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Community  
Resilience Toolkits

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# Introduction to the Toolkits

## Purpose of the manual

This toolkit sets out detailed process guidance for a complete community resilience programme to prepare for, respond to, and recover from flooding. This toolkit is designed to help facilitators to further their community's resilience to flooding by guiding them on how to undertake community research, facilitate interactions between agencies and communities, engage participants in community surveying and decision making and deliver training on core resilience topics.

## Who could use this Toolkit?

This toolkit is designed for: Emergency Planners; Community Leaders; Voluntary Organisations; Statutory Organisations and anyone with a role in Community Resilience.

## Structure of the manual

This toolkit is organised under four main headings and is presented in the order we recommend others follow in their community resilience programs:

1. Needs assessment toolkit: A complete 'how to' guide for those developing their own community resilience programme to help them understand the target community; their experiences, issues, obstacles, needs, vulnerabilities and assets.
2. Community workshop toolkit: This toolkit details a full range of workshop exercises and training modules which aim to build a community's resilience through improved awareness and knowledge, greater community cohesion and interdependence, and continuing community-agency engagement.
3. Leader Training Toolkit: A guide documenting how to train those who have presented themselves as natural community leaders through the process. This training will help community leaders to continue building resilience in their community and be active agents in their community should a flood occur in the future.
4. A Model Community Emergency and Resilience Plan: A model which provides a template for how a community emergency and resilience plan can be constructed as well as good practice examples on resilience measures communities can undertake and include in their plan. This model is designed to aid communities in building their own plan which meets the needs of its community with the resources it can access.



# Needs Assessment Toolkit

## Purpose

This needs assessment is designed to help community leaders or agencies seeking to engage with communities better understand the community; its people, its problems, and needs as well as its resources and capabilities.

The community and agencies working with the community can use this information to create plans of action to address needs and problems in a way that is tailored to the specific community.

The following document outlines the needs assessment tools used in the project. All have been created or amended for the specific purposes of the CRUA project. Some of the tools help community members think about the issues of resilience as it applies to their community. Other tools are particularly helpful for external researchers (e.g. Red Cross volunteers or agency representatives) to build a picture of the community and its needs. In this document the tools are organised under which stage of the project they are most likely to be of value.



Tool	Duration	Engagement Stage	Purpose
<b>Interviews</b>	1 hr	Pre-meets	To gain in depth understanding of how flooding has impacted the community, what the community needs to be more resilient in the future and the assets it has itself to aid this. This will inform roadshow and workshop content.
<b>Community Survey</b>	5-7 mins.	Pre-meets	To get a broader overall sense of levels of resilience in the community.
<b>Social Network Analysis</b>	30 mins	Workshop B	To help the community identify the range of organisations, groups and key people in their community. Community members ascertain how each group can help them prepare for, respond to, and recover from flooding.
<b>Community Vulnerability Assessment</b>	20-30 mins	Workshop B	To help community members identify the areas, houses, buildings, people and assets at risk from the flood waters.
<b>Community Capability Assessment</b>	20-30 mins	Workshop B	To help community members identify assets within the community which could be deployed to help respond to and recover from flooding.

## Tools for the pre-meet stage

Interview schedule for community members	
<b>Aim</b>	To gain in-depth understanding of how flooding has impacted the community, what the community needs to be more resilient in the future and the assets it has itself to aid this. This will inform roadshow and workshop content.
<b>Participants</b>	5-15 participants per community. Participants should live in a flood risk area and ideally, should have already experienced a flood in that area. All participants should be over 18 unless your research particularly targets young people and all relevant ethical procedures have been followed.
<b>Time Required</b>	1hr per participant
<b>Engagement Stage &amp; Location</b>	This tool is best deployed at the pre-meet stage of community engagement so that it can properly inform the later stages. The location of this interview should give the participant privacy and help them feel as comfortable as possible. It is usually best to allow the participant to dictate the location.
<b>Required Resources</b>	<p>One researcher to ask questions and make notes, and preferably an additional note taker.</p> <p>Notebook and pens.</p> <p>Interview schedule.</p> <p>Participant information sheet (see appendices).</p> <p>Participant consent form.</p>
<b>Procedure</b>	<p><b>Preparation</b></p> <p>To identify community members who will be useful and willing to interview the researcher should be involved in all stages of community engagement: meeting statutory agencies, local voluntary groups, and community groups/leaders. Each of these people have on-going connections to the community they serve. They will know the areas in each community that are most affected by flooding and they may even personally know individual community members who would be willing to take part. If not, you and your team can walk through the area knocking doors and talking, and more importantly, listening to community members.</p> <p><b>Tip:</b> Make sure you quickly inform community members that you will be offering them and their community some resilience training in the future and that the purpose of the interview is to identify what their community needs to be more resilient.</p> <p>Arrange a time that is convenient for the interviewee. Ask participants where they would like the interview to be held. Some participants will prefer the comfort and security of their own home, others will prefer to meet in a more public location.</p> <p><b>Before the Interview</b></p> <p>Before the interview begins restate the purpose of the interview, remind the participant that it will take around 1 hr and that they can withdraw from the interview at any stage without feeling that they have to give an explanation.</p> <p>Ensure the participant has read the information sheet and completed the consent form.</p>

Tool Duration Engagement Stage Purpose	
<p><b>Procedure Continued</b></p>	<p><b>During the interview</b></p> <p>The interview schedule below acts as a semi-structured guide. Please feel free to (also) ask your own questions and follow up questions.</p> <p>The questions are clustered around three key themes: community members' perceptions of their community and the support it offers them, their experience of previous flooding; what happened, what helped and what support was missing. The questions are based on research looking at the human impact of flooding, and on community resilience.</p> <p>The content, wording and ordering of the questions are designed to encourage and allow community members to identify and explore issues around flooding and community resilience which are most salient to them, and which may not have been detected through our background desktop research. However <b>what the interviewee is saying is more important</b> than the interview schedule and therefore you should listen and ask follow up questions to what the participant is revealing.</p> <p>It is very important that the participant feels comfortable and that they are being listened to. Therefore you should use plenty of eye contact, open and encouraging body language.</p> <p><b>After the interview</b></p> <p>Remember to thank the participant for their time and their contribution to their community. Remind them that their data is confidential and will be stored securely.</p>
<p><b>Application</b></p>	<p>Analyse the data seeking to identify the range of flooding impacts that people in the particular community have experienced. Finding the most common/ impactful and least provided for flooding repercussions in a given community will guide you as to what problems your resilience program should address. The specific content of the resilience program and how this should be appropriately presented to community members will also be informed by these interviews.</p>
<p><b>Interview Schedule</b></p>	<p><b>Now we are going to talk a little about your community: first off, what do you feel community means to you?</b></p> <p>How would you describe this community?</p> <p>Would you describe your community as close? What brings people together in this community?</p> <p>Do people in your community know each other? Do people in this community get along well together?</p> <p>Do they help each other? How?</p> <p>How do people participate in your community? Are there many community groups or events here? And are many people engaged in them?</p> <p>Are there many people here who are not well connected to the community? Why may this be?</p> <p>Are there people who are particularly vulnerable in the community and need extra help? (and do they get it?)</p> <p>How does your community communicate with its members? Is this effective?</p>

Tool Duration Engagement Stage Purpose	
<p><b>Interview Schedule Continued</b></p>	<p><b>Has anyone here been affected by flooding?</b></p> <p>What happened?                      What impact did it have on your/their life?                      (Prompts: health, work, emotional impact, social, financial, family life)</p> <p>Did you feel well prepared for the flood?                      Why (for the positive and negative)?                      What could have helped you be more prepared?                      (Prompts: emotional, tangible, informational, resources)</p> <p>When you were flooded how did your community immediately respond?                      Could this response have been any better?                      How did your community recover?                      What helped you come through the experience and recover?                      Who from your community was active in helping people respond to and recover from the flood? What help did they give?                      (Prompts: emotional, tangible, informational, resources)</p> <p>What was difficult about fully recovering from the flood?                      What other support do you wish you had/ had been available?</p> <p><b>How at risk do you feel from flooding in the future?</b></p> <p>Do you feel your community is well prepared for any future flooding?                      What else would help you prepare?                      (Things to look for: better access to knowledge, access to training/skills development, more physical resources such as sandbags, flood barriers etc., more outside support, more support from each other in the community)</p> <p>Who is responsible for ensuring your community is prepared for and recovers from flooding?                      Could people in your community help each other to prepare for floods?                      What about recover from floods? What might this help look like?                      (Prompts: problem focused and emotion focused)</p> <p>Are there people in your community that are particularly knowledgeable/helpful in helping you prepare and/or recover from floods?                      How do they help?                      What extra support might help them help you?</p> <p>Who else should help your community prepare and recover from floods?                      How much communication do you have with these groups?                      Could they be doing more? How could they improve their service?</p> <p>How well do you feel your community would recover from any future flooding?                      Why do you think this?</p>



## Tools for Workshops

Mapping Exercise A Vulnerability Assessment	
<b>Aim</b>	This activity helps community members identify the areas at risk from flooding. Using large community maps participants identify which streets, houses, buildings, people, assets are at risk from the flood waters. Community mapping can also build a sense of place and community ownership.
<b>Participants</b>	Community members (in groups of maximum 10)
<b>Time Required</b>	20 minutes
<b>Required Resources</b>	Facilitator 1 large community map per group Large tables Coloured stickers or flags Pens
<b>Procedure</b>	<p>Larger groups are split into smaller (8-10 per group). For each group a very large map of the community is spread out on a table where all can access it. With the coloured flags participants are asked to:</p> <ul style="list-style-type: none"> <li>• Identify the sources of flooding in their area and what streets/areas have been affected in the past.</li> <li>• They are then asked if they know where it is predicted may flood in the future (this is compared to the rivers flood map data).</li> <li>• Using different coloured flags which can be written on, participants are asked to identify             <ul style="list-style-type: none"> <li>• A) Households likely to flood.</li> <li>• B) Households likely to flood where vulnerable people live.</li> <li>• C) Important community assets likely to be affected (communication structures, leisure facilities, shops, other business, schools, medical facilities, transport routes etc.)</li> </ul> </li> </ul>

