disaster ready

a guide for planning and facilitating workshops for the community service sector
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For further information please contact:
Melissa Morgan
Emergency Services, Australian Red Cross
nswemergency@redcross.org.au
+61 2 9229 4133
Within this resource, the term ‘emergency’ is used and can apply to any form of emergency incident or disaster. Where the term ‘disaster’ is used, this is interchangeable to ‘emergency’ and connotations of one term over the other should not be made.

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# Introduction

## Module 1: Planning a Workshop

### Topic Area 1: How to use this guide
### Topic Area 2: Learning processes
### Topic Area 3: Determine your role as a trainer
### Topic Area 4: Workshop planning timeframes
### Topic Area 5: Example workshop structures
### Topic Area 6: Things to consider when planning a workshop
### Topic Area 7: Stakeholders and key relationships in emergency management
### Topic Area 8: Invitations and promotion: suggested language
### Topic Area 9: Monitoring and evaluation
### Topic Area 10: Where to from here?

## Module 2: The Impact of Disasters

### Topic Area 1: Emergencies happen
### Topic Area 2: The impacts of disasters can be significant and long lasting
### Topic Area 3: The world is changing: climatically, socially, demographically and developmentally

## Module 3: Organisational Preparedness

### Topic Area 1: Understanding the role of emergency services
### Topic Area 2: Integrating emergency management plans into everyday business
### Topic Area 3: Engaging staff, clients and others connected to the organisation in planning for emergencies
### Topic Area 4: Where to source accurate information
### Topic Area 5: Planning for a range of scenarios
### Topic Area 6: The recovery process and the role service providers can play in recovery

### Core Activities
### Secondary Activities
module 4
resilient clients

<table>
<thead>
<tr>
<th>topic area 1</th>
<th>The role of the community service sector in building client resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>topic area 2</td>
<td>The role of emergency service agencies</td>
</tr>
<tr>
<td>topic area 3</td>
<td>Adaptive capacities</td>
</tr>
<tr>
<td>topic area 4</td>
<td>The link between preparation and recovery</td>
</tr>
<tr>
<td>core activities</td>
<td></td>
</tr>
<tr>
<td>secondary activities</td>
<td></td>
</tr>
</tbody>
</table>

module 5
monitoring and evaluation

<table>
<thead>
<tr>
<th>topic area 1</th>
<th>Introduction to monitoring and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>topic area 2</td>
<td>Monitoring and evaluation principles and examples</td>
</tr>
</tbody>
</table>

module 6
tailoring your workshop to the audience

<table>
<thead>
<tr>
<th>topic area 1</th>
<th>Knowing your audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>topic area 2</td>
<td>Services for culturally and linguistically diverse (CALD) communities</td>
</tr>
<tr>
<td>topic area 3</td>
<td>Services for older people</td>
</tr>
<tr>
<td>topic area 4</td>
<td>Services for people with a disability</td>
</tr>
<tr>
<td>topic area 5</td>
<td>Children’s services</td>
</tr>
</tbody>
</table>

appendices

<table>
<thead>
<tr>
<th>appendix 1</th>
<th>Glossary</th>
</tr>
</thead>
<tbody>
<tr>
<td>appendix 2</td>
<td>Example scenarios, client profiles and additional activities</td>
</tr>
<tr>
<td>appendix 3</td>
<td>State specific information</td>
</tr>
<tr>
<td>appendix 4</td>
<td>Beyond vulnerabilities paper extract</td>
</tr>
<tr>
<td>appendix 5</td>
<td>Bibliography</td>
</tr>
</tbody>
</table>
introduction

The aim of emergency preparedness is to build the resilience of individuals, organisations and communities so they have the confidence and capacity to make good decisions before, during and after emergencies. Emergencies can have wide-reaching and long-term impacts. They can damage and destroy property, have negative impacts on health and psychosocial wellbeing, and disrupt routines and communities. Being prepared can help to reduce these impacts.

The community service sector faces unique challenges during emergencies and is often the target for emergency preparedness activities. This facilitator guide is aimed to assist those planning to host a workshop to increase the knowledge, resilience and self-reliance of the community service sector, so that organisations and clients are prepared for, can respond to, and recover from emergencies. The content could be adapted for other sectors.

The community services sector is vital to sustaining the wellbeing of communities in Australia and meeting a broad range of needs. Community services provide support to sustain and nurture the functioning of individuals, families and groups, to maximise their potential and to enhance community wellbeing1. They often support groups in society that are marginalised or disadvantaged, and may include aged care, children’s and youth services and disability support.

The diversity of the community services sectors means there is no ‘one size fits all’ approach to emergency planning. The contact they have with their clients varies (from residential care to drop-in centres); the responsibility that they have for their clients during an emergency varies (from complete to little responsibility); and their existing plans may vary (from covering what is required by legislation to comprehensive planning). Some services will be interested in prioritising their organisational ability to operate during an emergency; others will be more interested in preparing their clients to respond independently. A multitude of different approaches are required, and this guide covers both organisational and client preparedness.

1 Australian Council of Social Service 2009, Australian Community Sector Survey Report 2009, Strawberry Hills
This guide has two main components: considerations when organising a workshop and modules which cover key messages on emergency planning for organisations, such as self-reliance, planning for a range of scenarios, and including staff, stakeholders and clients in emergency planning. Red Cross is working to encourage a dynamic, flexible approach to emergency preparedness focused on resilience and self-reliance as well as written procedures.

A range of organisations, from emergency service agencies to peak bodies and local government, run emergency preparedness workshops. Many have contributed both directly and indirectly to the content in this guide and their valuable contribution is acknowledged. The model provided in this guide captures some of the possible ways to run a preparedness workshop for the community services sector and we encourage you to be creative and adapt the content to your audience and local circumstances.
This section provides an overview on how to select content and organise the workshop.

Aim
This section aims to assist with the planning of a workshop, including suggested structures and key considerations.

This module covers
- How to use this facilitator guide.
- Learning processes.
- Workshop planning timeframes.
- Example workshop structures.
- Considerations when planning a workshop.
- Stakeholders and key relationships in emergency management.
- Suggested language for invitations/promotion.
- Monitoring and evaluation.
- Where to from here?

Learning objectives
Having completed this module, participants should:
- Have the information required to plan a workshop.
- Be able to design a workshop structure for their specific audience.
- Have an understanding of emergency management and how to engage emergency services in the workshop planning and delivery.

Key messages
- Consider adult learning processes and the facilitation method you will employ.
- These workshops will be most successful if run with representation from key organisations in your local area: emergency services, Red Cross, local and state government representatives from relevant departments.
- You can select which modules or parts of modules you deliver to suit the amount of time available. Consider what you would like attendees to take away from the session.
- During the planning stage consider the monitoring and evaluation framework you will employ.
Disaster Ready: A Guide for Planning and Facilitating Workshops for the Community Service Sector comprises modular-based information sessions. Each module is structured so the content can be tailored to meet the needs of different audiences. Facilitators may choose one or more modules to run with a group or may select elements of different modules to tailor a session to meet the interests of a particular group. The guide provides background information to support the facilitator with developing content for each module. The modules have been designed so they can be run in a variety of settings with minimal resources.

Please note that the terms emergency and disaster are used interchangeably throughout this guide. For a full glossary of terms used please see appendix 1: glossary.

Module structure
Each module includes the following:

- Aim
- This module covers
- Learning objectives
- Key messages
- Activities

Aim
The aim outlines the overall goal of the module.

This module covers
This introduction provides an overview of the information in the module.

Learning objectives
The learning objectives outline what people may learn by participating in the session. Each learning objective is linked with its relevant topic area under the suggested schedules (see below).

Key messages
Under each module is a ‘key messages’ section. This section outlines the most important points in the module. These have been identified so each module can remain flexible to the needs of the group. As a facilitator, try not to get too concerned if the session does not exactly follow the sequence of a suggested schedule. It may be more important to follow the group’s line of discussion.
Having pre-identified key messages will help you pass on the essential information to participants.

**Activities**

The list of activities contains engaging programs you can run in your session to facilitate participants’ understanding of the content (see learning processes section for more information on adult learning). Some modules have more than one suggested activity for a topic area; you can choose the activity most appropriate for your group. You could also encourage attendees to take these activities back to their service and run them for staff to share learnings from the workshop.
topic area two
learning processes²

A workshop is a unique opportunity to share knowledge and skills. This section outlines the process of training and learning about emergency preparedness and suggests strategies that have proven effective for adult learning.

**Adult learning**

Adults, when presented with new information, do not automatically assimilate the information and apply it to their own world. Learning is about understanding new information, linking it to current and past experiences and adapting it to one’s own life or work situation.

**Adults often learn best in the following circumstances:**

- when the learning starts from their own reality, building on their experiences
- when the learning achieves identified goals
- when the learning methods are varied
- when the learning is relevant to their daily lives or is meaningful for the future
- when the learning can be put into effect immediately.

An information session should always be learner-centred. This means participants have an active role in the session, reflecting on issues being presented and discussing them with the other participants.

Relating the topics to participants’ lives and work situations are essential when conducting education in emergency preparedness. It moves the learning process from being pure knowledge acquisition towards the integration of new skills. Education is then less academic and more relevant for everybody. At the same time, it places high demands on the trainer’s people skills and emotional intelligence.
topic area three
determine your role as a trainer

The role of the trainer has changed in recent times with the gradual swing from trainer-centred instruction to a learner-centred approach, where individuals are more responsible for their own learning. In this approach, the trainer’s role is as a facilitator of learning, rather than as a teacher. He or she moderates discussions and contributes ideas and points of view. The trainer as a facilitator may also suggest note-taking at certain points, since this can be a good way of structuring thoughts and feelings when working with experience-based learning. This is also a useful method that can appeal to visual learners.

As a result, it has become increasingly important for trainers to reflect on their own training style, to refine their listening and communication skills, and understand the different ways in which people learn.

As a facilitator, it is important to have a good understanding of the ways people learn and be able to shift between a variety of instructional methods to aid participants and ensure a transfer of learning/knowledge takes place.

Good trainers have the ability to:

- help the group achieve specific outcomes through the use of active, participatory, participant-centred methods
- regularly evaluate the process in real time and measure how well the participants achieved the stated outcomes at the end of the process
- make themselves familiar with the organisational culture and context in which they are working, and ensure the session processes fit that culture
- stimulate dialogue and interaction between participants, not just between themselves and the participants.

The four learning styles in a room

Not everyone learns in the same way and there are four common styles of learning that need to be considered when designing a workshop:

- Type 1 learner prefers to ‘feel’ and ‘watch’
- Type 2 learner prefers to ‘watch’ and ‘do’
- Type 3 learner prefers to ‘think’ and ‘do’
- Type 4 learner prefers to ‘do’ and ‘feel’
Unpacking the four learning styles:

**Type 1 learners: feelers / watchers**
- Seek meaning
- Need to be personally involved
- Learn by listening and sharing ideas
- Absorb reality
- Interest in people and culture
- Function through social interaction
- Conceive ideas

**Strength:** innovating and imaginative.

**Goals:** self-involvement in important issues, bringing unity to diversity.

**Favourite question:** why?

**Type 2 learners: watchers / doers**
- Seek and examine the facts
- Need to know what the experts think
- Form reality
- Interest in ideas and concepts
- Critique information, collect data
- Thorough and industrious
- Enjoy the traditional classroom
- Function by adapting to experts

**Strength:** creating concepts and models.

**Goals:** self-satisfaction and intellectual recognition.

**Favourite question:** what?
Type 3 learners: thinkers / doers

- Seek usability
- Need to know how things work
- Learn by testing theories using practical methods
- Edit reality
- Use factual data to build concepts
- Enjoy hands on experiences
- Solve problems
- Need ‘real-life’ correlation

Strength: practical application of ideas.
Goals: bringing their view of the present in line with future.
Favourite question: how?

Type 4 learners: doers / feelers

- Seek hidden possibilities
- Need to know what can be done with things
- Learn by trial and error and self discovery
- Enrich reality
- Adaptable to change and relish it
- Enjoy variety and excel in being flexible
- Enjoy taking risks
- Often reach accurate conclusions without logic

Strength: action, carrying out plans.
Goals: to make things happen.
Favourite question: what if?
Small group facilitation

The majority of emergency services training programs require trainers to work with small-to medium-sized groups. In comparison with large classroom style training, these small numbers enable a rich learning opportunity for participants, given their increased ability to become involved and actively participate in training. Smaller groups also provide greater opportunity for trainers to observe and respond to the different learning styles of participants.

Benefits of small group facilitation:

- Participants have more ‘air time’ to discuss and express opinions, add ideas and ask questions.
- Participants have more opportunity to learn from each other.
- Participants have more opportunity to practice skills or apply knowledge during the session.
- Trainers have an increased opportunity to provide individuals with specific feedback.
- There is more opportunity to provide individuals with specific feedback.
- Participants are encouraged to get to know each other better, and have more opportunity to break down barriers and create a positive learning atmosphere.
- The learning process has an opportunity to become more dynamic and active. However, this can be influenced by the group dynamics.
- Small groups involve a high degree of interaction.

The effectiveness of the learning, therefore, is determined by the extent to which the interaction enables participants to clarify their own understanding, build on each other’s contributions, ask and answer questions.

Addressing the challenges of small group facilitation

“Simply notice the order of things. Work with it rather than against it. For to try to change what is only sets up resistance.”
— Lao Tzu

As a trainer, you have a key responsibility to maintain and support group learning by carefully managing the group dynamics towards a positive outcome for all involved. Those who may be more concerned with getting the task done efficiently have a tendency to underestimate the importance of individual behaviour in making the group a pleasant and rewarding place. Where certain behaviours are either lacking or in an over abundant supply, this may affect the cohesiveness of the group to perform effectively and could result in participants withdrawing, providing limited contributions or becoming dominant and derailing your content.
Presence and observation are vital skills for a trainer. Having the ability to be present with the group and observe interactions, or lack thereof, enables trainers to take timely and appropriate action. In many instances no action can be the best action of all: groups have a way of sorting themselves out as the session unfolds, while individuals learn to acknowledge and appreciate the differences in each other’s learning and communication styles.

