

Annexes – “Strengthening citizens’ capacity to respond to crises and disasters”



Bundeskanzleramt

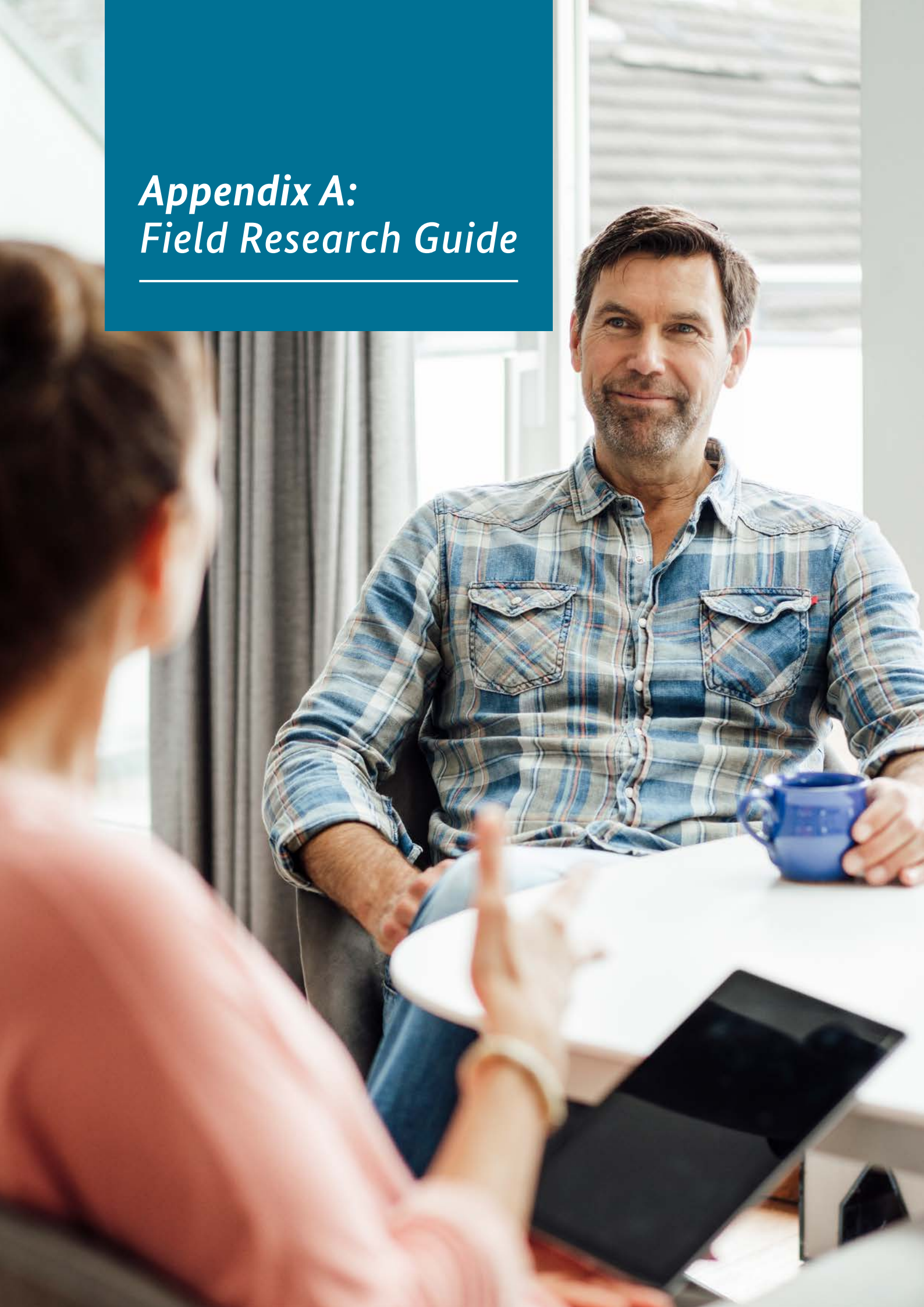
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Appendix A: Field Research Guide



Context of the research

- 20 participants
- 5 hours
- Conducted in person

Note: The following research guide outlines the main themes that were discussed with participants. The relative emphasis on questions, their order and wording may have been adapted by researchers throughout, e.g. according to the relevance of sub-topics for individual participants.

In order to limit the scope of the appendices to this project report, only the interview questions relating to the content are reported here. Instructions to interviewers and logistical points that were discussed with the participants have been removed.

Module 1: Warm-Up

Time: 15 minutes

Objective: Answer any questions participants may have; introductions.

Objective of the study:

Our aim is to understand how people experience threatening situations/emergencies. Based on this, our client (who I will name at the end of the interview) would like to understand how people can be supported in preparing for and dealing with such situations. We are also interested in the kind of information that participants might find helpful.

Introduction:

- How old are you?
- What do you do for a living?
- What do you like to do in your free time?
- What is important to you in life? What do you value? If you had 3 wishes ... what would they be?
- Where is your favourite place in your apartment/house? What makes it your favourite place?

Module 2: Perception of dangerous events

Time: 45 minutes

Objective: To understand what dangerous events the participants have experienced; what terms they themselves use to describe their experiences; what they associate with terms such as “emergency” and similar terms and how their experiences may have changed over time.

Today we are talking about threatening situations or emergencies: What comes to mind for you? Have you experienced these kinds of events yourself? Please try to remember as many different experiences as possible!

Explore each experience as follows:

- Depending on the terms mentioned by participants: What do you associate with this term?
- What exactly happened?
- How difficult/serious was this emergency/situation?
- How did you feel in this situation?
- To what extent did you feel prepared? Did you know what to do?
- To what extent did this situation have an influence on future situations of a similar or different nature? Did you do/experience anything differently and what?
- Did you explore information about these issues? If so, where did you seek information and what were you specifically interested in?
- What did you change after finding more information?
- Did you expect or would you have liked more support in that situation? From whom/from which institutions would have liked to get more support?

Timeline exercise:

- What threatening situations or emergencies have you experienced in the past?
- What situations have you witnessed that others (e.g. neighbours, friends, people on the media) have experienced?
- Now think about the present, i.e. the current year: What events have you possibly experienced?
- When you think about the future: What do you worry about or fear when you think about the future?
- Which emergencies or events could become relevant for your life in the future/could occur (more frequently)?
- When do you think about such future events, possible emergencies/in which situations does this come up for you?
- What thoughts or feelings does this bring up?

Card sorting exercise:

Cards: Corona, flood, drought, forest fire, fire, cyber-attack, war, terrorist attack, power outage, heating system damaged, evacuation necessary, home damaged, storm, basement flooded, bomb from World War II found, chemical accident, nuclear fallout, heavy rain, roads closed for a length of time, earthquake, unable to leave home, supply chains interrupted, shortage of drinking water.

- When you think about X possible event, what do you think and feel?
- Is this something you worry about or makes you feel worried? Why/Why not?
- Can you rank these emergencies in order of how worried they make you feel? What are you most worried about/what are you least worried about? Please sort the cards into piles.
- What about these situations makes you more/less worried about them?
- What is it about situations that do not cause you to worry?
- Which events do you feel most prepared for? (Please sort the cards again from best prepared to least prepared.)
- How prepared do you feel to manage these events? What makes you feel positive and what do you still need in order to master these situations well?
- Have you ever talked to friends about possible emergencies/threatening situations? How did it come up? How did the conversation go? Who initiated the topic?
- Are you aware of any media coverage of these issues? What do you think or feel about the coverage?

Module 3: Exploring language

Time: 20 minutes

Objective: Exploring the language and terms participants use to talk about different situations and to compare them with the official language used in civil protection.

Card sorting exercise:

- We have talked about various events: How would you categorise these events? Are there any that belong together? Could you sort these events into groups?
- What would you call these groups of events?

Card sorting exercise – technical terms:

Cards: self-protection, self-help, disaster preparedness, crisis preparedness, civil defence, crisis, disaster, natural disasters and natural hazards, disaster relief, civil protection, civil defence, emergency situations, structural self-protection, resilience, disaster relief.

I have a set of terms here:

- What does X term mean to you? What do you think of when you hear it?
- Does the term apply to one of the situations we just talked about? Which word would you use?

Module 4: Disaster Preparedness Behaviours

Time: 30 minutes

Objective: To understand and how participants take action to protect themselves against dangerous situations or to prepare for them.

Mind map exercise:

Please tell me everything that comes to mind around the idea of disaster preparedness (regardless of whether you have acted on this or not).

If necessary, interviewers will ask specifically: Have you done any of the following? Stocked up on food; stocked up on water; ensured communication (wireless radio); learned first aid skills and prepared emergency contacts.

If necessary, interviewers will ask specifically: Have you acted on any of the following? Insurance (home / health / inability to work etc.); health care (courses / preventive check-ups); skills (first aid course etc.); emergency contacts for family; preparation for emergencies (e.g. will etc.); family safety (precautions in case something happens to parents); financial (e.g. savings).

- Which of these things have you yourself implemented / done? What did you not?
- How come you acted on this?
- How did you decide to do it?
- Where or how did you find out about disaster preparedness?
- Have you ever actually used or benefited from this preparation? When / How?
- How do you ensure that these preparations are always up to date (e.g. that you have X in the house)?
- What do your friends / acquaintances say about these preparations?
- Do you find that friends and people in your social circle have a similar approach? What attitudes or action around disaster preparedness have you observed in your social circle?

