

**III. RISKS AND HAZARDS TO CONSIDER****Total Time: 2 hours**

	<b>OBJECTIVES</b>	At the end of this unit, the participants should be able to: <ul style="list-style-type: none"><li>• Identify hazards that are most likely to affect special events</li><li>• Identify the risks presented by the hazards</li><li>• Identify strategies for overcoming and minimizing risks and hazards associated with a special event</li><li>• Describe the elements of a contingency plan</li></ul>
	<b>SCOPE</b>	The scope of this unit includes: <ul style="list-style-type: none"><li>• Unit Overview</li><li>• Hazard Analysis</li><li>• Identifying Mitigation Actions</li><li>• Contingency Plans</li><li>• Unit Summary</li></ul>
	<b>METHODOLOGY</b>	The Instructor will begin with a brief discussion of the importance of identifying and profiling possible hazards that could occur at an event. Also covered in this unit are how to identify the risks and vulnerabilities associated with each hazard, and how to plan for the vulnerabilities. Throughout the course there is a series of activities that build upon each other, allowing participants to practice what they have learned by evaluating and planning a specific special event from start to finish. This Unit includes multiple activities that allow participants to identify, profile, assess, and plan for the hazards associated with their special event.

## RISKS AND HAZARDS TO CONSIDER



	<p><b>TIME PLAN</b></p>	<p>The following time plan is suggested for this unit. Be prepared to adjust the time plan to fit the needs of the class.</p> <table border="0"> <thead> <tr> <th style="text-align: left;"><b>Topic</b></th> <th style="text-align: right;"><b>Time</b></th> </tr> </thead> <tbody> <tr> <td>Unit Overview</td> <td style="text-align: right;">5 minutes</td> </tr> <tr> <td>Hazard Analysis</td> <td style="text-align: right;">90 minutes</td> </tr> <tr> <td>Identifying Mitigation Actions</td> <td style="text-align: right;">10 minutes</td> </tr> <tr> <td>Contingency Plans</td> <td style="text-align: right;">10 minutes</td> </tr> <tr> <td>Unit Summary</td> <td style="text-align: right;">5 minutes</td> </tr> <tr> <td style="text-align: right;"><b>Total Time</b></td> <td style="text-align: right;"><b>2 hours</b></td> </tr> </tbody> </table>	<b>Topic</b>	<b>Time</b>	Unit Overview	5 minutes	Hazard Analysis	90 minutes	Identifying Mitigation Actions	10 minutes	Contingency Plans	10 minutes	Unit Summary	5 minutes	<b>Total Time</b>	<b>2 hours</b>
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	<p><b>ADDITIONAL INFORMATION</b></p>	<p>Information about this material is available by contacting:</p> <p>FEMA Independent Study Program            Emergency Management Institute            National Emergency Training Center            16825 South Seton Avenue            Emmitsburg, MD 21727</p>														



## UNIT OVERVIEW

### UNIT OVERVIEW

Give an overview of the unit, explaining that, in this unit, we explore how to go about identifying and analyzing possible hazards that could occur at an event. Also covered in this unit is how to determine risks and vulnerabilities associated with each hazard.



REVIEW  
MODULE  
TOPICS



VISUAL 3.1

### Unit 3 Overview

This unit describes:

- The importance of identifying and analyzing possible hazards that could occur at an event
- The risks and vulnerabilities associated with each hazard



Visual 3.1



**REVIEW UNIT OBJECTIVES**

Review the unit objectives with the participants. Explain that at the end of this unit, participants should be able to:

- Identify hazards that are most likely to affect special events.
- Identify the risks presented by the hazards.
- Identify strategies for overcoming and minimizing risks and hazards associated with a special event.
- Describe the elements of a contingency plan.



**VISUAL 3.2**

### Unit Objectives

**At the conclusion of this unit, participants will be able to:**

- Identify hazards that are most likely to affect special events**
- Identify the risks presented by the hazards**

Visual 3.2



**VISUAL 3.3**

### Unit Objectives (cont.)

- Identify strategies for overcoming and minimizing risks and hazards associated with a special event**
- Describe the elements of a contingency plan**



Visual 3.3



### DEFINE HAZARD ANALYSIS

## HAZARD ANALYSIS

Define hazard analysis as the decision process used to anticipate what can occur, how often it is likely to occur, the damage it is likely to cause, how likely it is to affect the community, and how vulnerable the community is to the hazard.

