



Australian Government  
National Recovery and Resilience Agency

Australian Institute for  
Disaster Resilience



# 2021 National DRANZSEN Forum

## **When**

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Wednesday 1 September  
2.00–3.00pm (AEST)  
Online via Zoom

## **Cost**

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FREE

## **Register**

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[AIDR.ORG.AU/EVENTS](https://aidr.org.au/events)

## **Handbook Showcase**

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Wednesday 1 September  
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# 2021 National DRANZSEN Forum



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## Welcome

**Amanda Leck**

Executive Director, AIDR

# 2021 National DRANZSEN Forum



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## Acknowledgement of Country

AIDR acknowledges the Traditional Custodians of the various lands on which you all join us from today and the Aboriginal and Torres Strait Islander people participating in this event.

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

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## Introduction

**Amanda Leck**

Executive Director, AIDR



## Housekeeping

- You will remain muted and your camera will not be activated for the duration of today's event.
- Today's event will be recorded and made available after the event.
- Please enter questions for our speakers in the Q&A function, not the chat box.
- Please use the chat box to share any thoughts or reflections during the presentation – remember to select 'all panellists and attendees' to ensure everyone can read your message.
- Please be respectful to each other when posting your comments or questions.

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## The Australian Institute for Disaster Resilience: Education for Young People Program

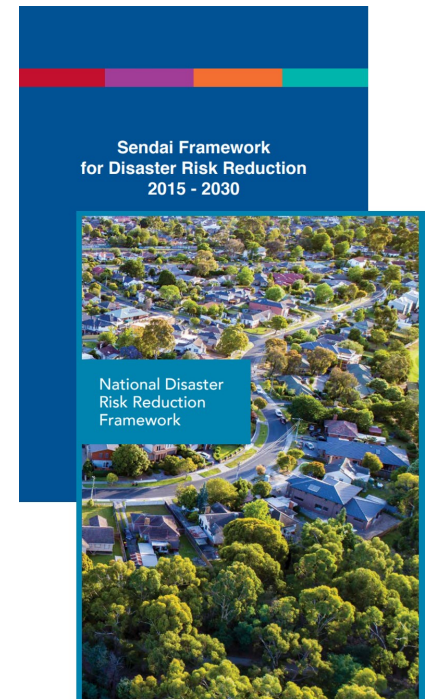
**Owen Ziebell**

Senior Project Officer - Education and Engagement, AIDR



## AIDR Education for Young People program

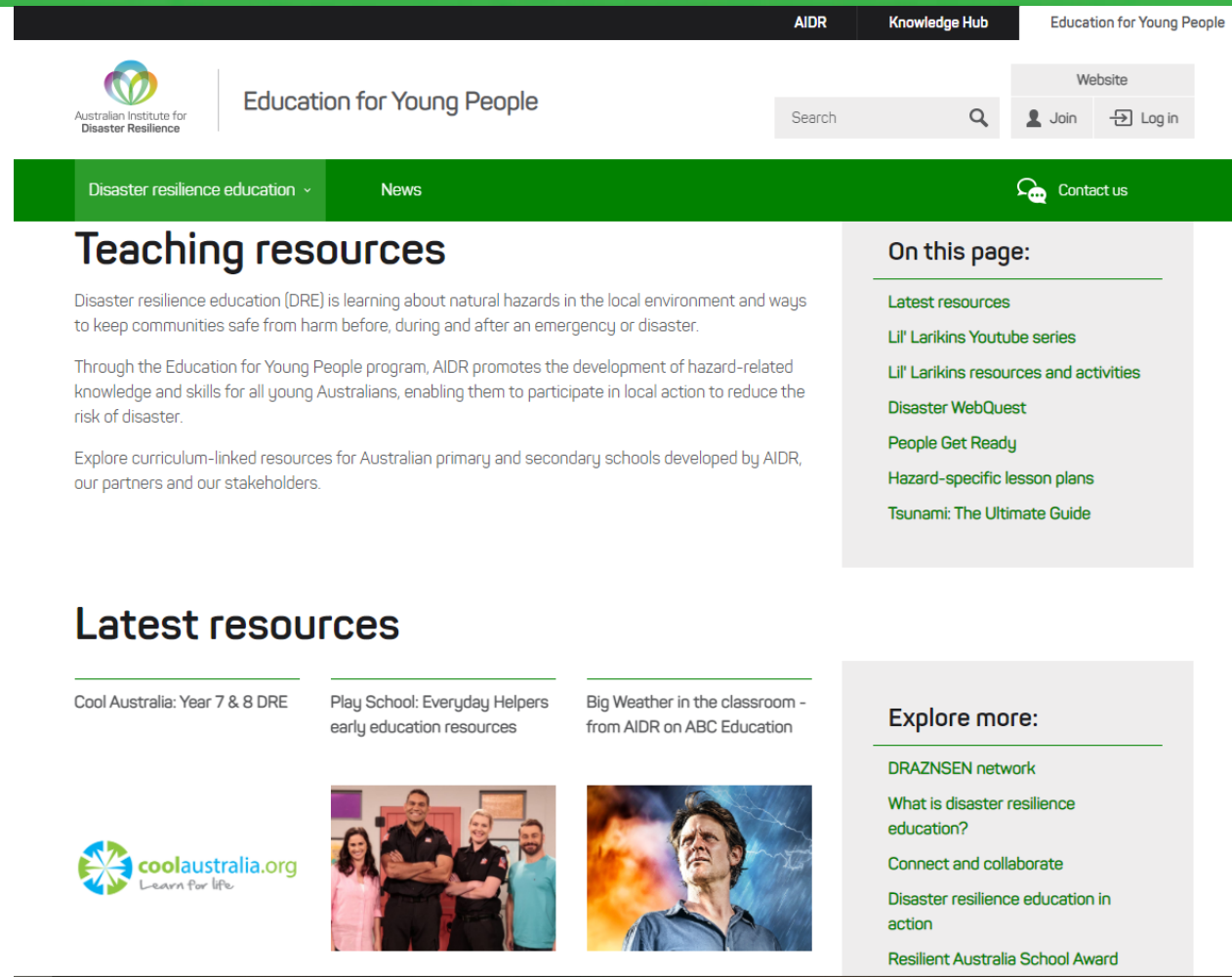
- Learning about natural hazards in local contexts and ways to keep safe from harm before, during, and after an emergency or disaster.
- Empowering young people to become active members of their communities.
- Recognising young people as ‘agents of change’



# 2021 National DRANZSEN Forum

## 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's 'Education for Young People' section. The page features a green navigation bar with 'Disaster resilience education' and 'News' menus, and a 'Contact us' button. The main content area is titled 'Teaching resources' and includes a definition of Disaster Resilience Education (DRE), a description of the Education for Young People program, and a link to explore curriculum-linked resources. A 'Latest resources' section lists three items: 'Cool Australia: Year 7 & 8 DRE', 'Play School: Everyday Helpers early education resources', and 'Big Weather in the classroom - from AIDR on ABC Education'. A sidebar on the right titled 'On this page:' lists various resources like 'Lil' Larikins Youtube series' and 'Disaster WebQuest'. Another sidebar titled 'Explore more:' lists links to the 'DRAZNSEN network', 'What is disaster resilience education?', 'Connect and collaborate', 'Disaster resilience education in action', and 'Resilient Australia School Award'.

AIDR Knowledge Hub Education for Young People

Australian Institute for Disaster Resilience Education for Young People

Search Website Join Log in

Disaster resilience education News Contact us




### 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.

### 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 

### 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

### Explore more:

- DRAZNSEN network
- What is disaster resilience education?
- Connect and collaborate
- Disaster resilience education in action
- Resilient Australia School Award



## 2021 Australian Curriculum Review

- AIDR lobbied for the mandating of DRE within the F-10 curriculum and the submission is publicly available online via the AIDR Knowledge Hub
- Updated curriculum will be published at the start of 2022.



Australian  
CURRICULUM  
Review

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## Future DRANZSEN Forums

- We have some exciting news to share with you at the end of the presentations, later in the day about events in late 2021 and early 2022.

# 2021 National DRANZSEN Forum



## Australian Emergency Management Library

- Borrowing processes are being finalised.
- Content spans themes including disaster recovery and business continuity, leadership skills, and effective risk management.

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## The Fire Song

**Hannah Cooper**

Musician and writer of The Fire Song

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## The Fire Song

View the music video here: <https://www.youtube.com/watch?v=XEJRJjq0-0M>

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## AIDR's Disaster Resilience Education for Young People Handbook

**Ella Wilkinson**

Project Officer, AIDR



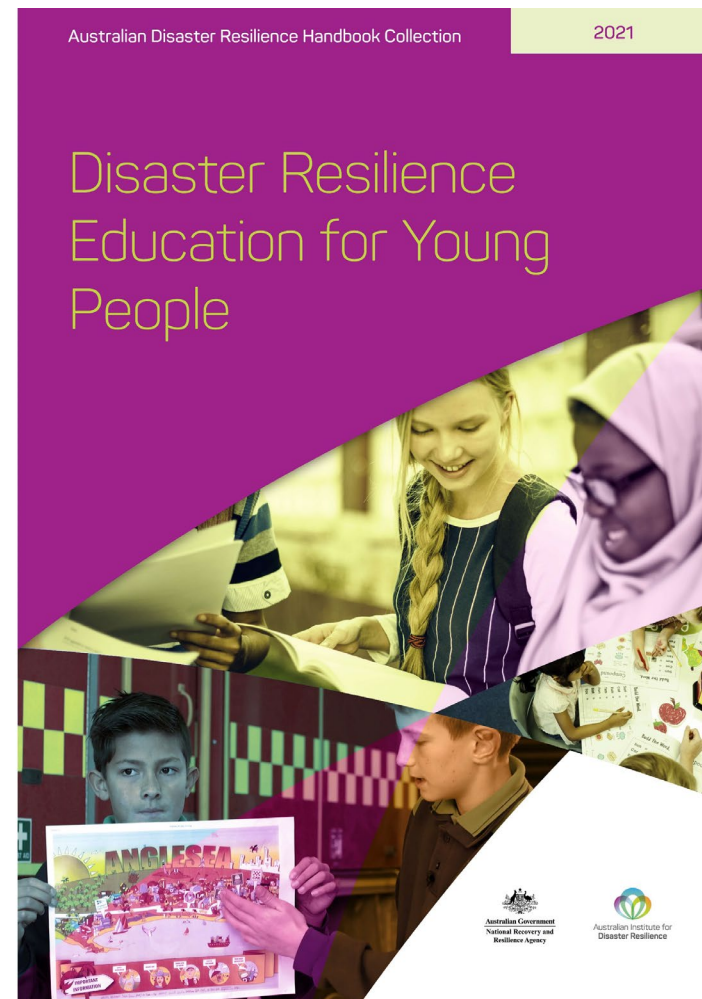
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# Australia Disaster Resilience Handbook Collection

## *Disaster Resilience Education for Young People*

Ella Wilkinson, Project Officer, AIDR





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AIDR HANDBOOK SHOWCASE

# Disaster Resilience Education for Young People

Wednesday 1 September, 2-3pm AEST

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## GUEST SPEAKERS

**Neil Dufty**  
Molino Stewart

**Andrea Baldwin**  
Queensland Centre for Perinatal  
and Infant Mental Health

**Lesley King**  
Tasmania Fire Service



# Australian Disaster Resilience Handbook Collection

Australian Emergency Management Arrangements

Community Engagement for Disaster Resilience

Communities Responding to Disasters: Planning for Spontaneous Volunteers

Community Recovery

**Disaster Resilience Education for Young People**

Emergency Planning

Evacuation Planning

Flood Emergency Planning for Disaster Resilience

Health and Disaster Management

Land Use Planning for Disaster Resilient Communities

Lessons Management

Managing Exercises

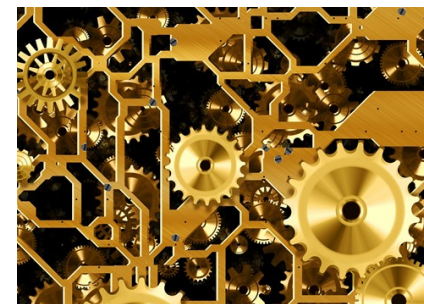
Managing the Floodplain: A Guide to Best Practice in Flood Risk Management in Australia

National Emergency Risk Assessment Guidelines

Public Information and Warnings

Safe and Healthy Crowded Places

Tsunami Emergency Planning in Australia





# Process of development

- National consultation and drafting in 2020-21
  - Working Group
  - Disaster Resilience Education Strategy Group
  - Youth Reference Group
- Final product an authoritative, trusted source of knowledge



# Purpose of the handbook

The handbook provides:

- High-level, principles-based guidance for those seeking to engage young people in learning and action for disaster risk reduction and resilience.
- Strategies to design, implement and evaluate learning programs and initiatives for young people.



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# National Principles

PRINCIPLE	DESCRIPTION
PLACE THE LEARNER AT THE CENTRE	The safety, wellbeing, perspectives and priorities of young people are the focus of effective learning design. Give young people the opportunity to influence learning design, implementation and evaluation. Put trauma-informed safeguards in place so the wellbeing of learners is actively monitored and supported.
REFLECT THE LOCAL CONTEXT	Take time to understand local history, hazard impacts, disaster risk and lived experience of the learning community.
BE INCLUSIVE	Design accessible and inclusive learning initiatives, providing appropriate adjustments for engaging and active learning experiences for all learners.
ESTABLISH AND STRENGTHEN PARTNERSHIPS	Draw on expert advice and understand local contexts and audiences for DRE through partnerships and collaboration between learners, organisations and communities. Engage with learners to develop a shared understanding of risk, to develop and put in place appropriate protective actions, and to establish ongoing connections.
ENGAGE AND CHALLENGE LEARNERS	Build on the existing capacity of learners so that learning is relevant, engaging and challenging. Provide learners with the best opportunity to strengthen their skills, knowledge and experiences to improve their own resilience and that of their local community.
FOCUS ON ACTION	Use the method of 'learn by doing'. Provide opportunities to develop, collaborate and demonstrate practical skills and apply knowledge in a local context.
BUILD CAPABILITY	Develop the skills, knowledge and capability of individual learners and learning communities according to contemporary research and practice in learning design, assessment and evaluation. Evaluate programs appropriately to see that learning and skills development has been effective.



# Case Studies

## The Pillowcase Program

The Pillowcase Program is a DRE program delivered in schools by Australian Red Cross volunteers and staff. The one-hour workshop encourages students to be proactive in preparing for emergencies. Children, primarily in grades 3 and 4, are supported by a Red Cross facilitator to:

- understand and discuss the importance of being prepared for emergencies
- learn and practise a positive coping strategy to help manage stress in an emergency
- decide what to prioritise packing in their personal emergency kits.

Each student is then given a pillowcase to decorate and take home, to start their own personal emergency kit. Students are also encouraged to share what they have learnt with others and continue taking further preparedness actions at home, with some guidance on what those actions could be.

The program highlights DRE principles including 'engage and challenge learners', 'build capability', 'focus on action and connection' and 'place learner at the centre' (see Chapter 2).

The program has been shown to be effective in enhancing the knowledge of students around preparedness and in building stress management and emergency response abilities in students. It has also been shown to lead to a change in behaviour of students in response to emergency situations. [www.redcross.org.au/pillowcase](http://www.redcross.org.au/pillowcase)

## Disaster Resilience Education Tasmania

The Disaster Resilience Education Tasmania website provides interactive guidance for students and teachers to enable learning that increases knowledge and skills for use before, during and after an emergency or disaster. The website highlights DRE principles including 'engage and challenge learners', 'build capability', 'focus on action and connection' and 'place learner at the centre' (see Chapter 2).

The Disaster Resilience Education Tasmania website resource is a Tasmania Fire Service Bushfire-Ready Schools initiative. It provides interactive guidance for teachers and students for a teaching unit designed to achieve the following learning outcomes:

- know what being disaster resilient means for individuals and communities
- identify local natural hazards
- begin to understand key concepts of prevention, preparedness, response and recovery
- understand how preparation, planning and emergency drills can help people to respond more safely in an emergency
- know where to find information and advice to help plan and prepare for floods, storms and bushfires.

The Disaster Resilience Schools project was made possible with funding from the Tasmania Bushfire Mitigation Grants Program supported by the Australian Government Attorney-General Department and the Government of Tasmania. [www.disasterresiliencetas.com.au](http://www.disasterresiliencetas.com.au)

We all learn differently, and we have our own special interests and talents. When we can make decisions about our own learning and action, we can achieve more than if we are just told what to do

– Grade 6 students, Harkaway Primary School

'We really want to learn from Aboriginal people because they have been here for a really long time and they know so much'

– A Manifesto from Harkaway Primary School (Towers et al. 2020)



- EDUCATORS
- STUDENTS
- PARENTS
- PROFESSIONAL DEVELOPMENT
- ABOUT US

## Unit: Disaster Resilience Education – Years 7 & 8

### Activities for this Unit

Tuning in Finding Out Considering Social Action



The lessons in this unit are designed to inform students about natural hazards in the local environment and ways to reduce risk, prepare, respond and recover from a disaster or emergency.

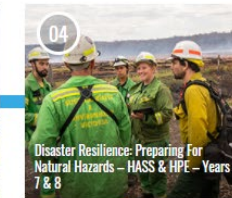
#### Tuning in

A tuning in activity helps students to define and focus on the issues they will be dealing with in the unit of work.



#### Finding Out

Students will need to obtain more information about the issues they are going to investigate. They can identify questions of interest and research these either in small groups or on their own. Once information is gathered, it can be shared using chosen communication methods e.g. short presentations. Students can continue finding out by completing a range of investigations, including gathering data. They use appropriate methods to present and communicate what they have found out.