Social Network Analysis	
<b>Aim</b>	This tool helps the community identify the range of organisations, groups and key people in their community. From here participants can start to think how each group can help the community prepare for, respond to, and recover from flooding.
<b>Participants</b>	Community members (max 10 per group)
<b>Time Required</b>	20 minutes
<b>Required Resources</b>	Facilitator Flip charts Felt tip pens
<b>Procedure</b>	<p>Participants break into smaller groups (5 per group) and idea-storm the whole range of organisations, groups and people who are active in their community.</p> <p>Groups are then asked to identify any possible ways each organisation (group, individual) could help the community prepare for, respond to, and/or recover from a flood. Groups are then brought together, present their work.</p>

Activity 4 Mapping Exercise B Capability Assessment																													
<b>Aim</b>	This activity helps community members identify assets within the community which could be deployed to help prepare for, respond to and recover from flooding. Using large community maps, participants identify what the assets are and where they are located. When combined with an asset table, community members can also agree on how these assets are to be accessed and best utilized. Community mapping can also build a sense of place and community ownership.																												
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## Social Network Analysis

### Procedure

Larger groups are split into smaller (8-10 per group). For each group a very large map of the community is spread out on a table where all can access it. Using the Map and the Social Network Analysis participants are asked to identify the location of:

- 1: Physical assets (sandbags, first aid kits, rest centres, vehicles)
- 2: People with required skills (first aiders, people trained/able to give emotional support)
- 3: Key contacts, who are responsible/able to share information internally and externally.
- 4: Alternative transportation links (alternative roads or methods of accessing the community).
- 5: Organisations that may/will provide assistance (look to social network analysis for info).

After this session a number of people/organisations will be identified as able to help in flooding prep, response, recovery. Using the Asset Table the participants will agree on whom (organisation, group or individual) in the community can be asked to do what, and which individual may be the key contact for this. Finally, participants will be asked which of them would be best placed to make contact to request this potential help and if possible, bring the response, or the people themselves to the next workshop.

# Community Workshop Toolkit

With the interviews from the Needs Assessment complete, you will now understand your target community better. This will continue throughout the process. However you should have enough information now to organise the community resilience building portion of your engagement process.

The engagement process we followed was; pre-meets, roadshows and a series of three community workshops.

Pre-meets involve meeting local community workers and volunteers, people active in the community and political representatives with the aim of sharing the objectives and methods of the resilience work to increase buy-in, and participation of, the local community.

The Roadshow is a well-publicised event held in the heart of the target community which aims to raise awareness of flooding issues, share useful information and promote the upcoming community workshops.

These community workshops should also be held in a location which is very convenient for your target community and at an opportune time. In these workshops communities will be able to communicate with agencies responsible for

flood resilience, shape resilience provision in their area, create emergency plans and become more informed on flood preparation, response and recovery.

The full aims of the overall process were to:

- Introduce ourselves and the work to the community.
- Gain participation from community members.
- Increase community members' awareness of their local flood risk.
- Develop their knowledge of how individuals and communities can best prepare for a flood.
- Bring communities members closer together so that in preparation, response and recovery from floods neighbours are better able to offer each other practical and emotional support.
- Connect communities to agencies who work on flood resilience and build enduring relationships.
- Help communities access the physical resources they need to prepare, respond and recover from flooding. (e.g. sandbag stores).
- Boost the confidence of community members so that they feel able to implement the knowledge and skills they have learned in a real life flooding event.



Overview of Resilience Building Tools			
Tool	Duration	Engagement Stage	Purpose
Information Stand		Roadshow	To share useful information with the general public on how they can prepare, respond and recover from flooding.
Flood Maps		Roadshow	To increase awareness of the risks of flooding in local communities.
Expectations Activity		Workshop A	This exercise helps facilitate productive discussions between community members and representatives from statutory agencies who have some role in helping communities prepare for, respond to or recover from flooding.
Mapping Exercise A Vulnerability Assessment		Workshop B	This activity helps community members identify the areas, people, and physical resources at risk from flooding.
Social Network Analysis		Workshop B	This tool helps the community identify the range of organisations, groups and key people in their community that could help them prepare, respond and recover from flooding.
Mapping Exercise B Capability Assessment		Workshop B	This activity helps community members identify assets within the community which could be deployed to help prepare for, respond to and recover from flooding
First Aid		Workshop C	To provide community members with useful first aid training specifically targeted to a flooding event.
Sandbag Wall Demonstration		Workshop C	To show community members the best way to construct sandbag walls for maximum water protection, and afford them the opportunity to practice these skills in a safe learning environment.
Building a Household Plan		Workshop C	This activity uses visual aids to help community members create plans to protect their homes, relocate their valuables, move their possessions and create evacuation plans.
Emotional Resilience: Coping with the Stress of Flooding		Workshop C	To help community members develop the psycho-social skills that will help them cope with and recover from the stress of a flood event.
Understanding Warning Systems		Workshop C	To improve understanding and engagement with the Early Warning Systems.

## Pre-meets

We organised a series of preliminary meetings with stakeholders and gatekeepers (Emergency Planners, Councillors, and Community Leaders). During these meetings we aimed to share the objectives and methods of the project, to solicit feedback and eventually buy-in from people who could help us increase the participation levels in workshops and improve their effectiveness.

We also engaged with the broader community in areas which had been designated as at risk from flooding. During the pre-meet stage we achieved this through walk throughs in which we knocked doors, talked to residents about their flooding issues, visited businesses in the areas and promoted the upcoming community resilience programs, in particular the Roadshow.

## Road shows

We travelled to the identified flood risk communities and put on a roadshow; a day long walk in event in which we aimed to increase awareness of the flood risk the community is facing, provide information on how communities can increase their resilience to the risk and of course promote the community resilience workshops.

## Flood Maps

### Purpose

To show community members the areas of the local community which are at risk of flooding. This is intended to help community members understand the risks and make an informed decision whether or not to start making preparations by attending workshops or by other methods.

### Method

Large local maps will be presented which show the communities in detail where flooding is most likely to occur in the future.

### Materials

Physical maps or laptop with flood maps and a projector and screen.

## Information Stand

### Purpose

To share useful information with the general public on how they can prepare, respond and recover from flooding. This will start the process of resilience and help those community members who for whatever reason, cannot attend workshops.

### Method

Useful leaflets will be arranged on a large table, visitors will be encouraged to take these leaflets home and read.

### Materials

- Table
- Psycho-social leaflets on stress and coping, supporting children through stress, and psychological first aid
- Household flood plans
- Relevant materials from local weather agency

## Promotion Stand

### Purpose

To inform community members about the purpose, structure, content, location and timings of the community resilience workshops. Additionally, we sought to maximise interest in the upcoming workshops.

### Method

Members of the team manned a stand which gave broad overview of the workshop. These team members engaged members of the community to discuss and promote the workshops.

### Materials

Stand promoting the workshops, leaflets detailing the workshops.

## Workshop A: Meeting and building relationships with statutory agencies

### Aim

This workshop aims to introduce community members to the range of statutory agencies which have responsibilities for helping them be more resilient to flooding. It was designed to avoid unproductive conflict between community members and agencies representatives and replace this with constructive discussion. However amicable discussion is not enough for this first workshop, instead we need to build momentum for the process and trust by creating resilience building action points which agencies and community members will work on for the next workshop.

### What

To achieve these aims this workshop comprises three activities; Introductions, expectation activity (an activity in which community members and agency representatives share and work through their expectations of each other in building resilience) and creating action plans.

### When and Where

When and where you hold this first workshop is of course entirely your prerogative, however we have found that to maximise engagement of the community it is much better to choose a time and place which suits the community members likely to attend.

### Who

Who attends all your workshops is very important, but for workshop A it is particularly important that you get the right agency representatives so that community members can get the answers and action commitments they need. Getting this right will greatly encourage community members to commit to the process and doing what they can to build their community's resilience.

Of course the structure and responsibilities of agencies will vary across national context therefore it is not possible for us to provide a definitive list of agencies from which you should aim to draw participants. However in our experience, it will greatly benefit your workshop if you can get representatives who are responsible for the following:

- Resilience (if there is an agency/department/individual responsible for this in your area)
- Waterways (rivers, canals, flood planes, coastal)
- Emergency Services (Police, Fire and Rescue, Ambulance)
- Transport (roads, rail, bus)
- Services (electricity supply, gas supply, water supply)
- Housing
- Emergency Planning

Additionally it can be very useful to have participation from the local council and local political and community representatives.

Activity 1 Community Member-Statutory Agency Representatives Introductions	
<b>Aim</b>	To let everyone in the room know who they are talking to and working with.
<b>Participants</b>	Community members and representatives of statutory agencies.
<b>Time Required</b>	5-10 minutes
<b>Required Resources</b>	None.
<b>Procedure</b>	Community members and representatives from statutory agencies sit in a circle (all attempts should be made to interspace community members and representatives to avoid a sense of separation at this stage. Representatives will be encouraged to come to the meeting in informal attire). Each person is asked to give their name. Representatives share which agency they represent.

