**Facilitator’s Guide for Workshops**

# [Purpose](#_[Name_of_Chapter)

To prepare a facilitator to conduct equitable and inclusive participation in each of three possible ERB community workshops as a building block to develop an equitable resilience plan.

# [Why do this](#_[Name_of_Chapter)

Facilitation can ‘make or break’ a workshop’s success as an equitable and inclusive engagement activity. Equity and inclusivity in the resilience planning process has been shown to promote equitable planning outcomes. Find out more information on Equity Principles and Equitable Resilience by clicking the “Resources” button in the ERB Tool.

**What you will need**

**Who:** workshop facilitator(s), core team and local partner organization(s)

**Where:** in-person or virtual synchronous meeting rooms

**How long will it take:** multiple 1-2 hour sessions

**Before each Workshop**

**Planning your workshops**

With the core team and local partner organizations, review ERB workshop activities and decide which ones you want to do with community participants, and how many workshops you will need to accomplish them.

We recommend working with a local partner(s) to plan the workshops.

* If you need help getting started, you can refer to the organizations who play key roles in the community from your community connections table and diagram. Who might be a good partner? You might find, however, that community-based organizations are already at capacity and can only commit to participating in limited ways.

**Consider as part of your planning:**

* What days and times are best to hold workshops? For how long?
* How many workshops do you need? How much time will you need in between them?
* When should they be completed by?
* How long will it take you to recruit and register participants?
* What roles can core team members and community partners play? How many of them can commit to attending and helping?
* Will you be holding this virtually or in person?
* How many participants are ideal? We’ve found that 20-30 participants works well.
* Do you have resources to pay for costs that might arise? Such as:

Venue rental Participant stipends

Transportation Childcare

Facilitators Translators

Materials Food

**Saving your results**

Decide how you want to save the results of your workshops to access later for reports or other uses. Here are several options:

* Have a note-taker for each activity and break-out group who will record notes on a lap-top into the activity worksheets. These will be saved in My Portfolio.
* Use paper flipcharts to take notes on the activities, then collect them the end of the workshops. Type up the notes in the activity worksheets to save in My Portfolio.
* Take pictures of flipcharts, maps, or other materials and upload to My Portfolio.

**Centering Equity and Facilitation**

The facilitation of the workshop is key to its success. A facilitator makes participants feel included and comfortable participating, and actively guides discussions to ensure that the objectives of the workshop are met.

* Identify a community-based leader or partner with facilitation skills to lead portions of the community workshop. Ideally, it would be someone knowledgeable about equity and representative of the community.
* The facilitator should possess the following skills: conflict management, racial equity literacy, emotional intelligence, communication, and critical thinking.
  + This should be an opportunity for community-based leaders to lead and educate decision-makers. The facilitator should be versed and comfortable leading a workshop on historical patterns of inequality in the community and how they connect to the climate and disasters.
* Encourage meaningful participation and actively listen and reflect on the experiences and concerns of community members most impacted by hazards.
* Include activities that are interactive and creative. Providing different ways of participating elicits different perspectives and information.
* Use community voices to consider the root causes of social, health, and economic inequities and how these inequities often "stack" (or overlap) to create complicated and unique social vulnerabilities and cascading consequences from disasters.
* Workshops can be tiring with a lot of information to process. It’s important to go at a moderate pace so that people do not feel rushed and have time to connect with each other. The facilitator sets the pace and revises the agenda as needed.

**Reducing barriers to participation**

Workshops are a good way of bringing people from different parts of the community together but can be difficult for people to attend and feel as though they have a supportive space to participate. To reduce barriers to participation, try to work with partners to:

* Provide a living wage stipend to participants for their time.
* Provide food, childcare, language translation, and other services to participants.
* Hold the workshop at a time of day and location where community members will be able to get to and feel comfortable in, such as a library or community center.

One of the reasons we open the workshops with storytelling is that we have found this to be an effective way of making sure participants feel heard, creating emotional connections among participants, and generating productive conversation in later workshop activities.

