

NEIGHBOURHOOD EMERGENCY PREPAREDNESS PROGRAM

FACILITATORS' LESSON PLAN - MEETING #1 (2nd Version)

CONTENT	METHOD	EST. TIME
A. INTRODUCTIONS		5 MIN
Facilitator's Name, Title and Responsibilities	Lecture	
Welcome & Introductions of Participants		
Review Agenda for Meeting: <ul style="list-style-type: none"> - Concept of Neighbourhood Program - Hazards We Face - Emergency Response Cycle - Personal/Family Preparedness - Emergency Supplies - Neighbourhood Team Functions 	Put agenda items onto a flip chart Read aloud	
	Icebreaker	
B. CONCEPT OF NEIGHBOURHOOD EMERGENCY PROGRAMS		10 MIN
What is the Neighbourhood Program	Lecture & Slides	
Provide a bit of history on the program: <ul style="list-style-type: none"> - Originated in Japan & US California State - Well established in southwest portion of BC - Proven success following BC forest fires & floods 		
What are the benefits to neighbourhood preparedness? <ul style="list-style-type: none"> - not going it alone - more self reliant - greater pool of skills and resources 	Brainstorm Aloud	

CONTENT	METHOD	EST. TIME
<p>Provide details of recent emergency/disaster events that have occurred (get information from Local Community Emergency Program Coordinator)</p> <p>Identify type of damage and implications that may occur as a result of each hazard. How would you & your family cope? Emphasize the importance of neighbours helping neighbours</p> <p>Identify any “known” hazards/risks that may directly impact Neighbourhood, such as:</p> <ul style="list-style-type: none"> - gas station at the corner - power plant nearby - industry/business nearby <p>What should they specifically prepare for in their neighbourhood</p> <p>Have a guest speaker address a specific hazard:</p> <ul style="list-style-type: none"> - Local Emergency Program Coordinator - Industry Rep 	<p>Lecture</p> <p>Divide participants into groups and assign each group a different hazard to discuss. Have participants note their findings to report back to everyone.</p> <p>Have each group review aloud their findings.</p> <p>Discuss Aloud</p> <p>Lecture / Slides</p>	<p>10 MIN</p> <p>15 MIN</p>

CONTENT	METHOD	EST. TIME
<ul style="list-style-type: none"> - Know emergency procedures for all hazards: fire / earthquake / flood - Learn first aid - register with Red Cross or St. John Ambulance, etc - Identify 2 potential evacuation routes out of home/workplace - Identify 2 meeting spots where family/friends can gather – neighbourhood assembly point, school, park, etc. - Have an out of area contact: name, relationship and telephone number of someone who lives outside of the area codes 604 & 250 - Familiarize yourself with children's school emergency plan & procedures - Familiarize yourself with local community emergency plan: location of potential ESS reception centers, radio station to listen to for instructions, how to become a volunteer, etc. 	<p>Demonstrate drop/cover/hold Video Option</p>	
F. EMERGENCY SUPPLIES		10 MIN
<p>Identify essential supplies to include in an emergency kit – enough for every member of the family</p> <p>Address importance of storing supplies in easily accessible location</p> <p>Emphasize need to maintain emergency supplies:</p> <ul style="list-style-type: none"> - change batteries at least twice a year - change water every 3 months or have bottled water - change food supply at least once a year 	<p>Lecture & Slide</p> <p>Have participants brainstorm on any other required supplies</p>	

CONTENT	METHOD	EST. TIME
Revisit Road to Readiness: <ul style="list-style-type: none"> - 2 meetings/training by Neighbourhood Facilitator - Additional meetings – 3/year of Neighbourhood Team to continue planning and keep team motivated - Facilitator to return to help conduct Neighbourhood exercise - Include social activities to help keep team motivated 	Handout – Road to Readiness	
H. NEXT STEPS AND CLOSURE		10 MIN

FACILITATOR'S NOTES

MEETING #1

A. INTRODUCTION (5 MINUTES)

1. Introduce yourself

Include your name, title, responsibility and brief overview about the municipality's Neighbourhood Emergency Preparedness Program. This will include information such as; when it was established, how many neighbourhoods are part of it, how many citizens are involved, and other facts.

