



# Community-Led Planning and Collaboration for Resilience

## Resource Toolbox

Resources for working together, growing ideas, building strengths and taking action for what matters most.



## Acknowledgement of Country

We acknowledge the Traditional Custodians and Owners of the lands on which we work and live across Australia.

This report was created by people living on Boonwurrung/Bunurong, Ngambri, Ngunnawal and Wurundjeri Country. It draws on the experience of our Fire to Flourish program, which operates on Bidwell, Brinja-Yuin, Bundjalung, Djiringanj, Gumbaynggirr, Gunaikurnai, Kamilaroi, Monero, Walbunja and Yaegl Country.

We pay our respects to Elders past and present, and acknowledge the sovereignty of Indigenous peoples. We are committed to collaboration that furthers self-determination and creates a better future for all.

### Authors

Jana-Axinja Paschen, Rebecca Walker, Joe Brierley, Zoe D'Arcy, Pamela Denise, Helen Duroux, Gretel Evans, Eva Grunden, Adriana Keating, Kath Kermodé, Cara MacLeod, Bonnie Nebauer, Kizzy Nye, Barb Rix, Matt Sing and Briony Rogers. Fire to Flourish, Monash University.

### Images

All images in this report, including the cover image, are credited to Fire to Flourish unless stated otherwise.

### Publisher

Fire to Flourish  
Monash Sustainable Development Institute  
8 Scenic Blvd Clayton VIC 3800  
E: firetoflourish@monash.edu  
Date of Publication: March 2026

### Suggested citation

Paschen, J.-A., Walker, R., Brierley, J., D'Arcy, Z., Denise, P., Duroux, H., Evans, G., Grunden, E., Keating, A., Kermodé, K., MacLeod, C., Nebauer, B., Nye, K., Rix, B., Sing, M., Rogers, B. (2026) *Community-Led Planning and Collaboration for Resilience: Resource Toolbox*. Fire to Flourish, Monash University, Melbourne, Australia.

### Acknowledgements

This guide was co-designed by Fire to Flourish, together with community teams and participating community members in the Fire to Flourish partner regions. It would not have been possible without everyone's enthusiasm, creativity and commitment to the process. The authors wish to gratefully acknowledge the work of the community participants and the Fire to Flourish community teams, including current and former members: Cara MacLeod, Kath Kermodé, Pamela Denise, Chick Edwards, Cinnamon Jarrett, Faye Neil, John Skinner and Roxanne Smith in Clarence Valley; Sara Matthews, Eva Grunden, and Bonnie Nebauer in East Gippsland; Kizzy Nye, Barb Rix, Joe Brierley, Daphne Parsons, Alice Ansara and Steph Chiu in Eurobodalla; and Helen Duroux, Matt Sing, Gina Carpenter, Beatrice Torrens, and Anthea Williams in Tenterfield, as well as research team members, Elise Park and Scott Campbell-Smith. We also acknowledge the contributions of The Australian Centre for Social Innovation to the early work undertaken in shaping the approaches presented in this guide.

### Disclaimer

Fire to Flourish has endeavoured to ensure that all information in this publication is correct. It makes no warranty with regard to the accuracy of the information provided and will not be liable if the information is inaccurate, incomplete or out of date nor be liable for any direct or indirect damages arising from its use. The contents of this publication should not be used as a substitute for seeking independent professional advice.

© (2026) Fire to Flourish. This work is copyright. Apart from any use permitted under the Copyright Act 1968, no part of it may be reproduced by any process without written permission from the publisher. Requests and inquiries concerning reproduction rights should be directed to the publisher.

# CONTENTS

<b>PHASE 0: GETTING STARTED</b>	<b>4</b>
Suggested roles	4
Managing conflict of interest	6
<b>PHASE 1: GROUNDING AND CONNECTING</b>	<b>10</b>
Connecting, building relationships, inviting people	10
Stakeholder mapping	10
Creative activities	12
<b>PHASE 2: STARTING YOUR MEETINGS</b>	<b>13</b>
Creating a safe and inclusive space	13
Getting to know each other	13
Icebreakers	14
Shared Purpose and Vision	16
Group Agreement	18
Connection map	20
Community outreach	22
<b>PHASE 3: YOUR COMMUNITY IN CONTEXT</b>	<b>23</b>
What is systems thinking?	23
A timeline of your community	25
The 5 domains of your community	26
Strength mapping/SWOT analysis	27
The Iceberg model of systems change	28
The root of the problem tree	28
<b>PHASE 4: FOCUSING YOUR ENERGY</b>	<b>30</b>
Tomorrow Party	30
Priority setting	31
<b>PHASE 5: PLANNING FOR ACTION AND DECISION-MAKING</b>	<b>32</b>
Developing ideas and projects	32
Documenting ideas	33
Ideas to action: Planning worksheet	34
Common decision-making techniques	36
<b>PHASE 6: DOING AND LEARNING, AND CELEBRATING!</b>	<b>42</b>
Learning Circles	42
Reflection after the process	43

## HOW TO USE THIS RESOURCE TOOLKIT

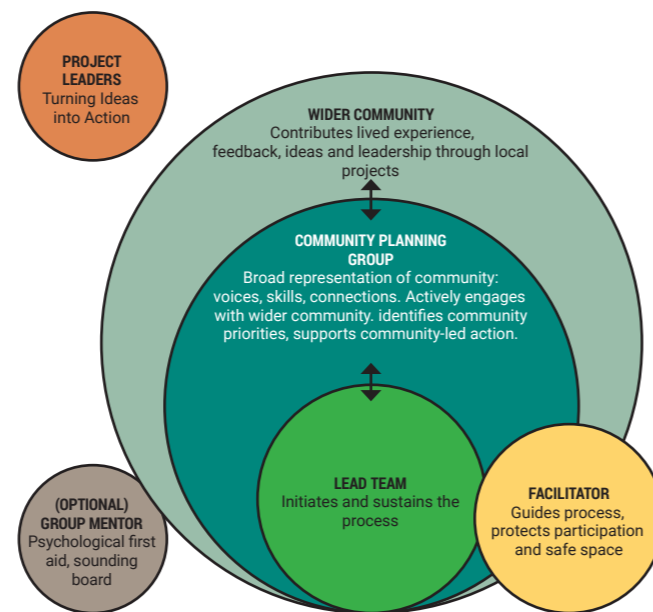
This toolkit is designed as a companion to the *Community-Led Planning and Collaboration for Resilience: A Practice Guide*. Full guidance on the approach and activities are provided in the Practice Guide – this toolkit provides the additional resources, templates and activity sheets that can be used to put the approach into action.

## PHASE 0

# Getting Organised

### SUGGESTED ROLES

These roles are suggestions based on the experience of the Fire to Flourish process pilots. Depending on your context and the size of your community or group, the roles described here might blend together and people might wear different hats, looking after the logistics as well as doing some of the planning or facilitation. Just be mindful not to take on too much by holding too many threads at the same time.



Architecture for suggested roles

### Lead Team – local drivers

**Purpose:** The Lead Team initiates, anchors, and sustains the process. They hold the threads of communication, logistics, and community engagement.

**Who they are:** Local people or groups motivated to bring others together. They might include existing community leaders, connectors, or representatives from trusted local organisations.

#### Key intentions:

- Ensure the process stays locally owned, diverse and inclusive.
- Convene the Community Planning Group.
- Keep communication flowing between community, partners, and other stakeholders.

**Variations:** In small communities, the Lead Team and the Community Planning Group may be one and the same. That's fine as long as the group remains diverse and reflective of the community and has processes in place to help them manage any arising conflicts of interest.

### Facilitator – holding the process

**Purpose:** To guide discussions, balance participation, and help the group stay connected to its purpose.

**Who they are:** Someone trusted, with skills in inclusive facilitation and awareness of bias and group dynamics. They might be a member of the Lead Team, an external person, or a shared community role that develops over time.

#### Key intentions:

- Create safe, fair, and inclusive spaces.
- Manage group energy and ensure all voices are heard.
- Support reflection, documentation, and learning.

**Optional but valuable:** Not every community will have a trained facilitator - capability-building in facilitation, trauma-aware practice, and group process can fill that gap.

### Community Planning Group – shared leadership

**Purpose:** To represent the diversity of the community and guide collective visioning, planning, and priority setting.

**Who they are:** A small, mixed group (often 8–12 people) who bring lived experience, networks, and different perspectives. Some may also become project leaders.

#### Key intentions:

- Develop shared purpose and vision.
- Identify community priorities.
- Connect back into their networks to ensure broad participation.

**Variation:** In small or emerging communities, this group may overlap with the Lead Team. What matters most is transparency and inclusivity.

### Wider Community – the heart of it all

**Purpose:** To contribute ideas, lived experience, and support for collective action.

**Who they are:** Residents, Elders, youth, businesses, volunteers, residents from near-by towns or villages, and groups with different lived experiences.

#### Key intentions:

- Shape priorities through consultation and dialogue.
- Participate in or lead projects that matter to them.
- Continue the cycle of learning, reflection, and renewal

### Project Leaders – turning ideas into action

**Purpose:** To lead or coordinate specific community projects aligned with shared priorities.

**Who they are:** Individuals or small teams from the wider community (they could be Planning Group members or new participants) who have a great idea for action or a project, and/or are best placed to act on a particular issue or opportunity.

#### Key intentions:

- Translate community priorities into tangible actions.
- Strengthen local capability and connection through doing.
- Share learning back into the wider process

### Mentor

This optional role can include a mentoring network arrangement, whereby everyone in the Lead Team or Planning Group pairs up with a mentor or trusted person; or could also refer to a dedicated group mentor or psychologically trained support person who is available to everyone during and after meetings as needed.

## MANAGING CONFLICT OF INTEREST

Your planning group will be responsible for making decisions about community actions and potentially spending collective funds. This Conflict of Interest information form has been compiled to support your group through this process.

**Conflict of interest:** A conflict of interest is a situation where someone may personally benefit from the outcome of a decision. The potential for personal gain can inhibit people's ability to make decisions without bias.

**Bias:** Bias can show up in many ways, but generally it looks like a decision maker or facilitator preferencing their own perspectives, favouring existing relationships, and trying to sway decisions towards outcomes they would personally gain from. This could be happening consciously or unconsciously.

**Personal gain:** This includes benefiting financially from

a decision, as well as gaining other forms of personal, professional, political, family or religious benefits.

Managing conflicts of interest takes careful planning. It's not as simple as putting personal perspectives aside or not working with people you have existing relationships with - the process invites people to bring their community knowledge into the room and aims to strengthen relationships in their community, so the group needs to develop clear strategies for identifying, managing and communicating conflicts of interest within the process.

### Developing strategies for managing Conflicts of Interest

The broad questions to reflect on as a group are:

- How do we ensure we are always working to create community (rather than personal) benefit?
- How do we ensure we are working honestly and transparently?

Things that could contribute to conflicts of interest	Example strategies for managing conflict of interest
Choosing to collaborate with groups of people that align with your views and interests	Bringing diverse people and perspectives into the conversation
Forming alliances within the process to sway decision making	Declaring conflicts of interest in the beginning of the process
Bringing passion projects into the process and favouring these within decision making	Developing projects collaboratively within the process which respond to shared learnings
Project ideas are only developed by people in the decision-making group.	Ideas come directly from the community. If ideas are developed by co-designers they respond directly to the needs and strengths of community
Decisions are made based on personal preferences – e.g. "I like / prefer this idea"	Decisions are made based on shared criteria - e.g. "I feel this idea best meets our criteria"
People are involved in decisions about their own projects or projects they may benefit from	People step out of making decisions when there is a conflict of interest
Decisions are made behind closed doors	Transparency is provided to the broader community – communicating information about the process, the decisions made and the reasons behind these decisions. Members of the broader community provide input and feedback along the way
Grants are only distributed to people / orgs in the room	The group always asks - who are the best people / orgs to lead this work?
All projects are implemented by organisations that gain grants	Community members are meaningfully involved in project implementation, ideally projects are led or co-led with community.

## Conflict of interest checklist, disclosure and management plan

To determine if there is a potential conflict between your private interests and your interest and duty as a community planner, work through the checklist below.

If you or any group members have answered YES to any of these questions, you could ask them to complete a form declaring their conflict of interest, using a template such as the one suggested on the following page.

