

Gurumba Bigi & Welcome

I would like to acknowledge and pay my deep respects to the First Nations custodians of the unceded lands we are all meeting on and from today across Qld and Australia.

This includes the **Ugarapul Peoples**, here on the edge of the beautiful Scenic Rim in Southern Qld.

To Elders, past, present, and emerging - thank you for your generosity, spirit, and teaching; and to our First Nations colleagues and partners, may we work together in unity to create a world that supports all people to flourish.

A warm welcome and big thank you to all for being here and prioritising our children and young people.



Thriving Queensland Kids Partnership



Thriving Kids in Disasters is funded by The John Villiers Trust.

Thriving Kids in Disasters | Words into Practice WEBINAR 1

Friday 20th September 2024, 11:00-12:15

Please join the first Thriving Kids in Disasters - 'Words into Practice' Webinar.

Guest practitioners are:

Canice Curtis, from Wesley Mission QLD Mental Health Services – a senior mental health practice lead working with young people on a climate change and mental health initiative across Qld

Briony Towers, from Leadrrr – a child-centred disaster risk reduction specialist working with Harkaway Primary and other schools across Australia to enable students' genuine participation in learning and action.

This Webinar is one of many disaster-related information sharing and learning opportunities in the month of September.

The **National Indigenous Disaster Resilience Gathering** is being held in Lismore in the week after this Webinar.

Briony is speaking at the **AFAC/AIDR conference** in Sydney at the start of the month, so if you're there, go join her, Emerging Minds, and other presenters interested in supporting kids in disasters!

Look out for **Webinar details** in your inbox in the coming weeks.

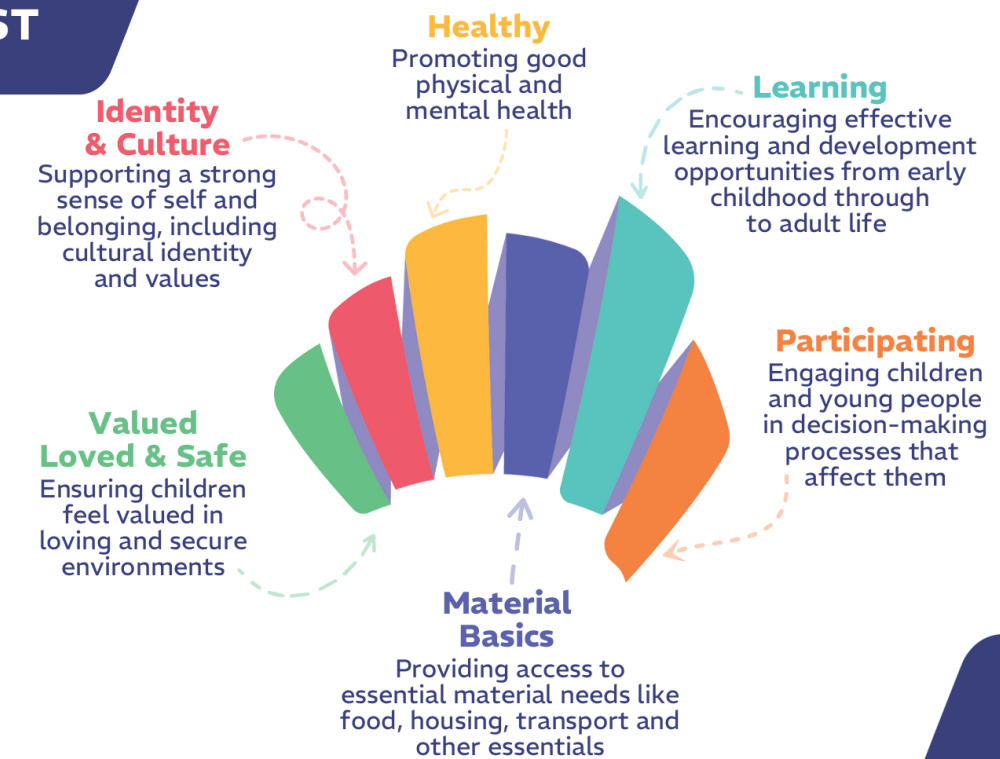
For more information, please contact anita.egginton@aracy.org.au



