

# **PRESENTER'S GUIDE**

## **"EMERGENCY PLANNING"**

**Training for Federal, State and Local  
Emergency Planning Regulations**

# **THE "REGULATORY COMPLIANCE KIT"**

## **SERIES**

This education program is part of a comprehensive series of programs on important regulatory topics. Many of these programs have been created to meet employee training requirements of specific OSHA, EPA and DOT regulations. The series includes programs on the following regulations and topics:

- Aerial Lifts in Industrial and Construction Environments.
- The Asbestos Standard.
- The Bloodborne Pathogens Standard.
- The Confined Space Entry Standard.
- DOT Hazardous Materials Regulations (HMR).
- Emergency Planning.
- Forklifts/Powered Industrial Trucks Standard.
- Introduction to GHS (The Globally Harmonized System).
- GHS Container Labeling.
- GHS Safety Data Sheets.
- The Hazard Communication Standard.
- The "HAZWOPER" Standard (Hazardous Waste Operations and Emergency Response).
- Hearing Conservation and Safety
- Indoor Air Quality.
- The Laboratory Standard.
- The OSHA Lead Standards.
- Lock-Out/Tag-Out.
- The Personal Protective Equipment Standards.
- The OSHA Recordkeeping Standard.
- The Respiratory Protection Standard.
- Scissor Lifts in Industrial and Construction Environments.
- Supported Scaffolding Safety.
- Suspended Scaffolding Safety.
- The CDC Tuberculosis Prevention Guidelines.

A number of these programs are available in multiple versions that have been created for specific types of companies and operations, including General Industry, Construction, Healthcare, Cleaning/Maintenance and more.

The series also includes a number of programs that have been created to provide employees with condensed, "refresher" training on important OSHA regulatory topics, as well as meet employee retraining requirements of specific OSHA regulations:

- Bloodborne Pathogens Refresher Training.
- Confined Space Refresher Training.
- Forklift/Powered Industrial Truck Refresher Training.
- Hazard Communication Refresher Training.
- Hearing Conservation Refresher Training.
- OSHA Laboratory Refresher Training.
- OSHA Lead Standard Refresher Training.
- Lock-Out/Tag-Out Refresher Training.
- Personal Protective Equipment Refresher Training.
- Respiratory Protection Refresher Training.
- Supported Scaffolding Safety Refresher Training.
- Suspended Scaffolding Safety Refresher Training.

Other products in the "Regulatory Compliance Kit" line include compliance manuals, employee booklets and posters which have been designed specifically to be used with the programs. These products can be used to satisfy OSHA, EPA and DOT compliance requirements for creating written compliance programs, as well as employee training.

## **WARRANTY/DISCLAIMER**

"This program has been created to assist companies that are endeavoring to educate their employees regarding the emergency planning process, and what their responsibilities are in time of emergencies. The information contained in this program is the information available to the producers of the program at the time of its production. All information in this program should be reviewed for accuracy and appropriateness by companies using the program to assure that it conforms to their situation and recommended procedures, as well as to any state, federal or other laws and regulations governing their operations. There is no warranty, expressed or implied, that the information in this program is accurate or appropriate for any particular company's environment."

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# **INTRODUCTION TO THE PROGRAM**

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## **Structure and Organization**

Information in this program is presented in a definite order, so that employees will see the relationships between the various groups of information and can retain them more easily. The sections included in the program are:

- The emergency planning process.
- The threat of terrorism.
- Your role in emergency planning.
- Emergency action drills... the process.
- Emergency action drills... playing your part.

Each of the sections covers important information in one topic area, providing employees with general knowledge about the emergency planning process, and their responsibilities in an emergency.

## **Background**

It is often said that if something can go wrong, one day it will. We need to plan for that day. Accidents will happen. Emergencies do occur. But they don't have to become disasters. Not if we're ready. Because what we know and do, what we anticipate, plan for, and practice, will keep damage and injury to a minimum.

