Pre-Meeting Set-Up

Module 2: Conducting the Meeting

(Estimate 30 minutes to complete)

# **Goals**

# **Suggested Materials**

* 8.5 x 11 blank office paper
* Pens
* Markers
* 2-3 sticky notepads in different shapes or colors
* Flipchart pads with sticky backs and easels
* Participant sign-in sheet
* Participant packets (agenda, slide deck, worksheets, name tags/table tents)
* Computer
* Projector
* Screen

HOST: To prepare for the meeting; gain familiarity with the meeting space, technology, and resource materials; and confirm that all preparations for hosting the meeting have been completed.

FACILITATOR: To prepare for the meeting; gain familiarity with the meeting space, technology, and resource materials; and confirm that all preparations for facilitating the meeting have been completed.

# **Tasks**

* Set up and test all audio and visual equipment (e.g., computer, projector, screen).
* Load and test all presentations on the computer (slide deck).
* Prepare tables (e.g., distribute paper, pens, markers).
* Set up registration table (sign-in sheet [see Appendix A], participant packets, name tags/table tents).
* Check facilitation supplies (markers, sticky notes, flipchart paper).
* Make warm-up activity card decks (see Appendix A).
* Set up breakfast and beverages, if applicable.

# **Instructions**

1. Use the “Supplies and Set-Up Checklist” (Appendix A) to confirm that all necessary components are in the meeting room and in working order.
2. Move flipchart pads, markers, and easel to the front of the room in view of all participants.
3. Place paper, markers, and pens at each participant’s place at the table.
4. Station the sign-in sheet (Appendix A) and participant packets so they are easily accessible at a table near the entrance to the room. If participants are assigned seats, make sure name tents are easily visible.
5. Place facilitation supplies (e.g., timepiece, extra markers, tape, paper, sticky notes, guidebook, warm-up activity card decks) in an area accessible to the facilitator.

# **Facilitation Tips**

* The host, facilitator, and any support staff (e.g., note taker) should arrive at least an hour prior to the meeting to set up. Alternatively, set-up can be completed the day before the meeting.
* If you are serving breakfast, confirm with the caterer that the food will arrive on time.
* Presenters often make last-minute changes to their slides. Ask for final slides ahead of time, and be prepared for last-minute changes.

Pre-Meeting Welcome

(Estimate 30 minutes to complete)

# **Goals**

HOST: To welcome participants, introduce yourself to attendees, and thank them for attending.

# **Suggested Materials**

* Sign-in sheet
* Participant packets
* Projection: Welcome slide from slide deck

FACILITATOR: To welcome participants, introduce yourself to attendees, and thank them for attending.

PARTICIPANT: To meet the host and other meeting attendees.

# **Tasks**

* Greet participants and thank them for attending.
* Introduce participants to each other and encourage mingling.
* Sign participants in and distribute packets.
* Help participants find their seats.

# **Instructions**

1. As participants arrive, greet each, ask them to sign in, provide them with a meeting packet, and encourage them to find a seat at a table with other participants they do not know.

# **Facilitation Tips**

* Participants tend to arrive about 30 minutes early, especially if breakfast is served. Be prepared!
* To foster networking and collaboration, make sure people avoid sitting with individuals from their own agencies or have assigned seating. Use the introductions as an opportunity to shuffle seats.

Activity 1: Welcome and Overview

(Estimate 58–85 minutes to complete)

# **Goals**

# **Suggested Materials**

* [Warm-up activity card deck](#WarmUpCardDeck)
* Projections: warm-up activity slide, housekeeping and presenter’s overview slides
* Handout: study summary
* Markers

HOST: To frame the meeting, introduce the facilitator, provide an overview of the day, and encourage networking and participation throughout the meeting.

FACILITATOR: To present general housekeeping information, lead the warm-up activity, introduce the first presenter, and lead the discussion following the presentation.

PRESENTER: To provide an overview of disaster recovery and its connection to community health, resilience, and sustainability.

PARTICIPANT: To get to know the other attendees; understand the meeting’s objectives and agenda; and learn about disaster recovery and its connection to community health, resilience, and sustainability.

