

# Preparing to Respond to Disaster

**prepared for**





## Table of Contents

Mission & Vision .....	3
Goals .....	3
Individuals, Families, Households .....	3
Neighborhoods .....	4
Organizations .....	4
PREPARING for DISASTER .....	5
Individuals, Families, Households – SPAN’s First Four .....	6 – 8
Neighborhoods .....	8
Organizations & Groups .....	9
Assigning Zones & Districts .....	10
Radio Communications .....	11
Supplies .....	12
Disaster Saturday .....	13
RESPONDING to DISASTER .....	14
Response Plan Assumptions .....	15
Incident Commander .....	16 – 17
Prepare the Building .....	18 – 20
Prepare for People .....	21 – 32
Welcoming Station .....	21
Water Station .....	22
Lights Station .....	23
Activities for Kids Station .....	24
Blankets Station .....	25
First Aid Station .....	26
Sanitation Team .....	27 – 28
General Information Station (AM/FM radio) .....	29
Communication Runners .....	30
Radio Communication Hub (Amateur Radio Operators) .....	31 – 32
WRAPPING UP the DISASTER RESPONSE .....	33 – 34

*the past is my experience  
the present is my challenge  
the future is my responsibility*  
African saying

## Mission

- ◆ To enable individuals to increase their self-reliance during disasters.
- ◆ To educate neighborhoods on what to do in the first hour of a disaster response to save lives, decrease the severity of injuries, and reduce property damage.
- ◆ To prepare organizations to support individual and neighborhood preparedness, to establish viable communication among their members, to efficiently assess post-disaster needs, and to assist in disaster response & recovery.



*the Golden Hour  
saves lives,  
reduces injuries, &  
decreases property damage*

## Vision

To build disaster response confidence and competence by expressly **linking** individual, neighborhood, and organizational preparedness activities to response & recovery exercises and drills.



*linking preparedness activities to response exercises*

## Goals

### Individuals, households, families:

1. Enable individuals, households, and families to complete **SPAN's First Four** monthly preparedness activities:
  - ◆ Safety – Drop! Cover! Hold on!
  - ◆ Out-of-Area Contact Cards
  - ◆ Water
  - ◆ Shoes Under the Bed
2. Encourage individuals, households, and families to engage in disaster response exercises, games, and drills to 'test' their preparedness, to motivate further actions, and to build their response confidence and competence.
3. Mitigate household hazards, for example, by fastening mirrors and artwork, securing bookcases, strapping water heaters, and protecting valuables.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
6	7	8	9	10	11	12
13	X	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

*1<sup>st</sup> Key to Success =  
monthly preparedness*



*2<sup>nd</sup> Key to Success =  
routinely practicing*

## Goals (con't)

### Neighborhoods:

1. Become better acquainted with each other, realizing that when people are thrust together by disaster, everyone does better with people they know and trust.
2. Participate in Map Your Neighborhood's (MYN) 9-Step Neighborhood Disaster Response Plan, which teaches exactly what to do in the first hour of a disaster response to save lives, reduce the severity of injuries, and decrease property and environmental damage.
3. Complete neighborhood skill and equipment inventories of things relevant to a disaster response.
4. Become acquainted with and prepare to help neighbors with disability, who are elderly, or who are young and may be home alone.
5. Engage in annual neighborhood exercises and drills, to build response confidence and competence.



### Organizations, Communities, Groups (NOTE: some of these steps might not apply to your organization):

1. Map the geographic location of each member.
2. Geographically organize members into districts and zones.
3. Appoint district and zone leaders, to change on an annual basis.
4. Establish radio communication among the districts, zones, and main location of the organization.
5. Exercise the Organization Response & Communication Plan on an annual basis.
6. Prepare the organization's primary building to act as a Red Cross shelter or as a comfort station, depending on abilities of the organization, the needs of the community, and the availability of members following the disaster.
7. Hold annual Disaster Saturday preparedness events for the organization's members and all neighborhoods surrounding the organization's primary building.