# Cool Australia

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**Lesley King**  
Tasmania Fire Service





# Thank You

[ella.wilkinson@aidr.com.au](mailto:ella.wilkinson@aidr.com.au)

 [AIDRnews](#)

 [AIDR\\_news](#)

 [aidr](#)

Download the *Disaster Resilience Education for Young People*

Handbook here:

<https://knowledge.aidr.org.au/resources/handbook-disaster-resilience-education/>



## What about the children? Amplifying children's voices and natural resilience after disaster

**Dani Brunton**

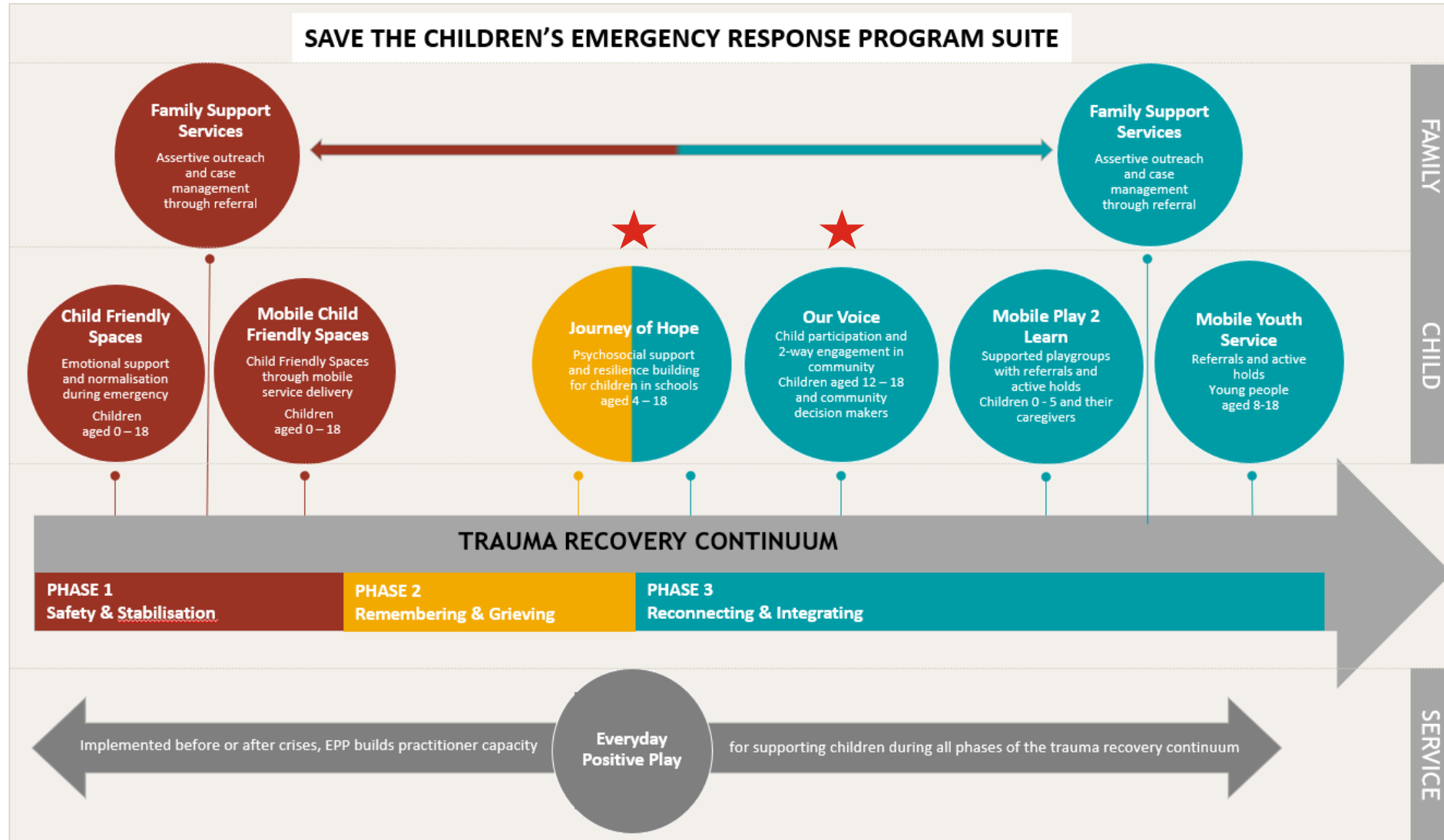
Emergency Response Manager, Save the Children Australia

**Reem Hasib**

Operations Manager (NSW, VIC, SA), Save the Children Australia

*What about the children?*  
Amplifying children's  
voices and natural  
resilience after disaster





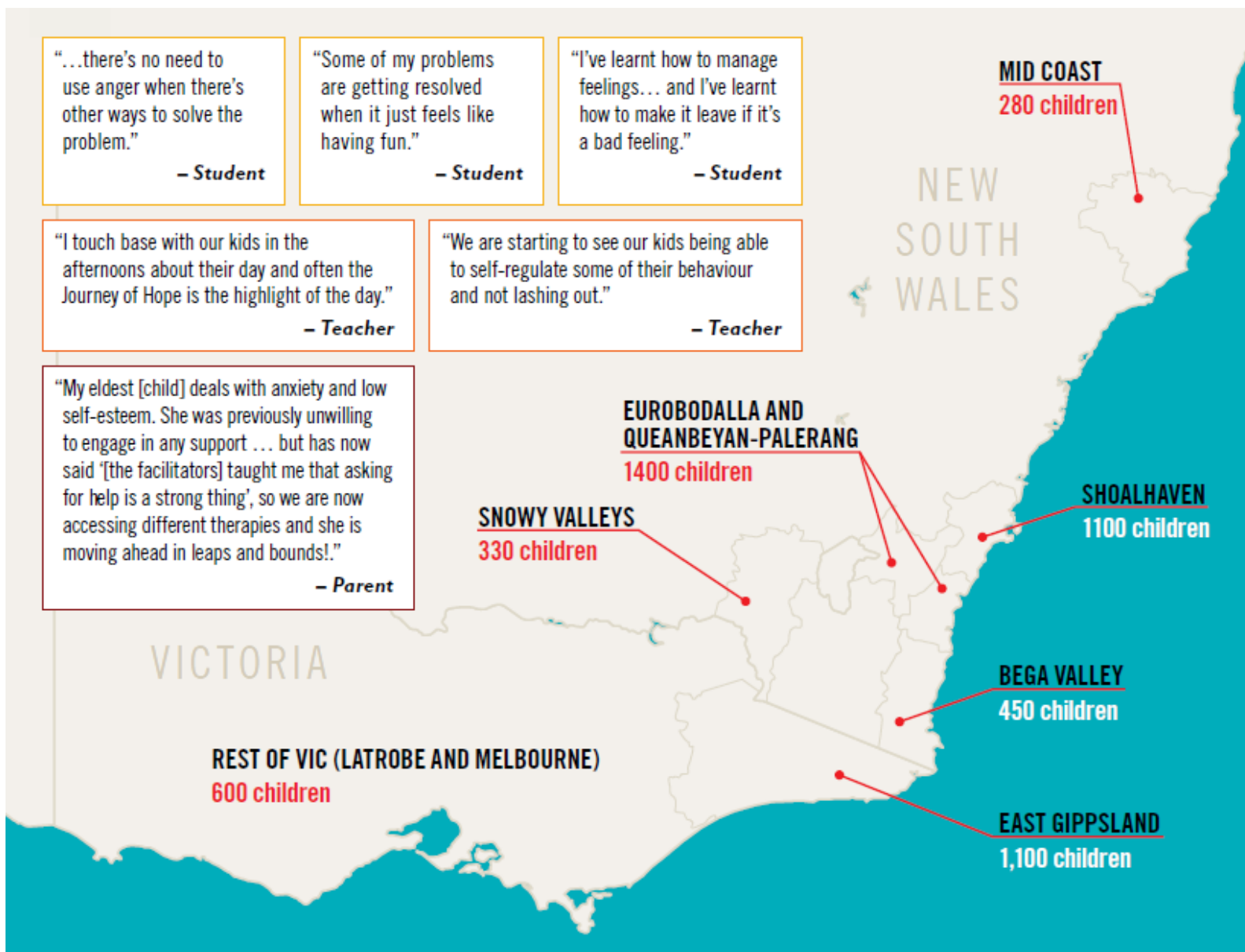
## Meeting children's needs through evidence-based program design



### Objectives:

- Understand and normalise trauma-related emotions
- Promote protective factors such as commitment to school, prosocial behaviours, and peer relationships
- Minimise risk factors including conduct problems, inattention, and poor peer relationships
- Encourage development of positive coping strategies such as problem solving, emotional regulation, and expressing feelings.

Overall increased resilience for future challenges



# EVALUATION CONFIRMED THE BENEFITS OF UNIVERSAL PSYCHOSOCIAL SUPPORT PROGRAMS IN DISASTER RECOVERY



- Statistically significant improvements in students' report of:
  - Difficulties in their daily lives,
  - In their attitudes to and relationships with others, and
  - In their use of positive coping strategies
- These outcomes contribute to individual recovery and to more positive classroom and home environments
- Based on wider evidence, these psychosocial improvements are also likely to support children's capacity to learn.



*“They are less anxious about the fires at school, they have moved on ... I think it was the program that allowed them to do that ... the bushfires were a big part of everyday life ... they were trying to process it ... and it made them quite emotional. But since the program they get less emotional ... [Journey of Hope] has been an avenue for them to process ... they are a lot more resilient.” (Teacher)*

# 90% OF PARTICIPANTS LEARNED HOW TO MANAGE THEIR FEELINGS

e the Children



**90% of students** said the program helped them learn how to manage their feelings.



**79%** said they had practiced what they had learnt through the program – like breathing techniques and anti-bullying strategies.



**70%** talked to an adult recently about their feelings.



**88%** said they felt that coming to Journey of Hope made them feel better about attending school.



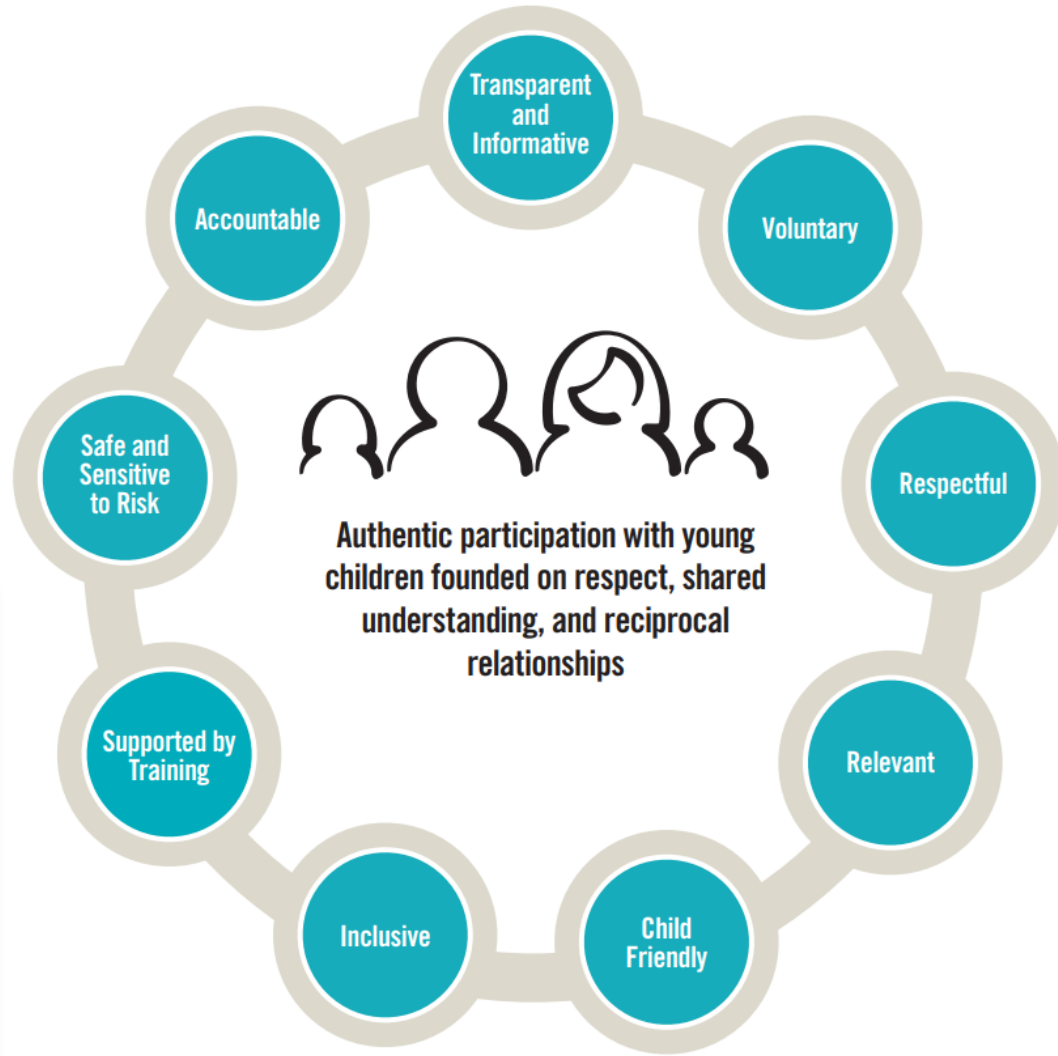


Developed in consultation with young people, this framework is based on almost 30 years of experience delivering child participation initiatives across the globe.

12



**RESPECT FOR CHILDREN'S VIEWS**





## OUR VOICE

### Children as drivers of change in their communities

#### *Preparing adults to meet children where they're at in recovery*

Save the Children's *Our Voice* program supports local councils, service providers, and communities to engage with children and young people, enabling them to become powerful agents of change and influence emergency plans. Sessions are delivered by two experienced facilitators over four stages, tailored to suit the needs and objectives of children, young people, and local council. Facilitators also train adults in decision-making roles on authentic and impactful participation for children.



It was nerve wracking at first, but it was good to have my team beside me and once we got going it was nice to have my voice heard, which was an experience I really hadn't had in my community before.

– Our Voice participant from NSW

**There is good evidence that children's involvement in disaster response:**

- Improves quality of emergency planning
- Empowers children
- Boosts protective factors
- Increases accountability

## CONNECT

- Sign up to be champions of change in their community
- Learn about their rights and what meaningful participation looks and feels like



## CO-DESIGN

- Safely share their lived experience
- Choose and create their own goals and aspirations for the project
- Co-design their local participation roadmap

## CREATE

- Explore roles and responsibilities of children and adults in emergencies
- Discuss ideas and issues
- Co-create solutions for the future
- Craft recommendations for decision makers
- Design local events or activities



## COMMUNICATE

- Communicate experiences to community through local events or activities
- Present their ideas, solutions and recommendations to decision makers
- Receive timely feedback on their ideas from local decision makers
- Amplify their voices beyond the region or LGA

## Recommendations – what's important to participants



1. Feeling safe and prepared
2. Child friendly communication
3. Safe places to gather and connect
4. Opportunities to be involved in recovery

## Overall, children...

1. Want to have say on issues that matter to them
2. Need their own spaces to feel safe and have fun
3. Want more child-focused mental health/wellbeing services, ideally through schools

## Independent evaluation...

**100% of evaluation participants agreed that improving the capacity and voice of children and young people in emergency management is necessary and valuable**





[VIDEO LINK](#)

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Interaction design technology for children to learn  
safe behaviour in natural emergency situations

**Mehrnoosh Mirzaei**

PhD Candidate, Queensland University of Technology



BRISBANE  
AUSTRALIA







# Interaction design technologies for children to learn safe behaviour in natural emergency situations

Mehrnoosh Mirzaei



PhD Candidate | Queensland University of Technology

QUT Design Lab | School of Design

Faculty of Creative Industries, Education and Social Justice (CIESJ) | August 2021

Email: [m.mirzaei@qut.edu.au](mailto:m.mirzaei@qut.edu.au)

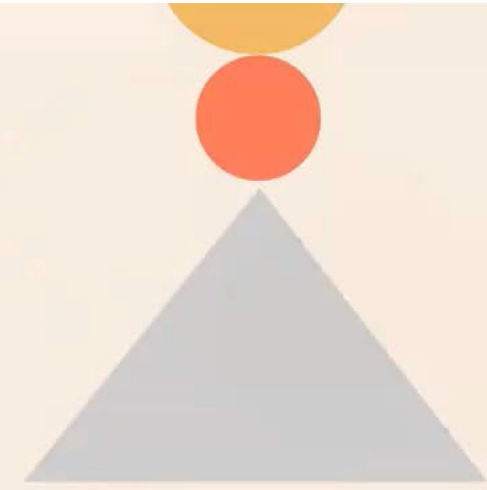
Supervisory team:

Dr Jeremy Kerr

Prof Alethea Blackler

Dr Shayne Beaver





According to WHO report children are considered a vulnerable group, as 30% to 50% of deaths in natural disasters' worldwide are in this demographic group.

**66.5**

Million children yearly

**175**

Million children yearly

## Children have to be considered as an active agent in natural emergency education through new preparation activities

- To build resilience in community
- They have to be prepared for new natural emergency scenarios in future

Allison Marion's photo of her son Finn fleeing the advancing bushfires in the seaside town of Mallacoota in Victoria's far east in 2019 has become a symbol of the bushfire crisis



## Bushfires: Be prepared

As bushfire season approaches, it is important to ensure that you have taken the necessary steps to protect yourself, your family and your property from danger. Well-prepared homes are better protected from bushfires.

### Planning for a bushfire

The bushfire season in Australia is usually during summer and autumn, but in the north of Australia it is during the dry season, which is in winter. Before the bushfire season, it is important to take steps to protect your home for the coming season.

### Steps to take when planning for the bushfire season

- Store all flammable material clear of the house (wood, paint, chemicals, fuel, piles of newspaper/paper).
- Remove rubbish from the gutters, rake the dry leaves and dispose of them thoughtfully, and also trim hedges and mow all grass.
- Fit wire screens to doors, windows and vents. Enclose all gaps, roof eaves and under the house.
- Keep a ladder handy for roof access inside and outside.



Flooding happens during heavy rains, when rivers overflow, when ocean waves come onshore, when snow melts too fast, or when dams or levees break. This is the most common natural-weather event. Flooding may be only a few inches of water, or it may cover a house to the rooftop. Floods that happen very quickly are called flash floods.

**Am I at risk?**

Floods can occur in every single U.S. state. Some floods develop slowly, and some can build in just a few minutes. People who live in low-lying areas – near water or behind a levee or dam – are at even greater risk.

**Did you know?**

Flooding can change familiar places, like walkways, roads and fields. Avoid walking through water. It might be deeper than you think!

**BE A HERO!**

For more facts and info on floods visit  
<https://www.ready.gov/kids/learn-the-facts/floods>  
<http://emergency.cdc.gov/disasters/floods/>

**FACT CHECK**

1. Which of the following does NOT cause a flood?  
a. Tropical storms and hurricanes  
b. Spring thaw and melting snow  
c. New construction  
d. None – they can all cause floods.