Emergencies can come at us from any direction, at any time. They can stem from natural causes, or human error, and can include medical emergencies, gas leaks, fires, explosions, hurricanes, floods, even riots and acts of terrorism.

The effects of an emergency can be devastating. People can be hurt, and people can die. Your facility can suffer serious physical damage, and so can the surrounding community. And your company's reputation could be damaged, even when the emergency isn't your "fault".

Fortunately, there are steps we can take to reduce risk and avoid worst-case outcomes.

## **Objectives**

This program is designed to help facilities with their emergency planning efforts, and provide the first level of training employees need to understand the emergency planning process, as well as their responsibilities in an emergency situation. Upon completion of the program, employees should:

- Understand the purpose of an Emergency Action Plan, and what it contains.
- Know what is involved in developing an Emergency Action Plan.
- Understand the part they play in maintaining, practicing and carrying out the Emergency Action Plan.
- Be able to describe risk factors that could make their facility a target for terrorism.
- Understand why it's important to keep their facility's Crisis Management Team informed about any changes in their department.
- Understand how live exercises provide the best practice in preparing for a real emergency.

## **Reviewing the Program**

As with any educational program, the "presenter" should go through the entire program at least once to become familiar with the content and make sure the program is consistent with company policy and directives. An "Outline of Major Program Points" section is included in this Presenter's Guide to help with this task and for general reference.



As part of this review process, you should determine how you, as the presenter, will conduct your session. The use of materials such as handouts, charts, etc., that may be available to you needs to be well thought out and integrated into the overall program presentation.

# **PREPARING FOR THE PRESENTATION**

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## **Structuring the Presentation**

In conducting this education session, you should proceed with a friendly and helpful attitude. Remember that the "trainees" are looking to your experience and knowledge to help them relate to the situations shown in the program. It is important to let the trainees interact with you and each other during the training session. Stimulating conversation within the group is one of the best things you, as the presenter of the program, can do to help everyone get as much as possible from the session. Be alert for comments that could help in this area in future sessions and make note of them.

As the presenter, you also should:

- Keep the session related to the topic of emergency planning.
- Relate discussions to your company's Emergency Action Plan, and the responsibilities attendees have in keeping it up to date, practicing it, and carrying it out.
- Prevent any one person or small group of employees in the session from doing all the talking.
- Get everyone involved. Ask questions of those who don't participate voluntarily.
- Clarify comments by relating them to the key points in the program.

Use the "Outline of Major Program Points" in this guide, as well as the information included in the quiz, as the basis for answering any questions. If you don't know the answer, say so. Tragic results may occur should you provide incorrect or inaccurate information. Remember, this is a positive program on emergency planning. Make sure your attitude and words reflect this, and that the emphasis is always on providing the information needed by the attendees to be prepared for emergency situations.

# Setting Up the Class and Classroom

Remember, there are a number of things that must be done to "set up" the class as well as the classroom. These fall into several groups of activities, and include:

- **Scheduling and Notification**
  - You can use the scheduling and attendance form to schedule employees into the session (copies can be made using the printed "master" in the back of this binder or from the PDF version on the DVD).
  - Make sure that the session is scheduled so that it fits into your attendees' work day.
  - Send out notification of the session well in advance, to give people enough time to incorporate it into their schedule for that day.
  - If possible, post a notification on bulletin boards in the affected employees' areas.
  
- **The Classroom**
  - Schedule the room well in advance.
  - Make sure the room can accommodate the expected number of attendees.
  - Check it again on the day of the program to make sure there is no conflict.
  - Make sure the room can be darkened, and won't create a glare on the television screen.
  - Locate the light controls and test them.
  - Make sure the power for the DVD player you are using operates separately from the room light.
  - See if you can control the room temperature.
  - Know where the closest restrooms are located.
  - Assure that the room is free from distracting noises.
  - Make sure emergency exits are marked and known to the attendees.
  
