



***Basic Disaster Ministry***  
**Final Design Guide**

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## Course Overview

This section provides an overview of the Basic Disaster Ministry course being developed by Church World Service and its partners. The course will be an introduction to Disaster Ministry for all personnel involved in teaching disaster ministry related courses and topics.

### Working Title

For the purposes of this Design Guide, the course has been titled *Basic Disaster Ministry*. A final title should be chosen prior to beginning course development.

### Course Length

The *Basic Disaster Ministry* course will be designed to provide approximately eight hours of classroom instruction, with the understanding that specific lessons or topics may not be included for specific audiences or for sessions that are less than a full day.

### Course Purpose

As the introductory course in the new national shared disaster ministry curriculum, the overall purpose of *Basic Disaster Ministry* is to introduce the unique and important role the faith community plays in disaster mitigation, preparedness, and response in the U.S. This course will teach faith community personnel how to identify and address unmet needs of all survivors, particularly people who were vulnerable and marginalized before a disaster, and to provide a larger vision of life that includes emotional and spiritual care as well as physical rebuilding to assist in long-term recovery of those in need.

### Target Audience

The course will be designed to introduce the concepts and foundations for Basic Disaster Ministry to a broad range of audiences, including:

- Prospective disaster ministry volunteers
- Impacted congregations
- Youth groups
- Men's groups
- Long term recovery committees
- Seminary students
- Local clergy
- Faith-based and secular community groups
- VOADs (Voluntary Organizations Active in Disaster)
- Faith-based organizations' response staffs

## Instructors

Specific instructors have not been identified or selected. Instructors should be personally motivated to help in disaster situations. In addition, it would be helpful if instructors have:

- Hands-on disaster experience
- Worked in partnership with other people in those situations
- Knowledge of disaster response and recovery models used by various faith-based organizations (no consensus on this)
- Some knowledge of FEMA, State/local emergency management, VOADs (no consensus on this)
- Knowledge of and ability to apply adult learning principles

## Course Objectives (Participant Learning/Performance Outcomes)

At the completion of this course, participants will be able to:

- Explain the components of disaster management
- Explain emergency/disaster management, including undeclared vs. declared disasters and corresponding assistance that is available, and the Federal government sequence of delivery and duplication of benefits law
- Describe how people in the community are affected by grief and loss after a disaster
- Explain the roles/functions of those involved in disaster response
- Describe the faith-based community role in disaster response
- Describe those who are served by faith-based response
- Identify reasons and ways to be involved in a faith-based disaster response

## Guiding Principles

Materials for this course should:

- Keep content simple and geared to beginner level
- Provide examples of communities and response in different settings and situations, including pre/post/during disasters, but limited to the domestic United States and Canada

For this and all other courses in this curriculum, courses should:

- Maintain a focus on the client/survivor
- Be sensitive to tensions created by who is served
- Stress involving the community at every opportunity
- Be sensitive to religious diversity (should be aimed at Christians, but non-offensive to other faiths)
- Make a concerted effort to show the diversity of people both serving and being served – cultural, racial, geographical, occupational (e.g., farmer/rural, city, youth, elderly, disabled, soldier)
- Avoid gender bias

- Establish and use common language and terms consistently
- Educate on value/importance of mitigation
- Educate on donations management
- Promote the 4 C's (communication, coordination, cooperation, collaboration)
- Provide a sense that there is hope after a disaster
- Promote the "Do No Harm" concept (communities need to make their own decisions on future direction, with guidance)
- Be sensitive to tensions within the community, the population, created by who is served ("Why did you get helped but I didn't?")
- Ensure that representatives of the whole community are involved

## Content Resources

The course will be developed using content from the following sources:

- Prepare to Care
- Hope/Help/Heal Leader's Guide and Course Workbook (appropriate sections to be identified)
- University of Missouri's "Disaster Resources Handbook" (on CD)
- Recommendations for Developing a Disaster Response for Your Annual Conference
- International CWS/ACT Emergency Management Training Program Manual
- Lutheran Disaster Manual
- CWS Disaster Response and Recovery Liaison and PowerPoint slides for long-term recovery organizing, mitigation, etc.
- "Get Dirty for Jesus" from the Christian Church Disciples of Christ
- Catholic Charities USA Disaster Mitigation Workshop materials

## Course Structure

Lesson 1: About This Course (1 hour)

Lesson 2: About Disasters (1 hour, 45 minutes)

Lesson 3: Disaster Response Roles and Functions (1 hour, 30 minutes)

Lesson 4: Faith-Based Disaster Response (2 hours)

Lesson 5: Disaster Response In Your Community (1 hour)

Lesson 6: Disaster Preparedness In Your Community (1 hour)

## Course Materials

The course materials will include the following:

- Instructor Guide with Administrative Guide
- Participant Guide
- Electronic slide presentation
- Flash presentation(s)

The Administrative Guide will include any instructions specific to this course, e.g., how to schedule the sessions, how to conduct activities, what materials are needed for which sessions.

The Participant Guide will include black and white copies of the electronic slides with note-taking space, handouts that are course-specific and any job aids, checklists, etc., and activity worksheets.

## Course Outline

### Lesson 1: About This Course

Estimated Length: 1 hour

Participant Learning/Performance Outcome Objectives:

- Identify purpose of this course
- Identify learning goals
- Describe course topics

Topic	Time	Training Delivery Methods
<b>Welcome</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Purpose and importance of course</li> </ul>	20 minutes	<ul style="list-style-type: none"> <li>• <i>Presentation:</i> Instructor welcomes participants, introduces him or herself, and describes overall purpose of course.</li> <li>• <i>Activity:</i> Participants engage in an icebreaker activity (optional), perhaps focused on why faith community is involved in disaster response, or importance of planning and preparedness.</li> </ul>
<b>Why Are We Here?</b> <ul style="list-style-type: none"> <li>• Importance of planning and preparedness to survival and recovery</li> <li>• Learning Goals</li> </ul>	25 minutes	<ul style="list-style-type: none"> <li>• <i>Presentation:</i> Instructor shows Flash presentation that depicts different kinds of disasters that have occurred over the last 30 years, and shows how various populations have been affected, how faith-based community has responded.</li> <li>• <i>Activity:</i> Instructor conducts a guided discussion to elicit audience reaction and observations. Key points to be made are: disasters occur everywhere; faith-based community plays a vital role pre/during/and post disaster.</li> <li>• <i>Activity:</i> Instructor asks participants to share stories of roles they may have played in disasters.</li> <li>• <i>Presentation:</i> Instructor briefly discusses importance of planning and preparedness to survival and recovery, reviews course learning goals (objectives), and explains how each relates to overall purpose.</li> </ul>
<b>Agenda</b>	15 minutes	<ul style="list-style-type: none"> <li>• <i>Presentation:</i> Instructor reviews course agenda, and briefly previews each lesson or topic.</li> <li>• <i>Activity:</i> Instructor asks participants to identify and share their personal learning goals (optional)</li> </ul>

## Lesson 2: About Disasters

Estimated Length: 1 hour, 45 minutes

Participant Learning/Performance Outcome Objectives:

- Define terms: emergency, hazard, natural disaster, and technological disaster
- Explain the components of disaster management
- Explain how communities are affected physically and emotionally, spiritually by disasters