Activity 2 Expectations	
<b>Aim</b>	This exercise helps facilitate productive discussions between community members and representatives from statutory agencies who have some role in helping communities prepare for, respond to or recover from flooding. The activity requires each side to address not only the “others” responsibilities, but also their own. This shared perspective taking, along with the identification of areas of agreement helps smooth productive discussion.
<b>Participants</b>	Community members and representatives of statutory agencies.
<b>Time Required</b>	40 minutes – 1 hour
<b>Required Resources</b>	Flip charts Pens Facilitator
<b>Procedure</b>	<p><b>The community members take 20 minutes to list on flip chart paper what:</b></p> <ol style="list-style-type: none"> <li>1) They feel they can/should do to help themselves prepare for, respond to and recover from floods.</li> <li>2) What they believe the different statutory agencies can/should do to help them prepare for, respond and recover from floods.</li> </ol> <p><b>The statutory representatives will use the same time to define what:</b></p> <ol style="list-style-type: none"> <li>1) Their resources and responsibilities for helping communities to prepare for, respond to and recover from floods. (Particularly highlighting what community members should not be attempting.)</li> <li>2) Ideas for steps communities can take themselves to prepare, respond and recover from floods.</li> </ol> <p>Teams meet again to share their responses. Debate inevitably occurs and the facilitator should get in early to highlight areas of agreement and to constructively allow necessary debate around areas of disagreement (particularly over what the community expect vs what the agencies can provide).</p> <p>Some attempt should be made to create an agreed list of responsibilities between communities and agencies, some items may remain contentious and will require continued dialogue.</p>



Activity 3 Action Plans	
<b>Aim</b>	This exercise moves the workshops from discussion to action. In creating action points from the discussion in the expectation activity the process of actually building resilience will begin, and community members will gain confidence that they will get actual results from the time they put in to workshops.
<b>Participants</b>	All Community members and representatives of statutory agencies.
<b>Time Required</b>	10 minutes
<b>Required Resources</b>	Flip charts Pens Facilitator
<b>Procedure</b>	<p>During the expectations activity the facilitator(s) should encourage participants to shape their expectations of each other into concrete actions for completion by the next workshop. This will give two lists of activities, one for agencies and one for community members. The facilitator will write these up onto flip boards where everyone can view them. After writing up an action, the facilitator should check with all participants that they are happy with the goal.</p> <p>An example of this may be moving discussions around the issue of debris in rivers contributing to flooding in the area to the action of the representative responsible for rivers checking the watercourse before the next workshop.</p>

## Workshop 1 in Action: Case Study Antrim Workshop 1

In March of 2016 we began our series of workshops in the town of Antrim. This town had most recently experienced flooding in August of 2008 in what was a nationwide extreme weather event with almost unprecedented levels of rainfall in a short period of time. More than 100 houses were quite badly flooded, some to 1m depth. Although this was an extreme weather event the affected areas remain at risk.

Through pre-workshop interviews it became clear that residents were anxious about the possibility of a flooding reoccurrence as well as frustrated with their perceptions of government and agency efforts to reduce the risk. Residents had many questions and concerns regarding infrastructure issues which they believed needed to be investigated to reduce the risk of future flooding.

### Workshop Participants

- Community members
- Local councillors
- Northern Ireland Fire and Rescue Service
- Police Service of Northern Ireland
- NI Water
- Transport NI
- Rivers Agency
- Northern Health and Social Care Trust
- Met Office
- Antrim and Newtownabbey Borough Council

At the beginning of the workshop we had participants introduce themselves then we opened the meeting with a short presentation on Community Resilience; what it is, its benefits and how the programme would be rolled out in the community over the coming months. From here community members and representatives of statutory agencies took 30 minutes to participate in the “Expectations Activity”. These two groups divided and created their own lists of expectation.

When the two groups brought back their expectations they were quite surprised to find them fairly closely aligned. This was greatly helped by the two facilitators’ knowledge of community’s issues from previous needs assessment interviews, and of agency resources from pre-meets.

The facilitator with the community knew what effective steps the community could take and informed the community’s discussions on this. This facilitator also knew what the likely limits of agency resources may be and helped to manage expectations before groups re-joined. The facilitator with the agency representatives knew the issues and criticisms communities had of agencies and sought to make sure that agency representatives had well thought out, sensitive responses and strategies for these issues.

Due to this when the community and agency staff re-joined each other they had expectations which were often aligned or addressed the needs of each other. This greatly reduced the opportunity for conflict and built trust. On the few areas of disagreement this trust helped to create a calm productive environment where groups listened to each other and tried to create solutions.

During these expectations discussions the facilitator took notes on any actions which needed to be further developed and these created an action plan which the community and agency agreed upon. As a result of this workshop communities had got answers to questions and commitments to actions they had been attempting to get for a number of years. Through their expectations of themselves as a community they had also began the process of community planning and self-empowerment.

## Workshop B: Constructing Community Emergency Plans

### Aim

The main aim of this workshop is to gather the information to create a viable Community Emergency Plan. The exercises in this workshop all seek to generate as much information as possible on the flooding vulnerabilities facing the community and all the resources available in and to the community to help them prepare, respond and recover to these vulnerabilities. By the end of the workshop participants will also understand how and when they will use these resources to maximise their community's resilience.

### What

To achieve these aims this workshop comprises three activities; a vulnerability assessment so that community members and agency representatives better understand the risks and repercussions of a flood event, a social network analysis to idea storm the different types of resource available inside the community itself and finally, an asset analysis where participants achieve a full understanding of all the resources available to the community and how to best use them.

### When and Where

See Workshop A

### Who

Hopefully more community members attend this workshop when they hear about the success of the first workshop. You will want many of the agency representatives from workshop one to come back, give their updates from workshop one and engage in this community planning workshop. Each of the previously detailed agency representatives will be able to contribute to the understanding of the risks of flooding to the community, but more importantly, will be able to identify and give access to important resources which will improve the community's resilience.

### Activity 1 Mapping Exercise A Vulnerability Assessment

<b>Aim</b>	This activity helps community members identify the areas, people, and physical resources at risk from flooding. Using large community maps participants identify which streets, houses, buildings, people, assets are at risk from the flood waters. Community mapping can also build a sense of place and community ownership.
<b>Participants</b>	Community members (in groups of maximum 10)
<b>Time Required</b>	20 minutes
<b>Required Resources</b>	Facilitator 1 large community map per group Large tables Coloured stickers or flags Pens
<b>Procedure</b>	<p>A very large map of the community is spread out on a table where all can access it., participants are asked to:</p> <ul style="list-style-type: none"> <li>• Identify the sources of flooding in their area and what streets/areas have been affected in the past.</li> <li>• They are then asked if they know where it is predicted may flood in the future (this is compared to the rivers flood map data).</li> <li>• Using different coloured flags or stickers which can be written on, participants are asked to identify: <ul style="list-style-type: none"> <li>A) Households likely to flood.</li> <li>B) Households likely to flood where vulnerable people live.</li> <li>C) Important community assets likely to be affected (communication structures, leisure facilities, shops, other business, schools, Medical facilities, transport routes etc.)</li> </ul> </li> </ul>

### Activity 2 Social Network Analysis

<b>Aim</b>	This tool helps the community identify the range of organisations, groups and key people in their community. From here participants can start to think how each group can help the community prepare for, respond to, and recover from flooding.
<b>Participants</b>	Community members (max 10 per group)
<b>Time Required</b>	20 minutes
<b>Required Resources</b>	Facilitator Flip charts Stickers or flags Felt tip pens
<b>Procedure</b>	<p>Participants break into smaller groups (5 per group) and idea-storm the whole range of organisations, groups and people who are active in their community.</p> <p>Groups are then asked to identify any possible ways each organisation (group, individual) could help the community prepare for, respond to and/or recover from a flood. Groups are then brought together, present their work.</p>

### Activity 3 Mapping Exercise B Capability Assessment

<b>Aim</b>	This activity helps community members identify assets within the community which could be deployed to help prepare for, respond to and recover from flooding. Using large community maps participants identify what the assets are and where they are located. When combined with an asset table, community members can also agree on how these assets are to be accessed and best utilized. Community mapping can also build a sense of place and community ownership.																																
<b>Participants</b>	Community members (in groups of maximum 10)																																
<b>Time Required</b>	20 minutes																																
<b>Required Resources</b>	<p>Facilitator            1 large community map per group            Large tables            Coloured stickers or flags            Pens            Asset table:</p> <table border="1" data-bbox="475 958 1385 1406"> <thead> <tr> <th>Asset Category</th> <th>Asset</th> <th>Access (who contact, who to make contact)</th> <th>How can they help?</th> </tr> </thead> <tbody> <tr> <td>Physical</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Skills</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Contacts/ information sharing</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Transport</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Social/emotional</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Organisations</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Asset Category	Asset	Access (who contact, who to make contact)	How can they help?	Physical				Skills				Contacts/ information sharing				Transport				Social/emotional				Organisations				Other			
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<b>Procedure</b>	<p>A very large map of the community is spread out on a table where all can access it. Using the Map and the Social Network Analysis participants are asked to identify the location of:</p> <ol style="list-style-type: none"> <li>1: Physical assets (sandbags, first aid kits, rest centres, vehicles)</li> <li>2: People with required skills (first aiders, People trained/able to give emotional support)</li> <li>3: Key contacts, who are responsible/able to share information internally and externally.</li> <li>4: Alternative transportation links (alternative roads or methods of accessing the community).</li> <li>5: Organisations that may/will provide assistance (look to social network analysis for info).</li> </ol> <p>After this session a number of people/organisations will be identified as able to help in flooding prep, response, recovery. Using the Asset Table the participants will agree on whom (organisation, group or individual) in the community can be asked to do what, and which individual may be the key contact for this. Finally participants will be asked which of them would be best placed to make contact to request this potential help and if possible bring the response, or the people themselves to the next workshop.</p>																																

## Workshop 2 in Action: Case Study Ballymena Workshop 2

Specific areas of Ballymena have flooded very regularly and often extremely severely. A loose community collective around these flooding issues had formed and worked hard to engage with agencies to make the community more resilient. The members of this group felt they had received mixed results from this work and were eager to engage in a more formal process. In February 2016 we conducted our second workshop in Ballymena. This followed a very successful first workshop in which communities and agencies had engaged in productive discussions and produced action plans. The second workshop sought to analyse the risks facing the community as well as its resources to apply against these risks.

### Workshop Participants

- Community members
- MLA, local councillors and the Deputy Mayor
- Police Service of Northern Ireland
- Northern Ireland Housing Executive
- Mid and East Antrim Borough Council
- Supporting Communities NI

At the beginning of the session the Red Cross and agencies gave updates on the action points from the previous meeting. In the next activity the community members used flood maps to identify the risks their community faces from flooding.

The facilitator asked them to think about the streets, houses, buildings, people, assets which are at risk from the flooding. During this risk assessment the local community members actually informed agencies of areas which have flooded which has not shown up on official maps, thus the community improved government knowledge and informed planning. Residents also identified the vulnerable people that live in the area which helped emergency responders and their own community emergency plans. They also saw the lack of whole community participation in the workshop as a problem as then the whole community would not be as informed as they were. This insight began a collaborative process between the community and the Red Cross in developing information leaflets to distribute in the community.

