

# ***Responding to Climate Change: Community Awareness, Resilience-Building & First Response to Floods***



## **Community-Based Mental Health Screening & Referral for Flood-Affected Women in Dadu: A Feasibility Study**

***A Trainer's Manual for Frontline Workers to Build Resilience for  
Climate Change***

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**Institute for Global Health & Development (IGHD) & Brain & Mind Institute  
(BMI)**

**Aga Khan University**



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## Foreword

Climate-related disasters, such as mass flooding, have devastating consequences on communities worldwide. In Pakistan's Sindh province, particularly in District Dadu, the impact of flooding on community mental health is a growing concern. Women of reproductive age (WRAs) are disproportionately affected, facing heightened risks of anxiety and depression. To address this critical gap, Grand Challenges Canada funded a project titled "**Community-Based Mental Health Screening and Referral for Flood-Affected Women in Dadu: A Feasibility Study.**"

This trainer's manual empowers Lady Health Workers (LHWs) and Lady Health Supervisors (LHSs) with evidence-based guidance, enabling them to provide vital awareness and education to vulnerable flood-affected Women of Reproductive Age (WRAs). This trickle-down approach fosters:

1. Disaster preparedness in the context of floods
2. Resilience building
3. Mitigation strategies

Empowering WRAs to combat flood impacts promotes holistic well-being including mental health within the community.

The manual has been adapted from several resources. For further guidance on disaster management plans and additional educational materials, please consult the Provincial Disaster Management Authority (PDMA) Sindh's [website](#).



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## About the Manual

This trainer's guide is designed to empower non-specialist frontline community workers in Low- and Middle-Income Countries, particularly those serving rural, vulnerable women of reproductive age affected by climate-related disasters like mass flooding.

The specific objectives of this trainer's guide are to equip Lady Health Supervisors (LHSs) and Lady Health Workers (LHWs) in Pakistan's Lady Health Worker Programme with the skills to build community-level education and awareness, enhancing resilience to the effects of climate change, including its impact on mental health.

The manual has six modules:

1. Introduction,
2. Flood Preparedness,
3. Flood Safety & First Aid,
4. Social Network Analysis, Asset Mapping & Flood Warning Systems
5. Flood Evacuation & Shelter Management
6. Emotional Resilience & Psychosocial Support

Each module begins with a clear outline of learning objectives, required sessions, and estimated time durations. Resources consulted are footnoted within each module. All images are either credited or created using freely available illustrations on Canva. The manual provides instructions for trainers/facilitators to deliver the activity-based content for each module. Tools for assessing the awareness of health workers before and after the training are included in the appendix. The recommended group size for this training is 12-24 participants, as it involves interactive group activities. The training can be conducted over two days.

The manual is focused to increase knowledge of frontline community workers about resilience and help them transfer this awareness to vulnerable flood-affected WRAs. The essential content to communicate to WRAs when LHWs are giving this community awareness has been indicated by text in green boxes.

This manual promotes a women-centred approach, enabling LHWs and LHSs to deliver tailored climate change resilience and flood response guidance to vulnerable women of reproductive age.

Cover page image credits: <https://www.dawn.com/news/1708030>

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*This project has been approved by the Ethical Review Committee of Aga Khan University (ERC# 2024-10475-30776).*

# Module 1 | Introduction

## Learning Objectives

By the end of this module participants (health workers) will be:

- Comfortable with the training facilitator and environment.
- Able to share their thoughts on hopes and fears regarding the training workshop.
- Oriented to the learning objectives of the training.
- Able to take a pre-test which will assess their baseline knowledge regarding experience and preparedness for floods/disasters.

## Session Overview

<b>Sr. No.</b>	<b>Session Title</b>	<b>Duration (Minutes)</b>
1.	Welcome note & participant's introductions	20
2.	Workshop overview & learning objectives	15
3.	Pre-test	35

## Session 1: Welcome note & participant's introduction

### Activity 1: Welcome note- 05 minutes

Facilitator will

**Step 1:** Greet the LHWs/LHSs and welcome them to day one of the workshop.

**Step 2:** Request a participant to recite a few verses of the Holy Quran.

### Activity 2: Participants' introduction- 10 minutes

Facilitator will

**Step 1:** Introduce himself/herself to the LHWs/LHSs and ask them to briefly introduce themselves.

**Step 2:** Ask the LHWs/LHSs if they have any questions regarding the training.

### Activity 3: Participants' hopes and fears- 05 minutes

Facilitator will

**Step 1:** Request LHWs/LHSs to share their expectations and apprehensions related to the training.

**Step 2:** Identify common hopes and fears and take note of any serious concerns raised by anyone.

## Session 2: Workshop overview & learning objectives

### Activity 1: Learning objectives of the workshop - 05 minutes

**Step 1:** Facilitator will present the learning objectives of the training.

**Step 2:** Ask LHWs/LHSs if they have understood the objectives or have any questions. Facilitator will guide the LHWs/LHSs that when using this training to give group awareness sessions to women of reproductive age (WRAs), they should feel free to modify content as appropriate. For ease, the essential content for community level awareness sessions is presented separately in green text boxes.

### Activity 2: Workshop overview and schedule - 05 minutes

**Step 1:** Facilitator will provide hard copies of the workshop overview and schedule to the LHWs/LHSs.

**Step 2:** Facilitator will tell them about the schedule and how the workshop will flow over 2 days.

### Activity 3: Norms setting - 05 minutes

Facilitator will

**Step 1:** Encourage LHWs/LHSs to be punctual in the workshop, show responsible behaviour and respect each other's opinions.

**Step 2:** Inform them to keep their cell phones silent for minimizing distraction. Breaks can be taken only for 5 minutes in between the sessions.

**Step 3:** Ask LHWs/LHSs to ask any questions freely at any time.

## Session 3: Pre-test

Facilitator or co-facilitator will:

**Step 1:** Distribute the pre-test 'resilience-building: awareness assessment questionnaire' to the LHWs/LHSs (Appendix A).

**Step 2:** Explain to them how to fill the questionnaire along with time required to fill it and write it on flip chart also.

**Step 3:** Instruct them to raise their hand if they have any ambiguity.

**Step 4:** Confirm all LHWs/LHSs have filled in their demographic information correctly.

**Step 5:** After completion, collect all the questionnaires and keep them at a secure place.

# Module 2 | Flood Preparedness

## Learning Objectives

By the end of this module participants (health workers) will be able to:

- Understand the causes, characteristics, and health impacts of floods in Pakistan and how they affect local communities.
- Identify flood-prone areas and vulnerable populations through mapping exercises and risk assessments.
- Develop a community emergency plan for floods, outlining key actions and resources to enhance resilience.
- Recognize essential supplies and equipment needed for flood preparedness and organize stockpiling and maintenance practices within the community.

## Session Overview

<b>Sr. No.</b>	<b>Session Title</b>	<b>Duration (Minutes)</b>
1.	Understanding floods & their health impacts	10
2.	Identifying flood-prone areas & vulnerable populations in your area	20
3.	Creating a flood emergency plan	10
4.	Stockpiling essential supplies & equipment	10

## Session 1: Understanding floods & their health impacts<sup>1,2</sup>

Facilitator will:

**Step 1:** Start the session by doing an icebreaker about floods. Refer to information below.

Pakistan is vulnerable to natural and human-induced hazards. Natural events like **floods**, earthquakes, landslides, cyclones and drought threaten the peoples' lives and livelihoods, as well as human instigated hazards such as fires, civil unrest and terrorism, health epidemics, transport accidents, industrial accidents and war.

