

LEARNING C-MIST: TRAIN-THE-TRAINER

Helping Individuals with Disabilities Create
Emergency Preparedness Plans



BC Coalition of People with Disabilities
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ACKNOWLEDGEMENTS

LEARNING C-MIST: TRAIN-THE-TRAINER: Helping Individuals with Disabilities Create Emergency Preparedness Plans

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This module was prepared by the *BC Coalition of People with Disabilities* and the *Emergency Preparedness for People with Disabilities Committee*. It involves creating an Individual Emergency Preparedness Plan for People with Disabilities. The Emergency Preparedness for People with Disabilities initiative includes people with disabilities, representatives from disability organizations, policy makers in government, and emergency response networks working towards the inclusion of the needs of people with disabilities in emergency planning in British Columbia.

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OVERVIEW

OVERALL OBJECTIVE: This train-the-trainer module is to be used to support the creation of Individual Emergency Preparedness Plans for People with Disabilities using the Functional Needs Framework.

Functional Needs Framework:

The basis for this module is the **Functional Needs Framework**. This approach looks at the needs that people will have in an emergency, rather than just the disability—for example, “a person who has Cerebral Palsy.” The Functional Needs Framework asks: “What are the needs a person with Cerebral Palsy will have in these functional areas?”

It is useful to begin an emergency preparedness planning process using the five categories of the Functional Needs Framework to self-assess, gather, and organize information:

C-MIST

- Communication
- Medical
- Independence
- Supervision
- Transportation

Looking at people’s needs through this lens allows trainers to plan, respond and initiate recovery in comprehensive ways to people’s needs. There are also many people who do not identify as “a person with a disability,” but will have needs in one or more of the functional areas.

HOW to Use This Module

- This train-the-trainer module is designed as an interactive planning exercise to support the creation of an Individual Emergency Preparedness Plan for People with Disabilities.
- This module includes a collaboratively designed workshop complete with detailed facilitator’s notes, handouts, worksheets, facilitators' tips and a resource page all in an accessible Word Document that can be easily downloaded to your computer.

- The workshop goal is to address as many of the key topics as are relevant to skill development and increased use of problem solving strategies in completing a comprehensive individual emergency preparedness plan.
- Dependent on trainer and trainee experience, the specific functional needs of people with disabilities can be addressed by choosing to customize resources and handouts to enhance the delivery and relevancy of the learning process for workshop participants

WHO this Module is for

- The train-the-trainer workshop module, LEARNING C-MIST, provides guidance to leaders and peer-trainers in disability organizations in delivering action based emergency preparedness planning for persons with disabilities.
- The workshop is designed for groups of 15 to 20 as a 3-hour train-the-trainer session.
- This training aims to provide the disability community, people working with people with disabilities, and volunteers with curriculum they can use to work with people with disabilities in creating and completing an individual emergency preparedness plan.
- The Personal Plan Action Worksheets at the end provide some interesting and useful ways for the creation of an emergency preparedness plan for people with disabilities.

INSTRUCTIONAL METHODOLOGIES:

- The underlying basis for this workshop is to understand and honour that people with disabilities are the most knowledgeable about their own needs and requirements before, during and after emergencies.
- The instructional methods for the module include a variety of approaches including working in small groups, brainstorming, and mind mapping.
- During the small group work and case study/role play exercise, facilitators will circulate from group to group, and prompt students to engage in problem solving that draws on the Functional Needs Framework to create an Individual Emergency Preparedness Plan for People with Disabilities

WORKSHOP SUMMARY

This 3-hour workshop will provide trainers with some tools to facilitate emergency preparedness planning workshops (and/or sessions and meetings) for people with disabilities in their communities.

Workshop Objectives:

- ❖ To discuss the benefits of networks and personal teams
- ❖ To introduce the Functional Needs Framework and identify specific functional needs
- ❖ To introduce Mind Mapping as a useful tool
- ❖ To bring awareness to the importance of emergency preparedness planning for people with disabilities within the larger community

Workshop Outcomes:

- ❖ At the end of this workshop, participants will be able to assist others to create individual emergency preparedness plans.

Who are the workshop participants?

- ❖ People with disabilities, caregivers, volunteers and service providers
- ❖ This workshop is designed for groups of 15 – 25 people

Why this workshop?

Our intention is to integrate people with disabilities into emergency planning, response, and recovery.