There are instances, however, regardless of the level of a trainer’s interpersonal skills or the maturity of the group, where some individuals will continue to prove difficult. When this happens, it’s important to remember that this person is working from the negative side of their personality, rather than from a conscious desire to be difficult. The person is often unaware of how they affect others and may not realise how harmful their actions are to their own success.

Tip: there is great value to be gained when we take the time to try to understand another person’s point of view. By changing our attitude towards them, as well as our viewpoint about what makes them “wrong”, we can gain a wealth of knowledge to improve our own ability working with people.
### topic area four
workshop planning timeframes

<table>
<thead>
<tr>
<th>Time to event</th>
<th>Task</th>
</tr>
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</table>
| 3 months      | › Determine target audience and broad subjects to be covered by workshop.  
› Confirm date of event.  
› Engage emergency services, local councils and relevant sector peak bodies and request they promote the session through their networks.  
› Attend sector meetings and contact individual organisations and promote the session through those networks. |
| 2 months      | › Book venue or liaise with host organisation on venue requirements.  
› Develop monitoring and evaluation framework, determine the approach to the workshop evaluation and complete pre-event survey.  
› Book travel and accommodation as required.  
› Finalise invitations, registrations open. |
| 7 weeks       | › Finalise workshop structure for session.  
Determine content, including key messages. |
| 5 weeks       | › Assign roles and determine facilitator and other presenters. |
| 3 weeks       | › Book catering (50 per cent vegetarian is generally a good guide). |
| 2 weeks       | › Double check venue booking, including access time to the training room. |
| 1 week        | › RSVP deadline. |
| 6 days        | › Review pre-event surveys and make any required adjustments to content given your audience. |
| 5 days        | › Confirm numbers and dietary requirements with caterers. |
| Day before | • Print and pack relevant resources including handouts, activities etc.  
• Print door and venue signs.
• Print attendance sheet.
• Print evaluation forms.
• Identify evacuation procedure. |
|------------|----------------------------------------------------------------------------------------------------------------------------------|
| On the day | • Ensure clear signage to the room.  
• Set up a registration table.  
• Set up room for small group activities (tables of 6–8 generally work well).  
• Record all attendees. |
| Day after  | • Collate all evaluation forms.  
• Complete facilitator evaluation. |
| 3–6 months after | • Complete any follow up that you determined when developing your monitoring and evaluation framework.  
• Complete final report with monitoring and evaluation data. |
We strongly recommend you plan for a full-day workshop. This allows attendees to become more comfortable with one another and to understand how complex planning for emergencies can be. The below structures are examples of workshops that have run smoothly, however we encourage you to consult the target sector to ensure the content is relevant. Please note that all activities described in the example schedules are explained in greater detail in the relevant modules.

**Full-day example schedule: organisational resilience**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00–9:15am</td>
<td>Introduction</td>
</tr>
<tr>
<td>9:15–10:00am</td>
<td>Panel 1: emergency services panel (fire services, SES, police, Red Cross, other locally relevant services)</td>
</tr>
<tr>
<td>10:00–10:45am</td>
<td>Activity 1: community hazard mapping</td>
</tr>
<tr>
<td>10:45–11:00am</td>
<td>Morning tea</td>
</tr>
<tr>
<td>11:00–12:00pm</td>
<td>Activity 2: warning time (organised by service type)</td>
</tr>
<tr>
<td>12:00–12:45pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45–1:30pm</td>
<td>Activity 3: speed dating activity</td>
</tr>
<tr>
<td>1:30–2:00pm</td>
<td>Panel 2: answering questions from question and answer box</td>
</tr>
<tr>
<td>2:00–2:15pm</td>
<td>Afternoon tea</td>
</tr>
<tr>
<td>2:15–3:15pm</td>
<td>Activity 4: scenario</td>
</tr>
<tr>
<td>3:15–3:45pm</td>
<td>Activity 5: to do lists and span of control</td>
</tr>
<tr>
<td>3:45–4:00pm</td>
<td>Wrapping up</td>
</tr>
</tbody>
</table>
## Full-day example schedule: client resilience

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00–9:15am</td>
<td>Introduction</td>
</tr>
<tr>
<td>9:15–10:00am</td>
<td>Panel 1: emergency services panel (fire services, SES, police, Red Cross, other locally relevant services)</td>
</tr>
<tr>
<td>10:00–10:45am</td>
<td>Activity 1: guest speaker</td>
</tr>
<tr>
<td>10:45–11:00am</td>
<td>Morning tea</td>
</tr>
<tr>
<td>11:00–12:00pm</td>
<td>Activity 2: capabilities vs. vulnerabilities</td>
</tr>
<tr>
<td>12:00–12:45pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45–1:30pm</td>
<td>Activity 3: speed dating activity</td>
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<td>1:30–2:00pm</td>
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<tr>
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<tr>
<td>2:15–3:15pm</td>
<td>Activity 4: warning time</td>
</tr>
<tr>
<td>3:15–3:45pm</td>
<td>Activity 5: to do lists and span of control</td>
</tr>
<tr>
<td>3:45–4:00pm</td>
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</tbody>
</table>
### Half-day example: organisational resilience

<table>
<thead>
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<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00–9:15am</td>
<td>Introduction</td>
</tr>
<tr>
<td>9:15–9:30am</td>
<td>Panel 1: emergency services panel (fire services, SES, police, Red Cross, other locally relevant services)</td>
</tr>
<tr>
<td>10:00–10:45am</td>
<td>Activity 1: community hazard mapping</td>
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<tr>
<td>10:45–11:00am</td>
<td>Morning tea</td>
</tr>
<tr>
<td>11:00–12:00pm</td>
<td>Activity 2: scenario</td>
</tr>
<tr>
<td>12:00–12:45pm</td>
<td>Activity 3: to do lists and span of control</td>
</tr>
<tr>
<td>12:45–1:00pm</td>
<td>Panel 2: answering questions from question and answer box</td>
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### Half-day example: client resilience

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Professionals from the community service sector are experts in their field: they will have the best understanding of their organisation’s and clients’ needs and strengths, as well as sector expectations. Think of ways to acknowledge this early in your workshop, such as getting services to briefly introduce themselves, describe how they operate and the challenges they face in emergency planning.

Consult with the sector you’re targeting to ensure that the workshop is relevant for the audience. In your area there may be a peak body for the sector. You could request to attend meetings and promote the workshop.

Keep the group size relatively small so that there is maximum participation from attendees. A maximum of 30 people is a manageable number, providing diversity of experience and services while still allowing everyone the opportunity to contribute.

Selecting a good facilitator is one of the most important decisions when it comes to planning a workshop. It’s a difficult skill engaging an audience and allowing participants to guide the conversation while making sure key messages are delivered.

Encourage the facilitator to use plain language, jargon and acronym-free throughout the workshop. Ensure the facilitator is aware that different sectors often have different terminology and the same word or acronym can mean entirely different things.
We strongly encourage you to engage with all emergency service agencies, Red Cross, local councils and state government representatives from relevant departments when planning your workshop. Having these representatives at your workshop will bring the content to life, provide trusted, hazard-specific expertise and give clear guidelines on their roles and expectations. Ensure you brief other stakeholders thoroughly on the objectives and approach of the workshop as it may be different to what they have participated in previously.

Approaching the local headquarters for each emergency service is the best way of engaging with volunteers and staff in that location. As with any sector there may be some complexities with relationships that need to be taken into consideration. Providing plenty of notice and including all key agencies should assist.

The sector that you’re targeting the workshop for is likely to hold regular for peak interagency meetings. Ask if you can attend these to promote your workshop and get feedback on the proposed content to ensure it’s relevant and appropriate for the particular group.

Local councils are important stakeholders in any workshop for the services sector. They manage or support many service providers and will be able to assist with the promotion of the workshop. They will also have good knowledge of local demographics.
Keep invitations short and to the point, with key details like date, times and who should attend clearly marked. Even if registration is being done online, it’s a good idea to provide contact details should people have specific questions.

Clearly communicate the aim of the workshop and what information is going to be covered so that expectations are managed from the outset.

See below for some example language for the invitation, which was drafted for a workshop for the children’s services sector in NSW.

Young children are particularly at risk during disasters. This workshop will provide you with information and tips to better prepare your organisation for emergencies. This is a unique opportunity to draw upon the expertise of emergency services and further develop your emergency management plan with agencies such as the Rural Fire Service, SES, Fire and Rescue, Police.

The workshop will address questions such as:

- What is the role of emergency services during an event?
- How can our service better prepare our premises?
- How can we prepare for events that happen very quickly?
- How are we responsible to staff, parents and children during an event?
- How can we communicate our plan to staff, parents and children?
- Are there issues specific to our service type or location we should consider?
Monitoring and/or evaluation should be considered when you start planning a workshop. When registering, you could have your participants answer a series of questions so you can gather baseline data on their current state of preparedness.

The questions should be designed using a consistent, evidence-based framework. For instance, you may choose to use a particular behaviour change model. Red Cross uses a series of indicators to measure preparedness of individuals. Red Cross has a Monitoring and Evaluation Framework that can assist you in designing survey questions and establishing baseline data - see Module Five for further information.

Ideally, you would follow up with participants after the workshop to assess the longer-term impact of the workshop. You will need to alert participants to this at the workshop if you are planning on contacting them down the track.
The information provided should assist you with the planning and content to host a workshop for service providers. If you would like further assistance you can contact Red Cross to request a facilitator, or ask further questions by contacting your state Red Cross office and speaking to the emergency services team.

The workshop doesn’t have to be the last time you engage with service providers; there are a number of opportunities to engage them again and for the workshop content to remain relevant:

- Send participants a summary of the workshop via email after the workshop, attaching any relevant information.
- If you choose to have participants write ‘to do’ lists, you could post it to them a few weeks after the workshop, as a prompt.
- If participants are interested, Red Cross can run RediPlan information sessions targeting individual and household preparedness.
- Follow up with your participants to measure the impact of the workshop.
- Keep in touch. Before the next bushfire or storm season send out a reminder with helpful tips on how to keep safe and encourage them to forward the information out to their stakeholders, clients and others connected to their service.
This section focuses on the impact of disasters on individuals, families, communities and organisations. This module outlines why preparing for disasters is vital, particularly for the community service sector whose clients may be particularly at risk before, during and after emergencies.

**Aim**

Service providers understand the long lasting impacts of disasters and the importance of preparing for a range of different emergencies.

**This module covers**

- Emergencies happen.
- The impacts of disasters can be significant and long lasting.
- The world is changing: climatically, socially, demographically and developmentally.

**Learning objectives**

Having completed this module, participants should:

- Have an understanding of the risk that disasters pose.
- Have an understanding of the wide ranging impacts of emergencies on an individual, familial, organisation and societal level.
- Be aware of the importance of preparing for emergencies.

**Key messages**

- Disasters have wide reaching impacts. These can be categorised into people, built, economic and natural environments.
- Disasters can have long-term impacts on the psychological wellbeing of individuals and disrupt the social fabric of communities.
We know from Red Cross’ recovery work and from stories people relay, that the impacts of emergencies are significant and can be severe, disruptive and, in some cases, even change people’s lives for years.

Unless a person has been through an emergency, it is a very abstract concept for them to understand and to plan what they would do. It is a simple question: why prepare? Why prioritise preparedness actions over other perceived pressing matters (e.g. food on the table or health issues), or non-pressing matters (e.g. will I go out on Friday night, or who will win the football?) How do emergency managers get people to understand that they need to protect the life that they value living? This is a big challenge for the emergency management sector, and society as a whole.

It is important for people to understand that just by living in Australia, there is an increased chance of them being affected by a disaster or emergency over the course of their lifetime. In Dorothea Mackellar’s famous poem, Australia is described as “a sunburnt country, a land of sweeping plains; of ragged mountain ranges, of droughts and flooding rains.”

The traditional owners of our land have been living with fire, flood, volcano and cyclone activity for over 40,000 years. What would be called natural hazards for many of the first nation people have become part of the Tjukurpa or the Dreaming and we need to draw more regularly upon their knowledge. For example, the Wurundjeri from the Kulin Nation around Melbourne, in addition to a seven seasons calendar also have two other seasons, Big Water (every 25 years), and Big Fire (every 7 years).4

While people mostly associate natural hazards with emergencies or disasters, non-natural hazards can also cause similar impacts, e.g. terrorism, transport accidents, murders. Small scale events and personal emergencies, such as sudden death or illness, can be equally catastrophic, and have a similar impact on people’s lives. There is a tendency for people to think it will not happen to them, however some of the research and Red Cross’ own experience suggests otherwise.

A national study of 5,000 people conducted by Professor Joe Reser of Griffith University5 revealed that 40 per cent of participants had experienced an emergency or the threat of one, and 17 per cent had experienced two or more. This suggests that 1 in 3 people will be affected by emergencies in their lifetime.

Research from the Australian Centre for Post Traumatic Mental Health, also suggests that around 65 per cent of people will experience a traumatic event in their lifetime, e.g. a motor vehicle accident, violent assault or workplace accident6.

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The consequences, impact and recovery from a traumatic event can be severe and should not be underestimated. Red Cross describes the impacts of disaster as psychosocial impacts because they have an effect on people’s psychological and social wellbeing. The psychological dimension is the internal, emotional and thought processes of a person – his or her feelings and reactions; and the social dimension relates to relationships, family and community networks, social values and cultural practices. When considering the impact of an event, it’s important to consider what individual lives, households, families, business, organisations, and community networks may be vulnerable to, or in fact, resilient from.

Psychosocial impacts of a disaster can include disruption to daily life caused by a loss of or change in:

- health and wellbeing
- sense of control over one’s own life
- significant loved ones
- community or social cohesion
- a sense of security
- hope and initiative
- faith and trust in others
- dignity
- social networks, institutions and routines
- access to services and other resources
- infrastructure
- property (including homes and businesses), material goods
- pets
- prospects of a livelihood
- place and landscapes; and
- support networks.

Recovery can take a long time and people often describe the process as a major challenge, dealing with a complicated situation. For many, recovery is not easy and can lead to significant health, confidence, relationship, and financial impacts that may last for years. It is a situation that most people go through but would not wish others to experience.