Module 5: Understanding challenges

Time: 20 minutes

Objective: To understand what challenges participants experience that may keep them from taking concrete actions towards disaster preparedness.

You previously talked about events or emergencies / threatening moments / experiences. If I have understood correctly so far, you have not taken any concrete precautions – is that correct?

- Why is that?
- What do you find challenging?
- Do you lack information? Do you lack access to things you need?
- What else?
- What might you have needed to implement disaster preparedness measures? What kind of support would you like (if any)?

Break

Time: 15 minutes

Module 6: Disaster preparedness in everyday life

Time: 65 minutes

Objective: To understand how disaster preparedness shows up in everyday life, both analogue and digitally, and whether these may differ from the priorities discussed so far.

Home tour exercise:

I now have a good understanding of what you think about emergencies and similar events, as well as how you prepare for them. Now I would like to see what this looks like in your home: Could we walk through the house / flat / neighbourhood to do this?

General: Look at places and objects that came up when participants talked about their own disaster preparedness or disaster preparedness in general, e.g.: First aid kit, Pharmacy, Food supplies, Tools, Energy supply / candles etc.

- When did you acquire this – for what reason / in what situation?
- How did you come up with it? How did you inform yourself about this? What sources of information did you use?
- How do you keep track of what you need?
- How do you ensure that it is always up to date and complete (e.g. medicine cabinet)?
- Who is responsible for these preparations in your household?
- Has it ever been useful to have these supplies in the house? (Food, energy ...) In what way?
- Or vice versa: Have you ever missed these supplies in a situation?
- What did you think and feel at the time?

Mobile phone / digital tour exercise:

- Are there things we haven't discussed / seen yet that are important to your preparation for emergencies / for threatening situations or that you use? Also think about digital tools / apps.
- If apps are used: How long have you had this app? Why did you download it in the first place?
- Have you used it before?
- Is there anything (any app or other digital service) you feel is missing or would be useful?

BBK Checklist exercise:

Please go through this checklist and mark the preparations that what you have already implemented yourself.

- How do you feel after completing the checklist? How do you feel after using the checklist? What comes to mind?
- What do you think of the tone of the list? How do you feel about the recommendations?
- If you had to rank the recommendations in this list in order of importance, which do you consider to be the 1st / 2nd / 3rd most important?
- Which of the recommendations are realistic / not realistic and easy / not easy to implement? Why?

Module 7: Discussing emergencies: Power outages / Floods

Time: 20 minutes

Objective: Explore concrete examples to understand how participants experience and react to emergencies and what assumptions they have about these situations.

Sub-Groups: Participants who have already experienced a specific emergency will discuss that experience.
All other participants: Discuss the example of power outages / flooding.

Imagine there is a power outage / flood.

- What do you think happens?
- What would that mean for your own everyday life?
- What impact would the event have?
- What would you do? How could you react?
- What external help would you expect to be available?

Exercise – Perception of emergency relief actors:

If necessary, interviewers will probe for specific organisations: Federal Agency for Technical Relief; Fire Department; Johanniter Accident Assistance; Office of Civil Protection and Disaster Assistance; German Red Cross; Volunteer Fire Department; German Armed Forces; Malteser Relief Service; Workers' Samaritan Foundation; Police

We have talked about what you do to prepare for emergencies.

- In your view: What are you responsible for in preparing for emergencies and how much help do you expect from other actors or organisations?
- What do you expect from organisations or authorities / institutions specifically?
- Which ones come to mind? What do you expect from them?

Module 8: War as a new type of threat

Time: 20 minutes

Objective: To understand how participants experience and deal with the topic.

The war in Ukraine has brought up another potential threat in Europe for the last two years. I would like to talk to you about your experience of this.

- What is it like for you to hear about the war?
- How does it concern you?
- How did you perceive it at the beginning? How has this changed?
- What questions / concerns do you have?
- What would you like more information on?
- Have these concerns led you to think about your own safety or disaster preparedness? In what way?
- How do you think the issue is discussed in German society?

Exercise – Excerpt from a disaster preparedness guide:

As an example, I have brought along a disaster preparedness guide that touches on the subject of crises and war.

- What is your impression of the guide?
- What do you think about the points listed?
- How helpful would you rate such a guide?
- How helpful do you find the information?

Module 9: Information on disaster preparedness

Time: 45 minutes

Objective: To better understand how information/content can support engagement with the issue and how it should be made available.

- Have you ever come across information on emergencies/ disaster preparedness? If so, what and where?
- Have you ever consciously sought out information about emergency and disaster preparedness?
- When/Why/About what specifically?
- What sources of information did you use?
- How did you find this information?

Exercise – Feedback on disaster preparedness guides (BBK and international):

Participants are shown excerpts from BBK disaster preparedness guide and translated excerpts from three disaster preparedness guides from two EU member states and a major Asian city.

- When you look at this guide and go through it briefly: What is your first impression? (e.g. interesting/ uninteresting; expectation that it will be easy/ difficult to understand or helpful etc.).
- Please take a quick look at these pages and read through them briefly
- Please feel free to highlight: Mark things that you like in green and mark things red that seem difficult to understand, disturbing or negative in any other way.
- Let me understand: What do you think of this material? What is good/ not so good about it?
- How would you like the information on this topic to be presented?
- What information would be relevant?
- Where should this information be available? How would this information best reach you?

Module 10: Wrap-Up

Time: 5 minutes

Do you have any questions for me or about the study?

I can now tell you who commissioned the study: The German Federal Office for Civil Protection (BBK) .

The Federal Office for Civil Protection (BBK) supports the population to avoid risks, carry out disaster preparedness and cope with emergencies in the event.

Do you have any final recommendations or anything you would like to add?

Thank you very much for your time and support!

Appendix B: *CATI Questionnaire*



Context of the research

- 1,500 participants
- 25 minutes
- Computer-Assisted Telephone Interview

INTRO

Hello, my name is [...] at I work with the research company [...].

We are currently conducting a survey on the topic of “Emergency and disaster preparedness”. I would be very grateful if you could answer a few questions for me.

BLOCK 1: Sociodemographic Information

S1. May we know your age first?

S2. What gender do you identify with?

1. Female
2. Male
3. Diverse

S3. PLZ: What is your home's postcode?

Match the assigned zip code with the zip code (If not possible ask questions [S4](#)).

S4. In which federal state do you live?

If the postcode is not unambiguous

1. Baden-Württemberg
2. Bayern
3. Berlin
4. Brandenburg
5. Bremen
6. Hamburg
7. Hesse
8. Mecklenburg-Western Pomerania
9. Lower Saxony
10. North Rhine-Westphalia
11. Rhineland-Palatinate
12. Saarland
13. Saxony
14. Saxony-Anhalt
15. Schleswig-Holstein
16. Thuringia

BLOCK 2: Thematic questions

Q1. I will now read you a list. Which of these have you ever been directly affected by?

1 = affected / 2 = not affected

1. Fire in the home
2. Damage due to flooding
3. Power outage
4. Damage due to storm
5. Damage due to heavy rain
6. Shortage of drinking water
7. Heating system damaged
8. Food shortage
9. Flooded cellar
10. Situation in which you have to leave the house quickly and were not allowed to enter for a longer period of time.

Q2. To what extent do you agree with the following statements? “1” means “strongly disagree”, “5” means “strongly agree”. You can grade your judgment using the values in between.

Do not change the order of items, items are in a fixed order.

1. I think there will be more and more severe emergencies and disasters in Germany in the future.
2. I think the region where I live will be more severely affected by emergencies and disasters in the future.
3. I think I myself will be more severely affected by emergencies and disasters in the future.

Q3. How likely do you think it is that the following events will occur within the next three years and whose consequences will directly affect you? “1” means “very unlikely”, “5” means “very likely.” You can grade your assessment using the values in between.

Switch up order or items, Int.: Read out emergencies.

1. Flooding
2. Drought
3. Wildfire
4. Fire in the home
5. Cyberattack on infrastructure
6. War
7. Terrorist attack
8. Widespread power outage (e.g. city or neighbourhood)
9. Severe storm (e.g., hurricanes or tornadoes)
10. Discovery of a bomb from World War II
11. Heavy rain
12. Chemical incident
13. Nuclear accident
14. Earthquake
15. Outbreak of infectious disease (pandemic or epidemic)

Q4. Imagine that there is a power cut in your region and in your home that lasts several days. How would this affect your daily life? What would not work anymore?

Open question, Int.: Follow-up questions / What else?

Q5. What impact do you think a cyberattack would have on your daily life?

Open question, Int.: Follow-up questions / What else?

Q6. How well would you say you are prepared for emergencies and disasters in general? “1” means “not at all well”, “5” means “very well.” You can grade your assessment using the values in between.

Q7. Have you prepared specifically for emergencies and disasters in the past?

1 = Yes / 2 = No

If Q7 = 1 continue at [Q10](#)

Q8. Have you engaged with emergency preparedness in the past?

1 = Yes / 2 = No

Q9. You just mentioned that you haven’t specifically prepared for emergencies and disasters. To what extent do you agree with the following statements? “1” means “strongly disagree”, “5” means “strongly agree.” You can grade your judgment using the values in between.

