

# Advancing Disaster Education:

**1890 Research Based - Curriculums,  
Lessons and Workshops**

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**EXTENSION  
FOUNDATION**

## ATTRIBUTION

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*Advancing Disaster Education: 1890 Research-Based Curriculums, Lessons and Workshops*

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## FOREWORD

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Service is an integrated component of the Land-grant universities' (LGU) mission. Therefore, it is no surprise that Cooperative Extension programs at 1890 Land-grant universities play a critical role in the design and delivery of disaster-related education programs to some of the most vulnerable and underserved clientele across the nation. A significant portion of the disaster-related work at 1890 institutions is led by their Extension programs.

The national Extension Disaster Education Network (EDEN), of which 1890s are member institutions, exists to reduce the impact of disasters through research-based education. As a component within national EDEN, the 1890-EDEN Advisory Group (AG) is a collaborative of 1890 and 1862 academic institutions. The AG specifically strengthens the capacity of Extension in 1890 LGUs and the communities they serve throughout all phases of disaster preparedness, response, and recovery, utilizing research-based education as its primary tool.

This compilation of disaster related curricula - a curated collection of educational modules, workshop agendas, and other resources - is a product of an 1890-EDEN AG initiative which was led by the Southern University Agricultural Research and Extension Center (SUAREC), Louisiana, USA. As an active member of the AG, Southern University continues to spearhead disaster programs across the four Extension programming areas that make a positive difference in improving the quality of life for limited resource clientele. I am confident that this publication – created by a team of experts - will serve as a valued contribution to the national EDEN shared resources, as it is made available broadly for institutions, communities, and individuals. It is yet another product that will contribute to the promotion of disaster resilience, emergency preparedness, response, and management for communities in the USA and across the globe. I commend SUREC on this work.

Participation in the AG is open to all national EDEN institutions. Currently, the AG comprises 15 of the nineteen 1890 Land-grant universities plus two 1862 institutions. Following is a list of 1890-EDEN Advisory Group institutions.

- Alabama A&M University, 1890 LGU
- Alcorn State University, 1890 LGU
- Central State University, 1890 LGU
- Florida A&M University, 1890 LGU
- Fort Valley State University, 1890 LGU
- Kentucky State University, 1890 LGU
- Lincoln University, 1890 LGU
- Mississippi State University, 1862 LGU
- North Carolina A&T State University, 1890 LGU
- Prairie View A&M University, 1890 LGU
- Purdue University, 1862 LGU
- South Carolina State University, 1890 LGU
- Southern University, 1890 LGU
- Tennessee State University, 1890 LGU
- Tuskegee University, 1890 LGU
- University of Arkansas Pine Bluff, 1890 LGU

- University of Florida, 1862 LGU
- Virginia State University, 1890 LGU
- Washington State University, 1862 LGU

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## INTRODUCTION: THE VITAL ROLE OF COOPERATIVE EXTENSION IN TEACHING EMERGENCY PREPAREDNESS AND RESPONSE

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Cooperative Extension plays a pivotal role in educating communities about emergency preparedness and response. This document aims to elucidate the importance of Cooperative Extension in disseminating vital information, fostering community resilience, and facilitating effective responses during emergencies and disasters.

- **Community Education and Outreach:** Cooperative Extension programs have a unique reach into local communities, providing educational resources, workshops, and training sessions on various topics, including emergency preparedness and response. According to a study by Berrett et al., Cooperative Extension is recognized for its ability to engage diverse audiences, disseminate relevant information, and foster community participation in preparedness efforts (Berrett et al., 2019).
- **Tailored Educational Programs:** One of the strengths of Cooperative Extension is its capacity to tailor educational programs to meet the specific needs of different demographic groups within communities. Research by Lichtenstein and Smith highlights the effectiveness of customized educational materials and workshops in enhancing disaster preparedness among vulnerable populations, such as the elderly, low-income households, and individuals with disabilities (Lichtenstein & Smith, 2016).
- **Collaborative Partnerships:** Cooperative Extension collaborates with various stakeholders, including government agencies, non-profit organizations, and local emergency management authorities, to enhance the effectiveness of emergency preparedness initiatives. A study by Ferguson et al. underscores the importance of collaborative partnerships in building community resilience and strengthening emergency response capabilities (Ferguson et al., 2018).
- **Behavioral Change and Empowerment:** Through its educational programs and outreach efforts, Cooperative Extension facilitates behavioral change and empowers individuals to take proactive measures to mitigate risks and prepare for emergencies. Research by Johnson et al. demonstrates that interactive workshops and hands-on training activities conducted by Cooperative Extension agents can significantly increase participants' knowledge, skills, and confidence in responding to emergencies (Johnson et al., 2020).

**Conclusion:** Cooperative Extension plays a vital role in teaching emergency preparedness and response by providing community education and outreach, delivering tailored educational programs, fostering collaborative partnerships, and facilitating behavioral change and empowerment. By leveraging its extensive network and expertise, Cooperative Extension contributes to building resilient communities capable of effectively mitigating risks and responding to emergencies and disasters.

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## **EMERGENCY PREPAREDNESS**

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Lead Author: Krystle J. Allen, PhD

### **Curriculum 1: Preparedness**

**Objective:** To enhance the resilience of youth, families, and communities before, during, and after natural disasters/emergencies.

**Introduction:** According to the December 2023, FEMA National Household Survey, which assesses preparedness actions, attitudes, and motivation in the United States, only 51% of adults believed they were prepared for a disaster. Unfortunately, many people did not believe in the efficacy of preparing, with only 50% of adults believing that preparing can help in a disaster and were confident in their ability to prepare.

This curriculum consists of seven lessons:

- Assemble/Update Supplies
- Make a Plan
- Sign Up for Alerts/Warnings
- Rainy Day Fund/Saving
- Research, Research, Research
- Get My House in Order
- The Power of Community

## **Lesson One: Assemble and Update Supplies**

After an emergency/disaster, you should be prepared to survive on your own for several days. Assembling your basic necessities and supplies can be the difference between life and death for your household.

### **Activities:**

- **Youth:** Ready.gov has an interactive game to help children learn how to assemble an emergency preparedness kit. <https://www.ready.gov/kids/games/data/bak-english/index.html>
- **Adults:** Teach adults the essentials to include in an emergency preparedness kit. According to the Department of Homeland Security (2023), the following items should be included and regularly updated:
  - Water (one gallon per person, per day, for drinking and sanitation)
  - Food (several day supply of non-perishable food items)
  - Battery-powered or hand crank radio
  - Flashlight
  - First aid kit
  - Extra batteries
  - Whistle (a distress signal for help)
  - Manual can opener
  - Local maps
  - Cell phone with chargers and backup battery
  - Mask
  - Prescription and non-prescription medications
  - Cash! (card systems may be down)
  - Complete changes of clothes (don't forget your socks!)
  - Matches
  - Feminine supplies/hygiene items
  - Books, games, puzzles, activities

## **Lesson Two: Make a Plan**

Unfortunately, disasters are unplanned and affect everyone. Sometimes, your family may not be together when disasters occur, so it is vital to have a plan in place on how to survive, reconnect if separated, or contact the proper authorities. Before starting your plan, make sure you consider the needs of your household (aging adults, disabilities, medical needs, pets/ service animals, children, etc.) Ready.gov utilizes an interactive template, allowing you to input your information to create a plan for your family (ready.gov/plan-form). Your emergency plan should include:

- Household information (address, phone number, etc.)
- Contact/ vital information for each member of your family (name, cell number, social media information, email, medical information)
- Contact information for household members schools, daycares, caregivers, and workplaces
- Emergency contacts (a trusted person outside of the household)
- Emergency meeting places
- Home fire escape plan
- Medical Information (doctors contact information, allergy information, prescriptions, medical insurance information, and veterinarian contact information)

### **Activity:**

Assist participants with accessing interactive websites to develop a plan. Ensure plans are saved and emailed at the end of lesson.

PRACTICE YOUR PLAN! Make sure everyone in your household is aware of the plan, and capable of executing age-appropriate tasks.

### **Lesson Three: Sign up for Alerts/Warnings**

- The Emergency Alert System (EAS) is a national public warning system which automatically delivers state and local authorities' important emergency information.
- Louisiana utilizes several systems to communicate emergency warnings and alerts (GOHSEP, 2024):
  - NOAA Weather Radio
  - Louisiana Emergency Alert System (EAS)
  - Integrated Public Alert and Warning Systems (IPAWS) – operated by FEMA
  - NOLA Ready
  - LA Get a Game Plan (the official emergency preparedness mobile app, operated by the Louisiana Governor's Office of Homeland Security and Emergency Preparedness)

**Activity:** Teach participants how to access and utilize the emergency alert systems. Make sure systems are calibrated for their location to ensure information is relevant.

#### **Lesson Four: Rainy Day Fund/Saving**

- Utilize FEMA's Emergency Financial First Aid Kit to help communities strengthen their financial preparedness for disasters and emergencies [https://www.ready.gov/sites/default/files/2020-03/ready\\_emergency-financial-first-aid-toolkit.pdf](https://www.ready.gov/sites/default/files/2020-03/ready_emergency-financial-first-aid-toolkit.pdf)
- Save money in a separate emergency savings account
- Keep a small amount of cash at home in a safe place (preferably smaller bills)
- The recommendation is to have at least three months' worth of savings in your rainy-day fund.

**Activity:** Utilize scenarios to demonstrate the importance of the rainy-day fund, appropriate situations to utilize the emergency savings, and savings techniques (every dollar counts!).

### **Lesson Five: Research, Research, Research (evacuation routes, evacuation shelters, etc.)**

- Google.com is a trusted resource to identify evacuation routes, local shelters, and resources available in the aftermath of a disaster.
- The Department of Transportation and Development has an interactive tool to help families with emergency evacuation planning <http://gisweb.dotd.la.gov/evacuationroute/desktop.html>
- Emergency Shelter Information and Checkpoints can also be assessed (in Louisiana) by:
  - Call 211
  - For statewide information, text LASHELTER to 898-211.
  - New Orleans residents should call 311 or text DELTA to 888777.
  - Follow the sheltering guidance of your parish Office of Homeland Security and Emergency Preparedness.

**Activity:** Teach participants how to access and utilize important information before and during a disaster, and how to recognize credible sources. Scammers are at an all-time high after disasters, and emotions are, too. Participants should learn to be extra vigilant especially when money or personal information is requested.

### **Lesson Six: Get My House in Order (Document and Insure Property, Safeguard Documents, etc.)**

FEMA has created a resource to help families Safeguard Critical Documents and Valuables. A list of vital, financial, and legal, and medical documents can be found within this resource. It also contains information about how to best protect your documents and valuables. [https://www.ready.gov/sites/default/files/2020-03/fema\\_safeguard-critical-documents-and-valuables\\_0.pdf](https://www.ready.gov/sites/default/files/2020-03/fema_safeguard-critical-documents-and-valuables_0.pdf)

**Activity:** One of the easiest ways to jumpstart preparedness is taking pictures. Challenge participants to take pictures and document their valuables for insurance purposes. This can be accomplished with their cellphones. Encourage participants to email the pictures to themselves as a backup.

## **Lesson Seven: The Power of Community**

In times of crisis, communities demonstrate remarkable resilience through collective action and shared resources.

**Activity:** Meet your neighbor over a cup of coffee or tea! Do you know your neighbors? Our neighbors and community can make a huge difference in the aftermath of an emergency or disaster. Your fire evacuation plan or meeting place may involve all members of the household meeting up at a neighbor's house. Further, our emergency plan may include older children going to a neighbor's home if disaster strikes when they are home alone. Don't wait for disaster to strike. Get to know your neighbors now and develop a plan together. It could make all the difference.

**Potential partners:** FEMA, American Red Cross, LSU Ag/ LA House, GOHSEP/ MOHSEP, EDEN, etc.

**Evaluation:** Pre and post-test surveys can be utilized before and after each lesson to assess knowledge gained and changes in attitude towards preparedness. A long-term assessment can be accomplished by follow-up outreach to assess a change in preparedness behaviors.

## **YOUTH BASICS – DISASTER MODULES**

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Lead Author: Krystle J. Allen, PhD

### **Introduction**

Teaching youth about preparedness and disasters is crucial for their safety and resilience in the face of natural or man-made emergencies. One significant reason for this is to instill a sense of responsibility and self-reliance in young individuals. According to the American Red Cross, educating children about preparedness not only helps them understand potential risks but also empowers them to take appropriate actions when faced with adversity ("Children and Disasters," American Red Cross). A study published in the International Journal of Disaster Risk Reduction emphasizes the importance of integrating disaster education into school curricula, suggesting that early education can significantly enhance disaster preparedness and reduce vulnerability ("Disaster Education," International Journal of Disaster Risk Reduction). By teaching youth about disaster preparedness, we are not only equipping them with life-saving skills but also fostering a culture of resilience that will benefit society as a whole in the long run.

This section consists of four modules, described below.

### **Module One: What is a Disaster?**

Youth will learn about the various natural disasters that unexpectedly impact our communities, and how they affect our lives. Utilizing experiential learning, youth will increase their knowledge and awareness of natural disasters.

### **Module Two: How to Prepare for Disasters**

Youth will interactively engage in lessons on disaster preparedness aimed at increasing youth/ family proactivity. Youth will learn about emergency kits, creating a checklist, communication plans, mitigation (i.e. sandbags), and disaster risk reduction.

### **Module Three: Effects of a Disaster**

Youth will focus on the effects of disasters, with an emphasis on Louisiana's hurricanes and flooding.

### **Module Four: Hurricanes/Flooding**

Youth will focus on the various storm categories, and how they impact their community. Youth will learn how hurricanes form, factors that impact the severity of the hurricane, identifying what a flood is, and precautions they can utilize to protect their home.

# **EMERGENCY PREPAREDNESS FOR HOMELESS POPULATIONS**

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Lead Author: Krystle J. Allen, PhD

## **Introduction**

Emergency preparedness is vital for all communities, but it's especially critical for homeless populations. During disasters, they face unique challenges due to limited access to shelter, resources, and communication channels. This research-based module aims to provide a guide for developing educational programs tailored to the unique needs of homeless individuals, focusing on increasing awareness, building resilience, and enhancing safety measures.

This section consists of five modules, described below.

### **Module One: Understanding the Needs of Homeless Populations**

- Conduct a needs assessment to identify specific challenges faced by homeless individuals during emergencies, such as lack of access to shelter, transportation, communication, and healthcare (Tsai & Rosenheck, 2013).
- Collaborate with local homeless shelters, service providers, and advocacy groups to gain insights into the experiences and priorities of homeless populations in emergency situations (Olive, 2017).

### **Module Two: Tailoring Educational Content**

- Develop educational materials and resources that are accessible, culturally sensitive, and relevant to the unique circumstances of homeless individuals, including simplified language, visual aids, and hands-on demonstrations (Hopper et al., 2009).
- Address key topics such as identifying safe evacuation routes, emergency shelters, first aid basics, disaster recovery services, and accessing community resources (Gershon et al., 2012).

### **Module Three: Engaging Homeless Communities**

- Implement outreach strategies to engage homeless populations in emergency preparedness activities, including workshops, peer education programs, and mobile outreach units (Clements et al., 2017).
- Foster trust and rapport with homeless individuals through consistent communication, active listening, and respectful engagement (Steptoe et al., 2020).

### **Module Four: Building Resilience and Coping Skills**

- Provide training on stress management techniques, coping strategies, and self-care practices to help homeless individuals cope with the emotional and psychological impacts of emergencies (Pietrzak et al., 2012).
- Offer opportunities for social support, peer networking, and community-building activities to enhance resilience and promote mutual aid among homeless populations (Yanos et al., 2010).

### **Module Five: Empowering Homeless Individuals**

- Empower homeless individuals to take proactive measures to protect themselves and others during emergencies by providing practical skills training, such as basic first aid, CPR, and fire safety (Tsai et al., 2014).
- Facilitate access to emergency supplies, personal protective equipment, and information about local emergency services and support organizations (Saldaña et al., 2013).

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# **FINANCIAL PREPAREDNESS FOR EMERGENCIES IN LOW-RESOURCE COMMUNITIES**

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Lead Author: Krystle J. Allen, PhD

Financial preparedness is crucial for individuals and communities to mitigate the economic impacts of emergencies and disasters, particularly in low-resource settings. This module aims to provide a comprehensive guide for developing educational programs focused on enhancing financial resilience, reducing vulnerability, and promoting long-term recovery in low-resource communities.

This section consists of five modules, described below.

## **Module One: Understanding Financial Vulnerabilities**

- Conduct a needs assessment to identify the specific financial challenges faced by individuals and families in low-resource communities during emergencies, such as lack of savings, limited access to insurance, and reliance on informal financial networks (Linnerooth-Bayer et al., 2011).
- Explore the socioeconomic factors contributing to financial vulnerability, including unemployment, underemployment, poverty, and limited access to financial services (Shaw et al., 2015).

## **Module Two: Building Financial Literacy and Skills**

- Develop educational materials and workshops to enhance financial literacy, including budgeting, saving, debt management, and accessing financial assistance programs (Collins et al., 2013).
- Provide training on practical skills such as navigating insurance policies, filing insurance claims, and understanding government assistance programs available during emergencies (Yates & Paquette, 2011).

## **Module Three: Promoting Savings and Asset Building**

- Implement strategies to promote savings and asset building among low-income individuals and families, such as matched savings programs, financial coaching, and access to microfinance initiatives (Curley et al., 2016).
- Facilitate access to safe and affordable financial products and services, including savings accounts, microloans, and community-based credit unions (Johnson & Sherraden, 2007).

## **Module Four: Strengthening Social Support and Networks**

- Foster community-based approaches to financial preparedness, including mutual aid networks, savings groups, and community-based organizations that provide financial assistance and support (Kawachi et al., 2012).
- Facilitate peer learning and knowledge sharing through group discussions, community forums, and storytelling sessions to empower individuals and families to learn from each other's experiences (Klein et al., 2015).

## **Module Five: Empowering Community Resilience**

- Engage community leaders, grassroots organizations, and local stakeholders in collaborative efforts to build financial resilience and develop sustainable solutions to address systemic issues contributing to financial vulnerability (Horney et al., 2017).
- Advocate for policy changes and investments in economic development, affordable housing, job training, and social safety nets to create more equitable and resilient communities (Comfort et al., 2012).

