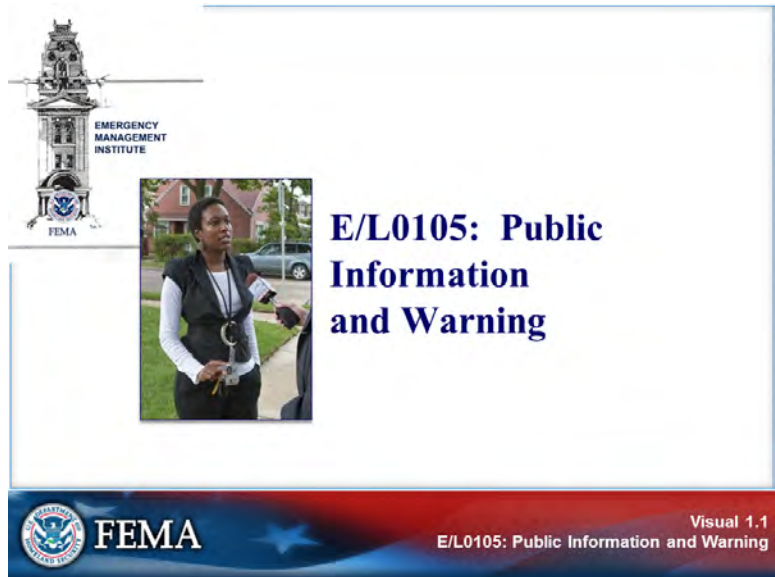# COURSE INTRODUCTION

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COURSE INTRODUCTION

Visual 1.1

Key Points

Welcome to the Public Information and Warning course.

Time Plan

Below is a suggested time plan for this module. More or less time may be required, based on the experience level of the group.

Topic	Time
Course Introduction	25 minutes
Module 1 Overview	20 minutes
Need for Information	10 minutes
Public Information	15 minutes
Importance of Public Information	45 minutes
Module Summary	5 minutes
Total Time	**2 hours**

ADMINISTRATIVE REMINDERS

Visual 1.2

Key Points

- Emergency exits
- Restrooms
- Pagers/cell phones
- Other logistics

Please turn off or silence your cell phones and other electronic devices.

INTRODUCTIONS

Visual 1.3

Key Points

- Name
- Position/organization
- Prior experience with public information and warning
- Training expectations

Please introduce yourself, including the points listed above.
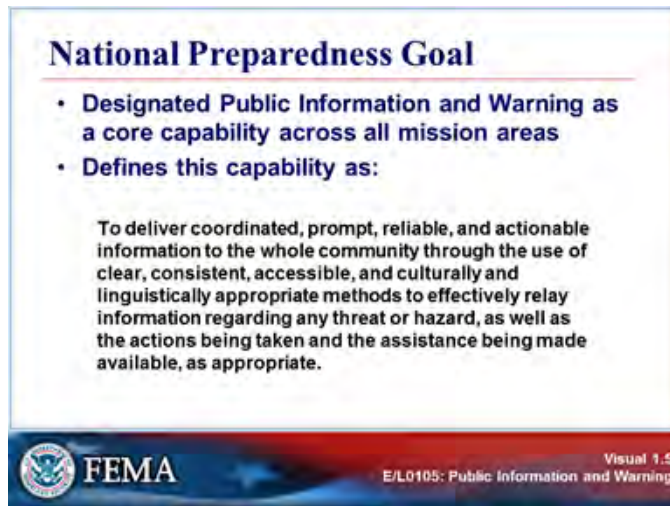
COURSE GOAL

Visual 1.4

Key Points

To enhance the jurisdiction's public information and warning core capability

Review the course goal.

NATIONAL PREPAREDNESS GOAL

Visual 1.5

KEY POINTS

The National Preparedness Goal (NPG) defines preparedness as:

> A secure and resilient Nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.

The NPG establishes 32 core capabilities across five mission areas: Prevention, Protection, Mitigation, Response, and Recovery. Achieving these capabilities:

- Is essential for preparedness
- Requires the combined efforts of the whole community
- Leads to safe and resilient communities

Public Information and Warning is a core capability that is required in all five-mission areas. The NPG defines Public Information and Warning as the capability:

> To deliver coordinated, prompt, reliable, and actionable information to the whole community through the use of clear, consistent, accessible, and culturally and linguistically appropriate methods to effectively relay information regarding any threat or hazard, as well as the actions being taken and the assistance being made available, as appropriate.

The NPG identified preliminary core capabilities for Public Information and Warning within each of the five mission areas. The core capabilities are listed on the next page.

NATIONAL PREPAREDNESS GOAL

Visual 1.5 (Continued)

Core Capabilities for Public Information and Warning

Mission Area	Core Capabilities
Prevention	Share prompt and actionable messages, to include National Terrorism Advisory System alerts, with the public and other stakeholders, as appropriate, to aid in the prevention of imminent or follow-on terrorist attacks, consistent with the timelines specified by existing processes and protocols. Provide public awareness information to inform the general public on how to identify and provide terrorism-related information to the appropriate law enforcement authorities, thereby enabling the public to act as a force multiplier in the prevention of imminent or follow-on acts of terrorism.
Protection	Use effective and accessible indication and warning systems to communicate significant hazards to involved operators, security officials, and the public (including alerts, detection capabilities, and other necessary and appropriate assets).
Mitigation	Communicate appropriate information, in an accessible manner, on the risks faced within a community after the conduct of a risk assessment.
Response	Inform all affected segments of society by all means necessary, including accessible tools, of critical lifesaving and life-sustaining information to expedite the delivery of emergency services and aid the public to take protective actions. Deliver credible messages to inform ongoing emergency services and the public about protective measures and other life-sustaining actions and facilitate the transition to recovery.
Recovery	Reach all populations within the community with effective recovery-related public information messaging and communications that are accessible to people with disabilities and people with limited English proficiency, protect the health and safety of the affected population, help manage expectations, and ensure stakeholders have a clear understanding of available assistance and their roles and responsibilities. Support affected populations and stakeholders with a system that provides appropriate, current information about any continued assistance, steady state resources for long-term impacts, and monitoring programs in an effective and accessible manner.

COURSE OBJECTIVES

Visual 1.6

Key Points

- Describe the public information and warning core capability, including:
  - The purpose and key elements of public information and warnings.
  - The roles of the emergency manager and Public Information Officer
  - Tools and processes for communicating with the public

This course is designed to provide information about, and enhance skills related to, the Public Information and Warning core capability.

Review the course objectives listed on the visual.

COURSE STRUCTURE

Visual 1.7

Key Points

This course is divided into the following seven modules:

Module	Time
Module 1: Public Information and Warning: Overview (Day One)	2 hours 30 minutes
Module 2: Promoting Preparedness (Day One)	2 hours
Module 3: Communicating Warnings (Day One)	2 hours
Module 4: Managing Public Information (Day One)	2 hours
Module 5: An Introduction to the Joint Information System and the Joint Information Center (Day Two, cont.)	3 hours 30 minutes
Module 6: Working With State and Federal Partners (Day Two)	2 hour
Module 7: Course Summary (Day Two)	35 minutes

COURSE MATERIALS AND RESOURCES

Visual 1.8
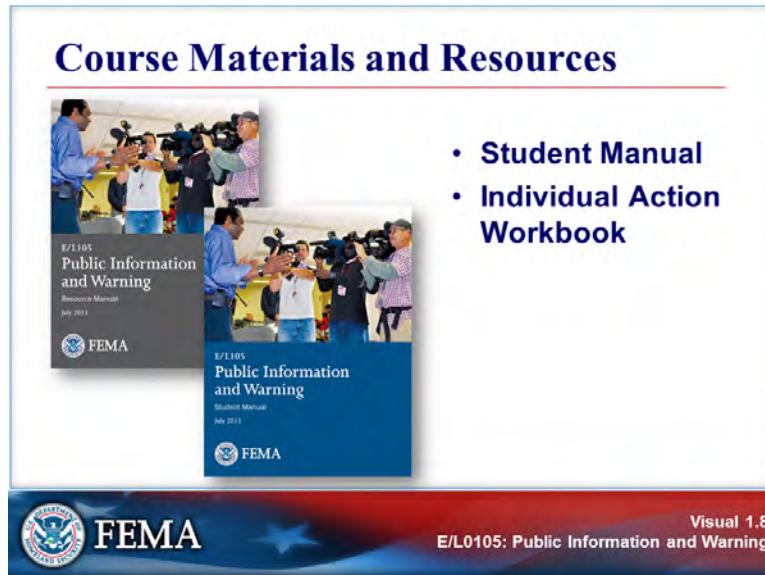
Key Points

- Student Manual
- Individual Action Workbook

Each participant should have a Student Manual and an Individual Action Workbook (IAW).
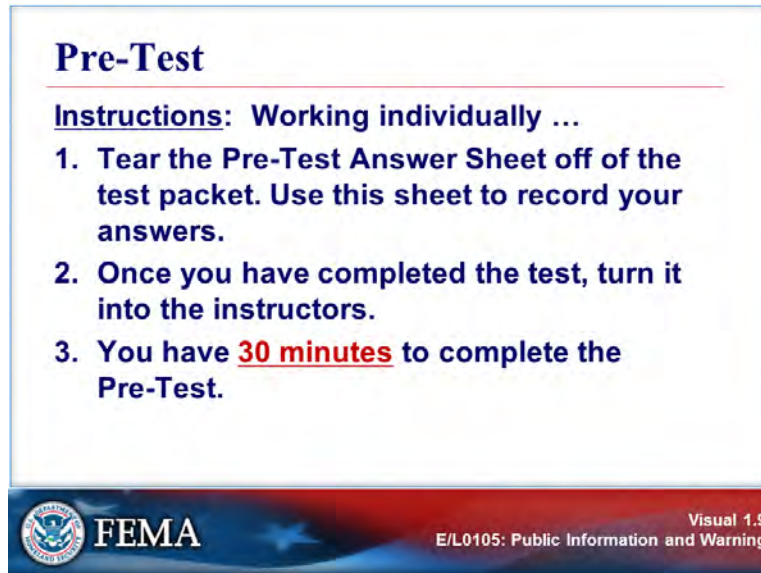
- The Student Manual contains copies of visuals, content notes, and worksheets for the course activities. In addition, it contains job-aid (guidelines, tips, reference charts, checklists, etc.) that will be useful after the training.

- The Individual Action Workbook provides a place for the student to record action steps to become an active participant in his or her jurisdiction's Public Information and Warning.

This icon at the bottom of a visual indicates a related job aid in the Student Manual.

PRE-TEST

Visual 1.9

Key Points

Instructions: Working individually…

1. Tear the Pre-Test Answer Sheet from the test packet. Use this sheet to record your answers.
2. Once you have completed the test, turn it into the instructors.
3. You have 30 minutes to complete the Pre-Test.

MODULE 1. PUBLIC INFORMATION AND WARNING: OVERVIEW

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MODULE 1 OVERVIEW

Visual 1.10
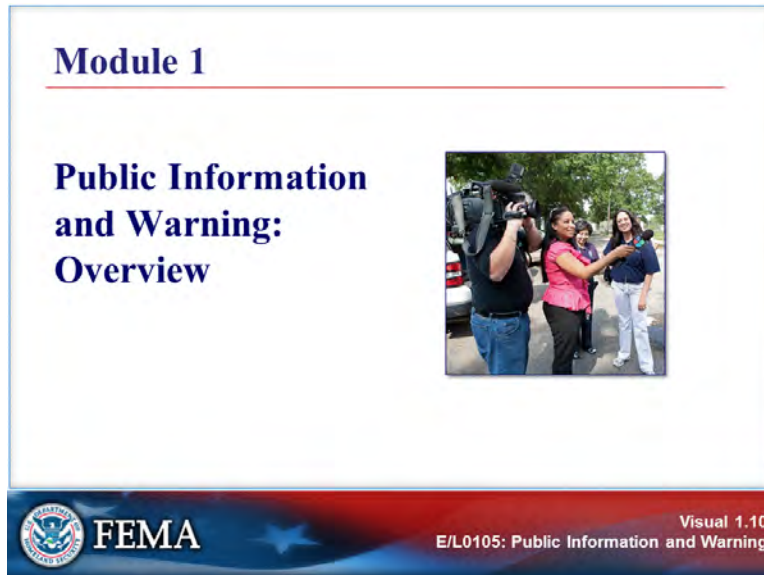
Key Points

Public Information and Warning: Overview

This module provides you with an overview of the need for, the nature of, and the importance of public information in support of emergency management.

MODULE INTRODUCTION

Visual 1.11

Key Points

This video is a good example of lack of information and mixed messages. The video shows a press conference that took place on March 28th, 1979.

Video Transcript:

Ross:
"Everything is under control; there is no danger to public health and safety." Those reassuring words came from Lieutenant Governor William Scranton, at a hastily called news conference on Harrisburg's Capitol Hill dealing with the emergency at Three-Mile Island. Scranton, who monitors energy matters for the Commonwealth, said all safety systems function properly, and that the nuclear reactor plant was shut down as it was designed to do when the turbine tripped. This occurred at 4am and only a skeleton crew of essential workers was on hand at the time. No one was reported exposed to any the radiation that leaked in the cooling system. William Dornsife, a nuclear engineer for the Department of Environmental Resources, explained what happened.

MODULE INTRODUCTION

Visual 1.11 (Continued)

Dornsife:
The plant was operating at 100-percent power and some, some fault in a in the non-safety system, the turbine plant, or, or in the electrical system, caused the valves going to turbine to shut. This is a normal anticipated transient, fact the plan to go through this type of transient during start-up proceduring, its start-up program. It's immediately after the the turbine valves closed, there was a buildup of pressure and temperature in primary system and, as designed, the the primary relief valves lifted, releasing radioactivity to the primary containment, which is also a safeguard system that's designed to contain that activity with minimal leakage.

Ross:
He said some radioactive iodine was found on the ground to the plant, but the levels that would not cause any inhalation problems. Metropolitan Edison has been and is continuing to monitor the air in the vicinity of the plant. So far, they have found no increase of any radiation levels. One questions still unanswered tonight, is why the 3-hour delay until the Commonwealth was notified, which was at 7am. Der says it wasn't privy to what the situation was at the plant during the interim the emergency was declared. But Scranton said that there would be a thorough probe on that point.

Scranton:
 If there is a situation where there was a perception of an emergency, and the Pennsylvania Emergency Management Agency Council were not notified, we intend to find out. That would be extremely disturbing. We will make a thorough investigation into that.

Ross:
A team from the Federal Government's Nuclear Regulatory Commission is already on the site and is conducting its own investigation. Indications are at this hour that the minimal contamination would appear in the milk cows that graze in the area within a week. But, as one expert said, there's nothing to worry about, and no evacuation of anyone in the plant area is anticipated.

This is the first time an incident or accident like this has happened in Pennsylvania, which has five nuclear reactor units involving three power companies, which, of course, includes Three-Mile Island. There was no possibility of an explosion, period, said officials because of the low enrichment of the fuel. Mike Ross, TV 27 News, at the Capitol

MODULE 1 OBJECTIVES

Visual 1.12

Key Points

- Describe the functions of public information and warnings

- Identify the different types of emergency public information

- Describe the purpose and content of a strategic communications plan

Review the objectives for this module.

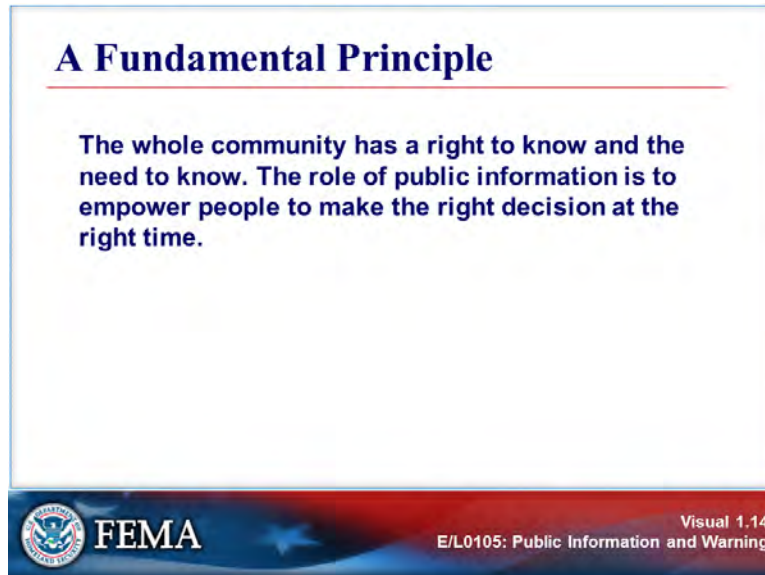**DISCUSSION QUESTIONS: MEDIA**

Visual 1.13

Key Points

Discussion Question: In the last week (or month), how have the media dealt with emergency management topics and images?

Discussion Question: What are they drawn to?

DISCUSSION QUESTION: What don't they cover?

A FUNDAMENTAL PRINCIPLE

Visual 1.14

Key Points

The whole community has a fundamental right to know about the risks they face, and they have a need to know. Such knowledge enables them to make informed choices that affect their health and well-being.

This fundamental principle is the basis for public information in this country. The role of public information is to empower people to make the right decision at the right time.

LESSONS LEARNED: THREE MILE ISLAND

Visual 1.15

Key Points

In 1979, a relief valve in a nuclear reactor coolant system at the Three Mile Island (TMI) nuclear power plant in Pennsylvania failed. This led to offsite releases of radioactivity in the areas surrounding the plant and an emergency that spanned 5 days.

The incident is often cited as a case study in the mismanagement of public information during an emergency situation. This mismanagement concerned both the sources of information at Metropolitan Edison (Met Ed) and at the Nuclear Regulatory Commission (NRC), on the one hand, and media coverage of the accident on the other. Studies of the TMI accident have concluded that neither the utility nor the NRC's handling of the public relations aspect of the crisis served the interests of the general public, especially the resident population close to the TMI facilities. The following are examples of information problems that occurred:

- Neither Met Ed nor the NRC had a "disaster" public information plan.
- Met Ed and the NRC spoke with different voices, often giving conflicting statements.
- The public, in turn, was left in a state of confusion and uncertainty.
- Public acknowledgment of the seriousness of the situation was slow in coming, and Met Ed consistently downplayed the seriousness of the accident.
- The media and the local population were perplexed, and both came to suspect that the confused and vague explanations from Met Ed indicated a withholding of information on the seriousness of the reactor's problems. This suspicion destroyed the credibility of Met Ed as a source of reliable information.
- The sheer number of reporters that swarmed to the scene overwhelmed the utility's efforts to communicate with them.
- There was a problem with terminology. Engineers at the facility used highly technical language in explaining the situation, and the utility did not provide sufficient information or technical briefings to help journalists interpret what they were being told.

LESSONS LEARNED: THREE MILE ISLAND

Visual 1.15 (Continued)

The Three Mile Island incident shined the spotlight on the public's right to know the facts about situations that affect their well-being.

In the wake of the incident, the Federal Government was criticized for having no organized system to ensure that the public received the information that they had the right to know.

To correct the problem, FEMA created a mechanism for coordinating the flow of information from all Federal agencies during disasters—the Joint Information Center (JIC), which you will learn about in a later unit.

To promote a clear, consistent information flow, the first JIC was established after the Mount Saint Helens volcano erupted. The JIC helped fulfill the right-to-know obligations.

IMPORTANCE OF INFORMATION

Visual 1.16

Key Points

Discussion Question: Why might information be as important to disaster survivors as food and water?

DISCUSSION QUESTION: EMERGENCY INFORMATION

Visual 1.17
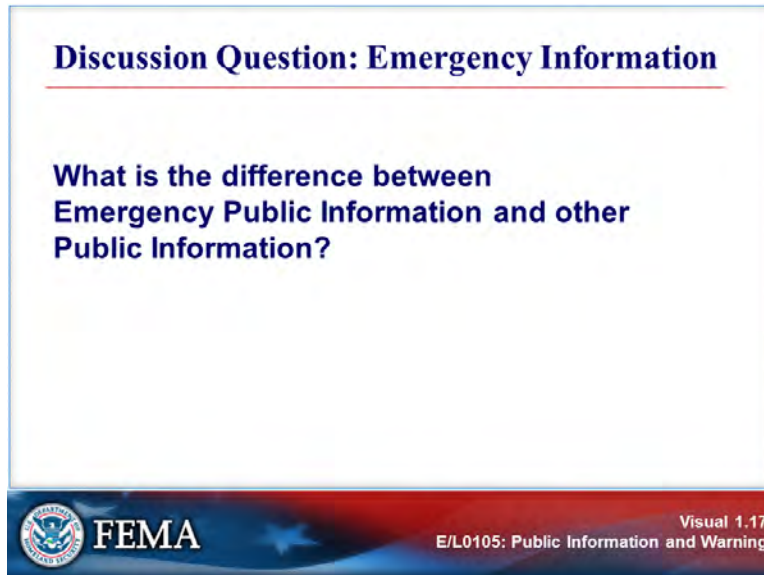
Key Points

Discussion Question: What is the difference between Emergency Public Information and other Public Information?

WHAT IS PUBLIC INFORMATION?

Visual 1.18

Key Points

Public information is information that is collected, assembled, or maintained by an organization in connection with the transaction of official business and is made available for dissemination to the public.

Emergency public information is developed and disseminated in anticipation of, during, or after an incident to provide specific life- and health-saving information, including the severity of the situation and any action steps that individuals and communities should take to minimize risk.

TYPES OF INFORMATION

Visual 1.19

Key Points

Emergency public information may include:

- Alerts and warnings about hazardous weather, imminent emergencies, and other hazardous situations. **Note:** In this course, the terms *alert* and *warning* are used interchangeably.

- Directives, such as evacuation orders and curfews, as well as self-protective actions to be taken

- Information about:
    - o Scope of the emergency (e.g., areas affected, predicted duration)
    - o Status of the incident response
    - o How to obtain information about family members
    - o Help that is available, including food, water, ice, shelter, medical services, animal care, and other resources

FUNCTIONS OF PUBLIC INFORMATION

Visual 1.20

Key Points

Emergency public information serves many important functions. It can:

- **Save lives and reduce injury.** Knowing the proper protective actions to take enables people to reduce their risk.

- **Protect property and the environment.** Understanding how to mitigate risk to property and the environment may lessen the damage inflicted by disasters.

- **Facilitate the tactical response by calming fears and managing expectations.** People who know what to expect are more likely to follow instructions and allow responders to do their jobs.

- **Educate and inform the public and change behavior or attitudes.** An educated public is more likely to prepare for emergencies and be ready when they occur.

FUNCTIONS OF PUBLIC INFORMATION

Visual 1.21
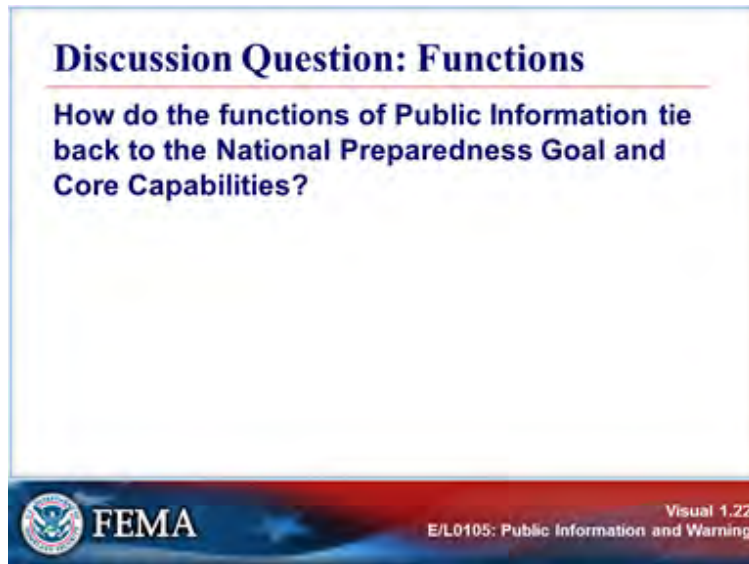
Key Points

Emergency public information also is used to:

- **Seek the public's cooperation and call people to action.** Whether the need is for volunteers to help with sandbagging, citizens to cooperate with investigators, or residents to evacuate their homes, public information is an instrument that can help make it happen.

- **Provide information to help families reunite.** After a disaster, few things are more distressing than being separated from loved ones. Public information about shelter message boards, hot lines, survivor registries, and other linkages can help reunite families and enable them to move forward with their recovery.

- **Instill public confidence in the jurisdiction's ability to manage an incident and protect citizens.** Providing timely, accurate, and understandable information builds confidence in emergency management's competence.

DISCUSSION QUESTION: FUNCTIONS

Visual 1.22

Key Points

Discussion Question: How do the functions of Public Information tie back to the National Preparedness Goal and Core Capabilities?

FUNCTIONS OF WARNINGS

Visual 1.23

Key Points

Warnings are intended to allow people to take actions that save lives, reduce damage, reduce human suffering, and speed recovery.