Supporting kids concerns, capabilities, and actions around climate resilience and disaster risk reduction

- We've chosen this topic as it reflects the big picture facing kids.
- To quote UNICEF, *climate change is changing childhood*.
- A range of factors come together to result in kids' disproportionate risks when it comes to natural hazards, disasters and emergencies.
- Because their body-brains are developing so intensively, and because developmental environments are so influential on their outcomes, hazards, disasters, and emergencies are a critical concern.
- Risks are higher for kids already living with hardships, including those in high-risk locations.
- As the most disaster-prone state/territory in Australia, we need to give kids our attention and work together with them and their caregivers to support their **wellbeing** and **resilience** across the interconnected phases of PPRR.
- Resilience is considered an important way to mitigate the impacts of hardships in a child's life including disasters and emergencies.

THE NEST



Thriving Kids in Disasters project

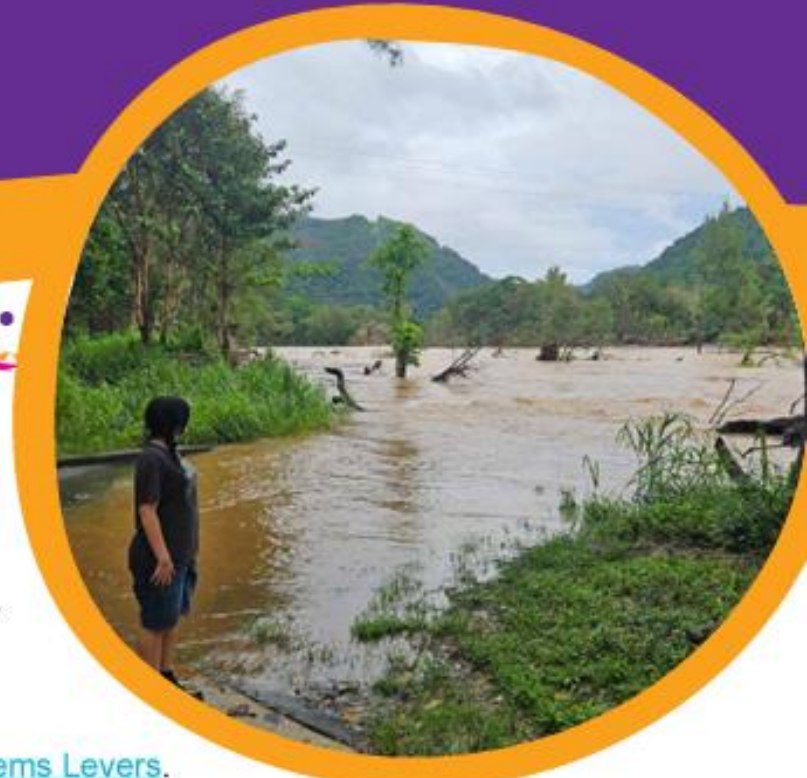
Phase 1 funded by JVT to bring people together and create an evidence base, with shared principles and recommendations.

Phase 2 funded by JVT to start actioning those recommendations:

- ✓ Briefings and presentations
- ✓ A Leadership Alliance focused on developing fundable propositions
- ✓ A series of engagements with children and young people across the state
- ✓ Providing practice-focused supports and resources to support the wellbeing and resilience of kids across PPRR, including these webinars.

www.aracy.org.au/the-nest-in-action/resources/thriving-kids-in-disasters

Principles and Recommendations



Principles

These overarching principles are intended to underpin all recommendations.

Recommendations

Recommendations are made in line with [The Nest domains and TQKP Systems Levers](#).

In Practice

Practical examples of where this is or could be happening across the eco-system.