Explain that for special events, it is important to have broad situational awareness and foresee any potential cascading events from identified hazards.

Explain that, because of the potentially large numbers of participants and attendees, special events may present a greater risk for incidents and provide targets of opportunity for criminal and/or terrorist elements.



### VISUAL 3.4

#### Hazard Analysis

- Definition:**  
**Process used to anticipate hazards;  
likelihood, frequency, damage, impact,  
and community vulnerability.**
- Awareness and foresight of potential  
cascading events are important**
- Special events pose increased risk for  
incidents**

Visual 3.4



## DISCUSS HOW TO CONDUCT A HAZARD ANALYSIS

Discuss the four steps for conducting a hazard analysis:

- Identify the hazards.
- Profile the identified hazards.
- Perform a risk index to prioritize the hazards.
- Plan for vulnerabilities.



## VISUAL 3.5

### Conducting a Hazard Analysis

Conducting a hazard analysis involves four steps:

- Identify the hazards
- Profile the identified hazards
- Perform a risk index to prioritize the hazards
- Plan for vulnerabilities



Visual 3.5



## IDENTIFYING HAZARDS



### REVIEW STEP 1

Review in detail the steps in a hazard analysis.

Explain that Step 1 is to identify hazards.

Explain that there are several sources of information that will help you to identify natural, technological, or manmade hazards that may affect your event:

- The jurisdiction's existing hazard analysis
- Historical data, especially as they relate to similar hazards
- Statistical data (from government agencies) about the hazards that are most likely to occur in your area
- Specific and unique hazards to the event



### INSTRUCTOR NOTE

Tell the students that if their community has an existing hazard analysis, the best way to begin is by reviewing it and identifying any changes that may have occurred since it was developed or updated last. These changes may include new mitigation measures, opening or closing of structures that post secondary hazards, or terrorist threats not considered before 9/11.



### VISUAL 3.6

### Identify Hazards

#### Reference sources for identifying hazards:

- The jurisdiction's existing hazard analysis
- Historical data, especially as they relate to similar hazards
- Statistical data about the hazards that are most likely to occur in your area
- Specific and unique hazards to the event

Visual 3.6



**GROUP  
ACTIVITY**

### ACTIVITY 3.1 – IDENTIFYING HAZARDS

**Instructions:**

Refer participants to page III-7 in their Student Manual.

1. Divide the class into small groups – 5 or 6 per group (same groups in which they have been working).
2. Explain that the purpose of the exercise is to begin to identify potential hazards for the event they began planning in Unit 2.
3. Instruct participants to identify 5 of the most likely hazards associated with the event.
4. Encourage participants to use the Special Events Contingency Planning Job Aids Manual as needed.
5. Allow 15 minutes for participants to work.
6. Reconvene the class.
7. Select a representative from each group to read their group’s list of hazards.
8. Discuss each list as a group.



**VISUAL 3.7**

#### Activity 3.1 - Hazard ID

- Divide into small groups
- Identify 5 hazards most likely to occur at your event
- Reconvene and discuss with the group



Visual 3.7



### REVIEW STEP 2

## PROFILING HAZARDS

Explain that Step 2 is to profile the identified hazards. Point out that the hazard profile should address each hazard's:

- **Magnitude.** Magnitude deals with size. How strong a hazard is or the areas that a hazard could affect could dramatically change response plans. For example, a storm that drops two inches of rain over a small area very quickly requires a much different response than an extratropical storm that drops 20 inches of rain over a four-State area.
- **Frequency** (including whether a seasonal pattern exists). Frequency deals with how often a hazard can be expected to occur. In some areas of the United States, thunderstorms are nearly a daily occurrence during the summer months. Hurricanes, on the other hand, are seasonal and may or may not affect even high-risk areas for years at a time.
- **Duration.** Duration deals with how long a hazard event can be expected to last. For example, the duration of even a severe thunderstorm is much less than that of a hurricane.
- **Speed of onset** (for the purpose of determining the available time for warning). Speed of onset is critical to warning and response. The amount of damage and loss of life of even an extreme hazard can be mitigated if emergency personnel and the public have time to take protective action.



