

Community Resiliency Activity Book

developed as part of the project:

Enhancing the Role of the Voluntary Sector in Health Emergencies

**Rick Hutchins and
Paula Speevak Sladowski**



Centre for Voluntary Sector Research and Development
Carleton University

www.cvsrd.org

In partnership with the Canadian Red Cross

Production of this report has been made possible through a financial contribution from the
Public Health Agency of Canada

This activity book is dedicated to the memory of David Pardoe.

ACKNOWLEDGEMENTS

First and foremost, we wish to acknowledge the Canadian Red Cross Society for their leadership in developing this project: **Enhancing the Role of the Voluntary Sector in Health Emergencies.** We gratefully acknowledge the foresight exhibited by Office of the Voluntary Sector of the Public Health Agency of Canada for identifying the need to enhance the role of the voluntary sector in health emergencies as a priority area and for their financial support on this project.

Building on their experience in disaster relief and volunteer mobilization, the Canadian Red Cross Society has successfully convened a pan-Canadian network of local, regional, and national organizations to undertake this important work together. We want to express our appreciation to our colleagues on the Project Advisory Committee who contributed their expertise to the community resiliency component of this project and who reviewed the early draft of this activity book. They are:

| | |
|------------------------------------|---|
| St. John Ambulance | Edmonton Chamber of Voluntary |
| Salvation Army | Organizations |
| Canadian Nurses Association | PolicyLink New Brunswick |
| Canadian Psychological Association | Volunteer Canada |
| Canadian Public Health Association | Edmonton Multicultural Health Coalition |
| Community Foundations of Canada | Focus Humanitarian Assistance Canada |
| Mennonite Disaster Service | |

This activity book was based on the insights, perspectives, and experiences expressed by the hundreds of community organizations in Edmonton, North York, and Ottawa who participated in a range of community conversations, round tables, and workshops. We are enormously grateful to all of you who invested your time and energy into this process.

I personally wish to express my gratitude to my colleagues who assisted with the community resiliency component of this project; Rick Hutchins, co-author of this activity book who also facilitated the process in New Brunswick and provided community development expertise; Simone Tielesh for providing research support; Elaina Mack, who led the process in Ottawa, and Russ Dahms and Carol Watson who led the process in Edmonton. Appreciation is also expressed to the organizations and initiatives through which they worked; The Edmonton Chamber of Voluntary Organizations, The Neighbourhood Alliance of North York (NANY), and the Neighbourhood Planning Initiative of the City of Ottawa. Thanks are extended to Marilee Campbell for her careful editing and thoughtful revisions which added to the clarity and usefulness of this document.

Paula Speevak-Sladowski

INTRODUCTION

This activity book is intended to facilitate the active engagement of the non-profit and voluntary sector in ongoing, collaborative community resiliency strategies and to support their participation in the planning for, response to, and recovery from health emergencies. It is aimed at those working in the community development sector, community networks, or neighbourhood associations who are serving as conveners. As part of the project led by the Canadian Red Cross Society, **Enhancing the Role of the Voluntary Sector in Health Emergencies**, this activity book is offered as a supplement to the three other resources developed through the project:

- Voluntary Sector Framework for Health Emergencies
- Maintaining the Passion: Sustaining the Emergency Response Episodic Volunteer
- On-line Service Continuity Planning Tool (<http://nonprofitrisk.org/tools/business-continuity/business-continuity.shtml>)

This activity book is also designed to help you and your organization begin thinking about how to develop a better understanding of:

- Your organization's role and contribution in the event of an emergency
- How your organization fits into the larger context of your community
- Issues your organization needs to address in order to be better equipped to handle an emergency, and to be able to contribute to the community's needs during an emergency

Context:

More than 161,000 non-profit and voluntary organizations work year-round providing shelter, teaching people to read, distributing food to families, supporting people with disabilities, visiting frail elderly, defending human rights, protecting the environment, and bringing people together to celebrate their culture.¹ Vulnerable Canadians rely on these organizations for a range of essential services and will be depending upon them even more in a health emergency or disaster. Not all organizations have emergency plans to continue these services.

With a more holistic approach to community health, non-profit and voluntary organizations are already directly contributing to the twelve determinants of health identified by Health Canada.² At times they are working in silos and do not have the opportunity to integrate their programs into a broader community health strategy. The link has been made between healthy communities and resilient communities in terms of their ongoing wellbeing and their ability to respond to unforeseen circumstances. Many organizations have large facilities, crisis counselors, workers trained in first aid,

¹ Hall, Michael et al, Cornerstone of Community, Highlights of the National Survey of Non-profit and Voluntary Organizations, Imagine Canada, Statistics Canada, 2003.

² Health Canada has adopted twelve determinants of health; income and social status, employment, education, social environments, physical environments, healthy child development, personal health practices and coping skills, health services, social support networks, biology and genetic endowment, gender and culture.

blankets, mats, generators, vehicles, child care equipment, and communications systems. Emergency planners are not always aware of these resources and the non-profit and voluntary sector is not always included in emergency planning. These tools were developed to help organizations begin or expand their plan to continue serving the people who need them most and to mobilize these rich assets for building community resiliency.

Community Resiliency and Emergency Preparedness:

Building community resiliency is an ongoing, year-round process that is necessary to ensure that the basic needs of citizens are met and that individuals and families enjoy optimal quality of life. It also strengthens the capacity of the neighbourhood or community to adapt to change and respond to unanticipated events such as health emergencies, natural disasters, and security incidents. Community-based non-profit and voluntary organizations contribute enormously to the quality of life of citizens and to community vitality, through their ongoing work in health and social services, sports and recreation, arts and culture, education and literacy, faith and spirituality, social justice and human rights, the environment and philanthropy.

What is Community Resiliency?

Our working definition of community resiliency which has evolved over time based on community conversations is **the ongoing ability of a community to work together, to identify their strengths and challenges, to mobilize their assets, and to work collectively to meet their needs.**³

Natural Community Conveners:

The most natural community conveners among non-profit and voluntary organizations are community foundations, volunteer centres, social planning councils, Y's, and, more recently, chambers of voluntary organizations. However, in many communities convening may be done through the community services department of the municipality. These community conveners have often brought the local non-profit and voluntary sector together to discuss cross-cutting, community-wide issues, such as financing, leadership, accountability, and program evaluation.