When looking at their community and its assets participants created workable solutions to many of the risks they had previously identified. This included maintaining the group as a working community resilience entity after the workshop process and taking on some tasks themselves. Examples of these tasks included helping other residents to sandbag doors, and spreading early warning within the community. Through their hard work at this workshop community members agreed a set of resilience building actions, identified the resources they would need to implement these and developed an effective Community Emergency Plan.

## Workshop C: Community-led resilience building options

### Aim

The third workshop is designed to provide community members with additional training which will support the community building resilience activities they have committed to in workshop 2, or resilience boosting training the community members feel would benefit them. As such you should confer with your community members at the end of workshop 2 to identify which of the training options will support them the most. It will not be possible to go through all the activities so communities should identify their top 1-2.

### What

This workshop comprises of 5 resilience training options:

1. How to build a household emergency plan.
2. How to build effective sandbag walls to protect homes.
3. How to build your emotional resilience and psychological coping skills to deal with the distress flooding brings.
4. Understanding warning systems so that community members know when they should implement their household and community emergency plans before an event occurs.
5. First aid training specifically targeted to a flooding event.

### When and Where

See Workshop A

### Who

Unless you need specific agency representatives to share their knowledge during a training program, the agency representative will not need to attend this workshop.

Option 1: Building a Household Plan	
<b>Aim</b>	This activity uses visual aids to help community members create plans to protect their homes, relocate their valuables, move their possessions and create evacuation plans.
<b>Participants</b>	Community members (Individually)
<b>Time Required</b>	20 minutes
<b>Required Resources</b>	Facilitator Coloured felt tip pens Large sheets A large table Flip chart with instructions Household flooding plan
<b>Procedure</b>	<p>Participants will be asked to draw plans of their houses indicating floors, rooms, doors, windows etc.</p> <p>In Phase 1 participants will show where their homes and possessions are vulnerable.</p> <p>First participants will be asked to indicate where their mains electricity switch and mains water stop cock are located so that electricity and water can be turned off before a flood occurs.</p> <p>Next they will be asked to identify where the possessions that are important to them are kept.</p> <p>Then they show where in their houses, they believe items which could be damaged by flood waters are located.</p> <p>Participants then indicate where flood water could enter their home and settle.</p> <p>In Phase 2 participants will construct plans to protect their property and possessions.</p> <p>First participants will identify new safer locations in their houses for their important possessions.</p> <p>Then they will indicate where they can move their at risk vulnerable items.</p> <p>They will also be asked to indicate who may be able to help them with this task.</p> <p>Finally participants will prepare an evacuation route for themselves, their family and pets.</p> <p>Participants keep this sheet and this is supported by the hand out of the household flooding plan which they are encouraged to read and fill in.</p>



Option 2: Sandbag Wall Demonstration	
<b>Aim</b>	To show community members the best way to construct sandbag walls for maximum water protection, and afford them the opportunity to practice these skills in a safe learning environment.
<b>Participants</b>	Community members
<b>Time Required</b>	20 minutes
<b>Required Resources</b>	Expert in sandbag wall construction or video demonstrating proper technique Sandbags Plastic sheets
<b>Procedure</b>	Participants will be shown how to stack sandbags as well as utilize their plastic sheets to build the optimal sandbag wall.

## Case Study: Teaching sandbag wall building in Newry

Newry city centre has a history of flooding with specific business and residential areas experiencing flooding numerous times. The latest flood in November of 2013 had been quite severe and one of the community leaders who attended our workshop described her and her colleagues' attempts to protect homes in the area. These community leaders had braved the rain and gave up their time to go out and help residents of the area, most of whom would be described as vulnerable and unable to protect their homes

by themselves. However they had organised and executed the sandbagging of homes themselves with no external training and little help. During the training the community leaders were shocked to learn that they had not been creating well-constructed effective sandbag walls. They learned that proper placement of sandbags and the addition of a plastic sheet very significantly improves the wall's ability to keep water out of residents' homes. The community leaders are now sharing this training wider in their community.

Option 3: Emotional Resilience: Coping with the stress of flooding	
<b>Aim</b>	To facilitate community members develop the psycho-social skills that will help them cope with and recover from the stress of a flood event.
<b>Participants</b>	Community members
<b>Time Required</b>	30 minutes
<b>Required Resources</b>	Presentation Flip board paper Pens Case studies (aim one per person) Leaflets: Emotional Resilience Plan
<b>Procedure</b>	See Powerpoint slides

## Case Study: Talking about the impact of flooding in Antrim

During the third workshop in Antrim community members were keen to talk about the impact flooding has had on them and their lives. They shared how the experience of the flood itself as well as the extreme disturbance of the aftermath affected them emotionally and psychologically as well as their family life. We used the format of the workshop to help community members

share what they wanted to share, be heard in a supportive environment and to learn some effective coping strategies and adaptive thinking styles from each other as well as the facilitator. All participants expressed their gratitude in being able to tell their stories and felt that they had achieved greater self-understanding by the end.

Option 4: Understanding Warning Systems	
<b>Aim</b>	<p>Community members engage in a game to learn and retain the official advice on how to understand and respond to their severe weather warnings.</p> <p>This gives an improved understanding and engagement with Early Warning Systems will help flood risk community members to take early preparations for a potential flooding event.</p>
<b>Participants</b>	Groups of 3-5 community members, this can also be played with representatives of statutory agencies interspaced with community members as an informative icebreaker.
<b>Time Required</b>	15-20 minutes
<b>Required Resources</b>	<p>5 x weather warning statements and headings put on card and cut out</p> <p>Short Powerpoint on weather warnings as an introduction to the session.</p> <p>A presenter and facilitator who have a good grasp of the Weather Warning System.</p>
<b>Procedure</b>	<p>This will vary according to the weather warning system used and the official advice which is linked to the warnings in the specific country. The UK Met Office weather warning system is used here as an example.</p> <p>The basis of the exercise is that participants are to connect the level of weather warning (e.g. In the UK no severe weather, Be Aware, Be Prepared and Take Action) with the corresponding official advice.</p> <p>For the UK the following procedure should be used, other countries should adapt the exercise to their weather warning system and corresponding official advice.</p> <p>Participants are introduced to the Met Office colour-coded warning system. Depending on numbers they are then subdivided into smaller groups (3-5each). They are then asked to match prepared statements about what to expect, and what to do, should the Met Office issue the different warnings.</p> <p>After each round individual teams are shown which individual statements are wrong, but they are not told under which heading the incorrect statements should be put. In the next round they have the chance to change their answers. The game continues until all have correct answers and prizes are given out for 1st, 2nd, 3rd etc.</p>

**Option 4: Understanding warning systems**

**Procedure Continued**

<b>No Severe Weather</b>	<b>Be Aware</b>	<b>Be Prepared</b>	<b>Take Action</b>

- The weather is not expected to have any noticeable impacts, but there may be some minor issues
- Some flooding of low lying fields, recreational land and car parks but little or no disruption to travel
- Wet road surfaces and possibility of ponding water leading to difficult driving conditions
- Take extra care when driving in affected areas
  
- Ensure you access the latest weather forecast for up-to-date weather information
- Expect some minor delays due to slower traffic
- Outdoor events may be disrupted or cancelled
- Localised flooding of low lying fields, recreational land and car parks
- Flooding of a small number of homes and businesses
- Local disruption to travel - longer journey times
- Water on roads - drive according to the conditions encountered
  
- Take precautions where possible and ensure you access the latest weather forecast
- Some disruption to normal daily routines
- Travel only if well prepared and be prepared for longer journey times
- Some flooding of homes, businesses and transport links possible
- Disruption to gas, electricity, water supplies and telecoms
- Some evacuations may be required
- Be prepared to protect yourself and your property
  
- Take precautionary action and remain extra vigilant
- Follow orders and any advice given by authorities under all circumstances
- Ensure you access the latest weather forecast
- Expect significant disruption to normal daily routines
- Avoid all non-essential journeys
- If you must make a journey carry emergency food/ clothing/ blanket etc.
- Widespread flooding of property
- Loss of gas, electricity, water supplies
- Significant disruption to communities
- Evacuation expected
- Significant risk to life
- Take action to protect yourself and follow the advice of the emergency service

Option 5: First Aid	
<b>Aim</b>	To provide community members with useful first aid training specifically targeted to a flooding event.
<b>Participants</b>	Community members
<b>Time Required</b>	30 minutes
<b>Required Resources</b>	Red Cross First Aid Trainer

## Case Study: First Aid in Belfast

During the third workshop in Belfast the first aid trainer delivered an everyday first aid program. This is a highly engaging and useful introduction to first aid training in which the training directly follows the requests of participants; what they need and want to know. Participants in Belfast

asked about some common flood injuries (cuts, broken bones,) as well as other first aid topics (unconscious people, choking, CPR). All participants enjoyed the course and found it very useful, in fact one participant saved his wife from choking a week after the course!

# Leader Training Tools

During the community resilience workshops natural community leaders on the topic of resilience will emerge. These will be the people with the interest, motivation and resources to carry on work in their own community to further its resilience. These people should be rewarded and supported to continue this work. Leader training seeks to do this by providing additional training of particular use to a flood leader. If you have multiple communities that you are working with we suggest that you bring the leaders of these communities together into one training session. This pools resources but more importantly it gives flood leaders the opportunity to network and find ways that they can continue to interact between communities to support each other. The specific aims of this Leadership training are to:

- To expose new community flood leaders to best practice in the area to motivate and inform them.
- To finalise community resilience provisions made in the community workshops by ensuring participants have considered all the ways they can contribute to their community's resilience as a flood leader, and committed to those they have the resources to fulfil.
- To formalise how flood leaders will share flood warnings in their community.
- To increase community flood leaders' knowledge of key resilience topics and train them in skills essential to the commitments they have undertaken (how to build sandbag walls, health and safety, psycho-social skills).
- Bring different community leaders together in the one workshop to facilitate networking in order to create a more organised community voice and support network on flooding issues.



