align: center;"><i>Questions</i></p> <p style="text-align: center;">Do you have any questions about anything covered in this module?</p> 	<p>Do you have any questions about anything covered in this module?</p> <p>Course Facilitator Instructions</p> <ul style="list-style-type: none">• Allow participants to ask any questions.• Consider including your contact information on this slide.

The next module covers Preparedness Persons with Disabilities.

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ILLINOIS – INDIANA – WISCONSIN
REGIONAL CATASTROPHIC PLANNING
TEAM (IL-IN-WI RCPT)
CITIZEN PREPAREDNESS TRAIN-THE-
TRAINER COURSE
MODULE 4: PREPAREDNESS FOR
PERSONS WITH DISABILITIES

In this unit you will learn about:

- Additional preparedness activities or items for persons with disabilities.
- How this information can be customized.





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IL-IN-WI RCPT CITIZEN PREPAREDNESS TRAIN-THE-TRAINER

Module 4: Preparedness for Persons with Disabilities


<i>Learning Objectives/ Performance Outcomes</i>	<p>At the conclusion of this unit, the participants will be able to:</p> <ul style="list-style-type: none">• Identify additional tasks and information that can increase preparedness for individuals with disabilities.• Understand the additional items and resources that should be included in an emergency kit.• Know how course materials can be customized.
<i>Resources Required</i>	<ul style="list-style-type: none">• IL-IN-WI RCPT Citizen Preparedness Train-the-Trainer Facilitator Guide (for facilitators).• IL-IN-WI RCPT Citizen Preparedness Participant Guide (for participants).
<i>Equipment</i>	<p>The following additional equipment is required for this unit (if applicable):</p> <ul style="list-style-type: none">• A computer with PowerPoint software• A computer projector and screen
<i>Preparation</i>	<p>Prior to the Citizen Preparedness training, make copies of materials for each participant that are customized to your organization or jurisdiction.</p>
<i>Notes</i>	<p>It is recommended that this module take no more than 15 minutes.</p>

Module 4: Preparedness for Persons with Disabilities

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p style="text-align: center;">Gear Up Get Ready: Preparedness for Persons with Disabilities</p> <p style="text-align: center;"><i>Insert Organization</i> <i>Presentation Date</i></p> 	<p>Slide Content</p> <p>Welcome / Title Slide</p> <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • This is an optional slide. This should only be used if you are developing a specific preparedness course for persons with disabilities. • Customize the title slide with your agency or organization's logo. • Customize date, time, and location as necessary. • Develop a class roster or sign-in sheet. As participants arrive, have them sign-in at a desk or pass around a sheet of paper. • As participants for their name, address, phone number and email address to allow you to follow-up.
<p><i>Agenda</i></p> <ul style="list-style-type: none"> • [insert agenda] 	<p>Slide Content</p> <p>Course agenda</p> <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • This is an optional slide. This should only be used if you are developing a specific preparedness course for persons with disabilities. • Welcome the participants to the training. • Provide a summary overview of the agenda. Customize the agenda by the topics you will cover in the training. • Introduce yourself and provide some background information about your past experiences.




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Module 4: Preparedness for Persons with Disabilities

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
	<ul style="list-style-type: none">• Ask other facilitators to introduce themselves in the same way. Consider asking name, organization, role or title, and why they are taking the course.
<div data-bbox="240 779 669 1108"><p><i>Housekeeping</i></p><ul style="list-style-type: none">• Restrooms• Smoking policy• Cell phone policy (silent mode)• Emergency exits</div>	<p>Slide Content</p> <ul style="list-style-type: none">• Restrooms• Smoking policy• Cell phone policy (silent mode)• Emergency exits <p>Course Facilitator Instructions</p> <ul style="list-style-type: none">• This is an optional slide. This should only be used if you are developing a specific preparedness course for persons with disabilities.• Add any other housekeeping items specific to the facility or your organization. This may include instructions such as “smoking is not allowed within 20 feet of the doorway” or the location about accessible restrooms.• Make any administrative announcements at this time.


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Module 4: Preparedness for Persons with Disabilities

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p><i>The Importance of Preparedness for Persons with Disabilities</i></p> <ul style="list-style-type: none"> Disasters can have a more severe impact on persons with disabilities. <ul style="list-style-type: none"> Individuals with limited hearing may not receive warning signals. Individuals in wheelchairs may need transit assistance when evacuating. Assistive products may not be left behind in an emergency. These challenges mean persons with disabilities may need to take additional steps to be ready and remain safe. 	<p>Slide Content</p> <ul style="list-style-type: none"> Disasters can have a more severe impact on persons with disabilities. <ul style="list-style-type: none"> Individuals with limited hearing may not receive warning signals. Individuals in wheelchairs may need transit assistance when evacuating. Assistive products may not be left behind in an emergency. These challenges mean persons with disabilities may need to take additional steps to be ready and remain safe. <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> Customize to your audience. Highlight different ways your audience may need additional assistance during an emergency.
<p><i>Complete a Personal Assessment</i></p> <ul style="list-style-type: none"> In order to better prepare for disasters, individuals with disabilities or caretakers should engage in a personal assessment. Considerations should include: <ul style="list-style-type: none"> Personal care: What type of assistance is necessary to bathe, groom, and dress? Utilities: What utilities are necessary to the individual and what will the individual do if those utilities are not available? 	<p>Slide Content</p> <ul style="list-style-type: none"> In order to better prepare for disasters, individuals with disabilities or caretakers should engage in a personal assessment. Considerations should include: <ul style="list-style-type: none"> Personal care: What type of assistance is necessary to bathe, groom, and dress? Utilities: What utilities are necessary to the individual and what will the individual do if those utilities are not available? Equipment: What equipment is used on a day to day basis? This includes personal care equipment, mobility equipment, and feeding equipment. Transportation: What equipment or resources are necessary to facilitate transportation? Service Animals / Pets: What resources are necessary to care for service animals or pets?
<p><i>Complete a Personal Assessment</i></p> <ul style="list-style-type: none"> Considerations should include (continued): <ul style="list-style-type: none"> Equipment: What equipment is used on a day to day basis? This includes personal care equipment, mobility equipment, and feeding equipment. Transportation: What equipment or resources are necessary to facilitate transportation? Service Animals / Pets: What resources are necessary to care for service animals or pets? 	<ul style="list-style-type: none"> Equipment: What equipment is used on a day to day basis? This includes personal care equipment, mobility equipment, and feeding equipment. Transportation: What equipment or resources are necessary to facilitate transportation? Service Animals / Pets: What resources are