Yes	No	Conflict of interest check
		Do I have a private interest that affects my ability to assess a specific grant application fairly?
		Do I have a relative, friend or associate with a private interest that should be considered when assessing a specific grant application?
		Could a reasonable person form the view that my private interests could improperly influence my performance as an assessor now or in the future??
		Will participating in grant assessment give me access to information or contacts that are relevant to my private interests?
		Could a reasonable person form the view that my relationships or interests could improperly influence my performance as a grant assessor now or in the future?
		Could I or a relative or a friend or associate benefit financially from my role in assessing grant applications?
		Could accepting this gift, benefit or hospitality be perceived as creating an obligation that would influence my duties in the program?

*If the answer to any of the above is yes, an actual, potential or perceived conflict is likely.*



# Conflict of Interest Declaration

Your name	
Who is in charge of the project you would like to fund (i.e. community group or organisation)?	
How do you know this person or organisation?	
Do you have a personal connection with this person or organisation? Please explain.	
Please outline how your personal interest or commitments might conflict with application assessment and the likelihood of this occurring.	
Please outline your proposed conflict of interest management plan.	

I have read, understood and will abide by all requirements of the Conflict of Interest procedure and the conflict of interest management plan set out above.

I will update this disclosure throughout the period of my involvement in the community decision-making process as circumstances change or until such time as the conflict ceases to exist.

I will comply with any advice or direction given by the group to manage, mitigate or eliminate any actual, potential or perceived conflict of interest.

\_\_\_\_\_

SIGNED

\_\_\_\_\_

DATE



## PHASE 1

# Grounding and Connecting

## Meet People Where They Are At

### CONNECTING, BUILDING RELATIONSHIPS, INVITING PEOPLE

There are several ways to connect with members of the community. Here are some ideas to get you started:

**Start with your own networks.** Reach out to community members, leaders, and groups to hear how people are feeling and what might be needed.

**Think about how to connect with community members beyond your own network.** You can start by asking the people you know to speak with others on your behalf.

**Utilise other communication channels.** Join community notice boards in your area on facebook (or create a new one); make a post and share it widely (and tag people you know will share it), start up a conversation with someone at the local market, or hang up flyers with contact information.

- Set up an outreach event. This could be formal or informal, e.g. you could host a cuppa catch-up, a small gathering, BBQ, or an informal info session. Find out which community spaces are available, accessible and preferred by the community - a hall, park, library - whatever suits your community.
- Look for opportunities to attend community events, book a stall at a community market, request to present at a community meeting (to avoid duplication and the 'new kid on the block' effect).
- Consider what you will share - do you have a website, flyer or key message about who you are and how you want the community to be involved?

**Listen, connect and understand.** Keep in mind that people may need time to engage. After a recent disaster or other negative event, many people may feel stressed, confused, over-engaged or even traumatised.

### STAKEHOLDER MAPPING

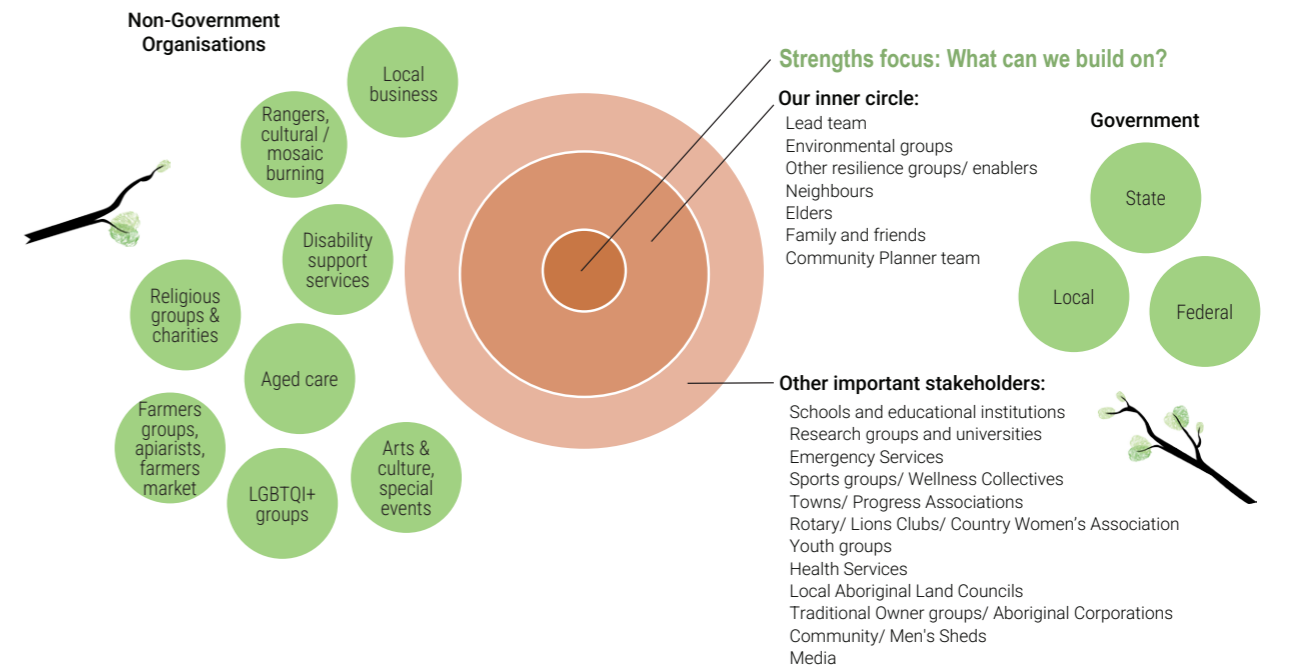
There are different ways of mapping stakeholders and connections. We have suggested a few alternatives – choose what suits you best from the below.

Stakeholder mapping steps:

- Print, draw or project the blank matrix to start your stakeholder mapping
- Place sticky notes with real stakeholder names in each quadrant.
- Discuss how you can shift stakeholders between quadrants: "How might you raise interest?" / "What would increase their power?"
- Draft actions; who will you engage with and how?
- Use this as a starting template and revisit it over time. You can refine each list as you learn more about who holds power or shows interest.

Optional: Once you've placed your stakeholder names in the matrix, you could consider placing these simple icons next to the names to further describe them and their potential role:

- ★ **ALREADY ACTIVE**  
Individuals or organisations already contributing time, funds or knowledge.
- ◇ **LESSER-HEARD VOICE**  
Groups with lived experience who are often under-represented (e.g. renters, migrants, young people, people with disability).
- ✓ **CAN HELP**  
Mark any actor with critical resources you may need – equipment, funding, premises, expertise.



### Stakeholder and connection mapping: circle diagrams

You could also choose to map your stakeholders and connections differently, by starting with your own group of 'inner circle' and then 'going out', adding stakeholders

and connections by their degree of involvement. You could combine this circle diagram with the deeper engagement exploration in the classic matrix.

## CREATIVE ACTIVITIES

Creative activities such as drawing, clay work and weaving can help create a calm, welcoming space where people feel more at ease to open up and participate in their own way. This could be as simple as offering some clay to model or putting coloured texts and paper on the tables and inviting people to draw during a discussion. You could call on a creative person or artist in your community to guide your group in these activities as a warm up before you begin.



Examples of artmaking

### Note or sketchbooks

Give everyone in your group a notebook, sketchbook or a folder that they can bring along and add ideas, notes, sketches, and other material to as they go, creating a personal document of their experience.

**TIP!** Artmaking experiences can take time and require focus – test out your activity and see how long it takes. Make sure to prepare your materials and allow some time for some clear simple instructions to encourage people who are unsure.

Creating something together as a group can be a powerful experience as well.

For example, you could create a ‘quilt’ of small pictures that people drew during the sessions - or any other small pieces of art that combined produce a shared story, image or artefact of your time and work together. This loom for example depicts the geographic spread of projects marked with raffia poms poms across the Clarence Valley LGA.

### Create a mandala

Invite participants to bring a collection of natural objects – gumnuts, flowers, or leaves found on the ground. Lay these out in bundles, and invite participants to arrange these in a circle.

Cut out paper shapes eg leaves, circles, and write a question on one side, e.g. what does resilience mean to you? What do you love about where you live? How do you connect to Country? Write an answer on one side, then draw a visual response on the other side.

Finally, invite everyone up to arrange these, connecting their shape to someone else’s, where they see a connection, attaching them to a tree, or making a wreath out of the leaves.

## PHASE 2

# Starting Your Meetings

## People and Purpose

### CREATING A SAFE AND INCLUSIVE SPACE

Before you start each group session, think about how you can ensure that people feel safe and included, that they feel encouraged and empowered to use their voice – if and when they choose to do so.

Here is some advice on how to do it – consider returning to and adding to this list as you move through the planning phases.

- Encourage people to speak about something they know really well - it could include a recent experience or observation - the aim is to ‘break the ice’ and get people to get over any initial nerves when speaking in a group.
- Be clear though that every contribution is by invitation: individual people should feel able to decide whether or not they want to say something and never feel pressured to speak if they don’t feel comfortable
- Breaking people up in pairs can help to make people feel safer and is a great way to start new connections. This is also a great idea for any ‘tricky’ moment you might encounter during sessions and when the group discussion is slow. Add a reminder

to your facilitation notes - sometimes moving to paired work can improve the dynamic in a session.

- Don’t forget to approach every follow up meeting in a similar way: Take care to help everyone reconnect with the group, for example by asking people to share something about themselves: like a ‘brush with fame’ or a hidden talent. You could run this activity in pairs and each partner shares back what they have heard. In this way, people don’t have to talk about themselves if they don’t feel comfortable doing so.

### GETTING TO KNOW EACH OTHER

Getting to know each other and starting to feel comfortable in a room full of people who may not have met each other before, is an important first step. You could start by asking everyone to simply introduce themselves or their neighbour to the group (plan for a some one-on-one chats), stating their name, what they do and why they’ve come (you could even start collecting the ‘why they’ve come’ on a flip chart or butcher’s paper to return to when looking at your group’s purpose).

Or you might choose a gentler entry point, using one of the suggested icebreakers or by inventing your own.



## ICEBREAKERS

Here are some suggestions for the first day. Some of these icebreakers may also be used to break up the day to (re-)energise the group, or to ease everyone into the space at the beginning of each new session, particularly if there has been a break in meetings or new people are joining. Feel free to adapt as necessary.

### Me Too

Materials Needed: Sticks, stones or paper

This activity works best for small groups or with a large group divided into smaller groups of 4–6 participants.

Steps:

1. Everyone in the group gets 10 stones/toothpicks/scrap of papers, etc.
2. The first person states something they have done (e.g. water skiing).
3. Everyone else who has done the same thing admits it and puts one item in the middle of the table.
4. Then the second person states something (e.g. I have eaten frogs' legs).
5. Everyone who has done it puts another item in the center.
6. Continue until someone has run out of items.

### Remembering names

In a circle, get everyone to say their name and something they love that starts with the same letter as the first letter of their name. Go around the circle, each person repeating the name(s) and favourite things of everyone in the circle that's come before them.

### Ball Toss

Materials Needed: Ball

This is a good review or wake-up exercise when covering material that requires heavy concentration.

Have everyone stand up and form a circle. It does not have to be perfect, but they should all be facing in, looking at each other. Toss a ball to a person and have them share something (e.g., something they learned during the day). They then toss the ball to someone and that person explains what they thought was the most important concept. Continue the exercise until everyone has caught the ball at least once.

### What type of animal do I feel like?

Another one that's good for reflecting on the meeting and how it made people feel about their work together. Going around the circle, ask everyone to pick an animal that reflects how they're feeling in the moment and why. You could just focus on a particular animal, like different types of birds.

### You're OK

Good for ending a meeting. Distribute cards or paper to people and ask them to write their name on it. Cards are passed around the group and everyone writes a positive comment about each other. The cards are then returned to each person.

### Arriving on Country

You can start with a Welcome to Country, a short bushwalk, a craft exercise (basket weaving), or a more physical warm up. The possibilities are limited only by your own imagination.

### Marooned

In this activity, small groups are prompted with the following scenario:

You are marooned on an island. What five items would you have brought with you if you knew there was a chance that you might be stranded?

Note that they are only allowed five items per team, not per person. You can have them write down their items and discuss and defend their choices with the whole group. This activity helps them to learn about each others' values and problem solving styles and promotes teamwork.

