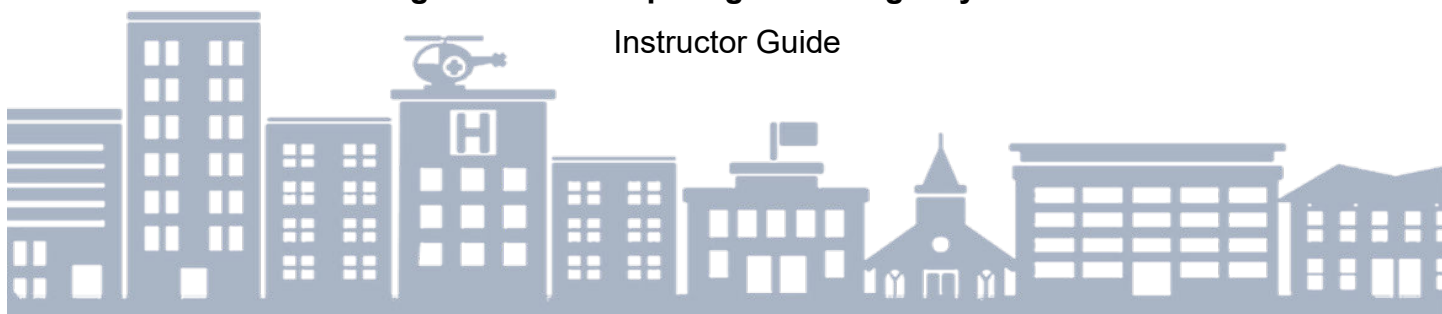




## **Organizations Preparing for Emergency Needs**

Instructor Guide



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# INSTRUCTOR PREPARATION

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## Using This Guide

### Purpose

This guide provides instructors with the information they need to deliver the course effectively, including all content, along with instructional guidelines, notes, and logistics (e.g., recommended supplies, schedules, FAQs, and supplemental multimedia resources).

### How to Use the Instructor Guide

For consistency across course deliveries, instructors should use this guide to ensure they cover all materials and meet all learning objectives. This course uses a variety of instruction methods, including presentations, group activities, demonstration, and practical application of skills. This course places a high priority on engagement and interactivity. Supplemental anecdotes, examples, and multimedia are included in this guide to help the instructor deliver the material using realistic scenarios. However, the instructor should use his/her own experiences or anecdotes where necessary and appropriate.

The guide presents content in a two-column format: a thumbnail of the slide on the left and instructor notes on the right. The guide uses two types of instructor tips, marked as **SAY** or *Instructor Note*. **SAY** indicates what an instructor should explain when presenting the slide. *Instructor Note* indicates an activity or discussion. The recommended length for this course is approximately two and a half hours. To manage time effectively, instructors should consider practicing their delivery, including set-up and demonstrations, prior to teaching for the first time.


### Instructor Qualifications



It is suggested that an instructor be someone comfortable facilitating and can answer questions about emergency preparedness planning, such as a person with emergency management experience or a Community-Based Organization's (CBO's) designated safety officer. However, anyone may instruct this course.

### Instructor Guide Organization

This section highlights icons used throughout the guide that identify different instructor requirements along with a brief explanation of each icon. There are icons for activities, class questions, participant discussion, and instructor notes.

**Table 1: Instructor Guide Icons**

Icon	Description
	The slide contains an activity. Various activities are placed throughout the course to engage participants.

Icon	Description
	<p>The instructor should allow participants to ask questions. There is a slide at the end of every unit that allows participants to ask questions.</p>
	<p>This slide contains participant discussion. Throughout the course, the instructor will ask participants questions to keep them engaged.</p>



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## Course Content

### Course Goal

The goal of this course is to empower Community-Based Organizations to prepare for incidents.

### Course Objectives

Upon completion of this course, participants will be able to:

- Describe the important roles CBOs play in incidents.
- Identify risks to your CBO.
- Describe the preparedness actions you can take to assist your CBO in preparing for incidents.
- Locate resources that can help you take preparedness actions to keep your CBO open.

### Course Overview

Organizations Preparing for Emergency Needs is designed to prepare participants to think about emergency planning in regard to their CBOs. Through lecture, discussion, and activities, this course introduces participants to the 10 preparedness actions and empowers them to take necessary steps to plan and prepare their CBOs for incidents.

### Course Design and Methodology

This course is designed for classroom delivery. Lectures, discussions, and activities have been designed to enable participants to learn, practice, and demonstrate their knowledge.

### Target Audience and Size

The target audience members are directors, owners, staff members, and volunteers of CBOs. It is recommended there be at least one instructor for every 15 participants.

### Course Deployment

The time allotment for this course is approximately two and a half hours; however, we also have options (listed below) for shorter completion times. It is designed as a classroom training to be delivered in any location that meets the recommended classroom size and has the necessary equipment. It is recommended that instructors allow a five to 10-minute break every 45 minutes.

### Course Outline

The course covers 10 preparedness actions, along with a welcome and conclusion. Each topic uses a mix of lecture, class discussion, and group activities.

**Table 2: Course and Unit Duration**

Unit	Duration
Welcome and Introduction	10 Minutes
Unit 1: CBOs in the Context of Incidents	45 Minutes
Unit 2: CBOs and Preparedness	60 Minutes
Unit 3: Improving Your CBO's Preparedness	60 Minutes
Unit 4: Before You Go	5 Minutes
<b>Total Time</b>	<b>180 Minutes</b>

## Evaluation Plan

Participants will be asked via optional post-course survey which modules they completed, why they took the course, and if they are more likely to take steps to prepare their CBO. There is no final “test” or evaluation of knowledge.

## Frequently Asked Questions Sheet

A Frequently Asked Questions sheet is located at the back of this Instructor Guide. The instructor may read this sheet at the beginning or after facilitating the course. The instructor may also provide participants with the FAQ sheet as a handout to take with them after the class is over.

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## Preparing for Facilitation

### Pre-Delivery

Instructor preparation has a direct impact on training effectiveness. Use the following steps to prepare for course delivery:

- Read the Instructor Guide thoroughly.
- Review requirements for all discussion activities and be prepared to answer any questions.
- Draft notes in the white space around the margins in the Instructor Guide (conveying personal experiences helps illustrate course concepts).
- Obtain the course roster.
- Download and print course materials.
- Make the appropriate number of copies of all needed items.
- Review the “Course Delivery Methods” section of this Instructor Guide and choose the best method for course delivery based on class needs.
- Read the activities in each unit and learn where each activity is in this Instructor Guide.

### Course Delivery Methods

To make the course flexible and adaptable to the class’s needs, this Instructor Guide provides multiple options on course delivery based on the amount of time the instructor and participants have for the class. Though it is suggested that the instructor teaches the course in its entirety, the instructor can opt to focus on specific preparedness actions or provide a higher-level overview of the course to meet participants’ needs. The instructor can also combine the two options and deliver the course, so it focuses on certain preparedness actions and reduces the amount of class discussion and group activities.

### **Time-Based Delivery Options**

In preparing for delivery, the instructor should determine the amount of time he or she has to teach the course. Table 3 provides examples of delivery options, including suggested material to cover, based on time.

**Table 3: Examples of Time-Based Delivery Options**

Course Delivery Option	Duration	Description
Full Course	180 minutes	The full course delivery option includes all of the material contained within the course. The instructor will lead lecture, discussion, and group activities.
Full Course Without Activities	90 minutes	The 90-minute course option includes going through all course slides without conducting any of the activities.
Preparedness Actions: Key Points	30 minutes	The 30-minute course option includes going through only the title slide and “Key Points” slide of each preparedness action.

### Preparedness-Action-Focused Delivery Option

Similar to a “choose your own adventure” story, the instructor can opt to focus on specific preparedness actions to drive the delivery of this course. If opting to teach in this fashion, the instructor should follow these steps:

- The instructor should teach the Welcome and Introduction as well as Unit 1: CBOs in the Context of Incidents units.
- On slide 8, Unit 1: CBOs in the Context of Incidents (page 17 in the Instructor Guide), the instructor should ask the participants what preparedness actions they would like to learn about the most.
- The instructor should take a poll and keep a tally of all votes associated with each preparedness action.
- Based on the results of the class survey, the instructor should focus more time on certain preparedness actions. This can include executing group activities and conducting class discussions for select preparedness actions

Table 4 provides details on the course delivery method focusing on preparedness actions.

**Table 4: Preparedness-Action-Focused Delivery Option**

Course Delivery Option	Duration	Description
Preparedness-Action-Focused	The duration of the course is determined by the number of preparedness actions the class focuses on. Each preparedness action takes 11 minutes to teach.	This course delivery option includes the teaching of material based on the preparedness actions selected by the instructor and participants at the beginning of the course. The instructor can either focus solely on those preparedness actions that participants want to learn more about or provide an overview of all the preparedness actions and highlight those participants want to focus on by including associated class discussion and group activities.

Throughout the course, there are slides that allow the instructor to “jump” between preparedness actions and units. If the instructor has chosen to teach the course by focusing on key preparedness actions, he or she will use these slides to move to certain preparedness actions and units. If the instructor does not choose to move between preparedness actions, he or she may simply move to the next slide. Table 5 describes the different types of slides that allow the instructor to “jump.”

**Table 5: Slides that Allow the Instructor to “Jump”**

Slide Type	Description
Overview of the Unit’s Preparedness Actions	There are two slides that provide an overview of the preparedness actions, one in each unit (slide 20 and slide 60). The instructor can move to a specific preparedness action by selecting the icon of the preparedness action he or she would like to teach.
Decision Point	<p>The decision point slides are at the end of each preparedness action. The slide describes three actions from which the instructor may choose.</p> <ol style="list-style-type: none"> <li>1. The instructor can choose to return to the overview slide that shows each preparedness action in the unit.</li> <li>2. The instructor can choose to skip ahead to the next unit.</li> <li>3. The instructor can choose to go to the next slide, which can either be the next preparedness action in the unit or, for the last preparedness action in each unit, the next unit.</li> </ol>

## Behaviors of an Effective Trainer

### Be prepared.

- Review the course materials and Instructor Guide prior to course delivery to ensure you are fully prepared and comfortable with the course material.
- Bring all course materials, supplies, and equipment to class.
- Arrive in time to have the room set up and equipment tested before participants arrive.

### Be yourself.

- Instruct in the manner with which you are most comfortable.
- Use posturing, language, and delivery that represents you as an instructor.

### Be energetic.

- If you are excited about the topics presented, your participants will share in your excitement.
- Use activities to maintain an energetic learning environment.

### Be direct.

- Being honest and direct with your participants builds your credibility and their trust in you.
- If you do not know the answer to a question, admit it but offer to find out.

Be clear.

- Make sure what you say is easily understood.
- Check in with participants to ensure you are communicating well.

Be sensitive to learners.

- Pay close attention to your participants' responses, interaction, and body language.
- Make adjustments in course delivery, pace, and schedule where necessary to accommodate the needs of your participants.

Be positive.

- Believe in the potential of your participants.
- Encourage and participate in their growth as those who can prepare their community-based organization.

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## In-Person Course and Logistics Preparation

Instructors should coordinate with the host to ensure the room is properly set up and that the necessary supplies and equipment are available. Instructors should test audiovisual equipment prior to the arrival of participants.

### Required Supplies and Equipment

- Laptop
- Projection screen and projector
- Slide deck
- Instructor Guide
- Name tags or table tents
- Sticky notes
- Pens
- Take-home materials (e.g., printed slides with notes pages)

### Optional Supplies

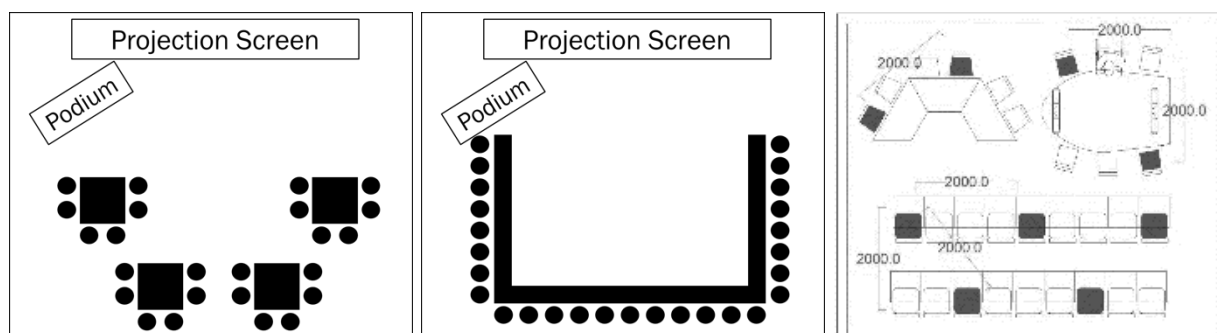
- Index cards
- Paper
- Sign-in roster
- Microphone (for larger rooms)
- Folder of information on local resources for each participant
- Refreshments

### Room Setup

The room should be large enough to accommodate all participants comfortably and provide enough space to conduct demonstrations. Below are three room setup diagrams. Instructors should consider social distancing when creating the room setup and ensure that all attendees adhere to the cloth face covering guidance from CDC (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>).

Regardless of how the instructor sets up the room, he or she should ensure all participants can see the screen and see and hear the instructor.

**Figure 1: Pods Setup    Figure 2: U-Shape Room Setup    Figure 2: Socially Distanced Setup**



## Course Materials

### Instructor Materials

- Instructor Guide
- Sticky Notes

### Participant Materials

- Printed PowerPoint slides with a notes page

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## Virtual Course and Logistics Preparation

CBO OPEN Training can be done virtually, too. Instructors should use virtual meeting platforms, such as Zoom or Adobe Connect, to deliver the training online. Instructors should ensure that the virtual meeting room is protected with a password. In addition, instructors need to test the digital platform, when possible, to make sure they are familiar with the software. The instructor can also practice screensharing the slide deck within the platform to minimize technical difficulties during the training. To ensure the training runs smoothly, instructors can consider asking participants to log into the meeting room five to 10 minutes before the meeting starts and should provide participants with their contact information in case technical difficulties arise.