IL-IN-WI RCPT CITIZEN PREPAREDNESS TRAIN-THE-TRAINER

Module 4: Preparedness for Persons with Disabilities

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
	<p>necessary to care for service animals or pets?</p> <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • If you are presenting a specific preparedness course for persons with disabilities, insert the slides and cover the basics of an emergency kit, emergency card, and emergency plan. • Customize slides to reflect the different types of considerations your audience might have. • Customization should reflect specific needs with a focus on encouraging considerations for preparing to unique needs. • Hold a brief discussion asking those in attendance if they have or know anyone who has experienced a disaster and what the impact was on those individuals. Ask if those individuals were prepared, and how those individuals were prepared for their specific needs. • Source: <ul style="list-style-type: none"> http://www.phe.gov/Preparedness/planning/abc/Pages/shelterinplace.aspx and http://www.ready.gov/sites/default/files/FEMA_Disabilities_R-6_web_june2012.pdf
<div data-bbox="240 1304 669 1633" style="border: 1px solid black; padding: 5px;"> <p><i>Additional Considerations for Individuals with Disabilities</i></p> <ul style="list-style-type: none"> • Ensure that your emergency plan includes contact information for your network. This goes beyond local and out-of-area contacts and should include caregivers or others who provide regular support. • Understand and document escape routes from your home, in case your home becomes unsafe. Account for your specific needs in these routes. • Plan for work-arounds in case utilities or day-to-day equipment are not functional. For example, have a manual wheelchair for backup if an electric wheelchair is used on a day-to-day basis.  </div>	<p>Slide Content</p> <ul style="list-style-type: none"> • Ensure that your emergency plan includes contact information for your network. This goes beyond local and out-of-area contacts and should include caregivers or others who provide regular support. • Understand and document escape routes from your home, in case your home becomes unsafe. Account for your specific needs in these routes. • Plan for work-arounds in case utilities or day-to-day equipment are not functional. For example, have a manual wheelchair for backup if an electric wheelchair is used on a day-to-day basis. <p>Course Facilitator Instructions</p>


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Module 4: Preparedness for Persons with Disabilities

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
	<ul style="list-style-type: none"> This slide can be customized for your audience. Source: http://www.ready.gov/sites/default/files/FEMA_Disabilities_R-6_web_june2012.pdf
<div data-bbox="240 520 669 856" style="border: 1px solid black; padding: 5px;"> <p><i>Additional Considerations for Individuals with Disabilities</i></p> <ul style="list-style-type: none"> Talk to your local emergency management about ways that you can receive emergency notifications that are meet your unique needs. Talk to your apartment building about marking accessible emergency exits and notifications in the building to help meet your needs. Ensure that your emergency supply kit contains the resources you need, including medicines or backup equipment. Always follow the recommendations of local officials regarding evacuation routes and ways to stay safe.  </div>	<p>Slide Content</p> <ul style="list-style-type: none"> Talk to your local emergency management about ways that you can receive emergency notifications that meet your unique needs. Talk to your apartment building about marking accessible emergency exits and notifications in the building to help meet your needs. Ensure that your emergency supply kit contains the resources you need, including medicines or backup equipment. Always follow the recommendations of local officials regarding evacuation routes and ways to stay safe. <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> Customize the slide to additional considerations for the community you are speaking to. Emphasize that local emergency management may have resources to help people during a disaster.
<div data-bbox="240 1371 669 1707" style="border: 1px solid black; padding: 5px;"> <p><i>Additional Considerations for Individuals with Disabilities</i></p> <ul style="list-style-type: none"> Communicate your emergency plan with your personal network. Ensure members of your personal network know where equipment you may need is located, and how it can be moved or operated. Contact local officials regarding registrations or notification lists where you can register to receive assistance.  </div>	<p>Slide Content</p> <ul style="list-style-type: none"> Communicate your emergency plan with your personal network. Ensure members of your personal network know where equipment you may need is located, and how it can be moved or operated. Contact local officials regarding registrations or notification lists where you can register to receive assistance. <p>Course Facilitator Instructions</p>

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Module 4: Preparedness for Persons with Disabilities

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
	<ul style="list-style-type: none">• Emphasize that those around you, including neighbors, caregivers, and family can provide additional help during an emergency.• Emphasize the importance of communicating the plan and any additional needs to these individuals to help ensure that needs are being met.• Source: http://www.ready.gov/sites/default/files/FEMA_Disabilities_R-6_web_june2012.pdf
<p style="text-align: center;"><i>Questions</i></p> <p style="text-align: center;">Do you have any questions about anything covered in this module?</p> 	<p>Do you have any questions about anything covered in this module?</p> <p>Course Facilitator Instructions</p> <ul style="list-style-type: none">• Allow participants to ask any questions.• Consider including your contact information on this slide.

The next module will cover Preparedness for Pet Owners.

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CITIZEN PREPAREDNESS TRAIN-THE-
TRAINER COURSE
MODULE 5: PREPAREDNESS FOR PET
OWNERS

In this unit you will learn about:

- Additional preparedness activities for pets.
- How this information can be customized.





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Module 5: Preparedness for Pet Owners


<i>Learning Objectives/ Performance Outcomes</i>	<p>At the conclusion of this unit, the participants will be able to:</p> <ul style="list-style-type: none">• Identify specific preparedness actions and items for pets.• Understand additional resources that should be included in preparedness kits for pets.• Know how course materials can be customized.
<i>Resources Required</i>	<ul style="list-style-type: none">• IL-IN-WI RCPT Citizen Preparedness Train-the-Trainer Facilitator Guide (for facilitators).• IL-IN-WI RCPT Citizen Preparedness Participant Guide (for participants).
<i>Equipment</i>	<p>The following additional equipment is required for this unit (if applicable):</p> <ul style="list-style-type: none">• A computer with PowerPoint software• A computer projector and screen
<i>Preparation</i>	<p>Prior to the Citizen Preparedness training, make copies of materials for each participant that are customized to your organization or jurisdiction.</p>
<i>Notes</i>	<p>It is recommended that this module take no more than 15 minutes.</p>

Module 5: Preparedness for Pet Owners

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p style="text-align: center;">Gear Up Get Ready: Preparedness for Pet Owners</p> <p style="text-align: center;"><i>Insert Organization</i> <i>Presentation Date</i></p> 	<p>Slide Content Welcome / Title Slide</p> <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • This is an optional slide. This should only be used if you are developing a specific preparedness course for pet owners. • Customize the title slide with your agency or organization’s logo. • Customize date, time, and location as necessary. • Develop a class roster or sign-in sheet. As participants arrive, have them sign-in at a desk or pass around a sheet of paper. • As participants for their name, address, phone number and email address to allow you to follow-up.
<p><i>Agenda</i></p> <ul style="list-style-type: none"> • [insert agenda] 	<p>Slide Content Course agenda</p> <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • This is an optional slide. This should only be used if you are developing a specific preparedness course for pet owners. • Welcome the participants to the training. • Provide a summary overview of the agenda. Customize the agenda by the topics you will cover in the training. • Introduce yourself and provide some background information about your past experiences.



