**Personal Preparedness Activities**

**Purchase Emergency Supplies**. Find a company that will give you a discount on a big order, then let individuals fill out order forms and give you their orders. Place one large order and pay the shipping charges for everyone. Distribute the orders when they arrive. The discussions around what staff are purchasing will help them educate each other.

**Collect Out of Area Contact Numbers.** Those at work during an earthquake or other emergency will want to let their families know that they are okay. And they will be distracted until they know their families are okay. Voice lines will be overwhelmed. Texting might work. If neither is working reliably, have a staff person keep trying to call the contacts to let them know their loved one is okay and the contact can give a status update on the rest of the family. This will give individuals peace of mind and let them stay focused on their tasks.

**Car Emergency Kit.** Share examples of car emergency kits. Or have someone that you know has a car emergency kit share what they have and why they have it. Have a discussion about the value of each item and ask what else they would like to have for their personal use. Let staff identify a timeframe for preparing kits and then let them share what they did.

**Evacuation Drill.** When you hold an evacuation drill, ask people to get their emergency supply bags out of their cars and show you. Those who have one get to be in a raffle for a coffee gift card or some other small reward.

**Visual Reminders.** Post basic safety messages/procedures where staff will be able to see them. Rotate the messages.

**Questions.** This is a tabletop exercise.Works well to remind people about processes or to brainstorm what to do if no current process exists.

Pick any “What If” high risk/low frequency event and ask what everyone would do**.**

**Quiz.** Send out a simple question and ask for everyone to submit their answers. You can create a Google form to keep your email clear. Share the answers on a different day. Give enough detail/background to ensure they learned something new. Those in the office will talk to each other about the questions.

Some possible topics.

1. In an earthquake, after you drop, cover and hold on, what are the first 3-5 things you should do?

Question related to being at home: Decide if you need to get out of the building, check for injuries, check for natural gas leaks, text family members….

Question related to being at work: Same as above or you may want to ask people with different responsibilities what they are supposed to do.

2. True or False? An AED will start a stopped heart.

False. AEDs are designed to shock a heart that is not beating properly and convert it to a normal rhythm. If a person’s heart is stopped, the AED will tell you to perform CPR. CPR is the way to keep oxygenated blood flowing to the brain to keep the person alive until they can get to a hospital.

3. What are the first two steps you must take before helping an injured person?

Check that the scene is safe for you to help. Ask for permission to check the person.

4. What life-threatening conditions require you to call 9-1-1 immediately?

Difficulty breathing, passing out or feeling disoriented, chest pain or numbness in arms/legs.

5. What is the acronym associated with using a fire extinguisher?

P – Pull out the ring pin (twist like a car key to snap the zip tie holding it in place)

A – Aim the hose at the BASE of the fire (hold the hose near the tip for better control)

S – Squeeze the handle to release the dry chemical

S - Sweep. Use a sweeping motion to go back and forth over the area to put out the fire.

6. There are 10 lb ABC fire extinguishers all around the building. How big a fire will the extinguisher put out?

No bigger than the size of an office trash can. A 10 lb extinguisher only has about 15 seconds of dry chemical.

7. What are the top 5 things you should take if you have to evacuate your home?

(will vary) Water, flashlight/batteries, first aid kit, communication/battery radio, money, chocolate, food, extra clothes, etc. (As long as they’ve put some thought into it..

8. If you had to evacuate the building, can couldn’t go back inside, which part(s) of your job would you be unable to perform?

Depends on the job function.

9. Who on staff are responsible for checking to make sure everyone is out of the building?

Depends on the workplace.

10. If you are treating someone with a cut on their body, and you wrap it in snuggly with gauze to stop the bleeding, what do you do if the bleeding doesn’t stop?

Elevate the injured area or apply additional gauze wrap and put pressure directly over the wound.

11. If someone is injured, and needs to go to the hospital, should you give them something to drink?

No. Hospitals want individuals to have an empty stomach in case they need to go into surgery.

12. When evacuating the building, what is the first thing you do when you go outside to your assembly area?

Check in with \_\_\_\_\_\_ and let them know if anyone is missing.

13. What is AlertSCC?

Santa Clara County’s emergency alert system.

14. What is an evacuation Warning? Order?

Warning means “get ready”.

Order means “go”.

15. When should you check the batteries in your smoke detector?

Never, mine is electric.

* Twice a year.
* **Once a year** on the same date (like a birthday, anniversary of an earthquake)

16. Which is the proper way to protect yourself during an earthquake?

* **Drop, Cover and Hold On.**
* Run to a doorway.
* Run outside.
* Crouch in the Triangle of Life. (explain what this is and share about other urban legends (snopes.com)

17. When should the natural gas be turned off after an emergency?

A. When you hear a hissing sound coming from the equipment.

B. When you smell natural gas.

C. When you see the gas meter dial spinning unusually fast.

**C. A, B and C.**

E. Never, the gas company should do it.

**Earthquake Discussion Exercise (PPT Available)**

Divide the participants into teams (3-10).

Put a piece of flipchart paper on the wall for each team (they can do this in their seats but it’s better to have them stand up and move around if possible).

Tell the teams that a major earthquake has just occurred.

Assign each team a different location to think about:

Team 1 is in the kitchen

Team 2 in the bedroom

Team 3 in a car

Team 4 in a Mall or Arena

Team 5 at a school or office

(Whatever will be interesting to your participants).

Tell the teams they have 10 minutes to answer the questions:

* What will you do to protect yourself when the ground is shaking?
* What do your surroundings look like after the shaking?
* What supplies should you have?

When the group reconvenes:

1. Ask the group to call out answers to the second question (1 minute)

2. Ask each team how they protected themselves and discuss any misconceptions or additional methods. (10-20 minutes)

3. Ask each team to read their list of emergency supplies.

a. Discuss the top 5 supplies that everyone should have listed (Food, water, first aid kit, radio, flashlight). Go into more in depth information about types of food to store and water storage. Give them practical ideas (sample Practical EQ Supply Tips) on how to store items. Remind them about medications, eyeglasses and other personal needs. Give them local radio station frequencies for emergency information. (10-20 minutes)

4. Discuss cell phones and using the seven digit emergency number. Discuss out of area contact. (5-10 minutes)

5. Discuss anything else you want!

Warning: After people do this exercise, they are very eager to get information and discussions can last a long time. Be sure you are giving them all the information YOU want them to know before you get sidetracked with their other questions.

The benefits of this activity include:

* Self directed learning – students will put themselves in a response role and realize why they need to prepare
* Practical & Relevant – Students are given easy ideas to help them incorporate preparedness into daily life – and provide good to others!
* Team Building – students brainstorm with people they don’t know
* Reduces lecture time and increases interactive time
* Generates excellent discussions on preparedness