Note to Facilitator: The Neighbourhood Program Coordinator will provide background program information. Ensure it is kept current as the program develops.

2. Welcome, Introductions of Neighbours and any other Guests

Thank participants for their interest and attendance. Thank the "initiator" who organized

the meeting. Thank the person who is hosting the meeting at their home (or other facility) and thank any special guests, such as the Neighbourhood Program Coordinator, Fire Department personnel etc.

Ask participants to introduce themselves (they may know each other but you do not know them). Cover any housekeeping items, such as washroom location or coffee provided etc. Tell them when the meeting is scheduled to end and ask if anyone has to leave early.

3. Introduction of Agenda



Note to Facilitator: Review the agenda with the group.

Neighbourhood Program Meeting Agenda:

- Hazards We Face
- Emergency Response Cycle
- Personal/Family Preparedness
- Emergency Supplies
- Neighborhood Team Functions

This presentation will take approximately 1 & 1/2 hours. Please feel free to ask any questions as we go along. I look forward to your participation in this presentation.

B. CONCEPT OF NEIGHBOURHOOD EMERGENCY PROGRAMS (10 MINUTES)

1. How did Neighbourhood Programs Originate?

Neighbourhood Programs originated in California in 1989 as a result of experience from the Mexico City earthquake in 1985. Californians who went to the aid of people in Mexico City observed hundreds of injuries and deaths occurring as citizens attempted to help others with no organization and no training. They originated the idea that neighbours can safely and effectively help their neighbours, when they are trained and organized into teams.

Los Angeles was among the first to adopt the new Neighbourhood Program concepts. In 1994, the Northridge earthquake struck. Neighbourhood Teams responded very effectively. It became very clear that Neighbourhood Programs work.

2. The Benefits of Neighbourhood Preparedness

What are the benefits of Neighbourhood Preparedness Programs?

The great thing about Neighbourhood Programs is that they teach you to do what we know you will do anyway, but to do it better and safer. Not only that, but you don't have to go it alone, you become

more self reliant and you gain access to a greater pool of skills and resources.

3. What is the Neighbourhood Program?



Note to Facilitator: Brainstorm aloud, “How would you define “Neighbourhood?” (single family residential/rural, multi-residential complexes/commercial buildings)

What is it? Why do you need one?

Neighbourhood Programs are designed to help neighbourhoods pre-identify their skills and resources and organize them in case of disaster. Every participating neighbourhood is organized into a team of 7 Response Units to handle the situations caused by a disaster. The purpose is to allow your neighbourhood to be self sufficient for at least 72 hours after disaster strikes.

If your neighbourhood had an organized Neighbourhood Team, many of you would be able to respond effectively and safely to the situations we discussed. The injured and trapped would be helped, the latch key kids would have somewhere safe to go, and the frail elderly would be taken care of.

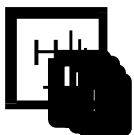
The great thing about a Neighbourhood Program is that you have between you most of the skills and supplies you need to mount a credible response. What it takes is pre-identification of your skills and resources, and organization.

How much time does it take? How often does the team meet? What's involved?

Note to Facilitator: Focus on simplicity!

We know that people have limited time to give. Getting your Neighbourhood Program organized will not take a great deal of your time. You can't expect to have all seven Response Units recruited and ready right away. Start with what you can do easily and progress from there.

THE ROAD TO
READINESS



Note to facilitator: Review the Facilitator Resource Notes: **Milestones to the Road to Readiness** for enhanced information. Provide the group with “The Road to Readiness” handout.

The plan for the Neighbourhood Program is exciting. There are a series of meetings organized as exercises that we suggest to take place over the next 12 months, each one building on the last.

If you meet more often than once every 2 months, you can complete the Neighbourhood Program and a state of readiness in a shorter period of time. It's up to you!

