

## **Major Storm and Community Resilience Module Final Presentation in Town Hall Meeting Guidelines**

Each team is required to undertake writing a policy memorandum from the perspective of their assigned stakeholder position. This memo will evaluate the assigned local Hazard Mitigation Plan (HMP), as well as local geoscience data specific to a particular storm type, and present recommendations for their community to improve the HMP. The analysis of the HMP will form the foundation of the team's presentation in the Town Hall Meeting to be held in class. Each team member is expected to participate in presenting and defending the group's recommendations and strategies in front of the class. Teams will be assessed on the strength of their recommendations, their ability to persuade other stakeholders to accept their plans, and their performance during the debate.

### **Town Meeting Scenario**

Past major storms have had environmental, social, and political impacts on the selected community. During the course of the module, students have identified the risks and hazards associated with location-specific major storms, and in Unit 3, they will select one type of major storm specific to their community as a case study (blizzards, hurricanes, tornadoes, etc.).

Because of historical experience with extreme weather, there are a number of questions that residents have regarding their community's vulnerabilities to specific natural hazards, the process of responding to storm hazards, and the subsequent response to storm damage, such as rebuilding infrastructure post-disaster, dealing with insurance requirements, hazard mitigation plans, and other associated environmental, economic, and social impacts. Students will be role-playing in a scheduled meeting at the town hall to allow these issues, interests, and concerns to be discussed by a number of relevant parties.

Each group will have 3-5 minutes to make their initial remarks. After the spokesperson from each group has had their turn, the floor will open up to questions from the "townspeople." Whenever a participant has finished speaking that participant will call on a student who also wishes to speak (as indicated by a raised hand), but who has not already done so. Once each class member has had the opportunity to speak, the floor will be opened for additional comments.

Students may use the news articles, stakeholder websites, and government documents posted to the course platform as a starting point for exploring roles and preparing for the meeting. Students are also encouraged to seek out relevant data to support their recommendations. Although each team will be playing the role of particular stakeholders, they should still maintain a systems thinking approach in considering policy suggestions.

### **Examples of Stakeholder Roles:**

Group 1: Environmental and land use planners.

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<sup>1</sup> This activity should be tailored to the school's location. For example, the module authors used their schools' locations as the focus: Professor Doner's class assessed Plymouth, NH; Professor Motola's class assessed New York, NY; and Professor Stapleton's class assessed Worcester, MA.

Group 2: Insured homeowners in the community.

Group 3: Staff members of the county emergency agency.

Group 4: Local community officials, including school superintendents, transportation officials, public works officials, emergency responders (police, fire, hospital). Instructors may choose to split these officials into separate groups.

Group 5: Insured business owners in the community.

Group 6: Members of the local or state conservation department.

Group 7: Individuals employed with FEMA's National Flood Insurance Program (NFIP).