Topic	Time	Training Delivery Methods
<p><b>What is a Disaster?</b></p> <ul style="list-style-type: none"> <li>• Emergency</li> <li>• Hazard</li> <li>• Disaster               <ul style="list-style-type: none"> <li>• Natural</li> <li>• Technological                   <ul style="list-style-type: none"> <li>• Acute</li> <li>• Chronic</li> </ul> </li> </ul> </li> </ul>	15 minutes	<ul style="list-style-type: none"> <li>• <i>Activity:</i> Participants complete a short checklist to determine what they already know. Instructor conducts a guided discussion to review the terms, and presents chart of progression of vulnerability.</li> </ul>
<p><b>Emergency/Disaster Management Components</b></p> <ul style="list-style-type: none"> <li>• Response (three stages)               <ul style="list-style-type: none"> <li>• Rescue</li> <li>• Relief</li> <li>• Recovery</li> <li>• Nature of response                   <ul style="list-style-type: none"> <li>• Natural vs. technological disaster response</li> <li>• Response depends on intensity and severity of disaster</li> </ul> </li> </ul> </li> <li>• Mitigation (focused on reducing vulnerability of people to disasters)</li> <li>• Planning/Preparedness (encompasses planning and testing processes, procedures, and systems for response)</li> </ul>	30 minutes	<ul style="list-style-type: none"> <li>• <i>Presentation:</i> Instructor presents chart depicting cyclical nature for disaster management, and briefly explains each component of disaster management.</li> <li>• <i>Presentation:</i> Instructor explains how different organizations get involved in disasters in different ways depending on intensity and severity of the disaster and whether it is a natural and technological disaster. The focus will be on faith community disaster responders.</li> </ul>

Topic	Time	Training Delivery Methods
<p><b>How Communities are Affected by Disasters</b></p> <ul style="list-style-type: none"> <li>• How disasters affect communities physically</li> <li>• How disasters affect communities emotionally and spiritually</li> </ul>	1 hour	<ul style="list-style-type: none"> <li>• <i>Activity:</i> Game to promote empathy with survivors</li> <li>• <i>Presentation:</i> Instructor discusses how communities are affected physically (death and injuries, destruction of lifelines and critical facilities, economic losses, etc.) and emotionally and spiritually (need find new meaning, loss of hope, feelings of grief, loss, etc.) and what communities need most during each stage of response. Instructor will use linear graph showing ups and downs of emotions.</li> </ul>

### Lesson 3: Disaster Response Roles and Functions

Estimated Length: 1 hour, 20 minutes

Participant Learning/Performance Outcome Objective:

- Discuss the differences between undeclared and declared disasters and corresponding assistance that is available
- Explain the Federal government sequence of delivery and duplication of benefits law
- Explain roles and functions of those involved in disaster response

Topic	Time	Training Delivery Methods
<p><b>Sequence of Delivery for Undeclared vs. Declared Disasters</b></p> <ul style="list-style-type: none"> <li>• Undeclared vs. declared disasters and corresponding assistance that is available</li> <li>• Federal government sequence of delivery and duplication of benefits law</li> </ul> <p><b>Disaster Response Partners</b></p> <ul style="list-style-type: none"> <li>• Non-governmental organizations               <ul style="list-style-type: none"> <li>• VOADs (includes American Red Cross)</li> <li>• Inter-faith councils</li> <li>• Local congregations</li> </ul> </li> </ul>	<p>1 hour, 20 minutes</p>	<ul style="list-style-type: none"> <li>• <i>Presentation:</i> Instructor explains undeclared vs. declared disasters, corresponding assistance that is available, sequence of delivery, duplication of benefits law, and disaster response partners. Participants will complete a chart about who provides what assistance and when during instructor's presentation on disaster response partners. Participant guide will contain reference information that includes detailed information on above content and a table of sources of assistance outside the faith-based community.</li> <li>• <i>Activity:</i> Groups are first given a scenario (or view a Flash segment) of a large natural disaster, and are asked to identify key roles and functions of disaster response personnel before, during, and after. Instructor debriefs responses, then groups are given a scenario (or view a Flash segment) of a smaller, technological disaster and are asked to identify key roles and functions of disaster response personnel in each stage. Instructor compares and contrasts roles and functions.</li> <li>• <i>Presentation:</i> Instructor elaborates on roles that faith community personnel can play, and key functions.</li> </ul>