Switch up order or items; Int.: Read out items

1. I am not interested in the topic of emergency preparedness.
2. In an emergency, I rely on the support of my family.
3. In an emergency, I rely on the support of friends.
4. I’ll act once emergency or disaster occurs.
5. My daily life doesn’t allow me to implement emergency preparedness measures.
6. There isn’t enough space in my house/apartment to implement emergency preparedness measures myself.
7. I don’t have the time to engage with emergency preparedness.
8. There are too many other things I need to take care of before I start thinking about emergency preparedness.
9. Even if I had the money, emergency preparedness is generally too expensive for me.
10. I don’t have enough money to implement emergency preparedness.
11. Thinking about emergencies and disasters makes me anxious.
12. I would rather invest the money I could invest in emergency preparedness measures in things that bring me joy.

Q10. Which of the following do you own or have you implemented?

1 = implemented / 2 = not implemented

1. Food supplies
2. Wireless radio
3. Basic medical supplies/Medicine cabinet
4. Camping stove or gas/coal grill
5. Independent power supply (e.g., PV system/emergency power outlets/emergency generator)
6. Independent lighting supply (e.g., candles/flashlight, etc.)
7. Additional heating sources (e.g., stove and wood or electric heater)
8. Emergency backpack (e.g. in case of evacuation, if I have to leave the house or apartment suddenly and for an extended period of time)
9. Folder with important documents
10. Apps that warn about hazards such as NINA, KATWARN, BIWAPP on my phone
11. Sandbags
12. Emergency plan or agreed upon meeting point in case of emergency
13. Fire extinguisher
14. Information on emergency preparedness
15. Drinking water supply
16. Emergency supply of water for cooking and hygiene
17. Sleeping bag
18. First aid kit in the house/apartment
19. Rain barrel
20. First aid course completed within the last three years

Q11. To what extent do you agree with the following statements? “1” means “strongly disagree”, “5” means “strongly agree.” You can grade your judgment using the values in between.

Switch up order or items; Int.: Read out items

1. You can't prepare for a power outage yourself.
2. Even the best preparation is useless during a power outage.
3. In the event of a widespread power outage, the government needs to step in.

Q12. I would like to read a few additional statements to you. To what extent do you agree with the following statements? “1” means “strongly disagree”, “5” means “strongly agree.” You can grade your judgment using the values in between.

Switch up order or items; Int.: Read out items

1. You can't prepare yourself for war.
2. In case of war, even the best preparation is useless.
3. In case of war, the state needs to step in.
4. In case of war, I would leave the country.
5. Preparing for war is very different from preparing for a power outage or flooding.

Q13. I would now like to read a few additional statements to you. Please tell me whether you agree or disagree with each statement.

Switch up order or items, Int.: Read out items

1 = agree, 2 = disagree

1. In my family, we talk about emergency preparedness.
2. In my circle of friends, we talk about emergency preparedness.
3. In my neighbourhood, we take emergency precautions together.
4. I find people strange who prepare for emergencies and disasters.
5. People who are particularly important to me prepare for emergencies or disasters.

Q14. To what extent do you agree with the following statements? "1" means "strongly disagree", "5" means "strongly agree." You can grade your judgment using the values in between.

Switch up order or items, Int.: Read out items

1. To me, it is the state's responsibility to manage emergencies and disasters.
2. In emergencies and disasters, I trust that the state will help me.
3. Germany's disaster protection sector is well prepared for emergencies and disasters.
4. It is primarily up to me to mitigate the effects of emergencies and disasters on my everyday life.
5. One can generally prepare well for the consequences of emergencies and disasters.
6. I will be able to handle most emergencies and disasters well on my own.
7. In emergencies and disasters, I can generally rely on my abilities.
8. I generally feel able to manage difficult situations such as emergencies or disasters.
9. Whatever happens, I will be able to manage emergencies and disasters.
10. In an emergency, I can also count on the support of my neighbours.

Q15. Which of the following organisations have you heard of before?

Switch up order or items, Int.: Read out items, Multiple answers are possible

1 = Yes, 2 = No

1. Federal Agency for Technical Relief (THW)
2. Maltese Relief Service
3. German Life Saving Association (DLRG)
4. Federal Office for Civil Protection and Disaster Assistance (BBK)
5. German Red Cross (DRK)
6. Workers' Samaritan Federation (ASB)
7. Johanniter Accident Assistance (JUH)

Q16. I would now like to read a few additional statements to you. Please tell me whether you agree or disagree with each statement.

Switch up order or items

1 = agree, 2 = disagree

1. It makes no sense to worry about emergencies and disasters that cannot be prevented.
2. I think it's right to prepare for emergencies and disasters yourself.
3. If you have responsibility for others, you should definitely engage with emergency preparedness.
4. In emergencies and disasters, it's a good idea to check whether neighbours need help.
5. It's generally a good idea to invest time and money in emergency preparedness.
6. Emergency preparedness is worthwhile in order to be able to better manage emergencies and disasters.
7. In emergencies and disasters, you'll regret if you haven't taken any precautions.
8. Information from authorities about emergencies and disasters is reliable.
9. I feel well informed about emergency and disaster risks that could affect me.
10. I would like more information about emergency and disaster risks that could affect me.
11. I know how I will receive alerts in the event of emergencies and disasters.
12. I would like more information about how to prepare for emergencies and disasters.
13. I would like more information about how to prepare for the effects of a war in Germany.
14. I have already taken the initiative to look for information on how to prepare for emergencies and disasters.
15. I would like to see more public discussion about preparing for emergencies and disasters.
16. I find it difficult to prepare for emergencies and disasters because I lack knowledge about them.
17. I have/am familiar with the Federal Office of Civil Protection's disaster preparedness guide.

Now we would like to ask you for some statistical information that we need for our data analysis. Of course, we will treat your answers confidentially in accordance with data protection laws!

S5. What is your highest level of education?

Int.: Please read aloud

1. Elementary/middle school or polytechnic secondary school (8 grades)
2. High school diploma/secondary school/polytechnic secondary school (10 grades)
3. High school diploma/high school/extended secondary school (12 or 13 grades)
4. University/college/technical college
5. Other

S6. What size is the apartment of house you live in?

1. Up to 20 square meters
2. 21 to 40 square meters
3. 41 to 60 square meters
4. 61 to 80 square meters
5. 81 to 100 square meters
6. 101 to 120 square meters
7. 121 to 140 square meters
8. More than 140 square meters

S7. Are there any persons in your household who require care?

1. Yes
2. No

S8. What type of house do you live in?

1. Detached house
2. Semi-detached house
3. Apartment building with 3 to 8 apartments
4. Apartment building with more than 8 apartments
5. Other house/building

S9. Do you rent or own your home?

1. Rent (including subletting)
2. Own
3. Neither

S10. Are you involved professionally or privately in any of the following organizations?

1 = Yes / 2 = No, not anymore / 3 = No, never

1. Technical Relief Service (THW)
2. German Red Cross (DRK)
3. Volunteer fire department
4. Professional fire department
5. Workers' Samaritan Federation (ASB)
6. Maltese Relief Service
7. Johanniter Accident Assistance (JUH)
8. German Life Saving Association (DLRG)
9. German Armed Forces
10. Police

S11. How many people live in your household in total, including yourself?

S12. And how many of them are under the age of 18?

S13. Are you responsible for children or relatives in need of care?

1. I am the legal guardian of one or more children.
2. I care for one or more relatives.
3. No, none of the above.

S14. When you add up all the income available to your entire household, what is your monthly net household income? This information is only used to survey as diverse a range of income groups as possible.

1. Less than 1,000 euros
2. 1,000–2,000 euros
3. 2,001–3,000 euros
4. 3,001–4,000 euros
5. 4,001–5,000 euros
6. More than 5,000 euros
7. No information provided

Thank you for participating! Have a good day / evening!

Appendix C: Analysis of the unweighted survey data



What is the level of (deliberate) disaster preparedness?

How well prepared would you say you are for emergencies and disasters in general?

- Very well/well: 22 % (n = 321)
- Not well at all/not well: 38 % (n = 567)

Have you prepared specifically for emergencies and disasters in the past?

- Yes: 50 % (n = 755)
- No: 50 % (n = 745)
 - Have you engaged with emergency preparedness in the past?
 - Yes: 55 % (n = 413)
 - No: 45 % (n = 332)
- 22 % of the total sample (332 out of 1,500) have neither made specific preparations nor dealt with the topic of emergency preparedness to date.