Our next meeting will focus on individual preparedness - getting yourself ready

- A progress meeting follows to spur your activities
- A “table top exercise,” where you learn how a Neighbourhood Team responds
- A “walk-about”, where you actually walk about the Neighbourhood to see if your plans would work

- Then an event planning meeting to review progress and to organize the annual event - like a functional drill perhaps followed by a BBQ.
- And finally your annual event.

Of course, this does not preclude any of the Response Units, like the First Aid members and others to meet in between times to work on your plans.

As your facilitator, I look forward to working with you and helping you develop your Neighbourhood Program through these fun activities.

4. BC's Model for Neighbourhood Programs

BC's model for neighbourhood programs consists of two parts: 1. Personal and family preparedness, and, 2. Developing neighbourhood team functions.

The neighbourhood program is facilitated using a series of meetings. The number of meetings will vary based on the neighborhood's needs.

C. HAZARDS WE FACE (40 MINUTES)

1. Hazards in British Columbia



Facilitator introduces the topic:

When we review the "B.C.'s Emergencies and Disasters", handout we can see that they occur frequently and in many different forms. We started



with earthquakes because they have the greatest potential to cause damage. We talked about the fact that in a major earthquake, the fire, police and ambulance services will be over-stretched. They will respond to priority areas, but will not be able to be everywhere at once. This means that you and your family and friends may be alone to fend for yourselves for three days or more. This means that best source of help is each other through an organized Neighbourhood Team.

Note to Facilitator: Play video, “When Disaster Strikes”. Have participants count the number of communities identified in the video.

Let’s start this meeting with a four-minute video entitled: “When Disaster Strikes”. This will give you some understanding of the different types of disasters, which have happened in B.C. While watching this video identify the different types of disasters depicted. There will be a prize for those of you who get the correct answer.

Note to Facilitator: You must remember to stop the video after you hear the words “Someday this could be you”.

Use the Facilitators’ Notes in the Appendices entitled “Overview of Hazards in B.C.” as a reference to discuss the different types of disaster and the work of Neighbourhood Teams.

Whatever the disaster, a Neighbourhood Program will help you - it may reduce injuries and property

damage or even save your life. Neighbourhood Programs are flexible in their response. For instance, if the disaster is a flood, everyone may be helping to sand bag to protect property. If the disaster is a wildland fire, the priority may be to ensure that everyone is alerted and ready to evacuate the area. If we have a major snow storm, and lose power, your priority may be to check on neighbours, ensuring that help such as food and blankets are provided, especially for frail elderly or disabled.



Now let's get your answers to the different types of disasters mentioned in the video. Who listed four? Now name the disasters:

- floods
- wildland fires
- urban fires
- winter storms

Prize given to those with correct answer.



Note to Facilitator: Have class review slides, posters and pictures. Ask them to identify relevant hazards for their region (forest fires, flooding, severe weather, transportation of dangerous goods, industrial fire/explosions, earthquakes)

Have participants brainstorm aloud about additional hazards they are aware of in their area.

Ask participants if they have any disaster experience and ask them to share.

2. Recent BC Emergencies and Disasters



Note to Facilitator: Have local community Emergency Program Coordinator speak to recent emergency/disaster events that have occurred.

British Columbians have faced several high profile emergencies and disasters over the last 10 years. Here are just a few examples:

Flooding:

Flooding is a common hazard across British Columbia. In fact, an average of \$20 million per year in damages has been recorded as a result of flooding.

2003: Pemberton-Squamish Flooding

In October 2003, Pemberton and neighbouring First nations communities were cut off for days when a record of 369 mm of rain fell during a four-day period. The rainfall caused extensive erosion to stream banks and impacted dykes and bridges. Four lives were lost as cars were swept into waterways. The event resulted in more than \$25 million in damages.

2001: Northeastern BC Flooding

Several days of heavy rainfall in northeastern British Columbia, amounting to more than 200 mm in 72 hours caused flooding, washed out roads and stranded hundreds of people.