**Keynote:** *Flood is a condition that occurs when water overflows the natural or artificial confines of a stream or body of water, or when run-off from heavy rainfall accumulates over low-lying areas.*

**Step 2:** Begin a participatory discussion on common causes of flood disasters in their areas. Refer to information below:

<sup>1</sup> UNDP Community Based Disaster Risk Management (Trainer's Manual). Available here: <https://www.ndma.gov.pk/storage/publications/July2024/DWkM3DuaapVZ8STVwGiw.pdf>

<sup>2</sup> Farah, N., Siddiqui, S., Afzal, S., Khan, M. I., & Afzal, A. (2023). Health impacts of flood disasters: an evidence from Pakistan. *Journal of positive school psychology*, 935-943. Available here: <http://mail.journalppw.com/index.php/jpsp/article/view/16462>



## CAUSES OF FLOODS



- Settlements are located on floodplains
- Lack of awareness of flooding hazard
- Reduced absorption capacity of land
- Food stocks, crops and livestock are unprotected

**Step 3:** Facilitator then explains the health impact of floods. Refer to information below:

Recent floods in Pakistan impacted health outcomes in several ways. Immediate health concerns are due to **injuries, infections** (particularly waterborne), and **disruption to health services**. Floods heighten the risk of disease outbreaks, including **fever, dengue, pink eye, hepatitis E, leptospirosis, and gastrointestinal illness**, particularly in unsanitary and displaced population. Physical illnesses of flood survivors are often compounded by psychological distress and **mental health issues**.

## Session 2: Identifying flood-prone areas & vulnerable populations in your area

Facilitator will:

**Step 1:** Give LHWs/LHSs some background information and context about the occurrence of floods in Pakistan, and what areas are most prone. Refer to information below:

Pakistan is one of the five South Asian countries with the highest annual average number of people affected by flood. Areas particularly affected by flood are Punjab and Sindh, while hill torrents tend to affect the hilly areas of Khyber Pakhtunkhwa, Balochistan and the northern areas. Flood occurs frequently due to storms that originate from the Bay of Bengal during the monsoon from July to September, hitting the north into Kashmir.

**Step 2:** Sensitize LHWs/LHSs about the risk severity of floods in Sindh. Refer to table below<sup>3</sup>:

District-wise severity of risks of flooding in Sindh Province			
District	Risk	Score Key	
Karachi	4		
Badin	4		
Dadu	5	Very High	5
Hyderabad	5	High	4
Qamber Shahdadkot	5	Medium	3
Tando Muhammad Khan	5	Low	2

<sup>3</sup> Adapted from: Community-based Disaster Risk Management (PDMA, Sindh) [CBDRM Workbook for Govt. Officials final amended 11 May 20 V6.pdf \(pdma.gos.pk\)](#)

Thatta	4	Very Low	1
Tando Allahyar	4		Non-Hazard
Matari	5		
Jacobabad	5		
Jamshoro	5		
Kashmore	5		
Mirpur Khas	4		
Naushahro Feroze	5		
Nawabshah	5		
Shikarpur	5		
Ghotki	5		
Khairpur	5		
Sukhur	5		
Larkana	5		
Tharparkar	3		

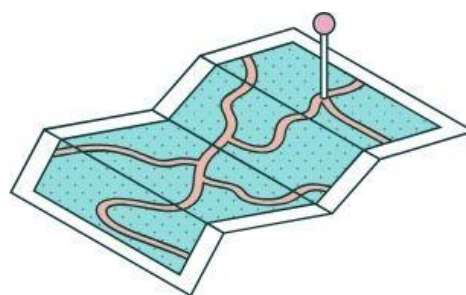
**Step 3:** Explain to the health workers that knowing about your area and being prepared for floods means doing some pre-emptive mapping of vulnerable areas and locations.




**Step 4:** Conduct an interactive mapping exercise with LHWs/LHSs, using the activity below:

#### **Mapping Exercise<sup>4</sup>**

A very large map of the community is spread out on a table where all can access it, participants are asked to:

- Identify the sources of flooding in their area and what streets/areas have been affected in the past.
- They are then asked if they know where it is predicted may flood in the future (this is compared to a rivers flood map data).
- Using different coloured flags or stickers which can be written on, participants are asked to identify:



-  Households likely to flood.
-  Households likely to flood where vulnerable people live.
-  Important community assets likely to be affected (*communication structures, leisure facilities, shops, other business, schools, medical facilities, transport routes etc.*)

### Session 3: Creating a flood emergency plan<sup>4</sup>

Facilitator will:

**Step 1:** Explain to the LHWs/LHSs the importance of creating an emergency plan in case of flooding. Refer to information below:

<sup>4</sup> RedCross Red Crescent Climate Centre nimbus Community Resilience Toolkit. Available here: [https://www.redcross.org.uk/-/media/documents/about-us/research-publications/red-cross-ni-community-resilience-toolkit.pdf?sc\\_lang=en&hash=D74F92C7D2083CE2FB640D8E9054C5A2](https://www.redcross.org.uk/-/media/documents/about-us/research-publications/red-cross-ni-community-resilience-toolkit.pdf?sc_lang=en&hash=D74F92C7D2083CE2FB640D8E9054C5A2)

A community emergency plan details the actions your community can take, and the resources it can access, to help itself to prepare for, respond to and recover from an emergency (e.g. flooding). It does not replace the work of statutory agencies, but rather complements this work to maximise your community's resilience. A more resilient community will find that they have reduced the impact of an emergency and/or recovered more quickly by:

- Becoming more aware of the risks and vulnerabilities which they may face.
- Understanding the resources they can access and how to use these to mitigate against an emergency.
- Knowing how to work together with emergency responders and statutory agencies before, during and after an emergency.



**Step 2:** Ask LHWs/LHSs if they are aware of any flood emergency plans themselves. What would the main things be covered in an emergency plan?

**Step 3:** Write down answers and suggestion on flipchart and come to a consensus. (Discussion should not be more than 5 min.)

## Session 4: Stockpiling essential supplies & equipment<sup>5</sup>

Facilitator will

**Step 1:** Tell the LHWs/LHSs about stockpiling of essential supplies during a flooding emergency. Show information infographic below:

KEY ESSENTIALS TO STOCKPILE		
Food and water		Stock non-perishable food items and at least three days' worth of clean drinking water (minimum 3 liters per person per day)
Medical Supplies		Basic first-aid kits including bandages, antiseptic, pain relievers, prescription medications, and sanitation items (e.g. hand sanitizers, soap)
Water Filtration Equipment		Water purification tablets or portable filtration systems to ensure clean drinking water when supply is disrupted
Hygiene Products		Toiletries such as soap, feminine hygiene products, toilet paper, and disinfectants
Emergency Power and Lighting		Batteries, solar-powered charges, flashlights, candles, and matches
Communication Tools		Battery-operated radios, mobile phones with solar chargers, and walkie-talkies for communication in case of power outages
Clothing and Blankets		Waterproof clothing, sturdy shoes, and thermal blankets to keep warm and dry during and after the flood

<sup>5</sup> RedCross RITA Community Resilience Assessment Tool. Available here: [rita\\_baseline\\_methodology\\_for\\_community\\_resilience-guide.pdf\(preparecenter.org\)](http://rita_baseline_methodology_for_community_resilience-guide.pdf(preparecenter.org))

### Key Equipment to Stockpile:

- **Temporary Shelter Materials:** Tarpaulins, waterproof tents, and sandbags to prevent flooding and create temporary shelters.



