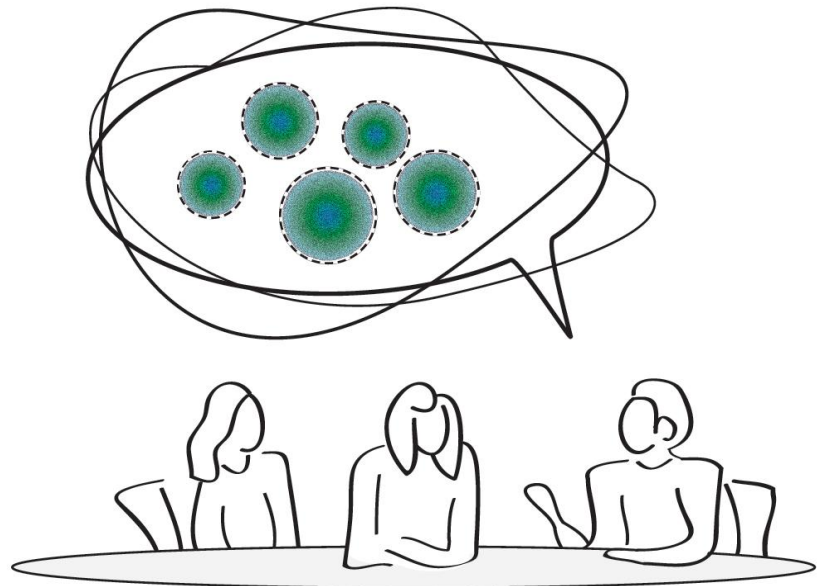


**COMMUNITY  
PLANNING SERIES for  
PANDEMIC  
INFLUENZA  
PREPAREDNESS:**

A Series of Multi-Sector  
Collaborative Plan Development  
Sessions for Local Communities

Center for Hazards Research  
& Policy Development  
University of Louisville  
Louisville, KY  
[hazardcenter.louisville.edu](http://hazardcenter.louisville.edu)

# LESSON PLANS



**Homeland  
Security**



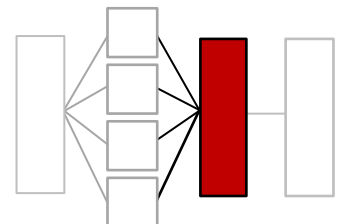
# 3 Multi-Sector Communications Planning

**DURATION:** 2 hours 20 minutes

**PARTICIPANTS:** Multi-Sector Local Representatives

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- Q1** What messages do we need to communicate?
- Q2** Where do we receive up-to-date pandemic info?
- Q3** Who are our message recipients?



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# Introduction

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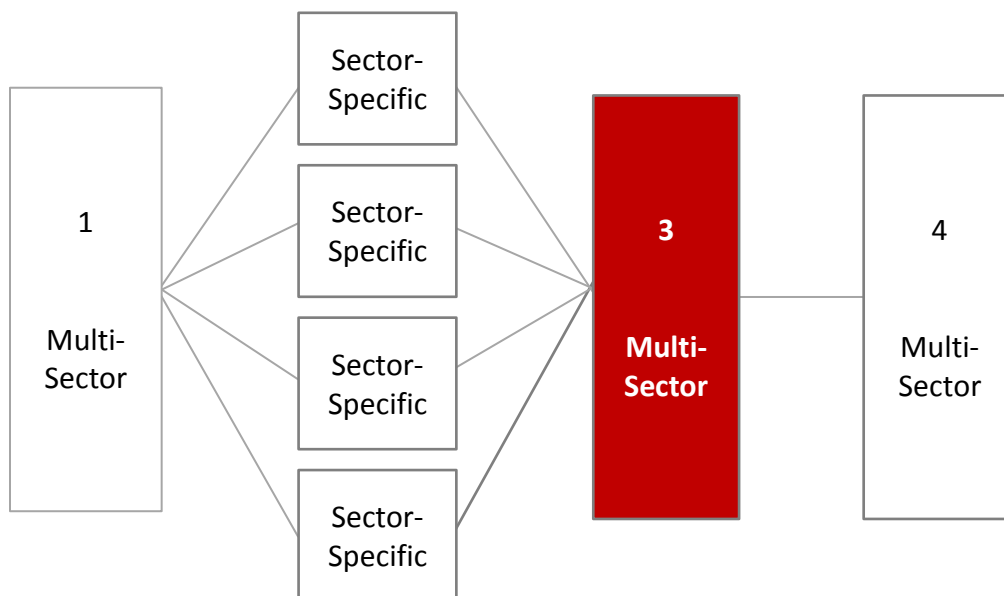
The “Multi-Sector Communications Planning” session is the third of four sessions that make up the **Community Planning Series for Pandemic Influenza Preparedness**, a plan development facilitation toolkit developed by the University of Louisville Center for Hazards Research and Policy Development. Toolkits that are provided in the series are intended to equip local preparedness professionals with the tools necessary to train local community leaders from multiple sectors on how to develop organizational pandemic plans from both an internal and external (community) perspective.