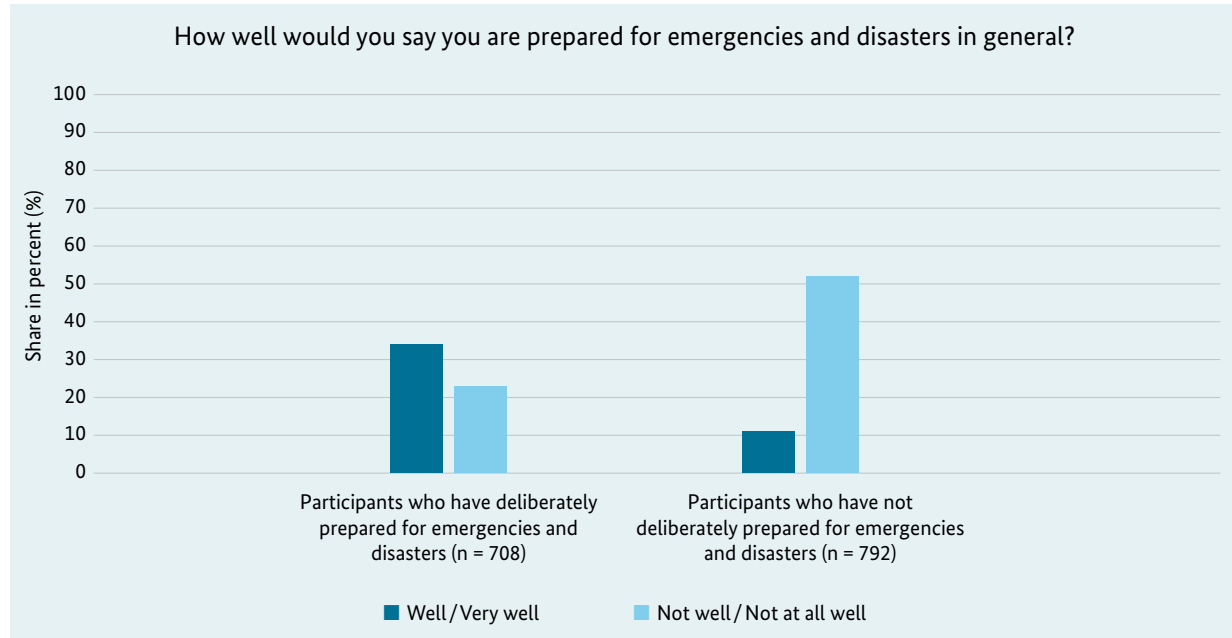


Image C.1. Participants' self-assessment of how well prepared they are for emergencies and disasters in general, shown here in relation to previous deliberate implementation of disaster preparedness measures

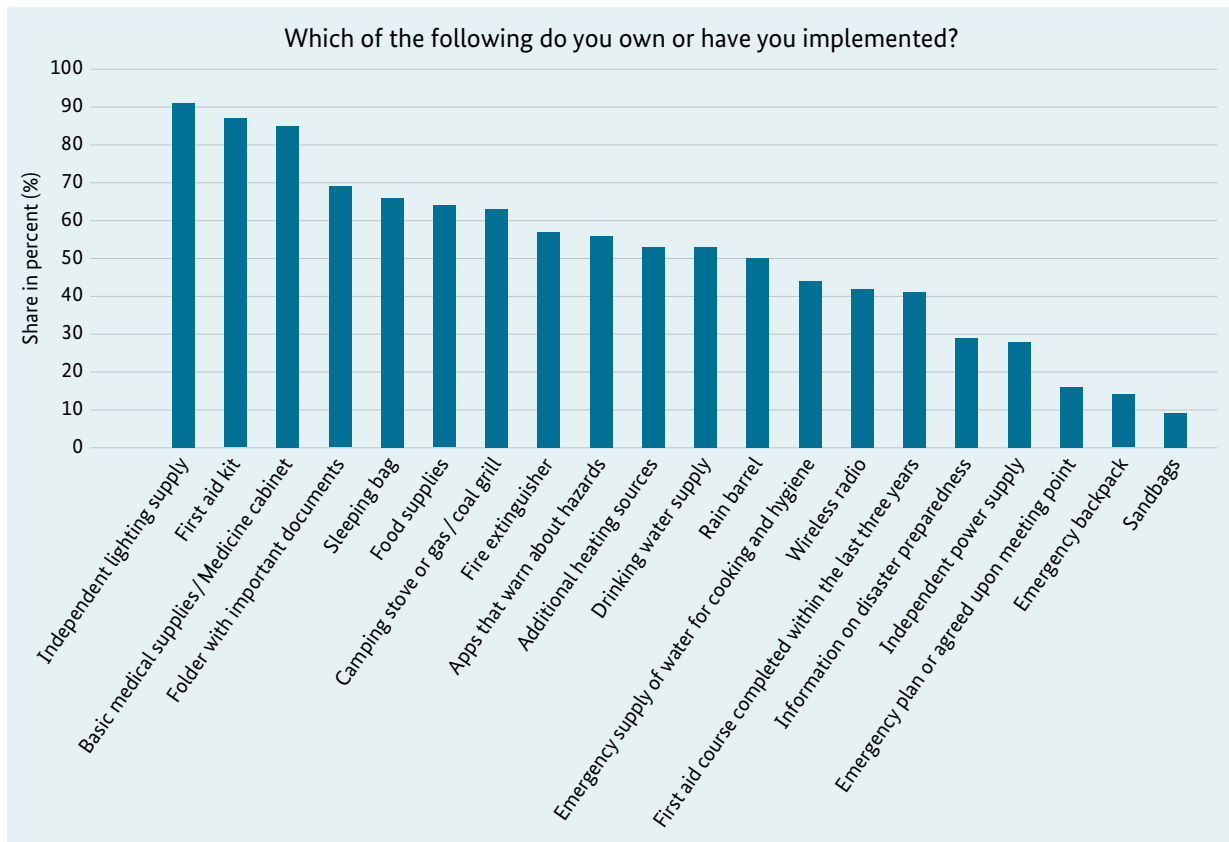


Image C.2. Share of participants who own or have implemented things that can are relevant to disaster preparedness

Who does not prepare for disasters?

In order to understand what prevented respondents from implementing specific disaster preparedness measures, a sub-sample of respondents who had not yet implemented specific disaster preparedness measures (n = 745) was examined in more detail.

Statement	Strongly agree / agree as a percentage of those who have not implemented emergency preparedness measures
I am not interested in the topic of disaster preparedness.	20 % (n = 147)
Even if I had the money, disaster preparedness is generally too expensive for me.	14 % (n = 104)
My daily life doesn't allow me to implement disaster preparedness measures.	15 % (n = 115)
I don't have enough money to implement disaster preparedness.	17 % (n = 129)
I don't have the time to engage with disaster preparedness.	22 % (n = 162)
There isn't enough space in my house/apartment to implement disaster preparedness measures myself.	26 % (n = 194)
There are too many other things I need to take care of before I start thinking about disaster preparedness.	36 % (n = 265)
I would rather invest the money I could invest in disaster preparedness measures in things that bring me joy.	24 % (n = 179)
Thinking about emergencies and disasters makes me anxious.	30 % (n = 224)
In an emergency, I rely on the support of my family.	55 % (n = 407)
In an emergency, I rely on the support of friends.	39 % (n = 294)
I'll act once emergency or disaster occurs.	65 % (n = 483)

Table C.1 Barriers and obstacles to disaster preparedness, agreement with statements in the sub-sample of respondents who stated that they had not yet taken specific precautions (n = 745)

How do experiences with emergencies and disasters affect disaster preparedness?

- Of the respondents who had personally experienced emergencies or disasters in the past (n = 1259), 52 percent had already implemented specific emergency preparedness measures. Of the respondents who had not personally experienced any emergencies or disasters in the past (n = 241), 40 percent had already implemented specific emergency preparedness measures.
- Of the respondents who had neither taken specific emergency preparedness measures nor personally experienced emergencies or disasters in the past (n = 145), only 44 percent had already considered emergency preparedness.

What do respondents know about the consequences of cyberattacks and power outages?

Percentage of all respondents who raised the following potential impacts of a cyberattack on their everyday lives:

- Restrictions on payment transactions (no access to accounts, ATMs, online banking, card payments in supermarkets, etc.): 20 %
- A power or energy outage as a result of a cyberattack: 13 %
- The failure of administrative services as a result of a cyberattack on a government agency was not even among the ten most frequently mentioned consequences.

Percentage of all respondents who raised the following potential impacts of a power outage lasting several days on their own everyday lives:

- Heating: 40%
- Cooking facilities (stove, microwave): 30%
- Refrigeration appliances (cooling, refrigerator, freezer): 27%

What do respondents know about the benefits of disaster preparedness in the event of a power outage lasting several days and a war?

Percentage of all respondents who agree with the statements:

- “You can’t prepare yourself for war.”: 44% (n = 664)
- “You can’t prepare yourself for a power outage.”: 28% (n = 430)
- “In the event of war, even the best preparation is useless.”: 42% (n = 636)
- “In the event of a power outage, even the best preparation is useless.”: 25% (n = 374)
- “Preparing for war is completely different from preparing for a power outage or flooding.”: 78% (n = 1,174)
- “In the event of war, the state is responsible.”: 88% (n = 1,314)
- “In the event of a widespread power outage, the state is responsible.”: 76% (n = 1,138)
- “In the event of war, I would leave the country.”: 25% (n = 377)

Who is responsible for managing emergencies and disasters?

