






Aboriginal Disaster Resiliency Planning (ADRP) Faculty Lesson Plan

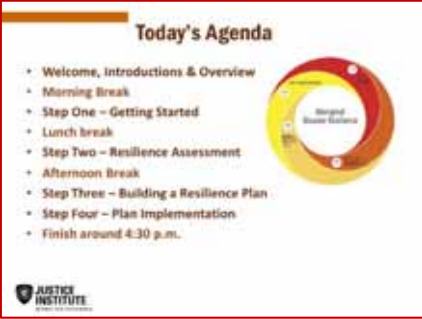

Before You Start

Welcome to the Aboriginal Disaster Resiliency Project (ADRP) Lesson Plan. Before you can conduct the workshop you will need to ensure the following are in place:



<p>Facility</p> <ul style="list-style-type: none"> ✓ Facility to host the workshop ✓ Tables and chairs (to be seated in teams of four) ✓ Internet access (high speed) ✓ Refreshments ✓ Arrangements for lunch (provided on site or close-by) ✓ Arrangements for Traditional Welcome 	<p>Training Resources</p> <ul style="list-style-type: none"> ✓ PowerPoint for lesson plan (memory stick) ✓ Audio-Videos 13 Total ✓ Laptop for facilitator ✓ Speakers for laptop ✓ Projector ✓ Screen or wall 	<p>ADRP Samples/Resources</p> <ul style="list-style-type: none"> ✓ ADRP Guide – Overview & Instructions ✓ Glossary ✓ ADRP Guide – Step One ✓ Working Together: Building a Community Team ✓ Community Mapping ✓ Working Together: Community Acceptance ✓ ADRP Guide – Step Two ✓ Provincial/Territorial Information Guide ✓ Hazard Risk Profile Template ✓ ADRP Guide – Step Three ✓ Working Together: Holding Community Meetings ✓ Collecting Information ✓ Community Profile Instructions ✓ Community Profile Template ✓ Skills & Knowledge Inventory - Interviewing ✓ Aboriginal Resilience & Strategies Report (sample) ✓ Integrated Disaster Resilience Profile Template ✓ Working Together: Creating a Community Vision ✓ Hazards Risk, Resilience & Strategies Action Report (sample) ✓ ADRP Guide – Step Four 	<p>Participants Need to Bring to Workshop</p> <ul style="list-style-type: none"> ✓ 1 laptop (per two people) ✓ Copy of a good quality map of their community ✓ Pen or pencil ✓ Paper <p>Additional Points</p> <ul style="list-style-type: none"> ✓ Faculty lesson plan ✓ Facilitator needs to access ADRP web-site <p>http://adrp.jibc.ca</p> <ul style="list-style-type: none"> ○ Go to Login ○ Use Test as USERNAME ○ Password Test ○ To access community info on Grizzly 🔗 For Home Page Click on Header <div data-bbox="1862 1162 2462 1232" style="background-color: #e67e22; color: white; padding: 5px; display: flex; align-items: center;">  JIBC Aboriginal Disaster Resilience Planning </div>
<p>Training Resources (for each participant)</p> <ul style="list-style-type: none"> ✓ ADRP Workshop Participant Notes ✓ Pathways Handout ✓ Facilitator’s Guide ✓ Resources Guidebook ✓ Reports Guidebook 	<p>Facilitation Key Points</p> <ul style="list-style-type: none"> ✓ Review ADRP Process ✓ Review Frequently Asked Questions (FAQs) ✓ Facilitator’s check list 		



Lesson Plan



Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥 Use Internet 📄 Handout	Slide or ADRP Screen
09:00 <i>5 minutes</i>	Traditional Welcome	Begin PowerPoint <ul style="list-style-type: none"> • Welcome & thank you 📄 • Facilitate Traditional Welcome • Introduce yourself 📄 	
09:10 <i>10 minutes</i>	Introductions	➤ Ask people to introduce themselves using the points on the slide 📄	



Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥 Use Internet 📄 Handout	Slide or ADRP Screen
09:20 <i>2 minutes</i>	Today's Agenda 📄 ADRP Workshop Participant Notes	➤ Review housekeeping items <ul style="list-style-type: none"> • Clarify about breaks • Catered lunch • Finish time around 4:30 pm. • Exits and washrooms ➤ Introduce the ADRP Workshop Participant Notes ? Ask "Do you have any questions?" 📄	 <p>Today's Agenda</p> <ul style="list-style-type: none"> • Welcome, Introductions & Overview • Morning Break • Step One – Getting Started • Lunch break • Step Two – Resilience Assessment • Afternoon Break • Step Three – Building a Resilience Plan • Step Four – Plan Implementation • Finish around 4:30 p.m. <p>JUSTICE INSTITUTE</p>
09:22 <i>4 minutes</i>	Purpose <ul style="list-style-type: none"> • Definition 	? Ask "What do you think disaster resiliency is?" <ul style="list-style-type: none"> • Acknowledge responses and add additional points ? Ask "Do you have any questions?" 📄	 <p>What is Aboriginal Disaster Resiliency?</p> <ul style="list-style-type: none"> • The ability to survive and thrive in the face of uncertainty • The ability to anticipate and prepare <ul style="list-style-type: none"> – ...to survive and creatively adapt – ...and return to transform to better meet future challenges + ...while accepting and integrating one's losses <p>JUSTICE INSTITUTE</p>





Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥 Use Internet 📄 Handout	Slide or ADRP Screen
09:26 <i>3 minutes</i>	Further Understanding of Disaster Resiliency	➤ Advise “Please read through the slide on your own. Here’s a definition that builds on the previous definition and is posted on the ADRP. Disaster resiliency has implications pre-, during and post-disaster.” 📄	
09:29 <i>5 minutes</i>	Concrete Examples of Aboriginal Disaster Resiliency	➤ Advise “Here are some examples of actions that can be taken to achieve disaster resiliency.” ? Ask “Can you come up with some other examples that could be considered as taking steps towards disaster resiliency?” <ul style="list-style-type: none"> • Acknowledge responses and add additional points (e.g., having sand bags, first-aid training, warning signs of potential hazards) ? Ask “Do you have any questions?” 📄	



Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥 Use Internet 📄 Handout	Slide or ADRP Screen
<p>09:33</p> <p>5 minutes</p>	<p>What Disaster Resiliency Is Not</p>	<ul style="list-style-type: none"> ➤ Advise “Disaster Resiliency is not an Emergency Plan, but it will help to inform your Emergency Plans.” 📄 ➤ Advise “The data will help your community decide what kinds of emergency exercises would best test your community’s plan.” 📄 ➤ Advise “The ADRP process will allow communities to improve existing plans.” 📄 ➤ Advise “The process will help communities identify evacuation routes and ensure that warning and alert messages are in place.” 📄 <p>? Ask “Do you have any questions?” 📄</p>	 <p>The slide features a central graphic with a yellow and red circle. Text on the left includes: 'Assist communities to identify high risk hazards for setting priorities for hazard-specific exercises'. Text on the right includes: 'Indicate opportunities to strengthen existing plans & procedures and fill in gaps' and 'Identify potential evacuation routes and warning messages'. A central statement reads: 'It is not an Emergency Plan - But the findings of the ADRP will help to inform existing Emergency Management Plans'. The Justice Institute logo is at the bottom left.</p>
<p>09:38</p> <p>5 minutes</p>	<p>What Disaster Resiliency Planning Will Do</p>	<ul style="list-style-type: none"> ➤ Advise “Disaster Resiliency Planning will provide your community to build new homes and developments that are safer.” 📄 ➤ Advise “The ADRP process will support your community to identify specific strategies that would be beneficial and to support funding applications.” 📄 ➤ Advise “In turn, these strategies will assist in ensuring that those most at risk in your community, elders and children, are protected as best as possible.” 📄 <p>? Ask “Do you have any questions?” 📄</p>	 <p>The slide features a central graphic with a yellow and red circle. Text on the left includes: 'Contribute to land-use planning options to ensure communities "Build Safe, Build Smart"'. Text on the right includes: 'Identify and support decisions to engage in mitigation strategies & apply for funding' and 'Identify opportunities to protect those most at risk'. A central statement reads: 'Support Key Disaster and Community Planning Decisions - The ADRP has linkages to social & economical development planning'. The Justice Institute logo is at the bottom left.</p>