2. True or False? 1 foot of water is enough to make most cars float.

3. True or False? 6 inches of moving water can sweep you off your feet.

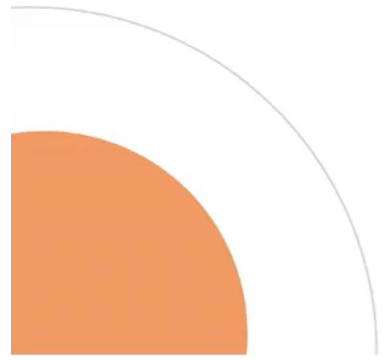
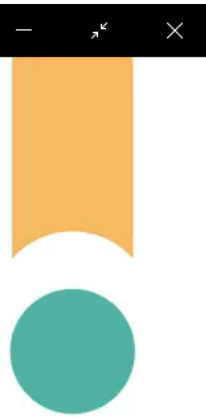
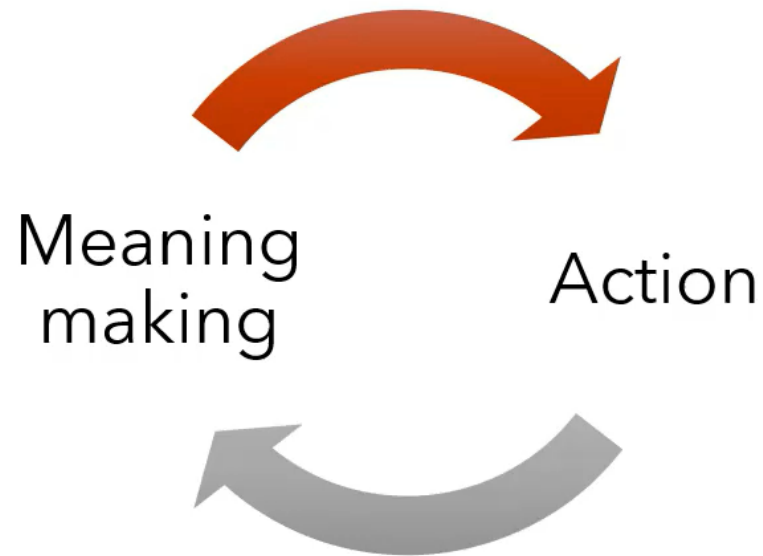
Illustration by: Jennifer Jones, © 2013 FEMA

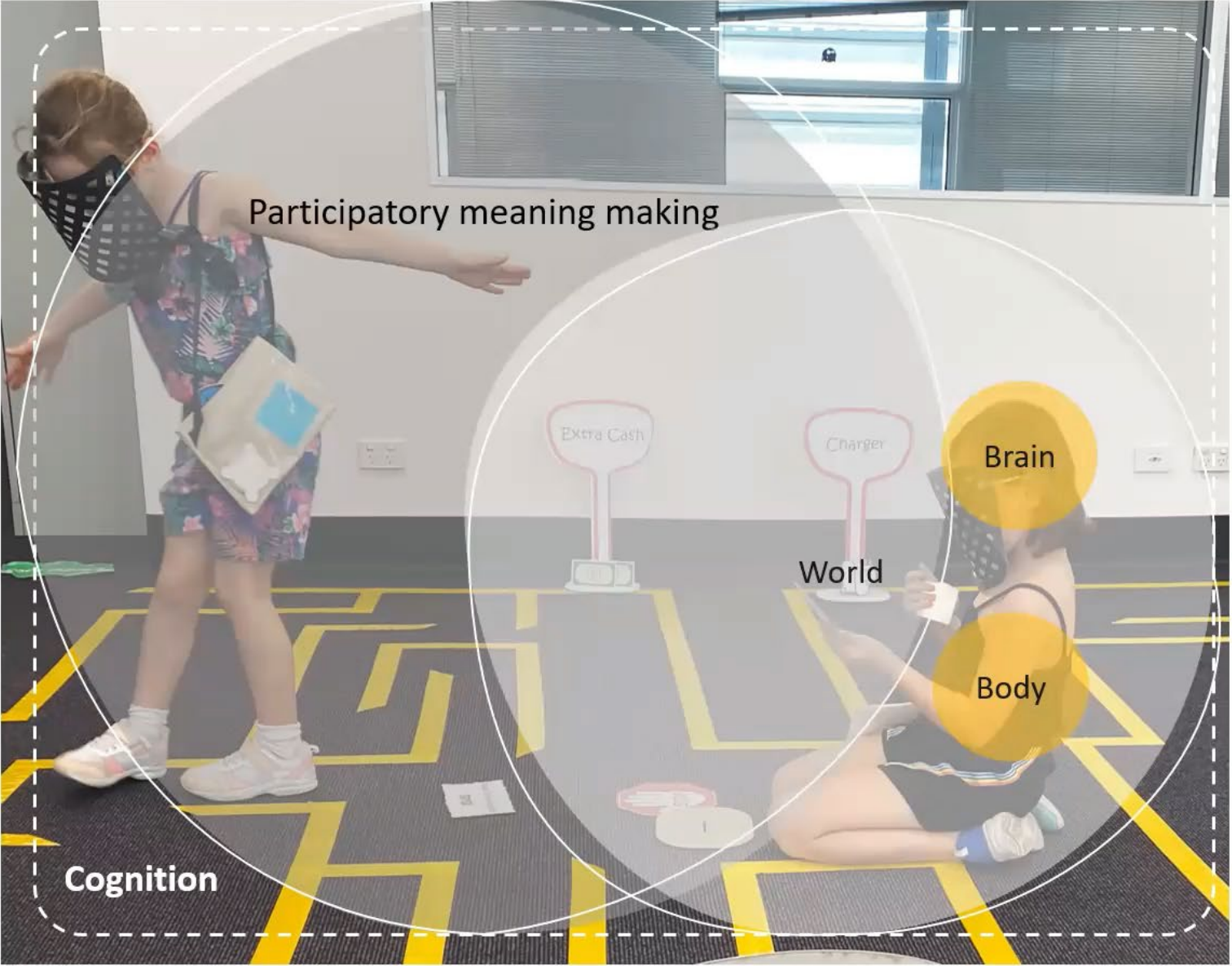
# Why?

- The current school-based disaster risk reduction education mainly provides theoretical knowledge of risk and natural hazards.
- Most of the disaster risk reduction activities are mainly based on the printed materials.

# How?

Embodied interaction helps users to interact with digital technology through their body and social interaction. Body and brain are not separate entities in the cognition process, and we understand and make meaning through our action





Participatory meaning making

Cognition

World

Brain

Body

Extra Cash

Charger

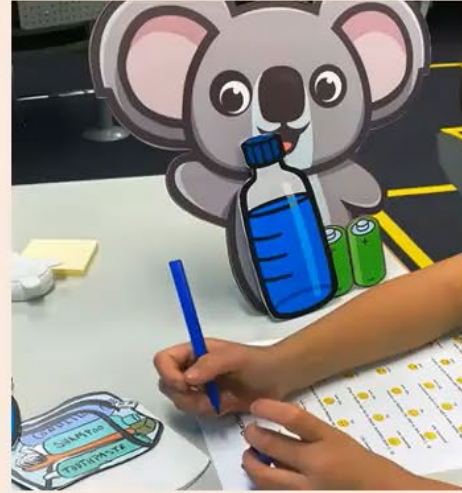


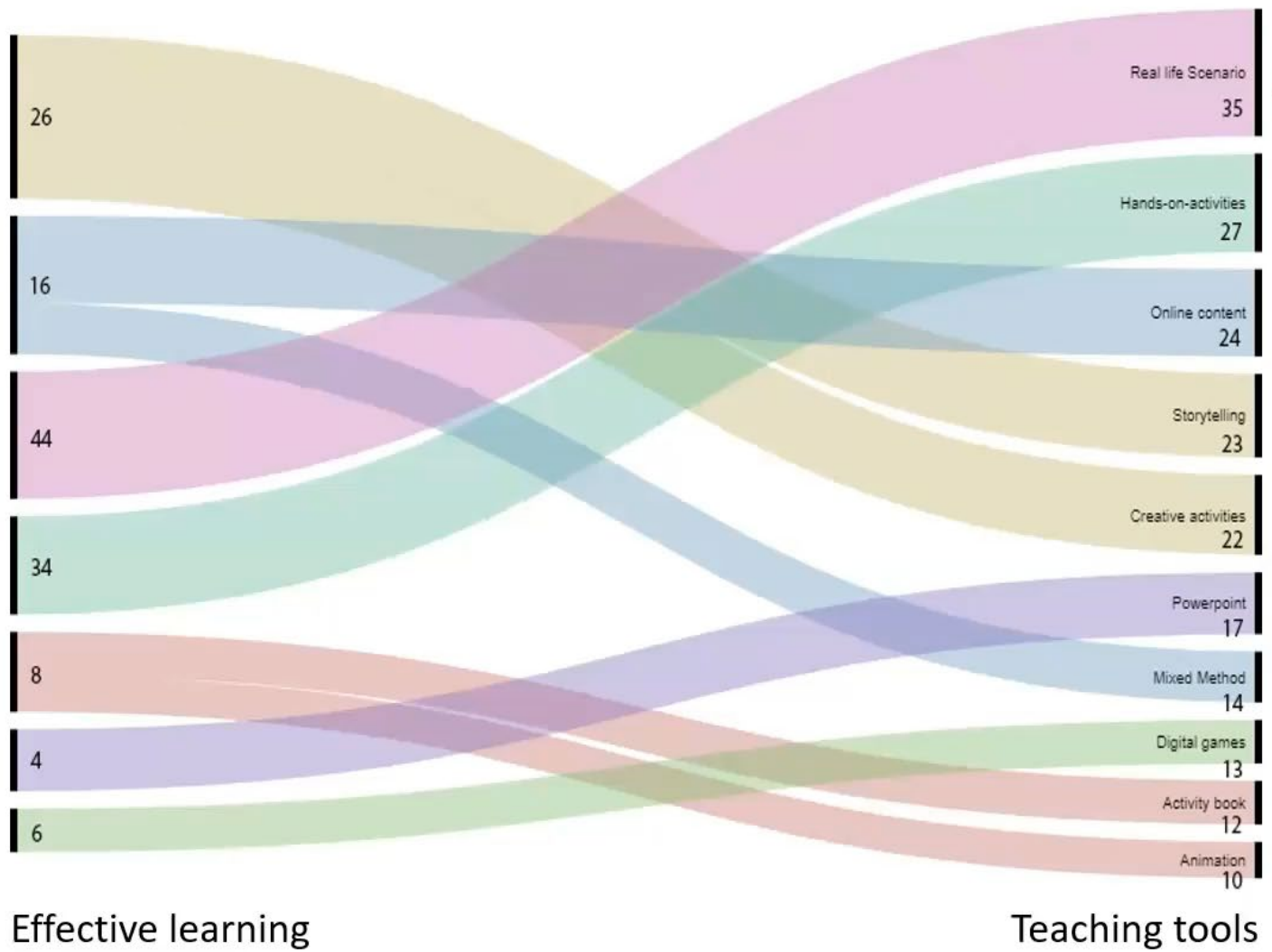
## The research objectives:

- To understand children's active meaning-making of disaster situations in scenario-based situations through their body and interaction with the environment and physical objects.
- To develop a framework of embodiment learning factors for disaster preparation based on children's active learning and disaster to inform designers.
- To observe the aspects of embodiment children's interactions with the environment that facilitate problem-solving and decision-making activities in time-pressured situations.









# Survey and Interview





## First activity workshop

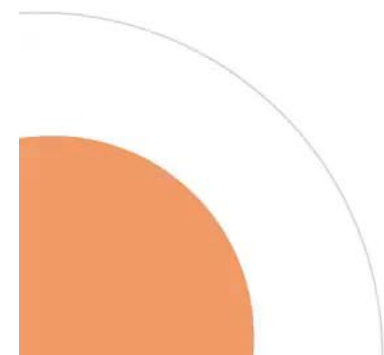
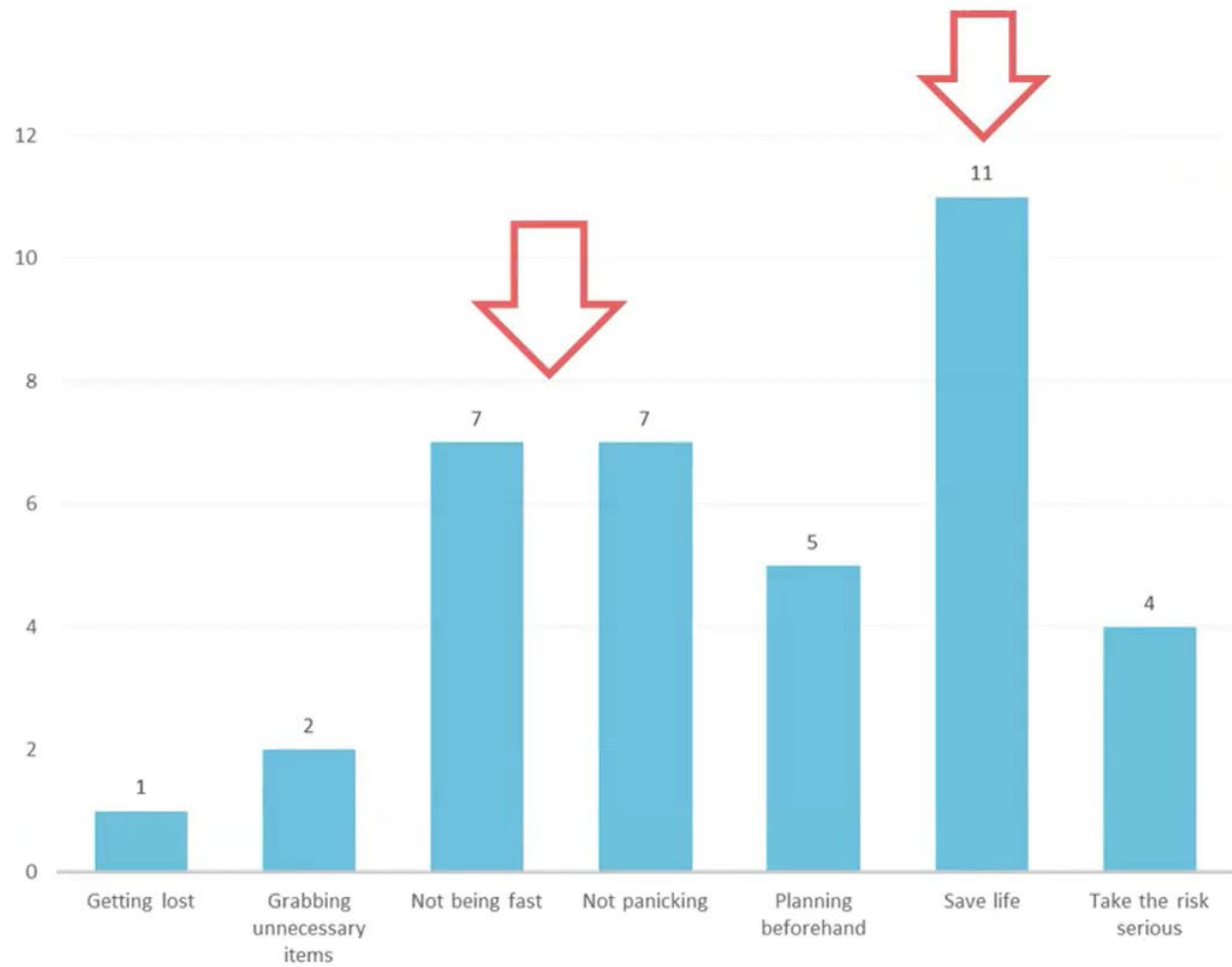
**Participants:** 30 Children (6-11 years old)