To fulfill this purpose, warnings must reach every person who is at risk, no matter what they are doing or where they are located, and must do so in a timely fashion.

DISCUSSION QUESTIONS: PUBLIC CONFIDENCE

Visual 1.24

Key Points

Discussion Question: Why is it important to instill confidence in the jurisdiction's ability to manage an incident?

Discussion Question: What happens when the public loses confidence or the confidence is broken?

STRATEGIC COMMUNICATIONS PLAN

Visual 1.25

Key Points

A strategic communications plan outlines a strategic approach to emergency communications. It contains guidance for officials related to management of information before, during, and after an emergency. Although contents may vary, the plan generally includes a description of the target audiences and key messages for outreach.

ACTIVITY 1.1 – STRATEGIC COMMUNICATIONS

Visual 1.26

Key Points

Instructions:
1. Answer the questions related to strategic communications planning in your Individual Action Workbook.

FLOW OF EMERGENCY COMMUNICATIONS

Visual 1.27
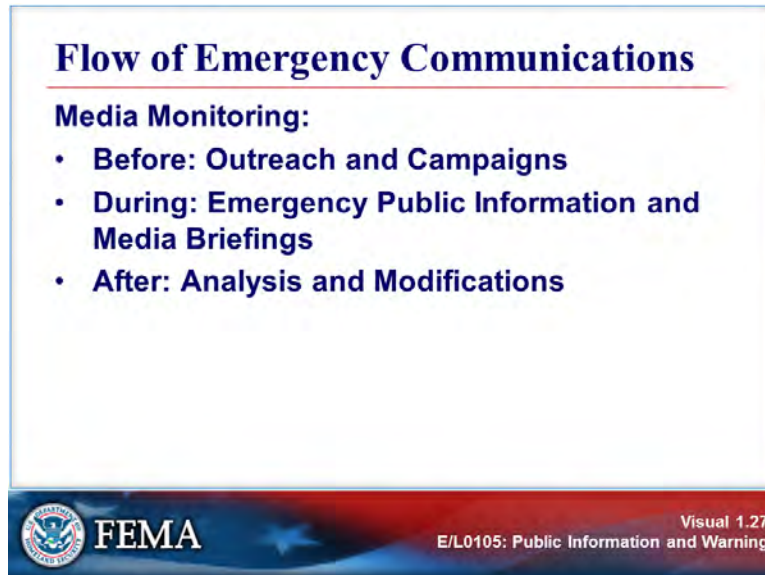
Key Points

The flow of emergency communications extends from the pre-incident phase, through the incident, and into the post-incident phase.

Before an incident, public information activities can include:

- **Outreach** to the news media to educate reporters unfamiliar with your organization or program and to build relationships. Examples include:
  o Regular contact through phone calls or news releases (as long as there is a newsworthy reason behind the call or news release)
  o Facility tours or ride-alongs (especially for reporters new to your beat)

- **Public awareness campaigns,** which can address such topics as:
  o Smoke detector campaigns (get smoke detectors, replace batteries, etc.)
  o Home preparedness plans.
  o Weather-related messages (hurricane, tornado, and earthquake preparedness, etc.)
  o Home swimming pool safety.
  o Food safety
  o Health-related issues (e.g., cold and flu prevention, child immunization)

During any type of crisis, the public needs information to make informed and rational decisions. This information must be accurate, easy to understand, and delivered in a rapid fashion to:

- Save lives and reduce injuries
- Protect property
- Calm fears

FLOW OF EMERGENCY COMMUNICATIONS

Visual 1.27 (Continued)

After an incident, you must analyze how the communication process went. Good information can lead to good outcomes, but bad information can lead to very bad outcomes!

Media monitoring takes place throughout the cycle and is used to continually evaluate and adjust public information efforts.

DISCUSSION QUESTION: TYPES OF MESSAGES

Visual 1.28

Key Points

Discussion Question: What are some of the types of public information and warning messages you would provide before, during, and after a potential severe storm (e.g., hurricane, possible tornado activity)?

MODULE SUMMARY

Visual 1.29

Key Points

This module presented the following key points:

- Emergency public information is developed and disseminated pre--incident, during the incident, and post-incident.
- Emergency public information can help to save lives, prevent injury, and protect property.
- Effective public information results in better-informed community members who can help reduce risk and can help with their own recovery.

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MODULE 2. PROMOTING PREPAREDNESS

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MODULE OVERVIEW

Visual 2.1
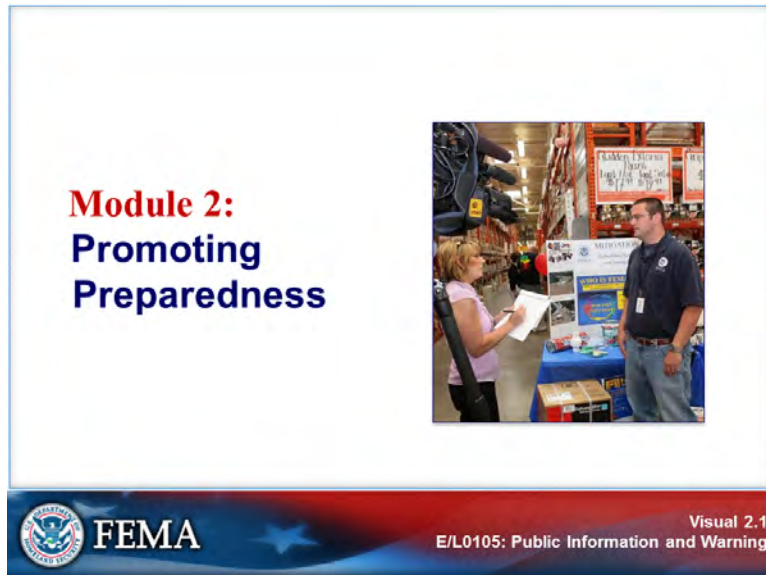
Key Points

Promoting Preparedness

This module provides you with information on the role that public awareness campaigns can play in public safety and emergency management.
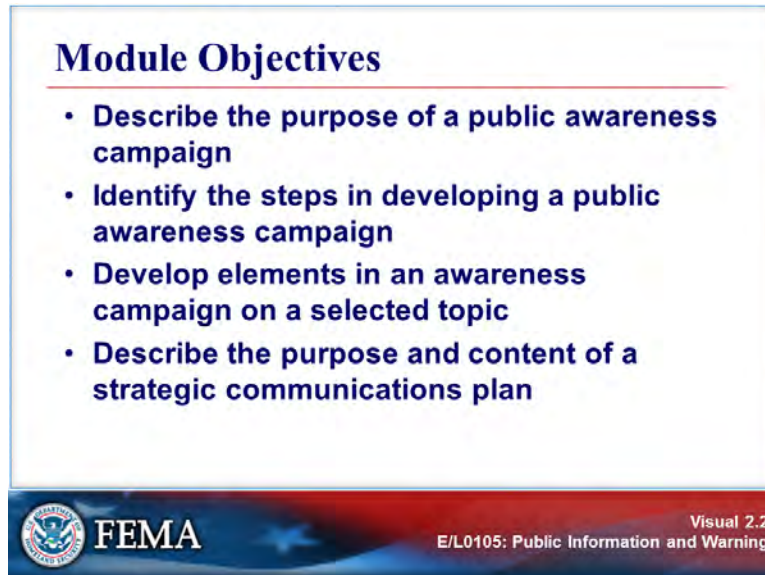
Time Plan

Below is a suggested time plan for this unit. More or less time may be required, based on the experience level of the group.

Topic	Time
Module Overview	5 minutes
Preparedness Public Information	5 minutes
Awareness Campaign Steps	5 minutes
Awareness Campaign: Step 1	5 minutes
Awareness Campaign: Step 2	5 minutes
Awareness Campaign: Step 3	35 minutes
Awareness Campaign: Step 4	10 minutes
Activity: Planning Successful Campaigns	45 minutes
Module Summary	5 minutes
Total Time	**2 hours**

MODULE OVERVIEW

Visual 2.2

Key Points

Module Objectives

- Describe the purpose of a public awareness campaign
- Identify the steps in developing a public awareness campaign
- Develop elements in an awareness campaign on a selected topic
- Describe the purpose and content of a strategic communications plan

Review the module objectives listed on the visual.

PREPAREDNESS PUBLIC INFORMATION

Visual 2.3
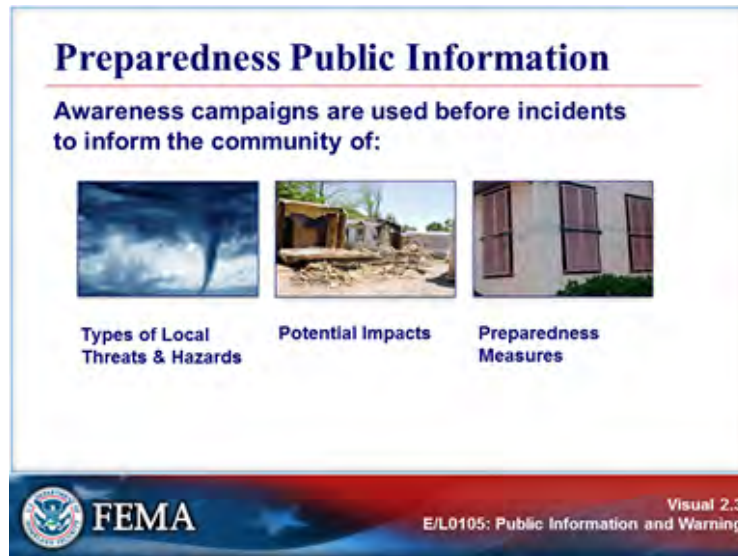
Key Points

Public awareness campaigns are ongoing, public education to heighten awareness of community threats and hazards and preparedness measures. Awareness campaigns are used before incidents to inform the community of:

- Informing and educating the public about types of threats and hazards
- Increasing visibility of potential impacts and support provided
- Increasing preparedness

Some common topics for public awareness campaigns include the following:

- Disaster Preparedness Month (September)
- Hurricane preparedness
- Home pool safety
- Severe weather safety instructions
- Smoke detector installation and testing
- Home, office or hotel fire-safety tips

PURPOSE OF AWARENESS CAMPAIGNS

Visual 2.4

Key Points

The primary goal for awareness campaigns is to persuade the public that preparedness actions:

- Are necessary
- Are supported by community leaders
- Do not require extraordinary effort or expense
- Reduce risk
- Raise awareness

FOUR STEPS TO AN AWARENESS CAMPAIGN

Visual 2.5
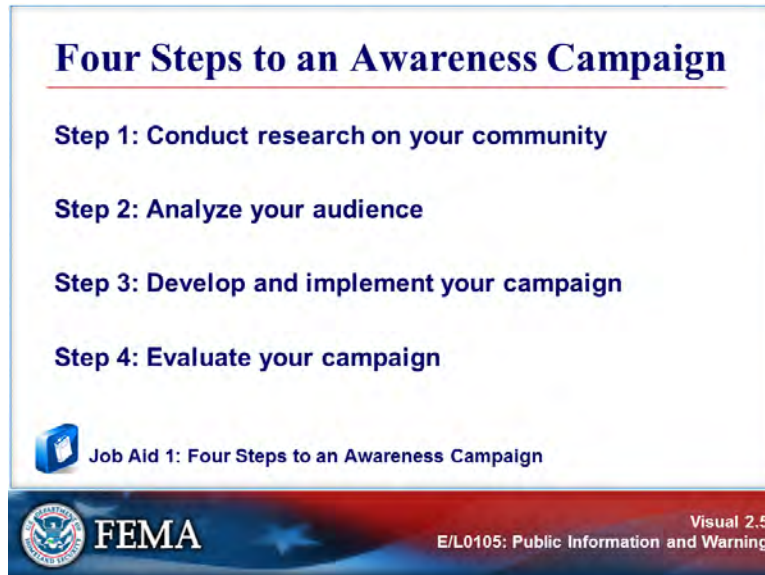
Key Points

Creating a public awareness campaign is a four-step process:

1. Conduct research on your community.
2. Analyze your audience.
3. Develop and implement your campaign.
4. Evaluate your campaign.

The next visuals provide detail on each of these steps.

STEP 1: CONDUCT RESEARCH

Visual 2.6

Key Points

To start developing an awareness campaign, first you need to determine what the concerns and issues are in your community.

- What are the threats and hazards in your community?
- Who is at risk?
- What are people concerned about?
- What is their current level of preparedness?

STEP 2: ANALYZE YOUR AUDIENCE

Visual 2.7

Key Points

The next step in the process of building your awareness campaign is deciding:

- Who is your audience?
- What are their communications needs and preferences?
- Where do they live?
- Where do they get their information? Type of media? Newspaper? Radio? Internet?
- What types of messages will be most effective?
- What languages do they speak? Who can deliver the messages?

STEP 3: DEVELOP AND IMPLEMENT THE CAMPAIGN

Visual 2.8

Key Points

When developing and implementing the campaign, you need to:

- Keep your goal in mind and develop a message to meet that goal.

- Look at the cost of your campaign and your budget to make other determinations about media, timing, frequency, etc.

- Identify partnerships in the community that can help you get your message out.

- Identify your time constraints. (For example, when do you need to get your preparedness message out for hurricane season?)

- Identify occasions during the year that might relate to a message you want to convey.

Note: On the next page are examples of monthly remembrances, events, and milestones to which awareness campaigns can be linked.

- Identify the medium that would be best to get your message to the audience: print, television, radio, Internet, or other news media. You may want to consider using several different ways and places to get your message out, because this may increase the effectiveness and impact of your campaign.

STEP 3: DEVELOP AND IMPLEMENT THE CAMPAIGN

Visual 2.8 (Continued)

Examples of Monthly Events and Milestones
to Which Awareness Campaigns Can Be Linked

January: National Volunteer Blood Donor Month, Haiti earthquake anniversary, Martin Luther King, Jr. Day of Service

February: Earthquake Awareness Month, National Burn Awareness Week, Chile earthquake anniversary

March: American Red Cross Month, Flood Safety Awareness Week, National Hurricane Conference

April: National 9-1-1 Education Month, National Volunteer Week, Earth Day, National Severe Weather Preparedness Week

May: Mental Health Month, National Older Americans Month, Public Service Recognition Week, National Police Week, National Public Works Week, National EMS Week, National Hurricane Awareness Week, Memorial Day (usually preceded by grilling safety fire awareness news release)

June: National Safety Month, National Congress of the American Indian mid-year conference, Lightning Awareness Week, American Radio Relay League Field Day

July: Independence Day (usually preceded by fireworks safety news release), National Governor's Association Annual Conference, Anniversary of the Signing of the Americans with Disabilities Act

August: Annual National Night Out, NOAA Updated Hurricane Outlook, Hurricane Katrina anniversary

September: National Preparedness Month, Labor Day, National Assisted Living Week, Child Passenger Safety Awareness Week

October: Crime Prevention Month, Celebrate Safe Communities, Fire Prevention Week, America's Safe Schools Week, Make a Difference Day

November: National American Indian Heritage Month, end of Daylight Savings Time (check smoke detectors), Veterans' Day, seasonal interest—holiday/cooking fire safety, end of Atlantic Hurricane Season

December: Winter Storm Awareness, International Day of Persons with Disabilities

ACTIVITY 2.1 – PREPAREDNESS CAMPAIGN CASE STUDY

Visual 2.9

Key Points

> **Instructions:**
>
> *Total Activity Time:* 30 minutes
> - 20 minute: Individual work
> - 10 minute: Class debrief
>
> Give the participants time to review the case study. Facilitate a discussion of the questions listed on worksheet 2.1.

Instructions: Working in groups…
1. Review the preparedness campaign case study in Worksheet 2.1.
2. Answer the questions provided.
3. Select a spokesperson, and be prepared to share your answers with the class.

ACTIVITY 2.1 – PREPAREDNESS CAMPAIGN CASE STUDY

Visual 2.9 (Continued)

Worksheet 2.1

Instructions: Review the following case study. Be prepared to discuss the following questions:

1. What do you observe about the different types of partners?

2. What do the different types of partners contribute?

3. What do they get in return?

4. What unique partners might you want to engage in your community?

ACTIVITY 2.1 – PREPAREDNESS CAMPAIGN CASE STUDY

Visual 2.9 (Continued)

Activity 2.1 – Case Study

In 2009, the San Diego County Office of Emergency Services (OES), in partnership with the San Diego County Fire Chiefs Association and Farmers Insurance Group, launched an unprecedented region-wide fire preparedness campaign.

OES assisted in coordinating a door-to-door campaign on July 25 and August 1 in which 55 fire departments and thousands of community volunteers delivered preparedness materials to homes that are adjacent to wildland areas or urban canyons.

The materials provided information on:

- AlertSanDiego, the county's regional mass notification system
- How to create defensible space
- Landscaping to reduce fire risk
- Fire-resistant plant guide
- Steps to make a home or business fire resistant
- Contacting emergency assistance

Below is a list of partners who participated in the campaign.

10 News	Fallbrook Public Utilities District
100.7 Jack FM and & 760 KFMB AM	Farmers Insurance
Air Products	Gen-Probe
Allstate Foundation	Helix Water District
Allstate Insurance Company	Home Depot
American Medical Response	Hospital Association of San Diego and
Amylin Pharmaceuticals	Imperial Counties
AT&T	Hunter Industries
BAE Systems	JC Penney
Bank of America	Kyocera
Barney and Barney	LPL Financial
Burn Institute	Macy's
Cal Fire	Mission Linen Supply
California Center for Sustainable Energy	Navy Region Southwest
Callaway Golf	New Car Dealers Association
CBS Outdoor Advertising, CBS Radio	Nordstrom
Chambers of Commerce	North San Diego County Association of
Citi	Realtors
Clear Channel Outdoor	Northrop Grumman
Council of Community Clinics	Olivehain Municipal Water District
Cox Communications	Otay Water District
Dixieline New Car Dealers Association	Padre Dam Municipal Water District
El Cajon Fire Department	Pardee Homes
EYE Mall Media (USA) LLC	Poway Fire Department
	Qualcomm
	Ramona Municipal Water District

AWARENESS CAMPAIGN: STEP 3

Visual 2.9 (Continued)

Activity 2.1 – Case Study (Continued)

SAIC
San Diego Chargers
San Diego County Hotel-Motel Association
San Diego County Medical Society
San Diego County Sheriff's Department
San Diego County Water Authority
San Diego EarthWorks
San Diego Fire and Rescue Department
San Diego North Economic Development
    Council
San Diego Padres
San Diego Zoo
San Miguel Consolidated Fire Protection District
Santa Fe Irrigation District
SeaWorld

South County Economic Development Council
Sprint
State Farm Insurance
Sweetwater Authority
Twenty First Century Communications
U.S. Coast Guard – Sector San Diego
U.S. Marine Corps
United Parcel Service
URS
Valley Center Municipal Water District
Verizon
VIP Pedicab
Wal-Mart
Westfield Malls

PREPAREDNESS RESEARCH FINDINGS

Visual 2.10

Key Points

Recent research found that communicating actions to take was more effective in motivating preparedness actions than communicating risk.

Key findings included the following:

- Households in America are most likely to take steps to prepare themselves if they observe the preparations taken by others. These observations have an impact on preparedness action—taking them directly and also by leading observers to think the actions they are observing are effective because others have performed them.

- Providing preparedness information works if that information is actionable and is from multiple sources and communicated over multiple channels.

Source:
Wood, M. M., Mileti, D. S., Kano, M., Kelley, M. M., Regan, R., and Bourque, L. B. (2012), Communicating Actionable Risk for Terrorism and Other Hazards. *Risk Analysis, 32:* 601–615. doi: 10.1111/j.1539-6924.2011.01645.x

EXAMPLE: RADON VIDEO CONTEST

Visual 2.11

Key Points

<u>Discussion Question</u>**: How does this approach relate to the research findings?**

Radon Rap Battle MC Radon vs. Detektah – St. Teresa High School

Video Transcript:

[Rap music]

MC Radon: It's MC Radon in the house! Like, literally, I'm in your house. Who's that dude coming through the air shaft? I'm Radon, a radioactive gas. I'm colorless, odorless, and even tasteless. You might not even know it—I could be in your basement. I seep through the cracks in your walls and floors. I'm the guy everybody keeps falling for—killing 21,000 people every year. If you want to keep your life, boy you'd better steer clear.

Detektah: Boy, give me that mike. My name's Nate, but they call me Detektah. I got a couple facts, 'cause I'm here to protect ya. Mr. Radon is a sneaky little guy. You might catch him creeping in your water supply. He's the second most common cause of lung cancer.

Person with Purple Hair: How do you defeat him?

Detektah: This is the answer. You gotta act now; he's nothing to mess with. All you gotta do is get the radon test kit.

TAILORING MESSAGES TO YOUR AUDIENCE

Visual 2.12
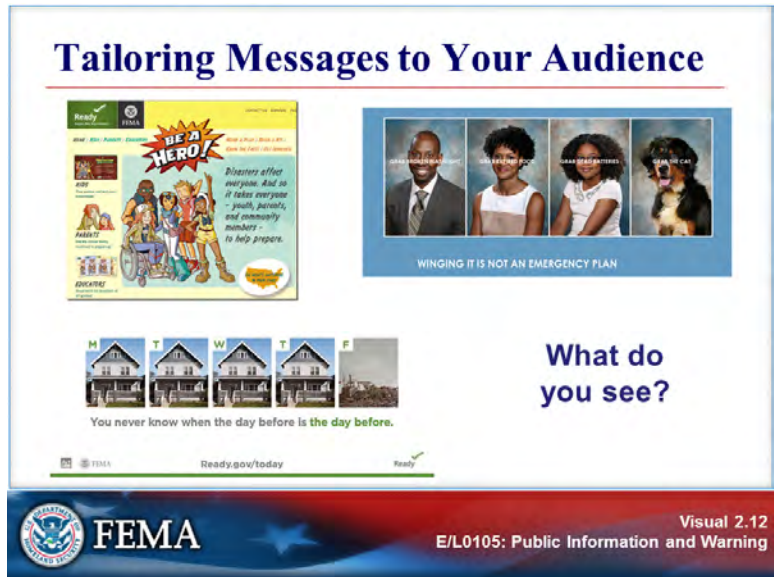
Key Points

In creating preparedness campaigns, it is also important to tailor the message to the audience.

Discussion Question: What do you see in the messages shown on the visual?

HAVE A SIMPLE MESSAGE

Visual 2.14
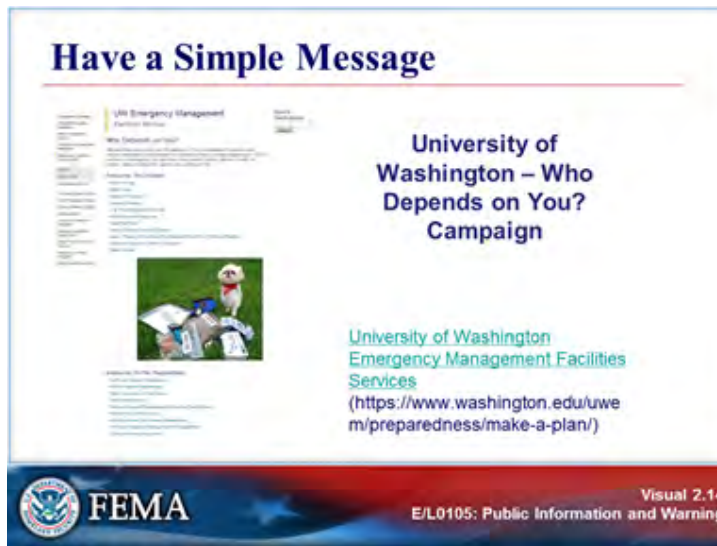
Key Points

Another effective preparedness campaign technique is to focus on a simple message.

For example, jurisdictions in Washington State and Oregon have been participating in a preparedness campaign called "Who Depends on YOU?"

The goal is to motivate community members with messages, such as the following from the University of Washington's Facilities Services Emergency Management Web site:

"Who Depends on You?
Stop and think about who in your life depends on YOU to be prepared. Everyone has a personal responsibility to be prepared for a disaster as there is someone depending on YOU to be there in an emergency. Our significant other, parents, children, relatives, friends, co-workers, place of employment, pets, etc. are counting on YOU."

For more information on this campaign, visit UW Emergency Management (http://www.washington.edu/emergency/Who%20Depends%20on%20You)

DISCUSSION QUESTION: COMMUNICATION MODES

Visual 2.15

Key Points

Discussion Question: What are some modes of communicating campaign messages?

Discussion Question: How can you ensure that your campaign messages are successful?

Discussion Question: What topic would you pitch for a preparedness story in your community?

STEP 4: EVALUATE

Visual 2.16

Key Points

Once you have implemented your awareness campaign, you need to start evaluating it.

- Did the message reach the targeted audience?
- Did the message call people to action?
- Was the action significant?
- How did you measure the action?
- What will you change in future campaigns? (And, what can you change in this campaign to address any issues?)

Note: Job Aid 1, on the next page, summarizes the awareness campaign process just described.

