

Hazardous Materials and Terrorist Incident Planning Curriculum Guidelines

Planning for Public Education

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Appendix:
Additional Planning
Resources

Note: There are several aspects and potential training requirements associated with hazardous materials and terrorist threat public education. These include training for Public Information Officers (PIOs) and others who design and develop related programs, strategies, and outreach materials; training for media representatives and others who influence the perceptions of the public; and training for planners in “marketing” the plan to gain public support for the planning process. The Planning Specialty area described here identifies general competencies for individual members of the public.

Introduction

Training in this curriculum area provides an overview of the hazardous materials and terrorist threat emergency management system, with an emphasis on the citizen’s role in that system. No skill development is attempted. Training should result in a positive attitudinal change, an improved awareness of threats to personal and community safety, an enhanced understanding of the need for and benefits of jurisdictional and facility planning and emergency management, and motivation to improve personal and community preparedness.

Benefits to be derived from training the general public include a greater understanding of and support for the jurisdiction’s emergency management system and capabilities; improved citizen understanding of appropriate actions to take in hazardous materials and terrorist incident emergency situations; heightened cooperation with responders and prevention/mitigation personnel; and enhanced citizen planning and preparedness for potential incidents in the home or neighborhood.

Training Audience

The audience for public education training includes all persons who have a “stake” in the hazardous materials and terrorist threat emergency management system, although they have no defined role in the development and implementation of emergency operations and mitigation/prevention plans. Potential audience members include the general public, community groups, volunteer groups, business/industry associations, employee groups, and others with a self-interest in improving community and individual/family preparedness.

Prerequisites or Presumed Prior Knowledge/Skills of Students

Participants are assumed to have an interest in hazardous materials and terrorist threats facing the community, as well as the jurisdiction’s ability to provide effective hazardous materials and terrorist threat emergency management. However, no prior knowledge of community plans and systems is required to participate in training.

Typical Program Format

A short (one to two hours or as need is expressed by the customer) facilitator-led presentation or seminar.

Methodology Recommendations

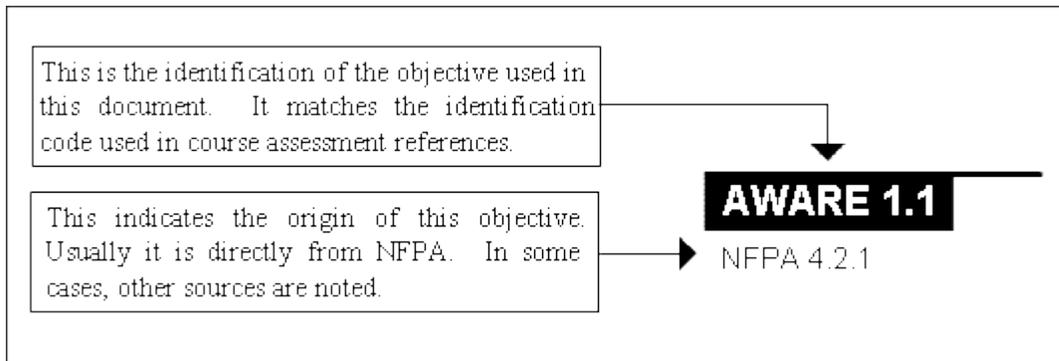
Training should emphasize opportunities for interaction with audience members to identify and address individual perceptions and concerns. Whenever possible, use of dynamic media (video,

slides, computer simulations, CD-ROM, etc.) is encouraged to promote interest and motivate support. Depending on audience needs and time, simple activities, exercises, or role plays emphasizing local examples and realistic personal situations may be appropriate.

The instructor should be able to discuss a broad range of topics of potential interest to audience members, including the community's readiness to cope with terrorist threats, community and household hazardous materials threats; requirements of the Emergency Planning and Community Right to Know Act; pertinent jurisdiction and facility plans and capabilities; technical resources and ways to access community information (MSDS forms, chemical inventories, release reports, etc.), and materials available from EPA, DOT, FEMA, NIEHS, and other federal, state, and local sources.

Recommended Training Objectives

Objective Identification Legend



Planning for Public Education 1.

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| EDUC - 1.1. | Given residency in a specific jurisdiction, identify the purpose, benefits, and components of the jurisdiction's hazardous materials and terrorist threat emergency management system |
| EDUC - 1.1.1. | Describe the hazardous materials threat within the jurisdiction, to include the routine use of chemicals by the general public from everyday sources. |
| EDUC - 1.1.2. | Describe the terrorist threat within the jurisdiction and discriminate between real hazards and misperceptions of hazards currently held in general public opinion within the jurisdiction. |
| EDUC - 1.1.3. | Identify major legislation affecting the jurisdiction's hazardous materials emergency management system, including the Emergency Planning and Community Right-to-Know Act. |

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EDUC - 1.1.4. Describe the jurisdiction's hazardous materials emergency management system.

EDUC - 1.1.4.1. Describe the four phases of the comprehensive emergency management system (preparedness, response, recovery, and mitigation/prevention).

EDUC - 1.1.4.2. Explain the purpose and participants in the jurisdiction's integrated response system.

EDUC - 1.1.4.3. Explain the purpose and participants in the jurisdiction's prevention and mitigation system.

EDUC - 1.1.4.4. Describe general requirements for facility planning, safety management, and emergency response.

EDUC - 1.1.5. Identify the purpose and participants in the jurisdiction's hazardous materials and terrorist threat planning process.

EDUC - 1.1.5.1. Identify the jurisdiction's LEPC planning district and planning requirements.

EDUC - 1.1.5.2. Identify major steps and participants in the hazardous materials and terrorist incident planning process, to include hazards analysis, capability assessment, plan development, and plan evaluation.

EDUC - 1.1.5.3. Identify major components in the jurisdiction's hazardous materials and terrorist incident response plan.

EDUC - 1.2. Given residency in a specific jurisdiction, describe the citizen's role in the jurisdiction's hazardous materials and terrorist threat emergency management system.

EDUC - 1.2.1. Identify the personal and community benefits of citizen participation in the jurisdiction's hazardous materials and terrorist threat emergency management system.

EDUC - 1.2.2. Identify ways to participate in and contribute to the jurisdiction's hazardous materials and terrorist threat emergency management system (e.g. provide feedback, serve as resource, attend meetings, join committees)

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| EDUC - 1.2.3. | Describe the citizens' role in individual and family preparedness. |
| EDUC - 1.2.3.1. | Identify steps in conducting a personal hazards analysis, to include threats to the neighborhood. |
| EDUC - 1.2.3.2. | Identify components of a personal and family preparedness plan. |
| EDUC - 1.2.3.3. | Identify steps in testing and maintaining personal/family preparedness plans. |
| EDUC - 1.3. | Given residency in a specific jurisdiction, identify personal actions to promote hazardous materials and terrorist threat emergency management. |
| EDUC - 1.3.1. | Identify available sources of assistance and information and requirements for accessing them. |
| EDUC - 1.3.2. | Develop an action plan for promoting hazardous materials and terrorist threat emergency management and personal/family preparedness. |

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