

BE 2 WEEKS READY



COMMUNITY HOST GUIDE



Congratulations on being a *Be 2 Weeks Ready* Community Host! You play an important role in building your community's preparedness. As a Community Host, you will educate members of your community on the eight units of preparedness, facilitate conversation regarding levels of preparedness and help build their confidence to survive any disaster.

The *Be 2 Weeks Ready* program is not limited to a standard neighborhood, i.e. the individuals who live near you. In this program, we use the term "community" to refer to the many different groups that individuals are a part of. The intent is to share this program with groups already established in communities that can work together to create a culture of preparedness. These groups could include employees in a work environment, students and their family members, faith-based groups, neighborhood associations or a local 4-H club.

While this information is available on the Oregon Department of Emergency Management (ODEM)'s website and can be learned individually, there are benefits to learning about preparedness within your social circles. For example, you can learn about different skills and resources that other people have, as well as who may need assistance in a disaster and who can assist.

As a Community Host, you will work with your Program Coordinator to facilitate the *Be 2 Weeks Ready* program in your community. You will be provided with the *Be 2 Weeks Ready* tool kit, which includes the eight units of preparedness, corresponding activities and this Community Host guide. This guide outlines a Community Host's responsibilities and provides tips on how to facilitate each unit and organize a community event.

Thank you for your participation in *Be 2 Weeks Ready* and your dedication to improving your community's preparedness and resilience!

Table of Contents

Introduction to Be 2 Weeks Ready	4
Why Do We Need this Program?	4
The Cascadia Subduction Zone	4
What to Expect from a Cascadia Subduction Zone Earthquake and Tsunami	5
Community Host Responsibilities	6
How to Become a Community Host.....	6
What Does a Community Host Do?	6
Working with Your Program Coordinator	6
Meeting Structure.....	6
Tracking and Evaluation	7
Facilitator Best Practices	7
Create a Positive Learning Environment.....	7
Introducing Your Community to <i>Be 2 Weeks Ready</i>	8
Community Host introduction	8
Program Goals.....	8
Hazards and Cascadia Subduction Zone	9
Unit 1: Preparing to Prepare.....	10
Unit 2: Your Emergency Plan.....	11
Unit 3: Food Plan.....	13
Unit 4: Water Plan.....	14
Unit 5: Waste and Hygiene Plan	15
Unit 6: Shelter Plan	16
Unit 7: First-Aid Plan	17
Unit 8: Emergency Management.....	18
Hosting a Social Event	19

Introduction to *Be 2 Weeks Ready*

Why Do We Need this Program?

A Go-Bag is not Enough

Past education and outreach efforts suggested that a person have a 72-hour go-bag for sudden emergencies. As we learn more about the extent of the impact of large regional disasters like the Cascadia Subduction Zone, we know that a 72-hour kit, while a good start, is not enough. We now know we need to be as self-sufficient as possible for at least two weeks, if not longer.

The *Be 2 Weeks Ready* program is designed to help you prepare your community for emergencies. By "community," we mean a group of people who live in the same area, have similar jobs or share common interests.

Why Communities Matter in Emergency Preparedness

Communities are important because they can provide collective strength during tough times. When people in the same area come together to prepare, they can pool resources, share knowledge and offer support. This makes everyone better equipped to handle the challenges that come with prolonged emergencies.

The Urgency of Preparing for Emergencies

Preparing for emergencies is more critical than ever. As we learn about the potential risks and limitations of our previous emergency plans, we must adapt and improve our preparedness strategies. Programs like *Be 2 Weeks Ready* help us build a culture of readiness, ensuring that individuals and communities are not just better prepared but also more resilient when facing unexpected challenges.

The Cascadia Subduction Zone

The Cascadia Subduction Zone is a huge fault that lies under the ocean where two big pieces of the earth's crust, called tectonic plates, are pushing against each other. Sometimes, these plates get stuck and build up a lot of pressure. When they suddenly slip, they cause a very big earthquake and a giant wave called a tsunami that can reach the shore.

The Cascadia Subduction Zone runs from northern Vancouver Island in Canada to northern California in the U.S. It's about 600 miles long and 70-100 miles away from the coast. Scientists say it can produce a 9.0 or higher magnitude earthquake and a tsunami that could be up to 100 feet high. The last time this happened was in 1700, and it was so powerful that it shook the ground for about five minutes and sent a tsunami to Japan.

