

# The tsunami aftermath: A resource for teachers, students and parents



Department of Education  
and Children's Services



South Australian Curriculum Standards and Accountability

F R A M E W O R K



Australian Government  
AusAID

World Vision



Australian Red Cross



**TO: PRINCIPALS, DIRECTORS AND SITE MANAGERS**

**RE: MANAGING A COMMUNITY RESPONSE TO THE TSUNAMI CRISIS**

Tragic events such as the Asian tsunami and the more recent bushfires on the lower Eyre Peninsula remind us of our responsibilities to children and students in our care, their families and our own staff who may be affected.

Managers and site leaders need to consider their responses to both local and global tragedies and ensure support and information can be provided to staff and learners to enable them to move forward with compassion and optimism. It is also important to acknowledge that there are many other global events and situations where tragic loss of human life and suffering continually deserve our concern and support.

This department has a commitment to provide a safe and secure environment for those in our care. We are all responsible for ensuring that crisis events are discussed and portrayed to children and students in a manner which is supportive and sensitive. Events of this magnitude coupled with images displayed by the media may have an effect on the psychological and personal well being of children, students and adults. There may be children or students who exhibit behaviours that require support.

The following issues should be considered as part of your response to these events:

**Parents and caregivers** might seek some assistance in talking with children about these events. Child and Youth Health have prepared information on helping children to cope. An extract is attached and may be of interest to teaching staff, governing councils and centre management committees. It has been prepared to allow easy copying and production at local sites.

There may be **some children** who as a result of involvement in this or past experiences, or media exposure to traumatic images, exhibit behaviours that cause concern. District support staff can assist worksites to plan activities that contribute to a strong sense of community safety and security, and pathways for service support for students who need help. Parents can discuss any concerns with their doctor or seek advice from the Child and Youth Health Parent Helpline (ph: 1300 364 100).

**Educators can play an important role** in nurturing compassion and understanding and focusing on positive global responses. The curriculum provides an opportunity to explore ideas, confront issues and develop critical skills. Accurate and factual information can be provided at an appropriate level. The curriculum also helps us to revisit issues of emotional literacy, positive self-talk, social support skills, seeking help for self and others and taking positive community action.



The **DECS curriculum** supports learning which can address traumatic global and local events. The SACSA framework has many areas of information and applicability within the Key Learning Areas. The Essential Learning of Identity outlines ways in which knowledge and skills are required to critically understand identity and relationships. The attached pages in this materials pack provide specific curriculum information for teachers and directions where additional material can be accessed and used if required.

**Some communities** may decide to raise money or take other practical action to contribute to the recovery of affected communities. The Administrative Instructions and Guidelines give direction on charitable collections in schools (section 1 para 143); school participation in community activities (section 1 para 145); student participation in decision-making (section 3 para 90); and dealing with contentious issues in the curriculum (section 3 para 92).

**Some staff** may have been personally affected by recent events. Worksite managers can support staff by affirming the importance of looking after their own health and wellbeing, and the availability of personnel counselling.

Central Office staff have been working with volunteer teachers, associations, World Vision and other international aid agencies to prepare curriculum and support materials and guidelines to assist all sites in relation to the Asian tsunami disaster. I would like to express appreciation to the many DECS employees who gave up part of their holidays to help with this task. The materials they have prepared are available to leaders and educators to be used at their discretion. The support materials focus on the tsunami event through a wider and more general set of curriculum guidelines that can also be used for the recent bushfire tragedy.

Education and children's services play a vital and unique role in providing information and support in developing community connections and in supporting community resilience. I appreciate the sensitive and professional response that I know our staff will provide.

Steve Marshall  
**CHIEF EXECUTIVE**  
Date: 19/1/05

# TSUNAMI EDUCATION PACK

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## 1. WHEN THERE IS A TRAGEDY

Sometimes a tragic event happens locally or internationally that touches all members of the community. People will experience a range of emotions from shock to fear and anxiety. Children can be affected by their parents' response to something like this, as well as by what they see and hear directly. The closer children and young people are to the tragedy, the greater the impact is likely to be, but even distant exposure to trauma can have an impact on their emotional well-being. The impact can be immediate or can come some time after the event.

The recent earthquake and subsequent tsunami in south and south east Asia is a tragedy that has touched all members of the community. The following information is a guide that may help educators and parents to support children through a tragedy.

- How much you talk with children about an event such as this will depend on the age of the children. As far as possible it is usually advisable to protect very young children from things that they cannot understand and which may make them fearful. Older children will need explanations and time to talk.
- Most school-aged children will have heard what has happened and will have some reactions. It is still a good idea to protect them from the TV. Visual images can have a powerful impact. If they ask questions give them information without unnecessary detail.
- You may have to answer the same questions over and over as the child tries to make sense of what has happened. Give as much information as they want but avoid unnecessary of frightening detail.
- Give opportunities to talk about their feeling and fears. Validate their feelings as real. Let children know they can talk to you any time they are afraid.
- Try to help them with their fears by talking through the issues according to their age and understanding, eg 'Sad and scary things do happen in the world but they are rare and there are lots of sensible people who are working to stop things like this happening'. Talk about the people who are helping.
- You may need to show that they are safe in whatever ways are true, eg that such events are rare, that where you live is different, that your home is safe etc.
- Most of all, think about your own response. Children can be affected by the way adults respond to something like the recent Asian tragedy, as well as by what they see and hear directly. It is important to also focus on the secure and reassuring aspects of our daily life, as this is what will make the world feel safe for children.

Adolescents are very aware of what is happening in the world and often very vulnerable. They still look to parents and teachers for a sense of safety and security.

Listen to their feelings and share yours, but remember they are looking to you and your response for their own sense of safety.

Further information can be found at the following Child and Youth Health Website  
<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=141&id=1973#1>



## 2. RELEVANT ADMINISTRATIVE INSTRUCTIONS AND GUIDELINES

The following extracts from the AIG's should be considered if a site wishes to raise money or take other practical actions to contribute to the recovery of communities affected by the tsunami

### **Section 1: General School Procedures**

#### **143 Charitable collections in schools**

Schools may wish to collect money for the purpose of donating to charitable organizations.

Principals at their discretion and with the knowledge if the school council may support any bona-fide charity.

