



Australian Government  
National Recovery and Resilience Agency

Australian Institute for  
Disaster Resilience



# 2022 DRANZSEN Forums

## **Hobart**

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Wednesday 15 June,  
Hobart Function and  
Conference Centre, Hobart

## **Brisbane**

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Wednesday 6 July,  
Dexus Place, Brisbane

## Acknowledgement of Country

AIDR acknowledges the Traditional Owners of the lands on which we meet, the Muwinina People, and any the Aboriginal and Torres Strait Islander people who may be participating in this event today.

I pay respects to Elders past, present and emerging and celebrate the diversity of Aboriginal peoples and their ongoing cultures and connections to the lands, waters, and skies across Australia.



# 2022 DRANZSEN Forums

## Housekeeping

- Today's event will be split into 2 parts – our presentations and a workshop at the end of the day
- Lunch will be served between 11:40am and 12:20PM.
- Please keep all questions for the presenters to the end of the day, there will be time to work through these during the workshop.
- As a member of the Champions of Change Coalition, AIDR is committed to fostering an inclusive culture; valuing diversity and ensuring a safe and respectful workplace. I encourage you all to commit to the same and be respectful of each other during today's event.

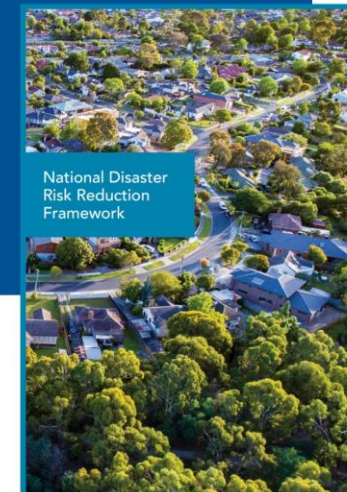
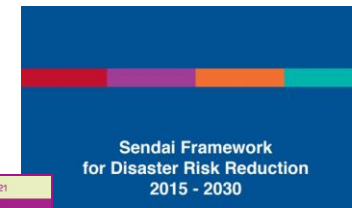
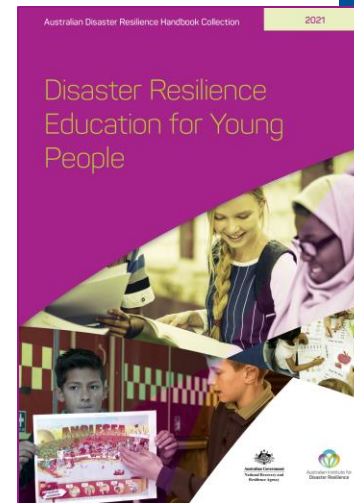


# 2022 DRANZSEN Forums

## The Australian Institute for Disaster Resilience:

Owen Ziebell

Senior Project Officer -  
Education and Engagement



Australian Government  
National Recovery and Resilience Agency



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## AIDR Education for Young People program

- Learning about natural hazards in local contexts and ways to keep safe from harm before, during, and after an emergency or disaster.
- Empowering young people to become active members of their communities.
- Recognising young people as ‘agents of change’



# 2022 DRANZSEN Forums

## Educational Resources

- AIDR's 'Teaching Resources' page has a wide range of curriculum linked resources to help teachers implement DRE into their classrooms.

The screenshot shows the AIDR website with a dark green header. The main navigation bar includes 'AIDR', 'Knowledge Hub', and 'Education for Young People'. The 'Education for Young People' section is active, with a dropdown menu showing 'Disaster resilience education' and 'News'. A search bar and 'Join'/'Log in' buttons are visible. The 'Teaching Resources' page content includes a definition of DRE, a description of the Education for Young People program, and a link to curriculum-linked resources. A sidebar on the right lists 'On this page' and 'Explore more' resources. The footer features the 'coolaustralia.org' logo and a photo of four people.

**Teaching resources**

Disaster resilience education (DRE) is learning about natural hazards in the local environment and ways to keep communities safe from harm before, during and after an emergency or disaster.

Through the Education for Young People program, AIDR promotes the development of hazard-related knowledge and skills for all young Australians, enabling them to participate in local action to reduce the risk of disaster.

Explore curriculum-linked resources for Australian primary and secondary schools developed by AIDR, our partners and our stakeholders.

**On this page:**


- [Latest resources](#)
- [Lil' Larikins Youtube series](#)
- [Lil' Larikins resources and activities](#)
- [Disaster WebQuest](#)
- [People Get Ready](#)
- [Hazard-specific lesson plans](#)
- [Tsunami: The Ultimate Guide](#)



**Latest resources**

- [Cool Australia: Year 7 & 8 DRE](#)
- [Play School: Everyday Helpers early education resources](#)
- [Big Weather in the classroom - from AIDR on ABC Education](#)

**Explore more:**

- [DRAZNSEN network](#)
- [What is disaster resilience education?](#)
- [Connect and collaborate](#)
- [Disaster resilience education in action](#)
- [Resilient Australia School Award](#)

 coolaustralia.org  
Learn for life



# 2022 DRANZSEN Forums

## Australian Curriculum 9.0

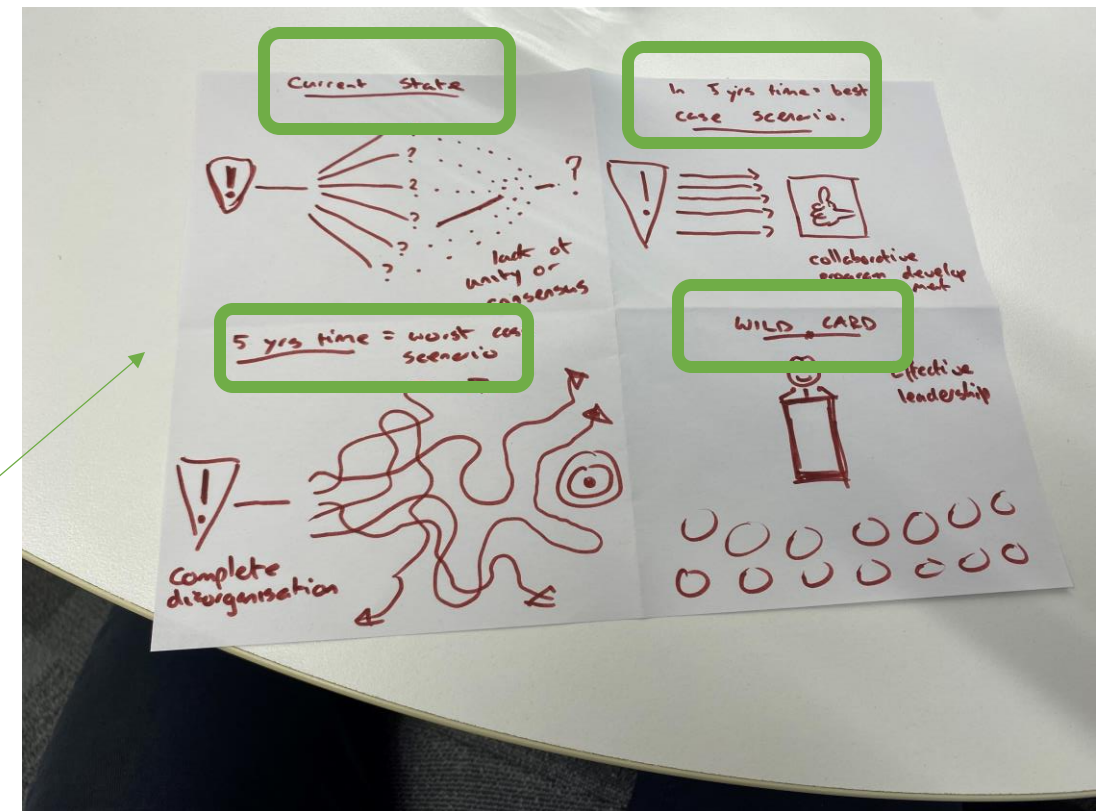
- The new Australian Curriculum was released May, 2022.
- AIDR lobbied for the mandating of DRE within the F-10 curriculum and the submission is publicly available online via the AIDR Knowledge Hub.
- At this stage, areas of the curriculum where DRE is applicable has been changed and AIDR is in the process of remapping our curriculum support document.
- The primary school Geography curriculum is of significant concern.