# **Tasks**

* HOST welcomes participants and introduces the meeting facilitator.
* FACILITATOR reviews housekeeping items.
* FACILITATOR leads warm-up activity.
* FACILITATOR introduces the first presenter.
* PRESENTER provides an overview of disaster recovery, health, resilience, and sustainability.

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| --- | --- |
| **Suggested Video** (11 minutes, 29 seconds)  This Federal Emergency Management Agency (FEMA) video describes how St. John the Baptist Parish in Louisiana implemented the National Disaster Recovery Framework to plan for its long-term recovery following Hurricane Isaac. Use this video to stimulate discussion if there is no local expert to speak about post-disaster recovery planning.  Link: <http://www.fema.gov/media-library/assets/videos/83137> | ../../../../../Desktop/Screen%20Shot%202016-08-04%20at%209.34.04%20A |

* FACILITATOR leads discussion and answers participants’ questions.

# **Instructions**

1. HOST welcomes the participants and shares the objectives for the day (can be taken from the section “The Importance of Public Engagement” under “Understanding Disaster Recovery Planning”).
2. HOST introduces the FACILTATOR, who leads a round of introductions in which each person in the room shares his or her name, organization, and sector.
3. FACILITATOR provides housekeeping updates to the participants.

Talking Points:

* Overview of agenda
* Content of participant packets
* Availability of food and beverages
* Timing of breaks
* Use of technology
* Locations of bathrooms
* Emergency evacuation procedures
* Basic ground rules

1. FACILITATOR leads the warm-up activity (see “Warm-up Activity: Card Deck” in Appendix A). Pass around two decks of cards, and instruct each participant to take one of each color. One deck contains “Sectors”; the other contains “Characteristics Associated with Vulnerability.” Participants will consider their cards, and each will share with the group one way the sector could intervene to reduce or mitigate the vulnerability characteristic. Since these cards will be picked at random, participants will be asked to make suggestions for unfamiliar sectors in order to encourage discussion at each table.

Examples:

* Service or fraternal sector + those who are older adults = develop neighborhood programs to check on older adults after a disaster.
* Media and communication sector + those who are not native English speakers = ensure that messaging about recovery support is provided in multiple languages.
* Law enforcement sector + those who did not obtain a high school diploma = work with the education sector to review and update truancy regulations.

# **Facilitation Tips**

* Check in with participants to make sure they can hear the host, faciltiator, and presenter and can see the projection screen and flipchart paper.
* Basic ground rules include “share the airtime,” use “I” statements, one speaker at a time, all ideas are valid, ask questions before you try to persuade, choose to be present, and be brief. Ask participants whether there are other ground rules they would like to establish.
* Throughout the meeting, you can elect to use individual reflection, peer sharing, small-group or table discussions, or large-group or room discussions. Each method allows participants to process information in different ways, and mixing up the interactions encourages contributions from many rather than few. Use your judgment about what kind of thinking and processing method is needed based on the room’s energy level.

1. FACILITATOR introduces the first PRESENTER, who provides an overview of disaster recovery planning and its potential to contribute to improvements in health, resilience, and sustainability. If no one is available to make this presentation, consider screening the “suggested video” provided earlier.
2. FACILITATOR leads a discussion with participants following the overview. If necessary, the facilitator can use these questions to initiate discussion among participants:

* What stood out for you?
* What seems new to you or difficult?
* What seems normal and routine?
* How would you define a healthy community? A resilient community? A sustainable community?
* How would you define long-term disaster recovery?

# **Facilitation Tips**

* When leading a discussion, ask one question at a time, and wait at least 10 seconds for responses. Use open-ended questions rather than “yes” or “no” questions. Ask “who,” “what,” “when,” “where,” “why,” and “how” questions.

Activity 2: Community Vision

(Estimate 45 minutes to complete)

# **Goals**

HOST: To develop a shared understanding of the commonalities among sector and organizational visions; to demonstrate to the participants how their individual visions for the community overlap and how what they do is connected to community health, resilience, and sustainability.

# **Suggested Materials**

* Flipchart pads and easel
* Markers
* Sticky notes

FACILITATOR: To lead participants through two discussions while taking notes on flipchart paper.

PARTICIPANT: To understand the collective goals of all the sectors and organizations represented at the meeting and to recognize that working together would benefit the entire community.