#### **145 School participation in community activities**

Schools involvement in local community activities should support students learning in the required areas of study.

Teachers taking part in festivals, displays, entertainments and other activities organised by the local community are expected to do so on a volunteer basis.

### **Section 3: Student Matters**

#### **Division 4. Personal and Social Development of Students**

#### **90 Student participation in decision making**

It is expected that schools will acknowledge the rights of the students to be involved in decision-making that influences their future.

Schools will ensure appropriate procedures are established for students to develop values, skills and knowledge appropriate to age, social and cultural background, capability or disability, required by students in order to participate effectively in decision-making, for example, the development of respectful relations with others which includes respect for difference.

Make the connections explicit between student participation and the learning of an exercise of citizenship.

Opportunities should be provided at all levels, to enable students, where appropriate, to participate in decision-making about matters which concern them.

#### **92 Discussion of contentious issues in schools**

##### **Rationale**

In several curriculum areas contentious matters relating to political issues, religious beliefs and moral values may arise.

Principals and teachers must ensure that students are given the opportunity to examine a range of perspectives and to develop their own views when controversial matters are discussed.

Aboriginal and non-English speaking background students should not be expected to be advocates for their background.



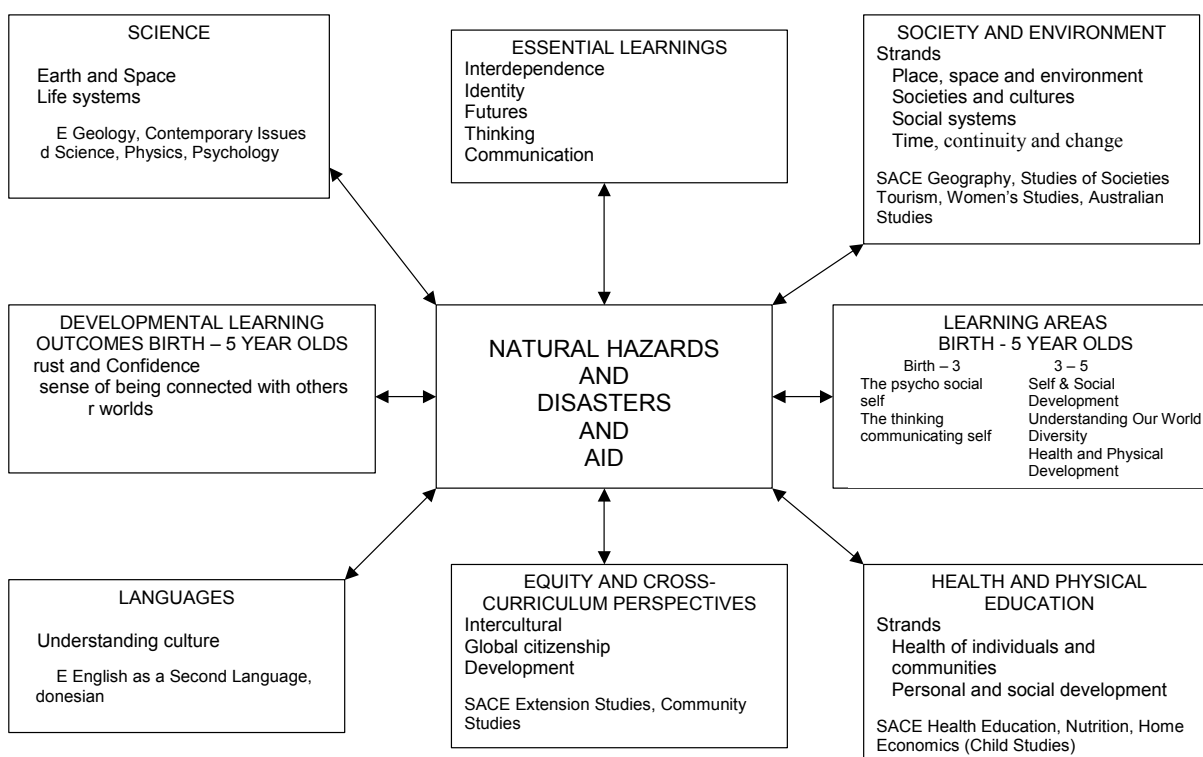
### 3. NATURAL HAZARDS AND DISASTERS AND AID - LINKS WITH THE SACSA FRAMEWORK

Natural hazards and disasters – their causes, their nature, their impacts – and short and longer term responses to their impact can be linked to the SACSA framework by the integration of the learning through the Essential Learnings, Equity Cross-curriculum perspectives, Developmental Learning Outcomes B – 5 and Learning Areas.

The learning is linked to understandings and engagement such as:

- Environmental and human-induced hazards [Science (Earth and space) and Society and Environment (Place, space and environment)], including forces and changes acting in and on the earth's surfaces [Science (Earth and space) **Causes, nature and impact**
- The interdependence of human and natural systems [Essential Learnings and Equity and Cross-curriculum perspectives] and personal and community safety and wellbeing [Health and Physical Education (Health of individuals and communities)] **Impact**
- Equity - local, regional and global [Equity Cross-curriculum perspectives and Society and Environment (Societies and cultures and Social systems)] Languages (Cultural understanding) and getting involved and making a difference [Active citizenship] **Responses/Actions**