Scientists also say there's a 10 to 17% chance this will happen again in the next 50 years. That means it could happen anytime and anywhere along the coast. If it does, it will cause a lot of damage and harm to people, animals and the environment. The Cascadia Subduction Zone is like a hidden giant beneath the Pacific Ocean. When it wakes up, it can cause a massive earthquake that makes our homes shake and buildings crumble. Then, it sends huge ocean waves, or tsunamis, racing toward our coastlines. That's why we must be ready.

Why is this so important? We know from other disasters that it takes time to get a response effort started. Remember that everyone you normally rely on for aid in a disaster will also be affected by Cascadia. They won't be able to return to work and respond until their families and neighbors are safe.

It's not just about keeping yourself safe. When we're prepared, we help our whole community. If lots of people are ready, our community can bounce back faster. That's called community resilience. When we have food and water, we don't need to take it from others who might need it more. When we know what to do, we can help our neighbors and friends, too.

What to Expect from a Cascadia Subduction Zone Earthquake and Tsunami

The Cascadia Subduction Zone earthquake and tsunami could have devastating impacts on Oregon. Here is what could happen and how it would affect Oregonians:

First, the earthquake itself would be incredibly powerful, potentially reaching a magnitude of 9.0 or higher. Buildings, bridges and roads could be severely damaged or destroyed. People might be injured, and communication lines could be disrupted, making it difficult to get help quickly.

Next would come a tsunami. The massive undersea earthquake could trigger a giant wave that would race toward the Oregon coast. When it hits, it could inundate coastal communities, flooding homes, businesses and infrastructure. Even areas further inland along rivers and estuaries could experience flooding, causing further damage and displacing thousands of residents.

Critical infrastructure like power plants, water treatment facilities and transportation hubs could be damaged, leading to long-term disruptions in basic services. Coastal ecosystems and fisheries, which are essential to Oregon's economy, would be severely impacted with potentially long-lasting consequences for the environment and local livelihoods.

Recovery from such a disaster would be a daunting task. It would require extensive resources, time and collaboration between federal, state and local authorities. Evacuation plans, emergency shelters and communication systems would need to be established or improved to minimize casualties in the future.

A Cascadia Subduction Zone earthquake and tsunami could bring widespread destruction and disruption to Oregon. People must be prepared with emergency plans, supplies and awareness to mitigate the potential impact of this catastrophic event. Moreover, ongoing efforts in earthquake monitoring, early warning systems and disaster preparedness can help Oregonians better prepare for the challenges that may lie ahead.

Community Host Responsibilities

How to Become a Community Host

Community Hosts are selected by a Program Coordinator. A Program Coordinator is someone in an outreach or training role in their community. This could be an emergency manager, volunteer coordinator, company trainer, school safety officer, CERT sponsoring organization or anyone else with the authority and resources to manage programs.

If you are not contacted by a Program Coordinator but are interested in becoming a Community Host, reach out to your group or organization to see if you have a Program Coordinator. If you don't have a Program Coordinator, contact someone in an outreach or training role and ask if they can help bring *Be 2 Weeks Ready* to your community.

What Does a Community Host Do?

A Community Host is the link between the Program Coordinator and community members receiving the *Be 2 Weeks Ready* program. The Community Host is responsible for:

- Working with the Program Coordinator to learn the *Be 2 Weeks Ready* tool kit.
- Following the schedule of community meetings.
- Facilitating discussion of each unit with community members.
- Facilitating discussion of each activity with community members.
- Tracking attendance at each meeting and reporting it to the Program Coordinator.
- Providing community members with copies of the *Be 2 Weeks Ready* tool kits (provided by OEM to the Program Coordinator).
- Encourage community members to complete the *Be 2 Weeks Ready* survey on OEM's website after completion of the program.

Working with Your Program Coordinator

The Program Coordinator is responsible for identifying Community Hosts to implement the *Be 2 Weeks Ready* program and providing copies of the *Be 2 Weeks Ready* tool kit for community members. OEM's Community Preparedness Coordinator will be providing ongoing support and assistance to Program Coordinators. As a Community Host, you want to:

- Communicate any questions or concerns with your Program Coordinator.
- Let your Program Coordinator know of any schedule changes.
- Report the number of participants at each training.
- Return any unused *Be 2 Weeks Ready* tool kits to your Program Coordinator.