**Creating opportunities for participants to connect**

One of the most valuable parts of a workshop is the opportunity for people to get to know each other and build connections. Creative activities in particular help bring people together. These ideas for activities are flexible - you could have a set time in the agenda, incorporate them throughout, or do them during breaks.

1. Kick off the workshop by inviting people to introduce themselves and give a brief answer to a question such as:
   1. What does resilience mean to you?
   2. What is one project your organization is working on?
   3. What is one thing you are proud of in your community?
2. Provide space for participants to display art that they have created. Alternatively, hold the workshop in a space that has pieces from local artists already on display.
3. Invite a live illustrator, graphic recorder, or graphic facilitator to create a visual representation of the workshop and engage participants.
4. Have an open mic time where participants can share poetry, spoken word, or songs related to the themes of the workshop.
5. Invite local organizations to set up informational booths around the meeting room with engaging activities.
6. Provide a flip chart or bulletin board for participants to write down events or other information that they would like to share, including contact information for follow-up.

**Build your agenda**

Below you will find a list of all the activities recommended for each workshop as well as a blank template for facilitating an activity. In conjunction with the workshop planning resources in the ERB tool, select the activities you want to include in your workshops from the list below and create an agenda with facilitation directions, notes, and reminders for each activity. You can use the example detailed agendas included at the end of this document as a guide.

**Workshop 1: Listen and Connect**

* **Brief Agenda:**
  + Welcome and Introductions (*example below: Session 1*)
  + Hazards Storytelling (*example below: Session 2*)
  + Learning Opportunity (*example below: Session 3*)
  + Future Scenarios
  + Build Relationships
  + Wrap-up

**Workshop 2: Collaborative Assessment**

* **Brief Agenda:**
  + Welcome and Introductions
  + Participatory Mapping (*example below: Session 4*)
  + Resilience Indicators
  + Equity Discussion
  + Wrap-up

**Workshop 3: Results to Action**

* **Brief Agenda:**
  + Welcome and Introductions
  + Warm Up Activity
    - Disaster scenario role play
    - Storytelling about equity
  + Create Vision Statements (*example below: Session 5*)
  + Actions Brainstorming
  + Actions Evaluation
  + Wrap-up

# Session #: Activity Title

|  |  |
| --- | --- |
| Time: # - # AM (# min overall) | Facilitators  * Name 1 * Name 2 * Name 3 |
| Objectives:  * [What will you accomplish with this activity?] | |
| Output:  * [Specific output 1, e.g. activity results, key take-aways, notes] * [Specific output 2] | |
| Format:  * [Small Group Discussion] * [Plenary Discussion] | |
| Materials:  * [Worksheet (1 per participant)] * [Writing instruments (1 per participant)] | |

## Session Activities:

|  |  |
| --- | --- |
| # min  [Facilitator Name] | **[Introduction to activity]**   * [Detailed notes and steps for facilitators]   **[Go over rules of interaction]**   * [Detailed notes and steps for facilitators] |
| # min  [Facilitator Name] | [Begin Activity – First action]   * [Detailed notes and steps for facilitators]   + *Facilitator Note: [additional notes for facilitators]* |
| # min  [Facilitator Name] | [Second action]   * [Detailed notes and steps for facilitators]   + *Facilitator Note: [additional notes for facilitators]* |
| # min  [Facilitator Name] | [Activity Wrap-up]   * [Detailed notes and steps for facilitators]   + *Facilitator Note: [additional notes for facilitators]* |
|  |  |

**What to do next**

Find detailed instructions for each activity, worksheets, and materials in the ERB Tool.

Convene your workshops!