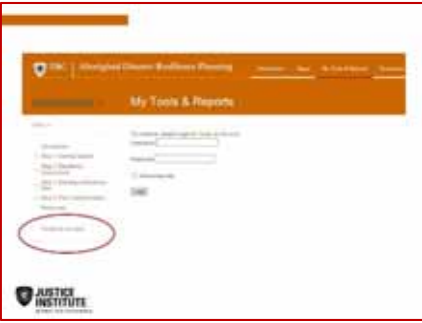

Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥 Use Internet 📄 Handout	Slide or ADRP Screen
09:43 <i>5 minutes</i>	Purpose <ul style="list-style-type: none"> Why is Aboriginal Disaster Resiliency Important? 	<p>? Ask “Why do you think Aboriginal Disaster Resiliency is important?” – validate by paraphrasing (repeating back central point)</p> <ul style="list-style-type: none"> Acknowledge responses and add additional points <p>? Ask “Do you have any questions?” 📄</p>	 <p>Why is Aboriginal Disaster Resiliency Important?</p> <ul style="list-style-type: none"> It is already a key dimension of Aboriginal communities Disasters will happen! Aboriginal communities have an opportunity to build on their strengths to ensure that they survive the next disaster as best as is possible To better meet future needs <p>JUSTICE INSTITUTE</p>
09:48 <i>2 minutes</i>	How We Got to Where We Are	<p>➤ Advise “Because of the importance in having Aboriginal communities be disaster resilient there was agreement from Indigenous and Northern Affairs Canada to fund this project – supported by the Assembly of First Nations –to become disaster resilient and reduce losses.” 📄</p>	 <p>Funded by Indigenous and Northern Affairs Canada</p> <ul style="list-style-type: none"> Website developed between November 2014 and March 2015 Website was a re-imaging of the Rural Disaster Resilience Planning website <ul style="list-style-type: none"> Basic architecture retained All resources and text reviewed and revised <p>JUSTICE INSTITUTE Indigenous and Northern Affairs Canada Shared authorities of the First Nations</p>



Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥 Use Internet 📄 Handout	Slide or ADRP Screen
09:50 <i>2 minutes</i>	Project Team <ul style="list-style-type: none"> Who was involved? 	<ul style="list-style-type: none"> ➤ Advise “Brenda co-chairs the Aboriginal Resilient Community Sub-Committee – part of the Canada’s National Platform for Disaster Risk Reduction along with David Diabo from Indigenous and Northern Affairs Canada.” ➤ Advise “Consultants were from across Canada and represented a number of Aboriginal communities.” ➤ Advise “All of the content was reviewed and approved by the Aboriginal consultants.” 📄 	
09:52 <i>1 minute</i>	Project Team <ul style="list-style-type: none"> Who was involved? 	<ul style="list-style-type: none"> ➤ Advise “All of the researchers had an Aboriginal background and/or had worked with Aboriginal people.” 📄 	

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09:53 <i>1 minute</i>	Training Team	➤ Introduce members of the Training Team who are present and acknowledge others.	
09:54 <i>2 minutes</i>	Introduce Handouts 📄 Facilitator's Guide 📄 Pathways Graphic Mini-Poster	📄 Facilitator's Guide ➤ Advise, "This guide contains an overview of the ADRP process for your community, activity by activity, and provides you with the timelines and necessary resources. It also includes a list of Frequently Asked Questions at the end of the guide which you may find helpful, including wording about information sharing." 📄 Pathways Graphic Mini-Poster <ul style="list-style-type: none"> ○ Will help you to plot your route through the ADRP 📄 	






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09:56 <i>3 minutes</i>	Welcome to ADRP	➤ Advise “Please log onto your laptops and to go to https://adrp.jibc.ca. ” <ul style="list-style-type: none">• Aboriginal Disaster Resiliency Home Page – illustrate home page 📄	
09:59 <i>4 minutes</i>	Watch Introductory Videos	🖥 Switch from Power Point to ADRP Home Page 🖥 Scroll down to the Introduction Video and click to play it for them (so that they don't have multiple versions going at the same time (2.5 minutes)) 🖥 Then start the Create Account Video and click to play it for them (1.25 minutes)	

Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥 Use Internet 📄 Handout	Slide or ADRP Screen
10:03 <i>2 minutes</i>	Create an Account	<ul style="list-style-type: none"> ➤ Switch back to Power Point 📄 ➤ Show them where to set up an account <ul style="list-style-type: none"> ○ Log In and Then Create Account ➤ Ask “Please create an account.” 📄 	
10:05 <i>10 minutes</i>	Create an Account	<ul style="list-style-type: none"> ➤ Ask “Please fill in the fields to create your account.” ➤ Advise “You can use your own community if you wish or make up a name for a community for this training session. Since you would typically share your USERNAME with others in your community, don’t use a common USERNAME or password.” ➤ Advise “You should write down your USERNAME and password so you don’t forget it.” 📄 	


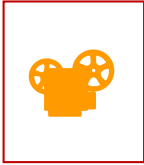

Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥️ Use Internet 📄 Handout	Slide or ADRP Screen
10:15 <i>20 minutes</i>	<p>Introduce the ADRP and Key Steps</p> <p>📄 Facilitators' Guide 📄 Pathways Graphic Mini-Poster</p> 	<p>🖥️ Switch to internet</p> <ul style="list-style-type: none"> • Reaffirm “The purpose is to create a Disaster Resilient Community.” <p>➤ Go Introduction Page on ADRP</p> <ul style="list-style-type: none"> ➤ Ask “Please review the definition for disaster resilience.” <p>➤ Explain that you will cover each part in more detail</p> <ul style="list-style-type: none"> ➤ Ask “Please follow the paths on Pathways graphic as I introduce the steps from the Introduction Page.” <p>1. Move cursor to Step One - Getting Started</p> <ul style="list-style-type: none"> ➤ Ask “Please read back the four activities on Pathways Handout.” <p>2. Click on Step Two to review the Resilience Assessment – there are three key components:</p> <ul style="list-style-type: none"> ➤ <i>Hazard Risk Analysis</i> – Ask “Follow the path starting with (Activity One).” ➤ Advise “You will be able to identify how at risk your communities are from a variety of hazards.” <p>? Ask “Have you experienced any hazardous events/disasters in your community, such as a forest fire or flood?”</p> <ul style="list-style-type: none"> ➤ Affirm they will be covered in the Hazard Risk Analysis 	





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	<p>Introduce the ADRP and Key Steps</p> <p>📄 Facilitators' Guide 📄 Pathways Graphic Mini-Poster</p> 	<ul style="list-style-type: none"> ➤ <i>Aboriginal Resilience Index (Activity Three)</i> – has two different parts – to assess Community Resources (nothing to do with disasters) and the state of their Disaster Management Program ➤ <i>Hazard Resilience Index (Activity Three)</i> – have them follow path <ul style="list-style-type: none"> • “You will be able to determine how resilient your community is to various hazards – e.g., if you have shake shingles on houses, the houses aren’t very resilient to a forest fire.” 🖥 <p>3. Click on Step Three – Building a Resiliency Plan allow you to develop Resilience Strategies</p> <p>? Ask “What do you see on the path? Read them out loud.”</p> <p>4. Click on Step Four - Plan Implementation</p> <p>? Ask “What do you see on the pathways?”</p> <p>? Ask “Please take a step back and look at the overall picture on the Pathways - what do you notice overall?”</p> <ul style="list-style-type: none"> ➤ If they don’t mention it - point out the hazards (e.g., flooding); the areas of community engagement; the need to bring findings and recommendations to the centre; bridges to cross, & to plan long term. 	