Percentage of respondents who agree with the following statements:

- “In an emergency, I can also count on the support of my neighbours.”
 - Of all respondents: 55% (n = 824)
 - Of the n = 755 respondents who have already made specific preparations: 60% (n = 453)
 - Of the n = 745 respondents who have not yet made specific preparations: 50% (n = 371)
- “It is primarily up to me to mitigate the effects of emergencies and disasters on my everyday life.”: 46% of all respondents (n = 690)
- “I will be able to cope well with most emergencies and disasters on my own.”: 26% of all respondents (n = 387)
- “In emergencies and disasters, I can generally rely on my own abilities.”: 46% of all respondents (n = 696)
- “I generally feel capable of dealing with difficult situations, such as emergencies or disasters.”: 33% of all respondents (n = 489)
- “Whatever happens, I will be able to cope in emergencies and disasters.”: 34% of all respondents (n = 515)

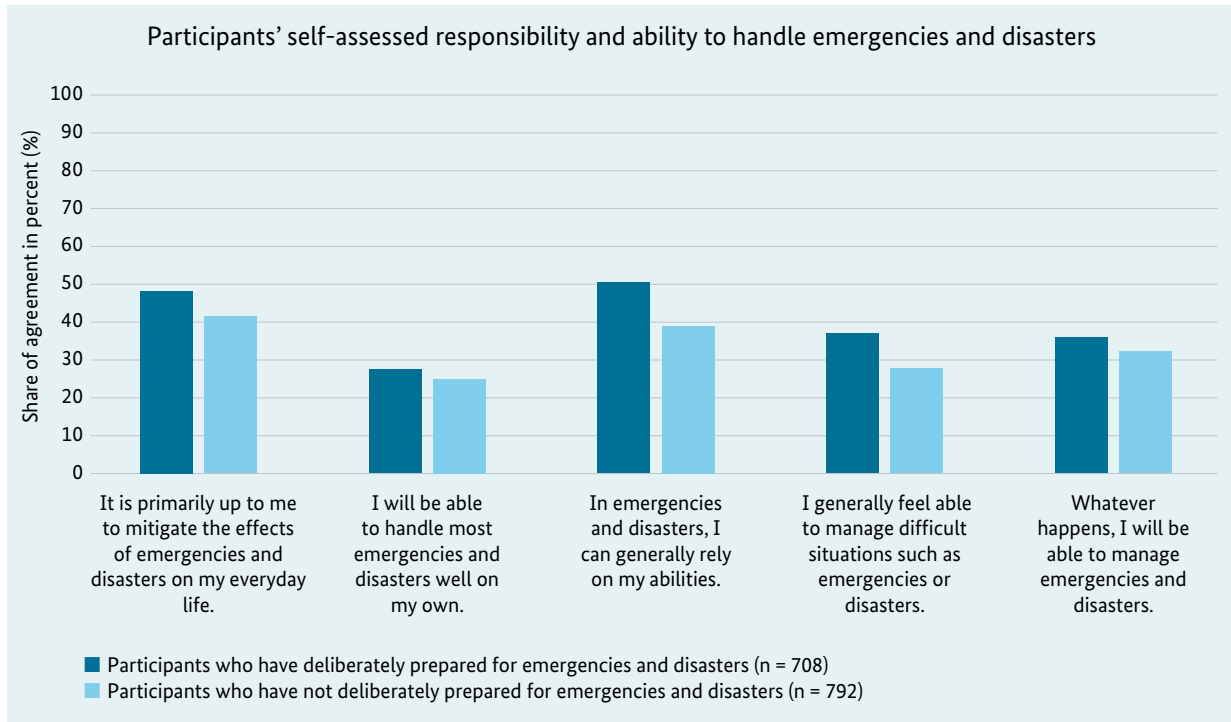


Image C.3. Participants' self-assessed responsibility and ability to handle emergencies and disasters

Percentage of all respondents who agree with the statements:

- "I consider the management of emergencies and disasters to be the responsibility of the state": 62% (n = 932)
- "In emergencies and disasters, I trust that the state will help me.": 39% (n = 584)
- "Disaster control in Germany is well prepared for emergencies and disasters.": 26% (n = 390)

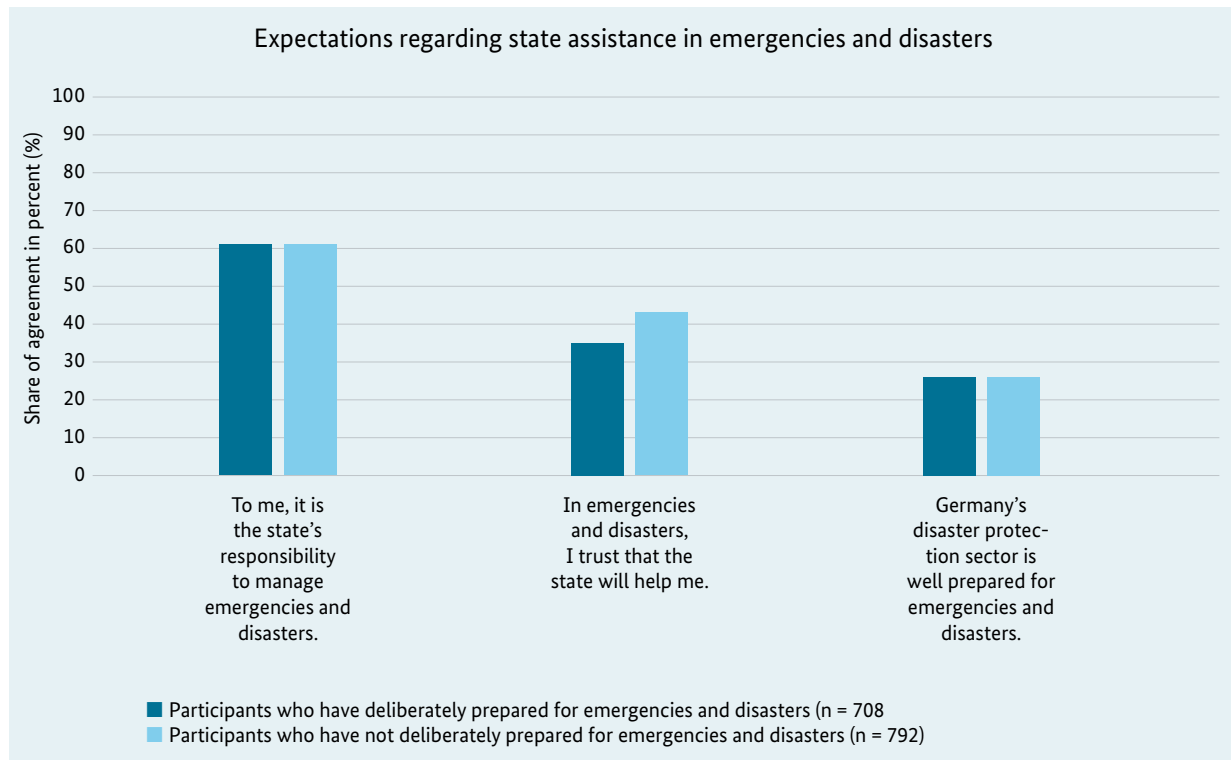


Image C.4. Respondents' expectations of assistance from government agencies in emergencies and disasters, divided by those who had previously implemented emergency preparedness measures and those who had not

What influence do individual risk perception, expected outcomes of actions, and self-efficacy expectations have on individual emergency preparedness?

Percentage of respondents who agree with the following statements:

- "I think there will be more and worse emergencies and disasters in Germany in the future.": 66% (n = 989)
- "I think that the region where I live will be more severely affected by emergencies and disasters in the future.": 26% (n = 391)
- "I think that I myself will be more severely affected by emergencies and disasters in the future.": 19% (n = 291)

	I think there will be more and worse emergencies and disasters in Germany in the future.			I think that the region where I live will be more affected by emergencies and disasters in the future.			I think that I myself will be more affected by emergencies and disasters in the future.		
	Do not agree (at all) (n=183)	Undecided (n=358)	(Strongly) agree (n=957)	Do not agree (at all) (n=599)	Undecided (n=506)	(Strongly) agree (n=395)	Do not agree (at all) (n=724)	Undecided (n=462)	(Strongly) agree (n=313)
Respondents who have implemented deliberate emergency preparedness measures	36 % (n=66)	45 % (n=160)	50 % (n=481)	43 % (n=260)	48 % (n=244)	52 % (n=204)	47 % (n=341)	45 % (n=209)	50 % (n=157)
Respondents who have not implemented emergency preparedness measures, but have engaged with emergency preparedness	26 % (n=47)	26 % (n=94)	31 % (n=292)	27 % (n=160)	28 % (n=143)	33 % (n=131)	27 % (n=194)	29 % (n=134)	34 % (n=105)
Respondents who have not implemented emergency preparedness measures and have not engaged with emergency preparedness	38 % (n=70)	29 % (n=104)	19 % (n=184)	30 % (n=179)	24 % (n=119)	15 % (n=60)	26 % (n=189)	26 % (n=119)	16 % (n=51)

Table C.2. Risk perception among respondents (Germany, regional, individual), divided by those who had previously implemented emergency preparedness measures and those who had not

Event	Answer “very likely” or “likely” as a percentage of all respondents
Flooding	21 % (n = 314)
Drought	27 % (n = 411)
Wildfire	24 % (n = 353)
Fire in your home	7 % (n = 108)
Cyberattack on infrastructure	59 % (n = 884)
War	22 % (n = 334)
Terrorist attack	25 % (n = 369)
Widespread power outage (e.g., citywide or in the neighbourhood)	26 % (n = 390)
Severe storm (e.g., hurricanes or tornadoes)	49 % (n = 729)
Discovery of a bomb from World War II	26 % (n = 384)
Heavy rain	56 % (n = 840)
Chemical incident	9 % (n = 139)
Nuclear accident	9 % (n = 129)
Earthquake	4 % (n = 67)
Outbreak of infectious diseases (pandemic or epidemic)	30 % (n = 455)

