

2018



Second edition – Updated and revised

# Public awareness and public education for disaster risk reduction:

Action-oriented key messages for households and schools

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# **Public awareness and public education for disaster risk reduction:**

Action-oriented key messages  
for households and schools

# Foreword

Every year, shocks, disasters and hazards such as earthquakes, floods, pandemics and landslides, lead to thousands of avoidable deaths. Information shared at the right time, in an understandable format, by trusted sources, can be the most effective life-saving tool in such events. Indeed, knowledge is empowerment when it comes to preparing for, mitigating the impact and responding to shocks and hazards. Deciding on a family preparedness plan; pre-identifying evacuation routes in the building and neighbourhood; knowing to turn the electricity-box off in the event of flooding; remembering to check on older persons in a heat wave: these are the sorts of measures that can equip individuals and families to confidently take action and stay safe in the face of disasters.

In a changing climate, with increased risks of extreme weather and disasters, the public will need to have a greater awareness of the risks they face and what they can do to be prepared. The International Federation of Red Cross and Red Crescent Societies (IFRC) and Save the Children have a long history of helping communities build their resilience. Building on the success of the first edition of *Public awareness and public education for disaster risk reduction: key messages* published in 2013, this second edition *Public Awareness and*

*Public Education for Disaster Risk Reduction: Action-oriented key messages for households and schools* continues this tradition, providing an updated tool that will support communities to build their knowledge-base and put in place their own measures to stay safe.

This updated publication provides practical advice and guidance on the nature of messages and information to share with the public, for use by all institutions with a responsibility for improving the safety of communities at risk and to mitigate the impact of shocks, hazards and disasters. Governments, non-governmental organizations, the United Nations and others can all use this guidance for national adaptation and to help prepare households. Active, consistent and clear messaging is vital to create a culture of safety and common understanding.

It contains revised messages that cover additional hazards, and more details on key issues to be considered for effective disaster preparedness, such as climate change, gender and inclusion. There is also greater guidance on child protection, school safety and community engagement. We see it as a significant contribution to our collective work to reduce disaster risks, and ultimately save lives.



A stylized, handwritten signature in black ink.

**Elhadj As Sy**  
Secretary General  
IFRC



A handwritten signature in black ink that reads "H. Thorning-Schmidt".

**Helle Thorning-Schmidt**  
Chief Executive Officer  
Save the Children

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# Abbreviations

<b>ARS</b>	acute radiation syndrome	<b>IPCC</b>	Intergovernmental Panel on Climate Change
<b>CBDM/ CBDRR</b>	Community-based disaster management/community-based disaster risk reduction (sometimes preceded by 'I' for integrated)	<b>KI</b>	potassium iodide
<b>CBRN</b>	Chemical, Biological, Radiological and Nuclear hazards	<b>LLIN</b>	long lasting insecticide treated nets
<b>CRED EM-DAT</b>	Centre for Research on the Epidemiology of Disasters Emergency Events Database	<b>MERS</b>	Middle East respiratory syndrome
<b>CWAs</b>	chemical warfare agents	<b>NOAA</b>	National Oceanic and Atmospheric Administration
<b>GADRRRES</b>	Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector	<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>GDPC</b>	IFRC Global Disaster Preparedness Centre	<b>SARS</b>	severe acute respiratory syndrome
<b>GFDRR</b>	Global facility for Disaster Risk Reduction	<b>SOP</b>	Standard Operating Procedures
<b>HFA</b>	Hyogo Framework for Action	<b>SDG</b>	Sustainable Development Goals
<b>IFRC</b>	International Federation of Red Cross and Red Crescent Societies	<b>TICs</b>	toxic industrial chemicals
<b>IGO</b>	International governmental organization	<b>UNISDR</b>	United Nations Office for Disaster Risk Reduction
<b>INGO</b>	International non-governmental organization	<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
		<b>USGS</b>	United States Geological Survey
		<b>VCA</b>	Vulnerability and capacity assessment
		<b>WHS</b>	World Humanitarian Summit
		<b>WISS</b>	Worldwide Initiative for Safe Schools
		<b>WMO</b>	World Meteorological Organization

# Glossary

**Disaster:** A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts that exceed the ability of the affected community or society to cope using its own resources.

**Disaster risk reduction:** The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, reduced vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

**Mitigation:** The lessening or limitation of the adverse impacts of hazards and related disasters.

**Preparedness:** The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from the impacts of likely, imminent or current hazard events or conditions.

**Prevention:** The outright avoidance of adverse impacts of hazards and related disasters.

**Public awareness:** The extent of common knowledge about disaster risks, the factors that lead to disasters and the actions that can be taken, individually and collectively, to reduce exposure and vulnerability to hazards.

**Resilience:** The ability of a system, community or society exposed to hazards to resist, absorb, adapt to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

**Risk:** The probability of an event and its negative consequences.

**Vulnerability:** The characteristics, circumstances and conditions determined by physical, social, economic and environmental factors or processes of a community, system or asset that make it susceptible to the damaging effects of a hazard.



# Hazards

A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

The classification of hazards presented here is based on categories used globally by the main hazard-related databases.

## Climatological hazards

**Drought:** A long-lasting event triggered by a lack of precipitation. A drought is an extended period of time characterized by a deficiency in a region's water supply that is the result of constantly below average precipitation. A drought can lead to losses in agriculture, affect inland navigation and hydropower plants, and cause a lack of drinking water and food. (Source: Centre for Research on the Epidemiology of Disasters (CRED) EM-DAT)

**Extreme heat/heat wave:** A period during which the daily maximum temperature exceeds for more than five consecutive days the maximum normal temperature by 9 degrees Fahrenheit, i.e. 5 degrees Celsius, the normal period being defined as 1961–1990. Because of global warming, the frequency, duration, and severity of heat waves are predicted to increase in most parts of the world. The impacts on human health, regional economies, and ecosystems may be significant. (Source: World Meteorological Organization (WMO))

**Extreme cold/cold wave:** Marked cooling of the air, or the invasion of very cold air, over a large area; it usually lasts from a few days to a few weeks. This is a drop of average temperature well above the averages of a region, with effects on human populations, crops, properties and services.

## Biological hazards

**Biological emergency:** A biological emergency can occur when there is a major epidemic outbreak of diseases such as avian Influenza, severe acute respiratory syndrome (SARS), Middle East respiratory syndrome (MERS) etc., plant or animal contagion, insect or other animal plagues and infestations.

Contamination can occur through natural exposure to the agent, accidental release of microorganisms from for example a research facility or by deliberate acts. (Source: International Federation of Red Cross and Red Crescent Societies (IFRC))

**Major epidemic and potential pandemic diseases:** This includes viral, bacterial, fungal and prion diseases, yellow fever, cholera, zika virus, ebola virus, malaria and all other epidemics, including all zoonotics-based and pandemic diseases.

Either an unusual increase in the number of cases of an infectious disease that already exists in the region or population concerned, or the appearance of an infection disease previously absent from a region. (Source: CRED EM-DAT)

## Geophysical hazards

**Earthquakes:** A term used to describe both sudden slip on a fault, and the resulting ground shaking and radiated seismic energy caused by the slip, or by volcanic or magmatic activity, or other sudden stress changes in the earth. (Source: United States Geological Survey (USGS))

**Landslide/debris flows:** Movement of surface material down a slope. (Source: USGS)

**Tsunami:** A tsunami is a sea wave of local or distant origin that results from large-scale seafloor displacements associated with strong earthquakes, major submarine slides, or exploding volcanic islands. (Source: USGS)

**Volcanic eruption:** The discharge (aerially explosive) of fragmentary ejecta, lava and gases from a volcanic vent. (Source: USGS)

All volcanic activity like rock fall, ash fall, lava streams, gases etc. Volcanic activity describes both the transport of magma and/or gases to the earth's surface, which can be accompanied by tremors and eruptions, and the interaction of magma and water (e.g. groundwater, crater lakes) underneath the earth's surface, which can result in phreatic eruptions. Depending on the composition of the magma eruptions can be explosive and effusive and result in variations of rock fall, ash fall, lava streams, pyroclastic flows, emission of gases etc. (Source: CRED EM-DAT)

## Meteorological hazards

**Tropical cyclones:** An atmospheric closed low pressure circulation system rotating counter-clockwise in the Northern Hemisphere and clockwise in the Southern Hemisphere (includes: cyclone, extra-tropical cyclone, tropical cyclone, hurricane, typhoon). (Source: National Hurricane Centre, National Oceanic and Atmospheric Administration (NOAA))

## Hydrological hazards

**Floods:** The overflowing of the normal confines of a stream or other body of water, or the accumulation of water over areas that are not normally submerged. This includes: river/fluviat floods. (Source: Intergovernmental Panel on Climate Change (IPCC))

**Storm surge (specific hazard messages under tsunami and storm surge):** The temporary increase, at a particular locality, in the height of the sea due to extreme meteorological conditions (low atmospheric pressure and/or strong winds). The storm surge is defined as being the excess above the level expected from the tidal variation alone at that time and place. (Source: IPCC)

**Hailstorms:** Hail is a form of solid rain consisting of balls or irregular lumps of ice, measuring between 5 millimetres and 15 centimetres in diameter. Hail formation requires strong, upward motion of air freezing temperatures at lower heights. Storms that produce hail that reaches the ground are known as hailstorms. Hailstorms normally last from a few minutes up to 15 minutes. Hail in the tropics occurs mainly at higher elevations. It may be accompanied by other severe weather events, such as cyclones and tornadoes.