Dam Incidents

With more than 2700 dams, across British Columbia, Dam failures could be a potential hazard in your area.

Wildfires

Wildfires are a hazard in nearly every community across British Columbia. The province experiences an average of 2500 wildfires annually resulting in average suppression costs of about \$50 million per year.

1998: British Columbia Wildland-Interface Fires

In the summer of 1998, the province of British Columbia declared the first ever provincial state of emergency as more than 13,500 people were evacuated from their homes

2003: British Columbia Fire Storm

In the summer of 2003, a provincial state of emergency was declared resulting in the largest organized evacuation in Canadian history. More than 50,000 people were evacuated and over 50,000 were put on evacuation notices as 28 significant interface fires threatened communities across the province. October 2003 saw more than 286 active fires and more than 264,000 hectares burned.

With 334 homes and 10 business destroyed, direct costs of the 2003 Fire Storm were estimated at \$500 million with indirect costs, including tourism and agricultural losses, estimated at more than \$1 billion.

Dangerous Goods Incidents

Trucks, trains and ships transport dangerous goods across our province every day, leaving nearly every community at risk of hazardous materials incidents.

2001: Salmon Arm Train Derailment

In 2001, two diesel engines and five grain cars were involved in a train derailment near Salmon Arm. A 10,000 liter diesel fuel tank ruptured, emptying its contents onto the beach at Shuswap Lake, a major source of domestic water supply for local residents.

1997: Lytton Train Derailment

A 77 car freight train derailed near Lytton in 1997 as a result of flooding and a mudslide that washed out the tracks. The train exploded on impact, killing two. Toxic fumes resulted in the evacuation of nearby First Nations reserves for more than six hours.

Severe Weather

Severe weather is another hazard faced by communities across BC.

Avalanches are one example of a severe weather threat that can impact ski facilities, roads, railways, bridges and power lines every year. The provincial government has committed \$125,000 annually over three years towards the Public Avalanche Bulletin and other safety improvements.

More than 100 avalanches occur annually on the Coquihalla Highway alone.

- Between 1885 and 1962, 200 people in avalanches on the Canadian Pacific rail line.
- Between 1978 and 1994, 35 people died in 28 separate avalanches
- In January and February of 2002, 14 people died in avalanches across BC
- The 2002-2003 winter season saw 24 people as a result of avalanche incidents
- In January and February of 2003, 14 people died in two separate avalanches

Earthquakes

British Columbia records more than 1,200 earthquakes each year, although most are too small to be felt. While the earthquake risk in Southwestern British Columbia, where more than 70% of the province's population resides, is well known, the rest of the province is not risk-free. In fact, earthquakes have been felt in Fort St. John, Dawson Creek, Nelson and Penticton over the last several years.

Canada's largest historic earthquake occurred on the Queen Charlotte fault in 1949. The quake had significant impact as far away as Terrace where cars were bounced around and in Prince Rupert where buildings swayed.

Volcanoes

There are four volcanic hazard areas in British Columbia. Secondary hazards related to these volcanoes could include ash fall, landslides, debris flow and flooding

Mt. Baker

The greatest hazard is posed by the Mt. Baker volcano, in the United States about 40 KM south of Chilliwack and 47KM south of Abbotsford. This volcano last erupted in 1880 and is still active.

Lava Fork

Lava Fork, located in the Coast Mountains of Northwestern British Columbia, is the most recently active volcano within the province. One hundred and fifty years ago, this volcano released a 22 KM long river of lava into the valley below, blocking the Blue River and causing the formation of several lakes.



Note to Facilitator: Have a guest speaker address a specific hazard in your neighbourhood.

D. THE EMERGENCY RESPONSE CYCLE (5 MINUTES)

1. The Emergency Response Cycle

Following an emergency, response will occur in a cycle:

- Disaster occurs
- Individuals are self-reliant for at least 72 hours
- Individuals Seek immediate assistance from neighbours

- Local community first responders initiate response to priority calls
- Local community seeks assistance from neighbouring communities as required
- Provincial support is activated
- Federal and international support is activated



Note to Facilitator: In an oral discussion, use a disaster scenario to explain the response cycle. Have students Identify the type of support available at each stage of the cycle.

