

Introduction to Spontaneous Volunteer Coordination

Sector Training Level 1
Trainer Notes

Course overview

Name of course	
Length	4 Hrs.
Target Audiences	Employer Supported Volunteer Coordinators
Pre- requisites	Nil
Objectives	<p>are to gain a knowledge of:</p> <ul style="list-style-type: none"> • Emergency Management principles • CEDM structure • Southlands hazards • Spontaneous Volunteer Coordinator role • Working with spontaneous volunteers • Need for personal preparedness
Delivery Type	Face to face

Course Requirement Checklist

Trainer Resources

Southland CDEM Plan

Power point

Laptop

Participant Resources

Participants pack containing

Participant materials (PowerPoint and activities)

Workbook – acronyms list in the back

Role Description

Volunteer enrolment form

Course evaluation form



Participant name tag

Get Ready Get Thru

Household Plan




Legend

Throughout the guide the following icons will be displayed

	Activity - resources required
	Brainstorming and discussion questions

Course Outline

Topic	Facilitation Notes	Resource
Introduction <u>Slide 1</u> 10am start 2 Min	Introduce yourself briefly and welcome participants Thank them for agreeing to come along today Remind them we're pleased their employers agreed to this and that we welcome their feedback as they are our pilot group.	
<u>Slide 2</u> 2 Min	This is on a plaque situated at the National Crisis Management Centre The National Crisis Management Centre is based underneath the Beehive in Wellington Describe what goes on in there.	
Health and Safety <u>Slide 3</u> 2 Min	Provide information that relates to the venue. Introduce the folders and materials that they have. Remind them to ask questions and have a good time. Note – wash own dishes	

Topic	Facilitation Notes	Resource
<p>Hello my name is ..</p> <p><u>Slide 4</u></p> <p>3 min to introduce themselves to one another and 30 secs feedback each</p> <p>Total 8 mins</p>	<p> Activity pen and paper needed</p> <p>Participants have 3 minutes to introduce themselves to someone they don't know and find out something about them nobody else knows.</p> <p>They are then to introduce the other person to the group by answering the questions on the slide, including their unknown previously detail.</p>	 <p>Slide 4 content: Hello, my name is ..</p> <ul style="list-style-type: none"> • Name, employer and role • Any previous experience in CDEM or volunteering? • Something about you that nobody else knows <p>Slide features a large red question mark and a small white figure.</p>
<p>Today's Plan</p> <p><u>Slide 5</u></p> <p>1 min</p>	<p>These points are in no particular order</p> <p>Encourage participants to ask questions, enjoy themselves, but to be respectful of others.</p>	 <p>Slide 5 content: Today's plan</p> <ul style="list-style-type: none"> • Southlands hazards • CDEM structure • Emergency Management principles • Being a CDEM volunteer coordinator • Working with spontaneous volunteers • Need for personal preparedness • Community planning

Topic	Facilitation Notes	Resource
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What happened?

Slide 6

5 min activity
2 min feedback



Activity

Split participants into small groups of 4
Ask them to identify what happened in the years
Give them 5 min for this activity

Answers

1. All NZ – Spanish Influenza returning with WW1 soldiers
2. Fiordland 1717 - Alpine Fault earthquake
3. Gore 1913 – flooding this was also widespread throughout Southland
4. Southland Sept 2010 – Snow – Stadium roof collapse, hit farmers hard with lambing and calving losses
5. Orepuki 1820 – local source tsunami that was said to have washed away Maori who were on the beach.
6. Fiordland 2013 – Storms closing the Milford road with trees and avalanches, said to be the worst storm for 25 years.
7. Southland 1956- widespread droughts
8. Riverton 1868 - Tsunami that originated from Chile estimated to be a Mag 9
9. Invercargill 1984, 31 Jan– Flooding widespread throughout Southland. At 4am on a Friday Invercargill declared a state of emergency, by 9am that day it had been extended to the whole province. \$53 million damage



Our Hazards

Slide 7

5 min activity
3 min feedback

Total 8 minutes

Should be 10.30



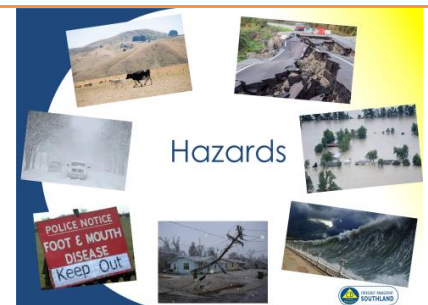
Activity on paper






Hazards to Southland have been calculated through deciding how serious the event is to our communities and how well we can manage it. Our hazards are;

