



Australian Institute for
Disaster Resilience

Tasmanian DRANZSEN Forum 2018

Key notes and outcomes

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Education for Young People Program

The AIDR Education for Young People supports the implementation of effective and sustainable disaster resilience education initiatives which empower and give voice to young people throughout Australia.

The Disaster Resilience Australian-New Zealand School Education Network (DRANZSEN) seeks to:

- communicate a shared understanding of Disaster Resilience Education (DRE) connected to international frameworks and relevant to an Australian context
- build the capacity of teachers and other educators to deliver effective and sustainable DRE to young people, informed by contemporary research and aligned with the Australian Curriculum
- provide a forum for schools, emergency management agencies and community organisations in the network to share knowledge, good practice and strategic objectives related to DRE
- facilitate networking and collaboration between stakeholders in the design and delivery of new DRE initiatives.

Forum program

10.00	Registration and morning tea
10:30	Welcome, acknowledgment of country and opening remarks Amanda Leck, Australian Institute for Disaster Resilience / AFAC
10:40	Introductions and 'setting the scene' activity Lesley King, Tasmania Fire Service
11.00	Bushfire Ready Schools: safe learning facilities and emergency management planning Chris Collins, Tasmanian Fire Service
12.30	Introduction to Disaster Resilience Education & the AIDR Education for Young People Program Brigid Little, Australian Institute for Disaster Resilience
12.45	Lunch
1.15	Disaster Resilience Education at TFS Lesley King, Tasmania Fire Service
1.30	Case Study: Floodscapes Karen Revie, The Holographic Lounge Mhairi Revie, Tasmania State Emergency Service Bev Allen, Launceston City Council
2.15	Young people in response and recovery Kylie Baumbach, Australian Red Cross
2.45	Closing remarks, evaluation and feedback
3.00	Conclusion of event

Organisations represented

Tasmania Fire Service (3)	Department of Education (1)
Tasmania State Emergency Service (1)	Catholic Education Tasmania (1)
Australian Red Cross (2)	Capstone College (1)
City of Launceston (1)	Tasmanian Council of Churches (1)
AIDR (2)	The Holographic Lounge (1)
	Total: 14

Attendance profile

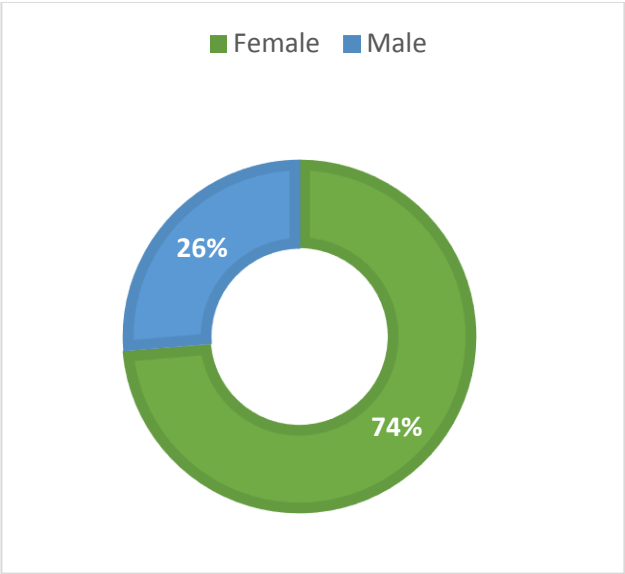


Figure 1: Audience profile by gender

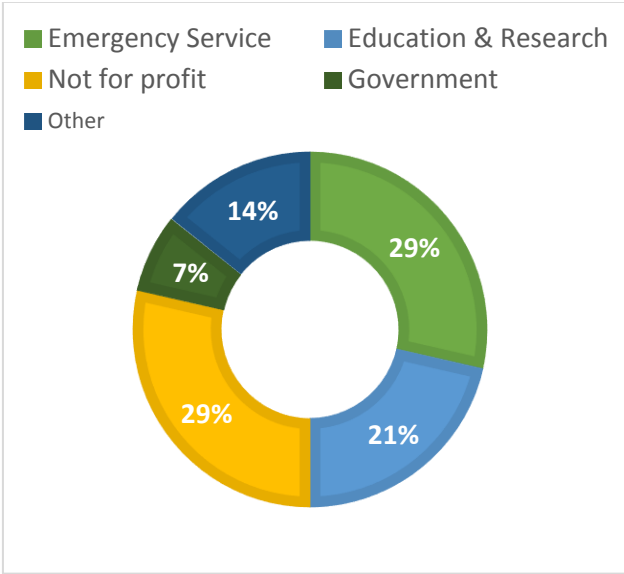


Figure 2: Audience profile by sector representation

Presentations from this event are available at:
<https://plus.google.com/u/1/communities/108982591672240596431/stream/e538b3a1-7f7f-452c-91b1-529ac7224651>

