



CAPACITY BUILDING INITIATIVE FOR DISASTER PREPAREDNESS AND RESPONSE IN CARIBBEAN RED CROSS SOCIETIES PROJECT

CDRT FIELD GUIDE A HANDBOOK FOR COMMUNITY RESPONSE TO DISASTERS



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Foreword

This CDRT guide was developed as part of the International Federation of Red Cross and Red Crescent Societies (IFRC) regional project “Improving the preparedness of Caribbean communities to respond to disasters affecting their locality”.

This manual is made possible by the support of the European Commission’s Humanitarian Aid Office (ECHO), the United States Agency for International Development (USAID), and the American and Finnish Red Cross Societies. The contents have been adapted from materials developed by the Red Cross Societies of the Caribbean, the United States Federal Emergency Management Agency (FEMA), the USAID Office of Foreign Disaster Assistance, and the West Indies Cricket World Cup Committee; contents are the responsibility of the Red Cross and do not necessarily reflect the views of ECHO or USAID.

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Acronyms

CDRT	Community Disaster Response Team
DANA	Damage Assessment and Needs Analysis
DIPECHO	ECHO’s Disaster Preparedness program
ECHO	European Commission Office for Humanitarian Aid
IFRC	International Federation of Red Cross and Red Crescent Societies
ISDR	International Strategy for Disaster Reduction
OECD	Organization for Economic Cooperation and Development
OFDA	United States Office for Disaster Assistance
TESEC	European Centre of Technological Safety
VCA	Vulnerability and Capacity Assessment
WFP	World Food Program

Introduction: How to use the Lesson Plan:

This document was born from the concern of Red Cross National Societies to train all human resources with certified methodologies. More specifically, it is part of the effort to guarantee that Community Disaster Response Teams (CDRTs) maintain the highest level of professionalism in their response to disasters.

The present document is a commented version of the *CDRT field guide*, for use by the course's instructor. It contains all of the information included in the *CDRT field guide*, but includes as well:

- At the beginning of each lesson: a reference to the related PowerPoint presentation (provided on the Instructor's CD) and general information on each lesson (time needed and goals of the classes);
- Indication on possible exercises as well as indications as to when to carry out course recaps and tests;
- General tips on carrying out the sessions (in blue 'FYI' boxes such as this one).

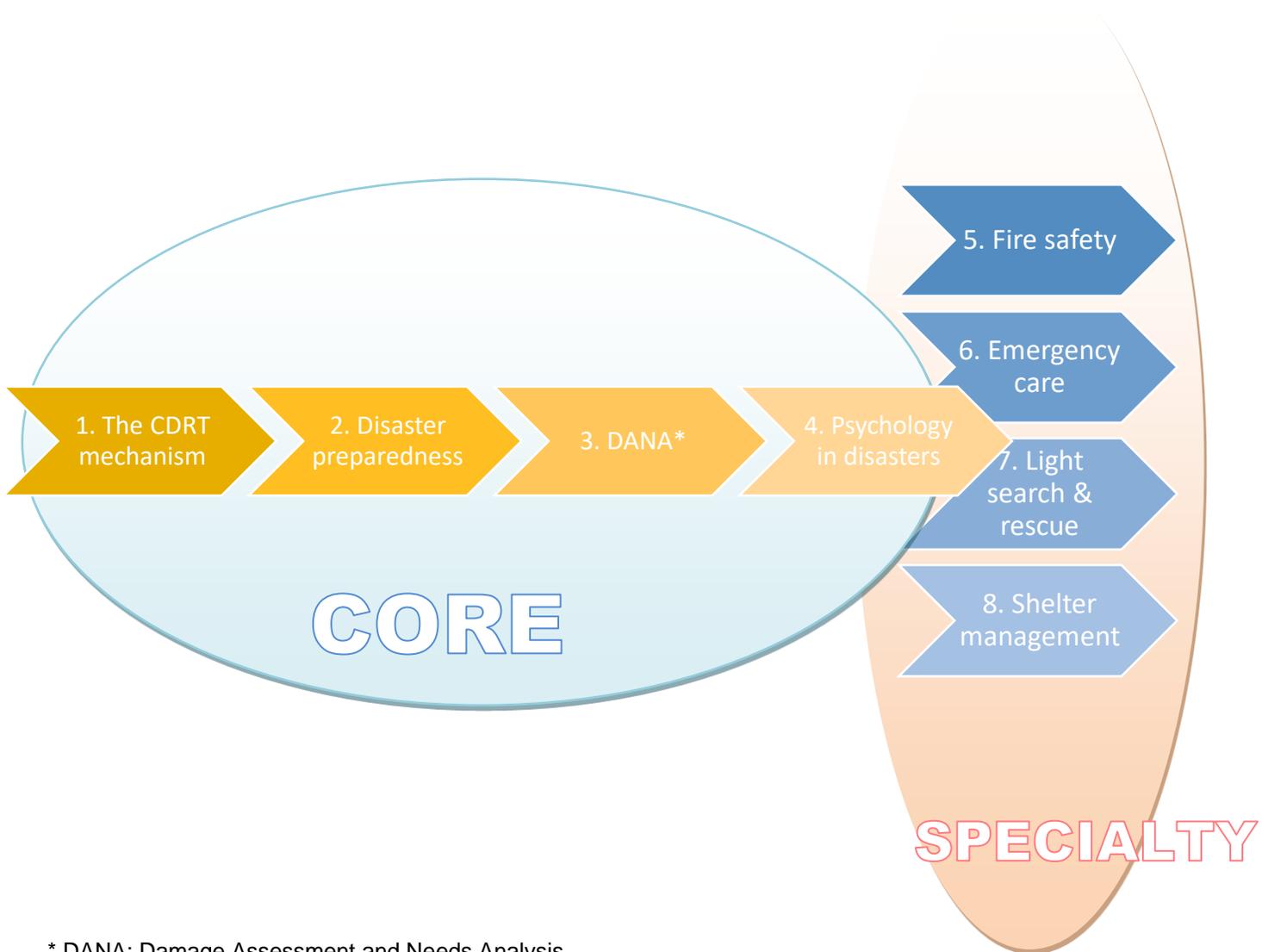
Introduction: Why establish a Community Disaster Response Team (CDRT)?

Emergency services personnel are always the best trained and equipped to handle emergencies, and in no situation should they be ignored. However, following a disaster, you and the community may be on your own for a period of time because of the size of the area affected, lost communications, and impassable roads.

Community Disaster Response Team (CDRT) training is designed to prepare you to help yourself, your family, and your neighbors in the event of a disaster. Because emergency services personnel will not be able to help everyone immediately, you can make a difference by using the training in this Participant Manual to save lives and protect property.

This training covers basic skills that are important to know in a disaster when emergency services are not available. With training and practice and by working as a team, you will be able to do the greatest good for the greatest number of victims after a disaster, while protecting yourself from becoming a victim.

The following guide is organized around 8 Units, of which four modules compose the core content of the course (Units 1 to 4) and the last 4 constitute optional modules for specialization.



* DANA: Damage Assessment and Needs Analysis

Training in disaster response should not be a one-time event. Awareness, commitment, and skills must be reinforced through follow-up training and repeated practice to maintain the edge necessary for effective response in the face of a disaster. To maintain your skill level and continually improve performance, you and your team members should participate in continuing supplemental training when offered in your area. Working through practice disaster scenarios with other teams will provide opportunities not only for extended practice but for valuable networking with teams in the local area.

Unit 1: CDRTs and disasters

OBJECTIVES

In this unit you will learn about:

- **Disasters and Disaster Workers:** What defines a disaster, and what are different types of disasters, and who are disaster workers.
- **Impact on the Infrastructure:** The potential effect of extreme emergencies and disasters on transportation; electrical service; telephone communication; fuel; food; water, and shelter; and emergency services.
- **CDRT Organization:** How to organize and deploy volunteer resources according to CDRT organizational principles.
- **CDRT Decision making:** How decisions are made (CDRT organizational principles).
- **Rescuer Safety:** How to protect your own safety and your buddy's during search and rescue.
- **Documentation:** Strategies for documenting situation and resource status.
- **Team Organization:** A tabletop exercise will give you the opportunity to apply your knowledge of team organization.

At the end of this unit, you should be able to:

- Describe CDRT organization.
- Identify how CDRTs interrelate with the National Headquarters.
- Explain documentation requirements.

1.1. Understanding disasters

1.1.1. Disasters and Disaster Workers

Disasters may be natural or caused by human actions, these can occur unexpectedly, and may cover a limited or a wide-ranging geographic area. The following are some examples of the wide range of events that may reach disaster proportions:

- Earthquake
- Hurricane
- Floods
- Civil disturbance (e.g., riot)
- Hazardous materials incident

WHAT IS A DISASTER?

A disaster is:

A serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources.

Source: ISDR

Whatever the cause, disasters have several key elements in common:

- The event is *relatively unexpected*, with little or no prior warning or opportunity to prepare.
- Available personnel and emergency services may not be available during the initial stages of a disaster because of demands for their services.
- Lives, health, and the environment are *endangered*.

Who Are “Disaster Workers”?

A variety of services, agencies, and programs work together to provide emergency services and disaster assistance to local residents after a disaster. However, these service providers cannot be everywhere at once, and initial needs may be greater than they can handle immediately with available resources. During these initial hours after a disaster, when damage is heavy or widespread and emergency services are stretched thin, many people are called upon to provide assistance to those around them.

Individuals and families help themselves. Neighbors help neighbors. Coworkers help each other. Able-bodied people turn out to offer their services to the emergency services workers. Volunteers play an extremely important role in reducing the death, injury, and damage in the period immediately after a disaster. They bring a wide variety of skills and experience to the task, and through teamwork can help build a vital network that links all parts of the disaster area.

1.1.2. Disaster Threats

The potential threat of different types of disasters varies across the Caribbean. This section provides overviews of the following types of disasters:

- Earthquakes
- Hurricanes and Coastal Storms
- Floods
- Hazardous Materials Accidents

You may wish to highlight key parts that relate especially to your area, as shown through your community vulnerability and capacity assessment.

Earthquakes¹

In the Eastern Caribbean, earthquakes are measured in terms of magnitude and intensity.

Magnitude

Magnitude is used to describe the energy generated by an earthquake. Three numbers are used to determine the magnitude of an earthquake:

- The area that ruptures during the earthquake.
- The amount of displacement during the earthquake.
- The stiffness of the rocks that break.

By calculating these things seismologist determine magnitude (or simply magnitude) e.g. magnitude 5.8.

Intensity

Intensity scales attempt to describe the severity of an earthquake by describing the effects on people, structures and geological formations (damage). Each degree of intensity is described by a Roman numeral, (I, II, III etc.) and the effects of the earthquake roughly double in severity for each increase in intensity.



Earthquake in Peru – August 2007

¹ Source : University of the West Indies : <http://www.uwiseismic.com/General.aspx?id=13>

Hurricanes

Hurricanes are violent areas of low pressure forming in the tropical Atlantic Ocean from June to November. Hurricanes have winds of 75 miles per hour or more and are accompanied by torrential rains and along coastal regions storm surge. Hurricanes cause millions of dollars in damage when they affect the Caribbean.

Hurricane Classifications

Hurricane strength is classified using the **Saffir-Simpson Hurricane Damage Potential Scale**. This scale correlates hurricane strength to barometric pressure, wind speed, and storm surge as shown in the table below.



Category	Barometric Pressure (Inches)	Wind speed (Miles Per Hour)	Storm Surge (Feet)
I - Minimal	Above 28.94	74-95	4-5
II - Moderate	28.50-28.91	96-110	6-8
III - Extensive	27.91-28.47	111-130	9-12
IV - Extreme	27.17-27.88	131-155	13-18
V - Catastrophic	Less Than 27.17	More Than 155	More than 18

Table 1. Hurricane Classifications

Hurricane Prediction

Although meteorologists now have many ways in which to predict hurricanes, tracking storm movement and landfall remains an inexact science. As hurricanes generally travel across the Caribbean from east to north-west, the windward coast lines of countries tend to be feel the first effects. However, there have been hurricanes which moved in the opposite direction e.g. Lenny 1999 and south e.g. Mitch 1999.

Floods

A flood occurs any time a body of water rises to cover what is usually dry land. Floods have many causes, including heavy rain, hurricanes and river or gully failure. When flooding occurs, affected areas may sustain damage to structures and personal property, as well as severe damage to the environment in the form of soil erosion and deforestation, and damage to utilities and transportation systems. Land along rivers and streams and coastlines are particularly susceptible to flooding. Under some conditions, however, even inland areas that are not normally threatened by flooding may be immersed.

Flood Classifications

Floods are described by their behavior; there are river basin floods covering large areas, street floods which are very localized and flash floods which are sudden. Floods are measured according to the chance that water flow will equal or exceed a certain level within a time period. For example the 1:5 yr flood is a moderate event compared to the 1:100 yr flood which can be catastrophic.

River basin floods are associated with prolonged moderate to heavy rainfall e.g. ITCZ. Flash floods occur from short intense burst of rainfall for which there is little or no warning and causes great risk to humans and animals. Severe coastal flooding can also result from a hurricane.

Flood Prediction

Weather satellite technology combined with river gauges and historical data help scientist to predict floods and provide warnings to those in high-risk areas.

Community flood gauge boards are also useful in local areas. Knowing your environment and following the weather warnings help protect against floods.



Flood Flooding in Surinam – May 2006

1.1.3. Impact on Community Resources

When a disaster occurs, it has a cascading effect because of its impact on the infrastructure: transportation, utilities, communications systems, fuel supplies, and water supplies the services and delivery systems on which we depend. When one of these important elements in our support system breaks down, it has a domino effect, causing other elements to falter. When multiple elements break down, the effect can be crippling. Some of the ways in which the infrastructure can be affected in a disaster or emergency are shown in the table below.

	<i>Effect</i>
Transportation	<input type="checkbox"/> Inability to get emergency service personnel into the affected area. <input type="checkbox"/> Inability to transport victims away from the area.
Electrical	<input type="checkbox"/> Increased risk of fire and electrical shock. <input type="checkbox"/> Possible disruption to transportation system if downed lines are across roads.
Telephone	<input type="checkbox"/> Lost contact between victims, service providers, and family members. <input type="checkbox"/> System overload due to calls from or to friends or relatives.
Water	<input type="checkbox"/> Disruption of service to homes, businesses, and medical providers. <input type="checkbox"/> Inadequate water supply for firefighting. <input type="checkbox"/> Increased risk to public health if there is extensive damage to the water supply or if it becomes contaminated.

Some types of damage and their effects on emergency services are shown in the table below.

<i>Type Of Damage</i>	<i>Effect On Disaster Services</i>
Road	<input type="checkbox"/> Inability to assess damage accurately. <input type="checkbox"/> Ambulances prevented from reaching victims and/or victims prevented from reaching emergency medical services. <input type="checkbox"/> Police prevented from reaching areas of civil unrest. <input type="checkbox"/> Fire departments prevented from getting to fires. <input type="checkbox"/> Flow of needed supplies is interrupted.
Structural	<input type="checkbox"/> Damaged hospitals unable to receive patients. <input type="checkbox"/> Increased risk of injury from falling debris.
Disrupted Communication	<input type="checkbox"/> Victims unable to call for help. <input type="checkbox"/> Coordination of services is hampered.
Fuel Line Damage	<input type="checkbox"/> Fire and paramedic services overburdened.
Disrupted Water Service	<input type="checkbox"/> Firefighting capabilities restricted. <input type="checkbox"/> Medical facilities hampered.