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# **EMERGENCY PREPAREDNESS FOR FARMERS/RURAL COMMUNITIES**

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Contributing Author: Marlin Ford, PhD

The JAGriculture Team has developed an inclusive curriculum that addresses the critical need for comprehensive emergency preparedness strategies tailored to farmers and rural communities. Recognizing the unique challenges faced by rural and urban farm practices, including inadequate resources, limited knowledge of disaster preparedness and geographic isolation. This curriculum will explore the importance of proactive planning, collaboration, and capacity-building to enhance resilience in the face of emergencies. By outlining key principles, best practices, and actionable recommendations, this curriculum aims to support stakeholders in strengthening emergency preparedness efforts across rural and urban agricultural landscapes.

By following this curriculum, farmers in rural and urban communities will gain the knowledge, skills, and confidence needed to effectively prepare for and respond to disasters like floods, droughts, and wildfires. They will learn critical skills like emergency planning, livestock evacuation procedures, and food safety measures after a disaster, ultimately enhancing resilience and safety in their communities.

This section consists of ten modules (including evaluation). All are described below.

## **Introduction:**

- Importance of emergency preparedness in farming in rural and urban communities.
- Objectives of the curriculum: to equip farmers in rural and urban areas and urban residents with essential knowledge and skills to effectively respond to and mitigate emergencies.

## **Module One: Understanding Emergency Risks**

- Identifying potential emergencies and hazards in rural and urban areas (natural disasters, disease outbreaks, chemical spills, etc.).
- Assessing vulnerabilities and risks specific to farming operations in rural and urban communities.

## **Module Two: Developing Emergency Plans**

- Importance of having an emergency plan for farms and urban households.
- Components of an effective emergency plan: evacuation procedures, communication protocols, emergency contacts, etc.
- Practical exercises: drafting personalized emergency plans for participants' farms or households.

## **Module Three: Emergency Communication**

- Establishing communication networks within rural and urban communities.
- Utilizing various communication tools and technologies during emergencies.
- Role-playing scenarios to practice effective communication during crises.

## **Module Four: Emergency Response and First Aid**

- Basic first aid techniques for common farm emergencies.
- Strategies for responding to injuries, accidents, and medical emergencies.
- Demonstrations and hands-on training in first aid procedures.

## **Module Five: Farm and Livestock Evacuation**

- Planning and executing evacuation procedures for farms and livestock.
- Safe transportation of animals during emergencies.
- Considerations for sheltering livestock during evacuations.

## **Module Six: Fire Safety and Prevention**

- Identifying fire hazards on farms and in rural and urban areas.
- Implementing fire prevention measures and practices.
- Fire extinguisher training and firefighting techniques.

## **Module Seven: Hazardous Materials Handling**

- Understanding the risks associated with handling hazardous materials on farms.
- Proper storage, handling, and disposal of chemicals, pesticides, and other hazardous substances.
- Protocols for responding to chemical spills and leaks.

## **Module Eight: Community Collaboration and Mutual Aid**

- Importance of community collaboration in emergency preparedness.
- Establishing mutual aid agreements among neighboring farms and rural and urban communities.
- Case studies of successful community-based emergency response initiatives.

## **Module Nine: Psychological First Aid and Mental Health Support**

- Recognizing and addressing the psychological impact of emergencies on farmers and urban residents.
- Providing psychological first aid and emotional support to individuals affected by crises.
- Resources for accessing mental health services and support networks.

## **Module Ten: Review and Evaluation**

- Reviewing key concepts and skills covered in the curriculum.
- Conducting mock drills and exercises to assess participants' preparedness.
- Collecting feedback and reflections for continuous improvement.

## **Conclusion:**

- Importance of ongoing training and practice in maintaining emergency preparedness.
- Encouragement for participants to share knowledge and resources within their communities.
- Call to action for sustained efforts in building resilience and preparedness in farming in both rural and urban settings.

# **STRENGTHENING RURAL AND URBAN AGRICULTURE RESILIENCE: EMERGENCY PREPAREDNESS FOR FARMERS**

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Contributing Author: Marlin Ford, PhD

## **Workshop Objectives:**

- To educate farmers and rural community members about potential emergencies and their impacts.
- To equip participants with practical knowledge and skills to prepare for, respond to, and recover from emergencies.
- To foster collaboration and community resilience in addressing emergencies.

## **Workshop Methodology:**

- Mix of presentations, interactive discussions, group activities, and hands-on exercises.
- Case studies and real-life examples from past emergencies in rural and urban areas.
- Guest speakers from relevant organizations, such as emergency management agencies, agricultural extension services, and local NGOs.
- Field trips to observe emergency response infrastructure (e.g., local fire station, emergency shelters).

## **Workshop Agenda:**

### **Day 1: Understanding Emergencies and Risks**

- Introduction to emergency preparedness and its importance for farmers in rural and urban communities.
- Identifying common emergencies in rural and urban areas (e.g., natural disasters, disease outbreaks, market disruptions).
- Assessing local risks and vulnerabilities.
- Guest speaker session: Emergency management agency representative discussing local emergency plans and resources.

### **Day 2: Preparedness Planning and Mitigation Strategies**

- Developing an emergency preparedness plan for farms and rural households.
- Risk mitigation strategies for different types of emergencies (e.g., securing livestock, crop protection, infrastructure maintenance).
- Financial preparedness and insurance options for farmers.
- Interactive session: Creating a farm-specific emergency kit and evacuation plan.

### **Day 3: Response and Recovery**

- Effective communication during emergencies (e.g., community networks, radio communication).
- First aid and basic medical training.
- Psychological first aid and coping strategies for stress and trauma.
- Practical exercise: Simulated emergency response scenarios and debriefing.

#### **Day 4: Building Community Resilience**

- Strengthening community networks and collaboration for emergency response.
- Establishing neighborhood watch and mutual aid groups.
- Sustainable farming practices for resilience to climate change and other long-term challenges.
- Planning for post-disaster recovery and rebuilding efforts.

#### **Resources and Materials:**

- Handouts summarizing key points and action steps.
- Templates for emergency preparedness plans and checklists.
- First aid kits and demonstration materials.
- Access to online resources for further learning and support.

#### **Evaluation:**

- Pre- and post-workshop surveys to assess participants' knowledge and confidence in emergency preparedness.
- Feedback forms to gather suggestions for improvement.
- Follow-up sessions or surveys to track participants' implementation of preparedness plans and lessons learned from real emergencies.

# **EMERGENCY PREPAREDNESS CURRICULUM: INNOVATIVE TECHNOLOGIES**

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Contributing Author: Marlin Ford, PhD

As the frequency and intensity of natural disasters increase due to climate change, there's a critical need to integrate innovative technologies and resilient farm designs into emergency preparedness plans. This portion of the JAGriculture team curriculum will be aimed at equipping agricultural professionals, policymakers, and community leaders with the knowledge and skills to effectively mitigate risks and enhance resilience in the face of emergencies.

These curricula encompass three key pillars: climate-smart technology, agricultural technology, and farm designs, providing a holistic approach to emergency preparedness in the agricultural sector.

## **Module One: Introduction to Agricultural Technology and Emergency Preparedness**

- 1.1 Overview of Agricultural Technology
  - Definition and scope
  - Importance in emergency situations
  - Examples of agricultural technologies
- 1.2 Understanding Emergency Preparedness
  - Definition and significance
  - Types of emergencies affecting agriculture
  - Role of technology in preparedness

## **Module Two: Technologies for Monitoring and Early Warning Systems**

- 2.1 Remote Sensing Applications
  - Satellite imagery for monitoring crop health and environmental conditions
  - UAVs (drones) for aerial surveys and data collection
- 2.2 Weather Forecasting and Climate Monitoring
  - Weather prediction models and tools
  - Climate monitoring systems for assessing long-term trends

## **Module Three: Precision Agriculture Techniques**

- 3.1 GIS (Geographic Information Systems) in Agriculture
  - Mapping land use, soil types, and water resources
  - Site-specific crop management
- 3.2 IoT (Internet of Things) Sensors and Data Analytics
  - Soil moisture sensors
  - Crop health monitoring
  - Predictive analytics for yield optimization

## **Module Four: Emergency Response Planning and Management**

- 4.1 Risk Assessment and Contingency Planning
  - Identifying potential risks and vulnerabilities
  - Developing response strategies
- 4.2 Disaster Recovery and Rehabilitation
  - Post-disaster assessment techniques
  - Rehabilitation of agricultural infrastructure

## **Module Five: Case Studies and Best Practices**

- 5.1 Case Studies of Agricultural Technology in Emergency Preparedness
  - Examples of successful implementation
  - Lessons learned from past emergencies
- 5.2 Best Practices and Guidelines
  - Recommendations for integrating technology into emergency preparedness plans
  - Regulatory considerations and ethical guidelines

## **Module Six: Practical Workshops and Demonstrations**

- 6.1 Hands-On Training with Agricultural Technologies
  - Setting up weather monitoring stations
  - Drone operation and data analysis
  - Using IoT sensors for real-time monitoring
- 6.2 Field Visits and Simulation Exercises
  - Visits to farms using advanced agricultural technologies
  - Simulation exercises for emergency response planning and management

## **Module Seven: Certification**

- Awarding certificates to participants who successfully complete the curriculum

## **Module One: Introduction: Emergency Preparedness Farm Designs**

- 1.1 Understanding Emergency Preparedness in Agriculture
  - Importance of farm design in disaster resilience
  - Types of emergencies affecting farms
- 1.2 Overview of Emergency Preparedness Farm Designs
  - Principles of resilient farm design
  - Examples of disaster-resistant farm layouts

## **Module Two: Site Selection and Land Use Planning**

- 2.1 Site Assessment and Risk Analysis
  - Identifying potential hazards and vulnerabilities
  - Assessing soil quality, topography, and drainage
- 2.2 Land Use Planning for Resilience
  - Zoning for different farm activities (e.g., crops, livestock)
  - Buffer zones and setback requirements

## **Module Three: Infrastructure and Building Design**

- 3.1 Farm Infrastructure Essentials
  - Farm buildings (barns, storage facilities)
  - Fencing and gates
  - Irrigation systems
- 3.2 Disaster-Resistant Building Design
  - Construction materials and techniques for resilience
  - Reinforcement against wind, floods, and earthquakes

## **Module Four: Water Management Systems**

- 4.1 Water Supply and Storage
  - Rainwater harvesting systems
  - Backup water supply options
- 4.2 Drainage and Flood Control
  - Grading and contouring for effective drainage
  - Flood control measures

## **Module Five: Crop Management Practices for Resilience**

- 5.1 Crop Selection and Diversification
  - Choosing resilient crop varieties
  - Crop rotation and diversification
- 5.2 Soil Health and Conservation Practices
  - Soil erosion control measures
  - Cover cropping and mulching

## **Module Six: Livestock Management and Sheltering**

- 6.1 Livestock Housing Design
  - Shelter requirements for different livestock species
  - Ventilation and temperature control
- 6.2 Emergency Evacuation and Sheltering Plans
  - Protocols for evacuating livestock during emergencies
  - Designated shelter areas

## **Module Seven: Equipment and Machinery Preparedness**

- 7.1 Equipment Maintenance and Storage
  - Routine equipment maintenance
  - Secure storage facilities
- 7.2 Emergency Power and Backup Systems
  - Generators and alternative power sources
  - Fuel storage and safety protocols

## **Module Eight: Emergency Response Planning and Training**

- 8.1 Developing Farm Emergency Response Plans
  - Roles and responsibilities of farm personnel
  - Communication protocols
- 8.2 Training and Drills
  - Conducting emergency response drills
  - Continuity of operations planning

## **Module Nine: Case Studies and Best Practices**

- 9.1 Case Studies of Resilient Farm Designs
  - Examples of farms that have successfully mitigated disasters
  - Lessons learned from past emergencies
- 9.2 Best Practices and Guidelines
  - Recommendations for integrating emergency preparedness into farm design
  - Regulatory considerations and compliance

## **Module Ten: Implementation and Evaluation**

- 10.1 Farm Design Implementation Strategies
  - Steps for implementing resilient farm designs
  - Budgeting and resource allocation
- 10.2 Evaluation and Continuous Improvement
  - Monitoring and evaluating farm resilience over time
  - Feedback mechanisms for continuous improvement

## **Module One: Introduction to Climate Change and Emergency Preparedness**

- 1.1 Understanding Climate Change
  - Causes and impacts of climate change in agriculture and food systems
  - Link between climate change and increased frequency/intensity of disasters
- 1.2 Importance of Climate-Smart Technology in Emergency Preparedness
  - Role of technology in adapting to and mitigating climate change impacts
  - Examples of climate-smart technologies for disaster risk reduction

## **Module Two: Climate Information and Early Warning Systems**

- 2.1 Climate Monitoring and Forecasting
  - Use of satellite data and weather stations for climate monitoring
  - Forecasting models for predicting extreme weather events
- 2.2 Early Warning Systems
  - Development and implementation of early warning systems for agriculture
  - Utilizing mobile technology for disseminating alerts to farmers

## **Module Three: Precision Agriculture and Climate Resilient Farming Practices**

- 3.1 Precision Agriculture Techniques
  - Use of GIS, GPS, and remote sensing for precision farming
  - Site-specific crop management systems
- 3.2 Climate-Resilient Farming Practices
  - Drought-resistant crop varieties and agroforestry systems
  - Soil conservation techniques and water management strategies

## **Module Four: Sustainable Water Management**

- 4.1 Water Conservation Technologies
  - Drip irrigation and precision water application systems
  - Rainwater harvesting and storage techniques
- 4.2 Flood Management
  - Flood-resistant infrastructure and drainage systems
  - Wetland restoration and floodplain management

## **Module Five: Climate-Smart Livestock Management**

- 5.1 Climate-Adapted Stock Breeds
  - Selection and breeding of livestock breeds resilient to climate stress
  - Shelter design and climate control measures
- 5.2 Integrated Livestock-Crop Systems
  - Sustainable integration of livestock and crop production systems
  - Rotational grazing and agroecological approaches

## **Module Six: Energy Efficiency and Renewable Energy Solution**

- 6.1 Energy Efficiency Measures
  - Adoption of energy-efficient equipment and practices
  - Energy audits and optimization techniques
- 6.2 Renewable Energy Technologies
  - Solar panels, wind turbines, and biogas systems for on-farm energy generation
  - Off-grid energy solutions for remote areas

## **Module Seven: Disaster Preparedness Planning and Management**

- 7.1 Risk Assessment and Vulnerability Mapping
  - Identifying and assessing risks related to climate change and disasters
  - Mapping vulnerable areas and populations
- 7.2 Emergency Response Planning
  - Developing farm-level emergency response plans
  - Coordination with local authorities and community organizations

## **Module Eight: Case Studies and Best Practices**

- 8.1 Case Studies of Climate-Smart Emergency Preparedness
  - Examples of successful implementation of climate-smart technologies for disaster resilience
  - Lessons learned from real-world experiences
- 8.2 Best Practices and Guidelines
  - Recommendations for integrating climate-smart technologies into emergency preparedness plans
  - Regulatory considerations and policy frameworks

## **Module Nine: Capacity Building and Outreach**

- 9.1 Training and Capacity Building Programs
  - Workshops, seminars, and demonstration projects for farmers and agricultural stakeholders
  - Skill development programs for Extension workers and agricultural professionals
- 9.2 Community Engagement and Outreach
  - Awareness campaigns on climate change adaptation and disaster preparedness

- Participatory approaches for engaging local communities in resilience-building efforts

#### **Module Ten: Evaluation and Monitoring**

- 10.1 Monitoring and Evaluation Frameworks
  - Indicators for assessing the effectiveness of climate-smart emergency preparedness initiatives
  - Data collection methods and tools
- 10.2 Continuous Improvement and Adaptation
  - Feedback mechanisms for improving and adapting emergency preparedness strategies
  - Iterative learning processes for continuous improvement

## **EMERGENCY PREPAREDNESS, RESPONSE AND MANAGEMENT**

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Contributing Author: Angell Jordan, B.S.

### **Curriculum One: Preparedness**

#### **Objective:**

To enhance the resilience of families, seniors/elderly, the disabled and communities before, during, and after natural disasters/ emergencies.

#### **Introduction:**

According to the US National Climatic Data Center, natural disasters occur and impose serious aftermaths on older adults. Their vulnerability stems from a combination of factors, including high rates of chronic health conditions, limitations in daily activities, and potential physical, cognitive, and sensory impairments. These factors make it harder for older adults to cope with the physiological stresses brought on by natural disasters. However, most fatalities, injuries, and damage caused by natural disasters, such as floods, tornadoes, hurricanes, and earthquakes, are preventable. Preparing older adults for disasters by following certain precautionary measures and designing comprehensive disaster management plans can alleviate of the physical, social, and emotional damage that occurs in these situations.

This curriculum consists of nine lessons, detailed below.

## **Lesson One: Disaster Preparedness Guide for Elders: Make a Plan**

The best time to prepare for an emergency is well ahead of time. When you prepare from a position of safety and calm, you and your caregivers can better cope with an emergency or disaster situation when it happens. An emergency or disaster may present unique challenges for people with disabilities and special needs. If you or someone you care for has a disability or special need, you may have to take additional steps to prepare yourself and your family. Here's what you need to do to get ready for an emergency/disaster.

### **Steps:**

#### **a. Form a Personal Support Network**

These are the people you should involve in your emergency planning and can help you in an emergency situation. They include your nearby family, friends, caregivers, neighbors, and co-workers. Be sure to give at least one trusted member of your support network a key to your house or apartment. Also, let members of your support group know where you store your emergency kit. Most importantly, you should not rely on just one person, but have at least three or more people you can call on for help.

#### **b. Complete a Personal Assessment**

Make a list of your personal needs and your resources for meeting them in a disaster environment. You need to consider what you will be able to do for yourself and what assistance you may need before, during, and after a disaster such as a hurricane. This should include daily living needs (personal care/personal care equipment, adaptive feeding devices and electricity-dependent equipment), your ability to get around before, during, and after a disaster (cleaning up disaster debris, transportation, and blocked roads) and evacuating if necessary.

#### **c. Get Informed**

Know about the specific hazards that threaten your community (hurricanes, tornadoes, wildfires, etc.), learn about community disaster plans and community warning systems, and find out more about special assistance programs. Citizens with disabilities and special needs should register with their local emergency management office. More information on your local emergency management office can be found in the links below.

#### **d. Write it Down**

Keep a copy of important phone numbers and other contact information for loved ones, medical providers, and emergency services as part of your emergency communications plan.