Note that instructors may need to adjust group activities in a virtual setting. Consider using online breakout rooms to facilitate group work. Additionally, instructors can provide groups with contact information ahead of time for separate group conference calls. More information will be provided in the Virtual Meeting Room Setup section.

### Required Supplies and Equipment for Instructors

- Laptop, computer, phone, tablet, or handheld device that has the following:
  - A camera
  - A microphone
  - The virtual meeting platform application
- Internet connection
- Slide deck



- Instructor Guide
- Take-home materials (e.g., printed slides with notes pages to share electronically)

### **Optional Supplies for Instructors**

- Folder of information on local resources for each participant (to be shared electronically)

### **Required Supplies and Equipment for Participants**

- Laptop, computer, phone, tablet, or handheld device that has the following:
  - A microphone
  - The virtual meeting platform application, if needed
  - Internet connection

### **Virtual Meeting Room Setup**

To accommodate larger groups, instructors should take advantage of “breakout room” features on virtual platforms such as Zoom or Adobe Connect. These breakout rooms allow training participants to meet in smaller groups and to rejoin the larger group without having to create separate virtual meeting rooms. Breakout rooms can help instructors facilitate ice breakers and group activities. For more information, please visit the following sites:

- Adobe Connect: <https://helpx.adobe.com/adobe-connect/using/breakout-rooms.html>
- Zoom: <https://support.zoom.us/hc/en-us/articles/206476313-Managing-breakout-rooms>

Instructors should establish ground rules to ensure that participants are able to participate fully in the training. Possible ground rules, to be spoken aloud or displayed on the screen, include:

- I will serve as the instructor and as the moderator that will guide the discussion.
- To avoid internet disruptions, please considering calling in to the meeting via phone (when possible) and using your computer for video. This helps to minimize audio lag and skipping.
- If you are having technical issues, send a chat to [Name] for assistance.
- Please limit to one person speaking at a time. Please keep yourself on mute unless speaking. If you want to, use the “raise hand” button, and I will call on you to speak.
- We ask that you turn off your phones, if possible. If you cannot and if you must respond to a call, please mute your microphone and rejoin us as quickly as you can.
- Please feel free to interact with each other and engage in the discussion.
- To accommodate this digital setting, we will take feedback breaks after each section so that you can ask any questions that you might have.
- In addition, for activities such as ice breakers, I may use a “breakout room” feature to create smaller groups. I will let you know before I enable or disable this feature.

### **Course Materials**

#### **Instructor Materials**

- Instructor Guide

### Participant Materials

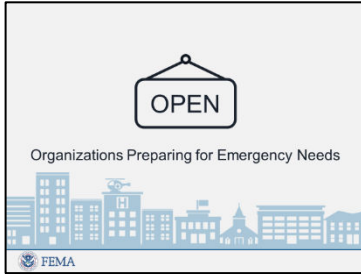
- Printed PowerPoint slides with a notes page (to be shared electronically)

## WELCOME AND INTRODUCTION

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<b>Time</b>	10 minutes
<b>Objectives</b>	<p>At the conclusion of this course, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the important roles CBOs play in incidents.</li> <li>• Identify risks to your CBO.</li> <li>• Describe the preparedness actions you can take to assist your CBO in preparing for incidents.</li> <li>• Locate resources that can help you take preparedness actions to keep your CBO open.</li> </ul>
<b>Scope</b>	<p>The instructor(s) will welcome the participants to the class and introduce themselves. He or she will then go over housekeeping rules of the class, including emergency exits, restrooms, breaks, the course duration, classroom etiquette, and participant expectations. The instructor will then provide the course goal, overview, and objectives.</p>
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• Visuals</li> </ul>
<b>Comments</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

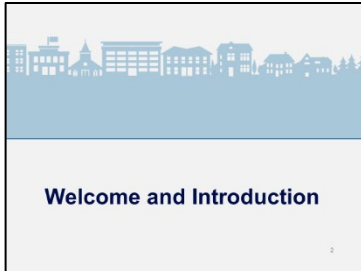
## Welcome and Introduction: Visuals and Content



### SLIDE 1

#### **OPEN: Organizations Preparing for Emergency Needs**

*Instructor Note:* Leave this slide up on the screen as people sign in, enter the room, and find their seats.



### SLIDE 2

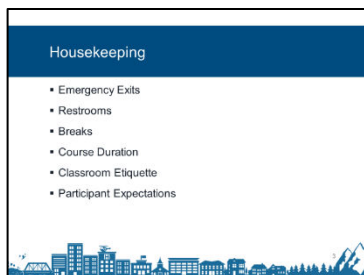
#### **Welcome and Introduction**

**SAY:** Welcome to the course. Organizations Preparing for Emergency Needs (OPEN) is designed to prepare you to think about emergency planning at your community-based organizations (CBO). Through lecture, discussion, and activities, this course will introduce you to the 10 preparedness actions. We hope to empower you to take necessary steps to plan and prepare your CBOs for incidents.

This training fulfills no certification requirements associated with continuity planning.

*Instructor Note:* Begin by welcoming the participants to the course, Organizations Preparing for Emergency Needs. Introduce yourself and any other instructors. Introduce guests, if present. Allow time for any comments from these individuals. Now may be a good time to introduce individuals who arrived as part of a larger group (e.g., Girl/Boy Scouts, faith-based groups, and other community groups).

**SAY:** This class is interactive, so we encourage all of you to share your experiences and take part in various discussions and activities. If you do not understand something, please ask questions.

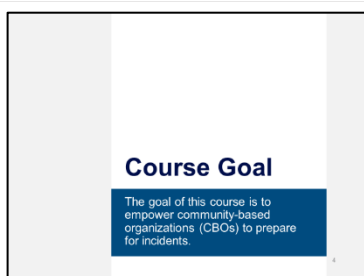
SLIDE 3**Housekeeping**

**SAY:** This course will take approximately two and a half hours to complete.

*Instructor Note:* Note where the emergency exits are and what participants should do in the event of emergency (where to meet/shelter).

Inform the participants where the restrooms are located. Explain that breaks will be provided at regular intervals to allow for phone calls, bathroom breaks, food and coffee, and other personal matters.

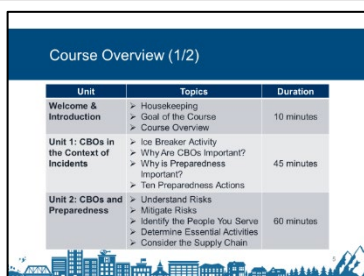
Ask participants to place all cellular and pager-type devices on vibrate. Emphasize that you understand they may need to take a call but ask them to step out if necessary. Show the participants the location of the nearest emergency exits and restrooms.

SLIDE 4**Course Goal**

**SAY:** Community-based organizations (CBOs) play a huge role in the daily lives of millions of Americans. They are the food banks, childcare centers, shelters, and houses of worship that make our communities stronger. CBOs provide many essential services on “blue-sky days.” But they are also a critical resource to those affected by a disaster.

*Instructor Note:* Read the Course Goal out loud.

**SAY:** When CBOs are unable to stay open in the wake of a disaster, individuals who rely on their services on a daily basis may be deeply impacted. The staff of these organizations may be put at risk or lose income. The CBOs themselves may face a challenging recovery, affecting livelihoods. The Nation depends on CBOs to provide local response and recovery to their communities. It's imperative that these important organizations are prepared for any incident that may come their way.

SLIDE 5**Course Overview (1/2)**

**SAY:** We have divided the course into four units.

- Unit 1: CBOs in the Context of Incidents – Participants learn about CBOs, the concept of preparedness, and are introduced to the 10 preparedness actions that serve as the structure for Units 2 and 3.

- Unit 2: CBOs and Preparedness – Participants learn five preparedness actions: Understand Risks, Mitigate Risks, Identify the People You Serve, Determine Essential Activities, and Consider the Supply Chain.

*Instructor Note:* Quietly gauge participants' interest in each preparedness action as you read them out loud. This will help you determine which preparedness actions you would like to supplement with an activity, if you do not want to perform all activities.

Course Overview (2/2)		
Unit	Topics	Duration
Unit 3: Building Your Preparedness Plan	<ul style="list-style-type: none"> <li>Safeguard Critical Information</li> <li>Establish a Communications Plan</li> <li>Cross-Train Key Individuals</li> <li>Formalize Plans</li> <li>Regularly Test and Update Plans</li> </ul>	60 minutes
Unit 4: Before You Go	<ul style="list-style-type: none"> <li>Course Review</li> <li>Help Your Community Prepare</li> </ul>	5 minutes

## SLIDE 6

### Course Overview (2/2)

**SAY:** Continuing the course overview from the previous slide:

- Unit 3: Building Your Preparedness Plan – Participants learn five additional preparedness actions: Safeguard Critical Information, Establish a Communications Plan, Cross-Train Key Individuals, Formalize Plans, and Regularly Test and Update Plans.
- Unit 4: Before You Go – Participants review the course content and discuss, more broadly, the impact of the OPEN training.

*Instructor Note:* Quietly gauge participants' interest in each preparedness action as you read them out loud. This will help you determine which preparedness actions you would like to supplement with an activity, if you do not want to perform all activities.

Course Objectives
<p>At the conclusion of the course, you will be able to:</p> <ul style="list-style-type: none"> <li>Describe the important roles CBOs play in incidents.</li> <li>Identify risks to your CBO.</li> <li>Describe the preparedness actions you can take to assist your CBO in preparing for incidents.</li> <li>Locate resources that can help you take preparedness actions to keep your CBO open.</li> </ul>

## SLIDE 7

### Course Objectives

**SAY:** Each of the course objectives supports the course goal to empower CBOs to prepare for incidents. Over the next two and a half hours we will meet the following objectives:

- Describe the important roles CBOs play in incidents.
- Identify risks to your CBO.
- Describe the preparedness actions you can take to assist your CBO in preparing for incidents.
- Locate resources that can help you take preparedness actions to keep your CBO open.

# UNIT 1: COMMUNITY-BASED ORGANIZATIONS IN THE CONTEXT OF INCIDENTS

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<b>Time</b>	45 minutes
<b>Objectives</b>	<p>At the conclusion of this unit, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Define “Community-Based Organization.”</li> <li>• Explain the importance of preparedness.</li> <li>• State the 10 actions you can take to prepare your organization for incidents.</li> </ul>
<b>Scope</b>	<p>This unit will familiarize participants with CBOs and preparedness. The instructor will begin the unit by providing the participants with the objectives of the unit. During the icebreaker activity, participants will be introduced to one another by beginning to think about networking among CBOs and cross-training within their CBO.</p> <p>The instructor will then define the term community-based organizations and provide examples, such as food banks, day care centers, and small nonprofits. The instructor will also explain to the participants the importance of CBOs in regard to their community during normal operations and during and after incidents.</p> <p>The instructor will then discuss emergency preparedness and what CBOs can do to prepare. He or she will explain that preparing for incidents can help keep employees safe, keep the organization’s doors open during and after incidents, and keep the people that the CBO serves safe.</p> <p>Last, the instructor will identify the 10 preparedness actions. He or she will provide a brief explanation of each action. The instructor will then take a class poll on which preparedness actions the class would like to spend the most time discussing.</p>
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Interactive Ice Breaker Activity</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• Visuals</li> <li>• Sticky Notes</li> </ul>
<b>Comments</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

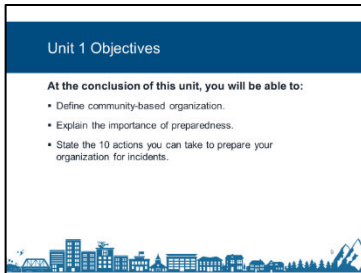
## Unit 1: Visuals and Content



### SLIDE 8

#### Unit 1: CBOs in the Context of Incidents

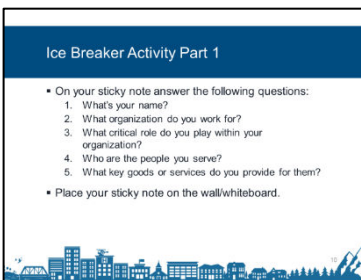
**SAY:** Let's get started with Unit 1!



### SLIDE 9

#### Unit 1 Objectives

**SAY:** In this unit, we will discuss CBOs in the context of incidents, the importance of preparedness, and learn the 10 preparedness actions you can take to help your CBO become more resilient.



### SLIDE 10



#### Ice Breaker Activity Part 1

**SAY:** The Networking Icebreaker is intended to introduce yourself to one another, initiate dialogue among individuals representing different organizations, and encourage cross-training of participants within the same CBO.

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*Instructor Note: Distribute sticky notes to participants.*

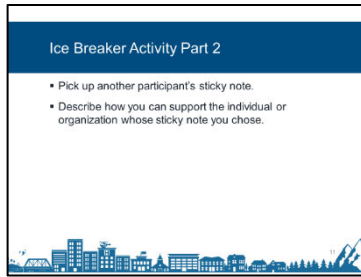
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**FOR IN-PERSON TRAINING SAY:** Answer the following questions on the sticky note and place the sticky note on a white board or wall.

**FOR VIRTUAL TRAINING (SMALLER GROUP) SAY:** To get to know each other, I'd like to ask everyone to answer the following questions. I will call on people individually. When I call on you, please unmute your microphone and answer the following questions. Once you're finished, please mute your microphone.

**FOR VIRTUAL TRAINING (LARGER GROUP) SAY:** To get to know each other, I'd like to ask everyone to answer the following questions. I will send you to breakout rooms so that you can discuss these questions and then will bring you back to the larger room.

1. What's your name?
2. What organization do you work for?
3. What critical role do you play within your organization?
4. Who are the people you serve?
5. What key goods or services do you provide for them?



## SLIDE 11

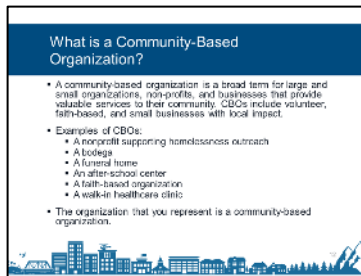
### Ice Breaker Activity Part 2

**FOR IN-PERSON TRAINING SAY:** Choose another individual's sticky note. Introduce yourself and explain how you can support the individual whose sticky note you chose.

**FOR VIRTUAL TRAINING SAY:** Thank you, everyone. Based on the answers you heard in your breakout rooms, how can you support another participant, their organization, or the people they serve? Please use the "raise your hand" feature for questions, and I will call on you individually.

