

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

GUEST SPEAKERS

Neil Dufty
Molino Stewart

Andrea Baldwin
Queensland Centre for Perinatal
and Infant Mental Health

Lesley King
Tasmania Fire Service

AIDR HANDBOOK SHOWCASE WEBINAR SERIES



Welcome

Amanda Leck

Executive Director, AIDR

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.

Disaster Resilience Education for Young People

Wednesday 1 September, 2–3pm AEST

GUEST SPEAKERS

Neil Dufty
Molino Stewart

Andrea Baldwin
Queensland Centre for Perinatal
and Infant Mental Health

Lesley King
Tasmania Fire Service

- All attendees are automatically muted for the duration of the webinar
- Use the Q&A box to ask questions to the presenters (not the chat box)
 - You can also upvote other questions by clicking the thumbs up button
- Welcome! Feel free to share your name and where you're from in the chat box as you join us. Make sure you select *'all panelists and attendees'*

Disaster Resilience Education for Young People



The *Disaster Resilience Education for Young People* Handbook is now live and freely available to download here:

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

First speaker: Neil Dufty

Neil Dufty is a Principal at Molino Stewart Pty Ltd, an environment and natural hazards consultancy based in Western Sydney. Neil has qualifications in earth science and education, has taught in several schools, was the principal of two NSW Environmental Education Centres and worked as an education consultant for the NSW Department of Education. In 2020 Neil published the book 'Disaster Education, Communication and Engagement'. Over the past 20 years, Neil has researched and become an international leader in several aspects of disaster risk reduction including developing early warning systems, emergency management planning, building community disaster resilience and designing disaster education and engagement programs. He has conducted major post-event evaluations across Australia including for the 2009 Black Saturday Bushfires, 2010-11 Victorian Floods and the 2019-20 NSW Bushfires. He is a member of several international expert panels on disaster resilience.



Writing the Disaster Resilience Education for Young People Handbook

Neil Dufty, Molino Stewart
Pty Ltd



What I'll cover



Thank you



Context



Writing challenges



Brief walk through the handbook

Thank you

Ella Wilkinson, AIDR

Brigid Little, ex-AIDR

Working Group members

Youth Reference Group members

Background

- Young people are a vulnerable group but with many opportunities for disaster resilience
- DRE for young people:
 - part of DRE which is a disaster risk reduction measure
 - across the 'disaster management cycle'
 - first stage in lifelong learning: disaster literacy
 - learning across formal, nonformal and informal settings
 - focus on natural hazards but relevant across all hazards

Writing challenges

- Strategic vs research vs practice
- Definitions e.g. young people
- Audience
- Pitch e.g. an entrée, marketing tool
- Structure and flow
- Language
- Links to AIDR's DRE in schools program
- Case study selection



Brief walk through the handbook

Introduction

Purpose

The purpose of this handbook is to provide guidance for those seeking to engage young people in learning and action for disaster risk reduction and resilience.

Context

Scope

Definitions

Teachers and educators

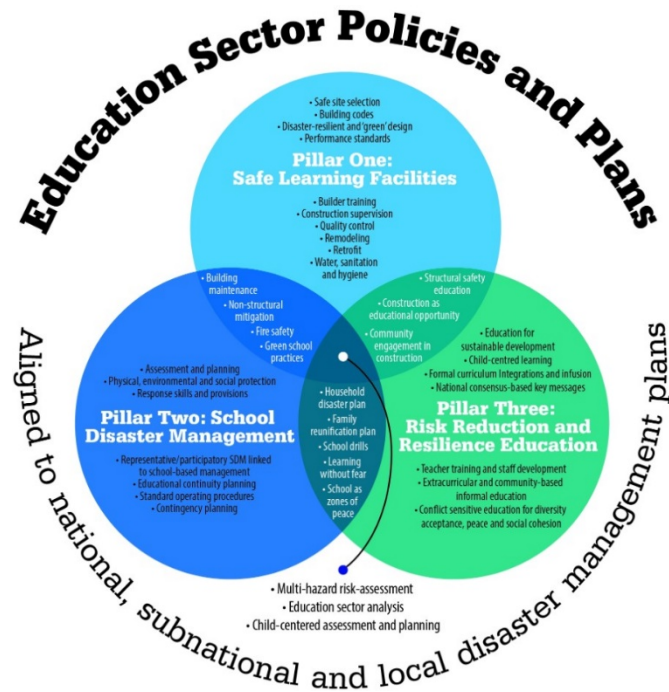
Learning partners

Community resilience

Links with natural hazards, climate change

Chapter 1 Strategic context

- Disaster resilience education
- Inclusion in DRE
- International context
- National context



Chapter 2: 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.