## **Lesson Two: Create An Emergency Kit**

Your emergency kit should have supplies specific to your special needs. You may need to survive on your own after a disaster. This means having your own food, water, and other supplies in sufficient quantity to last for at least seven days. Local officials and relief workers will be on the scene after a disaster, but they cannot reach everyone immediately. You could get help in hours, but it could take days. Basic services such as electricity, gas, water, sewage treatment, and telephones may be cut off for days, a week, or even longer. Or you may have to evacuate at a moment's notice and take essentials with you. You probably will not have the opportunity to shop or search for the supplies you need.

### **Steps:**

#### **a. Water**

You should store at least one gallon of water per person per day. A normally active person needs at least one-half gallon of water daily just for drinking. In determining adequate quantities, take the following into account:

- Individual needs vary, depending on age, physical condition, activity, diet, and climate.
- Children, nursing mothers, and ill people need more water.
- Very hot temperatures can double the amount of water needed.
- A medical emergency might require additional water.

To prepare the safest and most reliable emergency supply of water, it is recommended that you purchase commercially bottled water. Keep bottled water in its original container and do not open it until you need to use it. Be sure to observe the expiration or "use by" date.

#### **b. Food**

The following are things to consider when putting together your food supplies:

- Avoid foods that will make you thirsty. Choose salt-free crackers, whole grain cereals, and canned foods with high liquid content.
- Stock canned foods, dry mixes, and other staples that do not require refrigeration, cooking, water, or special preparation.
- Include special dietary needs.

You may already have many of these items on hand. (Note: Be sure to include a manual can opener.)

#### **c. Maintaining your Disaster Supplies Kit**

Just as important as putting your supplies together is maintaining them so they are safe to use when needed.

- Keep canned foods in a dry place where the temperature is cool.
- Store boxed food in tightly closed plastic or metal containers to protect from pests and to extend its shelf life.
- Throw out any canned item that becomes swollen, dented, or corroded.
- Use foods before they go bad and replace them with fresh supplies.
- Place new items at the back of the storage area and older ones in the front.

- Change stored food and water supplies every six months. Be sure to write the date on all containers that are stored.
- Re-think your needs every year and update your kit as your family's needs change.
- Keep items in airtight plastic bags and put your entire disaster supplies kit in one or two easy-to-carry containers, such as an unused trash can, camping back-pack, or duffel bag.

### **Lesson Three: Important Documents**

While some parts of disaster preparedness are easy to remember, such as food and medicine, others are less so. One of the things that many people forget about is the important documents they need in the event of an evacuation. If your family suddenly must vacate your home, and you only have time to grab your disaster kit and run, you will want to make sure it has the right documents to keep you on track. This list will help you prepare for the next disaster with the right documents.

#### **Steps:**

##### **a. Family and Identification Documents**

Birth certificates Copies are fine but have your birth certificates in the disaster preparedness kit to ensure you can prove who you are and where you are a citizen.

Marriage and divorce papers These prove the marital status of the head of the household and could be important in the future. Adoption papers If you have adopted a child are important to prove that the child is part of your family.

Social Security cards Getting a new copy of your Social Security card takes time and may not be simple if your area is devastated in a natural disaster, so keep copies of the cards for all members of your household.

Passports and driver's license If anyone in your family has a passport, make a copy of it. Also, copy all driver's licenses. These will provide a starting point for replacing these important forms of identification if they are lost in a disaster.

Photographs of family and pets Keep a recent photograph of all family members and pets so you can get help finding each other if you are separated.

Pet microchip numbers If you have pets that are microchipped, keep a copy of the microchip tag number.

Financial Documents Tax Information Make a copy of the last year's tax returns, so you can prove your income should you need to. Also, make a copy of your personal and business property tax statements. Should you need to get a new loan or apply for assistance based on your income during your recovery period, you will need this information.

Financial account numbers Have copies of statements from all bank or credit union accounts you have so you have access to the account number and the bank's contact information. Also, make copies of a credit or debit card statement for the same information. You want to be certain you have access to your money in the event of a disaster.

Income verification In addition to the tax statements, have copies of recent pay stubs in your disaster kit so you can provide proof of income if needed.

Insurance information All insurance policies you have, including life, car, homeowners, and health insurance, should be copied and placed in your disaster prep kit. This will ensure you can get coverage or file a claim even when away from home. Information about bills and obligations If you have obligations, like mortgages, utility bills, and loans, that you need to pay monthly, make a copy of the bill or statement to put into your disaster kit. This will ensure that you can access your account or the contact information to keep current with your payments.

Medical Documents Finally, make sure you are prepared for the fact that a disaster may involve the need for medical care.

Insurance information – It bears repeating here. If you have medical insurance, put a copy of your policy numbers and your insurance card in your kit, so you can get the appropriate coverage in an emergency.

Immunization Records Keep the immunization records of your children and pets in this kit, so you know what they are protected against should you have to evacuate.

Allergy Information If anyone has serious allergies in your family, have a record of this information in your kit.

Medications List If anyone in your family takes medications on a regular basis, list the medications, doses, and the doctor who prescribed them, and put this in your kit. Don't forget to list medications for pets.

Crucial Medical Records You should include any information about serious diagnosis or procedures you have had done in the past.

Remember, in a serious emergency, there's a high chance that someone other than your regular doctor will be taking care of your medical needs. Make sure these professionals have the tools they need to give you the best possible care.

## **Lesson Four: Safety During Severe Weather**

**Lightning** is one of nature's deadliest and most unpredictable weather phenomena. All thunderstorms contain lightning that can strike a person, tree, or an object either on the ground or in the air. Lightning strikes the ground in the U.S. almost 200 million times each year and continues to be among the top weather-related killers in the United States.

**Thunderstorms and Tornadoes** Thunderstorms occur frequently across Florida. In fact, Florida has the greatest number of thunderstorms in the United States. Florida averages over 70 thunderstorm days per year with much of the Gulf Coast experiencing over 80 and even 100 days a year. Thunderstorms come in different forms. Sometimes a storm has only one thunderstorm cloud and sometimes thunderstorms have a family of clouds, or cells, associated with them. Also, thunderstorms may go on for a very long time or be as brief as a few minutes. One of the reasons Florida has so many thunderstorms is that many of the ingredients needed to create thunderstorms can be found here almost every day. Since Florida is surrounded by water, not to mention the many inland lakes, rivers, and swamps, there are plenty of sources of water vapor to feed thunderstorms.

**MYTH:** Bathrooms provide the best protection, i.e., "get in the tub."

**FACT:** If your bathroom is located on an exterior wall, it is not the safest location. Choose an interior bathroom, closet or hallway.

## **Lesson Five: Safety After Severe Weather**

### **Steps:**

#### **a. Food Safety**

- Perishable food such as meat, poultry, seafood, milk, and eggs that are not kept adequately refrigerated or frozen may cause illness if consumed, even when they are thoroughly cooked.
- If the freezer thermometer reads 40°F or below, the food is safe and may be refrozen. If a thermometer has not been kept in the freezer, check each package of food to determine its safety.
- You can't rely on appearance or odor. If the food still contains ice crystals or is 40°F or below, it is safe to refreeze or cook.
- Run your dishwasher (empty) through three complete cycles to flush the water lines and assure that they are cleaned internally before washing dishes and utensils in it.
- Do not eat any food that may have come into contact with flood water.

#### **b. Water Safety**

Area health departments will determine whether tap water can be used for drinking. If water is not potable or is questionable, follow these directions to purify it:

- Use bottled water that has not been exposed to flood waters if it is available.
- If you don't have bottled water, you should boil water to make it safe. Boiling water will kill most types of disease-causing organisms that may be present.

#### **c. Electrical Safety**

Serious injury can result for anyone dealing with the aftermath of a major storm, hurricane, tornado, or other disaster.

- Watch out for loose or dangling power lines and report them immediately to proper authorities. It is not unusual in a disaster such as this for more people to be killed by carelessness in the aftermath than were killed by the event itself.
- Be sure all electric and gas services are turned off before entering buildings for the first time.
- Disconnect the main switch and all circuits.
- Remove covers from all outlets and fuses or multi-breaker boxes and flush with clean water. Let dry and spray with contact cleaner/lubricant.
- Watch for electrical shorts or live wires. Don't turn on any lights or appliances until an electrician has checked the system for short circuits.
- Electric motors in appliances that have been flooded should be thoroughly cleaned and reconditioned before they are put back into service.
- Cut off all electrical circuits at the fuse panel or disconnect all electrical appliances.

If you believe someone has had electric shock, take the following steps:

- Look first. Don't touch. The person may still be in contact with the electrical source. Touching the person may pass the current through you.
- Call or have someone else call 911 or emergency medical help.
- Turn off the source of electricity if possible. If not, move the source away from you and the affected person using a non-conducting object made of cardboard, plastic, or wood.
- Once the person is free of the source of electricity, check the person's breathing and pulse. If either has stopped or seems dangerously slow or shallow, begin cardiopulmonary resuscitation (CPR) immediately.
- If the person is faint or pale or shows other signs of shock, lay him or her down with the head slightly lower than the trunk of the body and the legs elevated.
- Don't touch burns, break blisters, or remove burned clothing. Electrical shock may cause burns inside the body, so be sure the person is taken to a doctor.

## **Lesson Six: Shelter in Place**

If evacuation is not necessary and your residence can provide a safe environment during a storm or other emergency, then you may want to take shelter at your own home or that of a family member, neighbor, or friend. If your special needs require assistance for day-to-day tasks, make sure you have a caregiver, family member, or friend that can stay with you at all times.

Remember, the best place to shelter for every Floridian is outside the evacuation area, in a safe and secure structure. If your home meets safety requirements though, it may just be your best option.

**Monitor the Situation.** Oftentimes, emergencies or natural disasters can go from bad to worse in a very short time. It is very important to monitor the situation on radio or television news reports in the event an evacuation is ordered. If local authorities do order an evacuation, remember it is in your best interest to do so immediately. Visit Evacuation and Shelters for important evacuation information. Be Prepared Your Emergency Kit should be compatible for both in-place sheltering and an evacuation. At a minimum, your kit should include all your daily necessities and basic resources that would allow you to live on your own for three to seven days. For a detailed listing of items to include in your emergency kit.

## **Lesson Seven: Evacuation**

One of the most important decisions made during an emergency is whether to evacuate or stay in your home or current location. Determining factors such as your unique circumstances and the nature of the emergency should be carefully evaluated before either option is decided upon. As a person with disabilities/special needs or a caretaker of individuals with special needs, your disaster plan should consider and have options for both situations. It is also important to use all the information you can from local officials or the news to determine whether there is immediate danger. Use your best judgment as no one knows your needs as well as you do.

However, certain emergency and disaster situations require immediate evacuation. If you are specifically ordered to evacuate, it is vital you do so immediately. If your daily activities require additional travel time or transportation assistance, your emergency plan should include prior travel arrangements.

**Determine Your Evacuation Options!** One of the most important decisions made during an emergency is whether to evacuate or stay put.

**Special Needs Shelter Program:** A Special Needs Shelter (SpNS) is for someone who, during periods of evacuation or emergency, requires sheltering assistance, due to physical impairment, mental impairment, cognitive impairment, or sensory disabilities. SpNS are designed to meet the needs of persons who require assistance that exceeds services provided at a general population shelter. A SpNS is a place to go when there is no other sheltering option. Shelters may be activated during an emergency event to provide mass care for people who cannot safely remain in their home. SpNS are intended to provide, to the extent possible under emergency conditions, an environment that can sustain an individual's level of health. If a person is medically stable but needs help with basic tasks or uses an electronic medical device and has no other evacuation options, they should pre-register if that is an option.

## **Lesson Eight: Scams in the Aftermath and Resources**

After a natural disaster, consumers should be wary of tree service scams, building and home repair scams, disaster relief scams, and water testing and treatment scams. Additionally, if you suspect criminal activity such as looting, robbery, or any violent crime, call 911 immediately.

The Department of Elder Affairs administers programs and services for elders across the state of Florida through 11 Area Agencies on Aging (AAAs), which also operate as Aging and Disability Resource Centers (ADRCs). The AAAs are the designated private nonprofit entities that advocate, plan, coordinate, and fund a system of elder support services throughout the state.

A Disaster Resource Guide for Older Adults is available here: <https://www.elderaffairs.org/programs-services/disaster-preparedness/>

**Featured Training:** A new version of IS-368.A: Including People with Disabilities in Disaster Operations is designed for all personnel involved in disaster operations. It provides an introductory overview of information and strategies on how to include people with disabilities during mitigation, preparedness, response, and recovery efforts.

### **Sign Up for Alerts/Warnings**

The Emergency Alert System (EAS) is a national public warning system which automatically delivers state and local authorities important emergency information. Louisiana utilizes several systems to communicate emergency warnings and alerts (GOHSEP, 2024):

- NOAA Weather Radio
- Louisiana Emergency Alert System (EAS)
- Integrated Public Alert and Warning System (IPAWS – operated by FEMA)
- NOLA Ready
- LA Get a Game Plan (the official emergency preparedness mobile app, operated by the Louisiana Governor's Office of Homeland Security and Emergency Preparedness)

Potential partners: FEMA, American Red Cross, LSU Ag/ LA House, GOHSEP/ MOHSEP, EDEN, etc.

**Evaluation:** Pre- and post-test surveys can be utilized before each lesson by providing the questions verbally and asking to respond with a hand motion, verbal, or tapping sound to assess knowledge gained and changes in attitude towards preparedness. A long-term assessment can be accomplished by follow-up outreach to assess a change in preparedness behaviors.

## **Lesson Nine: FEMA's Role in Response and Recovery**

As the nation's leader in coordinating complex operations among a wide array of partners and stakeholders, FEMA is one of many partners that supports survivors and state, local, tribal, and territorial (SLTT) governments in disaster response and recovery. FEMA's role is twofold. First, FEMA provides support through its own statutory authorities and resources. Second, it coordinates the support of federal and nonfederal partners to achieve response objectives and recovery outcomes. FEMA is the only federal agency with the programs and authorities that address all stages of the disaster life cycle: mitigating against, preparing for, responding to, and recovering from disasters.

FEMA's workforce is composed of more than 20,000 emergency managers nationwide. This includes 7,565 reservists as of Dec. 31, 2023. FEMA can also leverage volunteers from other federal agencies through the 8,433 rostered members of the Surge Capacity Force, enabling FEMA to surge resource capacity when needed during disaster response and recovery thanks to FEMA's reservists. FEMA is comprised of:

- Headquarters in the District of Columbia where the Office of the Administrator and headquarters program offices are located,
- Ten regional offices that work directly with states, territories, and Tribal Nations,
- Field offices located around the country that manage disaster response and recovery, and
- Warehouses and staging areas throughout the country.

## **CURRICULUM II: READY, SET, AND PREPARE: EMERGENCY AND DISASTER PREPAREDNESS FOR YOUTH AND THE FAMILY UNIT**

Contributing Author: Kiyana E. Kelly, MPA

**Introduction:** According to 2013 census estimates, children under age 18 make up nearly 25% of the U.S. population. Disaster researchers have identified children as one of several groups considered more prone to damage, loss, suffering, injury, and death in the event of a disaster, and the disaster impact can be disproportionately greater for children living in poverty—who represent approximately 22% of all children in the United States.

**Objective:**

To enhance the resilience of youth, families, and communities before, during, and after natural disasters/ emergencies. This curriculum consists of six lessons:

- The Family Communication Plan
- Emergency Preparation: Before, During and After
- Emergency Preparedness Terms
- Assembling an Emergency Kit
- Coping with Emergencies: Managing Mental Health
- Emergency Preparedness for Your Vehicle

**Source:** [Student Tools for Emergency Planning \(STEP\) Program \(ready.gov\)](#)

## **Lesson One: The Family Communication Plan**

**Objective:** Participants will complete the family communication plan in detail.

**Introduction:** Emergencies or disasters can occur at any time. In case an emergency or disaster strikes a family, a communication plan should be set in place. During a disaster, you will need to send and receive information to and from your family.

1. Before an emergency or disaster, encourage your family to host a preparation day to discuss relative weather conditions for your state.
2. Go through the Family Communication Plan from [https://www.ready.gov/sites/default/files/2020-03/ready\\_family-communications-plan\\_kids.pdf](https://www.ready.gov/sites/default/files/2020-03/ready_family-communications-plan_kids.pdf) and discuss all of the important information listed.
3. Make copies, laminate, and place a copy of the Family Communication Plan in each family member's emergency preparedness kit/bag.

**Timeframe:** 60 minutes to complete but continue to review the family communication plan and update as needed.

**Materials Needed:**

- A copy of the Family Communication Plan for each member
- Pen
- Laminating sheets

**Activities:** Schedule a family lunch day to discuss and complete the Family Communication Plan.

**Source:** [https://www.ready.gov/sites/default/files/2020-03/ready\\_family-communications-plan\\_kids.pdf](https://www.ready.gov/sites/default/files/2020-03/ready_family-communications-plan_kids.pdf)

## **Lesson Two: Emergency Preparation: Before, During and After**

**Objective:** Discuss the importance of emergency and disaster preparedness.

**Introduction:** Adults want youth to know how to remain safe before, during, and after an emergency/disaster since they can occur frequently without warning. Advanced preparation for emergencies or disasters is imperative for survival. Remember, a little preparation now can make a big difference later. Stay safe!

### **Before:**

- **Prepare an Emergency Kit:** Assemble a three-day supply of essentials for each family member, including food, medicine, water, games, flashlights, and special toys to keep children calm.
- **Family Communication Plan:** Create a plan to contact family members, especially if you're not together during an emergency. Teach older children how to call 911 and memorize important phone numbers.
- **Reunification Plan:** Develop a reunification plan to reconnect with loved ones once it's safe.
- **Educate Children:** Review different types of emergencies and their warning signs. For example, if tornadoes are common in your area, ensure your children know what to do during one.
- **Stay Informed:** Get vital information from reliable news sources and your local emergency management agency.

### **During:**

- Don't open the refrigerator or freezer. In case you lose power, you want the cold air to stay in so food will last longer!
- Stay away from windows and glass doors. They could break and hurt you.
- If you did not evacuate, stay inside a closet, hallway, or a room without windows. (bathroom)
- Listen to your parents or safety authorities for important instructions.