Workshop Evaluation:

All participants will be asked to fill out a workshop evaluation at the end of the session.

Room set-up:

- ❖ Room should be set up with adaptable seating and chairs for small group work
- ❖ The meeting area (including bathrooms and food area) should be accessible for people with disabilities
- ❖ Facilitators should review emergency procedures for the meeting room/building at the start of the workshop

Materials:

- ❖ Flipchart, markers (non-toxic), and masking tape
- ❖ Handout Package (based on handouts in the facilitators notes + the Personal Plan Action Kit Worksheets)

LEARNING C-MIST WORKSHOP AGENDA

(Change 'times' to reflect when your workshop starts)

1:00- 1:05	Introduction/Logistics
1:05-1:15	Opening Round (Or Ice Breaker)
1:15-1:20	Ground Rules, Agenda
1:20-1:30	Benefits of Networks and Personal Teams Brainstorm
1:30-1:55	Functional Needs Framework
1:55-2:20	Mind Mapping Exercise
2:20-2:30	Break
2:30-3:45	Mind Mapping Exercise (cont'd)
3:45-3:50	Quick Worksheet Review
3:50-4:00	Closing/evaluation

Facilitator's Notes

This section contains:

- **Detailed workshop timing, layout and directions**
- **Flip chart templates**
- **4 Case Studies**
- **Handouts**

1:00-1:05 (Change 'times' to reflect when your workshop starts)

Introductions/Logistics

1. Welcome people to the workshop, make sure that everyone is settled in and introduce yourselves.
2. Review bathrooms location, accessibility of room, and emergency procedures.

1:05-1:15

Opening Round (Or Ice Breaker)

1. Ask each person to say their name and the organization and/or community they come from. Encourage people to be very brief.

1:15-1:20

Ground Rules, Agenda

Objectives:

- ❖ To create a safe space so that everyone can participate

Ground Rules

Materials:

- ❖ Prepared flipchart with sample ground rules

How it's done:

- ❖ Post the prepared flipchart with sample ground rules
- ❖ Explain the purpose of the ground rules
- ❖ Ask if there are any ground rules to add and write those on the flipchart

Review Agenda

Materials:

- ❖ Prepared flipchart with agenda

How it's done:

- ❖ Review the agenda with participants

FLIPCHART:

Ground Rules

Share Airtime

First Time Speakers First

Be Respectful

Active Listening

Avoid Side Conversations

Respectful Cell Phone Use

1:20-1:30

Benefits of networks and personal teams brainstorm

Exercise Objective:

- ❖ To identify and discuss the benefits of networks and personal teams

Materials:

- ❖ Flipchart/markers

How it's done:

1. Provide the group with the definition of a personal team. "A personal team is made up of people you trust – family, friends, neighbours, community members, care givers, and co-workers – who are able to help you in an emergency."
2. Tell the group that you're going to brainstorm a list of benefits of networks and personal teams.
2. Remind people of the rules of brainstorming: all ideas are important – the wilder the better as they will encourage other ideas, we're not going to discuss ideas as they come up.
3. Brainstorm and flipchart ideas as they come up.
4. After people run out of ideas, review the ideas on the flipchart, and add any benefits from the background notes that have been missed.

Background notes – benefits of a personal team:

A personal support network:

1. Knows your needs.
2. Can assist you to plan and identify the resources you need.
3. Can help you to practice activities like evacuating your home or workplace.
4. Can help you assess your needs during and after a disaster.
5. Can have copies of your emergency information list, medical information list, disability-related supplies and special equipment list, evacuation plans, relevant emergency documents, and individual plan.
6. Can organize a network for your home, school, workplace, volunteer site, and any other place where you spend a lot of time.

1:30-1:55

Functional Needs Framework: C-MIST

Exercise Objective:

- ❖ To introduce and discuss the Functional Needs Framework

Materials:

- ❖ **Functional Need Framework Handout**
- ❖ **Prepared Flipchart with 5 functional needs headings and markers**
(Communication, Medical, Independence, Supervision, Transportation)

How it's done:

1. Review Functional Needs Framework handout
2. Using a flipchart with the 5 functional needs headings, brainstorm with large groups some examples of each of the headings.

FLIPCHART:

Begin your planning process using the five categories of the Functional Needs Framework to self-assess, gather, and organize information.

