

### **What is Disaster Resilience?**

Disaster resilient individuals and communities understand their local hazards. They take action at home and in the community to reduce hazard impacts and prevent hazards from becoming disasters. They follow safety advice and warnings and respond safely during an emergency. After an emergency, they support each other to recover.

Hazards such as storms, floods and bushfires can have enormous social, economic and environmental impacts. With climate change we are likely to see more frequent and intense hazard events. Building disaster resilient communities has never been more important.

### **What is disaster resilience education?**

Disaster resilience education provides children and young people with the knowledge, skills and attitudes they need to help build resilience in their homes, schools and communities.

Children and young people are frequently overlooked when it comes to disaster resilience, but research shows that if they are provided with the necessary guidance and support, they can increase their own safety and the safety of others.

Children and young people are often highly motivated to learn about disaster resilience and they embrace opportunities to participate in resilience building activities. When we tap into this reservoir of enthusiasm the whole community benefits.

The Disaster Resilience Education Tasmania (DRET) resource aims to teach students the fundamentals of disaster resilience and encourage their participation in the development of safer communities.

### **Who can teach disaster resilience?**

You do not need to be a member of the emergency services to teach children and young people about disaster resilience. You have permission to do this. In fact, with your expertise in teaching and learning, and your knowledge of the school community, you are uniquely placed to deliver disaster resilience education that meets the needs of your students.

DRET offers a straightforward approach to teacher delivered disaster resilience education. The content has been informed by the advice of the Department of Education, Tasmania Fire Service, Tasmania State Emergency Service and international research in child centered disaster risk reduction.

### **Will teaching my students about disaster resilience cause them fear or anxiety?**

Learning about disaster resilience can actually reduce student fears. However, if you know of a student who has experienced a traumatic event in the past, you should follow necessary procedures to ensure that the welfare of this student is carefully considered.



Snug Area School impacted by the 1967 Black Tuesday bushfires, courtesy Harley Stanton.

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## How do I deliver the Disaster Resilience Education unit?

DRET is an online web based teacher delivery package. This means each student will need access to a laptop or tablet device to complete the five lessons of DRET. Lessons are supported with information, activities and resource links and in the teacher guide section contains the answers for the quizzes. Students explore disaster resilience concepts in reading material, videos, quizzes, maps and emergency plans. They participate in class brainstorming activities and discussions. Students are able to save their work for assessment so you can keep a record of their work for the unit.

DRET has been designed so that educators have the flexibility to differentiate responses to tasks according to the year group and their student's abilities. Each lesson is accompanied with a video teacher guide to explain the key concepts and instructions for the lesson. Additional resources links are added to lessons so you can be confident that both you and your students have all the information for the best possible learning experience.

The five lessons of DRET cover the Australian Curriculum (V9) areas for students in Year 5 to Year 8 in the learning areas of Humanities and Social Sciences, Digital Technologies, Science and Health; general capabilities of Literacy and Personal and Social Capability; and cross curriculum priority of Sustainability.

In the five lessons you and your students will explore local hazards and the occurrence of disasters in Tasmania. The five lessons are: What is disaster resilience? Our local hazards, Disaster risk and vulnerability, Becoming disaster resilient and Taking action.

### If there is an issue with DRET, who do I contact?

While DRET has been designed to provide you and your students with all the resources you will need, should you require any further assistance or support, contact Tasmania Fire Service Community Fire Safety by email [community@fire.tas.gov.au](mailto:community@fire.tas.gov.au) or phone (03) 6166 5544.

