



LISTOS

Instructor Manual-English, 2nd Edition



Photo Credit: American Red Cross Photo Archives
Photo Credit: Listos



On behalf of the Fire Services Training Institute, I would like to welcome you to the *Alertar y Preparar* LISTOS program. We are proud to help support LISTOS and those who have embraced its mission of community “*self-help*” in time of need. As you will learn through this program, community needs are more than fires, floods, storms and earthquakes.

I encourage you to get involved in your program through participation. The more you engage with others the more you will begin to appreciate the concept of the LISTOS program.

Once you have completed this class you will be better prepared for emergencies and working with your community. I encourage you to stay involved with LISTOS by becoming an instructor or program sponsor. Additionally, you can continue with your training by participating in a local Community Emergency Response Team (CERT) training through your local CERT sponsoring agency. This additional valuable training will add to your basic knowledge and skills.

Once again, welcome to *Alertar y Preparar* LISTOS program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael S. Williams', is written over a white rectangular background.

Michael S. Williams
President-Executive Director

INTRODUCTION TO LISTOS FOR INSTRUCTORS

GENERAL OBJECTIVE:

- Provide the Instructor a general overview of the scope, program, language, strategies and tools to teach the LISTOS course.

SPECIFIC OBJECTIVES:

- Learn how to establish the “rules of the game.”
- Learn how to present the course in a complete, succinct and attractive manner. Learn who is responding to assist.
- Familiarize students with the basic course language.

STRATEGIES AND TOOLS:

Dynamic activities and games

- Activities that interest the group and enhance the learning experience, to have fun and ensure everyone understands the content of LISTOS.

Visual Presentations

- This tool allows the Instructor to graphically present ideas that could be limited by verbal expression only. This also reinforces concepts and key terms.

Oral Presentation

- The traditional method of presenting a topic through spoken word. It is important to be careful of your tone, volume and speech when addressing your

audience. Instructor and Participant Manuals

- The manual is used as an established reference. The student can use this guide as a reference throughout the course.

Additional Resources

- Throughout this manual you will find digital or bibliographical references that can be used to expand upon their knowledge.

Demonstration

- Especially useful during physical skills participants learn such as turning off building power and fire extinguisher use.

ESTIMATED TIME:

- 15 minutes

UPON CONCLUSION PARTICIPANTS WILL HAVE LEARNED:

- Course content and schedule.
- How to use the course’s various instructional course strategies and resources.
- How to use resources and sources and how to refer participants to them.

HIGHLIGHTED INSERTS

**The highlighted inserts
contain special information,
summaries and important
review topics.**

Make sure to complete the following questionnaire to evaluate the participants knowledge.

Preparation for Emergencies and Disasters

	Yes	No
1) Do you feel that you are prepared for an emergency or disaster?		
2) Do you have a meeting plan with your family in case you get separated?		
3) Do you have a plan to communicate with your family in case of separation in emergencies or disasters?		
4) Have you stored within reach the following items?		
Important Documents		
Extra Water		
Extra Canned Food		
A Battery Powered Radio		
5) Do you know how to use a fire extinguisher?		
6) Do you know where and how to turn off essential services?		
Gas		
Electricity		
Water		
7) Do you know how to help a person injured in a disaster?		

Name and address:

WELCOME TO LISTOS



Welcome and thank you for your participation in *Alertar y Preparar LISTOS*! This course is designed to provide you with instructions to share with your family, friends and your community. This important information is designed to help you to prepare in the event of a disaster or an emergency. Each person who is better prepared is a benefit to everyone.

During an emergency there will not be enough emergency services to help everybody who needs it. Every one of us can do our part to be prepared so we can better survive an emergency. This will allow public services such as the police and firefighters to aid those who most need it.

With the help of dedicated people like you we can ensure that every member of our community is better informed and better prepared when the need arises. You, your family, your loved ones and the community will be the beneficiaries of your efforts.

No course or training can prevent a disaster from happening. However, you can be better trained and prepared for difficult times during emergencies and disasters.



INTRODUCTION

Listos is a disaster and emergency preparation program created by the Latino community of Santa Barbara, California. Here you will find information that will help you and your family prepare yourselves for disasters and emergencies. The simple exercises within the family meeting plan and the communication plan will ensure your family remains together and will help to reduce panic.

A disaster or emergency can happen at any time. An emergency is defined as an unexpected event that causes damage without exceeding the response capacity of the community affected. A disaster is an unexpected event that causes damage in excess of the affected community's ability to respond. What you will learn in the next four meetings will provide practical information to help you prepare for a disasters and emergencies.

The key to surviving an unexpected emergency is being prepared. Knowing what you should do before, during and after an emergency will help you protect yourself and your family from hazards and dangerous situations that can arise.

Calendar of Meetings

	Identification of Risks, Communication Plan and Family Reunification
	Interruption in Supplies of Services, Fire Extinguishers and Disaster Equipment
	First Aid
	Team Organization, Emotional Support

For additional information about the *Alertar y Preparar* LISTOS program contact:

FIRE SERVICES TRAINING INSTITUTE
PO Box 550
Santa Barbara, CA 93116
888-977-1625
Liliana.encianas@cafsti.net
cafsti.net



LISTOS



Photo Credit: American Red Cross Photo Archives

FIRST SESSION

Identification of Risks and Dangers
Communication Plan
Family Reunification Plan

IDENTIFYING DANGERS

GENERAL OBJECTIVE:

- Familiarize oneself with the primary risks and dangers in their community.

SPECIFIC OBJECTIVES:

- Learn what to do before, during and after an emergency or disaster event.

STRATEGIES AND RESOURCES:

Dynamic Activities and Games.

- A simulation drill can be used to simulate a particular emergency or disaster. The instructor should note student actions and reactions. The goal is to observe student reactions before receiving information on what to do.
- You can encourage the student participants and to share an experience on a particular event that they have experienced. Were they prepared? What was their experience?

Visual Presentations

- Use visual aids to help identify possible risks and use of visual aids to reinforce the comments provided by the student participants.

Oral Presentation

- Be sure to talk about local community emergencies and disasters. This will encourage participation from the students.

Instructor and Participant Manuals

- The Participant Manual includes brief descriptions of emergency and disaster events and what to do when they occur. They will reinforce the participant's knowledge gained during the lecture.

ESTIMATED TIME

- 90 minutes

ADDITIONAL INFORMATION, SOURCES AND REFERENCES

- <http://www.ready.gov>

EARTHQUAKES

Earthquakes are caused by faults below the ground and can happen at any time without warning. The first earthquake can be the only one or it can be the first of many and the effects can be minimal or devastating.

Some faults are located under the ocean. Earthquakes on these faults can cause tsunamis.

If you are indoors when an earthquake occurs, seek cover under a table away from windows, potential falling objects and overhead lights.

If an earthquake occurs while you are in bed, protect your face with blankets and maintain that position until the shaking stops.

If you are outside during an earthquake, move away from anything that could fall on you. Be very careful of overhead wires and cables.



**IN THE EVENT
OF AN
EARTHQUAKE**

**DROP TO THE
FLOOR,
COVER
YOURSELF AND
HOLD ON**

WHAT TYPES OF DISASTERS CAN OCCUR?

The earth's surface is made up of tectonic plates that when moved change the surface, from mountains. They can create volcanic material and can start additional earthquakes or tremors.

Earthquakes are vibrations caused by the energy released when tectonic plates collide. The spot where these vibrations originate are called the "focus." The point above the focus where it manifests itself with more intensity is called the epicenter. Earthquakes can last for a few seconds to over a minute.

The planet is comprised of many different levels of earth and rock that are superimposed over each other. The levels closest to the center of the earth are hotter and denser. The upper layers towards the surface are fragile and delicate and therefore can break open or slide when an earthquake occurs.