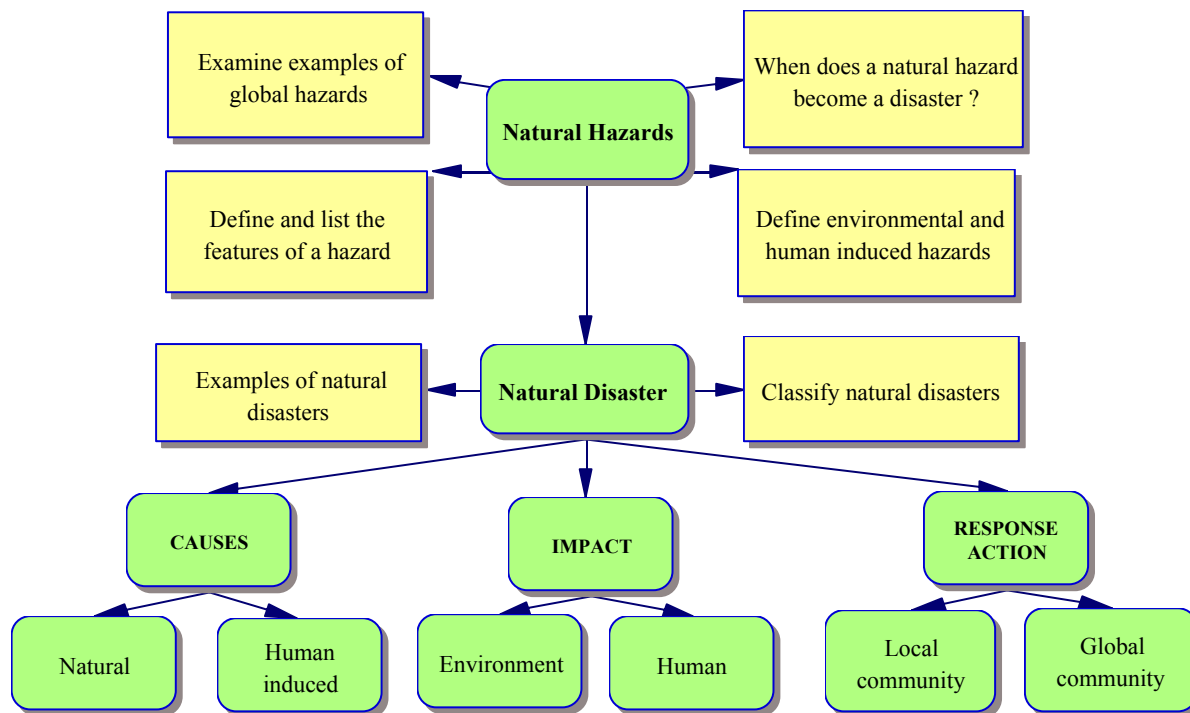
The following chart provides examples of these links with learning in the SACSA from Birth through to Year 12. These links are suggestions and can be further developed through connecting with learning associated with other Learning Areas.



When considering the information in this Package it is useful to peruse the total. Ideas from across the four SACSA Bands can become a stimulus for curriculum planning at any level.



#### 4. SCOPE OF LEARNING



#### Suggested relevant interconnected topics and issues which may be addressed

<p><b>Natural</b>            earthquake            tsunami            volcanic eruption            floods            cyclones/hurricanes            bush fire            avalanche            mud slide</p> <p><b>Human induced</b>            bush fire, atomic, chemical,            ecological, biological, terrorist</p> <p><b>Human activity which increases impact</b>            location - resource mining, coastal living, city            living density, agricultural/mining practices,            built structures - e.g. buildings, damming,            retaining &amp; sea walls, bridges</p>	<p><b>Environmental</b> - land formations,            atmosphere, floods, soil erosion,            water and soil contamination, pollution,            salinity, loss of flora &amp; fauna</p> <p><b>Human impact - Personal</b>            physical injury, disease, food, clothing,            cooking, water, shelter, education, tools,            assets, belongings, machinery, transport,            isolation, sanitation, employment, anxiety,            uncertainty, grief, psychological health,            behaviour</p> <p><b>Community impact</b> - loss of social contact,            family &amp; community, leadership, employment,            shops, routine, support systems, income,            control of own life, future prospects, rights,            safety, meeting places, centres, schools, places            of worship</p>	<p><b>Short term action/response</b>            raise money, systems of delivery, distribution            infrastructure, search, rescue, identification of            victims &amp; survivors, burials, transport, medical            aid &amp; equipment, food, water, shelter,            communication, sanitation, clothing, health            specialists, engineers</p> <p><b>Long term action/response</b>            rebuilding, financial support, infrastructure            development, education programs, schools,            hospitals, roads, power, water, railways,            warning systems, assist sustainable            development</p> <p><b>Human Rights</b>            child safety, rights of the child, dignity,            fostering, adoption, sponsorship, reuniting of            families and communities, welfare systems</p>
	<p><b>Social</b> - vulnerability of people - poverty,            isolation, in conflict, media access</p> <p><b>Cultural</b> - leadership, cultural connections,            generations, family and extended family            structure, relocation/dislocation, customs,            language, identity,</p> <p><b>Religious</b> - loss of leadership, places of            worship, disconnection - values and beliefs,            world view differs, new/temporary communities</p> <p><b>Economic</b> - currency, banks, money exchange,            decline in income from fishing, manufacturing,            agriculture, tourism</p> <p><b>Political</b> - different world views/ political            systems, loss of leadership, buildings, local            political unrest</p>	<p><b>Media coverage</b>- range/timing and focus,            statistics, perceptions, portrayal, possible bias,            visual images &amp; impact, impact on community            involved &amp; access to media reports, management            of information, socio cultural focus, privileging            of information,</p> <p><b>Aid</b> - organisations, money/aid distribution,            appropriate aid - who, how and why            Non Government Organisations ( NGO)            government of affected communities &amp; non            affected communities - roles and responsibility</p> <p><b>Reconstruction</b> - community capacity to rebuild            livelihood, leadership structures, infrastructure</p> <p><b>Reducing impact</b> - moving beyond poverty</p>





## 5. FOCUS FOR INQUIRY

### (a) Early Years Band Birth to Age 5

#### Responding to catastrophic events, for example tsunami and bushfires

In responding to any traumatic event, supportive and meaning approaches include:

- being acutely aware of and sensitive to children’s cues, signals and bids and taking them seriously
- taking the lead from children and providing access to information at the level of children’s interest and understanding
- being aware of your own emotions, concerns and sources of information, minimising sensationalism
- promoting a sense of security, safety and optimism through routines, rituals and opportunities to participate and contribute
- providing choices, resources, space and time for children to explore understandings and feelings, while nurturing other interests

#### Some suggested entry points to explore global events of interest to young children

##### ***The United Nations Convention on the Rights of the Child***

The Convention on the Rights of the Child provides possibilities to explore children’s rights for those both directly and indirectly affected by traumatic events.