### Technological and man-made hazards

**Man-made hazards:** Hazards that are “induced entirely or predominantly by human activities and choices” (i.e. anthropogenic, or human-induced). This term does not include the occurrence or risk of armed conflicts and other situations of social instability or tension that are subject to international humanitarian law and national legislation.

**Nuclear emergency:** Nuclear emergencies (includes nuclear hazards) involve or emerge from nuclear chain reactions. Such chain reactions take place under controlled circumstances for instance in nuclear power plants and research reactors. Nuclear chain reactions also occur in an uncontrolled manner in nuclear weapons, creating the enormous blast and heat effects associated with nuclear detonations. (Source: United Nations International Strategy for Disaster Reduction (UNISDR)/IFRC)

**Radiological emergency:** Radiological emergencies (includes radiological hazards) can involve all other sources of radiation, such as radiography machines, radioactive material for use in industry, lost sources and more. Radiological accidents are usually not mass casualty events, as they commonly occur when people are irradiated by misplaced or misused radioactive equipment. They can however cause widespread fear among large parts of the population. (Source: UNISDR/IFRC)

**Chemical emergency:** Chemical emergencies (includes chemical hazards) are defined as any unplanned event involving hazardous substances that causes or is liable to cause harm to health, the environment or property, such as loss of containment of hazardous substances and fires. (Source: Organisation for Economic Co-operation and Development (OECD))

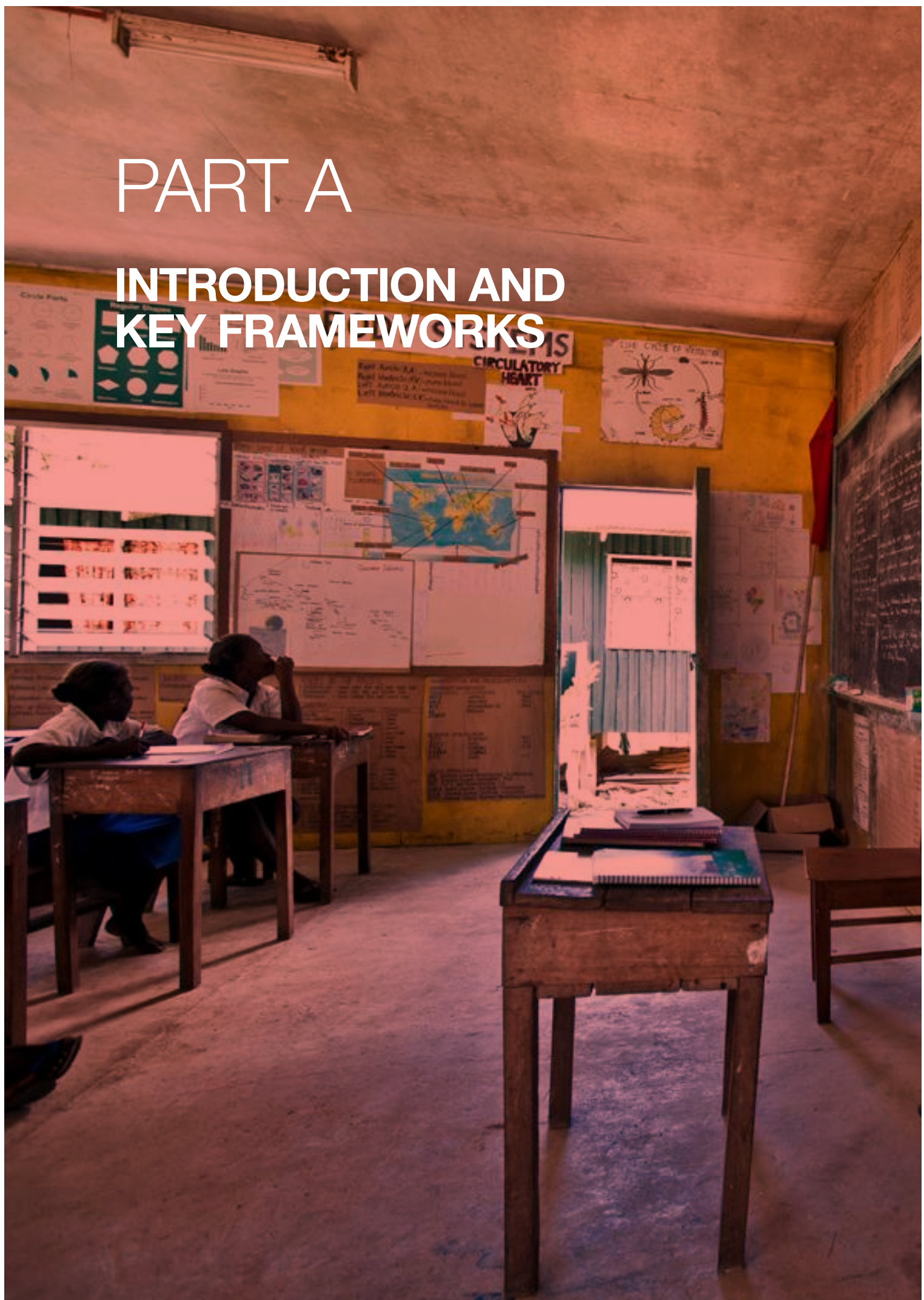
### Non-technological and man-made hazards

**Wildfires:** This includes all types of fire events, wildfires and forest fires. It is the process of combustion of inflammable materials producing heat, flames and (often) smoke. (Source: International Federation of Red Cross and Red Crescent Societies (IFRC))

**Source:** Definitions where sources are not indicated have been adapted from UNISDR’s terminology of disaster risk reduction.

# PART A

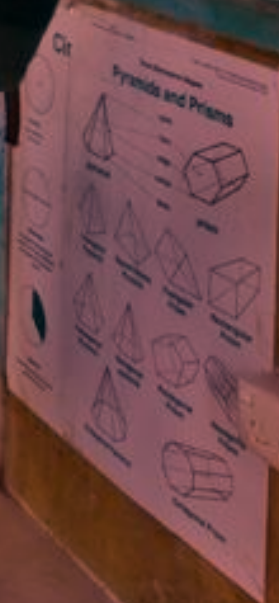
## INTRODUCTION AND KEY FRAMEWORKS





WHEN THERE IS A  
TSUNAMI WARNING,  
RUN TO THE HIGHER GROUND

WHEN THERE IS AN  
EARTHQUAKE, DROP



Fraction

# Introduction

This second edition of the *Public awareness and public education for disaster risk reduction: Action-oriented key messages for household and schools* provide messages for all types of hazards including 13 major hazards and family disaster preparedness. The first edition published in 2013 drew from widely disseminated, authoritative sources from across the globe and were developed through inter-agency consensus. In 2014, Save the Children joined the effort and co-supported research and global expert validation.

The revised key messages, in this second edition, are updated to cover additional hazards and have been reviewed for integration of climate change messages, messages regarding pets and livestock and child protection-specific guidance during crises and emergencies. Subject matter experts from partner organizations globally have researched and validated specific messaging for seven additional hazards.

This new edition is a revised, updated and enhanced tool, building on the first edition, for practitioners around the world. IFRC and Save the Children invites Red Cross and Red Crescent National Societies, national disaster management organizations, non-governmental organizations and inter-governmental organizations to be part of the continued global validation project, with the objective of adapting and adopting key messages at the national level. To that end, this document provides a well-researched template and starting point.