The sequence of the four sessions is such that participants will become familiar with preparedness planning concepts, the elements of a sound pandemic plan, and how to go about facilitating an internal pandemic plan development process. The sessions are intended to be held over the course of several months, allowing participants to take back what they’ve learned during each session for further implementation. Through the discretion of the facilitator, sessions may be supplemented with additional time for “working sessions” or “check-in points” that allow participants to ask questions and address issues and gaps as they develop their plans.

Session 3 allows multi-sector participants to reconvene in order share the results of sector-specific discussion and perspectives from the previous session, to learn more about developing a communications plan, and begin critically discussing internal and external communications strategies during a scenario-based discussion.

The below flowchart demonstrates the breakdown of each session according to the session target audience:

<b>SESSION 1:</b>	<b>SESSION 2:</b>	<b>SESSION 3:</b>	<b>SESSION 4:</b>
Preparing to Plan	Steps to Develop Your Plan	Communications Planning	Maintaining Your Plan



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# Session 3. Multi-Sector Communications Planning

## TABLE OF CONTENTS

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### **3.0 Multi-Sector Communications Planning**

- 3.0 Lesson Plan
- 3.0 Agenda Template
- 3.0 Session Coordination Checklist
- 3.0 Session Interest Flyer

#### **3.1 Summary and Discussion: Pandemic Flu & Our Community**

- 3.1 Lesson Plan
- 3.1 Presentation Template\*
- 3.1 Participant Handouts

#### **3.2 Lecture: Communications Planning for a Pandemic**

- 3.2 Lesson Plan
- 3.2 Presentation Template
- 3.2 Participant Handout

#### **3.3 Scenario-based Discussion: Communicating during a Pandemic**

- 3.3 Lesson Plan
- 3.3 Presentation Template
- 3.3 Participant Handout

*\*Presentation handouts (6 slides per page) are located with the hard copy of your facilitator toolkit. To access an electronic copy of the presentation templates, see the electronic version of the facilitator toolkit.*

## 3.0 Multi-Sector Communications Planning

*What to communicate? Where are information sources? Who are the message recipients?*

**SESSION DURATION:** 2 hours 20 minutes

**STYLE/FORMAT:**

3.1 Lecture 30 min	3.2 Lecture 20 min	3.3 Group Activity 90 min
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**DESIGN:**

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The “Multi-Sector Communications Planning” session is designed to introduce participants to the key considerations of communicating during a pandemic. With a mixture of interactive lectures and a scenario-based discussion, participants are challenged to identify specific communications that will occur during the various phases of a pandemic. By completing this session, participants will gain a diverse perspective from other participant groups representing multiple sectors and understand where their organization fits into the federal, state, and local communications framework during a pandemic.

**FACILITATOR TYPE:**

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The “Pandemic Flu Preparedness Plan Development Series” should be facilitated by a state, regional, or local Subject Matter Expert (SME) from the field of pandemic and/or all-hazards preparedness planning. The SME should play a prominent role during each of the four (4) sessions, and should remain a main point of contact for participants throughout the planning series. Duties of the facilitator include but are not limited to: Session coordination, lecture delivery, group activity facilitation, panel discussion moderation, working group facilitation.

**SESSION GOALS:**

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- ❖ Introduce key concepts, components, and methods that are important for the development of a communications plan to be included in a pandemic flu preparedness plan;
- ❖ Encourage the development of a communications plan that incorporates key communication activities before, during, and after a pandemic influenza outbreak or other emergency;
- ❖ Introduce the role of the Public Information Officer and designate a person/department to serve in this role;
- ❖ Introduce the key community resource section and external collaborations section of the plan outline;
- ❖ Reflect upon the strengths, weaknesses, opportunities and threats that were discussed during Session 2.

