

WEATHER THE STORM

Supporting women to
prepare for disasters
and emergencies



RESOURCES

This document is the third in a set of three documents:

1. Weather the Storm Program Manual
2. Weather the Storm Tools and Templates
3. **Weather the Storm Resources**

In this document you will find resources which you may print off as handouts and provide to participants, examples of materials we developed relevant to the trial groups, and additional ideas for activities.

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RESOURCES

Many of these resources may be helpful to participants. Some are available in hard copy from emergency agencies.

Sometimes it is worthwhile drawing attention to a specific publication by handing it out to participants.

Many resources are also available online. It is worthwhile spending some time exploring what is available online, particularly from your State or Territory Government and Local Council. Different emergency agencies deal with different emergencies and so specific hazard information is usually not available in one location.

Some information can be downloaded and printed. This can increase the work and cost of delivering the program, but it means participants will have a wide range of materials to refer to when and if they need to.

This list is by no means exhaustive. There are many other materials available and these are only an example.

AUSTRALIAN GOVERNMENT ATTORNEY GENERAL'S DEPARTMENT

The Australian Emergency Management website has a range of publications which may be useful, including information about different natural hazards and how to prepare your household.

www.em.gov.au

The Disaster Resilience Education for Schools website provides teachers and students with a toolkit of education resources including various interactive multimedia games.
www.schools.aemi.edu.au

ANIMALS AND PETS

www.delwp.vic.gov.au

www.em.gov.au

LANGUAGES OTHER THAN ENGLISH

Many agencies have materials in a range of languages.

The Queensland Government website has many publications in other languages. Click the link to see the option for the other languages.

www.emergency.qld.gov.au

www.ses.vic.gov.au/prepare/other-languages

www.cfa.vic.gov.au/publications/otherlanguages.htm

OFFICIAL WARNINGS

For an example of official warnings information see the Queensland Government page:

www.emergency.qld.gov.au/emq/css/tuneintranslations.asp

INSURANCE

The Insurance Council of Australia has a number of useful Consumer Tip sheets available for printing here.

www.insurancecouncil.com.au/for-consumers/consumer-tips

SAFE DRINKING WATER

www.health.qld.gov.au/disaster/documents/safe-drinking-water.pdf

PANDEMIC

The Australian Government Department of Health and Ageing provides information about Influenza. The information has been collated into one document, which is provided later in this document.

www.flupandemic.gov.au/internet/panflu/publishing.nsf/Content/home-1

PSYCHOLOGICAL PREPARATION

www.psychology.org.au

IDEAS FOR EMERGENCY KITS AND PLANS

www.prepare.co.nz

www.redcross.org.au REdiPlan Booklet

CHILDREN

Keepin' It Real: Talking with Kids about Emergency Preparedness

www.emergencyinfoonline.org

Disaster Resilience Education

www.em.gov.au

www.psychology.org.au/Assets/Files/Preparing-children-for-cyclone-season.pdf

Bureau of Meteorology - Stormwatchers Game
www.bom.gov.au/storm_watchers_game/

Department of Community Safety - Get Ready Kidnas
www.emergency.qld.gov.au/kids/kidnas/default.htm

Department of Community Safety - Kids Page
www.emergency.qld.gov.au/kids/

Department of Community Safety - Red Alert
www.emergency.qld.gov.au/redalert.asp

Queensland Fire and Rescue Service - Blazer's Kids Page
www.fire.qld.gov.au/kids/

"Red Alert" is a collection of digital stories made by young people from across Queensland about cyclones, bushfires, severe storms and floods. These digital stories are a collage of young people's voices, art work and storytelling about their experiences.

www.emergency.qld.gov.au/redalert.asp

www.ses.vic.gov.au/kids-zone

RESOURCES FOR PARENTS, CARERS AND FAMILIES

Flood & Cyclone Recovery Triple P - Positive Parenting Program
www.pfsc.vq.edu.au

Department of Education, Training and Employment
www.education.qld.gov.au/student-services/natural-disasters

SAMPLE RUNNING SHEET

The following is an example of a running sheet for the first part of the first session of the program:

Weather the Storm - Women Prepare
First session
Women's Town
Friday 28th April 20__
9.15 am – 2.45 pm

TIME	AIM AND ACTIVITY	RESOURCES
8.00am	<p>Arrive and set up.</p> <p>Chairs in a circle. Set number of chairs expected. If possible, move tables to the back.</p> <p>Decorations: Centering piece with candle and first aid kit, pasta, torches, goggles, maps etc</p> <p>Whiteboard set up, Agenda on butchers paper.</p> <p>Pen and pad for each woman, circle and thick marker for agreements under each chair.</p>	<p>Centering piece and items</p> <p>Whiteboard</p> <p>Agenda</p> <p>Pens and pads, markers and circles</p>
9.05am	<p>Welcome arrivals.</p> <p>Offer a cup of tea</p> <p>Table set out with some coloured pens and stickers etc. to make their own name tag.</p> <p>Registration form for name and contact details.</p>	<p>Tea and coffee</p> <p>Name tags and decorator items</p> <p>Registration form</p>
9.15am 5 mins	<p>Centering:</p> <p>Ask everyone to settle into their chair, feel their feet on the floor, take a deep breath and tell them "be here - we are all here".</p> <p>Acknowledge the traditional owners of the land and their elders past and present.</p>	
9.25am 5 mins	<p>Introduce yourself, your story and how you come to be here.</p> <p>Provide an overview of the program, the drive to create it and principles underpinning it.</p> <p>Explain that this is a trial.</p> <p>ANY QUESTIONS?</p>	Intro notes

