

SAINTS GLOBAL

ACTIVITY PLAN

EMERGENCY PREPAREDNESS

PHYSICAL CORE

Version 2026.1



Companion to the BRC: a series of one-hour activity sessions for use on weekly activity night or at home. Each session declares which requirements it contributes to.

THE CULMINATING EVENT

The family emergency drill

Between Sessions 3 and 4, each saint runs a real drill at his own household — either an evacuation or a shelter-in-place — using the plans he wrote in Session 2 and the kit he inspected in Session 1. The family meets at the chosen location, sends the agreed text to the out-of-state contact, and walks the role each member rehearsed. The drill is the field test for everything the four sessions prepare for.

HOUSEHOLD — THE SAINT'S OWN HOME, WITH HIS FAMILY PARTICIPATING

SESSION 1 · PHYSICAL CORE

⌚ 60 min target

Inspect the kit and name the field

Handle the kit and name the categories of what can go wrong.

SESSION AIM

Saints walk the five phases of preparedness, lay out an actual 72-hour kit and inspect it category by category, and name the six common emergencies with the first wrong move people make in each. Saints leave with one missing category from the kit identified, a hazard walk-through scheduled with an adult before Session 2, and the field of what this badge covers.

🎯 WALK AWAY WITH

- Has named the five phases of preparedness and given one real example of each
- Has laid hands on every category of a 72-hour kit and named what each does
- Has named the six common emergencies and one frequent first wrong move for each
- Has a hazard walk-through with an adult scheduled before Session 2

📦 BRING / SET UP

- A complete 72-hour kit laid out on a table (leader brings — saints inspect it together)
- Sticky notes and a pen per saint
- Six printed emergency-category cards (fire, medical, weather, vehicle, water, violence/public hazard) with space for the first wrong move
- Printed 72-hour kit reference card (one per saint, to take home)
- A whiteboard or large paper for the five-phases mapping

🕒 THE HOUR

BLOCK 1 · DISCUSSION **Opener — Closest call**

⌚ 5 min

Ask the group: 'What is the closest call you or your family have had with a real emergency — a fire, a storm, a wreck, a power outage that lasted — and what was missing in the moment?' Two or three saints share, briefly. The point is to remember what unprepared felt like. The rest of the hour turns those moments into a kit and a plan that work.

SESSION 1 · INSPECT THE KIT AND NAME THE FIELD (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · DISCUSSION **Name the five phases**

⌚ 12 min

1. Write the five phases on the whiteboard: prevention, protection, mitigation, response, recovery. Walk each one with a one-sentence definition.
2. Pair up. Each pair takes a recent local event — a wildfire, a storm, a power outage, a vehicle accident on the freeway — and sorts the actions taken into the five phases.
3. Pairs report back. Listen for which phases get attention and which get skipped. Most groups undercount prevention and recovery.
4. Each youth writes on a sticky note the one phase his own household is weakest on, and why.

REQ 1B

BLOCK 3 · SKILL PRACTICE **Inspect the 72-hour kit**

⌚ 20 min

1. Lay the kit out on a table where every saint can see it. Pull items out one category at a time: water, food, first aid and medications, warmth and shelter, light and power, communication, sanitation, tools and documents.
2. For each category, name what it does and what counts as the minimum. Hand the category items around so every youth touches them.
3. Walk what is missing or unmaintained. Expired batteries, water more than a year old, no spare prescription, no copy of ID — these are the common failures.
4. Each youth checks the kit against the reference card. He marks one category that is missing or underweight from his own household kit.
5. Each youth writes on a sticky note: 'One category I am missing at home, and how I will fix it before Session 2.'
6. Hand each youth the kit reference card to take home. The card is the inspection checklist for the next six months.