C-MIST

- Communication

- Medical

- Independence

- Supervision

- Transportation

1:55-2:20

Mind Mapping Exercise

Exercise Objective:

- ❖ To learn about using mind-mapping as a tool to create a personal preparedness plan
- ❖ Provide help and support to small groups in their creation of a mind map
- ❖ To use the Functional Needs Framework with case studies to create emergency preparedness plan

Materials:

- ❖ Flipchart paper/markers for each table/group
- ❖ Prepared flipcharts of “What is Mind Mapping” and functional needs mind map
- ❖ 4 Case studies

How it's done:

1. Tell the group that they will be breaking into small groups to create a mind map of personal preparedness based on a case study.
2. In the large group review and ask for feedback on “What is Mind Mapping’ flip chart and handout.
3. In the Large group review the “Functional Needs Mind Mapping” flipchart.
4. Using your own ‘case study’ example, create mind map with the large group.

2:20-2:30

Break

FLIPCHART/HANDOUT :

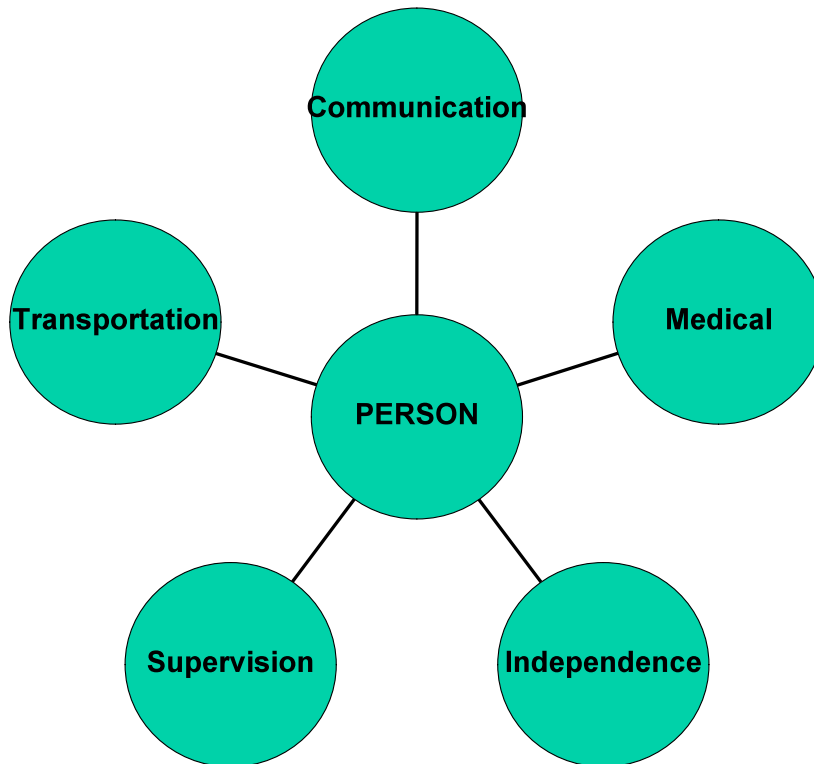
What is Mind Mapping?

- A **mind map** is a [diagram](#) used to represent [words](#), [ideas](#), tasks or other items linked to and arranged radially around a central key word or idea.
- When working to create a personal action plan this learning strategy facilitates rapid connections and the quick downloading of information from the brain. (opposite of the linear note-taking approach)
- Mind mapping is a free flowing tool. There are no rights or wrongs to the process.
- Many people recommend using many different colored pens and drawing pictures. But no pressure, do it in a way that you are comfortable with.
- Mind mapping is designed to use both sides of your brain—mind mapping involves your right and left brain thinking. The colors and picture drawing are the creative side, the note taking is the analytical side.
- these blank spaces are in case participants have more ideas on ‘what is a mind map
-
-

(Information taken from Wikipedia and the following website: <http://lifelife.com/software/note-taking/a-beginners-guide-to-mind-mapping-meetings-288763.php>....)