Meeting Structure

The *Be 2 Weeks Ready* program is designed to be delivered at whatever pace fits the community's needs. For example, if your community is your workplace, you may cover a unit during a staff meeting or training. If your community is a neighborhood group, you may cover one unit a month at the Neighborhood Association meeting. These units can be delivered in an hour or could take longer depending on the group's participation and interest.

Some of the activities can be done as a group or by individuals at home. If participants complete activities at home, be sure to have them share their experiences during the next meeting. If an activity can be done as a group and there is time to do it, it will help build connections between the participants.

Tracking and Evaluation

Community Hosts can assist in the evaluation of the *Be 2 Weeks Ready* program by reporting the following information to their Program Coordinators:

- How many participants completed each unit.
- How many *Be 2 Weeks Ready* tool kits were distributed.

Knowing how many people attended the training will help OEM evaluate the *Be 2 Weeks Ready* program's reach. Knowing how many *Be 2 Weeks Ready* tool kits were distributed will ensure OEM keeps an adequate stock.

Facilitator Best Practices

Create a Positive Learning Environment

Creating a positive learning environment for emergency preparedness can help to engage participants, increase their understanding of emergency preparedness concepts and motivate them to take action to prepare themselves for disasters. Here are some tips for creating a positive learning environment for emergency preparedness:

1. **Know your audience:** Before you begin preparing your presentation, take the time to research your audience and understand their needs, interests and knowledge level. This can help you tailor your presentation to be more relevant and engaging for your audience.
2. **Make the learning relevant:** Connect the emergency preparedness topics to the participants' lives and experiences. For example, you could have participants brainstorm a list of potential emergencies that could happen in their community and discuss how they would respond to each one.
3. **Foster a sense of community:** Encourage participants to work together and support each other as they learn about emergency preparedness. This can help build a sense of teamwork and collaboration, which can be useful in responding to emergencies.
4. **Encourage dialogue:** Dialogue between Community Hosts and participants is essential for effective learning. Provide opportunities for participants to ask questions and share their ideas.
5. **Make the learning environment welcoming:** Create a positive and supportive learning environment by being approachable, open to questions, and showing genuine interest in your participants' learning and progress.
6. **Encourage critical thinking:** Encourage participants to think critically about emergency preparedness concepts and challenges and to consider different perspectives and approaches to solving problems.
7. **Foster a sense of personal responsibility:** Emphasize the importance of individual action in emergency preparedness and encourage participants to take steps to prepare themselves and their families for emergencies.

8. **Provide opportunities for real-world application:** Encourage participants to apply their emergency preparedness knowledge and skills in real-world contexts, such as participating in drills or volunteering with emergency response organizations.
9. **Model respect:** Model respect for all participants in the course. This includes active listening, being open to different perspectives, and creating a safe space for participants to express their thoughts and ideas.
10. **Celebrate success:** Celebrate the successes of participants and recognize their hard work. This can help to create a positive learning environment and encourage learners to continue to strive for excellence.

Introducing Your Community to *Be 2 Weeks Ready*

Community Host Introduction

When you first meet your trainees, introduce yourself and explain your role as a Community Host. Ask everyone to introduce themselves and answer a question. Some questions you could ask:

- Why do you want to learn how to be two weeks ready?
- Do you have any special skills that make you more prepared?
- On a scale from 1-10, how prepared do you feel for disasters?
- What is something you would like to learn more about when it comes to emergency preparedness?
- Do you have any previous knowledge/training about emergency preparedness?

Asking these types of questions before you start will give you an idea of participants' experience with emergency preparedness and how they feel about it.

During the first meeting, be sure to:

- Give each participant a copy of the *Be 2 Weeks Ready* tool kit. This is theirs to keep and make notes in.
- Explain the meeting structure:
 - How often they will meet.
 - Where they will meet.
 - How long the meetings will be.
- Explain the eight units of preparedness that will be covered.
- Explain the cost, time and effort key.