## SESSION OBJECTIVES

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- ✓ Describe important concepts, components, and methods that are important for the development of a communications plan;
- ✓ Recognize and identify who the Public Information Officer is and demonstrate an understanding of their role in communication and pandemic preparedness planning;
- ✓ Identify and discuss different communication roles and responsibilities before, during, and after a pandemic influenza outbreak;
- ✓ Understand the framework and format for developing a key community resource inventory;
- ✓ Critically discuss the sector-specific responses on strengths, weaknesses, opportunities, and threats that were analyzed during Session 2 with participants of other sectors.

## NAVIGATING THE SESSION

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The following toolkits will provide you with the materials needed to organize, coordinate, and facilitate this session:

- 3.0 Session Agenda Template
- 3.0 Session Coordination Checklist
- 3.0 Session Interest Flyer
- Series Sign-in Sheet Templates

	TOPIC	DURATION	INSTRUCTOR MATERIALS	PARTICIPANT MATERIALS
3.1	Pandemic Flu & Our Community	30 minutes	3.1 Presentation Template	3.1 Participant Handout: SWOT Analysis Discussion Summary 3.1 Participant Handout: Community Key Resource Inventory Sheet
3.2	Communications Planning for a Pandemic	20 minutes	3.2 Presentation Template	3.2 Participant Handout
3.3	Scenario-based Discussion: Communicating During a Pandemic	90 minutes	3.3 Presentation Template	3.3 Participant Handout



## Community Planning Series for Pandemic Flu Preparedness

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### SESSION 3: Multi-Sector Communications Planning

<< Date >>

<< Time >>

<<Location>>

<<Address>>

<<City, State Zip Code>>

8:30-9:00	<b>Registration</b>
9:00-9:30	<b>Pandemic Flu &amp; Our Community</b> <i>Summary and Discussion</i>  << Presenter Name >> << Title >>
9:30-9:50	<b>Communications Planning for a Pandemic</b> <i>Lecture</i>  << Presenter Name >> << Title >>
9:50-10:00	<i>Break (Divide into Groups)</i>
10:00-11:30	<b>Communications during a Pandemic</b> <i>Scenario-based Discussion</i>
11:30-11:45	<b>Closing Remarks and Opportunity for Questions</b>
11:45	<b>Adjourn</b>

*Planning Sessions brought to you by:*

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## 3.0 Session Coordination Checklist

### Session Planning Checklist

Task:	Complete by:	Responsible:	Comments:
<input type="checkbox"/> Schedule Session date(s) and location(s)			Date Scheduled:
<input type="checkbox"/> <b>Planning Meeting</b> <input type="checkbox"/> Discuss state of preparedness <input type="checkbox"/> I.D./secure event venue <input type="checkbox"/> Select participants and develop contact sheet <input type="checkbox"/> Review and approve agenda			
<b>Outreach</b> <input type="checkbox"/> Distribute Interest Flyers, agenda questionnaire, and direct to website <input type="checkbox"/> Final follow-up for RSVP			By email, phone, and/or fax
<b>Continuing Education credit opportunities</b> <input type="checkbox"/> Pre-approval <input type="checkbox"/> Post-workshop submittal <input type="checkbox"/> Print certificates, sign-in sheets and other paperwork			Determine applicable continuing education offerings according to locality.
<b>Presentation Development</b> <input type="checkbox"/> Adapt and insert local information to PowerPoint Templates.			Use local photos and other visuals when able.
<b>Pre-Workshop</b> <input type="checkbox"/> Confirm availability of AV equipment <input type="checkbox"/> Binder materials: Obtain and prepare materials and handouts for participants, including CDC checklists <input type="checkbox"/> Print name tags with names and affiliations <input type="checkbox"/> Print Sign-in Sheet from RSVP list			AV Equipment needed: Laptop, projector, projector screen, internet access, speaker system
<b>During Workshop</b> <input type="checkbox"/> Set up resource table with printed handouts <input type="checkbox"/> Set up registration table			Assign 1 -2 people for check-in and to distribute name tags and participant folders
<b>Post-Event</b> <input type="checkbox"/> Clean-up <input type="checkbox"/> Send follow-up email to participants with additional resource locations and contacts for technical assistance.			Return handouts to binders; distribute continuing education certificates; submit required continuing education paperwork