# **Tasks**

* FACILITATOR prepares for this activity by labeling one flipchart page “Community Visions” and one “Next Steps: Vision.”
* FACILITATOR guides participants through two discussions while taking notes on flipchart paper.

# **Instructions (Part 1)**

1. FACILITATOR asks each participant to share his or her sector’s or organization’s vision for the community and records the visions on the flipchart page labeled “Community Visions.” Use as many sheets of flipchart paper as needed. This activity can be done as a large group or as table groups whose input is then shared with the larger group.
2. After each participant has had the opportunity to share, FACILITATOR asks the participants to review the information on the flipchart paper and identify common themes among the visions.
3. FACILITATOR highlights the common vision themes on the flipchart paper using markers or sticky notes. After the common themes, or vision elements, have been identified, it may be helpful to write them on a fresh sheet of flipchart paper titled “Common Vision Elements.”

Talking Points:

* Establishing a shared vision and aligning plans to support that vision before a disaster occurs may enhance the community’s recovery.
* Recovery from disasters is an opportunity to advance this vision and create a healthier, more resilient, sustainable community.

# **Instructions (Part 2)**

1. FACILITATOR invites participants to reflect on the implications of a having a shared vision for disaster recovery planning using the group discussion prompts below, while taking notes on the flipchart page labeled “Next Steps: Shared Vision.”

Group Discussion Prompts:

* How have community visions been established in the past in our community?
  + When does/should this happen collaboratively?
  + When does/should this happen individually?
* How do each of your organizations’ visions connect to health, resilience, and sustainability?
* What opportunities are there to develop a collective vision?
* What would be different if we had an aligned or collective community vision?

Activity 3: Local Context

# **Facilitation Tips**

* When documenting discussions on flipchart paper, write in large, clear, thick print and alternate marker colors to help participants separate statements.
* Use markers in other colors or sticky notes to call attention to specific ideas.
* Avoid using light-colored makers as they are difficult to see from a distance.

# **Key Terms**

*Healthy Community:* One in which a diverse group of stakeholders collaborate to use their expertise and local knowledge to create a community that is socially and physically conducive to health. Community members are empowered and civically engaged, ensuring that all local policies consider health. The community has the capacity to identify, address, and evaluate its own health concerns on an ongoing basis, using data to guide and benchmark those efforts. As a result, a healthy community is safe, economically secure, and environmentally sound, as all community members have equal access to high-quality educational and employment opportunities, transportation and housing options, prevention and health care services, and healthy food and physical activity opportunities.

*Resilience:* The ability to prepare and plan for, absorb, recover from, and adapt more successfully to adverse events.

*Sustainability:* The ability of communities to thrive consistently over time as they make decisions to improve the community today without sacrificing the future.

Source: IOM (Institute of Medicine). 2015. *Healthy, resilient, and sustainable communities after disasters: Strategies, opportunities, and planning for recovery.* Washington, DC: The National Academies Press.

(Estimate 45–55 minutes to complete)

# **Goals**

HOST: To share information about the current state of assessment and planning in the community, including existing assessment and planning activities, opportunities for alignment among plans, and opportunities to modify those plans.

# **Suggested Materials**

* Projection: local context slides
* Handout: local context presentation summary

FACILITATOR: To ensure that participants have the information they need to take strategic action.

PRESENTER: To present the findings from the scan of community plans, planning processes, and other community data.

# **Tasks**

* PRESENTER provides a presentation on the local context, including findings from the local planning scan.
* FACILITATOR explains the purpose of this activity to the participants and leads a discussion with participants after the presentation.

# **Instructions**

1. FACILITATOR introduces the local context activity to the participants.

Talking Points:

* + During this activity, we will learn more about what is going on in our community.
  + First, we will create a big-picture view of what type of planning is currently going on across organizations, within the community, and beyond.
  + Second, we will explore what community factors might shape our planning and recovery actions.
  + We will consider data on the current well-being of the community, the sector and organizational skills and resources that can be leveraged to accomplish our actions, and the efforts that are already under way to improve disaster recovery.

1. PRESENTER presents a summary of the local context findings.
2. FACILITATOR leads a group discussion about the local context presentation and findings.