Job Aid 1: Four Steps to an Awareness Campaign

The primary goal for awareness campaigns is to persuade the public that preparedness actions:

- Are necessary
- Are supported by community leaders
- Do not require extraordinary effort or expense

Creating a public awareness campaign is a four-step process.

STEP	DESCRIPTION
1. Conduct research on your community.	Determine what the concerns and issues are in your community. • What are the hazards or risks in your community? • What problems are you having in your community? • What are people concerned about? • Who is vulnerable?
2. Analyze your audience.	Decide who the audience is: • Where do they live? • Where do they get their information? Type of media? Newspaper? Radio? Internet? • What types of messages will be most effective? What languages do they speak? What are their concerns?
3. Develop and implement your campaign.	• Keep your goal in mind and develop a message to meet that goal. • Look at the cost of your campaign and your budget to make other determinations about media, timing, frequency, etc. • Identify partnerships in the community that can help you get your message out. • Identify your time constraints (for example, when do you need to get your preparedness message out for hurricane season?). • Identify occasions during the year that might relate to a message you want to convey. • Identify the medium that would be best to get your message to the audience: print, television, radio, Internet, or other new media. You may want to consider using several different ways and places to get your message out, because this may increase the effectiveness and impact of your campaign.
4. Evaluate your campaign.	• Did the message reach the targeted audience? • Did the message call people to action? • Was the action significant? • How did you measure the action? • What will you change in future campaigns? (And, what can you change in this campaign to address any issues?)

DISCUSSION QUESTION: AWARENESS CAMPAIGN

Visual 2.17
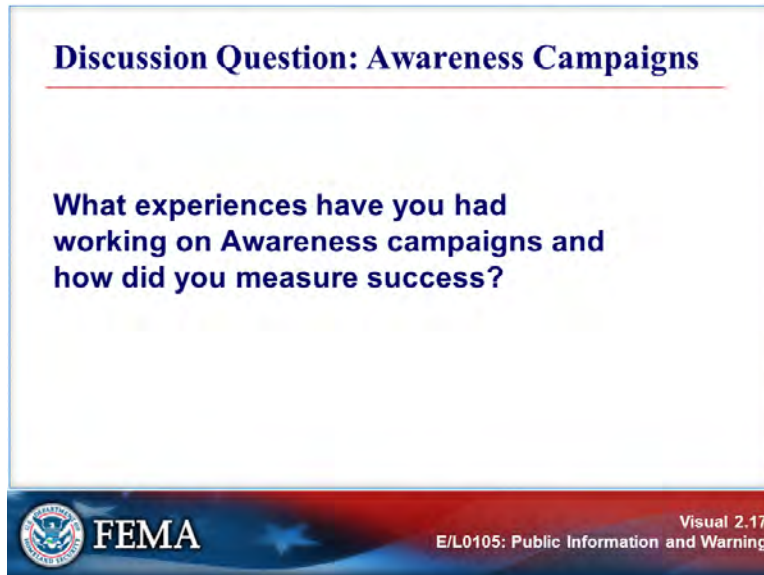
Key Points

Thinking about the awareness campaign in which you have been involved, discuss how you measured success.

Discussion Question: What experiences have you had working on Awareness Campaigns, and how did you measure success?

TOOLKIT TEMPLATES

Visual 2.18

Key Points

Preparedness toolkits and templates for:

- Individuals and families
- Children, parents, and educators
- Businesses
- Tribes
- Seasonal hazards
- Pandemics

FEMA's Ready.gov website (https://www.ready.gov) provides preparedness resources, including toolkits and templates for a variety of target audiences and hazards.

ACTIVITY 2.2: PLANNING SUCCESSFUL CAMPAIGNS

Visual 2.19

Key Points

Purpose: This activity will let you brainstorm ideas for awareness campaigns.

Instructions:
Total Activity Time: 30 minutes
- 20 minute: Group work
- 10 minute: Class debrief

- Explain the activity, and refer the participants to Worksheet 2.2.

- Allow about 20 minutes for small group work.

- Debrief by asking each group to share its message and strategy.

Instructions: Working as a group . . .
1. Identify an awareness campaign topic
2. Using Worksheet 2.2:
   a. Develop the key message.
   b. Describe media you will use.
   c. Identify potential partnerships that would help make the campaign successful.
   d. Describe how you would evaluate the effectiveness of the campaign.
3. Be prepared to present your message and strategy to the class.

ACTIVITY: PLANNING SUCCESSFUL CAMPAIGNS

Visual 2.18 (Continued)

Worksheet 2.2
Planning an Awareness Campaign

TOPIC—Identify an awareness campaign topic:
MESSAGE—Develop the key message:
MEDIA—Describe media you will use:
PARTNERSHIPS—Identify potential partnerships that would help make the campaign successful:
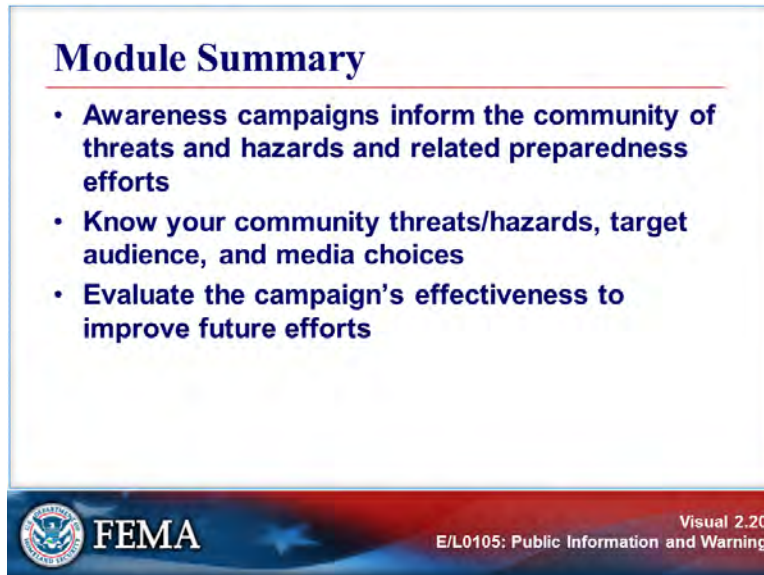
MODULE SUMMARY

Visual 2.20

Key Points

In this module, the following key points were presented:

- Awareness campaigns are used to inform the community of threats and hazards and preparedness efforts for those threats/hazards.
- To successfully develop an awareness campaign, you need to know your community threats/hazards, target audience, and media choices.
- It is important to evaluate the effectiveness of your awareness campaign to improve future efforts.

Now that you know about information you might provide before an incident, the next unit will present how to handle public information needs during an incident.

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MODULE 3: COMMUNICATING WARNINGS

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MODULE INTRODUCTION

Visual 3.1

Key Points

Communicating Warnings

This module describes the characteristics of effective alert and warning messages.

Time Plan

A suggested time plan for this module is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Module Introduction	5 minutes
Public Communication	30 minutes
Warning Systems	15 minutes
Factors To Consider	5 minutes
EOP and Warning	5 minutes
Warning Systems	20 minutes
Activity: Warning Message	30 minutes
Additional Resources	5 minutes
Module Summary	5 minutes
Total Time	**2 hours**

MODULE OBJECTIVES

Key Points

- Describe factors that influence public response to warning messages
- Discuss the myths associated with public response to warning messages
- Describe the intent of IPAWS
- Identify the components of effective warning messages
- Given a simulated situation, write a clear and accessible warning message.

Review the module objectives listed on the visual.

WARNING AND EMERGENCY MESSAGES

Visual 3.3

Key Points

Assuming you are starting from an occurring or impending potentially hazardous event, the first question is whether or not the event meets the definitions for warning or emergency.

The National Oceanic and Atmospheric Administration (NOAA) Weather Radio All Hazards (NWR) Specific Area Message Encoding (SAME) protocol is used to activate the Emergency Alert System (EAS) and to activate specific SAME-capable NWR receivers. This protocol distinguishes between warning messages and emergency messages based on significance and directness of the threat.

- **Warning messages:** These messages are issued for those events that alone pose a significant threat to public safety or property, and for which probability of occurrence and location is high, and the onset time is relatively short.

- **Emergency messages:** These messages are issued for those events that by themselves would not kill or injure or do property damage, but indirectly may cause other things to happen that result in a hazard.

WARNING MESSAGE COMPONENTS

Visual 3.4

Key Points

Effective warnings are those that result in members of the public taking recommended actions to protect themselves. To help ensure that warning messages are effective, they must be issued in a timely manner and should include the following components:

- **Specific hazard:** What is/are the hazards that are threatening? What are the potential risks for the community?
- **Location:** Where will the impacts occur? Is the location described so those without Local knowledge can understand their risk?
- **Timeframes:** When will it arrive at various locations? How long will the impacts last?
- **Source of warning:** Who is issuing the warning? Is it an official source with public credibility?
- **Magnitude:** A description of the expected impact. How bad is it likely to get?
- **Likelihood:** The probability of occurrence of the impact.
- **Protective behavior:** What protective actions should people take and when? If evacuation is called for, where should people go and what should they take with them?

WARNING MESSAGE EXAMPLE

Visual 3.5

"A dangerous wildfire is moving toward North Haverbrook and is expected to reach the north edge of town by 2 pm. All persons remaining within the hazard area must evacuate now to a safe location to the west or east. A shelter is now open at Waverly Hills High School gym. Pets are permitted."

Key Points

"A dangerous wildfire is moving toward North Haverbrook and is expected to reach the north edge of town by 2 pm. All persons remaining within the hazard area must evacuate now to a safe location to the west or east. A shelter is now open at Waverly Hills High School gym. Pets are permitted."

Review the warning message example on the visual.

Using templates, tailored to those threats and hazards likely in your warning area, can help prevent errors or omissions that can occur in moments of urgency. Using a template that incorporates pre-approved language can reduce delays in issuing alerts and warnings. Another advantage is that, if you need to use a language in addition to English, your templates can be translated in advance.

Your alert authoring software may provide the capability to create and reuse templates. If not, you can use word processing software to store your template and create your message to copy and paste into your alerting software.

It is recommended that if you do use templates, they should be customized for the types of threats and hazardous events that may occur in your area.

Note: Job Aid 2, on the next page, provides an example of a warning message template that can be customized for your jurisdiction.

WARNING MESSAGE EXAMPLE

Visual 3.5 (Continued)

Job Aid 2: Example of a Warning Message Template

Immediate Evacuation Order (EVI)

Replace all bracketed text below:

(Headline field)

Immediate Evacuation Ordered for *[geographic description of area to be evacuated]*

(Description field)

Effective immediately, and extending until *[further notice or expiration time]*, the Mayor of Disasterville has issued an evacuation order for all persons living, working, or travelling in the vicinity of *[geographic description of area to be evacuated]*. This area is at immediate risk from *[brief description of the hazardous conditions]*.

(Instruction field)

To protect yourself and your family from this dangerous situation, the following actions are strongly urged:

*Leave your home or workplace immediately for a safe destination outside the hazard area via *[specify recommended route(s) of travel]*.

*Take only pets and essential items such as medications with you.

*[*Instruction related to school children if applicable, e.g., Do not pick up your children from school. They are being evacuated by school officials.]*

A shelter operated by *[organization, e.g., the Red Cross]* is available at *[address of public shelter]*. If you need evacuation assistance, call 555-9999. Do not call 9-1-1 unless you have a serious personal emergency. For further information, tune to radio station KKKK.

REACHING THE WHOLE COMMUNITY

Visual 3.6

Key Points

How will you ensure that everyone who needs the information is informed?

The combination of warning systems and strategies should be designed to reach the whole community, including:

- Persons with access and functional needs, such as those who are deaf, hard of hearing, blind, or who have low vision
- People with limited English proficiency
- People in offices, schools, hospitals, nursing homes, college campuses, or other group settings

ACCESSIBLE WARNING MESSAGES

Visual 3.7

Key Points

To ensure that alert and warning messages are accessible to all audiences:

- Use clear and simple language.
- Take care with text-to-speech conversion. Avoid nonstandard language formats and terminology when using conversion and translation technologies.
- Be sure the audio is consistent with the text.
- Provide ample text and audio to explain images and maps.

Note: Job Aid 3, on the next page, provides additional information about crafting accessible warning messages.

ACCESSIBLE WARNING MESSAGES

Visual 3.7 (Continued)

Job Aid 3: Accessible Warning Messages

Accessible Warning Messages
Style Elements
How you write a warning message is nearly as important as what you write. Poorly written warnings can undermine understanding and credibility. "Style" refers to how you write. Here are some style elements to consider when writing accessible and usable alert and warning messages. Be: • **Specific:** If the message is not specific enough about the "Who? What? When? Where? Why? and How?" the public will spend more time seeking specific information to confirm the risk. If necessary, be specific about what is or is not known about the hazard. • **Consistent:** A warning should be internally consistent; that is, one part of the message should not contradict another part. It should be consistent with messages that are distributed via other channels. To the extent possible, warnings should be consistent from event to event, to the degree that the hazard is similar. • **Certain:** Avoid conveying a sense of uncertainty, either in content or in tone. Confine the message to what is known, or if necessary, describe what is unknown in certain terms. Do not guess or speculate. • **Clear:** Use common words that can easily be understood. Do not use technical terminology or jargon. If protective instructions are precautionary, state so clearly. If the probability of occurrence of the hazard event is less than 100 percent, try to convey in simple terms what the likelihood of occurrence is. • **Accurate:** Do not overstate or understate the facts. Do not omit important information. Convey respect for the intelligence and judgment of your public.
Accessible Warning Messages for Persons with Access and Functional Needs

ACCESSIBLE WARNING MESSAGES

Visual 3.7 (Continued)

Accessible Warning Messages (Continued)

As the message originator, you should keep in mind the needs of persons with access and functional needs.

- **Clear and simple language:** A general guideline to follow is to use clear and simple language whenever possible, with minimal use of abbreviations. The most important information should be presented first.

- **Care with text-to-speech conversion:** Care must be taken in composing text that is converted to audio by text-to-speech equipment. When considering these and other translation technologies, craft messages that avoid nonstandard language formats and terminology. Consult your National Weather Service (NWS) Weather Forecast Office for Local guidance regarding NOAA Weather Radio requirements.

- **Consistent audio:** The audio should be as consistent as possible with the text and should ensure that any abbreviations are spoken as full words.

- **Ample text and audio to explain images and maps:** Ample text and audio should be provided to explain images or maps, so that message recipients can understand the meaning of what is being conveyed graphically.

Accessible Warning Messages for Persons with English as a Second Language

Non-English-speaking persons may not understand warnings that are provided in English. Communities with high percentages of non-English-speaking people should issue warnings in the primary language(s) of the population, as well as in English.
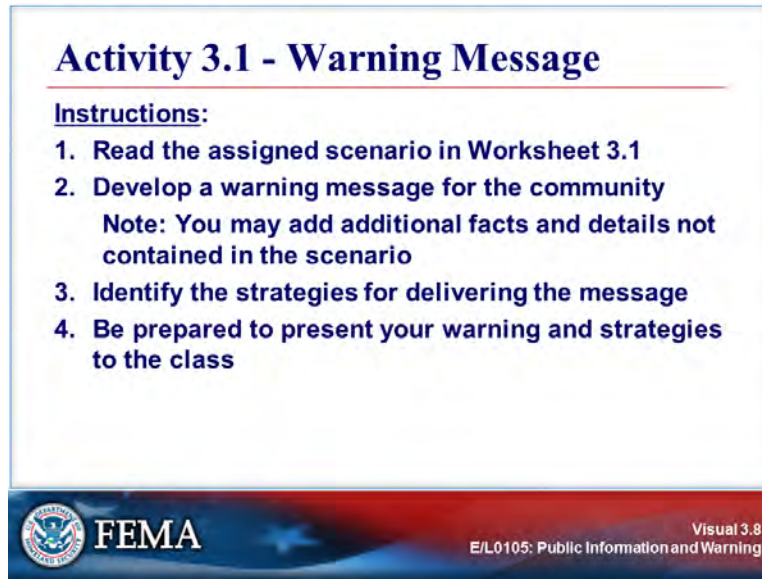
Your alert authoring or other software programs may provide automated translation, but you should validate any automatically translated text with a speaker of the language to avoid errors.

Using pre-translated templates may serve to minimize the amount of information requiring translation for actual alerts.

Features of modern communication devices owned by end users can also provide translation of alerts to the targeted language supported by the device.

ACTIVITY 3.1 – WARNING MESSAGE

Visual 3.8

Key Points

Purpose: The purpose of this activity is to develop a warning message based on a provided scenario.

Instructions:
1. Read the assigned scenario in Worksheet 3.1.
2. Develop a warning message for the community. **Note:** You may add additional facts and details not contained in the scenario.
3. Identify the strategies for delivering the message.
4. Be prepared to present your warning and strategies to the class.

ACTIVITY 3.1 - WARNING MESSAGE

Visual 3.8 (Continued)

Worksheet 3.1

Instructions: Each team will be assigned one of the scenarios below.

1. **Indicate your assigned scenario:**

   – **Scenario 1:** Multiple EF4 tornadoes are forecasted to strike the central business districts of Central City (population 149,000, in Liberty County) and Capital City (population 265,000, in Grand County) during peak occupation at 2 p.m. on a Wednesday. It is now 1 p.m.
   – **Scenario 2:** It is has been raining heavily. A major power-generating dam is showing stress. Concern is rising that a dam failure may occur, resulting in the downstream flooding of three towns. The dam failure would eliminate the power for the surrounding towns, potable water supply, and fire suppression capability. Currently, the engineers are unsure of the probability or timing of potential failure.
   – **Scenario 3:** Three Local chemical distributors have reported the theft of corrosive and other hazardous materials. There is a need to warn the community of the potential for the use of these chemicals at public gatherings and to elicit the community's assistance in apprehending the suspects.
   – **Scenario 4:** It is a particularly bad cold and flu season. The jurisdiction is contemplating closing nonessential public services and schools to stop the threat. There is a need to communicate the plan to the community and elicit their assistance in stopping the spread of the flu.
   – **Scenario 5:** A hazardous materials accident has just occurred, shutting a major roadway. Evacuations are being ordered for the homes within a one-mile radius of Highway 1. A shelter at the high school is opening that allows pets.

2. **Develop a warning message for the community. You may add additional facts and details not contained in the scenario.**

ACTIVITY 3. 1 - WARNING MESSAGE

Visual 3.8 (Continued)

Worksheet 3.1 (Continued)

3. **Identify strategies for delivering the message:**

TERMINOLOGY

Visual 3.9

Key Points

Terminology related to warnings can be confusing. So let's begin with some basic distinctions.

Alert vs. Warning: Alerts and warnings are products or messages intended to get the attention of the public and to prompt some type of action—whether protective actions or a continued state of alertness. A public official might use the phrasing "We are warning people about…" or "We are alerting people about…." In practical usage, there is little distinction between the two terms. In this course, "alert" and "warning" are used interchangeably when referring to messages issued to the public.

Watch vs. Warning: The National Weather Service (NWS) distinguishes between these two types of messages based on degree of certainty:

- **Watch—**A watch means that conditions are favorable for a hazardous weather event. A watch is used when the risk of a hazardous event has increased significantly, but its occurrence, location, or timing is still uncertain. It is intended to provide enough lead time so that those who need to set their plans in motion can do so. From the listener's perspective, a watch lets you know that weather conditions are favorable for a hazard to occur. It means "be on guard!" During a weather watch, gather awareness of the specific threat and prepare for action.

- **Warning—**A warning is issued when a hazardous event that poses a threat to life or property is occurring, is imminent, or has a very high probability of occurring. During a weather warning, it is important to take action: grab the emergency kit and head to safety immediately. Both watches and warnings are important, but warnings are more urgent.

TERMINOLOGY

Visual 3.9 (Continued)

Emergency Message vs. Warning Message: The message-encoding protocol used to trigger alerts over the EAS designates these message types based on the significance and directness of the threat.

Although there are distinctions between the terminologies, the public does not understand the differences.

FACTORS AFFECTING PUBLIC'S RESPONSE

Visual 3.10

Key Points

A number of factors affect how the public responds to alerts and warnings. For example:

- **Interpretation of message:** When different people listen to the same message, there may be a variation in what they hear, leading to different interpretation and response.
- **Previous experiences:** Often people will rely on their previous experiences with the hazard to determine what actions they initially take (or don't take).
- **Observations:** Individual responses to warnings vary, but most people will seek some form of confirmation. For example, some people will look for more information through environmental cues, while others will seek to contact other trusted sources. Optimism bias (thinking that "disasters happen to other people") is overcome with confirmation.
- **Perception of risk and proximity:** People tend to make a rapid assessment of the relative safety of their location, producing an emergent perception of risk. If their perception of personal risk is high, people will act quickly. When the perception is low, they will delay acting.
- **Type of community:** Residents of rural communities may have more difficulty receiving warnings than those living in urban areas.
- **Level of community interaction:** People who have more contacts in the community will receive more warnings and are more likely to act; also, they are more likely to trust officials.

FACTORS AFFECTING PUBLIC'S RESPONSE

Visual 3.10 (Continued)

- **Family composition:** Families, more than individuals, tend to heed evacuation warnings. Research indicates that people tend to confer with family, extended family, and friends before making a decision. They do this to ensure that their loved ones are safe and also to determine whether they may need to provide protection for their loved ones. Their decisions are based on the following factors related to family composition:
  - o **Family network:** People are more likely to act if they have relatives nearby who may warn them and offer them short-term shelter.
  - o **Presence of children:** Concern for children's safety will elicit quicker response from parents.
  - o **Presence of pets:** People often view their pets as they would their children, and will take action to protect them. However, whereas families with children usually act more quickly to take precautions, in emergencies requiring evacuation, people with pets may endanger their own lives by refusing to evacuate because many public shelters do not allow pets.

FACTORS AFFECTING PUBLIC'S RESPONSE

Visual 3.11

Key Points

The following additional social factors also influence the extent to which alerts and warnings are received, comprehended, and heeded:

- **Age:** The very young and older adults may not be able to receive or respond appropriately to alerts and warnings. Many in this group may also need assistance.
- **Language:** Non-English-speaking persons may not understand warnings that are provided in English. Communities with high percentages of non-English-speaking people should issue warnings in the primary language(s) of the population, as well as in English.
- **Length of residency:** Transients, tourists, and newcomers to the area lack knowledge of Local hazards and the history of Local disasters, so they may react differently.
- **Individual access and functional needs:** Individuals with access and functional needs may need alerts in accessible formats and additional time and assistance for evacuating. Accessibility of alert and warning messages refers to whether individuals hear and understand them. Alternative alert and warning methods are needed for individuals with access and functional needs such as people who are blind, people with low vision, and people who are deaf or hard of hearing. Audio and equivalent text messages should be available.
- **Level of individual preparedness:** People who have taken the time to prepare for hazards (i.e., they have a plan and disaster supply kit, and have exercised the plan) are more likely to heed warning and act appropriately. Getting the preparedness buy-in is often the challenge.

MYTHS ASSOCIATED WITH WARNINGS

Visual 3.12

Key Points

Below are several popular myths associated with public response to warning messages, along with the related facts.

Myth 1: People usually panic in response to warnings.
Fact: People DO NOT panic in response to warnings. People do not go running wildly through the streets when they hear a warning. Rather, they seek additional information to make a response decision.

According to Erik Auf der Heide, in *Common Misconceptions about Disasters: Panic, the "Disaster Syndrome," and Looting:*

> The problem with the panic misconception is that the public, the media, and even emergency planners and public officials *believe it*. Because of this, officials may hesitate to issue warnings because they are convinced that the resulting panic will cause more damage than the disaster itself. This belief has led to recommendations to avoid panic by (1) providing minimal information to occupants in the event of a building fire and (2) carrying on normal activities until the last possible moment. In places of entertainment, it has been suggested that the band should continue to play if there is a fire and that panic can be avoided by having telephones located in areas where people cannot overhear calls to the fire department.

> A more relevant concern for these public officials should be how to create warning messages that the public will heed.

PUBLIC COMMUNICATION

Visual 3.12 (Continued)

Myth 2: If you give a false alarm or "cry wolf" with your warnings, the public will tune you out.
Fact: Although there is a limit to the public's trust, the "cry wolf" syndrome is NOT a problem IF "false alarms" are well explained and understood. People do take into account that officials are making difficult decisions to protect them from harm.

Myth 3: An effective warning message is a simple one, with as little detail as possible.
Fact: The "less is more" principle does not apply to public warnings. Research has shown that people need sufficient information to validate their risk and spur them to take appropriate action.

Myth 4: People usually understand what the various siren signals mean.
Fact: People DO NOT always understand what the various siren signals mean. The best use of outdoor warning sirens is to alert people to immediately seek additional information about an imminent threat.

FACTORS THAT ENHANCE WARNING COMPLIANCE

Visual 3.13

Key Points

Research has identified a number of factors that enhance the likelihood of people complying with alerts and warnings.

