



The Flood Experience Tool
Facilitator's Guidelines

September 2014

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For more information about the project as well as previous publications please see the research website www.goodhomes.co.nz and go to the resilience page.

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Introduction

This guide explains how to use the Flood Experience Tool successfully. It is divided into three parts. They cover:

Part A: Introducing the Flood Experience Tool

Part A introduces the tool, explains the purpose of the tool, the background to its development and explains who can use the tool.

Part B: Using the Flood Experience Tool

Part B gives tips for planning a session to use the tool, how to set up the session, operating the tool and suggestions for discussion afterwards.

Part C: Templates and Resources

Part C presents templates to use including a checklist of equipment, a script to use to introduce the tool to participants, ideas for discussion and a list of other resources.

A range of public sector and community organisations were involved in testing and commenting on the prototype tool. Information from those tests is included in the guidelines to help you plan and use the tool effectively.

PART A: introducing the Flood Experience Tool

Part A introduces the tool, explains the purpose of the tool, who can use the tool and how the tool was developed

Part A consists of the following sections:

- Purpose and description of the tool
- Who can use the tool and how it can be used
- The tool's development.

A1. Purpose and description of the tool

The Flood Experience Tool is aimed at organisations involved in preparation, response and recovery in an adverse natural event. Its purpose is to enable those involved in planning, policy and operational roles, to reflect on how their responses in the immediate event and in the recovery afterwards can be improved for older people.

This is a forward-looking tool, to help organisations look ahead and plan for the 'what-if' scenarios. The tool aims to link real flood experiences with learning for policy, planning and practice. It is designed to present and reflect on the diversity of experiences of older people in floods. It helps those using the tool to understand the difficulties older residents have during and after a disaster, why problems might arise, and what older people find helpful and supportive. The tool shows the long processes involved in recovery in the months and years afterwards.

The tool uses an interactive format to engage organisations. It follows a simple game format – based on Snakes and Ladders – where 30 squares are laid out on the floor or a table. Participants throw a dice and go backwards or forwards on squares, depending on the number they throw. The aim is to reach the end (square 30).

Participants take the role of an older person who has been affected by a flood and find out what it is like to recover in the months and years that follow. During the exercise they encounter different scenarios. These scenarios are based on real stories from older residents about being without water, power or access to their properties, about being evacuated, about dealing with clean-up and repairs, about help they received and gave and how they coped with the long-term impacts of the floods.

Although a game format is used for this tool, its purpose is clearly not play. This format is not intended to imply that experiencing a flood is a game, or to belittle the physical, financial and emotional impacts that people affected by floods face.

Key messages for people using this tool

This tool helps organisations identify, understand and reflect on how they can improve their responses and interactions with older people in an adverse natural event and in the long-term recovery afterwards.

The tool helps organisations generate solutions that support older people's resilience.

When using the tool, some participants may get anxious, pressured or frustrated as they seem to go backwards repeatedly. Use this as an opportunity for recognising how onerous recovery can be, and how important the actions of organisations are in helping older people recover well.

Some older people do have particular needs and vulnerabilities in adverse natural events. These must be identified and addressed in response and recovery planning.

Older people have capabilities, skills and knowledge – they can contribute to making communities more resilient.

A2. Who can use the tool and how it can be used

The tool can be used by public, community, educational and private sector organisations to assist with policy, planning and practice aimed at improving recovery and building resilience in communities.

Some of the organisations that were involved in testing and commenting on the prototype tool included the Ministry of Health, Ministry of Social Development, Commission for Financial Literacy and Retirement Income, Age Concern, Red Cross, Citizens Advice, insurers, home support services, community organisations, housing providers, older people's organisations, council officers, emergency management personnel and neighbourhood support groups.

Those who tested the tool suggested a variety of ways that it could be used, including:

- Training for front line workers, social workers, counsellors and call centre workers.
- To assist community civil defence and neighbourhood support groups to develop emergency management plans for their areas.
- By EQC and insurers to help staff understand the stress that a flood causes people.
- A business planning tool for organisations with older clients, customers or tenants.
- In the private sector, with businesses that deal with older residents affected by an adverse natural event.
- As a team building exercise for organisations working with older people to develop greater understanding and awareness of older people's needs and vulnerabilities in an adverse natural event.

Comments from testers included:

“Use it as part of community response plans, a great tool, it generates a lot of conversation”.

“Use it to develop a preparedness plan – use as a business planning tool to think what you need to do to avoid poor decisions if there’s a disaster”.

“Useful in that it can alert us to the road blocks that affect people ... The tool would help to design processes to have in place before a disaster”.

A note of warning

It is likely that some people using this tool will have experienced a flood, both personally and in their organisational role. This tool might personally and emotionally impact on them in ways that it may not for others. Be aware of that and plan for how to manage it sensitively.