- **Rescue and Mobility Equipment:** Life vests, boats (if necessary), and ropes for rescue and evacuation purposes.



- **Tools for Basic Repairs:** Axes, shovels, hammers, and saws for clearing debris and making temporary repairs to homes and shelters.



**Step 2:** Encourage LHWs/LHSs to come up with any other essential items that they should stockpile. Write notable suggestions on flipchart.

**Step 3:** Discuss with LHWs/LHSs the importance of organizing resources as a community and what are the best practices for maintaining the stockpiles. Refer to information below.

### Organizing Community Resources:

- Encourage community members to collaborate and identify shared resources, such as boats, generators, and larger equipment that can be used collectively in times of need.
- Form agreements on how to access and share stockpiled equipment in emergencies to ensure fair distribution and prevent shortages.

### Best Practices for Stockpile Maintenance:

Regularly check expiration dates on food, water purification tablets, and medical supplies, rotating them to ensure freshness. Conduct routine inspections of stockpiles, ensuring all essential items are available, and replenish any items used or expired. Use proper storage.

# Module 3 | Flood Safety & First Aid

## Learning Objectives

By the end of this module participants (health workers) will be able to:

- Understand key flood safety tips and precautions to follow before, during, and after a flood to reduce risk and protect lives and property.
- Apply basic first aid techniques for common flood-related injuries, including cuts, fractures, shock, breathing difficulties, and head injuries.
- Recognize and prevent waterborne diseases by following proper hygiene and sanitation practices during and after flooding.
- Understand how sandbag walls can be used as an effective flood defence strategy.

## Session Overview

<b>Sr. No.</b>	<b>Session Title</b>	<b>Duration (Minutes)</b>
1.	Flood safety tips & precautions	10
2.	Basic first aid for flood-related injuries	10
3.	Waterborne disease prevention & treatment	10
4.	Sandbag wall construction	10

## Session 1: Flood safety tips & precautions

### Facilitator will

**Step 1:** Guide LHWs/LHSs on what the community can do to reduce the risk of floods.<sup>6</sup>

**Step 2:** Share the information below on flood safety tips and precautions before, during and after the floods.

### Before the Flood:

- prepare community risk assessment and hazard mapping to locate the extent of hazard impact and the elements-at-risk people, animals, crops, tools for production, infrastructure (also refer back to Module 2, Session 2).
- community awareness activities for people living in hazard-prone areas to make them realize that they live in areas of risks, and to know the appropriate actions to take to protect their lives and properties
- participate in community activities intended to lessen the occurrence of floods e.g., regulate cutting of trees, avoid throwing garbage in rivers, avoid clogging the drainage system, maintain cleanliness of the community
- know the flood warning system & evacuation plan (discuss any current warning systems in Dadu)
- keep a stock of drinking water, food that requires a little cooking, transistor radio and batteries, candles, matches, first aid kit (also refer back to Module 2, Session 4)
- if warned of flood, evacuate to safe areas before access is cut-off
- flood control measures (construction of dikes, dams, erosion control, sandbag wall)

<sup>6</sup> UNDP Community Based Disaster Risk Management (Trainer's Manual). Available here: <https://www.ndma.gov.pk/storage/publications/July2024/DWkM3DuaapVZ8STVwGiw.pdf>

- community training on disaster preparedness and emergency response

#### **During the Flood:**

- when warned of flood, move livestock and household items to higher levels/grounds
- if you need to evacuate to safe areas, do so before access is cut-off
- be aware of unsafe routes, avoid flood-prone areas
- turn-off electricity and lock your house before evacuating (if there is enough time!)

#### **After Flood:**

- be alert to fire hazards like broken wires
- report damaged electricity lines and water source to appropriate agencies
- do not drink water until checked for flood water contamination (construction of dikes, dams, erosion control)

**Step 3:** Ask participants to give a recap of each timeframe and give them some time to process, if needed.

## Session 2: Basic first aid for flood-related injuries<sup>7</sup>

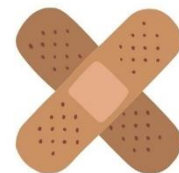
### **Facilitator will**

**Step 1:** Give LHWs/LHSs information on how to do basic first aid for injuries related to floods. Explain to them that having basic knowledge about these things increases the chances of people surviving major illnesses or inconveniences when displaced or evacuated during floods. Refer to information below on how to deal with cuts and abrasions, fractures and sprains, shock, breathing difficulties, and head injuries. Consult the small infographics for visual aid.



### **1. Cuts and Abrasions**

- **Clean the wound:** Wash with clean water and soap or use antiseptic wipes to prevent infection.
- **Apply an antibacterial ointment:** This helps reduce the risk of bacterial growth in the wound.
- **Cover with a sterile bandage:** Keep the wound protected from dirt and bacteria by applying a clean, dry bandage.



### **2. Fractures and Sprains**

- **Immobilize the injured area:** Use makeshift splints, such as rolled-up magazines, sticks, or boards, to immobilize fractures or sprains.
- **Apply cold compresses if available:** To reduce swelling, apply a cold pack or ice wrapped in a cloth to the injured area.



<sup>7</sup> First Aid Readiness for Earthquakes and Floods (webpage). Available here: <https://cpccertificationnow.com/blogs/mycpr-now-blog/first-aid-readiness-for-earthquakes-and-floods>

- **Seek medical attention:** Serious fractures may require professional treatment, such as realignment or casting.

### 3. Shock

- **Lay the person down:** Have the injured person lie flat on their back and elevate their legs slightly to improve circulation.
- **Keep them warm:** Use blankets or extra clothing to maintain their body temperature.
- **Stay calm and reassure them:** Provide comfort to help reduce stress and panic, which can exacerbate shock.



### 4. Breathing Difficulties

- **Clear the airway:** If the person is unconscious and not breathing, open their airway by tilting the head back and lifting the chin.
- **Administer CPR if necessary:** If the person is not breathing, start CPR with chest compressions and rescue breaths until medical help arrives.
- **Monitor closely:** If breathing is laboured but the person is conscious, encourage slow, deep breaths.



### 5. Head Injuries

- **Monitor for signs of concussion:** Dizziness, confusion, vomiting, or loss of consciousness are signs of a concussion and require immediate medical attention.
- **Keep the person still:** If you suspect a head or spinal injury, avoid moving the injured person unless necessary.



**Step 2:** Ask the LHWs/LHSs if they have received any first-aid training before.

## Session 3: Waterborne disease prevention & treatment<sup>8</sup>

Facilitator will:

**Step 1:** Tell the LHWs/LHSs about the dangers of floodwater and how it can lead to waterborne illnesses and infections. Refer to information below:

Floodwaters are often contaminated with chemicals, sewage, and debris, increasing the risk of infection from even minor wounds.

**Step 2:** Then guide LHWs/LHSs about what to do if someone is injured during a flood:

- **Clean wounds immediately:** Use clean water or antiseptic to thoroughly clean cuts and abrasions. Apply antibacterial ointment and cover with a sterile bandage.

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<sup>8</sup> First Aid Readiness for Earthquakes and Floods (webpage). Available here: <https://cpccertificationnow.com/blogs/mycpr-now-blog/first-aid-readiness-for-earthquakes-and-floods>

- **Prevent infections:** Floodwaters carry bacteria that can infect wounds. Keep injuries dry and covered and seek medical attention if the wound shows signs of infection, such as *redness, swelling, or discharge*.
- **Monitor for waterborne illnesses:** If someone has ingested floodwater, monitor them for symptoms of waterborne illnesses like diarrhea, vomiting, or fever, and seek medical treatment if these symptoms occur.