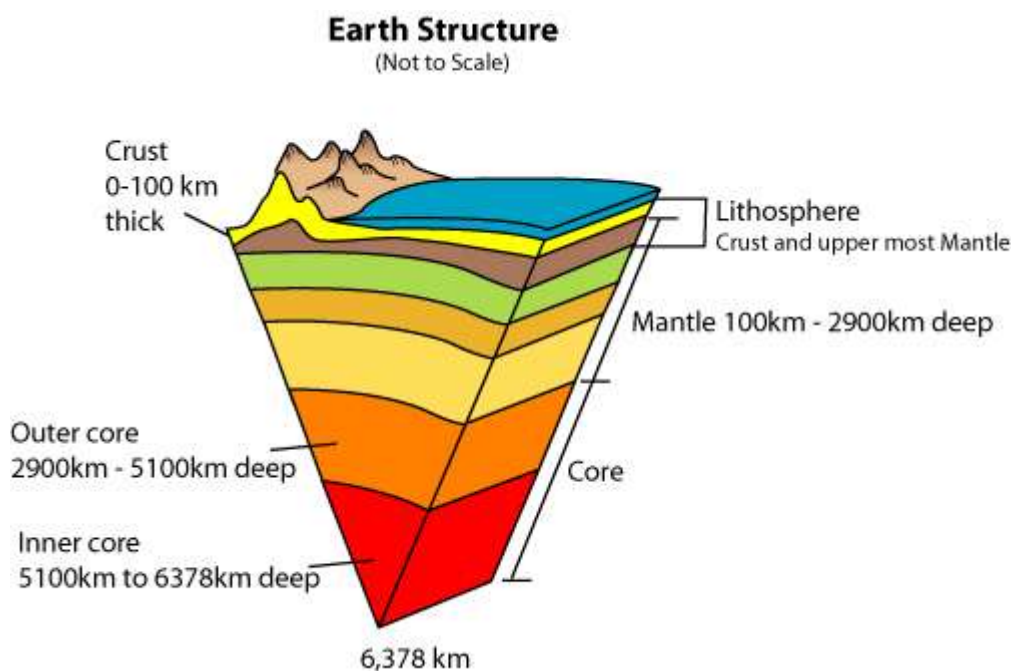


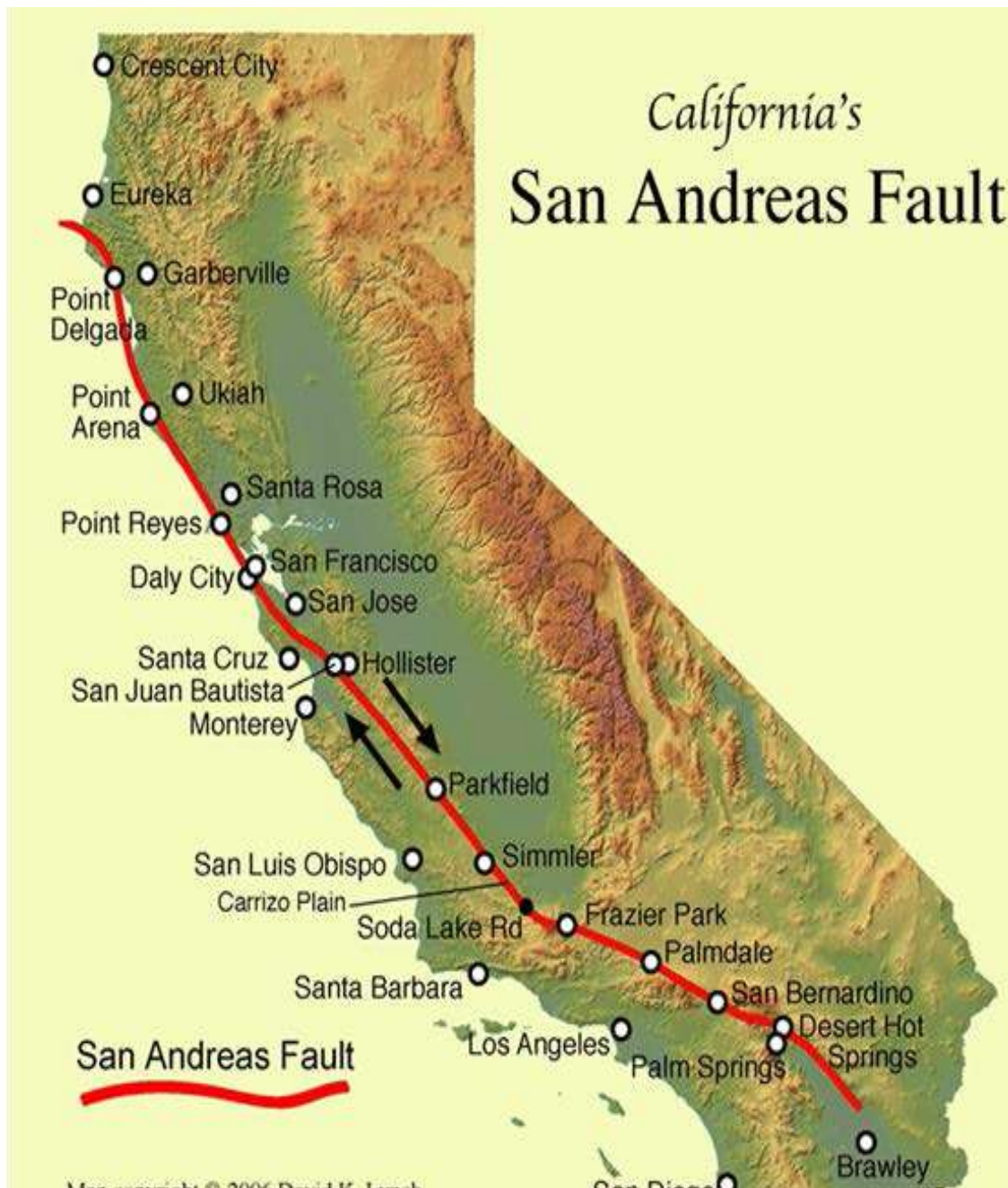
Photo Credit: legacy.sciencelearn.org

Generally, there are three types of tectonic movements: collision, separation and sliding:

- **COLLISION:** this movement occurs when continental oceanic tectonic plates separate and collide, resulting in downfall called fossas, volcanic zones (the Pacific Ring of Fire, amongst others) and mountain ranges (like the Himalayas).
- **SEPARATION:** this movement occurs when tectonic plates shift and separate, causing magma (molten rock) and gases along the surface of the earth.
- **SLIDING:** this movement occurs when tectonic plates slide in a lateral direction against each other. The San Andres Fault is an example of a sliding fault, being a result of the shifting of the Pacific and North American plates.

One of the largest and most active faults in the world is the San Andreas in California. The San Andreas Fault actually covers most of the state of California. It is 810 miles long, running from the south end of the state through the San Francisco Bay. The San Andreas Fault is the source of over 10,000 earthquakes every year most of which you do not feel.

SAN ANDREAS FAULT



Snap your fingers. When you snap your fingers the friction when they touch makes a noise. This is much like what happens with the earth's tectonic plates scrape against each other.

TIDAL WAVES AND TSUNAMI'S

There are two different types of tidal waves. A tidal wave caused by an earthquake in a remote area allows us to carry out prevention measures. The tidal wave caused by a nearby earthquake does not give notice.

The first is a tidal wave caused by a local earthquake in the ocean. If you are close to the ocean when this happens you will have little warning. The tremors are your warning.

If you are close to the beach or at sea when you feel a strong tremor you must get away from the water as quickly as possible because the first wave can hit within seconds.



The second type is a tidal wave caused by an earthquake located a great distance away from the coastline. Once again, there will be little warning. You must quickly get as far away as possible from the beach.

