Australian Curriculum Review 2021

Submission by Australian Institute for Disaster Resilience (AIDR)

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Contents

Executive Summary

The 2021 Australian Curriculum Review presents the opportunity for disaster resilience education to become a key component in the lives of young Australians. Living and coping with disasters is a necessary life skill that young Australians require. There is an opportunity to elevate the importance of disaster resilience education in the 2021 Australian Curriculum Review that is not currently being realised.

Over the past decade, empirical research from around the world has demonstrated that disaster resilience education (DRE) can deliver a wide range of benefits for young people and their communities, including increased awareness of local hazards and disaster risks, increased levels of household planning and preparedness, increased capacity for effective emergency response, and reduced hazard-related worries and fears (Towers, et al., 2016).

Recent research has also found that quality DRE is associated with a range of beneficial personal development outcomes, including increased confidence and enhanced leadership and communication skills (Towers, et al., 2016). Importantly, the existing research further indicates that students highly value the learning opportunities that DRE can provide, with teachers reporting a high level of student engagement in DRE activities (Towers, et al., 2016). These benefits are made even more important by the impact of climate change on the frequency and intensity of natural hazards in Australia.

Scientific evidence from the Bureau of Meteorology (BOM) and the Commonwealth Scientific and Industrial Research Organisation (CSIRO) shows that a variable and changing climate is expected to further increase the severity and frequency of many natural hazards in Australia (Bureau of Meteorology, 2018). The Fifth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC) noted that there will be an 'increased frequency and intensity of flood damage to settlements and infrastructure in Australia', and an increase in the 'number of days with extreme fire weather' and 'greater frequency and intensity of droughts' (Intergovernmental Panel on Climate Change, 2014).

Education, information, and community approaches, including those that are informed by Indigenous knowledge and local knowledge, can accelerate widescale behaviour changes (Intergovernmental Panel on Climate Change, 2014). The inclusion of DRE in the curriculum has the potential to spark a cultural and generational change in the way Australians interact with natural hazards. Failure to do so will further compound the increasing and cascading impacts of natural hazards in Australia (Moreton, 2020).

Local communities are also deeply impacted by the economic costs of disasters. The economic cost of disasters to Australian communities in the 10 years to 2016 has averaged $18.2 billion per year. This figure is expected to rise to an average of $39 billion per year by 2050 (ABR, 2017). It is noted that, at the time of this submission, this projected figure is being updated. The intangible costs of the impact on young people's lives, their health and wellbeing, education, employment, and community networks as well as environmental damage are at least equal to, if not greater than, tangible costs (ABR, 2017).

Young people across Australia have clearly indicated that they want to learn more about natural hazards and how they are directly impacted. The Our World Our Say survey, led by the Australian Institute for Disaster Resilience, World Vision, and other partner organisations in 2020, found that of the 1,500 young people surveyed, 88% think they should be learning more about natural hazards and how to reduce the risk of disaster. Over 90% of the young people surveyed had lived through at least one natural hazard event and over 60% felt that disasters were occurring more frequently (Australian Institute for Disaster Resilience, 2020). Young people in Australia do not simply need disaster resilience education, they want it.

It is also important to acknowledge the impact of preventable residential fire fatalities and the need to educate young people on the misuse of fire. Recent research by Macquarie University showed that 'on average, more than one fire-related death occurs in a residential context every week in Australia' (Coates, et

al., 2019). Over three years, this number equates to approximately the same number of deaths, 173, that occurred during the 2009 Black Saturday bushfires (Coates, et al., 2019).

Currently there are multiple areas in the Australian Curriculum where DRE is applicable. DRE enables young Australians to become active and resilient members of their communities capable of coping with emergencies and disasters. Many of the proposed changes to the Curriculum reduce or remove the ability for DRE to be implemented. The Curriculum Review recommendations section in this document illustrates opportunities for the Australian Curriculum, Assessment and Reporting Authority to achieve this outcome.

Australian Institute for Disaster Resilience

The Australian Institute for Disaster Resilience (AIDR) is the National Institute for disaster risk reduction and resilience. AIDR was formed in 2015, with funding and support from the Australian Government, and operates as a business unit of the Australasian Fire and Emergency Service Authorities Council (AFAC), the National Council for fire and emergency services, in collaboration with the Australian Red Cross. AIDR is a networked organisation that connects and supports a variety of stakeholders across multiple sectors, states, and territories. These include the emergency management sector, those working to support disaster risk reduction and resilience across all levels of government, the private sector, and the community sector (Australian Institute for Disaster Resilience, 2021).

Communities across Australia are experiencing increasingly severe and frequent disasters and emergency events. Compounded with the driver of a changing climate, the possibility of natural hazards triggering disasters of unprecedented scale continues to grow. There is a need for sectors to work together with a shared sense of responsibility to enhance Australia's capacity to withstand and recover from disasters.

AIDR provides professional guidance and networking opportunities for stakeholders in DRE (education sector, emergency services, youth-focused organisations) framed by AIDR's strategic vision for DRE. AIDR supports the Disaster Resilient Australia-New Zealand School Education Network (DRANZSEN) through regular communications and case studies of youth participation in DRE (Australian Institute for Disaster Resilience, 2021). The national Disaster Resilience Education Strategy Group (DRESG) provides leadership and direction for DRANZSEN and the AIDR Education for Young People Program. Group membership includes representatives from policy, research, education and emergency management at both the state/territory and Commonwealth level (Australian Institute for Disaster Resilience, 2021).

AIDR delivers a range of products and services on behalf of the Commonwealth Government to support a disaster resilient Australia. These include:

1. **The Australian Disaster Resilience Handbook Collection** - Supports the implementation of the *National Disaster Risk Reduction Framework* by providing national principles and guidance to strengthen the resilience of Australian communities to disaster.
2. **Networking and National Capability Events Program** - Builds knowledge, skills, and connections that support disaster resilience through a regular program of curated professional development events and learning opportunities tailored for those working and volunteering in disaster resilience across a range of sectors.
3. **Education for Young People Program** - Promotes the development of DRE as a vital component in children and young people's learning. Provides strategic support for stakeholders from the education sector, emergency services, and youth-focused organisations to facilitate networks and professional learning.
4. **Volunteer Leadership Program** - Supports the local leadership capability of disaster resilience and emergency management volunteers amongst community organisations, not-for-profits, disaster relief organisations and local government.
5. **Knowledge Management** – AIDR provides thought leadership for disaster resilience through the curation of contemporary knowledge products including the Australian Journal of Emergency Management, Australian Disaster Resilience Knowledge Hub, Knowledge Collections and practice papers.
6. **National Emergency Risk Assessment Guidelines Online Training** – Accelerates disaster resilience policy maker and practitioner understanding and implementation of the National Disaster Risk Reduction Framework

(NDRRF), the National Emergency Risk Assessment Guidelines, and new guidance materials for Strategic Decisions on Climate and Disaster Risk.

7. **Australian Emergency Management Library** – Library resources and services are readily accessible, and in a variety of media, to meet the needs of individuals and groups for education, information, and professional development.

Disaster Resilience Education Strategy Group (DRESG)

The Education for Young People program is led by DRESG. Member organisations include:

- Australian Institute of Disaster Resilience
- Australian Red Cross
- Australian Catholic University
- New South Wales Department of Education
- Bushfires and Natural Hazards Cooperative Research Centre
- National Recovery and Resilience Agency
- Strathewen Primary School, Victoria
- Geography Teachers Association of Victoria
- RMIT University
- Leva Consulting
- Australian National University
- Victorian State Emergency Service
- CQ University

Additional agency endorsements

AIDR, as a business unit of AFAC, has received endorsement for this submission by the following fire and emergency service agencies:

- Fire and Rescue New South Wales
- Country Fire Authority Victoria
- New South Wales Rural Fire Service
- Western Australia Department of Fire and Emergency
- Tasmania Fire Service
- South Australia Country Fire Service
- South Australian Metropolitan Fire Service
- Fire Rescue Victoria

The submission is also endorsed by the following agencies:

- Save the Children Australia
- Queensland Centre for Perinatal and Infant Mental Health

Disaster risk reduction and resilience

Natural hazards are part of the Australian landscape; a potential threat to the personal, natural, cultural, and economic resources which support communities to thrive. Over the past ten years, bushfires, floods, and cyclones have claimed hundreds of Australian lives (Australian Institute for Disaster Resilience, 2021). As cities and communities grow and evolve, and weather patterns become more extreme, young Australians can anticipate increasing exposure to hazards, including prolonged heatwaves, severe storms, floods, and bushfires. *The reality of increasing disaster risk in Australia is not yet acknowledged in formal education.*

The lack of a shared vision and overarching strategy for DRE contributes to the vulnerability of children and young people and represents a significant gap in our national efforts to 'enhance Australia's capacity to withstand and recover from emergencies and disasters' (Commonwealth of Australia, 2011). To develop skilled and resilient communities, young learners need to understand the nature of risk in their local environment and their role in reducing exposure and vulnerability to harm.