Current Thinking in Community and Neighbourhood Development:

There has been a re-emergence of community and neighbourhood development initiatives over the past few years with an emphasis on place-based decision making and citizen engagement. While these initiatives differ in terms of their scope, nature, and source of funding, they seem to share the following **common goals** to:

- Improve the wellbeing of citizens
- Involve residents in local decision-making and planning
- Create cohesion within the neighbourhood or community
- Strengthen the relationships between the neighbourhood and governments
- Establish linkages among service providers (public, private, and voluntary sectors)
- Build community capacity (leadership, organizational development)

³ Adapted from the community vitality definition developed by Action for Neighbourhood Change, through United Way of Canada – Centraide Canada, 2006.

Strength-based Approaches

Popularized by the work of John McKnight and John Kretzmann in the 1990's, asset-based community development has become the dominant approach to neighbourhood and community initiatives.⁴ Based on the thinking that all communities have what they need to thrive and that, by identifying and mobilizing the strengths and gifts they have, the focus is on building collective capacity and collaboration as pathways to healthy and resilient communities. While the more traditional first step in community development was to conduct a *needs assessment*; asset-mapping, search conferences, and appreciative inquiry are now regarded as the more powerful tools to unleashing the positive energy that leads to lasting transformation. It is important to validate each individual's contribution, and each organization's contribution, because in an emergency, no amount of help is too small or insignificant.

Using this Activity book

The ideas, resources, and activities presented in this book are yours to adapt to the character of your community, the philosophy of your organization or department, and your personal style as a facilitator. Activities are versatile enough to be valuable in many settings. You can use the activities within a single organization, with a group of organizations, or within a multi-sector context. Feel free to make it your own. We encourage you to review the references provided at the end of this activity book and to visit the project web-site for the most current information (www.readyforcrisis.ca).

⁴ McKnight, John and John P. Kretzmann, Building Communities from the Inside Out: A Path Toward Finding and Mobilizing A Community's Assets, 1993.

The Five-Step Approach to Community Resiliency

Every community and neighbourhood is unique in size, make-up, structure, and history. Depending upon where you are starting from and what resources are available, you can adapt this approach in such a way that it matches your community's circumstances. These basic steps are offered as a guideline and we encourage you to build upon the rich experiences of communities that have already begun their journey toward resiliency.

Five Steps to Community Resiliency:

1. Understand the Environment
2. Identifying Key Players
3. Assessing the Strengths, Needs and Interest
4. Convening Conversations and Round tables
5. Establishing an Ongoing Mechanism

1. Understanding the Environment

- What community development programs or initiatives already exist?
- What is the presence of local non-profit and voluntary sector organizations like?
- What emergency planning measures are already in existence?

2. Identifying the Key Players (see Activity #1 below)

- Who has formal authority in Emergency Planning/Emergency Management?
- Who has provided leadership in community and neighbourhood development?
- Who have served as conveners in the local non-profit and voluntary sector?

3. Assessing the strengths, needs and interest in the local non-profit and voluntary sector

- What is the current level of collaboration within the non-profit and voluntary sector?
- What is the current level of awareness, interest, experience and engagement in the local non-profit and voluntary sector with respect to:
 - Service continuity planning
 - Community collaboration
 - Community resiliency
 - Emergency planning

4. Convening conversations and/or community round tables

- Bring the key players together
- Share the information gathered
- Develop a collaborative community resiliency strategy

5. Facilitating Ongoing Collaboration and Co-ordination

- Establishing a mechanism for ongoing
 - co-ordination
 - mobilization,
 - communication

Activity #1 Key Players

Objective: This activity can help your planning group begin to identify the key players in community resiliency and emergency preparedness in preparation for your community conversations.

Explanation: Diagram A illustrates the key players in emergency planning and community resiliency strategies. *The first band* recognizes the official public authority responsible for the Emergency Plan (in your jurisdiction). *The second band* represents those non-profit and voluntary organizations that have an existing mandate for emergency response, health, and disaster relief. *The third band* includes organizations that work with vulnerable people including senior adults, children, people who are homeless, and people with disabilities. *The fourth band* brings in any other community organizations that can contribute to community health and well-being and may have assets and resources that could be accessed or deployed in an emergency. *The fifth band* identifies any networks, associations, or community conveners that bring the non-profit and voluntary sector together. Use the matrix below (Diagram B) to modify the model to your community or neighborhood. Think of examples from your community that exist at each level, and fill out the chart below as best you can.

Diagram A

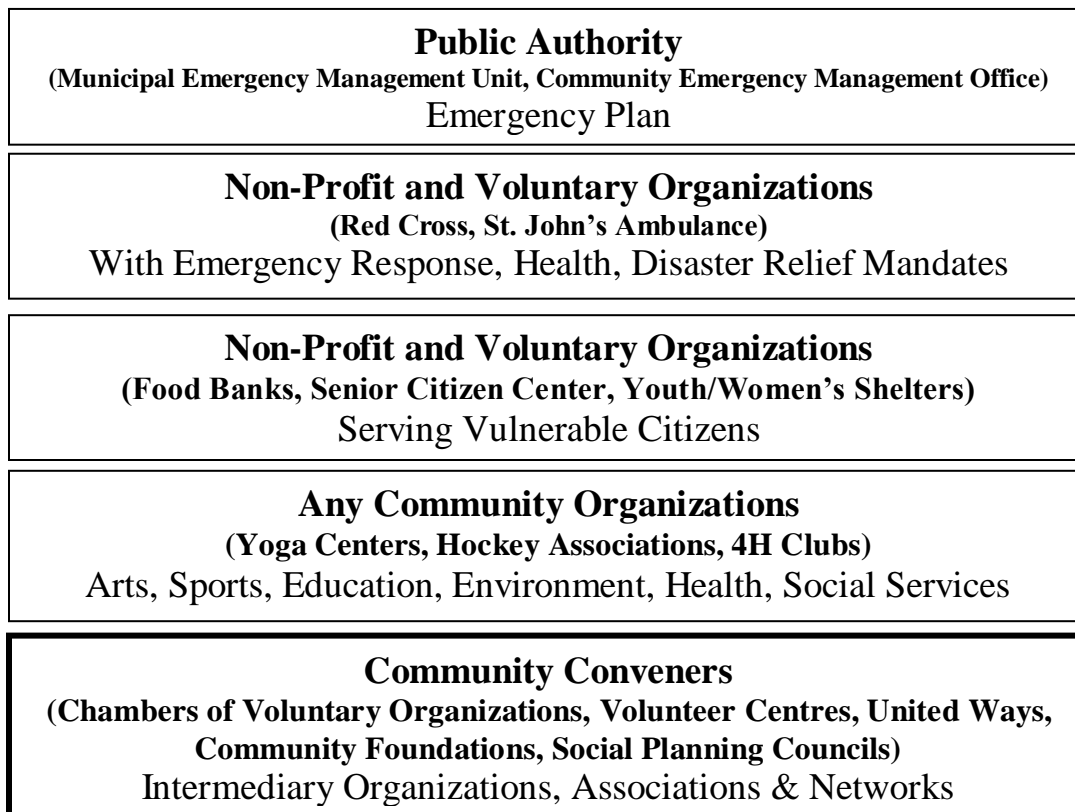


Diagram B

| <i>Your Community</i> | Organization, Department, Program | Contact Information | Plan |
|---------------------------------------|--|--------------------------------|-------------|
| <i>Public Authority</i> | | | |
| <i>Emergency Responders</i> | | | |
| <i>Serving Vulnerable People</i> | | | |
| <i>Any Community Organization</i> | | | |
| <i>Community Conveners</i> | | | |