1.1.4. Structural and Nonstructural Hazards

During and following a disaster, damage to building structures presents one of the greatest hazards. Damage will vary according to the type of disaster, the type and age of the structure, and location in relation to the disaster center. The following is an overview of disaster hazards related to building structures and their contents.

Hazards Related To Structure Type

Hazards in and around buildings depend largely on the age and condition of the structure. Hazards may include:

- Collapsed walkways and stairways.
- Broken glass.
- Collapsed roofing or walls

Nonstructural Hazards

Fixtures and items within a home, can pose hazards during or after a disaster event. The following are examples of some of the nonstructural hazards that may be encountered:

- Gas line breaks.
- Damage from falling books, dishes, or other cabinet contents.
- Risk of injury or electric shock from exposed lines.
- Hazardous products within reach of children. e.g. kerosene oil or pesticides

Reducing Structural and Nonstructural Hazards

Many injuries from structural and nonstructural hazards are easily preventable. Some steps that you can take to reducing structural and nonstructural hazards are shown in the table below.

<i>Type Of Hazard</i>	<i>Precautions</i>
Structural	<input type="checkbox"/> Bolt older houses to the foundation. <input type="checkbox"/> Board or place protective tape on windows and glass doors to minimize flying glass.
Nonstructural	<input type="checkbox"/> Anchor such furniture as bookshelves to the wall. <input type="checkbox"/> Locate and label gas, electricity, and water shut-offs before disasters occur. After a disaster, shut off the utilities as needed to prevent fires and other risks. Store a shut-off wrench where it will be immediately available.

Key principles for community-based disaster response

1.1.5. CDRT Organisation

The CDRT should work with the other established community organizations. The CDRT team structure needs to be flexible, so that it can expand or contract depending on the on-going assessment priorities determined by the Team Leader, and people and resources available. This expansion and contraction helps ensure rescuer safety, doing the greatest good for the greatest number, manageable span of control and accountability of CDRT members.



Objectives of CDRT Teams in Response

- Identifies the scope of the incident (What is the problem?)
- Determines an overall strategy (What can we do, and how will we do it?)
- Deploys resources (Who is going to do what?)
- Documents actions and results.

The following points about CDRT structure are important:

- Each CDRT must establish an operational structure specific to its community and to the type of risk in coordination with its established community organisations.
- A Community Disaster Response *Team Leader* is appointed to direct team activities. For CDRT volunteer activities and training, this person may be appointed by the community.
- The location for coordination should be established by the Team Leader as the central point for command and control of the incident in consultation with the community.
- The Team Leader may appoint members to assist with managing resources, services, and supplies (logistics). Team Leaders may also appoint members to collect and display information (planning) and collect and compile documentation. To maintain span of control, this delegation occurs as the organization expands.
- The CDRT may operate as a single team that performs all activities as required, or may be divided into smaller teams (under Operations) of at least three people to achieve specific goals developed (e.g., fire suppression, medical, search and rescue), with a leader for each.
- In all situations, each unit assigned must have an identified leader to supervise tasks being performed to account for team members, and to report information to his or her designated leader.

Note: CDRT personnel should always be assigned to teams consisting of at least three persons. At least two people will “buddy up” to respond to the immediate needs.

1.1.6. CDRT decision-making

Effective scene management requires the formulation and communication of goals and objectives that are based primarily on the safety of rescue personnel. The question to ask is always: *Is it safe for the CDRT members to attempt this rescue?* Answers to this question relate primarily to the degree of structure damage, as shown in the table below.



CDRT Decision-making

- Heavy damage = No rescue
- Moderate damage = Minimize rescuers and time in building
- Light damage = Locate, triage, treat, and prioritize victim removal

CDRT Rescue Efforts Based On Degree Of Damage

<i>Assessment of damaged structures</i>	<i>Degree Of Damage</i>	<i>Should Rescue Be Attempted?</i>
<i>Partial or total collapse of walls and/or ceilings; obvious structural instability; tilting; off foundation; heavy smoke or fire; gas leaks; hazardous materials inside; rising or moving water</i>	Heavy	No. Too dangerous to enter. Secure the perimeter and control access into the structure. Warn people to stay away
<i>Visible signs of minor structural damage; decorative work that is damaged or fallen; many visible cracks in plaster; building still attached to foundation; major damage is to contents of building</i>	Moderate	Perform only quick and safe removals; limit onsite medical care to checking for breathing, stopping major bleeding, and treating for shock. Minimize the number of rescuers inside the building.
<i>Superficial damage, broken windows, fallen plaster, major damage is to contents of building</i>	Light	Yes. Locate, triage, and prioritize removal of victims to the designated treatment area.

The extent of involvement for the various CDRT functional teams varies depending on the level of damage encountered and the availability of the emergency services.

1.1.7. Rescuer Safety

Rescuer safety is paramount.

The question, “Is it safe for the CDRT members to attempt the rescue?” is very important. The answer to this question is based mainly on the degree of damage to the structure.

CDRT organization proceeds in the following way after an incident:

- Following the incident, CDRT members take care of themselves, their families, their homes, and their neighbors.
- If the plan calls for self-activation, CDRT members proceed to the pre-designated staging area with their disaster supplies. Along the way, they make damage assessments that would be helpful for the decision making.
- The Community Disaster Response Team develops the group to ensure effective communication. The CDRT Team Leader must prioritize actions and work load to maintain span of control, maintain accountability, and do the greatest good for the greatest number without placing CDRT members in harm’s way.
- Information is collected and assessed (from CDRT members, emergency volunteers, and reports from working teams [e.g., search and rescue]). The CDRT organization should be flexible and evolves based on new information.

Following an incident, information—and, therefore, priorities—may be changing rapidly. Communication between the CDRT Team Leader and response teams ensures that CDRTs do not overextend their resources or supplies.

Effective emergency scene management requires the goals and objectives that are based primarily on the safety of rescue personnel.

Checklist 1: Disaster response structure

- ✓ Do you know what the disaster response plan is in your local government? (Who to contact?)
- ✓ Have you established your own CDRT structure? (Who does what?)

Unit 2: CDRTs and Disaster Preparedness

OBJECTIVES

In this unit you will learn about:

- **Home Preparedness:** How you can prepare in advance to reduce structural and nonstructural hazards and survive the initial period.
- **Community Preparedness:** How you can help your community prepare for the worst, depending on the nature of the disaster.
- **Hazard Mitigation:** What to do to reduce the risk of damage from hazards that threaten your area.

At the end of this unit, you should be able to:

- Identify steps to prepare for and mitigate the effects of hazards.
- Have a checklist of the steps to be carried out before, during and after a disaster strikes.



Ask Question

EXERCISE:

What Happened?!!!



2.1. Supporting Community Disaster Planning

CDRT members have a responsibility to help their community prepare for a disaster. This help can take many forms.

2.1.1. Taking part in the process of community mapping

As part of the Community Disaster Preparedness Program, all communities are asked to identify their strengths and weaknesses, as well as the main threats in the event of a disaster. This information should be mapped out as part of the community disaster planning phase.

CDRT members should assist in this process and learn to identify the vulnerabilities of the community in the event of a disaster, as well as the capacities to respond.

Insert Better be Prepared charts here



What is preparedness?

Preparedness is:

Activities and measures taken in advance to ensure effective response to the impact of hazards, including the issuance of timely and effective early warnings and the temporary evacuation of people and property from threatened locations.

Source: ISDR

The IFRC has developed a series of guides entitled “Better be Prepared”, to assist in the process of community planning.

2.1.2. Creating Family Disaster Plans

Each CDRT member can help families in his/her neighborhood make a disaster plan

To get started:

- Meet with the family.
- Using a community assessment e.g. VCA², discuss the types of disasters that could occur.
- Explain how to prepare and respond.
- Discuss what to do if advised to evacuate.
- Practice what you have discussed.
- Help the family plan how it will stay in contact if separated by disaster.
- Pick two meeting places:
 - A location a safe distance from your home in case of fire.
 - A place outside your neighborhood in case you can't return home.
- Choose an out-of-area family member or friend as a "check-in contact" for everyone to call.
- Complete the following steps.
 - Post emergency telephone numbers by every phone.
 - Show responsible family members how and when to shut off water, gas, and electricity at main switches.

Ask your national disaster office if they have a family disaster or emergency plan booklet which you might use.

Evacuation Planning

The family should develop an escape plan that provides for escape from every room. As part of the escape plan:

- Consider the needs of children and physically challenged individuals.
- All family members must be informed of the plan.
- The family must run practice escape drills.

² Vulnerability and Capacity Assessment – A process of the community members identifying their hazards, vulnerabilities and capacities. It also allows for identification of micro-projects which reduce danger and damage.

2.1.3. Assembling and storing survival supplies

CDRT members can also help families to assemble a Disaster Supplies Kit. Once disaster hits, families won't have time to shop or search for supplies. But if they've gathered supplies in advance, they are ready for an evacuation, emergency shelter or home confinement.

To Prepare a Kit

1. Review the checklist on the next few pages.
2. Gather the supplies that are listed.

Water

Store water in clean plastic containers. Avoid using containers that will decompose or break, such as glass bottles. A normally active person needs to drink at least 2 quarts (2.3 liters) of water each day. Hot environments and intense physical activity can double that amount. Children, nursing mothers, and ill people will need more.

If you have questions about the quality of the water, purify it before drinking. You can heat water to a rolling boil for 10 minutes. You can also use household liquid chlorine bleach. To purify water, use the following table as a guide:



How much water?

Store 2 gallons (9 liters) of water per person per day (1 gallon (4.5 liters) for drinking, 1 gallon for food preparation/ sanitation.)

Keep at least a 3-day supply of water for each person in your household.

<i>WATER QUANTITY</i>	<i>BLEACH ADDED</i>
1 Quart (1.13 liters)	4 Drops
1 Gallon (4.5 liters)	16 Drops
5 Gallons (22.7 liters)	1 Teaspoon

Table I-9. Ratios for Purifying Water with Bleach

After adding bleach, shake or stir the water container and let it stand thirty (30) minutes before drinking.

Food

Store at least a 3-day supply of nonperishable food. Select foods that require no refrigeration, preparation, or cooking and little or no water. If you must heat food, pack 'Sterno' – the small cans of fuel used by caterers. Select food items that are compact and lightweight in your Disaster Supplies Kit, such as:

<ul style="list-style-type: none"> ▪ Ready-to-eat canned meats, and vegetables ▪ Canned juices, long life and condensed milk ▪ Staples, rice, flour, sugar, salt, pepper, high-energy foods- peanut butter, jam, crackers ▪ Vitamins 	<ul style="list-style-type: none"> ▪ Foods for infants, elderly persons or persons on special diets ▪ Comfort/stress foods cookies, candy, sweetened cereals, lollipops, ▪ instant coffee, tea bags
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First Aid Kit

Assemble a first aid kit for your home and one for each car. A first aid kit* should include:

<ul style="list-style-type: none"> <input type="checkbox"/> Sterile adhesive bandages in assorted sizes <input type="checkbox"/> 2-inch sterile gauze pads (4-6) <input type="checkbox"/> 4-inch sterile gauze pads (4-6) <input type="checkbox"/> Hypoallergenic adhesive tape <input type="checkbox"/> Triangular bandages (3) <input type="checkbox"/> Antiseptic <input type="checkbox"/> Assorted sizes of safety pins <input type="checkbox"/> Cleaning agent/soap <input type="checkbox"/> Latex gloves (2 pair) 	<ul style="list-style-type: none"> <input type="checkbox"/> 2-inch sterile roller bandages (3 rolls) <input type="checkbox"/> 3-inch sterile roller bandages (3 rolls) <input type="checkbox"/> Scissors <input type="checkbox"/> Tweezers
	<p><i>Nonprescription Drugs</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Aspirin or nonaspirin pain reliever <input type="checkbox"/> Anti-diarrhea medication <input type="checkbox"/> Antacid (for stomach upset)

Tools and Supplies

<ul style="list-style-type: none"> ▪ Emergency preparedness manual* ▪ Battery-operated radio and extra batteries* ▪ Flashlight and extra batteries* ▪ Cash 	<ul style="list-style-type: none"> Can opener, utility knife Pliers, hammer, saw, cutlass/machete, nails (lg) Tape, rope Raincoat, boots, gloves
<ul style="list-style-type: none"> ▪ Matches in a waterproof container ▪ Plastic storage containers ▪ Paper, pencil ▪ Toilet paper, ▪ Soap ▪ Feminine supplies* 	<p><i>Sanitation</i></p> <ul style="list-style-type: none"> Personal hygiene items* toiletries Plastic garbage bags, ties Plastic bucket with tight lid Disinfectant Household chlorine bleach
<ul style="list-style-type: none"> ▪ Sturdy shoes or work boots* ▪ Rain gear* ▪ Blankets 	<ul style="list-style-type: none"> Hat and working gloves Sheet or blanket

Special Items

Remember family members with special needs, such as infants and elderly or disabled persons.

<p><i>For Baby*</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Formula <input type="checkbox"/> Diapers <input type="checkbox"/> Bottles <input type="checkbox"/> Powdered milk <input type="checkbox"/> Medications <p><i>For Adults*</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Heart and high blood pressure medication 	<ul style="list-style-type: none"> <input type="checkbox"/> Important Family Documents <i>Keep these records in a waterproof, portable container.</i> <input type="checkbox"/> Will, insurance policies, contracts, deeds <input type="checkbox"/> Passports, immunization records <input type="checkbox"/> Bank cards and account numbers <input type="checkbox"/> important telephone numbers <input type="checkbox"/> Family records (birth, marriage, death)
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<input type="checkbox"/> Insulin <input type="checkbox"/> Prescription drugs <input type="checkbox"/> Denture needs <input type="checkbox"/> Extra eye glasses	
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2.2. Ensuring that people know what to do

The CDRT members must be able to help their neighbors prepare for disaster. They must act as focal points for any requests the community may have.

In the following pages are several tips to be shared to plan for earthquakes, floods and hurricanes.

<i>Event</i>	<i>Time</i>	<i>Take The Following Action</i>
H U R R I C A N E	Before	<ul style="list-style-type: none"> <input type="checkbox"/> Know the risks of the area, the evacuation routes, and the location of shelters. <input type="checkbox"/> Have a home hurricane plan of action. <input type="checkbox"/> Know what a hurricane “watch” and “warning” mean. [Note: A hurricane watch means a hurricane may hit your area. A hurricane warning means such a hurricane is headed for your area.] <input type="checkbox"/> Have a portable radio and flashlight, as well as other supplies. <input type="checkbox"/> Ensure that enough nonperishable food and water supplies are on hand to last for at least 2 weeks. <input type="checkbox"/> Flood-proof your home. <input type="checkbox"/> Keep trees and shrubbery trimmed.
	During	<p>Watch Phase (24-48 hours before landfall):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Board up all windows. <input type="checkbox"/> Check batteries and stock up on canned food, medical supplies, and drinking water. <input type="checkbox"/> Bring in outside objects (e.g., garbage cans, lawn furniture, bicycles). <input type="checkbox"/> Listen to the advice of local officials, and evacuate if told to do so. <p>Warning Phase (24 hours or less before landfall):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to the advice of local officials, and evacuate if told to do so. <input type="checkbox"/> If you are not advised to evacuate, stay indoors and away from windows. <input type="checkbox"/> Stay away from flood waters; never drive through them. <input type="checkbox"/> Be aware of the calm “eye”; the storm is not over.
	After	<ul style="list-style-type: none"> <input type="checkbox"/> Wait until an area is declared safe before entering. <input type="checkbox"/> Use a flashlight to inspect for damage including gas, water, and electrical lines and appliances Stay away from downed power lines. <input type="checkbox"/> If you smell gas or if there is a fire, turn off the main gas valve. Switch off individual circuit breakers (or unscrew individual fuses), then switch off the main circuit breaker (or unscrew the main fuse). <input type="checkbox"/> Do not use telephones except in emergencies. <input type="checkbox"/> Use a portable radio for information.