# 2022 DRANZSEN Forums

## Workshop preparation

- You should each have an A4 piece of paper and a pen
- Label each box with the following headings, starting in the top left, then the top right, then bottom left, and bottom right.
  1. Where are we now with DRR and Youth Engagement?
  2. What is the ideal scenario in 5 years time? Blue sky thinking, what is the best result!
  3. What actions can you undertake in the next 1 to 2 years? (personal or organisational)
  4. What challenges might you face to achieve these actions?
- Use this piece of paper to take notes during the presentations



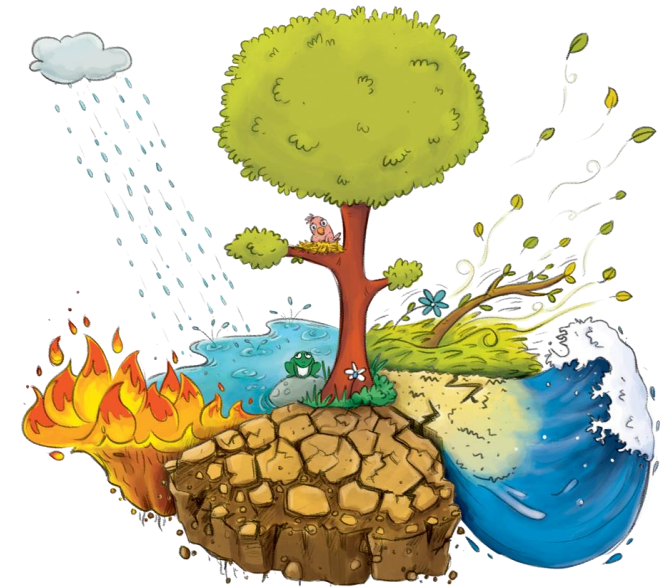


# 2022 DRANZSEN Forums

## Birdies Tree

Sharleen Keleher

Project Officer, Queensland Centre for Perinatal and Infant Mental Health



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# Birdie Calls: Birdie's Tree Visiting Program

Sharleen Keleher, Project Officer

Queensland Centre for Perinatal and Infant  
Mental Health

[PIMH@health.qld.gov.au](mailto:PIMH@health.qld.gov.au)

Ph. (07) 3266 3100





# Acknowledgement of Country

The Queensland Centre for Perinatal and Infant Mental Health (QCPIMH) would like to acknowledge the Traditional Owners of all land and sea countries throughout Australia, and pay respects to Elders past, present and emerging.

We acknowledge past and current sorry business, and the losses suffered by Aboriginal and Torres Strait Islander peoples.

We also acknowledge that connection to land, wind and water, and culture and traditions are central to the social emotional wellbeing of Aboriginal and Torres Strait Islander peoples.



# Recognition of Lived Experience



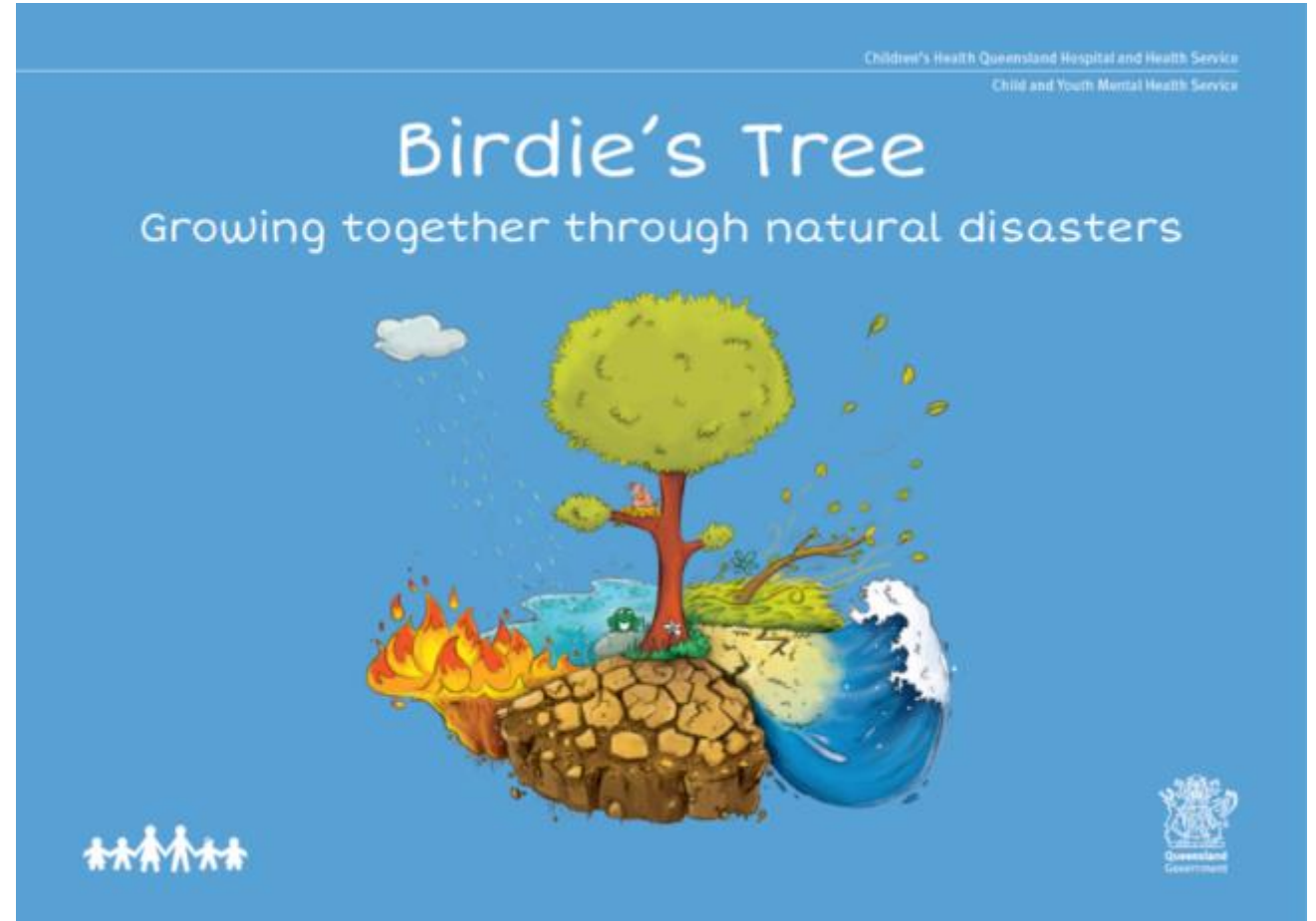
We recognise the lived experience of mental health challenges within our work teams, partners and clients. We are grateful for the lived experience expertise that informs our ongoing practice.

In particular we acknowledge those who have lived through natural hazards and disruptive events, and thank them for the insights and wisdom that help to keep our work grounded in people's real-world experiences.