Notes:

Activity #2 Alignment with Determinants of Health

Objective: We do not always think of organizations that do not have a direct health mandate as contributing to community health. With a broader definition and more holistic approach to community health, this activity is aimed at raising awareness of the degree to which a wide range of organizations are actively involved and aligned with the determinants of community health.

Use the table below to explore your organization's contribution to community health. Be creative and remember that no contribution is too small!

| | Health Canada's 12 determinants of health | Mission Alignment | Program - Activity |
|-----|---|-------------------|--------------------|
| 1. | income and social status | | |
| 2. | employment | | |
| 3. | education | | |
| 4. | social environments | | |
| 5. | physical environments | | |
| 6. | healthy child development | | |
| 7. | personal health practices and coping skills | | |
| 8. | health services | | |
| 9. | social support networks | | |
| 10. | biology and genetic endowment | | |
| 11. | gender | | |
| 12. | culture | | |

Activity #3 A day in the Life of Michel and Tillie

Objective: This is a fictional, composite story of a day in the life of two people who are experiencing vulnerabilities but also have skills and gifts with which to contribute to their community. It is designed to broaden your awareness of the degree to which non-profit and voluntary organizations are involved in the day-to-day lives of your community members. The desired result is that you will understand how important each organization's role is and that you will be able to conceptualize the problems that would arise in the event of an emergency, if some or all of their services were unavailable.

Take a moment to read and answer the questions below as a group.

Michel and Tillie meet at the community health centre for their weekly current events discussion group. Michel is 57 years old and was diagnosed with Amyotrophic Lateral Sclerosis (ALS) six months ago. He lives alone and is no longer able to work, drive his car, or manage his daily household tasks. His day begins with the arrival of a personal assistance worker from the Victoria Order of Nurses, who helps him with his morning washing and dressing routine. A volunteer driver from the ALS Society arrives at 9:30 to take him to his doctor's appointment and brings him home just before noon, in time for him to receive his lunch from the Meals on Wheels program. The van arrives around 1:30 to take him to the community health centre where, as a former policy analyst, he volunteers to lead the discussion group. He also has an appointment today with a social worker who is helping him deal with his feelings of helplessness as his body continues to deteriorate.

On his way out, he takes a flyer from the information desk, advertising a video club taking place at a church not far from his house. He is looking for more activities that will be interesting and provide him with the social contact he misses since he left his job. His nephew comes by to bring him supper and to drop off the directory he picked up from the Community and Family Resource Centre. He has hired a home maker through the local job-find club to help him get ready for bed in the evenings.

Tillie is 84 years old and had a massive stroke two years ago. She lives with her 92 year old husband, Jim, in the home they bought 60 years ago, where they are determined to live out their days together. Jim is a morning person fixes their breakfast before he leaves to volunteer as a caller at the square dancing club. At 10:00, the phone rings and it is a volunteer calling from the Telephone Reassurance program to see how things are going but Tillie can't talk for long because today she has a visit from the podiatrist from the seniors centre to clip her toenails. Jim comes back and they enjoy a wonderful casserole that one of the square dancers made them for lunch. Then they check their email through their FreeNet service and see if there is any news from their granddaughter who has just finished her bar exams. They are members of a neighbourhood bartering network and, as a retired math teacher, Tillie is tutoring a high school student in math and the student helps her write a letter to her sister who lives overseas. Jim goes to bring in the mail and there is a flyer from the boy scouts offering to rake leaves for any seniors. Great timing! Tillie calls to book the troop and Jim gets Tillie's coat for when the activity van comes to take her to the community health centre for the current events discussion.

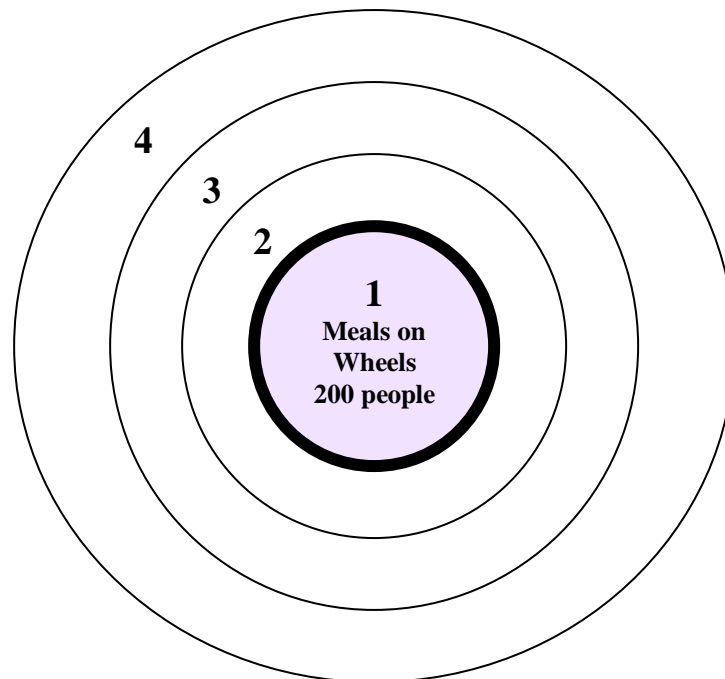
Questions:

1. How many different organizations affected Michel and Tillie over the course of one day?
2. Of the programs and services in which Michel and Tillie participate, which ones do you consider "essential"? Which ones could they manage without for 24, 48, or 72 hours?
3. How would Michel and Tillie be affected by a health emergency (specify types/scenarios)?

Activity #4 - From Service Continuity to Community Collaboration

Objective: In order to illustrate the practical implications for developing community resiliency strategies, as it relates to the role of the non-profit and voluntary sector in health emergencies, we decided to use a Meals-on-Wheels program as an example. It is based on the framework developed in the first phase of the Red Cross project.

