

# Bunker Not Required Workshop: Student Handbook

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



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# 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.

## Links to Student Materials

- **Activities:**  
<https://docs.google.com/spreadsheets/d/1xJoVTHl3vJWmX1cAgJ3Rap4nobeV6EeffXoeNPNA3Y/edit?usp=sharing>
- **Pre-Test:**  
<https://docs.google.com/forms/d/e/1FAIpQLScax-aYiJm6W1ahKeKI3b3wrCESjFiPk0hSKvEt10bW0h9XFQ/viewform?usp=sharing>
- **Post-Test:**  
<https://docs.google.com/forms/d/e/1FAIpQLSfgPv4nlvkQKG9NqzWVB4WW4Geax1jDpWB2q3pbFAmoQYyQpg/viewform?usp=sharing>
- **Student Survey:**  
[https://docs.google.com/forms/d/e/1FAIpQLSfjnuXC8mREj\\_mcff7QpvqxKpSafs63UcqNlGba0ywiAX2uYQ/viewform?usp=sharing](https://docs.google.com/forms/d/e/1FAIpQLSfjnuXC8mREj_mcff7QpvqxKpSafs63UcqNlGba0ywiAX2uYQ/viewform?usp=sharing)
- **Accessibility Tools** including screen reader accessible and large print/high contrast copies of all the student materials:  
[https://drive.google.com/drive/folders/1yqNOMlztYD3wdm0euQx-7bnmfhoJk4re?usp=drive\\_link](https://drive.google.com/drive/folders/1yqNOMlztYD3wdm0euQx-7bnmfhoJk4re?usp=drive_link)

Slide deck with notes & notetaking space

# Bunker Not Required

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



## Notes

# Introductions

1. Name
2. Location
3. What do you hope to get out of this workshop?



## Notes

# 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

## Notes

# What is an emergency?

## Emergency

- Routine or common event
- Short duration
- Resources available
- Does not overwhelm systems
- Can include personal emergencies like theft, injury, deaths in the family, etc.

## Disaster

- Less common than emergencies
- Not enough resources locally
- Can overwhelm systems
- Can be long term
- Increased recovery time

## Notes



## Reflection

Write down one skill or strength that you have used in a high-stress scenario, an emergency, or a disaster.

Notes

# Healthy Preparation and Resilience vs. Unhealthy Preparation

## Healthy Prep

- Feeling more safe and secure
- Does not induce anxiety
- Feeling more connected to your community and household members
- Can transform your habits and lifestyle in positive ways
- Focuses on skills as well as stuff

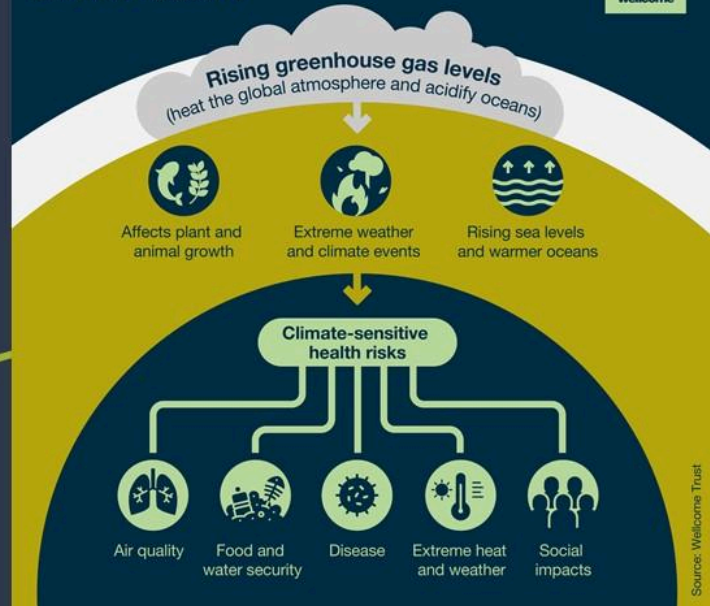
## Unhealthy Prep

- Becoming more isolated as you prepare
- Extremes: feeling paranoid or feeling invincible
- Disconnects you from your community
- Focuses on preparing for niche, unrealistic, or world-ending scenarios
- Can include focusing on conspiracies
- You feel insecure without specific stuff

