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Unit 1:  
Welcome and Overview

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Visual 1.1



Visual Description: Course Title Slide

Key Points

Please sign in and take your seats.

**Visual 1.2**

**Visual Description:** Unit Title Slide

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**Key Points**

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This unit will provide an overview of the 1-day Introduction to Public Information course.



Visual 1.3

**Course Administration**

- **Course/site logistics:**
  - Emergency procedures
  - Schedule
  - Breaks and lunch
  - Restrooms
  - Cell phones/BlackBerrys® (silent)
- **Other ground rules?**

**No Acronyms!**

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Visual 1.3

**Visual Description:** Course Administration

## Key Points

Course administrative information:

- Emergency procedures
- Course schedule
- Breaks and lunch times
- Location of restrooms

Ground rules:

- Cell phones and BlackBerrys® should be turned off or turned to silent.
- Acronyms will not be used in class with a few exceptions. Make the point that acronyms are not helpful if you are trying to communicate with reporters or members of the public who are not familiar with the acronyms that may be common to us.

The following exceptions might be allowable acronyms in this class:

- AP (Associated Press)
- FEMA
- ICS (Incident Command System)
- NIMS (National Incident Management System)
- PIO

Refer to the Appendix (page A-1) in your Student Manual (SM) for a course-related glossary and acronym list.



Visual 1.4

**Unit Objectives**

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

- State the course purpose and objectives.
- Identify course materials and describe how they will be used during the course.



Visual 1.4

**Visual Description:** Unit Objectives

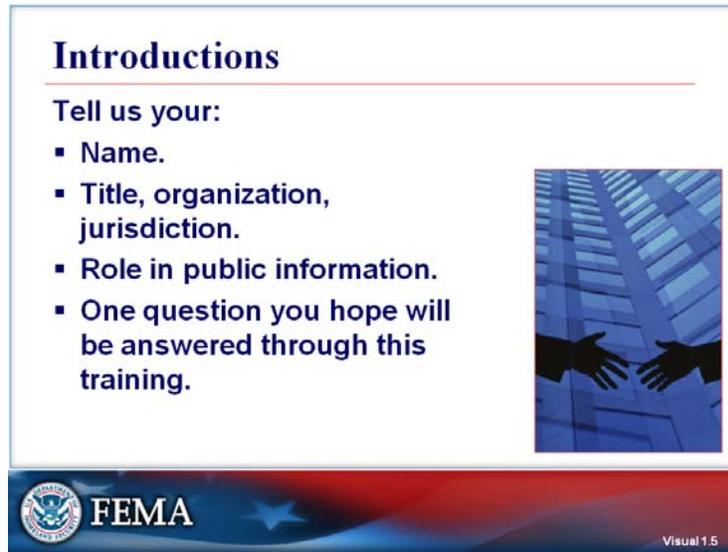
### Key Points

The objectives of this unit are to:

- State the course purpose and objectives.
- Identify course materials and describe how they will be used during the course.



Visual 1.5



**Introductions**

Tell us your:

- Name.
- Title, organization, jurisdiction.
- Role in public information.
- One question you hope will be answered through this training.



 **FEMA** 

Visual 1.5

**Visual Description:** Introductions

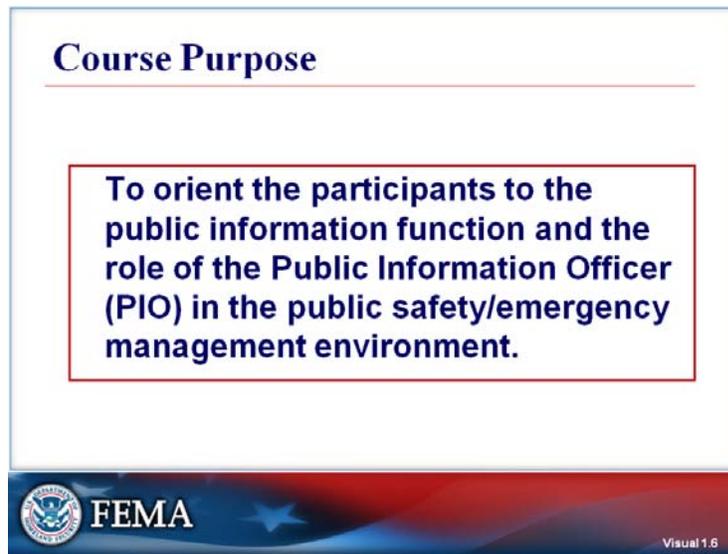
## Key Points

Introduce yourself. Tell the class your:

- Name.
- Title, organization, jurisdiction.
- Role in public information.
- One question you hope will be answered through this training.



Visual 1.6



**Visual Description:** Course Purpose

## Key Points

This training has been designed to orient you to the public information function and the role of the Public Information Officer (PIO) in the public safety and emergency management environment.

Key points:

- 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 good information, people are better able to make good decisions and, by doing so, contribute to the overall response goal of saving lives and protecting property.
- The goal of this training is to provide you with the skills and tools that those new to the position of PIO or with limited experience can use to effectively communicate with external audiences on a daily basis.



Visual 1.7



**Visual Description:** Tiered Training Approach

## Key Points

This course 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. Development of this curriculum has been a joint effort involving the National Emergency Management Association (NEMA), the National Information Officers Association (NIOA), and the Federal Emergency Management Agency (FEMA).

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



Visual 1.8

### Course Objectives

After this course, you will be able to:

- Define emergency public information and the Public Information Officer (PIO) function.
- Describe how written products are used to support public information activities.
- Describe how the PIO can work effectively with the news media to communicate emergency public information.
- Apply basic PIO skills to public awareness campaigns.



**Visual Description:** Course Objectives

### Key Points

Review the terminal course objectives.



Visual 1.9



**Course Agenda**

- Unit 1:** Welcome and Overview
- Unit 2:** Emergency Public Information and the Role of the PIO
- Unit 3:** Tools of the Trade – Communicating Effectively in Writing
- Unit 4:** Working With the News Media
- Unit 5:** Creating Public Awareness Campaigns
- Unit 6:** Course Summary

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Visual 1.9

**Visual Description:** Course Agenda

### Key Points

Refer to the visual and review the course agenda.



Visual 1.10

### Course Resources

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



Visual 1.10

**Visual Description:** Course Resources

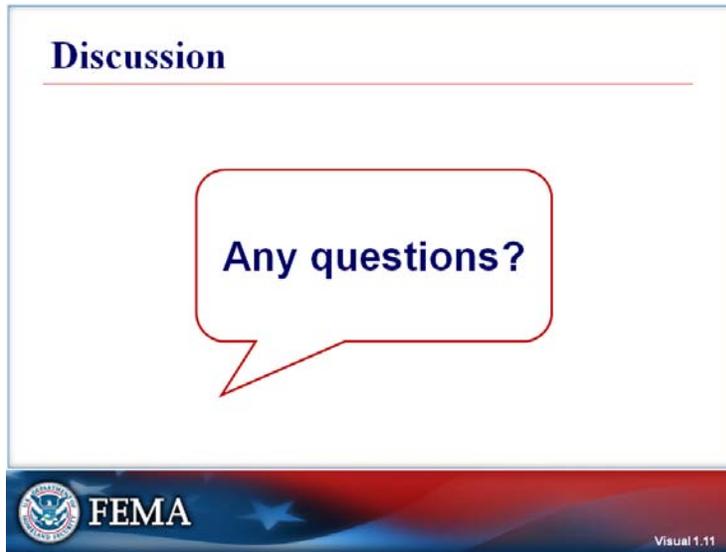
## Key Points

Review the course resources:

- The Student Manual (SM) includes the visuals you will see in class and major content points, as well as room to take notes. The Appendix includes tips and tools you will use in class and back on the job.
- 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.



Visual 1.11



**Visual Description:** Questions?

### Key Points

Do you have any questions about the course purpose or objectives, or anything else discussed so far?



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Unit 2:  
Emergency Public Information and the  
Role of the PIO

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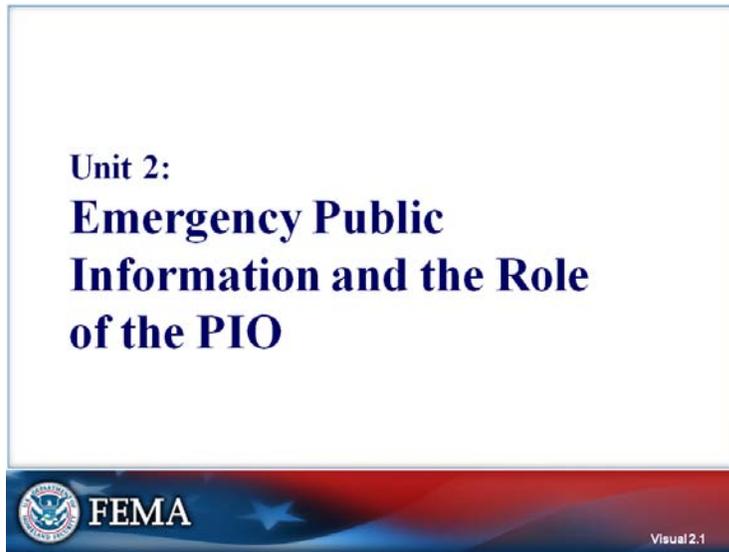
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Visual 2.1



**Visual Description:** Unit Title Slide

### Key Points

Unit 2 will discuss:

- Emergency public information and other terms used in this training,
- The PIO's role, and
- The skills PIOs need to function effectively.



Visual 2.2

### Unit Objectives

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

- Define emergency public information and the importance of being proactive.
- Describe the role and function of the Public Information Officer (PIO).
- List the skills needed to be an effective PIO and explain their relevance to the role.



Visual Description: Unit Objectives

### Key Points



Visual 2.3

**Defining Terms**

How would you define and differentiate among these terms?

- Public Relations
- Marketing
- Public Awareness
- Risk Communication
- Crisis Communication

 FEMA  Visual 2.3

Visual Description: Defining Terms

### Key Points



How would you define and differentiate among these terms?

- **Public Relations:**
- **Marketing:**
- **Public Awareness:**
- **Risk:**
- **Risk Communication:**
- **Crisis:**
- **Crisis Communication:**
- **Emergency:**



Visual 2.4

### Terms Used in This Training

- **Public Information:** Collected, assembled, or maintained by an organization in connection with the transaction of official business and available for dissemination to the public.
- **Emergency Public Information:** Developed and disseminated in anticipation of, during, or after an emergency to provide specific life- and health-saving information, including the severity of the situation and any action steps that individuals and communities should take.



**Visual Description:** Terms Used in This Training

### Key Points

Terms that will be used most often in this training:

- **Public Information:** Collected, assembled, or maintained by an organization in connection with the transaction of official business and available for dissemination to the public.
- **Emergency Public Information:** Developed and disseminated in anticipation of, during, or after an emergency to provide specific life- and health-saving information, including the severity of the situation and any action steps that individuals and communities should take.



**What is an example of public information from your job? What is an example of emergency public information?**



Visual 2.5

**Public Information**

Can be used to:

- Call people to action.
- Educate and inform.
- Change behavior or attitudes.
- Create a positive impression of your organization.



 **FEMA** 

Visual 2.5

**Visual Description:** Public Information

### Key Points



Visual 2.6

### Emergency Public Information

Can help people make the **right decisions** at the **right time** to:

- Save lives,
- Reduce injury, and/or
- Protect property and the environment.

It also may instill public confidence in the organization's ability to manage an incident.



Visual 2.6

Visual Description: Emergency Public Information

### Key Points



**Why is it important to instill public confidence in an organization's (or jurisdiction's) ability to manage an incident?**



Visual 2.7



**Visual Description:** External Target Audiences

### Key Points

PIOs have to consider their target audiences, of which there are two types.

- **External** target audiences include the general public and the news media that can be described as the conduit to the public.



**Is all contact with the general public made through the news media?**



Visual 2.8



**Visual Description:** Internal Target Audiences

## Key Points

The second target audience for PIOs is the **internal** audience, which includes:

- Organizational leadership. The PIO assesses every situation and advises leadership on public information implications. The PIO also looks for opportunities to advance the organization's goals and facilitates leadership's participation—for example, by setting up interviews with the news media and preparing talking points.
- The workforce. The workforce is a key player in any organization's public information efforts. The PIO informs and educates the workforce so they can support and participate in public information activities—for example, "Shop with a Cop" to buy holiday gifts for needy children.
- Tell internal audiences what you are telling the media and also let them know what the media are saying.



Visual 2.9

### Activity: “Mopping Up” a Situation

**Instructions:** Work in your table group to answer the question from the perspective of your assigned role.

- You are the PIO for **X**. Given this scenario, what will you want the public to know?
- Write your answer(s) on chart paper.
- Select a recorder/reporter.

You have **15 minutes**.



**Visual Description:** Activity: “Mopping Up” a Situation

### Key Points

**Purpose of the Activity:** To give participants an opportunity to determine what information from their assigned organization about a specific scenario will be given to the public.

### Activity Instructions:

- Refer to your Student Manual (Activity: “Mopping Up” a Situation), each table group will **be assigned the role of PIO for a specific organization** and—in that role—you will answer the following question:
  - **What will you want the public to know?**
- Select a reporter, record your responses on chart paper, and be prepared to report out in 15 minutes.

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**Activity: "Mopping Up" a Situation**

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**Instructions:** You will be assigned a role by the instructor. Read the scenario below and answer the question from the perspective of your assigned role.

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## Somerset street 'sauced,' shut down

SOMERSET -- Nobody was able to cross the road Monday afternoon in front of Bunny's restaurant after 200 gallons of chicken wing sauce spilled onto Main Street.

The street was closed for several hours after the 1:30 p.m. spill by State Department of Transportation (DOT) officials, detouring hundreds of shift workers leaving the Pilsner Brothers Brewing Company at the intersection of State Route #4 and Main Street.

Chicken wings are a signature item on the restaurant's menu, and four large barrels of sauce for the spicy concoction were being delivered by Peterson's Trucking. As the truck driver was pushing a barrel toward the open truck door, it tipped over, knocking over three more barrels and spilling the sauce into the street, right in front of the restaurant.

"There's sauce everywhere," Somerset Police Sgt. Juan Garcia said. "It's halfway across the street."

He said firefighters put a drying agent on the street's surface to keep the sauce from spreading as officials waited for the hazmat squad to arrive. Shortly after the drying agent was applied, a school crossing guard in the vicinity of the spill collapsed, complained that the combined smell of drying agent and hot sauce had made him dizzy. The crossing guard was taken to St. Timothy's Hospital. Somerset County Public Health spokesperson, Lonnie Knight, said that the drying agent itself normally does not pose problems for those touching it or inhaling its fumes. He did not know if the drying agent would have a chemical reaction when combined with the hot sauce.

By late afternoon, the trucking company hired a cleaning crew to help with the mop-up, but grease in the sauce, combined with the cold, made the operation difficult, said Itsa Shame, spokesman for the state Department of Environmental Protection (DEP).

Meanwhile, four patrons of A La Francaise restaurant, next to Bunny's, couldn't get to their car, which was engulfed by sauce, Garcia said. They asked Bunny's to pay for a carwash, but were referred to Peterson's Trucking.

"The trucking company was going to pay to have their car cleaned," said Manny Friar, an employee at Bunny's, "but when I went back out to tell them that, they told me [A La Francaise] had already given them the money."

Friar said the restaurant's manager began making phone calls soon after the mishap to order more sauce. "That was four barrels we just lost," Friar said. "We would need all of that sauce for Super Bowl Sunday. If we're lucky we can salvage some from the barrel that wasn't completely destroyed."

**Activity: "Mopping Up" a Situation (Continued)**

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Sally Monella, spokesperson for the Somerset County Health Department, said that all of the sauce would be disposed of and could not be used by the restaurant. Ms. Monella said she did not know how the clean-up would be completed but speculated that "the sauce probably could be directed into a storm drain if it was deemed nonhazardous."

DEP spokesperson Shame noted that "DEP tries to stay away from that philosophy [of using the storm drain for spills]," adding that the agency would be working with the trucking company to hire an environmental contractor to clean up the mess. "Allowing the sauce to enter the storm drain is just not an option," Shame said. "The storm drain empties into nearby Lake Lingerlonger, home of the endangered Speckled Pup Fish."

Meanwhile, State DOT's detouring of heavy commuter traffic through the Springfield residential area was met with complaints from all concerned. "My 20-minute drive turned into a one-hour nightmare," said Robbie Worth, shift supervisor at the Pilsner Brothers Brewing Company. The brewery employs 800 employees, and Main Street is the primary state road providing access to the plant.

Julie Brown, Springfield resident, spoke on behalf of the Neighborhood School Safety program: "We are appalled that the Somerset Police Department would send all this traffic through our residential area at the same time that children are walking home from school. This shows extremely poor judgment and total disregard for the safety of our children."

"This sauce is a hazard," responded Mac Adam, spokesperson for DOT. "It is already slick and with rain predicted we had to prepare for a wider area of impact and increased risk to drivers. A detour through Springfield was our only option."

Sauce may not be Somerset's only problem. Members of Ethical Alternatives to Eating Animals (EATA) plan to escalate their long-held dispute with Bunny's by holding a press conference in front of the restaurant tomorrow morning. EATA has objected to the signage used by the restaurant, which shows a chef wringing the neck of a chicken. The press conference is expected to be covered by national news media, including Chef Tony from the Today Show.

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Answer the question: **What would you want the public to know?**



Visual 2.10

**Think It Can't Happen?**

**Fairfield street 'sauced,' shut down**  
By Genevieve Reilly  
Connecticut Post staff writer  
Posted: 01/26/2009

**FAIRFIELD --** Nobody was able to cross the road Monday afternoon in front of Archie Moore's restaurant after 200 gallons of chicken wing sauce spilled onto Sanford Street.



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Visual 2.10

**Visual Description:** Think It Can't Happen?

### Key Points

Refer to your Student Manual: Real Sauce Stories, these articles—used with permission of ConnPost.com—describe the real event on which the activity scenario was based.

## Real Sauce Stories

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# Fairfield street 'sauced,' shut down

By Genevieve Reilly

*Connecticut Post* Staff writer

Posted: 01/26/2009 06:16:16 PM EST

FAIRFIELD -- Nobody was able to cross the road Monday afternoon in front of Archie Moore's restaurant after 200 gallons of chicken wing sauce spilled onto Sanford Street.

The street was closed for several hours after the 1:30 p.m. spill as the state hazardous materials team was dispatched to the scene.

Chicken wings are a signature item on the restaurant's menu, and four large barrels of sauce for the spicy concoction were being delivered by Estes Express Line. As the truck driver was pushing a barrel toward the open truck door, it tipped over, knocking over three more barrels and spilling the sauce into the street, right in front of the restaurant.

"There's sauce everywhere," Fairfield Police Sgt. James Perez said.

"It's halfway across the street."