At the centre of the diagram below, is the core service providing hot meals to 200 frail senior adults in the community. Therefore the *first sphere* in the resiliency component is to develop a plan to continue serving these 200 people their meals. *The second sphere* would be to examine how the service or program could expand its service to these 200 seniors. What else might those 200 people need during a health emergency? What is the Meals-on-Wheels program's responsibility with regard to their wellbeing beyond just the meals themselves? What else might they need delivered in terms of supplies? Would a daily telephone call to check in on them be helpful? *The third sphere* in the resiliency planning would be to assess whether or not they could extend their services to other vulnerable citizens that have been identified by other organizations or the central emergency planning body. Perhaps they have the capacity to serve 400 people. *The fourth sphere* of the planning would involve broader-based collaboration among community agencies, where an inventory of assets and resources is carried out and a system for co-ordination is developed. Who has emergency power, space, vehicles, crisis counselors, communications technology, first aid training and so on?



Using this diagram from the previous page, as a model, work through the following questions:

1. What are the essential services of my organization?
2. How would we continue these services in an emergency (specify scenarios)?
3. What else would our clients/participants require from us? What is our capacity to expand our services to them and what resources would we need to do so?
4. What is our capacity to expand and serve more people and what resources would be need to do so?
5. What assets and resources do we have that could be deployed in an emergency?
6. What resources would we require in order to expand our operations, and how would we obtain these resources?
7. How could we prioritize our operations to ensure all fundamental operations are accomplished?
8. In what ways do we rely on other organizations? What redundancies/back-ups are available if other organizations are affected by the emergency? What resources would we require of others to address each circle?

SWOT Analysis

What is it?

SWOT Analysis is a tool used for understanding an organization's or community's strengths, weaknesses, opportunities and threats in a general sense. However, it can also be used as an emergency analysis tool to identify areas that may be extremely valuable (strengths) or those that might be aggravated by an emergency (weaknesses).

Why use it?

The SWOT Analysis tool can be used to identify an organization's strengths (S) and weaknesses (W), by examining the opportunities (O) and threats (T) it is facing. The outcome of a SWOT Analysis enables organizations to focus on strengths, minimize weaknesses, address threats, and take the greatest possible advantage of opportunities available.

How to use it?

While the SWOT Analysis is typically conducted in a group session, it can also be undertaken in other forums (including electronically). For Emergency preparedness the SWOT Analysis can be an effective way to understand the local environment.

The activity is primarily a tool to be used *within* an organization to improve from the inside-out. However, this tool can also have cross-sector use. It may be helpful to identify common concerns, common strengths, or to match organizations with co-responding strengths and weaknesses (i.e. in the event of an emergency, the Women's shelter may be well suited to house displaced residents, but may lack the required volume of beds and blankets. They may co-operate with the local Gymnastics' Association to obtain mats for beds and with the local Quilters Club to obtain excess blankets for those in need).

Strengths: Questions to ask and answer:

- What do we do exceptionally well?
- What advantages do we have?
- What valuable assets and resources do we have?
- What do members/ partners identify as our strengths?

Tips:

- Be realistic...and honest!
- Think in terms of what you have that others don't have.
- Don't just take the internal staff and volunteer perspective...consider how your members and community view your organization.

Weaknesses: Questions to ask and answer:

- What could we do better?
- What are we criticized for or receive complaints about?
- Where are we vulnerable?

Tips:

- Don't tiptoe around weaknesses, but be constructive and positive in putting them on the table.
- Get research so you know what others understand about the issue.

Opportunities: Questions to ask and answer:

- What opportunities do we know about, but have not been able to address?
- Are there emerging trends on which we can capitalize, both in general, and with respect to emergency readiness?

Tips:

- Look at changes in the sector represented by the organization, technological changes, government policy, socioeconomic and demographic changes.
- Be open-minded...key opportunities may come from unlikely and seemingly unrelated sources.
- Consider how you can exploit your strengths or address your weaknesses to generate additional opportunities,

Threats: Questions to ask and answer:

- Are any of our weaknesses likely to make us critically vulnerable? In what situations?
- What external roadblocks exist that block our progress?
- Are other communities doing anything different?
- Is there significant change coming in our sector?
- Is technology dramatically changing the sector and services to it?
- Are economic conditions affecting our financial viability?

Tips:

- Have an open and expansive perspective. The buggy whip manufacturing association may not have seen early automobiles as a big threat to the association...but they were!
- An environmental scan is critical.

Final Thoughts:

The process is important not only for identifying where to apply resources and attention, it enables the organization to put issues into perspective.

ASSET MAPPING

What are assets?

Assets are defined as popularly recognized attributes and advantages of a community. They are considered essential for the maintenance of community life and vital for the sustainability of the economy, society and environment in Canada. Assets are what we want to keep, build upon and sustain for future generations. They can be physical things like buildings, they can also be intangible like the work of volunteers and they can be natural like a river or a particular forest.

What is asset mapping?

It helps you to think positively about the place in which you live and work. It also challenges you to recognize how others see and experience the same community. Mapping community assets involves:

- collecting an inventory of all the good things about your community;
- ranking the most valued aspects of your community; and,
- discovering the reasons why people place high value on assets in your community.

Once you have this map of the valued aspects of your community, you can collectively strategize about how to build on the assets in order to sustain and enhance them for future generations.

Why use it?

Asset Mapping produces a common view of what is considered important in a community. It provides a useful starting point, potentially leading to a strategic planning process and/or community/organizational development. The process of asset mapping provides a critical element of community development – the engagement of people in the shaping of their community. (See: “Needs to Assets: Needs Divide While Assets Provide”). Recognizing common assets changes the way we think about our communities because it unites people around a positive identity and a collective cause. A needs-based approach tends to divide people and communities. Articulating needs often becomes a competitive process and frequently pits communities and organizations against one another.

Asset mapping celebrates differences rather than homogeneity.

Recognizing that different assets are important to different populations and interest groups is critical when selecting the strategies necessary to sustain these assets. The asset mapping process has the potential to be inclusive of all community dimensions, features and interests. Local people are the best tool; communities already know a lot about how to mobilize their assets to deal with local difficulties (distance between places, services and amenities, local climate etc.).

Remember that asset mapping is:

- a positive approach to local community development.
- a combination of community interests and creates “common cause.”
- easy and fun to do.
- realistic; it starts with what you already have rather than what you don’t.
- a form of discovery; there are far more assets than one could imagine.
- inclusive; include public, community and private assets.

What is the process?

Two basic approaches exist to Asset Mapping: **The Whole Assets Approach** and the **Storytelling Approach** (Described below.)