- Recipients need to know more than just the fact that there is a threat. The **clearer and more specific** the message, the greater the likelihood of compliance. Effective warnings are those that state—in terms clear to the recipient—the urgency of the situation, likelihood of impact, and exact localities at risk. For example, saying that the river will crest five feet above flood stage may convey less meaning than either saying it will cover the courthouse stairs or showing a map of the exact streets that will be flooded.

- Warning messages are more likely to be believed if they are issued by a **credible source**, such as police or fire officials; emergency management or disaster officials; or elected officials, such as the mayor or governor.

- Several other factors can enhance compliance with warnings, such as **repeated warnings** and similar warnings from **multiple sources**, provisions for assuring the **safety of livestock and pets**, the ability to account for the **safety of family members**, and assurances that there will be **no looting**. In addition, invitations from friends or relatives to shelter with them are likely to increase the rates of evacuation.

(Source: Erik Auf der Heide, *Common Misconceptions about Disasters: Panic, the "Disaster Syndrome," and Looting*)

TYPES OF WARNING SYSTEMS

Visual 3.14

Key Points

Type	Description
Sirens	Outdoor alert
Emergency Alert System	Radio/TV real-time alerts
NOAA All-Hazards Radio	24-hour broadcasting
Public signage	Similar to AMBER alerts
Telephone systems	Recorded messages, manual or automatic
Personal mobile devices	Short text messages
Email	Messages to local email lists

Several types of warning systems are described on the visual.

Discussion Question: Can you think of others?

WARNING SYSTEMS

Visual 3.15

Key Points

Discussion Question: What types of warning systems are currently used in your communities?

IPAWS

Visual 3.16

Key Points

The Integrated Public Alert and Warnings System (IPAWS) is a system that was jointly developed by FEMA, The Federal Communications Commission (FCC), and NOAA with the vision to build and maintain an effective, reliable, integrated, flexible, and comprehensive alert and warning system. Capabilities for IPAWS include:

- Allowing the President to address the public during emergencies
- Enabling emergency officials to access multiple communication paths
- Diversifying and modernizing the EAS
- Enabling seamless integration of message transmission through national networks
- Creating an interoperability framework
- Enabling communication with those with access and functional needs

IPAWS VIDEO

Visual 3.17

Key Points

Click to play video. IPAWS Video (https://www.fema.gov/media-library/assets/videos/77356)

Video transcript:

When disasters strike, whether they are natural, accidental, or manmade, it has always been vital that they be reported accurately and in a timely fashion to those who may be in danger. It is the policy of the United States to have an effective, reliable, integrated, flexible, and comprehensive system to alert and warn the American people. The Integrated Public Alert and Warning System, or IPAWS is the solution for effective public alerts and warnings.

IPAWS allows alerting authorities to write their own message using open standards. The message is then authenticated by the IPAWS Open Platform for Emergency Networks—or OPEN—to be delivered simultaneously through multiple pathways, reaching as many people as possible to save lives and protect property.

IPAWS must ensure the President can reach the American people, but it recognizes that most alerts and warnings are issued at a State and Local level. IPAWS alerts and warnings are location specific, and therefore more relevant to those receiving the alert. And through the use of open standards such as Common Alerting Protocol, IPAWS allows for growth and integration with future consumer technologies.

How do alerting authorities send an alert or warning to IPAWS OPEN? In addition to the President, alerting authorities include State, Local, Territorial, and Tribal public safety officials who are designated within their level of government as an authority responsible for communicating emergency alerts and warnings to the public. After completing FEMA-sponsored training, alerting authorities will be authenticated for access to IPAWS. They will then be able to use Common Alerting Protocol-compliant emergency and incident

IPAWS VIDEO

Visual 3.17 (Continued)

management tools to create location-specific alerts that are scaled to cover areas as big as their entire jurisdiction, or a much smaller area within their jurisdiction. Once created, the alert will then be sent to IPAWS OPEN.

How is an alert routed by IPAWS OPEN? Once the alert is received from the alerting authorities, IPAWS OPEN authenticates the source and validates that the alert input conforms to the Common Alerting Protocol standard and IPAWS profile. This provides a standard for everyone across all levels of government, as well as the private sector.

While older systems relied on audio and text-only systems, IPAWS OPEN makes picture and video feeds possible and allows for the seamless incorporation of emerging technologies. Once the alert message has been authenticated by IPAWS OPEN, the message is simultaneously delivered to all IPAWS-compliant public alerting systems.

Emergency alerts will be delivered across multiple pathways to the American people.

- Alerts will be delivered by the Emergency Alert System, using AM, FM, and satellite radio as well as broadcast, cable, and satellite TV.

- The Commercial Mobile Alert System will send alerts to cell phones and other commercial mobile network devices—based on their location—even if cellular networks are overloaded and can no longer support calls, text, and emails.

- The National Oceanic and Atmospheric Administration will deliver alerts through the National Weather Service all-hazards radio.

- Alerts will be available on the Internet through web-based applications, such as email, Instant Messaging, and RSS feeds in any web browser.

- State, Local, Territorial, and Tribal alerting systems such as emergency telephone networks, giant voice sirens, and digital road signs may also receive alerts from IPAWS OPEN, and future alerting technologies and systems can easily be integrated into IPAWS.

When disaster strikes, IPAWS allows Emergency Managers and alerting authorities at all levels to send one message across multiple pathways, to save lives and protect property. No matter where you are—at home, at school, at work, or even on vacation—you can get life-saving alerts. IPAWS......Emergency Alerts at the Speed of Life. Get alerts...stay alive.

Job Aid 4, on the next page, summarizes key aspects of the IPAWS system.

More information about IPAWS is available online (http://www.fema.gov/integrated-public-alert-warning-system).

Visual 3.17 (Continued)

Job Aid 4: Integrated Public Alert and Warning System (IPAWS)

Integrated Public Alert and Warning System (IPAWS)	
What Is IPAWS?	Executive Order 13407 established as policy the requirement for the United States to have an effective, reliable, integrated, flexible, and comprehensive system to alert and warn the American people. FEMA is designated within the Department of Homeland Security (DHS) to implement the policy of the United States for a public alert and warning system as outlined in Executive Order 13407, and has established a program office to implement IPAWS. FEMA and its Federal partners—the FCC, the NOAA's NWS, and the DHS Science and Technology Directorate—have worked together to transform the national alert and warning system to enable rapid dissemination of authenticated alert information over as many communications channels as possible.
Vision	Timely alert and warning to American people in the preservation of life and property
Mission	Provide integrated services and capabilities to Local, Tribal, State, and Federal authorities that enable them to alert and warn their respective communities via multiple communications methods
Strategic Goals	• Goal 1 – Create and maintain an integrated interoperable environment for alert and warning. • Goal 2 – Make alert and warning more effective. • Goal 3 – Strengthen the resilience of IPAWS infrastructure.
What IPAWS Does	• Allows the President of the United States to speak to the American people under all emergency circumstances, including situations of war, terrorist attack, natural disaster, or other hazards • Builds and maintains an effective, reliable, integrated, flexible, and comprehensive alert and warning system • Enables Federal, State, Territorial, Tribal, and Local alert and warning emergency communication officials to access multiple broadcast and other communications pathways for the purpose of creating and activating alert and warning messages related to any hazard impacting public safety and well-being • Reaches the American public before, during, and after a disaster through as many means as possible • Diversifies and modernizes the EAS • Creates an interoperability framework by establishing or adopting standards such as the Common Alerting Protocol • Enables alert and warning to those with disabilities, and to those without an understanding of the English language • Partners with NOAA to enable seamless integration of message transmission through national networks

FACTORS TO CONSIDER

Visual 3.18
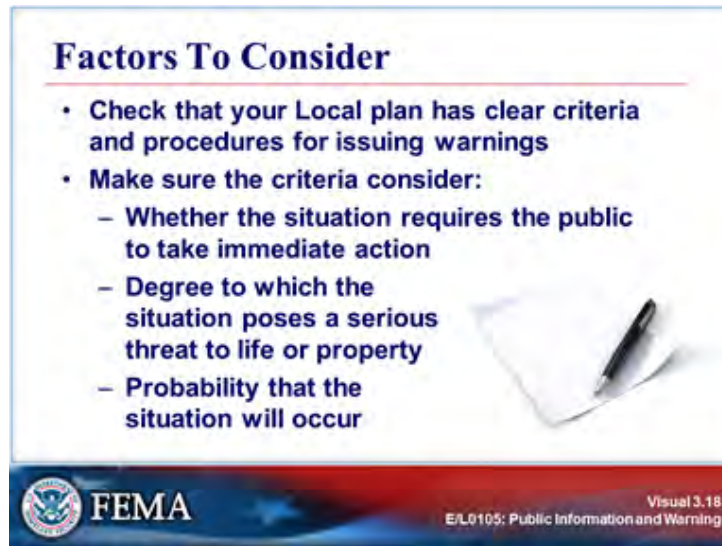
Key Points

Deciding whether to issue a public warning can be a difficult decision. Ultimately it will be a matter of Local judgment; however, it will be helpful to have an outline of decision criteria to assist you with the process.

Check that your Local emergency plan has clear criteria and procedures for issuing warnings. Your State or Local EAS plan or other emergency plans may provide criteria for issuing public alerts, including activating the EAS, and if so, should be incorporated into your Local procedures.

The following are examples of criteria that are considered in IPAWS:

- Whether the situation requires the public to take immediate action
- Degree to which the situation poses a serious threat to life or property
- Probability that the situation will occur

The alert authoring software provides fields that correspond to these questions, each with a list of values to select from. To be routed to the Commercial Mobile Alert System, the values for these fields must reflect "Imminent Threat": Urgency (Immediate or Expected), Severity (Extreme or Severe), and Certainty (Observed or Likely).

EOP AND WARNING

Visual 3.19

Key Points

The jurisdiction's Emergency Operations Plan (EOP) should:

- Identify and describe the actions that will be taken to initiate or disseminate the initial notification that a disaster or threat is imminent or has occurred (e.g., EAS activation, door-to-door warnings, sirens, and cable/TV messages).

- Describe the use of emergency condition levels in the public notification process (e.g., snow emergencies, HAZMAT incidents, and nuclear power plant incidents).

- Identify and describe the actions that will be taken to alert individuals with sensory or cognitive disabilities and others with access and functional needs in the workplace, public venues, and in their homes.

- Include pre-scripted EAS messages for identified threats and hazards.

   Developing and Maintaining Emergency Operations Plans (https://www.fema.gov/media-library-data/20130726-1828-250450014/cpg_101_comprehensive_preparedness_guide_developing_and_maintaining_emergency_operations_plans_2010.pdf)

Note: Job Aid 5, on the next page, provides an overview of an EOP Alert and Warning Annex. You can find examples of how different jurisdictions handle Alert and Warning in their EOPs by conducting a web search for "EOP Alert and Warning."

EOP AND WARNING

Visual 3.19 (Continued)

Job Aid 5: Alert and Warning Annexes

Alert and Warning Annexes

Alert and Warning Annexes will typically be part of the locality's EOP. The following chart lists and describes the customary sections of an Alert and Warning Annex.

Annex Section	Description
• Introduction	This section describes the purpose of the annex and the scope (e.g., the people and departments to which it applies).
• Situation and Assumptions	Certain assumptions should be spelled out—for example; who or what entity is responsible for initiating notification of an emergency event? This section should also describe planning assumptions that were considered. An example would be identifying other notification systems outside of the scope of this annex, such as those used by schools and other private organizations.

• Concept of Operations
  o General
  o Scope
  o Notifying Emergency Management
  o Public Alerts and Warnings
	This section describes what will happen following the onset of an event to prompt emergency management to issue an alert or warning. The lead entity for making notification to emergency management is identified for each type of event. The notification system for informing emergency management should be spelled out in this section, as well as emergency management's response (e.g., actions taken by the duty officer; actions taken in the case of activation of the emergency operations center).
	
	This section also describes the types and mechanisms used for public alerts and warnings (e.g., the EAS, Local emergency notification systems, social media, and the news media).

• Organization and Responsibilities
  o Elected Officials
  o Public or Public/Private Councils, Committees
  o Emergency Management
  o Other Departments
	Regardless of the government structure, elected officials will have a role to play in alerts. There may also be public or public/private committees or councils that have a role. Local departments' roles are described in this section.

• Plan Development and Maintenance	This section describes who has the authority to make changes to the annex, how those changes will be recorded, and how the annex—and any changes to it—will be distributed.
• Authorities and References	This section references all legal and other authorities that support and enable the processes described in the annex.

ACTIVITY 3.2 - COMMUNICATING WARNINGS

Visual 3.20

Key Points

Instructions:
Total Activity Time: 20 minutes • 10 minutes: Individual work • 10 minutes: Class debrief
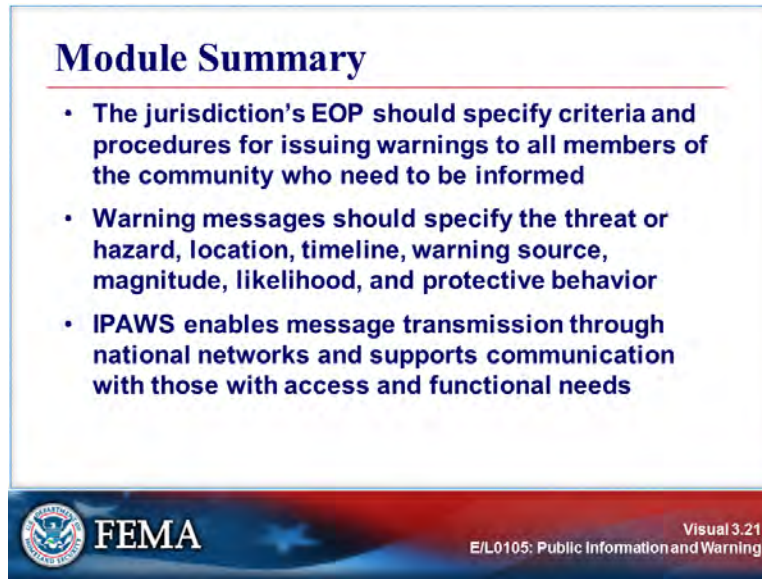
Instructions: In your Individual Action Workbook (IAW)…
1. Answer the questions regarding your process for getting messages out in your community.

MODULE SUMMARY

Visual 3.21

Key Points

This module presented the following key points:

- The jurisdiction's EOP should specify criteria and procedures for issuing warnings to all members of the community who need to be informed.

- Warning messages should specify the threat/hazard, location, timeline, warning source, magnitude, likelihood, and protective behavior.

- IPAWS enables message transmission through national networks and supports communication with those with access and functional needs.

MODULE 4: MANAGING PUBLIC INFORMATION

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MODULE OVERVIEW

Visual 4.1
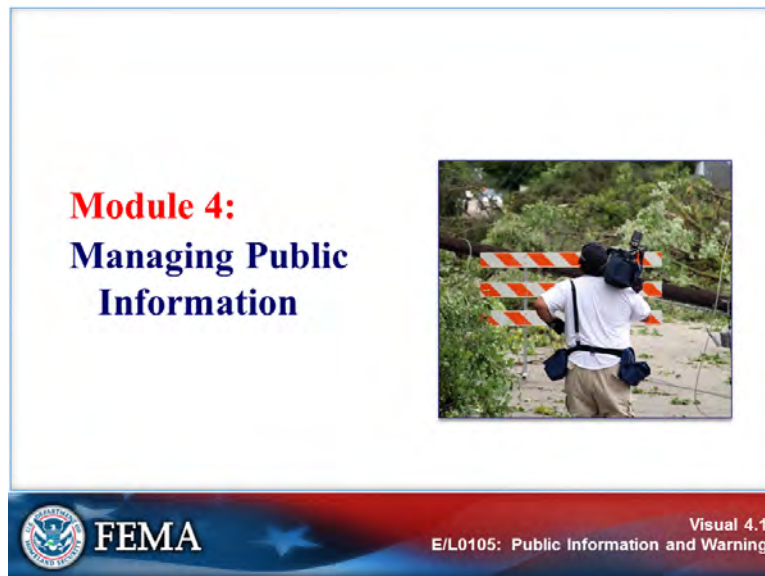
KEY POINTS

This module will introduce you to public information functions during an incident, including the roles of the Public Information Officer (PIO) and the emergency manager.

You will also learn about the Joint Information System (JIS) and Joint Information Center (JIC).

Time Plan
A suggested time plan for this module is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Module Overview	5 minutes
Activity 4.1: Chemical Spill Incident	30 minutes
Public Information During an Incident	5 minutes
Public Information Functions	5 minutes
Public Information Officer	5 minutes
Barriers to Getting Information Out	5 minutes
Activity 4.2: Overcoming Communication Barriers	10 minutes
Activity 4.3: Changing Hats	50 minutes
Module Summary	5 minutes
Total Time	**2 hours**

DISCUSSION QUESTION

Visual 4.2
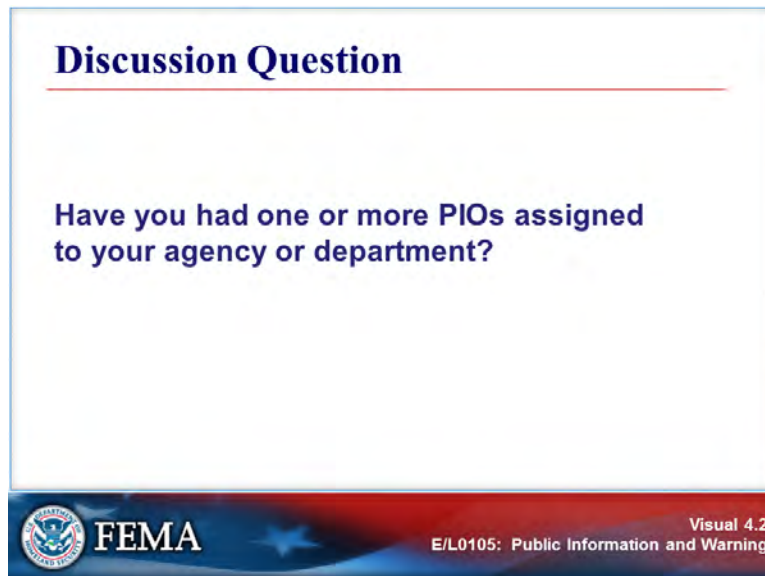
KEY POINTS

Discussion Question: Have you had one or more PIOs assigned to your agency or department?

In many cases, public information during an incident will be handled by the PIO. However, because not every jurisdiction has a PIO, this module will describe some of the functions ordinarily handled by a PIO, but these may fall to the emergency manager as the spokesperson for the emergency management program.

MODULE OBJECTIVES

Visual 4.3

Key Points

- Describe the process of getting information to the public.
- Describe the role and responsibilities of the Public Information Officer during an incident.
- Describe the barriers and challenges of public information in emergency management.

Review the module objectives listed on the visual.

ACTIVITY 4.1 - CHEMICAL SPILL INCIDENT

Visual 4.4

Key Points

Purpose: This activity considers the kinds of information needed by different segments of the community during an incident.

Instructions:

Working as a group . . .

1. Read the scenario on Worksheet 4.1.
2. Consider your assigned stakeholder group.
3. Identify the information needed by that group.

ACTIVITY 4.1 - CHEMICAL SPILL INCIDENT

Visual 4.4 (Continued)

Worksheet 4.1

Scenario: A traffic accident has occurred in your community involving a head-on collision between a car and a pest-control truck carrying hazardous materials. The crash occurred around 2 p.m. on a Wednesday, several blocks from an elementary school and a daycare center. Both drivers suffered life-threatening injuries and, presumably, dangerous chemicals are spilling from the pest-control truck.

Instructions:

1. Indicate your assigned stakeholder group below:
    ○ The general public
    ○ Elected officials
    ○ First responders
        - Fire Department
        - EMS
        - Law Enforcement
    ○ School system
    ○ Pest control company (private sector)

2. What information does your assigned group need in this scenario?

PUBLIC INFORMATION DURING AN INCIDENT

Visual 4.5

Key Points

People are overwhelmed during disasters. Therefore, it is critical that the messages going out are:

- Accurate
- Timely
- Consistent
- Simple and clear
- Focused on the immediate needs
- Helpful for building credibility in the response

There is also a need to control rumors and monitor the media for accurate messaging.

It is important to distinguish between public information during an emergency and during a non-emergency.

PUBLIC INFORMATION FUNCTIONS

Visual 4.6

Key Points

The process of getting accurate information to the public is the same before, during, and after an incident and includes:

- Gathering information
- Verifying the information
- Coordinating the information
- Disseminating the information

PUBLIC INFORMATION OFFICER

Visual 4.7

Key Points

The PIO supports the Incident Command structure as a member of the Command Staff. The PIO advises the Incident Commander on all public information matters relating to the management of the incident.

The PIO handles:

- Inquiries from the media, the public, and elected officials
- Emergency public information and warnings
- Rumor monitoring and response
- Media monitoring

The PIO also carries out other functions required to gather, verify, coordinate, and disseminate accurate, accessible, and timely information related to the incident, particularly regarding information on public health, safety, and protection.

Source: National Incident Management System

COMMUNITY KNOWLEDGE

Visual 4.8

Key Points

Another responsibility of the PIO is to have community awareness. The better the PIO knows who makes up your community, the more likely he or she will be able to see opportunities for educating people and engaging them in the organization's mission.

The PIO needs to know:

- **The jurisdiction's and State's governmental structures** and how the various organizations or departments relate

- **The community's recent disaster history.** What happened in previous events—especially similar incidents—can have a bearing on the current event, so knowing the relevant history is important. For example, if an area has recently experienced a large fire, the residents may be more receptive to information on fire safety. If a hurricane has repeatedly changed course and left a community unharmed, the residents may be less likely to follow evacuation orders.

- **The community's culture.** What are the community's values, concerns, and interests, and how can the population be reached through those interests?

THE AUDIENCE

Visual 4.9
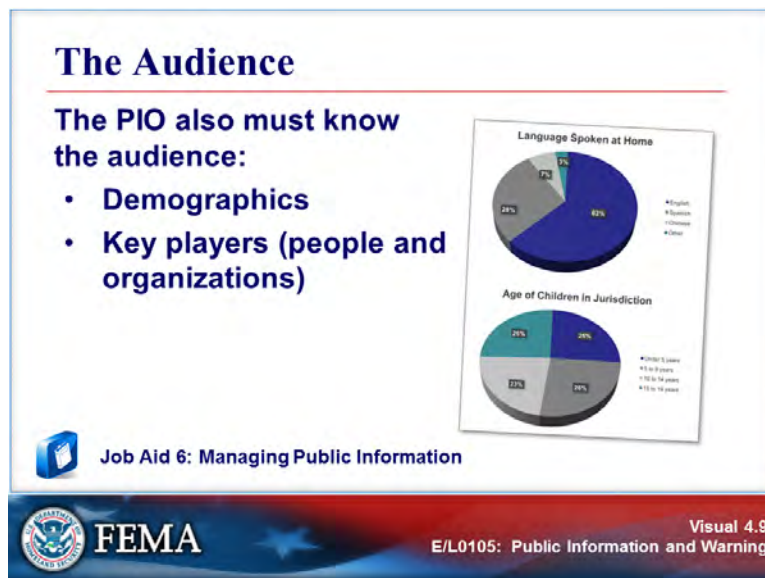
Key Points

The PIO also needs to have a clear picture of the target audience(s).

The PIO needs to know:

- **Demographics to select the right media to reach the audience.** For example, do you have a non-English-speaking segment you need to reach? If so, consider radio stations that broadcast in the appropriate language.

- **Key players,** including those in government, the media, nonprofit organizations, etc. They include those with whom you will interact during an emergency as well as those who have influence in the community.

Job Aid 6, on the next page, summarizes the information presented in this module about managing emergency public information.

Job Aid 6: Managing Emergency Public Information

Managing Public Information

Emergency Public Information

Emergency public information serves many important functions. It can:

- **Save lives and reduce injury.** Knowing the proper protective actions to take enables people to reduce their risk.

- **Protect property and the environment.** Understanding how to mitigate risk to property and the environment may lessen the damage inflicted by disasters.

- **Facilitate the tactical response by calming fears and managing expectations.** People who know what to expect are more likely to follow instructions and allow responders to do their jobs.

- **Educate and inform the public and change behavior or attitudes.** An educated public is more likely to prepare for emergencies and be ready when they occur.

