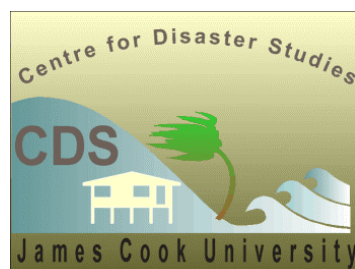
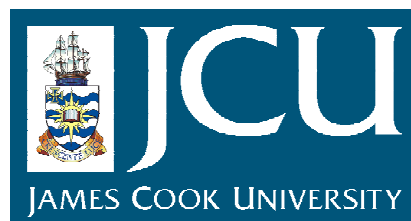


Awareness
Endurance
Recovery



Foreword

Much has been written about the physical effects and requirements in preparation for natural disaster but we are all human and we all cope with natural disaster in different ways, yet there is little available to help us cope as individuals and as a community from a psychological viewpoint when confronted with natural disaster.

This training package is intended to help community leaders to better equip the general community to cope with the psychological effects of natural disaster before, during and after the event. According to Emergency Management Australia, a community is better able to cope if it is prepared for what might happen.

The package aims to enhance both psychological and physical preparedness of the 3 stages of any natural disaster, namely pre, during and post disaster phases.

The research used to compile this kit was taken from research undertaken by Associate Professor Joseph P. Reser and Doctor Shirley A. Morrissey of the School of Psychology and Sociology at James Cook University in Cairns. The strategies used within in this kit derives from Stress Inoculation Theory, a well researched emotion management strategy and cognitive behavioural procedure and was based on surveys conducted and data collated before, during and after the occurrence of Cyclone Justin in Cairns during the 1996/97 tropical cyclone season.

The package has been written so that it can be used as a tool for training the general community. Whilst the research of Associate Professor Joseph Reser and Dr Shirley Morrissey formed the research basis of much of the content of this package (as stated above), it is intended that this package can be equally applied to any natural disaster throughout Australia and as such has been written in a generic fashion.

To optimise the effect of this package, the term natural disaster might be substituted by a more relevant term, like cyclone, flood, bush fire, tornado, earthquake, lightning strike, etc according to your locality and most common/likely natural disaster threat.

It is intended that this package be delivered in a hands-on, interactive and dynamic fashion and facilitators should avoid passive delivery. To ensure this occurs, significant attention to student driven resources has been produced and provided as part of the package. It should also be noted that this package has been written to test participants coping strategies after delivery. In this way you, as a community leader, and members of the community generally will be better able to measure their own effectiveness in coping with the future threat of natural disaster.

Throughout the kit, reference is made to your local Emergency Action Guide (or similar publication). Many regions through out Australia have such a publication available at their local City/Shire Council. Copies of these should be made available to participants in the program.



Acknowledgements

The Cairns District Disaster Recovery Committee greatly acknowledge the contribution of the following, without whom this publication would not have been possible:

- ☞ Associate Professor Joseph P. Reser
- ☞ Doctor Shirley A. Morrissey
- ☞ Michael Owen
- ☞ James Cook University
- ☞ Cairns City Council
- ☞ Kareen Pillar
- ☞ Jeff Mustard
- ☞ Ray Wearmouth
- ☞ Ruth Pye
- ☞ IDNDR
- ☞ Doctor David King, Centre of Disaster Studies, James Cook University



Written by Doctor Shirley A. Morrissey & Associate Professor Joseph P. Reser

Compiled, edited and initial publication by Michael Owen
Michael Owen & Assoc. (07) 54657646

Reproduced by: Centre for Disaster Studies, James Cook University
PO Box 6811, Cairns, Queensland Australia
Phone: (07) 40424111

Sponsored by: Emergency Management Australia (EMA) through Australia's
International Decade for Natural Disaster Reduction (IDNDR) Program
1990 – 2000

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Cairns District Disaster Recovery Committee was represented by:

- ☞ Families, Youth & Community Care, Queensland
- ☞ Cairns Base Hospital
- ☞ Office of Aboriginal and Torres Strait Islander Affairs
- ☞ Centacare
- ☞ SES (State Emergency Service)
- ☞ Lifeline
- ☞ Cairns City Council
- ☞ Integrated Mental Health Services
- ☞ Housing Queensland
- ☞ Q-Build
- ☞ Centrelink



Contents of the Kit

- ☞ Trainer's Manual
- ☞ OHT's for Trainer and photocopying, including a Microsoft PowerPoint Slideshow file.
- ☞ Trainer's Instructions
- ☞ Psychological Preparedness Guide - Participant resources
- ☞ Copy of all file content on CD
- ☞ Instructions for accessing file information from CD

The writer, publisher, distributor and other persons and organisations involved in this publication are absolved of all and any legal obligation and liability what-so-ever to the full extent of the law for the misuse of the contents of this program.


Introduction – Why the need for a Psychological Preparedness Kit

Most of us in Australia reside in areas of threat from natural disaster, whether it be from cyclone, bushfire, flood, draught, tornado, or earthquake. We are generally aware of emergency procedures relating to our physical needs...and if we aren't, literature is most likely available at local council chambers, emergency service providers, through community groups, etc. This literature will most likely provide information like emergency service and help agencies, physical requirements like torches, radios, batteries, water, etc., steps to secure our homes, etc. Some will include information about evacuation procedures, and even about household insurance.

...and yet...

Virtually nothing has been written about how to prepare ourselves psychologically before during and after a natural disaster. While individuals cope differently with events around us, there are some strategies that can be used to help prepare ourselves better in order that injuries and lives may be saved during natural disasters.

According to Emergency Management Australia...



“a community is better able to cope if it is prepared for what might happen”

This means both physical and psychological preparedness...

Everyone would benefit from becoming familiar with their local emergency services action guides. We would also recommend that individuals obtain a copy of Awareness, Endurance and Recovery – Psychological Preparedness for Natural Disaster Warnings and Natural Disasters.

Who is the Program For?

- ⌘ Individual, families and communities who may experience natural disasters or warning situations
- ⌘ Those most vulnerable in our communities to adverse reactions from stress
- ⌘ Community leaders and groups involved in the provision of services relating to disasters and disaster relief

Who Can Deliver this Program?

The program was been written for delivery by community leaders for distribution to the general community.

Aims of the Program

The program aims to provide a tool for delivery of workshops and distribution of information through community education and awareness by:

- ☞ Increasing the community's awareness of psychological processes involved in preparing for possible disaster situations;
- ☞ Training community leaders to distribute this information and the relevant research findings to the general community – on training;
- ☞ Enhance a community's ability to cope with the psychological effects of natural disaster;
- ☞ And in so doing, reduce the psychological distress, injury, death and longer-term mental health consequences, which may be associated with natural disaster.

It is essential to note that this training workshop and disaster kit:

- ☞ Does not constitute therapy or counselling
- ☞ Does not make community leaders psychologists or counsellors
- ☞ Is not a replacement for psychological help for counselling of any kind

It is important to note that participation in this program does enhance one's understanding of human response in emergency situation, and offers participants insights and strategies for coping with thoughts and feelings which might get in the way of more immediate household preparations.