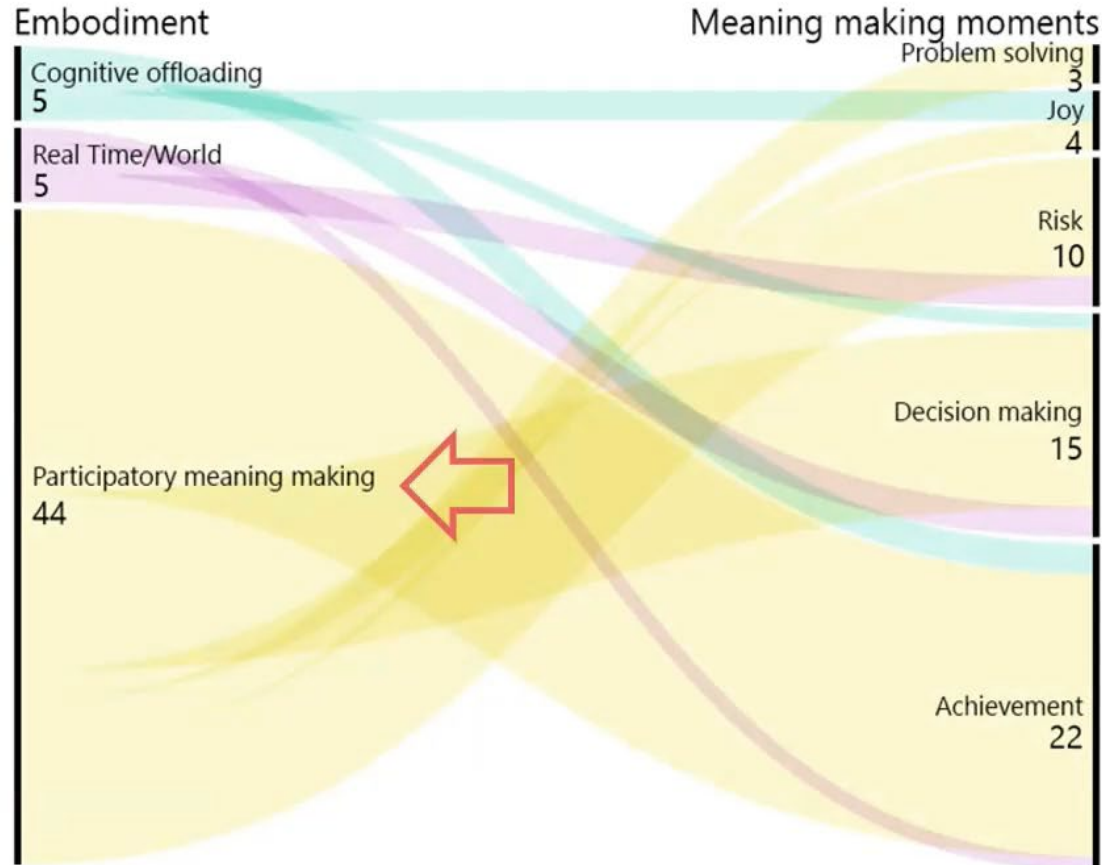
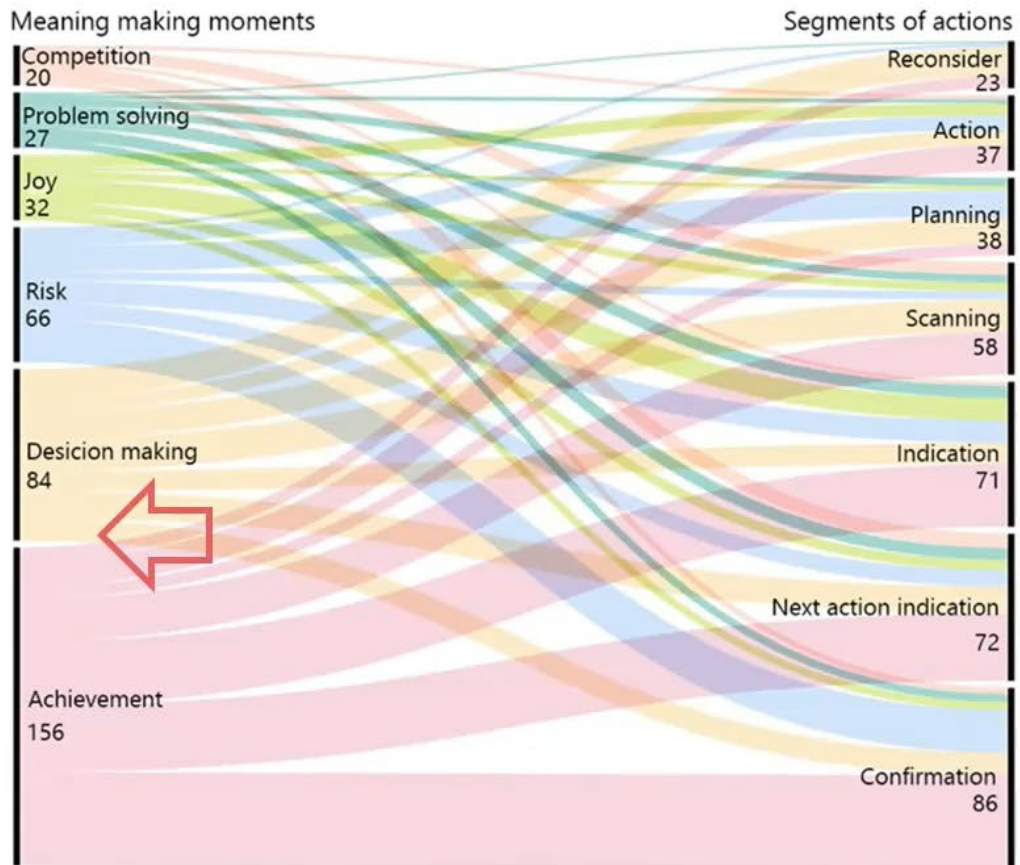
**Activity:** Moving through a Floor Maze to save a Koala character

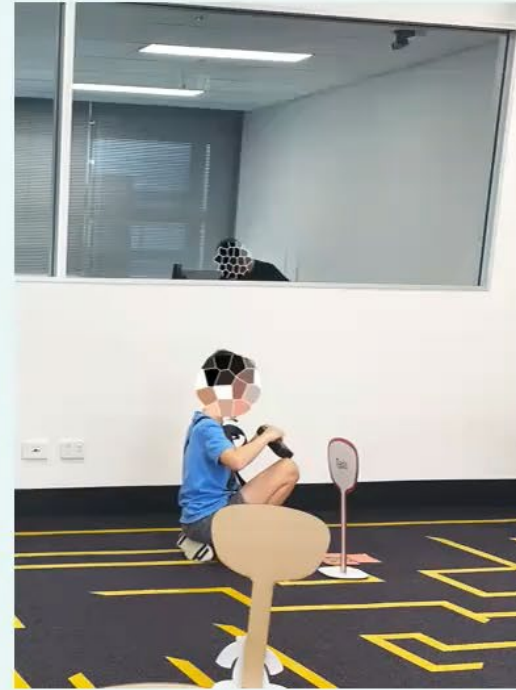
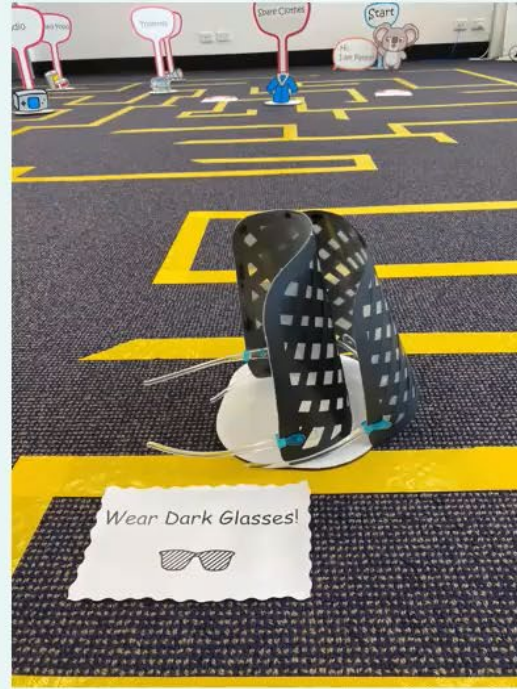
**Scenario:** Bushfire

**What does Risk during natural hazard mean for children?**







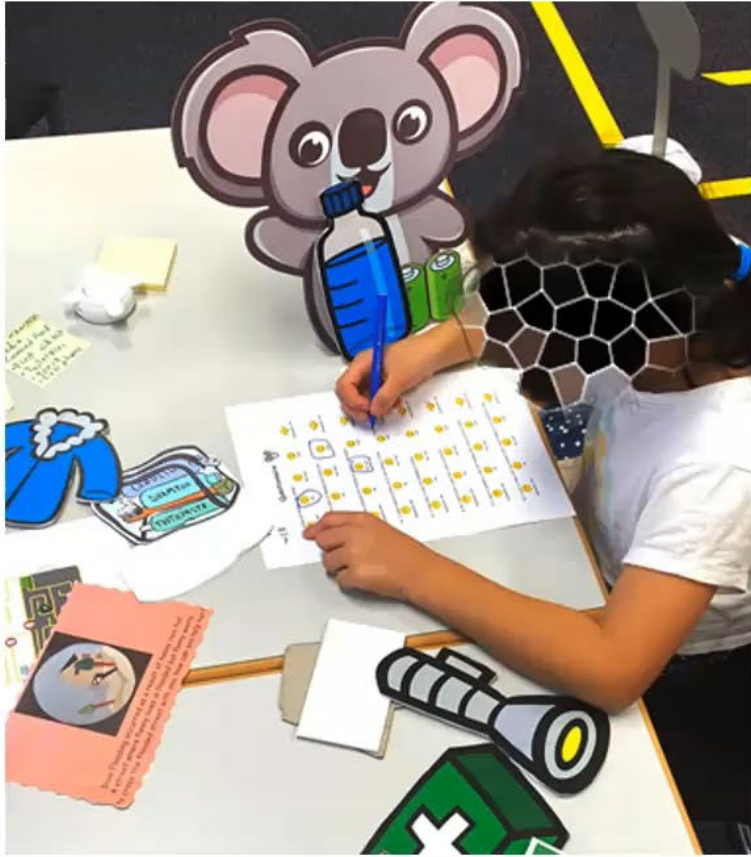


## Second activity workshop

**Participants:** 30 Children (6-11 years old)

**Activity:** Moving through a Floor Maze to save a Koala character

**Scenario:** Flooding and Storms



**Planning**

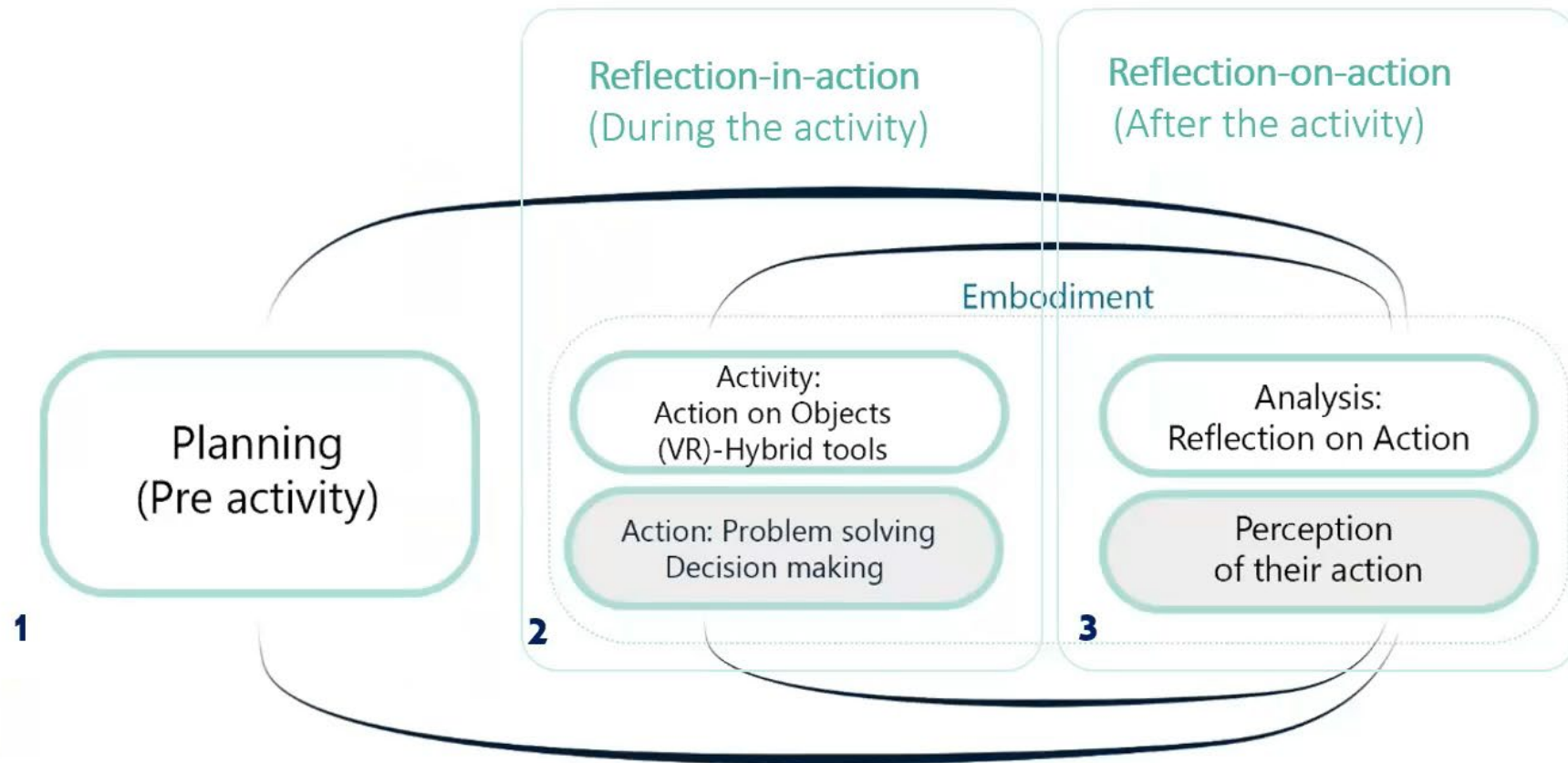


**Experiencing**



**Reflection**

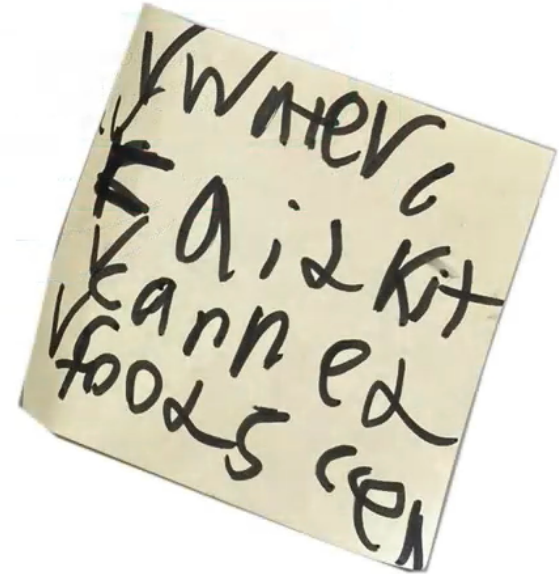




Activity Steps for workshop 2

## The Research deliverable:

- A Child-centred framework based on embodied interaction principals and primary school children's active learning needs regarding disaster preparation activates to inform designers
- A set of guidelines that will inform disaster instructors to design child-centred disaster risk reduction activities.
- Workshops can inspire future school disaster curriculum programs and provide a new perspective for delivering disaster preparedness message.



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Thank you.

# 2021 National DRANZSEN Forum



Australian Institute for  
Disaster Resilience



Australian Government  
National Recovery and Resilience Agency

## WaNavi Japan, Earthquake Preparedness in Japan

**Beth Yokohara**

Director, WaNavi Japan



# WaNavi Japan

Empowering International Residents to Live  
Confidently and Comfortably in Japan

Beth Yokohara, Director for WaNavi Japan

# Earthquake Preparedness Workshops



Commemorating the 10<sup>th</sup> Anniversary of the  
Great East Japan Earthquake  
March 1st, 2021



**WaNavi  
Japan**

# Our Team

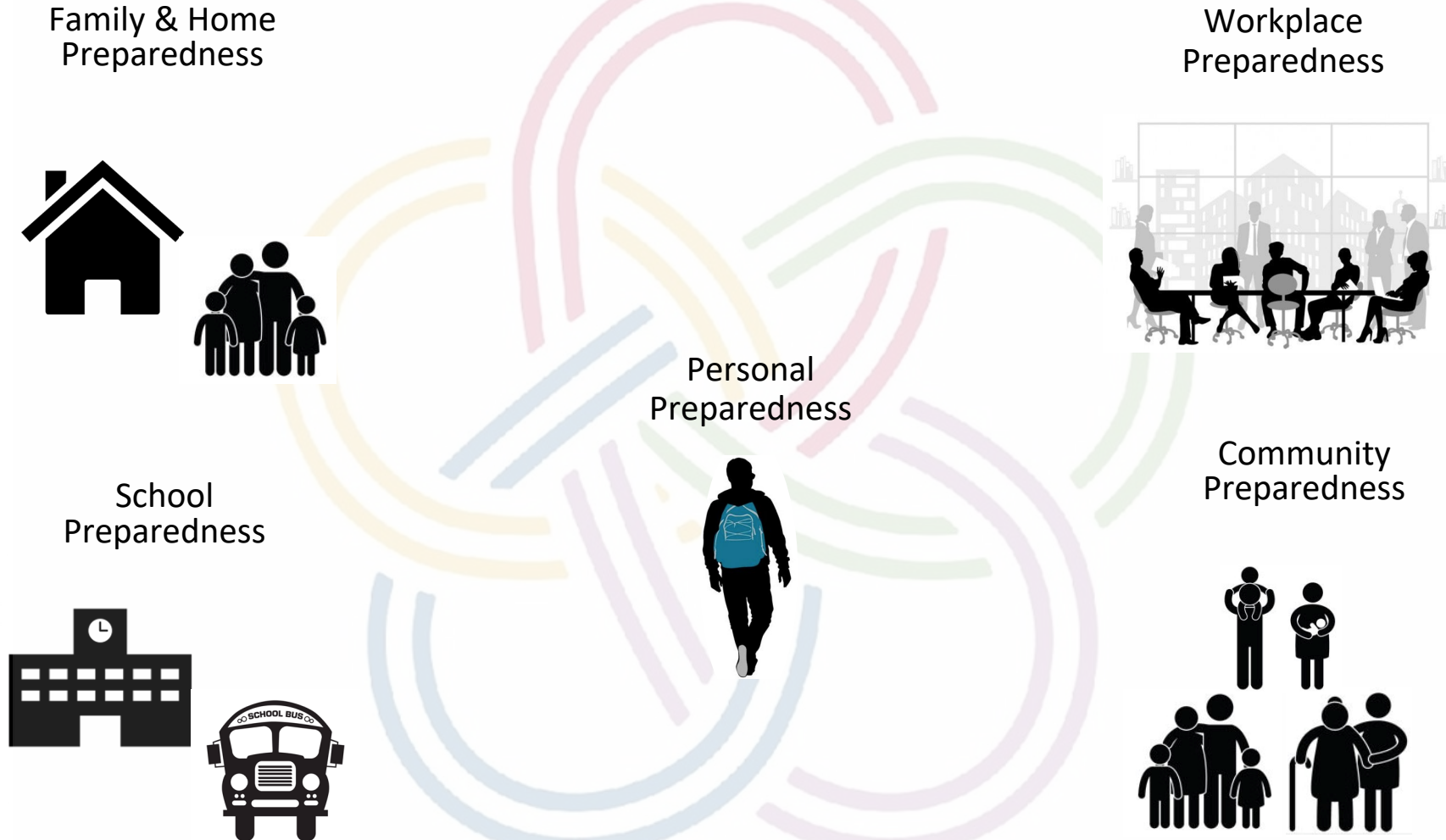
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Dr. Satoko Oki



