

Appendix D. Lesson Plans

COURSE INFORMATION AND INSTRUCTOR PREPARATION
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TITLE: OFFICER AND FAMILY PREPAREDNESS

UNIT:

TOPIC:

HOURS: 2 HOURS

GOAL: TO INTRODUCE AND FAMILIARIZE OFFICERS WITH THE IMPORTANCE OF PERSONAL/FAMILY PREPAREDNESS IN THE EVENT OF AN OFFICERS EXTENDED TOUR OF DUTY DUE TO NATURAL OR MAN-MADE DISASTERS

TEACHING AIDS (CHOOSE ALL THAT APPLY):

- | | |
|---|--|
| <input type="checkbox"/> Chalkboard and chalk | <input type="checkbox"/> Easel/notepad |
| <input type="checkbox"/> Whiteboard and markers | <input type="checkbox"/> VCR/DVD player |
| <input checked="" type="checkbox"/> Computer and mouse | <input type="checkbox"/> TV |
| <input checked="" type="checkbox"/> Multi-media projector | <input checked="" type="checkbox"/> Lectern or table |

INSTRUCTIONAL TECHNIQUES (CHOOSE ALL THAT APPLY):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Group work |
| <input checked="" type="checkbox"/> Discussion | <input type="checkbox"/> Scenario-based training |
| <input checked="" type="checkbox"/> Individual exercise | <input type="checkbox"/> Hands-on techniques (i.e. driving, shooting, etc.) |

STUDENT MATERIALS

Student Worksheet
Practice Exercise
Handout #1

REFERENCES

1. Law Enforcement Families Readiness Initiative Project
2. Department of Homeland Security. Retrieved May 2, 2009, Web site: http://www.ready.gov/america/_downloads/familyemergencyplan.pdf
3. National Military Families Association. Retrieved April 29, 2009, Web site: http://www.nmfa.org/site/DocServer/FamilyDeploymentChecklist_1_.pdf?docID=5581
4. American Red Cross. Retrieved April 21, 2009, Web site: http://www.redcross.org/www-files/Documents/pdf/Preparedness/BRCR_3-9-09.pdf

NOTES TO INSTRUCTORS

Instructors are obliged to review each lesson plan they teach for accuracy, current information and applicability to community demands. If it is found that information in a particular lesson plan is out of date or for any reason requires changes or updates, please notify Troy A. Mineard, Akron FOP Lodge #7, at 330-256-6096 or apd949@yahoo.com.

Instructors are also expected to:

1. Bear in mind the legal, moral, professional and ethical implications of instructing in an approved program.
2. Use any and all opportunities that may arise during instruction of the required material to point out to the students the legal, moral, professional and ethical responsibilities they will bear to their employers and communities while serving in an official capacity.
3. Use scenarios and examples specific to each lesson plan to generate active discussions concerning the ethical implications of the topic/skill being taught. Emphasis should be placed on the benefits of ethical behavior and the consequences of unethical behavior.
4. POWERPOINT PRESENTATIONS – a PowerPoint Presentation created by the LEFRI team accompanies this lesson plan. This presentation is a series of slides including, at minimum, a title slide and several slides listing the Student Performance Objectives (SPOs) for this topic. This is intended to be a baseline presentation that instructors are encouraged to use as a starting point while preparing to teach the topic. Instructors may save the file locally and add slides in support of their teaching efforts. These may include instructor biographical information, expansion of the SPOs, information pertinent to the topic, illustrations, group exercises and other items that will enhance student learning.

STUDENT PERFORMANCE OBJECTIVES

At the end of this topic, the student will be able to:

1. Define – The concept of officer and family preparedness
2. Define – The terms natural and man-made emergency events
3. Identify – The steps necessary to adequately prepare for an emergency event
4. Compare – The student's present state of preparedness with an enhanced preparedness plan
5. Describe – How a preparedness plan effects an officer's performance in an emergency event
6. Explain – Why officer/family preparedness is important to both the officer and the officer's agency

INTRODUCTION

A. **Instructor Introduction** (Brief introduction of instructor, qualifications, and introduction to the course)

B. **Course** – Present overall concept of officer/family preparedness

C. **Goals of Course**

1. **Discuss** – Importance of officer/family preparedness and how it relates to emergency events.
2. **Define terms related to** – Emergency events, communication issues, housing issues, financial matters, officers' deployment away from home.
3. **Address issues related to** – Officer effectiveness in deployment situations, family concerns during emergency events, agency personnel effectiveness in emergency events.
4. **Explain** – Why officer/family preparedness improves officer effectiveness in emergency events.