He said firefighters put a drying agent on the street's surface to keep the sauce from spreading as officials waited for the hazmat squad to arrive.

By late afternoon, the trucking company hired a cleaning crew to help with the mop-up, but grease in the sauce, combined with the cold, made the operation difficult, said Dennis Schain, spokesman for the state Department of Environmental Protection.

Meanwhile, four patrons of Saint Tropez restaurant, next to Archie Moore's, couldn't get to their car, which was engulfed by sauce, Perez said. They asked Archie Moore's to pay for a carwash, but were referred to Estes Express Line.

"The trucking company was going to pay to have their car cleaned," said Mary Fleming, an employee at Archie Moore's, "so when I went back out to tell them that, they told me [Saint Tropez] had already given them the money."

Fleming said the restaurant's manager began making phone calls soon after the mishap to order more sauce. "That was four barrels we just lost," Fleming said. "We would need all of that sauce for Super Bowl Sunday."

## Real Sauce Stories (Continued)

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# Crews buffaloed by wing sauce spill

By Kirk Lang

*Fairfield Citizen News*

Posted: 01/29/2009 08:31:43 AM EST

It was a cold day Monday afternoon but things got a little hotter when barrels of Frank's Red Hot cayenne pepper sauce fell off a delivery truck onto Sanford Street.

"It would be a real tragedy if the butter truck drove by and spilled a load," joked Firefighter Rick Kazzi as he surveyed the scene in front of Archie Moore's restaurant.

Members of the Fire Department used Speedy-Dry to prevent the sauce which was to be used on chicken wings for Super Bowl Sunday from reaching storm drains. Firefighters stayed on scene until John Aceto, an environmental response coordinator for the state Department of Environmental Protection, gave the official word that the wing sauce wasn't hazardous. Asked if he had seen anything like this before, Aceto said he has seen it all, including an incident involving A-1 Steak Sauce.

Fire Lt. Brad Sherman recalled a situation a little more than a year ago where a delivery truck hit a bridge on North Benson Road and firefighters were "waist deep in Doritos."

Twenty-nine-year-old Carl Woods, who was delivering the Buffalo wing sauce for New Haven-based Estes Express Line, said the palette he was trying to off-load onto the palette jack likely had too much weight on it. He pointed out he doesn't prepare the palettes. Each of the cayenne pepper sauce barrels that fell onto Sanford Street weighed 500 pounds each. Two were ripped open, one was leaking and one remained intact.

"What an experience on a Monday," said Woods as he looked at the burnt orange sauce spread on the street in front of him. Sanford Street smelled like a bar during happy hour.

"It smells great," said Kazzi.

"It makes you think about Buffalo wings," said Woods, who admitted he could have chowed down on some had he been given a few. A car parked in front of Archie Moore's had some spatters of sauce on it. The car's owner was going to have to wait to leave because the driver's side was surrounded by sauce and two barrels were directly next to the door.

A bartender at Archie Moore's said the sauce which needed stuff added to it was going to be used for wings for Super Bowl Sunday. She estimated the establishment's "to-go" orders would at least equal last year's figure of 30,000 wings. The Sanford Street sauce incident won't impact the timeline of getting all the wings prepared in time for Sunday. Archie's owner, Todd Ressler, was on the phone shortly after the mishap ordering a couple of more barrels of wing sauce.

Although someone from the Fire Department had said the sauce probably could be directed into a storm drain if it was deemed non-hazardous before the DEP official arrived on scene, Aceto said, "We try to stay away from that philosophy," and informed the Fairfield Citizen that Estes has agreed to hire an environmental contractor to clean up the mess.



Visual 2.11

### Role of the PIO

- Operating within the Incident Command System framework, answers to the Incident Commander.
- Collects, verifies, and disseminates information to the target audiences through effective communication.

Does that say it all?



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Visual 2.11

**Visual Description:** Role of the PIO

### Key Points

These two statements describe the role of the PIO.



**As you think about the things that PIOs do, what would you add to these descriptions?**



Visual 2.12

### Qualities of a Good PIO

- Analytical
- Strategic
- Proactive
- Knowledgeable
- Assertive
- Credible/trusted
- Flexible
- Able to perform under pressure
- Accessible!

The effective PIO builds successful internal and external relationships by demonstrating all of these qualities.



Visual 2.12

**Visual Description:** Qualities of a Good PIO

### Key Points

Certain characteristics are predictors of success for a PIO.



**Why would a PIO need to be analytical?**



**What strategic and proactive activities have you used to build support for your organization?**



Visual 2.13

### Community Awareness

The PIO must know the:

- Demographics.
- Governmental structure.
- Key players (people and organizations).
- Relevant history.
- Community “culture.”



Visual 2.13

**Visual Description:** Community Awareness

### Key Points

The PIO needs to develop strong skills in several areas.



**What are two reasons for having a good understanding of your community’s demographics?**



Visual 2.14

### Emergency Management Knowledge

The PIO must know:

- Basic emergency management concepts.
- Incident Command System (ICS).
- National Incident Management System (NIMS).



 FEMA

Visual 2.14

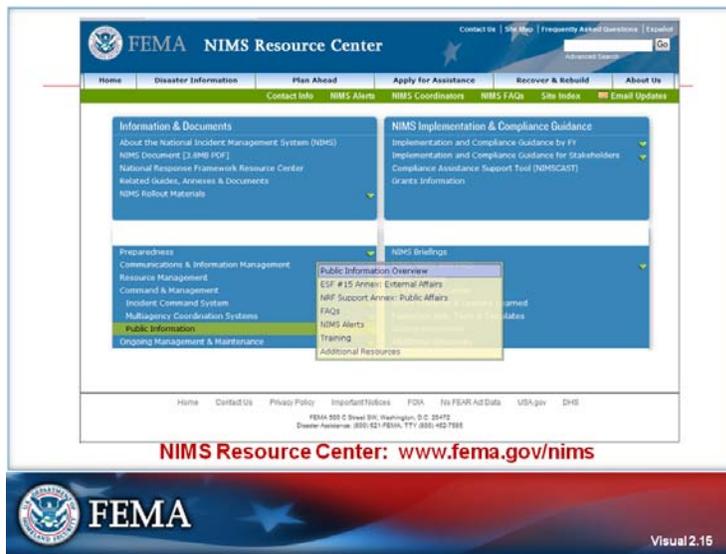
**Visual Description:** Emergency Management Knowledge

### Key Points

- The PIO should understand **basic emergency management concepts**, including the role of local, State, and Federal levels of government. Local government is always first to respond to a disaster. The State will provide support, as needed, and the Governor will request assistance from the Federal Government if the event exceeds the local and State capacity to respond.
- The PIO also should be very familiar with the local Emergency Operations Plan and know his or her organization's role in an emergency.
- **The Incident Command System (ICS)** originated in the 1970s during massive wildfire-fighting efforts in California. ICS is a standardized, on-scene, all-hazard approach to incident management. It provides a common framework within which people can work together effectively, even when they are drawn from multiple agencies that do not routinely work together. ICS has been called a "first-on-scene" structure, where the first responder on the scene has charge of the scene until the incident has been declared resolved, a superior-ranking responder arrives on scene and takes command, or the Incident Commander appoints another individual Incident Commander.
- The **National Incident Management System (NIMS)** provides a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS works hand in hand with the National Response Framework (NRF). NIMS provides the template for the management of incidents, while the NRF provides the structure and mechanisms for national-level policy for incident management.



Visual 2.15



Visual Description: NIMS Resource Center

## Key Points

- The NIMS Resource Center, found at [www.fema.gov/nims](http://www.fema.gov/nims), includes a number of resources, including an overview of public information as an element under the Command and Management component.
- The overview of public information:
  - Acknowledges that public information must be coordinated and integrated across jurisdictions and organizations involved in the incident to include Federal, State, tribal, and local governments; private-sector entities; and nongovernmental organizations; and
  - Describes three major systems or components: Public Information Officers (PIOs), the Joint Information System (JIS), and the Joint Information Center (JIC).
    - **The Joint Information System**—or JIS—is an information network of PIOs working together to deliver accurate and timely information to the public. The JIS provides a structure and system for developing and delivering coordinated interagency messages; and for developing, recommending, and executing public information plans and strategies. The JIS can be as simple as two PIOs talking to each other on the phone about a news story that involves both of their agencies, or as complex as 150 PIOs working a major disaster.
    - **The Joint Information Center**—or JIC—is a physical location with tools to enhance the flow of public information. By collocating PIOs, the JIC speeds information release time, enhances information coordination and analysis, reduces misinformation, maximizes resources, and helps build public confidence in response efforts.

You will learn more about the JIS and JIC later in this training.



Visual 2.16

### Media Relations Skills

The successful PIO develops credibility and builds relationships with the media by consistently:

- Providing information and access to newsmakers.
- Demonstrating an understanding of media needs and operations.
- Respecting media deadlines.
- Maintaining open dialogue.



 FEMA  Visual 2.16

**Visual Description:** Media Relations Skills

### Key Points

The PIO demonstrates strong media relations skills by developing credibility and building relationships with the news media.



**How do you establish credibility with the media?**



Visual 2.17

### Written Communication Skills

The **written** communication of successful PIOs:

- Is well organized and easy to follow.
- Uses clear, concise language.
- Uses correct grammar.
- Contains no spelling or punctuation errors.
- Uses appropriate formats and style guidance.
- Conveys key messages.



Visual 2.17

**Visual Description:** Written Communication Skills

## Key Points

Successful written communication:

- Is **well-organized and easy to follow**, regardless of whether the written communication is a speech, a news release, or talking points.
- Uses **clear, concise language**, is written for understanding, and avoids technical jargon and acronyms.
- Uses **correct grammar** and contains **no spelling or punctuation errors**. Nothing kills credibility faster than spelling and grammatical errors.
- Uses **appropriate formats and style guidance**. Written communication for the media should follow Associated Press (AP) style.

Bottom line: A successful written piece **conveys your key messages**.

The next unit will cover more about writing for the news media.



Visual 2.18

### Oral Communication Skills

**On-camera interview skills:**

- Use sound bites.
- Make good eye contact.
- Use nondistracting gestures.
- Know when not to answer.

**Public speaking skills:**

- Use voice effectively.
- Engage the audience.



 FEMA  Visual 2.18

**Visual Description:** Oral Communication Skills

### Key Points

PIOs need to possess good oral communication skills both for on-camera interviews and for other public speaking engagements.



What does the term “sound bite” mean to you?



What is one source for examples of good on-camera interviews?



What happens when an interview subject does not provide a good sound bite?



When should you not answer a question?



Visual 2.19

**What Should You Be Doing Now?**

- Assess your readiness.
- Know your organization.
- Understand the “big picture.”
- Establish relationships (other PIOs, the media).
- Conduct regular media outreach.
- Plan, train, and exercise.



One “brick” at a time!



Visual 2.19

**Visual Description:** What Should You Be Doing Now?

## Key Points

The qualities and skills that have been discussed are developed by PIOs over the course of a career.

One of the first things you can do is assess your own readiness:

- Which qualities that we discussed do you already possess? Which ones do you want to develop?
- How well do you understand emergency management concepts?
- How strong are your written and oral communication skills?

In addition to assessing your own strengths and areas for improvement, you can lay the groundwork for future success by doing the following things **now**:

- Know your organization inside and out.
- Understand the “big picture”—where your organization fits in.

- Establish relationships. This includes:
  - Within your organization—especially with leadership.
  - With other jurisdictions' or organizations' PIOs. Definitely establish relationships with the media now, before an incident occurs.
  - With the media. Conduct regular media outreach. This outreach helps to reinforce the relationships you are building and establishes your credibility.
  - With a mentor. Particularly if you are new to this field, reach out to a more experienced PIO within or outside of your own organization for guidance. As you become more experienced, “pay it forward” by being a mentor to a new PIO.
- Plan, train, and exercise. In other words, make sure public information is part of your organization's emergency plan and is part of training events and exercises. Also consider providing training or practice in on-camera interview skills for organizational leadership or those who may be interview subjects.



Visual 2.20

**What Should You Be Doing Now? (Cont'd)**

**Individual Activity:**

- In your Student Manual, complete the “What Should You Be Doing Now?” worksheet.

**Full-Group Discussion:**

- What strategies are you using now to build a strong, proactive public information program?



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Visual 2.20

**Visual Description:** What Should You Be Doing Now? (Cont'd)

### Key Points

The purpose of this activity is to generate as many specific ideas as possible for building a strong, proactive public information program.

Refer to the “What Should You Be Doing Now” worksheet in your Student Manual. This worksheet will identify the areas where you want to do more to build the foundation of your public information program.

### “What Should You Be Doing Now?” Worksheet

**Ask yourself:** What strategies are you employing now that will pay off in the future by building a strong, proactive public information program? What strategies would you like to start using?

	Already Doing	Want To Do More
<b>Your Readiness</b>		
▪ Objectively assess my own knowledge of emergency management concepts (e.g., ICS, NIMS) and take advantage of training opportunities.		
▪ Hone my written and oral communication skills.		
<b>Organizational Knowledge</b>		
▪ Can speak knowledgeably on organization’s programs and operations.		
▪ Have up-to-date contact information on the organization’s key personnel (including after-hours contact information).		
▪ Understand the public’s perception of the organization and its activities.		
<b>PIO Network</b>		
▪ Have developed relationships with PIOs in my own and neighboring jurisdictions and at the State level.		
<b>Media Relationships</b>		
▪ Know the media that cover my organization; have up-to-date contact information.		
▪ Conduct regular outreach to the news media.		
▪ Create opportunities to meet new reporters and educate them on my organization.		
<b>Planning, Training, and Exercising</b>		
▪ Create plans for public information activities in all situations (e.g., develop public information component of organizational emergency plans).		
▪ Make sure public information is part of organizational and jurisdiction-wide exercises.		



Visual 2.21

**Unit Summary**

In this unit, we discussed:

- Emergency public information and other terms used in this training.
- The role and function of the PIO and the skills needed to be effective.
- What you can do now to have a proactive public information program.



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Visual 2.21

Visual Description: Unit Summary

### Key Points



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Unit 3:  
Tools of the Trade –  
Communicating Effectively in Writing

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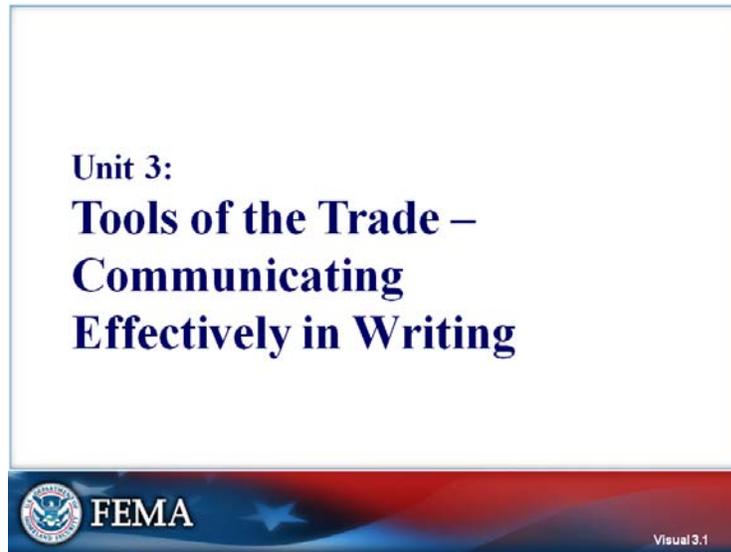
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Visual 3.1



**Visual Description:** Unit Title Slide

### Key Points

This unit will focus on writing and producing written products that support a proactive public information program.



Visual 3.2

**Unit Objectives**

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

- Describe the types of written products used in public information activities.
- Describe the characteristics of an effective news release.



Visual 3.2

**Visual Description:** Unit Objectives

### Key Points



Visual 3.3

### Written Communication

Why put it in writing?



- Supports proactive approach.
- Establishes your credibility.
- Tells your story, your way.
- Can include visuals/maps for clarity.
- May be used verbatim.
- Educates the news media.
- Organizes your thoughts.
- May be repurposed.

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Visual 3.3

**Visual Description:** Written Communication

### Key Points

Review the reasons for using written communication in a public information context:

- **Supports proactive approach:** You get the message out first—you don't wait to be asked.
- **Establishes your credibility:** Written communication is part of building a relationship with the media. It illustrates that you know what is newsworthy and should be shared with the media and the public.
- **Tells your story, your way:** You have more control over the message.
- **Can include visuals/maps for clarity:** Include graphics to help tell the story.
- **May be used verbatim:** Your information may be used exactly as you have written it.



**What do you think will influence whether news media outlets use your information verbatim or not?**

Continue to review the points on the visual:

- **Educates the news media:** The news release you provide today helps to build the reporter's understanding of your program. You benefit every time you work with the reporter!
- **Organizes your thoughts:** Putting your message down on paper (or on the computer screen) allows you to critique your own work. It helps you see if anything is missing or if it could be worded or organized differently for greater clarity and impact.
- **May be repurposed.**



**What do we mean by repurposing?**



Visual 3.4

**Public Information Written Products**

- News releases
- Statements
- Fact sheets
- Media advisories
- Talking points
- Web products
- Public service announcements
- Newsletter articles
- Brochures, fliers, and other handouts

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Visual 3.4

**Visual Description:** Public Information Written Products

## Key Points

Written products typically used in public information:

- **News releases:** Used when there is a factual report of an activity or incident of news value.
- **Statements:** Used in lieu of a news release. Issued in print; less detailed than press releases. Good to use when you've received multiple media calls on the same topic.
- **Fact sheets:** Used when you need to provide more detail than possible in a news release.
- **Media advisories:** 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.”



Visual 3.5

**Selecting the Right Product**

The written product should suit the:

- Purpose of the communication.
- Target audience's needs.
- Complexity of the subject.



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Visual 3.6

**Visual Description:** Selecting the Right Product

### Key Points

There are four main **purposes for communicating**:

- To answer a question.
- To inform or announce something.
- To educate.
- To clarify information.

Considering the **needs and preferences of your target audience** will also help you decide what type of written product will work best.



**What kind of written product might be well-suited to someone with little knowledge of the subject?**

The **complexity of the message** will also influence the written products you use.



**What might you do differently if the message you are communicating is very technical or complex?**



Visual 3.6

**When To Use a News Release**

Use when an activity or incident is **newsworthy** and a statement won't suffice.

- Timeliness
- Proximity
- Conflict
- Impact
- Prominence
- Uniqueness
- Human interest

What makes an activity or incident newsworthy?

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Visual 3.6

**Visual Description:** When To Use a News Release

### Key Points

Review what makes an activity or incident newsworthy.