Public Information Process
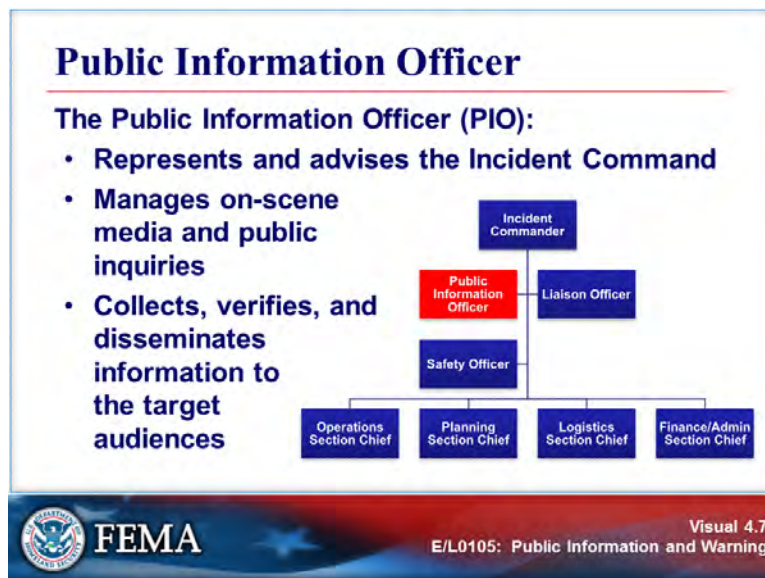
The process of getting accurate information to the public is the same before, during, and after an incident and includes:
- Gathering information
- Verifying the information
- Coordinating the information
- Disseminating the information

Public Information Officer (PIO) Functions

The PIO supports the Incident Command structure as a member of the Command Staff. The PIO advises the Incident Commander on all public information matters relating to the management of the incident. The PIO handles:
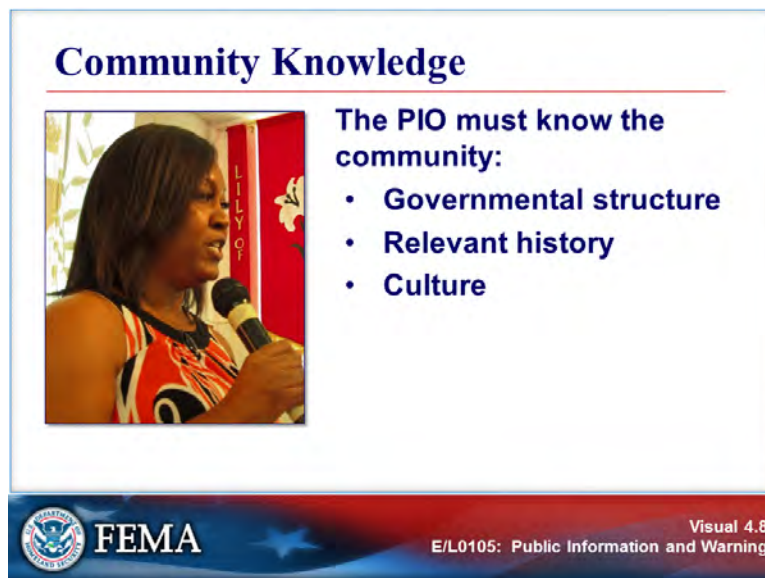
- Inquiries from the media, the public, and elected officials
- Emergency public information and warning.
- Rumor monitoring and response
- Media monitoring

The Public Information Officer (**or, if there is no PIO, the emergency manager**) manages public information through:

- Developing **community awareness**, including:
  o Demographics to select the right media to reach the audience
  o The jurisdiction's and State's governmental structures and how the various organizations or departments relate
  o Key players including those in government, the media, nonprofit organizations, etc.
  o The community's recent disaster history
  o The community's culture—the community's values, concerns, and interests, and how can the population be reached through those interests

- Employing **emergency management knowledge,** including:
  - o Basic emergency management concepts, including the role of local, tribal, State, and Federal levels of government, the local emergency operations plan, and his or her organization's role in an emergency
  - o Incident Command System (ICS) structure and approach to incident management
  - o National Incident Management System (NIMS) approach to the management of incidents

- Demonstrating **media relations skills**, including:
  - o Providing information and access to newsmakers
  - o Demonstrating an understanding of media needs and operations
  - o Respecting media deadline
  - o Maintaining open dialogue

Emergency Manager's Role

The emergency manager's main role takes place in advance of any incidents—making sure the system is in place and that Joint Information Center (JIC) facilities are available and ready when the JIC needs to be in operation. This involves planning for accessible workspace, electrical systems, phone lines, Internet access, space for camera trucks, and similar planning and logistics.

The Emergency Operations Plan (or an annex to the EOP) should lay out how it all works—who has authority, what each person's responsibilities are, what happens when State and Federal representatives come in, etc.

When an incident occurs, and the incident is of a size and scope to require a JIC, the emergency manager activates the JIC, and the preplanned systems go into effect.

In jurisdictions where there is no PIO function, the emergency manager may have expanded public information responsibilities.

BARRIERS TO GETTING INFORMATION OUT

Visual 4.10
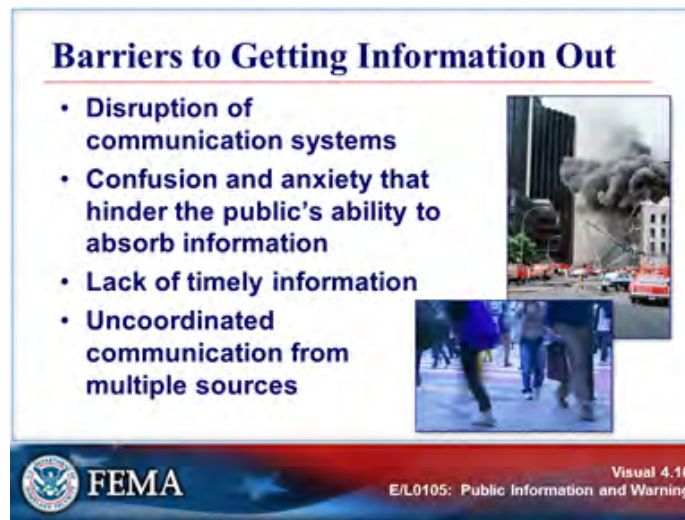
Key Points

During any type of crisis, the public needs information to make informed and rational decisions. Whether the information involves saving lives, protecting property, or calming fears, the public must have accurate, easy-to-understand information delivered quickly.

Barriers to getting information out to the public include the following:

- Communication technology may experience disruption due to power outages, cell phone network failure, etc.
- The public may not be able to absorb a great deal of information because they are confused, anxious, etc.
- During a crisis, it is unlikely that you will know all the details. With a lack of information, the news media will go elsewhere to get their story. Failure to rapidly provide official information will often result in misinformation and speculation—by the media and by the general public—that may unnecessarily alarm the public or cause them to take inappropriate action.
- Information coming from multiple sources will cause confusion, as will uncoordinated information that, in the hectic pace of an incident, could contain misinformation.

Another challenge for PIOs is communicating with multiple audiences, each of which will have different information needs:

- Leadership (including elected officials and leadership from other agencies)
- Personnel
- News media
- The public

BARRIERS TO GETTING INFORMATION OUT

Visual 4.10 (Continued)

PIOs must ensure they are reaching all target audiences—including those with limited English proficiency. There are things PIOs can do before an incident to ensure they will be able to reach these audiences:

- Translate basic information—such as weather-safety fact sheets—in advance.
- Identify translation services and obtain 24-hour contact information.
- The most important step: Develop a thorough knowledge of the community so you know what languages are spoken.

ACTIVITY 4.2 - OVERCOMING COMMUNICATION BARRIERS

Visual 4.11

Key Points

Instructions:

Total Activity Time: 10 minutes
- 5 minutes: Individual work
- 5 minutes: Class debrief

Instructions: Working individually…
1. Answer the questions in your Individual Action Workbook.

ACTIVITY 4.3 - CHANGING HATS (PART I OF II)

Visual 4.12

Key Points

Purpose: It is important that people have different perspectives on public information during an event, and that they can help identify gaps in information, inaccurate information, or if priorities are inaccurate. Everyone may be calling about a dog on a roof, but the priority might not be that high. However, can we use the people who are calling in to get the accurate message out?

Instructions: Working in your table groups…
1. Your table will be assigned a stakeholder group
2. Read Scenario (Part I) on Worksheet 4.2
3. Answer these questions:
    ▪ With this new information, what new concerns do you have?
    ▪ What new information do you need?

ACTIVITY 4.3 - CHANGING HATS (PART I)

Visual 4.12 (Continued)

Worksheet 4.2

Scenario (Part I)

This week will mark the 95th Columbia State Fair, centered at the North Side Park facility at P and 10th Streets in Central City. During the next 2 weeks, more than 1.5 million people will descend on Liberty County and Central City. One of the many fair highlights is the National Dairy Show. The show will be hosting visitors from across North America, with the largest number of foreign visitors expected. One of the biggest events will be the Fair Meat Sale, drawing many from across the Nation, including the leadership of the American Breeders Society (ABS), which will be funding the sale. As such, many other nations will also be in attendance looking to improve their national herds. The State Fair Meat Sale will include swine, goats, beef, rabbits, sheep, and, of course, chicken.

As this has become one of the largest State fairs in the Nation, Central City will once again host the Roaring River Music Festival where the "Central City Becomes a Stage." This year's headliners include local, regional, and national musicians. The main event will be the Ozzie Oscar's "Oz Mania," which will occur Thursday night. A number of visitors will be arriving from around the world, and the preliminary exhibitor and vendor numbers have exceeded all expectations for this year's fair.

Additional information to consider:

- Last year there was an outbreak of E. coli, which caused the hospitalization of more than 100 people. It was determined to have originated in the goat barns, most likely from fecal material being spread person to person through contact.
- Last year, also, there were a number of reported food poisonings. These poisonings were attributed to uncooked foods and unclean cooking surfaces. No common link was found between them all.
- There was a significant problem with sanitation last year. Crowds simply overwhelmed the number of PortaPotties available for the crowds. Human waste was found in a number of areas near and around the portable sanitation stations.
- ISSUE: Sponsors are concerned about the health conditions for this anticipated record crowd.

ACTIVITY 4.3 – CHANGING HATS (PART I)

Visual 4.12 (Continued)

Worksheet 4.2 (Continued)

Instructions:

1. Indicate your assigned stakeholder group below:

    – The general public
    – Government (elected officials)
    – News media
    – Special populations (describe): _____

2. As your assigned group, what are your concerns?

3. As your assigned group, what information do you need?

ACTIVITY 4.3: CHANGING HATS (PART II OF II)

Visual 4.13

Key Points

Instructions:
Read Scenario (Part II) on Worksheet 4.3. With this new information, discuss with your team what your assigned community groups would be thinking about and needing now, and answer the questions on the worksheet. Be ready to share your responses in 15 minutes.

Worksheet 4.3

Scenario (Part II)

Besides the large number of local and national musicians participating, a number of VIPs are expected. Opening ceremonies this evening will include Governor Van Duesen, Mayor Cassiday, and Senators Fisher and Swan. The national anthem for the opening ceremonies will be sung by Rooks and Funn. Also on hand, will be the Chinese Olympic Gymnastics Team and Chinese National Soccer Team. The gymnasts will be performing with the members of the National Circus De Sole (Italian). The Chinese Soccer National Team will be playing an exhibition game with the USA National Team during the Tuesday afternoon activities. Opening ceremonies are scheduled to begin this evening with a performance by the Central City Performing Orchestra at 7:00 p.m., and conclude around 9:30 p.m. with a spectacular fireworks display, this year referred to simply as Rhythm and Booms. The fireworks will be simulcast on radio and television as a tribute to Leonard Bernstein's *West Side Story*.

High temperatures (sometimes in the 100s) and high humidity are expected throughout the week, with no letup expected. Recently, a number of dead black birds have been found in Liberty County. The birds are being tested for West Nile Disease.

ACTIVITY 4.3: CHANGING HATS (PART II)

Visual 4.13 (Continued)

Worksheet 4.3 (Continued)

Instructions:
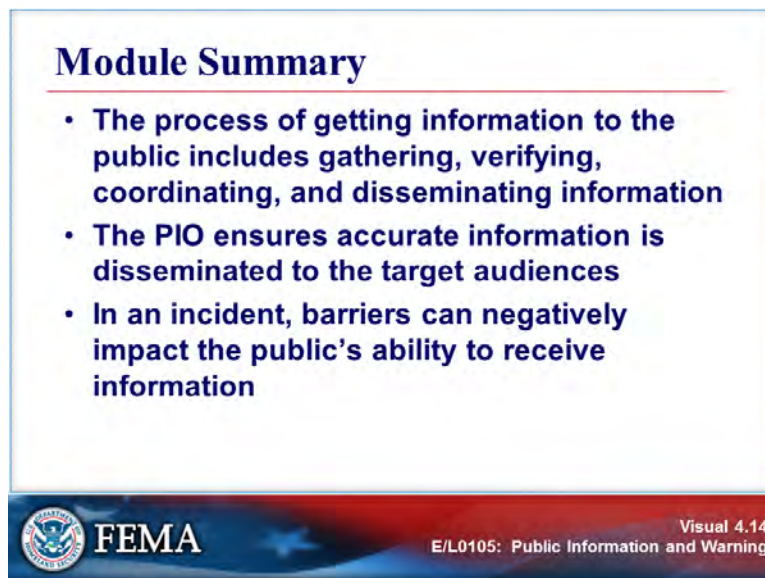
Answer the following questions as your assigned community group.

1. With this new information, what new concerns do you have?

2. As your assigned group, what new information do you need?

MODULE SUMMARY

Visual 4.14

Key Points

This module presented the following key points:

- The process of getting information to the public includes gathering, verifying, coordinating, and disseminating information
- The PIO ensures accurate information is disseminated to the target audiences
- In an incident, barriers can negatively impact the public's ability to receive information

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MODULE 5. AN INTRODUCTION TO THE JOINT INFORMATION SYSTEM AND JOINT INFORMATION CENTER

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MODULE OVERVIEW

Visual 5.1
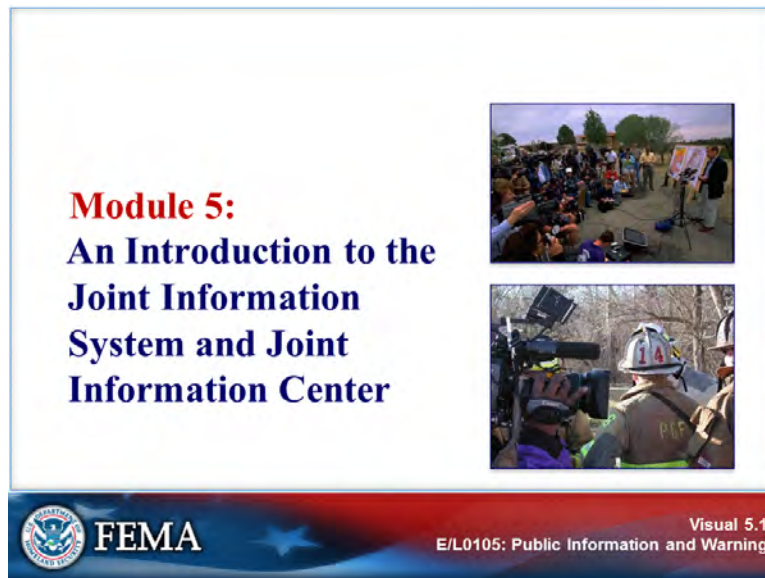
Key Points

This module will introduce you to the Joint Information System (JIS), the Joint Information Center (JIC), and the concepts behind them.

Time Plan

A suggested time plan for this module is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Module Overview	5 minutes
The Joint Information System	25 minutes
The Joint Information Center	30 minutes
A JIC Case Study: The Very Best Thing We Could Have Done	20 minutes
What Does a JIC Look Like?	20 minutes
Getting Information to the Public	60 minutes
Activity 5.1 – JIS/JIC	30 minutes
Challenges within the JIC	15 minutes
Module Summary	5 minutes
Total Time	**3 hours, 30 minutes**

MODULE OBJECTIVES

Visual 5.2

Key Points

- Describe the Joint Information System (JIS)
- Describe the Joint Information Center (JIC)
- Differentiate between the JIS and JIC
- Describe triggers for JIC activation

Review the module objectives listed on the visual.

MODULE OBJECTIVES

Visual 5.3

Module Objectives (2 of 2)

• Relate the information management cycle to roles and functions that are common components of a JIC
• Describe flexible and scalable structures for organizing a JIC based on incident needs
• Identify best practices for managing JIC functions

FEMA
Visual 5.3
E/L0105: Public Information and Warning

Key Points

- Relate the information management cycle to roles and functions that are common components of a JIC
- Describe flexible and scalable structures for organizing a JIC based on incident needs.
- Identify best practices for managing JIC functions.

Review the module objectives listed on the visual.

JOINT INFORMATION SYSTEM

Visual 5.4

Joint Information System
A mechanism for organizing, coordinating, and integrating the PIO functions
• Includes plans, protocols, procedures, and structures used to provide public information
• Allows participating organizations to retain individual autonomy and responsibilities

FEMA
Visual 5.4
E/L0105: Public Information and Warning

Key Points

A mechanism for organizing, coordinating, and integrating the PIO functions
- Includes plans, protocols, procedures, and structures used to provide public information
- Allows participating organizations to retain individual autonomy and responsibilities

Like all aspects of an emergency response, the goal of emergency public information is to protect public health and safety. Reaching the public in time with accurate, clear, and precise information that will enable them to protect themselves and their loved ones is always the top priority.

The JIS is the method of operating that allows multiple sources to coordinate efficiently and consistently. The JIS can be as simple as two Public Information Officers (PIOs) talking across the hood of a truck or a multi-location operation with many PIOs from many agencies.

BENEFITS OF THE JIS

Visual 5.5

Key Points

The JIS:

- Facilitates coordination
- Integrates incident information to provide and ensure consistent, coordinated, accurate, accessible, timely, and complete information during crisis or incident operations

- Provides a structure and system for:
  o Developing and delivering coordinated interagency messages
  o Developing, recommending, and executing public information plans and strategies
  o Advising the Incident Commander concerning public information issues that could affect a response effort
  o Controlling inaccurate information that could undermine public confidence in the incident response effort

To "paint a picture" of the JIS in your mind, consider the following:
- The JIS can be as simple as two PIOs talking to each other on the phone about a news story involving both of their agencies.
- The JIS can be one PIO talking by phone to an "on-scene" PIO to confirm the number of responders at the scene before an initial news release.
- The JIS can be three PIOs on the scene of a crisis "huddling" before making a statement to the media.
- The JIS can be as complex as 150 PIOs working a major disaster—many times from different locations—all striving to ensure clear and accurate information is being delivered amid the confusion of a disaster response.

BENEFITS OF THE JIS

Visual 5.5 (Continued)

A frequent question from those unfamiliar with the JIS concept is: **Who's in charge?**

Ultimately all PIOs are responsible for their own department or jurisdiction and what information they release. But a JIS is a cooperative effort and it benefits everyone to release consistent messages that don't contradict. Also, knowing what other departments or jurisdictions are saying lessens the chance that you will be surprised by reporters' questions in the field. Finally, with the JIS approach, if one agency or jurisdiction is busy or overwhelmed, other PIOs can help out by supporting them.

The JIS does mirror the Incident Command System (ICS), so the primary responding agency will most likely take the lead in releasing information. But each agency involved in a JIS retains their autonomy and continues to speak for itself.

No one will tell you what you can or cannot say. All PIOs in a JIS work together to support each other in disseminating and gathering information. Working with other PIOs in a JIS can only have beneficial results.

SCALABLE, FLEXIBLE, AND FUNCTIONAL SYSTEM

Visual 5.6
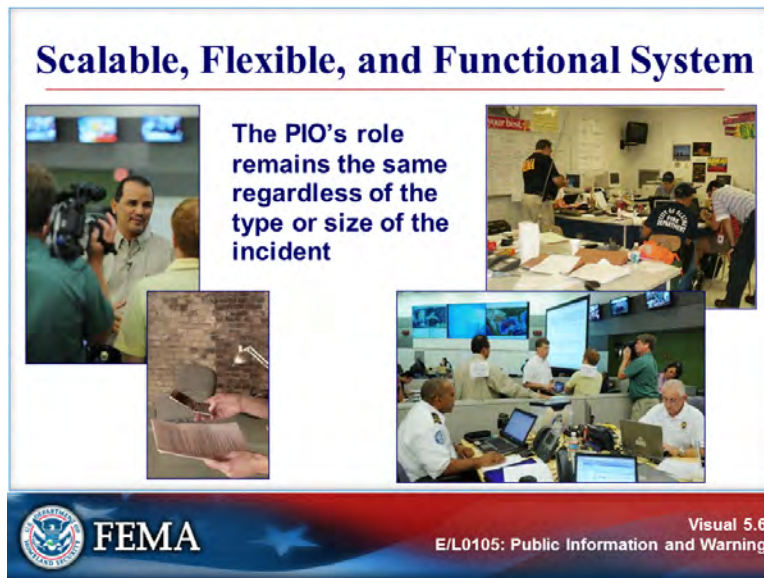
Key Points

Regardless of the size or type of incident—or the size or type of JIC—the PIO's role remains the same.

Note that the JIS/JIC concept provides a scalable, flexible, and functional system to accommodate any incident's needs.

GAIN AND MAINTAIN STAKEHOLDER TRUST

Visual 5.7

Key Points

To gain and maintain stakeholder trust and confidence:
- Be the first and best source of information
- Facilitate and manage control of rumors
- Monitor and measure public perception of the event or incident
- Ensure ongoing communication with command

Stakeholder trust is crucial to an effective JIS.

Discussion Question: What other suggestions do you have for gaining and maintaining trust and confidence?

JOINT INFORMATION CENTER

Visual 5.8

Key Points

The JIC is often a physical location designed to facilitate operation of the JIS. The JIC:

- Is a physical location with tools to enhance the flow of public information
- Provides a central working facility where PIOs can gather
- Allows PIOs to handle increased information needs by the media and the public during and after a crisis
- Maximizes communication between different PIOs while minimizing conflicting or inaccurate information being sent to the media and the public
- Can provide "one-stop shopping" for the media. This makes it more enticing for the media to focus on "official" information rather than scattering for other parts of the story.

Although a single JIC location is preferable, the system is flexible and adaptable enough to accommodate virtual or multiple JIC locations, as required.

- If possible, it is advised to have location(s) identified that could be used as a JIC before an incident occurs—ideally, co-located with or in close proximity to the Emergency Operations Center (EOC). It is important that these locations meet the working needs of the PIO function and allow easy access for the media.
- Once a JIC has been identified, it is recommended to have appropriate equipment and other resources available and operational. The PIO should develop standard operating procedures (SOPs) on the actual use of the JIC and the equipment and staff that may be needed.

JOINT INFORMATION CENTER

Visual 5.9

Key Points

The JIC **facilitates** the work of the JIS by:

- Providing a central location from which the JIS can operate during and after an incident
- Enhancing information coordination, reducing misinformation, and maximizing resources

TYPES OF JICS

Visual 5.10

Key Points

The National Incident Management System (NIMS) document describes six types of JICs:

JIC Type	Description
Incident	Typically, an incident-specific JIC is established at a single, on-scene location in coordination with Federal, State, Tribal, and Local agencies, or at the national level if the situation warrants. An incident JIC is the typical JIC and it provides easy media access, which is paramount to success.
Satellite	A satellite JIC is smaller than other JICs. Established primarily to support the incident JIC and to operate under its direction, a satellite JIC—typically closer to the scene—is not independent of the incident JIC.
Area	An area JIC supports multiple-incident ICS structures that are spread over a wide geographic area. It is typically near the largest media market and can be established on a Local, State, or multistate basis. Multiple States experiencing storm damage may participate in an area JIC.
Support	A support JIC, established to supplement the efforts of several incident JICs in multiple States, offers additional staff and resources outside the disaster area.
Virtual	A virtual JIC is established when physical presence at a JIC is not feasible. A virtual JIC incorporates technology and communication protocols.

JIC Type	Description
National	A national JIC is established when an incident requires Federal coordination and is expected to be of long duration (weeks or months), or when the incident affects a large area of the country. A national JIC is staffed by numerous Federal departments or agencies, as well as State agencies and nongovernment organizations.

EMERGENCY MANAGER'S ROLE

Visual 5.11

Key Points

The components of a JIS must be put into place before an emergency occurs. This includes the plans, protocols, and structures used to provide information during incident operations, and encompasses all public information efforts related to an incident, including those undertaken at Federal, State, Tribal, and Local levels of government, as well as by private organizations involved in the incident.

How does the Emergency Manager fit in with the JIS and the JIC?

The Emergency Manager's main role takes place in advance of any incidents—making sure the system is in place and that JIC facilities are available and ready when the JIC needs to be in operation. This involves planning for an accessible work space, electrical systems, phone lines, Internet access, space for camera trucks, and similar planning and logistics.

The emergency operations plan, also known as the EOP (or an annex to the EOP) should lay out how it all works—who has authority, each person's responsibilities, what happens when State and Federal representatives come in, etc.

When an incident occurs, and the incident's size and scope requires a JIC, the Emergency Manager activates the JIC and the preplanned systems go into effect.

TRIGGERS FOR JIC ACTIVATION

Visual 5.12

Key Points

It is important to remember that the JIC is a tool to facilitate the JIS. The JIS is the key to any crisis communication effort.

Through the collocation of public information professionals, the JIC speeds information release time, enhances information coordination and analysis, reduces misinformation, maximizes resources, and helps build public confidence in response efforts.