Event	Time	Take The Following Action
E A R T H Q U A K E	Before	<ul style="list-style-type: none"> <input type="checkbox"/> Have a home earthquake plan, and know what to do after the earthquake occurs. <input type="checkbox"/> Have a plan for reuniting all family members after an earthquake occurs. <input type="checkbox"/> Have supplies on hand including water, a flashlight, a portable radio, food, a fire extinguisher, and tools. <input type="checkbox"/> Bolt bookshelves and water heaters into wall studs, and latch cabinets. <input type="checkbox"/> Move beds away from windows. <input type="checkbox"/> Move pictures and other hanging objects away from beds. <input type="checkbox"/> Keep a pair of shoes next to your bed.
	During	<ul style="list-style-type: none"> <input type="checkbox"/> Drop, cover, and hold. <input type="checkbox"/> Get under a heavy table or desk and hold on, or sit or stand against an inside wall. <input type="checkbox"/> Keep away from windows. <input type="checkbox"/> If indoors, stay there. <input type="checkbox"/> If outdoors, stay outdoors away from falling debris, trees, and power lines. <input type="checkbox"/> If in your car, drive to a clear spot and stay in the car. Avoid stopping on or under bridges
	After	<ul style="list-style-type: none"> <input type="checkbox"/> Expect aftershocks. They are just as serious as the main earthquake. <input type="checkbox"/> Put on shoes to protect from broken glass. <input type="checkbox"/> Check for injuries and fires. <input type="checkbox"/> Use a flashlight to inspect your residence for damage including gas, water, and electrical lines and appliances. <input type="checkbox"/> If you smell gas or if there is a fire, turn off the main gas valve. Switch off individual circuit breakers (or unscrew individual fuses), then switch off the main circuit breaker (or unscrew the main fuse). <input type="checkbox"/> Do not go into damaged areas. <input type="checkbox"/> Do not use telephones except in emergencies. <input type="checkbox"/> Do not use vehicles except in emergencies. <input type="checkbox"/> Use a portable radio for information. <input type="checkbox"/> If your home is unsafe, get everyone out.

Event	Time	Take The Following Action
F L O O D	Before	<ul style="list-style-type: none"> <input type="checkbox"/> Know the flood risk and the elevation of the area. <input type="checkbox"/> Prepare a home flood evacuation or escape plan. <input type="checkbox"/> Keep insurance papers, important documents, and other valuables in a safe-deposit box. <input type="checkbox"/> Have a family plan, and choose a safe area in advance. <input type="checkbox"/> Have a portable radio, flashlight, and emergency supplies. <p>Watch Phase (2-3 days for flood; 2-12 hours for flash flood):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sandbag windows and doors. <input type="checkbox"/> Move furniture and other items to higher levels. <input type="checkbox"/> Listen to radio or TV for up-to-the-minute information.
	During	<p>Warning Phase (24-48 hours for flood; 0-1 hour for flash flood):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use telephones only for life-threatening emergencies. If necessary switch off electricity <input type="checkbox"/> Evacuate, if necessary, and follow instructions. <input type="checkbox"/> Do not walk or drive through flood waters. <input type="checkbox"/> Stay off bridges where water is covering them. <input type="checkbox"/> Heed barricades blocking roads. <input type="checkbox"/> Keep away from waterways during heavy rain. If you are in a valley area and hear a warning, get to high ground immediately. <input type="checkbox"/> Keep out of storm drains and gullies.
	After	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to a portable radio for information. <input type="checkbox"/> Boil drinking water before using (<i>rolling boil for 10 minutes</i>). <input type="checkbox"/> Use a flashlight to check for damage including gas, water, and electrical lines and appliances. <input type="checkbox"/> If you smell gas or if there is a fire, turn off the main gas valve. Switch off individual circuit breakers (or unscrew individual fuses), then switch off the main circuit breaker (or unscrew the main fuse). <input type="checkbox"/> Stay out of the disaster area. <input type="checkbox"/> Do not use telephones except in emergencies.



Early warning

CDRTs play a key role to alert and help move to safety vulnerable families in their community. However, the early warning should *in no case* put the CDRTs at risk.

2.3. Preparing for a CDRT deployment

CDRT Preparedness checklist (in 'peacetime', to be updated every month):

Are there committed individuals in each of the community's neighborhoods who are aware of the community's disaster plan and willing to contribute?	
Do these individuals have specialist skills or interests in relation to Community Disaster Response Team mandate (First Aid, Shelter, Health, Relief...)?	
Where are these responders located, and do they know what to do in the event of a disaster?	
Who will help the most vulnerable to reach a safe shelter?	
Who will check on the status of the utilities in the community?	
Do the CDRT members know who will carry out the damage and needs assessment for each of the neighborhoods in the community? Do they have the forms?	
Who is trained in the use of the different forms?	
Who is in charge of the overall coordination and assessment if the Team Leader is not available?	
How can the team members be contacted? How can they be contacted if the telephone network breaks down?	
Can each CDR coordinator (Health, Shelter, Relief) contact easily all of his/her team members?	
Where will the team meet for briefings?	
Are all CDR Team members capable of responding if their family or their home is affected?	

CDRT mobilization checklist (once an alert is sent out):

Who is available for immediate deployment, as well as being on stand-by as a hazard looms closer?	
Does each of the team members know what the others are doing?	
Did each coordinator brief his/her team of volunteers: who will cover which area?	
Evacuation: Are the CDRT members helping to get the vulnerable families to safety?	
Does every member know what he/she must do?	
Does every member know where is the meeting point if (when) communication breaks down?	
Does every member know at what time will the following briefing take place?	
Has all relevant information been sent to the emergency services and municipal authority (if communications have failed, who will send the information?).	

CDRT first response checklist:

Once the 'ALL CLEAR' signal has been given by the Government on the radio, the Team Leader will carry out a first preliminary briefing of the general situation in the community:

How many members of the assessment crew are available? Are all CDR Teams functional?	
What is the extent of the damage to the infrastructure, as well as in the number of injuries?	
Will shelters be required? Will external aid be required?	

Checklist 2: Preparing for disaster

You should now be able to:

- ✓ Identify the main threats in your community:_____
- ✓ Anticipate the possible impact of a disaster on the community:_____
- ✓ Localize on a map the more vulnerable areas in the community:_____

- ✓ Ensure that you have done everything necessary to prevent being affected by a disaster:_____
- ✓ List the most vulnerable families in your neighborhood:_____
- ✓ Carry out a family planning exercise with these families:_____
- ✓ Draft the next steps to be carried out with the community disaster committee.

- ✓ Ensure that you have updated your CDRT standard operating procedure (point 2.3) on a regular basis, and that all CDRTs know what to do in the event of an alert and/or a disaster.

You should update your answers to this checklist on a regular basis.

Unit 3: Community Assessments after a disaster

OBJECTIVES

In this unit you will learn about:

- What information must be generated in disaster situations.
- Community Damage Assessment & Needs Analysis.
- The forms used for Community Damage Assessment & Needs Analysis during the first 24 hours.

At the end of this unit, you should be able to:

- understand the purposes of emergency situation and needs assessment
- be introduced to the “rolling-assessment approach”
- understand the different assessment processes
- be able to identify the main components of an emergency situation and needs assessment
- describe basic methods and tools for collecting assessment information
- identify typical post-disaster needs commonly arising from specific hazard types
- be familiar with three assessment reporting formats and one household survey questionnaire
- understand how these assessments guide decision-making

1.1. Purpose of assessments

The purpose of a damage assessment and needs analysis is to assist emergency agencies in decision making.

Data only become useful information when meaningful, relevant and understandable at particular times and places, for specific purposes.

- What happened?
- Who/what was affected and how?
- Who's on the scene?
- What is needed?



What is a Damage Assessment and Needs Analysis DANA?

The process of determining the impact of a disaster or events on a society, the needs for immediate, emergency measures to save and sustain the lives of survivors, and the possibilities for expediting recovery and development.

CDRT response should consist of the following three stages:

1. assess the situation,
2. choose priorities, objectives and identifying intervention alternatives, and
3. implement response based on these objectives and alternatives.

Definitions

Emergency

- situation in which people's life, health, basic subsistence and security are seriously affected or at risk
- requires immediate attention

Needs

- The gaps in access to goods and services
- Created by the risks on life, health, basic subsistence and security
- The goods and services generated by assisting organisations

Assessment – data collection and analysis, reporting of information

1. Damage assessment
2. Needs analysis

Rapid onset DISASTER 0-24 hrs

COMMUNITY RESPONSE

- Has the community been affected?
- Community responds with resources.
- 24 hr DANA
- Report to emergency services

**Form 1 B
24hr DANA**

DECISIONS & RESPONSE

- Team situation review
- Plan priorities
- Work with authorities if available
- Monitor for changes in situation

**Develop
Plan of
Action and**

FOLLOW-UP REASSESSMENT

- Team situation review
- Report to municipal authorities (and emergency services if necessary)
- Assist in identifying those most in need

**If available
use
beneficiary
identification forms**

**Stand
down
Assess**

1.2. Assessing the situation

Early in all emergencies, but especially in rapid onset disasters, there will be great uncertainty about the actual problems. In all kinds of emergencies, decision-makers need to start by developing a picture of where people are, what conditions they are in, what their needs and resources are, and what services are still available to them. At the outset of any emergency, initial assessments are designed to provide basic life-saving information in the shortest possible time.

A picture of the impact upon people, resources and the environment, for decision making:

Who is alive dead, injured, surviving (demographics/socio economic).
What is damaged / destroyed, what still exists, what services/lifelines are still available.
Where has been impacted.
How describe impact.
• what condition they are in,
• what are their needs and resources?
When time of impact & time of report

The emergency needs assessment must address critical sectors or technical areas of concern. For example, water sources must be assessed, and nutritional status must be evaluated, as well as the condition of roads, and other infrastructure. When focusing on these priorities, it is important to have a systematic approach—assessments should be planned to ensure that all relief sectors and all likely affected areas are covered.

Make sketches or, if possible, take photographs. Photos, and hand sketches are extremely useful in communicating to others the reality of the situation.

1.3. Types of Assessments

CDRT Assessment Teams typically collect two types of information:

1. **what has happened as a result of the disaster (damage):** The type of information that is usually first available to a CDRT Assessment Team concerns the effects of the disaster. The process of collecting this information is referred to as a situation or damage assessment. It identifies the magnitude and extent of the disaster and its effects on local populations.



To plan effective relief efforts, decision-makers need to know:

- ✓ whether or not an emergency exists
- ✓ the numbers of the affected populations
- ✓ the details of the emergency (cause, location, magnitude of disaster, etc.)
- ✓ the conditions of the affected populations (mortality and morbidity rates)
- ✓ the local response capacities and available resources, including organizational and logistical capabilities
- ✓ the immediate life-saving priorities

2. **What is needed to save lives, alleviate suffering, and mitigate negative economic impacts (needs):** The second major type of information-gathering is a needs assessment, which defines the level and type of assistance required for the affected population. The gathering of information can be done at the same time.

1.3.1. Early notification: Immediate Assessment

In the first few hours and days of a disaster, decisive action is necessary. In sudden onset disasters, a preliminary “early notification” should be completed by the CDRT as soon as possible after the disaster occurrence—preferably within the first 10 hours after a disaster. This early notification through the Branch, alerts headquarters that a disaster has occurred and approximates the extent and location of the damage.



Early assessment:

- during the first 24 hours after a disaster
- elementary information needed to support decision-making
- normally carried out persons on site
- include information on the situation:
 - needs,
 - local capacities and possible response



Purpose of the initial assessment:

- more realistically describe the needs of the most vulnerable
- forecast sector needs for the next 7-28 days and a projection for 1-3 months
- define alternatives for reducing immediate risks
- preparation of the longer term Plan of Action
- revision of the Emergency Needs and Priority
- detail programming
- gauge local response capacity
- decide how best to use existing resources for immediate relief
- Seek alternatives to response objectives and intervention

Analysis of data reveals

1. Are we overwhelmed/do we need outside help?
2. What are the priorities and priority areas?
3. Inform the authorities to mobilize assistance

The initial needs assessment identifies resources and services for immediate emergency measures to save and sustain the lives and livelihoods of the affected population. Conduct this assessment at the site of a disaster or at the location(s) of displaced population(s). A rapid response based on this information should help lower excessive death rates and stabilize the nutritional, health, and living conditions among the population at risk.

1.4. Working with counterparts

Working with counterparts is not an option. It is a “must” in order to make things better. A clear and strong correlation exists between the quality of the relations with counterparts and the quality of the results and impacts of our work.



Counterparts are team members, mayor, local representatives of other agencies, working to assist the affected community.

Elements that must be present in a relationship with counterparts

1. Respect for differences
2. Reciprocal confidence
3. Firm implication
4. Shared/common responsibility
5. Disposition toward permanent dialogue
6. Constructive criticism
7. Openness and transparency

Definitions on Working with Counterparts:

- It is a relationship constructed by different actors united by motivation and a common vision with the purpose of planning executing cooperative activities according to clearly defined and accepted objectives.



Checklist 3: Assessments

You should now be able to:

- ✓ Know when to carry out an assessment,
- ✓ Know when to carry out an 24 hr assessment, and the assessment relates to relief and recovery
- ✓ Organize the CDRT members accordingly
- ✓ Use different forms to ensure all information relevant to a disaster is documented and transmitted to relevant authorities at Red Cross Headquarters and National Disaster Agency.

FYI



Ask Question

1. Using Form 1 b. Conduct a damage assessment
2. What is the Planned Response strategy for the scenario
3. What are the required resources

Form 1: Damage assessment and Needs Analysis

CDRT Immediate FIELD Assessment Form (B)

First 24 Hours

		Type of disaster:		<input type="checkbox"/> Urban
1. Geographic area:		Approximate number of inhabitants		
2. Community assessed:		Approximate number of inhabitants		<input type="checkbox"/> Peri-Urban
3. CDRT Assessment Team leader name:	4. CDRT Team Leader in the community & contact info:			
5. Date	6. Time			<input type="checkbox"/> Rural
7. Persons	# Injured	# Dead	# Missing	
8. Homes affected:	# Minor Damage	# Moderate Damage	# Destroyed	
9.# of Families <small>(provide % is numbers is not possible within the 24 hours)</small>	Currently known displaced	evacuated	Projected displaced	evacuated
10. How are people being sheltered? <small>Shelter / host families / camps / other</small>	Describe shelter situation			
Describe damage and access				
11. Status of roads. Best way to access affected area				
12. Conditions/Access of: (as applicable) • Rail • Bridges • Water facilities • Sewage systems • Schools • Health facilities • Electricity • Telephones • Airport • Seaport			Concerns for Hazardous materials <input type="checkbox"/> Toxic Spills <input type="checkbox"/> Oil Spills <input type="checkbox"/> Other:	
(OBSERVATION) Describe Livelihood Losses				
13. Effect on urban settings: (if applicable)	Commercial Buildings	Business/Factories	Government buildings	
14. Brief description of livelihood groups and how they are affected? (Secondary information)				
15. What are the specific physical losses on Agriculture (if applicable)	Crops / gardens	Animals (e.g. livestock, poultry, etc)	Tools	
16. What are the specific physical losses on Fishing (if applicable)	Boats	Nets	Tools	
17. Answer the following questions				
a. Is the local government active in the disaster response? YES <input type="checkbox"/> NO <input type="checkbox"/> Don't Know <input type="checkbox"/>				
b. Is the community responding to the disaster? YES <input type="checkbox"/> NO <input type="checkbox"/> Don't Know <input type="checkbox"/>				
c. Are NGO groups responding in the disaster area? YES <input type="checkbox"/> NO <input type="checkbox"/> Don't Know <input type="checkbox"/> Who? _____				
d. Is there any sign that affected area has access to insurance companies? YES <input type="checkbox"/> NO <input type="checkbox"/> Don't Know <input type="checkbox"/>				
Minor damage: Living in the building is fine, but needs repair. Moderate damage: Serious damage to the building, but will be livable after repairs are made. Destroyed: Obviously destroyed and not repairable				
				17. Expected needs:

Note: If require, explain location sketch a map

Unit 4: Psychosocial support in Disasters

OBJECTIVES

In this unit you will learn about:

- **Disaster Psychology:** The psychological impact of a disaster on rescuers and victims, and how to provide “psychological first aid.”
- **Caring for Yourself, Your team member, and Victims:** Steps to take individually and as part of a CDRT before, immediately following, and after a disaster.