Table C.3. Assessment of the probability of being affected by events within the next three years

Share of respondents who agree with the statement:

- “One can generally prepare well for the consequences of emergencies and disasters.”
 - Of all respondents: 29 % (n = 434)
 - Of respondents who have already taken deliberate action on disaster preparedness (n = 755): 34 % (n = 259)
 - Of respondents who have not yet taken deliberate action on disaster preparedness (n = 745): 23 % (n = 175)

Proportion of all respondents who reject the statement:

- “I find it difficult to prepare for emergencies and disasters because I don’t know enough about them.”
 - Of all respondents: 54 % (n = 797)
 - Of respondents who have already taken deliberate action on disaster preparedness (n = 755): 62 % (n = 467)
 - Of respondents who have not yet taken deliberate action on disaster preparedness (n = 745): 44 % (n = 330)

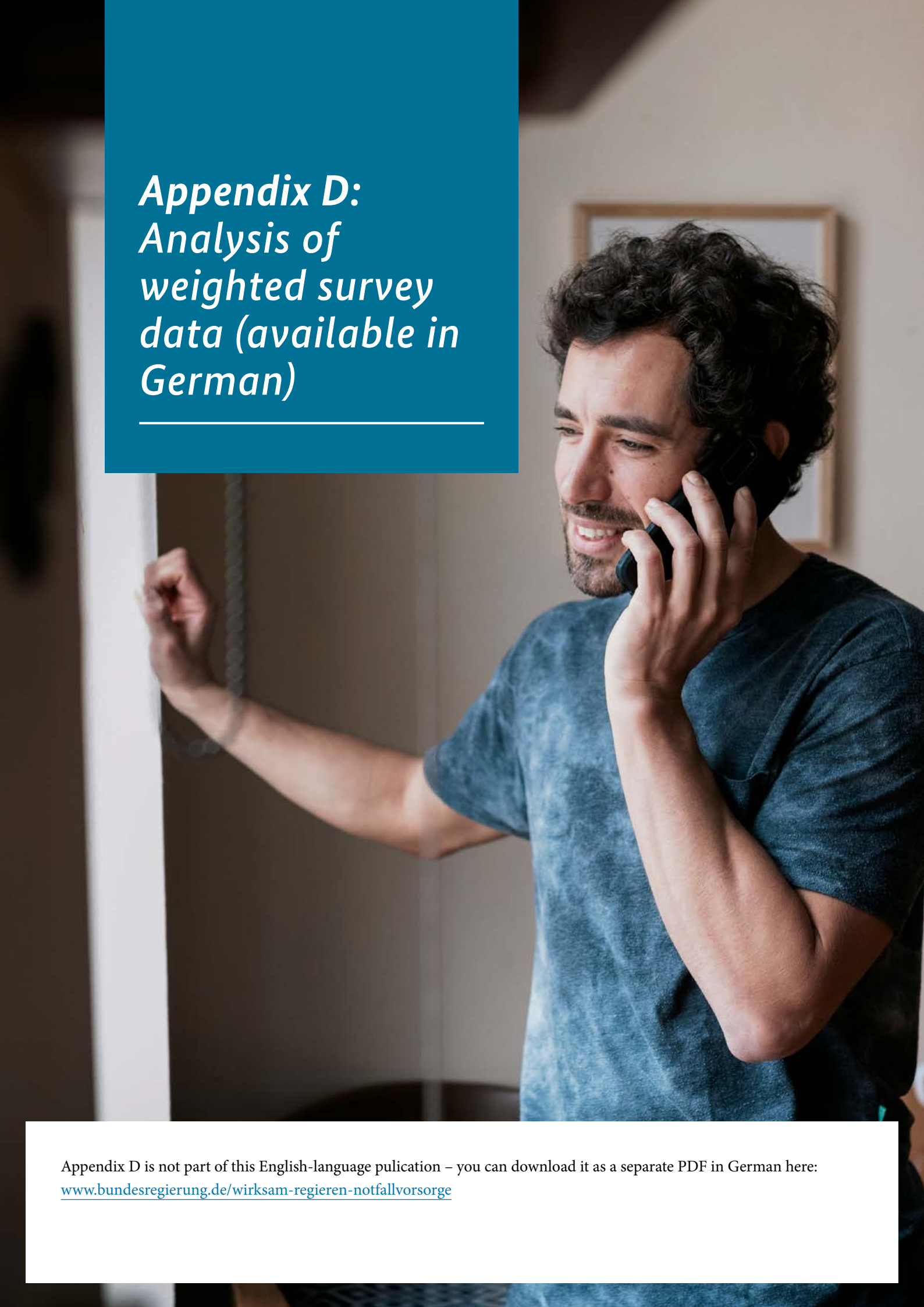
How do citizens access information about disaster preparedness?

Proportion of all respondents who agree with the statement:

- “In our family, we talk about emergency preparedness.”: 44 % (n = 665)
- “In our circle of friends, we talk about emergency preparedness.”: 34 % (n = 513)
- “In the neighbourhood, we make joint emergency preparations.”: 11 % (n = 172)

Proportion of all respondents who agree with the statement:

- “I have/know the guide of the Federal Office of Civil Protection and Disaster Assistance on emergency preparedness.”
 - Of all respondents: 31 % (n = 462)
 - Of the n = 755 respondents who have already taken specific precautions: 40 % (n = 300)
 - Of the n = 745 respondents who have not yet taken specific precautions: 22 % (n = 162)
- “One can rely on information from authorities about emergencies and disasters.”: 61 % (n = 918)
- “I would like more information about emergency and disaster risks that could affect me.”: 67 % (n = 1010)
- “I would like more information about how to be well-prepared for emergencies and disasters.”: 68 % (n = 1018)
- “I have already actively sought information on how to prepare for emergencies and disasters.”: 53 % (n = 789)



Appendix D: Analysis of weighted survey data (available in German)

Appendix D is not part of this English-language publication – you can download it as a separate PDF in German here:
www.bundesregierung.de/wirksam-regieren-notfallvorsorge

Appendix E: User Test 1 Interview Guide



Context of the research

- 20 participants
- 60 minutes
- Interview conducted partly online, partly in person

Note to the reader:

The interview guide outlines the main themes to be discussed with the respondents. The relative emphasis on questions, their order and wording may have been adapted by researchers throughout, e.g. according to the relevance of sub-topics for individual participants.

Module 1: Introduction

Time: 5 minutes

Thank you very much for taking the time to participate in this interview. Here are a few things I'd like to share before we start:

We are interested in your personal perspective and your own perceptions. Please feel free to answer spontaneously; there are no "right" or "wrong" answers. Your responses are valuable and important to us.

We are in a safe and secure (virtual) space here.

The interview will be recorded. There will also be observers in the background (next door). Do you feel comfortable with this? Everything we discuss will be processed anonymously in accordance with current data protection regulations and used for internal purposes only.

The interview will take about 60 minutes.

Introducing the interviewer:

My name is [...], I work for [...], an independent market and opinion research institute. This means that I am neutral and independent. You are free to express your opinions openly. I am interested in your honest and personal opinion. If there is a question that you would prefer not to answer, that is perfectly fine too – just let me know.

Introducing the topic:

As part of this study, we are talking to people about information on disaster preparedness, warnings, and behaviour in emergency situations. We are interested in your perspective on this topic. I will also show you some informational material and ask for your opinion.

Introducing the participant:

Could you introduce yourself briefly? What is your name? Age? Where do you live? What is your living situation? Do you have children? What is your professional situation? Hobbies? Could you briefly describe where you grew up? And where your parents grew up?

Module 2: Introducing the topic “emergencies, crises, and disasters”

Time: 5 minutes

Mental models of “disaster preparedness”:

- When you think about the topic of “preparing for emergencies, disasters, and crises,” what is the first thing that comes to mind?
- What does “disaster preparedness” mean to you? What does it involve?

Personal involvement/relevance of preparatory measures:

- To what extent have you yourself been directly affected by an emergency, disaster, or crisis situation such as flooding, an earthquake, flash flooding, or a prolonged power outage?
- If you were affected yourself, in retrospect, what exactly would have helped you most in this emergency situation? Or how could you have been better prepared for it personally?

Engaging with preparedness:

- Have you ever dealt with the topic of “disaster preparedness” in the past? If so, what triggered it?
- Where did you look for information or find advice?
- Are you planning to engage with the issue in the future? If so, where would you look for / expect or request information?
- Would you welcome receiving a brochure on the topic? And would you keep it?
- Have you taken any measures to prepare for emergency, disaster, or crisis situations? If so, which ones? And why those?

Module 3: Evaluation of Mock-Ups

Time: 40 minutes

Background on how the interviewers present the materials to the participants:

The three mock-ups are presented in rotating order across all 20 interviews. The mock-up shown first is discussed in the most detail (approx. 20 minutes). The two alternative mock-ups are evaluated more briefly (approx. 10 minutes each).

During in-person interviews, participants are presented with colour printouts of the brochures, folded in A5 format (a small brochure format). During online interviews, interviewers display the brochure page by page on a split screen.