The following are some events that may trigger JIC activation:

- Emergency Management Assistance Compact (EMAC) activation
- Impact of the incident
- Potential level of media attention
- Duration of the incident, response, and recovery
- Activation of the EOC

Every community has a different response or level of specificity to JIC activation triggers.

CASE STUDY: JOINT INFORMATION CENTER

Visual 5.13
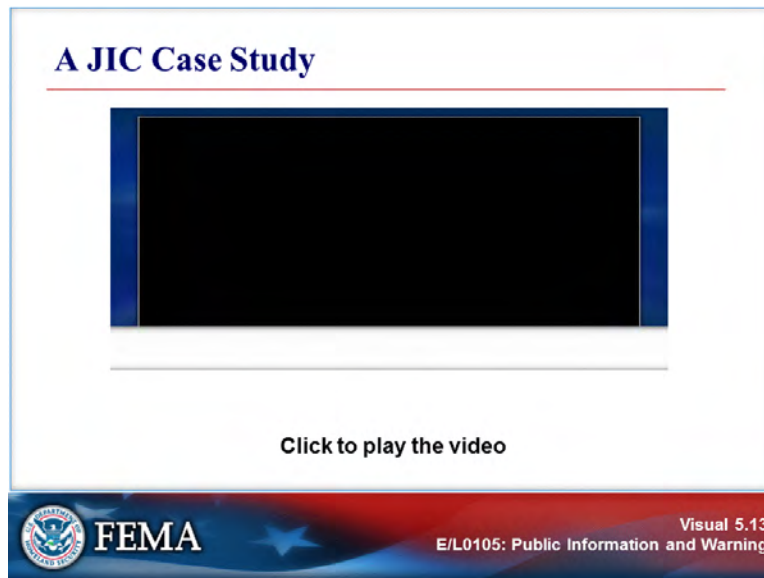
Key Points

This video describes the important role a JIC played in managing public information during Hurricane Katrina.

Video Transcript: "The Very Best Thing We Could Have Done: A JIC Case Study"

Newscaster 1: Well, good afternoon. The conditions in New Orleans are getting worse by the day.

Newscaster 2: And as we learn more and we see more video it's incredibly getting even worse—the situation in New Orleans and Mississippi, the whole Gulf Coast area—parts of it are just wiped out.

Newscaster 3: New Orleans is a city in ruins. Black smoke from a warehouse fire billows into the sky and the floodwaters, though neutralized, run deep with the stench of rotting corpses and raw sewage.

Newscaster 4: Governor Huntsman has upped Utah's offer from a thousand to two thousand refugees, still remember fifty thousand may go to Texas and eventually we'll probably get some . . .

Newscaster 5: First refugees are in Utah from the hurricane-struck regions of the south.

Newscaster 6: Governor Huntsman declares a state of emergency in Utah . . .

CASE STUDY: JOINT INFORMATION CENTER

Visual 5.13 (Continued)

Newscaster 7: Camp Williams is housing several hundred people evacuated from New Orleans.

Verdi White, Utah Commissioner of Public Safety: Our objective immediately is to get them back with their families wherever they are—help them get to where they want to go and that's . . . over the next couple of days we're going to put huge efforts into that.

Newscaster 8: Several of the evacuees say they are grateful for Utah's hospitality.

Evacuee: With Utah, I'm so glad we came here. Everybody has been so nice. It's just been wonderful.

Newscaster 9: The Governor says Utah's response to the disaster has been effective and officials from other areas are coming here to take notes.

Jon Huntsman, Jr., Governor of Utah: Officials in Portland are coming here to see how we've done it before they accept people. I think they want to learn how to do it right.

Derek Jensen, PIO, Utah Division of Emergency Services: Well, this is obviously a big story, nationwide, and the fact that when we found out that our Governor had agreed to house 1,000 to 2,000 evacuees here in Utah, we knew pretty early on that we're probably going to have a lot of media attention and not just Local media attention.

Tammy Kikuchi, Director of Communications, Governor's Office: The Lieutenant Governor for the State of Louisiana is a good friend of our Lieutenant Governor and in fact, he sent an email basically said, you know, we know you hosted the Olympics, you might have some facilities in case that we might want to send some people because we're evacuating.

Lieutenant Doug McCleve, PIO, Utah Department of Public Safety: Initially we did not know how many were coming. Anywhere from 500 to 2,000. We anticipated that this would probably be a significant media event.

Verdi White: Usually we make plans for evacuating people out of the hazard area. Now we're actually receiving people coming out of a hazard area in another State and we've never done anything like this.

Angie Welling, Reporter, Deseret Morning News: They started coming Saturday night, the first people got to Camp Williams Saturday night. I was out there Monday—things were a little crazy.

Brian Hyer, Editor, KSL-TV: When we learned that Utah had the possibility of accepting the evacuees from the Gulf States at the Governor's press conference, we were able to get in touch with their Public Information Officers quickly, and one of their first ideas was we need to do a Joint Information Center. I was very happy about that. I've worked with one or two before. They are very helpful and I knew that this would be something that would be ongoing for several days.

CASE STUDY: JOINT INFORMATION CENTER

Visual 5.13 (Continued)

Lieutenant McCleve: One of the reasons why we felt it was so important to put together a Joint Information Center in the first place is because we know that there would be all aspects of State government involved in this process—from providing basic food and clothing and shelter for these people who have had nothing for up to a week.

Angie Welling: Pretty much every State agency was involved, and that's when we found out pretty early on that the Governor had involved every aspect of State government.

Lieutenant McCleve: So what we felt like it would be best to do is provide a one-stop calling center for the news media to be able to access whoever they needed to in this process.

Verdi White: The way that we set this particular operation up is we took the Incident Command System and made it an overlay onto the National Guard that had the infrastructure to be able to do all the functions that we needed to accomplish to do this, and of course one of the central components of, of an Incident Command System, is the public information piece.

Tammy Kikuchi: The response was overwhelming. It was four, five, and six teams from every news—particularly the TV stations sending out that many cameras with that many reporters from each station—and it just was incredible, not to mention the newspapers, the radio stations, the smaller papers in the area plus national media.

Brian Hyer: I think for those who organized the Joint Information Center, it was very difficult and a lot of work to set those things up. On the other hand, for us, it was very easy. We had three phone numbers to call and we were able to get to a person and have the question answered regardless of who it was.

Lieutenant McCleve: One of the most important pieces for us to be able to even start this process was to be able to have the Governor's office support in forming this Joint Information Center.

Derek Jensen: Everyone came and were willing to do whatever we asked, and we were able to utilize talents that people had, and people really checked their egos in at the door.

Tammy Kikuchi: The flexibility is paramount. And for people to be able to let go of their turf, let go of their own needs, and focus on the greater good—if you will—is critical.

Lieutenant McCleve: What we've tried to do here is follow some of the national policy as far as Incident Command. We have key people in key positions to help maintain the functionality of our Joint Information Center.

Angie Welling: Someone always answered the phone. I never called and didn't have it answered on the second or third ring. And if they didn't have the information they were very good about saying "let me find out and I'll call you."

Derek Jensen: The biggest lesson I think we learned is information doesn't just automatically come in to a JIC. We sometimes like to think it does, but really it was up to us to be a little bit aggressive in going out and gathering that information.

CASE STUDY: JOINT INFORMATION CENTER

Visual 5.13 (Continued)

Brian Hyer: It's vital that you have someone that's trained in public information. In my job I have the responsibility in making those phone calls to the Joint Information Center, to set up the story, to gather the information that's needed. When I reach someone in the Joint Information Center that's not trained in public information, then I will most likely go to other resources.

Lieutenant McCleve: When we first started we had, we were trying to go meet with every news crew, one escort per news crew, and we became overwhelmed.

Angie Welling: One of the problems that we ran into was the Joint Information Center was closed on the weekends. We don't take weekends. During Hurricane Katrina I worked for 14 days straight without taking a day off, so I think number one is you have to be available when the media needs you.

Brian Hyer: They answer the questions we have and they helped us to find story ideas that we might not have thought about had there not been a Joint Information Center. That allowed us to get on top of the story much faster and cover it even better for our viewers.

Lieutenant McCleve: You have to have the support of the people who are in charge . . . which we have had 100 percent support, which has made things much easier for us because it's easier to be able to organize and disseminate information when you have support from the top.

Angie Welling: Reporters understand change really well because our days are always changing, but just have that plan in place—know basically what you want to do, who's going to staff it, what will be available, what hours you will be available for the media.

Tammy Kikuchi: The Joint Information Center and the command staff out there would hold daily briefings for the media, and quite honestly that took much of the heat, if you will, off the Governor's office.

Lieutenant McCleve: The feedback that I'm getting, at least from our Local news media, is that they've been very pleased with the access they've had. It's not complicated; it's very easy for them, which makes for better reporting.

Tammy Kikuchi: I would say it, whatever expense it takes for your Public Information Officers to get the training, spend it. Because it's money well spent in the end and if your PIOs can learn from other areas of the Nation that are doing things well, send them there—let them learn from the people who have done it before—so that when they come back they can build a system that works for you.

Verdi White: The two functions and people that I need to have with me when I'm out here doing anything is I need to have a finance person and I need to have the Joint Information Center.

Brian Hyer: We had all kinds of questions. We wanted questions answered, we wanted stories to be able to do, and we had one place to go to and that was great.

CASE STUDY: JOINT INFORMATION CENTER

Visual 5.13 (Continued)

Derek Jensen: The feedback we received from them—from the Local media that we work with on a regular basis and have a pretty good relationship—from them the feedback has been, you know, "we appreciate this."

Verdi White: And I believe that that has helped in our relationship with the media.

Tammy Kikuchi: Having the Joint Information Center for this event was critical. It was absolutely the very best thing we could have done.

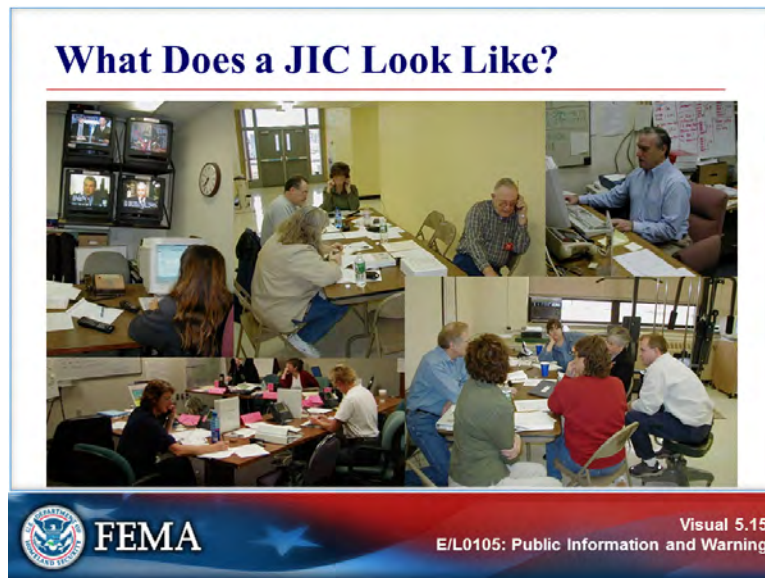**DISCUSSION: INFORMATION MANAGEMENT**

Visual 5.14
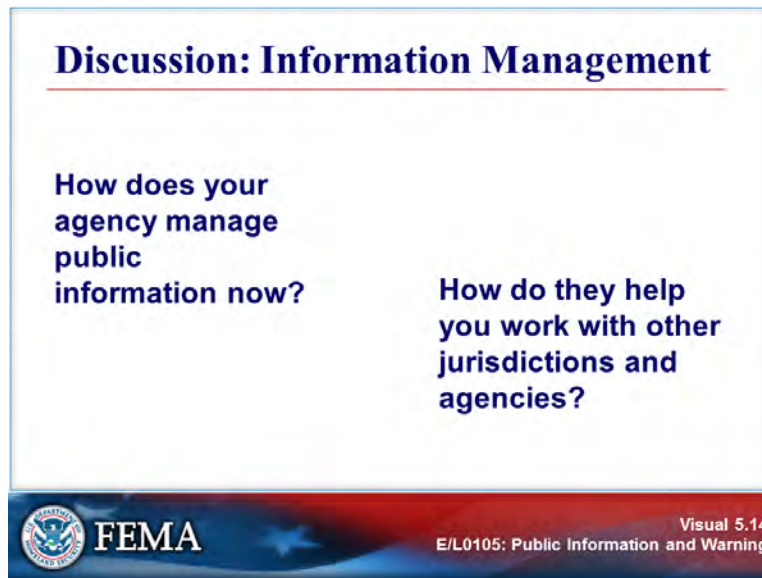
Key Points

Discussion Questions: How does your agency manage public information now?

Discussion Questions: How do they help you work with other jurisdictions and agencies?

WHAT DOES A JIC LOOK LIKE?
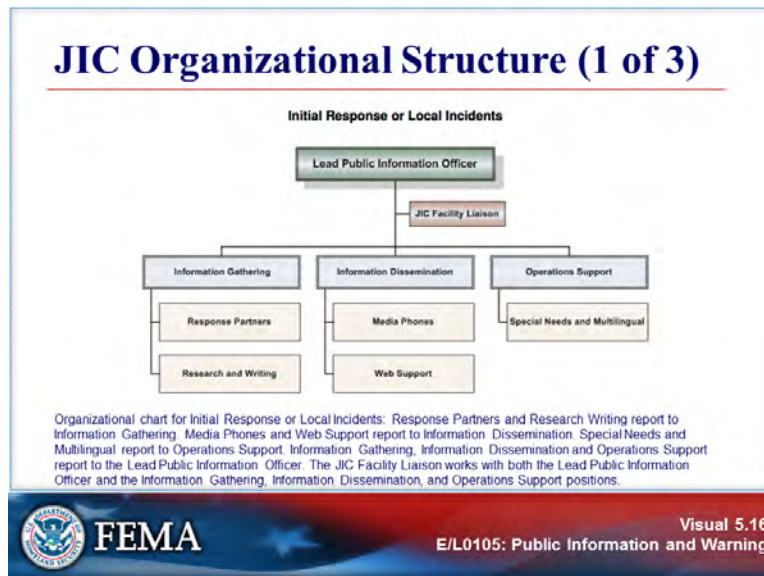
Visual 5.15

Key Points

The collage of images in the visual shows people working in a JIC: meeting, monitoring news reports, working on computers.

Since the Three Mile Island incident, the concept and structure of the JIC has grown and evolved—often taking a shape necessary to accomplish the task and necessitated by various Local emergency plans, politics, and the resources that are available.

JIC ORGANIZATIONAL STRUCTURE: INITIAL RESPONSE OR LOCAL INCIDENTS

Visual 5.16

JIC Organizational Structure (1 of 3)

Initial Response or Local Incidents

Lead Public Information Officer

JIC Facility Liaison

Information Gathering | Information Dissemination | Operations Support

Response Partners | Media Phones | Special Needs and Multilingual

Research and Writing | Web Support

Organizational chart for Initial Response or Local Incidents: Response Partners and Research Writing report to Information Gathering. Media Phones and Web Support report to Information Dissemination. Special Needs and Multilingual report to Operations Support. Information Gathering, Information Dissemination and Operations Support report to the Lead Public Information Officer. The JIC Facility Liaison works with both the Lead Public Information Officer and the Information Gathering, Information Dissemination, and Operations Support positions.

FEMA

Visual 5.16
E/L0105: Public Information and Warning

Key Points

JIC organizations are scalable and flexible; certain functions may not be needed for every type of incident.

Each box represents a function to be performed. One person may do many functions, or one function may be staffed by many people, depending on the incident's scope.

The organizational chart on this visual depicts a JIC structure for the initial response or an incident being managed at the Local level. The next two visuals show structures for larger incidents.

Organizational chart for Initial Response or Local Incidents: Response Partners and Research Writing report to Information Gathering. Media Phones and Web Support report to Information Dissemination. Special Needs and Multilingual report to Operations Support. Information Gathering, Information Dissemination and Operations Support report to the Lead Public Information Officer. The JIC Facility Liaison works with both the Lead Public Information Officer and the Information Gathering, Information Dissemination, and Operations Support positions

JIC ORGANIZATIONAL STRUCTURE: ESCALATING INCIDENTS
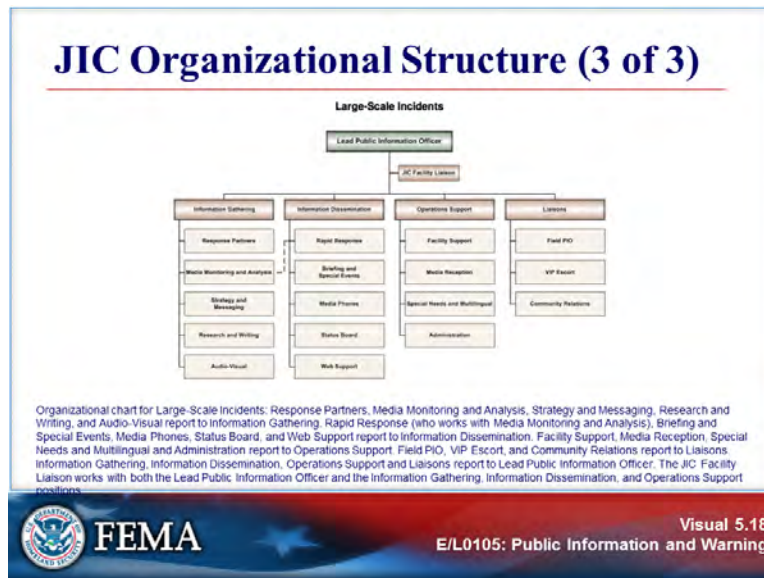
Visual 5.17
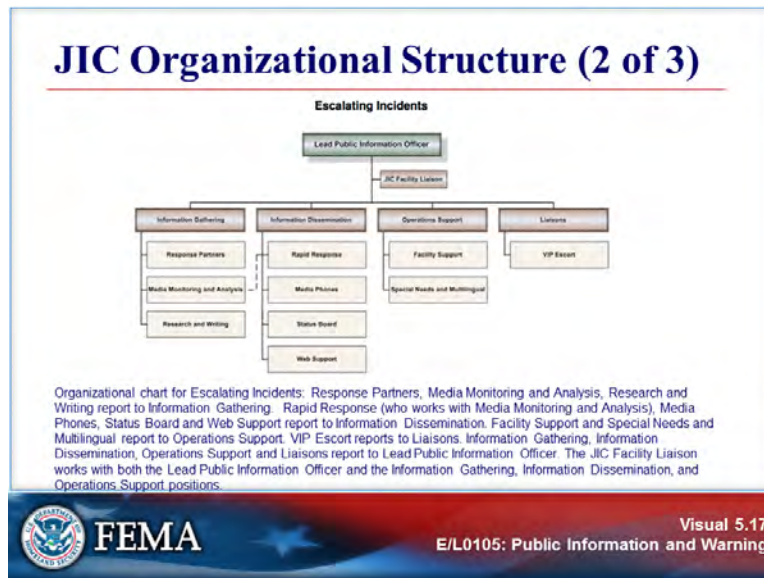
Key Points

The organizational chart on this visual depicts a JIC structure for an escalating incident.

Organizational chart for Escalating Incidents: Response Partners, Media Monitoring and Analysis, Research and Writing report to Information Gathering. Rapid Response (who works with Media Monitoring and Analysis), Media Phones, Status Board and Web Support report to Information Dissemination. Facility Support and Special Needs and Multilingual report to Operations Support. VIP Escort reports to Liaisons. Information Gathering, Information Dissemination, Operations Support and Liaisons report to Lead Public Information Officer. The JIC Facility Liaison works with both the Lead Public Information Officer and the Information Gathering, Information Dissemination, and Operations Support positions.

JIC ORGANIZATIONAL STRUCTURE: LARGE-SCALE INCIDENTS

Visual 5.18

Key Points

The organizational chart on this visual depicts a JIC structure for a large-scale incident.

Organizational chart for Large Scale Incidents: Response Partners, Media Monitoring and Analysis, Strategy and Messaging, Research and Writing, and Audio-Visual report to Information Gathering. Rapid Response (who works with Media Monitoring and Analysis), Briefing and Special Events, Media Phones, Status Board, and Web Support report to Information Dissemination. Facility Support, Media Reception, Special Needs and Multilingual and Administration report to Operations Support. Field PIO, VIP Escort, and Community Relations report to Liaisons. Information Gathering, Information Dissemination, Operations Support and Liaisons report to Lead Public Information Officer. The JIC Facility Liaison works with both the Lead Public Information Officer and the Information Gathering, Information Dissemination, and Operations Support positions.

ROLES IN THE JIC

Visual 5.19

Key Points

Lead PIO:
The Lead PIO comes from the agency that has the lead in handling the crisis. This individual reports to the Incident Commander/Unified Command and acts as an advisor on all issues relating to public information.

The Lead PIO is a management function and should provide overall direction and policy rather than getting involved in hands-on details. Unlike other functions, there can be only one Lead PIO.

PIOs from other agencies do not report to the Lead PIO. They represent their own agency but work with the Lead PIO to provide support.

The Lead PIO provides overall guidance and direction to the Group Supervisors of the various functional areas in the JIC. He or she acts as a liaison between the function and other sections in the organization. The Lead PIO reports directly to the EOC Director or Incident Commander.

If at all possible, the Lead PIO should NOT be the on-camera spokesperson, the JIC Manager, or the Logistics Liaison. He or she will not have the time to lead the JIC and perform these functions.

The Lead PIO must make the big decisions needed, such as overall strategy, wording in critical releases, staffing, and resolving conflicts.

If the PIO team is small, the Lead PIO has no choice but to fulfill most of the functions needed. If he or she has a good-sized team, the Lead PIO must be careful not to over-manage, but to rely on Group Supervisors to manage their units.

ROLES IN THE JIC

Visual 5.19 (continued)

Ultimately, the Lead PIO is responsible for:

- Managing the JIC
- Reporting to and advising the Incident Command
- Providing overall communication policy direction
- Recommending and developing strategy for messages, briefings, and news releases
- Obtaining approval from those in authority before releases are made
- Conducting JIS and JIC internal briefings (live or virtual) to update staff regarding Incident Command activities.

JIC Coordinator:

In NIMS, the Logistics Facilities Unit is responsible for all facilities used in the crisis response. Because the JIC is often seen as a separate entity from the other parts of the organization, the JIC needs someone for each shift to be responsible for the operational aspects.

This function receives requests for people or equipment and relays the requests to Logistics.

The JIC Coordinator reports to the Lead PIO and is responsible for the JIC facility and operations. The JIC Coordinator keeps the JIC running smoothly from a logistical standpoint and provides support as needed to the Lead PIO, agency public information staff, Group Supervisor, and all JIC functional areas. Support includes everything from toilet paper, to security, to computers.

Ultimately, the JIC Coordinator is responsible for:

- Coordinating the opening, setup, and closing of the JIC
- Ensuring all JIC equipment is operational
- Ensuring adequate supplies are on hand
- Coordinating JIC security, janitorial support, equipment maintenance and repair, and food services
- Assigning staff to copy and distribute materials to JIC staff and other designated locations
- Maintaining a resource library accessible to JIC members for reference of all hardcopy coming into and going out of the JIC

ROLES IN THE JIC

Visual 5.19 (continued)

Liaison

The liaison function provides a coordinated two-way communication link with key program areas and other entities involved in the response and recovery operation (e.g., elected officials, community leaders, VIPs, and other governmental and nongovernmental support agencies).

The liaisons are the "human face" of the crisis response. The power of the liaison is in face-to-face contact with the people (and the media) in the affected area.

The liaisons report back to the JIC information they observe or receive while out in the affected area. This includes community concerns, media issues, or direct observations such as crowded highways, unruly crowds, or problems in shelters.

In addition to Field Liaisons (Field PIOs), a JIC may have VIP Liaisons who do the following:
- Work closely with VIPs (e.g., high-level political or other visitors) in the field.
- Provide VIPs with the latest information.
- Send information back to the JIC—issues, activities, and concerns.
- Help brief and prepare VIPs before interviews.
- Coordinate with VIPs' staff at all times.

Liaisons will also work with PIOs from other agencies who may be in the field but not represented at the JIC (and at the scene of major interest) to coordinate information and provide a unified front for media stories.

GETTING INFORMATION TO THE PUBLIC

Visual 5.20

Getting Information to the Public

NIMS describes an ongoing cycle that involves four steps:
- Gathering
- Verifying
- Coordinating
- Disseminating

How would you accomplish these steps in a JIC?

FEMA

Visual 5.20
E/L0105: Public Information and Warning

Key Points

Note that NIMS describes the act of getting information out as a four-step process: Gathering, Verifying, Coordinating, and Disseminating. The seven-step process described on the previous visual expands the model and provides greater detail on the PIO's role.

