



Community Early Warning Systems (CEWS)

Training Toolkit – Field Guide

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**Community Early Warning Systems (CEWS)
Training Toolkit – Field Guide**

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The International Federation of Red Cross and Red Crescent Societies (IFRC) is the world's largest volunteer-based humanitarian network. Together with our 189 member National Red Cross and Red Crescent Societies worldwide, we reach 97 million people annually through long-term services and development programmes as well as 85 million people through disaster response and early recovery programmes. We act before, during and after disasters and health emergencies to meet the needs and improve the lives of vulnerable people. We do so with impartiality as to nationality, race, gender, religious beliefs, class and political opinions.

Guided by *Strategy 2020* – our collective plan of action to tackle the major humanitarian and development challenges of this decade – we are committed to 'saving lives and changing minds'.

Our strength lies in our volunteer network, our community-based expertise and our independence and neutrality. We work to improve humanitarian standards, as partners in development and in response to disasters. We persuade decision-makers to act at all times in the interests of vulnerable people. The result: we enable healthy and safe communities, reduce vulnerabilities, strengthen resilience and foster a culture of peace around the world.

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01

Introduction

You are reading this Field Guide (the main part of the Training Toolkit for Community Early Warning Systems (CEWS)) because you have some interest in strengthening or building community early warning systems where you work. Although the guide is focused on the community level, it is crucial that you understand, build on and reinforce national EWS efforts during your community work, whenever possible. If you do not have access to the companion CEWS Guiding Principles, you will need to obtain a copy (see link below)¹; the two documents work in tandem. You will gain more from this Training Toolkit once you have studied the CEWS Guiding Principles.

a. Objectives and audience

The Training Toolkit for Community Early Warning Systems is an **operational manual** that aims to strengthen early warning systems in a developing country context. It accompanies and should put into practice the guiding strategic principles found in the *Community Early Warning Systems: Guiding Principles*. The Toolkit is made up of: 1. this Field Guide; and 2. the online (or USB flash drive) directory of all the material required to conduct the three weeklong training sessions. See Figure 1 to learn how to navigate this Toolkit.

The Toolkit is developed as a ready-to-go Training of Trainers (ToT) and Workshop manual, and is targeted to National Societies and Non-Governmental Organizations (NGOs) that are embarking on a journey either to strengthen existing CEWS efforts in a country (joining them seamlessly to national systems) or to create, from scratch, a community-driven EWS as part of a larger Disaster Risk Reduction (DRR) programme. The ToT/Workshops organize a five-day 'live' community workshop embedded between three extra days of training of CEWS trainers. Once a country or organization has a set of trained trainers, it needs only to replicate the live (five-day workshop) portion of the materials provided below in each new community EWS.

The Toolkit is most appropriate for use by Disaster Risk Reduction and Management (DRR/M) units or projects in support of national EWS efforts. The trainers targeted in the Toolkit (ToT portion of the training programme) are, ideally, DRR/M programme, project and partner staff members who would be responsible to guide, support or evaluate EWS efforts in at-risk communities (the Workshop portion of each training session includes community members/volunteers directly).

1. www.ifrc.org/PageFiles/103323/1227800-IFRC-CEWS-Guiding-Principles-EN.pdf

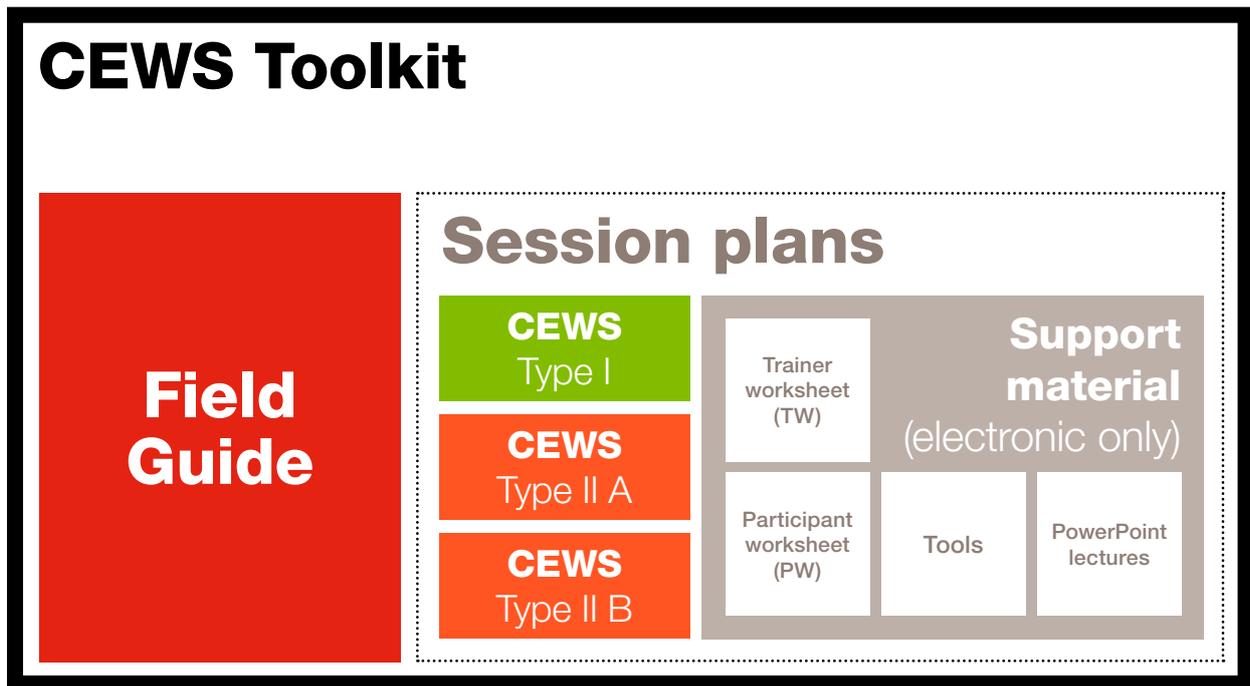


Figure 1: Navigating the CEWS Toolkit

b. History of the WADM CB Project (IFRC, SRC and MSB)

The West Africa Disaster Management Capacity Building Project (WADM CB, 2008–2011) was orchestrated by the Red Cross Societies of Liberia and Sierra Leone, with coordination by IFRC and the Swedish Red Cross (SRC) and technical assistance by the Swedish Civil Contingencies Agency (MSB).

The project objective was to improve and strengthen the capacity of the National Societies in mitigation, disaster preparedness and response activities and was focused on, inter alia, elaborating disaster-management policies, contingency plans, communication and early warning systems (EWS). With regard to the latter, MSB has featured a series of Training of Trainers sessions (ToTs), which taught Red Cross Disaster Management staff and partners (United Nations (UN) and government representatives) how to guide communities to build and maintain EWS, using them to save lives, save livelihoods and reduce suffering due to evolving risk, hazards and vulnerabilities.

c. Training of Trainers and Workshops already conducted

This Training Toolkit was developed after pretesting the entire process and specific tools over three years in two English-speaking young-government contexts with no presence of National Early Warning Systems (NEWS), Liberia and Sierra Leone. The following ToT/Workshop sessions have moulded the Training Toolkit into what it is today:

- Type II, Session A ToT/Workshop: Sanniquellie, Liberia (10–16 Nov 2010)
- Type II, Session A Workshop: Bumbuna, in Bo, Sierra Leone (15–18 Mar 2011)
- Type II, Session B ToT/Workshop: Bumbuna, in Bo, Sierra Leone (5–11 Jun 2011)
- Type II, Session B Workshop: Tappita, Liberia (20–24 Jul 2011)
- Type II, Session A ToT/Workshop: Pakalinding, Gambia (18–24 Nov 2012)
- Type II, Session B ToT/Workshop: Pakalinding, Gambia (3–10 Dec 2013).

The participants of the ToT/Workshops were Red Cross Disaster Management staff and their partners (typically government agents, local press, private sector, etc.). More than a dozen individuals from the two countries were successful in completing the two Training of Trainers sessions. Many of the trainers were involved also in replicating the workshops among communities back home. The project was able to validate, through formal, tri-level simulation exercises in 2011, that the replication was carried out adequately among newly trained Red Cross volunteers in rural areas where the EWS had been developed. The CEWS ToT/Workshop sessions have already begun to draw attention from NGO partners and other communities in the two countries and the Red Cross has been asked increasingly to provide information and similar training in new settings.

To date, there are 12 men and women (hereafter called ‘graduates’) from two countries who have successfully completed the CEWS ToT Type II A and B, which is the most thorough CEWS training available to date (if you succeed at Type II, you have been trained in more depth than you have been in Type I!). The 12 graduates form a new cohort of CEWS Roster members who are willing and able to be deployed as ToT facilitators, along with the CEWS Guiding Principles and Training Toolkit manuals, to help you conduct the first series of ToTs in your country. To discuss opportunities to benefit from the experience of members of this qualified Roster, please contact the DRR/M focal person from IFRC Regional/Zonal Office or Community Preparedness and Risk Reduction Department in Geneva

During the preparation of the CEWS Guiding Principles, the Training of Trainers (ToT) package was updated and reformulated also. The present Training Toolkit is now strengthened to include Type I below, which represents a realignment of at-risk communities to national EWS efforts already under way (rather than the actual creation of a *community-driven* EWS, Type II). It appears that, although Type II may be more common in Africa, for the rest of the world, Type I trainings are required more often than are Type II.

d. Guiding Principles and Training Toolkit, in tandem

This Training Toolkit is a companion manual to the *Community Early Warning Systems: Guiding Principles* (GP-CEWS) that was developed by IFRC. Because the CEWS Guiding Principles and the Training Toolkit are designed to be used in tandem, the terminology, concepts and details of the principles are not repeated here (to save space and trees). You will notice, however, that all of the concepts are applied consistently between the CEWS Guiding Principles and the training modules of the Training Toolkit.

As a rapid reminder, the Guiding Principles are listed below. The Training Toolkit features these 13 principles with practical examples and case studies, which will offer direction on how to apply them.

1. Integrate within DRR – EWS is not a stand-alone
2. Aim for synergy across levels: community, national and regional/global
3. Insist on multi-hazard EWS
4. Systematically include vulnerability
5. Design EWS components with multiple functions
6. Accommodate multiple time-scales
7. Embrace multiple knowledge systems
8. Account for evolving risk and rising uncertainty
9. EWS without borders: target the full vulnerability and hazard-scape
10. Demand appropriate technology
11. Require redundancy in indicators and communication channels
12. Target and reach disadvantaged and vulnerable groups
13. Build partnership and individual engagement

e. How to use this Field Guide

Each subsequent step of the Training Toolkit builds on the product of the former step(s) so it is vital that each one is completed as a building block, in the order presented. If you skip over steps, you will find gaps in your strategy or missing pieces as you complete the journey towards a strong CEWS.

The CEWS Guiding Principles document ends with a description of where you should start your CEWS journey (see Chapter D, Table 13 and factors on pp75 and 76). You should compile the evidence and group key actors around the table to take Step 1, below. It is very important to compile this evidence prior to planning your Training of Trainers (ToT). Gathering the requisite evidence should not take more than a week full time, or a few weeks, if this is just one of your many tasks, but this will depend on the level at which you work (in remote areas, it may take longer to access more in-depth information about national efforts) and the context of your situation. The product of that evidence can be a simple list of questions and answers, guiding you to make a move towards taking the first steps (described below).

It is important to remember that this Training Toolkit is a GUIDE only and, therefore, requires adaptation to every context. Each country and community is different and the tools must be adapted to meet community needs as well as possible. While goals and objectives per workshop or session may remain as written, facilitators are encouraged to be flexible in managing the sessions. You are requested to use this guide, then, not as a robot but with careful and systematic exploration of how to make each module and tool more appropriate for the reality of the communities you serve.

There are three main steps, as follows:



Figure 2: Key Steps for Preparation for Training

02

Key Steps for Preparation for Training

Step 1

Which type of CEWS is appropriate in your country?

The first thing you must decide when using this Training Toolkit is which of the two categories (Type I or Type II) of Training of Trainers/Workshops best represents your current situation most accurately. This choice of situation is very important for making the best use of the Training Toolkit. The decision should be made based on the decision flow chart (Figure 3) following two scenarios, simple to more complex:

- **Type I:** If you work in a country that already has a functional national Early Warning System, and/or sub-national systems, you probably should focus on the Type I ToT. Its goal is to support the national EWS to link communities in high-risk areas more seamlessly to the national system. Type I was inspired by the model most common in much of Asia and the Americas.
- **Type II:** However, if a community with which you work has expressed a strong need to *drive its own* EWS (e.g., if it is not linked to any existing warning service or is located in an area for which conditions are not being monitored by any other EWS) or if you work in a country which has no national EWS, you should focus on Type II, community-driven EWS. This ToT/Workshop is a longer process in order to equip communities to collect and analyse their own EWS data more independently.

The two situation types are not levels of training (such as conducting Type I first, then later II) but are entirely different curricula for two very different circumstances. The ToT/Workshop for Type I is a one-week session that aims to link a community more seamlessly to other EWS efforts in the country while enhancing its effort to respond to warnings it receives. It covers monitoring very lightly, with a strong focus on communication and response capability.

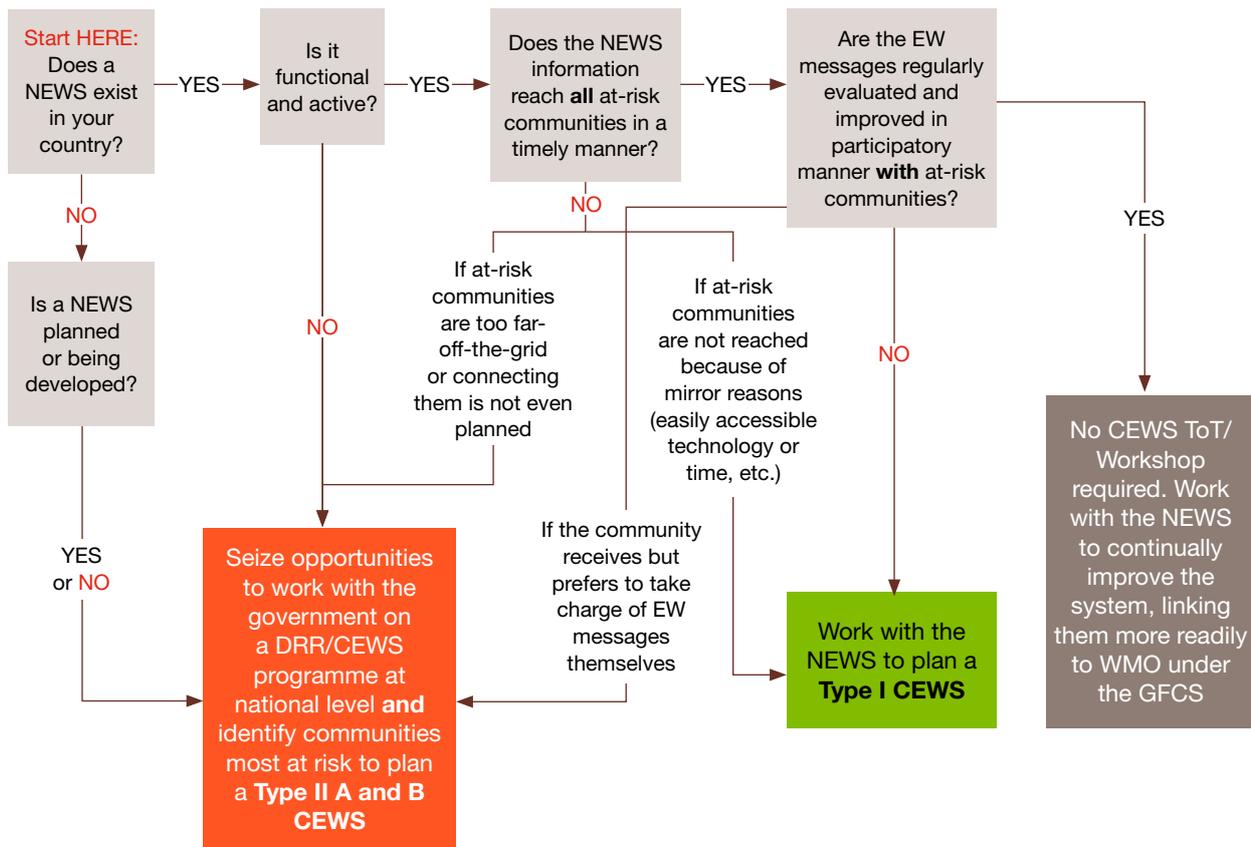


Figure 3: Decision Flow Chart for Type of CEWS

The ToT/Workshop for Type II demands a greater investment: the same package has more intensive modules and is developed as two subsequent one-week sessions, separated by a period of four to 12 weeks in which the community starts collecting indicator data itself. In Type II, the community takes monitoring fully into its own hands, even if a national EWS exists. For this reason, the first session of Type II ToT/Workshop (A) focuses almost exclusively on indicators and monitoring; the second (B) focuses on communication and response capability. It is important to invest more time because of the additional responsibilities the community will have in the EWS.

Due to the very different focuses of the two situations, even if the modules are developed based on the same principles and with the same messages, the *rhythm* is very different. The modules are, therefore, not easily interchangeable. You will see many similar portions (activities) in both Type I and Type II but, to make it easier for the ToT facilitator, the Training Toolkit keeps them very distinct.



Figure 4: Community Early Warning Systems Components

Step 2

Where and with whom should a CEWS be strengthened/built?

This section assumes that you have chosen which type of CEWS is best suited to your situation. It explores the selection of communities, EWS trainers and community participants that will be involved in your CEWS Training of Trainers (ToT) and in the ongoing or resulting CEWS.

a. A community

For a CEWS to be successful, the choice of a community is important. You will want to identify a community or communities that correspond to a specific profile, described below. It is useful to consider how you want to define 'community'. The Guiding Principles suggests that a community represents a network of social interaction that may be exposed to multiple social and/or physical impacts from one or more hazards or threats often, but not exclusively, related to place. Your 'community', therefore, may be better defined as a 'hazard-scape' where your ToT will target and group, as only one example, upstream and downstream villages that may be in different administrative divisions.

Because you will not be able to meet the needs of every 'community', it is better to carefully choose and start with one as a pilot effort and build from there. Consider the following criteria for selection of your community. It is characterized by:

- ✓ **HIGH EXPOSURE TO HAZARDS:** The first element to consider is the level of risk to which a community is exposed. If the demand for a CEWS has not risen from the community itself, through a careful exploration of their hazards, vulnerabilities and capacities, the sustainability of any CEWS effort is seriously challenged. Keep your eyes out for communities that confront **multiple** hazards nearly **every year**. You probably already have a list that comes to mind.
 - ✓ **PRONOUNCED LOSS:** A second condition that must be satisfied is that loss from those hazards leads to a sense of urgency. Keep your eyes out for **significant loss** incurred to lives and property. If a community suffers little loss, they will not perceive the risk strongly enough to want to invest genuinely in a CEWS.
-

- ✓ **HIGH VULNERABILITY:** A community that has sufficient resources to keep bouncing back without external assistance already holds the key to its future; your efforts are probably more worthwhile elsewhere. A community that is less resilient to disasters probably shows visible signs of poverty and other socio-economic characteristics, such as high rates of illiteracy, etc., and a degrading situation. These communities are likely to be the most driven to make a CEWS successful.
- ✓ **RECOGNITION THAT LOSS CAN BE REDUCED:** Any community that considers disasters to be its destiny is not ready to fight against their impacts. These communities definitely need your attention but are probably not yet ready to commit to a CEWS. Required recognition often accompanies the willingness to act together and is likely to be expressed by a champion: someone within the community whose loss has been so great that they are already rallying others to their cause. Seize this opportunity and that champion's energy.
- ✓ **A LOCATION NOT REACHED BY NATIONAL EWS WARNING:** Any at-risk community not already benefiting from a country's national EWS products (not receiving regular messages about their evolving conditions) is a key candidate for this effort.
- ✓ **A LOCATION WHERE A WARNING WOULD MAKE THE BIGGEST DIFFERENCE:** If your community is entirely in a flood plain a few metres from the flow – a CEWS for flash floods that provides only seconds in lead-time may not be the best first option. If your community of farmers grows only rice in semi-arid conditions, or if annual flooding can be reduced by a simple mitigation effort, such as clearing channels, EW again may not be the best first option. If your community is exposed to dam-driven floods, advocating for appropriate lines of communication from dam authorities before releasing the water may be much more impactful than would teaching community members to monitor water levels downstream. You need to convince yourself that a (one-year or five-minute) warning is what will make the biggest difference to the target community and that the warning itself can be managed by the community.

Choose your CEWS community target to be one that meets most of the above characteristics. It has been repeatedly learned that the best CEWS results surface from workshops targeted to single communities.

b. EWS trainees (ATs)

EWS trainees are the agents who will be trained as trainers; they typically come from your disaster risk reduction/management unit/programme team including appropriate national government and other partners. They are referred to here as 'Associate Trainers', or ATs, because during the ToT they will be assisting the facilitators in the training from the start, during the live sessions with the community participants (ComPs), described in Section 2c. You will need a combination of ATs, responding to the profiles described below. You should aim for the following:

- ✓ A good number of ATs who know the targeted community's language, culture and risk profile
- ✓ A balance of men and women
- ✓ A balance of skills: although all ATs should have some formal education and experience, find some that are strong in monitoring and information management (attention to detail and ability with numbers, etc.) and others

who are strong in communication (proficient at speaking, able to think on their feet, etc.). Including a few with teaching skills always serves to provide good models for other trainees, especially during the workshop component!

- ✓ Inclusion of a few ‘partners’: appropriate national and/or local government agents (especially NEWS personnel or hydrologists, epidemiologists, etc. but also politicians) and partner NGOs that may work in the same general region. Think about strategic choices that will add value and bring visibility to your EWS efforts.

Although the total number of ATs depends on the resources you have at your disposal, a good starting range would be eight to 12 ATs. If you are working on Type II, you’ll need to think of ATs who will be available for *both* the Part A and Part B sessions (both are required for ‘graduation’).

If the time and budget allow, you may want to conduct a Training Needs Assessment (TNA) with your potential ATs. The results of this assessment will help you both to choose the ATs to attend and adjust the curricula to accommodate their needs, while also giving you ideas on how to group them and capitalize on their skills during the ToT. The TNA is a short list of questions that can be sent around by email attachment to all potential ATs; you will need to compile and tally the results from this process (a copy is included in the Toolkit).

c. Community participants (ComPs)

The choice of community participants to be trained by the facilitator and the ATs is a crucial factor in CEWS sustainability. Because these ComPs will be given specific responsibilities in collecting (Type II only), analysing, warning and organizing collective responses to warnings (all types), they need to be chosen with care. Some ideas to consider include choosing a group of individuals who together:

- ✓ are respected by a majority of the target community
- ✓ are already recognized champions of DRR or even EWS
- ✓ represent a balance of ethnicity and language groups in the region
- ✓ include a balance of men and women (and mothers)
- ✓ include a balance of highly literate and illiterate (if appropriate, given the context)
- ✓ represent each of the main livelihood groups in the region (i.e., farming, fishing, commerce)
- ✓ include a balance of households regularly exposed to the main hazards (floods, storms, drought, epidemics, etc.)
- ✓ represent various generations, including elderly and young people
- ✓ include private sector agents (such as mining company technicians who manage their meteorological databases, press agents and local government staff – such as health and agriculture agents, and local police – especially if violence is one of the main hazards).

There is no magic number of ComPs, although a good rule of thumb is to have only two to three ComPs more than you have ATs (i.e., if you plan for only 10 ATs, try to keep the number of ComPs to a maximum of 12 or 13).

Step 3

Preparing for the CEWS journey

So, by now you should have already chosen your target community and have a list of ATs and ComPs qualified for and interested in attending the ToT. The following is a checklist of elements that, at least, you must consider before starting your ToT with a specific target community. Although the elements may not apply to every context, most of them will contribute strongly to the success of your ToT, for both Types I and II CEWS.

a. Explore national Early Warning System efforts or opportunities

A strong understanding of what is happening at the national level will bring value to your CEWS effort. If there is a fledgling or fully functioning national EWS, you need to work together with it, hand in hand, on identifying the pilot community and preparing the ToT/Workshop. It is important to support national disaster risk reduction or management efforts and bring the national actors on board. Also, they should have plenty of ideas, datasets (such as disaster incidence databases) and contacts with technicians who would illuminate the process. If a national early warning effort does not exist, now is a good time to lobby with appropriate government officials to support them to catalyse a national EWS or unit.

b. Reach out to appropriate scientists

Canvass all possible networks for national scientists conversant in the processes of the most common hazards of the area you are targeting. Be creative and think outside the box! Try the national universities. Depending on the level of development in your country, they may have been employed by private enterprises, such as mining companies, which need technicians with local knowledge. Including (as one of the ATs) a technician for each specific hazard you aim to target in your pilot CEWS will bring good baselines and scientific rigour to your efforts. Their presence is crucial to the success of your CEWS. To help you ask the right questions once you find candidates, please refer to 'CEWS Prep Tool: Scientists and Data' from the CEWS/ToT Toolkit (USB).

c. Inventory data near the target community

Even if you have no NEWS and have not found a single hazard-specific scientist, as suggested above (try harder!), you will need to make a list of datasets that reflect conditions in the target community. This list is very important when the ToT/Workshop explores baseline data (monitoring modules) and builds indicators for each hazard (especially in Type II). There is definitely a significant amount of data being collected in or near the target community by many different people who may rarely speak to each other. Your job is to creatively seek out that data and develop it into a short list. Here are some ideas for data which could be included and which refer to the area near the target community:

- ✓ Data in any format: paper registers or electronically sent to central levels
- ✓ Any piece of information that is updated at regular intervals (i.e., more often than once a year)
- ✓ Information from agricultural agents: production trends, livestock, rainfall trends
- ✓ Information from health agents: numbers of children who are sick/malnourished, incidence of sexually transmitted diseases (STDs), etc.
- ✓ Information from market agents: trends in volume and prices of various commodities
- ✓ Information from principals and teachers at local schools, public and private: attendance, numbers of children absent from school each month, numbers of girls who stop school suddenly, etc.
- ✓ Information from local DRR/M offices: disaster incidence.

You should fill out a database registry with each piece of data that might shed light on the evolving vulnerability and exposure to hazards of the target community. Perhaps a Branch office or one of the stronger volunteers could be tasked with this exercise. It shouldn't take more than one day of work if the process is well organized. It entails going office-to-office to ask questions in the towns closest to the target community. See CEWS Prep Tool: 'Tool_DataSetInventory.pdf' from the CEWS/ToT Toolkit.

Now that you have a list of datasets already inventoried, do your best to take snapshots of that data (i.e., on your telephone) or take note of its format and frequency.

d. Compile and acquire maps

There are two types of map that you will need to compile before the first ToT begins. The first is an atlas or a set of country-level maps prepared by a government or private entity that you can purchase or, if you're lucky, you will be given. Look for maps that portray population density, rainfall, areas of agricultural production, elevation, minerals, major road and water/hydrology networks, and health centres, etc. There may be a national map set developed by the UN an NGO/Private Voluntary Organization (PVO) project or a government group. More and more often, such map sets are available freely online.

Bring two to three copies of each of these hard-copy maps with you to the ToT/Workshop. They are key elements of the Risk Knowledge and Indicator Development modules and will be used during group work.

The second element to compile is a set of maps at various levels that can be used in the sessions with the ComPs. It is helpful to have a map zoomed in on the target 'community', with another showing the 'community' within a higher level (i.e., district) and a third showing the community in the country as a whole. Typically, it is feasible to access rough maps on the Internet, and cut or erase portions of them, or enlarge some portions to make mapping tools for the community. The idea is to give the ComPs enough support materials to work with so that they can, in groups, draw onto the map the physical characteristics (mountains, roads, rivers, etc.) areas of greatest hazard incidence and vulnerability, and zones without telephone access, etc. that they know simply by living there.

Have one copy of these for each AT and ComP, on which they can draw or write.

e. Conduct a Risk Knowledge effort at the community level

It is crucial that the community targeted by a CEWS workshop be familiar with DRR/M concepts and the hazards they face prior to the ToT/Workshop. It is expected that qualifying communities have already undergone a prior Risk Knowledge exercise. The most common Risk Knowledge exercise in IFRC entails the vulnerability and capacity assessment (VCA) and there are useful guides available to assist in making this exercise as valuable as possible for the community. Often such exercises are called community risk assessments (CRA). It is important that, during this activity, the main hazards confronted by a community, and their own prioritization of those hazards, become crystal clear. This information is the foundation upon which the ToT is organized (see link).²

f. Use the workshop checklist

For every CEWS ToT/Workshop or workshop you plan, print out and complete a copy of the workshop checklist (see 'MD Prep_PlanningCheckList.doc' from the Toolkit). You will see the minimum list of tasks to be done, as well as space to record which member of the team is responsible for each task, and to check off when it is complete.

² www.ifrc.org/vca

03

Cross-Cutting Issues in CEWS Training

a. Roster: accessing, joining

The CEWS Roster is a growing cohort of professionals who have ‘graduated’ from this (or a very similar) training curriculum and have gained experience applying their knowledge. If you are interested in soliciting a facilitator from the CEWS Roster to come to your country to conduct your first ToT/Workshop with you, please contact the DRR/M focal person in your IFRC Regional/Zonal Offices to discuss your needs.

If you have been trained in CEWS/Type I or have completed both Parts A and B of CEWS/Type II, and you have already practised your skills by replicating the training in another setting, you would qualify to be included in the Roster. If so, please send your credentials (with a description of the ToTs and replications in which you have participated, and the languages you have mastered) to the DRR/M focal person in your IFRC Regional/Zonal Offices.

b. Support the community may need after the training

After either training (Type I or Type II), the target community will need some support. Community participants (CompPs) will be required to complete a series of tasks and they may need a small start-up budget to undertake these tasks. Requisite materials may include equipment for measurement (rain or river-level gauges, etc.) or communication (megaphones, alarms, etc.), registers to record monitoring data and billboards on which to display data and/or warnings.

Even if the ToT/Workshops succeed in developing an income-generating activity (IGA) that aims to provide regularly refreshed funds to maintain the equipment upkeep, pay communication bills, etc., this IGA may need a seed fund to be able to begin operation. Start to explore options to acquire this seed money as soon as possible.

c. Environmental and gender aspects of early warning systems

As in every development and humanitarian effort, careful plans must be made to protect the environment and ensure that the needs of all disadvantaged individuals and groups are attentively considered.

EWS actions must be carefully assessed for any negative and/or un-repairable impact they might have on the environment. For example, the response activity of preparing escape routes and building shelters will need to consider the safest paths for evacuation of masses of people, as well as what effect the passage or presence of those people will have on the physical environment. Bringing large numbers of people together also has strong implications for what they will cook with (deforesting the immediate environment) and where they will take care of their hygiene needs (water, sanitation and hygiene). Smaller actions, however, such as the noise pollution of automatic sirens or the impact of mechanical gauges in certain places could affect the environment also.

Although still often called 'gender', this requirement – at least in early warning – is much more about systematically identifying, at each step, which group of people may be excluded or forgotten, and finding ways to capitalize on the strengths and meet the needs of every individual. Early warning systems must always keep disadvantaged groups at the centre of emphasis, during every component and at every level. It is not useful in DRR/M to isolate either gender as a singular group to be remembered. The disadvantaged or marginalized are not just women, children, the elderly and the physically challenged. Depending on the hazard, this group also may include: homeless people; visitors or temporary workers in the area; semi-illiterate people; those working at night on a river; youth playing near a river; single-headed households (especially those headed by men); or, very simply, those people who are least economically secure.

Nearly every community has a group of people who are, for whatever intentional or unintentional reason, forgotten or marginalized. It may be visitors: tourists, or seasonal and permanent immigrants to a community. Because they do not listen to local radio stations or are unable to understand the local language and pick up cultural clues from their neighbours, they become marginalized during an imminent hazard. They must all be accounted for in early warning: identified, included, engaged or, at the very least, warned.

Across the globe, women are tired of being routinely referred to as the most vulnerable in disaster risk reduction or management settings. The truth is that their social and daily exposure to hazards distinguishes them from men more than does their vulnerability. Women may be more conscious of and directly responsible for children; this puts them in precarious situations when they need to rescue the children from schools or play sites. Their social status may make them unable to respond or uncomfortable about responding to a warning alone (i.e., by evacuating with neighbours); therefore, they take the brunt of a cyclone full face. Acknowledging this enables a more useful analysis and a more efficient targeting of disadvantaged groups in CEWS.

A study undertaken in Nepal (Banke and Bardia districts) and reported in a Master's thesis explored how socially defined roles and responsibilities place

one sex at a disadvantage due to gender stereotypes in community-based flood EWS. The findings highlight the gender-stereotyped roles and responsibilities, along with associated skills and capacities, lack of mobility and the effects of other sociocultural practices. Although sometimes women may have been more vulnerable than were men to floods, men who observed water levels (gauge monitors) were more at risk when they monitored during the night. Also, since men were always more mobile than were women, they were more likely to contact the upstream gauge reader on their own and, ultimately, were better placed to disseminate the message to the community.

Anecdotal data shows that during the 2004 Indian Ocean tsunami, of seven people who died in Simelue Island (only 20 minutes from the epicentre near Indonesia), five people were immigrants from neighbouring provinces/districts in Indonesia. The reason offered for this is that the immigrants to the island did not share the local knowledge. In Vietnam, an EWS for the Lower Mekong River has trained community members, who, upon receipt of flood warnings, lead people with disabilities and children to safety. These are all good examples to keep in mind of the need to identify and address the needs of oft-forgotten individuals.

d. Facilitation techniques for disadvantaged learners

Disadvantaged learners have made strong contributions to the history and evolution of the CEWS curricula. At every CEWS ToT/Workshop to date, National Societies have been able to include illiterate but very numbers-savvy market women, young lactating mothers and town criers who have never read a book. Disadvantaged learners can include school dropouts, slower learners and those who have only informal education (madrassa or Koranic schools) also. Each of these individuals has contributed excellent local knowledge to the process.

Once the presence of these people is ensured, the best method for making sure that they gain as much as is possible from the workshop is to find a number of strong ATs, each of whom will pair up with one of the disadvantaged learners for the five days of live training. During the exercises, they read together and the AT finds time to explain written instructions and find solutions to keep their partner engaged.

Another category of challenge is learners who have an aversion to mathematics. Type II ToT/Workshop, Part A, features a module on indicators (and simple mathematics to use in tracking them) that could scare off even highly educated learners who feel mathematically challenged. Facilitators and partnering ATs must take into account this challenge in the same way as they would any other, and find creative solutions. Of course, sessions need to be planned in the simplest language possible and mathematics 'stars' from every team/group can perhaps be given an independent session or even extra responsibility for helping their teams to absorb the minimum level of understanding required.

e. Documenting lessons learned

A CEWS ToT/Workshop is only as good as the level of knowledge gained, retained and made applicable to the lives of all involved. Often, though – as

is the case for many learners – knowledge doesn't manifest itself immediately during the workshop. It is frequently the case that elements learned during a workshop start weaving an impact on site that fully comes together to form a visible pattern only weeks or months later.