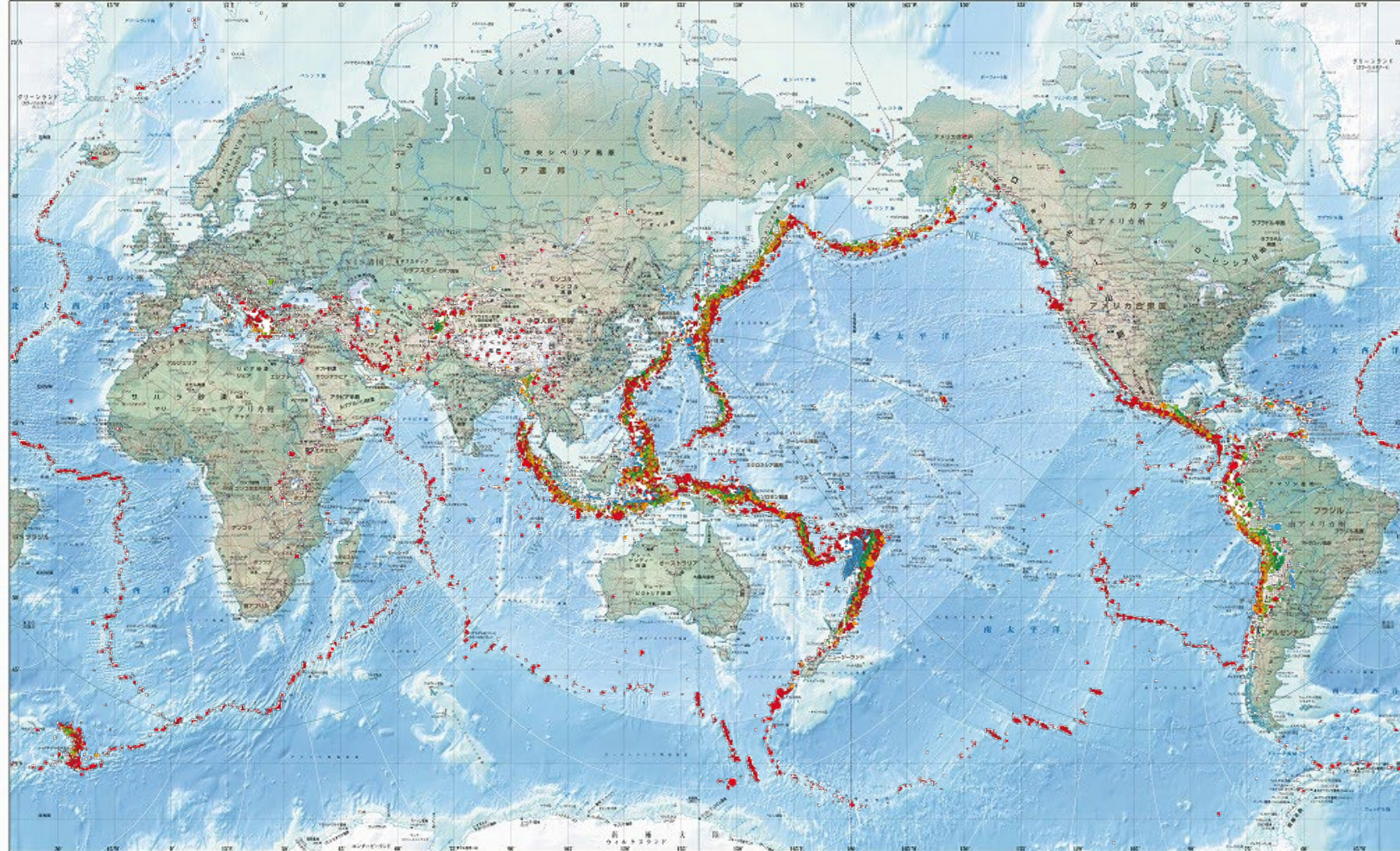
# Connect and Reinforce the Cycle of Disaster Preparedness



# Earthquakes in Japan

世界の震源分布 (1977-2007)

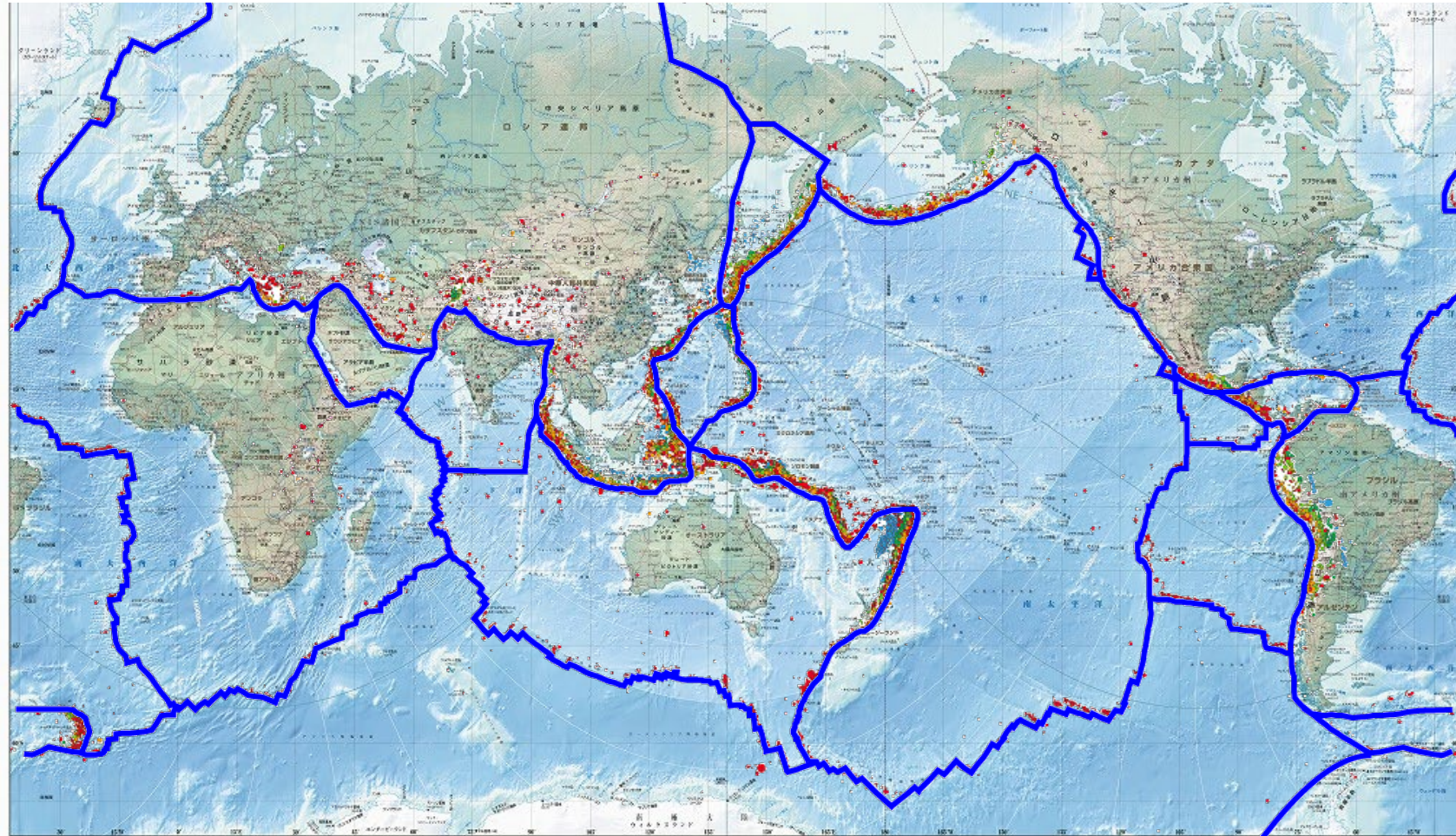
東京大学 地震研究所



# Four Plates Surrounding Japan

Hypocenter Distribution of the World

Earthquake Research Institute of the University of Tokyo



# About Us

---

**41%** of international residents have never experienced an earthquake before coming to Japan.

However, only **36%** of municipalities and other international associations provided disaster-related information in English or other languages.



There is a huge gap in information and other support between the International and Japanese communities.

WaNavi Japan works to address and bridge this gap.



備えあれば憂いなし Sonae Areba Urei Nashi

Be Prepared and Have No Regrets

# 7 Steps to Get Prepared

1. Know How to React to Earthquakes
2. Acquire Earthquake Literacy
3. Collect Information
4. Get Connected with Your Loved Ones
5. Understand Hazards and Evacuation Shelters/Areas in Your Neighborhood
6. Earthquake Proof Your Home
7. Prepare Your Emergency Kit

# Supporting Materials

- ✓ Help card
- ✓ Handbook
- ✓ Emergency plans, BOSAI kits
- ✓ Earthquake proofing furniture devices
- ✓ Checklists
  
- ✓ Karuta
- ✓ TPR
- ✓ Dangomushi
- ✓ Cultural Connections
- ✓ Real Japanese announcements and news reports to practice gathering information.



© 地震研究所図書室 Earthquake Research Institute, of Tokyo University.

# Help card

Free PDF Printable on our website, fold origami style into credit card size to keep on you at all times.

### Make a Map of Your Neighborhood!



- Temporary Gathering Site
- Evacuation Area
- Emergency Shelter
- Support Stations
- Hospitals
- Gas Stations
- Temporary Shelter for People Walking Home
- Water Supply Point
- Public Telephones
- Public Toilets
- Hazard
- Pre-designated Key Roads for Walking Home

### Useful Japanese Sentences in Case of Disaster

**NIGETE!**  
Get away from here!

My address is \_\_\_\_.  
watashi no juusho wa \_\_\_\_ desu.  
私(わたし)の住所(じゅうしょ)は \_\_\_\_ です。

My family is now in \_\_\_\_.  
watashi no kazoku wa ima \_\_\_\_ ni imasu  
私(わたし)の家族(かぞく)は今(いま) \_\_\_\_ にいます。

Is there anyone who speaks English?  
eigo o hanaseru hito wa imasu ka.  
英語(えいご)を話(はな)せる人(ひと)はいますか。

Please draw a map for me  
chizu o kaite kudasai.  
地図(ちず)を書(か)いてください。

Please show me the way to \_\_\_\_.  
\_\_\_\_ e no ikikata o oshiete kudasai.  
\_\_\_\_ への行(い)き方(かた)を教(おし)えてください。

**ABUNAI!**  
Watch Out/ Danger!

Is the train (line) running?  
Densha(\_\_\_\_ sen) wa ugoite masuka.  
電車(でんしゃ) (\_\_\_\_ 線(せん)) は動(うご)いていますか。

Is the bus to \_\_\_\_ running? \_\_\_\_ e iku basu wa ugoite imasu ka.  
\_\_\_\_ へ行くバスは動(うご)いていますか。

Does the train/bus go to \_\_\_\_?  
kono densha/basu wa \_\_\_\_ e ikimasuka.  
この電車(でんしゃ)/バスは \_\_\_\_ へ行(い)きますか。

I am injured.  
kega o shite imasu.  
怪我(けが)をしています。

**TASUKETE!**  
Help!

Where is the emergency shelter?  
Hinanzo wa doko desuka  
避難所(ひなんじょ)はどこですか。  
→ evacuation area 避難場所 koushuu denwa/ public telephone 公衆電話 koushuu denwa/ bathroom トイレ toire/ convenient store コンビニ konbini/ supermarket スーパー suupa.

Where is water distributed?  
mizu wa doko de morae masuka  
水(みず)はどこでもらえますか。  
→ food 食べ物 tabemono/ milk powder 粉ミルク kona miruku / blankets 毛布 moufu/ diapers おむつ omutsu / milk bottle 哺乳瓶

I don't feel well.  
kibun ga warui desu.  
気分(きぶん)が悪(わる)いです。

Please take me to the hospital.  
Byouin e tsurete itte kudasai.  
病院(びょういん)へ運(つ)れていってください。

- Temporary Gathering Site
- Evacuation Area
- Emergency Shelter
- Support Stations
- Hospitals
- Gas Stations
- Temporary Shelter for People Walking Home
- Water Supply Point
- Public Telephones
- Public Toilets
- Hazard
- Pre-designated Key Roads for Walking Home

### Words and Phrases to Understand the Situation and Instructions

地震 (jishin) Earthquake	震源 (shingen) Epicenter	震度 (shindo) Seismic Scale	余震 (yoshin) Aftershocks
震災 (shinsai) Disaster caused by Earthquake	火災 (kasai) Fire	避難 (hinan) Evacuation	津波 (tsunami) Tsunami

### Instruction Phrases

(-e) Hinan-shi-te-kudasai Please Evacuate (to --)	(-ni) Kekai-shi-te-kudasai (-ni) Chuu-shi-te-kudasai Please be aware (of--)
(-ni) Kakure-te-kudasai Please Take Cover (Hide under--)	Ochitsu-te-kudasai Please stay calm
(-kara) Hanare-te-kudasai Please Stay Away (from --)	Hi o Keshi-te-kudasai Please put out the fire
(-kara) De-te-kudasai Please go outside (of --)	(-no) Ozore ga arimasu! There is a danger of -- occurring.
(-kara) De-nide-kudasai Please do not go outside (of --)	Shimpai (wa) Arimasen! No need to worry
	Anzen desu! It's safe

### Help Card

Earthquake Preparedness



www.wanavi.jp  
wanavijapan1

### Personal Information

Name	
Mobile Number	
Phone Number	
Passport Number	
Date of Birth	
Blood Type	
Important Medical Information	
Office Contact	
Embassy Consulate Contact	

### How to use NNT Disaster Message Dial 171

171

To Listen Dial 2

To Record Dial 1

Push phone users Dial 1

Record Message

To Confirm Dial 9 or Hang up

Listen to Next Message Dial 9

To repeat, dial 8

To record, 8

Message Capacity: 1-20 messages (30 sec each)

Messages will be stored until the system is deactivated (update)

Accessible from mobile, landline and public telephones

171 is domestic use only but accessible from overseas at <https://www.web.171.jp/>

### Communication Method

Priority	Communication Means/ Protocol
(Example)	Means: 171 Protocol: Leave message at 03-xxxx-xxxx
1	Means: Protocol:
2	Means: Protocol:
3	Means: Protocol:
4	Means: Protocol:

Tell the world that you are safe and alive!  
Google Person's Finder <http://google.org/personfinder/>  
J-Anpi <http://anpi.jp/>  
Web 171 <http://www.web.171.jp>

### Where to Collect Information

Radio NHK FM No.2 69.3kHz AFN 810 KHz  
Inter FM 89.7 MHz  
NHK Channel 1 (For English, press the bilingual button 多言語)

Web <http://www.jma.go.jp/engquake>

### Tsunami Best Practice

When You Are in the Coastal Area

Always check the height above sea level (ASL).  
The height above sea level (ASL) is the distance from the ground level to the top of the evacuation site/building.

Know that a quake lasting over 1 min has a high risk of causing a tsunami. Evacuate to higher ground immediately.

Wait for instructions.  
Cover your head.  
Face your travel direction.  
Hold on tightly to handrails.  
You may be asked to get out and walk.  
Trains stop automatically for any earthquake over Shindo 4.  
Trains stop automatically for any earthquake over Shindo 4.

### Family Contact Information

Name:	
Phone Number:	
Passport Number:	
Date of Birth:	Blood Type:
Important Medical Information:	
Evacuation Procedures at School/Office:	

### Earthquake Best Practice

Walking on a street

Know that asymmetric/unbalanced buildings are at higher risk.

Go into a newer building to shelter-in-place.  
Stay away from glass.  
On a Train/Subway

Trains stop automatically for any earthquake over Shindo 4.  
You may be asked to get out and walk.  
Trains stop automatically for any earthquake over Shindo 4.

Face your travel direction.  
Hold on tightly to handrails.  
Cover your head.  
Know that a quake lasting over 1 min has a high risk of causing a tsunami. Evacuate to higher ground immediately.

At a Department Store

Wait for instructions.  
Cover your head.  
Face your travel direction.  
Hold on tightly to handrails.  
You may be asked to get out and walk.  
Trains stop automatically for any earthquake over Shindo 4.  
Trains stop automatically for any earthquake over Shindo 4.

Know that areas with fewer pillars/walls are dangerous.  
Cover your head.  
Don't rush towards the exit.  
Stay away from glass.



# Dangomushi

Pill bug, roly poly or slater: the pose used to protect yourself in an Earthquake.



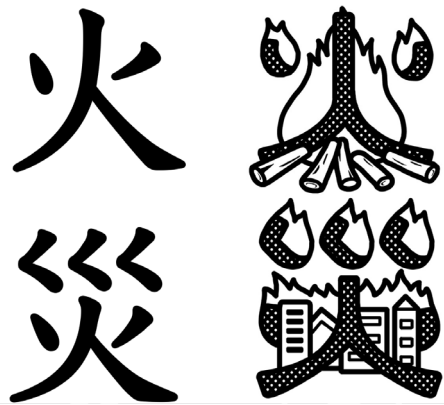
# Jishin Dangomushi Song



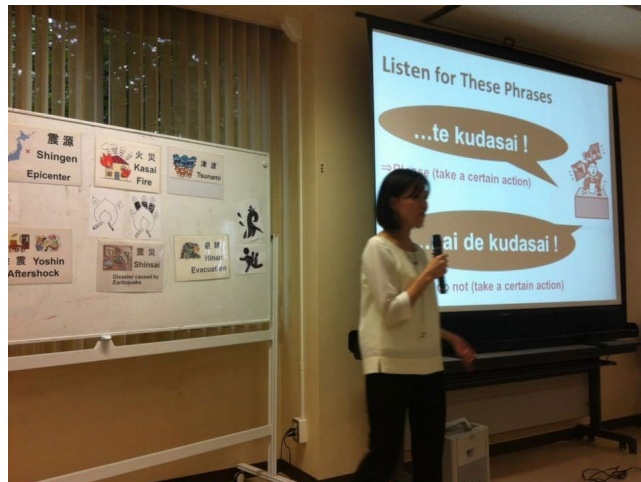
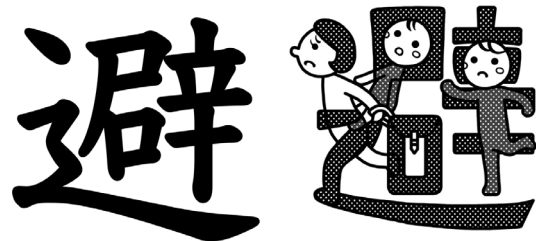
Developed by Dr. Satoko OKI & Lab Students

# Survival Japanese

Through Pictographs, Karuta and Total Physical Response TPR.



Tsunami Warning Map, Source: NHK

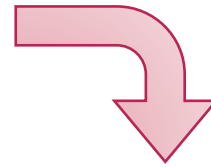


# Create your BOSAI Kit

What goes into your BOSAI Kit?

