For a little over a year, I’ve been working on the Transformational Resilience Project. Lois Cote, also part of this Community of Practice, has joined me in developing it. I highly recommend you find a friend or a few interested colleagues to work with as you develop your own resilience initiative. Lois’s help has made a tremendous difference. Having the support you need to move forward is essential.

My Project aims to create systemic change, and therefore, the proposal is complex. This graphic of the Social-Ecological Model illustrates the interconnection of ourselves within our families, extended social networks and our ecological environment. We’ve heard our presenters share with us repeatedly that authentic connection with a diverse audience makes our programs stronger and more effective.

Another foundational aspect of my Project is its organizational model of governance called dynamic governance.¹ This model replaces the hierarchical model of Robert’s Rules of Order with a more horizontal, democratic process where every voice is valued and included in discussions through the use of rounds. This governance model permeates the whole Project.

My Project has 4 Phases.

The First Phase begins in the public schools, a natural arena of diversity within a community.

This diagram illustrates the curriculum topics designed for 10th thru 12th graders and community college students. It is a trauma-informed, age and culturally appropriate, resilience building curriculum with 19 lessons for this age group taught by new and experienced Community Partners.

The first 7 lessons build awareness of the Social Ecological Model and Elaine Miller-Karas’ Community Resiliency Model skills. The CRM skills that Elaine shared last week are biologically-based emotional regulation skills that even young children can learn. The next 11 lessons are based on Bob Doppelt’s Presencing and Purposing Skills. The curriculum’s final lesson is a graduation celebration acknowledging the importance of the student’s emerging trauma-informed, resilience skill-set for themselves, their families, and their community.

I developed this curriculum by reading a few books that I have put in a bibliography for you to explore. They have a wealth of information about how you can develop your own program.

For the younger students, grades 3 thru 9, there will be a 13 lesson version of the curriculum. I have included a diagram of that in the slides you will receive. Teachers and parents will be encouraged to participate to foster the use of the lesson content across home and school settings.

¹ A dynamic governance training program is Sociocracy for All, link: https://www.sociocracyforall.org/sociocracy/
After my Project is established in the schools, Community Partners will offer training throughout the community. With a trauma-informed, resilience-educated community comes the ability to face adversity together well, a protective factor in times of overwhelming challenges, like climate change and natural disasters.

This Project will be offered to all the surrounding municipalities in the watershed. The catchment area focus on the watershed for my Project emphasizes the Social-Ecological Model's interdependence of individual, social, and ecological wellness. The coronavirus gave us a wakeup call in many ways about interdependence that we need to not forget.

(Show - Phases 2-4 slide)

Phases 2-4 begin with replicating Bob’s Resiliency Coordinating Coalition in Phase 2, which I call the Watershed Resilience Council to, again, emphasize the dependence we have on one another and our ecological region for wellness. Those who are interested graduates of the Project curriculum in Phase 1 will be invited to participate in the Watershed Resilience Council.

Phase 3 of the Project is the creation of Working Groups consisting of graduates of the Project curriculum. Each Working Group focuses on a specific community resilience project based on the interests and skill sets of the members of the Working Group. Examples of Working Group Projects include: increasing Local Agriculture or Permaculture projects in neighborhoods or Renewable Energy projects for the community.

Phase 4 is Advocate for Change. Each Working Group’s project will be presented to the local municipality, state and/or federal levels of government, depending on the appropriate audience, with the aim of gaining their support to implement the Working Group’s resilience project.

This Project is designed to build individual and community resilience, empowering all sectors of the community to see that together we can face our challenges, first by enhancing our own mental wellness skills in Phase 1 and then working together to overcome our community’s challenges in Phases 2 thru 4. It’s a preventative approach. Rather than seeing ourselves as victims after adversity strikes, we can learn to see ourselves as capable problem solvers and allies that deal with the challenges and figure out ways to thrive in community.

