

READY TOGETHER



An Emergency Preparedness Handbook for You and Your Neighbors

Prepared by Transition US and NewStories
November 2020



Table of Contents

<i>Table of Contents</i>	1
<i>Acknowledgements</i>	2
<i>An Overview</i>	3
Chapter 1: Facing It All Together	4
Chapter 2: Food & Water, Life's Essentials	12
Chapter 3: Bare Necessities	18
Chapter 4: The Importance of Planning	22
Chapter 5: When You Gotta Go	27
Chapter 6: An Ounce of Prevention	32
Chapter 7: Practice Makes Perfect	36
<i>Homework</i>	42
<i>Facilitator's Pack</i>	66



Acknowledgements

“Many hands make light work” - Proverb, first recorded in 1300s.

Without the following individuals and organizations and their contributions, the *Ready Together* Handbook would not have been possible. We wish to thank the following:

Individuals

- Deborah Needham, Certified Emergency Manager, City of Renton’s Office of Emergency Management
- Hannah Heyrich, Researcher & Writer for *Ready Together*
- Bob Stilger, Founder and President of NewStories
- The 108 generous contributors to Transition US’ crowdfunding campaign

Pilot Communities

- Phoenixville, PA
- Helena, MT
- Charlotte, VT
- Media, PA

Organizations

- City of Renton Office of Emergency Management
- Transition US, national hub of the Transition Town Movement.
- Thriving Resilient Communities
- Montaia, Inc, website design

Together, we offer you *Ready Together*.

<http://readytogether.net/>



An Overview

Ready Together is an invitation to **you** to get together with your neighbors to prepare for whatever comes your way. Along with this *Emergency Preparedness Handbook*, [ReadyTogether.Net](http://readytogether.net/) provides additional news and resources.

Ready Together helps neighbors work together to prepare for the many kinds of emergencies we encounter these days. While our focus is on natural disasters, by working closely with those neighbors who will likely be nearby to help you when a disaster occurs, *Ready Together* develops a foundation for ongoing support during life's many unpredictable events.

With this *Ready Together* Handbook we invite clusters of neighbors to get together over seven sessions and take basic steps to be prepared for all manner of disasters and crises. You'll prepare your own household and support each other in doing the same. The Handbook walks participants through practical, no-cost and low-cost actions and helps neighbors:

- Identify and mitigate home and neighborhood hazards;
- Gather supplies of food, water, and medicine that are essential;
- Prepare "Go-Bags" for all household members in case evacuation is necessary;
- Develop emergency response and contingency plans to respond to whatever happens;
- Increase personal capacity to be calm and clear in chaotic times;
- Map neighborhoods so no one falls through the cracks;
- Create neighborhood-specific hands-on strategies to deal with crisis situations;
- And importantly - *Enjoy preparing and getting ready with your neighbors!*

When complete with the preparations outlined in *Ready Together* we encourage you to invite others from your circles of friends, church groups, schools, community associations, and business groups to consider implementing *Ready Together* in a neighborhood cluster near them. The more we invest in getting our communities prepared, the better off we all will be.



Chapter 1: Facing It All Together

"The most common way people give up their power is by thinking they don't have any." - Alice Walker

Introduction

Welcome to *Ready Together*, a guide to hazard preparedness focused on communities and how we can help one another before, during, and after emergencies. In the past, many emergency preparedness materials have focused on individuals, but this approach leaves out those with varying circumstances or from different walks of life. The intention for *Ready Together* is to make preparedness as approachable as possible by bringing communities together.

Ready Together walks participants through action steps for getting your households prepared. This includes some no-cost and low-cost actions that you will take between your meetings.

To help you end up with a prepared household and a handy resource guide for you and your community, the chapter homework is bundled in the Homework Section of this Handbook. Find the section now and briefly page through it. You will be revisiting the homework for this chapter at the end of your meeting.

Getting Started

Agree to a Schedule: These are busy times for most, with many conflicting demands. We've all got challenges in day to day life with schedule conflicts, limited availability, or various responsibilities. Do what you can to decide on a schedule that works for most, most of the time. As you begin, please decide how often you'd like to meet, and at what time/place.

- In general, our group will meet at _____ (place)
- Our meetings will start at _____ and will end by _____ (time)
- We will meet _____ (frequency)

Other important logistics include deciding who will be the coordinator for each meeting. The coordinator will run the meeting and, ideally, contact everyone before the next session to confirm attendance. Other important roles include someone to keep basic notes from your meetings and another to keep track of time so you close, or provide an opportunity for people to leave, after the agreed upon time together.

You can go over roles at each meeting or change them as you go.

Date	Time	Coordinator	Location

Form Group Agreements: People are inherently different in the way they express their opinions and communicate with one another. These differences can make groups stronger, with each person bringing their own knowledge, experiences, and skill sets to the table. With this in mind, establishing a few guidelines will support the unity and stability of the group and create an atmosphere of mutual support and trust. We suggest you talk through the following possible agreements as a starting point.

- **Commitment:** We commit to attend all the sessions when possible and to let the other group members know when we cannot. Someone else can attend in our place if we cannot come, but it is important that they/this person knows what's been discussed previously. We also commit to have read the relevant handbook section before each session and to seriously consider taking some actions each time.
- **Confidentiality:** We agree to respect the privacy of any personal information shared at the meetings and we agree not to discuss this private information outside the group in a way that would mean a person could be identified.
- **Punctuality:** We recognize we have busy lives and may, on occasion, need to arrive late or leave early. Overall we agree to arrive on time for each session and to start promptly so that everyone can benefit from the full time together.
- **Respect:** Our abilities to process information and make decisions for our households will vary, based on a variety of factors. We aim to listen, understand, and to respect the ways in which others want to receive our support.
- **Encouragement:** We strive to ensure that our time is shared equally between team members in terms of speaking and listening. Those who often speak up are encouraged to make space for those who do not, and those who normally do not speak up in a group are encouraged to do so.
- **Support:** We will offer practical and emotional support to any team member who is experiencing difficulty in attending the sessions (or achieving the actions).

Please modify these agreements so they become **your** agreements. Perhaps you have some to add as well:

Going Forwards

In *Ready Together*, there are several icons that will be used throughout the text.



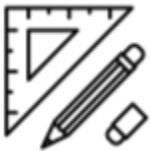
Getting Started: An opportunity to summarize lessons learned, share perspective, and ensure group understanding of concepts.



Prompt: Indicates an opportunity to share ideas and discussion questions.



Time Suggestion: Indicates how long a discussion or prompt should take.



Supplies: Indicates if you need any supplies, or if there are extra supplies needed from the facilitator's pack.



Quick Tip: An interesting fact, or a suggestion for preparedness activities.



Homework: Homework assignments are focused on preparedness actions that are meant to guide the individual and group.

Round Table



Share an experience you've had (that you feel comfortable sharing) during a difficult time in your life. This could be an emergency or disaster you've experienced, a personal struggle, or something else. How did you feel during, and after? What do you wish you had prepared beforehand? Please start with the assumption that you can trust your neighbors with these stories about your life!



Time: 10-15 minutes.

It is important to note that, although we sometimes find ourselves in difficult situations as an individual, our community has a strong capacity for helping one another by providing support. The same is true for natural hazards, or threats: As individuals, we can be prepared, but as a community we can build a network of resiliency.



On the next page, there is a table with 3 columns. In the first, a threat is listed. The second column offers the option to rank each threat on a scale from 0-5, with 0 being "not at all concerned" about this threat impacting you, and 5 being "very concerned". Go through the table individually and number each threat, then jot down the reason why you chose each number.



Time: 5-10 minutes.



Supplies: Pencil or pen.

After all have completed your lists, share your thoughts, stories and experiences. Then have a group dialog about these kinds of threats in your community and if you've experienced them in the past. Start to think about how you might approach these threats together.

Type	Threat	How concerned am I about this threat? (0-5)	Reasoning For Your Choice
Geological	Earthquakes		
	Tsunamis		
	Volcanic Eruptions		
	Landslides		
Weather Related	Heat Waves		
	Hurricanes		
	Electrical Storms		
	Wind Storms & Tornadoes		
	Wildfires		
	Winter & Ice Storms		
	Flooding		
	Drought		
Human	Hazardous Materials Spill		
	Power Outage or Shut Off		
	Pandemics & Disease Outbreak		

Wrap Up

Even though we can't get rid of natural hazards and human incidents, if we are prepared we will be able to stay safe and help our community recover. Avoiding risk isn't the answer. Instead, our goal is to find a way to live with this risk and thrive.

Homework



A quick note on homework: The homework assignments will usually be split into two categories, individual and group. It is important to be prepared as individuals, but it is also important to work together to make sure the community can be resilient.

Individual:

1. In the Homework section, under Chapter 1, you will find four templates. On one, keep track of how much food you, your family, and your pets use for three days.
2. On another template keep track of approximately how much water you used for drinking, for cooking, and for cleaning for three days.
3. On the third template, keep track of essential supplies you, your family, and your pets use for three days.
4. Walk through and around your home. Take note of any supplies or household items you have that may come in handy in the event of an emergency. Jot these down and save it for your third session.

Bring your lists to the next session.

Group (optional):

1. Choose one threat from the table in this chapter and research how it has impacted your community in the past.

Round Table



In this exercise, you will work to identify the amount of water and food that you should have ready in case of an emergency.

Goal: To consider what it takes to stay hydrated and fed during an incident.

The **Set up** and **Exercise** below will help you determine what you have and what you will need. Discuss with your fellow neighbors and work together until everyone has an idea of what they'll eat and drink.

Set up: Visualize everything you have in your household in terms of food items. During the exercise below you will write out a list that is as complete as possible. Consider the following:

- Where food or water is stored (the freezer, refrigerator, kitchen cabinets, outside in a garden, etc).
- How often the freezer can be accessed before everything thaws, and how long the food will stay fresh in the refrigerator.
- If you live in a climate where storing things outside during a certain time of year would help keep the items cold.