**Next steps:** The key messages validation project will continue following this new edition of messages, with the goal of developing an even fuller set of messages with a variety of contextualized versions, in several languages. National Societies and partners can continue to implement and test the promotion of hazard-specific messages through participatory, consensus-based adaptation and localization workshops.

If you would like to lead or participate in the adaptation and localization process in your country or region, please contact:

**Martin Krottmaier:** [Martin.krottmaier@ifrc.org](mailto:Martin.krottmaier@ifrc.org)

**Marla Petal:** [marla.petal@savethechildren.org.au](mailto:marla.petal@savethechildren.org.au)

For more background information, case studies, video material and related key messages please visit the dedicated public awareness and public education website on [www.ifrc.org](http://www.ifrc.org).

## What are key messages, and why should they be consensus-based and harmonized?

Public awareness and public education key messages are evidence-based, concise, actionable information for hazard prevention. These harmonized messages are available as a tool for National Societies and partners to localize and adopt as necessary to scale up their work in promoting consistent and sustained safety and resilience related action to the public. If these actionable messages are universally practised, disaster risks can be substantially reduced at individual and household levels, and more lives can be saved.

For messages to have credibility and strong impact in communities, they need to be adapted to local hazards, culture and contexts. Creating an overall culture of safety and resilience requires unified messaging.

This document focuses on harmonizing key messages. This has meant working to ensure that the key points are conveyed consistently, even in instances when different stakeholders disseminate messages to different audiences.

By setting out this common reference source, it is hoped that practitioners will make voluntary efforts to harmonize their messages. The goal is common understanding and consistency in the application of common themes, worldwide.

## Scope and structure of the messages

The framework used to develop the key messages is based on scientific analytical research.<sup>1</sup> This research highlights three logical and consistent spheres of activity that emerge from a wide mix of household hazard adjustment activities. These include:

- assessing risks and planning activities to recognize, reduce and respond to hazards
- taking mitigation measures to make the built and natural environments safer and establishing early warning systems
- developing response capacity, by learning skills and storing provisions.

Looking beyond household hazard adjustment to consider the wider range of disaster reduction activities suggested at micro and macro levels, these same spheres of activity apply.<sup>2</sup> Risk reduction outcomes require action in all three of these areas, and at every level of society.

The messages are structured in a way that helps people to think about the issues and to solve problems for themselves. The framework for the messages is linked to the activities that take place in society at large, so that action taken at home logically connects with advocacy for action through work, school, community and governance.

<sup>1</sup> Kirschenbaum A. *Disaster preparedness: A conceptual and empirical reevaluation in International Journal of Mass Emergencies and Disasters*, Vol. 20, No. 1, pp. 5–28, 2002.

<sup>2</sup> Burby J. R. *Unleashing the power of planning to create disaster-resistant communities' in Journal of American Planning Association*, 1999; 249–258. Petal M. *Urban Disaster Mitigation and Preparedness: The 1999 Kocaeli Earthquake*. Doctoral dissertation. Los Angeles: University of California, 2004.

## Contextualization linked to action

Advocates and practitioners are often struck by the major differences between the advices given for urban versus rural areas, or between guidance for those with and without access to economic and social resources.

For this reason, it is important to consider each action and ask whether it needs to be adapted to the local context. For example, some of the key messages set out in this publication may not reflect valuable indigenous knowledge. Others may seem to conflict with cultural norms prevalent in a given region. Where this occurs, it is important to reflect carefully and use problem-solving skills to consider how to adapt the guidance to the given context, rather than rejecting the message completely.

### Adapting key messages: example

The advice to keep a pair of hard-soled shoes by one's bedside in earthquake-prone areas stems from the evidence that following an earthquake during the night, the majority of avoidable injuries are to feet and legs, caused by walking on broken objects and debris. In the aftermath of an earthquake, removing a piece of glass from a foot requires medical resources that are scarce following a disaster and ideally should be used to treat serious injuries and for saving lives. By taking simple precautions, certain injuries can be avoided enabling the individual to provide help to others, rather than becoming a victim themselves.

Yet, in many cultures, shoes are not brought into the house and left by the door. In many places, it is presumptuous to assume that people have an extra pair of shoes to leave by the bed, or perhaps have any shoes at all. Nevertheless, knowing the consequences of not finding shoes by the bed, it would be best to work with end users of the guidance to determine how to adapt the advice in order for it to be culturally acceptable, and to prevent avoidable injuries.

To help with this process, for each set of messages, the left column indicates the core concept, which seeks to be as universal as possible. The right column presents operational details that may be context specific – the precise information needed to achieve the action.

Key messages	Context-specific details
Core concept	Operational details that may be context specific

## Adapting and adopting key messages at national level

When it comes to consensus-based adaptation and localization, it is important to follow good practice. A broad participatory process, with expert input, will yield a set of messages that everyone feels able to accept and can promote jointly and consistently for some time to come. The steps below explain how to adapt and localize key messages. For further information, refer to Annex I.



## Step-by-step guide for adapting and adopting key messages

**Step 1:** Meet with the national disaster risk management office to make a preliminary plan.

**Step 2:** Prepare the key messages for review – translate the messages into the local language where necessary and format in line with nationally disseminated key messages.

**Step 3:** Plan a two-day workshop, set an agenda, send invitations to the authorities that represent different sectors and areas of expertise and share the review package with the subject-matter experts.

**Step 4:** Prepare for the National key messages workshop.

**Step 5:** Conduct the National key messages workshop.

**Step 6:** Compile and edit inputs and circulate draft for final review.

**Step 7:** Finalize, publish and disseminate the key messages.

**Step 8:** Make use of the nationally adopted key messages for household risk reduction and to build resilience.

**Step 9:** Review the key messages periodically.

The public awareness and public education messages have been adapted and adopted by several countries including: Bhutan, China, Fiji, Lao People's Democratic Republic, Solomon Islands, Thailand, United States of America and Vanuatu. Examples of other harmonized messaging are provided in the box below.

## Examples of harmonized messaging

There are several good examples of consensus-based harmonized messaging that involve key government departments, scientific and civil society partners, as well as Red Cross and Red Crescent National Societies, including:

- **Central Asia** – Red Crescent Societies have co-produced or co-logoed important public education materials along with Ministries of Emergencies, leading scientific and technical institutes, donors, and a host of other local and international non-governmental organizations.
- **Caribbean** – Seasonal public education for hurricane preparedness is presented jointly by Red Cross and their respective governments in the region.
- **Indonesia** – The wide-ranging Consortium for Disaster Education has collaborated with its broad stakeholder membership to present standardized programmes to schools and community groups, to share the work and make sure that everyone receives the same messages.

- **Central America** – Public education and vulnerability and capacity assessment guidance is consistently conveyed across the region through harmonized modules shared by National Societies, international governmental organizations and non-governmental organizations and certain government agencies.
- **South Asia** – A template for *standardized first aid kits* has incorporated inputs from National Societies as well as a wide range of governments, experts and field practitioners.
- **China** – Recognizing that in a large and diverse country there are many potential contributors to consensus-based messages, subject-matter experts in-country created a web-site to gather wider public input, and invited trusted and respected individuals in the field from all over the country to contribute to the messages. The first version was consolidated in late 2017.

Recent examples of public awareness materials that are in use at an international scale include community-based health and first aid modules that have been adopted or approved by health authorities as core materials for public education in health and first aid.

### How are public awareness and public education key messages being used?

The public awareness and public education key messages as well as nationally adapted and adopted versions are being used in a number of ways.

#### Country specific messages

Afghanistan, Bhutan, China, Fiji, Lao People's Democratic Republic, Solomon Islands, Thailand, and Vanuatu, have already adapted and adopted the key messages. In these countries, the messages serve as the foundation for quality control of information and education and behaviour change education materials for safety and resilience.

#### Public awareness

The event Showcasing Innovation: Media and Communication for Disaster Risk Reduction was held during the Third UN World Conference on Disaster Risk Reduction in Sendai in March 2015. The event focused on how to use media or communication in a creative and effective manner to help communities at risk become more aware of disaster risks and contribute toward building their resilience. Examples of innovation, good practice on how to reduce disaster risks and improve resilience specifically targeted to people who are at risk of hazards were shared. Public awareness and public education key messages were acknowledged and recognized following the event. The British Broadcasting Corporation, Global Network of Civil Society Organisations for Disaster Reduction, Netherlands Red Cross and Plan International jointly organized the event.