Principles	In Practice
<p>1. The resilience, wellbeing and rights of kids are explicitly considered and holistically integrated into legislation, policy, guidelines, and operational disaster planning and management activities at all levels of government and across organisations.</p>	<p>This principle embeds Australia's obligations under the UN's Convention on the Rights of the Child concerning the right to survival and development.</p> <ul style="list-style-type: none"> • 'Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.' (171) <p>It aligns and supports the implementation of the UN's Sendai Framework guiding principle:</p> <ul style="list-style-type: none"> • 'Protection of persons and their assets while promoting and protecting all human rights, including the right to development.' (2) <p>In practice this looks like:</p> <ul style="list-style-type: none"> • Local governments applying the child-friendly checklist in the current Australian Red Cross Queensland Evacuation Centre Planning Toolkit into local evacuation sub-plans and associated work instructions • DTATSIPCA considering the resilience, wellbeing and rights of infants, children, young people, and their families in their annual review of their State Human and Social Resilience Plan.

Thriving Kids in Disasters | Words into Practice WEBINAR 1

Webinar

Thriving Kids in Disasters: Words into Practice

Supporting kids' concerns, capabilities, and actions around climate change and disaster risk reduction

Friday 20th September 2024

11:00am - 12:15pm



Host: Anita Egginton, PhD *Thriving Qld Kids Partnership*

With over 30 years of practice, academic training, and lived experience of significant events, Anita's role in TKiD is to resource practitioners, organisations and groups to support the wellbeing and resilience of kids across the different phases of disaster management in Queensland.



Guest Presenters:



Canice Curtis *Wesley Mission QLD Mental Health Services*

Canice is a senior mental health practice lead working with young people on a climate change and mental health initiative across Queensland.



Dr Briony Towers *Leadrrr*

Briony Towers is a Senior Research Fellow at Deakin University and is the founder and co-director of Leadrrr, an action research organisation focused on learning ecologies for action on disaster risk reduction and resilience.