## Where can I find more information about disaster resilience?

- Tasmania Fire Service Bushfire: Prepare Act Survive: [fire.tas.gov.au](http://fire.tas.gov.au)
- Bushfire Ready Schools: [bushfirereadyschool.com.au](http://bushfirereadyschool.com.au)
- Bushfire-Ready Neighbourhoods: [fire.tas.gov.au/brn](http://fire.tas.gov.au/brn)
- Bushfire-Ready Challenge: [bushfire.tas.gov.au/bushfire-challenge/bushfire-ready-challenge](http://bushfire.tas.gov.au/bushfire-challenge/bushfire-ready-challenge)
- Home fire safety and other related fire safety topics: [tfseducation.com.au](http://tfseducation.com.au)
- TasALERT Get Ready: [alert.tas.gov.au](http://alert.tas.gov.au)
- Tasmania State Emergency Service: [ses.tas.gov.au](http://ses.tas.gov.au)
- Tasmanian State Natural Disaster Risk Assessment (TSNDRA): [ses.tas.gov.au/about/risk-management/tsndra/](http://ses.tas.gov.au/about/risk-management/tsndra/)
- Australian disaster resilience curriculum mapping: [schools.aidr.org.au/](http://schools.aidr.org.au/)
- The Comprehensive School Safety Framework: [schools.aidr.org.au/media/4853/unisdr\\_css-framework\\_0117.pdf](http://schools.aidr.org.au/media/4853/unisdr_css-framework_0117.pdf)
- Australia's National Strategy for Disaster Resilience: [knowledge.aidr.org.au/resources/national-strategy-for-disaster-resilience/](http://knowledge.aidr.org.au/resources/national-strategy-for-disaster-resilience/)
- Australian Red Cross: [redcross.org.au/](http://redcross.org.au/)
- Emerging Minds, Community Trauma Toolkit: [emergingminds.com.au/resources/toolkits/community-trauma-toolkit/](http://emergingminds.com.au/resources/toolkits/community-trauma-toolkit/)
- School Recovery Toolkit: [documentcentre.education.tas.gov.au/Documents/Schools\\_bushfire\\_toolkit.pdf](http://documentcentre.education.tas.gov.au/Documents/Schools_bushfire_toolkit.pdf)
- Disaster Risk Reduction terminology: <https://www.unisdr.org/we/inform/terminology>

## DRET UNIT - AUSTRALIAN CURRICULUM LINKS

	<b>Health</b> <b>Digital Technologies</b>	<b>Geography, Humanities and Social Sciences</b> <b>Science</b>
Year 5	<b>Personal, social and community health (AC9HP6P06)</b> Apply strategies to manage emotions and analyse how emotional responses influence interactions.	<b>Geography (AC9HS5K05)</b> The management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences.  <b>Questioning and researching (AC9HS5S02)</b> Locate, collect and organise information and data from primary and secondary sources in a range of formats.
	<b>Investigating and defining (AC9TDI6P01)</b> Define problems with given or co-developed design criteria and by creating user stories.	
Year 6	<b>Personal, social and community health (AC9HP6P06)</b> Apply strategies to manage emotions and analyse how emotional responses influence interactions.	<b>Biological Understanding (AC9S6U01)</b> Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions.
	<b>Investigating and defining (AC9TDI6P01)</b> Define problems with given or co-developed design criteria and by creating user stories.	
Year 7	<b>Knowledge and understanding: Technologies and society (AC9TDE8K02)</b> Analyse the impact of innovation and the development of technologies on designed solutions for global preferred futures.	<b>Water in the world (AC9HG7K04)</b> The causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments.  <b>Interpreting and analysing geographical data and information (AC9HG7S03)</b> Interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships.
Year 8	<b>Knowledge and understanding: Technologies and society (AC9TDE8K02)</b> Analyse the impact of innovation and the development of technologies on designed solutions for global preferred futures.	<b>Knowledge and understanding: Landscapes and landforms (AC9HG8K05)</b> The causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses.

**In the DRET unit you and your students will explore local hazards and the occurrence of disasters in Tasmania.**

The five lessons are : 1. What is disaster resilience? 2. Our local hazards, 3. Disaster risk and vulnerability, 4. Becoming disaster resilient, and 5. Taking action.

