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# UNIT 1: DISASTER PREPAREDNESS

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In this unit you will learn about:

- **Roles and Responsibilities for Community Preparedness:** How everyone in a community has a role in disaster preparedness and response.
- **Elements of Disasters and Their Impact on the Infrastructure:** The potential effect of extreme emergencies and disasters on transportation; electrical service; telephone communication; availability of food, water, shelter and fuel; and emergency services.
- **Personal and Organizational Preparedness:** How you can prepare in advance to improve the quality of your survival and to reduce the damage from hazards.
- **Role of CERTs:** CERT organization, disaster and non-disaster roles, and laws that protect disaster workers from liability.

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<b>OBJECTIVES</b>	<p>At the conclusion of this unit, the participants will be able to:</p> <ul style="list-style-type: none"><li>▪ Identify the roles and responsibilities for community preparedness, to include government, community leaders from all sectors, and the public.</li><li>▪ Describe the types of hazards most likely to affect their community and their potential impact on people, health, and infrastructure.</li><li>▪ Undertake personal and organizational preparedness actions.</li><li>▪ Describe the functions of CERTs and their role as a CERT member.</li></ul>
<b>SCOPE</b>	<p>The topics that will be discussed in this unit are:</p> <ul style="list-style-type: none"><li>▪ Introductions and Overview</li><li>▪ Community Preparedness: Roles and Responsibilities</li><li>▪ Hazards and Their Potential Impact</li><li>▪ Impact on the Infrastructure</li><li>▪ Home and Workplace Preparedness</li><li>▪ Reducing the Impact of Hazards Through Mitigation</li><li>▪ CERT Disaster Response</li><li>▪ Protection for Disaster Workers</li><li>▪ Additional Training for CERTs</li><li>▪ Unit Summary</li></ul>
<b>ESTIMATED COMPLETION TIME</b>	<p>2 hours 30 minutes</p>
<b>TRAINING METHODS</b>	<p>The lead instructor will begin by welcoming the participants to the course, introducing himself or herself and the other instructor(s), and making any necessary administrative announcements. The instructor will then briefly review a major disaster that recently affected the area or the State, stressing its aftermath, lessons learned (including the importance of preparedness), and the role that CERTs might have had in that disaster.</p> <p>Next, the instructor will briefly explain the course objectives and discuss the topics to be covered in the course.</p>

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**TRAINING METHODS  
(CONTINUED)**

The instructor will then give a brief overview of the nature of disasters and extreme emergencies, stressing how CERTs fit into the response and recovery picture.

Then the instructor will begin an introductory exercise. The purpose of this exercise is to introduce the participants to each other and illustrate the types of skills and abilities that CERTs require.

During this exercise, each participant will introduce himself or herself and provide a brief description of:

- Why he or she is attending the course
- Where he or she lives or works in the community

Following the introductions, the instructor will review the collective distribution of participants and facilitate a brief discussion of how the skills demonstrated in the introductory activity might be useful in the immediate aftermath of a disaster. During the discussion, the instructor will stress the importance of communication, trust, and teamwork (the whole being greater than the sum of the parts) as critical elements of effective CERTs.

Next, the instructor will lead a discussion of the chief threat(s) for the community and the impact that the threat(s) is (are) likely to have on the community's infrastructure and emergency services.

The instructor will then lead a discussion of the types of structural and non-structural hazards that the participants may face in the different types of structures located within the community and how those hazards can be mitigated through individual and community preparedness efforts both at home and in the workplace.

Finally, the instructor will summarize the key points of the session while creating the linkage that, as CERT members, the participants will play a vital role in response.

Please be advised that, as a general rule, the instructor is encouraged to add pertinent local information to this unit, but should never subtract material.

**RESOURCES  
REQUIRED**

- *Community Emergency Response Team Instructor Guide*
- *Community Emergency Response Team Participant Manual*
- PowerPoint Slides 1-0 through 1-35
- PowerPoint Slides from hazard modules selected

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**EQUIPMENT**

The following additional equipment is required for this unit:

- A computer with PowerPoint software
- A computer projector and screen
- Scissors (1 for every 5 participants)
- Tape (1 roll for every 5 participants)
- Two pieces of cardboard, approximately 8 by 10 inches (1 set for every 5 participants)
- Forty pieces of construction paper, 8.5 by 11 inches (1 set for every 5 participants)

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**PREPARATION**

- Prepare information on State and local laws that protect CERT members in your area. Enter the information in the table on p. 1-37 of the Participant Manual before making copies.
- Carefully review this unit and the hazard modules that are included as annexes to this unit. Select the hazards that present the greatest threat to your community and incorporate them into the unit. If possible, tailor the hazard materials by including local examples and photographs.
- Working with a representative of the community in which you will be conducting training, identify any potentially culturally sensitive topics in this module. Develop strategies for presenting any such topics in ways that will be engaging and appropriate for the participants.

For example, some cultures dislike the term “disaster preparedness,” because it can imply an invitation to disaster. In this case, an alternate concept such as “community readiness” could be helpful.

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**NOTES**

A suggested time plan for this unit is as follows:

Introductions and Overview.....	20 minutes
Community Preparedness: Roles and Responsibilities .....	10 minutes
Hazards and Their Potential Impact .....	10 minutes
Impact on the Infrastructure .....	30 minutes
Home and Workplace Preparedness .....	30 minutes
Reducing the Impact of Hazards Through Mitigation .....	15 minutes
CERT Disaster Response .....	15 minutes
Protection for Disaster Workers .....	10 minutes
Additional Training for CERTS .....	5 minutes
Unit Summary .....	5 minutes



Total Time: 2 hours 30 minutes

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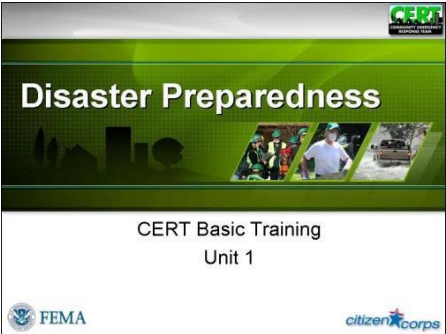
**REMARKS**

This unit includes information on a variety of hazards, some of which, but not all, may affect your community. Review this unit and the additional materials carefully before training to identify hazards that pose a threat to your community.

After determining which hazard presentations you wish to include, you will want to add the PowerPoint slides into the main file for Unit 1. To merge the slide presentations:


1. Open the PowerPoint file for Unit 1.
2. Open the PowerPoint file for the hazard you wish to include.
3. While in the hazard presentation, click "Slide Sorter View" (  ) at the bottom left corner of the screen.
4. Click "Edit" at the top of the screen.
5. Click "Select All" from the edit pull-down menu.
6. Click "Window" at the top of the screen and select the Unit 1 presentation.
7. Click "Slide Sorter View" (  ).
8. Place the cursor where the hazard insert should be by clicking between the slides at the appropriate place in the Unit 1 presentation.
9. Right click, and select "Paste" to pull in the hazard slides.
10. Repeat Steps 2 through 8 for each hazard presentation that you wish to include in this unit.

# Unit 1: Disaster Preparedness

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Display Slide 1-0</b></p>	<p><b>Check-In</b></p> <p>As the participants are arriving, develop a class roster by passing around a sheet of paper, or ask them to be sure to check in on the class roster if it has already been developed. Ask the participants to confirm their name, address, phone number, and e-mail address.</p>
	<p><b><i>Introductions and Overview</i></b></p> <p><b>Welcome</b></p> <p>Welcome the participants to <i>Community Emergency Response Team Basic Training</i>.</p> <p>Introduce yourselves and provide some background information about your past experiences in emergency response.</p> <p>Make any administrative announcements that are necessary at this time. Include information about:</p> <ul style="list-style-type: none"><li>▪ The times for this and future sessions</li><li>▪ Materials required</li><li>▪ Building disaster preparedness kits</li><li>▪ Emergency exits</li><li>▪ Restroom locations, smoking policy, etc.</li><li>▪ Course completion requirements</li></ul>

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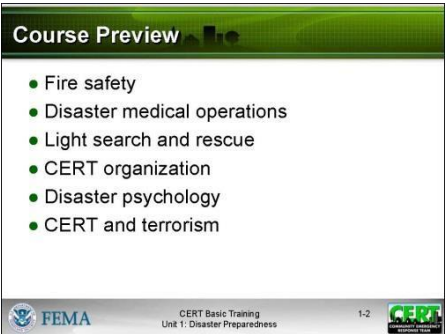
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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="233 401 677 732"></div> <p data-bbox="233 772 487 806"><b>Display Slide 1-1</b></p>	<p data-bbox="703 369 966 403"><b>Setting the Stage</b></p> <p data-bbox="703 438 1490 541">Open by telling the participants that the damage caused by natural disasters and manmade events can be extensive.</p> <p data-bbox="703 583 1507 909">While emergency services personnel are the best trained and equipped to handle emergencies, they may not be immediately available in a catastrophic disaster. In such a situation, members of the community may be on their own for several days or longer. They may have to rely on their own resources for food, water, first aid, and shelter, and neighbors or coworkers may have to provide immediate assistance to those who are hurt or need other help.</p> <p data-bbox="703 951 1490 1087">Point out that Community Emergency Response Teams (CERTs) respond in the period immediately after a disaster when response resources are overwhelmed or delayed.</p> <p data-bbox="703 1129 990 1163">Explain that CERTs:</p> <ul data-bbox="703 1178 1510 1371" style="list-style-type: none"><li>▪ Assist first responders when requested in accordance with standard operating procedures developed by the sponsoring agency and by area of training</li><li>▪ Assume many of the same functions as response personnel following a disaster</li></ul> <p data-bbox="703 1392 1498 1570">While CERTs are a valuable asset in emergency response, CERTs are not trained to perform all of the functions or respond to the same degree as professional responders. CERTs are a bridge to professional responders until they are able to arrive.</p> <p data-bbox="703 1612 1464 1791">This training covers basic skills that are important to know in a disaster when emergency services are not immediately available. By learning how to work as a team, neighbors and coworkers will be able to do the greatest good for the greatest number after a disaster.</p>



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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="235 401 678 732"></div> <p data-bbox="235 772 490 806"><b>Display Slide 1-2</b></p> <p data-bbox="235 1318 641 1570">If desired, provide the participants with a different activity that highlights similar skills: the ability to work together successfully with limited resources and under time pressure.</p>	<p data-bbox="704 369 943 403"><b>Course Preview</b></p> <p data-bbox="704 474 1458 583">Explain that this unit will provide an overview of the course by establishing a context for CERTs within the specific hazards faced by the community.</p> <p data-bbox="704 621 1253 655">Tell the group that later units will cover:</p> <ul data-bbox="704 674 1146 968" style="list-style-type: none"><li>▪ Fire safety</li><li>▪ Disaster medical operations</li><li>▪ Light search and rescue</li><li>▪ CERT organization</li><li>▪ Disaster psychology</li><li>▪ CERT and terrorism</li></ul> <p data-bbox="704 1062 1112 1096"><b>Exercise: Building a Tower</b></p> <p data-bbox="704 1131 1495 1274">Introduce the exercise to the participants by explaining that they will now work in small groups. Each group will work together to accomplish the same task — building a tower.</p> <p data-bbox="704 1314 1443 1383"><b>Instructions:</b> Follow the steps below to conduct this exercise:</p> <ol data-bbox="704 1423 1477 1856" style="list-style-type: none"><li>1. Assign the participants to groups of five.</li><li>2. Distribute the following materials to each group:<ul data-bbox="751 1514 1477 1780" style="list-style-type: none"><li>▪ One pair of scissors</li><li>▪ One roll of scotch tape</li><li>▪ Two pieces of cardboard (approximately 8 by 10 inches)</li><li>▪ Forty pieces of construction paper (8.5 by 11 inches)</li></ul></li><li>3. Tell the groups that they will spend the next 10</li></ol>



