

Bunker Not Required Workshop: Facilitator Guide

Reasonable steps toward emergency preparedness and resilience for individuals, households, and communities



Table of Contents

[Workshop summary 2](#_23cqu3s2kaf2)

[Workshop materials 2](#_e8g8h72swf31)

[Making editable copies of these materials 2](#_leodk0er9ma0)

[Target audiences 2](#_k1add4m5gfbb)

[Instructor Survey for After Workshop 3](#_n1mx33hvainp)

[Slide deck with facilitator notes 4](#_24387ee33xg5)

[Pre/Post Test for Workshop Participants 34](#_z0xlhqqv68ak)

[Pre/Post Test Answer Key for Facilitators 35](#_3gpv31pn9124)

[Student Survey 36](#_8rkae25ylvs9)

[Sign In Sheet 37](#_bgrxvdltrcqe)

[Digital Survey & Pre/Post Test 38](#_r9sduq57v3nd)

[Printable Course Flyer 39](#_junck2l254wp)



## Workshop summary

This workshop will help community members build resilience for emergencies. In the workshop, participants will meet the following learning objectives:

1. Understand what it means to have a healthy relationship with emergency preparedness
2. Understand how to prepare with an “all hazards” approach
3. Understand your role in preparedness as an individual, a household, and a community member
4. Understand how emergency or disaster timeframes affect preparedness
5. Begin your emergency preparedness planning process

This workshop has an informational portion at the start, and then transitions into a heavily interactive portion where the facilitator guides participants through creating their own personal preparedness plan.

This workshop is geared towards:

1. People who are just starting their preparedness journey and want structure and guidance in starting out
2. People at an intermediate level of preparedness who want to add structure, identify gaps in their preparedness, or incorporate more formal planning tools like inventory spreadsheets, organized contact lists, or written plans
3. Community groups who want structure and facilitated discussion time to help build community-wide preparedness and mutual aid networks
4. People who want discussion and group brainstorming to be part of their planning process

## Workshop materials

The materials you need for this workshop are all [in this google drive folder](https://drive.google.com/drive/folders/1cYpzYx5r_L-EtynzGQ7hl92IXshdkTyB?usp=drive_link). Be sure to review the facilitator guide and worksheets before hosting your workshop.

Note: The facilitator guide has a **recommended script for each slide**, but this script **is not mandatory; feel free to adjust it to better suit your experience or audience.**

The folder includes:

1. Facilitator guide
2. Participant worksheets
3. Presentation slide deck
4. Pre/Post test (included in facilitator guide)
5. Student survey (included in facilitator guide)
6. Accessibility tools folder which includes:
   1. Screen reader friendly versions of the student worksheets, student handbook, facilitator guide, and presentation slide deck
   2. Large text/high contrast versions of the student worksheets, student handbook, facilitator guide, and presentation slide deck
   3. Audio narrations of each student worksheet

## Making editable copies of these materials

The google drive folder with these materials provides “read only” copies. In order to create an editable copy of these materials, you can [make your own copy of the folder and add it to your google drive](https://www.youtube.com/watch?v=3AR9JEjiBl0), or you can [download the folder and edit it on your computer](https://www.youtube.com/watch?v=xp36Ts2or6U).

## Target audiences

The target audience for this workshop is community groups. Some of the activities have prompts and questions that will work best with small to moderate sized groups of people who live in the same geographic area. For example, church groups, neighborhood organizations, or local clubs. This workshop is also targeted towards adults or heads of households that are hoping to plan for emergencies.

However, this workshop will also be useful for groups that are not in the same geographic area. Facilitators should be prepared to be flexible with discussion outcomes in the “Three Month” planning activities if the group is not in the same geographic area.

## Instructor Survey for After Workshop

After you complete the workshop, instructors should fill out this form.

<https://docs.google.com/forms/d/e/1FAIpQLScwwMaHJs2_VFpKxZwwnH1U8jQKj6xtuVYbwKjm4cLqrtZnVQ/viewform?usp=sharing>

## 

## 

## 

## 

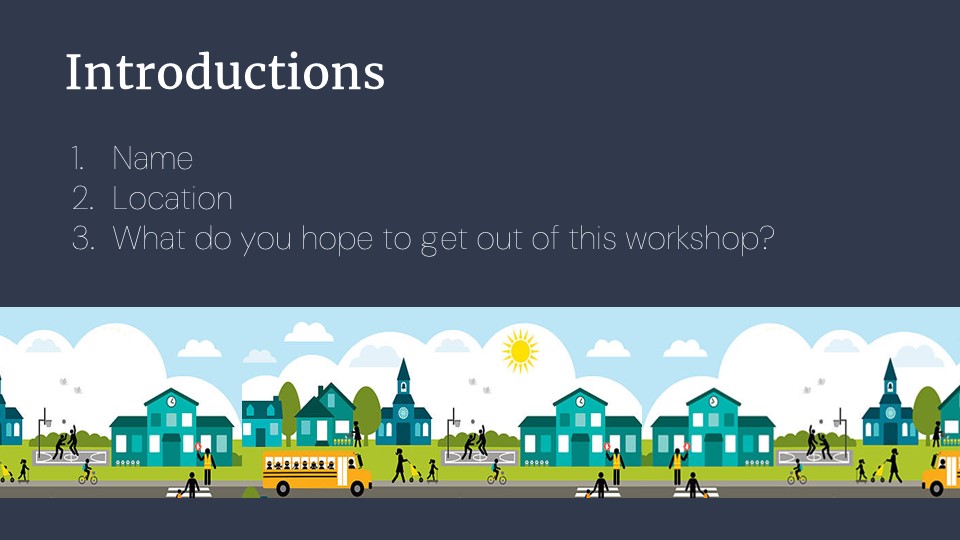
## 

## Slide deck with facilitator notes



**Facilitator Script:**

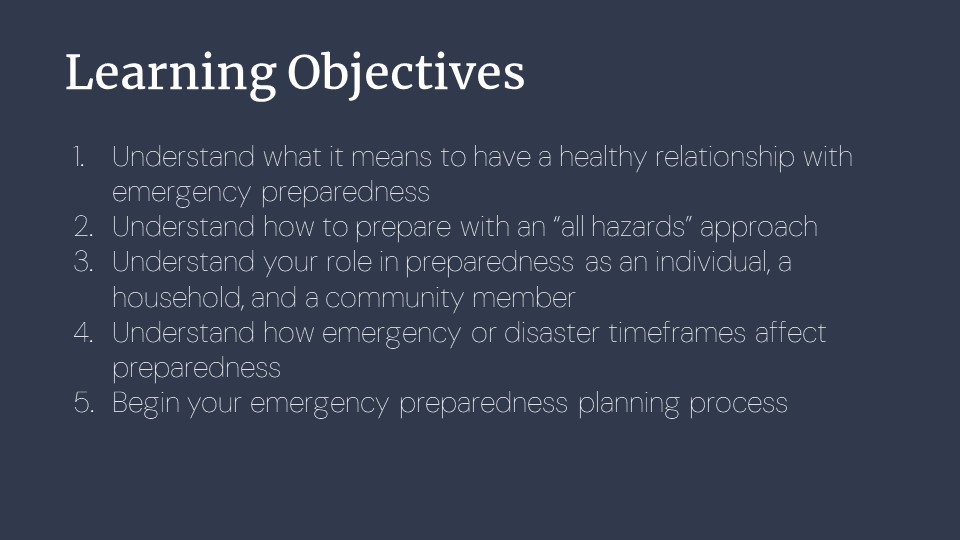
Take this time to introduce yourself, your background, and your reasons for hosting this workshop. Highlight your personal life experiences as they relate to emergency preparedness and response or community building. If appropriate, describe any relevant educational or work experience related to emergency preparedness, response or community resilience building.