Many communities have posted Tsunami Hazard Zone signs provided both notification of potential

flooding in the event of large waves and swells as well as the best exits out of the hazard area.

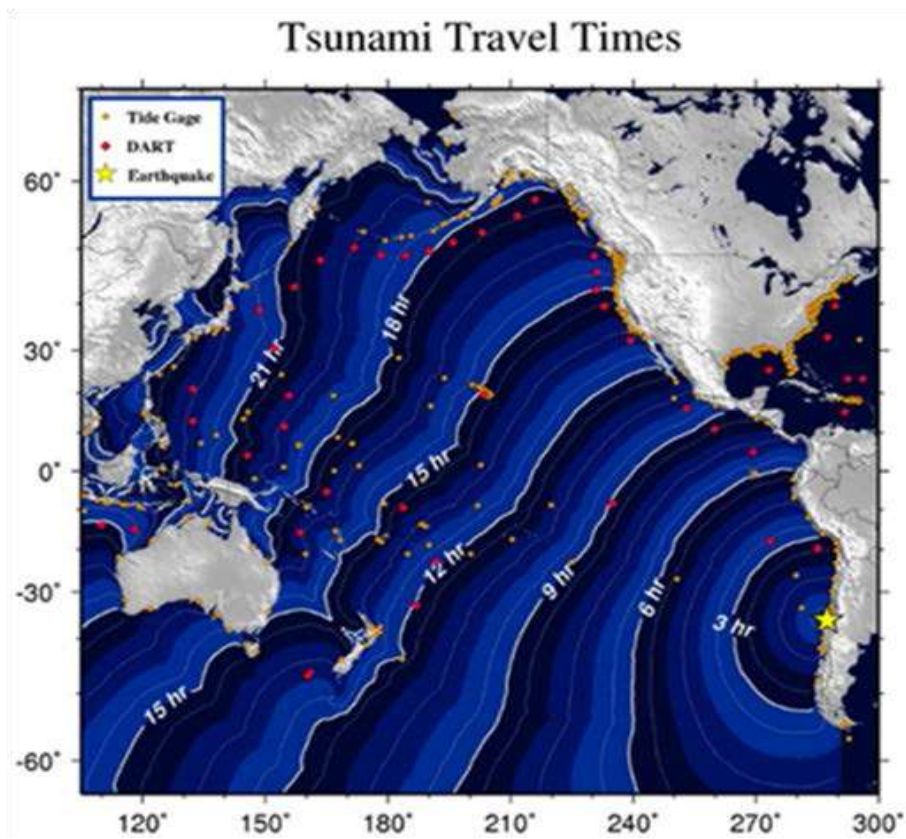
When a tidal wave warning is issued because of a distant earthquake you must pay attention to local news and follow instructions given by the authorities.

You will not know if the first wave will be the only one, the first of many or if the first wave will be the largest of many to follow. Waves can arrive suddenly, without notice and with great force.

A more recent example is the earthquake and tidal wave that caused great damage in Chile in 2010.

Wave Schedule after the Earthquake in Chile 2010

The coastal communities in Chile were hit by a tidal wave minutes after the earthquake. California coastal communities had about 15 hours of notice prior to the tidal wave. This advance warning allowed local officials the opportunity to take the necessary precautions.



FIRES



Fires that occur in a woodland forest or chaparral hillside are very different from fires that take place in a house or building. These “wildland” fires are driven by wind, topography, slope, aspect and the fuels. These fires can be difficult to control and extinguish because of the wind, weather conditions, difficult access and fuel types. The remoteness of these fires can significantly slow down the response. The

use of aircraft and special smoke jumper fire fighters are used to reach the most remote areas.

If you are in an area affected by a wildland fire you must be prepared to evacuate. Wildland fires can move very fast and quickly trap you from escaping.

A fire that takes place in a house or a building is very different because it is contained within the building. However, this does not make them any safer. Flashover is when the air within the building reaches such a temperature that the entire room ignites. This condition can quickly be fatal.



A rapid response by the fire department saves lives and property. Lifesaving is their priority. Firefighters will extinguish the fire after confirming that everyone is out of the building.

You can play an important role in preventing fires and deaths caused by these fires by making sure that your smoke detectors are working properly.

It is important to have an evacuation plan and a meeting place outside in the event of a fire. Be ready to tell responding fire fighters whether everybody is out of the house or if someone is missing.

Know how to use a fire extinguisher. In an emergency situation, a fire extinguisher may save a life.

HOME FIRE FACTS

- Most fires are caused by humans.
- A fire can get double in size after just a few seconds.
- Most house fires start in the kitchen, bedroom or garage.
- Cooking, candles, electrical appliance and smoking are the leading cause of house fires. Inside a house or a building, a fire poses several dangers, for instance: toxic gases released from burning cleaning products, carpet, furniture and other household items.
- Most fatal fires are from suffocation and smoke inhalation as a consequence of the toxic fumes a fire can cause.
- 65% of people who die in house fires are younger than 5 or older than 75 years of age.
- 80% of households have smoke alarms. However, less than half of these work properly.
- Overloading (too many items plugged in) of extension cords and plug strips are a leading cause of fires in the home and office.
- Unattended food left on the stove is a source of many fire department calls.

IN CASE OF FIRE

- Call 9-1-1 immediately.
- In the event of a fire get on the floor and make your way to a window or doorway.
- Check closed doors with your hand before opening. If it is hot do not open it.
- When a fire occurs, it is important that everybody get outside to their designated meeting point.
- If you end up trapped in the room, you must cover the lower part of the door so smoke does not enter the room.

Every bedroom needs a smoke alarm. It must be tested once a month and the batteries must be changed twice a year. Smoke alarms age and must be replaced every 10 years to ensure their effectiveness. Carbon Monoxide alarms also need to be checked and kept clean.



Smoke Detector

WILDLAND FIRES

Wildland fires are common throughout the United States particularly in the southwest, including California. They can be profoundly dangerous for both fire fighters and civilians. Fast moving wildfires have killed hundreds of people and caused billions of dollars of damage.

The first and most important difference in wildland fires from structure fires is they are difficult to manage on windy hot days.



Smoke is a significant problem with wildfires. It restricts visibility and causes respiratory problems. You should not wait to evacuate if smoke becomes heavy and breathing becomes difficult regardless of where the fire may be.

It is important to know where a wildfire is and where it is going. Your safety and ability to evacuate may depend on your situational awareness. Waiting too long to leave may prevent you from leaving at all

It is important to obey the evacuation instructions and to not attempt to reenter an area before the order is given.

**IF YOU ARE ON
FIRE**

**STOP, DROP TO THE
FLOOR, COVER
YOUR FACE, AND
ROLL OVER AND
OVER**

FLOODS



Photo courtesy of CALTRANS

Floods are one of the most common and underestimated dangers. Floods can occur when there is substantial rain or prolonged periods of heavy rain that last hours or days. Flooding can also occur in communities located near rivers, lakes, riverbanks or the ocean. Another source of flooding is broken dams and levees that suddenly release large quantities of water without warning.

A few inches of water is enough for a car to get stuck and require assistance from emergency services. Recognizing risk areas and avoiding them is one of the easiest preventive measures to follow.

- In case of flood, you must be prepared to evacuate quickly and with very little, if any warning.
- Moving water is very powerful. Do not walk or drive across rapidly moving water regardless of how shallow it may appear.
- If moving water level reaches your ankle it is important to evacuate quickly as the current is capable of carrying you away and drowning you.
- Be very careful where you step and do not go near any electricity cables or poles.
- Standing water can be dangerous too, hiding trip hazards that can result in you falling.
- Long term standing water is a health hazard.
- Do not drink or wash in flood waters.