REQ 3E

SESSION 1 · INSPECT THE KIT AND NAME THE FIELD (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · ROLEPLAY Six emergencies, six wrong moves

⌚ 18 min

1. Hand out the six emergency-category cards: fire, medical, weather, vehicle, water, violence or public hazard. Each card has space for the first wrong move people make and the right first action.
2. Split the group into three pairs (or three groups of two to three). Each pair takes two cards. Five minutes to write the first frequent wrong move and the right first action for each.
3. Pairs report back. The leader fills in or corrects. Examples that usually come up: fire — running back inside for belongings; medical — moving someone with a possible spine injury; weather — driving into water across a road; vehicle — getting out into traffic; water — jumping in to rescue without a flotation aid; violence — freezing or running toward the noise.
4. For each, name why the wrong move feels right in the moment. Adrenaline, helping instinct, denial, sunk cost. Knowing the common error is half the work of avoiding it.
5. Each youth picks the category his household is most likely to face this year and writes one sentence on the back of the card naming what he will do differently.

REQ 1C

BLOCK 5 · REFLECTION Close — Schedule the walk-through

⌚ 5 min

1. Each youth reads his kit sticky note from B3 aloud, then names the adult he will do the hazard walk-through with before Session 2 (parent, grandparent, or a unit leader).
2. Each youth schedules a thirty-minute walk-through with that adult between now and Session 2. The walk-through finds at least eight hazards in the home with how to reduce each. Bring the list back next week.
3. Pair any youth who has no adult available with the leader, who will run the walk-through with him this week.

AT THE CLOSE · DEBRIEF

1. Which category of the kit did you think was solid until you saw what it actually contains?
2. Which of the six emergencies has your household never talked about, and why do you think that is?
3. Which phase — prevention, protection, mitigation, response, recovery — does your family do best, and which one is missing?

☑ Initial 1b, 1c, and 3e on each saint's BRC after this session. Confirm every saint has an adult and a date scheduled for the home hazard walk-through before Session 2.

SESSION 2 · PHYSICAL CORE

⌚ 60 min target

Plan for your own home

Write the plans your family will actually use.

SESSION AIM

Saints arrive with the home hazard walk-through done. They build a Top 10 emergency list for their household, draft shelter-in-place and evacuation plans with a meeting location and an out-of-state contact, and name the personal response role each saint can fill safely. Saints leave with a Family Communication Plan worksheet to finish — including a confirmed out-of-state contact — and bring back to Session 3.

🎯 WALK AWAY WITH

- Has reported the eight hazards he found at home and how he plans to reduce each
- Has a Top 10 emergency list for his household with a first action and first call for each
- Has a Family Communication Plan worksheet started, including a real out-of-state contact
- Knows the personal response role he can fill safely and why his household needs it

📦 BRING / SET UP

- Each saint brings: the list of at least eight hazards he found on the home walk-through
- Printed Family Communication Plan worksheet (one per saint)
- Printed Top 10 emergency list template (a half-sheet with ten numbered lines and columns for first action and first call)
- Pens — multiple per saint, since worksheets get re-drafted
- A phone (the leader's or a saint's, with permission) for the contact-call demonstration

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Walk-through report**

⌚ 5 min

Go around the room. Each saint names one hazard from the home walk-through that surprised him — something he had walked past for years without seeing. Common surprises: an extension cord run under a rug, a smoke detector with the battery removed, a propane tank stored in the garage with the regulator on. The point is that the walk-through finds what familiarity hides; bring that eye back into the rest of the hour.

SESSION 2 · PLAN FOR YOUR OWN HOME (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Build the Top 10 for your household**

⌚ 15 min

1. Hand out the Top 10 emergency list template. Each youth lists the ten emergencies most likely to affect his specific household over the next year — not a generic list. Local weather, the route to school, the medical conditions in the home, the age of the wiring.
2. For each emergency, name the first action and the first call. The first action is what the saint does in the first sixty seconds. The first call is who the saint calls after the action — 911, a parent at work, the out-of-state contact.
3. Walk the room. The leader checks each list for vague answers. 'Stay calm' is not a first action; 'get the dog and the kit and go to the front yard' is. 'Call for help' is not a first call; '911, then Mom' is.
4. Each youth circles the three from his Top 10 that are most likely this year. Those three get rehearsed at home this month, not all ten.