### **After:**

- **Beware.** Don't go near any wires that are loose or dangling. They could electrocute you!
- Tell your parents/guardians if you smell gas.
- **Text don't talk.** Unless there's a life-threatening situation, send a text so that you don't tie up phone lines needed by emergency workers. Plus, texting may work even if cell service is down.
- **Mental Health:** Know that it's normal to feel anxious or stressed out. Everyone reacts differently to stressful situations. Take care of your body and talk with your parents/guardians or other trusted adults if you are feeling upset.

**Timeframe:** Ongoing

### **Materials Needed:**

- Bin to store emergency preparedness kit items

**Activities:**

Begin by identifying essential items that are needed in emergency kits. First, conduct a scavenger hunt to locate items that are already within the home. Next, if the items are not in the home, plan a trip to the store to purchase the items to include in each family member's bag. As you are hunting and obtaining items, discuss how certain items are necessary for survival during and after an emergency or disaster, for example, an iPad vs. a book.

- Emergency Preparedness Kits are personalized to each family member's unique needs
- Utilize the SU AgCenter Emergency Preparedness Activity Guide for Youth - Emergency Preparedness Activity Guide- corrected ([suagcenter.com](http://suagcenter.com))

**Source:** [Emergency Preparedness Now | Southern University Ag Center \(suagcenter.com\)](http://suagcenter.com)

### **Lesson Three: Emergency Preparedness Teams**

**Objective:** Provide general knowledge about emergency and preparedness terms.

**Introduction:** We will identify emergency preparedness terms. Acquiring knowledge about disaster/emergency terminology can help you prepare and even save your own and your loved ones' lives.

**Time:** 60 minutes and review as needed.

**Materials Needed:**

- SU AgCenter's Important Emergency Preparedness Terms You Should Know
- Copies of emergency prep terms
- Copies of definitions

**Activities:** Have youth match the emergency preparedness terms to the corresponding definitions. Watch an old news report to see if these terms are included in the report. Write down the words that were utilized. Apply the definitions to the words.

**Sources:** [Important-Emergency-Preparedness-Terms-You-Should-Know.pdf \(suagcenter.com\)](http://suagcenter.com)

## **Lesson Four: Assembling an Emergency Kit**

**Objective:** Participants will assemble their emergency preparedness kits.

**Introduction:** Putting together an emergency pack is an essential part of emergency preparedness because it guarantees that you are prepared to deal with crises and unforeseen circumstances. Remember to replenish your kit as needed and to check the expiration dates of the contents. Don't forget to pack a bag for your pet(s). Stay prepared and stay safe!

**Time:** 60 minutes to complete but continue to check your kit periodically as items may expire.

**Materials Needed:**

- Backpack
- Bin equipped with Emergency Preparedness Kit items. The SU AgCenter's Assembling an Emergency Kit Fact Sheet has been included for reference- [Hurricane-Preparedness\\_Fact-Sheet-2edited.pdf \(suagcenter.com\)](https://suagcenter.com/Hurricane-Preparedness_Fact-Sheet-2edited.pdf)

**Activities:** Utilize the SU AgCenter Emergency Preparedness Assembly Kit Worksheet. Make copies of the worksheet and administer the worksheets facedown. Set a timer for 3 minutes. Participants must list as many items as you can that you will need to put in your personalized emergency kit. Once the timer ends, participants have the option to share items that others may have omitted. Discuss how they failed to include items and how important it is to prepare in advance.

**Attachment:** Emergency Preparedness Assembly Kit Worksheet

**Source:** [Hurricane-Preparedness\\_Fact-Sheet-2edited.pdf \(suagcenter.com\)](https://suagcenter.com/Hurricane-Preparedness_Fact-Sheet-2edited.pdf)

**Potential Partners:** Federal Emergency Management Agency (FEMA), American Red Cross, LSU Ag Center/ LA House Resource Center, Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP), Mayor's Office of Homeland Security and Emergency Preparedness (MOHSEP), Extension Disaster Education Network (EDEN), etc.

**Evaluation Method(s):**

- Pre-evaluations should be administered before presenting each lesson to assess prior knowledge and attitude toward preparedness.
- Post-evaluations should be administered after each lesson has been taught to assess knowledge gained and changes in attitudes towards preparedness.

## **Lesson Five: Coping with Emergencies: Managing Mental Health**

**Objective:** To develop coping strategies and resources aimed at effectively managing mental health during emergencies, ensuring individuals can navigate stressful situations with resilience and maintain emotional well-being.

**Introduction:** Feeling a range of emotions before, during, and after a disaster is a common experience. Following a disaster, prioritizing your emotional well-being is crucial. Prepared children tend to experience less anxiety and exhibit greater confidence in real emergencies and disasters. Here are some ways you can support your family:

- Maintain your composure.
- Engage in coping exercises together and allow them to lead the conversation.
- Monitor the entire family members' emotional states and behaviors closely.

Maintaining emotional health enables clearer thinking and more effective responses to immediate needs, safeguarding yourself and your loved ones. Use these guidelines to aid in the recovery process or seek support for you and your family.

**Time:** 60 minutes and review as needed.

**Material Needed:** Coping with a Disaster or Traumatic Event Fact Sheet

### **Activities:**

- 1-on-1 - Engage in dialogue with your family to identify their emotional state by talking to everyone individually. This is an opportunity to answer questions, address rumors, and reassure youth and family members.
- Play games – Partake in family fun with card games, board games, puzzles, coloring, or reading.
- Get Fit as a Family – Take a walk, run, or jog as a family to destress.

### **How to Identify Signs of Distress**

- Alterations in appetite, energy levels, and activity
- Challenges with focus and decision-making
- Sleep disturbances or vivid dreams
- Physical symptoms such as headaches, body aches, stomach issues, and skin irritations
- Aggravation of existing health conditions
- Heightened consumption of alcohol, tobacco, or other substances
- Experiencing emotions like fear, anger, sadness, worry, numbness, or frustration

### **Nurture Your Physical Well-Being**

- Prioritize nutritious eating, engage in regular exercise, ensure adequate sleep, and abstain from alcohol and other substances.
- Foster Connections
- Confide in a trusted friend or family member, maintain relationships, and lean on your support network.
- Take Time for Yourself
- Schedule periods for relaxation and enjoyment of hobbies or interests.

- Stay updated.
- Stay informed through credible news sources and official channels.
- Limit exposure.
- Minimize excessive consumption of media related to the event.
- Seek assistance as needed.
- Reach out to a clergy member, counselor, physician, or contact the SAMHSA helpline at 1-800-985-5990.

**Potential Partners:** Federal Emergency Management Agency (FEMA), American Red Cross, LSU Ag Center/ LA House Resource Center, Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP), Mayor's Office of Homeland Security and Emergency Preparedness (MOHSEP), Extension Disaster Education Network (EDEN), Local Counseling Agency, etc.

**Evaluation:**

- Pre-evaluations should be administered before presenting each lesson to assess prior knowledge and attitude toward preparedness.
- Post-evaluations should be administered after each lesson has been taught to assess knowledge gained and changes in attitudes toward preparedness.

## **Lesson Six: Emergency Preparedness for Your Vehicle**

**Objective:** To establish comprehensive emergency preparedness measures specifically tailored for vehicles, ensuring optimal readiness and functionality during crises, thereby enhancing safety and resilience for drivers and passengers.

**Introduction:** Emergencies occur frequently on the highway, oftentimes leaving drivers stranded for hours with no food, water, or fuel. When preparing for emergencies, remember to include your vehicle. Ensure that your vehicle is well-maintained and equipped, and always have an emergency supply kit readily available.

**Time:** 90 minutes to complete but continue to check your kit periodically as items may expire.

### **Materials Needed:**

- One gallon of water per person. Store water in large soft-drink containers. Avoid using containers that will decompose or break, such as milk cartons or glass bottles.
- Emergency food. Avoid foods that will make you thirsty. Choose whole grain cereals and foods with high liquid content. Include food for infants and others with special diets.
- Small shovel, jumper cables, tow chain
- Road flare
- Battery-operated radio/extra batteries
- Flashlight and extra batteries
- ABC-type fire extinguisher
- Whistle
- Plastic storage bags
- Cash and change for phones
- A supply of vital medications
- Sturdy shoes, socks, work gloves
- Rain gear
- Mylar blankets, plastic shelter tarps
- Matches in a waterproof container
- Latex gloves (at least 2 pair)
- Map of the area (for locating shelters)
- Compass
- Games and books for kids
- Pet supplies
- Toilet paper, towelettes
- Feminine and personal hygiene items
- Infant diapers and wipes

## **Activities:**

Host an emergency preparedness party. Have family or friends come together whether in-person or via Zoom/TEAMS to put vehicle emergency preparedness kits together. Utilize the list provided but include items in your kit that may have been omitted. Identify items that are already within your home first before attempting to purchase every item on the list. Everyone's kit will vary because it is personalized to fit every individual's specific needs.

## **Vehicle Preparation**

- Keep an emergency supply kit in your vehicle.
- Prepare to be on your own for at least 24 hours.
- Write the date on all food and water stored in your kit. Replace items every six months.
- Keep food items in airtight plastic bags inside your kit.

## **Operating a Vehicle Under Challenging Circumstances**

- Drive with your headlights on.
- Fill the fuel tank before entering the open country. Stop to fill up long before the tank begins to run low.
- Don't try to out-drive the conditions.
- Start early. Remember the posted speed limits are for dry pavement.
- Leave plenty of room to stop.
- Brake carefully. It takes more time to stop in adverse conditions.
- Look farther ahead in traffic than you normally do to gain extra time to safely react to situations.
- Drive cautiously near trucks. Avoid cutting quickly in front of them.

## **Driving During the Winter Season**

- Be prepared with good winter tires, chains, a scraper, and a bag of sand for traction on ice.
- Carry extra winter clothing — the first rule of winter comfort and survival is to stay dry.
- Don't use cruise control in wintry conditions. A brief touch of your brakes to deactivate the cruise control feature can cause you to lose control of your vehicle.
- Remember: A four-wheel drive vehicle can lose traction on ice just as easily as a two-wheel drive vehicle.
- Make sure your car is in good working condition. Check these:
  - Ignition system
  - Antifreeze
  - Fuel System
  - Wiper Blades
  - Belts
  - Washer fluid
  - Fluid levels

- Tire tread/pressure
- Brakes
- Defroster
- Exhaust system
- Proper grade oil

**Potential partners:** Federal Emergency Management Agency (FEMA), American Red Cross, LSU Ag Center/ LA House Resource Center, Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP), Mayor's Office of Homeland Security and Emergency Preparedness (MOHSEP), Extension Disaster Education Network (EDEN), Local Mechanic etc.

**Evaluation:**

- Pre-evaluations should be administered before presenting each lesson to assess prior knowledge and attitude toward preparedness.
- Post-evaluations should be administered after each lesson has been taught to assess knowledge gained and changes in attitudes toward preparedness.

**Source:** [Vehicle Preparedness | Washington State Department of Health](#)

# EMERGENCY PREPAREDNESS FOR OLDER INDIVIDUALS

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Lead Author: Krystle J. Allen, PhD

**Introduction:** Older adults often face unique challenges during emergencies and disasters due to age-related vulnerabilities. This module aims to provide a comprehensive guide for developing educational programs focused on enhancing emergency preparedness, resilience, and safety among older individuals.

This section includes five modules, which are described below.

## **Module One: Understanding Aging-Related Vulnerabilities**

- Explore the specific vulnerabilities faced by older adults during emergencies, including mobility issues, chronic health conditions, cognitive impairments, sensory limitations, and social isolation (Choi & Morrow-Howell, 2011).
- Examine the impact of age-related factors such as reduced mobility, medication management, financial constraints, and caregiving responsibilities on emergency preparedness and response (Harrington & Dooley, 2018).

## **Module Two: Tailoring Educational Content**

- Develop educational materials and workshops tailored to the needs and preferences of older adults, including large-print materials, audio recordings, and interactive sessions (Choi et al., 2012).
- Address key topics such as developing personal emergency plans, creating emergency supply kits, accessing community resources, and staying informed during emergencies (Wister et al., 2010).

## **Module Three: Promoting Health and Well-Being**

- Provide training on health promotion and self-care strategies to help older adults maintain their physical and mental well-being before, during, and after emergencies (Wenger et al., 2015).
- Offer guidance on managing chronic conditions, medication adherence, accessing medical care, and coping with stress and anxiety during emergencies (Sakauye et al., 2019).

## **Module Four: Enhancing Social Support and Connectivity**

- Foster social connections and support networks among older adults to reduce social isolation and enhance community resilience during emergencies (Liu et al., 2014).
- Facilitate peer support groups, neighborhood watch programs, and intergenerational activities to promote mutual aid and collaboration among older individuals and their communities (Yen et al., 2011).

## **Module Five: Engaging Caregivers and Support Systems**

- Engage family caregivers, formal caregivers, and support networks in emergency preparedness efforts to ensure the safety and well-being of older adults with care needs (Czaja et al., 2010).
- Provide training and resources for caregivers on emergency planning, communication strategies, evacuation procedures, and accessing community services and support (Brown et al., 2018).

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# EMERGENCY PREPAREDNESS FOR PETS

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Lead Author: Krystle J. Allen, PhD

**Introduction:** Pets are cherished members of many families, and their safety and well-being during emergencies are of paramount importance. This module aims to provide a comprehensive guide for developing educational programs focused on enhancing emergency preparedness, resilience, and safety for pets and their owners.

This section includes five modules, which are described below.

## **Module One: Understanding Pet-Specific Needs and Risks**

- Explore the specific needs and vulnerabilities of different types of pets, including dogs, cats, birds, small mammals, and reptiles, during emergencies such as natural disasters, fires, and evacuations (Layne et al., 2019).
- Examine the risks and challenges faced by pet owners, including transportation constraints, shelter accommodations, access to veterinary care, and maintaining pet health records (American Veterinary Medical Association, 2018).

## **Module Two: Creating Personalized Emergency Plans**

- Provide guidance on developing personalized emergency plans for pets, including identification methods, evacuation routes, shelter options, and communication strategies (Federal Emergency Management Agency, 2019).
- Offer templates and resources for pet owners to create emergency supply kits, including food, water, medications, leashes, carriers, and comfort items (The Humane Society of the United States, n.d.).

## **Module Three: Educating on Pet First Aid and Safety**

- Offer training on pet first aid techniques, including CPR, wound care, choking relief, and recognizing signs of distress or injury (American Red Cross, 2020).
- Provide information on pet safety measures, such as fire prevention, heatstroke prevention, poison control, and securing pets during travel or outdoor activities (American Society for the Prevention of Cruelty to Animals, 2020).

## **Module Four: Facilitating Community Resources and Support**

- Collaborate with local animal shelters, veterinary clinics, pet supply stores, and community organizations to provide resources, workshops, and training sessions on pet emergency preparedness (National Animal Care & Control Association, 2013).
- Establish pet-friendly emergency shelters and temporary housing options for pets and their owners during emergencies, and coordinate with local agencies to ensure pet-friendly disaster response protocols (Federal Emergency Management Agency, 2020).

## **Module Five: Promoting Responsible Ownership and Advocacy**

- Educate pet owners on responsible ownership practices, including proper pet care, vaccinations, licensing, and microchipping, to prevent pet abandonment and ensure reunification during emergencies (American Veterinary Medical Association, 2019).
- Advocate for pet-friendly policies and legislation at the local, state, and national levels to protect the rights and welfare of pets and their owners in emergency situations (American Kennel Club, n.d.).

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## **APPENDIX AND SUPPORTING DOCUMENTS**

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This appendix contains the following items:

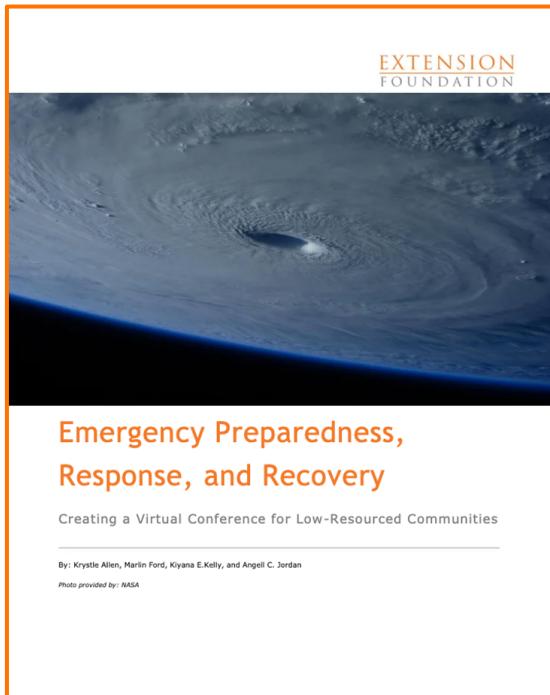
- Emergency Preparedness, Response and Recovery: Creating a Virtual Conference for Low-Resourced Communities
- CSUAG Center Media Page
- JAgriculture: Emergency Management, Education, and Management Poster Presentation
- Building Resilience through Extension, Awareness and Knowledge Poster Presentation
- Building Resilience through Extension, Awareness & Knowledge (BREAK) Fact Sheet
- Emergency Preparedness Guide for Farmers Fact Sheet
- Emergency Management Guide for Teens Fact Sheet
- Emergency Preparedness Activity Guide Fact Sheet
- Developing an Emergency Plan Fact Sheet - Hurricane
- Assembling an Emergency Kit Fact Sheet
- Hurricane Preparedness for Individuals with Disabilities Fact Sheet
- Hurricane Preparedness for Older Adults Fact Sheet
- Tips for Individuals with Diabetes Fact Sheet
- Pet and Animal Preparedness Fact Sheet
- Important Emergency Preparedness Terms You Should Know Fact Sheet
- Louisiana Special Needs Medical Shelters Fact Sheet

## Emergency Preparedness, Response, and Recovery: Creating a Virtual Conference for Low-Resourced Communities

This publication, authored by the SUAG Center team that created this curriculum, documents the process used to develop a virtual conference for low-resourced communities focusing on Emergency Preparedness, Response, and Recovery. We believe this is a model other Extension teams can adapt and use.

This work was supported by New Technologies for Agriculture Extension grant no. 2020-41595-30123 from the USDA National Institute of Food and Agriculture.

