G0290 Basic Public Information Officer Course

Student Manual

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Version

Contents

Unit 1: Introduction to Public Information

Welcome Public Information Officer Basic PIO G0290

Refer to Visual: 1

Welcome Public Information Officer Basic PIO

Unit 1: Introduction to Public Information

Refer to Visual: 2

Note	Unit 1 will provide an overview of the two-day Basic Public Information Officer course.

Course Administration

Refer to Visual: 3

- Course/Site Logistics
  - Emergency procedures
  - Schedule
  - Breaks and lunch
  - Restrooms
- Classroom Behavior
  - Promptness
  - Respectful
  - Cell phones & other electronic devices

Note	• Please observe safety practices and use emergency exits if needed. • Professional classroom behavior is required. • Be prompt. • Silence all cell phones. • Refrain from e-mail during class.

Activity 1.1: Reality Check

Refer to Visual: 4

Instructions: Working individually, read the scenario in your Student Manual and answer the discussion questions. This exercise takes place in real time; be realistic about your access and resources as they stand today.

Purpose: To identify gaps in your level of preparedness as a PIO and think about how to address those gaps.

Estimated Time: 10 minutes

Activity

Instructions: Working individually, read the scenario in your Student Manual and then answer the discussion questions. This exercise takes place in real time; be realistic about your access and resources as they stand today.

Purpose: To identify gaps in your level of preparedness as a PIO and think about how to address those gaps

Activity Time: 10 minutes

Note

Scenario: Right now you are out of town taking PIO training. Back home, it has been raining for five days. You receive a call from your office that residents are reporting a minor mud flow on a hill with a history of landslides. Your county Emergency Operations Center (EOC) has been activated, and field resources have been dispatched to the site. The USGS is monitoring the hillside and providing regular reports to the EOC.

Answer the following questions:

- What is your first action? Who do you contact?
- Do you have the resources you need to start a public information operation remotely?
- Are you able to get the information you need? How?
- Are you able to inform the public? How?

When answering these questions, place yourself in real time, and be realistic about your resources and capabilities as they stand right now.

Reflection: After answering the questions, make a list of the gaps you found during this activity. Think about how you would address those gaps when you get back to your office.

Introductions

Refer to Visual: 5

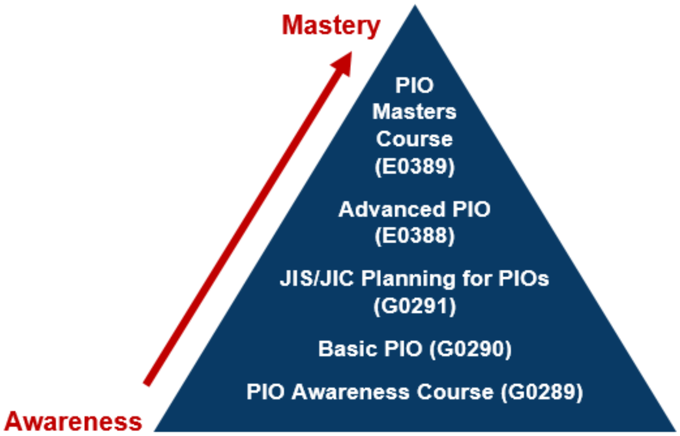
Tell us your:

- Name
- Years of experience
- Job
- Goal/expectations for this training

Note	Refer to the instructions on the visual and introduce yourself to the class. Keep your introductions to less than one minute.

Training Courses

Refer to Visual: 6



Note

This course is the first of five courses in the Public Information Training Series. It is part of a tiered training approach in that it provides the foundation for more advanced training that takes participants from the awareness level to the mastery level in their public information careers.

This course is a prerequisite for Basic PIO training, which is followed by the JIS/JIC Planning for Tribal, State and Local PIOs, the Advanced PIO course, and the Master PIO course.

This course is grounded in the National Incident Management System (NIMS), the Incident Command System (ICS), and the National Response Framework (NRF).

Course Purpose

Refer to Visual: 7

To equip participants with the skills needed to be full- or part-time PIOs, including oral and written communications, understanding and working with the media, and basic tools and techniques to perform effectively.

Note

Review the course purpose:

- PIOs in public safety and emergency management organizations are responsible for ensuring that the affected public receives accurate and timely information during an emergency. Armed with useful information, people are able to make good decisions that contribute to the overall response goal of saving lives and protecting property.
- After this training, you may decide you need further development on one or more of the topics addressed. Your instructors and fellow class members may have recommendations for courses or reference materials that can help you. Please use this opportunity to think about your continued development in the field of public information and ask for help and advice as needed.

Course Objective (1 of 2)

Refer to Visual: 8

After this course, you will be able to:

- Explain the importance of public information during an incident
- Recognize the needs of the whole community
- Demonstrate the role of the PIO in both day-to-day and emergency environments

Note

Review the course objectives.

- Explain why emergency public information is important during an incident. (Unit 1)
- Recognize the functional needs and challenges of different audiences including businesses, faith-based organizations, non-profit groups and schools, as well as the media (known as Whole Community). (Unit 1)
- Demonstrate the role and function of the PIO in both day-to-day and emergency environments. (Unit 2)

Course Objectives (2 of 2)

Refer to Visual: 9

- Compare actions PIOs can take to work with the news media during non-emergency and emergency situations
- Develop a public awareness campaign and an incident communications strategy
- Draft a variety of products, use social media and demonstrate how to interact with the media
- Demonstrate application of on-scene media management laws and guidelines
- Complete a public information training goals inventory

Note

Course objectives, continued:

- Compare actions PIOs can take to work with the news media during non-emergency and emergency situations. (Unit 2)
- Using the strategic communications planning model, develop a public awareness campaign. (Unit 3)
- Using the strategic communications planning model, develop an incident communications strategy. (Unit 3)
- Demonstrate application of on-scene media management laws and guidelines. (Unit 4)
- Plan a social media-only public information campaign. (Unit 4)
- Draft a variety of written products for communicating before, during and after an incident. (Unit 5)
- Prepare and demonstrate how to conduct an on-camera interview during an incident. (Unit 6)
- Given an emergency or crisis scenario, apply public information skills. (Unit 7)
- Complete a public information training goals inventory. (Unit 8)

Course Agenda

Refer to Visual: 10

Day 1

- Unit 1: Introduction to Public Information
- Unit 2: Roles and Responsibilities
- Unit 3: Strategic Communications Planning
- Unit 4: Media Relations Workshop

Day 2:

- Unit 5: Writing Skills Workshop
- Unit 6: Interview Skills Workshop
- Unit 7: Wrap-up Exercise
- Unit 8: Course Summary

Course Resources

Refer to Visual: 11

- Student Manual:
  - Visuals
  - Major content points
  - Room to take notes
- Resource Guide
- Instructors
- Your collective experience and expertise

Note

The **Student Manual** includes the visuals you will see in class and major content points, as well as room to take notes.

The **Public Information Training Series Resource Guide** includes tips, templates and general information useful before, during and after an emergency or disaster. It may provide some ideas of programs and processes to implement in your organization.

The instructors are available to answer questions during class and at breaks.

The collective experience and expertise of the group is an important resource for this training. Please participate fully and share your ideas.

Unit Objectives

Refer to Visual: 12

At the end of this unit, you will be able to:

- Complete a pre-course test
- Explain why emergency public information is important during an incident
- Recognize the needs and challenges posed by different audiences

G0289 Review

Refer to Visual: 13

Note

Purpose: To review the basic concepts of G0289, Public Information Officer Awareness Course

Estimated Time: 10 minutes

Instructions:

- Working from the right side of the room, the first participant gets one question to answer. Help from table mates is not allowed.
- If participant answers correctly, the next question goes to a member of the same table group.
- If participant answers incorrectly, the next question goes to the next table.
- Questions stay within one table as long as participants answer correctly, or until all participants in one table have answered questions.
- The table group with the most points wins.

Activity 1.2 Why Is It Important?

Refer to Visual: 14

What does getting the right information to the right people at the right time mean to you?

Note	Purpose: To identify the importance of public information. Estimated Time: 10 minutes

Discussion

Refer to Visual: 15

How do you communicate with people in crisis?

Are you familiar with access and functional needs issues in your community as it relates to public information?

Pre-Course Test

Refer to Visual: 16

- This is an individual effort
- It is used to measure the effectiveness of the course
- You have 10 minutes to complete the test

Unit Summary

Refer to Visual: 17

In this unit, we discussed:

- The content and structure of this course
- The importance of public information
- Communicating with people in crisis
- Audience challenges in your community

Unit 2: PIO Roles and Responsibilities

Unit 2: PIO Roles and Responsibilities

Refer to Visual: 1

Note	This unit will take a look at the PIO's roles and responsibilities during non-emergency times (95 percent) and during incidents (5 percent).

Unit Objectives

Refer to Visual: 2

At the end of this unit, you will be able to:

- Demonstrate the role and function of the PIO in both day-to-day (95%) and emergency (5%) environments
- Compare actions PIOs can take to work with the news media during non-emergency and emergency situations

Note	The visual displays the learning objectives for this unit. Please note that some emergency management organizations refer to day-to-day, non-emergency activities as steady-state activities. During this course we refer to these day-to-day activities as the 95 percent.

Day-to-Day vs. Incident Tasks

Refer to Visual: 3

Day-to-Day (95%)	Emergency (5%)
Plan and execute a hurricane preparedness campaign	Issue hurricane evacuation instructions
Invite media to newly-remodeled EOC opening and tour	Set-up, staff and activate media briefing room
Plan and accompany agency director to community events	Prepare director to conduct news briefing on hurricane preparations
Update media list to include social media handles	Tweet hurricane shelter location information; monitor reporters' Twitter handles

Note

Review the comparison between a PIO's day-to-day and incident tasks. The next few slides will cover the core tasks a PIO is responsible for.

Manage Information

Refer to Visual: 4

Get the right information to the right people at the right time (Gather, Verify, Coordinate, Disseminate):

- Plan – Use strategic communications model
- Be prepared – Have pre-written messages at the ready
- Maximize message exposure – Take advantage of Social Media
- Consider your audience – Remember you are communicating with people in crisis
- Don’t forget the messenger – The messenger is just as important as the message

Note

As defined in NIMS, public information consists of the processes, procedures and systems for communicating timely, accurate and accessible incident information. Public information, education strategies and communications plans help ensure that numerous audiences receive timely, consistent messages about lifesaving measures, evacuation routes, threat and alert system notices and other public safety information.

The process of getting information to the public during an incident is an ongoing cycle that involves four steps:

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

Plan – Start by using the 8-step strategic communications model introduced in G289. As a reminder ask participants to outline the 8 steps. Add to the discussion if needed. The 8 steps are:

- Assess the current situation
- Set measurable communication goals
- Define your intended/“target” audiences
- Develop and pretest your messages
- Select the best ways to deliver those messages
- Create an action plan
- Develop and pretest materials
- Implement and evaluate the plan

Be prepared – Develop your key messages ahead of time and have them ready. Make sure that everyone on your team knows the key messages and supporting messages and has practiced using them. It is often easy to get off topic and practicing these messages and having them written in front of you to remind you will help you use them most effectively.

Maximize message exposure – Take advantage of Social Media. Use Twitter, Facebook and other social media to get your message out. You should have already established accounts, or if you don’t work with someone who does to ensure the information gets out in a timely fashion. Build a cadre of followers as these people will help get your message out during a disaster. Also remember when using social media in a disaster to use the following tips:

- Take some precautions and turn off automatic feeds so inappropriate items don’t go out.
- Craft your messages carefully to get the important information out and so that it can be easily distributed.
- Establish locations that people can get additional information and time frames of when new information will be available.

Consider your audience – Remember you are communicating with people in crisis. Be careful to communicate with those affected and family members first. Realize that these people will be under stress, try to keep be aware of how you phrase things and the impact this can have on those in the crisis. Don’t talk about the opportunity for few

Conduct Interviews

Refer to Visual: 5

On-camera interview skills:

- Use sound bites
- Make eye contact
- Use non-distracting gestures
- Know when not to answer

Public speaking skills:

- Use your voice effectively
- Engage the audience

Note

Brush up on interview techniques. Consider the following do's and don'ts for on-camera performance:

DO:

- Know what you want to say. It is the best way to control the interview and accomplish your objectives.
- Know your main point and stick to it. Too many messages will be confusing to the reporter and the public.
- Be positive, yet realistic. Turn a negative question around and answer it in the positive. If asked, "Why didn't the police department use search dogs immediately?" Instead of saying, "We didn't use search dogs earlier because . . .," say: "We have used a full range of search strategies, including search dogs."
- Show compassion and empathy.
- Know when to stop. Stop talking when you've made your point. Don't speculate and don't feel that you have to fill empty air space.
- Whenever possible, summarize your key points at the end of the interview.

DON'T:

- Don't speculate. If you don't know the answer to something, say so. Don't offer your opinion.
- Don't answer hypothetical questions. Hypothetical questions often begin: "What if . . . ." Don't answer questions that require you to make assumptions.
- Don't comment on other organizations, unless to thank them for their efforts.
- Don't comment on what others have said, particularly if you haven't heard or read it yourself. It may cause you to verify something that might not be true. Don't lose your temper. You can stand your ground without losing it.
- Never lie. NEVER!
- Don't say anything to a reporter you don't want to see online, in print or on TV. Always assume that microphones are turned on.
- Don't use "off the record." Even if you have a long-standing relationship with a reporter consider this: if the information gets out from a source other than you, other reporters may run with the information while the reporter you trusted misses out on the story by respecting your request to keep the information off the record.
- Don't say "no comment" There is always an alternative, such as admitting you don't have an answer, but promising to get one.

Coach Speakers

Refer to Visual: 6

Prepare principals, subject matter experts, policy makers and managers for media interviews

- Create message maps
- Write talking points
- Provide background information
- Anticipate difficult questions

In your Student Manual or journal, write down one coaching task you will plan when you return to your job

Note

An important part of a PIO's job is to make sure spokespersons are trained and ready to speak to the media at a moment's notice.

During steady-state (95%):

- Plan to hold group training and practice sessions with potential spokespersons in your organization. Spokespersons should know the basic techniques for handling print, radio and television interviews.
- Once or twice a month, schedule one-on-one practice sessions with potential spokespersons within your organization. Practice ideas include:
    - Simulate a radio interview by making an audio recording of the spokesperson answering four or five questions within their area of expertise. Keep the questions simple. Play back the audio file and discuss strong points and areas for improvement. –
    - Practice sound bites. Again, keep it simple. Depending on their level of expertise, you can tape them answering questions about what they had for breakfast (emphasizing speaking in sound bites), or more complex program questions if the person is ready. –
    - Show spokespersons how to put together a message map, and how to use talking points.

During an incident (5%):

- Brief spokespersons on key messages, background information, incident-specific hot-button issues, and any other pertinent information.
- Remember that the message is as important as the messenger. Choose wisely.

Work with the Media (1 of 2)

Refer to Visual: 7

Understand the following concepts:

- Building relationships with the news media
- The media wants and needs access

Note

Working with the news media

- Understand the things you can do to build relationships with the news media: –
  - Be accessible and return calls and e-mails promptly. Even if you don't have all the information immediately, being accessible and responsive builds your credibility. –
  - Coordinate access to the scene and to policymakers, responders, and victims. –
  - Treat all media fairly—meaning you don't play favorites with media or reporters. –
  - If you have breaking news, share it with everyone.
- Understand that the media wants and needs access: –
  - The First Amendment provides for freedom of the press. –
  - At the Federal level, the Freedom of Information Act (FOIA) defines agency records subject to disclosure and outlines mandatory disclosure procedures. –
  - Local sunshine laws also ensure that the news media have access to information.