DRE equips young Australians with the skills, knowledge, and confidence to take protective action before, during, and after an emergency or disaster. DRE promotes a vision of young Australians who are empowered to participate as active members in skilled and resilient communities, working to reduce the risk of disaster (Australian Institute for Disaster Resilience, 2020).

Disaster resilient young people:

- Recognise specific hazards and understand risks in their local environment.
- Learn from the experiences, knowledge, skills, and cultural wisdom of others.
- Demonstrate skills and strategies for staying safe, seeking help, fire safe behaviours, and helping others.
- Practise protective strategies for mental health and personal resilience.
- Are connected and active in their local communities.
- Respect the environment and make sustainable choices.
- Consider the needs of others and collaborate to achieve shared goals.
- Design solutions to prevent hazard events from becoming disasters.
- Share their learning, opinions, and ideas with decision-makers.
- Participate in actions for recovery in the aftermath of a disaster or other traumatic incident.

Disaster resilient schools:

- Are safe and secure environments with effective emergency management arrangements.
- Are supported to protect, empower, and enable the participation of children, before, during and after an emergency event or disaster.
- Are recognised in their special role as centres of learning, culture, wellbeing and connection for young people, families, educators, and staff in diverse communities.

Legislative frameworks and guiding principles

Disaster risk reduction and resilience have been identified as key priority areas throughout local, national, and international frameworks, including the United Nations (UN) *Sendai Framework*, the *National Disaster Risk Reduction Framework*, and the *Comprehensive School Safety Framework* (GADRRRES, 2017). DRE is recognised as a key priority within these frameworks. DRE empowers young Australians to act locally while engaging with an ever more connected world as global citizens.

International frameworks and agreements

Sendai Framework for Disaster Risk Reduction 2015-2030

The *Sendai Framework for Disaster Risk Reduction* was adopted by UN member states and endorsed by Australia in March 2015, during the Third UN World Conference on Disaster Risk Reduction in Sendai, Japan. It has four priorities which aim to prevent new and reduce existing disaster risks, through:

i.   Understanding disaster risk.
ii. Strengthening disaster risk governance to manage disaster risk.
iii. Investing in disaster reduction for resilience.
iv. Enhancing disaster preparedness for effective response, and to 'Build Back Better' in recovery, rehabilitation, and reconstruction (United Nations Office for Disaster Risk Reduction, 2015).

DRE is referenced extensively in the *Sendai Framework*. Below are excerpts relating to DRE:

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I. Preamble

7. Governments should engage with relevant stakeholders, including women, children and youth, persons with disabilities, poor people, migrants, indigenous peoples, volunteers, the community of practitioners and older persons in the design and implementation of policies, plans and standards.

Priority 1: Understanding disaster risk

23. Policies and practices for disaster risk management should be based on an understanding of disaster risk in all its dimensions... Such knowledge can be leveraged for the purpose of pre-disaster risk assessment, for prevention and mitigation and for the development and implementation of appropriate preparedness and effective response to disasters.

National and local levels

24 (I). To promote the incorporation of disaster risk knowledge, including disaster prevention, mitigation, preparedness, response, recovery, and rehabilitation, in formal and non-formal education...

III. Guiding principles

18D: Substantially reduce disaster damage to critical infrastructure and disruption of basic services, among them health and educational facilities, including through developing their resilience by 2030.

19 (d): Disaster risk reduction requires an all-of-society engagement and partnership. It also requires empowerment and inclusive, accessible, and non-discriminatory participation, paying special attention to people disproportionately affected by disasters, especially the poorest. A gender, age, disability, and cultural perspective should be integrated in all policies and practices, and women and youth leadership should be promoted...

V. Role of stakeholders

36.(a)(ii) Children and youth are agents of change and should be given the space and modalities to contribute to disaster risk reduction, in accordance with legislation, national practice and educational curricula.

(United Nations Office for Disaster Risk Reduction, 2015)

As highlighted above, policies and practices for disaster risk management should be based on an understanding of disaster risk in all its dimensions of vulnerability, capacity, exposure of persons and assets, hazard characteristics and the environment. To achieve this, it is important to promote the incorporation of disaster risk knowledge, including disaster prevention, mitigation, preparedness, response, recovery, and rehabilitation, in the Australian Curriculum.

The Paris Climate Agreement was agreed to by 196 parties at COP 21 in Paris on 12 December 2015 and was adopted the following year on 04 November 2016. The goal of the agreement is to limit global warming by less than 2 degrees Celsius and ideally less than 1.5 degrees Celsius. This agreement was a landmark multilateral step toward combatting climate change and the impacts it is having on people throughout the world. Australia is a signatory to the agreement (UNICEF, 2015).

The agreement outlines a wide range of steps to be taken to reduce rising global temperatures. The importance of education in combatting climate change is stipulated under Article 12:

Parties shall cooperate in taking measures, as appropriate, to enhance climate change education, training, public awareness, public participation and public access to information, recognizing the importance of these steps with respect to enhancing actions under this Agreement.

(UNICEF, 2015)

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Disaster Resilience

As previously mentioned, climate change is having a direct impact on the frequency and severity of natural hazards in Australia. It is important that climate change and an increasing risk of natural hazards and disasters be incorporated into the Australian Curriculum in more detail and throughout the entire curriculum, not just in the science domain. This will be discussed in further detail later in the submission.

United Nations Convention on the Rights of the Child (UNCRC)

Traditionally, the UNCRC has predominantly been applied to the protection of children's rights in political, legal, and community development contexts. However, it also deals with matters of relevance to children's rights to protection from hazards and disasters.

For example, Article 3 of the UNCRC requires signatory states to 'ensure the child such protection and care…and to this end should take all appropriate legislative and administrative measures'. Article 13.1, for instance, relates to a child's right to freedom of expression which includes 'the right to seek, receive, and impart information and ideas of all kinds…of the child's choice'. Additionally, Article 12.1 requires that signatory states will 'assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child' (UNCHR, 1990).

As previously mentioned, the experience of disaster can affect children in a way that severely undermines their physical and psycho-social well-being. As such, signatory states are required to take all appropriate measures to ensure their protection from extreme natural events and to provide adequate relief when a disaster does occur. There are also provisions in the UNCRC that protect a child's right to access information about hazards and disasters.

The UNCRC not only assures a child's right to protection from disaster by requiring that signatory states take all necessary steps to mitigate or prevent natural hazards and disasters, it also assures a child's right to access information regarding hazards and disasters and to participate in disaster related decision-making that affects them (UNCHR, 1990). As a signatory, Australia should stipulate the study of contextually relevant hazards and disasters within the Australian Curriculum.

Comprehensive School Safety Framework

The *Comprehensive School Safety Framework* was developed by the United Nations Office for Disaster Risk Reduction (UNDRR) in support of The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and The Worldwide Initiative for Safe Schools. The frameworks' aim is to:

- Protect students and educators from death, injury, and harm in schools.
- Plan for the continuity of education through all expected hazards and threats.
- Safeguard education sector investments.
- Strengthen risk education and resilience through education (GADRRRES, 2017).