I have shared this Project with many Community Partners that have given me encouragement and support. That’s how I met Lois. Funding sources can include your local mental health, substance abuse, and family strengthening agencies, regional planning commissions and public health networks who recognize the value of community resilience. One of my strongest supporters is the NH Healthcare Workers for Climate Action. Many states have these climate and health chapters of the parent organization called the Medical Society Consortium on Climate and Health. Your state may have an affiliate chapter, too. The NH Healthcare Workers for Climate Action have advocated for grants for this Project, helped edit my Project flyer, offered to give the Project a page on their website and act as my fiscal agent. Making those connections strengthens your capacity for success.

(Show Thank you slide) I want to thank you all for sharing your ideas with me, especially the organizers and presenters of the Community Resiliency programs we have learned about. Together, we help each other make necessary change. The End
**Background why I start with an educational focus:** My region is trauma-organized from the loss of manufacturing over the last fifty years and the ensuing encroachment of national chains that have replaced family businesses. My community has a 16.7% poverty rate, and our sister community has a 19.4% poverty rate. This compares with the state average in NH of 7.2%. Additionally, in the NH Legislature, we have a significant number of the 424 legislators who advocate for minimal state intervention in the free market and the private lives of citizens, and thus, oppose a public health approach to dealing with adversity. This makes issues like public school funding very difficult. We also are challenged by state government in facing the facts of climate change. NH’s Governor Sununu has stated that he is not sure that our warming climate is linked to greenhouse gas emissions and this thinking is reflected in his administration and policies. Our first and last Climate Action Plan was published in 2009. We believe the TRP can demonstrate the efficacy of a trauma-informed public health approach when communities face adversity of many kinds. Implementing the curriculum before creating the Council will give evidence of its value.

**Supporters:** Potential sources for funding and partnership are your local mental health, substance abuse, and family strengthening agencies, domestic violence programs, regional planning commissions and public health networks who recognize the value of community resilience.

One of my biggest supporters is our colleagues who are members of the NH Healthcare Workers for Climate Action (NHHWCA). Many states have these healthcare worker climate action groups associated with the Medical Society Consortium on Climate and Health, a national organization of doctors, nurses and behavioral health professionals. I mention this because you may find stakeholder support for your project from your own state network associated with the Medical Society Consortium on Climate and Health. On their website, there is a list of state affiliates. So check them out to see if your state has such a group of healthcare professionals. You can't argue with the health impacts of climate change. And many of these state affiliates have lots of data to support your project. (NHHWCA have offered some funding when available, include me in their grant writing efforts, have a page on their website, agreed to help edit my pamphlet, and act as my fiscal agent.)

Medical Society Consortium on Climate and Health link: [https://medsocietiesforclimatehealth.org/](https://medsocietiesforclimatehealth.org/)
NH Healthcare Workers for Climate Action link: [https://www.nhclimatehealth.org/](https://www.nhclimatehealth.org/)

**Teachers of the TRP:** The lessons will be taught by experienced and new Community Partners who are trained in the TRP. Experienced Community Partners are those in the health and human services fields who are already doing social emotional skills training. New Community Partners will come from volunteers in the community, comprised of retired professionals or other adults who are natural leaders, especially those in marginalized or vulnerable communities. Care will be taken to develop relationships within those groups of community members by learning from and supporting the training of natural leaders as needed.
Bibliography

Books


Training

Capra Course, link: https://www.capracourse.net/ (Systems interconnection and change)

Multisolving Institute, link: https://www.multisolving.org/ (Systems interconnection and change)

Sociocracy (Dynamic Governance), link: https://www.sociocracyforall.org/sociocracy/

Sustainability Leaders Network, link: https://www.sustainabilityleadersnetwork.org/contact/

    Edie Farwell, Executive Director- edie.farwell@gmail.com ; 802-291-2896

Trauma Resource Institute, link: https://www.traumaresourceinstitute.com/

    Community Resiliency Model Teacher Certification Training (for everyone)

    On-going support and access to educational material updates

    Trauma Resiliency Model (for mental health professionals)