## Must Have Items

Torch  
Whistle  
Food  
Medication



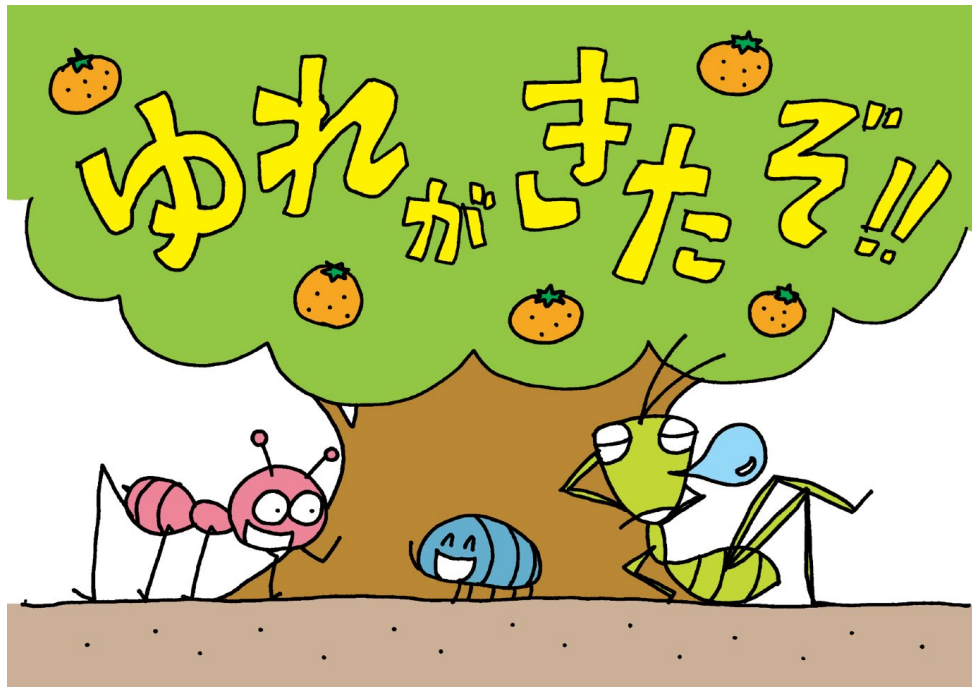
## Useful Items

## Comfort Items



# Additional Materials

Created by Dr. Motoki FUJII & Lab  
Students at Shizuoka University,  
translated by WaNavi Japan



“The Ground is Shaking!”



“The Water is Coming!”

# TO DO List

- ✓ Get connected
- ✓ Get informed
- ✓ Get prepared



Live confidently and comfortably in Japan!



**WaNavi  
Japan**



<http://www.wanavi.org/>

<http://www.instagram.com/wanavijapan2011/>



<http://www.facebook.com/wanavi.japan1/>

[contact@wanavi.org](mailto:contact@wanavi.org)

# 2021 National DRANZSEN Forum



Australian Institute for  
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Australian Government  
National Recovery and Resilience Agency

## The case for building resilience in our children in the context of increasingly frequent and intense disasters

**Chris Anderson**

Bushfire Recovery Program Clinical Coordinator, Royal Far West

**Oliver White**

Head of Advocacy and Government Relations, UNICEF Australia



# AFTER *the* DISASTER

Recovery for Australia's  
Children

## The Bushfire Recovery Program:

*“The case for building resilience in our children in the context of increasingly frequent and intense disasters.”*

Chris Anderson:

Social Worker & Bushfire Recovery Program Clinical Coordinator, Royal Far West (RFW)

[chrisa@royalfarwest.org.au](mailto:chrisa@royalfarwest.org.au)

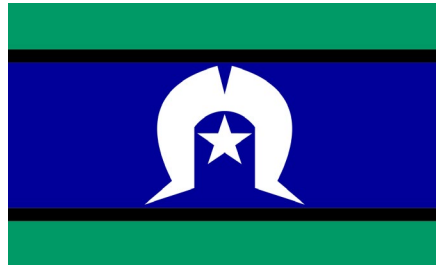
Oliver White:

Head of Advocacy and Government Relations, UNICEF Australia

[owhite@unicef.org.au](mailto:owhite@unicef.org.au)



# Acknowledgement of Country & Culture



# Acknowledgement of Communities with the Lived Experience of Disasters



Source: Map of Indigenous Australia: Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)

# The Partnership

## UNICEF Australia

\*UNICEF works in some of the world's toughest places, to reach the world's most disadvantaged children. Across 190 countries and territories, we work for every child, everywhere, to build a better world for everyone.

\*Experts in responding to disasters.






## Royal Far West (RFW)

\*One of Australia's oldest and most respected charities and is the only national charity dedicated to the developmental health and wellbeing of Australia's country kids.

\*Experts in trauma informed care with a comprehensive multidisciplinary health team of more than 80 paediatric specialists.

*Giving  
Children  
a Voice*

# How do disasters affect children?

The Impact of Bushfire Exposure for Children 2.	
Increased risk of depression, anxiety, and post-traumatic stress disorder	
Poorer academic achievement and lower education levels and decreased social mobility	
Effects may not be apparent in the short term but may become more pronounced later in life.	
Greater impact for vulnerable children	
<b>No evidence-based interventions for supporting children following bushfires were identified in the review – more research is needed!</b> <i>“effective strategies may include multidimensional community-based interventions that not only involve children, but also families, schools and community organisations”.</i>	

**2 in 5 children**  
 and young people were personally impacted by the Black Summer Bushfires 1.



1. Office of the Advocate for Children and Young People (ACYP). “Children and Young People’s Experience of Disaster - Report” (2020)

2. “The Impact of Bushfire on the Wellbeing of Children Living in Rural and Remote Australia: A Rapid Review” AUTHORS: Michael Curtin, Robert Brooks, Sarah Verdon, Judith Crockett, Gene Hodgins.

# How have we responded?

- A Needs Assessment to highlight community needs
- The support provided:
  - Who: children (0-12yrs) and key adults around the child including parents/carers, educators, local services and community leaders.
  - What: a range of psychosocial support from a multidisciplinary health team of Psychologists, Social Workers, Occupational Therapists and Speech Pathologists.
  - Where: based in communities, so far delivered through 12 preschools and 25 primary schools across 9 LGAs. Delivered “on the ground” and via technology.
  - When: a long-term commitment to recovery, beginning in January 2020 and currently funded until June 2023 with intention to continue beyond.

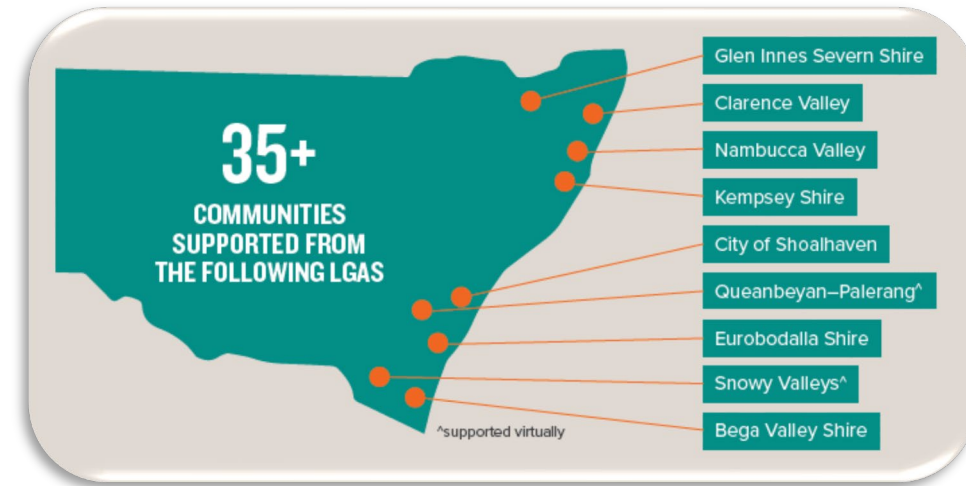


Photo: Taken outside Cobargo Recovery Centre during a Needs Assessment consultation on the NSW South Coast in early 2020

# Outcomes and Findings



## Children's Groups

- **968** children supported
- Based on Disaster Programs Stormbirds & Birdie's Tree, plus multi-disciplinary input
- Co-facilitated with teachers & local service providers.
- Addressing Preparedness, Response & Recovery
- 89% of children agreed they learnt "good ways to cope with my feelings".

*"People can help me when things are hard"*  
(Child)



## Educator Workshops

- **442** Educators have participated
- Topics such as "Supporting the School Community following Community Trauma"
- 100% of Educators agreed the Workshops increased their confidence to identify signs of psychological distress in children & know how to support them.

*"The resources shared were great and I was able to work through some discussions with my students using these resources"* (School Teacher)



## Parent/Carer Sessions

- Group & individual sessions, focusing on both parental wellbeing and parents supporting their child.
- 100% of Parents noted they left the sessions with a better understanding of the importance of their own wellbeing in supporting their child.

*"I learnt the importance of looking after my own wellness to better support my child".* (Parent)



## Telecare Therapy

- **99** children have benefited from therapy in their area of greatest need

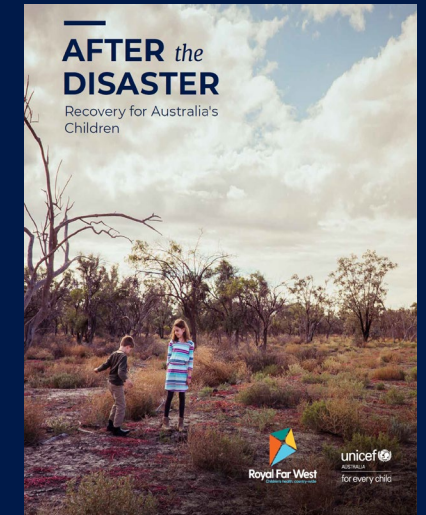
*"How much has the therapy provided your child with strategies to cope with change and difficult life events such as bushfires?"*

- "A moderate amount": 39%
- "A large amount": 39%
- "A very large amount": 22%

*"I was most impressed by the techniques and tools to help my child express his emotions and feel calm"* (Parent)

# How Our Learning Informs The Future: Key Recommendations

- **Research and evidence**
  - Fund research to understand the needs and ‘voice’ of children, and the interventions and responses that most support them, particularly those who are affected by trauma and disadvantage
- **Policy and Frameworks**
  - Commission a review of relevant policies and frameworks that guide disaster planning, response and recovery efforts to ensure the unique needs of children are specifically identified and addressed
- **Investing in children and young people**
  - Fund mental health and wellbeing programs in rural and remote communities, increased education for communities about the impact of disasters on children
- **Take a local community-based approach**
  - Establish a panel of preferred providers that are ‘fit for purpose’ to respond quickly in the event of a natural disaster or emergency event that can provide relief and long-term recovery programs for children



Scan the QR code to learn more about our key recommendations and read our full Advocacy Report.



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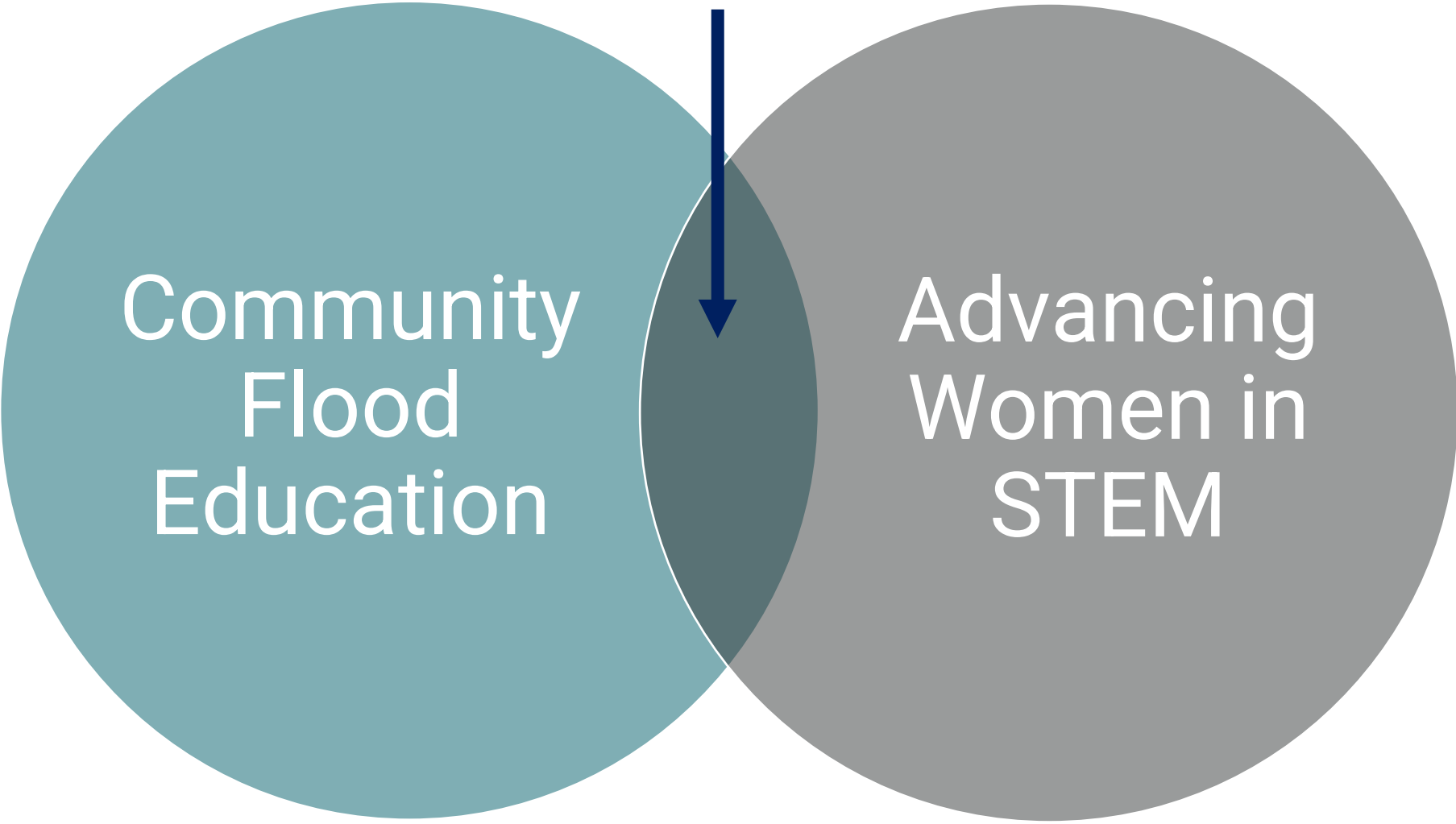
## Connecting the dots between community flood education and advancing women in STEM

**Catherine Walker**

Regional Manager, NSW, Water Modelling Solutions



# This Presentation



Community  
Flood  
Education

Advancing  
Women in  
STEM

# Shoutout to teachers!

How I imagined myself as a Teacher...



How I feel as a Teacher...



Teacher: Anyone have any questions?

Students: No

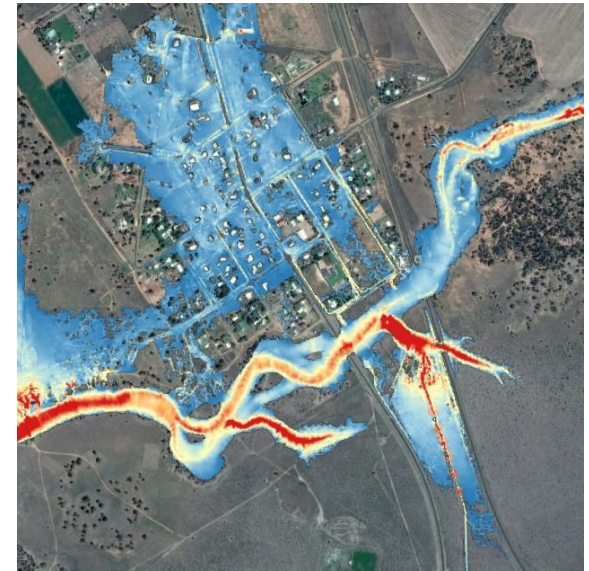
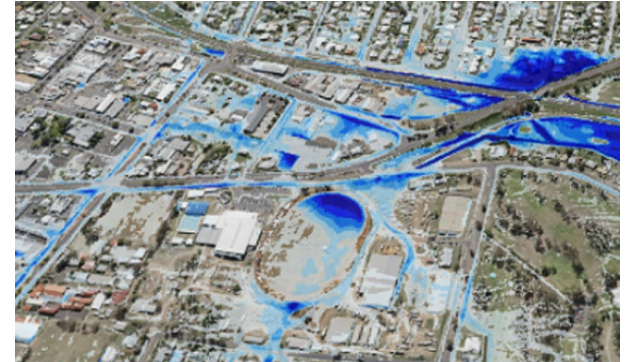
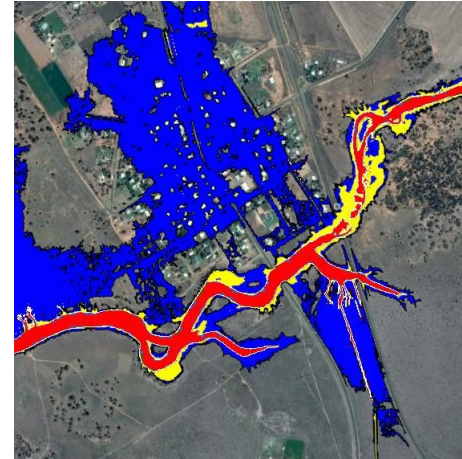
Teacher: Alright, go ahead and get started.