Work with the Media (2 of 2)

Refer to Visual: 8

Understand the following concepts:

- Types of news media and their needs
- Impact of changing technology

Note

- Understand the types of news media and their needs:
  - All print media, especially newspapers:
    - For longer stories, may need more detailed information.
      - Stories can vary from brief to highly detailed. For example, a newspaper will run personnel items such as appointments and promotions when other media may not.
      - For longer stories, print media may need help in collecting long-term statistics, biographies, etc.
    - Need information several hours before going to press, BUT . . . online editions of print media change this limitation as deadlines are reduced or eliminated.
  - **Magazines:**
    - Are issued on a less frequent basis and require more advance planning.
    - Can be a good option for some in-depth feature stories.
    - May be more targeted to a particular audience you want to reach. –
  - **Television:**
    - Seeks stories with drama or dramatic visual content. One producer described his evening news as "the was and the fuzz," because it focused on deaths and law enforcement.
    - Is less likely to want an in-depth feature, although it can happen.
    - May want a staging area for live broadcasts from the scene of a story.
    - May accept your video clips (this is market-dependent; know your market!). –
  - **Radio:**
    - May or may not have a field reporter, so is more likely to rely on you to contact them. Nationally, it is becoming more and more common for local radio stations to have no news staff or even live announcers.
    - Review your contact list to make sure you have an electronic contact to send them sound bites or short interview sound clips.
    - Wants you to pay attention to the station's theme or strong focus, such as news, farm, or youth orientation. –
  - **Internet:**
    - Can add news items very quickly, but may edit its

Activity 2.1: Difficult Situations

Refer to Visual: 9

Purpose: To think through difficult situations and devise strategies to deal with them

Instructions:

- Read the scenario and work through the discussion questions
- Assign a spokesperson to present scenario and findings to the class
- You have 10 minutes for the activity
- Keep the report to two minutes

Activity

Purpose: To think through difficult situations and devise strategies to address them.

Instructions: Read the scenario assigned to your table group and work through the discussion questions. Assign a spokesperson to recap your group's scenario before presenting findings to the class. When reporting your findings, provide a very brief synopsis (three to four sentences) of your scenario and explain key strategies your group came up with. Keep the report to two minutes. The scenarios are:

- Scenario 1: Pool Party
- Scenario 2: Loaded Question
- Scenario 3: News Conference Gone Wrong
- Scenario 4: Social Media Bites Back (#Fail)
- Scenario 5: The Misquote

Time: 10 minutes for the table group discussion; 10 minutes for reports and debrief.

Note

Scenario 1 – "Pool Party"

The wild fire had burned for seven days, fueled by high temperatures, windy conditions and dry terrain. Hundreds of fire fighters had responded and hundreds of acres had gone up in flames, including at least one neighborhood of high-priced homes. Road blocks have kept reporters away from the devastation and the active firefight, although they've had access to a staging area and been able to interview firefighters. The fire is now 90 percent contained and you are willing to take a pool into the devastated neighborhood. You've selected one network-affiliated TV reporter, one AP photographer and a reporter from the large daily paper in your state. However, the other reporters are very vocal about their displeasure with the size of the pool and the press members you've selected. Most want a larger pool, or a second pool, but a few are demanding complete access to the site.

Discussion questions: How do you respond? What do you do to prevent such a situation from happening again? What is the best way to "pick" pool members?

Scenario 2 – Loaded Question

Your agency director is taking questions at a news conference. It is the first anniversary of a particularly high-profile issue (lack of adequate and geographically accessible shelters) that affected primarily an economically depressed neighborhood. Your agency has done a good job putting in place new policies and protocols to address the issue, and you have fully briefed your agency director on the accomplishments to date. A reporter stands up to ask a question. He begins by recapping the issue and citing a number of "facts." He states that your agency continues to ignore the needs of the community, as there are no designated shelters to date. Then the reporter asks: Don't you think this is clear evidence of extremely discriminatory practices?

Discussion questions: How do you handle this situation while it is happening? What could you have done to reduce the consequences?

Scenario 3 – News Conference Gone Wrong

You are holding a news conference updating reporters on the status of a school shooting. The shooter – a student armed with his father's hunting rifle -- has been killed; seven other students and two teachers have been wounded and taken to local hospitals. They are expected to survive. You start by reading a statement recounting the facts and then open the floor for questions. The first questions are appropriate – how many officers responded, where did the shootings occur, what was the motive. Then a reporter begins to ask questions about the shooter's parents, their gun history and the state's gun control laws. Other reporters jump on the gun control angle and begin asking for your opinion on the National Rifle Association, the Second Amendment and the ability of people to buy unregistered guns at gun shows.

Discussion questions: How do you handle the situation while it is happening or right after? What would you do next time to reduce the chance of this happening again?

Personal Readiness

Refer to Visual: 10

Note

A go-kit is a mobile response kit that allows PIOs to function in the event that they are working outside of their normal place of operation. When using a go kit during a disaster, consider having a second phone or phone number in case reporters all call one phone number.

Complete the checklist on the next few pages. Check off the things you would plan to include in your go kit and add other items as you see fit. To enhance your answers to the checklist, frame your decisions along the following scenario:

- Through a mutual aid agreement, you are deployed to a nearby community to help out the local emergency management public information officer responding to a deadly mudslide. You are deployed on day two of the incident. There are no hotel rooms available, but logistics is setting up short-term lodging camps for responders. You are told to bring all the essentials you need, as the camp only have the bare necessities available especially in the first few days. Cell and internet connectivity may be spotty.
- Considering this scenario, complete the checklist below.

Note

PIO Go-Kit Checklist

Equipment

- Computer(s) with wireless capability
- Mobile devices with chargers and spare batteries; additional phone; portable chargers
- Digital camera (most people use their mobile devices, but carry one as a backup)
- Other:

Information

- Elements of the crisis communication plan in electronic and print format (including PIO team contact lists and information materials). Note that print copies are important in case there is no electricity. Include information in various electronic formats (external memory, bookmarked resource websites, etc.)
- Updated media contact list, including outlet website addresses and reporters' social media handles
- Manuals and background information necessary to provide needed information to the public and media
- Topic-specific fact sheets, backgrounders, talking points, and news release templates (hard copy and electronic)
- Other:

Other Resources

- Business cards with 24/7 contact information
- Funding mechanism (i.e., credit card, etc.) that can be used to purchase operational resources as needed
- Paper forms, in case there is no electronic access (i.e., no Internet access, power outage, etc.). Incident notebook to document your actions and observations.
- Other:

Personal Care and Comfort Items

- Glasses/contacts (spares)
- Prescription medications; basic first-aid supplies
- Weather-appropriate gear (e.g., rain poncho, umbrella, gloves, sunscreen)
- Hand sanitizer, wipes, paper towels
- Energy bars, nuts, water
- Emergency contact information in case your family cannot get through your cell phone
- Other:

Survey: Alert and Warning Systems

Refer to Visual: 11

Class Discussion

- Discuss the different methods of alert and warning systems in your community and how it affects public information
- Write down the methods and systems on chart paper
- Consider:
    - Access and functional needs audiences
    - Access to technology by vulnerable populations
    - Different types of systems: sirens, mobile apps

Discussion: Do you know how alert and warning systems are activated in your community?

Note

Unit Summary

Refer to Visual: 12

What should you be doing now?

- Assess your readiness Know your organization
- Establish internal relationships
- Conduct regular media outreach

What can you do now to continue developing the skills required for success as a PIO?

Unit 3: Strategic Communications Planning

Unit 3: Strategic Communications Planning

Refer to Visual: 1

Unit Objectives

Refer to Visual: 2

At the end of this unit, you will be able to:

- Using the strategic communications planning model, develop public awareness campaign key messages (95%)
- Using the strategic communications planning model, develop an incident communications strategy (5%)

Strategic Communications Plan

Refer to Visual: 3

- Supports the IAP
- Provides guidance for activating, establishing, and operating the External Affairs operation
- Brings unity of effort to all strategic communications planning and product development

Note

The strategic communications plan:

- Supports the IAP.
- Provides guidance for activating, establishing and operating the external affairs operation.
- Brings unity of effort to all strategic communications planning and product development.

8-Step Communication Model

Refer to Visual: 4

Note	The communications model outlines the communication between the sender of the message and the receiver. In G0289 we introduced the 8-step communications model. The visual displays that model for carrying out a strategic communications process based on the social marketing approach. We will now discuss each step in more detail.

Step 1: Assess Current Situation

Refer to Visual: 5

Assess the current situation by answering these questions:

- What is the communication need you want to address?
- Who are the people most affected by this problem?
- What actions could your audience take to address this problem?
- What are the audience's feelings on the subject?
- What information would cause them to change their behavior?

Note

Using the 8-step model, as a first step you will need to collect information to help you make strategic planning decisions. This step sets the stage for the entire communication process.

Many communicators try to shortcut this step and proceed with developing products, but that can mean major mistakes in their assumptions about what their audience needs and wants. Remember, we said that the social marketing approach is based on understanding your audience.

You must begin by acquiring a thorough understanding of the problem, the audience, and the action you want the audience to take.

You obtain this understanding by asking yourself the following questions:

- What is the communication need you want to address?
- Who are the people that are most affected by this problem?
- What actions could your audience take to address this problem?
- What are your target audience's feelings/behavior on this issue?
- What information would cause them to change their behavior?

Step 2: Set Communication Goals

Refer to Visual: 6

Develop objectives for your goals that are:

- Specific
- Measurable
- Achievable
- Realistic
- Timely

Note

When setting your communication goals you need to also develop objectives for implementing those goals. The objectives should be SMART objectives. That is, they should be:

- Specific
- Measurable
- Achievable
- Realistic
- Timely

Without clear and specific outcome measures, communication can lack direction and effect. Goals can be broad statements that describe the purpose and meaning of the task. Objectives are those things that lead to the accomplishment of your goals.

Examples of SMART objectives:

- Increase awareness of our website by 10% by June 20XX.
- Increase unique visitors to our website by 5% by June 20XX.
- Increase completion of Online Family Emergency Plans by 5% by June 20XX.

Step 3: Identify Intended Audiences

Refer to Visual: 7

Describe audience by:

- Demographic
- Psychographics
- Behavior

Compile your results

Note

Once you identify your audiences, go one step further and analyze the audiences. You have determined what segments of the population that you will be targeting. Now you will enhance your analysis by focusing your analysis to be more comprehensive.

When we segment down to a very specific audience, we learn what makes that particular group tick. And we can use that information to create messages that will align with the needs, beliefs, values and priorities of our audiences.

While some of your messages may apply to everyone, you may want to communicate differently to one or more segments.

A potentially endless number of audience segments could exist. Making judgments based on which would provide the biggest “bang” for the effort invested in communication is essential. Describe your audience:

- Demographics: Demographic characteristics include age, gender, marital status, family size, income, education level, occupation, race and religion. Demographic information can often be found online as a compilation of different reports the federal government runs. Check the Census Bureau and Commerce Department websites.
- Psychographics: Psychographic information tells you about your audience's attitudes, beliefs, emotions and values. It includes your target market's family stage, hobbies and interests, type of entertainment they engage in, and lifestyle. Psychographic information is often found through surveys or focus groups. Though you can set these up yourself, it would be beneficial to hire a marketing research firm to help you structure the surveys, word questions carefully, and engage with focus groups in an effective way.
- Behaviors: Behavior information helps you understand why someone purchases one product or service over another. It includes how often your target audience would use the service or buy the product, how much or how many they would use, if there was a specific occasion for using it, and how long it took them to decide to use or buy that product.

Relate this concept to the public awareness campaign you selected. For example, if you selected preparing a family emergency plan you might point out that “families with pets” are a segment of the larger audience. Your message to this group and how you disseminate the message might be different.

Step 4: Develop and Pretest Messages

Refer to Visual: 8

- Provide supporting points for each key message
- Prioritize audiences
- Focus on common ground
- Outline key behaviors
- Test key messages by using them

Note

If you don't understand the audience, your message will get lost. That's why before we put pen to paper, you had to go through Step 3, so that you know the audience you are addressing.

Messages can be:

- Informative: providing information without necessarily trying to change attitudes, beliefs, or values
- Persuasive: trying to create and/or request change or giving a call to action
- Or Both

Effective messages:

- Don't use jargon (including most acronyms).
- Make it easy for your audience to understand.
- Are direct and concise.
- Communicate the benefits to your audience.

Develop and pre-test messages:

- Provide supporting points for each key message.
- Define and prioritize the audiences who will receive the messages.
- Focus on the common ground between them.
- Outline the key behaviors and expectations for each audience receiving the messages. You need to be able to use your messages to drive action. To get there, you need to articulate those messages in a clear way that outlines the specific actions expected of each audience.
- Test key messages.

Activity 3.1: Public Awareness Campaign

Refer to Visual: 9

Instructions: Develop 3 key messages for your organization, then develop 3 supporting points for each key message.

Purpose: To apply the 8-step strategic communication model to planning a public awareness campaign.

Estimated Time: 30 minutes

Activity

Total Time for Activity: 40 minutes

Purpose of Activity: The purpose of this activity is to provide participants with the tools and skills to plan a public awareness campaign. Participants will work individually to plan a public awareness campaign through Step 4 of the 8-step communication model.

Instructions:

- You have 30 minutes to complete the activity.
- This is an individual activity, but you may consult with members of your table group.
- Read the scenario. Refer back to steps one through four of the strategic communications model (Visuals 3.5-3.8).
- Using the worksheet in your Student Manual, fill out steps one through four of the strategic communications plan.
- At the end we will have volunteers report out to the class (10 minutes).

Note

Scenario:

Columbia State University (CSU) is a campus of 15,000 undergraduate and graduate students seeking degrees from the university's 19 different departments. CSU's main campus is located in Central City. Roughly one-third of the students live on campus in 13 dormitories and 15 Greek letter houses. The rest of the students are commuters who live in the Liberty County/Central City area. The university has a marine biology research station on the Columbia Bay (Gish Island).

CSU is a member of National Collegiate Athletic Association (NCAA) Division 1-A. The CSU Warhawks field teams in nine men's and women's sports. This year CSU will be hosting the NCAA basketball championship game against their perennial rival, the Wilmington State University Bulldogs. The field house will seat 20,000 and in the past has been sold out for championship games, especially against the WSU Bulldogs.

Law enforcement intelligence suggests that student organizers are threatening to demonstrate to protest the use of animals for research in the biology department that is located in Young Hall. Recent protests have drawn crowds estimated at greater than 5,000 and it has been rumored that this protest may be held in the parking lot in front of the Phillips Field House prior to the game.

CSU is anticipating a capacity crowd of 20,000 fans for this championship game and wants to make certain that the crowd is managed safely and that there are no security issues that may endanger the fans, or reflect poorly on the University. The mayor of Central City has asked all city departments to cooperate in planning for this event.

Task:

You are the Central City PIO. You have been tasked with developing a public awareness/public information campaign about the upcoming basketball game, aiming to avoid security issues leading up to, during, and after the game. Use the 8-step communication model to start planning your campaign. For this activity, you are only filling out steps one through four.

ACTIVITY 3.1: WORKSHEET

Step 1: Assess Current Situation:

Step 2: Set Communication Goals

Step 3: Identify Intended Audiences

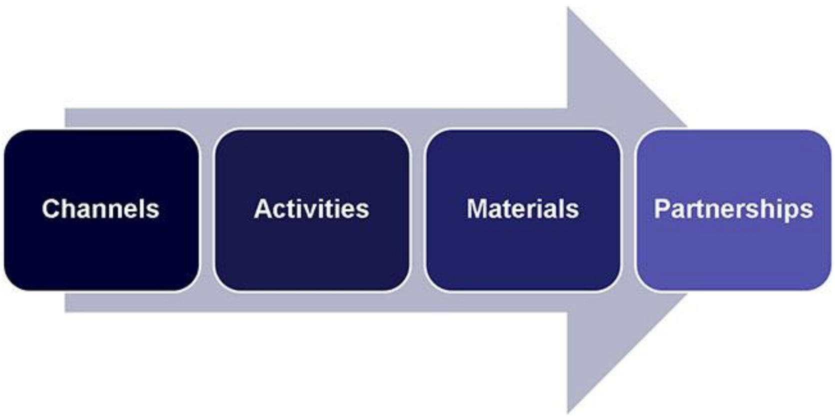
Step 4: Develop and Pre-test Messages
Key Message #1:
Supporting Point #1:
Supporting Point #2:
Supporting Point #3:

Key Message #2:
Supporting Point #1:
Supporting Point #2:
Supporting Point #3:

Key Message #3:
Supporting Point #1:
Supporting Point #2:
Supporting Point #3:

Step 5: Select Channels and Activities

Refer to Visual: 10



Note

This step involves analyzing the different channels and activities to determine the best ones to use for the current situation. A comprehensive way of doing this is to conduct a communications channel audit. Here you will research which communication channels are the most effective to reach your target audience. This can be accomplished through quantitative or qualitative research.