# Presentation outline

1. Birdie's Tree universal resources – brief introduction
2. Birdie Calls
3. Birdie's Tree Early Learning Program
4. Upcoming Birdie's Tree resources



[Birdie's Tree - Growing together through natural disasters | CHQ \(health.qld.gov.au\)](https://health.qld.gov.au) or just browse 'Birdie's Tree'

# Queensland Centre for Perinatal and Infant Mental Health

## Children's Health Queensland Hospital and Health Service (CHQ-HHS)

### Who are we and what do we do?

- Queensland's state-wide hub of expertise in perinatal and infant mental health
  - Established 2007 by Queensland Government
  - Hosted by Children's Health Queensland Hospital and Health Service
    - Based in Nundah Brisbane but with state-wide remit
      - Multi-disciplinary team
- 0-4 CYMHS provides clinical infant mental health services in Greater Brisbane area and supports ePIMH telehealth
  - Strategy Unit helps build and support the continuum of care for mental health and social-emotional wellbeing of new and expectant parents, infants and young children
- 0-4 Family Support Service, Speech Therapy Student Clinic, e-PIMH
  - Work across public, private, non-government and tertiary sectors



# 2011 – Year of natural disasters

- $\frac{3}{4}$  of Queensland declared natural disaster-affected
- Cyclone Yasi, Lockyer Valley flash-flooding, floods throughout Queensland
- 0-4 CYMHS team saw a sharp increase in referrals



# Common reactions in babies and young children

## IMMEDIATE:

- anxiety: fearful, hyper-alert, clingy
- sadness: tearful, withdrawn, flat
- anger: irritable, non-compliant, tantrums, aggression
- withdrawal: less responsive or interactive
- behavioural disturbance: hard to settle or soothe, disturbed appetite, disturbed sleep, nightmares
- regression: toileting, walking, language skills

## PERSISTENT SYMPTOMS CAN AFFECT:

- parent-infant relationship and family functioning
- sense of safety and self-confidence, willingness to explore and learn
- cognitive, linguistic, motor and social development
- mental health and emotional wellbeing
- physical health



<https://youtu.be/ggOCATe4qD4>



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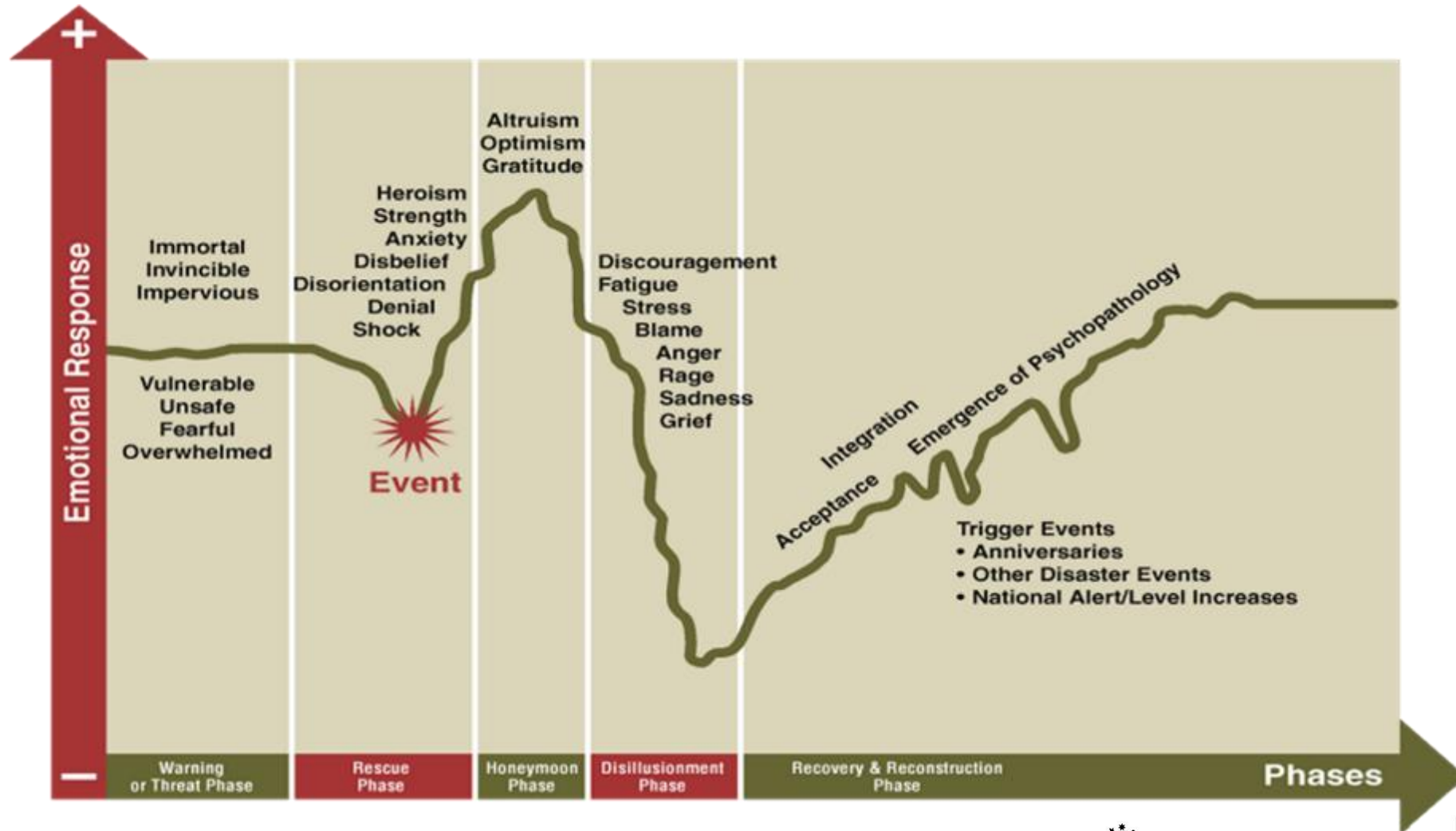


# Common reactions in parents

- Direct and indirect effects on parents and families. Challenges for parents:
  - own stress reactions (guilt, PTSD, depression, anxiety, stress)
  - helping child cope which may be time-consuming and stressful
  - siblings (distress, exposure to trauma, disruption to care)
  - prolonged disruption to daily life
  - potential long-term consequences
- Parent's behaviour and parenting style can change:
  - over-protective, controlling
  - over-lenient, not enforcing rules and routines
- Parent's trauma-related symptoms and behaviours can influence:
  - child appraisal, coping & trauma-related symptoms
  - family's engagement with supports and interventions



# Community recovery trajectory



# Counteracting ‘pre-conditions for trauma’

- Safety
- Connection
- Predictability – including time, sequencing, cause and effect
  - Familiarity
  - Age-appropriate information
  - Protection from media
  - Agency
- Body awareness, here and now – sensory activities
  - Calm
- Hope and optimism for future, gratitude for now
  - Joy and fun – pleasurable activities
  - Narrative