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Module 5: Preparedness for Pet Owners

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
	<ul style="list-style-type: none">• Ask other facilitators to introduce themselves in the same way. Consider asking name, organization, role or title, and why they are taking the course.
<div data-bbox="240 779 669 1108"><p><i>Housekeeping</i></p><ul style="list-style-type: none">• Restrooms• Smoking policy• Cell phone policy (silent mode)• Emergency exits<p><small>© 2013 Preparedness</small></p></div>	<p>Slide Content</p> <ul style="list-style-type: none">• Restrooms• Smoking policy• Cell phone policy (silent mode)• Emergency exits <p>Course Facilitator Instructions</p> <ul style="list-style-type: none">• This is an optional slide. This should only be used if you are developing a specific preparedness course for pet owners.• Add any other housekeeping items specific to the facility or your organization. This may include instructions such as “smoking is not allowed within 20 feet of the doorway” or the location about accessible restrooms.• Make any administrative announcements at this time.



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Module 5: Preparedness for Pet Owners

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p data-bbox="261 352 613 407"><i>The Importance of Preparedness for Pets</i></p> <ul data-bbox="261 420 639 630" style="list-style-type: none">• Household pets can also be impacted by a disaster.<ul data-bbox="284 464 639 562" style="list-style-type: none">– It may not be safe for pets to go outside for sanitation.– An emergency may happen when you are away from your home, or when it is difficult to get back to your home.• These challenges mean families with pets may need to take additional steps to be ready and remain safe! 	<p data-bbox="704 340 914 373">Slide Content</p> <ul data-bbox="753 396 1503 806" style="list-style-type: none">• Household pets can also be impacted by a disaster.<ul data-bbox="850 487 1503 680" style="list-style-type: none">○ It may not be safe for pets to go outside for sanitation.○ An emergency may happen when you are away from your home, or when it is difficult to get back to your home.• These challenges mean families with pets may need to take additional steps to be ready and remain safe <p data-bbox="704 829 1166 863">Course Facilitator Instructions</p> <ul data-bbox="753 884 1503 1003" style="list-style-type: none">• Customize for your audience.• Note that all kinds of pets need to be prepared for – from dogs and cats to exotic birds.
<p data-bbox="261 1068 557 1102"><i>Basic Preparedness for Pets</i></p> <ul data-bbox="261 1119 639 1329" style="list-style-type: none">• Make sure that your pets have an ID and that it is up-to-date.• Have a copy of your pet's rabies certificate, and ensure up-to-date tags are on your pet's collar.• Include pet food, medication, and hygiene items (such as a litter box) for your pet in your disaster supply kit. Include contact information for your pet's vet.• Include pet transportation supplies (harness, carrier) in your kit. 	<p data-bbox="704 1041 914 1075">Slide Content</p> <ul data-bbox="753 1098 1503 1514" style="list-style-type: none">• Make sure that your pets have an ID and that it is up-to-date.• Have a copy of your pet's rabies certificate, and ensure up-to-date tags are on your pet's collar.• Include pet food, medication, and hygiene items (such as a litter box) for your pet in your disaster supply kit. Include contact information for your pet's vet.• Include pet transportation supplies (harness, carrier) in your kit. <p data-bbox="704 1537 1166 1570">Course Facilitator Instructions</p> <ul data-bbox="753 1591 1503 1822" style="list-style-type: none">• If you are presenting a specific preparedness course for pet owners, insert the slides and cover the basics of an emergency kit, emergency card, and emergency plan.• Customize slides to include additional information as appropriate.


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Module 5: Preparedness for Pet Owners

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
	<ul style="list-style-type: none"> • Additional items may include supplies for sanitation, grooming, and toys. • Additional information may include feeding schedules, medicine schedules, or any behavioral issues noted.
<div data-bbox="240 562 669 890" style="border: 1px solid black; padding: 5px;"> <p><i>Plan for your Pet to Have a Safe Place</i></p> <ul style="list-style-type: none"> • Identify hotels / kennels / friends and relatives who may help keep your pet safe during an emergency. • Plan for how you will evacuate with your pet. • Plan for how your pet will be kept safe during a storm or disaster. This includes planning for how you will keep your pet safe if hazards remain outside for a significant duration of time.  </div>	<p>Slide Content</p> <ul style="list-style-type: none"> • Identify hotels / kennels / friends and relatives who may help keep your pet safe during an emergency. • Plan for how you will evacuate with your pet. • Plan for how your pet will be kept safe during a storm or disaster. This includes planning for how you will keep your pet safe if hazards remain outside for a significant duration of time. <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Examples of pet safety include keeping pets calm during a thunderstorm or planning for pet sanitation if the outdoors presents a hazard to pets.
<div data-bbox="240 1192 669 1520" style="border: 1px solid black; padding: 5px;"> <p><i>Additional Considerations for Pet Preparedness</i></p> <ul style="list-style-type: none"> • If you can't get to your pet, identify how a family member, neighbor, or other trusted individual can access or help take care of your pet. • Place a sticker in your window identifying the number and type of pets in your home and key contact information for emergency responders. • Keep a recent photo of your pet in your kit in case you and your pet are separated.  </div>	<p>Slide Content</p> <ul style="list-style-type: none"> • If you can't get to your pet, identify how a family member, neighbor, or other trusted individual can access or help take care of your pet. • Place a sticker in your window identifying the number and type of pets in your home and key contact information for emergency responders. • Keep a recent photo of your pet in your kit in case you and your pet are separated. <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Consider including additional information regarding your community's pet shelters or other local considerations for pets. • Local considerations may include community

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Module 5: Preparedness for Pet Owners

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
	planning or protective actions for livestock and large animals that are not typically accommodated at pet shelters.
<p data-bbox="402 495 505 527"><i>Questions</i></p> <p data-bbox="285 632 621 678">Do you have any questions about anything covered in this module?</p> 	<p data-bbox="708 470 1487 541">Do you have any questions about anything covered in this module?</p> <p data-bbox="708 560 1166 592">Course Facilitator Instructions</p> <ul data-bbox="756 617 1458 737" style="list-style-type: none">• Allow participants to ask any questions.• Consider including your contact information on this slide.