Overview - Elements

1	Pre-Disaster - The “Warnings” stage	7
1.1	Why Be Psychologically Prepared? Why do we need to understand <u>beforehand</u> about the way we think, feel and act in an emergency situation?	10
1.2	Recognising Feelings Understanding that we will all feel and react differently to a threat, and that for some people the threat can be very stressful.	12
1.3	Understanding Thoughts About Disaster Understanding the different ways people might think about the threat of a natural disaster?	14
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2.1	Identifying Stressful Feelings & Reactions Understanding the feelings that different people may experience.	25
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2.4	Helping Others to Cope How you can help the people around you cope with a natural disaster, including friends, family and neighbours.	31
3	After the Disaster Event – Recovery	33
3.1	Checking How We Coped Did we do OK? How you and I coped with the events and what worked.	34
3.2	Can We Be Better Prepared Next Time? What we could do next time to better prepare ourselves, and our community, both psychologically and materially for a natural disaster warning or event.	35
3.3	Coping with Losses & Damage - Taking Stock Communities may need to work together to restore services after a natural disaster and individuals need to know that it’s OK to ask for help.	36

In the case of some natural disasters, like cyclones, a warning of the impending threat will span some days and an actual disaster may not even occur. Nonetheless, many people will experience some type of stress, whilst others can be lulled into complacency or denial. As such a section entitled *Pre-Disaster – The Warnings Stage* has been developed to address such feelings and emotions.

In the case of a natural disaster for which there is very often no warning, like earthquakes, trainers might be tempted to gloss over or even skip the first section. We strongly recommend that the entire program be delivered as many of the emotions and psychological effects described in section 1 will be further discussed in section 2 & 3 and may well still apply (for example, complacency and denial).

Glossary of Terms used often in this Kit

Anxiety	is a mood state characterised by negative feelings and bodily symptoms of tensions in which a person apprehensively anticipates future danger of misfortune. Anxiety may be expressed subjectively as unease, worry and/or physiological responses
Brainstorm	where people get together and spontaneously suggest ideas and strategies in a group situation, in which all ideas are tabled and then reviewed
Coping	refers to the thoughts and behaviours individuals employ in stressful circumstance
Desensitisation	is the process of reducing sensitivity and increasing the ability to respond to changes in your environment
Facilitator	A person (or persons) responsible for the delivery of the program
Fear	is an immediate alarm reaction to dangerous or life threatening emergencies (the fight or flight response) Fear is a present orientated mood state
Gambler's Fallacy	someone who risks loss or injury based on false beliefs and/or incorrect assumptions
Household Preparedness	refers to those preparations people make in readiness for a disaster situation (for example, tidying the yard, buying in batteries and food supplies etc)
Natural Disaster	a disaster caused by nature, like a cyclone, bushfire, flood, drought, earthquake, frost, tornado or long periods of extreme temperatures
Psychological	aspects of human behaviour and experience which occur within the individual or between people such as thinking or feeling, anticipating or remembering, managing one's own feelings or helping to calm another person's fears or concerns
Psychological Preparedness ..	refers to the effort individuals make to manage the naturally occurring fear and anxiety that accompanies disaster warnings and disaster situations

1 Pre-Disaster - The “Warnings” stage

Most natural disasters are preceded by a series of Warnings. Whether the threat is a cyclone, bush fire, flood, severe storm, or another type of natural disaster, most often there will be a series of “warnings” on television, radio and in newspapers.

The “warnings” have traditionally focused on how serious or close the threat is and on basic safety and survival needs when confronted with a natural disaster. For example, there may be repeated reminders about buying batteries for torches and radios, having gas bottles filled, ensuring a supply of fresh water and the lists go on.

But...how do these “warnings” affect us emotionally? What are we likely to feel? How are we going to cope with these feelings and emotions? Are they going to affect our ability to prepare ourselves effectively if the warning situation develops into an actual natural disaster situation? How might we respond next time if we do not take steps to prepare ourselves psychologically? How are family members and other people close to us going to be effected?

In this section of the workshop, trainers aim to:

- ⌘ Provide an explanation as to why we should be psychologically prepared
- ⌘ Provide an explanation of the range of feelings likely to be experienced in the face of a disaster warning situation and/or in the face of a natural disaster
- ⌘ Increase awareness of the types of thoughts and emotions people may have and experience about future disasters
- ⌘ Increase awareness of the link between the way individuals think, feel and act in the face of impending disaster.

Activities and methods used will include:

- ⌘ Brief introduction **(1.1 Why Be Psychologically Prepared?)**
- ⌘ Viewing of a video of a recent disaster situation – designed to heighten the emotional response for later activities. (Universities, Local Councils, Emergency Services Organisations, etc. should be able to provide an appropriate video).
- ⌘ Brainstorming and identifying some of the feelings aroused by impending disasters experienced during the viewing of the video (in small groups of say 4 to 5, and then feedback to whole group) **(1.2 Recognising Our Feelings)**
- ⌘ “*Likelihood of Impending Disaster Quiz*” undertaken individually and then discussed amongst the group **(1.3 Understanding thoughts about disaster)**
- ⌘ Presentation of “*facts*” regarding risk perception by the trainer **(1.3 Understanding thoughts about disaster)**
- ⌘ “*Psychological Traps Quiz*” undertaken individually and discussed with the group **(1.3 Understanding thoughts about disaster)**
- ⌘ Identifying behaviours in the pre-disaster period discussed with the group. **(1.4 Understanding our behaviours and actions before disaster preparation)**

Introduction

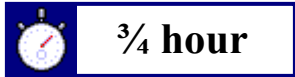


Trainer's Instructions

Preparation

Prior to running the program, facilitators should familiarise themselves with this manual and pay particular attention to:

- Example only


- ☞ **Time Schedules** that will be displayed at various locations throughout the trainers guide on the right hand side of the page (as per the example to your right). The program has been written for delivery over a 6-hour period and so it is important that you keep to the times to ensure all content is covered (just in case, we've included a ¼ hour leeway for the first section which should take between 2¾ and 3 hours to complete).
- ☞ **Disaster Video.** An appropriate video, depicting graphic scenes of an actual disaster appropriate to your region should be borrowed, hired or purchased. These can be obtained through emergency service organisations, local council, libraries, etc.
- ☞ **Local Emergency Management information Brochures** from local councils, Emergency Service organisations, etc outlining suggested procedures to follow relevant to the type of disaster(s) likely to threaten your particular area or region.
- ☞ **A list of the relevant agencies in your area for “after disaster recovery”.** These might include agencies providing services such as counselling, grief counselling, Critical Incident Stress Debriefing, etc). Such a list should also be available through local councils, Emergency Service organisations, etc.
- ☞ **Classroom preparation**, including:

 - ☞ Handouts photocopied (1 copy per participant of each). These will include:
 - ☞ Participant's Psychological Preparedness Guide
 - ☞ Overview – Elements (**Handout #1**)
 - ☞ Worry and Anxiety Table (**Handout #2**)
 - ☞ Impending Disaster Quiz (**Handout #3**)
 - ☞ Pre-Disaster - The Warnings Stage Summary Sheet (**Handout #4**)
 - ☞ Overhead projector (both slides and PowerPoint slide show available). The overheads are numbered in order on the bottom of each slide.
 - ☞ Disaster video, VCR and television. You should have viewed the tape first and forwarded the tape to the position you wish to start viewing from. Check the VCR and television are set up and working properly before the program commences
 - ☞ Whiteboard and whiteboard markers
 - ☞ Seating for the appropriate numbers attending
 - ☞ Work tables for participants
 - ☞ Extra pens and note paper
- ☞ **Activities**

 - ☞ Throughout the program various activities will be undertaken by participants and you should familiarise yourself with these when you read through the manual.

It's a good idea to quickly skim over the content of each section before you start each section just to refresh your memory. This should only take a minute or so and will make you feel a lot more at ease as you go along.

At the Start of the Program



¼ hour

- ⌘ Make sure you have the Trainer's Manual in front of you at all times
- ⌘ Show the "Awareness, Endurance, Recovery" overhead slide (**overhead #1**)
- ⌘ Trainers should introduce themselves
- ⌘ Hand out a copy of the participant's Psychological Preparedness Guide to each participant
- ⌘ Briefly explain the aims of the program (page 4 of the Trainer's Manual and in participant's Psychological Preparedness Guide)
- ⌘ Hand out the "Overview – Elements" handout (**Hand out #1**) and briefly explain the content of the program (page 5 of the Trainer's Manual)

1.1 Why Be Psychologically Prepared?

Why do we need to understand beforehand about the way we think, feel and act in emergency situation?