Chapter 3: Developing a DRE program

- educators in schools and early learning settings
- organisations engaging young people in schools and early learning settings
- organisations engaging young people outside of schools and early learning settings

DRE methods include: curriculum-based learning, play-based learning, inquiry and project-based learning

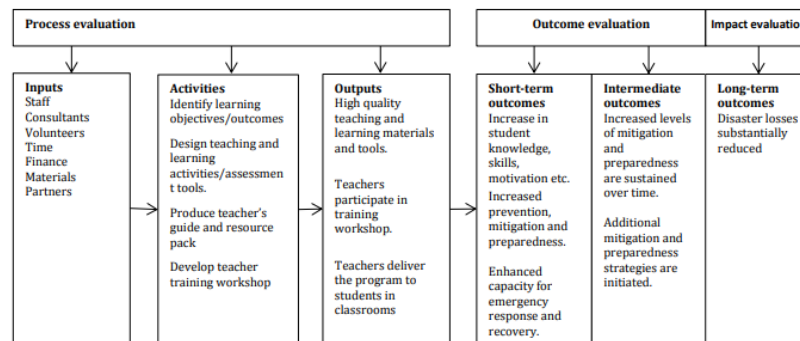
PREVENTION	PREPAREDNESS	RESPONSE	RECOVERY
Identify and analyse hazards and personal and community risk	Plan for personal and family safety in emergencies and disasters	Access and understand emergency alerts and warnings	Help to build back better (e.g. community working bee)
Evaluate and select risk management options	Undertake safety precautions	Respond safely based on warnings and situational awareness	Adjusting to a new 'normal'
Help implement risk management options	Understand appropriate actions before and after disasters	Care for themselves and others in a disaster	Help others to recover where possible

Chapter 4: Implementation

- Professional learning
- Learning partnerships
- Young people's learning networks
- Support networks and initiatives e.g. Disaster Resilient Australia New Zealand School Education Network (DRANZSEN)

Chapter 5: Evaluation

- Assessment in schools and early learning settings
- Program evaluation



Case studies & further reading

MOUNT RESILIENCE

'Mount Resilience' is an interactive Augmented Reality experience accessed via digital means that highlights many of the DRE principles (Chapter 2) including 'engage and challenge' and 'engage action'.

Mt Resilience is part of the Your Planet initiative and made in association with ABC TV's three-part series *Big Weather (and how to survive it)* presented by Craig Reucassel. The ABC team worked with Melbourne-based XR studio PHORIA to combine creative and scientific approaches to augmented reality (AR) storytelling.

Mt Resilience is an interactive WebAR experience that reveals a detailed 3D model of a town designed to visualise climate and disaster preparedness. Learners explore Mt Resilience without needing to download an application, as WebAR experiences are built for mobile and tablet web browsers.

Mt Resilience thrives on innovation, Indigenous knowledge and community spirit. Learners can access the website at <https://www.mtresilience.com/>



Second speaker: Dr Andrea Baldwin

Dr Andrea Baldwin is a child and youth psychologist, writer and facilitator. She works as a Service Development Leader at the Queensland Centre for Perinatal and Infant Mental Health (QCPIMH), part of Children's Health Queensland Hospital and Health Service (CHQ HHS). Andrea currently provides clinical consultation to the Eastern Queensland Bushfires mental health response, having held a similar role for the past two years responding to monsoonal flooding in northern and western Queensland. Andrea co-ordinates the Birdie's Tree resources for expectant and new parents, babies and young children. As author of most of the 'Birdie' books, Andrea has been instrumental in developing the Birdie's Tree stepped care model which extends from universal resources for mental health promotion and prevention to trauma treatment and recovery. She leads the team developing the Birdie's Tree Early Learning Program for Disaster Resilience Education (DRE) in early childhood education and care settings.