The next will provide an overview of additional resources.

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CITIZEN PREPAREDNESS TRAIN-THE-
TRAINER COURSE
MODULE 6: ADDITIONAL RESOURCES

In this unit you will learn about:

- Additional emergency preparedness resources.
- Local emergency preparedness resources.





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Module 6: Additional Resources













<i>Learning Objectives/ Performance Outcomes</i>	<p>At the conclusion of this unit, the participants will be able to:</p> <ul style="list-style-type: none">• Identify additional emergency preparedness resources available to the community.• How this information can be customized.
<i>Resources Required</i>	<ul style="list-style-type: none">• IL-IN-WI RCPT Citizen Preparedness Train-the-Trainer Facilitator Guide (for facilitators).• IL-IN-WI RCPT Citizen Preparedness Participant Guide (for participants).
<i>Equipment</i>	<p>The following additional equipment is required for this unit (if applicable):</p> <ul style="list-style-type: none">• A computer with PowerPoint software• A computer projector and screen
<i>Preparation</i>	<p>Prior to the Citizen Preparedness training, make copies of materials for each participant that are customized to your organization or jurisdiction.</p>
<i>Notes</i>	<p>It is recommended that this module take no more than 15 minutes.</p>

Module 6: Additional Resources

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p style="text-align: center;">Gear Up Get Ready: Additional Resources</p> <p style="text-align: center;"><i>Insert Organization</i> <i>Presentation Date</i></p> 	<p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • If applicable, allow for a transition from previous modules. • Customize to your audience or jurisdiction. Allow referenced resources to identify what is most directly relevant to the population being trained. • Consider incorporating into training as opposed to having a separate module for the slides.
<p>Warning Systems</p> <ul style="list-style-type: none"> • Emergency Alert Systems • Sirens • Phone calls • NOAA Weather Radio • Social Media • In an emergency, listen to what local emergency management tells you to do 	<p>Slide Content</p> <ul style="list-style-type: none"> • Emergency Alert Systems • Sirens • Phone calls • NOAA Weather Radio • Social Media • In an emergency, listen to what local emergency management tells you to do <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Customize to your jurisdiction. For example, if your community has a Facebook page where emergency information is provided, include those links. • Provide an overview of those systems that are most relevant. • Remember - not all jurisdictions have all systems. Your local office of emergency management should be able to provide a list of preferred or the most up-to-date sources of emergency information. • Emphasize that people should listen to






SLIDES	CONTENT & FACILITATOR INSTRUCTIONS										
	instructions from local emergency management.										
<div data-bbox="240 688 669 1018"> <p><i>Local Hazards</i></p> <ul style="list-style-type: none"> • Earthquake • Extreme Heat • Floods • Fire • Food Borne Illness • Pandemic Influenza • Winter Storms • Thunderstorms • Tornadoes • Active Shooter • Chemical and Hazardous Materials • Cyber • Nuclear Power Plant • Terrorism  </div> <div data-bbox="240 1033 669 1360"> <p> Get Ready for an Earthquake </p> <ul style="list-style-type: none"> • Earthquakes are the sudden, rapid shaking of the earth caused by the breaking and shifting of rock deep underground • Including Illinois, Indiana, and Wisconsin, there are 45 states and territories in the US at moderate to high risk for earthquakes • Most deaths and injuries occur by falling objects and debris or when buildings collapse <table border="1"> <tr> <td>Aftershock</td> <td>An earthquake of similar or lesser intensity that follows the main earthquake.</td> </tr> <tr> <td>Fault</td> <td>The break in the earth's crust which moves during an earthquake. The movement may range from less than an inch to more than 10 yards.</td> </tr> <tr> <td>Epicenter</td> <td>The place on the earth's surface where the earthquake rupture began.</td> </tr> <tr> <td>Seismic Waves</td> <td>Vibrations that travel outward from the earthquake fault at speeds of several miles per second.</td> </tr> <tr> <td>Magnitude</td> <td>The amount of energy released during an earthquake, which is computed from the amplitude of the seismic waves.</td> </tr> </table>  </div> <div data-bbox="240 1375 669 1696"> <p> Get Ready for an Earthquake </p> <ul style="list-style-type: none"> • Stay or go? <ul style="list-style-type: none"> – The best action for you and your family will typically be to shelter in place. – Remain calm, stop and take cover from falling debris. – After the earthquake, remain aware of aftershocks and look for hazards like broken glass, fallen trees or downed power lines before you move from your location. • Important Activities <ul style="list-style-type: none"> – Properly insure your home and belongings. – Properly secure breakable objects and hang picture frames or heavy items away from beds, couches, and anywhere people sit. – Locate safe spots in each room and take cover under a sturdy table or against an inside wall. – Hold earthquake drills with your family members so everyone knows what to do.  </div>	Aftershock	An earthquake of similar or lesser intensity that follows the main earthquake.	Fault	The break in the earth's crust which moves during an earthquake. The movement may range from less than an inch to more than 10 yards.	Epicenter	The place on the earth's surface where the earthquake rupture began.	Seismic Waves	Vibrations that travel outward from the earthquake fault at speeds of several miles per second.	Magnitude	The amount of energy released during an earthquake, which is computed from the amplitude of the seismic waves.	<p>Slide Content</p> <ul style="list-style-type: none"> • Earthquake • Extreme Heat • Floods • Fire • Food Borne Illness • Pandemic Influenza • Winter Storms • Thunderstorms • Tornadoes • Active Shooter • Chemical and Hazardous Materials • Cyber • Nuclear Power Plant • Terrorism <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Provide an overview of relevant local hazards. • Your office of emergency management should have a list of the most relevant hazards to the community. • Emphasize that most preparedness actions are applicable to all hazards, including family
Aftershock	An earthquake of similar or lesser intensity that follows the main earthquake.										
Fault	The break in the earth's crust which moves during an earthquake. The movement may range from less than an inch to more than 10 yards.										
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SLIDES	CONTENT & FACILITATOR INSTRUCTIONS								
<p>Get Ready for Extreme Heat</p> <ul style="list-style-type: none"> Heat is the number one weather-related killer in the United States. Heat kills by pushing the human body beyond its limits and makes the body work extra hard to maintain a normal temperature. Your best defense against heat-related illnesses is prevention. <p>Recognize the Symptoms of Heat-Related Illnesses</p> <p>Heat Exhaustion:</p> <ul style="list-style-type: none"> Heavy sweating Fainting Dizziness Pale skin Headaches Muscle cramps <p>Heat Stroke:</p> <ul style="list-style-type: none"> High temperature of 103°F+ Hot, red, dry skin Rapid pulse, weak or strong No sweating Dizziness, nausea and confusion Possibly unconscious 	<p>emergency plans, emergency cards, and emergency kits.</p> <ul style="list-style-type: none"> Consider which slides to include. You may want to highlight those hazards that are most relevant to your community. For example, if the training is given in October, consider providing slides on winter storms. 								
<p>Get Ready for Extreme Heat</p> <p>Ways to be prepared for extreme heat:</p> <ul style="list-style-type: none"> Drink plenty of water. Install window air conditioners snugly and check air conditioning ducts for proper insulation. Install temporary window reflectors for use between windows and drapes to reflect heat back outside. Weather-strip doors and sills to keep cool air in. Cover windows that receive morning or afternoon sun. Keep storm windows up all year. Check on family, friends, and neighbors who are alone and do not have air conditioning, especially those 65 years of age or older. <p>Is your family at higher risk?</p> <ul style="list-style-type: none"> Conditions that can increase risk include old age, obesity, fever, dehydration, heart disease, poor circulation and sunburn. Heat-related illnesses can be induced by poor air quality and little to no air circulation. 									
<p>Get Ready for a Flood</p> <ul style="list-style-type: none"> Floods are one of the most common hazards in the U.S. Not all floods are the same. <table border="1"> <tr> <td>Flood Watch</td> <td>Flooding is possible</td> </tr> <tr> <td>Flash Flood Watch</td> <td>Flash flooding is possible. Be prepared to move to higher ground</td> </tr> <tr> <td>Flood Warning</td> <td>Flooding is occurring or will occur soon; if advised to evacuate, do so immediately</td> </tr> <tr> <td>Flash Flood Warning</td> <td>A flash flood is occurring; seek higher ground on foot immediately</td> </tr> </table> <ul style="list-style-type: none"> Stay or go? <ul style="list-style-type: none"> If you are not evacuating, plan for moving essential items to an upper floor and sticking to higher ground. If you are advised to evacuate, do so immediately. Evacuation is simple and safer before the flood waters rise. Have your evacuation plan, and follow recommended routes. 	Flood Watch	Flooding is possible	Flash Flood Watch	Flash flooding is possible. Be prepared to move to higher ground	Flood Warning	Flooding is occurring or will occur soon; if advised to evacuate, do so immediately	Flash Flood Warning	A flash flood is occurring; seek higher ground on foot immediately	
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<p>Get Ready for a Flood</p> <p>Helpful Equipment</p> <ul style="list-style-type: none"> The following materials can help you construct barriers to stop floodwater from entering your home: <ul style="list-style-type: none"> Plastic sheeting Lumber Nails Hammer Saw Shovels Sandbags  <p>Important activities</p> <ul style="list-style-type: none"> Find out if you live in a flood-prone area by visiting www.floodsmart.gov Know if your property is above or below the flood stage water level As your insurance agent about flood insurance. Raise items in basements and ground level to upper floors or higher off the ground to prevent damage from floodwaters 									