COMMUNICATIONS PLAN

OVERALL OBJECTIVE:

- Promote the importance of having a family communication plan.

SPECIFIC OBJECTIVES:

- Describe the elements of a communication plan.
- Emphasize the importance of having an out-of-state or out of the area contact.

STRATEGIES AND RESOURCES:

Group Dynamics and Games.

- Split up into groups forming fictional families and ask them to create a communication plan followed by group presentations of their plans.

Visual Presentation.

- Present the main elements of the plan to the group so they better understand the exercise.

Instructor and Participant Manuals

- The manual includes a basic sheet for a basic Family Meeting Point Plan. Ask the participants to complete their forms and share them with each family member.
- Remind the participants to review and update their plan every six months.

ESTIMATED TIME:

- 60 minutes

ADDITIONAL INFORMATION, SOURCES AND REFERENCES:

- www.ready.gov

YOUR FAMILY REUNIFICATION PLAN

It is very important to have a family meeting plan in case telephone lines and mobile phone towers are down and you find yourselves unable to communicate with family members.

Choose somebody who lives out of state to be your emergency contact. This way your family can call to say where and how you will meet in the event that you are separated when a disaster strikes. Everybody should know this number.

- Generally, in case of disasters, long-distance lines will be repaired first.
- Sometimes public telephones are repaired first.
- It is recommended that you have in your home a fixed telephone line that does not require electricity to work and connects directly to the telephone line.

If you lose your cell phone or the battery dies out, it would be very helpful if every member of your family has the number of your shared family contact written down or memorized. Relying on a single family contact to whom every member of your family can report guarantees every relative can be found and that there will not be any worries for a missing person.

- It is more likely that you will be able use text messages rather than telephone lines.
- Try to keep your battery charged at all times.
- If you must evacuate when it is raining, keep your telephone in a plastic bag so it doesn't get wet and remember to take your charger.
- Resend home numbers to your cell phone even if your house is damaged because many calls can still get through to cell phone system even when telephone lines are down.
- Patience: during the emergency many people will want to use the telephone

Identify your Local Emergency Alert System

Enter your primary emergency point of contact and telephone number as “In Case of Emergency” as a contact in your cell phone directory. This will provide an easy way for you to find your contact in an emergency. It will also help first responders in case of you are found unconscious.

Remember other potential sources of information such as local government websites, Nixle, Facebook, Nextdoor, Twitter and Instagram.



Your family emergency plan should include two places where you and your family can reunite after an emergency.

One location should be immediately outside your house for emergencies that happen while you are at home.

- Your driveway
- Neighborhood park
- Neighbor's house

A second location should be outside of your local neighborhood in case you are unable to return home. Consider locations close enough to use your bike.

- Large parking lot
- Family member's house
- School
- Church
- Shopping Mall

FAMILY REUNIFICATION PLAN

NAME OF OUT-OF-STATE CONTACT:

TELEPHONE NUMBER:

MEETING POINT IN LOCAL NEIGHBORHOOD:

MEETING POINT OUTSIDE OF NEIGHBORHOOD:

CALL THE LOCAL TELEPHONE NUMBER FOR
MORE INFORMATION ABOUT SHELTER

Form groups and allow participants to practice developing a family emergency plan.



Classroom Exercise
Create a Family Disaster Plan

Get together with your team and discuss why you need to prepare for a disaster. Explain the risk of fires, extreme weather and earthquakes. Plan to share responsibilities and all work together in a team as if you were a family (father, mother, son, grandmother, grandfather, etc.)

- Discuss the types of disasters that can most likely occur. Explain what to do in each case.
- Make sure that everybody knows where to find the Emergency Supply Kit or the necessary tools that will need to be used.
- Determine the best escape routes from your home. Try to identify two escape routes.
- Select two meeting points: right outside your house, in case of a sudden emergency, like a fire, and another farther away from the neighborhood, in case you cannot return to your home. Everybody should know your home address and telephone number.
- Ask a friend or family member out-of-state to be your “communication link”.
- Everybody should know your contact’s telephone number.
- Discuss what to do during an evacuation.
- Include in your plan your routes of evacuation.
- Make emergency response cards for each member of your family.
- Discuss disaster plans at work, school or your children’s daycare and other places where your family spends part of the day.
- Include in your plan what to do if you are at work when the disaster happens.
- Plan for care of your pets.
- Don’t forget to include copies of important documents and take stock of your valuables.



Family Emergency Contact Plan
 After a disaster, everybody should call the designated contact persons report to or for location and condition. This person should live out-of-state so that it is easier to stay away from home after a disaster.

Designated Out-of-State Contact Person:

Telephone Number:

(Day) _____ (Night) _____

My Emergency Meeting Places:
 Near Home

Outside My Neighborhood

Work/School


School/Daycare

Local Emergency Contacts:


Name	Work Telephone	Home Telephone / Cellphone

Briefly describe your emergency plan and share it with the rest of the group:

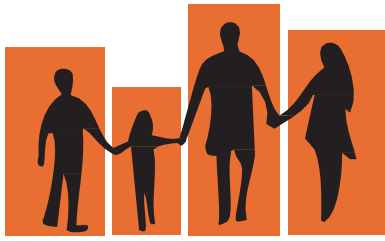
Allow participants to complete the following charts for each family member:

	<h2>FAMILY CONTACTS</h2>
Name:	
Telephone:	
Neighborhood Meeting Point:	
Outside Meeting Point:	
Local Telephone:	



	<h2>FAMILY CONTACTS</h2>
Name:	
Telephone:	
Neighborhood Meeting Point:	
Outside Meeting Point:	
Local Telephone:	





LISTOS



Photo Credit: Listos

SECOND SESSION

Utility Interruption and Fire Extinguishers

OUTAGES OF UTILITY SERVICES

GENERAL OBJECTIVE:

- Participants will learn how to locate, identify and turn off utility services.

SPECIFIC OBJECTIVES:

- Participants will learn the locations and appearance of the valves and circuit breakers.
- Participants will learn the proper use of tools to close utility valves and the potential dangers of turning off utilities.

STRATEGIES AND RESOURCES:

- Instructor and Participant Manuals
- Props may be used to demonstrate the proper way to shut off utility services.

Oral Presentation

- Start a discussion about the importance of shutting off utility services when facing an emergency or disaster.

Example Demonstration

- Conduct a walkthrough of the building you are holding your class and identify where the electrical breaker box, gas (Propane) meter and water meter are located.
- Be sure that you conducted a walkthrough before starting the class.
- Show the participants the necessary tools that they will need to shut off the valves including a flashlight.

ESTIMATED TIME:

- 60 minutes

SHUTTING OFF UTILITY SERVICES

There are many types of disasters including earthquakes, fires, storms and floods that can cause damage in the community. Knowing how to turn off utility services such as gas, water and/or electricity during a disaster can be the difference between life and death.

Make sure that the adults in your family know the location of your home's utilities as well as the fire extinguisher and the disaster kit.

Safety Tips:

- Turn your gas off only if you smell gas. Never turn the gas back on yourself.
- Call 9-1-1 if you smell gas and leave the building.
- Do not use candles or electrical switches if you smell gas.
- Do not use a match or lighter to locate gas leaks.
- Do not turn on/off electrical devices if you are standing in water.
- If you turn your water back on do it slowly.
- Remember to boil your water during a disaster.

**IF YOU SMELL
GAS
CALL 9-1-1
AND LEAVE
THE BUILDING.**

Carbon Monoxide is invisible, odorless and deadly. It is a byproduct of combustion and is incorporated in smoke that you can smell. If you smell smoke leave the building and call 9-1-1. Do not use barbeque or portable gas stoves in your house, even during an emergency.

TYPES OF UTILITY SERVICES

GAS

Knowing how to shut off the gas supply is easy. The hard part is knowing when to shut it off. A simple wrench or a more specialized tool can be used for the task.