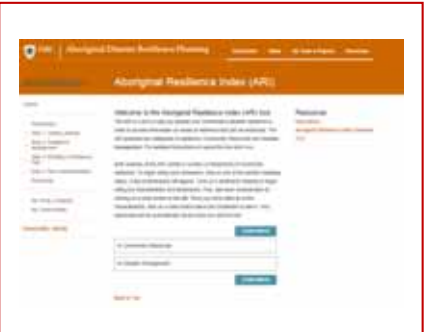

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10:35 <i>15 minutes</i>	Refreshment Break	➤ Check in with participants to see how things are going.	
10:50 <i>5 minutes</i>	Introduce Step One – Getting Started	➤ Direct “Click on Step One.” 🖥 Read and point out the four activities: <ol style="list-style-type: none"> 1. Set up a Community Planning Team 2. Review the Hazard Risk Analysis (HRA), Aboriginal Resilience Index (ARI), & the Hazard Risk Index (HRI) 3. Define Community Borders and Map Community 4. Getting Community Buy-in 	

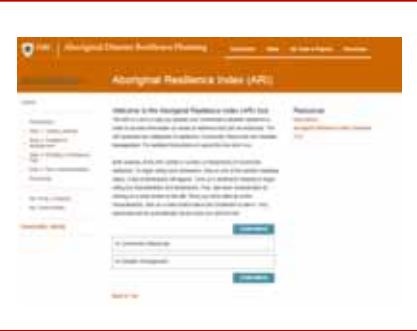



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10:55 15 minutes	<p>1-Activity One: Set up a Community Planning Team</p> <ul style="list-style-type: none"> 📄 Working Together: Building a Community Team 📄 Facilitators' Guide 🎧 Audio-Video #1.1 – Setting Up a Team 📄 Pathways Graphic Mini-Poster 	<ul style="list-style-type: none"> ➤ Direct “Click on Activity One and turn to Facilitator’s Guide (p. 3).” Read out loud the “Purpose” ➤ Ask “Read through Activity One” <ul style="list-style-type: none"> 🎧 When they are finished reading play: <p style="text-align: center;">Audio Visual #1.1 – Setting Up a Team</p>  ➤ Ask “Discuss at your table who you might want to include in your community to be part of the Committee and provide us with two options.” 📄 Introduce Working Together: Building a Community Team 📄 Review the Facilitators' Guide – have them go to Activity One – and encourage them to make notes/ask questions 📄 Have them review the Pathways Graphic and plot where they would start. 	







Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥 Use Internet 📄 Handout	Slide or ADRP Screen
11:10 <i>5 minutes</i>	1-Activity Two: Review the Hazard Risk Analysis (HRA), Aboriginal Resilience Index (ARI), & the Hazard Risk Index (HRI) 📄 Facilitators' Guide	<ul style="list-style-type: none"> ➤ Direct "Click on Activity Two and then Hazard Risk Analysis and turn to Facilitator's Guide (p. 4)." Read out loud the "Purpose" and point out "You are not expected to complete the tools at this point..." <ul style="list-style-type: none"> ➤ Ask "Please look at the different hazards." 🖥 Click on Accidents <ul style="list-style-type: none"> ➤ Direct "Click on Accidents and choose one to look at but don't answer any of the questions at this time." ➤ Advise "I want to provide you with an overview at this time and later we will come back and walk you through the entire process and then you will be able to answer the questions." ➤ Mention "Note that you have to answer questions and then based on how many you have answered "yes" or "no" to, at the top you will have to answer:" (usually more "yesses" more risk) <ul style="list-style-type: none"> ○ High Risk (more likely to occur – need to consult expert) ○ Low Risk (less likely to occur – need to consult expert) ○ Needs Info ○ Not Applicable (e.g., tsunami in Saskatchewan) ○ That at the bottom you will have to click on Submit" 🖥 Click on Back Arrow (top left) to return to Activity Two Screen. 	 


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11:15 <i>5 minutes</i>	1-Activity Two: Review the Hazard Risk Analysis (HRA), Aboriginal Resilience Index (ARI), & the Hazard Risk Index (HRI)	<ul style="list-style-type: none"> ➤ Direct “Click on Aboriginal Resilience Index” <ul style="list-style-type: none"> ➤ Ask “Look at the two aspects of resilience: Community Resources & Disaster Management and click on Community Resources” ➤ Direct “Click on any one factor to look at but don’t answer any of the questions at this time, as per before, I want to provide you with just the overview at this time.” ➤ Advise “Note that you have to answer questions and then based on how many you have answered “yes” or “no” to, at the top you will have to answer: <ul style="list-style-type: none"> ○ High Resilience (a good thing – for example, people like to volunteer) ○ Low Resilience (not a good thing – people are disconnected and not interested in their community) ○ Needs Info ○ Not Applicable ○ Then at the bottom you will have to click on Submit <p>🖥 Click on small “^” (next to Community Resources) to return to ARI Screen</p>	 



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11:20 <i>5 minutes</i>	1-Activity Two: Review the Hazard Risk Analysis (HRA), Aboriginal Resilience Index (ARI), & the Hazard Risk Index (HRI)	<ul style="list-style-type: none"> ➤ Direct “Click on Disaster Management this time” <ul style="list-style-type: none"> ➤ Direct “Click on any one factor to look at but don’t answer any of the questions at this time” ➤ Advise “Note that you have to answer questions and then based on how many you have answered “yes” or “no” to, at the top you will have to answer: <ul style="list-style-type: none"> ○ High Resilience (a good thing – for example, you have a well-trained volunteer fire department) ○ Low Resilience (not a good thing – for example, no one in the community has first aid training) ○ Needs Info ○ Not Applicable ○ This is Important to My Community – if you want to make note of a factor that is of special importance to your community ○ Then at the bottom you will have to click on Submit <p>🖥 Click on Back Arrow (top left) to return to Activity Two Screen</p>	 






Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥 Use Internet 📄 Handout	Slide or ADRP Screen
11:25 <i>10 minutes</i>	<p>1-Activity Two: Review the Hazard Risk Analysis (HRA), Aboriginal Resilience Index (ARI), & the Hazard Risk Index (HRI)</p> <p>📄 Pathways Graphic Mini-Poster</p> 	<ul style="list-style-type: none"> ➤ Direct “Click on Hazard Resilience Index” <ul style="list-style-type: none"> ➤ Advise “Notice that all of the hazards are there” 🖥 Click on Accidents <ul style="list-style-type: none"> ➤ Direct “Click on Accidents and choose one to look at but don’t answer any of the questions at this time ➤ Advise “Note that you have to answer questions and then based on how many you have answered “yes” or “no” to, at the top you will have to answer: <ul style="list-style-type: none"> ○ High Resilience (a good thing) ○ Low Resilience (not a good thing) ○ Needs Info ○ Not Applicable ○ Then at the bottom you will have to click on Submit ? Ask “Do you have any questions?” 📄 Ask “Look at Pathways Poster and identify where you are at...” 	  

