
Facilitator Notes

How This Facilitator Guide Is Organized

This Facilitator Guide is divided into seven units. Unit 1 presents an overview of the course, Units 2 through 6 introduce each phase of the disaster-resistant economic planning process, and Unit 7 focuses on engaging your community. Unit 8 is the final exam.

Using This Facilitator Guide

As you flip through this Facilitator Guide, you'll notice that each page is divided into two columns. The left-hand column includes notes and instructions for you, the facilitator, to follow as you're delivering the course information. The right-hand column includes the information you'll be delivering, such as slides and notes. It is imperative that you follow the instructor notes in the left-hand column—they are your guide for delivering the course. This Facilitator Guide will be used for both instructor and student in this course. The purpose of this is to provide participants with sufficient instructional materials if they decide to present some or all of the course information to members of their communities. It will also make instruction easier for you, the facilitator, because participants can follow along with you as you progress through the course.

Setting Up

Before the course begins, you will need to do a few things to get ready.

- ◆ Arrange tables (if they are not already arranged) and chairs for participants. Place a copy of the Facilitator Guide at each seat.
- ◆ Set up a table for handouts, books, reports, etc., that you or other participants may want to share with others in the course.
- ◆ Arrange items that are included in the Toolkit reference list on the display table (references for the Toolkit are located in Appendix B of the Facilitator Guide). Arrange these items separate from the handouts, books, reports, etc., mentioned above.
- ◆ Assign participant seating. Each table should have participants representing the business, economic, and emergency sectors of a community—at least to the extent that it's possible. Have this information on an easel pad as participants arrive.

Instructional Strategies

Below are some instructional strategies that can help you deliver the course more effectively.

- ◆ Cue visual images
 - Give oral cues; for example, say, “Let’s go to the flip chart and review...” Direct participant activities with clear instructions.
 - Assign an activity with clarity. The participants must know what they need to do, the length of the activity, and the expected outcome.
- ◆ Summarize frequently
 - Summarize key points at the end of each unit of instruction. This technique allows a smoother transition to new material. Avoid moving abruptly from one segment to another.
- ◆ Ask questions of the participants
 - Questions can be preplanned, follow-up, or spontaneous. Ask direct questions using the names of individual participants. Even if the answer a participant gives is wrong, say something positive and commend participants for trying.
 - Answer questions posed by participants.
 - Listen to participants as they ask questions and look directly at them when answering their questions. Seek clarification if you are unsure of their answers.
- ◆ Be specific
 - Specify what is to be done, when, where, and how.
- ◆ Encourage participation
 - Make participant reaction and active participation an essential part of the learning process. Provide frequent response opportunities for all participants.

Course References

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