**Step 3:** Next, LHWs/LHSs will be guided about how to protect themselves and others to prevent spread of bacteria and waterborne diseases:

- **Use bottled or boiled water:** Only drink or use water that has been properly treated. If you're unsure about the safety of tap water, boil it for at least one minute to kill bacteria and viruses.
- **Disinfect surfaces:** After a flood, clean and disinfect all surfaces that came into contact with floodwaters using a bleach solution (one part bleach to nine parts water).
- **Dispose off contaminated food:** Throw away any food that has been exposed to floodwater, as it could be contaminated.

**Step 4:** Conclude by doing a brief recall of each step and encouraging LHWs/LHSs to recall themselves.

## Session 4: Sandbag wall construction<sup>9</sup>

Facilitator will now demonstrate the construction and use of a sandbag as a precautionary measure against flooding.



10

<sup>9</sup> RedCross Red Crescent Climate Centre nimbus Community Resilience Toolkit. Available here: [https://www.redcross.org.uk/-/media/documents/about-us/research-publications/red-cross-ni-community-resilience-toolkit.pdf?sc\\_lang=en&hash=D74F92C7D2083CE2FB640D8E9054C5A2](https://www.redcross.org.uk/-/media/documents/about-us/research-publications/red-cross-ni-community-resilience-toolkit.pdf?sc_lang=en&hash=D74F92C7D2083CE2FB640D8E9054C5A2)

<sup>10</sup> Picture credited to: [Pakistan's monsoon rains threaten world heritage site of Mohenjo-daro | AZ South Asia \(architexturez.net\)](#)



<b>Aim</b>	To educate community members about the best way to construct sandbag walls for maximum water protection and afford them the opportunity to apply these skills when needed in emergencies.
<b>Required Resources</b>	Expert in sandbag wall construction or video demonstrating proper technique Sandbags Plastic sheets
<b>Procedure</b>	Participants will be shown how to stack sandbags as well as utilize their plastic sheets to build the optimal sandbag wall. Physical demonstration may be skipped if resources and time is limited. But the basic concept should be explained.

Sandbag Video Tutorial: [Sandbagging demonstration - YouTube](#)

Facilitator will explain main points in the video in native language, and guide participants where local adaptations can be made.

# Module 4 | Social Network Analysis, Asset Mapping & Flood Warning Systems

## Learning Objectives

By the end of this module participants (health workers) will be able to:

- Identify and coordinate with local authorities such as the District Disaster Management Authority (DDMA) and other partners responsible for flood response and emergency planning.
- Map essential movable household assets to protect property and prepare for evacuation in flood-prone areas.
- Understand and respond to flood early warning systems and signals issued by the Pakistan Meteorological Department and other local authorities.

## Session Overview

<i>Sr. No.</i>	<i>Session Title</i>	<i>Duration (Minutes)</i>
1.	Coordinating with District Health authorities & partners	15
2.	Mapping of essential movable household assets	20
3.	Identifying & responding to various flood warning signals & systems	10

## Session 1: Coordinating with District Health authorities & partners<sup>11</sup>

Facilitator will:

**Step 1:** Indicate to the LHWs/LHSs their local District Health authority and associated partners who are responsible for emergency evacuations, warning systems and emergency planning in case of disasters like flooding. Refer to information below.

As per the National Disaster Management Ordinance of 2006, the District Disaster Management Authority (DDMA) is established by the provincial government in hazard prone areas on a priority basis. The District Authority is comprised of the Nazim, District Coordination Officer (DCO), District Police Officer and the EDO Health. The District Nazim can appoint other officers as members of the DDMA. They may include EDOs from the Education and Agriculture Departments, Red Crescent, NGOs, media, private sector, fire services, or any other local stakeholders.

**Step 2:** Tell the LHWs/LHSs what the role of DDMA is. The DDMA is tasked to:

- Formulate district disaster risk management plan, based upon local risk assessment, and coordinate its implementation.
- Review development plans of government departments and provide guidance on mainstreaming disaster risk reduction measures in these plans.

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<sup>11</sup> UNDP Community Based Disaster Risk Management (Trainer's Manual). Available here: <https://www.ndma.gov.pk/storage/publications/July2024/DWkM3DuaapVZ8STVwGiw.pdf>

- Continuously monitor hazards, risks and vulnerable conditions within the district and municipality.
- Prepare guidelines and standards for local stakeholders on disaster risk reduction.
- Conduct education, training and public awareness programs for local officials, stakeholders and communities.
- Encourage involvement of community groups in disaster risk reduction and response by providing them necessary financial and technical assistance for implementing community level initiatives.
- Examine construction in the area and if hazard safety standards have not been followed, direct the relevant entities to secure compliance of such standards.
- Undertake appropriate preparedness measures at district level e.g. maintain an early warning system, identify buildings to be used as evacuation sites, stockpile relief and rescue materials and identify alternative means for emergency communications.
- In the event of a disaster, organize emergency response.
- Keep linkages with the Provincial Disaster Management Authority and the Relief Department.

**Step 3:** Encourage LHWs/LHSs to build linkages with the DDMA/any local authority that work on flood emergency plans in their community. These linkages will be useful for the health workers when facilitating their community WRAs as well.

**Step 4:** Also encourage health workers to consult the Multi-Hazard Vulnerability Risk Assessment (MHVRA) Informed Disaster Management Plan (2023-2032) for Dadu, which has been prepared by PDMA Sindh. Available here:

[https://pdma.gos.pk/Documents/District\\_Management\\_Plans/DMP%20Dadu.pdf](https://pdma.gos.pk/Documents/District_Management_Plans/DMP%20Dadu.pdf)

## Session 2: Mapping of essential movable household assets<sup>12</sup>

Facilitator will:

**Step 1:** Tell LHWs/LHSs about the usefulness of mapping essential movable household assets.

**Step 2:** Then guide them to the mapping activity below:

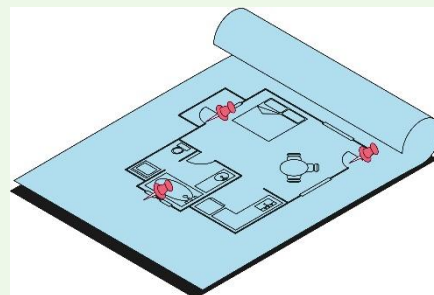
Participants will be asked to draw plans of their houses indicating floors, rooms, doors, windows etc.

In Phase 1 participants will show where their homes and possessions are vulnerable.

First participants will be asked to indicate where their mains electricity switch and mains water stop/valve are located so that electricity and water can be turned off before a flood occurs.

Next, they will be asked to identify where the possessions that are important to them are kept.

Then they show where in their houses, they believe items which could be damaged by flood waters are located.



<sup>12</sup> RedCross Red Crescent Climate Centre nimbus Community Resilience Toolkit. Available here: [https://www.redcross.org.uk/-/media/documents/about-us/research-publications/red-cross-ni-community-resilience-toolkit.pdf?sc\\_lang=en&hash=D74F92C7D2083CE2FB640D8E9054C5A2](https://www.redcross.org.uk/-/media/documents/about-us/research-publications/red-cross-ni-community-resilience-toolkit.pdf?sc_lang=en&hash=D74F92C7D2083CE2FB640D8E9054C5A2)

Participants then indicate where flood water could enter their home and settle. In Phase 2 participants will construct plans to protect their property and possessions. First participants will identify new safer locations in their houses for their important possessions. Then they will indicate where they can move their at-risk vulnerable items. They will also be asked to indicate who may be able to help them with this task. Finally, participants will prepare an evacuation route for themselves, and their family. Participants keep this sheet for their reference.