[Note: Food only stays fresh in the refrigerator for four hours without power, and generally the freezer will be completely thawed after 24-48 hours, assuming the surrounding air is 'room temperature.' A full freezer will stay frozen longer and to extend the time items stay frozen, consider freezing water in containers $\frac{3}{4}$ full (to allow for expansion of ice).]

Exercise: Choose one option (or more) from the 3 listed below and work through that exercise.

1. **Review from a past experience:** Perhaps you or your neighbors have already experienced a situation where you were forced to stay in your home with the amount of food and water you had on hand.
 - a. Discuss what you learned and how that could help you prepare for other similar situations.
 - b. Now, as an individual exercise, imagine looking through your house at all of your food and water sources. Take some time to jot down notes about what you might find. After you have made a list, discuss if you feel this is enough. Is there a way you and your community could coordinate to share resources?

2. **Identify a possible future situation** where you and your neighbors would need to stay at home. How long should you plan for, in terms of food supply? The answer may depend on your local hazards. First, outline a likely situation for your area - include the type of threats that are likely in your region, and what your local Emergency Management agency recommends. Individually jot down your thoughts, and then discuss as a group.

3. **Fictional scenario:** You live on a street with several neighbors. There has been some heavy rain in the area for the past week, and now your neighborhood has flooded and the power is out. Luckily, there is no life safety concern, as the floodwaters won't reach your home. But the only road out is flooded and you know that Last night's newscast warned of flood waters making tap water undrinkable, and to expect the flooding to last for several days. You look through your house for food and water sources. Take some time to individually jot down notes about your household store of food and water. After you have made a list, discuss your findings together.



In flooding situations, just 6 inches of moving water can knock you off your feet, and 1 foot can sweep most cars away. For more information on flood water hazards, visit Turn Around, Don't Drown (<https://www.weather.gov/safety/flood-turn-around-dont-drown>), maintained by the National Weather Service.

Debrief: After the discussion is over or the time limit is met, take a minute to jot down additional ideas you learned from others, or any plans you would like to implement. Do a closing round answering the question: What have you learned from this exercise?



Time: 20 - 30 minutes.



Supplies: Pen or pencil, scrap paper or notepad

Supplies

Preparedness should not come with a price tag. In the homework section for this chapter, there are checklists for the types of food and water you should store for preparedness. However, buying supplies from the grocery store does not have to be the only option. Below are some ideas for preparedness actions, organized by how expensive or time consuming the idea is. Ideally, your supplies should last you for two weeks. At the *minimum*, at least three days worth of supplies should be kept available.

Water

In an emergency situation, each person should have 1 gallon of water per day. This changes based on individual needs. For example, pregnant women need more water because dehydration could harm developing infants. People living in hot climates may want to consider storing extra water, and pets need stored water too.

Who	Investment (Time and/or Money)	Action	Resources
Individual	Low	Sanitizing water to drink and using previously existing sources like outside snow or a nearby body of water.	CDC's Safe Water information ¹
	Medium	Storing water, using liquid from canned goods, using water stored in a hot water heater or in the top of a toilet tank (as long as no chemicals are present).	Ways of storing water ²
	High	Establishing a rain collection system (if legal in your area), landscaping ground to create a water feature that can serve as an emergency water reservoir.	CDC information on rainwater ³ Rainwater laws by State ⁴
Community	Low	Communicate and share resources.	n/a
	Medium	Make sure everyone has water supply or a way to purify water before an event.	n/a
	High	Investing in a communal cistern, or a community-sized water filtration system.	How to build a cistern system ⁵

¹ https://www.cdc.gov/healthywater/drinking/travel/emergency_disinfection.html

² <https://extension.psu.edu/how-to-store-water-for-drinking-or-cooking>

³ <https://www.cdc.gov/healthywater/drinking/private/rainwater-collection.html>

⁴ <http://www.ncsl.org/research/environment-and-natural-resources/rainwater-harvesting.aspx#State>

⁵ <https://extension.psu.edu/rainwater-cisterns-design-construction-and-treatment>

Food

When stocking up on food supplies, it may be helpful to keep in mind how much you usually eat in a day. The recommended daily food intake is 2000 calories per person per day, but this amount varies considerably, so make sure to plan based on your needs. In general, choose foods you and your family will eat, and remember your pet needs emergency food supplies too. It is important to cycle out stored food so that everything remains fresh, and you should enjoy what you're eating. Avoid foods that make you thirsty.

Who	Investment (Time and/or Money)	Action	Resources
Individual	Low	Learn about safe-to-eat foods that grow naturally in your area.	Local experts/library, or published books.
	Medium	Making or buying preserved foods, canned foods, and nonperishables	Fermentation resources ⁶ Center for Home Food Preservation ⁷
	High	Gardening & growing food	USDA's National Agricultural Library ⁸
Community	Low	Communicate ahead of time and share resources.	n/a
	Medium	Establishing a stockpile of emergency food for the whole community, akin to a food pantry or a co-op.	Information on food co-ops ⁹
	High	A community garden with space for people to grow food.	Guide on creating community gardens ¹⁰

⁶ <https://www.reddit.com/r/fermentation/wiki/index>

⁷ <https://nchfp.uga.edu/index.html>

⁸ <https://www.nal.usda.gov/home-gardening>

⁹ <https://www.fci.coop/>

¹⁰ <https://content.ces.ncsu.edu/how-to-organize-a-community-garden>

Round Table



Discuss the following question: There are several community actions listed above, meant to help increase community access to food or water during emergencies. Is there an option that may be possible for your community to try? Which one?



Time: 10-15 minutes.

Storing emergency food and water are excellent steps towards being prepared. In order to build a resilient community, it is important to think about options that might supply the community with long-term resilience.

Wrap-Up

In this chapter, we learned several approaches to ensuring our households have enough food and water to last three days or up to two weeks without outside help. Emergency supplies should include 1 gallon of water per household member per day and enough food to sustain the needs of your household for at least three days or up to two weeks.



Homework

Individual:

1. In the homework for Chapter 1, you kept track of how much food and drinking/cooking/cleaning water you and your family went through in three days (and if you have not yet done this, you still can!). Now take your list from the roundtable in this session, and determine if you have enough food and water for three days. If not, think of what you need to supplement your food and water supplies and determine if you want a three day, one week or two week supply.
2. Begin collecting food and water supplies, and set goals that work for you in terms of being fully prepared. In the homework section you will see a list of suggested water and food items as well as a chart with amounts of bleach you would need to purify water. Next you will see your household list. Fill this out and check items off of the list as you gather them. This could take multiple days, weeks, even months.

Group (optional):

1. As a group, decide when a good ‘check-in’ date would be to discuss everyone’s progress towards their water and food preparedness goals.

<http://readytogether.net/>



Chapter 3: Bare Necessities

*"There is no harm hoping for the best, as long as you are prepared for the worst." -
Stephen King*

Introduction



Getting Started: Last week we focused on the importance of water and food, but we need other supplies as well. Are there any items you wouldn't want to be without in an emergency? What else might be useful to have on hand during an emergency situation, that isn't food or water? Share and discuss.

Besides food and water, there are many emergency supplies that go into a completed emergency supply kit. This chapter will continue the discussion on emergency supplies, and will focus on items besides food and water.

Round Table



In this round table exercise, you will work to identify what resources you may need, and how to get them.

Goal: To gain an understanding of what supplies would be most useful in an emergency situation. If it seems that a neighbor may not be able to get needed supplies, work together as a group to come up with creative ways to make up the difference.

Exercise: This exercise has two parts.

1. **Fictional scenario:** You and your neighbors have signed up to participate in a survival study, and have been dropped off on a small tropical island. You will be rescued in 5 days. When you were dropped off, you were also given a cargo chest with supplies. You look inside. (Have the group facilitator read off the list of items in the Facilitator's Pack). What items seem most useful, and how can you use each item? How do you plan to survive the next 5 days? Discuss together.
2. **Identify a possible future situation** where you and your neighbors would need to rely on supplies you have on hand. First, outline the situation as a group, then imagine looking through (and around) your home for any supplies that may be useful in an emergency. Take some time to individually jot down notes about what you find. After you have made a list, share with the group. Was there anything you wrote down you wouldn't have considered before? Discuss together.

Debrief: After the discussion is over or the time limit is met, take a minute to jot down a few things you learned. If someone has come up with an item of uncertain value in an emergency, brainstorm how it could be used. What happens in an emergency if there aren't enough critical supplies? Discuss.



Time: 30 - 40 minutes.



Supplies: Pencil or pen and notepad.

Other Things We Need

Along with food and water, there are some more items and pieces of knowledge we need in order to be prepared for emergencies. Important items are listed in the homework and serve as a guideline as to what should be in an emergency preparedness kit. Add more if you think of other items to include.

As a quick note, consider having multiple emergency kits. One that stays in an easily-accessible location, and one or two ‘satellite’ kits that can be stored in the car, and at work or school. We’ll be discussing these more in Chapter 5: When You’ve Gotta Go.



Besides physical supplies, learning certain skills can be very helpful. Studying to get an amateur (HAM) radio license may help an individual operate radios and receive information, and taking a first aid or CPR class could make a big difference during an emergency scenario.

Round Table



Discuss the following question: There are many useful tools or skills that aren’t included on checklists. What skills and knowledge do you have that would be helpful in an emergency? What specific supplies are useful to have for the threats your community faces?



Time: 15 minutes.

Wrap-Up

In the last two chapters, we learned several approaches to ensuring our households have enough supplies to last for three days and up to two weeks without outside help. Emergency supplies should include 1 gallon of water per household member per day, extra doses of medication, enough food to sustain the needs of your household, and several types of supplies that would be useful to have on hand.