## Community Planning Series for Pandemic Flu Preparedness

### SESSION 3: MULTI-SECTOR COMMUNICATIONS PLANNING

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<<Sector Name>>

<< Date and Time >>

<< Location >>



[www.communitypandemicprep.org](http://www.communitypandemicprep.org)

***By completing the Planning Series you will:***

- Become equipped with the knowledge, tools, and resources needed to develop a pandemic preparedness plan for your represented organization.
- Have the opportunity to build collaborative relationships with other organizations who are working to develop their pandemic plans.
- Have the ability to “check-in” at each session and receive support during the course of your plan development process.

### What is the “Community Planning Series for Pandemic Flu Preparedness”?

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The series is a set of four interactive educational sessions that will introduce local community leaders to the pandemic influenza plan development process:

- << Date >>      **Session 1: Preparing to Plan**
- << Date >>      **Session 2: Steps to Developing Your Plan**
- << Date >>      **Session 3: Multi-Sector Communications Planning**
- << Date >>      **Session 4: Tips on Maintaining Your Plan**

### Which topics will Session 3: Multi-Sector Communications Planning cover?

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***Session 3 Topics:***

- Thinking Externally: Pandemic & Our Community.
- Communications Planning for Pandemic.
- Opportunities for multi-sector collaborative planning.

*Continuing education credits offered:*

<< Credit >>

<< Credit >>

Session 3 is designed to introduce participants to concepts and methods needed for the development of a pandemic communications plan. By completing this session, participants will gain an understanding of multi-sector considerations when communicating during a pandemic through interactive presentations and discussions with local community leaders.

**Are you interested in attending? If so, please contact:**

---

<< Name, Title >>

<< Organization >>

<< Phone >>

<< email >>

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## 3.1 Pandemic Flu & Our Community

*Format: Lecture*

3.1 Lecture 30 min	3.2 Lecture 20 min	3.3 Group Activity 90 min
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**SECTION DURATION:** 30 minutes

**INSTRUCTOR TYPE:** A local or regional Subject Matter Expert (SME) from the field of pandemic and/or all-hazards preparedness planning for the targeted sector.

**GOALS:**

- Introduce the “Pandemic Flu & Our Community” Section of the pandemic preparedness plan outline.
- Provide a summary of responses from sector-specific SWOT discussions that were held during Session 2.
- Prompt discussion around responses that reveal opportunities for future multi-sector collaboration.

**OBJECTIVES:**

- Obtain the information necessary to complete the “Pandemic Flu & Our Community” Section of the pandemic preparedness plan.
- Discuss responses from sector-specific SWOT discussions that were held during Session 2.
- Discuss and commit to future collaborative efforts across sectors.

### **PARTICIPANT HANDOUTS**

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**Community Key Resource Inventory Sheet** – This sheet should be prepared by the session facilitator based on information gathered from the “Participant Questionnaire” that was completed by participants upon registration for the series. The inventory sheet is the first step toward understanding what resources and organizations exist in your community. Inventory sheets should be adjusted accordingly based on the local needs of the community and plan-preparers. Share the completed inventory sheet with participants in electronic format for ease of insertion into plan outlines.

**SWOT Analysis Discussion Summary Sheet** – This sheet should be prepared by the session facilitator from Session 2: “Developing Your Plan.” On this sheet should list responses from the sector-specific sessions at which each sector examined their preparedness approach and response capabilities for pandemic. These responses may be helpful in identifying areas for future collaboration, and with informing the externally focused portion of the pandemic preparedness plan.

## Topics to Be Covered:

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3.1	Presentation Topics
Introduction	
	Instructor Introduction
	Session Agenda
	Planning Series Breakdown
Pandemic Flu & Our Community	
	Goals and Objectives
	Community Profile
	Coordination with External Organizations
	Local Preparedness Groups
SWOT Summary and Discussion	
	What is a SWOT?
	Sector-specific participation
	Sample questions
	Health and Medical Field – Summary, Responses, and Major Points of Discussion
	Schools – Summary, Responses, and Major Points of Discussion
	Business and Private Sector – Summary, Responses, and Major Points of Discussion
	Public Sector – Summary, Responses, and Major Points of Discussion
	Community Organizations – Summary, Responses and Major Points of Discussion
E	Opportunities for Collaboration

Discussion on Collaboration = Engage

By presenting responses from previous sessions, you are assisting participants with identifying areas for future collaborations. To engage the audience in discussion, propose various strategies that could lead to collaboration to prompt critical discussion.