Quantitative

- Electronic surveys—through tools such as survey monkey, snap survey, and others sent directly to your target audience. The benefit is that this a low cost option, the detraction is that the response rate will most likely be low.
- Ad hoc surveys—if you don't have the budget or capability of conducting a survey directly to your audience, you can pay for a few questions to be put on a survey that a research firm is already doing with your target audience and they will give the results of your questions.
- Questionnaires—which can be handed out in person at different venues where your target audience is and then collected to gain the insight into your target audience.

Qualitative

- Focus groups—gathering a group of people that are representative of your target audience to participate in a guided discussion about a particular product or service.
- Interviews—individual, face-to-face discussions with your target audience on what channels or activities they use the most
- Observational studies—going to where your target audience is and observing what communication channels they use and which activities they prefer

CHANNELS

Step 5 is important because it helps you identify the best avenues for delivering your messages.

Communication channels carry your messages to the intended audiences. Channels take many forms: from websites, to social media, and to people themselves.

You start by considering your audiences:

- What sources of information do your audiences trust?
- Who or what might compel your audiences to take the desired action on your behalf?
- How do your audiences prefer to receive information?
- How and where do your audiences spend their time?

ACTIVITIES

You may want to consider the options and issues on this visual to determine formats for presenting your messages.

There are many new alternatives that might vastly improve your communication results.

Phone apps are growing in popularity, especially among young people.

Step 6: Develop an Action Plan

Refer to Visual: 11

Action Plan Tips:

- Have alternates to support team members who may get overloaded
- Conduct risk management analysis
- Have a contingency plan

Note

Action plan tips include:

- Have backup staff set up as alternates to make sure all elements of the plan are completed, as some team members may become overloaded, be moved to another disaster, or through other means may become unavailable for the project. If there is someone who knows the process and is up to speed on what is happening on the project, then they can more easily step in and make sure that this particular task is completed.
- Conduct a risk management analysis early in the project and keep revisiting it to create a list of potential risks that could get the communication project off-course or could affect the communications. It is recommended that you involve multiple team members in this analysis. Then you can prepare for these risks.
- Finally you will want to have a contingency plan in case these risks do materialize.

Step 7: Develop and Pretest Materials

Refer to Visual: 12

Types of communications testing:

- Concept/positioning testing
- Materials testing
- Readability testing
- Professional review
- Test market

Note

Types of communications testing include:

Concept/positioning testing: The objectives of positioning or concept testing are to determine the level of interest in the service or product, determine what the concept statement communicates to the audience, and whether the audience feels it is relevant. This can be done through focus groups or in-depth interviews.

Materials testing: Using the information obtained from the concept testing, materials are created, and then tested using pre-finished executions. These materials should be evaluated in terms of memorability, impact, communication, comprehension, believability, acceptability, image, persuasion and other key attributes. Focus groups are a great way to conduct materials testing.

Readability testing: With printed materials, the readability of the text is crucial, particularly for those who have lower reading levels than the general population. The readability of printed text is assessed, either by hand or using a computer program, using standard formulas that analyze sentence length and number of polysyllabic words. Longer sentences and more syllables mean that a higher reading level is needed by the intended audience in order to fully understand the material. Readability testing is generally recommended for materials that have a lot of text, such as longer print ads, brochures or information kits.

Professional review: In addition to testing the materials with the target audience, it is often helpful to have communication peers and representatives of similar organizations review them as well. The professional reviewers evaluate the pre-finished materials, and comment on appropriateness, clarity, design and comprehensiveness. This may be done over the phone or through a written questionnaire.

Test market: The best way to gauge potential success of the social marketing program is the test market. By bringing together all of the elements of the marketing mix in a real situation, the test market provides a "dress rehearsal" before launching the program everywhere. A key to the accuracy of the results is the selection of the location for the test market. The findings may be different, based upon variables such as ethnicity and size of the area, and this must be accounted for. Using an experimental design, with one or more control markets, may help to reduce some of these uncertainties.

Step 8: Implement, Evaluate, and Modify Plan

Refer to Visual: 13

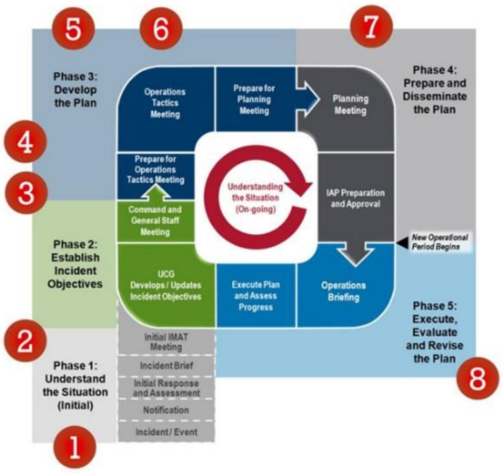
Review periodically

- Identify the changes needed
- Make the revisions
- Implement new plan

Note	To implement, evaluate and modify your plan: • Review the action plan periodically to ensure that it still meets your needs. • Identify the changes needed. It is recommended that you use a cross-functional team to identify both necessary changes and potential upgrades to the action plan. Using this team should help to identify issues with the existing document, while ensuring that proposed new actions are appropriate and achievable. These actions should be aligned to broader business strategies and external influences, be resilient to change, and lead to measurable outcomes. • Make the revisions and then have senior management review and approve the revised action plan. Make sure that actions and target audiences are linked and that objectives, milestones and schedules are all measurable and achievable. • Then implement the new plan.

Incident Planning and the 8-Step Model

Refer to Visual: 14



Note

The Incident Action Plan (IAP) and the 8-step Strategic Communications model are part of the overall incident planning process and they reflect broader goals as well as specific objectives.

The 8-step model presents some broad concepts (e.g., social marketing) and the model is particularly well-suited to specific projects that may be undertaken in support of objectives from a functional plan or the overall strategic communications plan.

The concepts presented in the 8-step model (marketing mindset, SMART objectives, audience segmentation, partnership relationships etc.) are all valid techniques for developing a strategic communications plan in line with the incident commander’s priorities.

Activity 3.2: Incident Communication Strategy

Refer to Visual: 15

Instructions: Work in table groups to complete the incident communication strategy. You may assign different portions of the strategy to different team members to complete the activity.

Purpose: To provide participants with the tools and skills to prepare an Incident Communication Strategy.

Estimated Time: 30 minutes

Note

Total Time for Activity: 45 minutes

Purpose of Activity: The purpose of this activity is to provide participants with the tools and skills to prepare an Incident Communication Strategy. Participants will work in groups to develop a high level strategy and will then report out to the class.

Instructions:

- Working in your table group, develop an Incident Communication Strategy based on the scenario update on the next page. You may consult the main scenario from Activity 3.1.
- Make sure to fully develop Step 4.
- Complete Steps 6, 7 and 8 only after fully developing Steps 1-5.
- You have 30 minutes to complete this activity.

Scenario Update:

Approximately 20,000 fans are expected to attend the championship game. The traditional rivalry between the Columbia State University Warhawks and the Washington State University Bulldogs has resulted in physical conflicts between the opposing fans in past games. Inclement weather including heavy snowfall and cold weather prior to the game will increase the difficulty for Central City DPW to clear the parking lots and streets in preparation for the big game. The possibility of a student protest prior to the game may reflect poorly on the university. Law enforcement intelligence does not indicate any serious threats of violence; however, student protests of a similar nature in other states have resulted in damage to buildings along with threats to researchers.

Task:

You are the Central City PIO. You have been tasked with developing an incident communications strategy in the event of fan unrest and potential violence among protestors. Use Worksheet 3.2 to plan the strategy. Refer back to the 8-step process for information on each step.

ACTIVITY 3.2: WORKSHEET

Step 1: Assess Current Situation:

Step 2: Set Communication Goals

Step 3: Identify Intended Audiences

Step 4: Develop and Pre-test Messages

Key Message #1:

Supporting Point #1:

Supporting Point #2:

Supporting Point #3:

Key Message #2:

Supporting Point #1:

Supporting Point #2:

Supporting Point #3:

Key Message #3:

Supporting Point #1:

Supporting Point #2:

Supporting Point #3:

Step 5: Select Channels and Activities

Step 6: Develop an Action Plan

Step 7: Develop and Pre-test Materials

Step 8: Implement, Evaluate and Modify Plan

Unit Summary

Refer to Visual: 16

In this unit, we discussed:

- Strategic Communications Planning
- Relationship between strategic communications planning and incident action planning
- Developing public awareness campaigns and incident communication strategy using the 8-step model

Unit 4: Media Relations at the Scene

Unit 4: Media Relations at the Scene

Refer to Visual: 1

Unit Objectives

Refer to Visual: 2

- Outline media needs at the scene
- Explain the news conference cycle
- Apply news conference logistics

Why Coordination at the Scene Matters

Refer to Visual: 3

- The bigger the event, the more media will arrive
- All media can now tell the story from where it is happening
- Local outlets can easily link with national and international counterparts; stories can go global within seconds

Note

Advances in technology and growing competition between news outlets are pushing reporters to try and cover any incident from “the scene”—or as close to the scene as they can get.

Lead a discussion around the following information:

The media WILL arrive at the scene:

- To get the most current information.
- To capture any images they can use in telling the story.
- To add a sense of excitement and immediacy to the story.

All media now have the ability to tell the story from where it is happening.

- Remote broadcast equipment makes “live updates” possible from almost anywhere.
- Access to freeway cameras, weather cameras, etc., provides additional on-scene information.
- Many television stations have helicopters.
- Print/Web/wire service reporters can digitally transmit stories and photographs and video instantly.

Media outlets can link with their national and international counterparts to transmit a story globally within seconds.

And, To Make It More Interesting . . .

Refer to Visual: 4

Anyone with a mobile device can be a field reporter

What can you do to help ensure good media relations at the scene?

Note

Amateur/citizen journalists are everywhere. The images, sound, and information they capture can be used by more traditional news organizations and broadcast globally.

Initial Actions That Can Make It Work

Refer to Visual: 5

- Get there quickly
- Have a go-kit
- Be educated
- Make contact with the on-scene commander
- Take control of the situation
- Keep your cool
- Make contact with your supervisor

Note

Actions by PIOs that contribute to on-scene successes:

- Most importantly, get to the scene as quickly as possible (and bring additional PIOs if the situation warrants).
- Be prepared—have a go-kit filled with the tools you will need to succeed (phone, tape recorder, business cards, etc.). Have plans, contact information, and other vital documents with you at all times (these can be stored digitally in a data phone, notebook computer, etc.—make sure you have battery power or a way to recharge in the field).
- Be educated ahead of time—know who does what job, whom to talk to about what issues, what the law is concerning access, sunshine laws, etc.
- Make contact with the on-scene commander to gather information—prior to making any statement to the media.
- Take control of the situation—don't let the media call the shots.
- Always keep your cool. A crisis can be a stressful situation and can lead people to sometimes act before they think. Remember, if you lose your temper on camera you become the story.
- If the event is large enough, begin considering where to stage the media.
- Don't be afraid to make the media wait for ACCURATE information (but not too long). Social Media tools allow you to compartmentalize information and release verified information in chunks instead of waiting for the whole to be verified. Use this technique when necessary.
- Establish contact with your supervisors—let them know what the media are doing, what they are asking, what they might be reporting, and any issues they should be aware of. Establish yourself as a trusted advisor, but remember to keep the information at a high level for the organizational leadership.

State and Federal Laws

Refer to Visual: 6

- State sunshine laws
- Federal laws
- Federal highways
- Temporary flight restrictions

Know the law ahead of time!

Note

- Media access is an important issue. If you do not have a media relations/access policy, you should involve your agency leadership, legal counsel, and local media in the development of a policy beneficial to all.
- For agencies whose work involves Federal highways, be aware that news media who are working within the boundaries of a highway must wear high visibility safety vests when covering incidents on public highways (see 23 C.F.R. §634).
- Other Federal laws involving media at the scene include temporary flight restrictions (TFRs). (Refer the participants to the information on TFRs in their Student Manuals.)

Temporary Flight Restrictions (TFRs)

At the request of various entities, including military commands, civil authorities and law enforcement agencies, the Federal Aviation Administration (FAA) can temporarily close down a volume of airspace, including a defined ceiling. A TFR may be issued for the following reasons:

- Toxic gas leaks or fumes from flammable agents that could endanger persons or property on the surface or in other aircraft;
- Hijacking incidents that could endanger persons or property on the surface, or airborne aircraft and occupants;
- Aircraft accident/incident sites;
- Aviation or ground resources engaged in wildfire suppression;
- Aircraft relief activities at a disaster;
- Aerial demonstrations or major sporting events; or
- National security.

Exemption to a TFR may be granted to aircraft carrying “properly accredited news representatives” if a flight plan is filed and the aircraft flies above the altitude used by disaster relief aircraft. This exemption can be removed at the discretion of the official in charge of on-scene emergency response activities (the on-scene commander).

Permanent flight restrictions are in place over many military installations. For more information see FAA AC #91-63C.

The PIO-Media Partnership

Refer to Visual: 7

What the PIO wants:

- A conduit to the public
- Respect for incident perimeter (no interference with response operations)
- Accurate and

What the media want:

- Access
- Prompt answers to queries
- Fair treatment
- Respect for deadlines
- Timely updates and corrections to information in evolving incidents

Note

The PIO and the media both have jobs to do and they need each other to do those jobs. They also have specific needs at the scene of an incident:

Review the basic needs of the PIO and the media.

The PIO wants:

- A conduit to the public.
- Respect for incident perimeter (no interference with response operations).
- Accurate and fair reporting.

The media want:

- Access.
- Prompt answers to queries.
- Fair treatment.
- Respect for deadlines.
- Timely updates and corrections to information in evolving incidents.

Media Needs at the Scene

Refer to Visual: 8

Access to:

- You
- The scene
- Newsmakers

Basics:

- Explanation of the big picture
- Respect for deadlines
- Updates as quickly as possible in evolving situations

Note

Use the following points to discuss needs at the scene:

- The media’s most basic needs at the scene are access to information and images. If you anticipate what they will want, you will have a better chance to control the scene and help guide the story.
- The media will want: –
  - Access to the scene (for reporters and photographers or video journalists). –
  - Access to YOU (where you are located and how can they get in contact with you). –
  - Access to newsmakers or persons in charge of the scene or centrally involved in the story. –
  - An explanation of the big picture. –
  - Respect for deadlines. –
  - Updates as quick as possible in evolving situations.

Media Needs at the Scene (2 of 2)

Refer to Visual: 9

Logistics:

- Where they can set up
- Location of nearest food, lodging, gas stations

Note

Continue to review media needs at the scene:

- Where they can park and set up microwave or live satellite trucks. (Satellite trucks need unrestricted southern skyward view for satellite uplink.)
- Location of nearest food, lodging and gas stations.

PIO Needs at the Scene

Refer to Visual: 10

- Access to workers, leadership, legal staff
- Involvement in all management briefings
- Trust of coworkers and management

How do you gain the trust of co-workers and management?

How can you lose it?

Note

- What PIOs need at the scene is complete access. –
  - PIOs need to be able to talk to workers, leadership, and legal staff. –
  - PIOs should be involved in all management briefings so they can answer questions and anticipate potential issues involving the media. –
  - PIOs need the trust of their coworkers and administration. PIOs work for their agency, not for the media.

Media Staging Areas (1 of 2)

Refer to Visual: 11

Ask yourself:

- Does it infringe at the scene (crime scene)?
- Does media presence interfere with work being done?
- Are they in danger? Will they endanger others?
- Is it convenient for you and policymakers?

Note

Staging areas are set up at incident sites to facilitate the flow of information between the PIO and the media. Prior to establishing the location for this staging area, there are several factors to consider:

Does it infringe at the scene (crime scene)?