E. PERSONAL/FAMILY PREPAREDNESS (30 MINUTES)

1. Ten Steps to Becoming Better Prepared

Considering the possible extent of destruction, fire, police and ambulance services would not have the personnel and equipment to respond to all incidents. They must prioritize incidents based on the greatest danger to the greatest number of citizens. They cannot be everywhere at once!

So how will this reality affect you and your family?

Emergency preparedness starts with you. At an individual and family level, you must be prepared to be self-reliant for at least 72 hours following an emergency.



Note to Facilitator: Handout pamphlets on emergency preparedness. Review the 10 steps to becoming better prepared.

There are 10 recognized steps you can take to make sure you are prepared:

1. Get information
2. Identify home hazards & mitigate
3. Gather emergency supplies
4. Know emergency procedures (for all hazards)
5. Learn first aid
6. Plan for evacuation (2 routes)
7. Establish (2) safe meeting spots for family members to gather
8. Have an out of area contact
9. Know your school emergency plan
10. Know your community's emergency plan

Assembling a Home Emergency Supply Kit

GRAB
AND GO
BAG



Ensure Grab & Go Bag is placed on a table or in a position that will be visible to all participants.

Facilitator introduces the **Grab and Go Bag**.

If your home is badly damaged and you need to evacuate either to a neighbour or later to a Reception Centre - this is where the Grab and Go Bag comes in.

Facilitator displays the sample Bag, opens it and displays the contents noting why each is necessary. Make the following points:

- The Bag should be a backpack for easy carrying. All family members that can carry one should have their own – and one at the office.



Note to Facilitator: Have students address any relevant hazards in the room. Have them brainstorm on hazards in their home and/or workplace.



Note to Facilitator: Refer to the sample emergency supply kit. Identify all supplies.



Note to Facilitator: Video option. Show the video, Drop, Cover, and Hold.

2. Specific situations individuals would face



Note to Facilitator: Using a flip chart, write some responses to rhetorical questions.

- Injuries and deaths:
Do you have adequate first aid supplies and would you know how to treat injuries such as sprains or broken bones until help arrives? Do you know who you would turn to in your neighbourhood to help you?

- Property damage - homes destroyed, offices damaged:
Your home may be unlivable. It could be winter. Who would you turn to for shelter?
- Highways and roads damaged and impassable, bridges will structurally fail/collapse or be unusable:

Road and bridge damage could result in multiple car accidents, injuries and snarled traffic unable to move.

Have you thought about what supplies you would need should you have to stay in your car for several hours or walk home?

Road damage may limit or restrict your access out of or into the neighbourhood. Do you have enough water and food to last a few days?

- Utilities out:
Electricity, natural gas, water, sewer services and phones may be disrupted.
Without utilities, you may be without heat, and without any means of cooking food, without light in your home, without water and toilet facilities. Do you have an adequate supply of flashlights and batteries? Do you have a barbecue and or hibachi? Do you have enough water? Do you know how to build a latrine? And have you thought about how you will locate loved ones without a phone?

- Fires:
Do you have fire extinguishers in your home to suppress any fires before they grow too big to handle?

2. How would you cope? Neighbours helping Neighbours



Note to Facilitator: Ask group to respond to these questions:

Could any of you be expected to respond to all of these situations alone?

Who would you turn to in your neighbourhood?

What if your neighbours were trapped or injured, could you help them?

“YOU NEED
EACH OTHER”



Facilitator now closes by writing on the Flip chart
“YOU NEED EACH OTHER.”

F. EMERGENCY SUPPLIES (10 MINUTES)

1. Collective Supplies, Team Member Supplies



Group discussion:

Imagine you are going camping for the weekend. Let's discuss what supplies you would need to make your trip comfortable.