<u>**Discussion Question**</u>: **How would you accomplish these steps in a JIC?**

INFORMATION MANAGEMENT CYCLE

Visual 5.21
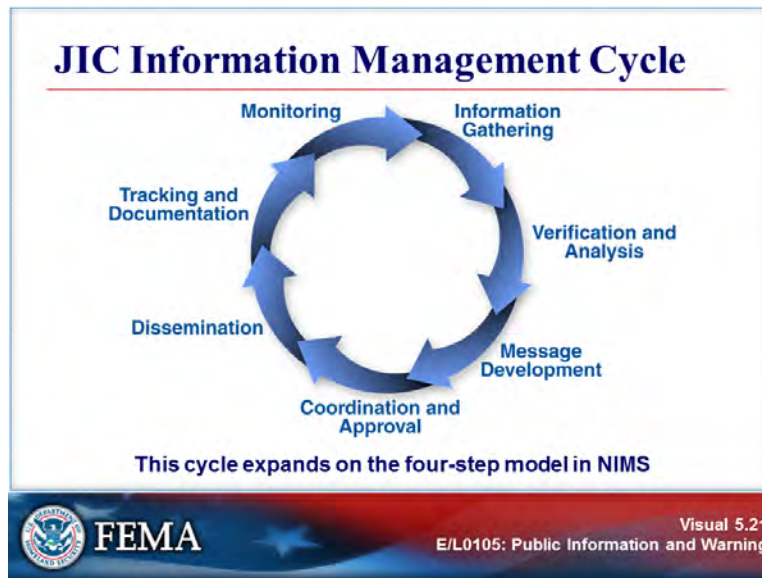
Key Points

The PIO's role in an incident is to manage information. The process of managing information can best be depicted as a seven-function cycle in which:

1. Information is **gathered.**

2. Information is then **verified and analyzed.**

3. Next, during **message development,** the information is put in a form best suited to the audience.

4. The **coordination and approval** process will vary, depending on the number of organizations involved and each agency's approval process.

5. The message is **disseminated** in a variety of ways—including through the news media as a news release, interview, or briefing.

6. Then the information is **tracked and documentation** is kept to record the process.

7. Finally, **media monitoring** ensures that the message got out and was accurately conveyed. Information gathered through media monitoring feeds back into the information-gathering process, and the cycle continues.

STEP 1: INFORMATION GATHERING

Visual 5.22

Key Points

The information-gathering function is responsible for gathering, analyzing, and triaging information. This function is responsible for researching and developing all written, print, photographic, audio, video, and web-based material for use by the JIC.

In the initial stages of an emergency, the Lead PIO may be required to gather information and produce all materials for the media and the public. However, as the incident's complexity expands and the Lead PIO duties grow, ideally every organization participating in the JIC will attempt to recruit or provide personnel that are trained to assist with this function. Such personnel may be drawn from various agency administrative support staff. In addition, many organizations have information technology (IT) staff with considerable skill in website design, working with digital images, and video production.

Discussion Questions: Where would you go for additional staffing to help with information gathering?

Discussion Questions: How do you gather information in your JIC?

STEP 1: INFORMATION GATHERING

Visual 5.23

Key Points

Sources include:
- Documentation (Situation reports, Incident Action Plans)
- Response Partners
- Media Monitoring

Discussion Questions: What additional sources of information would you have?

Discussion Questions: How does information gathering happen in your JIC?

STEP 2: VERIFICATION AND ANALYSIS

Visual 5.24

Key Points

Once you have the information, you need to verify and analyze it.

Analysis should be:
- Strategic. Ask yourself, "What impact does this have on the mission?"
- Proactive. Don't wait until a small issue becomes a major problem; anticipate and act accordingly.

Discussion Questions: What trends would you look for in your analysis?

Discussion Questions: How do verification and analysis occur in your JIC?

STEP 3: MESSAGE DEVELOPMENT

Visual 5.25

Key Points

Research and writing activities under the information-gathering function include:
- Writing materials such as media releases, fact sheets, flyers, etc.
- Providing graphics support, such as designing layouts, developing PowerPoint presentations, and creating graphics for a range of materials (e.g., newsletters, flyers, etc.).

Audio/visual activities include:
- Broadcast operations, which entail developing video documentation, special productions, remote live interview feeds, and logistical support of public meetings and presentations.
- Photo/video, which entails providing still photography documentation to support print and Internet media needs, and video documentation to support broadcast media.

Coordination among JIS and JIC members is vital to ensure clear communication and avoid confusion. The type of incident and number of agencies involved will determine who needs to be involved in the coordination/approval process.

Discussion Question: How do research and writing occur in your JIC?

STEP 4: COORDINATION AND APPROVAL

Visual 5.26

Key Points

Once the message is developed, it must be coordinated for accuracy and to ensure that partners are informed. It is important to understand your agency's or jurisdiction's protocols and processes for approval.

Discussion Question: How do coordination and approval happen in your JIC?

STEP 5: DISSEMINATION

Visual 5.27

Key Points

Goal: To provide written and oral communication to the news media, public, and other organizations.

Discussion Question: What resources could you call upon to support information dissemination if additional staffing is needed? Be creative!

STEP 5: DISSEMINATION

Visual 5.28

Key Points

The information dissemination function is proactive and responsive.

Proactive activities (outreach initiated by the JIC) include:

- Dissemination of news releases, public service announcements, media advisories, etc., to the news media

- Briefing/special events, including handling events such as news conferences, media briefings, VIP visits, and tours for senior officials of affected areas

- Spokesperson who prepares and conducts regular news briefings and conferences

- Web support, including creating and maintaining web pages and blogs containing information about the incident, posting images and video, and monitoring server logs
  - o If your JIC does not have the resources or staff to produce a website to support your public information efforts, consider using individuals from an agency IT group or students from a Local college or university, or hire someone.
  - o Make sure you have a host server that can handle the expected surge in traffic.
  - o Ensure that whoever you have working on your site has full access to that site before any incident occurs.
  - o If possible, web page templates for use by your JIC should be developed and used before an event.

STEP 4: INFORMATION DISSEMINATION

Visual 5.28 (Continued)

Responsive activities (responding to requests for information) include:

- Media relations activities, including responding to questions from traditional news media; making referrals; and developing a log of telephone calls, emails, etc., containing names, addresses, the type of calls and any necessary follow-up actions.

- News desk that serves as the media's primary point of contact.

- Public inquiry activities, including responding to questions from citizens; making referrals; and developing a log of telephone calls, emails, etc., containing names, addresses, the type of calls and any necessary follow-up actions.

It is also important for the JIC to reach out to internal audiences through:

- Internal dissemination—making sure that all approved information is circulated internally to all JIC staff. One of the most common challenges in a JIC is keeping everyone updated on the latest approved information.

- Status boards—updating traditional or digital JIC status boards with current, relevant, and accurate information. It is advised that only releasable information be posted to the JIC status boards to mitigate the accidental release of any inaccurate or withheld information.

Discussion Question: How is information disseminated by your JIC?

STEP 6: TRACKING AND DOCUMENTATION

Visual 5.29

Key Points

What is coming in?
- Information (including media monitoring)
- Requests (internal and external audiences)

What is going out?
- News releases
- Briefings and interviews

Tracking and documenting what comes in and goes out are also activities under the information dissemination function.

Discussion Question: How do you track information efficiently in your JIC?

STEP 7: MONITORING

Visual 5.30

Key Points

To address inaccuracies in the media, the PIO should:
1. Analyze the error and research the cause
2. Evaluate the possible damage
3. Determine the best way to mitigate the damage
4. Act calmly and quickly

Media monitoring is an important step in the information management cycle and a vital function in the JIC.

Depending on how the JIC is organized, the media monitoring function may be placed solely in information gathering. Another option is to split the monitoring and analysis activities from the "rapid response" (what you do to respond to inaccuracies in the media). With this option, monitoring and analysis is conducted as part of the information-gathering function and rapid response is under information dissemination.

The visual briefly reviews the steps to address inaccuracies in the news media.

It is important to consider whether the error is important or inconsequential (e.g., a wrong phone number for a citizen complaint line or the wrong middle initial for the department's spokesperson).

- If the point is essential to the message and the reporter gets it wrong, explain and insist on a correction.
- If the mistake it not crucial, instead of demanding a correction, try using the opportunity to educate and build a positive relationship with the reporter.

Discussion Question: How does monitoring happen in your JIC?

ACTIVITY 5.1 – JIS/JIC

Visual 5.31

Key Points

Instructions:
1. Answer the questions provided in your IAW.

CHALLENGES WITHIN THE JIC

Visual 5.32

Key Points

In the capacity of Lead PIO, you have responsibility for your staff. These responsibilities will include the common administrative duties associated with any supervisory position. Incident response and recovery operations, however, are not normal working environments for most employees.

Personnel in the JIC may be working long hours with few resources during extended operations. They may not have sufficient training, may have inadequate information, and may not be familiar with how to share information. These conditions may lead to stress.

This unique situation may require you to adjust your communication style and to be even more observant of staff than you would normally be. In particular, you want to be aware of the signs of stress in yourself and others. These signs include:

- Cognitive reactions to stress: Confusion or disorientation, indecisiveness, worry, shortened attention span, or difficulty concentrating
- Emotional reactions to stress: Numbness or denial, panic or anxiety attacks, fear, anger, despair, or depression
- Physical reactions to stress: Fatigue, gastrointestinal problems, headaches, and changes in appetite or sleeping patterns
- Behavioral reactions to stress: Increased alcohol or drug use, absenteeism, mistakes, and low morale and productivity

## CHALLENGES WITHIN THE JIC

Visual 5.32 (Continued)

As a supervisor, you need to be mindful of changes in staff behavior and ask for help, if needed.

Critical Incident Stress Debriefing (CISD) is a useful tool with first responders and should be considered as an option for PIOs who have experienced a traumatic event and may need help.

This course cannot give you all the information you need about leading a staff and dealing with employee stress. Ask your supervisor and the instructor about additional training on these topics.

WHICH WILL YOU BE?

Visual 5.33
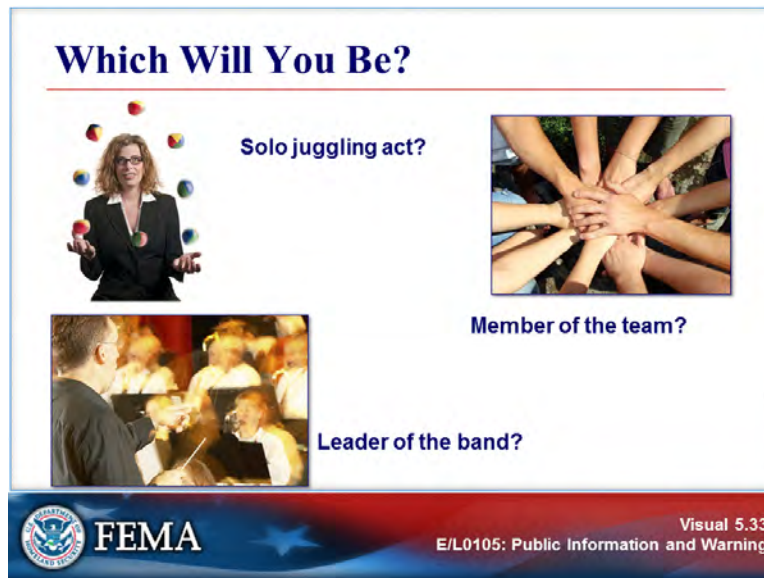
Key Points

The visual above asks of a PIO: Will you be a solo juggling act? A member of the team? Leader of the band?

Sometimes you may be the sole PIO handling all of the functions we have discussed. This situation is particularly likely in the earliest stages of responding to an incident.

Other times—or as an incident evolves—you may be joined by other PIOs.

Sometimes you may be leading the JIC; other times you may be a member of the team.

The important point to take away from this module is that the JIC is organized by functions, not positions.

MODULE SUMMARY

Visual 5.34

Key Points

This module presented the following key points:

- The JIS is the foundation for effective communication internally and externally. The key to having a strong JIS is analyzing where you are now, strengthening your capabilities before an incident occurs, and exercising those capabilities.

- A JIC provides a central location to facilitate operation of the JIS during and after an incident.

- JIC organization is flexible and scalable.

MODULE SUMMARY

Visual 5.35
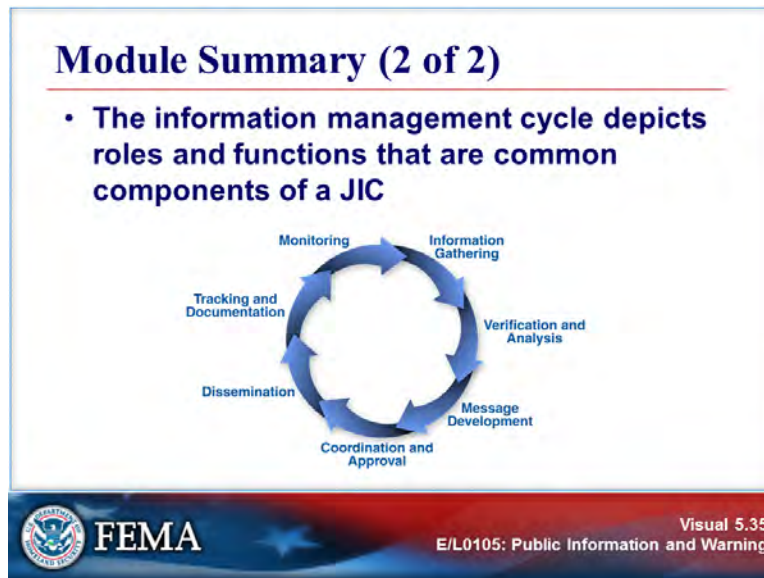
Key Points

The information management cycle depicts roles and functions that are common components of a JIC

1. Information gathering
2. Verification and analysis
3. Message development
4. Coordination and approval
5. Dissemination
6. Tracking and documentation
7. Media monitoring

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MODULE 6: WORKING WITH STATE AND FEDERAL PARTNERS

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MODULE OVERVIEW

Visual 6.1
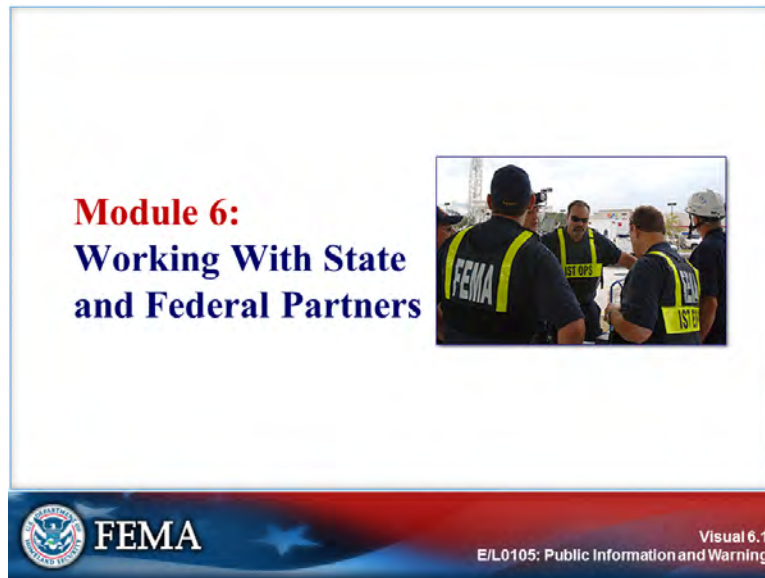
Key Points

This module will focus on the ways Local PIOs integrate with State and Federal partners in an evolving incident.
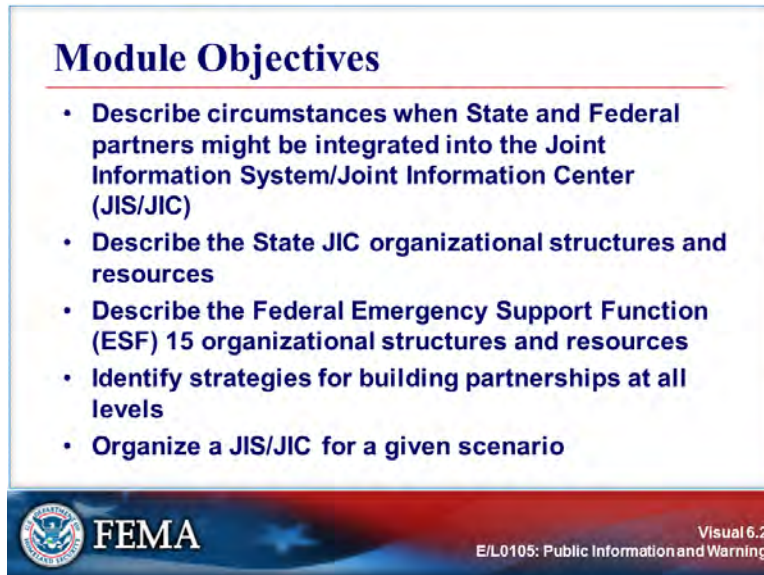
MODULE OVERVIEW

Time Plan

A suggested time plan for this module is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Module Overview	5 minutes
Public Safety Responsibility	10 minutes
Local/Tribal Incident Response	5 minutes
State Incident Response	5 minutes
Federal Government Role	5 minutes
Understanding the State JIC	10 minutes
Understanding ESF 15	5 minutes
Local/State/Federal JIC Integration	5 minutes
Strengthening the Partnerships	5 minutes
Module Summary	5 minutes
Activity: Putting It All Together	1 hour
Total Time	**2 hours**

MODULE OBJECTIVES

Key Points

- Describe circumstances when State and Federal partners might be integrated into the Joint Information System/Joint Information Center (JIS/JIC)
- Describe the State JIC organizational structures and resources
- Describe the Federal Emergency Support Function (ESF) 15 organizational structures and resources
- Identify strategies for building partnerships at all levels
- Organize a JIS/JIC for a given scenario

Review the module objectives listed on the visual.

POSSIBLE STATE OR FEDERAL RESPONSE TRIGGERS

Visual 6.3
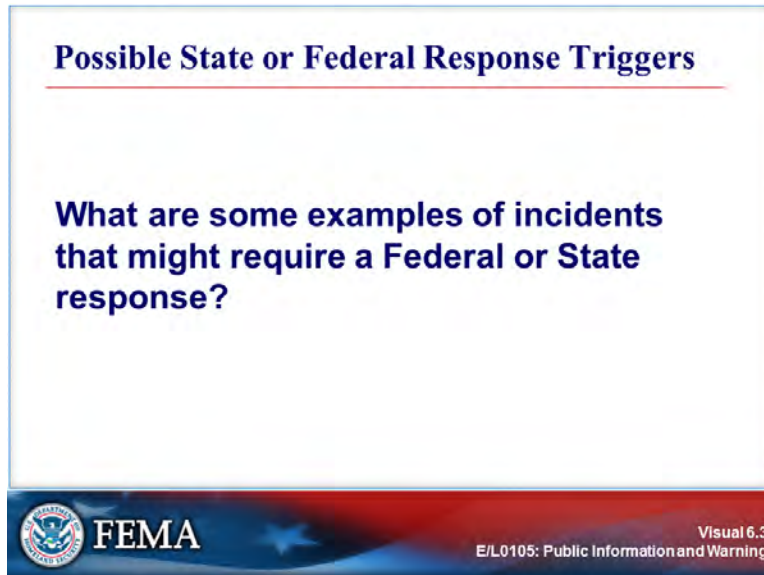
Key Points

Discussion Question: **What are some examples of incidents that might require a Federal or State response?**

LOCAL/TRIBAL INCIDENT RESPONSE EXAMPLE

Visual 6.4
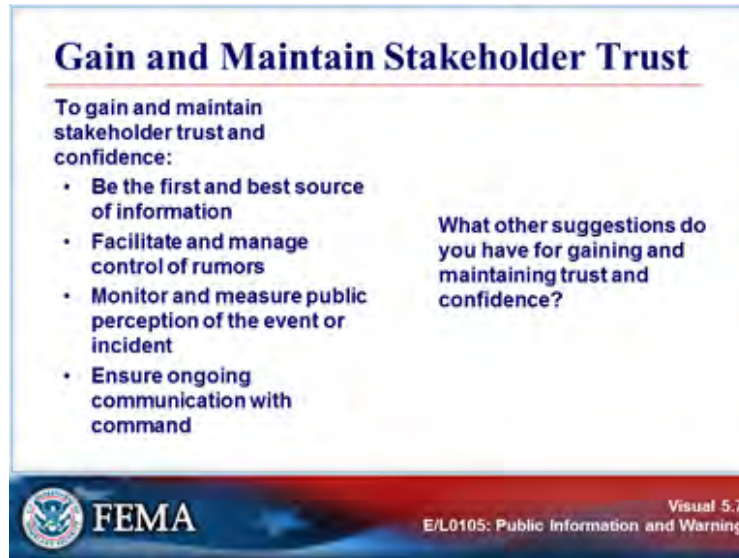
Key Points

This visual lists the actions that take place at the Local level when there is an imminent threat (such as a hurricane) or an incident has occurred.

- Execute emergency operations plans
- Activate Emergency Operations Center (EOC)
- Declare a local state of emergency
- Issue warnings and evacuation notices
- Identify incident objectives and begin tactical operations
- Conduct size-up and damage assessment
- Establish Incident Command
- Manage incident resources
- Activate Local mutual aid agreements
- Request State of Federal assistance (Tribe)

JIS ACTIVATION

Visual 6.5
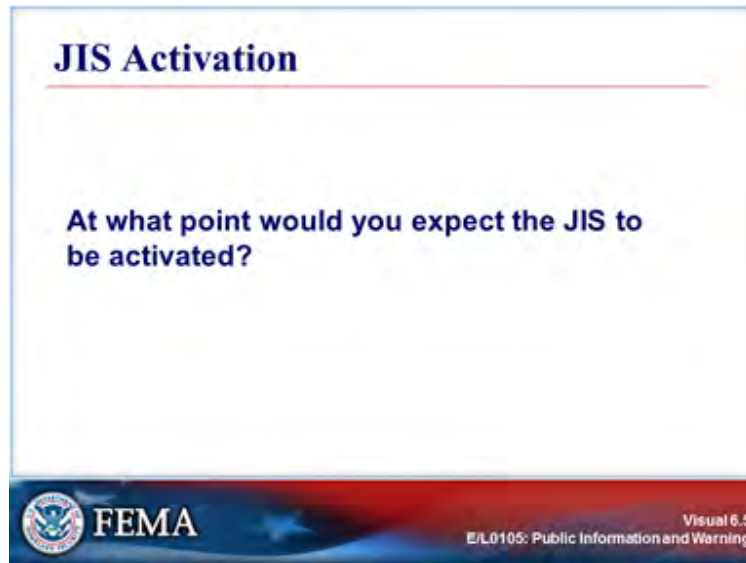
Key Points

Discussion Question: At what point would you expect the JIS to be activated?

STATE INCIDENT RESPONSE EXAMPLE
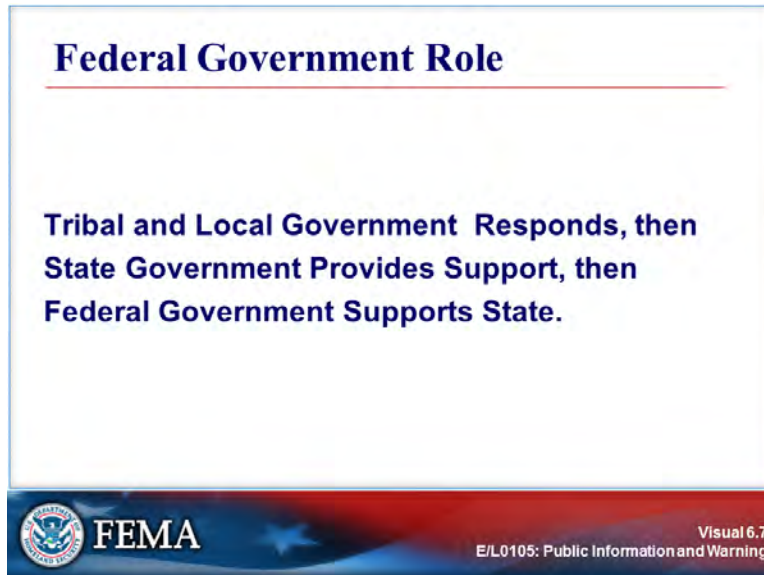
Visual 6.6
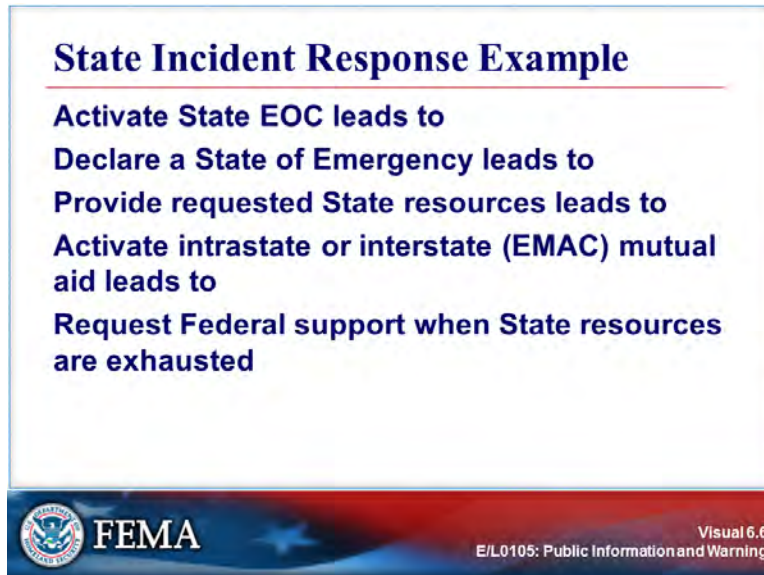
Key Points

Activate State EOC leads to
Declare a State of Emergency leads to
Provide requested State resources leads to
Activate intrastate or interstate (EMAC) mutual aid leads to
Request Federal support when State resources are exhausted

The visual depicts the steps involved in State incident response.