- Many times the site of a crisis or disaster may be considered a crime scene and may need to be processed by forensic units. In order to keep the "integrity" of the scene and enhance the possibility for a successful investigation and subsequent prosecution, the scene must be kept clear of all nonessential personnel.

Does media presence interfere with work being done?

- The ultimate goal of all public safety endeavors is to save lives, protect property, and preserve the environment—and almost all reporters would agree that their needs will come after these important tasks. Members of the media do not want to interfere with these important tasks, but if they can get close enough to observe/photograph they will be happy.

Are they in danger? Will they endanger others?

- In their zeal to "get the story" reporters may not always recognize the potential for danger to themselves. Work to keep them out of danger as you would any member of the public. Also, it may be necessary to explain to them the danger, and how if they fail to heed the warnings and become injured they may endanger others who would have to then go in to rescue them (e.g., passing into the plume of a Hazmat area, traveling over an unsafe structure that may collapse, or moving into the line of fire of an armed suspect).

Is it convenient for you and policymakers?

- In order to keep a consistent two-way flow of information with the media at the scene, it is important to make it relatively easy to communicate with them face to face.

Media Staging Areas (2 of 2)

Refer to Visual: 12

Ask yourself:

- Are they too close to sensitive information?
- Do they have a clear line of sight to satellite or microwave towers?
- Can they get the images they want?
- Are there “convenience” facilities available?
- How can you keep them at the staging area?

Note

Review considerations for a media staging area:

Are they too close to sensitive information?

- Zoom lenses, parabolic microphones, and just plain observant reporters may be able to discover sensitive or protected information from your incident command post (e.g., zoom shots of maps, recorded conversations, etc.). Make sure the staging area is far enough away or your workspaces are shielded from prying cameras, microphones and eyes.

Do they have a clear line of sight to satellite or microwave towers?

- Depending on where the staging area is, the media will need to be able to connect with their microwave towers or uplink with a satellite. Check with them to see if the location selected for a staging area will allow them to accomplish this.

Can they get the images they want?

- The media will want to get as close as possible to get pictures/audio/interviews.
- If there is a reason that the media cannot be allowed access to the scene, consider using a media pool to restrict access while allowing them to get the images and interviews they desire.
- If a media pool is not an option, consider providing professional quality images to the media in the form of video and stills.

Are there "convenience" facilities available?

- While it is not the responsibility of the PIO to provide food or facilities for the media, a little kindness in this area can go far in building a positive relationship with the media—especially if the incident occurs in a remote area where few if any comfort facilities exist (e.g., if the incident is in a remote field, a porta-john will go a long way in making friends!).

How can you keep them at the staging area?

- You can't—and don't expect them to stay there all of the time. They will go other places to get other information (local citizen reactions, sidebar stories, etc.).
- You can entice them to stay by giving them regular "official" updates and letting them know that if they are absent they may miss something important or interesting.

Media Pools

Refer to Visual: 13

- A media pool is one representative from each type of media
- Media pools allow you to provide access under a more controlled system
- Don’t overuse the media pool

Note

Occasionally it is necessary to restrict access to an area from the multitude of members of the media, but you still want to provide access under a more controlled system. When this occurs you have the option of using a “media pool.”

- A media pool is simply one representative from each of the types of media (television, radio, print, Web) who will be allowed access to a restricted area. These representatives are allowed access with the understanding that any video, audio or interviews they acquire will be shared with all of the rest of the media.
- The media will work within a pool because it’s always better to get something rather than nothing. They may not always be happy about it, but given a choice between getting information/images via a pool or getting nothing they will always choose the pool.
- Sometimes they need to bring more than one person from each media type (e.g., a television station might need to bring a reporter and photographer, or a newspaper might also want to bring a reporter and photographer). This is a normal occurrence and should be allowed.
- How do you ensure that what the media pool gets will be shared? This is an internal issue with the media. They will police themselves in this area. And finally, don’t use a pool simply to make your job easier. Make sure there is a valid reason (such as safety concerns or integrity of a crime scene) if you are going to use a media pool.

News Conference Responsibilities

Refer to Visual: 14

- The PIO organizes and manages the news conference
- The Incident Commander or official from the lead agency serves as the primary spokesperson

Note

News conference responsibilities:

- The PIO is responsible for organizing and managing a news conference. Others should assist the PIO in facilitating the conference.
- The Incident Commander and/or most senior official of the lead organization should be the primary spokesperson. If multiple agencies/organizations are involved under unified command, the official from the agency with primary responsibility in the event should be the primary speaker. All speakers should be briefed on anticipated questions, relevant issues, and stagecraft immediately prior to the start of the news conference.
- Elected officials can often act in a calming capacity, assuring the public that everything is being done to resolve the situation and get things back to normal. Other participants should only talk about their agencies and their areas of expertise and responsibility.
- Try not to have a long parade of speakers with long statements. This only detracts from what your key messages are and often leads media covering the news conference live to cut back to regularly scheduled programming. Better to have these individuals on hand to answer questions if they arise. Two to three primary speakers should suffice for most incidents.

Location, Location, Location

Refer to Visual: 15

Key considerations for location are:

- Minimizing distractions
- Providing unobstructed access for satellite or “live” trucks
- Controlling environment (weather, backdrop)
- Providing access and egress for speakers
- Minimizing background noise
- Providing optimal camera line of sight
- Managing security

Note

You may not have many choices when it comes to the location for a news conference, but when you do you should consider the following:

- Will it be covered "live"? –
  - Satellite or "live" trucks will need an unobstructed area to park in. Satellite trucks need a clear southern exposure to access their satellite. Live trucks will need to access their station repeater. Find out where it is and try to plan for where the trucks may park.
- What can you control in the environment?
- Rain, snow, wind, and other environmental conditions can detract from what the speaker is saying. –
  - An indoor, controlled environment is usually the best option. –
  - Pick a place with a clean backdrop.
    - Keep the area behind the briefing free from distractions (e.g., people milling about, vehicles moving, smoke or flames, etc.).
    - Make sure cameras cannot move behind the speakers for a "reverse shot" of the news conference. –
  - Provide speakers clear access and egress without having to pass through reporters. (If speakers do not have a clear exit, the media will continue to ask questions.)
- Think about potential "sound" issues. –
  - Try to minimize background noise so speakers can be heard clearly. If at all possible, select a place for your news conferences where external noise can be reduced or eliminated. Sounds from heavy machinery, airplanes, trains, or other sources can be distracting to the public who may need to hear the information you are sending out. –
  - Occasionally these noises can be so loud as to drown out what is being said by the speaker entirely. –
  - If you are inside a building, consider the "echo" factor. –
  - Have an audio "mult box." This box allows just one microphone to be placed in front of the speaker, eliminating a microphone "tree" and providing clearer audio. –
  - Make sure you get your own recording of the news conference for transcription and possible legal issues.
- What do you need to do to facilitate the cameras? –
  - Make sure that the cameras have a clear line of sight to the speakers. –
  - Try to set up in an area where the cameras will be at the same level as the speakers. –
  - When the camera is shooting down from a position of higher elevation, the image tends to diminish the speaker and the message being presented. –
  - When the camera is shooting up from a position of lower elevation, the image tends to place the speaker in a position of

News Conference Cycle (1 of 2)

Refer to Visual: 16

Preparing

- Determine location and time
- Announce
- Prepare participants

Opening

- Greet media
- Provide introductions and overview
- Manage Q&A

Note

Think of news conference activities as a cycle that includes:

- Preparing
- Opening
- Closing
- Following Up

The PIO's role in preparing includes:

- Determining location and time, which we have already discussed.
- Announcing the news conference to internal and external entities. –
    - If a Joint Information Center (JIC) is active, make sure all members of the JIC team are aware of the news conference and know what their responsibilities will be in relation to it. –
    - Invite all media outlets, including:
        - Local, regional, and national TV, radio, and print outlets
        - Non-English news outlets
        - Wire services

News Conference Cycle (2 of 2)

Refer to Visual: 17

Closing

- Summarize; reiterate key messages
- Announce time of next briefing
- Allow speakers to leave

Following Up

- Document what was said and questions
- Monitor media coverage; address errors
- Debrief participants; use “lessons learned”

Note

The PIO’s role in closing the news conference includes:

- Summarizing, reiterating key points.
- Acknowledging action you now will take.
- Advising time of next news conference.
- Closing and leaving.
- Using your PIO/moderator as barrier.

Following the briefing, the PIO needs to:

- Document what was said and media questions.
- Monitor media coverage.
- Actively correct any media inaccuracies.
- Debrief all participants afterward.

Activity 4.1: Media Staging Area

Refer to Visual: 18

Instructions: This is a group activity. Based on the scenario:

- Determine two potential media staging areas
- Make a list of potential logistical requirements
- Write a draft media advisory
- Write a draft micro-blog on a scenario issue of your choice (use job aid)

Purpose: To apply media relations techniques to an ICS scenario.

Estimated Time: 20 minutes

Activity

Purpose of the Activity: To give participants an opportunity to apply what they have learned in this unit about managing a media scene

Instructions:

- Read the scenario.
- Review the map.
- Complete the following tasks:
    1. Based on the information provided, where would you set up a media staging area? Where would you locate an alternate media staging area? Use the map provided.
    2. What do you anticipate needing in terms of security support staff, site equipment, communications equipment, and public information personnel? Make a list of potential requirements.
    3. Draft a media advisory announcing the media staging area. You want to have the advisory ready to go in case you need it quickly.
    4. Draft a micro-blog on a scenario issue of your choice. Keep it to 140 characters or less (use the SMS message worksheet job aid).

Background

Columbia State University (CSU) is a campus of 15,000 undergraduate and graduate students seeking degrees from the university's 19 different departments. CSU’s main campus is located in Central City. The campus is bordered by 28th Street on the north and 32nd Street on the south. HH Street and NN Street comprise the western and eastern borders of the campus respectively. The university has a marine biology research station on the Columbia Bay (Gish Island). The university has six branch campuses: Tower Beach in Stramford County, Zurich in Green County, Clifton in Kane County, Jamestown in Granite County, Stockville in Pine County, and Kent in Grand

County. Roughly one-third of the students live on campus in 13 dormitories and 15 Greek letter houses. The rest of the students are commuters who live in the Liberty County/Central City area. CSU is a member of National Collegiate Athletic Association (NCAA) Division 1-A. The CSU Warhawks field teams in nine men's and women's sports. This year CSU will be hosting the NCAA basketball championship game against their perennial rival, the Wilmington State University Bulldogs. The game will be held on Saturday, April 8th at the Phillips Field House located at 30th Street and LL Street at 7:00 p.m. The field house will seat 20,000 and in the past has been sold out for championship games, especially against the WSU Bulldogs.

Issues

Law enforcement intelligence suggests that student organizers are threatening to demonstrate to protest the use of animals for research in the biology department that is located in Young Hall. Recent protests have drawn crowds estimated at greater than 5,000 and it has been rumored that this protest may be held in the parking lot in front of the Phillips Field House prior to the game. The possibility of a student protest prior to the game may reflect poorly on the university. Student protests of a similar nature in other states have resulted in damage to buildings along with threats to researchers. CSU is anticipating a capacity crowd of 20,000 fans for this championship game and wants to make certain that the crowd is managed safely and that there are no security issues that may endanger the fans, or reflect poorly on the University. The mayor of Central City has asked all city departments to cooperate in planning for this event. Law enforcement will establish a security perimeter 3 hours prior to the game in order to complete a sweep of the area and begin to provide security in advance of the arrival of fans. Central City Fire and EMS will stage 2 hours prior to the event conduct an assessment for possible hazardous materials issues. The level of security measures in force will be determined by the Central City Special Investigations Unit based upon current intelligence. The Special Investigation Unit will use the Central City Mobile Command Post as their base of operations. The ICP for the game will be located in the upper level of the auditorium. Campus security is ready to provide support as needed.

Task

The Chancellor of CSU and the Head of Security have asked Central City for assistance in planning for the security and safety of the upcoming Warhawk/Bulldog championship game. Anticipating a capacity crowd of 20,000 fans, the Chancellor wants to make certain that the crowd is managed safely and that there are no security issues that may endanger the fans. As the PIO for Central City, you will be developing options for a media staging area and briefing site in case the protest takes place and escalates into violence and property damage.

Activity Items

1. Based on the information provided, where would you set up a media staging area? Where would you locate an alternate media staging area? Use the map provided.
2. What do you anticipate needing in terms of security support staff, site equipment, communications equipment, and public information personnel? Make a list of potential requirements.
3. Draft a media advisory announcing the media staging area. You want to have the advisory ready to go in case you need it quickly.
4. Draft a micro-blog on a scenario issue of your choice. Keep it to 140 characters or less (use the SMS Message Worksheet).

SMS Message Worksheet

Refer to the map during the activity.

Summary

Refer to Visual: 19

In this unit, we discussed:

- Media relations at the scene, including the needs of both the news media and the PIO
- The use of staging areas and media pools
- Where, when, and how to conduct news conferences at the scene

Student Manual	Preview Activity 6.1, so you know what to expect during the on-camera interviews in Unit 6.

Unit 5: Writing Skills Workshop

Unit Objectives

Refer to Visual: 1

- Describe different public information written products
- Apply effective news release writing guidance
- Adapt or repurpose written media products for social media

Types of Written Products

Refer to Visual: 2

- External Products – Materials produced for media and public consumption
- Internal Products – Materials produced for internal use only

Note	Review the two types of written products: • External Products • Internal Products

External Products

Refer to Visual: 3

- Statements
- News releases
- Fact sheets
- Media advisories
- Web and social media products
- Public Service Announcements
- Newsletter articles
- Brochures, fliers, and other handouts

Note

There are a number of external products used by the PIO, including:

- **Statement:** Used in lieu of a news release. Issued in print; less detailed than a press release. Good to use when you've received multiple media calls on the same topic.
- **News release:** Used when there is a factual report of an activity or incident of news value.
- **Fact sheet:** Used when you need to provide more detail than possible in a news release.
- **Media advisory:** Used to invite the media to an event or news conference. Provides basic information (what, where, when, and why); provides directions.
- **Talking points:** Used to prepare yourself or someone else for a telephone or broadcast interview. Written as sound bites—concise, simple to understand. For internal use only—not for distribution to the news media.
- **Web products:** An increasingly important avenue; includes Web pages, Blogs, and Tweets.
- **Public service announcements (PSAs):** Used when you want to enlist the cooperation of the electronic media in promoting an important message.
- **Newsletter articles:** Used to communicate within the organization or may be a feature in a newsletter that reaches another audience.
- **Brochures, fliers, and other handouts:** Used to provide background information to supplement a news release, provide photos or graphics, etc. Remember not to overwhelm the reporter with too much or extraneous information. Sometimes "less is more."

Each of these products has value in a public information program, but the news release is the most widely used by the PIO.

Internal Products

Refer to Visual: 4

- Key messages
- Talking points
- Other written products not meant for public consumption
  - Position papers
  - Operational/tactical backgrounders
  - “Back-pocket” information

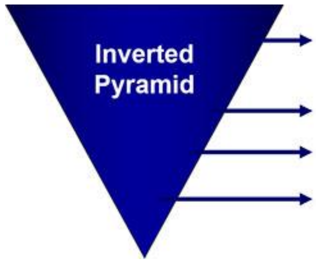
Note

Internal products are those drafted for internal use only, and include:

- Key messages.
- Talking points.
- Position papers, operational or tactical backgrounders, and back-pocket information. –
  - Back-pocket information refers to additional information available verbally only if someone asks for it.

News Releases

Refer to Visual: 5



Organize the facts. Open with a strong lead. Answer Who, What, When, Where, Why, and How questions.

- Most important facts
- Supporting facts
- Less important facts
- Background information

Social media add-ons

Note

Refer to the visual and tell the participants that a good news release:

- Says: Who, what, when, where, why and how; using accurate, factual information with attribution. Sometimes quotes can add value when used appropriately.
- And, says it using:
  - Clear, concise, easy-to-understand language. –
  - Simple sentences. –
  - Short paragraphs. –
  - The third person. –
  - No jargon and acronyms.