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	<p>minutes planning and designing a freestanding tower that stands at least 5 feet tall from the bottom of the structure to the top. Explain that you will tell the groups when to begin and that they will have 5 minutes from that point to construct the tower. Emphasize that the first 5 minutes is for planning only.</p> <p>4. Tell the groups when to begin their work and when to end.</p> <p>5. At the end of the allotted time, facilitate a group discussion of what the groups have learned through the exercise. Be sure to cover the following points:</p> <ul style="list-style-type: none"><li>▪ Unfamiliar people. . .</li><li>▪ Can work on an unfamiliar problem. . .</li><li>▪ Using unfamiliar tools. . .</li><li>▪ In unfamiliar surroundings. . .</li><li>▪ In a time-compressed environment. . .</li><li>▪ <u>To reach a common goal</u></li></ul> <p>6. Stress that the skills and abilities that the groups used during the exercise are the same skills that they will use as CERT members.</p>





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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="235 367 678 697"><p><b>Unit Objectives</b></p><ul style="list-style-type: none"><li>● Identify roles and responsibilities for community preparedness</li><li>● Describe types of hazards that affect community, people, health, and infrastructure</li><li>● Undertake personal and organizational preparedness actions</li><li>● Describe functions of CERTs</li></ul><p> CERT Basic Training Unit 1: Disaster Preparedness 1-3 </p></div> <p><b>Display Slide 1-3</b></p>	<p><b>Unit Objectives</b></p> <p>At the end of this unit, the participants should be able to:</p> <ul style="list-style-type: none"><li>▪ Identify the roles and responsibilities for community preparedness, to include government, community leaders from all sectors, and the public.</li><li>▪ Describe the types of hazards most likely to affect their community and their potential impact on people, health, and infrastructure.</li><li>▪ Undertake personal and organizational preparedness actions.</li><li>▪ Describe the functions of CERTs and their role as a CERT member.</li></ul>

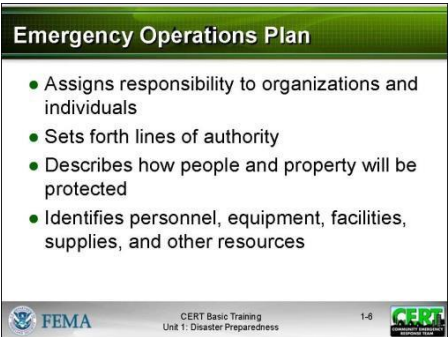
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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 522 683 856"><p><b>Community Preparedness: Roles and Responsibilities</b></p><ul style="list-style-type: none"><li>• Key priority in lessening the impact of disasters</li><li>• Critical that all community members take steps to prepare</li><li>• Effective when addresses unique attributes of community and engages whole community</li></ul><p> CERT Basic Training Unit 1: Disaster Preparedness 1-4 </p></div> <p>Display Slide 1-4</p> <div data-bbox="237 1394 683 1728"><p><b>Government</b></p><ul style="list-style-type: none"><li>• Government has responsibility to:<ul style="list-style-type: none"><li>▪ Develop, test, and refine emergency plans</li><li>▪ Ensure emergency responders have adequate skills and resources</li><li>▪ Provide services to protect and assist citizens</li></ul></li></ul><p> CERT Basic Training Unit 1: Disaster Preparedness 1-5 </p></div> <p>Display Slide 1-5</p>	<p><b><i>Community Preparedness: Roles and Responsibilities</i></b></p> <p>Tell participants that community preparedness is a key priority in lessening the impact of disasters. It is critical that all community members take steps to prepare in advance of an event.</p> <p>Explain that effective community preparedness addresses the unique attributes of the community:</p> <ul style="list-style-type: none"><li>▪ The threat and hazards profile and vulnerabilities of the area</li><li>▪ The existing infrastructure</li><li>▪ Resources and skills within the community</li><li>▪ The population composition of the community</li></ul> <p>Effective community preparedness also engages the whole community:</p> <ul style="list-style-type: none"><li>▪ Government leaders and the public sector</li><li>▪ Community leaders from the private and civic sectors</li><li>▪ The public</li></ul> <p><b>Government</b></p> <p>Explain that government has the responsibility to develop, test, and refine emergency operations plans, ensure emergency responders have adequate skills and resources, and provide services to protect and assist its citizens.</p> <p>To meet these challenges, government should involve the community in the planning process; to incorporate community resources in the plans; to provide reliable, actionable information; and to encourage training, practicing, and volunteer programs.</p>

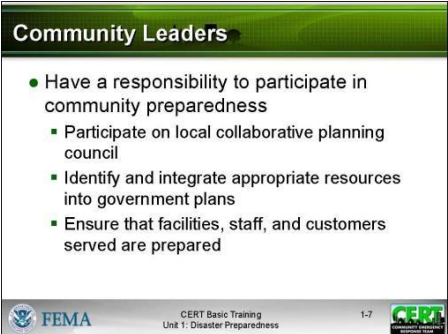
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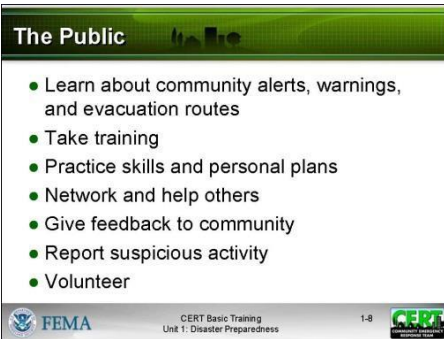
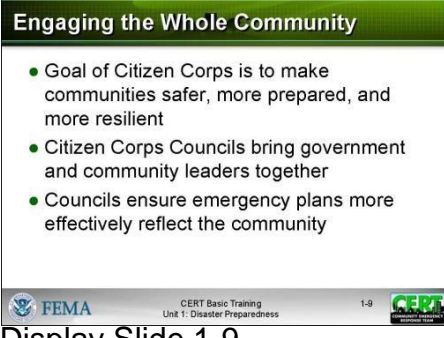
INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="235 968 680 1302"></div> <p><b>Display Slide 1-6</b></p> <p>Your local agency may use a different term for the Emergency Operations Plan. Use the term used in your jurisdiction.</p> <p>Depending on where you live, there may also be a hazard mitigation plan and/or evacuation plan. Briefly describe these if applicable.</p>	<p>Tell participants that government emergency service providers include:</p> <ul style="list-style-type: none"><li>▪ Emergency Management</li><li>▪ Law Enforcement</li><li>▪ Fire and Rescue</li><li>▪ Emergency Medical Services</li><li>▪ Public Health Services</li><li>▪ Public Works</li><li>▪ Human Services</li></ul> <p><b>The Emergency Operations Plan (EOP)</b></p> <p>Tell participants that all government agencies with a role in disaster response work to organize and coordinate their agencies' activities before an emergency or disaster. The product of their work is the Emergency Operations Plan or "EOP" for that community.</p> <p>Explain that the EOP is a document that:</p> <ul style="list-style-type: none"><li>▪ <u>Assigns responsibility</u> to organizations and individuals for carrying out specific actions at projected times and places in an emergency that exceeds the capability or routine responsibility of any one agency (e.g., the fire department)</li><li>▪ <u>Sets forth lines of authority</u> and organizational relationships and shows how all actions will be coordinated</li><li>▪ <u>Describes how people and property will be protected</u> in emergencies and disasters</li></ul>

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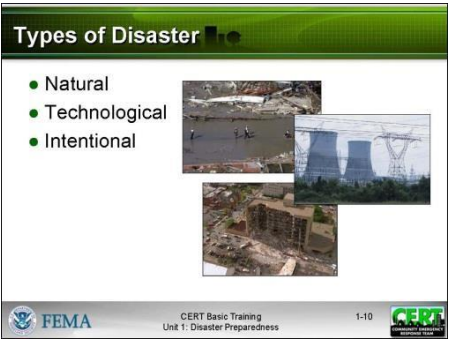
INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 737 682 1068"></div> <p data-bbox="237 1068 488 1100"><b>Display Slide 1-7</b></p>	<ul style="list-style-type: none"><li>▪ <u>Identifies personnel, equipment, facilities, supplies, and other resources</u> available — within the jurisdiction or by agreement with other jurisdictions — for use during response and recovery operations</li></ul> <p>In short, the EOP describes how the community will function in an emergency.</p> <p><b>Community Leaders</b></p> <p>Explain to participants that community leaders from the private and civic sectors have a responsibility to participate in community preparedness. Their responsibilities include:</p> <ul style="list-style-type: none"><li>▪ Participating on the local collaborative planning council to provide insights and perspectives reflecting their industry or the constituency they service, for example, people with disabilities, local schools, communities with language or cultural differences, small businesses, the economically disadvantaged, communities of faith</li><li>▪ Identifying and integrating appropriate resources into government plans</li><li>▪ Ensuring facilities, staff, and customers or population served are prepared, trained, and practiced in preparedness actions</li></ul>

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INSTRUCTOR GUIDANCE	CONTENT
 <p><b>The Public</b></p> <ul style="list-style-type: none"> <li>• Learn about community alerts, warnings, and evacuation routes</li> <li>• Take training</li> <li>• Practice skills and personal plans</li> <li>• Network and help others</li> <li>• Give feedback to community</li> <li>• Report suspicious activity</li> <li>• Volunteer</li> </ul> <p>FEMA CERT Basic Training Unit 1: Disaster Preparedness 1-8</p> <p>Display Slide 1-8</p>	<p><b>The Public</b></p> <p>Remind participants that the public also has a responsibility for preparedness. All members of the community should:</p> <ul style="list-style-type: none"> <li>▪ Learn about community alerts and warnings, evacuation routes, and how to get critical information</li> <li>▪ Take training in preparedness, first aid, and response skills</li> <li>▪ Practice skills and personal plans through periodic drills in multiple settings</li> <li>▪ Network and be able to help others</li> <li>▪ Participate in community feedback opportunities</li> <li>▪ Report suspicious activity</li> <li>▪ Volunteer</li> </ul>
 <p><b>Engaging the Whole Community</b></p> <ul style="list-style-type: none"> <li>• Goal of Citizen Corps is to make communities safer, more prepared, and more resilient</li> <li>• Citizen Corps Councils bring government and community leaders together</li> <li>• Councils ensure emergency plans more effectively reflect the community</li> </ul> <p>FEMA CERT Basic Training Unit 1: Disaster Preparedness 1-9</p> <p>Display Slide 1-9</p> <p>Explain to participants that some communities may have a Citizen Corps Council (CCC) or other entity such as a Local Emergency Planning Committee (LEPC) that acts as a CCC.</p>	<p><b>Engaging the Whole Community</b></p> <p>Citizen Corps is the grassroots movement to strengthen community safety and preparedness through increased engagement of all sectors of the community. Citizen Corps is administered by the Federal Emergency Management Agency but implemented locally. The goal of Citizen Corps is to make communities safer, more prepared, and more resilient when incidents occur.</p> <p>Despite advances in technology, a functioning community is based on complex and interdependent systems driven by human forces. Citizen Corps Councils bring government and community leaders together to ensure emergency plans more effectively reflect the community, including the population composition, the hazard profile, and the infrastructure.</p>

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INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 1-10</p>	<p>The goals of the Councils are to:</p> <ul style="list-style-type: none"><li>▪ Tailor activities to engage all sectors of the community</li><li>▪ Identify and build on existing strengths</li><li>▪ Increase collaboration between government and the whole community</li><li>▪ Expand integration of community resources into plans and protocols</li><li>▪ Encourage personal and organizational preparedness through outreach, training, and exercises</li><li>▪ Promote volunteer opportunities for ongoing community safety and surge capacity in disasters</li></ul> <p><b><i>Hazards and Their Potential Impact</i></b></p> <p><b>Types of Disasters</b></p> <p>Explain that disasters can be:</p> <ul style="list-style-type: none"><li>▪ Natural (e.g., earthquakes, wildfires, floods, extreme heat, hurricanes, landslides, thunderstorms, tornadoes, tsunamis, volcanic eruptions, winter storms)</li><li>▪ Technological (e. g., hazardous material spill, nuclear power plant accident)</li><li>▪ Intentional (terrorism using chemical, biological, radiological, nuclear, or explosive weapons)</li></ul>