Trainer's Instructions



¼ hour

In this sub-section the trainer will briefly discuss the content with participants.

Briefly show the “1.1 Why Be Psychologically Prepared?” overhead slide (overhead #2)

Read the first paragraph under the NOTES heading

Show the overheads “**Disaster Warning Situations involve the possibility of**” (overhead #3) and “**Disaster Warning Messages also**” (overhead #4) to commence discussion about why we should be psychologically prepared. Details of these overheads are listed on the next page.

Follow these overheads with the overhead “**Good psychological preparation leads to**” (overhead #5) and check that the group are beginning to understand the importance of psychological preparedness.

Some people in the group may express that they “don’t need any of this stuff” because they “have no problem coping so what is this anyway?” This is good feedback because it will allow you to point out that we are all different and some people don’t really cope with all sorts of situations very well, let alone a disaster threat or disaster situation...you could then get the group to think about people that they know that they think might have trouble coping (without mentioning names).

Point out that people often don’t have an opportunity to test their coping ability or strategies in an emergency situation, and that this training package gives them an opportunity to review and assess how well they do.



Notes

If we haven’t prepared ourselves effectively and considered the psychological effects, at the warning stage, our ability to cope effectively with the warning and potential emergency situation, and future threats for that matter, may be less dependable and this will in turn effect our ability to manage the situation effectively if the disaster does actually “hit”. It may even go so far as affecting our ability to do all the normal preparedness things like checking our household needs (touches, batteries, radios, clearing around the home, etc).

On the following page are details of 3 overheads contained in the kit and on the PowerPoint slide show:

- 1 **Disaster Warning Situations involve the possibility of:** (overhead #3)
- 2 **Disaster Warning Messages also:** (overhead #4)
- 3 **Good psychological preparation leads to:** (overhead #5)

Disaster Warning Situations involve the possibility of: (overhead #3)

- ⌘ A disastrous event in the near future
- ⌘ A sense of little or no control over an act of God or nature
- ⌘ A high degree of uncertainty as to whether the event will take place
- ⌘ Where, when and with what impact or force?
- ⌘ Past experience either with repeated warning messages with no impact or past and possible traumatic experience with a natural disaster event

Disaster Warning Messages also: (overhead #4)

- ⌘ Expose individuals to repeated warning messages often in the absence of an actual impact;
- ⌘ Employ moderate to high level fear appeals characterised by frightening images and sounds and which heighten arousal; and
- ⌘ Often provide information about the location and intensity of the threat with little or no information about psychological or emotional response.

Good psychological preparation leads to: (overhead #5)

⌘ **Better physical preparation**

In the research conducted by Reser & Morrissey (1997), the group who received the psychological preparation guide (intervention group), were better at completing a range of household preparations (including such things as tidying the yard, buying batteries etc.)

⌘ **Less fear, less hopelessness, more confidence and better coping**

Reser & Morrissey (1997) also showed that while the intervention group reported similar levels of concern and anxiety (this is to be expected given they were thinking about the impending threat), they were significantly more confident with respect to coping with it.

⌘ **A significantly better understanding, anticipation and identifying of feelings**

1.2 Recognising Our Feelings

Understanding that we will all feel and react differently to a threat, and that for some people the threat can be very stressful.



Trainer's Instructions



3/4 hour

Facilitator Note:

Following section 1.1 (of why we should be psychologically prepared) and prior to section 1.2, play 10-15 minutes of an appropriate disaster video. The video should be viewed first so the facilitator is aware of the videos content and pre-set to the most appropriate spot.

Briefly show the “1.2 Recognising Our Feelings Overhead?” overhead slide (**overhead #6**)

In this sub-section the facilitator will:

- ⌘ Play the video
- ⌘ Assist the group to brainstorm the feelings experienced whilst watching the video
- ⌘ Discuss differences in feelings experienced while watching the video and then imagine a similar situation in their own communities
- ⌘ Discuss normal reactions to disaster and disaster threats

After completion of the video, trainers should split the group into smaller groups of 4 to 5 people to discuss the feelings suggested or they experienced whilst viewing the video. Key points of discussion should include:

- ⌘ How they would feel if they were confronted with a natural disaster warning;
- ⌘ A recognition that not all people will experience negative feelings about impending disasters;
- ⌘ The difference kinds of feelings within their group.

Someone within each sub-group should also write down why individuals felt the way they did, for example:

Person A may state they “*did not feel at all anxious*” and that it was because they “*had been through cyclone warnings before and they never ‘hit’ anyway*”.

or

Person B may state they would probably be “*very anxious about a cyclone warning*” because they “*had not been through a cyclone before and were very worried about all sorts of things, like the family, the home, injury, work, friends, and what they should do*”.

Give these sub-groups around 15 minutes to brainstorm and ask one person from each of the groups to present their findings whilst you list the key points from each group on the whiteboard (you could get someone from the group to do this for you).

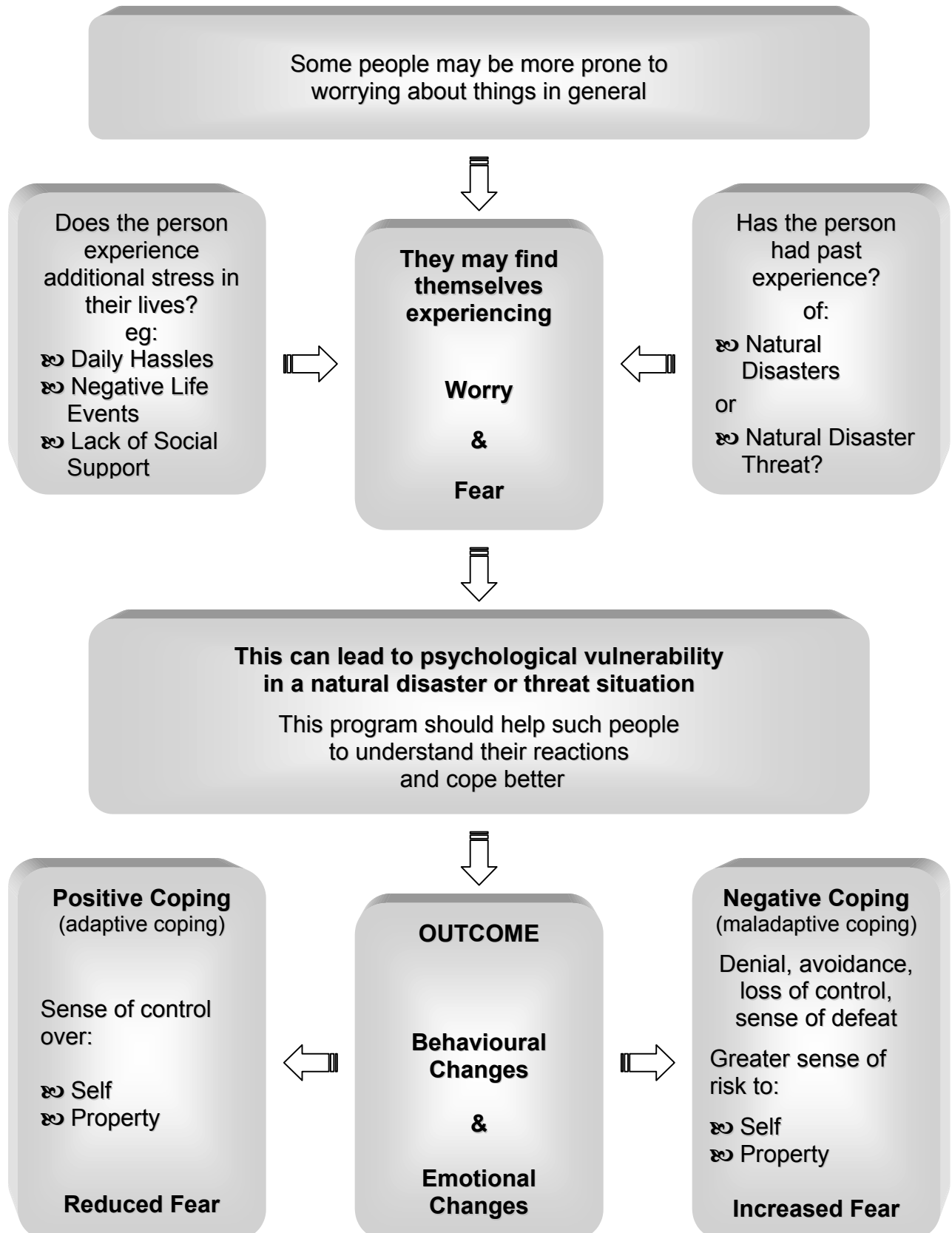
Pass out “Worry and Anxiety” Table (**handout #2**)