Make the point that jargon and acronyms can help us communicate internally, but can be real barriers to communicating with the public.

A news release is not a formal report one might file for an investigation. "At 0800 hours, unit 163 was dispatched on a signal 23 to 159 Normandy Avenue. Upon arrival conducted a 360 degree assessment and discovered a two story ordinary with fire on the "C" side" is not a proper news release format.

Review the steps for writing a news release:

1. Gather your facts.
2. Organize. A simple outline works for some, but not for others. Whatever tool you use, time spent organizing may seem like an extra step but will save time in the long run and produce a better product.
3. Develop your lead (strong opening sentence).
4. Identify the Who, What, When, Where, Why and How.
5. Put the most important information first: Use the inverted pyramid writing structure.
   - The lead sentence should summarize the key information you want to present.
   - The second sentence supports the lead, and includes any information you could not fit in the lead.
   - Prioritize each additional sentence and paragraph and write in declining order of importance. Include less important material near the end; this way, this information can be cut without impacting the story when column space or airtime is lacking.

Review the recommended format and style for news releases:

- Write in accepted journalistic style.
- Each sentence should be a declarative statement containing a fact in a subject-verb-object form.
- Attribute information. If the statement is coming from your organization, say so. If you are conveying information from another source—for example, the National Weather Service—use words such as: "According to the National Weather Service."
- Follow Associated Press (AP) style. The Associated Press Stylebook and Briefing on Media Law is available in university bookstores or online.
- Most reporters will rewrite your material, which is all the more reason it should be clear and concise and focus on facts.

Talking Points

Refer to Visual: 6

- Short, easy to understand statements that reinforce your key message
- Brief, one- or two-sentence answers to basic questions that might be asked
- Memorable statements that make your audience visualize your main point
- Quotable
- Written for the ear, not for the eye

Activity 5.1: Writing an External Product

Refer to Visual: 7

Instructions: Read news release assigned to your table and discuss the following:

- Delete any information that does not belong
- Reorder the information and edit as needed
- Rewrite in the appropriate style

Purpose: To apply basic news release writing guidance to sample products

Estimated Time: 20 minutes

Activity

Total Time for the Activity: 40 minutes

Purpose of the Activity: To apply basic news release writing guidance to written products.

Instructions:

Use resource materials available (i.e., dictionary, thesaurus, AP Stylebook).

Work in your table groups to edit a written product so that it fits its purpose and reflects good journalistic style.

- Turn to the sample written products in their Student Manual. Each table group will be assigned one written product.
- Work in your table groups to edit your assigned product by: –
    - Deleting any information that does not belong in the written product; –
    - Reordering the information, as needed; and –
    - Rewriting in the appropriate style.
- Be prepared to report out in 20 minutes. In your report, include: –
    - Which written product you edited; –
    - What information you deleted (if any); and –
    - How you rewrote the document (e.g., read aloud rewritten portions).

Written Product #1

Contact: J. R. Jordan Department of Emergency Mgmt. (800) 555-0321

NR #3 FOR IMMEDIATE RELEASE October 2, 2009

State Notified of Alert at Nuclear Power Station

CAPITAL CITY – The Columbia Department of Emergency Management has been notified by Municipal Power that an Alert was declared at a Nuclear Power Station today. The Alert notification ensures that emergency response personnel are available and on standby should the situation worsen.

As designated in the Columbia Radiological Emergency Response Plan, Annex Q, sections 15.a to 15.j (rev) and pursuant to State law, the Columbia Emergency Operations Center is being augmented with additional personnel trained in emergency response and local governments surrounding the plant have been notified and are on standby.

The affected power station—named Norton Station after the renowned physicist, Karl Norton—is located in the Smythson County.

Should the situation worsen, the Emergency Alert System (EAS) will be activated and people residing or working in Protective Action Zone 1 will be advised to stay indoors, with all doors and windows closed and air conditioners and fans turned off until otherwise notified. Information to help citizens determine the Protective Action Zone in which they reside or work can be found in the yellow pages section of area telephone directories.

At this time, there is no danger or cause for concern for people living near the nuclear facility or in other areas of the County, according to state officials.

# # #

Written Product #2

Contact: Pat Kelly

#31 FOR IMMEDIATE RELEASE July 21, 2009

Homestead Police Announce Holiday Program

The Homestead Police Department's mission is to protect and serve the people of Homestead. To that end, this year the department is reaching out to those in need to make the holidays a little brighter. This includes working with Project Head Start to bring Santa to the classroom and the popular "Shop-With-A-Cop" program.

Shop-With-A-Cop pairs police personnel with Head Start students for a holiday shopping trip. Merchants provide a selection of discounted gifts, which are paid for through the Police Community Association (PCA). Each child gets to pick up to five gifts for their friends and family members.

Members of the news media can take advantage of photo opportunities by calling 800-555-9887.

# # #

Written Product #3

Contact: CDEM Public Affairs (800) 555-6793

Saturday, December 12, 2009

Stay safe from chemical spills and terrorist attacks

CAPITAL CITY – The Columbia Department of Emergency Management (CDEM) urges citizens to stay away from exit 9b on the cross-state Turnpike to avoid injury or death from a potentially dangerous chemical spill. Chemical agents can include poisonous gases, liquids, or solids that have toxic and lethal effects on victims. Do not attempt to rescue a victim of a chemical attack—you may become a victim yourself, say experts. \

If you are **at home** when officials indicate **evacuatio**n is necessary:

- Gather emergency supplies of food, clothing and water.
- If you are instructed to do so by local authorities, turn off all utilities at the main switch and close the main gas valve.
- Secure your dwelling by closing and locking windows and doors.
- Make arrangements for your pets. Public shelters may not allow pets.
- As soon as you are ordered to evacuate, do so promptly.
- Tell someone outside of the area where you are going.
- Follow recommended evacuation routes—shortcuts may be blocked.

If you are **at work** when officials indicate **evacuation** is necessary:

- Listen to your radio for guidance on protective actions.
- Follow your employer’s instructions to shelter in place or evacuate.

Written Product #4

News Release

FOR IMMEDIATE RELEASE

Contact: Dana Jordan (800) 555-0321 October 9, 2009

Dinwoody Police Officers Discover Marijuana

Dinwoody Police Officers looking for a lost child in the ten-mile area surrounding Wood Lake discovered marijuana plants growing in the St. John Botanical Gardens.

The plants were well disguised by thick plantings of bamboo and other Asian plants. The child had been separated from its parents who were visiting the Botanical Gardens. They were reunited at the visitor center.

The Officers and agents from DEA eradicated over 200 marijuana plants with an estimated street value of $65,000. The discovery is one of the largest seizures of live marijuana plants in the State this year.

The parents of the lost child were not available for comment.

-30-

Written Product #5

FOR IMMEDIATE RELEASE Contact: Jay Moore, PIO, NPEM

News Release #5-2009 24/7: 800-555-9966

Volunteer Sandbaggers Needed

NORTH PLAINVIEW, Columbia—Volunteers have started a sandbagging operation in North Plainview in an attempt to seal off the water from flowing under the railroad tracks that run parallel along Highway 97 between Main and Cherry Streets in North Plainview. Emergency Management needs about 2,000 sandbags for the levees in Plainview County should the water begin to overflow.

Due to mudslides, several roads have been closed in Plainview and traffic is being diverted. The City of North Plainview experienced extremely heavy rains over the past 5 days, resulting in flash flooding on the East side of town.

Currently, we are asking for volunteers to fill sandbags in anticipation of the rising Columbia River.

###

Written Product #6

Contact: Jan Morrison (800) 555-1234

NR #18 FOR IMMEDIATE RELEASE August 19, 2009

Media Advisory

(Not for Publication)

MEDIA BRIEFING SCHEDULED

GREENVILLE, Columbia – State Coordinator Casey Morton will hold a news conference at 6 p.m., Sunday, September 24, at the Greenville Emergency Operations Center to brief the media on the latest developments in the ongoing response to Hurricane Horatio. CDOT, CDH, and ARC will also attend the briefing.

The Columbia Department of Emergency Management (CDEM) has opened the Joint Information Center to provide people with updates on the hurricane response and information on disaster assistance. The phone number is (800) 555-1234.

CDEM requests that media representatives present identification at the entrance to the briefing.

Future briefings will be announced on a timely basis and as conditions warrant.

# # #

Approval Process

Refer to Visual: 8

Approval process for news releases:

- Helps ensure information going out is accurate, up to date and complete
- Documents the process; tracks what went out, when and who approved
- Keep the information focused on a single topic for faster approval

Note

Approval processes for news releases will vary depending upon the organization and the incident, but the purposes remain the same:

- To ensure the information going out is accurate, up to date, and complete;
- To facilitate coordination with other response agencies; and
- To document and track what has gone out.

Dissemination Process

Refer to Visual: 9

Identifying the channels:

- Target media—creating and maintaining the list
- Social media handles

Creating the system:

- High-tech and low-tech
- Backup systems Updates

Note

The next process is dissemination—getting the message out—and the first step is identifying the channels you will use.

Tracking Process

Refer to Visual: 10

What is coming in?

- Information (including media monitoring and analysis)
- Requests (internal and external audiences)

What is going out?

- News releases
- Briefings and interviews

How do you track efficiently?

What records do you keep?

Writing for the Web

Refer to Visual: 11

- Web sites
- Social networks
- Blogs
- Micro-blogs
- Short-format video scripts

Note

Websites: Web readers actually scan the web for information, and do not have the patience to read long sentences or long paragraphs. Chunk information so readers find what they need quickly. Also, keep your website up to date. Users will stop visiting websites that contain outdated information. Include a quick turn-around update procedure in your planning. Having agreements in place with your web master before an incident will help you in keeping reporters and the public informed with the latest information available. Additional information on writing for the Web is included later in this unit.

Blogs: Blogs have to sound informal, like a real person talking directly to acquaintances, not like a government bureaucrat. If they sound official, they lose credibility. You don't talk like that in a personal conversation—and that's what a blog is.

Microblogs: A microblog differs from a traditional blog in that its content is typically smaller in both actual and aggregated file size. Twitter is an example of a microblog. It is a way for reporters to keep track of your breaking news without having to be on a computer reading their email. Make it less than 140 characters. That leaves room for others to pass them along with their own comment added.

Social network updates: Write updates that are direct, informative, and will make your audience want to know more. Make sure you have links back to your website.

How People Read on the Web

Refer to Visual: 12

- 79% scanned, only 16% read
- Screen reading is up to 25% slower
- Numerals stop the wandering eye
- People scan in an “F” pattern
- Readers are impatient; you have 3 seconds to hook them
- People like chunks of information

Note

According to Web usability studies:

- Some 79 percent of users always scanned any new page they came across; only 16 percent read word-by-word.
- Reading on a screen takes longer than a printed page. Some studies have shown that reading on a monitor is up to 25% slower than reading on a page.
- Numerals often stop the wandering eye and attract fixations, even when they're embedded within a mass of words that users otherwise ignore.
- People scan Web pages in an "F" pattern: two horizontal stripes followed by a vertical stripe.
- Readers are impatient. You have three seconds or less to encourage people to read more.
- People like chunks if information– stand-alone blocks of text of about 100 words or less.
- We don't like to scroll. We're getting more accepting of it, but we don't really like it.

Headlines, page titles, and subject lines are often displayed out of context as part of a list of articles or search engine results.

Reading on a computer screen is hard; reading on a small handheld device is even harder. As a result, people don't really ***read*** on a screen – they ***scan.***

The vast majority of us have been trained to read on the printed page. We hold it in our hand, adjust the page to maximize our comfort when reading, and mostly scan across pages from left to right following the text. As a new generation gets exposed to technology much earlier in life, this behavior is also changing.

People read printed materials in a linear fashion and rely on **"hypotaxis"**—a linear grammatical linking of one idea to another—to create meaning for us.

When people read on a screen it's often in a behavior of **hunting for information** where they scan the screen for what they want. Our **eyes jump** from section to section and we rely on **"parataxis"**—short, simple sentences or ideas that stand alone—to find the information.

Strategies for Web Writing

Refer to Visual: 13

- Highlight keywords
- Create subheadings
- Bulleted lists
- Use 123 digits
- One idea per paragraph
- Inverted pyramid still applies
- Cut word count by half

Note

Web readers actually scan (instead of read) the Web for information, and do not have the patience to read long sentences or long paragraphs. All through our lifetime, we have been instructed on how to write a story. And while many principles still apply (clarity) others are not effective when writing for the Web.

When writing for the web, create “scannable” content that makes finding key information easy for the reader:

- Highlight keywords (hypertext links, typeface variations, different color) .
- Create meaningful sub-headings.
- Use bulleted lists (a bulleted list becomes a chunk).
- Include numbers where appropriate—digits enhance the “scanability” of content—but spell out numbers that don’t represent facts.
- Use one idea per paragraph (if the first few words don’t grab the reader’s attention they will skip it).
- Write content in the inverted pyramid style, starting with the conclusion.
- Cut your word count to half (or less) than conventional writing.

Cut extraneous information out of your copy.

Web expert Jakob Nielsen coined the term “blah-blah text” for a block of words that Web users typically skip when they arrive at a page. People’s eyes go directly to more actionable content, such as services, bulleted lists, or links.

- Brevity is best.
- Space is at a premium.
- Make every word count: –
    - Place most useful info at top. –
    - Break up text into chunks. –
    - Keep sentences and paragraphs short. –
    - Create narrow, bulleted lists. –
    - Eliminate white space.

The bottom line is to keep it simple, concise, and focus on answering two questions:

- **What?** (What will the reader find on this page—i.e., what's its function?)
- **Why?** (Why should they care—i.e., what's in it for them?)

Growth of Social Media

Refer to Visual: 14

“You are what you share.”

— Charles W. Leadbeater, We Think: The Power Of Mass Creativity

“These days, social media waits for no one. If you’re LATE for the party, you’ll probably be covered by all the noise and you might not be able to get your voice across. It could only mean that if you want to be heard by the crowd, you have to be fast; and on social media, that means you have to be REALLY fast.”

— Aaron Lee, @askaaronlee

What's Next?

Refer to Visual: 15

Note	This is a small representation of how social media looks today. Social media will continue to evolve, but the basic crisis communication premises of clarity, brevity and timeliness will not.

Changes in Media and Public Information

Refer to Visual: 16

Traditional Media

- One way communication
- Press release
- Passive audience

Social Media

- 24-hour news cycle
- Media access everywhere
- Active audience

Social Media in EM

Refer to Visual: 17

- Decentralized and non-hierarchical
- Usually immediate and available globally
- Multi-channel
- Multiple sources

Note

Social media is different in that it changes media communication for emergency management in some key ways:

- **It is decentralized and non-hierarchical.** Not controlled by one or more entities. Anyone with access (any Web enabled device, e.g. basic computer, phone) and minimal skills can post and view.
- **It is usually immediate and available globally.** What is publicly posted can be viewed immediately and by all, including those throughout the world.
- **Multi-channel (two or more ways), multivariate and multimodal.** Multi-channel (two-way or more) posts can go out to a number of different services at one time. Posting on Twitter, Facebook, and to a blogpost all at once is not unusual. Media are multivariate as the way and the volume of the content posted may differ depending on the medium. A Facebook and Twitter post differ by the number of characters, the way they are displayed, and how the recipient receives them. Also, they may differ in the number of people who receive the message and the number of times it may be repeated, through “re-tweets,” linking, and reposts. Multimodal media can consist of text, pictures, video or a combination thereof, and can be edited and reformulated with little control over how it might be presented.
- **The public obtains its news from multiple sources and contributes to the media discourse.** The public now obtains its news and information from multiple sources (TV, radio, and the Web) and chooses what, when, and how it wants it. In some ways, this can be viewed not as broadcasting, but as micro-channels.

Social Media Training Resources

Refer to Visual: 18

Independent Study Course:

- Social Media in Emergency Management
- Independent Study courses training.fema.gov/is/
- Select IS-42

Check your state and local training resources for additional social media training

Note

Independent Study course:

- Go to the EMI Independent Study courses http://training.fema.gov/is/
- Search for IS-24, Social Media in Emergency Management.
- Take the free, online training course at your own pace.