Activity 1 Inspirational Talk	
<b>Aim</b>	A talk by an experienced community Flood Leader who is a positive example of what a Flood Leader can be. This talk aims to enthuse participants, demonstrate good practice in action and show the impact Flood Leaders can have in their communities.
<b>Participants</b>	All Flood Leaders as a group
<b>Time Required</b>	30 minutes
<b>Required Resources</b>	Existing flood leader Laptop Projector Screen
<b>Procedure</b>	
<b>Learning Goals:</b>	<p><b>At the end of this session participants will know and understand:</b></p> <p>How others in the same national context have improved their community's resilience through flood leader actions.</p> <ul style="list-style-type: none"> <li>● the role of learning in promoting trust, understanding and respect within and between communities</li> <li>● how to facilitate reflecting on experience and active participatory learning</li> <li>● barriers to learning and ways to overcome them</li> <li>● anti-oppressive practice in the provision and delivery of learning</li> </ul> <p>The challenges others have faced in the role and how these have been overcome</p> <ul style="list-style-type: none"> <li>● methods for sharing learning from diverse experiences, perspectives and practice</li> <li>● how the outcomes of learning in community development contribute to promoting change</li> <li>● formal and informal learning support networks and how to access them</li> </ul>
<b>Performance goals:</b>	<p><b>At the end of this session participants will be able to:</b></p> <p>Participants will feel more motivated, inspired and efficacious.</p> <ul style="list-style-type: none"> <li>● promote the value of learning from communities to organisations and policymakers</li> <li>● use learning opportunities that arise from community activity to share ideas, skills, knowledge and experience amongst practitioners</li> <li>● identify and promote examples of good practice to aid own and others' understanding of community development practice</li> <li>● reflect on own practice to inform own future ways of working</li> </ul>

Activity 2 Selection of Roles and Responsibilities																													
<b>Aim</b>	Being a Flood Leader in a community is a voluntary role, therefore it is essential that the community members who wish to undertake this position are enabled to fit the role to themselves as individuals and their communities. Different volunteers have different capabilities, resources and interests and thus should be allowed to take on the activities which suit them. Additionally different communities have different community resilience needs, therefore Flood Leaders in their community should be facilitated to assess these needs and choose which duties fulfil these needs																												
<b>Participants</b>	All Flood Leaders as a group																												
<b>Time Required</b>	30 minutes																												
<b>Required Resources</b>	Facilitator Lists of duties Pens Roles and Responsibilities table: <table border="1" style="margin-left: 20px; width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #00a68a; color: white;"> <th>Community</th> <th>Helpful</th> <th>Feasible</th> <th>Allocation</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Community	Helpful	Feasible	Allocation																								
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<b>Procedure</b>	<p>Potential Flood Leaders are presented with a list/presentation of relevant duties for Flood Leaders. Each item presented and how it contributes to community resilience is explained (see notes)</p> <p>Flood Leaders are asked to consult in their community groups to explore which of these duties would be helpful for their community. Then from this list which they feel their community have the resources (time, capability, people) to fulfil. Once this narrowed down list is completed the Flood Leaders are asked to decide on how the tasks will be allocated amongst the Flood Leaders in their community.</p>																												
<b>Learning Goals:</b>	<p><b>At the end of this session participants will know and understand:</b></p> <p>The range of effective actions other Flood Leaders have taken in their community to improve its resilience.</p> <p>Which actions Flood Leaders in their community could take to improve its resilience.</p> <p>The resources their community has to enable them undertake community resilience building activities.</p> <p>How they individually can match their own skills and resources to contribute to community resilience as a Flood Leader.</p> <p>Their personal roles and responsibilities as a Flood Leader.</p>																												



Activity 2 Selection of Roles and Responsibilities	
<b>Performance goals:</b>	<p><b>At the end of this session participants will be able to:</b></p> <p>Make use of their individual skills and strengths to be able to work effectively with their community, taking into account the abilities of others to ensure all duties are fulfilled based on community needs.</p>
<b>Notes</b>	<p><b>Preparation</b></p> <p>Sign up to receive flood warnings</p> <p>Disseminate information on risk, preparation etc.</p> <p>Watch infrastructure for obstructions etc.</p> <p>Gathering and keeping local information for emergency services (e.g. locations of vulnerable residents, requests for sandbags, assistance in moving furniture etc.)</p> <p>Take responsibility for CEP: updating and sharing</p> <p>Test and revise CEP</p> <p>Encourage personal resilience in community and volunteering as a flood leader</p> <p>Act as point of communication with agencies</p> <p>Maintain sandbag store</p> <p><b>Response</b></p> <p>Spread flood warnings</p> <p>Spread news of when ESC is open and where it is</p> <p>Assist staff in the ESC to communicate with residents</p> <p>Appropriately sharing local information for emergency services (e.g. Locations of vulnerable residents, requests for sandbags, assistance in moving furniture etc.)</p> <p>Act as point of communication with agencies</p> <p>Co-operate with emergency services (give them reasonable assistance if they request it)</p> <p><b>Recovery</b></p> <p>Organise community supportive gatherings</p> <p>Relay information from agencies to community &amp; visa versa</p> <p>Disseminate information from council on recovery</p> <p>Check on your neighbours and provide a listening ear/ signpost further support</p>

<b>Activity 3 Met Office Info Talk: Weather Warnings</b>	
<b>Aim</b>	A talk by an experienced Met Office representative or experienced Met Office data user. This talk aims to inform, educate and encourage participants to monitor weather data and review for potential risks in line with local response plan, reassuring them on how the data supports them, and fitting it in with the duties lifecycle of Flood Leaders.
<b>Participants</b>	All Flood Leaders together
<b>Time Required</b>	30 minutes
<b>Required Resources</b>	Laptop Projector Screen A representative from the official meteorological organisation (e.g Met Office)
<b>Procedure</b>	The representative will give a talk on how to understand weather warning systems. Usually these representatives will have presentations like these prepared.
<b>Learning goals</b>	<p><b>At the end of this session participants will know and understand:</b></p> <p>How to review the weather</p> <ul style="list-style-type: none"> <li>• which sources of data are appropriate for monitoring different weather elements</li> <li>• working priorities in severe and rapidly changing weather</li> </ul> <p>How to monitor weather data over a period of time</p> <ul style="list-style-type: none"> <li>• the rationale behind why the forecast uncertainties and warnings have been revised when the forecast has changed</li> <li>• working priorities in severe and rapidly changing weather</li> </ul> <p>Identify priorities during weather monitoring</p> <ul style="list-style-type: none"> <li>• the reasons underlying your ordering of your data monitoring priorities</li> <li>• the role of communication</li> </ul>
<b>Performance goals</b>	<p><b>At the end of this session participants will know and understand:</b></p> <p>The role of meteorological forecasting in flood preparedness, and how and when Flood Leaders can monitor this data to support their other activities.</p> <p>Review the weather</p> <ul style="list-style-type: none"> <li>• identify the likely critical areas of the forecast and give these priority when monitoring the weather</li> <li>• review current forecasts and check the views of forecasters, risk assessments and warnings, when relevant, to alert yourself to emerging issues</li> <li>• use the available technology when reviewing the weather</li> </ul> <p>Monitor weather data</p> <ul style="list-style-type: none"> <li>• identify and disregard spurious information when interpreting data</li> <li>• react appropriately to significant information when interpreting data</li> <li>• review new forecasts and guidance to maintain an overview of current interpretations</li> <li>• use the available technology when monitoring the weather</li> </ul>

### Activity 4 Sharing warnings plans

<b>Aim</b>	<p>One of the central mechanisms of improving community resilience in this project is ensuring communities receive early warnings (if possible) of any flood event. All leaders have signed up to receive these alerts, however ensuring these are spread throughout the entire affected community can be more complicated than it may first seem.</p> <p>Therefore leaders need to plan how they will spread these alerts taking in to account the numbers of people that can spread alerts, the competing demands of these people, the overall size of the affected area, the number of houses likely to be affected and the geography of the affected area.</p> <p>This will allow Flood Leaders to create an early warning plan</p>												
<b>Participants</b>	Flood Leaders grouped together in their respective community												
<b>Time Required</b>	30 minutes												
<b>Required Resources</b>	<p>Facilitator Large flood maps of each area Pens CEP Communications tree Table to capture data:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="background-color: #00a68a; color: white;">Flood Leader</th> <th style="background-color: #00a68a; color: white;">Street</th> <th style="background-color: #00a68a; color: white;">Numbers</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Flood Leader	Street	Numbers									
Flood Leader	Street	Numbers											
<b>Procedure</b>	<p>The need for a plan to share early warning will be presented to the Flood Leaders.</p> <p>Flood Leaders will then break into their separate community groups. Facilitators will lead discussions with the Leaders on updates to the communications tree since the last community workshops. It may be at this stage that the Red Cross Facilitators have managed to find more people in the community willing to be part of the communications tree, or alternatively the Flood Leaders themselves may have some names. The communications tree will then be updated.</p> <p>Very large maps of each community is spread out on a table where all can access it., participants are asked to divide the affected streets and houses between them depending on:</p> <ul style="list-style-type: none"> <li>● The abilities of each person on the communications tree (including their need to protect their own homes).</li> <li>● The overall size of the affected area in their community.</li> <li>● The number of houses affected.</li> <li>● The number of streets affected.</li> <li>● The number of people on the communications tree.</li> <li>● The proximity of people on the tree.</li> </ul>												

Activity 4 Sharing warnings plans	
<b>Learning goals</b>	<p><b>At the end of this session participants will know and understand:</b></p> <p>Where flooding may affect their community.</p> <ul style="list-style-type: none"> <li>• how observational information (such as rainfall, water level, flow, tide and surge levels, groundwater) is measured and reported in real time</li> <li>• the meteorological and hydrological conditions that give rise to the main flood mechanisms</li> </ul> <p>The structure of their community’s early warning communication tree.</p> <p>The capabilities and limitations of each person on their communication tree to share flood warning in the communities.</p> <ul style="list-style-type: none"> <li>• effective methods of communication</li> <li>• correct procedures for handling and communicating confidential information</li> <li>• your responsibilities under health and safety legislation and codes of practice</li> </ul> <p>The allocation of flood affected homes in their community to each Flood Leader for sharing early warnings.</p> <p>Their own home allocation and the mechanism through which they will share the warning.</p>
<b>Performance goals</b>	<p><b>At the end of this session participants will know and understand:</b></p> <p>Flood Leaders are able to use communication trees in support of early warning system to ensure effective dissemination throughout all areas of the community.</p> <ul style="list-style-type: none"> <li>• communicate with members of the public and others politely</li> <li>• communicate information which is suitable to the needs of members of the public and others</li> <li>• choose the correct communication method to inform the users of your flood forecasts</li> </ul>