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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 365 680 701"><p><b>Key Disaster Elements</b></p><ul style="list-style-type: none"><li>• They are relatively unexpected</li><li>• Emergency personnel may be overwhelmed</li><li>• Lives, health, and the environment are endangered</li></ul><p><small>FEMA CERT Basic Training Unit 1: Disaster Preparedness 1-11</small></p></div> <p>Display Slide 1-11</p>	<h3>Key Elements of Disasters</h3> <p>Explain that, regardless of the event, disasters have several key elements in common:</p> <ul style="list-style-type: none"><li>▪ They are <u>relatively unexpected</u>, with little or no warning or opportunity to prepare.</li><li>▪ Available personnel and emergency services may be <u>overwhelmed initially</u> by demands for their services.</li><li>▪ Lives, health, and the environment are <u>endangered</u>.</li></ul> <p>Stress that, in the immediate aftermath of a disaster, needs are often greater than professional emergency services personnel can provide. In these instances, CERTs become a vital link in the emergency service chain.</p>
<div data-bbox="237 1119 680 1455"><p><b>Local Hazard Vulnerability</b></p><ul style="list-style-type: none"><li>• Identify most common disasters that occur</li><li>• Identify possible hazards with most severe impact</li><li>• Consider recent or historical impacts</li><li>• Identify susceptible locations in the community for specific hazards</li><li>• Consider what to expect from disruption of services</li></ul><p><small>FEMA CERT Basic Training Unit 1: Disaster Preparedness 1-12</small></p></div> <p>Display Slide 1-12</p>	<h3>Understanding Local Hazard Vulnerability</h3> <p>Assessing your community's vulnerability to hazards allows the community to prioritize preparedness measures and to target effective actions for the appropriate hazard. To assess your community's vulnerability to hazards, it is useful to:</p> <ul style="list-style-type: none"><li>▪ Identify the most common disasters that occur</li><li>▪ Identify possible hazards with most severe impact</li><li>▪ Consider recent and/or historical impacts</li><li>▪ Identify susceptible locations in the community for specific hazards: people, buildings, infrastructure</li><li>▪ Consider what to expect for disruption of services and length of restoration</li></ul>

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INSTRUCTOR GUIDANCE	CONTENT
 <p>Keep a close eye on the clock. Try to limit the discussion to 10-15 minutes.</p> <p><b>PM, P. 1-9</b></p>	<p><b><i>Impact on the Infrastructure</i></b></p> <p><b>How many of you have been caught in a(n) [insert the type of event that is most common for your area]?</b></p> <p><b>What types of problems did you experience with such things as utilities and transportation?</b></p> <p>Refer the participants to the chart titled <i>Possible Impact of Damage on Infrastructure</i> in their Participant Manuals. Summarize the participants' responses to the discussion question by listing some of the effects on the infrastructure.</p>

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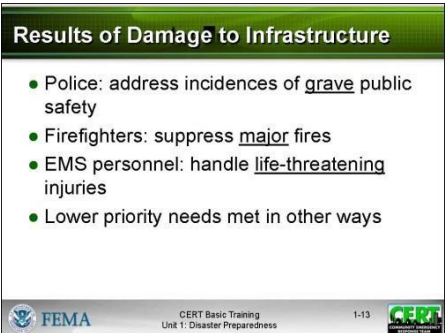
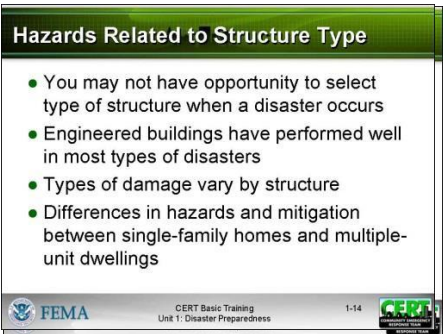
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<b>PM, P. 1-9</b>	<b>Examples of Possible Impact of Damage on Infrastructure</b>
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<b>Damage to . . .</b>	<b>Possible Effects</b>
Transportation	▪ Inability to assess damage accurately
	▪ Ambulances prevented from reaching survivors
	▪ Police prevented from reaching areas of civil unrest
	▪ Fire departments prevented from getting to fires
	▪ Flow of needed supplies (food, water, etc.) is interrupted
	▪ Roads are closed and/or impassable
Structures	▪ Damaged critical facilities (e.g., hospitals, fire stations, police precincts, airports) unable to function normally
	▪ Increased risk of damage from falling debris
Communication Systems	▪ Survivors unable to call for help
	▪ Coordination of services is hampered
	▪ Families and friends cannot communicate
Utilities	▪ Loss of service
	▪ Increased risk of fire or electrical shock
	▪ Limited access to fuel, e.g., pumps that may not work
	▪ Loss of contact between survivors and service providers
Water Service	▪ Medical facilities hampered
	▪ Inadequate water flow, which results in notice to boil water and hampered firefighting capabilities
	▪ Increased risk to public health
Fuel Supplies	▪ Increased risk of fire or explosion from fuel line rupture
	▪ Risk of asphyxiation
Financial Services	▪ ATM machines do not work
	▪ Credit card systems inoperable

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="235 401 677 732"><p><b>Results of Damage to Infrastructure</b></p><ul style="list-style-type: none"><li>• Police: address incidences of <u>grave</u> public safety</li><li>• Firefighters: suppress <u>major</u> fires</li><li>• EMS personnel: handle <u>life-threatening</u> injuries</li><li>• Lower priority needs met in other ways</li></ul><p>FEMA CERT Basic Training Unit 1: Disaster Preparedness 1-13</p></div> <p><b>Display Slide 1-13</b></p> <div data-bbox="235 1123 677 1455"><p><b>Hazards Related to Structure Type</b></p><ul style="list-style-type: none"><li>• You may not have opportunity to select type of structure when a disaster occurs</li><li>• Engineered buildings have performed well in most types of disasters</li><li>• Types of damage vary by structure</li><li>• Differences in hazards and mitigation between single-family homes and multiple-unit dwellings</li></ul><p>FEMA CERT Basic Training Unit 1: Disaster Preparedness 1-14</p></div> <p><b>Display Slide 1-14</b></p>	<p><b>Results of Damage to the Infrastructure</b></p> <p>Draw the correlation that each instance of damage to the infrastructure may severely restrict the abilities of police, fire, and emergency medical services in that disaster.</p> <p>Point out that, because emergency services personnel are likely to have inadequate resources to meet the public's needs, those resources must be applied according to the highest priority need.</p> <ul style="list-style-type: none"><li>▪ Police will address incidences of <u>grave</u> public safety.</li><li>▪ Firefighters will suppress <u>major</u> fires.</li><li>▪ EMS personnel will handle <u>life-threatening</u> injuries. (Stress, however, that CERTs will also handle life-threatening injuries until EMS units become available.)</li></ul> <p>Lower priority needs will have to be met in other ways.</p> <p><b>Hazards Related to Structure Type</b></p> <p>Remind the participants that they might not have an opportunity to select the type of structure that they are in when a disaster occurs. It is important to know what type of damage to expect from the main types of structures in the community.</p> <p>Tell the participants that engineered buildings, such as most high-rise buildings, have performed well in most types of disasters.</p>




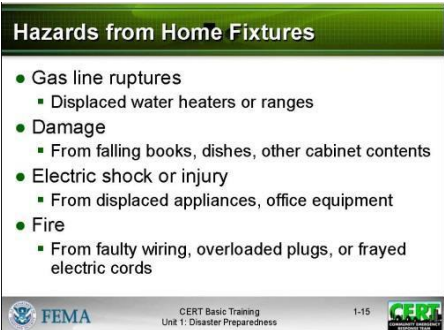
**COMMUNITY EMERGENCY RESPONSE TEAM  
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INSTRUCTOR GUIDANCE	CONTENT
	<p><b>Do you know what type of damage you can expect if a high-risk hazard occurs?</b></p> <p>If not mentioned by the group, stress that mobile homes are most susceptible to damage because they are easily displaced. When displacement occurs, structural integrity becomes questionable and utility connections are easily damaged, increasing the risk of fire and electric shock.</p> <p><b>How many of you live in multiple-unit dwellings?</b></p> <p><b>Do you understand how the hazards and mitigation approaches differ from those of single-family homes?</b></p> <p>Remind participants that others in the building may be affected even if it appears that there is limited damage to the part of the building that is visible.</p> <p>Utility shutoffs are often arranged differently in multiple-unit dwellings than is typical in single-family homes. There is often a main utility shutoff for the entire building, as well as a shutoff located within each individual unit. Depending on the situation at hand, one or the other or both may need to be used. Be mindful of the effects and consequences of using each.</p> <p><b>Multiple-Use Buildings</b></p> <p>Explain that buildings such as malls, sports arenas, airports, places of worship, and other buildings with oversized roof spans pose particular hazards in a disaster:</p> <ul style="list-style-type: none"><li>▪ Strip shopping centers pose a threat from collapse and broken glass.</li><li>▪ Warehouse-type structures may also collapse.</li></ul> <p>Add that there is also a risk in all types of structures from non-structural hazards.</p>


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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 369 315 443"></div> <div data-bbox="237 768 678 1096"></div> <p data-bbox="237 1136 506 1171"><b>Display Slide 1-15</b></p>	<p data-bbox="704 369 1422 474"><b>How many of you are aware of non-structural hazards in your own neighborhoods, homes, or workplaces?</b></p> <p data-bbox="704 512 1505 695">If not mentioned by the group, stress that, in addition to structural hazards, everyone has non-structural hazards in their neighborhood, homes, or workplaces. Fixtures and items within a home, garage, or workplace can pose a hazard during or after a disaster.</p> <p data-bbox="704 768 1138 804"><b>Hazards from Home Fixtures</b></p> <p data-bbox="704 842 1115 877">Some of the hazards include:</p> <ul data-bbox="704 894 1481 1220" style="list-style-type: none"><li>▪ Gas line ruptures from water heaters or ranges displaced by shaking, water, or wind</li><li>▪ Damage from falling books, dishes, or other cabinet contents</li><li>▪ Risk of injury or electric shock from displaced appliances and office equipment</li><li>▪ Fire from faulty wiring, overloaded plugs, frayed electrical cords</li></ul> <p data-bbox="704 1241 1505 1528">Emphasize the importance of reducing hazards as part of personal preparedness. Stress that there are several relatively simple measures that individuals can take to alleviate many home and workplace hazards. These will be covered later under home and workplace preparedness. It is also important to know how and when to turn off utilities safely. Utility shutoffs will be covered in Unit 2 – Fire Safety and Utility Control.</p> <p data-bbox="704 1793 1338 1829"><b><i>Home and Workplace Preparedness</i></b></p>

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INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="248 384 634 411"><b>Home and Workplace Preparedness</b></p>  <p data-bbox="248 667 670 695">FEMA CERT Basic Training, Unit 1: Disaster Preparedness 1-16 CERT</p> <p data-bbox="237 737 506 772"><b>Display Slide 1-16</b></p>	<p data-bbox="704 384 1463 600">Tell participants that FEMA conducts a national household survey to measure the public's attitudes, perceptions, and actions taken for personal preparedness. Research findings provide some interesting insights on public expectations and beliefs. Data for the 2009 survey include:</p> <ul data-bbox="704 621 1503 1392" style="list-style-type: none"><li>▪ Only 50% of the public is familiar with the alerts and warning systems in their community.</li><li>▪ Importance of family and community members in the first 72 hours of a disaster: 70% of people report an expectation to rely on household members, and 49% say they will rely on people in their neighborhood.</li><li>▪ Nearly 30% indicate that a primary reason they have not taken steps to prepare is the expectation that fire, police, or other emergency personnel will help them.</li><li>▪ Only 40% of people nationwide think there is a likelihood of a natural disaster <u>ever</u> occurring in their community.</li><li>▪ Fifty-three percent indicate confidence in ability to respond in the first 5 minutes of a sudden natural disaster, but only 20% report confidence in ability to respond to a terrorist attack.</li><li>▪ Preparedness differs according to age, education, income, language and culture, disabilities and abilities, experience, and other factors.</li></ul>