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7 Australian Red Cross, 2015. Emergency Services Training Toolkit
8 International Federation of Red Cross and Red Crescent Societies, 2007. Psycho-social Interventions: A handbook (2nd Ed)
9 Richardson, J. 2014. Beyond Vulnerability: Developing Disaster Resilience Capacities to Target Household Preparedness Activities
10 Australian Psychology Society and Australian Red Cross 2013, Psychological First Aid: An Australian Guide to Supporting People Affected by Disaster. National Library of Australia
The world is changing – climatically, socially, demographically and developmentally – which increases people’s risk of experiencing the severe consequences from the impact of disasters.

Some of the risk factors for Australia include:

Climatically: with a predicted increase in atmospheric temperature, the rise of sea levels and change in weather patterns, Australia is likely to see hotter, drier conditions in the south-west and east, leading to longer, more intense heatwaves, droughts, and higher fire danger. There is also the likelihood of increased flooding from more intense rainfall events.

Socially: increasingly, people report being ‘time poor’, which can reduce the time available for people to undertake preparedness actions. Factors contributing to this may include:

- 51 per cent of people surveyed work more than the standard 40-hour week.
- People in urban centres spend an average of 80 minutes per day commuting.

In addition, men and women spend an average of 50 hours and 10 minutes a week in a combination of paid and household work. This represents an increase since 1992 of around two hours a week for both men and women (or around four days over the course of a year). In 2006 men and women spent more time sleeping compared with 1992. The extra time spent working and sleeping came at the expense of time spent on outdoor sports and general free time.

Demographically: with permanent and seasonal population movements, our population is growing by 350,000 people a year (the equivalent of adding a Canberra-sized city each year). This increase is forcing people to move into higher risk areas such as the urban fringe that interfaces with forests, the flood/cyclone risk areas of Queensland, as well as creating higher density living in the inner and middle parts of major metropolitan areas.

The population is more ethnically diverse, becoming older with higher levels of disability. While none of these factors mean specifically that the population is more vulnerable, the sector needs to be aware of these potential challenges.

An ageing population may equate to poorer health and reduced capacity to cope with disruption. Someone from a culturally and linguistically diverse (CALD) background, perhaps a newly arrived asylum seeker, may have fewer financial resources, a low awareness of the riskscape, and limited connections to the community. It is also important to recognise that Australia’s most popular holiday destinations outside of the capital cities – Far North Queensland, Sunshine Coast,
North and South Coast NSW, Western Victoria and South Western Australia\textsuperscript{15} – are all considered to be high-risk areas for hazards.

**Developmentally:** our reliance on the physical infrastructure of modern day communities leaves us vulnerable to large scale disruption.

This infrastructure includes:

- communication and technology systems
- transportation networks
- power, water, sewerage and drainage systems
- food distribution networks
- the health care sector
- housing and accommodation.

All of these are, to a certain extent, taken for granted in normal day-to-day life but are sorely missed if they are disabled by any event—technological or natural.

\textsuperscript{15} Australian Government, 2012. Tourism Industry: Facts and Figures at a glance
module two  ▶ the impact of disasters  disaster ready
This section focuses on how to build organisational resilience and preparedness for a range of emergencies. This section includes key consideration for emergency management plans, communications strategies for both sending out and receiving information during an event and tips on planning for different types of emergencies.

Aim
Service providers are able to increase their organisation’s resilience to a range of emergencies in collaboration with clients, staff and others connected to their service, and increase their awareness of the role of emergency services.

This module covers
- Understanding the role of emergency services.
- Integrating emergency management plans into everyday business.
- Engaging staff, clients and others connected to the organisation in planning for emergencies.
- Sourcing accurate information and communication strategies for before, during and after an emergency.
- Planning for a range of scenarios.
- The recovery process and the role service providers can play in recovery.

Learning objectives
After completing this module, participants should:
- Have the required knowledge to draft or improve on their emergency management plan in collaboration with staff, clients and others connected to their organisation.
- Have an increased understanding of the importance of being as self-sufficient as possible during an emergency and understanding the limitations of emergency services.
- Have an increased awareness of the importance of practising and communicating their emergency plans with all connected to their service.

continued over
Key messages

- Service providers should understand their role, the importance of emergency management plans and their responsibilities in an emergency.
- Emergency management plans need to be incorporated into the everyday work of the organisation – plans should be living documents that are referred to, updated and discussed regularly with all those connected to the organisation.
- Some service providers (residential or day services) may have clients in their care during an emergency. Preparing for emergencies allows service providers to think about business continuity and to continue to support clients during and after an event.
- Emergency service agencies may have limited capacity during an emergency: organisations need to develop evacuation plans away from the threat area, that don’t rely on police, fire or other state emergency services.
- A plan is only strong if it has been communicated and understood broadly. Staff and clients need to be meaningfully engaged in the development of the plan and receive regularly communicated updates.
- Contingency planning for organisations and business continuity.
- The recovery process and the role service providers might play in recovery.
The role of emergency service agencies is not well understood. Inviting the police, fire services and State Emergency Service to participate in the workshop is an important way to ensure that participants are aware of the specific roles (and limitations) of emergency services. Common misconceptions around emergency services being able to rescue at risk clients or the existence of reliable vulnerable client registers are best explained and dispelled by agencies with extensive emergency management experience.

People may have had different experiences with the police forces or other uniformed agencies, whether in Australia or internationally, which leads them to feel uncomfortable with police or in a uniformed presence – it is important to help break down these barriers before emergency situations. Fostering these relationships and understanding, in a workshop environment, will assist with smoother management of emergency situations.

You should find that emergency service agencies in your area are willing to participate in a workshop and eager to work with the community services sector. Approaching the local headquarters for each service is the best way of engaging with volunteers and staff in that location. Giving plenty of notice is important, as are reminders in the lead up to the workshop.
While the service sector may have legal obligations to have and practise emergency management plans, Red Cross has observed that these plans are sometimes procedural documents, which don’t address the complex nature of emergencies.

Emergency management plans should be created to enable staff and volunteers to make good decisions before, during and after an emergency situation. For the process of planning for an emergency to be as thorough as possible, staff, volunteers, clients, stakeholders, management committees and others connected to the service should be involved in the development of a plan. Often the planning process is as important as the production of the plan. Emergency planning should be included as part of staff induction and any updates or changes to the plan widely communicated.

Practising plans is an important way to test whether a service is ready to handle an emergency situation. Different scenarios should be tested – from lock downs, to heatwaves and evacuations, with more than one evacuation assembly point tested over the course of a year. Plans can also be practised through desk top exercises, which should assist when considering long term impacts.

There are ways to practise plans in a realistic way. One service director alerted her staff that she was going to hide a sign with an emergency scenario written on it and that staff needed to act immediately upon finding it. This made for a far more realistic drill, as a staff member found the emergency scenario during rest time for the children, which added an extra layer of consideration for the organisation. It’s important for the scenarios to be practised at busy or inconvenient times to test how the plan works. Emergency service agencies are often happy to attend drills and provide advice for improvements. Desktop exercises can be used as a team building or professional development activity.

Often one of the most beneficial parts of a workshop is the sharing of ideas, stories and tips between service providers who have similar organisations structures or client groups. Allow time for this exchange throughout your workshop schedule.
Engaging all those connected to a service in emergency planning should be one of the key focuses for emergency preparedness workshops with service providers. Engaging staff, clients and others connected to the service provider ensures that emergency management plans aren’t reliant on key individuals. Clients, staff and their loved ones are less likely to be stressed if they’re aware of the plan.

When a new client is taken into a service, the organisation’s emergency management plan should be communicated to them as well as relevant carers or loved ones. These simple conversations prior to an emergency significantly reduce the stress during an event. Staff and management at all levels should be involved when the emergency management plan is reviewed or changed. Clients and others connected to the organisation should be given the opportunity to feed into the emergency management plan, if not from the outset then following a drill or an emergency event.
There are a range of sources of information available for before, during or after an emergency. The list below is not comprehensive, but details some useful and reliable sources of information in the emergency context across Australia. In the appendices you will find state-specific information for each State and Territory in Australia. These sources are trusted because messages published on these sites, apps and official social media pages are created by experts in emergencies.

It is important to note that technology often fails in an emergency context, particularly power and mobile phone signals; organisations and their clients should be encouraged to access information from a wind up, battery powered radio (available from the Red Cross online shop), tuned to ABC local radio during such circumstances. Older phones that connect directly to the phone socket can be used when power is down as they don’t rely on electricity.

**General household preparedness**

The following sources of information help people to prepare themselves and their loved ones for different kinds of emergencies.

### Before an emergency

<table>
<thead>
<tr>
<th>Source</th>
<th>资源</th>
</tr>
</thead>
</table>
| Red Cross | ‘RediPlan’ resources for household preparedness  
| Australian Council of Social Services (ACOSS) | Organisational benchmarking resources.  
www.acoss.org.au |

### During an emergency

<table>
<thead>
<tr>
<th>Source</th>
<th>资源</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police/ambulance/fire</td>
<td>Dial 000 for emergencies only.</td>
</tr>
</tbody>
</table>
| Health Direct | 1800 022 222  
www.healthdirect.org.au |
| Translating and interpreting service | 131 450  
www.immi.gov.au/its |
| Smartphone apps | • Disaster Watch  
• Emergency +  
• Australian Early Warning Network  
• A compass (what direction is the fire/ incident?) |
|-----------------|---------------------------------------------------------------|
| Weather conditions | • Bureau of Meteorology  
www.bom.gov.au  
www.weatherzone.com.au |
| Media and radio | • ABC Emergency delivers official warnings and alerts and publishes emergency coverage on ABC Local Radio and ABC News. ABC has plans and survival kits (bushfire / cyclone / flood / heatwave / earthquake / storms).  
www.abc.net.au/news/emergency  
www.abc.net.au/news/emergency/state |
| Emergency Alert | • Emergency Alert is the national telephone warning system used by emergency management agencies. It is designed to make you aware that something is happening in your neighborhood that may impact on you. In any emergency, you should not wait for an alert before you act. If a decision is made to issue a warning via telephone during an emergency, an Emergency Alert will be sent to landline telephones or mobiles based on the billing address within an area defined as under threat. How do you know that the message is authentic? 0444 444 444 is the number assigned to Emergency Alert. This number will always be displayed in the message header or caller identification. All emergency alerts and warnings issued are published on  
www.emergencyalert.gov.au |
After an emergency

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red Cross</td>
<td>recovery resources &lt;br&gt;www.redcross.org.au/emergency-resources.aspx</td>
</tr>
<tr>
<td>ABC Emergency</td>
<td>ABC may broadcast about recovery after an event. &lt;br&gt;www.abc.net.au/news/emergency</td>
</tr>
<tr>
<td>Local councils</td>
<td>The local councils in affected areas will likely be working in the recovery space.</td>
</tr>
</tbody>
</table>
topic area five
planning for a range of scenarios

An all-hazards approach will give participants the opportunity to create a robust emergency management plan that allows good decision-making before, during and after a range of different types of emergency. The presence of emergency service agencies will assist in this process, as they will be able to describe a range of situations throughout the day.

Allowing participants to make quick decisions in a simulated environment will also assist with this, and the example scenarios found in appendix 2 provide ways for participants to test their emergency management plans. Requesting example scenarios from emergency service agencies in your area enables a range of relevant scenarios are developed for your location.

Throughout the workshop be sure to refer to different sorts of emergencies, which could affect the sector or their clients. Heatwaves are responsible for more deaths than any other type of disaster in Australia and the clients of the community service sector are more at risk because of underlying medical conditions, the medications they might take and limited resources. Encourage the facilitator to consider prompting thought and discussion on all types of disasters, rather than focusing on fires, floods and storms.

Through the activities and discussions in your workshop, ensure that the importance of contingency planning is communicated to participants. Encourage services to think about how they would continue to operate if their premises were temporarily damaged, inaccessible or even destroyed. Services should also consider how they would communicate with their clients if this had been the case. A day service that participated in a workshop with Red Cross was damaged by storms overnight. They didn’t have a way of contacting the people that were attending their service the next day remotely, so the director had to drive on damaged roads to get contact information for the next day’s clients.

When contingency planning, it’s also important to consider how the additional needs within the community might affect the service. Would there be increased need for their service? How would they assist their clients through the recovery process? How would they communicate about the event to clients and others connected to the service? These are all important considerations and questions that should be topics of discussion throughout the day.
topic area six
the recovery process and the role
service providers can play in recovery

Recovery is complex and non-linear. It is a process and there is no fixed point at which recovery can be said to be ‘finished’. Service providers, as organisations connected with local individuals, families and communities, have a role to play in the recovery process.

Throughout the workshop, be sure to emphasise that the role of service providers will be just as vital in the recovery phase as during the response phase. Service providers are often key sources of information when it comes to community needs and assessing how at-risk members of the community were impacted by the event.

When preparing for disaster, encourage service providers to take in to account their possible role in prolonging affected people’s recovery. Sometimes service provider requirements of those affected by disaster can add additional stress to those attempting to recover.

When preparing for disasters, service providers should have in mind longer-term recovery in addition to immediate response. Much of what service providers can do in this space are activities they likely already do when an emergency strikes their service on a smaller scale. Encourage the facilitator to prompt services to discuss how they handle the serious illness or death of a client. Often services will have a group session with clients or make a psychologist available to staff and clients. Similarly, if there had been a serious accident nearby that didn’t affect any of their clients directly but had left people in shock, the service would likely provide information or assist their clients to cope in some way.

These are all activities that could be included as part of a recovery plan. Discussing the complex nature of recovery is vital when preparing service providers for emergencies and should be a key area of discussion in the workshop.
module three

core activities

Emergency services panel

Basic outline
This activity provides participants with accurate information on the role of emergency services. It also allows services to indicate their strengths and challenges at the outset of the day.

This activity at the beginning of the day allows emergency services, participants and the facilitator to get a better sense of the key concerns participants have when planning for emergencies. It also allows emergency service agencies to explain the challenges they face.

Activity instructions
Brief emergency service agencies that you will ask them to present at the beginning of the workshop. Emergency services briefly cover the following:

- What participants can expect them to be doing in an emergency.
- What they shouldn’t expect from them during an emergency.
- Any other key information about their service.

The facilitator then asks three or four different service providers to provide some basic information on their service type. Services to briefly present on:

- The type of service their organisation provides.
- Number of clients.
- Transport options available to them (both normally and during an emergency).
- Some of the challenges they face during an emergency.
**Question and answer box**

**Basic outline**

This activity is designed to allow participants to ask any questions they might have and maintain the timing of the workshop. Brief emergency services that questions will be directed to them at a certain part of the schedule, ideally around lunchtime as some participants may need to leave early.