**Example detailed agendas for reference**

*Session examples below are based on actual workshops conducted May 2022 in five different communities including urban and rural, and with different racial and ethnic demographic profiles, one that included Spanish language translation, and several with youth and young adult participation.*

* *Each involved community-based organizations in the planning.*
* *Each had approximately 30 participants.*
* *Participants were given a stipend for their participation.*

# Session 1: Welcome and Introductions

|  |  |  |
| --- | --- | --- |
| **Time:** 9:00 – 10:10am (70 min overall) | Facilitators  * Core team members * Local leader from the community or neighborhood where participants are from | |
| Objectives:  * Participants will know who is organizing the workshop, why, what will happen during the workshop, and how the results will be used afterward * Everyone will know who is participating and why they are interested in being here * Everyone will understand the ground rules for participation to set the tone for discussion | |
| Output:  * Notes on reasons for attending * Q&A discussion notes | |
| Format:  * Plenary Discussion | |
| Materials:  * Writing instruments (1 per participant) | |

## Session Activities:

|  |  |
| --- | --- |
| 22 min | **Speakers: Introductions of the Facilitator & Leadership Team**   * *Facilitator Note: If there is no projector, flip charts should be available to display information as needed.*   (7 min) Local Partner Introductions  (10 min) Introductions   * Introductions * Land Acknowledgement * Give a brief Watershed 101 lesson for participants and define key terms * Note that we (the facilitators) are thinking about water, but we are also happy to hear about what people have to say about hazards, disasters, and threats in general – not necessarily limited to water/flood-related hazards, disasters, and threats   (4 min) EPA ORD & EPA Urban Waters Introductions   * Introductions * Explain the observational role of EPA folks at the workshop * Give a 1-minute overview of the Equitable Resilience Builder (ERB) tool   + *Why*: Planning to prevent natural disasters & equitably respond to climate impacts   + *Who*: Local governments, community organizations, local partners   + *What*: Self-assessment activities to identify hazards, vulnerabilities, & actions   + *How*: Human-centered design – all about people * Definitions of “resilience” and “equity”, as they pertain to the ERB   (1 min) Facilitator Introductions   * Introductions |
| 10 min  [Facilitator name] | **Speaker: Purpose of the Day**  ***Why are participants there?***   * Facilitators to describe the agenda as well as our **goals/objectives for the day**:   1. Build a deeper, collective understanding of pressing vulnerabilities and root causes that impact resilience   2. Identify specific actions that can be taken to improve resilience and equity   3. Contribute community perspectives and consider equity and the needs of priority communities within actions that could be used for the Grand Rapids watershed-level resilience plan (in development by LGROW and partners) * Provide ground rules for discussion during the workshop:   + Take the leap!   + Work for the good of the whole   + Respect others’ perspectives – remember the beach ball   + Be present and participate fully   + Be clear on when something is confidential   + Speak openly and honestly, but not with blame or accusation * ***Emphasize that the people in the room are the experts***   + Facilitators are here to listen and help participants think about their subwatershed, not here to just tell people what to do   + “If EPA doesn’t know what’s to be done, how will I know?”     - While EPA and [local partner] can take a look at high-level data, the people in the room have lived experiences that are the key to creating equitable resilience.     - People living in communities that may be affected by hazards, disasters, and threats know best when it comes to describing the impacts of these hazards, disasters, and threats on the community     - Equitable and resilient measures are meant to safeguard people, and so the people of your neighborhoods must be at the heart of the background and design of any equitable and resilient actions * In the end, we hope that the actions we talk about today can be implemented in the watershed resilience plan being developed, as well as some of these actions to be used by our local organizations to help make our sub-watersheds more resilient in the near future. * We will incorporate the results of these workshops into the plan and will share the draft back with local organizations for comments at a follow up meeting. * Allow for Q&A * Facilitators should announce that candid photos may be taken today by phone camera for a public facing website that will help to show other communities how to hold this kind of workshop. If participants do not consent to having their face on an EPA website and did not check the box on the sign in sheet, please let a facilitator know now. |
| 38 min  [Facilitator name] | **Introductions**  Participants to introduce themselves with:   * Name * What is your concern? In other words, what is an issue in your neighborhood that you would like to talk about at this workshop?   Other facilitator should note participants’ issues of concern on a flip chart at the front of the room while participants are introducing themselves. |