## Notes

# Climate change and preparedness

## How does climate change affect health?



### Notes

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>

# All hazards approach to preparedness

Focusing on **capacities and capabilities**, NOT planning for every potential emergency

Focus on **disasters or emergencies** that are likely in your geographic area

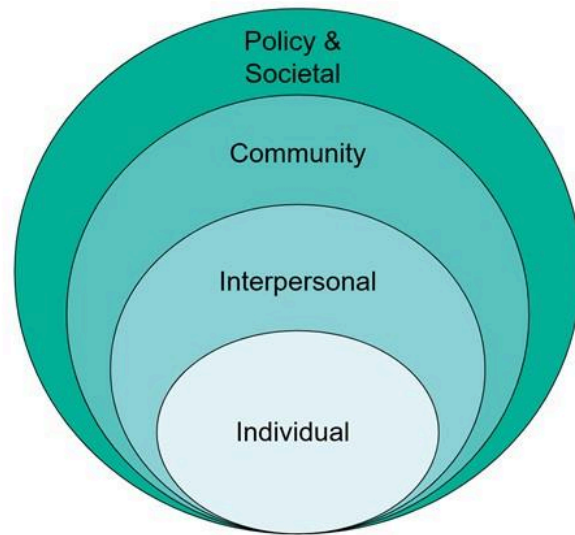


- This workshop focuses on building resilience with an “all hazards” approach.
- All hazard planning also focuses on developing capacities- in other words, the skills you have, and capabilities- in other words, the stuff you have.
- Planning for both skills and stuff ensures that we have holistic resilience.
- Some aspects of planning will be specific to natural hazards in your area.

## Notes



# Who prepares for emergencies?



- Our government and formal support systems prepare us for emergencies (firefighters, EMS, etc)
- There are limitations to government support systems
- Preparing at a community, interpersonal (household), and individual can help us stay safe if government resources are limited or unavailable
- 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 to ensure that we have all the skills and supplies to be safe.

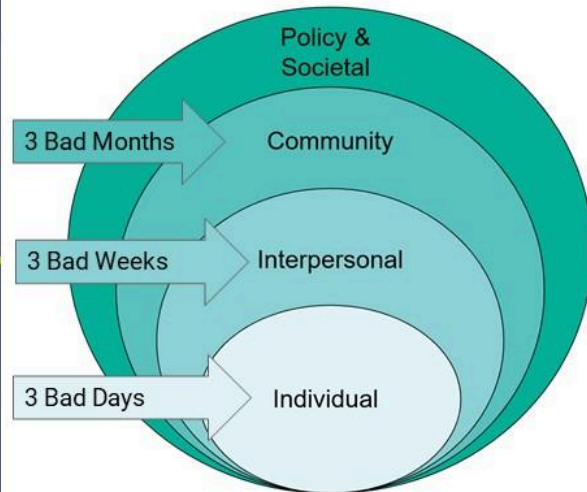
## Notes



## A framework for personal preparedness:

3 Bad Days  
3 Bad Weeks  
3 Bad Months

The timeframe of an emergency or disaster will determine the type of response you have, and the number of people involved in building resilience



- When you are preparing for three days, you should focus on creating a temporary backup plan for all your most vital needs
- When you are preparing for three weeks, you will focus on more substantial backup plans and household resilience
- 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.
- Holistic resilience will require more people and more teamwork for longer periods of difficulty and disruption.

### Notes





## 3 Bad Days: Acute emergencies



### Examples of acute emergencies

- Brief power outage
- Acute weather event
- Evacuations
- Infrastructure disruptions like internet outages, unexpected road closures, water pressure loss, etc.