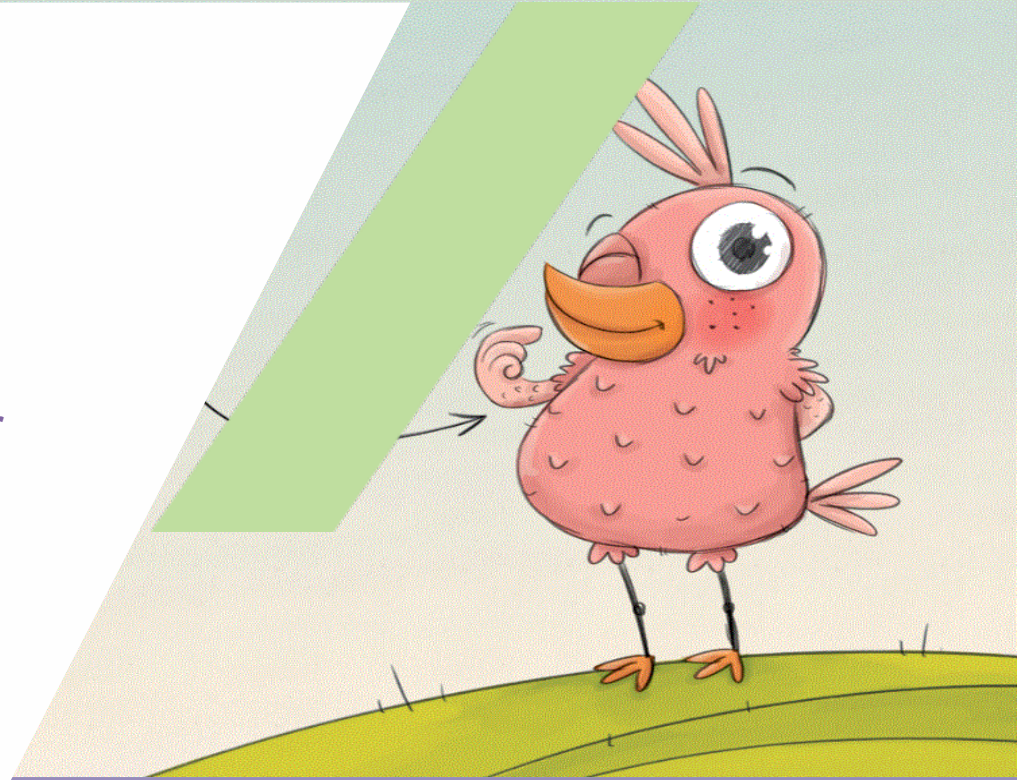
Birdies Tree: Disaster Resilience Education in early learning settings

Dr Andrea Baldwin, Service Development Leader

Queensland Centre for Perinatal and Infant
Mental Health

PIMH@health.qld.gov.au

Ph. (07) 3266 3100





Acknowledgement of Country

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

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

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

Recognition of Lived Experience



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

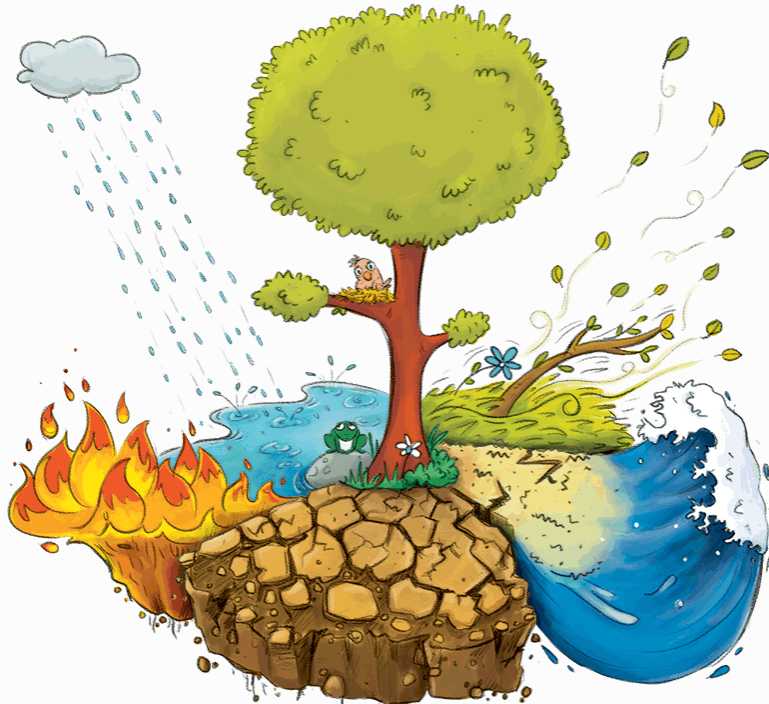
In particular we acknowledge those who have lived through natural hazards and disruptive events, and thank them for the insights and wisdom that help to keep our work grounded in people's real-world experiences.