Special emergency survival tool



Typical crescent wrench

You should know what the gas and a crescent wrench look like in addition to knowing where they are located in your house.

You may need to close the main shut off gas valve if you smell or hear gas leaking. If your home just experienced heavy or severe damage and you turned the gas off you have to wait for the gas company to turn it back on. Remember, that after a large-scale disaster it may take a while for the gas company to turn it back on.

After the 1993 Northridge earthquake some residents waited three weeks for their gas to be turned back on. Loss of electricity, gas, propane water and sewer are some of the things you need consider during an emergency of disaster. What will be the impact to you and your family of not having gas?



Photo credit: Phoenix Propane

Types of outdoor propane tanks



Apartment type gas meters



Photo Credit: Anthony Rodriguez



Residential type meters

Electricity

Besides turning off the gas it may be necessary to turn off the electricity. However, If you smell gas, DO NOT turn anything on or off because you could cause an explosion. You should leave the house immediately and call 9-1-1.

Turn off the electricity if you hear popping, crackling or smell something that smells like burnt wires, see smoke or if the lights are flickering. If you are evacuating from a wildfire, you should leave the electricity on and turn on some lights. The lights will help firefighters in their efforts

When firefighters respond to a fire, one of the first things they do is find and shut off the utilities.

When you decide to turn the electricity back on, do not turn everything on at once. This could overload the main circuit.

If in doubt about your electricity, call your utility provider.



Photo Credit: Anthony Rodriguez

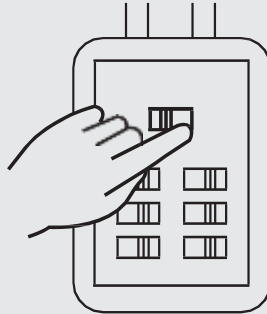


Photo Credit: City of Azusa, CA.

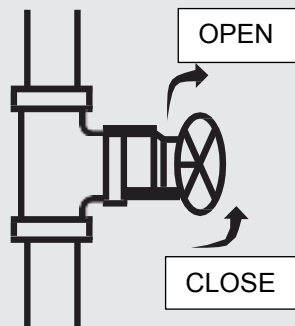


Photo credit: nachi.org

Main Switch



4. Do you know where your breaker box is located in your house ?
5. Is the area around the box accessible?
6. Do you know which is the main switch?



7. Do you know where you water main valve is locate?
8. Do you know how to turn the water off?

Water

There may be an occasion such as a broken water pipe or leaking water heater that requires you turn off the water main. This can also occur following an earthquake, flood or wildfire.

If you believe there's a possibility that contaminants have entered the public water system you should turn your water off before the contamination reaches your house.

Sometimes all that is necessary is to turn off the water to your water heater. This can be done at the water heater itself leaving the cold water available for use.



Photo Credit: Anthony Rodriguez



Photo Credit: Anthony Rodriguez

Street curbside meters



Photo Credit: *Justanswer.com*

Side of house turn off on right



Photo Credit: Affordable Plumbing & Heat

Waterheater turn off

FIRE EXTINGUISHERS

GENERAL OBJECTIVE:

- Participants are to familiarize themselves on how to use a fire extinguisher.

SPECIFIC OBJECTIVES:

- Participants will learn the different types of extinguishers and their general uses.
- Participants will learn and demonstrate the steps of using a fire extinguisher.
- Participants will apply the knowledge acquired.

STRATEGIES AND RESOURCES:

The Instructor and Participant Manuals.

- The images presented in the manual provide step-by-step instructions on how to use a fire extinguisher.

Visual Presentation

- Present the Fire Triangle

Demonstration

- Bring a fire extinguisher with you and demonstrate how to use it.
- Invite participants to take turns using a fire extinguisher.
- Consider inviting the nearest fire station to conduct a demonstration.

ESTIMATED TIME FRAME:

- 60 minutes

**SHAKE A FIRE
EXTINGUISHER BEFORE
USING IT.**

**The powder settles with
time with the average
shelf life of 5 years.**

HOW TO USE A FIRE EXTINGUISHER



PASS: Pull the pin on the top of the extinguisher so that it is ready to use.



AIM: Point the nozzle at the base of the fire from a distance of 4 to 6 feet.



SQUEEZE: Squeeze the handle to activate the extinguisher.



SWEEP: Move the nozzle from one side to the other towards the base of the fire.

Photo Credit: John Ahlman



Photo Credit: John Ahlman

Use a fire extinguisher that is marked with the tag A-B-C for the following types of fire:

- Class A - Ordinary combustibles (wood, paper, plastic and fabric)
- Class B – Flammable liquids (gasoline, paint, paint solvents and oils)
- Class C – Electrical fires (microwaves, toasters, switches, stoves and dryers)



Photo Credit: John Ahlman

Make sure the indicator indicates that the extinguisher is full and charged. If the needle is in the green section the extinguisher is fully charged ready to use.

FIRE EXTINGUISHER APPLICATION

Fire extinguishers are useful for controlling small fires before they become big fires. While a good deal of fire can be extinguished with a portable extinguisher they are limited in what they can do.

- DO NOT engage a fire that is too large or too hot.
- DO NOT attempt to fight a fire alone.
- DO NOT exceed your abilities or turn your back to the fire.

Before using an extinguisher, you have to be able to answer the following questions:

- Did you call 911?
- Did you evacuate the danger zone?
- Are you using the correct extinguisher?
- Do you have an emergency exit, to be sure that you will not be trapped behind the flames?
- Are you working as part of a team? Do you have someone to back it up with another extinguisher?



Photo Credit: John Ahlman

YOUR DISASTER KIT

Main Items



water

At least a
gallon per
day per person



non-perishable
foods and pet
food.



spare glasses



first aid kit



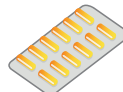
cash



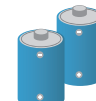
important
documents



flashlight



prescription
medicine



charged
batteries



portable radio

Renew food, water and medications as needed. Don't forget to take into account family members with extra needs: children, the elderly, disabled people, people with allergies. Avoid food with excessive salt content as this will cause greater thirst.

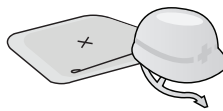
Basic Needs



note-taking
supplies



plastic bags



helmet/
disposable hat



blankets/
sleeping bags



spoons, forks,
cups, mugs



matches/lighters



gloves



tools



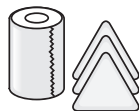
soap



backpack



multi-use knives,
can openers



toilet paper/paper
towels



umbrella/
raincoat



underwear/
socks



towels

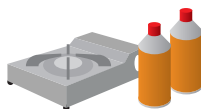
Extra Items



duct tape



rope



portable gas
stove



tarp



portable toilet



clothes

for all seasons



DO NOT FORGET TO EXPLAIN THE IMPORTANCE OF HAVING A DISASTER SUPPLY KIT

REMINDE THE PARTICIPANTS TO USE THE LIST AS A GUIDE BUT EACH PERSON HAS DIFFERENT REQUIREMENTS SO THEY NEED TO BE CUSTOMIZED.

THE DISASTER KIT MUST BE CHECKED AND UPDATED EVERY 6 MONTHS:

FOOD, WATER AND EXPIRED MEDICATIONS

SEASONAL CLOTHING OR YOUR CHILDREN HAVE OUTGROWN

**CHECK ALL BATTERIES
UPDATE PHONE NUMBERS**

NOTES:



LISTOS



Photo Credit: FSTI Media Group

THIRD SESSION

First Aid

HOW TO TAKE CARE OF INJURED PEOPLE

GENERAL OBJECTIVE:

- Participants will learn how to provide care to injured people in the event of a disaster

SPECIFIC OBJECTIVES:

- Participants will learn how to prioritize care at different scenarios.
- Participants will learn how the Triage system works.
- Participants will be able to implement simple first aid measures before Emergency Medical Services arrives.