- **Seating**
  - Make sure everyone can see the screen from their seat.
  - Make sure everyone can hear the DVD and you (when you speak).

- Check to see that seating is such that writing can be done easily.
- Make sure the seating arrangement allows eye contact between attendees, and between you and attendees.
- **Equipment and Materials**
  - Make sure the DVD player, monitor, and all appropriate cables and extension cords are available.
  - Make sure a stand or table is available and is of appropriate height for all attendees to easily see the monitor.
  - If you plan on using a chart pad, blackboard, or other writing board, make sure it is available, easy to see, and you have the proper writing implements.
  - Make sure you have 6" x 8" index cards or other materials to be used as "name tents" for attendees.
  - Make sure you have made up a sufficient number of copies of the "quiz", as well as any other handouts you are using.
- **"Final Check"**
  - Make sure equipment is in the room prior to the scheduled session.
  - Make sure you have the right program, (look inside the three-ring binder).
  - Check to see that the room is set up properly.
  - Check equipment prior to the presentation to assure that it works.
  - Make sure extension cords, etc. are "taped down", if need be, to avoid tripping.

## **CONDUCTING THE SESSION**

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## **The Initial Steps**

In conducting the session remember the positive nature of this presentation. Everyone is attending in order to learn more about the emergency planning process and their responsibilities in an emergency. Initially, you need to:

- Introduce yourself as the session leader.
- State the title of the program, "Emergency Planning" and the purpose of the session (to learn how they can help develop, practice and carry out an Emergency Action Plan).
- Inform the attendees when there will be breaks (if you plan them) the location of exits and restrooms and if water, coffee, or other refreshments will be available.
- Make sure all of the attendees have "signed in" on your scheduling and attendance sheet. Remember, it is very important to document peoples' attendance at the session.

Once this housekeeping is done, it is time to move to the "meat" of the session. First, the attendees need to be informed about the objectives of the session (this is where you can use a flip chart or board to list the objectives, which should be done prior to the class starting). This listing should be preceded with some introductory remarks. Your own words are always best, but the remarks should follow along the lines of the following:

"It has often been said that if something can go wrong, someday it will. And if we haven't prepared for that possibility, the results can be devastating. Emergency planning is all about being as ready as we can be for the unexpected when it happens."

"Emergencies can come at us from many directions. They can be caused by natural disasters such as floods, earthquakes or snowstorms."

"They can result from human error, such as when fires and explosions are caused by sparks thrown from a piece of equipment, or by a carelessly thrown cigarette butt. Sometimes, emergencies can be created on purpose, by criminals and terrorists."

"Emergencies can occur at any time... usually when we least expect them. The effects can be disastrous. People can be hurt or even killed. Our facility could suffer significant damage... and our reputation could suffer as well."

"But much of the damage from emergencies can be prevented... by planning ahead. We need to anticipate what could go wrong, so we can figure out what we need to do to minimize the impact of emergencies when they happen."

"The program we are going to watch today gives us a lot of good information about how an Emergency Plan is created. It will help us to know what outside groups may be involved during an emergency situation, and what the proper communication paths are with these groups as well as within our own organization. The program will also discuss the responsibilities that each of us have in emergency situation, including things such as equipment shut-down and evacuation."

"To make this the most productive session possible, we need to look at what we want to accomplish here today (verbally reference the 'Objectives' list from the first section, or indicate to the blackboard or chart where you have written them down)."

Once the objectives have been provided, you are ready to show the program. However, you do need to let the attendees know that they will be taking a quiz at the end of the session (if you are using it). It needs to be emphasized that they are not being "graded", but that the quiz is being used to see if the session is effectively transmitting information to them in a way that will help them to remember what they have heard.

## **Showing the Program**

At this point, you need to introduce the title of the program once again, "Emergency Planning", darken the lights if necessary, and begin the showing of the program.



You have several options as to how you can move through the program and what employees see.

The DVD menu has three "selection bars":

- "Play".
- "Scene Index".
- "Contact Info".