# Session 2: Hazards Storytelling

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| --- | --- |
| Time: 10:10 – 11:10am (1 hour overall) | Facilitators  * Name 1 * Name 2 * Name 3 |
| Objectives:  * Understand the past experiences of community members with hazards, disasters, and threats to start to identify who is most vulnerable, how, and why. | |
| Output:  * Story worksheets   + A stack of worksheets (1 worksheet per participant) to be on each table at start of day * Notes from the general discussion | |
| Format:  * Small Group Discussion * Plenary Discussion | |
| Materials:  * [Storytelling handouts](https://docs.google.com/document/d/1Tkup1JXz2y0v1nw2qTDv0c0UUWK54zTGNBMwQG1WE2I/edit?usp=sharing) (1 per participant)   + Distributed at the beginning of the workshop * Writing instruments (1 per participant) | |

## Session Activities:

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| --- | --- |
| 10 min  [Facilitator name] | **Introduce** the purpose and flow of the activity   * Facilitators may say:   *Thank you all again for participating in your [subwatershed]\_ Equitable Resilience Planning workshop. Resilience is all about making sure people are safe, and it cannot happen without understanding peoples’ perspectives first. As we start our workshop, we want to start by listening and telling our own stories to make sure the things we talk about today are most relevant to the experiences we’ve seen as residents of \_[subwatershed]\_.*  *Here’s how we’re going to do this activity. We’re going to divide you up into groups of 3, and everyone will take turns telling a story to the others. While one person is telling their story the second person will be the interviewer, asking questions about the story. The third person will be listening and take some notes. Then you will rotate so everyone will have a chance to be the story teller, the interviewer, and the note-taker.*  [You may want to do a quick role play with 3 facilitators to show how the storyteller, interviewer, and note-taker].   * Review conversation guidelines, privacy considerations and consent, and acknowledging trauma   **Create groups**   * Divide participants into groups of 3 and have them sit next to each other   + Ideally, each table should have multiples of three participants each – divide up each table into groups of three by proximity * Each person should have a story worksheet with instructions. |
| 30 min  [Facilitator name] | Share Stories: **Story Prompt #1**   * The group quickly reintroduces themselves. * Each participant takes 5 minutes to think of a time (and possibly jot down notes about) when they experienced a hazard, disaster, or threat - where were they, what happened, how were they affected, what did they do afterward? * The group takes turns sharing their stories   + One person is the storyteller   + One person is the interviewer   + One person is the note-taker * The interviewer follows the prompts on the Storytelling worksheet to guide the teller in sharing their story * The note-taker takes notes about the story on the interview worksheet. * After 10 minutes, switch roles so each person has a turn sharing their story   + *Facilitator Note: Keep track of time using a timer and announce when 10 minutes are up. Add in a reminder that the 10 min are getting close if the group needs.*   + *Facilitator Note:* ***Facilitator*** *will keep track of time.*   + *Facilitator Note: If any participants are recent residents and do not have many experiences in town, encourage them to share a story about a hazard, disaster, or threat in their life, regardless of location.* |
| 30 minutes (optional) | If you would like to do a second round of storytelling, organize participants into new groups of 3 and repeat the above instructions. |
| 20 min  [Facilitator name] | Bring the group back together for a **discussion and report out**   * Be careful to acknowledge in tone of voice that there is trauma in the room. * Ask 2-3 people to share *something that stood out to them* from listening to one of their partners’ stories   + *Facilitator Note: If any participants are recent residents and do not have many experiences in town, but have shared a story about a hazard, disaster, or threat in their life outside of the workshop community, try to relate their story to the local context.* * Questions to ask group:   + *What are some of the hazards you heard about?*   + *What are some of the community strengths and assets that you heard?*   + *What are similarities and differences in what people have experienced?*   + *What do we notice about the reasons for different impacts and experiences?* * Another **Facilitator** should be at the front of the room with a flip chart, recording the highlights of the report out discussion |

# Session 3: Learning Opportunity

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| --- | --- | --- |
| **Time:** (30 min overall) | Facilitators  * Core team members * Experts | |
| Objectives:Allow participants the opportunity to learn more about important topics discussed in the workshop from experts and from each other | |
| Output:  * An understanding of watersheds | |
| Format:  * Presentation, round table, discussion | |
| Materials:  * Slides, computer, projector | |