These aims rest on three key pillars:
- Pillar 1: Safe Learning Facilities
- Pillar 2: School Disaster Management
- Pillar 3: Risk Reduction and Resilience Education (GADRRRES, 2017).

Pillars 2 and 3 are particularly relevant to the current Australian Curriculum Review.

Pillar 2 provides an avenue in which emergency management agencies and other organisations outside of the education sector can link with schools and young people. In addition to this it stresses the importance of

educational continuity at a national and sub-national level, providing support to children with disabilities, and conduct community-linked simulations (GADRRRES, 2017). Pillar 3 stipulates that educational institutions should address all dimensions of risk reduction education and a culture of safety and resilience (GADRRRES, 2017).

Where Pillars 2 and 3 intersect provides a strong conduit into the homes of young people, where lessons learned in prevention, preparation, and response to fire and natural hazards in the classroom can be transferred to the household. Children and young people are able to transfer learnings from school drill practice to the home environment, participating and implementing whole-of-household developed emergency plans.

The *Comprehensive School Safety Framework* has been recognised by Australian emergency management agencies as a valuable mechanism for the delivery of DRE in schools. The inclusion of DRE as a cross-curricular priority would enable Australian schools to fulfil the aims of Pillars 2 and 3.

National frameworks and policies

National Strategy for Disaster Resilience

The *National Strategy for Disaster Resilience* was endorsed in November 2011 by the Ministerial Council for Police and Emergency Management with the aim of developing strategies to increase resilience throughout Australian communities. It was determined that the application of resilience-based approaches was not solely the domain of emergency management agencies, but instead it is a shared responsibility across governments, businesses, communities, and individuals at a federal, state, and local level. Education and the importance of developing greater understanding of risks and are key factors in this strategy (Department of Home Affairs, 2011). Listed below are the relevant sections:

Sections 3.2 – Understanding risk
'Australia's vast and diverse regions, landscapes and climatic variations mean we will continue to be at risk from the damaging impacts of disasters. <u>Underpinning a disaster resilient community is knowledge and understanding of local disaster risks</u>…

> ***Priority outcomes:***
> *Risk reduction knowledge is included in relevant education and training programs, such as enterprise training programs, professional education packages, schools and institutions of higher education.'*
> (Department of Home Affairs, 2011)

Section 3.3 – Communicating with and educating people about risks
'Risks can be reduced but they cannot be eliminated. Risks should be openly discussed in order to anticipate and manage them. For Australia to become more resilient to disasters, a clearer understanding of our risks and what to do about them is needed…<u>Knowledge, innovation and education can enhance a culture of resilience at all levels of the community and should contribute to a continual cycle of learning</u>.

> ***Priority outcomes:***
> *Strong networks across sectors and regions share information and build skills and understanding at all levels.'* (Department of Home Affairs, 2011)

Section 3.5 - Empowering individuals and communities to exercise choice and take responsibility
'Fundamental to the concept of disaster resilience, is that individuals and communities should be more self-reliant and prepared to take responsibility for the risks they live with. <u>For a resilient nation, all members of the community need to understand their role in minimising the impacts of disasters, and have the relevant knowledge, skills and abilities to take appropriate action</u>…

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Priority outcomes:
Programs and activities in schools and the broader community actively encourage volunteering'
(Department of Home Affairs, 2011)

The inclusion of DRE in the Australian Curriculum is essential to the success of the above-mentioned strategies. It facilitates the development of partnerships with contextually relevant emergency management agencies, enables communities to gain greater understanding of hazards and risk that impact them, supports recovery after an emergency or disaster, and provides skills to better prepare.

National Disaster Risk Reduction Framework

The *National Disaster Risk Reduction Framework* 'sets out the foundational work required nationally, across all sectors, to reduce disaster risk, minimise new disaster risk, and deliver better climate and disaster risk information' (Department of Home Affairs, 2020). It was developed in partnership by over 100 participants and 80 organisations across government and non-government areas and endorsed by the Council of Australian Governments on March 13, 2020 (Department of Home Affairs, 2020).

National Priority 1 of the framework is to 'Understand disaster risk'. Within this priority there are seven strategies, all aimed at reducing risk and increasing community understanding of hazards. The most relevant of these seven to the current Australian Curriculum Review are Strategies A, E, and F:

> **Strategy A:** '*Improve public awareness of, and engagement on, disaster risks and impacts…*'
> **Strategy E:** '*…links between policy, research, operational expertise and formal education should be strengthened to improve understanding of risk.*'
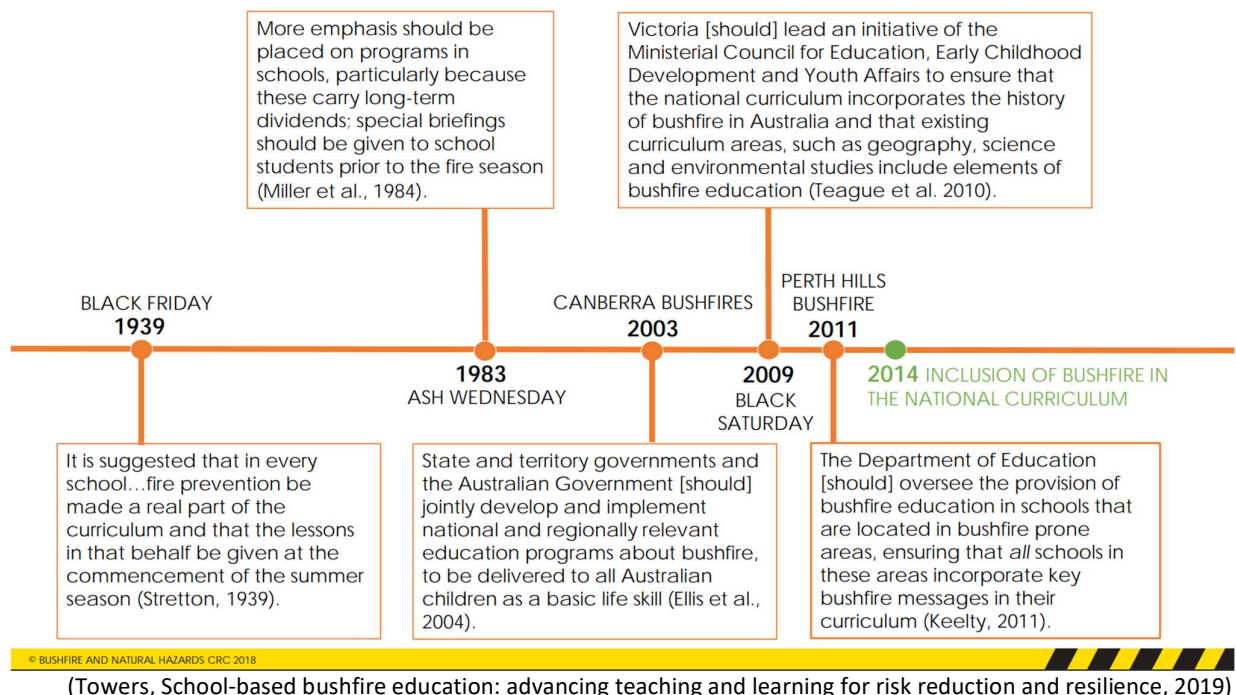> **Strategy F:** *'Support long-term and solution-driven research, innovation, and knowledge practices, and disaster risk education…'*

(Department of Home Affairs, 2020)

Diverse ways of understanding and reducing disaster risk are needed to address disaster. This includes listening to student voice advocating for change, utilising STEM, and inquiry-based approaches to learning to empower students to develop solutions to the problems, not just be passive participants. Developmentally appropriate DRE should be included at touch points throughout children and young people's schooling across several curriculum and cross-curriculum areas. This approach facilitates the personalisation of research for students and enhances its' applicability to their own circumstance.

National and jurisdictional inquiries

Over the past 80 years, formal inquiries into major disasters have identified DRE as an important mechanism for reducing disaster risk and building resilience (see below). Royal Commissions, including the 2009 Victorian Bushfires Royal Commission and the 2019–20 Royal Commission into National Natural Disaster Arrangements, have also made formal recommendations pertaining to education.