How to use the approaches:

- Begin by encouraging each participant to identify the top six assets in their community and write each on a card.
- Have the participants post their cards under asset categories on a wall. Asset categories include: **Built** (i.e. hockey arena, hospital), **Social** (i.e. clubs, organizations), **Service** (i.e. medical, environmental, animal care), **Natural** (i.e. fresh-water creek, local vegetation, favourable climate) and **Economic** (i.e. food-bank, local manufacturer).
- Encourage the group to discuss *why* these assets are important. Possible questions to ask include: Were there any surprises? What do those surprises mean?
- Afterwards, have each participant identify the most important asset in each category by posting a mark beside that item. The item containing the most marks becomes the most important asset for the group.
- Divide participants into smaller groups of five to seven people. Each group selects the asset category with which they would like to work.
- Each small group should discuss asset supports and threats, and identify ways in which the asset can be preserved or strengthened in various scenarios.
- Have the small groups present a summary of their thoughts to all participants.
- Finally, encourage the larger group to determine next steps.

THE WHOLE ASSETS APPROACH

The **Whole Assets Approach** allows a community to examine and appreciate social, economic and physical aspects of the local setting. It then shows how the most important one can be supported by strategies that aim to moderate threats and resolve weaknesses that were identified in the asset-mapping process.

This approach includes all the possible assets that are normally found in communities. As mentioned above, these assets are bundled into groups: **built or constructed** (physical things we build, including infrastructures), **social** (the social aspect of living in the community), **service** (such as health and educational services), **natural** (such as environment and water) and **economic** (jobs and a varied economy that people and communities draw on for their livelihoods).

The Whole Assets Approach to asset mapping is most appropriate when representatives of the whole community can be involved. It is critical to have a broad spectrum of the community, including: youth, elderly, and people with different economic means, occupations, languages and ethnic identities. It is a major step to establishment of a common cause and vital for strategies and action plans. This kind of session is based on the assumption that everyone should have an equal opportunity to access assets. The process will summarize and prioritize the many items that we cherish and that are positive for the community.

Tip: It may be useful to allow sub-groups (i.e. senior citizen's representatives, local business representatives, parent groups, church and faith organization representatives) to have an opportunity to brainstorm as a small group prior to the community event. This can be either done a few days in advance, or for several minutes prior to the large group discussion. It may also be beneficial to allow each sub-group to choose which, if any approach to asset-mapping would be best suited to them.

THE STORYTELLING APPROACH

This approach is the most creative approach to community asset-identification. It focuses on the human qualities rather than the physical assets. Stories are entertaining and informative. A good facilitator will identify the key elements (assets) involved, the resources used and the critical parts from the story. Stories can include virtually anything from past experiences with emergencies, to stories told of other community's experiences, including fears and myths (*I once heard that...*).

First have an individual share his or her story. As the facilitator, pay close attention, but also invite listeners to jot down possible assets as the story is told. Afterwards, discuss and analyze the story, to determine what elements are most relevant to this community.

A comparison of the different elements of each story reveals the common assets, both on human and physical levels. The storytelling approach's strength is that it revolves around local places and real people. It places asset mapping into a local framework about what people have done to improve community life. The stories will reveal how groups can solve problems while maximizing opportunities.

Remember the Objectives of Asset Mapping:


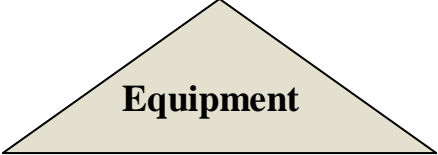


- Identify important local assets.
- Share an appreciation for the value of these assets
- Identify threats to these assets.
- Understand how we can build and/or sustain these assets by identifying what supports and threatens them.

Activity #5 Asset Mapping

Objective: The purpose of this exercise is to begin the process of asset mapping by illustrating how important each asset is. The activity can be used within a single organization, with a group of similar organizations, or in a multi-sector context.

Using the grid below which contains four categories of assets, (or use whatever makes sense in your particular situation), start to list your organization's assets that contribute to ongoing community resiliency. Put a star next to those that you believe may be of particular use in an emergency.⁵ You can do this within your organization, with a group of organizations at a workshop, or at roundtable discussions. Remember, everyone's contribution is valuable, no matter how small.

In the **people** quadrant, list individuals with leadership positions or particular skills and qualifications such as counseling, first aid, computer technology, project management. In the **equipment** quadrant, list the range of available items including blankets, cots, vehicles, generators, communications systems, as well as food supplies. In the **space** quadrant, list facilities, gymnasiums, kitchens, parks, swimming pools, and parking lots. In the **services** quadrant, list any programs or services available such as counseling, child care, home support, information and referral, translation, recreation, chaplaincy, or food services.

| | |
|--|--|
|  <p style="text-align: center;">People</p> |  <p style="text-align: center;">Equipment</p> |
|  <p style="text-align: center;">Space</p> |  <p style="text-align: center;">Services</p> |

⁵ You may wish to provide the group with a specific scenario to which they can relate. For example, if your region or community has experienced the public health ramifications of flooding, ice storms, forest fires, contaminated water, or large-scale infectious diseases, it may be useful to have participants focus on that particular situation.

Other Conversation starters:

Objective: The following questions have been used as ice breakers or for roundtable discussions to get the conversations started. You may have others that you find useful which have a particular connection to your community or region.

- What does the word *resiliency* mean to you?
- What are “basic needs”?
- Describe a healthy community.
- Who do you consider “vulnerable”?
- How prepared is your organization to continue its services in the event of an emergency?
- How prepared is your organization to expand its *scope* of services during an emergency and what resources would you need?
- How prepared is your organization to serve *more people* in an emergency and what resources would you need to do so?
- How aware are you of the official emergency plan in your community and have you been involved?
- What are the challenges to being involved with emergency planning and response?
- What are some of the best practices, tools, resources, or models that could facilitate community collaboration?

Event Planning, Logistics, and Promotion

Set goals:

Be sure to do some strategizing and set goals before you begin planning. What is your mission? What is your strategy? What specific goals do you want the event to achieve?

All communities are different and the organizers must be prepared to adapt the agenda and content to suit the needs of the participants and their organizations. A flexible approach to organizing the event is suggested. Work closely with the community partners and wherever possible do some pre-planning with key partners.

“...and why should I attend?”

It is important to “message” your event well. Ask the important questions of potential participants. Develop a strategy for “connecting” with participants. Make sure that your objectives resonate with their interests and concerns. For example, ask questions such as:

Are you ready for a health emergency? Does your organization have a strategy or a plan? Do you know who is responsible for what aspects of emergency planning in your community?