To just play the program from beginning to end, select "Play".

To view (or review) a specific section of the program, select "Scene Index". You will be presented with a group of buttons, each of which corresponds to a section of the program. You can then select the specific section that you want to view.

If you would like information on other programs and products that are available from MARCOM you can select "Contact Info" for information about how to contact us.

All of our DVDs, both English and Spanish, are subtitled (similar to closed captioning). If there are hearing impaired employees participating in your training session, or you want people to be able to read the program narration as well as hear it, push the "subtitle" button on your DVD player's remote control or the player's control panel. A print version of the narration will then appear on the screen as the program plays.

## **Conducting the Discussion**

After the program has been shown, it is time for the group discussion on the information contained in the session. Care must be taken to make sure that the discussion is kept to the general topic of emergency planning, and what employees' responsibilities are during an emergency. There are several ways to conduct these discussions. These include:

- Calling for questions from the attendees and using these questions as the basis for the discussion.

- "Leading" the discussion through the points covered in the program using statements such as:
  - "One of the things the program did was list a number of outside groups and agencies that can be involved in the emergency planning process. What are the groups in our area that we would want to get involved in creating our Emergency Plan?"
  - "The program discussed several factors that might make a facility an appealing target for terrorists. Who can review these risk factors for us?"

You should use the discussion format that you are most comfortable with. The "Outline of Major Program Points" in this guide, and the questions and answers in the master copies of the quiz can be very useful as a basis for discussion.

Remember, you have allocated a limited amount of time in which this discussion can take place. It is important to blend the attendees' questions and areas of obvious interest with the objective of trying to touch on each major area within the session in the discussion. By touching on each area, the attendees are much more likely to retain the information presented in the session.

## **Concluding the Presentation**

Once discussion has concluded (whether naturally or you have had to bring the discussion to a close in order to complete the session within the time allowed) it is time to give the quiz if you are using it. Copies of the quiz can be made using the printed "master" in the back of this binder or from the PDF version on the DVD. Again, remind the attendees that the quiz is only meant to help determine how effective the presentation of the information is, and that they will not be graded. Let them know that they have approximately five minutes to complete the quiz.

At the end of the five minute period, remind the attendees to date and sign their quizzes, and then collect them. The attendees should be thanked for attending the session and reminded of any other sessions in the educational program that they may be attending. They can then be dismissed to return to their normal activities.

\*(An alternative to this approach is to give the quiz immediately after showing the program, then use a review of the quiz as a basis for your group discussion.)

## **"Wrapping Up" the Paperwork**

Before much time has passed, and the subject matter is fresh in your mind, several areas of "paperwork" must be completed. First, check to make sure that all attendees signed the scheduling and attendance form. Next, make sure that you have a quiz from every attendee, dated and signed.

Also, depending upon what you have decided to do, a copy of the attendance form and the quiz for each attendee should be either filed in your files, or turned over to the attendee's department manager (or the personnel office) so that this paperwork can be included in their personnel file. The attendees' training logs should also be updated, and each attendee should be given a filled out and signed training certificate, signifying that they have successfully completed the course. Copies of the employee training log and the training certificate can be made using the printed "master" in the back of this binder or from the PDF version on the DVD.

Remember, it is always a good idea to document information about an employee's attendance at these sessions, as well as the fact that the employee has come away from the session with some knowledge about emergency planning, and their role in an emergency situation.

# **OUTLINE OF MAJOR PROGRAM POINTS**

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The following outline summarizes the major points of information presented in the program. The outline can be used to review the program before conducting a classroom session, as well as in preparing to lead a class discussion about the program.

- **It has often been said that if something can go wrong... one day it will.**
  - We need to plan for that day.
  - Accidents will happen. Emergencies do occur.
  - But they don't have to become disasters if we prepare for them.
  - Because what we know and do, what we anticipate, plan for, and practice, will keep damage and injury to a minimum.
  