**Facilitator Script:**

Give students a chance to introduce themselves.

Optional: Record reasons for attending the workshop. At the end of the workshop, you can return to these recorded responses and ask students whether or not they achieved their personal goals. This is a great strategy for keeping students engaged; adult learners are motivated when they can articulate their reasons for being in a class, and when they understand the benefits of a training.

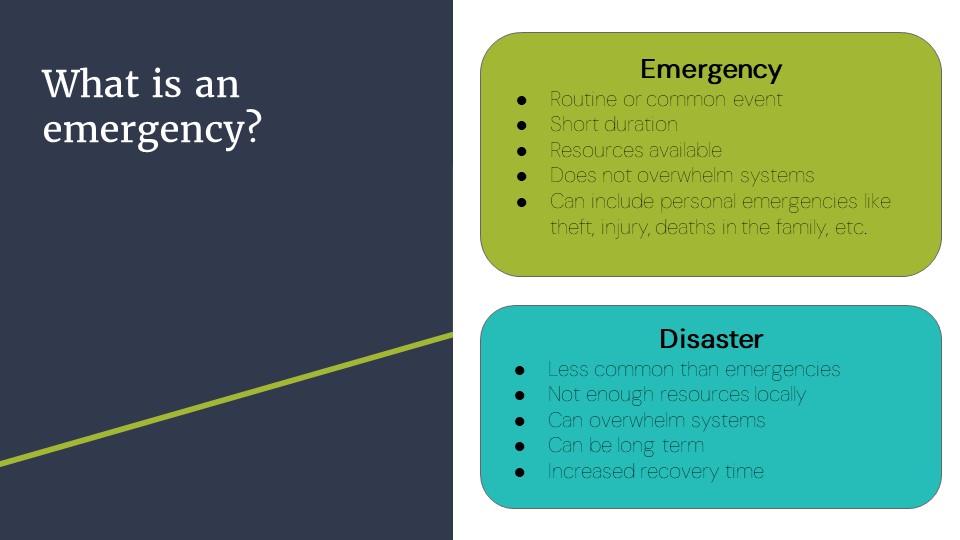


**Facilitator Script:**

Read learning objectives.

If appropriate, highlight ties to the reasons students chose to attend this workshop during the introduction slide.

Optional: Administer pre test

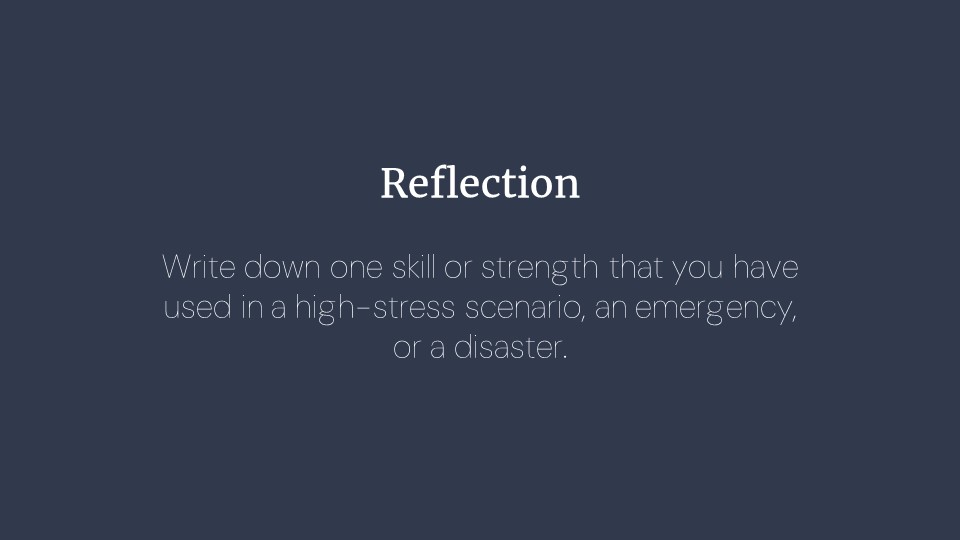


**Facilitator Script:**

Emergencies meet the following criteria: They are routine or common events, with a short duration. Resources are available from professionals without significant delays or shortages. Emergencies do not overwhelm systems like EMS, hospitals, or other first responders. They can also include personal emergencies like theft, injury, deaths in the family.

Disasters meet the following criteria: They are less common than emergencies and are greater in scale. During a disaster response, there are not enough resources locally and they may overwhelm systems. Disasters also have a longer duration than emergencies and have a longer recovery time.

An emergency is different than a disaster. The plans we will talk about in this workshop will be applicable to both emergencies and disasters. An important distinction is that disasters strain resources and often increase the amount of time that individuals may need to wait for vital resources like medical care, clean water, etc. Our planning process will help you be better prepared for these types of resource gaps. However, it will also help you prepare for smaller emergencies and non-emergency situations like a household member becoming ill or a medical record being lost.



**Facilitator Script:**

Take [length of time] to write down one skill or strength that you have used in a high-stress scenario, an emergency, or a disaster.