Despite this delay, it is important to seize the opportunity to ask participants for their first impressions before they depart the workshop locale. For this reason, an evaluation framework has been prepared (and can be adapted) for you to use. Based on the discussions above, this written evaluation is best conducted verbally between ATs and ComPs, either as is or in a simplified format.

It is crucial that this evaluation is not conducted as a routine task – just to check off a list; the results should be compiled by the facilitators and the lessons should be learned genuinely and applied to improve each subsequent ToT/Workshop session (i.e., with ATs in Day C after each live session). Eventually, there should be an electronic billboard upon which trainers could upload comments onto a blog so that, thereby, the learning is shared more widely. See 'Example_WorkshopReport_Gambia2013' from the most recent CEWS Type IIB Workshop, on the Toolkit 'USB'.

04 Training Programme Overview

a. Timing and flow

The Type I Training of Trainers (Type I ToT/Workshop) is scheduled for eight full days: three (two before and one after) are for the Training of Trainers (where the ATs are given intensive training in subject matter interspersed with training skills improvement) with five days in the middle ‘live’ with community participants (ComPs) that include a site visit.

EWS ToT/Workshop: Scheduling (an example)

| ToT (Day A) | ToT (Day B) | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | ToT (Day C) |
|-------------|-------------|-------|-------|-----------------------------|-------|-------|-------------|
| Date | Date | Date | Date | Date | Date | Date | Date |
| Tues | Wed | Thurs | Fri | Sat | Mon | Tues | Wed |
| 9am | 9am | 9am | 9am | Optional Day for Site Visit | 9am | 9am | 9am |
| | | 4pm | 4pm | | 4pm | 4pm | |
| 6pm | 6pm | 6pm | 6pm | | 6pm | 6pm | 6pm |

- ToT for NS and their partners (12, see profile)
- Community participants (12–15, see profile)

Figure 5: ToT/Workshop Scheduling

The Type II Training of Trainers/Workshop (Type II ToT/Workshop) is organized with the same set-up but is run twice (Parts A and B) instead of once. Part A is followed by the second session (Part B) held at least four and at most 12 weeks later, allowing the ComPs to ‘get their hands dirty’ collecting EWS indicator data, which they bring and use in Part B. In total, hence, a Type II ToT/Workshop entails two eight-day sessions, each one timed exactly like the single session in Type I above.

b. Operational aspects

Roles: The ToT/Workshops are to be led by a facilitator, assisted by Associate Trainers (ATs, the trainees). The facilitator(s) will normally be the lead technical trainer(s). The Associate Trainers also have active roles. During the first day of the ToT, after the full programme for a given session is presented to the ATs, they will volunteer to lead one session each (or in pairs, if the number of sessions is insufficient compared to the number of ATs). The AT(s) must:

- become completely familiar with the material and help adapt it to the local context
- introduce the session
- add their stamp of personality to the flow
- pass the floor to the lead technical trainer (usually the facilitator) to teach the new material
- help run the Application
- develop and lead a pertinent Hands-On Demo or Energizer, when appropriate (ideas and instructions provided in session plans)
- always tie the pieces together in a review/conclusion.

Team dynamic: Teams (or groups) are used in this ToT/Workshop. There should be at least one team for every targeted hazard (as decided from the Risk Knowledge session, normally held prior to the ToT/Workshop) and one team specifically for vulnerability. Leaders who know most of the ATs and ComPs, before the first live workshop day, should carefully determine membership of teams. The teams should be divided evenly with ATs and ComPs, men and women, and balances of skills and styles. They should be allowed time to create a team identity and a cheer (shout); they will compete actively throughout the five days, with prizes for the winning teams (prizes are small funny gifts that the facilitator(s) and organizers contribute and bring with them to the ToT/Workshop).

Pair work: Another technique to ensure comprehension and inclusion is to ask that each AT pair up with a ComP (in their team). At the end of each live workshop evening, the two meet for 10 minutes to discuss what they retained, didn't understand, and enjoyed most and least about the day. The pairing should be organized ahead of time by a leader who knows the skills and styles of most of the ATs and ComPs, making sure that language skills are also complementary. The 10-minute discussion is presented at the facilitator/AT meeting each evening.

c. Generic programme structure

During the ToT portion of the training, each morning is used to focus on course content (EWS) and, each afternoon, to focus on training techniques.

The CEWS curriculum for each ToT (I, IIA, IIB) is divided into modules and sessions.

- **Module:** a group of one to three sessions that contribute to a similar theme. A CEWS module is typically organized to take a full morning or a full afternoon during the training.
- **Session:** the smallest part of a learning curriculum; a part of a module that is organized with a singular aim and follows a session plan. Every session has five parts, described further below.

The full curricula are described and provided on the pages below, in Section 5.

d. Session plans

Each CEWS ToT/Workshop session lasts between 45 and 90 minutes and has the following components:

- **Warm-Up, Introduction:** sets the stage for the topic by relating it to something in real life that has meaning to the ComPs.
- **New Material:** a clearly defined set of information that is new to trainees and should be retained.
- **Application:** an exercise that engages the trainees in applying the new material, usually in a group around a structured tool (on paper). This component consumes most of the time and is crucial in attaining a high level of understanding.

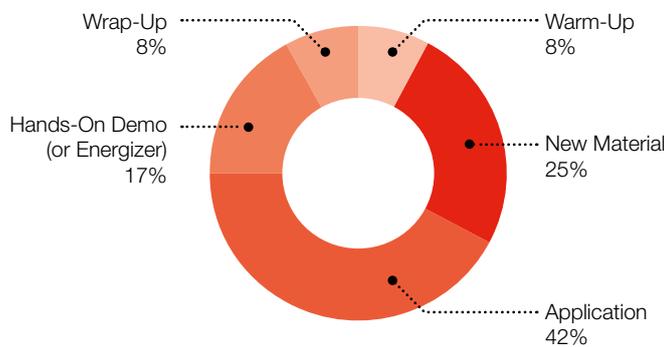


Figure 6: Relative Importance of CEWS Session Components

- **Hands-On Demo:** One of two activities can occur here:
 - The first is an interactive activity designed to make trainees apply the session knowledge in a participatory manner. These are very often the most important parts of the entire training because they are memorable and drive home the lessons in real-life ways. **These hands-on demos are not distractions that can be removed from the sessions but are hand-picked to contribute actively to the process of learning.** Do not let them be confused with *Energizers* (see below), although trainees often forget they are learning while they enjoy themselves. It is crucial to take the requisite time to bring trainees back together and process/digest and share what they learned during these demos.
 - The second is, typically, more fun: the **Energizer** is to be inserted **as needed** (at any relevant time during the session). These are clearly described in the session plans and designed to have a direct link to the session theme. Although they can be very useful, Energizers are intended more to wake up/refresh trainees than for their learning outcomes. Note: Energizers can be left off sessions depending on time and need. If a trainer runs over time, the trainees lose their Energizer.
- **Wrap-Up, Review and Conclusion:** Every session needs to be summarized in a few moments and concluded. This is a good time to check understanding and ask for questions, before linking to the next session. This is a crucial time to drive home important points and make links between all key elements (four components, Guiding Principles, etc.) in order to restore the big picture for trainees.

No matter how long the session, the breakdown and relative importance of the CEWS session components is portrayed in Figure 6. The session plans detail each of these components, and identify time needed and materials that should be organized prior to each session.

05

ToT/Workshop Curricula and Training Toolkit

In this section of the Training Toolkit, you will find all of the training materials you need to run the Training of Trainers (ToT)/Workshops, from start to finish. Although you are provided with print-ready materials (pdf), you are strongly encouraged to adapt the raw (doc, ppt and xls) materials to your context and style prior to printing (for this reason, original editable formats for the materials are also included in the Toolkit). In the Toolkit, all files are organized by type (I, IIA, IIB) and day of training. Naming is as follows:

- Associate Trainer worksheets to be printed only for ATs are designated by 'TW' and the number of the module/session.
- Participant worksheets (printed for ATs and ComPs) are labelled 'PW'.
- Files with the word 'Tool' indicate sheets that are printed in fewer quantities, such as one per group. They are not to be included in the participant packs/binders.

In the session plans and in all support materials contained in the Toolkit, please note the following conventions:

- CAPS: most of the words written in CAPITAL LETTERS indicate that terms are generic, and need to be replaced during the adaptation of the Toolkit (Step 3).
 - Example: VILLAGE NAME should be replaced with the real name, not left in the materials as is. When trainers practise their PowerPoint presentations (ppts) and prepare their materials, these should be replaced to make the training more directly targeted to a specific community.
- "Quotation Marks": anything in quotation marks is an example of instructions trainers can repeat directly.
 - Note: If not in quotation marks, the session plan notes are for the trainer only and are not to be read aloud. There are many things that are important for a trainer to know but not for the trainer to read or share with the trainees. Doing so could be confusing, be redundant, diminish suspense and demonstrate that you are not prepared.

To reinforce the difference between Type I and Type II ToT/Workshops, it is useful to see how each type covers the four EWS components according to its specific goals and objectives. Out of the full set of sessions organized for each live workshop (excluding the ToT days/sessions), the breakdown for each type of ToT is portrayed in Table 1. From this table, it is simple to see the focus on Monitoring in Type IIA, the focus on Communication and Response in Type IIB, and the more equal spread across all components in Type I.

Each ToT/Workshop includes approximately 50 hours of planned, ready-to-adapt and run sessions (detailed in the Toolkit, Section 5 below). The live part of these workshops, in which ATs ‘practise on’ ComPs, is approximately 30 hours (covering four days in-house). This is the portion that is replicated after a first ToT has been completed.

| ToT/ Workshop | EWS Foundations | Risk Knowledge | Monitoring | Warning Communication | Response Capability |
|------------------|--------------------|-------------------|------------|--------------------------|------------------------|
| I (14) | 2 | 2 | 2 | 4 | 4 |
| II A (14) | 2 | 4 | 8 | - | - |
| II B (14) | 1 | - | 2 | 5 | 6 |

Figure 7: Number of Sessions during Live Workshops, per EWS Component

The specific goals of each type of session are clarified below:

Type I: ToT, Days A/B and C (with live ComP Workshop Days 1 to 5)

The goals of the Type I ToT/Workshop are to:

- stimulate the production of knowledge among trainers (ATs) that motivates and enables them to **strengthen multi-hazard EWS across levels**, thereby also to:
- stimulate the production of knowledge among at-risk communities (via ComPs) that motivates and enables them to better protect their lives and livelihoods through well-integrated CEWS that respond to their needs **while strengthening national systems already in place.**

Type II: ToT, Days A/B and C (with live ComP Workshop Days 1 to 5), A and B

The goals of the Type II ToT/Workshop are to:

- stimulate the production of knowledge among trainers (ATs) that motivates and enables them to **strengthen multi-hazard EWS across levels**, thereby also to:
- stimulate the production of knowledge among communities (via ComPs) that motivates and enables them to better protect their lives and livelihoods by **driving a CEWS:**

[Part A] by managing the collection, analysis and understanding of key indicators (monitoring)

[Part B] by issuing timely alerts (based on monitoring) that reach at-risk individuals and by responding appropriately to warnings.

For each of the curricula (Type I, Type IIA and Type IIB), the following elements are available and included in the Toolkit:

- Curriculum:** Goals, participant understanding, explorations, knowledge and skills for Associate Trainers (ATs) and community participants (ComPs)
- Workshop programme/outline:** Modules and sessions each day
- Session plans:** Step-by-step, ready-to-go details provided in standard format
- Tools and worksheets:** As referred to in session plans, these support materials are prepared and available in print-ready and editable formats in the Toolkit.

a. Type I: Creating a CEWS aligned to an existing national system

Time required: Eight Days for ToT (Live Workshop: Five Days)

| Curriculum: Training of Trainers for Community Early Warning Systems (CEWS) | | |
|---|---|---|
| <p>Goals of the ToT: To stimulate the production of knowledge among trainers (ATs) that motivates and enables them to strengthen multi-hazard EWS across levels, <i>thereby also to:</i> stimulate the production of knowledge among at-risk communities (via ComPs) that motivates and enables them to better protect lives and livelihoods through well-integrated CEWS that respond to their needs while creating synergy with national systems already in place.</p> | | |
| Course Objectives | Associate Trainers (ATs) | Community Participants (ComPs) |
| Enduring Understandings “Participants will understand that...” | EWS are one important component of a strong DRR package | A CEWS is part of a set of DRR activities that aim to protect lives and livelihoods |
| | EWS need to benefit from and contribute to systems at other levels (regional, national, global) | Their CEWS can both benefit from and contribute to the NEWS |
| Essential Questions “Participants will explore...” | The CEWS Guiding Principles to CEWS and its 13 Guiding Principles | Ways to transmit and respond to EW messages |
| | Ways to make CEWS sustainable | IGAs that may enable the CEWS to be sustainable |
| Knowledge Expectations “Participants will know...” | The four components of an EWS and how to develop each of them | The four components of an EWS |
| | Specifically how to link multi-hazard CEWS across levels | What to do when they receive a warning message |
| Skill Expectations “Participants will be able to...” | Train ComPs to strengthen CEWS as well as their links with NEWS | Understand warnings received |
| | Advocate for and advise partners on EWS priorities in the country | Respond appropriately to warnings received |
| Assessment “Participants will be judged by their...” | Comfort in using new EWS terms and applying concepts | Level of participation in the workshop |
| | Ability to convey complex EWS concepts to ComPs in simple terms | Motivation demonstrated to apply what they learn |

Community EWS ToT, Type I Workshop: Outline and Sessions

(Total: 50 hours over eight days for Associate Trainers; 30 hours over five days for target community)

| | |
|--------------------------|--|
| Day A ToT | Module A. Understanding EWS |
| | Session 1. Intro to EWS (p30) Session 2. Guiding Principles (p31) |
| | Module B. Mastering the ToT |
| Day B ToT | Session 1. Training Up (p32) Session 2. Zoom in on Curriculum (p33) |
| | Module C. Explore NEWS and Synergy |
| | Session 1. Disaster Knowledge Management (p34) Session 2. Cross-Level Synergy (p35) |
| Day 1 LIVE (Workshop) | Module D. Prepare Your Session |
| | Session 1. Art of Training (p36) Session 2. Prepare Your Session (p37) |
| | Module 1. Foundations |
| Day 2 LIVE (Workshop) | Session A. Getting Started (p38) Session C. EWS (p40) Session B. DRS-R-M (p39) |
| | Module 2. Risk Knowledge |
| | Session A. Hazards and Threats (p41) Session B. Vulnerability (p42) |
| Day 3 LIVE (Workshop) | Module 3. Monitoring |
| | Session A. What is an Indicator? (p43) Session B. EWS Analysis (p44) |
| | Module 4. Communication |
| | Session A. WHO Needs to Hear? (p45) Session B. WHAT? Messages and Levels (p46) Session C. HOW? Communication Channels (p47) Session D. Communication Strategy (p48) |
| Day 4 LIVE (Workshop) | Module 5. Response |
| | Session A. RATS (p49) Session B. Sustainability (p50) Session C. CARP and Loose Ends (p51) |
| | Module 6. Endings |
| Day 5 Optional | Session A. CEWS Showcase (p52) Session B. Closing (p53) |
| | SITE VISIT |
| Day C ToT | Module E. Debriefing |
| | Session 1. Big Picture (p54) Session 2. Nitty-Gritty (p55) |
| | Module F. Support to the Community |
| | Session 1. Completing the Puzzle (p56) Session 2. Steps Ahead (p57) |

Session Plan for ToT: I_A1; Trainer(s): _____ Date: _____

| | | |
|--|---|--|
| <p>Objectives ATs will understand:</p> <ul style="list-style-type: none"> • the 'big picture' of EWS • and accept their roles and responsibilities to explore challenges in training. | <p>Session I_A1 Intro to EWS</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_A1.ppt • Ball (safe to toss) • TW_A1_10Requirements.pdf • Tool_A1_ATsignUP.pdf Sheet for sessions • Blank VIPP cards for Wrap-Up: I Got It! • One GP and one Field Guide/ Toolkit per AT (preferably hard copy) • I_Curriculum (pp49–50) <p><i>TW = Trainer (AT) worksheet</i> <i>PW = Participant worksheet for all (ATs and ComPs)</i></p> |
| <p>Energizer: Ball Toss</p> <p>As an ice-breaker, toss any soft ball and each catcher must answer a standard question such as “how many times have you served as trainer?” or “when was the last training you organized?”</p> | <p>Warm-Up See Energizer</p> <p>Wrap-Up: I Got It!</p> <p>Ask each participant to write one question about anything learned during the day on a card. Collect and shuffle them. Ask for volunteers who will pick a card each, randomly, and try to answer it. Lead applause for each volunteer.</p> | |

Session Activities, Order and Timing: Total time scheduled: 70 mins

| | |
|---|---------|
| Warm-Up: Energizer, use ball (see above) | 5 mins |
| <p>New Material EWS: Introduce EWS, four components and first chapters of the GP. Adapt and use I_A1.ppt highlighting the Guiding Principles document.</p> | 20 mins |
| <p>Application: (in groups of three or four ATs) 10 requirements for an effective training programme exercise (use TW_A1_10Requirements.pdf). Answers are:</p> <p>1. Based on... (needs); 2. Aimed at SMART... (objectives); 3. Scheduled at the right... (time); 4. Held at the right... (place); 5. For the right target... (audience); 6. Conducted by effective... (leaders/facilitators/trainers). 7. Using effective... (techniques); 8. Objectives are... (reached/achieved); 9. Participants are... (satisfied); and 10. Programme is... (evaluated).</p> <p><i>Note: SMART = specific, measurable, assignable/attainable, realistic/relevant, time bound/timely</i></p> | 15 mins |
| Energizer: Ball Toss (see above) with training-experience-related questions | 15 mins |
| Wrap-Up: I Got It! (see above) | 15 mins |

Modifications for Challenged Learners

After-Session Work

ATs are asked to study the curriculum in the evening and come to Day B with a clear idea of which session they would like to take responsibility for (post sign-up sheet on wall: Tool_A1_ATsignUP.pdf).

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: I_A2; Trainer(s): _____ Date: _____

| | | |
|---|--|--|
| <p>Objectives Participants will:</p> <ul style="list-style-type: none"> • understand and be comfortable in applying the main Guiding Principles • continue to strengthen their skills. | <p>Session I_A2 Guiding Principles</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_A2.ppt • GP for each AT • Eyecatcher playing cards (printed from Tool_A2_EyeCatcherGame.pdf, preferably laminated) • Roles for 3-minute teaching session, Tool_A2_TeachGPlist.pdf |
| <p>Energizer: Power of Being Positive</p> <p>“Pair up with the closest person next to you to plan a dream vacation together. The person with longest fingers starts by saying: ‘I think we should go to XX’. The other person must always respond: ‘Yes, BUT...’ (2 minutes), STOP. Now the short-fingered person starts the plan for her/his dream vacation. Long-fingers must always reply by saying: ‘Yes, AND...’ (2 minutes), STOP. Which vacation would you prefer going on: the first or the second? Why?”</p> | <p>Warm-Up See Energizer</p> | |
| <p>Wrap-Up: Race to Remember</p> <p>“In pairs, close all your books and hide all your documents. You have 5 minutes to jot down, in pairs, all of the GPs you can remember – even if not verbatim. Highest correct number receives a prize!”</p> | | |

Session Activities, Order and Timing: Total time scheduled: 70 mins

| | |
|---|---------|
| Warm-Up: Energizer – Power of Being Positive (see above) | 5 mins |
| New Material: The 13 GPs from the Guiding Principles (GP). Use I_A2.ppt to introduce what a GP is. Each AT has 3 minutes to teach the group one GP to the best of their ability. The facilitator is responsible for teaching each GP that was not distributed to an AT. | 40 mins |
| Application: When you train, you need to deliver a presentation while making eye contact with the audience, judging their reactions and adapting to them: all at the same time! This exercise aims to help you face this challenge. [Cut out both sets of word cards (11 light and 11 dark, printed from Tool_A2_EyeCatcherGame.pdf). Remove ‘angels’ from dark and light sets so you have <u>one fewer cards than you have participants</u> . Put light cards face down on a table, singly. Keep dark cards in pile. Laminate cards, if possible.] “Let’s discuss each of the eight adjectives and have people act out what kind of participant it describes. I can tell that some of you have had students like this! Now, when I say ‘Go’, you each need to come to the table and take one card that is face down; read it but do not share with or show it to anyone. Go. The person without a card has 3 minutes to teach the group their GP. After the 3 minutes, they should tell us who was acting which role, by going around and passing out the dark cards to the correct actor.” If time allows, keep scores for each speaker. <i>Note: The New Material and Application are run simultaneously in 60 minutes.</i> | 20 mins |
| Energizer: Power of Being Positive | 5 mins |
| Wrap-Up: Race to Remember | 5 mins |

Urgent Prerequisite

ATs must be asked the night before Day A to study and prepare to teach one GP in only 3 minutes. They will need to have a copy of the GP to be able to complete this task. Prepare a sticky note to this effect to hand to each AT as you greet them the night before (with their assigned GP), or include this assignment visibly in their welcome packs.

After-Session Work

Evidence of Learning: How do we know we met our objectives?

- Energy level of ATs
- Participation

Session Plan for ToT: I_B1; Trainer(s): _____ Date: _____

| | | |
|---|---|--|
| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • overcome their main concerns about training other adults • strengthen their skills in giving instructions and working as a team. | <p>Session I_B1 Training Up</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_B1.ppt • Tool_B1_GAFI.pdf, print one time, cut apart and reproduce following the instructions on sheet: • Steps 1 and 2: one copy for half of the ATs • Step 3: One copy (on flipchart; hide until right time) • Blank sheets to draw on (half of A4 size) • Flipchart for GAFI (Step 3 only) |
| <p>Energizer: Pass the Beat</p> <p>OBJECT: To help participants get to know each other and become aware of their dependence upon one another, and to raise the group's energy. PROCESS: All participants form a circle. "I am going to face and make eye contact with the person on my left, and we will try to clap our hands at the same moment [demonstrate]. Then, they turn to the left and clap hands at the same time with that person. We will 'pass the beat' around the circle. Let's try it now." As rhythm builds up, call out 'faster' or 'slower'. "Always be ready, because we might send additional rounds of claps around the circle, chasing the first." Remind people to keep it going, even if it stops for a moment when someone misses the beat. When one round is well established, start a new round. Eventually there might be three or four beats going around the group at the same time. Be ready for enjoyable, high-energy chaos with lots of laughter. DEBRIEF: "Did anyone enjoy this? Who can describe what happens in an interdependent team, when a player drops the beat? In teamwork, everyone depends on the other members."</p> | <p>Warm-Up: "Raise Your Hand if..."</p> <p>... you've ever taught anyone else... trained anyone else (before this morning!). Now, keep your hand up if you've: a) taught or trained children/youth; b) taught or trained adults; c) been a main facilitator of a full training; or d) led a ToT. Wow!"</p> | |
| | <p>Wrap-Up: Closure on GAFI – third step</p> <p>"Who can summarize what you learned or retained from the GAFI exercise? Who feels that they will be more careful in giving instructions now?"</p> | |

| Session Activities, Order and Timing: Total time scheduled: 60 mins | |
|---|---------|
| Warm-Up: Raise Your Hand if... (see above) | 5 mins |
| <p>New Material: Use I_B1.ppt to teach difference between training and teaching, between training children/youth and training adults. Learning space layouts. Five senses, learning curve, five key skills: know your material, package it simply, learn to listen, give clear instructions (and repeat), and work as a team.</p> | 10 mins |
| <p>Application: (in pairs, then as group) Giving and following instructions (GAFI, follow from Tool_B1_GAFI.pdf, and flipchart in Step 3)</p> <p>Step 1 (5 minutes): A to B, no questions, no repeats, no gestures or help to draw. Feedback: <i>What was it like? Which rules made it hard?</i></p> <p>Step 2 (5 minutes): B to A, questions allowed, repeat and suggestions OK, no gestures or help to draw. Feedback: <i>Was this round easier? Why? How could the instructions have been improved?</i></p> <p>Step 3 (10 minutes): Back in one group, nominate the best communicator (C) and a messenger (M). Outside in the hall, C sees a poster and describes it to the M who does not see it. M returns inside to give instructions to all participants to reproduce the poster. M can come and go a maximum of five times. After five visits, C brings the poster to share. Feedback: <i>Who was closest? Why? How close were the original and the new? Why?</i></p> | 30 mins |
| Hands-On Demo: Pass the Beat (interdependence) (see above for instructions) | 10 mins |
| Wrap-Up: Closure on the GAFI exercise (see above) | 5 mins |

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| Modifications for Challenged Learners | After-Session Work |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: I_B2; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • master the flow of the four-day curriculum and where ATs fit • be able to recite and explain the eight criteria upon which their sessions will be evaluated • understand their four roles as ATs. | <p>Session I_B2 Zoom in on the Curriculum</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_B2.ppt • Refer to copy of objectives from curriculum (above) or Field Guide • Eight criteria cards (printed from Tool_B2_YellowCards.pdf: best on yellow paper and laminated) • Masking tape or sticky tack to post on wall |
| <p>Hands-On Demo: What Criterion Am I?</p> <p>Each AT will be given one yellow-card criterion that they must guess (group sees it but the AT does not). In front of the room, each AT should ask the group Yes/No questions only, such as “am I related to a watch?”, to guess their criterion (2 minutes, maximum). If there are too many ATs, or not enough time, paste on ATs’ backs and do it all simultaneously.</p> | <p>Warm-Up: Chant</p> <p>Use with gestures: <i>I hear, I forget; I see, I remember; I do, I learn; I teach, I master.</i> “Does anyone know a better version of this?”</p> | |
| | <p>Wrap-Up: Whose Strength?</p> <p>“Out of the eight yellow-card criteria, write down secretly your personal strongest and weakest. Go through all eight: Who feels comfortable with this one? Who has this strength? How can we help those who feel weak on this one?”</p> | |

Session Activities, Order and Timing: Total time scheduled: 65 mins

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| Warm-Up: Chant (see above) | 5 mins |
| <p>New Material: Use I_B2.ppt to explain difference between ToT Types I and II. Define curriculum, syllabus, schedule, module and session. Use SMART strong, active words for objectives of each session; review the one-page aims and objectives. Review workshop outline (why this order?), methods for evaluating success, and an AT’s four roles and responsibilities:</p> <ol style="list-style-type: none"> 1. Associate Trainer: Master of Ceremonies (MC) for one session each 2. Mentoring: one or two ComPs each (10 minutes each evening) 3. Eight-criteria critique (stand-up skills): daily rotation, give good advice to the ATs [see yellow cards: time, visuals, leadership, adult learning, methods, design, content and participant; print from Tool_B2_YellowCards.pdf] 4. Active participation (lead all ComPs to, but do not give them, the answers). | 15 mins |
| <p>Application: Refer to curriculum table for this workshop (in two groups, one for the AT column and another for the ComP column). Rewrite the one-page goals with stronger, more active SMART (specific, measurable, attainable, relevant, time bound/timely) objectives.</p> | 20 mins |
| Hands-On Demo: Guessing game (see above) | 15 mins |
| Wrap-Up: Whose Strength? (see above) | 10 mins |

Modifications for Challenged Learners

After-Session Work

By tomorrow, each AT needs to know which session they will lead as MC. Tomorrow afternoon is dedicated almost entirely to ATs preparing their sessions so they are in tip-top shape, along with their respective trainers. Make sure the sign-up sheet is completed (Tool_A1_ATsignUP.pdf).

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: I_C1; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • explain knowledge management and the building blocks • differentiate between monitoring methods and indicators • understand probabilistic forecasts. | <p>Session I_C1 Disaster Knowledge Management</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_C1.ppt • TW_C1_HazardForecasts.doc • Tool_C1_ForecastFigures_ToPrintColor folder in Toolkit: choose/print four – one per group/table in colour) • Tool_C1_NumbersGame.pdf: cards and list (print one copy per team but do not share list!) |
| <p>Energizer: Numbers Game</p> <p>See description below</p> | <p>Warm-Up</p> <p>“In how many languages can you count to 10? Count out loud for us...”</p> <p>Wrap-Up</p> <p>“Who is most comfortable with numbers among the ATs?”</p> | |

Session Activities, Order and Timing: Total time scheduled: 75 mins

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| Warm-Up: Counting in other languages | 5 mins |
| New Material: Building blocks: data, information, knowledge, action, information system, baseline, secondary/primary, index, variables, indicator, types of indicator, qualitative and quantitative data, probabilistic forecasts (use: I_C1.ppt). | 10 mins |
| Application: Identifying indicators to monitor hazards (p1) and learning how to read and interpret a probabilistic forecast (p2). Use TW_C1_HazardForecasts.doc; print four figures in colour, one per group (replace with one or two probabilistic forecasts produced by the local meteorological office, when possible). | 30 mins |
| Hands-On Demo: Start in groups with three-coloured chips (e.g., Red-White-Black). Take the example of a farmer who, randomly, captures a chicken from their chicken coop to sell at the market. Probabilities were represented by numbers of chips representing chickens of different colours. Participants take turns blindly picking ‘chickens’ from a basket and realize that even colours less ‘represented’ could be picked, even if less frequently. The exercise is repeated to demonstrate a scenario in which differences between the colours were not substantial (e.g., four-R, three-B, and three-W) to be compared to the classic forecasting example of 40% higher-than-normal chance of rain: 30% normal: 30% lower-than-normal chance of rain. | 15 mins |
| Energizer: SUMMARY: Work as a team to display the numbers as quickly as possible. PREPARE: Print the list (Tool_C1_NumbersGame.pdf) and the set of numbers (one set of numbers per team). INSTRUCT: Divide into teams of six to eight (equal sizes). Hand each team a set of numbers and ask everyone to take one of the numbers and hold it in front of them. Have the team elect one person to be the leader. GOAL: To be the first team to rearrange itself into the number read aloud by the facilitator (facing them). Once the team rearranges itself, the team members have to raise their hands and stand in place. WIN: The first team to do so correctly receives one point. The team that reaches 10 points first wins the game. | 10 mins |
| Wrap-Up: Each group to discuss among itself and propose/nominate the AT who is strongest in mathematics/knowledge management. Make sure they are MC for the most mathematically oriented sessions. | 5 mins |

Modifications for Challenged Learners

After-Session Work

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: I_C2; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • master the required synergy between EWS levels • be able to articulate and lobby to meet the needs of the community in EWS. | <p>Session I_C2 Cross-Level Synergy</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_C2.ppt • Role-play scripts (see Tool_C2_RolePlay.pdf) • 50 small items on a table hidden under a sheet for synergy • TW_C2_Synergy.pdf • Prepare a tally of number of items per team on flipchart • Energizer scripts, see Tool_C2_BottomUp.pdf |
| <p>Energizer: Can You Read?</p> <p>“If you can read this message, follow the instructions” (prepare two separate messages). Use Tool_C2_BottomUP.pdf</p> | <p>Warm-Up</p> <p>“Name some things that work from the top down... (like reading, power hierarchies). What about bottom-up? (climbing a tree, building...)”</p> | |
| | <p>Wrap-Up: One Sentence</p> <p>“Who can summarize the main point from this session on EWS synergy across levels? Do you now feel that all levels can benefit from each other, even if the community is the most central?”</p> | |

Session Activities, Order and Timing: Total time scheduled: 70 mins

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| Warm-Up: Name some things that are done from top to bottom... | 5 mins |
| New Material: Use I_C2.ppt to teach Top-Down/Bottom-Up, Last Mile/First Mile. Whose needs should an EWS serve, above all? What happens on each level? What info/communication/goods need to move from one level to another? When? GP: Figure 1/Table 5. Define synergy (see below). | 15 mins |
| Application: (use TW_C2_Synergy.pdf) “Remember the definition of synergy (Stephen Covey’s <i>The 7 Habits of Highly Effective People</i>): the whole is greater than the sum of its parts (1+1=3)... let’s see if this is so. Behind this screen, I have 50 items that I will let you view for 35 seconds. Try to memorize as many items as you can. Step 1: You will come up in groups of three. However, no talking. As soon as you return to your seat alone, try to write down as many items as you remember. Count your total. Who has the highest, lowest (mark total and % of 50 on chart)? Step 2: Combine your three lists into one... some new items may come to mind.” Discover highest and lowest triads (mark on chart). “Step 3: How many can we remember as a class? Highest triad reads their list (remove the item from behind the screen)... other items from other groups? New items you remember? Record on chart. What does this result tell us? As we work together, we increase our potential.” | 15 mins |
| Hands-On Demo: Role-play with one person from each level, debating how to set up a CEWS. Use two developed scenarios. Recruit three different volunteers for each: 5 minutes for each in front of class (use Tool_C2_RolePlay.pdf). Ask for contributions from class on what they would propose as solutions for each. | 20 mins |
| Energizer: Messages need to be read from the bottom up, to follow instructions on evacuation (use Tool_C2_BottomUp.pdf). | 10 mins |
| Wrap-Up: “Who would like to summarize this session in one sentence?” | 5 mins |

Modifications for Challenged Learners

After-Session Work

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: I_D1; Trainer(s): _____ **Date:** _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • articulate and implement effective adult learning strategies • describe the competencies needed for being effective trainers • identify their personal areas for strength and development. | <p>Session I_D1 Art of Training</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_D1.ppt • TW_D1_Bridging.pdf • TW_D1_PDP.pdf • Four sheets of paper to stick on walls in corners (use A4) • Flipcharts • Sticky notes |
| <p>Hands-On Demo: Four Corners</p> <p>Have each of 'Agree', 'Strongly Agree', 'Disagree', 'Strongly Disagree' written on a large sheet of paper and post each of the four sheets on the wall in one of the four corners. Read the five sentences below, one by one, and ask ATs to move to the corner that is closest to their feelings about the statement. Allow limited debate. [1. Trainers should always be dressed more formally than are participants. 2. Repeated physical gestures are the most distracting things a trainer can do. 3. The first 10 minutes are the most important of an entire workshop. 4. If a trainer is comfortable, he can use slang and 'bad words' at times. 5. Experienced trainers don't become nervous.]</p> | <p>Warm-Up: Amazing Trainers</p> <p>“Talk in pairs for 2 minutes about experiences with amazing trainers. Think of last training attended. Instructions: 1. Identify specific things that made an amazing trainer so spectacular. 2. Choose four elements that emerged in your conversation. Write each of them big on a sticky note and use only three or four words per note. 3. Read aloud the sticky notes and post them on the flipchart; form clusters for overlap or repetition; look for themes. 4. Summarize, compare with other lists in the field.”</p> | |
| | <p>Wrap-Up: Personal Development Plan (PDP)</p> <p>“Who would like to share what's on their plan: one strength and one area to work on? Be ready to present your PDP.”</p> | |

Session Activities, Order and Timing: Total time scheduled: 70 mins

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| Warm-Up: Amazing Trainers, discussion in pairs (see above, sticky notes on flipchart) | 15 mins |
| New Material: Use I_D1.ppt to teach trainer competencies: Andragogy/Pedagogy, What We Know about Adult Learners, Culture and Inclusion, The Art of a Good Question/Good Response, Bridging, Putting Yourself at Ease before Training, 10 Deadly Sins for Trainers (source from 'Teaching the Art of Training' file in Toolbox). | 20 mins |
| Application 1: Questions and bridging (TW_D1_Bridging.pdf) 'The Art of a Good Response'. Use the following questions to practise responses. One person plays the role of the trainer, the other of a participant. The participant should ask the questions and the trainer should attempt to model the bridging techniques outlined below. Halfway through (after about 5 minutes), switch roles. <i>Reminder of bridging techniques (compliment and thank, acknowledge the questioner's viewpoint, ask for clarification, ask for an example, rephrase in your own words, use the feel, felt, found method).</i> After 10 minutes, reconvene the group and debrief for 5 minutes using these questions: • “What bridging techniques were easy for you? • Which did you find yourself relying on regularly? • Which bridging techniques were more challenging? • How will you practise these and build them into your skill set?” | 15 mins |
| Application 2: “Using your PDP (TW_D1_PDP.pdf), think about the session and propose an objective to improve yourself and your training skills.” | 5 mins |
| Hands-On Demo: Four Corners 'training myths' (see above) | 10 mins |
| Wrap-Up: Verbalize PDP, volunteers? | 5 mins |

Modifications for Challenged Learners

After-Session Work

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: I_D2; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will have:</p> <ul style="list-style-type: none"> • mastered the ToT: Type I curriculum • enhanced and fully prepared their ToT sessions. | <p>Session I_D2 Prepare Your Session</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Ball • Printed copies of curriculum (pp49 and 50) • Envelopes with each session’s support materials ready to go (or USB only and have ATs print out what is needed in their session, study Tool_PrintList_3types) |
| | <p>Warm-Up: Ball Toss</p> <p>“What are the five essential parts of any good session?”</p> | |
| <p>Energizer: Human Knot</p> <p>OBJECT: Work on trust/team-building and problem-solving, while learning to respect each other by exercising self-control and accomplish a group task without hurting anyone. PROCESS: Clear a space to form circles of about eight to 10 people. “It is very important to follow instructions and listen to each other. You will stand in a circle; reach into the middle with both hands to take the hands of two other people. Without letting go, your job is to untangle the ‘rope’ and form back into a circle. You’ll need to seize the right hand of one person and the left hand of another person. Now, try slowly/carefully to unravel until you can form a circle without ever having to let go of the hands you are holding. If the group improves this process, variations can be made (e.g., no talking, whispering).” CLOSE: Explore how they felt playing the game. How to make L-R?</p> | <p>Wrap-Up</p> <p>“There is no Wrap-Up for this session. Feel free to make an appointment with me to go over the session in more detail together, if you have any concerns or have not been able to complete the activity during this session.”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 80 mins | |
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| Warm-Up: Ball Toss reminder, see above | 5 mins |
| New Material: Remind participants about the essential parts of any good session and why each is important. Show the curriculum on the screen and announce who will be responsible for each session. Discuss linking and transitions, and explain how timing is extremely important; if you go over time, you deprive the following trainer of their time and make everyone stay late each evening. | 10 mins |
| Application 1: Individually, this is your time to study the session plan carefully; make sure you fully understand it and are ready to lead it. Practise and enhance any of the activities (Warm-Up, Hands-On Demo, Wrap-Up) and be certain that you are able to help organize the application. Start immediately to collect/print/photocopy all of the tools and support materials needed for the session (or make sure they are already available in the participant workbooks) (see USB). Trainers should move around to assist their respective ATs with any questions. | 45 mins |
| Energizer: Human Knot (see above) | 15 mins |
| Wrap-Up: None | 5 mins |

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| <p>Modifications for Challenged Learners</p> | <p>After-Session Work</p> <p>If ATs are unable to prepare anything during this session, it is up to them to find time with their respective trainers to complete what is needed prior to their sessions.</p> |
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Evidence of Learning: How do we know we met our objectives?