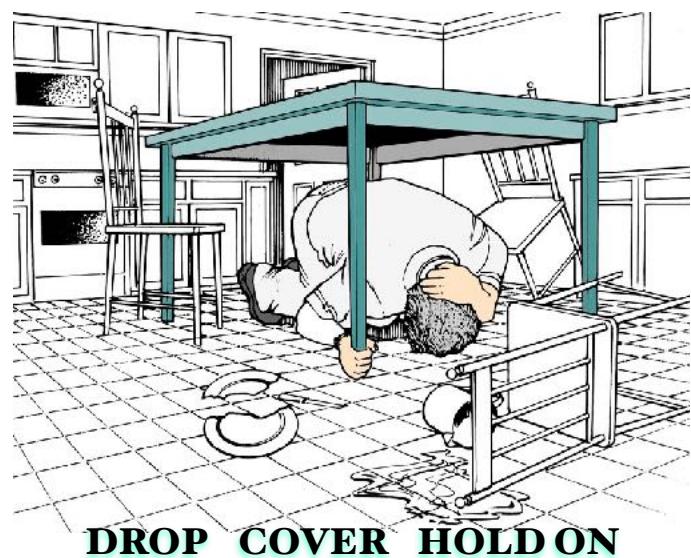
# Preparing for Disaster



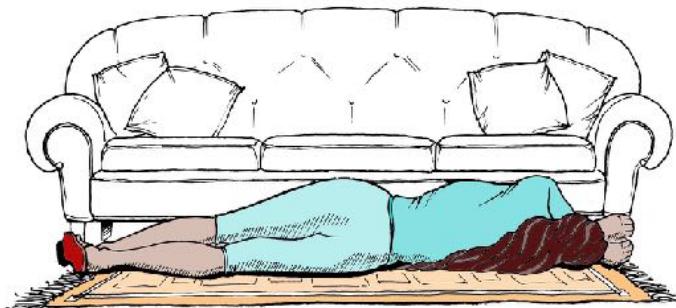
## SPAN's First Four

### Month #1: Safe Place in Each Room – Your Most Critical Preparedness Activity

- ◆ **Why:** Many disasters, like earthquakes, strike suddenly, causing rational thought to flee. Instinctual reactions of *Flight* or *Fight* take over. This instinct compels you to run outside (or, if you are outside, to run inside). Running is the absolute worst thing to do.
- ◆ **Assumption:** Experience proves that the majority of people killed or seriously injured in earthquakes are struck by falling objects, not collapsing buildings.
- ◆ **Solution:** In each room of the house, determine the safest place to be in an earthquake. These safe places should be away from windows, away from brick fireplaces, and away from tall furniture (of course, the best choice here is to secure the tall furniture).
  - ◆ Remember the principle: Drop Cover Hold on. Drop – don't run. Cover – get under something sturdy. Hold on – hold on to the legs of the table, desk, etc. If your cover begins to slide around, be prepared to move with it.
  - ◆ **Action:** It is critical you train your body to react immediately and correctly to the disaster, not instinctually. This requires practice. This means you need to actually place your body in those safe places!
  - ◆ **Exercise:**
    1. First, as a family and household, each person practices getting in the safe place of each room. Parents, let your children see you do this. You will all take comfort when disaster actually strikes in remembering seeing your loved ones in safe places!
    2. Second, a few weeks later, at a pre-determined time, have someone call out “earthquake!” All react in the room they are in. Come together and discuss where you went and why it is a good choice.
    3. Third, a few weeks after the second exercise, at a random time call out “earthquake!” Again, come together and discuss where you went and why it is a good choice. Include in your discussion how everyone is feeling. You will see that family and household members are beginning to feel more confident in each one’s ability to do the safe thing.



**DROP COVER HOLD ON**



## SPAN's First Four

### Month #2: Contact Cards – Your Most Pressing Concern

- ❖ **Why:** Whenever disaster strikes, if you are away from your loved ones, your first thoughts will be about them: are they okay, where are they, and when they will be home.
- ❖ **Assumption:** Normal means of communication will be disrupted, not because of damage, but because systems have become overloaded.
- ❖ **Solution:** Establish an Out-of-Area Contact person, someone who lives outside the potential area of impact, preferably at least 100 miles away.
- ❖ **Action:** Each household member completes an Out-of-Area Contact Card, and keeps this card at all times in a wallet, backpack, or purse.
- ❖ **Exercise:** **Two weeks** after the cards are created, all household members practice calling the Out-of-Area Contact, learning to keep the conversation brief, explaining how and where they are, and when they expect to be home. The Out-of-Area Contact will learn to write down this information so that it can accurately be passed to subsequent callers.
- ❖ **Exercise II:** **Two months** after the cards are created, all household members practice texting the Out-of-Area Contact. Younger household members will enjoy being able to teach older adults how to do this. Everyone will learn to text relevant information.

### Month #3: Water – Your Most Critical Resource

- ❖ **Why:** Our kidneys require water to maintain their function, without which people die.
- ❖ **Assumption:** The pipes supplying clean water to your home are easily broken, cracked or contaminated during disasters.
- ❖ **Solution:** Store at least six (6) two-liter pop bottles for each person in the household (this is for the *minimum* recommended 3-day supply of water per person)
- ❖ **Action:** Gather, clean, and store water in two-liter pop bottles. Date and store the bottles.
- ❖ **Exercise:** About **three months later**, conduct an exercise utilizing *only* the stored water. For 48 hours, use *only* your stored water for drinking, cooking, hygiene, and flushing the toilet. Write down your thoughts and feelings about your experience.
- ❖ **Recommendation:** Complete this exercise as a group. Run the exercise from Friday, 6:00pm to Sunday, 6:00pm. Soon after, bring everyone together to discuss and learn from each other's experiences.

### DISASTER CONTACT CARD

	<b>OUT-OF-AREA CONTACT PERSON</b>
	Someone who lives at least 100 miles away from you
	Name _____
	Primary phone / text # _____

Secondary ph. / text # \_\_\_\_\_  
**MEETING PLACE**  
 Away from the neighborhood, if you can't get home