- The Emergency Management Assistance Compact (EMAC) is an important response resource for States.
- EMAC is a national interstate mutual aid agreement that enables States and territories to share resources—such as personnel and equipment—during times of disaster.
- EMAC can be used when Federal assistance is not warranted, or to complement Federal resources when activated.

FEDERAL GOVERNMENT ROLE

Visual 6.7

Federal Government Role

Tribal and Local Government Responds, then
State Government Provides Support, then
Federal Government Supports State.

FEMA

Visual 6.7
E/L0105: Public Information and Warning

Key Points

Disaster response always begins at the Tribal and Local level, with the State providing support as needed, and the Federal Government becoming involved when the incident exceeds Local and State response capabilities.

When State and Federal partners become involved, the Local PIO's responsibilities do not end. The Local PIO is still closest to the event and an important part of the response effort.

UNDERSTANDING THE STATE AND/OR FEDERAL JIC

Visual 6.8
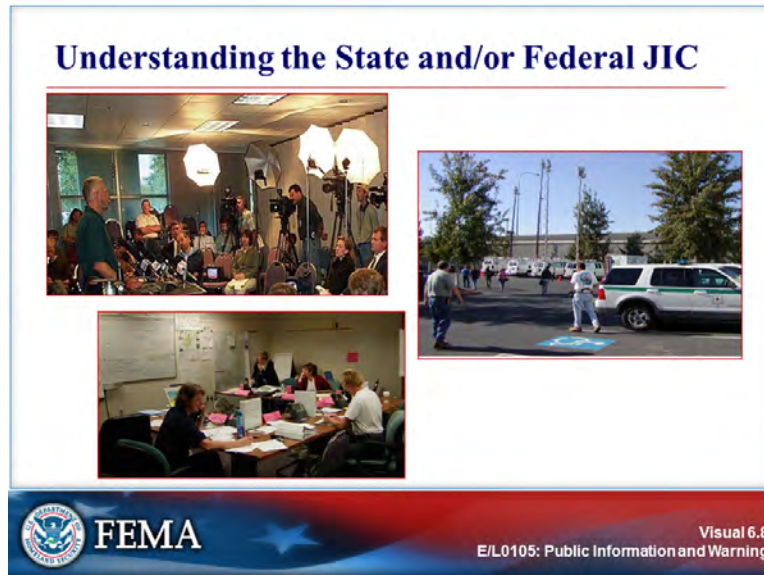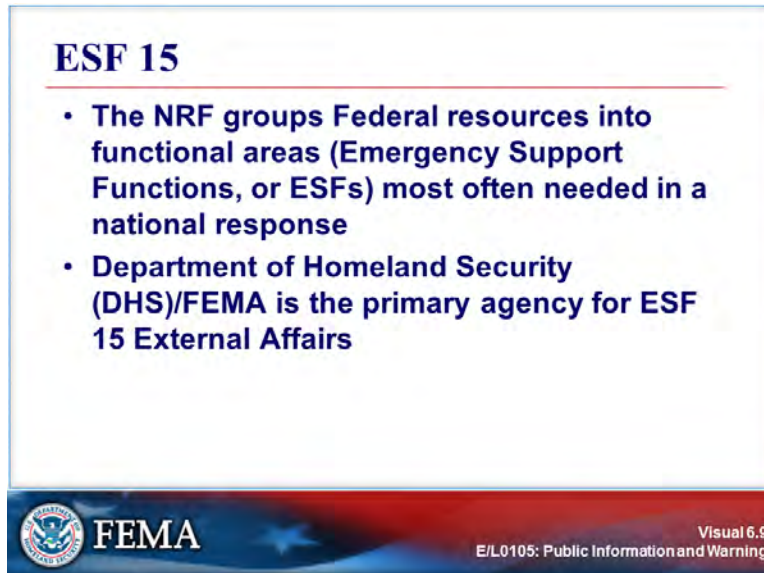
Key Points

The visual contains images of a man standing at a podium being interviewed, a parking lot full of media vans and people walking around, and people working at desks in the JIC.

ESF 15

Visual 6.9

Key Points

As you learned in E/L0101, the National Response Framework (NRF) groups Federal resources most often needed in a national response into functional areas or Emergency Support Functions (ESFs). Department of Homeland Security (DHS)/FEMA is the primary agency for ESF 15 External Affairs

ESF 15 includes the Federal External Affairs component of a Federal response. FEMA is the primary agency for this ESF. At the Federal level, ESF 15 coordinates Federal actions to provide External Affairs support to Federal, State, Tribal, and Local elements.

The next few visuals provide an overview of the ESF 15 components.

ESF 15 COMPONENTS

Visual 6.10

Key Points

When an incident occurs—or a threat is imminent—that will likely require Federal involvement, the **External Affairs** component of ESF 15 will likely be involved in certain early response roles, including:

- Representation at the National Response Coordination Center (NRCC) or Regional Response Coordination Center (RRCC)
- Support for Search and Rescue
- Support for Preliminary Damage Assessment (to be available to respond to media inquiries about the process)

The **Congressional Affairs** component of ESF 15:

- Provides information to congressional members and their staff
- Responds to congressional inquiries
- Coordinates congressional visits

ESF 15 COMPONENTS

The **Intergovernmental Affairs** component of ESF 15:

- Establishes effective working relationships with Local, Tribal, and State officials
- Provides "one-stop shopping" and maintains open lines of communication

The **Planning and Products** component of ESF 15:

- Develops communication products for external and internal audiences
- Develops and directs all strategic planning and messaging for the Joint Field Office (JFO)

The **Private Sector** component of ESF 15:

- Coordinates with business networks and industry-specific-related groups
- Identifies issues that directly affect the private sector and the business community

ELEMENTS OF THE JIC IN ESF 15

Visual 6.11

Key Points

Media Relations
- News Desk
- Media Analysis
- Field Operations
- Special Events/Projects

Operations
- Broadcast
- Photo/Video
- Administration

- These are functional elements—not position descriptions.
- Just as with Local and State functional organizations, the functions that will be staffed and the number of personnel assigned will be based on the needs of the incident.

If the Federal response is activated, information will be going out from the JFO and the JIC will be co-located with the JFO.

LOCAL/STATE/FEDERAL JIC INTEGRATION

Visual 6.12

Local/State/Federal JIC Integration
- More people and more resources are added
- More space, equipment, and supplies are needed
- Mission remains: To get the right information to the right people at the right time
- JIS remains flexible and scalable to meet the needs of the incident

FEMA
Visual 6.12
E/L0105: Public Information and Warning

Key Points

- More people and more resources are added
- More space, equipment, and supplies are needed
- Mission remains: To get the right information to the right people at the right time
- JIS remains flexible and scalable to meet the needs of the incident

FEMA and other Federal agencies are there to provide support to the Local agencies, unless they have been given command of the incident (e.g., Federal law dictates that the FBI would be the primary agency in a case of terrorism). That means that all of the staff and resources provided under ESF 15 should be available to help the Local PIO during a crisis.

If an incident evolves to the point where Federal involvement is required, some things will change but some things will remain the same.

LOCAL/STATE/FEDERAL JIC INTEGRATION

Visual 6.12 (Continued)

What Changes:
- Generally speaking, with Federal involvement in the JIS and JIC, you will have more people and resources—and you will need more space, equipment, and supplies.
- During an incident or planned event that requires a coordinated Federal response, DHS/FEMA will contact the affected State, Tribal, or Local jurisdictions to identify their public information needs. Based on this information, DHS/FEMA and ESF 15 will support State, Tribal, and Local communications plans with staff and other resources, which may include:
  - Satellite trucks
  - Communications equipment
  - Items for a media center such as TVs, computers, podiums, microphones, etc.
  - Personnel

What Stays the Same:
- The JIS/JIC remains flexible and scalable to meet the needs of the incident.
- The mission remains the same: To get the right information to the right people at the right time so that they can make good decisions.

STRENGTHENING THE PARTNERSHIPS

Visual 6.13

Key Points

Local/State/Federal integration is easier to accomplish when you understand the systems and know the people before an incident occurs. Specific actions to consider include:

- Before an incident, maintain ongoing communication, and participate in joint training and exercises.
- During response and recovery, use a collaborative approach to planning, decision making, and assignments.
- After an incident, share lessons learned.

Also, pre-identified incident communications protocols are established and ready for use during large-scale incidents and incidents requiring a coordinated Federal response. Two primary tools are described below.

STRENGTHENING THE PARTNERSHIPS

Visual 6.13 (Continued)

The **National Incident Communications Conference Line (NICCL)** was created to be a single source of coordination for DHS with all other Federal agencies. It can work as a call-in conference or as an open line that can be monitored 24 hours a day for exchanging information and updates. The NICCL is primarily for Federal-to-Federal information sharing, but can also include communicators from the primarily impacted State and Local community. Specifically, the NICCL:
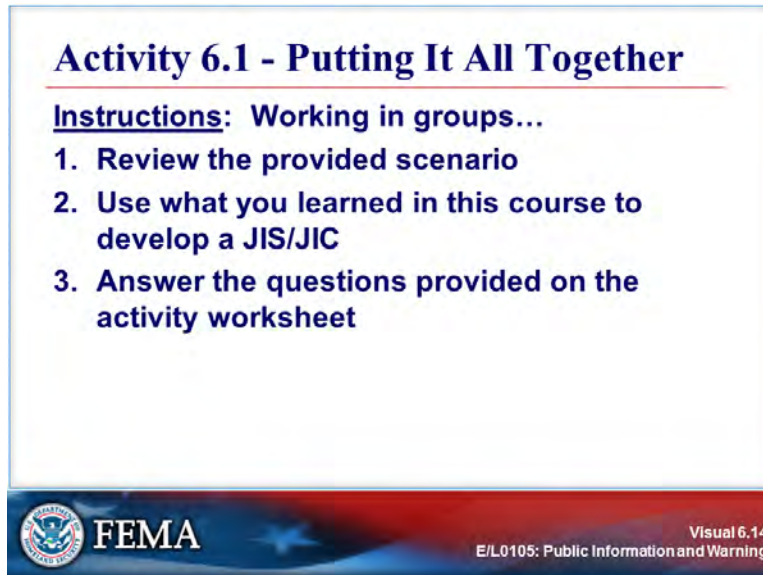
- Is used for transmitting and exchanging information primarily targeted to support senior State and Local officials
- Originates with DHS Public Affairs and is an executive call to discuss happening events and their agencies' roles, activities, and response
- Is typically conducted twice daily, but it could be staffed 24 hours a day and used as an open line for information dissemination if required by an incident

The **State Incident Communications Conference Line (SICCL)** was created primarily to bring States together to share information and discuss issues that have an effect on all of them following an incident. This line is typically used during a Multiple-State disaster such as a hurricane where impacted States may request support from other States. The SICCL is not a 24/7 line. Instead, it is a scheduled conference call, which would be set up as needed to address issues. In summary, the SICCL is:

- Used for transmitting and exchanging information primarily targeted to State and Local communicators
- Typically activated with a Multiple-State incident, when there is a need for cross-border coordination

ACTIVITY 6.1 – PUTTING IT ALL TOGETHER

Visual 6.14

Key Points

Purpose: The purpose of this activity is to apply what has been discussed in this class to organize a JIS/JIC to meet the needs of a scenario.

Instructions: Working in groups…
1. Review the provided scenario.
2. Use what you learned in this course to develop a JIS/JIC.
3. Answer the questions provided on the activity worksheet.

ACTIVITY 6.1 – PUTTING IT ALL TOGETHER SCENARIO

Note: Not all jurisdictions will give the PIO an Incident Command System (ICS) 201 form, but if they do, this is what one will look like.

INCIDENT BRIEFING

1. Incident Name	2. Date Prepared	3. Time Prepared
Plane Crash	Today	7:35

4. Size-up

Fairwinds Airport lies within a densely populated area. It is the home of many private aircraft, executive air services, and a small commercial fleet. It has a small on-site rescue and fire capability, and has repair and snow removal assets. The airport is situated at the southern end of an industrial park containing office, warehousing, and light manufacturing businesses. The airport is surrounded by access roads to the south and by major roadways on the other three sides of its property. A high school complex is to the west at Moonachie and Terrace. The complex includes school district offices, a high school, a sports stadium, and a gymnasium. The school has 1,800 students in grades 9 through 12.

At 7:33 a.m., a small executive jet containing six passengers and crew owned by Global Investments attempted to take off to the north, but failed to lift from the runway and crashed through the chain-link fence at the end of the airport property. The plane then crossed a major roadway (Route 46), striking four vehicles. It crashed and came to rest inside the adjoining property to the north, which is in the industrial park including an office complex with 230 day-shift employees.

Fires fueled from the jet's ruptured tanks erupted at the office complex and in 20 vehicles in the parking lot. The fuselage penetrated a pool chemical storage warehouse, causing ruptured storage containers and a fire in the building.

9-1-1 was inundated with calls and initiated Emergency Medical Services (EMS), fire, and law enforcement response.

Bloggers listening to scanners are claiming that the chemical fire will poison the air and that hundreds are dead.

Conditions:
- Three passengers on the aircraft are fatalities. The remaining passengers have suffered severe burns and injuries.
- Two motorists struck by the plane are dead, and several more motorists are trapped in damaged vehicles.
- The office complex has suffered structural damage to the south wall at the point of impact.
- An unknown number of fatalities are reported from inside the office complex.
- Many injured office workers are being assisted by coworkers and emergency responders throughout the complex interior and parking areas.
- Cars continue to burn in the complex parking area.
- Traffic is halted on the major roadways in the area.
- Media helicopters and trucks arrive and begin live broadcast.
- Weather is clear and winds are from the west at 8 miles per hour.

Objectives:
- Protect emergency workers.
- Reduce risk of fire and structural collapse.
- Perform rescue and extraction.
- Provide emergency treatment and transport.
- Secure crash site for investigators.

5. Prepared by (Name and Position)
ICS 201-1
NFES 1325
Page 1

| **6. Summary of Current Actions** |
|---|
| First-arriving law enforcement unit established command at the intersection of Route 46 and Hollister Road.

 Fire units arrive on the scene and accept command from the first-arriving law enforcement unit.

 Triage established by EMS.

 Helispot established at Hangar 12 at the airport.

 State police establishing perimeter.

 Staging is established upwind and uphill at Green and Dograw. |
| **ICS 201-2** |
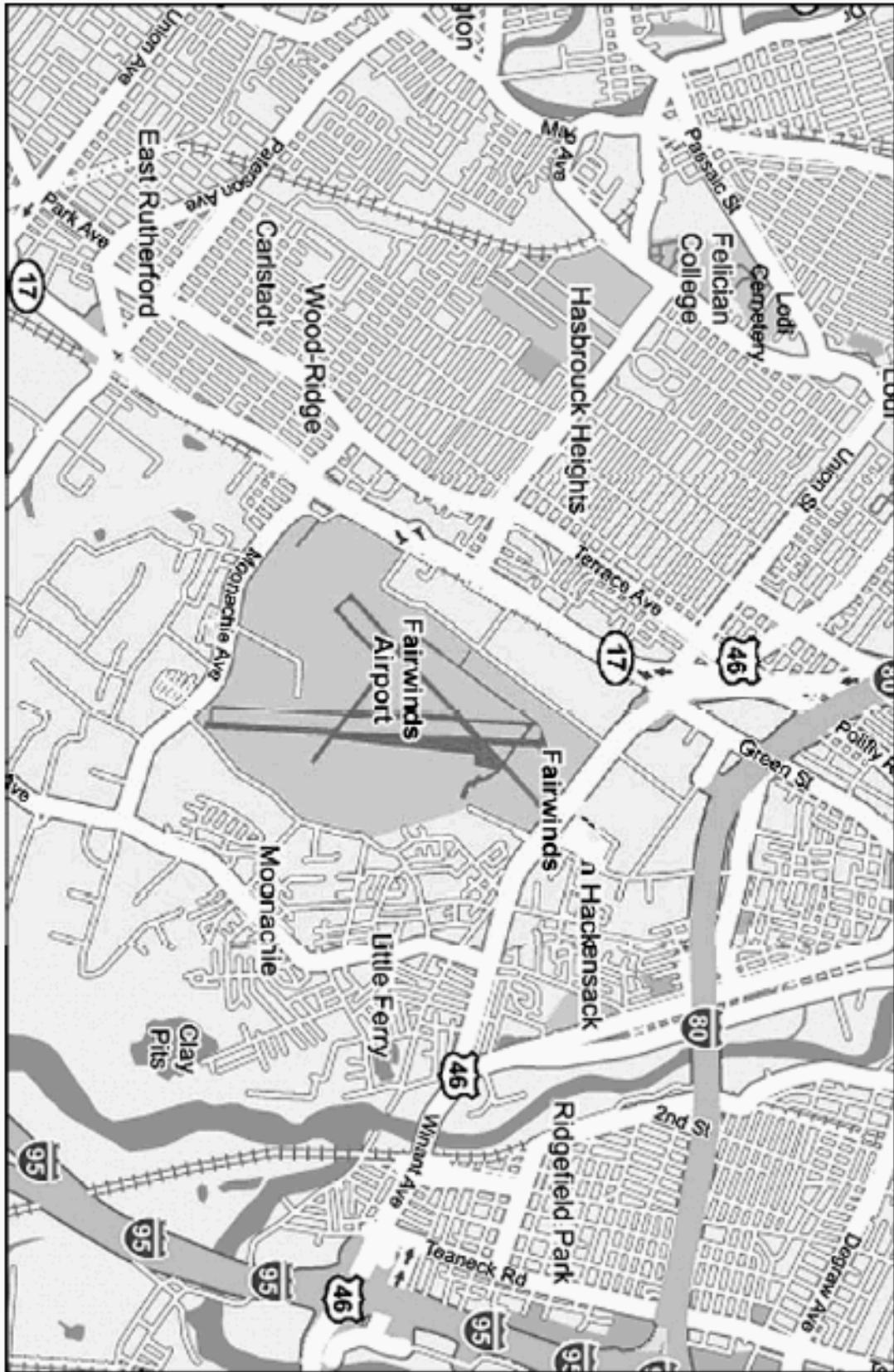
ACTIVITY 6.1 – PUTTING IT ALL TOGETHER

Visual 6.14 (Continued)

Activity 6.1 – Putting It All Together Worksheet

QUESTION:	
Identify who will be in the JIS.	
Will you establish a JIC? Why or why not? If yes, what type?	
If a JIC opens, what functions will you need? How will you staff the functions?	
If a JIC opens, where will you locate the JIC? What equipment and supplies will you need immediately? Why?	

ACTIVITY 6.1 –PUTTING IT ALL TOGETHER

Visual 6.14 (Continued)

Activity 6.1 – Putting It All Together Worksheet (Continued)

QUESTION:	
Who are your information stakeholders?	
What information are these stakeholders going to need?	
What are some initial messages that will be developed?	
Where are you going to get this information?	

MODULE SUMMARY

Visual 6.15

Key Points

This module presented the following key points:

- There are circumstances when State and Federal partners might be integrated into the JIS/JIC.
- Understanding State JIC organizational structures, and resources and the Federal ESF 15 organizational structures and resources, helps build strong partnerships.

MODULE 7. COURSE SUMMARY

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MODULE OVERVIEW

Visual 7.1
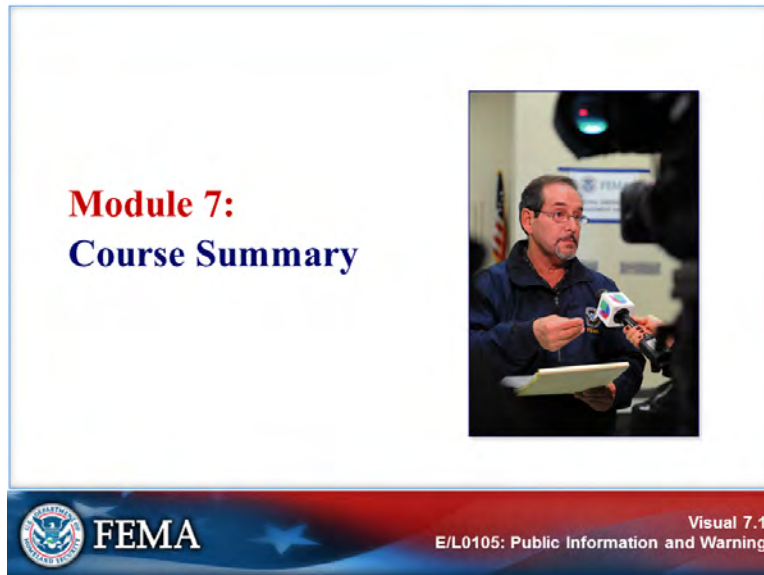
Key Points

Course Summary

This module provides an opportunity to review key concepts covered in the training and to take the final exam.
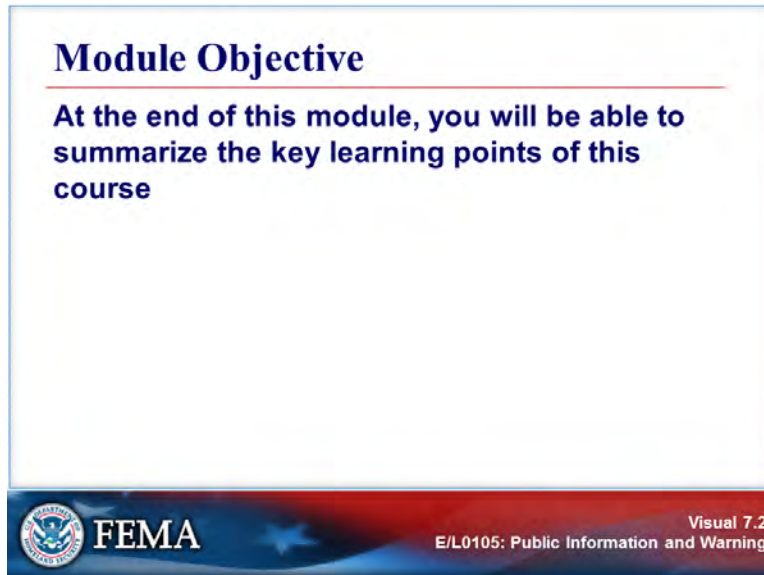
Time Plan

A suggested time plan for this module is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Module Overview	2 minutes
Course Review	3 minutes
Activity 7.1 –Public Information and Warning	15 minutes
Final Exam	15 minutes
Feedback	5 minutes
Total Time	**35 minutes**

MODULE OVERVIEW

Visual 7.2

Key Points

At the end of this module, you will be able to summarize the key learning points of this course.

COURSE REVIEW

Visual 7.3

Key Points

DAY ONE	DAY TWO
Module 1: Public Information and Warning: Overview	Module 4: Managing Public Information (cont.)
Module 2: Promoting Preparedness	Module 5: An Introduction to the JIS and JIC
Module 3: Communicating Warnings	Module 6: Working with State and Federal Partners
Module 4: Managing Public Information	

The topics covered in this course include:

- Public Information and Warning Overview
- Promoting Preparedness
- Communicating Warnings
- Managing Public Information
- An Introduction to the Joint Information System and Joint Information Center
- Working With State and Federal Partners

ACTIVITY 7.1 – PUBLIC INFORMATION AND WARNING
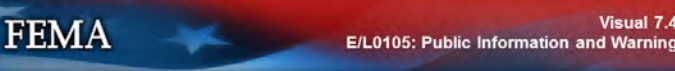
Visual 7.4

Key Points

Instructions: In your Individual Action Workbook (IAW)…

1. Answer the questions regarding the Public Information and Warning Course.

FINAL EXAM

Visual 7.5

Key Points

Instructions:

1. Take a few minutes to review the course contents in your Student Manual
2. Next, complete the final exam
3. Be prepared to submit your exam in 15 minutes

The instructor will distribute the final exam.

FEEDBACK

Visual 7.6

Key Points

- Any other comments or questions?
- Please complete the course evaluation form
- Your comments are important!
- Thank you for your participation!

Congratulations! You have completed the Public Information and Warning Course. Thank you for your participation and for your contributions to the discussions.

We value your input. Please provide your feedback on the provided form.