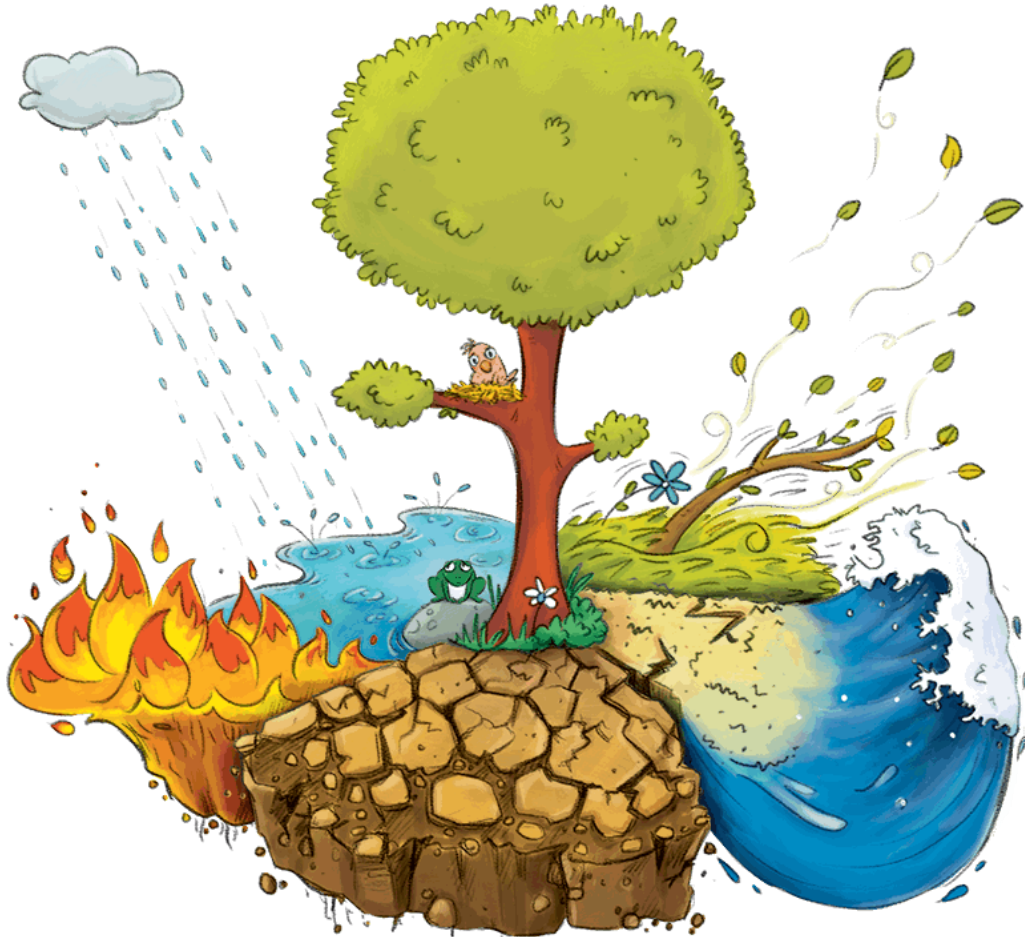
*Based on Bessel Van Der Kolk’s webinar  
‘Seven Pre-Conditions for Trauma’, April 2020*

*and*

*‘Five essential elements of immediate and  
mid-term mass trauma intervention’, Hobfoll  
et al. 2007*



# What helps?



## Talk

- Young children hear, know and guess more than we think
- Provide age-appropriate information
- Talk calmly about what happened, what's being done, what happens next

## Play

- Children process emotional experiences through play
- Enable children's agency in response and recovery
- Therapeutic games can help – sense of success and mastery

## Tell stories

- Language helps children grasp and share their experiences
- Therapeutic stories contain, structure and interpret emotional experiences
- Emotional literacy – words for 'big feelings'



# Disaster Management Cycle – Resilience-building

## •Preparedness

- Emotional literacy / shared language, okay to talk about ‘big feelings’
- Knowledge, awareness about weather and the natural world
- Sense of safety, self-efficacy, agency and confidence
- Secure relationships, connection with caring adults/ family/ community
- Feeds into Response

## •Response

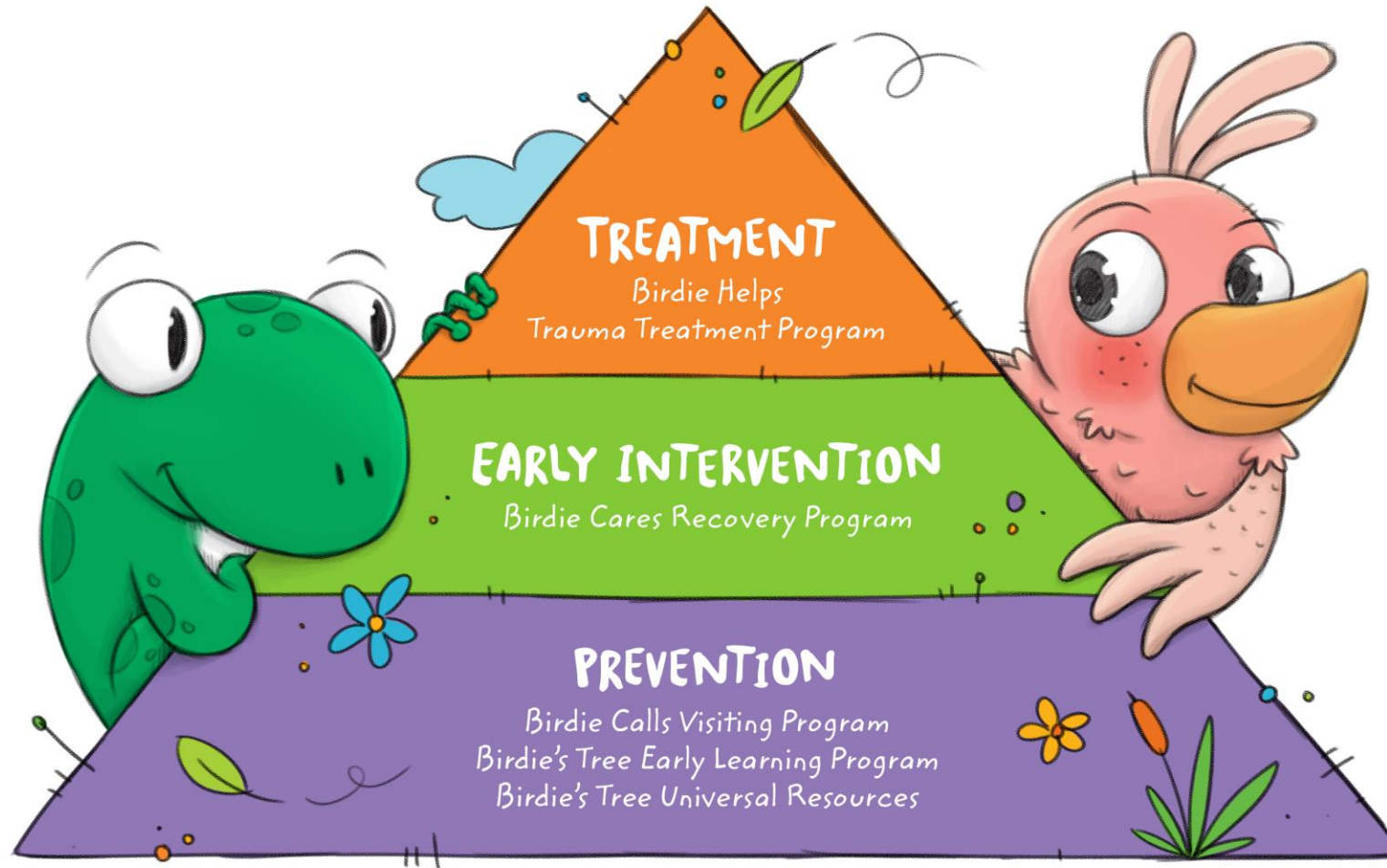
- Safety, security, connection, calm
- Feeds into Recovery, short-term and long-term