[Students do not need to share these reflections]



**Facilitator Script:**

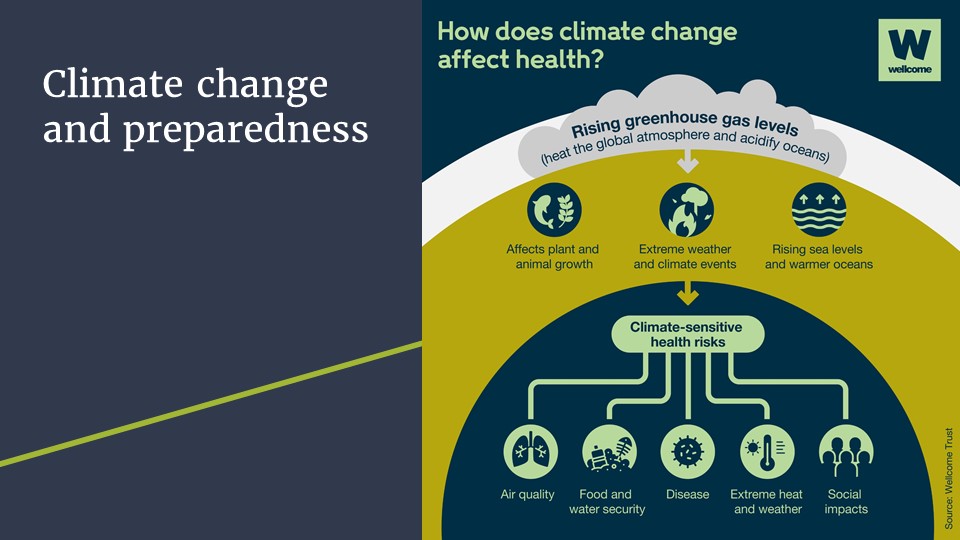
Read slide content for Healthy Prep and give an anecdote or example to illustrate healthy preparation.

Suggested example of healthy preparation: Having a well-stocked pantry with a mix of shelf stable foods. Your family regularly uses all of the foods in this pantry, and you are mindful of using items with the soonest expiration date first. You also know that there are some foods which could be prepared without your oven, and there are some foods that can be prepared without adding water. With these supplies and skills, you know that you will be okay if you can’t go to the grocery store for several weeks, and you know that your family will still be able to have warm, familiar, home-cooked food even if your oven breaks or the power goes out.

Read slide content for Unhealthy Prep and give an anecdote or example to illustrate unhealthy preparation.

Suggested example of unhealthy preparation:

You are worried about the next pandemic and you spend a lot of time thinking about potential ways it might happen. In your basement, you have a large stockpile of medical supplies including surgical gowns, a hazmat suit, and over the counter medications. When you get stressed about a new scenario that you come up with, you cope by purchasing additional over the counter medications, and you feel distressed until your package arrives. You hope that eventually your stockpile will help you and your family feel more secure, but this isn’t happening, and buying more supplies doesn’t seem to help.



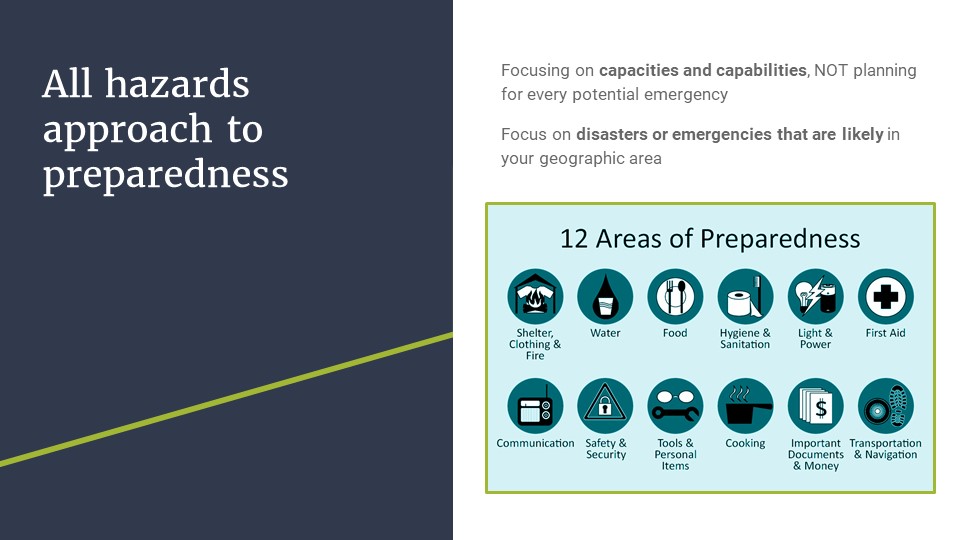
**Facilitator Script:**

Climate change will affect the frequency of emergencies, disasters, and the availability of critical resources. Increasing your household emergency preparedness can make individuals, families, and communities more resilient to these issues.

Climate change is caused by changes in our atmosphere, specifically an increase in greenhouse gasses. Another way to think of this is that greenhouse gasses introduce heat and energy into our global ecological system. More heat and energy result in higher average temperatures. A hotter climate means rapidly changing safe zones for plant and animal life, more frequent extreme weather events, and rising sea levels due to polar ice melting. We will continue to see an increase in poor air quality days, increased food or water insecurity, more frequent extreme temperatures and severe weather, and social impacts like increased conflict or increased economic instability. These changes are undoubtedly intimidating, and it is normal to feel overwhelmed or anxious about these changes sometimes.

Climate change means that emergency preparedness and resilience to rapid change is more important than ever. This workshop will help you plan for your own resilience, and will provide you with actionable next steps to help your household and community members prepare for change.

Facilitator Preparation: You can find more information about climate change’s impacts on our health here: <https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health> . Reviewing this before your workshop will help you answer student questions.



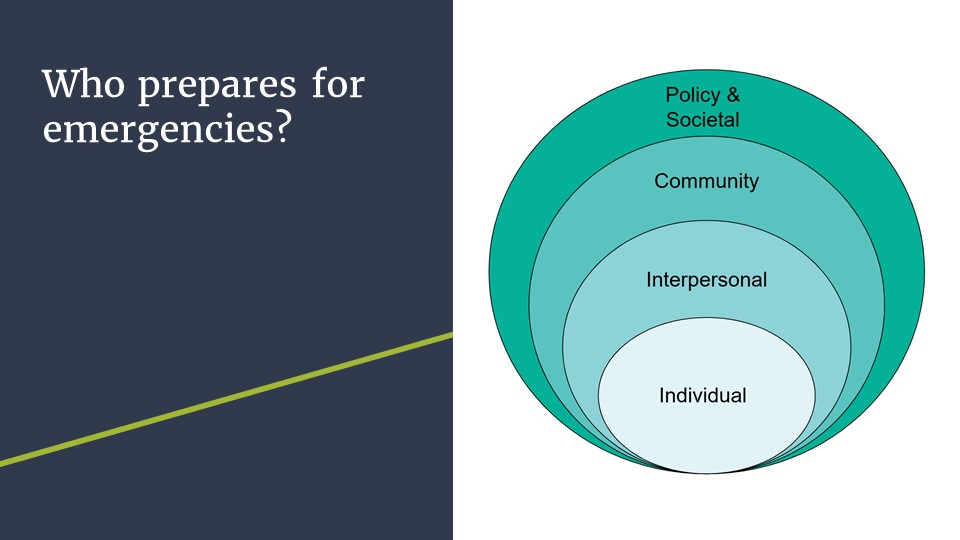
**Facilitator Script:**

This workshop focuses on building resilience with an “all hazards” approach. It can be tempting to try and plan for scenarios and prepare by purchasing supplies and gear, but that type of planning can easily leave out important supplies and does not develop our ability to use supplies and gear in an emergency. All hazard planning avoids these pitfalls.