In 2017, the International Federation of Red Cross and Red Crescent Societies (IFRC) together with Prudence Foundation and National Geographic launched the [SAFE STEPS](#) programme. The first of its kind, pan-Asia programme aims to promote awareness and increase knowledge on natural disasters across the region to spread and share life-saving information. The programme which was initially based on public awareness and public education key messages, aims to provide easy-to-understand educational messages on how to prepare for disasters to as many people as possible so they can be safer and more resilient.

### **Information and communication technology**

One of the key means of increasing public awareness to strengthen community resilience is to use innovation and technology. Several applications have been developed with first aid and hazard-related information, putting preparedness information directly into people's hands. Examples include:

- [Hazard App](#) – using a Universal App Program, the Global Disaster Preparedness Center (GDPC) and the Global First Aid Reference Center have created a platform to facilitate the adaption and localization of mobile applications (apps).
- [The Ready, Steady, Safe App](#) – in Australia from Save the Children in co-operation with Australian Red Cross, supports child-centred family disaster preparedness.
- [Tanah: The Tsunami and Earthquake Fighter](#) is a disaster preparedness educational mobile gaming app designed for children and families. It was developed in collaboration between GDPC, UNESCO-Bangkok, and USAID with support from Indonesian Red Cross Society and Asian Coordinating Centre for Humanitarian Assistance on Disaster Management.
- What Now Service is founded on IFRC's public awareness and public education key messages for disaster risk reduction. Using GDPC's What Now Service any National Society can localize the messages for their area, upload them into the What Now Service, and have the alert messages link to their logo and website. This way, early warning capacity can be improved at scale for online-users in their community.

### **Public education and school safety**

The [Comprehensive School Safety Framework](#) recommends the public awareness and public education key messages as starting point for development of formal and informal curriculum content. The messages serve as a foundation for development of formal curriculum as well as non-formal activities for disaster risk reduction education. This includes providing the underlying resource for the content of books, games, videos as well as learning activities. This global framework has been produced jointly by the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) and UNISDR.

Red Cross and Red Crescent National Societies school safety initiatives align with the Comprehensive School Safety Framework. For example, the Pillowcase Project teaches hazard awareness and preparedness lessons. National Societies in Australia, Hong Kong, Mexico, Peru, the United States of America, and the United Kingdom have adapted and are implementing this project.

## Alignment and contributions to strategic frameworks

This second edition of the *Public awareness and public education for disaster risk reduction: key messages* contribute to the following global strategies, frameworks and initiatives:

[IFRC Strategy 2020](#) (and beyond) voices the collective determination of IFRC to move forward in tackling the major challenges that confront humanity in the coming decades. Informed by the needs and vulnerabilities of the diverse communities with whom we work, as well as the basic rights and freedoms to which all are entitled, this strategy seeks to benefit all who look to Red Cross and Red Crescent to help to build a more humane, dignified, and peaceful world. The collective focus of the IFRC is on achieving the following strategic aims:

1. Save lives, protect livelihoods, and strengthen recovery from disasters and crises;
2. Enable healthy and safe living; and
3. Promote social inclusion and a culture of non-violence and peace

[IFRC Framework for Community Resilience](#) includes the recommendation of increasing communication and public information efforts. The Framework for Community Resilience has the goal of guiding and supporting the work of National Societies through the following three strategic objectives:

1. To assist communities as they adopt risk-informed, holistic approaches to address their underlying vulnerabilities;
2. To encourage communities to adopt demand-driven, people-centred approaches to community resilience strengthening; and
3. To be connected to communities – being available to everyone, everywhere to prevent and reduce human suffering.

[The One Billion Coalition for Resilience](#) focuses on building individual, household and community resilience through risk awareness. It aims to ensure that communities are able to make resilience-building choices that fit with local needs and can draw on local resources. It is designed to help communities and households build resilience across a wide range of areas, including: first aid and preparedness training, strengthening local institutions and early warning systems, pandemic preparedness and improving access to health and water and sanitation. The ultimate aim is to improve and save lives.

The [Sendai Framework for Disaster Risk Reduction 2015–2030](#) emphasizes the importance to promote successful disaster risk communication actions. The framework was adopted at the Third UN World Conference on Disaster Risk Reduction in Sendai, Japan on 18 March 2015. The main features of the framework are:

1. Shift in focus from managing disasters to managing risks;
2. Wider scope which includes risk of small- to large-scale, frequent and infrequent, sudden and slow-onset disasters, caused by natural or man-made hazards, as well as related environmental, technological and biological hazards and risks; and
3. More people-centred, all-hazards and multi-sectoral approach to disaster risk reduction.

Risk communication and education play an important role in the [Sustainable Development Goals \(SDG\)](#). Disaster risk reduction is an integral part of social and economic development, and is essential if development is to be sustainable for the future. A risk-informed and resilient post-2015 development agenda can only be achieved through partnering with local groups, communities and the private sector. In September 2015, at the United Nations Sustainable Development Summit, Member States formally adopted the [2030 Agenda for Sustainable Development](#) in New York. The agenda contains 17 goals including a new global education goal (SDG 4). SDG 4 is to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

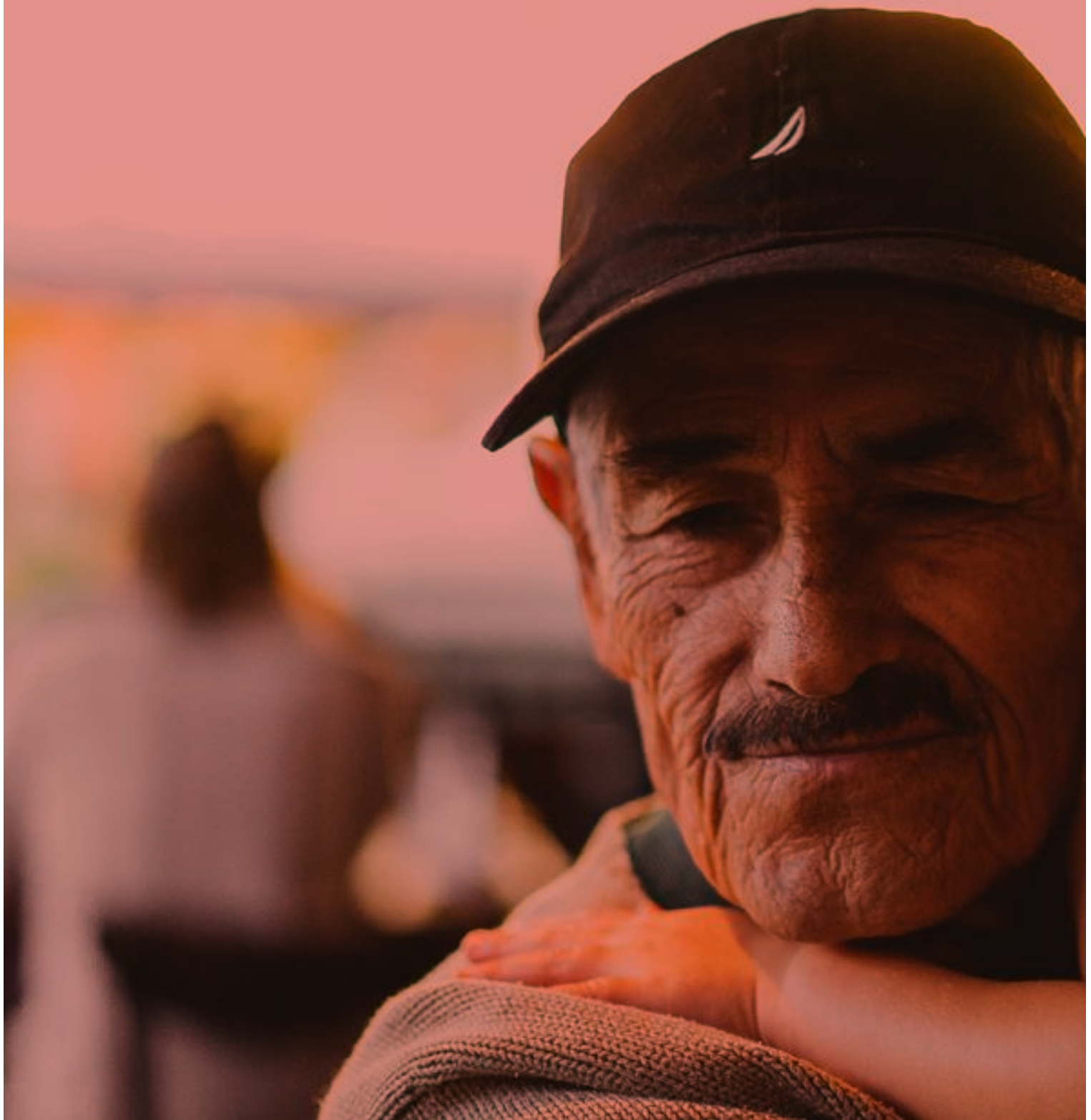
GADRRRES's [Comprehensive School Safety Framework](#) aims to ensure that all schools are safe from disaster risks and all learners live in safe environments. The purpose of GADRRRES is to strengthen global coordination, increase knowledge, and advocate on risk reduction education and safety in the education sector. Its work ultimately contributes to a global culture of safety and resilience through education and knowledge. GADRRRES is a multi-stakeholder mechanism that includes UN agencies (UNICEF, UNISDR, UNESCO, among others), international organizations (IFRC, the Global Facility for Disaster Reduction and Recovery), and global networks (Inter-Agency Network for Education in Emergencies, Save the Children, World Vision, Plan International).