Homework

Individual:

1. Continue collecting supplies for your use at home. Refer to the chapter's homework section for what supplies to include.
2. As you are identifying supplies for your home, take note of items that would be useful for your portable emergency kit or "Go-Bag". This kit should be easy to carry and contain many of the same essential items that you are collecting for home emergencies. More information on Go Bags will be covered in Chapter 5: When You've Gotta Go.

Group (optional):

1. Think back to the discussion prompt about skill sets and specialty equipment that people may have. In an emergency situation, would group members feel comfortable sharing resources? If so, list them in the blank sections of the supplies table in your homework.



Chapter 4: The Importance of Planning

"We may not be able to control the events, but we can always control our response to them. We need to ensure that our perspective is an empowering and resourceful one." - Monjyoti Bhattacharyya

Introduction



Getting Started: Summarize the last chapter in a few sentences. How did the homework go? Are there any supply items you thought of that would be useful to have that weren't brought up in previous discussions or listed in the chapter's homework section? Discuss.

The overall objective of this chapter is to identify necessary components of a communication plan on both an individual and community level, including family reunification, messaging, possible evacuation, and temporary shelter.

Round Table



It can be tough to make decisions in a stressful situation, especially without planning your actions beforehand. In this discussion, we will explore challenging situations that may arise during an emergency.

Goal: Identify several solutions to the problems that could arise in an emergency situation.

Set up: On the next page are various steps someone might take after an earthquake. Please modify the scenario and the prompts to better fit a situation that may arise in your community (example: if you live in a cold climate, imagine a sudden snowstorm and power outages). If agreeable, work in pairs or if there is an odd number of participants, form one group of three.

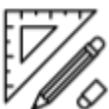
Exercise: Choose exercise #1 or #2 from the options listed below.

1. **Identify a possible emergency situation** in the locale in which you live. Imagine it is a Saturday and you are out running errands. Using the prompts on the next page, adapt them to better reflect the emergency situation you have identified. Work individually or in pairs and take some time to brainstorm possible actions one could take in response to each prompt. Jot down some ideas in the blank spaces below the questions.
2. **Fictional earthquake scenario:** You live in an area that is prone to earthquakes, but because they don't happen frequently you don't think about it very often. Today is a Saturday and you are out running errands and plan to meet up with a loved one across town later today. Then, at noon, the floor begins to shake. You duck under a produce display table, cover your neck with the back of your hand, and hold on to a table leg with your other hand. Eventually, the shaking stops. What do you do? Using the prompts on the next page, work individually or in pairs and take some time to brainstorm possible actions one could take in response to each prompt. Jot down some ideas in the blank spaces below the questions.

Debrief: After you have gone through all of the question prompts, reconvene and share your thought process for the decisions you made. What kind of situational information would have been useful to know ahead of time? What preventative actions could have helped the situation? How could the community work together to be more prepared for emergency communication problems?



Time: 30 minutes.



Supplies: Pencil or pen and notepad

<http://readytogether.net/>

Question Prompts

1. Immediately after the shaking, you stand up and check yourself for injuries. Thankfully, you are unharmed. You begin to worry about a loved one who is several miles away from you. What are some ways you have of contacting them?
2. You walk home, avoiding debris on the road. Upon arrival, you notice that the structure looks damaged. What are some alternative shelter options you have, if your house isn't safe to be in?
3. Finally, you decide to find a disaster shelter, as your house doesn't seem safe to stay in. How do you find out where an emergency shelter might be? Just in case someone comes to check on you, you may want to leave a note. Where do you leave it so that you know they'll get the message?
4. You finally arrive at a disaster shelter. To your surprise, you see your loved one there! Their arm is injured and in a makeshift sling. They've been directed towards a nearby hospital that is accepting patients. You think about what you would do in this situation- what might you need in order to get treatment? Do you know where these things might be?

Planning for Action

In emergency situations, active decision-making can be difficult due to stress, lack of information, and limited time availability. By planning ahead of time, some of the stress and confusion can be avoided.

Planning for action should consider the following:

- Communications/ Message Boards/ Out of Area Contacts
- Evacuation Plans & Meeting Places (this will be discussed in Chapter 5).
- If your household includes a pet, know ahead of time who from your household will be responsible for the animal's safety, and what method of transportation will work best.
- Special Needs

Communication

FEMA's guide to creating a family communication plan has three distinct steps: collecting information that may be necessary after a disaster, sharing information with your household and deciding on meetup locations, and practicing your developed plan regularly with your household to keep the information fresh. This last step will be the focus of Chapter 7.



While phone calls might not go through, text messages use significantly less bandwidth and may work for communication needs between loved ones. However, this is not always reliable, so keep this in mind as 'Plan B'!

Have a conversation with your loved ones about how and where to leave messages for one another, and where to meet up if you are separated during an emergency. Cellphone towers may not work for local calls, so identify an out of area contact you can check in with in order to communicate where you are and if you are okay. Sign up to receive emergency alerts from local agencies. The alerts are a great way of staying informed of any situation that might prompt action, and knowing the hazards local to your area will help you make better decisions.

Special Needs

Some household members may need special considerations when planning for emergencies. If your household includes someone with a [disability or special needs](#),¹¹ specialty equipment for communication or evacuation may be necessary to add to your plans. Make sure to consider your household's unique needs when collecting information.

¹¹ <https://www.ready.gov/individuals-access-functional-needs>
<http://readytogether.net/>

Wrap-Up

Hazards happen, and all communities are susceptible to some type of emergency. It is our responsibility to prepare as an individual and as a community in order to navigate risk and be ready- together!



Homework

Individual:

1. Sit down with your household members and work through the planning checklist and the wallet-sized emergency plan template in the homework section. When complete, make several copies for every household member, and keep in a safe space. (Suggested time: 2 hours). More information about planning for evacuations can be found here: <https://www.ready.gov/plan>.
2. Starting with your local emergency management office, find out where to sign up for local emergency alerts, and then sign up for them.
3. Continue gathering supplies as your ongoing homework assignment for Chapters 2 & 3.

Group:

1. Brainstorm ways your community can share information with each other during an emergency. How can you signal to your neighbors if your household is safe, or if you need help?
2. If the group is interested, develop a communication plan with each other in case of an emergency, including those in your neighborhood who may need help during an emergency.

Note: [Map Your Neighborhood](https://mil.wa.gov/map-your-neighborhood)¹² is a valuable resource to help you and your neighbors know if someone is ok or needs help. More information on MYN is in the Group Homework section in Chapter 5: *When You Gotta Go*.

¹² <https://mil.wa.gov/map-your-neighborhood>



Chapter 5: When You Gotta Go

"Panicking never helps." - Kimberly Davis Basso
and... "Bravery hides in amazing places." - Kiera Cass

Introduction



Getting Started: Summarize the last chapter in a few sentences. Discuss the homework. Did anyone find it difficult to make a communication plan? Perhaps someone didn't have a contact who lives out of state? What did people come up with for community information sharing? Share and discuss.

The overall objective of this chapter is to explore what evacuation procedures may look like for your household and for your community, and to discuss strategies for maintaining the safety of a whole community.

Round Table



Evacuating a community is stressful and can be difficult if you're not sure what to do. In this round table exercise, we will explore the difficulties people may face when in an evacuation situation.

Goal: Identify how you'd evacuate, and how the community can ensure everyone gets out safely.

Set up: In the facilitator's pack, there are 12 roles for use during this discussion. Have each participant read a role out loud, and assume the role that was read. Each role is given a small bit of background character information to help inform their response. If more than 12 people are in the group, consider improvising a new role, or work in pairs. Alternatively, go through the exercise below as yourself.

Exercise: Choose scenario #1 or #2 from the options listed below. Assume your roles, then answer the questions and discuss.

1. **Think of your own locale and identify a likely type of emergency scenario.** During that scenario, your community has been told to evacuate.
2. **Fictional scenario:** The past summer has been particularly dry, and there have been wildfires in the area. A new wildfire began burning near your community a few days ago, and now it has grown and is moving your way. Your community has been told to evacuate.

Are you able to evacuate without help? Is everyone able to do so? Who on your street may need additional help? Discuss.

Debrief: After the discussion time has ended take a minute to jot down anything you learned. Share these thoughts and how you felt in your role. Did everyone manage to evacuate? What could be improved about the situation? Would more preparedness in the community help?

Is there anyone in the group who has been through an actual evacuation? What would they do differently next time? Any tips or suggestions based on what worked well?



Time: Suggested time is 45 minutes, however you can decide to shorten or lengthen that time. You might want to change roles and go through the exercise another time.



Supplies: Role play table in facilitator's pack. Pencil or pen and notepad.

Evacuations

Building redundancy into any plan is important for true preparedness. For example, picture a beach town with multiple roads away from the coastline. In an evacuation, the roads might become busy, or maybe damaged. Knowing where the assembly locations are is important, but having a planned means of travel with alternative routes identified ahead of time could save time and alleviate guesswork. The amount of information you need to make a plan can vary based on what you are planning for. For example, a hurricane evacuation plan needs a destination, a route and means of travel. But it should also consider the time it may take to evacuate, what supplies the household may wish to bring, plans for alternative routes, and plans for alternative transportation if you run out of fuel or cannot get it. Identify places ahead of time so that you know where to meet up if anyone gets separated.

Not all evacuation procedures are the same. Hurricane evacuations often have routes that have been planned ahead of time or even used previously, but a wildfire evacuation may depend on where the fire is located and which direction it is going. For tsunami evacuations, the goal is to immediately get away from coastlines and to high ground. In all cases, it is important to plan ahead and be able to evacuate as quickly as possible.

Think about the actions you and others took during the evacuation discussion, and which ones were individual actions and which involved your community. Likely, it was a combination of both. Every community has people who are vulnerable in some way. This includes, but isn't limited to, children and dependants, people who lack social connections and resources including relationships outside the immediate area, language barriers, those who are deaf or blind, those with physical mobility issues, and the ill or injured. Even outside of these factors, there can be small differences in our day to day lives that may present challenges in the face of an emergency. These differences may be challenging to overcome during an evacuation. To avoid the stress of not knowing how to help during an emergency evacuation, speak to those who may need help ahead of time, and review the evacuation information below.