At the end of this unit, you should be able to:

- ✓ Describe the disaster and post-disaster emotional environment.
- ✓ Describe the steps that rescuers can take to relieve their own stress and those of disaster survivors.

What is psychological and social support during disasters?

Disasters, conflicts, wars and epidemics are more frequent and naturally represent a serious threat to the health and well being of affected persons. The 2001 World Disaster Report indicated that in 2000 some 256 million persons were affected by disasters. While large-scale disasters are treated within plans, smaller events receive less attention from the media, but still have devastating affects on the lives and health of the affected populations.

The Unit introduces the traumatic stress persons endure during disasters; why psychological support is necessary; and explains the work of volunteers to alleviate emotional suffering, allowing persons to return to and rebuild their lives.



Purpose of the Unit:

CDRT members should prepare themselves for their role during and following a disaster by learning about the possible impact of disaster on them and others, emotionally and physically. This knowledge will help CDRT members understand and manage their reactions to the event and to work better with others.

Critical events like disasters, conflict situations, wars, accidents and epidemics have social and psychological consequences that often reduce person's capacity to continue normal life. Characteristically persons feel a sense o loss.

- Loss of personal relations and possessions
- Loss of income generation
- Loss of social cohesion
- Loss of dignity, security, trust
- Low of self-esteem
- Lack of confidence in the future

Psychological support alleviates emotional suffering in such a way that the beneficiaries rapidly regain self-confidence and are able to face the difficulties they may encounter during their recovery.

Psychological support includes, among other things, activities that improve the capacity of persons to function under the extraordinary levels of pressure (traumatic stress) that are found in the context of a critical event.

Be alert to signs of disaster trauma in yourself, as well as in disaster victims, so that you can take steps to alleviate stress.

Psychological symptoms may include:

- Irritability or anger.
- Self-blame or the blaming of others.
- Isolation and withdrawal.
- Fear of recurrence.
- Feeling stunned, numb, or overwhelmed.
- Feeling helpless.
- Mood swings.
- Sadness, depression, and grief.
- Denial.
- Concentration and memory problems.
- Relationship conflicts/marital discord.
- Loss of appetite.
- Headaches or chest pain.
- Diarrhea, stomach pain, or nausea.
- Hyperactivity.
- Increase in alcohol or drug consumption.
- Nightmares.
- The inability to sleep.
- Fatigue or low energy.

Psychological support:

- ☒ Provides immediate help
- ☒ Reduces the risk of normal reactions becoming serious and long term
- ☒ Can help affected persons to be better able to satisfy the physical and material needs that may arise during a disaster situation

The persons offering psychological support should among others, possess good interpersonal skills and demonstrate care, have an even disposition and an interest in providing help where and necessary.

During a disaster, you may see and hear things that will be extremely unpleasant.

Vicarious trauma is the process of change in the rescuer resulting from empathic engagement with survivors. It is an “occupational hazard” for helpers.

Do not over-identify with the survivors. Do not take on the survivors’ feelings as your own. Taking ownership of others’ problems will compound your stress and affect the CDRT’s overall effectiveness.

4.1. Preparing for psychological stress

There are steps that CDRT team leaders can take to promote team well-being before, during, and after an incident:

- Provide pre-disaster stress management training to all CDRT personal.
- Brief CDRT personnel before the effort begins on what they can expect to see and what they can expect in terms of emotional response in the survivors and themselves.
- Emphasize that the CDRT is a team. Sharing the workload and emotional load can help defuse pent-up emotions.
- Encourage rescuers to rest and re-group so that they can avoid becoming overtired.

- Direct rescuers to take breaks away from the incident area, to get relief from the stressors of the effort.
- Encourage rescuers to eat properly and maintain fluid intake throughout the operation. Explain that they should drink water or other electrolyte-replacing fluids, and avoid drinks with caffeine or refined sugar.
- Rotate teams for breaks or new duties (i.e., from high-stress to low-stress jobs). Team members can talk with each other about their experiences. This is very important for their psychological health.
- Phase out workers gradually. Gradually phase them from high- to low-stress areas of the incident.
- Conduct a brief discussion (defusing) with workers after the shift, in which workers describe what they encountered and express their feelings about it.
- Arrange for a debriefing 1 to 3 days after the event in which workers describe what they encountered and express their feelings about it in a more in-depth way.



Reduce stress:

You should spend some time thinking about other ways to reduce stress personally. Only you know what makes you able to reduce stress within yourself.

Expending the effort required to find personal stress reducers is worthwhile before an incident occurs. You can take the following preventive steps in your everyday life:

- Get enough sleep.
- Exercise.
- Eat a balanced diet.
- Balance work, play, and rest.
- Allow yourself to receive as well as give. Remember that your identity is broader than that of a helper.
- Connect with others.
- Use spiritual resources.

4.2. Organizing Debriefings

CDRT leaders may invite a local government counselors or a professional trained in Critical Incident Stress Management (CISM) to conduct a debriefing (CISD) to help emergency services personnel and volunteers cope with a traumatic event. In some cases, it might be necessary to seek help from mental health professionals.

Persons should be encouraged to attend debriefings, but participation in should be voluntary. To schedule a managed debriefing, you should contact your community counselors, medical mental health agency.

4.3. Working with Survivors' Trauma

Disaster behavior:

Some research studies have indicated that survivors go through emotional phases following a disaster:

- In the impact phase, survivors do not panic and may, in fact, show no emotion.
- In the inventory phase, which immediately follows the event, survivors assess damage and try to locate other survivors. During this phase, routine social ties tend to be discarded in favor of the more functional relationships required for initial response activities (e.g., search and rescue).
- In the rescue phase, CDRTs and or emergency services personnel are responding and survivors are willing to take their direction from these groups without protest. This is why CDRT identification (jerseys, vests, etc.) is important.
- In the recovery phase, the survivors appear to pull together against their rescuers, the emergency services personnel.



You should not take the survivors' surface attitudes personally.

Rescuers may expect to see a range of responses that will vary from person to person, but the responses they see will be part of the psychological impact of the event—and probably will not relate to anything that the CDRTs have or have not done.

You should expect that survivors will show psychological effects from the disaster—and some of the psychological anger will be directed toward you.

A crisis is an event that is experienced or witnessed in which people's ability to cope is overwhelmed:

- Actual or potential death or injury to self or others.
- Serious injury.
- Destruction of their homes, neighborhood, or valued possessions.
- Loss of contact with family members or close friends.

Traumatic stress may affect:

- Cognitive functioning. Those who have suffered traumatic stress many act irrationally, have difficulty making decisions; or may act in ways that are out of character or them normally. They may have difficulty sharing or retrieving memories.
- Physical health. Traumatic stress can cause a range of physical symptoms—from exhaustion to heat problems.
- Interpersonal relationships. Those who survive traumatic stress may undergo temporary or long-term personality changes that make interpersonal relationships difficult.

Victim response:

The strength and type of personal reaction vary because of:

- The victim's prior experience with the same or a similar event. The emotional effect of multiple events can be cumulative, leading to greater stress reactions.
- The intensity of the disruption in the survivors' lives. The more the survivors' lives are disrupted, the greater their psychological and physiological reactions may become.
- The meaning of the event to the individual. The more catastrophic the victim perceives the event to be to him or her personally, the more intense will be his or her stress reaction.
- The emotional well-being of the individual and the resources (especially social) that he or she has to cope. People who have had other recent traumas may not cope well with additional stressors.
- The length of time that has elapsed between the event's occurrence and the present. The reality of the event takes time to "sink in."

The goal of on-scene psychological intervention on the part of CDRT members should be to stabilize the incident scene by stabilizing individuals. Do this in the following ways:

- Assess the survivors for injury and shock. Address any medical needs first. Observe them to determine their level of responsiveness and whether they pose a danger to themselves or to others.
- Get uninjured people involved in helping. Focused activity helps to move people beyond shock, so give them constructive jobs to do, such as running for supplies. This strategy is especially effective for survivors who are being disruptive.
- Provide support by:
 - Listening to them talk about their feelings and their physical needs. Victims often need to talk about what they've been through—and they want someone to listen to them.
 - Empathizing. Show by your responses that you hear their concerns. Victims want to know that someone else shares their feelings of pain and grief.
 - Help survivors connect to natural support systems, such as family, friends, or clergy.

Attitudes and phrases to avoid:

Survivors that show evidence of being suicidal, psychotic, or unable to care for themselves should be referred to mental health professionals for support. (This will be infrequent in most groups of survivors.)

When providing support, CDRT members should avoid saying the following phrases. On the surface, these phrases are meant to comfort the survivors, but they do not show an understanding of the person's feelings.

- “I understand.” In most situations we cannot understand unless we have had the same experience.
- “Don't feel bad.” The survivor has a right to feel bad and will need time to feel differently.
- “You're strong/You'll get through this.” Many survivors do not feel strong and question if they will recover from the loss.
- “Don't cry.” It is ok to cry.
- “It's God's will.” Giving religious meaning to an event to a person you do not know may insult or anger the person.
- “It could be worse” or “At least you still have ...” It is up to the individual to decide whether things could be worse.

These types of responses could elicit a strong negative response or distance the survivor from you.

It is ok to apologize if the survivor reacts negatively to something that you said.

ATTRIBUTES THAT A CDRT VOLUNTEER OFFERING PSYCHOLOGICAL SUPPORT MUST POSSESS

- 1) A good listener
- 2) Patience
- 3) Sympathy
- 4) Confidentiality
- 5) Accessible
- 6) Empathy
- 7) Non-judgemental
- 8) Friendly
- 9) Sense of duty

Dealing with death:

One unpleasant task that CDRT members may face is managing the family members at the scene of the death of a loved one. The guidelines below will help you deal with this situation:

- Cover the body; treat it with respect. Wrap mutilated bodies tightly.
- Have one family member look at the body and decide if the rest of the family should see it.
- Allow family members to hold or spend time with the deceased. Stay close by, but don't watch—try to distance yourself emotionally somewhat.
- Let the family grieve. Don't try to comfort them out of a need to alleviate your own discomfort.

In some cases, the family may not know of the death of their loved one, and CDRT members may be called upon to tell them. Suggest that in this situation, CDRT members:

- Separate the family members from others in a quiet, private place.
- Have the person(s) sit down, if possible.
- Make eye contact and use a calm, kind voice.
- Use the following words to tell the family members about the death: "I'm sorry, but your family member has died. I am so sorry."

Checklist 4: Psycho-social support

You should now be able to:

- ✓ Identify signs of stress in disaster victims
- ✓ Have in mind the attitude to adopt when faced with traumatized victims
- ✓ Know when you are feeling the impact of the disaster response activities
- ✓ Explain to your team members that you have to take some time off;
- ✓ Identify how you can deal with your own stress.

Unit 5: Fire Safety

OBJECTIVES

In this unit you will learn about:

- **Fire Chemistry:** How fire occurs, classes of fire, and choosing the correct means to extinguish each type of fire.
- **Fire Hazards:** Potential fire hazards in the home and workplace, and fire prevention strategies.
- **Fire Safety:** How to evaluate fires, assess firefighting resources, and determine a course of action.
- **Portable Fire Extinguishers:** Types of portable fire extinguishers and how to operate them.
- **Fire Suppression Safety:** How to decide if you should attempt to extinguish a fire; how to approach and extinguish a fire safely.
- **Teamwork:** The importance of working with a team member.
- **Hazardous Materials:** How to identify potentially dangerous materials in storage, in transit, and in your home.

At the end of this unit, you should be able to:

- ✓ Extinguish a fire without putting your life or the life of others at risk.
- ✓ Identify when you are not in a situation to extinguish a fire.

5.1. CDRTs and fires

CDRTs play a very important role in fire safety by:

- Extinguishing small fires before they become major fires. This unit will provide training on how to use an extinguisher to put out small fires—and how to recognize when a fire is too big to handle.
- Preventing additional fires by removing fuel sources. This unit will also describe how to ensure that a fire, once extinguished, is completely extinguished and stays extinguished.
- Shutting off utilities, when necessary and safe to do so.
- Assisting with evacuations where necessary. When a fire is beyond the ability of CDRTs to extinguish, CDRT members need to protect life safety by evacuating the area, when necessary, and establishing a perimeter.

Rescuer safety is always the number one priority. Therefore, CDRT members always:

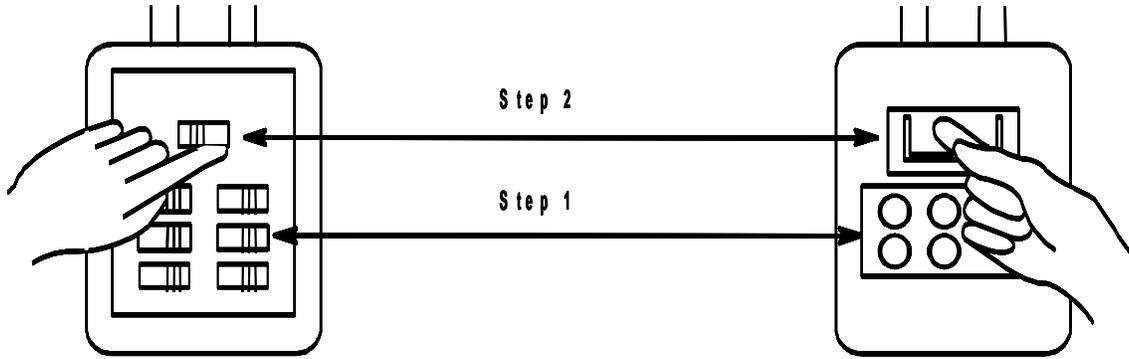
- Work with a team member.
- Wear safety equipment (gloves, helmet, goggles, mask, and boots).

The CDRT goal is to do the greatest good for the greatest number.

5.2. Preventing fires

CDRTs can prevent fires with the following measures:

- Avoid the “electrical octopus.” Eliminate tangles of electrical cords. Don’t overload electrical outlets. Don’t plug power strips into other power strips.
- Don’t run electrical cords under carpets.
- Replace broken or frayed cords immediately.
- Maintain electrical appliances properly. Repair or replace malfunctioning appliance
- Know where the power shutoffs for electrical appliances are.
- Know where the power shutoff for circuit breakers or fuses is and how to shut off the power.
- Unscrew individual fuses or switch off smaller breakers first, then pull the main switch or breaker.
- When turning the power back on, turn on the main switch or breaker first, then screw in the fuses or switch on the smaller breakers.



Circuit Box with Shutoff

Circuit box showing shutoff steps.
 Step 1: Shut off individual breakers.
 Step 2: Shut off main breaker.