Activity 5 Health and Safety Training	
<b>Aim</b>	To provide participants with a comprehensive guide to health and safety for Flood Leaders
<b>Participants</b>	All Flood Leaders together
<b>Time Required</b>	15 minutes
<b>Required Resources</b>	Laptop Projector Screen
<b>Procedure</b>	See powerpoint
<b>Learning goals</b>	<p><b>At the end of this session participants will know and understand:</b></p> <p>How to carry out their duties in the safest possible manner.</p> <ul style="list-style-type: none"> <li>• the main risks to health and safety in your area</li> </ul> <p>The flood related actions that should not be attempting due to the inherent danger.</p> <p>How to stay safe when communicating with other members of the community.</p> <ul style="list-style-type: none"> <li>• your role in maintaining your own health and safety</li> <li>• types of personal protective equipment and clothing needed for your work and how they must be used, cleaned, stored, inspected and replaced</li> <li>• safe use of equipment</li> <li>• safe methods for moving and lifting items</li> <li>• the risks of working in isolation or in remote locations and the need for safe systems.</li> <li>• risks of personal injury or health problems associated with your work</li> <li>• your own ability to deal with health and safety emergencies (e.g. not carrying out actions beyond your own capabilities) and the reasons for this</li> <li>• factors which might affect fitness to work including injuries and health conditions.</li> </ul>
<b>Performance goals</b>	<p><b>At the end of this session participants will know and understand:</b></p> <p>Flood Leaders will be able to monitor and maintain health, safety and security of both the area they are working in as well as maintain good standards of health and safety for themselves and others.</p> <p>Monitor and maintain health, safety and security of the work area</p> <ul style="list-style-type: none"> <li>• use equipment and materials</li> <li>• behave in a way that minimises risks to yourself and others</li> </ul> <p>Maintain good standards of health and safety for yourself and others</p> <ul style="list-style-type: none"> <li>• use and care for the correct Personal Protective Equipment (PPE) and clothing, assessed as being necessary for the work</li> <li>• use approved methods and handling equipment when moving and lifting items</li> <li>• work in a way which minimises risks to your own safety and health and that of others</li> </ul>

Activity 6 Sandbag Wall training	
<b>Aim</b>	To provide participants information on what sandbags can do, how they should be used, manual handling, effective sandbag wall building and disposal.
<b>Participants</b>	All Flood Leaders together
<b>Time Required</b>	15 minutes
<b>Required Resources</b>	Laptop Projector Screen
<b>Procedure</b>	See powerpoint
<b>Learning goals</b>	<p><b>At the end of this session participants will know and understand:</b></p> <p>Know the pros and cons of using sandbags to protect households from flooding.</p> <p>How and where water can enter homes.</p> <p>How to safely handle sandbags</p> <p>How to build effective sandbag walls</p> <p>The dangers of sandbags contaminated with flood waters.</p> <ul style="list-style-type: none"> <li>● the correct personal protective equipment required and where to get it</li> <li>● the reasons why personal protective equipment should be worn</li> <li>● the hazards and risks involved in dealing with flood or unwanted water, particularly when dealing with contaminated water</li> <li>● what tools, equipment and documents you should use</li> </ul>
<b>Performance goals</b>	<p><b>At the end of this session participants will be able to:</b></p> <p>Identify the points of entry of flood water into buildings, be able to handle sandbags safely and use them for the right purposes, and build effective sandbag walls to help protect properties.</p> <ul style="list-style-type: none"> <li>● select and wear the correct personal protective equipment required</li> <li>● use the correct tools and equipment safely and effectively</li> </ul>

<b>Activity 7 Advanced Psycho-Social Training</b>	
<b>Aim</b>	To train leaders in psychological first aid for people who are experiencing distressing events.
<b>Participants</b>	All Flood Leaders together
<b>Time Required</b>	11hr – 1 hr 15
<b>Required Resources</b>	Laptop Projector Screen Flip Chart Paper Flip Chart Pens
<b>Procedure</b>	Please refer to PowerPoint presentation and exercises for more details.
<b>Learning goals</b>	<p><b>At the end of this session participants will know and understand:</b></p> <p>The four key principles of psychological first aid.</p> <p>How each of these principles can be practically followed to help someone in a distressing event.</p> <p>How active listening is different from normal conversation and how it can be of benefit to people experiencing distress.</p> <p>The essential skills involved in active listening.</p>
<b>Performance goals</b>	<p><b>At the end of this session participants will know and understand:</b></p> <p>Provide psychological first aid effectively.</p> <p>Use body-language to communicate empathy, attentiveness and engagement.</p> <p>Apply summarising and questioning skills to demonstrate their understanding of others in conversation and to help the other to communicate their story and needs</p>

# Model Community Emergency Plan

## Background

### What is a Community Emergency Plan?

A community emergency plan details the actions your community can take, and the resources it can access, to help itself to prepare for, respond to and recover from an emergency (e.g. flooding). It does not replace the work of statutory agencies, but rather complements this work to maximise your community's resilience. A more resilient community will find that they have reduced the impact of an emergency and/or recovered more quickly by:

- Becoming more aware of the risks and vulnerabilities which they may face.
- Understanding the resources they can access and how to use these to mitigate against an emergency situation.
- Knowing how to work together with emergency responders and statutory agencies before, during and after an emergency.





## How to use this Community Emergency Plan

This plan contains templates for you to enter information on your community (eg. The risks it faces, the resources it contains). You will have collected this information through your workshops (particularly workshop 1 & 2), additionally your Community Resilience Group will continue to update the plan when you receive new information (for example when you attain additional resources, or contact details change). You will see that some example information has been entered for you. This is to help you understand how to use the template but also gives you ideas for actions your community could take to increase its resilience. However each community faces its own risks, has its own resources and strengths available to it and its own ideas for how to use them so your plan will be unique to your community. You should therefore adapt this model Community Emergency Plan to suit your own community.

## Some additional considerations

Define who your community plan is for.

Community Emergency Plans can cover an entire town or village, or just one street. This will depend on who gets involved in the Community Resilience Groups and the resources available to mitigate against identified risks. The more people involved, the bigger geographical spread and the more resources they can access the more area the Community Emergency Plan can cover. Consider what would work best for your community; it is better to have a plan which effectively mitigates risk in a more focused area, than a plan which covers more area but cannot properly serve this wider population.

Collaborate with emergency responders and statutory agencies.

In building your Community Emergency Plan your Community Resilience Group will need to either collaborate with emergency responders and relevant statutory agencies or have the plan ratified by them. This will ensure that your plans do not contradict or impede the plans of emergency responders. Additionally other agencies may add information to your plan and provide vital resources which they can make available to you which will greatly enhance your plan.

Decide how is your plan will be shared.

An effective Community Emergency Plan must be shared. A plan which is seen and kept only by the Head of the Community Resilience Group will not prove effective in an emergency. Your plan could be shared by presenting it at a community meeting or by handing out copies to the community members included in the plan.

# Community Emergency and Resilience Plan

Community Emergency Plan For:  
(insert area the plan covers here)

## Our tasks at a glance

### Preparation

We, the community resilience group meet regularly/ annually to review and updated the preparedness plan and socialize.

We invite new members to join as needed.

Every 1/2/3 years, we organize a community information event on flooding.

We will work with relevant government agencies and NGOs to most effectively prepare.

### Response

We receive and spread flood warnings.

We open sandbag store.

We help neighbors with sand bags.

We check in on neighbors and community members regularly.

We identify those in most need and help them get help.

We communicate with agencies and help spread their messages.

We reassemble the group regularly (every day/ week) to touch base and check ourselves: How are we doing?

### Recovery

We distribute information from agencies and organisations on their provisions for the recovery phase.

We organise community supportive gatherings and care/activities for children and youth.

We will work with agencies on our recovery (e.g. attend their meetings, help with community needs assessments)

## Members Details

Here Community Resilience group members will enter their details: their role in the group, the duties they will fulfil and their contact details.

Community Resilience Group Member	Responsibilities	Contact Details
<b>Mary Smith</b>  <b>Lead Resident</b>	<p>Organise and Chair Community Resilience Group meetings.</p> <p>Act as point of communication with agencies.</p> <p>Appropriately sharing local information for emergency services (e.g. Identification of vulnerable residents, requests for property protection (e.g. sandbags), assistance in moving furniture etc.).</p> <p>Receive and spread flood warnings via telephone communication tree and communication plan.</p> <p>Ensure the Community Resilience Group members take care of their safety and wellbeing (eg. Understand and follow health and safety guidelines, ensure they get rest, sleep and something to eat during a response/recovery phase, encourage them to give each other practical and emotional support.</p> <p>Help neighbours with sandbags/property protection devices.</p>	24 Listovere Road 077557XXXX
<b>Dan Jones</b>  <b>Information Officer</b>	<p>Lead the group in gathering and disseminating information on risk, preparation, recovery etc.</p> <p>Gathering &amp; keeping/ local information for emergency services (e.g. locations of vulnerable residents, requests for sandbags, assistance in moving furniture etc.).</p> <p>Undertake regular community risk and resource assessments (eg. every year) and update the Community Emergency Plan.</p> <p>Take responsibility for Community Emergency Plan: updating and sharing.</p> <p>Receive and spread flood warnings via telephone communication tree and communication plan.</p> <p>Help neighbours with sandbags.</p>	6 High Street
<b>Sarah Campbell</b>  <b>Lead Resident Deputy 1</b>	<p>Act as point of communication with agencies. (Should lead resident be unavailable).</p> <p>Appropriately sharing local information for emergency services (e.g. locations of vulnerable residents, requests for sandbags, assistance in moving furniture etc.) (Should lead resident be unavailable).</p> <p>Receive and spread flood warnings via telephone communication tree and communication plan.</p> <p>Help neighbours with sandbags.</p>	3 Fleet Street