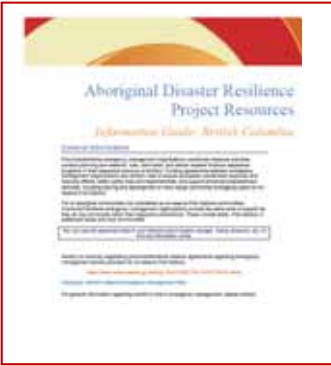





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11:35 <i>15 minutes</i>	1-Activity Three: Define Community Borders 🎧 Audio-Video #1.3a – Defining Borders 📄 Facilitators’ Guide 📄 Community Mapping 🎧 Audio-Video #1.3b – Community Mapping	➤ Direct “Click on Activity Three and turn to Facilitator’s Guide (p. 5).” Read out loud the “Purpose.” <ul style="list-style-type: none"> ➤ Ask “Please read through Activity Three” 🎧 When they are finished reading, play: Audio Visual #1.3a – Defining Borders <ul style="list-style-type: none"> ➤ Ask “Pull out your community maps & to discuss at the table any questions that you would be faced with re: adjacent communities or other issues” ? Ask “I would like each table to present two examples to the class with what you have discussed.” ? When they have responded ask them “What things might be important to Aboriginal communities that are not found on usual maps?” ➤ Present information on traditional hunting paths, hunting territory, trap lines <ul style="list-style-type: none"> 🎧 When you have finished, play: Audio Visual #1.3b – Community Mapping 📄 Introduce Community Mapping & ask “Look at your community maps & discuss at your table what’s missing from your maps and provide one or two examples” 	

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11:50 <i>15 minutes</i>	1-Activity Four: Getting Community Buy-in 📄 Facilitators' Guide 📄 Working Together – Community Acceptance 📄 Pathways Graphic Mini-Poster 	<ul style="list-style-type: none"> ➤ Direct “Click on Activity Four and turn to Facilitator’s Guide (p. 6).” Read out loud the “Purpose.” <ul style="list-style-type: none"> ➤ Ask “Please read through Activity Four” ➤ Introduce Working Together – Community Acceptance <ul style="list-style-type: none"> ? Ask “Think about your community and discuss at your tables how important it will be to get community buy-in and any concerns you might have” ? Ask someone from each table to present one or two common issues 📄 Review the Facilitators’ Guide – have them go to Activity Four – review the overview <ul style="list-style-type: none"> ➤ Ask participants to return to the Pathways poster. “Review the journey we have taken in class. Do you have any questions?” 	
12:05	Lunch	<ul style="list-style-type: none"> ➤ Check with participants to see how things are going 	

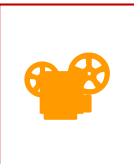
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01:00 <i>5 minutes</i>	<p>Step Two: Resilience Assessment</p> <p>📄 Pathways Graphic Mini-Poster</p>  <p>📄 Audio Visual #2.1 – Hazard Risk Analysis</p>	<p>🖥 Direct “Click on Step Two”</p> <p>🖥 Point out the five activities:</p> <ol style="list-style-type: none"> 1. Developing a Risk Profile 2. Gathering Information for Resilience 3. Recording Information 4. Assessing Resilience 5. Develop an Integrated Disaster Resilience Profile <p>📄 “Look at the Pathways poster and note that there are two routes to take to complete this Step – the first path is focused on hazards and the second path is focused on Community- and Disaster Management-based Resiliency”</p> <p>➤ Direct “Click on Activity One and turn to Facilitator’s Guide (p. 7).” Read out loud “Purpose” – to help them determine the hazards that pose the highest risk to their communities.</p> <p>🎧 Play Audio Visual #2.1 – Hazard Risk Analysis</p> 	




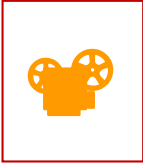
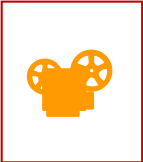
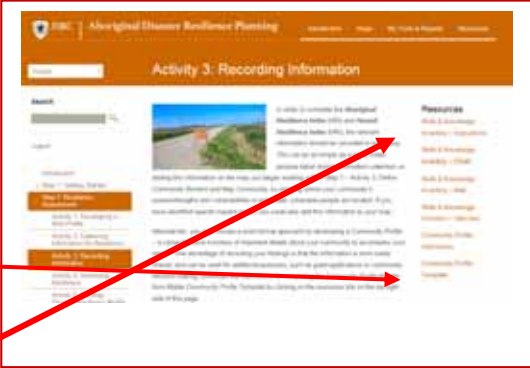
Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥 Use Internet 📄 Handout	Slide or ADRP Screen
01:05 <i>20 minutes</i>	<p>2-Activity One: Developing a Hazard Risk Profile</p> <ul style="list-style-type: none"> 📄 Facilitators' Guide 📄 Hazard Risk Profile Template 📄 Applicable Provincial or Territorial 📄 Information Guide 	<ul style="list-style-type: none"> 🖥 Click on Activity One <ul style="list-style-type: none"> ➤ Direct “Click on the Hazard Risk Analysis Tool – (76 hazards)” ➤ Ask “Identify and Click on any category of Hazard that you are interested in or is important to you (e.g., Accidents, Fires)” ➤ Ask “Identify a specific hazard that you are interested in & write it down so you won’t forget it; you will be coming back to it later. You may wish to choose a hazard without too many factors to check off.” 📄 Then “Before clicking on the hazard - go to the Resource for the Hazard you have picked in the pdf file on the right & click to open the Resource” <ul style="list-style-type: none"> ➤ Ask “You should look for the definition of the hazard, the description, past historical events and existing resources.” 📄 Ask “Go to Resources and locate the Provincial or Territorial Information Guide” (at the bottom of the list) ➤ Ask “You should return to the Hazard Risk Analysis Tool and complete the rating for the community with the knowledge you have.” ➤ Advise “Don’t forget to identify the overall rating (e.g., High Risk) before you Click on the Submit Button.” 🖥 When they have done so, scroll to Hydrological/Snow Melt Floods & open the pdf & return to HRA to demonstrate a completed rating for Grizzly. ➤ Advise “Once back in your community you can complete as many hazards as you like before moving on & come back when you want. 📄 Hand out Hazard Risk Profile Template – “to collate your findings” 	  



Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🌐 Use Internet 📄 Handout	Slide or ADRP Screen
01:25 <i>10 minutes</i>	2-Activity Two: Gathering Information for Resilience 📄 Facilitators' Guide 📄 Working Together: Holding Community Meetings 📄 Collecting Information 📄 Audio-Visual #2.2 – Collecting Information	<ul style="list-style-type: none"> ➤ Ask “Click on Activity Two and turn to Facilitator’s Guide (p. 8) and read out loud the Purpose” <ul style="list-style-type: none"> ➤ Ask “Read through the Activity and “Click on Methods” when you reach that part of the screen” 📄 Introduce the Collecting Information resource which provides more information on all of these methods (on the right hand side) ➤ Point out to participants that there are many different ways to get information but one important way is through a community meeting 📄 Introduce the Working Together – Holding Community Meetings document under Resources (on the right hand side) and have them flip through the contents <ul style="list-style-type: none"> ➤ Advise “The information on holding a community meeting will help you manage any type of community meeting ➤ When they have looked at the information advise them that another approach to collecting information is through transect walks 🎧 Show Audio-Visual #2.2 – Collecting Information 	<div data-bbox="2016 305 2553 649" style="border: 1px solid red; padding: 5px;"> </div> <div data-bbox="2016 706 2513 1177" style="border: 1px solid red; padding: 5px;"> <p>Click Here for Methods</p> <p>Consult Subject Matter Experts. Some members of your community, such as the fire chief, local governance representatives, (such as the Chief/Mayor and Council), first responders, or those responsible for emergency management will have specific information for the Disaster Management section and parts of the Community Resources section of the ARI.</p> <p>Conduct Interviews and/or Focus Groups. One-on-one interviews or small group interviews (focus groups) are a good way to get community members' opinions about the community and its resilience.</p> <p>Hold Community Meetings. In some communities, attendance at Town Hall meetings is high, not so in others. Community meetings are a way to reach a number of people at once, and the discussion is especially valuable in getting a deeper and shared view of resilience factors.</p> <p>Distribute Surveys. A short survey with specific questions is an inexpensive method of getting community input on resilience factors. These can be distributed at high-traffic areas such as band council office, the post office or library, along with a collection box at the distribution site. They can also be used like questionnaires to guide the interviews and focus groups.</p> <p>Transect Walk or Drive. Sometimes called a “walk about”, this method is to travel through the community to visually inventory resources, assets, vulnerabilities and other important community features including where key buildings are, where rivers and other natural features are that may present risks, where groups of potentially “at risk” people might live or gather (such as a care facility, school).</p> </div>





Timing	Activity	➤ Give Direction 🗂️ Advance PowerPoint ? Ask Participants 🖥️ Use Internet 📄 Handout	Slide or ADRP Screen
01:35 15 minutes	2-Activity Three: Recording Information <ul style="list-style-type: none"> 📄 Facilitators' Guide 📄 Community Profile 📄 Skills & Knowledge Inventory 📄 Audio-Visual #2.3a – Community Profile 📄 Audio-Visual #2.3b – Interviewing 📄 Pathways Graphic Mini-Poster 	<ul style="list-style-type: none"> ➤ Direct “Click on Activity Three and turn to Facilitator’s Guide (p.9).” Read out loud “Purpose.” <ul style="list-style-type: none"> ➤ Advise “There are a number of ways of recording the information you collect through the various methods described in Activity 2” 📄 One way is through the Community Profile Template. <ul style="list-style-type: none"> ➤ Ask “Click on the link under Resources” ➤ Advise “The Community Profile is a comprehensive document and will require some time to complete so it is listed as an optional path” <ul style="list-style-type: none"> ➤ Ask “Check the Pathways Graphic to identify the route you are now taking –that is a strongly recommended path, but optional” 🎬 Play the Audio-Visual #2.3a – Community Profile  📄 Advise “Another stop along the side path is to complete the Skills & Knowledge Inventory – a great way to find out and record your community’s strengths. There are three ways in which the Inventory can be distributed: electronically, mail/door-to-door or by interviewing. <ul style="list-style-type: none"> ➤ Direct “Click on the link under Resources” <ul style="list-style-type: none"> 🎬 Play the Audio- Visual #2.3b – Interviewing to participants to  ➤ Ask “Go to the Pathways Graphic and see where you are at. 	

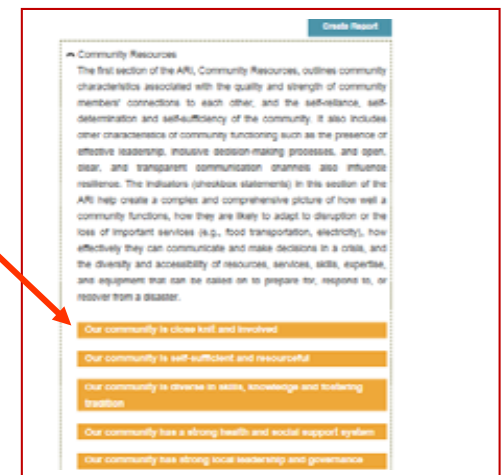
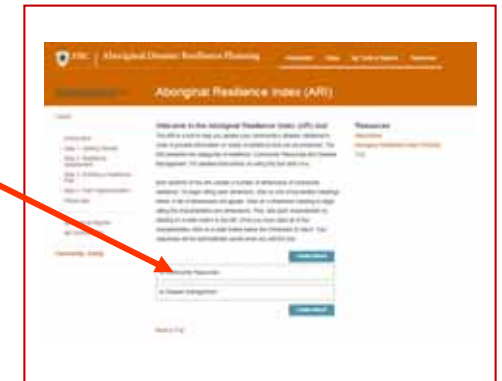
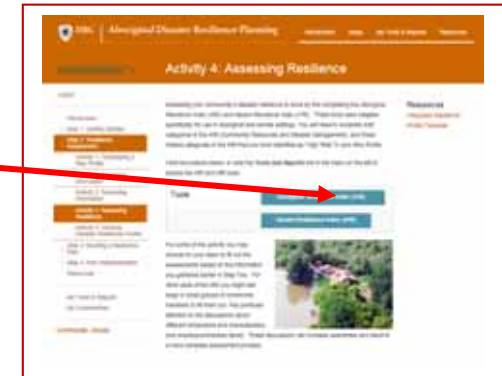
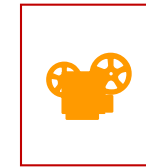
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35 minutes
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tools

2-Activity Four: Assessing Resilience – Community Resources

- Facilitators' Guide
- Audio-Visual #2.4a – Community Resiliency

- Direct “Click on **Activity Four** and turn to Facilitator’s Guide (p.10).” Read out loud “**Purpose.**”
 - Direct “Click on the Aboriginal Resiliency Index (ARI) Tool”
- 🖥️ Click on the Aboriginal Resiliency Index Tool
 - 🎬 Play the **Audio-Visual #2.4a – Community Resiliency**
 - Direct “Click on **Community Resources** and then on any factor that you are interested in” (e.g., *Our Community Is Self-Sufficient & Resourceful*)
 - Direct “Click on the Category”
 - Ask “Please identify a specific factor that you are interested in and complete the rating for your community with the knowledge you have.”
 - Ask “Be sure to identify the overall rating (e.g., High Resilience) before you Click on the Submit Button.”
- 🖥️ When they have done so, go to **Our Community is Close Knit and Involved** and Click to demonstrate a completed rating for Grizzly.
- Mention “When you are back in your communities you can complete **as many Community Resource indicators as you like** before moving on to the next activity & **come back** when you want.”



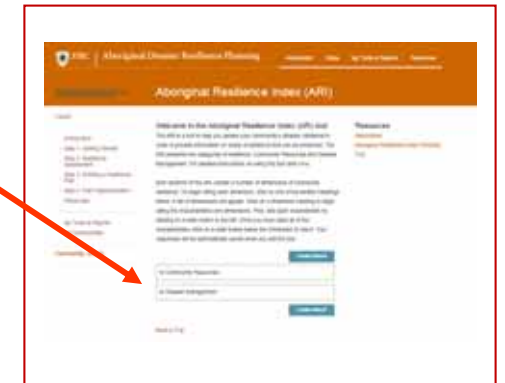
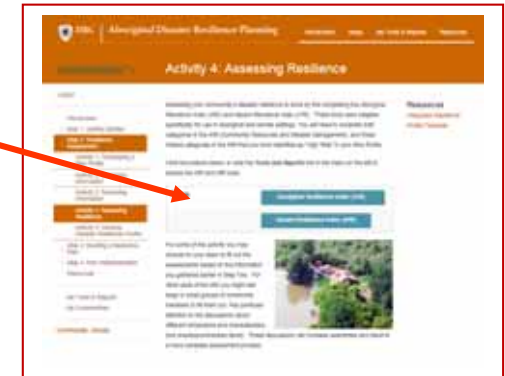
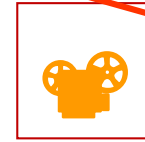
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2-Activity Four: Assessing Resilience – Disaster Management