By asking these key questions you are promoting a “connection” with the participant. You can help them understand the direct and applicable benefits of attending your event. This is a very important step in securing support and dynamic participation.

Promoting an event (working with media):

Tips for public service announcements

Prepare and distribute a **public service announcement (PSA)** to media outlets for use in promoting your event to the public. Public Service Announcements are a way to get your message out on radio or television. Most local electronic media outlets have a community calendar or designated time for event announcements. They can be helpful for getting people out to your event, but there is no guarantee they will be used, so don't rely on them entirely. They are only one of your outreach and publicity tools. A PSA should be written in a way that you would imagine it read live on-air — it is a script rather than a press release. Make sure to include the “who, what, where, when and how as well as contact information you are willing to have broadcasted. Make sure to check on deadlines — magazines or bi-weeklies may have deadlines as many as two or three weeks before the event. For radio or TV, it may only be 2-3 days before the event.

Tips for media advisories

If you choose to open your event to the media, you could send a **media advisory**. A media advisory is intended to get media out to your event (press conference, rally, public forum, etc). Use your judgment as to when or whether to send this out. It could be as early as two or three weeks before your event, or as late as a few days before your event, depending on the nature of the media outlets you send it to (weekly publications need more lead-time, for example). In any case, a follow-up call is crucial for getting a journalists attention. Make sure your contact person is available when reporters call or, if a call is missed return any messages from journalists as promptly as possible.

Tips for press releases

A press release is intended to give reporters the information they need to write a story (and ideally contact you for further information). Your aim is to gain attention, and to give the media an idea of what is newsworthy about your story

In terms of timing, think about what your goal is. If the goal is to get people out to your event, you should send your press release at least one week in advance. This will give reporters time to do an advance story. If it is to raise awareness about the issue, a couple of days in advance should be sufficient. Follow-up calls to reporters, or “pitching” can help you get in the news. Reporters receive dozens of press releases each day, and your call can help make your event stand out from the pack. It's not always easy, though.

- Keep in mind what makes a story newsworthy? Identify any dramatic human interest, controversy, local angles, calendar tie-ins and major events.
- Be sure to let the reporter know if there is a photo opportunity at the event — they may be interested in coming out for this, and may need to bring a photographer.

The Event Plan

Development of an Invitation List:

| Facilitated Discussion Date | Location | Prospective List of Invited Participants | Participant's Organization | Report Submission Date |
|-----------------------------|----------|--|----------------------------|------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Do not forget:

Letter of Invitation to Identified Participants

Follow-up Telephone Calls with Identified Participants

Confirmation Letter (if required, but may not always be necessary)

Hosting the Facilitated Discussion

Thank You Letter to Participants

Administrative and Room Requirements for the Facilitated Discussion

Below is a list of the administrative and room requirements, which should be considered by the organization hosting the Facilitated Discussion. We recognize that in some organizations, you might have a suitable meeting room while others may have to rent a space or have a meeting room donated. We are suggesting that you provide refreshments for the participants.

- Meeting Room large enough to host 25 people comfortably and available for a designated time period to allow for set up and clean up
- Table and chairs for participants
- Refreshments for participants including coffee, tea, juice, water, cookies
- Flipchart with enough paper to capture notes and flipchart markers
- Nametags, and enough pens/pencils for participants
- Facilitator for the Session
- Flipchart recorder
- Facilitated Discussion Workbook for Facilitator
- Participant profile and evaluation / feedback forms for each of the participants

Core Facilitation Practices:

Staying neutral on content – your job is to focus on the process roles and avoid the temptation to offer opinions about the topic under discussion. Use questions and suggestions to offer ideas that spring to mind but never to impose opinions on the group.

Listen actively - look people in the eye, use attentive body language and paraphrase what they are saying. Always make eye contact with people while they speak, when paraphrasing what they have just said, and when summarizing their key ideas. Also use eye contact to let people know they can speak next, and to prompt the quiet ones in the crowd to participate.

Ask questions – this is the most important tool you possess. Questions test assumptions, invite participation, gather information, and probe for hidden points. Effective questioning allows you to delve past the symptoms to get at root causes.

Paraphrase to clarify – this involves repeating what people say to make sure they know they are being heard, to let others hear their points a second time, and to clarify key ideas. (i.e. *Are you saying...? Am I understanding that you mean...?*)

Synthesize ideas – don't just record individual ideas of participants. Instead, get people to comment and build on each other's thoughts to ensure that the ideas recorded on the flip chart reflect collective thinking. This builds consensus and commitment. (i.e. *Rick, what would you add to Samira's comments?*)

Stay on track – set time guidelines for each discussion. Appoint a time keeper inside the group or use a timer and call out milestones. Point out the digression if the discussion has veered off topic. 'Park' all off-topic comments and suggestions on a separate 'parking lot' sheet posted on a nearby wall, to be dealt with later.

Give and receive feedback – periodically 'hold a mirror' to help the group 'see' itself so that it can make corrections. (i.e. – *Only two people are engaged in this discussion, while three others are reading. What's this telling us we need to do?*) Also ask for and accept feedback about the facilitation. (i.e. – *Are we making progress? How's the pace? What can I do to be more effective?*)

Test assumptions – you need to bring the assumptions people are operating under into the open and clarify them, so that they are clearly understood by everyone. These assumptions may even need to be challenged before the group can explore new ground. (i.e. – *John, on what basis are you making the comment that Pierre's idea is too narrow in focus?*)

Collect ideas – keep track of both emerging ideas and final decisions. Make clear and accurate summaries on a flip chart or electronic board so everyone can see the notes. Notes should be brief and concise. They must always reflect what the participants actually said, rather than your interpretation of what they said.

Summarize clearly – *a great facilitator listens attentively to everything* that is said, and then offers concise and timely summaries. Summarize when you want to revive a discussion that has ground to a halt, or to end a discussion when things seem to be wrapping up.

Label side-tracks - it's your responsibility to let the group members know when they're off track. They can then decide to pursue the sidetrack, or stop their current discussion and get back to the agenda. (i.e. – *We are now discussing something that isn't on our agenda, what does the group want to do?*)

Park it – at every meeting tape a flip chart sheet to a wall to record all side track items. Later, these items can be reviewed for inclusion in a future agenda. 'Parking Lot' sheets let you capture ideas that may be important later, while staying on track.

Use the spell-check button – most people are nervous enough about writing on flip charts without having to worry that they're spelling every word right. You'll relax everyone by drawing a spell check button at the top right corner of every flip chart sheet. Tell participants they can spell creatively since pressing the spell check button automatically eliminates all errors.