Instead of focusing on specific emergency scenarios, we will create backup plans for all the vital resources humans need to maintain health and safety in emergencies or other times of rapid change or instability. All hazard planning also focuses on developing capacities- in other words, the skills you have, and capabilities- in other words, the stuff you have. Planning for both skills and stuff ensures that we have holistic resilience.

Some aspects of planning will be specific to your area. For example, planning for safety and security includes planning for securing your home against wind, water, fire, or smoke. If you live in an area that does not experience flooding but experiences wildfires, it is not practical to focus on plans for securing your home against flooding. Another example is transportation. Someone who lives in a flood zone may need to include a raft as part of their emergency transportation plans, whereas someone living on high ground does not.

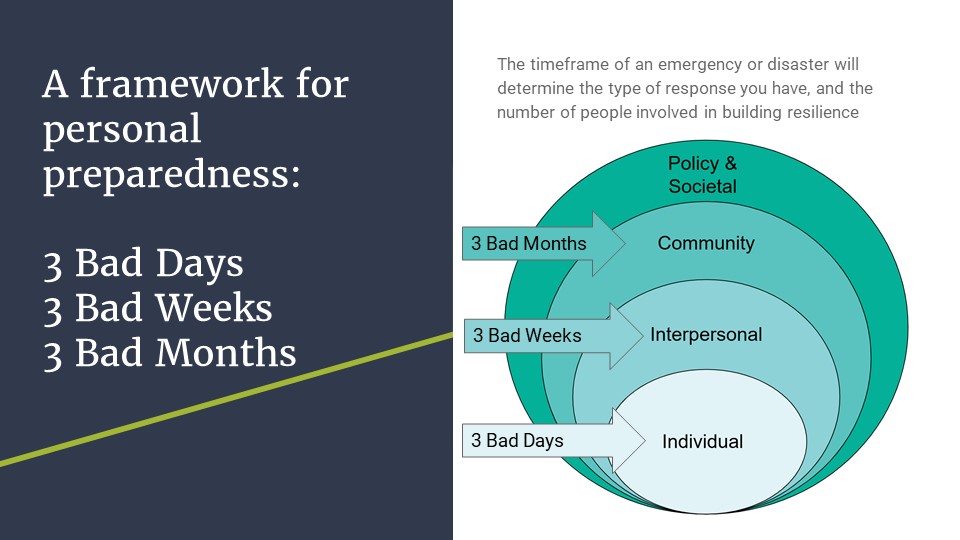
[Read the categories of preparedness]



**Facilitator Script:**

We all prepare for emergencies. In America, our government prepares for emergencies for us. Firefighters, emergency medical services, police, and public health organizations all prepare for emergencies on our behalf. However, there are limitations to those resources. For example, living in a rural area may mean that you have to wait longer for an ambulance. In large disasters like hurricanes, it may be difficult for emergency services to find the people who need help, and communities may deal with infrastructure damage for long periods of time. Preparing your household and community for emergencies means that you are more likely to make it through those situations safely.

Each level of preparedness can help us be resilient to different timeframes. As an emergency, disaster, or other disruption stretches into weeks or months, we will need more teamwork with people from our community to ensure that we have all the skills and supplies to be safe.



**Facilitator Script:**

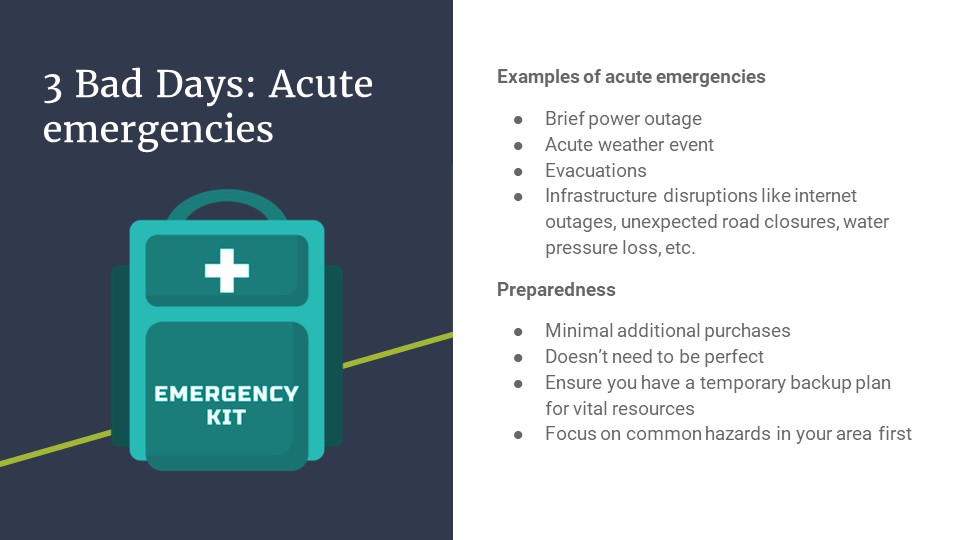
In this workshop we will use an all hazards approach to plan for three emergency timeframes: 3 days, 3 weeks, and 3 months.

When you are preparing for three days, you should focus on creating a temporary backup plan for all your most vital needs. You will likely only need one person (yourself) to have the necessary skills and stuff to be safe in a “three bad days” scenario.

When you are preparing for three weeks, you will focus on more substantial backup plans for vital needs as well as planning for your comfort and emotional resilience. These three week plans will likely involve teamwork from household members or neighbors.

When you plan for three months, you will need to focus on holistic lifestyle shifts. This will be a gradual process of increasing your skills, supplies, and increasing your social connections and relationships within your community. It is impossible for one person to have all the skills necessary for a “three bad months” scenario, which is why three month planning will likely involve your community members pooling skills and resources to be safe.

In short: holistic resilience will require more people and more teamwork for longer periods of difficulty and disruption.