\*Students one minute later:



# What does a flood engineer do?

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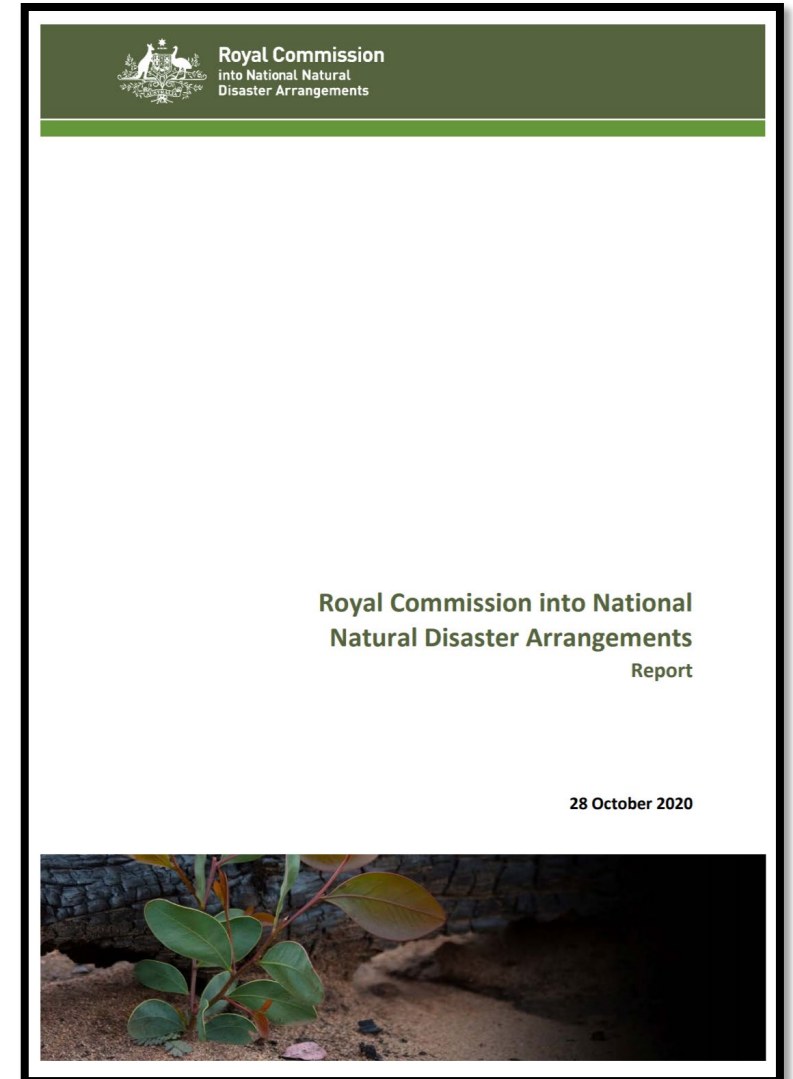


# Importance of community flood education

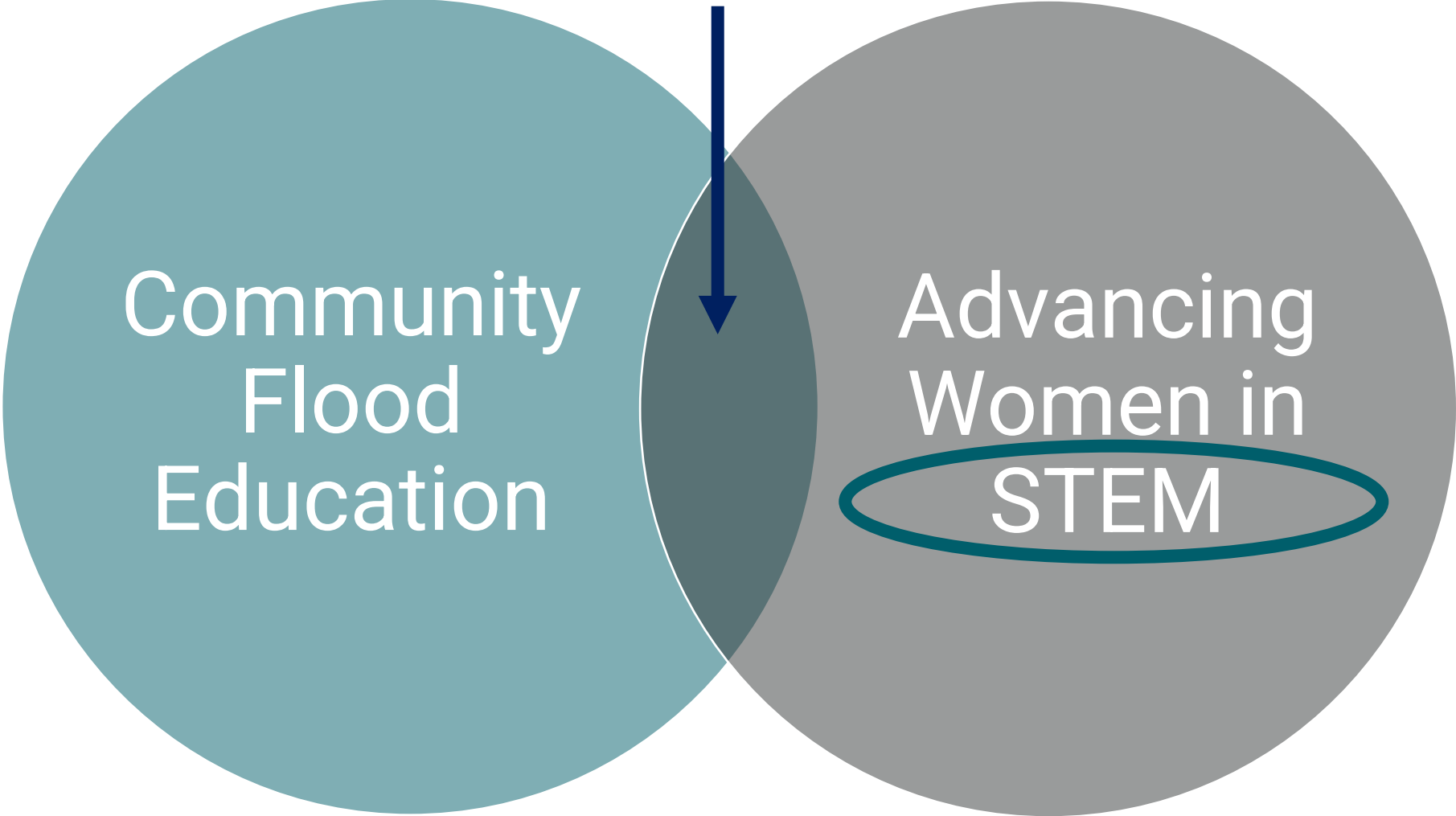


Communities that are aware of their flood risk are more resilient – i.e. more able to prepare for, respond to and recover from flood

*"...governments have a critically important role in providing information on disaster risks via community education and engagement programs. These education and engagement programs...should be fit for purpose – accounting for changing risk profiles and community demographics"* (Royal Commission into National Natural Disaster Arrangements Report, Oct 2020, Section 10.3).



**This  
Presentation**



Community  
Flood  
Education

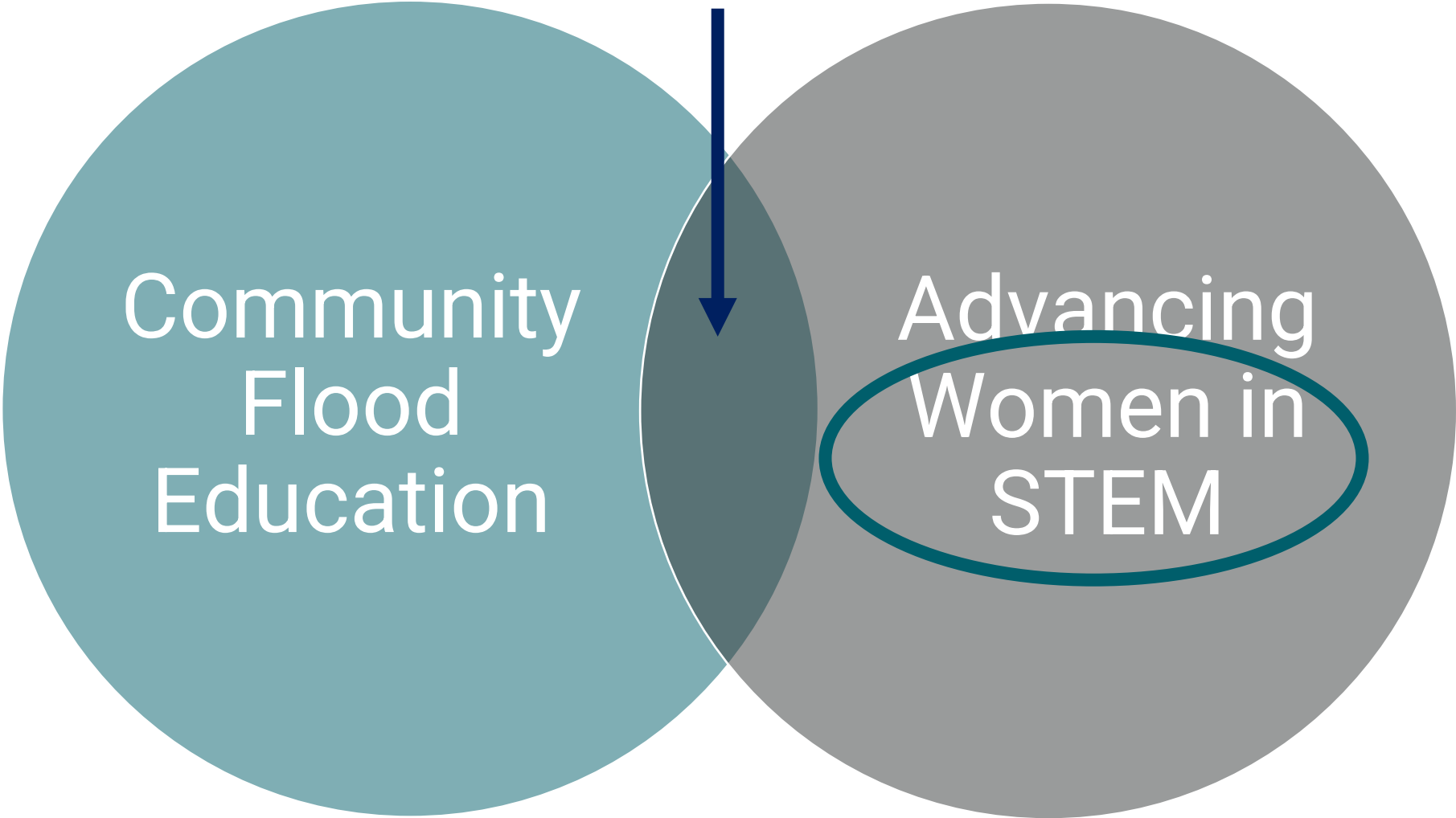
Advancing  
Women in  
STEM

# Floodplain Risk Management & STEM

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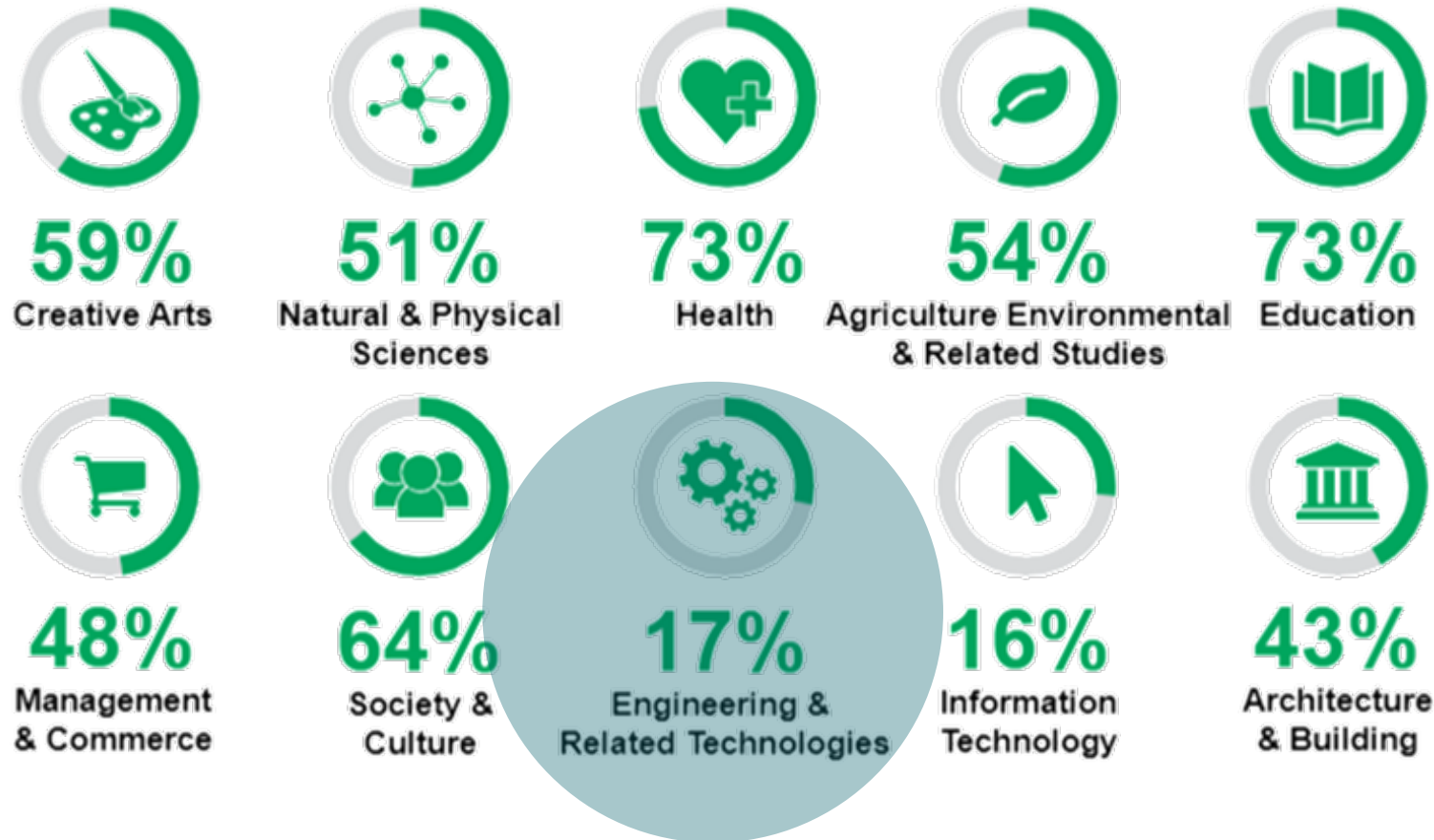
# This Presentation



Community  
Flood  
Education

Advancing  
Women in  
STEM

# Under-representation of Women in STEM fields



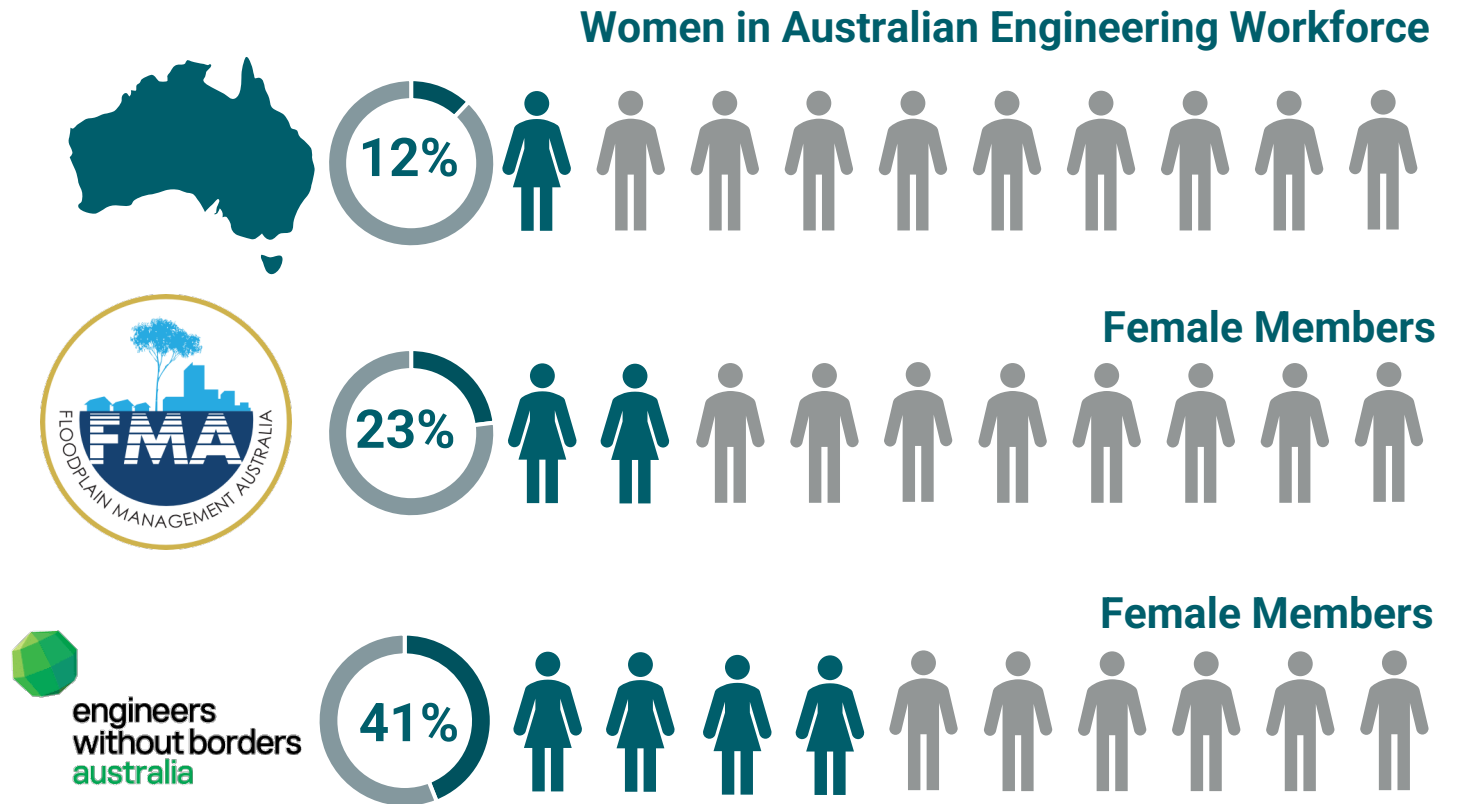
*Misconceptions about what 'STEM careers' are, a lack of female role models and the perception that 'some STEM fields are a better fit for males' are cited as some of the biggest barriers to girls and women participating and persisting in STEM.*

Female participation rate – Students commencing full time bachelors degrees in 2016  
(Engineers Without Borders, 2020)



# Motivators for Women in STEM

A growing body of research in the engineering education space is demonstrating that curriculum which emphasises the *social relevance of engineering* is linked to more gender diverse student cohorts (Engineers Without Borders (EWB), 2020).