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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 369 678 695"><p><b>Preparing for a Disaster</b></p><ul style="list-style-type: none"><li>● Know local hazards, alerts, warning systems, evacuation routes, and sheltering plans</li><li>● Consider important elements of disaster preparedness</li><li>● Address specific needs for yourself and people you know</li></ul><p> CERT Basic Training Unit 1: Disaster Preparedness 1-17 </p></div> <p><b>Display Slide 1-17</b></p> <p>PM, P. 1-15</p>	<p><b>Preparing for a Disaster</b></p> <p>Explain that many preparedness actions are useful in any type of emergency situation, and some are specific to a particular type of disaster. A critical first step to preparedness is to understand the hazards in their communities and to learn about local alerts and warning systems, evacuation routes, and sheltering plans. It is also important that the CERT members familiarize themselves with hazards in other areas when they are traveling and may experience a type of hazard they are not as familiar with.</p> <p>Remind them that regardless of the type of disaster, important elements of disaster preparedness include:</p> <ul style="list-style-type: none"><li>▪ Having the skills to evaluate the situation quickly and to take effective action to protect yourself</li><li>▪ Having a family disaster plan and practicing the plan with drills</li><li>▪ Assembling supplies in multiple locations</li><li>▪ Reducing the impact of hazards through mitigation practices</li><li>▪ Getting involved by participating in training and volunteer programs</li></ul> <p><u>Emphasize to participants that it is also always important to address specific needs for themselves and people they know, including any access or functional needs, considerations for pets and service animals, and transportation.</u></p> <p>More information on preparedness is available online.</p> <p>Direct the participants to a handout provided in their Participant Manual, <i>Web Sites of Interest</i>.</p>

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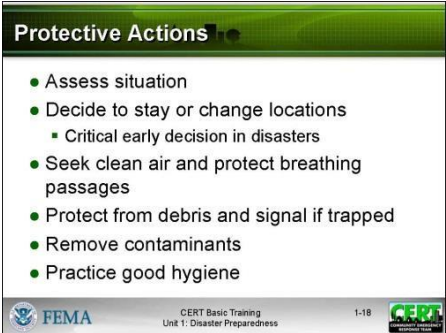
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<b>PM, P. 1-15</b>	<b>Web Sites of Interest</b>
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<b>URL</b>	<b>Description</b>
<a href="http://www.ready.gov/">www.ready.gov/</a>	FEMA's national Web site for disaster preparedness. Excellent general advice and a good place to start.
<a href="http://www.fema.gov/areyouready/">www.fema.gov/areyouready/</a>	<i>Are You Ready?</i> is a 200-page FEMA publication that provides a step-by-step approach to disaster preparedness and specific information by disaster type.
<a href="http://www.redcross.org">www.redcross.org</a>	The American Red Cross has a Web site full of excellent tips and information related to most of the natural disasters that occur, including a few topics not covered at FEMA's <a href="http://www.ready.gov">www.ready.gov</a> Web site.
<a href="http://www.pandemicflu.gov">www.pandemicflu.gov</a>	The Centers for Disease Control and Prevention (CDC) established this Web site as a hub for national information on pandemic influenza.

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="235 367 678 697"><p><b>Protective Actions</b></p><ul style="list-style-type: none"><li>● Assess situation</li><li>● Decide to stay or change locations<ul style="list-style-type: none"><li>■ Critical early decision in disasters</li></ul></li><li>● Seek clean air and protect breathing passages</li><li>● Protect from debris and signal if trapped</li><li>● Remove contaminants</li><li>● Practice good hygiene</li></ul><p>FEMA CERT Basic Training Unit 1: Disaster Preparedness 1-18</p></div> <p><b>Display Slide 1-18</b></p>	<p><b>Protective Actions</b></p> <p>Explain to participants that because many disasters occur with little or no warning, individuals need to have the knowledge and skills to take immediate protective actions in the first critical moments after a disaster has occurred, before they have instruction from authorities. While the specific action to take is based on the disaster type, the amount of warning, whether they are inside, outside, or driving, and the amount of training they have, the following list provides a good overview of the protective actions you should be familiar with. These should be their objectives in assessing their post-event environment.</p> <ul style="list-style-type: none"><li>▪ Assess situation. When something occurs without notice, it is important to take a few seconds to assess the situation to determine their most effective next steps. This includes identifying the type of event and whether air or a building structure has been compromised.</li><li>▪ Decide to stay or change locations. In some instances they should stay where they are (if they are inside and an event has occurred outside, they may need to stay inside) and in other circumstances they should change location (if they are inside and the event is inside, they may need to evacuate the building). All disasters have unique attributes, so it is important for them to realize that they may need to evaluate the circumstances to determine the best course of action.</li><li>▪ Staying or changing location is a critical early decision in disasters. If they are not in immediate</li></ul>

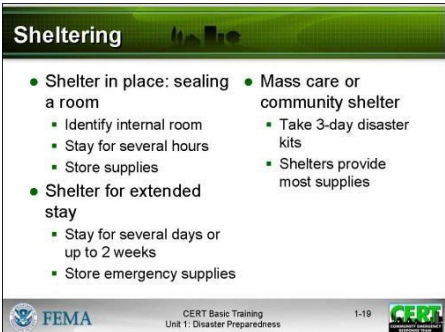
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INSTRUCTOR GUIDANCE	CONTENT
	<p data-bbox="751 369 1471 804">danger, they should stay where they are and get more information before taking their next steps. Thinking through the likely hazards in their community and where they might be when an event occurs may help them visualize their response. While they may need to make the first, immediate decision to stay inside or go outside, or to shelter in place by sealing a room without authoritative instruction, it is important that they listen to local authorities when that information is provided. If experts tell them to evacuate from their location, LEAVE!</p> <ul style="list-style-type: none"><li data-bbox="706 863 1463 1150">▪ Seek clean air and protect breathing passages. Regardless of the type of disaster, clean air is a critical need. Actions to protect their breathing passages and seek clean air may include covering their mouth with a cloth or mask, vacating the building, or sheltering in place by sealing an internal room while the airborne contaminant dissipates.</li><li data-bbox="706 1209 1471 1423">▪ Protect themselves from debris and signal rescuers if trapped. Protecting themselves from falling or precarious debris is a critical protective action. If they become trapped, protect their airways, bang on an object, or blow a whistle. Yelling should be a last resort.</li><li data-bbox="706 1482 1468 1738">▪ Remove contaminants. If contaminants have been released into the area or they have made contact with liquid or solid contaminants, it is critical that they remove the contaminants as quickly as possible. Remove contaminated clothing and wash with soap and water starting at the head and working toward the feet.</li><li data-bbox="706 1797 1463 1864">▪ Practice good hygiene. Good hygiene is a preventive measure for spreading disease, and it's</li></ul>

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="235 529 677 858"></div> <p><b>Display Slide 1-19</b></p>	<p>important to be mindful of hygiene in a post-disaster environment. Clean drinking water and sanitation are important protective actions.</p> <p><b>Sheltering</b></p> <p>There are different types of sheltering, and different types are appropriate for different disasters.</p> <ul style="list-style-type: none"><li>▪ <b>Shelter in place: sealing a room.</b> Sealing a room is a way to protect themselves from contaminants in the air for a short period of time until the contaminants dissipate. They should identify an internal room in their home, at work, or other locations where they spend a great deal of time. If sheltering-in-place is needed, they will be in this room for only a few hours, but it is important that they be able to seal the room quickly. Storing specific items in the room is helpful. They should have snacks and water; a battery-operated radio, a flashlight, and pre-cut plastic sheeting and duct tape to seal off vents and door and window openings.</li><li>▪ <b>Shelter for extended stay.</b> Sheltering for an extended stay means that they would stay where they are for several days or, in the case of a pandemic, they may be asked to limit their time outside the home for up to 2 weeks. It is important to store emergency supplies for these possibilities.</li><li>▪ <b>Mass care/community shelter.</b> These are congregate care facilities that house many people in one location. These shelters often provide water,</li></ul>

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="233 653 675 984" data-label="Image"> </div> <p><b>Display Slide 1-20</b></p> <p>Explain that the answers to these questions may be different depending on the hazard and the participants probably will not be able to plan for every event that could happen. But stress that, by playing “What if?” with high-risk hazards, they will be better prepared for any hazard that might strike.</p> <p>Remind the participants to see <a href="http://www.ready.gov">www.ready.gov</a> for additional information.</p>	<p>food, medicine, and basic sanitary facilities but, if possible, they should take their 3-day disaster supplies kit with them so that they will be sure to have the supplies they require.</p> <p><b>Developing a Disaster Plan</b></p> <p>Point out to participants that in addition to knowing immediate protective actions that they may need to take, an emergency plan can mean the difference between life and death in a disaster. For example:</p> <ul style="list-style-type: none"> <li>▪ Where will you meet family members? You should have a location outside the house and another location outside the neighborhood.</li> <li>▪ Identify an out-of-state “check-in contact.”</li> <li>▪ Plan for all possibilities: extended stay, shelter in place, or evacuation.</li> <li>▪ How will you escape buildings where you spend time: your home, workplace, school, place of worship?</li> <li>▪ What route (and several alternatives) will you use to evacuate? Do you have transportation?</li> </ul> <p>Remind participants that, as always, family safety is the most important factor when disaster strikes. In an effort to make the best decision regarding their family’s safety, the participants should always first consider</p>

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INSTRUCTOR GUIDANCE	CONTENT
<b>PM, P. 1-19</b>	<p>what is best given the situation. It is also essential that they practice their plan with their family —evacuating the home and contacting all family members using their “check-in contact.”</p> <p>Emphasize to participants that practicing their plan now will improve their performance when it matters most.</p> <p>Direct the participants to a handout provided in their Participant Manual, <i>Creating a Family Disaster Plan</i>.</p>

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**PM, P. 1-19 Creating a Family Disaster Plan**

**To get started . . .**

- **Contact your local emergency management office and your local chapter of the American Red Cross.**
  - Find out which disasters are most likely to happen in your community.
  - Ask how you would be warned.
  - Find out how to prepare for each type of disaster.
- **Meet with your family.**
  - Discuss the types of disasters that could occur.
  - Explain how to prepare and respond.
  - Discuss what to do if advised to evacuate.
  - Practice what you have discussed.
- **Plan how your family will stay in contact if separated by disaster.**
  - Pick two meeting places:
    - A location a safe distance from your home in case of fire
    - A place outside your neighborhood in case you can't return home
  - Choose an out-of-State friend as a "check-in contact" for everyone to call.
    - Make sure that the person selected understands that they are your out-of-State contact in case of emergency and what you would expect of them should such an emergency arise.
    - Give your "check-in contact" person a list of pertinent people to contact. Be sure to include phone numbers!
    - Periodically practice using your local and out-of-State contacts as if it were an emergency situation.
- **Complete the following steps.**
  - Post emergency telephone numbers by every phone.
  - Show responsible family members how and when to shut off water, gas, and electricity at main switches.
  - Install a smoke alarm on each level of your home, especially near bedrooms; test them monthly and change the batteries two times each year. (Change batteries when you change your clocks in the spring and fall.)
- **Contact your local fire department to learn about home fire hazards.**
  - Learn first aid and CPR. Contact your local chapter of the American Red Cross for information and training.
- **Meet with your neighbors.**
  - Plan how the neighborhood could work together after a disaster. Know your neighbors' skills (medical, technical).
  - Consider how you could help neighbors who have special needs, such as elderly or disabled persons.
  - Make plans for child care in case parents can't get home.