The [Worldwide Initiative for Safe Schools](#) is a government-led global partnership that aims at securing political commitment and fostering safe schools' implementation globally. It motivates and supports governments to develop and implement national school safety policies, plans and programmes in combination with the three technical aspects of the Comprehensive School Safety Framework. IFRC and Save the Children contribute through their collaboration with the Ministry of Education and the provision of tools to reach the goals set out in the Comprehensive School Safety Framework.

[World Humanitarian Summit \(WHS\)](#) 2016 was convened to share knowledge and establish common best practices among organizations involved in humanitarian action in order to enable them to react more effectively to crises. One of the main themes of WHS was to reduce vulnerability and manage risk.

# PART B

## KEY MESSAGES FOR DISASTER RISK REDUCTION







# PART B.1

## KEY MESSAGES FOR ALL-HAZARDS HOUSEHOLD AND FAMILY DISASTER PREVENTION







This section sets out foundation messages that are considered common for all-hazards preparedness. Specific complementary messages related to different hazards like drought, earthquakes, floods, volcanoes, landslides, tropical cyclones, pandemics or wildfires are presented in the next section.

The better each household can plan ahead, reduce its risks (through structural, non-structural, infrastructural and environmental measures), develop response skills and store provisions, the greater its resilience will be. By following this guidance, households and families can protect themselves, recover quickly, and contribute to the rapid recovery of their community. Each household can be part of the solution, rather than part of the problem. This work starts with each and every one of us.



Risk RED

### **All-hazards household and family disaster prevention in a nutshell**

- Find out what could happen. Stay informed.
- Make a household disaster and emergency plan, considering everyone in the household.
- Reduce structural, non-structural and environmental risks in and around your home.
- Learn response skills and practise your plan.
- Prepare response provisions to survive for about a week. Prepare evacuation bags.
- Work together with your workplace, schools, neighbours and local community to assess the risks, plan to reduce them, and prepare to respond.

## Assess and plan

Key messages	Context-specific details
Assess your risks where you live, work, study and play	<ul style="list-style-type: none"> <li>• Learn about potential hazards, local emergency plans and communications and warning systems in your community.</li> <li>• Identify hazards and vulnerabilities in your home and surroundings.</li> <li>• Learn about the contact information, roles and responsibilities of government agencies in assessing and reducing risks, issuing early warnings and planning for response.</li> <li>• Learn who is likely to be most exposed to different hazards, where and why.</li> <li>• Expect the unexpected.</li> </ul>
Make a plan	<ul style="list-style-type: none"> <li>• Include all household and extended family members in the planning process.</li> <li>• Meet with household and family members to discuss vulnerabilities and plan for the specific risks you face.</li> <li>• Determine what actions are needed to reduce risks and identify what resources and help you will need.</li> <li>• Plan the steps you will take to protect yourselves, to communicate, reunite and recover.</li> <li>• Decide who will do what, when and how it will get it done.</li> <li>• Practise and update the plan regularly, to reduce risks and to prepare for those you cannot eliminate.</li> </ul>
Assess individual capabilities and needs	<ul style="list-style-type: none"> <li>• Identify each person's individual needs and capacities. Consider all ages and functional needs – especially those related to communication and mobility.</li> <li>• Being prepared is everyone's responsibility. You can make the difference.</li> </ul>
Consider access and functional needs and create and prepare a support network	<ul style="list-style-type: none"> <li>• Consider the access and functional needs of each member of the household during a disaster. If anyone will need help, for any reason, plan and identify neighbours, friends, and/or co-workers who will provide assistance during an emergency.</li> <li>• Use imagination and your network to solve problems.</li> <li>• Make sure your network knows how to operate any personal equipment that you may need in case of emergency.</li> </ul>
Make plans to reunite	<ul style="list-style-type: none"> <li>• Agree on safe meeting places inside the house, outside the house and outside the neighbourhood.</li> <li>• Pre-authorize emergency contacts for school and childcare pick-ups.</li> <li>• Decide on primary and back-up out-of-area contacts to act as an information centre for your household or family.</li> </ul>
Keep emergency contact and health information available	<ul style="list-style-type: none"> <li>• Make emergency contact and health information cards for each household member, to be carried at all times (especially for children when they are away from home or school, and for anyone with particular access or functional needs).</li> <li>• Put a copy where it can easily be found in the event of a disaster or emergency, and share it with your support network.</li> </ul>
Know your building exit routes	<ul style="list-style-type: none"> <li>• Identify your exits, and consider the safest exit routes in case of different types of hazards.</li> <li>• Keep exit pathways clear.</li> <li>• Identify a safe place away from your building (at home, at work, at school).</li> </ul>

## Public awareness and public education for disaster risk reduction

Make hazard-specific plans about whether to stay or go and where to shelter	<ul style="list-style-type: none"> <li>For different hazards and circumstances, you may have early warning ranging from several days to no warning at all. Discuss the various possible scenarios, and decide on your safe spaces – the best shelter and/or evacuation options – for each circumstance.</li> <li>Prepare those safe spaces, whether in your home, outside or away from home.</li> </ul>
Learn and participate in your community's early warning systems	<ul style="list-style-type: none"> <li>Learn your community's early warning systems. If your community does not have one, help to develop one, taking care that the messages will be received and understood by everyone – especially the most vulnerable.</li> <li>Take warnings seriously, even if they are frequent. Be alert for changes in circumstances, as risks may increase after the early warning information is initially issued.</li> <li>Follow evacuation instructions without hesitation.</li> <li>Do not return home until local authorities say it is safe to do so.</li> </ul>
Make an evacuation plan: know your shelter destination, evacuation route and transportation method	<ul style="list-style-type: none"> <li>Identify safe places where you can go if you need shelter or must evacuate. Everyone in the household should know where to go, and where to meet if they have to leave.</li> <li>Plan alternate evacuation routes and methods, and practise your routes.</li> <li>Work with your network to determine the transportation method if evacuation is necessary.</li> <li>Ask the local emergency manager about community plans for directed evacuation and transportation options.</li> </ul>
Learn the location of shelter, <i>safe havens</i> or temporary housing	<ul style="list-style-type: none"> <li>Arrange for temporary housing with relatives or friends away from the area at risk.</li> <li>Learn the locations of shelters or <i>safe havens</i> for your community, and check to see if any special needs should be met. If these are not known in advance, find out how you will locate a shelter.</li> <li>Plan ahead to reunite at the identified location, without detour or delay.</li> </ul>
Keep copies of important personal documents	<ul style="list-style-type: none"> <li>Keep copies of important personal documents in your evacuation bag, with your out-of-area-contact, in a safe deposit box, and electronically (for example, on a cloud, hard disk or memory stick).</li> </ul>
Include pets, service animals and livestock in your planning	<ul style="list-style-type: none"> <li>Plan how to take care of your animals.</li> <li>Use collar tags, microchips or tattoos to identify animals if they are lost. Take a picture with your pet.</li> <li>Keep vaccinations and records up-to-date, and take these details with you when evacuating.</li> <li>Identify in advance how and where you can arrange for temporary shelters.</li> </ul>
Pool your financial risks	<ul style="list-style-type: none"> <li>If possible, buy insurance or set up a self-insurance pool with a large group. Check that coverage includes all types of hazards you are likely to face, and make a complete inventory of your property. Keep this in a safe, out-of-area location.</li> </ul>
Expand your circles. Continue your planning and plan with your neighbours and communities	<ul style="list-style-type: none"> <li>Know your neighbours.</li> <li>Learn about the emergency and disaster plans at school and at work.</li> <li>Get involved with workplace, school and community organizations, teams or projects to support ongoing assessment of vulnerabilities and capacities, planning, risk reduction and response-preparedness activities.</li> <li>Share what you have learned.</li> </ul>