REQ 2A

REQ 3A

BLOCK 3 · CREATIVE **Draft the shelter and evacuation plans**

⌚ 22 min

1. Hand out the Family Communication Plan worksheet. Each youth fills in his household address at the top.
2. Shelter-in-place plan. Each youth names the safest room in his home for severe weather (interior, no windows, low) and the room for an outside hazard like a chemical release (interior, doors sealable, vents off). These are different rooms. Write both on the back of the worksheet with the reason each was chosen.
3. Evacuation plan. Each youth names two routes out of his neighborhood (in case one is blocked) and the near and far meeting locations from Section 2 of the worksheet. The near spot is walking distance — a neighbor's porch, a corner all the family knows. The far spot is driving distance and outside the affected area — a relative, a stake center, a friend across town.
4. Out-of-state contact. Each youth fills Section 1 of the worksheet with a real person — name, relationship, phone, city and state. The contact must live outside the likely disaster radius. He calls that person between now and Session 3 to confirm they will be the contact, and checks the box on the worksheet when done.
5. Text-first protocol. Each youth drafts his standard check-in text on the worksheet (Section 3). Short, factual, low battery: "I am safe at [place]. Heading to [meeting spot]. Phone low." Pair-share and adjust.
6. Take the worksheet home. Bring it back to Session 3 with the out-of-state contact confirmed and both meeting locations driven or walked at least once.

REQ 2B

SESSION 2 · PLAN FOR YOUR OWN HOME (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · DISCUSSION **Name your role**

⌚ 13 min

1. A household in an emergency has more jobs than people. The saint cannot fill every role, so he picks one he can fill safely and well.
2. Walk the common roles: account for everyone (head-count and check rooms), grab the kit, shut off utilities, handle the pets, drive, manage younger siblings, call the contact, watch for hazards on the way out. Each saint reads them aloud.
3. Each youth picks one role he can fill safely given his age, his training, and the layout of his home. He writes it on Section 4 of his worksheet under 'My role in the drill.'
4. Pair-share. The partner asks two questions: why this role, and what would have to be true for the saint to step into a second role if needed. Knowing one role well beats trying to fill them all and dropping all of them.
5. Each youth confirms with his parent at home this week that the role he picked is the right one for his household. If the parent disagrees, the parent's call wins and the saint rewrites Section 4.

BY TIER

- ENTRY** Pick a role with one job — account for younger siblings, or grab the kit. Confirm it with your parent before Session 3.
- ESTABLISHED** Pick a role with two jobs — account for siblings plus utilities shutoff, or kit plus contact-call. Walk the role aloud with your parent.
- MENTOR** Pick a role that includes coaching someone else — leading younger siblings out of the home, or directing a parent through the contact-call protocol. Lead one practice rehearsal at home before Session 3.

REQ 2C

BLOCK 5 · REFLECTION **Close — Worksheet check**

⌚ 5 min

1. Pair up and trade worksheets. Each youth spots one thing his partner has not filled in or has filled in too vaguely — a meeting location with no walking time, a contact with no confirmation, a role with no parent sign-off.
2. Take the worksheet home. Bring it back to Session 3 with the out-of-state contact confirmed, the role signed off by a parent, and at least one of the two meeting locations actually visited.

AT THE CLOSE · DEBRIEF

1. Which hazard from your walk-through is the one you are most likely to ignore again — and what changes that?
 2. Which role did you pick, and whose role on your Top 10 list are you counting on someone else to fill?
 3. How far away does your out-of-state contact actually live, and what would have to happen for them to also be affected?
- ☒ Initial 2a, 2b, 2c, and 3a on each saint's BRC after this session. Confirm every saint left with a Family Communication Plan worksheet and a date to call the out-of-state contact before Session 3.

SESSION 3 · PHYSICAL CORE

⌚ 60 min target

Practice the responses

Drill the three responses before the household drill on Saturday.