You can access the publication here: <https://extension.org/portfolio-item/emergency-preparedness-response-and-recovery-creating-a-virtual-conference-for-low-resourced-communities/>

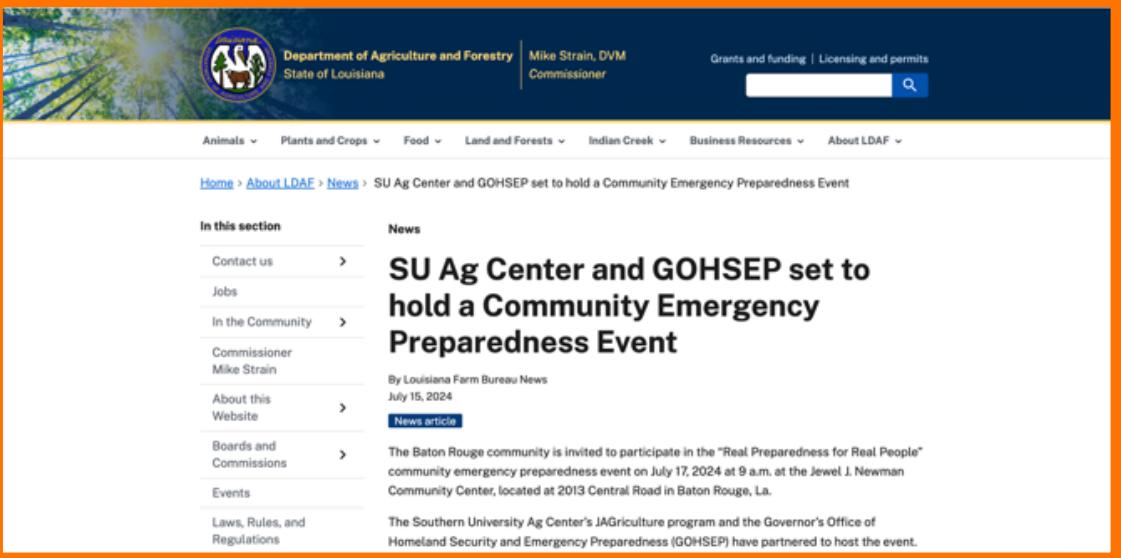


## SUAG Center Media

The SUAG Center advances emergency preparedness via its work with Extension educators, community-based organizations and partners, NGOs, agencies, elected officials, and by working with the media to extend information about resources. Partnerships are critical for outreach and extending information.

Below are several examples of media that resulted from SUAG's collaborations with others. **News Stories**

The SUAG Center partners with agencies, NGOs, media, and other partners to get the word out to larger and/or specialized networks of stakeholders. Below is an example of a news story written by the Louisiana Farm Bureau News and published by the Louisiana Department of Agriculture and Forestry.



The screenshot shows the LDAF website with a news article. The article is titled "SU Ag Center and GOHSEP set to hold a Community Emergency Preparedness Event". It is dated July 15, 2024, and is attributed to the Louisiana Farm Bureau News. The article text describes the event as "Real Preparedness for Real People" and provides details about its location and purpose. The website's navigation menu on the left includes links for Contact us, Jobs, In the Community, Commissioner Mike Strain, About this Website, Boards and Commissions, Events, and Laws, Rules, and Regulations. The top navigation bar also includes links for Animals, Plants and Crops, Food, Land and Forests, Indian Creek, Business Resources, and About LDAF.

Link to the story here:

<https://www.ldaf.la.gov/about/news/article/su-ag-center-and-gohsep-set-to-hold-a-community-emergency-preparedness-event>



The link below leads to a story and video segment entitled "Real Preparedness for Real People: Southern University's new workshop for seniors." It appeared on WAFB, a television station in Baton Rouge, Louisiana, affiliated with CBS.

<https://www.wafb.com/2024/07/17/real-preparedness-real-people-southern-universitys-new-workshop-seniors/>

*Left: Lead Author Krystle Allen, PhD works with the WAFB anchor on a news story.*

## Hurricane Preparation Video

Community leaders and elected officials play a vital role in messaging about emergency preparation. This short but impactful video was produced by SUAG Center. It features Mr. Cedric Richmond, Senior Advisor to the President of the United States, and Congressman Troy Carter (D-LA) urging citizens to prepare for hurricane season.



This video provides an important reminder about emergency preparation. Run time: 90 seconds

Video:  
<https://www.youtube.com/embed/hknMghR1MEU?si=WTKRkZVzsvBFYV7m>



# Building Resilience through Extension, Awareness and Knowledge Poster Presentation



## Building Resilience through Extension, Awareness and Knowledge

Dr. Carol Friedland, Dr. Meggan Franks, Dr. Krystle J. Allen, Dr. Stacia Conger, Dr. Robert Rohli, Mr. Santiago Diaz-Laguna, Ms. Shelly Kleinpeter, Ms. Claire Crutti, Mr. Justin Holmes



### Community Issue

Louisiana is one of the most weather-hazard-vulnerable places. Since 1980, Louisiana has experienced \$300 billion in direct economic losses. These disasters continuously impact underserved and underprivileged communities. It's expected that total annual property wind loss in Louisiana will exceed \$645 million (Friedland et al. 2019). Informing citizens about basic preparedness is critical to break the disaster cycle and create more resilient communities.



**The goal of the BREAK project is to advance equity through education on the FORTIFIED standard.** In collaboration with Southern University's AgCenter, LSU A&M, and Smart Home America, BREAK aims to educate Louisiana citizens on the best ways to mitigate loss due to natural disasters

### Response

- Publications on the FORTIFIED standard for consumers to learn how the standard protects homes, how to receive a FORTIFIED designation and other benefits.
- Online and in-person training for homeowners and building professionals to learn about FORTIFIED and the benefits of a FORTIFIED home.
- Youth curriculum to teach about the different natural disasters Louisiana faces and what they can do to stay prepared.

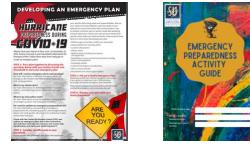
### Community-Engaged Program Development Model

Community Engagement Continuum  
Source: Members of Community Engagement Network (2010). Retrieved on 11-12-2019



Integrating community voice is a crucial component of project development that results in an application that would better meet the community's needs and produce quantifiable environmental change.

While outreach is traditionally a one-way approach, engagement is a two-way collaboration that emphasizes creating reciprocal partnerships within extension programs to address societal needs.



### Program Impact

#### Short-term outcomes

- Increased awareness of wind-weather preparedness techniques
- Increased knowledge of practical actions to improve family preparedness
- Increased citizen understanding of FORTIFIED homes and their benefits

#### Medium-term outcomes

- Changes in home preparedness behaviors
- Citizens developing more efficient and proactive preparedness practices
- Community policies that contribute to emergency preparedness

#### Long-term outcomes

- Citizens and decision makers able to make more educated decisions about emergency preparedness
- Increased number of FORTIFIED homes built
- Citizens and communities spending less on emergency preparedness
- Improved economic situation due to effective preparedness strategies

### Acknowledgement

USDA National Institute of Food and Agriculture

This work is supported by the USDA National Institute of Food and Agriculture award number 2023-67019-40610.

## Building Resilience through Extension, Awareness & Knowledge (BREAK) Fact Sheet

**LSU AgCenter**  
Research - Extension - Teaching

**PROBLEM**

Louisiana is one of the most weather-hazard-vulnerable places, experiencing **\$300 BILLION** in direct economic losses since 1980

**Southern University AGRICULTURAL RESEARCH & EXTENSION CENTER**

# Building Resilience through Extension, Awareness & Knowledge (BREAK)

Scan the QR code to collaborate, share ideas, & request resources or training.

This work is supported by the USDA National Institute of Food and Agriculture award number 2023-67019-40610.

**PROGRAM GOALS**

- Advance equity through **FORTIFIED** education
- Educate Louisiana citizens on the best ways to mitigate loss due to natural disasters

**PROGRAM OVERVIEW**

- Publications on **FORTIFIED** standards
- Online and in-person training and resources for homeowners and building professionals
- Youth curriculum to increase family preparedness

**FORTIFIED HOME**  
A PROGRAM OF IFAS

**JAGriculture**  
Agriculture for All

**SMART HOME AMERICA**

**COMMUNITY ENGAGEMENT**

- Community engagement is a two-way collaboration that emphasizes reciprocal partnerships to address societal needs
- Integrating community voice and feedback throughout the project creates a program that better meets community needs

Inform      Consult      Involve      Collaborate      Empower

Low level of public engagement      Mid level of public engagement      High level of public engagement

**COMMUNITY IMPACT**

- Increased citizen awareness and knowledge of wind-weather preparedness techniques
- Adoption of more efficient and effective home and community preparedness techniques
- Community policies that contribute to family and home weather preparedness
- Improved community and citizen economic situation due to adoption of effective weather and home preparedness strategies

By: Dr. Carol Friedland, Dr. Meggan Franks, Dr. Krystle J. Allen, Dr. Stacia Conger, Dr. Robert Rohli, Ms. Shelly Kleinpeter, Mr. Santiago Diaz-Laguna, Ms. Claire Crutti, Mrs. Celeste Robin, Mr. Ken Guidry, Mr. Justin Holmes

# JAGriculture: Emergency Management, Education, and Management Poster Presentation



## JAGriculture: Emergency Management, Education, and Mitigation

### "Prioritize Preparedness"

Krystle J. Allen, PhD\*

Marlin B. Ford, PhD

Angell C. Jordan

Khyana E. Kelly, MPA

Southern University Agricultural Research and Extension Center (SUANEC)

#### Abstract

The Southern University Agricultural Research and Extension Center (SUANEC) provides outreach through the Extension Emergency Program (EEP) to underserved, rural, and minority communities that serve as urban centers, and every program that interacts with the community and citizens with the information and skills to become more disaster-resilient. EEP is utilized in 10 of the 12 parishes of the state, and includes, and increase the mode of recovery after an emergency disaster.

Disasters impact local economies suffer long-term after devastating natural disasters. Recognizing that preparedness saves lives and millions of dollars, and evacuation can be viewed as a luxury in underserved and financially strained communities, extension professionals within the Southern University Cooperative Extension Program developed a multi-dimensional emergency preparedness and education program that flourished during the COVID-19 pandemic.

Recognizing an extremely active hurricane season was on the horizon in 2020, we sprang into action using our digital resources to teach our community, as well as extension professionals, how to prepare for natural disasters, evacuate, and/or stay connected, and soon had meetings to educate extension and other extension professionals on the importance of "Prioritizing Preparedness".

As we transitioned back to in-person programming, programming was designed to reach Louisiana's most vulnerable populations. We provide preparedness education to youth, adults, families, communities, farmers (crop, dairy, cattle, and goat/sheep) and extension professionals.

#### Primary Collaborators

- Extension Foundation
- Extension Disaster Education Network (EDEN)
- LA OEMRP
- US Small Business Administration
- American Red Cross
- Texas A&M AgriLife
- NOAA/NSRA Priority Area(s)
- HAZ-911
- Disaster Preparedness, Mitigation, Response and Recovery
- ACET22
- Rapid Response to Extreme Weather Events
- HAZ-911
- Individual and Family Resource Management

#### Objectives

Recognizing the benefits of preparedness and the extremely low rates of preparedness in rural, underserved and underserved communities, SUANEC designs, develops, and facilitates programs to:

- To increase preparedness in the underserved communities through education and outreach (reduce death and recovery costs)
- To aid communities in reducing the impacts of disasters by encouraging sustainability through preparedness
- To educate extension professionals on best-practices, empowering them to serve as role models

#### Activities

Activities include but are not limited to:

- Collaborated with the Student Government Association, Southern University Student Sports, and Southern University Police Department to provide education and outreach to current students, inclusive of an Active Shooter Presentation and Scenario led by the Federal Bureau of Investigation (FBI).
- Preparedness2020
- Virtual Conference, Lunch and Learn, Webinars, Townhalls, Social Media Campaigns, and Facebook Lives
- Participating with an important addition recovery center to encourage preparedness amongst one of the most vulnerable, underserved, and forgotten populations
- Developed a handbook to facilitate lessons in K-12 schools as well as fact sheets
- Authored an e-book to aid extension professionals develop meaningful and successful programming outreach on emergency preparedness within their communities

#### Impacts

The program began in September 2020. Since inception, the project has involved involved in-depth research partnerships with the Extension Foundation and Extension Disaster Education Network (EDEN). Institutions were selected as a New Technologies in Ag Extension (NTAE) pilot by the Extension Foundation to support our work.

- Educated over 800 Extension Professionals throughout the country, and surrounding territories
- Taught over 3000 students on the importance of preparedness
- Raised knowledge, skills, and awareness of approx. 87% of individuals who completed pre and post test during our programming
- Established over 25 collaborations/partnerships to enhance programming and aide in communities becoming more sustainable
- Raised preparedness levels of over 80% of program participants

#### JAGriculture Publications/Conference Agendas



#### Acknowledgements

JAGriculture would like to thank the Extension Disaster Education Network (EDEN) for their continuous support of our programming, especially the COVID-19 portion. We would also like to thank the Extension Foundation for awarding us multiple grants and opportunities for professional development, other foundations continue to support our programming and the work we are doing.

Thanks to our Vice-Chancellor for her support and encouragement to provide innovative and impactful programming, and the Southern University Agricultural Research and Extension Center's Administration. Thanks to our many collaborators, presenters, organizations, universities, etc. for adding capacity to our programming.

Preparedness Saves Lives!

**Evacuation is a Luxury!**

Prioritize Preparedness!



# Emergency Preparedness Guide for Farmers

## Introduction

Farmers face numerous challenges, including natural disasters, disease outbreaks, and market fluctuations. Being prepared for emergencies is crucial to ensure the safety of personnel, livestock, and crops, as well as to minimize economic losses. This guide provides practical steps for farmers to enhance their emergency preparedness.

### 1. RISK ASSESSMENT

Identify potential risks specific to your farm, such as floods, wildfires, severe weather, or disease outbreaks. Consider historical data, geographical location, and climate patterns. Consult local agricultural extension services, government agencies, and weather forecasts for risk assessment.

### 2. DEVELOP AN EMERGENCY PLAN

Create a comprehensive emergency plan tailored to your farm's needs. Include evacuation procedures, communication strategies, and protocols for safeguarding livestock and crops. Assign roles and responsibilities to farm personnel during emergencies. Regularly review and update the emergency plan based on feedback and changing circumstances.

### 3. SECURE ESSENTIAL RESOURCES

Maintain adequate supplies of food, water, and medical supplies for humans and animals. Invest in backup power sources, such as generators or solar panels, to ensure continuity of operations during power outages. Stockpile feed, seeds, and essential equipment to sustain farming activities during emergencies.

### 4. ESTABLISH COMMUNICATION CHANNELS

Establish reliable communication channels to receive alerts and updates from local authorities and agricultural organizations. Maintain contact information for employees, neighbors, and emergency services. Utilize multiple communication methods, such as phone calls, text messages, and social media, to ensure information dissemination during emergencies.



## 5.

### PROTECT LIVESTOCK AND CROPS

Implement measures to protect livestock and crops from adverse weather conditions and disease outbreaks. Construct sturdy shelters and fencing to safeguard animals from extreme weather events. Implement biosecurity protocols to prevent the spread of diseases among livestock and crops. Monitor weather forecasts and take preventive measures, such as irrigation or covering crops, to mitigate potential damage.



## 6.

### COLLABORATE WITH NEIGHBORS

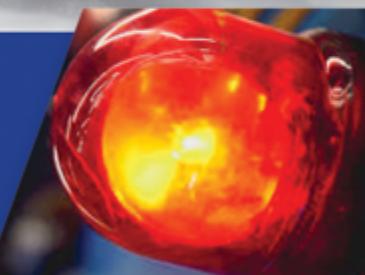
Establish partnerships with neighboring farms to share resources and support during emergencies. Coordinate evacuation routes, mutual aid agreements, and emergency response plans with neighboring farmers. Participate in community-based emergency preparedness initiatives and training programs.



## 7.

### TRAINING AND DRILLS

Conduct regular training sessions and emergency drills to familiarize farm personnel with emergency procedures. Simulate various emergency scenarios to test the effectiveness of the emergency plan and identify areas for improvement. Provide training on first aid, fire safety, and other relevant skills to enhance preparedness and response capabilities.



## Conclusion

Emergency preparedness is essential for farmers to mitigate risks, protect assets, and ensure business continuity during crises. By conducting risk assessments, developing comprehensive emergency plans, and collaborating with stakeholders, farmers can effectively respond to emergencies and safeguard their livelihoods.

### References:

- USDA Disaster Resource Center. ([www.usda.gov/topics/disaster](http://www.usda.gov/topics/disaster))
- Extension Disaster Education Network. ([www.extensiondisaster.net](http://www.extensiondisaster.net))
- Federal Emergency Management Agency (FEMA). ([ready.gov/farmers](http://ready.gov/farmers))
- State and local agricultural Extension offices.