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p> Get Ready for a Fire </p> <p>Fire Basics:</p> <ul style="list-style-type: none"> • Fires affect thousands of Americans and cause billions of dollars in damage every year. • Fires can be particularly deadly because they spread so quickly • Suffocation is the leading cause of fire-related deaths <p>Make a Fire Escape Plan</p> <ul style="list-style-type: none"> • Make sure all family members know what to do in case of a fire. • Practice feeling the door before opening it. If the door is hot, get out another way. • Draw a floor plan with at least two escape routes from every room of your home. • Select a location outside your home where everyone will meet after escaping. • Practice your escape plan at least once a month. 	
<p> Get Ready for a Fire </p> <p>To help keep your home safe:</p> <ul style="list-style-type: none"> • Install a smoke alarm inside each sleeping area and on each level of your home. <ul style="list-style-type: none"> – Test each smoke alarm once a month and replace bad batteries immediately. – Regularly replace batteries – consider using daylight savings as a reminder to do so. – Replace smoke alarms every 10 years. • Sleep with the doors closed to slow the spread of the fire. • Keep one or more working fire extinguishers in your home and know how to use them. • Never leave something cooking on the stove unattended. • Keep matches and lighters safely out of reach of children. • Place heaters at least three feet away from flammable material. • Do not overload outlets or extension cords. • Make sure your home's address can be clearly seen from the street. 	
<p> Get Ready for Foodborne Illness </p> <ul style="list-style-type: none"> • Food poisoning is any illness resulting from the consumption of contaminated food, pathogenic bacteria, viruses, or parasites that contaminate food. • 48 million people (1 in 6 Americans) in the U.S. get sick from contaminated food annually. • Common symptoms range from mild to serious and they include: <ul style="list-style-type: none"> – Upset stomach – Abdominal cramps – Nausea and vomiting – Diarrhea – Fever – Dehydration • Some things that can contribute to foodborne illness are: <ul style="list-style-type: none"> – Inadequate hand-washing – Cross-contamination – Storage and cooking temperatures – Contamination of food by waste 	
<p> Get Ready for Foodborne Illness </p> <p>Important activities to properly store and handle food</p> <ul style="list-style-type: none"> • Foods that can spoil should be refrigerated or frozen promptly. • Cook meat to the proper temperature: <ul style="list-style-type: none"> – 145 degrees for roasts, steaks, and chops of beef, veal, pork, and lamb – 160 degrees for ground beef, veal, pork, and lamb – 165 degrees for poultry • Wash fruits and vegetables under running water. • Keep raw meat, poultry, seafood, and their juices away from other foods. • Wash your hands for at least 20 seconds with warm, soapy water before and after handling raw food. 	

