Pets & Disasters: Identifying Community Needs & Resources

SART Training Media

Pets & Disasters: Identifying Community Needs & Resources
Lesson Plan

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Contents

About Florida SART

SART is a multiagency coordination group consisting of governmental and private entities dedicated to all-hazard disaster preparedness, planning, response, and recovery for the animal and agriculture sectors in the state of Florida.

SART operates at the local level through county SART organizations.

SART utilizes the skills and resources of many agencies, organizations and individuals with its multiagency coordination group structure.

SART supports the county, regional, and state emergency management efforts and incident management teams.

SART Mission

Empower Floridians through training and resource coordination to enhance all-hazard disaster planning and response for animals and agriculture.

SART Goals

- Promote the active engagement of each county coordinator who is responsible for animal and agricultural issues
- Provide assistance in the development and writing of county ESF-17 plans
- Promote the establishment of a county SART to work as a multiagency coordination group to support emergency management and incident management teams
- Provide training for all SART and animal and agriculture personnel
- Identify county resources available for an emergency or disaster
- Work to comply with the National Incident Management System (NIMS) document

Subject: Identify community needs and resources for dealing with pets in disasters and help participants plan a workshop on an action plan for pets in disasters.

Mission: Empower participants with the background knowledge and tools to assess their community's characteristics, hazards and pet population and to identify contacts for a workshop that will help create an action plan for pets in disasters.

Introduction

This lesson plan is designed to be part of the SART training module entitled *Pets & Disasters*. It provides step-by-step instructions for holding a preliminary meeting prior to a workshop that creates the framework for an action plan for pets in disasters or updates an existing plan.

Additional tools for planning, organizing and publicizing the event are covered in the companion piece, *Toolkit for Planning a Community-Based SART Training Event.* For information on obtaining this publication, please refer to the Resources section at the end of this publication.

A PowerPoint presentation has been created to accompany this lesson. Throughout the lesson plan, symbols have been placed in the margins to indicate that a PowerPoint slide is available for that section.

Approximately one hour and five minutes should be allocated for this meeting.

Session Outline

Part 1 - Beginning the Workshop (15 minutes)
Part 2 - Evaluating Our Community (15 minutes)
Part 3 - Identifying Key Contacts (20 minutes)
Part 4 - Determining Next Steps and Wrapping Up (15 minutes)
Total (1 hour, 5 minutes)

Options for Community Planning for Pets & Disasters

Various options exist for organizing community planning for pets in disasters. The participants' community may be like many others; it has some organized effort to address pet concerns during disasters, but perhaps those efforts could be better organized and better coordinated.

The *Pets & Disasters* module contains the following training units:

- Identifying Community Needs & Resources
- Preparing an Action Plan
- Sheltering Options in Mass Evacuations
- Personal Planning

When used in this sequence, the units progress from the starting point of identifying a community's needs and resources through reaching out to the public in helping people develop their own plans for their pets in disasters.

SART leaders in a community may choose to follow this sequence or adapt it to their community's needs.

Meeting Objectives

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At the end of this meeting, participants will be able to:

1. Describe the reasons to prepare a plan for pets in disasters.
2. List and discuss characteristics of the community that affect the plan for pets in disasters.
3. Name the key people who need to be involved in a workshop to create an action plan for pets in disasters or update an existing plan.
4. Assign responsibilities for holding the action-plan workshop.

Learning Environment/Aids

To complete this lesson plan, you will need:

- The PowerPoint presentation *Pets & Disasters: Identifying Community Needs & Resources*
- Optional: A companion publication, *Animals in Disaster: Module A, Awareness and Preparedness*, an independent study course of the Emergency Management Institute of the Federal Emergency Management Agency
- Optional: A companion FEMA publication, *Animals in Disaster: Module B, Community Planning*

(See the Resources section at the end of this publication to find out more about the materials listed above.)

To conduct this session, you will need:

- A means to show the PowerPoint presentation: a computer with a projector. (Note: Master black and white copies of the slides are included at the end of this manual if you prefer to use them as a flipbook or make transparencies for use with an overhead projector.)
- Sufficient seating for all participants

Each participant will need:

- A pen or pencil
- Participant Workbook *Pets & Disasters: Identifying Community Needs & Resources* or paper for notes

Before the Meeting

On the day of the meeting, check that all equipment needed is in place. Double-check that electronic media works on the equipment you have. Also, make certain that any materials such as paper, workbooks and pens/pencils for participants are available in sufficient numbers to cover all participants.

Part 1:   Beginning the Meeting

Time: 15 minutes

Focus: Prepare to identify community needs and resources for pets and disasters

Once all participants have taken their seats and have settled down, welcome them to the *Pets & Disasters: Identifying Community Needs & Resources* training session. Thank them for attending and congratulate them on taking the time to become involved in this important project. Remind them that the best way to respond to an emergency involving pets is to have a strong foundation of community involvement.

Animal Issues Are People Issues

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Note that some people are more concerned for their animals in disasters than they are for themselves. This may impair their ability to make good decisions based on their own safety and that of rescue workers. Examples include refusing to evacuate or attempting to rescue pets during unsafe conditions. Some pet owners have been injured or killed attempting to rescue their animals from burning or flooded buildings.

While the care of pets in disasters should never take precedence over the care of people, providing care for pets may improve safety for many people.