Group Discussion Prompts:

* What facts or figures stood out to you in the presentation?
* What surprised you? What concerned you?
* What information is missing, or what would you like to know more about?
* What plans exist in the community?
* How are planning processes conducted, and who is involved?

Activity 4: Planning Workshop

(Estimate 65–85 minutes to complete)

# **Goals**

HOST: To examine sector- and organization-specific plans and planning processes for opportunities to incorporate health.

# **Suggested Materials**

* Flipchart paper labeled “Next Steps: Planning”
* Markers

FACILITATOR: To identify three to five concrete ways in which sectors and organizations can integrate health into their existing plans and planning processes.

# **Tasks**

* FACILITATOR explains the purpose of this activity to the participants and helps small groups identify opportunities for modifying their organizational/community plans and planning processes to promote a healthy, resilient, sustainable community.
* PARTICIPANTS discuss their organizational/community plans and planning processes in a small group of peers, obtaining feedback from other group members on how to modify those plans and processes to incorporate strategies for promoting health, resilience, and sustainability.
* PARTICIPANTS share with the entire group one or two potential changes that could be made to their plans and planning processes.

# **Instructions (Part 1)**

1. FACILITATOR explains the planning workshop activity to the participants.

Talking Points:

* The purpose of this activity is to review and reflect on existing plans and planning processes and consider how they can be modified to improve health, resilience, and sustainability after a disaster.
* First, I’ll ask you to silently read and reflect on your plans and planning processes. Then, you will work together in small groups (two to three people), and take turns examining your plans and planning processes and brainstorming ways to modify or improve them.

1. FACILITATOR asks participants to *silently* read and reflect on their plans after reading aloud the reflection prompts below.

Reflection Prompts:

* + How does your plan or planning process support the common vision elements we identified earlier?
  + Where are the concepts of health, resilience, and sustainability reflected in your plan or planning process?
  + Where are the opportunities in your plan or planning process to build in strategies for improving health, resilience, and sustainability?
  + What are three to five meaningful changes that could be made to the plan or planning process? What would it take to make those changes?

1. After no more than 5 minutes of silent reading and reflecting, FACILITATOR prompts the participants to divide into small groups of two to three people. Group members take turns sharing their plans and planning processes and obtaining feedback from the other members of their group about how to modify those plans and processes to incorporate strategies that promote health, resilience, and sustainability. Each person will have 10–15 minutes to share his or her planning ideas with other group members.
2. At the conclusion of the activity, FACILITATOR asks each participant to share with the larger group one or two potential changes to his or her plan or planning process identified in the small-group session.

# **Instructions (Part 2)**

1. FACILITATOR leads the participants in a group discussion and takes notes on flipchart paper with the label “Next Steps: Planning.”

Group Discussion Prompts:

* + What opportunities were identified in the small-group sessions to integrate concepts of health, resilience, and sustainability into your plans and planning processes?
  + When does or should planning happen collaboratively? What are the strengths and challenges of collaborative planning?
  + What opportunities are there to develop collective plans?
  + What could be different if we aligned our plans or developed collective plans for achieving our common visions for the community? (The flipchart paper titled “Common Vision Elements” can be referred to during this discussion.)

# **Facilitation Tips**

* During the small-group activity, circulate among the tables to answer questions and keep the participants on track.
* Every 10–15 minutes, provide a verbal reminder to each group to move on to the next person in the group if they have not yet done so.
* If participants do not have an organizational plan to discuss, they can reflect on a general community plan.

# **Examples of Integration of Health, Resilience, and Sustainability into Community Plans**

• Hillsborough County, Florida, has created a Post-Disaster Redevelopment Plan to guide long-term recovery. The plan specifies eight Technical Advisory Committees charged with incorporating and coordinating environmental restoration, housing, and health service recovery issues. Hillsborough County’s entire Post-Disaster Redevelopment Plan is available at <http://www.hillsboroughcounty.org/index.aspx?nid=1795>.

• Pinellas County, Florida, redesigned its health care system to address social welfare and economic stability. These changes and their focus on the most vulnerable populations address many of the elements that improve human recovery after a disaster. Pinellas County’s Post-Disaster Redevelopment Plan is available at <http://www.tbrpc.org/tampabaydisaster/pinellaspdrp/pdf/doc/PinellasPDRP_June2012.pdf>.