Resilience & Posttraumatic Growth

- Stress and trauma research has traditionally focused on negative consequences of adversity.
- Now more focus on positive outcomes, specifically posttraumatic growth (PTG) – **‘positive change experienced as a result of the struggle with trauma’**.
- Emphasizes transformation, learning and growing through stressful events and circumstances.



Young children's recovery and resilience: What helps?



Talk

- Young children know more than we think - don't avoid discussion
- Provide age-appropriate information
- Increased knowledge decreases anxiety

Play

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

Tell stories

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

Birdie's Tree!

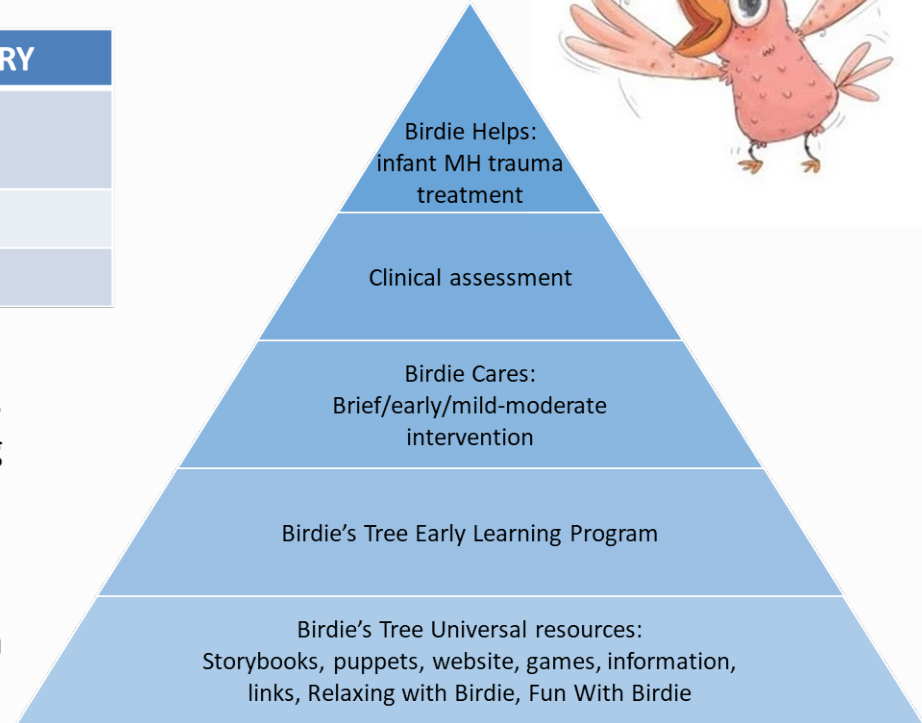
<https://www.childrens.health.qld.gov.au/natural-disaster-recovery>



Birdie's Tree Stepped Care Model

PREPAREDNESS	RESPONSE	RECOVERY
Universal resources	Universal resources	Universal resources
	Birdie Cares	Birdie Cares
		Birdie Helps

- Preparedness – STEM learning/ awareness, emotional literacy/ shared language, building secure relationships
- Response – safety, security, connection, calm
- Recovery – processing events, integrating them into the larger story of one's life