Note to Facilitator: Solicit responses such as: tents, sleeping bag, Coleman stove, cooking

NEIGHBOURHOOD
SUPPLIES

supplies and food, water, flashlights, matches, first aid kit, etc.

Many of you already have these supplies.

When planning our supplies for a neighbourhood, we plan supplies we need to be self-sufficient over the course of 3 days.

Lets look at this general list of supplies required for a Neighbourhood Program and see what you might already have.

Note to Facilitator: Turn to “Neighbourhood Supplies” on the Flip chart.

Go down the list and ask the group who has the supplies checking off supplies that already exist in the neighbourhood- noting the names of those who have them beside each item.

For any supplies that might be missing - you might consider purchasing what you need over time and perhaps collectively for items that may be required in greater volume - such as first aid supplies adequate for the entire neighbourhood.

But don't let any lack of supplies stop you from being part of your Neighbourhood Team - its your skills and interest in helping each other that is most important - Consider what Neighbourhood Response Unit you could best contribute to and how you would best help your neighbours.

Remember the concept of Neighbourhood Programs is not rocket science - rather it works on

the concept that most skills and resources already exist in the neighbourhood - or are certainly easy enough to organize with simple common sense.

F. NEIGHBORHOOD TEAM FUNCTIONS (10 MINUTES)

1. Neighbourhood Team Functions

How is it organized? What teams are involved? How do the teams respond? What should you do to get ready?

RESPONSE UNITS



Note to Facilitator: Refer to the Flip chart that lists the seven Response Units and describe their responsibilities. Provide the group with “The Neighbourhood Response Units” Handout.



The organization is simple.
A Neighbourhood Team consists of 7 smaller teams called “Response Units”. Each is responsible for a different set of functions you will need to carry out so that you can be self sufficient in time of disaster.

Neighbourhood Response Units

The Neighbourhood Leader who provides the overall leadership and coordination of the neighbourhood's plan before, during and after disaster. The leader encourages, monitors and assists individual Unit Leaders to complete their pre-disaster plans and activities.

First Aid - this unit provides on-site first aid care and emotional support to injured neighbours. They select a location for a first aid station in the neighbourhood and plan ahead for any neighbours who may require special care.

Utilities and Fire Suppression - this unit reduces hazards from fire or damaged utilities. They shut off gas meters, electricity and water mains if necessary. They cordon off hazardous areas.

Light Urban Search and Rescue - this unit locates missing neighbours and rescues those trapped and/or injured.

Communications and Transportation - this unit provides a communication link and transportation between teams, and between the Neighbourhood Team Leader and outside resources.

Shelter and Care Giving - this unit provides a safe, clean environment - in addition to shelter, food and care for neighbours who need help after disaster.

Damage Assessment - this unit conducts a rapid and accurate preliminary assessment of the damage in your neighbourhood and then reports their findings to the Neighbourhood Leader.



Note to facilitator: Describe how the response units might set up, respond, and work together in time of disaster.

2. Skills of the Neighbourhood



Facilitator describes scenario:

Imagine you are stranded on an Earthquake Island, what kind of people, occupations or skills would help you most? Consider your home is badly damaged, your family has sustained some injuries, you smell gas, smoke is coming from some parts of the house, you suspect a fire is starting. One of your children cannot be located. The phones are not working.

What occupations would help you most?



Note to Facilitator: Write **Occupations or Skills helping Earthquake Island** on top page of Flip chart.

“OCCUPATIONS
HELPING
EARTHQUAKE
ISLAND”



Solicit responses from the group and write answers on the Flip chart. (See Facilitators Resource notes for lesson plans entitled “Recruiting Team Members” in the Appendices to guide the group for the type of responses you are looking for). Ensure that occupations mentioned cover all the Neighbourhood Response Units.

Responses will not be in any order.

Then review the Flip chart and relate the responses to the Neighbourhood Response Units. For instance; a partial list may look like this. Write

the function or unit next to the occupation. Use short form to fit the Flip chart. If the list is not complete add the response units to the end of the list.

