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# CONCLUSION

## Purpose

The purpose of this module is to provide participants with an opportunity to review highlights of and debrief the case study in each step of the emergency planning process and review key points from modules in this program. They will also:

- Review the contents of the tools and resources section that will help to implement their action plans and emergency plans, including tips and techniques for using the materials from this program.
- Evaluate the program and their overall experience, including compare their learning goal(s) to their learning experience.

## Objectives

After completing this module, participants will be able to:

- Identify emergency planning elements related to the 4-step process during a review and debrief of the case study and modules.
- Use on-the-job tools and resources identified and/or provided in this program.
- Evaluate the program and their learning experience, including compare their learning goal(s) to their learning experience.

## Time

30 minutes (4:00-4:30 PM)

## Agenda (Instructional Strategy and Content Outline)

The following topics and activities are covered in this module. An estimate of the time needed to cover each section of the module appears in parentheses.

1. Module Introduction (1 minute)
2. Activity: Case Study Debrief and Key Points Review (19 minutes)
3. Activity: Progress on Learning Goal (5 minutes)
4. Program Evaluation (5 minutes)

## Materials and Equipment

- Participant Guide and Facilitator Guide
- Flipchart, markers, and tape
- Course Evaluations (1 per participant)
- Course Completion Certificate (1 per participant)
- Resource CD (1 per participant)
- Laptop or personal computer (PC) and LCD projector with wireless remote or projector
- 8 PowerPoint slides

## Suggestions for Time Management

- Start promptly on time.
- Watch the clock closely in managing activities and discussions during this module.
- Have the evaluations prepared (copied) for distribution and completion.
- Have the certificates prepared (copied) for distribution. Names should be printed on certificates prior to the review activity.

**Cues****PPT Con-1****1-Minute  
Presentation****PPT Con-2****Presentations and Activities****1. Module Introduction (1 minute)**

- Start this module at the scheduled time.
- Show PPT Con-1.
- Ask participants to turn to Page 1 of this module.
- Conduct a 1-minute general introduction to this module.
- Show PPT Con-2.
- Briefly review the purpose and objectives of this module.
- Emphasize the important role that action planning and resources play in safety efforts with the following comments:
  - In this module, we will review the steps and tasks related to emergency planning.
  - We will also briefly review resources that can be used in your future work on emergency plans.
- Tell participants that closing activities for this course are also conducted in this module, including identifying revisiting their original learning goal and evaluating learning progress and the course.
- Remind participants to ask questions if they need clarification.

### 19-Minute Large Group Activity

#### PPT Con-3

**Explain that the activity will be fast-paced – and a correct response will be “rewarded” with a completion certificate and “resource CD.”**

#### Draw model on a flipchart

#### PPT Con-3

## 2. Activity: Case Study Debrief and Key Points Review (19 minutes)

- Ask participants to turn to Page 3.
- Introduce the 19-minute debrief and review. Relate the activities that have been completed in each module to this debrief/review activity.
- Acknowledge that in this program, there has been much information covered in a relatively short period of time.
- Tell participants that this activity focuses on main points in the program and links all parts of the training program together. Explain that this is an opportunity for participants to tie their ideas from the entire program together – and think about emergency planning from a comprehensive perspective.
- Show PPT Con-3.
- Review the directions for this activity.
- Explain that the activity will be fast-paced – and a correct response will be “rewarded” with a completion certificate and a “resource CD.” If a participant answers incorrectly, they will be allowed a second chance to answer a different question before the activity has ended. However, by the end, make sure EVERY participant successfully answers a question and receives a certificate and “resource CD.”
- Make sure to break up questions into multiple parts so that each participant has a question to answer. Your approach will be different in each delivery, depending on the total number of participants in the class.
- Make a circle with 4 quadrants (numbered 1-4) on the flipchart and ask a participant to write the steps on the chart.
- Begin the activity by asking for raised hands to indicate who would like to fill in the steps on the model. Select different participants for each step.
- After the participants write the steps in the diagram, show PPT Con-4.

### References to Responses by Steps and Sections

**NOTE:** Sample responses are provided, but some subjectivity may be allowed – in some cases, there are many possible responses.

- Ask participants to turn to Pages 4-7 as you ask questions.
- Move to the second question and continue the activity.
- Pace your progress through questions A-I (9 questions) in the available time. Keep the pace crisp to allow time to review every question and distribute certificates and “resource CDs.”
- For responses to the questions, see the following modules/steps/sections identified by the letter of the question.
  - Provide these references to participants as they respond to each question – especially if participants struggle with responses.
  - However, **participants should be familiar enough with the PG to locate responses on their own!**

**NOTE:** Sample responses are provided, but some subjectivity may be allowed as in some cases there are many possible responses.