## •Recovery

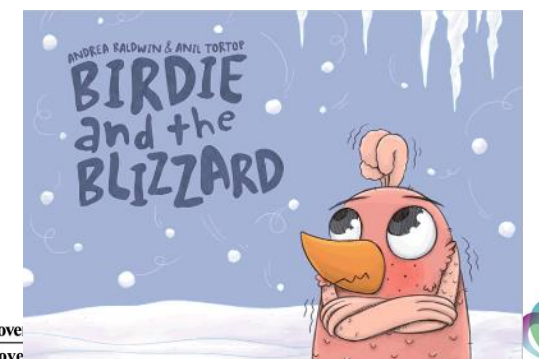
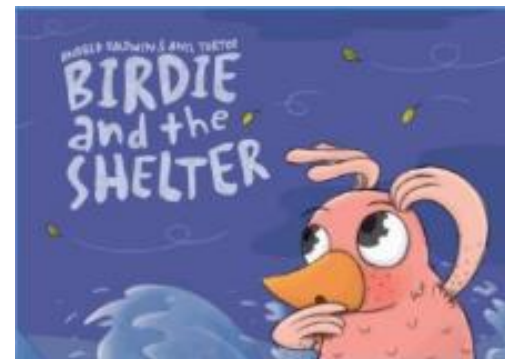
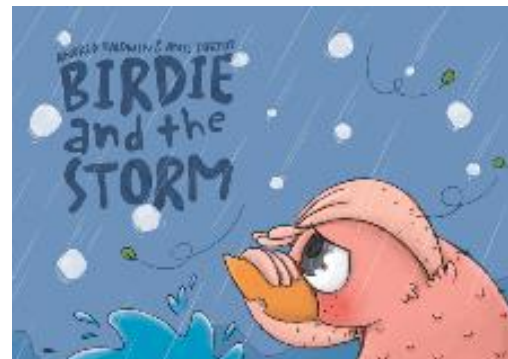
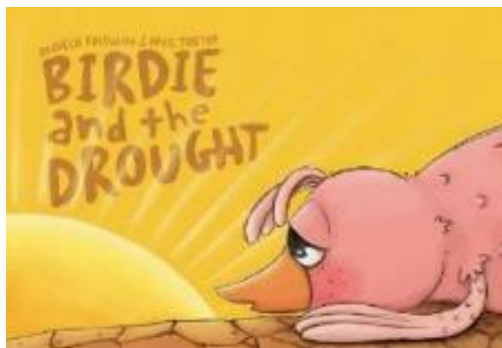
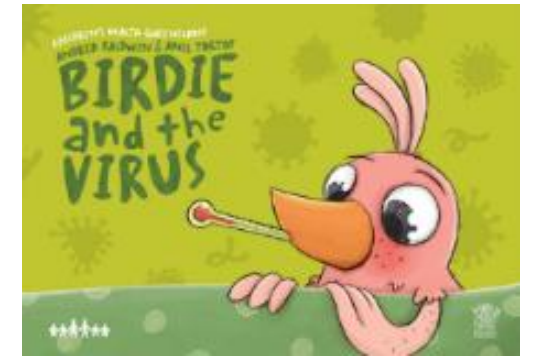
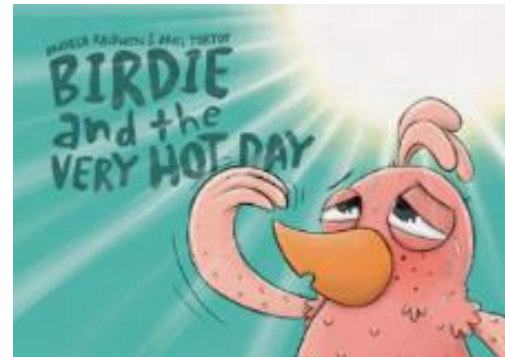
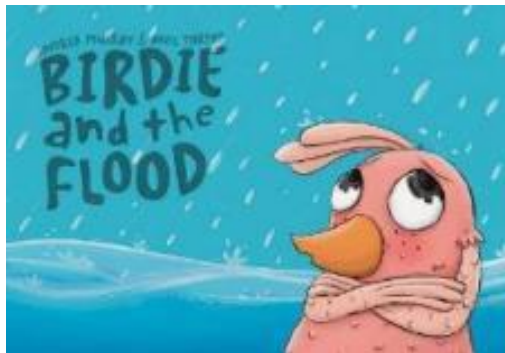
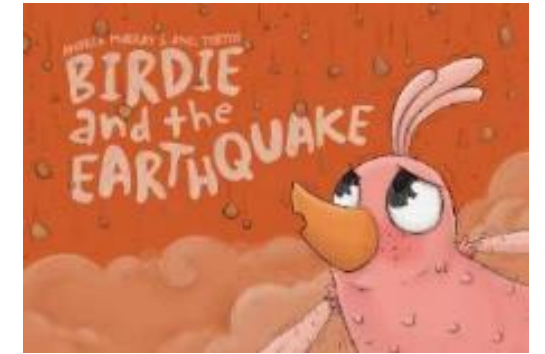
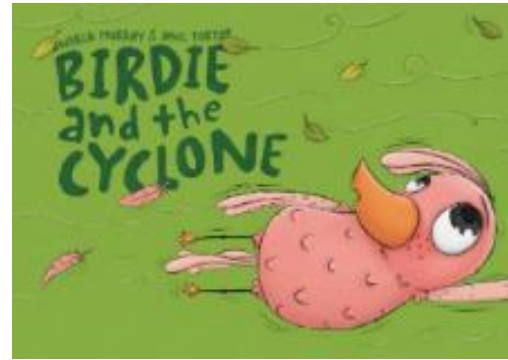
- Processing experiences, integrating them into the larger story of one’s life
- Transformation, learning and growing through stressful events
- Feeds into preparedness for future events



# Birdie's Tree Stepped Care Model



# Birdie storybooks



- Activity book for babies and young children supported by parents/ carers/ educators
- Includes activities for older siblings and for children of different ages to do together
- Structured around Bessel Van der Kolk's 'preconditions for trauma' – help alleviate/ prevent trauma responses
- Response phase – while out of home or isolated, may not have access to usual toys, craft materials etc.
- Recovery phase – helps children process experiences





# Direct and Indirect hand puppets

- engage children in storytelling and enacting
- assist with conversational reading (bring story to life)
- encourage creativity (children create their own 'puppet plays')
- coach appropriate social behaviour (e.g. puppets don't hit each other)



# Interactive online games



**Choose an activity**

- 1 Colour in
- 2 Build a face
- 3 How does Birdie feel?
- 4 Singalong
- 5 Jigsaw sounds
- 6 Who helps?
- 7 Let's make it better
- 8 Dress the helper
- 9 What do helpers need



# Key messages for children



- Disruptive events are no-one's fault, and certainly not yours
  - You are safe and loved
    - You are not alone
      - Hard times end
  - Order will be restored
- Adults will take responsibility for fixing things
- It's okay to have 'big feelings' and to talk about them



# Key messages for adults

- Disruptive events are not your fault
  - You are not alone
  - Hard times end
  - Order will be restored
- It's okay to have 'big feelings' and to talk about them
- Take care of yourself, to take care of children
  - Help is available – don't be afraid to ask



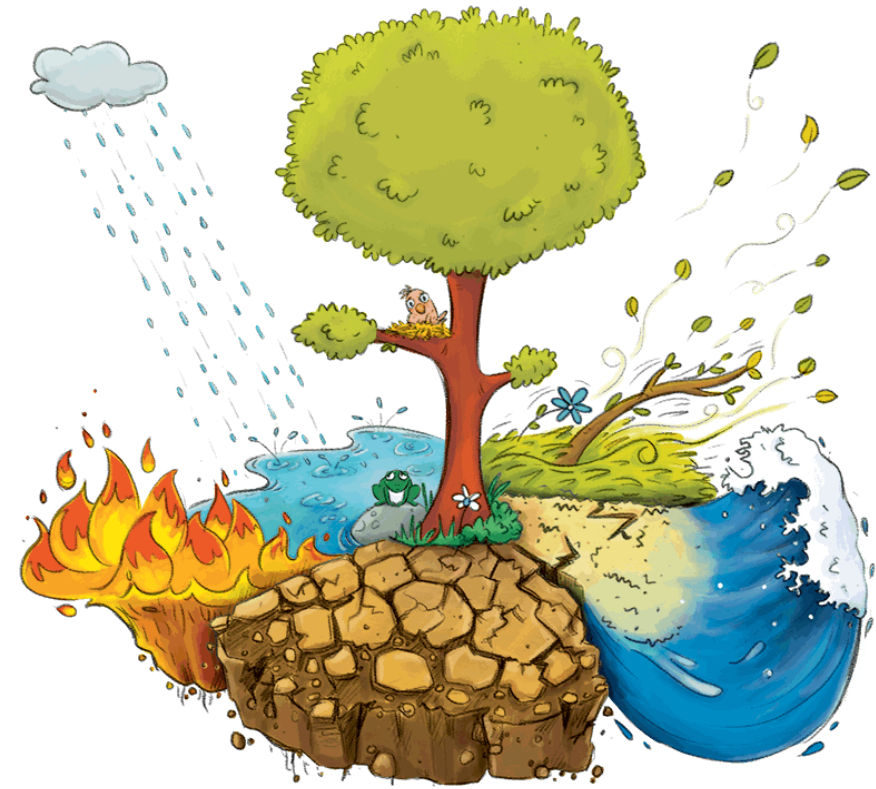
# Birdie Calls visiting program

- Playgroups
- Libraries (e.g. First Five Forever, Storytime)
  - Kindies
  - Early Learning Centres
  - Primary Schools
- Out of School Hours Care
- Day care/ childcare settings
  - Community events
- 'Neighbour days' e.g. on stations
  - Others