Record Keeping and Reporting - The final element is record keeping and reporting. ***It is the responsibility of the host organization to keep accurate records for each of the discussions hosted and ensure that the final reports are sent in a timely manner.***

SELECTING YOUR COMMUNITY'S APPROACH:

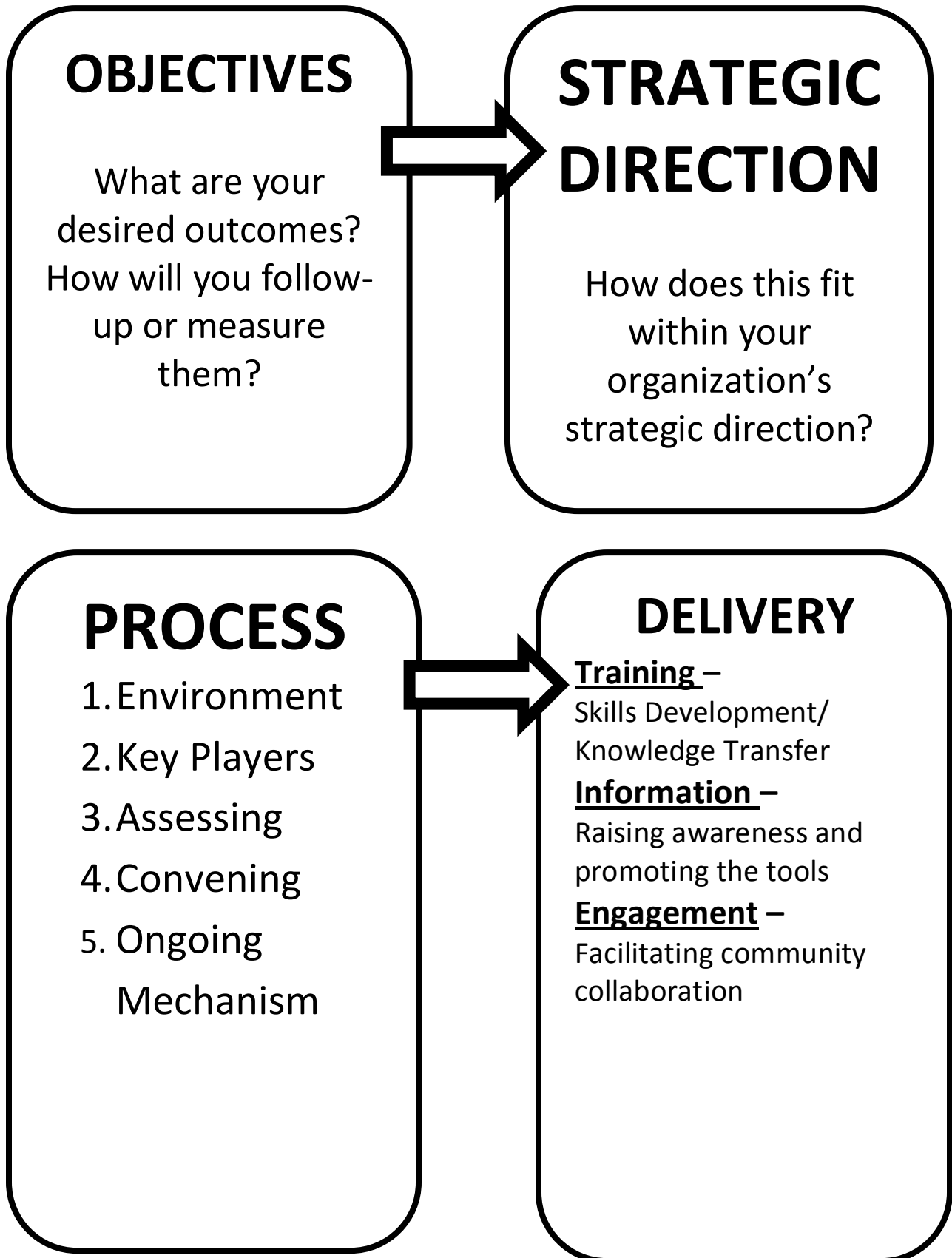
As emphasized throughout this activity book, each community is different in size, structure, nature, and preparedness. The diagram below illustrates four key steps that may be useful in selecting the strategy best suited for your community:

1. **Objectives** – Be clear at the outset what it is you hope to accomplish. For example:
 - Raising awareness among local non-profit/voluntary organizations of the potential impact of an emergency on their organizations
 - Building the capacity of non-profit/voluntary organizations to continue essential services to vulnerable people in the event of an emergency
 - Providing a forum for non-profit/voluntary organizations to connect and collaborate on resiliency and emergency preparedness strategies
 - Facilitating the connection between the non-profit/voluntary sector and official public health and emergency managers
 - Promoting access to the tools and resources available for service continuity planning
 - Providing service continuity training
 - Enhancing awareness of the strengths and assets non-profit/voluntary organizations can contribute to community resiliency and emergency preparedness

2. **Strategic Direction** – Consider how this approach fits into your broader strategic direction.
 - Are you already considered as or would you like to be seen as a convener of the non-profit/voluntary sector?
 - Do you have a relationship or would you like to have a connection with the public health or emergency management officials in your city or region?
 - Are you involved or would you like to initiate community resilient strategies?

3. **Process** – See the 5-Step Approach to Community Resiliency on page 5. This will help you situate your community and your organization along the process and determine the logistical and realistic next steps.
4. **Delivery** – At this point, you must decide which specific activities, depending on your identified objectives, might be consistent with the strategic direction of your organization, as well as how far in the process you have come already. For example, you may decide any combination of the following actions:
 - A meeting with public health and emergency management officials to further understand the city/regional emergency plan or strategy and to explore opportunities to collaborate
 - A quick survey of local non-profit/voluntary organizations to get a sense of their level of interest and capacity in terms of service continuity and contribution to community-wide responses
 - A round table/focus group with a small group of organizations and public officials to develop a collaborative approach
 - A workshop on service continuity planning
 - An asset-mapping session
 - A link on your web-site to the project's web-site
 - A link on your web-site to the on-line service continuity planning tool
 - Related Resources in your library or on your web-site
 - Information in your newsletters, bulletins, and on your web-site

The process of choosing a suitable approach is illustrated in the diagram below:



Resources Related to Community Resiliency and Emergency Preparedness

1) *Maintaining the Passion – Sustaining the Emergency Response Episodic Volunteer.*