Flipchart/Handout :
(note, for the flipchart, use the first diagram only)

Functional Needs Mind Mapping



6

2:30-3:45

Mind Mapping Exercise Continued

1. Get participants to break into small groups (try to keep it to 4-5 people, so you may have to have more than one group doing the same case study).
2. Tell the group that they need to review the case study that they will be given and to make **a mind map** based on the functional needs of the person with a disability in their case study. Tell them that they have 30 minutes to create their map and then they will have 10 minutes to present to the group.
3. Remind them to let their ideas flow and to write the person from the case study in the center of the page with a circle drawn around it. Then the five functional needs and their ideas radiating from that.
4. Your job as facilitators is to visit each group and make sure they are on the right track, to answer questions and make sure that they are including everyone at the table in their discussion.
5. At 3:00, start getting each group to present what they have found by attaching their mind maps to the walls in the workshop space. (encourage more than one person to present and encourage questions/discussion).
6. Do a quick summary at end on what you observed.

CASE STUDY:

Profile 1 – James - Ventilator User

James had a vehicle accident and injured his spinal cord. The level of his injury resulted in him having complete paralysis from his neck down. His speech was not affected but his breathing was. He can only breathe on his own for about two hours without a ventilator. As a last resort, someone using a manual resuscitation bag could be used to assist him if he does not have the use of a ventilator. He is mobile only when he is able to use his power wheelchair, which he operates by puffing and sipping through a tube. He lives on his own in an apartment and shares his attendant with others in the building who also have disabilities. He can call the attendant to help him with his care by using a special telephone that dials when he operates with a head (pillow) switch. The attendant is available to come within a half hour period. James requires someone to assist him with his daily care needs and eating. He oversees all his care and with the right equipment and support he is very independent. He has his own van but relies on others to drive.

Personal Preparedness: James has an emergency preparedness kit and supplies for 72 hours. The building has an evacuation plan for in case of fire, but does not have emergency plans for other disasters.

Profile created by the Provincial Respiratory Outreach Program

CASE STUDY:

Profile 2 – Mary – HIV Positive Person

Mary is an ex-intravenous drug user (IDU). She contracted the Human Immunodeficiency Virus (HIV) but at present, she does not exhibit any symptoms of an opportunistic infection (Acquired Immune Deficiency Syndrome or AIDS).

Recently she started a chemotherapy regime of four very powerful antiretroviral (ARV) drugs. Potential complications: Mary could suffer from adverse reactions to her chemotherapy regime. She may require antinausea, antivomit or antidiarrhea medications. *A person living with HIV must maintain their regime of antiretroviral drugs on a daily basis. As little as a one-day break can allow the virus to mutate and become resistant to the regime of chemotherapy currently in use. In the event of a disaster and of the ensuing biologically hostile environment, not having the needed drugs opens the immune system to a broad range of opportunistic infections. Unless drug therapy is available immediately, complications and/or a painful death is inevitable.*

Mary is a minor and has a 3 month old child. As breastfeeding would infect her child with HIV, Mary uses formula. She lives on her own in an apartment. Mary does not require any other assistance (unless otherwise physically or emotionally traumatized).

Personal Preparedness: None

Profile created by BC Persons with AIDS Society

CASE STUDY:

Profile 3 – Fred - Senior with Diabetes

Fred is an 81 year old retired bank manager who has had diabetes since he was 14 years old. His diabetes is well controlled with insulin (which must be refrigerated) and diet but over the last 10 years, his eyesight and circulatory system have been affected. Two toes on his right foot have been amputated, and he has very little sensation in both feet. He has had several eye surgeries for detached retinas and his vision is poor. Fred walks with a cane and suffers from depression. He lives alone in his own home and manages his daily care needs with the assistance of meals on wheels. He does not have his family nearby.

Personal Preparedness: Fred has arranged for his neighbours to check in on him if an emergency happens. They are a family with two small school age children.

Profile created by BC Coalition of People with Disabilities

CASE STUDY:

Profile 4 – Beth - Person with Cerebral Palsy

Beth is 35 years old and has lived with cerebral palsy since birth. She lives on her own and had been semi-ambulatory, until recently. Four months ago, Beth fell and significantly injured her left leg. As a result of the injury, she has not regained the ability to walk again. She is back in her home, has started receiving daily home care and uses a catheter and leg bag. She requires help with transferring to and from her wheelchair, bed and toilet. As well, she needs some assistance with her personal care needs such as dressing and eating. Beth acquired a power wheelchair a month ago and now uses it on a fulltime basis. She feels self-conscious of her new wheelchair and is not yet confident in maneuvering in crowds and in tight spaces i.e. buses. Beth also has some hearing loss and uses a hearing aid. Her speech may require others to listen carefully. Unless she is asked and/or spoken to, Beth usually does not say much as she does not want to draw attention to herself. Beth has lived a fairly sheltered life and relies heavily on the support of her parents, who live in the same apartment building. If she becomes separated from her parents for awhile she gets upset and panics. Her parents are aging and they worry how someone else could assist their daughter in an emergency if they were not around.