LINKING CITIZENS... *Louisiana* ... OPPORTUNITIES... *Success!*

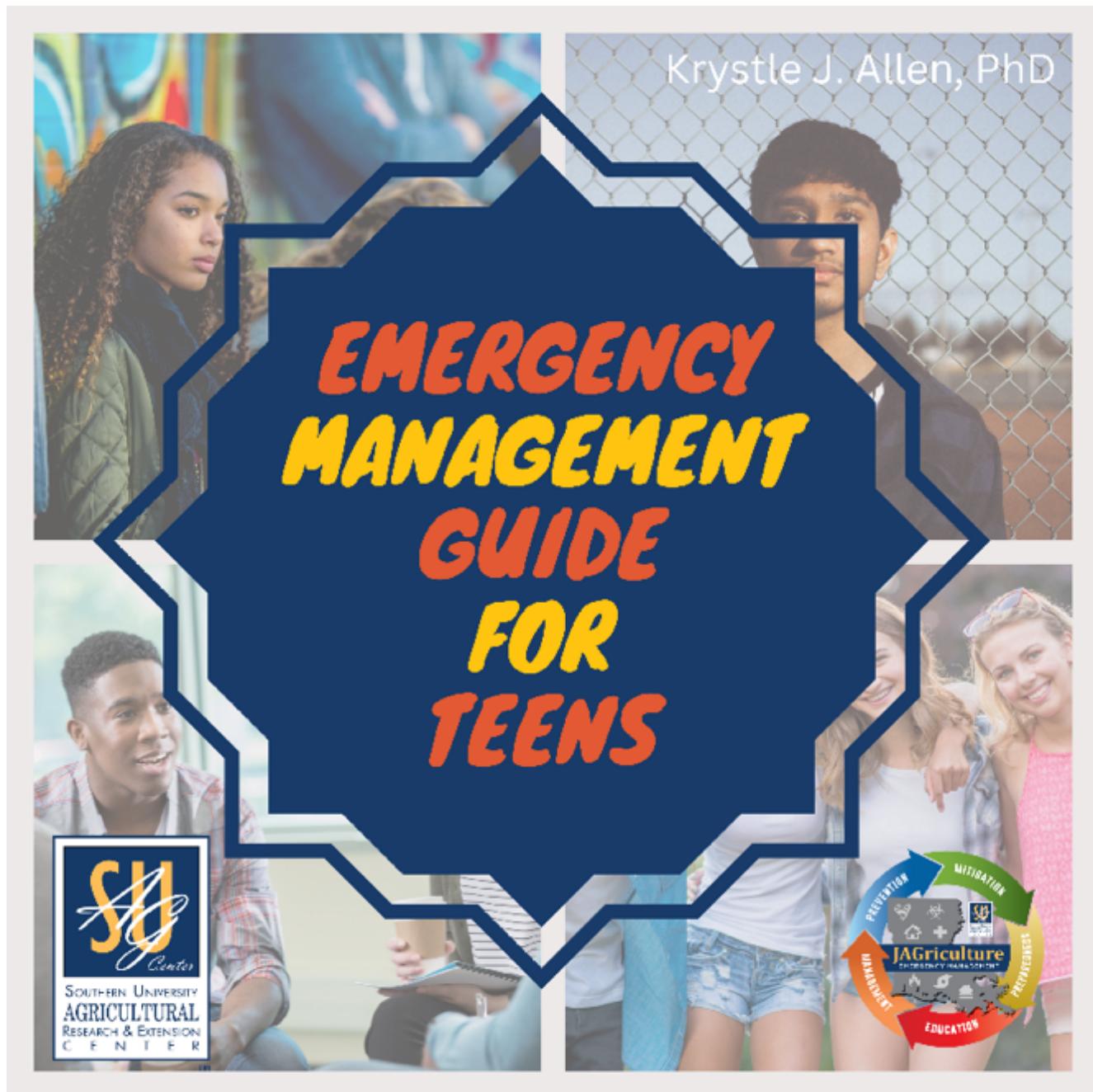
f X @suagcenter @su\_agcenter • • • CONNECT WITH US • • • [www.suagcenter.com](http://www.suagcenter.com)

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Emergency Management Guide for Teens Fact Sheet (12 pages)





# Building Resilience through COPING SKILLS

- Identify the thoughts and feelings you are having, and seek support from a trusted adult.
- Recognize that preparedness positively impacts your ability to react and make wise choices during an event.
- Create a “Circle of Trust”
  - A “Circle of Trust” is a group of individuals you are comfortable being vulnerable and turning to, as needed.
  - To build a circle of trust, it starts with you putting yourself in the middle followed by the names of people you are close to, spend time with, trust, etc.
  - The Caring Counselor provides the following example:
  - 
  -



“Resilience is the capacity to recover quickly after a stressful or challenging experience” - RedCross

# DISASTER RISK REDUCTION

## What is it?

Disaster Risk Reduction (DRR) is the process of reducing damage as a result of natural hazards (hurricanes, flooding, droughts, fires, etc.)

## Four Phases of DRR:

Prevention, Preparedness, Response and Rehabilitation/  
Recovery

## What can you do?

- “Change makers: Share information learned in programs to help parents and communities prepare for disasters
- Creativity: Bring creative and resourceful ideas to disaster preparedness efforts
- Advocates: Serve as national advocates of youth preparedness”

Source: Federal Emergency Management Agency (FEMA) & Youth.gov



# IMPORTANT phone numbers

I KNOW YOU ALREADY HAVE IMPORTANT NUMBERS SAVED  
IN YOUR PHONE; BUT ARE YOU PREPARED IF YOUR PHONE  
RUNS OUT OF BATTERY?

## NAME / RELATIONSHIP

A stack of aged, yellowed, and slightly crumpled paper documents, suggesting old records or historical documents.

## PHONE NUMBER



**REMEMBER, ALWAYS CALL 9-1-1 IN THE CASE OF EMERGENCY; AND YOUR LOCAL POLICE DEPARTMENT TO REQUEST NON-EMERGENCY POLICE SERVICE**

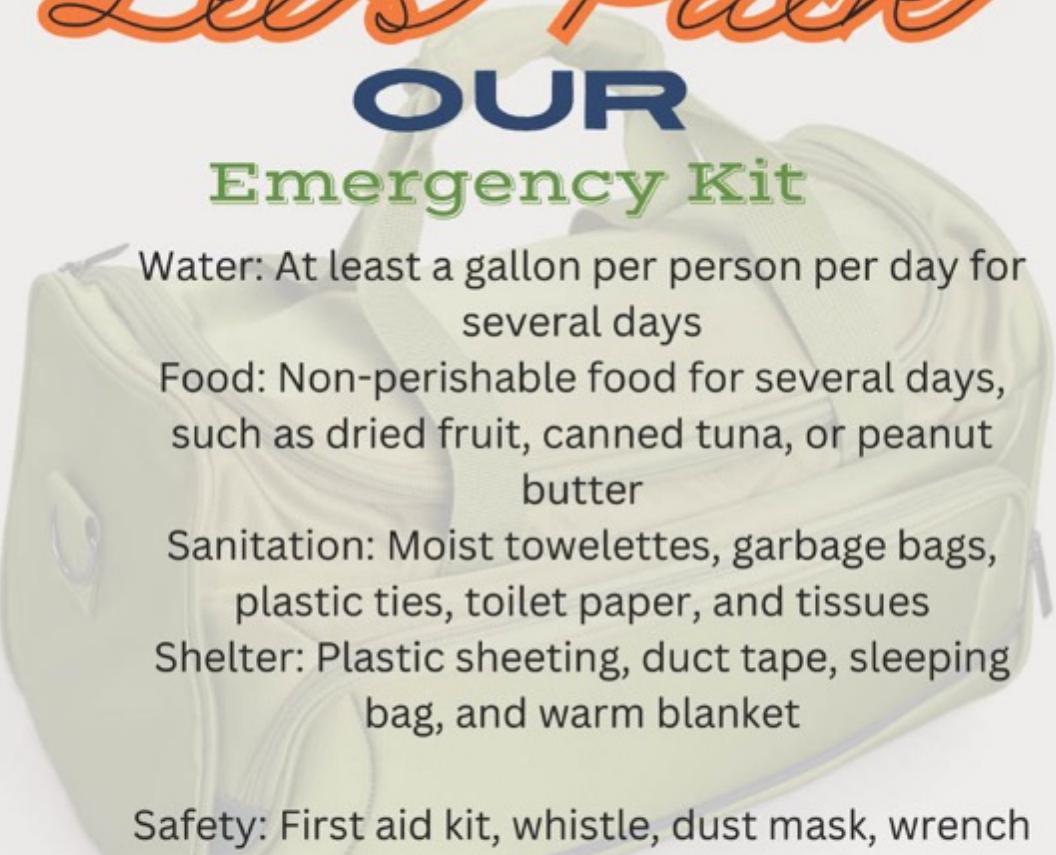


Are you  
**READY?**

**YES**

**I AM USING  
THIS  
GUIDE TO  
GET READY!**





# Let's Pack OUR Emergency Kit

Water: At least a gallon per person per day for several days

Food: Non-perishable food for several days, such as dried fruit, canned tuna, or peanut butter

Sanitation: Moist towelettes, garbage bags, plastic ties, toilet paper, and tissues

Shelter: Plastic sheeting, duct tape, sleeping bag, and warm blanket

Safety: First aid kit, whistle, dust mask, wrench or pliers, and matches in a waterproof container

Communication: Flashlight, extra batteries, battery-powered or hand-cranked radio, NOAA Weather Radio, cell phone with charger, and extra battery

Source: Ready.gov





# Downloadable Resources


[Download the app](#)

!
Emergency

**Help Keep Your Loved Ones Safe.** Climate change is causing more extreme weather events. We built the FREE Emergency app to help you prepare. It provides real-time weather alerts and different weather alerts with text notifications. It provides step-by-step guides to help you prepare and explains how climate change has impacted each hazard. You can easily find open Red Cross shelters with an interactive map. Choose to use the app in English or Spanish with an easy language toggle, and full weather alerts in Spanish and English. The Emergency app is accessible so people with disabilities can use it. Compatible with Apple Watch and Android Wearable devices.

[App Store](#)
[Google Play](#)

Or text: "GETEMERGENCY" to 90999

Chat with me

FEMA

**Weather**  
Designed for iPad. Not verified for macOS.

[GET](#)

The Weather Channel

**The Weather Channel** iOS  
Rain Alerts & Storm Tracker  
The Weather Channel Interactive  
#1 in Weather  
4.5+ 1.2M Ratings  
Free - Offers In-App Purchases

Storm Tracker® iOS

My Weather & Tornado Radar  
Impala Studios  
#30 in Weather  
4.5+ 75.8K Ratings  
Free - Offers In-App Purchases

Jags Safe

**Utilities**  
Designed for iPad. Not verified for macOS.

[GET](#)

NOAA Center Hurricane

**Monitor Weather Disturbance**  
Designed for iPad. Not verified for macOS.

[GET](#)
In-App Purchases

National Hurricane Center Data

NHC Hurricane Tracker App  
Designed for iPad.

[GET](#)

NOAA Weather - Weather Alerts

Storm, Rain & Snow Alerts  
Designed for iPad. Not verified for macOS.

[GET](#)

Louisiana 511 Traffic Cameras

LADOT 511 Traffic Cameras  
Designed for iPad. Not verified for macOS.

[GET](#)

Storm Tracker

Weather Radar & Traffic Camera  
Impala Studios  
#30 in Weather  
4.5+ 75.8K Ratings  
Free - Offers In-App Purchases



76



# HOW TO GET Involved!

1. **Join the Youth Preparedness Council (FEMA)**
2. **Join or start a Teen Community Emergency Response Team (CERT)**
3. **Each one, teach one: engage in preparedness and disaster risk reduction, then help family/ friends do the same!**
4. **Join AmeriCorps/ FEMA Corps (ages 18-24)**

# ACTIVE SHOOTER

WHAT TO DO

## RUN

FIRST PRIORITY, LEAVE YOUR BELONGINGS AND GET AWAY

## HIDE

STAY QUIET, SILENCE YOUR PHONE AND LOCK AND BLOCK THE DOOR ; DO NOT HIDE IN GROUPS!

## FIGHT

BE AGGRESSIVE AND PREPARE TO CAUSE SERIOUS/ LETHAL INJURY TO THE SHOOTER! THROW ITEMS AND IMPROVISE ANYTHING AS A WEAPON.



# CYBER SECURITY

## Use Social Media Wisely

“Minimize the amount of personal or private information that you share online. Social media has been integrated into all aspects of daily life at home, at work, and at school. Users often share an abundance of their personal and private information through social media without regard for who might have access to this data. Cyber attackers use this information in a process called social engineering to infiltrate networks and identify vulnerabilities.”

SOURCE: GOVERNOR’S OFFICE OF HOMELAND SECURITY AND EMERGENCY PREPAREDNESS (GOHSEP)



DO YOU KNOW THE DIFFERENCE?

# HURRICANE WATCH

A HURRICANE MIGHT HAPPEN, BE  
ON THE LOOKOUT AND PREPARE!

# HURRICANE WARNING

A HURRICANE IS HAPPENING! GET  
TO SHELTER!

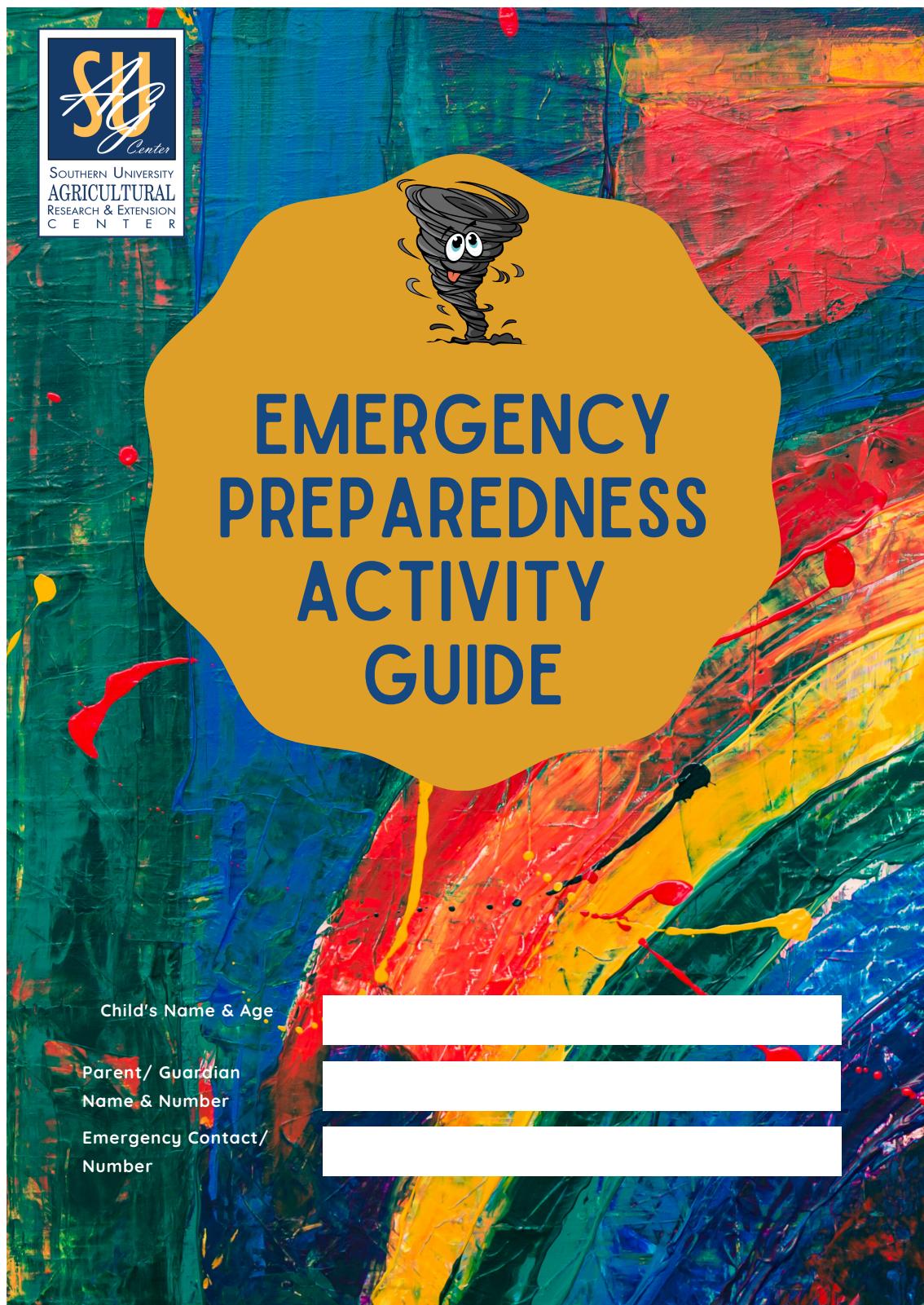


# THE FIRST 72 IS ON YOU!

Depending on the level of destruction after a disaster, it can take days for help to arrive! We must be prepared to provide non perishable food, clean water, medicine, toiletries, etc. for ourselves, our families and our pets for AT LEAST three (3) days after a disaster.



**Emergency Preparedness Activity Guide (4 pages)**



If my home is on fire,  
my family will meet...

Ex: by the mailbox or  
at neighbor's home

During an emergency,  
I should call...

Know your number!

Ask a grown-up to help you write your phone number on the line. Then use your finger to practice pressing the numbers. You can also practice dialing 9-1-1 to get help.



What items should you include in your emergency kit? (look at the pictures for a few hints)



Don't forget to pack a kit for your family's pet!



Draw a picture showing your feelings during/after an emergency! Show your parent/ guardian.

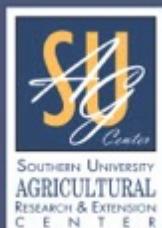
Parents: Psychological First Aid is important to help your children cope!