A3. The tool’s development

In the management of the aftermath of adverse natural events, it has been shown that organisational responses can increase people’s vulnerabilities, create new barriers and challenges, affect the way they feel about their recovery and impact on their ability to engage and take responsibility for themselves. These have been called the ‘secondary stressors’ resulting from the poor organisational management of recovery.¹ Finding an innovative way to focus organisations on these secondary stressors and their role in addressing them was the impetus for researchers at Lancaster University to develop the Flood Snakes and Ladders training resource².

That resource was based on the real experiences of people affected by the Hull floods of 2007 and the aftermath. The snakes and ladders format was used to convey the impacts, challenges and issues faced by residents to those involved in planning and recovery. The resource simulates the unpredictable backwards and forwards, ‘ups and downs’ of the recovery experience.

While this New Zealand tool has been informed by the Lancaster model, it has been developed somewhat differently. It is based on evidence from our Resilient Communities research³ conducted in Tasman, Nelson and Marlborough with people aged 60 and over who have directly experienced a flood. Their stories form the basis of the tool. Both negative and positive recollections have been included. These stories reflect the personal perspectives of older residents about the problems they encountered and how they were treated by organisations. We make no judgement on those views, but present them as a way of exploring how responses and support for older people in adverse natural events can be improved.

¹ Whittle R. *et al.* 2010 *After the Rain – learning the lessons from flood recovery in Hull*, final project report for Flood, Vulnerability and Urban Resilience: a real-time study of local recovery following the floods of June 2007 in Hull. Lancaster University, Lancaster UK.

² http://www.lancaster.ac.uk/lec/sites/cswm/Hull%20Floods%20Project/HFP_%20FSL.php

³ <http://resilience.goodhomes.co.nz/>

While the purpose of the tool is to improve responses for older people affected by adverse natural events, some of the older people's stories are similar to those of younger age groups caught up in floods. Many of those testing the tool considered the similarity of experiences across different ages to be a strength of the tool, particularly where older people are shown as active and resilient. However, it is also apparent that some older people have particular needs and vulnerabilities, because of their age, frailty or health circumstances. This is also explored in the stories, and should be part of discussion when using the tool.

The tool focuses on floods, because this is the most common type of adverse natural event that affects people in New Zealand. However, the insights gained from using the tool could help us understand aspects of preparation, response and recovery following other kinds of adverse natural events too. Some of the testers commented on how the tool could be applied to other events:

"The impact of a disaster is the same, no matter what the type of event it is, the messages are the same, the need for community responses, using community networks etc is the same, so the tool is applicable to other types of events".

"While we have used the flood scenario, think about how these experiences and impacts could be applied to other events."

The tool does not offer solutions, because that is for each organisation to develop in response to its own role and involvement with older residents in its community. The tool raises issues and poses questions to help organisations think about their own part in preparation, response and recovery, and about the solutions they can implement. Many real-life examples in the tool resonated with organisations testing it. They could see the potential for using the tool to develop and apply ideas in their own organisations:

"Organisations could relate to other people's experiences, have more empathy and take that into account when deciding what to do."

"A thought provoking piece of learning and potentially a very powerful tool".

PART B: Using the Flood Experience Tool

Part B gives tips for planning a session to use the tool, how to set up the session, preparing participants, operating the tool and suggestions for discussion afterwards.

This information is presented in the following sections:

- Planning a session
- Setting up the room
- Introducing the tool to participants
- Assigning roles to participants
- Operating the tool
- Discussion

B1. Planning a session with the tool

When planning to use the Flood Experience Tool, first of all you need to decide on your objectives for the session, as that will determine the number of participants you involve, the duration of the session and the activities covered.

You will also need to ensure you have appropriate equipment and a suitable venue for the session.

We suggest that, before running a session, you operate the tool a few times to familiarise yourself with how the PowerPoint and Flood Experience squares work.

Objectives

It is up to you to set objectives for what you want your organisation to achieve with the tool. Think about your organisation's role in an adverse natural event. It may be more involved in preparation and raising community awareness, it may have an immediate response role, or may be involved in helping people with recovery. There may be specific issues that you would like your organisation to focus on.

How many participants?

Think about how many people to involve in the session. We suggest that a group of between six and 16 people works best. Test sessions indicated that up to 16 participants is manageable and works well.

Getting people to work in teams ensures that everyone is engaged in the exercise. Divide your group into teams of 2-4 people. For example, a group of six people could be divided into three teams, while a group of 10 people could be divided into three or four teams.

For larger groups (over 16), you may need to conduct the exercise with five teams, or choose a few people to participate in the exercise while the rest of the group watch. Larger groups can be less effective for generating engagement and meaningful discussion.

How much time is needed?