- **Timeliness:** Self-explanatory. News is NOW.
- **Proximity:** Events that happen near us have more significance and are more newsworthy to us.
- **Conflict:** Controversy or struggle between opposing sides makes news. (NOTE: The struggle doesn't have to be between people; it can be between people and the elements.)
- **Impact:** How will this affect me and to what degree?
- **Prominence:** Who is involved—the more “known” they are affects newsworthiness.
- **Uniqueness:** “Different” can be news.
- **Human interest:** Human interest stories can be of interest even if they don't exemplify some of these other characteristics of newsworthiness. Human interest stories appeal to emotion and enable the audience to identify with the subject.



Visual 3.7

**News Release Content**

- Accurate, factual information
- Clear, concise, easy-to-understand language
- Simple sentences
- Short paragraphs
- Third person
- Attributed facts
- No jargon or acronyms

**Know your audience!**

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Visual 3.7

**Visual Description:** News Release Content

### Key Points

News releases should:

- Provide accurate, factual information.
- Use clear, concise, easy-to-understand language.
- Use simple sentences.
- Contain short paragraphs.
- Be written in the third person.
- Attribute facts.
- Avoid all jargon and acronyms.

Jargon and acronyms can help us communicate internally, but can be real barriers to communicating with the public.



Visual 3.8



**Visual Description:** Writing the News Release

## Key Points

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.
  - **NOTE:** The inverted pyramid concept has been around for a long time, but is still taught in journalism schools today, for example, at The Walter Cronkite School of Journalism.



Visual 3.9

### News Release Format and Style

- Normally one page, single spaced
- On organization letterhead
- Following AP style
- Includes:
  - Contact information
  - Date (time optional)
  - News release number
  - “More” for continuation
  - “End” or “# # #” or -30-

*The Associated Press Stylebook is used by the news media.*



**Visual Description:** News Release Format and Style

## Key Points

Recommended format and style for news releases:

- Write in accepted journalistic style.
  - Each sentence should be a declarative statement containing 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.
- Make sure your header includes all the necessary contact information.
- Providing a news release number, along with the date and time it was written, makes it easier to tell which release is the latest (most current information).
- Most reporters will rewrite your material, which is all the more reason it should be clear and concise and focus on facts.

Refer to your Student Manual for sample news releases. The first release is one that might be used in an emerging event and the second might be part of a public awareness campaign.

STATE OF COLUMBIA

EXECUTIVE OFFICE

JAMES SMITH

GOVERNOR

[WWW.GOVERNOR.STATE.CL.US](http://WWW.GOVERNOR.STATE.CL.US)**NEWS RELEASE**

FOR MORE INFORMATION

CONTACT

**EILEEN WILLS (555) 123-4567(O)****(555) 123-6789(H)**[EWILLS@CLGOV.STATE.CL.US](mailto:EWILLS@CLGOV.STATE.CL.US)

Headline { **Governor declares emergency for  
Liberty County**

Dateline { CAPITAL CITY – June 18, 20xx, 2PM

Organizational  
letterhead with  
contact and personal  
information

Body of  
release  
in  
inverted  
pyramid

Governor James Smith today declared a state of emergency in the Great A&P fire rapidly spreading west. The fire started near Harvest Junction on the railroad and the fumes from the burning hazardous materials in the cars threaten a number of nearby communities, according to local authorities.

The governor declared the emergency following a similar declaration by Liberty County. The governor's declaration allows the use of state resources in paying the costs of fighting the fire.

Smith also activated the State Emergency Operations Center, which coordinates state firefighting efforts in these situations. The governor is continuing to monitor the situation.

"Once again, we see a fire threatening our citizens and their homes. I know our superb team of firefighters will do all they can, but the conditions on the railroad are particularly difficult," Smith said.

The governor repeated his request that everyone use caution and heed warning messages on TV and radio, or in their newspapers.

"Unfortunately, these hazardous materials are creating a dangerous situation for all of us. I would urge you to be careful whenever you travel," Smith said.

End { ###

CAPITAL CITY, COLUMBIA

EXECUTIVE OFFICE

JAN DOE

MAYOR

[WWW.MAYOR.CAPCITY.CL.US](http://WWW.MAYOR.CAPCITY.CL.US)

## NEWS RELEASE

FOR MORE INFORMATION

CONTACT

**TOM HOOK (555) 765-4321(O)**

**(555) 765-4231(H)**

[THOOK@CITYGOV.CAPCITY.CL.US](mailto:THOOK@CITYGOV.CAPCITY.CL.US)

Headline { **Nominations open for city's  
transportation safety awards**

Dateline { CAPITAL CITY – February 18, 20xx, 2PM

Organizational  
letterhead with  
contact and personal  
information

Body of  
release  
in  
inverted  
pyramid

Traffic accidents in Capital City have dropped nearly 10 percent over the past calendar year, according to city transportation officials, and Mayor Jan Doe wants to know why so she can encourage more of the same.

“If you’ve noticed repaired potholes, cleared bike paths, easy-to-see traffic signs and the safe driving of your bus driver, I urge you to nominate the people responsible for recognition,” said Mayor Doe.

The Mayor’s Transportation Safety Awards recognize individuals and organizations that have made contributions to transportation safety in Capital City. The awards recognize accomplishments in the public and private sectors by individuals and organizations that promote transportation safety.

“The efforts of these organizations and individuals have made Capital City a safer place for all of us who live, work or visit here,” said Mayor Doe. “I look forward to honoring this year’s award recipients.”

Award categories include public transportation safety, rail safety and general traffic safety. For nomination forms, go to [www.cctransafety.org](http://www.cctransafety.org).

To be eligible for consideration, activities and programs must have taken place during calendar year 20XX. Entries must be postmarked no later than March 15, 20XX, and mailed to The Mayor’s Transportation Safety Awards, Room 405, Post Office Box 27412, Capital City, Columbia 03269-0001.

Winners of the Mayor’s Transportation Safety Awards will be notified in April and honored in May at the Columbia Conference on Transportation Safety.

End { ###



Visual 3.10

**Activity: Using the Inverted Pyramid**

**Instructions:** In your table group, create a news release using the inverted pyramid.

- Review the statements provided.
- Reject the statements you determine not newsworthy.
- Reorder the statements using the inverted pyramid structure.
- Write a strong headline.

You have **15 minutes**.



Visual 3.10

**Visual Description:** Activity: Using the Inverted Pyramid

### Key Points

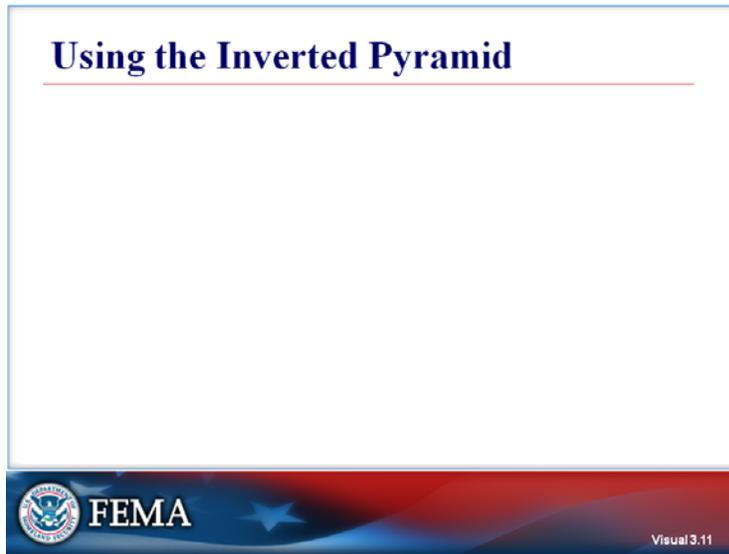
**Purpose of the Activity:** To give the participants the opportunity to use the inverted pyramid to design a news release.

### Activity Instructions:

- Read the nine statements in your Student Manual, and work in your table groups to:
  - Decide if all nine statements are newsworthy;
  - Take out any statements that are not newsworthy;
  - Reorder the remaining statements in the inverted pyramid structure; and
  - Write a strong headline.
- Write your headline and the order of your statements on chart paper, and select a recorder/reporter.
- You have 15 minutes.



Visual 3.11



**Visual Description:** Using the Inverted Pyramid

---

**Key Points**

---

## Topic

## Activity: Using the Inverted Pyramid

**Instructions:** Working in your table group, read the statements below and:

1. Determine what is newsworthy and what is not (delete what is not newsworthy);
2. Put the statements in order (inverted pyramid); and
3. Write a strong headline.
4. Record your answers on chart paper and report out in 15 minutes.

<b>1</b>	<b>As night falls, more than 100 personnel are on the scene searching for the missing child.</b>
<b>2</b>	<b>A police chief arrives at the scene, along with news crews and numerous volunteers.</b>
<b>3</b>	<b>Given the number of personnel on the scene, there is a need to provide meals, food, first aid, and rest areas for responders.</b>
<b>4</b>	<b>The Incident Commander establishes an Operations Section.</b>
<b>5</b>	<b>The child was outside playing and may have wandered off into a vast wooded area adjacent to the home.</b>
<b>6</b>	<b>A local police officer arrives at the scene, establishing the initial ICS organization.</b>
<b>7</b>	<b>After the first hour, the Incident Commander establishes a Planning Section that will develop the Incident Action Plan and track the status of resources on the scene.</b>
<b>8</b>	<b>At 4:30 p.m. on a chilly autumn day, a parent calls 911 to report a missing 3-year-old child.</b>
<b>9</b>	<b>Within the Search Group, four canine search teams are assigned.</b>



Visual 3.12

**Huh?**

- For sale: An antique desk suitable for lady with thick legs and large drawers
- The Superstore: unequaled in size, unmatched in variety, unrivaled inconvenience
- Drunk Gets Nine Months in Violin Case
- Deer Kill 17,000
- Kids Make Nutritious Snacks
- Two Sisters Reunited After 18 Years at Checkout Counter



Visual 3.12

**Visual Description:** Huh?

### Key Points

Read the headlines listed on the visual.

Effective writing is an essential part of any job, but it is particularly important in emergency public information. Writing must be clear, simple, and concise for the public to understand.



Visual 3.13

**Improving Your Writing**

All writing can be improved by paying attention to:

- Organization.
- Grammar pitfalls.
- Spelling challenges.
- Resources.

Check out "Writing It Right" in the Student Manual.

**NOT**  
"English 101"

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Visual 3.13

**Visual Description:** Improving Your Writing

### Key Points

Refer to "Writing it Right" in the Appendix (page A-11). Take a few minutes to review the tips.



**What tips would you add?**

**What techniques do you rely on to improve your writing?**



Visual 3.14

### Resources

- *Associated Press Stylebook and Briefing on Media Law* (also known as AP Stylebook)
- *The Elements of Style* (Strunk & White)
- Spelling- and grammar-checking software
- Web sites:
  - *Free Grammar Checker:*  
[www.yourdictionary.com](http://www.yourdictionary.com)
  - *Common Errors in English Usage:*  
[www.wsu.edu/~brians/errors/errors.html](http://www.wsu.edu/~brians/errors/errors.html)



Visual 3.14

**Visual Description:** Resources

### Key Points

There are a number of resources to rely upon to improve your writing.

- The Associated Press Stylebook is a basic resource for PIOs.
- An added feature of “Strunk and White” is that it is small—can easily be tucked in a pocket!
- Don’t forget the basics: a dictionary and a thesaurus (hard copy and software).

Spell and grammar checking software is a help, but shouldn’t be trusted to catch every mistake.



Visual 3.15

## Huh?

“While I am open to the initial nature of an assignment, I am decidedly disposed that it be so oriented as to at least partially incorporate the experience enjoyed heretofore and that it be configured so as to ultimately lead to the application of more rarefied facets of financial management as the major sphere of responsibility.”

(from a job application)



Visual 3.15

**Visual Description:** Huh?

### Key Points

Read the statement on the visual.



Visual 3.16

**Bottom Line: Communicate!**

What happened?  
What are you doing about it?  
What does it mean to me?

In a crisis, getting the **right information to the right people at the right time** is more important than catching a dangling participle!

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Visual 3.16

Visual Description: Bottom Line: Communicate!

### Key Points



Why do we care about using correct grammar and spelling?



Visual 3.17

**Unit Summary**

In this unit, we discussed:

- Types of written products that are used in public information activities.
- The characteristics of an effective news release.



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Visual 3.17

**Visual Description:** Unit Summary

### Key Points



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Unit 4:  
Working With the News Media

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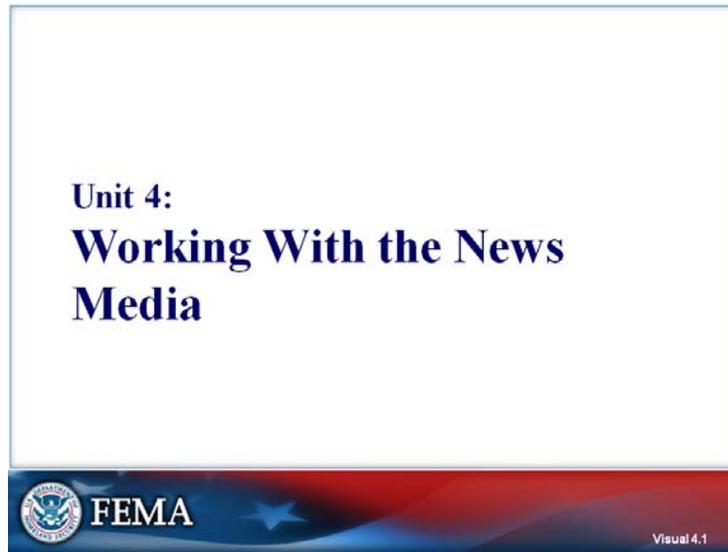
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Visual 4.1



**Visual Description:** Unit Title Slide

### Key Points

This unit will focus on the relationship between the PIO and the news media.



Visual 4.2

### Unit Objectives

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

- Identify the different types of news media and their needs.
- Describe the role of the news media in public safety and emergency management.
- Describe how to establish and maintain positive relationships with the news media.



Visual Description: Unit Objectives

### Key Points



Visual 4.3

### Unit Objectives (Continued)

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

- Describe on-scene needs of the PIO and the news media, and how to manage those needs.
- Identify preparation techniques that contribute to a successful media interview.



**Visual Description:** Unit Objectives (Continued)

### Key Points



Visual 4.4

**Discussion**

Why do we care about media relations?

How can we work better with the news media?

Visual 4.4

Visual Description: Discussion

Key Points



Why do we care about media relations?

How can we work better with the news media?



Visual 4.5

### The Scope of the News Media

- International
- National
- Non-English Language



**Remember:**

- The local media is a key partner in emergency public information efforts; and
- Local news can go national in a second!



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Visual 4.5

**Visual Description:** The Scope of the News Media

### Key Points

- Depending upon the size and significance of an incident, what happens in a community may be covered by news media from across the Nation and around the world, including non-English-language media.
- It all starts at the local level, however, which is one reason the relationship between the PIO and local news media is so important. And, local news can go national in seconds!

Benefits of working with local news media:

- Develop an understanding of what local reporters are looking for.
  - Do they have an agenda?
  - Are they fair?
- Develop a rapport with local reporters, which means:
  - You cease to become just another government spokesperson and become a person.
  - The reporters tend to be more positive, or at least more balanced, which results in a better opportunity to tell your side of the story.
- When reporters see that you consistently provide requested information and/or story ideas to local reporters, they are more likely to cover the positive actions of your agency.
- Positive coverage is like advertising and leads to a better public image. It may also lead to positive financial gains for your agency when budget time comes around.
- Reporters have a better understanding of your agency's issues and programs. (Remember that most reporters are generalists and lack the detailed information that we have.)



Visual 4.6

**News Media's Role in Public Safety**

- The news media is the organization's link to the public before, during, and after a public safety incident.

 "We can't get our message to the public without [the news media], and that makes them a big player on the team."  
-- Max Mayfield, Former Director  
National Hurricane Center

 **FEMA**

Visual 4.6

**Visual Description:** News Media's Role in Public Safety

## Key Points

- The traditional news media paint the image of the incident response in the eyes of the public. They create the perception of the agency and their response to the incident, and perception is reality to the public.
- In the course of an incident's lifecycle, media attention usually follows this pattern:
  - **Initial:** Reporters rush to the scene to capture and report the basic facts of the event. Stories typically do not require much investigative reporting.
  - **Continuing:** The breaking news stage may or may not be past, as new challenges emerge. (For example, media turn to covering the repercussions of the event on the populace, which may include a shortage in food or housing after a hurricane or transportation problems after a bridge collapse.) **Investigative reporting** can also keep a story in the news. If the focus turns to "who's at fault," the reporting will dig deeper and deeper and will keep the media's and the public's interest for a longer period of time.
  - **Diminishing:** Story ideas come from reporters in the field or a PIO. Examples include profiles of a first responder or a disaster victim. Stories can also take an analytic approach, looking for deeper answers to why something happened, for example.
  - **Recognition:** Anniversary stories fall into this category and can offer opportunities to the PIO. For example, the anniversary of a severe winter storm may include the message to prepare a winter emergency kit for the home and the car.



Visual 4.7

**The Types of News Media**

- Print
- Television
- Radio
- Internet

Each medium is controlled by its technology and its deadlines. Each has advantages and limitations.

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Visual 4.7

**Visual Description:** The Types of News Media

### Key Points

- A medium is controlled by its technology (i.e., print and paper, radio waves, video cameras, etc.) and by its deadlines (i.e., hourly, daily, weekly, monthly, and so forth).
- These controlling factors create limitations, but also can be used to your advantage.
- One way the media deal with these limitations is by joining or “converging” with other types of media to share resources and eliminating deadline limitations.
  - This approach is sometimes dubbed the “Tampa Model” after Media General brought its three properties (the Tampa Tribune, WFLA, and TBO.com) under one roof a few years ago.
  - Fans of the approach say that tips and story ideas are shared and cross-promotion is possible. At the same time, not every story will suit every medium.
- One thing is certain: Yesterday’s news media are not today’s news media and certainly won’t be tomorrow’s. You only need to look at the role of social media today to appreciate that change. We’ve seen individuals with mobile devices using blogs, video, and Twitter to spread information in real time during an emergency. Social media can both aid and detract from emergency response and is proving to be both a tool and a challenge for PIOs.



Visual 4.8

### Print Media: Newspapers/Magazines

**What they need:**

- Details
- Background information
- Access to subject-matter experts
- Access to photo op



**Also will post information to their Web site!**

**Advantages/Limitations:**

- ⬇ Can use more detail
- ⬆ Takes longer to get information out



**FEMA**

Visual 4.8

**Visual Description:** Print Media: Newspapers/Magazines

## Key Points

### All print media, especially newspapers:

- 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 may need help in collecting long-term statistics, biographies, etc.
- Need information several hours before going to press, BUT . . .

**IMPORTANT:** Online editions of print media change this limitation as deadlines are reduced or eliminated.

**NOTE:** Nearly 200 daily newspapers folded between 1990 and early 2009, and that trend is evident nationwide and around the world. In addition to former print readers moving to the Web for their news, the lingering recession has cut advertising revenues and brought many newspapers to their knees. Nevertheless, remember that newspapers are an important segment of the news media and are often the source of information online.