## Session Activities:

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| --- | --- |
| 10 min | Use the information you gathered in the *Expand Your Knowledge* activities to prepare a brief presentation. |
| 15 min  [Facilitator name] | * Share the presentation in the workshop and allow people to ask questions. (15 minutes) * Allow time for participants to respond and share information with each other from their own knowledge or expertise. |
| 5 min | * Optional: Provide additional brief presentations about the particular theme of your workshop. For example, if you are focusing on watershed resilience, give a “Watershed 101” presentation to explain key concepts in non-scientific language. |

# Session 4: Mapping Activity

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| --- | --- |
| Time: 11:10 – 12:00 PM (50 min overall) | Facilitators  * Name 1 * Name 2 |
| Preceding Session: Storytelling Activity | Session to Follow: Action Identification |
| Objectives:  * Identify the locations where impacts are happening or may happen * Identify potential follow-on impacts | |
| Output:  * Marked maps with climate hazards and impacts * Discussion Notes (Facilitators recording discussion highlights on flip charts) | |
| Format:  * Small Group Discussion * Plenary Discussion | |
| Materials:  * Maps (set up at front of room at the beginning of the day) – appropriately scaled for the size and area of your project, and inclusive of:   + Climate hazards (such storm surge or flood zones),   + Demographics (county and census tract level, depending on scale)   + Local infrastructure (such as hospitals, wastewater treatment plants, and power plants) * Different colored sticky/post-it notes (yellow, orange, and green, with a pack of each color per table)   + Have sticky notes sitting on tables at the start of the day * Sets of sticky dots (green, blue, with both colors available in 2-3 packs per table) * Writing instruments (1 per participant) * Flip chart markers | |

## Session Activities:

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| 25 min  [Facilitator name] | Mapping current hazards and impacts   * **Participant** to narrate the map, describing the waterflow of the watershed as well as any significant neighborhoods or landmarks * Introduce the large watershed map at the front of the room   + Have participants come up and put a green dot where they live in the watershed (or a location that is important to them if they do not live in the watershed) * Introduce the Michigan EJ Screen Maps – **Facilitator**   + Facilitator may say:   *The small maps on your tables are from the Michigan Environmental Justice Screen tool. These look at census tracts across Michigan, and the levels of colors are denoted by the percentile of the score they received in the Screening tool. In other words, a census tract in the 90th percentile, which is fairly red, may have a higher pollution burden and vulnerability than one that may be more blue.*   * Check that each table has sticky notes of different colors: yellow for hazards, orange for impacts, and green for community strengths/resources * Facilitator may say:   *Based on what you learned in the storytelling activity, as well as your own knowledge and experiences, on a large map of the area of your project, mark the locations of current or existing hazards and impacts (e.g., locations particularly prone to flooding). Use small sticky notes of yellow for hazards and orange for impacts.*  *As you think about hazards and impacts, please also think back to the stories for some things that helped you in your stories. Use small green sticky notes to mark community strengths/resources.*   * *Facilitator Note: It may be helpful to define the difference between climate hazards (flooding, wildfire, storms, etc.) and climate impacts (inundation of road, overflow of sewage, lack of space at hospitals, etc.)* * Have participants write down the names of hazards on yellow sticky notes and stick them to the map where these hazards happen   + Facilitators should encourage participants to get as specific as possible with locations for these sticky notes * Have participants describe impacts on orange sticky notes, and then stick them to the map where the impacts may be seen/felt * Have participants describe community strengths and resources on green sticky notes, and then stick them to the map where these strengths and resources may be located * As people finish attaching sticky notes of current hazards, discuss the following question (with one facilitator taking notes on a flip chart):   + *What kinds of hazards and impacts are we already seeing?*   + *What kinds of community strengths and resources are available for us?* |
| 15 min  [Facilitator name] | Mapping potential future hazards and impacts   * Facilitator may say:   *Based on what you found in the hazards data, use a blue sticky dot to show an increase in intensity in future hazards and impacts.*   * Have participants write down the names of potential future hazards on yellow sticky notes with blue dots and stick them to the map where these hazards happen * Have participants describe potential future impacts on orange sticky notes with blue dots, and then stick them to the map where the impacts may be seen/felt * If existing hazards or impacts may increase in intensity in the future, participants can add a blue dot to existing sticky notes on the map * As people finish attaching sticky notes of future hazards, discuss the following questions (with one facilitator taking notes on a flip chart):   + *How are these hazards and impacts affecting people and who is being affected most?*   + *What are the biggest threats or concerns we need to deal with?* |
| 10 min  [Facilitator name] | Discuss domino impacts of climate hazards   * Discuss whether any of these impacts may be "domino impacts" (one facilitator should take notes on a flip chart)   + *Facilitator’s Note:* *domino impacts = cascading impacts = an impact in one location that could cause impacts in other locations. For example, a flood (hazard) may cause the power plant to fail (impact), which may then cause interruption of the water supply (secondary follow-on impact).*   + Questions that may help tease out follow-on impacts:     - *How may the hazards, disasters, and threats (HDT) that we’ve mapped be connected?*     - *What are the "follow-on impacts"?* * Facilitators should draw lines to connect any related impacts: red lines denote negative cascading impacts and green lines to indicate positive impacts from community strengths/resources. * Facilitators should relate the cascading impact lines to the Hazard, Vision, Change, Action Steps template of the Action Identification session:   + Explain that the ideas receiving the most red arrows indicate visions for the future that participants may be thinking about   + Explain that following the red arrows backwards allows participants to see avenues for change to achieve the visions   + Explain that green lines mark areas where community assets can help build action steps |