You can spend as much time on the exercise as you like, depending on what your objectives are. Allocate enough time for different activities within the session so that you get the most out of it.

Overall, you may want to allocate at least 1.5 hours for the exercise. Here is a guide to how to spend the time:

- Introducing the tool and assigning roles to participants (section 6): 10-15 minutes.
- Operating the tool (section 7): 40-50 minutes. The time spent will depend on whether participants wish to comment on experiences as they go, and how slowly participants progress towards the end.
- Discussion within teams at the end of the exercise (section 8): 10 minutes.
- Whole group discussion (section 8): 30-40 minutes.

Equipment needed

Before you run a session, make sure you have all the equipment required.

To use the tool you need the following (this list is also reproduced as a checklist in Appendix 1):

- Computer, projector and screen.
- Flood Experience PowerPoint file and Flood Experience Introductory Slide PowerPoint file. You may wish to include your own photos of adverse natural events as part of the Introductory slide.
- Flood Experience Squares. Print out the squares onto A4 paper using the “print slides” option in your print dialogue box. These squares are laid on the floor. Alternatively, you can print out smaller sized squares and lay them on a large table.
- One dice. For best visual results, use a giant dice.
- Counters. Again it is more effective if these are large. Use one counter for each participant / team.
- White board: You may want to allow participants to stop and briefly comment on the stories that arise as they use the tool. To manage discussion so that it doesn't slow down the momentum, you can use a white board to record comments (see section B6).

Worksheets

We suggest that you use a set of worksheets to encourage reflection and discussion. Three worksheets have been developed as part of the tool:

- A *Record Sheet* for participants to plot what happens to them (Appendix 2). The Record Sheet is used to plot the course of the recovery journey. Participants can draw lines with arrows between each of the squares they land on, to show their journey.

- A *Comments Sheet* for participants to note their experiences and reactions (Appendix 3).
The Comments Sheet is used to make notes about what happens and how the team feels about it. Before a discussion involving the whole group, each team should discuss what happened to them once the exercise is completed.
- *Group Discussion Sheet* (Appendix 4). This is designed to guide discussion about how to improve organisational responses and services for older people during and after an adverse natural event.

Templates for the worksheets are included in the Appendices. How to use these worksheets is discussed in section B7.

The venue

Think about the room you will need. It must be big enough to enable your group to use the tool comfortably. You need enough room for the equipment, and to lay out the 30 squares on the floor or on a large table.

B2. Setting up the room

Arrive early to set up the room. You may need at least 15 minutes to ensure you have everything arranged.

Room layout can be flexible depending on the space but, ideally, everyone should be able to see and reach the squares, and face the PowerPoint screen.

Link up, and turn on, your computer, projector and screen.

Set up the Flood Experience PowerPoint file and Flood Experience Introductory Slide PowerPoint file on screen.

Lay out the squares from 1-30 in a snake-like pattern in the middle of the floor, or on a long table where everyone can be seated and move around.

Position the dice and counters at the start of the 'snake', beside Square 1.



B3. Introducing the tool to participants

Launch the Flood Experience Introductory Slide in PowerPoint and go to slideshow mode so that this slide is displayed as people enter the room. Now, introduce the tool to participants and get them ready to use the tool.

Firstly, explain to participants how the tool works and what it is designed to show.

Participants take the role of an older person who has been affected by a flood. Remember, this is an interactive exercise to encourage participants to reflect on a range of scenarios based on people's real experiences, and to discuss how their organisation(s) could respond to address problems and barriers identified, and to support the resilience of older people and their communities.

Below is some suggested text to explain the purpose of the tool and how it works. This script is also reproduced in Appendix 5.

Feel free to adapt your own version of the script to make it relevant to your purposes. Once your participants are ready to start, read out the script.

Introducing the Tool

This is a tool to help organisations prepare for an adverse natural event, both in responding to the immediate event and recovery afterwards. It's aimed at personnel in decision-making, operational and planning roles in public agencies, service providers, community organisations that work with older people, and the private sector such as insurance, construction or repairs. The interactive tool helps people to generate ideas about how organisational responses can be improved for older people so that they recover well. It helps people in organisations reflect on and understand the difficulties older residents have during and after a disaster, the barriers they face, why problems might arise, and what older people find helpful and supportive. The tool shows the long processes involved in recovery.

The tool is based on floods in recent years in Tasman, Nelson and Marlborough districts. We have focused on floods, because this is the most common type of adverse natural event that affects people in NZ. However, the stories we encounter could be used to understand aspects of preparation, response and recovery following other kinds of adverse natural events too.

Our community resilience research has shown that many people find the longer-term process of recovery to be difficult and stressful. Discussing the stories will help us understand why this is the case. For example, what are the difficulties that older people experience? Why do problems arise? What things do people find helpful? How could older residents be better supported? What can be done to help older people's homes and neighbourhoods become more resilient?