By the end of the DRET unit students and teachers should:

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

LESSON 1 WHAT IS DISASTER RESILIENCE?	LEARNING INTENTIONS	KEY LEARNING	ASSESSMENT TASKS/ACTIVITY
	<p><b>KNOW:</b> The capabilities of a disaster resilient person.</p> <p><b>UNDERSTAND:</b> The meaning of personal resilience and disaster resilience.</p> <p><b>DO:</b> Identify skills and attributes that contribute to personal and disaster resilience.</p>	<p>Personal skills, knowledge and attributes can contribute to our ability to be more resilient.</p> <p>Concepts of personal, community and disaster resilience.</p>	<p>Complete a baseline disaster quiz identifying own level of disaster resilience skills, attributes and knowledge.</p> <p>View online disaster survival stories and complete an activity .</p>
LESSON 2 OUR LOCAL HAZARDS	LEARNING INTENTIONS	KEY LEARNING	ASSESSMENT TASKS/ACTIVITY
	<p><b>KNOW:</b> The different types of natural hazards.</p> <p><b>UNDERSTAND:</b> How local hazards can impact a community.</p> <p><b>DO:</b> Identify which hazards are most likely to occur in the local area using maps to determine which locations could be impacted.</p>	<p>Recognising local hazards is the first step to becoming disaster resilient.</p>	<p>Participate in a class activity exploring local natural hazards and their impacts on people.</p> <p>Use a digital map tool to investigate local hazards and complete an activity worksheet about local hazards.</p>

LESSON 3 DISASTER RISK AND VULNERABILITY	LEARNING INTENTIONS	KEY LEARNING	ASSESSMENT TASKS/ACTIVITY
	<p><b>KNOW:</b> How a natural hazard can impact people and property.</p> <p><b>UNDERSTAND:</b> What makes communities vulnerable to the impacts of a natural hazard.</p> <p><b>DO:</b> Explain how a natural hazard can become a disaster.</p>	<p>A disaster only occurs when a natural hazard impacts upon a vulnerable community.</p>	<p>Complete a disaster risk and natural hazards quiz.</p> <p>View an online disaster story and complete questions about the disaster and its impacts.</p> <p>Participate in a class discussion about local hazards and community vulnerability to a disaster.</p>
LESSON 4 BECOMING DISASTER RESILIENT	LEARNING INTENTIONS	KEY LEARNING	ASSESSMENT TASKS/ACTIVITY
	<p><b>KNOW:</b> How to locate information online about what people can do reduce the impacts of hazards.</p> <p><b>UNDERSTAND:</b> The preparation and planning required to reduce hazard impacts and increase resilience.</p> <p><b>DO:</b> Demonstrate how to find information online that inform the variety of actions and knowledge required to become more disaster resilient.</p>	<p>We can use our capacity to prepare, plan and act when a natural hazard threatens to impact our community.</p> <p>We can reduce the impacts of a disaster by preparing and acting; which will increase our disaster resilience.</p>	<p>Explore online planning tools and preparedness information.</p> <p>Complete a quiz about preparing for a disaster.</p> <p>Participate in a class discussion on disaster resilience.</p>
LESSON 5 TAKING ACTION	LEARNING INTENTIONS	KEY LEARNING	ASSESSMENT TASKS/ACTIVITY
	<p><b>KNOW:</b> How young people can help reduce the impacts of a disaster.</p> <p><b>UNDERSTAND:</b> Community action can be effective in increasing disaster resilience.</p> <p><b>DO:</b> Identify community safety activities to change preparedness behaviour.</p>	<p>Children and youth are agents of change and should be given the space and support to contribute to disaster risk reduction in their home, school and community.</p>	<p>Participate in a class discussion about key messages and purpose of disaster resilience projects.</p> <p>Identify a project to increase disaster resilience in the local community.</p> <p>Complete a disaster quiz. Reflect on any change in the level of disaster resilience skills, attributes and knowledge.</p>

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Tasmania Fire Service acknowledges Victoria CFA and SES as the original developers of the disaster resilience education resource.