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Module 6: Additional Resources

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p>Get Ready for Pandemic Influenza</p> <ul style="list-style-type: none"> An influenza pandemic is a global outbreak of a new version of the flu virus that can spread easily from person to person. Take these steps to protect your health: <ul style="list-style-type: none"> Cover your nose and mouth with a tissue when you cough or sneeze. Wash your hands often with soap and water, especially after you cough or sneeze. Avoid touching your eyes, nose or mouth. Germs spread this way. Try to avoid close contact with sick people. If you get sick with influenza, stay home from work or school and limit contact with others. Have extra supplies on hand <ul style="list-style-type: none"> Two week supply of water and food Continuous supply of your regular prescription drugs Non-prescription drugs and other health supplies (pain relievers, cough and cold medicines) 	
<p>Get Ready for Pandemic Influenza</p> <ul style="list-style-type: none"> An outbreak is likely to be widespread and may affect your everyday life. Changes may involve everyday supplies and services, overwhelmed doctors and hospitals, and restrictions on travel and public gatherings. An outbreak is likely to be widespread and may affect your everyday life. Changes may involve everyday supplies and services, overwhelmed doctors and hospitals, and restrictions on travel and public gatherings. Important activities <ul style="list-style-type: none"> Get a yearly flu vaccination, especially if you are at high risk for flu complications. Practice good hygiene and wash your hands frequently. Cover your nose and mouth when coughing or sneezing. Regularly clean surfaces that are touched by multiple people. Stay healthy by eating a balanced diet, getting regular exercise and getting enough rest.  	
<p>Get Ready for a Thunderstorm</p> <ul style="list-style-type: none"> Thunderstorms can bring high winds, heavy rains and dangerous lightning, one of the leading causes of weather-related deaths in the United States each year. In Illinois, Indiana, and Wisconsin, severe thunderstorms frequently occur in the late afternoon or evening. Wisconsin had 290 lightning strikes between 2000 and 2010, resulting in five deaths, 56 injuries, and about \$47 million in property damage. If you can see lightning, go indoors and wait 30 minutes after you hear the last clap of thunder to go outside. 	
<p>Get Ready for a Thunderstorm</p> <ul style="list-style-type: none"> Important activities <ul style="list-style-type: none"> Remove dead trees and rotten branches that could fall and cause injury or damage. Secure outdoor objects that could blow away or cause damage. Shutter windows and secure outside doors. Postpone outdoor activities if a thunderstorm is likely in your area. Avoid showering or bathing. Plumbing can conduct electricity. Use a corded telephone only for emergencies. Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage. Listen for weather updates from local officials 	

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
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Get Ready for a Tornado

- Tornadoes can appear suddenly and without warning.
- These violent storms can pack winds of up to 300 mph and leave damage trails up to 1 mile wide and 50 miles long.
- Illinois, Indiana, and Wisconsin average between 23 and 26 tornadoes a year.
- Know the signs that a tornado could be imminent:
 - Dark, often greenish sky.
 - A large, dark rotating cloud (funnel-shaped)
 - Large hail, which is often produced by the same storms that produce tornadoes.
 - Loud roar, similar to the sound of a freight train.
 - Tornadoes may occur and be visible near the trailing edge of a thunderstorm.
 - Tornadoes may also be embedded in rain and not visible.

Tornado Watch	Tornado Warning
Conditions are favorable for tornadoes in and close to the watch area.	A tornado has been detected by Doppler Radar and/or has been sighted.

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Get Ready for a Tornado

- Shelter in place during a tornado watch:
 - Be prepared to take shelter immediately if conditions worsen. Stay tuned to local radio or TV for weather information.
- Shelter in place during a tornado warning:
 - Take shelter immediately. A tornado has been sighted or indicated by weather radar.
- Important activities
 - Determine a place where you will take shelter in case of a tornado warning. Storm cellars or basements provide the best protection.
 - If underground shelter is not available, go into an interior room or hallway on the lowest floor possible.
 - Stay away from windows, doors and outside walls. Go to the center of the room.
 - If you're not in your home, seek shelter in the basement or an interior room of a nearby, sturdy building.
 - Do not try to outrun a tornado in your car.
 - Do not stay in a mobile home. They offer little protection, even if they are tied down.

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Get Ready for a Winter Storm

- Winter storms include a variety of weather, including snow or subfreezing temperatures, strong winds and even ice or heavy rain storms.
- At some point every winter, temperatures in this area drop below zero.
- Add supplies to your emergency kit in preparation for the winter weather.
 - Rock salt to melt ice on walkways
 - Sand or kitty litter to improve traction
 - Snow shovels and other snow removal equipment.
 - Adequate clothing and blankets to keep you and your family warm

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Get Ready for a Winter Storm

- Know the signs of frostbite and hypothermia
 - Frostbite: loss of feeling and white or pale appearance in extremities such as fingers, toes, ear lobes, and the tip of the nose.
 - Hypothermia: uncontrollable shivering, memory loss, disorientation, incoherence, slurred speech, drowsiness, and apparent exhaustion.
- Important activities
 - Listen to your radio, television, or NOAA Weather Radio for weather reports and emergency information.
 - Wear layers of loose-fitting, lightweight, warm clothing. Wear gloves (or mittens) and a hat to help prevent loss of body heat.
 - Make sure your home is well insulated.
 - Use extreme caution when using alternative heating sources.
 - Learn how to shut off water valves in case a pipe bursts.
 - If you plan to be driving, prepare your vehicle by checking your antifreeze level, battery, brakes, tire tread and air levels, fuel, oil, and lights.

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Module 6: Additional Resources

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p> Get Ready for a Chemical or Hazardous Material Incident </p> <ul style="list-style-type: none"> • Many hazardous materials do not have any odor, and may only be detected once physical symptoms like watering eyes or nausea occur. • These substances are most often released as a result of transportation accidents or because of chemical accidents in manufacturing plants. • Stay or go? <ul style="list-style-type: none"> – If an incident occurs and emergency officials inform you to evacuate, do so immediately. – If an incident occurs and you are informed to shelter in place, close and lock all exterior doors and windows. Turn off air conditioners and ventilation systems. Go into a pre-selected shelter room above ground. 	
<p> Get Ready for a Chemical or Hazardous Material Incident </p> <ul style="list-style-type: none"> • Substances can have an immediate effect (a few seconds to a few minutes) or a delayed effect (2 to 48 hours). • Three methods of exposure <ul style="list-style-type: none"> – Inhaling the chemical or hazardous material. – Swallowing contaminated food, water, or medication. – Touching it or coming into contact with clothing or things that have touched the substance. • Important activities <ul style="list-style-type: none"> – Listen to local radio or television stations for detailed information and instructions. – If you witness a hazardous materials incident, spill or leak, call 911, your local emergency number or the fire department as soon as possible. – Avoid contact with any spilled liquid materials, airborne mist or condensed solid deposit. – Stay upstream, uphill and upwind in case of an incident. 	
<p>Get Ready for Cyber Crime</p> <ul style="list-style-type: none"> • Cyber security involves protecting infrastructure by preventing, detecting, and responding to cyber incidents • Cyber intrusions and attacks have increased dramatically over the last decade. • Threats are often difficult to identify and understand. Cyber risks include: <ul style="list-style-type: none"> – viruses erasing entire systems – intruders breaking into systems and altering files – intruders using your computer or device to attack others – intruders stealing confidential information. 	
<p>Get Ready for Cyber Crime</p> <ul style="list-style-type: none"> • Important activities <ul style="list-style-type: none"> – Only connect to the Internet over secure, password-protected networks. – Do not click on links or pop-ups, open attachments, or respond to emails from strangers. – Always enter a URL by hand instead of following links if you are unsure of the sender. – Do not respond to online requests for Personally Identifiable Information. – If you think an offer is too good to be true, then it probably is. – Do not use the same password twice; change your passwords on a regular basis. • Learn more about cyber security and current virus threats from the Department of Homeland Security's website on cyber security, or visit your computer security provider's homepage. 	