### Preparedness

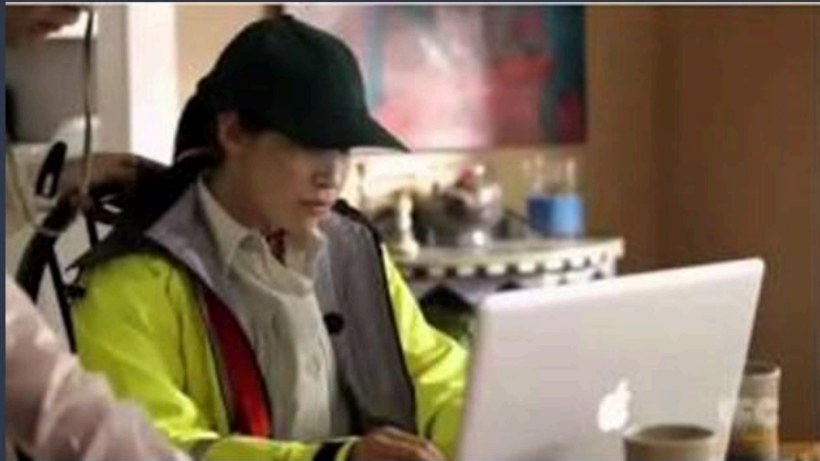
- Minimal additional purchases
- Doesn't need to be perfect
- Ensure you have a temporary backup plan for vital resources
- Focus on common hazards in your area first

- Acute emergencies are minor disruptions that last three days or less
- Usually emergencies, not disasters
- Simple temporary back up plan for vital resources
- Can be imperfect

### Notes

# What not to do for “3 day” prep

In this video Cath & Dave prepare for one day of hiking...



## Questions

How did over-preparation impact Cath & Dave?

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How can we avoid over-preparation and overspending for our three day preparedness?

- 
-

# Activity

Pick one area of preparedness and fill out your worksheet for "3 bad days"

Make a copy & edit: [📄 Bunker Not Required Worksheets](#)

Notes

## 3 Bad Weeks: Hunker down with your household



### Examples of three week scenarios

- Quarantine or unexpected communicable disease incident
- Extended weather events that impede travel and confine you to your home or neighborhood (Flooding, blizzards)
- Extreme weather or temperatures that last a week or longer (heat wave, polar vortex)

### Preparedness

- Lifestyle change that includes having approximately a month of supplies which you rotate out
- Practice using any preparedness items or gear regularly
- Think about water sources & purification methods rather than stocking 3 weeks of water

- Three week emergencies are more significant disruptions or disasters.
- Sometimes multiple disruptions will happen at once.
- Preparedness for three week timeframes include lifestyle shifts, skills, and purchasing additional resources to have in stock.
- Get in the practice of stocking items and rotating them out before they expire.
- Skills and stuff always come hand in hand.
- Identify a water source and have a plan for sanitizing your own water for scenarios where your running water is unavailable.
- Three week scenarios will also require emotional resilience.

### Notes

# Considering comfort for 3 week prep

Fred realizes the importance of comfort in preparedness...



## Questions

How might we change our food preparedness from three day to three week scenarios?

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How did comfort play a role in preparedness?

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## Activity

Pick one area of preparedness and fill out your worksheet for "3 bad weeks"

### Notes

## 3 Bad Months: Community transformation and resilience



### Examples

- Long term power issues of infrastructure damage (ex: Hurricane Maria 181 day outage)
- Long term medical emergencies (ex: COVID-19)

### Preparedness

- Lifestyle shift (this will take time!)
- Longer term supplies of food, medical, power sources, etc. that you rotate out
- Building skills like foraging, hunting, gardening, mending, first aid, etc.
- Understand the skills of your community members
- Community connectedness and teamwork
- Community is collectively aware that preparedness is important

- Teamwork is an important aspect of this type of preparation.
- Supplies needed for three weeks and three months have overlap.
- Key differences between three week and three month preparation:
  - Quantity of those supplies
  - The skills you need will likely be from **multiple** community members.