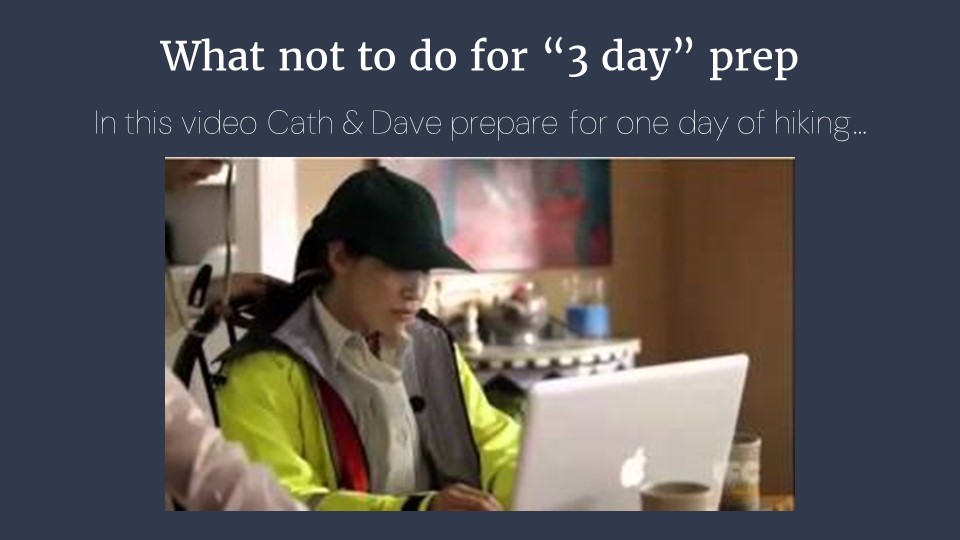
**Facilitator Script:**

Acute emergencies are minor disruptions that last three days or less. You have probably been through many of these emergencies already. Some examples include: brief power outages, acute weather events like severe thunderstorms that do not significantly damage infrastructure and do not require extensive clean up, or brief infrastructure disruptions like water pressure loss or power outages. Acute emergencies can also include evacuations.

If you live in an area where evacuations are common, consider creating a “go bag” or evacuation checklist so that you can speed up the process of packing and leaving your home.

Preparedness for three day scenarios doesn’t need to be perfect, and for most people will not require many additional purchases. The most important thing for a three day plan is to have simple temporary back up plan for vital resources. When you are creating your plan, you can start by considering the types of short term emergencies you are most likely to experience. For example, if you live in an area that experiences high winds that frequently cause power outages, you may want to plan for light and power first.

Give yourself permission to be imperfect with your three day plan! Any amount of planning is better than none, and you will flesh out your preparedness plans, skills, and supplies with time.

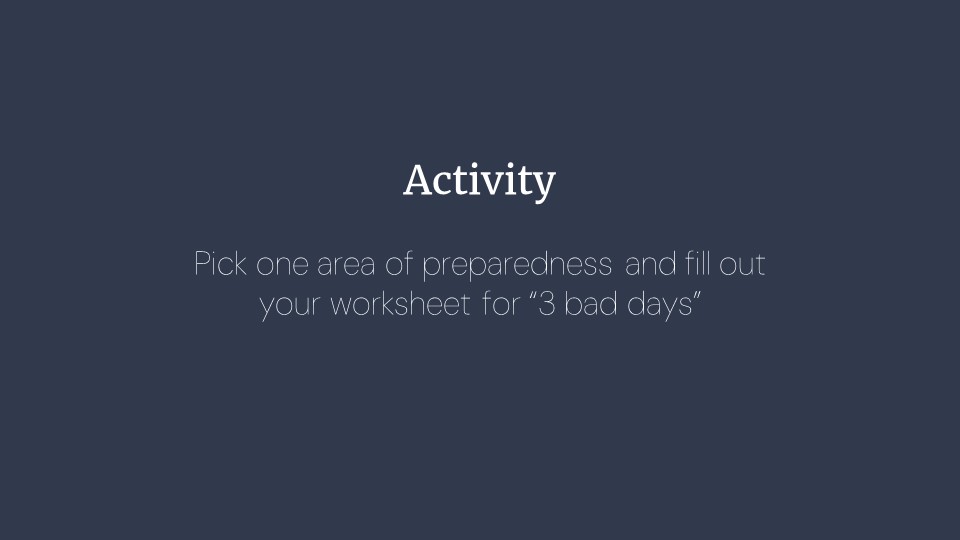


**Facilitator Note: This is an optional slide.**

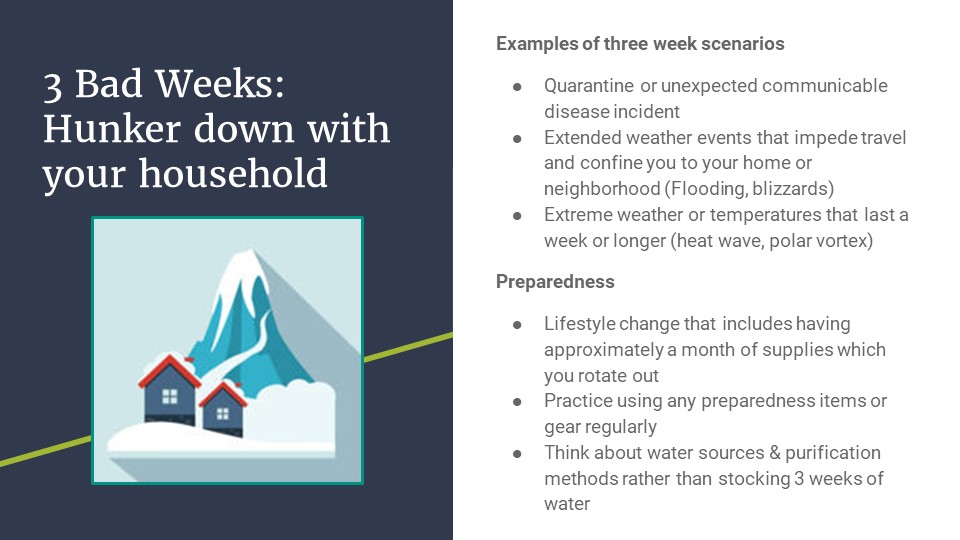
Video link: <https://www.youtube.com/watch?v=R3SFqV0hMyo>

Optional Discussion Questions:

1. How did over-preparation impact Cath & Dave?
2. How can we avoid over-preparation and overspending for our three day preparedness?



This activity can be completed independently or in groups. Use breakout rooms for larger groups if needed. Ensure participants each have their own individual copy of the preparedness worksheets spreadsheet. Allow participants time to fill this out and answer clarifying questions as needed. You may want to discuss the types of things they wrote down as a group to share ideas.



**Facilitator Script:**

Three week emergencies are more significant disruptions or disasters. You may have experienced this type of emergency before. Some examples include: extended weather events like blizzards or flooding that impede travel for a week or more, damage to critical infrastructure that takes longer than four days to repair, extreme temperature waves like a polar vortex or heat wave, or serious communicable disease outbreaks. Three week scenarios typically mean that you will hunker down in your household and lay low until the emergency has passed and clean up and infrastructure repairs are complete. Consider that sometimes multiple disruptions will happen at once: for example, a blizzard may prevent you from being able to drive anywhere **and** cause a simultaneous power outage.

Preparedness for three week timeframes include lifestyle shifts, skills, and purchasing additional resources to have in stock.