### VISUAL 3.8

### Profile Hazards

- A hazard profile determines:**
  - Magnitude**
  - Frequency**
  - Duration**
  - Speed of onset**

"Hazard Vulnerability Assessment"  
Job Aids Page A-55

Visual 3.8



**CONTINUE TO REVIEW PROFILING HAZARDS**

Direct the students' attention to the Hazard Profile Worksheet, on page III-10 of their Student Manual. Review the types of information needed to complete this worksheet with the class. Emphasize that to complete the profile, the students will need to consult all available sources of information regarding the event and the community on the hazard.

Remind the students that a profile should be completed for each hazard to which the community is subject, but note that some hazards may pose such a limited threat to the community that additional analysis is not necessary.

Caution the students, however, about ignoring low-risk hazards that have a high potential for damage should they occur. These low-risk hazards may not be the event planners' highest planning priority but must be planned for nonetheless.



**VISUAL 3.9**

### Profile Hazards (cont.)

- Use Hazard Profile Worksheet**
  - Consult all available sources of info regarding the event**
  - Complete profile for each hazard**
  - Do not ignore low-risk hazards – plan for these anyway**



Visual 3.9



**JOB AIDS MANUAL A-55**

Direct the students' attention to the Hazard Vulnerability Assessment table on page A-55 of the Special Events Contingency Planning Job Aids Manual. Briefly review the guidelines and discuss any questions.



**Hazard Profile Worksheet**

**Hazard:**

**Potential magnitude (Percentage of the community that can be affected):**

**Catastrophic:** More than 50%

**Critical:** 25 to 50%

**Limited:** 10 to 25%

**Negligible:** Less than 10%

**Frequency of Occurrence:**

- **Highly likely:** Near 100% probability in next year.
- **Likely:** Between 10 and 100% probability in next year, or at least one chance in next 10 years.
- **Possible:** Between 1 and 10% probability in next year, or at least one chance in next 100 years.
- **Unlikely:** Less than 1% probability in next 100 years.

**Seasonal Pattern:**

**Areas Likely to be Affected Most:**

**Probable Duration:**

**Potential Speed of Onset (Probable amount of warning time):**

- Minimal (or no) warning.
- 6 to 12 hours warning.
- 12 to 24 hours warning.
- More than 24 hours warning.

**Existing Warning Systems:**

*Does a Vulnerability Analysis Exist?\**

Yes   
No



**GROUP  
ACTIVITY**

**ACTIVITY 3.2 – PROFILING IDENTIFIED HAZARDS**

**Instructions:**

Refer participants to page III-15 in their Student Manual.

1. Divide the class into small groups – 5 or 6 per group (same groups in which they have been working).
2. Explain that the purpose of the exercise is to profile one of the 5 hazards that they have just identified for their event.
3. Using the worksheet on page III-10 of their Student Manuals, instruct participants to complete the forms, profiling one of the hazards they have identified.
4. Encourage participants to use the Special Events Contingency Planning Job Aids Manual as needed.
5. Allow 20 minutes for participants to work.
6. Reconvene the class.
7. Allow each group to present one hazard profile.
8. Allow 15 minutes for group feedback and discussion.

Tell participants that a copy of the Hazard Profile Worksheet is provided in the Job Aids section of their Student Manuals for future reference.



**VISUAL 3.10**

**Activity 3.2 – Profiling Hazards**

- Same groups as previous exercise
- Use worksheets in Student Manual
- Complete hazard profile form for one of the hazards identified
- Reconvene and discuss with the class



Visual 3.10



### REVIEW STEP 3

Explain that after compiling hazard profiles, the next step is to quantify the risk and prioritize the hazards.

Define **risk** as the *predicted impact that a hazard would have on the people, services, and specific facilities at the event and in the community*. Give an example, such as a specific road that is at risk of flooding during heavy rains, which may result in restricted access to a critical facility.

Explain that quantifying risk enables planners to focus on those hazards that pose the highest threat to life, property, and the environment.



### VISUAL 3.11

#### Prioritizing Risks/Hazards

- ❑ Risk is defined as the predicted impact that a hazard would have on people, services, and specific facilities at the event and in the community
- ❑ Quantifying risk enables planners to focus on those hazards that pose the highest threat to life, the environment, or property

Visual 3.11



## CONTINUE TO REVIEW STEP 3

Point out that some questions to ask in determining vulnerability include:

- What level of coverage is this hazard given in your community's Emergency Operations Plan (EOP)?
- Are critical facilities (e.g., fire and police stations) likely to be affected?
- Are local personnel trained and equipped to respond safely?
- Could response personnel be delayed by traffic, debris, or other factors? For how long?