### Notes



## Community & inventory for 3 month prep

Dwight shows us what happens if you don't rotate supplies & shows us how unhealthy preparation can be detrimental to community resilience...



### Questions

This video demonstrates some of the pitfalls of over-preparation. Discuss the issues that are present in this video.

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In this video, Dwight talks about how his preparedness would exclude community members. Discuss the limitations of an isolationist mindset for community resilience.

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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.

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## Activity

In groups, discuss your personal skills and resources. Discuss the types of things you could contribute to your community in a “3 bad months” scenario.

### Notes

## Activity

Pick one area of preparedness and fill out your worksheet for “3 bad months” with your group.

### Notes

# Improving your preparedness before and after emergencies

## Reflect & Improve After Emergencies

- **Ask** yourself...
- What went well?
- What could be improved?
- How can I address areas for improvement?

## Training & Practice

- **Training** Firstaid, CPR, etc.
- **Practice** home fire drills, camping to test gear, etc.
- Preparedness and skill building can and can have positive benefits to your life beyond emergency preparedness

## Notes

## Activity

In your group, discuss a time that you went through an emergency. Reflect on that experience and discuss one thing that went well and one thing you wish you could have done differently.

### Notes

# Information



An important aspect of preparedness is staying informed on potential emergencies.

## Resources:

- <https://www.cdc.gov>
- <https://www.noaa.gov>
- <https://www.weather.gov>
- <https://gispub.epa.gov/airnow>

## Notes

# Create a to-do list with three items

1. One to-do for your 3 day preparedness
2. One to-do for your 3 week preparedness
3. One to-do for your 3 month preparedness



## Notes

## Closing discussion questions

1. What is one thing you will do to improve your personal preparedness after this workshop?
2. Who is one person you will talk to in your community or household to improve your community preparedness?
3. What is one thing you can do to maintain your emotional and mental resilience during a time of stress and change?

### Notes



# Pre Test for Workshop Participants (Hard Copy)

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

1. What are characteristics of an emergency?
  - a. Short-term event that does not overwhelm local resources
  - b. Long-term event that depletes local resources
  - c. Can be personal, like identity theft, house fires, or death in the family
  - d. Has an extended recovery time
  - e. A and C
  - f. B and D
2. What are indicators of healthy preparation?
  - a. Feeling paranoid about emergencies and disasters
  - b. Creating back up plans for your basic needs which can be used in any scenario
  - c. Preparing for extreme disasters and unlikely scenarios
  - d. Preparation includes assessing the specific needs of household members and community members
  - e. A and C
  - f. B and D
3. Which of these options does **NOT** describe an “all hazards” approach to emergency preparedness?
  - a. Stocking supplies that can fulfill all of your basic needs, regardless of the scenario
  - b. Stocking supplies for all the emergency scenarios that you can think of
  - c. 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?
  - a. Having a go bag for evacuations or short term emergencies
  - b. Stocking three weeks worth of water for each household member
  - c. Talking to your community members about how you can pool skill sets and resources to survive a long-term disaster
  - d. 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?
  - a. What went well?
  - b. What could be improved?
  - c. How can I address areas for improvement?
  - d. Who in my household/community did not have their needs met during this event?

# Post Test for Workshop Participants (Hard Copy)

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

1. What are characteristics of an emergency?
  - a. Short-term event that does not overwhelm local resources
  - b. Long-term event that depletes local resources
  - c. Can be personal, like identity theft, house fires, or death in the family
  - d. Has an extended recovery time
  - e. A and C
  - f. B and D
2. What are indicators of healthy preparation?
  - a. Feeling paranoid about emergencies and disasters
  - b. Creating back up plans for your basic needs which can be used in any scenario
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  - d. Preparation includes assessing the specific needs of household members and community members
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  - f. B and D
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  - a. What went well?
  - b. What could be improved?
  - c. How can I address areas for improvement?
  - d. Who in my household/community did not have their needs met during this event?

# Student Survey (Hard Copy)

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?

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What about this workshop could be improved?

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Additional comments or concerns:

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