*Instructor Notes: If you know that your classroom is comprised of many participants from the same CBO, ask them to consider how they can cross-train with the individual on the sticky note. Ask participants to particular attention to the answer to the question "What critical role do you play within your organization?"*

*If there are more than 10 people in the virtual training, we recommend using the chat feature instead of the "raise your hand" option in order to effectively track participant engagement.*

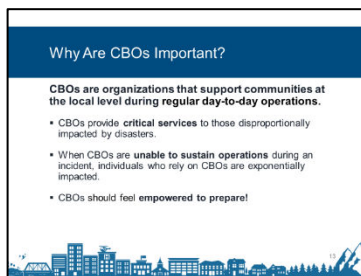


## SLIDE 12

### What is a Community-Based Organization?

**SAY:** A community-based organization is a broad term for large and small organizations, non-profits, and businesses that provide valuable services to their community. CBOs include volunteer, faith-based, and small businesses with local impact.

*Instructor Note: Ask participants to think about other examples of CBOs while emphasizing that each participant in the course is a member of a CBO.*



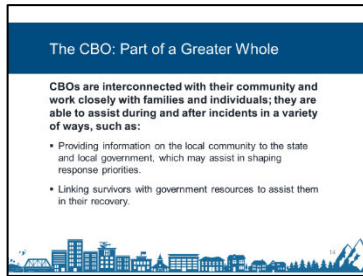
## SLIDE 13

### Why Are CBOs Important?

**SAY:** CBOs are organizations like day care centers, food banks, and small nonprofits that support their local community. When a CBO is no longer able to keep its doors open, what happens to the community members who were relying on basic needs provided by a CBO? Who will meet the everyday needs of your community if CBOs are closed? How will individuals and families dependent on food banks find their next meal? Who will take care of children in a single-parent household when the parent needs to work?

When CBOs are unable to sustain operations during an incident, individuals who rely on CBOs are exponentially impacted. For this reason, CBOs should feel especially

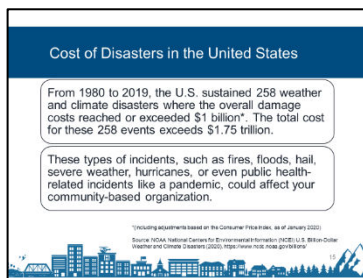




### SLIDE 14

#### **The CBO: Part of a Greater Whole**

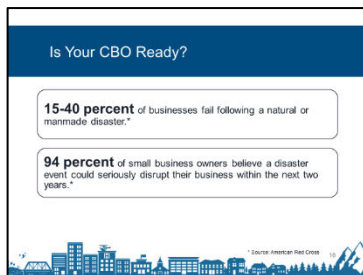
**SAY:** Of course, CBOs cannot take care of a community alone. CBOs are part of a much larger picture. Depending on the size and scope of an incident, state or federal government may get involved to support response and recovery efforts. These government agencies may depend on a CBO's connections and knowledge to better assist the local community. For example, community-members who rely on certain local programs may qualify for different types of federal assistance after a disaster. Linking survivors to these resources takes clear and open communication between CBOs and the government.



### SLIDE 15

#### **Cost of Disasters in the United States**

**SAY:** CBOs should consider the financial cost of disasters. Even severe weather can cause serious financial damage. The billion-dollar price tag of the weather events and climate disasters on this slide might encourage you to take pause and consider whether your CBO is prepared.



### SLIDE 16

#### **Is Your CBO Ready?**

**SAY:** CBOs may not always be available to assist the government if they too are affected by an incident. In fact, 15-40 percent of businesses fail following a natural or manmade incident. According to the American Red Cross, 94 percent of small business owners believe that an incident could seriously disrupt their business within the next two years. Most people understand that disruptions are real and can cause CBOs to close their doors – this training was developed to help you know what to do to prepare.



## SLIDE 17

### Why is Preparedness Important?

**SAY:** Why should you make an investment in preparedness?

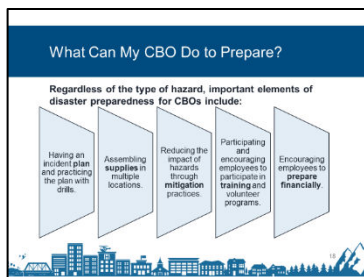
Taking the time to prepare can:

- Help your organization keep its doors open during and after a disruption.
- Save your organization money when an incident strikes.
- Ensure worker safety.
- Ensure the safety of people you serve.
- Allow you to continue to help your community during and after an incident.
- Save lives.

*Instructor Note:* Take a moment to study the image on the slide as a class. Discuss the idea that it takes a financially prepared individual or CBO to be resilient. Part of being prepared is understanding your finances. For that reason, it is important to address financial wellness as a building block of preparedness.

Encourage participants to secure their financial futures and prepare for financial disasters. The more financially prepared we are as a nation, the more resilient we will be to disasters. It is vital that individuals and families have a financial plan to face emergencies.

FEMA offers a host of financial preparedness products like the Emergency Financial First Aid Kit publication, a resource that allows individuals to document critical personal information, including financial information, that can be accessed in the event one needs to apply for disaster assistance. For more information on financial preparedness please visit <https://www.ready.gov/financial-preparedness>.



### SLIDE 18

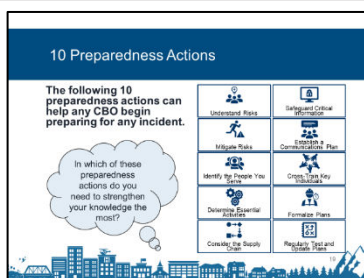
#### What Can My CBO Do to Prepare?

**SAY:** What steps can your CBO take to prepare? Regardless of the type of incident, be it a hurricane or a heat wave, there are several steps you can take to make sure your CBO stays resilient.

- Having an incident plan and practicing the plan with drills.
- Assembling supplies in multiple locations.
- Reducing the impact of hazards through mitigation practices.
- Participating and encouraging employees to participate in training and volunteer programs.
- Encouraging employees to prepare financially.

In addition, CBOs should pay close attention to their individual staff preparedness. You can prepare your organization, but it is equally important that CBO members have individual emergency plans. How will daycare be provided so you can come to work? How will you get in touch with family and friends if you are at work when a disaster strikes?

*Instructor Note:* The next slide will introduce 10 concrete preparedness actions that a CBO can take to prepare.

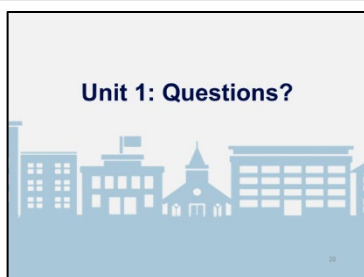


### SLIDE 19

#### 10 Preparedness Actions

**SAY:** This training outlines 10 preparedness actions that your CBO can take to start preparing for an incident. Each of these items will be discussed at a high level during the training. If you would like to learn more about how to take a particular preparedness action, consult the “Resources” slide for that preparedness action.

*Instructor Note:* Take note of which preparedness actions are most interesting to participants. Consider performing the activities associated with those preparedness actions.



### SLIDE 20

#### Unit 1: Questions?

**SAY:** Are there any questions so far?

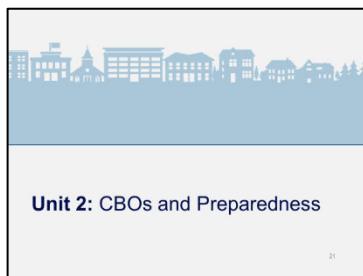
*Instructor Note:* Pause for questions.

## UNIT 2: CBOs AND PREPAREDNESS

<b>Time</b>	60 minutes
<b>Objectives</b>	<p>At the conclusion of this unit, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the impact of incidents on a CBO.</li> <li>• List steps you can take to protect your CBO's physical space.</li> <li>• State the importance of insurance.</li> <li>• Describe the needs of the people you serve.</li> <li>• State ways in which disruptions may affect internal resources.</li> <li>• Describe ways to make your CBO more resilient.</li> </ul>
<b>Scope</b>	<p>Unit 2 provides a forum for participants to discuss the risks to their CBOs as well as ways to mitigate those risks. The instructor begins the unit by providing the participants with the unit's objectives and then asking the participants what they think preparedness means. He or she will then provide an overview of the five preparedness actions this unit discusses.</p> <p>The first preparedness action discussed will be "understand risks." The instructor will discuss key points on the preparedness action and provide a scenario that exemplifies the preparedness action. He or she will then lead a class discussion on identifying risks to one's CBO. The instructor will then lead an activity in which participants will identify risks to a location based on a provided flood map. Lastly, the instructor will provide participants with a list of resources to assist them with identifying risks.</p> <p>The second preparedness action discussed will be "mitigate risks." The instructor will provide key points on the topic, including protecting the CBO's physical space, purchasing insurance, and determining how to fund operations during incidents. He or she will then provide an example of how to mitigate risks and lead a discussion with the participants on how they can take measures to mitigate risks. Then the instructor will lead an activity in which participants will look at an image and identify ways they can secure the physical space. Lastly, the instructor will provide resources to participants that they may use to learn more about mitigating risks.</p> <p>The third preparedness action discussed will be "identify the people you serve." The instructor will discuss key points related to the action, including identifying the unique needs required to assist the people the CBO serves, building relationships with partners, and identifying potential new customers. He or she will then lead a group discussion as well as an activity. In the activity, participants will role play as a CBO representative and a distributor and discuss how to deliver food to clients during a snow storm. Lastly, the instructor will provide</p>

	<p>participants with resources on how CBOs can help the people they serve.</p> <p>The fourth preparedness action that will be discussed is “determining essential functions” of the CBO. Participants will work to identify important activities in their CBO and alternate ways to accomplish them. The instructor will start by discussing key points, such as identifying key tasks that keep a CBO running, determining internal resources that can be reallocated to keep essential functions running, and identifying nonessential activities so staff can be diverted. He or she will then lead a class discussion during which participants identify their CBO’s essential functions. The participants will then complete an activity in which they will identify possible impacts to infrastructure during an incident. Lastly, the instructor will provide participants with resources to assist them in determining their CBO’s essential functions.</p> <p>The fifth preparedness action discussed will be “consider the supply chain.” Participants will identify important suppliers and their alternatives. The instructor will first discuss the key points of the preparedness action, including creating redundancies, achieving flexibility, and developing relationships. He or she will then lead a discussion during which participants will identify their supply chain needs. The participants will take part in an activity in which they review a provided scenario and work with group partners to identify pros and cons to the scenario. Lastly, the instructor will provide participants with a list of resources that will assist them with identifying and supplementing supply chain needs.</p>
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Group Activity</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• Visuals</li> </ul>
<b>Comments</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

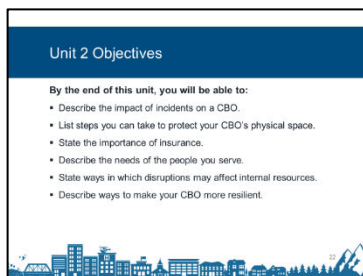
## Unit 2: Visuals and Content



### SLIDE 21

#### Unit 2: CBOs and Preparedness

**SAY:** Let's get started with Unit 2: CBOs and Preparedness.

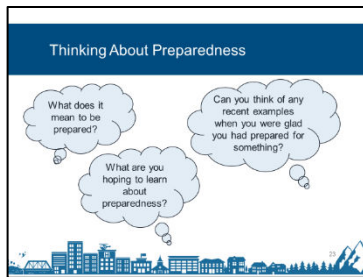


### SLIDE 22

#### Unit 2 Objectives

**SAY:** By the end of Unit 2, you will increase your understanding of the relationship between CBOs and Preparedness. More specifically, you will be able to:

- Describe the impact of incidents on a CBO.
- List steps you can take to protect your CBO's physical space.
- State the importance of insurance.
- Describe the needs of the people you serve.
- State ways in which disruptions may affect internal resources.
- Describe ways to make your CBO more resilient.

SLIDE 23**Thinking About Preparedness**

*Instructor Note:* Read the questions on the slide out loud and facilitate a discussion among participants. If participants do not share responses immediately, consider prompting them with the following ideas:

**What does it mean to be prepared?**

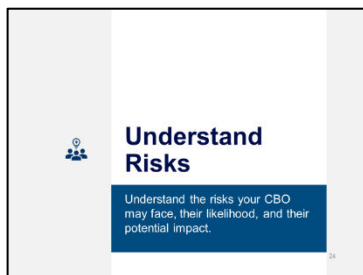
- Being ready.
- Being adaptable.

**Can you think of any recent examples where you were glad you prepared for something?**

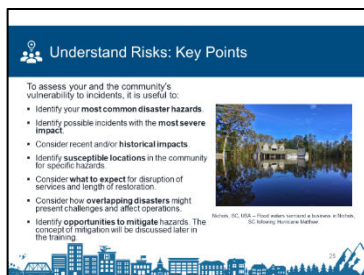
- A meeting at work.
- Weekly meal prep.

**What are you hoping to learn about preparedness?**

- How to start preparing my CBO.
- What I should be preparing for.

SLIDE 24**Understand Risks**

**SAY:** Any CBO hoping to improve their readiness should first understand the risks that their organization faces. In addition, a CBO needs to consider the likelihood and potential impact of those risks.

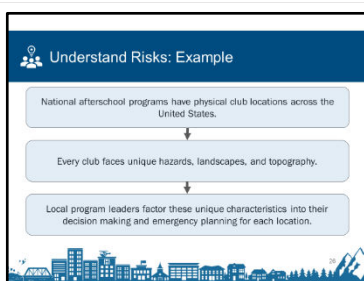


### SLIDE 25

#### Understand Risks: Key Points

**SAY:** More specifically, to assess your vulnerability to incidents, it is important to:

- Identify your most common or likely hazards and incidents.
- Identify possible incidents with the most severe impact.
- Consider recent and/or historical impacts.
- Identify susceptible locations in the community for specific hazards, such as buildings, people, and infrastructure.
- Consider what to expect for disruption of services and length of restoration.
- Consider how overlapping disasters, like a hurricane and a pandemic, might present challenges and affect operations.
- Identify opportunities to mitigate hazards – we will discuss the concept of mitigation later in the training.