Program Goals

Explain the purpose of the *Be 2 Weeks Ready* program and how the community will learn about the eight units of preparedness. Key points to share:

- Help communities build social connections and preparedness to save lives.
- Reduce the severity of injuries and trauma.
- Empower individuals to be prepared and resilient in the face of disasters.
- Practice new, fun skills that will help keep people safe during disasters.
- Help others learn who in their community may need assistance during a disaster and who may be able to assist.

Hazards and Cascadia Subduction Zone

Before you start Unit 1: Preparing to Prepare, ask participants what hazards they may encounter where they live. Hazards could include wildfires, tsunamis, earthquakes, floods, droughts or ice storms.

While many community members have experienced disasters such as wildfires, floods and ice storms, many are not aware of the Cascadia Subduction Zone earthquake and its potential effects.

You can refer to the *Introduction to Be 2 Weeks Ready* section in this guide to explain the Cascadia Subduction Zone earthquake and why we must be prepared to be self-sufficient for at least two weeks. When talking about the Cascadia Subduction Zone earthquake, remind participants there are steps they can take to be more prepared and recover. The damage it can cause is scary to think about, so while it's important to explain the severity of it, we also need to empower people to prepare for it.

Unit 1: Preparing to Prepare

Now that you've discussed the potential effects of the Cascadia Subduction Zone earthquake and why it's important to *Be 2 Weeks Ready*, it's time to start talking to your community group about how they can mentally prepare for a disaster. The following are suggested questions you can ask to increase engagement.

In this section, you will discuss the benefits of journaling: Staying on track, facing fears, overcoming procrastination, learning from emergencies and celebrating progress.

Questions to ask the group:

1. How many of you have journaled?
2. What benefits have you experienced from journaling?
3. How do you like to journal (notebook, voice recording, etc.)?

Activities (pages 33-34)

Participants can complete as many activities as they like. Some activities can be done as a group whereas others will take longer and should be done at home. Encourage participants to complete at least one activity.

Activity 1: JOURNAL TWO WEEKS OF A DISASTER SCENARIO

Participants should work on this activity at home and report back on it at the next meeting. Participants can journal their responses any way they'd like, and they can do all the prompts at once or spread them out over two weeks.

Activity 2: TRACK YOUR FOOD AND WATER FOR TWO WEEKS

Participants should have at least two weeks between Unit 1 and Unit 2 to track their food and water.

Activity 3: WORDS TO YOUR FUTURE SELF

This activity could be completed during the training. Participants can either write them down on paper or type them on their phones and then share responses with the group.

Activity 4: PRACTICE MINDFULNESS TO BUILD PREPAREDNESS

Participants should spend some time practicing before the next meeting.

Unit 2: Your Emergency Plan

Creating an emergency plan is one of the easiest and best steps people can take toward being prepared. In this unit, you will discuss hazards in the area, how to make a household communication plan, how to make an emergency plan, how to sign up for alerts and the importance of practicing. The following are suggested questions you can ask to increase engagement.

Learn About the Hazards in Your Area

- Review the hazards that the group listed during your first meeting. Are there any others that they thought of?
- Is there an upcoming hazard they should be preparing for, such as a winter storm or wildfire season?

Make a Household Communication Plan

Emphasize that everyone in the household, including young children, should know what to do in an emergency. Questions you can ask the group:

- Out-of-area contact:
 - Does anyone have someone either in another part of Oregon or another state who could be your out-of-area contact?
 - This person can be contacted to let your family know you are safe.
 - Long-distance lines are sometimes more available, so you might be able to make a long-distance call before a local one.
 - Text messages are a good way to communicate.
- Evacuation routes:
 - Has anyone ever had to evacuate out of their home? Neighborhood?
 - It's a good idea to have more than one evacuation route in case one of the routes isn't accessible.
- Meeting place: Where will everyone meet after the disaster if not at home?
 - Think about a place everyone is familiar with and would know how to get to.
- How to make contact if separated:
 - What are some ways you might be able to reach each other if separated?
 - You each could contact your out-of-area contact and then that person could relay the message to each of you.
- Share your plan:
 - Who in your life should know about your emergency plan besides the people you live with?