OCCUPATIONS/SKILLS HELPING EARTHQUAKE ISLAND

Group List	Facilitator's List
Nurses	FIRST AID
Fire fighters	FIRE SUPPRESSION
People with First Aid training	FIRST AID
Amateur radio operators	COMMUNICATIONS
Scout or Guide leaders	NEIGHBOURHOOD LEADER
Construction Workers	DAMAGE ASSESSMENT

3. Recruiting Team members

NEIGHBOURHOOD
WORKBOOKS



Note to Facilitator: Have Workbooks available to distribute to those interested. Let the group know that the skills or occupations they would want to help them are those that are needed in a neighbourhood. Emphasize that although not all occupations may exist in a neighbourhood, such as doctors or nurses, a neighbourhood relies on people with related skills or life experiences that will be able to help.

To stress the importance of those with life experiences, ask the following:

- Who has ever had a cooking fire and was able to put it out?
- Who has had children that have hurt themselves and you applied first aid?

Make the point that in our lifetimes we respond and manage many emergencies and that this is essentially what a Neighbourhood Program is all about. But with a disaster we need to get more organized to know where we can help, and who can help us.

Then ask the group about their occupations or skills and the occupations of neighbours that may not be at this meeting, which could help (these may be recruited at a later date). Start at the top of the list: Example: Who here has any type of first aid background? When you receive an answer, write the person's name beside the function on the list. Continue to identify people for all functions. (See below)

OCCUPATIONS/SKILLS HELPING EARTHQUAKE ISLAND

Group List	Facilitator's List	
Nurses	FIRST AID	Keith, Mary
Fire fighters	FIRE SUPPRESSION	Larry
People with First Aid training	FIRST AID	
Amateur radio operators	COMMUNICATIONS	Ross, Jim
Scout or Guide leaders	NEIGHBOURHOOD LEADER	Tom (maybe)
Construction Workers	DAMAGE ASSESSMENT	Gordon

Facilitator – referring to the Flip chart encourages recruitment for Neighbourhood Response Units.

EXAMPLES –

Let's start with the First Aid Unit:

Example: "Mary has taken a First Aid course and Keith works for St. John Ambulance - how about working together on the First Aid Response Unit? You would be great for the job, since First Aid members require first aid training and you both look calm and caring (another requirement for this job.) Thank you Mary and Keith! Here's a First Aid Workbook to help you get started."

Your neighbourhood now has a start on the First Aid Response Unit - you can feel assured that Mary and Keith and others they may recruit over time will take care of any injured neighbours. The First Aid checklist provides the guidelines for carrying out these activities.

Now let's move on to the next Response Unit:

Utilities and Fire Suppression -

Example: Larry was a volunteer fire fighter 10 years ago. His experience will be a great benefit to the Neighbourhood. Now remember, we don't expect you to become firefighters here - much of the work here is prevention and informing residents of the dangers of fighting fires. Would anyone who has an interest like to team up with Larry? Those of you who know how to use a fire extinguisher would be a good start.

Shelter and Care Giving -

Example: Many of you here are parents - that should easily qualify you for this Neighbourhood

Unit. Basically we need a plan for neighbours who have lost their ability to live in their homes - it could be any of you. How about Matthew and Christine - you mentioned you both operated a bed and breakfast?

Great - thanks to you both! Here are your workbooks!

Communications and Transportation:

Example: This job is the important link to the first responders. Now although we have no amateur radio operators identified as yet, the job here is a neighbourhood runner, someone in good physical condition who can either walk or drive to get help. Ross and Jim decide to volunteer. Great congratulations! Here are your workbooks!

Facilitator realizes that group has no identified skills in the following areas (Damage Assessment & Light Urban Search & Rescue) and there are no volunteers either.

Facilitator lets the group know that it's OK. They have a great start on their program and can work on bringing other neighbours together at one of the other meetings to hopefully continue building the team.