### Household Phone / Text Numbers

NAME	Primary phone	Secondary ph. / text #

**SPAN's Out-of-Area Contact Card**

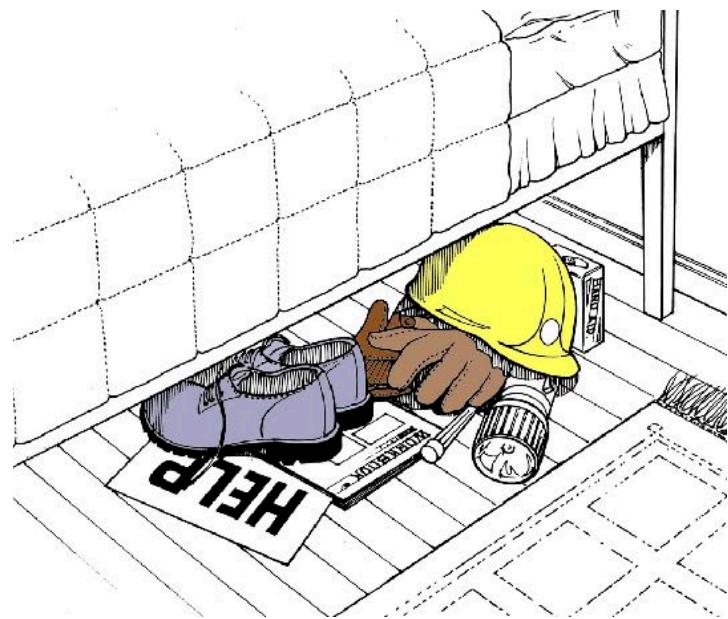


store a minimum  
six 2-liter pop bottles  
per household member

## SPAN's First Four

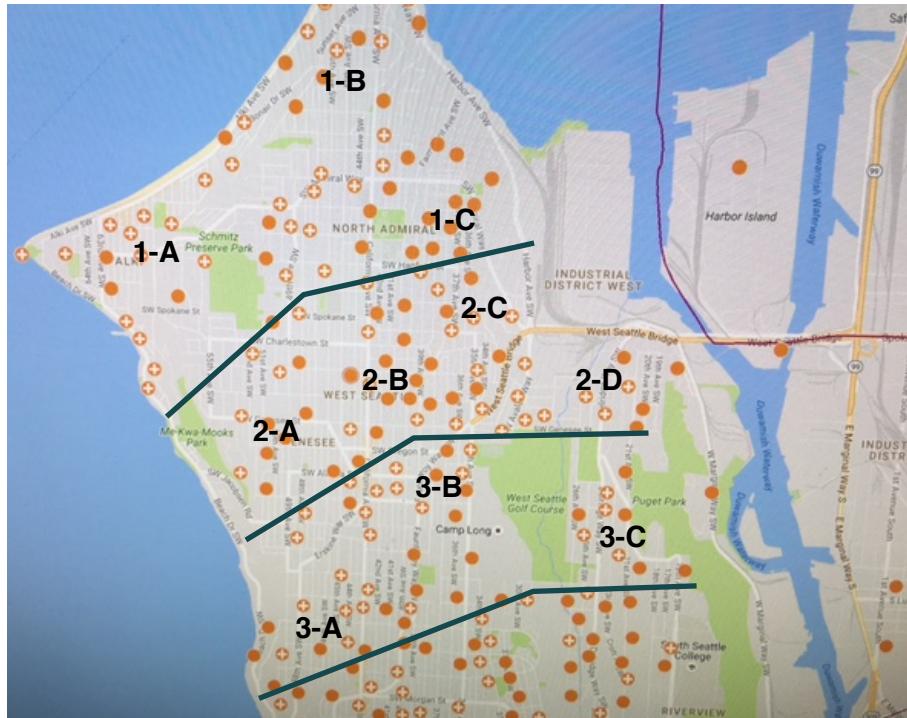
### Month #4: Shoes Under the Bed – Protecting Your Feet in Disasters

- ◆ **Why:** Have you ever stepped on broken glass? Or sharp debris? Then you know cuts on the feet are painful and tend to bleed a lot. They also are easily infected.
- ◆ **Assumption:** The ground movement of earthquakes and other disasters can cause items on our homes, like those made of glass, to fall and shatter. If it is dark, it can be especially difficult to see these sharp objects among the debris that likely is on the floor.
- ◆ **Solution:** Protect your feet from broken glass! Sturdy shoes are the answer. Any pair of shoes with a thick sole, like a pair of old hiking or work boots, are excellent choices. Some tennis shoes also have thick soles. Avoid all shoes that have an open heel or toe.
- ◆ **Action:**
  1. Place a pair of sturdy shoes under the bed of each loved one. That way, everyone always knows where her/his shoes are. It is best to choose a pair that is not used every day. The likelihood you will remember to put them under the bed each night diminishes over time. When you purchase a new pair of shoes, put the old ones with sturdy soles under your bed.
  2. Place these shoes in a plastic garbage sack, or other similar bag, before putting them under the bed. This protects your shoes from debris that may get in them.
- ◆ **Exercise:** Practice putting on these shoes in simulated disasters. Practicing is critical in establishing the muscle memory that will help you do safe things. Putting on these sturdy shoes can be incorporated into your Drop! Cover! Hold on! exercise, for example.



## Preparing Organizations & Groups

1. Print a large map of the geographical area served by your organization.
2. Plot the locations of all organization members.
3. Divide this area into Districts and Zones (a Zone is comprised of two to four Districts). The size of each District and Zone is dependent upon the geography and the locations of members.
4. Remember these key principles while determining the sizes of Zones and Districts:



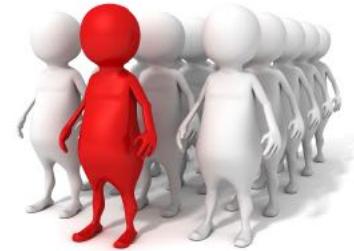
**West Seattle,  
examples of Zones & Districts**

- A. While we may have the desire to check on the well-being of just our members, in a disaster, *we are neighbors first*. The *Map Your Neighborhood* program teaches exactly what to do in the first hour, with neighbors helping neighbors. It is a proven, tested program. Rely on it.
- B. You would never want to pass over an injured or frightened neighbor in an attempt to check on the well-being of a member who is across town, or even just a few streets away. Trust that those members are interacting with their own neighbors and will be fine until you can get to them.
- C. Effective disaster planning takes into account the realities of potential hazards: broken roadways, downed power lines, widespread darkness, debris on sidewalks and roads, collapsed chimneys and porches. It may impossible, impractical, or simply unwise, to get in your car and drive to check on individuals and families.
- D. The size of Districts should be manageable to walk in about an hour. Smaller is always better than larger.
- E. Zones should be 3-4 Districts.
- F. Radio communication will be key to checking on individuals and households.

## Preparing Organizations & Groups (con't)

### 3. Assign members to serve as District and Zone Coordinators.

- A. Realize on the day of the disaster, these people may not all be available. Therefore, all members living within each District and Zone should be prepared to fill in as necessary.
- B. Plan to rotate people filling these roles on an *annual basis*. The more people who become acquainted with this system, the more capable all will feel on the day of the disaster.



● **Zone One Coordinator is:** \_\_\_\_\_

◆ District 1-A Coordinator is: \_\_\_\_\_

◆ District 1-B Coordinator is: \_\_\_\_\_

◆ District 1-C Coordinator is: \_\_\_\_\_

◆ District 1-D Coordinator is: \_\_\_\_\_

● **Zone Two Coordinator is:** \_\_\_\_\_

◆ District 2-A Coordinator is: \_\_\_\_\_

◆ District 2-B Coordinator is: \_\_\_\_\_

◆ District 2-C Coordinator is: \_\_\_\_\_

◆ District 2-D Coordinator is: \_\_\_\_\_

● **Zone Three Coordinator is:** \_\_\_\_\_

◆ District 3-A Coordinator is: \_\_\_\_\_

◆ District 3-B Coordinator is: \_\_\_\_\_

◆ District 3-C Coordinator is: \_\_\_\_\_

◆ District 3-D Coordinator is: \_\_\_\_\_

● **Zone Four Coordinator is:** \_\_\_\_\_

◆ District 4-A Coordinator is: \_\_\_\_\_

◆ District 4-B Coordinator is: \_\_\_\_\_

◆ District 4-C Coordinator is: \_\_\_\_\_

◆ District 4-D Coordinator is: \_\_\_\_\_

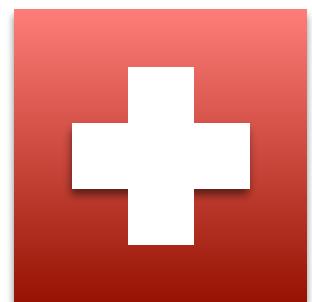
## Preparing Organizations & Groups (con't)