**Activity instructions**

Introduce the Q&A box at the beginning of the day and encourage participants to place questions in there throughout the workshop, using the post-its left on their table.

Allocate approximately 30 minutes to answering the questions, which are read out for the whole group. The questions will be directed at the facilitator and emergency services. The facilitator directs any hazard-specific questions to the relevant emergency service.
Community hazard mapping

Basic outline
This activity allows the participants to place their service or their client’s property in the geographic environment and identify potential hazards and emergency assembly points nearby.

Activity instructions
Place participants in small groups relevant to their geographic area. This activity can be undertaken either for the service or for an individual client’s residence. If there is considerable diversity of locations at a particular table, ask them to focus on one service or location for this exercise.

Ask participants to draw a map and identify their service, their emergency assembly points, hazards near them and evacuation routes. Ask emergency services to sit with groups as they create this map, so that they may contribute to the discussion and provide information and considerations for that group. Ensure that participants consider all types of hazards that might impact their service (heatwaves, road accident etc).

Ask each group to report back two observations they made through the process. Common observations are that their assembly point relies on another organisation or group. They may have made the council or a local school their assembly point but may not have regular communication with that other organisation. Another common point of discussion is when an organisation plans to evacuate through a gate on shared property that they don’t manage.
Scenario

This activity allows service providers to test their decision making in a time pressured environment when new information is coming in. It also allows service providers to consider some of the key questions they need to consider when making decisions in this kind of an environment.

A scenario provides detailed information on an imminent (and evolving) hazard. In small groups participants consider a series of questions at each stage of the scenario. See appendix two for examples of different scenarios.

Questions the group could consider:

- What will conditions be like at your facility? How will clients, their families and staff be responding?
- Will you continue operating?
- Who will speak to the media and authorities?
- Can you access copies of records, client contact details, insurance papers and organisation financial information remotely?
- How are you communicating with staff regarding the situation? Will any staff want to leave the service to support family or friends?
- Who is assigned to keep up to date about the situation, and how will that be done?

Give the groups 15 minutes to discuss the questions for each section before providing the next update in the scenario. You can also use ‘complication’ cards to make the scenario more difficult. At random, hand out cards that add a complication for that group e.g. power goes out; media would like to film your centre, etc.

At the end of the scenario bring the participants back together and ask the whole group to answer the following questions:

- Did you feel comfortable making decisions at each stage of the scenario?
- What did you find the most challenging?
- Do you have any ideas for improving your plan after this activity?
Word association game

Basic outline
This activity allows participants to reflect on and question some of their assumptions around what it is that emergency services do and what their own role is during an emergency.

Activity instructions
In small groups, participants are given a number of words and phrases. In their table groups, participants are asked to determine whether they associate that word more with ‘emergency services’ or ‘community service providers’, both or neither.

Words that could be used in this exercise are ‘combat agency’, ‘rescuer’, ‘duty of care’, ‘responsible’.

Each table then reports back to the broader group and discusses what areas they found challenging and anything they’ve realised through this process.

Case study: guest speaker

Activity instructions
Invite a service provider who has experienced an emergency to attend. Their experience could either be a great example of a robust emergency plan and approach to emergency management, or the service could also have had an experience in an emergency that led them to review their procedures. A service provider who has had a challenging and stressful experience is likely able to articulate some of the most pertinent considerations in emergency preparedness for similar organisations.

Allow service providers time to ask questions of the guest speaker.

Time
45 minutes

Resources needed
Whatever the guest speaker requires
Laptop projector
Perceptions activity

Basic outline
The purpose of this activity is to get participants to reflect on their own perceptions and assumptions when it comes to emergency management.

Activity instructions
Ask workshop participants to stand up. Using a wall in the room, inform the participants that one end represents ‘strongly agree’, the other end represents ‘strongly disagree’ and the middle of the wall represents ‘neutral’. They will be voting by placing themselves somewhere along that wall scale to indicate how strongly they feel about particular statements.

Statements could include:

- All staff will remain at my workplace if an emergency takes place in our community.
- If we need to be rescued, we can call 000.
- Emergency service agencies can’t always provide support immediately.
- I would be able to close my service on a high-risk day.

This could be done both at the beginning and end of the day, to see how people’s perceptions had changed.
**Time**
45 minutes

**Resources needed**
A room with enough space for participants to line up facing one another

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**Speed dating activity**

**Basic outline**

This activity allows all participants to have a meaningful discussion with fellow participants in a one-to-one setting.

**Activity instructions**

Participants stand and line up in two lines facing each other. Participants will have a discussion with the person opposite in relation to a particular question which will be read out for the group.

Allow participants five minutes to discuss each of the below questions with that partner. After each question, one of the lines moves up one spot so that for each question participants are discussing it with a new partner.

Questions could include:

- How will we involve staff, clients, families and carers in planning for emergencies?
- How will we ensure our plan is regularly reviewed? Are our plans part of staff induction and enrolment of new clients?
- How will we encourage staff and clients to have their own household plans and share them with us?
- How would we manage staff, carers, clients and family with conflicting obligations during an emergency?
- How will we practise our plan?

When participants have resumed their seats, lead a discussion around the questions that they’ve just discussed. Encourage participants to share any particularly clever ideas or methods that came out in that discussion.
This section focuses on how organisations can support their clients to be more resilient to emergencies.

**Aim**
Service providers work with their clients to build resilience to emergencies and to develop individual plans with clients.

**This module covers:**
- The role of the community service sector in building client resilience.
- The role of emergency service agencies.
- Adaptive capacities.
- The link between preparation and recovery.

**Learning objectives**
After completing this module, participants should:
- Have an understanding of the capacities that contribute to a disaster resilient person.
- Have the required knowledge to assist their clients to consider how they will respond in an emergency.
- Be equipped to communicate the importance of individual emergency plans to their staff, clients and those connected to the organisation.
- Have an increased understanding in the significance of the link between preparation and recovery.
- Have an understanding that clients who have complex or additional needs are not necessarily registered with emergency services and are not guaranteed to be rescued as part of an emergency response operation.

*continued over*
Key messages:

- There is a strong link between preparing for an emergency and the ability to recover better following a disaster. Encouraging clients, staff and those connected to an organisation to prepare could assist their recovery after an emergency.
- It is important to reflect on the strengths and capabilities within the client group when creating discussion on their preparedness.
- There is not necessarily a vulnerable person’s register and if there is, it may not be reliable during an emergency: vulnerable clients will not necessarily be identifiable in emergency situations and rescued.
- Clients should be encouraged to consider their personal emergency management plans to ensure that their individual needs would be met in the case of an emergency. RediPlan helps them develop these plans, including building a personal support network.
- By understanding the hazards in their area and knowing where to receive information, service providers and their clients are empowered to act and respond to emergencies as they happen.
Over the decades that Red Cross has worked in emergency services, we have discovered there is a strong link between preparing for an emergency and the ability to recover more quickly. Encouraging clients and their networks to prepare could assist their recovery after an emergency and allow an organisation to return to providing its normal services more quickly.

When planning your workshop, it’s important to recognise that the community service sector represents a range of organisations that work with their clients in different ways. Within aged care, clients may be living in residential care, or receiving assistance, information or support through group support or home visits. Some organisations may have clients in their care at the time of an emergency (such as residential or day services); others only connect with their clients remotely or irregularly. Irrespective of how they engage with clients, the community service sector has access to some of the most at risk groups and individuals in the community and there is a great deal that the sector can do to encourage emergency preparedness amongst their clients. Building client resilience by helping them get prepared (both in a practical and psychological sense) means that the people connected with an organisation will be better able to adjust to and recover from an emergency. Assisting clients to prepare for an emergency will also ensure their service is able to operate during and following a disaster, and is able to return to normal operations as soon as possible.

There are steps that individuals, families, organisations and communities can take to help themselves be better prepared for an emergency. Most emergency service agencies have information and kits to assist people going through this process. Red Cross’ RediPlan steps through the emergency planning process so that individuals and their loved ones can be prepared and cope better with the short and long term impacts should an emergency occur. RediPlan helps people think about the physical and psychological impacts of emergencies.

RediPlan follows four simple steps:

- Get in the know
- Get connected
- Get organised
- Get packing

RediPlan can be downloaded from: www.redcross.org.au/prepare
While at the workshop, encourage services to share their experiences and tips on preparing clients for emergencies. One residential aged care facility that Red Cross engaged with mandates an emergency bag for each of their clients when they are moving in. Their emergency bag must include a change of clothes and essential toiletries should evacuation be required. This sharing of ideas is a vital part of the success of the workshop.
The role of emergency service agencies should be considered in relation to clients. The capacity of emergency service agencies is often overwhelmed during large-scale events, meaning people may need to make do without assistance for a period of time. This is significant if clients are particularly vulnerable.

During the workshop, there might be a discussion around a vulnerable clients list or register. In some areas, the health department, police or local council may have worked to create a list of people who might need extra assistance during an emergency. There is a risk that such lists are outdated or may no longer be maintained, without that having been communicated to the people on the list. It should be emphasised that emergency services do not necessarily know about an individual client’s needs or location and would not always be able to reach them if they did.

The benefit of a panel exercise is that it allows emergency service agencies to describe their role, their priorities and their limitations during an emergency.
When running a workshop for the community service sector, it is important to be realistic and acknowledge the challenges their clients may face. Vulnerabilities can be exacerbated during emergencies, but equally, strategies can be put in place to ensure clients are resilient to disasters.

We know that some people are more at risk of emergencies and emergency service agencies try to target these at risk groups through their work. Yet emergency service agencies have tended to focus on demographics as the key factor determining an individual’s vulnerability during an emergency. That is to say, evidence indicates that certain people are more at-risk during an emergency, many of whom the community service sector work with, including children, people with a disability, older people etc. Yet focusing work on at risk groups based purely on demographic profile doesn’t account for strengths that the individual may possess that make them resilient to the impacts of disasters.

That is why Red Cross identified four adaptive capacities that provide a better measure of an individual’s likely ability to cope following an emergency.

These adaptive capacities are:

- **Knowledge**: of hazards and local history and the ability to access information to make informed decisions and act upon it (i.e. to anticipate in relation to prevailing hazard-scape and to cope, adapt, recover and learn from specific hazard experiences).
- **Wellbeing**: the focus on physical health, quality of life, and mental health and the ability to cope with, adapt to and recover from disruption of emergencies.
- **Connection**: good community networks, trust in local institutions, connection to place and local services, essentially social capital.
- **Security**: protection against loss of assets and livelihoods and the ability to maintain personal safety and shelter.

These adaptive capacities, which are explained in depth in the paper referenced here, allow us to reflect upon an individual’s resilience to disaster and to consider how possessing these capacities can minimise the disruption in people’s lives from the impacts of a disaster. A resilient person is empowered.
What this should demonstrate to participants is that while their clients may have a range of vulnerabilities during an emergency, they may also possess elements of adaptive capacities that increase their resilience to disasters. They may have strong local connections and live in a house that is built to safety codes and regularly maintained.

One of the suggested activities focusing on client resilience during the workshop is the idea of looking at the adaptive capacities and vulnerabilities of the client base. This aims to show the inherent skills, structures and resources available to clients (such as ability to drive), as well as factors that need to be taken into account when planning for emergencies (such as limited mobility).

When analysing the vulnerabilities that may affect a client group, it may assist to provide individual profiles, so that the steps can be worked through in the hypothetical, as detailed in activity 4 of this module (see appendix 2 for example profiles).
There is a strong link between preparing for emergencies and recovering effectively afterwards. People can protect their life, those they love and the life they value living by preparing for a disaster. When describing the potential isolation from their network and services that people might experience during a disaster, Professor Douglas Paton emphasised, ‘Under these circumstances, their capacity to adapt will reflect their level of preparedness... and their capacity for self-reliance’\(^{20}\).

It is accepted that disaster resilience amongst individuals, communities and organisations is due, at least in part, to planning and emergency preparedness\(^{21}\). Over the many years that Red Cross has supported people during times of disaster, we have come to learn that being prepared can help get people back on their feet more quickly. Thinking through in advance what sorts of emergencies are likely in an area, having connections in the community and thinking about how stressful an event might be, makes a difference when recovering from a disaster. Importantly, resilience doesn’t necessarily exist inherently: it can be developed and fostered in individuals and communities.
module four

core activities

Capabilities vs. vulnerabilities

Basic outline
This allows participants to consider the capabilities and strengths inherent in their client group in relation to emergencies. In comparing the vulnerabilities to these strengths they will increase their understanding of considerations for emergency preparedness for their client group.

Activity instructions
Separate participants into pairs and ask them to consider one of their clients. Participants draw two columns on a piece of paper – one for vulnerabilities and the other for capacities.

Participants then write a list of some of the vulnerabilities and capacities of their client in relation to emergencies.

On the list of vulnerabilities, ask participants to use the blue dot stickers to highlight the top three vulnerabilities within their span of control. Use the yellow stickers to highlight the top three vulnerabilities that need to be advocated in an emergency context.

Bring the group back together and have a discussion around key concerns they might have and also the strengths they could play to when doing emergency planning with their clients.

Time
30 minutes

Resources needed
Butcher’s paper
Textas
Coloured stickers
Fostering disaster resilience

This activity allows participants to consider the different elements of resilience and how they can work with their clients to build their resilience.

Distribute a copy of *Elements of Disaster Resilience*, from the *Beyond Vulnerabilities* paper (see appendix 4).

Using the handout, ask groups to select one of the resilience elements under each of the four adaptive capacities and consider how that might affect their client group. The information on the handout should serve as a guide as they consider the specifics of their client group.

Examples include:

- Wellbeing – Physical health
- Connection – Personal connection
- Knowledge – Hazard profile
- Security – Shelter

Ask the groups to then discuss:

- How a hazard would impact on clients using the consequences of hazard impact on the hand out.
- How this impact could be mitigated against or reduced.
- How they as a service can contribute to mitigating or minimising the impact.

Once groups have worked their way through this activity, bring them back together to discuss how they can work with their clients to increase their disaster resilience.
Brainstorming key messages for clients

Basic outline
This activity begins the process of developing tools to assist organisations in having emergency preparedness conversations with their clients.