- [Wildfire specific evacuation information](#)¹³
- [Ready.gov's Evacuation Guide](#)¹⁴

¹³ <https://www.readyforwildfire.org/>

¹⁴ <https://www.ready.gov/evacuation>

Round Table

Go Bags



Supply lists for evacuation kits and go bags typically take a ‘one size fits all’ approach, focusing on the absolute essentials someone may need during an evacuation. However, no two situations are identical.

Goal: Identify personally important items that you can quickly take during an evacuation.

Go bags are similar to emergency supply kits, in that they have important essentials like food, water, medicine, and important documents. They are ‘satellite’ emergency supply kits as were briefly mentioned in Chapter 3, and are made ready to grab for a quick escape. Another ‘satellite’ kit could be kept in the car.

Go-bags must be easily transported or moved, because you’ll be taking it with you if you evacuate away from your home. Along with essential supplies like those listed above, items that can be included in your go bag are things like easily-carried valuables, family photos and mementos, electronics, and other necessities that you may not want to leave behind.

Some household members may need special considerations. If your household includes someone with a [disability or special needs](#)¹⁵, specialty equipment or transportation may be an important consideration. If your household includes a pet, include supplies and a way to transport them.

Exercise: Take a few minutes and jot down the items you want to take with you. How will you carry these? Is there anything you need to do to make some of your chosen items more portable?

Debrief: As a group, discuss your choices of items and your means of carrying them. Did any of the items that others mentioned, remind you of something you want to take? Did you give any thought to where your Go Bag will be located?



Time: 15 minutes



Supplies: Pencil or pen and notepad.

¹⁵ <https://www.ready.gov/individuals-access-functional-needs>

Wrap-Up

Communities are made up of many diverse people that translate to different needs during emergencies. By considering potential evacuation challenges, we can help community members become more prepared, which in turn can increase the community's overall safety and resiliency.



Homework

Individual:

1. Through your local emergency management office find out if there are any established evacuation routes in your community. If there are, print out a map of the area with the evacuation routes, and keep it with your emergency supplies.
2. Continue gathering supplies as an ongoing homework assignment for Chapters 2 & 3, and complete your wallet sized emergency plan from Chapter 4.
3. Refer to the evacuation kit checklist for the Chapter 5 homework section, and start putting materials aside. Identify items specific to you that you would want in an evacuation, and add to the blank spaces. Consider developing other kits for work or school, if applicable.

Group:

1. Take a look at Map Your Neighborhood (MYN, [WA EMD Map Your Neighborhood](https://mil.wa.gov/map-your-neighborhood))¹⁶ a program designed to prepare neighborhoods for disasters. (See website in footnote #4 below). Decide if members of your group are interested in MYN activities. If not, identify those neighbors in your vicinity who may need help in an emergency, include them in your overall planning and, if contact information is given, keep them updated.
2. How do you know when new people come into your neighborhood? How do you connect with your neighbors? How do people communicate if their needs have changed? Brainstorm a couple of ways the community could grow to be more connected. Use [Ready.gov's community preparedness toolkit](https://www.ready.gov/community-preparedness-toolkit)¹⁷ as a reference.

¹⁶ <https://mil.wa.gov/map-your-neighborhood>

¹⁷ <https://www.ready.gov/community-preparedness-toolkit>

<http://readytogether.net/>



Chapter 6: An Ounce of Prevention

"Helmets, knee pads, wrist guards... all important when it comes to sports like roller skating. They don't keep injuries or falls from happening, but they can decrease the likelihood of a serious injury." - Jessica Stapf

Introduction



Getting Started: Summarize the last chapter in a few sentences. How did the homework go? Are there evacuation routes in your area? Did the group decide to work on Map Your Neighborhood? If so, when will you start?

The overall objective of this chapter is to reduce potential damages or injuries from a hazard through various means of mitigation and protective actions.

Changing for the Future

So far, we've focused mostly on how we can be prepared for emergencies. Besides being prepared, we can mitigate likely problems and challenges by taking steps which increase resilience:

- **Simple changes:** These changes can be applied to a household without changing the overall structure and include protective actions in response to an immediate threat. A simple change can also be knowing how to respond to an emergency, like 'drop, cover, and hold on' for an earthquake, or keeping curtains closed during a heat wave.
- **Structural changes:** These preventative actions typically involve ways of changing the physical aspects of a household or surrounding property, like bolting a home to its foundation, or bracing a chimney to prevent earthquake hazards.
- **Environmental changes:** Environmental actions work to use natural elements to protect communities and benefit you from day to day. An example of an environmental change could be building wetlands to absorb flooding, planting vegetation to prevent landslides, or creating a perimeter around homes which excludes burnable materials.
- **Social changes:** These efforts are about taking action. Social change could be in the form of involving more community members and encouraging preparedness, working to campaign for certain preventative actions within your community, or simply building relationships with neighbors.

Round Table



Think back to the first chapter *Facing Our Threats Together*. Which hazards did you discuss? Have you learned more about the hazards your community faces since then? Share with the group.



Time: 5-10 minutes.

Round Table



So far, you have put together emergency supplies and emergency plans in order to be more prepared for natural disasters. But there are ways to increase resilience, prevent damage and overcome safety threats. In this round table, you will work to identify what actions can increase resilience.

Goal: Determine which protective actions seem doable for your home and for your group.

Set up: In the homework section for this chapter, there are preventative actions presented in a ‘menu’ format, similar to the information in the supplies chapter. Each hazard has different types of preventative actions that can be taken, and included are low cost/no cost options. Turn to those now.

Exercise: Choose exercise #1 or #2 from the options listed below, or consider doing both:

1. **Identify the hazards that exist in your area.** Take a few minutes and determine what actions you and your household will take. Jot these down. Discuss the protective actions you and others are planning to take in your respective households.
2. **Community actions:** You and your neighbors are becoming more prepared and better able to respond to emergencies, now you’d like to focus on how to prevent disasters in the first place. You might consider getting together with your local emergency response providers to learn about protective actions you can take in your greater community. Make a time commitment to work on this effort together.

Debrief: After identifying hazards and deciding which protective actions to take, discuss the other possibilities of preventative actions you did not choose. Why did you decide against these actions? Are you interested in pursuing some of these at a later date? Why or why not? Discuss.



Time: 20 minutes.



Supplies: Pen or pencil, notepad, and homework section.

Wrap-Up

In this chapter, we learned several approaches to keeping our households safe during emergencies. Strategies that mitigate hazards and increase resilience take time and planning, but provide a long-term benefit of reducing potential risks and damages.



Homework

Individual:

1. If your community has earthquake hazards: Complete the home hazard hunt in the homework section. Consider taking the home hazard hunt with other potential natural disasters in mind.
2. Complete one preventative action task listed in the homework section for the hazard you decide is your focus. The action you take will largely depend on your household and cost, so pick an action that is right for you. If it is completed by the next session, take a picture to share!

Group (optional):

1. Pick the preventative action you discussed and assist one another in implementing a prevention project. Is someone handy with power tools? Does someone else have building expertise, or local knowledge? Are you interested in enacting community change by organizing? Utilize each other's skill sets to implement a project or visit participants' homes to see others' preventative actions to help inform and inspire.



Chapter 7: Practice Makes Perfect

"The best way to get the brain to perform under extreme stress is to repeatedly run it through rehearsals beforehand. Or as the military puts it... 'proper prior planning and preparation prevents poor performance.'" - Amanda Ripley

Introduction



Getting Started: Summarize the last chapter in a few sentences. How did the homework go? What preventative action task did you pick? Where are you in the process of implementing it? Did anyone have certain skills that were helpful for others? Share and discuss.

The overall objective of this chapter is to stress the importance of practicing for emergency situations. Practicing emergency plans can help find spots that can be improved, and strengthen our overall ability to follow the plan in a stressful situation.

Round Table



Throughout *Ready Together*, you have put together emergency supplies, emergency plans, and learned about preventative actions you can take to lessen the impact of a potential disaster. Now it's time to complete your plans.

Goal: There are multiple things to consider when designing for emergencies. The goal is for each participant to have thorough plans in place for any emergency situation.

Set up: Have your homework and notes with you as you work through the exercise below.

Exercise:

1. **Review preparations:** Take approximately 10 minutes to individually review your homework and think through your preparations. Identify actions that you have not completed, or actions you need help with. Jot these down. Take an additional 10 minutes and discuss in pairs, then another 10 minutes to discuss as a group and identify further support you can offer one another.
 - From Chapter 1, review the threats most likely to occur in your area.
 - From Chapter 2 & 3, consider your store of food, water, and other emergency supplies.
 - From Chapter 4, go over your emergency routes and wallet-size emergency card. Remind yourself of who is listed as your emergency contact, where you will meet family or community members, and important numbers and information you have listed.
 - From Chapter 5, remember your portable emergency go-bags and satellite emergency kit for your work, or your car (if applicable) and if those are not fully equipped, make a date with yourself to finish them.
 - From Chapter 6, think of the preventative actions you have taken or are planning to take.

Finally, determine a date (6 months to a year from now) when you will reconvene and review your plans together. Enter that date here: _____ and on the final page of your homework section.

-
2. **(Optional) Plan a neighborhood evacuation drill:** You and your community group might want to practice the emergency plans that you've developed. If so, get together and design an evacuation drill so that everyone can put their plans into action. There are many things to consider when designing an evacuation drill. When will it take place? Will everyone go to the same reunification spot, or will there be different locations? What sort of scenario do you want to practice evacuating for? Decide as a group what capabilities you'd like to test, and how much time each person has to evacuate. The goal here is to ensure that in a real emergency everyone will be able to evacuate safely and in a timely manner. For now, simply determine the date you will get together to plan the drill.