TIME	AIM AND ACTIVITY	RESOURCES
9.30am 10 mins	<p>Icebreaker 1</p> <p>Speed pairs conversations:</p> <ol style="list-style-type: none"> 1. On the way here I was thinking..... 2. I came to this program because..... 3. My hobbies include... <p>Ask participants to choose a beanie kid/soft toy before they sit down.</p>	Butchers paper with the questions?
9.45am 15 mins plus	<p>BACK in the circle</p> <p>Icebreaker 2</p> <p>Beanie kids self-introduction</p> <p>Ask participants to introduce themselves, where they are from, what brings them here and why they chose that particular beanie kid.</p>	Beanie kids
10am 25 mins	<p>Group Agreements Activity - See Part Two Tools and Templates</p>	<p>Instructions</p> <p>Paper plates and markers</p> <p>Butchers paper/whiteboard</p>
10.25am 15 mins	<p>Hope and expectations</p> <p>Frame: "In order to make this program useful to you individually and as a group, I want to find out what you are looking for from the program so we can meet your needs."</p> <p>What are you hopes for this program?</p> <p>Write up replies on butcher's paper.</p> <p>Frame: "What do you hope to achieve by the end of it? What do you hope to learn or understand during this program? What specific things?"</p> <p>What are your fears/concerns/worries for the program?</p> <p>Write up replies on butchers paper</p>	<p>Butchers paper</p> <p>Pens and books</p>
10.45am 10 mins	<p>Large group sharing in answer to the question:</p> <p>"Imagine at the end of this program and you are talking to a friend or relative or your partner about it and you say it was great, you really enjoyed the course. What would need to happen for you to say that?"</p>	
10.50am	MORNING TEA	

SUPPLEMENTARY INFORMATION FOR REDIPLAN

NAME OF HOUSEHOLD: _____

'Meeting places over 200km away: _____

Important email addresses:

NAME	EMAIL ADDRESS

Other contact details including workplaces, schools, websites:

NAME	PHONE	EMAIL/ADDRESS/WEBSITE

Other services and advisers:

	NAME & FIRM	PHONE	ADDRESS/EMAIL
Lawyers (including will)			
Accountant			
Financial			
Superannuation			
Internet provider			

Other business/financial information including ABN:

Neighbours/community contacts

NAME	PHONE	ADDRESS	EMAIL

STEPS TO PREPARING SHEET

This sheet can be provided as a handout to women. It aims to step out the process of preparing for any hazard. It could also be used for a group activity.

IN THE BEGINNING

1. Prepare a list of emergency contacts and reuniting plan - see Red Cross Redi Plan.
2. Copy and save remotely your important documents, photos etc.
3. Identify and understand your risks and how to prepare for them.
4. Prepare a 72-hour evacuation kit (including a list of special items you wish to take with you).
5. Prepare your home to be isolated and without services for 3 – 14 days (Have enough non-perishable food, water and other essentials for this period).
6. Prepare a kit for your car in case you are unable to return home.
7. Make and practice a plan for all members of your family taking into account:
 - Your family's special needs
 - Your pets
 - The various locations/separation of family members (work, school, kinder etc.)
 - Back up options if your plan can't be implemented and
 - Developing trigger points for taking action.
8. Learn to manage your emotions and reactions in an emergency.
9. Learn how to emotionally and physically support your children and other family members in an emergency.
10. Prepare your house to increase its chances of survival/liveability.
11. Get to know your neighbours and your community.

12. Stay informed and aware of the risks, and be ready to act.
13. Plan and prepare for protecting your financial situation (e.g. Insurance).
14. Prepare for recovery and the possible effects of a disaster.

ONGOING

1. Review and practice your plan every 6 months.
2. Review information about the risks.
3. Stay informed and aware of the risks, and be ready to act.
4. Schedule and implement regular home maintenance to ensure your home is prepared.
5. Get to know your neighbours and prepare with your community.
6. Continue to learn to manage your emotions and reactions under stress (e.g. learn and practice stress diffusion techniques).
7. Maintain 72 hour kit and preparations for sheltering at home 3 – 14 days.
8. Continue to imagine and plan your emotional and physical responses to an emergency or crisis, and also to the devastation which may follow.

IN AN EMERGENCY

1. Go to your plan and use it, paying particular attention to acting on the trigger points.
2. Seek information from a variety of sources including your own direct observation.
3. Talk to your neighbours.
4. Exercise your judgment and have confidence in yourself.
5. Manage your emotions and assist those around you to stay calm.

EXAMPLE INFORMATION SOURCES SHEET

This information was developed for the trial the Mackay area. It is given here as an example of the type of information you may source that is relevant to your group.

Information Sources: Mackay Region

GENERAL WEATHER INFORMATION

Bureau of Meteorology:

Lots of information with warnings and forecasts. Radar helpful to see fronts and cloud cover as it moves across the state.
www.bom.gov.au

National warnings summary
www.bom.gov.au/australia/warnings/index.shtml

A free email and SMS service giving local weather alerts
www.ewn.com.au

CYCLONE INFORMATION

Bureau of Meteorology
www.bom.gov.au/cyclone

Queensland Tropical Cyclone Information Service 1300 659 212

Queensland Marine Weather Warnings
1300 360 427

US navy cyclone tracking website
www.nrlmry.navy.mil/tc_pages/tc_home.html

(It does take some navigating)

Joint Typhoon site:
www.usno.navy.mil/JTWC/

TSUNAMI WARNINGS

Joint Australian Tsunami Warning Centre
www.bom.gov.au/tsunami/index.shtml
1300 TSUNAMI (1300 878 6264)