Brainstorm what could be key messages for clients when it comes to preparing for an emergency.

Activity instructions
Key messages might be guided by the following questions:
  › Will you leave?
  › When will you leave?
  › Where will you go to?
  › How will you get there?
  › Who will help you? (personal support network)
  › What should you take?
  › Where will you get information?
  › Who would you talk to?

Note that RediPlan has space to make a plan for all of these things and helps to keep all the information in one place. We also suggest leaving a copy of RediPlan with a trusted source, in case you cannot access your copy.
Client profiles

**Basic outline**
This activity allows participants to work through a series of questions in response to a client profile provided to them.

**Activity instructions**
Provide profiles of clients with different circumstances, capabilities and vulnerabilities to each table.

Ask participants to come up with some strategies to overcome any vulnerability and ensure the client is prepared for emergencies.

Some questions which could guide this discussion:

- What could our service do to assist this client to prepare for emergencies?
- What factors need to be considered in their emergency plan (transport, communication)?
Warning time

Basic outline
This activity allows participants to anticipate how they might be able to assist their clients when there is threat of an imminent disaster.

Activity instructions
With participants grouped in tables, allocate each table an amount of warning time that they have before a disaster affects the local area. The warning periods are 1 day, 4 hours and 15 minutes. The nature of the disaster (storm, fire, flood or heatwave) isn’t important for this exercise. The core of this activity is that it is a known disaster that will impact the area within that timeframe.

Participants will work through a series of questions as a group:

- Where would clients get information?
- How would you communicate with your clients/staff?
- Where would you evacuate to?
- How would you get there?
- Would you close your service?

Once the group comes back together, the facilitator leads a discussion on the different complexities that come up with each amount of warning time.
**Time**
1 hour

**Resources needed**
Laptop projector
State or territory specific information (see appendix 3)

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**Existing resources**

**Basic outline**
This exercise allows the participants to consider what resources already exist in the community that could assist their clients in getting ready for emergencies.

**Activity instructions**
All states and territories have existing resources that can assist organisations, individuals and communities to get prepared for emergencies (see appendix 3).

This activity is designed to take the time to explore local sources of information that clients may use before, during and after an emergency.

It is possible to use client profiles to test these resources, so participants can examine what is most useful for different clients.
Ideal levels of client preparedness

Basic outline
This activity allows participants to explore the steps that will need to be taken to get clients prepared in the way they deem ideal.

Activity instructions
Ask service providers to individually write down how prepared their clients are now, how they would like their clients to be prepared and the action required to link the two.

Allow participants time to work through this exercise and then encourage participants to discuss this as a group.

The model should look something like below, with the box at either end to be filled out first, before developing an action plan.

Examples of what might sit under each heading are:
Now: Client knows to call 000 in an emergency, lives near family.
Ideal: Has a robust household emergency plan.
Action required: Household plans developed with clients during induction/onboarding process.
module five
monitoring and evaluation

This section details how to ensure that your workshop is monitored and evaluated effectively so that you can measure the impact of the workshop.

Aim
This section provides you with an overview of best practice monitoring and evaluation and how you could apply this to your workshop.

This module covers
› Introduction to monitoring and evaluation and why it’s valuable.
› Monitoring and evaluation principles, such as integrating follow up.
› Examples of registration questions, post-event questions and six-month follow up questions.

Learning objectives
Having completed this module, participants should:
› Understand the value of monitoring and evaluating.
› Understand monitoring and evaluation principles.
› Feel confident implementing monitoring and evaluation tools from the outset of projects.

Key messages
› Monitoring and evaluation is essential to understand the impact of a workshop.
› There are many different approaches to monitoring and evaluating a project. It is important to select a framework that best measures against the objectives you’re aiming to achieve.
› Monitoring and evaluation needs to be considered during the design of your workshop.
Monitoring and evaluation is extremely valuable as it allows you to improve your projects and demonstrate your accountability to those whose behaviour you seek to change (workshop participants), as well as those funding the workshop program. Understood this way, quality monitoring and evaluation leads to better projects (and workshops) by providing evidence to continually learn and improve.

Monitoring and evaluation are critical parts of running a workshop. The monitoring and evaluation tools you use should focus on the purpose of the activity or project so that success is measured against your overall objective.

It might be useful for you to think about the most appropriate monitoring and evaluation tools by asking two questions:

- What change do I want to see?
- How do I think that change will come about?

If you’re looking to see lasting change in the behaviour of your participant group, this could be measured by using a number of different tools (interviews, surveys, follow up phone calls, count etc.). This should assist when you are trying to measure qualitative rather than quantitative data, such as action after workshop, attitudes towards the task, and incremental changes to plans.

Best practice monitoring and evaluation requires having a variety of sources of data and being able to justify your data group with multiple levels of validation, i.e. triangulating your information. This means allowing all people to provide feedback or input in a variety of ways and to be counted. Having multiple points of data collection assists with this.
It is important to establish where participants are at before the commencement of the workshop, so you can accurately attribute any change in attitude or behaviour to participation in the workshop. When participants register, it’s good practice to have your participants answer a series of initial questions, to establish your baseline data. This will also help tailor the workshop to a particular audience. Red Cross has indicators of preparedness, known as adaptive capacities which allow us to ascertain a person’s likely ability to cope with an emergency. See module 4, topic area 3 and the Red Cross Emergency Services Monitoring and Evaluation Framework for further information. These adaptive capacities can be used when creating monitoring and evaluation tools.

Example: Workshop for the children’s services sector in NSW

This workshop was being measured against Ajzen’s Theory of Planned Behavior22 (a theory of how you expect change to occur).

Red Cross wanted to measure the attitudes of participants towards their organisation’s preparedness throughout the workshop series. We asked the same series of questions upon registration, after the workshop, three months and six months after the workshop (see below). This allowed us to follow the progression of participant’s attitudes around their span of control, their understanding of and perceived responsibility for emergency preparedness.

Participants were asked to rate the following six questions from ‘strongly agree’ to ‘strongly disagree’.

Please rate how you identify with the following statements:

▷ I believe that by being prepared our service will be better able to keep the children in our care safe during an emergency.
▷ I believe my service could act during an emergency without requiring assistance from emergency services agencies (fire services, State Emergency Service etc.)
▷ I believe there is an expectation from the community for children’s services to keep children safe in an emergency.
▷ I believe families and carers expect my service to keep their children safe during an emergency.
▷ I believe there are changes that could be made to better prepare my service for emergencies.
▷ I believe that it will be easy to implement these changes.

Why/why not?
Following the workshop and as part of the workshop evaluation, we asked participants the same six core questions relating to behaviour change. In addition, they were asked the following questions.

1. This workshop answered my questions about planning for emergencies.
2. How useful did you find each of today’s activities?
   - Emergency services panel
   - Community and hazard mapping
   - Plans for your service
   - Communicating your emergency management plans
   - Emergency scenario
   - To do list activity
3. What did you value most from today’s workshop?
4. What could we improve on for future workshops?
5. Was there anything not covered by today that you would like to see included in future workshops?

Red Cross alerted participants at the workshop that we would be conducting follow up phone calls to understand what, if any, change occurred due to the workshop. The calls took place three and six months after each workshop and asked the same six questions relating to behaviour change. Participants were also asked:

1. Do you remember what your ‘to do’ items were? Yes/No
   - If no, remind them.
2. Have you taken action on any of these three items since the workshop? Yes/No
   - Yes: What actions or changes have you undertaken?
This example highlights the need to consider the two questions mentioned earlier:

- What change do I want to see?
- How do I think that change will come about?

Answering these two questions will help you draft the questions you wish to ask your workshop participants, before and after the workshop. These questions will then form the basis of your monitoring and evaluation tools, be they surveys, interviews, or something else. It is vital that a framework for monitoring and evaluation is established and integrated from the outset when planning your workshop. Ultimately, the answers you get to the questions you ask will allow you to further tailor your workshops and improve them each time to better achieve your objectives.
module six
tailoring your workshop
to the audience

This section focuses on how to tailor your workshop to ensure that it meets the needs of the service providers in the audience.

Aim
This section works to provide suggestions and considerations for planning a workshop for different sectors within community services.

This module covers
- Knowing your audience.
- Services for culturally and linguistically diverse (CALD) communities.
- Services for older people.
- Services for people with a disability.
- Children’s services.

Learning objectives
After completing this module, participants should:
- Have the required knowledge to create a tailored workshop for the targeted audience.
- Are aware of some of the considerations when presenting for different service sectors.
- Have an increased understanding of the significance some of the capabilities and vulnerabilities that will affect the way different service providers respond to emergencies.

Key messages:
- You will need to tailor the workshop to the audience, as different service providers have very different client groups and ways of working.
- Service providers will prepare for disasters in different ways depending on the way they work with their clients.
- The best way to ensure that your workshop is suitable for your audience is to engage them in the process and ensure that you’re catering to their needs.
There are a number of ways to ensure that your workshop is effective and tailored to the audience you’re engaging. The most valuable way of ensuring that the workshop is suitable to your target audience is to ask them. In module 1, it was suggested that you attend interagency meetings to promote the workshop and get a sense of whether the workshop was well suited for your target audience. Red Cross provided a draft workshop structure to key contacts in the sector, to ensure we were covering what that particular group was interested in.

The registration process is another way to determine key information about the audience. Asking a series of questions at registration, including how the organisation engages with their clients and the number of clients in their service, should identify some of their key concerns in emergencies. At registration participants can also be asked what they’re hoping to get out of the workshop to hone in on their key concerns. A workshop is going to have more impact if it has been crafted specifically for the group in attendance.
topic area two
services for culturally and linguistically diverse (CALD) communities

Some key messages that might need to be reinforced:

- People may have had different experiences with people in uniform, particularly the police. It’s worth encouraging services to engage with their local emergency service agencies so that their clients can become familiar with their work prior to an emergency.
- Interpreter services can be made available during an emergency; evacuation, relief or recovery centres often have those details available. They can be accessed over the phone.
- Awareness of hazards in the local area is particularly important for people who might not have experienced natural disasters previously.
- There is real benefit to delivering of emergency services information in the language appropriate to the client, whether it is by agency staff or community members.
- Some emergency service agencies will have their emergency preparedness resources translated into other languages or available in easy-English editions. Encourage services and their clients to enquire directly with the agencies.
- Communication options, beyond those dependent on mobile phones and power, need to be considered carefully.
Some key messages that might need to be reinforced:

- There are a series of considerations that need to be factored in if clients are living at the service, including transport, evacuation, appropriate services being available at evacuation centre.
- Older people may be more resilient to disasters. They may have had previous experience with emergencies or local awareness that allows them to be more prepared for, and better able to cope with, emergencies.
- Older people are more likely to suffer health and mobility issues that complicate their ability to act quickly in an emergency.
- Social isolation is a real concern with older people and needs to be factored into their emergency plans.
- Older people are at risk during heatwaves. Clients should be encouraged to speak with their GP about how any medication they’re prescribed or underlying conditions might affect them during the heat.
- Communication strategies, beyond those dependent on mobile phones and power, need to be considered carefully.
Some key messages that might need to be reinforced:

- There are many ways an individual might experience a disability. It may be temporary or permanent, cognitive or physical. By engaging with services before the workshop, you will better understand special considerations that should be made.

- There are a series of considerations that need to be factored in if clients are living at the service, including transport, evacuation and appropriate services being available at evacuation centres.

- Mobility issues can lead to a higher level of anxiety during emergencies. Considering transportation for clients in their plan should be a priority.

- Clients may also have a higher level of personal resilience due to their experience of living with a disability. In the Canterbury earthquakes, wheelchair users supported their neighbours with their emergency supplies, as they were better prepared than their ‘able-bodied’ neighbours.

- People with a disability may be particularly at risk during heatwaves. Clients and any relevant carers should be encouraged to speak with their GP about how any medication they’re prescribed or underlying conditions might affect them during the heat.

- Communication strategies, beyond those dependent on mobile phones and power, need to be considered carefully.

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topic area five
children’s services

Some key messages that might need to be reinforced:

- Children are particularly at risk during disasters, both physically and psychologically.
- Children also have significant strengths (knowledge, creativity, energy, enthusiasm) which can serve as a significant resource for families, communities and organisations in preparing for, responding to and recovering from emergencies.
- Children and young people are unmatched by any other demographic group in their ability to act as agents of behavioural change.
- Children may be reserved or fearful of people in uniform, particularly the police. It is worth encouraging services to engage with their local emergency service agencies so that children can become familiar with their work prior to an emergency.
- Insurance considerations are particularly important when services decide that they need to close. Children’s families may be reluctant to pay for days when the centre is closed and the service will need a contingency plan.
- Getting access to families’ details remotely has been identified as a challenge. If an emergency happens overnight, the service may need access to the contact details for the families for the next day.
- Children are at risk during heatwaves. Organisations should be encouraged to modify their service to look after children during the heat.
- Communication strategies, beyond those dependent on mobile phones and power, need to be considered carefully.
- Employees at children’s services may have children of their own. Considering competing priorities is an important step. You might want to highlight to participants that if there was a bushfire in the area, staff might want to leave to pick up their own children.
appendix 1

glossary

**Community service sector**: Organisations and agencies that work within the community to provide assistance, information, support and advocacy. Includes aged care, disability, homelessness, children’s and youth services.

**Disaster**: A disaster is an unforeseen and often sudden event of natural or human origin that can overwhelm people’s ability to cope.

**Emergency**: The terms ‘disaster’ and ‘emergency’ are used interchangeably in Red Cross resources and literature.

**Emergency Management Committees** at the state, regional and local levels have representatives from relevant agencies and organisations. The committees have the responsibility for planning for emergencies in keeping with an all agencies approach.

**Emergency Management Plan (EMPLAN)** is the main plan which outlines the overarching management arrangements in any given state or territory and documents the agreed roles and functions of various agencies.

An EMPLAN is prepared with input from all Government agencies that have responsibilities and functions in disaster response and recovery.

**Emergency service agencies**: Combat agencies in each state and territory that have the responsibility for one or more type of hazards. Includes fire service, rescue services, state emergency services, police and other agencies.

**Hazard**: A source of potential harm or a situation with a potential to cause loss; a potential or existing condition that may cause harm to people or damage to property or the environment.