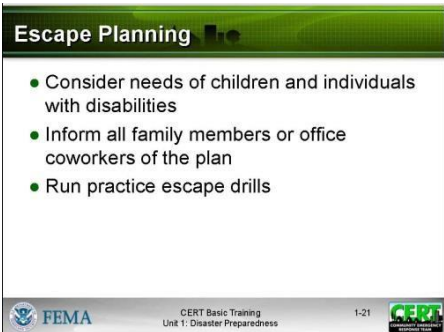
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INSTRUCTOR GUIDANCE	CONTENT
	<p><b>Activity: Evacuate!</b></p> <p><b>Instructions:</b> Follow the steps below to conduct this exercise:</p> <ol style="list-style-type: none"><li>1. Describe a disaster (hurricane, earthquake, etc.) and instruct the participants that they have 5 minutes to evacuate their home in this disaster scenario.</li><li>2. Ask participants to come up with a list of items they would bring with them and/or what they would do in that window of time.</li><li>3. For added urgency, end the exercise after 4 minutes .</li><li>4. Ask volunteers to share their information and explain their choices.</li></ol> <p>Debrief by explaining that the answer to this question may be different depending on the hazard. Participants probably will not be able to plan for every event that could happen.</p> <p>Stress that, by playing “What if?” with high-risk hazards, they will be better prepared for any hazard that might strike.</p>

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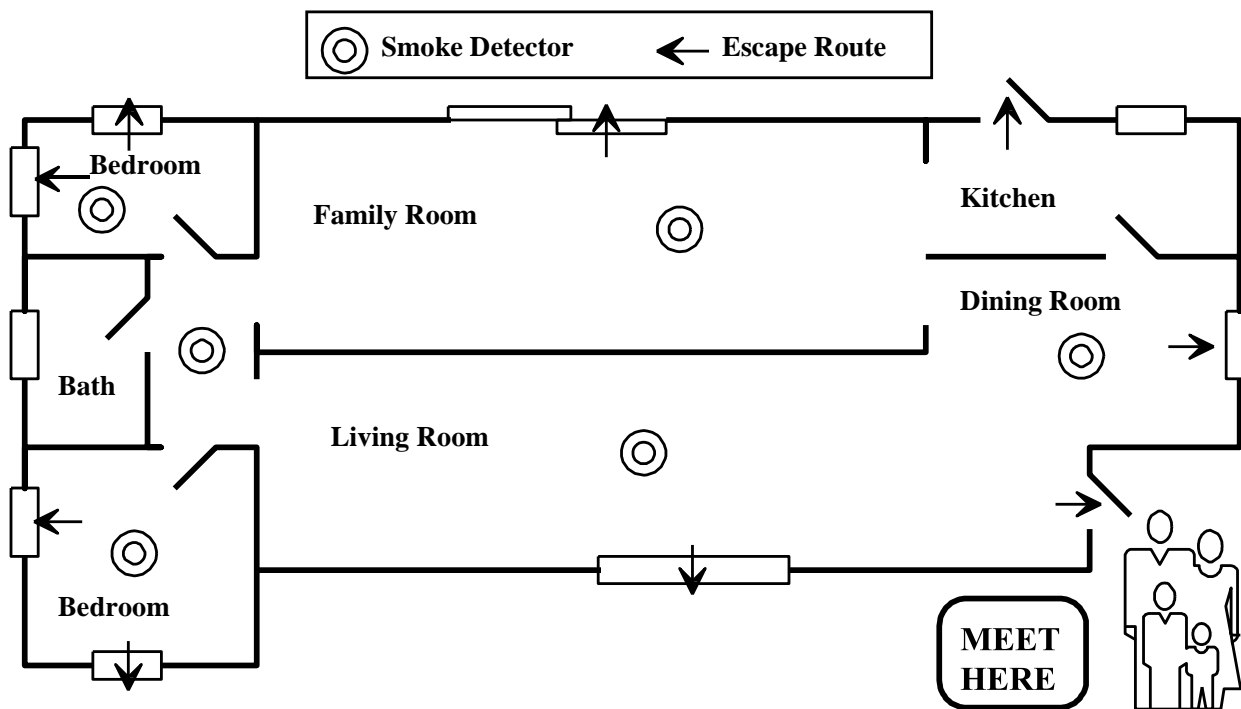
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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 449 315 525"></div> <div data-bbox="237 560 678 890"></div> <p data-bbox="237 930 505 963"><b>Display Slide 1-21</b></p> <p data-bbox="237 1003 402 1037"><b>PM, P. 1-21</b></p>	<p data-bbox="704 369 1003 411"><b><i>Escape Planning</i></b></p> <p data-bbox="704 449 1474 520"><b>How many of you have developed escape plans for your homes or workplaces?</b></p> <p data-bbox="704 560 1442 632">Emphasize the importance of having an escape plan that:</p> <ul data-bbox="704 651 1484 810" style="list-style-type: none"><li>▪ Includes escape from every room of the house or every area of the workplace</li><li>▪ Considers the needs of children and individuals with disabilities</li></ul> <p data-bbox="704 829 1419 900">Explain that all family members or office coworkers should be informed about the plan.</p> <p data-bbox="704 1003 1507 1178">Explain the <i>Escape Planning</i> plan. Tell the participants that a sample escape plan is in the Participant Manual. Explain that, in most cases, homeowners won't have smoke alarms in every room, but it is important to have a smoke alarm at least on every level of the house.</p> <p data-bbox="704 1218 1511 1394">Urge the participants to practice their plans after they develop them. Suggest that they conduct family fire drills , follow the local evacuation routes, and locate the nearest shelter to ensure that, when a disaster occurs, they know what to do.</p> <p data-bbox="704 1434 1507 1505">An example of an escape plan is shown in the figure that follows.</p>

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PM, P. 1-21


Escape Planning



Sample family escape plan with arrows showing an escape route from every room in the home and a family meeting place outside the home

**COMMUNITY EMERGENCY RESPONSE TEAM  
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INSTRUCTOR GUIDANCE	CONTENT
<p><b>PM, PP. 1-22 through 1-27</b></p> <p>Consider asking participants to take one or two steps (that you define) in assembling their household kit.</p> 	<p>Refer the participants to <i>Assembling and Storing a Disaster Supply Kit</i> in the Participant Manual. Tell the group that the list includes all disaster supplies recommended by FEMA.</p> <p>Point out that the disaster supplies included on this list are fairly complete. Suggest that the participants determine the supplies that they will need for evacuation, those that they will need to shelter in place, and those that they will need for both.</p> <p>Remind the participants that there are special considerations for those with special needs, children, and pets.</p> <p><b>Do you have any questions about home and workplace preparations?</b></p>

**COMMUNITY EMERGENCY RESPONSE TEAM  
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**PM, PP. 1-22 through  
1-27**

**Assembling and Storing a Disaster Supply Kit**

**PM, PP. 1-22 through 1-27 Assembling and Storing a Disaster Supply Kit**

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

**To Prepare Your Kit**

1. Review the checklist on the next few pages.
2. Gather the supplies from the list. Remember that many households already have many of the items needed for their kits. These items can be assembled in appropriate locations for quick access in an emergency, but used under normal circumstances whenever needed. For example, keep a wrench in your kit to shut off gas at the meter in an emergency, but use the wrench for everyday tasks, too. Just be sure to return it to the emergency kit.
3. **Place the supplies you're apt to need for an evacuation in an easy-to-carry container. These supplies are listed with an asterisk (\*).**

**Water**

Store water in plastic containers such as soft drink bottles.

- Look for the triangular recycling symbol with a number 1 on the bottom of the bottle as those are best for water storage. Avoid using containers that will decompose or break, such as plastic milk jugs or glass bottles.
- Wash the bottle with soap and warm water, fill with water from your tap, and store in a cool, dark area away from direct sunlight.
- Replace your emergency water every 6 months by repeating the process; like food and batteries, water does expire!

Keep in mind that a normally active person needs to drink at least 2 quarts of water each day. Hot environments and intense physical activity can double that requirement. Children, nursing mothers, and ill people will need more.

- Store 1 gallon of water per person per day (2 quarts for drinking, 2 quarts for food preparation and sanitation).\*
- Keep at least a 3-day supply of water for each person in your household.

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**PM, PP. 1-22 through  
1-27**

**Assembling and Storing a Disaster Supply Kit**

If you have questions about the quality of the water, purify it before drinking. You can heat water to a rolling boil for 1 minute or use commercial purification tablets to purify the water. You can also use regular household liquid chlorine bleach if it is pure 5.25% sodium hypochlorite. (Do not use perfumed bleach!) To purify water, use the table below as a guide:

Ratios for Purifying Water with Bleach

Water Quantity	Bleach Added
1 Quart	2 Drops
1 Gallon	8 Drops
5 Gallons	1/2 Teaspoon

**Note: If water is cloudy, double the recommended dosage of bleach.**

After adding bleach, shake or stir the water container and let it stand 30 minutes before drinking.

**Food**

Store at least a 3-day supply of nonperishable food. Select foods that require no refrigeration, preparation, or cooking and little or no water. If you must heat food, pack a can of Sterno®. Select food items that are compact and lightweight. Avoid salty foods if possible as they increase thirst. Include a selection of the following foods in your disaster supply kit. Check food and water expiration dates biannually.

- Ready-to-eat canned meats, fruits, and vegetables
- Canned juices, milk, soup (if powdered, store extra water)
- Staples- sugar, salt, pepper
- High-energy foods - peanut butter, jelly, crackers, granola bars, trail mix
- Foods for infants, elderly persons, or persons on special diets
- Comfort and stress foods □ cookies, hard candy, sweetened cereals, lollipops, instant coffee, tea bags

**COMMUNITY EMERGENCY RESPONSE TEAM  
UNIT 1: DISASTER PREPAREDNESS**

<b>PM, PP. 1-22 through 1-27</b>	<b>Assembling and Storing a Disaster Supply Kit</b>
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**Kitchen Items**

<b>PM, PP. 1-22 through 1-27</b>	<b>Assembling and Storing a Disaster Supply Kit</b>
<b>Kitchen Item</b>	<b>Kitchen Item</b>
<ul style="list-style-type: none"> <li>▪ Manual can opener</li> <li>▪ Mess kits or paper cups, plates, and plastic utensils</li> <li>▪ All-purpose knife</li> <li>▪ Household liquid bleach to treat drinking water</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aluminum foil and plastic wrap</li> <li>▪ Re-sealing plastic bags</li> <li>▪ If food must be cooked, small cooking stove and a can of cooking fuel</li> </ul>
<b><u>First Aid Kit*</u></b>	
Assemble a first aid kit for your home and one for each car. (Note: This kit is not intended to supplement or replace a CERT member supply kit!) A first aid kit should include:	
<ul style="list-style-type: none"> <li>▪ First aid manual</li> </ul>	

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Manual can opener</li> <li>▪ Mess kits or paper cups, plates, and plastic utensils</li> <li>▪ All-purpose knife</li> <li>▪ Household liquid bleach to treat drinking water</li> </ul> | <ul style="list-style-type: none"> <li>▪ Aluminum foil and plastic wrap</li> <li>▪ Re-sealing plastic bags</li> <li>▪ If food must be cooked, small cooking stove and a can of cooking fuel</li> </ul> |
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**First Aid Kit\***

Assemble a first aid kit for your home and one for each car. (Note: This kit is not intended to supplement or replace a CERT member supply kit!) A first aid kit should include:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ First aid manual</li> <li>▪ Sterile adhesive bandages in assorted</li> </ul> | <ul style="list-style-type: none"> <li>▪ sizes</li> <li>▪ Two-inch sterile gauze pads (4-6)</li> </ul> |
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**COMMUNITY EMERGENCY RESPONSE TEAM**  
**UNIT 1: DISASTER PREPAREDNESS**

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- Four-inch sterile gauze pads (4-6)
- Hypoallergenic adhesive tape
- Triangular bandages (3)
- Needle
- Moistened towelettes
- Antibacterial ointment
- Thermometer
- Tongue blades (2)
- Tube of petroleum jelly or other lubricant
- Assorted sizes of safety pins
- Cleaning agent/soap
- Non-latex exam gloves (2 pairs)
- Cotton balls
- Sunscreen
- Three-inch sterile roller bandages (3 rolls)
- Four-inch sterile roller bandages (3 rolls)
- Scissors
- Tweezers
- Hot and cold compress

**COMMUNITY EMERGENCY RESPONSE TEAM  
UNIT 1: DISASTER PREPAREDNESS**

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**PM, PP. 1-22 through  
1-27**

**Assembling and Storing a Disaster Supply Kit**

**First Aid Kit\* (contd.)**

**Nonprescription Drugs**

- Aspirin or nonaspirin pain reliever
- Antidiarrhea medication
- Antacid (for stomach upset)
- Allergy medication and, if necessary, epinephrine
- Laxative
- Vitamins
- Activated charcoal (used if advised by the Poison Control Centers)

**Tools and Supplies**

- Emergency preparedness manual\*
- Battery-operated weather radio and extra batteries\*
- Flashlight and extra batteries\*
- Fire extinguisher: small canister, ABC type
- Tube tent
- Pliers
- Duct tape
- Compass\*
- Matches in a waterproof container
- Aluminum foil
- Plastic storage containers
- Signal flare(s)\*
- Paper, pencil\*
- Needles, thread
- Work gloves
- Medicine dropper
- Non-sparking shutoff wrench to turn off household gas and water
- Whistle
- Plastic sheeting
- Landline telephone
- Fuel for vehicle and generator

**Sanitation**

- Toilet paper, towelettes\*
- Soap, liquid detergent\*
- Feminine supplies\*
- Personal hygiene items\*
- Plastic garbage bags, ties (for personal sanitation uses)
- Plastic bucket with tight lid
- Disinfectant
- Liquid hand sanitizer
- Household chlorine bleach

**COMMUNITY EMERGENCY RESPONSE TEAM  
UNIT 1: DISASTER PREPAREDNESS**

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**PM, PP. 1-22 through  
1-27**

**Assembling and Storing a Disaster Supply Kit**

**Pet Supplies**

- Medications and medical records (stored in a waterproof container) and a first aid kit
- Current photos of your pets in case they get lost
- Information on feeding schedules, medical conditions, behavior problems, and the name and number of your veterinarian in case you have to foster or board your pets
- Sturdy leashes, harnesses, and/or carriers to transport pets safely and ensure that your animals can't escape
- Food, potable water, bowls, cat litter and pan, and can opener
- Pet beds and toys, if easily transportable

**Clothing and Bedding**

Include at least one complete change of clothing and footwear per person (and remember to change for the different seasons!).