## Lesson 4: Faith-Based Disaster Response

Estimated Length: 2 hours

Participant Learning/Performance Outcome Objectives:

- Describe why and how faith-based response is a unique response to disasters
- Describe who is being served by faith-based response
- Describe who is serving in faith-based response

Topic	Time	Training Delivery Methods
<p><b>Historical Role in Disaster Response</b></p> <ul style="list-style-type: none"> <li>• Churches have long history of emergency response</li> <li>• Biblical themes               <ul style="list-style-type: none"> <li>• Helping “the least of these”</li> <li>• As a compassionate servant</li> <li>• As a comforter</li> </ul> </li> </ul>	<p>15 minutes</p>	<ul style="list-style-type: none"> <li>• <i>Presentation:</i> Instructor discusses historical role churches have played in responding to emergencies.</li> <li>• <i>Activity:</i> Instructor conducts discussion to elicit and discuss participant knowledge of the biblical themes underlying the faith community’s work in disaster response.</li> </ul>
<p><b>Faith-Based Response</b></p> <ul style="list-style-type: none"> <li>• Spiritual care               <ul style="list-style-type: none"> <li>• How survivors are feeling</li> <li>• Nine spiritual care guidelines</li> <li>• Special needs in technological disasters</li> </ul> </li> <li>• Managing volunteers               <ul style="list-style-type: none"> <li>• Role of volunteers</li> <li>• Effective volunteer programs</li> </ul> </li> <li>• Managing donations               <ul style="list-style-type: none"> <li>• Cash donations</li> <li>• Tools of Hope and Blanket Program</li> <li>• Gifts of the Heart Kits</li> </ul> </li> <li>• Case work geared to the needs of most vulnerable persons               <ul style="list-style-type: none"> <li>• Effective case work</li> <li>• Preparing to care</li> </ul> </li> <li>• Human-caused and technological disasters               <ul style="list-style-type: none"> <li>• Impact on faith community</li> <li>• Preparing</li> <li>• Responding</li> </ul> </li> </ul>	<p>45 minutes</p>	<ul style="list-style-type: none"> <li>• <i>Activity:</i> Small groups are given a scenario of a community disaster and brainstorm ways that faith-based organizations might respond. The small groups report out to the large group. Instructor debriefs by grouping responses into four categories (spiritual care, volunteer management, donations management, case work) providing information that might have been missed. Instructor recaps the faith-based response.</li> </ul>

Topic	Time	Training Delivery Methods
<p><b>Who Is Served, and How?</b></p> <ul style="list-style-type: none"> <li>• Those <b>generally not</b> served are the people and families who have the capacity to recover with their own resources and insurance coverage and established government and private agency assistance</li> <li>• Faith community disaster responders generally serve the vulnerable populations: marginally insured, poor, special needs populations related to age, gender, disabilities, etc.</li> </ul>	30 minutes	<ul style="list-style-type: none"> <li>• <i>Presentation:</i> Instructor discusses how faith community disaster responders think in terms of people and families who <b>do</b> have the capacity to recover with their own resources coupled with insurance coverage and established government and private agency assistance available to all survivors vs. vulnerable populations who do not have the capacity to recover without assistance beyond established assistance programs.</li> </ul>
<p><b>Faith-Based Role in Recovery</b></p> <ul style="list-style-type: none"> <li>• Moving from agency-based assistance to community-based cooperation</li> <li>• Faith-based recovery (4 C's)</li> <li>• "Do No Harm"</li> </ul>	30 minutes	<ul style="list-style-type: none"> <li>• <i>Presentation:</i> Instructor discusses long-term disaster recovery shift in focus: <ul style="list-style-type: none"> <li>• From meeting emergency needs to addressing growing unmet needs</li> <li>• From agency-based assistance to community-based cooperation to generate community ownership</li> </ul> </li> <li>• <i>Presentation:</i> Instructor discusses key elements for successful cooperation and collaboration (related to the 4 C's.), and the "Do No Harm" concept.</li> </ul>