### 3.1 SWOT Analysis Discussion Summary

Below are listed responses from the sector-specific sessions at which each sector examined their preparedness approach and response capabilities for pandemic. These responses may be helpful in identifying areas for future collaboration, and with informing elements of your pandemic preparedness plan.

Community Organizations	
Strengths	Weaknesses
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Opportunities	Threats
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Public Sector Agencies	
Strengths	Weaknesses
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Opportunities	Threats
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

<b>Business and Private Sector</b>	
<b>Strengths</b>	<b>Weaknesses</b>
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
<b>Opportunities</b>	<b>Threats</b>
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
<b>Health and Medical</b>	
<b>Strengths</b>	<b>Weaknesses</b>
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
<b>Opportunities</b>	<b>Threats</b>
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
<b>Schools</b>	
<b>Strengths</b>	<b>Weaknesses</b>
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
<b>Opportunities</b>	<b>Threats</b>
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

## 3.1 Community Key Resource Inventory Sheet

Below are suggested fields and sectors to gather information on as you build your community's key inventory sheet. Facilitator Note: Please adjust these forms accordingly to suite your community's needs.

### Health and Medical Field

<b>Hospitals</b>			
Name	Type (public, private, or nonprofit)	Number of Beds	Type (ICU, Trauma Center, Burn units, acute care, children's, psychiatric)
<b>Emergency Medical Services</b>			
Name	Type (private, hospital, fire-based)	Equipment and supplies in transport units	Full time v. Volunteer
<b>Physician Clinics</b>			
Name	Type (public, private, or nonprofit)	Number of patients served	
<b>Long-Term Care Facilities</b>			
Name	Type (public, private, or nonprofit)	Number of clients served	
<b>Home Health Agencies</b>			
Name	Type (public, private, or nonprofit)	Number of clients served	



## Public Sector Agencies

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<b>Public Health Department</b>					
Name	Location	Area of Service			
<b>Emergency Management Agency</b>					
Name	Location	Area of Service			
<b>Law Enforcement</b>					
Name	Type (city or county)	Number of Officers	Patrol Units	Jail/prison capacity	
<b>Fire Services</b>					
Name	Type (city or county)	Number of Stations	Full time v. Volunteer	Number of Rescue Personnel	Number of Emergency Medical Technicians
<b>911 Call Center</b>					
Name	Location	Area of Service			
<b>Coroner/Funeral Homes</b>					
Name	Type	Capacity			
<b>Other Public Agencies</b>					
Name	Location	Area of Service			

## Business and Private Sector

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<b>Banks</b>		
Name	Type	Number of employees
<b>Utilities</b>		
Name	Type	Number of locations served
<b>Grocery Stores</b>		
Name	Type	Number of employees
<b>Local Media Outlets</b>		
Name	Type	Area served
<b>Pharmacies</b>		
Name	Type (public, private, or nonprofit)	Capacity
<b>Transportation</b>		
<i>Major roadways, railways, waterways, public transit</i>		
Name	Type	Location
<b>Major Employers</b>		
Name	Type	Number employed

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## Schools

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<b>School District K-12</b>		
Name	Type	Number of students
<b>Post-Secondary (Colleges and Universities)</b>		
Name	Type	Number of students
<b>Childcare and Preschool</b>		
Name	Type	Number of students

# Community Organizations

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<b>Volunteer Organizations</b>			
Name	Description	Number served	Number of volunteers/employees

<b>Shelters</b>			
Name	Type	Location	Capacity

<b>Other Community Organizations</b>			
Name	Type	Location	Capacity

## 3.2 Communications Planning for a Pandemic

*Format: Introductory Lecture*



**SECTION DURATION:** 20 minutes

**FACILITATOR TYPE:** A local or regional Subject Matter Expert (SME) from the field of pandemic and/or all-hazards preparedness planning for the targeted sector shall facilitate the activity. He/she will guide the participants through the “Sample questions” provided to participants.