Suggest that planning for pets in disasters include both people from organizations involved with pets and people from agencies involved in disasters. This meeting's objectives are: review reasons for preparing a plan for pets in disasters; determine community characteristics that affect the plan; identify key people to invite to a workshop that helps create an action plan for pets in disasters; and make assignments for holding the workshop.

Who Should Be Involved in Planning?

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Encourage participants to involve the following types of groups in planning:

- Emergency management and other organizations involved in disasters
- Shelters and other animal agencies
- Animal community
- Key communicators
- Other community groups

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Recommend that community planning for pets in disasters include the following activities:

- Working with shelters and other animal agencies to help them develop their pet disaster plans
- Creating partnerships with groups involved with animals
- Encouraging agencies and organizations involved in disaster planning to include animals in local response plans
- Providing education to the public on planning for their pets

Who's Here?

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[This a good time to get participants involved. Use *Worksheet 1—Key Contacts,* which is on Page 11 and in the participant workbook to record the organizations that participants represent. This involvement will be brief because you, the facilitator, will help participants later in the workshop to fill in more details of who should be involved in the plan. This continuous participation will keep attendees connected to the presentation and give them an idea of the types of groups that already are involved in helping animals and their owners during disasters.]

This introduction should not extend past 15 minutes. This is a time when participants are getting comfortable with the workshop, the surroundings and you, the facilitator. At the same time, you are getting comfortable with the participants and being a facilitator. Pay close attention to time; you may find yourself a bit nervous getting started. These "nerves" can make people ramble or talk faster or slower than normal.

And others forget the time and forget to move on. Even if participants are enjoying what they are doing, they will appreciate your discipline when the unit ends on time. As they say in show business, "Always leave 'em wanting more!"

Worksheet 1
Identifying Community Needs & Resources

Key Contacts		
Planning for pets in disasters is more effective when community involvement and support are strong. Below is a list of categories of groups to involve in a community plan for pets in disasters. Use this worksheet to develop a list of key contacts.		
	Organizations	Key contacts
Emergency management and other organizations involved in disasters		
Shelters and other animal agencies		
Animal community		
Key communicators		
Other community groups		

Part 2:   Evaluating the Community

Time: 15 minutes

Focus: Examine the needs and circumstances of the community

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10-13

Begin by asking participants to benchmark their community. This includes identifying community characteristics and assessing hazards it could face.

In examining characteristics of their community, participants should consider the following:

- Is their community urban or rural or a mixture of both?
- What are their community's demographics, including ages, economic profile and cultures?
- What are the natural features of the community?
- What is the potential for man-made disasters involving highways, railroads, nuclear plants, industry and factory farming?
- Is the community a host community during disasters? This could include being along major evacuation routes, being on high ground or being a major metropolitan area.
- What are other characteristics of their community?
- What is the community's history of disasters?

Encourage participants to involve their local emergency management officials in benchmarking their community.

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[Complete *Worksheet 2—Characteristics of Our Community*, which is on Page 13 and in the participant workbook.]

Worksheet 2
Identifying Community Needs & Resources

Community Characteristics
Use this worksheet to assess the characteristics of your community. Each community has its own circumstances and history. Use this unit to get a snapshot of your community.

Urban, rural, mix?	
What are your community's demographics, including ages, economic profile and cultures?	
Natural features	
Potential for manmade disasters — highways, railroads, nuclear plants, industry, factory farming	
Are you a host community? • Along major evacuation routes • On high ground • Major metropolitan area	
Other characteristics	
History of disasters	

Hazards

SLIDES
15-17

In considering hazards, it's important to realize that no community is hazard-free. Suggest that participants not be complacent if they live anywhere near a highway.

Review the fact sheet *Examples of Problems with Animals in Disasters,* found on Page 15 and in the workbook.

Note that the best disaster preparedness starts with personal protection and safety.

An attitude of personal responsibility allows individuals and interest groups to identify, prioritize and mitigate issues that arise in disasters. When interested people collaborate with emergency management officials in their communities, programs based on the community's needs, expertise and resources can be developed.

Suggest that participants consider what the main hazards are in their community.

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[Complete *Worksheet 3—Community Hazards*, which is on Page 16 and in the workbook. Each community has its own vulnerability to known hazards. Ask participants to use this worksheet to evaluate the hazards their community may face.]

Fact Sheet
Identifying Community Needs & Resources

Examples of Problems in Disasters

- After the Three Mile Island, Pa., nuclear accident in 1979, many misinformed owners left animals to stray, resulting in traffic crashes and an overloading of humane shelters and veterinary practices.

- During the evacuation from a large white phosphorus and liquid sulfur spill in Dayton, Ohio, in 1984, pet owners attempting to rescue their animals created traffic jams by driving in the opposite direction to the evacuating traffic.

- Following the Oakland, Calif., firestorm in 1991, hundreds of cats and dogs were never reunited with their owners because their owners could not be found.

- After Hurricane Andrew struck South Florida in 1992, many victims were distressed when they discovered that they could not stay at public shelters if they had pets with them.

- After a tornado in West Lafayette, Ind., in 1994, several animal owners in public shelters showed signs of stress as a result of not knowing the whereabouts of their pets.

- During floods in Georgia in 1994, some pet owners refused to evacuate in a timely and safe manner because they could not take their pets with them. Others were prevented from attempting to rescue their pets from flooded homes using boats.

