



# DESIGN AND UNCERTAINTY

DESIGN STUDIO 3: ID / ALLIED ID & LD

9/12/17

# EARTH MANUAL: DISASTER PREPAREDNESS INTENSIVE

# DISASTER PREPAREDNESS INTENSIVE

- SCE WIDE ONE WEEK INTENSIVE
- SHORT PROJECT RELATED TO POPULATION
- VULNERABLE POPULATION
- STORAGE AND TRANSPORT OF PERSONAL EFFECTS
- ATTEMPT TO NORMALIZE CONDITION WHERE PREPAREDNESS IS HABITUAL



Dayvon Williams, 5, and Zariah Williams, 4, waited to check in at the temporary shelter at the George R. Brown Convention Center in downtown Houston. Credit Alyssa Schukar for The New York Times

Sherri Thomas, her son Brandon and their dog Jaba sheltered under a tarp while waiting to be bused to a shelter. Credit Alyssa Schukar for The New York Times







Susie Williams, a volunteer from Memphis, spoke with a young girl at a temporary shelter at the George R. Brown Center in Downtown Houston.  
CreditAlyssa Schukar for The New York Times

Latest  
edition

> Japanese

## Emergency Kit Lists

Make your own disaster preparedness kits to save lives and protect your family

Advance planning becomes very important in emergency situations. We provide useful **Emergency Kit Lists** for home, office, and outside so you will know what you should have at all times. The illustrated kit lists are easy-to-understand. Kit items for home and office should be stored in a carry bag or in a safe place, while items for outside should be carried with you at all times in a purse or bag.

The kit list forms come in five color variations. Print out the lists and put them on your fridge. Start planning for emergency situations in your everyday life. Download PDF forms in your favorite color, and print them on iron-on sheets to make your own customized emergency bags. How cool!

Download the **Emergency Kit Lists** and get prepared. Take care of yourself and your loved ones.



## Three kits, five colors to choose from!

The home emergency kit, office emergency kit, and outside use kit, each available in five colors.

Household Emergency Kit

Outside Use Emergency Kit

Office Emergency Kit

Things to keep in an emergency kit bag at home.

Click below to download the Kit lists in PDFs in your favorite color.



 Cash	<b>NHK 子 容 九 者 防 災</b> DISASTER PREPAREDNESS <b>HOUSEHOLD</b> <b>EMERGENCY KIT</b>	 Oral care wet wipes <small>Bulk type, five boxes with 100 wet wipes each!</small>	
 Rope	 Credit card, Banking forms, Other official forms	 Headlamps	 Batteries
 Portable radio	 Plastic bags <small>Large, medium and small —about 30 each!</small>	 Leather gloves	 Comfortable athletic shoes
 LED lanterns	 Bottled Water <small>2 liters per day x 3 days —number of family members!</small>	 Emergency food <small>50 days worth</small>	 Backpack
 First-aid kit	 Portable gas stove & gas cylinders <small>1500-calorie</small>	 Helmets	 Emergency toilets <small>500-100</small>

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### Cash

Keep bills as well as small change so you can use public phones.



### Oral care wet wipes

**(Bulk type, five boxes with 100 wet wipes each)**

When water stops, use these wet wipes to clean your teeth and to clean chopsticks and other eating utensils.



### Rope

In the event that you need to create a temporary shelter outside, rope will be very useful.



### Credit Card, Banking forms, Other official forms

Keep your banking passbook, seal, credit card and other official items in one safe place.



### Headlamps

Headlamps will come in handy during evenings, and for rescue activities. Make sure every member of the family has their own headlamp.



### Batteries

Make sure to keep backup batteries for your portable radio and lights.





















### Portable radio

Essential for gathering information during power outages immediately after a disaster.