Belle Harman – WMQ
Research Assistant and
Young Person



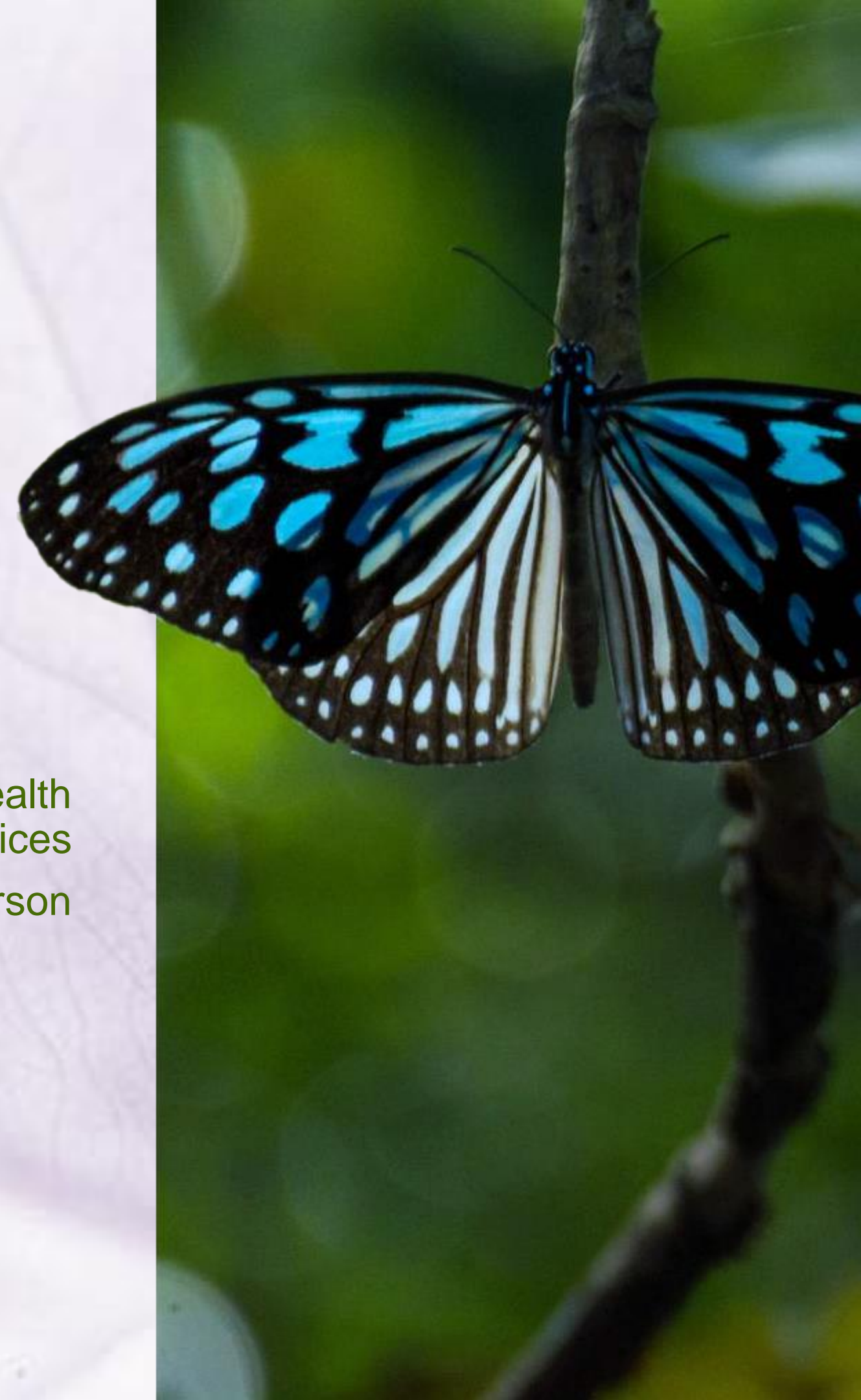
Hand over to Canice and Belle



CLIMATE CHANGE & MENTAL HEALTH

Canice Curtis (he/him) – Senior Practice Lead, Wesley Mission QLD Mental Health Services

Belle Harman (she/her) – Research Assistant and Young Person



What we will cover

1. Why we embarked on this project
2. Our own initial micro-study findings
3. How we are centring the voices of children and young people
4. Current status of project





Why we embarked on this project...data and LLE Perspectives

Orygen/Mission
Australia 2022 &
2023

**67% concerned about
climate change.**

**51% identified
climate/environment as
most important issue in
their life.**

Yourtown 2022

1 in 2 wants focussed
action to protect
environment

AIDR 2022

**78% concerned about
climate change**

**Hickman et al
2021**

A survey of 10,000
people found 80% were
worried about climate
change, and more than
45% reported that their
feelings affected their
day-to-day functioning.

WMQ MHS micro study 2023

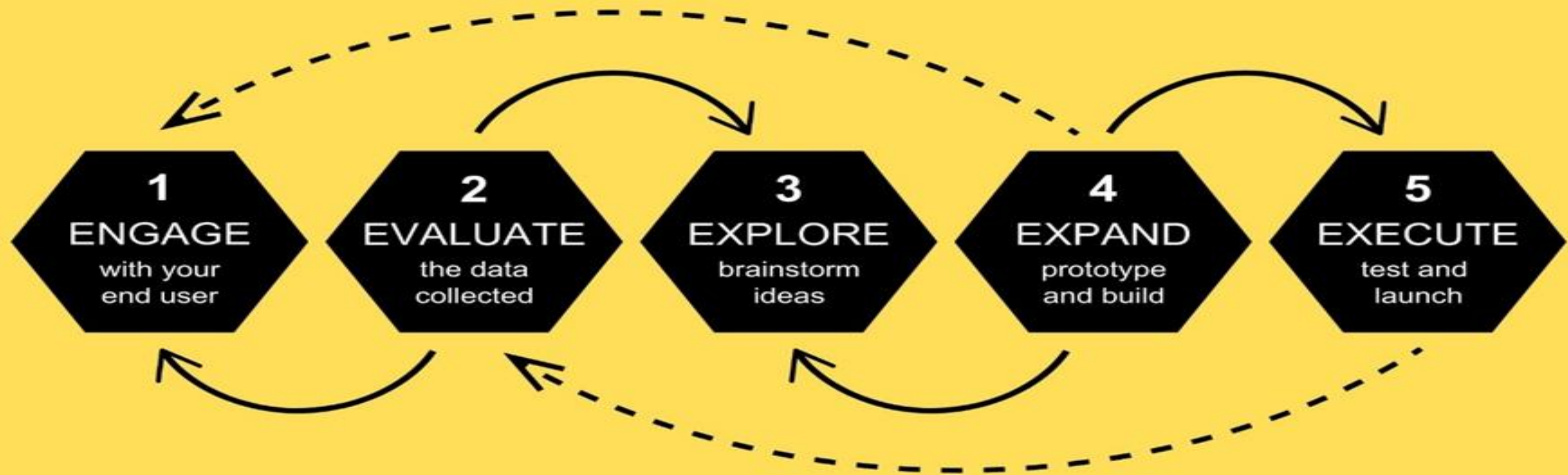
74% of young people were
concerned about climate
change.