(Towers, School-based bushfire education: advancing teaching and learning for risk reduction and resilience, 2019)

2009 Victorian Bushfires Royal Commission

In the aftermath of the 2009 Black Saturday bushfires, the Victorian Bushfires Royal Commission conducted a full and detailed inquiry into the disaster (Teague, McLeod, & Pasco, 2010). Over the course of the inquiry, the Commission heard evidence communities who did not think they would be affected by bushfire and of people whose lack of bushfire knowledge and preparedness had left them highly vulnerable to disaster impacts (Teague, McLeod, & Pasco, 2010).

In its final report, the Commission explicitly identified bushfire education for children as the most effective means by which to rectify this fundamental lack of knowledge and preparedness in the community:

> *The Commission is of the view that educating children about the history of fire in Australia and about safety in the event of a bushfire will probably influence not only the children but also their parents, siblings and extended family and community. A concerted education program remains the most effective approach to instilling the necessary knowledge in Australian families* (Teague, McLeod, & Pasco, 2010)*.*

Accompanying this sentiment was an official recommendation that bushfire education be incorporated into the formal school curriculum:

> *Recommendation 6: Victoria [should] lead an initiative of the Ministerial Council for Education, Early Childhood Development and Youth Affairs to ensure that the national curriculum incorporates the history of bushfire in Australia and that existing curriculum areas, such as geography, science and environmental studies include elements of bushfire education* (Teague, McLeod, & Pasco, 2010)*.*

Victoria led an initiative of the Ministerial Council for Education, Early Childhood Development and Youth Affairs to ensure that the national curriculum incorporates the history of bushfire in Australia and that existing curriculum areas such as geography, science and environmental studies include elements of bushfire education. As a direct result of Recommendation 6, the Australian Curriculum for Grade 5 Geography now

includes a content description pertaining to the "impacts of bushfires or floods on environments and communities and how people can respond" (ACARA HASS, 2021).

2019–20 Royal Commission into National Natural Disaster Arrangements

After the devastating 2019–20 bushfire in Australia's south-east, the Royal Commission into National Natural Disaster Arrangements was announced in February 2020. The Royal Commission, chaired by Air Chief Marshall Mark Binskin AC (Retd), was given broad terms of reference to examine:

- The responsibilities of, and coordination between, Australian, state, territory and local governments relating to natural disasters.
- Australia's arrangements for improving resilience and adapting to changing climate conditions.
- What actions should be taken to mitigate the impacts of natural disasters, and
- Whether changes are needed to Australia's legal framework for the involvement of the Commonwealth in responding to national emergencies.

On 28 October 2020, the Commission Chair presented the report of the Royal Commission, containing 80 recommendations, to the Governor-General, and it was tabled in Federal Parliament later that day (Binskin, Bennett, & Macintosh, Royal Commission into National Natural Disaster Arrangements, 2020). Of the 80 recommendations, the following pertain directly to the need for increased, consistent, education on natural hazards and disasters. Recommendation 10.1 is the most important for children and young people.

> ***Recommendation 10.1 Disaster education for individuals and communities***
> *State and territory governments should continue to deliver, evaluate, and improve education and engagement programs aimed at promoting disaster resilience for individuals and communities.*
>
> ***Recommendation 12.5 National community education***
> *State and territory governments should provide further community education on the function and limitations of different sheltering facilities, including evacuation centres, Neighbourhood Safer Places, places of last resort and natural disaster shelters. This education should be nationally consistent.*
>
> ***Recommendation 13.2 Education on the Australian Fire Danger Rating System***
> *State and territory governments should deliver education to ensure that the public understands the new Australian Fire Danger Rating System ratings, the potential danger attached to each rating, and the action that should be taken in response to each rating.*

Additional recommendations, including those to increase understanding of air quality, warning systems, and care giving make specific mention of the need to increase education and develop a better-informed populace (Binskin, Bennett, & Macintosh, Royal Commission into National Natural Disaster Arrangements, 2020).

State and territory level policies

At the state and territory level, emergency policies, strategies, and plans support the implementation of disaster resilience education into the Australian Curriculum. In Queensland, the State Disaster Management Plan recognises the significant influence that engagement and preparedness have on developing resilience and that school-based programs have a large role to play (Queensland Goverment, 2018). The Tasmanian Emergency Management Arrangements recognises schools are one of the key partners and that they share a responsibility in emergency management and disaster resilience (Tasmanian Government, 2019). In Western

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Australia, the State Emergency Management Plan acknowledges student contribution to the development of emergency management plans as key to their success (Government of Western Australia, 2021).

There is a commonality across the whole of Australia in that young people are acknowledged as playing a key role in disaster preparedness. State and territory governments have recognised that including young people in decision making and consultation facilitates greater understanding of policies and emergency management plans. The incorporation of DRE into the Australian Curriculum would give a national voice to what is already happening on a state and territory level and further support the effective provisioning of disaster preparedness.

See Appendix 1 for a detailed summary of state and territory level DRE initiatives.

Young people have identified that there is an urgent need for the delivery of DRE in schools. In both the *Our World Our Say Report* and the New South Wales *Children and Young People's Experiences of Disaster Report*, the resounding majority of young people (88% in the *Our World Our Say Report*) called for the introduction of contextually relevant natural hazards education in schools. The Australian Curriculum Review provides an opportunity to address this need.

Curriculum review recommendations

Incorporation of Disaster Resilience Education (DRE)

AIDR and the agencies and groups supporting this submission strongly recommends that opportunities for young people to engage in disaster risk reduction be mandated in the Australian Curriculum. This proposal is underpinned by a recognition of National Principles for Child Safe Organisations, that include:

- Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
- Families and communities are informed and involved in promoting child safety and wellbeing.
- Staff and volunteers are equipped with the knowledge, skills, and awareness to keep children and young people safe through ongoing education and training.
- Physical and online environments promote safety and wellbeing while minimising opportunity for children and young people to be harmed (Australian Human Rights Commission, 2018).

The reality of increasing disaster risk in Australia is not yet acknowledged in the Australian Curriculum. The lack of a shared vision and overarching strategy for DRE contributes to the vulnerability of children and young people and represents a significant gap in our national efforts to 'enhance Australia's capacity to withstand and recover from emergencies and disasters' (Department of Home Affairs, 2011). To develop skilled and resilient communities, young learners need to understand the nature of risk in their local environment and their role in reducing exposure and vulnerability to harm. Young people have been identified as agents of change with a unique capacity for reducing risks and increasing resilience throughout their community.

AIDR believes that all young Australians should be empowered to participate in skilled and resilient communities, working to reduce the risk of disaster.

To participate meaningfully in disaster risk reduction, young people need to be able to:

- Access reliable information on the science and geographical distribution of natural hazards.
- Investigate both historic and predicted impacts of natural hazards where they live or visit.
- Recognise the underlying causes of increasing disaster risk and factors which increase the vulnerability of a community.

- Work with experts to develop solutions to hazard-related challenges.
- Develop skills and strategies for staying safe, seeking help, and helping others.
- Practise protective strategies for mental health and personal resilience.
- Share their learning, opinions, and ideas with decision-makers.
- Participate in actions to reduce risk before, during and after a disaster or other traumatic incident.
- Understand fire safety and fire behaviour.
  (Australian Institute for Disaster Resilience, 2020)

Educators and school leaders need support to ensure that schools are:

- Safe and secure environments with effective emergency management arrangements.
- Provided with professional development for teachers, and expert support to enable children and young people to develop and apply skills in disaster risk reduction.
- Recognised in their special role as centres of learning, culture, wellbeing and connection for young people, families, educators, and staff in diverse communities.
- Provide quality learning opportunities for students in disaster resilience embedded in relevant curriculum studies. (Australian Institute for Disaster Resilience, 2020)

Cross-Curriculum Priorities

Cross-curriculum priorities are designed to enable students to consider not only their own contexts but also those at a regional, national, and global level. They have the potential to make content engaging and allow for changes over time as new research and information becomes available. In addition to this, they bridge the gap between curriculum areas and allow young people to see connections that they may not otherwise be exposed to. The most relevant of the three priority areas to the study of disaster resilience is 'Sustainability'.