SESSION AIM

Saints drill the three response skills they will use under stress — safe responses to electrical, carbon monoxide, and clothing fire; three signaling methods for rescue; and two ways to move an injured person using improvised materials. The session ends with the family drill locked in: date, scenario, role, and out-of-state contact tested.

🎯 WALK AWAY WITH

- Has walked through safe responses to a live electrical hazard, a carbon monoxide warning, and clothing on fire
- Has demonstrated three signaling methods (whistle, mirror, ground signal) and explained when each is right
- Has moved an injured volunteer with a partner using two improvised methods
- Has the family drill on the calendar with date, scenario, role, and contact-tested checkbox

📦 BRING / SET UP

- Each saint brings: his completed Family Communication Plan worksheet and any sign-offs from his parent
- Three station setups: (A) a powered extension cord with a heavy book on it (no live wires — the visible setup is the cue); (B) a CO detector mockup and a printed warning-tone card; (C) a wool blanket and a marked rug area for stop-drop-and-roll
- A whistle, a signal mirror, and orange ground-marker tape (or sheets) for the signaling drill
- Two improvised stretcher setups: a blanket, two long jackets, and two sturdy poles or broom handles
- A printed Top 10 list and the worksheet from Session 2 for each saint

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Five days out**

⌚ 5 min

The family drill is five days away. Round the room: each youth names one thing he has done since Session 2 (called the contact, walked the route, talked the role through with his parent) and one thing he is still scrambling to finish. Note the open items — they get addressed in the close when the drill is locked in.

SESSION 3 · PRACTICE THE RESPONSES (PAGE 2 OF 4)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE The three no-risk responses

⌚ 15 min

1. Set up three stations: (A) a household electrical hazard — a powered extension cord pinched under a heavy book, exposed wire visible; (B) carbon monoxide — a CO detector with a warning-tone card placed beside it, someone in another room described as drowsy and confused; (C) clothing on fire — a wool blanket and a marked rug area.
2. Walk station A first as a group. The right response is do not touch the person or the cord. Cut power at the breaker first. If the breaker cannot be reached, use a dry wooden broom handle to move the cord, not your hand. Only then check the person.
3. Walk station B. The CO detector is the cue, not the smell. Get everyone outside immediately — windows open is not enough at high levels. Call 911 from outside. Do not go back in for the kit.
4. Walk station C. Stop, drop, and roll covers the saint himself. For someone else: smother with the blanket from neck to feet, cool with water once the flame is out, do not pull burned clothing off skin. Run the drill on the marked rug with a saint volunteer holding the blanket.
5. Each youth walks station A through C once with a partner narrating. The point is the order of actions, not speed.

REQ 3B

BLOCK 3 · SKILL PRACTICE Three ways to signal

⌚ 13 min

1. Lay out the three signaling tools: whistle, signal mirror, ground-marker tape or sheets. Each youth picks up each one and uses it once before the discussion.
2. Whistle. Three short blasts is the international distress signal. The whistle carries farther than a shout and works when the voice is gone. Use it when help may be within earshot — a search party, a neighbor, the parent looking for you in a power outage.
3. Signal mirror. Use it when a vehicle, aircraft, or distant searcher can see you but not hear you. Aim using two fingers in a V — the flash lands between them on the target. Practice once outside (or against a wall) so the youth has done it once before he ever needs it.
4. Ground signal. A large V means I need assistance; an X means medical help required. Use bright cloth, rocks, branches — whatever contrasts with the ground. Use it when nobody knows where you are and an aircraft might pass over.
5. Each youth explains aloud when he would use each method given a real situation from his Top 10 list — a lost hiker, a stalled car in a remote area, a downed power line at home.