Only 10% of staff thought it
was an issue for young
people.

How we are centring the voices of children and young people:

5E Design Thinking Framework

A non-linear problem-solving process



What We have done so far

1. Engage: literature review, annotated bibliography, focus groups, 1-1 interviews, engaging family and friends, exploring what has already been done/is being done in the sector.
2. Evaluate: working group established, themes emerging
3. Explore: brainstorming with working group, re-engaging our service users.

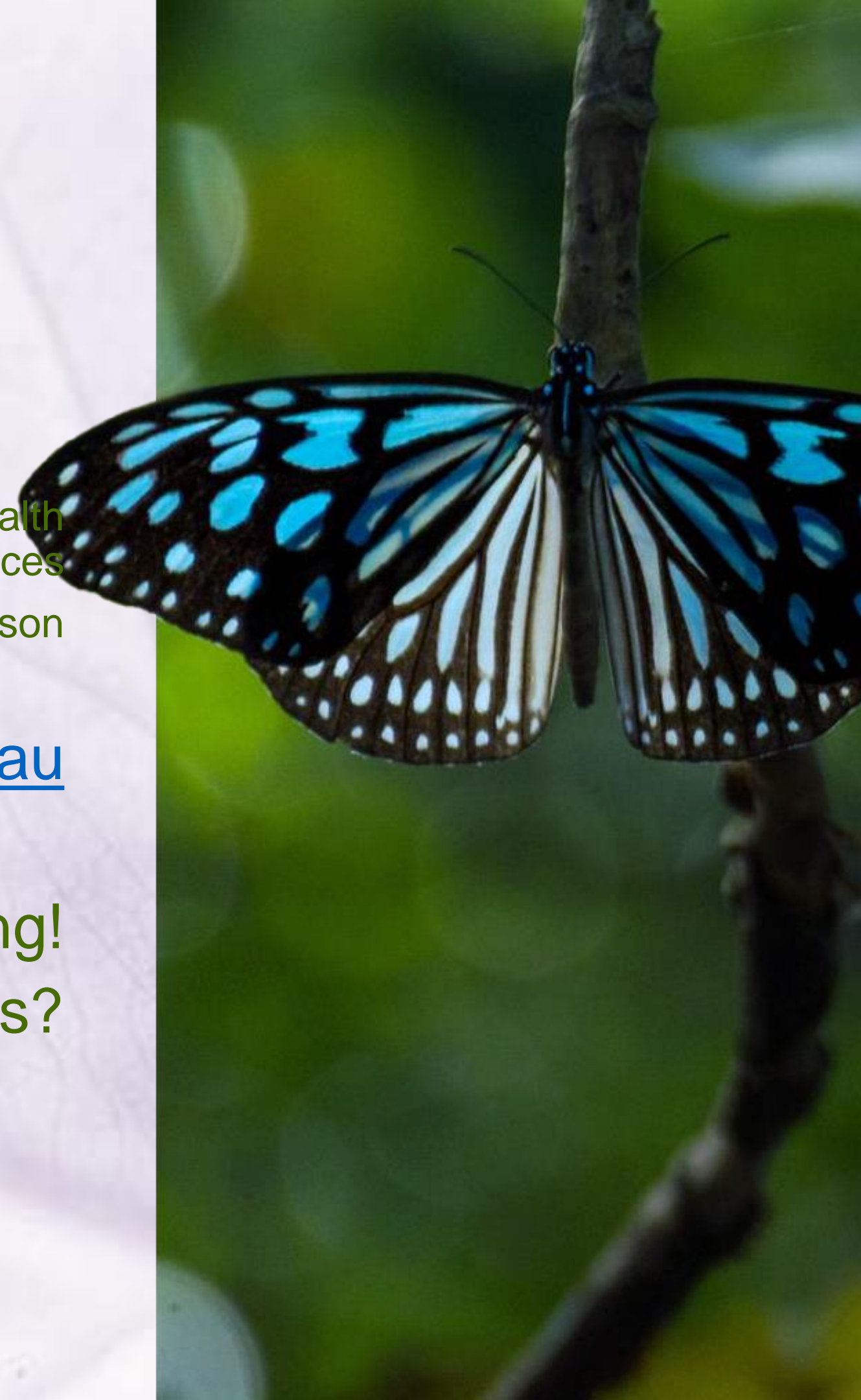
CLIMATE CHANGE & MENTAL HEALTH

Canice Curtis (he/him) – Senior Practice Lead, Wesley Mission QLD Mental Health Services

Belle Harman (she/her) – Research Assistant and Young Person

Contact: ccurtis@wmq.org.au

Thanks for listening!
Questions/Reflections?