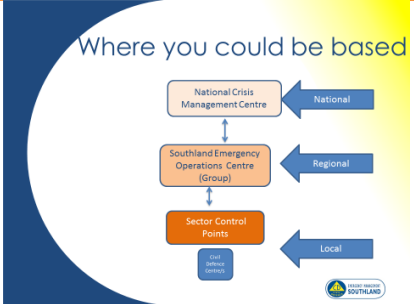


1. Alpine Fault earthquake
2. Animal Epidemic
3. Flooding
4. Drought
5. Electrical Failure
6. Tsunami
7. Snow


In groups discuss the likely implications of each of the hazards and what it could mean for the region. Share with everyone


Discuss trigger points of local hazards ie river heights
Discuss also the reliance on technology and the impact that the loss of it will have on our lives.



Topic	Facilitation Notes	Resource
CDEM Planning <u>Slide 8</u> 3 mins	<p>CDEM provides a structure for the coordination of emergency response and preparedness within NZ. Under the CDEM act of 2002, agencies like emergency services, government departments are expected to be capable of dealing with emergencies and are also expected to work together in an integrated fashion. The act also bestows special powers to the Controller when a <i>state of emergency is declared</i>.</p> <p>Planning and activity at local, regional and national levels need to be coordinated.</p> <p>This coordination results in Plans that are integrated between different agencies and are comprehensive in their approach to hazard identification, response, readiness and recovery.</p>	
Principles of Emergency Management <u>Slide 9</u> 5 Min	 <p>Activity pen and paper needed</p> <p>Go over 4R's of emergency management. Get them to have a 2 min discussion on the principles (4Rs) What would some examples of each "R" be? Get each group to feed back an example of each principle. 1 min feedback</p>	
Emergency Management Southland <u>Slide 10</u> 3 Min	<p>Emergency Management Southland provides emergency management for Southland</p> <p>Explain that EMS is the entity responsible for providing civil defence emergency management within Southland on behalf of the 4 Councils</p> <p>We are governed by the Joint Committee (mayors and elected Chairs)</p> <p>CEG – Councils, SDHB, Police, Fire</p> <p>R& R Committee – MPI, Police, Fire, Airport, Sallies, St John, Red Cross, Chorus</p>	
Team and EOC <u>Slide 11</u> 1 Min	<p>Introduce the EOC where it is based and the team</p>	

Topic	Facilitation Notes	Resource
<p>Where do you fit in?</p> <p><u>Slide 12</u></p> <p>3 Min</p>	<p>You fit in one of these places, and as a volunteer coordinator over time you could be working in any or all of them.</p> <p>You may be working within the EOC/ECC, directly our civil defence centres or you may be working out with a team in the community, you may be part of the incident management team that mans the sector control point.</p> <p>Your role will be to work with people interested in volunteering during a response. To be able to work coordinating these volunteers you will be located at the most accessible, safe and valuable location.</p> <p>It's important you understand the function of each of these locations in case you are located there.</p> <p>If there is a major national event and there is a need you people are moved from other regions to relieve staff and increase capability</p>	
<p>Civil Defence Centre</p> <p><u>Slide 13</u></p> <p>2 Min</p>	<p>Civil defence centre is the place where the public are able to access assistance.</p> <p>Staffed with volunteers and agencies that will be required to assist the public</p> <ul style="list-style-type: none"> • i.e. WINZ assistance with finances • Registration of people • Information to the public <p>You may be located here to sign up volunteers or be working as a supervisor of a larger group of volunteers</p>	
<p>Sector Control Point</p> <p><u>Slide 14</u></p> <p>2 Min</p>	<ul style="list-style-type: none"> • Monitor the local situation and provide regular local situation reports to the EOC • May be sometimes be house at local fire station or community facility eg hall • Manage the local Welfare Centre requirements in consultation with the Group Welfare Manager. • Coordinate operational tasks and activities in liaison with the EOC. • Work alongside of local emergency services. • This may be where you'd be working to ensure all tasks needing volunteers are being filled, or that groups of volunteers are being supported effectively. <p>Sector/community coordinator</p> <p>Sector/community incident management team</p> <p>Emergency services personal (these may also be volunteers)</p> <p>Point out that sector roles are also volunteer positions.</p>	