The tool follows a simple 'snakes and ladders' format – where participants throw a dice and go backwards or forwards, depending on the number they throw. The aim is to reach the end (square 30).

You are put in the shoes of an older person who has experienced a flood and what it is like to recover in the months and years that follow. Here's the scenario:

You're retired and enjoying life. Suddenly there's a big storm and widespread flooding in several communities in your region. Landslides and debris slides have been caused by heavy rain over several days. Residents in both urban and rural areas have been affected in some way, whether they are home owners, or renting. Many homes have sustained damage and one retirement village has been flooded. Power, water supply, sewerage, telecommunications and roads have all been affected. Some people have been evacuated.

Let's see what happens to you. Is your house damaged? Can you get out of your driveway? Have you lost power? What's happened to your water supply? Who's evacuated? How long do repairs take? Can your home even be repaired?

The stories that you will hear during the exercise are real. You will get to hear a range of different stories. Each square that we land on will take us to a particular quote that was based on interviews with older people. Some of the comments are negative, while others are positive – they reflect personal views about the problems encountered and the way individuals were treated by organisations.

You'll see that, while over half of the squares are numbered, there are also "action squares" – the ones with themes on – and these are the squares on which we'll get to choose a number. These choices may move you forwards – or they may move you back. The aim is to get to the end, but the journey may have ups and downs, just like what happens after a flood. Who will be first to the end?

B4. Assigning roles to participants

After introducing the tool, assign roles to participants.

It helps to involve everyone as much as possible in using the tool. While individuals can play, it works best with teams. Ideally, there should be 3-4 teams.

You can ask each team to allocate tasks within their team, e.g.:

- One person to throw the dice and move the counter.
- Another person to read out the quotes they land on.
- Other team members could take notes on the team's progress and record the choices made on the action squares – using the Record Sheet and Comments Sheet. In the tests we found that it was important to have one team member to keep notes for discussion at the end as it can get very busy during the exercise.

If you use the Record Sheet and Comments Sheet, hand these out before starting and explain what these are for.

If you use the white board, explain that this is to quickly capture points that people may want to make about particular quotes they land on (see section B6).

Allocate a counter to each team. Get them to line up their counters next to square 1.

B5. Operating the Tool

You can operate the tool until one team gets to the end (square 30). Or you may want to allocate a set time for the exercise (say 40 minutes), and then move into discussion of what happened, and what your own organisation can learn.

To begin, close the Flood Experience Introductory slide and open the Flood Experience PowerPoint. Go to slideshow mode. Slide 1 will automatically be displayed.

The first person throws the dice and moves onto the appropriate square.

Get them to say which square they've landed on and type the number of the square into the Flood Experience PowerPoint. Press "Enter". This will take you to the appropriate quote for that square (unless it is an "action" square, in which case, see the instructions under section 1, below).

Get whoever is assigned the task to read out the quote and move to the next person's turn. Repeat the above sequence.

NB if the same square is landed on more than once there's no need to read out the quote again. However, when we tested the tool, some said it was useful to read the quotes out more than once, as it is hard for participants to take everything in.

Action squares

If a person lands on an "action" square, the theme of the square will be displayed on the PowerPoint and on the square, along with a number range e.g. "Immediate response 31-38".

Tell the participant that they now need to make a decision. They must choose a number within this range (including the numbers at either end – so, in the case of our example, they could choose 31, 32, 33, 34, 35, 36, 37 or 38).

Type the number that they choose into PowerPoint and press "enter". This will take you to the quote for their action square. Read it out, as usual. At the end of the quote, there will be an instruction telling them to move backwards or forwards a certain number of squares. The participant then moves to the appropriate square and their turn finishes there, unless they land on another action square, in which case go through the above process again. Some people may go through this process several times during their turn – this shows that during

recovery some people will have to make a lot of decisions all at once and it can seem never-ending.

A few action squares have consequences for ALL (all must move backwards or forwards). This is because the quotes show that impacts can be widespread, affecting a neighbourhood or community, not just one household. A few action squares require the participant to miss a turn. This simulates what it is like when nothing seems to happen for a while, or when things happen but it doesn't seem like progress.

NB When all are affected by the action choice of one person, then when their turn comes they must move backwards or forwards as required. If they land on a numbered square, they then throw the dice for their turn. If they land on an action square, they must do the action square and forfeit their throw. This reflects real life when, through no actions of their own, they find they have to make a decision.

NB: If a person is told to move back more squares than is possible – e.g. if they are on square 2 and have to go back 4 – they just move to square 1 and start their next turn from there. However, if they have to move forward more squares than there are on the board then they progress to square 30 – The End? – in which case, follow the appropriate steps for this, as described below.