- **Emergencies can come at us from any direction, at any time. They can stem from:**
  - Natural causes
  - Human error.
  - Medical emergencies.
  - Gas leaks,
  - Fires.
  - Explosions.
  - Hurricanes.
  - Floods.
  - Even riots and acts of terrorism.
  
- **The effects of an emergency can be devastating.**
  - People can be hurt, and people can die.
  - Your facility can suffer serious physical damage, and so can the surrounding community.
  - Your company's reputation could be damaged, even when the emergency isn't your "fault".
  
- **Of course we can't prepare for all possibilities, and we can't prevent every incident.**
  - But planning enables us to get a head start on most of them, so we can minimize their effect on our facilities and the people who work there.

- **One common factor that emergency planning must address is stopping the "domino effect."**
  - That's when an emergency continues to spread as events move from one area to the next, intensifying and picking up speed as they go.
  - If we're prepared, we can shut this process down and keep problems from growing worse.
  - Planning ahead enables us to act quickly and effectively.
  - We need to follow the procedures prescribed in our Emergency Action Plan.
  
- **Your facility's Emergency Action Plan was assembled by your own "Crisis Management Team".**
  - Members of this team come from a number of different departments.
  - They bring with them an assortment of useful skills and experience.
  
- **Input may have also been provided by representatives from local emergency response groups, like the police and fire department.**
  - Your community may also have its own emergency management council that coordinates response operations.
  - If so, they probably collaborated on your Emergency Action Plan as well.
  - What all these people have in common is that they bring valuable information to the planning process, information that will help your facility deal effectively with emergencies.
  
- **The Emergency Action Plan that your team has created is a very comprehensive document that includes...**
  - The types of emergencies that may arise at your facility.
  - The strategies used to combat these situations.
  - The names and numbers of facility representatives who should be contacted if an emergency occurs.

- **The plan will also list:**
  - Departments within your facility that can provide emergency assistance and equipment.
  - Community groups and other "outside" resources that can be of help.
- **Detailed descriptions of all facility warning sirens and alarms will be included.**
  - It's critical to be able to recognize these sounds and know what they mean, so you can take immediate action if you hear one.
- **Vital information on evacuation routes and procedures will be provided as well.**
- **Approved procedures for the emergency shutdown of department and facility operations are an important part of your Emergency Action Plan, too.**
- **Does your name appear in the Emergency Action Plan?**
  - If you have special skills, such as first aid or CPR, these abilities can make you very valuable in a crisis.
- **One type of crisis in particular has a lot of people concerned these days... terrorism.**
  - Terrorist activity is one type of risk that many facilities are starting to focus on in their emergency planning.
  - To help companies that want to protect themselves from a terrorist attack, OSHA has developed a planning tool called the "Fire and Explosion Planning Matrix".
  - The title reflects the fact that an explosive device or an act of arson can be a quick and effective way for terrorists to target a facility.
- **The matrix helps you estimate your facility's risk of a terrorist attack by considering three "risk factors":**
  - How vulnerable your facility is to an attack.
  - Whether your facility would be a terrorist's "preferred target".
  - How serious any damage or disruption would be, not only to your facility, but to the community and other businesses.

- **Whether these risk factors apply to your facility depends on whether it...**
  - Uses, handles, stores or transports hazardous materials.
  - Provides essential services.
  - Has a high volume of pedestrian traffic.
  - Has limited means of egress.
  - Has a high volume of incoming materials.
  - Is considered a "high profile" site.
  - Is part of the transportation or communication systems.
  
- **Based on these considerations, facilities are classified in one of three "risk zones".**
  
- **The "Green Zone" includes workplaces that are not likely to be a terrorist target, either because:**
  - Their vulnerability is limited.
  - An attack wouldn't be particularly damaging.
  - Little disruption would occur even if an attack were successful.
  