Topic	Facilitation Notes	Resource
EOC <u>Slide 15</u> 2 Min	<p>EOC is responsible for;</p> <ul style="list-style-type: none"> • Providing direction & support • Implementing agreed priorities • Information collection, analysis & dissemination • Management or coordination of operations • Liaison with support agencies • Resource management • Public information & warnings • It may be from the EOC that you are coordinating volunteer groups and activities. Ensuring all volunteer roles are filled <p>Manning utilises council staff. Emergency services to act as liaison for their agencies</p>	 <p>The diagram shows the Emergency Operations Centre (EOC) structure. At the top is the Group Controller. Below them are the EOC Incident Management Team and Public Information. In the center is a photo of the EOC. Below the photo are the Welfare Manager and Emergency Services Liaison. To the right is the Agency Liaison i.e. SDHB. The Civil Defence Southland logo is at the bottom right.</p>

Matching Roles <u>Slide 16</u> 5 Min Finished just before 11, break time back at 11.10	 <p>The slide is titled 'Activity'. It contains a blue circle with the text 'Match the role to the appropriate centre:'. Below this are three bullet points: 'Emergency Operations Centre', 'Sector Control Point', and 'Civil Defence Centre'. The Civil Defence Southland logo is at the bottom right.</p>
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Topic	Facilitation Notes	Resource
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What does a Spontaneous Volunteer Coordinator do?



Brainstorming

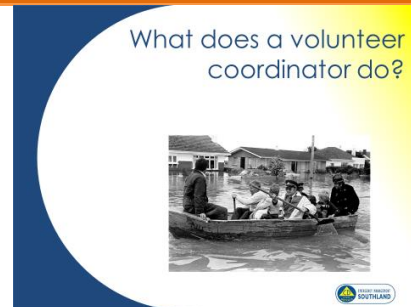
Get participants brainstorming *what a Volunteer Coordinator actually does*

Divide back into small groups of 4 or 5 and give them 2 minutes to come up with the answers.

Examples

- Confidentiality
- Fill out appropriate paperwork.
- Exercise common sense.
- Listen to people
- Treat people with respect

- Follow CDEM guide lines procedures and directions.
- Keep themselves and others safe
- If approached by the media – not making statements on behalf of CDEM although you can be approached to make a comment in a personal capacity.



Slide 17

Back at 11.10
Ask any questions so far, 5 min discussion back into it 11.15
2 minute brainstorm
3 minute discussion

Volunteer role description

Go through parts of the role description
Ask if anyone has any questions
Discuss what a spontaneous volunteer is:

Slide 18

4 min

- It's likely they have never registered with us to volunteer in the past.
- A good example of a spontaneous volunteer group is the student volunteer army in Christchurch, they spontaneously came together to meet a need
- It all seems spontaneous, but the reality is there was a lot of work going to coordinate the activities and people.
- Discuss that spontaneous volunteers come from all walks of life and have different volunteer motivations
- It helps to understand some motivations people have for volunteering so we can ensure we place the right people in the right role

Volunteer Coordinator Role Description	
Reports to:	During readiness Volunteer Coordinator Supervisor During response Volunteer Coordinator Supervisor During recovery Operations Manager
Functional responsibilities:	Oversees, Emergency Operations Centre, Incident Management Team, other CDEM personnel, community groups and group leaders, technical experts and representatives from other relevant organisations
Knowledge and Skills:	<p>Identify a Volunteer Coordinator is someone who has to be prepared to handle through training:</p> <ul style="list-style-type: none"> • The ability to effectively work with all types of people from different backgrounds and cultures and values • The ability to act professionally under stress • Basic knowledge of management skills and knowledge • Knowledge of CDEM processes • Knowledge of CDEM procedures and protocols • Knowledge of CDEM procedures and protocols • Knowledge of CDEM procedures and protocols
Training:	Training and development will be provided. A minimum 2-3 hour training will be held annually.
Equipment:	<p>During readiness</p> <ul style="list-style-type: none"> • During readiness, the Volunteer Coordinator could be asked upon to establish volunteer units and to be prepared at home and at work in order to respond should an emergency event happen • During response, the Volunteer Coordinator could be asked to establish volunteer units and to be prepared at home and at work in order to respond should an emergency event happen • During recovery, the Volunteer Coordinator could be asked to establish volunteer units and to be prepared at home and at work in order to respond should an emergency event happen
Other:	<ul style="list-style-type: none"> • During readiness, the Volunteer Coordinator could be asked upon to establish volunteer units and to be prepared at home and at work in order to respond should an emergency event happen • During response, the Volunteer Coordinator could be asked to establish volunteer units and to be prepared at home and at work in order to respond should an emergency event happen • During recovery, the Volunteer Coordinator could be asked to establish volunteer units and to be prepared at home and at work in order to respond should an emergency event happen