Personal Preparedness: None

Profile created by the Cerebral Palsy Association of BC

3:45-3:50

Worksheet Review

Exercise Objective:

- ❖ To identify and discuss the Personal Plan Action Kit Worksheets package

Materials:

- ❖ **Personal Plan Action Kit Worksheets (see worksheets section)**

How it's done:

1. Do a quick review of each of the worksheets with participants. Be clear that mind mapping is a tool that can be used to access the personal preparedness information on the worksheets.

3:50-4:00

Closing/evaluation

Exercise Objective:

- ❖ To summarize workshop and receive feedback from participants

Materials:

- **LEARNING C-MIST Evaluation Handout**

How it's done:

1. Tell the group that you are handing out an evaluation form to them and that you welcome feedback.
2. Thank people for coming to workshop

EVALUATION of the LEARNING C-MIST Workshop:

Please complete the following questions and hand in before you leave.

Thank You!

1. Do you feel better equipped in assisting someone to develop a personal preparedness plan?
2. What are your thoughts on the Functional Needs Framework
3. What were the most important things you learned?
4. What would you change to improve the workshop?
5. How useful did you find this information?

Personal Plan Action Kit

Worksheets

This section contains:

- Functional Needs Framework Handout
- Mind Mapping Worksheet
- Self-Assessment Checklist
- Checklist: Develop your Personal Emergency Health Information
- Checklist: Photo Log Worksheet of Residence, Exits and Contacts

The Functional Needs Framework: C-MIST

People may have limitations in the following functional areas:

- Hearing
- Seeing
- Breathing
- Walking and mobility
- Manipulating objects
- Speech
- Communication
- Learning
- Understanding

For the purposes of emergency preparedness and response, the Functional Needs Framework looks at five categories.

C-MIST

- **Communication**
- **Medical**
- **Independence**
- **Supervision**
- **Transportation**

Communication Needs includes people who:

- Have limited or no ability to speak, read or understand English
- Have reduced or no ability to speak, see or hear
- Have limitations in learning and understanding

During an emergency people with communication needs may not be able to:

- Hear verbal announcements
- See directional signs to assistance services
- Understand the message

Medical Needs includes people who need assistance with:

- Activities of daily living – bathing, eating etc.
- Managing chronic, terminal, contagious health conditions
- Managing medications, IV therapy, tube feeds
- Dialysis, oxygen, suction
- Managing wounds, catheters, ostomies

During an emergency:

- Some people may be separated from family and friends
- Early identification of needs and disaster response intervention can avoid

costly deterioration of health and functional independence

- Operating power dependent equipment to sustain life

Functional Independence includes people who:

- Use assistive equipment and devices to function independently on a daily basis, such as:
 - Mobility aids – wheelchairs, walkers, scooters
 - Communication aids – hearing aids, computers
 - Medical equipment – oxygen, syringes
 - Service animals
- Require medications to function independently

During an emergency:

- Individuals may become separated from their assistive equipment and devices or service animal
- Evacuate individuals with disabilities with their assistive equipment whenever possible
- Do not separate an individual from their service animal at Reception Centres