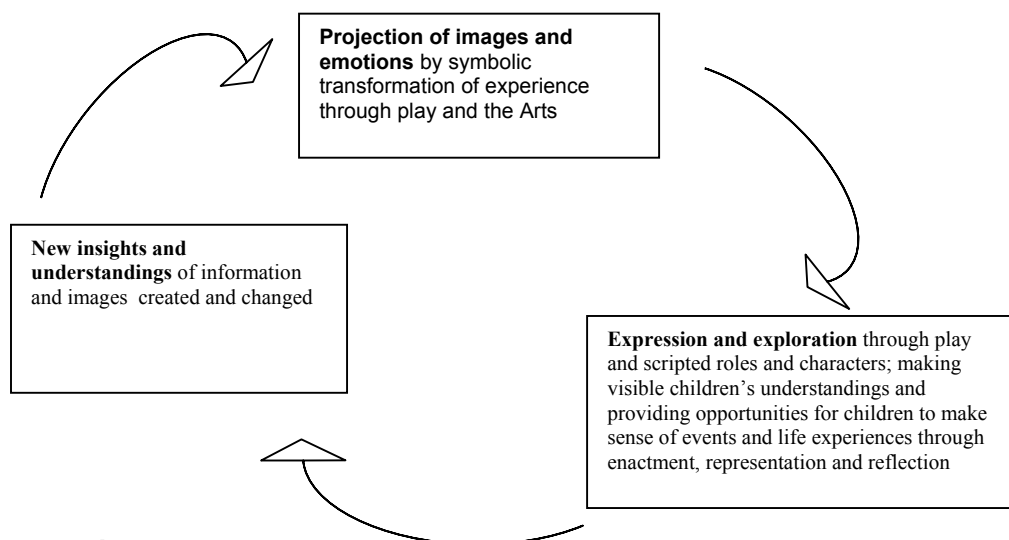
How are children’s rights in the four main categories, that is, survival, developmental, protection and participation promoted in times of loss and trauma?

##### ***Critical Thinking/Literacy, including use of the media***

Consider the media coverage and the use of images to portray events. Are they used in a balanced way to minimise sensationalism and emotional content? Is the factual information balanced, ethical and valid? Is there a balance of perspectives and coverage of other events of magnitude? Are children’s feelings of safety and security undermined or is there a sense of optimism and respect portrayed? Are all groups of people portrayed with equal respect? How do we support children to talk and think about the ways in which media portray events?

##### ***Play – particularly projective and role***

Play provides opportunities for children to explore feelings and understandings, to revisit and rework experiences, create a sense of control and security, and develop new insights.



*Adapted from Jones, P. 2000*

#### **The SACSA framework**

Essential Learnings

Learning Areas/Key Ideas

Developmental Learning Outcomes



Developmental Learning Outcomes provide a way of monitoring, planning for and supporting children's experiences and understandings of world events.

#### *Trust and confidence*

How do we support children to feel that the world is a safe place and that people can be trusted? Children's sense of security allows them the freedom to explore their worlds, and approach new experiences with curiosity and openness.

#### *A positive sense of self and confident personal and group identity*

How do we support children to develop a sense of belonging and a sense of traditions, rituals, values and shared responsibilities in family and community?

#### *A sense of being connected to others and their worlds*

It is important that children develop understandings about the impact of natural and human activities on environments and the interdependence of living things so they can develop dispositions to contribute with compassion, respect and optimism.

#### *Intellectual Inquisitiveness*

How do we foster children's curiosity and recognise and capitalise on possibilities for investigation? How do we encourage children's dispositions and skills to access, explore and evaluate information to work with others to share and build understandings?

#### *Thinking Skills*

What opportunities do we provide for children to ask questions, investigate and develop an awareness of similarities, differences, patterns and change?

#### *Effective Communication*

How do we support children to communicate their feelings and explore ideas and concepts and share learnings?

#### *Sense of Physical Wellbeing*

How do we encourage children's increasing awareness of health promoting environments?

#### *Range of Physical Competencies*

How do we encourage children to build understandings about environments that promote physical competencies?

#### **Stories, books, narratives**

Stories are catalysts for the exploration and communication of ideas and experiences, and the sharing of oral histories.

How do we encourage sharing of narratives and children's use of symbols to represent their realities?

#### **The Arts (art, drama, music, dance)**

The performing arts are about being human – presenting images, ideas and emotions which children can explore. The visual arts provide avenues for children to express their ideas, be creative, explore different perspectives and make sense of their experiences.

What opportunities do we provide for children to explore experiences through the Arts?

#### **Values Education**

Exploring values, personal and social choices and their practical implications, to deepen understanding, motivation, respect and responsibility in relation to self, others, and broader communities

#### **Pedagogical Considerations**

Considerations include:

provision of choices and resources, access to information, opportunities for representation  
staff wellbeing and role  
relationships

constructivist approaches: What are children's/families' perspectives, interests and understandings? How do we know? What do they want to know, understand and do? What are the cues? How can we together build understandings, insights and take action? How are we balancing adult and child initiated leads?

use of power: What do we know? Whose perspectives? Whose values? Whose voices? Who is responding? How? Who is benefiting? How? Who is affected? How?

living with loss and grief



## **(b) Early Years Band Reception – Year 2**

### **Points of entry:**

- Early Childhood Australian News
- Student brainstorming sessions
- Y chart - Children can brainstorm e.g. How victims / self feel, see, hear
- UN Convention on the Rights of a Child
- Values Education
- Essential Learnings / Equity Cross-curriculum Perspectives

### **Pedagogical considerations:**

- Family considerations
- What do we know?
- What do we want to find out?
- How do you feel about what has happened?
- How can we help? (Children feel empowered if their suggestions are valued)
- Look at actual disaster effects on the community today and long term. Highlight hope for the future.

Questions for exploration:

- What is a natural/human made disaster?
- Whose view of the disaster are we seeing? (Critical literacy/ media perceptions)
- What are the needs of the survivors/ disaster area? Short term/long term
  - What is our perception of the peoples' needs?
  - What is their perception of their own needs?
- What are the effects on the environment? Short term/long term (geographical, flora and fauna, etc.)
- What are the basic needs of humans and animals? Short term/long term
- How have the survivors supported one another?
- How do the survivors communicate with the volunteers and various aid agencies?
- Why maintain routines?
- How can we support the survivors?
- Why send money and not goods?
- What effect has the disaster had on the children? How might these effects be different for boys and girls including what happens in different countries?
- What do we need to consider when we decide to help these children?
- Why is play so important to these children?