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Q & A



Hand over to Briony



WORDS INTO PRACTICE

CHILDREN AS AGENTS OF
CHANGE IN DISASTER RISK
REDUCTION AND RESILIENCE

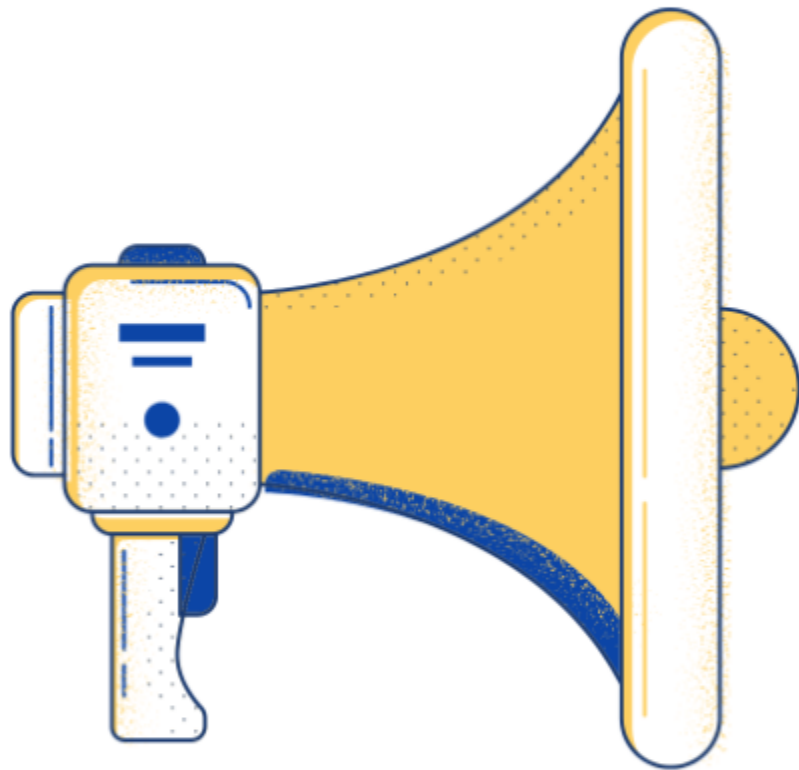
Dr Briony Towers

Founder and Co-director | Leadrrr



Leadrrr





UNITED NATIONS SENDAI FRAMEWORK FOR DISASTER RISK REDUCTION 2015-2020

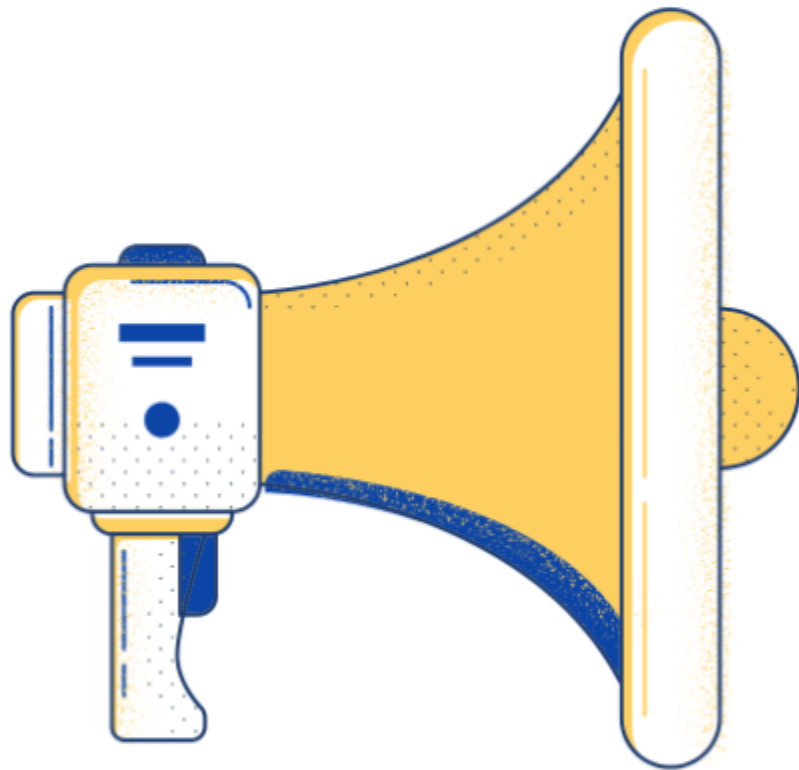
Preamble: While recognizing their leading, regulatory and coordination role, Governments should engage with relevant stakeholders, including...children and youth...in the design and implementation of policies, plans and standards.

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

SECOND NATIONAL ACTION PLAN TO IMPLEMENT THE NATIONAL DISASTER RISK REDUCTION FRAMEWORK

Priority 1: Understand risk > Outcome 1: An increased understanding of disaster risk across Australian society > **National Action 1:** Create consistent, accessible information tools, guidance and programs to help everyone better understand their disaster risk and responsibilities, prepare risk mitigation plans and take appropriate action to manage their risks > **Implementation ideas:** including disaster risk reduction within school curricula, supporting school-based risk mitigation plans.

Priority 2: Accountable Decisions > Outcome 4: More decision-makers are informed, empowered and capable of reducing risk > **National Action 11:** Strengthen the capability and capacity of individuals and communities to become leaders and make informed risk reduction decisions relevant to their local contexts > **Implementation ideas:** equipping the next generation of Australians to act and become future community leaders.



AUSTRALIAN FIRE AND EMERGENCY SERVICES STRATEGIC DIRECTIONS 2022-2026

Strategic Direction 1: Supporting resilient communities through risk reduction > Fire and emergency services will enhance resilient communities by: 5) Supporting disaster resilience education and collaborative approaches to engagement with children and young people in schools and other settings, with a focus on place-based learning, student agency and local action.