SES 132 500
www.emergency.qld.gov.au/ses

FLOOD WARNINGS:

Australian Rainfall and River Conditions
www.bom.gov.au/australia/flood/index.shtml

GENERAL EMERGENCY INFORMATION

Emergency Management Queensland
www.emergency.qld.gov.au/emq/

State Emergency Service (SES) flood and storm assistance

Phone: **132 500** for help with a damaged roof, rising floodwater, trees fallen on buildings, or storm damage.
www.emergency.qld.gov.au/ses/default.asp

Emergency contact numbers
www.disaster.qld.gov.au/Disaster%20Resources/Emergency_Contacts.html

POWER OUTAGES

SEQ residents contact **Energex** or phone **13 62 62**

All other QLD residents contact **Ergon Energy** or phone **13 22 96**

HEALTH AND HOSPITAL INFORMATION

Contact Queensland Health or phone **13 HEALTH (13 43 25 84)**

ROADS

highload.131940.qld.gov.au/

BUREAU OF METEOROLOGY (BOM) CYCLONE INFORMATION SERVICES

Example of BOM Cyclone Information: This is information that was developed for the trial in the Mackay area. It is given here as an example of the type of natural hazard weather information you may source that is relevant to your group.

www.bom.gov.au/cyclone/about/warnings/

TROPICAL CYCLONE SERVICES

Tropical cyclone seasonal outlook

Issued at the beginning of the season to provide an estimate of the level of tropical cyclone activity in the coming season.

Tropical cyclone outlook

Issued daily throughout the tropical cyclone season. They provide a forecast up to three days in advance of the probability of cyclone development in the seas around Australia.

Tropical cyclone information bulletin

Issued when a cyclone is active in the Australian region, but is not expected to impact land-based communities within 48 hours.

Tropical cyclone watch

Issued if a cyclone is expected to affect coastal communities within 48 hours, but not expected within 24 hours.

Tropical cyclone warning

Issued if a cyclone is affecting or is expected to affect coastal communities within 24 hours.

Tropical cyclone advice for Norfolk Island

New Zealand is responsible for issuing cyclone Watches and Warnings for Norfolk Island. The Bureau of Meteorology provides a re-packaged version of the NZ advice

Technical bulletin

The Tropical Cyclone Technical Bulletin provides technical details about the cyclone.

Tropical cyclone forecast track map

Issued with tropical cyclone advices to give a graphical representation of the cyclone's past track forecast movement and its threat area.

Tropical cyclone forecast track maps: GIS Compatible Format

All current forecast map graphics available in GIS compatible format.

Registered user product - available in trial mode for 2008/09 then will be available thereafter on a cost-recovery basis.

Marine warnings

Marine warnings are issued for high seas and coastal waters threatened by cyclones.

EXAMPLE PREPAREDNESS PLAN

This is a sample plan for getting prepared for a family of five in a bushfire area. It is given as an example to provoke thought and discussion. It is set out in two stages.

FIRST STAGE: HOME EMERGENCY AND DISASTER SUPPLIES AND PREPAREDNESS PLAN

Goals:

1. Emergency plan and contacts list
2. Bushfire Plan
3. Emergency Go Box and water for 3 days, and individual Go Bags

Timeline: 6 months

MONTH ONE	
PURCHASE	DO
<ul style="list-style-type: none"> • 2 large storage containers for an emergency "Go Box" • Toilet paper – one per person for Go Box • 2 LED torches with extra batteries • Portable am/fm radio with (extra batteries) • Hand-operated can opener • Water storage for evacuation – 6 litres per person per day plus 1 per day each for 3 small animals = 99 litres 	<ul style="list-style-type: none"> • Complete emergency contacts plan • Organise storage place for evacuation stuff • Collect evacuation kit items you already have into container (e.g. pen and paper, precious/sentimental things, portable radio, wind up torches, pocket knife, mirror, towels, bowls, cups, cutlery, cooking implements, plastic bags, animal bowls, bedding, leads and cat cages.) • Put paper and pen for writing use by dates on any consumables in Go Box
MONTH TWO	
PURCHASE	DO
<ul style="list-style-type: none"> • Toothbrushes for everyone and toothpaste for Go Box • Pads and tampons for Go Box • A small travel first aid kit for Go Box 	<ul style="list-style-type: none"> • Scan/photocopy and relocate important documents and photos. Put on memory stick and put one copy in Go Box and another at a relative's home • Change battery and test smoke alarm (purchase and install an alarm if you don't have one) • Film the house and contents, for insurance purposes. Store film online • Make a list of disaster supplies already on hand, especially camping gear and have sleeping bags/blankets bedrolls ready to grab • Put a note in car to remind you to fill up when half empty

MONTH THREE

PURCHASE	DO
<ul style="list-style-type: none"> • Panadol, vitamins and asthma pump for Go Box • Sunscreen • Anti-diarrhoea medicine • Water purification tablets 	<ul style="list-style-type: none"> • Update wills • Discuss and write down a bushfire plan with multiple 'what ifs?' • Plan and map evacuation routes • Read disaster preparedness information relevant to the risks in your area and make your family disaster preparedness plan for other disasters • Think through health and personal safety implications of dangers and list any extra items for purchase • Learn about home fires and safety steps and conduct a home fire drill • Investigate home water storage option (i.e. tanks)