STRATEGIES AND RESOURCES:

Dynamic activities and games.

- An activity can be carried out with colored bandanas (colors of Triage) that identify the different cases to be prioritized. Be sure to explain the characteristics of each level, the care required and why.
- Carry out demonstrations (choose a volunteer) to show different situations. Then, suggest to the group to perform the exercise in pairs.
- The activity with the liter of blood helps participants to visualize cases of hemorrhage vs. mild bleeding.

Visual Presentation.

- You can identify the most important issues, like the colors of triage and the classification phases of wounds.

The Instructor and Participant Manuals

- The manual contains a clear description of the colors in triage and photos that illustrates the level of care for each case.

Estimated time:

- 180 minutes



If the traffic lights are off they are not working!

AIDING THE INJURED

After a disaster there is a possibility that medical services will be overwhelmed assisting a large number of injured people. This is a case where community member volunteers such as you can help the injured. As a rescuer, your role should be the following:

- Do the best you can for the greatest number of victims possible.
- Use resources and materials in order of importance.
- Prioritize who needs immediate attention and who can wait.
- Organize the most injured to be attended to immediately.

Using the triage method, you can assure that the most critically injured patients are seen first.

“Triage” = Prioritize the order of medical attention according to severity of injury.

Because some wounds and injuries can cause death within minutes it is necessary to identify as quickly as possible those who have the most severe injuries be given immediate medical treatment first. Your primary concerns are a victims pulse, airway and bleeding.

The following colored tags are used to prioritize patients by severity of their wounds:



In emergency medicine, obstruction of the air passages, hemorrhages and states of shock require immediate attention. They can cause death.

START TRIAGE SYSTEM

START is the mnemonic for Simple Triage and Rapid Treatment. "RPM-30-2-Can Do" is a quick triage system to sort patients quickly during an emergency, disaster or mass casualty incident.

R – Respirations rate above or below 30.

P – Perfusion and capillary refill over under 2 seconds.

M – Mental status, ability to follow simple instructions.

ADULTS: If the respiratory rate is under 30, perfusion is adequate with capillary refill under 2 seconds and the mental status is acceptable, the patient is triaged **YELLOW for DELAYED**. Otherwise, the victim is triage as **RED for IMMEDIATE**.

PEDIATRIC: The mnemonic for young children is RPM-30-2-Can Do-15-45. Children who are breathing under 15 times or 45 times a minute are **RED for IMMEDIATE**.

Choose a volunteer to assist with a demonstration of the START process. Make sure that the demonstration is visible to the whole class. Repeat the process as you explain it. The participants must receive verbal instructions throughout the demonstration.



SIX STEPS ON HOW TO TILT THE HEAD AND LIFT THE CHIN TO OPEN THE AIRWAY

Respiratory Wounds

When a person has an injury that causes difficulty breathing immediate attention is required. The brain needs oxygen to function and cannot go without oxygen for more than 4-6 minutes. Generally, the tongue is what is blocking the airway. Therefore, this problem can be fixed by tilting the head and lifting the chin.



Photo Credit: FSTI Media Group

1. CAN YOU HEAR ME?

Touching the shoulder of the victim asking in a loud voice, "Can you hear me?"



Photo Credit: FSTI Media Group

2. CHECK FOR BREATHING

Place your ear near the top of the nose, your cheek near the mouth and your hand on the abdomen of the victim, looking towards the feet of the victim to see if he/she is breathing. Listen for the exchange of air and feel for movement of the abdomen.



Photo Credit: FSTI Media Group

3. HAND ON THE FOREHEAD

If the victim is not breathing, place the palm of your hand on the forehead of the victim.



Photo Credit: FSTI Media Group

4. POSITION THE HEAD

Place your fingers of your other hand at the bony part of the chin and lift the jaw upwards while tilting the head backwards.



Photo Credit: FSTI Media Group

5. ABDOMINAL MOVEMENT

Check again if the victim is breathing. If necessary, repeat the technique again. If the victim doesn't start breathing after the second attempt using the head-inclination/chin-elevation method, move on to the next victim.



Photo Credit: FSTI Media Group

6. MAINTAIN BREATHING

If breathing returns, you should continue maintaining an open airway. One option is to use a volunteer to support the head in your place. If there are no volunteers around, keep the airway open by placing soft objects under the victims shoulders to lightly elevate the shoulders allowing the head to fall back.

RECOVERY POSITION

Once breathing is restored the victim should be placed in the recovery position by placing the person on their side with one leg bent in order to maintain this position and ensure the body remains still.

This position allows for the opening of the airway and prevents the victim from choking on his or her own vomit.



1. CROSS THE LEGS

Place the leg farthest away from you across the other.

Photo Credit: FSTI Media Group



2. CROSS THE ARMS

Place the arm farthest away from you on the victim's chest. Raise the arm closest to you above the head.

Photo Credit: FSTI Media Group



3. TURN THE VICTIM

Place one of your hands on the waist and the other on the shoulder of the victim and with others helping roll him/her towards you.

Photo Credit: FSTI Media Group

HOW TO TREAT A HEMORRHAGE VICTIM

An injured person can die quickly if bleeding is not controlled quickly. Between 90 and 95 percent of bleeding emergencies can be controlled by combining the following three steps – PRESSURE, ELEVATION and TIME.



Photo Credits: FSTI Media Group



1) Apply pressure to the wound.



2) Raise the injury above the heart.



3) Maintain pressure and elevation for ten minutes or until bleeding stops.

SHOCK

Identify the signs of shock:

- Rapid, shallow breathing
- Capillary refill that takes longer than two seconds
- Unable to answer simple questions

Treatment

- Open victim's airway
- Elevate the feet
- Maintain an open airway
- Maintain body temperature

MEDICAL CARE

Bleeding/Hemorrhage

The human body contains approximately 1.47 gallons (5.6 liters) of blood.

- In one day blood can travel as far as 7,456.45 miles (12,000 kilometers).
- Your heart beats around 35 million times a year.
- Your heart pumps one million barrels of blood (31,500,000 gallons) during an average lifetime.



Photo Credits: American Red Cross

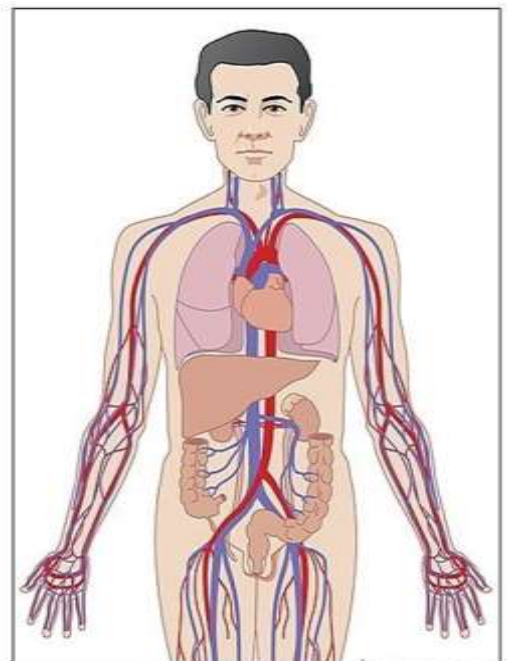
TO CONTROL BLEEDING PRESSURE POINTS

Arm: Brachial artery

Lower body: Popliteal leg

Upper: Femoral

Face, abdomen or back: Pressure on the wound with cloth, towel or similar fabric item.



SCIENCEPHOTOLIBRARY



LISTOS



Photo Credit: FSTI Media Group

FOURTH SESSION

Team Organization
Emotional Support



ORGANIZATION OF TEAMS

GENERAL OBJECTIVE:

- Participants will understand the importance and develop the capacity of implementation of chains of command and leadership.