# Added Benefit - Bringing STEM subjects to life & boosting safety messaging

*'More should also be done to communicate the risks of entering floodwater in a vehicle from the passenger's point of view, both to support advocacy of passengers (including children) as well as to encourage drivers to view risks from the perspectives of others in the vehicle'*



Pearl  
@oba\_acquah

Another day has passed and I haven't used Pythagoras theorem

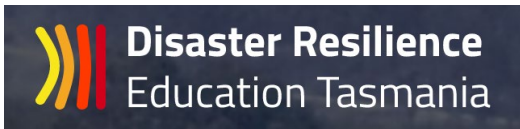
11:31 PM · 26 Apr 18

43.1K Retweets 72.9K Likes

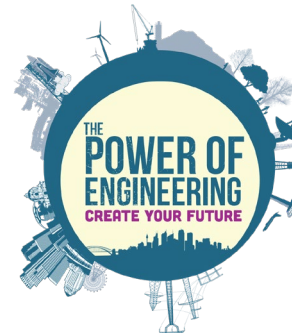


# So what resources are out there?

## Existing Lesson Plans and Programs

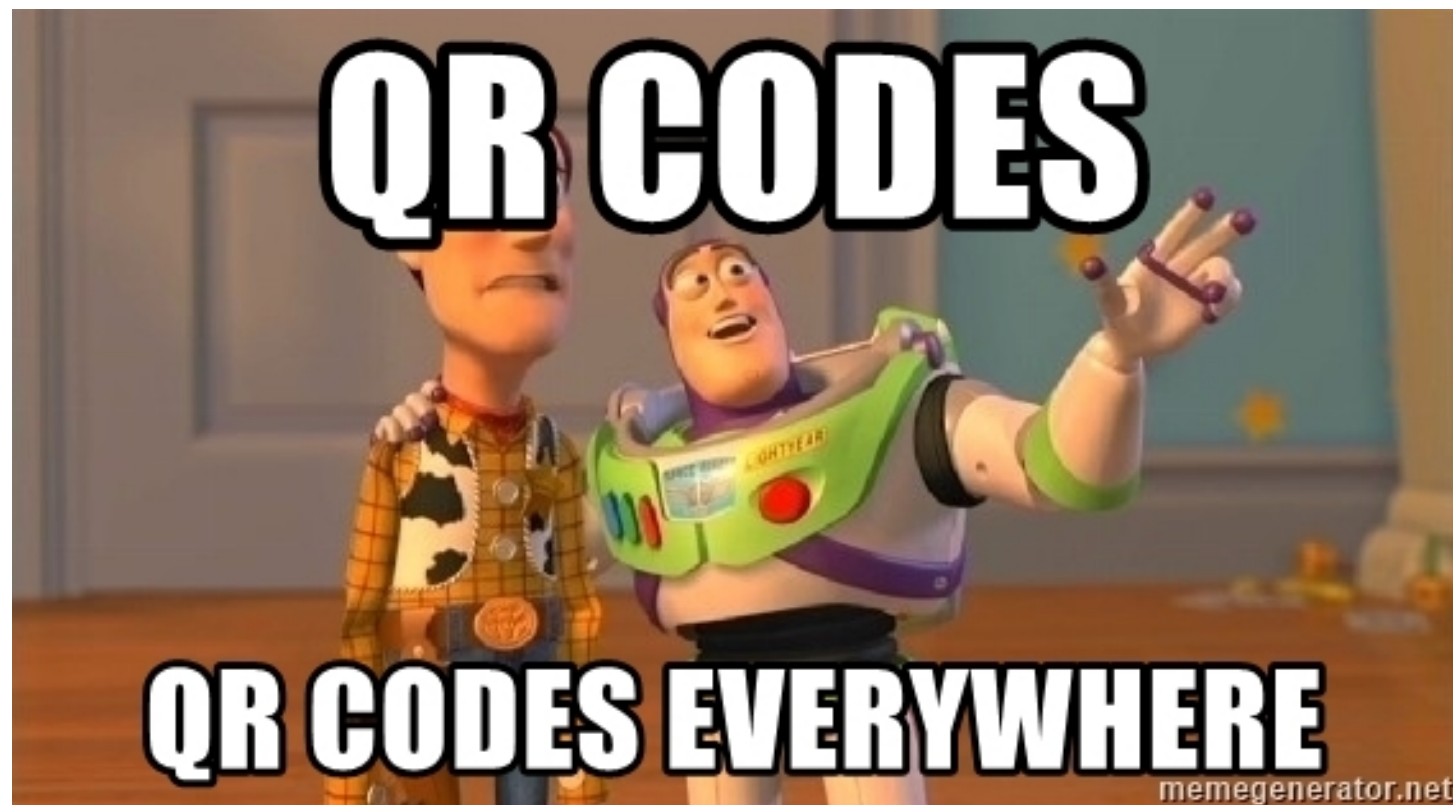


## Existing Volunteering Programs and Engagement Opportunities



Over to you!

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# 2021 National DRANZSEN Forum



Australian Institute for  
Disaster Resilience



Australian Government  
National Recovery and Resilience Agency

## Learner agency in bushfire education: An explanatory case study from Harkaway Primary School, Victoria

**Dr Briony Towers**

Founder and Co-director, LEADRRR (Learning Ecologies for Action on DRR and resilience)

**Leigh Johnson**

Principal, Harkaway Primary School

# Learner agency in bushfire education

## A case study from Harkaway Primary School

**Briony Towers** / Bushfire and Natural Hazards CRC

**Leigh Johnson** / Harkaway Primary School

**Harkaway Bushfire Safety Committee** / Harkaway Primary School

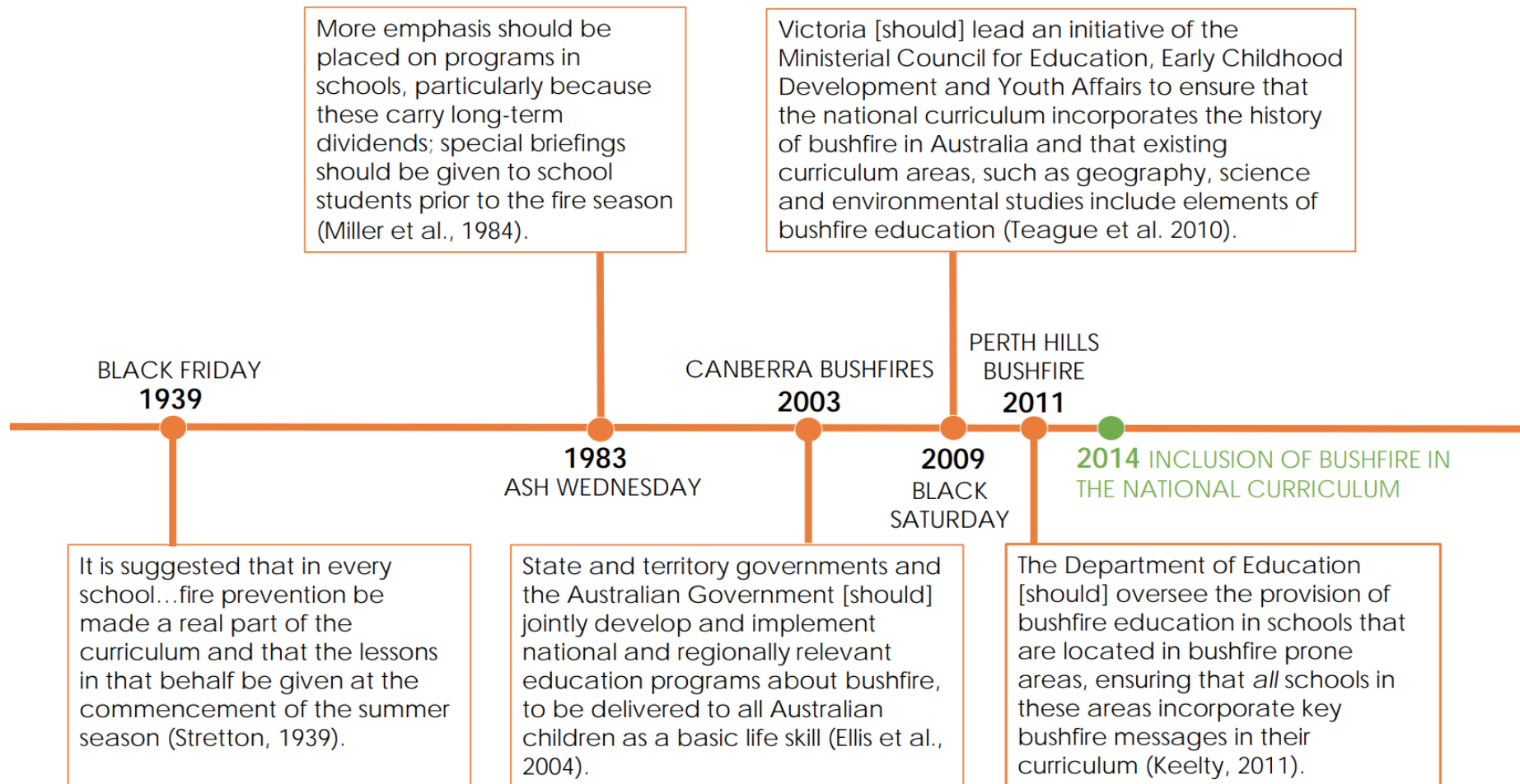


**Business**  
Cooperative Research  
Centres Programme



Centre for  
Urban Research







# Australian Curriculum

## GRADE 5 HUMANITIES AND SOCIAL SCIENCES

### Geography - Knowledge and Understanding

The impact of bushfires or floods on environments and communities, and how people can respond

- mapping and explaining the location, frequency and severity of bushfires or flooding in Australia
- explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities
- researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding



# Our research

Building Best Practice in CCDRR

Bushfire and Natural Hazards  
Cooperative Research Centre



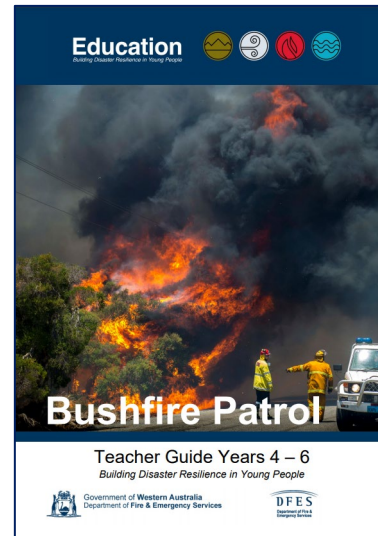
**Strathewen Arthurs Creek Bushfire  
Education Partnership**



**Harkaway Bushfire Safety  
Committee**



**Anglesea Survive and Thrive**



**DFES Bushfire Patrol**



**RFS Project Firestorm**

# Learner agency

Learner agency implies a sense of responsibility as students participate in society and aim to influence people, events and circumstances for the better.

Agency requires the ability to frame a guiding purpose and identify actions to achieve a goal.

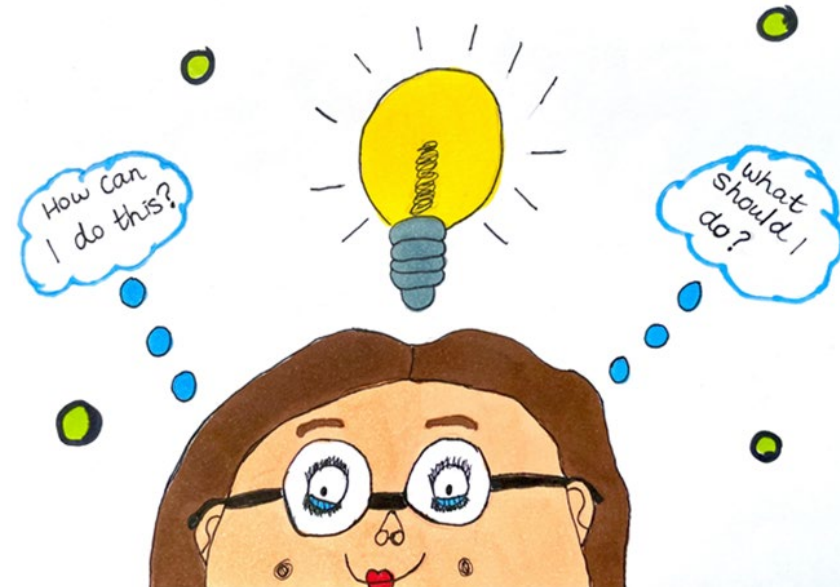
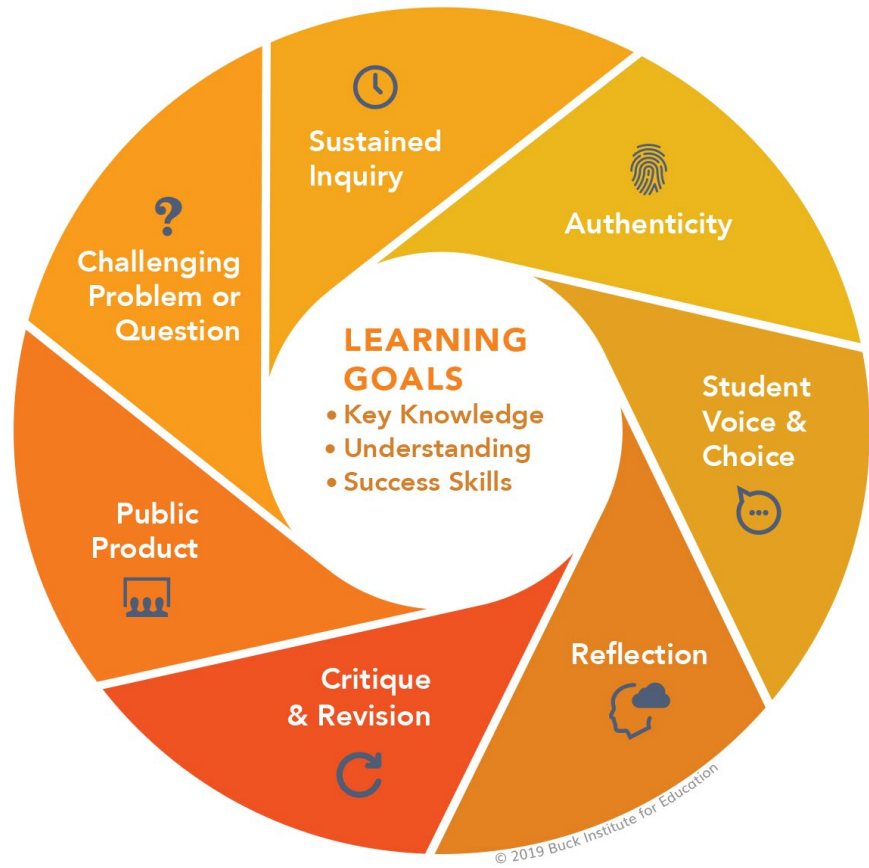
It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others.

-OECD. (2020). Learner Compass: Student Agency for 2030.



# Harkaway Case Study

Project based learning for bushfire safety



Artwork by Keadley, Harkaway P.S.

## Space

**Provide a safe and inclusive space for children to form a view.**

- Have children had an opportunity to build their understanding of hazards and risks?
- Have children been supported to assess hazards and risks in their own local context?
- Have children been supported to identify an authentic problem or issue of concern and develop a feasible solution?

## Voice

**Create opportunities for children to express their views.**

- Have children been provided with a range of options for communicating their problem and solution?
- Have children been given time, space and resources to communicate their problem and solution effectively?
- Do children feel ready to share their problem and solution with others?

## Audience

**Ensure that children's views are communicated to someone who has the responsibility to listen.**

- Have children had an opportunity to identify their intended audience?
- Does the intended audience have the power to make decisions and take action?
- Are there processes and platforms in place for children to communicate with their intended audience?

## Influence

**Ensure that children's views are listened to, and acted upon, where appropriate.**

- Are there mechanisms in place for children to evaluate their impact?
- Are there opportunities for children to engage in dialogue with decision-makers?
- Have children been provided with feedback explaining the reasons for the decisions taken?

View the Harkaway Primary School's Bushfire Safety Manifesto here: <https://www.youtube.com/watch?v=FP5R-gYZUPI>



View the Preparedness 1: Child-centred disaster risk reduction video here: <https://www.youtube.com/watch?v=DeaerwNSqAc>



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## Q & A

Don't forget to enter you questions into the Q&A box.





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National Recovery and Resilience Agency

Australian Institute for  
Disaster Resilience 

# 2021 DRANZSEN Teachers Forum

## When

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Wednesday 27 October  
4.00–5.30pm (AEDT)  
Online via Zoom

## Cost

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FREE

## Register

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[AIDR.ORG.AU/EVENTS](https://aidr.org.au/events)

## Speakers

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Dr Toni Cox, Stile  
Janine Meadley, Cool  
Australia



Australian Government  
National Recovery and Resilience Agency

Australian Institute for  
Disaster Resilience



# Resilient Australia Awards 2022

SUBMISSIONS OPEN MARCH 2022

The Resilient Australia Awards celebrate and promote initiatives that build whole of community resilience to disasters and emergencies around Australia, as well as images capturing resilience in action. The awards recognise collaboration and innovative thinking across all sectors.



NATIONAL  
AWARD



MENTAL HEALTH &  
WELLBEING AWARD



BUSINESS  
AWARD



GOVERNMENT  
AWARD



LOCAL GOV  
AWARD



SCHOOL  
AWARD



PHOTOGRAPHY  
AWARD



COMMUNITY  
AWARD

[WWW.AIDR.ORG.AU/RAA](http://WWW.AIDR.ORG.AU/RAA)

# 2021 National DRANZSEN Forum



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## Event concludes

Thank you for attending today's webinar.

If you are interested in presenting at future DRANZSEN events, including our upcoming **Teachers Forum in 2021** or if you work with young people who would be interested in sharing their experiences of DRE at our **2022 Youth Forum** please email [owen.ziebell@aidr.org.au](mailto:owen.ziebell@aidr.org.au)

Australian Institute for  
Disaster Resilience



Australian Government  
National Recovery and Resilience Agency

AIDR HANDBOOK SHOWCASE

# Disaster Resilience Education for Young People

Wednesday 1 September, 2–3pm AEST

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## GUEST SPEAKERS

**Neil Dufty**  
Molino Stewart

**Andrea Baldwin**  
Queensland Centre for Perinatal  
and Infant Mental Health

**Lesley King**  
Tasmania Fire Service