Discuss the findings and discuss normal reactions to disaster warning situations and disaster events using the table (in handout #2) in the notes on the next page.



Notes

It is normal to experience worry, anxiety and fear in the face of an impending disasters situation. For some people though this reaction becomes extreme and distressing. The model below explains the process and the outcome.



1.3 Understanding thoughts about disaster

Understanding the different ways people might think about the threat of a natural disaster?



Trainer's Instructions



3/4 hour

Briefly show the “1.3 Understanding thoughts about disaster” overhead slide (**overhead #7**)

In this sub-section the facilitator will:

- ⌘ Hand out the “IMPENDING DISASTER QUIZ” (**Handout #3**) for completion by each participant and discuss the results.
- ⌘ Discuss psychological “TRAPS”. These include:
 - ⌘ ‘Unreality’ of the event
 - ⌘ when you haven’t been through a natural disaster before it is difficult to imagine what it would be like and this can lead to us telling ourselves that it is not real.
 - ⌘ Worry triggered by actual disaster preparation and warning messages
 - ⌘ Confusion of uncontrollable event with controllable consequences
 - ⌘ a feeling that you cannot control a natural disaster and so there is nothing you can do
 - ⌘ Desensitisation
 - ⌘ a feeling that nothing is really going to happen
 - ⌘ False sense of security
 - ⌘ Gambler’s fallacy (myth or false belief)
 - ⌘ Suggestibility
 - ⌘ when people do whatever someone else is doing without thinking about it

Facilitator Note:

This section is about identifying the way **we think about disasters**


Impending Disaster Quiz

Hand out the “IMPENDING DISASTER QUIZ” (**Handout #3**) for completion by each participant and discuss the results as per the following pages.



Notes and exercises

Impending Disaster Quiz

For each question place a  inside the that represent YOUR views about impending disasters.

There are a number of different views with respect to impending disasters. We are interested in YOUR view here. Please respond as best you can.

1. Do you believe that the likelihood of your community experiencing a natural disaster this year is?
 - Highly likely
 - Could happen
 - Very unlikely

2. If your community or region experienced a **natural disaster warning** (flood, cyclone, etc) last year, how likely is it that your region will experience another **natural disaster warning** this year?
 - More likely
 - Same likelihood
 - Less likely

3. If your region experienced an **actual natural disaster** (flood, cyclone, bushfire, tornado, earthquake, etc.) last year, how likely is it that your region will experience another **natural disaster** this year?
 - More likely
 - Same likelihood
 - Less likely

4. How **controllable are natural disasters**?
 - Not controllable at all
 - Somewhat controllable
 - Very controllable

5. How **predictable are natural disasters**?
 - Not predictable at all
 - Somewhat predictable
 - Very predictable

After completion of the Impending Disaster Quiz

- ☞ Briefly go through the responses ticked by participants (one question at a time) and ask for a show of hands for those that ticked the 3rd response for each question (write down the results on the whiteboard).
- ☞ Briefly explain that those that ticked the 3rd option response to any of the questions in the “IMPENDING DISASTER QUIZ” might possibly fall for some of the psychological traps or incorrect beliefs (as below) about the likelihood of natural disasters. Sometimes these ‘traps’ or incorrect beliefs are protective strategies for managing our emotional responses in frightening situations. Sometimes these beliefs can get in the way of our preparations for possible natural disasters.
- ☞ Read through each of the ‘traps’ (below) making sure that everyone understands each one (encourage feedback, discussion and questions). Each person should have a copy of their Psychological Preparedness Guide which has these ‘traps’ written in them. Make sure you advise each person to open their guides to the appropriate page and read with you.

Common psychological ‘traps’ or faulty beliefs

'Unreality' of the Event

Unless you have been through a natural disaster, it is difficult to imagine fully what it will be like and your own feelings of fear and panic. One way in which you deal with this possible situation is to not deal with it, not to register the threat or event as *real* and requiring an adaptive (adjusted or changed) response from yourself. This unreality is often helped along by television images, limited information, the anxiety caused by the warnings, the dramatic nature of the event, and, very often the seemingly normal nature of other things happening.

What happens: This experienced 'unreality' can interfere with disaster preparation and behaviour by leading us to not deal with it.

What to do: You need to keep telling yourself that what is happening is very real and requires sensible behaviour on your part.

Anxiety (Worry) Triggered by Actual Natural Disaster Preparations

Once people start preparing for a natural disaster, they often experience sudden feelings of anxiety and helplessness. It is when you are buying batteries for your radio or cleaning up the yard that the reality and possible consequences of the natural disaster really 'hit' you.

What happens: The worry that can accompany the realisation that the disaster could happen often stops people from doing what they are doing (without them realising what is happening), and they don't adequately complete preparations for the natural disaster.

What to do: Go ahead with your preparations knowing that it is both normal and very likely for people to feel this worry and occasional panic. It's not pleasant, but you can deal with it.

Confusion of Uncontrollable Event with Controllable Consequences

Another cause for feelings of worry and helplessness when a natural disaster threatens is the repeated thought that a natural disaster is an awesome and uncontrollable 'act of nature'.

What happens: These feelings of helplessness often cause you to do nothing.

What to do: It is important to remind yourself that although you cannot exercise control over the natural disaster, you are not helpless to protect yourself and your family from its consequences. Undertaking all the protective measures contained in your local disaster emergency guides will not only ensure your safety, it will help you to feel more in control and less anxious.

Desensitisation

Once you have heard a number of similar warning messages, you may begin to feel that nothing is really going to happen. The messages can be repetitive, and it may happen that the threat of the disaster becomes just that...a threat and the disaster misses or simply just doesn't happen.

What happens: You may then stop attending to the warnings because you become 'desensitised'. That is, you cannot maintain constant 'emergency status', and the anxiety which accompanies each message may result in some 'switching off'.

What to do: Watch out for this, as you may miss critical new information and start behaving as though things are really 'back to normal'.

False Sense of Security

It is also possible and indeed common for people to experience a false sense of security in the context of disaster warnings. This is another and understandable response to anxiety. One way in which we make meaning of this ultimately false sense of security is to think that modern technology, 'the government', and SES would not allow such an event to happen.

What happens: We think we are 'safe' because we now live in 'safer' houses and we can very accurately 'track' what is happening with the disaster. This is reassuring but is as dangerous as it is false. Location on a map has nothing to do with 'scientific' or 'technological control' over the event and often little to do with accurate prediction.

What to do: Always treat the actual danger as very real, and we can then minimise the risk to our family and ourselves.

Gambler's Fallacy

It is common to reassure yourself with the thought that a disaster is unlikely to really hit my community or my house, and/or to take comfort from the thought that this house came through the last disaster or that another disaster event is not yet 'due'.