**Preparedness activities**: Establish arrangements and plans to provide: training and education, resources, community engagement, assessment and program planning, capacity building, policy and advocacy and awareness to prepare individuals and communities to deal effectively with emergencies as they may eventuate.

**Prevention/mitigation activities**: Seek to eliminate or reduce the impact of hazards themselves and/or to reduce the susceptibility and increase the resilience of the community subject to the impact of those hazards.

**Resilience**: The ability of individuals, communities, organisations, or countries exposed to disasters and crises and underlying vulnerabilities to anticipate, reduce the impact of, adapt to, cope with, and recover from the effects of adversity without compromising their long-term prospects.

**Vulnerability**: Can be brought about by physical, social, economic, environmental and political factors, which increase risk and susceptibility of people to the impact of problems and hazards.

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24 International Federation of Red Cross Red Crescent, 2014. Framework for Community Resilience

25 International Federation of Red Cross Red Crescent, 2014. Framework for Community Resilience
We would like to acknowledge our advisory committee in this project, who assisted us in the development of these hazard-specific scenarios for this project, particularly the State Emergency Service, Fire and Rescue and Rural Fire Service.

Please note the language in the discussion questions is targeted towards children’s services and makes reference to parents and carers. This would need to be adapted for different audiences.

With most of the below scenarios there were multiple updates to the situation. These would be read out to the whole group who would then work through the discussion questions with that information in mind.

**a. Bushfire scenario**

**Initial bushfire scenario, Tuesday, 11:00am**

With temperatures soaring over the past week—plus a rise in winds and a significant drop in humidity levels—most national parks have been closed to bush walkers and campers. Some parts of NSW are under Total Fire Ban, but not in the area of your service.

Media outlets are reporting that the NSW Rural Fire Service and other fire agencies have responded to and contained several small bushfires in remote areas.

The Bureau of Meteorology is advising that the combination of dry fuels, continuing hot conditions and no rain has drastically increased fire danger ratings across the State.

It is possible that a Total Fire Ban will be declared for tomorrow (Wednesday).

**Discussion questions**

1. Who is responsible for monitoring information from the Bureau of Meteorology? How would they access this information?
2. What information are you sharing with staff, parents and carers at this time? Who decides when and how to share this information?
3. What, if any, decisions need to be made at this time, who needs to make them and when do they need to make them?

**Bushfire scenario update 1, Tuesday, 5:30pm**

A fire is reported about 25 kilometres away and roughly north-west of your service. Both NSW Rural Fire Service and National Parks and Wildlife Service fire fighters are working on the fire.
Pushed by strong winds, the fire is spreading rapidly through rugged, forested lands in a south-easterly direction. Several remote buildings and equipment sheds have already been destroyed. Heavy smoke has reduced visibility and air quality, and a major electrical transformer has been destroyed by the spreading fire, causing widespread power outages.

Local radio, newspaper and websites report that the incident controller has stated that fire agencies are confident that containment strategies being applied to the fire will be successful overnight.

A Total Fire Ban has been declared from midnight Tuesday for 24 hours.

Discussion questions

1. What are your immediate actions and priorities?
2. What is your service communicating to staff, parents and carers, if anything? What responses would you anticipate from staff, parents and carers?
3. What expectations do you have regarding teachers and other staff attendance at work under these circumstances? Under what circumstances would you consider closing your service?
4. Do you have a process in place to account for all your staff and visitors? If people cannot be located or contacted, what—if any—processes do you have to account for them?
5. What decisions need to be made at this time, who needs to make them and when do they need to make them?

Bushfire scenario update 2, Wednesday 11:00am

Local radio, newspaper and websites report that the incident controller has stated that the fire has broken containment lines under strong north-westerly winds, is now out of control, and will impact settled areas over the next four hours.

The fire is less than five kilometres from your service location. Under the current fire conditions, spotting can occur up to three kilometres ahead of the main fire.

Intermittent power outages continue, and are likely to worsen.

Local fire brigade resources are fully committed to protecting lives and property near the head of the fire. Additional resources are being sent from adjoining areas, however there is limited capacity as fires are also burning in other areas.
Police, other emergency services and council are managing a range of issues associated with the now out-of-control fire, including traffic management and support to a primary school and aged care centre close to the potential fire impact area.

Discussion questions

1. What will conditions be like at your service? How will staff, parents, carers and children be responding?
2. Will you continue operations? What services do you depend on (e.g. power and water)?
3. Do you consider evacuating the service? What is the trigger for making this decision?
4. Can you access copies of children’s records, parent and carer contact information, insurance papers and organisation financial information?
5. How are you communicating with staff regarding the current fire situation? Will any staff want to leave the service to support family or friends under threat, or to protect their own property?
6. Who is assigned to keep up to date about the fire situation, and how will that be done?
7. How are you communicating with parents and carers about the current fire situation and your decision to either shelter-in-place or evacuate? How do you contact parents and carers if power fails?

b. Flood scenario

Initial flood scenario

A slow-moving cloud band extends across much of NSW producing widespread rain and isolated thunderstorms. Within this system are areas of heavy rain that are likely to cause flooding over the coming days.

At 5.00am today (Wednesday) moderate to locally heavy rain was falling in parts of the Warragamba catchment with four day totals to Friday expected to be in the range of 100–300mm within the area, with isolated higher totals possible.

The North Richmond Bridge gauge is currently at 4.5m and rising and is expected to reach 7.2m by midnight.
The Windsor Bridge gauge is currently at 3.25m and rising and is expected to reach 6.0m by 3:00am tomorrow (Thursday).

Discussion questions
1. Who is responsible for monitoring bulletins issued by the Bureau of Meteorology about potential severe weather and warnings?
2. Do you know at what heights local bridges close?
3. What information are you sharing with staff and parents at this time? Who shares this information?
4. What, if any decisions need to be made at this time, who needs to make them and when do they need to make them?

Flood scenario update 1
It is now 3:30pm on Wednesday and the widespread rain and isolated thunderstorms have continued, heavier than first forecast. Flash flooding is occurring and low-lying areas are inundated, particularly at some of the sports grounds and other recreational areas, trapping the local ‘Under 8’ team soccer at practise. There are also reports of teenagers surfing the flash flood waters.

An average of 150mm of rain has fallen over the Warragamba catchment in the last 24 hours and Warragamba Dam has exceeded full supply level at noon and a spill has commenced at 12:20pm today.

Predictions for North Richmond and Windsor will be confirmed as upstream peak flows are observed.
- North Richmond: 9.5m around noon Thursday with moderate flooding.
- Windsor: 7.5m around 6pm Thursday evening with moderate flooding.
- Downstream of Windsor: river levels are expected to peak below minor flood level.

Impacts include:
- It is expected that the North Richmond and Windsor bridges will close tomorrow.
- Yarramundi Bridge is expected to be closed this evening which could cause isolation at Yarramundi from the eastern side of the Hawkesbury River. Remaining access can be achieved via Hawkesbury Road to Springwood.
- The Lower Portland Ferry and the Sackville Ferry are likely to close.
- The Webbs Creek Ferry and the Wiseman’s Ferry may close over the next couple of days dependent on river conditions.
The NSW State Emergency Service is advising those that rely on these bridges and ferries to make alternative travel arrangements

Discussion questions
1. What are your immediate actions and priorities?
2. What are you communicating to staff and parents? What responses would you anticipate?
3. What decisions need to be made at this time, who needs to make them and when do they need to make them?

Flood scenario update 2

It is now 6:30am on Thursday and rain continues to fall as a result of the now well established East Coast low weather system. The “Under 8” soccer team has been rescued and there was no loss of life as a result of the teenagers surfing the flash flood waters. NSW Police Force has stationed officers at key locations to prevent further reckless activity during the daylight hours.

The Bureau of Meteorology has revised the warning and expects the heavy rain to ease today as the low pressure system moves south eastwards away from the NSW coast. However, flood waters from ungauged streams have made the previous predictions problematic.

The new prediction is for the North Richmond Bridge to reach 8.1m and Windsor Bridge to reach 6.8m by 4:30pm today with no further rain forecast for the next five days when there may be a renewal of rain, which has as yet not been quantified. Yarramundi Bridge is now closed.

The CBD is not flooded but the light industrial area is and while some people have relocated voluntarily there remains some reluctance to evacuate.

Discussion questions
1. Will you continue operations? If not, when will you open again?
2. Can you access copies of children’s records, parent contact details, insurance papers and organisation financial information?
3. How are you communicating with staff and parents regarding the current situation?
4. Who is assigned to keep up to date about the storm situation?
c. Gas explosion scenario

Monday 10:00am

A gas explosion has occurred on level 29 of a residential high rise building where two plumbers were working on a gas fired water heater.

Your facility is located on level 24.

There was an initial fire but it has now been extinguished. The blast wave travelled down and blew in most of the doors on levels 23 and above, including the fire stairs and lift doors. The blast rendered the lifts inoperable.

There are cracks in the stairwell at level 26, getting progressively worse further up.

Discussion questions
1. What are your immediate actions and priorities? Who is responsible for what?
2. What information are you sharing with staff, children and parents at this time? Who decides when and how to share this information and who it goes to?
3. What, if any decisions need to be made, who needs to make them, when do they need to make them and who do they need to communicate them to?
4. What post incident action needs to be considered / taken?

d. Vehicle accident scenario

Wednesday 3:30pm

Your facility is located on the ground floor of a busy main road. It is a wet, dark and windy day with casual staff being called in as a number of permanent staff are off sick, including the on-duty supervisor.

You hear a loud, extended crash and realise there has been a significant vehicle accident right outside your facility involving a bus, two cars and a motorbike. The bus has tipped onto its side with the cabin crushed against a large tree in your front yard. The driver and passengers are trapped inside, some badly injured. The accident has blocked the road in both directions causing traffic chaos.

Your facility is inundated with phone calls and highly emotional parents who cannot access the facility to pick up their children. One staff member looks out the window and observes several news crews pulling up.
Discussion questions

1. What will conditions be like at your facility? How will staff, parents, carers and children be responding?

2. Will you continue operating? What services will you need to call? Who will you need to inform?

3. Who will speak to the media and authorities?

4. Can you access copies of children’s records, parent contact details, insurance papers and organisation financial information?

5. How are you communicating with staff regarding the situation? Will any staff want to leave the service to support family or friends?

6. Who is assigned to keep up to date about the situation, and how will that be done?

e. Storm scenario

Initial storm scenario

It is late spring and the current weather pattern consists of warm sunny days accompanied by thunderstorms during the afternoons.

It is 11:45am on a Monday morning; the Bureau of Meteorology (BoM) have issued a Severe Storm Warning for the metropolitan weather forecast district.

At 12:45pm as predicted, a severe thunderstorm occurs over your area causing heavy rain, strong winds and lightning.

The local State Emergency Service unit is now operational and has teams responding to five requests for assistance from residences located in your area.

The storm cell appears to be intensifying and is heading east towards your area.

Discussion questions

1. Who is responsible for monitoring bulletins issued by the Bureau of Meteorology about potential severe weather? How would they receive this information?

2. What information are you sharing with teachers and other staff and parents at this time? Who decides when and how to share this information?

3. What, if any decisions need to be made at this time, who needs to make them and when do they need to make them?
Storm scenario update 1

The time is now 1:45pm.

The storm has now impacted on your greater city area. It has been associated with strong winds up to 90 km/hour, and hailstones up to 8cm in diameter.

In just ten minutes the local SES has received some 45 requests for assistance.

Damage so far has included window breakages and roof damage (cracked tiles) caused by hail stone impact. Strong wind gusts have resulted in power lines being brought down by falling branches and trees. Damage has been reported from across the area. Gale force winds are still blowing in the area, heavy rain has just begun to fall. Power supplies have been lost to the CBD area.

A build-up of hail in your gutters has resulted in a roof leak with water now dripping into your admin office.

Discussion questions

1. What are your immediate actions and priorities?
2. What are you communicating to teachers, staff and parents regarding the potential impact of this storm? What responses would you anticipate from staff and parents?
3. What decisions need to be made at this time, who needs to make them and when do they need to make them?

Storm scenario update 2

The storm has now passed but has caused widespread damage on the greater city area.

The local state emergency services unit has now received 170 requests for assistance. The majority of these jobs are damaged roofs and fallen trees. At the present time only 25 have been completed.

Your facility has lost power and a number of trees have come down in your street, blocking road access. A large branch has fallen across one of your boundary fences onto children’s play equipment.

The energy provider is attempting to reconnect power supplies lost to the CBD area.

Discussion questions

1. What will conditions be like at your facility? How will staff, parents and children be responding?
2. Will you continue operations? What services do you depend on (e.g. power and water)?

3. Can you access copies of children’s records, parent contact details, insurance papers and organisation financial information?

5. How are you communicating with teachers, and staff regarding the current situation? Will any staff want to leave the site to support family or friends affected by the storm?

6. Who is assigned to keep up to date about the storm situation, and how will that be done?

7. How are you communicating with parents and carers about the current situation? How do you contact parents while the power is off?
appendix 2b

client profiles

With these client profiles, the facilitator can provide a case study to each group and ask them to discuss the two questions below:

› What could you do to assist this client to be prepared?
› What were your considerations in making these suggestions?

a. Maggie suffers from anxiety. She attends a drop in program at a local centre once a week where she has many good friends and has her groceries delivered. She has lived with her husband, who has depression, in the same house for over 30 years. Her husband does not attend the drop in program and does not like to leave the house. Their house and garden are not well maintained as neither Maggie nor her husband are physically able to maintain them.

b. Andrew has lived in the area all of his life. He has experienced a few floods, including a very bad one that washed away his car and many of his treasured comic books that he has been collecting since he was a kid. He now becomes very nervous every time it rains and wants to go home immediately and check that the rest of his remaining comic books are still okay. He visits his son in a neighbouring town once a week and is highly organised.

c. Toby lives in a small block of housing units in a town that often becomes isolated by both flood and fires. The town is very small and most people are familiar with one another, however Tony mostly prefers his own company. Most people leave during the day to work outside of the town. Because of health complications, Toby is unable to work and is home most of the time. He takes a range of medications and can become very unwell if he misses some of them. There is no pharmacy in town.

d. Andrea lived independently at home next door to a family with two working parents and teenage children. She received a daily phone call to check on her and meals on wheels. Due to her age and physical disability she has struggled to maintain her house: the lawn is not mowed regularly and the gutters are not cleaned. She loves to listen to the radio but does not watch TV or have a mobile phone.

e. Joan lives independently. She does not access any services other than the community bus to get her groceries a couple of times a week, as she is no longer able to drive. She has a daughter who lives four hours drive away. Her next door neighbours have agreed to take her in their car if they need to relocate due to an emergency. However, Joan owns two large dogs that would not fit in the car. She lives in an area prone to fires, heatwave and floods.
appendix 2a

example scenarios

Disaster preparedness is about long-term behaviour change

**Activity instructions**

Ask the group to break into pairs and brainstorm for two minutes what they think is the difference between education, awareness and engagement.