4. Encourage all members to become proficient on the use of radios.

- A. **Amateur (ham) radio** is always best. ('Amateur' indicates that these communications are never used for commercial or moneymaking purposes, it is not a reflection of the ability of the operator.) It requires a license, issued by the FCC, to operate. This license is free of charge. Its frequencies are not limited to fixed channels. Amateur radio operators can operate up to 1500 watts of power. It can be configured to use repeaters that allow weak signals to be relayed by transmitters, allowing for communication beyond line of sight.
- B. **GMRS (General Mobile Radio Service)** is next best. It must operate on fixed channels. GMRS can operate up to 50 watts of power. Currently, there are eight channels reserved exclusively for GMRS use; it can also access the seven channels reserved for FRS (Family Radio Service). These radios are equipped with NOAA Weather Alert.
- C. **FRS (Family Radio Service)** radio uses narrowband and has a limited communication range, often less than two miles, and significantly less than that if not line-of-sight. It does not require a license to operate. It can operate up to .5 watt of power. These radios are equipped with NOAA Weather Alert.
- D. Exercise the Organization Communication Plan each year.

5. Prepare the building to operate as a **Red Cross shelter**, or as a **Comfort Station**.

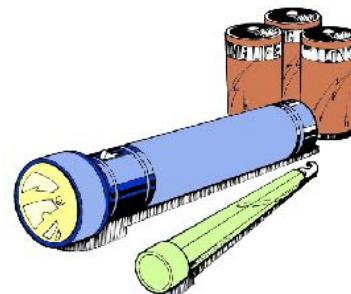
- A. If your organization is a church, please note that people naturally seek shelter, comfort, and help at churches during times of disaster. People impacted by disasters will come to church buildings whether you are prepared for them or not.
- B. A **Red Cross shelter** is set up and run by Red Cross volunteers. They bring all the supplies with them necessary to house and feed people for as long as the disaster lasts. They incur the liability. They work to restore the facility to its pre-disaster condition, if damage occurs. However, experience shows it may be 2-3 days before they are able to set up all the facilities needed by the impacted area. Consequently, it is best to have basic supplies on hand.
- C. A **Comfort Station** is a place where people can come for a few hours to get warm (or cool), have a beverage, get information about what has happened, use the restroom, and receive comfort and companionship.



## Preparing Organizations & Groups (con't)

6. Minimum **supplies** each Organization should have on hand:

- ◆ Water
- ◆ Cups
- ◆ Comfort snacks (granola bars, goldfish crackers, etc)
- ◆ Paper towels
- ◆ Toilet paper
- ◆ Feminine supplies
- ◆ Kitchen-sized bags (preferably scented) and large garbage bags, in the event toilets are unable to be flushed
- ◆ Hand sanitizer
- ◆ Newspapers (to assist in waste disposal)
- ◆ Light sticks, flashlights & batteries
- ◆ Blankets (mylar works well but is noisy; wool is bulky)
- ◆ Activity books, paper and crayons for kids
- ◆ 27" X 34" chart paper for signage
- ◆ Masking tape (to hang chart paper)
- ◆ Duct tape
- ◆ Caution tape or survey tape
- ◆ 8½ x 11 pad of paper and pencils
- ◆ 3 boxes of non-latex gloves, sizes S M L
- ◆ Basic FirstAid supplies: bandaids, hydrogen peroxide, 4x4 gauze pads, 4" gauze rolls, neosporin ointment, scissors
- ◆ AM/FM radio & batteries
- ◆ Wrench (for natural gas meter)
- ◆ Hammer
- ◆ At least three large printed maps showing the Organization's Zones and Districts
- ◆ **Store these supplies (except the water & comfort snacks) in a large, plastic/rubber garbage can with a tight-fitting lid, preferably on wheels**



## Preparing Organizations & Groups (con't)



7. Hold annual **Disaster Saturday** events for members, surrounding neighborhoods, and the community. Include as many people as you can to be the teachers and presenters:

- ◆ Children
  - ✳ how light sticks work
  - ✳ how mylar blankets work
  - ✳ participate in First Aid demonstrations
- ◆ Teens
  - ✳ how to make stretchers out of blankets and poles
  - ✳ how to do laundry in a 5-gallon bucket with a plunger
  - ✳ how to start fires using a variety of methods
  - ✳ how to make mini First Aid kits utilizing drinking straws
  - ✳ participate in First Aid demonstrations
- ◆ Adults
  - ✳ how to make fudge out of stored beans
  - ✳ how to use food storage
  - ✳ how to grow herbs
  - ✳ how to plant a garden in a kiddie pool
  - ✳ how to use a fire extinguisher
  - ✳ how to shut off utilities
  - ✳ how to cordon off downed power lines
  - ✳ how to use GMRS radios

8. Exercise the Organization's Response Plan on an annual basis.

(see [spandisaster.org](http://spandisaster.org) for ideas, recommendations, tips)





# **Responding to Disaster**

## Organization & Group Response Plan

### ASSUMPTIONS:

- ◆ Disaster has occurred, meaning traditional emergency personnel (fire, medics, police, and utility) are overwhelmed and unavailable.
- ◆ Members understand that help will be available:
  - \* first from their family,
  - \* second from their neighbors,
  - \* third from the members.
- ◆ Leadership understands that members will respond first to their own families and neighborhoods, and then will implement this Response Plan.
- ◆ Lives are saved, the severity of injuries reduced, and property damage decreased as the first 60 minutes (The Golden Hour) is utilized to help people in closest proximity.
- ◆ Members will use their best judgment in determining whether or not it is safe for them to travel about, checking on members, and reporting to the building.
- ◆ People seek physical and emotional comfort during times of disaster. Emotional comfort comes from being with other people. Fortunately, disasters tend to bring out the very best in people, so simply providing a place for people to be together provides a wonderful service.
- ◆ Additionally, many people will appreciate having warmth, a beverage, light, and a place to use the restroom. Parents will appreciate having something for their kids to do while they gather information about what has happened. "Stations" can be set up in the gym to offer these services.