## VISUAL 3.12

### Prioritizing Risks/Hazards (cont.)

- Quantify the risks – key questions**
  - What level of coverage is in the community's EOP?**
  - Are critical facilities affected?**
  - Are local personnel trained and equipped to respond?**
  - Could responders be delayed for any reason? For how long?**

Visual 3.12



### CONTINUE TO REVIEW STEP 3

Explain that quantifying risk involves:

- Identifying the elements of the event (populations, facilities, and equipment) that are potentially at risk from a specific hazard.
- Developing response priorities. Risk to life is *always* the highest priority.
- Assigning severity ratings based on the potential impact to life, essential facilities, and critical infrastructure.
- Compiling risk data into event risk profiles that show the areas of the event and community that are at highest risk from the hazard.

Explain that in surveying risk, it is helpful to develop response priorities.



### VISUAL 3.13

#### Prioritizing Risks/Hazards (cont.)

- **Quantifying risk involves:**
  - **Identifying elements of the event that are potentially at risk from a specific hazard.**
  - **Developing response priorities. Risk to life is *always* the highest priority.**
  - **Assigning severity ratings based on the potential impact.**
  - **Compiling risk data into event risk profiles.**

Visual 3.13



## CONTINUE TO REVIEW STEP 3

Suggest the following hierarchy for setting priorities:

- Priority 1: Life safety (including hazard areas, high-risk populations, and potential search and rescue situations).
- Priority 2: Essential facilities. Remind the group that response personnel cannot respond if their own facilities are affected.
- Priority 3: Critical infrastructure (utilities, communication, and transportation systems) that are essential to life safety and that would adversely affect response efforts if they were disrupted.



## VISUAL 3.14

### Prioritizing Risks/Hazards (cont.)

- **Priority 1: Life safety, including hazard areas, high-risk populations, and potential search and rescue situations.**
- **Priority 2: Essential facilities. Response personnel cannot respond if their own facilities are affected.**
- **Priority 3: Critical infrastructure that are essential to life safety and that would adversely affect response efforts if they were disrupted.**

Visual 3.14



### CONTINUE TO REVIEW STEP 3

Explain that the students should assign each hazard a *severity rating*—or *risk index*—that will *predict, to the degree possible, the damage that can be expected at the event and in the community as a result of that hazard.*

This rating quantifies the expected impact of a specific hazard on people, essential facilities, property, and response assets.

Review the Hazard Severity Ratings table below as a reference.



### JOB AIDS MANUAL A-56

Direct the students' attention to the Hazard Vulnerability Assessment table on page A-56 of the Special Events Contingency Planning Job Aids Manual. Explain how the ratings and the expected impact are calculated at each level. Explain that planners should develop a risk index for each hazard by assigning a value to each characteristic (using the following values):

- 3 = catastrophic
- 2 = critical
- 1 = limited
- 0 = negligible



### VISUAL 3.15

#### Prioritizing Risks/Hazards (cont.)

- Assign a hazard severity rating or risk index. 
- Predicts the damage that can be expected as a result of the hazard.
- Use the Hazard Vulnerability Assessment table to calculate the ratings and impact.
- Assign a value to each characteristic.
- Assign a rating for each type of hazard data.

"Hazard Vulnerability Assessment" Job  
Aids Page A-56

Visual 3.15



<b>Hazard Severity Ratings</b>	
<b>Severity</b>	<b>Expected Impact</b>
Catastrophic (3)	<ul style="list-style-type: none"> <li>▪ Multiple deaths</li> <li>▪ Complete shutdown of critical facilities for 30 days or more</li> <li>▪ More than 50 percent of property severely damaged</li> </ul>
Critical (2)	<ul style="list-style-type: none"> <li>▪ Injuries and/or illnesses result in permanent disability</li> <li>▪ Complete shutdown of critical facilities for at least 2 weeks</li> <li>▪ More than 25 percent of property is severely damaged</li> </ul>
Limited (1)	<ul style="list-style-type: none"> <li>▪ Injuries and/or illnesses do not result in permanent disability</li> <li>▪ Complete shutdown of critical facilities for more than 1 week</li> <li>▪ More than 10 percent of property is severely damaged</li> </ul>
Negligible (0)	<ul style="list-style-type: none"> <li>▪ Injuries and/or illness treatable with first aid</li> <li>▪ Minor quality of life lost</li> <li>▪ Shutdown of critical facilities and services for 24 hours or less</li> <li>▪ Less than 10 percent of property severely damaged</li> </ul>



### CONTINUE TO REVIEW STEP 3

Tell the students that they should average the value of each factor to determine the overall risk level for that hazard.