Come back and highlight one or two points from discussion.

---

Having strategies to reduce stress will assist both personally and professionally

**Activity instructions**

Lead a discussion about wellbeing and good self care techniques. Ask participants some of the following questions to stimulate discussion:

- What do you enjoy doing?
- What helps you feel better when you are stressed?
- What regular activities do you include in your day that you enjoy?
- How could you include more self care activities in your day?

Give them 5–10 minutes to complete a self care plan. Participants should keep their self care plan in a place where they can regularly check they are on track.
Communities with good social capital will recover faster

Activity instructions
Distribute paper and textas or pens to all participants. Participants are going to ‘mind map’ their individual social capital.

Ask participants to draw themselves/write their name in the centre of the paper. Around their name/drawing, ask participants to write ‘family’, ‘work’, ‘friends’, and ‘community’.

Ask participants to ‘map’ their social networks around each of the four groups. Some examples of people/places/groups they could map include:

- Sport clubs
- Kids’ schools
- Book club
- Coffee shop workers or regulars
- Neighbours
- Work colleagues
- Siblings, parents, extended family
- School friends

Service providers could complete this with a client or a client’s family.

Give participants five minutes to complete their mind map. When they are finished ask:

- Why do you think it is important to have good social capital in recovery?
- Did mapping your social capital help you to see where you could go for support? Are there any gaps?
- How would you use these networks during/after a disaster?
- OR, if any participants have been involved in a disaster: how did you use these networks?
appendix 3

state and territory information sources

NSW Information Sources

Before an emergency

COMMUNITY SAFETY INFORMATION

SES provides tips around preparing for and staying safe during storms, floods and tsunamis. www.ses.nsw.gov.au

RESOURCES AND ACTIVITIES

Fire and Rescue have a range of home fire safety resources. www.fire.nsw.gov.au

OFFICE OF EMERGENCY MANAGEMENT

The NSW state government has a range of preparedness resources available, including a page for community services providers visit www.emergency.nsw.gov.au/community-service-workers.

During an emergency

SMARTPHONE APPS

Fires Near Me

Storm Safe

MEDIA & RADIO

ABC Emergency www.abc.net.au/news/emergency/state/nsw


ABC Emergency delivers official warnings and alerts, and publishes emergency coverage on ABC Local Radio and ABC News. ABC has plans and survival kits (bushfire / cyclone / flood / heatwave / earthquake / storms). www.abc.net.au/news/emergency/state


Fire and Rescue Information www.frnsw.gov.au, Twitter


After an emergency

ABC Emergency www.abc.net.au/news/emergency/state/nsw
ABC may broadcast about recovery after an event.

LOCAL COUNCILS
The local councils in affected areas will likely be working in the recovery space.

OFFICE OF EMERGENCY MANAGEMENT
The NSW state government has a range of recovery resources available

Queensland Information Sources

Before an emergency

COMMUNITY SAFETY INFORMATION
SES provides tips around preparing for and staying safe during storms,

RESOURCES AND ACTIVITIES
Queensland Fire and Emergency Services (QFES) have a range of home fire safety
resources, and bushfire preparedness information and information on fire bans.

Department of Communities, Child Safety and Disability Services (DOCs)
The QLD State Government provides information relating to preparing for
disasters and community services.

During an emergency

CURRENT INCIDENTS
Structural fires: https://newsroom.psba.qld.gov.au
Pandemic, Heatwave: www.health.qld.gov.au
Road Closures and conditions: www.racq.com.au

WEATHER CONDITIONS

MEDIA AND RADIO
ABC Emergency - www.abc.net.au/news/emergency/state/qld
Directory of ABC radio stations in regional areas
https://radio.abc.net.au/help/offline

ABC Emergency delivers official warnings and alerts and publishes emergency coverage on ABC Local Radio and ABC News. ABC has plans and survival kits (bushfire / cyclone / flood / heatwave / earthquake / storms).
www.abc.net.au/news/emergency/state

Rural Fire Service (RFS) Bushfire www.ruralfire.qld.gov.au, Twitter - @QldFES

Fire and Rescue Information www.qfes.qld.gov.au, Twitter - @QldFES

Department of Transport and Main Roads

State Emergency Service (SES) 132 500,
www.emergency.qld.gov.au/SES, Twitter – QldFES

Policelink (non-urgent police assistance) 131 444,
www.police.qld.gov.au/programs/policelink, Twitter - @QPSmedia

After an emergency

ABC may broadcast about recovery after an event.

LOCAL COUNCILS
The local councils in affected areas will likely be working in the recovery space.

Department of Communities - Community Recovery Assistance -
ph.18 00 17 33 49 or
SA Information Sources

Before an emergency

COMMUNITY SAFETY INFORMATION

SES provides tips around preparing for and staying safe during storms, floods and tsunamis. www.ses.sa.gov.au/site/home.jsp

RESOURCES AND ACTIVITIES

Metropolitan Fire Service has a range of home fire safety resources. Visit www.mfs.sa.gov.au/site/home.jsp

GOVERNMENT OF SOUTH AUSTRALIA

The SA state government has a range of preparedness resources available, links to hazard - specific information, as well as recovery resources for recent events www.emergency.nsw.gov.au/community-service-workers


During an emergency

MEDIA AND RADIO

ABC Emergency www.abc.net.au/news/emergency/state

ABC Emergency delivers official warnings and alerts and publishes emergency coverage on ABC Local Radio and ABC News. ABC has plans and survival kits (bushfire / cyclone / flood / heatwave / earthquake / storms). www.abc.net.au/news/emergency/state

Country Fire Service (CFS) Hotline 1300 362 361
www.cfs.sa.gov.au/site/home.jsp, Twitter

Metropolitan Fire Service Information
www.mfs.sa.gov.au/site/home.jsp, Twitter

SA Police Services (road closures during events)


After an emergency

ABC EMERGENCY  www.abc.net.au/news/emergency/state/nsw/
ABC may broadcast about recovery after an event.

LOCAL COUNCILS
The local councils in affected areas will likely be working in the recovery space.

GOVERNMENT OF SOUTH AUSTRALIA
The SA state government has a range of preparedness resources available, links to hazard-specific information, as well as recovery resources for recent events

ACT Emergency Information Sources

ACT Emergency Services Agency
The ACT Emergency Services Agency (ESA) is the ACT Government organisation charged with providing emergency management services to the Canberra community.

The ESA comprises the ACT Ambulance Service, ACT Fire & Rescue, the ACT Rural Fire Service, the ACT State Emergency Service and the ESA Support Services. Together they are one team of many players with a single vision of being the trusted agency for emergency management in the ACT.

The ACT ESA website includes what to do to prepare for threats such as bushfire, a medical emergency, storms, floods, house fires, real time alerts and updates on emergency incidents, emergency warnings, plans and reports. www.esa.act.gov.au is available in many languages using the Google translation tool.

Follow ACT on Facebook and Twitter @ACT_ESA Telephone 13 22 81

Before an emergency

ACT GOVERNMENT COMMUNITY SERVICES DIRECTORATE – ACT COMMUNITY RECOVERY

Community Services resources can help clients find out what emergencies might happen in their area and how to be prepared for a range of hazards. The following site also contains many useful Emergency Factsheets and resources such as Your Guide to preparing for an emergency. Think Ahead, Be Ready, Stay Safe and the Grab and Go booklet.
During an emergency

Access Canberra 13 22 81 – road closure, ESA information
(see above for other ESA contact info)

000 Police, Ambulance, Fire

State Emergency Service (SES) 132 500


SMARTPHONE APPS

DisasterWatch provides publicly available news and information about disaster events in Australia via direct feeds from a range of authoritative sources in the States and Territories and nationally. The information will be regularly updated.

Fires Near Me

Emergency+ - one touch call for 000, SES, or police assistance line.
Provides your GPS location

Australian Red Cross First Aid

MEDIA AND RADIO

ABC Emergency www.abc.net.au/news/emergency/state/nsw provides emergency information for NSW and ACT.

ABC Emergency delivers official warnings and alerts and publishes emergency coverage on ABC local radio (666) and ABC News. ABC has plans and survival kits (bushfire/cyclone/flood/heatwave/earthquake/storms).
www.abc.net.au/news/emergency/state

Local radio and television stations

After an emergency

ABC EMERGENCY may broadcast about recovery after an event.
www.abc.net.au/news/emergency/state/nsw

ACT COMMUNITY RECOVERY

The ACT Government provides community recovery services to assist individuals, families and communities deal with the impact of a disaster or major emergency event.
Under the ACT Emergency Plan, the Community Services Directorate is responsible for planning and managing recovery services. It does this through a dedicated unit.

**ACT Community Recovery**

ACT Community Recovery’s key role is in supporting the efforts of the community itself to recover from a disaster or major emergency event. It coordinates community initiatives aimed at minimising the overall impact of a disaster or major emergency event on individuals and the community as a whole. The breadth and level of services delivered by ACT Community Recovery depend on the type and severity of the disaster or emergency event.

The services required by people affected by an emergency may include personal, material and financial support, or temporary accommodation.


Access Canberra 13 22 81

**VIC Information Sources**

**Before an emergency**

**BUSHFIRE PREPARATION**

The CFA provides guides, information and community planning sessions around planning for and staying safe during bushfires.


**EMERGENCY PREPARATION**

The State Emergency Service has a range of information, tools and resources for preparing for emergencies at home, at school, at work on the road. They also have hazard specific resources for preparation for floods, storms, tsunamis and earthquakes, including information in a range of community languages.


**ABC EMERGENCY**

ABC Emergency has information and toolkits on preparing for different types of emergencies.


**PSYCHOLOGICAL PREPARATION AND COPING**

The Australian Psychological Association has resources for preparing for and coping with emergencies. Visit [www.psychology.org.au/topics/disasters](http://www.psychology.org.au/topics/disasters)
During an emergency

SMARTPHONE APPS

FireReady
Bushfire warnings and information specific to your area

Emergency Aus
Hazard and incident warnings. You can also use this app to report an incident.

MEDIA AND RADIO

ABC Emergency www.abc.net.au/news/emergency/state/vic

ABC Emergency delivers official warnings and alerts and publishes emergency coverage, online, on ABC Local Radio and ABC News.

Sky News television and website also broadcast emergency information.


EMERGENCY INFORMATION

The Emergency Victoria website has up to date warnings, information on incidents in progress and hazard notifications. http://emergency.vic.gov.au

Country Fire Authority (CFA) call 000 in the event of an emergency, www.cfa.vic.gov.au, Twitter


If you are deaf, hard of hearing or have a speech impairment, you can contact the VBIL through the National Relay Service on 1800 555 677. If you don’t speak English, call the Translating and Interpreting Service on 131 450.

Victoria State Emergency Service (SES) 132 500 (floods, storm, earthquake or tsunami emergency) or the VICSES Information Line on 1300 VICSES (1300 842 737) www.ses.vic.gov.au, Twitter

TTY users phone 106 then ask for either 000 or 132 500 or 1300 842 737 (1300 VICSES)

Speak and Listen users phone 1800 555 727 then ask for either 000 or 132 500 or 1300 842 737 (1300 VICSES)

Internet relay users connect to the NRS then ask for either 000 or 132 500 or 1300 842 737 (1300 VICSES)
VIC ROADS 13 11 70, If you need an interpreter contact VicRoads through the Victorian Interpreting and Translating Services (VITS) on (03) 9280 0783

The VicTraffic website has up to date information on road closures, traffic conditions and delays. http://traffic.vicroads.vic.gov.au/

After an emergency

ABC EMERGENCY - www.abc.net.au/news/emergency/state/nsw/
ABC may broadcast about recovery after an event.

LOCAL COUNCILS
Local councils have formal support roles prevention, preparedness and response, and a coordination role in recovery (as per the Emergency Management Act 1986). Municipal Emergency Management Plans formed by a range of agencies detail specific before, during and after plans for each Victorian council area. Public versions are available online or by request.

EMERGENCY RECOVERY
The Victorian government has a website dedicated to emergency recovery information, including information in a range of community languages. Visit www.recovery.vic.gov.au

Northern Territory Information Sources

Before an emergency

NORTHERN TERRITORY POLICE, FIRE AND EMERGENCY SERVICES
The Northern Territory government has a range of resources available for emergency management including resources preparing for all different types of hazards, visit www.pfes.nt.gov.au

During an emergency

MEDIA AND RADIO
ABC Emergency www.abc.net.au/news/emergency/state/nt
ABC Emergency delivers official warnings and alerts and publishes emergency coverage on ABC Local Radio and ABC News. ABC has plans and survival kits (bushfire / cyclone / flood / heatwave / earthquake / storms).
www.abc.net.au/news/emergency/state
Northern Territory Fire and Rescue 08 8999 3473,
NT Emergency Service 132 500,
Northern Territory Police 131 444,
www.pfes.nt.gov.au/Police.aspx Twitter
Northern Territory Road Closures 1800 246 199,
www.ntlis.nt.gov.au/roadreport/obstructions-closures.jsp

After an emergency
ABC Emergency www.abc.net.au/news/emergency/state
ABC may broadcast about recovery after an event.

LOCAL COUNCILS
The local councils in affected areas will likely be working in the recovery space.

NORTHERN TERRITORY POLICE, FIRE AND EMERGENCY SERVICES
The Northern Territory government has a range of recovery resources available.
www.pfes.nt.gov.au

Tasmanian Information Sources

Before an emergency

COMMUNITY SAFETY INFORMATION
SES provides tips around preparing for and staying safe during storms, floods and tsunamis. www.ses.tas.gov.au

RESOURCES AND ACTIVITIES
Tasmania Fire Service has a range of home fire safety resources. Visit www.fire.tas.gov.au/Show?pageId=colPublications.