REQ 3C

SESSION 3 · PRACTICE THE RESPONSES (PAGE 3 OF 4)

THE HOUR — CONTINUED

BLOCK 4 · PHYSICAL **Move an injured person — two ways**

🕒 17 min

1. Patient-move method one — the blanket drag. Two saints, one volunteer playing the patient lying on the floor. Roll the patient gently onto a folded blanket, grip the head-end corners, and drag along the floor by walking backward. Used when the scene is unsafe (smoke, fire, hazard moving toward you) and the patient cannot walk. Keep the head supported.
2. Patient-move method two — the two-person improvised stretcher. Slide two broom handles or sturdy poles through the sleeves of two long jackets buttoned together (sleeves on the outside, jackets inverted). The jackets and poles make a stretcher. Lift together on a three-count. Used when the patient must be moved a longer distance and two carriers are available.
3. Each pair runs both methods once with a saint volunteer. Trade roles so every youth has lifted and been lifted.
4. Walk when not to move. A patient with a possible spinal injury stays put until trained help arrives, unless the scene is actively unsafe (fire, water, traffic). A stable patient on a safe scene also stays put — moving him is the risk.
5. Rescuer safety first, patient protection second. A second rescuer down doubles the problem. If the move puts the rescuer at real risk, the right call is to wait for help and signal.

BY TIER

ENTRY Run both moves as the second carrier following a more experienced saint's lead.**ESTABLISHED** Lead one of the two moves. Call the three-count and check the patient's position before the move.**MENTOR** Coach a newer saint through both moves. Catch the common errors — head unsupported, uneven lift, pace too fast — and have him correct on the next attempt.

REQ 3D

BLOCK 5 · REFLECTION **Close — The family drill: when, where, who**

🕒 10 min

1. Each youth confirms the date for his family drill on Section 4 of his worksheet. The drill happens between now and Session 4. Most families pick a Saturday morning.
2. Each youth circles the scenario on his worksheet — evacuation or shelter-in-place. He picks whichever his Top 10 list flagged as most likely this year.
3. Each youth reads his role aloud and names which family members are participating. If the role does not match what his parent signed off on, this is when he flags it.
4. Each youth test-texts the out-of-state contact from his own phone before he leaves the room. The reply is the confirmation the contact is reachable. Check the box on Section 1 of the worksheet when the reply comes back.
5. Run the final readiness check together: kit accessible, worksheet filled, role confirmed, contact test-texted, scenario chosen, date set. Each youth has four days to fix anything missing — Saturday morning is too late.

SESSION 3 · PRACTICE THE RESPONSES (PAGE 4 OF 4)

🗨 AT THE CLOSE · DEBRIEF

1. Which of tonight's three skills (no-risk response, signaling, patient-move) felt least solid when you tried it, and why?
2. Which member of your family is going to find the drill hardest to take seriously, and how will you handle that?
3. What is one thing you are still uncertain about for Saturday, and who will you ask before then?

📝 *Initial 3b, 3c, and 3d on each saint's BRC after this session. The family drill earns 3f and confirms the work in 2a, 2b, and 2c. Record the drill date, scenario, role, and contact-tested confirmation in the leader log.*

SESSION 4 · PHYSICAL CORE

⌚ 60 min target

Drill debrief and BRC sign-off

Debrief the household drill and sign off the badge.

SESSION AIM

Saints arrive having just run the family emergency drill at home. The session opens with a drill report, moves through paired stories of where comfort and readiness collided (4a), a scripture connection on preparedness and service (1a and 4b), and a written charge of three readiness habits to keep at home. The session ends with a BRC walk-through and sign-off.

🎯 WALK AWAY WITH

- Has told the story of his hardest moment in the family drill and what got him through it
- Has connected his preparedness work to D&C 38:30 and Mosiah 2:17
- Has named three readiness habits to keep at home and one comfort habit to drop
- Has a signed BRC

📦 BRING / SET UP

- Each saint brings: his Family Communication Plan worksheet (now annotated from the drill), his BRC, and any photos or notes from the drill
- Half-sheets of paper and pens (one per saint for The Charge writing)
- Open scriptures (one per pair) — D&C 38:30 and Mosiah 2:17 bookmarked
- The leader's log from the Session 3 close (with drill date, scenario, role, contact-tested confirmations)

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Drill report**

⌚ 5 min

Go around the circle. Each saint answers in one sentence: what was the drill like? Do not comment or compare; let each saint name his version. The answers usually range from 'easier than I expected' to 'we found out the meeting spot does not work.' That range sets up the stories in the next block.