 Normal version PDF  
(Approx. 280KB)  
DOWNLOAD

 Reverse version PDF  
(Approx. 280KB)  
DOWNLOAD



	<p><b>NHKぞなえる防災</b>  <b>DISASTER PREPAREDNESS</b>  <b>HOUSEHOLD</b>  <b>EMERGENCY KIT</b></p>		
<p>Cash</p>		<p>Oral care wet wipes  <small>(bulk type, five boxes  with 100 wet wipes each)</small></p>	
			
<p>Rope</p>	<p>Credit card,  Banking forms,  Other official forms</p>	<p>Headlamps</p>	<p>Batteries</p>
			
<p>Portable radio</p>	<p>Plastic bags  <small>(large, medium and small  —about 50 each)</small></p>	<p>Leather gloves</p>	<p>Comfortable  athletic shoes</p>
			
<p>LED lanterns</p>	<p>Bottled Water  <small>(2 liters per day x 7 days  x number of family members)</small></p>	<p>Emergency food  <small>(4-5 days' worth)</small></p>	<p>Backpack</p>
			
<p>First-aid kit</p>	<p>Portable gas stove  &amp; gas cylinders  <small>(15-20 cylinders)</small></p>	<p>Helmets</p>	<p>Emergency toilets  <small>(60-70)</small></p>



Comfortable  
athletic shoes

# NHK ぞなえる防災

DISASTER PREPAREDNESS

OFFICE

EMERGENCY KIT



LED lantern



First-aid kit



Leather gloves



Water  
(2 liters per day x 2 days)



Sleeping bag



Emergency food  
(2 day's worth)



Helmet



Raincoat



Emergency toilets  
(about 10)



Oversized  
handkerchief  
(towel)

**NHK** ぞなえる防災  
DISASTER PREPAREDNESS  
OUTSIDE USE  
EMERGENCY KIT



Emergency food  
(chocolate or granola bars)



Plastic bags  
(2-3 each of small  
and medium bags)



Charger  
(portable battery charger)



Space blanket



Whistle



Map with  
a route home



Water  
(500ml x 1)



Prescription  
Medicines



Oral care wet wipes  
(portable type, 10 sheets)



Batteries




Portable toilet  
(1 three pack)



Headlamp  
(compact type)



Portable radio



**NHK WORLD**

# **HOW TO CRAFT SAFETY**

IDEAS GATHERED FROM THE COMMUNITY

CRN 2368 PSCE 5201 A Design Studio 3: Interior Design

CRN 4325 PSCE 5201 B Design Studio 3: Allied ID & LD

Course Faculty: Catherine Murphy, Renee Joosten, Paul Scott, Sharon E. Sutton, Peiheng Tsai, Bill Watson, Alfred Zollinger,

## Design and Uncertainty

### Assignment 3.0 – Disaster Preparedness Intensive (DPI)

**Distributed** 9/12/17 -Introduction & first review

**Final Due** 9/14/17 -Final, Ptn Up and Walkthrough 17:00

During the school (SCE) wide Disaster Preparedness Intensive we will focus on the transportation and safekeeping of personal effects. We will consider both preparedness strategies on this topic for a large community and, comparatively the foster youth population we are designing with this semester. Through this we hope to 'normalize' the youth's predicament in a way that others may relate to them and to raise awareness about their lives & needs.

The foster care youth is arguably among the more vulnerable groups of Individuals affected by disasters since they often will have faced prior disruptions in their lives at the scale of personal disasters and often multiple times. The examples of disasters here in New York and the preparedness suggestions shared in the DPI folder are about larger events that are shared amongst a sizable community and 'visible'. The often traumatic changes in the base conditions the youth find themselves in are not.

Having to gather one's belongings on short notice with severe size and weight restrictions under duress would be extremely challenging for anybody. Our population, which may have encountered similar situations before, may offer a way in to thinking about the issue at a larger scale.

You are to consider then, both a general disaster preparedness strategy giving special consideration to our population and the disruptive moments in the individual youths lives. While simultaneously also drawing from and responding to the problem of the storage and safekeeping of the youth's possessions while in transition.

Given the possible emotional states of uncertainty (and possible hopes,) that the teens experience, consider how their relationship to their belongings and the safekeeping of their most precious possessions, would influence their wellbeing. And, that they might have to leave behind their most precious possessions in order to secure their well-being (safety/survival).