NB: Some participants may complain that there are too many negative stories. You can explain that, overall, there are about the same number of squares that send people backwards, as there are squares that move people forwards. You can also suggest that people's experiences of an adverse natural event vary a lot. In our community resilience research, some reported very negative experiences, while others reported that although they encountered problems and setbacks, some positive things also happened to them, such as gaining new skills and confidence, their insurer being particularly responsive, helping others, and being helped by neighbours and family.

Ending the exercise

Unbeknown to the participants, the "winner" is not necessarily the first person to finish! When someone reaches the end they must go through the action square sequence that follows from Square 30 – "The End?" – i.e. they cannot bypass this square even if they throw a number that takes them beyond it.

When the first person reaches Square 30, press "30" followed by "enter" to bring up the action square as usual. As with the other action squares, ask them to choose between the number range displayed. For the first person, regardless of what number they choose, enter 93 followed by "enter." Do this secretly so that they think you have just gone to the square that they've chosen!

Read out the quote as usual and they will get a message to go back to the beginning – square 1!

This is a deliberate fix that the participants must know nothing about. They will be upset because they thought they were finishing, only to find that they now have to start again. At this point, you need to emphasise that floods can happen more than once, and it really happened to several people taking part in our study. In the tests, a few people did not want participants to be sent back all the way to the beginning, only part way back. But this is meant to be shocking, and most participants acknowledged that it was a realistic experience.

Continue until the next participant reaches square 30 – “The End?” This time, when they choose from the number range, enter the real number they have selected, followed by “enter”. Then read out the quote they have landed on.

At this point you can emphasise that, yes, they have finished. However, you should also explain that, as they will see from the nature of the quote that has just been read out, finishing does not come with a particular sense of ‘victory’ or, indeed, a particular sense of being ‘finished’. This is because our research findings show that recovery doesn’t end just because people are back in their homes – things are not necessarily back to ‘normal’ and there is still the worry about it happening again.

You can decide to stop whenever you like – some people may not have finished but that’s fine – emphasise to the participants that, even now, some people are still recovering from the 2010 and 2011 floods in Tasman, Nelson and Marlborough. Also, point out to them that they haven’t heard all the stories – the squares they didn’t land on were experiences they didn’t get to explore, and this reflects the fact that we never get to know everyone’s stories. Every person who is flooded will have their own private story with its own ups and downs – most of which we never get to hear about. This doesn’t make it any less real for the person involved.

B6. Discussion

Discussion can occur at several points in the exercise.

During the exercise

Participants may want to stop and comment on the stories that they encounter along the way. It is up to you whether you want to pause for discussion.

So that you capture ideas without losing momentum, use the white board to record the number of the quote/square and ideas about solutions. You can head up the white board with questions. Below are some examples of what it might look like:

Square #	1) How would our organisation be affected by this? 2) How would we respond positively?
Square 13 & square 25 inappropriate responses from agencies	What training and resources do staff need? Get feedback from older residents about what would work better for them.
Square 15 contents insurance	What information do older householders need about house and contents insurance? Who should provide this information?
Square 44 feeling overwhelmed by clean-up	Find out what sort of help is most useful. Set up volunteer helpers for older residents? What is the best time to provide help? How to minimise impacts of repeat floods?

Team discussion

It is useful to allow each team time immediately after the exercise finishes, to talk about what happened in their role as an older person and write down their reactions. They can use the Record Sheet and Comments Sheet to do this – see Appendices 2 and 3.

The Record Sheet and Comments Sheet give them particular things to focus on, and a way of recording what happened and the “highs” and “lows” for their team. What you do here is up to you and what you would like them to get from the exercise.

Spend as long as you like on this task; around 10 minutes should generate some useful ideas that each team can bring to the wider group discussion.

Group discussion

After the teams have talked among themselves, then a discussion involving the whole group can happen. This is an opportunity for the teams to compare their experiences and reflect on what the recovery process was like for the different teams.

This is also the time for participants to discuss what their own organisation can learn, and application to their own community.

The Group Discussion Sheet lists some questions for the whole group to discuss – see Appendix 4. Below are the sorts of questions that the Group Discussion Sheet covers.

If there are specific issues that you would like to focus on, you could adapt these questions and create your own worksheet to use in the session.

Understanding older people's experiences and needs

Ask participants what stood out about the experiences and needs of older people affected by flooding. Some teams might have fared better than others. Explore with them why they think this happened. This is also an opportunity to consider the specific needs older people have: (a) during response; and (b) during recovery.

Has the exercise changed participants' expectations about older people's experiences and needs in an adverse natural event? Why or why not? Explore whether the issues or problems they encountered were expected, or were there any surprises. They may be already aware of the issues that arose in the exercise through their professional or community roles – explore what they already know and how they can build on and learn from that knowledge.