SESSION 4 · DRILL DEBRIEF AND BRC SIGN-OFF (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · DISCUSSION **Comfort and readiness**

⌚ 15 min

1. Pair up. Six minutes each — one talks, the other listens. No advice and no comparing. Each youth describes one moment in his preparation when he had to pick between comfort and readiness — making the actual call to the out-of-state contact instead of texting, walking the route in the rain instead of skipping it, running the drill at the time he scheduled it when his siblings were complaining.
2. Switch and repeat for six minutes.
3. Each pair reports back to the group one phrase from the partner's story — only what the partner gave permission to share.
4. Discipline in preparedness usually looks small: a phone call you did not want to make, a walk you did not want to take. The drill works because the small choices were made before the big day, not because of heroics on the day.
5. Each youth writes in his BRC margin: 'The comfort I gave up was ____, and what readiness taught me was ____.' Specific enough to read in six months and remember.

REQ 4A

BLOCK 3 · SCRIPTURE **Scripture connection — prepare and serve**

⌚ 15 min

1. Read D&C 38:30 aloud, pausing at 'if ye are prepared ye shall not fear.' The phrase frames preparedness as a path to calm action, not as protection from every outcome.
2. Read Mosiah 2:17 aloud, pausing at 'in the service of your fellow beings.' Readiness in this badge is the capacity to help someone whose preparation fell short, not just a personal stockpile.
3. Pair-share, three minutes each: when you ran the drill at home, who in your family or neighborhood is least prepared for the same situation, and what does your readiness change for them?
4. Each youth writes one sentence in his BRC margin connecting one phrase from either scripture to one moment from his own drill.

REQ 1A

REQ 4B

SESSION 4 · DRILL DEBRIEF AND BRC SIGN-OFF (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **The Charge — Three keep, one drop**

⌚ 15 min

1. Each youth writes for three minutes on a half-sheet, in two columns. Column A: 'Three readiness habits I will keep at home, not just for this badge.' Column B: 'One comfort habit the drill showed me I can drop.' Specific habits, not slogans.
2. Each youth reads both columns aloud to the group. No commentary from the group. The leader listens for who is stretching, who is being tepid, and who needs a follow-up next month.
3. The point of keeping three habits and dropping one is to carry the discipline of the drill into ordinary life — checking the kit at clock-change weekends, reviewing the plan when something on the Top 10 list happens locally, calling the contact once a year just to keep the line warm.

REQ 4A

REQ 4B

BLOCK 5 · REFLECTION **BRC sign-off**

⌚ 10 min

1. Walk the BRC with each saint one at a time while the rest of the group cleans up. Confirm each requirement: was it met? If yes, initial it; if not, note what is still outstanding.
2. For 3f, confirm against the leader's drill log and the saint's annotated worksheet — the family drill was completed, the role was filled, the contact was reached. Initial 3f.
3. Walk what the saint would improve next time. The honest answer is the proof the drill mattered — a meeting spot that needs to move, a contact who did not answer, a role that turned out to belong to someone else.
4. Leader and saint each sign the BRC. The saint takes the BRC home along with his worksheet.

REQ 3F

AT THE CLOSE · DEBRIEF

1. How does the phrase 'if ye are prepared ye shall not fear' read to you differently now than it did four weeks ago?
2. Which family member surprised you in the drill — for better or worse — and what does that change about your plan?
3. Which of your three keep-habits are you most likely to drop first, and what will you do to keep it?

☑ *Initial 1a, 3f, 4a, and 4b on each saint's BRC after this session. With 3f confirmed from the drill log, the BRC should fully sign off tonight.*

HANDOUT 1 OF 2

FROM SESSION 1 — INSPECT THE 72-HOUR KIT

The 72-Hour Kit — Categories, Storage, and Check Schedule

Inspect before you need it. Mark the gap and fix it before the next session.

