

Lesson 2. Communicating With the Whole Community



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Lesson 2 Objectives

- **Analyze your community to identify groups requiring consideration when preparing and delivering communications.**
- **Identify factors that impact communication requirements.**
- **Identify strategies for communicating effectively with the whole community.**
- **Identify aspects of communicating with respect.**



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Video: Communicating With the Whole Community



Click on the image to view the video.



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The Whole Community Audience

**Your target audience =
Everyone who can benefit from your
information.**



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Cultural Diversity

Communities are diverse. The whole community includes:

- **People of different ages and cultural groups, and**
- **People with access and functional needs.**



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Understanding the Needs of Your Community

- **Understand community complexity.**
- **Know the languages and communication methods and traditions in your community.**
- **Find out where the real conversations happen and decision are made.**
- **Implement outreach interventions.**



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Activity: The Whole Community

Instructions: Entire group:

- Your instructor will read each statement in the Student Manual and ask if it is true or false.
- Be prepared to explain your answers.



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Communicating With the Whole Community



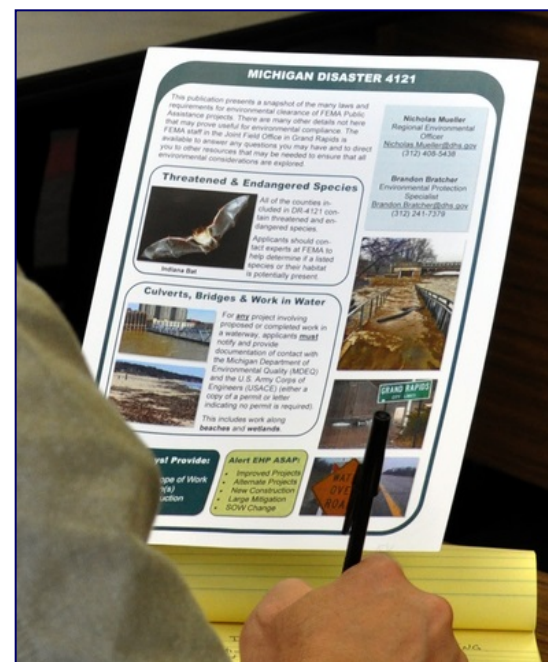
- **Ensure message content is clear and understandable.**
- **Tailor message delivery to specific needs.**
- **Identify alternate avenues for communication.**
- **Communicate with respect.**



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#1: Message Content Is Understandable

- Use plain language.
- When speaking, use the basic communication skills.
- Make sure your presentation is age and education appropriate.
- Create user-friendly formats.



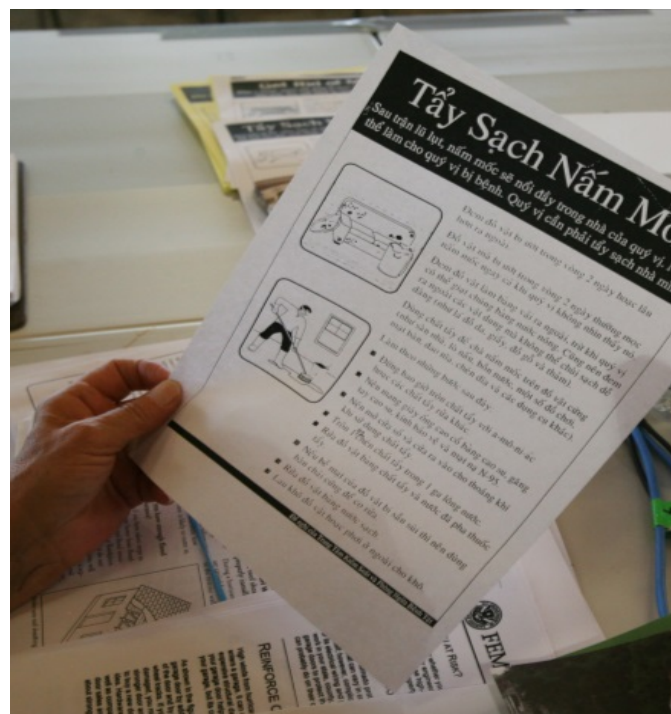
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#2: Tailor Message Delivery

Use methods that address communication needs, such as:

- Sensory disabilities.
- Language or literacy requirements.
- Cultural factors.

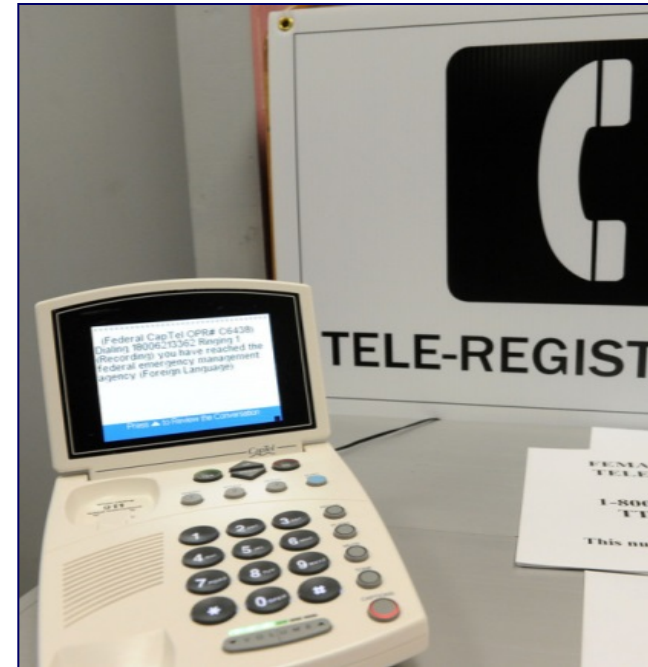


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Sensory Disabilities

Sensory disabilities include:

- Hearing,
- Vision,
- Speech, and
- Cognitive functioning disabilities.