Topic	Facilitation Notes	Resource
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Volunteer motivations

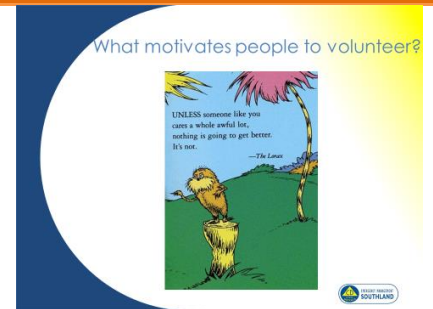


Activity – using whiteboards

- Ask group to take some time and think about what interested them in the role, working as a volunteer coordinator with EMS.
- Share own story and ask other facilitator to do the same.
- Ask group to share those. Whiteboard answers

Slide 19

5 min



Volunteer motivations

Run through the options on the screen (tap to bring each up)

Note there are a couple of motivations we need to be cautious about if we suspect it is what has driven a volunteer.

- Eliminate boredom – could mean a need for social support and these people may be better to be work with a social service
- Express a belief – just to be aware if people have strong belief or opinions on something and this effect on group dynamics
- Learn more about an issue or cause – it's not a spectator sport.

Slide 20

3 min



Volunteer registration forms

Slide 21

4 min

First note that tasks will be coming in which require volunteers. Our role is to match the the right volunteer with the right role, within the right teams. This registration form gives us information to make informed decisions.

Run through the registration form. Noting that it's all the usual information.

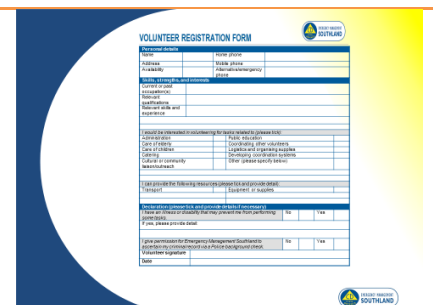
Mention we need to ask about health conditions, we don't wan to send someone somewhere which is going cause them harm or possible put others at risk. Nor do we want to aggravate an exisiting condition.


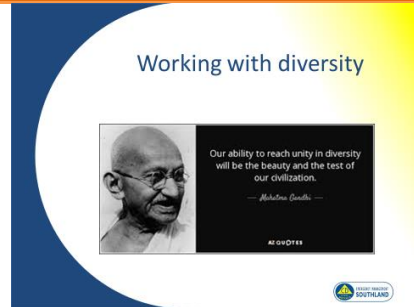


Note the police check is really a formality, we won't be able to process a check quick enough, but their willingness – or not to agree to one is often a good indicator.

Mention that it's okay to ask more about something to clarify the information. Don't under estimate the power of the information you'll pick up just through having a quick chat, it's ok to trust your gut instinct about epole as well and err on the side of caution.