Fuse Box with Shutoff

Fuse box showing shutoff steps.
 Step 1: Pull out individual fuses.
 Step 2: Pull out main fuse.

If not mentioned by the participants, explain that fire requires three elements to exist:

- **Heat:** Heat is required to elevate the temperature of a material to its ignition point.
- **Fuel:** The fuel for a fire may be a solid, liquid, or gas. The type and quantity of the fuel will determine which method should be used to extinguish the fire.
- **Oxygen:** Most fires will burn vigorously in any atmosphere of at least 20 percent oxygen. Without oxygen, most fuels could be heated until entirely vaporized, yet would not burn

5.3. Using a fire extinguisher

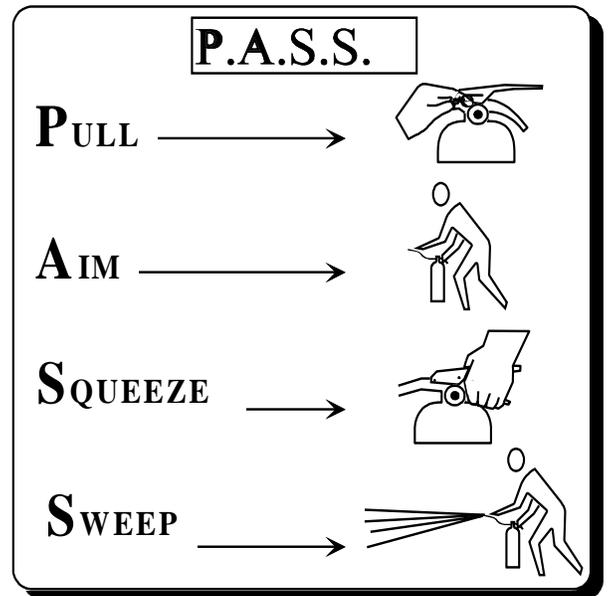
Fires are categorized into classes based on the type of fuel that is burning:

- **Class A Fires:** Ordinary combustibles such as paper, cloth, wood, rubber, and many plastics.
- **Class B Fires:** Flammable liquids (e.g., oils, gasoline) and combustible liquids (e.g., charcoal lighter fluid, kerosene). These fuels burn only at the surface because oxygen cannot penetrate the depth of the fluid. Only the vapor burns when ignited.
- **Class C Fires:** Energized electrical equipment (e.g., wiring, motors). (When the electricity is turned off, the fire becomes a class A fire.)
- **Class D Fires:** Combustible metals (e.g., aluminum, magnesium, titanium).

Fire Type	Extinguishing	
	Agent	Method
Ordinary Solid Materials  	Water	Removes heat
	Foam	Removes air and heat
	Dry chemical	Breaks chain reaction
Flammable Liquids  	Foam CO ₂	Removes air
	Dry chemical	Breaks chain reaction
Electrical Equipment  	CO ₂	Removes air
	Dry chemical	Breaks chain reaction
Combustible Metals  	Special agents	Usually remove air

Common characteristics of water extinguishers include:

- Capacity. Standard size is 2½ gallons.
- Range. Standard range is 30-40 feet.
- Pressure. Standard pressure is 110 pounds per square inch (psi).



A flowchart illustrates the decision making process for determining whether to use a fire extinguisher. The decision is based on four questions:

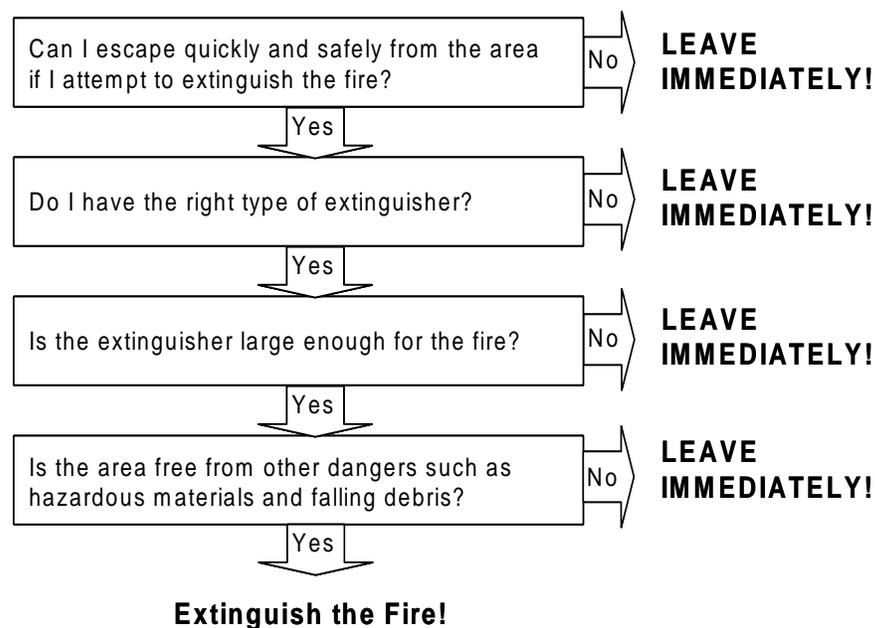
- Can I escape quickly and safely if I attempt to extinguish the fire?
- Do I have the right type of extinguisher?
- Is the extinguisher large enough for the fire?
- Is the area free from other dangers such as hazardous materials and fallen debris?

If the answer to all questions are “yes,” CDRT members should attempt to extinguish the fire. If the answer to any questions are “no,” CDRT members should leave.

5.4. Addressing the fire

Explain that the nine steps in sizeup are:

1. Gather facts. What has happened? How many people are involved (if you know)? What is the current situation?
2. Assess and communicate the damage. Take a lap around the building. Try to determine what has happened, what is happening now, and how bad things can really get.
3. Consider probabilities. What is likely to happen? What could happen through cascading events?
4. Assess your own situation. Are you in immediate danger? Have you been trained to handle the situation? Do you have the equipment that you need?
5. Establish priorities. Are lives at risk? Can you help? Remember, life safety is the first priority!
6. Make decisions. Base your decisions on the answers to Steps 1 through 3 and in accordance with the priorities that you established.
7. Develop plans of action. Develop a plan that will help you accomplish your priorities. Simple plans may be verbal, but more complex plans should always be written.
8. Take action. Execute your plan, documenting deviations and status changes so that you can report the situation accurately to first responders.
9. Evaluate progress. At intervals, evaluate your progress in accomplishing the objectives in the plan of action to determine what is working and what changes you may have to make to stabilize the situation.



Fire suppression safety rules include:

- Use safety equipment at all times. Wear your helmet, goggles, dust mask, leather gloves, and heavy shoes. If you are not equipped to protect your personal safety, leave the building.
- Work with a buddy. Buddies serve an important purpose. They protect your safety. Don't ever try to fight a fire alone.
- Have a backup team, whenever possible. A backup team just makes good sense. A backup team can support your fire suppression efforts and can provide help if you need it.
- Always have two ways to exit the fire area. Fires spread much faster than you might think. Always have a backup escape plan in case your main escape route becomes blocked.
- Feel closed doors with the back of the hand, working from the bottom of the door up. Do not touch the door handle before feeling the door. If the door is hot, there is fire behind it. Do not enter! Opening the door will feed additional oxygen to the fire.
- Confine the fire, whenever possible, by keeping doors closed.
- Stay low to the ground. Smoke will naturally rise. Keeping low to the ground will provide you with fresher air to breathe.
- Maintain a safe distance. Remember the effective range of your fire extinguisher. Don't get closer than necessary to extinguish the fire.
- Overhaul the fire to be sure that it is extinguished—and stays extinguished.

DON'T:

- Get too close. Stay near the outer range of your extinguisher. If you feel the heat, you are too close.
- Try to fight a fire alone. Remember that your first priority is your personal safety. Don't put yourself at risk.
- Try to suppress large fires. Learn the capability of your equipment, and do not try to suppress a fire that is clearly too large for the equipment at hand (i.e., a fire that is larger than the combined ratings of available fire extinguishers).
- Enter smoke-filled areas. Fire suppression in smoke-filled areas requires equipment that CDRTs don't have.

Checklist 5: Fire safety

You should now be able to:

- ✓ Reduce fire hazards at home or in public places in the community
 - ✓ Identify which fires you are in a situation to extinguish, based on the type of fire and the available equipment
 - ✓ Identify when a fire CANNOT be dealt with locally
-

Unit 6: Emergency Care

OBJECTIVES

In this unit you will learn about:

- **Life-threatening Conditions:** How to recognize and treat an airway obstruction, bleeding, and shock.
- **Triage:** Principles of triage and how to conduct triage evaluations.

At the end of this unit, you should be able to:

- Identify the “killers.”
- Apply techniques for opening the airway, controlling bleeding, and treating for shock.
- Conduct triage under simulated disaster conditions.

In a disaster, there will be more victims than rescuers and that immediate help will not be available. Given the overwhelming nature of disasters, the CDRT members' training in medical operations can play a critical role in disaster response. CDRT's must be able to function quickly and efficiently to save lives.

6.1. Treating Life-Threatening Conditions

There are three causes of death from trauma:

- **Cause 1:** Death within minutes as a result of overwhelming and irreversible damage to vital organs
- **Cause 2:** Death within several hours as a result of excessive bleeding
- **Cause 3:** Death in several days or weeks as a result of infection or multiple-system failure (i.e., complications from the injury)

Experts agree that over 40 percent of disaster victims in the second and third phases of death could be saved by providing simple medical care.

In emergency medicine, airway obstruction, bleeding, and shock are life-threatening conditions that can kill a patient, “killers” if not treated immediately. The first priority of medical operations is to attend to those potential killers by:

- Opening the airway and restoring breathing **(A)**.
- Controlling excessive bleeding **(B)**.
- Treating for shock by insuring adequate circulation **(C)**.

This section will train you to recognize the “killers” by recognizing their symptoms and their effects on the body.

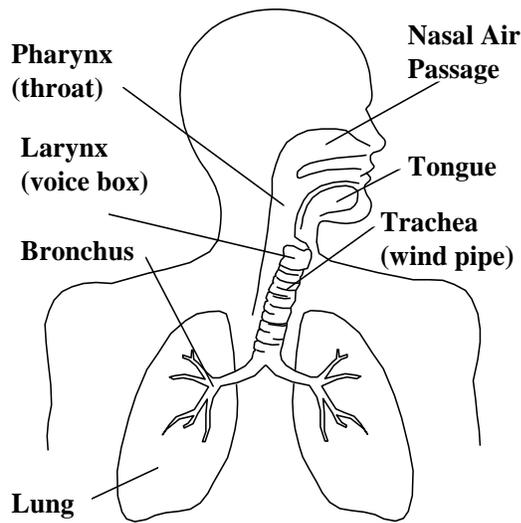
Always wear safety equipment: Helmet, goggles, gloves, mask, and boots. A timesaving technique is to wear latex gloves under your work gloves. Then, when you find a victim, you can remove your work gloves and are ready to work with the victim



CDRT personnel are trained to provide:

- Treatment for life-threatening conditions—airway obstruction, bleeding, and shock—and for other less urgent conditions.
- The greatest good for the greatest number of victims by conducting Simple Triage And Rapid Treatment **(START)** when initially dealing with casualties in a disaster.

6.1.1. Opening the Airway



Components of the Respiratory System: airways, lungs, and muscles.

As indicated the most common airway obstruction is the tongue. In an unconscious or semiconscious victim, especially one positioned on his or her back, the tongue—which is a muscle—may relax and block the airway. A victim with a suspected airway obstruction must be checked immediately for breathing and, if necessary, the airway must be opened. When the victim is not breathing, use the Head-Tilt/Chin-Lift method of opening the airway.

The Head-Tilt/Chin-Lift method involves following the six steps shown in the table below.

Step	Action
1	At an arm's distance, shake the victim by touching the shoulder and shout, "Can you hear me?"
2	If the victim does not or cannot respond, place one hand on the forehead.
3	Place two fingers of the other hand under the chin and tilt the jaw upward while tilting the head back slightly.
4	<i>Look</i> for chest rise.
5	<i>Listen</i> for air exchange.
6	<i>Feel</i> for abdominal movement.

Head-Tilt/Chin-Lift Method For Opening An Airway

6.1.2. Controlling bleeding

Uncontrolled bleeding initially causes weakness. If bleeding is not controlled within a short period, the victim will go into shock (described in the next section), and finally die. The average adult has about 5 liters of blood. Because the loss of just 1 liter poses a risk of death, it is critical that excessive bleeding be controlled in the shortest amount of time possible.

There are three main types of bleeding. The type can usually be identified by how fast the blood flows.

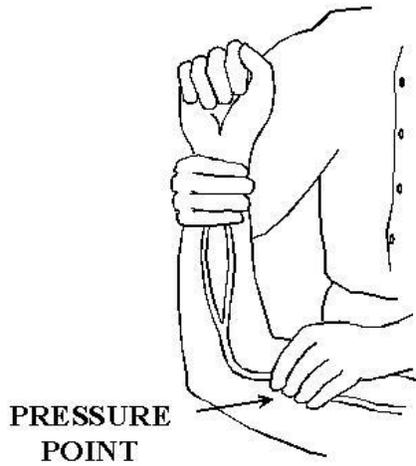
- *Arterial Bleeding.* Arteries transport blood under high pressure. Therefore, bleeding from an artery is *spurting bleeding*.
- *Venous Bleeding.* Veins transport blood under low pressure. Bleeding from a vein is *flowing bleeding*.
- *Capillary Bleeding.* Capillaries also carry blood under low pressure. Bleeding from capillaries is *oozing bleeding*.

There are three main methods for controlling bleeding:

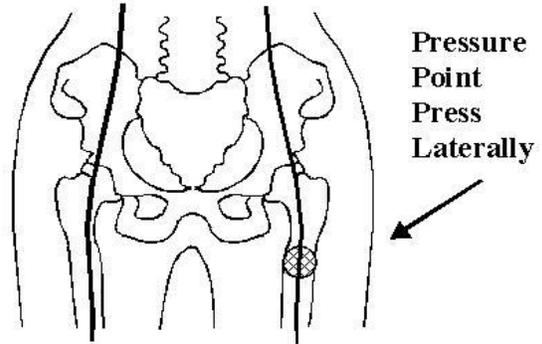
- Direct local pressure.
- Elevation.
- Pressure points.

If you cannot control the bleeding using one method, try another, or a combination of methods.