Resident course:

- PER-304 Social Media for Natural Disaster Response and Recovery. Information available through your state emergency management training office, or enter the search term PER-304 social media on your favorite search engine.

Check your state and local training offices for additional resources.

Activity 5.2: Make it Social

Refer to Visual: 19

Instructions: In your table group, review the news release assigned to your table and write:

- 1 Tweet
- 1 Facebook entry
- 1 idea for YouTube

Purpose: To adapt or repurpose traditional media products into Social Media entries

Estimated Time: 15 minutes

Activity

Total Time for the Activity: 30 minutes

Purpose of the Activity: To adapt or repurpose traditional media products into Social Media entries.

Instructions:

- You will work in table groups for this activity. Review a news release and write one each of the following: –
  - 1 Tweet –
  - 1 Facebook entry –
  - 1 idea for YouTube
- You have 15 minutes for this activity.
- If you are short on time, you can divide this work amongst the table, then get together to review it before reporting your work.

Basics Concepts Do Not Change

Refer to Visual: 20

Traditional or social media, the questions remain the same:

- Why are you communicating?
- Who are you trying to reach?
- What will you say?
- How will you say it?

Note

- Basic concepts in information management do not change with the inclusion of social media tools. You still need to answer the basic questions: –
    - Why are you communicating? (Your objective) –
    - Who are you trying to reach? (Your audience) –
    - What will you say and how will you say it? (Your medium)
- Ultimately, new communication technology is all about speed. There is an expectation from the public that their government agencies will not only be transparent and responsive, but that the response must be customized to the incident and as rapid as the flow of electrons.
- People have an expectation of being engaged and involved and they don't want to wait for it. By establishing a presence in the Web 2.0 world and knowing how to use the tools to communicate official information from your agency, you can help to shape the perception of the event along with possibly providing important life-saving information to those who need it.
- Remember: It's all about getting the right information to the right people at the right time so they can make the right decisions.

Bottom Line: Communicate!

Refer to Visual: 21

- In a crisis, getting the right information to the right people at the right time is more important than catching a dangling participle
- Create simple, easy-to-use systems to get information products approved and out the door

Unit Summary

Refer to Visual: 22

In this unit, we discussed:

- Internal and external written products
- News release writing, approval and dissemination process
- Writing for the web
- Social media in emergency management

Unit 6: Interview Skills

Unit 6 Interview Skills

Refer to Visual: 1

Unit Objectives

Refer to Visual: 2

At the end of this unit, you will be able to:

- Describe what types of impressions specific body language might convey during an interview
- Identify elements of an interview the PIO should consider ahead of time
- Identify steps a PIO needs to take to prepare for and conduct a news interview
- Demonstrate effective techniques for on-camera interviews

The Basics

Refer to Visual: 3

Objective

Why are you communicating?

- Educate?
- Persuade?
- Call to action?

Audience

Who are you trying to reach?

- What do they already know?
- What is their perception?

Message

What will you say? How will you say it?

- What words and medium?

Note

The concepts discussed are relevant whether you are preparing to be interviewed yourself or whether you are preparing someone else—for example, the Police Chief—to be interviewed.

Preparation starts by asking yourself some basic questions:

- Why are you communicating? Is your objective to: –
    - Educate? (e.g., explain that a new flu virus is going around) –
    - Persuade? (e.g., encourage people to support a clothing drive for the homeless) –
    - Call to action? (e.g., get people to evacuate before a hurricane strikes) –
    - Damage control—to get in front of misinformation or rumors—is also a reason for communicating.
- Who are you trying to reach? Is your audience: –
    - Already knowledgeable on the topic? –
    - Biased (or holding preconceived notions) on the topic?
- Given your objective and your audience, what is your message? In other words: –
    - What will you say? How will you say it?

Determining the Objective

Refer to Visual: 4

When a reporter asks for an interview, who determines the objective?

Understanding the Audience

Refer to Visual: 5

Before you reach your target audience, you first need to reach the news media.

Does the reporter:

- Understand your department or program?
- Have a track record (good or bad)?
- Have a bias or “agenda”?

Does the target audience:

- Have an opinion of your department?
- Understand the topic?
- Have perceptions to address?

Developing the Message

Refer to Visual: 6

Given the audience, what will you say to achieve your objective?

Given the medium, how will you convey the message?

Note

There are two questions that should be considered when developing the message.

- Given the audience, what will you say to achieve your objective?
- Given the medium, how will you convey the message?

Preparing for the Interview

Refer to Visu

Note

Now that you've taken care of the basics—objective, audience and message, you are ready to prepare for the interview using the following steps:

STEP 1: Understand the request and anticipate questions.

- This may seem obvious, but sometimes a request is slightly off-target or the reporter doesn't have enough data to know what to ask for. The better you understand his or her interest, the better the interview for you and the reporter. If you are unsure, ask for clarification.
- There is a difference between asking "What are you going to ask me?" and "Tell me what your interest is so I can have the right person participate in the interview." Don't ask the former; do ask the latter.
- Also, think about what questions you should expect and be prepared to answer them.

STEP 2: Develop talking points that convey your message. Please note that this step is covered more thoroughly in G289.

- Once you know what you want to say, how can you express it in a sound bite that is clear, concise and memorable?
- Get in the habit of writing down the sound bite; practice saying it out loud.
- Keep it simple. Write down a few ways of emphasizing the main message without sounding like you are repeating.

STEP 3: Practice, or, if you are not the person who is going to speak for the organization, prep the spokesperson.

- Even a few minutes of practice can make a big difference in how well you do in an interview.
- When you practice, make sure you are thinking and talking in 10- to 15-second sound bites.
- If you are not the spokesperson, prep the spokesperson by providing talking points and perhaps playing the role of the reporter in a practice interview.

STEP 4: Last, but not least: Update your facts. Make sure you have the latest information.

In the Real World . . .

Refer to Visual: 8

- Time after time, after- action reports have pointed to lack of “size-up” as a reason for a tragedy on an emergency scene
- Lack of a size-up before an interview can have nearly as tragic a result

"Your Actions Speak So Loudly . . .

Refer to Visual: 9

. . . I can not hear what you are saying." Ralph Waldo Emerson

Note

When preparing for an interview, or just when working with the public, it is important to understand how body language is interpreted by others.

Demonstrate by saying: "I am so excited to be instructing this course today," but show boredom or something else.

Then ask for volunteers and have each volunteer read one of their talking points, or the unit objectives, to demonstrate a behavior using only body language, (not using any words); or better yet, have them all give the same statement, but have each person demonstrate one of the following:

- Nervousness
- Deceitfulness
- Callousness/arrogance
- Boredom
- Lying
- Lack of knowledge

If you have no volunteers, or need to condense this section, you can use the slide above and ask participants to identify the body language on each image.

Nonverbal Communication Tips

Refer to Visual: 10

Pay attention to:

- Eye contact
- Voice
- Expression
- Body position
- Gestures Movement
- Attire

Note

Any interview can be improved by paying attention to nonverbal communication:

- **Eye contact:** ALWAYS look at the reporter, not the camera. Avoid looking down. Avoid rolling your eyes or looking up to the sky.
- **Voice:** Speak clearly and modulate your voice by varying tone and volume. Slow down for emphasis when making important points. Pause to gather your thoughts rather than use fillers like “er,” “um,” or “you know.”
- **Expression:** Appear attentive. Show emotion as appropriate (sincerity). Assume that the camera is always on. Even if your words are not being taped, your facial expression will be conveying a message. Make sure it is the message you want to convey.
- **Body position:** Stand straight and align your body with the interviewer. In some instances the camera operator may -position you for the shot. Be aware of what’s being photographed in the background. Always be aware of scene safety for both you and the reporter.
- **Gestures:** Use natural, but not “big” gestures. Keep your hands away from your face Don’t cross your arms, raise your eyebrows, or shrug your shoulders. Avoid jerky movements.
- **Movement:** If standing, do not lock your knees, but don’t sway or bounce either. Don’t jingle jewelry or change in pockets. If sitting, don’t jiggle legs or spin or rock in the chair. Sit on your coat tail to keep your jacket from riding up.
- **Attire/Dress:** Consider your audience, market, and communication channel when dressing for an interview. In general, you don’t want your appearance to be “louder” than your message. –
    - Wear your uniform or neat, conservative attire if non-uniformed. –
    - Avoid bright whites, stripes, plaids, and complicated patterns. –
    - Remove dark glasses/sunglasses. –
    - Know your agency’s policy on showing your badge in public; some agencies discourage it to minimize fraudulent duplication. –
    - Remove hat to avoid shadows on your face. –
    - Remove distracting, overly shiny, or noisy jewelry (includes body piercings). –
    - Consider covering tattoos and minimizing body piercing jewelry. –
    - If something in your appearance significantly detracts from your message, get rid of it or fix it.
- Digital, High-definition (HD) and Web: –
    - Digital and HD television is high quality and not only shows imperfections in clothing, but also has problems with certain colors (e.g., bright colors may cause problems with color balance and/or appear too vivid on some broadcasts). DOT ANSI (American National Standard for High Visibility) vests are

“Owning” the Interview

Refer to Visual: 11

Techniques that help the PIO better manage the interview interaction include:

- Bridging
- Paraphrasing
- Alternatives to “No Comment”
- Reversing a negative

Transitional Phrases or "Bridging"

Refer to Visual: 12

- "What is most important is ..."
- "What we should focus on is ..."
- "What the public should know is ..."
- "The point (or goal) is ..."
- "I don't know, but what I can tell you is…"

Note	• In some interviews you may find that you are not provided with the right question to present your message. You can bring the focus back by building a bridge between the question and your message. • Transitional phrases are tools that help you build such a bridge, and put the interview back on track to your talking points and main message.

Paraphrasing

Refer to Visual: 13

Question: “What is your goal with this new initiative?”

Answers: “Our goal with this new initiative is...” “What we want to accomplish with this new initiative is...”

Paraphrasing means repeating or restating the question in your own words.

Alternatives to "No Comment"

Refer to Visual: 14

1. "The matter is under investigation and that information is not available at this time."
2. "We will provide updates as more information becomes available."
3. "Let me put you in contact with someone who is better able to answer that question."
4. "Those details are covered by the Privacy Act and I cannot discuss them, but I can give you this general information . . ."

Note

When you can't answer a question, make sure the response you give is suited to the situation, is truthful, and is as forthcoming as possible.

The visual displays some options to "no comment."

- The first two options are suitable when you are dealing with an unfolding situation. Do not promise updates, however, unless you plan to provide them.
- If you cannot answer a question but someone else can, the third response is appropriate. Make sure you follow up and connect the reporter with the appropriate spokesperson or say that you are unable to do so.
- The fourth response is a good option when you are restricted from providing some information but you can offer general information that conveys your key message.
- Have several planned responses. "What I can share is…." Or "What we do know is…"

Reversing a Negative

Refer to Visual: 15

Question: “Your efforts to reduce our crime rate have been ineffective; how can you say we are a safer community today?”

WRONG Answer: “Our efforts are not ineffective because...”

BETTER Answers:

- “We are a safer community today because...”
- “Our efforts have been very effective in this way...”

Note

Reversing a negative:

- Never start an answer by repeating a reporter’s negative question. If you do, they will have you on tape reinforcing the statement, even if you clarify your message immediately afterwards (they may edit your clarification out of the final piece and show only the negative statement).
- Remember, if you don’t say it, they don’t have it on tape.
- Try to stay positive in your response. You have a message. Use it.

Hostile Interviews

Refer to Visual: 16

Hostile interviewers are those who:

- Interrupt your answers
- Shoot rapid-fire questions
- Demand an answer
- Put words in your mouth
- Try to create the answer they want by misquoting you

Note

No matter how hostile the interview turns, you should never lose your cool.

If a reporter:

- Interrupts you: Be polite but assertive; you may also finish your point in the next question by bridging.
- Misquotes you or puts words in your mouth: Restate your answer or message and correct the mistakes.
- Shoots rapid-fire questions: Pick one or two questions you feel comfortable with, answer them, and ignore the rest. Emphasize your message.
- Demands an answer to something you don't know: Stick to your response. For example: "That information is not available at this time." or "Let me get back to you with more information."

Mental Checklist

Refer to Visual: 17

- Know what you want to say
- Know what you DON'T want to talk about
- Think about the audience and the medium
- Gather your information (quick issue update)
- Practice sound bites
- Take a deep breath and relax

What Can You Do Now?

Refer to Visual: 18

In this unit, we discussed:

- Body language that can convey good or bad impressions during an interview
- Techniques to improve on-camera interviews
- Journalistic style used for news releases

What can you do now to continue developing your capabilities in these areas?

Activity 6.1: On-Camera Interviews

Refer to Visual: 19

Purpose: To practice on-camera performance Instructions:

- Write talking points on a subject you are familiar with, or use the information in your Student Manual
- Practice delivery with a partner
- Be ready to give a television interview
- Your instructor will act as the reporter and will provide feedback on your performance

Activity

Total Time: 60 minutes

Materials

- At least two video cameras or mobile recording devices on a tripod. Set up each camera in separate break-out rooms. If you don’t have tripods, ask students or other staff available to act as videographers by holding the camera during the interviews.
- At least two instructors to act as reporters.

Instructions

- Select a topic you are familiar with and write talking points for your interview. Most participants choose a public awareness campaign they are familiar with, an event they want to promote or a recent emergency or incident operation they participated in.
- If you cannot think of any topics, you may use the news release included in the Student Manual and draft your own talking points from the release for your interview.
- Practice your delivery. If you have time, ask a fellow participant to record you while you practice delivering the talking points, watch the recording and adjust your delivery as needed.
- The interview will follow this format: –
  - The reporter will ask you to say and spell your name and title. –
  - Then the reporter will ask you a basic question about your topic. This is your cue to start delivering your message. –
  - The reporter may ask you a series of follow-up questions. Be ready to answer both easy and tough questions. –
  - Demonstrate the interview techniques covered in the unit if needed. –
  - For the purposes of the activity, you can assume the interview you are giving is being taped for later broadcast; it is not live, unless you prefer it to be live. –
  - Your instructor will review the recording and give you feedback after your interview.

HEAR THE BEEP WHERE YOU SLEEP. EVERY BEDROOM NEEDS A WORKING SMOKE ALARM!

Location matters when it comes to your smoke alarm. That’s the message behind this year’s Fire Prevention Week campaign, “Hear the Beep Where You Sleep. Every Bedroom Needs a Working Smoke Alarm!”

Along with firefighters and safety advocates nationwide, (Your Fire Department) is joining forces with the nonprofit National Fire Protection Association (NFPA) during Fire Prevention Week, October 4-10, to remind local residents about the importance of having working smoke alarms in every bedroom, outside each sleeping area, and on every level of the home, including the basement.

"In a fire, seconds count," said (Your name, title). "Half of home fire deaths result from fires reported at night between 11 p.m. and 7 a.m. when most people are asleep. Home smoke alarms can alert people to a fire before it spreads, giving everyone enough time to get out."

According to the latest NFPA research, working smoke alarms cut the chance of dying in a fire in half. Meanwhile, three out of five fire deaths resulted from fires in homes with no smoke alarms or no working smoke alarms.

This year's Fire Prevention Week campaign includes the following smoke alarm messages:

- Install smoke alarms in every bedroom, outside each separate sleeping area and on every level of the home, including the basement.
- Interconnect all smoke alarms throughout the home. This way, when one sounds, they all do.
- Test alarms at least monthly by pushing the test button.
- Replace all smoke alarms when they are 10 years old or sooner if they don't respond properly.
- Make sure everyone in the home knows the sound of the smoke alarm and understands what to do when they hear it.
- If the smoke alarm sounds, get outside and stay outside. Go to your outside meeting place.
- Call the fire department from outside the home.

The (Your Town/City) Fire Department will be hosting activities (list specific events) during Fire Prevention Week to promote "Hear the Beep Where You Sleep. Every Bedroom Needs a Working Smoke Alarm!" Through these educational, family-oriented activities, residents can learn more about the importance of having a working smoke alarm in every bedroom.