- Based on the quality of questions during the application
- Based on the level of tension in the room as the ATs work on their sessions

Session Plan for Workshop: I_1A; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • understand and contribute to workshop aims, schedule, structure and rules • form teams, stimulate creative energy and be ready to laugh and learn. | <p>Session I_1A Getting Started</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_1A_GettingStarted.ppt • Blank VIPP cards, two per participant • Flipchart paper to post: 1. Expectations and 2. Rules • PW_1A_Bingo.pdf • Identify judges ahead of time |
| <p>Hands-On Demo: Bingo</p> <p>Get to know each other using PW_1A_Bingo.pdf.</p> | <p>Warm-Up</p> <p>Introduction to EWS concept in three words and presentation of week (using ppt).</p> | |
| | <p>Wrap-Up</p> <p>“Are there any last questions or concerns before we begin? Have you pushed your personal problems far away? Are you well settled into your new team? How about one last team cheer?”</p> | |

Session Activities, Order and Timing: Total time scheduled: 65 mins

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| Warm-Up: Concept, aims, organization, structure, feedback... pass out CEWS_IA programme | 10 mins |
| <p>New Material: (use I_1A_GettingStarted.ppt) Your expectations, find-your-twin and bring-home card: “Those were our goals and expectations; now we’d like to hear yours. Three simple steps:</p> <ol style="list-style-type: none"> 1. Write the most important thing you’d like to bring home from this workshop right now on one of the cards in front of you” (the process of writing on cards can be started while people are settling into their seats). 2. “Find your twin” (AT should develop a fun way to do this) “and share your expectation with them. 3. When asked, present your ‘twin’ by sharing their name, profile (where they are from and profession) and their ‘expectation’. Post the bring-home card on flipchart (or wall).” | 15 mins |
| <p>Application: Rules and ‘Bag It’: “Let’s go over the rules of the workshop. I have a few, then, I’ll count on you to propose some more.” Write the rules on a flipchart. [Bag It] “Oh, almost forgot. I have one last rule: I know that we all have major problems in our lives that take up a lot of our time and energy. Please write or draw on a small sheet of paper the biggest problem you have in your life today. Note: No one will ever see the paper so please be honest. Has everyone finished?”... “Now, it is important that you put your problems aside to focus on EWS, and to ‘buckle up for learning’. So, please crush up your problem into a small ball and push it deep into your pocket (or purse). [Demonstrate.] OK, now, please don’t ever take it out until you are on your way home!”</p> | 5 mins |
| <p>Teams: This week, we’ll be counting on your energy. One way to stimulate energy is to have a competition... and fantastic team prizes. Announce teams and move into groups. Each team should develop a team name and a team cheer. Judges will give extra points for creativity.</p> | 15 mins |
| Hands-On Demo: Bingo (see PW_1A_Bingo.pdf) | 15 mins |
| Wrap-Up: Battery of questions and one last cheer | 5 mins |

Modifications for Challenged Learners

If your pair match has special needs (such as being illiterate or physically challenged), find solutions and stick with them especially during Bingo and presentations.

Pre/Post-Session Work

Take as much time as is needed to compose teams that are evenly balanced between gender, skills, language, etc. Three teams would be ideal as follows, changing hazards appropriately: **Team A:** Drought and Data (how to strengthen monitoring, reinforce links to NEWS) **Team B:** Flood and Communication (phases/main messages and communication strategy) **Team C:** Vulnerability and Response: RATS and CARP

Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: I_1B; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants have reviewed and mastered main DR principles, terminology and phases as a foundation for designing a CEWS.</p> | <p>Session I_1B DRS-R-M</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_1B_DRS.ppt • Flipchart: 1. Disaster brainstorm; 2. Glossary (one per language) • PW_1B_Terminology.pdf • Ball (or anything safe to toss) |
| <p>Hands-On Demo</p> <p>Included in Application</p> | <p>Warm-Up: Brainstorm</p> <p>Start the session by asking ComPs to verbally throw out all the disasters they know or have heard about; have an AT write these on flipchart. Ask ComPs which of these they consider to be disasters. Which do they consider hazards? Which represent risk? Have socio-techno-econ threats been mentioned? Why or why not?</p> | |
| | <p>Wrap-Up: Ball Toss</p> <p>Have everyone stand. Start by tossing ball into one group. The person who catches it must answer one question on the session. They toss it to another group asking another question...</p> | |

| Session Activities, Order and Timing: Total time scheduled: 70 mins | |
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| Warm-Up: Brainstorm on disasters (record on flipchart) | 15 mins |
| New Material: “I can see that we all have our own definitions of risk, disaster and hazard and, let me assure you, this is entirely normal. In this session, however, we need to align them so that we continue the workshop all using the terms in the same way – so that we understand each other <i>perfectly</i> . Also, we will learn about the Guiding Principles in the field and the recognized ‘phases’ of disaster management.” Start CEWS_I_1B.ppt | 15 mins |
| Application: Terminology worksheet (in groups). “Based on the terminology, principles and concepts we have just reviewed, there is an exercise in your participant workbook: PW_1B_Terminology.pdf” (show it). “You have 30 minutes to complete this in your groups and return one completed sheet to me. No more instructions will be given than what is recorded on that paper. Remember, the most creative groups will win points towards those fabulous prizes!” (pre-choose judges) <i>If time allows, write main words from glossary on flipchart, one per local language.</i> | 30 mins |
| Hands-On Demo: Included in Application | 5 mins |
| Wrap-Up: Ball Toss | 5 mins |

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| <p>Modifications for Challenged Learners</p> <p>Stick with your less-able twins, especially on all exercises involving reading/writing!</p> | <p>After-Session Work</p> <p>There is not likely to be time to present the local-language terms back to the plenary during this session. Encourage participants to make notes on the flipchart during breaks and consider presenting the terms during the Warm-Up of the next session. Don’t forget to have someone judge/feedback on the teams’ work.</p> |
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| <p>Evidence of Learning: How do we know we met our objectives?</p> <ul style="list-style-type: none"> • By the quality of the acronym exercise provided during application • By the answers during the ball toss |
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Session Plan for Workshop: I_1C; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will demonstrate mastery of the EWS concepts and principles, and of four components.</p> | <p>Session I_1C EWS</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_1C_EWS.ppt • Flipchart arranged on wall for SWOT • Card game redone and reproduced in three copies, one per group (use Tool_1C_EWS4+Game.pdf – best if laminated) and PW_1C_Game.pdf • PW_1C_SWOC.pdf |
| <p>Energizer: Get a Grip</p> <p>With everyone in a large circle, instruct each person to place their right hand, palm up, in front of the person on their right's midsection; they are then to position their left hand directly over the palm in front of their own midsection with index finger pointing down approximately 2.5cm (1 inch) above the palm. On the count of three, each person should try to grab the finger above their right palm while simultaneously moving their own left index finger up, out and away to safety. One, two, three... do the activity at least twice so they will learn the movements. This is a fun way to illustrate the concept that 'you can't concentrate on more than one thing at a time'.</p> | <p>Warm-Up: Alright/OK</p> <p>"From now on, every time someone says 'alright?' this week, we must all respond with an invigorating 'OK!' and vice versa (OK? Alright!). Let's see if you understand. Was everything in this session clear? Was it alright?"</p> | |
| | <p>Wrap-Up: Alright/OK</p> <p>"From now on, every time someone says 'alright?' this week, we must all respond with an invigorating 'OK!' and vice versa (OK? Alright!). Let's see if you understand. Was everything in this session clear? Was it alright?"</p> | |

| Session Activities, Order and Timing: Total time scheduled: 75 mins | |
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| Warm-Up: See above | 5 mins |
| New Material: EWS, in I_1C_EWS.ppt | 15 mins |
| Hands-On Demo: (in groups) Introduce and conduct EWS-4+ Game (use USB: Tool_1C_EWS4+Game.pdf and PW_1C_Game.pdf). Simplify and adapt the game beforehand to the local context. Note: The objective is to start them talking and seeing a difference between the four components (and static/dynamic alerts) and not to win or even finish the game! Afterwards, show or post the correct answers and debrief, telling the stories of wartime alerts and buffalos. | 40 mins |
| <p>Application: Introduce SWOC exercise. Each group should do one letter/category. For each letter (S – W – O – C), consider control: both elements we control (such as EWS team/partners) and elements outside our direct control (such as legislation, etc.), and phases (build the EWS and maintain the EWS). Be very careful to use the following meanings:</p> <ul style="list-style-type: none"> • S: What do we have today that can help us build and maintain the EWS? • W: What are the internal gaps or elements that we (community representatives, NS and partners) may lack for building and maintaining the EWS? • O: What will the EWS offer us for the future? Which doors will it open? • C: What are the external threats or elements that will make it difficult to build and maintain the EWS? <p>Debrief and publicly highlight the unique elements of each group's results. Post the results on flipcharts on the wall to review during breaks. Use PW_1C_SWOC.pdf in binders.</p> | Assign as group or individual work in evening? |
| Energizer: Get a Grip (see above) | 10 mins |
| Wrap-Up: Alright/OK (see above) | 5 mins |

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| <p>Pre-Adaptation Required</p> | <p>After-Session Work</p> <p>Assign the SWOC analysis (Application above) as evening work.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: I_2A; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • be able to categorize and compare threats as one part of risk analysis • better understand the hazards and threats to which they are exposed. | <p>Session I_2A Hazards and Threats</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_2A_HazardsThreats.ppt • Blank paper or flipcharts per group to brainstorm lists of indicators • Copies of the VCA hazard analysis/ maps (conducted prior to the workshop) |
| <p>Energizer: We'd Like to Welcome...</p> <p>While everyone is in a big circle, call out a category; if the named category applies to anyone in the circle, they run and form an inner circle in the middle, perform a 'positive recognition' <i>together</i> (two thigh slaps/two claps/two snaps, thumbs up). The inner group returns to the large circle and then the facilitator calls out another category. After you've called out a few, invite the group members to call out categories that work for them. Choose categories that are relevant for your group. (Examples: survived a flood; are younger than 25 years old; were born in a national capital; think that work is more than just being paid; have big dreams for the difference you can make in your world.) Try to end your category list with one that brings everyone together into the inner circle.</p> | <p>Warm-Up</p> <p>"Remember those definitions: What is the difference between a hazard and a threat?"</p> | |
| | <p>Wrap-Up</p> <p>Compare and contrast results of group work without focusing on all the details. Which hazard takes first place? Last place? Among community priorities?</p> | |

| Session Activities, Order and Timing: Total time scheduled: 60 mins | |
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| Warm-Up: Who can give us the definition of a hazard? What about a threat? | 5 mins |
| New Material: (use I_2A_HazardsThreats.ppt) Hazard or threat analysis is one part of a risk analysis. Define the terms again in local languages. Explore the differences between a hazard and a threat. Categorization of threats (frequency, magnitude, level of impact, other). Examples in local knowledge. Comparing threats through space (international, national, community, individual) and time. | 10 mins |
| Application: Hazard analysis in small groups. The activity entails applying the new material while taking the brainstormed lists from earlier session (Session 1B) and debating/ranking the top three for the targeted community. Revisit the hazard maps the community has already produced (i.e., from their VCA); improve if possible. | 30 mins |
| Energizer: We'd Like to Welcome... (see above) | 10 mins |
| Wrap-Up: Compare and contrast group work (see above) | 5 mins |

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| <p>Modifications for Challenged Learners</p> <p>ATs: stick with those challenged twins!</p> | <p>Important Prerequisite</p> <p>This session assumes that the community has undergone a Risk Knowledge activity (such as a VCA) already and has produced a prioritized and mapped list of threats. It builds on this but does not complete a full or independent VCA.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: I_2B; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • be able to explain vulnerability, as one part of risk analysis • better understand the varying levels of vulnerability in a community. | <p>Session I_2B Vulnerability</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_2B_Vulnerability.ppt • Blank paper for application • Copies of the VCA vulnerability analysis/ maps (conducted prior to the workshop) |
| <p>Energizer: Creative Handshakes</p> <p>Instruct the participants to find two people they don't know (one at a time): “shake the hands of each of them while looking them in the eye. Now find two more people you don't know and, one at a time, look them in the eye and perform high fives. Now find two more people you don't know, look each of them in the eye and perform over-the-back high fives. Finally, find one more person in the room you don't know, look them in the eye, and create together a completely ‘new’ handshake.” Each of the handshakes must be unique (although all of your participants will be watching and learning from the creative attempts going on around them). Ask any who are particularly proud of their handshakes to demonstrate for the whole group.</p> | <p>Warm-Up</p> <p>“Who is feeling vulnerable today? Why? What is making you feel that way? Who else? Is it visible? Vulnerability is the topic of this session.”</p> | |
| | <p>Wrap-Up: Risk Analysis</p> <p>How to overlay hazard/ threats on vulnerability? Brainstorm with plenary or groups on flipchart. “Can I have a volunteer(s) to think about the overlay of these two maps and present the risk map to us tomorrow?”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 65 mins | |
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| Warm-Up: Who is feeling vulnerable today? Why? | 5 mins |
| New Material: (use I_2B_Vulnerability.ppt) Definition of vulnerability (even in local languages). Vulnerability assessment as one part of a risk analysis. How do you know when someone is vulnerable? Assess vulnerability at international, national and community levels. Assess how quickly vulnerability may change. Understand notion that, because risk is a function of two elements, both elements must be monitored in an EWS. Describe recent failures in Mongolia and Niger to track vulnerability and foresee fully the imminent crises. | 15 mins |
| Application: Vulnerability assessment in small groups. Identify three indicators of vulnerability pertinent to your group of individuals, not referring to a hazard or threat specifically. Decide who is most vulnerable in the group and why. Use blank paper. Secondly, revisit the VCA vulnerability maps of the community; improve them, if possible. | 30 mins |
| Energizer: Creative Handshakes (see above) | 5 mins |
| Wrap-Up: Risk Analysis (see above) | 10 mins |

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| <p>Modifications for Challenged Learners</p> | <p>After-Session Work</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: I_3A; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • be able to define/identify indicators • recognize and understand the most appropriate indicators for each priority hazard or vulnerability in the community. | <p>Session I_3A What is an Indicator?</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_3A_Indicators.ppt • PW_3A_Indicators.pdf • PW_3A_Storytelling.pdf • Judges for storytelling creativity |
| <p>Energizer: Buzz</p> <p>Everyone in a circle, standing or sitting. Ask someone to choose a number between three and nine. That person starts counting to 100 by saying “one”. The next person, “two”, “three”,... etc. Every time the number to be counted is a multiple of the first number or includes a digit of the number, the person must say: “buzz” (for 6, buzz will be 6, 12, 16, 18, 24, 26...). A person who buzzes and is mistaken, must leave the circle.</p> | <p>Warm-Up: Counting</p> <p>Open discussion: “What is counted in this community? How do we count in local language(s)? Can we put a number on what is NOT counted? What is important but cannot be counted?”</p> | |
| | <p>Wrap-Up: Storytelling</p> <p>Each group should delegate one person to tell the story they prepared during Application. Have unbiased judges ready to score each team for creativity and respect of trends.</p> | |

| Session Activities, Order and Timing: Total time scheduled: 80 mins | |
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| Warm-Up: Counting game (see above) | 5 mins |
| New Material: (use I_3A_Indicators.ppt) Monitoring, numbers are your friends, use numbers to tell stories, variables versus indicators, quantitative and qualitative, how numbers change through time, dependent and independent. <i>Note: Find out and include a slide or two on the indicators the national effort uses and how they could influence the community (in number form or text warning).</i> | 10 mins |
| Application: Follow from PW_3A_Indicators.pdf (which should be adapted to include one section on every hazard/threat targeted in the community and every vulnerability). Work through the worksheet to produce three or four different types of indicators for the same hazard/threat and vulnerability. If time is short, have each group work on one hazard but it is preferable to work through all of them, or assign this as evening work. | 20 mins |
| Hands-On Demo: In groups, develop a story from the graph provided (see and use PW_3A_Storytelling.pdf) | 20 mins |
| Energizer: Buzz (see above) | 10 mins |
| Wrap-Up: Storytelling (5 minutes per group); assign points for the most creative and for the use of trends | 15 mins |

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| <p>Session Prerequisite</p> <p>It is important to include in this (and the next) session information about indicators that are collected by the NEWS (or others) for the hazards in this community. Explore and help community members to understand how they are collected, where they are stored and analysed, and how they are delivered to the community (what format, numbers, words, etc., and at what frequency).</p> | <p>After-Session Work</p> <p>Finish the worksheet individually or in groups this evening. Also, Data2Action team should think about the best three or four indicators to start the day with tomorrow.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: I_3B; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • be able to define/identify indicators • be able to chart the flow of two indicators (e.g., water levels and vulnerability) on the same chart • understand the challenges in linking indicators to warnings. | <p>Session I_3B EWS Analysis</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_3B_Analysis.ppt • PW_3B_Analysis.pdf worksheet |
| <p>Energizer: Body Numbers</p> <p>Have everyone loosen up with their blood flowing for mathematics by doing body numbers. “We are going to write 1+1=2 and 2+2=4... with our bodies. Note: + is your arms crossed; = is both arms parallel overhead. Don’t forget to use your hips.” Have one uninhibited man and one uninhibited woman to help MC in front!</p> | <p>Warm-Up: Comfort with Numbers</p> <p>“Who in the room is really good with numbers? What makes you good with them? (Are you also good with languages?) Who is afraid of numbers? Why? In this session, everyone is going to be able to chart and average a series of numbers and see how to study two indicators together.”</p> | |
| | <p>Wrap-Up</p> <p>“To close this session, let’s discuss what could change with the indicators once a warning is issued.”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 65 mins | |
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| Warm-Up: General questions (see above) | 5 mins |
| New Material: Use I_3B_Analysis.ppt as a reminder of indicators for hazards and vulnerability. Reminder of which indicators, if any at all, the national EWS may send you. “In this session, we are going to explore the work of monitoring and the challenges in converting a trend to a warning. We will learn how to calculate an average; some indicators may become worse as their numbers rise, others as they fall.” Threshold trigger protocols: how to decide when to issue a warning. Introduce two or three indicators that groups will work with on their worksheets during the application, such as water level and cases of malnutrition. “This is to start your thinking about analysing multiple indicators.” | 15 mins |
| Application: “Find a AT-ComP pair from another group, and work 4x4 through the PW_3B_Analysis.pdf worksheet. Step 1: Take the number series for each indicator and graph them on the same chart. Step 2: Calculate an average for the year (for the more advanced, calculate a three-month moving average). Step 3: Discuss and determine together at what point you think it would be most urgent to issue a warning. Step 4: Consider what could happen after the warning is issued, if the trends change resulting in a ‘false warning’.” | 30 mins |
| Energizer: Body Numbers (see above) | 5 mins |
| Wrap-Up: Bring it home to the indicators a national EWS would supply. What could change when a warning is issued? What could go wrong? | 10 mins |

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| <p>Modifications for Challenged Learners</p> <p>This session is particularly hard for all mathematically challenged participants. Make sure they are paired up and close to mathematics whizzes who can also teach!</p> | <p>After-Session Work</p> <p>Data2Action team is tasked to calculate the three-month moving average this evening, independently, and report back the next day.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: I_4A; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • identify those most in need of hearing an alert (EWS targets) • distinguish between the varying needs of at-risk ‘targets’ in terms of messages and channels. | <p>Session I_4A WHO Needs to Hear?</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_4A and 4B.ppt • Worksheet: PW_4A_Who.doc • Flipchart and markers ready for brainstorming |
| <p>Energizer: Open Fists</p> <p>OBJECT: To demonstrate how language can be ‘leading’. PROCESS: Pair up. Person with biggest hands is A. Ask A to make a fist and place it in front of B. “B has 16 seconds, without drawing blood, to open the fists of A... ready, set, go!” Call time. DEBRIEF: “Raise your hand if A or B used force or violence. How many used tickling? How many bribed with money? How many simply requested A to open? What led so many to use force? Why?” <i>It is important to explain this.</i></p> | <p>Warm-Up: Brainstorm</p> <p>Who needs to hear the EW alerts? Can the list be prioritized? If yes, how? Unpack ‘vulnerable groups’ (professions, visitors, etc.). Record main points on flipchart.</p> | |
| | <p>Wrap-Up</p> <p>“Rather than full group presentations, I’d like to hear the most creative idea each group came up with as a proposal to meet the needs of an at-risk target. Who’d like to start (explain issue and solution)?”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 65 mins | |
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| Warm-Up: Brainstorm on flipchart (MC to record, see above) | 10 mins |
| <p>New Material: Use I_4A and 4B.ppt to teach: Who needs to hear?</p> <ul style="list-style-type: none"> • Types of communication (direct versus indirect, verbal/non-verbal, one way – two ways) • Five vocal elements (voice rate/speed, volume, pitch, inflection, articulation) • 13 hindrances in listening (preoccupation, emotional blocks, hostility, charisma, past experience, hidden agendas, inarticulateness, stereotyping, physical environment, mind wandering, defensiveness, relationships, status). | 10 mins |
| <p>Application: Starting with the flipchart from the Warm-Up, complete the worksheet in groups. The participant worksheet (PW_4A_Who.doc) explores the specific needs of the targets and how best to meet those needs in an EWS. It will save time to delegate one target group to each team to debate and find in-depth creative solutions. Issues to discuss and solutions to propose include: words and language, tone, timing, other.</p> | 35 mins |
| Energizer: Open Fists (see above) | 5 mins |
| Wrap-Up: Most creative idea from each theme team – any target? (see above) | 5 mins |

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| <p>Pre-Session Work and Specially Challenged</p> <p>N/A</p> | <p>After-Session Work</p> <p>N/A</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: I_4B; Trainer(s): _____ Date: _____

Objectives

Participants will:

- be able to recognize three roles in conveying messages and who should play them
- be able to list and explain the six key parts of a good message
- understand (or develop) appropriate levels of warning in the community.

Hands-On Demo: Chinese Whispers

GOAL: is to deliver the information they receive to another person with the fewest number of alterations. This highlights the importance of confirming information received. **PREPARE:** two folded sheets of paper for each group with one of the following statements written on each: Case 1: “Never evacuate before you hear the third level of warning or it will be extremely costly”; Case 2: “The water level is very high and, due to the heavy rains, they plan to release the dam”. **RULES:** Case 1: The member with the sheet is asked to whisper the sentence written on the sheet in the ear of the person on their right. The last person in the circle has to write down what they have heard on the blank piece of paper, fold it and hold on to it. Case 2: Now repeat this process again but the person repeats what they have heard in the ear of the person who just whispered it to them to ensure the sentence stays intact. **DISCUSSION:** “How accurate was the final sentence in each round? Did confirming the quote before whispering it help the accuracy of the sentence? How easy is it to misinterpret or change the meaning of a piece of information?”

Session I_4B WHAT? Messages and Levels

Warm-Up: Colour

“What warning signs do you know? What are the meanings of colour in local culture (green/yellow/red). Why use these colours in signage?”

Wrap-Up

“Are there any final questions about this session? Did we meet our objectives? Chant ‘one, two, three’ (the three levels of alert) in local language (example, ‘ready, set, run’).”

Materials to Prepare

- Projector
- Ppt file: I_4A and 4B.ppt
- Worksheet: PW_4B_What.doc
- Small sheets of paper with prepared handwritten messages on them for Hands-On Demo (see example, left box for Hands-On Demo)
- Reminder on: PW_4C_COMstyle_ Questionnaire.doc

Session Activities, Order and Timing: Total time scheduled: 80 mins

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| Warm-Up: Open discussion on warning signs and the meanings of colours in the community | 10 mins |
| New Material: (use I_4A and 4B.ppt) Roles or actors: author, mediator, recipient (and first responder). Teach GP-C1 (p68): clear delegation of responsibility to alert or mediate. Message content: timing, location, scale, impact, probability, response (telephones lose service in peri-urban regions). Message tone, standardization, staged alerts (GP-C3, p72). | 15 mins |
| Application 1: Groups using worksheet PW_4B_What.doc: identify the best message; improve the worst to develop a good message. | 20 mins |
| Application 2: Plenary debate on staging: using three levels, three colours, local terms. | 15 mins |
| Hands-On Demo: Chinese Whispers (see above) | 15 mins |
| Wrap-Up: Chant (ready, set, run) or (green-yellow-red) in local language. | 5 mins |

Prerequisites

It is crucial to do some homework prior to this session on what stages and colours are used in the country and adapt this session to refer to/include them.

After-Session Work

During the evening, participants should review their levels of comfort with the three stages, in local terms. Remind participants to “come with the COMstyle questionnaire completed tomorrow”. Work with your AT/ComP.

Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: I_4C; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> distinguish between various styles of communication and flex between them take an inventory of available channels to determine which is best suited for each target, message and hazard. | <p>Session I_4C HOW? Communication Channels</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> Projector Ppt file: I_4C and 4D.ppt Worksheet: PW_4C_MessChan.doc (extra copies) Wrap-up: Prepare a scenario/problem to solve PW_4C_COMstyle_Questionnaire.doc PW_4C_COMStyle_AnswerSheet.pdf |
| <p>Hands-On Demo: Style Walk-Around</p> <p>“Walk around, stretch and discover the main style of other participants. Find your way to the group whose members have the same main style as you do (or a similar mix). Sit together for this exercise.” Read details below for instructions (see OptionalTool_3C_Personal Style Summaries.pdf in the Toolkit).</p> | <p>Warm-Up: Competitive Brainstorm</p> <p>“Which channels can you use to communicate a message in your community (e.g., radio, but consider high and low tech)?”</p> | |
| | <p>Wrap-Up: Flex Talk</p> <p>Problem-solving with the ‘most typical’ participant from each style group. “Can you ‘flex’ to find a solution in front of us in a 5-minute role-play?”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 85 mins | |
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| Warm-Up: Timed/Competitive brainstorm in groups (see above); points awarded for unique answers. | 15 mins |
| <p>New Material: (use I_4C and 4D.ppt)</p> <ul style="list-style-type: none"> There are four main communication styles (direct, spirited, considerate, systematic), instruct participants to fill out and wear their new-style name-tags and then <i>count your neighbour’s final score of the questionnaires.</i> Remind about GP10; demand appropriate technology (p39). Introduce concept of redundancy (GP11, p41); also, what is a device/channel? Discuss appropriate technology; do not fall into the sophistication trap (see GP10 and C2). | 15 mins |
| <p>Application: (see PW_4C_MessChan.doc) Connect the dots: which channel is best in which hazard and phase to reach each target group most quickly? (one group tackles one hazard, all phases and target groups, or one group tackles one target group, all hazards/phases). <i>Note: No presentation. Results will be applied in next session.</i></p> | 30 mins |
| <p>Hands-On Demo: (see above) Using cards: Style Walk-Around to form into groups. Discuss in group: do we see what we all have in common? What channel do ‘we’ (our style group) prefer? How should we adapt our style when we communicate with X group (direct, spirited, considerate, systematic)? This can be done outside or standing.</p> | 15 mins |
| <p>Wrap-Up: “I’d like the highest-ranking participant from each style to come to the front (four in total). Introduce them. We’d like to see how the four of you find a solution to a problem [prepare in advance a compelling challenge that requires good communication] in a 5-minute role-play. The audience will decide which style/person was the most talented in ‘flexing between styles’.”</p> | 10 mins |

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| <p>Important Prerequisite</p> <p>It is urgent that, during the evening before this session, you have assigned the participants to complete PW_4C_COMstyle_Questionnaire.doc, using the answer sheets distributed in participant pack, and bring them to this session. It may be good for participants to complete them with their AT/ComP mentors/mentees (i.e., during the session the evening prior) as some of the questions may be difficult for ComPs alone.</p> | <p>After-Session Work</p> <p>N/A</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: I_4D; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • acquire applied learning from an EW simulation • prepare and be equipped to play a role in the community (EW) Communication strategy. | <p>Session I_4D Communication Strategy</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_4C and 4D.ppt • PW_4D_ComStrategy.doc • Tool_4D_PassItOn_Instruction.doc + In/Out forms • Tool_4D_PassItOn_Hierarchy.pdf • Name signs (make by hand) • Sim-messages (two) cut from tool above (p3) |
| <p>Hands-On Demo: Simulation</p> <p>The goal of the simulation is to engage participants in a mock EWS role-play that reinforces understanding on the flow of, and exposes the weak links in, communication (this is to help them write the communication strategy).</p> | <p>Warm-Up</p> <p>“Who can explain what a communication strategy is? What’s the best way to find gaps in communication flow?” (The hope is that a ComP will suggest that you have to ‘test’ the strategy!)</p> | |
| | <p>Wrap-Up</p> <p>“What are you most proud of (or worried about) in your communication strategy? How could this be linked to the Threshold-Trigger Plan (TTP)?”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 120 mins | |
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| Warm-Up: “Who has already helped develop a communication strategy?” (see above) | 10 mins |
| New Material: (use I_4C and 4D.ppt) What is a communication strategy? Why? Introduce its format. Explain the simulation (present the scenario, roles, location...) Reminder on GP5 (p31): EWS elements with multiple functions. | 10 mins |
| Hands-On Demo: Simulation (60 minutes) and debriefing (15 minutes, <i>very important</i>) | |
| <ul style="list-style-type: none"> • Assign seven or eight roles (divide up participants): Red Cross Branch (or NGO) office, community EWS team, government office (national and/or local), traditional authority of community, town crier/messenger, community-at-large, most-remote/vulnerable of the community • Carefully prepare for each: scenario map, name tents/signs, in/out list to record messages coming in/going out, small papers with actual messages to be distributed • After the simulation, find time to appropriately debrief on purpose, process, learning. | 75 mins (including 15-minute debrief) |
| Application: Draft communication strategy, using PW_4D_ComStrategy.doc | 20 mins |
| Wrap-Up: “Your communication strategy should be part of your presentation on the last day, tomorrow. Are there any concerns you have with the current state of your strategy?” (see above) | 5 mins |

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| <p>Important</p> <p>Simulations are often the most appreciated and remembered activities in a workshop but they need very careful and thorough preparation. Also, they require very clear instructions and support materials, and it is crucial to facilitate a well-structured debriefing.</p> | <p>After-Session Work</p> <p>The Communications team is tasked to finish and embellish its communication strategy to include in its final presentation.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: I_5A; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • recognize the importance of responding to warnings at multiple lead-times • prioritize responses and be poised to organize the no-regrets or most robust actions. | <p>Session I_5A RATS (Response Across Time-Scales)</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_5A and 5B.ppt • Tool_5A_BeforeStorm_Cards.pdf, sets of cards (print one set per group on hard, white card stock) • Tool_5A_BeforeStorm_Rules.pdf • On flipchart, record winners and how many responses won! |
| <p>Energizer</p> <p>OBJECT: To put an action movement on each warning level to practise responses to a ‘warning’. PROCESS: Demonstrate (or have groups identify) one physical movement for each of three warning phases (e.g., Phase 1: picking up heavy bags and putting on the roof; Phase 2: listening to radio; Phase 3: jogging around). Make sure everyone participates.</p> | <p>Warm-Up with Ball</p> <p>“Who can remember the four components of an EWS? You throw, I ask: what’s the first? What does it mean? Fourth? Third? Second?... The third is what we work on here.”</p> | |
| | <p>Wrap-Up</p> <p>“Can I have a volunteer to define ‘robust’? Who won in each theme team by proposing the best options? How is RATS linked to the other sessions, products and full CEWS?”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 85 mins | |
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| Warm-Up: Where are we now? (see above) | 5 mins |
| <p>New Material: Present/review GPs 6, 12, R2, R3, R4 (see I_5A and 5B.ppt). Also lead-time and forecast. What are we responding to? What are standard response options? What does ‘no-regrets’ mean? What are robust response options (across time and across threats)? “We’re going to talk today about RATS... does any Comp know what RATS stands for?”</p> | 15 mins |
| <p>Application: Play ‘Before the Storm’ with the sets of cards. Add cards/adapt responses for the specific community. Familiarize yourself very well with the instructions and hold a practice session with live people before you lead this game. Rules (2pp) and cards (12pp, Tool_5A_BeforeStorm_Cards.pdf) are in the Toolkit: they need to be printed out on card stock (one per group) and cut. Make sure to take note (in debrief or afterwards) of the best actions for each lead-time: the Response theme team will need to present these during their showcase presentation (see also Tool_5A_BeforeStorm_Rules.pdf).</p> | 45 mins |
| Energizer: Actions for Phases 1, 2 and 3 (see above) | 10 mins |
| Wrap-Up: Who had the highest number of robust options chosen by the decider? (see above) Is it clear which actions are prioritized for each lead-time? | 10 mins |

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| <p>Special Note</p> <p>This session works best if the community aims to monitor multiple hazards, including at least one slow and one fast onset. If this is not possible, put extra emphasis on monitoring vulnerability (to reinforce the slow).</p> | <p>After-Session Work</p> <p>Task the Response theme team to complete and present the RATS during the showcase day.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: I_5B; Trainer(s): _____ Date: _____

Objectives

Participants will:

- have identified creative ideas to link IGAs and multifunctional elements to EWS response actions
- be poised to develop the best ideas.