Support for recovery

Get participants to talk about what makes the difference between **good** outcomes and **bad** outcomes for older people. Consider how responses, supports and services can contribute to either good or bad outcomes.

For practitioners in particular, ask them how their organisation would deal with some of the things that happened to the teams. More generally, ask participants to consider what actions could be taken by the relevant agencies to ensure that older residents are better supported during recovery.

You might want to get participants to think of specific actions that they could take. For example, in terms of planning for recovery, what could your organisation do now to ensure that older residents would have a better experience if a disaster were to happen tomorrow? Try and keep this discussion focused on practical things that they could actually do, e.g. identifying who they could contact, what resources they would need, how they would access them, etc.

Specific questions are:

- a) What would need to change in terms of activities or services?
- b) What would you need to provide for older people at different points during response and recovery?
- c) What would it mean for timeframes around recovery?

Given their reflections on what happened in the exercise, you might want to explore the timescales involved in recovery planning, and how longer-term needs following a disaster could be addressed.

Older people as frontline workers

This tool focuses on older residents' experiences of floods. Some not only have to deal with flooding on their own properties, but are also involved in helping others. They have emergency response and recovery roles, or are involved in community organisations that respond to the floods.

Questions to consider:

- What do you know about older people in response and recovery roles?
- What skills and knowledge can older people bring to response and recovery?
- How can older people be supported in those roles, especially if they have also been affected by the event? Do they need different support, compared to younger people with response and recovery roles?

Specific issues for discussion

You may want to focus discussion on a few issues that have arisen in the exercise, or that your organisation has encountered. Here are some examples from the Community Resilience interviews with flood-affected older residents and from the tool testing sessions. Many of these issues are reflected in the stories in the Flood Experience Tool.

Your organisation can use these issues to talk about how to best respond to an adverse natural event, in both the immediate response and in assisting recovery. Your organisation may be more involved in one phase than another, e.g. you may have more to do with preparation and raising community awareness, or you may be involved in recovery rather than immediate response. Think about areas where your organisation is most likely to be involved and choose the issues that will be most useful to assist your planning. The issues are:

Preparation

- Participants identified a lack of information about emergency preparation tailored to older people's needs. For example: preparation tips specifically for older, frail or disabled residents, and information about what to do for pets.
- Channels for providing information to older people need careful consideration – not everyone has access to the internet and that must be accounted for in communications planning.
- Insurance is a fundamental aspect of individual, household and community resilience. Sometimes older people need information and help with determining their insurance requirements, especially with the new 'sum insured' system.
- How can better recognition and use be made of older residents' capabilities, skills and knowledge in emergency planning?

Immediate response

- Some older people are anxious about being left to cope alone and feel there is a lack of CDEM response. How should agencies best respond to and address these concerns?
- A special focus is needed on the most vulnerable older people. Those with chronic health conditions or disabilities are likely to be the most vulnerable and to need additional help. Their ability to deal with things and make decisions could be diminished.

Those with disabilities may need special attention if evacuation is required, both in the manner of evacuation and provision of emergency shelter or temporary accommodation.

- How are isolated older residents to be reached and supported? – especially those who do not have family close by, or who are not linked in to social networks.
- Relocation can be particularly distressing for older people. It may not only disrupt existing social supports, but also incur additional financial stresses. What is needed to manage relocation well for older residents?
- How can residents' access into and out of flood-affected areas where roads and infrastructure are damaged be appropriately and sensitively managed and disruption minimised?

Recovery

- Older people spoke of agencies' lack of understanding of their feelings of loss, because of damage to their home, section and gardens. Some also spoke of the loss of enjoyment of their immediate natural environment, because of flood impacts. They considered there is a need for organisations to show greater sensitivity and empathy in their dealings with residents.
- A challenge for organisations is to have the appropriate personnel with the right skills (including people skills) to work with those affected by adverse natural events.
- Are organisations coordinated in their provision of advice and information to residents? Participants gave examples of receiving contradictory messages from different organisations. Organisations may need to think about which organisations they should link up with, get information from, and refer older people to.
- Timeliness and appropriateness of help. When is the best time to provide help? What is the most effective help and support? This is particularly important for older people who have limited time, and perhaps limited capacity because of their age, to deal with setbacks.
- Participants reported stress and health impacts, which can last a considerable time. They identified a need for more information and support for older people to manage emotional and psychological impacts.
- An adverse natural event can result in additional financial burdens, particularly distressing for older people on low and fixed incomes. What assistance is available to manage financial stresses? How can organisations help older people experiencing financial stresses?
- Examples were given of a lack of timely information during recovery about what is happening with infrastructure repairs and flood works. What information can be given about infrastructure repairs?