MONTH FOUR

PURCHASE	DO
<ul style="list-style-type: none"> • Extra pet supplies - collar, leads, tinned and dry food • Carton of matches and single burner gas stove and cylinder for Go Box • A-B-C fire extinguisher and kitchen fire blanket • Pliers, saw and hammer • Camping or utility knife 	<ul style="list-style-type: none"> • Individual "Go Bags" with clothes, shoes and precious items • Place a sturdy pair of shoes and a torch near your bed, so that they will be handy during an emergency • Check with your child's day care or school to find out about their disaster plans • Plan 3 days food for Go Box and write shopping list • Check your insurance and fine print for your local hazards • Locate gas meter and water shutoff points

MONTH FIVE

PURCHASE	DO
<ul style="list-style-type: none"> • Three days food for Go Box • Anti-bacterial liquid hand soap or • Waterless hand sanitizer • \$50 in small notes and change in Go Box 	<ul style="list-style-type: none"> • Get together with neighbours, ask about their plans and talk about "what ifs?" Talk about different skills people may have or training that would be beneficial after a disaster (i.e. first aid, child care, amateur radio, tree removal, small engine repair, heavy equipment operations, wilderness survival, light rescue, carpentry) • Make a small preparedness kit for your car, including food and water • Blanket, small first aid kit, a list of important phone numbers, and change for phones and vending machines

MONTH SIX

PURCHASE	DO
<ul style="list-style-type: none"> • 2 pairs of sturdy gloves • Wind up or solar battery recharger • \$50 in small notes and change in Go Box • Heat blankets, whistle and compass for Go Box 	<ul style="list-style-type: none"> • Check to see if stored water has expired and needs to be replaced (Replace every 6 months if you filled your own containers, store-bought water will have an expiration date on the container) • Put an extra pair of eyeglasses in the supply container • Store a roll of dollar coins with the emergency supplies and locate the public phone nearest to your home • Find out about our workplace disaster plans • Practice your emergency evacuation plan for a number of different scenarios

SECOND STAGE: HOME EMERGENCY AND DISASTER SUPPLIES AND PREPAREDNESS PLAN

Goals:

1. Home preparedness, food storage and rotation system for 12 weeks
2. Bushfire Preparedness for home

Timeline: 6 months

MONTH SEVEN	
PURCHASE	DO
<ul style="list-style-type: none"> • Toilet paper: Three rolls per week = 36 rolls • Family-size first aid kit • Set aside \$50 in small notes and change (in a money box tin that needs a can opener to access) • Adult and children vitamins for 3 months • 2 Large storage container(s) for preparedness supplies • 5 windup head lamp torches 	<ul style="list-style-type: none"> • Clean out pantry, stock take pantry and design a storage and rotational system for food • Menu plan and develop shopping list for 3 months food • Allocate food purchases over next five months • Practice 24 hours without electricity or water – make notes and amend plan accordingly • Investigate alternative lighting

MONTH EIGHT	
PURCHASE	DO
<ul style="list-style-type: none"> • 1 box of large, heavy-duty garbage bags • \$50 in small notes and change in the money tin • Plain liquid bleach • 2 Boxes of Soap • 5 tubes of toothpaste • 3 boxes of tissues • 2 boxes matches • 6 boxes candles 	<ul style="list-style-type: none"> • Decide on water storage system • Identify neighbours who might need help in an emergency (limited mobility, health problems, children home alone, etc.) • Show family members where, when and how to shut off the utilities • Practice cooking with camp oven

MONTH NINE	
PURCHASE	DO
<ul style="list-style-type: none"> • Extra batteries for torches, radio • Heavy rope • Duct tape • Another 2 Large storage container(s) for preparedness 	<ul style="list-style-type: none"> • Take a first aid/CPR class • Develop a seasonal practice and reviewing plan for when preparations are complete

MONTH TEN	
PURCHASE	DO
<ul style="list-style-type: none"> • 3 extra toothbrushes per person • \$50 in small notes and change in the money tin 	<ul style="list-style-type: none"> • Sort tools/shed and make a purchase list of things missing (i.e. sharpeners, axes and saws) • Make arrangements to have someone help your children if you are at work when an emergency occurs

MONTH ELEVEN	
PURCHASE	DO
<ul style="list-style-type: none"> • Package of paper plates, napkins, eating utensils, paper cups • Masking tape • Glad wrap, tin foil, paper bags • \$50 in small notes and change in the money tin • 2 large storage container for preparedness supplies 	<ul style="list-style-type: none"> • Make arrangements to have someone take care of your pets if you are at work when an emergency occurs • Exchange work, home, and emergency contact phone numbers with neighbours for use during an emergency • Check the dates on stored food and replace as needed

MONTH TWELVE	
PURCHASE	DO
<ul style="list-style-type: none"> • Box of disposable dust masks • Safety goggles • Antiseptic • Sewing kit 	<ul style="list-style-type: none"> • Replace necessary medicines as required by expiration dates • Encourage friends and family members to prepare for emergencies

RECOVERY TIP SHEET¹

REACTIONS TO DISASTER

Disasters can affect everyone in the community. Even if we are not directly affected we can experience a range of reactions.

SHOCK

- Disbelief at what has happened
- Numbness - the disaster may seem unreal, like a dream
- No understanding of what has happened

FEARS

- For the safety of family and friends, or death
- Of a similar disaster happening again
- Awareness of personal vulnerability
- Panicky feelings
- Other apparently unrelated fears

ANGER

- At 'who caused it' or 'allowed it to happen'
- Outrage at what has happened
- At the injustice and senselessness of it
- General anger and irritability

HELPLESSNESS

- Crises show us how powerless we are at times, as well as our strengths

SADNESS

- About human destruction and losses of every kind
- For loss of the belief that our world is safe and predictable

SHAME

- For having been exposed as helpless, emotional and needing others
- For not having reacted as one would have wished

These feelings are normal and can be accompanied by a range of physical and emotional responses. As always, talking about how you are feeling can help enormously. Seek support among your friends, family and/or the community.