- After a propane gas spill caused by a train derailment in 1996, all citizens of Weyauwega, Wis., were evacuated and were not allowed back for 18 days. Many pets and livestock were left behind. Emergency management initiated a rescue effort.

Worksheet 3
Identifying Community Needs & Resources

Community Hazards

Use this worksheet to assess the hazards your community may face. Each community has its own vulnerability to known hazards.

	Likelihood	Considerations
Hurricanes		
Tornadoes		
Floods		
Highway or transport incident		
Wildfires		
Urban fires		
Hazardous material spills		
Attack (nuclear or terrorist)		
Power shortage/failure		
Chemical or biological warfare		

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Ask participants to estimate the number of animals in their community, including companion animals, livestock, exotic/captive wildlife and native wildlife. Sources of information include shelters, veterinarians, breeders, clubs, pet stores and pet supply stores, kennels and racetracks. Participants should be aware that many animals may be unlicensed. They can estimate companion animals on the basis of national averages.

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20-21

[Complete *Worksheet 4—Animal Ownership*, which is on Page 18 and in the workbook. This exercise may surprise participants when they realize how many pets potentially are in their community.]

Worksheet 4
Identifying Community Needs & Resources

Animal Ownership — National Averages		
	Percentage of Housholds Owning a Pet	Number of Pets Per Household
Dogs	40	1.7
Cats	30	2.1
Birds	5.7	2.16
Horses	2.0	2.54

Estimated Pets for Community of 100,000		
Dogs	100,000 x 40%=40,000 x 1.7	68,000
Cats	100,000 x 30%=30,000 x 1.7	63,000
Birds	100,000 x 5.7%=5,700 x 2.16	12,312
Horses	100,000 x 2%=2,000 x 1.7	5,080
Total Estimated Companion Animal Population		133,137

Estimate Pet Ownership in Your Community	
A. Community Population in 100,000's	
B. Pets per 100,000=133,000	X 133,000
Multiply A and B to estimate the number of pets in the community	

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Remind participants about nontraditional pets, including reptiles, ferrets, birds and exotics. Ask them to consider who has exotic and captive wildlife, including zoos, petting parks and private collections.

Various sources exist for information about exotic and captive wildlife. For animals that are regulated, participants can ask state or local authorities. Participants also can ask veterinarians, clubs, stores and suppliers.

In planning for native wildlife and disasters, participants should consider that wild animals can get and carry diseases transmissible to other animals and people. Pets and other owned animals will normally take precedence. Emphasize that displaced, uninjured wildlife is often better off on its own.

In thinking about wildlife needs, participants should consider that confinement to a rehabilitation facility is stressful. Wildlife may adapt to captivity and lose the ability to survive in the wild. Also, there are laws that govern retention of wildlife in captivity. Wildlife rehabilitation facilities will probably be overwhelmed.

Part 3:   Identifying Key Contacts

Time: 20 minutes

Focus: Develop a broad list of people to contact for planning workshop on pets in disasters

Note that cooperation is the key element for success. An effective plan depends on the cooperation of many people and organizations. Leaders of planning efforts need to have good working relationships among the people involved.

Encourage participants to be inclusive when selecting people to invite to a workshop that helps develop an action plan for animals in disasters. The more broadly the community is represented, the more effective the workshop's efforts will be. Suggest that they appeal to the self-interest of community groups. Encourage participants to recruit from groups in which they are involved and to keep members of those groups informed as planning progresses.

[Go back to *Worksheet 1—Key Contacts,* which is on Page 11 and in the workbook. Try to have participants list three names for each type of group. For example, they would want at least three names of people from the category "Shelters and other animal agencies." *Background for Worksheet 2: Possible Community Partners,* which is on Page 21 and in the workbook, can help the group think broadly about people to involve. This participation will help participants realize that they know many of the key contacts, and it will show areas where contacts need to be identified.]

Background for Worksheet 1
Identifying Community Needs & Resources

Possible Community Partners	
Below are examples of groups to involve as partners in developing or enhancing a community plan for animals in disasters.	
Emergency management and other organizations involved in disasters	Emergency management Community Emergency Response Teams (CERT's) Fire/rescue Law enforcement Health department Other local government agencies Red Cross Volunteer Organizations Active in Disasters (VOAD)
Shelters and other animal agencies	Animal Services/Control Humane Society Wildlife agencies
Animal community	Disaster Animal Response Team (DART) Breeding clubs Other interest groups for various animals Wildlife rehabilitators Cooperative Extension Veterinarians Pet stores Dog/cat breeders Boarding stables Boarding kennels Pet groomers Veterinary schools Veterinary medical association Veterinary health technician associations 4-H and other youth groups
Key communicators	Media Schools Access television stations List-serves Web services Ham radio operators Nonprofit organizations
Other community groups	Major businesses Nonprofit organizations Civic groups

Part 4:   Determining Next Steps and Wrapping Up

Time: 15 minutes

Focus: Review the lesson's learning objectives and encourage a commitment to SART

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You and the participants have had a stimulating and practical session, but it is almost over. Use *Worksheet 5: Review of Pets & Disasters—Identifying a Community's Needs & Resources* to determine your next steps.

- What are the main reasons we need a plan for animals in disasters?
- What characteristics of our community will affect our plan?
- How will we contact people to come to a workshop on the plan?
- Who will handle the other responsibilities in setting up the planning workshop?

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Suggest that members of the group use the Resources section to obtain more information about dealing with pets in disasters.