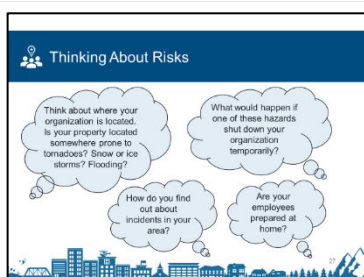


### SLIDE 26

#### Understand Risks: Example

**SAY:** Let's look at an example.

*Instructor Note:* Read through the example on the slide.



### SLIDE 27

#### Thinking About Risks

*Instructor Note:* Read the questions on the slide out loud and facilitate a discussion among participants. Also, consider recent events and bring those up as examples to facilitate discussion.



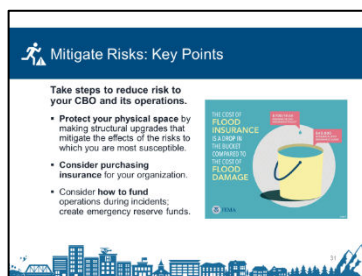
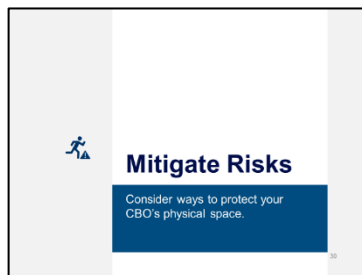
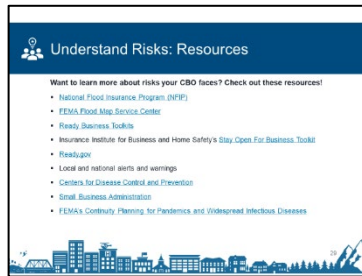
### SLIDE 28

#### Understand Risks: Group Activity

*Instructor Note:*

If you are conducting this activity, skip to page 38, slide 102 of the Instructor Guide.





If you are not conducting this activity, proceed through the Instructor Guide.

### SLIDE 29

#### **Understand Risks: Resources**

**SAY:** If you would like to learn more about the risks your CBO faces, take note of the resources on this slide.

*Instructor Note:* Consider offering to send out a PDF of the training to participants so that they can follow the hyperlinks.

### SLIDE 30

#### **Mitigate Risks**

**SAY:** Once you have an understanding of the risks your CBO faces, you can begin to find ways to lessen the effects of those risks on your organization. There are multiple ways to mitigate risks and prepare for incidents – many of which include protecting your CBO's physical space.

*Instructor Note:* Mitigation is a difficult concept to introduce and explain. Consider describing the term “to mitigate” as “to reduce the impact of” or “to lessen the effects of.”

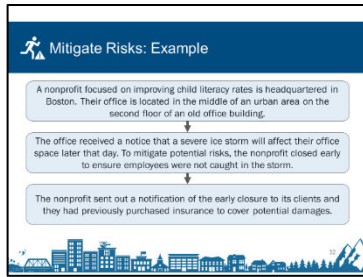
### SLIDE 31

#### **Mitigate Risks: Key Points**

**SAY:** The main idea behind mitigating risks involves taking steps to lessen the effects of incidents on your CBO and its operations. These steps should be taken *before* an incident. For example, your CBO could:

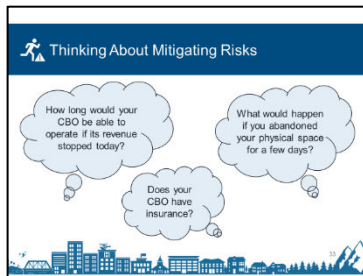
- Protect your **physical space** by making structural upgrades that mitigate the effects of the risks to which you are most susceptible.
- For example, anchor heavy objects within your building, elevate HVAC units so that they are less susceptible to flood, etc.
- Consider **purchasing insurance** for your organization.
- Consider **how to fund operations** during an incident; create emergency reserve funds.

*Instructor Note:* Take a moment to study the image on the slide as a class. Emphasize the fact that the average flood insurance policy costs \$700 per year, whereas the average flood insurance claim is \$43,000. The cost of flood insurance is a drop in the bucket compared to the cost of flood damage.

SLIDE 32**Mitigate Risks: Example**

**SAY:** Let's look at an example.

*Instructor Note:* Read through the example on the slide.

SLIDE 33**Thinking About Mitigating Risks**

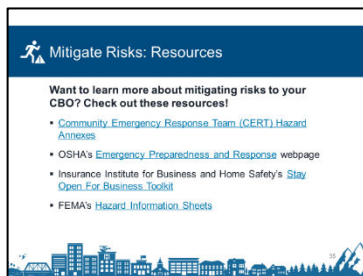
*Instructor Note:* Read the questions on the slide out loud and facilitate a discussion among participants.

SLIDE 34**Mitigate Risks: Group Activity**

*Instructor Note:*

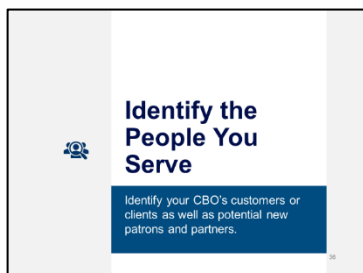
If you are conducting this activity, skip to page 38, slide 104 of the Instructor Guide.

If you are not conducting this activity, proceed through the Instructor Guide.

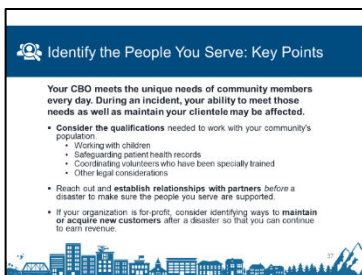
SLIDE 35**Mitigate Risks: Resources**

**SAY:** If you would like to learn more about how to lessen the effects of the risks facing your CBO, take note of the resources on this slide.

*Instructor Note:* Consider offering to send out a PDF of the training to participants so that they can follow the hyperlinks.

SLIDE 36**Identify the People You Serve**

**SAY:** Identifying and understanding the needs of the people you serve is a key part of ensuring their needs are met during an incident. Who are your clients or customers? If they were to disappear, how and where would you acquire new clients or customers?



### SLIDE 37

#### Identify the People You Serve: Key Points

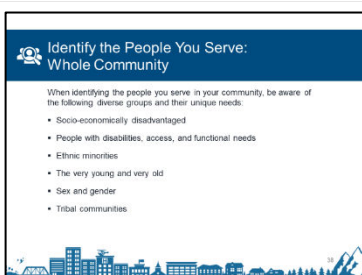
**SAY:** Your CBO helps community members in unique ways every day. If your CBO closes during an incident, you may not be able to support the community in the same way. There's also the possibility that the people you serve may evacuate temporarily or long term. If all of your clients evacuated, how would this affect your CBO's leadership decision to stay open? It's important to understand your community's needs so that you can support them.

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*Instructor Note:* This preparedness action is important to consider whether a CBO remains in operation during a disaster or not. If operations are up, how does the CBO maintain clientele? If operations are down, who takes care of the people the CBO was serving?

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**SAY:** Consider the qualifications it takes to work with your community's population: Do you need to have taken a special safeguarding training to work with children? Do you need to know how to protect personally identifiable information (PII)? Do you have partners in the community who have those qualifications and could temporarily support your clients? If so, make sure to reach out and establish a relationship with them *before* an incident. If your CBO is for-profit, what are the ways you can maintain or acquire new customers *after* an incident?



### SLIDE 38

#### Identify the People You Serve: Whole Community

**SAY:** When identifying the people you serve in your community, be aware of the following diverse groups and their unique needs:

**Socio-economically Disadvantaged:** Populations that are disadvantaged due to low levels of income, community influence, and/or status.

**People with Disability Access and Functional Needs:** Populations that experience difficulty seeing, hearing, speaking, walking, taking care of daily needs, and/or living independently.

**Ethnic Minorities:** Populations that may live in geographically and/or socially isolated communities and/or those with limited English proficiency.


**The Very Young and Very Old:** Populations that may have mobility constraints or concerns and may rely on others for safety and preparedness.

**Identify the People You Serve: Example**

A nonprofit that seeks to improve the community by providing behavioral health services and support systems owns five foster homes in the metro Atlanta area.

A hurricane caused a tree to fall on one of their homes.

The children who live there need to be relocated while still receiving support and services from the nonprofit.



**Thinking About the People You Serve**


How can you ensure that the needs of people you serve are met when you are not able to sustain operations?

Are there other organizations with a similar mission in your community that could temporarily support them?



Who do you serve?

What can you do today that would help the people you serve when an incident strikes your community?

What role does your organization play in the lives of people you serve?




**Identify the People You Serve: Group Activity**

**Identify the People You Serve: Resources**

Want to learn more about how to help the people your CBO serves? Check out these resources!

- Building Cultures of Preparedness: Report for the Emergency Management Higher Education Community
- General Individual Preparedness Resources at [Ready.gov](#)
- FEMA course [IS-38 Multihazard Planning for Children](#)



Sex and Gender: Populations that have been historically underserved based on sex, gender, and/or preference.

Tribal Communities: Tribes or groups that are federally recognized and eligible for funding and services from the Bureau of Indian Affairs (BIA); there are currently 566 federally recognized tribes.

### SLIDE 39

#### Identify the People You Serve: Example

**SAY:** Let's look at an example.

*Instructor Note:* Read through the example on the slide.

### SLIDE 40

#### Thinking About the People You Serve

*Instructor Note:* Read the questions on the slide out loud and facilitate a discussion among participants.

### SLIDE 41

#### Identify the People You Serve: Group Activity

*Instructor Note:*

If you are conducting this activity, skip to page 39, slide 119 of the Instructor Guide.

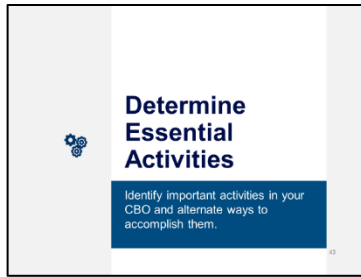
If you are not conducting this activity, proceed through the Instructor Guide.

### SLIDE 42

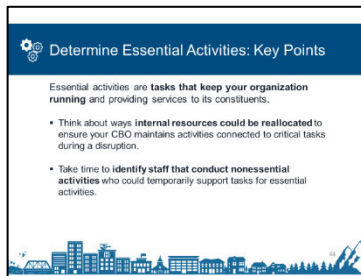
#### Identify the People You Serve: Resources

**SAY:** If you would like to learn more about how to help the people your CBO serves, take note of the resources on this slide.

*Instructor Note:* Consider offering to send out a PDF of the training to participants so that they can follow the hyperlinks.

SLIDE 43**Determine Essential Activities**

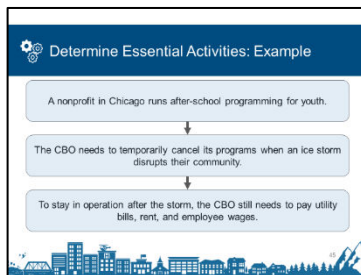
**SAY:** A key part of preparedness planning for your CBO should be determining the essential activities your CBO needs to perform in order to stay operational. Additionally, your CBO should consider alternate ways of accomplishing these activities.

SLIDE 44**Determine Essential Activities: Key Points**

**SAY:** Essential activities are those that keep your organization running, such as paying employee wages and leasing your building.

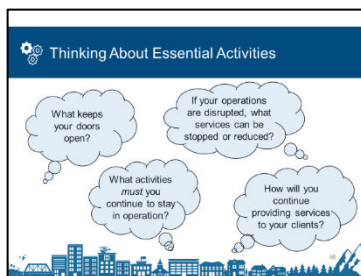
- Think about ways internal resources could be reallocated to ensure your CBO maintains activities connected to critical tasks during a disruption.
- Take time to identify staff who conduct nonessential activities who could temporarily support tasks for essential activities.

*Instructor Note:* Emphasize that resource allocation and staff training are activities that can and should be conducted *before* an incident.

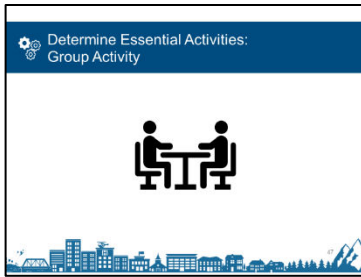
SLIDE 45**Determine Essential Activities: Example**

**SAY:** Let's look at an example.

*Instructor Note:* Read through the example on the slide.

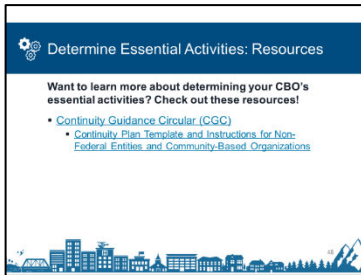
SLIDE 46**Thinking About Essential Activities**

*Instructor Note:* Read the questions on the slide out loud and facilitate a discussion among participants.

SLIDE 47**Determine Essential Activities: Group Activity***Instructor Note:*

If you are conducting this activity, skip to page 53, slide 109 of the Instructor Guide.

If you are not conducting this activity, proceed through the Instructor Guide.

SLIDE 48**Determine Essential Activities: Resources**

**SAY:** If you would like to learn more about your CBO's essential activities, take note of the resources on this slide.

*Instructor Note:* Consider offering to send out a PDF of the training to participants so that they can follow the hyperlinks.

SLIDE 49**Consider the Supply Chain**

**SAY:** Every CBO has its own supply chain, though it may take shape in different forms. Perhaps your CBO is a food bank that relies on weekly deliveries of food by 18-wheelers. Or maybe your CBO distributes hygiene kits to individuals without homes and relies on donations from local volunteers to assemble the kits. In either case, it is important to recognize important suppliers and identify alternatives to those suppliers in the event that they cannot reach you.

SLIDE 50**Consider the Supply Chain: Key Points**

**SAY:** Consider these goals when attempting to improve your supply chain:

- **Create redundancies** in the supply chain by holding extra inventory and making extra space in timelines.
- **Achieve flexibility** by standardizing operations and tracking products with technology.
- **Develop relationships** with primary and alternative vendors to learn their continuity plans and emergency contact information.




**Consider the Supply Chain: Example**

A hurricane in Texas affected a pharmaceutical production facility and a warehouse distribution center.