TASALERT. The Tasmanian state government has a range of resources available for emergency management including resources for preparing for all different types of hazards, www.alert.tas.gov.au/prepare/Pages/Home.aspx
During an emergency

**MEDIA AND RADIO**

**ABC Emergency** [www.abc.net.au/news/emergency/state](www.abc.net.au/news/emergency/state)

ABC Emergency delivers official warnings and alerts and publishes emergency coverage on ABC Local Radio and ABC News. ABC has plans and survival kits (bushfire / cyclone / flood / heatwave / earthquake / storms).


**Tasmania Fire Service** 1800 000 699, fire.tas.gov.au, Twitter

**State Emergency Services (SES)** 132 500, ses.tas.gov.au, Twitter

**Tasmania Police** including road closures 131 444, [www.police.tas.gov.au](www.police.tas.gov.au), Twitter

**Ambulance Tasmania** 1800 008 008 [www.ambulance.tas.gov.au](www.ambulance.tas.gov.au)

**After an emergency**


ABC may broadcast about recovery after an event.

**LOCAL COUNCILS**

The local councils in affected areas will likely be working in the recovery space.

**TASALERT**

The Tasmanian state government has a range of recovery resources available. [www.alert.tas.gov.au/prepare/Pages/Home.aspx](www.alert.tas.gov.au/prepare/Pages/Home.aspx)

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**Western Australia Information Sources**

**Before an emergency**

**DEPARTMENT OF FIRE AND EMERGENCY SERVICES.**

The West Australian government has a range of resources available for emergency management including resources preparing for all different types of hazards. [www.dfes.wa.gov.au/Pages/Default.aspx](www.dfes.wa.gov.au/Pages/Default.aspx)

**During an emergency**

**MEDIA AND RADIO**

ABC Emergency delivers official warnings and alerts and publishes emergency coverage on ABC Local Radio and ABC News. ABC has plans and survival kits (bushfire / cyclone / flood / heatwave / earthquake / storms).
www.abc.net.au/news/emergency/state

DEPARTMENT OF FIRE AND EMERGENCY SERVICES 13 3337,

STATE EMERGENCY SERVICE 132 500, www.ses-wa.asn.au, Twitter


After an emergency

ABC EMERGENCY www.abc.net.au/news/emergency/state
ABC may broadcast about recovery after an event.

LOCAL COUNCILS
The local councils in affected areas will likely be working in the recovery space.

DEPARTMENT OF FIRE AND EMERGENCY SERVICES
The West Australian government has a range of recovery resources available.
### Wellbeing

<table>
<thead>
<tr>
<th>Resilience elements</th>
<th>Consequences of hazard impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical health</strong></td>
<td>Death from exacerbation of existing health conditions.</td>
</tr>
<tr>
<td></td>
<td>Exacerbation of existing health conditions requiring health care.</td>
</tr>
<tr>
<td></td>
<td>Injuries received from the impacts of the hazard, requiring treatment.</td>
</tr>
<tr>
<td></td>
<td>Physical illness developing from the stress of the impact/recovery processes.</td>
</tr>
<tr>
<td></td>
<td>Physical exhaustion from disruption to daily household routines as well as wellbeing routines.</td>
</tr>
<tr>
<td></td>
<td>Nutrition may be affected by lack of adequate food supply or stress-affected decision making.</td>
</tr>
<tr>
<td><strong>Quality of life</strong></td>
<td>Stress/distress developed from the impact of the hazard, and the subsequent recovery process.</td>
</tr>
<tr>
<td></td>
<td>Grief at loss of home, pets, items of importance, community</td>
</tr>
<tr>
<td></td>
<td>Loss of confidence in self.</td>
</tr>
<tr>
<td></td>
<td>Social/emotional isolation from friends and family members due to different experiences of, and responses to, the emergency.</td>
</tr>
<tr>
<td></td>
<td>Relationship stress and domestic violence</td>
</tr>
<tr>
<td><strong>Mental Health</strong></td>
<td>Exposure to trauma (near death, death of family, pets).</td>
</tr>
<tr>
<td></td>
<td>Exacerbation of existing health conditions requiring health care.</td>
</tr>
<tr>
<td>Factors contributing to resilience</td>
<td>Factors that may reduce resilience</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>People are physically fit and in good health.</td>
<td>Acute or chronic physical illness or injury that may affect mobility, or their coping skills. Level of independent living, i.e. are they dependent on family members or services. Support services not available or stretched.</td>
</tr>
<tr>
<td>People with acute or chronic health conditions have appropriate support to enable them to live in the community. Nutritious food and water are available.</td>
<td>Changes in life circumstances, e.g. relationship stress or breakup, death in the family, changes in employment circumstances. Stressful life circumstances.</td>
</tr>
<tr>
<td>People are generally happy and have low levels of stress. People are emotionally secure and have a positive outlook on life. People have good coping skills.</td>
<td>People suffer from acute or chronic mental illness or injury that may affect their coping skills. Absence of, or inadequate social support. People are personally exposed to a significantly traumatic situation (numbers of deaths, injuries, mutilation of bodies, deaths of children).</td>
</tr>
<tr>
<td>People have the capacity to deal with heightened levels of physical or socio-emotional stress, for short or long periods. People have access to good social support.</td>
<td></td>
</tr>
</tbody>
</table>
## Connection

<table>
<thead>
<tr>
<th>Resilience elements</th>
<th>Consequences of hazard impact</th>
</tr>
</thead>
</table>
| **Personal networks** | Disruption to personal networks, routines and the social fabric of a community.  
Feelings of disconnection or mistrust can reduce informal support and prolong recovery.  
Stress of the emergency may reduce people’s capacity to help themselves or others. |
| **Participation** | Damage to or disruption of community facilities, e.g. sporting clubs, schools.  
Festivals/activities cancelled as a result of the impacts.  
Recovery processes do not allow for participation.  
Groundswell of community bonding and activity in the early stages of recovery, this is generally difficult to sustain over the course of recovery. |
<table>
<thead>
<tr>
<th>Factors contributing to resilience</th>
<th>Factors that may reduce resilience</th>
<th>Actions that support resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>The proximity and availability of family and friends to the individual. Length of time a person lived in an area. How well do people know people in the community, e.g. neighbours, local business owners, service providers, or community group members.</td>
<td>Stressed family relationships. Migration from intra and interstate, as well as overseas. People recently moving to an area. Poorly designed houses and neighbourhoods that do not facilitate informal exchanges. Poorly designed services that do not promote informal exchange. Service attitudes that are purely functional, and do not promote informal exchange.</td>
<td>Activities to promote community connections, getting to know neighbours etc. Involvement in local activities/organisations to understand who can be relied upon, and has good skills. Building trust through sharing of neighbourhood resources. Business continuity planning for local organisations and businesses.</td>
</tr>
<tr>
<td>Strength of sporting and recreation clubs, schools, kindergartens etc. Local businesses or places that serve as an informal community hub (e.g. school, post office, cafe). Local festivals or community activities e.g. landcare, are vibrant and well attended. Local issues are debated.</td>
<td>Demographic changes that reduce the viability of clubs or community group. Local schools not able to meet student and parent needs, meaning students need to travel. People with busy lives, long commutes that reduce time available for meeting others. Economic disadvantage, health or safety issues potentially reducing people's capacity or ability to participate in local community events or activities. Living in areas characterised by low political influence. Goodwill overwhelms the community.</td>
<td>Participation in local activities: schools, festivals, sporting and recreational activities.</td>
</tr>
</tbody>
</table>
| **Access** | Damage to services or transport modes may cause suspension or closure of services and make it difficult for people to access services/businesses.  
Reduced community confidence leading to uncertainty in the future of the community (partly economic but also social).  
Displacement from the homes potentially:  
• increases travel times and access to services.  
• reduce the critical mass needed for businesses and services, so that they close, or take longer to reopen. |
| **Attachment to place** | Damage to landscapes can affect people’s points of reference and their sense of belonging.  
Lack of access to traditional lands can affect health and wellbeing, as well as cultural and spiritual rituals. |
| Location of services close to where people live, and transport is readily available. | Transport services not being available to link people to service centres.  
People not able to physically access premises.  
Demographic changes, particularly in rural and regional areas, that lead to services and businesses no longer being viable.  
Alternatively, with sea/tree change locations with an influx of retirees requiring services that haven’t traditionally been offered? | Customers encourage business and services to undertake business continuity planning.  
Household emergency plans aim to keep people in their homes (food, water, energy supplies), rather than move elsewhere. |
|---|---|---|
| Landscape and/or historical values (urban and natural) promoting strong personal attachments.  
Heritage values recognised | Changed or denuded landscapes.  
Length of time resident in an area. | Identification of icons and landscapes of community importance. |
### Knowledge

<table>
<thead>
<tr>
<th>Resilience elements</th>
<th>Consequences of hazard impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hazard profile</strong></td>
<td>Increased risk of death and injury, loss of homes, livelihoods as a result of not understanding the hazard profile of the area and their consequences.</td>
</tr>
<tr>
<td><strong>Local plans</strong></td>
<td>Damage to or disruption of community facilities, e.g. sporting clubs, schools.</td>
</tr>
<tr>
<td></td>
<td>Festivals/activities cancelled as a result of the impacts.</td>
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<td></td>
<td>Groundswell of community bonding and activity in the early stages of recovery, this is generally difficult to sustain over the course of recovery.</td>
</tr>
<tr>
<td><strong>Understanding recovery</strong></td>
<td>Increased recovery times, complexity of recovery if the consequences of emergencies are not fully understood and planned for.</td>
</tr>
<tr>
<td>Factors contributing to resilience</td>
<td>Factors that may reduce resilience</td>
</tr>
<tr>
<td>-----------------------------------</td>
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</tr>
</tbody>
</table>
| Awareness and understanding of the hazard risk profile of the geographic area including:  
  - where to get formal and informal information relating to current and threatened emergencies, and the ability to process this information.  
  - Knowledge of the historical disasters in the area | Being newly arrived in an area (Boon et al 2012).  
Having time available to learn about hazards, competing demands (Paton 2003, Paton et al 2005).  
Having the motivation to understand the issues and their impacts (Paton et al 2005).  
Cognitive and sensory barriers.  
Cultural and language barriers.  
Lack of access to information.  
Lack of technological aptitude (ie. Do not know how to access information through newer technologies such as apps, social media etc).  
Overconfidence from previous survival or near misses. | Information about hazard risks and local agencies in an accessible format that meets the need to individuals and not agencies.  
Information that conveys not only the risks relating to hazards but the long term consequences of those hazard impacts.  
Information in a readily accessible (legible, literate, and culturally appropriate) format for different audiences  
Talking to long time locals who can describe the impacts of previous disasters (wisdom).  
Building a culture of preparedness through local schools, child care centres, sports groups, businesses etc.  
Residents discuss different communication plans within their community (phone trees etc). |
| Awareness of local community plans, and roles and responsibilities of emergency management agencies.  
Trust in local agencies who have good engagement practices.  
Well supported local emergency services organisations. | Poor reputation of local agencies and a lack of trust toward agencies/information suppliers.  
Conflicting/competing information sources.  
Lack of understanding of or agreement about shared responsibility within a community. | Good community engagement from local hazard leader agencies.  
Participation in local community groups to promote community competence. |
| A good understanding of the impacts of those hazards. | Provision of information about impacts as part of the preparedness programs. |
## Security

<table>
<thead>
<tr>
<th>Resilience capacity</th>
<th>Consequences of hazard impact</th>
</tr>
</thead>
</table>
| **Shelter**         | Death, injury or near death experience from inadequate shelter.  
                     | Displacement (temporary or permanent) from homes as a result of:  
                     |   ▶ damage to homes and neighbourhoods,  
                     |   ▶ loss of essential services for a period of time  
                     |   ▶ lack of food and water. |
| **Personal safety** | Increased marital and family stress, including potential domestic violence.  
                     | Violence/increased risk taking within the community.  
                     | Theft and destruction of property.  
                     | Loss of trust in those that are supposed to protect (individual and institutional). |
| **Financial Security** | Prolonged recovery due to loss of financial resources and/or loss of income.  
<pre><code>                 | Reduced financial capacity may have a negative impact on help seeking therefore exacerbating health concerns. |
</code></pre>
<table>
<thead>
<tr>
<th>Factors contributing to resilience</th>
<th>Factors that may reduce resilience</th>
<th>Actions that support resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing that is:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>› built to the relevant disaster resilience code</td>
<td>Ageing or poorly maintained infrastructure of essential services. Poorly constructed housing.</td>
<td>Well prepared housing, retrofitted for disaster resilience measures. Household plans that aim to minimize displacement from homes through actions such as maintenance of a supply of food and water, and the ability to prepare them, and lighting and warmth/cooling.</td>
</tr>
<tr>
<td>› constructed from materials that are resistant to the impacts of hazards</td>
<td></td>
<td></td>
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<tr>
<td>› located out of hazard prone areas</td>
<td></td>
<td></td>
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<tr>
<td>› well prepared to deal with the appropriate hazard. (Handmer 2003)</td>
<td></td>
<td></td>
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<tr>
<td>Ability to be self-sustaining for a period of time. Essential services that do not fail when the hazard impacts. Access to food and water to enable people to shelter in place.</td>
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</tr>
<tr>
<td>Strong, well balanced, interpersonal relationships within a family/household.</td>
<td>High incidence of crime/ lack of safety in local area. Stress on family relationships.</td>
<td>Well-designed communities.</td>
</tr>
<tr>
<td>Good levels of household income with high levels disposable income. Assets and livelihoods are financially well protected through insurance and other instruments (e.g. savings). Strong diverse local economy providing a range of employment options.</td>
<td>Reliance on a single industry as employer. Low income or disposable income leading to not being able to afford soft and hard mitigation measures (e.g. insurance or housing retrofitting). Reduced household income due to unemployment or down turn in business.</td>
<td>Full house and contents insurance checked on an annual basis. Income protection insurance to maintain a stream of income. Life insurance to assist with financial support in the event of death or disability. Copies of important documents and insurance information in an emergency kit.</td>
</tr>
</tbody>
</table>
appendix 5

bibliography


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