LOOKING AFTER YOURSELF

At times of great stress it is important to look after yourself. Below are some tips on what you can do to make difficult times easier.

- Develop a routine and rhythm that takes account of your needs, takes pressure off decision-making and helps you through periods of apathy or lack of motivation.
- Take regular, non-stressful exercise alternating with periods of planned, deliberate relaxation (e.g. progressive muscle relaxation exercises, meditation, baths, yoga, breathing exercises).
- Do something enjoyable every day, be nice to yourself - you deserve it.
- Think carefully about food, drink and diet. Eat regular balanced meals emphasising protein and complex carbohydrates. Minimise fats, sugar, alcohol, caffeine, chocolate and tobacco, as these prolong the stress response.
- Remind yourself daily that you are normal and that you can cope and are coping; don't be angry with yourself for being upset.
- Accept that you and many of your friends, family and colleagues are going through a highly stressful experience, things will be different for a while and you will have strong reactions; acceptance is the first stage of recovery.

- If memory, concentration and planning are affected, use aids; write things down and do things in short bursts.
- It is normal to have changing moods after bad news. Respect your emotions even if they are not normal for you; feeling bad usually passes quite soon. Don't numb your emotions with alcohol or other means, these only make it worse by stopping real resolution, which will come in time.
- Find people you trust to talk to about your reactions. Talking helps to defuse feelings and make sense of things and builds bridges with others.
- Take extra care of yourself; stress makes people more susceptible to infections, accidents, emotional decisions or mistakes.

REMEMBER ROUTINE RELATIONSHIPS AND RELAXATION

SYMPTOMS IN RECOVERY

- In many cases the initial symptoms of distress will gradually settle. However, some people may continue to experience symptoms such as:

EMOTIONAL SYMPTOMS

- nervousness
- mood swings
- shame
- irritability
- anger
- worry
- frustration
- difficulty with concentration and decision-making

PHYSICAL SYMPTOMS

- tiredness
- headaches
- poor sleep
- muscular aches
- weight gain

BEHAVIOURAL CHANGES

- increased eating
- drinking
- fidgeting
- pacing
- social withdrawal
- yelling
- blaming

Below are some tips on how to best help a person recovering from a traumatic event.

- Spend time with the stressed person, without judging or demanding. Everyone's recovery will occur in its own time.
- Offer support and listen. Talking is one of the best things people can do to work things out. Remember that people may need to go over things many more times than usual.
- Help with practical tasks and chores. This gives people more energy and time for the recovery process.
- Give people time, space and patience and don't take it personally if at times they are irritable, bad tempered or want to be alone. These reactions are a natural part of the stress response and will pass as people recover.
- Don't try to talk people out of their reactions, minimise the event or try to get them to look on the bright side. Saying things like 'you're lucky it wasn't worse', or 'pull yourself together' isn't helpful.
- Stressed people need to concentrate on themselves first; they will feel supported if you let them know you are concerned, want to help and are trying to understand.

If:

- recovery has stalled or does not seem to be proceeding
- physical or other symptoms are causing concern
- there is no one to talk to or relationships are being affected by the stress
- there is emotional numbness, depression or continuing anxiety
- you continue to have disturbed sleep and nightmares
- you are unable to handle the intense feelings or physical sensations
- you are becoming accident prone and are increasing the use of drugs and alcohol

Then it might be a good time to seek support from someone who can help. Talk to your GP or call one of the personal support services.

INFLUENZA PANDEMIC INFORMATION²

PROTECTING YOURSELF AND OTHERS

In general, influenza viruses are spread in two ways:

- Respiratory droplets from an infected person's coughs or sneezes (these droplets generally travel less than one metre); and
- Touching contaminated surfaces (including hands) and then touching your mouth, nose or eyes.

People may be contagious from one day before they develop symptoms to up to seven days after they get sick, although contagiousness declines rapidly after five days. Children, especially younger children, might be contagious for longer periods.

Flu viruses can survive on some **hard surfaces for up to two days**. You should regularly clean frequently touched surfaces such as door handles, taps, tables, benches and fridge doors. Flu viruses can be inactivated and removed with normal household detergents.

Flu viruses can survive on **unwashed hands for 30 minutes**, and on cloth, paper and **tissues for up to 12 hours**. This is why it is important to always wash your hands after coughing, sneezing or blowing your nose, and to dispose of used tissues in a bin straight away.

Respiratory droplet and contact spread are the major modes of transmission in the community, but specific procedures within the medical setting may lead to generation of aerosols (particles suspended in the atmosphere), requiring specific precautions in these settings.

The best protection you can afford yourself and others is to get vaccinated against the pandemic influenza. This will reduce the chances of you getting and transmitting the disease. However, the development of a pandemic vaccine takes time, during which

the virus may already be circulating in the community and even people who have been vaccinated can pass the virus on if they touch objects contaminated by an infected person. You can minimise the spread of the pandemic influenza in your household and in the community by maintaining good household and personal hygiene, avoiding close contact from others (at least 1 metre apart) if you or they are ill, and covering your mouth and nose when coughing or sneezing.

FIVE SIMPLE WAYS TO PREVENT THE SPREAD OF PANDEMIC INFLUENZA:

1. Cover your mouth and nose when you sneeze or cough

The flu virus can travel through the air when a person coughs or sneezes. When you cough or sneeze you should:

- Turn away from other people
- Cover your mouth and nose with a tissue or your sleeve
- Use disposable tissues rather than a handkerchief (which could store the virus)
- Put used tissues into the nearest bin, rather than a pocket or handbag
- Wash your hands, or use an alcohol hand rub, as soon as possible afterwards.