Shortages from the production facility and distribution center disrupted the delivery of pharmaceutical supplies to hospitals, clinics, and long-term care facilities for the elderly in multiple states.

A health clinic in Indiana requires a consistent supply of medications. Despite the Texas hurricane interrupting supplies, the Indiana clinic maintained extra inventory of prescriptions, kept a relationship with nearby pharmacies, and developed a plan for medical supply continuity with a national nonprofit.


SLIDE 51**Consider the Supply Chain: Example**

**SAY:** Let's look at an example.

*Instructor Note:* Read through the example on the slide.


**Thinking About the Supply Chain**

What kinds of goods does your CBO require to function?

Can you think of CBOs in your community that have a similar mission to yours?



What resources could you share with others?

What resources might you need from others?


SLIDE 52**Thinking About the Supply Chain**

*Instructor Note:* Read the questions on the slide out loud and facilitate a discussion among participants.

**Consider the Supply Chain: Group Activity**



SLIDE 53**Consider the Supply Chain: Group Activity**

*Instructor Note:*

If you are conducting this activity, skip to page 55, slide 123 of the Instructor Guide.

If you are not conducting this activity, proceed through the Instructor Guide.

**Consider the Supply Chain: Resources**

Want to learn more about protecting your CBO's supply chain? Check out these amazing resources!


- FEMA's [Supply Chain Resilience Guide](#)
- FEMA's PrepTalk series:
  - [Supporting Public and Private Supply Chains for Disaster Response](#)
  - [Private Sector Resilience: It is All in the Supply Chain](#)


SLIDE 54**Consider the Supply Chain: Resources**

**SAY:** If you would like to learn more about your CBO's supply chain, take note of the resources on this slide.

*Instructor Note:* Consider offering to send out a PDF of the training to participants so that they can follow the hyperlinks.

**Unit 2: Questions?**


SLIDE 55**Unit 2: Questions?**

**SAY:** Do you have any questions about Unit 2?

*Instructor Note:* Pause for questions.

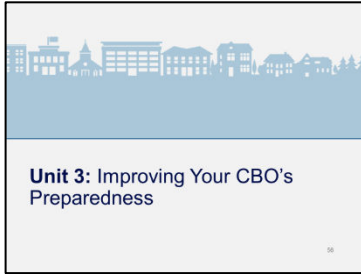
# UNIT 3: IMPROVING YOUR CBO'S PREPAREDNESS

<b>Time</b>	60 minutes
<b>Objectives</b>	<p>At the conclusion of this unit, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe ways to safeguard critical information.</li> <li>• Identify audiences you would need to communicate with in the event of an emergency.</li> <li>• Identify which employees of your CBO should be cross-trained.</li> <li>• List the types of emergency plans your organization needs.</li> </ul>
<b>Scope</b>	<p>Unit 3 provides a forum for participants to discuss ways in which their CBO can better prepare for incidents. The instructor will begin by providing the participants with the unit's objectives and then asking them about their emergency plans. He or she will then provide an overview of the five preparedness actions this unit discusses.</p> <p>The first preparedness action discussed will be "safeguard critical information." The instructor will define critical information and then provide key points associated with the preparedness action. The instructor will provide an example of a CBO safeguarding critical information and then lead a class discussion in which participants identifying critical information to secure in their CBO. The instructor will then lead an activity in which participants will split up into two groups and compete by answering questions. Lastly, the instructor will provide participants with a list of resources to assist them with safeguarding critical information.</p> <p>The second preparedness action discussed will be "establish a communications plan." The instructor will provide key points on the topic, including determining the audience, creating pre-scripted messages, and building a contact and information resource. He or she will then provide an example that highlights the positive reasons to have a communication plan. The instructor will then lead an activity in which participants write a scripted message to an identified audience provided by the instructor. Lastly, the instructor will provide resources to participants to learn more about communication plans.</p> <p>The third preparedness action discussed will be "cross-train key individuals." The instructor will discuss key points related to the action, including identifying key individuals, maintaining organizational charts, liaising with the CBO's human resources department, if appropriate, and developing a skills matrix. He or she will then lead a group discussion as well as an activity. In the activity, the instructor will break participants into groups and provide each participant with a hypothetical job. The participants will then write basic instructions on how to perform a task someone with that job may perform every day. Lastly, the</p>



	<p>instructor will provide participants with resources on how CBOs can cross-train their employees.</p> <p>The fourth preparedness action that will be discussed is “formalize plans.” Participants will learn about formally documenting and codifying emergency plans. The instructor will start by discussing key points, such as establishing an emergency communications plan, storing and distributing plans, and incorporating external organizations into one’s emergency planning. He or she will provide an example associated with formalizing plans and then lead a class discussion on the same topic. The participants will then complete an activity in which they will draw a picture of an image the instructor describes out loud. Lastly, the instructor will provide participants with resources to assist them in how to formalize plans.</p> <p>The fifth preparedness action discussed will be “regularly test and update plans.” Participants will learn about regularly testing and updating emergency plans to prepare employees for real-time incidents and to identify gaps. The instructor will first discuss the key points of the preparedness action, including familiarizing employees with their roles during an incident, training new employees on emergency plans, and incentivizing personnel to train. He or she will then provide an example on testing and updating plans and then lead a discussion during which participants will talk about testing plans. The participants will then take part in an activity in which they will review two scenarios and then discuss how to improve preparedness efforts described in the scenarios. Lastly, the instructor will provide participants with a list of resources that will assist them with testing and updating plans.</p>
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Group Activity</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li>• Visuals</li> </ul>
<b>Comments</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

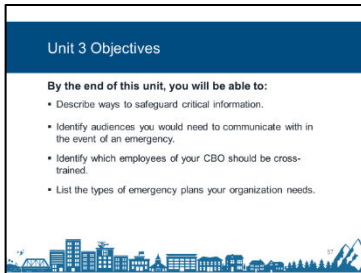
## Unit 3: Content and Visuals



### SLIDE 56

#### Unit 3: Improving Your CBOs Preparedness

**SAY:** Let's get started with Unit 3: Improving Your CBO's Preparedness.

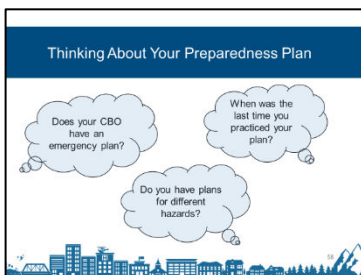


### SLIDE 57

#### Unit 3 Objectives

**SAY:** By the end of Unit 3, you will have a better understanding of how to improve your CBO's preparedness. More specifically, you will be able to:

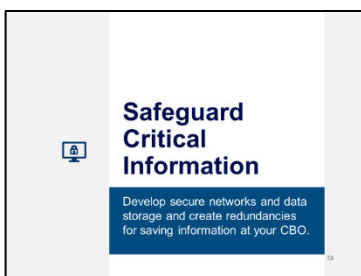
- Describe ways to safeguard critical information.
- Identify audiences you would need to communicate with in the event of an emergency.
- Identify which employees of your CBO should be cross-trained.
- List the types of emergency plans your organization needs.



### SLIDE 58

#### Thinking About Your Preparedness Plan

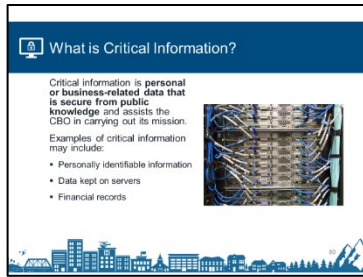
*Instructor Note:* Read the questions on the slide out loud and facilitate a discussion among participants.



### SLIDE 59

#### Safeguard Critical Information

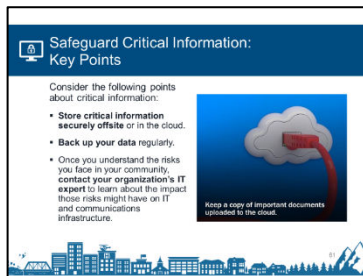
**SAY:** CBOs need to protect not only their physical space, but their virtual assets as well. CBOs should develop secure networks and data storage, as well as create redundancies for saving information.

SLIDE 60**What is Critical Information?**

**SAY:** Critical information is **personal or business-related data that is secure from public knowledge** and assists the CBO in carrying out its mission.

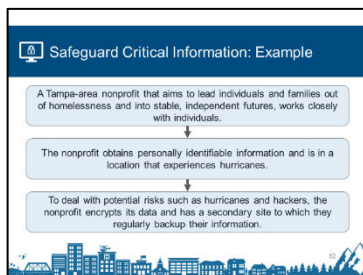
Examples of critical information may include:

- Personally identifiable information
- Server(s) warehouse
- Financial records

SLIDE 61**Safeguard Critical Information: Key Points**

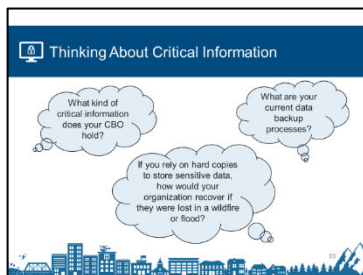
**SAY:** Safeguarding critical information is a complex topic, but there are a few basic steps you can look into today to protect your CBO's virtual assets:

- Store critical information securely offsite or in the cloud.
- Back up your data regularly.
- Once you understand the risks you face in your community, **contact your organization's IT expert**, if you have one, to learn about the impact those risks might have on IT and communications infrastructure.

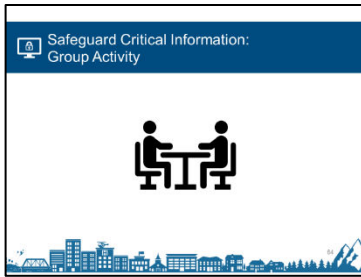
SLIDE 62**Safeguard Critical Information: Example**

**SAY:** Let's look at an example.

*Instructor Note: Read through the example on the slide.*

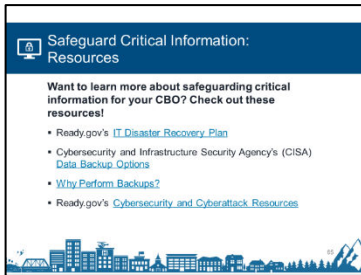
SLIDE 63**Thinking About Critical Information**

*Instructor Note: Read the questions on the slide out loud and facilitate a discussion among participants.*

SLIDE 64**Safeguard Critical Information: Group Activity***Instructor Note:*

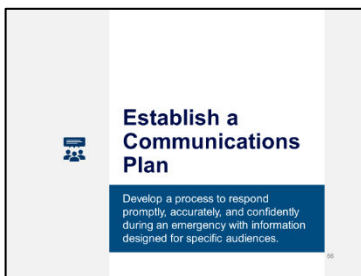
If you are conducting this activity, skip to page 55, slide 124 of the Instructor Guide.

If you are not conducting this activity, proceed through the Instructor Guide.

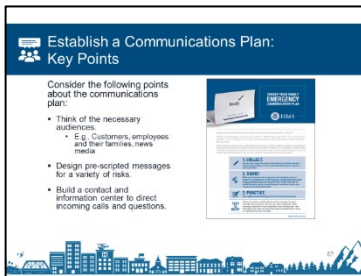
SLIDE 65**Safeguard Critical Information: Resources**

**SAY:** If you would like to learn more about protecting critical information, take note of the resources on this slide.

*Instructor Note:* Consider offering to send out a PDF of the training to participants so that they can follow the hyperlinks.

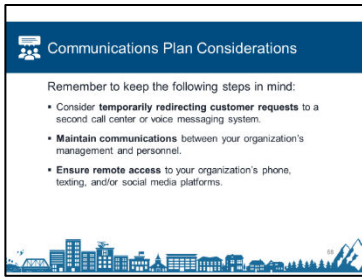
SLIDE 66**Establish a Communications Plan**

**SAY:** Second to securing the safety of your CBO and its people is communicating an incident update to families, clients, news outlets, and other community members.

SLIDE 67**Establish a Communications Plan: Key Points**

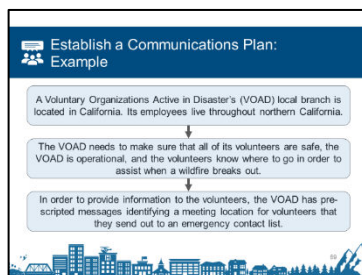
**SAY:** Let's think about how to write a good communications plan. First, ask, who are the intended audiences? Do you need to communicate with your clients, the families of employees, or the local news station? Second, think about what you would say to them. This message will likely be different for each audience. Third, consider ways to build a contact or information center to direct incoming calls and questions from varying sources.

*Instructor Note:* Take a moment to study the image on the slide as a class. Mention that this is an example of a communications plan at its simplest.

SLIDE 68**Communications Plan Considerations**

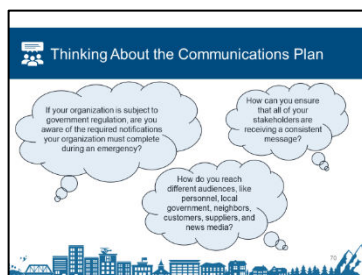
**SAY:** Keep the following points in mind when developing your CBO's communications plan:

- Consider **temporarily redirecting customer requests** to a second call center or voice messaging system.
- Designate media-trained individuals to interact with the press.
- **Maintain communications** between your organization's management and personnel
- E-mail alert systems and "phone trees" can be powerful tools to spread information to key stakeholders.
- **Ensure remote access** to your organization's phone, texting, and/or social media platforms
- This capability will allow your organization to update the community on your organization's recovery process during an emergency.