What happens: Whether a disaster strikes this year does not depend on how long it has been since we had one. This error in judgement which people make is known as the "Gambler's Fallacy". People also tend to under-estimate personal risk and overestimate personal control over events. It is far better to have a more realistic assessment of how likely it is that a disaster will hit your community and what its effects might be.

What to do: Trust your disaster warning messages not your gambling hunches and do all the things you should do according to your local disaster emergency guide.

Suggestibility

When people are frightened and anxious, it is easy to become overwhelmed and confused, and do whatever someone else is doing, without thinking about it.

What happens: Uncertainty, along with a sense of urgency that 'something' must be done can also lead to a blind following of another's anxious behaviour. However, if you are coping well, chances are that those around you will follow your good example.

What to do: Don't be afraid to take charge if that is what you should do. It is important that you know what should be done, as well as behaving in a cool, collected way.

1.4 Understanding our behaviours and actions before disaster preparation

The sorts of things people do when they become aware of the threat of a natural disaster.



Trainer's Instructions



1/4 hour

Briefly show the “1.4 Understanding our behaviours and actions before disaster preparation” overhead slide (**overhead #8**)

In this sub-section the facilitator will:

- ☞ Brainstorm with the group about the sorts of things people do when they hear of a potential disaster in the area
- ☞ Show the “Ways people act when they hear that the threat of a natural disaster is the area” overhead slide (**overhead #9**)
- ☞ Discuss the overhead diagram “THINKING, FEELING, ACTING”

Facilitator Note:

This section is about identifying the way we react to disasters threats or warnings

Ask the group what sort of things people are likely to do when they hear about a disaster situation.

After some brief discussion show the “Ways people act when they hear that the threat of a natural disaster is the area” overhead slide (**overhead #9**)

Show the “THINKING, FEELING, ACTING” overhead slide (**overhead #10**)

Discuss the relationship between thinking, feeling and acting and how that will impact on the way we behave in the face of impending disaster (see the example on the next page under the “Notes” heading).



Notes

When people hear that the threat of a disaster situation is in the area they will act in different ways, including:

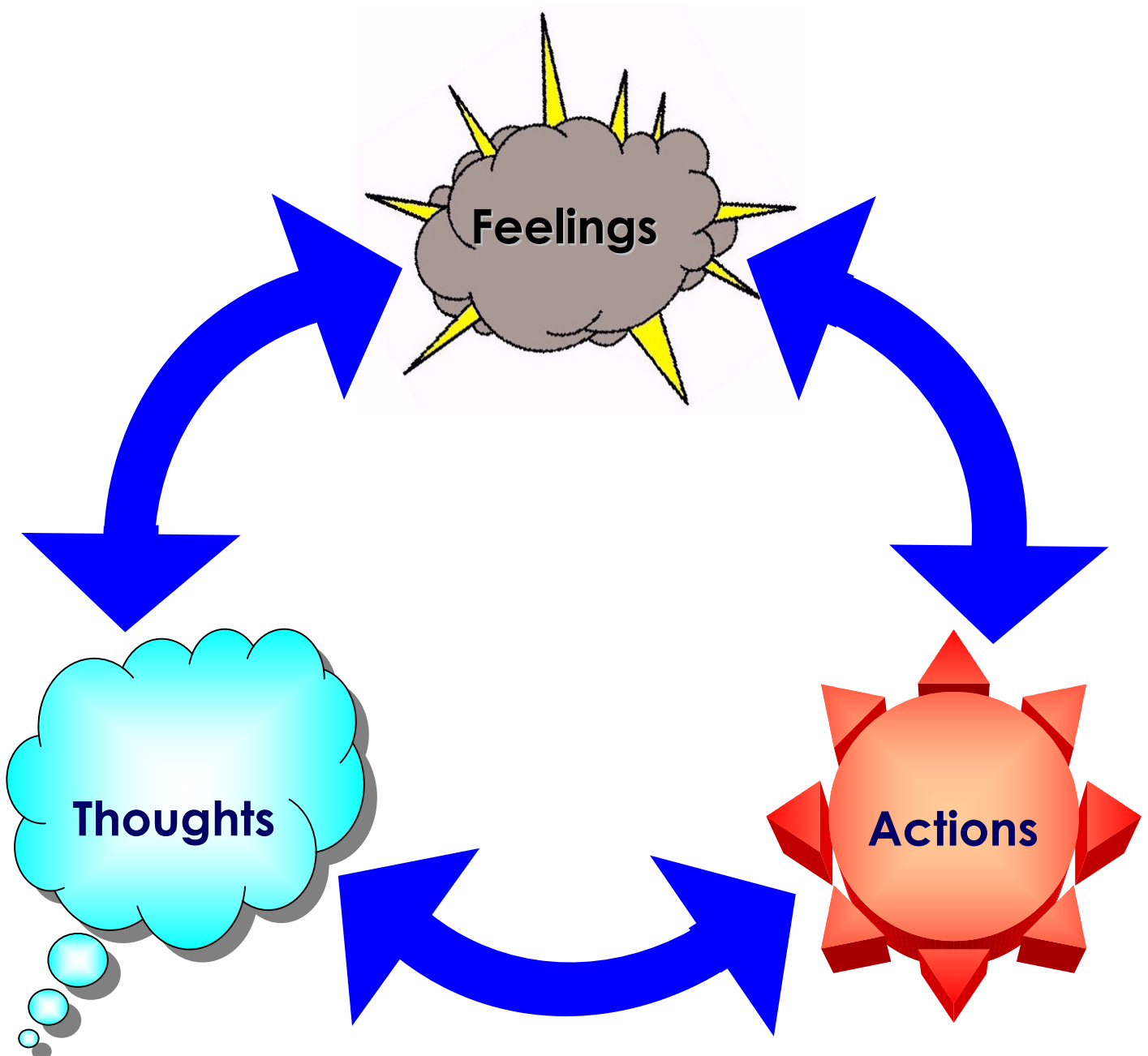
- ∞ Some approach the situation and start preparing
- ∞ Others get worried and leave the area
- ∞ Others get anxious and go into denial, as discussed earlier
- ∞ Others engage in traps and do nothing, as mentioned earlier

Most people experience a number or all of these possible responses. The key is to be able to anticipate, identify and manage our feelings and act in ways that are flexible and sensible in an emergency situation. Sensible actions dramatically influence our own feelings and sense of control as well as dramatically influencing the anxiety and fear of others around us

Example for use in explaining the “Thinking, Feeling, Acting” Overhead

If we are not prepared for a disaster we may feel worry or stress (feelings), which may cause us to go into denial or fall into one of the ‘traps’ as covered earlier (thinking), which will in turn effect what we do (actions). If we do nothing then we are likely to feel more worry or stress.

The above example shows how the things we think, the way we feel and the things we do will all affect each other and continue to affect each other.

Feeling**Acting****Thinking****The relationship between feelings, thoughts and actions****How managing one can help in managing the others**

Pre Disaster – The Warning Stage

Summary & Question Time



Trainer's Instructions



½ hour

You have now completed stage 1 Pre-Disaster – The Warning Stage and it is now time to summarise the content and check everyone's learning.

Before commencing check the time and see how you are going. It is likely you will have a break for lunch (or something similar) after you have completed the summary (but don't tell the participants this because their concentration is likely to go toward food).

Hand out the "Pre Disaster – The Warning Stage Summary Sheet" (**Handout #4**).

Go over each of the 4 points individually asking for comments or questions after each point.

Take a big break (½ to 1 hour). Make sure you tell the group when you expect them back and that if they are late you'll start with out them.