🧠 Audio-Visual #2.4b – Disaster Management

- Ask “Please go back to the ARI Tool and click on it”
 - 🧠 Play the **Audio-Visual #2.4b – Disaster Management**
 - Direct “Click on **Disaster Management** and then on any factor that you are interested in” (e.g., *Our Community is Involved in On-going Planning*)
 - Direct “Click on the Category”
 - Ask “Identify a specific factor that you are interested in and complete the rating for your community with the knowledge you have.”
 - Advise “If you find a factor that you believe is really important to your community, you can indicate that factor by clicking on the right hand side of the factor ‘**This is important to my community.**’”
 - Advise “Identify the overall rating (e.g., High Resilience) before you Click on the Submit Button”
- 🖥️ When they have done so, go to **Our Community is Disaster Aware** and Click to demonstrate a completed rating for Grizzly.
- Mention “Back in your communities you can complete **as many Disaster Management indicators as you like** before moving on to the next activity & **come back** when you want.”

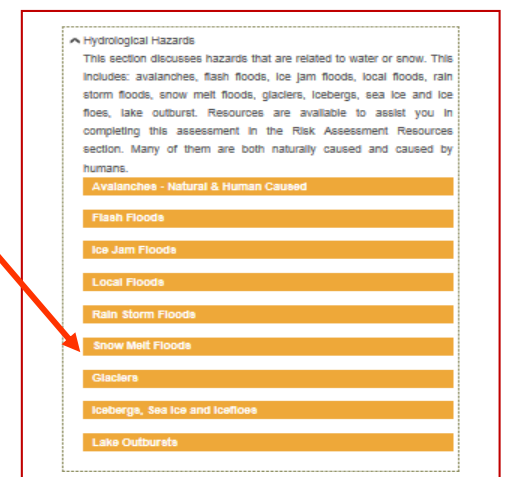
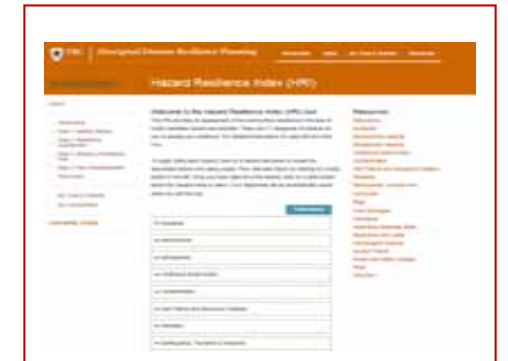
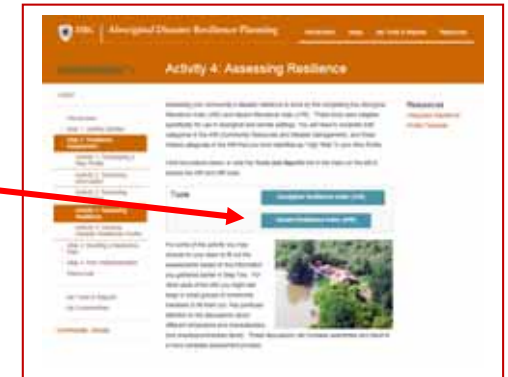


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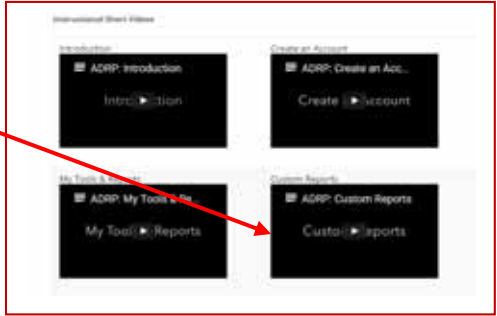
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2-Activity Four: Assessing Resilience – Hazard Resiliency

- Ask participants to go back to the **Assessing Resilience** page
 - Direct “Click on **Hazard Resilience Index** and then to go to the hazard that you used in the **Hazard Risk Analysis.**” (e.g., *Hydrological/Snow Melt Floods*)
 - Advise “**Hazard Risk Analysis looks at the hazards** that would impact your community and the risk ratings. The **Hazard Resilience Index** identifies and assesses the **community’s resilience to that hazard.**”
 - Ask “Assume the hazard has occurred – now complete the rating for your community with the knowledge you have.”
 - Ask “Identify the overall rating (e.g., High Resilience) before you Click on the Submit Button.”
- 📁 When they have done so, go to **Hydrological/Snow Melt Floods** and Click to demonstrate a completed rating for Grizzly.
- Advise “Back in your communities you should complete **the HRI for all of the hazards you have completed in the Hazard Risk Analysis – especially for those that you have given a high risk rating to** before moving on to the next activity & **come back** when you have completed additional Hazards in the HRA.





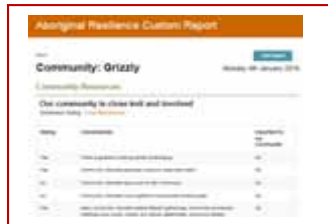
Timing	Activity	➤ Give Direction 🗂️ Advance PowerPoint ❓ Ask Participants 💻 Use Internet 📄 Handout	Slide or ADRP Screen
02:25 <i>20 minutes</i>	<p>2-Activity Five: Developing Integrated Disaster Resilience Profile</p> <p>📄 Printed Aboriginal Resilience and Strategies Report (sample)</p>  <p>📄 Facilitators' Guide 📄 Pathways Graphic Mini-Poster</p> 	<p>➤ Direct “Click on Activity Five and turn to Facilitator’s Guide (p. 11).” Read out loud “Purpose.”</p> <ul style="list-style-type: none">• Explain “You can run Reports to help you collate the information” <p>💻 Click on Introduction and scroll down to Introductory Videos at the start of ADRP)</p> <p>💻 Play Reports Video</p>	 

02:25

20 minutes

2-Activity Five: Developing Integrated Disaster Resilience Profile

- 📄 Integrated Disaster Resilience Profile
- 📄 Printed Aboriginal Resilience and Strategies Report (sample)



- 📄 Facilitators' Guide

🖥️ Click on My Tools and Reports and Click on:

- **Aboriginal Resilience and Strategies Report**

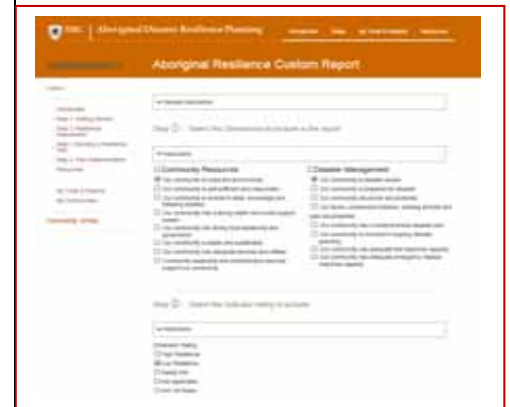
➤ Advise “I would like to show you an example.”