Hands-On Demo: 21

OBJECT: To identify top items from a list of best practices.
PROCESS: “People learn best when they create content and share their ideas. Bask in the brilliance of the idea on your card. Now detach yourself from it and prepare to launch it into the world for evaluation. Hold your card, written side down, and walk around rapidly exchanging it with everyone you cross; do not read any more until I blow the whistle (20 seconds). At the whistle: stop with your last exchange and read the two cards together. Distribute seven points to these two cards based on their usefulness (high=more useful; e.g., seven and zero, or four and three). Write the score on the back of each card.” Repeat four more times. “Please do not be influenced by earlier scores and, if it’s your idea, keep a ‘poker face’ (shh!); above all, always be objective!” **END:** “At the end of three rounds, return to your seat with the card you have and add up the sum. I will count down from 21 and you should jump up when I reach your number and read us your idea.” Applause. Keep counting down until you reach the top five to ten ideas of each (IGA and multifunctional).

Session I_5B Sustainability

Warm-Up

“Who can define sustainability? Is it worth starting something that we cannot maintain? OK, so any CEWS needs a way to be sustained, right? This is our topic in this session.”

Wrap-Up

“Let’s go back to the best ideas for IGAs (then, multifunctional items)... which should each community select for immediate implementation?”

Materials to Prepare

- Projector
- Ppt file: I_5A and 5B.ppt
- Plenty of VIPP cards of two different colours (one for IGAs, another colour for multifunctional components)

Session Activities, Order and Timing: Total time scheduled: 70 mins

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| Warm-Up: Define sustainability (see above) | 5 mins |
| New Material: This session doesn’t have a lot of new material (use I_5A and 5B.ppt). Review GPs: 5, R1, R2, R3 and R4. The aim is for the whole group to be on the same page regarding IGA sustainability issues. Good practice includes these two ideas: 1. IGAs and EWS (give one idea and ask for another one but not too many); 2. Multifunctionality and EWS (same). <i>Note: Trainer is advised also to review the Red Cross Red Crescent Position Paper on Sustainable Development (see Toolkit). Also, review the five principles of sustainable development.</i> | 10 mins |
| Application: Step 1: “I’d like you to move around a little and sit down in groups of four that you have rarely spoken with (two twin AT/ComP pairs). In 10 minutes, brainstorm a list of IGAs or multifunctional items (all groups on this side brainstorm IGAs and, on that side, multifunctional items). Jot the list down together and quietly think independently about your favourite idea on the list.” Step 2. “Write your favourite idea (just one from the list) on a card, using colour one for IGA and colour two for multifunctional items and keep it a secret for now. Keep your idea simple, short, specific and clear, and write it legibly.” | 20 mins |
| Hands-On Demo: See Application ‘21 for IGA’; repeat ‘21 for multifunctional item’. | 30 mins |
| Wrap-Up: Ad lib (see above). Which are the 10 best ideas? | 5 mins |

Modifications for Challenged Learners

Stay with a disadvantaged twin until they have their idea on a single card of the right colour. Add visuals for semi-literate.

After-Session Work

Response team should retain the best IGA and multifunctional ideas and include them in its final showcase presentation.

Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: I_5C; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • build on the RATS exercise to develop (and be ready to implement) a full Community Alert Response Plan. | <p>Session I_5C CARP and Loose Ends</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: I_5C.ppt • PW_5C_CARP.doc (Note: p1 is for the ComPs and p2 for the ATs) |
| <p>Energizer: Chaos Management</p> <p>Participants form a big circle; count off one to last, noting the range. Person with ‘one’ calls out any other number. The person with that number must call another number in the range. They cannot call their own number and cannot call the number of someone who has already had to leave the circle (due to a mistake being made). People who make mistakes or cause delays leave the circle, rapidly and quietly. The last two remaining are applauded (points for their teams?) for being the best chaos managers.</p> | <p>Warm-Up: Fishing</p> <p>“Are there any fishermen or women among us? What do you know about the fish called carp? We are not going to learn to fish but to make a different kind of CARP: a response plan (RP). What are we responding to (hand to ear)? Warning or alert, right!”</p> | |
| | <p>Wrap-Up: Are You Ready?</p> <p>“The constant change in the game is what usually occurs during a disaster. Do you feel that you have everything you need to be ready to respond to warnings as soon as you hear them? Do you feel ready?”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 70 mins | |
|--|---------|
| Warm-Up: Fishing? (see above) | 5 mins |
| <p>New Material: Only new material is to show what makes up a CARP (I_5C.ppt). Build from the RATS; think about issues with which time of day messages may arrive and do not forget how to access the most vulnerable groups (identified in earlier sessions). Part of a response is sending on the message to the appropriate recipient. Write a plan for what can be done today for each phase, as soon as the next EW message arrives.</p> | 10 mins |
| <p>Application: Two groups (ATs and ComPs) work separately (use p1 of: PW_5C_CARP.doc) ComPs: Prepare the CARP – what the community can do today on its own, including lobbying with local government and their own private sector members, etc. [produce a CARP]. ATs: (use p2 of same) Explore the ‘I’s and prepare bulleted list of elements that could be spun into a proposal to help the community with the response options that are outside its control [produce bulleted list and Action Plan – proposal priorities]. 25-minute discussion for ATs and ComPs with 10-minute consolidation.</p> | 35 mins |
| Energizer: Chaos Management (see above) | 15 mins |
| Wrap-Up: Are You Ready? (see above). This is your last chance before ending the workshop to make sure you are fully equipped to own and manage your community-driven EWS. | 5 mins |

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| <p>Modifications for Challenged Learners</p> | <p>After-Session Work</p> <p>Response team should be ready to present its CARP as part of its final showcase presentation.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: I_6A; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • demonstrate what they have learned in the workshop. <p>Theme teams will:</p> <ul style="list-style-type: none"> • present two elements each in creative 15-minute presentations. | <p>Session I_6A CEWS Showcase</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Groups decide what they need • Prepare agenda, or order of presentations |
| <p>Hands-On Demo/Energizer</p> <p>N/A</p> | <p>Warm-Up</p> <p>This is time for our participants to share with us what they have learned and to demonstrate how ready they are to put their CEWS to the test. Please welcome theme teams: Data2Action, Communication and Response.</p> | |
| | <p>Wrap-Up</p> <p>We are very proud of the groups and would like to hear what our observers and guests have to say. This is an opportunity for feedback.</p> | |

| Session Activities, Order and Timing: Total time scheduled: 75 mins | |
|---|---------|
| Warm-Up: See above | 5 mins |
| New Material: N/A | |
| <p>Application 1: Presentations of 15 minutes each, maximum (excluding questions)</p> <p>Team A: Drought and Data (how to strengthen monitoring, reinforce links to NEWS)</p> <p>Team B: Flood and Communication (phases/main messages and communication strategy)</p> <p>Team C: Vulnerability and Response: RATS and CARP</p> <p>After the ComPs present, the ATs present the proposal priorities and hand over to the National Society.</p> <p><i>(Note: the hazards above should be changed to reflect the three main hazards addressed in the workshop to date.)</i></p> | 60 mins |
| Hands-On Demo: N/A | |
| Wrap-Up: See above | 10 mins |

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| <p>Modifications for Challenged Learners</p> <p>Although presentations should be led by the ComPs, the presentations should receive technical assistance and prompting from all ATs in the group.</p> | <p>After-Session Work</p> <p>N/A</p> |
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Evidence of Learning: How do we know we met our objectives?

- From the presentation quality and reactions of guests/observers

Session Plan for Workshop: I_6B; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • be guided by the organizers, leaders and guests (and observers) to bring closure to the training • be informed of which teams won first, second and third places (and receive gag gifts). | <p>Session I_6B Closing</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Training certificates (organizer to provide template and choose signatories) • Fun prizes for winning teams (usually contributed by organizers, facilitators) • One local postcard per participant or print out PW_6B_EvaluationPostCard.doc • PW_6B_WS_Evaluation_Form.doc to adapt • Tool_6B_WS_Evaluation_DataEntryMask.xls |
| <p>Hands-On Evaluation</p> <p>Postcard described below</p> | <p>Warm-Up</p> <p>N/A</p> | |
| <p>Wrap-Up</p> <p>Make sure that everyone takes their T-shirt from the wall (it's a nice souvenir!).</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 85 mins | |
|---|---------------------------------------|
| Warm-Up: N/A | |
| New Material: Ceremonies and speeches; prepare an agenda. | 45 mins |
| Application: This session typically depends on the organizers who will decide which guests should be present/invited, who speaks first and last and what else has to happen. From the technical trainer's point of view, it is crucial to have prepared the certificates ahead of time with the appropriate signatures and given some thought to how to organize the gag-gift prize-giving session (usually \$1-store prizes with no great meaning unless some can be found with a relevance to EWS). When the number of prizes is sufficient for each team and smaller prizes are available as consolation, this is pretty straightforward. As an option, all prizes can be displayed on a table (covered until the session) and the winning team has first choice at the table, etc., in rotation. | Prize and certificate giving: 15 mins |
| Hands-On Demo: A fun wrap-up (in addition to the formal evaluation) is to have purchased one postcard for each participant, from the capital city or nearest 'tourist' location, and ask them to record one or two thoughts on it as if they were writing to a future participant. "What advice would you give a ComP who is planning to attend the next workshop?" Collect them and record the responses in your post-training report. Later, propose to leave them for wall decorations at the organizing host disaster-management office. Also, PW_6B_EvaluationPostCard.doc can be used. | 10 mins |
| Evaluation: Distribute and administer PW_6B_WS_Evaluation_Form.doc as planned, perhaps after the guests have departed. Exchange take-home gifts for completed evaluation! | 15 mins |

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| <p>Modifications for Challenged Learners</p> <p>Consider running the evaluation verbally between the AT and the ComP for the less-literate.</p> | <p>After-Session Work</p> <p>Remind all ATs that they have some thinking to do this evening about their favourite/least favourite sessions and what they each learned from their own session. Someone neutral (not the main facilitator) should tally the evaluation results using Tool_6B_WS_Evaluation_DataEntryMask.xls and be prepared to discuss them at the ToT Day C.</p> |
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Evidence of Learning: How do we know we met our objectives?

- The quality of the previous presentations and the evaluations should speak for themselves.

Session Plan for ToT: I_E1; Trainer(s): _____ **Date:** _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • place EWS in a wider context • determine to what extent the workshop objectives were met. | <p>Session I_E1 Big Picture</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector for videos • No ppt file • Print Tool_E1_Objectives.doc (one copy per group) • Flipcharts • Speakers and Tool_E1_VideoPowers of TenO.mp4 • Ruler sheet for finger exercise, one copy per group (Tool_E1_Ruler_Finger_.pdf) |
| <p>Energizer: Finger Personality</p> <p>“Sit down with a person you have not spoken to for the day. Discuss whether you would consider yourselves ‘big picture’ or ‘detail oriented’ types of people. (Or: guess the other’s type without looking at fingers.) Now, let’s ‘prove’ it. Using the guide, measure the lengths of your middle fingers and lengths of your palms. (On average, finger length is about 7/8 of palm length.) Less than or equal to 7/8 = ‘short’. Longer than 7/8 = ‘long’. This proportion is linked to personality. Long fingers signify a detail-oriented person (they think things through completely and are critical of small details). Short fingers signify a physically oriented big-picture person who focuses on real-world items, usually in a visionary/overall manner.”</p> | <p>Warm-Up: Powers of Ten</p> <p>“We have just finished an intensive journey into the world of EWS for COMMUNITY X. We’ve zoomed closely into the intimate details of life there and now we need to step away to grasp the big picture. I want to share with you a 9-minute video that aims to give us perspective. Watch it, thinking about how it could relate to our community and EWS.” www.powersof10.com/film</p> | |
| | <p>Wrap-Up: Bigger Vision</p> <p>Form a circle, facing inwards. One person starts by completing the phrase “My vision for COMMUNITY X EWS is...” Everyone responds together by saying “Let’s go bigger”. Someone adds their vision. Repeat.</p> | |

| Session Activities, Order and Timing: Total time scheduled: 75 mins | | | |
|---|--|--|---------|
| Warm-Up: Powers of Ten video (don’t be scared off by the title) (use Tool_E1_VideoPowers of TenO.mp4) | 15 mins | | |
| New Material: Reminder of the workshop goal/objectives... did we achieve our goal? | 10 mins | | |
| Application: Distribute the objective cards for this workshop (one set per group, cut apart). Inside the group (small groups of no more than four), shuffle and distribute them. Explain why some are grey (AT) and some are white (Comp). Moving around the circle, a person reads each objective and places it, judging how well it was achieved (best: three, worst: zero, not at all; make separate piles/sections on table for each). Debate to see if the speaker will change their original impression. Take 20 minutes then debrief for 10 minutes to share with larger group: which objectives had the highest/lowest scores? | 30 mins | | |
| <p>Energizer: Finger Personality (see above) (use Tool_E1_Ruler_Finger.pdf)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Typical of the Big-Picture Thinker</p> <ul style="list-style-type: none"> • You can quickly see patterns in complex problems. • You like to come up with new ideas and new projects. • You have a low tolerance for busy-work, tedious errands and filling out forms. • You are great at outlining what needs to be done but filling in the details can feel exhausting. • You may have been described as right-brained. </td> <td style="width: 50%; vertical-align: top;"> <p>Typical of the Detail-Oriented Thinker</p> <ul style="list-style-type: none"> • You think about things in great detail and sometimes miss the big picture. • While you are certainly smart, others may joke that you lack common sense. • You would prefer to edit or tweak a plan than to come up with it from scratch. • Highlighting study notes doesn’t work for you because you end up highlighting everything. • You may have a tendency to over-think things. • You have excellent attention to detail. • You may have been described as left-brained. </td> </tr> </table> | <p>Typical of the Big-Picture Thinker</p> <ul style="list-style-type: none"> • You can quickly see patterns in complex problems. • You like to come up with new ideas and new projects. • You have a low tolerance for busy-work, tedious errands and filling out forms. • You are great at outlining what needs to be done but filling in the details can feel exhausting. • You may have been described as right-brained. | <p>Typical of the Detail-Oriented Thinker</p> <ul style="list-style-type: none"> • You think about things in great detail and sometimes miss the big picture. • While you are certainly smart, others may joke that you lack common sense. • You would prefer to edit or tweak a plan than to come up with it from scratch. • Highlighting study notes doesn’t work for you because you end up highlighting everything. • You may have a tendency to over-think things. • You have excellent attention to detail. • You may have been described as left-brained. | 10 mins |
| <p>Typical of the Big-Picture Thinker</p> <ul style="list-style-type: none"> • You can quickly see patterns in complex problems. • You like to come up with new ideas and new projects. • You have a low tolerance for busy-work, tedious errands and filling out forms. • You are great at outlining what needs to be done but filling in the details can feel exhausting. • You may have been described as right-brained. | <p>Typical of the Detail-Oriented Thinker</p> <ul style="list-style-type: none"> • You think about things in great detail and sometimes miss the big picture. • While you are certainly smart, others may joke that you lack common sense. • You would prefer to edit or tweak a plan than to come up with it from scratch. • Highlighting study notes doesn’t work for you because you end up highlighting everything. • You may have a tendency to over-think things. • You have excellent attention to detail. • You may have been described as left-brained. | | |
| Wrap-Up: Bigger Vision (see above) | 10 mins | | |

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| <p>Session Prerequisite</p> <p>N/A</p> | <p>After-Session Work</p> <p>None</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: I_E2; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • zoom into their own sessions and skills and receive feedback • provide final session plans featuring improvements. | <p>Session I_E2 Nitty-Gritty</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • No projector • No ppt file • One plastic cup or bottle for every AT participant • Tool_E2_CupSong_Activity folder: instructions and videos for cup song • Music, if desired • PDP, have blank copies if needed, or prepare one or two ATs to bring/share theirs |
| <p>Energizer: Cup Song</p> <p>See and learn cup rhythm video. See TUTORIAL videos for instructions (Tool_E2_CupSong_Activity folder) to see how it works in a group. Teach it to ATs (with water bottles or plastic cups from kitchen). Then, make it a competition, in a big circle. “If there is a fallen cup or you miss a beat, you leave the circle. Last cup standing wins.” Or, make up an EWS jingle/song to go with the rhythm!</p> | <p>Warm-Up: Reduplication</p> <p>“What does nitty-gritty mean? What reduplicated terms exist in local language? Examples from English: nitty-gritty: the heart of the matter; namby-pamby: childish, weakly sentimental; willy-nilly: (1,000 years old) unplanned, haphazard; boogie-woogie: rag-time blues; hocus-pocus: magic, trickery; okey-dokey: OK; pell-mell: reckless haste; helter-skelter: chaotic; mumbo-jumbo: nonsense. Who can say this quickly, all together? We are moving now into the nitty-gritty of the workshop.”</p> | |
| | <p>Wrap-Up: Progress on your PDP</p> <p>“Good job! We’ve dissected the workshop together and learned from our mistakes. Who can suggest a ‘Most-improved AT?’ Would anyone like to share with us their new PDP goals?”</p> | |

Session Activities, Order and Timing: Total time scheduled: 90 mins

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|--|----------------|
| <p>Warm-Up: (see above) The repeating of parts of words to make new forms is called reduplication. There are various categories of this: rhyming, exact and vowel substitution. Examples are okey-dokey and zig-zag. The impetus for the coining of these seems to be nothing more than the enjoyment of wordplay. The words that make up these reduplicated idioms often have little meaning in themselves and appear only as parts of pairs. In other cases, one word will allude to some existing meaning and the other half of the pair is added for effect or emphasis. What about in the local languages?</p> | <p>5 mins</p> |
| <p>New Material: Revisit eight yellow cards; explain that we will go through the entire workshop programme in order. Reminder: Be constructive and provide concise feedback... and each AT needs to provide written suggestions to the trainer on their session plan that will enrich the Toolkit. 2 minutes times eight cards.</p> | <p>20 mins</p> |
| <p>Application: Assign careful note-taking to one person. Taking each session in order, AT will remind us of session objectives and facilitate a discussion on highlights/things to improve in: a) the session itself; and b) AT’s training skills. Take 3 to 5 minutes per session times 12 ATs.</p> | <p>50 mins</p> |
| <p>Energizer: Cup Song (see above, videos attached)</p> | <p>10 mins</p> |
| <p>Wrap-Up: Progress on PDP (see above, same PDP as in Day A, see Toolkit)</p> | <p>5 mins</p> |

Modifications for Challenged Learners

N/A

After-Session Work

N/A

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: I_F1; Trainer(s): _____ Date: _____

Objectives

Participants will:

- fill in any remaining gaps in EWS knowledge
- explain the big picture and the important details, as well as the differences and synergy between Type I and Type II ToTs and CEWS.

Hands-On Demo: Cooperative Squares

“Envelopes may be opened only when you are told. You have been given an envelope labelled with the letter A, B, C, D or E (the pieces inside are labelled also so that the pieces can be returned easily at the end of this activity). You are in a group of five, each group with the same colour, one envelope each. The aim is to **form five squares of equal size**. The task is not completed until everyone has before them a perfect square and all the squares are of the same size.” **Write these rules on a flipchart:** No member may speak. No member may ask for a card or in any way signal that they want one. Members may offer/give cards to others. Do not leave anything in the middle ‘unowned’. DEBRIEF: “Are the pieces coming together? What can we learn about this cooperation for CEWS?”

Session I_F1 Completing the Puzzle

Warm-Up: Puzzles

“Who here is crazy about puzzles? What kind? Why? How many kinds can you name (jigsaw, crossword, Sudoku...)? What part of the CEWS is still a puzzle for you? Who can help find the missing pieces for....?”

Wrap-Up: Most Important Q&A

Ask each group to pick the Q&A they think is most important to share. When each group has shared one, go back to the first group and start again.

Materials to Prepare

- No need for projector
- Tool_F1_Cooperation_Squares_PrintMe.pdf
- Print and prepare envelopes with cooperative squares pieces for each group of five (five, 10 or 15)
- Blank VIPP cards for Q&As – at least two per person

Session Activities, Order and Timing: Total time scheduled: 75 mins

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|--|---------|
| Warm-Up: Puzzles (see above) | 5 mins |
| New Material: Nothing new. “Take 2.5 minutes to think deeply and to write one question about CEWS that you cannot answer – <u>something you feel you still haven’t fully understood</u> : a piece of the CEWS puzzle that you think is important to know.” | 30 mins |
| Application: Collect cards, mix up and redistribute an even number to each small group. In groups, read the cards/questions one by one; debate and do your best to propose an answer (write it clearly and concisely on the back). See Wrap-Up for debriefing of this activity. | 15 mins |
| Hands-On Demo: Cooperative Squares (see above) (see Tool_F1_Cooperation_Squares_PrintMe.pdf) | 15 mins |
| Wrap-Up: Pick the most important Q&A from New Material and present it anonymously to plenary. Option: One answer per group. | 10 mins |

Session Prerequisite

N/A

After-Session Work

N/A

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: I_F2; Trainer(s): _____ Date: _____

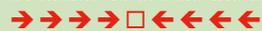
Objectives

Participants will be able to:

- establish the needs of the community in launching and owning its CEWS
- acknowledge and lobby for the potential and role of each partner/ organization.

Hands-On Demo: Traffic Jam

Mark nine squares using chalk, masking tape or whatever is available to create the following pattern on the ground:



To start, have one player on each of the squares with arrows, and facing the direction that the arrow indicates. OBJECT: To legally move the players on the left side, to the right, and the players on the right side, to the left. Write these rules clearly on a flipchart:

Illegal moves:

1. Moving backwards
2. Turning around or stepping out of the squares
3. Pushing someone out of their square
4. ‘Jumping over’ anyone **facing the same direction as you are**
5. ‘Jumping over’ more than one player **at a time**.

Legal moves:

1. One person only moving at a time
2. Moving forward to an unoccupied space (in front of you)
3. Moving past one player **facing you** (to reach the empty space behind them).

Helpful hints: If there are more than eight players, designate observers. For 10 players, add one arrow on each side. When a group gets stuck (traffic jam), the team must start again. Groups will start by being very disorganized; eventually one player will lead the team to the solution. Note: *Trainers stay out of the critical thinking process, unless the team has absolutely no cooperation or direction.*

Session I_F2 Steps Ahead

Warm-Up: Learning to Walk

“How old were you when you learned to walk?” (Average age is 14 to 18 months.)
 “Did anyone skip crawling? Statistics show that children who walk but never crawl often have difficulty learning or with hand-eye coordination. Here, we need to make sure you’re confident to take the next steps...”

Wrap-Up

“Do you have what you need to help COMMUNITY X take the steps?”

Materials to Prepare

- No projector needed
- Four copies of the community products, photocopied
- Masking tape or other way to mark arrows on the ground (e.g., chalk, paint or marker)
- Flipchart with rules written on it

Session Activities, Order and Timing: Total time scheduled: 60 mins

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|---|---------|
| Warm-Up: Step carefully but confidently (see above) | 5 mins |
| New Material: “Let’s review what the community has pledged to do by studying their final products. Do you feel they have what they need to launch the EWS and implement the response capability? Let’s revisit what the community needs.” Show and summarize in 3 minutes the various theme team products: 1. Proposals to link to NEWS Data and TTP, if appropriate; 2. Phase/message and communication strategy; 3. RATS and CARP. | 10 mins |
| Application: Rotational review: break into three small groups. Each discusses one of the products, and proposes what needs to be changed technically and what the NS may need to do to support the community to make these changes. Make a list of concrete steps on a blank sheet. After 5 to 8 minutes, the product and list passes to the next group for its review, starting where the previous group left off. | 20 mins |
| Hands-On Demo: Traffic Jam (above) tests teamwork and cognitive ability – a good way to end ToT! Debrief: “What can we learn from this exercise? What learning did we use/forget to use?” | 10 mins |
| Wrap-Up: Present small-group results to plenary, using last product in their hands. | 15 mins |

Session Prerequisite

N/A

After-Session Work

N/A

Evidence of Learning: How do we know we met our objectives?

b. Type II: Creating a CEWS that the community drives*/Part A

Part A: Risk Knowledge and Monitoring

Time required: Eight Days for ToT (Live Workshop: Five Days)

Curriculum: Training of Trainers for Community Early Warning Systems (CEWS)

Goals of the ToT: To stimulate the production of knowledge among trainers (ATs) that motivates and enables them to strengthen multi-hazard EWS across levels, *thereby also to:* stimulate the production of knowledge among communities (via ComPs) that motivates and enables them to better protect themselves by driving their own CEWS: [Part A] specifically, by managing the collection, analysis and understanding of key indicators (monitoring).

| Course Objectives | Associate Trainers (ATs) | Community Participants (ComPs) |
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| Enduring Understandings “Participants will understand that...” | EWS are one important component of a strong DRR package | A CEWS is part of a set of DRR activities that aim to protect lives and livelihoods |
| | Some communities need to drive their own CEWS | Communities can monitor hazards and issue their own warnings to the community |
| Essential Questions “Participants will explore...” | CEWS 13 Guiding Principles and sub-principles for community-level practice | CEWS 13 Guiding Principles and sub-principles for community-level practice |
| | Concepts of disaster risk science, reduction and management | Priority hazards and vulnerability elements, and how both can be measured and monitored |
| | Concepts of knowledge management (and data for decision-making) | Different types of indicators |
| Knowledge Expectations “Participants will know...” | The four components of an EWS and how to develop each of them | The four components of an EWS |
| | What makes a good EWS indicator and how to collect indicator data | Which indicators they can and should monitor |
| Skill Expectations “Participants will be able to...” | Train ComPs to identify appropriate EWS indicators | Identify the pros and cons of EWS indicators |
| | Train ComPs to set up simple systems to monitor the indicators | Monitor chosen indicators |
| Assessment “Participants will be judged by their...” | Comfort in using new EWS terms and applying concepts | Level of participation in the workshop |
| | Ability to convey complex EWS concepts to ComPs in simple terms | Motivation demonstrated to apply what they learn |

*This does not prevent the CEWS being aligned with a national EWS.

Community EWS ToT, Type II/Part A

Workshop: Outline and Sessions

(Total: 50 hours over eight days for Associate Trainers; 30 hours over five days for target community)

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| Day A ToT | Module A. Understanding EWS |
| | Session 1. Intro to EWS (p60) Session 2. Guiding Principles (p61) |
| | Module B. Mastering the ToT |
| | Session 1. Training Up (62) Session 2. Zoom in on Curriculum (p63) |
| Day B ToT | Module C. Explore NEWS and Synergy |
| | Session 1. Disaster Knowledge Management (p64) Session 2. Cross-Level Synergy (p65) |
| | Module D. Prepare Your Session |
| | Session 1. Art of Training (p66) Session 2. Prepare Your Session (p67) |
| Day 1 LIVE (Workshop) | Module 1. Foundations |
| | Session A. Getting Started (p68) Session B. DRS-R-M (p69) Session C. EWS (p70) |
| | Module 2. Risk Knowledge |
| | Session A. Hazards and Threats (p71) Session B. Vulnerability (p72) |
| Day 2 LIVE (Workshop) | Module 3. Knowledge Management |
| | Session A. Local and Data Maps (p73) Session B. Data to Knowledge (p74) Session C. What is an Indicator (p75) |
| | Module 4. Design Your Monitoring System |
| | Session A. Tick Tock (p76) Session B. Best and Final (Peer Review) (p77) Session C. Monitoring Action Plan (MAP) (p78) |
| Day 3 LIVE (Workshop) | Module 5. Tracking EWS Indicators |
| | Session A. EWS Analysis (p79) |
| Day 4 LIVE (Workshop) | Module 6. Endings |
| | Session A. Group Presentations (p80) Session B. Closing (p81) |
| Day 5 Optional | SITE VISIT |
| Day C ToT | Module E. Debriefing |
| | Session 1. General Lessons (p82) Session 2. Lesson Specifics (p83) |
| | Module F. Support to the Community |
| | Session 1. Fill Knowledge Gaps (p84) Session 2. Steps Ahead (p85) |

Session Plan for ToT: IIA_A1; Trainer(s): _____ Date: _____

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| <p>Objectives ATs will understand:</p> <ul style="list-style-type: none"> • the 'big picture' of EWS • and accept their roles and responsibilities to explore challenges in training. | <p>Session IIA_A1 Intro to EWS</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIA_A1.ppt • Ball (safe to toss) • TW_A1_10Requirements.pdf • Tool_AI_ATsignUP.pdf Sheet for sessions • Blank VIPP cards for Wrap-Up: I Got It! • One GP and one Field Guide/ Toolkit per AT (preferably hard copy) • I_Curriculum (pp49–50) <i>TW = Trainer (AT) worksheet</i> <i>PW = Participant worksheet for all (ATs and ComPs)</i> |
| <p>Energizer: Ball Toss As an ice-breaker, toss any soft ball and each catcher must answer a standard question such as “how many times have you served as trainer?” or “when was the last training you organized?”</p> | <p>Warm-Up See Energizer</p> | |
| <p>Wrap-Up: I Got It! Ask each participant to write one question about anything learned during the day on a card. Collect and shuffle them. Ask for volunteers who will pick a card each, randomly, and try to answer it. Lead applause for each volunteer.</p> | | |

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| Session Activities, Order and Timing: Total time scheduled: 70 mins | |
| Warm-Up: Energizer, use ball (see above) | 5 mins |
| New Material: Introduce EWS, four components and first chapters of the GP. Adapt and use IIA_A1.ppt highlighting the Guiding Principles document. | 20 mins |
| Application: (in groups of three or four ATs) 10 requirements for an effective training programme exercise (use TW_A1_10Requirements.pdf). Answers are: 1. Based on... (needs); 2. Aimed at SMART... (objectives); 3. Scheduled at the right... (time); 4. Held at the right... (place); 5. For the right target... (audience); 6. Conducted by effective... (leaders/facilitators/trainers). 7. Using effective... (techniques); 8. Objectives are... (reached/achieved); 9. Participants are... (satisfied); and 10. Programme is... (evaluated). <i>Note: SMART = specific, measurable, assignable/attainable, realistic/relevant, time bound/timely</i> | 15 mins |
| Energizer: Ball Toss (see above) with training-experience-related questions | 15 mins |
| Wrap-Up: I Got It! (see above) | 15 mins |

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| <p>Modifications for Challenged Learners</p> | <p>After-Session Work</p> <p>ATs are asked to study the curriculum in the evening and come to Day B with a clear idea of which session they would like to take responsibility for (post sign-up sheet on wall: Tool_A1_ATsignUP.pdf).</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIA_A2; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • understand and be comfortable in applying the main Guiding Principles • continue to strengthen their skills as trainers. | <p>Session IIA_A2</p> <p>Guiding Principles</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIA_A2.ppt • GP for each AT • Eyecatcher playing cards (printed from Tool_A2_EyeCatcherGame.pdf, preferably laminated) • Roles for 3-minute teaching session, Tool_A2_TeachGPlist.pdf |
| <p>Energizer:</p> <p>Power of Being Positive</p> <p>“Pair up with the closest person next to you to plan a dream vacation together. The person with the longest fingers starts by saying: ‘I think we should go to XX’. The other person must always respond: ‘Yes, BUT...’ (2 minutes), STOP. Now the short-fingered person starts the plan for her/his dream vacation. Long-fingers must always reply by saying: ‘Yes, AND...’ (2 minutes), STOP. Which vacation would you prefer going on: the first or the second? Why?”</p> | <p>Warm-Up</p> <p>See Energizer</p> | |
| | <p>Wrap-Up: Race to Remember</p> <p>“In pairs, close all your books and hide all your documents. You have 5 minutes to jot down, in pairs, all of the GPs you can remember – even if not verbatim. Highest correct number receives a prize!”</p> | |

Session Activities, Order and Timing: Total time scheduled: 75 mins

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| Warm-Up: Energizer – Power of Being Positive (see above) | 5 mins |
| New Material: The 13 GPs from the Guiding Principles (GP). Use IIA_A2.ppt to introduce what a GP is. Each AT has 3 minutes to teach the group one GP to the best of their ability. The facilitator is responsible for teaching each GP that was not distributed to an AT. | 40 mins |
| Application: When you train, you need to deliver a presentation while making eye contact with the audience, judging their reactions, and adapting to them: all at the same time! This exercise aims to help you face this challenge. [Cut out both sets of word cards (11 light and 11 dark, printed from Tool_A2_EyeCatcherGame.pdf). Remove ‘angels’ from dark and light sets to have <u>one fewer cards than you have participants</u> . Put light cards face down on a table, singly. Keep dark cards in a pile. Laminate cards, if possible.] “Let’s discuss each of the eight adjectives and have people act out what kind of participant it describes. I can tell that some of you have had students like this! Now, when I say ‘Go’, you each need to come to the table and take one card that is face down; read it but do not share with or show it to anyone. ‘Go’. The person without a card has 3 minutes to teach us their GP. After the 3 minutes, they should tell us who was acting which role, by going around and passing out the dark cards to the correct actor.” If time allows, keep scores for each speaker. <i>Note: The New Material and Application are run simultaneously in 60 minutes.</i> | 20 mins |
| Energizer: Power of Being Positive (see above) | 5 mins |
| Wrap-Up: Race to Remember (see above) | 5 mins |

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| <p>Urgent Prerequisite</p> <p>ATs must be asked <u>the night before</u> Day A to study and prepare to teach one GP in only 3 minutes. They will need to have a copy of the GP to be able to complete this task. Prepare a sticky note to this effect to hand to each AT as you greet them the night before (with their assigned GP) or include this assignment visibly in their welcome packs.</p> | <p>After-Session Work</p> |
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Evidence of Learning: How do we know we met our objectives?

- Energy level of ATs
- Participation

Session Plan for ToT: IIA_B1; Trainer(s): _____ **Date:** _____

Objectives

Participants will:

- overcome their main concerns about training other adults
- strengthen their skills in giving instructions and working as a team.

Energizer: Pass the Beat

OBJECT: To help participants get to know each other and become aware of their dependence upon one another, and to raise the group's energy. **PROCESS:** All participants form a circle. "I am going to face and make eye contact with the person on my left, and we will try to clap our hands at the same moment [demonstrate]. Then, they turn to the left and clap hands at the same time with that person. We will 'pass the beat' around the circle. Let's try it now." As rhythm builds up, call out 'faster' or 'slower'. "Always be ready, because we might send additional rounds of claps around the circle, chasing the first." Remind people to keep it going, even if it stops for a moment when someone misses the beat. When one round is well established, start a new round. Eventually there might be three or four beats going around the group at the same time. Be ready for enjoyable, high-energy chaos with lots of laughter. **DEBRIEF:** "Did anyone enjoy this? Who can describe what happens in an interdependent team, when a player drops the beat? In teamwork, everyone depends on the other members."