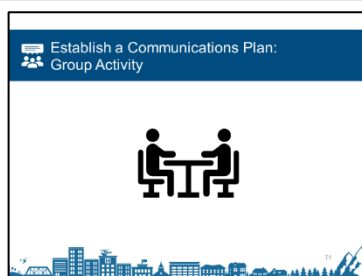
SLIDE 69**Establish a Communications Plan: Example**

**SAY:** Let's look at an example.

*Instructor Note: Read through the example on the slide.*

SLIDE 70**Thinking About the Communications Plan**

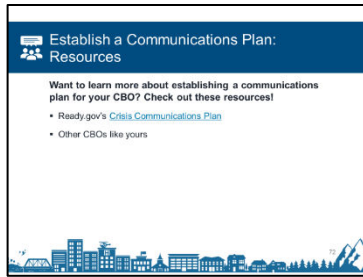
*Instructor Note: Read the questions on the slide out loud and facilitate a discussion among participants.*

SLIDE 71**Establish a Communications Plan: Group Activity**

*Instructor Note:*

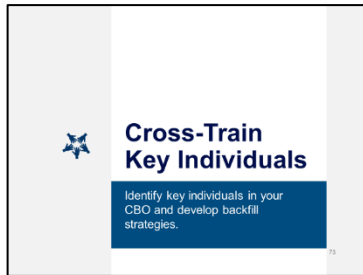
If you are conducting this activity, skip to page 45, slide 122 of the Instructor Guide.

If you are not conducting this activity, proceed through the Instructor Guide.

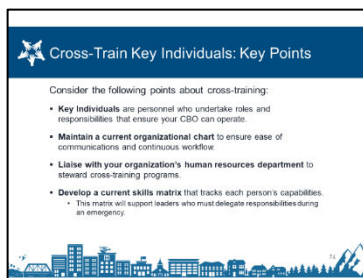
SLIDE 72**Establish a Communications Plan: Resources**

**SAY:** If you would like to learn more about establishing a communications plan for your CBO, take note of the resources on this slide.

*Instructor Note:* Consider offering to send out a PDF of the training to participants so that they can follow the hyperlinks.

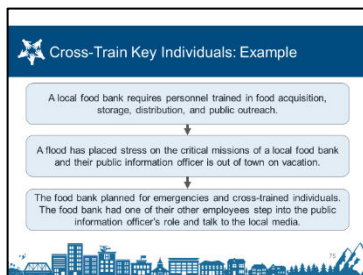
SLIDE 73**Cross-Train Key Individuals**

**SAY:** Does your CBO have one employee or volunteer who, if they didn't show up for work, would leave your CBO unable to complete essential work? Depending on one person alone for certain responsibilities can put your CBO in a tricky situation. Identify those key individuals in your CBO and develop strategies to backfill their roles.

SLIDE 74**Cross-Train Key Individuals: Key Points**

**SAY:** How do you go about training individuals across areas? Consider maintaining an organizational chart and updating it regularly so that all staff have an idea of how responsibilities are distributed among their CBO. Connect with your CBO's human resources (HR) department to collaboratively organize cross-training programs. A first step in that process might be to develop a current skills matrix that lists and tracks each person's capabilities. This tool would be very valuable to a CBO leader who needs to delegate responsibilities during an incident.

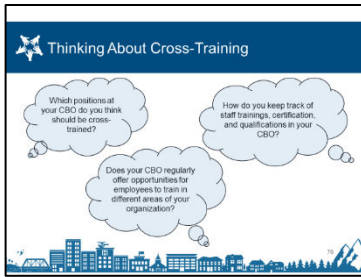
*Instructor Note:* Define "key individuals" as personnel who undertake roles and responsibilities that ensure your business can operate.

SLIDE 75**Cross-Train Key Individuals: Example**

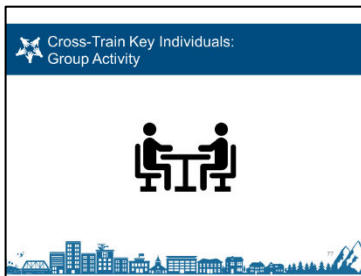
**SAY:** Let's look at an example.

*Instructor Note:* Read through the example on the slide.



SLIDE 76**Thinking About Cross-Training**

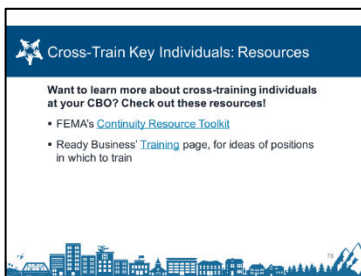
*Instructor Note:* Read the questions on the slide out loud and facilitate a discussion among participants.

SLIDE 77**Cross-Train Key Individuals: Group Activity**

*Instructor Note:*

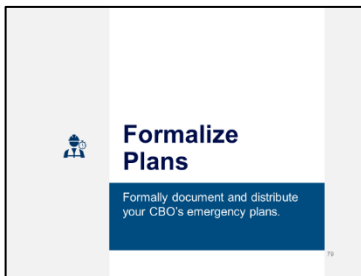
If you are conducting this activity, skip to page 59, slide 134 of the Instructor Guide.

If you are not conducting this activity, proceed through the Instructor Guide.

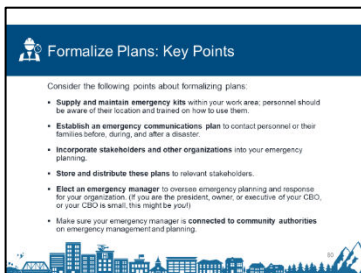
SLIDE 78**Cross-Train Key Individuals: Resources**

**SAY:** If you would like to learn more about cross-training members of your CBO, take note of the resources on this slide.

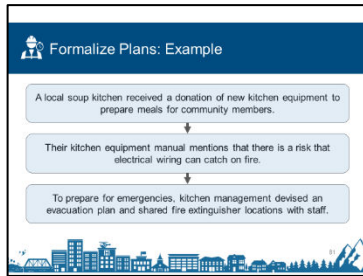
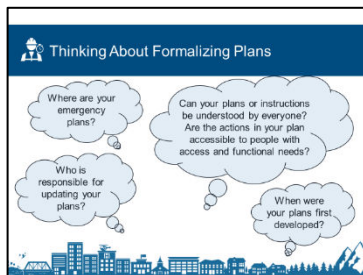
*Instructor Note:* Consider offering to send out a PDF of the training to participants so that they can follow the hyperlinks.

SLIDE 79**Formalize Plans**

**SAY:** Often, the first step in preparing your CBO starts with a conversation. As the conversation progresses, there comes a time to put pencil to paper and formalize preparedness plans. Plans are not useful until they are documented, codified, and communicated to those involved.

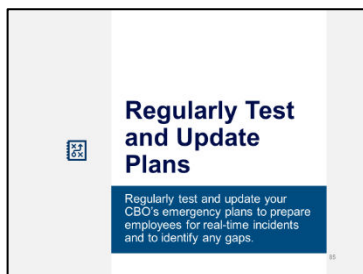
SLIDE 80**Formalize Plans: Key Points**

**SAY:** Formalizing plans not only involves steps like electing an emergency manager for your CBO or maintaining emergency kits in your office, but also steps you can take to involve external relationships. Make sure your CBO emergency manager is connected to community authorities, distribute your plans to relevant stakeholders (e.g., your building neighbors), and even incorporate other organizations into your emergency planning. Maybe your CBO could have a plan to share

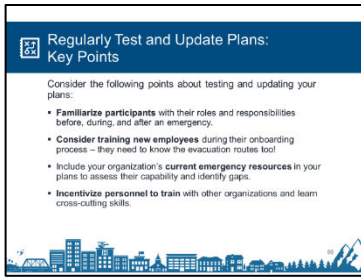
SLIDE 81**Formalize Plans: Example****SAY:** Let's look at an example.*Instructor Note:* Read through the example on the slide.SLIDE 82**Thinking About Formalizing Plans***Instructor Note:* Read the questions on the slide out loud and facilitate a discussion among participants.SLIDE 83**Formalize Plans: Group Activity***Instructor Note:*

If you are conducting this activity, skip to page 60, slide 135 of the Instructor Guide.

If you are not conducting this activity, proceed through the Instructor Guide.

SLIDE 84**Formalize Plans: Resources****SAY:** If you would like to learn more about formalizing your CBO's plans, take note of the resources on this slide.*Instructor Note:* Consider offering to send out a PDF of the training to participants so that they can follow the hyperlinks.SLIDE 85**Regularly Test and Update Plans****SAY:** Once your CBO's plans have been formalized, you will need to test your plans and update them regularly. Testing your plans by physically practicing them is a great opportunity to identify any gaps in the processes you have outlined.





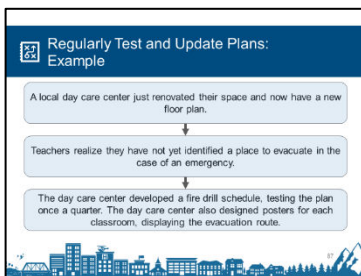
## SLIDE 86

### Regularly Test and Update Plans: Key Points

**SAY:** In addition to identifying gaps, testing and updating plans is important because it allows participants to familiarize themselves with their specific roles and responsibilities before, during, and after a disaster. But don't forget about new employees who don't have a role yet. Consider informing new employees of your CBO's safety plans during their onboarding process. This should include information about your CBO's current emergency resources. Find ways to get staff and volunteers excited about training. What kind of incentive can you offer to personnel to participate in trainings?

*Instructor Note:* If participants are not able to provide answers, consider suggesting the following ideas:

- Allow more management experience for employees who take on emergency management roles at their CBO
- Organize a pizza party if/when all staff members complete a training
- Post images of staff conducting drills or exercises on your CBO's social media page
- Provide lunch at trainings
- Enter trained staff members into a monthly raffle to win a gift card

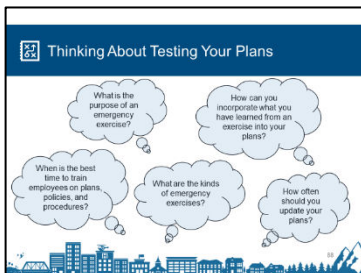


## SLIDE 87

### Regularly Test and Update Plans: Example

**SAY:** Let's look at an example.

*Instructor Note:* Read through the example on the slide.



## SLIDE 88

### Thinking About Testing Your Plans

*Instructor Note:* Read the questions on the slide out loud and facilitate a discussion among participants.

SLIDE 89**Regularly Test and Update Plans: Group Activity***Instructor Note:*

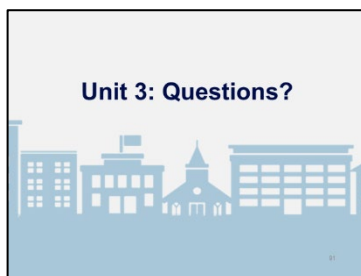
If you are conducting this activity, skip to page 61, slide 136 of the Instructor Guide.

If you are not conducting this activity, proceed normally through the Instructor Guide.

SLIDE 90**Regularly Test and Update Plans: Resources**

**SAY:** If you would like to learn more about testing and updating your CBO's plans, take note of the resources on this slide.

*Instructor Note:* Consider offering to send out a PDF of the training to participants so that they can follow the hyperlinks.

SLIDE 91**Unit 3: Questions?**

**SAY:** Do you have any questions about Unit 3?

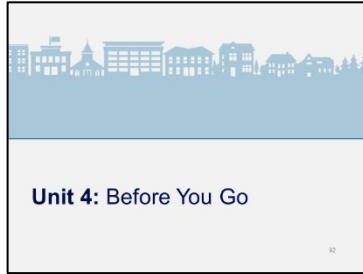
*Instructor Note:* Pause for questions.

# UNIT 4: BEFORE YOU GO

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<b>Time</b>	5 minutes
<b>Objectives</b>	At the conclusion of this unit, participants will be able to: <ul style="list-style-type: none"><li>• Restate the objectives of the course.</li></ul>
<b>Scope</b>	Unit 4 reviews the course content for participants. The instructor will review the course objectives and the 10 preparedness actions. The instructor will then discuss the participants' civic responsibility to play a part in community preparedness. The instructor will end the course by asking if the participants have any questions about the content they learned in the course.
<b>Methodology</b>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li></ul>
<b>References</b>	<ul style="list-style-type: none"><li>• Visuals</li><li>• Course Feedback</li></ul>
<b>Comments</b>	<ul style="list-style-type: none"><li>• N/A</li></ul>

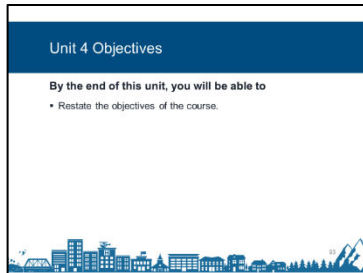
## Unit 4: Content and Visuals



### SLIDE 92

#### Unit 4: Before You Go

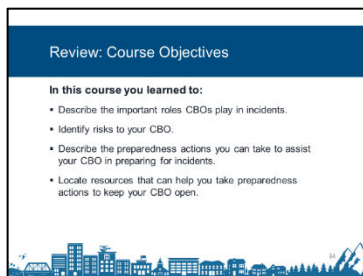
**SAY:** That concludes the majority of the course content. Unit 4 will review what we have learned today.



### SLIDE 93

#### Unit 4 Objectives

**SAY:** By the end of Unit 4: Before You Go, you will be able to restate the objectives of the course and leave feeling empowered to prepare your CBO!

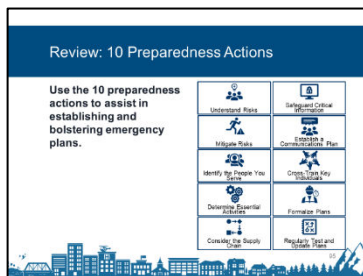


### SLIDE 94

#### Review: Course Objectives

**SAY:** We covered a lot of information in today's training! In this course, you learned to:

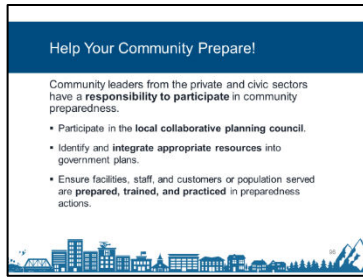
- Describe the important roles CBOs play in incidents.
- Identify risks to your CBO.
- Describe the preparedness actions you can take to assist your CBO in preparing for incidents.
- Locate resources that can help you take preparedness actions to keep your CBO open.



### SLIDE 95

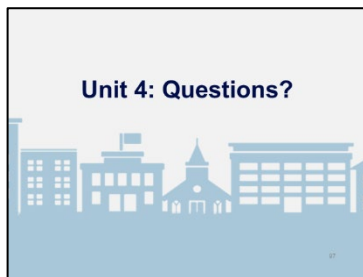
#### Review: 10 Preparedness Actions

**SAY:** This training outlined 10 preparedness actions that your CBO can take to bolster its preparedness. We hope you walk away from the training today with an understanding of the 10 preparedness actions. More importantly, we hope you leave feeling empowered to prepare and a readiness to take action and improve your resilience.