Thank the group for participating. Congratulate them for their commitment to the SART endeavor and on their desire to be part of the solution.

Make sure that everyone knows the key contacts in the community who will be coordinating the organizational meeting.

A content-specific evaluation is provided in the Resources section of this manual. A more generic evaluation is available in *Make It Happen! Toolkit for Planning a Community-Based SART Training Event.* Ask participants to complete the evaluation at the conclusion of this meeting. Encourage participants to be as honest and forthright as possible as it helps you, the facilitator, make adjustments for future meetings, which, in turn, benefits future participants.

Worksheet 5
Identifying Community Needs & Resources

Review of Meeting
What are the main reasons we need a plan for animals in disasters?
What characteristics of our community will affect our plan?
How will we contact people to come to a workshop on the plan?
Who will handle the other responsibilities in setting up the workshop?

Resources

This publication and other materials for SART training programs are available on the World Wide Web at <www.flsart.org>, the Web site of the Florida State Agricultural Response Team program. The material includes:

Make It Happen! Toolkit for Planning a Community-Based SART Training Event

Training Module Topics Available:

- *Introducing SART*
- *Introducing Florida Aquaculture*
- *Pets in Disasters: Personal Planning*
- *Aquatic Animal Diseases*
- *Using Climate Forecasts in Agriculture*

Note: New materials are under development. As they become available, they will be posted on the Web site <www.flsart.org>.

The following is a source of additional information about the subjects and agencies mentioned in this module.

Florida Department of Community Affairs, Division of Emergency Management Emergency Response Team
<www.floridadisaster.org>

Resources directly related to animals and disasters include:

American Red Cross
<www.redcross.org/services/>
Topics include *Pets and Disaster — Be Prepared, First Aid for Pets* and *Barnyard Animal Rescue Plan*

Animal Management in Disasters, Sebastian E. Heath, Mosby, 11830 Westline Industrial Drive, St. Louis, MO 64164. Available through many Internet booksellers.

Missing Pet Network
<http://www.missingpet.net>

Triumph Over Tragedy, Disaster Handbook Video Series: Helping Four-Legged Friends Survive the Storm (18 minutes).
The video is available to view in its entirety at the National Ag Safety Database Web site, <www.cdc.gov/nasd/>.

Humane Society of the United States Disaster Center
<www.hsus.org/ace/18730>
Links include *Disaster Preparedness Brochures, Disaster Preparedness for Pets, Disaster Preparedness for Horses and HSUS Disaster Planning Manual for Animals.*

Laura Bevan, director, The Humane Society of the United States Southeast Regional Office, 1624 Metropolitan Circle, Suite B, Tallahassee, FL 32308, (850) 386-3435, lbevan@hsus.org

The National Ag Safety Database has articles on handling horses and livestock safely. Go to "animals" under "Locate by Topics" at <www.cdc.gov/nasd/>.

Hawkins Guide on Equine Emergencies and Horse *Trailering on the Road*
Blue Green Publishing Co., PO Box 1255, Southern Pines, NC 28388

Equine Trailer Rescue video, Horse Park of New Jersey, PO Box 548, Allentown, N.J. 08501

The following are sources of information on emergency management in general.

Federal Emergency Management Agency
<www.fema.gov>

IFAS Disaster Handbook, prepared by the University of Florida's Institute of Food and Agricultural Sciences.
<disaster.ifas.ufl.edu>

Other parts of *Triumph Over Tragedy, Disaster Handbook Video Series* are:
- *Surviving the Storm—Coordination, Communication and Cooperation* (30 minutes)
- *A Community Response to Managing Post-Disaster Stress* (45 minutes)

The entire three-part video series is available at the *IFAS Disaster Handbook* Web site, <http://disaster.ifas.ufl.edu>. Go to the *Other Disaster Products* link.

The series also is available at IFAS Publications, PO Box 110011, Gainesville, FL 32611, (800) 226-1764.

Extension Disaster Education Network (EDEN) <www.agctr.lsu.edu/eden/>

Occupational Safety & Health Administration's (OSHA) Emergency Preparedness and Response Page <www.osha.gov/SLTC/emergencypreparedness/index.html>

Other resources related to agricultural safety are listed below.

National Agricultural Safety Database (NASD) <www.cdc.gov/nasd>

Florida AgSafe network

Online training courses from FEMA's Emergency Management Institute (EMI) are available at no cost at http://training.fema.gov. CEU certificates are available.

Especially useful may be:

- *Animals in Disaster: Module A, Awareness And Preparedness*, *IS 10*. Access this course at: <training.fema.gov/EMIWeb/IS/is10.asp>.
- *Animals in Disaster: Module B, Community Planning, IS 11.* Access this course at <training.fema.gov/EMIWeb/IS/is11.asp>.

Other related EMI courses are:

- *Introduction to CERT (Community Emergency Response Teams),* IS-317. It provides background information on the concept of community members being able to work together during a disaster. Access this course at: <training.fema.gov/EMIWeb/IS/is317.asp>.

- *Basic Incident Command System*, IS-195. Access this course at: <training.fema.gov/EMIWeb/IS/is195.asp>.

- *Livestock in Disasters*, IS-111. Access this course at: <training.fema.gov/EMIWeb/IS/is111.asp>.

Other courses that might be useful with this module include:

- *Emergency Preparednes*s, IS-2. Access this course at: <training.fema.gov/EMIWeb/IS/is2.asp>.