PART C: Templates and Resources

Appendix 1: Preparation Checklist

Appendix 2: Record Sheet

Appendix 3: Comments Sheet

Appendix 4: Group Discussion Sheet

Appendix 5: Script for Introducing the Flood Experience Tool

Appendix 6: CDEM Resources

Appendix 1: Preparation Checklist

Item	Check
Computer	
Projector	
Screen	
Flood Experience PowerPoint file	
Flood Experience Introductory Slide PowerPoint file	
Flood Experience Squares	
Dice	
Counters	
White board	
Record Sheet	
Comments Sheet	
Group Discussion Sheet	

Appendix 2: Record Sheet

RECORD SHEET

Draw lines and arrows to record the 'ups' and 'downs' of your journey here.



Appendix 3: Comments Sheet

Comments Sheet

Reflect on these questions, in your role as an older person directly affected by flooding. What are your experiences, reactions, thoughts and feelings after using the tool? Note your comments below.

1. What were the three most positive experiences for you in your role as an older person? Why?
2. What were the three most negative experiences for you in your role as an older person? Why?
3. Was there a quote that stood out for you? Why?
4. How did you feel at the end of the exercise?

Appendix 4: Group Discussion Sheet

Group Discussion

The purpose of this discussion is to focus on how to improve responses and services for older people during and after an adverse natural event.

1. From the exercise, what stood out about the experiences and needs of older people affected by an adverse natural event?

2. Has the exercise changed your expectations about older people's experiences and needs in an adverse natural event? Why or why not?

3. What makes the difference between **good** outcomes and **bad** outcomes for older people in an adverse natural event?

4. How would your organisation deal with some of the stories you heard?
 - a. What would need to change in terms of activities or services?
 - b. What would you need to provide for older people at different points during response and recovery?
 - c. What would it mean for timeframes around recovery?

5. What about older people in emergency response and recovery roles?
 - a. What do you know about older people in response and recovery roles?
 - b. What skills and knowledge can older people bring to response and recovery?
 - c. How can older people be supported in those roles, especially if they have also been affected by the event?

Appendix 5: Script for Introducing the Flood Experience Tool

This is a tool to help organisations prepare for an adverse natural event, both in responding to the immediate event and recovery afterwards. It's aimed at personnel in decision-making, operational and planning roles in public agencies, service providers, community organisations that work with older people, and the private sector such as insurance, construction or repairs. The interactive tool helps people to generate ideas about how organisational responses can be improved for older people so that they recover well. It helps people in organisations reflect on and understand the difficulties older residents have during and after a disaster, the barriers they face, why problems might arise, and what older people find helpful and supportive. The tool shows the long processes involved in recovery.

The tool is based on floods in recent years in Tasman, Nelson and Marlborough districts. We have focused on floods, because this is the most common type of adverse natural event that affects people in NZ. However, the stories we encounter could be used to understand aspects of preparation, response and recovery following other kinds of adverse natural events too.

Our community resilience research has shown that many people find the longer-term process of recovery to be difficult and stressful. Discussing the stories will help us understand why this is the case. For example, what are the difficulties that older people experience? Why do problems arise? What things do people find helpful? How could older residents be better supported? What can be done to help older people's homes and neighbourhoods become more resilient?

The tool follows a simple 'snakes and ladders' format – where participants throw a dice and go backwards or forwards, depending on the number they throw. The aim is to reach the end (square 30).

You are put in the shoes of an older person who has experienced a flood and what it is like to recover in the months and years that follow. Here's the scenario:

You're retired and enjoying life. Suddenly there's a big storm and widespread flooding in several communities in your region. Landslides and debris slides have been caused by heavy rain over several days. Residents in both urban and rural areas have been affected in some way, whether they are home owners, or renting. Many homes have sustained damage and one retirement village has been flooded. Power, water supply, sewerage, telecommunications and roads have all been affected. Some people have been evacuated.

Let's see what happens to you. Is your house damaged? Can you get out of your driveway? Have you lost power? What's happened to your water supply? Who's evacuated? How long do repairs take? Can your home even be repaired?

The stories that you will hear during the exercise are real. You will get to hear a range of different stories. Each square that we land on will take us to a particular quote that was based on interviews with older people. Some of the comments are negative, while others are positive – they reflect personal views about the problems encountered and the way individuals were treated by organisations.

You'll see that, while over half of the squares are numbered, there are also "action squares" – the ones with themes on – and these are the squares on which we'll get to choose a number. These choices may move you forwards – or they may move you back. The aim is to get to the end, but the journey may have ups and downs, just like what happens after a flood. Who will be first to the end?

Appendix 6: CDEM resources

This list is not exhaustive. Please note that website addresses can change without warning. These websites were accessed on 8 July 2014. You can use this list as a base and add your own resources.