Community Resilience Group Member	Responsibilities	Contact Details
<p><b>Jessica Morrow</b></p> <p><b>Lead Resident Deputy 2</b></p>	<p>Act as point of communication with agencies. (Should lead resident and deputy 2 be unavailable)</p> <p>Appropriately sharing local information for emergency services (e.g. locations of vulnerable residents, requests for sandbags, assistance in moving furniture etc.) (Should lead resident and deputy 2 be unavailable)</p> <p>Receive and spread flood warnings via telephone communication tree and communication plan.</p> <p>Help neighbours with sandbags.</p>	<p>4 Fleet Street</p>
<p><b>Peter Scott</b></p> <p><b>Response</b></p>	<p>Assist Information Officer in disseminating information from agencies on preparation.</p> <p>Watch infrastructure for obstructions and report to lead resident.</p> <p>Maintain sandbag store.</p> <p>Open sandbag store when it is needed.</p> <p>Spread news of when ESC is open and where it is.</p> <p>Receive and spread flood warnings via telephone communication tree and communication plan.</p> <p>Help neighbours with sandbags.</p>	<p>18 Bridge Street</p>
<p><b>Jeremy Archer</b></p> <p><b>Response</b></p>	<p>Assist Information Officer in disseminating information from agencies on preparation.</p> <p>Watch infrastructure for obstructions and report to lead resident.</p> <p>Maintain sandbag store.</p> <p>Open sandbag store when it is needed.</p> <p>Spread news of when ESC is open and where it is.</p> <p>Receive and spread flood warnings via telephone communication tree/social media and communication plan.</p> <p>Help neighbours with sandbags.</p>	<p>72 Belmont Road</p>

Community Resilience Group Member	Responsibilities	Contact Details
<p><b>Leanne Lorrimer</b></p> <p><b>Response</b></p>	<p>Assist Information Officer in disseminating information from agencies on preparation.</p> <p>Watch infrastructure for obstructions and report to lead resident.</p> <p>Maintain sandbag store.</p> <p>Open sandbag store when it is needed.</p> <p>Spread news of when ESC is open and where it is.</p> <p>Receive and spread flood warnings via telephone communication tree and communication plan.</p> <p>Help neighbours with sandbags.</p>	<p>88 Belmont Road</p>
<p><b>Steve Bloc</b></p> <p><b>Recovery</b></p>	<p>Assist staff in the ESC to communicate with residents.</p> <p>Distribute information from agencies and organisations on their provisions for the recovery phase (e.g. man a stall in a prominent community location or distribute information door to door).</p> <p>Call on neighbours door to door to lend a supportive ear and check on their recovery status. (at intervals after the flood (e.g. 1 day, 3 days, 1 week, 1 month, 3 months).</p> <p>Organise community supportive gatherings and care/ activities for children and youth</p> <ul style="list-style-type: none"> <li>• e.g. reading groups in local library for affected children.</li> <li>• Coffee mornings in a local café in the days/weeks/months after a flood for those who are recovering.</li> <li>• Organise community donations in which the wider community can donate useful goods to their flood affected neighbours (eg. cleaning supplies)</li> </ul> <p>Check on neighbours and provide a listening ear/ signpost further support.</p> <p>Receive and spread flood warnings via telephone communication tree and communication plan.</p> <p>Help neighbours with sandbags.</p>	<p>111 Belmont Road</p>

Community Resilience Group Member	Responsibilities	Contact Details
<b>Elizabeth Bloc</b> <b>Recovery</b>	<p>Assist Information Officer in disseminating information from agencies on preparation.</p> <p>Watch infrastructure for obstructions and report to lead resident.</p> <p>Maintain sandbag store.</p> <p>Open sandbag store when it is needed.</p> <p>Spread news of when ESC is open and where it is.</p> <p>Receive and spread flood warnings via telephone communication tree and communication plan.</p> <p>Help neighbours with sandbags.</p>	111 Belmont road
<b>Arthur Long</b> <b>Recovery</b>	<p>Assist staff in the ESC to communicate with residents.</p> <p>Distribute information from agencies and organisations on their provisions for the recovery phase.</p> <p>Call on neighbours door to door to lend a supportive ear and check on their recovery status. (at intervals after the flood (e.g. 1 day, 3 days, 1 week, 1 month, 3 months).</p> <p>Organise community supportive gatherings.</p> <p>Check on neighbours and provide a listening ear/ signpost further support.</p> <p>Assist Information Officer in disseminating information from council on recovery.</p> <p>Receive and spread flood warnings via telephone communication tree and communication plan.</p> <p>Help neighbours with sandbags.</p>	21 Deen Street

## Risk assessment

During the Community Resilience Group meetings, members will identify the areas, people, and physical resources at risk from flooding. The groups can use the following template to record the streets, houses, buildings,

people, assets they have identified as at risk from the flood waters. We have entered example information to help you think about some of the risks your community may face, however this will be highly specific for each community.

Risks type	Impact on community	What Community Resilience Group will do to prepare? (see resources below)
<p><b>Physical Risks</b></p>	<p>What type of flooding affects the area?</p> <p>What areas are expected to flood? (include flood maps if available as an appendix)</p> <p>Which particular streets/households are expected to flood?</p> <p>Are any services/businesses likely to be disrupted? (shops, schools and daycare facilities, community facilities, medical facilities, industrial areas)</p> <p>Will the flood waters affect key local infrastructure? (water, power, roads and other travel, communication structures)</p> <p>Will the flood waters affect any important cultural or historical areas of importance?</p> <p>What are the potential physical impacts of flooding (risk to life, potential need for evacuations, long term property damage)</p>	<p>Mention in a few words what the CRG will do, but give more detail in the resources table</p> <p>(e.g. Open sandbag store, help distribute)</p>
<p><b>Social, Economic and Psychological Risks</b></p>	<p>Are there any residents in the affected area who may be particularly vulnerable due to ill health/disability/ age etc.? How may this impact them in their ability to prepare, respond and recover from flooding (e.g. ability to build sandbag walls)?</p> <p>Are any residents particularly isolated from the rest of the community? What are their specific needs? How is it best to communicate with them?</p> <p>What are the potential psycho-social impacts of flooding on residents (stress and distress, health, economic difficulties, displacement from community, grief and loose of people, pets, personal possessions, home and security)</p> <p>What impact does flooding have on children, youth and family life? (displaced families, lack of access to schools and recreation, separated families, income generation, tension and conflict, impact on children/young people).</p> <p>What difficulties may affected community members face during recovery? (financial, managing builders, insurance companies etc., long term health and mental health impacts, community cohesion)</p>	



## Resource Table

The Community Resilience Group will have also identified assets within or available to the community which could be deployed to help prepare for, respond to and recover from flooding.

How these resources can be accessed and used best will be agreed and the information gathered and entered into the plan in the following table.

Risks type	Phase	Detail	Who and Contact details
<b>Physical Risks</b>	Response	Sandbag stores (Contains sandbags, plastic sheets)	Peter Scott
	Response	Community First Aid Kits	Leanne Lorrimer
	Response	Emergency Support Centre	Elizabeth Bloc
	Response	Food, water, tea and coffee	Steve Bloc Kindly provided by (business) available in the Emergency Support Centre.

Risks type	Phase	Detail	Who and Contact details
<b>Information/ Knowledge/ Skills</b>	Response	Receiving and spreading weather warnings throughout affected areas.	Mary Smith
	Response	Spread news of when Emergency Support Centre is open and where it is located	Jeremy Archer
	Preparation	Communication of relevant information on flood risk, normal reactions to abnormal events, effective preparation, provision for flood response and recovery etc.	Dan Jones
	Preparation & Response	Gathering and keeping local information for emergency services (e.g. locations of vulnerable residents, requests for sandbags, assistance in moving furniture etc.).	Dan Jones
	Preparation, Response & Recovery	Act as the local contact with agencies - One stop shop for response phase	Mary Smith, Sarah Campbell, Jessica Morrow
	Recovery	One stop recovery shop (an information point where community members can go to find out all they need to know to help them recover from a flood).	Arthur Long
<b>Psycho/Social</b>	Recovery	Man the Emergency Support Center to support those affected in the local community and act as a contact point between agencies and local community	Steve Bloc
	Recovery	Organize community supportive gatherings (e.g. coffee mornings)	Elizabeth Bloc

## Support from shops, charities and Organizations

During their Community Resilience Group meeting members will have sought the help of other organizations to help them prepare/respond and recover from flooding. They should use the following table to record in what way these external organizations have committed to help.

Organization	What they do	How they can help	Contact details
<b>Local Supermarket</b>	Retailer of groceries and home products	Will provide additional food, tea, coffee and water to the Emergency Support Centre.	Robert Robinson Local Supermarket 12 Redland Way 0786965847
<b>Example Charity</b>	Provide financial and practical aid to lower income families	Help low income families replace some uninsured home furnishings.	
<b>Example PsychoSocial support line</b>	A telephone counselling service which operates 24/7	Provide a listening ear and emergency support to those facing psychological distress.	
<b>Football Club</b>	Sports Club	Have committed to send a text message to its players in the local area who will turn up to help disseminated and place sandbags.	
<b>...places of worship</b>			
<b>...youth organisation</b>			

## How and when to carry out this plan

### First Steps in an Emergency

1. Ensure you are in no immediate danger.
2. If life is at risk contact Emergency Services (eg. 999)
3. Report the flooding (e.g. to a specific flood number or a appropriate agency)
4. Contact other members of your Community Resilience group through your telephone communication tree.
5. ...
6. ...
7. ...
8. ...