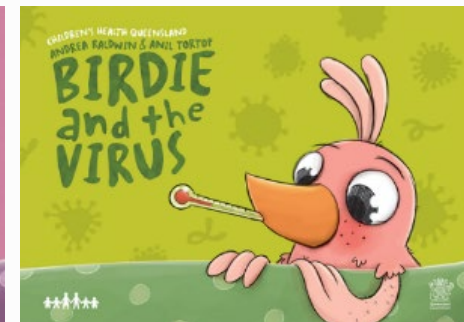
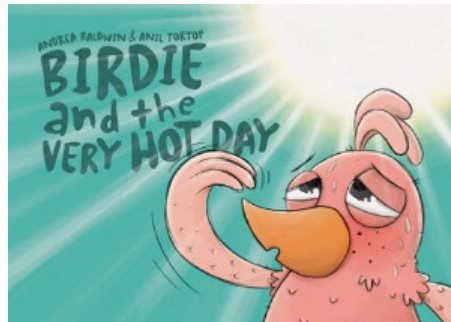
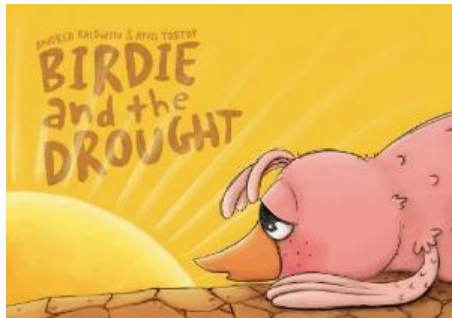
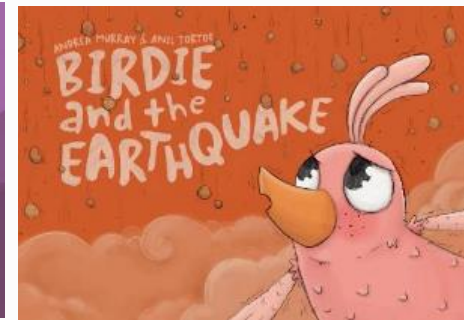
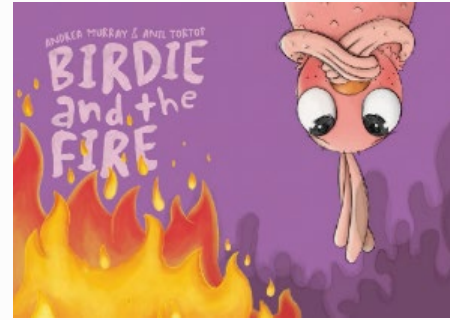
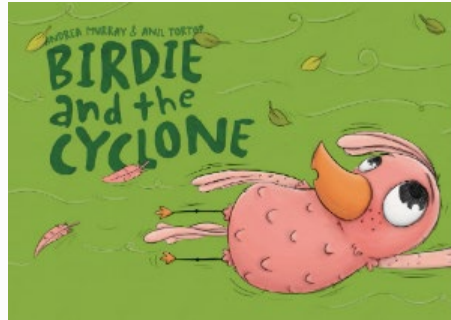
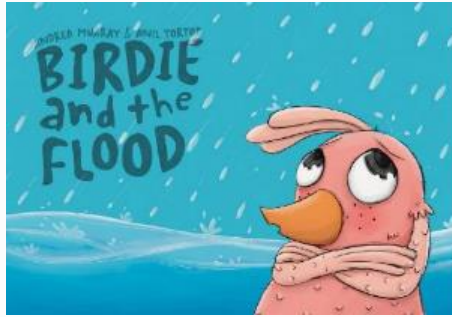