Community knowledge and understanding of climate change is a cornerstone in the effectiveness of mitigation and adaptation strategies in response to a changing climate.

AIDR believes that climate change should be referenced within the sustainability cross-curriculum priority. As a cross-curriculum priority, sustainability is focused on the way humans interact with each other and the environment – it's about developing knowledge, skills, values and world views; it's about taking informed action. As previously mentioned, research by the CSIRO and Australian Bureau of Meteorology have found that the increase in global temperatures has a direct result on the frequency of natural hazards occurring in Australia (ABR, 2017). Young people are experiencing more severe weather events and being exposed to greater risks as a result. There is a need for children and young people to be provided with the skills they will need in an ever-changing climate and to support them in developing innovative ideas and problem-solving skills to survive and thrive into the future.

Climate change is only mentioned in the proposed Australia Geography Curriculum 16 times. Of those 16 mentions, 15 of them are in elaborations subsection where 'this may involve students' studying the content. The only reference to climate change in a content description is at Year 9: 'Sustainability strategies for managing challenges to food production in Australia and other areas of the world, including land and water degradation, shortage of fresh water, competing land uses and climate change (AC9HG9K04)' (ACARA Geography, 2021). This content descriptor is not dedicated to climate change, it is instead treated as a sub-factor connected to food production.

The Australian Curriculum should acknowledge climate change and the Sustainable Development Goals and how to relate these to the lives of young people in an environment where risks associated with natural hazards are becoming more frequent and severe. As demonstrated in the Our World Our Say (2020) survey, young Australians understand the link between climate change and natural hazards. Over 90% of young

people surveyed reported experiencing at least one natural hazard event in the last three years and most of the young Australians surveyed believe that natural hazards are occurring more often due to climate change (Australian Institute for Disaster Resilience, 2020).Young people are deeply concerned about climate change and disasters – the connection between the two needs to be made more explicit in the Australian Curriculum.

The incorporation of DRE as a cross-curriculum priority, under the banner of the sustainability subsection, would enable young people to develop a greater understanding of how climate change is increasing the risk of natural hazards in their community. This should occur at every year level, across foundation to Year 10, and enable students' knowledge and understanding to develop accordingly (ACARA Cross-Curriculum Priorities, 2021).

Humanities and Social Sciences

The Humanities and Social Sciences (HASS) curriculum exposes students to diverse world views, dynamic interconnections between communities, and aims to develop their ability to think critically and make informed decisions about innovative futures and past experiences. The HASS curriculum is incredibly varied, covering geography, history, civics and citizenship, politics, economics, and broader social sciences. Taking all the HASS areas into consideration, AIDR's main areas of concern are the proposed changes within the geography subsections across F-10.

As previously mentioned, the 2009 Victorian Bushfires Royal Commission stated that the history of bushfire should be incorporated into the Australian Curriculum through relevant learning areas including geography and science (Commonwealth of Australia, 2009). In the current Australian Curriculum, 'bushfires' appears only twice – once in a content descriptor with three subsequent elaborations at Year 5 and once as an elaboration at Year 8:

1. Year 5 Humanities and Social Science: The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114).
2. Year 8 Humanities and Social Science (geography): reflecting on the principles of prevention, mitigation, and preparedness to explain how the harmful effects of geomorphological hazards or bushfires can be reduced by the implementation of a management strategy (AC9HG8K04_E4).

(ACARA HASS, 2021)

In the proposed changes to the Australian Curriculum F-10, 'bushfires' appears in only one content description and is presented as suggestion rather than prescribed focus alongside other hazards. Any further references to bushfires in the proposed revised Australian Curriculum appear in the optional 'content elaborations' which provide ideas rather than direction for how content should be taught. However, the proposed move of the content from Year 5 to 6 is deeply concerning.

This is a significant change and will have a direct impact on students. This shift will mean that science and HASS curriculums will no longer align at year 5 and opportunity for cross-curricular pathways will be significantly reduced. AIDR strongly recommends that the existing focus on bushfires remains at Year 5 where it aligns with the science curriculums to enable cross-curricular opportunities and supports classroom teachers.

See Appendix 2 for table of changes.

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The review of the Australian Curriculum provides an opportunity to change the way in which students examine natural hazards and to increase contextualisation. As previously mentioned, AIDR and World Vision led Australia's largest ever consultation of children and young people on climate change and disaster risk.

The survey – conducted in partnership with Save the Children Australia, Oaktree, Plan International and UNICEF Australia – asked young people for their views about what Australia could do to address challenges and find solutions towards disaster risk reduction, and their awareness of international efforts to mitigate disasters. It included 27 questions on climate change, natural hazards, and disaster risk, with questions designed to identify children and young people's priorities for action (Australian Institute for Disaster Resilience, 2020).

Of the approximately 1,500 students surveyed, 88% believed they should be learning more about natural hazards and how to reduce the risk of disaster. Most students reported they had been taught about how a natural hazard occurs but not what to do if one happens. Less than half of the students had learned how to care for their themselves and others in a disaster. Most students reported being taught more about earthquakes than the hazards that present the most risk to them as Australians, like floods or bushfires.

In addition to this, the Office of the Advocate for Children and Young People in New South Wales conducted a similar survey in 2020. They spoke with more than 400 children and conducted a quantitative survey of approximately 1,000 other young people about their experiences with disasters. The result of this research lead to the development of the *Children and Young People's Experiences of Disaster Report*. One of the key findings of the report was that 'children and young people can feel invisible, forgotten and unable to influence the world around them, they wish to have a voice and be involved in disaster recovery' (ACYP, 2021) .The contextualisation of natural hazards in the Australian Curriculum would allow for young people to become more engage with risks and hazards that impact them.

These findings are also reflected in The Alice Springs (Mparntwe) Education Declaration from 2019. The declaration was 'developed following consultation with young people, educators, education and training providers, parents, business and industry from all around Australia' and brought together educational leaders from all states and territories (Department of Education, Skills and Employment, 2020). A consensus was established that young people should be empowered to be active and informed members of the community, able to adapt to and manage change, make informed decisions, be creative, innovative, and resourceful, and be resilient when tackling current and future challenges (Department of Education, Skills and Employment, 2020). The Australian Curriculum should reflect the views of the states and territories and empower young people with the skills they need.

Within the current proposed HASS curriculum, there is an over-representation in geomorphological content in comparison to bushfires, severe storms, floods, or heatwaves – *the natural hazards young Australians are most exposed to*. Geomorphology is the study of landmasses and landforms. Within the context of the Australian Curriculum, this includes content such as earthquakes, volcanoes, avalanches, tectonic plates, landscapes, and other related subject matter. Content descriptors specifically focus on geomorphological content across multiple levels, from primary to secondary, whereas bushfires are mentioned only at Year 6 (ACARA Geography, 2021).

This lack of contextualisation is preventing opportunities for authentic learning which facilitates young people's active participation in disaster prevention, mitigation, response, and recovery. There is a need to develop students understanding of the world around them and this includes the hazards and disaster risks that exist in their communities. AIDR strongly recommends that the focus on specific hazards be replaced with opportunities for students to study contextually relevant hazards that have the potential to impact their

communities directly. Doing so will enable students to become empowered and active learners with a greater understanding of locally applicable hazards and their direct risks, thereby reducing community risks.

Introduction of 'political factors' and 'human activities'

The proposed changes connected to AC9HG8K04 (formerly ACHGK053), and its corresponding elaborations, are a positive step in acknowledging the impact that human activities and political decisions have on natural hazards. However, as previously mentioned, the focus on geomorphological hazards and not, for example bushfires, is concerning. Hazards need to be contextualised and made more relevant to the wider populace to ensure greater understanding and to help reduce the risks they pose.

See Appendix 3 for table of changes and AIDR recommendations.