### Help is Available & Help is Given:



# Organization & Group Response Plan

## RESPONSE: INCIDENT COMMANDER, pg 1 of 2

**DEFINITION:** Experience proves the wisdom in using common language during times of stress. **Incident Commander** is an official term, used by government response agencies, indicating the person who is in charge.

We use that term here on purpose, so when you are communicating with other response agencies, you will be using the same language.

**WHAT:** Your primary job is to manage activities occurring in your building as they pertain to the overall response to the disaster.

**WHO:** To begin with, the first person who shows up on scene is the Incident Commander. As additional responders arrive, the person wearing that “hat” may change. When one of the pre-designated people listed below arrive, that person becomes the Incident Commander:



Incident Commander

predesignated Incident Commander: \_\_\_\_\_

predesignated Incident Commander: \_\_\_\_\_

predesignated Incident Commander: \_\_\_\_\_

### OVERALL TASKS:

1. Remember, you are not in this alone. **Delegation is key** to success. Your job is to manage the response, not to do the tasks. Rely upon the skills and willingness of those who surround you.
  
2. As people arrive, assign them to:
  - ◆ **Prepare the Building**, pages 18–20
  - ◆ **Prepare for People**, pages 21–26
  - ◆ **Sanitation Team**, pages 28–28
    - \* Not everyone will be able to do this task.
    - \* Be sensitive to those who express hesitation.
  - ◆ **Communications Team**, pages 29–32
    - \* There are three groups of people to help with this task:
      1. General Information – people who listen to AM/FM radio and share what they learn about the disaster; no training required.
      2. Communication Amateur Radio Operators – people who gather information from Zone and District Coordinators; FCC license required.
      3. Runners – people who gather information about the members from the amateur radio operators and relay it to the General Information Station.

# Organization & Group Response Plan

## RESPONSE: INCIDENT COMMANDER, pg 2 of 2



1. As people begin arriving, assign 2-3 people to each Team/Station. Remember to use all who are willing, members and neighbors.

### Welcoming Team, pg 21

---

---

---

### Water Station, pg 22

---

---

---

### Lights Station, pg 23

---

---

---

### Activities for Kids Station, pg 24

---

---

---

### Blankets Station, pg 25

---

---

---

### First Aid Station, pg 26

---

---

---

### Sanitation Team, pgs 27–28

---

---

---

### General Info via AM/FM Radio, pg 29

---

---

---

### Communication Runners, pg 30

---

---

---

### Info via Amateur Radio pgs 31–32

---

---

---

2. Give them their task descriptions, contained in this plan. When they have completed their checklist, have them report back to you.
3. One of your main functions is to monitor how all Team/Station members are doing. As the disaster response progresses, it is critical that all are given frequent 10-15 minute breaks.
4. Monitor emotional well-being. Remember one of the best ways to deal with the stress of a disaster is to talk about what they experienced, where they were, what is happening with loved ones, what has been their experience with the response thus far, etc.
5. You likely will have more people wanting to help in the beginning of the response than there will be tasks to do. Create a schedule of the above Team and Station assignments, in three hour blocks, so that all have an opportunity to serve, and to get rest.

## Organization & Group Response Plan

### RESPONSE: PREPARE THE BUILDING, pg 1 of 3

1. Assign three members living in closest proximity to the building to report to the building as soon as they have:

- ✳ helped their own families
- ✳ ensured the safety of their neighborhood
- ✳ determined it is safe to travel to the building

Three members who will report to the building are:

---

---

---

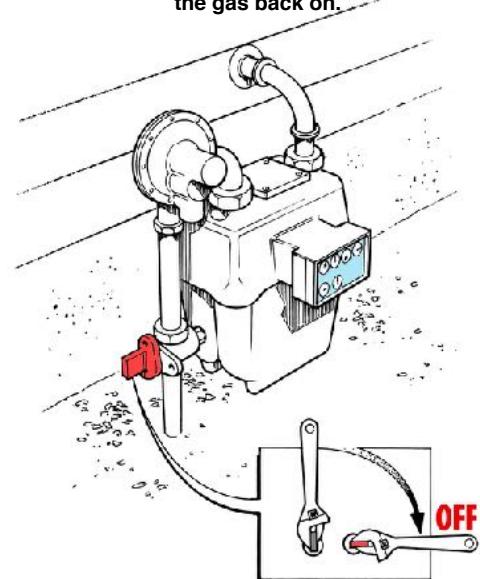
2. Determine the structural integrity and safety of the building. Examine all doors to see if they are jammed or out of alignment, windows to see if they are broken, porches and walkways to see if they are cracked. This may suggest structural damage, indicating the building is unsafe to enter. Cordon off the damaged areas with ‘caution’ or survey tape, and post signs “Do Not Enter Until Further Notice.” Always error on the side of caution.

3. Check the natural gas meters for leaking gas, and shut off the meter if necessary. Gas is leaking if you can smell it (like rotten eggs), hear it (a hissing sound as it escapes through broken or cracked pipes), or if the meter dials are spinning more rapidly than normal.

Turn off the gas by finding the valve (on the pipe coming out of the ground) and turning it 90°, so that it crosses the pipe. Once it is turned off, absolutely **NEVER** turn it back on.

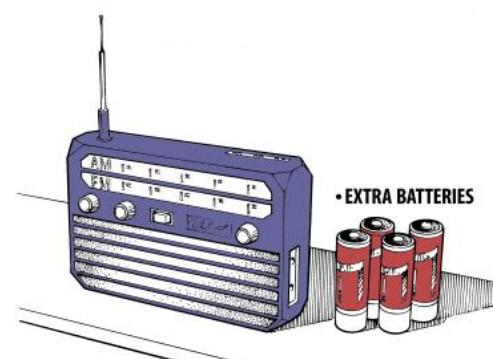
To shut off leaking natural gas:

- 1) Find the valve on the pipe coming out of the ground.
- 2) With a wrench, turn that valve 90° so that it crosses the pipe.
- 3) It is a valve, not a screw, so it does not matter which direction you turn it.
- 4) Once the gas is shut off, ONLY a qualified employee of the gas company should turn the gas back on.