Finally, the important job of the Neighbourhood Leader - who oversees the Neighbourhood Team and supports you all in your pre-disaster plans and activities and coordinates the actual response. The Neighbourhood Program Coordinator supports this job. Tom was identified as a good organizer - how about it Tom (Tom says no - not

sure) Well its difficult to have a team without a leader – we’ve come so far - who else will consider this? (If no one comes forward - refer to the neighbour who organized the meeting - this should be discussed with this person before the meeting)

Is there anyone we have missed?

(If someone has not volunteered - Facilitator asks them to consider one unit, even if on a temporary basis to help them get started - they may help others in preparing their Response Units but unwilling to be part of the response)

Congratulations! You are now well on your way to becoming a Neighbourhood Team!

Your first actions are to: Review your unit plans in your workbook and come to the next meeting with any questions or issues you might have.

- reach out to other neighbours who are not at this meeting and invite them to the next one

4. How the Neighbourhood Team is supported

The municipal Neighbourhood Program Coordinator who is _____ in our community supports every Neighbourhood Team. This person is available to your team’s Neighbourhood Leader and helps the development of your team by answering questions, providing information and guidance. Training information such as recommended courses may also be provided by the Coordinator.

The Neighbourhood Program Coordinator also recruits and trains the facilitators that support the various neighbourhoods and as stated previously, I look forward to working with you on your program.

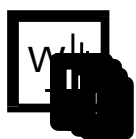
The Neighbourhood Program Coordinator can be reached at phone # and fax #.

H. NEXT STEPS & CLOSURE (10 MINUTES)

1. Things to do before the next meeting

Facilitator emphasizes the importance of individual preparedness. The more prepared we become as individuals - the greater our foundation becomes as a neighbourhood. The facilitator reminds the group that the next meeting is about getting ourselves ready.

INDIVIDUAL AND FAMILY
PREPAREDNESS WORKBOOK



To help them begin this process, the facilitator distributes copies of the Individual and Family Preparedness Workbooks.

Introduce the “**Home Hazard Hunt – Looking out for and Fixing Home Hazards**”. Explain that its purpose is to help identify home hazards in order to fix or eliminate them.

Explain how it works:

- List all the rooms in your home across the top of the columns on the right hand side.
- Go room to room (with family members) noting applicable hazards across the chart.

There is also space on the chart to:

- List locations and check functioning of Utility Shut Offs.
- Locate any Toxic Chemicals to be removed or disposed.
- Check outside hazards.

Once all hazards have been identified plan to “fix them” checking the list when complete.

FOR NEXT
MEETING



The facilitator encourages the group to complete the hunt in preparation for the next meeting. A prize will be given to all those who complete the Home Hazard Household “fix it” list by identifying these hazards. To receive the prize they must bring the list to the next meeting.

PEP BROCHURE



The facilitator lets them know that the “Prepare now for an earthquake in British Columbia” brochure will also help them to complete their home Hazard Hunt.

2. Planning and setting dates for the next meeting

Facilitator lets team know the next meeting is a presentation about getting individually prepared, to discuss hazards other than earthquakes, which are of concern, and to invite any other neighbours

who would be interested in joining the team. Tell the group to bring their workbooks to the next meeting. Facilitator recommends the meeting take place in approximately two weeks. A date, location and time are selected with the group.

The facilitator reminds them of the 3 actions before the next meeting.

- Home Hazard Hunt
- Review Response Unit check list and workbook
- Invite other neighbours to next meeting

2. Meeting Evaluation

EVALUATION
FORMS



Facilitator distributes evaluation forms. The facilitator thanks and congratulates them again. The facilitator lets them know the final step is to complete the unit registration forms.

4. Completion of team registration forms

RESPONSE UNIT
REGISTRATION
FORMS



Response Unit Registration Forms:
The facilitator asks each person who has volunteered for the various unit functions to step forward and then distributes the unit registration form for them to complete. Those who have not volunteered are asked to review their Individual and Family Preparedness Workbook before the next meeting and consider helping some of the Response Units in the preparation stages.