## Mitigate risks: physical or environmental

Key messages	Context-specific details
Know your building	<ul style="list-style-type: none"> <li>• Know the structural type of your home (for example, wood frame, confined masonry, reinforced concrete, adobe, steel, traditional wattle and daub, or rubble fill).</li> <li>• Learn local regulations on land use, construction, remodelling, landscape maintenance, fire safety and disposal of debris.</li> <li>• Consider having your building evaluated by a professional structural design engineer, if possible. Building codes are specific to the time when your building was constructed, and modern standards may be higher. Retrofitting may be advisable.</li> <li>• Learn about options to make your home safe from the hazards that you are likely to face.</li> </ul>
Construct your home in a safe place in compliance with building regulations	<ul style="list-style-type: none"> <li>• Consider possible hazards before selecting the site for your home.</li> <li>• Learn about your area's building codes before you begin construction.</li> </ul>
Take annual home maintenance measures to keep your home safe	<ul style="list-style-type: none"> <li>• Carry out an annual check to identify and correct conditions that make you more vulnerable to fire, ground movement, wind, water and severe weather.</li> <li>• Be sure that windows can be opened from the inside and that exits and emergency exits are not blocked.</li> <li>• Clear fire hazards.</li> <li>• Inspect and repair electrical systems.</li> <li>• Clean gutters and drains.</li> <li>• Service all heating appliances and chimneys.</li> <li>• Replace smoke alarm batteries.</li> </ul>
Practise home fire prevention	<ul style="list-style-type: none"> <li>• Do not permit smoking in bed or when lying down.</li> <li>• Keep matches, lighters and flammable or combustible products away from children and from heat sources.</li> <li>• Never leave a fire or candle burning unattended.</li> <li>• Avoid overloading electrical circuits.</li> <li>• Check wiring in your home, repair broken electrical cords, frayed or exposed wires or loose plugs. Do not run electrical cords under carpets.</li> <li>• Check and maintain connections on devices that run on gas.</li> <li>• Keep stove and heaters and surrounding areas clear of flammables.</li> <li>• Install working smoke detectors in sleeping areas and at each level in your home.</li> <li>• Dispose of ashes in a metal container and soak with water.</li> <li>• Use heaters certified for safety and follow manufacturers' directions.</li> <li>• Do not use kitchen ovens for home heating.</li> <li>• Do not operate or refuel electrical generators indoors.</li> </ul>
Store hazardous materials safely	<ul style="list-style-type: none"> <li>• Limit, isolate, eliminate and separate hazardous materials.</li> <li>• Store poisons and flammable products securely in closed, latched metal cabinets to prevent accidental fires, toxic combinations and hazardous materials release.</li> </ul>
Protect your domestic animals and livestock	<ul style="list-style-type: none"> <li>• Make sure any outbuildings, pastures or corrals are protected in the same way as your home.</li> </ul>

## Public awareness and public education for disaster risk reduction

Practise good hygiene and sanitation	<ul style="list-style-type: none"> <li>• Wash hands well, using soap and water or sand.</li> <li>• Use toilets or other sanitary methods to dispose of human waste.</li> <li>• Do not defecate in the open air or near water sources.</li> <li>• Protect water and food supplies from contamination.</li> </ul>
Protect your environment	<ul style="list-style-type: none"> <li>• Conserve precious environmental resources: reduce, reuse and recycle.</li> <li>• Monitor and reduce energy and water use.</li> </ul>

## Prepare to respond: developing skills

Key messages	Context-specific details
Learn how to turn off your utilities	<ul style="list-style-type: none"> <li>• Learn where, when and how to turn off utilities (water, gas and electricity).</li> <li>• Ensure there is a clear path to access utilities easily in case of emergency.</li> <li>• Where appropriate, install automatic shut-off valves.</li> <li>• If need be, keep a wrench or other tools available to access or shut off utilities.</li> </ul>
In case of power outage, take fire precautions	<ul style="list-style-type: none"> <li>• If there is a power outage for any reason, extinguish all flames and never light any flame (including cigarettes, matches or candles) after a disaster.</li> <li>• Use only battery-powered lanterns, torches/flashlights until you are sure there is no danger of escaping gas or spilt fuel.</li> </ul>
Learn how to react to fire	<ul style="list-style-type: none"> <li>• If possible, move anyone who may be in immediate danger.</li> <li>• Make sure that doors and windows are closed, to confine fire and smoke.</li> <li>• Alert others to the fire and activate any fire alarm systems.</li> <li>• Call the emergency fire service for help.</li> <li>• Try to extinguish small fires using appropriate tools.</li> </ul>
Extinguish small fires	<ul style="list-style-type: none"> <li>• Extinguish small fires within the first two minutes of ignition by cutting off fuel, air or heat supply.</li> <li>• Put a fire extinguisher (ABC), bucket of sand or fire blanket in place and learn how to use it. Remember that the fire extinguisher must be maintained.</li> <li>• Before you fight the fire, keep your back to your escape route and stand 1.8–2.5 meters (6–8 feet) away from the fire. If possible, have a helper immediately behind you for safety.</li> <li>• Practise <i>PASS: Pull the pin. Aim at the base of the flame. Squeeze the handle. Sweep at the base of the fire.</i></li> <li>• In case of a stove-top fire, cover the burning pan with a fire blanket or damp (not wet) cloth and lid, take it off the burner, and leave it covered for at least an hour.</li> <li>• Never use water or foam extinguishers on an oil or an electrical fire.</li> </ul>
Use the correct fire extinguisher for the situation	<p>Use the proper extinguisher:</p> <ol style="list-style-type: none"> <li>1. <b>Pressurized water</b> for Class A ordinary fires, such as burning wood, paper, cardboard, plastics and textiles.</li> <li>2. <b>Carbon dioxide</b> for Class B flammable liquids, such as burning oil, gasoline, paint and grease and Class C energized circuits, such as electrical or computer fires.</li> <li>3. <b>Dry chemical powder</b> for fires in Class A, B or C.</li> </ol>