People who are sick should always be encouraged to wear a surgical mask to contain the virus and help prevent its spread.

2. Wash your hands

Wash your hands regularly with soap and water, or using an alcohol-based product (gels, rinses, foams) that do not require water - even when they are not visibly dirty. This is the single most effective way of killing the flu virus. Either of these methods is effective, with products available at supermarkets and pharmacies.

Always wash your hands:

- after you've been to the toilet
- after coughing, sneezing or blowing your nose
- after being in contact with someone who has a cold or flu
- before touching your eyes, nose or mouth
- before preparing food and eating.

3. Don't share personal items

The flu virus can spread when someone touches an object with the virus on it and then touches their eyes, nose or mouth.

If a member of your household has the flu:

- keep personal items, such as towels, bedding and toothbrushes separate
- do not share eating and drinking utensils, food or drinks.

4. Clean surfaces

Flu viruses can live on surfaces for several hours. If a member of your household has the flu, you should regularly clean surfaces such as tables, benches, fridge doors and doorknobs with soap and water or detergent.

5. Avoid close contact with others if you are unwell with flu

Keeping your distance from others by standing or sitting back (at least one metre apart, where possible) will help reduce the chances of spreading the flu virus between people.

While you are unwell you should remain at home and avoid going out in public. If you are unwell, you should not go to work or school or attend other public or crowded gatherings, and avoid taking public transport. If you need to use public transport, it is recommended that you wear a mask to contain the virus.

Do not visit people who have the flu unless it is absolutely necessary. If a member of your household has the flu, he or she should be separated from other members of the family if possible, and be encouraged to wear a surgical mask. If you are caring for someone who has the flu, you too should wear a mask and gloves when in close contact to protect

yourself from catching the flu. Antivirals and vaccines may have some effectiveness in preventing the development of infection in people exposed to the influenza virus.

PERSONAL PROTECTIVE EQUIPMENT

If a pandemic becomes widespread in the community, authorities may encourage people who are not sick to wear a mask or other covering for the nose and mouth to help protect them from catching the virus. It is particularly important for people who are sneezing or coughing to also wear a mask if possible to prevent the spread of infection to others.

If you run a business or community organisation, you might want to take proactive measures to help stop the spread of infection by providing tissues and 'no-touch' bins, soap or alcohol-based products for your clients, and post up signs to remind people about good hygiene practices

IF YOU OWN BIRDS

Many people keep poultry and other types of birds, and while the risk of bird flu reaching our shores is low, all owners need to remain vigilant for signs of disease. There are simple steps you can take to help protect your birds from all diseases, including bird flu. Remember always to practise good hygiene and wash your hands with soap and water after handling birds.

PREPARING YOUR HOUSEHOLD

There are several things you can do now that will help you be prepared, should a pandemic occur:

- Have plans in place for if you and your family have to stay at home for a week or so during a pandemic. Talk to your family and friends about this.
- If you live alone, are a single parent of young children or are the only person caring for a frail or disabled person, think of someone you could call upon for help if you become very ill with the flu. Discuss with the person what help you

might need and how that could best be provided.

- Think of someone you could call on to care for your children if their school or daycare centre were to close during a pandemic but you still had to go to work. Discuss this with them.
- Have a telephone network for you and the people who live close by.
- Put the phone number of your family doctor and your state or territory health information line in a prominent place.
- Think of someone who could help you with food and other supplies if you and your family were sick and could not leave the house.
- Teach children about hand washing and cough etiquette.
- Think about supplies you might need in a pandemic.

IF YOU GET SICK

At this stage it is expected that the symptoms of pandemic influenza would be like seasonal influenza; however, they cannot be confirmed until a new strain emerges. It is important that you keep up-to-date with advice on symptoms from health department announcements, websites and hotlines. If you are concerned about your symptoms, or they become worse, you should seek medical advice immediately. It is especially important to get medical advice at the first signs of illness in children, and in people who have certain chronic medical conditions. Your doctor will be able to advise if you have a chronic condition which may put you at particular risk of the complications of influenza. It is difficult to predict who would be severely affected in the event of a flu pandemic, as it would be caused by a new strain of the virus.

If you get sick:

Stay at home - You should avoid contact with others as much as possible and stay away from work or school while the infection is contagious. If possible you should wear a mask when near other people. Advice will be provided on when

normal activities can be resumed.

Rest - You will probably feel very weak and tired until your temperature returns to normal. Resting will provide comfort and allow your body to use its energy to fight the infection.

Drink plenty of fluids - Extra fluids are needed to replace those lost through sweating due to fever. If your urine is dark, you need to drink more. Try to drink a glass of water or juice or an equal amount of some other fluid every hour while you are awake.

Take simple analgesics (for pain relief) such as paracetamol or ibuprofen (in doses as recommended on the package) to ease your muscle pain and bring down fever (unless your doctor says otherwise). **Children under 18 years of age should not take medications containing aspirin.** The combination of influenza and aspirin in children has been known to cause Reye's syndrome, a very serious condition affecting the nervous system and liver. Your pharmacist can provide advice on appropriate 'over-the-counter' medications for reducing fever.

Antiviral medications - Information about the availability of medications for influenza will be communicated widely by the Australian Government in the event of a pandemic. When available, they are most effective if taken within the first 24-48 hours of infection. It is therefore important to seek medical attention early. Seek medical attention immediately by phone if you get sick.

Antibiotics are not effective against influenza because it is a virus - and antibiotics fight bacteria. However, your doctor may prescribe them if you develop secondary bacterial infections (such as an ear infection) or complications (e.g. pneumonia).