### Bespoke exercise (quickly down to work)

Materials Needed: Pens, paper

Introduce each other, get comfortable with each other, get people to start thinking about features of their community, or visualising their community using creative activities like drawing or modelling.

Another way this could be done is with print-outs of satellite images from Google maps printed or projected on screen, could write answers then ask planners to locate/draw on screen ).

Ask each planner to write three things they do or value in their community:

- 3 groups they're a part of in their community
- 3 pieces of important infrastructure
- 3 important natural features

This exercise is a simple self-introduction. It has the added value that it can be used to start the community mapping activity. A facilitator could map each planner's responses onto the 'blank canvas' of the community map as they're presented. This exercise could be combined with 'Speed Networking'.

### Speed Networking

Materials Needed: Chairs

Arrange chairs in two rows facing each other, equal to the number of people

Planners write down three things for participants to share, for example:

- Which community they come from
- Their name
- Something about themselves in 5 words or less

Steps:

1. Row 1 moves to the left every 1-3 minutes. The last person in the row comes around to the right.
2. First round through all the chairs. Participants have a short time with each other, shake hands, say hello and their three things.
3. Second round - Row 2 moves this time. Participants have a short allocated time in which to repeat back to each other all you can remember they told you in the first round.

### Common Ground

This also works best for small groups or for each small group sitting together as a team (3-4 people). Give the group a specific time (perhaps 5 minutes) to write a list of everything they all have in common. Tell them to avoid the obvious. When time is up, ask each group how many items they have listed. For fun, ask them to announce some of the most interesting items.

## SHARED PURPOSE AND VISION

Establishing a shared purpose for your work together is important when bringing together people of different backgrounds, interests, and experiences. The shared purpose doesn't have to be grand or complex – the main thing is that your group agrees on the overarching reasons that bring you together and on a goal that everyone can and wants to work towards as part of a team.

A shared vision statement is your guiding light: it helps your group imagine your community's future by painting a picture of what a strong, connected and resilient community looks and feels like, and can guide your collective actions towards that future. When everyone contributes, the vision becomes something your whole community owns: a reminder of what matters most, and a compass for planning and decision-making.

You might want to approach this process in two steps: First, by establishing your group's shared purpose and vision. Second, by taking this vision out to your wider community and gathering even more voices to input into an evolving vision statement that can be owned by everyone. For example, you could use activities such as the Wishing Tree described below.

A fun way to explore and focus your vision is holding a 'Tomorrow Party' (step-by-step instructions in Phase 4 tools).

### Step-by-step vision writing guide

**Step 1:** Your group – Start with the big questions. Begin by exploring what matters most to your community. You could ask:

- Why are you here? What do you hope to achieve together?
- What is the challenge or opportunity you want to address?
- What does a strong, healthy, and connected community look like
- How can you, as a community, be better prepared to respond to challenges such as disasters or change?



Exhibitions are a great way to share purpose and vision

- How do you want our community to look and feel in 10 or 15 years?
- What are the main themes that make up our vision for a strong community?
- How will you know when you've achieved what you set out to do?

**Step 2:** Collect everyone's hopes and ideas. Invite everyone to share their hopes for their community. This can be done in a few ways:

- Whole group: Ask everyone to write their thoughts on sticky notes or cards and pin them to a wall or large sheet of butcher's paper.
- Creative variation: Draw a large wishing tree and ask people to write their hopes and aspirations on "leaves" (one idea per note or leaf).
- Pairs or small groups: Have people discuss their visions in pairs first, then share back to the wider group.
- Online: Use a "waterfall chat" – invite everyone to type a key theme or word into the chat at the same time, so you can see all the ideas emerge together.

**Step 4:** Find the common threads. Once all ideas are visible, sort them into themes or clusters. Look for patterns, shared priorities, and common hopes. Discuss

what stands out as most important to your group's shared purpose and future vision. This helps identify your group's core purpose and values.

**Step 5:** Draft your vision. Work together to turn your main ideas into a first draft. Start with a longer version if needed. Focus on capturing the richness of what you've discussed. Then refine it into a clear, concise statement or image that feels ambitious yet achievable.

**Step 6:** Community outreach: Community voices to ensure your vision is right. Invite others from your wider community to provide feedback and ensure it feels inclusive and representative. Aim for a balance of voices that reflect the diversity of your place: people with different experiences, backgrounds, and connections, well-connected or newer community members, Elders, young people, and those bringing lived experience or specialist knowledge.

**Step 7:** Review and refine

Revisit your draft with fresh eyes. Ask:

- Does this reflect our shared values and purpose?
- Is it realistic yet inspiring?
- Is it easy to understand and remember?

**Step 7:** Share and embed your vision

Display your vision where people can see it: in meeting spaces, community newsletters, or online. Refer to it when planning, prioritising, and making decisions. Revisit it regularly as your group grows or circumstances change. Your vision can evolve too!

**TIP!** **Make it visible.** Use butcher's paper, post-it notes, or a shared digital board so everyone can see their ideas come to life.

**Balance reflection and action.** Move between imagining the future ("What do we want to see in 10 years?") and recognising existing strengths.

**Keep it simple.** Aim for a short, memorable statement in plain language that feels authentic to your community.

**Celebrate progress.** Acknowledge people's contributions, read out key themes, and highlight the collective wisdom emerging from the group.

## Objective–Reflective–Interpretive–Decisional (ORID) Framework

The ORID framework is a helpful tool to help structure conversations and focus them on finding a solution together.

The framework uses four types of questions: Objective (what people already know about a situation), Reflective (how they feel about this situation), Interpretive (what these facts and feelings mean), and Decisional (what are possible next steps or actions) to guide discussions and decision-making.

Here is a step by step guide:

**Objective:** This stage focuses on gathering facts and objective information related to the topic of discussion. Questions revolve around what happened, what was seen, heard, etc.

**Reflective:** This stage explores the emotional responses and feelings associated with the objective facts. Questions delve into how people felt, reacted, and what their initial impressions were. Be sure to cover both positive and negative responses.

**Interpretive:** This stage focuses on understanding the meaning, significance, and implications of the facts and feelings. Questions explore what the facts and feelings mean, what the challenges are, and what the underlying issues are.

**Decisional:** This final stage focuses on making decisions, determining actions, and outlining next steps based on the information gathered and interpreted in the previous stages.

If you are not using the ORID to make decisions (yet) but to bring out ideas and suggestions, you could also slightly change this last step by asking: What do you suggest needs to happen to address this issue? What can you, as a group, as a community, do to respond to or change this problem or turn it into an opportunity?

## GROUP AGREEMENT

Unlike “ground rules” that are imposed on a group, group agreements are created by the group together. They outline shared commitments about how members want to work, listen, and collaborate with one another.

A group agreement can include things like:

- how a safe and respectful space will be created
- how collaboration will be approached
- how discussions will be held, including expectations for sharing and listening
- how sensitive information will be managed
- how differences of opinion will be handled

Establishing principles such as Chatham House Rules—where everyone agrees that what is said in the room stays in the room so people can share ideas freely without attribution—helps create a safe and respectful space for honest conversation. Creating a group agreement together builds ownership and shared responsibility for how the group wants to be together. It’s everyone’s role to help uphold the agreement.

Some useful prompts to get started

- Think about other groups you’ve been part of. What helped things run smoothly? What should you avoid?
- How will you deal with conflict or disagreement?
- Start by identifying your core values or principles — you could give the group a list and agree on a shared ‘top five’.
- Then ask: What do these values look like in practice? How do you want to interact with each other and the community?

A group agreement can be as simple as a few notes on butcher’s paper or a more refined document that everyone signs off on. You might choose to write it up and display it during meetings, and revisit it occasionally—especially if tensions arise or the group needs a gentle reminder of its shared commitments. The group can return to these commitments whenever extra guidance is needed or when conflict arises.



Example of group agreement process

### TIP!

Facilitator’s tips:

- Start with purpose. Explain that the agreement is about creating a safe, respectful, and productive space where everyone’s contributions are valued.
- Co-create, don’t dictate. Invite participants to share what helps them feel comfortable and supported. Capture all ideas visibly on butcher’s paper or a shared screen.
- Include practical principles. Introduce clear concepts such as Chatham House Rules early on to support openness and confidentiality.
- Use inclusive, positive language. Frame agreements around what you want to see (“We listen actively”) rather than what to avoid.
- Keep it visible and alive. Display the agreement during meetings and revisit it regularly, especially when group membership changes or tensions arise.
- Model and reinforce it. As a facilitator, reflect the agreement through your own tone and behaviour, and gently remind the group of their shared commitments when needed.
- Adapt for context. Adjust the process for children, young people, culturally diverse or Aboriginal community settings to ensure language, format, and approach feel culturally safe and welcoming.

# Group Agreement

As we engage in this challenging work, what are our commitments to each other (what will enable our team to work well)?

Agreements (“We Will...”)	What does this look like?

## CONNECTIONS MAP

Network mapping helps your group visualise who's connected to whom in your community and where the gaps and opportunities might be. It's a great way to bring local knowledge together and understand the people, skills, and groups that make your community strong.

It also helps people recognise the value of the connections they already have. Seeing these networks made visible can build confidence and help people understand why their experience and relationships matter — and why they were invited to be part of the process. It helps you:

- See the diversity of your networks — who's connected, and who's missing?
- Spot key people, groups, and organisations that could be great partners.
- Identify local strengths like skills, knowledge, and resources.
- Find ways to strengthen or build new connections.
- Make better, more inclusive decisions based on a wider range of voices and perspectives.

By better understanding the web of relationships in your community, planners can:

- Make decisions that reflect the full picture of community needs and strengths.
- Strengthen local support for resilience-building activities.
- Prioritise projects that include a broad cross-section of the community.
- Identify great collaborators and build momentum for action.

Desired outcomes:

- Understanding and visualising connections.
- Finding people in your broader community to connect with between sessions.
- Mapping people who have influence/ are working in a space that's important to your community.

### Step 1: Individual mapping

Draw three or four concentric circles and place yourself in the centre. Then add your connections by order of 'closeness'. Seeing your own map often highlights just how much knowledge, trust, and connection already exist around you — and how valuable your relationships are to the group's shared work.

**Inner circle:** People and groups you are closely connected to and have regular interactions with. This is the type of connection that 'bonds' people together.

Examples: Extended family, close friends, neighbours, long-time members of your sports club, cultural or faith group, parents at the same school, people you go to for advice or support or who come to you for the same.

Questions to ask: Who do you connect with regularly — through your work or hobbies?

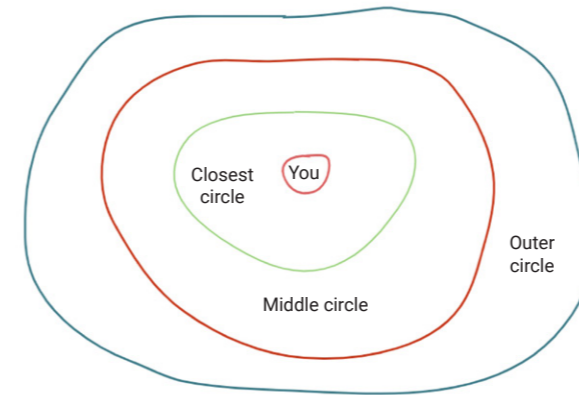
**Middle circle:** Your wider networks that connect or 'bridge' across different groups, backgrounds or interests. This might include your own connections or describe the connection of one of your groups from the middle circle. You could draw connecting lines to indicate these connections.

Examples: your soccer club has strong connections into a local cultural group; your artist or craft group connects with local business owners; individual people who have connections across a variety of different groups.

Questions to ask: Who are the key community people — the 'movers and shakers' in your community? How are you connected to any of these stakeholders? What other relevant local groups or people do you know of, even if you're not personally connected to them?

**Outer circle:** These are the relationships that 'link' community members and people or organisations in positions of power or influence. These types of relationships are also often called 'linking capital'. Linking capital helps communities access resources, including knowledge of rules and legislation, or influence change.

Examples: members of council; farmer groups; emergency services or not-for-profit organisations; other officials; state departments or agencies.



Individual connection mapping

### Step 2: Collective mapping

Can you put it all together?

You'll start to see that people in your team have different connections and you may also see collective gaps where you might need to start building connections together.