Notes

See the "Pre Disaster – The Warning Stage Summary Sheet" on the next page

Pre Disaster – The Warning Stage

Summary Sheet

1. Good psychological preparation leads to:

- ☞ Better physical preparation
- ☞ Less fear, less hopelessness, more confidence and better coping
- ☞ A significantly better understanding, anticipation and identifying of feelings

2. Some people are more prone to worrying about things in general and this can make them more vulnerable in a natural disaster situation

3. All of us deal with the threat of natural disaster in different ways and many of us can be caught out by false beliefs or psychological ‘traps’ including:

- ☞ Denial – it’s not going to happen to me
- ☞ Haven’t been through a disaster so they can’t imagine what it would be like and do nothing
- ☞ Not dealing with it at all because:
 - ☞ It is uncontrollable
 - ☞ It’s just another warning situation that probably won’t happen
 - ☞ We live in the 21st century so we’ll be OK
 - ☞ We were OK last time and we’ll be OK this time
 - ☞ We had a disaster last year so we’re not due for one for a long time
- ☞ Some will be just do what someone else is doing and not think about it

4. The way we feel, think and react to a disaster situation is interconnected:

- ☞ The way we are feeling will affect our thoughts and actions.
- ☞ The way we are thinking about it will affect our feelings and actions.
- ☞ Our actions will affect our feelings and thoughts.

What You Can Do To Prepare For Disaster Warning Situations

- ☞ Make sure you have a copy of your local disaster emergency guides
- ☞ Treat every warning as a real threat and do all the things necessary to prepare yourself
- ☞ Be careful not to be caught in any thought ‘traps’
- ☞ Give support to your neighbours and friends (some will be doing the things identified in 3 above)
- ☞ Make sure that you stay calm and act rationally

2 Coping During the Natural Disaster or Warning Event

- 2.1 Identifying stressful feelings and reactions
- 2.2 Managing stressful feelings and reactions
- 2.3 Coping with a real threat or severe warning
- 2.4 Helping others to cope

In this section of the workshop, facilitators aim to:

- ☞ Provide information about the normal reactions to increasing stress with respect to an impending disaster or severe disaster warning.
- ☞ Increase individual's awareness of the range of feelings and thoughts likely to be encountered during the warning or event.
- ☞ Increase awareness of basic coping strategies for managing the feelings encountered.

Activities and methods used will include:

- ☞ Identifying normal psychological responses to stressful situations discussed with the group, including physical symptoms (signs).
(2.1 Identifying Stressful Reactions/Feelings)
- ☞ “*Subjective Units Of Distress Quiz*” undertaken individually and discussed with the group.
(2.1 Identifying Stressful Reactions/Feelings)
- ☞ Discussing, with the group, the way we feel in stressful situations and how this is affected by the way we breathe and the things we tell ourselves.
(2.2 Managing Stressful Reactions/Feelings)
- ☞ Discussing, with the group, which of the feelings are likely to increase as the impending disaster gets closer.
(2.3 Coping with a Real Threat or Severe Warning)
- ☞ Brainstorm with the group about how others may be coping.
(2.4 Helping Others to Cope)

Facilitator Note:

This section is about identifying and coping with the way we think and feel during disasters and disaster warning situations.

In terms of feelings, a warning situation is as psychologically ‘real’ as an actual ‘hit’, and the worry and uncertainty that accompany warning situations require as much preparation as does the actual event.

This section is about coping with an emergency situation – however the focus is about *coping with our feelings and thoughts in this situation*, (not directly with the disaster itself).

2.1 Identifying Stressful Feelings & Reactions

Understanding the feelings that different people may experience.



Trainer's Instructions



½ hour

Briefly show the “2.1 Identifying Stressful Feelings & Reactions” overhead slide (**overhead #11**).

In this sub-section the facilitator will:

- ⌘ Read the first paragraph under the NOTES heading.
- ⌘ Handout the “Normal Responses to Stressful Situations” list (**Handout #5**), as per the next page, and read out and discuss the content with the group.
- ⌘ Ask the participants whether they have ever experienced any of the feelings or thoughts listed in the “Normal Physiological Responses to Stressful Situations” list (**Handout #5**) during a severe warning or an actual disaster event.
- ⌘ Handout the “Subjective Units of Distress Scale” (**Handout #6**) (see page 26) for completion by each participant and discuss the results with the group.

Facilitator Note:

If participants say that they do not experience distress themselves during disaster warnings or events, ask them to think of someone else they know who may not cope as well as they do, ask them to imagine what that person may be experiencing.

- ⌘ Using the “Subjective Units of Distress Scale” (**Handout #6**), recap with the group the feelings identified and discuss which are most likely to increase



Notes

A severe disaster warning or actual disaster can be an emotionally stressful event.

Individuals can learn to more adequately cope with these emotions and the emotional reactions of others. This is a matter of being able to recognise some signs and symptoms of distress. If you can anticipate and identify these reactions in yourself and others, you will be in a good position to ride out the ‘storm’ both internally and externally.

Some of the normal responses to stress are provided on the following page.
If you can anticipate and recognise them, you can minimise their effect.

Normal Responses to Stressful Situations

☞ **Physical symptoms:**

- ☞ Shortness of breath
- ☞ Dizziness
- ☞ Nausea (the state that precedes vomiting)
- ☞ Flashes (a response of body tissues to injury or irritation; characterized by pain and swelling, and redness and heat)
- ☞ Palpitations (a shaky motion caused by rapid or irregular heartbeat)
- ☞ Numbing and tingling
- ☞ Blood pressure rises
- ☞ Tense Muscles

☞ **Some stressful thoughts *during the disaster threat period***

- ☞ I can't cope
- ☞ This is awful
- ☞ We're going to get hurt
- ☞ The whole town will be washed away/burnt down/wiped out/destroyed
- ☞ We'll all die

☞ **Actions in the face of impending disaster**

- ☞ 'Freeze' or do nothing
- ☞ 'Panic'
- ☞ Heightened vigilance and nervous activity

Subjective Units of Distress Scale

Levels of distress (including feelings, thoughts and actions) experienced during disaster warnings or disaster events

If you have ever experienced any of these responses during a disaster warning or disaster event, rate on the scale below how distressing these feelings/thoughts were.

No Distress At All	←————→				Very Strong Distress
0	1	2	3	4	5

Shortness of breath	0	1	2	3	4	5
Dizziness	0	1	2	3	4	5
Nausea	0	1	2	3	4	5
Flushes	0	1	2	3	4	5
Palpitations	0	1	2	3	4	5
Numbing and tingling	0	1	2	3	4	5
Blood pressure rises	0	1	2	3	4	5
Tense Muscles	0	1	2	3	4	5
I can't cope	0	1	2	3	4	5
This is awful	0	1	2	3	4	5
We're going to get hurt	0	1	2	3	4	5
The whole town will be washed away/ burnt down/wiped out/destroyed	0	1	2	3	4	5
We'll all die	0	1	2	3	4	5
'Freeze' or do nothing	0	1	2	3	4	5
'Panic'	0	1	2	3	4	5
Heightened vigilance (attention) and nervous activity	0	1	2	3	4	5

Facilitator Note:

Explain that these responses are our normal survival responses. When a person is placed in a stressful situation the normal response is heightened arousal and 'fight or flight'.

Accompanying this response is the body's production of various neurochemicals, which are designed to enhance the individual's performance under stress. This section is about managing this increasing arousal.

2.2 Managing Stressful Feelings & Reactions

Managing our feelings during a disaster warning or disaster situation



Trainer's Instructions



½ hour

Briefly show the “2.2 Managing Stressful Reactions/Feelings” overhead slide (**overhead #12**).

In this sub-section the facilitator will:

- ⌘ Remind participants that this is a **psychological preparedness** kit, so it is wise for individuals to have thought *beforehand* about how they might react during a disaster warning or disaster event. Discuss who else participants can talk to, for example, family members, a neighbour, or, if very distressed, a Doctor or counsellor, or community development officer at the local community neighbourhood centre.