Session IIA_B1 Training Up

Warm-Up: "Raise Your Hand if..."

... you've ever taught anyone else... trained anyone else (before this morning!). Now, keep your hand up if you've: a) taught or trained children/youth; b) taught or trained adults; c) been a main facilitator of a full training; or d) led a ToT." Wow!

Wrap-Up: Closure on GAFI – third step

"Who can summarize what you learned or retained from the GAFI exercise? Who feels that they will be more careful in giving instructions now?"

Materials to Prepare

- Projector
- Ppt file: IIA_B1.ppt
- Tool_B1_GAFI.pdf – print one time, cut apart and reproduce following the instructions on sheet:
- Steps 1 and 2: One copy for half of the ATs;
- Step 3: One copy (on flipchart; hide until right time)
- Blank sheets to draw on (half of A4 size)
- Flipchart for GAFI (Step 3 only)

Session Activities, Order and Timing: Total time scheduled: 60 mins

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| Warm-Up: Raise Your Hand if... (see above) | 5 mins |
| New Material: Use IIA_B1.ppt to teach difference between training and teaching, between training children/youth and training adults. Learning space layouts. Five senses, learning curve, five key skills: know your material, package it simply, learn to listen, give clear instructions (and repeat), and work as a team. | 10 mins |
| Application: (in pairs, then as group) Giving and following instructions (GAFI, follow from Tool_B1_GAFI.pdf, and flipchart in Step 3) Step 1 (5 minutes): A to B, no questions, no repeats, no gestures or help to draw. Feedback: <i>What was it like? Which rules made it hard?</i> Step 2 (5 minutes): B to A, questions allowed, repeat and suggestions OK, no gestures or help to draw. Feedback: <i>Was this round easier? Why? How could the instructions have been improved?</i> Step 3 (10 minutes): Back in one group, nominate the best communicator (C) and a messenger (M). Outside in the hall, C sees a poster and describes it to the M who does not see it. M returns inside to give instructions to all participants to reproduce the poster. M can come and go a maximum of five times. After five visits, C brings the poster to share. Feedback: <i>Who was closest? Why? How close were the original and the new? Why?</i> | 30 mins |
| Hands-On Demo: Pass the Beat (interdependence) (see above for instructions) | 10 mins |
| Wrap-Up: Closure on the GAFI exercise (see above) | 5 mins |

Modifications for Challenged Learners

After-Session Work

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIA_B2; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • master the flow of the four-day curriculum and where ATs fit • be able to recite and explain the eight criteria upon which their session will be evaluated • understand their four roles as ATs. | <p style="text-align: center;">Session IIA_B2</p> <p style="text-align: center;">Zoom in on the Curriculum</p> <p>Warm-Up: Chant</p> <p>Use with gestures: <i>I hear, I forget; I see, I remember; I do, I learn; I teach, I master.</i> “Does anyone know a better version of this?”</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIA_B2.ppt • Refer to copy of objectives from syllabus or Field Guide • Eight criteria cards (printed from Tool_B2_YellowCards.pdf: best on yellow paper and laminated) • Masking tape or sticky tack to use to post cards on wall |
| <p>Hands-On Demo: What Criterion Am I?</p> <p>Each AT will be given one yellow-card criterion that they must guess (the group sees it but the AT does not). In front of the room, each AT should ask the group Yes/No questions only, such as “am I related to a watch?”, to guess their criterion (2 minutes, maximum). If there are too many ATs, or not enough time, paste cards on ATs’ backs and do it all simultaneously.</p> | <p>Wrap-Up: Whose Strength?</p> <p>“Out of the eight yellow-card criteria, write down secretly your personal strongest and weakest. Go through all eight: Who feels comfortable with this one? Who has this strength? How can we help those who feel weak on this one?”</p> | |

Session Activities, Order and Timing: Total time scheduled: 65 mins

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| Warm-Up: Chant (see above) | 5 mins |
| <p>New Material: Use IIA_B2.ppt to explain difference between ToT Types I and II. Define curriculum, syllabus, schedule, module and session. Use SMART strong, active words for objectives of each session; review the one-page aims and objectives. Review workshop outline (why this order?), how to evaluate success, and an AT’s four roles and responsibilities:</p> <ol style="list-style-type: none"> 1. Associate Trainer: MC for one session each 2. Mentoring: one or two ComPs each (10 minutes each evening) 3. Eight-criteria critique (stand-up skills): daily rotation, give good advice to the ATs [see yellow cards: time, visuals, leadership, adult learning, methods, design, content and participant; print from Tool_B2_YellowCards.pdf] <p>Active participation (lead all ComPs to, but do not give them, the answers).</p> | 15 mins |
| <p>Application: Refer to curriculum table for this workshop (in two groups, one for the AT column and another for the ComP column). Rewrite the one-page goals with stronger more active SMART (specific, measurable, attainable, relevant, time bound/timely) objectives.</p> | 20 mins |
| Hands-On Demo: Guessing game (see above) | 15 mins |
| Wrap-Up: Whose Strength? (see above) | 10 mins |

Modifications for Challenged Learners

After-Session Work

By tomorrow, each AT needs to know which session they will lead as MC. Tomorrow afternoon is dedicated almost entirely to ATs preparing their sessions so they are in tip-top shape, along with their respective trainers. Make sure the sign-up sheet is completed (Tool_A1_ATsignUP.pdf).

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIA_C1; Trainer(s): _____ Date: _____

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| Objectives Participants will be able to: <ul style="list-style-type: none"> • explain knowledge management and the building blocks • differentiate between monitoring methods and indicators • understand probabilistic forecasts. | Session IIA_C1 Disaster Knowledge Management | Materials to Prepare <ul style="list-style-type: none"> • Projector • Ppt file: IIA_C1.ppt • TW_C1_HazardForecasts.doc • Tool_C1_ForecastFigures_ToPrintColor folder in Toolkit: choose/print four – one per group/table in colour) • Tool_C1_NumbersGame.pdf: cards and list (print one copy per team but do not share list!) |
| Energizer: Numbers Game See description below | Warm-Up “In how many languages can you count to 10? Count out loud for us...” | |
| | Wrap-Up Who is most comfortable with numbers among the ATs? | |

Session Activities, Order and Timing: Total time scheduled: 75 mins

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| Warm-Up: Counting in other languages | 5 mins |
| New Material: Building blocks: data, information, knowledge, action, information system, baseline, secondary/primary, index, variables, indicator, types of indicator, qualitative and quantitative data, probabilistic forecasts (use: IIA_C1.ppt). | 10 mins |
| Application: Identifying indicators to monitor hazards (p1) and learning how to read and interpret a probabilistic forecast (p2). Use TW_C1_HazardForecasts.doc; print four figures in colour, one per group (replace with one or two probabilistic forecasts produced by the local meteorological office, when possible). | 30 mins |
| Hands-On Demo: Start in groups with three-coloured chips (e.g., Red-White-Black). Take the example of a farmer who, randomly, captures a chicken from their chicken coop to sell at the market. Probabilities were represented by numbers of chips representing chickens of different colours. Participants take turns blindly picking ‘chickens’ from a basket and realize that even colours less ‘represented’ could be picked, even if less frequently. The exercise is repeated to demonstrate a scenario in which differences between the colours were not substantial (e.g., four-R, three-B, and three-W) to be compared to the classic forecasting example of 40% higher-than-normal chance of rain: 30% normal: 30% lower-than-normal chance of rain. | 15 mins |
| Energizer: SUMMARY: Work as a team to display the numbers as quickly as possible. PREPARE: Print the list (Tool_C1_NumbersGame.pdf) and the set of numbers (one set of numbers per team). INSTRUCT: Divide into teams of six to eight (equal sizes). Hand each team a set of numbers and ask everyone to take one of the numbers and hold it in front of them. Have the team elect one person to be the leader. GOAL: To be the first team to rearrange itself into the number read aloud by the facilitator (facing them). Once the team rearranges itself, the team members have to raise their hands and stand in place. WIN: The first team to do so correctly receives one point. The team that reaches 10 points first wins the game. | 10 mins |
| Wrap-Up: Each group to discuss among itself and propose/nominate the AT who is strongest in mathematics/knowledge management. Make sure they are MC for the most mathematically oriented sessions. | 5 mins |

Modifications for Challenged Learners
After-Session Work

During this session, it is urgent to identify the ATs who are strongest in the topic. They should be the ones to guide (MC) the sessions on monitoring.

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIA_C2; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • master the required synergy between EWS levels • be able to articulate and lobby to meet the needs of the community in EWS. | <p>Session IIA_C2 Cross-Level Synergy</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIA_C2.ppt • Role-play scripts (see Tool_C2_RolePlay.pdf) • 50 small items on a table hidden under a sheet for synergy • TW_C2_Synergy.pdf • Prepare a tally of number of items per team on flipchart • Energizer scripts, see Tool_C2_BottomUp.pdf |
| <p>Energizer: Can You Read?</p> <p>“If you can read this message, follow the instructions” (prepare two separate messages). Use Tool_C2_BottomUp.pdf</p> | <p>Warm-Up</p> <p>“Name some things that work from the top down... (like reading, power hierarchies) What about bottom-up? (climbing a tree, building...)”</p> | |
| | <p>Wrap-Up: One Sentence</p> <p>“Who can summarize the main point from this session on EWS synergy across levels? Do you now feel that all levels can benefit from each other, even if the community is the most central?”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 70 mins | |
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| Warm-Up: Name some things that are done from top to bottom... | 5 mins |
| New Material: Use IIA_C2.ppt to teach Top-Down/Bottom-Up, Last Mile/First Mile. Whose needs should an EWS serve, above all? What happens on each level? What info/communication/goods need to move from one level to another? When? GP: Figure 1/Table 5. Define synergy (see below). | 15 mins |
| Application: (use TW_C2_Synergy.pdf) “Remember the definition of synergy (Stephen Covey’s <i>The 7 Habits of Highly Effective People</i>): the whole is greater than the sum of its parts (1+1=3)... let’s see if this is so. Behind this screen, I have 50 items that I will let you view for 35 seconds. Try to memorize as many items as you can. Step 1: You will come up in groups of three. However, no talking. As soon as you return to your seat alone, try to write down as many items as you remember. Count your total. Who has the highest, lowest (mark total and % of 50 on chart)? Step 2: Combine your three lists into one... some new items may come to mind.” Discover highest and lowest triads (mark on chart). “Step 3: How many can we remember as a class? Highest triad reads their list (remove the item from behind the screen)... other items from other groups? New items you remember? Record on chart. What does this result tell us? As we work together, we increase our potential.” | 15 mins |
| Hands-On Demo: Role-play with one person from each level, debating how to set up a CEWS. Use two developed scenarios. Recruit three different volunteers for each: 5 minutes for each in front of class (use Tool_C2_RolePlay.pdf). Ask for contributions from class on what they would propose as solutions for each. | 20 mins |
| Energizer: Messages need to be read from the bottom up, to follow instructions on evacuation (use Tool_C2_BottomUp.pdf). | 10 mins |
| Wrap-Up: “Who would like to summarize this session in one sentence?” | 5 mins |

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| Modifications for Challenged Learners | After-Session Work |
| <p>Evidence of Learning: How do we know we met our objectives?</p> <p>_____</p> <p>_____</p> <p>_____</p> | |

Session Plan for ToT: IIA_D1; Trainer(s): _____ Date: _____

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| Objectives Participants will: <ul style="list-style-type: none"> • articulate and implement effective adult learning strategies • describe the competencies needed for being effective trainers • identify their personal areas for strength and development. | Session IIA_D1 Art of Training | Materials to Prepare <ul style="list-style-type: none"> • Projector • Ppt file: IIA_D1.ppt • TW_D1_Bridging.pdf • TW_D1_PDP.pdf • Four sheets of paper to stick on walls in corners (use A4) • Flipcharts • Sticky notes |
| Hands-On Demo: Four Corners Have each of 'Agree', 'Strongly Agree', 'Disagree', 'Strongly Disagree' written on a large sheet of paper and post each of the four sheets on the wall in one of the four corners. Read the five sentences below, one by one, and ask ATs to move to the corner that is closest to their feelings about the statement. Allow limited debate. [1. Trainers should always be dressed more formally than are participants. 2. Repeated physical gestures are the most distracting things a trainer can do. 3. The first 10 minutes are the most important of an entire workshop. 4. If a trainer is comfortable, he can use slang and 'bad words' at times. 5. Experienced trainers don't become nervous.] | Warm-Up: Amazing Trainers Talk in pairs for 2 minutes about experiences with amazing trainers. Think of last training attended. Instructions: <ol style="list-style-type: none"> 1. Identify specific things that made an amazing trainer so spectacular. 2. Choose four elements that emerged in your conversation. Write each of them big on a sticky note and use only three or four words per note. 3. Read aloud the sticky notes and post them on the flipchart; form clusters for overlap or repetition; look for themes. 4. Summarize, compare with other lists in the field. | |
| | Wrap-Up: Personal Development Plan (PDP) "Who would like to share what's on their plan: one strength and one area to work on? Be ready to present your PDP." | |

Session Activities, Order and Timing: Total time scheduled: 70 mins

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| Warm-Up: Amazing Trainers, discussion in pairs (see above, sticky notes on flipchart) | 15 mins |
| New Material: Use IIA_D1.ppt to teach trainer competencies: Andragogy/Pedagogy, What We Know about Adult Learners, Culture and Inclusion, The Art of a Good Question/Good Response, Bridging, Putting Yourself at Ease before Training, 10 Deadly Sins for Trainers (source from 'Teaching the Art of Training' file in Toolbox). | 20 mins |
| Application 1: Questions and bridging (TW_D1_Bridging.pdf) 'The Art of a Good Response'. Use the following questions to practise responses. One person plays the role of the trainer, the other of a participant. The participant should ask the questions and the trainer should attempt to model the bridging techniques outlined below. Halfway through (after about 5 minutes), switch roles. <i>Reminder of bridging techniques (compliment and thank, acknowledge the questioner's viewpoint, ask for clarification, ask for an example, rephrase in your own words, use the feel, felt, found method).</i> After 10 minutes, reconvene the group and debrief for 5 minutes using these questions: • "What bridging techniques were easy for you? • Which did you find yourself relying on regularly? • Which bridging techniques were more challenging? • How will you practise these and build them into your skill set?" | 15 mins |
| Application 2: "Using your PDP (TW_D1_PDP.pdf), think about the session and propose an objective to improve yourself and your training skills." | 5 mins |
| Hands-On Demo: Four Corners 'training myths' (see above) | 10 mins |
| Wrap-Up: Verbalize PDP, volunteers? | 5 mins |

Modifications for Challenged Learners
After-Session Work
Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIA_D2; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will have:</p> <ul style="list-style-type: none"> • mastered the ToT: Type I curriculum • enhanced and fully prepared their ToT sessions. | <p>Session IIA_D2 Prepare Your Session</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Ball • Printed copies of curriculum (pp49 and 50) • Envelopes with each session’s support materials ready to go (or USB only and have ATs print out what is needed in their session) |
| <p>Energizer: Human Knot</p> <p>OBJECT: Work on trust/team-building and problem-solving, while learning to respect each other by exercising self-control and accomplish a group task without hurting anyone. PROCESS: Clear a space to form circles of about eight to 10 people. “It is very important to follow instructions and listen to each other. You will stand in a circle; reach into the middle with both hands to take the hands of two other people. Without letting go, your job is to untangle the ‘rope’ and form back into a circle. You’ll need to seize the right hand of one person and the left hand of another person. Now, try slowly/carefully to unravel until you can form a circle without ever having to let go of the hands you are holding. If the group improves this process, variations can be made (e.g., no talking, whispering).” CLOSE: Explore how they felt playing the game. How to make L-R?</p> | <p>Warm-Up: Ball Toss</p> <p>“What are the five essential parts of any good session?”</p> | |
| <p>Wrap-Up</p> <p>“There is no Wrap-Up for this session. Feel free to make an appointment with me to go over the session in more detail together, if you have any concerns or have not been able to complete the activity during this session.”</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 80 mins | |
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| Warm-Up: Ball Toss reminder, see above | 5 mins |
| New Material: Remind participants about the essential parts of any good session and why each is important. Show the curriculum on the screen and announce who will be responsible for each session. Discuss linking and transitions, and explain how timing is extremely important; if you go over time, you deprive the following trainer of their time and make everyone stay late each evening. | 10 mins |
| Application: Individually, this is your time to study the session plan carefully; make sure you fully understand it and are ready to lead it. Practise and enhance any of the activities (Warm-Up, Hands-On Demo, Wrap-Up) and be certain that you are able to help organize the Application. Start immediately to collect/print/photocopy all of the tools and support materials needed for the session (or make sure they are already available in the participant workbooks) (see USB). Trainers should move around to assist their respective ATs with any questions. | 45 mins |
| Energizer: Human Knot (see above) | 15 mins |
| Wrap-Up: None | 5 mins |

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| Modifications for Challenged Learners | After-Session Work If ATs are unable to prepare anything during this session, it is up to them to find time with their respective trainers to complete what is needed prior to their sessions. |
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Evidence of Learning: How do we know we met our objectives?

- Based on the quality of questions during the Application
- Based on the level of tension in the room as the ATs work on their sessions

Session Plan for Workshop: IIA_1A; Trainer(s): _____ Date: _____

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| Objectives Participants will: <ul style="list-style-type: none"> • understand and contribute to workshop aims, schedule, structure and rules • form teams, stimulate creative energy and be ready to laugh and learn. | Session IIA_1A Getting Started | Materials to Prepare <ul style="list-style-type: none"> • Projector • Ppt file: IIA_1A_GettingStarted.ppt • Blank VIPP cards, two per participant • Flipchart paper to post: 1. Expectations and 2. Rules • PW_1A_Bingo.pdf • Identify judges ahead of time |
| Hands-On Demo: Bingo Get to know each other using PW_1A_Bingo.pdf. | Warm-Up Introduction to EWS concept in three words and presentation of week (using ppt). | |
| | Wrap-Up “Are there any last questions or concerns before we begin? Have you pushed your personal problems far away? Are you well settled into your new team? How about one last team cheer?” | |

Session Activities, Order and Timing: Total time scheduled: 65 mins

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| Warm-Up: Concept, aims, organization, structure, feedback... pass out CEWS_IIA programme | 10 mins |
| New Material: (use IIA_1A_GettingStarted.ppt) Your expectations, find-your-twin and bring-home card: “Those were our goals and expectations; now we’d like to hear yours . Three simple steps: <ol style="list-style-type: none"> 1. Write the most important thing you’d like to bring home from this workshop right now on one of the cards in front of you (the process of writing on cards can be started while people are settling into their seats). 2. Find your twin (AT should develop a fun way to do this) and share your expectation with them. 3. When asked, present your ‘twin’ by sharing their name, profile (where they are from and profession) and their ‘expectation’. Post the bring-home card on flipchart (or wall).” | 15 mins |
| Application: Rules and ‘Bag It’: “Let’s go over the rules of the workshop. I have a few, then, I’ll count on you to propose some more.” Write the rules on a flipchart. [Bag It] “Oh, almost forgot. I have one last rule: I know that we all have major problems in our lives that take up a lot of our time and energy. Please write or draw on a small sheet of paper the biggest problem you have in your life today. Note: No one will ever see the paper so please be honest. Has everyone finished?”... “Now, it is important that you put your problems aside to focus on EWS, and to ‘buckle up for learning’. So, please crush up your problem into a small ball and push it deep into your pocket (or purse). [Demonstrate.] OK, now, please don’t ever take it out until you are on your way home!” | 5 mins |
| Teams: This week, we’ll be counting on your energy. One way to stimulate energy is to have a competition... and fantastic team prizes. Announce teams and move into groups. Each team should develop a team name and a team cheer. Judges will give extra points for creativity. | 15 mins |
| Hands-On Demo: Bingo (see PW_1A_Bingo.pdf) | 15 mins |
| Wrap-Up: Battery of questions and one last cheer | 5 mins |

Modifications for Challenged Learners

If your pair match has special needs (such as being illiterate or physically challenged), find solutions and stick with them especially during Bingo and presentations.

Pre/Post-Session Work

Post team names and members on flipcharts near where the teams sit.

Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIA_1B; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • have reviewed and mastered main DR principles, terminology and phases as a foundation for designing a CEWS. | <p>Session IIA_1B DRS-R-M</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIA_1B_DRS.ppt • Flipchart: 1. Disaster brainstorm; 2. Glossary (one per language) • PW_1B_Terminology.pdf • Ball (or anything safe to toss) |
| <p>Hands-On Demo</p> <p>Included in Application</p> | <p>Warm-Up: Brainstorm</p> <p>Start the session by asking ComPs to verbally throw out all the disasters they know or have heard about; have an AT write these on flipchart. Ask ComPs which of these they consider to be disasters. Which do they consider hazards? Which represent risk? Have socio-techno-econ threats been mentioned? Why or why not?</p> | |
| | <p>Wrap-Up: Ball Toss</p> <p>Have everyone stand. Start by tossing ball into one group. The person who catches it must answer one question on the session. They toss it to another group asking another question...</p> | |

Session Activities, Order and Timing: Total time scheduled: 70 mins

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| Warm-Up: Brainstorm on disasters (record on flipchart) | 15 mins |
| New Material: “I can see that we all have our own definitions of risk, disaster and hazard and, let me assure you, this is entirely normal. In this session, however, we need to align them so that we continue the workshop all using the terms in the same way – so that we understand each other <i>perfectly</i> . Also, we will learn about the Guiding Principles in the field and the recognized ‘phases’ of disaster management.” Start CEWS_IIA_1B_DRS.ppt | 15 mins |
| Application: Terminology worksheet (in groups). “Based on the terminology, principles and concepts we have just reviewed, there is an exercise in your participant workbook: PW_1B_Terminology.pdf (show it). You have 30 minutes to complete this in your groups and return one completed sheet to me. No more instructions will be given than what is recorded on that paper. Remember, the most creative groups will win points towards those fabulous prizes!” (pre-choose judges) <i>If time allows, write main words from glossary on flipchart, one per local language.</i> | 30 mins |
| Hands-On Demo: Included in Application | 5 mins |
| Wrap-Up: Ball Toss | 5 mins |

Modifications for Challenged Learners

Stick with your less-able twins, especially on all exercises involving reading/writing!

Pre/Post-Session Work

There is not likely to be time to present the local-language terms back to the plenary during this session. Encourage participants to make notes on the flipchart during breaks and consider presenting the terms during the Warm-Up of the next session. Don’t forget to have someone judge/feedback on the teams’ work.

Evidence of Learning: How do we know we met our objectives?

- By the quality of the acronym exercise provided during Application
- By the answers during the ball toss

Session Plan for Workshop: IIA_1C; Trainer(s): _____ Date: _____

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| <p>Objectives Participants will:</p> <ul style="list-style-type: none"> demonstrate mastery of the EWS concept and principles, and of four components. | <p style="text-align: center;">Session IIA_1C EWS</p> <p>Warm-Up: Alright/OK “From now on, every time someone says ‘alright?’ this week, we must all respond with an invigorating ‘OK!’ and vice versa (OK? Alright!). Let’s see if you understand. Was everything in this session clear? Was it alright?”</p> <p>Wrap-Up: Alright/OK “From now on, every time someone says ‘alright?’ this week, we must all respond with an invigorating ‘OK!’ and vice versa (OK? Alright!). Let’s see if you understand. Was everything in this session clear? Was it alright?”</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> Projector Ppt file: IIA_1C_EWS.ppt Flipchart arranged on wall for SWOT Card game redone and reproduced in three copies, one per group (use Tool_1C_EWS4+Game.pdf – best if laminated) and PW_1C_Game.pdf PW_1C_SWOC.pdf |
| <p>Energizer: Get a Grip With everyone in a large circle, instruct each person to place their right hand, palm up, in front of the person on their right’s midsection; they are then to position their left hand directly over the palm in front of their own midsection with index finger pointing down approximately 2.5cm (1 inch) above the palm. On the count of three, each person should try to grab the finger above their right palm while simultaneously moving their own left index finger up, out and away to safety. One, two, three... do the activity at least twice so they will learn the movements. This is a fun way to illustrate the concept that ‘you can’t concentrate on more than one thing at a time’.</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 70 mins | |
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| Warm-Up: See above | 5 mins |
| New Material: EWS, in IIA_1C_EWS.ppt | 15 mins |
| Hands-On Demo: (in groups) Introduce and conduct EWS-4+ Game (use USB: Tool_1C_EWS4+Game.pdf and PW_1C_Game.pdf). Simplify and adapt the game beforehand to the local context. Note: The objective is to start them talking and seeing a difference between the four components (and static/dynamic alerts) and not to win or even finish the game! Afterwards, show or post the correct answers and debrief, telling the stories of wartime alerts and buffalos. | 40 mins |
| Application: Introduce SWOC exercise. Each group should do one letter/category. For each letter (S – W – O – C), consider control: both elements we control (such as EWS team/partners) and elements outside our direct control (such as legislation, etc.), and phases (build the EWS and maintain the EWS). Be very careful to use the following meanings: <ul style="list-style-type: none"> S: What do we have today that can help us build and maintain the EWS? W: What are the internal gaps or elements that we (community representatives, NS and partners) may lack for building and maintaining the EWS? O: What will the EWS offer us for the future? Which doors will it open? C: What are the external threats or elements that will make it difficult to build and maintain the EWS? Debrief and publicly highlight the unique elements of each group’s results. Post the results on flipcharts on the wall to review during breaks. Use PW_1C_SWOC.pdf in binders. | Assign as group or individual work in evening? |
| Energizer: Get a Grip (see above) | 10 mins |
| Wrap-Up: Alright/OK (see above) | 5 mins |

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| Pre-Adaptation Required | After-Session Work Assign the SWOC analysis (Application above) as evening work. |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIA_2A; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • be able to categorize and compare threats as one part of risk analysis • better understand the hazards and threats to which they are exposed. | <p>Session IIA_2A Hazards and Threats</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIA_2A_HazardsThreats.ppt • Blank paper or flipcharts per group to brainstorm lists of indicators • Copies of the VCA hazard analysis/ maps (conducted prior to the workshop) |
| <p>Energizer: We'd Like to Welcome...</p> <p>While everyone is in a big circle, call out a category; if the named category applies to anyone in the circle, they run and form an inner circle in the middle, perform a 'positive recognition' <i>together</i> (two thigh slaps/two claps/two snaps, thumbs up). The inner group returns to the large circle and then the facilitator calls out another category. After you've called out a few, invite the group members to call out categories that work for them. Choose categories that are relevant for your group. (Examples: survived a flood; are younger than 25 years old; were born in a national capital; think that work is more than just being paid; have big dreams for the difference you can make in your world.) Try to end your category list with one that brings everyone together into the inner circle.</p> | <p>Warm-Up</p> <p>"Remember those definitions: What is the difference between a hazard and a threat?"</p> | |
| | <p>Wrap-Up</p> <p>Compare and contrast results of group work without focusing on all the details. Which hazard takes first place? Last place? Among community priorities?</p> | |

| Session Activities, Order and Timing: Total time scheduled: 60 mins | |
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| Warm-Up: Who can give us the definition of a hazard? What about a threat? | 5 mins |
| New Material: (use IIA_2A_HazardsThreats.ppt) Hazard or threat analysis is one part of a risk analysis. Define the terms again in local languages. Explore the differences between a hazard and a threat. Categorization of threats (frequency, magnitude, level of impact, other). Examples in local knowledge. Comparing threats through space (international, national, community, individual) and time. | 10 mins |
| Application: Hazard analysis in small groups. The activity entails applying the new material while taking the brainstormed lists from earlier session (Session 1B) and debating/ranking the top three for the targeted community. Revisit the hazard maps the community has already produced (i.e., from their VCA); improve if possible. | 30 mins |
| Energizer: We'd Like to Welcome... (see above) | 10 mins |
| Wrap-Up: Compare and contrast group work (see above) | 5 mins |

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| <p>Modifications for Challenged Learners</p> <p>ATs: stick with those challenged twins!</p> | <p>Important Prerequisite</p> <p>This session assumes that the community has undergone a Risk Knowledge activity (such as a VCA) already and has produced a prioritized and mapped list of threats. It builds on this but does not complete a full or independent VCA.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIA_2B; Trainer(s): _____ Date: _____

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| <p>Objectives Participants will:</p> <ul style="list-style-type: none"> • be able to explain vulnerability, as one part of risk analysis • better understand the varying levels of vulnerability in a community. | <p>Session IIA_2B Vulnerability</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIA_2B_Vulnerability.ppt • Blank paper for Application • Copies of the VCA vulnerability analysis/ maps (conducted prior to the workshop) |
| <p>Energizer: Creative Handshakes Instruct the participants to find two people they don't know (one at a time): “shake the hands of each of them while looking them in the eye. Now find two more people you don't know and, one at a time, look them in the eye and perform high fives. Now find two more people you don't know, look each of them in the eye and perform over-the-back high fives. Finally, find one more person in the room you don't know, look them in the eye, and create together a completely ‘new’ handshake.” Each of the handshakes must be unique (although all of your participants will be watching and learning from the creative attempts going on around them). Ask any who are particularly proud of their handshakes to demonstrate for the whole group.</p> | <p>Warm-Up “Who is feeling vulnerable today? Why? What is making you feel that way? Who else? Is it visible? Vulnerability is the topic of this session.”</p> | |
| | <p>Wrap-Up: Risk Analysis How to overlay hazard/ threats on vulnerability? Brainstorm with plenary or groups on flipchart. “Can I have a volunteer(s) to think about the overlay of these two maps and present the risk map to us tomorrow?”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 65 mins | |
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| Warm-Up: Who is feeling vulnerable today? Why? | 5 mins |
| New Material: (use IIA_2B_Vulnerability.ppt) Definition of vulnerability (even in local languages). Vulnerability assessment as one part of a risk analysis. How do you know when someone is vulnerable? Assess vulnerability at international, national and community levels. Assess how quickly vulnerability may change. Understand notion that, because risk is a function of two elements, both elements must be monitored in an EWS. Describe recent failures in Mongolia and Niger to track vulnerability and foresee fully the imminent crises. | 15 mins |
| Application: Vulnerability assessment in small groups. Identify three indicators of vulnerability pertinent to your group of individuals, not referring to a hazard or threat specifically. Decide who is most vulnerable in the group and why. Use blank paper. Secondly, revisit the VCA vulnerability maps of the community; improve them, if possible. | 30 mins |
| Energizer: Creative Handshakes (see above) | 5 mins |
| Wrap-Up: Risk Analysis (see above) | 10 mins |

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| Modifications for Challenged Learners | After-Session Work |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIA_3A; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • understand data and maps that reflect on the local hazards/vulnerability-scape • link available maps and data to a greater understanding of local risk. | <p>Session IIA_3A Local Data and Maps</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIA_3A_Data&Maps.ppt • Country atlas* (one per group) • Local data inventory* (one copy/group) • Markers, colour pencils, etc. • PW_3A_Questions.doc • Tool_3A_DataInventory_Template.pdf |
| <p>Energizer: N-S-E-W Game</p> <p>Divide into groups of four; one student must choose a fixed direction (N-S-E-W). Together, identify the true N; arrange each team with respect to the N. Then, point to a random part of the room and say: “Let’s suppose that this is the N”. The groups should then organize themselves so that the ‘N’ person is also pointing N and the others are all in the correct relative positions. The fastest group is the winner! Repeat. Repeat with NW, SE, etc.</p> | <p>Warm-Up</p> <p>Show a satellite image of COUNTRY. “Does anyone recognize this? We will be exploring data and maps across the world at many different levels that reflect DISTRICT X. It is important to know which data (what was that definition?... hand to the ear) are already available before creating our EWS. We don’t want to create data that duplicate any existing set but we do want to capitalize on what is available and accessible.”</p> | |
| | <p>Wrap-Up: Examples (see below)</p> | |

| Session Activities, Order and Timing: Total time scheduled: 75 mins | |
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| Warm-Up: Available data (see above) | 5 mins |
| New Material: (use IIA_3A_Data&Maps.ppt) Multiple levels of data... from ‘Eye in the Sky’ to a market/school. | 10 mins |
| Application a) Country atlas: Groups will now be given time to study the country atlas*. “Focus on your particular hazard or vulnerability, asking yourselves the following questions (record answers on PW_3A_Questions.doc, see CountryAtlasExample_Gambia.ppt): a) Does this map relate at all to our hazard? b) Does it give us some ideas about EW indicators linked to our hazard? c) How does it portray [our locale] relative to others in this country? d) What important data are missing from this set that could be useful to an EWS? e) Does anything in these maps improve our hazard/vulnerability map (from last session)?” | 20 mins |
| Application b) Local data: Finally, review the set of data compiled* and provided. Complete the table with more data that group members know about. “I want to see and hear the wind... brainstorm, brainstorm, brainstorm.” What is available for this district? Do your best to be creative. Complete part B of the PW_3A_Questions.doc referring to a completed Tool_3A_DataInventory_Template.pdf (this is the template to use, not a completed one). | 20 mins |
| Energizer: Start with the question: “Where does the sun rise, set?” N-S-E-W Game (see above) | 10 mins |
| Wrap-Up: Examples: “Let’s have one example per group of a map in the atlas that was useful to your hazard/vulnerability and a source of local data that can reflect it, too.” | 10 mins |

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| <p>Modifications for Challenged Learners</p> <p>Be careful and allow for special precautions for participants who have never read maps before. Also, be ready to offer strong encouragement for creative thinking about local data.</p> | <p>* Prerequisites</p> <p>Obtain from the organizers their country atlas and data inventory to prepare for this session. These tools were supposed to be prepared as groundwork for the workshop, like the VCA. You may need to help the organizers format or complete them before the session. It is OK to have some gaps, because the session aims to have ComPs add to them.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIA_3C; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • be able to define/identify indicators • recognize and understand the most appropriate indicators for each priority hazard or vulnerability in the community. | <p>Session IIA_3C What is an Indicator?</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIA_3C_Indicators.ppt • PW_3C_Indicators.pdf • PW_3C_Storytelling.pdf • Judges for storytelling creativity |
| <p>Warm-Up: Counting</p> <p>Open discussion: “What is counted in this community? How do we count in local language(s)? Can we put a number on what is NOT counted? What is important but cannot be counted?”</p> | | |
| <p>Wrap-Up: Storytelling</p> <p>Each group should delegate one person to tell the story they prepared during Application. Have unbiased judges ready to score each team for creativity and respect of trends.</p> | | |
| <p>Energizer: Buzz</p> <p>Everyone in a circle, standing or sitting. Ask someone to choose a number between three and nine. That person starts counting to 100 by saying “one”. The next person, “two”, “three”,... etc. Every time the number to be counted is a multiple of the first number or includes a digit of the number, the person must say: “buzz” (for 6, buzz will be 6, 12, 16, 18, 24, 26...). A person who buzzes and is mistaken, must leave the circle.</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 80 mins | |
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| Warm-Up: Counting game (see above) | 5 mins |
| New Material: (use IIA_3C_Indicators.ppt) Monitoring, numbers are your friends, use numbers to tell stories, variables versus indicators, quantitative and qualitative, how numbers change through time, dependent and independent. <i>Note: Find out and include a slide or two on the indicators the national effort uses and how they could influence the community (in number form or text warning).</i> | 10 mins |
| Application: Follow from PW_3C_Indicators.pdf (which should be adapted to include one section on every hazard/threat targeted in the community and every vulnerability). Work through the worksheet to produce three or four different types of indicators for the same hazard/threat and vulnerability. If time is short, have each group work on one hazard but it is preferable to work through all of them, or assign this as evening work. | 20 mins |
| Hands-On Demo: In groups, develop a story from the graph provided (see and use PW_3C_Storytelling.pdf) | 20 mins |
| Energizer: Buzz (see above) | 10 mins |
| Wrap-Up: Storytelling (5 minutes per group); assign points for the most creative and for the use of trends | 15 mins |