- *State Disaster Management* (IS-208). Access this course at: <training.fema.gov/EMIWeb/IS/is208.asp>.

- *The EOC's Role in Community Preparedness, Response and Recovery Activities* (IS-275). Access this course at: <training.fema.gov/EMIWeb/IS/is275.asp>.

- *The Role of Voluntary Agencies in Emergency Management* (IS-288). Access this course at: <training.fema.gov/EMIWeb/IS/is288.asp>.

- *Disaster Basics* (IS-292). Access this course at: <training.fema.gov/EMIWeb/IS/is292.asp>.

A listing of all the IS courses offered by FEMA can be found at: <training.fema.gov/EMIWEB/IS/crslist.asp>.

Planning for the Workshop on Creating an Action Plan

The publication *Make It Happen! Toolkit for Planning a Community-Based SART Training Event* can help you in planning, organizing and publicizing the workshop on an action plan for pets in disasters. See the Resources section of this lesson plan for information about obtaining the toolkit.

The Toolkit covers:

- Assembling a team of volunteers
- Identifying community resources
- Developing community support
- Scheduling and promoting the event
- Conducting the event
- Post-event evaluation

The Toolkit includes a sample press release and letters of invitation.

Participant's Evaluation of *Identifying Community Needs & Resources*

Please circle the number that best expresses your opinions about the following statements.

		Fully Dis-Agree	Dis-Agree	Neutral	Agree	Fully Agree
1.	The unit's format was appropriate.	1	2	3	4	5
2.	The information presented is useful to me.	1	2	3	4	5
3.	The time it took to complete this unit was acceptable.	1	2	3	4	5
4.	The reasons why identifying community needs and resources for pets in disasters is important were explained fully.	1	2	3	4	5
5.	I was able to identify the characterics of my community that affect planning for animals in disasters.	1	2	3	4	5
6.	Additional people to involve were identified.	1	2	3	4	5
7.	A list of people to contact for a workshop on a plan for pets in disasters was developed.	1	2	3	4	5
8.	The collaborating agencies that should be involved in the workshop were clearly listed.	1	2	3	4	5
9.	Available, up-to-date resources were clearly outlined.	1	2	3	4	5

10.   We welcome your comments about this program:

_____

_____

_____

_____

_____

Please use the back of this sheet for any further comments.

Thank you for your time!

Identifying Community Needs & Resources Participant Pre-Test

This pre-test is intended to gauge the level of knowledge that you have **before** participating in the *Identifying Community Needs & Resources* training. Please answer all the following questions to the best of your ability.

1. Why is it important to consider the needs of pets during a disaster?

    _____

    _____

2. People are more likely to follow evacuation orders it they don't have to bother with taking their pets? TRUE or FALSE

3. The only good shelters for animals are the ones specifically designed for that purpose. TRUE or FALSE

4. It is helpful to pets to be separated from their owners during stressful times like disasters. TRUE or FALSE

5. Preparing identification for pets and owners is important in any pet shelter. TRUE or FALSE

6. List some important considerations for planning animal shelters for disasters:

    _____   _____

    _____   _____

    _____   _____

    _____   _____

7. List some information resources that can help you plan animal shelters:

    _____   _____

    _____   _____

Identifying Community Needs & Resources Participant Post-Test

This post-test is intended to gauge the level of knowledge that you have **after** participating in the *Identifying Community Needs & Resources* training. Please answer all the following questions to the best of your ability.

1. Why is it important to consider the needs of pets during a disaster?

   _____

   _____

2. People are more likely to follow evacuation orders it they don't have to bother with taking their pets? TRUE or FALSE

3. The only good shelters for animals are the ones specifically designed for that purpose. TRUE or FALSE

4. It is helpful to pets to be separated from their owners during stressful times like disasters. TRUE or FALSE

5. Preparing identification for pets and owners is important in any pet shelter. TRUE or FALSE

6. List some important considerations for planning animal shelters for disasters:

   _____   _____

   _____   _____

   _____   _____

   _____   _____

7. List some information resources that can help you plan animal shelters:

   _____   _____

   _____   _____

Answer Key to *Identifying Community Needs & Resources* Pre- and Post-Tests

1.   Why is it important to consider the needs of pets during a disaster?
        Answers will vary. An important point is that taking care of pets is an important way
         to support people in disaster situations.

2.   People are more likely to follow evacuation orders it they don't have to bother
        with taking their pets? FALSE. It has been seen in many disasters that people often
        refuse to leave their homes if they cannot take their pets.

3.   The only good shelters for animals are the ones specifically designed for that
        purpose. FALSE. Many types of buildings or areas can be utilized for effective pet
        shelters.

4.   It is helpful to pets to be separated from their owners during stressful times like
        disasters. FALSE. Separating people and pets increases stress.

5.   Preparing identification for pets and owners is important in any pet shelter.
        TRUE.

6.   List some important considerations for planning animal shelters for disasters:

        Participants should list some of the following:

        • Security   • Staffing
        • Funding   • Owner preparation
        • Pet owners' responsibilities   • Problems with owners
        • Supplies

7.   List some information resources that can help you plan animal shelters:

        _____   _____
        _____   _____

PowerPoint Slides

Slides 1-6

PowerPoint Slides

Slides 7-12

Who's Involved in Planning?