- **The "Yellow Zone" includes workplaces that may be attractive targets for terrorists because one, but only one, of the three risk factors is high.**
  
- **The "Red Zone" includes workplaces for which two or all three of the risk factors are high.**
  
- **If your facility is classified as a "Yellow" or "Red Zone" location, your Emergency Action Plan will need to address how to respond to a terrorist incident.**
  - The Fire and Explosion Planning Matrix can provide guidance here by suggesting planning considerations as well as preparedness measures.
  - But overall, emergency planning depends on the knowledge and participation of employees like yourself.
  
- **Effective emergency planning requires the input and participation of everyone in your facility, including you.**



- **So start thinking like an emergency planner.**
  - Figure out what needs to be done in the event of an emergency in your area, and how you can help to stop the "domino effect" from making things worse.
  - Remember to ask yourself "What if" questions like "What if the valve on tank number three blew out?" or "What if a fire spread into our department?".
  
- **These are the same types of question that the Crisis Management Team asked themselves when they put your Emergency Action Plan together.**
  
- **Asking questions is one of the best ways that we can prepare ourselves to take action in an emergency.**
  - It also trains us to spot potential hazards before things become dangerous
  - For example, signs of future trouble could include a leaky valve, a pile of flammable materials, or a broken lock on a security door.
  
- **Maintaining a rigorous monitoring and preventive maintenance program is an important facet of emergency planning.**
  - Keeping things shipshape can prevent a lot of problems.
  - Be sure to keep accurate records of any repair work, because for a plan to be effective, the information it contains must be up-to-date.
  
- **The Crisis Management Team must also be made aware of any physical changes that are made in your department.**
  - Things like expansion, equipment modifications, new roads or rail lines can significantly alter how an emergency should be handled.
  - Because this information is vital to effective emergency planning, you need to know the proper channels and procedures for reporting changes, or any other potential problems.

- **A facility's employees are essential participants and partners with the Crisis Management Team.**
  - Emergency preparedness is something that we all need to think about, and practice!
- **You know how they say... "Practice makes perfect"?**
  - This is especially important with emergency planning.
- **Your Crisis Management Team will periodically test your Emergency Action Plan in several different ways.**
  - They may stage "tabletop" drills, by using diagrams or models to simulate a crisis at the facility.
  - Additional complicating problems, such as the spread of fire to an adjacent department, can be introduced into the exercise to make the emergency more challenging.
- **Key site personnel as well as people from outside agencies will participate in the drills.**
  - This will enable them to learn more about potential problems that could occur, and to become familiar with their emergency response roles.
  - These exercises also give everyone a chance to practice working together.
- **Afterwards, the team will critique how well their strategies worked.**
  - Studying how things unfolded will help them determine what parts of the plan may need to be adjusted.
- **Tabletop drills are useful, but the best way to judge your "real-world readiness" is through a live exercise.**
  - Facility-wide drills allow people to physically interact in a setting that closely mirrors a real emergency.
  - Participants get more than a taste of what things would be like.
  - They work on the same kinds of problems found on a "tabletop", but they tackle them in the actual physical plant, with their coworkers, in real time.

- **At the beginning of the exercise, key personnel report to their assigned areas, where they are briefed on the emergency, just as in a real crisis.**
- **Fire brigades and emergency response teams are dispatched on rescue missions.**
  - Efficient communication between them and facility personnel is crucial.
- **News reporters are often invited to take part, as well.**
  - In a real incident, your communications people will need to know how to deal effectively with the press.
- **One of the major benefits of a full scale exercise is that it shows each of us what our own responsibilities are.**
  - For instance, it reminds us that we need to know the locations of alarms, fire extinguishers and exits.
- **In some situations you may even be called upon to shut down production lines, or to cut off the power to entire work areas.**
  - Smaller pieces of equipment and even breakroom appliances may need to be unplugged.
  - Remember to shut windows and doors to prevent fire and smoke from spreading through the building.
  - If time permits, you may have to put hazardous materials that you're working with into safety containers or secure storage areas.
- **If a chemical spill is involved, clean-up procedures will need to be instituted.**
- **Outer doorways and access roads must be kept clear, so that rescue teams and emergency vehicles will have the fast, easy access they need.**
- **Practicing evacuation procedures is a major goal of the exercise, because it's crucial for personnel to leave work their areas in a quick and orderly fashion.**
  - Be prepared to use alternate escape routes if you discover the main ones are blocked.