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Module 6: Additional Resources

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p>Get Ready for a Nuclear Power Plant Emergency</p> <ul style="list-style-type: none"> Nuclear power plants operate in most states in the country and produce about 20 percent of the nation's power. Nearly 3 million Americans live within 10 miles of an operating nuclear power plant. Illinois residents in DeKalb, Gundy and Will Counties could all potentially be affected by nuclear power plants. An accident could result in dangerous levels of radiation that affect the health and safety of the public living near the nuclear power plant. Three main radiation hazards are: <ul style="list-style-type: none"> Exposure to the body through contaminated gases and particles Inhaling radioactive materials Ingesting radioactive materials 	
<p>Get Ready for a Nuclear Power Plant Emergency</p> <ul style="list-style-type: none"> Stay or go? <ul style="list-style-type: none"> If you are advised to evacuate, do so immediately. Evacuation is simple and safer before the contamination spreads. Have your evacuation plan, and follow recommended routes. If you are not evacuating, shut all windows and doors, turn off the air ventilation system, and move to an interior room of your house. Important activities <ul style="list-style-type: none"> If you live within 10 miles of the power plant, you should receive the materials yearly from the power company or your state or local government. Contact your local emergency management department for more information and safety materials.  	
<p>Get Ready for School and Workplace Violence</p> <ul style="list-style-type: none"> An active shooter is a person who is using a firearm or other weapon with the intent to injure or kill others. Law enforcement personnel will deploy to the location of the active shooter with the primary goal of stopping the shooter. Evacuation with an active shooter <ul style="list-style-type: none"> Have a route planned before attempting to leave. Do not attempt to carry anything with you while fleeing. Move quickly and keep your hands visible with palms upraised, as you exit the building. Proceed to a safe location, but do not leave the site unless directed to do so. Always comply with commands from law enforcement officers.  	
<p>Get Ready for School and Workplace Violence</p> <ul style="list-style-type: none"> Alert - Anything that makes you aware of the situation. <ul style="list-style-type: none"> Gunfire Witnessing the incident Phone, email or text alert Lockdown - A semi-secure point from which to make survival decisions. <ul style="list-style-type: none"> If you decide not to evacuate, secure the room. Hide in an area out of the shooter's view. Block entry to your hiding place and lock the doors if possible. Inform - Passing on real time information through any means necessary. <ul style="list-style-type: none"> Who, what, where, when and how information Can be derived from 911 calls, video surveillance, etc. Counter - Use simple techniques if confronted. <ul style="list-style-type: none"> Throw things at the shooter to disrupt their aim Create as much noise as possible Escape - Remove yourself from the danger zone. <ul style="list-style-type: none"> Decide if you can safely evacuate Do not stop running until you are far away from the area 	

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS										
<p>Get Ready for a Terrorist Attack</p> <ul style="list-style-type: none"> Terrorism is the unlawful use of force or violence by a person or group. The goal is to intimidate or coerce societies or governments. By planning how to respond to a terrorist attack, you can greatly improve your chances of survival. <table border="1"> <tr> <td>Biological</td> <td>The deliberate release of germs or other harmful substances that can cause illness</td> </tr> <tr> <td>Chemical</td> <td>The deliberate release of toxic gases, liquids, or solids that can poison people and the environment</td> </tr> <tr> <td>Radiation</td> <td>The spread of harmful radiation through an explosion such as a "dirty bomb"</td> </tr> <tr> <td>Nuclear</td> <td>The deliberate detonation of a nuclear device resulting in intense light, heat, radiation, and collateral damage</td> </tr> <tr> <td>Explosive</td> <td>The use of explosions to cause mortal injury or destruction of property</td> </tr> </table> 	Biological	The deliberate release of germs or other harmful substances that can cause illness	Chemical	The deliberate release of toxic gases, liquids, or solids that can poison people and the environment	Radiation	The spread of harmful radiation through an explosion such as a "dirty bomb"	Nuclear	The deliberate detonation of a nuclear device resulting in intense light, heat, radiation, and collateral damage	Explosive	The use of explosions to cause mortal injury or destruction of property	
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Explosive	The use of explosions to cause mortal injury or destruction of property										
<p>Get Ready for a Terrorist Attack</p> <ul style="list-style-type: none"> Stay or go? <ul style="list-style-type: none"> If you are advised by local officials to shelter in place, remain inside your home or office and protect yourself there. If you are advised to evacuate, do so immediately. Don't forget to lock your home and take your pets with you. Important activities <ul style="list-style-type: none"> If you see something, say something! If you receive a bomb threat, try to get as much information from the caller as possible. Call 911 and report it to the police immediately. Be wary of suspicious packages and letters. Be particularly cautious of parcels that: <ul style="list-style-type: none"> Have no return address or a return address that can't be verified as legitimate. Show a city or state in the postmark that doesn't match the return address. Are not addressed to a specific person. Have hand-written or poorly typed addresses  											
<p>Get Ready for a Radiological Attack</p>  <ul style="list-style-type: none"> A radiological attack is the spreading of radioactive material with the intent to do harm. Radioactive materials could be used in a "Radiological Dispersal Device" (RDD). Most dirty bombs and other RDDs have very localized effects, ranging from less than a city block to several square miles. Radiological Dispersal Devices are most likely to be used to: <ul style="list-style-type: none"> Contaminate facilities or places where people live and work, disrupting lives and livelihoods Cause anxiety in those who think they are being, or have been, exposed  											
<p>Get Ready for a Radiological Attack</p> <ul style="list-style-type: none"> Stay or go? <ul style="list-style-type: none"> Taking shelter during an RDD event is absolutely necessary. Appropriate shelter includes basements or the windowless center area of middle floors in high-rise buildings. Listen to emergency officials who will let you know it is safe to leave your home. Use time, distance, and shielding to protect yourself and your family during an attack. Following any radiological explosion, you should: <ul style="list-style-type: none"> Minimize the time you are exposed to the radiation materials from the dirty bomb. Maximize your distance from the source; walking even a short distance from the scene could provide significant protection since dose rate drops dramatically with distance from the source. Shield yourself from external exposure and inhalation of radioactive material. 											