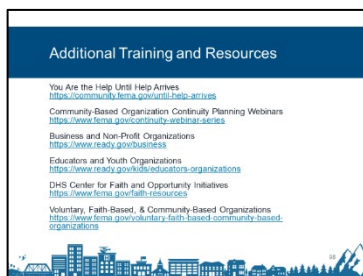
SLIDE 96**Help Your Community Prepare!**

**SAY:** Not only is it important to prepare you own CBO, but to think about the greater community that your CBO serves. Community leaders from the private and civic sectors have a responsibility to participate in community preparedness. Here are some ways you can get involved in your community:

- Participate in the local collaborative planning council.
- Or Long-Term Recovery Group (LTRG)
- Become a part of your local or state Voluntary Organizations Active in Disaster (VOAD)
- Identify and **integrate appropriate resources** into government plans.
- Ensure facilities, staff, and customers or population served are **prepared, trained, and practiced** in preparedness actions.

SLIDE 97**Unit 4: Questions?**

*Instructor Note:* Thank the participants for their time and let them know that you are willing to answer any additional questions.

SLIDE 98**Additional Training and Resources**

*Instructor Note:* Encourage participants to write down the names of training and resources that interest them.

SLIDE 99**Course Feedback**

*Instructor Note:* Consider sending the training to participants after the course so that they can fill out the hyperlink on this slide individually. The link to provide course feedback and receive a certificate is [www.ready.gov/open-training](https://www.ready.gov/open-training).



SLIDE 100

**FEMA Logo**

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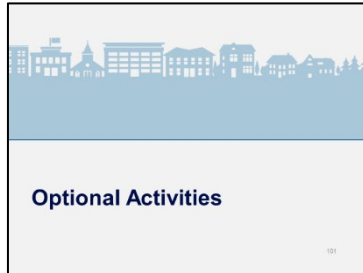
*Instructor Note:* Leave this slide on the screen as participants exit the room.

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**END OF COURSE**

# OPTIONAL ACTIVITIES

## Optional Activities: Content and Visuals

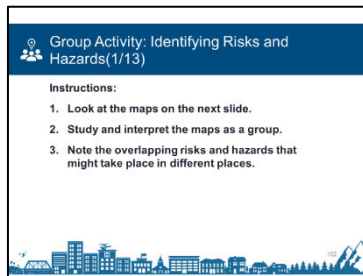


### SLIDE 101

#### Optional Activities

*Instructor Notes:* This slide serves to delineate between course content and optional activities that you can choose to conduct during the training. There is no reason for you to display this slide at any point during the course.

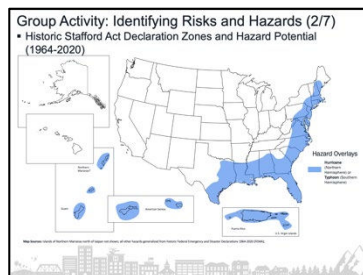
When presenting this course in a virtual setting, groups can be placed in separate online breakout rooms. Alternatively, they can pair up and call each other on their phones.



### SLIDE 102

#### Group Activity: Identifying Risks and Hazards (1/7)

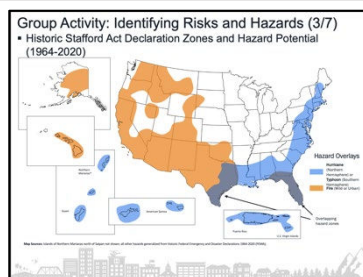
**SAY:** The next slides display a map of the United States with hazards and risks identified. We will view and interpret the images together.



### SLIDE 103

#### Group Activity: Identifying Risks and Hazards (2/7)

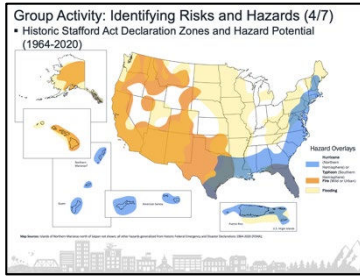
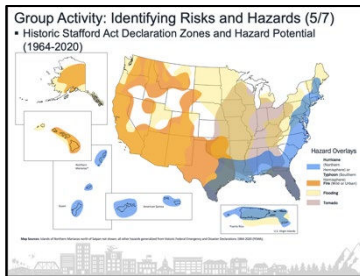
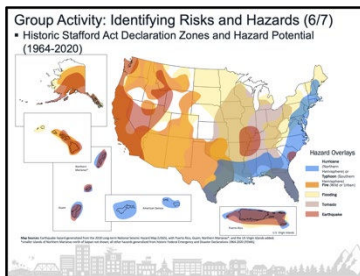
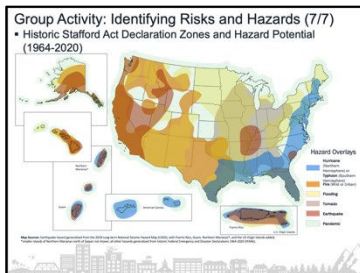
*Instructor Note:* Study the images on the left as a group. Use the legend on the map to interpret the hazards and risks various regions face, as well as areas where these hazards overlap.




### SLIDE 104

#### Group Activity: Identifying Risks and Hazards (3/7)

**SAY:** Here, Florida and southern Texas are shown in overlapping hurricane and fire hazard zones. Often, hurricane and wildfire seasons occur at the same time; how would your emergency plans be impacted if two major disasters occurred simultaneously?


SLIDE 105**Group Activity: Identifying Risks and Hazards (4/7)**SLIDE 106**Group Activity: Identifying Risks and Hazards (5/7)**SLIDE 107**Group Activity: Identifying Risks and Hazards (6/7)**SLIDE 108**Group Activity: Identifying Risks and Hazards (7/7)**

**SAY:** Not all hazards are represented on this map. Some examples include severe storms, major snowfall events, landslides, and drought. Think about your community. What unique hazards are present that may turn into simultaneously-striking disasters?

 Group Activity: Hazard Hunt (1/4)

**Instructions:**

1. Look at the photo on the following slide.
2. Identify the ways you can secure your CBO's physical space during an incident.

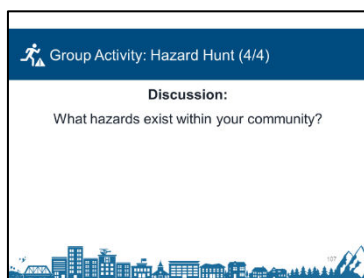

SLIDE 109**Group Activity: Hazard Hunt (1/4)**

**SAY:** The next slide displays an image of the exterior of the building. We will identify 10 ways to secure the building's physical space during a hurricane.



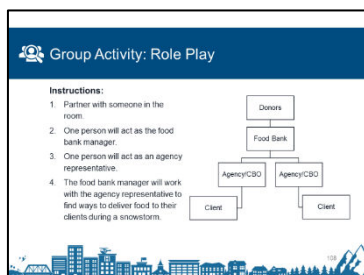
SLIDE 110**Group Activity: Hazard Hunt (2/4)**

*Instructor Note: Study the image as a group and try to list 10 ways to secure the building's physical space. Once everyone is finished guessing, advance to the next slide to reveal the answers.*

SLIDE 111**Group Activity: Hazard Hunt (3/4)**SLIDE 112**Group Activity: Hazard Hunt (4/4)**

**SAY:** What hazards exist within your community?

*Instructor Note: When finished reviewing the answers, click on the icon in the top left corner to continue to the next slide on the same preparedness action. Return to page 28, slide 35 of the Instructor Guide.*

SLIDE 113**Group Activity: Role Play**

*Instructor Note: This activity can be done during both in-person and virtual training. In a virtual setting, assign partners to online breakout rooms. Alternatively, you can pair participants off and instruct them to call each other. If that method is used, make sure you have a list of participant phone numbers and permission to share them. Depending on which method is chosen for this activity in a virtual setting, adjust what you say below.*


**SAY:** Please find a partner in the room. Decide which of you will be the food bank manager and which will be the organization representative.

*Instructor Note: A food bank distributes food to different agencies in their region. For example, a city food bank may distribute food to a local house of worship that would distribute food to people in need. In this case, both the food bank and place of worship are CBOs.*

**SAY:** Imagine you are either the food bank manager or an agency representative in a community. Your area is affected by a pandemic, such as COVID-19. Food bank managers, you normally deliver food by 18-wheeler to the organization. Organizations, you have a strong cohort of volunteers and a long list of food recipients that depend on that delivery. Unfortunately, because of the pandemic there isn't a truck available to bring food to the organization. Talk with each other to figure out how the organization can provide food to their recipients.


**Recipients are not able to travel to their distribution center** to pick up food for themselves given concern over spread of the disease.

*Instructor Note: Discuss the outcome of each pair's conversation as a group. Once all pairs have had a turn, click on the icon in the top left corner to continue to the next slide on the same preparedness action. Return to page 30, slide 42 of the Instructor Guide.*

 Group Activity: Fill in the Blanks (1/3)

**Instructions:**


1. Identify the possible impacts to infrastructure during an incident in the table on the following slide.




### SLIDE 114

#### Group Activity: Fill in the Blanks (1/3)

**SAY:** The following slide displays a table. Let's work together to identify the possible impacts to infrastructure during an incident by filling in the blanks in the table.

 Group Activity: Fill in the Blanks (2/3)


Infrastructure at Risk	Possible Risks
Transportation	<ul style="list-style-type: none"> <li>Roads are closed and/or impassable</li> <li>What else?</li> </ul>
Structures	<ul style="list-style-type: none"> <li>Damaged critical facilities unable to function</li> <li>What else?</li> </ul>
Communications Systems	<ul style="list-style-type: none"> <li>Services unable to phone for help or reach service providers</li> <li>What else?</li> </ul>
Utilities	<ul style="list-style-type: none"> <li>Loss of service</li> <li>What else?</li> </ul>
Water Service	<ul style="list-style-type: none"> <li>Medical facilities impacted</li> <li>What else?</li> </ul>
Fuel Supplies	<ul style="list-style-type: none"> <li>Increased risk of fire or explosion from fuel line rupture</li> <li>What else?</li> </ul>
Financial Services	<ul style="list-style-type: none"> <li>ATMs do not work</li> <li>What else?</li> </ul>




### SLIDE 115

#### Group Activity: Fill in the Blanks (2/3)

*Instructor Note: Lead the participants in a discussion about the potential impacts to infrastructure after an incident. Please note that there are more than two possible impacts on each type of infrastructure; these are only meant to be a starting point for the discussion to follow.*

 Group Activity: Fill in the Blanks (3/3)

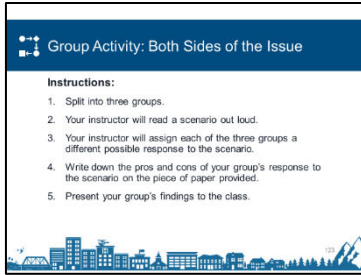
Infrastructure at Risk	Possible Risks
Transportation	<ul style="list-style-type: none"> <li>Roads are closed and/or impassable</li> <li>Responders may be delayed in reaching areas of need</li> </ul>
Structures	<ul style="list-style-type: none"> <li>Damaged critical facilities unable to function</li> <li>Increased risk of damage from falling debris</li> </ul>
Communications Systems	<ul style="list-style-type: none"> <li>Services unable to phone for help or reach service providers</li> <li>Power and service outages</li> </ul>
Utilities	<ul style="list-style-type: none"> <li>Loss of service</li> <li>Increased risk of fire or electrical shock</li> </ul>
Water Service	<ul style="list-style-type: none"> <li>Medical facilities impacted</li> <li>Contaminated water flow, resulting in lost water outlets and compromised firefighting capabilities</li> </ul>
Fuel Supplies	<ul style="list-style-type: none"> <li>Increased risk of fire or explosion from fuel line rupture</li> <li>Flow of fuel is interrupted by impassable roads</li> </ul>
Financial Services	<ul style="list-style-type: none"> <li>ATMs do not work</li> <li>Credit card systems inoperable</li> </ul>



### SLIDE 116

#### Group Activity: Fill in the Blanks (3/3)

*Instructor Note: Discuss the answers together. Were there any ideas mentioned by participants that are not in the table? Once finished discussing with the class, click on the icon in the top left corner to continue to the next slide on the same preparedness action. Return to page 32, slide 48 of the Instructor Guide.*

**SLIDE 117****Group Activity: Both Sides of the Issue**

**SAY:** Please split into three groups. I am going to read a scenario out loud and then assign each group a different possible response to the scenario. Use pens and paper to write down the pros and cons of your group's response.

*Instructor Note:* Hand out a sheet of paper and a few pens to each group while going over the instructions.

Scenario: Your CBO is a local shelter for individuals experiencing homelessness. You rely on a weekly laundry service to pick up, clean, and deliver linens to your CBO (e.g., sheets, towels, washcloths). A severe thunderstorm has impacted your area, causing flooding and fallen trees. Your normal laundry service cannot deliver clean linens nor pick up dirty linens this week.

*Instructor Note:* Assign each group one of the following three responses to the situation. Ask them to write the pros and cons of their team's response. Included below are some examples of pros and cons you can use to prompt participants who may need ideas.

**Response 1:** Ask for donations from the community

- Pros – Free, builds a community and networks
- Cons – You don't know what you will get, items will likely need to be laundered, you may not have enough for everyone, you need to consider how to prioritize which clients get new bedding if there isn't enough for everyone.