- **Once evacuees have reached the pre-planned "safe area" or "marshalling point", a "head count" will be taken.**
  - If all personnel cannot be accounted for, the Crisis Management Team will then order a search and rescue attempt.
  
- **If on-the-scene reporters ask you for comment during an exercise or in a real-world emergency, you should avoid talking to them.**
  - Though they may press you, rumors and speculation can create complications both during and after an emergency situation.
  - So refer all reporters to the company's official communications people.
  - That way you make sure only the real story gets out.
  
- **On the most basic level, drills and exercises remind us of the important part we play in handling an emergency situation, and how to work together for everyone's safety.**
  - So it's crucial that everyone participate.

**\* \* \* SUMMARY \* \* \***

- **Emergencies almost always catch us by surprise. But if we've done our "homework", they don't have to result in disaster.**
  
- **Remember that cooperation is the key to creating and executing a successful Emergency Action Plan.**
  
- **Ask yourself "What if?" questions. They can help you to identify potential problems.**
  
- **Do preventive maintenance on machinery and systems, so that they won't create an emergency.**
  
- **Report any physical changes to your facility that might require your Emergency Action Plan to be updated.**

- **Know the meaning of alarms, the location of fire extinguishers, and your best evacuation routes.**
- **Above all, get involved! Take your facility's Emergency Action Plan seriously, and participate in keeping it up to date and practicing its procedures.**
- **The best way to ensure everyone's safety in an emergency is by preparing for it well before it happens!**

# **ACCOMPANYING MATERIALS**

# **ACCOMPANYING MATERIALS**

In order to assist you in complying with as many facets of your training requirements as possible, we have provided a number of specific materials that can be used with this program. These materials have been furnished in PDF format on the DVD as well as printed "masters" in the back pocket of this binder. This will enable you to make as many copies of these forms as you need. If you have colored paper available to you, it is often useful to put each form on a different color. This enables you to easily differentiate between the materials. The materials enclosed with this guide include:

## **Scheduling and Attendance Form**

This form is provided so you can easily schedule your attendees into each session of the program. It is important that you have each attendee "sign-in" on the appropriate form, documenting their attendance at the session. Typically, a copy of this attendance/"sign-in" form is filed in the employee's personnel file.

## **Quiz**

The quiz is normally given after viewing the program. However, if you want an indication of the increase in the attendees' knowledge of emergency planning, as well as their responsibilities in an emergency, you can give the quiz both before and after the program is shown. You can also use the quiz as the basis for class discussion. If you have decided to give the quiz both before and after the attendees view the program, it is often interesting to have the attendees compare their "before" and "after" answers as part of the session. Usually, the quiz is filed in the employee's personnel file.

## **Training Certificate**

This form allows you to give each employee their own "certificate of completion" showing that they have attended the course and taken the quiz. Space is provided to insert the employee's name, the course instructor and the date of completion.

## **Employee Training Log**

This log helps you to keep track of when each employee has taken the course, as well as associated courses/training. Space is provided to list pertinent data about the employee, as well as information such as the date the course was taken, and the instructor conducting the course. A copy of this form should be kept in each employee's training or personnel file.

## **Booklet\***

A sample copy of the employee booklet that has been designed for use with this program has also been included. Using both text and illustrations to review important points, the booklet is designed to reinforce the message employees receive in the training session. The material is presented in the same order as seen in the program and is organized into concise sections, making it easy to understand and remember.

*\*Additional booklets, as well as copies of the poster that has been created to get employees thinking about emergency planning, are available from your distributor.*