To find out more about Fire Prevention Week programs and activities in (Your Town/City), please contact the (Your Town/City) Fire Department at (provide your phone number or appropriate contact information). To learn more about smoke alarms and "Hear the Beep Where You Sleep. Every Bedroom Needs a Working Smoke Alarm!" visit NFPA's Web site at www.firepreventionweek.org and Sparky's FPW Fire Safety for kids www.sparky.org/fpw.

Unit Summary

Refer to Visual: 20

In this unit, we discussed:

- Preparing for an on-camera interview during an incident
- The impression that different body language makes
- Elements of an interview the PIO should consider ahead of time

Unit 7: Wrap-Up Exercise

Unit 7: Wrap-Up Exercise

Refer to Visual: 1

Note	This unit will give you the opportunity to apply the public information concepts covered in this course.

Unit Objective

Refer to Visual: 2

At the end of this unit, you will be able to:

- Given an emergency scenario, apply public information skills.

Exercise: Emerald City Flooding

Refer to Visual: 3

Instructions: Working in your assigned group:

- Use the techniques discussed in this training to complete your assignment
- Complete the list of assignments
- There will be a mock press conference at the end of the exercise

You have 1 hour and 30 minutes.

Note

Purpose: To apply techniques discussed in this course to an emergency scenario

Estimated Time: 1 hour and 45 minutes with report out

Working in your assigned group:

- Use the techniques discussed in this training to complete the assignments below.
- Remember to organize the team, allocate resources, and divide the work.
- Use the Emerald City Flooding scenario in your Student Manual to make public information decisions.
- If you need clarification about the scenario, talk to one of the instructors.
- You have one hour and 30 minutes.

Each team is responsible for the following assignments:

1. **Hold an initial strategy meeting**
   - Assess the situation.
   - Set communication goals.
   - Identify audiences.
   - Complete a message outline for at least three main topics that support the communication goals. Each outline should include:
     - Main topic
     - Target audience
     - Three key messages
     - Three supporting messages for each key message
2. **Develop writing products**
   - Assign writers to draft the following materials:
     - One initial statement
     - One news release
     - At least three tweets
     - One additional social media product of your choice
     - Talking points for mock press conference speakers
3. **Organize and hold a mock news conference**
   - Coordinate a mock press conference.
   - Select and brief mock press conference spokespersons.
     - Make spokesperson selections from your team
     - Assign spokesperson roles (mayor, EM director, agency heads, PIO, etc.)
     - Write a list of likely media questions, including hot-button issues and potential pitfalls
     - Brief spokespersons on key messages, talking points, and interview techniques
     - Spokespersons should speak for one to two minutes during the mock press conference
   - Execute mock press conference.

Exercise Scenario

Refer to Visual: 4

- You are the PIO for Emerald City Emergency Management (ECEM).
- It has been raining for eight days, and flooding is expected.

Read the scenario details in your Student Manual

Note

The details of the scenario are as follows:

Scenario, Days 1-3

For the past three days it has been raining heavily in Emerald City, averaging 1.3 inches of rain each 24-hour period. Emerald City is located on the banks of the Rapid River and along Lake Emerald. The city has a history of being susceptible to floods and tornadoes.

In an effort to avoid some of the damage and loss of life caused by previous incidents, the newly elected mayor of Emerald City has taken an active interest in planning for and responding to these disasters.

Activities:

The EOC's planning unit has been tasked to work on a staffing plan.

Update, Day 7

At 1200 on August 4th, Emerald City Emergency Management is preparing for a response to a possible flood situation in the northwest quadrant of the city. It has now been raining heavily for the past 7 days, averaging 1.3 inches of rain each 24-hour period.

Residents are starting to ask questions about the rising river and lake levels and wondering if they will need to leave their homes.

Critical Issues as Identified by the Incident Commander:

- Provide for the safety of affected residents through warning, evacuation and sheltering.
- Monitor critical infrastructure for damage from rising floodwaters.
- Ensure that timely and accurate public information is disseminated.
- Continue to provide basic services such as clean water, electricity, and telephone service.
- Ensure the safety of all responders, citizens and the media.

Update, Day 8

The National Weather Service has just informed the County Emergency Management Office that the flooding is expected to crest at 1800 today. It is expected that this flood crest will cause flooding on the city's northwest quadrant.

Residents in the area north of the Tenth Street Bridge from Main Street on the east to Avenue A on the west are being asked to evacuate their homes in anticipation that the rising floodwaters may cut off access to and egress from their homes. Basement flooding to the first-floor level is anticipated. County Emergency Management is in contact with business owners in the industrial park to determine if any of their stored chemicals will be affected by the flooding, causing possible contamination downstream.

After receiving the report from the National Weather Service, Command determines that additional resources are needed for evacuation, sheltering, sandbagging, water level and chemical monitoring, traffic control, and scene security.

Several media trucks have arrived in the area to film the incident and ongoing operations. While the media are being staged at City Hall, the Staging Area Manager reports that press personnel are beginning to

Exercise Tasks

Refer to Visual: 5

- What did you learn in this course that you were able to use in the activity?
- What was the most challenging part of the activity?
- Based on this exercise, do you feel that as a PIO you are ready to handle a situation of a similar magnitude in your community? Do you have all the resources you need? What areas for improvement did the exercise expose?

Note

Exercise Review:

- What did you learn in this course that you were able to use in the activity?
- What was the most challenging part of the activity?
- What areas for improvement did the exercise expose?
- What additional public information skills do you want to explore?

Based on this exercise, do you feel that as a PIO, you are ready to handle a situation of a similar magnitude in your community? Do you have all the resources you need?

Unit Summary

Refer to Visual: 6

In this unit, we discussed:

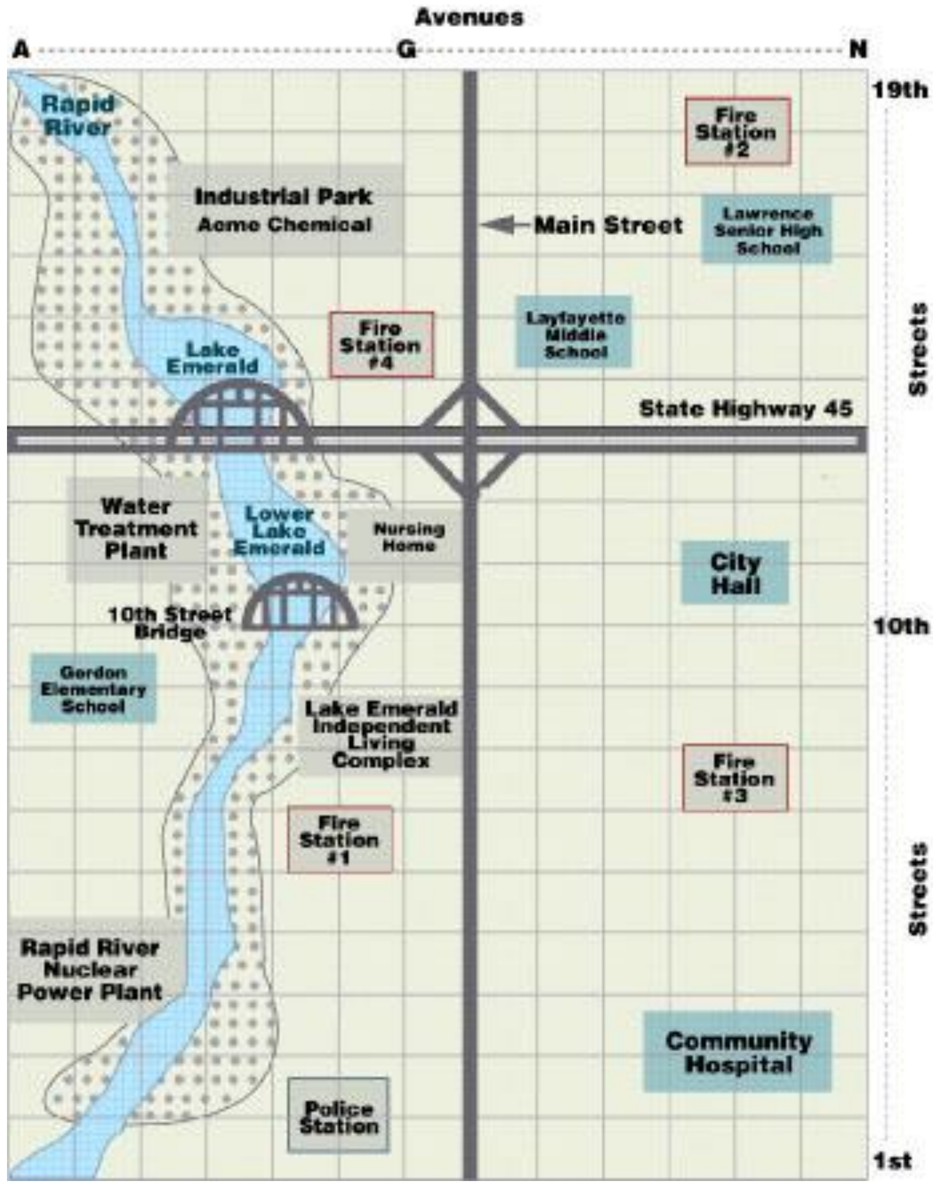
- How the tools and techniques discussed in this course could be applied to emergency public information activities

Scenario:

For the past three days, it has been raining heavily in Emerald City, averaging 1.3 inches of rain each 24-hour period. Emerald City is located on the banks of the Rapid River and along Lake Emerald. The city has a history of being susceptible to floods and tornadoes.

In an effort to avoid some of the damage and loss of life caused by previous incidents, the newly elected mayor of Emerald City has taken an active interest in planning for and responding to these disasters. The mayor has asked you to prepare a staffing plan for the response to anticipated flooding, in the event that the rains do not abate.

Map:



Scenario Update:

At 1200 on August 4th, Emerald City Emergency Management is preparing for a response to a possible flood situation in the northwest quadrant of the city. It has now been raining heavily for the past 7 days, averaging 1.3 inches of rain each 24-hour period.

Residents are starting to ask questions about the rising river and lake levels and wondering if they will need to leave their homes.

Resources:

Law Enforcement:

- Sheriff Department
  - (10) patrol units with 2 deputies
- Metropolis State Police
  - (2) patrol units with 2 State troopers

State Department of Transportation:

- Road Supervisor
  - (1) with pickup truck
- Maintenance Workers
  - (4) 2-person crews
- Programmable Road Signs
  - (2) mobile programmable road signs
- Dump Trucks
  - (8) single-axle dump trucks
- Backhoe
  - (2) wheeled backhoe/frontend loaders
- Excavator
  - (1) tracked hydraulic excavator with transport
- Bulldozer
  - (2) bulldozers (e.g., JD 650)

Fire Department:

- Fire Station #1
  - (2) Type 1 engines and 8 firefighters/EMTs
- Fire Stations #2 and #3
  - (2) Type 1 engines with 6 firefighters/EMTs
- Fire Station #4
  - (1) Special Response Unit and a 4-person Dive Team

Emergency Medical Services:

- Emerald City Rescue Squad
  - (2) Type 2 ambulances with 4 paramedics

Local Resources Alerted:

- American Red Cross
- Salvation Army

Critical Issues:

- Provide for the safety of affected residents through warning, evacuation, and sheltering.
- Monitor critical infrastructure for damage from rising floodwaters.
- Ensure that timely and accurate public information is disseminated.
- Continue to provide basic services such as clean water, electricity, and telephone service.
- Ensure the safety of all responders, citizens, and the media.

Scenario Update:

The National Weather Service has just informed the County Emergency Management Office that the flooding is expected to crest at 1800 today. It is expected that this flood crest will cause flooding as indicated on the projected floodplain map.

Residents in the area north of the Tenth Street Bridge from Main Street on the east to Avenue A on the west are being asked to evacuate their homes in anticipation that the rising floodwaters may cut off access to and egress from their homes. Basement flooding to the first-floor level is anticipated. This evacuation area extends north to 19th Street. County Emergency Management is in contact with business owners in the industrial park to determine if any of their stored chemicals will be affected by the flooding, causing possible contamination downstream.

Activities:

- The County Emergency Management Office has activated the Emergency Operations Center (EOC).
- The Incident Command Post (ICP), located at Fire Station #1 at Avenue F and 6th Street, requested an All-Hazard Incident Management Team (IMT) from the State.
- The Staging Area was established at Avenue I and 12th Street.
- The EOC has contacted the school bus service for buses and requested that the American Red Cross open a shelter for evacuees.
- The Department of Public Works has begun sandbagging and continues to monitor river levels.
- The EOC Manager has briefed the mayor and police chief. The police chief is concerned about the location of the ICP. Working with the Incident Commander, it was determined that a full Command Staff and General Staff are required by the next operations period.
- The next operational period will begin at 1800 hours.

Scenario Update:

The National Weather Service reports indicate continued rain for the Emerald City area and areas north of the city. The Rapid River is predicted to crest at 12 feet above flood level around 2100 hours this evening.

Public Works crews monitoring the flood levels report increased debris piling up on the 10th Street Bridge, and State highway engineers on the scene are recommending closing the bridge to all traffic due to its weakened condition. The Evacuation Group is reporting that homeowners north of 10th Street are beginning to move their families out of the area. The American Red Cross has opened two shelters, one at the Lawrence Senior High School and one at the Lafayette Middle School.

The Lake Emerald Nursing Home is attempting to move 55 patients from their skilled nursing care facility and is asking for assistance from Emerald City Emergency Medical Services, the Fire Department, and the Emerald City School Bus Company. Acme Chemical, located on Avenue G at 16th Street, is reporting first-floor flooding of their chemical processing plant. They are not reporting any chemical release but are closely monitoring their facility.

Resources are beginning to arrive at the Staging Area in the parking lot behind City Hall at Avenue L and 11th Street.

Several media trucks have arrived in the area to film the incident and ongoing operations. While the media are being staged at City Hall, the Staging Area Manager reports that press personnel are beginning to congregate in the Staging Area to film the resources located there.

Calls are coming from concerned citizens wondering about the safety of the municipal drinking water.

After receiving the report from the National Weather Service, Command determines that additional resources are needed for evacuation, sheltering, sandbagging, water level and chemical monitoring, traffic control, and scene security. Also, several media helicopters arrive in the area to film the incident and ongoing operations. Command has determined that the operational period will be 12 hours.

The next operational period will begin at 1800 tonight and end at 0600 August 5.

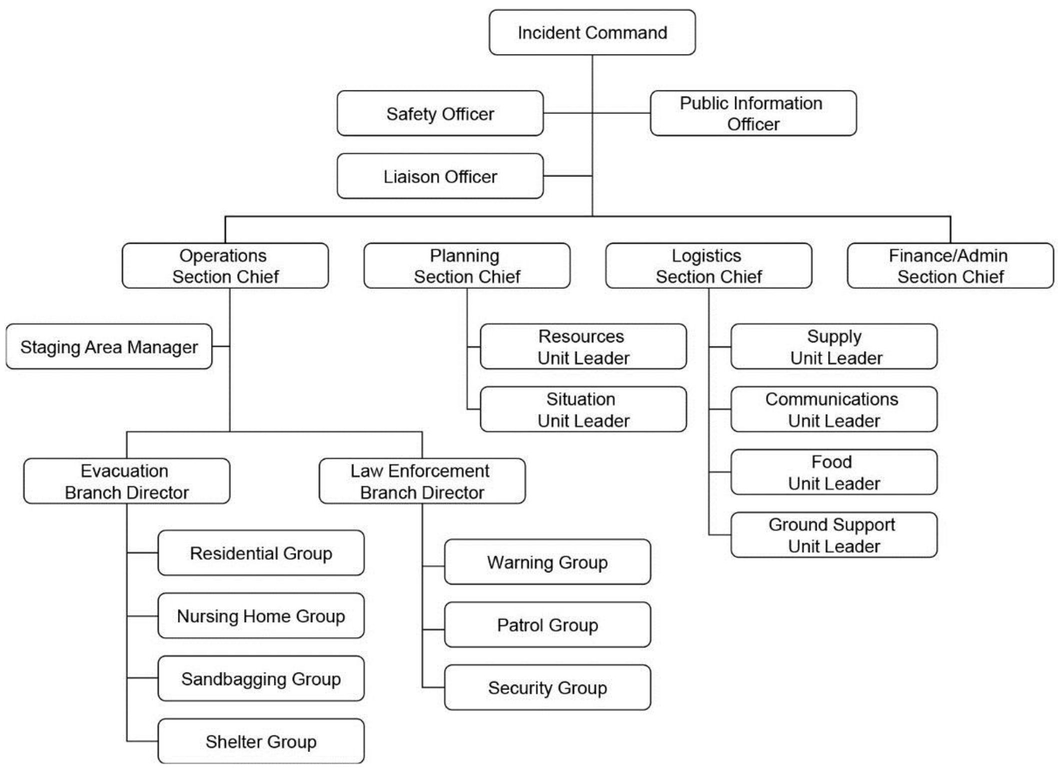
Critical Issues:

- Implement required safety measures to protect responding personnel and the public.
- Take measures to ensure the evacuation of all households in the projected flood area before the beginning of the next operational period.
- Implement temporary shelter plan to provide housing for all displaced residents prior to flooding.
- Evacuate and relocate nursing home residents before the onset of flooding.
- Monitor water intakes at the water treatment plant for chemical contamination until notified to cease operations.
- Provide timely and accurate weather and safety information to the public through the Joint Information Center.