3. As people begin arriving, know that these areas will need help (see the pages that follow for specific guidelines for each):

- A. General Information via FM radio
- B. Information via Amateur radio
- C. Water Station
- D. Blankets Station
- E. FirstAid Station
- F. Activities for Kids Station
- G. Sanitation Team
- H. Incident Commander



## Organization & Group Response Plan

### RESPONSE: PREPARE THE BUILDING, pg 2 of 3

4. Turn on the lights, if possible. If not, gather the stored flashlights, batteries, and light sticks.
5. Turn on the heat, if necessary and possible.
6. Post a large sign on the front door or window welcoming people.
7. Set up a table and chairs in the entry way.
8. Post a large sign on the table that says "Please Sign In Here."
9. Gather the 8½ x 11 pads of paper and pencils and put them on the table. These will be used to sign in **every** person who comes through the door, no exceptions.

**All Are Welcome!**

**We have:**  
**Information**  
**Blankets**  
**Hugs**

Please respect our building by:

no smoking  
no drinking or drugs  
no pets

*(example only,  
customize to your situation)*



## Organization Response Plan

### RESPONSE: PREPARE THE BUILDING, pg 3 of 3

12. Post signs in hallways directing people to:

- ◆ Restroom
- ◆ Services (these will be set up in the gym)
- ◆ Radio Communications Hub
  - Reminder: Radio Communications (amateur radio) will be set up in a separate room.
  - All other Services will be set up in the gym.

13. Prepare the gym. This is where various SERVICES will be located: Water, Lighting, Blankets, First Aid, Activities for Kids, and General Information, gathered from AM/FM radio stations.

- A. Set up tables in the gym.
- B. Post signs indicating which services are available at the tables: Water, Lighting, Blankets, First Aid, Activities for Kids, and General Information.
- C. Surround each table with a few chairs. Additionally, set up groupings of chairs so that people can sit and talk.
- D. Hang up an enlarged copy of the map of the geographical bounds of the Organization, showing the Zones and Districts. A good place to hang the map is by the General Information table.



## Organization & Group Response Plan

### RESPONSE: PREPARE FOR PEOPLE

#### WELCOMING TEAM

Write the names of 2-3 people to be at the **Welcoming Station.**

---

---

---

1. Using an easel and chart paper, prepare a sign that says, "Welcome. Please Sign In Here." Place this in the entryway of the building, near the table.
2. Also tape a large sign to the **table in the entryway** of the building that says "Please Sign In Here." **NOTE:** This means there will be two signs that ask people to sign in. That is on purpose, and emphasizes just how critical it is that people sign in.
3. Gather the 8½ x 11 pads of paper and pencils from your Supply Kit, and prepare the pads by writing: NAME ADDRESS PHONE across the top.



4. **VITAL:** If anyone protests against signing in, explain that it is for their safety and "our protection" that we require everyone to do this.
5. **VITAL:** If anyone arrives at the building and wants to know if someone specific has signed in, DO NOT give that information to them, regardless of who they claim to be. **ALWAYS** say, "I'll go get my supervisor. They will be able to help you." Leave at least two people at the table while you go and get the Incident Commander.

# Organization & Group Response Plan

## RESPONSE: PREPARE FOR PEOPLE

### WATER STATION

Write the names of 2-3 people to be at the **Water Station**.

---

---

---

1. Listen to the radio for the status of the city water supply. Once it is determined that the city water supply is safe, feel free to use tap water.
2. If the safety of tap water is questionable, use the stored water.
3. Assemble water, paper cups, and garbage cans.
4. Depending on the gravity of the disaster, and the potential need to conserve resources, you may want to pour the water rather than simply placing water bottles on the table.



# Organization Response Plan

## RESPONSE: PREPARE FOR PEOPLE

### LIGHTS STATION

Write the names of 2-3 people to be at the **Lights Station**.

---

---

---

1. Distribute light sticks to everyone, especially to kids (they find these to be especially comforting).
  - ◆ A light stick is a self-contained, short term light source. They are made of an outer plastic stick filled with a solution, and an inner glass capsule filled with a different solution.
  - ◆ Bend the plastic stick until the inner glass capsule breaks. This allows the two solutions to mix, creating a glow that lasts from 1 – 6 hours.
2. Assemble the flashlights and batteries. Distribute these only to adults. You may need to coordinate people using them for specific tasks and then returning them.



# Organization & Group Response Plan

## RESPONSE: PREPARE FOR PEOPLE

### ACTIVITIES FOR KIDS STATION

Write the names of 2-3 people to be at the **Kids Station.**

---

---

---

1. Put out the paper, crayons, and other supplies you have gathered for the kids. Encourage them to draw.
2. Remember that kids have experienced the disaster, too. Mental health experts report that one of the best ways to help kids begin to acknowledge what happened and how it made them feel is to encourage them to draw.
3. Parents may want their kids to draw, etc. while they go to the General Information Station to find out what has happened, and to converse with other adults.
  - ◆ However, some children will need to be right close to their parents for comfort and reassurance. Be sensitive to their needs.



# Organization & Group Response Plan

## RESPONSE: PREPARE FOR PEOPLE

### BLANKETS STATION

Write the names of 2-3 people to be at the **Blankets Station**.

---

---

---

1. If you have **wool blankets**, distribute these one per person.
  - ◆ Depending on availability, you may need to have parents share with children, and siblings share with siblings.
  - ◆ Remember not to give away all the blankets until you are certain they will not be needed for additional people still arriving.
2. **Mylar blankets** may require some education. They work well by trapping one's body heat and maintaining its warmth. They do not work so great if one starts out cold.
  - ◆ If the person is cold, instruct them to first do some exercise (can be as basic as walking) to get their blood flowing. This generates body heat. Once they have warmed up just a bit, wrap up in the mylar blanket. This will trap that heat and keep them toasty warm.