- Emergency management & other organizations involved in disasters
- Shelters and other animal agencies
- Animal community
- Key communicators
- Other community groups

State Agricultural Response Team 7

Planning Activities

- Working with shelters & other animal agencies on their animal disaster plans
- Creating partnerships with groups involved with animals
- Encouraging agencies & organizations to include animals in response plans
- Providing public education on planning for pets

State Agricultural Response Team 8

Who's here?
Worksheet 1—Key Contacts List

State Agricultural Response Team 9

Community Characteristics

- Urban, rural, mix?
- Demographics
  - Ages
  - Economic profile
  - Cultures

State Agricultural Response Team 10

Community Characteristics

- Natural features
- Potential for manmade disasters
  - Highways
  - Railroads
  - Nuclear plants
  - Industry
  - Factory farming

State Agricultural Response Team 11

Community Characteristics

Are we a host community?
- Along major evacuation routes
- On high ground
- Major metropolitan area

State Agricultural Response Team 12

PowerPoint Slides

Slides 13-18

Community Characteristics

- Other characteristics
- History of disasters

State Agricultural Response Team   13

Worksheet 2
Community Characteristics

State Agricultural Response Team   14

Hazards

- No community is hazard-free
- Anyone living near a highway shouldn't be complacent
- Consider major hazards in this community

State Agricultural Response Team   15

Examples of Problems

- Three Mile Island
- Dayton, Ohio, chemical spill
- Snohomish Valley, Wash., floods
- Oakland, Calif., firestorm
- Hurricane Andrew

State Agricultural Response Team   16

Examples of Problems

- West Lafayette, Ind., tornado
- Georgia floods
- Weyauwega, Wis., derailment

State Agricultural Response Team   17

Worksheet 3
Assessing Hazards

- Hurricane
- Tornado
- Flooding
- Highway or transport incident
- Wildfires
- Urban fire
- Hazardous material spills
- Attack (nuclear or terrorist)
- Power shortage/failure
- Chemical or biological warfare

State Agricultural Response Team   18

PowerPoint Slides

Slides 19-24

Our Community's Animals

- Estimate the number of pets
- Many animals may be unlicensed
- Make estimate based on national averages

State Agricultural Response Team — 19

Animal Ownership

Animal	Percentage of Households Owning a Pet	Number of Pets Per Household
Dogs	40	1.7
Cats	30	2.1
Birds	5.7	2.16
Horses	2.0	2.54

State Agricultural Response Team — 20

Worksheet 4 Estimated Pet Population

- Our population in 100,000s=X
- Multiply X by 133,000 to estimate number of pets

State Agricultural Response Team — 21

Non-Traditional Pets

State Agricultural Response Team — 22

Who Has Exotic/Captive Wildlife?

Wildlife has seat of honor at cove

- Zoos
- Petting parks
- Private collections
- Individuals

State Agricultural Response Team — 23

Native Wildlife

- Wild animals can carry diseases transmissible to other animals & people
- Pets & other owned animals will normally take precedence
- Displaced, uninjured wildlife is often better off on its own

State Agricultural Response Team — 24

PowerPoint Slides

Slides 25-30

Wildlife Needs

- Confinement to a rehab facility is stressful
- Wildlife may adapt & lose ability to survive in the wild
- Laws govern wildlife captivity
- Wildlife rehab facilities will probably be overwhelmed

State Agricultural Response Team   25

Cooperation: Key to Success

- Effective plan depends on people & organizations
- Need good working relations

State Agricultural Response Team   26

Who to Invite to Planning Workshop?

- Be inclusive, not exclusive
- People get involved from self-interest
- Recruit from your own groups & keep members of your groups informed

State Agricultural Response Team   27

Who to Involve?

- Emergency management & other organizations involved in disasters
- Shelters & other animal agencies
- Veterinarians
- Animal community
- Key communicators
- Other community groups

State Agricultural Response Team   28

Return to *Worksheet 1* & Background for *Worksheet 1*

State Agricultural Response Team   29

Worksheet 5
Next Steps & Wrap Up

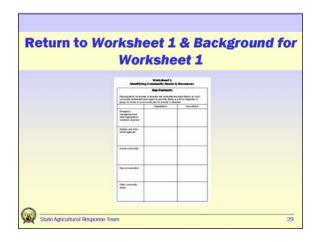State Agricultural Response Team   30

PowerPoint Slides

Slides 31-32

PowerPoint Slides — Handout Pages

The *Identifying Community Needs & Resources* PowerPoint slides are reproduced on the following pages at reduced size with space for participant notes.
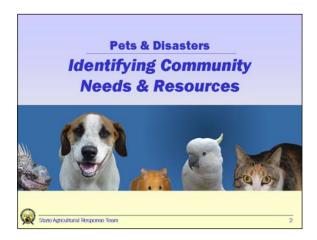
(Also included in the participant workbook for *Identifying Community Needs & Resources*, available on the SART Web site:
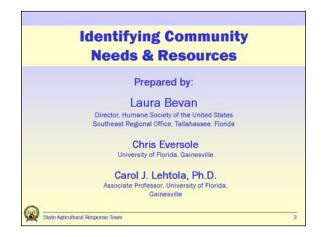
<www.flsart.org>

Slides 1-3

Slides 4-6

Meeting Objectives

- Describe the reasons to prepare a plan for animals in disasters
- List & discuss characteristics of the community that affect planning for animals in disasters
- Name key people to invite to a planning workshop
- Assign responsibilities for the workshop

State Agricultural Response Team   4
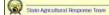
Animal Issues are People Issues

- People are concerned about their animals
- May base decisions on their concerns
  - Refuse to evacuate
  - Attempt to rescue pets during unsafe conditions
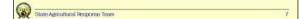
State Agricultural Response Team   5

Pet owners have been injured or killed attempting to rescue animals

State Agricultural Response Team   6

Slides 7-9

Who's Involved in Planning?