Gargle with a glass of warm water to ease a sore throat. Sugarless lollies or lozenges may also help. Some medications, such as benzocaine, work by numbing the

throat. They usually come in the form of a lozenge or throat spray. Others, containing substances like honey or herbs, work by coating the throat.

Use saline nose drops or spray to help soothe or clear a stuffed nose. Decongestants help shrink swollen blood vessels in the nose. There are two kinds - pills and nose drops or sprays. Nose drops and sprays act in minutes. They are more effective and have fewer side effects than pills. However, they tend to only work for two to three days. If your nose is still stuffy after three days, you may want to switch to pills. The pills take half an hour to work. They may cause a dry mouth, sleep disturbances and other side effects. Pseudoephedrine is a decongestant in pill form, but you should talk to your doctor or pharmacist about whether it is suitable for you to take this medication.

A cough can be helpful if it gets rid of mucus. If a dry cough is keeping you awake, a cough suppressant (antitussive) may be helpful. If you need help loosening mucus from the chest or lungs, an expectorant may be helpful. You should not take a suppressant and an expectorant together. Talk to your doctor or pharmacist about suitable medication.

Do not smoke as it is very irritating to airways that are already damaged by the virus.

Ask for help - If you live alone, are a single parent, or are responsible for the care of someone who is frail or disabled, you may need to call someone to help you until you are feeling better.

Older people are much more sensitive to medications in general and may experience more side effects, especially to the nervous system (e.g. confusion). If you have questions about medications, don't hesitate to talk to your pharmacist.

Talk to a doctor - If you are sick during a pandemic it is advisable that in the first instance you make contact with a doctor or hospital by phone rather than in person, to help reduce the spread of infection.

WHEN TO SEEK MEDICAL ADVICE?

If you or someone you are caring for has flu-like symptoms and experiences any of the following symptoms, you should immediately seek medical advice.

- Shortness of breath, difficulty breathing or chest pain
- Confusion or disorientation
- Unable to keep liquids down because of vomiting
- Dehydration (very thirsty, dizzy when standing, or passing much less urine than normal)
- Rapid deterioration

If a child is sick:

Children under 18 years of age should not take medications containing aspirin.

The combination of influenza and aspirin in children has been known to cause Reye's syndrome, a very serious condition affecting the nervous system and liver. It is important for parents of children who need to take regularly medications containing aspirin for a health problem to discuss the possible complications associated with influenza with their doctor, and find out what they can do to reduce the risk. Your pharmacist can provide advice on appropriate 'over-the-counter' medications for reducing fever.

- Dress them in lightweight clothing and keep the room temperature at about 20° Celsius if possible.
- Offer cool fluids frequently when the child is awake.
- Allow children to rest and stay at home until no longer infectious, so the virus isn't spread to other children.
- Use salt-water nose drops to treat a stuffy nose. Throw tissues in a bin as soon as you have wiped your child's nose.
- Teach children to cover their nose and mouth when they cough or sneeze. Wash your hands often and teach your children to do the same.

PEOPLE CONSIDERED AT RISK OF DEVELOPING COMPLICATIONS

Most healthy people recover from influenza without serious problems. However, some people are considered at risk of developing complications which can be very serious, and even cause death. These include:

- very young children
- the elderly
- pregnant women, particularly those in the second and third trimester
- people with diseases such as cancer or HIV/AIDS
- people who have received organ transplants
- people who take certain medications frequently
- people with chronic medical conditions such as heart disease, lung disease (e.g. asthma, cystic fibrosis), kidney disease and diabetes.

The risk to these people increases because they may have weaker body defences (immune systems) or because when the body is affected by other conditions, it is easier for bacteria to invade the cells that have been damaged by the flu virus and cause other illnesses such as pneumonia. The flu can also stress the body so much that an underlying illness may worsen.

FACILITATOR NOTES AND PARTICIPANTS INSTRUCTIONS FOR PLANE CRASH SCENARIO ACTIVITY

FRAME:

This activity has two aims.

First is to get you thinking about and prioritising survival needs under pressure and thinking about what it is that you need to survive.

Second, it is to get you working with another participant and making decisions in a crisis with another person. Accordingly, this exercise involves time pressure and negotiation pressure.

Give out the instruction sheets.

Set time for 5 – 10 minutes.

After 5 minutes give second Instructions:

“Now join up with a pair or in threes, share your list, and then come to an agreement about which items to prioritise. You must agree.”

After a few minutes give them one minute warning then finish the exercise.

Explanation

Mid-July is the coldest time of year in the Alps. The first problem the survivors face is the preservation of body heat and the protection against its loss. This problem can be solved by building a fire, minimizing movement and exertion, using as much insulation as possible, and constructing a shelter.

The participants have just crash-landed. Many individuals tend to overlook the enormous shock reaction this has on the human body, and the deaths of the pilot and co-pilot increases the shock. Decision-making under such circumstances is extremely difficult. Such a situation requires a strong emphasis on the use of reasoning for making decisions and for reducing fear and panic.

Shock would be shown in the survivors by feelings of helplessness, loneliness,

hopelessness, and fear. These feelings have brought about more fatalities than perhaps any other factor in the survival situation. Certainly the state of shock means the movement of the survivors should be at a minimum, and that an attempt to calm them should be made.

Before taking off, a pilot has to file a flight plan, which contains vital information such as the course, speed, estimated time of arrival, type of aircraft, and number of passengers. Search-and-rescue operations begin shortly after the failure of a plane to appear at its destination at the estimated time of arrival.