Debrief: Share your thoughts about going through *Ready Together* with the other participants. What are some of your individual and group successes? What challenges did you face and were you able to resolve them? If so, how? What are some unanticipated outcomes? Can you think of any ways you might build off of this work you have done together?

If you planned a neighborhood evacuation drill, add ample time after the drill to review what you learned. Did you encounter some difficulties, or notice some potential problems? What could be improved about your evacuation plans? Was everyone able to evacuate in a timely manner? If not, why not? What can be done to resolve that?

Finally, take some time to celebrate your completion of *Ready Together*!



Time: 30 minutes - 1 hour



Supplies: Homework from all of the chapters, pen or pencil, and notepad.

Best Practices

Even the best plans are only as strong as our ability to carry them out. Practicing our emergency plans can help us improve our preparedness by evaluating our ability to follow our plans, help our neighbors, and make adjustments as needed.

By now, you and your group know what potential hazards could impact your community, you've gathered emergency food, water, and supplies, and you've developed plans for evacuation and communication during an emergency. These actions are a big achievement, and drastically increase your ability to respond during a disaster and recover afterwards. In order to keep working on preparedness, it is recommended to practice your plans at least annually.

Moving Forwards

This is the last chapter of *Ready Together*, so the last homework assignment will be more of an ongoing process of maintaining preparedness through practicing drills and plans, implementing emergency food & water rotation, and continuing to develop household and community preparedness actions.

By continuing to work as a group, you can further promote community safety and resilience. Consider if there are others within your community who may benefit from learning how to be prepared for emergencies, and whether introducing them to *Ready Together* or simply relaying your experiences to them would be most useful. Helping additional community members become more prepared will in turn increase the community's overall safety and resilience.

And finally...

Congratulations on the completion of *Ready Together*! Your household is now more prepared, you know your neighbors better, and your safety and security will have ongoing impacts in your life and in the lives of those around you.

Wrap-Up

We have a strong capacity for helping one another and providing support in many kinds of ways. One of the most satisfying is getting to know our neighbors and building a fabric of mutual support. As individuals, we can certainly become more prepared, but as a network of community members we can build local security and resilience.



Homework

Individual:

1. Set reminders for yourself and your household to practice the emergency plans you have made.
2. (Optional) Host a household evacuation drill.

Group:

1. Decide when to reconvene to review your preparedness activities.
2. Is there someone in your neighborhood who may benefit from learning how to be prepared for emergencies? If you feel comfortable, reach out to them and see if they may be interested in learning about *Ready Together*, or about the resources that have been provided throughout this program.
3. Celebrate a job well done!



Homework

The next several pages are spaces to use for the homework assignments of Ready Together. They have been separated by chapter. Not all assignments are listed here, so be sure to check back to the chapter to fully complete each one!

Chapter 1: Facing Our Threats Together

FOOD USAGE Keep track of how much food you, your family, and your pets use for three days.	WATER USAGE Keep track of how much water you, your family, and your pets use for three days.

Chapter 2: Food & Water, Life Essentials

There are many preparedness lists that are preexisting. The storage guide and food supply list below provide guidance for how to start storing food, and types of foods to include in your kit. On the next page are checklists regarding water storage. Finally, there is a blank template for you to write in any additional items you want to add!

<h3 style="margin: 0;">STORAGE</h3> <p style="margin: 0;">Some general steps to take for building food storage without feeling overwhelmed!</p>	<h3 style="margin: 0;">FOOD</h3> <p style="margin: 0;">Make sure to adjust amounts for your household intake needs, and focus on foods you enjoy eating. Don't forget pets!</p>
Decide what time period you're planning for, and determine your household's intake needs for that amount of time. Write down amounts. <input style="float: right;" type="checkbox"/>	Dry cereals & grains (rice, pasta, flour, oats, ramen, crackers, etc.) <input style="float: right;" type="checkbox"/>
Decide where the supplies will be stored, and make sure there is space! If you live in a small space, explore creative ideas for space optimization. <input style="float: right;" type="checkbox"/>	Dry proteins (nuts, meats, beans (know how to cook!), bars, powders) <input style="float: right;" type="checkbox"/>
Start getting supplies. For a 'slow and steady' approach, choose a food group to stock up on each time you get groceries. Just getting one extra item at a time works! <input style="float: right;" type="checkbox"/>	Shelf stable oils (olive oil, lard, coconut oil, ghee) <input style="float: right;" type="checkbox"/>
As you store food, write down the item, date purchased, and expiration date on a piece of paper, and keep it with the food. Keeping track of what you have helps! <input style="float: right;" type="checkbox"/>	Canned food (fruit & veg, beans, tuna/meat, pasta sauce, soups, stock) <input style="float: right;" type="checkbox"/>
If you use items, cross them off your list and replace them when you can. Make sure you add those to your list, too. <input style="float: right;" type="checkbox"/>	Preserved food (sauerkraut, pickles, lactoferments, etc.) <input style="float: right;" type="checkbox"/>
Track the expiration dates and make sure to use and replace before things expire <input style="float: right;" type="checkbox"/>	Frozen food (vegetables, fruits, meats) <input style="float: right;" type="checkbox"/>
Note: Look into additional ways to organize food rotation!	Baby food: High in nutrients, typically shelf stable, easy to eat <input style="float: right;" type="checkbox"/>
	Vitamins & Supplements: Can help with nutrient balance <input style="float: right;" type="checkbox"/>
	Coffee, snack coffee beans, tea, caffeine pills (for caffeine withdrawals) <input style="float: right;" type="checkbox"/>
	Comfort foods (cookies, hard candies, chocolate, gum. Whatever brings joy!) <input style="float: right;" type="checkbox"/>
	Spices & Salt: Tasty food is comforting! <input style="float: right;" type="checkbox"/>
	Circumstantial- Pet food, foods for those with special dietary needs, etc. <input style="float: right;" type="checkbox"/>
	Note: A great way to supplement this list is learning local forageables & seasons, or growing your own (even if just microgreens!)

Chapter 3: Bare Necessities

Identify items you want to add to your supplies. Check these off when you have added them.

STUFF							
Things we use daily become vital in an emergency, but can we find them in a pinch? Setting aside a specific kit can help keep you organized.							
Wellbeing				Tools			
Prescription medications	<input type="checkbox"/>	1st Aid Kit & sanitizer	<input type="checkbox"/>	Whistle	<input type="checkbox"/>	Local map	<input type="checkbox"/>
Garbage & plastic bags	<input type="checkbox"/>	N95 Masks	<input type="checkbox"/>	Wrench & pliers	<input type="checkbox"/>	Pocket knife	<input type="checkbox"/>
Personal hygiene items	<input type="checkbox"/>	Diapers (if needed)	<input type="checkbox"/>	Manual can opener	<input type="checkbox"/>	Camp stove & fuel	<input type="checkbox"/>
Extra contacts or pair of glasses	<input type="checkbox"/>	Comfort Items	<input type="checkbox"/>	Work gloves	<input type="checkbox"/>	Matches/lighter in container	<input type="checkbox"/>
Extra pair of sturdy shoes	<input type="checkbox"/>	Toothbrush & Toothpaste	<input type="checkbox"/>	Scissors	<input type="checkbox"/>	Fire extinguisher	<input type="checkbox"/>
Warmth				Electronics			
Complete change of clothes	<input type="checkbox"/>	Hand warmers	<input type="checkbox"/>	Extra batteries for all devices	<input type="checkbox"/>	Flashlight	<input type="checkbox"/>
Tarp & duct tape	<input type="checkbox"/>	Sleeping bag or warm blanket	<input type="checkbox"/>	Charging cables	<input type="checkbox"/>	Battery radio or NOAA radio	<input type="checkbox"/>
Rain gear	<input type="checkbox"/>	Plastic bags to keep things dry	<input type="checkbox"/>	Backup power for medical devices	<input type="checkbox"/>	Cellphone	<input type="checkbox"/>
Documents				Blank			
Cash in case card systems down	<input type="checkbox"/>	Copies of medical insurance/records	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Copies of important records	<input type="checkbox"/>	List of medical devices, if needed	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Copy of emergency plans	<input type="checkbox"/>	ID	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Chapter 4: The Importance of Planning

Sit down with your household members and work through the following checklist, as well as the FEMA Emergency Communications Plan template on the following pages.

PLANNING

Communication

Write down contact information for everyone in your household on the Family Emergency Communication Plan template	<input type="checkbox"/>
Make a list of places where household members might spend time on an average day. These places will serve as the places to consider and plan for, and might include: your home, workplace, school, methods of transportation, entertainment locations, grocery stores, etc.	<input type="checkbox"/>
Map the locations listed. If school, childcare, or workplace: ask if emergency plans exist. If yes, write down details. If no, brainstorm a plan for your household.	<input type="checkbox"/>
Based on map locations, choose emergency meeting places. For indoors, this should be a room resilient to local hazards. In the neighborhood, the meeting place could be a big tree, your mailbox, or the neighbor's house. Outside of the neighborhood is if you can't get back home and could be a library, family friend's home, or school. Meeting places outside of town help if your family is not together and your community is instructed to evacuate the area (discuss ways you would get there). Write down details.	<input type="checkbox"/>
Choose an out-of-town contact to act as a central point for reconnection. In a disaster it may be easier to make long-distance calls, as local lines may be down or busy. Write down their contact details.	<input type="checkbox"/>
Choose one emergency contact and save name as 'In Case of Emergency,' which will help someone identify your emergency contact if necessary. Inform this contact of any medical issues or requirements you may have.	<input type="checkbox"/>
Enter household and emergency contact information into all household member's phones or devices, and create a group list of people you would need to communicate with in case of emergency. Make sure all household members and out-of-town contact know how to text if using mobile devices.	<input type="checkbox"/>
Make copies of the Communication Plan for each member of the household to carry at all times, and post a copy in a central place at home. Regularly check to make sure information is up to date.	<input type="checkbox"/>
Sign up for local alerts and warnings to receive emergency information	<input type="checkbox"/>
If the household includes animals...	
For public health reasons, many emergency shelters cannot accept pets. Ahead of time, find pet friendly hotels near town or along your evacuation route, and keep a list in your pet's emergency kit. (Other options include boarding facilities or animal hospitals near your evacuation shelter, or an out-of-town friend or relative).	<input type="checkbox"/>
Locate a veterinarian or animal hospital in area where you may seek temporary shelter in case your pet needs medical care. Add contact information to emergency kit.	<input type="checkbox"/>
Make copies of your pet's medical and vaccination records and keep with your pet's emergency kit.	<input type="checkbox"/>
If planning for livestock...	
Ensure all animals have some form of identification	<input type="checkbox"/>
Make sure vehicles and trailers needed for transporting and supporting each type of animal will be available if evacuation is necessary.	<input type="checkbox"/>