Opening Remarks: Amanda Leck, Australian Institute for Disaster Resilience

In the unavoidable absence of Luke Brown, Emergency Management Australia, Amanda welcomed participants, acknowledged Traditional Owners, the Tyerrernotepanner Clan of the North Midlands Nation, and delivered the opening remarks. Amanda referred to:

- the key role and expertise of DRANZSEN (Disaster Resilient Australia New Zealand Schools Education Network) members in promoting and supporting disaster resilience education (DRE) to reduce disaster risk and impacts for children and young people in Australia
- active DRANZSEN groups in every state and territory (with a total of over 400 members)
- government support for DRANZSEN stakeholders in education, research, fire and emergency services working with young people to build disaster resilient communities
- the strength of the network in developing a common language and approach to disaster resilience education linked to the Sendai Framework and Comprehensive School Safety Framework
- shared focus on protection of children in safe learning environments as well as education to develop understanding of local hazards and risk to prevent, prepare for, respond to and recover from disasters
- the Disaster Resilience Education Strategy Group (DRESG) driving a strategic vision for DRE

Setting the Scene (activity): Lesley King, Tasmania Fire Service

As part of the setting-the-scene activity, led by Lesley King, participants were asked to consider the events which shaped their thinking about hazards, disasters and emergency management in Tasmania. Working in groups, participants discussed the impact of identified events on attitudes, policy or practice in emergency management within Tasmania. The following events were identified and discussed:

- Black Tuesday bushfires 1967
- Port Arthur massacre 1996
- Beaconsfield mine collapse 2006
- [Black Saturday bushfires 2009]
- Dunalley bushfires 2013
- Launceston floods (and other widespread flooding) 2016
- Hobart floods 2018

Bushfire Ready Schools: safe learning facilities and emergency management planning: Chris Collins, Tasmanian Fire Service

Chris shared a presentation on bushfire risk in Tasmania and the Bushfire Ready Schools initiative.

Key points:

- Bushfires are a natural, essential and complex part of the Australian environment. Our country's first inhabitants developed complex fire management practices that complemented their deep understanding of the country and landscape in which they lived. Our ecosystems have evolved to be fire dependent and require the periodic presence of fire.
- Australia is a land of fire where people have chosen to live. Tasmania has faced a series of devastating fires from early settlement in 1803.
- Direct and indirect costs of disasters (tangible): agriculture, housing, commercial, infrastructure, network disruption, clean-up, public services, emergency and temporary accommodation

- Intangible costs of disasters: community – dislocation, loss of heritage/culture, crime, breakdown of social networks, environment; Education – enrolment, learning outcomes; Health & Wellbeing – relationship breakdown, family violence, alcohol & drug misuse, mental & physical health; Employment – loss of.
- Costs of Black Saturday (2009) and Dunalley fires (2013) – both tangible and intangible - in the billions.
- Climate change brings increasing frequency and intensity of bushfire events, extended bushfire season impacting greater areas
- Changing demographics linked to increasingly vulnerable populations, including culturally and linguistically diverse (CALD) groups and crowded urban settlements
- Risk mitigation is best investment: fuel reduction, engagement and development, emergency planning
- TFS [Bushfire Ready Schools](#), guided by [Sendai Framework for Disaster Risk Reduction](#) & [Comprehensive School Safety Framework](#)



The Three Pillars of Comprehensive School Safety

Comprehensive School Safety is addressed by education policy and practices aligned with disaster management at national, regional, district, and local school site levels. It rests on three pillars:

1. Safe Learning Facilities
2. School Disaster Management
3. Risk Reduction and Resilience Education

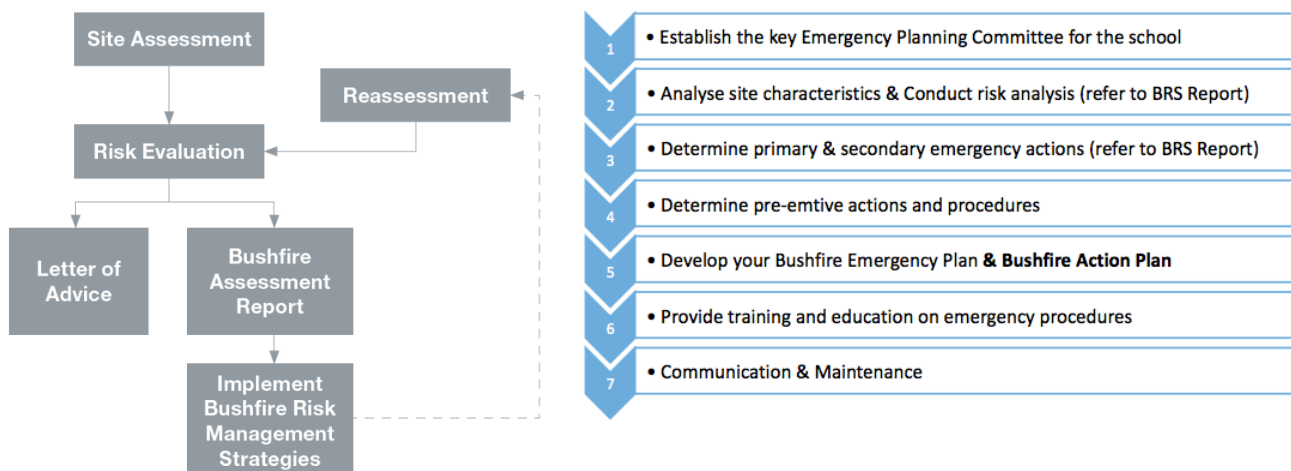
Chris demonstrated the information and resources available on the [Bushfire Ready Schools](#) website, including:

Safe School Facilities

- [Bushfire risk assessment for schools](#)
- Advice to schools
- Support for schools to manage and mitigate bushfire risk
- Safe school facilities resources

School Emergency Management (including [online template](#) for bushfire emergency plan)

- Create your plan
- Emergency planning committee
- Bushfire action plan
- School emergency management resources



Chris led a discussion with participants around the resources available and how these are aligned with education sector requirements and database records. For further information, contact: chris.collins@fire.tas.gov.au

Introduction to Disaster Resilience Education & the AIDR Education for Young People Program: Brigid Little, Australian Institute for Disaster Resilience

Brigid presented an overview of the program, guiding principles, resources and opportunities for future development.

AIDR Education for Young People Program guided by:

- [National Strategy for Disaster Resilience](#)
- [Sendai Framework for Disaster Risk Reduction](#)
- Comprehensive School Safety Framework (UNISDR)
- Understanding of risk as a relationship between a hazard, exposure and vulnerability
- Understanding of risk reduction in relation to disaster prevention, preparedness, response and recovery
- [Sustainable Development Goals](#) (see Goal 11 Sustainable Cities & Communities and Goal 13 Climate Action)
- [DRANZSEN](#) (Disaster Resilient Australia New Zealand Schools Education Network) and [DRESG](#) (Disaster Resilience Education Strategy Group)
- Model of learning:
 - content knowledge and skills (curriculum-linked with a focus on local context)
 - partnerships for learning: teachers, students, experts (including emergency services), community groups etc
 - student-led action to reduce risk and build community resilience

Resources & Communications:

- [website](#) (curriculum map, teaching resources, links to state and territory organisations, illustrations of practice etc)
- [Pinterest](#) collection
- [newsletter](#)
- [disaster map](#) on the AIDR Knowledge Hub

Contact: brigid.little@aidr.org.au Tel: 03 9418 5242

Disaster Resilience Education: Lesley King, Tasmania Fire Service

Lesley presented an overview of the work the TFS has undertaken in 2018 to support Pillar 3 of the Comprehensive School Safety Framework: Risk Reduction and Resilience Education.

Key points:

- Consultation exercise with emergency services, education sector staff, teachers, students and parents/carers identified that schools are committed to delivering education on natural hazards risks and disaster resilience.
- School teachers require comprehensive and accessible resources, and collaborative partnerships with the emergency services sector, in high risk areas, as the subject matter experts for these hazards.
- Priorities for educators:
 - an interactive online teaching resource tailored for Tasmanian students
 - resource promotion and professional development sessions to provide local background knowledge and confidence to use the resource to educate students on the risks of fire, flood and storm
- Key insights:
 - heavy teaching workload and competing priorities prevent implementation of DRE in schools
 - existing demand for DRE resources that are locally relevant, easily accessible, interactive and presented in a teacher delivery package, linked to the Australian Curriculum
 - aligned with main service delivery, emergency services to be responsible for development, presentation and promotion of DRE package, in collaboration with key stakeholders.