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| <p>Session Prerequisite</p> <p>It is important to include in this (and the next) session information about indicators that are collected by the NEWS (or others) for the hazards in this community. Explore and help community members to understand how they are collected, where they are stored and analysed and how they are delivered to the community (what format, numbers, words, etc., and at what frequency).</p> | <p>After-Session Work</p> <p>Finish the worksheet individually or in groups this evening. Also, Data2Action team should think about the best three or four indicators to start the day with tomorrow.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIA_4A; Trainer(s): _____ **Date:** _____

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| <p>Objectives Participants will:</p> <ul style="list-style-type: none"> • identify a set of pertinent indicators that reflect the evolution through time of hazards and vulnerability. | <p style="text-align: center;">Session IIA_4A Tick Tock</p> <p>Warm-Up: How Can We Tell It's Coming? Ask for a proposal of a local annual phenomenon, like the seasonal winds 'harmattan'. Discuss how to know that it may be approaching.</p> <p>Wrap-Up: Peer Review Each group should present to us their best indicator, for peer review by the other groups.</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIA_4A_TickTock.ppt • PW_4A_IndicatorsTime.pdf • For Energizer: prepare box with written card inside, wrapped |
| <p>Energizer: What's in the Box? To help see the value in thinking 'out of the box' and brainstorming. Prepare a sealed box with a card inside it that says: "Your imagination". Have two lines of people in front. Have the first person in the A line hold the box and the person in the B line ask them: "What's in the box?" The A-line person makes up something that is in the box while passing it to B (example: "an elephant"). The B-line person receives it, immediately acting with the weight of holding a box with an elephant in it. The A-line person goes to the back of their line and the second A-line person now asks B: "What's in the box?". B must respond with anything that is somehow related to the first answer (example: "peanuts"), passing it to A at the same time. A must act it out, etc.</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 70 mins | |
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| <p>Warm-Up: "What does a clock 'say' in your language...?" (e.g., tick, tock) EW Indicators: (see above) Ask for a proposal of a local annual phenomenon, like the seasonal winds 'harmattan'. How can we tell it is coming? "What threat does this image portray?" (show photo of a threat: malnutrition) "What are some indicators that tell us that malnutrition is, or could be, approaching... Minutes before? Days before? Months before? Years before?"</p> | 5 mins |
| <p>New Material: Teach the meaning of 'lead-time' and review any material that was not covered adequately from last session on indicators. Reiterate/Stress the qualities of a good indicator. Explain that now we need to creatively identify ways to anticipate the arrival of a threat or vulnerability degradation (use IIA_4A_TickTock.ppt).</p> | 10 mins |
| <p>Application: Follow PW_4A_IndicatorsTime.pdf, which should be adapted to include one section on every hazard/threat and vulnerability targeted in the community. Each group must brainstorm through time for the same hazard/threat, or vulnerability, and place the list in approximate timing.</p> | 30 mins |
| <p>Energizer: What's in the Box? (see above): goal is to get creative juices running...</p> | 10 mins |
| <p>Wrap-Up: Peer review of one 'best/most creative' indicator per group, 5 minutes each.</p> | 15 mins |

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| <p>Session Prerequisite Understanding of indicators (from last session) and the need to monitor more than one.</p> | <p>After-Session Work N/A</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIA_4B; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • reduce their brainstormed time-related list to a ‘short set’ of three indicators (per group) • prepare a ‘best and final’ set, which will be subject to a ‘peer review’ (see form: Tool_4B_Review.pdf). | <p style="text-align: center;">Session IIA_4B Best and Final (Peer Review)</p> <p>Warm-Up: Anticipation</p> <p>Have a chair and a blindfold handy. Choose two volunteers; ask the audience which one is most ‘sensitive’ and which is most ‘sneaky’. The sensitive one sits, blindfolded, on a chair; the sneaky one must approach the other, and touch their shoulder before they shout: “Anticipation”.</p> <p>Wrap-Up</p> <p>Guided critique: each group provides constructive critiques of the other groups (and total points).</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIA_4B_BestFinal.ppt • PW_4B_Top3.pdf indicators • Tool_4B_Review.pdf, one per group • Blank VIPP cards for peer review questions • Blindfold/chair |
| <p>Presentations</p> <p>The groups present their ‘best and final’ indicators, each using a maximum of 10 minutes.</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 90 mins | |
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| Warm-Up: Anticipation (see above) | 5 mins |
| New Material: Present what ‘best and final’ means; teach the meanings of the terms ‘critique’ and ‘peer review’; make suggestions about how to take a brainstorm list and reduce it to three indicators (use IIA_4B_BestFinal.ppt). | 10 mins |
| Application: In groups, come to consensus/identify the top three indicators. Consider the combination of the three to reflect: different timings, different types of indicators, different sources, etc. Use PW_4B_Top3.pdf as starting point. Prepare a 10-minute presentation. Photocopy your results: one for each group and the facilitator. | 30 mins |
| Hands-On Demo: Presentation by each group of their three indicators (three groups multiplied by 10 minutes, maximum). Use peer-review critique sheets (PW_4B_Review.pdf, one per group) to evaluate the other groups; criteria are: <ul style="list-style-type: none"> • scientific value/rigour of indicators • feasibility • creativity of indicators • presentation (flow, clarity, entertainment, etc.). Two questions are allowed per group for each presentation (provide cards to write questions that will be given directly to the presenting groups after their presentations). | 30 mins |
| Wrap-Up: Guided critiques by each group of the other groups using review sheet (three times 5 minutes). Summarize major comments and remind teams to prepare their presentations. | 15 mins |

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| <p>Modifications for Challenged Learners</p> <p>Encourage quieter members to be the presenters.</p> | <p>After-Session Work</p> <p>Before the end of the day, the ‘best and final’ set should be adapted/strengthened, taking into consideration the critiques from peers.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIA_4C; Trainer(s): _____ Date: _____

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| <p>Objectives Participants will:</p> <ul style="list-style-type: none"> • write the final EW indicators for their groups into clear and feasible Monitoring Action Plans (MAPs). | <p style="text-align: center;">Session IIA_4C Monitoring Action Plan</p> <p>Warm-Up: Butterfly Effect</p> <p>“Has anyone heard of the ...? In 1961, a scientist named Ed Lorenz documented the possibility that a butterfly flapping its wings in Brazil could spin into place a web of actions/reactions that would eventually trigger a cyclone in Indian Ocean.”</p> <p>Wrap-Up: Concerns</p> <p>“Can each group please share with us one concern you have about your MAP?”</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIA_4C_MAP.ppt • PW_4C_MAP.pdf • Bag with ‘events’ written on pieces of paper |
| <p>Energizer: Action-Reaction</p> <p>Ask each group to send one ‘reactor’ to the front, to quietly select (together) and review an ‘event’ paper from the bag. Back in their groups, they must react to this event through actions and noise but no words. Choose a time limit (usually 30 to 60 seconds) and, when you say “Go!”, all five people should simultaneously react to their event using exaggerated gestures, facial expressions and their voices. Example: the reactor who has just confronted a bear might make a terrified look, shake in fear and call for help. The other members of the team try to guess what happened. Each group scores a point for the first correct guess.</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 60 mins | |
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| <p>Warm-Up: Butterfly Effect (see above) – complexity, chaos theory, non-linear systems. How does this relate to CEWS?</p> | 5 mins |
| <p>New Material: (use IIA_4C_MAP.ppt) Remember that data can be moulded into information and knowledge but that none of this is useful until it influences or becomes...? (<i>hand to the ear</i>) – action of course. This session is dedicated to taking your <i>now final</i> EW indicators and making an action plan for starting to monitor them. Stress the merits of a good action plan using the criteria:</p> <ul style="list-style-type: none"> • Feasible and sustainable by the community • Rolls out indicators that are reliable/rigorous (correlated to dependent outcome) • Creative (using local knowledge and resources). <p>Trainer is advised to review the Red Cross Red Crescent Position Paper on Sustainable Development.</p> | 15 mins |
| <p>Application: Groups use PW_4C_MAP.pdf to take their three best indicators and make a formal ‘Monitoring Action Plan – MAP’ for how they should be monitored: Who? When? How frequently? How? Where? Materials needed (strict minimum)? etc.</p> | 20 mins |
| <p>Energizer: Action-Reaction activity (see above). Event ideas on pieces of paper in a bag: being surprised by a large, aggressive bear in the woods; winning the lottery; being proposed to for marriage with an engagement ring; being fired by an incompetent boss; making the game-winning pass to win the Soccer World Cup; falling in love...</p> | 10 mins |
| <p>Wrap-Up: Share one concern per group.</p> | 10 mins |

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| <p>Session Prerequisite</p> <p>A coherent list of the best three indicators per group. Please remember: the best three are those that are the most reliable or most closely correlated to the outcome, most feasible/sustainable and most creative.</p> | <p>After-Session Work</p> <p>Finish the MAP in groups this evening, ready to present, if applicable.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIA_5A; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • be able to chart the flow of two indicators (e.g., water levels and vulnerability) on the same chart • understand the challenges in linking indicators to warnings. | <p>Session IIA_5A EWS Analysis</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIA_5A_Analysis.ppt • PW_5A_Analysis.pdf worksheet |
| <p>Energizer: Body Numbers</p> <p>Have everyone loosen up with their blood flowing for mathematics by doing body numbers. “We are going to write 1+1=2 and 2+2=4... with our bodies. Note: + is your arms crossed; = is both arms parallel overhead. Don’t forget to use your hips.” Have one uninhibited man and one uninhibited woman to help MC in front!</p> | <p>Warm-Up: Comfort with Numbers</p> <p>“Who in the room is really good with numbers? What makes you good with them? (Are you also good with languages?) Who is afraid of numbers? Why? In this session, everyone is going to be able to chart and average a series of numbers and see how to study two indicators together.”</p> | |
| | <p>Wrap-Up</p> <p>“To close this session, let’s discuss what could change with the indicators once a warning is issued.”</p> | |

Session Activities, Order and Timing: Total time scheduled: 65 mins

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| Warm-Up: General question (see above) | 5 mins |
| <p>New Material: Use IIA_5A_Analysis.ppt as a reminder of indicators for hazards and vulnerability. Reminder of which indicators, if any at all, the national EWS may send you. “In this session, we are going to explore the work of monitoring and the challenges in converting a trend to a warning. We will learn how to calculate an average; some indicators may become worse as their numbers rise, others as they fall.” Threshold trigger protocols: how to decide when to issue a warning. Introduce two or three indicators that groups will work with on their worksheets during the Application, such as water level and cases of malnutrition. “This is to start your thinking about analysing multiple indicators.”</p> | 15 mins |
| <p>Application: “Find a AT-Comp pair from another group, and work 4x4 through the PW_5A_Analysis.pdf worksheet.</p> <p>Step 1: Take the number series for each indicator and graph them on the same chart.</p> <p>Step 2: Calculate an average for the year (for the more advanced, calculate a three-month moving average).</p> <p>Step 3: Discuss and determine together at what point you think it would be most urgent to issue a warning.</p> <p>Step 4: Consider what could happen after the warning is issued, if the trends change resulting in a ‘false warning’.”</p> | 30 mins |
| Energizer: Body Numbers (see above) | 5 mins |
| Wrap-Up: Bring it home to the indicators a national EWS would supply. What could change when a warning is issued? What could go wrong? | 10 mins |

Modifications for Challenged Learners

This session is particularly hard for all mathematically challenged participants. Make sure they are paired up and close to mathematics whizzes who can also teach!

After-Session Work

If you didn’t finish it, try to calculate the three-month moving average this evening, independently.

Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIA_6A; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • demonstrate what they have learned in the workshop • present their indicators and MAPs, among other items they choose. | <p style="text-align: center;">Session IIA_6A Group Presentations</p> <p>Warm-Up</p> <p>“This is time for our participants to share with us what they have learned and to demonstrate how ready they are to put their indicators to the test. Please welcome Group X...”</p> <p>Wrap-Up</p> <p>“We are very proud of the groups and would like to hear what our observers and guests have to say.”</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Groups decide what they need • Order of presentations |
| <p>Hands-On Demo</p> <p>N/A</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 55 mins | |
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| Warm-Up: (see above) | 5 mins |
| New Material: If any distinguished visitors must attend, invite them to hear and comment on the presentations made by the groups. | |
| Application 1: Presentations of 15 minutes each, maximum (including questions) Group 1: Group 2: Group 3: | 45 mins |
| Hands-On Demo: N/A | |
| Wrap-Up: See above | 5 mins |

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| <p>Modifications for Challenged Learners</p> <p>Although presentations should be led by the ComPs, the presentations should receive technical assistance and prompting from all ATs in the group.</p> | <p>After-Session Work</p> <p>N/A</p> |
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Evidence of Learning: How do we know we met our objectives?

- From the presentation quality and reactions of guests/observers

Session Plan for Workshop: IIA_6B; Trainer(s): _____ Date: _____

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| Objectives Participants will: <ul style="list-style-type: none"> • be guided by the organizers, leaders and guests (and observers) to bring closure to the training • be informed of which teams won first, second and third places. | Session IIA_6B Closing | Materials to Prepare <ul style="list-style-type: none"> • Training certificates (usually organized and signed by Red Cross or client; see Toolkit example) • Fun prizes for winning teams and consolation teams (contributed jointly by organizers) • One local postcard per participant: use PW_6A_postcard.pdf • Workshop_EvaluationForm_ToAdapt.doc |
| | Warm-Up N/A | |
| Hands-On Demo N/A | Wrap-Up <ul style="list-style-type: none"> • Postcard described below; use PW_6A_postcard.pdf | |

| Session Activities, Order and Timing: Total time scheduled: 85 mins | |
|--|---------------------------------------|
| Warm-Up: N/A | |
| New Material: Ceremonies and speeches | 45 mins |
| Application: This session typically depends on the organizers who will decide which guests should be present/invited, who speaks first and last and what else has to happen. From the technical trainer’s point of view, it is crucial to have prepared the certificates ahead of time with the appropriate signatures and given some thought to how to organize the gag-gift prize-giving session (usually \$1-store prizes with no great meaning unless some can be found with a reference to EWS). When the number of prizes is sufficient for each team and smaller prizes are available as consolation, this is straightforward. As an option, all prizes can be displayed on a table (covered until the session) and the winning team has first choice at the table, etc., in rotation. | Prize and certificate giving: 15 mins |
| Hands-On Demo: A fun wrap-up you may have time for in this session is to have purchased one postcard for each participant from the capital city or nearest ‘tourist’ location, and ask them to record one or two thoughts on it as if they were writing to a future participant. “What advice would you give a trainee who is planning to attend the next ToT?” Collect them and record the responses in your post-training report. Later, propose to leave them for wall decorations at the organizing host disaster-management office. (Or, print copies of PW_6A_postcard.pdf to have participants design one.) Trainers need to review them and leave them with local hosts to put on display. | 10 mins |
| Wrap-Up: Distribute and administer the workshop evaluation (use Workshop_EvaluationForm_ToAdapt.doc) as planned, perhaps after the guests have departed. Exchange completed evaluation for any workshop T-shirts, etc. | 15 mins |

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| Modifications for Challenged Learners Consider running the evaluation verbally between AT and ComP for the less-literate. | After-Session Work Remind all ATs that they have some thinking to do this evening about their favourite/least favourite sessions and what they learned from their own session. Someone neutral (not the main facilitator) should tally the evaluation results and be prepared to discuss them at the ToT Day C. |
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Evidence of Learning: How do we know we met our objectives?

- The quality of the previous presentations and the evaluations should speak for themselves.

Session Plan for ToT: IIA_E1; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • place EWS in a wider context • identify what made one session strong and another one weak. | <p>Session IIA_E1 General Lessons</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Blank VIPP cards, two per person in two different colours • Audi/video files and equipment (don't forget to test the speakers) • Choose videos from Toolkit/CEWS_Library/Video_Library • Use TW_E1_BigPicture.doc |
| <p>Hands-On Demo: Multi-Media</p> <p>Choose two or three different videos available on the USB Toolkit relating to EWS. Show them one at a time giving the ATs specific questions to consider while watching. Prepare questions and lead a debate after each.</p> | <p>Warm-Up: One Word</p> <p>“Give me one word that summarizes how you feel today... why? Another? You did a really great job and our goal today is to put all the pieces of the puzzle together now to see the big picture and learn from the entire experience.”</p> | |
| | <p>Wrap-Up</p> <p>Revisit course goals</p> | |

Session Activities, Order and Timing: Total time scheduled: 70 mins

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| Warm-Up: One Word (see above) | 10 mins |
| New Material: Today is organized as a joint review of what has been learned in the sessions and how we can all improve our training skills. We'll look at the overall four days and we'll dissect them one by one. | |
| Application: Refer to the schedule, specifically for the sessions during the workshop on Days 1 to 4 (use TW_E1_BigPicture.doc). Ask the ATs to quietly consider and record (10 minutes, individually) their ideas on the worksheet to answer these questions: “What was your favourite session (you cannot name your own!)? What was the most challenging/least favourite? Why – what factors made it the way it was?” For one of those questions, either: a) have everyone walk around exchanging the sheets without looking (in this case, they do not put their names on the sheets) and then sit down and read the sheets in front of them before they are debated; or b) just ask for volunteers to answer questions, noting factors on flipcharts: <i>What was the favourite or most challenging? Why? What made it that way?</i> | 20 mins |
| Application (optional): If compiled, ask the compiler to present the overall evaluation results (they should not be presented prior so as not to influence the earlier Application). | |
| Hands-On Demo: Multi-Media (see above). Choose from the compilation on the Toolkit USB. The videos therein cover many different hazards (drought, 'quakes, floods, storms, tsunamis, disease and conflict): some are community, others high-tech. Prepare questions on flipchart before the shows. | 30 mins |
| Wrap-Up: “Who remembers the overall goals for the ComPs (see syllabus table)? To what extent did we meet them? What is the proof that they learned? How convinced are you that they will mobilize to apply what they learned?” | 10 mins |

Modifications for Challenged Learners

After-Session Work

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIA_E2; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • learn from each session and contribute to the improved ToT Toolkit • prepare their Personal Development Plans (PDPs). | <p>Session IIA_E2 Lesson Specifics</p> <p>Warm-Up</p> <p>“This session is the only/ last time we will dissect each session to learn from it and prepare notes that will make the next ToT stronger.”</p> <p>Wrap-Up: What’s your PDP?</p> <p>“Do you have what you need to work on it?”</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • No ppt file • Refer to/use: the ATs’ PDPs • Blank sheets of paper |
| <p>Energizer: Eye Contact</p> <p>SET-UP: “Stand in a circle. Keep your heads down and look at the floor. No speaking allowed. On my signal, each person should look at other people in the circle. If and when eye contact is made, both people should come forward and swap positions while keeping the eye contact at all times until the swapping is completed. Move carefully as others will be doing the same thing. As soon as the swap is finished, make eye contact with someone else and start the sequence again.” FEEDBACK: “What did you think of this exercise? Were you quick in making eye contact with people? Did you make eye contact with people who you liked most? Did you avoid certain people?”</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 95 mins | |
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| Warm-Up: (see above) | 5 mins |
| <p>New Material: (by ATs themselves) session dissection. In chronological order, over the four days, each MC is tasked to present, in a maximum of five minutes each (14 sessions), an analysis of their session, especially to:</p> <ol style="list-style-type: none"> 1. Remind the group of the session’s objectives and contents 2. Explain which things worked best 3. Explain which things were tried and were not so successful, and that they would like to change 4. Ask for suggestions from the group and dialogue (here yellow-critique-card holders are to make comments, if not completed on the evenings following each workshop day). <p>Each AT should make pertinent changes to the session plan e-file (maximum 1p) before leaving the venue and provide it to someone compiling the new versions into one folder for safekeeping at the organization/unit office.</p> | 60 mins |
| <p>Application: Personal Development Plan (refer to appropriate TW distributed earlier). “Take out a blank sheet of paper, write your name at the top and divide it into two sections (‘Strengths’ and ‘To Improve’). Fold it in half, print side in. Hold it up in the air using your right hand. Pass it to the person on the left. Now left again. Now two to the left. Now right one. OK, now open the page in front of you and take a full minute to think hard about the person whose name is on the sheet. Write a few legible words in each section. When I say “go”, please pass the paper to the left. Repeat the same assessment. Be honest and constructive. Repeat until the sheets have plenty of good ideas. Hand them to me and I will return each one to the person named at the top. Each of you will use these suggestions to prepare your final PDP.”</p> | 15 mins |
| Energizer: Eye Contact (see above) | 10 mins |
| Wrap-Up: Volunteers to share their Personal Development Plans (see questions above) | 5 mins |

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| <p>How to Reduce the Length of this Session</p> <p>Organize the dissection exercise each evening immediately after the workshop, using the same format (auto-critique and feedback from yellow-card holders). This way, the Application above might need to cover only the final day of sessions. This also works better for providing useful feedback from closer memory.</p> | <p>After-Session Work</p> <p>One person needs to be made responsible for compiling and retaining all the updated versions of the session plans to archive safely in the organization/unit office.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIA_F1; Trainer(s): _____ **Date:** _____

Objectives

Participants will:

- be able to fill in any remaining gaps in knowledge
- understand the differences and synergy between Type I and Type II ToTs and CEWS.

Hands-On Demo: Common Word

PURPOSE: Team-building and leadership, value of communication from all members. **OBJECT:** Find out the common word included in a series of cards given to all members of a team. **PREPARE:** ‘Word cards’ with five words written on each, one card per person. Use coloured papers or cards so they don’t get mixed up; blank white cards reserved for notes. **SET-UP:** Participants form a circle sitting looking away from each other (looking to the outside of the circle). Distribute one ‘word card’ and several blank cards to each. Explain that on the coloured card there is one word common between all cards; you must find it. **Rules:** 1. You cannot show or pass your coloured card to anyone else. 2. You cannot talk or make gestures. 3. You can pass only white cards, with a maximum of three words on them, to a person next to you.

Session IIA_F1 Fill Knowledge Gaps

Warm-Up

“This session aims to fill in as many EWS knowledge gaps as possible. There must be something that you’ve been thinking about over the week and still haven’t been satisfied... those are the gaps we want to address in this session.”

Wrap-Up

“Are there any Type I CEWS in this country? A national EWS?”

Materials to Prepare

- Projector
- Ppt file: None
- Application: blank VIPP cards for gap questions
- Energizer: prepare common word cards written on coloured VIPP cards, one or two sets, see instructions, left
- Blank white VIPP cards

Session Activities, Order and Timing: Total time scheduled: 60 mins

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| Warm-Up: There will always be gaps but let’s do our best to fill them (see above). | 5 mins |
| New Material: Differences between Type I and Type II CEWS | 10 mins |
| Application: Knowledge gap identification: “Write one question you still have about EWS on one of these cards and pass it forward. If you have more than one, that is OK.” Read each card and see if any participant can answer or find a solution. Debate the best answer for each. | 20 mins |
| Hands-On Demo: Common Word (see above). Prepare word cards as follows: each should have a list of five pertinent words in a different order, such as: early, warning, monitoring, communication, disaster, risk, floods, vulnerability, etc. Only one word must be the same on all cards. “I can see that you’ve all learned a lot about leadership and communication. Would you like to try to beat your record on Common Word?” [If so, have a second set of cards ready with different words.] Instructions above. Discussion: “How did you approach the problem? Did you pass messages to each other to nominate a leader so you could coordinate your activities? Did you organize information methodically? Did the task feel daunting? Did you try to solve the problem on your own or did you rely on others? Did you channel information towards a particular direction? How did you nominate a leader? How much messaging was required to complete the task? Were you happy with your performance?” | 20 mins |
| Wrap-Up: “Who knows of a community that needs a Type II CEWS? Why or why not?” | 5 mins |

Advanced Preparation

If you pass out the cards just before lunch or during a break, with instructions, this will save five minutes in the session.

After-Session Work

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIA_F2; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • establish the needs of the community in terms of their monitoring (MAP) • acknowledge the potential and role of each partner/ organization in catalysing that MAP. | <p style="text-align: center;">Session IIA_F2 Steps Ahead</p> <p>Warm-Up: Step Carefully</p> <p>Blindfold one volunteer and ask them to walk through an obstacle course, guided by another’s words only.</p> <p>Wrap-Up</p> <p>Do you have what you need to help COMMUNITY X take the steps?</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: None • Copies of community MAPs, one per group • Bowl/bag of dry, uncooked beans • Prepare an obstacle course and a blindfold |
| <p>Energizer: U Pick, U Share</p> <p>Have a bowl of dry beans, marbles – anything with roughly twice the number that there are participants – in a bowl in the middle (pieces of chocolate, if you dare). Ask everyone to come up and take as many as they want and return to their seats without eating/losing them, <u>but do not explain why</u>. When they are back in their seats, ask them to share one interesting thing about themselves for each bean.</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 60 mins | |
|---|---------|
| <p>Warm-Up: Step Carefully is an important motto (see above). Ask the volunteer to leave the room, while the others rapidly prepare the obstacle course.</p> | 10 mins |
| <p>New Material: Let’s study what the communities have pledged to do, by studying their MAPs. Do you feel they have what they need to start engaging in this collection immediately? Let’s revisit what they need... develop a brainstorm checklist.</p> | 5 mins |
| <p>Application: Break group into small teams; each team tackles, in discussion, the quality of the indicators (one last time) and debates how to satisfy the needs that were brainstormed in Warm-Up.</p> | 20 mins |
| <p>Energizer: U Pick, U Share (see above)</p> | 10 mins |
| <p>Wrap-Up: Present small-group results to plenary.</p> | 15 mins |

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| <p>Modifications for Challenged Learners</p> | <p>Pre-Session Work</p> <p>Make sure you have obtained and made copies of the community MAPs, to share/discuss among ATs.</p> |
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Evidence of Learning: How do we know we met our objectives?

c. Type II: Creating a CEWS that the community drives*/Part B

Part B: Communication and Response Capability

Time required: Eight Days for ToT (Live: Five Days)

Curriculum: Training of Trainers for Community Early Warning Systems (CEWS)

Goals of the ToT: To stimulate the production of knowledge among trainers (ATs) that motivates and enables them to strengthen multi-hazard EWS across levels;
thereby also to:
 stimulate the production of knowledge among communities (via ComPs) that motivates and enables them to better protect themselves by *driving their own CEWS*:
 [Part B] specifically, by issuing timely alerts (based on monitoring) that reach at-risk individuals and by responding appropriately to them.

| Course Objectives | Associate Trainers (ATs) | Community Participants (ComPs) |
|---|--|--|
| Enduring Understandings "Participants will understand that..." | Communication and response capability are crucial and often neglected components of EWS | The success of a CEWS depends on adequately communicating and responding to warnings |
| | Appropriate early action may occur anywhere from months to minutes | Early action at any time-scale is crucial to protecting lives and livelihoods |
| Essential Questions "Participants will explore..." | Redundancy, communication channels and appropriate technology that assure sustainability | Channels and technology appropriate to reach the most at-risk and vulnerable; IGAs and multifunction instruments |
| | Communication styles and perception | Ways to adapt styles to ensure that messages have been understood |
| | Robust response options for each level of warning message | Specific actions appropriate for each level of warning message |
| Knowledge Expectations "Participants will know..." | The essential components of a message and methods to issue alerts | When, who, what and how to issue EW alerts to their community |
| | Which response option is advisable and feasible for each situation | How their community should respond to warnings |
| Skill Expectations "Participants will be able to..." | Train ComPs to produce a strong communication strategy | Issue warnings to their community based on their own monitoring |
| | Train ComPs to produce a strong Community Alert Response Plan (CARP) | Guide their community to engage in appropriate responses |
| Assessment "Participants will be assessed by their..." | Comfort in using new EWS terms and applying concepts | Level of participation in the workshop |
| | Ability to convey complex EWS concepts to ComPs in simple terms | Motivation demonstrated to apply what they learn |

*This does not prevent the CEWS being aligned with a national EWS.

Community EWS ToT, Type II/Part B Course

Outline: Breakdown of Sessions

(Total 50 hours planned for Associate Trainers, 30 hours for target community)

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|--------------------------|---|
| Day A ToT | Module A. Review A → Zoom in on B |
| | Session 1. What Do You Remember Most from Curriculum A? (p88) Session 2. Zoom in on Curriculum B (p89) |
| | Module B. Two Important ‘R’s |
| | Session 1. Redundant (p90) Session 2. Robust (p91) |
| Day B ToT | Module C. Linkages |
| | Session 1. Linked EWS Products (p92) Session 2. Link EWS and CP (p93) |
| | Module D. Prepare Your Session |
| | Session 1. Art of Training (p94) Session 2. Preparation (p95) |
| Day 1 LIVE (Workshop) | Module 1. View |
| | Session A. OverVIEW (p96) Session B. ReVIEW (p97) |
| | Module 2. Data-to-Action |
| | Session A. Community Data (p98) Session B. Use It, Don’t Lose It! (p99) Session C. WHEN to Alert (TTP) (p100) |
| Day 2 LIVE (Workshop) | Module 3. Communication |
| | Session A. WHO Needs to Hear? (p101) Session B. WHAT? Messages and Levels (p102) |
| | Session C. HOW? Communication Channels (p103) Session D. Communication Strategy (p104) |
| Day 3 LIVE (Workshop) | Module 4. Response |
| | Session A. RATS (p105) Session B. Sustainability (p106) |
| | Session C. CARP and Loose Ends (p107) |
| Day 4 LIVE (Workshop) | Module 5. Endings |
| | Session A. CEWS Showcase (p108) Session B. Closing (p109) |
| Day 5 Optional | SITE VISIT (can be any day) |
| Day C ToT | Module E. Support to CEWS and Curricula |
| | Session 1. Big Picture (p110) Session 2. Nitty-Gritty (p111) |
| | Module F. Support to the Community |
| | Session 1. Completing the Puzzle (p112) Session 2. Steps Ahead (p113) |

Session Plan for ToT: IIB_A1; Trainer(s): _____ **Date:** _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> refresh their memories of the main points to retain from EWS/A review ComPs' profiles review general GPs. | <p>Session IIB_A1</p> <p>What Do You Remember Most from Curriculum A?</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> Projector Ppt file: IIB_A1 and A2.ppt TW_A1_ADDIE.doc Blank and prepared cards for review game (see Tool_A1_QA_DRM.pdf and Tool_A1_QA_EWS.pdf) One hard-copy Field Guide for each AT One USB stick with Toolkit |
| <p>Hands-On Demo: Q&A</p> <p>See below; feel free to propose other techniques for using the Q&A cards for the competition.</p> | <p>Warm-Up: Name Pantomime</p> <p>Introduce yourself to someone new and together choose action-words to go with your names, <u>starting with the same letter</u> (e.g., 'Swimming Sam' or 'Active Aicha'), then introduce your new friend showing the action to the group (who repeat it). This is a full-body way to introduce each other and learn/remember names."</p> | |
| | <p>Wrap-Up: Brainstorm</p> <p>Brainstorm what we already know about the Comp 'audience' and/or call on a 3-minute teacher for 'ADDIE'.</p> | |

Session Activities, Order and Timing: Total time scheduled: 75 mins

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| Warm-Up: Name Pantomime (see above) | 10 mins |
| <p>New Material: Present review of process and six 'general' GPs (GP1, 2, 3, 4, 9, 13; refer specifically to the GP document). Present ADDIE flow in preparing a training session (use IIB_A1 and A2.ppt):</p> <p>'A' stands for Analysis of the audience and of training needs.</p> <p>'D' stands for Design of training, its objectives, sequencing of tasks, etc.</p> <p>'I' represents Development of training/instructional materials consistent with the design.</p> <p>'I' means Implementation of the training.</p> <p>'E' is Evaluating the training.</p> | 10 mins |
| <p>Application: "Individually, think of one thing you know really well (such as tying your shoe laces) that you can teach others in 3 minutes. It is better to choose what others know less than you do." Use TW_A1_ADDIE.doc to prepare a 3-minute training programme on that skill (10-minute preparation). If time allows, take one or two volunteers to start immediately. Tell the others to be ready to teach (not show) us any time, using the ADDIE outline. Facilitators will call on you randomly to do so throughout the week (AT sessions only). Trainers are advised to pre-identify one person to prepare an ADDIE the night before. "You will be evaluated by your peers."</p> | 20 mins |
| <p>Hands-On Demo: "In small groups of ATs, leaf through the materials* from EWS/IIA, identify five questions and write them legibly on these cards" (10 minutes). Collect, mix, and put them in a pile face down (facilitators may want to have some cards prepared in advance, see Tool_A1_QA_DRM.pdf and Tool_A1_QA_EWS.pdf). Each group sends one candidate to the front to answer the questions (facilitator reads cards aloud): one point for each correct answer, going between the groups (20 minutes).</p> | 30 mins |
| Wrap-Up: "What do we know about our audience – about the ComPs?" (brainstorm) | 5 mins |

* Prerequisite Prior to This Session

Make sure that the ToT organizer requests that all ATs planning to attend bring with them the binders/notes from EWS/A, including their PDPs. Ask someone to prepare a 3-minute ADDIE the night before.

After-Session Work

"Study the curriculum for EWS/B to decide which session you would like to lead as AT." Save the cards from Hands-On Demo to use again during Session 1A.