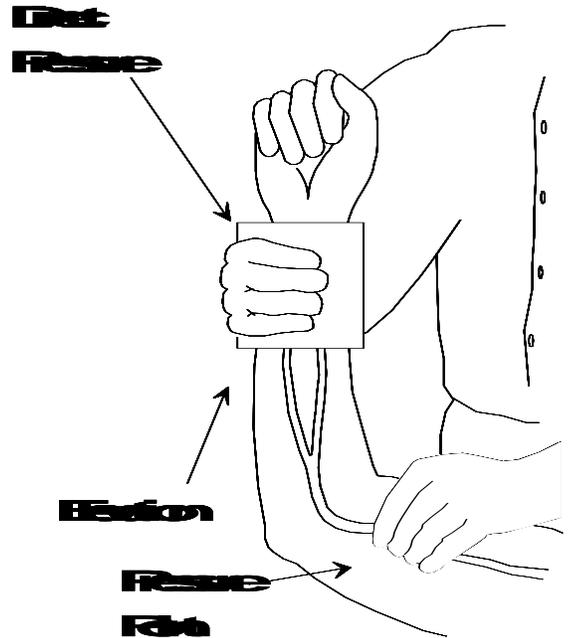
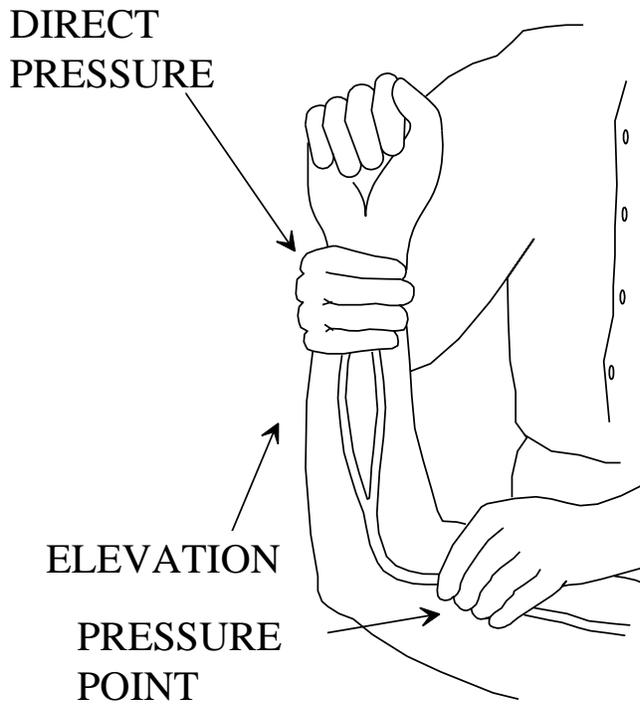
An illustration of the three main methods to control bleeding is shown in the figure below.



Brachial Pressure Point



Femoral:Pressure Point



Methods For Controlling Bleeding by using direct pressure on wound, elevation, and pressure points.

6.1.3. Recognizing and treating for Shock

Shock is a disorder resulting from ineffective circulation of blood. Remaining in shock will lead to the death of cells, tissues, and entire organs.

Initially, the body will compensate for blood loss, so signs of shock may not appear immediately. It is important, therefore, to continually evaluate and monitor the victim's condition.

The main signs of shock that CDRT members look for are:

- Rapid and shallow breathing.
- Capillary refill of greater than 2 seconds.
- Failure to follow simple commands, such as, "Squeeze my hand."
- Changes in skin color.

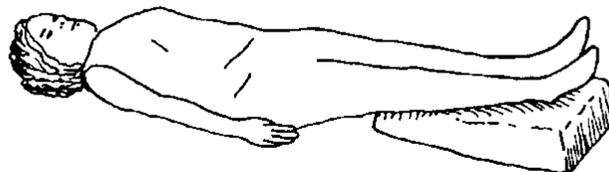
Capillary refill is how long it takes for the color to return.

Procedures For Controlling Shock

To treat a person for shock, follow the steps in the table below.

Step	Action
1	<ul style="list-style-type: none">▪ Lay the victim on his or her back.▪ Elevate the feet 6-10 inches above the level of the heart.▪ Maintain an open airway.
2	<ul style="list-style-type: none">▪ Control obvious bleeding.
3	<ul style="list-style-type: none">▪ Maintain body temperature (e.g., cover the ground and the victim with a blanket if necessary).
4	<ul style="list-style-type: none">▪ Avoid rough or excessive handling unless the rescuer and victim are in immediate danger.

An illustration of correct shock position is shown in the figure below.



Shock Position

Do *not* give a victim who is suffering from shock anything to eat or drink. People in shock may be nauseous and thirsty.



Triage categories

There are 2 categories of victims in triage:

- 1) ACUTE: Individuals who need help right away. These victims are the priority group for assistance;
- 2) NON-ACUTE: Though the victim may be severely wounded, his /her situation is stable and does not require immediate assistance. More urgent cases will receive assistance first;

6.2. Triage

When working in a disaster with multiple casualties, the first goal is ***Simple Triage And Rapid Treatment*** (START).

In a disaster scenario, you may have many victims requiring attention and few resources to use. The remainder of this chapter will address the triage system for analyzing victim condition and prioritizing treatment.

6.2.1. What Is Triage?

Triage is a French verb, meaning “to sort.” Victims are evaluated, sorted by immediacy of treatment needed, and set up for immediate or delayed treatment.

Experience has shown that triage is an effective strategy in situations where:

- rescuers are overwhelmed,
- there are limited resources,
- and time is a critical factor.

The rescuer’s safety is paramount during triage. Wear proper protective equipment so as not to endanger your own health.

6.2.2. Performing a triage evaluation

The general procedures for conducting triage are:

- Step 1: Stop, Look, Listen, and Think. Before you start, stop and size up the situation by looking around and listening. THINK about your safety, capability, and limitations, and decide if you will approach the situation and how.
- Step 2: Conduct voice triage. Begin by calling out, “Emergency Response Team. If you can walk, come to the sound of my voice.” If there are survivors who are ambulatory, instruct them to remain at a designated location, and continue with the triage operation. (If rescuers need assistance and there are ambulatory survivors, then these survivors should be asked to provide assistance.) These persons may also provide useful information about the location of the victims.
- Step 3: Start where you stand, and follow a systematic route. Start with the closest victims and work outward in a systematic fashion.
- Step 4: Evaluate each victim and tag them “acute” (immediate assistance) or “**non acute**” (can wait for help). Remember to evaluate the walking wounded.

Use the procedures below when performing triage.

Step	Procedures
1	<p>Check airway/breathing. At an arm's distance, shake the victim and shout. If the victim does not respond:</p> <ul style="list-style-type: none"> ▪ Position the airway. ▪ Look, listen, and feel. ▪ Check breathing rate. Abnormally rapid respiration (above 30 per minute) indicates shock. Treat for shock and tag "acute." ▪ If below 30 per minute, then move to Step 2. ▪ If the victim is not breathing after 2 attempts to open airway, then the victim is dead and there is nothing you can do.
2	<ul style="list-style-type: none"> ▪ Check circulation/bleeding. ▪ Take immediate action to control severe bleeding. ▪ Check circulation using the blanch test (for capillary refill). <ul style="list-style-type: none"> • Press on an area of skin until normal skin color is gone. A good place to do this is on the palm of the hand. The nailbeds are sometimes used. • Time how long it takes for normal color to return. ▪ Treat for shock if normal color takes longer than 2 seconds to return, and tag "acute"
3	<p>Check mental status. Give a simple command, such as "Squeeze my hand." Inability to respond indicates that immediate treatment for shock is necessary. Treat for shock and tag "acute"</p>

If the victim passes all tests, his or her status is "**non acute**". If the victim fails one test, his or her status is "**acute**." Remember that everyone gets a tag. All victims tagged "acute" get airway control, bleeding control, and treatment for shock.

- Step 5: Treat "**acute**" victims immediately. Initiate airway management, bleeding control, and treatment for shock for "**acute**" victims.
- Step 6: Document triage results for:
 - Effective deployment of resources.
 - Information on the victims' locations.
 - A quick record of the number of casualties by degree of severity.

Time will be critical in a disaster. You will not be able to spend very much time with any single victim.

Take advantage of local exercises as a means of maintaining your triage skills and to avoid the triage pitfalls. There are several common problems or pitfalls in triage operations that can be avoided through careful planning and preparation.

Triage pitfalls include:

- No team plan, organization, or goal.
- Indecisive leadership.
- Too much focus on one injury.
- Treatment (rather than triage) performed.

Remember, triage is a process that needs to be *practiced*. Practicing triage in disaster simulations as often as you can will help you avoid these pitfalls

Checklist 6: Emergency care

You should now be able to:

- ✓ Open airways, control bleeding, and treat shock is critical to saving lives.
 - Use the Head-Tilt/Chin-Lift method for opening airways.
 - Control bleeding using direct pressure, elevation, and/or pressure points.
 - If there is a question about whether a victim is in shock, treat for shock.
- ✓ Carry out triage to evaluate victims' injuries and prioritize them for treatment. The procedure for conducting triage evaluations involves checking:
 - The airway and breathing rate.
 - Circulation and bleeding.
 - Mental status.

Unit 7: Light Search and rescue operations

OBJECTIVES

In this unit you will learn about:

- **Search and Rescue Size-up:** How to size up the situation in which the search and rescue teams will operate.
- **Conducting Search Operations:** How to search systematically for disaster victims.
- **Conducting Rescue Operations:** Safe techniques for lifting, leveraging, cribbing, and victim removal.

At the end of this unit, you should be able to:

- Describe the main risks when carrying out a search and rescue operation
- Identify when to, and when not to, intervene

Experience from previous disasters has shown that immediately after almost every disaster, the first response to trapped victims is by spontaneous, untrained, and well-intentioned persons who rush to the site of a collapse in an attempt to free the victims.

This unit will focus on the components of an effective search and rescue operation—sizeup, search, and rescue—and the methods and techniques that rescuers can use to locate and safely remove victims.

1.1. Effective sizeup

Like every other CDRT operation, search and rescue requires sizeup at the beginning of the operation and continually as long as the operation continues. Sizeup is a 9-step process.

1.1.1. Gather Facts

When gathering facts, CDRT members need to consider:

- **The time of the event and day of the week:** At night, more people will be in their homes, so the greatest need for search and rescue will be in residential settings. Conversely, during the day, people will be at work, so the need will be in commercial buildings. Some emergency services are not available—or not available in the same numbers—during the evenings or on weekends. Search and rescue operations may also be affected by where people are located in their homes and the amount of daylight available.
- **The type of structure:** The purpose for which the structure was designed may indicate the likely number of victims, and their location.
- **Construction type:** Some types of construction are more susceptible to damage than others.
- **Weather:** Severe weather will have an effect on victims and rescuers alike and will certainly hamper rescue efforts.
- Forecasts of severe weather should be considered as a limiting factor on the time period during which search and rescue can occur.
- **Hazards:** Knowledge of other potential hazards in the general and immediate areas is important to search and rescue efforts. Time lost trying to locate and shut off utilities, for example, can have a big impact in terms of loss of life.



Search and rescue

Search and rescue consists of three separate operations:

Sizeup involves assessing the situation and determining a safe action plan (using the nine-step sizeup model).

Search involves locating victims and documenting their location.

Rescue involves the procedures and methods required to extricate the victims.

1.1.2. Assess and communicate damage

There are general guidelines for assessing damage. When in doubt about the condition of a building, CDRT members should always use the more restrictive assessment. If unsure about whether a building is moderately or heavily damaged, CDRTs should assume heavy damage. Emphasize, however, that the CDRT mission changes depending on the amount of structural damage.

Remember the conditions for intervention (Unit 1):

<i>Assessment of damaged structures</i>	<i>Degree Of Damage</i>	<i>Should Rescue Be Attempted?</i>
<i>Partial or total collapse of walls and/or ceilings; obvious structural instability; tilting; off foundation; heavy smoke or fire; gas leaks; hazardous materials inside; rising or moving water</i>	Heavy	No. Too dangerous to enter. Secure the perimeter and control access into the structure. Warn people to stay away
<i>Visible signs of minor structural damage; decorative work that is damaged or fallen; many visible cracks in plaster; building still attached to foundation; major damage is to contents of building</i>	Moderate	Perform only quick and safe removals; limit onsite medical care to checking for breathing, stopping major bleeding, and treating for shock. Minimize the number of rescuers inside the building.
<i>Superficial damage, broken windows, fallen plaster, major damage is to contents of building</i>	Light	Yes. Locate, triage, and prioritize removal of victims to the designated treatment area.

- Do not enter a building with heavy damage under any circumstances.
- Look at a building from all sides by doing a "lap around."
- Communicate their findings to the CDRT command post or responding agencies.

After—or in conjunction with—the damage assessment, CDRT personnel must consider probable amounts of damage based on the type and age of construction. Experienced search and rescue personnel can determine probable damage to a structure based on the event and the types of structures involved.

1.1.3. Consider probabilities

Because the CDRTs will be working in such close proximity to the dangerous situation, considering what will probably happen and what could happen are of critical importance:

1. **How stable the situation really is.** Even within a structure that appears from the outside to have only minimal or moderate damage, nonstructural damage or instability inside the structure can pose real danger to the rescue team. CDRT members should think about what they already know about the structure that's been damaged. Are lawn chemicals, paints, or other potentially hazardous materials stored within the structure? How are they stored? Where are they?
2. **What else could go wrong?** What if the electricity fails during the search? What if a wall that appears stable shifts and collapses? Applying "Murphy's Law" to the situation could save the CDRT team's lives.
3. **What it all means for the search and rescue.** Based on the probabilities, CDRTs should think about what they can do to reduce the risks associated with the probabilities that they have identified. Is a spotter necessary to look for movement that could indicate a possible collapse and warn the rescue team? Is some remedial action required to stabilize nonstructural hazards before beginning the search?

1.1.4. Assess your situation

Sizeup is a building process, with each step building upon the previous steps until the decision is made to begin the search and rescue operation (or that the situation is unsafe). Draw on answers from steps 1 through 3 to assess your situation to determine:

1. Whether the situation is safe enough to continue.
2. The risks that rescuers will face if they continue.
3. What resources will be needed to conduct the operation safely (and what resources are available).

Assessing resources is extremely important to search and rescue operations.

Search and Rescue Resource Planning Questions

Resources	Planning Questions
Personnel	<ul style="list-style-type: none">• Who lives and works in the area?• During which hours are these people most likely to be available?• What skills or hobbies do they have that might be useful in search and rescue operations?• What might be the most effective means of mobilizing their efforts?
Equipment	<ul style="list-style-type: none">• What equipment is available locally that might be useful for search and rescue?• Where is it located?• How can it be accessed?• On which structures (or types of structures) might it be most effective?
Tools	<ul style="list-style-type: none">• What tools are available that might be useful for lifting, moving or cutting disasters debris?

1.1.5. Establish priorities

After evaluating the situation, their next step is to determine:

1. What should be done?
2. In what order?

The safety of CDRT members is always the first priority and will dictate some of your other priorities. For example, removing or mitigating known hazards must be completed before teams begin to search. Think through the situation logically to determine how you should approach the operation.

1.1.6. Take decisions

You are at the point in the sizeup where you will make decisions about where to deploy their resources to do the most good, while maintaining an adequate margin of safety. These priorities are based on (in order):

1. The safety of CDRT members.
2. Life safety for victims and others.
3. Protection of the environment.
4. Protection of property.

1.1.7. Develop plans of action

Step 7 is where all of the information you have about the situation comes together. During step 7, the team leader will decide specifically how the team will conduct its operation, considering the highest priority tasks first.

Action plans do not need to be written, but when search and rescue operations are required, the situation is probably complex enough that a written plan of some type should be developed. Even a simple written plan will:

- Help focus the operation on established priorities and decisions.
- Provide documentation to be given to responding agencies when they arrive.
- Provide documentation that can be used, if necessary, after the incident.
- Urge the participants to keep a notebook for jotting notes when developing an action plan. These notes should include changes to the plan that are made based on new information that comes in.

1.1.8. Take action

The plan developed during step 7 is put into action during step 8. Regardless of the severity of structural damage, rescuer safety must be the primary concern.

Two most frequent causes of rescuer deaths are:

- Disorientation.
- Secondary collapse.

Follow these guidelines during all search and rescue operations:

1. **Use a buddy system.** Always work in pairs, with a third person acting as a runner.
2. **Be alert for hazards** (e.g., power lines, natural gas leaks, hazardous materials, sharp objects, overhead objects that could fall, etc.).

You should never attempt to search an area where water is present.

1. **Use safety equipment.** Wearing gloves and a helmet will protect a rescuer's hands and head. The primary cause of rescuer problems after working in a structural collapse is breathing dust, so a dust mask is essential.
2. **Have backup teams available** to allow rotating of teams, prevent fatigue, and ensure help if a team gets into trouble. Have teams drink fluids and eat to keep themselves fresh.