### 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.



Visual 4.9

**Television**

**What they need:**

- Visuals!
- Sound bites
- Staging area

**Advantages/Limitations:**

- ⤴ Varied programming
- ⤴ Immediate!
- ⤴ Less detailed

Also will post information to their Web site!

FEMA

Visual 4.9

**Visual Description:** Television

## Key Points

### 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, although this practice has become controversial in recent years.



Visual 4.10

**Radio**

**What they need:**

- Audio (sound clips or telephone interviews)
- Sound bites
- Recorded PSAs

**Also will post information to their Web site!**

**Advantages/Limitations:**

- Ⓜ Immediate
- Ⓜ Can reach special populations
- Ⓜ Few field reporters

**FEMA**

Visual 4.10

**Visual Description:** Radio

## Key Points

### 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.
- Usually likes telephone sound clips or telephone interviews.
- Likes to receive recorded public service announcements (PSAs) or to have a PIO record the announcement by phone or in the studio. A variety of voices is important to radio.
- Wants you to pay attention to the station's theme or strong focus, such as news, farm, or youth orientation.



Visual 4.11

## Internet

---

**What they need:**

- Same access and information as other media

**Advantages/Limitations:**

- ⌚ Can be updated quickly, but . . .
- ⌚ May be updated at only certain times of the day

Visual 4.11

**Visual Description:** Internet

### Key Points

#### Internet:

- Can add news items very quickly, but may edit its Web site at only certain hours of the day. Be aware of the site's operating procedures.
- Often tied to print or television outlet and prefers to pick up news from that outlet.
- In terms of news releases and content, should be treated like a newspaper.

#### Key points:

- Local media of **all formats** now use Web sites and want breaking news fast! They want to be the first with the headline, Tweet, or RSS feed and often seek a quick rundown as the incident breaks. And they post "breaking" news to their Web site long before their newscast takes place.
- They may not wait for validation of information, which means that media monitoring is essential. (Explain that media monitoring is reviewing the news on TV, radio, and on the Web, and in the newspapers, to evaluate the amount and—most important—the accuracy of the coverage your organization is receiving.) Fact checking is now ongoing rather than required. Information is published/broadcast first, then "Updated" later.
- This local development follows the national trend. Think of CNN's iReport.com, the user-generated site where the stories come from users. CNN marks those stories it has vetted "On CNN" and uses them in CNN's news coverage.
- Bloggers often repeat information provided by readers to other readers. There is a good chance inaccuracies will be spread rapidly. A question may come from a broadcast or print reporter based on these Internet-perpetuated inaccuracies.

### WHERE AMERICANS GO FOR NEWS

The following information is from the Pew Research Center for the People and Press biennial news consumption survey dated August 2008.

- On any given day, roughly eight-in-ten people report seeing, reading, or listening to some kind of news.
- **Television** news remains the most widely used source. On any given day, 57 percent of Americans watch news on TV, a rate that has remained largely stable over the past 10 years (59 percent in 1998).
- By comparison, the share that reads a **newspaper** yesterday stands at 34 percent, down six points in just the past 2 years and down 14 points from 48 percent a decade ago.
- **Radio** news is suffering comparable losses. The share that listened to news on the radio yesterday also has slipped 14 points since 1998, from 49 percent to 35 percent.
- Overall, 29 percent of Americans say they got news **online** yesterday, up from 23 percent in 2006. At this point, the Web still trails TV, radio, and newspapers in terms of the percentage of users each day. Relatively few Americans report the Internet as their sole source of news. Instead, the vast majority of people who get news from the Web also are using traditional sources. Of the 29 percent who got news online yesterday, 84 percent also got news from TV, radio, or a newspaper. Just 5 percent of Americans got their news only from the Web.



Visual 4.12

**Where Does the News Come From?**

Today, anyone with a cell phone can be a field reporter!

What challenges does this pose for the PIO?



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Visual 4.12

Visual Description: Where Does the News Come From?

Key Points



What challenges does this pose for the PIO?



Visual 4.13

**What ALL News Media Need**

- Prompt answers to queries
- Access to the scene
- Access to policymakers, responders, and victims
- Fair treatment
- Respect for deadlines
- Updates and corrections to information in evolving incidents as fast as possible

The media need YOU to be available and responsive at all times!

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Visual 4.13

**Visual Description:** What ALL News Media Need

## Key Points

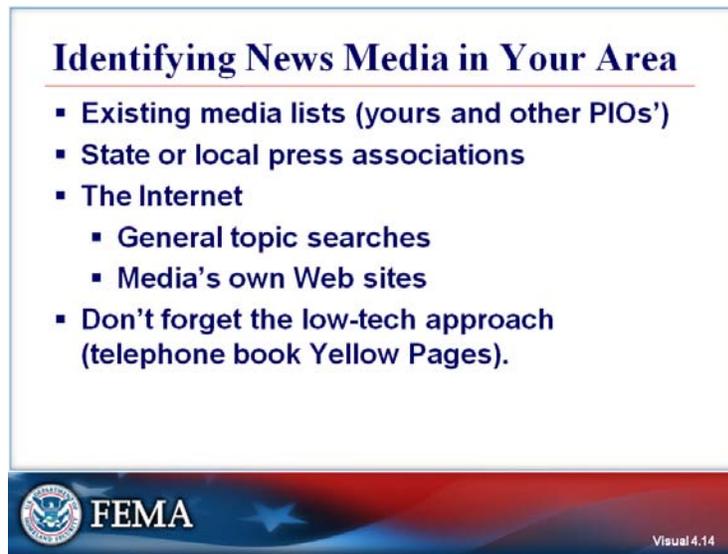
The main thing the news media want is access to you—the PIO—24/7!

To build good media relations, PIOs should:

- 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 it is necessary to create media pools, rotate pool slots even-handedly.
- If you have breaking news, share it with everyone.
- Learn and respect deadlines.
- Provide updates in a timely manner. When dealing with errors, accountability equals responsibility:
  - When you correct your own errors, you are acting responsibly.
  - When you ask the media to correct their errors promptly, you are holding them accountable.



Visual 4.14



**Identifying News Media in Your Area**

- Existing media lists (yours and other PIOs')
- State or local press associations
- The Internet
  - General topic searches
  - Media's own Web sites
- Don't forget the low-tech approach (telephone book Yellow Pages).

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Visual 4.14

**Visual Description:** Identifying News Media in Your Area

### Key Points

- Existing media lists (your own and other PIOs') should include after-hours contact information and must be updated regularly.
- Most State and local press associations publish their own media guidebooks that are more current and relevant than the national guides.
- Some companies, such as PR Newswire, even distribute releases to the media of your choice.
- When using a commercial list, review the list to be sure that information is current and that the listed reporters and editors are appropriate for your information.
- Nearly all media outlets have Internet sites that may include e-mail addresses for submitting news releases.
- In this era of high technology it is easy to forget that there are times when it is quicker and easier just to pick up the phone book and check the Yellow Pages for at least some of the information you need.



Visual 4.15

**Media at the Scene**

All media can now tell the story from where it is happening.

What can you do to make it work?

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Visual 4.15

The slide features a title 'Media at the Scene' in blue. Below it, a red-bordered box contains the text 'All media can now tell the story from where it is happening.' To the right of this text is a photograph of a fire truck at a night scene with bright orange flames. Below the fire truck photo is a photograph of a press conference with several people seated at a table. A red speech bubble on the left contains the text 'What can you do to make it work?'. At the bottom left is the FEMA logo, and at the bottom right is the text 'Visual 4.15'.

**Visual Description:** Media at the Scene

### Key Points

- All media can now tell the story from where it's happening, thanks to:
  - Remote broadcast equipment.
  - Access to freeway cameras.
  - Helicopters.
  - Digital transmission.
- When a newsworthy incident occurs, the media will be there, without your invitation and, to some extent, out of your control. Although you can't control whether they show up, you can and should control their contact with the site.
- If media representatives are on the scene when you arrive: (1) tell them who you are, (2) tell them you will get the information and be back to brief them, and (3) then do so. Committed follow-through goes a long way to establishing good relations with the news media!



Visual 4.16

### Initial PIO Actions

- Assess the situation.
- Consider your resources.
- Establish contact with other involved agencies' PIOs.
- Keep leadership apprised.

Individual Activity:

- You are going to be on your own in the field for 12 hours.
- Make a list of what you need.



Visual 4.16

**Visual Description:** Initial PIO Actions

## Key Points

Initial PIO actions at the scene:

- Make a quick assessment of the situation and determine possible public affairs impact. Your Communications Center or Dispatch can be your best source for initial information. Your next step should be to establish communication with the on-scene field supervisor. Questions to ask include:
  - What is the situation? What happened and when?
  - What is the location?
  - Who is involved? (This includes individuals and responding agencies.)
  - Were there any injuries?
  - Were there any deaths?
  - Are the news media present?
- You also need to consider your resources. If you are the only PIO, you will have to concentrate on those things that are most crucial.
- Establish contact with other involved agencies' PIOs.
- Keep leadership apprised.



What is a “go-kit”?



Imagine that an incident has just occurred and that you are headed to the field. You anticipate being on your own for at least 12 hours. What will you need to take with you to be able to function?



Visual 4.17

### Media Access

- Establish a media staging/briefing area that doesn't hinder operations, but affords the media reasonable, legitimate access.
- Coordinate access to newsmakers and persons in charge.
- Consider a media pool.



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Visual 4.17

**Visual Description:** Media Access

## Key Points

PIO actions to accommodate media access at the scene:

- Establish a media staging/briefing area that doesn't hinder operations, but affords the media reasonable, legitimate access.
- When selecting a staging/briefing area, choose your background wisely. If you do not want something recorded by the media, cover it up or shield it with a vehicle. Use the staging area for all media releases and conferences—it will keep them there!
- Reporters may record anything that they see or hear. They should not be told to stop recording. Always assume you are being recorded!
- Coordinate access to persons in charge.
- Occasionally it is necessary to restrict access to an area from the multitude members of the media, but you still want to provide access under a more controlled system. In such situations, you have the option of using a “media pool.”
- A media pool is simply one representative from each of the four types of media (television, radio, print, and Internet) 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.
- Sometimes media representatives need to include more than one person from each media type (e.g., television might need a reporter and a camera operator, or a newspaper might need a reporter and a photographer). This practice is legitimate and should be allowed.
- Members of the media will decide among themselves who will be in the media pool.



Visual 4.18

**News Conferences and Briefings**

What is the difference between a news conference and a news briefing?

In what situation would you want to hold a news conference or briefing?

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Visual 4.18

**Visual Description:** News Conferences and Briefings

### Key Points



**What is the difference between a news conference and a news briefing?**

**In what situation would you want to hold a news conference or briefing?**

**When holding news conferences or briefings, control the environment by:**

- Holding the session indoors, if possible.
- Minimizing distractions, if outside.
- Watching the background.
- Ensuring cameras can't get behind speakers but have a clear line of sight.
- Clearing access and egress for speakers.
- Minimizing background noise.



Visual 4.19

### Preparing for an Interview

- Identify the best spokesperson.
- Develop your objectives.
- Consider your audience.
- Develop your message and materials.
- Get clearance/approval.
- Practice or prep the spokesperson.



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Visual 4.19

**Visual Description:** Preparing for an Interview

### Key Points

When a reporter requests or the PIO is setting up an interview, the first question is always: Who should speak for the organization?



**What are some things you should consider when deciding who should speak for the organization?**

Tips for preparing for an interview:

- **Know your objectives.** What do you want people to know or do after hearing your message?
- **Consider your audience.**



**What would you want to know about the audience for your interview?**

More tips for preparing for an interview:

- **Develop your message and materials:** 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.
  - Make a list of possible side issues and followup questions (and answers).
  - What materials will you want to leave with the reporter?
- **Get clearance/approval for your message and materials.**
- **Practice** if you will be speaking for the organization, or **prep** the spokesperson. In terms of practice, remember:
  - Even a few minutes of practice can make a big difference in how well you do in an interview.
  - Remember that you have the ability to take control of the interview. Even if approached at the site of an incident you can take a moment or two to collect your thoughts and even jot down a note or two.
  - When you practice, make sure you are thinking and talking in 10- to 15-second sound bites.



**How did we define “talking point” in the last unit?**



Visual 4.20

**Activity: Writing Talking Points**

**Instructions:** Work in your table group to write talking points for the lost-child scenario.

- Identify your objectives (no more than two).
- Write three or four talking points to achieve your objectives.

You have **10 minutes**.



Visual 4.20

**Visual Description:** Activity: Writing Talking Points

### Key Points

**Purpose of the Activity:** To give the participants the opportunity to create talking points for their desired message about a lost-child scenario.

### Activity Instructions:

- Refer to the Writing Talking Points worksheet in your Student Manual.
- Read the lost-child scenario and then work in your table groups to:
  - Identify your objectives—what message you want to get across. There should be no more than 2 objectives.
  - Write 3 or 4 talking points to achieve these objectives. Try to write your talking points as sound bites.
- Record your work on chart paper and be prepared to report out in 10 minutes.

**ACTIVITY: Writing Talking Points**

**Instructions:** Work in your table group to write talking points for the lost-child scenario described below.

- Identify your objectives (no more than 2).
  - Write 3 or 4 talking points to achieve your objectives (remember to think of sound bites).
  - Record your points on chart paper and be prepared to report out in 10 minutes.
- 

**SCENARIO:** At 4:30 p.m. on a chilly autumn day, a parent calls 911 to report a missing 3-year-old child. The child was outside playing and may have wandered off into a vast wooded area adjacent to the home.

A local police officer arrives at the scene, establishing the initial ICS organization. A police chief arrives at the scene, along with news crews and numerous volunteers. The Incident Commander establishes an Operations Section. Within the Search Group, four canine search teams are assigned. After the first hour, the Incident Commander establishes a Planning Section that will develop the Incident Action Plan and track the status of resources on the scene.

As night falls, more than 100 personnel are on the scene searching for the missing child. Given the number of personnel on the scene, there is a need to provide meals, food, first aid, and rest areas for responders.

A reporter for the local TV station wants to interview you in 5 minutes.



Visual 4.21

**Improving Your Responses**

**DON'T:**

- Speculate or answer hypothetical questions.
- Respond for or talk about other agencies.
- Comment on what others have said.
- Lose your temper.
- Lie.
- Say anything you don't want to read in print, hear on the radio, or see on TV or the Internet.
- Say anything "off the record."

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Visual 4.21

**Visual Description:** Improving Your Responses

## Key Points

Sometimes you can improve an interview by simply **NOT** doing some things. Review the "Don'ts" on the visual:

### DON'Ts:

- **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 respond to questions best answered by another agency. Also, don't talk about 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.
- **Never lose your temper.** You can stand your ground without losing it.
- **Never lie. NEVER.**
- **And, most importantly, never say anything to a reporter you don't want to see in the news media.**
- **Never say anything "off the record."** Some PIOs will argue that you can give "off the record" information to a reporter with whom you have a long-standing relationship of trust. One thing to consider: By giving this trusted reporter off-the-record information, you may be doing a disservice. If the information gets out from another source, other media outlets will run with it, while the reporter you trusted may hold back.



Visual 4.22

**Improving Your Responses (Continued)**

**DO:**

- Know what you want to say.
- Stick to one main point.
- Be positive, yet realistic.
- Show compassion and empathy.
- Know when to stop.
- Summarize.

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Visual 4.22

**Visual Description:** Improving Your Responses (Continued)

### Key Points

Continue to review tips for improving interview responses by discussing the “Do’s” on the visual:

#### DO’s:

- **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.**



Visual 4.23

**“No Comment”**

**Never** say “No comment.” It implies you are:

- Hiding something,
- Unprepared, or
- Uninformed.



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Visual 4.23

**Visual Description:** “No Comment”

### Key Points

- Never say “No comment.”
- Answering “No comment” implies you are:
  - Hiding something,
  - Unprepared, or
  - Uninformed.



Visual 4.24

### Alternatives to “No Comment”

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 . . .”



**Visual Description:** Alternatives to “No Comment”

### Key Points

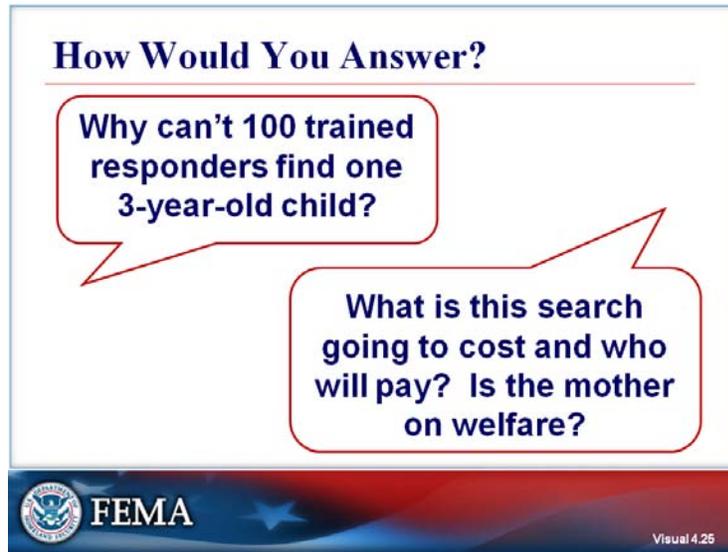
- When you can't answer a question, make sure the response you give is suited to the situation, is truthful, and is as forthcoming as possible.

Refer to the visual:

- 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.



Visual 4.25



**Visual Description:** How Would You Answer?

### Key Points

Think about the lost-child scenario and imagine a reporter asked you:

### **Why can't 100 trained responders find one 3-year-old child?**

Imagine a reporter asking:

### **What is this search going to cost and who will pay? Is the mother on welfare?**



Visual 4.26

**Transitional Phrases or “Bridging”**

- “What is most important is . . .”
- “What we should focus on is . . .”
- “What the public should know is . . .”
- “The point (or goal) is . . .”



Visual 4.26

**Visual Description:** Transition Phrases or “Bridging”

### Key Points

- 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.
- Review the phrases on the visual.



Visual 4.27

### Nonverbal Communication Tips

Pay attention to:

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



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Visual 4.27

**Visual Description:** Nonverbal Communication Tips

## Key Points

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

- **Eye contact:** Look at the reporter, not the camera. Avoid looking down. Avoid rolling your eyes or looking up (a habit some people have when thinking or trying to remember something).
- **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). Remember what we discussed earlier—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 align you for the shot.
- **Gestures:** Use natural, but not “big” gestures. Keep your hands away from your face; do not cross your arms, raise your eyebrows, or shrug your shoulders. Avoid jerky or sudden 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:** Wear your uniform or neat, conservative attire if non-uniformed. Avoid bright whites, stripes, plaids, and complicated patterns. Remove dark glasses/sunglasses! Also:
  - 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 not good for digital TV.
  - Conversely, Web broadcasts are low quality and brighter colors may make the image more appealing. The message is: Dress for your market!