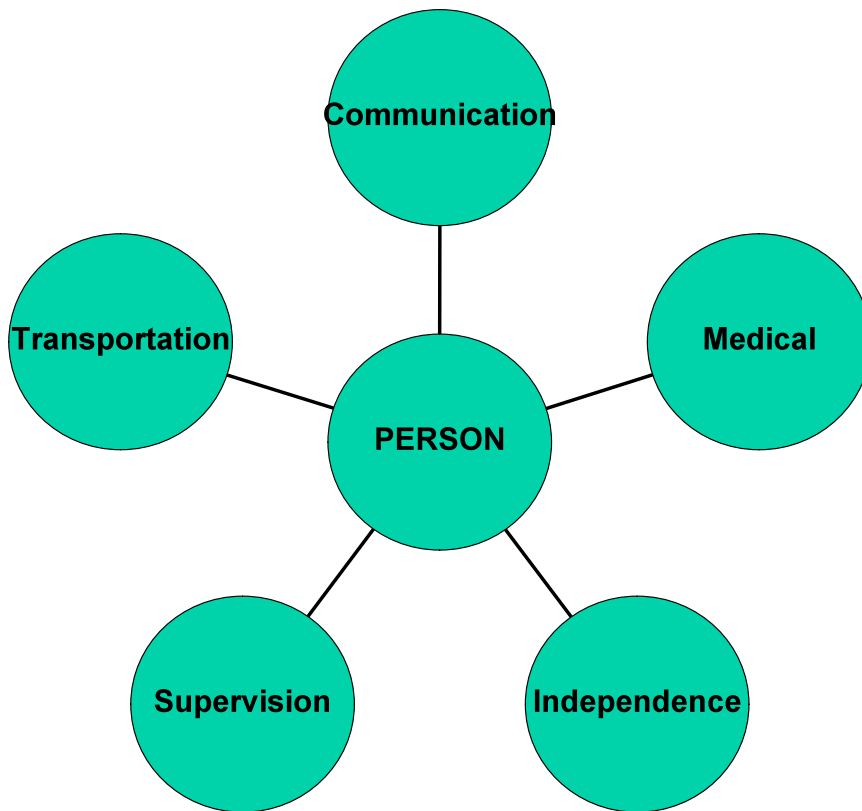
Supervision Needs includes people who have any of the following:

- Dementia, Alzheimer's
- Depression
- Schizophrenia
- Transfer trauma
- Brain injury
- Developmental disabilities
- Severe mental illness

Transportation Needs includes people who can not drive due to:

- Disability
- Age
- Temporary injury
- Poverty
- Addiction
- No access to vehicle
- Legal restrictions

Mind Mapping worksheet: Map and create an Individual Emergency Preparedness Plan gathering information using a mind mapping approach and apply the Functional Needs Framework – C-MIST.



Self-Assessment Checklist

Emergency Preparedness Planning for People with Disabilities

1. Customize an emergency health information card. Keep copies in your wallet or purse and emergency supply kits and have it prominently displayed in your home.
2. Develop a PERSONAL TEAM. Plan with family, friends, neighbors or co-workers and your personal care attendant (if applicable). Plan how you will help each other in an emergency. Designate a local friend or relative as contacts. This should be a contact that can be used by family members or others to call if you are separated from each other.
3. Prepare an emergency "Grab and Go" Kit. Have a bag or case that you can grab and take with you if there is a need to evacuate. Include necessary medications, basic toiletries, special sanitary aids and emergency contacts. It is recommended to have at least a 7-day supply.
4. Make a list of your medications and indicate if you have allergies. Identify your needs for assistive equipment. See "Develop your Personal Emergency Health Information" sheet for more details.
5. Write out and photo log information that is specific for your needs such as assistance you may need with transferring etc. See "Photo Log Worksheet of Residence, Exits and Contacts" for more details.
6. Master the skill of giving quick information on how best to assist you. Refer to a photo log if you have difficulty communicating.
7. Plan Your Escape. Determine at least one exit or refuge area and identify a location where you can reunite. Find exit locations in your home and when you are out in the community.
8. Determine if you can operate a fire extinguisher, turn off water, gas, etc.
9. Learn what to do in case of power outages and personal injury. If you use equipment that requires power, identify an alternate source of power you can use in your community.
10. Learn your community's warning procedures, evacuation plans and shelter locations.

Basic Important Items to Have:

(Prepare to have emergency supplies for up to seven days)

- ✓ Bottled water
- ✓ Identify alternate water supplies such as hot water tank
- ✓ Flashlights – keep one by the bed and others around the house for when electricity is out
- ✓ Batter operated Radio
- ✓ Non-perishable food
- ✓ First aid kit
- ✓ Your own itemized specific needs using the C-MIST icons– adapt list as applicable

For more detailed information, visit the Provincial Emergency Program (PEP) website www.pep.bc.ca