Facilitator Note:

Make sure you advise the group that:

The key to managing (controlling) increased arousal is firstly to anticipate and recognise the feelings

- ⌘ Handout the “Breathing and Self-Talk” examples handout (**Handout #7**), as per the next page, and read out and discuss the content with the group.
- ⌘ Get the group to practice the techniques discussed in the “Breathing and Self-Talk” examples handout (**Handout #7**) previously by getting them to read the handout to themselves slowly and continuing for a few minutes. While they are doing this remind them:
 - ⌘ Not to add to their fear with frightening thoughts
 - ⌘ Not to focus on the worst possible scenario – if we focus only on the danger we are likely to feel helpless
 - ⌘ If we focus on our ability to cope we feel much more in control
 - ⌘ Remind yourself of what helps you relax and do it!



Breathing and Self-Talk

*“the way we feel
in stressful situations
is affected by
the way we breathe
and the things
we tell ourselves”*

For example:

- ☞ When we are upset, we are often told to “take a few deep breaths”. This is not quite right. When we are feeling anxious or frightened, we don’t need a deep breath, but rather we need to take normal breaths and exhale slowly. **Breathing out** is associated with relaxation not breathing in. Sometimes people find it helps to breathe in through the nose and out through their mouths.
- ☞ While concentrating on a long, slow exhalation (breathing out) it is a good idea to say the words ‘calm’ and ‘relax’. These are good words to use because they are already associated with feeling peaceful and at ease.
- ☞ The third thing to remember is to slow down the breathing. Often when people are afraid they begin to breathe faster, this is a natural reaction and prepares the body to deal with changes and if necessary, ‘run away’. However in a disaster warning and in some disaster events (e.g. cyclones), we may not want people to run anywhere, it may be much more appropriate to stay inside and wait for instructions from emergency services.
- ☞ Slowing the breathing down is easy, take smaller breaths and pause between breaths to space them out. When you have breathed out slowly, hold your breath for a count of three before inhaling your next breath.

2.3 Coping with a Real Threat or Severe Warning

Coping with our growing feelings during a disaster warning or disaster situation



Trainer's Instructions



1/4 hour

Briefly show the “2.3 Coping with a Real Threat or Severe Warning” overhead slide (**overhead #13**).

In this sub-section the facilitator will:

- ⌘ Discuss with participants which of the feelings (as discussed in sections 2.1 and 2.2) are likely to increase (or bother them), as the impending disaster gets closer.
- ⌘ Remind them that the aim is to be aware of thoughts and feelings during the event and to manage them in the best possible way.
- ⌘ Provide some useful tips for coping with *heightened arousal* and specific feelings by handing out the “Tips to help cope with aroused feelings” handout (**Handout #8**) (content below) and discussing with the group.



Notes

Tips to help cope with aroused feelings

- ⌘ Continue breathing slowly
- ⌘ Focus on what needs to be done
- ⌘ Focus on reducing the tension by relaxing
- ⌘ Check on family/neighbours (if appropriate)
- ⌘ Listen to emergency service advice on the radio

Remember even though we need to be able to draw on our survival resource, our ‘fight’ mechanism, we need to do so as sensibly as possible.

Therefore it is important not to let the feelings and thoughts get in the way of careful and well planned responses.

We should aim to respond not simply react and therefore concentrate on staying as calm as possible even during the disaster event.

2.4 Helping Others to Cope

How you can help the people around you cope with a natural disaster, including friends, family and neighbours.



Trainer's Instructions



¼ hour

Briefly show the “2.4 Helping Others to Cope” overhead slide (**overhead #14**).

In this sub-section the facilitator will:

- ⌘ Brainstorm with participants about how others may not be coping as well.
- ⌘ Ask the participants how others around them have acted during severe warning situations or disaster events.
- ⌘ Provide some useful tips for assisting others to cope “Tips to help others to cope with their feelings” handout (**Handout #9**) (content below) and discussing with the group.
- ⌘ Distribute “Self statements for dealing with anxiety and worry during a real threat or natural disaster warning” handout (**Handout #10**) (content on the next page) for the group to read.
- ⌘ Inform participants that we have covered the content of stage 1 and 2 and to take a break of around 15 minutes after which we will deal with stage 3.



Notes

Tips to help others to cope with their feelings

- ⌘ Teach them the simple breathing exercises
- ⌘ Be sensitive to them, do not judge (they may be feeling scared, angry or ashamed if they are not coping as well as you appear to be)
- ⌘ Encourage them to take responsibility for a task that needs attending to
- ⌘ Encourage them to listen to the emergency advice with you
- ⌘ Encourage them to talk about how they are feeling with you
- ⌘ Get people involved in occupying their time rather than worrying

Facilitator Note:

Reser and Morrissey used the content in Handout #10 in the form of a fridge magnet. Their research reported that people found this to be very helpful during the severe warning situation of Cyclone Justin.

Remember that adequate preparation for a natural disaster involves both preparing yourself emotionally and making your home situation as safe as possible.

Self statements for dealing with anxiety and worry during a real threat or natural disaster warning

1. Preparing for Worry/Anxiety

Notice what is happening to my body..... Think about what I can do
 Relax and breathe calmly
 Try not to think the worst..... Think rationally
 No putting myself down..... I can handle this

Action

Attend to the warning message and GET THE FACTS
 Make a list of the practical things that need attention

2. Coping if feelings start to build

My muscles are starting to feel tight..... It's time to relax
 My anxiety is a signal for what I need to do..... I can meet this challenge
 I don't have to be totally calm to be OK..... Just breathe slowly
 Think about what I have to do..... Take one step at a time
 No need to add to the fear with worrying thoughts..... Stay relevant

Action

FOCUS ON WHAT HAS TO BE DONE
 Emergency phone numbers
 Emergency radio frequencies
 Check that batteries work for radio
 Check where family members or friends are
 Make sure you have an emergency kit ready

3. Coping if feelings start to overwhelm

My fear is rising..... That's OK, stay with it
 No need to panic..... I can handle this
 It's OK to be afraid..... Stay with it
 What do I need to do?..... Focus on the present
 Get the tension down a little bit..... Just breathe easily and calmly

Action

Talk to a family member, check on your neighbour. Try not to add to your fears with worrying thoughts. Keep your emotions at a manageable level. Remind yourself that this is an emergency situation and that it's natural that you're feeling anxious and stressed. You cannot control the event but you can control your own feelings.

4. Coping when it's all over

I wasn't perfectly calm but that's OK..... I tried and that's what counts
 It wasn't as bad as I expected..... I'm coping better all the time

Action

Talk with your family or neighbours about the threat, about how prepared you were, about what might have happened had it hit (if in fact it didn't). Congratulate yourselves for being better prepared emotionally and practically this time. Identify those things that still need attention and make a plan to attend to them as soon as possible. Keep up the good work for the remainder of the threat season (if there is a season)...WELL DONE.

Remember that adequate preparation for a natural disaster involves both preparing yourself emotionally and making your home situation as safe as possible

3 Coping During the Natural Disaster or Warning Event

- 3.1 Checking how we coped
- 3.2 Can I be better prepared next time?
- 3.3 Taking stock – coping with losses and damage

In this section of the workshop, facilitators aim to:

- ☞ Increase awareness about evaluating (assessing the effectiveness of) the psychological preparedness in the face of an impending disaster or severe warning.
- ☞ Increase individual's awareness of strategies that seemed to help.
- ☞ Increase awareness of how psychological preparedness can be improved next time.
- ☞ Provide some information about where individuals can go for help after the event should this be required.