Who are the groups/ people you don't often see and hear? Do you know who speaks for them?

### Step 3: Connecting

Pick 2–3 people from the circles who you are going to connect with and have a chat to.

Pick at least one person/group that you would not normally talk to or who you have identified as often missing from important conversations.

When supporting project applicants later in the process: can you recommend any groups or people that might be able to support them?

### Reflection Questions

- What community groups or organisations are active in your area?
- What groups or projects are already connected?
- Who do you talk to for support, ideas, or advice?
- Where do you go for important information?
- Who are the connectors and changemakers in your community?
- Are there groups or communities missing from your map?

#### Taking it further:

- Choose 5 key connections you'd like to work more closely with to support community resilience.

#### Reflect together:

- What gaps can you see in your group's networks?
- How could you 'bridge' those gaps?
- What strengths or surprising connections showed up?
- Where might you focus energy to build stronger ties?



Mapping connections

## COMMUNITY OUTREACH

This activity is about asking your community about their hopes and aspirations for their place and their community as well as learning more about the strengths that are already present in your community.

You could use the timeline exercise to ask your community about their experiences with past challenges and how the community came together to help and support each other.

Ask them about what they think their community is particularly good at. What do they love about living in this place, this community?

Thinking about both the past and the present, what were the greatest challenges or any gaps in services, resources or knowledge they encountered?

Keep in mind that people may feel frustrated, worried or vulnerable about certain things and how they are/ were being handled. Individual people may have particular issues with council or other agencies.

Be prepared for frustrations being aired - don't try to shut this down but gently steer the conversation towards what is strong in the community or what your respondents think could be done. You want to try and

### TIP!

**Explain** why you're asking people about their lived experience, connection to place, community.

**Use** the ORID structure introduced in Phase 2 if suitable to get people to ease into the conversation, talk about their frustrations and hopes, think about what this means and what could be possible next steps or actions.

**Ask** if it's ok to take notes, and if the person is happy for you to share back to the group.

**Follow up** with open ended questions. This is a way of opening conversations, valuing different perspectives and making new meaning together. Ask to find out what you don't already know, try to remain impartial and non-judgemental, practice active listening and thank people for generously sharing their insights

keep the conversation as productive and forward-looking as possible, without losing the lessons learnt or insights people have to offer.

Such conversations can be difficult to handle for one person alone and one-on-one. Discuss if people in your group feel confident to do this outreach on their own or if it might be a better idea to go out in pairs, or to organise small group discussions to take the pressure off individual people.

## The Community Wish Tree

Find creative ways to gather community input at local events or markets. One of the suggested activities in Phase 1 was the Mandala of hopes, wishes and values.

Another is to create a Community Wish Tree with a large branch, secured in a bucket with some stones.

- Provide tables and chairs for people to draw and chat, and small bundles of yarn or wool to wrap branches and tie to the tree.
- Provide small cardboard labels or a leaf template with a guiding question on the back, and a place to draw on the front.
- Invite people to write and draw their ideas and add their responses to the tree.



Community Wish Tree

## PHASE 3

# Your Community in Context

## People, Patterns and Power

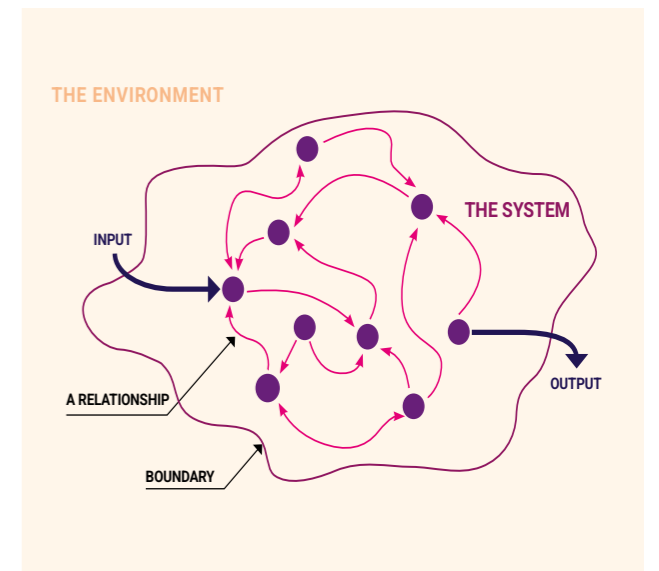
### WHAT IS SYSTEMS THINKING?

“Consider the possibility that you're nothing without your relations. All your kin – human, non-human, plant, animal, place, blood, water – all these familial links contain your thinking and character, the things you have always imagined to be occurring within your fabulous individual mind. Ponder the notion that there is almost nothing you can learn about ants by examining a single specimen in a petri dish. It's a good frame for thinking, realising that even an entire ant colony can't yield much useful insight unless you know the system of seasons, waterways, species, and symbiotic relationships in which that colony sits.”

— Tyson Yunkaporta, academic, an arts critic, and a researcher who is a member of the Apalech Clan in far north Queensland

“One consistent way of thinking, being and knowing that exists across First Nations communities is systems thinking, which is applied in many different areas of life...Systems thinking is a term that has been colonised by Western disciplines of social change and systems change theory since 1987. It is important to remember that First Nations communities are the original systems thinkers, and we continue to exhibit deep knowledge in the way we apply systems thinking to the way we analyse, act and communicate. Our communities continue to demonstrate innovation and leadership in this area, with many non-Indigenous organisations and individuals looking to us for solutions to the most pressing global challenges that systems thinking will unlock.”

— Rona Glynn-McDonald, Kaytetye woman who grew up in Mparntwe on Arrernte Country, founding CEO of Common Ground and Director of First Nations Futures



Example of a system. Source: Flood & Jackson (1993) reproduced in Abercrombie et al (2015)

### Systems are everywhere and everything

- Your body is a system made up of sub-systems such as your nervous system, reproductive system, immune system, digestive system, etc.
- Your family is a system made up of the people in it, and sometimes animals and other entities too.
- Your community is a system made up of people, their mindsets, values and relationships, and the rules and regulations that govern how people live together.
- An ecosystem is a system made up of the living entities that live in and interact with each other in a specific environment.
- Systems connections and interactions extend across time as well as space - in the way that the past continues to influence the present and the present shapes the future.

### First Nations perspective of systems thinking

“Systems thinking is to view the natural environment, human relationships and non-human relationships with a systems lens. When First Nations communities think in systems, we are seeing how interrelated parts of an ecosystem or set of knowledges relate to one another and are continuously shaped by these interrelationships.”

– *First Nations Systems Thinking* (Glenn-McDonald, 2021)

### Western perspective of systems thinking

“A system is a set of things— people, cells, molecules or whatever—interconnected in such a way that they produce their own patterns of behaviour over time.”

– *Leverage Points: Places to Intervene in the System* (Meadows, 1999)

“A system is a configuration of interaction, interdependent parts that are connected through a web of relationships, forming a whole that is greater than the sum of its parts.”

– *From Chaos to Order* (Holland, 1998)

### Systems are overlapping and nested

Systems exist at multiple levels and are nested within each other. Each system is a whole in itself, but it is also part of a larger whole. For example, each cell in your body is a system, nested within an organ or tissue system, nested within your body system, nested within your family, nested within your community, and so on.

That’s a lot of words to say that systems-thinking is simply about paying attention to:

- The way things are connected to each other, often in a circular way. Especially the relationships between people, the natural environment and knowledge.
- The way these interconnected structures create conditions or outcomes – sometimes in ways we didn’t anticipate.
- Patterns of behaviour or outcomes.
- The root-causes of those patterns, which might include power relationships and mindsets.



Systems we are all part of

Systems thinking is ideal for problems that seem to be entrenched or chronic and that despite much effort, have yet to be solved.

### You already think in systems

We often see systems more clearly when they’re not creating the outcomes we want. For example, if your family system is having a lot of conflict, you can likely pinpoint exactly the individual issues and interactions that are the root causes of the problem.

Caring for Country is the best example of systems thinking out there: it is a holistic practice based on deep understanding of the interconnections between Community, Culture and Country. It is a practice and philosophy that fosters cultural connection, knowledge creation and transmission, and promotes holistic wellbeing.

Systems problems are everywhere. Below are just a few examples of systems problems in the context of bushfire disasters:

- Rubbish dumped in bushland is creating massive fire risk for a regional town. The root cause of this problem is tip fees being too high, so locals have nowhere else to put their hard rubbish. It’s not enough to make it illegal to dump rubbish, the driver behind the pattern of behaviour – Council’s provision of rubbish services – needs to change.
- Aboriginal Elders being turned away from evacuation centres. The root cause of this problem is systemic racism. It’s not enough to create a policy that says that this discriminatory behaviour is unacceptable, the underlying mindset needs to change.

### A TIMELINE OF YOUR COMMUNITY

It’s valuable to visualise your community’s different experiences of past events, and how people responded to those events, to help you identify your community’s strengths as well as gaps in support or resourcing that need to be addressed to strengthen future responses.

The map may also assist in making connections between past, present and likely future events more visible, providing a systems view across time.

This exercise produces a shared map of community events, experiences and collectives that can continually be added to.

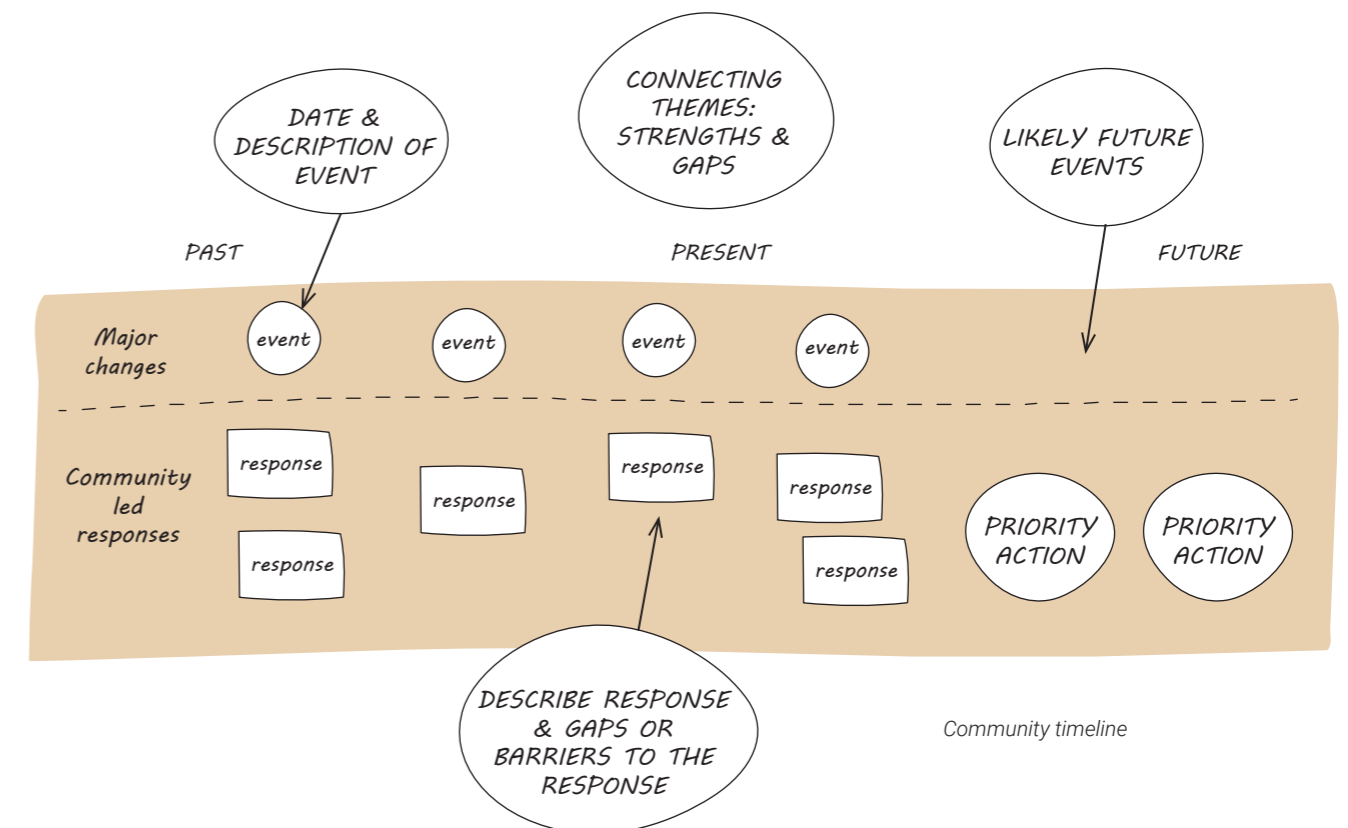
**Step 1:** On a large sheet of paper draw a timeline.