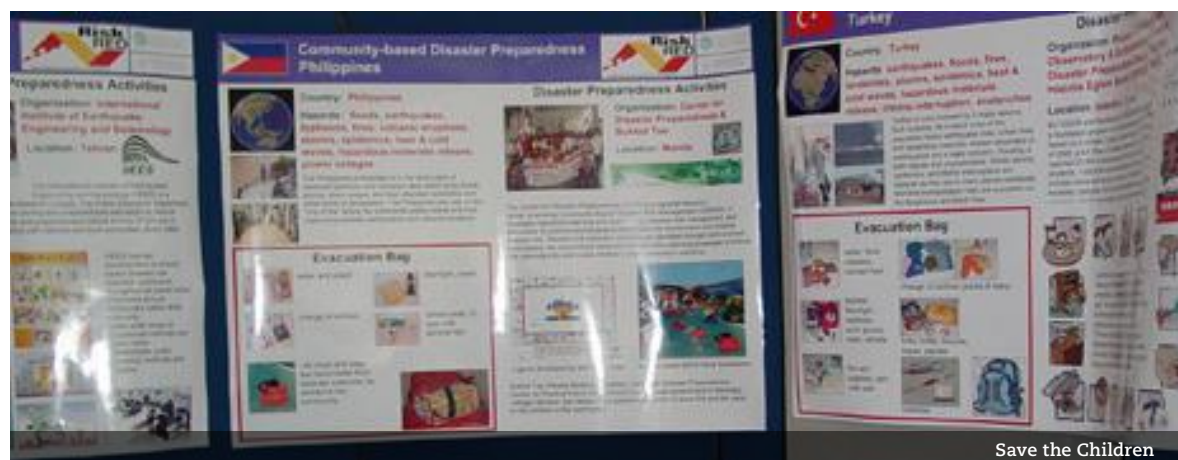


Know what to do if you see fire or smell smoke	<ul style="list-style-type: none"> <li>• If you smell smoke or see a fire, alert others, get out quickly, assist others, and call for help.</li> <li>• If there is smoke in the room, follow the advice <i>get down low and go, go, go</i>. Inhaling smoke or toxic gases kills many more people than burns. Feel the doorknob and space around the door with back of your hand. Do not open the door if it feels hot. As you exit each space, close doors and windows and turn off appliances.</li> <li>• Use a damp cloth over your nose and mouth to reduce fume inhalation when you are evacuating or waiting for rescue.</li> <li>• If you are on fire <i>stop, drop and roll</i> to extinguish the flames. If someone else is on fire, make them do the same.</li> <li>• If you cannot get out, close the doors and stay down low, opening a window a little to signal for help. Protect your hands and face with wet cloth. Place a wet towel at the bottom of the door to prevent smoke from entering the room.</li> </ul>
Respond to early warnings	<ul style="list-style-type: none"> <li>• Stay alert for emergency warnings, and respond immediately.</li> <li>• Know the alarm system that will be used and practise your response. Know your emergency exit choices.</li> <li>• If you are advised to evacuate, leave immediately.</li> <li>• Take your pets or service animals with you if possible.</li> <li>• Do not forget your evacuation bag, with copies of personal documents.</li> <li>• Secure your belongings if you have time.</li> </ul>
Learn first aid	<ul style="list-style-type: none"> <li>• Learn first aid skills. Make sure that at least one member of your household is trained in first aid.</li> <li>• Practise and update your first aid knowledge every year.</li> </ul>
Practise regular emergency drills	<ul style="list-style-type: none"> <li>• Conduct or participate in emergency evacuation drills (including at home) at least twice a year.</li> <li>• Conduct or participate in other hazard drills, including full response simulation, at least once a year.</li> <li>• Be sure to include all members of household in practice drills.</li> </ul>
Respond to the needs of your animals	<ul style="list-style-type: none"> <li>• If you have animals, evacuate early with them or make sure any outbuildings, pastures or corrals are protected.</li> <li>• If you must leave animals behind, do not leave them tied or shut in buildings. Leave dry food.</li> </ul>
Use telephones only for emergencies	<ul style="list-style-type: none"> <li>• Keep phone use to an absolute minimum. Use them only to request outside assistance for physical injury and damage. Otherwise, leave phone lines open for emergencies.</li> <li>• Learn the phone numbers for reporting fire and other emergencies. Keep these by your phone or programmed into the handset.</li> <li>• Keep your mobile phone with you. Minimize use to conserve batteries.</li> <li>• Use short text messaging rather than voice, and only to convey vital emergency information rather than to satisfy curiosity.</li> <li>• Send just one short message via mobile phone to report your status to your out-of-area contact. Learn emergency hash tags for emergency social messaging.</li> </ul>
Maintain communication	<ul style="list-style-type: none"> <li>• Make sure street signs and house numbers are clearly marked so that emergency responders can help you.</li> </ul>
Stay informed	<ul style="list-style-type: none"> <li>• Listen to a portable battery-operated radio or television for emergency information and safety instructions.</li> <li>• Know the frequency of your local emergency-alarm radio station.</li> </ul>

Familiarize yourself with household water-treatment methods to purify water	<ul style="list-style-type: none"> <li>• If the water source is not clean or water is not stored properly, carry out water treatment procedures at the household level.</li> <li>• Strain water through fine clean cotton. This is an important first step. Follow this by disinfection, sedimentation or filtration.</li> </ul>
After hazard impact, help those around you	<ul style="list-style-type: none"> <li>• First, check your own security and safety, followed by that of those immediately around you, before moving or going to help others.</li> <li>• Check yourself and others for injuries. Do not try to move anyone who is seriously injured unless they are in immediate danger of death or further injury.</li> <li>• If you must move someone who is unconscious, first stabilize their neck and back and then get help.</li> <li>• If the person is not breathing, carefully position them so they are lying flat on the floor with their chin tilted slightly up, clear the airway, close their nose, wipe the mouth clean and administer rescue breaths – use protective barrier if possible.</li> <li>• Maintain normal body temperature (not too cold or too hot) and raise legs by about 20–30cm (7–12in), above the heart.</li> <li>• Stop bleeding only by using pressure and elevation, not by tourniquet.</li> </ul>
After hazard impact, check for damage	<p>Follow the specific advice below for the situation in question:</p> <ul style="list-style-type: none"> <li>• <b>Gas:</b> Check for leaks. If you smell gas, hear a blowing or hissing noise or see a broken gas line, open a window and get everyone outside and away from the area quickly. Seek professional help. Extinguish all flames. Do not light flames of any kind. Do not touch electrical switches.</li> <li>• <b>Electricity:</b> If your body or the equipment is in contact with water, do not touch electrical circuits or equipment. Do not touch damaged electrical wires or items in contact with them. If possible, turn off electricity at the main fuse box and check for damage. If the power is out, turn off and unplug major appliances to protect them from a power surge when electricity is restored. If the situation is unsafe, leave and call for help.</li> <li>• <b>Sewage:</b> If you suspect damage to the sewage system, avoid using toilets and tap water. Have septic tanks serviced regularly.</li> <li>• <b>Water:</b> If you suspect damage, turn off the main water valve. Avoid using water, except from undamaged water heaters or ice cubes made before the hazard impact.</li> <li>• <b>Spills:</b> Clean up spills carefully. Place containers in a well-ventilated area. Keep combustible liquids away from heat sources. Pay special attention to flammable liquids such as gasoline, paint thinner or lighter fluid.</li> </ul>
After hazard impact, take care of yourself	<ul style="list-style-type: none"> <li>• Keep any critical health information with you – especially if you have diabetes, heart disease or need any regular life-sustaining or behaviour-controlling medications or devices.</li> <li>• Prevent exhaustion. Pace yourself, rest and sleep.</li> <li>• Drink plenty of clean water. Eat as well as circumstances allow.</li> <li>• Wear protective shoes, clothing and gloves.</li> <li>• If you are working in debris, wash your hands thoroughly with soap and water.</li> </ul>

<p>After hazard impact, support response, clean-up and recovery</p>	<ul style="list-style-type: none"> <li>• Help speed up recovery by showing solidarity with your neighbours and working together in an organized way.</li> <li>• Volunteer in local disaster response, assisting with:             <ul style="list-style-type: none"> <li>• opening blocked emergency transportation routes</li> <li>• checking for damage to water, sewage, gas and electrical lines and reporting these</li> <li>• first aid</li> <li>• fire suppression (for example, through bucket forming line to pass water buckets)</li> <li>• logistics support to professional responders (for example, cutting wood for search and rescue in building collapse)</li> <li>• creating shelter</li> <li>• preparing and distributing water and food</li> <li>• supervising children</li> <li>• attending to escaped pets</li> <li>• creating sanitary and private pit toilets</li> <li>• making sure that shelter, water, sanitation, and food distribution is accessible to people with various access and functional needs.</li> </ul> </li> </ul>
<p>After hazard impact, support each other</p>	<ul style="list-style-type: none"> <li>• When in distress, sadness, grief, anger and a range of other unusual behaviours are considered normal. Try to be flexible and to understand that everyone has different needs and ways of coping.</li> <li>• Reduce stress by spending time with loved ones, talking and taking care of yourself.</li> <li>• Be aware of children's behaviour changes and needs.</li> <li>• Return children to normal recreational and educational activities as soon as possible.</li> <li>• Work together to return to normal routines, roles and responsibilities.</li> <li>• Organize or participate in memorials, if this is helpful.</li> <li>• Continue to practise preparedness together.</li> </ul>