Birdie's Tree as DRE in early learning settings: 3 major applications to date

1. Birdie's Tree Universal Resources
2. Birdie's Tree Early Learning Program
3. Birdie's Tree Visiting Program



Birdie storybooks



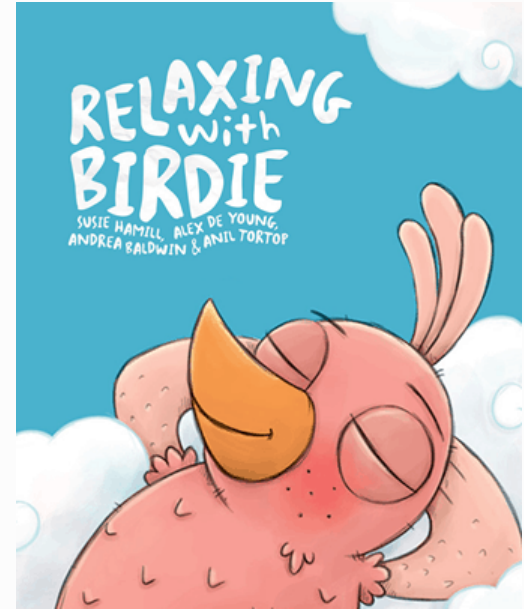
Birdie and Mr Frog hand puppets

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



Relaxing With Birdie

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



Fun With Birdie

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



Interactive online games



Choose an activity

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

Birdie's Tree Early Learning Program



Support Early Childhood Educators to:

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

Educators' self-evaluated learning pre to post program

<i>Teacher Self-Efficacy for Supporting Social Emotional Wellbeing: Questions</i>	Pre-program (scale 1-5)	Post-program (scale 1-5)	t	df	Sig.
I am able to adapt learning resources and the environment as needed for children who are affected by mental health and wellbeing issues.	3.73	4.30	-4.403	32	.000
I am confident in supporting children's expressions of their thoughts and feelings.	4.24	4.56	-2.878	32	.007
I model respect for diversity and difference in our Centre and wider community.	4.44	4.64	-2.141	31	.040
I have input into how our Centre supports the wellbeing of the children in our care.	4.15	4.48	-2.345	32	.025
I am able to talk to parents / carers about concerns relating to the wellbeing of their child.	4.18	4.48	-2.390	32	.023

Birdie's Tree Visiting Program

- Single session DRE
- Conversational reading (with puppets)
- *Relaxing with Birdie* mindful movement and relaxation
- Craft activities
- Information for educators and parents
- Consistent ratings 8+ out of 9 re children's and educators' enjoyment and benefit



Principles of Disaster Resilience Education

Principle	Birdie's Tree: Universal resources, Early Learning Program, Visiting Program
Place the learner at the centre	Pitched to age and developmental stage of child participants Rigorous process of feedback from parents, educators, allied health and others
Reflect the local context	Implementation tailored to local circumstances e.g. use of appropriate Birdie story
Be inclusive	Interactive and inclusive; immediately obvious whether children are engaged
Establish and strengthen partnerships	Implemented in partnership with: <ul style="list-style-type: none">- Early Learning Centres- Libraries, Councils, Disaster Recovery Teams, other stakeholders
Engage and challenge learners	Program evaluation is built in
Focus on action	Children immediately demonstrate their learning through interaction
Build capability	Outcome evaluations being shared through range of publication and presentation opportunities

<https://www.childrens.health.qld.gov.au/natural-disaster-recovery/bit.ly/birdiestree> or browse 'Birdie's Tree'

Queensland Centre for Perinatal and Infant Mental Health

birdies-tree@health.qld.gov.au

Ph. (07) 3266 0300



Third speaker: Lesley King

Lesley has lived in Tasmania for nearly 10 years, came from Western Australia and left a career in public arts and community cultural development behind to come and work for Tasmania Fire Service since 2014. Her substantive role is the Community Development Officer for the south in Community Fire Safety. Lesley has facilitated on several successful community fire safety projects. Some of these receiving awards such as the Bushfire-Ready Neighbourhoods program, the '67 Bushfires Share Your Story project and the Disaster Resilient Schools project.



