SAFE AT HOME, SCHOOL AND WORK

13 OCTOBER 2017
INTERNATIONAL DAY FOR DISASTER REDUCTION
REDUCING THE NUMBER OF AFFECTED PEOPLE BY DISASTERS BY 2030

Tony Jarrett
Coordinator Community Engagement
NSW Rural Fire Service
Comprehensive School Safety

A global framework in support of
The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
and The Worldwide Initiative for Safe Schools
March 2017
The school beneath the wave: the unimaginable tragedy of Japan’s tsunami
Students from Kamaishi Junior High and Unosumai Elementary School evacuated during the tsunami warning
DISASTER RESILIENCE EDUCATION
A practice framework for Australian emergency management agencies

Dr Briony Towers1,13, Prof. Kevin Ronan2,13, Dr Katharine Haynes3,13, Dr Marla Petai4,13, Susan Davie5,13, Liz Addison1, Tony Jarrett7, Brenda Doren-Higgins7, Conrad Walsh8, Matthew Henry9, Gwynne Brennan9, Dr Liz Tomazic10, Peta O’Donohue11, John Richardson12, Antonia Mackay12, Ruth Noonan9

1 RMIT University, 2 CQUUniversity, 3 Macquarie University, 4 Save the Children, 5 Victoria State Emergency Service, 6 Department of Fire and Emergency Services WA, 7 NSW Rural Fire Service, 8 Fire & Rescue NSW, 9 Country Fire Authority, 10 Australian Institute for Disaster Resilience, 11 Country Fire Service, 12 Australian Red Cross, 13 Bushfire and Natural Hazards CRC
DEVELOPMENT PLANNING
A guide to developing a Bush Fire Emergency Management and Evacuation Plan

EMERGENCY PLANNING WORKSHOP FOR SCHOOLS
FOR PRINCIPALS AND EXECUTIVE MANAGEMENT STAFF RESPONSIBLE FOR EMERGENCY PLANNING.

TUESDAY 10 OCTOBER 2017
9:00am – 12:00pm | East Maitland

The NSW Rural Fire Service will be running a hands-on workshop on emergency planning for bush fire. This scenario based workshop is designed to review your response to bush fire in your emergency plan and offer advice on building the plan to more effectively deal with emergency situations.

Working in small groups, participants will be able to share their knowledge and experience in natural disasters and emergency planning and build a robust response to bush fires.

To register for this FREE workshop, please contact your WHS consultant by email.

RSVP by: 5th October 2017

Workshop will be held at Lower Hunter Fire Control Centre
110 Mt Vincent Rd East Maitland

Please bring: A current copy of your emergency plan including your response to bush fire.

FOR FURTHER INFORMATION
Contact Lower Hunter Fire Control on 4015 0000 or lower.hunter@rfs.nsw.gov.au

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# STAGE 3 GEOGRAPHY: Bushfire mitigation

## Focus: Factors that shape places

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<th>Bushfire hazard</th>
<th>Humans shape places</th>
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## Key inquiry question
- How can the impact of bushfires on people and places be reduced?

## Content focus

**Students:**
- explore how the environment influences the human characteristics of places
- examine ways people influence the characteristics of places, including the management of spaces
- explore the impact bushfires have on Australian people, places and environments and propose ways people can reduce the impact of bushfires in the future.

## Outcomes

**A student:**
- explains interactions and connections between people, places and environments GE3-2
- compares and contrasts influences on the management of places and environments GE3-3
- acquires, processes and communicates geographical information using geographical tools for inquiry GE3-4

## Overview

The geographical inquiry process will investigate a contemporary Australian bushfire event. Through investigation of the case study, students will examine the location and extent of the bushfire, the impact on vegetation, animals and people and the role of government agencies in bushfire management. Shaped as a second inquiry, students will create a bushfire survival plan for an imaginary visit to a bushfire-prone area.

**Note:** Be sensitive to the possibility that students, their family or friends, may have experienced bushfire events, some with tragic consequences.

## Assessment

Many of the activities require students to demonstrate their learning. These activities can be used to assess student progress at various stages throughout the inquiry process.
We had massive ideas!

Students finding solutions to bush fire problems.