

Developing a disaster resilience education program

Speed read

- A disaster resilience education (DRE) program requires clearly defined aims and learning objectives.
- DRE activities will have greater impacts when they incorporate all four learning domains: (1) Behavioural (2) Cognitive (3) Affective (4) Social.
- Children and young people progress through learning development at different rates, and this should be considered in the design of DRE programs and activities.

Key points

There are different approaches that can be taken in designing a DRE program:

- Formal curriculum-based learning
- Learning through play
- Inquiry-based learning
- Science, technology, engineering and mathematics (STEM)
- Outdoor education
- Community education

Possible content for DRE programs outside formal education settings include:

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

DRE programs need to be appropriate and relevant. Programs should:

- Cover an appropriate period
- Have a developmental sequence of learning activities

- Include evaluation methodologies
- Be appropriate to the learners' age, capabilities and needs
- Have clear, achievable and measurable goals
- Allow for feedback and reflection from all involved

Design considerations

| PRINCIPLE | DESIGN CONSIDERATIONS |
|---------------------------------------|---|
| PLACE THE LEARNER AT THE CENTRE | <ul style="list-style-type: none"> • Have young people's voices and choices been considered in the design of activities and programs? • Do the activities align with child-safe principles? • Are activities age/stage developmentally appropriate? • Do activities eliminate or minimise exposure of learners to harm or distress? |
| REFLECT THE LOCAL CONTEXT | <ul style="list-style-type: none"> • Have local hazards, risks, history, demographics, strengths and vulnerabilities been considered and reflected? |
| BE INCLUSIVE | <ul style="list-style-type: none"> • Have activities been designed to be accessible to all learners? • Are there any barriers to participation to learners? • Have language, culture, disability, special learning needs and social and behavioural challenges been considered? |
| ESTABLISH AND STRENGTHEN PARTNERSHIPS | <ul style="list-style-type: none"> • Have partnerships been established with subject matter experts? E.g. fire and emergency services, hazard management experts, First Nations peoples, health and wellbeing organisations and groups, community networks and groups. • Are there opportunities to connect with external organisations? • Have long term and sustainable partnerships been identified and reflected in the design of the program? |
| ENGAGE AND CHALLENGE LEARNERS | <ul style="list-style-type: none"> • Are the learning resources and approaches relevant and engaging to learners? • Have clear and challenging learning objectives been set for all activities? • Do activities and learning approaches challenge and stretch the learning of the variety of learners? |
| FOCUS ON ACTION | <ul style="list-style-type: none"> • Are there opportunities for learners to develop, practice and demonstrate specific knowledge, values and skills? • Are there opportunities for individual and collective action? |
| BUILD CAPABILITY | <ul style="list-style-type: none"> • Are the programs being designed to help young people build knowledge, skills and understanding? • Are the programs and activities empowering young people to carry out safe and resilient actions before, during and after an emergency or disaster? |

Quick Guide



Australian Government
National Emergency
Management Agency



Australian Institute for
Disaster Resilience

Take action

- Download or print the *Principles of Disaster Resilience Education for Young People Quick Guide* (AIDR 2021).
- Check out AIDR's [Education for Young People website](#) where you can learn more about DRE, find educator resources, ways to connect and collaborate and see DRE in action.
- See how disaster resilience education fits into the [Australian Curriculum 9.0](#).

More information

- [Disaster Resilience Education for Young People](#) (AIDR 2021)
- [Community Engagement for Disaster Resilience](#) (AIDR 2020)
- [Our World, Our Say Report](#) (2020)
- [Child-centred disaster risk reduction](#) (BNHCRC)
- [Comprehensive School Safety Framework](#) (2022)
- [National Principles for Child Safe Organisations](#)
- [The Alice Springs \(Mparntwe\) Education Declaration](#) (2019)
- [National Disaster Risk Reduction Framework](#) (2018)
- [Sendai Framework for Disaster Risk Reduction](#) (2015–2030)