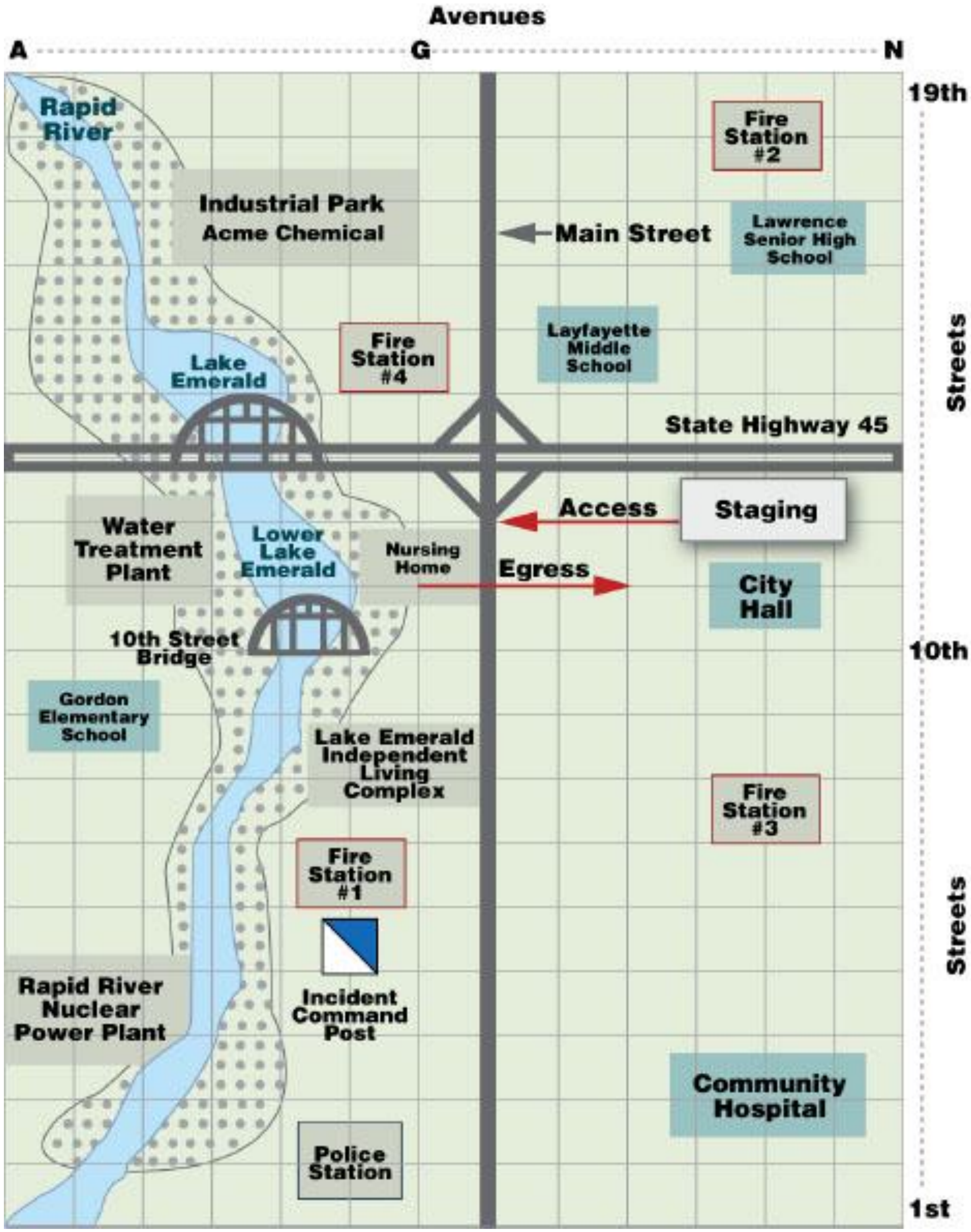
Organizational Structure for the Next Operational Period:

A hierarchical organizational structure for the Next Operational Period: Level 1: Incident Command Level 2: Safety Officer, Liaison Officer, and Public Information Officer Level 3: Operations Section Chief, Planning Section Chief, Logistics Section Chief, and

Finance/Admin Section Chief The Staging Area Manager reports to the Operations Section Chief. The Evacuation Branch Director and Law Enforcement Branch Director both report to the Staging Area Manager. The following groups report to the Evacuation Branch Director: Residential Group, Nursing Home Group, Sandbagging Group, and Shelter Group. The following groups report to the Law Enforcement Branch Director: Warning Group, Patrol Group, and Security Group. Resources Unit Leader and Situation Unit Leader report to the Planning Section Chief. Supply Unit Leader, Communications Unit Leader, Food Unit Leader, and Ground Support Unit Leader report to the Logistics Section Chief.



Incident Map:



Strategies/Tactics:

The nursing home has an emergency plan that calls for relocating patients to the Community Hospital. This plan utilizes the Emerald City Emergency Medical Services, the Fire Department, and the School Bus Company to transport patients from the nursing home to the hospital. The American Red Cross, in collaboration with the Salvation Army, will manage the shelters and provide food for displaced residents.

The Public Works Department, along with the Health Department, will monitor the water intake at the Water Treatment Plant for signs of chemical contamination. Additional crews will monitor water levels at strategic points in the flood area, including but not limited to Gordon Elementary School, the Rapid River Nuclear Power Plant, Fire Station #1, and the Police Station. The city engineer, along with representatives from the State Highway Department, will monitor the structural integrity of the 10th Street Bridge. Public Works crews will place sandbags to protect the water treatment plant. Individual homeowners will be able to get free sandbags and sand from the Public Works Department by calling the Public Works Department’s 24-hour number.

Resources Ordered After Initial Assessment:

6. Resources Summary

Resources Ordered	Resource Identification	ETA	On Scene	Location/Assignment
Police/marked vehicles (8)	EC-10, EC-12, EC-22, EC-2, EC-3, EC-4, EC-5, EC-6		X	Routine patrol
Mutual Aid Police Units (10)		2000		
HazMat Team	CC/LC Hazmat 1		X	Staging
State HazMat Team		2300		
State All-Hazards Incident Management Team (Type 3)		0600		
School Buses (10)		1500		
Engines (3)	ECFR Engines 3, 2, & 4		X	Residential Division

Resources Ordered	Resource Identification	ETA	On Scene	Location/Assignment
Trucks (2)	ECFR Truck 10 & 11		X	Nursing Home Division
Front Loaders (2)			X	Sandbagging Group, City gravel pit
Pickup trucks (4)			X	Sandbagging Group, City gravel pit
Dump trucks (4)			X	Sandbagging Group, City gravel pit
Pickup trucks (2)			X	Sandbagging Group, City gravel pit
American Red Cross Canteen		1800		

Scenario Update:

- Develop and implement a demobilization plan to ensure that surplus personnel and equipment are released in a timely manner.It is now August 7th, at 0700 hours, 2 days after the river has crested. The river levels are steadily receding and residential property owners are anxious and attempting to return to their properties in the area north of the 10th Street Bridge.

- City officials have asked the City Building Inspection Department to inspect evacuated homes for safety and structural integrity before allowing residents to move back in.
- Crews from the Emerald City Gas & Light Company are assisting City Building Inspection crews.
- The 10th Street Bridge remains closed to traffic pending a complete inspection by State highway engineers. The State Highway Department is doing a thorough inspection of the 10th Street Bridge. Drinking water qualities are being monitored and cleanup and damage assessment activities are beginning.
- The American Red Cross and Salvation Army report very few evacuees remain in their shelters and will be closing their shelters on August 8th. They will continue to provide meals for disaster workers and displaced residents.
- Representatives from State Emergency Management are beginning the damage assessment process to determine whether there is a need to request a Presidential disaster declaration for Emerald City.
- Emerald City Health Department personnel, along with representatives from the County and the State Health Departments, are monitoring the water intakes and the city drinking water for any signs of contamination. Nothing significant has been noted so far. The County Health Department is also monitoring private wells in the area north of the city as requested by the landowners.
- The Lake Emerald Nursing Home reports that water has receded from their building and they are beginning cleanup procedures. They expect to finish their cleanup, including mandatory inspections by the State Health Department, within a week to 10 days.
- Because the activities are shifting from response to recovery, the mayor of Emerald City has asked the IC to prepare to demobilize and transfer command of the incident to a Unified Command consisting of Emergency Management, the Emerald City Health Department, and the Emerald City Department of Public Works.
- The newly formed Unified Command will focus on restoring essential services, providing a safe re-entry for displaced residents, and completing a thorough damage assessment.
- The transfer of command will take place at 1800 hours on August 7th.

New Incident Objectives:

- Incident Command determined that the incident priorities will now be restructured to focus on restoration of services, re-entry, and recovery rather than response. The incident objectives include:
- Publish information regarding hazards and how to avoid them for the returning evacuees by 0700 on August 8th.
- Conduct water sampling to determine the extent of chemical contamination. The target completion for all samples is within 48 hours.
- Begin conducting inspections by 0700 on August 8th to ensure the structural integrity and safety of buildings affected by the flood. All inspections must be completed before evacuees are allowed to return home.

- Develop and implement a demobilization plan to ensure that surplus personnel and equipment are released in a timely manner.

Unit 8: Course Summary

Unit 8: Course Summary

Refer to Visual: 1

Objectives

Refer to Visual: 2

At the end of this unit, you will be able to:

- Recall course key points
- Complete a course post-test

Did We Meet Our Course Goal to…?

Refer to Visual: 3

- Equip participants with the basic skills to be full- or part-time PIOs by:
  - applying oral and written communications skills
  - understanding and working with the media
  - applying a strategic communications model
  - exploring social media tools in emergency management
- Prepare participants for training to further develop their public information skills

Test

Refer to Visual: 4

- Complete the post-course test
- You have 15 minutes

Purpose: To assess knowledge gained through this training

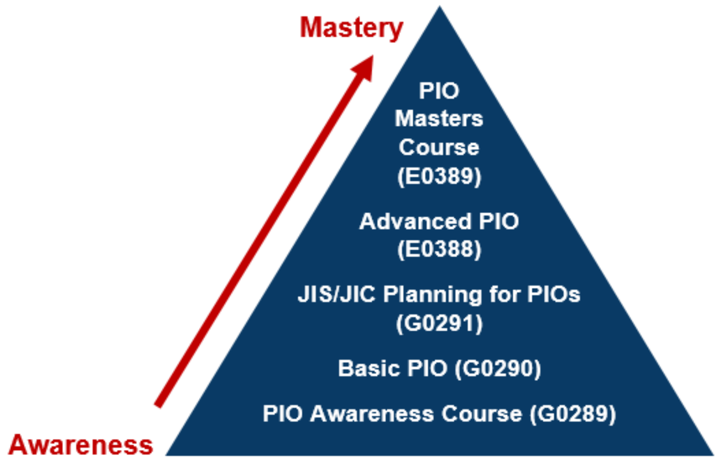
Estimated Time: 15 minutes

Instructions:

- Take the post-course test. This is an individual effort.
- You have 15 minutes.

Continuing Your Development

Refer to Visual: 5



What will you do to continue your professional development?

Note

You can continue your professional development by progressing through the *Public Information Training Series* curriculum, including:

- G0290: Basic Public Information Officer
- G0291: JIS/JIC Planning for PIOs
- E0388: Advanced PIO
- E0389: PIO Masters Course

The instructor can tell you how to apply for admittance to these courses.

You can also expand your knowledge of public information and emergency management by completing FEMA Independent Study (IS) courses. IS courses are free, and available on line at www.training.fema.gov/is. Here is a sample list of the courses available:

- IS-100.b: Introduction to Incident Command System (or ICS course for specific specialty: healthcare, public works, etc.)
- IS-702.a: NIMS Public Information Systems
- IS-909: Community Preparedness: Implementing Simple Activities for Everyone
- IS- 42 Social Media in Emergency Management
- IS-100.b Introduction to Incident Command System (ICS) (or ICS course for specific specialty: healthcare, public works, etc.)
- IS-200.b ICS for Single Resources and Initial Action Incidents (or discipline specific course)
- IS-201 Forms Used for the Development of the Incident Action Plan (Waived if ICS-300 completed)
- IS-250.a: Emergency Support Function #15 (ESF 15) - External Affairs: A New Approach to Emergency Communication and Information Distribution
- IS-251 Integrated Public Alert and Warning System (IPAWS) for Alerting Authorities
- IS-700.a National Incident Management System (NIMS), an Introduction
- IS-702.a NIMS Public Information Systems
- IS-800.b National Response Framework, An Introduction

Feedback

Refer to Visual: 6

- Please complete the course evaluation form

Note	Use the course evaluation form to provide feedback on this training. Thanks for your participation!

(INSERT HOST AGENCY NAME)

Today's Date:

Participant Name (optional):

OVERALL PARTICIPANT EVALUATION

We are dedicated to the achievement of excellence in every training activity. To help us in this regard, please provide us with your comments on the workshop you have just completed. ***We value your input. Your comments help us ensure we are offering training that meets the needs of the emergency management community.***

1. What additional topics would you like to have seen addressed in this course?
2. What (if any) topics would you like to see eliminated or reduced from this course?
3. General Comments: (Use this area to elaborate on facilities, instructors, course content, and materials.)
4. Rate the overall instruction, content and materials, by circling the appropriate number for each category in the table below. The scale ranges from 1 to 5, where 1 is low and 5 is high.

What is your overall rating for this course?

Overall Course	Low				High
Instruction	1	2	3	4	5
Content	1	2	3	4	5
Materials	1	2	3	4	5

Unit 1: Introduction to Public Information	Low				High
Instruction	1	2	3	4	5
Content	1	2	3	4	5
Materials	1	2	3	4	5

Unit 2: PIO Roles and Responsibilities	Low				High
Instruction	1	2	3	4	5
Content	1	2	3	4	5
Materials	1	2	3	4	5

Unit 3: Strategic Communications Planning	Low				High
Instruction	1	2	3	4	5
Content	1	2	3	4	5
Materials	1	2	3	4	5

Unit 4: Media Relations at the Scene	Low				High
Instruction	1	2	3	4	5
Content	1	2	3	4	5
Materials	1	2	3	4	5

Unit 5: Writing Skills Workshop	Low				High
Instruction	1	2	3	4	5
Content	1	2	3	4	5
Materials	1	2	3	4	5

Unit 6: Interview Skills	Low				High
Instruction	1	2	3	4	5
Content	1	2	3	4	5
Materials	1	2	3	4	5

Unit 7: Wrap-Up Exercise	Low				High
Instruction	1	2	3	4	5
Content	1	2	3	4	5
Materials	1	2	3	4	5

Unit 8: Course Summary	Low				High
Instruction	1	2	3	4	5
Content	1	2	3	4	5
Materials	1	2	3	4	5