Visual 4.28

### Dealing With Nervousness

- Prepare.
- Anticipate questions.
- Do something to relax yourself.
- Use your nervousness as positive energy.
- Realize the reporter wants you to succeed.
- Know it is okay to pause to gather your thoughts.



Visual 4.28

**Visual Description:** Dealing With Nervousness

## Key Points

Most of us experience at least some nervousness at the thought of being interviewed on-camera, but there are tips to help manage that nervousness:

- Prepare. The more prepared you are, the less nervous you will feel.
- Anticipate questions. Think like a reporter and anticipate the questions you might be asked. Reducing the “surprise” factor will reduce your nervousness.
- Do something to relax yourself. Take a few deep breaths, stretch, or walk around. Find out what technique works best to relax you.
- Use your nervousness as positive energy. Nervousness is not all bad! A bit of nervousness can energize your performance on-camera.
- Realize the reporter wants you to succeed. In most cases, the reporter is not out to get you and really doesn’t want you to stumble over words or misspeak. If the interview is being taped, don’t hesitate to say, “I’d like to try that again” if your answer to a question came out tongue-tied.
- Know it is okay to pause to gather thoughts. A pause will always seem longer to you than the audience, so don’t ramble or use fillers like “um” to take up dead air. Gather your thoughts and give your best answer.



Visual 4.29

**Unit Summary**

In this unit, we discussed:

- The role of the news media, and the different types of news media and their needs.
- Techniques to build positive relationships with the media.
- How to manage the on-scene needs of the PIO and the media.
- How to prepare for a successful media interview.



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Visual 4.29

Visual Description: Unit Summary

## Key Points

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Unit 5:  
Creating Public Awareness Campaigns

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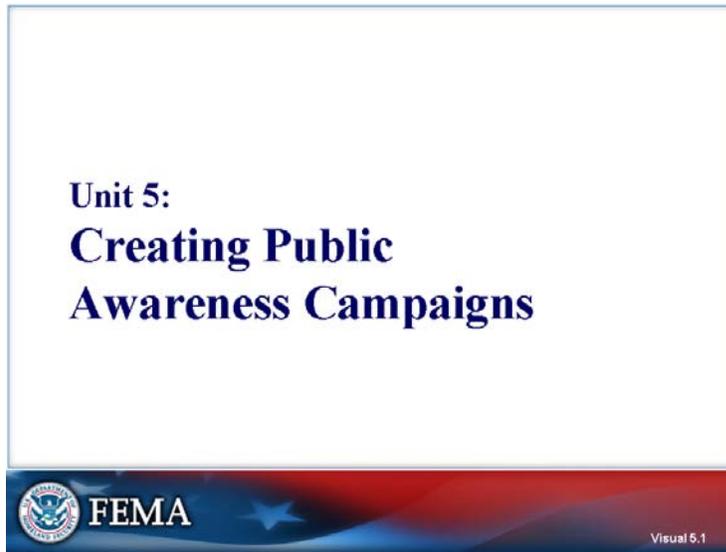
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Visual 5.1



**Visual Description:** Unit Title Slide

### Key Points

This unit focuses on the role public awareness campaigns can play in public safety and emergency management.



Visual 5.2

### Unit Objectives

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

- Explain how to work with the news media to “sell” a story.
- Define a public awareness campaign.
- Describe the purpose of public awareness campaigns as they relate to emergency management.
- Describe the process used to develop and execute a public awareness campaign.



Visual 5.2

Visual Description: Unit Objectives

### Key Points



Visual 5.3

**Discussion**

What are the benefits of selling a “good news” story to the media?

What are the challenges to pitching a story?



Visual 5.3

Visual Description: Discussion

Key Points



Visual 5.4

### Selling Feature Stories

How do you pitch a story?



- Identify the news peg.
- Choose a slow news time.
- Select the news media most likely to run the feature.
- Personalize the pitch.
- Translate for non-English-speaking news media.

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Visual 5.4

Visual Description: Selling Feature Stories

## Key Points



### What is a feature story?

Tips for selling feature stories to the news media:

- **Identify the news peg.** A “peg” is what you hang things on. To appeal to the news media, a feature story has to “hang” on something. The peg could be a high-profile event elsewhere with a local angle.
- **Timing is important.** Holidays are usually slow news days—a perfect time to sell your story.
- **Select the news media most likely to run the feature.** If you can provide a good visual or sound, TV or radio may be most interested. Regardless of the media, certain reporters will be more receptive to a feature story. Getting to know the reporters ahead of time will help you identify your most likely “taker.”
- **Personalize the pitch.** Don’t make a blanket pitch! Tailor your approach to the specific media/reporter.
- **Translate for non-English-speaking news media.** Don’t forget this market for feature stories. Find a source that can translate for your English-as-a-second-language audiences beforehand—you will need this resource during emergencies as well.



Visual 5.5

### Best Practices: Feature Stories

**Full-group discussion:**

- What feature stories have you been successful in selling to the news media?
- What was the outcome?



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Visual 5.5

**Visual Description:** Best Practices: Feature Stories

### Key Points



Visual 5.6

### Awareness Campaigns

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<b>Definition:</b>	<b>Purpose:</b>
<ul style="list-style-type: none"><li>▪ Ongoing public education program to heighten awareness of community hazards and preparedness measures.</li></ul>	<ul style="list-style-type: none"><li>▪ Inform and educate the public.</li><li>▪ Increase preparedness.</li><li>▪ Increase visibility.</li></ul>



Visual 5.6

**Visual Description:** Awareness Campaigns

### Key Points

Some common campaign topics include the following:

- Disaster Preparedness Month (September)
- Hurricane preparedness
- Home pool safety
- Severe weather safety instructions
- Smoke detector installation and testing
- Home, office, or hotel fire safety tips



Visual 5.7



**Visual Description:** Awareness Campaign Tools

## Key Points

Tools that can be used to promote a campaign:

- News releases/feature stories/public service announcements (PSAs)
- Interviews and participation on talk shows
- Presentations and speeches
  - Consider a speaking tour/radio tour.
  - Use a credible speaker.
- Communitywide and statewide events (preparedness fairs, displays)
- Partnerships with other organizations, schools, and clubs
  - You need to coordinate with schools well in advance to fit your campaign materials into their curriculum.
- Newsletters, brochures, and pamphlets
- Web site space (a valuable tool that is easily updated). Keep in mind that newspapers, TV stations, and online media will often provide a link to your Web site where you can post additional information.



Visual 5.8

**Four Steps to an Awareness Campaign**

1. Research
2. Analyze Audience
3. Develop/Implement
4. Evaluate



Visual 5.8

Visual Description: Four Steps to an Awareness Campaign

**Key Points**



Visual 5.9

### Step 1: Research

To determine the issues, ask:

- What are the hazards or risks in your community?
- What problems are you having in your community?
- What are people concerned about?
- Who is vulnerable?



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Visual 5.9

**Visual Description:** Step 1: Research

## Key Points

### Step 1: Research the issues that are relevant in your community.

- Research starts with asking the right questions:
  - What are the hazards? Consider all natural and technological hazards. (There is no point in conducting a hurricane preparedness campaign if your area is not subject to hurricanes.)
  - What are the risks? What is the probability of an emergency or disaster occurring related to the hazard?
  - What problems are you having in your community? Were people poorly prepared for the last winter storm? Did people resist evacuating during the last hurricane?
  - What are people concerned about? Events outside your community might prompt interest in your own community and you can take advantage of that interest. A wildfire in another State might increase community interest in preparedness in your own community.
  - Who is vulnerable and likely to be affected? Determining hazard impact is a crucial component in emergency planning. It also helps identify the target audience for a particular public awareness campaign.



Visual 5.10

**Step 2: Analyze Audience**

- Who are they?
- Where do they live?
- What news media do they use?
- What types of messages will be most effective?



Visual 5.10

**Visual Description:** Step 2: Analyze Audience

## Key Points

### Step 2: Analyze your audience.

- Your hazard vulnerability research has led you to discover who is vulnerable—in other words, who is the target audience for your campaign.
- The PIO must have an indepth understanding of the community, including insight into:
  - Community and neighborhood values.
  - Attitudes and beliefs.
  - Willingness to change their actions.
  - Special needs groups (e.g., people with physical and cognitive disabilities, non-English-speaking populations).
- Armed with this information, the PIO can analyze the target audience by answering:
  - Who are they? Are they schoolchildren? Visually or hearing impaired residents? Senior citizens? Non-English-speaking residents?
  - Where do they live?
  - What news media do they use? Don't forget social media (e.g., Twitter, Facebook), especially for younger audiences.
  - What types of messages will be most effective? Slick, impressive videos may not be the most effective way to convey your message. Also, messages that threaten, intimidate, or frighten are not successful in calling people to action. Make sure you are sensitive to cultural differences among the various groups you are trying to address, which may mean using various languages in your materials.



Visual 5.11

**Step 3: Develop/Implement**

- What is the goal?
- What is the message?
- What medium suits the audience and the message?
- What is the cost?



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Visual 5.11

**Visual Description:** Step 3: Develop/Implement

### Key Points

#### Step 3: Develop and implement the awareness campaign.

- Based on your research and analysis, develop a goal statement: What do you hope to achieve through this campaign? Identifying what you hope to achieve will also allow you to conduct meaningful evaluation.



**What does the acronym “S M A R T” stand for in relation to goals?**

Development and implementation tips:

- Creating a message that is suited for your target audience and will achieve your goal is a crucial step in campaign development. The message should be:
  - **Relevant:** Focuses on issues the audience can understand and are affected by.
  - **Clear and concise:** Easily understood; not wordy.
  - **Memorable,** with an appealing catch phrase or tag line (for example, “Click It or Ticket,” a campaign to promote seatbelt use).

- Choose the medium based on the audience and the message. For a comprehensive campaign, multiple avenues should be used, such as:
  - Newspapers
  - Newsletters
  - Magazines
  - Television
  - Radio
  - Brochures
  - Posters
  - Billboards
  - Audiovisual presentations
  - Web sites
  - Events
- Consider cost. Money will typically be a constraint, but it can also spur you on to be more creative!

### Setting SMART Goals for Your Public Awareness Campaign

The “SMART” acronym is attributed to Peter Drucker’s teachings in project management, but the concept can be applied to many situations, from performance appraisal to strategic planning.

The words represented by the SMART acronym may vary depending upon the context of the goals (for example, sometimes the “R” stands for “realistic” or “results-oriented,” rather than “recorded”).

In setting SMART goals for public awareness campaigns, the focus should be on articulating a goal statement that is:

<b>S = Specific</b>	Goals should be stated in clear, concise terms that have meaning for those working on the campaign and other key stakeholders.  “Increase community preparedness” is not specific. “Distribute family emergency preparedness kits through community elementary schools” is both clearer and more meaningful.
<b>M = Measurable</b>	Measurement is how you evaluate success, but make sure your numbers reflect significant achievement.  It may be a good idea to record how many news releases you sent out, but the amount of media coverage you receive (e.g., column inches, mentions on news programs, and number of radio interviews) is more indicative of success.
<b>A = Attainable</b>	A goal that makes you stretch is good. One that is completely out of reach is de-motivating.  When considering whether a goal is attainable, ask yourself: Do I have the skills and resources—or can I get them—to achieve this goal?
<b>R = Recorded</b>	Once you have identified your goal, write it down! It will keep you focused and is the foundation for evaluating your campaign’s success.
<b>T = Time Bound</b>	All goals should have a target date for completion. You should set a realistic deadline and interim benchmarks, as needed.



Visual 5.12

**Step 3: Develop/Implement (Continued)**

- What partnerships will help you succeed?
- What are your time constraints?



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Visual 5.12

**Visual Description:** Step 3: Develop/Implement (Continued)

### Key Points

#### Step 3: Develop and implement the awareness campaign.

Development and implementation tips:

- Partnerships can help you save money but that is not the only reason to partner. Partnerships can also add to the campaign's credibility and expand the knowledge base and creative opportunities. Examples of valuable partners include:
  - Television, radio, newspaper, or other media organizations.
  - Local National Weather Service office or TV meteorologist.
  - Schools and civic organizations.
  - Businesses.
- Partnerships can increase the opportunities to expand your campaign. Benefits of working with partner organizations might include:
  - Inserting fliers in utility bills.
  - Printing campaign messages on grocery bags.
  - Participating in statewide campaigns.
  - Using awareness materials produced by the Federal Emergency Management Agency (FEMA), American Red Cross, National Weather Service (NWS), International Association of Fire Chiefs (IAFC), and the International Association of Fire Fighters (IAFF).

- Time is a crucial element in any public awareness campaign.
  - **First**, timing will have an impact on the campaign's success.
    - A campaign on hurricane awareness won't get much play in December.
    - If you hope to work with schools, plan well in advance to coordinate with their schedules and curriculum. The best approach is to meet with school officials early to determine when your program best fits their schedule.
  - **Second**, production and dissemination of materials can require significant amounts of time, depending upon the complexity of the campaign materials.
  - **Hint:** "Time" will also impact the shelf life of your campaign. Don't "date" your materials by using the year or referring to news events that will become out-of-date quickly.



Visual 5.13

### Step 4: Evaluate

- Did message reach targeted audience?
- Did message call people to action?
- Was the action significant? How did you measure it?
- What will you change in future campaigns?



Visual 5.13

**Visual Description:** Step 4: Evaluate

## Key Points

### Step 4: Evaluate the awareness campaign.

Evaluation is crucial for judging the effectiveness of a public awareness campaign.

When evaluating the success of a campaign, you should ask:

#### 1. Did the message reach the targeted audience?

- A PIO should know the stats on newspaper readership and viewership for all media outlets involved with the campaign.

#### 2. Did the message call people to action?

- This action must be observable. Part of the planning process must be a built-in measure to determine effectiveness.

#### 3. Was the action significant?

- The PIO must predetermine the acceptable response that will signal a successful campaign, given the time, money, and resources required to deliver the message.
- Examples of solid measurements might include:
  - Fewer nonemergency calls to 9-1-1.
  - An increased number of phone calls for more information.
  - The number of times the broadcast media aired the message.
  - The number of column inches the newspaper used to tell the story.

**4. What will you change in future campaigns?**

- This part of your evaluation involves some reflection, but each year or time the campaign is run it should become more effective.
- Recruit volunteers to help you evaluate your campaign objectively and make necessary changes before using it again.



Visual 5.14

**Activity: Planning Successful Campaigns**

**Instructions:** Working in your table groups, discuss your assigned campaign topic.

- Develop the key message.
- Describe medium/media to be used.
- Identify potential partnerships that would help make the campaign successful.

You have **20 minutes**.



Visual 5.14

**Visual Description:** Activity: Planning Successful Campaigns

## Key Points

**Purpose of the Activity:** To give participants an opportunity to develop a campaign based on a specific public awareness topic.

### Activity Instructions:

- Decide in your table groups a public awareness topic for which you will develop a campaign.
- After deciding on a topic, you should :
  - Develop a key message for your campaign,
  - Describe the medium/media to be used, and
  - Identify potential partnerships that would help make the campaign successful.
- Record your responses on chart paper and be prepared to report out in 20 minutes.



Visual 5.15

**Unit Summary**

In this unit, we discussed:

- How to “sell” a story to the media.
- The definition and purpose of public awareness campaigns in emergency management.
- The process used to develop and execute a public awareness campaign.



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Visual 5.15

**Visual Description:** Unit Summary

## Key Points



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Unit 6:  
Course Summary

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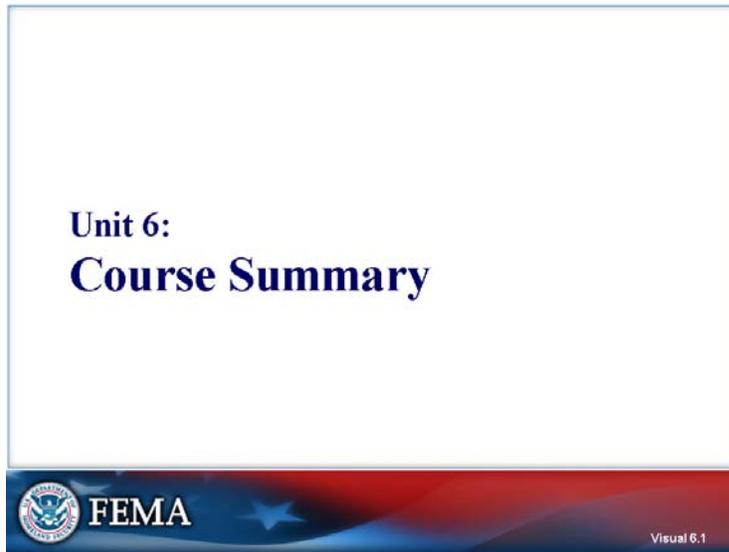
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Visual 6.1



**Visual Description:** Unit Title Slide

### Key Points

This unit summarizes the course and gives participants an opportunity to provide feedback.



Visual 6.2

**Unit Objectives**

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

- State key lessons learned.
- Complete a knowledge assessment.
- Complete a Level 1 evaluation of the training.



Visual 6.2

**Visual Description:** Unit Objectives

### Key Points



Visual 6.3

**Course Purpose**

**To orient the participants to the public information function and the role of the Public Information Officer (PIO) in the public safety/emergency management environment.**

**Did we achieve our goal and meet your expectations?**

Visual 6.3

Visual Description: Course Purpose

Key Points



**Did we achieve our goal and meet your expectations?**



Visual 6.4

### Self-Assessment

Can you now:

- Define emergency public information and the importance of being proactive?
- Describe the role and function of the Public Information Officer (PIO)?
- List the skills needed to be an effective PIO and explain their relevance to the role?
- Describe the types of written products used in public information activities?



**Visual Description:** Self-Assessment

### Key Points

As you review the overall course objectives, ask yourself if you have met these objectives or if you have remaining questions.



Visual 6.5

### Self-Assessment (Continued)

Can you now:

- Describe the characteristics of an effective news release?
- Identify the different types of news media and their needs?
- Describe the role of the news media in public safety and emergency management?
- Describe how to establish and maintain positive relationships with the news media?
- Describe on-scene needs of the PIO and the news media, and how to manage those needs?



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Visual 6.5

Visual Description: Self-Assessment (Continued)

### Key Points



Visual 6.6

### Self-Assessment (Continued)

Can you now:

- Explain how to work with the news media to “sell” a story?
- Define a public awareness campaign?
- Identify preparation techniques that contribute to a successful media interview?
- Describe the purpose of public awareness campaigns as they relate to emergency management?
- Describe the process used to develop and execute a public awareness campaign?



Visual Description: Self-Assessment (Continued)

### Key Points



Visual 6.7



**Visual Description:** Continuing Your Development

### Key Points

You can continue their professional development by progressing through the PIO curriculum.