Tasmania Fire Service

Disaster Resilience Education Tasmania

Lesley King
Project Manager



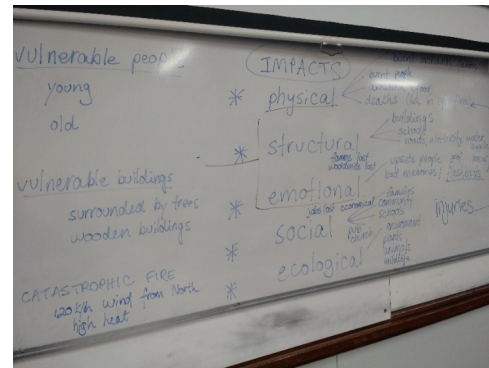
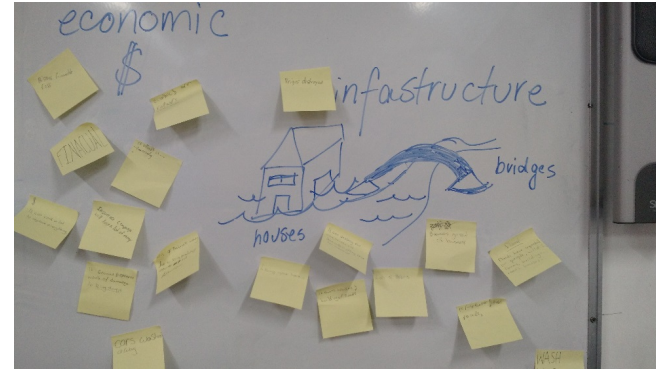
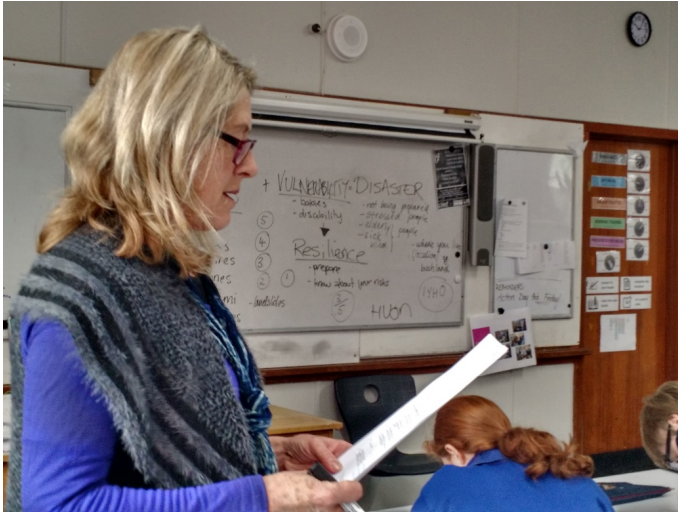
Tasmania Fire Service

2018 Consult into feasibility




**Disaster resilience
education**

2018- 2019 Development phase







Are you
disaster resilient?

For **Teachers**

For **Students**

supported by



disasterresiliencetas.com.au

Q&A Session

- Do you have a question for our speakers?
- **Use the Q&A box to ask and vote for questions**

Australian Institute for
Disaster Resilience



Australian Government
National Recovery and Resilience Agency

AIDR HANDBOOK SHOWCASE

Systemic Disaster Risk

Wednesday 13 October, 2–3pm AEDT

🔍 Register now: aidr.org.au/events

GUEST SPEAKERS

Jillian Edwards

Beyond Business as Usual

Michael Crawford

National Recovery and Resilience Agency

Professor Alan March

University of Melbourne

Ramana James

IAG

Tell us what **you think** in the AIDR Stakeholder Survey

Go in the draw to win over \$500 worth of prizes including

AIDR professional
development program
registration to the value
of \$500

A copy of each
AIDR Handbook

Subscription to the
Australian Journal
for Emergency
Management

Emergency Kit



Conclusion

- The *Disaster Resilience Education for Young People Handbook*
<https://knowledge.aidr.org.au/resources/handbook-disaster-resilience-education/>
- AIDR's Education for Young People Program <https://schools.aidr.org.au/>
- Disaster Risk Reduction Collection:
<https://knowledge.aidr.org.au/collections/disaster-risk-reduction/>
including:
 - National Disaster Risk Reduction Framework
 - Profiling Australia's Vulnerability
 - Guidance for Strategic Decisions on Climate and Disaster Risk
 - Sendai Framework for Disaster Risk Reduction

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

GUEST SPEAKERS

Neil Dufty
Molino Stewart

Andrea Baldwin
Queensland Centre for Perinatal
and Infant Mental Health

Lesley King
Tasmania Fire Service