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIB_A2; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> understand, ‘own’ and contribute to the goals, objectives and curriculum <u>outline</u> for EWS/IIB, as well as be reminded of some key GPs. | <p style="text-align: center;">Session IIB_A2</p> <p style="text-align: center;">Zoom in on Curriculum B</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> Projector Ppt file: IIB_A1 and A2.ppt Tool_A2_Outline.ppt Copies of the goal/object table (print from Field Guide) Copies of the ToT curriculum (print from Field Guide) Blank paper or flipchart for group work Sign-up sheet to post on wall (use Tool_IIB_TrainerAT_SIGNUP.pdf) |
| <p>Energizer: Outline</p> <p>Identify one AT who is good at drawing for each group. Give them paper (flipchart) and secretly tell them to outline the same item (examples: start easy, such as house; then more difficult, such as pencil, rain gauge, anemometer) – outlines only, no detail – and see which team can guess it first.</p> | <p>Warm-Up: Outlines</p> <p>“Because this session talks about outlines, I have a few to show you that I can’t seem to place. What is this outline?” Show a series of outlines of countries and see who can guess which they are.</p> | |
| | <p>Wrap-Up: ADDIE/PDP</p> <p>ADDIE or “Who can share with us their previous PDP and/or any progress they may have made on it since Part A?”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 70 mins | |
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| <p>Warm-Up: (see above) Use ppt tool ready to display. The answers are in notes with the ppt (memorize them!). Take the time to go online to find and add new outlines representing native countries of workshop/ToT visitors.</p> | 10 mins |
| <p>New Material: Use IIB_A1 and A2.ppt to present the EWS/B goals, objectives and curriculum outline. This technical presentation is divided to present three main modules rapidly:</p> <p>A. Data2Action (this presentation)</p> <p>B. Communication (during presentation B1)</p> <p>C. Response (during presentation B1).</p> <p>Also to present are: GP7 (embrace knowledge systems, p34), GP-K1 and K2 (foundation and community priorities, pp51–54), and GP-M1 and M2 (passive receivers and drive, pp56–59).</p> | 25 mins |
| <p>Application: In pairs, review the five main modules (in light of the objectives) and discuss:</p> <ol style="list-style-type: none"> Where you might anticipate difficulty, given the audience profile Which module attracts you the most, as an AT facilitator or for learning. | 15 mins |
| <p>Energizer: Participant draws outline for others to guess in two teams or with volunteers on flipchart in front of the room (see above).</p> | 10 mins |
| <p>Wrap-Up: Rehash/summarize the Application; share your PDP, past, progress, plans.</p> | 10 mins |

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| <p>Session Prerequisite</p> <p>N/A</p> | <p>After-Session Work</p> <p>Have sign-up sheet (Tool_IIB_TrainerAT_SIGNUP.pdf) ready for each AT to choose one session on which to serve as leader/MC. Some may want to see the overview of all four main sessions first.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIB_B1; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> understand the definition of and be able to explain the importance of redundancy in EWS. | <p>Session IIB_B1 Redundant</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> Projector Ppt file: IIB_B1 and B2.ppt Tool_B1_Redundancies.doc Redundancy game (print one per AT group) |
| <p>Energizer: Redundancies</p> <p>Using game/worksheet, “form into small groups within each group to complete the first exercise” (team competition). Instructions: “remove one of two words without losing the meaning of the phrase.”</p> | <p>Warm-Up</p> <p>“What is a warning if it is not early? Why do we call this DRR tool ‘early’ warning? The term itself (EW) is what we call ‘redundant’. What other terms do you know that are also ‘redundant’? (Also known as: ‘pleonasm’ or ‘tautology’.)”</p> | |
| | <p>Wrap-Up: Scenarios</p> <p>Volunteers for one scenario from each group (cover both types).</p> | |

| Session Activities, Order and Timing: Total time scheduled: 65 mins | |
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| Warm-Up: Early warning, a pleonasm (see above) | 5 mins |
| <p>New Material: Refer to GP document (GP11, p41). Redundancies can be good and bad in other situations/sectors but, for EWS, they are essential/vital. Redundancy in EWS may be in one of two situations:</p> <ul style="list-style-type: none"> Indicators (no single indicator to monitor one hazard – except, maybe, for earthquake) Channels/messages (to make sure the message is heard and believed). | 10 mins |
| <p>Application: “In groups, develop a scenario/story-line (experienced or imagined) to demonstrate your mastery of the concept of redundancy. Groups may choose a few persons to present the scenario or role-play for the larger group.” Facilitator should delegate (1) and (2) to different groups to make sure that both are presented at least once:</p> <ol style="list-style-type: none"> When one indicator has been insufficient to monitor a hazard When one channel has been less effective in communicating a message than hearing it from multiple channels would have been. | 25 mins |
| Energizer: Game worksheet on redundancies (see above, Tool_B1_Redundancies.doc). Have fun/silly prizes or tally points for winning trio or group! | 15 mins |
| Wrap-Up: Volunteers to share their scenarios. | 10 mins |

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| <p>Modifications for Challenged Learners</p> <p>N/A</p> | <p>After-Session Work</p> <p>N/A</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIB_B2; Trainer(s): _____ Date: _____

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| <p>Objectives Participants will:</p> <ul style="list-style-type: none"> • understand the meaning and importance of the term ‘robust’ and be able to apply it in context. | <p style="text-align: center;">Session IIB_B2 Robust</p> <p>Warm-Up: Definition “Who can try to define for us the word ‘robust’? Dictionary definition: strong and healthy, vigorous; derived from the root for ‘oak’ tree. In this session, we will learn of a slightly different definition of <i>robust</i>.”</p> <p>Wrap-Up: Most Robust Action “We’d like you to share with us some of your favourite robust response options... remember them for the CARP session (Module 4).”</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIB_B1 and B2.ppt • Flipcharts for brainstorm in groups • Large empty space for Energizer • A handful of Robusta coffee, if grown locally |
| <p>Energizer: Robust Ankles</p> <p>Ask everyone to stand on one leg. This is an excellent assessment of ankle strength, balance and psychological centredness.</p> <p>Ask who can be the last one left standing. Option: Consider non-contact (more meditative) or contact versions (e.g., hopping battle). Swap legs and try again. Option: Volunteers in front of room.</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 60 mins | |
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| Warm-Up: Definition of term ‘robust’ (see above) | 5 mins |
| <p>New Material: Presentation IIB_B1 and B2.ppt. The term <i>robust</i> comes to us mainly from climate change adaptation (CCA) and scenario planning... Definition: <i>Successful ‘no regret’ strategies yield benefits regardless of climate change. In practice, there are opportunity costs, trade-offs or externalities associated with adaptation actions. Also known as ‘no/low-regrets actions’, such measures should address present development priorities as well as keeping open or maximizing options for adaptation in the future.</i></p> <p>Robust Test: To be considered robust, the proposed responses should pass the majority of the following ‘tests’:</p> <ol style="list-style-type: none"> 1. Useful even if nothing happens 2. Useful across more than one hazard 3. Sustainable 4. Pertinent throughout more than one time-frame (days and weeks). | 10 mins |
| <p>Application: Brainstorming to list of all possible robust and no/low-regrets responses to an early warning:</p> <ul style="list-style-type: none"> • Make it specific to the hazards targeted in the workshop/community (refer specifically to VCA whether or not it has been done for this community) • Option 1: Assign one hazard per group • Option 2: Cascade brainstorm in pairs, groups of four... (5 minutes each). | 30 mins |
| Energizer: Robust Ankles (see above) | 10 mins |
| Wrap-Up: See above | 5 mins |

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| <p>Ideas for the Challenged Participants</p> <p>The Energizer will be impossible for the physically disabled (handicapped). Give them the role of judging/monitoring who wins.</p> | <p>After-Session Work</p> <p>Don’t forget to sign up for your session.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIB_C1; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> understand the products of each EWS component and how they are all linked. | <p>Session IIB_C1 Linked EWS Products</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> Projector Ppt file: IIB_C1 and C2.ppt TW_C1_Links.doc Large open space for Energizer |
| <p>Energizer: Linked Elbows – Three is a Crowd</p> <p>OBJECT: To walk (not run) away from someone who is ‘it’ and lock elbows with someone else before you’re tagged (minimum of 12 people to play). Everyone separates into pairs linking one elbow each. One pair stands in the middle while the other pairs create a giant circle facing inwards, a few feet apart. Have the pair in the middle separate: one becomes ‘it’ while the other is a ‘runner’. The ‘it’ person must then try to tag a runner. If the runner is tagged, they become ‘it’ and the ‘it’ person becomes the ‘runner’. The new ‘it’ now chases the new runner. A runner can run to any pair and link elbows with one of the two, creating a group of three. The person on the opposite end must start running. When a new runner is tagged by the ‘it’ person, they become ‘it’. If the runner is touched by ‘it’ After linking elbows with someone, they are safe, because the third (opposite) person immediately becomes the runner.</p> | <p>Warm-Up: Linked-In</p> <p>“How many of you are on Facebook? What about LinkedIn? Raise your hand if you have over 100 contacts, 150, 200? This image shows the connections of one person (who has 356). Describe colours, etc.”</p> | |
| | <p>Wrap-Up: Best Answer</p> <p>“Who can propose an important link between the Energizer and EWS?”</p> | |

Session Activities, Order and Timing: Total time scheduled: 60 mins

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| Warm-Up: Linked-In (see above) | 5 mins |
| <p>New Material: (use IIB_C1 and C2.ppt) Present main points from Module B and present the products/tools produced by each EWS component, their objectives, importance, etc. and especially how they are linked (first two in EWS/A; last two in EWS/B):</p> <ol style="list-style-type: none"> Risk Knowledge: VCA, hazard ranking, maps, etc. Monitoring: MAP, TTP Communication: Warning message drafts and communication strategy Response capability: CARP (and annotated proposal outline, for National Society). | 15 mins |
| <p>Application: In small groups, complete the worksheet (see worksheet TW_C1_Links.doc) and draw lines between products to demonstrate your understanding of the links.</p> <p>Option: Distribute the worksheet before the presentation and ask ATs to take notes on the sheet, as they follow the ppt. In this case, the Application is to check their answers and understanding in each small group. Take one answer per group/table.</p> | 15 mins |
| Energizer: Three is a Crowd game of linked elbows (see above) | 15 mins |
| Wrap-Up: Best Answer (see above) | 10 mins |

Modifications for Challenged Learners

Physically challenged participants are asked to monitor and make sure that participants are abiding by the rules.

After-Session Work

N/A

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIB_C2; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants must be able to:</p> <ul style="list-style-type: none"> describe and demonstrate mastery of the links between an EWS and a contingency plan (CP). | <p>Session IIB_C2 Link EWS and CP</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> Projector Ppt file: IIB_C1 and C2.ppt Copy of national CP, or different CP examples for each group to analyse (see Toolkit) Uncertainty game: bag of beans, string, dice, bracelets (in Toolkit Tool_C2_UncertaintyGame, see two videos, cheat sheet and pdf instructions) |
| <p>Hands-On Demo: Experiment with Uncertainty</p> <p><i>Study two-page summary (pdf) and two videos found in Toolkit: Intro, Instructions for Facilitators. Print and have handy the Cheat Sheet (one-page document).</i></p> <p>Break group into three even teams of a minimum of three people. Check video carefully and prepare all supplies (beans, rice, cassava, string, bracelets). String = rivers. Use bracelets to differentiate between male, female and mixed teams, randomly.</p> | <p>Warm-Up: Definition</p> <p>“Who can give us a definition of the term contingent or contingency? Use it in a sentence. Definition of contingency: possibility conditional on something uncertain. What is uncertain in your life?”</p> | |
| | <p>Wrap-Up: Link</p> <p>“I would like some suggestions on how/where to link the EWS to the CP.”</p> | |

Session Activities, Order and Timing: Total time scheduled: 65 mins

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| <p>Warm-Up: Definition (see above)</p> | <p>5 mins</p> |
| <p>New Material: (use IIB_C1 and C2.ppt) Contingency plan as a DRR/M tool, definition, use, types, need to update. How does an EWS link to a CP? Difference between a CARP and a CP? (one aims to plan response to warnings and the other to plan response to a disaster). For trainers: <i>unfortunately, we have socialized our youth into believing that not being certain is a bad thing and, as a result, few participants are willing to take a risk and demonstrate their vulnerability. In reality, the uncertainty principle is an inextricable part of mathematics, statistics and, especially, science. In fact, it is accepted that any research involves a certain amount of uncertainty. There is no such thing as an exact science.</i></p> | <p>10 mins</p> |
| <p>Application: Using a copy of a CP (choose from those available in the Toolkit but also include one from the community or NEWS, if available, and print one per group); work in groups to dissect the CP making clear note of where links are or where mention should be made to include the EWS. Does the CP specifically refer to EWS? Is the link made clear and sufficient?</p> | <p>15 mins</p> |
| <p>Hands-On Demo: Experiment with Uncertainty – trainer should review pdf in Toolkit and videos. Carefully prepare and rehearse. Print out and memorize the Tool_C2_UncertaintyGame_CheatSheet.doc. This is a very powerful and well-tested game – make it work! Make sure you find or make time for the rehash... what did the Uncertainty Game teach us that is related to EWS?</p> | <p>30 mins</p> |
| <p>Wrap-Up: See above, or replace with longer rehash after the Uncertainty Game.</p> | <p>5 mins</p> |

Session Prerequisite

It is useful to obtain a copy of the entity’s or community’s CP in advance so that it is available as reference for this session.

After-Session Work

N/A

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIB_D1; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • refresh their skills in the art of training (3 minutes or mirroring) • be comfortable in eight to-be-evaluated aspects of the training sessions (stand-up skill, yellow cards). | <p>Session IIB_D1 Art of Training</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIB_D1.ppt • Sign-up sheet for yellow cards: Tool_D1_YellowCardSignUp.pdf • Print and laminate card tents using Tool_D1_YellowCards.ppt |
| <p>Hands-On Demo: Listening</p> <p>“We are going to conduct an experiment in pairs. Find someone you haven’t spoken with and determine which of the two has the largest ears. Send Small Ears up front. In the meantime, think about a problem in your life that you will describe to them when they return.”</p> | <p>Warm-Up: Three-Minute Trainer</p> <p>“It’s time for another AT to train us in their three-minute skill. Who’d like to give it a try using their ADDIE?”</p> | |
| | <p>Wrap-Up: Relation?</p> <p>“How can mirroring help us as trainers?”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 65 mins | |
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| <p>Warm-Up: Three-Minute Trainer (see above)</p> | 10 mins |
| <p>New Material: Part 1: Use IIB_D1.ppt to present the concept of mirroring (if the person you’re talking with crosses their arms and you want to create a bond, you might do the same, even unintentionally). These techniques are all focused on mirroring and reflecting in order to help you build instant rapport with trainees or colleagues.</p> <p>Part 2: Remember those yellow cards from Part A...? Who can name all eight?</p> <ul style="list-style-type: none"> • Time, visuals, leadership, adult learning • Methods, design, participation, content. | 15 mins |
| <p>Application: “Teach a stand-up skill/yellow card to us” (one minute per card times eight). “Each of you (or a pair) will study one yellow card (10 minutes) and: 1. act out/allow us to guess the element without using any words; and 2. later, explain to us why it is important (1.5 minutes per card).”</p> | 20 mins (10 prep, 1.5 teach) |
| <p>Hands-On Demo: Listening/Mirror Experiment (see beginning above): Invite the Small Ears quietly to the front where you will explain to them secretly (without the observers or Large Ears hearing) that they must each mirror their Large Ear. “This means you will actively listen to them and, at the same time, mimic the position of their bodies, legs and arms, even the way they turn their heads. If you are talented, you will do it without Large Ears even noticing.” Make sure there are two or three observers who go around watching the exchanges, assessing the tone and intimacy. Ring the bell at a maximum of 5 minutes and all return to plenary. In plenary, ask the observers to describe what they saw. Then ask the Large Ears to describe how the Small Ears were making them feel. Despite their small ears, were they good listeners? Finally, ask a Small Ears (a volunteer) to explain what they were doing. What lessons could we learn from this (see Wrap-Up)?</p> | 15 mins |
| <p>Wrap-Up: Relation? (see above). Now, forget about consciously mirroring. Instead, come to a conversation with no judgment and bring only the intention of helping that person. You will then find that, very quickly and without you consciously doing anything, the intention of helping will naturally push you to mirror their body language and style. When you have reached the point of subconsciously mirroring someone, you will know that you are ‘in rapport’!</p> | 5 mins |

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| <p>Modifications for Challenged Learners</p> <p>N/A</p> | <p>After-Session Work</p> <p>N/A</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIB_D2; Trainer(s): _____ Date: _____

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| <p>Objectives Participants will:</p> <ul style="list-style-type: none"> strengthen and master the flow of their sessions in order to be able to serve as MCs. | <p>Session IIB_D2 Preparation</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> Projector No ppt but, instead, flipchart prepared (see below) Field Guide, copies for ATs Envelopes or flash drive with one soft copy of the Toolkit per AT Six videos (Tool_D2_Videos folder in the Toolkit) Speakers for audio during video |
| <p>Hands-On Demo: Meet Preparedness and Disaster</p> <p>Episodes one to six, three minutes each. Show three now as Hands-On Demo and three as Wrap-Up. Discuss impressions and new ideas arising from the funny clips. Find them in the Toolkit, Tool_D2_Videos folder.</p> | <p>Warm-Up: Three-Minute Trainer Next trainer for ADDIE?</p> | |
| | <p>Wrap-Up: One Concern “Share with us one general concern you have about your session/responsibilities and, together, we’ll find a solution.”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 90 mins | |
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| Warm-Up: Three-Minute Trainer – two or three more candidates (see above) | 10 mins |
| <p>New Material: Prepare a flipchart of facilitator/trainer expectations for the ATs, as MC. Write: You are expected to:</p> <p>A. Before the session:</p> <ul style="list-style-type: none"> Verify with your main trainer the timing allotted for each part of the session Improve on/embellish/contextualize materials when appropriate Make sure that required props and materials are printed/copied, readily available <p>B. During the session:</p> <ul style="list-style-type: none"> Be the MC for your session Manage the flow and timing (keeping within the stated limits) Manage all logistics of the session, passing the floor to the trainer to teach the ‘New Material’ <p>C. After the session, along with the trainer:</p> <ul style="list-style-type: none"> Self-evaluate the session Offer and record suggestions for making the session stronger next time it is held. | 5 mins |
| <p>Application: (Individuals, unless more than one person is working together on a single session): This is not free time. Please do not sneak out. We have set aside time for you to prepare for the session that you will be helping to lead now, rather than waiting until the night/hours before:</p> <ul style="list-style-type: none"> Read the session plan repeatedly until you understand it fully. Make a list of questions you cannot find answers for (your main trainer will be going around to check on all ATs with whom they will be pairing). Start to check timing, improve on and adapt materials and prepare props. When together, decide on exactly who does what... | 45 mins |
| Hands-On Demo: Videos (see above): replace these with appropriate videos prepared locally. | 15 mins |
| Wrap-Up: One Concern (see above) or ADDIE or last three episodes of the videos | 15 mins |

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| <p>Beware</p> <p>This session is hard to manage because participants will be tempted to sneak out, while waiting for their trainer to reach them. Prepare a trick: hint publicly about a surprise, such as candy, that will be shared only at a given time at the end, for those still present.</p> | <p>Prerequisite</p> <p>Go around to make sure that the sign-up sheet is completely filled out before this session starts!</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIB_1A; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • understand and contribute to workshop goals/objectives, schedule, structure, rules and roles • get to know each other, stimulate creative energy and be ready to laugh/learn • be assigned a mentor/-ee. | <p style="text-align: center;">Session IIB_1A OverVIEW</p> <p>Warm-Up: Think Unique</p> <p>While waiting for people to settle, have a flipchart instructing participants to design their T-shirts capturing the main events/passions that represent them. Use colour, crayons, markers, etc. “Be ready to share at least one thing that is unique about yourself (make sure you find something no other person there can say).”</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIB_1A and 1B.ppt • List of mentor/-ee pairings and method to find each other • T-shirt print-out (PW_iA_T-Shirt.doc), and crayons, markers at each table • Flipchart prepared for Hands-On Demo with two questions to discuss in each ‘flock’ |
| <p>Hands-On Demo: Birds-of-a-Feather People Hunt</p> <p>Described below under Application goal: to hear expectations from the group and meet each other informally. ‘Birds of a feather, flock together...’</p> | <p>Wrap-Up: Pairings and This T-Shirt Is Me</p> <p>“Find your pair and discuss T-shirt design. Share the main thing you want to bring home from this training. Plan where to meet at the end of each day. Present your mentor/ee to the group, with their unique trait and T-shirt description.”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 80 mins | |
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| Warm-Up: Think Unique and This T-Shirt is Me (see above; see PW_iA_T-Shirt.doc) | 5 mins |
| <p>New Material:</p> <ol style="list-style-type: none"> 1. Review EWS concept, Workshop IIB Object and Organization/Structure; rules and feedback (use ppt). 2. Re-introduce concept of mentor/mentee (M/M) and introduce competition and fabulous prizes! 3. There will be three ‘theme teams’ in this workshop (Data2Action, Communication, Response), with final products and evening work. | 20 mins |
| <p>Application: So now we agree on the training goals and rules, it’s time to learn about your expectations. There are some people in the room who are absolutely critical to your learning success. In order to find these people and begin a dialogue with them, you must take part in a Birds-of-a-Feather People Hunt.</p> <ul style="list-style-type: none"> • Close your eyes for 10 seconds. Capture the first word that comes to mind when you think of the training topic (that word cannot be E, W or S!)? OK, now let’s stand and as you walk around repeat that word quietly until you find a group of others with the same (or nearly) word. (Q1: Which three things do you already know about the training topic?) Use a random response ball for each group... • Say goodbye and think of an animal that reminds you of the training topic. New groups (Q2: Why are you here? What do you hope to learn?). Random response ball for each flock... | 15 mins |
| Hands-On Demo: See Birds-of-a-Feather People Hunt (see Application above) | 15 mins |
| <p>Wrap-Up: Pairings and This T-Shirt Is Me, to show that this training will be an active, set foundation for creative learning to use throughout the week. “Find*, get to know and present your M/M to the group describing their T-shirt.” This works best when the facilitator takes the time before the session to bring their T-shirt page, already completed, as an example. Post on the wall and, throughout the week, encourage everyone to write messages of encouragement/congratulations on the pages; they are nice mementos for participants to take home. *Plan a secret way for pre-arranged M/M pairs to identify each other.</p> | 25 mins |

*** Prerequisites**

It is crucial to have the list of mentor/mentee pairs prepared in advance and that you find a fun way for participants to discover their pairs (playing cards cut apart like a puzzle, mentee portion in folder, etc.).

After-Session Work

Post/tape T-shirts on the walls in a very visible place where people pass; encourage/ remind people throughout the week to write messages on them (in secret!).

Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIB_1B; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> demonstrate mastery of main principles learned at EWS Training Part A find and become acquainted with their theme teams. | <p style="text-align: center;">Session IIB_1B ReVIEW</p> <p>Warm-Up: Why?</p> <p>“What is the reason we are meeting again for this session, entitled EWS/B? What is the difference between what you did during EWS/A and what you think we’ll be doing for EWS/B?”</p> <p>Wrap-Up: View</p> <p>“There are 13 words in the English language with ‘view’ in them. We have used two already today; how many more can you think of?” See * below.</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> No ppt needed Gadgets for games (bell/music and object to grab) Card sets (Tool_1B_QActivity_DRM.pdf and Tool_1B_QActivity_EWS.pdf) Q&A keys: Tool_1B_KEY_DRM.pdf and Tool_1B_KEY_EWS.pdf |
| <p>Hands-On Demo: Q&A Games</p> <p>Game 1. Disaster Risk Management (DRM) – caught with the cassava when music stops (or bell rings), the one holding the ‘thing’ must answer a question; the person with the wrong answer sits.</p> <p>Game 2. EWS, Fast Grab – the ‘thing’ is grabbed from a table by someone who wants to answer; person with the wrong answer sits. No one can grab twice unless... At the end of the game, hand out the PW 1B for memory.</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 85 mins | |
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| Warm-Up: Why? (see above) | 5 mins |
| New Material: None. “Rather than giving the same ppts covered in EWS/Part A, this session aims to check what you, ATs and ComPs, remember from EWS Part A (and, if need be, refresh your memories). Two games are organized to test your knowledge: one for DRM and another for EWS (including Data2Action). For both, you will break into your new EWS theme teams for a team competition.” An example: “Let’s analyse: did anyone notice anything unusual about the T-shirt pages? The colour, right! What could this mean?” (If not this, find another way to designate the three teams.) | 5 mins |
| Application 1: “In theme teams, conduct the common/unique activity to get to know each other. On a flipchart, draw a large circle and, inside it, write at least three things everyone in the group has in common. In the corners outside the circle, each person must identify, from discussions, one thing they have that no one else in the group has (no names needed).” Application 2: “Develop a team spirit/cheer.” Answer keys are available in Toolkit. (If you decide to distribute them to participants, do so <i>after</i> the game is finished!) | 20 mins |
| Hands-On Demo: Play two Q&A games with theme teams (see above, prepare key for two observers to serve as judges; may also distribute as a PW after the games). | 45 mins |
| Wrap-Up: “Is there anything anyone wants to check before we go on?... because, from now on, we must assume that everyone in this room is 100% on all aspects from EWS Part A.” <i>*Answer: counterview, interview, non-view, overview, preview, purview, review, televue, view, viewfinder, viewings, viewpoints, world-view</i> | 10 mins |

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| <p>Session Prerequisite</p> <p>Take time to divide AT-ComP pairs into theme teams (this should be done with someone who knows most of the participants). Prepare the colour of the T-shirt sheets for previous session such that those with the same colour are, in fact, in the same group, without their knowledge (until this session). Replace with any other creative way to identify the pre-determined groups.</p> | <p>After-Session Work</p> <p>Remember to write notes on T-shirt pages on wall and task others to do so!</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIB_2A; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> understand the variety of data collected for hazards and vulnerability in the community recognize challenges and constraints encountered be ready to identify and apply proposed suggestions to perfect the process. | <p>Session IIB_2A Community Data</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> Projector Ppt file: IIB_2A and 2B.ppt Top10-4-time printouts (go online http://www.aneke.com/index.html and print out 10 or so lists) Score sheet (Tool_2A_ScoreSheet_Judges1) – print one copy for each judge |
| <p>Energizer: Spell and Count</p> <p>In groups, sitting or standing in a circle. Going around, spell the word ‘teamwork’ one letter per person. Then, do the same for numbers in order, from one to 10. Now, do both at the same time. Final challenge: eyes closed, no extra words; then no required sequence but must start over each time two people speak at the same time.</p> | <p>Warm-Up</p> <p>“We met together for Part A where we designed the community’s very first EWS. You promised us that you would find the time to start collecting and recording this data to bring to this workshop. I know you have kept your promise. Now is the time for you to shine.” Each group (flood, storm, etc.) or community from IIA will have 10 minutes to share with us the fruit of its data-collection efforts.</p> | |
| | <p>Wrap-Up: Top 10-4 Time</p> <p>Introduce and pre-test Top 10-4 Time (two minutes, maximum) as a tool to bring people back on time after breaks.</p> | |

| Session Activities, Order and Timing: Total time scheduled: 120 mins | |
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| Warm-Up: Introduction (see above) | 5 mins |
| New Material: (use IIB_2A and 2B.ppt) “I will explain to you, now, <i>how</i> we would like you to share with us your data and you will be given 40 minutes to work as a group to prepare it for presentation. The presentation should take no more than 10 minutes. They will not be graded (for the competition) but they will be <i>critiqued</i> by the support group” (announce them); “they will serve as the foundation for the rest of the EWS workshop. The criteria that will be used to grade them are: clarity, effort, scientific rigour, innovation, etc. (see support score sheet).” | 10 mins |
| Application: Group work by villages or hazards: this exercise will probably require careful supervision. We count on each AT to assist one group to prepare their presentation in the format chosen by the ComPs (flipchart, computer ppt, song, etc.). | 40 mins |
| Presentations: three or four groups take 5 minutes each and there are 5 minutes each for Q&A. Note: <i>Groups should display ledgers, graphs and photos of graphs of data already collected during the presentations.</i> | 45 mins |
| Energizer: Spell and Count (see above) | 10 mins |
| Wrap-Up: Top 10-4 Time game (see www.aneke.com/index.html) and “I am very impressed with the data you have collected (and then compiled) using your MAPs. I am even more impressed with the stories you have told us using your EWS data; you are really starting to know your indicators and to make them your friends . We have also learned about the challenges you encountered and colleagues have offered solutions that may help you. Please remember that an EWS is a process , not a static thing. It is never too late to remove an indicator that has refused to cooperate with you, or to add a new one with greater promise. We must continue to learn from the EWS and adapt it to be its best – to warn the people.” | 10 mins |

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| <p>Prerequisites</p> <p>Speak with whomever it requires to make sure that each community has brought with them proof of their data and efforts to share!</p> | <p>After-Session Work</p> <p>N/A</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIB_2B; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will develop mastery of:</p> <ul style="list-style-type: none"> • community EWS indicators • how they evolve and interact • what can be concluded from their analysis. | <p>Session IIB_2B Use It, Don't Lose It!</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIB_2A and 2B.ppt • PW_2B_CommunityData.doc (3pp) • Tool_2B_OpticalIllusions_WhatdoUsee.ppt • If needed, idioms cards and answers printed out for second Hands-On Demo (see Optional Tool) |
| <p>Energizer: Optical Illusions</p> <p>“I noticed while you were working that, because of noise and confounding factors, some things just aren't as they appear and ‘Buba’ may see one thing while ‘Aicha’ sees another. For the next few minutes, we’re going to explore appearances: play with some optical illusions, things you see that your neighbour may not.” Find in ppt.</p> | <p>Warm-Up: Statistics and Humour</p> <p>See slide in ppt. Also: “Who can name some things that you may lose if you don't use them?” (e.g., friends, money, language skills). “What is the only real reason to collect data?” (Answer: To use it, for action!)</p> | |
| | <p>Wrap-Up: Numbers Movement</p> <p>Conduct an Energizer with numbers (i.e., body counting).</p> | |

| Session Activities, Order and Timing: Total time scheduled: 90 mins | |
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| Warm-Up: In this session, we'll be talking about numbers. Let's talk about some of the jokes people make about statistics. Also, name something you can lose if you don't use it (see examples above). Adapt, replace and/or contextualize this Warm-Up. | 5 mins |
| New Material: Teach vocab: noise, baseline, trend, time series (use IIB_2A and 2B.ppt). Demonstrate exactly what the teams will be asked to do, using the worksheet. | 25 mins |
| Application: PW_2B_CommunityData.doc (3pp) to complete in groups. This may be challenging. Make sure that the technical support is available to go from group to group. If time is not sufficient, assign the remaining questions as evening work. | 45 mins |
| Energizer: Optical Illusions (see above, embedded in Tool_2B_OpticalIllusions_WhatdoUsee.ppt) | 10 mins |
| Wrap-Up: Numbers Movement (see above). This session is <i>dense</i> and will, most likely, need one or two Energizers to refresh participants' minds and get the blood moving!! | 5 mins |

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| <p>Session Prerequisite</p> <p>N/A</p> | <p>After-Session Work</p> <p>Assign unfinished questions as evening work.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIB_2C; Trainer(s): _____ Date: _____

Objectives

Participants will:

- review GPs
- identify thresholds (in indicators) at which point an action is triggered
- identify levels of warning; choose those pertinent to COMMUNITY NAME
- determine what type of action or alert is required at each threshold.

Hands-On Demo: EW Says

Organize a traditional 'Simon says' game where participants must obey instructions *only* if preceded by 'EW (i.e., Ed Williams) says' until only one or a few are left.

Session IIB_2C WHEN to Alert (TTP)

Warm-Up (see also below)

"Have you ever noticed that some things happen that trigger immediate responses? Pretend to sneeze (to see if anyone says 'bless you'), drop on the ground something visible in your hand (to see if someone picks it up), set up someone to fake fainting (wait for people to provide first aid to the victim). Who can think of other actions that trigger immediate reactions?"

Wrap-Up: Best Ideas

"What are some of the best TTP ideas that surfaced in your group?" Support team to conduct Wrap-Up.

Materials to Prepare

- Projector
- Ppt file: IIB_2C.ppt
- PW_2C_TTP.doc
- Tool_2C_ScoreSheet_Judges2.doc for judges
- Tool_SimonSays_Instructions.pdf

Session Activities, Order and Timing: Total time scheduled: 120 mins

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| Warm-Up: "How many of you have children? Have you ever asked them to do something, and started to count 'one, two, three' before you got up to make them complete the request? How about a student or friend, who has disappointed you: did you give them a second or third chance before giving up entirely? What these real-life examples demonstrate is the idea of thresholds ... that reactions may differ depending on the repetition or severity of the 'indicator'." (also, see above) | 5 mins |
| New Material: "In this session, we are going to use the triangulated trends you identified in last session (Use It, Don't Lose It) and link them directly to a set of actions that must be done. First, there will be a short ppt presenting the concept of 'thresholds and triggers' and then we'll let you start creating your plan." Use IIB_2C.ppt and review key terminologies: introduce threshold and trigger, levels of advisory/watch/warning, forecasting, threshold, trigger, data, action, means, sum. Also introduce: GP8 (evolving risk and uncertainty, p35), GP-M4 (evolving monitoring, p60) and GP-M3 (public displays, p59). | 30 mins |
| Application: Threshold-Trigger Plan (TTP) worksheet (PW_2C_TTP.doc): to be worked on in groups to prepare TTP [work 40 minutes, present three times 10 minutes]. Make sure that each group proposes a phased warning, number and names of levels to compare. Have support team critique again (use Tool). | 70 mins |
| Hands-On Demo: 'Ed Williams says' Game, traditional (or variation) (see Tool_SimonSays_Instructions.pdf) | 10 mins |
| Wrap-Up: Support group scores the TTPs, presents the best ideas combined and tasks Data2Action theme team to finalize (for presentation on last day) an improved MAP (changing indicators, if so decided) and a TTP. | 5 mins |

Important

Best results in this session are when you find ways to engage the hydro-meteorological staff: in the facilitation, as resource people, as a panel in front during New Material, etc.

After-Session Work

Reminder: The Data2Action theme team must prepare the final versions (MAP/TTP) during evenings for formal presentation on the last day.

Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIB_3A; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • identify those most in need of hearing an alert (EWS targets) • distinguish between the varying needs of at-risk ‘targets’ in terms of messages and channels. | <p style="text-align: center;">Session IIB_3A WHO Needs to Hear?</p> <p>Warm-Up: Brainstorm “Who needs to hear the EW alerts? Can the list be prioritized? If yes, how? Unpack ‘vulnerable groups’ (professions, visitors, etc.)” Record main points on flipchart.</p> <p>Wrap-Up “Rather than full-group presentations, I’d like to hear the most creative idea each group came up with as a proposal to meet the needs of an at-risk target. Who’d like to start (explain issue and solution)?”</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIB_3A and 3B.ppt • Worksheet: PW_3A_Who.doc • Flipchart and markers, ready for brainstorming |
| <p>Energizer: Open Fists</p> <p>OBJECT: To demonstrate how language can be ‘leading’. PROCESS: Pair up. Person with biggest hands is A. Ask A to make a fist and place it in front of B. “B has 16 seconds, without drawing blood, to open the fists of A... ready, set, go.” Call time. DEBRIEF: “Raise your hand if A or B used force or violence. How many used tickling? How many bribed with money? How many simply requested A to open? What led so many to use force? Why?” It is important to explain this.</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 65 mins | |
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| Warm-Up: Brainstorm on flipchart (MC to record, see above) | 10 mins |
| <p>New Material: Use IIB_3A and 3B.ppt to teach: Who Needs to Hear?</p> <ul style="list-style-type: none"> • Types of communication (direct versus indirect, verbal/non-verbal, one way – two ways) • Five vocal elements (voice rate/speed, volume, pitch, inflection articulation) • 13 hindrances in listening (preoccupation, emotional blocks, hostility, charisma, past experience, hidden agendas, inarticulateness, stereotyping, physical environment, mind wandering, defensiveness, relationships, status). | 10 mins |
| <p>Application: Starting with the flipchart from the Warm-Up, complete the worksheet in groups. The participant worksheet (PW_3A_Who.doc) explores the specific needs of the targets and how best to meet those needs in an EWS. It will save time to delegate one target group to each team to debate and find creative, in-depth solutions. Issues to discuss and solutions to propose include: words and language, tone, timing, other.</p> | 35 mins |
| Energizer: Open Fists (see above) | 5 mins |
| Wrap-Up: Most creative idea from each theme team – any target? (see above) | 5 mins |

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| Pre-Session Work and Special Challenges N/A | After-Session Work N/A |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIB_3B; Trainer(s): _____ **Date:** _____

Objectives

Participants will:

- be able to recognize three roles in conveying messages and who should play them
- be able to list and explain the six key parts of a good message
- understand (or develop) appropriate levels of warning in the community.