## Lesson 5: Disaster Response in Your Community

Estimated Length: 1 hour

Participant Learning/Performance Outcome Objectives:

- Describe the benefits of participating in faith-based disaster response
- Identify ways you can be involved in faith-based disaster response

Topic	Time	Training Delivery Methods
<p><b>Why Get Involved?</b></p> <ul style="list-style-type: none"> <li>• Biblical Foundation</li> <li>• Personal Motivation</li> </ul> <p><b>Ways to Get Involved</b></p> <ul style="list-style-type: none"> <li>• Rescue</li> <li>• Relief</li> <li>• Recovery</li> <li>• Planning</li> <li>• Mitigation</li> </ul>	<p>40 minutes</p>	<ul style="list-style-type: none"> <li>• <i>Presentation:</i> Instructor reminds participants of biblical foundation for faith community involvement.</li> <li>• <i>Activity:</i> Participants watch a short Flash segment depicting faith community personnel responding to disasters in various ways. Participants are asked: What scene or interaction touches or moves you to become more active in disaster preparedness and response? Large group generates ideas on how to get involved.</li> </ul>
<p><b>Where Do You Fit?</b></p>	<p>20 minutes</p>	<ul style="list-style-type: none"> <li>• <i>Activity:</i> Individual activity to complete a skills assessment (based on existing Catholic Charities assessment), and to identify skills, risks willing to assume, and unique strengths that could contribute to a cooperative effort.</li> </ul>

## Lesson 6: Disaster Preparedness in Your Community

Estimated Length: 1 hour

Participant Learning/Performance Outcome Objectives:

- Describe benefits of planning and mitigation
- Identify ways to prepare yourself, your family, and your church for a disaster inside and outside the community
- Identify steps you will take as a result of this course

Topic	Time	Training Delivery Methods
<b>Church and Family Preparedness</b> <ul style="list-style-type: none"> <li>• Church Preparedness           <ul style="list-style-type: none"> <li>• How prepared is your church?</li> <li>• Developing a Plan               <ul style="list-style-type: none"> <li>• Planning considerations</li> <li>• Steps to take</li> <li>• Church Emergency Operations Plan (EOP)</li> </ul> </li> </ul> </li> <li>• Family Preparedness           <ul style="list-style-type: none"> <li>• How prepared are you?</li> <li>• Steps to take</li> </ul> </li> </ul>	25 minutes	<ul style="list-style-type: none"> <li>• <i>Activity:</i> In small groups participants generate a list of questions they will want to ask their own church to assess its preparedness. In part, this list will review what the participants have learned in the course.</li> <li>• <i>Presentation:</i> Instructor reviews considerations when developing a plan, and points out Action Check List. Instructor discusses value of a Church Emergency Operations Plan, and points out sample EOP provided in Participant Guide.</li> <li>• <i>Activity:</i> Participants complete family preparedness assessment.</li> <li>• <i>Presentation:</i> Instructor discusses family preparedness steps to take.</li> </ul>
<b>Mitigation</b> <ul style="list-style-type: none"> <li>• Risk Assessment</li> <li>• Importance</li> <li>• Tools</li> <li>• Steps to Take</li> </ul>	20 minutes	<ul style="list-style-type: none"> <li>• <i>Activity:</i> Participants complete Community Disaster Risk Assessment</li> <li>• <i>Presentation:</i> Instructor discusses importance of mitigation and tools.</li> <li>• <i>Activity:</i> Participants identify steps local congregations can take to reduce vulnerability.</li> </ul>
<b>What Will YOU Do Next?</b>	15 minutes	<ul style="list-style-type: none"> <li>• <i>Activity:</i> Participants are asked to identify and share single most important action they will take as a result of this course, and why.</li> </ul>