### **Resources, websites and agencies:**

Refer to generic lists in this package



## (c) Primary Years Band

<b>Vocabulary:</b>	hazard	disaster	tsunami	environment
	earthquake	flora	fauna	aid agencies
	donate	donations	radio	geographical features
	newspapers	media	help	experts
	television			

### Causes, nature and impact

The earth is continually changing. Sometimes the changes are gradual (eg erosion, weathering of buildings), sometimes periodic (eg seasons, tides), sometimes irregular (eg drought, flood) and sometimes violent (eg bushfires, earthquakes and tsunamis).

#### **What causes these natural hazards?**

How much damage can these hazards cause?

When does a hazard become a disaster?

Where in the world are they most likely to occur?

Was there anything that could have been done to prevent the earthquake and tsunami?

What warning systems have or can we put in place?

#### **What are the effects of these hazards on:**

the environment (weather, geographical features)?

flora and fauna?

humans?

towns and villages?

#### **Responses**

In the event of a natural disaster such as the December 2004 tsunami, towns, buildings, schools and equipment are destroyed, damaged or completely lost. Many people lose family members and friends; businesses and schools lose workers. Governments and businesses from wealthy or unaffected countries send people and money to help.

Why has the human toll been so high in the case of the December 2004 tsunami?

Have some people been more affected than others and why?

What dilemmas do people who survive disasters face (e.g. about burial, caring for the homeless, seeking medical care such as amputation)?

What help would be needed immediately?

What would be needed later (in a month's time)?

What would be needed in the next year and the year after?

What sorts of "experts" should be going to these affected countries and communities to help?

Who should decide about what help to provide?

How can ordinary people in wealthy and unaffected countries help?

How do we identify fundraising activities that will be successful (e.g. Australians raised \$14 million from a cricket match)?

Who manages the money we donate?

Who decides what happens to this money?

Should we be able to say what happens with the money we donate?

What sorts of things should the money be used for?

How can we be sure our money is being used for what we want?

How much say should the people affected by the tsunami have over what the money is used for?





How much say should the governments of these countries have over what the money is used for?

We know about the earthquake and tsunami because we read about it in the newspapers, hear about it on the radio and see it on television. The media can influence what we think and feel about something.

How are the people living in the areas affected by the tsunamis receiving information about the tsunamis?

Why has there been so much on television, the radio and in the newspapers about the earthquake and tsunamis?

The language and visuals used by the media shape the way we think about people and events. Examine the words and images used (e.g. in the newspaper) and identify the feelings and reactions they may be designed to draw out.

Why are we so affected by what we read about the tsunami?

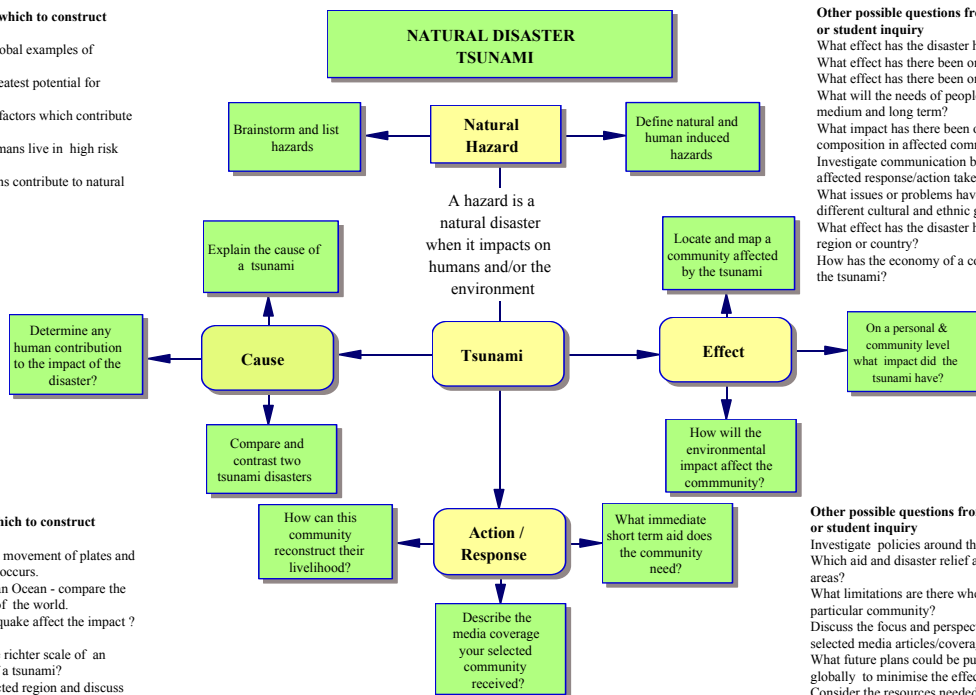
What will happen when this news stops?



**(d) Middle Years Band**

**Other possible questions from which to construct planning or student inquiry**

Brainstorm local, national and global examples of hazards.  
 Which areas of the world have greatest potential for particular natural hazards?  
 Research the natural and human factors which contribute to natural hazards.  
 Research and outline reasons humans live in high risk natural hazards areas.  
 Brainstorm ways in which humans contribute to natural hazards becoming disasters.



**Other possible questions from which to construct planning or student inquiry**

What effect has the disaster had on flora and fauna?  
 What effect has there been on the geographical features?  
 What effect has there been on the built environment?  
 What will the needs of people and communities be in the short, medium and long term?  
 What impact has there been on population numbers and composition in affected communities?  
 Investigate communication before and after - how has this affected response/action taken?  
 What issues or problems have to be dealt with in assisting the different cultural and ethnic groups?  
 What effect has the disaster had on the political climate in the region or country?  
 How has the economy of a community/ region been affected by the tsunami?

**Other possible questions from which to construct planning or student inquiry**

What are tectonic plates? Research movement of plates and areas of the earth's crust where this occurs.  
 Map the tectonic plates in the Indian Ocean - compare the affected region to another region of the world.  
 How does the location of an earthquake affect the impact?  
 What is the richter scale?  
 How does the measurement on the richter scale of an earthquake affect the magnitude of a tsunami?  
 Research the geography of an affected region and discuss how this affected the amount of devastation.