**GOALS:**

- Introduce key concepts, components, and methods that are important for the development of a communications plan to be included in a pandemic influenza preparedness plan.
- Encourage the development of a health communications plan that incorporates key communication activities before, during, and after a pandemic influenza outbreak or other emergency.
- Introduce the role of the Public Information Officer and designate a person/department to serve in this role.

**OBJECTIVES:**

- Describe important concepts, components, and methods that are important for the development of a health communications plan.
- Recognize and identify who the community Public Information Officer is and demonstrate an understanding of their role in communication and pandemic influenza preparedness planning.
- Identify and discuss different communication roles and responsibilities before, during, and after a pandemic influenza outbreak.

## Topics to Be Covered:

The below sequencing demonstrates the base topics to be covered during communications planning presentation. Facilitators should incorporate additional material as mandated or guided by your associated pandemic planning authorities at the State and/or local level.

3.2	Communications Planning
<b>Introduction</b>	
	Section Agenda
	Section Goals and Objectives
	Section 2 of Plan Outline
<b>Communications Planning</b>	
(L)	Establish a Plan
	Educate employees
	Develop your plan
	Key to communications
	Levels of communication
	State and Local Communication Structure
	Components of a Communications Plan
(E)	Forming a communications work group
	Organizational Communications
	Determine Your Target Audience
	Key Messages
(E)	Communications with the media
(E)	Methods of Communication
	Crafting Your Message
	Risk Communication
	Behavioral considerations
	Resources linking to action

### Making Your Presentation Local (L) = Local

As facilitator, please be sure to share specific examples that apply to the material that is presented during this session. What types of messages were sent out to the local community during H1N1? When were they sent out? How do you go about crafting your messages?

### Sharing Examples (E) = Engage Discussion

As facilitator, engage the audience in discussion by taking inventory as you speak about developing a communications plan. Ask if examples can be provided from the H1N1 pandemic. Use the responses obtained from the "Participant Questionnaire" to identify examples among the crowd.

### 3.3 Communications During a Pandemic

*Format: Scenario-Based Discussion*

3.1	3.2	3.3
Lecture 30 min	Lecture 20 min	<b>Group Activity</b> <b>1 hr 40 min</b>

**SECTION DURATION:** 1 hour 40 minutes

**FACILITATOR TYPE:** A local or regional Subject Matter Expert (SME) from the field of pandemic and/or all-hazards preparedness planning for the targeted sector shall facilitate the activity. He/she will guide the participants through the scenarios provided.

**GOALS:**

- Build awareness of agency communication roles and strategies.
- Examine strengths, weaknesses, and opportunities for community collaboration.

**OBJECTIVES:**

- Compare and contrast organizational communications strategies.
- Inform gaps and linkages in multi-sector communications planning.
- Identify opportunities for future collaborations for preparedness planning.

#### **OBJECTIVES by Major Pandemic Event:**

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Each of the below objectives will be accomplished for internal and external stakeholder groups as identified by each group of participants.

➤ **Major Event 1 – Investigating a new illness.**

Identify and discuss:

- Who is responsible for communications.
- What communications methods will be used to reach audience.
- Who the internal and external audiences are for our messages.
- Where the source of information will be for disease containment messages.
- When the target audience should be notified.

➤ **Major Event 2 – Strain has been identified.**

Identify and Discuss:

- Who is responsible for communicating with special needs populations.
- Who the internal and external audiences are for our messages.
- What types of communication strategies will be used for special needs populations.
- Where services and information will be offered to special needs populations.
- When services will be made available to special needs populations.
- How to evaluate the effectiveness of communications with special needs populations.

➤ **Major Event 3 – Local rates of infection increasing.**

Identify and Discuss:

- Who will be the authority to make decisions on workforce absenteeism.
- Who should be aware of workforce absenteeism policies (internal & external)
- How policies will be communicated to stakeholder groups.
- What strategies will be used to prevent panic from occurring.
- Where information be obtained to be communicated.
- When the appropriate time will be to communicate external and internal closings.
- How (methods, modes) all of the information for the above will be disseminated.