**Step 2:** What experiences have shaped the community? On the top line write the significant events or major changes your community has experienced over the years.

**Step 3:** How have people responded? What can be learnt from this experience? Under the line, document ways your community has responded to these events (from your community outreach or your own memory). Examples can include any action (small or large) your community took to respond, recover, or manage change.

**Step 4:** Reflecting on past and more recent events – can you identify similar themes from across these different events and experiences? What does this tell you about your community’s particular strengths?

Can you also identify recurring issues and gaps? What does this mean for likely future events? What needs to change and what might be priorities for action?



Community timeline

## THE 5 DOMAINS OF YOUR COMMUNITY

Your community is made up of (at least) 5 domains. The 'domains flower' is a useful concept to picture the elements of your 'community system' and how they interact, where there are strengths, and where there are gaps as well as opportunities for strengthening elements in one domain to create positive change in one or more other domains.

Create a shared diagram of the domains within your community system.

Ask yourself:

- What are special strengths in your community – in each of these domains? Think of things that you value or things your community does particularly well. Write your strengths into the domain, using a GREEN pen/ sticky note.
- Can you think of any crossovers between domains, for example, the importance of the environment for the social?
- Are there any gaps or barriers that hinder your community achieving what it wants or needs? Write these gaps using a RED pen/ sticky notes.
- Where do you see opportunities for changing or improving things? Write opportunities using a BLUE pen/ sticky note.

Here are some additional questions to ask yourself when mapping strengths, gaps and opportunities for action across areas like health, built and natural environments, economy, social relationships, cultures, and decision-making.

Starting with your more vulnerable communities: What are their main challenges? (housing, cost of living, isolation, access to transport)

Consider your social domain, made up of different experiences, cultures, relationships, networks and interactions:

- Are people already well connected?
- What supports collaboration and what hinders it?
- What is communication like in your community?

- Who is involved in decision making and how?

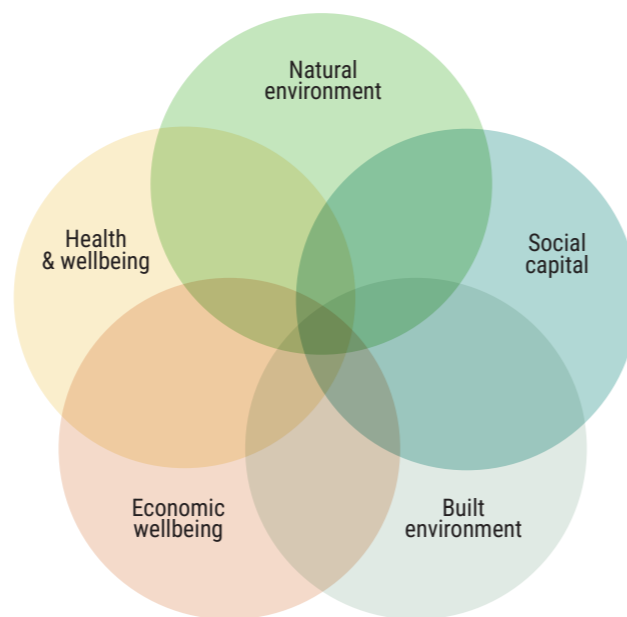
Thinking about your physical environments (both built and natural):

- What are potential environmental risks or strengths?
- What is missing?

What are the key economic elements that shape your community? (tourism, employment, small businesses, business hubs and local opportunities).

To further explore your community's strengths:

- What are you already doing that supports your community's vision?
- Who do you know who is already active in this space?
- What networks, groups, or partnerships already exist?
- Can you identify themes and patterns? What are the overlaps between domains? Are there any strengths or issues that impact across domains?



Five domains of 'community'

## STRENGTH MAPPING/SWOT ANALYSIS

A Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis is a tool that helps you explore what's working well, where the challenges are, and what's possible – so you can make good decisions and plan your next steps.

### Step 1: What are we looking at?

Start by agreeing on the focus.

Ask: What's the situation or challenge we're exploring? What are we trying to achieve together?

### Step 2: What are our strengths?

Think about what's already working well – your community's strengths, skills, relationships, resources, or experience.

Ask: What do we have going for us? What do others value in our community?

### Step 3: What's getting in the way?

Look at the things that are making it harder to take action – like lack of time, funding, access, or support.

Ask: What's holding us back? Where do we struggle?

### Step 4: What opportunities can we build on?

Think about things outside the community that

could help – new funding, policy changes, or local partnerships.

Ask: What's happening around us that we could make the most of?

### Step 5: What risks or challenges should we watch for?

Consider things that could get in the way or make the situation harder – like natural disasters, rising costs, or policy changes.

Ask: What could go wrong, and how might it affect us?

### Step 6: What matters most?

Once you've gathered ideas, look at which ones are most important to your goal.

Ask: Which strengths should we use right away? Which challenges need urgent attention?

### Step 7: What should we do next?

Turn your insights into action.

Ask: How can we use our strengths to make the most of opportunities? How can we reduce risks or work around our gaps? What actions can we take together – and who needs to be involved?



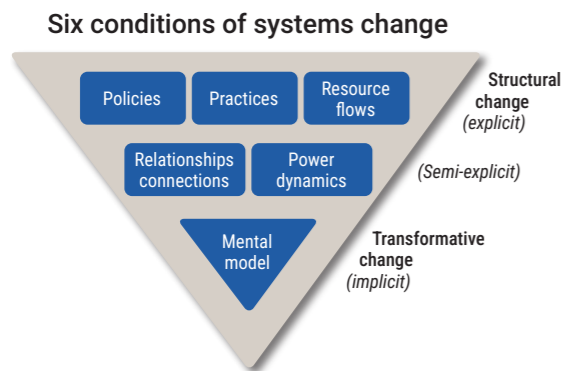
SWOT analysis matrix

## THE ICEBERG MODEL OF SYSTEMS CHANGE

When we think about a system, one way to organise our thoughts is to use the iceberg model. Most of the iceberg sits beneath the water, where it is out of sight, but that's the most important part. Using the iceberg model helps us identify the root causes of problems, which we often miss if we focus on events.

### Pulling the levers of the system so that community-led becomes the norm

It is important to think about what sort of 'levers' we need to pull to drive the system changes that will lead to better outcomes. In your community, you might ask: 'what things should we focus on that will enable the systems to change?' The diagram below of the 'waterfall model' is helpful for this. When we're thinking about things we can do to drive change, we should consider and take action across all six conditions.



## THE '5 WHYS'

The '5 Whys' is a root-cause analysis technique where you define a problem, then repeatedly ask "Why?" about the preceding answer until you reach an underlying cause, typically in about five iterations.

It is simple, requires no experience, and works best on straightforward to moderately complex issues. This process helps move past symptoms to identify true root causes, clarifying cause-effect relationships, improving shared understanding, and supporting longer-lasting corrective actions. Try applying this to real events and challenges in your community.

## THE ROOT OF THE PROBLEM TREE

'The Root of the Problem Tree' is a thinking activity that broadens participants' thinking about the elements of a problem and who and where the experts are locally. It's a great opportunity to listen and work together in small groups, expanding on each other's ideas and honouring all contributions.

**Step 1:** First, decide what problem or event you want to understand better.

**Step 2:** Draw a tree with bare roots and branches. Write the problem in the trunk of the tree.

**Step 3:** By the roots, write several root causes of the problem. You could consider using the five 'Whys' to identify the root causes.

- Main roots: This could be groups responsible for the problem (service providers, protection committees, local authority, community)
- Secondary roots: Direct main reasons that led to the problem.

**Step 4:** By the branches, write several effects of the problem and who is affected (this could be the leaves)

**Step 5:** Who are the people/organisations that:

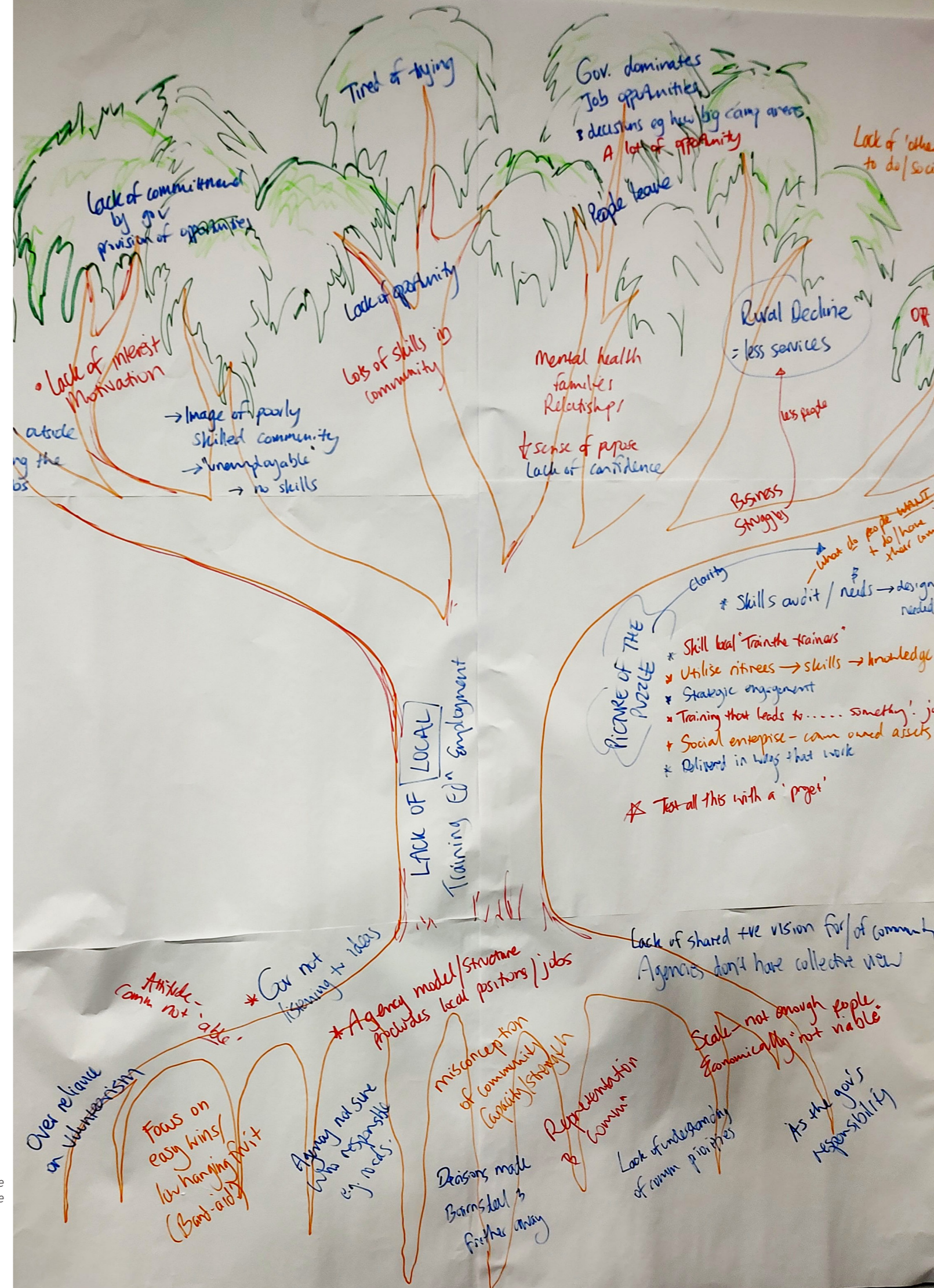
- Are responsible for finding solutions?
- Know more about the problem?
- Might be able to contribute to better solutions?

**Step 6:** The groups share their tree brainstorming with others and ask for further ideas and discussion.

### Reflection and next steps

Focus on what next best steps you can take right now:

- Would you like to keep a problem as the central problem you're focusing on, or would it be more inspiring/realistic to tackle any of the causes/consequences as your main mission?
- What causes/consequences can you tackle yourself?
- What partnerships would be needed to remove more causes or consequences of the problem?