For anything perishable, you will want to get in the practice of stocking items and rotating them out before they expire. Remember that medical supplies, medications, and first aid supplies sometimes have expiration dates. Some fuel has expirations as well, so be mindful of this if you have a generator as part of your preparedness plan. One tool you can use for managing items with expiration dates is keeping an inventory spreadsheet – the handout for this workshop has an optional inventory spreadsheet if you think this would be helpful for you.

For non-perishable supplies like camp stoves, solar radios, or charging stations, etc., you will want to regularly practice using them so that when an emergency situation comes along, you are confident with how to use these tools. Skills and stuff always come hand in hand.

For three week scenarios, you will need to re-think some storage. For example: it isn’t practical to have 30 gallons of water per person, but you can identify a water source and have a plan for sanitizing your own water for scenarios where your running water is unavailable.

Remember, three week scenarios will also require emotional resilience. Having familiar foods and well-practiced skills allows us to focus on safety and survival during longer emergencies, instead of stressing about learning how to cook on a fire or learning how to use a water filtration system for the first time. You may also want to think about items that will bring you or your family members comfort like games or books. In our modern world, sometimes skills like reading and playing physical games get replaced with activities that require electricity and an internet connection. Building your three week plan should also include coming up with ways to relax even if there are infrastructure disruptions.



**Facilitator Note: This is an optional slide.**

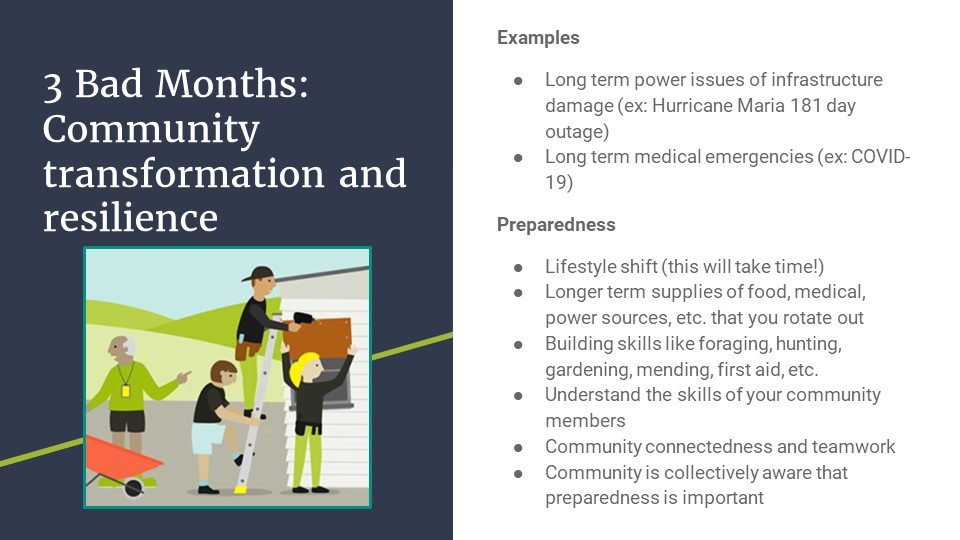
Video Link: <https://www.youtube.com/watch?v=QsJSvOPuunM&t=1s>

Optional Discussion Questions:

1. How might we change our food preparedness from three day to three week scenarios?
2. How did comfort play a role in preparedness?
   1. Discuss how comfort might impact our social and emotional resilience.



This activity can be completed independently or in groups. Use breakout rooms for larger groups if needed. Ensure participants each have their own individual copy of the preparedness worksheets spreadsheet. Allow participants time to fill this out and answer clarifying questions as needed. You may want to discuss the types of things they wrote down as a group to share ideas.



**Facilitator Script:**

Three month emergencies are marked by significant disruptions in critical infrastructure, resource shortages, or disasters that require extended recovery periods. A recent example of a long term emergency was the COVID-19 pandemic, which caused supply chain issues and global healthcare shortages for months on end. Another example of a three-month disruption was the power outage in the aftermath of Hurricane Maria, which caused power outages for over 100 days.

Preparation for this requires more robust supplies and requires **whole communities** to work together. Teamwork and connecting to our neighbors is an important aspect of this type of preparation. It is nearly impossible for one individual to have every single skill required for a three month emergency. Resilient communities are able to work towards the common goal of survival as a team, so building relationships with your community ***before*** disaster strikes is an important step.

Consider these questions for your three-month preparedness:

1. Who are your neighbors?
2. Do you trust each other?
3. Does anyone in your community have special needs?
4. Who has what skills?
5. How can you support each other in the event of a long-term disruption?
6. What specific skills and supplies can you provide your community?

When you are thinking about supplies for this level of disruption, you will want to stock larger quantities of food, have sustainable plans for a water source and purification, and have a more extensive first aid and medical supplies. As you fill out your planning sheet, you will likely find that the supplies needed for three weeks and three months have overlap.

The biggest difference between three weeks and three months is not in the ***types*** of supplies that you have. The real difference is in the quantity of those supplies and the skills your community will need to stay safe during three-month scenarios. Again, the skills you need will likely be from ***multiple*** community members.

Some skills for three-month scenarios include:

1. **Medical care** that goes beyond basic first aid: Stop the Bleed, CPR, wilderness medic training, or other medical training can help with this skill set. If this is a skill set you want to build, you can check for classes in your area.
2. **Gardening, foraging, and hunting**
3. **Mending and repairing**: These skills can help your community by conserving important resources and can help begin the process of recovering from a disaster. This can include mending clothing or shoes, or repairing damage to pipes, small appliances, cars, etc.
4. **Caregiving**: Some community members will need extra help. Caregiving skills ensure that elderly, young, or disabled community members can stay safe during long term disruptions.
5. **Moderation and emotional regulation**: Three-month scenarios are stressful and will create a lot of high-intensity emotions. It is helpful to have community members who are good at soothing people, de-escalation, listening, and resolving conflicts calmly.
6. **Language and translation**. Many communities have people who speak different languages. Having bilingual people with translation skills is vital for communication. Remember that translation is a different skill than simply being bilingual. If you are already bilingual, building translator skills can be a valuable asset to your community.
7. **Leadership and decision making**: When working towards collective goals, you will need a few community members who can help guide the group in a way that feels fair, compassionate, and logical. If you think leadership is a strength you can offer, look for opportunities to build credibility in your community as a leader (examples: scout troop leader, coach, neighborhood watch organizer, etc.)

Teamwork and community are keys to survival during long-term disruptions. Running into the woods and living with the wolves is not practical—humans need each other! Long-term preparedness relies on that. Community preparedness also means that members of your community are collectively aware that preparedness is important for individuals and households.