# Facilitator’s Examples of Hazards & Impacts:

* Flooding (*hazard*) in Belleview and Adams neighborhoods is getting worse.
* During the last big storm 12 houses were flooded (*hazard*), and some people still haven’t moved back in (*impact*). Dam breach in Michigan. Rain storm that causes polluted water that runs into the creek, preventing swimming or fishing
* **Follow-on Impact:** Adams neighborhood is better protected than other neighborhoods (potential for flood is less, and people are starting to move into Adams, adding to gentrification pressure (*follow-on impact*).
* Belleview has a large Central American population and many small businesses which had to close for a day (*impact*) during the last storm (*hazard*).
* **Follow-on Impact:** The water treatment plant is in the flood plain and needs upgrades. Sometimes it goes offline (*impact if because of floods*) during flood events (*hazard*). This is problematic especially for the hospital and the nuclear energy plant (*loss of other critical facilities is follow-on impact*).
* Heavy rain storms (*hazard*) wash car-related pollutants from a nearby highway and floods the creek/homes in an area with this polluted water (*impact*).
* Commercial and industrial pollutants in the stream (*hazard*) make the water quality unsafe for swimming or for fishing (*impact*).
* A dam breach (*hazard*) upriver of town washes away several streets of homes (*impact*) in the eastern part of our neighborhood.

# Session 5: Action Areas Vision and Brainstorming

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| Time: 1:15 – 2:20pm (65 min overall) | Facilitators  * Name 1 * Name 2 |
| Preceding Session: Open mic and community announcements at lunch | Session to Follow: Evaluate Actions |
| Objectives:  * Develop a vision for each Action Area and a list of potential actions that could increase resilience equitably. * Record the actions so they can be shared and evaluated in the next session. | |
| Output:  * Table of potential actions for each Action Area | |
| Format:  * Plenary overview * Breakout discussion * Report out | |
| Materials:  * White board or flipchart for each break-out group * Writing instruments (1 per participant) * Flipchart markers (1 for each break-out group) | |