Visual 6.8

### Knowledge Assessment

- Write your name on the test.
- Read each item carefully.
- Circle the letter that corresponds to your answer.
- You have 15 minutes.



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Visual 6.8

**Visual Description:** Knowledge Assessment

### Key Points



Visual 6.9

**Feedback**

- Tell us what you thought of the training.
- Please complete the course evaluation form.
- **Your comments are important!**



 **FEMA** 

Visual 6.9

**Visual Description:** Feedback

### Key Points

Please provide your feedback on the course evaluation form.

Thank you for your attendance and participation.



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# Appendix

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## TABLE OF CONTENTS

	<u>Page</u>
Glossary of Terms and Acronyms .....	A-1
New Media Glossary .....	A-5
Writing It Right .....	A-11
Go-Kit Checklist .....	A-17
Tips for Managing Media Staging Areas.....	A-19
News Media’s Role/How To Build Effective Relationships With the Media .....	A-21
Processes and Tools That Facilitate Communication	
▪ Approval Sheet.....	A-23
▪ Tips for Creating and Maintaining a Media List .....	A-25
▪ Do’s and Don’ts for Online Media Rooms .....	A-27
Tips for Improving Your On-Camera Performance .....	A-29
Tips for Managing Briefing Logistics.....	A-31
Media Relations at the Scene – On-Scene Nightmares.....	A-33
Types of JICs.....	A-35
PIO and JIC Activities in Response to an Evolving Incident .....	A-37
JIC Readiness Assessment .....	A-39
Building the JIS/JIC Worksheet.....	A-43



<b>Topic</b>	<b>Glossary of Terms and Acronyms</b>
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Following are some terms and acronyms used in this course or in emergency management activities.

Term	Meaning
<i>Associated Press Stylebook and Briefing on Media Law</i>	Stylebook used by most news media and schools of journalism (see Stylebook).
Crisis	A major occurrence with a potentially negative outcome affecting an organization, company, or industry, as well as its publics, products, services, and/or good name. A crisis occurs unexpectedly, might not be in the organization's control, and, if left unaddressed, might threaten life, safety, property, or cause irreparable harm to an organization's reputation or viability. A crisis lasts a finite period of time.
Crisis communication	The dissemination of messages in response to a crisis, which explain the severity of the situation and action steps to take.
Emergency	A subcategory of crisis that is characterized by an immediate threat to the health or safety of an individual, group, or community. An emergency requires those at risk to make the best possible decisions about their well-being within extreme time constraints and often with imperfect or incomplete information. In an emergency, the organization is usually not overtly judged as a possible participant in the creation of the event, although it may have an important role to play in mitigating its effects. The process of communicating about emergencies is addressed by emergency public information.
Emergency public information	Developed and disseminated in anticipation of, during, or after an emergency to provide specific life- and health-saving information, including the severity of the situation and any action steps that individuals and communities should take.
Freedom of Information Act	The Freedom of Information Act (FOIA) was signed into law by President Lyndon Johnson in 1966. This act allows for the full or partial disclosure of information and documents of the U.S. Government, defines Federal agency records subject to disclosure, and outlines mandatory disclosure procedures. Similar legislation—generally called Sunshine Laws—provides access to State and local documents. Information on State freedom of information laws may be found at <a href="http://www.nfoic.org/foi-center">www.nfoic.org/foi-center</a> .
Go-Kit	A go-kit is what a PIO might need when functioning away from the normal place of operation (e.g., incident site) for an initial period of 12-24 hours. What is in a go-kit will vary from situation to situation and from person to person, but might include such things as a cell phone and charger, laptop computer, paper/pens/pencils, media and agency contact lists, basic personal care items, etc.
Incident Command System	The Incident Command System (ICS) is a standardized, on-scene, all-hazard approach to incident management. It provides a common framework within which people can work together effectively, even when they are drawn from multiple agencies that do not routinely work together. ICS has been called a “first-on-scene” structure, where the first responder on the scene has charge of the scene until the incident has been declared resolved, a superior-ranking responder arrives on scene and seizes command, or the Incident Commander appoints another individual Incident Commander.

<b>Term</b>	<b>Meaning</b>
Inverted pyramid	The inverted pyramid illustrates how information should be arranged in a news release. The pyramid's broad base is at the top, representing the most important information. Other information follows in order of diminishing importance.
Joint Information Center	The Joint Information Center—or JIC—is a physical location with tools to enhance the flow of public information. By collocating PIOs, the JIC speeds information release time, enhances information coordination and analysis, reduces misinformation, maximizes resources, and helps build public confidence in response efforts.
Joint Information System	The Joint Information System—or JIS—is an information network of PIOs working together to deliver accurate and timely information to the public. The JIS provides a structure and system for developing and delivering coordinated interagency messages; and for developing, recommending, and executing public information plans and strategies. The JIS can be as simple as two PIOs talking to each other on the phone about a news story that involves both of their agencies, or as complex as 150 PIOs working a major disaster.
Marketing	Identifying audience needs and communicating about/delivering products and services to fill those needs. Emphasis is on the sale of products or services (hence the term: market).
Media pool	A media pool is 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.
National Incident Management System	The National Incident Management System (NIMS) provides a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS works hand in hand with the National Response Framework (NRF). NIMS provides the template for the management of incidents, while the NRF provides the structure and mechanisms for national-level policy for incident management.
National Response Framework	The National Response Framework (NRF) presents the guiding principles enabling all levels of domestic response partners to prepare for and provide a unified national response to disasters and emergencies. The NRF's coordinating structures are always in effect for implementation at any level and at any time for local, State, and national emergency or disaster response.
News briefing	An exchange of information on a single topic to include a question-and-answer session.
News conference	A gathering at which media representatives expect to be able to ask questions on a variety of topics.
Public awareness	Also called “public education,” public awareness campaigns focus on informing the public about services that typically are not for sale. Public awareness campaigns are typically conducted by government and nongovernmental organizations.
Public information	Collected, assembled, or maintained by an organization in connection with the transaction of official business and available for dissemination to the public.

<b>Term</b>	<b>Meaning</b>
Public relations	Managing the flow of information between an organization and its audiences, often to build rapport or positive public image.
Risk	The probability that a natural, technological, or civil threat to people, property, and the environment will occur.
Risk communication	The design and delivery of information about a risk so the public can take appropriate action. Risk communication is an opportunity when we can deliver our messages and establish credibility and trust.
Sound bite	A short, striking, quotable statement well suited to a television news program.
Stylebook	A stylebook (also called a style guide or style manual) is a set of standards for design and writing of documents for a specific publication, organization, or group. The AP Stylebook contains the guidelines for punctuation, capitalization, professional titles, etc. used by most news media.
Sunshine Laws	Most States have legislation—generally referred to as Sunshine Laws—that provides access to State and local documents, much as the Freedom of Information Act (FOIA) provides access to Federal documents. Information on State freedom of information laws may be found at <a href="http://www.nfoic.org/foi-center">www.nfoic.org/foi-center</a> .
Talking points	Talking points are used to prepare yourself or someone else for a telephone or broadcast interview. Written as sound bites, they should be concise, memorable, and easy to understand.

<b>Acronym</b>	<b>Meaning</b>
AP	Associated Press
ARC	American Red Cross
CBO	Community-Based Organization
DHS	Department of Homeland Security
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
ESF	Emergency Support Function
FCO	Federal Coordinating Officer
FEMA	Federal Emergency Management Agency
GAR	Governor's Authorized Representative
HM	Hazard Mitigation
HMGP	Hazard Mitigation Grant Program
IA	Individual Assistance
IAFC	International Association of Fire Chiefs
IAFF	International Association of Fire Fighters
IAP	Incident Action Plan
ICS	Incident Command System

<b>Acronym</b>	<b>Meaning</b>
IHP	Individuals and Households Program
JFO	Joint Field Office
JIC	Joint Information Center
JIS	Joint Information System
MOU	Memorandum of Understanding
NEMA	National Emergency Management Association
NFIP	National Flood Insurance Program
NGO	Nongovernmental Organization
NIMS	National Incident Management System
NIOA	National Information Officers Association
NRCC	National Response Coordination Center
NRF	National Response Framework
NWS	National Weather Service
PA	Public Assistance
PDA	Preliminary Damage Assessment
PIO	Public Information Officer
PNP	Private Nonprofit
PSA	Public Service Announcement
RRCC	Regional Response Coordination Center
SCO	State Coordinating Officer
SITREP	Situation Report
VOAD	Voluntary Organizations Active in Disaster
VOLAG	Voluntary Agency

*While not all-inclusive, this glossary offers definitions and examples of many components of today's "New Media." The following content was compiled in March of 2009. Due to the rapidly changing landscape of communication technology and trends, it is important to frequently review, update, and add new information to maintain the value of this glossary.*

## **Blog**

A blog (a contraction of the term weblog) is a Web site, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. "Blog" can also be used as a verb, meaning to maintain or add content to a blog.

Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. A typical blog combines text, images, and links to other blogs, Web pages, and other media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many blogs.

## **Citizen journalism**

Citizen journalism is the act of nonprofessionals "playing an active role in the process of collecting, reporting, analyzing and disseminating news and information," according to the seminal report *We Media: How Audiences are Shaping the Future of News and Information*, by Shayne Bowman and Chris Willis. They say, "The intent of this participation is to provide independent, reliable, accurate, wide-ranging and relevant information that a democracy requires."

According to Mark Glasser, a longtime freelance journalist who frequently writes on new media issues, "The idea behind citizen journalism is that people without professional journalism training can use the tools of modern technology and the global distribution of the Internet to create, augment or fact-check media on their own or in collaboration with others."

## **Digital Emergency Alert System**

The Digital Emergency Alert System (DEAS) is a system designed to alert first responders and civilians in the event of a national emergency. It is based upon and supplements the Emergency Alert System (EAS) by sending out text, voice, video, and other digital messages to mobile phones, pagers, radios, and televisions.

The system, managed by the Federal Emergency Management Agency (FEMA), is in development.

## **Facebook (see Social network service)**

**Mashup** (Web application hybrid)

In Web development, a mashup is a Web application that combines data from one or more sources into a single integrated tool. The term Mashup implies easy, fast integration, frequently done by access to open data sources to produce results that were not the original goal of the data owners. An example of a mashup is the use of cartographic data from Google Maps to add location information to real estate data, thereby creating a new and distinct Web service that was not originally provided by either source.

**Micro-blogging**

Micro-blogging is a form of multimedia blogging that allows users to send brief text updates (say, 140 characters or fewer) or micromedia (such as photos or audio clips) and publish them, either to be viewed by anyone or by a restricted group that can be chosen by the user. These messages can be submitted by a variety of means, including text messaging, instant messaging, e-mail, digital audio, or the Web.

For example, Twitter is a free social networking and micro-blogging service that enables its users to send and read other users' updates known as *tweets*. Tweets are text-based posts of up to 140 characters that are displayed on the user's profile page and delivered to other users who have subscribed to them (known as *followers*). Senders can restrict delivery to those in their circle of friends or, by default, allow anybody to access them.

**MySpace** (see **Social network service**)**New Media**

New media is a term meant to encompass the emergence of digital, computerized, or networked information and communication technologies in the later part of the 20th century. Most technologies described as "new media" are digital, often having characteristics of being manipulable, networkable, dense, compressible, and impartial.

**Photo sharing**

Photo sharing is the publishing or transfer of a user's digital photos online through both Web sites and applications that facilitate the upload and display of images. The term can also be loosely applied to the use of online photo galleries that are set up and managed by individual users, including photoblogs.

**Podcast**

A podcast is a series of visual or sound files that are distributed over the computer by syndicated download, through Web feeds, to portable media players and personal computers. Though the same content may also be made available by direct download or streaming, a podcast is distinguished from most other digital media formats by its ability to be syndicated, subscribed to, and downloaded automatically when new content is added. Like the term broadcast, podcast can refer either to the series of content itself or to the method by which it is syndicated; the latter is also called podcasting. The host or author of a podcast is often called a podcaster.

**Really Simple Syndication (RSS)**

RSS (abbreviation for Really Simple Syndication) is a family of Web feed formats used to publish frequently updated works—such as blog entries, news headlines, audio, and video—in a standardized format. An RSS document (which is called a “feed,” “Web feed,” or “channel”) includes full or summarized text, plus metadata such as publishing dates and authorship. Web feeds benefit publishers by letting them syndicate content automatically. They benefit readers who want to subscribe to timely updates from favored Web sites or to aggregate feeds from many sites into one place. The user subscribes to a feed by clicking an RSS icon in a browser that initiates the subscription process. The RSS reader checks the user’s subscribed feeds regularly for new work, downloads any updates that it finds, and provides a user interface to monitor and read the feeds.

**Short Message Service (SMS)**

Short Message Service (SMS) is a communication service standardized in mobile communication systems, using standardized communications protocols allowing the interchange of short text messages between mobile communication devices. SMS text messaging is the most widely used data application on the planet, with 2.4 billion active users, or 74 percent of all mobile phone subscribers sending and receiving text messages on their phones. The SMS technology has facilitated the development and growth of text messaging. The connection between the phenomenon of text messaging and the underlying technology is so great that in parts of the world the term “SMS” is used as a synonym for a text message or the act of sending a text message, even when a different protocol is being used.

**Smartphone**

A smartphone is a mobile phone offering advanced capabilities beyond a typical mobile phone, often with PC-like functionality. There is no industry standard definition of a smartphone. For some, a smartphone is a phone that runs complete operating system software providing a standardized interface and platform for application developers. For others, a smartphone is simply a phone with advanced features like e-mail and Internet capabilities, and/or a built-in full keyboard or external USB keyboard and VGA connector.

**Social media**

Social media are primarily Internet- and mobile-based tools for sharing and discussing information. The term most often refers to activities that integrate technology, telecommunications, and social interaction; and the construction of words, pictures, videos, and audio. This interaction, and the manner in which information is presented, depends on the varied perspectives and “building” of shared meaning among communities, as people share their stories and experiences. Businesses also refer to social media as user-generated content (UGC) or consumer-generated media (CGM).

**Social network service**

A social network service focuses on building online communities of people who share interests and/or activities, or who are interested in exploring the interests and activities of others. Most social network services are Web-based and provide a variety of ways for users to interact, such as e-mail and instant messaging services.

The main types of social networking services are those that contain directories of some categories (such as former classmates), means to connect with friends (usually with self-description pages), and recommender systems linked to trust.

For example, Facebook is a free-access social network service that is operated and privately owned by Facebook, Inc. Another example is MySpace, which is owned by News Corporation.

**Twitter (see Micro-blogging)****User-generated content (UGC) (see Social media)****Video blogging**

Video blogging, sometimes shortened to vlogging or vidblogging, is a form of blogging for which the medium is video. Entries are made regularly and often combine embedded video or a video link with supporting text, images, and other metadata. Video logs (vlogs) also often take advantage of Web syndication to allow for the distribution of video over the Internet using either the RSS or Atom syndication formats, for automatic aggregation and playback on mobile devices and personal computers

**Video hosting service**

A video hosting service allows individuals to upload video clips to an Internet Web site. The video host will then store the video on its server, and show the individual different types of code to allow others to view this video. The Web site, mainly used as the video hosting Web site, is usually called the video sharing Web site.

For example, YouTube is a video sharing Web site where users can upload, view, and share video clips. YouTube is a subsidiary of Google.

**Web 2.0**

The term “Web 2.0” refers to a perceived second generation of Web development and design that aims to facilitate communication, secure information sharing, interoperability, and collaboration on the World Wide Web. Although the term suggests a new version of the World Wide Web, it does not refer to an update to any technical specifications, but rather to changes in the ways software developers and end-users utilize the Web.

Web 2.0 concepts have led to the development and evolution of Web-based communities, hosted services, and applications such as social networking sites, video-sharing sites, wikis, and blogs.

**Webcast**

A Webcast is a media file distributed over the Internet using streaming media technology. A Webcast may either be distributed live or on demand. Essentially, Webcasting is “broadcasting” over the Internet. A Webcast uses streaming media technology to take a single content source and distribute it to many simultaneous listeners/viewers. The largest “Webcasters” include existing radio and TV stations that “simulcast” their output, as well as a multitude of Internet only “stations.”

**Web mapping**

Web mapping is the process of designing, implementing, generating, and delivering maps on the World Wide Web. Although the terms Web GIS and Web mapping are used synonymously, they don't mean exactly the same thing. Web maps are often a presentation media in Web GIS, and Web maps are increasingly gaining analytical capabilities. A special case of Web maps are mobile maps, displayed on mobile computing devices, such as mobile phones, smart phones, personal digital assistants (PDAs), global positioning system (GPS) units, and other devices. If the maps on these devices are displayed by a mobile Web browser or Web user agent, they can be regarded as mobile Web maps. If the mobile Web maps also display context- and location-sensitive information, such as points of interest, the term location-based services is frequently used. Customizable Web maps are usually more complex Web mapping systems that offer application programming interfaces (APIs) for reuse in other people's Web pages and products. Examples of such a system are Yahoo! Maps and Google Maps.

**Wiki**

A wiki is a page or collection of Web pages designed to enable anyone who accesses it to contribute or modify content, using a simplified markup language. Wikis are often used to create collaborative Web sites and to power community Web sites. The collaborative encyclopedia Wikipedia is one of the best-known wikis.

A defining characteristic of wiki technology is the ease with which pages can be created and updated. Generally, there is no review before modifications are accepted. Many wikis are open to alteration by the general public without requiring them to register user accounts. Sometimes logging in for a session is recommended, to create a “wiki-signature” cookie for signing edits automatically. Many edits, however, can be made in real-time and appear almost instantly online. This can facilitate abuse of the system. Private wiki servers require user authentication to edit pages, and sometimes even to read them.

**YouTube (see Video hosting service)**

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## **Writing It Right**

Effective writing is an essential part of any job, but it is particularly important in emergency public information. Getting the right information to the right people at the right time is the goal of emergency public information, whether the message is conveyed through talking points, a news release, or a fact sheet. The following pages include tips for avoiding some common mistakes and producing written material that is clear, simple, and concise for the public to understand.

### Arranging Information in Logical Order

Written information is easier to understand and remember when it is arranged in logical order. Use the method below that is most compatible with the information you are trying to convey.