# Organization & Group Response Plan

## RESPONSE: PREPARE FOR PEOPLE

### FIRST AID STATION

#### Basic Reminders:

- ◆ Remember, the essence of disaster is that 9-1-1 medical and fire responders are not available.
- ◆ It will be challenging to transport those who are seriously injured. Most who have been injured likely will stay home or in their neighborhoods. Consequently, it is unlikely you will see those who require help beyond Standard First Aid.
- ◆ Suggestion: If someone is not feeling well, for example is feeling nauseous or light-headed, set up a separate First Aid Station in a room away from the gym. These folks will appreciate the quiet and privacy.

1. Write the names 2-3 people with a minimum of Standard First Aid training to be at the First Aid Station:

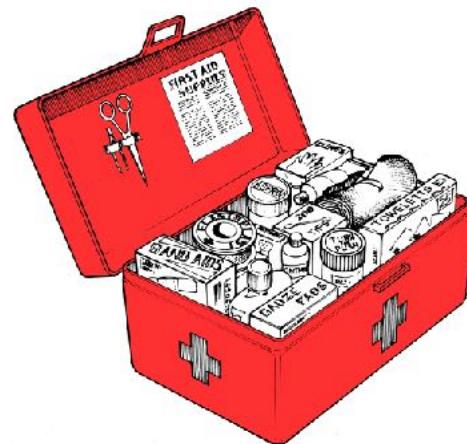
---

---

---

2. Gather from the collected disaster supplies:

- ◆ hand sanitizer
- ◆ latex gloves
- ◆ bandaids
- ◆ 4" x4" gauze pads
- ◆ 4" roll gauze
- ◆ medical tape
- ◆ scissors
- ◆ neosporin ointment
- ◆ hydrogen peroxide



3. Get a yellow pad and pencil. **Write down the name of each person you treat, the date and time, and the type of treatment they received.**
4. At the end of the event, make sure you give the record of those you treated to the Incident Commander.

Date/Time	NAME	Treatment Received

# Organization & Group Response Plan

## RESPONSE: PREPARE FOR PEOPLE

### SANITATION TEAM, pg 1 of 2

**NOTE:** Not everyone can do this job. Be kind to anyone who declines.

1. Post signs in each hallway directing people to the restrooms.
2. Place extra rolls of toilet paper, hand sanitizer, and paper towels in each restroom.
3. Whether or not lights are on, and whether or not toilets are able to be flushed, will determine which one of the **three options** listed below you will use:



#### **OPTION #1 – IF TOILETS ARE OPERATIONAL & LIGHTS ARE ON:**

Write the names of 2-3 people to check on restrooms **every hour** to:

1. empty garbage
2. ensure there are plenty of toilet paper, paper towels, & hand soap
3. tidy up as necessary

**– OR –**



#### **OPTION #2 – IF TOILETS ARE OPERATIONAL BUT LIGHTS ARE OUT:**

Write the names of 2-3 people to check on restrooms **every hour** to:

1. ensure that everyone using the restrooms when the lights are out takes a flashlight into the restroom with themselves (this is for their safety and protection)
2. empty garbage
3. ensure there is plenty of toilet paper, paper towels, & hand soap
4. tidy up as necessary



Sanitation Team Member: \_\_\_\_\_

Sanitation Team Member: \_\_\_\_\_

Sanitation Team Member: \_\_\_\_\_

**– OR –**  
**(see next page)**

# Organization & Group Response Plan

## RESPONSE: PREPARE FOR PEOPLE

### SANITATION TEAM, pg 2 of 2

#### **OPTION #3 – IF TOILETS ARE NOT OPERATIONAL (water service is disrupted and you are unable to flush):**

Assign 4-5 people to monitor the restroom after each use, and to dispose of waste bags:

1. Sanitation Team Member: \_\_\_\_\_

Sanitation Team Member: \_\_\_\_\_

Sanitation Team Member: \_\_\_\_\_

Sanitation Team Member: \_\_\_\_\_

2. Gather hand sanitizer and non-latex gloves and put them in the restroom.
3. Turn the water off under each toilet. This will avoid unwanted surprises when service is restored.

4. Gather the scented, kitchen-sized garbage bags, and the heavy-duty large garbage bags.

5. **Remember, each toilet can be flushed once.** This will empty the bowl of its water, but the toilet can still be used to sit on. After the first flush, line the bowl with the kitchen-sized garbage bags.

6. Use your best judgment about how frequently these bags should be changed. You may want to use this guidance: *If it's yellow, let it mellow. If it's brown, flush it down.* (Obviously, you will not flush, but rather change out the bags.)

7. When it's time to change out the bags, make sure you are wearing non-latex gloves.

8. Securely close the bag, and wrap it in newspaper. (This is not essential, but will make handling the bags, uh, less gross.)

9. Place the wrapped bag in a garbage can, lined with a heavy-duty garbage bag. The ideal garbage can will have a tight fitting lid, and will be located where it is cool and preferably outside. Avoid sunlight. Overheated disposal bags can explode.

10. Listen to EAS (Emergency Alert Station) radio for information about when and where the city will be gathering these garbage/sanitation bags, or where you can take them.



# Organization Response Plan

## RESPONSE: PREPARE FOR PEOPLE

### GENERAL INFORMATION STATION

1. Write the names of 2-3 people to listen to AM/FM radio for general information about the disaster: What happened? Where did it happen? What areas have been impacted? etc.

Info Person: \_\_\_\_\_

Info Person: \_\_\_\_\_

Info Person: \_\_\_\_\_



Radio Station: \_\_\_\_\_

2. Prepare the AM/FM radios. Tune them to local radio EAS [Emergency Alert System] station:

Radio Station: \_\_\_\_\_

3. Listen to the radio for general information about the disaster. Write this information on **chart paper** and hang it on the wall.
4. Make sure you record the **date** and **time** the information is recorded on the chart paper.
5. As information becomes updated, draw a line through the old information, but do not remove it. This will increase your credibility and reliability.
  - ◆ This allows people to see all the information they have heard, both the outdated and the current.
  - ◆ Remember to date and time the updated information.

DATE / TIME	GENERAL INFORMATION
	what happened?
	where did it happen?
	roadways & transportation?
	services?