NATIONAL CHILD AND YOUTH STATEMENT ON CLIMATE CHANGE - AUSTRALIAN LOCAL CONFERENCE OF YOUTH 2024

Adaptation > Recommendations: 1) The Australian Government should prioritise disaster preparedness and risk reduction as critical adaptation measures, and supporting community led and child-centred disaster preparedness and recovery in regional and remote communities. 2) Ensure that young people have access to quality disaster resilience education that includes and values First Nations knowledge of Country.

QUEENSLAND STRATEGY FOR DISASTER RESILIENCE 2022 - 2027

Strategic commitment 1.2: Drive attitudinal, cultural and behavioural change across the state, enabling Queenslanders to anticipate, respond and adapt to disaster impacts > Improving access to real-time information about disaster impacts will enable Queenslanders to make informed decisions to prepare and respond to risk in their communities. This includes engaging with young people to ensure information is delivered through channels that young people access information from.

EVALUATING THE STRATHEWEN ARTHURS CREEK BUSHFIRE EDUCATION PARTNERSHIP



Image: Australian Broadcasting Corporation

“ I reckon the fire education program is really good for kids. It helps them understand the risk of fire where they live and how to react if a fire did start. By learning about fire, kids become less scared when they learn about fire and understand it. [Grade 6 Student]

We have discussed what we will do on Severe and Code Red Fire Danger Ratings. We hadn't been motivated with this information before. [Parent]

I have learnt new skills as well as being able to help people learn them too. I enjoy being with kids and the other volunteers in an atmosphere of helping each other and sharing our time. I have met new people and helped others. [Local CFA Volunteer]

ACTION RESEARCH ON LEARNER AGENCY AT HARKAWAY PRIMARY SCHOOL

Harkaway Bushfire Safety Manifesto

We need to learn about bushfire safety.