Make an Emergency Plan

This plan should cover what to do if you must evacuate your home or stay where you are. The Six Ps are a good start to building a go-kit, but go-kits should be built based on individual needs. Review the Six Ps with the group and ask:

- What are some items not listed here that you would need to take?
- Do you have extra of those items not listed, or would you need to get extras?

Sign Up for Emergency Alerts

Before teaching this unit, visit your county emergency management's website and find the alert sign-up page. Share this information with the group.

Ask participants to pull out their phones if they have them:

- Have everyone check if their emergency notifications are on.
- Have everyone go to www.oralert.gov and sign up or update their information.

Practice

Encourage participants to make an emergency plan and emphasize the importance of practicing it. Practicing the plan before an emergency will help identify any gaps in the plan and will allow time for adjustments.

Activities (pages 45-57)

Participants can complete as many activities as they would like. Some activities can be done as a group whereas others will take longer and should be done at home. Encourage participants to complete at least one activity.

Activity 5: GET KIDS INVOLVED!

This activity will be done at home.

Activity 6: BUILD YOUR EMERGENCY PLAN

This activity will be done at home.

Activity 7: CATALOG AND INSURE BELONGINGS

This activity will be done at home.

Activity 8: TEST YOUR OUT-OF-AREA CONTACTS

This activity will be done at home.

Activity 9: PRACTICE PROTECTIVE ACTIONS

The evacuation part of this activity should be done at home. You could practice *Drop, Cover and Hold On* as a group.

Unit 3: Food Plan

This is a part of emergency preparedness that seems the most overwhelming. Empower participants by letting them know that they likely already have food supplies at home that could work for their emergency supplies. The following are suggested questions you can ask to increase engagement.

Safety Considerations

These are listed first to emphasize the importance of practicing safe food storage and cooking and preventing illness. Questions you could ask the group:

- Did anything on this list surprise you? Why?
- Are there any other food safety tips not mentioned here you're aware of?

Create a Non-perishable Food Inventory

This section provides an opportunity to see if any participants have special skills such as gardening or canning. Questions you could ask the group:

- Do you do any of these already?
- Which ones seem the most interesting to you?
- What would you add to this list?

Discuss local food resources such as food banks or community gardens if food resources become limited. Some participants may know of resources others aren't aware of.

How to Store Food

- Where are some areas in your living space where you could store food?

Different Ways to Cook Food

- Does anyone use any of these cooking methods in everyday life?
- Are there any methods you're interested in but don't know how to do?
- Is there someone in the group who would be willing to teach others?

Activities (pages 58-64)

Participants can complete as many activities as they would like. Some activities can be done as a group whereas others will take longer and should be done at home. Encourage participants to complete at least one activity.

Activity 11: GROW YOUR OWN FOOD

This activity will be done at home. Ask participants if anyone has experience growing their own food.

Activity 12: Alternative Cooking Methods

This activity will be done at home.

Activity 13: PIZZA BOX SOLAR OVEN COOKING

This activity would be fun to do as a group if time allows.

Unit 4: Water Plan

In this unit, you will discuss safety considerations, learn how much water you need, how to store water, and how to sanitize water. The following are suggested questions you can ask to increase engagement.

Safety Considerations

These are listed first to emphasize the importance of practicing safe water storage and consumption and preventing illness. Questions you could ask the group:

- Did anything on this list surprise you? Why?
- Are there any other water safety tips not mentioned here that you're aware of?

How Much Water Do You Need?

This is a recommended amount. Participants should consider if they will use more than the recommended amount based on their household needs. Questions you could ask the group:

- Did you expect the recommended amount of water to be more or less? Why?
- What are some reasons people may need more than the recommended amount?

How to Store Water

- Where are some areas in your living space where you could store water?

How to Sanitize Water

- Which of these methods have people tried before?
- Which method would you be most likely to use?

Activities (pages 65-74)

Participants can complete as many activities as they would like. Some activities can be done as a group whereas others will take longer and should be done at home. Encourage participants to complete at least one activity.

Activity 14: LEARN HOW TO STORE WATER

This activity could be done at home or as a group if time allows and supplies are available.

Activity 15: LEARN HOW TO BOIL WATER BY USING COMMON METHODS

This activity could be done at home or as a group if time allows and supplies are available.

Activity 16: FINDING OTHER WATER SOURCES [AFTER DISASTER STRIKES]

This activity will be done at home.