**Other possible questions from which to construct planning or student inquiry**

Investigate policies around the distribution of aid/ relief.  
 Which aid and disaster relief agencies are involved in affected areas?  
 What limitations are there when providing assistance within a particular community?  
 Discuss the focus and perspective presented by authors of selected media articles/coverage.  
 What future plans could be put in place locally, regionally and globally to minimise the effect if a similar disaster occurred?  
 Consider the resources needed to assist a community then prioritise them according to urgency.  
 Outline strategies people can use to keep safe in the event of a tsunami.  
 Use a timeline to outline ongoing support and aid to a community for the next 10 years.  
 Explore reasons why certain communities/countries might refuse humanitarian aid?  
 Apart from money, personnel, supplies and transport outline other kinds of assistance which might be useful in dealing with disasters.



## (e) Natural Hazards, Disasters and Aid Through the Study of Tsunamis in Stage One and Two of the SACE

### SCIENCE

#### GEOLOGY

##### Stage 1

Examples of possible themes relating to the study of tsunamis are:

- a context that relates geological concepts to geology in everyday life e.g., causes of seafloor movement and their likely consequences;
- an issue or a concern that students may wish to pursue e.g., development of a tsunami early warning system for the Indian Ocean;
- a historical development of a particular geological theory e.g. plate tectonics theory;
- a grouping of related geological concepts e.g. Geological Hazards.

##### Stage 2

Global patterns and processes

The Earth's Interior

Key ideas:

- evidence for the nature of the earth's interior can be obtained from seismic waves.

Plate Tectonics:

Key ideas:

- the plate tectonics theory is a model that explains global tectonics in terms of the generation and subduction of lithospheric plate material.

Geological hazards

Key ideas:

- earthquakes may cause severe damage on a local scale.

Detailed information can be obtained from the Stage 1 and 2 Geology Curriculum Statements

<http://www.ssabsa.sa.edu.au/docs/cs-2004/geol-cs-2004.pdf>

### CONTEMPORARY ISSUES AND SCIENCE

##### Stage 1 and 2

Themes such as 'The Dynamic Earth' can give rise to a number of topics dealing with underlying scientific principles and the effects of natural phenomenon such as earthquakes and volcanoes on the Earth and human beings.

### PSYCHOLOGY

##### Stage 1

Topics that could be developed to address issues arising from the tsunami disaster include:

Social Influence and Social Interaction

Emotion

Negotiated topic

##### Stage 2

Healthy Minds

Detailed information can be obtained from the Stage 1 and 2 Psychology Curriculum Statements

<http://www.ssabsa.sa.edu.au/docs/cs-2004/psyc-cs-2004.pdf>



## STUDIES OF SOCIETIES

Studies of Societies aims to develop responsible involvement in social and political activities, and an appreciation of the consequences of action and inaction in a wide range of situations.

### **Stage 1 and 2**

Students are required to study one of the themes from each group. The Boxing Day tsunami could be incorporated into some of these:

#### **Group 1: Culture**

Cultural Diversity  
Youth Culture  
Work, Sport, and Leisure  
The Material World

#### **Group 2: New Challenges in a New Century**

Social Ethics  
Issues for Indigenous Australians  
The Technological Revolution  
People and the Environment

#### **Group 3: Issues for Societies in a Globalising World**

Globalisation  
A Question of Rights  
People and Power  
Political Leadership.

Detailed information can be obtained from the Stage 1 and 2 Studies of Societies Curriculum Statements

<http://www.ssabsa.sa.edu.au/docs/cs-2004/ssoc-cs-2004.pdf>

## GEOGRAPHY

### **Stage 1 and 2 Geography and Stage 2 Geography Studies**

Issues that challenge society inevitably have a spatial component, and hence are potentially geographical issues.

#### **Stage One Geography**

The number of topics for study is not prescribed. Teachers should design a program that covers the four key themes listed below and reflects the needs of the students and the available resources:

- Key Theme 2: Natural Environments at Risk
- Key Theme 3: People, Resources, and Development

#### **Stage 2 Geography and Geography Studies**

There are seven inquiry categories many that could be developed around issues arising from the Boxing Day tsunami:-

Patterns of Health and Disease  
Patterns of Inequality  
Patterns of Social Disruption and Change  
Patterns of Tourism  
Patterns of Water Use

#### **Stage 2 Geography Studies**

Within the option topics are opportunities for students to study a particular aspect of the tsunami disaster.





### Option Topics

Students must study two of the following six topics:

- Option Topic 1: Population Dynamics
- Option Topic 2: Rural Change
- Option Topic 3: Urban Places
- Option Topic 4: Coastal Zones
- Option Topic 5: Geographical Perspectives of Tourism
- Option Topic 6: Environmental and Human-induced Hazards.

Each option topic is divided into key ideas.

Detailed information is available in the SSABSA Geography Curriculum Statement

<http://www.ssabsa.sa.edu.au/docs/cs-2004/geog-cs-2004.pdf>

Other curriculum statements contain sections where students can explore issues associated with the tsunami disaster:

- Mathematics
- Languages
- English as a Second Language
- Health and PD
- Nutrition
- Health Education
- Home Economics (Child Studies)
- Community Studies
- Studies of Society and Environment
- Studies of Religion
- Economics
- Women's Studies
- Tourism
- Australian Studies
- Science
- Physics
- Extension Studies

These can be viewed on the SSABSA web site:

<http://www.ssabsa.sa.edu.au/>

### Inquiry questions

What are the long-term impacts on the natural environment and humans of the inundation of sea water over low lying land?

Should international aid be used for research into affects of disasters on species other than humans?

Should medical resources be used to diagnose and treat mental illness?

Should rebuilding sporting facilities be given priority?

Should Australia import products from affected countries?

Should long term immunisation programs against preventable diseases be a priority?

Why is there inequality within countries and globally?

What would I consider when deciding to support a world relief agency?

Why would I decide to support a world relief agency?

Why do some people have no choice but to live in areas of high natural disaster risk?

Why is there no early warning system for tsunamis in the Indian Ocean area?

What does being an orphan mean? Do all orphans need to be adopted? What are the implications of orphans being adopted outside their country?

Who should decide the futures of children who may be orphaned or separated from their families in times of disaster/ crisis?