Some emergencies may exceed three months. However, preparing for longer than three months is not something we will cover in this workshop. There are a few reasons for this:

1. Preparing for three months requires lifestyle shifts, inventory management, community building, and skill building. These are all time-intensive things to build towards, and the skills and community you grow in this process will be helpful if and when emergency timeframes exceed three months.
2. For emergencies extending beyond three months, circumstances will change, and new, unexpected things will happen. Emergencies that extend beyond three months will involve many outside resources from governments and aid organizations. In these situations, it is highly unlikely that you will be without help from beyond your community for longer than three months.
3. …***All of that said***, it is always possible that your specific circumstances require greater preparedness. If you think that might be you, build up to your three-month preparedness ***first***, and then re-evaluate whether additional preparation is practical and appropriate. You can use the same planning templates from this workshop to plan for any timeframe.

**Final safety notes:**

**If a road is blocked with flood waters or storm debris (fallen trees, housing materials, etc.), it is not safe to try and clear or navigate those on your own**. If this is a potential hazard in your area, remember to focus on creating **communication plans** that can connect you to first responders, and **focus on household resilience that will allow you to stay in place while you wait for help**. As part of your preparedness planning, refer to your state or local department of emergency management or equivalent for guidelines on clearing debris. Your state or local government can provide information about resources for debris removal, what resources are available, and when you should call for help.

Clearing major debris is dangerous and requires engineering knowledge, trained workers, and specialized tools. Flood waters can have dangerous currents, contain sharp objects or hazardous materials, and have low visibility. **Both debris and flood waters can potentially contain live electrical wires**.

In a similar vein, **be extremely cautious about rescue operations without professionals**. **Many injuries and deaths occur during rescue operations**, and depending on circumstance, may end in rescuers becoming trapped or injured as well. Again, this is why **communication planning** is vital. Whenever possible, consult professionals and try to get aid during rescue operations.

Utilize the [**PACE method for communication planning**](https://en.wikipedia.org/wiki/PACE_(communication_methodology)) in order to **ensure you can reach out for help** even if your typical methods of communication are not functional.



**Facilitator Note: This is an optional slide.**

Video Link: <https://www.youtube.com/watch?v=oKGWtKeKdmQ>

Optional Discussion Questions:

1. This video demonstrates some of the pitfalls of over-preparation. Discuss the issues that are present in this video.
2. In this video, Dwight talks about how his preparedness would exclude community members. Discuss the limitations of an isolationist mindset for community resilience.
3. Earlier in the presentation, we discussed the difference between healthy preparation and resilience and unhealthy preparation. Discuss the elements of healthy and unhealthy preparation in this video.
   1. Answers:
      1. Healthy: all hazards approach to food preparation
      2. Unhealthy: no community involvement, not rotating supplies, over-preparation, ruminating about unlikely scenarios



Use breakout rooms for larger groups if needed. If you use small groups for discussion, have every group pick a speaker who will share a summary of ideas with the larger group after you rejoin the larger class.



**Facilitator Script:**

When you fill out this section, remember to include the ***skills that people in your community have*** and ***the community connections*** needed for resilience. (It is okay to have blank spaces, just understand that this planning process requires you to know your community)

For classes that **are** from the same geographic area:

This activity must be completed with group discussion. Use breakout rooms for larger groups if needed. Ensure participants each have their own individual copy of the preparedness worksheets spreadsheet. Allow participants time to fill this out and answer clarifying questions as needed. You may want to discuss the types of things they wrote down as a group to share ideas.

For classes that **are not** from the same geographic area:

Participants should write down who they may need to talk with from their community to share resources and skills. Ensure participants each have their own individual copy of the preparedness worksheets spreadsheet. Allow participants time to fill this out and answer clarifying questions as needed. You may want to discuss the types of things they wrote down as a group to share ideas.



**Facilitator Script:**

You can improve your resilience before and after emergencies. (If your community went through the same emergency together, you may want to discuss these questions with other people in the community in order to learn from each other.) After an emergency, you can reflect on the successes and areas for improvement for your resilience. Ask these three key questions:

1. What went well?
2. What could be improved?
3. How can I address areas for improvement?

Before emergencies, you can improve your preparedness through practice and training.

Training: When seeking out training opportunities, consider the skills of people in your community or household, and consider the needs of people in your community or household. For example, if you know someone in your community has severe allergic reactions, you may want to learn more about how to deal with anaphylaxis or how to correctly use an epi pen. You can also consider threats and hazards for your geographic area. For example, if you live in a place where evacuations are common, being familiar with evacuation maps, routes, and typical evacuation centers could be a useful knowledge base to bring to your community.

A final consideration for training is that some communities may have a lot overlap in a common skillset (for example, having multiple people in a community that are medical providers). If your community is especially strong in one skillset, consider how you might divide up responsibilities for skillsets that you do not have; a community with many medical providers may decide that one person should get a ham radio license to strengthen their communication capabilities, while another person may take on the responsibility of learning how to preform car maintenance to strengthen the community’s transportation capabilities.

Practice: There are many ways to test your supplies and systems for emergency preparedness. Home fire drills, camping trips, flipping off your fuse box to simulate a blackout, or even having no screen days with your family can be useful tools for practicing your emergency preparedness plans. After you practice, ask the same reflection questions we used before to improve your preparedness.



Use breakout rooms for larger groups if needed. If you use small groups for discussion, have every group pick a speaker who will share a summary of ideas with the larger group after you rejoin the larger class.



**Facilitator Script:**

Read Slide.

Optional Discussion Question: What are some resources that you use to stay informed?



Ensure participants each have their own individual copy of the preparedness worksheets spreadsheet.

**Facilitator Script:**

Take [length of time] to create your to-do list. Go to the “To-Do List” tab and fill out three items, one from each timeframe of preparedness.

[Students do not need to share these lists]



**Facilitator Script:**

Read questions & have each student answer. For large groups, you may want to break into smaller groups.

Optional: Administer post test

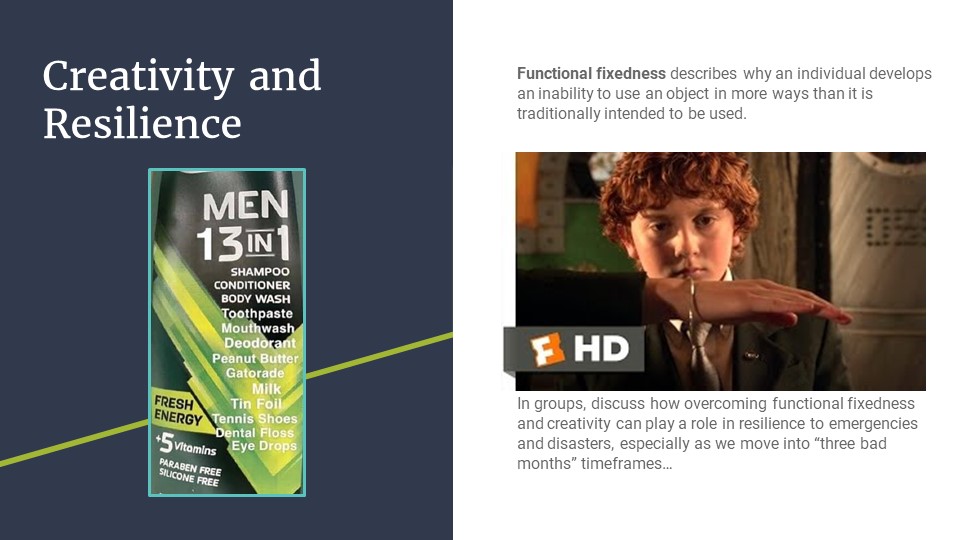
Administer Student Survey

Thank participants for attending before dismissal.