## Session Activities:

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| --- | --- |
| 10 min  [Facilitator name] | **Activity Introduction**   * Facilitators may say:   *In this activity, we’ll break up into groups and brainstorm actions to address some of the key resilience and equity issues the community is facing.*   * Facilitators should cover the session objectives to clarify the purpose once more:   + We will develop a vision and list of potential actions for each Action Area that could increase resilience equitably.   + Record the actions (on paper or white board) so they can be shared and evaluated in the next session. * Facilitators may say:   + *For the first part of this, we’ll need to identify what is the vision we’d like to see for each Action Area, thinking about what changes we’d like to see over the next 10 years. This will help us identify and frame the problems to be solved so the actions we brainstorm are relevant, meaningful, creative, and address root causes of resilience challenges and inequities.* * Using the example flipchart template (see below), facilitators will give an example of an Action Area, vision statement, and potential actions.   + Action Area: Flooding is severely impacting residents of Parkview neighborhood   + Vision (what? for whom?): Low-income community members do not suffer as much from repeated flooding   + Actions: Specific ideas for achieving the vision * Facilitators will work with participants to come up with hazards, then break participants into four self-selected groups based on hazards.   + Facilitators may say   *Think about the stories, maps, interactions, and experiences you have had so far for hazards that you would like to talk about and work on for this session.*  *While each is important, we may only be able to work on a few in this workshop, so we will come up with a list and vote on the ones that we may cover.*   * + Facilitators should ask for participants to give any hazards they may want to work on, and facilitators should write these hazards on the blank flip chart on the front of the room.   + Participants will then vote for their top 4 hazards, and the vote counts written next to each hazard.   + Choose the top four hazards and designate four areas of the room, one for each of the hazards chosen. Participants should then self-select into groups based on the hazard that they would like to work on.   + Facilitators may say   *We are trying to make groups as even as possible. If a group is looking a bit large, maybe take your second or third choice of hazard, disaster, or threat to think about.*   * *Facilitator Note: If the participants do not comfortably speak the same language, split up participants into four groups as evenly as possible based on proximity and language. Then, instead of voting, have each group select from the list of hazards which hazard they would like to work on.* |
| 10 min  [Facilitator name] | **Breakout Discussion**: Hazards, Vision, and Change development   * In their groups, participants will fill out a flipchart similar to the example flipchart template (see below) with a Hazard, Vision, and Change. * As groups discuss, facilitators can walk around and help groups refine their charts as necessary |
| 10 min  [Facilitator name] | **Discussion:** Hazards, Vision, and Change Report-out   * Groups should come back together as a plenary after filling out the Hazard, Vision, and Change portions of their flipchart * Facilitators should have each group present the Hazard, Vision, and Change portions of their flipchart |
| 15 min  [Facilitator name] | **Breakout Discussion**: Action Development   * Groups should brainstorm various actions to achieve the Change on their flipcharts. These actions should include thinking on who might be involved to make decisions. * Facilitators should encourage participants to think outside the box. If a group gets stuck, feel free to share an action area from the below list to spark their thinking:   + policy change, lobbying, grassroots action   + built environment   + conservation   + economic   + financial incentives   + carrot/stick   + education   + relationships |
| 20 min  [Facilitator name] | **Discussion**: Action Report-Out & Equitability Addition   * Each group will report out up to 5 of their top actions * Facilitators will choose one of the actions to dive deeper, and may ask:   *How can we make this action more equitable?*   * As participants answer the facilitator’s question, another facilitator should fill out the “Actions for Equitable Resilience” flipchart with the additional component added to the actions to make them more equitable |

# Example Board/Flipcharts

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| --- |
| **Actions for Equitable Resilience** |
| * *Consider accessibility issues in addition to providing knowledge* * *Look for co-benefits for various impacted groups* |

**After creating actions, think about:**

* Who is involved: Who would need to be involved or make a decision to implement this action (individual, business, community, government, etc.)?
* What land type might be involved (rural, urban, agricultural, natural, etc.)?
* Who benefits: Who would benefit most from this action, in addition to any target population?

# Example Flipchart Template

**Hazard**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Vision** (*what? for whom?*): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Change** (*needed to achieve the vision*): \_\_\_\_\_\_\_\_\_\_\_\_\_

**Action Steps**

|  |  |
| --- | --- |
| *What are the steps we might take to make the above change happen?*    *Action steps could include:*   * *policy change, lobbying, grassroots action* * *construction projects* * *conservation* * *economic* * *financial incentives* * *carrot/stick* * *education* * *relationships* | *Who might be involved to make decisions (individual, business, community, government, etc.)?* |