- Community Resources: **Our community is close knit and involved**
- Disaster Management: **Our community is disaster aware**
- Dimension Rating: **Low Resilience**
- Include all Characteristics for chosen dimensions – **Yes**
- Include Characteristics not yet rated – **No**
- Filter by Important to my community – **Do not tick**
- Include Aboriginal Resilience Strategies – **No**

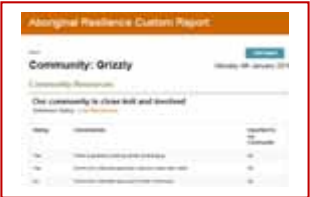


🖥️ Click on Generate Report


➤ Ask “Run a report based on what you have rated”

📄 Hand out **Printed Aboriginal Resilience and Strategies Report (sample)**






Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥️ Use Internet 📄 Handout	Slide or ADRP Screen
02:25 <i>20 minutes</i>	<p>2-Activity Five: Developing Integrated Disaster Resilience Profile</p> <ul style="list-style-type: none"> 📄 Integrated Disaster Resilience Profile 📄 Printed Aboriginal Resilience & Strategies Report (sample)  <ul style="list-style-type: none"> 📄 Facilitators' Guide 📄 Pathways Graphic Mini-Poster 	<ul style="list-style-type: none"> ➤ Ask “Return to Step Two and Click on Activity Five” • “The Integrated Disaster Resilience Profile Template is an opportunity to bring together all of your findings from the HRA, HRI and API into one document” <ul style="list-style-type: none"> ➤ Direct “Click on the Integrated Disaster Resilience Profile Template” and scroll through the document” 📄 Review the Facilitators' Guide have them go to Activity Five (p. 11) <ul style="list-style-type: none"> ➤ Ask “To summarize read the Task and Outcome statements” ➤ Ask “Return to the Pathways poster. Where are you now?” 	

Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥️ Use Internet 📄 Handout	Slide or ADRP Screen
02:45 <i>15 minutes</i>	Refreshment Break	➤ Check with participants to see how things are going	
03:00 <i>5 minutes</i>	3-Step Three: Building a Resilience Plan	➤ Direct “Click on Step Three” <ul style="list-style-type: none"> • Explain “This step is on building a Disaster Resilience Plan based on the potential hazards and resiliencies you have rated.” • “In order to develop a plan, the community needs to set some goals regarding what the community wants to achieve – developing a community vision can help – and then choosing what strategies the community wants to adopt to increase its disaster resilience.” 🖥️ Scroll down and review the four activities <ol style="list-style-type: none"> 1. Setting a Vision 2. Developing Goals 3. Identifying Resilience Strategies 4. Writing the Resilience Plan 	





Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥 Use Internet 📄 Handout	Slide or ADRP Screen
03:15 <i>5 minutes</i>	3-Activity Two: Developing Goals 📄 Facilitators' Guide	<p>➤ Direct “Click on Activity Two and turn to Facilitator’s Guide (p. 13).” Read out loud “Purpose.”</p> <ul style="list-style-type: none">➤ Ask “Briefly consider the hazards and community and disaster management factors you have looked at.<ul style="list-style-type: none">• What hazards are you most concerned about?• What are your goals?”➤ Advise “For example, if you are most concerned about flooding perhaps your goal would be to ensure your community is safe from flooding” <p>Or</p> <p>➤ If you are most concerned about earthquakes your goal may be to ensure that all your schools are seismically safe.</p>	


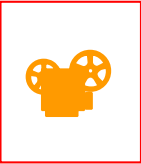





Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥 Use Internet 📄 Handout	Slide or ADRP Screen
03:20 <i>20 minutes</i>	<p>3-Activity Three: Identifying Resilience Strategies</p> <ul style="list-style-type: none"> 📄 Facilitators' Guide 🎧 Audio-Visual #3.3 – Reviewing Strategies 📄 Printed Aboriginal Resilience and Strategy Action Report (sample) <div data-bbox="379 938 744 1112" style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p>Community: Grizzly Monday 4th January 2011</p> <p>Hazard Category: Hydrological Hazards</p> <p>Snow Melt Floods</p> <p>Resilience Strategy: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> </div>	<ul style="list-style-type: none"> ➤ Ask “Click on Activity Three and turn to Facilitator’s Guide (p. 14)” and read out loud “Purpose” ➤ Advise “You can now consider various strategies for the hazards and resiliency indicators you have chosen.” ➤ Play Audio-Visual #3.3 – Reviewing Strategies • Explain “I will show you an example” <ul style="list-style-type: none"> ➤ Click on “Hazard Resilience Strategies” ➤ Click on Hydrological ➤ “I will leave the high risk/low risk as indicated and the high/low resiliency the same” ➤ Scroll to the bottom - “Hazard Resilience Strategies defaults to yes” ➤ Click on “Generate Report” <div data-bbox="1811 396 1954 558" style="border: 1px solid red; width: 50px; height: 100px; margin: 10px auto; text-align: center; line-height: 100px;"> </div>	<div data-bbox="2059 302 2521 781" style="border: 1px solid red; padding: 5px; margin-bottom: 10px;"> </div> <div data-bbox="2045 818 2542 1162" style="border: 1px solid red; padding: 5px; margin-bottom: 10px;"> </div> <div data-bbox="2018 1203 2569 1365" style="border: 1px solid red; padding: 5px;"> </div>