A collaborative project of voluntary sector agencies with financial support from the Public Health Agency of Canada

http://www.redcross.ca/cmslib/general/crc_disastermanagement_maintaining_e.pdf

2) *Tools and Techniques for Community Recovery and Renewal.* Developed and designed by the Centre for Community Enterprise with funding from Forest Renewal BC, the Ministry of Community Development, Co-operatives & Volunteers, and the Rural Secretariat (2000)

3) *Voluntary Sector Framework for Health Emergencies.* A collaborative project of voluntary sector agencies with financial support from the Public Health Agency of Canada.

http://www.redcross.ca/cmslib/general/crc_disastermanagement_voluntary_e.pdf

4) *Protecting the Health and Safety of Canadians: The Centre for Emergency Preparedness and Response* (Health Canada 2002)

http://www.phac-aspc.gc.ca/cepr-cmiu/pdf/cepr0402_e.pdf

5) *Managing Spontaneous Volunteers in Times of Disaster: The Synergy of Structure and Good Intentions* (Points of Light Foundation & Volunteer Center National Network)

<http://www.nvoad.org/ManagingSpontaneousVol.pdf>

6) *Preventing Disaster within a Disaster: The Effective Use and Management of Unaffiliated Volunteers* (Points of Light Foundation & Volunteer Center National Network)

<http://www.community.ups.com/downloads/pdfs/disasterbook.pdf>

7) *Episodic Volunteering: Organizing and Managing the Short-term Volunteer Program* (Nancy Macduff, Washington: MBA, 2004).

8) *A Guide to Investing in Volunteer Resources Management: Improve Your Philanthropic Portfolio* (UPS Foundation 2002)

<http://community.ups.com/downloads/pdfs/guide.pdf>

9) *Volunteer Management Practices and Retention of Volunteers* (Mark A. Hager Jeffrey L. Brudney 2004 – the Urban Institute)

http://www.urban.org/UploadedPDF/411005_VolunteerManagement.pdf

10) *Managing the Emergency Response* (Thomas E. Drabek

Public Administration Review © 1985 [American Society for Public Administration](http://www.american-society-for-public-administration.org/))

<http://www.jstor.org/view/00333352/sp040001/04x0014n/0>

- 11) *Episodic Volunteering: Organizing and Managing the Short-Term Volunteer Program* (Nancy Macduff, Washington MBA 2004 5-93)
- 12) *Helper Triage: Volunteer Management in Emergencies* ([Susan J. Ellis, 2007](#))
<http://www.energizeinc.com/hot/2007/07dec.html>
- 13) **American** *Long-Term Recovery Manual* (National Voluntary Organizations Active in Disaster, updated 2006)
<http://www.nvoad.org/articles/LTRManualFinalApr232004a.pdf>
- 14) **American** *National Leadership Forum on Disaster Volunteerism: Notes* (Convened by: United Parcel Service, the Points of Light Foundation and the Federal Emergency Management Agency, 2002)
<http://www.nvoad.org/articles/volunteerism-summary.pdf>
- 15) **American** *Organizing Protocols for Community Disaster Recovery Mechanisms* (National Voluntary Organizations Active in Disaster Document)
<http://www.nvoad.org/articles/recovery.php>
- 16) *Community Emergency Preparedness: a Manual for Managers and Policy-Makers* (World Health Organization, Geneva 1999)
- 17) **International** *Community Emergency Planning Guide: Second Edition* (Australian Emergency Manual 1992)
<http://ema.ausinfo.com/Media?id=1757>
- 18) **International** *From Disaster Management to Sustainable Development: How the Public Sector, Private Sector and Voluntary Organizations can Work Together* (World Conference on Natural Disaster Reduction, Main Committee Session, 1994, Yokohama, Japan)
- 19) *The Considerations When Engaging Short Term Volunteers* (Volunteer Management Review™, Celeste Sauls-Marks)
<http://charitychannel.com/publish/templates/?a=14120&z=24>
- 20) *The 30-Minute Quick-Response Guide To Managing Walk-In Disaster Volunteers* (Canadian Red Cross Society, Emergency Social Services, Min. of Social Services, Province of BC)
- 21) *VIEWPOINT-Community resilience is key to disaster reduction* (AlertNet Article)
<http://www.alertnet.org/thefacts/reliefresources/109896262125.htm>
- 22) *Facilitating family and community resilience in response to major disaster* (Landau, J., & Saul, J. 2004) Found in F. Walsh and M. McGoldrick (Eds.), *Living beyond loss: Death in the family* (2nd ed.). (pp. 285-309). New York: W. W. Norton & Co.

23) *Children experiencing disasters: Definitions, reactions, and predictors of outcomes* (Silverman, W. S., & La Greca, A. M. 2002) found in A. M. La Greca, W. S. Silverman, E. M. Vernberg, & M. C. Roberst (Eds.), *Helping children cope with disasters and terrorism* (pp. 11-33). Washington, DC: American Psychological Association.

24) *Building Community Resilience for Children and Families* (The Terrorism and Disaster Center, National Child Traumatic Stress Network)

http://tdc.ouhsc.edu/CR_Guidebook.pdf

25) First Nations Child & Family Caring Society Crisis Response in First Nations Child and Family Services (by Kathryn Irvine Edited by Cindy Blackstock for the First Nations Child and Family Caring Society of Canada March 15, 2004)

http://www.fncfcs.com/docs/Communities_in_Crisis.pdf

26) **International** *Community Based Disaster Preparedness Red Cross/Red Crescent Approach and Cases* (Naoki Kokawa The International Conference on Total Disaster Risk Management 2-4 December 2003)

<http://unpan1.un.org/intradoc/groups/public/documents/APCITY/UNPAN019566.pdf>

27) *The First 72 Hours: a community approach to disaster preparedness* (edited by Margaret O'Leary with the Suburban Emergency Management Project, published by iUniverse)

28) *Your Emergency Preparedness Guide – is your family prepared?* (Public Safety Canada)

http://getprepared.ca/fl/guide/national_e.pdf

(French) http://preparez-vous.ca/fl/guide/national_f.pdf

29) *Protecting Children in Emergencies: Escalating Threats to Children Must Be Addressed* (Save the Children, Policy Brief, Vol 1, No 1, 2005)

<http://www.savethechildren.ca/canada/resources/index.html#conflict> (under conflict and disaster)

30) Renaissance College, Facilitation Resource Guide Prepared by Lee Webb (2006/07)

For updated information and resources, please visit www.readyforcrisis.ca

Anything to add?

Please direct any questions, comments, or ideas to:

Paula Speevak Sladowski
Centre for Voluntary Sector Research and Development, Carleton University
613-520-2600 ext. 1835
paula_speevak-sladowski@carleton.ca