We want to make decisions about our own learning action.

We need access to trustworthy information from experts.

We want to teach others.



GOOD PRACTICE IN SCHOOL-BASED BUSHFIRE EDUCATION



1. Transdisciplinary curriculum design
2. Place-based pedagogy
3. Action-oriented learning goals
4. Student voice and agency
5. Collaboration and partnership

SCHOOLS IN FIRE COUNTRY



1. AUTHENTIC PROJECT-BASED LEARNING MODEL
2. CURRICULUM-ALIGNED TEACHING AND LEARNING RESOURCES
3. COLLABORATIVE IMPLEMENTATION STRATEGY
4. LEARNING OPPORTUNITIES FOR TEACHERS AND COMMUNITY PARTNERS
5. MONITORING, EVALUATION AND RESEARCH FOR CONTINUOUS IMPROVEMENT



Energy,
Environment
and Climate Action





INFLUENCING AND LEVERAGING POLICY FOR SCALED EXPANSION

Victoria's Bushfire Management Strategy

STATE GOVERNMENT
IMPLEMENTATION
PLAN 2024-27

1. PEOPLE AND COMMUNITY SAFETY

Outcome: Communities are more resilient to impacts of bushfires and bushfire management activities

Action 1.c Action Deliver strategic and practice-based learning initiatives to strengthen the capabilities of agencies to collaborate and develop partnerships for community-centred engagement.

Action 1.e Deliver a research-informed, child-centred, multisector program to support curriculum-aligned delivery of participatory bushfire education in schools.

Action 1.f Facilitate community-centred and place-based bushfire management to enable enhanced community participation and partnership-building within and across communities and the sector to bring about change in the practices and behaviours of agencies and communities.

THANK YOU!

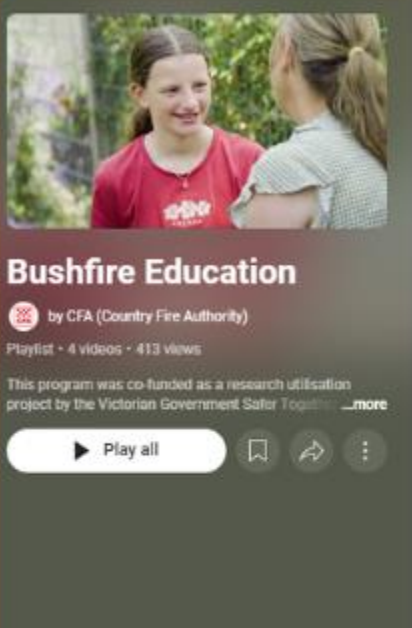
Dr Briony Towers

Founder and Co-director | Leadrrr

 hello@leadrrr.org



Schools in Fire Country



- 1 SIFC Introduction Video
CFA (Country Fire Authority) • 425 views • 5 months ago
4:08
- 2 Phase one - Discover
CFA (Country Fire Authority) • 184 views • 5 months ago
3:12
- 3 Phase two - Investigate
CFA (Country Fire Authority) • 164 views • 5 months ago
1:45
- 4 Phase three - Take Action
CFA (Country Fire Authority) • 133 views • 5 months ago
3:03



Harkaway Bushfire Safety Manifesto



Strathewen Arthurs Creek Bushfire Education Partnership

Follow them on Facebook!



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Q & A





Wrap up & Feedback

We'd love to hear about some of the ideas this webinar has given you for supporting children and young people's wellbeing and resilience in the disaster management settings you operate in.

Look out for our **second webinar** on **23rd October**. We'll be taking a deeper dive into supporting infants, children and young people's mental health and wellbeing in disaster settings.

Details to follow shortly!



Would you like to know more about TKiD?



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Sign up to the TQKP newsletter -
<https://share.hsforms.com/1nOobIL2PRpic2j3NPGVc7Qdtff3>

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