#### A. See Module/Step 1 – Planning Roles/Responsibilities

Determine who can be an active member of your emergency planning team and who can serve in an advisory capacity. To create an effective team, try to match functional areas with similar responsibilities (skills) on the emergency team. Ensure that planning team members are appointed in writing by upper management and have their job descriptions reflect this emergency team assignment. Identify roles and responsibilities that may be assigned to individuals or functional areas at your business.

#### B. See Module/Step 1 – Important Preliminary Steps in Emergency Planning

- Establish Authority
- Create and Issue a Mission Statement
- Establish a Schedule and Budget
- Manage Start-Up

C. See Module/Step 2 – Analyzing Capabilities, Risk, and Vulnerabilities (Orientation to Step 2/The Model), More on Analyzing Capabilities, Risk, and Vulnerabilities, Gather Information: Determine Capabilities to Handle Emergencies, and Conduct a Vulnerability Analysis

- As you assess capabilities to determine risk, you will need to look at all of your business capabilities from an internal and external perspective
- Conduct a vulnerability analysis to determine where you are at risk.
  - Identify potential emergencies.
  - Estimate probability.
  - Assess impact on property, life, and business.

D. See Module/Step 3 – At-A-Glance Chart for details

- Executive summary
- Emergency management elements
- Emergency response procedures
- Support documents

E. See Module/Step 3 – Emergency Management Elements (Community Outreach) and Emergency Response Procedures (Communicating with Personnel and Community Responders)

- There are numerous ways to interface with the community in emergency planning. From this module, examples of ways to interface with the community that small groups might reference include Direction and Control (Coordination of Outside Resources), Communications, Life Safety (Shelter), Community Outreach, Emergency Response Procedures, and Training.
- An example from Module 1 includes assigning functional responsibility on the planning team to community relations.
- An example from Module 2 includes working with the community to determine capabilities and vulnerabilities (beyond the walls of the business)

F. See Module/Step 3 – The Development Process for Creating an Emergency Plan

- Identify challenges and prioritize activities.
- Write the plan.
- Establish a training schedule.
- Coordinate with outside organizations.
- Maintain contact with corporate offices.
- Review, conduct training, and revise.
- Seek final approval.
- Distribute the plan.

G. See Module/Step 4 – Conduct Training and Evaluate and Modify the Plan

Implement the plan by developing a training plan and conducting effective training and recognizing issues to consider when conducting a formal audit/evaluation of the emergency plan.

H. See Module/Step 4 – Case Study: Emergency Planning

- Use internal AND external resources to conduct training, based on needs and capabilities.
- The pool of resources to meet training needs can be greatly increased by working with community/local, regional, state, and national resources such as the National Safety Council.
- Remind participants to take immediate action as soon as possible, upon return to their business, to keep momentum going
- Guide participants through the table of contents of the Tools and Resources section of their PG.
- Emphasize a few ways that participants can use the tools and resources provided to help them in a planning process.
- Close this segment by telling participants that they have one other resource – each other.
- Encourage them to exchange names and phone numbers and stay in touch. They can be valuable resources for each other as they develop emergency action plans in their businesses.

**5-Minute Individual Activity****PPT Con-5 & 6****PPT Con-7****Debrief****3. Individual Activity: Progress on Learning Goal (5 minutes)**

- Begin the end-of-course evaluation process by asking participants to revisit their original learning goal.
- Ask participants to turn to Page 8.
- Show PPT Con-5 and Con-6.
- Review the learning goals of the program.
- Reinforce the progress made toward these goals through completion of all the steps (modules).
- Show PPT Con-7.
- Review the activity directions.
- Have participants consider what they learned in this course and what they will continue to learn about emergency planning in their business.
- Give participants a minute to recall/locate, review, and think about their original learning goal.
- Give participants a minute to write their thoughts in the space provided.
- Facilitate a 2-minute debrief in which you ask at least 2 participants to share comments about their learning progress and/or future learning goal.
- Tell participants that you will now move to the closing and evaluation activities for this program.



**5-Minute  
Evaluation  
(Separate  
Handout)**

**PPT Con-8**

**4. Program Evaluation (5 minutes)**

- Distribute and review the directions for the course evaluation.
- Introduce the evaluation with the following comments:
  - Your feedback is important to us so that we can evaluate the quality of this program and continually improve it.
  - Please take a few minutes to complete the evaluation on these pages.
  - We will use the information you provide us to improve the program and make it even more suitable to future audience needs.
- Give participants about 4 minutes to complete the evaluation.
- Make sure to collect an evaluation from each participant.
- Show PPT Con-8.
- Make closing comments and thank participants for their involvement while highlighting positive aspects of the training experience. Include a personal anecdote about the experience. **ADJOURN.**