**DISCUSSION PARAMETERS:**

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1. Participants break-out into groups according to sector:
  - Private/Business Sector
  - Education (secondary, post-secondary, vocational, & child-care)
  - Public Sector (law enforcement, fire, EMA, EMS, Judicial)
  - Health & Medical field (Nurses, doctors, etc.)
  - Community Organizations
2. Beginning with Major Event 1, as a group, read event description and the key message.
3. Fill in organization's communications strategies by filling in the "internal" and "external" boxes for the questions (who, what, where, when, and how?).
  - "Internal" communications are those within the organization. These may be staff and other person's employed by the organization.
  - "External" communications are those groups outside of the organization that are served. These may be clients, vendors, suppliers, the media, public officials, investors, etc. to name a few.
4. 20 minutes will be allowed for each major event with 10 minutes for discussion. Designate a group speaker to share your group's answers.
5. Total time for activity will be 1 hour and 30 minutes.



## Topics to Be Covered:

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The below sequencing designates 30 minutes each for a total of three pandemic scenarios, beginning with least severe to most severe. As a facilitator, adapt this activity if your groups need to focus on a particular area. Also, you may expand or condense this activity according to time available.


<b>3.3</b>	<b>SWOT Discussion Sequencing</b>
<b>Introduction to Activity</b> <span style="float: right;"><b>10 minutes</b></span>	
	Section Agenda
	Section Goals and Objectives
	Exercise Type
	Sectors Represented
	Group Designations
<b>Major Event 1</b> <span style="float: right;"><b>30 minutes</b></span>	
	Group Discussion
	Reporting and Discussion
<b>Major Event 2</b> <span style="float: right;"><b>30 minutes</b></span>	
	Group Discussion
	Reporting and Discussion
<b>Major Event 3</b> <span style="float: right;"><b>30 minutes</b></span>	
	Group Discussion
	Reporting and Discussion

### Participant Materials:

---

- Scenario-Based Discussion Worksheet
- Flip-chart
- Marker
- Tape or easel to hold flip-chart
- Other resources for reference

### Localizing Your Scenarios

 = Local

Each scenario contains assumptions that should be adapted to the particular community that is participating in the “Planning Series.” On the “3.3 Presentation Template” and on the “3.3 Participant Handout” be mindful to change information to reflect your local community.

## 3.3 Scenario-Based Discussion Worksheet

### *Phases of pandemic influenza and the your organization's response*

---

#### **Discussion Goals:**

- To build awareness of agency communication roles and strategies during a pandemic.
- To examine strengths, weaknesses, and opportunities for community collaboration.

#### **Discussion Purpose:**

- Compare and contrast organizational communications strategies.
- Inform gaps and linkages in multi-sector communications planning.
- Identify opportunities for future collaborations for preparedness planning.

#### **Discussion Parameters:**

- This discussion is not a “simulation”.
- Please discuss your agency’s communications role and think about your individual role.
- Not all of the issues during this discussion need to be resolved.
- Feel free to move around the room and engage others.
- Feel free to utilize provided CDC checklists and other handouts provided at the “resource table”.

#### **Instructions for activity:**

2. Participants break-out into groups according to sector:
  - Private/Business Sector
  - Education (secondary, post-secondary, vocational, & child-care)
  - Public Sector (law enforcement, fire, EMA, EMS, Judicial)
  - Health & Medical field (Nurses, doctors, etc.)
  - Community Organizations
6. Beginning with Major Event 1, as a group, read event description and the key message.
7. Fill in your organization’s communications strategies by filling in the “internal” and “external” boxes for the questions (who, what, where, when, and how?).
  - “Internal” communications are those within your organization. These may be staff and other person’s employed by your organization.
  - “External” communications are those groups outside of your organization that you may serve. These may be clients, vendors, suppliers, the media, public officials, investors, etc. to name a few.
8. 20 minutes will be allowed for each major event with 10 minutes for discussion. Designate a group speaker to share your group’s answers.
9. Total time for activity will be 1 hour and 30 minutes.

## Major Event 1:

---

It is January. There have been reports of a severe influenza-like illness that has caused a number of deaths in several countries in Asia. There have also been suspected cases of human-to-human transmission. The World Health Organization (WHO) and the U.S. Centers for Disease Control and Prevention (CDC) have sent teams to investigate. The national and international press is giving the story wide coverage.