Optional:

* Provide your contact information in case students have follow up questions.
* Provide students with the slideshow if requested.
* Provide students with facilitator resources to host their own workshops if desired.

**Facilitators: please take** [**the instructor survey**](https://docs.google.com/forms/d/e/1FAIpQLScwwMaHJs2_VFpKxZwwnH1U8jQKj6xtuVYbwKjm4cLqrtZnVQ/viewform?usp=sharing) **after you complete this workshop**



**Facilitator Note: This is an optional slide.**

This slide can go anywhere in the presentation as needed, useful to re-engage groups during lecture-heavy portions or after breaks and/or to give participants extra time to return from breaks.

Video Link: <https://www.youtube.com/watch?v=AzGePmv0GD8>

Optional Discussion Questions: See slide.

## 

## Pre/Post Test for Workshop Participants

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_ Check: [ ] Pre Test [ ] Post Test

1. What are characteristics of an emergency?
   1. Short-term event that does not overwhelm local resources
   2. Long-term event that depletes local resources
   3. Can be personal, like identity theft, house fires, or death in the family
   4. Has an extended recovery time
   5. A and C
   6. B and D
2. What are indicators of healthy preparation?
   1. Feeling paranoid about emergencies and disasters
   2. Creating back up plans for your basic needs which can be used in any scenario
   3. Preparing for extreme disasters and unlikely scenarios
   4. Preparation includes assessing the specific needs of household members and community members
   5. A and C
   6. B and D
3. Which of these options does **NOT** describe an “all hazards” approach to emergency preparedness?
   1. Stocking supplies that can fulfill all of your basic needs, regardless of the scenario
   2. Stocking supplies for all the emergency scenarios that you can think of
   3. Building skills that are relevant in any scenario, like cooking on a fire or first aid
4. What of these options describes a recommended lifestyle shift as you prepare for three week scenarios?
   1. Having a go bag for evacuations or short term emergencies
   2. Stocking three weeks worth of water for each household member
   3. Talking to your community members about how you can pool skill sets and resources to survive a long-term disaster
   4. Getting in the habit of stocking shelf stable food and rotating these supplies to ensure nothing expires
5. After emergencies, there are three suggested reflection questions that can help you improve your preparedness for future emergencies. Which of these questions is **NOT** one of the recommended reflection questions?
   1. What went well?
   2. What could be improved?
   3. How can I address areas for improvement?
   4. Who in my household/community did not have their needs met during this event?

## Pre/Post Test Answer Key for Facilitators

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_ Check: [ ] Pre Test [ ] Post Test

1. What are characteristics of an emergency?
   1. Short-term event that does not overwhelm local resources
   2. Long-term event that depletes local resources
   3. Can be personal, like identity theft, house fires, or death in the family
   4. Has an extended recovery time
   5. A and C
   6. B and D
2. What are indicators of healthy preparation?
   1. Feeling paranoid about emergencies and disasters
   2. Creating back up plans for your basic needs which can be used in any scenario
   3. Preparing for extreme disasters and unlikely scenarios
   4. Preparation includes assessing the specific needs of household members and community members
   5. A and C
   6. B and D
3. Which of these options does **NOT** describe an “all hazards” approach to emergency preparedness?
   1. Stocking supplies that can fulfill all of your basic needs, regardless of the scenario
   2. Stocking supplies for all the emergency scenarios that you can think of
   3. Building skills that are relevant in any scenario, like cooking on a fire or first aid
4. What of these options describes a recommended lifestyle shift as you prepare for three week scenarios?
   1. Having a go bag for evacuations or short term emergencies
   2. Stocking three weeks worth of water for each household member
   3. Talking to your community members about how you can pool skill sets and resources to survive a long-term disaster
   4. Getting in the habit of stocking shelf stable food and rotating these supplies to ensure nothing expires
5. After emergencies, there are three suggested reflection questions that can help you improve your preparedness for future emergencies. Which of these questions is **NOT** one of the recommended reflection questions?
   1. What went well?
   2. What could be improved?
   3. How can I address areas for improvement?
   4. Who in my household/community did not have their needs met during this event?

## Student Survey

Name (Optional):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_

Instructor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Workshop Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

On a scale of 1 to 5 with one being the worst and five being the best, how would you rate the quality of the instructor?

Worst 1 2 3 4 5 Best

On a scale of 1 to 5 with one being the worst and five being the best, how would you rate the quality of the workshop materials (powerpoint, worksheets, and any other supporting documents)?

Worst 1 2 3 4 5 Best

On a scale of 1 to 5 with one being the least relevant and five being the most relevant, how relevant was this workshop to your life/your personal emergency preparedness?

Very Irrelevant 1 2 3 4 5 Very Relevant

What was the most useful part of the workshop for you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What about this workshop could be improved?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional comments or concerns:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Sign In Sheet

| Name | Organization | Date |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Digital Survey & Pre/Post Test

Make a [copy of the forms](https://form-publisher.com/blog/how-to-duplicate-google-forms/) in this folder & have students fill them out. Then [review the survey responses](https://support.google.com/docs/answer/139706?hl=en) for your records.

## 

## 

## Printable Course Flyer

Just edit & [print](https://www.youtube.com/watch?v=oHmKpNP8yPw) to spread the word!

**Workshop for Community Resilience and Emergency Preparedness**

**Learn about personal emergency preparedness!**

**Build resilience for yourself, your family, and your community!**

**Create your own emergency preparedness plan!**

**In this workshop you will…**

1. **Learn** what it means to have a healthy relationship with emergency preparedness
2. **Learn** how to prepare with an “all hazards” approach for different emergency timeframes
3. **Discover your role in preparedness** as an individual, a household, and a community member
4. **Write** your personal emergency preparedness plan
5. Receive **free planning worksheets** for preparing for all types of emergencies

**Date:** [insert date of workshop]

**Time:** [insert time of workshop]

**Location:** [insert location of workshop]

**Contact [Facilitator or Organizer name] at [contact information] to sign up for the Bunker Not Required Workshop today!**