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**Step 3:** Recall the contents of the session and reiterate the importance of mapping assets.

### Session 3: Identifying & responding to various flood warning signals & systems<sup>14</sup>

Facilitator will

**Step 1:** Brief the LHWs/LHSs about who is responsible for giving out flood early warning signals. Refer to information below (also refer to Session 1):

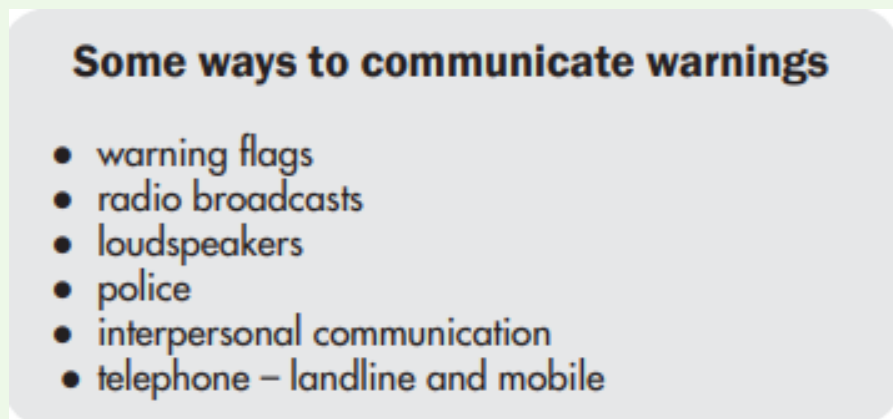
Pakistan Meteorological Department (PMD) is the major government organization responsible for detecting imminent natural hazards and further disseminates the early warning information to all through different mechanisms. PMD provides information and Flood Early Warning during the monsoon period. The information is generally shared from 15 June to 30 September each year by PMD with federal and all Provincial Governments. In addition, PMD also shares information with NDMA, PDMA and all relevant federal/Provincial departments. The PMD is

<sup>13</sup> Picture credited to: [293 killed, 564 injured in monsoon rain-related accidents in Pakistan - Global Times](#)

<sup>14</sup> Participant's Workbook for Government's Officials, Community Based Disaster Risk Management (PDMA Sindh). Available here: <https://pdma.gos.pk/Documents/Guides%20Book/CBDRM%20Workbook%20for%20Govt.%20Officials%20final%20amended%2011%20May%2020%20V6.pdf>

well linked with the National and Provincial Disaster Management Authorities. It also has dedicated provincial and district level early warning system (EWS) network to disseminate EWS when and wherever required.

**Step 2:** Tell the LHWs/LHSs how different warning level systems can be used by district authorities. Refer to infographic below<sup>15</sup>



**Step 3:** Encourage a participatory discussion on what warning systems participants are aware of, and which is the most effective one, according to them. Write the responses on flipchart.

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<sup>15</sup> Resource Manual on Flash Flood Risk Management (ICIMOD, USAID) Available here:  
<https://www.ndma.gov.pk/public/storage/publications/July2024/9tGN3LBPkCOxQlcS7XUV.pdf>

# Module 5 | Flood Evacuation & Shelter Management

## Learning Objectives

By the end of this module participants (health workers) will be able to:

- Define evacuation and identify criteria for safe evacuation locations.
- Develop a community-specific evacuation plan.
- Establish and manage safe shelters for evacuees.
- Implement hygiene and sanitation practices in flood shelters.
- Engage the community in the evacuation and shelter management processes.

## Session Overview

Sr. No.	Session Title	Duration (Minutes)
1.	Evacuation procedures & protocols	15
2.	Setting up & managing shelters	10
3.	Managing hygiene & sanitation in shelters	10

### Session 1: Evacuation procedures & protocols

Facilitator will

**Step 1:** Explain to the participants what evacuation is.

Evacuation is a temporary movement of people from identified danger zones to the designated safe houses/centres to protect their lives.

Preventive evacuation refers to evacuating when the hazard has not yet reached the houses of people-at-risk.

**Step 2:** Explain what the criteria is for a safe evacuation place<sup>16</sup>



**Must be located outside the danger zones**



**Have sufficient sanitation facilities**



**Accessible (easy to go to)**



**Have electricity and water**

<sup>16</sup> UNDP Community Based Disaster Risk Management (Trainer's Manual). Available here: <https://www.ndma.gov.pk/storage/publications/July2024/DWkM3DuaapVZ8STVwGiw.pdf>

**Step 3:** Discuss a tentative evacuation plan with the LHWs/LHSs in case of an emergency, using the following items:

1. Community profile (population, location, etc.)
2. Previous disaster experiences
3. Current disaster risk management practices
4. Elements at risk (People, houses, village facilities, properties – think back to Module 2, Session 2 and Module 4, Session 2).
5. Purpose and mission (Objective of the evacuation plan)
6. Community warning system and evacuation procedures (Required action per warning levels)

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Return to Home Order</b>
<b>Alert Stage</b>	<b>Monitoring Stage</b>	<b>Preparatory Stage</b>	<b>Evacuation Stage</b>	

7. Identify evacuation centre
8. Designate safe pick-up points
9. Safe evacuation route by walking and by vehicle
10. Evacuation centre management with participation of evacuees
11. Other manpower, resources and logistic requirements
12. Task and responsibilities of provincial and other organizational structures
13. Other disaster prevention measures (think back to earlier modules)

**Step 4:** Summarize the evacuation plan discussion and encourage feedback from LHWs/LHSs.

## Session 2: Setting up & managing shelters

Facilitator will

**Step 1:** Discuss the selection, setting up, maintenance, safety of shelters and how keeping the community engaged in its setup and distribution is crucial. Refer to information below:

### 1. Site Selection for Shelters

- Choose elevated, flood-free areas with access to essential services.
- Coordinate with local authorities for pre-approved shelter locations.

### 2. Setting Up Safe Shelters

- Ensure adequate space, sturdy structures, and proper ventilation.
- Set up sanitation facilities (toilets, handwashing) and ensure clean drinking water.
- Use locally available materials like tarpaulins or tents suited to local conditions.
- Ensure if any special provisions need to be made for women, to give them a safe space.

### 3. Resource Management

- **Water and Sanitation:** Set up water purification stations and waste disposal areas.
- **Food Distribution:** Coordinate with partners for regular food supplies, focusing on vulnerable groups.

- **Health Services:** Maintain basic medical supplies and organize mobile health services for essential care.

#### 4. Safety and Security

- Create a shelter management team with assigned roles.
- Ensure separate areas for women, children, and families to maintain privacy and safety.
- Establish reporting systems for any security or protection concerns.

#### 5. Community Engagement

- Involve community members in shelter setup and resource distribution.
- Hold regular meetings to address concerns and update residents.



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**Step 2:** Summarize discussion on shelter and encourage participants to recall.

### Session 3: Maintaining hygiene & sanitation in shelters

Facilitator will

**Step 1:** Ask LHWs/LHSs to recall previous session and emphasize that maintaining hygiene and sanitation in shelters is extremely important in flood-affected communities. Refer to information below:

#### 1. Setting Up Sanitation Facilities

- **Toilets:** Install temporary latrines away from water sources and ensure proper drainage. Separate facilities for men and women for privacy and safety.
- **Handwashing Stations:** Set up handwashing points with soap and water near toilets and eating areas. Educate on proper handwashing to prevent disease transmission.

<sup>17</sup> Picture credited to AKU mPareshan project team. Makeshift shelters in flood-affected Sindh.