Root of the Problem Tree

## PHASE 4

# Focusing Your Energy

## Setting Priorities and Moving to Action

### TOMORROW PARTY

In this activity, the purpose is to imagine a hopeful future and identify actions that can move your community toward it. The Tomorrow Party helps shift from problem-thinking to future-thinking. It encourages creativity, hope and bold ideas, while also helping identify priorities and real actions that could start now.

What you'll need:

- 45–60 minutes (or longer if you prefer)
- Paper, markers, or a whiteboard
- A facilitator and a group of 4–12 people
- Optional: music, snacks, a party vibe!

#### Step 1: Set the scene (5 mins)

Invite the group to imagine it's 10 (or 5 or 20) years in the future. Your community is thriving, and the vision you have been working toward has come true. You are at a big celebration – The Tomorrow Party. Ask:

- What's being celebrated?
- What's changed in your community?
- Who's there, and what are they saying?

#### Step 2: Draw the scene (10 mins)

Individually or in small groups, describe, draw or write what you 'see', 'hear' and 'feel' in your community. Describe what is different in people's lives, in relationships, in systems, in daily experiences.

#### Step 3: Share and reflect (10–15 mins)

Invite each group to share their party story. Then discuss (in the overall group or back in small groups):

- What themes are emerging?
- What values or hopes are reflected?
- What surprised or inspired you?

#### Step 4: Map the milestones (10–15 mins)

Work backward from the imagined future. Ask: (in the overall group or small groups):

- What had to happen for this to be possible?
- What actions, partnerships, or turning points led here?
- What did we need to let go of or change?

#### Step 5: Identify next steps (5–10 mins)

From those milestones, highlight ideas that could be acted on now. This can help you map your priorities and become seeds for projects, partnerships or campaigns.

**TIP!** Make it fun – the more vivid the party, the richer the insights!

**Be bold.** This is not about what is likely, but what is possible.

**Return to the vision** later when making decisions or revisiting priorities

This activity has been adapted from *The Tomorrow Party. A Creative Futures Method for Policy Making and Systems Change* (Grocott et al., 2024). The Tomorrow Party © 2024 by WonderLab is licensed under CC BY 4.0. See <https://thetomorrow.party/>

### PRIORITY SETTING

When selecting your priorities, you could start by simply ordering them by whether they are 'essential/needs' or 'wants', 'nice to haves'.

A 'heart' or 'popular vote' provides an extra layer to help decision-making when you have scope to add to your 'top priorities'.

You might also consider the level of influence your group has in addressing each priority. For instance, large infrastructure projects may require advocacy, but responsibility for decisions and implementation ultimately lies with state agencies.

#### Priority setting matrix

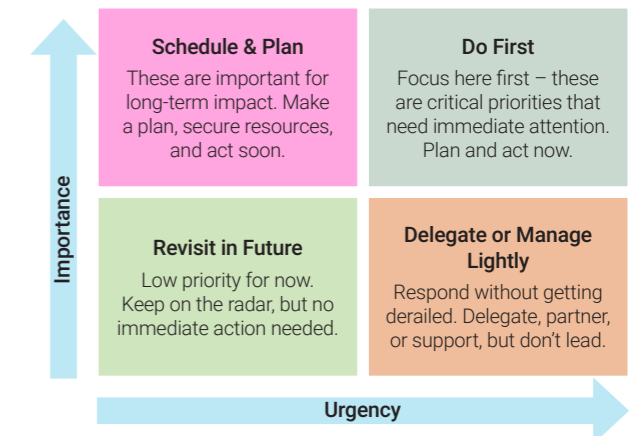
This is a visual tool that can support you in ranking priorities, tasks, or problems based on their relative importance and effort or other criteria. It helps teams focus on what matters most, make better decisions and allocate resources efficiently. The matrix we have suggested here uses the axes of "importance" and "urgency" or but you might want to choose different axes, such as "impact" and "effort".

Questions to keep in mind are:

- How important or urgent is this priority? How feasible is it? Where is the biggest impact you can achieve?
- What actions need to happen to achieve (elements of) your vision?
- Can the community actually influence this change directly? Or does this require local or bigger changes? Do you need to act strategically through advocacy?
- Who are potential partners, allies and supporters to get us started?
- Who, within your community, has the knowledge or expertise to lead this work?

#### How it works

1. Define Criteria: Determine the key criteria for prioritisation. Common choices include importance, urgency, effort and impact.



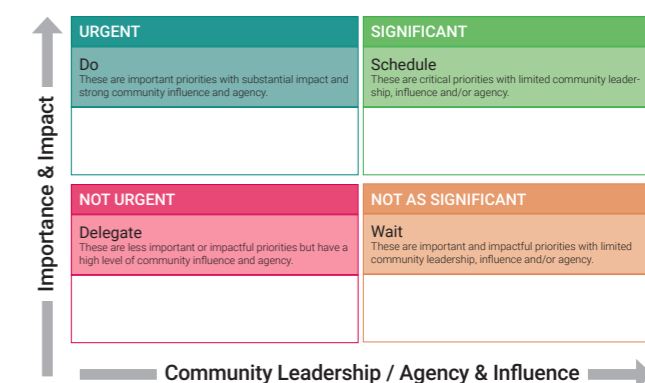
Priority setting matrix

2. Categorise: Plot each priority, task or project on the matrix based on its characteristics.
3. Prioritise: Focus on items in the high-impact/high-effort or high-impact/low-effort quadrants, and consider delegating or eliminating items in the low-priority quadrants.

#### Benefits

- Improved Focus: Helps teams concentrate on the most impactful work.
- Efficient Resource Allocation: Ensures resources are directed towards high-priority items.
- Better Decision-Making: Provides a clear framework for prioritizing tasks and projects.
- Increased Transparency: Makes the prioritization process clear and understandable.

You might also decide to add another layer, that of community agency and influence, to your matrix:



Prioritising: Use this template to prioritise where you have influence, what is most important, and where to focus your effort.

## PHASE 5

# Planning for Action and Decision-making

### DEVELOPING IDEAS AND PROJECTS

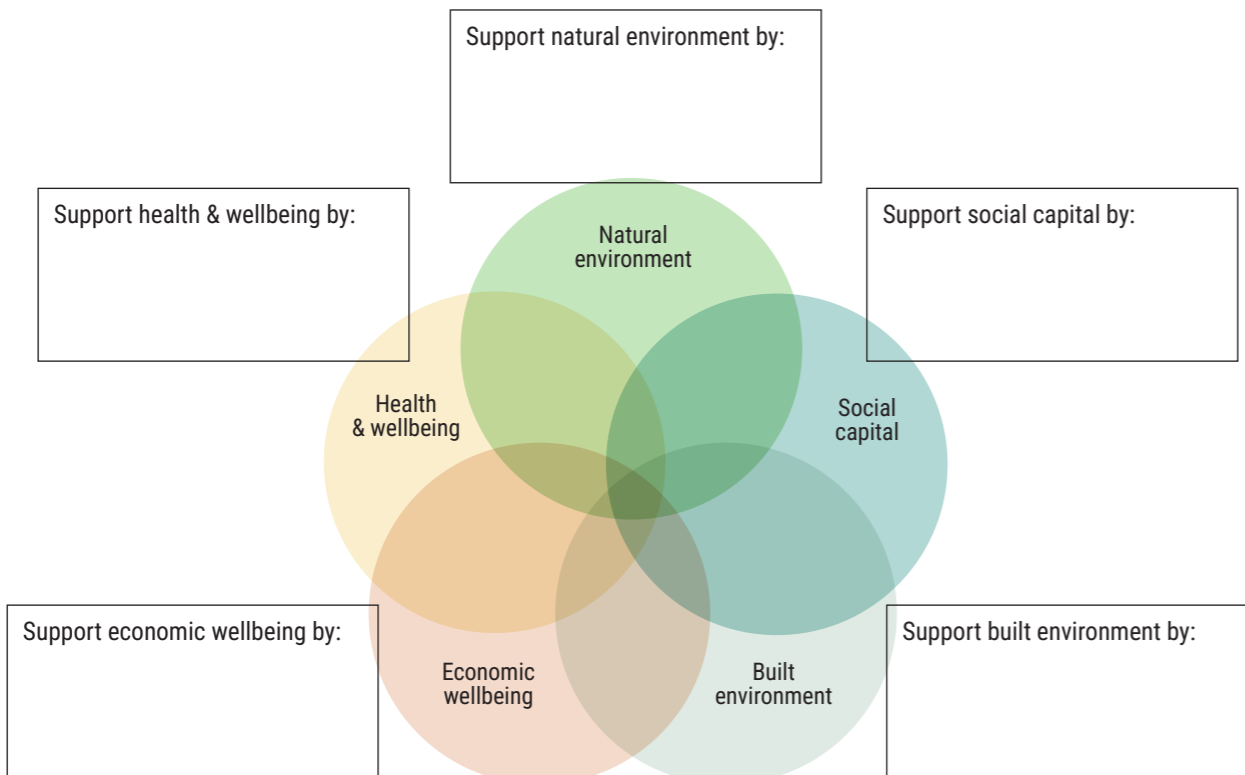
#### Community resilience ideas cards

These ideas cards can help you think about how to develop your own community resilience strengthening projects.

You could use these cards in your meetings to explore new ideas or guide people to think about how their existing project ideas would help strengthen community resilience.

Start with an idea or proposal, and consider the following:

- How does it help achieve our goal or vision for our community?
- How would you know that it works?
- Who should you partner with? Who has existing responsibility in this space?



Describing community system domains



### DOCUMENTING IDEAS

#### Garden of ideas

The purpose of this activity is to help your group turn early ideas into practical project plans by identifying who's involved, what's needed, and what success looks like – while staying realistic about scope and resources.

How to use it:

1. **Start with your shortlist.** Choose a few ideas that feel ready to explore further.
2. **Document each idea.** Use a simple template, "idea poster," or checklist to describe:
  - What the project is about and why it matters
  - Who is involved and what roles they play
  - What resources or connections are needed
  - What success will look like – and what it's not trying to do
3. **Ask guiding questions:**
  - Who could lead or support this idea?
  - Who has the skills, lived experience, or influence to make a difference?
  - Can you address this locally, or do you need external support?

- Who could you partner with, and where can you find missing resources or knowledge (e.g. council, agencies, experts)?
4. **Refine and prioritise.** Discuss which ideas are ready to move forward, and which need more time, support, or revision.
  5. **Share and invite collaboration.** Display idea posters at community meetings, noticeboards, or online to gather feedback and spark connections.

**Optional:** Call for proposals. If funding is available, invite others to submit project ideas or small grant proposals using a simple form.

**TIP!** Documenting your ideas is a great way to develop them – and to clarify what they are not. It also helps later when reporting or telling your community's story of progress.



Collecting ideas for future reference

## IDEAS TO ACTION: PLANNING WORKSHEET

This Worksheet is very similar to the activity above but provides a bit more structure. Work through all or some of these questions to help you plan your actions or projects. Try to avoid 'yes' or 'no' responses – the detail you provide here will help you when refining your plan later on.

### 1. Describe the Idea

What is the purpose of this idea or project?	
How does it reduce disaster risk and/or support preparedness and recovery?	
How does it help our community flourish across the five domains?	
Can you imagine any unintended consequences? How can they be avoided?	
Does this idea have community support? (Include evidence, community input, or stories)	

### 2. How It Works

Can you do it now?	
Is this a local community action? (or are there others who are responsible?)	
What activities will take place?	
What practical actions will make this project happen?	

### 3. Outcomes and Impact

What short-term goals will this help us achieve?	
What are the long-term outcomes you want to see?	
What would success look like?	
How do you know it works?	
How does this connect to our vision for the future?	
Can you think of any unintended consequences of this project – and how can you avoid them?	

### 4. People and Partners

Who should be involved in developing or delivering this project?	
Who will benefit from this?	
Who could you partner with?	
What projects, groups or activities are already working in this space?	
Who has existing responsibility in this area?	
Who are possible Champions or project leads?	
How do you select people fairly and inclusively?	

### 5. Strengths, Resources & Obstacles

What strengths can you draw on?	
What resources do you need—and where can you find them?	
What support is already available?	
What obstacles might get in the way?	
What could you adjust or add to help overcome those challenges?	