EMERGENCY PREPAREDNESS · FIELD CARD

Inspect the kit before you need it.

Eight categories cover three days. Any gap means the kit is not ready yet.

THE EIGHT CATEGORIES

minimum → better when you can



Water

One gallon per person per day — most overlooked.
3 gallons per person sealed
→ + filter and purification tablets



Food

Three days of no-cook calories per person.
bars, jerky, peanut butter, canned
→ + stove, fuel, one comfort food



First aid & medications

Real injuries, plus the prescriptions you take daily.
cuts, burns, blisters, pain meds
→ + 3-day prescription rotation



Warmth & shelter

A spare layer and something between you and weather.
emergency blanket, dry layer
→ + tarp and a wool layer



Light & power

Power outages last longer than phone batteries.
headlamp, spare batteries
→ + hand-crank radio and power bank



Communication

A way to reach help when cell towers fail.
whistle, contact list on paper
→ + AM/FM radio, signal mirror



Sanitation

Hygiene fails fast and makes everything else worse.
wipes, soap, trash bags, paper
→ + portable toilet, hand sanitizer



Tools & documents

Knife, tape, and the paper proof of who you are.
multi-tool, duct tape, ID copies
→ + cash in small bills, key copies

WHERE IT LIVES · WHEN TO CHECK

unmaintained kit fails worse than no kit

WHERE IT LIVES

- 1 By the front door or in a closet near it.**
Grabbable in under thirty seconds.
- 2 One bag per person — labelled with a name.**
Kids carry their own; adults carry water and shared.
- 3 Not in the garage if you have freezing winters.**
Water bottles split when they freeze and thaw.
- 4 Tell every family member where the kit is.**
A hidden kit is a kit that does not get used.

CHECK SCHEDULE

EVERY 6 MONTHS

Batteries, water seals, food dates.
Pair to clock-change weekends so it gets done.

EVERY YEAR

Medications, clothing sizes for kids.
Kids outgrow the spare layer in twelve months.

AFTER EACH USE

Replace anything opened or used.
A half-used kit is the worst case to find.

Check the kit every six months — batteries die quietly and water bottles split.

Print this handout for in-person reference during session 1 — inspect the 72-hour kit.

HANDOUT 2 OF 2

FROM SESSION 2 — DRAFT THE SHELTER AND EVACUATION PLANS

Family Communication Plan Worksheet

Fill before Session 3. The family drill box is locked in at the Session 3 close.

EMERGENCY PREPAREDNESS · WORKSHEET

Write the plan so the family can act on it.

Fill before Session 3. Confirm the out-of-state contact by phone before you bring it back.

SAINT _____ HOUSEHOLD ADDRESS _____

1 OUT-OF-AREA CONTACT

one trusted person outside the disaster radius

Name _____ Relationship _____
Phone _____ City & state _____

☐ I called this person and confirmed they will be the contact for our family.

2 MEETING LOCATIONS

two spots — close to home, and far from home

NEAR — IF YOU CAN'T STAY HOME

Place _____ Walking time _____
a neighbor's porch, a park gate, a corner you all know

FAR — IF THE NEIGHBORHOOD IS NOT SAFE

Place _____ Driving time _____
a relative's house, a stake center, somewhere out of the affected area

3 TEXT FIRST · CALL ONLY IF NEEDED

Phone networks fail under load. Texts go through when calls cannot. Send a short text first.

My standard check-in text: _____

e.g. "I'm safe at [place]. Heading to [meeting spot]. Phone low."

4 THE FAMILY DRILL

LOCK IN AT THE SESSION 3 CLOSE

Date _____ Scenario — circle one: **evacuation** · shelter-in-place

Family members participating _____

My role in the drill _____

☐ Out-of-area contact test-texted from this address before the drill day.

Run the drill once at home so the family knows where to meet and who to text.

Print this handout for in-person reference during session 2 — draft the shelter and evacuation plans.