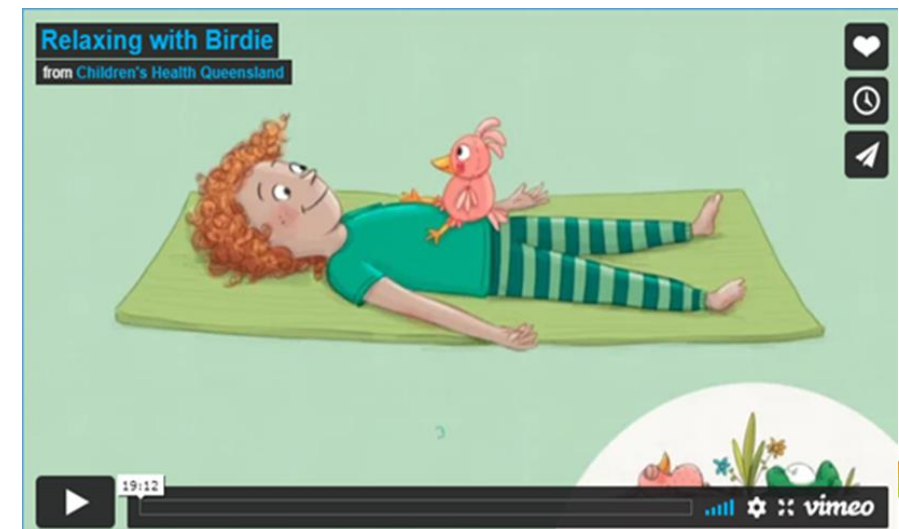
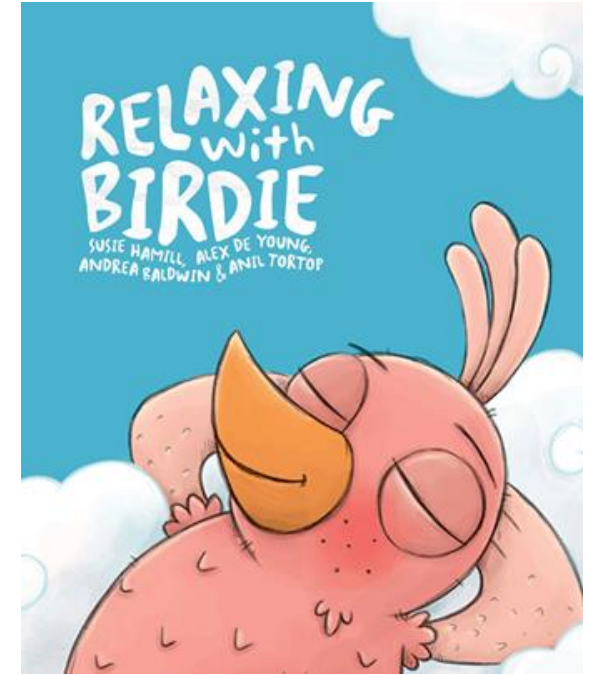
# Content options

- Conversational reading of a Birdie book
- Action songs e.g. 'If you're happy and you know it'
- Relaxing with Birdie
  - Relaxing with Birdie (playgroup, ELC, First Five Forever/ library programs, community events, Years P-3)
  - Relaxing with Birdie, adjusted for age (Years 4-6)
- Story-making/ creative writing
  - Group story-making (Years P-3 or whole school if small)
  - Individual creative writing (Years 4-6)



# Relaxing With Birdie

- Mindful movement in the form of a narrative about Birdie and Mr Frog
- Helps young children calm down, rest, relax and sleep
- Preparedness, Response and Recovery phases
- Print book (cost recovery), e-book and animation freely available online
- Good for parents, educators and other adults too!



# Creative writing/ Story-making



- Conversational reading of a Birdie book with puppets
- Story map drawn on whiteboard or butcher's paper
- Group story-making (with younger children)/  
Individual creative writing (with older children)
- Sharing and affirmation of participation
- Opportunity for students to illustrate their story, make a 'book' and share with their school community





# Compatible with other curricula / programs

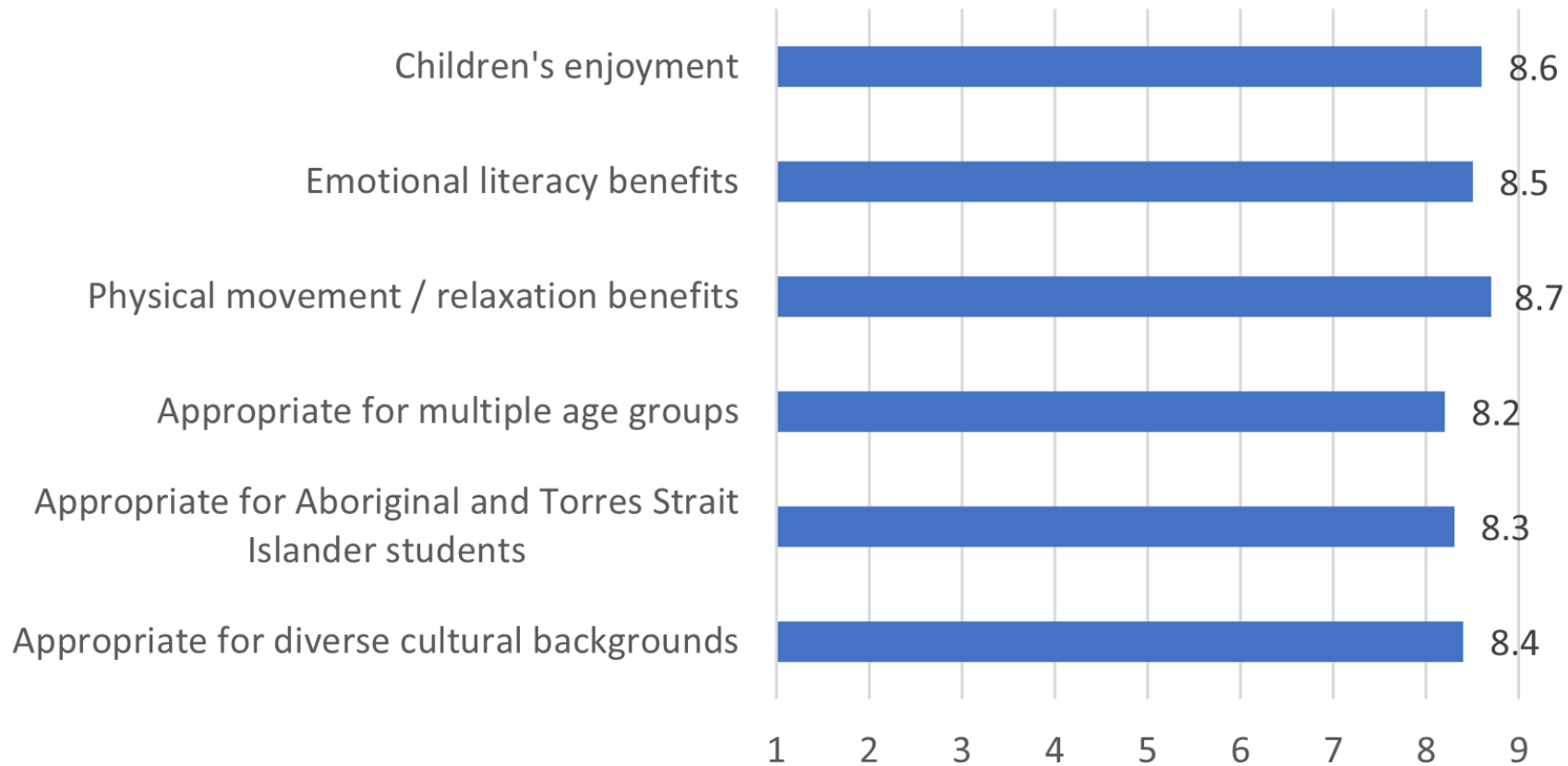


- Compatible with other social emotional wellbeing/ resilience programs e.g.
  - Resilience Project (Gratitude, Empathy, Mindfulness)
  - You Can Do It (Organisation, Confidence, Get-Along, Resilience, Persistence)
- Mapped against Australian Curriculum, Early Years Learning Framework, National Quality Standards