Walk the students through an example.

Prioritizing Risks:

- Selecting a hazard.
- Assigning a value of 0, 1, 2, or 3 to each of the characteristics.
- Adding the values.
- Dividing by 4 to arrive at an overall risk value.

The result of this process will be a prioritized list of hazards that pose the greatest risk to the community. The planning team should develop plans for each hazard for which the risk index exceeds a pre-determined threshold.



VISUAL 3.16

### Prioritizing Risks/Hazards (cont.)

- To determine the overall risk value for each hazard:**
  - Select a hazard**
  - Assign a value of 1-4 to each characteristic**
  - Add the values**
  - Divide by 4 to arrive at an overall risk value**

Visual 3.16



**Hazard Vulnerability Assessment**

Using the severity and frequency distribution definitions, the planning team should identify potential hazards for the event and rank them in the Rating Worksheet.

Hazard	Frequency (Likelihood)	Potential Impact on Population	Potential Impact on Property	Level of Coverage in EOP	Point Total
	0 = Unlikely 1 = Possible 2 = Likely 3 = Highly Likely	0 = Negligible 1 = Limited 2 = Critical 3 = Catastrophic	0 = Negligible 1 = Limited 2 = Critical 3 = Catastrophic	0 = None 1 = Limited 2 = Sufficient 3 = Comprehensive (annex)	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	



## GROUP ACTIVITY

### ACTIVITY 3.3 – RANKING THE HAZARDS

#### Instructions:

Refer participants to page III-20 in their Student Manual.

1. Divide the class into small groups – 5 or 6 per group (same groups in which they have been working).
2. Explain that the purpose of the exercise is to assess and rank the risk associated with the hazard they have just profiled.
3. Using the hazard severity ratings from page III-16, the worksheet on page III-19, and the activity instructions on page III-20 of their Student Manuals, instruct participants to complete the risk index and rank each hazard identified.
4. Encourage participants to use the Special Events Contingency Planning Job Aids Manual as needed.
5. Allow 5 minutes for participants to work.
6. Reconvene the class.
7. Allow 10 minutes for group feedback and discussion.

Tell participants that a blank copy of the Hazard Vulnerability Assessment form may be found in the Job Aids section of their Student Manual for future reference.



## VISUAL 3.17

### Activity 3.3 Ranking the Hazards

- Same groups as previous exercise
- Use worksheets in Student Manual
- Complete the Hazard Vulnerability Assessment for each hazard identified and determine the overall risk value
- Reconvene and discuss with the class



Visual 3.17



**REVIEW STEP 4**

**PLAN FOR VULNERABILITIES**

Tell the students that the final step in the hazard analysis process is to develop scenarios for the highest-risk hazards (or those that rank above a specified threshold). These scenarios trace the hazard’s development into an emergency. Scenarios should be realistic and based on the community’s hazard and risk data.

Explain that to create a scenario, event planners should brainstorm to track the development of a specific type of emergency.



**VISUAL 3.18**

**Plan for Vulnerabilities**

- Develop scenarios for the highest-risk hazards identified**
- A scenario will trace the hazard’s development into an emergency**
- Scenarios should be realistic**
- Scenarios require brainstorming by event planners**

Visual 3.18



### CONTINUE REVIEWING STEP 4

A scenario should describe:

- The initial warning of the event.
- The potential overall impact on the community.
- The potential impact of the event on specific community sectors.
- The potential consequences, such as casualties, damage, and loss of services.
- The actions and resources that would be needed to deal with the situation.



### VISUAL 3.19

#### Plan for Vulnerabilities (cont.)

- A scenario should describe:**
  - The initial warning of the event**
  - The potential overall impact on the community**
  - The potential impact of the event on specific community sectors**
  - The potential consequences, such as casualties, damage, and loss of services**
  - The actions and resources that would be needed to deal with the situation**

Visual 3.19



**CONTINUE  
REVIEWING  
STEP 4**



**VISUAL 3.20**

Point out that creating scenarios helps to identify situations that may exist in a disaster. These situations should be used to help ensure that a community is prepared should the hazard event occur.