- **Waste Disposal:** Designate waste disposal areas with covered bins. Coordinate regular waste collection and proper disposal to avoid contamination.

## 2. Clean Water Supply and Storage

- Ensure access to safe drinking water through filtration, boiling, or chlorination.
- Distribute safe water storage containers (covered buckets, jerry cans) to prevent contamination.
- Set up regular cleaning of water storage units.

## 3. Personal Hygiene Practices

- Provide hygiene kits (soap, sanitary pads, toothbrushes) to families and individuals.
- Ensure safe and culturally appropriate menstrual hygiene management, with privacy and proper disposal options.
- Conduct hygiene promotion sessions to educate on personal cleanliness, safe food handling, and waste management.

## 4. Disease Prevention and Health Monitoring

- Monitor for symptoms of waterborne diseases (diarrhea, cholera) and skin infections (scabies).
- Isolate symptomatic individuals if necessary and alert health authorities.
- Maintain records of health concerns and communicate with mobile health teams for timely intervention.



**Step 2:** Ask LHWs/LHSs to highlight any other ways to maintain hygiene in shelters. Summarize the contents of Session 3.

# Module 6 | Emotional Resilience & Psychosocial Support<sup>18</sup>

## Learning Objectives

By the end of this module participants (health workers) will be able to:

- Recognize the psychological impacts of floods and identify signs of stress and trauma in themselves and others.
- Employ basic stress management techniques to enhance resilience and well-being in the aftermath of floods.
- Provide emotional support through active listening and peer-to-peer interactions and recognize when to refer individuals to mental health specialists.
- Promote community cohesion by organizing activities that foster social support and mutual aid among community members.
- Take post-test awareness assessment on resilience-building.

## Session Overview

<b>Sr. No.</b>	<b>Session Title</b>	<b>Duration (Minutes)</b>
1.	Recognizing & managing stress & trauma	10
2.	Providing emotional support & counselling	10
3.	Promoting community cohesion & social support	10
4.	Self-care & stress management techniques	10
5.	Post-test	35

## Session 1: Recognizing & managing stress & trauma

Facilitator will cover following key topics:

- **Understanding the Impact of Floods:** Discuss the psychological toll of disasters like floods, including displacement, loss of homes, and disruption of daily life.
- **Recognizing Signs of Stress and Trauma:** Train community members to identify signs of stress (e.g., anxiety, fear, sleep disturbances) and trauma (e.g., flashbacks, emotional numbness) in themselves and others. Refer to infographic below:

<sup>18</sup> Adapted from WHO Psychological First Aid for Field Workers. World Health Organization, War Trauma Foundation and World Vision International (2011). Psychological first aid: Guide for field workers. WHO: Geneva. Available here:

[https://iris.who.int/bitstream/handle/10665/44615/9789241548205\\_eng.pdf?sequence=1](https://iris.who.int/bitstream/handle/10665/44615/9789241548205_eng.pdf?sequence=1)

and RedCross Red Crescent Climate Centre nimbus Community Resilience Toolkit. Available here:

[https://www.redcross.org.uk/-/media/documents/about-us/research-publications/red-cross-ni-community-resilience-toolkit.pdf?sc\\_lang=en&hash=D74F92C7D2083CE2FB640D8E9054C5A2](https://www.redcross.org.uk/-/media/documents/about-us/research-publications/red-cross-ni-community-resilience-toolkit.pdf?sc_lang=en&hash=D74F92C7D2083CE2FB640D8E9054C5A2)

People may react in various ways to a crisis. Some examples of distress responses to crisis are listed below:

- ❖ physical symptoms (for example, shaking, headaches, feeling very tired, loss of appetite, aches and pains)
- ❖ crying, sadness, depressed mood, grief
- ❖ anxiety, fear
- ❖ being “on guard” or “jumpy”
- ❖ worry that something really bad is going to happen
- ❖ insomnia, nightmares
- ❖ irritability, anger
- ❖ guilt, shame (for example, for having survived, or for not helping or saving others)
- ❖ confused, emotionally numb, or feeling unreal or in a daze
- ❖ appearing withdrawn or very still (not moving)
- ❖ not responding to others, not speaking at all
- ❖ disorientation (for example, not knowing their own name, where they are from, or what happened)
- ❖ not being able to care for themselves or their children (for example, not eating or drinking, not able to make simple decisions)



- **Basic Stress Management Techniques:**

- **Breathing Exercises:** Teach simple breathing techniques to reduce anxiety. Show simple breathing exercise [video](#).
- **Grounding Techniques:** Guide LHWs/LHSs to focus on their surroundings (e.g., using the 5-4-3-2-1 method) to stay calm during overwhelming moments. See image for what the grounding method is.



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<sup>19</sup> Picture adapted from and credited to: [Unwind This Monday With the 5-4-3-2-1 Grounding Technique \(mondaycampaigns.org\)](http://mondaycampaigns.org)

### Interactive Activity:

- Small group discussions (not more than 5 mins) where community members share their experiences of stress during the floods, followed by role-playing exercises on how to manage stress in daily life.

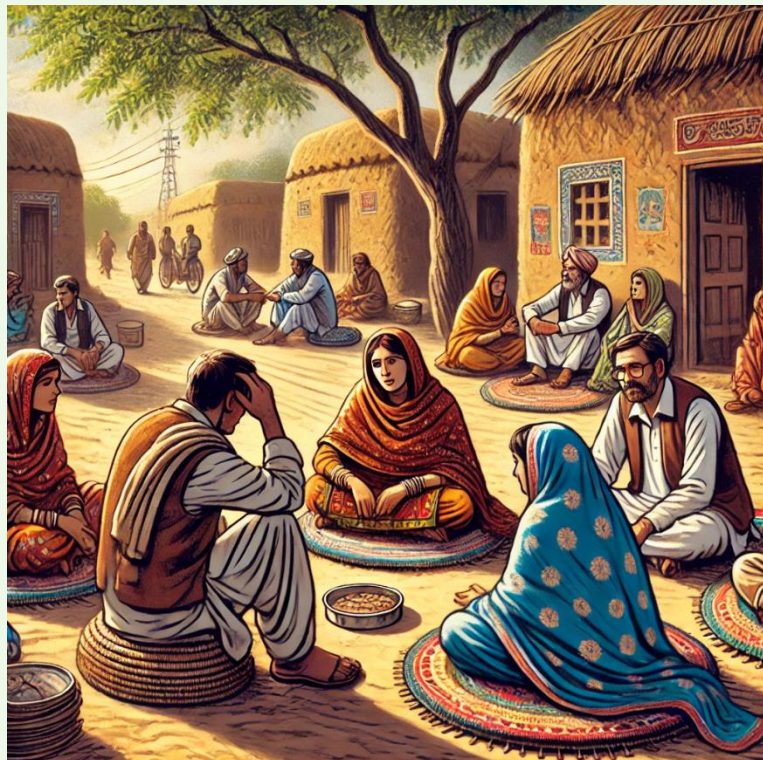
## Session 2: Providing emotional support & counselling<sup>20</sup>

### Facilitator will cover following key topics:

- **Active Listening and Emotional Support:** Train LHWs/LHSs to provide emotional support through active listening and showing empathy. Also refer to content of mental health awareness training for community health workers.
- **Peer-to-Peer Support:** Encourage LHWs/LHSs to support one another, particularly those experiencing loss or trauma.
- **Recognizing When to Refer:** Educate LHWs/LHSs on when to seek professional help for serious psychological conditions (e.g., persistent depression, suicidal thoughts).