Foundation, Year 1 and 2

The Health and Physical Education curriculum is designed to enable students to 'strengthen their sense of self…learn to build and manage satisfying, respectful relationships [and] develop resilience and empathy as active participants in their own and others' wellbeing'. However, the removal of ACPPS003 and ACPPS005 at the foundation level considerably inhibits young Australians from developing resilience and becoming 'active participants in their own and others' wellbeing' (ACARA HPE, 2021).

See Appendix 4 for detailed table of ACPPS003 and ACPP005

The proposed removal of this section of the Health and Physical Education curriculum is of significant concern to AIDR and it's stakeholders. The inclusion of the elaborations 'identifying trusted adults and exploring protective behaviours and help-seeking strategies they can use when they or others feel unsafe or uncomfortable (AC9HPFP03_E6)' and 'recognising photos and locations of safe places and a network of people who can help (AC9HP2P04_E4)' do not allow for young people to engage with the content sufficiently. The nature of our concerns is outlined below.

The current ACPPS003 enables students to develop fundamental skills such as calling Triple Zero (000), learning their own phone number and street address, being able to identify members of emergency services, identifying safe places during an emergency, and myriad other essential skills to assist them during an emergency. This is relevant for both natural hazards and structural/urban emergencies. It is well established that when children have an opportunity to learn these skills, they can and do save lives. It is particularly important that all students including those who have recently arrived in Australia and those with culturally and linguistically diverse (CALD) backgrounds have the opportunity to learn these skills at school.

Newly arrived communities are often unfamiliar with Australian protocols and procedures for responding to emergencies. They can also be fearful or distrusting of people in uniforms due to negative experiences with emergency services in their home countries. Children and young people can act as a conduit, facilitating the transfer of knowledge and skill into their families and broader communities, so the removal of these fundamental skills will negatively impact understanding of risk and the building of resilience within Australia's most at-risk communities.

Ensuring young people from Foundation to Year 4 have knowledge of fire safety and prevention and know how to respond and report a fire is essential and must be included in the Australian Curriculum. 'School-based fire safety education programs are implemented by fire services organisations around the world to improve children's fire safety knowledge and skills. Such education is considered the single most modifiable strategy that fire services can implement to reduce the risk that children will misuse fire or be harmed by fire' (Pooley, Nunez, & Whybro, 2021).

ACPPS005 allows students to explore their emotional response to an emergency. By removing this section of the curriculum at the foundation level, the emotional development of students and their ability to cope during and after an emergency could be lessened. Being psychologically prepared for the range of emotions that people experience during an emergency helps with their overall ability to cope with an emergency and their capacity to recover afterwards.

In addition to the impact that the proposed removal could have on the wellbeing and development of young people, the removal of ACPPS003 and ACCP005 reduces the ability for schools to engage with emergency management agencies. Across Australia, fire and emergency service agencies have high quality educational resources and programs designed to be used by teachers and students in schools.

In recognition of young children's increased vulnerability to the various physical and emotional hazards, school-based education is a key component of fire and emergency service agencies community safety policies, frameworks and service delivery. Fire and emergency service agencies have invested significant resources in the development of evidence-based, curriculum-aligned programs and materials that are highly regarded by teachers, students, and parents. The delivery of these programs provides opportunities for schools to establish relationships with their local emergency services, which has positive implications for school emergency management planning and response.

Examples of programs currently available to young people that will be adversely impacted by the removal of ACPPS003 and ACPPS005:

Birdie's Tree (Queensland):
Birdie's Tree was developed by the Queensland Centre for Perinatal and Infant Mental Health (QCPIMH), Queensland's state-wide hub of expertise in the mental health and emotional wellbeing of expectant and new parents, babies, and young children. It is designed to support the mental health and wellbeing of parents, families, babies, and young children in relation to disasters and severe weather events. Birdie's Tree has information that is presented in an accessible manner for young children at a pivotal time in their development.
https://www.childrens.health.qld.gov.au/natural-disaster-recovery/

Fire Safe Kids (Victoria):
Fire Safe Kids is the Country Fire Authority's flagship educational program for young people in Victoria. It is designed for primary and pre-primary aged students and aligns with the current Australian Curriculum. The program provides educators with lesson plans and resources to teach the essential fire safety and hazard information, such as: how to design a fire home fire escape plan, what to do when your clothes catch on fire, the science behind fire, how communities can prepare for bushfires, and developing an understanding of fire fighters and their role in the community. ACPPS003 and ACCP005 are pivotal to the relevance of this program in school settings.
https://www.cfa.vic.gov.au/kids-schools/fire-safe-kids

Brigade Kids (New South Wales):
Brigade Kids, by Fire and Rescue New South Wales, is a resource designed to educate young people about fire safety and is aligned with the Australian Curriculum. This website resource includes videos, games, teacher resources, support for diverse learning needs students, and activities that young people can use with their families at home. The website also hosts five evidence-based fire safety education programs that have been mapped to the Early Stage 1 to Stage 3 Australian curriculums, with cross-curricular content. Removal of ACPPS003 and ACCP005 will mean that the evidence-based fire safety education programs, and many of the other resources, will no longer align with the Australian Curriculum.
https://brigadekids.com/?page_id=832

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Emergency Helpers in the Community and Me! (Western Australia)

The Emergency Helpers excursion was launched by the Department of Fire and Emergency Services in 2009. It was designed to educate young children about fire, storm and flood safety and who can help them in an emergency. The excursion examines risk and focuses on preventative behaviours as well as actions to keep themselves safe. Removal of ACPPS003 and ACCP005 will have a significant impact on the success of this well-visited program.

https://www.dfes.wa.gov.au/schooleducation/schools/Pages/preprimary.aspx

Smart Sparx (Northern Territory)

The Northern Territory's Smart Sparx is a fire safety program aimed at Foundation to Year 3 students (ages five to eight). It has been designed to promote community and individual health through links to the science, English, maths, and HASS curriculums. Removal of ACPPS003 and ACCP005 will mean that the program no longer aligns with the Australian Curriculum and reduce its ability to be used in schools.

https://pfes.nt.gov.au/fire-and-rescue-service/community-engagement

Triple Kids Challenge (National)

Triple Kids Challenge is unique in that it is a national program and bridges the state divides. It is an interactive game, designed for Foundation to Year 2 students, that teaches young people steps on how to identify, react to, and report emergencies. The resource has been developed with closed captions to make it more readily available to young people with hearing difficulties. It directly relates to ACPPS003 and ACCP005.

http://kids.triplezero.gov.au/teachers.php?lang=en

Home Fire Safety (Western Australia)

The Department of Fire and Emergency Services provides a Home Fire Safety excursion to it Education and Heritage Centre, as well as incursions provided by career and volunteer firefighters in schools. It has been designed to include fire safety messages at home and is centred around having a home fire escape plan. There is a link between fire drills at school and developing and practising a home fire escape plan at home. Removal of ACPPS003 and ACPPS005 will have a significant impact on engaging schools in their participation in home fire safety programs.

https://www.dfes.wa.gov.au/schooleducation/schools/Pages/years3-6.aspx

Year 3 and 4

The proposed change to ACPPS038 into AC9HP4P05 at Year 3 and 4 is positive and supported by AIDR stakeholders. The curriculum aligns with key developmental stages in the emotional capacity of young people. It will enable students to explore a wide range of approaches they can use to understand their emotional responses in emergency situations.

See Appendix 5 for table detailing change of ACPPS038 into AC9HP4P05.

The rewording of this section of the curriculum provides excellent opportunities for the implementation of DRE. As previously mentioned, Recommendation 10.1 of the Royal Commission into National Natural Disaster Arrangements advises that 'state and territory governments should continue to deliver, evaluate, and improve education and engagement programs aimed at promoting disaster resilience for individuals and communities' (Binskin, Bennett, & Macintosh, Royal Commission into National Natural Disaster Arrangements, 2020). To capitalise on this opportunity, we propose that a specific reference be made to 'in emergencies'.

See Appendix 6 for table detailing AIDR proposed changes.