- Emergency management & other organizations involved in disasters
- Shelters and other animal agencies
- Animal community
- Key communicators
- Other community groups

State Agricultural Response Team 7

Planning Activities

- Working with shelters & other animal agencies on their animal disaster plans
- Creating partnerships with groups involved with animals
- Encouraging agencies & organizations to include animals in response plans
- Providing public education on planning for pets

State Agricultural Response Team 8

Who's here?
Worksheet 1—Key Contacts List

State Agricultural Response Team 9

Slides 10-12

Community Characteristics

- Urban, rural, mix?
- Demographics
  - Ages
  - Economic profile
  - Cultures

State Agricultural Response Team   10

Community Characteristics

- Natural features
- Potential for manmade disasters
  - Highways
  - Railroads
  - Nuclear plants
  - Industry
  - Factory farming

State Agricultural Response Team   11

Community Characteristics

Are we a host community?
- Along major evacuation routes
- On high ground
- Major metropolitan area

State Agricultural Response Team   12

Slides 13-15

Community Characteristics

- Other characteristics
- History of disasters

State Agricultural Response Team   13

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**Worksheet 2
Community Characteristics**

State Agricultural Response Team   14

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Hazards

- No community is hazard-free
- Anyone living near a highway shouldn't be complacent
- Consider major hazards in this community

State Agricultural Response Team   15

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Slides 16-18

Examples of Problems

- Three Mile Island
- Dayton, Ohio, chemical spill
- Snohomish Valley, Wash., floods
- Oakland, Calif., firestorm
- Hurricane Andrew

State Agricultural Response Team   16

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Examples of Problems

- West Lafayette, Ind., tornado
- Georgia floods
- Weyauwega, Wis., derailment

State Agricultural Response Team   17

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Worksheet 3
Assessing Hazards

- Hurricane
- Tornado
- Flooding
- Highway or transport incident
- Wildfires
- Urban fire
- Hazardous material spills
- Attack (nuclear or terrorist)
- Power shortage/failure
- Chemical or biological warfare

State Agricultural Response Team   18

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Slides 19-21

Our Community's Animals

- Estimate the number of pets
- Many animals may be unlicensed
- Make estimate based on national averages

State Agricultural Response Team 19

Animal Ownership

Animal	Percentage of Households Owning a Pet	Number of Pets Per Household
Dogs	40	1.7
Cats	30	2.1
Birds	5.7	2.16
Horses	2.0	2.54

State Agricultural Response Team 20

Worksheet 4
Estimated Pet Population

- Our population in 100,000s=X
- Multiply X by 133,000 to estimate number of pets

State Agricultural Response Team 21

Slides 22-24

Non-Traditional Pets

State Agricultural Response Team   22

Who Has Exotic/Captive Wildlife?

Wildlife has seat of honor at cove

- Zoos
- Petting parks
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State Agricultural Response Team   23

Native Wildlife

- Wild animals can carry diseases transmissible to other animals & people
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State Agricultural Response Team   24

Slides 25-27

Wildlife Needs

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State Agricultural Response Team   25

Cooperation: Key to Success

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State Agricultural Response Team   26

Who to Invite to Planning Workshop?

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- People get involved from self-interest
- Recruit from your own groups & keep members of your groups informed

State Agricultural Response Team   27

Slides 28-30

Who to Involve?

- Emergency management & other organizations involved in disasters
- Shelters & other animal agencies
- Veterinarians
- Animal community
- Key communicators
- Other community groups

State Agricultural Response Team   28

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Return to *Worksheet 1 & Background for Worksheet 1*

State Agricultural Response Team   29

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Worksheet 5 Next Steps & Wrap Up

State Agricultural Response Team   30

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Slides 31-32

PowerPoint Slides

The I*dentifying Community Needs & Resources* PowerPoint slides are reproduced full-size on the following pages. You can use these pages as a display or photocopy them onto plastic overhead sheets for use with an overhead projector.

Color versions of these slides can be downloaded at the SART Web site:

<www.flsart.org>

S.A.R.T.

STATE AGRICULTURAL RESPONSE TEAM

FLORIDA

Pets & Disasters

Identifying Community Needs & Resources

Identifying Community Needs & Resources

Prepared by:

Laura Bevan

Director, Humane Society of the United States
Southeast Regional Office, Tallahassee, Florida

Chris Eversole

University of Florida, Gainesville

Carol J. Lehtola, Ph.D.

Associate Professor, University of Florida,
Gainesville

Meeting Objectives

- Describe the reasons to prepare a plan for animals in disasters

- List & discuss characteristics of the community that affect planning for animals in disasters

- Name key people to invite to a planning workshop

- Assign responsibilities for the workshop

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Planning Activities

- Working with shelters & other animal agencies on their animal disaster plans

- Creating partnerships with groups involved with animals

- Encouraging agencies & organizations to include animals in response plans

- Providing public education on planning for pets

Who's here?