Remember: A successful search and rescue depends on teamwork.

1.1.9. Evaluate progress

Step 9, Evaluate Progress, is the most critical, not only in terms of evaluating whether the plan works, but also from a safety standpoint. Sizeup is ongoing and that information gained during step 9 needs to be fed back into the decision making process for possible revision of priorities and updated action planning.

1.2. Locate victims

1.2.1. Identifying areas of entrapments – Voids

The first step in locating potential victims is to conduct a sizeup of the interior of the building to gather more precise information about damage and to develop priorities and plans. The data gathered will provide more information about areas of entrapment—or voids. There are several types of voids.

Pancake voids

Pancake voids are most common in buildings that were constructed before 1933. They are created by the weakening or destruction of load-bearing walls, which allows the floors to collapse onto each other.

Unreinforced masonry structures are extremely dangerous. If CDRT members see pancake voids, this is considered heavy damage, and they should get out immediately.

Lean-to Void

Lean-To Void, in which a collapsed wall or floor leans against an outside wall, creates a void where the floor remains attached to the wall. A victim trapped in a lean-to void has the greatest chance of being alive. Lean-to voids also indicate structural instability.

If CDRT members see lean-to voids, they should note the location for professional responders but leave the building immediately!

“V” Void

The “V” voids are created by a “V” collapse of a floor or wall (the middle collapses and the ends lean against an outside wall). A “V” void creates two lean-to voids, one on either side of the collapse, in which victims can be trapped—but stress that the sloping floor caused by the “V” collapse presents a severe potential hazard to the rescue team.

If CDRT members encounter “V” voids, they should leave the building immediately.

Individual Voids

Individual voids are spaces into which the victim may have crawled for protection. Examples of individual voids include bathtubs and the space underneath desks. Children may seek shelter in smaller spaces like cabinets.

1.2.2. Estimating the number of victims

After identifying the possible areas of entrapment, CDRT members must:

- Determine the potential number of victims.
- Identify the most probable areas of entrapment.

Some of this information may be known through planning, but CDRT members may need to get some information by talking to bystanders or those who are familiar with the structure.

CDRT members should ask questions when talking with these individuals, including:

- How many people live (or work) in the building?
- Where would they be at this time?
- What is the building layout? What have you seen or heard?
- Has anyone come out? What are the normal exit routes from the building?

The group of bystanders may be confused by the event. They may tend to exaggerate potential numbers or may not even remember the event accurately. Gather as much information as you can, though, because it will be useful for planning search priorities and implementing the search.

1.2.3. Search Methods

Experienced search and rescue personnel have found these search methods to be effective:

1. Call out to victims.

Begin the search by calling out to victims. Shout something like, "If anyone can hear my voice, come here." If any victims respond, give them further directions such as "Stay here" or "Wait outside" (depending on the condition of the building). Ask victims who respond for any information that they may have about the building or others who may be trapped.

2. Use systematic search pattern.

Ensure that all areas of the building are covered. Examples of systematic search patterns to use include:

- Bottom-up/top-down.
- Right wall/left wall.

3. Stop frequently to listen.

Listen for tapping, movement, or calls from victims.

4. Triangulate.

Triangulation enables rescuers to view a single location from several perspectives. Three rescuers, guided by victim sounds, form a triangle around the area and direct flashlights into the area. The light shining from different directions will eliminate shadows that could otherwise hide victims.

5. Mark searched areas to document results.

Make a single diagonal slash next to the door just before entering a structure. Make an opposite slash (creating an "X") when all occupants have been removed and search and rescue efforts

have been completed. The "X" signals to other potential searchers that the area has already been searched. This method:

- Indicates rescuer location.
- Prevents duplication of effort.

6. Report results.

Keep complete records both of removed victims and of victims who remain trapped or are dead. Report this information to emergency services personnel when they reach the scene.

1.3. Rescue victims

1.3.1. Creating safe rescue environment

- Lift objects out of the way.
- Use tools to move objects.
- Remove debris.



Know your limitations.

Many volunteers have been injured or killed during rescue operations because they did not pay attention to their own physical and mental limitations. CDRT rescuers should take the time to eat, drink fluids, rest, and relax so that they can return with a clear mind and improved energy.

Follow safety procedures. CDRT members should always use the proper safety equipment required for the situation and follow established procedures, including:

- Working in pairs.
- Never entering an unstable structure.
- Lifting by bending the knees, keeping the back straight, and pushing up with the legs.
- Carrying the load close to the body.
- Lifting and carrying no more than is reasonable.

1.3.2. Removing Victims

The type of extrication method selected should depend on the:

- General stability of the immediate environment.
- Number of rescuers available.
- Strength and ability of the rescuers.
- Condition of the victim.



Instructor's Notes

Each group can be assigned to demonstrate one or two of the following rescue techniques.

One-Person Arm Carry

The rescuer holds the victim around the victim's back and under the knees.

One-Person Pack-Strap Carry

The rescuer places the victim's arms over his or her shoulder and grabs the victim's hands over his or her chest, then hoists the victim by bending over slightly.

Two-Person Carry

Rescuer 1 squats at the victim's head and grasps the victim from behind at the midsection. Rescuer 2 squats between the victim's knees, grasping the outside of the knees. Both rescuers rise to a standing position.

Chair Carry

The victim is placed in a chair and tilted backward as rescuers lift the victim. This carry requires two rescuers:

- Rescuer 1: Facing the back of the chair, grasp the back uprights.
- Rescuer 2: Facing away from the victim, reach back and grasp the two front legs of the chair.

Both rescuers: Tilt the chair back, lift, and walk out.

Blanket carry

This method requires at least six rescuers to ensure stability for the victim and that one rescuer must be designated the lead person:

Step 1: Lay a blanket next to the victim.

Step 2: Tuck the blanket under the victim, and roll the victim into the center of the blanket.

Step 3: With three rescuers squatting on each side and grasping a "handle," the lead person checks the team for even weight distribution and correct lifting position.

Step 4: The lead person calls out, "Ready to lift on the count of three: One, two, three, *lift*."

Step 5: The team lifts and stands in unison—keeping the victim level—and carries the victim feet first.

The team must also lower the victim together, using the following steps:

Step 1: The lead person calls out, "Ready to lower on the count of three: One, two, three, lower."

Step 2: The team lowers the victim in unison, exercising caution to keep the victim level.

Blanket Drag

The victim is wrapped in a blanket with the rescuer squatting at the victim's head. The rescuer grasps the blanket behind the victim's head and drags him or her clear of the hazard.

Checklist 7: Light search and rescue

You should now be able to:

- ✓ Identify when the CDRTs can intervene, and when not to.
- ✓ Identify where to look for victims
- ✓ Evacuate victims in a safe way
- ✓ Know your own limitations and those of your team.

Unit 8: Shelter Management

OBJECTIVES

Given an emergency situation in which individuals and families are required to leave their homes and occupy a temporary shelter, individuals in the community who have been given the responsibility for managing temporary shelters will be able to:

- Select an appropriate structure for an alternative shelter.
- Prepare the shelter for use.
- Operate the shelter with available resources.
- Establish and maintain effective channels of communication with relevant agencies and support groups.
- Complete all tasks at closure.

The national disaster officer is usually responsible for the management of shelters. The NDO trains and appoints shelter managers to designated public buildings. However, communities may be cut off from access to the designated shelter. Community members may have to improvise and select a facility available in their neighborhood.

This section is designed to give you the information and background that you need in order to facilitate an emergency shelter in the absence of the authorities.

Much of the material for this unit is taken from the USAID OFDA ***Shelters and Shelter Management Reference Guide Rev. Mar 2003***



Shelter management

This unit covers:

- Shelter models
- How to open a shelter
- How to provide a safe environment
- How to close a shelter

8.1. Shelter Models

Two types of shelter have been classified:

- Host family shelters: At the homes of relatives, friends and neighbours.
- Community or Collective shelter: schools, churches, public buildings, camp sites, others.

8.1.1. Host Family shelters

These are provided by family and friend of those affected, as well as in communities where there are persons who are able to offer their homes to shelter individuals/families. It is important that CDRTs take these into consideration the situation when evacuations are imposed by a sudden disaster or where evacuation is planned.

Advantages of host family shelters	Disadvantages of host family shelters
<ul style="list-style-type: none"> - Living needs are available - There are fewer organizational problems and health concerns - It is able to be implemented in a timely manner 	<ul style="list-style-type: none"> - Generally, these are not identified during the evaluation of damage - They can be overlooked for assistance - They do not generate as much social pressure - It alters the lifestyle of the host family

Host families are generally vacated as soon as the immediate threat is passed and the shelterees can return to their homes and normal daily lives.

8.1.2. Community or collective shelters:

This is offered in permanent facilities like community centers, schools, religious buildings stadium, public or private buildings, in buildings like shops provided to groups of families and individuals with damaged homes.

Advantages of community shelters	Disadvantages of community shelters
<ul style="list-style-type: none"> • Centrally located within the community • In some cases it does not require much re-organisation • It is a focal point for aid delivery aid delivery 	<ul style="list-style-type: none"> • Not ideal as a emergency shelter • The building and its surroundings may be dangerous • Can result in major overcrowding and exert social pressure • If the number of persons in the facility is large, there is usually limited privacy. • Occupation of the building as a shelter can result in damage to the facility and its resources and delay the restoration of this service

Responsibility for community shelters

The responsibility for use and administration of shelters is vested in the State – in some cases the central or municipal agrees with some organizations for the latter to manage shelters, but this usually implies that the government will support these organizations. CDRTs should work with/through the local authority for shelter management

Identifying a Community Shelter

Consult your national disaster office for a list of designated shelters in your community. If there is a need to identify additional facilities work with the authorities to select and **obtain permission** for use of a suitable building.

The process of selecting shelters must be more than just designating that all schools are shelters or that all shelters are suitable for all situations. For example, some structures that may be suitable for protecting people from the impact of a hurricane may not be suitable for occupancy for more than two or three days. On the other hand, a structure that may not be suitable for hurricane protection, might be ideal for long-term occupancy by persons evacuated to avoid an event like a flood or volcano. It is therefore imperative that physical inspection be made.

8.2. Opening a Shelter

8.2.1. Shelter management checklist

The following checklists are for use by the Shelter Manager in preparing for shelter activation. Refer to the Shelter Manager's Guidelines for details of each task³.

Pre-activation

	Completed
1 Building inspected -----	<input type="checkbox"/>
2 Rooms allocated for special activities-----	<input type="checkbox"/>
3 Receipt and storage of supplies -----	<input type="checkbox"/>
4 Support team mobilised -----	<input type="checkbox"/>
5 Relevant authority and interest groups contacted-----	<input type="checkbox"/>
6 Staff meetings held -----	<input type="checkbox"/>
7 Meetings arranged with prospective shelterees -----	<input type="checkbox"/>
8 All necessary forms obtained -----	<input type="checkbox"/>
9 List of shelterees needs and priorities prepared-----	<input type="checkbox"/>
10 Shelter prepared -----	<input type="checkbox"/>

8.2.2. Shelter management guidelines

Pre-activation

The following guidelines are provided to assist with the use of the Shelter Management checklist.

Prepare a management plan

This plan will give an overview of the entire shelter management operation from the preparation stage to the recovery stage. It will reflect the role and activities of the principal actors – management personnel and shelterees.

1 Building inspected

Periodic checks should be made to ensure essential facilities and equipment are in place and functioning (running water, toilets, communication system, electricity, standby generator). Also check for defects in the building (loose bolts/nuts, connections, leaks, windows and doors). Ensure proper security; keys should be held in a place of safety and easily obtained.

2 Rooms allocated

Determine and allocate space for shelterees according to square foot per person (40 square feet per person). Adequate room space should be provided for sleeping, dining, recreation storage, special needs, cooking, veterinary activities (pets) and other necessary activities. See floor plan exercises)

³ See form at end of unit.
CDRT Field Guide

3 Receipt and storage of supplies

A system should be devised for obtaining, transporting, receiving and storing of food and other supplies. Proper inventory and careful checking for expiration dates and defects in canned food items are very necessary.

4 Support team mobilised

Periodic contact with support team, especially before the hurricane season, is very necessary to update them on their roles.

5 Relevant authorities contacted

It is extremely important to be in constant contact with the appropriate authorities such as NGO's, PVO's, CSM, the Red Cross, EOC and other relevant government departments and agencies.

6 Meetings held

Meetings are necessary to coordinate task. For example prepare lists of potentially vulnerable families for the shelter; draw up rules and regulations for shelterees; prepare activities and equipment for the shelter and enlist the support of the shelterees in managing the shelter.

7 Meetings held with shelterees

It is necessary to communicate with shelterees before a disaster occurs. Helpful information on rules, regulations and other pertinent matters could be provided so that the shelterees would be better prepared to use the shelter.

8 Shelter prepared

All necessary tasks have been completed to prepare the shelter for occupancy.

8.2.3. Standards for shelter capacity

Shelters are places of refuge and must not result in disaster to the occupants. Care must be taken to minimize overcrowding and occurrences of unhealthy environments. The following guidelines are provided to ensure basic levels of comfort and safety:

Sleeping accommodation

The occupancy load for the building and each floor should be obtained and must never be exceeded.

- Minimum floor space of 3.5 sq. metres (40 sq. ft.) per person.
- Minimum distance of 75 cm (2.5 ft.) between beds. The number of persons to be supported by the shelter must be determined from the occupancy load and the minimum floor space.

Washing facilities

Privies for male and female must be separate.

1 toilet per 25 females.

1 toilet and 1 urinal per 35 males.

Toilets should be at a maximum distance of 50 m (150 ft.) from building.

One (1) hand wash basin per 10 persons.

One (1) shower per 30 persons.

Local public health authority requirements may be more stringent and would therefore supersede these guidelines.

Water requirements (per day)

30 litres (7 gals) per person for feeding centres.

20 litres (4 gals) per person for shelters/camps.

35 litres (8 gals) per person for washing/cleansing purposes.

8.3. Shelter safety issues

8.3.1. Law and order

1. Except where a State of Emergency is declared, all existing laws of the country remain in force in disasters.
2. No loud music

8.3.2. Health and sanitation

1. Shelter floors and yard area shall be swept free of waste materials.
2. Sleeping areas shall be kept clean and tidy at all times.
3. Designate areas for solid waste containers and disposed of these often.
4. Ensure water is available to maintain hygiene (bathing, laundering and toilet duties, etc.).
5. No pets will be allowed inside the main shelter area.

8.3.3. Safety and fire

1. No dangerous weapons, liquids, or other safety hazards shall be kept by shelterees.
2. Smoking will be permitted only in designated areas.
3. No alcoholic beverages will be consumed within the shelter area.

Basic shelter managers tool kit (ideal)

<ul style="list-style-type: none"><input type="checkbox"/> First Aid Kit<input type="checkbox"/> Notebook<input type="checkbox"/> 2 ballpoint pen<input type="checkbox"/> 2 gallons of water<input type="checkbox"/> Snacks/sanwiches	<ul style="list-style-type: none"><input type="checkbox"/> Garbage bags<input type="checkbox"/> 2 rolls of toilet paper<input type="checkbox"/> 1 bottle of all-purpose cleaner<input type="checkbox"/> 1 flashlight & flashlight batteries<input type="checkbox"/> 1 battery-operated radio
--	---

Needs

These factors are further at work when we look at the needs of the shelterees.

1. Physical – Shelter residents need as much privacy as possible at the shelter. Family units will not want to be in separate rooms. Sanitation facilities should be adequate. The meeting area should be spacious enough to permit a fair degree of freedom of movement.
2. Social – Families will be anxious to maintain their interpersonal relationship links. There will be general desire for social interaction among the shelter population.
3. Security – People will be reluctant to move to a shelter if their property and personal effects are not secured. They will also be concerned about their pets which are not allowed into the shelter. In a shelter, they will want to be assured that they and their possessions are secure.