### Interactive Activity:

- Role-play scenarios where LHWs/LHSs practice offering emotional support to a neighbour in distress, focusing on listening, acknowledging emotions, and offering hope.



<sup>20</sup> Adapted from Community-based Psychosocial Support. Facilitator manual. Provision of quality and timely psychological first aid to people affected by Ukraine crisis in impacted countries. IFRC Reference Centre for Psychosocial Support, Copenhagen, 2023. Available here: <https://pscentre.org/wp-content/uploads/2023/03/Facilitators-Guide.pdf>

<sup>21</sup> Image created using DALL-E by OpenAI.

## Session 3: Promoting community cohesion & social support

### Facilitator will cover following key topics:

- **Importance of Social Networks:** Discuss the role of social ties and mutual support in recovery from disasters.
- **Community Activities to Build Support:** Teach community members how to organize and participate in community-based activities (e.g., collective clean-up efforts, social gatherings) to enhance bonds and provide mutual aid.
- **Building Social Support Systems:** Encourage forming support groups for shared emotional experiences and collective problem-solving.

### Interactive Activity:

- Plan a community event (e.g., shared meal, prayer gathering) that promotes social interaction and emotional support among community members.

## Session 4: Self-care & stress management techniques

### Facilitator will cover following key topics:

- **Importance of Self-Care:** Emphasize the need for LHWs/LHSs to care for their own mental health to maintain resilience.
- **Stress-Relief Techniques:** Teach practical self-care strategies, such as deep breathing, mindfulness, and physical activity (e.g., walking, stretching) to relieve tension.



- **Balancing Daily Life Post-Flood:** Encourage LHWs/LHSs to develop routines that include time for relaxation, social connection, and work, even in challenging post-flood conditions.

### Interactive Activity:

- Lead a group practice of relaxation techniques (e.g., guided breathing exercises) and encourage LHWs/LHSs to create personal self-care plans they can follow daily.

Facilitator will summarize session 1-4.

## Session 5: Post-test

Facilitator will

**Step 1:** Distribute the post-test 'resilience-building: awareness assessment questionnaire' among LHWs/LHSs (Appendix B).

**Step 2:** Explain to them how to fill this questionnaire and the time duration, write it on flip chart also.

**Step 3:** Instruct them to raise their hand if they have any ambiguity.

**Step 4:** Confirm all LHWs/LHSs have filled in their demographic information correctly.

**Step 5:** After completion collect all the questionnaires and keep them in a secure place.

**Step 6:** Thank LHWs/LHSs for their engagement in the training. Get their feedback on the form given in Appendix C.

# Appendix

## Appendix A | Resilience-Building: Awareness Assessment Pre-Test

### Community-Based Mental Health Screening & Referral for Flood-Affected Women: A Feasibility Study

#### Health Worker's (LHW/LHS) Resilience Building: Awareness Assessment Pre-Test

##### COVER SHEET

Serial No	
Time duration	35 minutes
Name of participant	
Age (years)	
Work Experience (in years)	
Education Level	
Date	
Designation (Please encircle one)	i) LHS ii) LHW

##### Instructions:

- This assessment will last for approximately 35 minutes. It aims to assess your experience and preparedness for floods/disasters.
- Respondents are required to read the questions carefully and choose the best options.

1.1. In the past 2 years, has your community been affected by floods?	a) Yes b) No
1.2. If yes, did you consider that you were adequately prepared to deal with it as a health worker?	a) Yes b) No c) Don't know
2. Who has provided you with information about flood disasters in the last two years?  <i>Check all that apply</i>	a) Lady Health Worker Programme (LHW-P) b) Media (Radio/television/internet/newspaper) c) Flyers or educational messaging from Civil Protection/Government in the community d) NGOs and other institutions e) Red Cross/Crescent Volunteer f) NDMA/PDMA volunteer g) Family member/neighbour/friend h) Messaging through schools i) Other j) No one
3. In your opinion what system can be put in place in your community to alert in the event of an emergency?	a) Siren b) Flags c) Whistles d) Others (specify) e) All of the above. f) Don't know
4. What would you do if such a system is activated?  <i>Check all that apply</i>	a) Warn others b) Judge the level of emergency (immediate or imminent danger) c) Gather information d) Evaluate assets e) Prepare to evacuate f) All of the above g) Do nothing h) Not sure what to do
5.1 Do you think there is a need for a disaster coordination committee (DCC)?	a) Yes b) No c) Don't know
5.2 If yes, what do you think is the role of DCC?	a) Develop flood response plans b) Coordinate rescue operations c) Support affected individuals d) All of the above e) Not sure
6. Do you think there is a need for a shelter during emergencies?	a) Yes b) No c) Don't know
7. In your opinion, a LHW should engage in which of the following activities?	



7.1. First aid training	a) Yes b) No c) Don't know
7.2. Disaster simulation drill	a) Yes b) No c) Don't know
7.3. Evacuation exercise(s)	a) Yes b) No c) Don't know
7.4. Disaster preparedness meeting(s)	a) Yes b) No c) Don't know
7.5. Community awareness event(s) focused on disaster preparedness	a) Yes b) No c) Don't know
8. How many households do you know in your community who are prepared for disasters?	a) 0 (no one) b) 1-5 households c) 6-10 households d) More than 10 households e) Don't know
9. Do you have a phone number to call in the event of a flood emergency in your community?	a) Yes b) No c) Don't know
10. In the event of a flood emergency in your community, would you like community members to approach you for assistance?	a) Yes b) No c) Don't know
11. In the event of an emergency evacuation to a shelter, what would you advise the community to take with them?  <i>Check all that apply</i>	a) Packaged/canned food b) Bottled water c) Safe water kit d) Radio with batteries e) First aid kit f) Blankets and shawls g) Basic hygiene kit h) Flashlight/LED light with batteries i) Cash set aside for emergencies j) Medication set aside for emergencies k) Important documents (in a plastic sheet) l) All of the above m) Other n) Nothing o) Don't know
12. Does the LHW-P have a plan for flood emergencies in your community?	a) Yes b) No c) Don't know

13. Would you advise your community to identify a safe location in the house in the event of a flood emergency?	a) Yes b) No c) Don't know
14. Would you advise your community to identify how to get out of the house in the event of a flood emergency?	a) Yes b) No c) Don't know
15. If you find someone unconscious in front of your eyes during a flood emergency, what would you do as a health worker?  <i>Check all that apply</i>	a) Implement basic first aid steps properly and in right order: - Check person's state of consciousness, pulse, breathing, and bleeding - Ask someone to call for help - Put the person in the safety position until help arrives. b) Other measures c) Nothing d) Don't know
16. For poorly built community houses located in an area exposed to flooding, what measures would you follow to reduce the risk of being affected?	a) Entrance doors raised b) Vulnerable household items away from floodable area c) Both a & b are correct. d) Don't know

Questions 1.1, 1.2, 2, 3, 4, 5.1, 8, 9, 10, 11, 12 are qualitative questions whose answers will be compared before and after the training.

Answer Keys for questions 5.2 – d, 6 – a, 7.1 – a, 7.2 – a, 7.3 – a, 7.4 – a, 7.5 – a, 13 – a, 14 – a, 15 – a, 16 – c

Appendix B | Resilience-Building: Awareness Assessment Post-Test  
**Community-Based Mental Health Screening & Referral for  
Flood-Affected Women: A Feasibility Study**

**Health Worker’s (LHW/LHS) Resilience Building: Awareness  
Assessment Post-Test**

**COVER SHEET**

Serial No	
Time duration	35 minutes
Name of participant	
Age (years)	
Work Experience (in years)	
Education Level	
Date	
Designation (Please encircle one)	iii) LHS iv) LHW

**Instructions:**

- This assessment will last for approximately 35 minutes. It aims to assess your experience and preparedness for floods/disasters, and the information you have gained during this training.
- Respondents are required to read the questions carefully and choose the best options.