- DoE curriculum branch and specialist teachers required as key collaborators in resource development to ensure activities have clear relevant learning outcomes for students
- Communications and promotion opportunities: attendance at education sector conferences, special events where teachers attend with students (e.g. AGFEST), staff meetings etc.
- Case study: As part of the Tasmania DRE feasibility consultation, a 5-lesson teacher delivery package was adapted from the Victoria CFA/SES [Disaster Resilience Project](#) as a Tasmanian case study. Lessons conducted by a specialist teacher with year 7 class at Huonville High School in August/September 2018
- Why DRE CFA/SES VIC resource? Considerable investment by VIC CFA/SES to develop and evaluate the resource; didn't take much to adapt a few activities to have Tasmanian content
- Lesson overview

1. What is disaster resilience?

Learning intentions:

- ▶ Understand the concept of disaster resilience.
- ▶ Recognise the role that young people can play in building disaster resilience.
- ▶ Identify some of the key actions people can take to increase disaster resilience.



- Tasmanian DRE resource requires refined lesson plans and activities to ensure that the resources has Tasmania specific information and that various resources are transferable to an online platform.

Students lesson guides

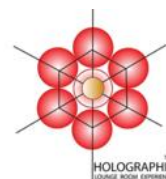
1. What is disaster resilience?
2. Our local hazards
3. Disaster vulnerability
4. Building disaster resilience
5. Taking action
6. Emergency plan

Next steps:

- Design DRE web-based teaching and learning activities/assessment tools
- Produce DRE web-based teacher's guide and resource pack
- Test/trial and launch live the DRE web-based resource
- Produce a communications strategy about the web-based DRE resource that includes opportunities for teacher professional development and community partnerships with emergency services, local government and others (e.g. the bushfire-ready neighbourhoods program in high bushfire risk areas)

Case Study - Floodscapes: Karen Revie (The Holographic Lounge), Mhairi Revie (Tasmania State Emergency Service) & Bev Allen (City of Launceston)

Karen Revie led the presentation of this case study, supported by Bev Allen and Mhairi Revie, on behalf of the following contributors to the Floodscapes project for flood preparedness (and Tasmania SES):



Key points:

- Through the Floodscapes project, three short films were developed to deliver key disaster resilience messages to community about flood safety and preparedness: Community Wise, Water Wise and Pet Wise
- Floodscapes engaged schools located directly in Launceston's flood zones: Invermay Primary School, meenah neenah Aboriginal Cultural Education Program and Launceston Big Picture School.
- In 2016, Launceston, Tasmania experienced extreme flooding resulting in intensive flood management campaigns. During this time both City of Launceston, SES and affected schools relied heavily on social media to keep community well-informed with regular updates and evacuation notices. Invermay Primary School is directly in the flood zone and was successfully evacuated in 45 minutes.
- Statewide impacts included three deaths, one of which was in Northern Tasmania.
- It was vital to City of Launceston that the messages delivered in the films aligned with those of City of Launceston and the SES (management authority for flooding), therefore close consultation occurred throughout the project to ensure this consistent messaging.
- The Floodscapes films use aerial and drone footage captured by City of Launceston, SES, Southern Cross TV and the general community during the 2016 floods, overlaid with animations developed in student workshops.
- Vision: **the children of Launceston become the guardians and messengers for their city.**
- Accessibility: students from Big Picture School were able to access an Auslan interpreter to provide captioning for deaf viewers.
- The films are now assets of City of Launceston, SES, TasAlert, partnering schools and the community at large. They can be readily downloaded and shared on social media or screened at events.