# BUILD YOUR KIT

C V D O O F D E N N A C P K P  
L F B I A I R Q D I T M L X L  
O C W E I R U E E H D G E M W  
T L C U I S M T N R V F J A E  
H N Y F Y T Q E S E Y A L T I  
E J D T T A T B D M P K P S Q  
S H J J J I H E O I I O E L I  
Y E N O M D G Z G N C I N W C  
F W C H W K I S G M R I H A N  
C H F J A I L S Q E F I N R C  
K R S P M T H D T O S N T E T  
T E I N G O S T L T H L E X N  
P J Z X E K A B L A N K E T S  
E A E S V B L E K C A R C L R  
S G M M N P F M L U N R C H W

P.S. PACK A GAME TOO

## WORD KEY:



SOUTHERN UNIVERSITY  
AGRICULTURAL  
RESEARCH & EXTENSION  
CENTER

BATTERIES

CAN OPENER

FLASHLIGHT

MONEY

BLANKETS

CLOTHES

CANNED FOOD

FIRST-AID KIT

MEDICINE

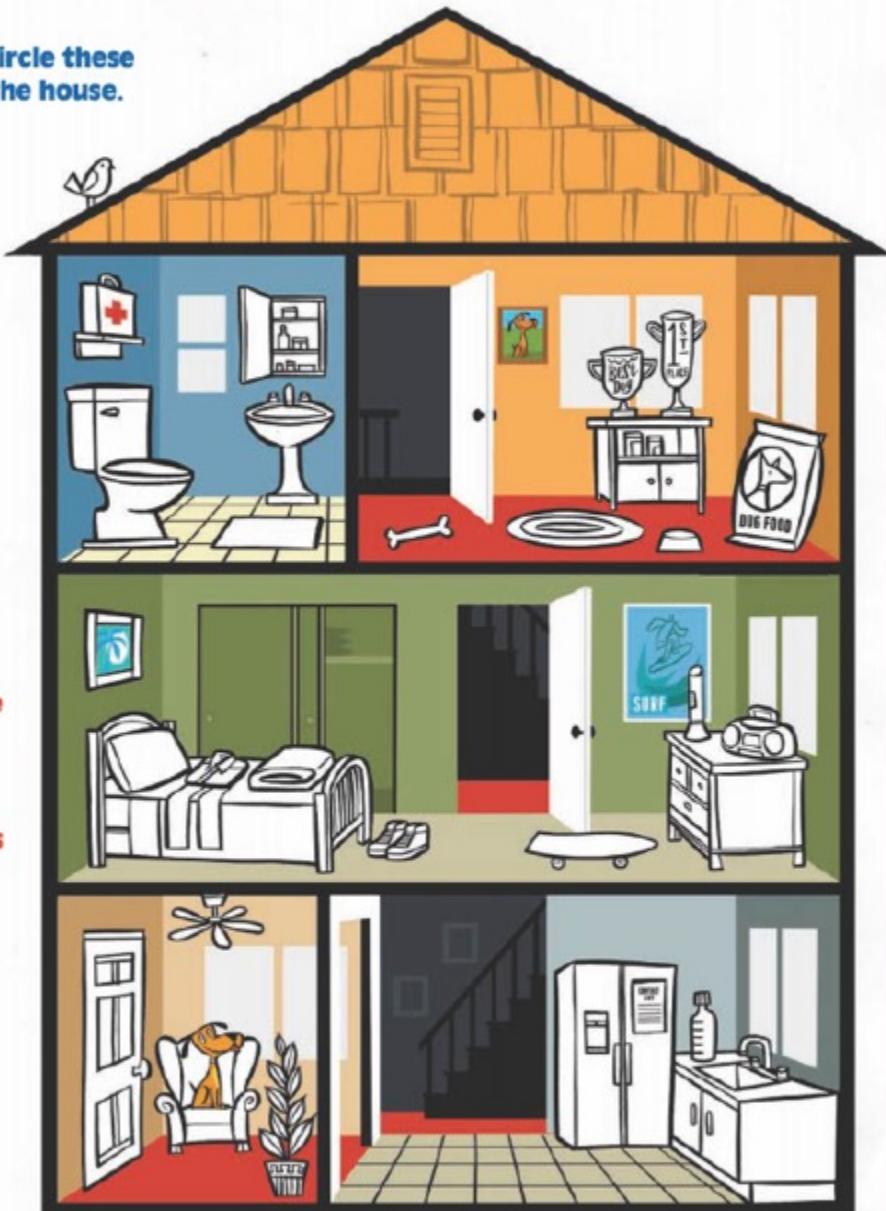
WHISTLE

MAP

WALKING SHOES

**Find things you will need to have on hand to help you and your family be prepared for an emergency.**

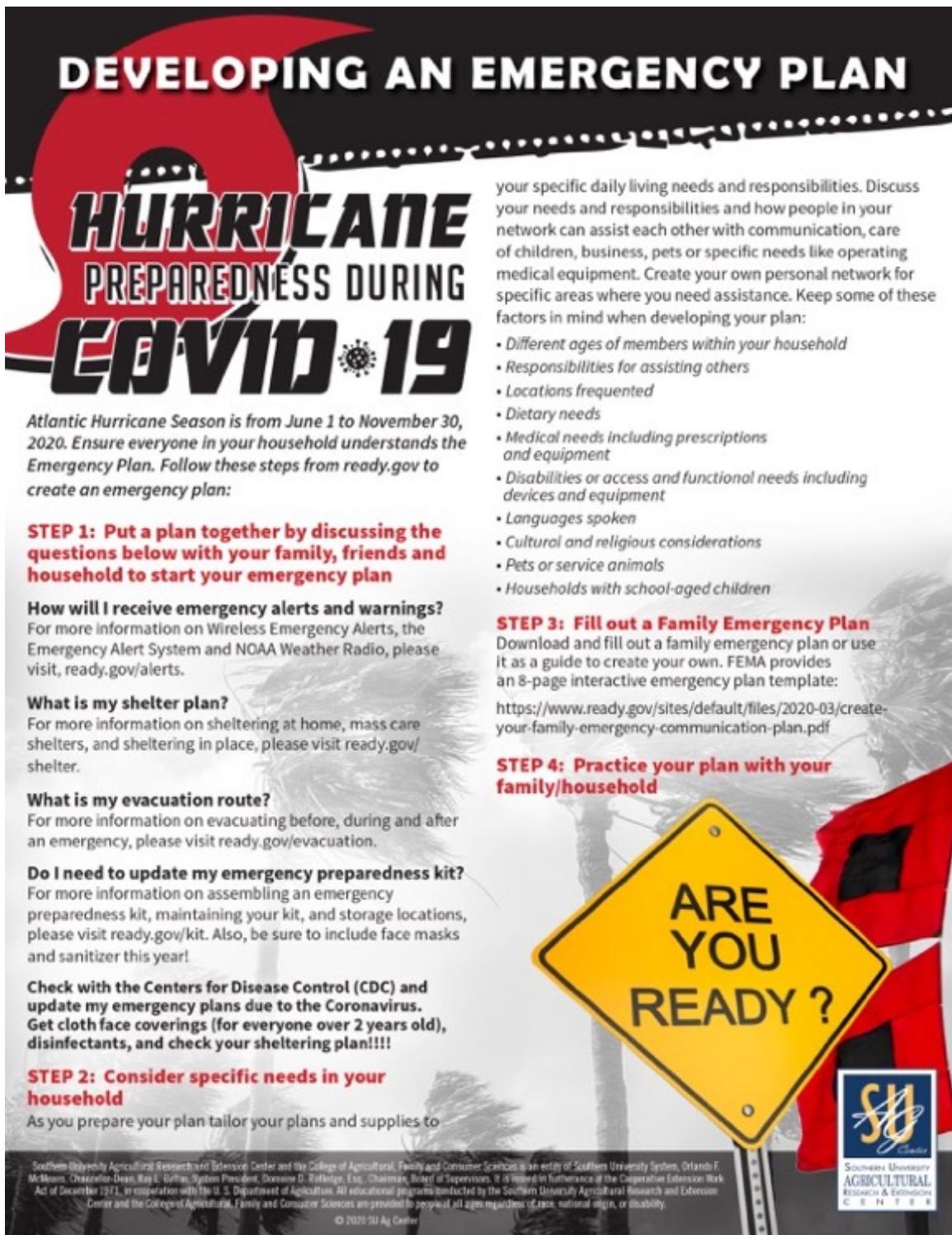
**Find and circle these items in the house.**



Source: smgov.net



## Developing an Emergency Plan (1 page)



**DEVELOPING AN EMERGENCY PLAN**

# **HURRICANE PREPAREDNESS DURING COVID-19**

*Atlantic Hurricane Season is from June 1 to November 30, 2020. Ensure everyone in your household understands the Emergency Plan. Follow these steps from ready.gov to create an emergency plan:*

**STEP 1: Put a plan together by discussing the questions below with your family, friends and household to start your emergency plan**

**How will I receive emergency alerts and warnings?**  
For more information on Wireless Emergency Alerts, the Emergency Alert System and NOAA Weather Radio, please visit, ready.gov/alerts.

**What is my shelter plan?**  
For more information on sheltering at home, mass care shelters, and sheltering in place, please visit ready.gov/shelter.

**What is my evacuation route?**  
For more information on evacuating before, during and after an emergency, please visit ready.gov/evacuation.

**Do I need to update my emergency preparedness kit?**  
For more information on assembling an emergency preparedness kit, maintaining your kit, and storage locations, please visit ready.gov/kit. Also, be sure to include face masks and sanitizer this year!

**Check with the Centers for Disease Control (CDC) and update my emergency plans due to the Coronavirus. Get cloth face coverings (for everyone over 2 years old), disinfectants, and check your sheltering plan!!!!**

**STEP 2: Consider specific needs in your household**

As you prepare your plan tailor your plans and supplies to

your specific daily living needs and responsibilities. Discuss your needs and responsibilities and how people in your network can assist each other with communication, care of children, business, pets or specific needs like operating medical equipment. Create your own personal network for specific areas where you need assistance. Keep some of these factors in mind when developing your plan:

- Different ages of members within your household
- Responsibilities for assisting others
- Locations frequented
- Dietary needs
- Medical needs including prescriptions and equipment
- Disabilities or access and functional needs including devices and equipment
- Languages spoken
- Cultural and religious considerations
- Pets or service animals
- Households with school-aged children

**STEP 3: Fill out a Family Emergency Plan**  
Download and fill out a family emergency plan or use it as a guide to create your own. FEMA provides an 8-page interactive emergency plan template:  
<https://www.ready.gov/sites/default/files/2020-03/create-your-family-emergency-communication-plan.pdf>

**STEP 4: Practice your plan with your family/household**

**ARE YOU READY ?**

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## Assembling an Emergency Kit (1 page)

# ASSEMBLING AN EMERGENCY KIT

## HURRICANE PREPAREDNESS DURING COVID-19

*Atlantic Hurricane Season is from June 1- November 30, 2020. After an emergency, your family may need to survive on your own for several days. Assemble a kit to at least last for 72 hours (3 days). In addition to the items listed in the kit, consider unique needs that your family might have. When assembling your kit, store the items together in easy to grab and easy to carry air tight containers. According to ready.gov, a basic emergency kit should contain the following items:*

- ✓ Water (1 gallon per person a day for at least 3 days)
- ✓ Food (at least a three-day supply of non-perishable food)
- ✓ Battery-powered or hand crank radio and a NOAA Weather Radio with tone alert
- ✓ Flashlight
- ✓ First aid kit
- ✓ Extra batteries
- ✓ Whistle (to signal for help)
- ✓ Dust mask (to help filter contaminated air)
- ✓ Plastic sheeting & duct tape (to shelter in place)
- ✓ Moist towelettes, garbage bags and plastic ties
- ✓ Wrench or pliers (to turn off utilities)
- ✓ Manual can opener
- ✓ Local maps
- ✓ Cell phone with chargers and a backup battery
- ✓ Cloth face coverings (for everyone ages 2 and above), soap, hand sanitizer, disinfecting wipes to disinfect surfaces
- ✓ Prescription medications
- ✓ Non-prescription medications such as pain relievers, anti-diarrhea medication, antacids or laxatives
- ✓ Prescription eyeglasses and contact lens solution
- ✓ Infant formula, bottles, diapers, wipes and diaper rash cream

**✓ Pet food and extra water for your pet**  
**✓ Cash or traveler's checks**  
**✓ Important family documents such as copies of insurance policies, identification and bank account records saved electronically or in a waterproof, portable container**  
**✓ Sleeping bag or warm blanket for each person**  
**✓ Complete change of clothing appropriate for your climate and sturdy shoes**  
**✓ Fire extinguisher**  
**✓ Matches in a waterproof container**  
**✓ Feminine supplies and personal hygiene items**  
**✓ Mess kits, paper cups, plates, paper towels and plastic utensils**  
**✓ Paper and pencil**  
**✓ Books, games, puzzles or other activities for children**

**\* Make sure to store the kit in a cool, dry place and replace expired items as needed. You should have an emergency kit at home and be sure all family members are aware of its location.**

**Create an Emergency Kit for work**

- Be prepared to shelter at work for at least 24 hours
- Include food, water, medicines and comfortable walking shoes

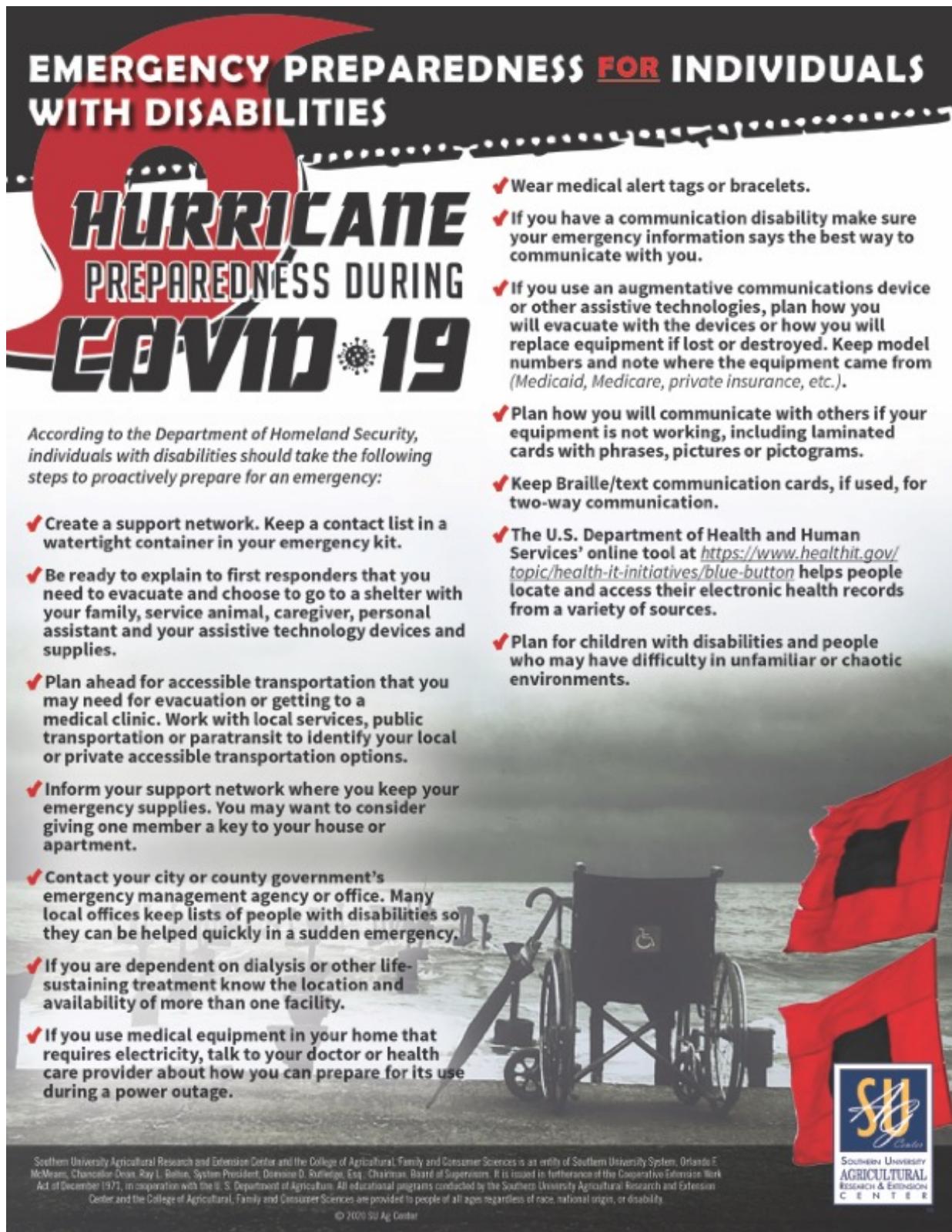
Also, keep an emergency kit in your car with basic essentials in case you are stranded (food, water, flashlight, blanket, etc.)



Southern University Agricultural Research and Education Center and the College of Agricultural, Family and Consumer Sciences is an entity of Southern University System. Dr. Walter E. McMeans, Chancellor; Dr. Ray L. Bellou, System President; Dr. Ernestine D. Rutherford, Esq., Chairman, Board of Supervisors. It is funded in accordance of the Cooperative Extension Work Act of December 1937, in cooperation with the U. S. Department of Agriculture. All educational programs conducted by the Southern University Agricultural Research and Education Center and the College of Agricultural, Family and Consumer Sciences are provided to people of all ages regardless of race, national origin, or disability.

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## Hurricane Preparedness for Individuals with Disabilities (1 page)



**EMERGENCY PREPAREDNESS FOR INDIVIDUALS  
WITH DISABILITIES**

# **HURRICANE PREPAREDNESS DURING COVID-19**

According to the Department of Homeland Security, individuals with disabilities should take the following steps to proactively prepare for an emergency:

- ✓ Create a support network. Keep a contact list in a watertight container in your emergency kit.
- ✓ Be ready to explain to first responders that you need to evacuate and choose to go to a shelter with your family, service animal, caregiver, personal assistant and your assistive technology devices and supplies.
- ✓ Plan ahead for accessible transportation that you may need for evacuation or getting to a medical clinic. Work with local services, public transportation or paratransit to identify your local or private accessible transportation options.
- ✓ Inform your support network where you keep your emergency supplies. You may want to consider giving one member a key to your house or apartment.
- ✓ Contact your city or county government's emergency management agency or office. Many local offices keep lists of people with disabilities so they can be helped quickly in a sudden emergency.
- ✓ If you are dependent on dialysis or other life-sustaining treatment know the location and availability of more than one facility.
- ✓ If you use medical equipment in your home that requires electricity, talk to your doctor or health care provider about how you can prepare for its use during a power outage.

✓ Wear medical alert tags or bracelets.

✓ If you have a communication disability make sure your emergency information says the best way to communicate with you.

✓ If you use an augmentative communications device or other assistive technologies, plan how you will evacuate with the devices or how you will replace equipment if lost or destroyed. Keep model numbers and note where the equipment came from (Medicaid, Medicare, private insurance, etc.).

✓ Plan how you will communicate with others if your equipment is not working, including laminated cards with phrases, pictures or pictograms.

✓ Keep Braille/text communication cards, if used, for two-way communication.

✓ The U.S. Department of Health and Human Services' online tool at <https://www.healthit.gov/topic/health-it-initiatives/blue-button> helps people locate and access their electronic health records from a variety of sources.

✓ Plan for children with disabilities and people who may have difficulty in unfamiliar or chaotic environments.

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## Hurricane Preparedness for Older Adults (1 page)

# EMERGENCY PREPAREDNESS FOR OLDER ADULTS

## HURRICANE PREPAREDNESS DURING COVID-19

✓ Create an emergency plan and an emergency kit.

✓ Keep a written copy of up-to-date contact information for family and friends you will want to contact during an emergency. Keep a copy in your purse, suitcase, or wallet.

✓ Identify local emergency information in advance.

- Evacuation routes
- Shelters
- Medical facilities

✓ Keep an emergency supply (up to 7 days) of all medicines and prescriptions.

- Have a list with up-to-date names and doses.
- Keep ice packs in your freezer if you have medicine that requires refrigeration.
- Ask your primary care physician (PSP) for copies of your medical records and a list of any medical problems.

✓ Practice mock-disaster scenarios with our network (i.e. neighbors, family members, friends).

✓ Consider purchasing a medical ID bracelet if you have chronic health problems.

- Include on bracelet: medical conditions, allergies, medications and an emergency contact

✓ Contact your local emergency management agency in advance to help coordinate transportation after an emergency.

✓ Contact your local electricity company to join a registry for medically fragile individuals; in the instance of a power outage, individuals on the registry will have priority in restoring services.