Civil Defence and Emergency Management resources

Marlborough District Council

The Emergency Services Officer, Marlborough District Council, is available to talk to groups about preparedness.

Copies of “Get Ready Get Thru” Marlborough are available from the Marlborough District Council.

Emergency management information:

<http://www.marlborough.govt.nz/Services/Emergency-Management.aspx>

Nelson and Tasman councils

Civil defence information

<http://www.nelsontasmancivildefence.co.nz/>

Getting prepared

<http://www.nelsontasmancivildefence.co.nz/getting-prepared/>

Ministry of Civil Defence

Ministry of Civil Defence and Emergency Management 2010 *Community Engagement in the CDEM Context* Best Practice Guide BPG 4/10

http://www.civildefence.govt.nz/memwebsite.nsf/wpg_URL/For-the-CDEM-Sector-Publications-Community-Engagement?OpenDocument

The Community Engagement webpage includes templates and checklists for profiling the community and developing an engagement action plan.

Other resources on Ministry of Civil Defence website include:

Disaster preparedness for people with disabilities

[http://www.civildefence.govt.nz/memwebsite.nsf/Files/Disability-disaster-preparedness/\\$file/Disability-disaster-preparedness.pdf](http://www.civildefence.govt.nz/memwebsite.nsf/Files/Disability-disaster-preparedness/$file/Disability-disaster-preparedness.pdf)

Emergency survival items and getaway kit

[http://www.civildefence.govt.nz/memwebsite.nsf/Files/Consistent-messages-feedback/\\$file/Part%20A%20emergency%20survival%20kit%20final.pdf](http://www.civildefence.govt.nz/memwebsite.nsf/Files/Consistent-messages-feedback/$file/Part%20A%20emergency%20survival%20kit%20final.pdf)

Get Ready Get Thru pamphlet

[http://www.getthru.govt.nz/themes/getthru/templates/vwluResources/GRGTbrochure2010web/\\$file/GRGTbrochure2010web.pdf](http://www.getthru.govt.nz/themes/getthru/templates/vwluResources/GRGTbrochure2010web/$file/GRGTbrochure2010web.pdf)

Household Emergency Checklist Plan

[http://www.getthru.govt.nz/themes/getthru/templates/vwluResources/Emergency_checklist_10/\\$file/Emergency_checklist_10.pdf](http://www.getthru.govt.nz/themes/getthru/templates/vwluResources/Emergency_checklist_10/$file/Emergency_checklist_10.pdf)

Research and Reports

Disability

Phibbs, S R; Woodbury; E, Williamson, K J; &, Good, G A. 2012, *Issues experienced by disabled people following the 2010-2011 Canterbury earthquake series: evidence based analysis to inform future planning and best practice guidelines for better emergency preparedness* GNS Science Report 2012/40

http://www.massey.ac.nz/massey/fms/Colleges/College%20of%20Humanities%20and%20Social%20Sciences/Psychology/Disasters/pubs/GNS/2012/Phibbs_et_al_SR%202012-040.pdf

Older People

Carswell, S., 2011, *What we have learnt. Aged Care provider learnings on responding to the February Earthquake in Canterbury* Eldernet and Canterbury District Health Board, Christchurch.

Report 1:

http://www.eldernet.co.nz/IM_Custom/ContentStore/Assets/7/98/b45068e6b3f6d8180db28b092133d87d/2011-07-31%20Cant%20EQ%20Research%20FINAL%20.pdf

Report 2:

http://www.eldernet.co.nz/IM_Custom/ContentStore/Assets/8/38/e4e547a94ea7a88ae48a6fcb97d46eda/2012-08%20What%20we%20have%20learnt%202.pdf

J. Davey and J. Neale 2013 *Earthquake Preparedness in an Ageing Society Learning from the experience of the Canterbury Earthquakes* Report prepared for the Earthquake Commission.

http://www.eqc.govt.nz/sites/public_files/2341-earthquake-preparedness-ageing-society-2.pdf

Tuohy, R. J. 2010. *Improving disaster preparedness of older adults living in the community*, GNS Science Report 2010/07

http://www.eqc.govt.nz/sites/public_files/1793-disaster-preparedness-older-adults.pdf

General

Becker, J.S.; Johnston, D.M.; Daly, M.C.; Paton, D.M.; Mamula-Seadon, L.; Petersen, J.; Hughes, M.E. and Williams, S. 2011. *Building community resilience to disasters: A practical guide for the emergency management sector*, GNS Science Report 2011/09.

https://www.massey.ac.nz/massey/fms/Colleges/College%20of%20Humanities%20and%20Social%20Sciences/Psychology/Disasters/pubs/GNS/2011/SR_2011-009.pdf

Resilient Communities: Doing Better in Bad Times research programme

Research findings can be found at <http://resilience.goodhomes.co.nz/publications/>