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Communicating With People Who Have Disabilities



- **People with disabilities must be provided the same information that is provided to the general population.**
- **Communication with people with disabilities must be as effective as communication with others.**

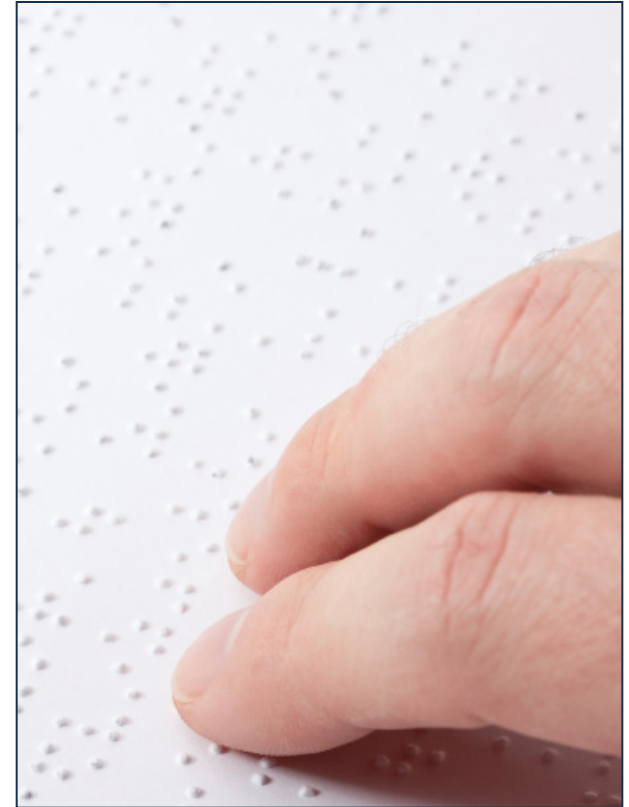


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Alternate Formats

- **Sign language interpretation**
- **Video captioning**
- **Downloadable large-print materials**
- **Braille materials**
- **Web content with screen reader capability**
- **Recorded narrations of visual materials**



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Activity: Do's and Don'ts

Instructions: Entire group:

- Your instructor will read each statement in the Student Manual and ask if it is something you should do or should avoid.
- Be prepared to explain your answers.



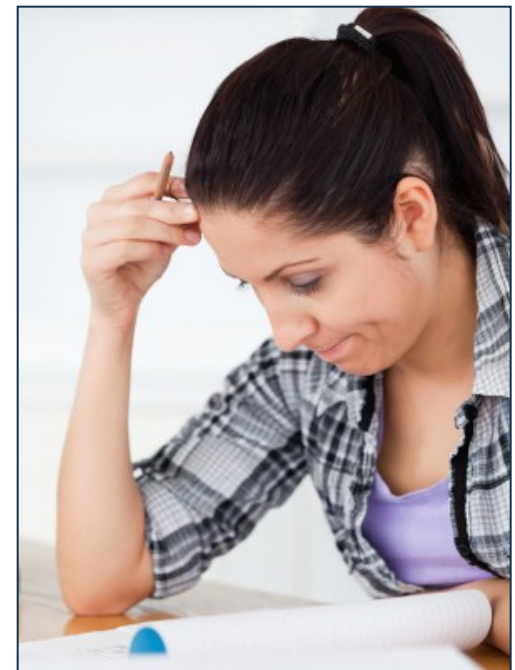
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Language and Literacy Factors

Language and literacy factors impact the success of communication in a disaster.

Make sure your materials are:

- **Written at appropriate reading levels.**
- **Provided in the languages spoken in your community.**



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Cultural Factors in Oral Communication



Cultural heritage may affect how individuals:

- **Transmit and interpret nonverbal cues.**
- **Respond to different styles of communication.**
- **Interact during communication.**



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Discussion Question

**Read the scenario in
your Student Manual.
How should Gene
respond?**



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Bridging Generational & Cultural Communications

Strategies include:

- Approach others with interest and openness.
- Speak slowly and clearly.
- Ask for clarification.
- Check your understanding.
- Avoid generational or cultural idioms.
- Be careful of jargon.
- Be patient.
- Be sensitive to whether you are understood.



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Activity: Communicating With the Community

Instructions: Entire group:

- Your instructor will read each statement in the Student Manual and ask if the action is recommended or not recommended.
- Be prepared to explain your answers.



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#3: Identify Alternate Avenues for Communication

Use multiple formats and media and include:

- **Social, cultural, and religious groups.**
- **Advocacy groups.**
- **Ethnic radio and television stations.**
- **Children, to educate their parents.**



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#4: Communicate With Respect

For example:

- **Do not shout at a person with a hearing disability.**
- **Identify yourself to people with visual disabilities.**
- **If speech is unclear, politely ask the person to repeat what he/she said.**
- **Position yourself at eye level.**



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Activity: Communicating With Respect

Instructions: Working individually:

- Read the descriptions in the Student Manual of how people may behave when they communicate.
- Decide whether each behavior demonstrates communicating with respect.
- Be prepared to explain your answers.



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Activity: Community Awareness Assessment

Instructions:

- Use the worksheet in your Student Manual to analyze your community's cultural communication needs.
- Continue completing and updating the worksheet after you return to the office.



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Summary and Transition

- **Lesson 2 presented strategies for ensuring that your communication meets the needs of the whole community.**
- **Lesson 3 will address effective communication in emergency situations.**



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