# Organization & Group Response Plan

## RESPONSE: PREPARE FOR PEOPLE

### GENERAL INFORMATION RUNNERS

1. Write the names of 2-3 people to serve as “**runners**” between the General Information Station and the Radio Communication Hub.

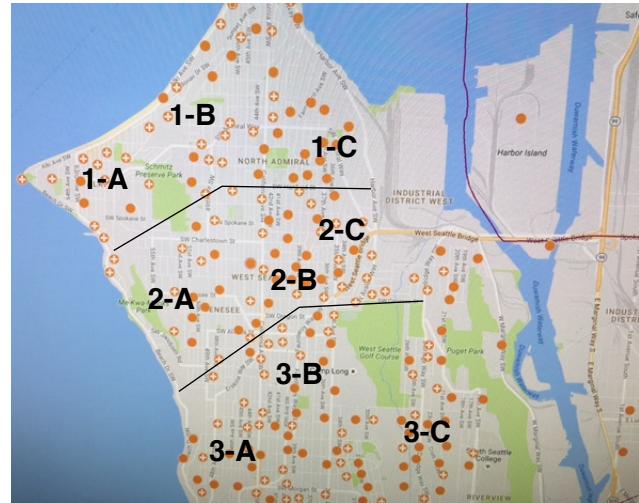
These folks will go back and forth between the Radio Communication Hub and the General Information Station, gathering and sharing information about the status of members and neighborhoods.

Comm Runner: \_\_\_\_\_

Comm Runner: \_\_\_\_\_

Comm Runner: \_\_\_\_\_

2. Report to the Radio Communication Hub. Amateur radio operators there will be recording on chart paper information about people as they learn it.
3. On a yellow pad, take notes according to Zone and District.
  - ◆ Most everything can be reported to all members gathered in the gym.
  - ◆ Nevertheless, please be discerning.
  - ◆ If someone has been seriously injured or killed, share that information with the Incident Commander and ask him/her how to proceed.
4. Report to the General Information Station in the gym.
5. Prepare and hang on the wall one piece of chart paper for each Zone.
6. Write pertinent information about the status of members and neighborhoods as it becomes available.
7. Go back and forth between the Radio Communication Hub and the General Information Station, gathering and sharing information.



West Seattle, Zone & District examples only

**Zone ONE Report**

District 1-A

District 1-B

District 1-C

**Zone TWO Report**

District 2-A

District 2-B

District 2-C

# Organization & Group Response Plan



## RESPONSE: RADIO COMMUNICATIONS, pg 1 of 2

### **Radio Communications – Amateur Radio Operators**

1. Write the names of 2-3 people to be at the **Radio Communication Hub**. Ideally, these will be trained amateur radio operators.
  - ◆ This is where reports will be coming in from Zone and District Coordinators.
  - ◆ This is in a room that must be kept private from the general population. Information will be coming in that may be difficult, and should not be available for general viewing.

Amateur Radio Operator: \_\_\_\_\_

Amateur Radio Operator: \_\_\_\_\_

Amateur Radio Operator: \_\_\_\_\_

2. Set up the radios. Tune them to this channel/frequency: \_\_\_\_\_
3. Hang up the enlarged map of the Organization, divided into Zones and Districts.
4. Quickly review established districts and zones. Ask for all established **Zone & District Coordinators** to check in.

A. **Zone One** Coordinator is: \_\_\_\_\_

1. District 1-A Coordinator is: \_\_\_\_\_

2. District 1-B Coordinator is: \_\_\_\_\_

3. District 1-C Coordinator is: \_\_\_\_\_

4. District 1-D Coordinator is: \_\_\_\_\_

B. **Zone Two** Coordinator is: \_\_\_\_\_

5. District 2-A Coordinator is: \_\_\_\_\_

6. District 2-B Coordinator is: \_\_\_\_\_

7. District 2-C Coordinator is: \_\_\_\_\_

8. District 2-D Coordinator is: \_\_\_\_\_

C. **Zone Three** Coordinator is: \_\_\_\_\_

9. District 3-A Coordinator is: \_\_\_\_\_

10. District 3-B Coordinator is: \_\_\_\_\_

11. District 3-C Coordinator is: \_\_\_\_\_

12. District 3-D Coordinator is: \_\_\_\_\_

D. **Zone Four** Coordinator is: \_\_\_\_\_

1. District 4-A Coordinator is: \_\_\_\_\_

2. District 4-B Coordinator is: \_\_\_\_\_

3. District 4-C Coordinator is: \_\_\_\_\_

4. District 4-D Coordinator is: \_\_\_\_\_

## Organization & Group Response Plan

### RESPONSE: RADIO COMMUNICATIONS, pg 2 of 2

#### Radio Communications – Amateur Radio Operators

5. Hang up large chart paper, **one** for each Zone.
6. As information comes in, record it *all* on the chart paper. This will allow you to begin to get a picture of what areas were the hardest hit, and where you may need to devote available resources.
7. Communication Runners will be coming in, gathering information and relaying it to the people gathered in the gym.
8. There may be information that comes in that will be hard to hear, like someone who has been seriously injured or killed, or homes that are on fire. Consult with the Incident Commander about how s/he wants to handle that circumstance.

**Zone One Report**

District 1-A

District 1-B

District 1-C

District 1-D

**Zone Two Report**

District 1-A

District 1-B

District 1-C

District 1-D

# Wrapping Up the Disaster Response



# Wrapping Up the Disaster Response

## SUGGESTIONS FOR THE INCIDENT COMMANDER

1. Gather all pages from the Sign-In Table, from the First Aid Station, and from the Communications Team, and put them in a file.
  - ◆ Plan to keep these pages for at least 24 months.
  - ◆ These pages will provide a written record of your disaster response activities, and may be necessary should lawsuits arise.
2. Thank everyone who participated in the disaster response.
3. Depending on the severity of the disaster, plan to monitor the emotional well-being of your responders.
  - a. Call them in a few days to assess how they are doing.
  - b. Visit any who seem despondent, anxious, angry, or sad. Remind them that what they are experiencing is ***a normal reaction to an abnormal event.***
  - c. Encourage anyone who is experiencing serious anxiety, anger, or sadness to seek professional help.