The nearest town is 20km away. This is a long walk under even ideal conditions, particularly if one is not used to walking such distances. In this situation, the walk is even more difficult due to shock, snow, clothing, and water barriers. It would mean almost certain death from freezing and exhaustion. At temperatures of 5 to minus 4, the loss of body heat through exertion is a very serious matter.

Once the survivors have found ways to keep warm, their next task is to attract the attention of search planes. Thus, all the items salvaged by the group must be assessed for their value in signaling the group's whereabouts.

This survival simulation game is used in military training classrooms.

RANKINGS

1. Matches

The gravest danger facing the group is exposure to cold. The greatest need is for a source of warmth and the second greatest need is for signaling devices. This makes building a fire the first order of business.

2. Newspapers

To make a fire, the survivors need a means of catching the sparks made by the cigarette lighter. The newspaper is the best substance for catching a spark and supporting a flame.

It can be used as insulation under clothing when rolled up and placed around a person's arms and legs. A newspaper can also be used as a verbal signaling device when rolled up in a megaphone-shape. It could also provide reading material for recreation.

3. Extra shirt and pants for each survivor

Besides adding warmth to the body, clothes can also be used for shelter, signaling, bedding, bandages, string (when unravelled), and fuel for the fire.

4. Tin of Milo

A mirror-like signalling device can be made from the lid. After shining the lid with steel wool, it will reflect sunlight and generate 5 to 7 million candlepower. This is bright enough to be seen beyond the horizon. If they had no other means of signalling than this, they would have a better than 80% chance of being rescued within the first day.

The empty can is useful in melting snow for drinking water. It is much safer to drink warmed water than to eat snow, since warm water will help retain body heat. Water is important because dehydration will affect decision-making. The can is also useful as a cup.

5. 6 x 8 metre piece of heavy-duty canvas

The cold makes shelter necessary, and canvas would protect against wind and snow (canvas is used in making tents). Spread on a frame made of trees, it could be used as a tent or a wind screen. It

might also be used as a ground cover to keep the survivors dry. Its shape, when contrasted with the surrounding terrain, makes it a signaling device.

6. A whistle

After securing warmth, attracting attention would be the next most important aim and a whistle would be useful for this purpose.

7. Small axe

Survivors need a constant supply of wood in order to maintain the fire. The ax could be used for this as well as for clearing a sheltered campsite, cutting tree branches for ground insulation, and constructing a frame for the canvas tent.

8. Family size chocolate bars (one per person)

Chocolate will provide some food energy. Since it contains mostly carbohydrates, it supplies the energy without making digestive demands on the body.

9. Book of relaxation techniques

This book may offer the possibility of calming people in very trying and distressing circumstances, in which case it would be very helpful. Group politics could become very fraught and talking about the benefits of relaxation may help produce calm which can help people make better decisions.

10. Bottle of proof whiskey

The only uses of whiskey are as an aid in fire building and as a fuel for a torch (made by soaking a piece of clothing in the whiskey and attaching it to a tree branch). The empty bottle could be used for storing water. The danger of whiskey is that someone might drink it, thinking it would bring warmth. Alcohol takes on the temperature it is exposed to, and drinking cold whiskey would lower internal body temperatures. Alcohol also dilates the blood vessels in the skin, resulting in chilled blood

belong carried back to the heart, resulting in a rapid loss of body heat. Thus, a drunk person is more likely to get hypothermia than a sober person is.

11. Compass

Because a compass might encourage someone to try to walk to the nearest town, it is a dangerous item. Its only redeeming feature is that its glass top could be used as a reflector of sunlight.

12. Plastic coated map

This is also among the least desirable of the items because it will encourage individuals to try to walk to the nearest town. Its only useful feature is that it could be used as a ground cover to keep someone dry.

13. The black box

While useful for any investigation afterwards, it has no value whatsoever for survival.

This is not a black and white exercise. The aim is to think laterally as well as work with others and hopefully learn and have fun on the way.

DEBRIEF DISCUSSION:

- How did you go?
- How was it trying to come to agreement?
- How were decisions made?
- Who influenced the decisions and how?
- Was everyone happy with the decisions?
- How could better decisions have been made?
- Did people listen to each other? If not, why not?
- What roles did group members adopt?
- How was conflict managed?
- What kinds of behaviour helped or hindered the group?
- Can you see how this might be an issue in a crisis?

PARTICIPANTS INSTRUCTIONS FOR PLANE CRASH SURVIVAL SCENARIO

SURVIVAL SCENARIO PRIORITISING ACTIVITY

You and your companions have just survived the crash of a plane which was on its way to Canberra. The pilot, co-pilot and crew were all killed in the crash. None of the survivors are injured. It is mid-July and you have crashed in the Australian Alps. There is snow everywhere and the temperature is 5C, and the night time temperature will be - 4C. There is no mobile coverage. The countryside is mountainous and forested with several creeks criss-crossing the area. You think the nearest town is 20kms away in a south easterly direction. You are all dressed in 'city clothes' appropriate for a business meeting. Your group of survivors managed to salvage the following items from the plane.

- A small axe
- The black box
- A tin of Milo
- Newspapers
- Matches
- Extra shirt and pants for each person
- 6 x 8 metre piece of heavy-duty canvas
- A plastic coated map
- One bottle of 100-proof whiskey
- A compass
- A whistle
- Family-size chocolate bars
- Book of relaxation techniques

Your task is to list the above items in order of importance for your survival. Explain your reasoning for choosing each one and what you will use it for.

	ITEM	REASON FOR RANKING
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

Agreed list after discussion in pairs or small groups.

	ITEM	REASON FOR RANKING
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		



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