

Appendix D

Cultural Probe Package and Sample Responses

Cultural Probe Pilot Activity Instructions

Demographics

Please tell us a little bit about yourself. Please circle the best answer.

1) Age Group

- 18–30
- 31–49
- 50–64
- 65 and above

2) Gender

- Male
- Female
- Other: _____

3) Population (select all that apply)

- Elderly - living alone or with another elderly family member
- Caregiver of an elderly person
- Caregiver of a child

4) Recruiting CBO

- Surcando La Historia
- Programa REDES
- Ponce NHS

5) Have you ever stayed in an emergency shelter?

- Yes, an informal shelter
- Yes, a formal government shelter

- No, I have never stay in a shelter
- 6) In the event of a major disaster or emergency, which of the following would be your first choice to evacuate to? Use the space below to explain why that would be your first choice.
- Formal shelter
 - Informal shelter
 - Stay at your home
 - Stay with a friend or relative
 - Explanation: _____

Cultural Probe Activities

Activity 1: Your Super Powers and Resources

Everyone can play a part in supporting each other during an emergency. Share a few of your super powers and up to 5 resources that you could share with your community when a disaster happens. Some examples include: Super powers: cooking, driving, construction, design, planning, DJ, arts / performance, etc. Resources: generator, car, extra space or empty building, water, food, etc.

Activity 2: Your Social Network

When disasters or emergencies happen, people from your community may have the right skills, resources, and information to help each other survive and recover. Thinking of your own social network, please map up to ten (10) of the most important individuals or organizations that play an important role in assisting your community. This may include caregivers, information sources, critical resources, etc. They can be family, friends, your job or church, or other acquaintances. List their relation to you and describe how they could be helpful for you or your community in the face of a disaster.

Activity 3: Words of Support

Please write a note of support to someone who may be experiencing a difficult situation in life.

Share up to four (4) tips that you find helpful when facing challenging situations.

Activity 4: Care Routine

If you are the caretaker for a child or an elderly person, design a “routine board” that outlines a “care routine” or care plan. Include specific needs of the person for which you are caring. This plan should aim to provide the best care and comfort to your loved one during an emergency, especially if you they are displaced from their home. Feel free to search for “routine board” ideas on the internet and adapt it to represent daily activities.

If you are an elderly person who does not have a caregiver, please create a route board which captures your typical day and describes your routine which help ensure you are safe, healthy, and happy.

Some activities you may want to consider include medications, school, meeting with friends and family, mental health support, hygiene, transportation, food, and any other part of a day you consider important.

Activity 5: Go-Bag Emergency Items

If you had to leave your house to stay at a shelter during a disaster, what are the key items you want to bring for yourself and those you care for? Take pictures of those items and add explanations of why they're important. See page 2 for instructions on using the camera.

Activity 6: Design a Food Menu

Design a menu for yourself, your family, and close friends. Imagine that you are meeting to celebrate a special occasion and that you will be together from morning to night. Adults, children and the elderly are coming. What are your guests' dietary preferences or restrictions? What foods

or dishes would you prepare? If there is a lot of variability between the people in your family and friends, design two options per plate to meet the needs and preferences of as many guests as possible.

Activity 7: Trusted Information & Sources

Where do you go for information? List up to four (4) sources, from the media or your social networks that are most important for staying up to date on news, events, and latest details about what is going on in the community. When and how often do you go to that source? Would this be a trustworthy source of information in a disaster? In each box, write one source, the kind of information you get from the source, when and how you access it, and if you consider it trustworthy in an emergency and why.

Activity 8: Write a Story or Memory

The goal of this activity is to learn more about your prior experiences during a disaster. Choose between writing a short story or making a short personal account about a disaster or emergency that most impacted you, the greatest challenges or difficulties you faced, how you adapted to the circumstances. Describe the lessons you learned why that experience would be valuable to share with others. Illustrate your story and write your story on the following pages.

Activity 9: Where do you feel safe?

Identify three (3) places around your neighborhood or community that you consider safe during an emergency. Take a photo of each place. Include the photo number and a short explanation of why the place makes you feel safe. See page 2 for instructions on using the camera.

Activity 10: Community Map

Using a pen and/or colored pencils draw a community map(s) in the space provided on the next two pages. Clearly mark, draw, and label the following items to the best of your ability. The map does not need to be perfect! Include::

- Your home;
- Place(s) you would put a shelter;
- Your route from home to shelter and describe how you would get there;
- Community landmarks or points of interest (schools, govt buildings, etc);
- Areas that you would avoid during a disaster.
- Areas you think are safe during a disaster.

If you use symbols, please provide a legend. You may create multiple maps as needed.

Activity 11: Design Your Ideal Shelter

In this activity, please take a moment to think about the most ideal emergency shelter you can imagine. It may be that you would not like to go to a shelter, but for this exercise imagine it is the safest place for you to be for a temporary time.

Part 1: List and/or describe features or services you think would be important in a shelter.

Part 2: Use the next page to draw out each shelter component or service you think would be important to ensure your comfort and safety with special consideration given to your specific needs, or those of whom you are caring.

Some considerations for your shelter design may include indoor vs. outdoor space, whether or not you plan on spending the night, specific medical needs, personal hygiene, and anything else about the environment or setting of the shelter you think is important.

2. Cultural Probe Pilot Example Responses

Figure D-1. Response on community mapping (Activity 10).

Actividad #10: Mapa comunitario

En el siguiente recuadro, dibuja un mapa de tu comunidad donde incluyas e identifiques los siguientes elementos:

1. Tu casa
2. Lugar(es) donde ubicarías un refugio
3. Tu ruta desde la casa hasta el refugio y explica cómo llegarías allí
4. Puntos de referencia dentro de tu comunidad (escuelas, edificios importantes, etc.)
5. Zonas que evitarías durante un desastre

¡El mapa no tiene que ser perfecto! Puedes crear múltiples mapas. Y si te resulta más fácil para identificar las distintas áreas que estás dibujando, incluye una leyenda.

Leyenda:

20- Mi hogar
 19- Escuela Arturo Grant Parcho (Refugio)
 18- Alcaidía
 17- Iglesia de La Virgen de la Concepción de la Concepción (Refugio)
 16- Surcando La Historia (Refugio)

1- Sabiendo de casa de la Calle José Ramírez Ortiz doblo a la izquierda y manmanento con la escuela Arturo Grant Parcho, sigo (Refugio) derecho hasta la Calle Victoria a la izquierda paso por la Alcaidía y la Iglesia de la Virgen de la Concepción (Refugio) doblo a la derecha de los Infantes hasta la Calle Unión a la derecha llego a Surcando La Historia (Refugio)

Figure D-2. Response on shelter design (Activity 11).