# Birdie Calls evaluation: results

## Birdie Calls Feedback Survey Results



## Birdie Calls 2020-2021

32 primary schools,  
2172 students

16 early learning centres,  
292 children

15 libraries/playgroups,  
45 children

**Total: 2509 children**

**Respondents: 98**

teachers, educators, librarians,  
parents/carers

## Quality and appropriateness of Birdie's Tree resources

*"A beautiful series of books and a very interactive and positive workshop for the children."*

*"The puppets are a great addition to the story to assist in involving reluctant readers."*

## Themes

### Children's enjoyment of and engagement in Birdie Calls sessions

*"Usually quiet students were quite involved"*

*"They benefited from the visit as they listened actively and all interacted."*

### Value of strengthening young children's emotional literacy

*"It is really useful for teaching students about big feelings, what they feel like and how they can be managed."*

*"Benefits will be ongoing – gives students language to use."*

### Benefits of mindful movement

*"Linking physical movements to characters in the book was useful to visualise the movement."*

*"Use of movement and relaxation for self-regulation/ calming."*

### Importance of in-person engagement with rural and remote communities

*"Thank you for coming to our little school and your gifts for our library."*

*"Great to see you come out and have someone/something different for our shire. Thanks so much."*



# Birdie's Tree Early Learning Program



## Support Early Childhood Educators to:

- identify and respond to needs of young children and their families during and following a natural disaster
- identify when a child is in need of referral for additional support, and use appropriate referral pathways
- feel confident supporting young children's social emotional wellbeing in relation to a natural disaster
- use self-care strategies to maintain own wellbeing following a natural disaster

# Birdie's Tree Early Learning Program Evaluation (2019-2020)



- Lady Gowrie Qld (8 ELCs) & Central Coast NSW (8 ELCs)
- Outcomes highlighted value of multi-disciplinary collaborations, professional learning, connecting DRE to everyday curriculum and pedagogy
- Increased educator self-efficacy re: supporting SEWB
- Flexibility of DRE programs: adapt to the context
- Ongoing needs – “not a one-off program”



# Birdie's Tree Early Learning Program: What have we learnt?

- Focus on increasing practical strategies and resources
- Highlight the underpinning theory (why do we do this?) with the practical strategies and resources
- Preparedness / Response / Recovery – what does DRE look like at each stage?
- Increased focus on role of relationships for supporting resilience (preparedness recovery) →



# Birdie's Tree Early Learning Program: Next steps

- Collaboration with Goodstart NSW / supporting flood-affected ELCs
- Feasibility / acceptability study
  - Early Learning Program (universal program)
  - Birdie Cares (early intervention)
  - Birdie Helps (trauma treatment)



# New and upcoming Birdie's Tree resources

- 'Hard Times' parent support card
- A5 versions of Birdie books
- Auslan translations of Birdie books
- Animations of Birdie books
- More translations?





# How will YOU use Birdie's Tree?

[Birdie's Tree - Growing together through natural disasters | CHQ \(health.qld.gov.au\)](https://www.health.qld.gov.au/birdies-tree)

Birdies-Tree@health.qld.gov.au



# 2022 DRANZSEN Forums

## Building knowledge and support for and with school communities

**Michelle Roberts**

Director, The Australian Child & Adolescent Trauma, Loss, and Grief Network

**Dr Margaret Nixon**

Senior Researcher, The Australian Child & Adolescent Trauma, Loss, and Grief Network



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# Building knowledge and support for and with school communities



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National  
University



Australian Child & Adolescent  
Trauma, Loss & Grief Network

# Acknowledgement of Country

We acknowledge and celebrate the First Australians on whose traditional lands we meet, and pay our respect to the elders past and present.

# Overview of the session

1. Who we are
2. What we are hearing and seeing
3. What we are doing with affected schools communities
4. Where we see gaps
5. How we aim to build better practices in school communities before, during and after a disaster
6. Hearing from you (afternoon session)



# Who we are



# What we are hearing and seeing in disaster affected schools & their communities



# What do children need??

- **To be seen-** to feel that someone knows and cares if they are in the class or at school.
- **To be soothed-** someone who taps into what they are feeling- that is attuned and can help calm.
- **To be safe-** that they feel emotionally, physically and academically safe.
- To be able to take informed action.





# What we are doing with affected schools communities

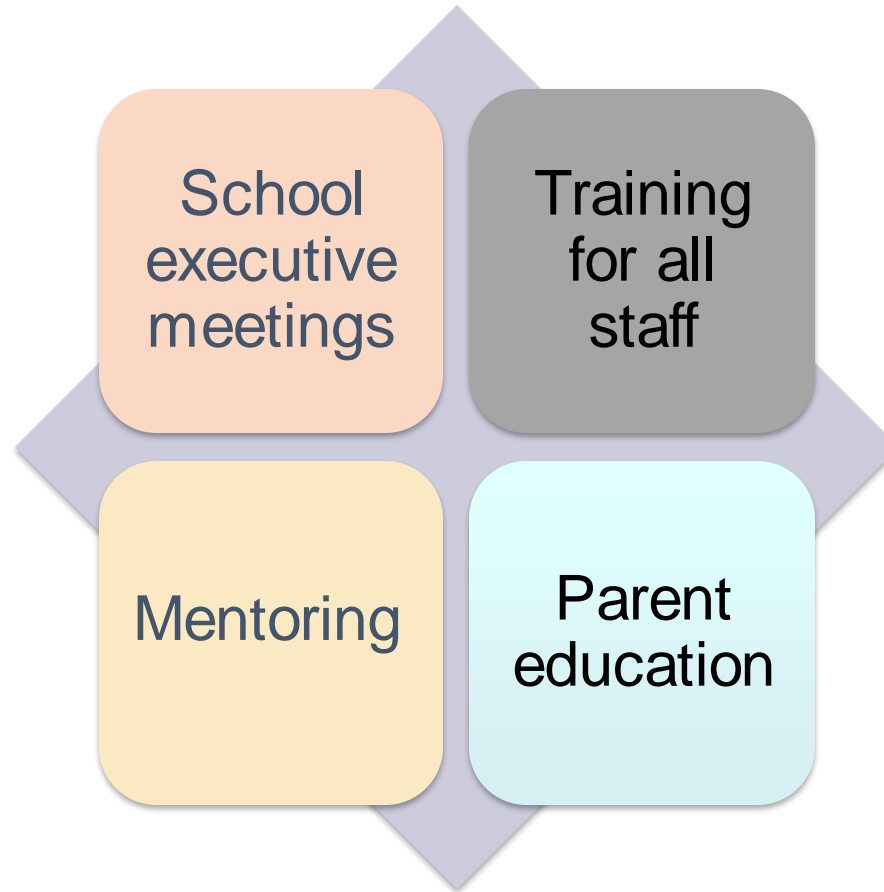


# The TRUST in Schools program:

- Is based on the goals of supporting the quality and number of safe and secure relationships a child has.
- Teaches the essential skills of social – emotional competence.
- Increases the opportunities children have to learn and contribute.