In addition to the changes listed in Appendix 6, the introduction of AC9HP4P06 'apply protective behaviours and help-seeking strategies in a range of situations' allows for DRE content to be integrated into the Australian Curriculum. As previously listed in the section on Foundation, Year 1 and 2, emergency

management agencies have developed extensive resources to engage with young people in school settings. AC9HP4P06 should stipulate that young people engage with emergency management agencies that are contextually relevant to them. Doing so would allow young people to become informed and active members of their communities and better able to respond to emergency situations and recover more effectively.

Year 5 and 6

At Years 5 and 6, AC9HP6P05 'Analyse the influence of emotional responses on behaviour and relationships, and propose strategies to manage own and others' emotions' provides a link seeking correct information about an incident by 'researching health information sources and places where they can seek help, and prioritising those that are reliable and trustworthy'; as well as fire prevention behaviours and peer pressure 'proposing strategies they can use to take action for others who they may witness in unsafe situations, such as…telling an adult they can trust'.

Year 7 and 8

At Year 7 and 8, ACPPS073 'Investigate and select strategies to promote health, safety and wellbeing' has provided an opportunity to incorporate aspects of DRE into the classroom. AIDR and it's stakeholders are deeply concerned that the current review proposes to remove this section of the Health and Physical Education curriculum.

The addition of AC9HP8P06 'Evaluate protective behaviours and community resources they can use to seek help for themselves and others' includes 'exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation'. It is not as explicit as ACPPS073, but it is more about the young person sharing their strategies. AIDR strongly recommends that ACPPS073 is not removed from the curriculum and that a specific reference to DRE is added as an elaboration.

> *See Appendix 7 for table detailing ACPPS073.*

Year 9 and 10

Years 9 and 10 in the Health and Physical Education curriculum has multiple areas where DRE could be effectively incorporated to allow for continued natural progression on the skills and knowledge developed. As the final years in the Australian Curriculum before state curriculums at senior years, integrating DRE into years 9 and 10 in the HPE curriculum would also provide a capstone to DRE studies.

It is concerning that ACPPS092 'propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices' has been removed and that ACPPS097 has been changed into AC9HP10M05 and no longer references natural and built environments.. These sections of the curriculum currently enable students to engage with contextually relevant emergency situations and scenarios and develop greater understanding of local risks and hazards. The removal of ACPPS092 and changes to ACPPS097 reduce the ability for students at Years 9 and 10 to engage with local emergency management agencies and be active and engaged members of their community.

> *See Appendix 8 for table detailing changes to ACPPS097.*

Final recommendations

AIDR and it's stakeholders propose the following actions to mitigate the impacts of natural hazards and disasters through a special focus on children and young people:

- Disaster resilience education and risk reduction to be specifically incorporated in the Australian Curriculum at both primary and secondary levels.
- The contextualisation of structural fire natural hazards studied across all curriculums to enable students to better engage with relevant content.
- 'Help seeking behaviours' in the HPE curriculum be made contextually relevant to young people.

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- Support teachers to be more comfortable with contact through active engagement with contextually relevant emergency services agencies. This should be added to the HPE curriculum.
- The integration of disaster resilience education through detailed content descriptions in the Australian curriculum.
- The rewording of 'natural disaster' to 'natural hazard'.
- State and territory curriculum authorities engage with AIDR and state and territory agencies to develop accredited professional development for educators in disaster resilience education.
- The endorsement of a curriculum-linked learning roadmap for disaster resilience education and for the curriculum to provide touch points on disaster resilience education from Foundation to Year 12.
- The curriculum to provide a greater link between sustainability, climate change and increasing natural hazard events.
- The promotion and resourcing of learning partnerships for disaster resilience education, bringing together the education sector, emergency services and related organisations.
- The impact of climate change and the increasing frequency of natural disasters be included in the sustainability cross-curriculum priority.

The review provides an opportunity for disaster resilience education to be included into the Australian Curriculum. AIDR and it's stakeholders strongly encourage the Australian Curriculum and Assessment Reporting Authority to consider our recommendations. It is of the utmost importance that revisions enable young people to become better prepared to plan for increasing natural and human-made hazards, mitigate risks, act appropriately during an emergency, recover more effectively, and develop greater overall resilience.

Resources

Listed below are a small sample of some of the resources provided by AIDR that would support classroom teachers and schools when introducing DRE. In addition to these, state and territory emergency service agencies also provide extensive educational resources for use in the classroom.

Disaster Resilience Education: Connect and Collaborate
In Australia, emergency services and other experts can help us identify local hazards and the steps we can take to protect our communities from harm before, during and after an emergency. AIDR provides links through to the relevant agencies organised by state.
https://www.schools.aidr.org.au/disaster-resilience-education/connect-and-collaborate/

Disaster WebQuest
Embark on a journey about disasters that have impacted on communities in Australia. Students will explore the areas of preparation, prevention, response, and recovery. With Disaster WebQuest students will research and report on a disaster and creatively present their work.
https://www.schools.aidr.org.au/media/5318/aidr-disaster-webquest-research-project.pdf

People Get Ready
A multi-hazard, culturally inclusive introduction to emergency management and disaster risk reduction for Australian secondary schools.
https://www.schools.aidr.org.au/media/5317/aidr-people-get-ready-cald-lesson-plan.pdf

General DRE resources
Repository for a wide range of educational resources catering from foundation to senior secondary schooling.
https://www.schools.aidr.org.au/disaster-resilience-education/teaching-resources/#/

Cool Australia

AIDR has partnered with Cool Australia to develop free DRE resources that align with Year 7 and 8 geography, science, and HPE curriculums. They have been designed to implement aspects of STEM.
https://www.coolaustralia.org/unit/disaster-resilience-education-years-7-8/

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Appendices

Appendix 1: *State and territory DRE strategies and policies*

New South Wales	*School Community Engagement Strategy* (Government of New South Wales, 2018)	This strategy aims to deliver a program of activities and supporting resources that reduce the risk of fire and other emergencies on school communities. These will be developed and implemented in collaboration and in partnership with teachers, students, education authorities, professional associations, and NSW Rural Fire Service members. Exploring the issue with stakeholders identified a number of initiatives to reduce risk of fire in school communities. Delivering these initiatives and supporting members to implement the activities is critical to the success of the NSW Rural Fire Service Fire Ready Schools Program.
South Australia	*Disaster Resilience Strategy 2019-2024: Stronger Together* (Government of South Australia, 2018).	Focus area 3: Children and young people Goal: Children and young people [are] actively engaged in reducing their risks and increasing their self-reliance. Recommendation 4: A consistent approach to disaster resilience education. Work with AIDR (Australian Institute for Disaster Resilience), DRANZSEN (Disaster Resilient Australia-New Zealand School Education Network) and sector leaders to promote a consistent approach to disaster resilience education. Leverage existing international and national approaches and best practice, including: - child-centred disaster risk reduction research produced through the BNHCRC (Bushfire Natural Hazards Cooperative Research Centre), including the Practice Framework for Disaster Resilience Education (Towers et al., 2016). - the United Nations Office for Disaster Risk Reduction *Comprehensive School Safety Framework* (GADDRESS, 2017) as a basis for integrating disaster resilience education and building safer and more resilient school communities.
Victoria	*Victorian Emergency Management Strategic Action Plan* (Emergency Management Victoria, 2015).	Priority A: Build and empower community leadership and develop awareness, shared responsibility and self-reliance to ultimately strengthen resilience…. Action 4: Identify key partnerships across governments, agencies and the public and private school sectors to develop innovative approaches to engage with young people as both learners and educators to build emergency management awareness and capability (p.20).
	Bushfire Safety Policy Framework (Emergency Management Victoria, 2018)	Awareness and Education: Evidence shows that in order to drive behavioural change, [education] programs need to be varied in format and content and designed to meet the specific needs of the audience. Information should be tailored to include reference to the local context, situation and risks. Some of the groups that warrant particular attention include tourism operators, tourism workers and tourists themselves; schools and schoolchildren; culturally and linguistically diverse communities; people with special needs, including the elderly, people with a disability, and the people who care for them (p.13).
	VICSES Community Resilience Strategy Renewal 2019-2022 (Victorian State Emergency Service, 2019)	[VICSES] will support the delivery of well-researched, viable and localised community and partner activities for VICSES service delivery, including emergency management planning, community risk, education, engagement, and public information programs and activities…At a practical level our programs and services can be supported and maintained with all levels of community, including: businesses and commerce, children and youth networks, councils, faith groups, industry, local sporting clubs, neighbourhood houses, not-for-profit