Before evaluating the alternative designs, the interviewer points out to the participants that the first two double pages of each brochure have identical content and that the focus is primarily on differences in design and illustrations.

The interviewer goes over the following questions for the two designs.

Introductory remarks by the interviewer: I will show you draft excerpts from a brochure about disaster preparedness. This brochure is currently being developed and our conversation is part of assessing how good the draft is and how to improve it. Afterwards, I will also show you two alternatives.

Thinking aloud method:

Please take a look at the brochure and read through anything that catches your eye. Please share your thoughts with me and comment aloud on whatever comes to mind as you leaf through or read it.

Overall impression:

- First, please briefly summarize what you think this brochure is about.
- Imagine you are telling a good friend about this brochure. What would you tell them?
- What does the purpose of this brochure seem to be?
- What was your initial reaction when you first read the brochure?
- What did you see and read in the brochure that stuck in your mind the most?
- Before we talk about the individual pages of the brochure in detail, please rate your overall impression of the brochure from 1 to 6, 1 is the best and 6 is the worst. Why did you choose this grade?

Likes and dislikes with red and green marks:

Please use a green pen to mark everything that you liked at first glance. This could be words, expressions, images, design elements, or specific information. Anything that spontaneously caught your interest, gave you a good feeling, or that you found new or particularly informative. Please share your thoughts with me and comment aloud on what you are thinking as you mark things.

Then, please mark everything you didn't like as much or that bothered or even irritated you with a red pen. You are also welcome to mark elements that raised questions.

In in-person interviews, participants work with the paper mock-ups.

In online interviews, the interviewer marks the pages digitally on behalf of the participant.

Now let's take a detailed look at your green and red marks to see what you liked and what you didn't like about the draft.

First impression:

- Based on what you saw, what kind of content or information do you expect from the brochure?
- To what extent are you interested in reading more of the brochure? Why (not)?
- What does it make you think about or feel?
- What, if anything, gave you pause to think or perhaps even caused you concern?

Content and information:

- How informative do you find the brochure overall?
Which content/information do you find particularly interesting/useful?
- What sparked your interest? Which aspects did you skim over or skip altogether? Why?
- How relevant/helpful is this particular page/content for you? (Discuss for all pages which are shared with participants.) How useful do you find the recommendations? How convincing do you find their reasoning?
- To what extent could you see yourself implementing the recommendations shown?
- How interesting do you find the QR code? How useful is it? How likely would you be to seek further information there? What would you want to find out there?
- How easy to understand is the information provided?
- What makes the information easy to understand?
- Which information is difficult to understand or even misleading? And why is that?
- What do you think of the illustrations? How easy to understand are they? How intuitive/easy to understand are the symbols?

Tone:

- How would you describe the writing style or tone of the texts? Which terms/wordings are particularly memorable?
- What do words such as “catastrophe” or “crisis,” “attacks from outside” or “warlike attack,” and “extreme situations” make you think about and how do they make you feel?

Layout and structure:

- How would you rate the length of the texts?
- To what extent is the content relevant to you?
- Is the text easy to read? What helps with readability?
- What helps you understand the content well?
- Which aspects do you find less clear or difficult to understand?

Visual design and illustrations:

- How would you describe the overall design and illustration style?
- What does it remind you of? What does it bring to mind?
- How does it make you feel?
- What mood / atmosphere do the illustrations / graphics convey? Are the illustration styles appropriate for the topic?
- What do the images / illustrations express or convey? How do you understand them?
- How well do the images / illustrations match the text / content?
- Which situations are particularly well illustrated?
- What aspects of the visual design help you better understand the contents on the page?
- What doesn't work in your opinion?
- What might be unclear?
- Do you like the amount of text and illustrations on the page?
- How do the illustrated characters come across to you? How do they make you feel and why? What impression do their gestures / facial expressions leave?
- How realistic do the situations shown on the cover seem to you?
- How much do you feel you can relate to the situations and people in the illustrations? Which design elements do you find particularly helpful or good?
- What illustrations make you feel good? To what extent do they spark your interest in the content?
- Which design elements do you find negative or distracting? What raises questions? Does anything make you feel bad?
- How do you like the colour scheme? Why?

Final evaluation:

- How do you like the design of this brochure? Please rate it on a scale of 1–7, 1 stands for “I don't like it at all” and 7 stands for “I like it very much”.
- To what extent are you interested in engaging with the contents of the brochure further?

Improving the brochure:

- Imagine you were part of the team that designs this brochure. What would you do differently?
- What specific improvements would you make? What would you emphasize more, if anything?
- What do you think is missing and what would you add?
- What would you remove?

Module 4: Personal relevance, comparison and ranking of the mock-ups

Time: 5 minutes

The participants are shown all three mock-up versions.

The questions about ratings are recorded in writing or using a voting tool in Zoom.

Personal relevance:

- How useful / meaningful do you find these brochures overall?
Please rate them on a scale of 1–7, where 1 means “not useful at all” and 7 means “very useful”.
- How likely are you to prepare for emergencies, disasters, or crises in the future based on these brochures? Please rate on a scale of 1–7, with 1 being “very unlikely” and 7 “very likely.”
- To what extent has reading these brochures changed your sense of how able you are to deal with emergencies, disasters, or crises?
- Which recommendations seem easy to implement?
- Which recommendations seem unnecessary or exaggerated?
- Is there anything that would deter you from reading on?

Comparing designs and illustrations:

Now, I would like to compare different designs with you and ask you to evaluate them. Please explain why you feel or think this way.

Two mock-ups of a total of four illustrations are shown. The interviewer asks the participants to compare illustrations and mark their preferences:

- Which style of illustration appeals to you most?
- Which of the three designs best illustrates the situation / information?
- Which representation of the people do you find most successful?
- Which situation can you relate to most?
- Where do the text and illustration support each other best?
- Which colour scheme do you like best? And why?
- Which design elements do you find particularly successful on these pages?
- Where do you see room for improvement?
- What other topics would you like to see covered?

Ranking designs:

Please take another look at the illustrations on pages 2 / 3 and 4 / 5. Which style appeals to you the most? Please rank them in order of preference (1, 2 and 3) and create your personal ranking. What was the deciding factor for your choice?

Module 5: Summary – Ideal design elements

Time: 5 minutes

Areas for improvement:

- Finally, feel free to put together your ideal brochure. This means you can combine elements from the various designs, delete things, or add things. How would you structure your brochure and how would you design it?
- Finally, what recommendations or advice would you like to give to the creators of this brochure to ensure that as many people as possible read it and follow the recommendations?

Thank you very much for your participation!

Appendix F: User Test 2 Interview Guide



Context of the research

- 15 participants
- 60 minutes
- Interview conducted online

Note to the reader: The interview guide outlines the main themes to be discussed with the respondents. The relative emphasis on questions, their order and wording may have been adapted by researchers throughout, e.g. according to the relevance of sub-topics for individual participants.

Module 1: Introduction

Time: 5 minutes

Thank you very much for taking the time to participate in this interview.

We are interested in your personal perspective and your own perceptions. Please feel free to answer spontaneously; there are no “right” or “wrong” answers. Your responses are valuable and important to us.

We are in a safe and secure (virtual) space here.

The interview will be recorded. There will also be observers in the background (next door). Do you feel comfortable with this? Everything we discuss will be processed anonymously in accordance with current data protection regulations and used for internal purposes only.

The interview will take about 60 minutes.

Introducing the interviewer:

My name is [...], I work for [...], an independent market and opinion research institute. This means that I am neutral and independent. You are free to express your opinions openly. I am interested in your honest and personal opinion. If there is a question that you would prefer not to answer, that is perfectly fine too – just let me know.

Introducing the topic:

As part of this study, we are talking to people about information on disaster preparedness, warnings, and behaviour in emergency situations. We are interested in your perspective on this topic. I will also show you some informational material and ask for your opinion.

Introducing the participant:

Could you introduce yourself briefly?

What is your name? Age? Where do you live? What is your living situation? Do you have children?
What is your professional situation? Hobbies?

Could you briefly describe where you grew up?

And where your parents grew up?

Module 2: Evaluating Cover mock-ups (Layout, Title and Subtitle)

Time: 45 minutes

Four mock-ups of covers are presented to a subset of participants and the order in which they are discussed is rotated.

Evaluation Title:

The three draft typographic covers (containing only the draft titles) and one typographic title (existing disaster preparedness guide) are shown one after the other and then briefly discussed.

- To start us off, I will show you the title of the brochure.
- What is your first impression: What do you think this brochure is about?
- On a scale of 1 to 10, how relevant is this topic to you?
- What do you think of the title of the brochure? Would you be interested in reading on?

First impressions of individual cover mock-ups:

A cover is briefly displayed to give a first impression, then hidden again.

- What comes to mind when you look at the cover?
- What images and feelings did it evoke?
- What is particularly memorable about this cover?
- Please rate to which extent the cover speaks to you on a scale from 1 to 6, 1 is the most and 6 is the least. Why did you choose this grade?
- What does the purpose of this brochure seem to be?
- Imagine a brochure with this cover was delivered by mail: What would you do with it and why?

Evaluation of individual cover mock-ups:

The cover that was just briefly shown is displayed again and is now permanently visible to participants.

Do you notice anything now that you didn't notice when you first looked at it? If so, what? What does the brochure seem to be about? Is this relevant to you?