• Fairfax County, Virginia, has a Pre-Disaster Recovery Plan that incorporates subcommittees charged with advising on such matters as housing and community services should a disaster occur. Fairfax County’s Pre-Disaster Recovery Plan is available at <http://www.fairfaxcounty.gov/oem/pdrp/pdrp-complete-doc-march2012.pdf>.

Activity 5: Change Analysis

(Estimate 45 minutes to complete)

# **Goals**

# **Suggested Materials**

* Worksheet 2: Force Field Analysis
* Flipchart
* Markers

HOST: To consider the political, social, economic, and structural forces that keep us from or move us toward taking collective action.

FACILITATOR: To explore the barriers and opportunities for disaster recovery focused on community health improvement.

# **Tasks**

* FACILITATOR prepares for the activity by placing three flipchart papers in a row on a wall. Label the middle sheet “Include health focus in community planning efforts.” Label the top of the left sheet “For” and the top of the right sheet “Against.”
* FACILITATOR explains the purpose of this activity, provides “Worksheet 2: Force Field Analysis” (see Appendix A), and leads discussion.
* PARTICIPANTS identify forces that are encouraging and discouraging change in disaster recovery planning, share those ideas with the group, and prioritize them based on how easy they will be to address.

# **Instructions**

1. FACILITATOR explains the activity to participants and passes out “Worksheet 2: Force Field Analysis.”

Talking Points:

• Force field analysis is a decision-making technique that helps in analyzing the pressures for and against change and in identifying the rationale for decision making.

* During this activity, we are going to reflect on whether we should modify the way we do our community planning.

1. FACILITATOR encourages the participants to brainstorm *silently* and complete the worksheets after reading aloud the reflection prompts below.

Reflection Prompts:

* Think about the advantages of collective action. What difference would it make to be able to leverage resources, facilities, training, activities, staff, funding, capabilities, and access to populations of interest?
* Think about the disadvantages of collective action. What risks are involved? What costs are involved? What might have to be given up?
* Think about current or future opportunities to modify plans or engage in collective planning processes. How can you experiment with doing things differently?
* Think about current or future threats to success. What challenges will you encounter in changing the way things are currently done?

1. After no more than 5 minutes of silent brainstorming, FACILITATOR asks participants to discuss their worksheets in small groups of two or three for about 15 minutes.
2. FACILITATOR brings the small groups together to share their ideas and takes notes on the flipchart paper, noting the positive forces, or those encouraging change, on the “For” paper and the negative forces, or those discouraging change, on the “Against” paper.
3. After all ideas have been shared, FACILITATOR asks participants to share the most important forces moving them toward change and the most important forces holding them back from change. FACILITATOR highlights those items on the flipchart paper with a marker of a different color or with sticky notes.

# **Facilitation Tips**

* During this small-group activity, circulate among the tables to answer questions and keep the participants on track.
* Invite participants to use the “five whys” method to dig deeper. When someone shares a force, particularly a negative one, ask why multiple times to get at root issues.
* Prompt the group to think about factors related to people, power, politics, process, policy, place, and infrastructure. They can also consider forces within and beyond their control/influence.

Activity 6: Alignment and Next Steps

(Estimate 60 minutes to complete)

# **Goals**

FACILITATOR: To establish commitment, engagement, and expectations for next steps.

# **Suggested Materials**

* Handout: Worksheet 3: Circles of Involvement
* Worksheet 4: Actions
* Completed flipchart papers from earlier activities
* Flipchart papers labeled “Commitment,” “Action,” and “Involvement”
* Markers

# **Tasks**

* FACILITATOR prepares for the activity by reorganizing the flipchart papers so that the “Next Steps: Vision,” “Next Steps: Planning,” Force Field Analysis summary, and any other summary pieces are posted in the same general location. Label three flipchart papers “Commitment,” “Action,” and “Involvement.”
* FACILITATOR asks the participants to reflect on the day, leads participants in discussion, and takes notes on flipchart paper.
* PARTICIPANTS identify what they are committed to doing after this meeting, what actions are needed to make those commitments happen, and what level of involvement they want to have in taking those actions.