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

**COMMUNITY EMERGENCY RESPONSE TEAM  
UNIT 1: DISASTER PREPAREDNESS**

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**PM, PP. 1-22 through  
1-27**

**Assembling and Storing a Disaster Supply Kit**

**Household Documents and Contact Numbers\***

- Personal identification, cash (including change) or traveler's checks, and a credit card
- Copies of important documents: birth certificates, marriage certificate, driver's license, Social Security cards, passport, wills, deeds, inventory of household goods, insurance papers, contracts, immunization records, bank and credit card account numbers, stocks and bonds. Be sure to store these in a watertight container.
- Emergency contact list and other important phone numbers
- Map of the area and phone numbers of places you could go
- An extra set of car keys and house keys
- Copies of prescriptions and/or original prescription bottles

**Special Items**

Remember family members with special needs, such as infants and elderly or those with disabilities.

**For Baby\***

- Formula
- Diapers
- Bottles
- Powdered milk
- Medications

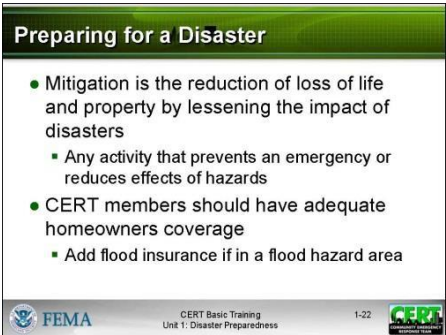
**For All Family Members**

- Heart and high blood pressure medication\*
- Insulin\*
- Other prescription drugs\*
- Denture needs\*
- Contact lenses and supplies\*
- Extra eye glasses\*
- Entertainment — games and books

\*Items marked with an asterisk are recommended for evacuation.

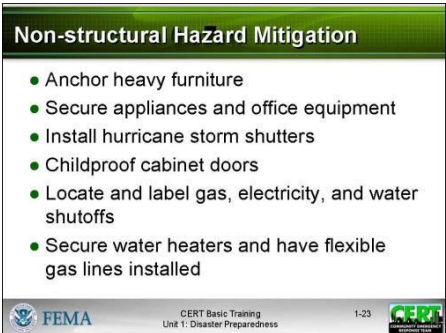

**COMMUNITY EMERGENCY RESPONSE TEAM  
UNIT 1: DISASTER PREPAREDNESS**

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="235 520 678 852"></div> <p>Display Slide 1-22</p>	<p><b><i>Reducing the Impact of Hazards Through Mitigation</i></b></p> <p><b>Preparing for a Disaster</b></p> <p>Tell participants that in addition to managing the impact that a disaster would have on them and their families by assembling disaster supplies, mitigation will also help. Mitigation is the reduction of loss of life and property by lessening the impact of disasters. Mitigation includes any activities that prevent an emergency, reduce the likelihood of occurrence, or reduce the damaging effects of unavoidable hazards. Mitigation can include non-structural measures, structural changes, and purchasing appropriate insurance.</p> <p>Explain that CERT members should ensure that their homeowner's policy provides adequate coverage and covers appropriate hazards in their area. In addition, homeowners insurance does not cover damage caused by flooding, so it is important to know whether they are in a flood hazard area and to purchase flood insurance if so. Visit the National Flood Insurance Program Web site, <a href="http://www.floodsmart.gov">www.floodsmart.gov</a>, to learn more.</p>

**COMMUNITY EMERGENCY RESPONSE TEAM  
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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="235 401 678 732"><p><b>Non-structural Hazard Mitigation</b></p><ul style="list-style-type: none"><li>● Anchor heavy furniture</li><li>● Secure appliances and office equipment</li><li>● Install hurricane storm shutters</li><li>● Childproof cabinet doors</li><li>● Locate and label gas, electricity, and water shutoffs</li><li>● Secure water heaters and have flexible gas lines installed</li></ul><p>FEMA CERT Basic Training Unit 1: Disaster Preparedness 1-23</p></div> <p>Display Slide 1-23</p> <p>Pay particular attention to the precautions that are common and necessary in your locality. Whenever possible, bring in samples of materials used (e.g., industrial-strength Velcro®), and demonstrate their use.</p> <div data-bbox="235 1205 678 1537"><p><b>Other Mitigation Measures</b></p><ul style="list-style-type: none"><li>● Bolt houses to foundations</li><li>● Install trusses or hurricane straps to reinforce roof</li><li>● Strap propane tanks and chimneys</li><li>● Strap mobile homes to their slabs</li><li>● Raise utilities</li><li>● Build a safe room</li></ul><p>FEMA CERT Basic Training Unit 1: Disaster Preparedness 1-24</p></div> <p>Display Slide 1-24</p> <p>Research the types of structural hazards in your area, and modify these hazard mitigation measures to make them appropriate to your area.</p>	<p>Explain that non-structural hazard mitigation includes relatively simple actions participants can take to prevent home furnishings and appliances from causing damage or injuries during any event that might cause them to shift. Examples of non-structural hazard mitigation include:</p> <ul style="list-style-type: none"><li>▪ Anchor heavy furniture.</li><li>▪ Secure appliances and office equipment.</li><li>▪ Install hurricane storm shutters.</li><li>▪ Secure cabinet doors with childproof fasteners.</li><li>▪ Locate and label gas, electricity, and water shutoffs.</li><li>▪ Secure water heaters and have flexible gas lines installed.</li></ul> <p>Some mitigation measures require a bigger investment to address structural changes to reduce the impact of disasters. Depending on the likely hazards in each area, these may include:</p> <ul style="list-style-type: none"><li>▪ Bolt house to foundations.</li><li>▪ Install trusses or hurricane straps to reinforce the roof.</li><li>▪ Strap propane tanks and chimneys.</li><li>▪ Strap mobile homes to their slabs.</li><li>▪ Raise utilities (above the level of flood risk).</li><li>▪ Build a safe room.</li></ul> <p>Emphasize that a safe room is NOT the same as a</p>

**COMMUNITY EMERGENCY RESPONSE TEAM  
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INSTRUCTOR GUIDANCE	CONTENT
<b>PM, P. 1-30</b>	<p>shelter-in-place location. A safe room requires significant fortification in order for the room to provide protection against extremely high winds. More information is available at <a href="http://www.fema.gov/plan/prevent/saferoom/index.shtm">www.fema.gov/plan/prevent/saferoom/index.shtm</a></p> <p>Tell participants that sheltering-in-place is done to protect against contaminants in the air. To shelter in place, they do not need to alter the structure of the room. Participants are simply sealing the room with plastic sheeting and duct tape for a short period of time while the contaminants in the air dissipate.</p> <p>Refer the participants to <i>Fortifying Your Home</i> in the Participant Manual.</p>

**COMMUNITY EMERGENCY RESPONSE TEAM  
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

<b>PM, P. 1-30</b>	<b>Fortifying Your Home</b>
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<b>Type of Hazard</b>	<b>Sample Precautions</b>
<b>Structural</b>	<ul style="list-style-type: none"><li>▪ Bolt older houses to the foundation.</li><li>▪ Install trusses or hurricane straps to reinforce the roof.</li><li>▪ Strap propane tanks and chimneys.</li><li>▪ Strap mobile homes to their concrete pads.</li><li>▪ Raise utilities (above the level of flood risk).</li><li>▪ Ask a professional to check the foundation, roof connectors, chimney, etc.</li></ul>
<b>Non-Structural</b>	<ul style="list-style-type: none"><li>▪ Anchor such furniture as bookshelves, hutches, and grandfather clocks to the wall.</li><li>▪ Secure appliances and office equipment in place with industrial-strength Velcro<sup>®</sup>.</li><li>▪ Install hurricane storm shutters to protect windows.</li><li>▪ Secure cabinet doors with childproof fasteners.</li><li>▪ Locate and label shutoffs for gas, electricity, and water before disasters occur. After a disaster, shut off the utilities as needed to prevent fires and other risks. Store a non-sparking shutoff wrench where it will be immediately available.</li><li>▪ Teach all home occupants, including children who are old enough to handle the responsibility, when and how to shut off the important utilities.</li><li>▪ Secure water heaters to the wall to safeguard against a ruptured gas line or loose electrical wires.</li></ul>



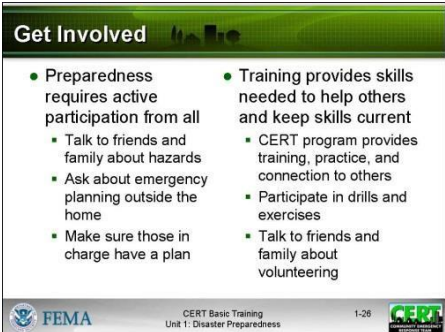
**COMMUNITY EMERGENCY RESPONSE TEAM  
UNIT 1: DISASTER PREPAREDNESS**

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="235 365 677 695"><p><b>Fortifying Your Home</b></p><ul style="list-style-type: none"><li>• Different non-structural hazards to fortify against:<ul style="list-style-type: none"><li>▪ Home fires</li><li>▪ Landslides or mudslides</li><li>▪ Wildfires</li></ul></li></ul><p> CERT Basic Training Unit 1: Disaster Preparedness 1-25 </p></div> <p><b>Display Slide 1-25</b></p>	<p><b>Fortifying Your Home</b></p> <p>Remind participants that different non-structural hazards pose different threats, depending on the disaster. A few examples are provided below.</p> <ul style="list-style-type: none"><li>▪ <b>Home Fires:</b> Make sure that burglar bars and locks on outside window entries are easy to open from the inside.</li><li>▪ <b>Landslides and Mudslides:</b> Install flexible pipe fittings to avoid gas or water leaks. Flexible fittings are more resistant to breakage.</li><li>▪ <b>Wildfires:</b><ul style="list-style-type: none"><li>• Avoid using wooden shakes and shingles for roofing.</li><li>• Clear all flammable vegetation at least 30 feet from the home. Remove vines from the walls of the home.</li><li>• Place propane tanks at least 30 feet from the home or other structures.</li><li>• Stack firewood at least 30 feet away and uphill from the home.</li></ul></li></ul> <p>For more information: “Learn About the Different Types of Disasters and Hazards” at <a href="http://www.fema.gov/hazard/index.shtm">www.fema.gov/hazard/index.shtm</a></p>

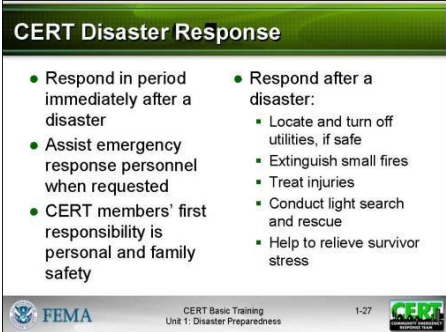
**COMMUNITY EMERGENCY RESPONSE TEAM  
UNIT 1: DISASTER PREPAREDNESS**

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="235 365 677 695"></div> <p data-bbox="235 699 508 735"><b>Display Slide 1-26</b></p>	<p data-bbox="706 365 932 405"><b><i>Get Involved</i></b></p> <p data-bbox="706 426 1471 497">Explain that preparedness requires active participation from all. Participants should:</p> <ul data-bbox="706 516 1481 911" style="list-style-type: none"><li>▪ Start the process by talking to their friends and family about the hazards in their area and what steps they all need to take to be able to help each other in a crisis — large or small</li><li>▪ Ask about emergency planning at their workplace, their schools, their place of worship, and other social settings</li><li>▪ Make sure that those in charge have a plan and are connected to community authorities on emergency management and planning</li></ul> <p data-bbox="706 930 1481 1037">Emphasize that they should take training to acquire the skills they need to help others and to keep their skills current through refresher training and practice.</p> <ul data-bbox="706 1056 1481 1556" style="list-style-type: none"><li>▪ Their participation in the CERT Program will provide training, practice, and the connection with others to develop teams.</li><li>▪ Plan also to participate in drills and exercises with their family and neighbors and at their workplace, school, place of worship, and community-organized events. The more they practice, the better prepared they will be to take effective action when a disaster happens.</li><li>▪ Talk to their friends and family about volunteering, too. Volunteering to help their community through CERT and other activities is a great experience to share!</li></ul>

