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**Session C4 Annexes**

**Annex 1 Exercise**

**Participants should prepare their output electronically or by writing on flip charts.**

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1. Identify issues (rumours, community problems) gathered from interviewing the community leader/members:

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| **Rumors** | **Community problems related to the outbreak** |
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1. Identify community practices that may help or not controlling the spread of the outbreak:

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| --- | --- |
| **Community practices that can help address controlling the spread of the outbreak** | **Community practices that may contribute to spreading the outbreak** |
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|  |  |

1. Identify activities and appropriate tools to encourage community participation:

(see Annex 2 below for tools for creating community discussion)

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| **Issues** | **Tools for creating community discussion (see above)** |
| **1** | 1. (there can be more than one tool per activity)  2.  3. |
| **2** | 1.  2.  3. |
| **3** | 1.  2.  3. |

**Session C4: Annex 2: Tools for Creating Community Discussion**

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| **Tools** | **What It Is** |
| **Community map** | Community members draw a map of the community showing geographical features and facilities that residents would turn to during a disease outbreak or other disaster. |
| **Seasonal Calendar/Event Timeline** | Community members describe seasonal changes using a simple calendar to identify periods of greatest difficulty or vulnerability. This activity can be used to create a timeline of a particular event, such as a recent outbreak or a past crisis, to uncover the strengths of the community. |
| **Community Walk and Observations** | Walk through the community and observe daily practices and community resources. |
| **Household and Facility Observations** | Visit households to observe sanitation, hygiene practices, and/or care- giving. Visit particular facilities to observe health services and/or first response activities. |
| **Discussion Groups** | A facilitated discussion among a group of similar people from the community (such as a group of men, women, teachers, business owners, caregivers, or healthcare providers) to better understand their knowledge, attitudes, and perceptions in relation to hygiene, disease, health-seeking behaviours, disaster preparedness, and feedback on specific emergency preparedness actions. |
| **Individual Interviews** | Ask individual community members specific questions to gain a deeper understanding of local emergency preparedness and get feedback into potential community actions. |
| **Storytelling** | Community members share about a disaster or disease outbreak they experienced to examine communication and responses. This activity can also be used as a “lessons learned” discussion to talk about changes in the community and what has been learned in the process of making the changes. |
| **Causes and Effects** | Community members describe how they see the causes and effects of disease in order to explore their perceptions of the causes, consequences, and actions that prevent disease or mitigate the impact of an outbreak. |
| **Emergency Scenario** | Help community officials, leaders, and residents to identify strengths and gaps in procedures using a hypothetical scenario. |
| **Bean Ranking** | Beans or small stones are used to express the relevant importance and feasibility of various solutions or actions to be taken. |
| **Communication Circles** | Community members create circles to show how community groups interact, especially in times of crisis. |
| **Visions for Action** | Participants envision their community in the future as they hope it will be, and identify the resources available, as well as the actions that can be accomplished. |