Transition to the activity by telling the students that it will provide them with the opportunity to analyze a hazard scenario.

## **Plan for Vulnerabilities (cont.)**

- Creating scenarios helps to identify situations that may exist in a disaster. These situations should be used to help ensure that a community is prepared should the hazard event occur.**



Visual 3.20



**Hazard Scenario Planning Worksheet**

**Hazard:**

Initial warning of the event:

Potential overall impact on the community:

Potential impact of the event on specific community sectors:

Potential consequences, such as casualties, damage, and loss of services:

The actions and resources that would be needed to deal with the situation:



**GROUP  
ACTIVITY**

### ACTIVITY 3.4 – PLAN FOR VULNERABILITIES

**Instructions:**

Refer participants to page III-25 in their Student Manual.

1. Divide the class into small groups – 5 or 6 per group (same groups in which they have been working).
2. Explain that the purpose of the exercise is to practice brainstorming scenarios associated with their previously identified hazards.
3. Using the worksheet on page III-24 and activity instructions on page III-25 of the Student Manual, instruct participants to select their most highly ranked hazard and brainstorm some scenarios that might occur during the event.
4. Encourage participants to use the Special Events Contingency Planning Job Aids Manual as needed.
5. Allow 10 minutes for participants to work.
6. Reconvene the class.
7. Allow 15 minutes for group feedback and discussion.



**VISUAL 3.21**

#### Activity 3.4 Planning for Vulnerabilities

- Same groups as previous exercise
- Use worksheet in Student Manual
- Complete the scenario worksheet for your most highly ranked hazard
- Reconvene and discuss with the class



Visual 3.21



### REVIEW TERRORISM HAZARDS

## TERRORISM HAZARDS

Remind participants that special events sometimes attract hundreds of thousands of people, with extensive publicity.

Emphasize that these conditions make special events in every community prime targets for terrorists. Terrorist groups may have the following motives:

- Political
- Religious
- Racial
- Environmental
- Special interest



VISUAL 3.22

### Terrorism Hazards

- Special events are prime targets for terrorist activity by activist groups:**
  - Political**
  - Religious**
  - Racial**
  - Environmental**
  - Special Interest**



Visual 3.22



**REVIEW  
TERRORISM  
HAZARDS**

Emphasize that when assessing risk of a terrorist incident, effective planning and intelligence gathering can lessen the likelihood of a surprise emergency incident.

Point out that descriptive intelligence with predictive interpretation that forecasts the probability of the threat and the target can enhance operational readiness in training, equipping, and practicing to respond to emergency incidents.



**VISUAL 3.23**

### Terrorism Hazards (cont.)

- Planning can lessen likelihood of surprise incident**
  - Descriptive intelligence gathering**
  - Predictive interpretation/probability forecast**
  - Operational readiness (training, equipment, practiced response)**

Visual 3.23



### REVIEW TERRORISM HAZARDS

Tell participants that state law enforcement agencies should take the lead in pre-incident threat forecasting and planning.

Stress that roles and responsibilities of the various stake holding agencies for the event need to be determined and an incident chain of command put in place, so that, if a terrorist threat materializes, confusion and duplication of response can be diminished.



### VISUAL 3.24

#### Terrorism Hazards (cont.)

- Law enforcement should take lead in forecasting and planning
- Planners should assign roles and responsibilities for agencies
- ICS is important for response

"Criminal and Terrorist Risks"  
Job Aids Pages 1-14 – 1-16

Visual 3.24



### JOB AIDS MANUAL 1-14 – 1-17

Refer participants to the Special Events Contingency Planning Job Aids Manual, pages 1-14 through 1-17 and review the information about critical infrastructure and key asset areas.



## REVIEW TERRORISM HAZARDS

Explain that every jurisdiction in the country has conducted a jurisdiction threat and vulnerability assessment, which was required by the Federal Government as part of the national homeland security preparedness effort.

Emphasize that when event planners formulate contingency plans for special events, they should work together with State and Federal partners and ensure that State and local data from these Federally mandated assessments are reviewed.

Stress that local law enforcement officials should consult the FBI and State law enforcement intelligence specialists on current threat and vulnerability data as part of the planning and risk assessment process.