Ready 

.....
.....
Write your family's name above

Family Emergency Communication Plan

HOUSEHOLD INFORMATION

Home #:
Address:
Name: Mobile #:
Other # or social media: Email:
Important medical or other information:
Name: Mobile #:
Other # or social media: Email:
Important medical or other information:

Name: Mobile #:
Other # or social media: Email:
Important medical or other information:
Name: Mobile #:
Other # or social media: Email:
Important medical or other information:

SCHOOL, CHILDCARE, CAREGIVER, AND WORKPLACE EMERGENCY PLANS

Name:
Address:
Emergency/Hotline #: Website:
Emergency Plan/Pick-Up:
Name:
Address:
Emergency/Hotline #: Website:
Emergency Plan/Pick-Up:

Name:
Address:
Emergency/Hotline #: Website:
Emergency Plan/Pick-Up:
Name:
Address:
Emergency/Hotline #: Website:
Emergency Plan/Pick-Up:

IN CASE OF EMERGENCY (ICE) CONTACT

Name: Mobile #:
Home #: Email:
Address:

OUT-OF-TOWN CONTACT

Name: Mobile #:
Home #: Email:
Address:

EMERGENCY MEETING PLACES

Indoor:
Instructions:
Neighborhood:
Instructions:

Out-of-Neighborhood:
Address:
Instructions:

Out-of-Town:
Address:
Instructions:

IMPORTANT NUMBERS OR INFORMATION

Police: Dial 911 or #:
Fire: Dial 911 or #:
Poison Control: #:
Doctor: #:
Doctor: #:
Pediatrician: #:
Dentist: #:
Medical Insurance: #:
Policy #:
Medical Insurance: #:
Policy #:
Hospital/Clinic: #:
Pharmacy: #:
Homeowner/Rental Insurance: #:
Policy #:
Flood Insurance: #:
Policy #:
Veterinarian: #:
Kennel: #:
Electric Company: #:
Gas Company: #:
Water Company: #:
Alternate/Accessible Transportation: #:
Other:
Other:

Chapter 5: When You've Gotta Go

EVACUATION KIT

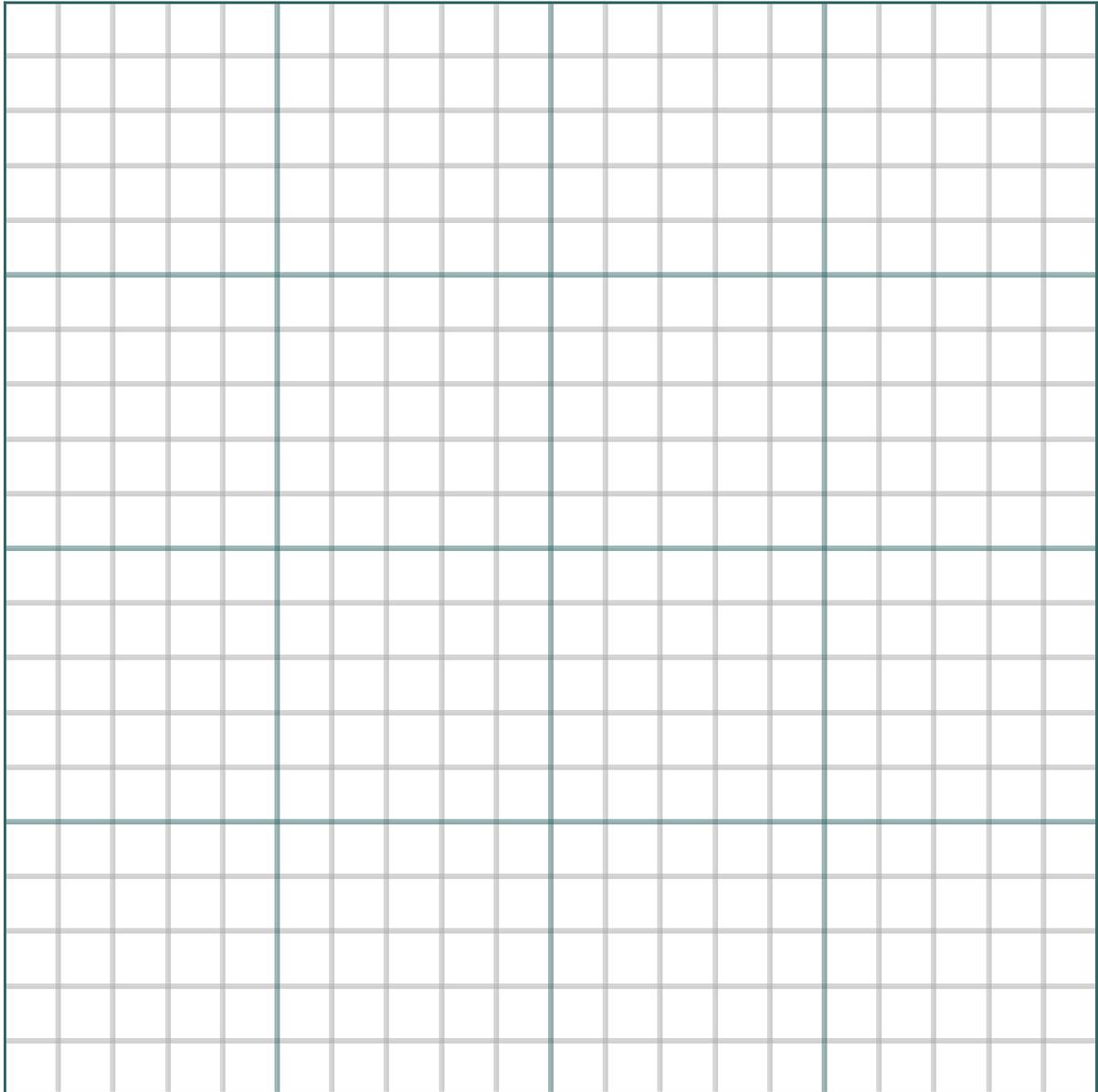
An evacuation kit should essentially be a satellite version of your main emergency preparedness supplies. Keep it in a portable container and in a familiar location.

Pack Beforehand				When Preparing to Evacuate			
Garbage & plastic bags	<input type="checkbox"/>	1st Aid Kit & sanitizer	<input type="checkbox"/>	Extra batteries for all devices	<input type="checkbox"/>	Prescription medications	<input type="checkbox"/>
Toothbrush & Toothpaste	<input type="checkbox"/>	N95 Masks	<input type="checkbox"/>	Cellphone	<input type="checkbox"/>	Charging cables	<input type="checkbox"/>
Personal hygiene items	<input type="checkbox"/>	Diapers (if needed)	<input type="checkbox"/>	Comfort & Activity Items	<input type="checkbox"/>	ID	<input type="checkbox"/>
Extra contacts or pair of glasses	<input type="checkbox"/>	Hand warmers	<input type="checkbox"/>	Cash in case card systems down	<input type="checkbox"/>	Special medical equipment	<input type="checkbox"/>
Extra pair of sturdy shoes	<input type="checkbox"/>	Flashlight	<input type="checkbox"/>	Important keepsakes	<input type="checkbox"/>	Pets & supplies	<input type="checkbox"/>
Rain gear	<input type="checkbox"/>	Sleeping bag or warm blanket	<input type="checkbox"/>	Blank			
Copies of medical insurance/records	<input type="checkbox"/>	Complete change of clothes	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Tarp & duct tape	<input type="checkbox"/>	Battery radio or NOAA radio	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Copy of emergency plans	<input type="checkbox"/>	Copies of important records	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Local map	<input type="checkbox"/>	Pocket knife	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
List of medical devices, if needed	<input type="checkbox"/>	Flares or reflective triangle	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Matches/lighter in container	<input type="checkbox"/>	Whistle	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Note: For more supply ideas, visit ready.gov/kit.

This page is meant for taking notes on any established evacuation routes in your community. If possible, print out a map of the area with the evacuation route, and keep it with your emergency supplies. Sketch or print out a copy on this page, along with any notes you may have on alternative route planning, out of state contact information, etc.

Use this page if sketching your map onto a grid is helpful.



Chapter 5: Go-Bag or Portable Emergency Kit

Identify items to add to your portable kit. Check these off when you have added them.
Identify and add other important items.