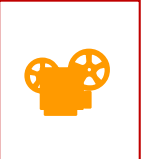





Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥 Use Internet 📄 Handout	Slide or ADRP Screen										
03:20 <i>20 minutes</i>	<p>3-Activity Three: Identifying Resilience Strategies</p> <ul style="list-style-type: none"> 📄 Facilitators' Guide 📄 Printed Hazard, Risk Resilience and Strategy Action Report (sample) <div data-bbox="370 781 744 956" style="border: 1px solid red; padding: 5px;"> <p>Community: Grizzly Monday 4th January 2016</p> <p>Hazard Category: Hydrological Hazards</p> <p>Snow Melt Floods</p> <p>Disaster Type: Loss of Life</p> <p>How often will you be exposed to this hazard? (Please check the appropriate level in the table. The risk levels are in ascending order of severity.)</p> <p>Exposure: Strategic</p> <p>Does your community have an emergency plan for this hazard? (Please check the appropriate level in the table.)</p> </div>	<ul style="list-style-type: none"> • Ask “Click on the Hazard Resilience Strategies and fill in the report form for the hazards you have been working on and Generate Report” • Scroll down the report until you come to the Strategies • Note that you have to click on the Strategies you don’t want to have as a priority. Keep in mind the community goals when reviewing the strategies.” 📄 “Once the list is complete you can run and view the Strategy Action Report” (bottom right hand corner) 📄 Hand out the Printed Hazards Risk, Resilience and Strategies Action Report <ul style="list-style-type: none"> ➤ Advise “The strategies should meet your community’s goals. These strategies become the blueprint for your future actions.” ? Ask “Please look over the strategies identified in the report – are there any of these strategies your community would be interested in?” 	<div data-bbox="2059 302 2521 659" style="border: 1px solid red; padding: 5px;"> <p>Hazards, Risk, Resilience and Strategies Report</p> <p>Community: Grizzly Friday 20th February 2016</p> <p>Hazard Category: Hydrological Hazards - HRA</p> <p>Snow Melt Floods - Natural And Human Caused</p> <p>Hazard Risk Assessment</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Factor</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>"This flood area is your community's flood plain and is subject to flooding in the spring. There are some structural measures in place to reduce the risk of flooding."</td> </tr> <tr> <td>Yes</td> <td>"The flood area is your community's flood plain and is subject to flooding in the spring. There are some structural measures in place to reduce the risk of flooding."</td> </tr> <tr> <td>Yes</td> <td>"The flood area is your community's flood plain and is subject to flooding in the spring. There are some structural measures in place to reduce the risk of flooding."</td> </tr> <tr> <td>Yes</td> <td>"The flood area is your community's flood plain and is subject to flooding in the spring. There are some structural measures in place to reduce the risk of flooding."</td> </tr> </tbody> </table> </div> <div data-bbox="2018 769 2572 1187" style="border: 1px solid red; padding: 5px;"> <p>Resilience Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ensure community officials check frequently with weather forecasting agencies such as Environment Canada and monitor snow pack conditions that may lead to snow melt flooding; ensure warnings are issued as needed. <input checked="" type="checkbox"/> Ensure community volunteers and personnel have received training regarding sand-bagging. <input checked="" type="checkbox"/> Ensure community-based snow melt flood exercises have taken place in the community-at-large (e.g. table-top or full-scale exercises). <input checked="" type="checkbox"/> Ensure dredging has taken place to avert potential ice jam floods and/or dredging activities are monitored and assessed for their potential to cause submarine slides (not to be done in spring while ice is still present). <input checked="" type="checkbox"/> Ensure the community has implemented structural measures to reduce the risk of snow melt flooding, such as building dams, dykes and floodwalls, creating reservoirs or making channel improvements. <input checked="" type="checkbox"/> Ensure the community has a means for consulting traditional knowledge holders about appropriate prevention and responses to snow melt floods and also regarding possible impacts of structural response measures on wildlife and ecosystems. <input checked="" type="checkbox"/> Ensure the community has mapped areas subject to snow melt flooding (e.g. established flood plain areas at the 100 and 200 year level and marked low-lying areas) and shared maps with the community. <input checked="" type="checkbox"/> Ensure the community has ready access to stockpiles of sandbags. <input checked="" type="checkbox"/> Ensure the community has regulations that prohibit development, limit land use, or require specific building codes for developments within flood plains, such as elevating structures above maximum flood levels (e.g. 100 or 200 year levels), requiring waterproof materials and anchoring buildings to prevent flotation; ensure a plan is also developed for the equivalent update/upgrade of existing structures/developments. </div>	Rating	Factor	Yes	"This flood area is your community's flood plain and is subject to flooding in the spring. There are some structural measures in place to reduce the risk of flooding."	Yes	"The flood area is your community's flood plain and is subject to flooding in the spring. There are some structural measures in place to reduce the risk of flooding."	Yes	"The flood area is your community's flood plain and is subject to flooding in the spring. There are some structural measures in place to reduce the risk of flooding."	Yes	"The flood area is your community's flood plain and is subject to flooding in the spring. There are some structural measures in place to reduce the risk of flooding."
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Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥️ Use Internet 📄 Handout	Slide or ADRP Screen
03:40 <i>5 minutes</i>	<p>3-Activity Four: Writing the Disaster Resilience Plan</p> <p>📄 Facilitators' Guide 📄 Pathways Graphic Mini-Poster</p>  <p>🎧 Audio-Visual #3.4 – Action Plan</p>	<p>➤ Direct “Click on Activity Four and turn to Facilitator’s Guide (p. 15).” Read out loud “Purpose.”</p> <ul style="list-style-type: none"> Advise “It is now time to write the Disaster Resilience Plan which includes three sections: <ol style="list-style-type: none"> A brief summary of the information gathered throughout the process (e.g., through the Community Profile, the Reports and Integrated Disaster Resilience Profile) An explanation of how resilience factors were prioritized The action plan itself, including timelines, responsibilities, necessary resources, and milestones” Advise “Go to the Facilitators’ Guide and read aloud the outcomes for Activity Four” <div data-bbox="1534 966 1674 1128" style="text-align: center;">  </div> <ul style="list-style-type: none"> ➤ Play Audio-Visual #3.4 - Action Plan <p>📄 Ask participants to return to the Pathways poster. Have them review the journey they have taken and discuss any questions they might have.</p>	

Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥️ Use Internet 📄 Handout	Slide or ADRP Screen
03:45 <i>5 minutes</i>	4-Step Four: Plan Implementation	<ul style="list-style-type: none"> ➤ Direct “Click on Step Four” ➤ Advise “This last step is to implement the plan, evaluate progress and continue to plan, review, and revise.” ➤ “Note the Disaster Resiliency Plan is never complete, there is always something new or more that can be accomplished.” 	
03:50 <i>5 minutes</i>	4-Activity One: Implementing the Resilience Plan 📄 Facilitators’ Guide 🎧 Audio-Visual #4.1 – Celebrating Success	<ul style="list-style-type: none"> ➤ Direct “Click on Activity One and turn to Facilitator’s Guide (p. 16).” Read out loud “Purpose.” <ul style="list-style-type: none"> ➤ Advise “The results are fully shared with the community and the recommended priorities are agreed to.” ➤ Play Audio-Visual #4.1 – Celebrating Success • The work has now started! 	



Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🖥 Use Internet 📄 Handout	Slide or ADRP Screen
<p>03:55</p> <p><i>5 minutes</i></p>	<p>4-Activity Two: Evaluating Progress</p> <p>📄 Facilitators' Guide</p>	<ul style="list-style-type: none"> ➤ Direct "Click on Activity Two and turn to Facilitator's Guide (p. 17)." Read out loud "Purpose." <ul style="list-style-type: none"> ➤ Advise "Sometimes priorities get determined but there isn't sufficient follow-through so it is important to monitor and review the Disaster Resilience Plan." ➤ "There will be successes and it is important to celebrate them!" 	
<p>04:00</p> <p><i>5 minutes</i></p>	<p>4-Activity Three: Continue Planning</p> <p>📄 Facilitators' Guide</p> <p>📄 Pathways Graphic Mini-Poster</p>  <p>📄 Pathways Graphic Mini-Poster – blank path</p>	<ul style="list-style-type: none"> ➤ Direct "Click on Activity Three and turn to Facilitator's Guide (p. 18)." Read out loud "Purpose" <ul style="list-style-type: none"> ➤ Advise "Finally you can continue the work you have started and get others involved!" ➤ Advise "The Disaster Resilience Plan is not a plan on a shelf but rather a living document" ➤ Advise "Go to the Facilitators' Guide and read the task and outcome." ➤ Direct participants to return to the Pathways poster. Have them review the journey they have taken and discuss any questions they might have. ➤ Direct participants to take the Pathways poster with the white or blank paths. Have them colour in the path that they will take once they initiate the ADRP process in their community. 	

Timing	Activity	➤ Give Direction 📄 Advance PowerPoint ? Ask Participants 🌐 Use Internet 📄 Handout	Slide or ADRP Screen
04:05 <i>5 minutes</i>	Additional Resources 📄 Training Videos 📄 Resources Guide 📄 Reports Guide 📄 Glossary 📄 ADRP Guide	<ul style="list-style-type: none"> • Point out the following resources and distribute copies <ol style="list-style-type: none"> 1. Training Videos 2. Resources Guide 3. Reports Guide 4. Glossary 5. ADRP Guide 	
04:05 <i>5 minutes</i>	Next Steps	<ul style="list-style-type: none"> ➤ Review Next Steps for the ADRP 📄 ➤ Stress the importance of receiving feedback as the final product emerges that feedback from today's training will be used to make future amendments 	

Timing	Activity	➤ Give Direction 🗂️ Advance PowerPoint ? Ask Participants 💻 Use Internet 📄 Handout	Slide or ADRP Screen
04:10 <i>5 minutes</i>	Questions & Answers	? Ask “Do you have any questions?”	
04:15 <i>10 minutes</i>	Closing Remarks 📄 Evaluation	➤ THANK EVERYONE! ➤ Hand out and ask “Please fill out the evaluations. They are very important to us so that we can improve the ADRP and the workshop and training materials.”	