

# Participants for the Plan



*Now it's time to identify who needs to participate in the plan.*

**List everyone by name. Include the following:**

- Home phone number
- Work phone number
- Cell phone number
- School number
- Email address (Sometimes the Internet is operational even if the phone lines are down.)

See **Worksheet 2** for ideas on people you might want to include in the Plan. This includes your emergency contact information, and an out-of-area contact.

Once you identify everyone, make sure you have current information!

**Then:**

- Make a master list of this information and distribute to Plan Participants (including children in the household).
- Place a printed copy in disaster kits.
- Keep an electronic copy on a thumb drive or CD-ROM as back-up and keep this with the primary disaster kit.

**WORKSHEET 2:**

**IDENTIFY PLAN PARTICIPANTS**



**Home Address:** \_\_\_\_\_

**Spouse/Partner:** \_\_\_\_\_

Home Phone	
Cell Phone	
Personal Email	
Employer Name	
Work Address	
Work Phone	
Work Email	

**Spouse/Partner:** \_\_\_\_\_

Home Phone	
Cell Phone	
Personal Email	
Employer Name	
Work Address	
Work Phone	
Work Email	

Children: (Complete entries for each child.)

**Child's Name:** \_\_\_\_\_

Home Phone	
Cell Phone	
Personal Email	
School Name	
School Address	
School Phone	
*Other Name	
Other Address	
Other Phone	
Other Address	
Other Email	

## IDENTIFY PLAN PARTICIPANTS : CONT.



**Child's Name:** \_\_\_\_\_

Home Phone	
Cell Phone	
Personal Email	
School Name	
School Address	
School Phone	
*Other Name	
Other Address	
Other Phone	
Other Address	
Other Email	

**Other Household Members: (Complete entries for each household member,)**

**Name:** \_\_\_\_\_

Home Phone	
Cell Phone	
Personal Email	
School Name	
School Address	
School Phone	
*Other Name	
Other Address	
Other Phone	
Other Address	
Other Email	

Identify who your out-of-area contact will be. In identifying this contact, it is useful to coordinate the contact among the wider family – to have one or two information hubs.

**Name:** \_\_\_\_\_

Home Phone	
Cell Phone	
Personal Email	
Employer Name	
Work Address	
Work Phone	
Work Email	

## IDENTIFY PLAN PARTICIPANTS : CONT.



**Back-up:** \_\_\_\_\_

Home Phone	
Cell Phone	
Personal Email	
Employer Name	
Work Address	
Work Phone	
Work Email	

In addition to household members, other family and friends may need to know who your out-of-area contact is and how to reach that person. Do you need to coordinate this information with:

- Grandparents
- Parents
- Adult Children
- Adult Grandchildren
- Other extended family members
- Other:
- Other:
- Other: \_\_\_\_\_

**Notes:**

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# Plan Components



As you work on your family plan, there are some questions that you'll want to ask.

- How do you get out of your house quickly and safely?
- Where will the family meet if separated?
- Who do I need to call?

**Evacuation:** *How do you get out of your house quickly and safely?*

You may need to leave quickly because of a house fire, an earthquake, or some other unexpected situation.

Using **Worksheet 3**, draw a map of your house or apartment and:

- Identify at least two escape routes from all rooms.
- Identify ways to safely get down from windows that are above the first floor. (A variety of fire escape ladders are available for purchase.)
- Identify a safe meeting place for the family and household members.
- *Practice* evacuating your house. Try to improve the time it takes to get out.

# WORKSHEET 3: EVACUATION ROUTE(S)



Use the graph below to draw a floor plan of your house. Then identify at least two routes to get out of each room in the house.

A large, empty grid of small squares occupies the majority of the page, intended for drawing a floor plan of a house. The grid is composed of 30 columns and 30 rows of squares.

## Plan Components Cont.



**Meeting Place(s):** *Where do you want your family or household to meet if: You're at home but have to leave the building due to fire, earthquake, etc.*

Meet at: \_\_\_\_\_  
(neighbor's house, parking lot, etc.)

You're not at home when the event happens, and the house is not safe to stay in when you arrive. Where will you and your family go?

Meet at: \_\_\_\_\_  
(person / location name and address)

**Emergency Contact(s):** *Who do we need to call?*

You've already identified who needs to participate in the Plan, and who the emergency contact person is. Now:

Make sure everyone knows who and where to call.

Train younger children how to use the phone appropriately.

# WORKING WITH NEIGHBORS



## The Neighborhood Plan

### HAZARDS:

As part of your personal plan, you've already identified the hazards in your neighborhood. Use this information to identify the houses or buildings that are at greater risk.

For example: If you live in a flood zone, houses closer to the river or creek are usually at more risk than those farther away. Similarly, houses located at a lower elevation are at greater risk of flooding than those located up a hill.

Take this information into account as you are identifying meeting sites. Factor it in, too, as you plan how to evacuate during a flood.

### NEIGHBORS and RESOURCES:

If you don't already, get to know your neighbors. Find out what skills everyone has and what they are willing to do in a disaster.