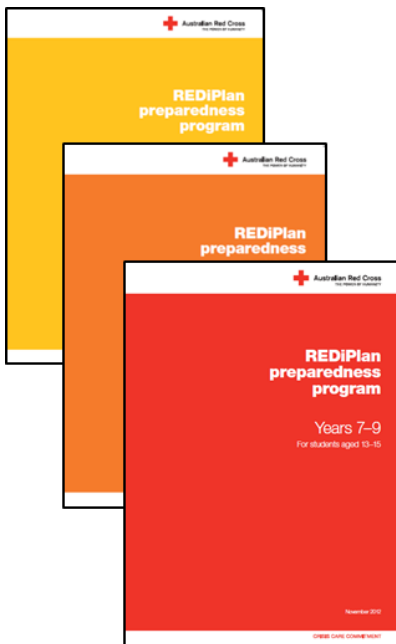
- The Floodscapes Project received significant media coverage, was the state winner of the 2018 [Resilient Australia Awards](#) (school category) and highly commended at the national awards ceremony in Brisbane. The Floodscapes videos are available on the AIDR Education for Young People [website](#).
- Working with children and schools helped to spread preparedness messages to a much wider audience and enabled access to a wide range of resources available to the education sector to use in the project.
- Focus on shared responsibility for preparedness, with communities working together to reduce risk and build resilience, remembering vulnerable groups such as the elderly or those experiencing disability.



Young People in Response and Recovery: Kylie Baumback, Australian Red Cross

Kylie delivered a presentation on the work of the Australian Red Cross with children and young people, and teaching resources for students from pre-school to year 12 available [online](#). Key points:

- Teaching resources: endorsed by Australian Psychologists Society and Australia Child & Adolescent Trauma, Loss and Grief Network, the REDiPlan lesson plans were developed by teachers with advice from experienced emergency managers and a psychologist experienced in emergency preparedness and recovery. Examples:



- Foundation level: being able to name trusted people in the community who can help them stay safe; exploring how someone might think and feel during an emergency
- Year 1 & 2: locating and recording phone numbers of local organisations they can contact in case of an emergency and rehearsing a phone call to triple zero; recognising own emotions and demonstrating positive ways to react in different situations.
- Year 3 & 4: Identifying groups in the local community and exploring their purpose; Describing strategies they can use to identify and manage their emotions before making a decision to act.
- Year 5 & 6: Examining the impacts of bushfire and flood on communities – beyond the natural, built and economic - to build awareness of the psycho-social impacts of disaster.

The resources are split into five sections (by year level) and each section includes five comprehensive lesson plans, activity sheets and teacher's notes.

- **Preparedness**
 - Preparing children for emergencies increases their resilience in the recovery phase
 - Teaching students to prepare in a school setting increase chances for their families to prepare
 - Teaching students about emergencies is important and schools provide a safe and stable environment to undertake this task.
- **Recovery**
 - Children and teenagers need support for their recovery process.
 - Schools and teachers can provide a stable support network.
 - Change is a natural part of life, and can be dramatic, unexpected, and even traumatic.
 - People can adapt to and recover from change.
- The resources promote and model positive coping strategies in managing emotions and distress (For example, calm breathing techniques, muscle relaxation, imagery, positive self-talk); promote and provide opportunities for connection at an individual and community level; create opportunities for young people to empathise with other people's needs.
- Pillowcase project:
 - The interactive workshop is delivered in the classroom by Red Cross volunteers and staff, the workshop encourages children to be active participants in their own emergency preparedness.
 - The content is non-hazard specific and includes activities to highlight the importance of being prepared and how to prepare both psychologically and practically for an emergency.
 - Aimed at students in Years 3 and 4 (ages 8-10), the one hour workshop involves engaging discussions and interactive activities.