# **Instructions (Part 1)**

1. FACILITATOR asks participants to reflect silently on the day after reading aloud the reflection prompts below. FACILITATOR should use the flipchart pages to provide examples as indicated in brackets below.

Reflection Prompts:

• We shared our visions for the community and found that we have [example themes from flipchart pages] in common.

• We learned about efforts to assess our community’s needs and assets and about its existing plans and planning processes.

• We developed ways to incorporate the concepts of health, resilience, and sustainability into our individual sector and organization plans. [Provide a few examples from the earlier discussion.]

• We identified some of the forces pushing us to change and those holding us back. [Name major forces from flipchart pages.]

1. FACILITATOR leads participants in a group discussion about the day. Start by having each person share one thing that stood out to him or her. After that, invite anyone to ask questions.

Group Discussion Prompts:

• What moments of today’s meeting were most memorable for you? What “aha” moments did you experience?

• What aspects of integrating health, resilience, and sustainability into your planning excite you? Which create angst?

• What major obstacles would you need to overcome to change the way you plan?

• What will be different if you succeed in changing the way you plan?

# **Instructions (Part 2)**

1. FACILITATOR leads participants in a group discussion to identify what they are committed to doing after this meeting, while taking notes on the flipchart paper labeled “Commitment.”

Group Discussion Prompts:

* What would you like to see change as a result of our discussions today?
* What are you committed to doing as a sector/organization?
* What are you committed to doing as a collective group?

1. After establishing the group’s commitment, FACILITATOR leads a group discussion to identify what actions participants need to take in the next 90 days to realize the changes to which they are committed. Capture these actions on the flipchart paper labeled “Action.”

Group Discussion Prompts:

• To effect change (i.e., make our commitments real), what would need to happen first?

• What information or resources do we need?

• How can we overcome resistance and opposing forces?

1. FACILITATOR then distributes Worksheet 3: Actions (see Appendix A) and asks participants to note silently what actions they are committed to taking as individuals, at their organization or in their sector, and as part of a collective group. After participants complete the worksheet, FACILITATOR collects them to include in post-meeting documentation.

Reflection Prompt:

* What can we do as individuals, as sectors/organizations, and as a collective group to take action for change in the next 90 days?

1. FACILITATOR distributes Worksheet 4: Circles of Involvement (see Appendix A) and reads aloud the levels of involvement detailed on the worksheet. FACILITATOR then asks participants to identify what level of involvement they want to have moving forward. As participants self-identify, FACILITATOR notes the organizations represented by the participants on the flipchart paper labeled “Involvement.”

Group Discussion Prompts:

* Who else needs to be involved?
* Who is missing from the discussion today?

Activity 7: Resolve and Adjourn

(Estimate 10–15 minutes to complete)

# **Goals**

FACILTIATOR: To reflect on the work to be done.

HOST: To thank the participants for coming.

# **Tasks**

* FACILITATOR leads the closing activity.
* HOST provides concluding remarks.

# **Instructions**

1. FACILITATOR asks small groups of participants to answer one of these prompts:

* Planning is like [dancing/building a house/a ship] because \_\_\_\_\_\_\_\_\_\_\_.

1. After 5 minutes of discussion, FACILITATOR invites a member of each small group to share that group’s answer with the larger group.
2. HOST provides any final remarks, thanks participants for attending, and lets them know what kind of follow-up they should expect and when to expect it. (The Evaluation Template in Appendix A can be passed out at the meeting or emailed at a later date.)

Post-Meeting Documentation

(Estimate 30 minutes to complete)

# **Goals**

HOST: To document what has been accomplished.

# **Suggested Materials**

* Notes template
* Camera

FACILITATOR: To assist the host with documenting all meeting products and room clean-up.

# **Tasks**

* HOST thanks participants and answers any final questions as they depart.
* FACILITATOR begins to document all meeting products (e.g., flipchart notes) and clean up.

# **Instructions**

1. HOST and FACILITATOR take photos of all flipcharts and document all meeting products.
2. HOST and FACILITATOR collect remaining supplies and reset the room as it was found.