4. Information – Shelter residents will want to be able to communicate with relatives and friends while in the shelter. The shelter manager will need to brief the shelter residents on the latest information on the disaster and relevant situation reports as they become available.

5. Self esteem – Shelter occupants will want to maintain their self-respect. They will expect to be treated with respect and not considered as unimportant. Many will want to be a part of the shelter operations activities.

6. Recreation – Physical exercises will serve as a therapy for those who may be stressed, worried, frustrated, tense or bored. Activities must be geared towards relieving these emotions.

7. Emotional – There will be a need to deal with shelterees feelings of fear, anger and depression. There may be a need for counselling and support groups. Professionals in the field should be used to help with this need.

8. Spiritual – Opportunities should be provided for religious activities as one's religion may provide a strong support mechanism. Outside support may be needed.

9. Cultural –The shelteree will want to maintain his/her cultural patterns of food, dress, music and relationships while in the shelter.

8.3.4. Reporting Shelter Activities

One way to help keep track of activities is to maintain a shelter log. Designate one notebook as the shelter log and keep it in the office or designated area. Use the shelter log to document problems, solutions and other important information throughout the shelter operation. Be sure all volunteer workers are aware of the log and can contribute to it.

- Prepare and provide statistics on the number of shelter residents, as required by the government and aid agencies.
- Requirements for reporting population could change over the course of a relief operation.

8.4. Shelter monitoring (re-inspection)

Although the government is responsible for the inspection of shelters, it may become necessary for the CDRTs, **with the permission of the owners**, to open a building in the community which is not on the official list. In such a circumstance the CDRT will need to inform the authorities. This section (usually for re-inspection of officially designated buildings) offers a brief checklist, as well as the guidelines for assessing in impromptu situations.

8.4.1. Shelter re-inspection checklist

Shelter: Location:

Inspector: Date:

SHELTER RE-INSPECTION CHECKLIST

The following checklist is for use in conducting a periodic re-inspection of a building and its site for continued use as an emergency shelter. Refer to the guidelines for specific information about each item.

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. Building location (site) | | |
| 1.1 Is accessibility easy?----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 Is parking space adequate? ----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 Is building threatened by mudslides or landslides?----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4 Is building threatened by falling trees, boulders, power lines or flying debris?□ | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5 Is building located close to the source of any potential hazardous materials?□ | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.6 Is building threatened by a dam or reservoir failure? ----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Building structure | | |
| 2.1 Are two entrances and exits available?----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.2 Are walls generally in good condition and free of large cracks? ----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.3 Are windows and glass doors protected by shutters? ----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.4 Are frames properly affixed to walls? ----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.5 Is roof free of leaks and secure? ----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.6 Are building contents adequate and secure?----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Amenities and services | | |
| 3.1 Is there power supply (Mains)? ----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.2 Is there stand-by power supply? ----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.3 Is the water system functional? ----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.4 Are there laundry facilities? ----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.5 Are sanitary facilities functional? ----- | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.6 Is septic svstem functioning well? ----- | <input type="checkbox"/> | <input type="checkbox"/> |

8.5. Closing Shelters

Successful shelters create a sense of calm, security, routine and predictability. Closing the shelter may cause some negative feelings as it disrupts the routine and predictability residents have come to expect. Accurate, complete and consistent communication with shelter volunteers, residents and the community will mitigate the negative impacts of closing a shelter.

Prior to closing the shelter, keep the following items in mind:

- Communicate all plans with the government, aid agencies and community partners well in advance of the actual closing.
- Identify other shelter facilities in case the current shelter has to be closed e.g. schools.
- Communicate the confirmed shelter closing date to shelter residents. Only give out confirmed statements. Do not communicate speculative information, such as planning information.

SHELTER MANAGER CHECKLIST De-activation/Post-activation

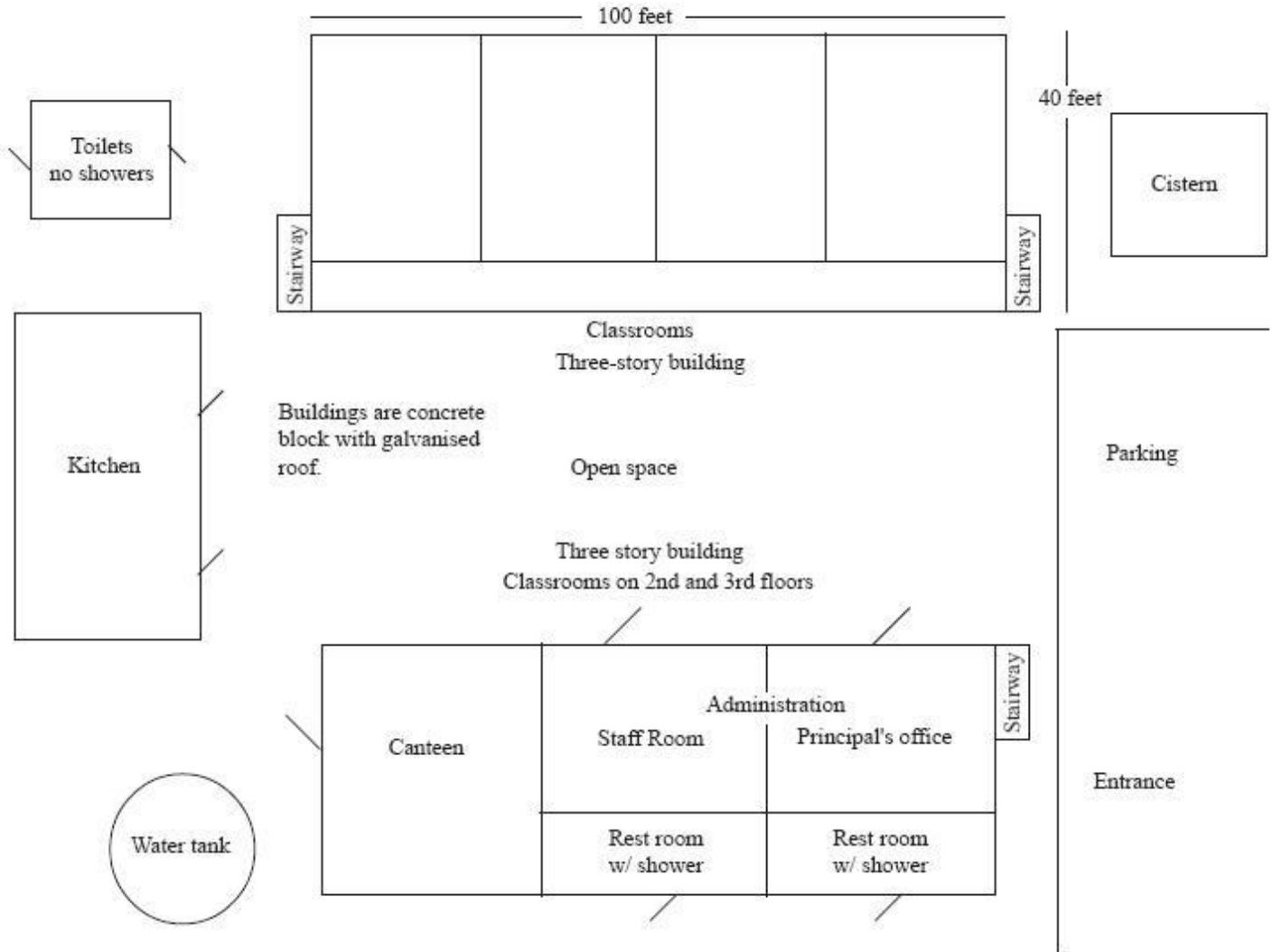
1. Evacuation of Shelter Completed
 - 1.1. Rehabilitation arrangements completed for shelterees -----
 - 1.2. Necessary transportation arranged-----
 - 1.3. Shelterees signed out -----
2. Administrative details completed
 - 2.1. Volunteer staff debriefed-----
 - 2.2. All forms completed (Registrations, requisitions, inventories) -----
 - 2.3. Activity log completed -----
 - 2.4. Final reports written -----
3. Shelter building cleaned and restored
 - 3.1. Remaining supplies and equipment returned-----
 - 3.2. Shelter inspected -----
 - 3.3. Damage to structure repaired/reported-----
 - 3.4. Shelter cleaned -----
4. Keys returned -----

Checklist 8: Shelter management

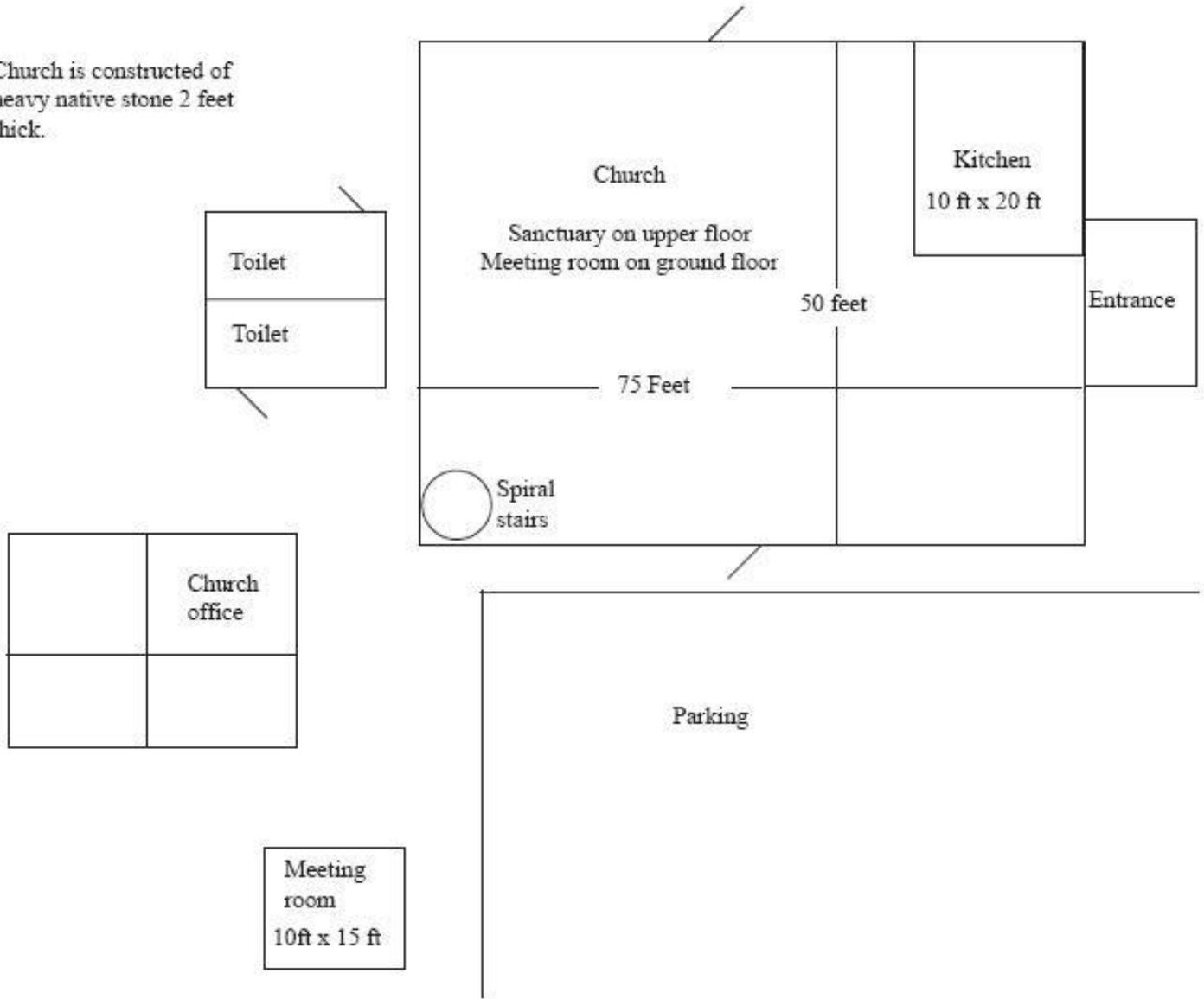
You should now be able to:

- ✓ Select an appropriate structure for an alternative shelter.
- ✓ Prepare the shelter for use.
- ✓ Operate the shelter with available resources.
- ✓ Complete all tasks at closure.

Appendix 2: Shelter Floor plan diagrams



Church is constructed of heavy native stone 2 feet thick.





Community risk reduction



Empowering communities to
take charge of their destiny

.....
Community Disaster Response
Team (CDRT)

.....

COMMUNITY DISASTER PLAN

DATE

OUR COMMUNITY DISASTER PLAN

Steps to making the plan

- a) With the backing of the analysis and the results from previous sessions (VCA), we will design our Community Plan for Disaster Preparedness.
- b) Let us make a list of the major hazards to which our community is exposed in line with previous analysis and which is set out in the drawing on hazards and vulnerabilities.
- c) In accordance with the number of hazards identified, we will divide ourselves into groups to develop the community plan.
- d) In working groups, we will think about what we can do in the community to face this hazard. Let's base our work on the following example:



What is a disaster?

A disaster is:

A serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources.

Source: ISDR

Step 1 - What hazards can affect or have affected our community?

HAZARD	HOW OFTEN & HOW BIG	Impact / damage	3 most important hazards? 1-3
e.g. Floods			
Dangerous gas/chemicals leak			
Earthquakes			
Fires houses/forest			
Hurricanes			

(b) Sketch map of our Community HAZARD AND VULNERABILITY

A large, empty rounded rectangular box with a thin black border and a subtle grey drop shadow, intended for sketching a community hazard and vulnerability map.

(C) Break into groups and develop response plans for that hazard

Let's get to work.

Work on the plan for your own community, based on the information from the previous exercise .Use the results of the previous activities to ensure use of relevant information and thereby seek possible solutions.

Hazard	What to do? BEFORE	What to do? DURING	What to do? AFTER
1 <i>e.g. Floods</i>	<i>Reforest the watershed Set up early warning system Warn people at risk Help those most at risk prepare</i>	<i>Help most vulnerable prepare</i>	<i>Damage Assessment</i>
2			
3			

STEP 2: CAPACITIES

What resources and capacities do we have in our communities?

RESOURCE or SKILLS	Description	NAME & location
e.g. Tools -	spades, shovels, buckets, hammer, nails etc	
Carpenters, masons, electricians, Fireman, nurse		
Truck	3.5 ton	
Water Tank	800 gal	

It is time to connect the actions analyzed in the previous table with the identification of people in the community who will take on concrete responsibilities for disaster management.

Steps to carry out the activity:

These actions form part of the putting into operation of the community disaster plan. Take note that it is not a question of a plan exclusively for response, but more of a wider plan which includes prevention, mitigation, preparation and also response.

Let's get to work!

STEP 4 ACTIONS & RESPONSIBILITIES

Determine the actions and responsibilities in your community. Try to be specific with names and task

1. Reducing the hazard impact

2. Early Warning (& evacuation)

3. Damage Assessment

4. Contacting the authorities

5. SUPPORT & HELP FOR THE AFFECTED

a. Emergency care

b. Fire & general safety

c. Light search and Rescue

d. Emergency shelter management

e. Psychosocial support

6. ASSISTING THE AUTHORITIES IN THE COMMUNITY

a. Humanitarian assistance

b. Rehabilitation & Recovery

CONTACT NUMBERS

Local Government

Police

Health

Red Cross

CDRT Members