Worksheet 1—Key Contacts List

Worksheet 1
Identifying Community Needs & Resources

Key Contacts

Planning efforts for animals in disasters are more effective when there is as much community involvement and support as possible. Below is a list of categories of groups to involve in a community plan for animals in disasters.

	Organizations	Key contacts
Emergency management and other organizations involved in disasters		
Shelters and other animal agencies		
Animal community		
Key communicators		
Other community groups		

Community Characteristics

- Urban, rural, mix?
- Demographics
  - Ages
  - Economic profile
  - Cultures

Community Characteristics

- Natural features
- Potential for manmade disasters
  - Highways
  - Railroads
  - Nuclear plants
  - Industry
  - Factory farming

Community Characteristics

Are we a host community?

- Along major evacuation routes

- On high ground

- Major metropolitan area

State Agricultural Response Team

Community Characteristics

- Other characteristics

- History of disasters

Worksheet 2

Community Characteristics

Worksheet 2
Identifying Community Needs & Resources

Community Characteristics

Use this worksheet to assess the characteristics of your community. Each community has its own circumstances and history. Use this unit to get a snapshot of your community.

Urban, rural, mix?	
What are your community's demographics, including ages, economic profile and culture?	
Natural features	
Potential for manmade disasters — highways, railroads, nuclear plants, industry, factory farming	
Are you a host community? • Along major evacuation routes • On high ground • Major metropolitan area	
Other characteristics	
History of disasters	

Hazards

- No community is hazard-free

- Anyone living near a highway shouldn't be complacent

- Consider major hazards in this community

State Agricultural Response Team

Examples of Problems

- Three Mile Island

- Dayton, Ohio, chemical spill

- Snohomish Valley, Wash., floods

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- Hurricane Andrew

State Agricultural Response Team

Examples of Problems

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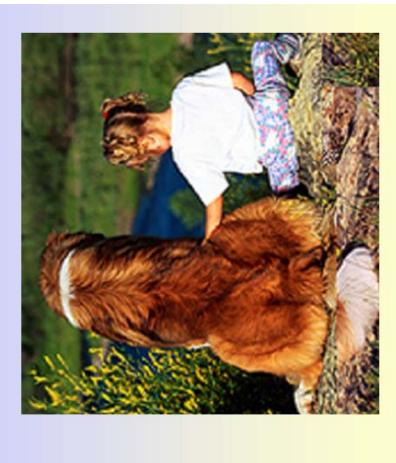State Agricultural Response Team

Worksheet 3

Assessing Hazards

- Hurricane
- Tornado
- Flooding
- Highway or transport incident
- Wildfires
- Urban fire
- Hazardous material spills
- Attack (nuclear or terrorist)
- Power shortage/failure
- Chemical or biological warfare

Our Community's Animals

- Estimate the number of pets

- Many animals may be unlicensed

- Make estimate based on national averages

State Agricultural Response Team

Animal Ownership

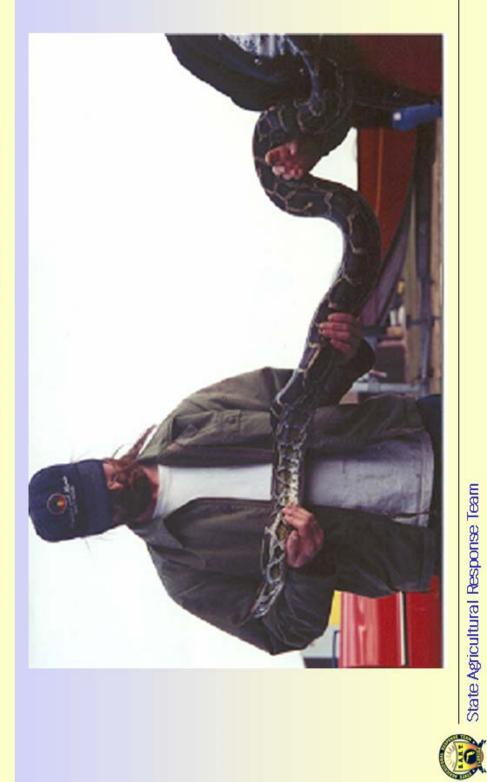| Animal	Percentage of Households Owning a Pet	Number of Pets Per Household
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State Agricultural Response Team

Worksheet 4

Estimated Pet Population

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Non-Traditional Pets

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State Agricultural Response Team

Wildlife Needs

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Cooperation: Key to Success

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State Agricultural Response Team

Who to Invite to Planning Workshop?

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Return to *Worksheet 1 & Background for Worksheet 1*

Worksheet 1
Identifying Community Needs & Resources

Key Contacts

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	Organizations	Key contacts
Emergency management and other organizations involved in disasters		
Shelters and other animal agencies		
Animal community		
Key communications		
Other community groups		

Worksheet 5
Next Steps & Wrap Up

Worksheet 5
Identifying Community Needs & Resources

Review of Meeting

What are the main reasons we need a plan for animals in disasters?
What characteristics of our community will affect our plan?
How will we contact people to come to a workshop on the plan?
Who will handle the other responsibilities in setting up the workshop?

State Agricultural Response Team

Resources

- SART Web site
  - www.flsart.org
- Animal-related resources
- Emergency management resources
- Ag safety resources
- FEMA training

On behalf of Florida's pets...

Thank You!

State Agricultural Response Team