**COMMUNITY EMERGENCY RESPONSE TEAM  
UNIT 1: DISASTER PREPAREDNESS**

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="235 485 678 814">A slide titled "CERT Disaster Response" with a green header. It contains two columns of bullet points. The left column lists: Respond in period immediately after a disaster, Assist emergency response personnel when requested, and CERT members' first responsibility is personal and family safety. The right column lists: Respond after a disaster, with sub-points: Locate and turn off utilities, if safe; Extinguish small fires; Treat injuries; Conduct light search and rescue; and Help to relieve survivor stress. The slide footer includes the FEMA logo, "CERT Basic Training Unit 1: Disaster Preparedness", and the slide number "1-27".</div> <p><b>Display Slide 1-27</b></p>	<p><b><i>CERT Disaster Response</i></b></p> <p>Explain that, as described earlier in this unit, CERTs respond in the period immediately after a disaster when response resources are overwhelmed or delayed.</p> <p>CERTs assist emergency response personnel when requested in accordance with standard operating procedures developed by the sponsoring agency. Working as a team, members assume some of the same functions as emergency response personnel.</p> <p>Remind participants that, while CERTs are a valuable asset in emergency response, CERTs are not trained to perform all of the functions or respond to the same degree as professional responders. CERTs are a bridge to professional responders until they are able to arrive.</p> <p>CERTs respond after a disaster by:</p> <ul style="list-style-type: none"><li>▪ Locating and turning off utilities, if safe to do so</li><li>▪ Extinguishing small fires</li><li>▪ Treating life-threatening injuries until professional assistance can be obtained</li><li>▪ Conducting light search and rescue operations</li><li>▪ Helping disaster survivors cope with their emotional stressors</li></ul> <p>There is a distinction between how a CERT member responds to a disaster as an individual and how that member responds as part of a team.</p> <p><u>A CERT member's first responsibility is personal and family safety.</u> For many participants, that is the central reason for attending this training.</p>



**COMMUNITY EMERGENCY RESPONSE TEAM  
UNIT 1: DISASTER PREPAREDNESS**

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INSTRUCTOR GUIDANCE	CONTENT
	<p>Only after personal and family safety is secured is it possible and pertinent to respond in a group capacity to do what is necessary for the community as a whole.</p> <p>How that group response is orchestrated is defined by the sponsoring agency. In general, the team members select a leader (and alternate) and define the meeting location — or staging area — to be used in the event of disaster.</p> <p>CERT members gather at the pre-established staging area to organize and receive tasking assignments. Runners may be identified to serve as a communication link between the staging area and CERT members working in the field.</p> <p>In this way, CERT members can provide first for their own well-being and that of their family and, once appropriate, serve as part of the CERT responding to the disaster in the community.</p> <p>In some cases, CERT members also provide a well-trained workforce for such duties as shelter support, crowd and traffic management, and evacuation.</p> <p>In all instances, it is critical that CERT members stay within the limits of their training when providing disaster relief.</p> <p>CERT organization and operations will be covered in depth in Unit 6 of the training.</p>

**COMMUNITY EMERGENCY RESPONSE TEAM  
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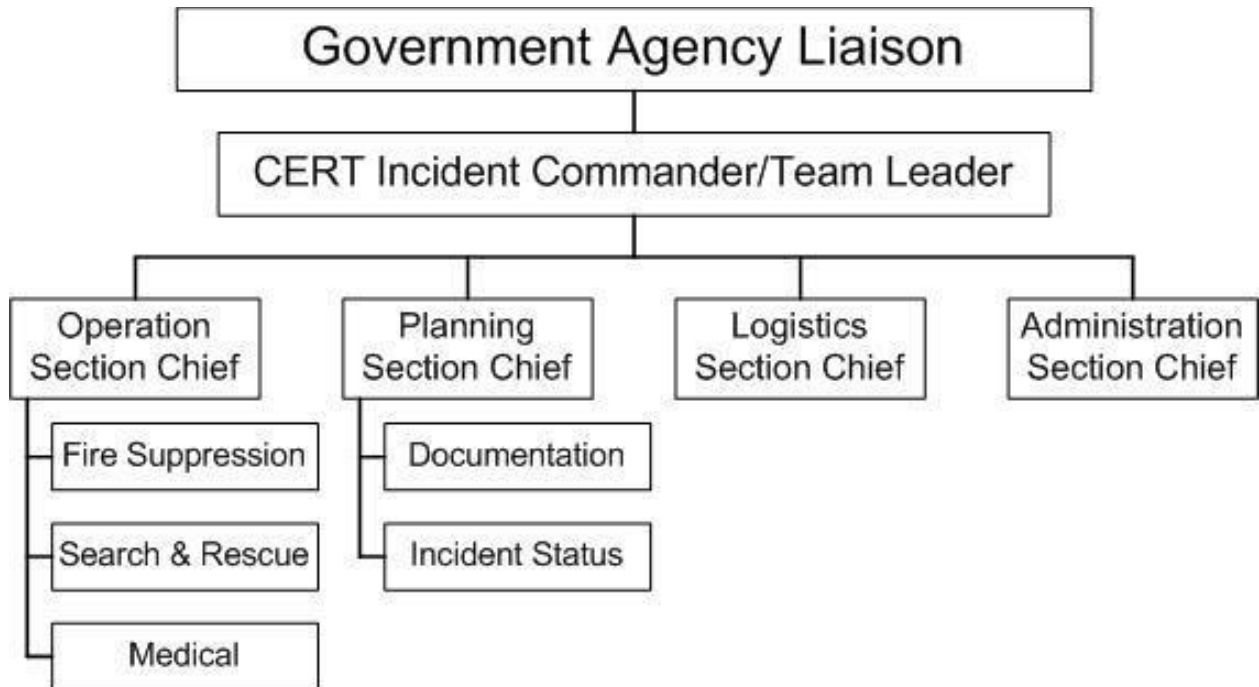
INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="235 409 673 735"></p> <p data-bbox="235 766 511 808"><b>Display Slide 1-28</b></p> <p data-bbox="235 840 406 882"><b>PM, P. 1-34</b></p> <p data-bbox="235 913 617 997">Clearly explain to whom CERTs report in your area.</p> <p data-bbox="235 1029 649 1207">Explain also that this is a snapshot of how CERTs operate. CERT organization and operation will be covered in detail Unit 6.</p> <div data-bbox="235 1312 316 1396"></div>	<p data-bbox="706 367 1047 409"><b><i>CERT Organization</i></b></p> <p data-bbox="706 462 1453 609">Refer the participants to the chart titled <i>CERT Organization</i> in the Participant Manual. Point out that they will learn more about the major CERT functional areas in Unit 6.</p> <p data-bbox="706 619 1421 724">Emphasize that, no matter which function CERT members are assigned to, effective CERTs require <u>teamwork</u>.</p> <p data-bbox="706 745 1437 892">Remind the participants that while CERT members play a vital role in disaster response, they are NOT trained or expected to perform all of the functions of professional responders.</p> <p data-bbox="706 903 1485 1008">Tell the group that there are checklists in the <i>Additional Materials</i> section at the back of Unit 1 in the Participant Manual that will help in:</p> <ul data-bbox="706 1029 1437 1123" style="list-style-type: none"><li>▪ Planning and organizing a CERT</li><li>▪ Assembling equipment and supplies for a CERT</li></ul> <p data-bbox="706 1134 1477 1239">Be sure to emphasize that many details included in the checklists for <i>Team Organization</i> will be discussed in later modules of the training.</p> <p data-bbox="706 1312 1388 1386"><b>Do you have any questions about community preparations?</b></p>

**COMMUNITY EMERGENCY RESPONSE TEAM  
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**PM, P. 1-34**

**CERT Organization**





**CERT organization showing the government agency liaison at the top.**

**Underneath is the CERT Incident Commander/Team Leader who directs the activities of four sections: Operations, Planning, Logistics, and Administration.**

**Underneath the Operations section are three response teams: Fire Suppression, Search and Rescue, and Medical.**

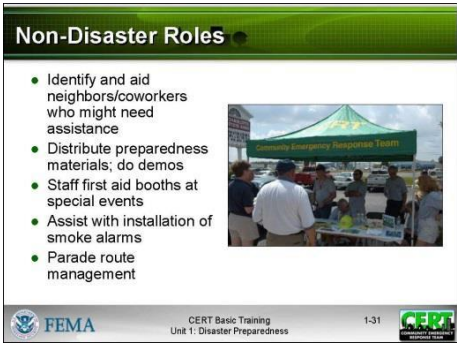
**Underneath the Planning section are two sections: Documentation and Incident Status.**

**COMMUNITY EMERGENCY RESPONSE TEAM  
UNIT 1: DISASTER PREPAREDNESS**

INSTRUCTOR GUIDANCE	CONTENT
<p><b>Personal Protective Equipment</b></p> <ul style="list-style-type: none"> <li>• Helmet</li> <li>• Goggles</li> <li>• N95 Mask</li> <li>• Gloves (work and non-latex)</li> <li>• Sturdy shoes or work boots</li> </ul>  <p><small>FEMA CERT Basic Training Unit 1: Disaster Preparedness 1-29</small></p> <p><b>Display Slide 1-29</b></p> <p>Briefly demonstrate the proper equipment by putting on your own PPE.</p> <p><b>CERT in Action</b></p>  <p><small>FEMA CERT Basic Training Unit 1: Disaster Preparedness 1-30</small></p> <p><b>Display Slide 1-30</b></p>	<p><b><i>Personal Protective Equipment</i></b></p> <p>Emphasize to participants that while CERT members play a vital role in disaster response, they are NOT trained or expected to perform all of the functions of professional responders. Also emphasize that, at all times, <u>a CERT member's first job is to stay safe.</u></p> <p>Remind the participants of the central importance of wearing the appropriate personal protective equipment (PPE). CERT members are required to wear:</p> <ul style="list-style-type: none"> <li>▪ Helmet</li> <li>▪ Goggles</li> <li>▪ N95 Mask</li> <li>▪ Gloves (work and non-latex exam)</li> <li>▪ Sturdy shoes or boots</li> </ul> <p><b>CERT in Action</b></p> <p>Explain that, across the country, CERTs continue to be activated in a wide range of disaster and emergency support operations. For these efforts, CERT members and teams are receiving Federal, State, and local recognition for their response assistance.</p> <p>For brief profiles of how CERTs have assisted in actual emergencies all over the country, visit "CERT in Action!" at the national CERT Web site, <a href="http://www.fema.gov/cert">http://www.fema.gov/cert</a>. Click on the link "CERT in Action!"</p>

**COMMUNITY EMERGENCY RESPONSE TEAM  
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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="224 401 678 741"></div> <p data-bbox="224 772 496 810"><b>Display Slide 1-31</b></p> <p data-bbox="224 848 607 957">Describe non-emergency volunteer opportunities for CERTs in your community.</p>	<p data-bbox="704 369 1149 403"><b>CERTs in Non-Disaster Roles</b></p> <p data-bbox="704 436 1451 546">Explain that CERT members also are a potential volunteer pool for the community. They can help with projects such as:</p> <ul data-bbox="704 562 1484 991" style="list-style-type: none"><li data-bbox="704 562 1484 667">▪ Identifying and aiding neighbors and coworkers who might need assistance during an emergency or disaster</li><li data-bbox="704 688 1403 760">▪ Distributing preparedness materials and doing preparedness demonstrations</li><li data-bbox="704 781 1409 852">▪ Staffing parades, health fairs, county fairs, and other special events</li><li data-bbox="704 873 1451 945">▪ Assisting with the installation of smoke alarms for seniors and special-needs households</li><li data-bbox="704 961 1221 991">▪ Parade route traffic management</li></ul>