It's also ok not to place a volunteer

Discuss not placing volunteers to work with vulnerable people



Topic	Facilitation Notes	Resource
Diversity Slide 22 2 minute discussion 5 min activity 3 min feedback 10 minute total Should be 11.45	 small groups, paper and pens <p>Discuss how volunteers will come from diverse backgrounds. Socio-economic, education and skill bases, experiences.</p> <p>Group one: Discuss a tricky volunteer, someone with back issues. What you may think of before placing the volunteer. Group two: a volunteer need has come up for delivery to an isolated area, what might you think about before placing the volunteer, what information would you need.</p> <p><i>Bad back some examples– can he do paper work, delivery, answer phones. How bad is the back.</i></p> <p><i>Delivery some examples– are there vulnerable people, is it safe, what are the conditions like, are there dogs loose, where is it, how long, how are they going to get there, do they have full drivers licence.</i></p> <p>Discuss that diversity is a challenge but has benefits, wider range of personality, skills, world views have benefits or teams.</p>	
Disability Slide 23 4 minutes	 brain storm to white board options to help people with disabilities volunteer <p>You cannot turn someone away from volunteering just because they have a disability</p> <ul style="list-style-type: none"> • You can offer modified solutions to suit them • You can also check to see if they have support available as well. • There are many roles which may be suitable, you may have to just think a little harder. ie deaf drivers <p>Discuss how everybody wants to feel connected and part of the community, by not engaging with people with disabilities we risk further social isolation and their ability to recover after an event. Quick question – what about mental health.</p>	

Activity



Total 7 minutes

Working with people from different cultural backgrounds


Slide 25

4 minutes

A cartoon illustration of a praying mantis and a beetle on a log. The mantis is green and has its arms crossed, looking at the beetle. The beetle is dark brown and is looking up at the mantis. A speech bubble from the beetle says, "WHAT'S YOUR NAME? WHERE DO YOU LIVE? ARE YOU MARRIED?". Below the log, a caption reads "A PRYING MANTIS". The artist's signature "J.J. SOK" is in the bottom right corner.

Topic	Facilitation Notes	Resource
<p>Health and Safety</p> <p><u>Slide 26</u></p> <p>4 minutes</p>	<p>Firstly your Health and Safety while working for Emergency Management</p> <p>Our day to day Health and Safety when it's business as usual is covered by ES, and while you're undertaking training or taking part in exercises as a volunteer you are covered under that.</p> <p>We have an additional Health and Safety policy, which we use if there is an emergency event. This is one which is approved by the CEG (so the four councils).</p> <p>Discuss that we have a form on the back of the Volunteer Registration form for volunteers to sign. It just states that they will not be sent to unsafe locations, if they choose to stray and end up in a collapsing building then that is a choice they have made.</p> <p>It also states that they need to take part in an induction before starting work, which will cover how to fill out accident and near miss forms, report incidents and possible health and safety risks. They will also have a copy of a hazard register.</p> <p>They will also sign that they have suitable footwear and clothing for the role being undertaken, ie if standing in cold weather a warm jacket, if they need protective or specialised equipment however this will be provided.</p> <p>They will also be made aware that they will need to attend a debrief at the end of their shift.</p>	
<p>Connectivity</p> <p><u>Slide 27</u></p> <p>2 Min</p> <p>Should be 12.10 ish time now for questions about anything thus far. Break for lunch at 12.20.</p>	<p>People you know that may be able to help.</p> <p>Through you there is a large network of people who belong to different groups and communities, they have different skills and different resources to offer.</p> <ul style="list-style-type: none"> Relationships and connections with others assist with access to resources; information and in the long term help people during and emergency and to recover after. While your main role will be to work with spontaneous volunteers, it may be that you can tap into these networks and gain volunteer support this way. Global research indicates that the aid agencies typically only assist 15-20% of population. The community helps the rest, so it is important to step and help each other. 	

Topic	Facilitation Notes	Resource
<p>How could it happen?</p> <p><u>Slide 28</u></p> <p>Back at 1pm 2 Min</p>	<p>Emergency events don't all start suddenly such as with an earthquake or an explosion at a factory. Some sneak up on us gradually like some flooding events. Other events may affect us indirectly, like Christchurch 2011 (bread shortages)</p>	
<p>Staying informed</p> <p><u>Slide 29</u></p> <p>2 Min</p>	<p>Methods of staying connected and in tune with what is happening</p> <p>If you have been activity involved you may find that you have been dealing with just one part of a larger response. Many people will have questions for you and what is happening, it can be stressful when you feel you don't have a complete view of the situation.</p> <p>Txt alerting – txt 219 and txt start 20c to join</p>	
<p><u>Slide 31</u></p> <p>5 Min</p>	<p> Activity</p> <p>For the next 3 minutes discuss in your groups what are the first things you would consider if you were called upon to assist in an emergency.</p> <p>2 minutes feedback</p>	

