Natural Disasters Intensity Analysis and Classification using Artificial Intelligence

Browsing, booking, attending, and rating a local city tour	Entice How does someone initially become aware of this process?	Enter What do people experience as they begin the process?	Engage In the core moments in the process, what happens?	Exit What do people typically experience as the process finishes?	Extend What happens after the experience is over?
Steps What does the person (or group) typically experience?	Fragmented services and information Know your risks Build a team Government services and information are selloed, making it difficult for people to have a complete picture of what support is available. Listing potential emergencies and ranking them in regards to importance and likelihood is essential to knowing what to do and what resources to invest Many emergency response plans are created in a vacuum, with no input from the end users	Origin of the disaster Degree of personal impact Size and scope of the disaster Probability of recurrence It is highly likely that the greater the community devastation, the greater the psychological impact on the survivors. When entire communities are destroyed, everything familiar is gone. When a disaster has a seasonal pattern, such as a hurricanes or tornado, survivors. When entire communities are destroyed, everything familiar is gone.	What is Disaster Management Defining Disaster Disaster types include the following: Managing Disasters Managing Disasters Managing Disasters Specifically, disaster management is about organizing and directing resources to cope with a disaster and coordinating the roles and responsibilities of responders	Emergency Preparedness Basics Hold a Family Meeting Managing Disasters First, identify the hazards that are most likely to occur where you live, Haupt says. Assemble an Emergency Kit Clothing Food and water, plus a way to open canned goods Medical supplies, such as sufficient medication Pet supplies	What Do I Do After a Disaster? What to do in the event of a disaster: In the minutes, hours, and days following a disaster, people are dealing with a wide range of physical and emotional stress. What to do in the event of disaster. A disaster may be a natural event, such as a fire or earthquake or may be man-made, such as a terrorism incident What TO DO AFTER A DISASTER Wear a long-sleeve shirt, long pants and sturdy shoes so you are going and when you expect to arrive.
Interactions What interactions do they have at each step along the way? People: Who do they see or talk to? Places: Where are they? Things: What digital touchpoints or physical objects would they use?	visualization of the interaction relationships geophysical, hydrological, shallow Earth, atmospheric, biophysical, and space hazards identify, through a wide-ranging review of grey- and peerreview literature geophysical, hydrological, shallow Earth, atmospheric, biophysical, and space hazards subdivide the interaction relationships subdivide the interactions into three levels synthesis is presented of the identified interaction relationships identify, through a wide-ranging review can characterize secondary hazards, given information about the primary hazard identified interactions considered are primary hazard triggers or increases the probability of secondary hazards occurring.	Characteristics of survivors Typical reactions to disasters by age group Lit is commonly assumed that that the devastation associated with some disasters may cause pathological conditions as the meaning assigned to the disaster, (PTSD) Typical reactions to disasters by age group Children, adolescents, adults, and older persons may share common patterns or ways of reactions and feelings in response to a traumatic event or a disaster and require special attention to meet their needs	The 5 Stages of the Disaster-Management Cycle When properly implemented, the disaster-management cycle can lessen the impact of a catastrophic event The best way to address a disaster is by being proactive. This means identifying potential hazards and devising safeguards to mitigate their impact Mitigation Mitigation Mitigation aims to minimize the loss of human life that would result from a disaster. Both structural and nonstructural measures may be taken. Preparedness Preparedness is an ongoing process in which individuals, communities, businesses and organizations can plan and train for what they'll do in the event of a disaster.	To prepare for an earthquake, consider stashing some emergency supplies in advance, advises the Earthquake Country Alliance, a partnership of organizations and alliances focused on earthquake preparedness To prepare for an earthquake, consider stashing some emergency path are often all heading the opposite direction, which means the traffic to get out of town can be extreme. Responding to an explosion is tricky when you don't know its cause, Burdiss says. Wayne Struble, the director of emergency preparedness for the Florida-based hospital system Health First.	Recovering from Disaster If you have insurance, contact your insurance agent to file a claim Recovering from a disaster is usually a gradual process. Safety is a primary issue, as are mental and physical wellbeing. Make sure to document all your damages – before you clean up, take photos and make a list. Save all your receipts for post-damage repair and clean up. Recovering from a disaster is a gradual process, take care of yourself and your family Your first concern after a disaster is your family's health and safety you need to consider possible safety. You need to consider possible safety issues and monitor family health and well-being slippery floors. Be aware of new safety issues created by the disaster. Watch for your self the disaster. Watch for post-damage repair and clean up.