Likes and dislikes with red and green marks:

Likes: Please use a green pen to mark everything that you liked at first glance. This could be words, expressions, images, design elements, or specific information. Anything that spontaneously caught your interest, gave you a good feeling, or that you found new or particularly informative. Please share your thoughts with me and comment aloud on what you are thinking as you mark things.

Dislikes: Then, please mark everything you didn't like as much or that bothered or even irritated you with a red pen. You are also welcome to mark elements that raised questions.

Overall message and relevance:

- What situation does the cover show?
- What does the core message of the cover seem to be? What might the brochure be about?
- In your opinion, what is the author's motivation?
- What events come to mind when you look at this cover? What is the brochure about, or what is it intended to prepare you for? What makes you think so – the title, the image, or something else? And do you think is meant by "preparation"?

Visual design and tone:

- What mood does the illustration convey to you? What impression does the colour scheme leave you with?
- How realistic does the situation shown on the cover appear to you? Can you imagine this occurring in real life?
- Is there anything that is unclear? Is there anything that raises questions?
- How well does the situation depicted match the text (i.e., the headline and subheading)?

Perception of the sender:

Do you know the sender of this brochure? What impression do you have of them?

Target audience:

In your impression, who is this brochure intended to address and why?

Final evaluation:

- Looking at this cover: To what extent are you interested in engaging with the contents of the brochure further? (On a scale from 1 to 10)
- How would you feel if you received a brochure on this topic in the mail without having ordered it? Would you look at it or not?
- If you wanted to prepare for emergencies or crises, where else would you look for information or expect to find it?

Module 3: Engaging with the topic “emergencies and disasters”

Time: 5 minutes

Participants’ personal involvement:

- To what extent have you yourself been affected by an emergency or disaster such as flooding, an earthquake, flash flooding, or a prolonged power outage?
- Have you taken measures to prepare for emergency or disaster situations? If so, what measures? And why these?
- How likely do you think it is that you yourself will be affected by these kinds of situations? If so, what kind of situations might affect you in the future?
- Which potential disasters or emergencies are you most concerned about?

Seeking information on disaster preparedness:

- To what extent have you engaged with the topic of “disaster preparedness” in the past? What triggered this? And where did you look for information or find advice?
- Were you already familiar with the BBK brochure?
- If so, have you read it?

Module 4: Comparing cover mock-ups

Time: 5 minutes

Four covers are now displayed side by side.

I would now like to review and evaluate the different cover mock-ups with you once again. Please take another look at the four cover designs.

- Which cover appeals to you most or leaves you feeling interested learning more about the topic? Please rank the covers in order.
- What was most important for your ranking? (Recognisability, professionalism, appeal, seriousness)

Appendix G: Online Research Community



Context of the research

- 31 participants
- 30 minutes on three days each
- Online Research Community conducted online

Welcome and introduction to the online platform

Welcome to our online platform!

We're glad you're here and thank you for participating in our online research community! Over the next three days, we would like to gather your feedback on a brochure about disaster preparedness and resilience in disasters and understand how you find the brochure overall.

Everything you write here is good, important, and valuable to us – there are no wrong answers! It's also not important how you write – whether in keywords, short sentences, or detailed thoughts – just write spontaneously and from the heart.

You can answer the questions at any time and in the form of a text, video, or voice message, whichever is most comfortable for you. It is important that you click the “Save” button after each entry so that nothing is lost. Your contributions will of course be treated confidentially and evaluated anonymously.

New questions will be unlocked each day. These are only visible once you have completed the previous day's questions. However, you can still make entries or correct contributions at any time afterwards. Each day, our questions should not take more than 30 minutes to complete.

We are here for you in the background. We will be reading along and may ask a follow-up question. Therefore, it is important that you check for any possible messages in the menu bar at the top each time you log in to the platform.

If you have any questions or technical problems while working on the tasks, you can contact us. We are very much looking forward to your contributions and an interesting time with you!

Have fun and thank you in advance.

Day 1 – Introductions and first impression of the disaster preparedness guide

Today's task has two parts: As soon as you have completed Part 1, you will receive access to Part 2.

Day 1 Part 1 – Introducing myself:

To start off, we would like to learn more about you:

- Have you yourself ever been directly affected by an emergency or disaster such as a fire, flood, storm damage, earthquake, heavy rain, prolonged power outage, or breakdown of heating? (Yes/No)
 - **If yes**, what exactly and when was it?
- Have you ever specifically prepared for crises and disasters in the past? (Yes/No)
 - **If no**, have you ever engaged with the topic of “disaster preparedness” in the past? (Yes/No)
 - **If yes**, could you give us concrete examples of how exactly you engaged with the topic?

Day 1 Part 2 – First impressions of the disaster preparedness guide:

Cover is shown on screen under the questions.

Below you should now be able to see the cover of the guide. Please tell us spontaneously:

- What goes through your mind when you look at the cover? What thoughts and feelings come up? We are interested in your spontaneous impression. Since this is only about your spontaneous impressions, we would ask you not to edit this contribution afterward.
- What is your first impression: What is this guide about?
- Does the topic of the guide have something to do with you and your everyday life? Please explain.
- How appealing do you find the design of the cover? What are the reasons for this? You may award up to 5 stars. The better you like the design of the cover, the more stars. (1–5 stars)
- How interested are you to open the guide and take a look inside? What are the reasons for this? You may award up to 5 stars. The greater your interest, the more stars. (1–5 stars)

After answering the question, the next section will be unlocked.

Going through the guide – first impressions:

Please go through the guide briefly and tell us:

- What are your spontaneous thoughts and feelings after briefly going through the guide?
- How do you like the brochure overall after taking a first look? You can award up to 5 stars. The better you like the brochure, the more stars. (1–5 stars)
- Please briefly explain your answer in the comment section.

After answering the question, the next section will be unlocked.

Going through the guide – in-depth assessment:

Please browse through the entire guide. Take your time – just as you would with other materials.

It's not about the details yet, but about your first impression.

- What stands out positively? Where did you perhaps pause while going through the guide? Why?
Please briefly describe your spontaneous impressions about this.
- What has stayed with you negatively? Where was something unclear or confusing? Why?
Please briefly describe your spontaneous impressions about this.
- Are there places where you might have mentally “checked out”? What could be the reason for this?
(open question)
- How would you feel if you received this brochure by post unsolicited?

Day 2 – Detailed evaluation of individual pages

Today, we are taking a really close look at the guide. We will now show you five double pages in succession. We will ask you questions about each double page.

Detailed evaluation of selected pages:

We would like to ask you to take a closer look at selected pages of the guide. Please evaluate what you think is well done or less well done / not done on the respective pages. This can include both content and design (illustrations, tone, etc.). To record your evaluation, please use the movable green and red dots, which you can drag to the appropriate place on the displayed pages as often as you like.

- **Green dots** = “This works well”:
What do you like? What seems particularly interesting, important, or helpful to you? Which elements could most likely encourage you to engage with the topic of disaster preparedness (more than before)?
- **Red dots** = “This doesn't work well”:
What is bothering or confusing to you? What seems unclear or perhaps unnecessary? Which elements could possibly discourage you from engaging with the topic of disaster preparedness or make you feel like “This is not for me”?

Day 3 – Detailed evaluation and overall assessment, potential for improvements

Today, we would like to show you several double pages again, one after the other. For each double page, we will ask you questions.

Detailed evaluation of selected pages:

We would like to ask you to take another close look at selected pages of the guide. Please evaluate what you think is well done or less well done / not done on the respective pages. This can include both content and design (illustrations, tone, etc.). To record your evaluation, please use the movable green and red dots, which you can drag to the appropriate spot on the displayed pages as often as you like.

- **Green dots** = “This works well”:
What do you like? What seems particularly interesting, important, or helpful to you? Which elements could most likely encourage you to engage with the topic of disaster preparedness (more than before)?
- **Red dots** = “This doesn’t work well”:
What is bothering or confusing to you? What seems unclear or perhaps unnecessary? Which elements could possibly discourage you from engaging with the topic of disaster preparedness or make you feel like “This is not for me”?

Summary of the entire brochure and points of improvement:

The guide will be shown to participants in whole at the bottom as a backup and for orientation.

If you think about the entire brochure now, i.e., everything you have seen of it in the last few days... Please give us your final feedback on the following three points.

Core message:

Imagine the guide had a voice. What message would it have conveyed to you most strongly? What resonates most in your thoughts and feelings?

Food for thought and call to action:

- To what extent could this guide, in your opinion, contribute to people engaging more with the topic of disaster preparedness and action in emergency situations? You may award up to 5 stars. (1–5 stars)
Please briefly explain your answer in the comment field.
- Do you plan to take action on any of the guide’s recommendations?
- Have you perhaps already taken action on any of these since the day before yesterday?
If so, what exactly?

Improvements:

- What could be improved in the guide in your opinion – what are the main levers?
- What else needs to happen (in terms of content or visually) for this guide to really be an impetus for personal disaster preparedness?

Thank you and goodbye

Thank you very much for your time and your contributions! All your data will be treated strictly confidentially and will only be processed in anonymized form.

All the best for you and kind regards from the team [...]

Publishing information

Published by the

Press and Information Office of the Federal Government,
11044 Berlin

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Last updated

December 2025

Designed by

RHEINDENKEN GmbH

Picture credits

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