Checklist: Develop your Personal Emergency Health Information

1. Medications - Profile of medical needs

- a. List what you need – prescription and non-prescription
- b. Identify when you need to have it
- c. Record frequency
- d. Document how medication is to be stored (refrigerated, etc.)
- e. Check the expiration dates of your medications and record
- f. List any allergies you have
- g. Assemble equipment needed for medication (syringes, etc.)
- h. Organize to have a 7-day supply in your “grab and go” kit

2. Assistive Equipment and Medical Supplies

- a. Identify what you need
- b. Note where your equipment is kept
- c. Record if you have extra equipment that could be used in an emergency such as a manual wheelchair
- d. Photo-log how you use your specialized equipment
- e. Organize extra supplies you need in your “grab and go” kit

3. Documents and Important People to Contact

- a. Make copies of your personal ID
- b. Identify if you may need any legal documents
- c. Record the name and number of your family physician and your pharmacist
- d. Note your family member to be contacted
- e. List your personal team – cross reference with your photo log

Checklist: Photo Log Worksheet of Residence, Exits and Contacts

Objective: Create a photo log to help with communication in times of emergency and to provide first responders with necessary information that will quickly aid emergency actions.

Directions: Take photos, print out and write log description: for example, medication needed to evacuate, pictures of location of emergency supplies. Work together with members of your personal team to complete this photo reference

Photograph and log the following:

1. The location of important papers and medical information
2. Assistive aid(s): what is needed - where is it located?
3. Service animal ID, food, leash
4. Evacuation route in your personal plan
5. Personal team photos and contact names
6. Location of emergency supplies

Put photos into a Word document with notes and add to your Emergency Preparedness Plan. Print a hard copy and save as an e-file.

Icebreaker Ideas:

This section contains:

- 3 ideas for icebreakers

Ice Breaker Exercises

(10 minutes in length – to be inserted after intro/logistics)

Ice Breaker Objectives:

- ❖ To allow participants to introduce themselves in an informal and fun way
- ❖ To introduce emergency planning topics

Ice Breaker #1 (BINGO):

Materials:

- ❖ Bingo cards

Bingo Exercise

1. Handout one bingo card/person and explain that the categories refer to only a few of the many experiences represented in the group.
2. Rules are: the object of the game is to cover 5 boxes, in a row, a column or diagonally; to cover a box you must have the box signed by someone at your table who is willing to “sign on” to that category; players should not feel pressured to disclose personal information they do not want to; the game is over when a table shouts “Bingo” or when 10 minutes is up.
3. Debrief by asking: How many people have discussed emergency planning before? How many people have experienced an emergency?

BINGO

Has participated on a committee	Takes Transit	Have experienced a power outage	Have Lived in more than one province	Likes Chocolate
Born in the 1950's	Belongs to a community group	Speaks more than one language	Likes meetings!	Experience in more than one organization
Has lived in more than one country	Has experienced an earthquake	X	Believes in good planning	Likes broccoli
Has more than 1 sibling	Attends more than one meeting per week	Belongs to a coalition	Has lived in Vancouver for more than 5 years	Likes making positive change
Likes bacon and eggs	Has discussed emergency planning before	Has lived in a small town	Likes to work together in a group	Have never experienced an emergency

Icebreaker #2 (4 things in common):

Materials:

- ❖ None!

How it's done:

- 1. In groups of 4-5, ask people to come up with four things that they have in common (could be place they live, number of siblings, interest in emergency planning, etc.). Allow 5 minutes for this part.**
- 2. Ask each group to briefly report back their four things in common.**

Icebreaker #3 (favorite food and workshop desires):

Materials:

- ❖ Flipchart/markers

How it's done:

1. Ask each person to say their favorite food, and one thing that they would like to get out of the workshop today. Encourage people to be brief (about 30 seconds each).
2. Flipchart what people would like to get out of the workshop.

Resources

For the LEARNING C-MIST train the trainer workshop module, visit the BC Coalition of People with Disabilities' website: www.bccpd.bc.ca

http://www.mindtools.com/pages/article/newISS_01.htm

<http://www.mind-mapping.co.uk/mind-mapping-definition.htm>

For disability-specific emergency preparedness tips visit the Provincial Emergency Program website:

www.pep.bc.ca/hazard_preparedness/disabilities_information.html

Tips for People with:

Mobility Disabilities

Visual Disabilities

Hearing-Impaired

Communication and Speech Disabilities

Cognitive Disabilities

Service Animal and Pet Owners

Self-assessment Checklist