**Worksheet 4** is a form to capture information about neighbors' disaster skills. At a minimum, get the address, the first name for the adult(s) living there, and the skills and abilities that the adults are willing to utilize in a disaster.

Drawing a map of the neighborhood, and marking streets, house numbers and the residents' first names may also be helpful. (Use the graph on **Worksheet 5** to sketch your neighborhood.)

## WORKING WITH NEIGHBORS Cont.



Neighbors may want to share additional information such as:

- Contact information (phone and/or email)
- Children's names
- Types, names and descriptions of pets
- Special needs or concerns for the mobility impaired, elderly or chronically ill

Make agreements to “partner” with two or three neighbors. Check in with each other to confirm that the Household members are safe and don't require immediate assistance.

With neighbors that you're especially close to and trust, you may wish to share information regarding supplies and equipment you have available to you, including where they're located.

*It should be clearly agreed among all neighbors that none of the information shared is to be distributed or shared.*

### **MEETING PLACES:**

Decide on a meeting place that is likely to be safe in a disaster.

Then, because disasters aren't cooperative, choose a second place as a back-up.

Make sure all the neighbors know which places have been designated as meeting places.

This is where people will go to report in on the status of their situation and to find out who needs help and what needs to be done in a disaster. This is also the place where teams and people will return when they have completed an assignment.

**Mark these locations on the map you've drawn on Worksheet 5.**

## WORKING WITH NEIGHBORS CONT.



### COORDINATION AND ORGANIZATION:

Disasters generate a lot of work. In the first few hours, there may be damage assessment, search and rescue, and medical treatment among other activities.

Later, it is likely that there will be cleaning, restoring and/or rebuilding to be done.

As you can imagine, there is plenty to do in response to a disaster. To allow for safe and effective response, it is suggested that the neighborhood organize functional teams to allow a “division of labor.”

Working in functional teams encourages effective use of individuals’ skills and abilities.

As an example: Setting up a child care team allows the parent or guardian to participate in activities that would not be possible if they were also trying to watch and care for a child. The children, at the same time, are kept safe within adult supervision.

Teams should be organized to assist with:

- Child care
- Elder care
- Damage assessment
- Search and rescue
- Medical and first aid
- Victim transport
- Fire suppression and utility control
- Mass care (group feeding and sheltering)



These do not have to be separate teams. Teams may have more than one function, and probably will unless you have a very large neighborhood with a lot of people available to help.

**If possible, Worksheet 4 should also capture preferred team assignments.**

**WORKSHEET 4:**

**NEIGHBORHOOD INFORMATION**



**Duplicate as necessary:**

Address	
Adult Name:	
Skills/Training	
Phone:	
Email:	
Children:	
Pets: Names/types	
Special Needs or Issues	

Address	
Adult Name:	
Skills/Training	
Phone:	
Email:	
Children:	
Pets: Names/types	
Special Needs or Issues	

Address	
Adult Name:	
Skills/Training	
Phone:	
Email:	
Children:	
Pets: Names/types	
Special Needs or Issues	

## WORKSHEET 5:

# OUR NEIGHBORHOOD



Use the graph below to draw a plan of your neighborhood. Sketch the street layout, where the houses are located, and identified by house number. It is also a good idea to mark where water and gas meters (turn-offs) are located.

A large, empty grid of small squares, intended for drawing a neighborhood plan. The grid is approximately 30 squares wide and 40 squares high.

# TAKING ACTION



## PERSONAL / FAMILY RESPONSE:

1. Take care of yourself and your loved ones
  - a. Make sure everyone is safe.
  - b. Check for and treat any injuries
  - c. If responding to an earthquake, evacuate the building until a damage check is completed
  - d. Call/email your out-of-area contact
2. Protect your head, feet and hands
  - a. Hardhat
  - b. Sturdy shoes
  - c. Gloves
3. Look for damage
  - a. Walls and ceiling intact
  - b. House on foundation; not leaning
  - c. Chimney intact
4. Deal with immediate dangers
  - a. Extinguish small fires
  - b. Check natural gas or propane pipes
    - i. Turn off if hissing sound or noticeable odor
  - c. Check for broken water pipes
    - i. Shut off at the street for major breaks
    - ii. Shut off under or behind sinks and/or toilets for “in-house” breaks
    - iii. Shut off sinks and water heater if water main is broken



## TAKING ACTION Cont.



### NEIGHBORHOOD ACTION:

Once your family and home are secure:

1. Check on vulnerable neighbors and neighborhood “partners”
2. Report to meeting place
  - a. Provide information on observed damage
  - b. Organize into teams
3. In teams and as assigned
  - a. Conduct damage assessments
  - b. Deal with immediate dangers
  - c. Conduct search and rescue operations
  - d. Provide first aid and medical treatment as needed
  - e. Transport victims
  - f. Provide support functions
    - i. Child care
    - ii. Elder care
    - iii. Mass care
4. When current assignment ends:
  - a. Report back to meeting place
  - b. Provide status report of activities and needs