Activity 17: LEARN HOW TO REMOVE WATER FROM A WATER HEATER TANK

This activity will be done at home.

Activity 18: LEARN HOW TO DISTILL WATER

This activity could be done at home or as a group if time allows and supplies are available.

Unit 5: Waste and Hygiene Plan

In this unit, you will discuss personal hygiene, dealing with household and pet waste, dealing with household trash, laundry during a disaster, privacy considerations and septic system considerations. The following are suggested questions you can ask to increase engagement.

Safety Considerations

These are listed first to emphasize the importance of practicing safe personal hygiene and waste disposal and preventing illness. Questions you could ask the group:

- Did anything on this list surprise you? Why?
- Are there any other waste and hygiene safety tips not mentioned here that you're aware of?

Personal Hygiene

- Are there other items you could use when running water isn't available?
- Has anyone done long-term camping? What did you use for personal hygiene?

Dealing with Household and Pet Waste

- Who here has built a pit toilet or two-bucket system before?

Laundry During a Disaster

- Which method would you be most interested in trying?
- Which one seems the best for your household?

Septic System Considerations

- Who here knows where their septic system is located and what it consists of?

Activities (pages 75-78)

Participants can complete as many activities as they would like. Some activities can be done as a group whereas others will take longer and should be done at home. Encourage participants to complete at least one activity.

Activity 19: BUILD A HANDWASHING AND DISHWASHING STATION

This activity will be done at home.

Activity 20: PREPARE A TWO-BUCKET TOILET

This activity will be done at home.

Activity 21: MAKE AN EMERGENCY WASHING MACHINE

This activity could be done at home or as a group if time allows and supplies are available.

Unit 6: Shelter Plan

During a disaster, you may need to shelter inside or outside your home. In this unit, you will discuss how to make your place safer, sheltering in place, sheltering away from home, pet evacuation checklists and safety measures to take. The following are suggested questions you can ask to increase engagement.

How to Make Your Place Safer

- What is one thing you could do tonight when you get home to make your place safer?
- What is one thing you could do with a little more time and resources?
- What is one thing you could do that would take the most time and resources?

Sheltering in Place

We've all experienced sheltering in place during a pandemic. Participants likely already have many of the recommended supplies at home.

- What are some things you added to your place to make it more enjoyable and comforting?
- What would you add to this list?

Sheltering Away from Home

- Do you know where your community shelters are located?
- Do you have friends or family you could stay with if you had to evacuate your home?

Pet Evacuation Checklist

- What kind of pets does everyone have?
- Is there anything not mentioned on this list that you would need to pack for your pet?

Safety Measures

- Does anyone here have additional first-aid training?
- Does anyone here know how to shut off their utility services?

Activities (pages 79-82)

Participants can complete as many activities as they would like. Some activities can be done as a group whereas others will take longer and should be done at home. Encourage participants to complete at least one activity.

Activity 22: HOME HAZARD HUNT

This activity will be done at home. The group could also conduct a hazard hunt around the building they are meeting in.

Activity 23: UTILITY SHUT-OFF

This activity will be done at home.

Activity 24: PREPARE A GO-BAG

Encourage participants to start building a go-bag and then bring them in to show the rest of the group. Seeing what other people have in their go-bags may help others think of things they didn't originally.

Unit 7: First-Aid Plan

When a disaster happens, participants will be the help until help arrives. In this unit, you will discuss the Three Ps of First Aid, how to build a first-aid kit and Oregon's Good Samaritan Law. The following are suggested questions you can ask to increase engagement.

The Three Ps of First Aid

- Who here is CPR certified?
- Who here has first-aid training? What training?

Build a First-Aid Kit

- What else would you add to your first-aid kit?

Oregon's Good Samaritan Law

This is important to know and can help others feel comfortable taking action in the event of a medical emergency.

- Has anyone ever provided aid to someone having a medical emergency? How did you feel?

Activities (pages 83-86)

Participants can complete as many activities as they would like. Some activities can be done as a group whereas others will take longer and should be done at home. Encourage participants to complete at least one activity.

Activity 25: BUILD YOUR FIRST-AID KITS!

This activity can be done individually or as a group. One cost-effective way to build a first-aid kit is to buy items in bulk and share them with others.

