



USAID South Pacific

THE
COASTAL
COMMUNITY
ADAPTATION PROJECT

C-CAP

***Climate Change Disaster Risk
Response Plan Facilitation Guide***



Lesson Plan 6: Community Disaster Response Plan

Time: 2-3 hours

Facilitators:

- Country Mobilizer
- C-CAP Technical Team Member(s)
- Host Country Government Counterpart

Participants: C-CAP Community Committee
Representatives from all vulnerable groups

Learning Objectives: By the end of this session, participants will:

- Develop their community specific disaster reduction & response plan;
- Clearly define community responsibilities with regards to implementing the plan and outline timeframes and responsible people;
- Clearly identify people in charge for the different actions and for the liaison with provincial/national government;
- Identify how best to incorporate actions into BAU in the community and make them sustainable.

Lesson Plan		
Session Segments and Material Used:	Activities and Instructional Sequence:	Facilitation Tips
<p>1. Motivation (10-15mins.)</p> <p>Materials & Handouts:</p> <ul style="list-style-type: none"> • <i>Newsprint</i>—Session Title and Objectives List • <i>Newsprint 2 from Lesson 5</i> 	<ul style="list-style-type: none"> • Review Newsprint – Session Title and Objectives • Ensure that the plan in this lesson is developed with the participation of community members including men, women, youth and people with disabilities) • Note to group that after all the lessons in the previous sessions, the community is now ready to develop their own disaster response plan: <ul style="list-style-type: none"> ○ Determine first what communities understand about the relevance of the information that was previously collected and how it will be used in the development of the disaster reduction & response plan. ○ Highlight the points they raised • Pose question to the group: <ul style="list-style-type: none"> ○ If there was a disaster plan, does it include actions presented in the previous lesson? ○ If there is no plan, what actions should be implemented before and after an event 	<ul style="list-style-type: none"> • <i>Important to motivate them by saying that they are now ready to develop their own disaster response plan. Acknowledge the traditional wisdom that exists in the community and explain that this needs to be coupled with the information gathered from the previous lessons to develop a comprehensive disaster response plan for their community.</i> • <i>In many cases the points raised are likely to be indicators of what the community values or what the community perceives as issues that need to be dealt with.</i> • <i>Important to highlight that the community will own the disaster response plan and will have the primary responsibility of implementing it and</i>

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		<p>therefore, their participation in the development process is vital. They are in the best position to identify what they are able to do, how they will do it and how they intend to fit disaster response into their daily lives as a lifestyle choice and not an externally imposed idea.</p> <ul style="list-style-type: none"> Outlining the challenges and successes from other existing action plans will provide pointers on what to consider as red flags when developing the disaster response plan and what successes can be replicated in the disaster response plan.
<p>2. Presentation (15 - 20 mins.) Materials & Handouts:</p> <ul style="list-style-type: none"> <i>Posters:</i> <ul style="list-style-type: none"> How the plan is prepared What questions does the plan answer 	<ul style="list-style-type: none"> Facilitate discussion on what disaster response activities are happening in other communities. Highlight the response activities in the disaster management cycle introduced during the risk reduction planning Reiterate that Disaster risk reduction and risk management are a process that begins with disaster preparedness, response and finally recovery and that it is a living process. Introduce Colour coded warning systems (Country Specific). Explain that there are different alerts and colour codes for different types of disasters. Work on the risks that the community has previously identified and explain the colour coded warning systems that are in place. (Country Specific). What can be done at different alert levels and who should be responsible? Think about how the community structure is set up and what disaster management activities can happen at different levels of the structure. 	<ul style="list-style-type: none"> It will be most useful to begin the colour coding with the disasters/risks that have been identified and prioritized by the community (in previous lessons). Note that some disasters/risks may not have been identified but may occur based on climate projections. Come prepared with ALL information collected in the previous lessons
<p>3. Practice (guided) (20 mins) Materials & Handouts:</p> <ul style="list-style-type: none"> 1 PowerPoint Slide—Existing Community structure (if it exists) 	<ul style="list-style-type: none"> Using the disaster risk reduction plan discuss the potential responses for each disaster/hazard identified in that plan Split the community back into groups (men, women and youth) and ask each group to develop a response plan for presentation to the community 	<ul style="list-style-type: none"> Ask probing questions to make them think about the options that they have and how they can implement them. It's important to ask communities to think deeply



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<ul style="list-style-type: none"> All newsprint from previous lessons 	<p>pleanary</p> <ul style="list-style-type: none"> Develop response plan: <ul style="list-style-type: none"> After discussing the color coded warning systems for the different disasters, we must now think about what this means for the community. Discuss actions to help the community before, during and after the event (link it to the color coding) Identify the person in charge of these actions and the resources needed for these actions to be successful Also include a column for the chain of command. Note: this needs to coincide with NDMO (DISMAC) protocols Assess how long it will take for these actions to be implemented (early planning) Discuss how to disseminate this information to the whole community (that can be an action in itself) 	<p>about their roles and responsibilities with regards to disaster risk reduction and disaster management. Note – they need to understand that disaster risk reduction and disaster management is everybody’s business and therefore everyone in the community has a role to play. Important to make them understand that disabled people in the community also have a role to play and need to be considered. They are also more vulnerable and need special attention.</p> <ul style="list-style-type: none"> Examples to be given: install an early warning system: how long till you can buy and install new sirens? Plan for a first aid training Plan drills for the evacuation plan
<p>4. Application Exercise (2-2.5 hours)</p> <p>Materials & Handouts:</p> <ul style="list-style-type: none"> Newsprint Markers 	<ul style="list-style-type: none"> Use Newsprint to develop your actions into a plan Fill in the columns based on the context of the groups that they are in. ▲ Note that members in the different groups will come up with different ideas and different ways to reduce or respond to the risks that they have identified. Always ensure all community groups, including people with disabilities are taking part in the planning process. Have the groups present their plans (Newsprint) and have the whole group discuss and comment them. 	<ul style="list-style-type: none"> Assign one C-CAP staff member to each sub-group. The C-CAP staff’s role is to give guidance, to keep work progress on track, and most importantly, to: ask guiding questions Consider concentration span and take a break if needed. When working in a large group, try and ensure everyone participates by asking questions and directing them at individuals. (tricky as you have to be conscious of culture and traditions here)
<p>5. Testing & Evaluation (10 mins.)</p> <p>Materials & Handouts:</p> <ul style="list-style-type: none"> Filled in columns on newsprint PowerPoint slide with 	<p>▲ Go through the filled in tables to make sure that it includes all that the community wants and that roles and responsibilities are clearly defined. These plans need to be agreed on by the whole community before being sent to NDMO for approval.</p>	<ul style="list-style-type: none"> Questions may arise on what external help is available to help them implement the plan. It is a good idea to clearly define what

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columns filled in	<ul style="list-style-type: none"> • Reiterate that the community owns the plan and that it is primarily their responsibility to make it work and to update. • Review objectives and think about the way forward • Thank group. 	<i>C-CAP can and cannot do so that they are aware of this and they do not have high expectations.</i>