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		organisations, other emergency service organisations, schools, tourism networks and voluntary groups (p.15-16).
Queensland	***Queensland State Disaster Management Plan*** (Queensland Government, 2018).	The engagement and preparedness of communities has a significant influence on their resilience…School-based education programs, such as Storm Safe, raise awareness about the risks associated with storms (p.42).
Tasmania	***Tasmanian Emergency Management Arrangements*** (Tasmania State Emergency Service, 2019).	[Tasmania adopts] a shared responsibility approach to emergency management and disaster resilience [which] relies on all parties working collaboratively…This includes all levels of government (Local, State, National) and Tasmanian communities (individuals and families, business, industry and primary producers, owners and operators, community organisations and schools and school communities, childcare and elderly service providers) (p. 35). Children and youth may require special protection, both physical and psychological, during and after emergencies…Emergency management plans for children and youth should consider…how to engage with children to allow them to contribute to plan development and implementation (p.75). Training people in emergency management, even at the foundation or introductory level, is extremely important. The Disaster Resilience Education Tasmania (DRET) program includes teaching delivery resources that aim to educate students about the fundamentals of disaster resilience and encourage their participation in the development of safer Tasmanian communities (p.79).
	Tasmanian Disaster Resilience Strategy 2020-2025 (Department of Premier and Cabinet, 2019a, 2019b)	Goal 1: Understanding disaster risk. Strategy 1.2: Enable and encourage Tasmanians to access and use risk and hazard information and support. The Tasmanian Government will work others to: Improve the accessibility of risk data and analysis for non-specialists and their diverse needs; Link local risk information to practical guidance on how to manage risk and prepare; Promote risk awareness in ways that suit individual, community and group diverse needs. Example current initiative: Disaster resilience curriculum resources (p. 6). Goal 3: Reducing disaster risk. Strategy 3.4 Prioritise risk prevention, preparedness, and recovery for assets of significant community value. The Tasmanian Government will work with others to prioritise risk reduction and preparedness for key state or community economic and social assets; crowded places; educational institutions; and irreplaceable State natural and cultural heritage assets. Example current initiative: Bushfire Ready Schools (p.7).
	Tasmanian Disaster Resilience Strategy 2020-2025: Background and Supporting Information (Department of Premier and Cabinet, 2019b)	Key strategies for implementing the *Tasmania Disaster resilience Strategy* include: - Further embedding disaster safety, risk reduction and preparedness in the Tasmanian School Curriculum through learning resources that support core educational outcomes such as literacy, numeracy, science and/or history. - Developing focused awareness and engagement campaigns for youth who tend to lack experience of disaster events; and - Exploring ways to engage with youth before, during and after disaster events to help harness their knowledge and skills for everybody's benefit (p. 22).
Western Australia	***State Emergency Management Plan*** (Western Australia State Emergency Management Committee, 2016)	The development of emergency management plans for children and youth should consider factors including… consideration on how to engage with children to allow them to contribute to plan development and implementation (p.21).

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| | WA Emergency Risk Management Treatment Manual (Western Australia State Emergency Management Committee, 2016) | Earthquake > Awareness and understanding > Treatment ideas: Support education on earthquakes for younger groups through school activities (p.34).

Bushfire > Awareness and understanding > Treatment ideas: Support education programs regarding bushfire (for example, school programs, information about evacuation procedures, how to create a bushfire plan workshop) (p.30). |

Appendix 2: *Changes to ACHASSK114 into AC9HS6K04*

▪ Current curriculum	▪ Proposed curriculum
▪ **The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)**	▪ The impact of bushfires or floods on places and communities and how people can respond (AC9HS6K04)

(ACARA, 2021)

Appendix 3: *Elaborations to (AC9HG8K04). In the left column are the ACARA proposed changes. In the right column are the AIDR recommended alterations.*

	ACARA proposed change	AIDR recommended alteration
AC9HG8K04_E2	Explaining how the effects caused by geomorphological hazards are influenced by social, cultural, economic, technological and political factors (for example, where people choose to live, poverty and lack of infrastructure and resources to prepare and respond.	Investigate how the effects caused by a natural hazard in your context are influenced by social, cultural, economic, technological and political factors (for example, where people choose to live, poverty and lack of infrastructure and resources to prepare and respond.
AC9HG8K04_E3	Reflecting on observations of a location where the environment has been altered by human activities to explain how the change has contributed to the occurrence of the geomorphological hazard.	Reflecting on observations of a location where the environment has been altered by human activities to investigate how the change has contributed to the occurrence of contextually relevant natural hazard.

(ACARA Geography, 2021)

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Appendix 4: *Current ACPPS003 and ACPS005 HPE Curriculum*

Current curriculum content descriptions	Elaborations
Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)	▪ Identifying characters in different texts who help the main character to stay safe and healthy. ▪ Identifying knowledge, skills and understandings that can help keep them safe and healthy. ▪ Identifying different relationships, they have with people and which of these relationships make them feel loved, safe and supported. ▪ Naming trusted people in their community who can help them stay safe and healthy, and practising ways of asking for help in a range of different scenarios. ▪ Suggesting safe places at home, at school, while playing or while shopping and identifying what makes those places safe.
Identify and describe emotional responses people may experience in different situations (ACPPS005)	▪ Identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused. ▪ Learning and using appropriate language and actions to communicate their feelings in different situations. ▪ Recalling and sharing emotional responses to different situations and representing this in a variety of ways. ▪ Reading and viewing stories about adventures and talking about how characters feel and react when taking risks. ▪ Talking about connections between feelings, body reactions and body language. ▪ Exploring how someone might think and feel during an emergency.

(ACARA HPE, 2021)

Appendix 5: *Proposed changes to ACPPS038 into AC9HP4P05*

Original	Proposed
Investigate how emotional responses vary in depth and strength (ACPPS038).	Explain how and why emotional responses can vary and practise strategies they can use to regulate their emotions (AC9HP4P05).

(ACARA HPE, 2021)

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Appendix 6: *AIDR recommended changes to ACPHP4P05*

Content description	Elaborations (final dot points in red are recommended by AIDR)
Explain how and why emotional responses can vary and practise strategies they can use to regulate their emotions (AC9HP4P05)	▪ Recognising their own emotional responses and how the depth and strength of their response may vary in different situations (AC9HP4P05_E1) ▪ Analysing scenarios and identifying possible triggers and warning signs to predict emotional responses (AC9HP4P05_E2) ▪ Analysing scenarios and identifying how someone might respond during an emergency (AC9HP4P05_E3) ▪ Explaining the strategies characters use in texts to identify and manage their emotions before making a decision to act (AC9HP4P05_E4) ▪ Implementing self-regulation strategies to moderate emotional responses (AC9HP4P05_E5) ▪ Explore how people respond differently, emotionally, and physically, to an emergency. ▪ Research how to plan for a contextually relevant emergency or hazard and practise it with your community.

(ACARA HPE, 2021)

Appendix 7: *Content and Elaborations for ACPPS073*

Current curriculum content descriptions	Elaborations
Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	▪ Investigating reasons why young people choose to use or not use drugs and proposing strategies to make informed choices. ▪ Researching a variety of snack and lunch options, and evaluating nutritional value, value for money and sustainability impacts to create a weekly menu plan. ▪ Researching opportunities in the local community to participate in regular physical activity and examining how accessible these opportunities are for students. ▪ Proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements and contingency plans. ▪ Examining strategies for safe practices in different environments, including transport and aquatic environments.

(ACARA HPE, 2021)

Appendix 8: *Changes to ACPPS097 into AC9HP10M05*

ACPPS097	AC9HP10M05
Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments	Participate in a range of physical activity options to design and evaluate participation strategies that promote health and social outcomes for themselves and their communities

(ACARA HPE, 2021)

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