Activity 26: TAKE A FIRST-AID TRAINING CLASS

This activity could be done individually, or you could inquire with the local fire department about providing training to the group.

Activity 27: PRACTICE YOUR FIRST-AID SKILLS

This activity could be done at home or as a group if time allows and supplies are available.

Unit 8: Emergency Management

Some community members may not be familiar with emergency management or know what support their local emergency manager can provide following a disaster. In this unit, you will discuss the role of emergency management, emergency alerts, Community Emergency Response Teams (CERT) and how to get involved in the community. The following are suggested questions you can ask to increase engagement.

What is Emergency Management?

- Who is your local emergency manager?
- Ask everyone who has their phone on them to look up their local emergency management office.

Emergency Alerts

- Ask everyone if they finished signing up for OR-Alert from the previous meeting.
- Give people time to check their emergency notifications and visit www.oralert.gov if they didn't have a chance during Unit 2: Your Emergency Plan.

Community Emergency Response Teams (CERT)

- Is anyone a member of CERT?
- Visit www.oregon.gov/oem to see if there is a CERT program in the area.

Get Involved

- Encourage people to register for the Great ShakeOut drill and Great Camp-In.
- Those who do participate can share their *Drop, Cover and Hold On* selfies with their community.
- Who is planning on participating in the Great Camp-In?

Activities (pages 87-88)

Participants can complete as many activities as they would like. Some activities can be done as a group whereas others will take longer and should be done at home. Encourage participants to complete at least one activity.

Activity 28: MEET YOUR LOCAL EMERGENCY MANAGER

This can be done individually or as a group.

Activity 29: SIGN UP OR UPDATE YOUR EMERGENCY CONTACT INFORMATION FOR EMERGENCY ALERTS

This can be done individually or as a group.

Activity 30: HELP YOUR COMMUNITY PREPARE

This can be done individually or as a group. Ask the group if anyone is considering joining a CERT program. Joining a new team with others you already know can make it less intimidating.

Hosting a Social Event

A fun way to increase involvement with *Be 2 Weeks Ready* in your community is to host a social event. The event can be a picnic, a potluck, a barbecue or any other informal gathering. The event should provide information about the *Be 2 Weeks Ready* program, such as its purpose, benefits and opportunities for participation. The event should also showcase some examples of emergency preparedness activities, such as first-aid kits, emergency contacts or evacuation routes.

Why Is This So Important?

Not everyone feels comfortable getting assistance during a disaster. Even though emergency management agencies work to quickly get information out in the languages spoken in their communities, there may still be language barriers that can affect someone's ability to access information. Others may be hesitant to trust those outside of their known community. You want to build relationships in your community before a disaster strikes so those who may struggle to ask for help know who they can rely on.

Social Event Considerations

Not everyone may be able to join the event in person or may simply prefer a virtual option. Offering Facebook Live events, Zoom sessions, Google Meet, MS Teams and other virtual forums lets neighbors participate a little or a lot – and even at the spur of moment. Consider options for live transcripts and recording, as well as saving the session “to the cloud,” with links in public forums for people to visit later. Many services offer live transcription. This can be especially helpful for those who are deaf or hard of hearing or for those with limited English proficiency.

Remember - Not All Your Neighbors May Have a Computer or Internet Access

This is where friends, neighbors and community influencers (such as service or faith-based organizations or other local groups) can help by reaching out to make all feel welcomed and included. There are many ways to connect through in-person contacts, telephone calls, flyers, bulletin board notices, etc.

When and Where

Your social event can be a stand-alone gathering or held in conjunction with another planned community event. Some non-profit, community and faith-based organizations may make space available at no cost. For in-person venues, make sure the location offers easy access to people in wheelchairs, those who push strollers, use walkers, and those who may have trouble climbing stairs or inclines.

Timing the event is also important to increase the likelihood of participation. Consider farming and harvesting seasons, high tourism seasons and wildfire seasons when planning dates and where the event is held. You might consider inviting local emergency managers and first responders so people can get to know them before they need them.

Food Considerations

Sharing a bite often encourages conversation. Where food is planned, participants should be encouraged to include a recipe that shows ingredients in case of allergens and so others can copy it. Remember to have options for those who may have dietary restrictions or allergies.