## VISUAL 3.25

### Terrorism Hazards (cont.)

- Planners and local law enforcement should work with State and Federal partners to gather information and develop contingency plans
- State and local data from Federally mandated assessments should be reviewed (Jurisdiction and Vulnerability Assessment)

Visual 3.25



### DEFINE HAZARD MITIGATION

## IDENTIFYING MITIGATION ACTIONS

Define hazard mitigation as any sustained action taken to reduce or eliminate long-term risk to life and property from a hazard event.

Explain that mitigation planning is a process for systematically identifying policies, activities, and tools that can be used to implement those actions. Explain that the process has four steps:

1. Organizing resources
2. Assessing risks
3. Developing a mitigation plan
4. Implementing the plan and monitoring progress



VISUAL 3.26

### Identifying Mitigation Actions

- Hazard mitigation - Action taken to reduce risk to life and property from a hazard
- Mitigation planning has four steps:
  - Organize resources
  - Assess risks
  - Develop a mitigation plan
  - Implement plan and monitoring progress



Visual 3.26



## EXPLAIN HAZARD MITIGATION PROCESS IN DETAIL

Explain that when you are developing a mitigation plan, you must identify, evaluate, and prioritize a list of recommended mitigation actions to incorporate into the mitigation plan. When you complete an evaluation of the pluses and minuses for each potential action, you address several questions:

- Which actions can help us meet our mitigation objectives?
- What capabilities do we have to implement these actions?
- What impacts will these actions have on our community?



## VISUAL 3.27

### Hazard Mitigation Plan

- Identify, evaluate, and prioritize actions
- Address several questions:
  - Which actions can help us meet our mitigation objectives?
  - What capabilities do we have to implement these actions?
  - What impacts will these actions have on our community?

Visual 3.27



### REVIEW MITIGATION ACTIVITY

Explain that mitigation actions can be grouped into six broad categories:

1. Prevention
2. Property protection
3. Public education and awareness
4. Natural resource protection
5. Emergency services
6. Structural projects



### VISUAL 3.28

### Mitigation Categories

- Mitigation actions have six broad categories:
  - Prevention
  - Property protection
  - Public education and awareness
  - Natural resource protection
  - Emergency services
  - Structural projects

Visual 3.28



**REVIEW  
MITIGATION  
ACTIVITY**

Emphasize that once the mitigation activity has been identified, it is important to implement the strategies and monitor progress.

Stress that it is important to identify how mitigation actions will be implemented by identifying resources and timeframes, confirming partners, and defining responsibilities.



**VISUAL 3.29**

### Mitigation Implementation

- To implement a mitigation plan and activities, you must identify:**
  - Resources**
  - Timeframes**
  - Partners**
  - Responsibilities**

Visual 3.29



### CONTINGENCY PLANS



**DISCUSS  
CONTINGENCY  
PLANS**

Lead a group discussion about what a contingency plan is to discover participant’s current understanding and experience with contingency plans.

- Ask: What is a contingency plan?
- Ask: If you are planning a cookout for the neighbors at your house and you have an alternate menu in case it rains, is that a contingency plan?
- Ask: If your kid is applying to Harvard and you also insist he or she apply to the State University in case he or she isn’t accepted, is that a contingency plan?
- Ask: Why do we develop contingency plans?

Explain the importance of developing contingency plans.

Point out that contingency plans can be for everything from what we will do if the trash cans are overflowing an hour after the event begins to what we will do if there is a bomb threat.

Emphasize that event planners should consider every high-risk, high-impact incident, and consult with all parties who may respond in each emergency situation identified in the hazard analysis.



**VISUAL 3.30**

### Contingency Plans

- Consider every high-risk, high-impact incident
- Consult with all parties who may respond to an emergency situation



“Contingency Plans”  
Job Aids Pages 2-4 – 2-5

Visual 3.30



**JOB AIDS  
MANUAL 2-4 –  
2-5**

Refer participants to the Special Events Contingency Planning Job Aids Manual, pages 2-4 through 2-5 and review the information about contingency plans.



### UNIT SUMMARY/TRANSITION



REVIEW UNIT

Summarize the information covered in this unit. Ask for and resolve any outstanding questions.



VISUAL 3.31

## Risks and Hazards to Consider

- Questions?



Visual 3.31