Activities and methods used will include:

- ☞ Gain feedback from the group how they coped and whether they had any difficulties managing their feelings **(3.1 Checking How We Coped)**
- ☞ Brainstorm with the group what could be done to improve preparation next time. **(3.2 Can We Be Better Prepared Next Time?)**
- ☞ Advise the group of the existence of organisations available to assist with a range of post disaster interventions. **(3.3 Coping with Losses and Damage – Taking Stock)**
- ☞ Reinforce the importance of individuals and communities to ***anticipate, identify and manage*** their feelings. **(3.3 Coping with Losses and Damage – Taking Stock)**
- ☞ Summarise and conclude the workshop.

Facilitator Note:

This section is about rewarding yourself and taking satisfaction from being able to effectively cope with the 'emotional storm' as well as the disaster or disaster warning situation

Remind participants that warning situations are 'close calls' and not 'false alarms' and that psychological preparedness helps deal with these. When our body responds to a natural disaster warning, we do not know whether the disaster will eventuate. We need to manage our response and this uncertainty at this stage so that we can once more call on our body's responses if the emergency does eventuate.

3.1 Checking How we Coped

Did we do OK? How you and I coped with the events and what worked.



Trainer's Instructions



1/2 hour

Briefly show the "3.1 Checking How we Coped" overhead slide (**overhead #15**).

In this sub-section the facilitator will:

- ⌘ Ask the group how they think this sort of preparation can help.
- ⌘ Remind participants they should check how they coped by going over the checklist entitled "Did You" at the end of their participant guides, as listed below.
- ⌘ Discuss with the group any difficulties with the 'managing feelings' strategies covered, encourage questions to clarify and ensure understanding.



Notes

Facilitator Note:

Explain to participants that this section is about evaluating whether being psychologically prepared helped deal with the distress and arousal during the disaster warning or event. Clearly this section is about reinforcing preparation and a review should take place after a 'cooling off' period a few days after the severe warning or actual event.

Also explain that one of the best ways to help others around you is to help yourself, and that if individuals are not agitated or uptight then they will feel better able to deal with the potential disaster situation (even if it eventuates into a disaster).

For the purpose of the workshop, participants can be asked how they think this sort of preparedness can help.

Remind participants that they should be checking whether they found managing feelings (using the breathing exercises) or managing disastrous thinking helped most, or whether the combination of working on both thoughts and feelings was most useful.

The checklist to the left can be used to ascertain whether the participants used the techniques.

Did you:

	Yes	No
⌘ Identify psychological arousal?	⑨	⑨
⌘ Practice breathing?	⑨	⑨
⌘ Use tension reduction exercises?	⑨	⑨
⌘ Identify psychological traps?	⑨	⑨
⌘ Make more helpful statements to yourself?	⑨	⑨
⌘ Attend to emergency service information?	⑨	⑨

3.2 Can We Be Better Prepared Next Time?

What we could do next time to better prepare ourselves, and our community, both psychologically and materially for a natural disaster warning or event.



Trainer's Instructions



¼ hour

Briefly show the “3.2 Can We Be Better Prepared Next Time?” overhead slide (**overhead #16**).

In this sub-section the facilitator will:

- ☞ Reinforce (by reading out) the objective of the program (as per the “Facilitator Note” directly below).

Facilitator Note:

This psychological preparedness kit is a form of public education, which provides participants with strategies for being prepared psychologically for natural disaster warnings or events.

It is argued that psychological preparedness assists individuals to cope with their feelings and thoughts and as a result also aids material preparation in the face of impending disaster.

- ☞ Assist the group to brainstorm (for about 10-15 minutes) what they could do individually and what could be done on a community level to improve preparation (both psychological and material) next time.
 - ☞ Split the group up into small sub-groups (say 4 or 5 in each)
 - ☞ One person in each group should take notes
 - ☞ On completion, one person from each group should present their suggestions to the whole group
 - ☞ Facilitators should identify which suggestions are for psychological preparation and which are for material preparation.



Notes

The group brainstorm activity will produce different responses depending on the disaster warning or disaster situation and can be adapted to the particular geographic region.

Results of the group brainstorm activity should be supplied to appropriate community leaders involved in disaster management.

Facilitator Note:

It is critical that trainers or appropriate community representatives/leaders familiar with the content of this package also meet with participants after the event to discuss how the exercises helped, and what might be done differently next time.

3.3 Coping with Losses and Damage – Taking Stock

Communities may need to work together to restore services after a natural disaster and individuals need to know that it's OK to ask for help.



Trainer's Instructions



1/4 hour

Briefly show the “3.3 Coping with Losses and Damage – Taking Stock” overhead slide (overhead #17).

In this sub-section the facilitator will:

- ☞ Briefly advise that this workshop or program is not designed to deal with post disaster trauma (stress) or losses, such a workshop could go for days, however a list of counsellors and/or agencies that can assist after a disaster is provided.
- ☞ Handout the list of organisations available to assist with a range of post disaster interventions and read out the “facilitator note”.

Facilitator Note:

It is inevitable in disaster prone areas that some loss or damage will occur, and that the whole point of the psychological preparedness kit is to alert the community about possible psychological processes that may hinder good material preparation.

In most areas of Australia special teams of counsellors and psychologists are available for a range of post disaster interventions (including general counselling, grief counselling, ‘Critical Incident Stress Debriefing’). In some areas whole teams are available to come into disaster prone areas to assist with coping with material damages and loss and emotional distress. Emotional distress following disaster can include anger anxiety, sadness, and/or grief. Again the ability for individuals and communities to **anticipate, identify and manage** these feelings is the key.

- ☞ Encourage participants, in general conversation with the group, to talk through the unfairness of natural disasters, and to share their experiences with the effects of natural disaster. On conclusion of this general discussion facilitators should read out the “facilitator note” directly below.

Facilitator Note:

Ultimately, the nature of natural disaster is that they will impact on people’s lives from time-to-time and very often, it would seem, unfairly and without mercy.

“Communities may need to work together to restore services and individuals need to know that it’s OK to ask for help”.

- ☞ Handout the program evaluation sheet for completion by participants.

Summary



Trainer's Instructions



5 minutes

- ☞ Handout out the “Names Of People I Can Call On During A Disaster Situation” list to complete at home ([Handout #11](#)).
- ☞ Handout out the “Names Of People I Need To Account For During A Disaster Situation” list to complete at home ([Handout #12](#)).
- ☞ Handout out the “Preparedness Checklist” list to complete at home ([Handout #13](#)).

Facilitators will conclude by reading the paragraphs in ‘facilitator note’, thanking all that have attended, and encouraging participants to facilitate similar and additional workshops to ‘on-train’ the general community, in so doing increasing individuals and their communities general preparedness for natural disaster warnings and natural disaster events.

Facilitator Note:

This disaster preparation workshop and kit has attempted to familiarise you with a ‘stress inoculation’ approach to disaster warnings and disaster situations. Clearly this approach will work better with some disaster events (e.g. cyclone warnings), which may be more frequent and to some extent more predictable. However it is hoped that these psychological principles may be of use with other disaster situations.

Ultimately it is hoped that the kit will assist community’s general preparedness throughout Australia, both psychological and physical, in the face of natural disaster and in so doing reduce the impact of natural disaster on individuals and the communities they reside in.

“disasters can sometimes create opportunities for communities to bind together...

in the preparations undertaken, in responsibilities accepted, and in the help provided in re-building”

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Coping with Cyclone Threat: A Psychological Preparedness Guide

Information guide

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(James Cook University)

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Research paper: Funded by the International Decade for Natural Disaster Reduction and Emergency Management Australia

Authors: Associate Professor Joseph P. Reser and Doctor Shirley A. Morrissey (James Cook University of North Queensland)

Psychological Preparations for Cyclone Warning Situations

Research paper

Authors: Doctor Shirley Morrissey & Associate Professor Joseph Reser
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Associate Professor Justin Kenardy (University of Queensland)