## 6. EQUITY CROSS-CURRICULUM PERSPECTIVES AND INTERCULTURAL LEARNING

In the vision of the SACSA Framework there is a commitment to the creation of a more just society through education.

Teachers and students should be encouraged to explore Equity Cross-curriculum Perspectives and Intercultural Learning as part of their work of examining disasters.

Materials related to these perspectives already exist in schools through the SACSA Framework and the Asian Languages Professional Learning Project.

Equity Cross-curriculum Perspectives and Intercultural Learning place a value on critically understanding and acting to confront the forces which shape unjust social practices and relations. They are about:

- acknowledging the framework of power, history, privilege, location, change, complexity and ambiguity in achieving the social objectives of diversity and opportunity and acting on these
- recognising that culture and society are socially constructed sets of values, beliefs, behaviours, rules, and permissions which is more or less agreed upon by a group of people who are often defined by language and geography
- identifying one's own culture and investigating how that culture shapes one's identity, and relations with others
- accepting that, though cultures change from race to race, country to country, none are better or more "correct" than, or superior to, other cultures, and recognising the dignity and necessity of difference.
- recognising and appreciating the social and cultural diversity and points of view in our society and other societies
- critically examining the power relations, and their effects e.g. privilege/marginality, between people and groups including how they came to be that way, and how changes can be made to address injustice and unfairness.
- respecting and understanding the knowledge and cultures of others, and understanding that knowledge is also socially and culturally constructed.
- identifying what connects us as global citizens, and how to act with respectful civility, care and concern for others, like and unlike ourselves.
- understanding how different backgrounds and life experiences shape different social practices and ways of seeing the world, and offer different opportunities.
- identifying and understanding the social and cultural construction of advantage and disadvantage as of human making and can therefore be changed through people's actions
- being integrated into all learning associated with Developmental Learning Outcomes, Learning Areas and the Essential Learnings.

Examples of questions that educators might consider to facilitate the development of Equity and Cross Curriculum perspectives and intercultural learning are:

- In Australia children usually live with their immediate families. How many different family structures are there in Australia? (The ABS website has a good definition of family and its social diversity in Australia) With whom do they live if they do not live with birth parents? Investigate the family structures of children in countries affected by the tsunami, the impact on those structures, and what can help.
- How might issues arising from disasters be the same and different for men, for women, for boys, for girls, for the elderly, the very young, those with more money, those with little money? What kinds of aid might need to be considered?
- Do all countries have qualified medical staff? How do conditions differ from country to country and within countries? Consider how the situation changes at a time of crisis



## The Rights of the Child

When teaching about disasters and their impact child protection issues should be uppermost in mind. All discussions should be conducted sensitively and respectfully with everyone's contribution seen as valued. In particular, when discussing issues that involve abuse, educators should be aware that there may be learners who have been abused or who are currently suffering abuse. Educators should use protective interrupting\* and the "one step removed"/third person approach\*\* to avoid learners disclosing in the class. Educators should ensure that time is allowed for sensitive discussion before the end of each session and should aim to close the session in a positive way.

- \* The main purpose of **protective interrupting** is to stop a person making disclosures in situations that might increase his/her vulnerability and impact upon his/her right to privacy. Educators can do this in a variety of ways. They should offer to speak to the learner as soon as possible after the session. It is also important that educators explicitly teach the strategy of protective interrupting to learners, so that they understand the purpose of the strategy and how to use it themselves.
- \*\* The "**one step removed**"/**third person approach** is the use of different scenarios e.g. working with DVDs or videos, or parts thereof. This enables learners to discuss issues in a safe and non-threatening way. It is essential that educators preview materials before using them to determine their suitability and the possible impact on learners.

Educators need to be mindful of their legal responsibility in reporting suspected abuse and decide at what point they should explain this legal responsibility to the learner disclosing abuse.





**Australian Government**  
**AusAID**

# Making a Difference

Poverty is the problem – aid is a solution

www.ausaid.gov.au

As Australians, we live in what is often called the 'lucky country'. We enjoy the freedom to live our lives in peace and security.

Many people in the Asia-Pacific region, however, aren't quite so lucky. For many reasons, millions of people who live in countries like Vietnam, Papua New Guinea and Indonesia don't have access to basic human rights like education, good health, enough food and safe places to live.

Poverty is at the heart of many of the world's problems. By fighting poverty, Australians contribute to a better world environment.

All Australians who pay tax contribute to creating a better world through AusAID (the Australian Government's overseas aid agency). The Australian Government uses about 1% of the money it collects in taxes in Australia to fund its overseas aid program and to help fight poverty throughout the Asia Pacific region.

Australia, through AusAID, works with other governments, Australian companies and non-government organisations (like World Vision, Care Australia, the Australian Red Cross and Oxfam) and the United Nations to design and set up projects in developing countries which tackle the causes and consequences of poverty in developing countries.

Australia has a proud record of rapid and generous support for the victims of humanitarian crises and disasters and has responded immediately to the Indian Ocean Disaster.

## INDIAN OCEAN DISASTER SUNDAY 26 December 2004

On the morning of Sunday 26 December 2004, a severe earthquake in the ocean off the coast of northern Sumatra caused tsunamis that devastated communities in neighbouring countries and other countries in the Indian Ocean. The earthquake measured 9.0 on the Richter Scale, the world's most severe in 40 years.

The tsunamis resulted in a disaster of extraordinary proportions. The death toll is over 150,000. The casualty list continues to grow as information comes to hand, especially from more isolated communities.

The UN estimates that the tsunamis displaced one million people and deprived five million of basic services. Cholera and other water-borne diseases pose a significant threat, particularly in Indonesia and Sri Lanka.

Crises and disasters have devastating consequences for communities. They produce immense suffering and insecurity. They destroy assets and infrastructure and have significant socio-economic and environmental impacts. These effects set back national and community development goals and represent a major challenge to Australia's objective to reducing poverty and achieving sustainable development.



# 1 Why does Australia give aid?

**AUSTRALIA GIVES AID BECAUSE IT REDUCES POVERTY AND MAKES A REAL DIFFERENCE TO PEOPLE'S LIVES. IT'S A PRACTICAL DEMONSTRATION OF OUR COMPASSION AND OUR BELIEF IN GIVING EVERYONE A FAIR GO.**

In any 12 months, Australians will help more than 58 million people.