### 6. Planning Ahead

What would the first 3 steps be?	
What's our timeline for developing and testing this project?	
How might this idea grow over the coming months or years?	

## COMMON DECISION-MAKING TECHNIQUES

There are different methods groups can use to make decisions, some are more structured than others, and some use numbers (like ranking) while others use dialogue (like deliberation). Granting processes often use a combination of these, when choosing consider:

- What method will allow you to weigh up a collection of projects against your visions?
- What method will allow you to strengthen your relationships and capabilities to engage in collective decision making?
- How much time does the group have to invest in the process? (some methods take longer than others)

Governance note: If funding decisions are involved, Planning Group or Lead Team members applying for funding should declare a conflict of interest and step out of decision-making for that round.

Some common decision-making techniques include:

- Scoring and Ranking
- Voting
- Deliberation
- Consent based decision-making

### Scoring and Ranking

Scoring and ranking are often used in granting processes, usually with a table that has a scoring framework. This can be used by a group, or by individuals. Discussion and deliberation often takes place before and/or after scoring.

Example of scoring and ranking

Criteria / Area of project quality and impact	Insufficient evidence (0–2)	Needs improvement (3–4)	Good (5–7)	Exemplary (8–10)	Comments and score
The project aligns with our vision and disaster resilience priorities					Needs more information Score: / 10
Community-led. The project: <ul style="list-style-type: none"> <li>• Originates from the community</li> <li>• Is developed to meet an identified need in the community</li> <li>• Is led / co-led by community members</li> </ul>					Needs more information Score: / 10

Suggested Steps:

**Step 1:** Design your scoring system: Write your list of granting criteria or focus areas in the first column, determine how you want to score and what you want to comment on.

**Step 2:** Score: Each reviewer scores each project (to what level they meet each criteria / focus area).

**Step 3:** Independent assessment: You may have an independent person / body do the same scoring to create a transparent approach and an external benchmark or perspective.

**Step 4:** Compare and discuss: Return as a group to share scores, reasons for scores, each person adjust scores if their mind changes during discussion.

**Step 5:** Rank: Tally up all scores and rank projects highest to lowest in each criteria.

Scoring and ranking can also be approached as a group activity:

**Step 1:** Each person has vision / priority and/or criteria cards.

**Step 2:** Lay the project proposals out on the table.

**Step 3:** Go through each project – each person places their cards on the top 3 projects that work together to reach the vision and/or meet the criteria / priority.

**Step 4:** Count up the cards and reflect on the results.

Consider the following:

- Which projects have scored highest in each area? Why?
- How could these projects work together?

### Voting

Voting is a common method in decision making. It can be used for:

- Choosing between options: all in favour of idea 1 raise your hand
- Testing support or opposition for a proposal: who agrees we should take this action?
- Making a decision where there is not consensus

A proposal is put to the group and individuals are asked to vote on their preference. It works on the principle of majority rule. The group should agree what is meant by 'majority', commonly it's 80%, in some cases the group may wish to lower the % if they are struggling to get 80% to agree.

Considerations: Voting is useful for large groups, but in smaller deliberative processes voting is advised to be kept as a last resort, and particularly avoided in the early stages of decision-making. This is because it can:

- entrench existing views
- shutdown exploration and open mindedness
- lead to a premature decision
- side people against each other

### Deliberation

Deliberation is a method of decision making that:

**Encourages dialogue:** starts with an open question or proposal and the decision making happens through conversation and deep listening. The process ensures all perspectives, ideas and concerns are heard and taken into account.

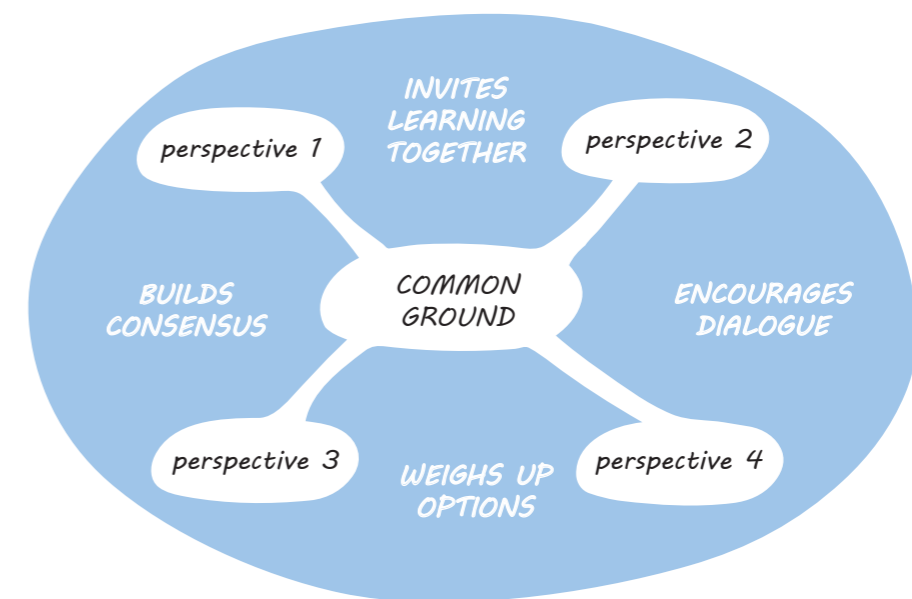
**Weighs up options:** aligns the group around a shared vision and works to explore a range of options, assess their strengths and weaknesses and create a solution that best meets the vision.

**Invites learning together:** focuses on informed decision making where the group gathers knowledge from community, experts and each other. The aim is for everyone to expand their perspectives.

**Builds consensus:** aims for a decision that everyone agrees on or can live with (as opposed to voting where people can be outvoted).

**Aims for common ground:** unlike debate where people aim to persuade others to their perspective deliberation works to find or build common ground. This involves creating a shared proposal that brings multiple perspectives together.

**Step 1:** Look at applications (or project ideas):



Model of deliberation

- What's involved
- How does it align with the vision, criteria and priorities
- Resources needed, timeframe, partnerships

**Step 2:** Get to know the proposal, ask clarifying questions, raise vision based concerns and offers suggestions:

- What are the strengths and weaknesses of this proposal?
- What is the feasibility / reality of the project reaching its intended outcomes
- Ask about anything you don't understand or are unsure of - determine whether you need more information

**Step 3:** Strengthen the proposal:

- Group offers suggestions to strengthen the application
- People who raise concerns have the responsibility to work towards shared solutions

**Step 4:** Test for agreement:

- Does everyone agree with these ideas to strengthen the application?
- If not, what needs to change for people to agree with it?
- If you don't agree, what are the next steps?

**Step 5:** If agree, next steps:

- What are the next steps for developing this proposal?
- Offers of support from the group

**TIP!** Deliberation is a discussion with the purpose of making a decision. However, depending on what is being discussed, how many people are in the room or how complex the issue at hand – it can be quite time intensive. For example, when making decisions about project funding application: you will need to factor in time for people to read the application - or to read it out to the group - to allow time for questions, sharing of concerns, resolving different opinions. Consider how much time you have or want to allow for this process and whether everyone is confident to speak up in the group.

### Consent-Based Decision-Making

Consensus aims for a decision that everyone agrees on, consent based decision making aims for a decision that people can live with. This means some people may not agree with the decision but they consent to the proposal moving forward, and they won't create barriers to this.

Decision Cards (or hand signals) can be used to 'test the temperature of the room'. Each person gets a set and throughout the process the group can check in: how do we all feel about this decision?

### Working Through Difference

The purpose of this activity is to help the group pause, reflect, and realign during moments of disagreement or tension.

When you notice the group is stuck or feeling tension, invite a short reset. Ask everyone to take a breath and respond (either out loud or on sticky notes) to one or more of these questions:

- What are you really trying to achieve here?
- What part of your shared vision does this connect to?

<p><b>Agree</b></p> <p>I agree with the proposal as it currently stands</p>	<p><b>Unsure</b></p> <p>I'm unsure, I need to know more to be able to make a decision</p>	<p><b>Consent</b></p> <p>I don't agree with the proposal, but I can live with it and won't create barriers for it going ahead</p>	<p><b>Unsure</b></p> <p>I oppose the proposal (because I feel it doesn't meet the criteria), but I'm committed to finding a solution</p>
---	---	---	--

Use this to approach for the decision-making process

- What values or principles feel important to hold onto right now?
- What do you agree on—even if you see it differently?
- What might help us move forward together?

You can also revisit your decision-making criteria together and ask: "Based on what we agreed, what makes the most sense right now?"

**TIP!** Disagreement and different opinions can be part of building stronger, more inclusive decisions – if handled with honesty, curiosity, and respect. Keep it calm and non-blaming. You're not trying to "win" the disagreement. Just refocus on what matters and find the next good step forward.

### Reduce pressure by allowing reflection time

Creating space after decisions: Sometimes, decisions made in a group can feel final or "set in stone," especially when they happen in a meeting. But not everyone processes information in the same way or at the same speed. That's why it can be helpful to build in a reflection window—a short period of time after a decision is made for people to sit with it, reflect, and come back if they have further thoughts or concerns.

**TIP!** Reflection doesn't mean re-opening every decision. It's about building confidence, clarity, and fairness in how you work together. This is especially important when decisions involve funding or selecting projects.

Giving people space to reflect can help:

- Reduce pressure in the moment
- Honour different thinking styles
- Strengthen trust in the process
- Surface new insights or concerns
- Make sure people feel good about the decisions they're part of

How it works: As a group, agree on a grace period after big decisions (e.g. 3 days) especially for funding decisions. During that time, anyone in the group can bring forward concerns, questions, or ideas for improvement.

Reflection questions you might use:

- Am I still in support of this decision? Why or why not?
- Was there anything I felt unsure about that I want to explore further?
- What did you do well in this decision-making process?
- If I disagreed, what parts would I like to improve—and how can I help?
- Can I confidently explain this decision to my community? Why or why not?
- Whose voices or perspectives might have been missing?

### Carpark of ideas

The 'carpark of ideas': If need be, take a break and return to the issue at a later time. You can 'park' the idea in a 'carpark of ideas'. Maybe you can't make a decision yet because you are missing information? Return to the 'carpark' after some reflection, once you have got more information or simply revisit the idea at a later time, when you have new or more resources available.





### Using the Heart Vote

The Heart Vote is a simple way to bring people's passion and intuition back into the decision-making process. It gives projects or ideas that didn't score highly through formal criteria a second chance — recognising that community energy and enthusiasm are also valuable indicators of success.

Use a Heart Vote when:

- A few ideas sit in the "middle" of your priority list and the group can't reach agreement.
- Some projects didn't meet every selection criterion but still feel important or inspiring.
- You want to acknowledge community interest or support for projects that were not well-presented or "pitched."
- You sense decision fatigue or gridlock in your group and want to re-energise the process.

How to do it:

1. Display the options. Put project posters or short summaries on a wall or table so everyone can see them.
2. Invite a heart-based vote. Give each person one or two 'heart votes' (stickers, dots, or drawn hearts) to place on the projects they feel most drawn to — regardless of the earlier scoring.
3. Observe the patterns. Step back and see which projects attract attention and excitement. These may not have topped the formal criteria, but they carry strong community energy.
4. Discuss next steps. Talk about why people were drawn to these projects. Could they be refined to better meet criteria? Could aspects of them be integrated into other proposals?

**TIP!** A Heart Vote doesn't replace your formal assessment. It complements it. It helps you re-evaluate inconclusive results or identify "passion projects" that may have untapped potential.

<b>Project Card</b>	<b>Key activities:</b>
<b>Name of project idea:</b>	
<b>Project champion:</b>	
<b>Budget:</b>	
<b>Project aim:</b>	<b>Who should we partner with? Who has existing responsibility in this space?</b>
<b>Which domains are strengthened?</b> Social capital / Health and wellbeing / Natural environment / Built environment / Economic wellbeing	
<b>How does the project promote strengthening in these domains?</b>	<b>Can we think of any unintended consequences of this project? How can we make sure we avoid any unwanted side effects?</b>
<b>Who will benefit?</b>	<b>What could this project look like?</b>

## PHASE 6

# Doing and Learning, and Celebrating!

### LEARNING CIRCLES

Regular meetings, such as 'Learning Circles' are a great way to stay connected and share each others' triumphs and successes, difficulties and questions and to continue to learn together.