Relative Importance	
<ul style="list-style-type: none"> <li>▪ Most important first</li> <li>▪ Inverted pyramid</li> </ul>	<p><b>Details:</b> When arranging information by relative importance, the most important data come first, followed by supporting information.</p> <p>This is sometimes referred to as an inverted pyramid because the base—the most significant information—is at the top.</p> <p>Journalists were taught to write this way so editors could literally trim the typeset pages from the bottom to get them to fit the space available without losing the most important parts of the story.</p> <p>Arranging information by relative importance is well suited to reports and much of the other writing supervisors produce because they often have to convey key information in a limited number of lines.</p>
Chronological	
<ul style="list-style-type: none"> <li>▪ What happened first</li> <li>▪ What happened next</li> <li>▪ . . . and so on</li> </ul>	<p><b>Details:</b> Information is often organized chronologically, or by time.</p> <p>Chronological order is a very comfortable way for most people to review and process information because it follows the natural order of life. It is also helpful because it can convey the relationship between prior and subsequent events.</p>
Spatial	
<ul style="list-style-type: none"> <li>▪ Paints a picture: <ul style="list-style-type: none"> <li>▪ Foreground and background</li> <li>▪ Near to far</li> <li>▪ Left to right</li> </ul> </li> <li>▪ Helps reader envision the scene</li> </ul>	<p><b>Details:</b> Some information is best presented spatially—which describes where things are or where they happened in proximity to each other.</p> <p>Spatial organization is helpful when it is important for the reader to envision a scene and there isn't the option to include photos or illustrations.</p>
Alphabetical and Numerical	
<ul style="list-style-type: none"> <li>▪ Alpha: Useful when listing names or data</li> <li>▪ Numeric: Can indicate sequence of steps or quantifiable relationship (i.e., big to small, most to least)</li> </ul>	<p><b>Details:</b> Alphabetical and numerical ordering have a place in many written documents.</p> <p>Alphabetical order is particularly helpful when including long lists of names or other data.</p> <p>Numeric lists can indicate the sequence of steps taken or the relationship among elements (i.e., biggest to smallest item, most to least important, most to least impact).</p>

## Avoiding Grammar Pitfalls

Some rules of grammar are more likely than others to trip us up from time to time.

The following chart describes some of the more common problem areas, providing the grammatical rule that applies and examples.

### Subject-Verb Agreement

**Rule: Subjects and verbs must agree in number.**

- Singular *subject* and verb = *She is buying a car.*
- Plural *subject* and verb = *They are buying a car.*
- Compound *subject* and plural verb = *Meat and potatoes are the basic meal in the dining hall.*
- Nouns of quantity, distance, time take a singular verb = *Five hundred dollars is a lot to pay for ring-side tickets, but eighty miles isn't too far to drive to see the fight.*
- Collective nouns can be singular or plural, depending on their meaning = *The jury were divided on the vote. (The jury as **individuals** were divided.) The jury has completed its deliberations. (The jury as **a whole** has come to a decision.)*

### Noun-Pronoun Agreement

**Rule: Nouns and pronouns must agree in number and gender.**

- Compound *noun* and plural pronoun = *Bob and Sue presented their report to the Chief.*
- Single *noun* and single pronoun = *Carlos played his best game of golf for the tournament. (Pronoun is correct in both number and gender.)*

### Fragments and Run-On Sentences

**Fragments are incomplete thoughts.**

- Subject or verb is missing = *Heavier suspension, towing package, steel wheels, and over-sized tires all part of the special price. (The verb "are" is missing.)*
- A word indicates something is missing = *Although Pete was late to work. ("Although" indicates something is missing. Either "Although Pete was late to work today he is usually on time" or "Pete was late to work" would be correct.)*

**Run-on sentences are two complete thoughts improperly joined.**

- *We moved from New York we like San Diego. (WRONG)*

Punctuation or a connecting word can correct the sentence:

- *We moved from New York. We like San Diego. (two sentences)*
- *We moved from New York; we like San Diego. (complete thoughts joined by semicolon)*
- *We moved from New York and we like San Diego. (complete thoughts joined by a conjunction)*

## Spotting Punctuation Problems

Just as with spelling errors, faulty punctuation can undermine your credibility and confuse the reader. There are entire courses taught on punctuation and numerous books devoted to the subject. Some of the more common problem areas appear below:

### Apostrophes

Use apostrophes to indicate:

- Letters omitted
  - Don't (for "do not")
  - Let's (for "let us")
- Possession
  - Mary Brown's car (apostrophe + "s" with a singular noun)
  - The Browns' car (apostrophe after the "s" in plural nouns)
- "It" can be tricky! Consider the following:
  - It's going to rain. (indicating letter is omitted); **but**
  - The cat lost its tail. (no apostrophe used to show possession with "it")

### Commas

Use commas to:

- Introduce
  - Stopping to smell the roses, Bob was stung by a bee.
- Separate
  - Bob needed tweezers, antiseptic, and a bandage. (separate items in a list)
  - Bob was on his way to work, and the bee's attack was unprovoked. (separate independent clauses joined by a conjunction)
  - Bob said, "I'll never again sniff a flower with my eyes closed." (separate a quotation from the rest of the sentence)

### Quotation Marks

Use quotation marks to indicate:

- New term
  - "Blogging" can be a source for identifying developing issues.
- Titles of short printed works
  - The magazine article, "Punctuation Tips for Writers," was a big help.
- Direct quotations
  - "I am leaving," said Sue.

### Choosing the Right Words

Making your writing clear, concise, and easy-to-understand sounds simple, but it can be a challenge. Consider the following tips:

#### Use the fewest words that will effectively convey your message.

##### Instead of saying . . .

- At the present time
- Due to the fact
- Has the ability to
- In the event of
- Is a justification for
- In the process of making plans

##### Say . . .

- Now
- Because
- Can
- If
- Justifies
- Planning

#### Use parallel construction.

In other words, express parallel ideas in parallel grammatical forms.

- John enjoys boating, swimming, and to fish. (WRONG)
- John enjoys boating, swimming, and fishing. (RIGHT)

#### Use active voice.

Consider the following:

- The analyst wrote the report. (ACTIVE)
- The report was written by the analyst. (PASSIVE)

Active voice is clear, direct, and concise. The subject is the **doer** of the action.

Although active voice is preferred and is more interesting, passive voice may be appropriate when the doer is unknown or you want to focus on the receiver of the action. With passive voice, the subject is the **receiver** of the action.

#### Use easy-to-understand language.

- Write to express, not impress.
- Avoid acronyms. If you use an acronym, make sure your audience understands it. Write out the full term on first usage, as appropriate.
- Use examples and comparisons to help convey unfamiliar information, to paint a picture, or to help the reader relate to the information. (For example: The suspicious package was the size of a laptop computer.)

### Tackling Troublesome Words

Two or more words that sound the same (or similar) but have different meanings can trip us all up. Do not let these words give you trouble:

**Accept = verb:** to receive or to agree

**Except = preposition** meaning all but (EXAMPLE: Everyone went to lunch except for Bill.)

**Advise = verb:** to recommend

**Advice = noun:** an opinion or recommendation

**Affect = verb:** to influence

**Effect = noun:** consequence OR **verb:** to bring about change (EXAMPLE: Her research effected a modification of the policy to allow for inclement weather closings.)

**Cite = verb:** to quote

**Site = noun:** place or setting

**Sight = noun:** ability to see

**Conscious = adjective:** awake

**Conscience = noun:** awareness of obligation to be good (EXAMPLE: He could not steal because his conscience would not let him.)

**Its = possessive form of pronoun** (EXAMPLE: The committee has served its purpose.)

**It's = contraction** for "it is"

**Lead = noun** referring to metal

**Led = past tense of verb** "to lead"

**Than = compares things** (i.e., "bigger than")

**Then = a time other than the present**

**Their = possessive pronoun**

**There = a place other than here**

**They're = contraction** for "they are"

**To = preposition or first part of the infinitive form of a verb** (EXAMPLE: She scheduled time at the range to practice shooting.)

**Too = very, also**

**Two = the number 2**

**Where = location**

**Were = past tense of verb** "to be"

**We're = contraction** for "we are"

**Your = possessive pronoun**

**You're = contraction** of "you are"

**Topic Go-Kit Checklist**

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. Refer to the list below. Check off the things you would plan to include in your go-kit and add other items as you see fit.

	HAVE THIS	NEED THIS	N/A
<b>Equipment</b>			
▪ Computer(s) capable of linking to the Internet/e-mail			
▪ Cell phone(s) or satellite phone(s)			
▪ Pager(s)			
▪ PDA/palm computer with wireless e-mail capability			
▪ Digital camera and batteries			
▪ Other:			
<b>Information</b>			
▪ Flash drives and CDs* containing the elements of the crisis communication plan (including news media contact lists, PIO team contact lists, information materials, etc.) * Redundancy is important in case the computer you are using doesn't have an available or operating USB port or CD drive.			
▪ 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:			

**Topic**      **Go-Kit Checklist**

	HAVE THIS	NEED THIS	N/A
<b><i>Other Resources</i></b>			
▪ Business cards with 24/7 contact information			
▪ Funding mechanism (i.e., credit card, etc.) that can be used to purchase operational resources as needed			
▪ Other:			
<b><i>Personal Care and Comfort Items</i></b>			
▪ Glasses/contacts (spares)			
▪ Prescription medications, basic first-aid supplies			
▪ Weather gear (e.g., rain poncho, gloves, sunscreen)			
▪ Hand sanitizer, "wipes," paper towels			
▪ Energy and nutrition bars, water			
▪ Other:			

**Topic      Tips for Managing Media Staging Areas**

At the scene of an incident, the news media's most basic needs 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.

Many times at the scene of an incident a staging area can be set up to facilitate the enhanced flow of information between the PIO and the media. Prior to establishing the location for this staging area, ask yourself the following questions:

**Does the staging area infringe on the scene?**

- Many times the site of a crisis or disaster may be considered a crime scene and needs to be processed by forensic units. In order to maintain 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 the news media presence interfere with the work being done (e.g., rescue, cleanup, investigation, etc.)?**

- 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 tasks, but if they can get close enough to observe and/or photograph they will be happy.

**Does the location of the staging area place the media in danger or will they be in a position to 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 the staging area 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.

**Will the reporters be too close—will they have access to sensitive/protected 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 and/or your workspaces are shielded from prying cameras, microphones, and eyes.

**Topic**      **Tips for Managing Media Staging Areas**

**Will the staging area give reporters 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 connection.

**Can the media get 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. (A media pool refers to a group of news-gathering organizations pooling their resources in the collection of news.) 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 for media (restrooms, food, electrical outlets, etc.)?**

- 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.

**The media's role:** The traditional news media paint the image of the incident response in the eyes of the public. They create the perception of the agency and their response to the incident, and perception is reality to the public. The news media is your organization's link to the public before, during, and after an incident requiring emergency response.

### Why do we want to build relationships with the news media?

- The news media are the PIO's conduit to the public.
- Working better with the news media means developing relationships before an incident occurs.

### How can we work better with the news media?

#### 1. 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. Information on State freedom of information laws may be found at [www.nfoic.org/foi-center](http://www.nfoic.org/foi-center).

#### 2. 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 the media have set up a pool, be prepared to monitor and mediate, if necessary.
- If you have breaking news, share it with everyone.
- Learn and respect deadlines.

#### 3. 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 indepth 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 indepth 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.
- Usually likes telephone sound clips or telephone interviews.
- Likes to receive recorded public service announcements (PSAs) or to have a PIO record the announcement by phone or in the studio. A variety of voices is important to radio.
- 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 Web site at only certain hours of the day. Be aware of the site's operating procedures.
- Often tied to print or television outlet and prefers to pick up news from that outlet.
- In terms of news releases and content, should be treated like a newspaper.

4. Understand the impact of changing technology:

- Local media of **all formats** now use Web sites and want breaking news fast! They want to be the first with the headline, Tweet, or RSS feed and often seek a quick rundown as the incident breaks. And they post "breaking" news to their Web site long before their newscast takes place.
- They may not wait for validation of information, which means that media monitoring is essential. Fact checking is now ongoing rather than required. Information is published/broadcast first, then "updated" later.
- This local development follows the national trend. Think of CNN's iReport.com, the user-generated site where the stories come from users. CNN marks those stories it has vetted "On CNN" and uses them in CNN's news coverage.

Insert Organizational Seal or logo

# APPROVAL SHEET

## Office of Public Information

*Keep with original and subsequent drafts at all times.*

**1. Check one:**

- |                                       |   |   |
|---------------------------------------|---|---|
| <input type="checkbox"/> News Release | <input type="checkbox"/> Media Advisory | <input type="checkbox"/> Talking Points |
| <input type="checkbox"/> PSA          | <input type="checkbox"/> Fact Sheet     | <input type="checkbox"/> Other          |

**2. Complete the following:**

Number:	Title/Topic:
	Writer:

**3. Insert the names/titles of those who need to review/approve content and circulate:**

Name/Title	Signature/Initials	Date/Time
Name/Title	Signature/Initials	Date/Time
Name/Title	Signature/Initials	Date/Time

**4. Final Approval**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Okay to release as is. | <input type="checkbox"/> Make changes and release. | <input type="checkbox"/> Make changes and reroute. |
|---|--|--|

Name/Title	Signature/Initials	Date/Time

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### Tips for Creating and Maintaining a Media List

<p><b>STEP 1: Create the List</b></p>	<ul style="list-style-type: none"> <li>▪ Your list should include reporters at the local newspaper, television and radio news outlets, and Internet news media. Include assignment editors, editorial page editors, news managers, producers, and reporters who may cover stories associated with your agency. It is also important to know the photographers from each news outlet because you may be working with them as much as the reporters.</li> <li>▪ Include news services like the Associated Press, Knight-Ridder, Reuters, and States News Service. News services—also called “wire services”—are news outlets that transmit their stories to subscriber news outlets nationwide (or worldwide).</li> <li>▪ Also include national news outlets, including the major national newspapers and news magazines, broadcast news, CNN, and NPR.</li> <li>▪ Ideally, you will be able to sort your list depending on the needs of the situation. For some messages your distribution will be limited to local media only; for other messages you will want broader distribution.</li> </ul>
<p><b>STEP 2: Verify and Refine the List</b></p>	<ul style="list-style-type: none"> <li>▪ Once you have your basic media list, you’ll still want to make some phone calls to make sure the information is current and complete. You will want: <ul style="list-style-type: none"> <li>✓ Names of assignment editors, editorial page editors, news managers, producers, and reporters who may cover stories associated with your agency. (Get correct spellings of first and last names.)</li> <li>✓ Phone numbers (office, cell, the best number to reach the news room 24/7).</li> <li>✓ Know how to get into contact with each news outlet during times when they are normally shut down (e.g., you may need to get evacuation or other emergency public information out after they have shut down for the night).</li> <li>✓ Fax number.</li> <li>✓ E-mail address.</li> <li>✓ Accurate mailing address (sometimes a post office box).</li> <li>✓ Deadlines.</li> <li>✓ Preferences for receiving news releases. Do they want releases e-mailed to them, and if so, what document format do they prefer? (Do they want it cut and pasted into the body of an e-mail or sent as an attachment? In what format—Word, PDF, or both?)</li> </ul> </li> <li>▪ Asking these questions gives you good information and also helps to develop a positive working relationship with the news media.</li> </ul>

**Tips for Creating and Maintaining a Media List**

**STEP 3: Maintain the List**

- Media outlets often have high turnover rates. The reporter who covered your last story may no longer be there or may be assigned to a different beat.
- If feasible, call each outlet before sending a news release to ensure your contact information is still accurate. (While you may not be able to do this during an emergency, you can do this before sending out nonemergency news releases.)
- Plan to update your list at least once a year.
- Try to schedule a visit to each local news outlet once a year to meet new news staff and get some “face time” with reporters and news management. This is also a good time to pitch story ideas.

### Do's and Don'ts for Online Media Rooms

Online media rooms can be powerful tools, **if** they are easy to access and are up-to-date. Consider the following when setting up or revamping your online resources for reporters:

DO:	DON'T:
<ul style="list-style-type: none"> <li>▪ Provide one-click access—a direct link from your home page.</li> <li>▪ Post an after-hours administrative number for reporters on deadline.</li> <li>▪ Organize material in a logical manner. Provide bulleted, easy-to-understand fact sheets.</li> <li>▪ Provide frequently asked questions and base them on actual questions—ones you hear repeatedly from reporters.</li> <li>▪ Provide downloadable logos.</li> <li>▪ Group news releases by year.</li> <li>▪ Offer useful search functions. Reporters want to be able to search your news releases, not merely see a listing.</li> <li>▪ Offer print-friendly options so reporters don't have to print out unneeded pages.</li> <li>▪ Keep it fresh—update your material regularly and have a way to highlight what is new.</li> <li>▪ Link to your Web site in news releases and other materials.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hide your online media room. Don't make reporters hunt through other sections.</li> <li>▪ Make your media room a dumping ground for old material or too-lengthy documents (post executive summaries instead).</li> <li>▪ Post too many PDF documents. In some environments reporters can't launch plug-ins (like Adobe Acrobat); reporters on deadline will move on if they can't easily access your information.</li> <li>▪ Leave old releases up forever; archive them.</li> </ul>

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### Do's and Don'ts for On-Camera Performance

The following “do’s” and “don’ts” are helpful reminders of what works and what doesn’t when you are in front of the camera.

#### 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:

- **Speculate.** If you don’t know the answer to something, say so. Don’t offer your opinion.
- **Answer hypothetical questions.** Hypothetical questions often begin: “What if . . . .” Don’t answer questions that require you to make assumptions.
- **Comment on other organizations, unless to thank them for their efforts.**
- **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.
- **Lose your temper.** You can stand your ground without losing it.
- **Lie. NEVER!**
- **Say anything to a reporter you don’t want to see in print or on TV.** Always assume that microphones are turned on.
- **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!
- **Say “no comment”!** There is always a better alternative, such as admitting you don’t have an answer, but promising to get one.

### Managing Your Nervousness

Most people experience at least some nervousness in front of the camera, but there are things you can do to reduce those “butterflies.”

- **Prepare.** The more prepared you are, the less nervous you will feel.
- **Anticipate questions.** Think like a reporter and anticipate the questions you might be asked. Reducing the “surprise” factor will reduce your nervousness.
- **Do something to relax yourself.** Take a few deep breaths, stretch, or walk around. Find out what technique works best to help you relax.
- **Use your nervousness as positive energy.** Nervousness is not all bad! A bit of nervousness can energize your performance on camera.
- **Realize the reporter wants you to succeed.** In most cases, the reporter is not out to get you and really doesn’t want you to stumble over words or misspeak. If the interview is being taped, don’t hesitate to say, “I’d like to try that again” if your answer to a question came out tongue-tied.
- **Know it is okay to pause to gather thoughts.** A pause will always seem longer to you than the audience, so don’t ramble or use fillers like “um” to take up dead air. Gather your thoughts and give your best answer.

**Topic**      **Tips for Managing Briefing Logistics**

When setting up a briefing, you may not have many choices of location or other logistical needs, but for planning purposes you should always consider the following questions:

**Will it be covered live?**

Most TV media carry from 500 to 1,000 feet of cable. 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 all serve to detract from what the speaker is saying.
- An indoor, controlled environment is usually the best option if one large enough is available.
- Pick a place with a clean backdrop.
  - Is the area behind where the news conference is to be held 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.
- Make sure speakers have 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, sometimes even trying to physically position themselves so that the speaker has to stop.
- Think about 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 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 greater authority—which is not recommended.