D. **SPOs**

1. Understand the terms officer and family preparedness
2. Relate an understanding of the importance of officer/family preparedness
3. Know the types of events that would necessitate an officer/family to be prepared
4. Know the general areas that officers must address to be prepared
5. Understand law enforcement agency concerns as it relates to officers being prepared to respond to emergency events

TEACHING POINT ONE

THE CONCEPT OF OFFICER/FAMILY EMERGENCY PREPAREDNESS

1. What is Officer/Family Emergency Preparedness?

- a. The idea that officers can be more effective and more focused on emergency response scenarios if they and their families are adequately prepared for the officer's absence away from home.
- b. The realization of this concept was demonstrated during the days leading up to, during, and after the widespread devastation of Hurricane Katrina.
- c. Examples of officers failing to respond to the call to duty due to concern for their family's welfare.
- d. Officer and family surveys, interviews, and anecdotal evidence have shown that most officers and their families fail to plan and prepare for the officer's absence from home, or the need for the officer's family to leave during an emergency event.
- e. Officer and family preparedness can be enhanced through education and training, and by providing resources to construct an emergency preparedness plan.

TEACHING POINT TWO

IMPORTANCE OF OFFICER/FAMILY PREPAREDNESS

1. Officer Preparedness

- a. Allows officer to pre-plan for an emergency deployment/response.
- b. Ensures that officers will be able to focus on their duties and responsibilities during the emergency response.
- c. Provides the officer's agency with focused and available personnel.

2. Family Preparedness

- a. Prepares families for officer's absence in times of emergency events.
- b. Allows officer to be confident that his/her family is prepared.
- c. Provides families with the ability to sustain them while officer is absent due to deployment.

3. Law Enforcement Agency Advantages

- a. Agency can be assured that officers will be able to respond and assume their duties during an emergency event.
- b. Agencies can plan for officers' needs as it pertains to family responsibilities.
- c. Agency's mission can be accomplished effectively without personnel problems.

TEACHING POINT THREE

TYPES OF EMERGENCY EVENTS

1. Natural Disasters and Man Made Disasters

- a. Hurricanes
- b. Earthquakes
- c. Wide spread and persistent floods
- d. Wildfires
- e. Terrorist acts
- f. Nuclear/Biological/Chemical Incidents
- g. Blizzards
- h. Civil Disturbances/Rioting
- i. Dam or Major Infrastructure Failure
- j. Epidemic/Pandemic Disease Events
- k. Industrial Accidents-Chemical/Nuclear
- l. Major Utility Failures

STUDENT EXERCISES

1. Have the class members identify what common natural disasters may occur in the students' work or living area.
2. Have the class identify potential terrorist targets in their work or living areas.

TEACHING POINT FOUR

COMMUNICATION IN EMERGENCY EVENTS

1. **Normal lines of communication may be unavailable during an emergency event.**
 - a. Failure of land line phone systems in a particular or widespread area.
 - b. Cell phone system damage—towers or switching equipment damaged.
 - c. Cell phone network overloaded—too many at one time trying to use.
2. **Importance of maintaining communications.**
 - a. Most often mentioned area of concern from officer's family members.
 - b. Provides families with information about officer's safety and well-being.
 - c. Provides officers with the knowledge that their families are coping with the emergency and are safe.
 - d. Agency needs are met with regards to fully attentive personnel.

STUDENT EXERCISE

1. **Have the class discuss what type of phone service they currently have. All cellular? Land line and cellular? Internet based?**

TEACHING POINT FIVE

HOUSING CONCERNS IN EMERGENCY EVENTS

1. Officer's Responsibilities:

- a. Prior discussion and planning with the officer's family as to what events may precipitate the officer being called to duty for an extended time.
- b. Provide family members with pertinent information to prepare the home.
- c. Provide agency with family evacuation/shelter in place information.

2. Officer's Family's Responsibilities:

- a. Preparations in place before an event to shelter in place i.e.: food, water, and money, communication needs.
- b. Determine evacuation plans if family home is damaged/destroyed.
- c. Maintain list of available resources for emergency housing if not evacuating to other family members' homes.

3. Agency Pre-Planning

- a. Planning for officer housing during extended call up events within officer's jurisdiction.
- b. Officer deployed in mutual aid situation, housing plans are pre-determined.
- c. Shift schedules pre-determined to allow officers to rotate home if the event allows.

STUDENT EXERCISE

1. Have the class discuss where in their communities officers or families could be temporarily housed.

TEACHING POINT SIX

FINANCIAL PREPARATIONS FOR AN EMERGENCY EVENT

1. Officer Responsibilities:

- a. Maintain cash reserve at home to be used in event of an emergency only.
- b. Ensure family has information on bank accounts, wills, trusts, etc.
- c. Ensure family has bills and debt obligation information.