PARTICULAR OBJECTIVES:

- Participants will Identify the Incident Command System (ICS) chain of command diagrams for organizing as a team.
- Participants will understand the importance of not duplicating efforts
- Participants will learn the roles of everyone involved play in the emergency response management process.

STRATEGIES AND RESOURCES:

Dynamic activities and games

- Use the organization diagram help participants visualize the importance of community leadership and the communication with fellow rescuers.

Visual presentation

- Present the chain of command diagram (ICS).

The Instructor and Participant Manual

- In the manual, you will find organizational chart models that the participants can use.

ESTIMATED TIME:

- 90 minutes

ADDITIONAL INFORMATION, SOURCES AND REFERENCES:

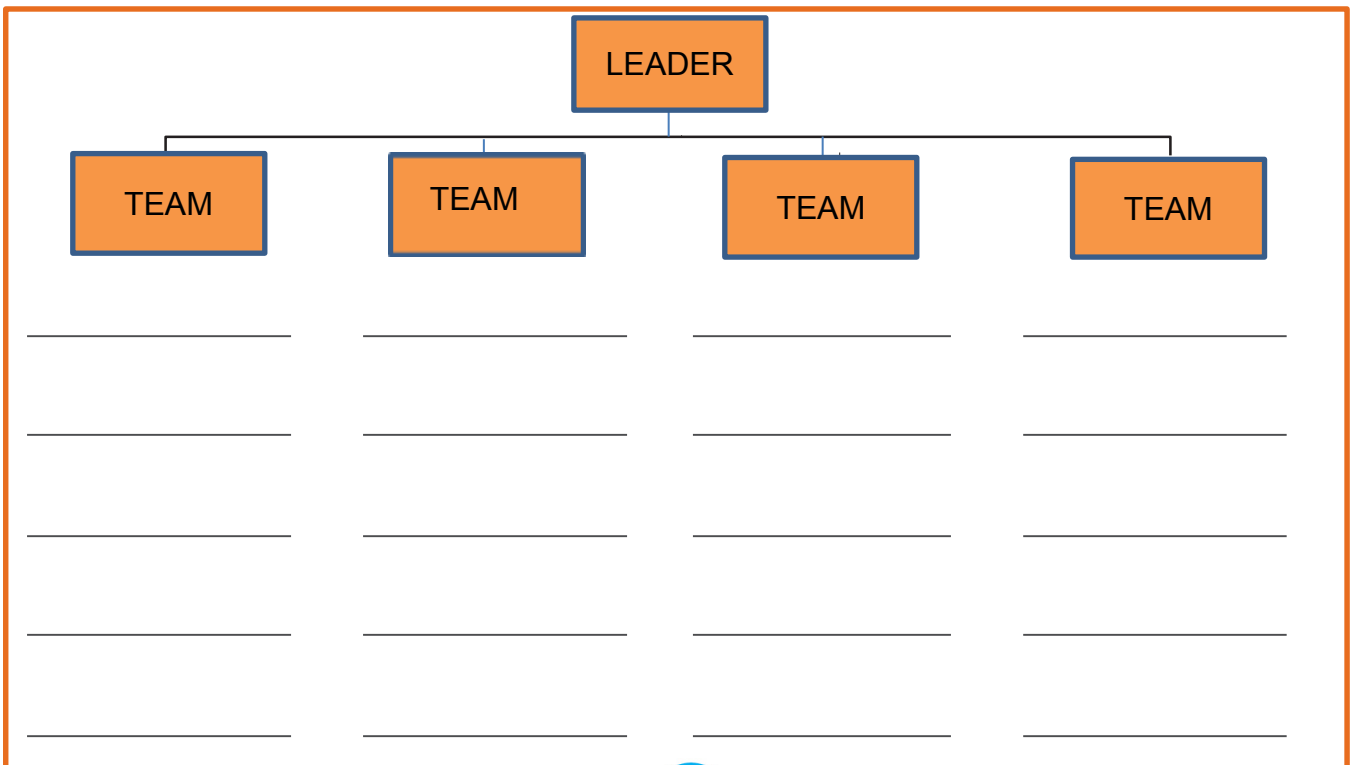
- ready.gov
- fema.gov

ORGANIZATION OF TEAMS

Responding in a fast and effective manner after and during a disaster depends on good organization. When working as a team everyone should clearly understand their function and role. A team that is organized helps complete tasks needed for the response.



Photo Credit: FSTI Media Group



INCIDENT COMMAND SYSTEM Working in Teams

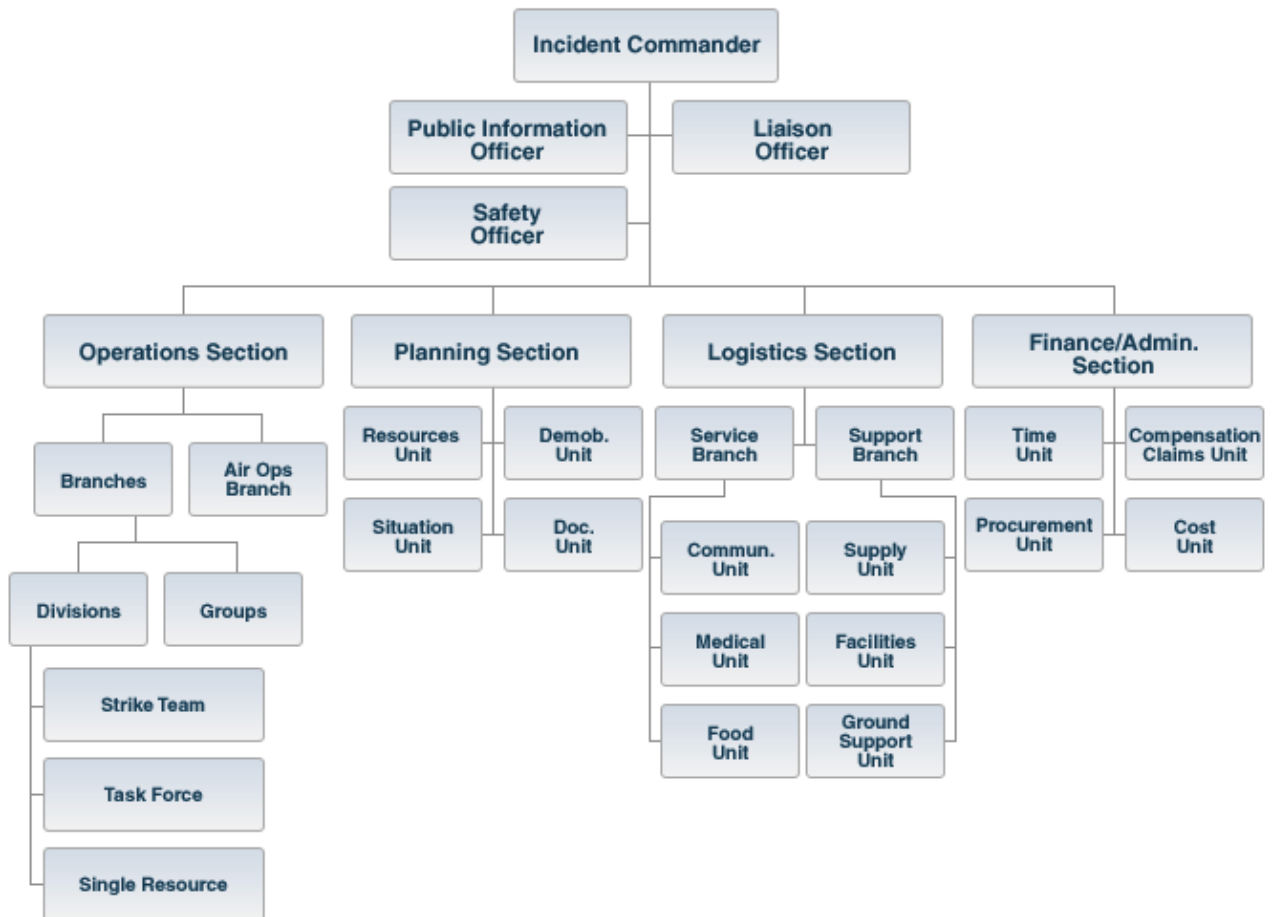


Photo credit: emilms.fema.gov

Firefighters, police, most government agencies use the organization system called the Incident Command System (ICS). This system was developed in California by the fire service through the Governor’s Office of Emergency Services – FIRESCOPE. Using the system of ICS creates efficiently by developing a clear chain of command and structure.