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Module 6: Additional Resources

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p><i>Additional Information – General Population</i></p> <ul style="list-style-type: none"> • FEMA (www.ready.gov) • State Emergency Management Agency • Local Emergency Management Agency • Gear Up, Get Ready! (www.gearupgetready.org) • If You See Something, Say Something (http://www.dhs.gov/if-you-see-something-say-something) 	<p>Slide Content</p> <ul style="list-style-type: none"> • FEMA – www.ready.gov • State Emergency Management Agency • Local Emergency Management Agency • Gear Up, Get Ready! - www.gearupgetready.org • If you see something, say something – www.dhs.gov/if-you-see-something-say-something <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Provides links to general emergency management agency websites, including the Federal, State, and local websites. • Consider adding additional links to local partner organizations, such as the American Red Cross or Health and Human Services organization.
<p><i>Additional Information – Disabilities / Access and Functional Needs populations</i></p> <ul style="list-style-type: none"> • The National Organization on Disability's Disaster Readiness Tips for People with Disabilities (http://nod.org/assets/downloads/Readiness-Tips-Disabilities.pdf) • American Red Cross: Preparing for Disasters for People with Disabilities and Other Special Needs. (http://www.redcross.org/images/MEDIA_CustomProductCatalog/m4240199_A4497.pdf) 	<p>Slide Content</p> <ul style="list-style-type: none"> • The National Organization on Disability's Disaster Readiness Tips for People with Disabilities - (http://nod.org/assets/downloads/Readiness-Tips-Disabilities.pdf) • American Red Cross: Preparing for Disasters for People with Disabilities and Other Special Needs (http://www.redcross.org/images/MEDIA_CustomProductCatalog/m4240199_A4497.pdf) <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • This is an optional slide. • It provides links and resources specific to those with disabilities or access and functional needs.



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Module 6: Additional Resources

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p><i>Additional Information – Seniors</i></p> <ul style="list-style-type: none"> American Red Cross: Disaster Preparedness, For Seniors, By Seniors (http://www.redcross.org/images/MEDIA_CustomProductCatalog/m4640086_Disaster_Preparedness_for_Srs-English.revised_7-09.pdf) Centers for Disease Control: Emergency Preparedness for Older Adults (http://www.cdc.gov/aging/emergency/preparedness.htm) 	<p>Slide Content</p> <ul style="list-style-type: none"> American Red Cross: Disaster Preparedness, For Seniors, By Seniors (http://www.redcross.org/images/MEDIA_CustomProductCatalog/m4640086_Disaster_Preparedness_for_Srs-English.revised_7-09.pdf) Centers for Disease Control: Emergency Preparedness for Older Adults (http://www.cdc.gov/aging/emergency/preparedness.htm) <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> This is an optional slide. It provides links and resources specific to senior preparedness.
<p><i>Additional information – Pet Owners</i></p> <ul style="list-style-type: none"> American Society for the Prevention of Cruelty to Animals Disaster Preparedness (http://www.aspca.org/pet-care/disaster-preparedness/) Humane Society: Make a Disaster Plan for Pets (http://www.humanesociety.org/issues/animal_rescue/tips/pets-disaster.html) 	<p>Slide Content</p> <ul style="list-style-type: none"> American Society for the Prevention of Cruelty to Animals Disaster Preparedness (http://www.aspca.org/pet-care/disaster-preparedness/) Humane Society: Make a Disaster Plan for Pets (http://www.humanesociety.org/issues/animal_rescue/tips/pets-disaster.html) <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> This is an optional slide. It provides links and resources specific to pet preparedness.

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Module 6: Additional Resources

SLIDES	CONTENT & FACILITATOR INSTRUCTIONS
<p><i>Get involved</i></p> <ul style="list-style-type: none"> • Take action in your neighborhood – if you have an elderly neighbor or a neighbor with a disability, talk to them about their preparedness and how you can help! • Take Community Emergency Response Team training or other training offered by your jurisdiction. • Take CPR Training or first-aid training. • Identify how to get involved in your community, faith-based organization, or service organization. 	<p>Slide Content</p> <ul style="list-style-type: none"> • Take action in your neighborhood – if you have an elderly neighbor or a neighbor with a disability, talk to them about their preparedness and how you can help! • Take Community Emergency Response Team training or other training offered by your jurisdiction. • Take CPR Training or first-aid training. • Identify how to get involved in your community, faith-based organization, or service organization. <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • This is an optional slide. • Customize this slide to your community. This may include listing upcoming dates for Community Emergency Response Team training or Red Cross training. • Remember to tailor this to your audience. For example, a group of parents may want to know how to get involved in emergency preparedness at their children’s school or day-care organization.
<p><i>Questions</i></p> <p>Do you have any questions about anything covered in this module?</p> 	<p>Do you have any questions about anything covered in this module?</p> <p>Course Facilitator Instructions</p> <ul style="list-style-type: none"> • Allow participants to ask any questions. • Consider including your contact information on this slide.

Next, course facilitators will participate in a preparedness activity.

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ILLINOIS – INDIANA – WISCONSIN
REGIONAL CATASTROPHIC PLANNING
TEAM (IL-IN-WI RCPT)
CITIZEN PREPAREDNESS TRAIN-THE-
TRAINER COURSE
MODULE 7: ACTIVITY



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IL-IN-WI RCPT CITIZEN PREPAREDNESS TRAIN-THE-TRAINER

Module 7: Activity

*Learning
Objectives/
Performance
Outcomes*

- This unit provides an opportunity for facilitators to demonstrate their knowledge of preparedness data.
 - Alone or as a group, facilitators will develop a mini-presentation on the importance of being prepared.
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Module 7: Activity

INSTRUCTIONS	EXAMPLES
<p>Alone or as a group, prepare a brief presentation on how an individual or household can be prepared.</p> <p>The presentation should cover:</p> <ul style="list-style-type: none"> • What to prepare for (i.e. the type of hazard that the individual might face). • Why it is important to prepare. • An overview of a basic preparedness action that can increase preparedness (i.e. filling out the emergency card). <p>Participants should take no more than 5 minutes.</p>	<p>Consider providing basic preparedness information for the following types of hazards:</p> <ul style="list-style-type: none"> • Flooding • Fire in their home • Winter weather • Tornado • Pandemic Flu <p>You may also consider more creative hazards / threats such as:</p> <ul style="list-style-type: none"> • Zombie apocalypse • Alien invasion • A contagious case of the giggles