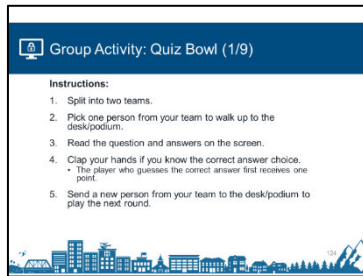
**Response 2:** Hire another vendor for expedited service

- Pros – Clean laundry and safe living conditions for clients
- Cons – Expensive, you won't have a lot of time to assess the value or quality of potential vendors

**Response 3:** Do nothing and wait until next week's pick-up and delivery

- Pros – Free, builds a community
- Cons – Less sanitary, you may face legal repercussions for not staying up to health code, potential risk for contamination

*Instructor Note:* Once all three groups are finished writing, each group should present their findings to the class. When finished discussing as a group, click on the icon in the top left corner to continue to the next slide on the



### SLIDE 118

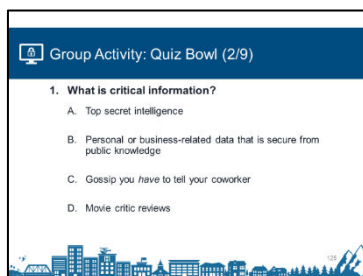
#### Group Activity: Quiz Bowl

**SAY:** Please split into two teams. Pick one person from your team to come up to the front of the class. I'm going to show questions on the slide and four possible answers to that question. The first person to choose the correct answer wins a point. There will be a total of eight questions. Let's get started!

*Instructor Note:* After each question, a new member from each team must go up to the front of the class to answer the next question. The questions are listed below:

- What is critical information? (**Answer:** Personal or business-related data that is secure from public knowledge)
- What does PII stand for? (**Answer:** Personally Identifiable Information)
- What are two places you can store critical information? (**Answer:** The cloud or offsite in a secure location)
- Why should you back up your data? (**Answer:** To create redundancies)
- Who can help my CBO safeguard critical information? (**Answer:** Your CBO's IT expert, your local library, your local technology retailer)


Once finished with all 10 questions, click on the icon in the top left corner of slide 126 to continue to the next slide on the same preparedness action. Return to page 38, slide 65 of the Instructor Guide.



### SLIDE 119


What is critical information?

*Instructor Note:* Answer is **B** "Personal or business-related data that is secure from public knowledge"

 Group Activity: Quiz Bowl (3/9)


2. What does PII stand for?

- A. Proactive Improvement Inquiry
- B. Personal Internal Injury
- C. Pretty Important Information
- D. Personally Identifiable Information


SLIDE 120


What does PII stand for?

*Instructor Note: Answer is **D** "Personally Identifiable Information"*

 Group Activity: Quiz Bowl (4/9)


3. What are two places you can store critical information?

- A. Under your bed AND on the kitchen counter
- B. In a folder on your desk AND on your laptop
- C. Offsite from your CBO in a secure location AND on the cloud
- D. At a public library AND at a shared office space


SLIDE 121


What are two places you can store critical information?

*Instructor Note: Answer is **C** "Offsite from your CBO in a secure location AND on the cloud"*

 Group Activity: Quiz Bowl (5/9)


4. Why should you back up your data?

- A. To get a raise at work
- B. To create redundancies
- C. To improve your physical health
- D. To partner with other CBOs


SLIDE 122


Why should you back up your data?

*Instructor Note: Answer is **B** "To create redundancies"*

 Group Activity: Quiz Bowl (6/9)


5. Who can help my CBO safeguard critical information?

- A. Your CBO's IT expert, if you have one
- B. Your local library
- C. Your local technology retailer
- D. All of the above


SLIDE 123


Who can help my CBO safeguard critical information?  
(Answer: Your CBO's IT expert, your local library, your local technology retailer)

*Instructor Note: Answer is **D** "All of the above"*

 Group Activity: Quiz Bowl (7/9)

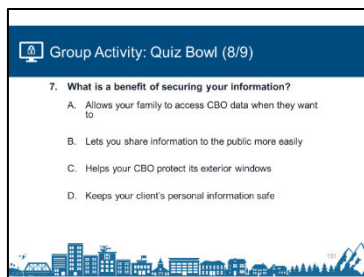
6. What are two examples of PII?

- A. Social Security Number AND date of birth
- B. Pet's name AND favorite food
- C. Local baseball team name AND hair color
- D. Shoe size AND pillow firmness preference


SLIDE 124

What are two examples of PII?

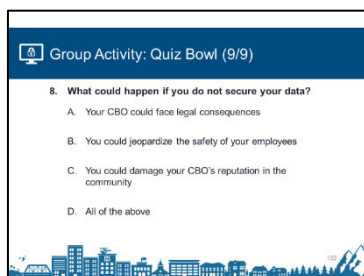
*Instructor Note: Answer is **A** "Social Security Number AND date of birth"*



### SLIDE 125

What is the benefit of securing your information?

*Instructor Note:* Answer is **D** "Keeps your client's personal information safe"

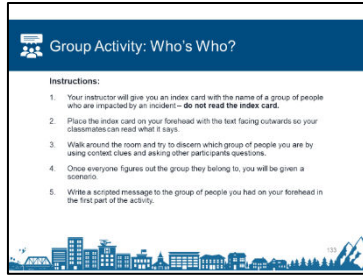


### SLIDE 126

What could happen if you do not secure your data?

*Instructor Note:* Answer is **D** "All of the above"

Once finished with all 10 questions, click on the icon in the top left corner to continue to the next slide on the same preparedness action. Return to page 38, slide 65 of the Instructor Guide.

SLIDE 127**Group Activity: Who's Who?**

*Instructor Note:* Write one of the following terms on an index card (i.e. one term per index card and one index card per participant):

- Local news media representative
- CBO staff member's family
- CEO of the CBO
- CBO volunteer
- CBO staff member
- CBO's IT expert
- Chairman of the board of the CBO
- Neighbor to the CBO
- Local emergency manager
- Local firefighter
- Building manager
- CBO client
- Building visitor
- CBO's emergency manager

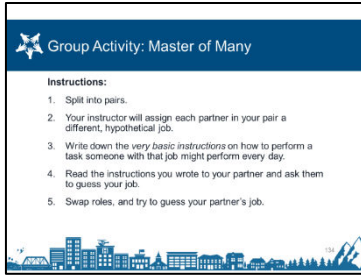
Hand out an index card to each person, face down so that they cannot read what it says. Provide them with a piece of tape and instruct each participant to tape their index card to their head with the text facing outwards. Again, they should not read their index card.

**SAY:** Each of you has an index card on your forehead. These index cards have the name of a type of person who would be impacted if your CBO was involved in an incident. In this activity, your hypothetical CBO is located in an office building. There is a fire in your building, and everyone must be evacuated. With your index cards on your head, walk around the room and try to discern who you are by using context clues and asking other participants questions about your involvement in the incident.

*Instructor Note:* Once everyone guesses who they are, have participants write a short scripted message to the person represented on their index card. Ask a few participants to read their message out loud. Once finished, click on the icon in the top left corner to continue

to the next slide on the same preparedness action.  
Return to page 40, slide 72 of the Instructor Guide.



SLIDE 128**Group Activity: Master of Many**

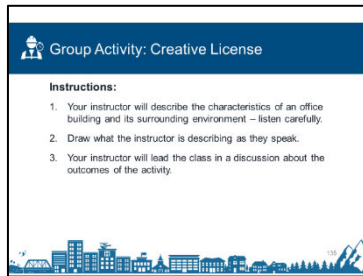
*Instructor Note:* Write one of the following fictitious jobs on an index card (i.e. one term per index card and one index card per participant):

- Peanut butter and jelly sandwich maker
- Fish tank cleaner
- Cupcake tester
- Tree climber
- Pizza dough tosser
- Tea maker
- Hair braider
- Laundry folder
- Rock skipper
- Paper plane maker
- Black Jack dealer
- Popsicle house builder
- Recyclables sorter
- Scrambled eggs cook
- Shoelace tier

Hand each participant an index card. They can read their own card, but not show their partner. Each partner will take a minute or two to write down basic instructions on how to perform a task someone with that job might perform every day. For example, a peanut butter and jelly sandwich maker might start their instructions by (1) Wash your hands, (2) Open the bread bag, (3) Remove two pieces of bread, etc.

**SAY:** Please find a partner and pair off. I am handing out an index card to each person in the class. You may read your own index card, but do not read your partner's. These index cards have the title of a fictitious job written on them. On the back of the index card, please write down very basic instructions on how to complete a task someone with your fictitious job might do every day. When finished, take turns reading your instructions to your partner and have them guess what job you have.

*Instructor Note:* Once finished, click on the icon in the top left corner to continue to the next slide on the same



preparedness action. Return to page 41, slide 78 of the Instructor Guide.

### SLIDE 129

#### Group Activity: Creative License

*Instructor Note:* Hand out a sheet of paper and a pencil to each participant.

**SAY:** I am going to describe the characteristics of an office building and its surrounding environment out loud. Use the pencil and paper I just handed you to draw what I am describing as I say it. You cannot ask me any follow-up questions. Let's get started! This office building:

- Is four stories tall
- Has big windows on every side
- Has a tree in front
- Has five parking spaces
- Is next to a pond
- Is near a forest
- Has an awning by the main entrance

Has everybody had a chance to finish their drawing? Did anyone find that to be difficult? Did you wish you had the opportunity to ask me for more information?

*Instructor Note:* Ask a few participants to show their drawings. Call on participants whose drawings look very different from others.


**SAY:** Think about these instructions in the context of formalizing plans; if someone were to describe a shelter-in-place plan for a thunderstorm at your CBO with the same level of detail, would you feel comfortable? When formalizing plans, try to include the appropriate amount of detail in your instructions to your CBO. A long paragraph may be too much, but a simple "Meet by the tree" might be too little.

*Instructor Note:* Once finished, click on the icon in the top left corner to continue to the next slide on the same preparedness action. Return to page 42, slide 84 of the Instructor Guide.

**62 Group Activity: A Closer Look (1/3)**

**Instructions:**


1. Read Scenario A on the following slide.
2. Discuss ways to improve the preparedness efforts described in the scenario.
3. Repeat steps one and two for Scenario B.



**63 Group Activity: A Closer Look (2/3)**

**Scenario A:**


Your CBO's emergency evacuation plan is posted on an 8½"x11" paper on the wall of the reception area. It is a bulleted list that describes, in great detail, what to do in the event of an evacuation. All of the various steps and details of the evacuation plan are condensed onto one page. The plan is only in the one location. The last time this plan was updated was 2 years ago. Three employees have left since then and two more were hired. The new employees have never trained in the evacuation plan, nor were they informed of the location of the plan when they first started.



**64 Group Activity: A Closer Look (3/3)**

**Scenario B:**

Your CBO has a weekly staff meeting. Once a year, your CBO dedicates five minutes to going over the emergency procedures for your building. CBO leadership communicates this information verbally to you. The fire evacuation plan involves congregating at a coffee shop across the street. Since the last staff meeting safety briefing, the coffee shop was converted to a frozen yogurt shop. You have a fire drill coming up soon, but the next safety briefing isn't scheduled for another few months.


SLIDE 130**Group Activity: A Closer Look (1/3)**

**SAY:** The following two slides describe two scenarios. Let's read through each scenario together and consider ways to improve the preparedness efforts described throughout.

SLIDE 131**Group Activity: A Closer Look (2/3)**

*Instructor Note:* Read the scenario out loud and facilitate a discussion among participants on the improvements they would make to the preparedness activities described in the scenario. Some ideas for improvement include:

- 8 ½"x11" is too small for a placard with safety instructions
- The instructions are strictly written, with no visual aids, making it difficult to grasp in a time-sensitive situation
- The plan hasn't been updated in two years
- The new employees have not been told where to find the CBO's safety information

SLIDE 132**Group Activity: A Closer Look (3/3)**

*Instructor Note:* Read the scenario out loud and facilitate a discussion between participants on the improvements they would make to the preparedness activities described in the scenario. Some ideas for improvement include:

- Five minutes is too short for a safety briefing
- Verbal communication should not be the sole method of communicating safety plans
- When the coffee shop became a frozen yogurt shop, the plans should have been updated and the change should have been communicated at the next weekly staff meeting

Once finished, click on the icon in the top left corner to continue to the next slide on the same preparedness action. Return to page 44, slide 90 of the Instructor Guide.

# APPENDIX

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## Acronym List

BIA	Bureau of Indian Affairs
CBO	Community-Based Organization
CERT	Community Emergency Response Team
CISA	Cybersecurity and Infrastructure Security Agency
FAQ	Frequently Asked Questions
FEMA	Federal Emergency Management Agency
HR	Human Resources
IT	Information Technology
LTRG	Long-Term Recovery Group
PII	Personally Identifiable Information
UHA	You Are the Help Until Help Arrives
VOAD	Voluntary Organizations Active in Disaster

## Frequently Asked Questions

Instructors are recommended to read the frequently asked questions (FAQs) to prepare to teach the course.

### What is a Community-Based Organization (CBO)?

Community-Based Organizations (CBOs) play a huge role in the daily lives of millions of Americans. They are the food banks, childcare centers, shelters, and faith-based organizations, among others, that make our communities stronger. CBOs provide many essential services on “blue-sky days.” But they are also a critical resource to those affected by a disaster.

### Why should I take the time to prepare my organization?

Investing in preparedness can:

- Help your organization keep its doors open during and after a disruption.
- Save your organization money when an incident strikes.
- Ensure worker safety.
- Ensure the safety of people you serve.
- Allow you to continue to help your community during and after an incident.
- Save lives.

### Where can I find more information on [blank] topic?

Please refer to the Resources slide for the preparedness action in question.

### Who can I reach out to with specific follow-up questions?

Please contact the FEMA-Prepare inbox at [fema-prepare@fema.dhs.gov](mailto:fema-prepare@fema.dhs.gov) with specific follow-up questions.

### What is the best company/brand of [blank]?

FEMA will not endorse brands or companies.

### Where can I purchase flood insurance for my CBO?

Please refer to FEMA’s National Flood Insurance Program website to learn [how to buy flood insurance](#).

### How do I find out what my CBO’s insurance covers?

Please review your insurance policy and contact your insurance representative to learn more about which perils and hazards your CBO is protected against.

### What are other ways I can get involved in community preparedness?

Community leaders from the private and civic sectors have a responsibility to participate in community preparedness. Here are some ways you can get involved in your community:

- Participate in the local collaborative planning council.
- Or Long-Term Recovery Group (LTRG)
- Become a part of your local or state Voluntary Organizations Active in Disaster (VOAD)

- Identify and integrate appropriate resources into government plans.
- Participate in FEMA's Community Emergency Response Team (CERT) and/or You Are the Help Until Help Arrives (UHA) training
- Ensure facilities, staff, and customers or population served are prepared, trained, and practiced in preparedness actions.