Not all components of ICS are always required. You only use the parts of the system that applies to your immediate situation. The ICS method provides for expansion and contraction throughout an incident/emergency/special event.

Complex events may require a unified command involving various agencies working together towards a common goal. ICS can grow and constrict as necessary throughout an incident providing command and control as necessary.

EMOTIONAL SUPPORT

GENERAL OBJECTIVE:

- Participants will learn to develop the capacity to provide psychological first aid care to people affected by disasters.

SPECIFIC OBJECTIVES:

- Participants will identify physical and emotional symptoms of post-trauma stress.
- Participants will develop the capacity of empathic discussion.
- Participants will learn to not get involved in others problems.

STRATEGIES AND RESOURCES:

Dynamic Activities and Games

- Have two participants volunteer in a one to one demonstration to illustrate desired and unwanted attitudes when working with victims.

Visual Presentation

- *Present a summary of the “YES” and “NO” situations in providing psychological first aid.*

Oral Presentation

- It is vital to discuss the cultural and religious customs that can separate people from providing adequate emotional support.

The Manual for Instructors and Participants

- The manual contains a brief summary of the guidelines for the management of emotional support.

ESTIMATED TIME:

- 60 minutes

ADDITIONAL INFORMATION SOURCES AND REFERENCES:

EMOTIONAL SUPPORT

Emotional events require the same level of attention as physical injuries. The best "first aid" for an emotional or catastrophic event is listening to the victim.

It is very important to be supportive of victims without giving advice, scowling or criticizing. The best emotional support is listening, by making eye contact and having empathy validating what they are saying.

What to do and not to do when applying psychological first aid:

YES

Listen attentively
Understand their feelings

When giving support you should listen and be supportive with the following phrases:

- "I'm here to listen and support you."
- "I see that you are very..." (Use words that the victim uses.)
- "Do you feel like talking?"

NO

Do not tell your "own story."
Do not ignore the feeling or facts that the victim is talking about.
Do not criticize or counsel the victim.

When giving support avoid the following phrases:

- "Don't feel bad."
- "You're strong – you will get over this."
- "Don't cry."
- "I understand."
- "It's God's will."

The following physical and psychological symptoms may appear during and after disasters and emergencies:

Isolation
Mood changes
Relationship conflicts
Depression, sadness and shame
Anger
Lack of concentration
Marriage troubles
Feelings of guilt

Increased alcohol and drug use
Tiredness and fatigue
Diarrhea
Headaches or chest pains
Stomach aches or nausea
Loss of appetite
Trouble sleeping
Suicidal

EMOTIONAL SUPPORT

Providing support to a person with an emotional wound is challenging. It is easy because often what the person needs is someone who can listen to their problems. It is difficult because to be able to listen without offering advice, suggestions or opinions is frequently difficult.

It is normal when someone is complaining to offer them advice and try to solve their problems. However, well-intended suggestions are generally not welcome or appropriate.

Can you recall a time when you were complaining about a person and the person you were talking to begins to offer solutions that were not useful or perhaps self-serving? Perhaps the person offered advice before you provided details or suggested something that you already attempted? How did you feel; supported, listened to, understood, or did you feel disrupted, misunderstood or frustrated?

Who would you want to talk to and why?



Answers

What would the correct answer be, if your neighbor says "I am afraid that the earth will begin to shake again. I am not sure if I can get over the shock and I will die" after an earthquake?

- a) "You are very strong; of course you are going to get through this".
- b) "Do not worry. I assure you that this will not happen again".
- c) "Are you afraid that the earth will begin to shake again"?

What would the correct answer be if your neighbor says "I got divorced from my husband. Life without him will be very difficult"?

- a) "That is great! That fat and old man is so annoying. I do not like him"
- b) "Do not do that! That is a sin in the eyes of God!"
- c) "I'm sorry to hear about your divorce. Do you want to talk about it?"

A person suffering an emotional event can react physically, emotionally or a combination of both.

When you are listening remain attentive by not doing other things. While you are talking, remain inviting and to encourage more conversation.

Inviting comments that encourage more talk?

- "Hmmm..."
- "Tell me more about that"
- "So, are you feeling...? _____" (repeat the word that they are using)

The following is a review of important issues:

Some psychological symptoms

- Irritability or anger
- Blaming yourself or others for what happened Isolation and shyness
- Fear that something happen again mood changes
- Sadness, depression and grief concentration and memory problems
- Conflicts in relationships and marriage problems

Some physiological symptoms

- Loss of appetite Increased appetite headache or chest pain
- Diarrhea, stomach ache or nausea hyperactivity
- Fatigue or lack of energy nightmares, insomnia

Two people can go through the same disaster or emergency but have different reactions. Some people will be sad, silent, sleep or want to be alone. Others may get very active and engaged in something productive so they do not think about what happened to them. Any of these reactions are normal under such situations.

Do not overlook children and pets. They are impacted too and can be impacted in many ways that adults are not. Pets also need attention and can frequently be used in calming children. Those that have been separated from their parents will require special attention and local law enforcement needs to be contacted.





PARTICIPANT EVALUATION

Preparation for Emergencies and Disasters LAST WEEK

	Yes	No
1) Do you feel that you are prepared for an emergency or disaster?		
2) Do you have a meeting plan with your family in case you get separated?		
3) Do you have a plan to communicate with your family in case of separation in emergencies or disasters?		
4) Have you stored within reach the following items?		
Important Documents		
Extra Water		
Extra Canned Food		
A Battery Powered Radio		
Extra Batteries		
5) Do you know how to use a fire extinguisher?		
6) Do you know where and how to turn off essential services?		
Gas/Propane		
Electricity		
Water		
7) Do you know how to help an injured person in the event of a disaster?		

Name:

Address:

Phone:

COURSE CONCLUSION

GENERAL OBJECTIVE:

- Review and summarized the entire content of the course.

SPECIFIC OBJECTIVES:

- Review the course topics and answer any participant questions.

STRATEGIES AND RESOURCES:

Dynamic Activities and Games.

- Hand out the Emergency and Disaster Preparation Evaluation (contained in the Manual).

Visual Presentation.

- Have the participants write down their comments regarding the course.

Oral Presentation.

- Hold a discussion about the level of participant preparation had at the start of the course as opposed to the conclusion. Obtain comment about how Listos will benefit their family, neighborhood and community.

ESTIMATED TIME:

- 30 minutes



Copyright © *Alertar y Preparar* LISTOS 2018
Revised Edition 2016

NOTICE: This publication is not for sale. The reproduction and sharing of this document is authorized with acknowledgment of origin.

California Governor's Office of Emergency Services
Sub-award Grant 2016-0102



®

FIRE SERVICES TRAINING INSTITUTE
PO Box 550
Santa Barbara, CA 93105
888-977-1635
cafsti.net



Rev. 8 Feb. 2018 MSW



ISBN 978-0-9977330-6-8
90000 >