Spreading emergency Agency communication/  
Weather/flood warnings

### Activation triggers

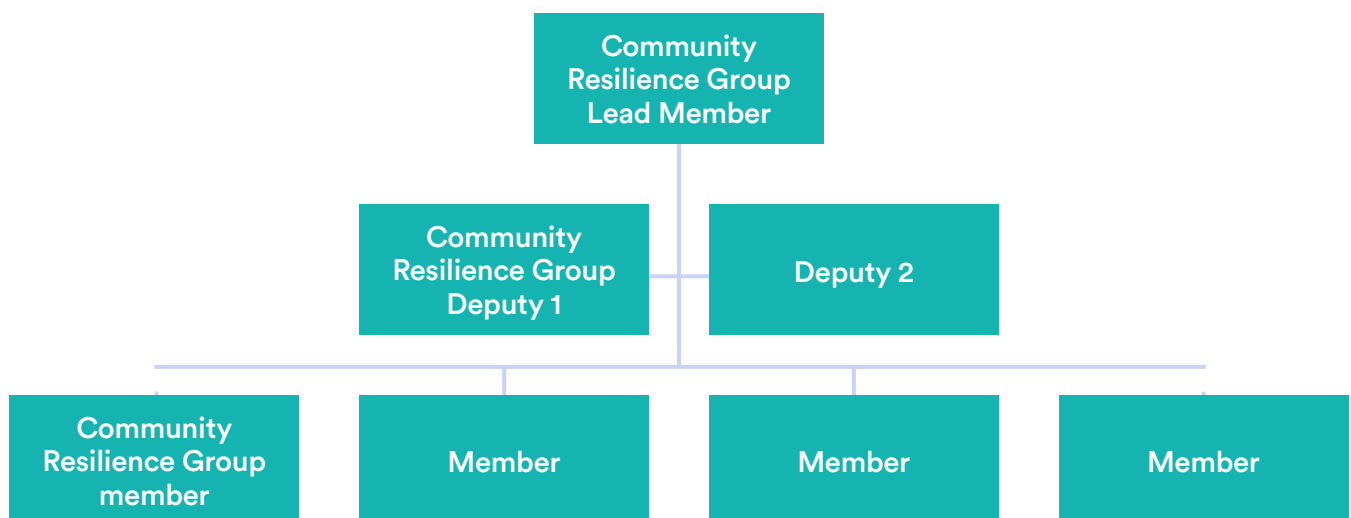
Use this area to detail how your plan will become activated in the event of an emergency. Often this will start with a weather/flood warning from an agency, but if this does not apply your Resilience Group should devise its own trigger to the plan.

Agencies can communicate with the wider community through the Community Resilience Group and their telephone tree and communication plan. This system can be used to spread information on any facet of preparation and recovery, but will also be used in the response phase to spread emergency warnings quickly and effectively. How this is achieved is dependent on the capabilities of the agencies and community (email earnings, text message, social media etc.) It will often be started however by the initial communication between an agency and the Lead Member of the Community Resilience Group, or their deputy.

1. ....
2. ....
3. ....
4. ....

---

## Telephone Communication Tree



## Communication Plan

### Spreading information throughout community

Once the community group has information to share with the wider community, they need a plan on how they will get that information to each community member who would benefit from the information. Again this plan is dependent on the resources and preferences of the particular community. One option is to have members of the Community Resilience group physically spread the information by walking around the community and knocking on their neighbours' doors.

This has the benefit of being sure that the information has been received, but the drawbacks are that it requires time and manpower. Other options include text messages and social media, with their own advantages and disadvantages. It is often useful to have more than one channel of communication to reach all your audience or as a back-up in case the preferred channel does not work. An example of a communication plan is included below.

Community Resilience Group Member	Street Designation	House Designation
Mary Smith	High Street	1-24
Dan Jones	High Street	25-44
Sarah Campbell	Oak avenue	1-12
Jessica Morrow	Bridge Street	1-18
Peter Scott	Bridge Street	19-30
Jeremy Archer	Belmont Road	1,3,5,7,9,11,13,15,17,19,21,23,25,27,29
Leanne Lorrimer	Belmont Road	2,4,6,8,10,12,14,16,18,20,22,24,26,28,30
Steve Bloc	Belmont Road	31,33,35,37,39,41,43,45,47,49,51,53,55,57,59
Elizabeth Bloc	Belmont road	32,34,36,38,40,42,44,46,48,50,52,54,56,58,60
Arthur Long	Deen Street	1-15

## Working with Emergency Responders

In this section the Community Resilience group should list the actions they have agreed with emergency responders to aid them in the event of an emergency:

1. Identify the homes of particularly vulnerable residents.
2. Spread information of the location of the nearest open Emergency Support Centre.
3. ...
4. ...

## Emergency Contact List

Organization	Phone	Address
<b>Emergency Services</b>		
<b>Flood reporting line</b>		
<b>Local Police</b>		
<b>Agency responsible for watercourses</b>		
<b>Agency responsible for housing</b>		
<b>Agency responsible for transport/roads</b>		
<b>Agency responsible for power supply</b>		
...		
...		
...		

# Appendices

## Ethics review and guidelines

1. Will the study involve recruitment of patients or staff through the NHS or use the NHS data or premises and/or equipment?*		x
2. Does the study involve participants aged 16 or over who are unable to give informed consent? (e.g. people with learning difficulties or falls within the Mental Capacity Act 2005)?*		x
3. Does the study involve participants in vulnerable situations or unable to give informed consent? (e.g. children, people with learning disabilities)		x
4. Will the study require the cooperation of a gatekeeper for initial access to the groups or individuals to be recruited? (e.g. students at school, members of self-help or voluntary groups, residents of nursing homes)	x	
5. Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (e.g. covert observation of people in non-public places)		x
6. Will the study involve discussion of sensitive topics (e.g. sexual activity, drug use)?		x
7. Are drugs, placebos or other substances (e.g. food substances, vitamins) to be administered to the study participants or will the study involve invasive, intrusive or potentially harmful procedures of any kind?		x
8. Will blood or tissue samples be obtained from participants?		x
9. Is pain or more than mild discomfort likely to result from the study?		x
10. Could the study induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?	x	
11. Will the study involve prolonged or repetitive testing?		x
12. Will the research involve administrative or secure data that requires permission from appropriate authorities before use?		x
13. Is there a possibility that the safety of the researcher may be in question?		x
14. Does the research involve members of the public in a research capacity (e.g. participatory research)		x
15. Will financial or other inducements (other than reasonable expenses and compensation for time) be offered to participants?		x

The CRUA project requires a consideration of the ethical issues involved in its proposed research. Any Red Cross research which does not require extra internal funding has to be reviewed by NHS ethics committee if it contravenes articles 1 & 2. If any of the other articles are contravened we need to address how we reduce this ethic risk. Below articles 4 and 10 are addressed:

- **Will the study require the cooperation of a gatekeeper for initial access to the groups or individuals to be recruited? (e.g. students at school, members of self-help or voluntary groups, residents of nursing homes)**

It seems very likely that many of the participants in the various studies will be identified by external others. For most instances these will not be true gatekeepers in that they may ease access, but they are unlikely to be able to grant or block access. The groups we are accessing are, at the time of writing, unlikely to be groups of children or vulnerable adults and therefore do not need true gatekeepers. Additionally all participants will individually be given full written information and will give informed consent.

- **Could the study induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?**

The study covers topics of flooding; experiences of past flooding and awareness of potential future flooding. These experiences will certainly have been unpleasant, and perhaps even traumatic. This may mean that there possibility that participants could become distressed. In order to minimise potential fears of disclosure of such information, care has been taken that all information provided will be anonymous and participants will be assured about the confidential

nature of the information provided and the secure storage of related data. A debrief sheet will be given out which includes contact details of counselling services should any distress be experienced.

Additionally some ethical issues common to all research should be addressed thus:

- **Confidentiality/data protection.**

Participant consent forms will be stored in a private file, in a locked filing cabinet, in a secure room. Only the investigators will have access to this file. All electronic data will be saved on an encrypted data stick and on a password protected computer. For most of the research each participant will be allocated an identifier number and all data files will be labelled according to the identifier number.

- **Informed Consent & Right to Withdraw**

Participants will receive a full participant information sheet and will complete a written consent form. The participant information sheet and the consent form includes a paragraph stating that the participant has the right to withdraw from the study at any point without questioning. If the participant wishes to withdraw immediately after the study all data in relation to them, including their consent forms will be destroyed and the participant will not suffer any adverse consequences.



# Interview: Participant Information Sheet

## What is the purpose of this study?

This project is being carried out by the (British) Red Cross with the aim of informing the work we are planning to carry out about flooding in the near future.

## The current study aims to assess:

1. What you think and feel about your community
2. What experiences you have had in relation to past flooding events and what impact these have had.
3. What provisions you feel would help you and your community prepare for, respond to and recover from any potential flooding in the future.

## How will the study be carried out?

You will take part in an interview with the researcher. This should last no longer than 45 minutes. You do not have to answer any question you are uncomfortable with.

Participation in this study is completely **VOLUNTARY**.

## Confidentiality

All information provided by participants will remain anonymous and confidential and data will be stored securely in protected files. Only the members of the research team will have access to the recorded interview. Before we use it for our research, we will remove all personal information (names, etc.) from the transcriptions.

## Where will the findings be published?

The findings of this study may be published in a Red Cross research document, and discussed at a conference organised by the Red Cross. However no identifying information for any participant will be published.

Please note that you can withdraw from the study at any time without explanation. If you wish to discuss this study with me further, or require any additional information, please do not hesitate to contact me.

## Researcher Contact Details

**Dr Lee Devaney**  
**British Red Cross**  
**LDevaney@redcross.org.uk**  
**(phone number)**

## Interview: Participant Consent Form

Research Title: Community Resilience in Urban Areas Needs Assessment

Researcher:

Participant:

Thank you for participating in the study, could you confirm that you agree to take part in the study: Yes

And that you are doing so of your own free will?

That you have been given full information on the study?

That you have had the opportunity to ask any questions regarding the research?

That you understand that you have the right to withdraw from the study at any time during the interview without giving an explanation?

That you know you can withdraw your data up to four weeks after the interview today without giving an explanation?

That your data will be held confidentially and if used in the final report will be attributed to a pseudonym?

Signed: \_\_\_\_\_