Topic	Facilitation Notes	Resource
<p>Household Emergency Plan</p> <p><u>Slide 32</u></p> <p>3 Min</p>	<p>An emergency plan can be useful for all of lives little hiccups from the water mains bursting through to a family member has been delivered to hospital. Most of the things you can do are free.</p> <ul style="list-style-type: none"> • Do you have school age children? • Who collects the children? • Where will you meet? • Do the children know who to call if they cannot get hold of you? • Who else can collect them from school if you can't? • Do you know the 'Emergency Plan Policy' of the school? • Update this each year. • Where is your family meeting point in case you cannot return home? • Do you have pets? Are dogs chipped? Are the dogs registered? Who can look after them if you are volunteering? • What is your family out of town contact? A relative or friend who we can call or go to? i.e. you may not be able to phone within your region but can reach people out of town. If the whole family can let them know they are OK they can pass that message on to the family member. This also works well when there is an illness in the family. • Is your insurance adequate? • What alternative measures have you got for <ul style="list-style-type: none"> ○ Heating ○ Cooking ○ Toilets (Do you have a chemical toilet? Make plastic bags, toilet paper and hand sanitizer a part of your emergency survival kit) ○ Water (refer to wellington CDEM water catchment tank) • What if you are not at home? Do you have a trusted friend or neighbor who can check your house and pets? Do you have their contact details and they yours? Do you know of anyone in your neighborhood that may need help during and/or after an emergency? • Prescription medication? Do you have at least 3 – 7 days' worth of medication at all times in case road closure prevent you from seeing a pharmacy and/or doctor. • Have you backed up important docs <ul style="list-style-type: none"> ○ Photocopies ○ Stored in drop box <p>Everyone should have a comprehensive Household Emergency Preparedness plan in place.</p> <p>Involve your family in the preparation of this plan, so everyone is aware of the details and the location of the plan.</p>	

Topic

Facilitation Notes

Resource

Household Kit

Slide 33

5 Min

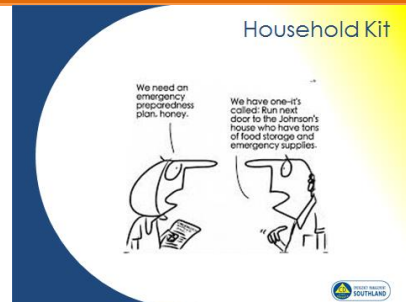


Discussion

Involve the participants in this get them to think about their households and circumstances and invite them to raise a few items that they would need. Also ask them to consider the fact that they may be more prepared than they think they are....give examples of camping/tramping gear, pare food in the pantry.

This can be time dependant, if you are running time fast, invite discussion, if you are running slow quickly go over this and point out that the information is in the "Get Ready get Thru" booklet

- Food and water for 3+ days - longer if you are in the country
- First Aid Kit
- Extra cash
- Medications
- Mobile phone & chargers
- Portable battery powered or self-charging radio
- Torches & batteries
- Matches
- Household bleach (not scented)
- Pet food & cages



Getaway Kit

Slide 34

2 Min

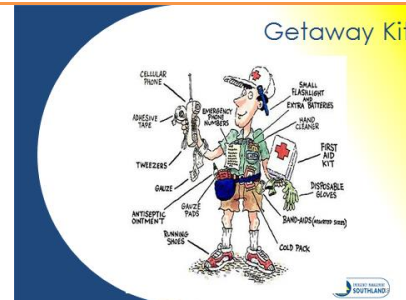
Getaway Kit or grab-bag

It may not be possible to have a lot of time to evacuate, so have a getaway kit at the ready or in the car

Everyone in the house should have a Getaway Kit.

- Cash
- Blankets or sleeping bags
- Toiletries – towel, soap, toothbrush and paste, sanitary items, babies needs
- Change of clothes
- Important documents i.e. birth certificates, passport, medical records, insurance paper, house ownership papers, photos on CD's Proof of address such as a bank statement, or rates bill (no older than 6mths)
- A list of contact details of family, friends and others applicable to your household
- Scan documents onto a Memory Stick and put in kit rather than all the actual documents.

Don't forget to turn off water, gas and electricity when you leave your home and take your pets with you!