Goals & motivations At each step, what is a person's primary goal or motivation? ("Help me" or "Help me avoid")	The most essential but difficult part of disaster management management motivate people to understand the disaster risk and make choice and to take actions appropriately against such risk with their own will. perceived value or utility that might be lost lost lost motivate people to understand the disaster risk and make choice risk and make choice to avoid such risk. The choice is made taking into account perceived (subjective) risk probability The choice is made taking into account perceived (subjective) risk probability	which differs from person to person, through interaction among the stakeholders The Pearson correlation and ANOVA were used to analyze the data. Results showed that students low, anticipatory disaster rursing competence was low, anticipatory disaster stress was not high, and motivation for disaster engagement was not high, and motivation for disaster stress.	teaching/learning strategies to increase students' willingness and motivation for disaster engagement. Among all continents in the world, Asia was the one most impacted by disasters in terms of the number of deaths as well as disaster events Interpose, nurses, who are the largest group of healthcare professionals, are expected to quickly provide care to wounded people when the disaster occurs to reduce the disruptive impacts of disasters as well as disaster. Recently, a growing consensus has emerged about the importance of furnishing all nurses with a minimum level of knowledge and skills that will allow them to face the complexities of disasters. Regarding disaster mortality, Taiwan was listed in the top 10 Asian countries Fiven though increasing nurses' level of disaster nursing competence, skills, and experience has been emphasized, nowledge and skills that will allow them to face the complexities of disasters.	Studies disclose that high levels of psychological stress are frequently reported in emergency responders during disaster events Researchers predict that nursing students are a potential group that can increase the volume of the nursing workforce and contribute to disaster revents when nursing shortages are a problem Which may be the primary reason affecting nurses' motivation to report to disaster or casualty sites. The occurrence of disaster events, particularly when the events cause many reasualties or the disasters late or a settlended period of time, is often an indicator that the capacity of the nursing workforce in a community or health institution is being overwhelmed. Researchers predict that nursing students in supporting disaster responses. Therefore, nursing students and registered nurses possess important roles in responding to disaster events when nursing shortages are a problem Therefore, nursing students and registered nurses possess important roles in responding to disaster events.	Nevertheless, both of them were found to be not well prepared in disaster management More significantly, studies reveal an alarming issue that nurses have less motivation to report to work although they may believe they are responsible for working during disaster situations It is suggested that healthcare institutions and schools should work together to design disaster education plans using innovative It is suggested that healthcare institutions and schools should work together to design disaster education plans using innovative In order to motivate individuals for disaster management, it would be therefore effective to make them understand their own risk
Positive moments What steps does a typical person find enjoyable, productive, fun, motivating, delightful, or exciting? Negative moments What steps does a typical person find frustrating, confusing, angering, costly, or time-consuming?	Disasters are things like war, hurricanes, floods, wildfires, or tornados. Even when they happen fair away, we feel to the people who are going through them. AWARENESS AND EDUCATION The key to reducing loss of life, personal injuries, and damage. It can be more stressful if a disaster happens close to home or affects people you know. It's good to talk about what's going on, and how you feel. Talk with your friends and adults in your life. Be a good listener for others who might want to talk. Talk with your friends and adults in your life. Be a good listener for others who might want to talk. The Committee recommends that community-wide awareness and education programs about natural disasters be made a national priority.	There are things that everyone can do to help those who need it. Even small actions and small donations make a difference. Here are some ideas to get you started: Check the website of a group like the Red Cross. Or reach out to a local community center (like the YMCA), places of worship, or other organizations that are set up to help. They know what people need most and the best ways to help. You can pitch in to support their efforts. Depending on the situation, a relief group may need donations of food, water, or other supplies. Drinking water (at least one gallon per person per day) Nonperishable food, such as canned veggies and protein bars Depending on your situation, your kit might also include.	They may need volunteers for a clean-up project, or to set up homes for refugees, or to pack boxes of food or supplies. Often, raising money helps the most. Your family needs a clearly outlined plan to follow that helps keep everyone safe during a natural disaster or an evacuation If you plan to donate supplies, check a group's social media to find out what's most needed. Or ask for a list. Choose what to give based on their information. That way, they don't have to spend money storing or handling extra stuff they can't use. Or ask for a list. Choose what to give based on their information. That way, they don't have to spend money storing or handling extra stuff they can't use. Working with others for a good cause is a way to bond. And more people-power means more help for those who need it.	