For further information, contact: Kbaumback@redcross.org.au

Forum evaluation

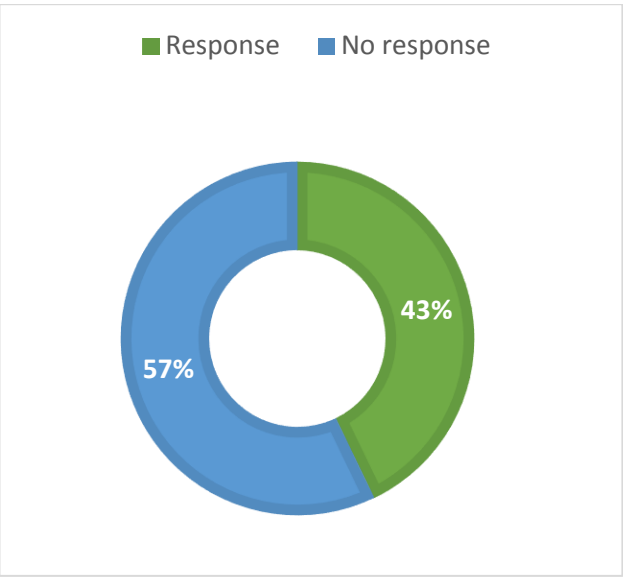


Figure 3: Response rate

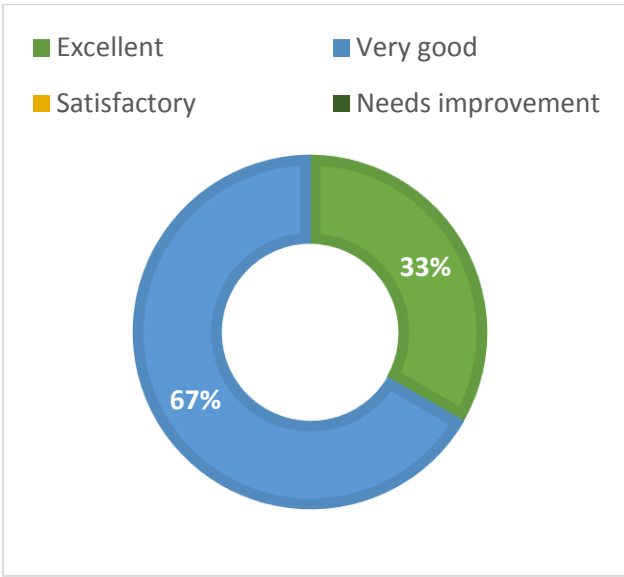


Figure 4: Value of TAS DRANZSEN forum

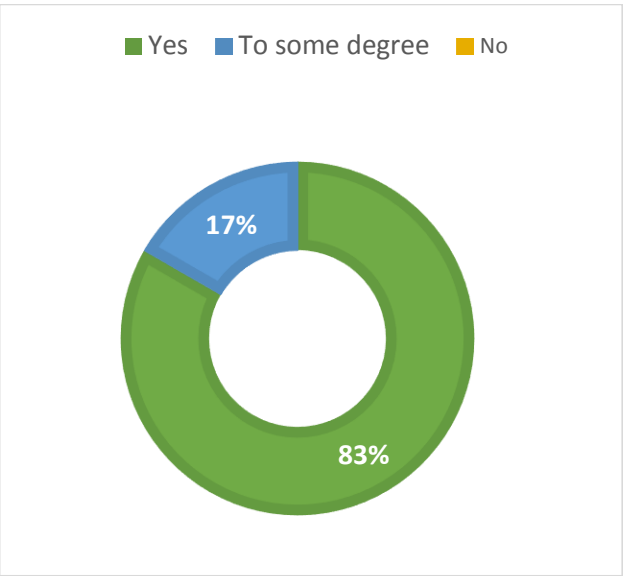


Figure 5: Increase of knowledge of EM in schools

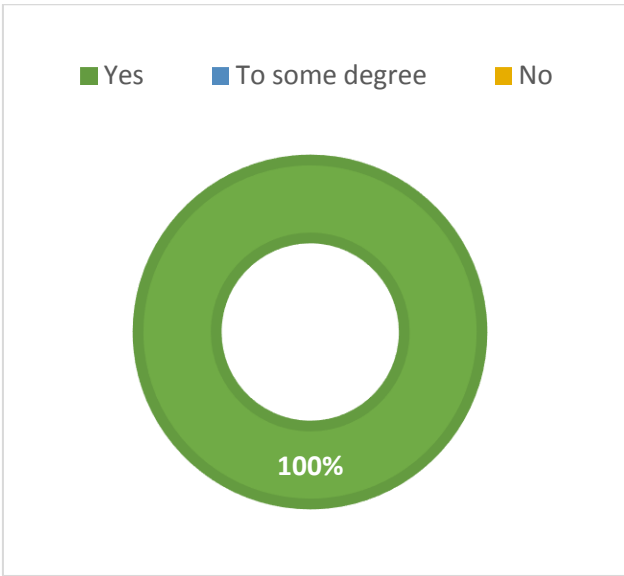


Figure 6: Provide opportunity to network with others

Comments

Try and tap into Professional Development for teachers as an opportunity to increase awareness

Wider representation from DoE curriculum representatives, Principals and Teachers would enhance the forum

As only principal there not sure if other principals have attended in the past but would need some serious thinking and planning if wishing to attract that demographic.

Try and get representation from youth at the forums.

Thank you for the opportunity to present

Good concept