<b>Key Message(s):</b> Employees, clients, staff, vendors, suppliers, etc. are informed of recommendations for personal hygiene and other community containment measures.		
	<b>Internal</b>	<b>External</b>
<b>Who will communicate?</b> <ul style="list-style-type: none"> <li>Who is responsible for communicating strategies and recommendations to your target audience? To the media?</li> </ul>		
<b>Who is your audience?</b> <ul style="list-style-type: none"> <li>Who are your internal and external audiences that you must communicate to?</li> </ul>		
<b>Where?</b> <ul style="list-style-type: none"> <li>Where will the information to develop your message on community containment strategies and the virus be obtained? From the CDC? From the State Health Department?</li> </ul>		
<b>When?</b> <ul style="list-style-type: none"> <li>When will target audience(s) be notified of possible pandemic flu strain? Of symptoms? Of treatment and services offered?</li> </ul>		
<b>What?</b> <ul style="list-style-type: none"> <li>What communications methods are used to reach the target audience(s)? Phone? Email? Radio? YouTube? Facebook?</li> </ul>		

## Major Event 2:

It is mid-April. WHO has analyzed the virus and determined that it is a new strain of Influenza. Some clusters of human-to-human transmission have been confirmed in Asia. There is a confirmed cluster of cases in the State of Georgia and suspected clusters are now being reported in 15 other states. Antivirals do not appear to be effective and vaccine has just become available. Parents have begun to pull their children out of school and some businesses are reporting that their employees are calling in sick over concerns of catching the flu.

<b>Key Message(s):</b> Special needs populations are at risk of contracting the virus and need to be educated on the virus - its risks and symptoms - and vaccine availability.		
	<b>Internal</b>	<b>External</b>
<b>Who will communicate?</b> <ul style="list-style-type: none"> <li>• Who is responsible for communicating to populations with special needs?</li> </ul>		
<b>Who is your audience?</b> <ul style="list-style-type: none"> <li>• Who are your internal and external audiences that you must communicate to?</li> </ul>		
<b>Where?</b> <ul style="list-style-type: none"> <li>• Where will services/information be offered to special needs populations?</li> <li>• Where does information on special needs populations' designation come from?</li> </ul>		
<b>When?</b> <ul style="list-style-type: none"> <li>• When will services and information be made available to special needs populations?</li> </ul>		
<b>What?</b> <ul style="list-style-type: none"> <li>• What types of communications methods and strategies will be used to communicate with special needs populations?</li> <li>• What special considerations –translators, cultural differences, etc. – should you take into account when communicating with special needs populations?</li> </ul>		
<b>How?</b> <ul style="list-style-type: none"> <li>• How will you know you have reached special needs populations?</li> </ul>		

### Major Event 3:

It is late May. The CDC has declared this to be a Category 5 pandemic. The flu is widespread nationally, in << State name >> and in << locality name >>. Many local businesses, school and organizations are reporting up to 40% absenteeism, with some shutting down completely. It is estimated that 20% of the local population has become ill. There is no vaccine or antiviral available. Federal assets are dispersed and not available. The order is given to close schools and cancel community events.

<b>Key Message(s):</b> Most staff at organizations and businesses have exhausted all sick leave and vacation time and are at risk of going on leave without pay for an extended period of time. Staff members, clients and service providers need to be informed of company policies, procedures and operations changes and/or disruptions.		
	<b>Internal</b>	<b>External</b>
<b>Who?</b> <ul style="list-style-type: none"> <li>• Who will be the authority to make decisions on workforce absenteeism? Who do you need?</li> <li>• Who are your essential employees that are needed? Is your staff cross-trained for these duties if these persons are absent?</li> </ul>		
<b>Who is your audience?</b> <ul style="list-style-type: none"> <li>• Who are your internal and external audiences that you must communicate to?</li> </ul>		
<b>Where?</b> <ul style="list-style-type: none"> <li>• Where will this information be obtained (for messenger and receiver)? OSHA? Department of Education?</li> </ul>		
<b>What?</b> <ul style="list-style-type: none"> <li>• What is the message?</li> </ul>		
<b>How</b> <ul style="list-style-type: none"> <li>• How will all of this information be disseminated?</li> <li>• With social distancing and isolation as protocol, how will you communicate this information? Email? Phone? Local news media?</li> </ul> <p>In what way will these policies, roles, and decisions be communicated to your workforce (many of whom will be absent), clients, and other groups outside your organization?</p>		
<b>When?</b> <ul style="list-style-type: none"> <li>• When do you send the message(s)?</li> <li>• At what point will your organization make the decision to close or halt operations?</li> </ul>		