**What do you need in terms of security?**

- A location filled with cameras and various officials about to make a statement can be an opportunity for someone who may want to cause a disturbance or promote an “alternative” viewpoint. Also, media satellite/live trucks contain a considerable amount of high-value equipment. Security should be provided both for members of the media and for the news briefing participants.
- Security staffing should be visible but not intrusive, and can be stationed near where the news briefing will take place or possibly out by the news media satellite/live trucks.
- Often local law enforcement may offer to assist in providing security.

## On-Scene Nightmares

At the scene of an incident, things can quickly turn against you and your organization if they are not properly handled.

### Providing No Information

- This can lead to the media turning on you and your agency. They will not want to work with you and may begin to portray your agency as incapable of doing its job. If you don't have answers, the media will go elsewhere for a response.

### Providing the Wrong Information

- You cannot “take back” statements made to the media. Make sure that what is said is correct if you want to develop and maintain credibility. As Warren Buffett said, “It takes 20 years to build a reputation and 5 minutes to ruin it.”

### Losing Your Cool

- Failure to remain calm and in control will make **you** the story. Not only will you look foolish, but you will lose credibility with your co-workers, the media, and the public.

### Playing Favorites

- When the incident is large enough, national media will show up. Sometimes these are very famous people and you may be tempted to “help” them more than other members of the media. Remember that these people leave as soon as the incident is over, but your local media will be there for a long time to come. Treat everyone the same—but make sure that your local professional media are taken care of.

### Calm vs. Chaos

- The role of the PIO is to help your organization by working with the news media. If someone is being difficult to work with or does not understand the importance of media relations, try to educate them calmly.

### Deadlines vs. Safety

- 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 they will always try to get the information or access that they want if it is safe and does not interfere with work at the scene. One caution is that the increase in amateur “reporters” may lead to individuals with more camera gear than sense appearing at the scene. Make sure they know the same rules apply to them as to anyone else there.

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<b>Topic</b>	<b>Types of JICs</b>
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<b>JIC Type</b>	<b>Description</b>
<b>Incident</b>	Typically, an incident-specific JIC is established at a single, on-scene location in coordination with Federal, State, tribal, and local agencies or at the national level, if the situation warrants. It provides easy media access, which is paramount to success. This is a typical JIC.
<b>Virtual</b>	A virtual JIC is established when a physical co-location is not feasible. It connects PIOs through e-mail, cell/land-line phones, faxes, video teleconferencing, Web-based information systems, etc. For a pandemic incident where PIOs at different locations communicate and coordinate public information electronically, it may be appropriate to establish a virtual JIC.
<b>Satellite</b>	A satellite JIC is smaller in scale than other JICs. It is established primarily to support the incident JIC and to operate under its direction. These are subordinate JICs, which are typically located closer to the scene.
<b>Area</b>	An area JIC supports multiple-incident ICS structures that are spread over a wide geographic area. It is typically located near the largest media market and can be established on a local, State, or multistate basis. Multiple States experiencing storm damage may participate in an area JIC.
<b>Support</b>	A support JIC is established to supplement the efforts of several Incident JICs in multiple States. It offers additional staff and resources outside of the disaster area.
<b>National</b>	A national JIC is established when an incident requires Federal coordination and is expected to be of long duration (weeks or months) or when the incident affects a large area of the country. A national JIC is staffed by numerous Federal departments and/or agencies, as well as State agencies and nongovernment organizations (NGOs).

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**Topic**      **PIO and JIC Activities in Response to an Evolving Incident**

	<b>Initial Response</b>	<b>Situation Expanded; EOC Activated</b>
	<b>PIO will . . .</b>	<b>JIC will . . .</b>
<b>STEP 1: Information Gathering</b>	<ul style="list-style-type: none"> <li>✓ Ask responders on scene, and call other sources as needed.</li> <li>✓ Observe news media coverage for accuracy of reporting and rumors.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Have access to the scene (Field PIOs and Incident Command).</li> <li>✓ Ask EOC staff.</li> <li>✓ Ask Public Inquiry Center staff (if activated).</li> <li>✓ Attend regular briefings.</li> <li>✓ Use reports issued by communications and information management.</li> <li>✓ Observe news media coverage for accuracy of reporting and rumors.</li> </ul>
	<b>Initial Response</b>	<b>Situation Expanded; EOC Activated</b>
	<b>PIO will . . .</b>	<b>JIC will . . .</b>
<b>STEP 2: Analysis and Verification</b>	<ul style="list-style-type: none"> <li>✓ Consult with Incident Command.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Consult with other PIOs in the JIC.</li> <li>✓ Consult with other sources in the EOC.</li> <li>✓ Consult with PIOs in the field.</li> <li>✓ Consult with other PIOs in the JIS but not working out of the JIC.</li> </ul>
	<b>Initial Response</b>	<b>Situation Expanded; EOC Activated</b>
	<b>PIO will . . .</b>	<b>JIC will . . .</b>
<b>STEP 3: Message Development</b>	<ul style="list-style-type: none"> <li>✓ Get critical (i.e., life-saving and property protecting) information out.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Consult with other PIOs in the JIS to identify key messages.</li> <li>✓ Coordinate message development. (PIOs retain authority and responsibility, but work collectively so each knows the other's messages.)</li> <li>✓ Expand production options with more people and other resources.</li> </ul>
	<b>Initial Response</b>	<b>Situation Expanded; EOC Activated</b>
	<b>PIO will . . .</b>	<b>JIC will . . .</b>
<b>STEP 4: Approval</b>	<ul style="list-style-type: none"> <li>✓ Get approval of Incident Command (verbal okay).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Coordinate with other PIOs in the JIS.</li> <li>✓ Use prescribed protocol; use additional review as needed and as time allows.</li> <li>✓ Document the process.</li> </ul>

**Topic**      **PIO and JIC Activities in Response to an Evolving Incident**

	<b>Initial Response</b>	<b>Situation Expanded; EOC Activated</b>
	<b>PIO will . . .</b>	<b>JIC will . . .</b>
<b>STEP 5: Dissemination Information</b>	<ul style="list-style-type: none"> <li>✓ Primarily respond to reporters' questions and give interviews.</li> <li>✓ Distribute pre-scripted information such as backgrounders or fact sheets, if possible.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Schedule media briefings.</li> <li>✓ Give interviews (face-to-face; phone).</li> <li>✓ Arrange news conferences with multiple spokespersons.</li> <li>✓ Issue news releases—based on templates and unique to the incident (distributed electronically and by other means).</li> <li>✓ Use other technology as appropriate.</li> </ul>
	<b>Initial Response</b>	<b>Situation Expanded; EOC Activated</b>
	<b>PIO will . . .</b>	<b>JIC will . . .</b>
<b>STEP 6: Tracking and Documentation</b>	<ul style="list-style-type: none"> <li>✓ Keep notes; keep copies of information released.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use prescribed SOP, which will likely include:                             <ul style="list-style-type: none"> <li>✓ Media logs.</li> <li>✓ News release tracking list.</li> <li>✓ Other documentation required by ICS.</li> </ul> </li> <li>✓ Use other technology as appropriate.</li> </ul>
	<b>Initial Response</b>	<b>Situation Expanded; EOC Activated</b>
	<b>PIO will . . .</b>	<b>JIC will . . .</b>
<b>STEP 7: Media Monitoring</b>	<ul style="list-style-type: none"> <li>✓ Review print and electronic media.</li> <li>✓ Advise leadership of issues as they arise.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use prescribed SOP.</li> <li>✓ Have additional staff who will offer greater flexibility and coverage potential.</li> <li>✓ Formalize media reports to leadership, to some extent.</li> </ul>

**Instructions:** Answering the questions on this checklist will help you determine your capacity for activating a JIC. The questions are arranged in three sections: (1) Plans, (2) People, and (3) Logistics.

<b>PLANS</b>		
<b>Do you have systems and procedures for:</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>▪ Developing an emergency response or crisis communication plan for public information and media relations?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Does your emergency response or crisis communication plan have systems and procedures for:</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>▪ Designating and assigning line and staff responsibilities for the public information team?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Identifying and updating current contact numbers for PIO staff and other public information partners in your plan?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Identifying and updating current contact numbers for regional and local news media (including after-hours news desks)?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Establishing the JIC at the Emergency Operations Center (if activated)?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Securing needed resources (space, equipment, people) to conduct the public information operation during an incident 24 hours a day, using such mechanisms as Memorandums of Understanding, contracts, etc.?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Creating messages for the news media and the public under severe time constraints, including methods to clear these messages within the emergency response operations of your organization (including multijurisdiction and/or agency cross-clearance)?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Disseminating information to news media, the public, and partners (e.g., Web site capability 24/7, listservs, broadcast fax, printed news releases, door-to-door leaflets, etc.)?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Verifying and clearing/approving information prior to its release to the news media and the public?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Operating a public inquiry hotline with trained staff available to answer questions from the public and control rumors?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Activating the Emergency Alert System, including the use of pre-scripted messages?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Coordinating your public information systems planning activities with other response organizations?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Coordinating your public information systems planning activities with other sections within the Emergency Operations Center?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Testing the plan through drills and exercises with other response team partners?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Updating the plan as a result of lessons learned through drills, exercises, and incidents?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

<b>PEOPLE</b>		
<b>Do you have systems and procedures for:</b>	<b>Yes</b>	<b>No</b>
<ul style="list-style-type: none"> <li>▪ Identifying staffing capabilities needed to maintain public information operations for 24 hours per day for at least several days? (Note: Staff may include regular full- and part-time staff as well as PIOs from other agencies or departments, disaster employees, volunteers, etc.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Establishing and maintaining agreements for acquiring or borrowing temporary staff? (Note: Such agreements may be mutual aid arrangements or Memorandums of Understanding.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Granting emergency authority to hire or call up temporary staff or those on loan from other organizations?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Establishing and maintaining job descriptions and qualifications for individuals serving as your organization's PIO and other roles during an incident?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Assigning a staff member and at least one alternate the role and responsibilities of PIO?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Determining if the assigned PIO(s) is qualified? Sample qualifications include:               <ul style="list-style-type: none"> <li>▪ Experience and skills in providing general and emergency public information.</li> <li>▪ Ability to represent your organization professionally (can articulate public information messages well when dealing with the media and the public, and can handle on-camera interviews).</li> <li>▪ Written and technical communication skills (writing/editing, photography, graphics, and Internet/Web design proficiency).</li> <li>▪ Management and supervision experience and skills needed to run a JIC.</li> </ul> </li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Establishing and maintaining a list of language translators available to assist with public information? (Note: Such network should include sign language interpreters and individuals capable of writing and speaking the non-English language(s) used by individuals in your jurisdiction.)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Establishing and maintaining working relationships with PIO partners from other organizations that you might need to work with during an incident (e.g., PIOs from other jurisdictions, other government agencies or departments, nongovernmental organizations, and private entities)?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Developing and maintaining working relationships with your local and regional media, and established procedures for providing information to those media entities effectively and efficiently during incidents?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

<b>LOGISTICS</b>		
<b>Do you have a go-kit for PIO use during an incident, including:</b>	<b>Yes</b>	<b>No</b>
▪ Laptop computer capable of linking to the Internet/e-mail?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Cell or satellite phone, pager, and/or PDA/palm computer with wireless e-mail capability?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Digital camera, photo storage media, and charger/backup batteries?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Flash drives, CDs, and/or disks containing the elements of the crisis communication plan (including news media contact lists, PIO contact lists, and information materials such as topic-specific fact sheets, backgrounders, talking points, and news release templates)? REMEMBER: Redundancy is important in case the computer you are using doesn't have a USB port, CD, or floppy drive.	<input type="checkbox"/>	<input type="checkbox"/>
▪ Office supplies such as paper, pens, self-stick notes, etc.?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Manuals and background information necessary to provide information to the media and the public (e.g., your Smart Book)? (Note: A Smart Book is a compilation of factual information assembled about your jurisdiction, such as population, number of schools and hospitals, size and description of geographic or infrastructure features, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Hard copies of all critical information?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Do you have systems for:</b>	<b>Yes</b>	<b>No</b>
▪ Acquiring and maintaining go-kits with a funding mechanism (e.g., credit card) that can be used to purchase operational resources? (Note: A go-kit is a mobile response kit that allows PIOs to maintain communications in the event that they are working outside of their normal place of operation.)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Ensuring PIOs can access the go-kit when serving at an incident?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Acquiring and maintaining portable communications equipment, critical up-to-date information, and supplies?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Acquiring and maintaining essential media production equipment (cameras, digital storage, laptops, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Acquiring and maintaining a Smart Book (or equivalent technologies) to assist PIOs in accurately informing the media and the public during an incident?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Identifying a dedicated location to house the JIC? (Note: The location selected must be wired for telephone, Internet access, cable, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Securing and maintaining the necessary JIC equipment and supplies to allow information to be disseminated to the media and the public?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Inventorying and restocking the PIO go-kit after an incident?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Inventorying and restocking JIC equipment and supplies after an incident?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Periodically updating your Smart Book with current information?	<input type="checkbox"/>	<input type="checkbox"/>

<b>LOGISTICS (Continued)</b>		
<b>Do you have equipment and supplies needed for a JIC, including:</b>	<b>Yes</b>	<b>No</b>
▪ Computers on LAN with Internet access and e-mail listservs designated for news media and partner entities?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Laptop computers?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Electric and manual typewriter(s) in case power outage or other problems interfere with computer/printer usage?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Fax machine pre-programmed for broadcasting fax releases to news media and partner entities?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Printers and copy machines, with supplies such as toner and paper?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Paper shredder and trash bags?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Televisions with access to cable hookups and VHS VCRs?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Cell or satellite phones, pagers, and/or PDAs/palm computers with wireless e-mail capability?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Digital camera, photo storage media, and charger/backup batteries?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Audio recorder and batteries?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Flash drives, CDs, and/or disks containing the elements of the crisis communication plan (including media contact lists, PIO contact lists, and information materials such as topic-specific fact sheets, backgrounders, talking points, and news release templates)?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Office furniture/accessories such as desks, chairs, file cabinets, bulletin boards, white boards, trash cans, lights, in/out baskets, landline phones, clocks, large calendars, etc.?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Audio equipment and furniture necessary for conducting news conferences (e.g., wireless microphones, lectern, mult box, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Office supplies (e.g., white and colored paper, pens, self-stick notes, folders, blank tapes, binders, overnight mail supplies, tape, poster board, erasable and permanent markers, chart paper, easels, staplers and staples, press kit folders, binders, computer disks/CDs, hole punch, organization logo on stickers, letterhead, postage stamps, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Manuals, directories, and background information necessary to provide information to the media and the public (e.g., your Smart Book)?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Hard copies of all critical information?	<input type="checkbox"/>	<input type="checkbox"/>



## Building the JIS/JIC Worksheet

October 2009

**Instructions:** This worksheet asks you to assess your current situation in four areas and to identify resources you can tap or actions you can take to enhance your capabilities to develop and maintain a strong Joint Information System (JIS)/Joint Information Center (JIC).

<b>PART I: Building a Strong Knowledge Base</b>		
<b>Knowledge of emergency management concepts (e.g., ICS, NIMS)</b>	<b>Current Assessment:</b> <input type="checkbox"/> Already quite knowledgeable <input type="checkbox"/> Would like to learn more	<b>How I will enhance knowledge of NIMS and ICS:</b>
<b>Knowledge of local emergency management (e.g., local EOP and your organization's role)</b>	<b>Current Assessment:</b> <input type="checkbox"/> Already quite knowledgeable <input type="checkbox"/> Would like to learn more	<b>How I will enhance knowledge of local emergency management:</b>
<b>Knowledge of organization's programs, operations, and SOP (e.g., can speak knowledgably; have contact information for key personnel)</b>	<b>Current Assessment:</b> <input type="checkbox"/> Already quite knowledgeable <input type="checkbox"/> Would like to learn more	<b>How I will enhance knowledge of my organization:</b>



## Building the JIS/JIC Worksheet

October 2009

<b>PART II: Developing Positive Working Relationships With PIOs and the News Media</b>		
<b>Relationships with PIOs within your jurisdiction</b>	<b>Current Assessment:</b> <input type="checkbox"/> Already have strong relationships <input type="checkbox"/> Would like to further develop relationships	<b>How I will further develop relationships with PIOs within my jurisdiction:</b>
<b>Relationships with PIOs from neighboring jurisdictions and at the State level</b>	<b>Current Assessment:</b> <input type="checkbox"/> Already have strong relationships <input type="checkbox"/> Would like to further develop relationships	<b>How I will further develop relationships with PIOs from neighboring jurisdictions and the State:</b>
<b>Relationships with the news media (e.g., conduct regular outreach; have current contact information)</b>	<b>Current Assessment:</b> <input type="checkbox"/> Already have strong relationships <input type="checkbox"/> Would like to further develop relationships	<b>How I will further develop relationships with the news media:</b>



*Building the JIS/JIC Worksheet*

October 2009

**PART III: Identifying Resources for Organizing and Leading a Local JIC**

<p><b>JIC staffing from within your own organization (consider all positions that could supplement PIO staff) and from outside your organization (e.g., other agencies, higher education institutions, professional organizations)</b></p>	<p><b>Current Assessment:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Already have sufficient staffing</li> <li><input type="checkbox"/> Would like to have additional staffing capability</li> </ul>	<p><b>Potential JIC staffing I have identified for:</b></p> <ul style="list-style-type: none"> <li>▪ Information gathering and analysis:</li> <li>▪ Writing:</li> <li>▪ Graphics:</li> <li>▪ Photography:</li> <li>▪ Videography:</li> <li>▪ Media relations:</li> <li>▪ Dissemination:</li> <li>▪ Media monitoring:</li> <li>▪ Support:</li> </ul>
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## Building the JIS/JIC Worksheet

October 2009

<b>PART III: Identifying Resources for Organizing and Leading a Local JIC (Continued)</b>		
Possible JIC location	<b>Current Assessment:</b> <input type="checkbox"/> Already have designated location <input type="checkbox"/> Would like to identify/secure a location	Potential JIC location I have identified, or actions I will take to identify a location:
Possible JIC equipment and supplies (consult the JIC Readiness Assessment checklist in your Student Manual for ideas)	<b>Current Assessment:</b> <input type="checkbox"/> Already have sufficient equipment and supplies <input type="checkbox"/> Would like to identify/secure equipment and supplies	Potential source(s) of JIC equipment and supplies I have identified, or actions I will take to identify source(s):



## Building the JIS/JIC Worksheet

October 2009

<b>PART IV: Developing Relationships With State and Federal Partners</b>		
<b>Relationships with State partners</b>	<b>Current Assessment:</b> <input type="checkbox"/> Already have strong relationships <input type="checkbox"/> Would like to further develop relationships	<b>How I will further develop relationships with State partners:</b>
<b>Relationships with Federal partners</b>	<b>Current Assessment:</b> <input type="checkbox"/> Already have strong relationships <input type="checkbox"/> Would like to further develop relationships	<b>How I will further develop relationships with Federal partners:</b>