**COMMUNITY EMERGENCY RESPONSE TEAM  
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INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="228 499 581 527"><b>Protection for Disaster Workers</b></p> <ul data-bbox="253 548 625 667" style="list-style-type: none"><li>• CERT members generally protected by:<ul style="list-style-type: none"><li>▪ “Good Samaritan” laws</li><li>▪ Volunteer Protection Act of 1997</li><li>▪ Relevant State statutes</li></ul></li></ul>  <p data-bbox="228 779 678 814"> CERT Basic Training Unit 1: Disaster Preparedness 1-32 </p> <p data-bbox="228 846 500 879"><b>Display Slide 1-32</b></p> <p data-bbox="228 913 669 1310">Please remember to cover all State laws that apply to both rescuers and survivors. If pertinent information has been entered on the page, tell participants to turn to p. 1-37 in their Participant Manuals for applicable laws. Direct participants to the following Web site for additional information:</p> <p data-bbox="228 1318 669 1386"><a href="http://nonprofitrisk.org/library/state-liability.shtml">http://nonprofitrisk.org/library/state-liability.shtml</a></p>	<p data-bbox="706 369 1266 405"><b><i>Protection for Disaster Workers</i></b></p> <p data-bbox="706 480 1477 619">Explain that, as volunteers engaging in CERT, members are generally protected by “Good Samaritan” laws that protect people who provide care <u>in a prudent and reasonable manner</u>.</p> <p data-bbox="706 657 1464 829">Point out that, in a disaster, CERT members are also protected by the Volunteer Protection Act of 1997, a Federal law that protects volunteers from liability as long as they are acting in accordance with the training that they have received.</p> <p data-bbox="706 867 1440 1005">CERT members may also have protection under relevant State statutes where they live. Remind participants that these laws vary from State to State, and emphasize the laws that apply in their area.</p>

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<b>PM, P. 1-37</b>	<b>Applicable Laws and Key Points</b>
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<b>Applicable Laws</b>	<b>Key Points</b>

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="227 401 678 739"></div> <p data-bbox="227 772 500 808"><b>Display Slide 1-33</b></p> <p data-bbox="227 848 631 1024">Indicate that these are some examples and specify any additional training that your program offers to CERT members.</p> <p data-bbox="227 1066 633 1211">Recommend the CERT Web site for online training for a range of topics: <a href="http://www.fema.gov/cert">http://www.fema.gov/cert</a></p>	<p data-bbox="704 367 1237 409"><b><i>Additional Training for CERTs</i></b></p> <p data-bbox="704 478 1453 695">After completing initial CERT training, many CERT members seek to expand and improve their skills — through continuing CERT modules offered locally, courses offered through the American Red Cross, or programs from other sources. Some CERT members have sought additional training opportunities in:</p> <ul data-bbox="704 737 1359 1499" style="list-style-type: none"><li>▪ Advanced first aid</li><li>▪ Animal issues in disasters</li><li>▪ Automated External Defibrillator (AED) use</li><li>▪ Community relations</li><li>▪ CPR skills</li><li>▪ Debris removal</li><li>▪ Donations management</li><li>▪ Shelter management</li><li>▪ Special needs concerns</li><li>▪ Traffic and crowd control</li><li>▪ Utilities control</li></ul>

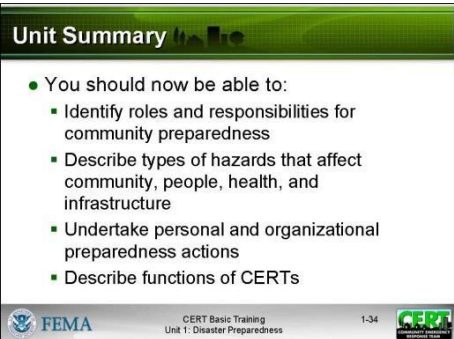
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INSTRUCTOR GUIDANCE	CONTENT
	<p>There are also Independent Study (IS) courses available online from the Federal Emergency Management Agency (FEMA) that will of interest to CERT members. Some of these include:</p> <p>IS-100.a      Introduction to Incident Command System</p> <p>IS-200.a      ICS for Single Resources and Initial Action Incidents</p> <p>IS-700.a      National Incident Management System (NIMS), An Introduction</p> <p>IS-800.b      National Response Framework, An Introduction</p> <p>For a complete listing and access to FEMA Independent Study courses, visit <a href="http://www.training.fema.gov/IS/">www.training.fema.gov/IS/</a>. Click on the “ISP Course List” link.</p>


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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="227 478 678 814"></div> <p data-bbox="227 850 500 886"><b>Display Slide 1-34</b></p>	<p data-bbox="706 367 961 409"><b><i>Unit Summary</i></b></p> <p data-bbox="706 478 1421 514">Summarize the unit by making the following points:</p> <ul style="list-style-type: none"><li data-bbox="706 535 1453 604">▪ Everyone in the community has the ability and the responsibility to prepare for disasters.</li><li data-bbox="706 625 1469 766">▪ Citizen Corps is the grassroots movement to strengthen community safety and preparedness through increased civic participation. CERTs are a key partner with Citizen Corps.</li><li data-bbox="706 787 1453 928">▪ Government leaders have the responsibility to engage the whole community in the process of community planning and in testing and evaluating those plans.</li><li data-bbox="706 949 1469 1089">▪ Community leaders have the responsibility to ensure their employees and constituent groups are prepared and to participate on coordinating planning councils.</li><li data-bbox="706 1110 1421 1215">▪ The public has the responsibility to learn about community hazards and plans, and to prepare, train, practice, and volunteer.</li><li data-bbox="706 1236 1469 1417">▪ There are three kinds of disasters: natural, technological, and intentional. Most hazards occur with little or no notice, may cause emergency personnel to be overwhelmed, and are a danger to lives, health, and the environment.</li></ul>

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	<ul style="list-style-type: none"><li>▪ Personal preparedness should be tailored to the hazards in your community, but should include:<ul style="list-style-type: none"><li>• Learning about community alerts, warnings, and plans</li><li>• Learning about appropriate protective actions</li><li>• Developing household plans and conducting drills to practice</li><li>• Assembling disaster supplies in multiple locations</li><li>• Reducing hazards in the home</li><li>• Encouraging others to prepare and volunteering to help your community</li></ul></li> <li>▪ CERTs are among a variety of agencies and personnel who cooperate to provide assistance in the aftermath of a disaster. The keys to CERT effectiveness are in:<ul style="list-style-type: none"><li>• Familiarity with the types of events that are high risk for the area and the types of damage that can occur as a result</li><li>• Adequate preparation for each event and its aftermath</li><li>• Training in the functional areas to which CERTs are assigned</li><li>• Practice through refreshers and simulations</li></ul></li> <li>▪ CERTs have proven themselves invaluable in the areas in which they were tested. They can be invaluable in this community as well.</li></ul> <p><b>Do you have any questions about anything covered in this unit?</b></p>

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="227 499 678 835"><p><b>Homework Assignment</b></p><ol style="list-style-type: none"><li>1. Review detailed information for Unit 1</li><li>2. Read unit to be covered in next session</li><li>3. Bring necessary supplies and wear appropriate clothes for next session</li><li>4. Discuss preparedness with family and friends</li><li>5. Assemble supplies in multiple locations</li><li>6. Examine homes for hazards</li></ol><p><small>FEMA CERT Basic Training Unit 1: Disaster Preparedness 1-35</small></p></div> <p><b>Display Slide 1-35</b></p>	<p><b><i>Homework Assignment</i></b></p> <p>Tell the group that the next unit will cover fire safety. Then remind the group that, before the next session, they should:</p> <ol style="list-style-type: none"><li>1. Review the detailed information in Unit 1 of the Participant Manual</li><li>2. Read and familiarize themselves with Unit 2: Fire Safety and Utility Controls in the Participant Manual</li><li>3. Bring a pair of leather gloves and safety goggles to use in the fire suppression unit and to serve as a starting point for their disaster supply kits. Tell the group to wear appropriate clothes to the next session (no shorts or open-toed shoes) because they will practice putting out a small fire with an extinguisher.</li><li>4. Discuss preparedness with family and friends and make a communications plan, including an out-of-State “check-in contact”</li><li>5. Begin to assemble supplies in multiple locations</li><li>6. Examine their homes for hazards and identify ways to prevent potential injury</li></ol> <p>Thank the participants for attending this session.</p>

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## UNIT 1: ADDITIONAL MATERIALS

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**COMMUNITY EMERGENCY RESPONSE  
TEAM CHECKLIST**

**Instructions:** This checklist will help guide you in the setup of your CERT as well as emergency preparedness at home.

<i><b>Personal Preparedness</b></i>	<i><b>Check if Completed</b></i>	<i><b>Date Checked</b></i>
▪ Food	③	
▪ Water	③	
▪ Out-of-State Check-In Contact	③	
▪ Mitigation Measures		
• Water heater	③	
• Utilities	③	
• Cabinets, etc.	③	
• Other: _____	③	
 <i><b>Team Organization</b></i>		
▪ Leadership		
• Incident Commander/Team Leader	③	
• Group leaders	③	
▪ Membership		
• Roster	③	
• Phone list	③	
• Skills inventory	③	
▪ Communications		
• Telephone tree	③	
• Newsletter	③	
• Amateur radio	③	
• Runners	③	

**COMMUNITY EMERGENCY RESPONSE TEAM  
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**COMMUNITY EMERGENCY RESPONSE TEAM  
CHECKLIST (CONTINUED)**

<b><i>Team Organization</i></b>	<b><i>Check if Completed</i></b>	<b><i>Date Checked</i></b>
▪ Resources		
• Personnel	③	
• Equipment	③	
• Supplies	③	
• Personal CERT kit	③	
▪ Area Surveys and Locations		
• Evacuation plans	③	
• Staging area/command post	③	
• Medical treatment area	③	
• Specific hazard areas	③	
• Area maps	③	
▪ Response Plan		
• Response criteria	③	
• Communications and notifications	③	
• Staging area/command post	③	
▪ Teamwork		
• Meetings	③	
• Drills and exercises	③	
• Training		
First aid	③	
CPR	③	
Other: _____	③	

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**RECOMMENDED PERSONAL PROTECTION  
EQUIPMENT (PPE)**

The following items are minimum safety equipment for all CERT members.

**Hard hat**

- Protective eyewear (safety goggles)
- Leather work gloves
- Long-sleeved shirt

**N95 mask**

- Reflective vest
- Sturdy shoes or boots
- Long pants

**RECOMMENDED CERT EQUIPMENT AND SUPPLIES**

The following equipment and supplies are recommended as minimum kit items for each CERT member. These guidelines are recommended in addition to team supplies.

<b><i>Equipment and Supplies</i></b>	<b><i>Date Obtained</i></b>	<b><i>Quantity</i></b>	<b><i>Date Checked</i></b>
▪ Nylon or canvas bag with shoulder strap			
▪ Water (two canteens or bottles per search and rescue team)			
▪ Dehydrated foods			
▪ Water purification tablets			
▪ Work gloves (leather)			
▪ Non-latex exam gloves (10 pair min.)			
▪ Goggles			
▪ N95 masks			
▪ Flashlight or miner's lamp			
▪ Batteries and extra bulbs			
▪ Secondary flashlight			
▪ Cyalume sticks (12-hour omni glow)			

**COMMUNITY EMERGENCY RESPONSE TEAM**  
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▪ Voltage tick meter			
▪ Pea-less whistle			

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<b><i>Equipment and Supplies</i></b>	<b><i>Date Obtained</i></b>	<b><i>Quantity</i></b>	<b><i>Date Checked</i></b>
▪ Utility knife			
▪ Note pads			
▪ Markers:			
• Thin point			
• Thick point			
▪ Pens			
▪ Duct tape			
▪ Masking tape (2 inch)			
▪ Scissors (EMT shears)			

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<b><i>Equipment and Supplies</i></b>	<b><i>Date Obtained</i></b>	<b><i>Quantity</i></b>	<b><i>Date Checked</i></b>
<ul style="list-style-type: none"><li>▪ Non-sparking crescent wrench</li><li>▪ First aid pouch containing:<ul style="list-style-type: none"><li>• 4- by 4-inch gauze dressings (6)</li><li>• Abdominal pads (4)</li><li>• Triangular bandages (4)</li><li>• Band-Aids</li><li>• Roller bandage</li><li>• Any personal medications that a CERT member may need during deployment</li></ul></li></ul>			



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