EVACUATION KIT							
An evacuation kit should essentially be a satellite version of your main emergency preparedness supplies. Keep it in a portable container and in a familiar location.							
Wellbeing				Tools			
Prescription medications	<input type="checkbox"/>	1st Aid Kit & sanitizer	<input type="checkbox"/>	Whistle	<input type="checkbox"/>	Local map	<input type="checkbox"/>
Garbage & plastic bags	<input type="checkbox"/>	N95 Masks	<input type="checkbox"/>	Wrench & pliers	<input type="checkbox"/>	Pocket knife	<input type="checkbox"/>
Personal hygiene items	<input type="checkbox"/>	Diapers (if needed)	<input type="checkbox"/>	Pencil & pen	<input type="checkbox"/>	Flares or reflective triangle	<input type="checkbox"/>
Extra contacts or pair of glasses	<input type="checkbox"/>	Comfort Items	<input type="checkbox"/>	Work gloves	<input type="checkbox"/>	Matches/lighter in container	<input type="checkbox"/>
Extra pair of sturdy shoes	<input type="checkbox"/>	Toothbrush & Toothpaste	<input type="checkbox"/>	Scissors	<input type="checkbox"/>	Fire extinguisher	<input type="checkbox"/>
Warmth				Electronics			
Complete change of clothes	<input type="checkbox"/>	Hand warmers	<input type="checkbox"/>	Extra batteries for all devices	<input type="checkbox"/>	Flashlight	<input type="checkbox"/>
Tarp & duct tape	<input type="checkbox"/>	Sleeping bag or warm blanket	<input type="checkbox"/>	Charging cables	<input type="checkbox"/>	Battery radio or NOAA radio	<input type="checkbox"/>
Rain gear	<input type="checkbox"/>	Plastic bags to keep things dry	<input type="checkbox"/>	Backup power for medical devices	<input type="checkbox"/>	Cellphone	<input type="checkbox"/>
Documents				Blank			
Cash in case card systems down	<input type="checkbox"/>	Copies of medical insurance/records	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Copies of important records	<input type="checkbox"/>	List of medical devices, if needed	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Copy of emergency plans	<input type="checkbox"/>	ID	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

The following tables refer to hazards with different types of preventative actions for each, organized in alphabetical order.

Drought

Type of Action	Cost (Time/Money)	Strategies	Resources
Simple Changes	Low	Never pour water down the drain if there is another use for it. Place one-gallon plastic jug of water into toilet tank to cut down on water used to flush (ensure it does not interfere with operating parts)	
	Medium	Check plumbing for leaks and have any leaks repaired.	
	High	Choose appliances that are more energy and water efficient. Consider harvesting rainwater.	
Environmental	Low	Plant native or drought-tolerant species. Group plants together based on similar water needs.	
	Medium	Change the irrigation system to be water-efficient, like drip irrigation.	

Earthquakes

Type of Action/ Changes	Cost (Time/ Money)	Strategies	Resources
Simple Changes	Low	<p>Participate in ShakeOut, an annual drill with participants across the globe.</p> <p>Do a ‘Hazard Hunt’ in your home, following FEMA’s earthquake safety checklist and correct unsafe conditions as you go along.</p> <p>Keep a non-sparking metal wrench handy and learn how to use the emergency shut off valve for your gas pipes, in case of a leak.</p>	ShakeOut FEMA Earthquake Hazard Hunt
	Medium	<p>Secure any heavy or dangerous items in the home. Possible items include water heaters, anything hanging above a sleeping area, or heavy furniture like bookshelves.</p> <p>Identify poisons, solvents, or toxic materials in breakable containers and move these containers to a safe, well-ventilated storage area. Keep them away from your water storage and out of reach of children and pets.</p>	Securing Household Items
	High	<p>Install flexible gas and water connections on all gas appliances. This will significantly reduce your chances of having a major fire after an earthquake</p>	
Structural	Low	<p>Contact your city or county government for information on community development or building code, to learn about structural safety standards.</p>	
	Medium	<p>Check your chimney or roof for loose tiles and bricks that could fall in an earthquake. Repair loose tiles or bricks as needed, and consider replacing your brick chimney with a metal flue.</p>	Chimney Information
	High	<p>Have a professional make sure your home is securely anchored to its foundation, as well as strengthening tips for exterior features, such as porches, decks, sliding glass doors, canopies, carports and garage doors.</p>	

Environmental	Low	n/a: Due to the geological nature of earthquakes, environmental mitigation is not an option.	
	Medium		
	High		
Social	Low	Share knowledge of earthquake hazards with others, encouraging them to prepare for a possible earthquake.	
	Medium	Develop communication plans with community members or neighbors to create a response network.	
	High	Work with others to encourage community planners to retrofit seismically unsafe buildings (like unreinforced masonry) and to update the building codes for seismic safety.	FEMA retrofits and building codes

Electrical Storms

Type of Action	Cost (Time/Money)	Strategies	Resources
Simple Changes	Medium	Invest in surge protectors, lightning rods, or a lightning protection system to protect your home, appliances, and electronic devices.	
Environmental	Low	Trim back tree branches or vegetation near your household to prevent debris damage.	
	Medium	Plant rain gardens to collect extra rainfall	
Social	Low	Sign up for your community's warning system. The Emergency Alert System (EAS) and (NOAA) Weather Radio also provide emergency alerts.	

Flooding

Type of Action	Cost (Time &	Strategies	Resources

<http://readytogether.net/>

	Money)		
Simple Changes	Medium	Invest in flood insurance from the National Flood Insurance Program (NFIP).	Flood insurance information
	High	Refurnish the lowest level in your household with replaceable, water damage-resistant materials.	FEMA Flood Resistant Materials
Construction	Low	Understand the type of risk your household faces.	Retrofitting Walkthrough
	Medium	Retrofit your household to wet floodproofing standards, including elevating utilities above potential flood water heights and installing flood openings.	FEMA Homeowner's guide to retrofitting
	High	Raise the elevation of the entire household.	Elevation Guide
Environmental	Low	Plant several trees and shrubs, meant to absorb extra water during flood events.	
	Medium	Build a rain garden to collect extra surface runoff.	EPA rain gardens
	High	Work to restore and protect wetlands.	EPA Wetlands
Social	Low	Share knowledge of flood hazards with others.	
	Medium	Work with community members and local emergency management to achieve goals of FEMA's Community Rating System (CRS), lowering the cost of flood insurance for the community.	Information on the Community Rating System
	High	Work with community members to campaign for public investment in green infrastructure, including an ecological stormwater system.	EPA Green Infrastructure Information

Hazardous Materials Incidents

Type of Action	Cost (Time and/or Money)	Strategies	Resources
----------------	--------------------------	------------	-----------

<http://readytogether.net/>

	Money)		
Simple Changes	Low	Identify a room indoors that is mostly internal, meaning it does not have windows and is away from exterior walls (bathrooms are usually a good example of this).	
	Medium	Know how to turn off ventilation systems, and keep materials to seal off gaps to your 'safe room,' like plastic sheeting, aluminum foil, duct tape, or wet towels.	

Heat Waves

Type of Action	Cost (Time & Money)	Strategies	Resources
Simple Changes	Low	Keep your household cool by covering windows with drapes, shades, or aluminum foil-covered cardboard.	Information on heat waves
	Medium	Invest in an air conditioning unit, preferably one that does not utilize too much energy.	
	High	Invest in energy efficient appliances to lighten the demand for electricity during heat waves.	Energy Star website
Construction	Medium	Change the paint or material for your household roof, making it reflect more solar energy and absorb less heat.	Cool Roof Guide
	High	Install a green roof, helping to remove heat from the air and slightly reduce the electrical needs of the household.	Green Roof Guide
Environmental	Medium	Plant vegetation. Not only do trees provide shade, but water evaporating from the leaves cools the air down, and plants absorb heat.	Vegetation to reduce heat
Social	Low	Learn if your community has any 'emergency cooling centers.' If not, identify a public place with air conditioning.	
	Medium	Take a first aid course to learn how to help others	

		suffering from heat-induced	
	High	Work with community members to campaign for public investment in urban green spaces and cool or green roofing.	

Hurricanes

Type of Action	Cost (Time and/or Money)	Strategies	Resources
Simple Changes	Low	Have a way to easily secure outdoor furniture	
	Medium	Invest in the National Flood Insurance Program (NFIP)	NFIP Information
	High	Retrofit your household to wet floodproofing standards, including elevating utilities above potential flood water heights and installing flood openings.	
Construction	Low	Install storm shutters to reduce the chance of broken windows.	
	Medium	Reinforced garage and double entry doors to reduce wind damage	
	High	Raise the elevation of the entire household to avoid storm surge, and invest in retrofitting the home for severe winds.	FEMA Wind Retrofit Guide Elevated Structure Guide
Environmental	Low	Trim back tree branches or vegetation near your household to prevent debris damage.	
	Medium	Plant rain gardens to collect extra surface runoff	
	High	In the Gulf Coast area, barrier islands, shoals, marshes, and forested wetlands are all ecosystems that lessen the impact of hurricanes. Work to restore ecosystems that protect from storm surge.	Wetlands protect against storms
Social	Low	Share knowledge of hurricane hazards with others, encouraging mitigation techniques.	
	High	Develop evacuation plan with neighbors that encourages collective responsibility for everyone's safety.	

Landslides

Type of Action	Cost (Time and/or Money)	Strategies	Resources
Construction	High	Build retaining walls to stabilize soil..	Explanation of retaining walls
Environmental	Low	Watch the patterns of storm-water drainage near your household. Any areas of increased flow are to be avoided during a storm.	
	Medium	Plant ground cover to provide structure to the soil.	

Pandemics & Disease Outbreaks

Type of Action	Cost (Time/ Money)	Strategies	Resources
Simple Changes	Low	Practice excellent hand hygiene, cough and sneeze etiquette, and wear a mask if you are sick or required to wear one.	
Social	Low	Follow community and health department guidelines, encourage others to do the same.	

Tornadoes & Severe Winds

Type of Action	Cost (Time and/or Money)	Strategies	Resources
Simple Changes	Low	Identify a small, interior, windowless room on the lowest level of your household. Keep emergency supplies there and practice taking shelter there.	
	Medium	Make a list of items to bring inside in case of a tornado, and practice bringing everything inside to see how long it may take.	
Construction	Low	Invest in storm shutters to prevent glass breakage.	
	Medium	Invest in turning an interior room in the household or other location into a safe room, following FEMA's recommended guidelines.	Safe Room FAQ
	High	Construct a storm cellar, an underground shelter meant to protect from severe wind and debris. Keep emergency supplies here and practice evacuating the household to the storm cellar.	
Environmental	Low	Trim tree limbs or other possible debris that could damage your household.	