2. Family Responsibilities:

- a. Keep important papers and cash reserve in a secure container that can quickly be accessed if the need arises.
- b. Understand the financial workings of the home.
- c. Plan for extended period away from normal financial activities.

3. Agency Responsibilities:

- a. Ensure all officers are enrolled in direct deposit. Financial system recovery hastened with direct deposit.
- b. Integrate financial recovery plan into agency's disaster planning.

STUDENT EXERCISE

1. Discuss with the class what they feel is an adequate amount to have as a cash reserve.

TEACHING POINT SEVEN

PREPARATION OF A PERSONAL EMERGENCY PLAN

Using the included emergency plan template (developed by the academy or in-service agency), have the students complete a basic emergency plan for themselves and their families.

Family Preparedness Checklist/Documents

A carefully prepared and executed pre- disaster/deployment checklist can save you and your family from problems associated with a disaster situation or the officer's deployment away from home. It is very important for you, as a law enforcement family, to have certain documents in your possession. Law enforcement spouses/family members are often required to take over the family during the officer's absence; therefore, it is important that information and documents named in this checklist are located and obtained. You are encouraged to keep originals or copies of all listed documents in a special container (safety deposit box, fire-proof box, etc.) in a location you can find immediately and is known to both you and your spouse/family member.

Marriage Certificate

Birth Certificates of all family members:

Wife

Husband

Children

Divorce Papers

Death Certificates

Medical (Shot) and Dental Records of all family members (including pets)

Citizenship/Naturalization papers

Adoption Papers

Passports, Visas (remove only when needed for international travel)

Insurance policies (Note: Company, Policy # and Amount of Payment)

Real Estate Documents (leases, mortgages, deeds, or promissory notes)

Copies of installment contracts and loan papers

Current list of immediate next of kin, personal lawyer, trusted friend (include phone # and address)

Car title (registration should be in car)

Copy of Pay Stub (Employer information and routing number for direct deposit)

Copies of Utility Bills containing Utility Account Information

Bank and Credit Union Account Information and Account Numbers

Social Security Number of each family member

Current address and telephone numbers of immediate family members of both spouses.

In-Place Sheltering

In-place sheltering simply means staying inside your home or business. During an accidental release of toxic chemicals, or emergencies involving hazardous materials where air quality may be threatened, in-place sheltering keeps you inside a protected area and out of danger.

- If possible, bring outdoor pets inside.
- Close and lock all doors and windows to the outside.
- Turn off all heating and air conditioning systems, and switch inlets or vents to the closed position.
- Close all fireplace dampers.
- Seal gaps around window-type air conditioners, fireplace dampers, doors, and windows with plastic sheeting, wax paper, or any other suitable material and tape the material down.
- Close drapes or shades over windows.
- Stay away from windows.
- Remain in place until you are told by police or fire officials, or through radio or television broadcasts that it is safe to leave.

If time does not permit you to seal the entire home, close as many internal doors as possible, move to the most central room in your home, and seal that room as above.

HANDOUT 3

Evacuation Items

Money

- ___ Blank checks
- ___ Cash
- ___ Check books
- ___ Credit cards
- ___ Savings books

Medications

- ___ Analgesics
- ___ First-aid kit
- ___ Motion sickness tablets
- ___ Prescription dentures
- ___ Prescription glasses
- ___ Prescription hearing aids
- ___ Prescriptions

Jewelry

- ___ Decorations, pins, awards
- ___ Family heirlooms
- ___ Gold, silver, and other valuable jewelry

Food and Water (for three to seven days - if time permits)

- ___ Manual can opener
- ___ Non-perishable, ready-to-eat food
- ___ Pet food
- ___ Pet treats
- ___ Water (at least one gallon per person and pet per day)

Clothing (appropriate for the season - if time permits)

- ___ Change of clothing for each person (for one to seven days)
- ___ Change of underwear
- ___ Coats and jackets
- ___ Gloves and scarves
- ___ Hats and caps
- ___ Infant supplies and toys
- ___ Shoes and boots
- ___ Sleepwear

Additional Items to Take (if time permits)

- ___ Cameras and extra batteries
- ___ Cell phones
- ___ Covered container to use as an emergency toilet
- ___ Flashlights and extra batteries
- ___ Portable radio and extra batteries
- ___ Reading material
- ___ Recreational items

STUDENT WORKSHEET

Student worksheets can be developed from the information contained in this lesson plan and tailored to the academy's/agency's policy on emergency preparedness.

GROUP EXERCISE

Group exercises can be developed based on the information contained in this lesson plan. The group exercise should be tailored to the academy/agency's current policies and the desired outcome of a class participation exercise.

Developed for the LEFRI Project by
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