Trauma sensitive school programs achieve this by increasing the capacity of schools to meet these needs.

# Components of TRUST



# BRACE framework

- Belonging
- Routine
- Attachment
- Capacity
- Emotions



# Where are the gaps for school communities?

In relation to education, our interviewees identified that education settings are established networks in the community, however there is a gap in how they are resourced and supported in the disaster context.



# How we aim to build better practices in school communities before, during and after a disaster



# Hearing from you (afternoon session)



# Final comments





# THANK YOU

## Contact Us

The Australian Child and Adolescent Trauma, Loss & Grief Network

ANU School of Medicine

E [earlytraumagrief@anu.edu.au](mailto:earlytraumagrief@anu.edu.au)

W <https://earlytraumagrief.anu.edu.au/>



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Trauma, Loss & Grief Network

# 2022 DRANZSEN Forums

## Lunch Break

- Lunch will be served from 11:40AM to 12:20PM
- When we return we will hear from Bronnie Mackintosh and complete the workshop.



# 2022 DRANZSEN Forums

# GIRLS ON FIRE

Bronnie Mackintosh

Founder, Girls on Fire

Station Officer, Fire and Rescue New South Wales



Australian Government  
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Australian Institute for  
Disaster Resilience

# Girls on Fire





fmbank.com.au

BAS-2

FIRE & RESCUE

FIRE & RESCUE  
NEW SOUTH

7NEWS



Empowers girls and young women by teaching them firefighting and emergency response skills



These skills are designed to increase their confidence and resilience, encourage problem-solving, teamwork and leadership.



*Girls on Fire* also promotes fire and emergency services as a career or volunteering opportunity.



9NEWS







- Penrith – Lithgow – Kurrajong
- Goulburn – Mittagong – Albion Park
- Temora – Griffith – West Wyalong
- Moree – Bourke – Broken Hill
- Dubbo – Wellington – Condobolin
- Queanbeyan – Jindabyne – Ulladulla
- Forster – Port Macquarie – Dungog
- Kincumber – Wyong – Wangi Wangi
- Moruya – Tathra - Bombala





# GIRLS FIRE AND RESILIENCE CAMP




**PARTICIPANTS  
APPLY NOW**

[www.girlsonfire.com.au](http://www.girlsonfire.com.au)  
[info@girlsonfire.com.au](mailto:info@girlsonfire.com.au)

**NEWCASTLE 2022  
JUNE 30th – JULY 1st**



Supported by fire and emergency services  
Official partner of Girls on Fire 



- For more info:
- [info@girlsonfire.com.au](mailto:info@girlsonfire.com.au)
- [www.girlsonfire.com.au](http://www.girlsonfire.com.au)
- Ph: 0499211155



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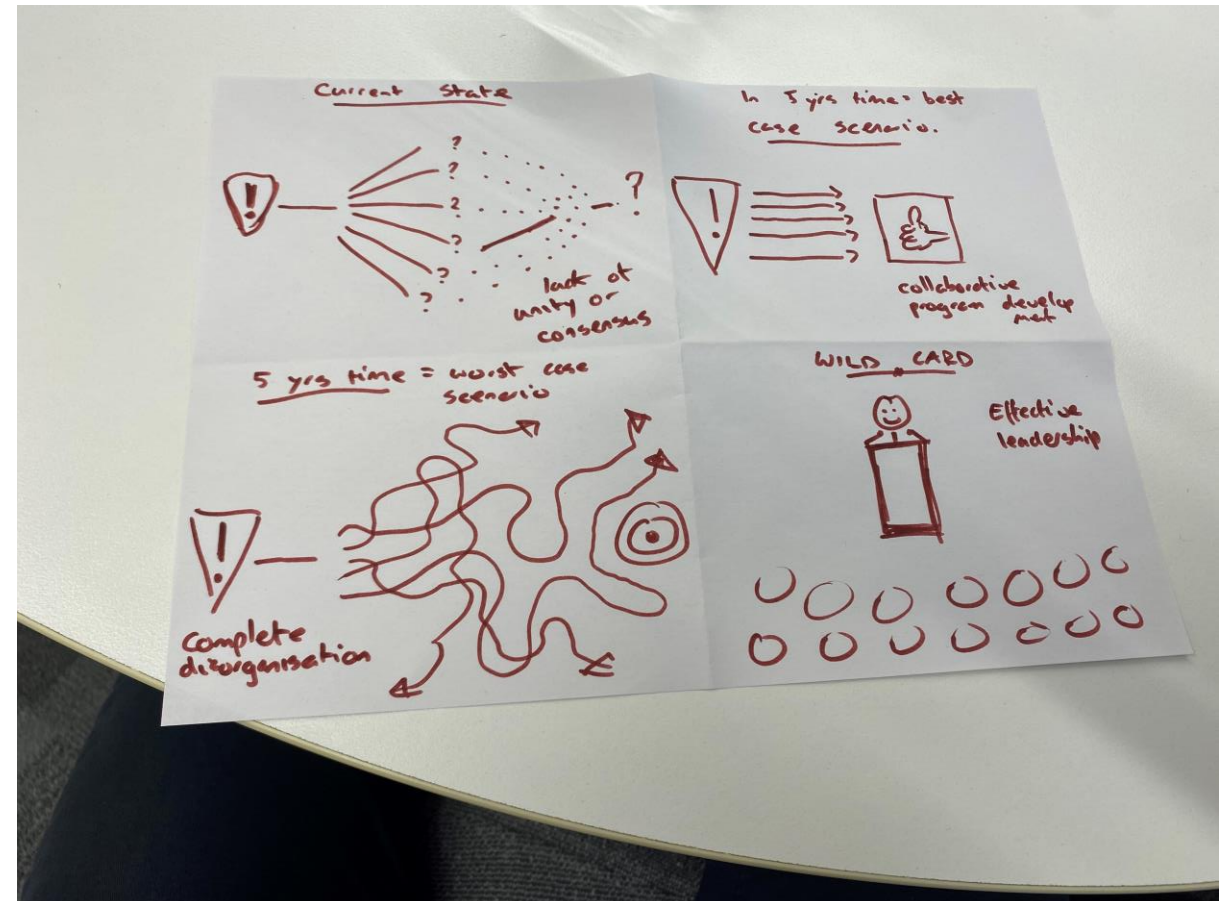
## Workshop

1. For 5 minutes, individually, draw a visual representation in each box to answer the questions.
  - Where are we now with DRR and Youth Engagement?
  - What is the ideal scenario in 5 years time?!
  - What actions can you undertake in the next 1 to 2 years? **Consider how you can implement what you've learn today.**
  - What challenges might you face to achieve these actions?
2. As a table group, share and explain your drawings – start with box 1, let everyone share, then move onto the next boxes. You will have approx. 10 minutes.
3. We will come back together and a whole group for the final 15 minutes and discuss some of your ideas for the next 1 to 2 years, our ideal scenario for 2027, and have time to answer any of your questions.
4. I would like to collect the A4 pieces of paper at the end of the day. Please take a photo of them for your own records.



# 2022 DRANZSEN Forums

1. 5 minutes to complete each box – individually
2. 10 minutes to share your visual representation with your table - start with box one, everyone share, then move to the next box
3. We will come back together as a whole group for 15 – 20 minutes to discuss the next 1 – 2 years and answer any questions you may have.



# 2022 DRANZSEN Forums

## Thank you!

Thank you for attending today.

If you are interested in presenting at future DRANZSEN events, including our upcoming **National Forum in Perth in November, 2022**, please email me at [owen.ziebell@aidr.org.au](mailto:owen.ziebell@aidr.org.au)



Australian Government  
National Recovery and Resilience Agency



Australian Institute for  
Disaster Resilience