You could decide to do something as a family. Or you could do something at school, or with people in a community you belong to. Local governments have systems in place to help are residents learn about impending or occurring disasters. The timely information these entities provide can help you understand what threats are present and know when its necessary to evacuate. Get together to talk about the dabout the plan. Talk through the details. Figure out who will do what. If you want to do something at school, you might need to ask a teacher to be part of it. Plan what you'll do, and make it happen. Here are some things you might need to do to carry out your plan: Natural Disaster Disasters as a Public Health Condition	Let's say you plan to collect supplies. After you find out what's needed, you'll want to post a list of what to bing and when and where to drop it off. You might need a drop off box and a place to store the Items. To achieve this goal, the Committee proposes that information campaigns and educational efforts be developed and that their effectiveness be evaluated and, where possible, continually. What if you're planning a fundraiser event? What will it be? Maybe it's a silent auction, car wash, bake sale, 5tk, or adnessed the propose sale, 5tk, or you could use posters or social media to explain. After the event, you'll need to decide how to sort items and get your donation to the charity. Work out all the steps. To achieve this goal, the Committee proposes that information campaigns and educational efforts be developed and that their effectiveness be evaluated and, where possible, continually. To achieve this goal, the Committee proposes that information campaigns and educational efforts be developed and that their effectiveness be evaluated and, where possible, continually. Continually.
Areas of opportunity How might we make each step better? What ideas do we have? What have others suggested?	Natural dissesters are usually regarded as damage factors causing high private and social costs. Notwithstanding the incontestable validity of this premise, natural dissesters do not necessarily lead to a structural desprivation of the area affected. Recent studies have clearly shown that in the long run one may even observe positive socioecommic effects This paper investigates this challenging proposition by developing a risk-disaster-opportunity framework for a territorial system This paper investigates this challenging proposition by developing a risk-disaster-opportunity framework for a territorial system This paper investigates this challenging proposition by developing a risk-disaster-opportunity framework for a territorial system	An empirical test of the above proposition of positive recovery effects of natural disasters is carried out by using, in particular, long-term data from the worldwide EM-DAT database. The attention is then focussed on positive feedback loops in spatial systems that are affected by a natural perturbation. Various case studies The attention is then focussed on positive effects appear to exist, depending on the effectiveness of public management of natural disaster phenomena. This study presents a review and an examination of natural induced shocks and their economic impacts by using a holistic resilience-based approach that highlights the importance of perturbations in the evolution and development of territorial systems	More people and assets are exposed to risk, as population grows and settlements expand, whereas social and technological improvements The existing literature differentiates between shocks as phenomena determined by short-term deviations from long-term trends and stressors referring to variables reflecting long-run pressures co-determined by the shock resistance or vulnerability of system components Shocks may transform into disasters which are serious disruptions of the functioning of a community or society at any scale	causing significant human, material, economic or environmental losses which affect or exceed the ability of society to cope with, by using solely its own resources Such disasters appear at the intersection of hazardous events Such disasters appear at the intersection of hazardous events Such disasters appear at the intersection of the events in this context, without they are also highly influenced by lack of capacity to these events. In this context, without they are also highly influenced by lack of capacity to these events. In this context, without they are also highly influenced by lack of capacity to these events. In this context, without they are also highly influenced by lack of capacity to these events. In this context, without they are also highly influenced by lack of capacity to these events. In this context, without they are also highly influenced by lack of capacity to these events. In this context, without they are also highly influenced by lack of capacity to these events. In this context, without they are also highly influenced by lack of capacity to these events. In this context, without they are also highly influenced by lack of capacity to these events. In this context, without they are also highly influenced by lack of capacity to these events. In this context, without they are also highly influenced by lack of capacity to the provide a solicity of the provided and the pro	Still, reducing the resilience concept to returning to a stable state limits its understanding The present approach, concentrated mainly on the outcomes of a natural disaster in the short and long run, takes resilience as a keyword to highlight The present approach, concentrated mainly on the outcomes of a natural disaster in the short and long run, takes resilience as a keyword to highlight from a territorial perspective, not only the differentiated capacity to diminish and manage losses, but also the growth and development opportunities that arise after a disastrous event.