Get Ready Get Thru Activity

Slide 35

30 minutes to discuss

10 min for feedback

Should be 2pm
Quick break
toilets etc back
at 2.10



Get Ready Get Thru Activity

Assume that you live in this street or work in a hypothetical workplace. This is a hypothetical street, it could be a road with residents more spaced out, but let's assume that there are 12 houses. This is a really good exercise to help you plan if an emergency event should happen. Let's imagine the workplace has 10 staff, all stranded, the incident occurred at 10 am, so everyone is there.

Scenario 1:

There has been a major earthquake, your street has some damage, and there is no sewerage, water or electricity. It is expected that there will be few if any services for the next three days. Your task is to develop a plan for the next three days.

Scenario 2:

There has been a major earthquake, your workplace has some damage, and there is no sewerage, water or electricity. You can't leave as the road is unsafe. It is possible you will have to stay here for the next 24 hours. Your task is to develop a plan for the next 24 hours. You will be required to give a quick 5 minute presentation, on your plan

List activities you could do before an emergency that could make your street more resilient.

Ensure some of the points include

- *Knowing your neighbors/colleagues*
- *Sharing information about emergency preparedness*
- *Skill base of the street, who is a nurse, has first aid, builder all skills are useful. Additional skills workmates may have eg first aid certificates, scout leaders.*
- *Who'll need more help? Elderly and mothers with young children, who has just come out of hospital? New people to the area. Anyone at work got special needs eg diabetics.*

Make a list of items that would collectively make your street/workplace more resilient

Items could include

- *gas cylinders/ BBQs, generators*
- *Tarpaulins*
- *Plastic sheets for broken windows*
- *Port-a-loos*

Make a plan for the next three days/24 hours




- What will be your first actions
- Ongoing actions

Note: Italics are instruction notes

Activity

- Make a list of items that would collectively make your street more resilient?
- Who in your street would need assistance?
- Make a plan using the information that you have gathered to help you through.
- What would be your immediate actions.



Topic	Facilitation Notes	Resource
Stress <u>Slide 31</u> 2 min discussion 2 min feedback	 <p>Discussion & Feedback</p> <p>Recognising stress in yourself and in others</p> <p>It is important to be aware of stress in yourself and others while you are responding, this is normal as you will be working with affected people and doing a role that you are not familiar with.</p> <p>In your group come up with 5 symptoms of stress. Things that you recognise as stress or have recognised in other people.</p> <p>Instructors note: This is for the participants to have awareness of stress in the role of being a volunteer; this slide and the next one are for self-help options. The Ministry of Health has a list of related websites that have good materials relating to stress.</p> <p>Link below http://www.health.govt.nz/your-health/conditions-and-treatments/mental-health/stress </p>	 <p>Stress</p> <ul style="list-style-type: none"> • Shift work • Unfamiliarity with role • Working with other people • Dealing with affected people • Personal and home issues • Life can be carry on as usual around you. <p>Need to be aware of stressors and signs and symptoms of stress in self and others</p>
Debrief <u>Slide 37</u> 2 min	<p>The debrief is to provide the team members with the opportunity to give some direct feedback about the emergency event, you will be encouraged to relate what went well and what did not go well.</p>	 <p>Debrief</p> <p>"Ok, so what went well for you today?"</p>
Where to from here? <u>Slide 38</u> 1 min	<p>This is the first step in your journey as a CDEM volunteer</p> <p>From here you may decide to become an active member of a sector control point and /or be a part of the welfare team.</p>	 <p>Where to from here? Future training.</p> <ul style="list-style-type: none"> Working with cultural and linguistic diversity experts discussion Volunteerism and working with volunteers experts discussion The Human Rights Act Working with people with disabilities experts discussion Working with people from different cultural backgrounds experts discussion First aid training The Health and Safety at Work Act 2015 Working with volunteers role plays and exercises

Contact Details

Slide 39

1 min

Contact details
Emergency Management Southland

- Cnr North Rd & Price St
Private Bag 90116
Invercargill 9840
- Phone: 03 211 5115 (Ask for
Emergency Management Southland)
- Fax: 03 211 5252
- Tollfree: 24 hours 0800 76 88 45
(Southland only)



Thank you

Thank you for your time today.

Express appreciation to volunteer and their employer....ask
for future training preferences, it's a partnership so their
feedback and needs are really important.

Slide 40

2 min

Thank you
Questions
?




Notes