✓ Be sure to add the following items into your emergency preparedness kit (source: CDC).

- Hearing aids and extra batteries
- Glasses and/or contacts and contact solution
- Medical supplies like syringes or extra batteries
- Information about medical devices such as wheelchairs, walkers, and oxygen including model numbers and vendor
- Contact information for family members, doctors, pharmacies and/or caregivers
- List of all medications, including the exact name of the medicine and the dosage, and contact information for the pharmacy and doctor who prescribed medicine
- List of allergies to food or medicines
- Copies of medical insurance cards
- Copies of a photo ID
- Durable power of attorney and/or medical power of attorney documents, as appropriate

\*Print and complete the Centers for Disease Control and Prevention's, Complete Care Plan <https://www.cdc.gov/aging/caregiving/pdf/Complete-Care-Plan-Form-508.pdf>

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## Tips for Individuals with Diabetes (1 page)



**TIPS FOR INDIVIDUALS WITH DIABETES**

# HURRICANE PREPAREDNESS DURING COVID-19

**✓ List of the following information:**

- Type of diabetes
- All of your medical conditions, allergies and prior surgeries
- All medications (include pharmacy contact information, active prescription information and eligible refills)
- Previous diabetes medications and reason for discontinuation
- Contact information for all your healthcare providers

**✓ Letter from your diabetes healthcare providers with most recent diabetes medication regimen (if taking insulin)**

**✓ Most recent laboratory results (A1C, kidney and liver tests)**

**✓ As possible, a 30-day supply of all medications taken by mouth or injection for diabetes as well as all other medical conditions**

- Include insulin and a severe hypoglycemia emergency kit – if prescribed (always check expiration date)

**✓ Blood glucose testing supplies and, if possible, 2 glucose meters with extra batteries**

**✓ A cooler for 4 refreezable gel packs, insulin and unused injectable medications to be added when ready to go**

*\*Note: Do not use dry ice and avoid freezing the medication*

**✓ Empty plastic bottles or sharps containers for syringes, needles and lancets**

**✓ Source of carbohydrate to treat hypoglycemic reactions (glucose tablets, 6 oz. juice boxes, glucose gel, regular soda, sugar, honey or hard candy)**

**✓ A 2-day supply of nonperishable food (peanut butter, cheese crackers, meal replacement shakes or bars, etc.)**

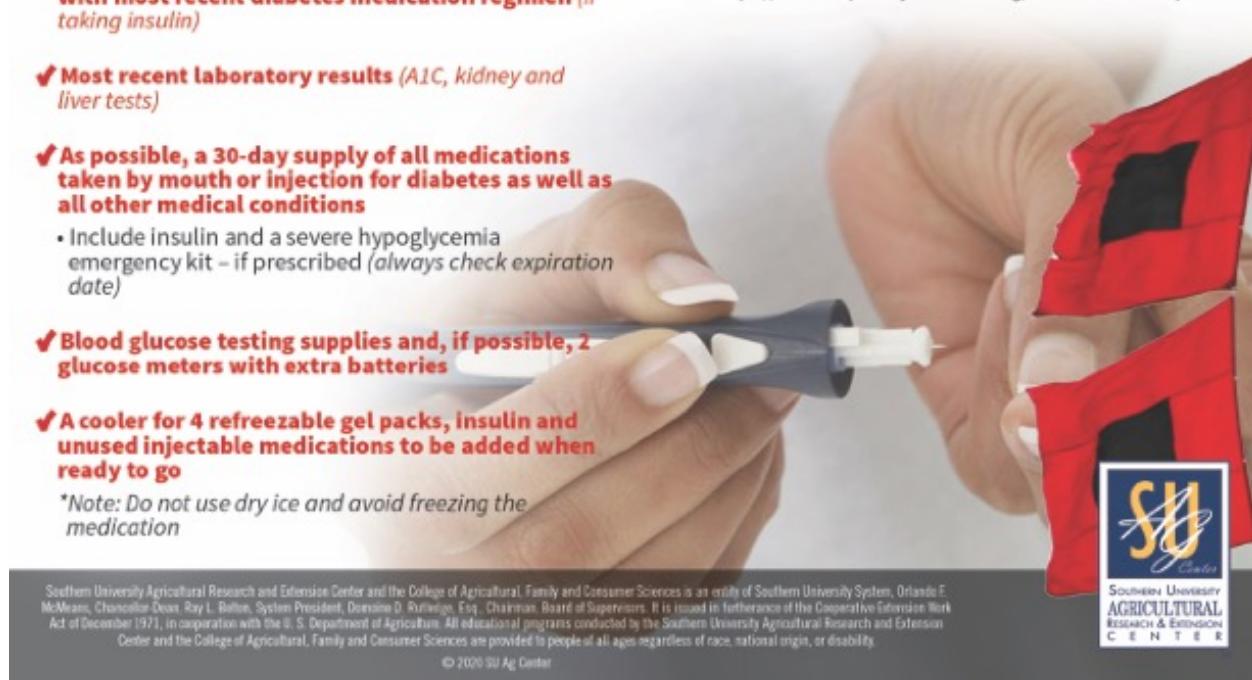
**✓ At least a 3-day supply of bottled water**

**✓ Pen/pencil and notepad to record blood sugar, other test results and any new signs/symptoms suggesting medical problems**

**✓ First aid supplies like bandages, cotton swabs, dressings and topical medications (antibiotic ointments or creams)**

**✓ Wear shoes at all times and examine your feet often for cuts, sores, red spots, swelling, blisters, calluses and infected toenails or any unusual condition**

Source: <https://www.empoweryourhealth.org/diabetes-disaster-plan3>



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## Pet and Animal Preparedness (1 page)

# PETS AND ANIMAL PREPAREDNESS

## HURRICANE PREPAREDNESS DURING COVID-19

**1. Leaving a pet behind when you evacuate should not be an option; often pets are lost, injured or worst.**

**2. NEVER leave a pet chained outdoors during an emergency.**

**3. Identify shelter that allow pets and/ or pet friendly hotels along your evacuation route**

**4. Consider leaving your pet with a trusted neighbor, relative or friend if you cannot find suitable boarding options.**

**5. Locate a veterinarian or animal hospital in the area you evacuate, in case your pet needs medical care.**

**6. Microchip your pet and keep your contact information up-to-date; additionally, be sure to include an emergency contact.**

**7. Pack your pet's medical records along with the rest of the family's important documents.**

**Ready.gov suggests the following tips for larger animals (i.e. horses, cattle , sheep, goats, pigs, etc.):**

- Ensure all animals have some form of identification.
- Evacuate animals whenever possible. Map out primary and secondary routes in advance.
- Make available vehicles and trailers needed for transporting and supporting each type of animal. Also make available experienced handlers and drivers.
- Ensure destinations have food, water, veterinary care and handling equipment.
- If evacuation is not possible, animal owners must decide whether to move large animals to shelter or turn them outside.
- Take extra time to observe livestock, looking for early signs of disease and injury.

**In addition to packing an emergency kit for your family, pack the following items suggested by The Department of Homeland Security for your "Pet Kit":**

- ✓ Food (at least a three day supply in an airtight, waterproof container)
- ✓ Water (at least three days of water specifically for your pets)
- ✓ Medicines
- ✓ Medical records, proof of vaccinations, registration and adoption documents (talk to your veterinarian about microchipping)
- ✓ First aid kit (cotton bandage rolls, bandage tape and scissors, antibiotic ointment, flea and tick prevention, latex gloves, isopropyl alcohol, saline solution and a pet first aid reference book)
- ✓ Collar or harness with ID tag, rabies tag and a leash
- ✓ Crate or pet carrier (a sturdy, safe crate or carrier large enough for your pet to stand, turn around and lie down)
- ✓ Sanitation needs (litter box and litter, newspapers, paper towels, plastic trash bags and household chlorine bleach)
- ✓ A picture of you and your pet together to prove ownership (add species, breed, age, sex, color and distinguishing characteristics)
- ✓ Familiar items (treats, toys and bedding can help reduce stress for your pet)

Sources: The ASPCA (American Society for the Prevention of Cruelty to Animals), AKC (American Kennel Club), American Veterinary Medical Association, and Ready.gov



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## Important Emergency Preparedness Terms (1 page)

# IMPORTANT EMERGENCY PREPAREDNESS TERMS YOU SHOULD KNOW

## HURRICANE PREPAREDNESS DURING COVID-19

**EMERGENCY ALERT SYSTEM (EAS):** A state-of-the-art digital system designed to give emergency information and instructions from Federal, State and local authorities. The system is interfaced with the cable television system as well as radio and television stations. When activated, it broadcasts the latest information on weather reports, road conditions, evacuations, shelter locations and reentry information.

**EVACUATION ORDER:** The most important instruction you will receive from local government officials. When appropriate, the State of Louisiana Evacuation Plan goes into effect. This plan may require, depending on predicted impact, the evacuation of everyone in south Louisiana in vulnerable areas.

**EYE:** The low-pressure center of a tropical cyclone or hurricane. Though the most intense area of the storm surrounds it, winds are normally calm and sometimes the sky clears.

**EYE WALL:** The ring of thunderstorms that surrounds a storm's eye. The heaviest rain, strongest winds and worst turbulence are normally in the eye wall.

**FLASH FLOOD:** A flood that occurs within a few hours (usually less than six [6]) of heavy or excessive rainfall or dam or levee failure.

**GALE:** Sustained wind speeds from 39 to 54 miles per hour (mph) (34 to 47 knots).

**HURRICANE:** A severe tropical cyclone with sustained winds over 74 mph (64 knots).

**KNOT(s):** Unit of speed used in aviation and marine activities. One (1) knot is equal to 1.15 mph.

**STORM SURGE:** A rise of the sea level along the shore that builds up as a storm (usually a hurricane) moves over water. It is a result of the winds of the storm and low atmospheric pressures.

**STORM TRACK:** The path that a low-pressure area follows.

**TORNADO:** A violently rotating column of air classified into three (3) main groups; weak - wind speeds up to 110 mph; strong - wind speeds 110 to 205 mph; and violent - wind speeds 205 to perhaps 320 mph.

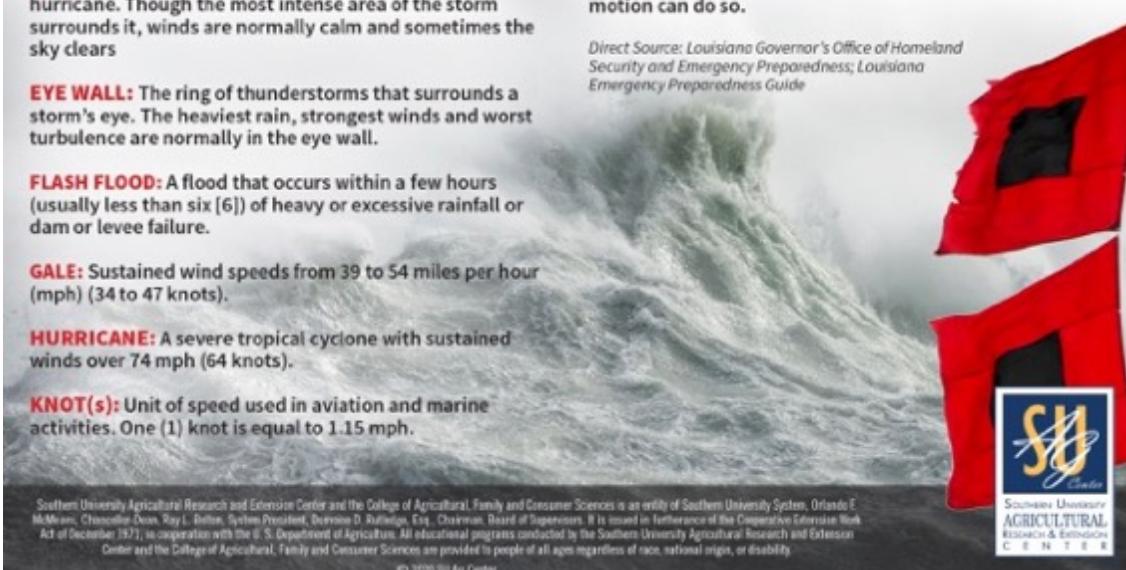
**TROPICAL OR SUBTROPICAL DEPRESSION:** Cyclones that have maximum sustained winds of 38 mph (33 knots) or less. These are referred to as low-pressure systems in public advisories and statements.

**TROPICAL STORM:** Tropical cyclone that has maximum sustained winds from 39 to 73 mph (34 to 63 knots).

**WARNING:** Issued when a particular weather or flood hazard is "imminent" or already occurring (e.g., tornado warning or flash flood warning). A warning is used for conditions posing a threat to life or property.

**WATCH:** Forecast issued in advance to alert the public of the possibility of a particular weather-related hazard (tornado watch, flash flood watch). It is intended to provide enough lead time so those who need to set their plans in motion can do so.

*Direct Source: Louisiana Governor's Office of Homeland Security and Emergency Preparedness; Louisiana Emergency Preparedness Guide*



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## Louisiana Special Needs Medical Shelters (1 page)

# LOUISIANA SPECIAL NEEDS MEDICAL SHELTERS

## HURRICANE PREPAREDNESS DURING COVID-19



**REGION 1**  
1450 Poydras Street, Ste. 1200, New Orleans  
(504) 599-0100

**REGION 2**  
7173A Florida Blvd., Baton Rouge  
(225) 925-7200

**REGION 3**  
1434 Tiger Drive, Thibodaux  
(985) 447-0916

**REGION 4**  
825 Kaliste Saloom, Lafayette  
(337) 262-5311

**REGION 5**  
707A East Prien Lake Road, Lake Charles  
(337) 475-3200

**REGION 6**  
5604B Coliseum Blvd., Alexandria  
(318) 487-5262

**REGION 7**  
1525 Fairfield Avenue, Shreveport  
(318) 676-7489

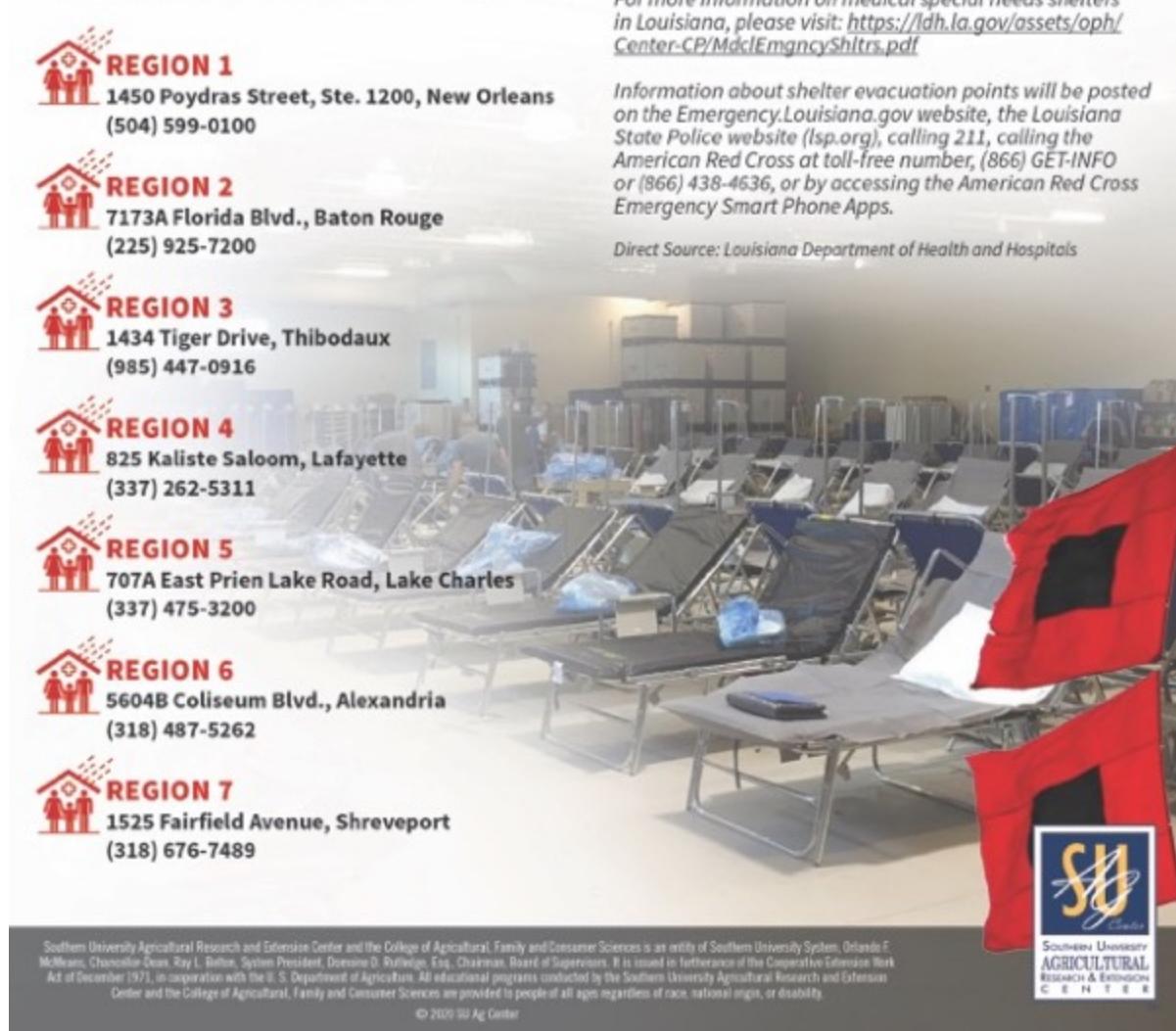
**REGION 8**  
1650 Desiard Street, Monroe  
(318) 361-7201

**REGION 9**  
2154 Koop Drive, Mandeville  
(985) 871-1300

For more information on medical special needs shelters in Louisiana, please visit: <https://ldh.la.gov/assets/oph/Center-CP/MdclEmergencyShltrs.pdf>

Information about shelter evacuation points will be posted on the Emergency.Louisiana.gov website, the Louisiana State Police website (lsp.org), calling 211, calling the American Red Cross at toll-free number, (866) GET-INFO or (866) 438-4636, or by accessing the American Red Cross Emergency Smart Phone Apps.

Direct Source: Louisiana Department of Health and Hospitals



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To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027) found online at [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992.

Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue,  
SW Washington, D.C. 20250-9410
- (2) Fax: (202)690-7442 or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

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