Tsunamis

Type of Action	Cost (Time and/or Money)	Strategies	Resources
Simple Changes	Low	Learn the warning signs of tsunamis: if you are by the coast and an earthquake strikes, as soon as the earthquake is over, head inland and up elevation immediately.	Tsunami Information Sheet

Wildfires

Type of Action	Cost (Time and/or Money)	Strategies	Resources
Simple Changes	Low	Keep important documents in a fireproof safe or space that is safe from fire damage,	
	Medium	Ensure you have a hose that can reach the edges of your household/property.	
Construction	Mixture	There are several ways of constructing or retrofitting a home to be fire resistant. The cost or time commitment will depend on what works best for your household, and the materials you choose to work with.	Guide to Fire Resistant Homes
Environmental	Medium	Landscape with fire resistant vegetation	Fire Resistant Plants
	High	Landscape according to FireWise principles, removing flammable debris and spacing out vegetation.	Defensive Space FireWise
Social	Low	Speak with neighbors to identify anyone who may need assistance if evacuating.	
	Medium	Take a training course to be able to assess ignition potentials from wildfire	National Fire Protection Agency Training
	High	Work with others in your community to apply wildfire mitigation principles at a community level, working towards becoming a Fire Adapted Community.	Fire Adapted Community Coalition website

Winter & Ice Storms

Type of Action	Cost (Time and/or Money)	Strategies	Resources
Simple Changes	Low	Keep an emergency kit in your vehicle, including warm clothing, matches or other fire starting methods, sand to create traction, and ice scrapers.	
	Medium	Make sure your household has adequate carbon monoxide (CO) detectors with fresh batteries. Invest in an emergency generator.	Generator Safety
	High	Winterize your vehicle by self-inspection or a mechanic. Check your battery, antifreeze, wipers, windshield washer fluid levels, lights, flashing hazard lights, exhaust system, heater, brakes, defroster, and oil levels. Invest in tires with good tread.	Vehicle Winter Preparation
Construction	Low	Make sure your household is properly insulated. If not, caulk and weather-strip doors help to keep cold air out. Cover windows with plastic on the inside to provide an extra layer of insulation.	
Social	Low	Identify neighbors who may need assistance during a winter storm or if the neighborhood loses power.	

Volcanoes

Type of Action	Cost (Time)	Strategies	Resources
Simple Changes	Low	Sign up for the volcano alert & warning notices through USGS.	Volcano Notification Service
	Medium	After an eruption, avoid driving or operating machinery in ash, as it can get into the mechanical system and cause irreparable harm. Contact professionals to clear ash off of roofing.	

Facilitator's Pack

We've all been in meetings that “work” and those that do not. We know when we feel engaged, invited in, respected and listened to. As someone who has stepped forward to help your neighbors be ready together, we want to offer you some ideas and tips about how to best facilitate your meetings.

This facilitator's pack offers some overall tips and ideas about how to guide your group.

It also contains the supplies list for Chapter 3 and the roles for Chapter 8.

Effective Facilitation

Facilitator Understandings

- When we work with each other with respect, curiosity and generosity, magic happens.
- We make better decisions together than we do alone.
- Everyone's perspective is essential.
- People are more committed to the ideas and plans that they have helped to create.
- Mutual accountability helps people engage and do what's needed.
- Groups can manage their own conflicts, behaviors and relationships if they are given the right tools.
- Good facilitation helps people imagine, think, organize and take action.

Tips for Effective Facilitation

- Create a welcoming space. Sit where everyone can easily see each other and be seen.
- Always begin with an overview of what will be covered, and with a summary of the last meeting.
- In your first session, begin with people sharing something about themselves they feel is important.
- At every session, begin with a check-in about what's going on in people's lives.
- Define the role as facilitator - you're there to help everyone listen and to take action.
- Ask for help: Someone to take notes and remind people of decisions, someone to help with time, someone to help with room set-up.
- Invite people to lean in and really listen to each other with ears and eyes, and with heart and mind.
- Encourage stories and humor - doing serious work with lightness.
- Invite participation from everyone - especially those who tend to be quiet.
- Trust your own good sense to notice when something really important has been said and amplify it.
- Invite in different opinions and experiences.
- End sessions summarizing what's next.
- Spend the last five minutes with a check-out inviting people to share why it was important for them to attend.

Guidelines for Group Discussion

Here are some good things to remember about working effectively with groups.

Start and stop at agreed times. Our time is valuable. We're all responsible.

Ask for clarification. Invite people to ask questions when something isn't clear. Do that yourself!

Help keep the discussion on track. It feels SO GOOD to be listened to that most of us can get lost in telling our stories. Gently intervene as needed to bring attention to the focus of the session.

Listen carefully to others. Make sure everyone has opportunities to speak. Encourage people to jot down thoughts and ideas so they can listen attentively and not worry about forgetting important points they want to make.

Stay together; don't fragment. Except during specific small group exercises, make sure there's only one discussion going on in the room. Keep inviting everyone to bring their attention back to the whole group.

Equalize access. The quietest person in the room often has the most to say. Remind everyone - including yourself - that the main purpose of gathering is to listen, not talk! Invite everyone's participation.

Laugh. Remember that humor and kindness help people think together. Unchecked anger and arrogance shuts groups down.

Maintain open hearts and minds. We're all learning and we're all trying to do the right thing. Stay curious and explore. Be open to change your mind!

Stay Present. Everyone in the group (including you) has unique knowledge and experience which helps us collectively figure out next steps.

Explore differences. Differences should be the start of inquiry, not the basis for judgment - especially with our current climate of divisiveness. Invite participants to ask questions about ideas that they disagree with or that rub them the wrong way. Invite participants to stay curious about each other's ideas, to respect each other's different perspectives and be generous in offering their own.

Invite everyone's kind and critical thinking. Question assumptions and assertions made in the readings or by other participants. Think about whether statements seem to make sense. Watch for questionable reasoning and vague generalizations. Do all of this with kindness.

Work to understand disagreements. Our own knowledge is always incomplete and is filled out by understanding other points of view. We all have reasons for our beliefs which make sense to us - but not necessarily to others. Encourage participants to examine the places where they disagree and to seek understanding. Curiosity and empathy give birth to collective intelligence.

Remember that we are trying to create a cohesive group. This theme is echoed in many of these suggestions. Help people understand we're all in this together. We'll see things differently and ultimately we'll do things differently. But we will stay connected and supportive.

Guidelines have been adapted from Study Circles Resources, Pomfret, CT. and the work of NewStories

Chapter 3: Bare Necessities

The following list are the items stored in the cargo chest.

- 1 roll of duct tape
- 1 tarp
- 1 bottle unscented chlorine bleach
- 1 large cooking pot
- 5 lbs uncooked rice
- 1 bottle vodka
- 3 cigarette lighters
- 1 roll of heavy-duty garbage bags
- 3 axes
- 1 book on wild edible plants on the island
- 100ft rope
- 1 pocket knife
- 2 sets of snorkel gear (masks and fins)
- Sunscreen & insect repellent
- Glowsticks
- 1 old referee whistle
- 2 live chickens
- 1 deck of cards

If the group gets stuck or has difficulty brainstorming ideas, remind them of the need for shelter, then water, then food. The group is free to make assumptions about the island in order to further facilitate discussion. For example, if worried about water, they can assume there is a river or stream somewhere on the island.

Chapter 4: When You Gotta Go

Cut out each row and distribute roles to the group.

Age	Occupation	Background
53	Data Analyst	You use a wheelchair. You've adapted to how this impacts you day-to-day, but you're unsure how this might affect your ability to evacuate quickly. You usually carpool to work with a colleague. You do not have a car.
43	Doctor	You are a person who recently moved in and you aren't familiar with many people in the area or the local roads. While on-shift at a private clinic, you hear you've been given evacuation orders.
10	Student	You are a 10 year old child who has just gotten out of school. You normally take the school bus home, and you haven't heard the evacuation orders. You notice the adults seem nervous, but you don't know why.
28	Bus Driver	You are an on-duty public bus driver. You heard over the radio that there is an evacuation order for your community, but all of your personal belongings are at home and your job requires you to stay on-duty.
65	Volunteer	You are a volunteer at the local homeless shelter, and you do not speak the dominant language within the community. You've been nervous about possibly needing to evacuate, so you have emergency supplies in your car and your home is prepared. You do not know there is an evacuation order in place.
26	Registered Nurse	While on-shift at the local hospital, you hear the evacuation orders. You are not required to stay on the job. You are not packed for evacuation, and you have two dogs at home that you don't want to leave behind.

45	School Teacher	You are a person recovering from a car accident in the hospital. Due to your injuries, you can't get home to help your family evacuate, and you're relying on the hospital to get you out of danger.
31	Accountant	You know your first child has just gotten out of school, and you've just heard the evacuation orders. Usually, you carpool with a colleague who is in a wheelchair, but you're anxious to find your child and get out of harm's way.
19	Store Clerk	While working at the local grocery store, you hear the evacuation orders. To get home, you rely on the public bus because you don't own a car.
49	Transportation Director	You are the transportation director of the community and have just been told your community must evacuate. You know some places, like the hospital, the homeless shelter, and the elderly home may need help evacuating. You have 3 public buses at your disposal, although 2 of them are currently driving public bus routes.
82	Retired	You are an elderly individual living in a retirement community. You've been nervous and you've already prepared your things for evacuation. Your eyesight isn't what it used to be, and when you hear the evacuation orders you know you're ready to go, but you can't drive the evacuation route.
16	Student	You are a high school student who just got their driver's license. One of your parents is in the hospital recovering from a car accident. You've just gotten home when you hear the evacuation orders from the radio.
40	Artist	You are an artist who works from home, and you are deaf. You have no idea there are evacuation orders in effect for your community and you're busy painting.