Save the Children

## Prepare to respond: storing provisions

Key messages	Context-specific details
Check your phones	<ul style="list-style-type: none"> <li>• Make sure you have at least one non-electric, non-cordless landline phone in case of power outage.</li> <li>• For mobile phones, keep an extra battery or manual or solar charger available.</li> </ul>
Store water and food	<ul style="list-style-type: none"> <li>• Store enough clean water and non-perishable food to survive for about a week – 25 to 30 litres (7 gallons) for each household member. About half of this is for drinking or cooking and half for sanitation.</li> <li>• Keep the water in clean, closed containers.</li> </ul>
Store response provisions at home, work and school	<ul style="list-style-type: none"> <li>• Keep the following provisions in a secure place – outside your home, where possible:             <ul style="list-style-type: none"> <li>• emergency contact information and copies of vital records</li> <li>• Between 25 to 30 litres (7 gallons) water per person. This is sufficient for survival for one person for one week based on an estimated two litres (half a gallon) for drinking and another two for sanitation. Include allocations for pets and service animals. Replace every six months.</li> <li>• Enough non-perishable food to last for at least seven days. Remember infant and other special dietary needs of family members and pets or service animals. (Check expiry dates every six months)</li> <li>• first aid kit and prescription medications</li> <li>• dust mask to filter contaminated air</li> <li>• torch/flashlight – either solar or wind-up, or with extra batteries</li> <li>• plastic bags and ties for personal sanitation</li> <li>• liquid bleach for water purification</li> <li>• plastic sheeting and duct tape to seal windows and doors for hazardous materials release</li> <li>• paper and markers</li> <li>• multi-purpose pocket knife tool</li> <li>• matches</li> <li>• a whistle, to signal for help</li> <li>• a telephone with extra battery or power storage</li> <li>• clothing and toiletries, including rain gear, a change of underclothing, sturdy shoes and work gloves</li> <li>• bedding and towels</li> <li>• personal items to meet the needs of each household member including assistive devices such as spectacles.</li> </ul> </li> </ul>

Prepare a 'go-bag' for evacuation	<ul style="list-style-type: none"> <li>• Pack evacuation bags containing: <ul style="list-style-type: none"> <li>• emergency water and high-energy food</li> <li>• communication equipment such as a portable radio (solar wind up, or with extra batteries)</li> <li>• first aid supplies and prescription medications</li> <li>• tools including a torch/flashlight (solar, wind up or with extra batteries) multi-purpose tool, matches</li> <li>• clothing, including rain gear, a change of underclothing, sturdy shoes and work gloves</li> <li>• emergency blanket</li> <li>• personal toiletries and items such as assistive devices</li> <li>• emergency contact information and copies of vital records</li> <li>• cash.</li> </ul> </li> <li>• Take this bag with you when you evacuate.</li> </ul>
After power outage throw away contaminated food and water	<ul style="list-style-type: none"> <li>• Check refrigerated food for spoilage. If in doubt, throw it out.</li> <li>• Avoid drinking or preparing food using water that may be contaminated.</li> </ul>
Purify water	<ul style="list-style-type: none"> <li>• Even if water looks clean, it may be contaminated. If it is of questionable purity, carry out the following steps: <ul style="list-style-type: none"> <li>• remove solids by filtering the water through a cloth or letting it settle and pour it into a clean container</li> <li>• boil the water for at least one minute or until large bubbles appear, then let it cool</li> <li>• add bleach, mix well, and let stand for 30 minutes (one drop of bleach per litre of water, eight drops per gallon, or one capful per 20-litre jerry can).</li> </ul> </li> <li>• Alternatively, place water in a clean, transparent plastic or glass bottle and lay it in direct sunlight for six hours.</li> <li>• In all cases, store water in a clean and closed container.</li> </ul>

This section is complemented by the hazard-specific messages. Please refer to section B.2.

## Family safety plan checklists

The templates below demonstrate practical tools that can be based on adaptation and adoption of the all-hazards and relevant hazard-specific messages found in this book.

### Assess and plan

- ☐ We have an Evacuation route map available for everybody in the household.
- ☐ We have Emergency supplies which are easily transportable (for evacuation or field trips) in place.
- ☐ We know the location of our fire extinguishers or fire suppression material and we know how to use it.
- ☐ We have completed our family safety plan at home and with our child care providers (if you have your own children).
- ☐ We have planned quiet activities that children can do in the assembly area in the event of an emergency or a drill.
- ☐ We know that we will only use the telephone in case of physical emergency after a disaster. We will use radio and television for information.
- ☐ We know where we will reunite in case of the hazards we face
  - Inside the house:
  - ☐ Outside the house:
  - Outside the neighbourhood:
  - and we have a private message drop location outside our house.
- ☐ We made copies of important documents and key addresses and phone numbers. We have one set with our out-of-area contact and/or we keep one in our evacuation *go-bag*.
- ☐ We are spreading the word to everyone we know.
- ☐ We participate in emergency planning with the community.
- ☐ We make our expectations known to local, regional and national policy-makers.

## Reduce dangers

We have taken steps to minimize our dangers.

☐

For earthquake: We have fastened tall and heavy furniture, appliances, large electronics, lighting fixtures and other items that could kill us or our children, to wall stud or stable surface.

For storms: We have shutters or similar window protection.

☐

We know never to light a match, lighter, or any other flame after an earthquake until we are sure there is no danger of gas leakage anywhere around.

☐

Our building has been designed and built following seismic, wind or flood codes, or it has been inspected by a qualified engineer, and required repair or retrofit has been completed.

☐

We maintain our building, protecting it from damp, and repairing damage when it occurs.

☐

For earthquake: We have put latches on kitchen cabinets, secured televisions, computers and other electronic items and hung pictures securely on closed hooks to protect ourselves from things that could injure us, or would be expensive to replace.

☐

We have a fire extinguisher, check it annually and maintain or replace it when expired.

☐

We have secured family heirlooms and items of cultural value that could be lost to future generations.

☐

We have limited, isolated, and secured any hazardous materials to prevent spill or release.

We keep shoes and flashlights with fresh batteries, by our beds.

☐

In the event of flooding: We keep flotation device or life jacket on the highest floor in the building.

For fire: We have cleared away fire hazards from around our home.

For water and debris flow: We have created channels and are prepared to make sandbags.

☐

We have protected ourselves from glass-breaking with heavy curtains, window film or shutters.

☐

We consciously reduce, reuse and recycle our resources.

### Response capacity: develop skills and store provisions

☐

We know how to use a fire extinguisher.

☐

We know how to turn off our electricity, water and gas.

For advanced warning: We understand early warning systems and know how to respond.

☐

For earthquake: We have practiced *drop, cover and hold on* and identified safest places next to strong low furniture, under strong table, away from windows. If our roof cannot take the additional load or is damaged, we have practiced running out to a clear space.

☐

We have gathered survival supplies in our home and packed evacuation bags for our home and car. This includes one gallon of water per person per day and food for three days, prescription medications, water, high energy food, flashlight, battery, first aid kit, cash, change of clothing, toiletries and special provisions we need for ourselves, including for older persons, differently abled people, small children, and animals.

☐

We know principles of standard emergency management system for organizing post-disaster self-help in our community.

☐

We have learned first aid, light search and rescue, fire suppression, wireless communication, swimming, or community disasters volunteer skills.

## Family safety plan template

Family last name(s) or household address:	Date:

**Family member/household contact information**  
(If needed, additional space is provided in #10 below):

Name	Home phone	Cell phone	Email

**Pet(s) information:**

Name	Type	Colour	Registration #

**After a disaster, let your friends and family know you are okay. You can give them a call, send a quick text or update your status on social networking sites.**

**Plan of action****1. The disasters most likely to affect our household are:**

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**2. What are the escape routes from our home?**

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**3. If separated during an emergency, what is our meeting place near our home?**

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**4. If we cannot return home or are asked to evacuate, what is our meeting place outside of our neighborhood?**

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**5. In the event we are separated or unable to communicate with each other, our emergency contact outside of our immediate area is:**

Name	Home phone	Cell phone	Email

**6. If at school/daycare, our child(ren) will be evacuated to:**

Children's name	Evacuation site (address and contact info)

**7. Our plan for people in our household with a disability or special need is:**

Person's name	Plan

**8. During certain emergencies local authorities may direct us to *shelter in place* in our home. An accessible, safe room where we can go, seal windows, vents and doors and listen to emergency broadcasts for instructions, is:**



**9. Family member responsibilities in the event of a disaster**

<b>Task</b>	<b>Description</b>	<b>Family member responsible</b>
Disaster kit	Stock the disaster kit and take it if evacuation is necessary. Include items you might want to take to an evacuation shelter. Remember to include medications and eye glasses.	
Be informed	Maintain access and monitor local radio, television, email or text alerts for important and current information about disasters.	
Family medical information	Make sure the household medical information is taken with us if evacuation is necessary.	
Financial information	Obtain copies of bank statements and keep cash with you in the event ATMs and credit cards do not work due to power outages. Bring copies of utility bills as proof of residence in applying for assistance.	
Pet information	Evacuate our pet(s), keep a phone list of pet-friendly motels and animal shelters, and assemble and take the pet disaster kit.	
Sharing and maintaining the plan	Share the completed plan with those who need to know. Meet with household members every six months or as needs change to update household plan.	

**10. Other information, if not able to be included above.**

**Congratulations on completing your family disaster plan! Please tell others.**