Here are some useful questions you could use when organising your Learning Circles:

- What has happened on your project since we last met? Allow 5 minutes to share in turn to the group the story of your project so far. Bring along pictures or share information about what you've been doing, eg: how many people or which groups/organisations you've engaged with, or share something you've learned by doing a research project.
- Is there anything in particular you have been struggling with in your project that you would like

to bring to the group to help problem-solve? eg: are there any aspects of your project that are at a sticking point, where you could ask how others have managed something similar, or identify some extra support you may need

- Are there any highlights or positive outcomes you would like to share with the group? This could be sharing positive feedback someone has given about what they are getting out of the project, or something you have observed that has surprised you.
- Are there any new connections forming or skills developing and/or being shared because of the project so far?
- Are there any signs that the project is starting to help strengthen the community?



### REFLECTION AFTER THE PROCESS

Don't skip this part of working together - everyone who participated will have some insights and lessons to share that can help make any future work go more smoothly.

**TIP!** If you're running out of time, focus on giving just 3 prompts and ask people to write their response on a post-it each that can then be collected up on a wall:

- Something I learnt...
- Something surprising...
- Something to remember...what's working well, and why?

Or focus on just one main question and allow enough time for people to write their own reflection. Alternatively, you could get them to write down 3 things they're wondering about, for example:

- I wonder what would have happened if we had had more time...
- I wonder...
- I wonder...

### Reflection Activity: The Web We Have Woven

This activity helps groups reflect on how they have strengthened connections, built resilience, and contributed to their community's collective wellbeing. It visually represents the relationships, achievements, and shared effort that make up the group's "tapestry" of community resilience.

1. Invite participants to stand (or sit) in a circle.
2. Begin by holding a ball of wool and briefly reflecting on one way your group has strengthened community connections, supported others, or learned together.
3. While holding the end of the wool, gently throw the ball to another person in the circle. Don't forget to look at them and call their name so that they're prepared!
4. The next person catches it, shares their reflection,

and then throws the ball to someone else – holding on to a piece of the wool before passing it on.

5. Continue until everyone has had a chance to share or until a visible "web" has formed between participants.

Pause to look at the web you've created. Reflect together on what it represents – your shared work, your relationships, and the ways you've supported one another. You can then gently roll up the wool again, acknowledging how these connections continue to strengthen your community, even as the project evolves.

Optional:




- You can use different coloured wool to represent different themes (e.g. learning, support, creativity, connection).
- Take a photo of the web as a record of your reflection activity.




### Ideas to Guide Group Reflection

Here are some suggested questions you can use to design your own reflection session. It's a comprehensive list, so feel free to adjust or select the ones most relevant to your situation. If you have time to explore further, you can use these questions for deeper or extended reflections.



The Web We Have Woven exercise

Reflection questions for organising group or facilitator debrief after meetings		
These 3 questions are designed to support the principle: Learn, Adapt and Evolve		
<b>Learn</b> <i>What</i> 	<b>1. What are we learning?</b> Suggested prompts if needed: <ul style="list-style-type: none"> <li>• Which activities did the group appear to find most useful?</li> <li>• Were any really important issues or concerns about the process raised during the meeting?</li> <li>• How are the planners connecting as a group?</li> </ul>	Other tips and prompts: <ul style="list-style-type: none"> <li>• Focus on the take-away lessons from this meeting</li> <li>• Consider how to support trust and good communication among group members</li> <li>• Is the planning group struggling with anything in particular?</li> </ul>
<b>Adapt</b> <i>So what</i> 	<b>2. Did anything surprise us?</b> <ul style="list-style-type: none"> <li>• This may be positive or negative</li> <li>• Any new ideas sparked</li> <li>• New themes or issues raised</li> <li>• Did the group identify any strengths or challenges facing the community that you weren't previously aware of?</li> <li>• Is the group growing in its understanding about any external forces that might influence or restrain community plans?</li> </ul>	Other tips and prompts: <ul style="list-style-type: none"> <li>• Keep a running list of new themes or issues that you may want to come back to talk about in more detail during future workshops</li> <li>• Did you notice anything new emerging during the workshop?</li> <li>• eg: changing group dynamics in terms of connections or confidence</li> </ul>
<b>Evolve</b> <i>Now what</i> 	<b>3. What's working well and why?</b> <ul style="list-style-type: none"> <li>• Were there any lightbulb moments of discovery in the last session?</li> <li>• Did any activity or topic spark really engaging conversations?</li> <li>• Did you have to change course? (eg: Did you need to stop or change an activity that wasn't working well)</li> <li>• Does anything you learned at this meeting point to a need to adapt activities or processes before the next meeting?</li> </ul>	Other tips and prompts: <ul style="list-style-type: none"> <li>• Reflecting on what doesn't work well is important, as we have an opportunity to adapt and improve our ways of working (eg: activities, ways of engaging)</li> <li>• Will you need to adapt any activities, tools or approaches to match the planners' needs?</li> </ul>

Questions to help guide community planners' reflections at the end of each meeting		
These 3 questions are designed to support the principle: Learn, Adapt and Evolve		
<b>Learn</b> <i>What</i> 	<b>1. What are we learning?</b> Suggested prompts if needed: <ul style="list-style-type: none"> <li>• Have we learned anything new about ourselves or our community from today's meeting?</li> <li>• Were any important issues or concerns raised?</li> <li>• How are we connecting and getting to know each other?</li> </ul>	Other tips and prompts: <ul style="list-style-type: none"> <li>• Focus on the take-away lessons from today's meeting</li> <li>• Consider if our group needs help to understand anything. Is there a topic we want to do more research on?</li> <li>• Is there anything in particular our group is struggling with?</li> <li>• Has today's session helped us identify skills we'd like to develop?</li> <li>• Are we already developing skills by being involved in this process?</li> </ul>
<b>Adapt</b> <i>So what</i> 	<b>2. Did anything surprise us?</b> <ul style="list-style-type: none"> <li>• This may be positive or negative</li> <li>• Any new ideas sparked</li> <li>• Important new themes or issues raised</li> <li>• Did we identify any strengths or challenges facing our community that we may not have been that aware of before?</li> </ul>	Other tips and prompts: <ul style="list-style-type: none"> <li>• Keep a record of any new themes or issues you may want to come back to talk about in more detail during future workshops</li> <li>• Make sure to keep recording promising new ideas, as well as community strengths and challenges that are raised along the way – as this will help later if we ever get stuck for ideas!</li> </ul>
<b>Evolve</b> <i>Now what</i> 	<b>3. What's working well and why?</b> <ul style="list-style-type: none"> <li>• Were there any lightbulb moments of discovery today?</li> <li>• Did any activity or topic spark really engaging conversations?</li> <li>• Was there anything that was not working so well?</li> <li>• Can we think of ways to evolve or improve our ways of working together as codesigners?</li> </ul>	Other tips and prompts: <ul style="list-style-type: none"> <li>• Reflecting on what doesn't work well is important, as we have an opportunity to adapt and improve our ways of working (eg: activities, ways of engaging)</li> <li>• Will you need to adapt any activities, tools or approaches to match the planners' needs?</li> </ul>

## Reflection tool - what we've learned

This tool is designed to help shed light on the following overarching questions, in order to support team planning:

- What key lessons have we learned from the processes we have implemented so far?
- What approaches will we plan to trial next, based on what we have learned?

Phase or activity	What did we do?	What worked well?	What didn't work so well?	What are take away lessons we've learned?
Grounding and connecting with your community	Preliminary mapping of your community Connecting gently, inclusively and transparently Inviting diversity			
Starting Your Meetings	Planning Setting strong foundations: relationships, group agreements, a shared vision Mapping our networks			
Connecting out	Gathering stories of strength and input from broader community			
Our Community in Context	Building a big picture view of the community (mapping system) Identifying strengths, gaps and opportunities for action			
Focusing Your Energy	What does this mean for our collective 'vision' for our community? Identify priorities for action and collecting ideas of how to address them Decision-making			
Planning for Action and Decision-making	Develop ideas for action Consider fund raising Build partnerships and alliances Are there existing responsibilities and whose are they?			
Doing and Learning, and Celebrating	Sharing back ideas, insights, and progress with the community			
Documenting and using what we have learnt				
Connecting out to wider community to collect stories	Collecting community experiences before, during and after challenging events			
Other important things we have learnt from doing the process				
Reflect and plan next steps				

## Sharing Progress

How will you tell the story of your project and show its value for the community?

A lot of work goes into planning and carrying out community-based projects. At the end of the day, you'll want to be able to share the story of what you've achieved – both to celebrate your community's effort and to demonstrate the impact of your work.

Storytelling can be a powerful way to bring others along on your resilience journey. It helps the wider community understand what you've done and why it matters, and it supports transparency and accountability – especially if your project has been grant-funded.

As you plan and deliver your project, keep track of your progress and document what's happening along the way. This will make it easier to share your story later, whether through community updates, public events, or formal reporting to a funding body.

If you are applying for or have received funding, you may be required to write a report outlining your project's outcomes and its impact on the community. You can use the guidance below to help tell a clear, compelling story about your community's resilience priorities and how your project contributes to meaningful, community-led change.

Think ahead about how you will tell this story:

- What evidence, photos, or data will help you demonstrate your project's impact?
- What moments or milestones might you want to capture?
- Who can help record or share these stories?

Each project will require a slightly different approach, depending on your goals and activities. Use the table below to plan what information you'll need to capture as your project progresses. You'll find further advice and examples on the next page.

What will you document or capture about your project along the way?	
<p><b>Who do you anticipate will benefit from this project and how?</b></p> <p>Outcomes for whom: Be specific about the groups of people this project aims to benefit and how</p>	<p>Who:</p> <p>How:</p>
<p><b>How will this project make a difference for the community?</b></p> <p>Success factors: Write down 3 things you would hope to see, if this project goes well</p>	<p>1.</p> <p>2.</p>
<p><b>What information or images will you need to collect to be able to 'show and tell' a story about your project later?</b></p> <p>Evidence: List 3 ways you could collect information about this project</p> <p>Tip: Try to keep this simple and achievable. eg: take photos; collect feedback from the community; record participant numbers (see further advice and examples on the next page).</p>	<p>1.</p> <p>2.</p> <p>3.</p>

## Planning your strategy for collecting information and images to tell your project story

Collecting information and images as your project unfolds will allow you to share your progress and present your project story and outcomes at the end.

You will be able to use the information and images you have collected about what happens in your project to present the story of your project at the end. This will be useful for:

- Sharing the story of your project with your community and beyond, such as via social media or newsletters
- Using this story to help you apply for further funding or grants in future.

Examples of ways to record information about your project:

- Assign someone to take photos on event days
- Use a clicker or other way to record the number of participants
- Gather written feedback using a survey or comment book
- Record video vox pops on your phone
- Write down what you observe and record any verbal feedback you receive
- Record any challenges you face and how you overcome these in a journal or document

For research-based projects, you may decide to:

- Note any evidence of growing awareness in the community/with stakeholders about this issue or project
- Record who you talk to in the community and how many people you engage with
- Produce and share a report about the research
- Ask community/stakeholders for feedback on the report and keep a record of this

## Anticipated and unanticipated outcomes

When planning your project, you will have identified what you are aiming to achieve and for whom. These are the anticipated outcomes of your project.

Inevitably, there will also be things that happen along the way that you didn't expect or anticipate. Whether positive or negative, all of these things form part of the story of your project. Make sure to note down what you observe along the way, including any key challenges you face and how you solve or overcome these. (eg: write in a project journal or type observations into a document)

This all adds up to making your project story interesting – because you will be able to share the lessons you learned and the hurdles you had to jump over.



# FIRE to FLOURISH



Strength through community-led action

Fire to Flourish is a pioneering five year program, working in partnership with communities affected by the 2019/20 Australian bushfire season to trial innovations in community-led disaster resilience

Pathways for scaling the insights, models and tools developed through the program are being created through partnerships with government, philanthropic, not-for-profit and private sector organisations.

Fire to Flourish is led by Monash University and supported by cornerstone philanthropic partners, the Paul Ramsay Foundation and Metal Manufactures Pty Ltd. Additional philanthropic support is provided by the Lowy Foundation.

For more information, go to:  
[firetoflourish.monash](https://firetoflourish.monash)