**Consider:**

- The moment of gathering, transporting and storing the individual's personal and survival effects.
- The importance of the personal and survival belongings for the individual's well being, safety, and survival.
- Relationship to their body as the objects are carried and moved around.
- Storing the objects in a transitional space in a shared environment.
- Safety, privacy and accessibility of their effects
- Consider how the means of transporting and securing one's personal items might also be a way of defining an interior space within a transitional space such as an Emergency Shelter.
- Site-ness of your proposal and how it adapts to multiple possible future sites
- Economy of means and simplicity of design
- The associations and connotations conveyed by the materials and assemblies.
- How materials you are proposing impact human and environmental health.
- Ways in which to present your proposal to design professionals and others potentially involved in the planning and implementation of your scheme.
- Since this is a 3-day intensive and you are expected to continue working on your other assignment during this time, it is critical that you commence work on this immediately during class time.

**Project Parameters:**

- Working in groups or individually you will develop a proposal where the main deliverable will be a full-scale mock up.
- You may choose any material to represent your idea but are asked to get as close as possible to the actual material given the time constraint (and limited budget).
- No size limits are given for the individual or collective storage but you should consider the artifact in multiples of at least up to 10 – 20.
- The (4) characters developed in your Assignment 1 groups are the assumed users of the object/system

**Deliverables:**

- Full scale mock up
- 20" x 30" (?) Poster in portrait format w/ images. Note, this does not need to be a singular plot print out.
- Show your proposal in situ (use your model of the threshold project), on the person as intended as it is to be carried, and stored / secured w/ at least one image each.

**Reference materials:** see previously distributed materials and links (also posted on Canvas)

You are to consider then, both **a general** disaster preparedness strategy giving **special consideration** to our population and the disruptive moments in the individual youths lives. While simultaneously also drawing from and responding to the problem of the **storage and safekeeping** of the youth's possessions while in transition.

Given the possible emotional states of **uncertainty** (and possible hopes,) that the teens experience, consider how their relationship to their belongings and the safekeeping of their most precious possessions, would influence their wellbeing. And, that they might have to leave behind their most precious possessions in order to secure their **well-being** (safety/survival).

..... ARRIVES AT ..... BY ..... IN .....

HE IS CARRYING ..... THAT CONTAINS ..... AND

HIS ..... BECAUSE ..... DOES ..... KNOW THAT .....

RICKY ARRIVES AT THE CHILDREN'S CENTER BY BUS FROM HIS UNCLE'S PLACE IN THE EVENING.

HE IS CARRYING A BACKPACK THAT CONTAINS HIS FAVORITE HAT AND HIS TOILETRY STUFF, BECAUSE HE DOES .....KNOW THAT .....



.... HE CAN PICK UP THE REST LATER.

.... NOW PUTS ..... STUFF IN .... NEXT TO ...

FOR .... AND .....



DIY. / CUSTOMIZE YOUR OWN BAG...?

WORKSHOP ON HOW TO DESIGN YOUR OWN AND IT'S  
CONTENTS .... PLAY OUT DIFFERENT SCENARIOS OF  
CIRCUMSTANCES AND

QUESTIONS TO ASK:

- WHY ARE YOU LEAVING? (NEED TO TRANSPORT BELONGINGS AND SURVIVAL STUFF).



- WHERE ARE YOU GOING (ARE YOU THINK YOU ARE GOING)?



- WHEN WILL YOU BE BACK ? WILL YOU BE BACK?





- WHAT WILL YOU NEED?
- WHAT DO YOU HAVE?
- HOW DO YOU MAKE CHOICES?
- WANT?





- WHAT DO YOU EXPECT TO FIND WHEN YOU GET THERE?  
WHERE?
- HOW WILL YOU SAFE KEEP YOUR THINGS?



- WHAT ARE YOU WORRIED ABOUT THE NEW PLACE?
- AND YOUR STUFF?





-PROF NAGATA WALK THROUGH THURSDAY

12:30 -13:00

-FINAL PIN UP THURSDAY 17:00 IN THE  
STUDIO