4.1. In the past 2 years, has your community been affected by floods?	a) Yes b) No
4.2. If yes, do you consider that after this training you are adequately prepared to deal with it as a health worker?	a) Yes b) No c) Don't know
5. Who has provided you with information about flood disasters in the last two years?  <i>Check all that apply</i>	a) Lady Health Worker Programme (LHW-P) b) Media (Radio/television/internet/newspaper) c) Flyers or educational messaging from Civil Protection/Government in the community d) NGOs and other institutions e) Red Cross/Crescent Volunteer f) NDMA/PDMA Volunteer g) Family member/neighbour/friend h) Messaging through schools i) This training j) Other k) No one
6. After this training, is there a change in your understanding of disasters?	a) Significant improvement b) Some improvement c) Little or no improvement d) Don't know
7. What system can be put in place to alert you in the event of an emergency?	a) Siren b) Flags c) Whistles d) Others (specify) e) All of the above f) Don't know
8. What would you do if such a system is activated?  <i>Check all that apply</i>	a) Warn others b) Judge the level of emergency (immediate or imminent danger) c) Gather information d) Evaluate assets e) Prepare to evacuate f) All of the above g) Do nothing h) Not sure what to do
6.1 Do you think there is a need for a disaster coordination committee (DCC)?	a) Yes b) No c) Don't know
6.2 If yes, what would DCC do?	a) Develop flood response plans b) Coordinate rescue operations c) Support affected individuals d) All of the above

	e) Not sure what they do
7. Do you think there is a need for a shelter during emergencies?	a) Yes b) No c) Don't know
8. In your opinion, which of the following activities do you think are important for you to engage in?	
8.1. First aid training	a) Yes b) No c) Don't know
8.2. Disaster simulation drill	a) Yes b) No c) Don't know
8.3. Evacuation exercise(s)	a) Yes b) No c) Don't know
8.4. Disaster preparedness meeting(s)	a) Yes b) No c) Don't know
8.5. Community awareness event(s) focused on disaster preparedness	a) Yes b) No c) Don't know
9. How many households do you know in your community who are prepared for disasters?	a) 0 (no one) b) 1-5 households c) 6-10 households d) More than 10 households e) Don't know
10. Do you have a phone number to call in the event of a flood emergency in your community?	a) Yes b) No c) Don't know
11. In the event of a flood emergency in your community, would you like community members to approach you for assistance?	a) Yes b) No c) Don't know
12. In the event of an emergency evacuation to a shelter, what would you advise the community to take with them?  <i>Check all that apply</i>	a) Packaged/canned food b) Bottled water c) Safe water kit d) Radio with batteries e) First aid kit f) Blankets and shawls g) Basic hygiene kit h) Flashlight/LED light with batteries i) Cash set aside for emergencies j) Medication set aside for emergencies k) Important documents (in a plastic sheet) l) All of the above m) Other n) Nothing

	o) Don't know
13. Does the LHW-P have a plan for flood emergencies in your community?	a) Yes b) No c) Don't know
14. Would you advise your community to identify a safe location in the house in the event of a flood emergency?	a) Yes b) No c) Don't know
15. Would you advise your community to identify how to get out of the house in the event of a flood emergency?	a) Yes b) No c) Don't know
16. If you find someone unconscious in front of your eyes during the flood emergency, what would you do as a health worker?	a) Implement basic first aid steps properly and in right order: - Check person's state of consciousness, pulse, breathing, and bleeding - Ask someone to call for help - Put the person in the safety position until help arrives. b) Other measures c) Nothing d) Don't know
17. For poorly built community houses located in an area exposed to flooding, what measures would you follow to reduce the risk of being affected?	a) Entrance doors raised b) Vulnerable household items away from floodable area c) Both a & b are correct d) Don't know
18. What are the two most important things you learned from this training?	
19. What aspects of flood disaster management would you like to learn further?	
20. Would you recommend this training to others?	a) Strongly recommend b) Recommend c) Neutral d) Don't recommend e) Strongly don't recommend

Questions 1.1, 1.2, 2, 4, 5, 6.1, 9, 10, 11, 12, 13 are qualitative questions whose answers will be compared before and after the training. Questions 3, 18, 19, 20 are post-test questions exclusively.

Answer Keys for questions 6.2 – d, 7 – a, 8.1 – a, 8.2 – a, 8.3 – a, 8.4 – a, 8.5 – a, 14 – a, 15 – a, 16 – a, 17 – c

## Appendix C | Instructions for CHWs to impart community awareness session on resilience-building

As part of this training, you now have the content guide to conduct community awareness session on resilience-building with participants from your community, particularly WRAs.

- As part of this program, you will first conduct mental health screening during your routine household visits to WRAs in your catchment area. Refer to your mental health awareness training manual for more information on how to do that.
- Once your supervisor and field project team inform you which WRA is to be referred, you go to that WRA's house on your next visit and refer them to the selected BHU using the referral pathway assigned by the project team.
- You will also invite that WRA to a group community awareness session on (---/--/-- date) at ----- (place). This session will cover both mental health awareness and resilience-building against flooding.
- Using the green boxes in this manual, you will give a half-day training to the referred WRAs. Your session outline can look like this:

#	Module No. & Page No.	Activity Title	Duration (min)
1.	-	Introductions with WRA participants (skip if MH awareness session is preceding this)	5
2.	Mod 2, Pg 8	Understanding floods & their health impacts	10
3.	Mod 2, Pg 11	Stockpiling essential supplies & equipment	10
4.	Mod 3, Pg 13	Flood safety tips & precautions	10
5.	Mod 3, Pg 16	Sandbag wall construction	10
6.	Mod 4, Pg 19	Mapping of essential movable household assets	20
7.	Mod 4, Pg 20	Identifying & responding to various flood warning signals & systems	10
8.	Mod 5, Pg 22	Evacuation procedures & protocols	8
9.	Mod 5, Pg 24	Managing hygiene & sanitation in shelters	10
10	Mod 6, Pg 26	Recognizing & managing stress & trauma	10
11	Mod 6, Pg 28	Providing emotional support & counselling	10
12	Mod 6, Pg 29	Self-care & stress management techniques	10
13	-	Recap and wind-up	5
Total resilience-building session will take around 2 hours. Breaks between sessions can be managed as you see fit. Try to keep the session engaging, and see if something is too complicated, then leave it out and just convey the gist of the content.			

- At the end of the group awareness sessions (mental health and resilience-building), remind the referred WRAs that they should go visit their assigned BHU facility for mental health counselling sessions.
- For further information and detailed plans of when and where to do awareness sessions, please refer to your trainer/field supervisor in the project.

## Appendix D | Participant Feedback Form

### Instructions:

Please respond to the statements from 1 to 5 by checking the option you think was closest to how you feel about the statement.

The last two questions require your personal feedback.

No	Statement	Response				
		Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
1	The training workshop met its objectives.					
2	There was an increase in my knowledge about resilience-building.					
3	I am confident to provide training on resilience-building against floods and disasters.					
4	The workshop was well organized.					
5	Facilitator delivered all sessions in effective way.					
6	Two things that you liked about the workshop.					
7	Two things that you disliked about the workshop.					



# Trainer Notes