Hands-On Demo: Chinese Whispers

GOAL: is to deliver the information they receive to another person with the fewest number of alterations. This highlights the importance of confirming information received. **PREPARE:** two folded sheets of paper for each group with one of the following statements written on each: Case 1: “Never evacuate before you hear the third level of warning or it will be extremely costly”; Case 2: “The water level is very high and, due to the heavy rains, they plan to release the dam”. **RULES:** Case 1: The member with the sheet is asked to whisper the sentence written on the sheet in the ear of the person on their right. The last person in the circle has to write down what they have heard on the blank piece of paper, fold it and hold on to it. Case 2: Now repeat this process again but the person repeats what they have heard in the ear of the person who just whispered it to them to ensure the sentence stays intact. **DISCUSSION:** How accurate was the final sentence in each round? Did confirming the quote before whispering it help the accuracy of the sentence? How easy is it to misinterpret or change the meaning of a piece of information?

Session IIB_3B WHAT? Messages and Levels

Warm-Up: Colour

“What warning signs do you know? What are the meanings of colour in local culture (green/yellow/red)? Why use these colours in signage?”

Wrap-Up

“Are there any last questions about this session? Did we meet our objectives? Chant ‘one, two, three’ (the three levels of alert) in local language (example, ‘ready, set, go’).”

Materials to Prepare

- Projector
- Ppt file: IIB_3A and 3B.ppt
- Worksheet: PW_3B_What.doc
- Small sheets with prepared handwritten messages on them for Hands-On Demo (see example, left box for Hands-On Demo)
- Reminder on: PW_3C_COMstyle_Questionnaire.doc and PW_3C_COMStyle_AnswerSheet.pdf

Session Activities, Order and Timing: Total time scheduled: 80 mins

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| Warm-Up: Open discussion on warning signs and meaning of colours in the community. | 10 mins |
| New Material: (use IIB_3A and 3B.ppt) Roles or actors: author, mediator, recipient (and first responder). Teach GP-C1 (p68): clear delegation of responsibility to alert or mediate. Message content: timing, location, scale, impact, probability, response (telephones lose service in peri-urban regions). Message tone, standardization, staged alerts (GP-C3, p72). | 15 mins |
| Application 1: Groups using worksheet PW_3B_What.doc: identify the best message; improve the worst to develop a good message. | 20 mins |
| Application 2: Plenary debate on staging: using three levels, three colours, local terms. | 15 mins |
| Hands-On Demo: Chinese Whispers (see above) | 15 mins |
| Wrap-Up: Chant (ready, steady, go) or (green-yellow-red) in local language. | 5 mins |

Prerequisites

It is crucial to do some homework prior to this session on what stages and colours are used in the country and adapt this session to refer to/include them.

After-Session Work

During the evening, participants should review their levels of comfort with the three stages, in local terms. Remind participants to “come with the ComStyle questionnaire completed tomorrow”. Work with your AT/ComP.

Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIB_3C; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> distinguish between various styles of communication and flex between them conduct an inventory of available channels to determine which is best suited for each target, message and hazard. | <p style="text-align: center;">Session IIB_3C</p> <p style="text-align: center;">HOW? Communication Channels</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> Projector Present: IIB_3C and 3D.ppt Worksheet: PW_3C_MessChan.doc (extra copies) Wrap-Up: prepare a scenario/problem to solve PW_3C_COMstyle_ Questionnaire.doc PW_3C_COMStyle_ AnswerSheet.pdf Stick-on name tags/ labels (one per participant) |
| <p>Hands-On Demo: Style Walk-Around</p> <p>“Walk around, stretch and discover the main style of other participants. Find your way to the group whose members have the same main style as you do (or a similar mix). Sit together for this exercise.” Read details below for instructions. See optional tool.</p> | <p>Warm-Up: Competitive Brainstorm</p> <p>“Which channels can you use to communicate a message in your community (e.g., radio, but consider high and low tech)?”</p> | |
| | <p>Wrap-Up: Flex Talk</p> <p>Problem-solving with ‘most typical’ participant from each style group. “Can you ‘flex’ to find a solution in front of us in a 5-minute role-play?”</p> | |

Session Activities, Order and Timing: Total time scheduled: 85 mins

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| <p>Warm-Up: Timed/Competitive brainstorm in groups (see above); award points for unique answers.</p> | 15 mins |
| <p>New Material: (use IIB_3C and 3D.ppt)</p> <ul style="list-style-type: none"> There are four main communication styles (direct, spirited, considerate, systematic), instruct participants to fill out and wear their new-style name-tags and then <i>count your neighbour’s final score of the questionnaires</i>. Remind about GP10; demand appropriate technology (p39). Introduce concept of redundancy (GP11, 41); also, what is a device/channel? Discuss appropriate technology: do not fall into the sophistication trap (see GP10 and C2). | 15 mins |
| <p>Application: (see PW_3C_MessChan.doc) Connect the dots: which channel is best in which hazard and phase to reach each target group most quickly? (one group tackles one hazard, all phases and target groups, OR one group tackles one target group, all hazards/phases). <i>Note: No presentation. Results will be applied in next session.</i></p> | 30 mins |
| <p>Hands-On Demo: (see above) Using cards: Style Walk-Around to form into groups. “Discuss in each group: do we see what we all have in common? What channel do ‘we’ (our style group) prefer? How should we adapt our style when we communicate with X group (direct, spirited, considerate, systematic)?” This can be done outside or standing.</p> | 15 mins |
| <p>Wrap-Up: “I’d like the highest-ranking participant from each style to come to the front (four in total).” Introduce them. “We’d like to see how the four of you find a solution to a problem [prepare in advance a compelling challenge that requires good communication] in a 5-minute role-play. The audience will decide which style/person was the most talented in ‘flexing between styles’.”</p> | 10 mins |

Important Prerequisite

It is **urgent** that, during the evening before this session, you have assigned the participants to complete PW_3C_COMstyle_ Questionnaire.doc, using the answer sheets distributed in the participant packs, and bring them to this session. It may be good for participants to complete them with their AT/ComP mentors/ees (i.e., during the session the evening prior) as some of the questions may be difficult for ComPs alone.

After-Session Work

N/A

Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIB_3D; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • acquire applied learning from an EW simulation • prepare and be equipped to play a role in the community (EW) communication strategy. | <p>Session IIB_3D Communication Strategy</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIB_3C and 3D.ppt • PW_3D_ComStrategy.doc • Tool_3D_PassItOn_Instruction.doc and in/out forms • Tool_3D_PassItOn_Hierarchy.pdf • Name signs (make by hand) • Sim-messages (two cut from tool above (p3) |
| <p>Hands-On Demo: Simulation</p> <p>The goal of the simulation is to engage participants in a mock EWS role-play that reinforces understanding on the flow of, and exposes the weak links in, communication (to help them write the communication strategy).</p> | <p>Warm-Up</p> <p>“Who can explain what a communication strategy is? What’s the best way to find gaps in communication flow?” (The hope is that a ComP will suggest that you have to ‘test’ the strategy!)</p> | |
| | <p>Wrap-Up</p> <p>“What are you most proud of (or worried about) in your communication strategy? How could this be linked to TTP?”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 120 mins | |
|---|---------------------------------------|
| Warm-Up: “Who has already helped develop a communication strategy?” (see above) | 10 mins |
| New Material: (use IIB_3C and 3D.ppt) “What is a communication strategy? Why?” Introduce its format. Explain the simulation (present the scenario, roles, location...). Reminder on GP5 (p31): EWS elements with multiple functions. | 10 mins |
| Hands-On Demo: Simulation (60 minutes) and debriefing (15 minutes, very important) <ul style="list-style-type: none"> • Assign seven or eight roles (divide up participants): Red Cross Branch (or NGO) office, community EWS team, government office (national and/or local), traditional authority of community, town crier/messenger, community-at-large, most-remote/vulnerable of the community. • Carefully prepare for each: scenario map, name tents/signs, in/out list to record messages coming in/going out, small papers with actual messages to be distributed. • After the simulation, find time to appropriately debrief on purpose, process, learning. | 75 mins (including 15-min debrief) |
| Application: Draft communication strategy, using PW_3D_ComStrategy.doc. | 20 mins |
| Wrap-Up: “Your communication strategy should be part of your presentation on the last day, tomorrow. Are there any concerns you have with the current state of your strategy?” (see above) | 5 mins |

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| <p>Important</p> <p>Simulations are often the most appreciated and remembered activities in a workshop but they need very careful and thorough preparation. They also require very clear instructions and support materials, and it’s crucial to facilitate a well-structured debriefing.</p> | <p>After-Session Work</p> <p>The Communication team is tasked to finish and embellish its communication strategy to include in its final presentation.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIB_4A; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • recognize the importance of responding to warnings at multiple lead-times • prioritize responses and be poised to organize the no-regrets or most robust actions. | <p>Session IIB_4A RATS (Response Across Time-Scales)</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIB_4A and 4B.ppt • Tool_4A_BeforeStorm_Cards.pdf, sets of cards (print one set per group on hard, white card stock) • Tool_4A_BeforeStorm_Rules.pdf • On flipchart, record winners and how many responses won! |
| <p>Energizer</p> <p>OBJECT: To put an action movement on each warning level to practise responses to a ‘warning’. PROCESS: Demonstrate (or have groups identify) one physical movement for each of three warnings phases (example: Phase 1: picking up heavy bags and putting on roof; Phase 2: listening to radio; Phase 3: jogging around). Make sure everyone participates.</p> | <p>Warm-Up with Ball</p> <p>“Who can remember the four components of an EWS? You throw, I ask: what’s the first? What does it mean? Fourth? Third? Second?... The third is what we work on here.”</p> | |
| | <p>Wrap-Up</p> <p>“Can I have a volunteer to define ‘robust’? Who won in each theme team – proposing the best options? How should RATS be linked to the other sessions, products and full CEWS?”</p> | |

| Session Activities, Order and Timing: Total time scheduled: 85 mins | |
|---|---------|
| Warm-Up: Where are we now? (see above) | 5 mins |
| <p>New Material: Present/review GPs 6, 12, R2, R3, R4 (see IIB_4A and 4B.ppt). Also lead-time and forecast.</p> <p>“What are we responding to? What are standard response options? What does ‘no-regrets’ mean? What are robust response options (across time and across threats)? We’re going to talk today about RATS... does any ComP know what RATS stands for?”</p> | 15 mins |
| <p>Application: Play ‘Before the Storm’ with the sets of cards. Add cards/adapt responses for the specific community. Familiarize yourself very well with the instructions and hold a practice session with live people before you lead this game. Instructions (2pp) and cards (12pp, Tool_4A_BeforeStorm_Cards.pdf) are in the Toolkit: they need to be printed out on card stock (one per group) and cut. Make sure to take note (in debrief or afterwards) of the best actions for each lead-time: the Response theme team will need to present these during their showcase presentation (see also Tool_4A_BeforeStorm_Rules.pdf).</p> | 45 mins |
| Energizer: Actions for Phases 1, 2 and 3 (see above) | 10 mins |
| Wrap-Up: Who had the highest number of robust options chosen by the decider? (see above) Is it clear which actions are prioritized for each lead-time? | 10 mins |

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| <p>Special Note</p> <p>This session works best if the community aims to monitor multiple hazards, including at least one slow and one fast onset. If this is not possible, put extra emphasis on monitoring vulnerability (to reinforce the slow).</p> | <p>After-Session Work</p> <p>Task the Response theme team with completing and presenting the RATS during the showcase day.</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIB_4B; Trainer(s): _____ Date: _____

Objectives

Participants will:

- have identified creative ideas to link IGAs and multifunctional elements to EWS response actions
- be poised to develop the best ideas.

Hands-On Demo: 21

OBJECT: To identify top items from a list of best practices.
PROCESS: “People learn best when they create content and share their ideas. Bask in the brilliance of the idea on your card. Now detach yourself from it and prepare to launch it into the world for evaluation. Hold your card, written side down, and walk around rapidly exchanging it with everyone you cross; do not read any more until I blow the whistle (20 seconds). At the whistle: stop with your last exchange, and read the two cards together. Distribute seven points to these two cards based on their usefulness (high = more useful: e.g., seven and zero or four and three). Write the score on the back of each card. Repeat twice. *Please do not be influenced by earlier scores and, if it’s your idea, keep a ‘poker face’ (shh!); above all, always be objective!*” END: “At the end of three rounds, return to your seat with the card you have and add up the sum. I will count down from 21 and, when I reach your number, you should jump up and read us your idea.” Applause. Keep counting down until you reach the top five to 10 ideas of each (IGA and multifunctional).

Session IIB_4B Sustainability

Warm-Up

“Who can define sustainability? Is it worth starting something that we cannot maintain? OK, so any CEWS needs a way to be sustained, right? This is our topic in this session.”

Wrap-Up

“Let’s go back to the best ideas for IGAs (then, multifunctional items)... which should each community select for immediate implementation?”

Materials to Prepare

- Projector
- Ppt file: IIB_4A and 4B.ppt
- Plenty of VIPP cards of two different colours (one for IGAs, another colour for multifunctional components)

Session Activities, Order and Timing: Total time scheduled: 70 mins

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| Warm-Up: Define sustainability (see above) | 5 mins |
| New Material: (This session doesn’t have a lot of new material (use IIB_4A and 4B.ppt). Review GPs: 5, R1, R2, R3 and R4 (see ppt). The goal is for the whole group to be on the same page regarding IGA sustainability issues. Good practice includes these two ideas: 1. IGAs and EWS (give one idea and ask for another one but not too many); and 2. multifunctionality and EWS (same). Note: <i>Trainer is advised to review also the Red Cross Red Crescent Position Paper on Sustainable Development (see Toolkit). Also, review five principles of sustainable development.</i> | 10 mins |
| Application: Step 1: “I’d like you to move around a little and sit down in groups of four that you have rarely spoken with (two twin AT/Comp pairs). In 10 minutes, brainstorm a list of IGAs or multifunctional items (all groups on this side brainstorm IGAs and, on that side, multifunctional items). Jot the list down together and quietly think independently about your favourite idea on the list.” Step 2. “Write your favourite idea (just one from the list) on a card, using colour one for IGA and colour for multifunctional items and keep it a secret for now. Keep your idea simple, short, specific and clear, and write it legibly.” | 20 mins |
| Hands-On Demo: See Application ‘21 for IGA’; repeat ‘21 for multifunctional item’. | 30 mins |
| Wrap-Up: Ad lib (see above). Which are the 10 best ideas? | 5 mins |

Modifications for Challenged Learners

Stay with a disadvantaged twin until they have their idea on a single card of the right colour. Add visuals for semi-literate.

After-Session Work

Response theme team should retain the best IGA and multifunctional ideas and include them in its final showcase presentation.

Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIB_4C; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • build on the RATS exercise to develop (and be ready to implement) a full Community Alert Response Plan. | <p style="text-align: center;">Session IIB_4C CARP and Loose Ends</p> <p>Warm-Up: Fishing?</p> <p>“Are there any fishermen or women among us? What do you know about the fish called carp? We are not going to learn to fish but to make a different kind of CARP: a response plan (RP). What are we responding to (hand to ear)? Warning or alert, right!”</p> <p>Wrap-Up: Are You Ready?</p> <p>The constant change in the game is what usually occurs during a disaster. “Do you feel that you have everything you need to be ready to respond to warnings as soon as you hear them? Do you feel ready?”</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector • Ppt file: IIB_4C.ppt • PW_4C_CARP.doc (Note: p1 is for the ComPs and p2 for the ATs) |
| <p>Energizer: Chaos Management</p> <p>Ask participants to form a big circle; count off one to last, noting the range. Person with ‘one’ calls out any other number. The person with that number must call another number in the range. They cannot call their own number and cannot call the number of someone who has already had to leave the circle (due to a mistake being made). People who make mistakes or cause delays leave the circle, rapidly and quietly. The last two remaining are applauded (points for their teams?) for being the best chaos managers.</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 70 mins | |
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| Warm-Up: Fishing? (see above) | 5 mins |
| New Material: Only new material is to show what makes up a CARP (IIB_4C.ppt). Build from the RATS; think about issues with which time of day messages may arrive and do not forget how to access the most vulnerable groups (identified in earlier sessions). Part of a response is sending on the message to the appropriate recipient. Write a plan for what can be done today for each phase, as soon as next EW message arrives. | 10 mins |
| Application: Two groups (ComPs and ATs) work separately (use p1 of: PW_4C_CARP.doc). ComPs: Prepare the CARP – what the community can do today on its own, including lobbying with local government and their own private sector members, etc. [produce a CARP]. ATs: (use p2 of same) Explore the ‘I’s and prepare bulleted list of elements that could be spun into a proposal to help the community with the response options that are outside its control [produce bulleted list and action plan – proposal priorities]. 25-minute discussion for ATs and ComPs with 10-minute consolidation. | 35 mins |
| Energizer: Chaos Management (see above) | 15 mins |
| Wrap-Up: Are You Ready? (see above) This is your last chance before ending the workshop to make sure you are fully equipped to own and manage your community-driven EWS. | 5 mins |

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| Modifications for Challenged Learners | After-Session Work Each group should be ready to present its CARP as part of its final showcase presentation. |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for Workshop: IIB_5B; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • be guided by the organizers, leaders and guests (and observers) to bring closure to the training • be informed of which teams won first, second and third places (and receive gag gifts). | <p>Session IIB_5B Closing</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Training certificates (organizer to provide template and choose signatories) • Fun prizes for winning teams (usually contributed by organizers, facilitators) • One local postcard per participant or print out PW_5B_EvaluationPostCard.doc • PW_5BWS_Evaluation_Form.doc to adapt • Tool_5B_WS_Evaluation_DataEntryMask.xls |
| <p>Hands-On Demo/Energizer</p> <p>Postcard described below.</p> | <p>Warm-Up</p> <p>N/A</p> | |
| | <p>Wrap-Up</p> <p>Make sure that everyone takes their T-shirt from the wall (it's a nice souvenir!).</p> | |

| Session Activities, Order and Timing: Total time scheduled: 80 mins | |
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| Warm-Up: N/A | |
| New Material: Ceremonies and speeches; prepare an agenda. | 45 mins |
| Application 1: This session typically depends on the organizers who will decide which guests should be present/invited, who speaks first and last and what else has to happen. From the technical trainer's point of view, it is crucial to have prepared the certificates ahead of time with the appropriate signatures and given some thought to how to organize the gag-gift prize-giving session (usually \$1-store prizes with no great meaning unless some can be found with relevance to EWS). When the number of prizes is sufficient for each team and smaller prizes are available as consolation, this is straightforward. As an option, all prizes can be displayed on a table (covered until the session) and the winning team has first choice at the table, etc., in rotation. | Prize and certificate giving: 15 mins |
| Hands-On Demo/Energizer: A fun wrap-up (in addition to the formal evaluation) is to have purchased one postcard for each participant from the capital city or nearest 'tourist' location and ask them to record one or two thoughts on it as if they were writing to a future participant. "What advice would you give a ComP who is planning to attend the next workshop?" Collect them and record the responses in your post-training report. Later, propose to leave them for wall decorations at the organizing host disaster-management office. Also, PW_5B_EvaluationPostCard.doc can be used. | 10 mins |
| Evaluation: Distribute and administer PW_5BWS_Evaluation_Form.doc as planned, perhaps after the guests have departed. Exchange take-home gifts for completed evaluation! | 10 mins |

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| <p>Modifications for Challenged Learners</p> <p>Consider running the evaluation verbally between the AT and the ComP for the less-literate.</p> | <p>After-Session Work</p> <p>Remind all ATs that they have some thinking to do this evening about their favourite/least favourite sessions and what they each learned from their own sessions. Someone neutral (not the main facilitator) should tally the evaluation results using Tool_5B_WS_Evaluation_DataEntryMask.xls and be prepared to discuss them at the ToT Day C.</p> |
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Evidence of Learning: How do we know we met our objectives?

- The quality of the previous presentations and the evaluations should speak for themselves.

Session Plan for ToT: IIB_E1; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • place EWS in a wider context • determine to what extent the workshop objectives were met. | <p style="text-align: center;">Session IIB_E1 Big Picture</p> <p>Warm-Up: Powers of Ten</p> <p>“We have just finished an intensive journey into the world of EWS for COMMUNITY X. We’ve zoomed closely into the intimate details of life there and now we need to step away to grasp the big picture. I want to share with you a 9-minute video that aims to give us perspective. Watch it, thinking about how it could relate to our community and EWS.” www.powersof10.com/film</p> <p>Wrap-Up: Bigger Vision</p> <p>Form a circle, facing inwards. One person starts by completing the phrase: “My vision for COMMUNITY X EWS is...” Everyone responds together by saying “Let’s go bigger”. Someone adds their vision. Repeat.</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • Projector for videos • No ppt file • Print Tool_E1_Objectives.doc (one copy per group) • Flipcharts • Speakers and Tool_E1_VideoPowers of TenO.mp4 • Ruler sheet for finger exercise, one copy per group (Tool_E1_Ruler_Finger_.pdf) |
| <p>Energizer: Finger Personality</p> <p>“Find and sit down next to a person you have not spoken to for the day. Discuss whether you would consider yourselves ‘big picture’ or ‘detail oriented’ types of people. (Or: guess the other’s type without looking at fingers.) Now, let’s ‘prove’ it. Using the guide, measure the lengths of your middle fingers and lengths of palms. (On average, finger length is about 7/8 of palm length). Less than or equal to 7/8 = ‘short’. Longer than 7/8 = ‘long’. This proportion is linked to personality. <u>Long fingers</u> signify a detail-oriented person (they think things through completely and are critical of small details). <u>Short fingers</u> signify a physically oriented big-picture person who focuses on real-world items, usually in a visionary/overall manner.”</p> | | |

| Session Activities, Order and Timing: Total time scheduled: 75 mins | | | |
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| <p>Warm-Up: Powers of Ten video (don’t be scared off by the title) (use Tool_E1_VideoPowers of TenO.mp4)</p> | 15 mins | | |
| <p>New Material: Reminder of the workshop goal/objectives... “did we achieve our goal?”</p> | 10 mins | | |
| <p>Application: Distribute the objective cards for this workshop (one set per group, cut apart). Inside the group (small groups of no more than four), shuffle and distribute them. Explain why some are grey (AT) and some are white (ComP). Moving around the circle, a person reads the objective and places it, judging how well it was achieved (best: three, worst zero: not at all; make separate piles/sections on table for each). Debate to see if the speaker will change their original impression. Take 20 minutes then debrief for 10 minutes to share with larger group: which objective had the highest/lowest scores?</p> | 30 mins | | |
| <p>Energizer: Finger Personality (see above) (use Tool_E1_Ruler_Finger_.pdf)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Typical of the Big-Picture Thinker:</p> <ul style="list-style-type: none"> • You can quickly see patterns in complex problems. • You like to come up with new ideas and new projects. • You have a low tolerance for busy-work, tedious errands and filling out forms. • You are great at outlining what needs to be done but filling in the details can feel exhausting. • You may have been described as right-brained. </td> <td style="width: 50%; vertical-align: top;"> <p>Typical of the Detail-Oriented Thinker</p> <ul style="list-style-type: none"> • You think about things in great detail and sometimes miss the big picture. • While you are certainly smart, others may joke that you lack common sense. • You would prefer to edit or tweak a plan than to come up with it from scratch. • Highlighting study notes doesn’t work for you because you end up highlighting everything. • You may have a tendency to over-think things. • You have excellent attention to detail. • You may have been described as left-brained. </td> </tr> </table> | <p>Typical of the Big-Picture Thinker:</p> <ul style="list-style-type: none"> • You can quickly see patterns in complex problems. • You like to come up with new ideas and new projects. • You have a low tolerance for busy-work, tedious errands and filling out forms. • You are great at outlining what needs to be done but filling in the details can feel exhausting. • You may have been described as right-brained. | <p>Typical of the Detail-Oriented Thinker</p> <ul style="list-style-type: none"> • You think about things in great detail and sometimes miss the big picture. • While you are certainly smart, others may joke that you lack common sense. • You would prefer to edit or tweak a plan than to come up with it from scratch. • Highlighting study notes doesn’t work for you because you end up highlighting everything. • You may have a tendency to over-think things. • You have excellent attention to detail. • You may have been described as left-brained. | 10 mins |
| <p>Typical of the Big-Picture Thinker:</p> <ul style="list-style-type: none"> • You can quickly see patterns in complex problems. • You like to come up with new ideas and new projects. • You have a low tolerance for busy-work, tedious errands and filling out forms. • You are great at outlining what needs to be done but filling in the details can feel exhausting. • You may have been described as right-brained. | <p>Typical of the Detail-Oriented Thinker</p> <ul style="list-style-type: none"> • You think about things in great detail and sometimes miss the big picture. • While you are certainly smart, others may joke that you lack common sense. • You would prefer to edit or tweak a plan than to come up with it from scratch. • Highlighting study notes doesn’t work for you because you end up highlighting everything. • You may have a tendency to over-think things. • You have excellent attention to detail. • You may have been described as left-brained. | | |
| <p>Wrap-Up: Bigger Vision (see above)</p> | 10 mins | | |

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| <p>Session Prerequisite</p> <p>N/A</p> | <p>After-Session Work</p> <p>None</p> |
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Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIB_E2; Trainer(s): _____ Date: _____

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| <p>Objectives</p> <p>Participants will:</p> <ul style="list-style-type: none"> • zoom into their own sessions and skills and receive feedback • provide final session plans featuring improvements. | <p>Session IIB_E2 Nitty-Gritty</p> | <p>Materials to Prepare</p> <ul style="list-style-type: none"> • No projector • No ppt file • One plastic cup or bottle for every AT, participant • Tool_E2_CupSong_Activity folder: instructions and videos for cup song • Music, if desired • PDP, have blank copies if needed, or prepare one or two ATs to bring/share theirs |
| <p>Energizer: Cup Song</p> <p>See and learn cup rhythm video. See TUTORIAL videos for instructions (Tool_E2_CupSong_Activity folder) to see how it works in a group. Teach it to ATs (with water bottles or plastic cups from kitchen). Then, make it a competition, in a big circle. “If there is a fallen cup or you miss a beat, you leave the circle. Last cup standing wins.” Or, make up an EWS jingle/song to go with the rhythm!</p> | <p>Warm-Up: Reduplication</p> <p>“What does nitty-gritty mean? What reduplicated terms exist in local language? Examples from English: nitty-gritty: the heart of the matter; namby-pamby: childish, weakly sentimental; willy-nilly: (1,000 years old) unplanned, haphazard; boogie-woogie: rag-time blues; hocus-pocus: magic, trickery; okey-dokey: OK; pell-mell: reckless haste; helter-skelter: chaotic; mumbo-jumbo: nonsense. Who can say this quickly, all together? We are moving now into the nitty-gritty of the workshop.”</p> | |
| | <p>Wrap-Up: Progress on your PDP</p> <p>“Good job! We’ve dissected the workshop together and learned from our mistakes. Who can suggest a ‘Most-improved AT?’ Would anyone like to share with us their new PDP goals?”</p> | |

Session Activities, Order and Timing: Total time scheduled: 90 mins

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| <p>Warm-Up: (see above) The repeating of parts of words to make new forms is called reduplication. There are various categories of this: rhyming, exact and vowel substitution. Examples are okey-dokey and zig-zag. The impetus for the coining of these seems to be nothing more than the enjoyment of wordplay. The words that make up these reduplicated idioms often have little meaning in themselves and appear only as parts of pairs. In other cases, one word will allude to some existing meaning and the other half of the pair is added for effect or emphasis. What about in the local languages?</p> | 5 mins |
| <p>New Material: Revisit eight yellow cards; explain that we will go through the entire workshop programme in order. Reminder: Be constructive and provide concise feedback... and each AT needs to provide written suggestions to the trainer on their session plan that will enrich the Toolkit. 2 minutes times eight cards.</p> | 20 mins |
| <p>Application: Assign careful note-taking to one person. Taking each session in order, AT will remind us of session objectives and facilitate a discussion on highlights/things to improve in: a.) the session itself; and b.) AT’s training skills. Take 3 to 5 minutes per session times 12 ATs.</p> | 50 mins |
| <p>Energizer: Cup Song (see above, videos attached)</p> | 10 mins |
| <p>Wrap-Up: Progress on PDP (see above, same PDP as in Day A, see Toolkit)</p> | 5 mins |

Modifications for Challenged Learners

N/A

After-Session Work

N/A

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIB_F1; Trainer(s): _____ Date: _____

Objectives

Participants will:

- fill in any remaining gaps in EWS knowledge
- explain the big picture and the important details, as well as the differences and synergy between Type I and Type II ToTs and CEWS.

Hands-On Demo: Cooperative Squares

“Envelopes may be opened only when you are told. You have been given an envelope labelled with the letter A, B, C, D or E (the pieces inside are labelled also so that the pieces can be returned easily at the end of this activity). You are in a group of five, each group with the same colour, one envelope each. The aim is to **form five squares of equal size**. The task is not completed until everyone has before them a perfect square and all the squares are of the same size.” **Write these rules on a flipchart:** No member may speak. No member may ask for a card or in any way signal that they want one. Members may offer/give cards to others. Do not leave anything in the middle ‘unowned’. **DEBRIEF:** “Are the pieces coming together? What can we learn about this cooperation for CEWS?”

Session IIB_F1 Completing the Puzzle

Warm-Up: Puzzles

“Who here is crazy about puzzles? What kind? Why? How many kinds can you name (jigsaw, crossword, Sudoku...)? What part of the CEWS is still a puzzle for you? Who can help find the missing pieces for....?”

Wrap-Up: Most Important Q&A

Ask each group to pick the Q&A they think is most important to share. When each group has shared one, go back to the first group and start again.

Materials to Prepare

- No need for projector
- Tool_F1_Cooperation_Squares_PrintMe.pdf
- Print and prepare envelopes with cooperative squares pieces for each group of five (five, 10 or 15)
- Blank VIPP cards for Q&As – at least two per person

Session Activities, Order and Timing: Total time scheduled: 75 mins

| | |
|--|---------|
| Warm-Up: Puzzles (see above) | 5 mins |
| New Material: Nothing new. “Take 2.5 minutes to think deeply and to write one question about CEWS that you cannot answer – <u>something you feel you still haven’t fully understood</u> : a piece of the CEWS puzzle that you think is important to know.” | 30 mins |
| Application: Collect cards, mix up and redistribute an even number to each small group. In groups, read the cards/questions one by one; debate and do your best to propose an answer (write it clearly and concisely on the back). See Wrap-Up for debriefing of this activity. | 15 mins |
| Hands-On Demo: Cooperative Squares (see above) (see Tool_F1_Cooperation_Squares_PrintMe.pdf) | 15 mins |
| Wrap-Up: Pick the most important Q&A from New Material and present it anonymously to plenary. Option: One answer per group. | 10 mins |

Session Prerequisite

N/A

After-Session Work

N/A

Evidence of Learning: How do we know we met our objectives?

Session Plan for ToT: IIB_F2; Trainer(s): _____ Date: _____

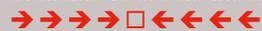
Objectives

Participants will be able to:

- establish the needs of the community in launching and owning its CEWS
- acknowledge and lobby for the potential and role of each partner/organization.

Hands-On Demo: Traffic Jam

Mark nine squares using chalk, masking tape or whatever is available to create the following pattern on the ground:



To start, have one player on each of the squares with arrows, and facing the direction that the arrow indicates. OBJECT: To legally move the players on the left side, to the right, and the players on the right side, to the left. Write these rules clearly on a flipchart:

Illegal moves:

1. Moving backwards
2. Turning around or stepping out of the squares
3. Pushing someone out of their square
4. ‘Jumping over’ anyone **facing the same direction as you are**
5. ‘Jumping over’ more than one player **at a time**.

Legal moves:

1. One person only moving at a time
2. Moving forward to an unoccupied space (in front of you)
3. Moving past one player **facing you** (to reach the empty space behind them).

Helpful hints: If there are more than eight players, designate observers. For 10 players, add one arrow on each side. When a group gets stuck (traffic jam), the team must start again. Groups will start by being very disorganized; eventually one player will lead the team to the solution. Note: *Trainers stay out of the critical thinking process, unless the team has absolutely no cooperation or direction.*

Session IIB_F2 Steps Ahead

Warm-Up: Learning to Walk

“How old were you when you learned to walk? (Average age is 14 to 18 months.) Did anyone skip crawling? Statistics show that children who walk but never crawl often have difficulty learning or with hand-eye coordination. Here, we need to make sure you’re confident to take the next steps...”

Wrap-Up

“Do you have what you need to help COMMUNITY X take the steps?”

Materials to Prepare

- No projector needed
- Four copies of the community products, photocopied
- Masking tape or other way to mark arrows on the ground (e.g., chalk, paint or marker)
- Flipchart with rules written on it

Session Activities, Order and Timing: Total time scheduled: 60 mins

| | |
|---|---------|
| Warm-Up: Step carefully but confidently (see above) | 5 mins |
| New Material: “Let’s review what the community has pledged to do by studying their final products. Do you feel they have what they need to launch the EWS and implement the response capability? Let’s revisit what the community needs.” Show and summarize in 3 minutes the various theme team products: 1. Proposals to link to NEWS Data and TTP, if appropriate; 2. Phase/message and communication strategy; 3. RATS and CARP. | 10 mins |
| Application: Rotational review: break into three small groups. Each discusses one of the products, and proposes what needs to be changed technically and what the NS may need to do to support the community to make these changes. Make a list of concrete steps on a blank sheet. After 5 to 8 minutes, the product and list passes to the next group for its review, starting where the previous group left off. | 20 mins |
| Hands-On Demo: Traffic Jam (above) tests teamwork and cognitive ability – a good way to end ToT! Debrief: “What can we learn from this exercise? What learning did we use/forget to use?” | 10 mins |
| Wrap-Up: Present small-group results to plenary, using last product in their hands. | 15 mins |

Session Prerequisite

N/A

After-Session Work

N/A

Evidence of Learning: How do we know we met our objectives?

d. Toolkit

Please find the accompanying Toolkit (USB in the back of the manual, or in FEDNET). It contains the Training Toolkit itself but also all curricula, modules and session plans, and support materials (worksheets for participants – PW, worksheets for Associate Trainers – TW), and tools (games, resources including instructions, support and instructions for activities, URLs, video files, etc.). It also serves as an archive for important documents linked to EWS and CEWS.

The pdf versions are provided in order to facilitate printing. Typically, the original formats (doc or xls) are provided, also, allowing facilitators and trainees to adapt, personalize and make changes to the materials before using them directly in a session.

The entire Toolkit is also available online in FEDNET at Community Preparedness – Community Early Warning Systems Section.

The Fundamental Principles of the International Red Cross and Red Crescent Movement

Humanity The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary service It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

**For more information on this IFRC publication,
please contact:**

**International Federation of
Red Cross and Red Crescent Societies**

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