AusAID provides direct aid to about 45 countries, with a strong focus on the Asia-Pacific region.

Civil unrest and even war are often the result of uneven development and poverty. If we reduce poverty, we build stronger communities and more stable governments, which is good for people in developing countries and good for Australians.

## 2. HOW MUCH AID DOES AUSTRALIA GIVE?

In 2004-2005 Australia will provide \$2.133 billion worth of official development assistance (aid).

All Australians contribute to Australia's aid program. Every week, each of us puts in around \$1.70 to pay for our aid program - about the cost of a loaf of bread a week.

This amounts to around 1% of Federal Government expenditure compared to the 38% spent on social security and welfare in Australia.

## 4 How does the aid program work?

**AUSTRALIA WORKS WITH OTHER GOVERNMENTS, THE UNITED NATIONS, NON-GOVERNMENT ORGANISATIONS, AUSTRALIAN COMPANIES AND INDIVIDUAL EXPERTS TO DESIGN AND ADMINISTER PROJECTS THAT TACKLE THE ROOT CAUSES OF POVERTY.**

The aid program does not send blank cheques overseas. We use our expertise, our experience and our natural resources to tackle poverty.

AusAID is part of the Foreign Affairs and Trade portfolio and is responsible to the Minister for Foreign Affairs. Most of its staff are based in Canberra, but around 30 are located in offices throughout the Asia-Pacific region. If a humanitarian crisis or natural disaster (like the tsunami) occurs, AusAID will often immediately send staff to the countries affected to see what needs to be done. Those staff will stay 'in-country' until they are no longer needed and they then manage the program and projects from Canberra.

AusAID's role is to make sure that aid projects are designed and delivered effectively and that the aid program's goals are reached.

We know from experience that aid projects have a better chance of making a lasting impact to the lives of people struggling with poverty if they take place in an environment free from corruption and mismanagement. AusAID works with partner governments to improve their 'governance' so they can deliver services effectively for the people they represent.

Australia is committed to playing its part in helping to achieve the Millennium Development Goals (MDGs), which are global goals for human development and reduction of poverty.

There are 6 main ways Australia delivers overseas aid- all are through partnerships:

- Direct aid work is contracted out to Australian and international companies on a competitive basis. These companies use their expertise to deliver programs, including through training local people who will be responsible for continuing the projects long after the contracts finish.
- AusAID funds not-for-profit organisations, such as World Vision and Oxfam/Community Aid Abroad to deliver aid programs at the local community level in developing countries.
- In response to emergencies, AusAID staff travel to affected areas to provide immediate support. This can include communities devastated by natural disasters like tsunamis, cyclones and earthquakes, or those recovering from conflict.
- AusAID works with neighbouring countries to help them improve the way their governments deliver economic and community services.
- AusAID contributes funding to international organisations, including the International Committee of the Red Cross, which helps people in emergencies. The agency also provides funding through the United Nations, to UNICEF and to the UN Development Programme, for their work in developing countries.

## 5 What has the aid program achieved?

**EACH YEAR, THE AUSTRALIAN GOVERNMENT'S OVERSEAS AID PROGRAM REACHES MORE THAN 58 MILLION PEOPLE LIVING IN POVERTY AROUND THE WORLD.**

Some examples of the achievements of AusAID programs include:

- polio and measles vaccinations for more than 1.5 million children in Papua New Guinea
- in East Timor, more than 980 schools have reopened including 500 primary schools
- support for control of Hepatitis B, a disease endemic to the Pacific, has reduced carrier rates by 80%
- in Bokara, India, reduction of atmospheric pollution from a major steel works, lessening health risks for more than 51,000 people
- water supply and sanitation programs providing fresh water for nearly 500,000 people in Tanzania, South Africa, Mozambique and Zimbabwe.

### 6. HOW CAN I BE PART OF THE AID PROGRAM?

Australians fund all AusAID programs through their taxes. Many Australians are also directly involved with the overseas aid program. Since the 1960s more than 7,000 Australians have volunteered through non-government organisations (NGOs) supported by the Australian Government's aid program and many more have volunteered through the United Nations.

AusAID funds volunteer programs to match Australians with organisations in developing countries needing support in particular areas of expertise.

The Australian Youth Ambassadors for Development scheme provides skilled young Australians volunteers, aged between 18 and 30, on short-term assignments in the Asia-Pacific region. Youth Ambassadors have the chance to live and work in developing countries, sharing their skills with other young people in their local region.

### 7. HOW CAN I HELP OUT WITH THE TSUNAMI DISASTER?

The Australian public's generosity to the Tsunami Disaster Relief has been overwhelming. The best way to support the relief effort is by cash donation to one of the many non-government agencies that are appealing for support.

Unfortunately no matter how well-intentioned, gifts of clothing, tinned food, surplus goods and medical supplies are not always practical.

#### **For cash donations:**

See the Australian Council for International Development website for a current list of appeals  
<http://www.acfid.asn.au/campaigns/asiaearthquake.htm#appeals>

#### **Volunteers:**

Those wishing to volunteer their services should note that volunteers are only being sought that have extensive experience in logistics, health and water sanitation. Contact Australian Volunteers International hotline on **1800 331 292** or [www.australianvolunteers.com.au](http://www.australianvolunteers.com.au)

For more information about the tsunami and aid and development in general, including specific curriculum resources for teachers please visit:

[www.ausaid.gov.au](http://www.ausaid.gov.au)  
[www.globaleducation.edna.edu.au](http://www.globaleducation.edna.edu.au)

# Tsunami Education Kit

## World Vision's response

World Vision

### Objectives:

- To outline World Vision's 'Four Pillar' response to the Tsunami
- To highlight the importance of long-term strategies to reconstruct and rehabilitate communities

#### Themes

Emergency Response  
Economic Recovery  
Rebuilding Infrastructure  
Community Rehabilitation

### Emergency Response

When an emergency occurs anywhere in the world, World Vision will be on the ground, preparing to respond within 72 hours. How World Vision responds will vary from case to case, depending on the needs of the people affected.

### What is the aim of the emergency response?

The aim is always to ensure that those affected have the basic necessities they need to keep them alive—clean water, food and shelter from the elements. This enables them to cope until they can return to their homes and begin rebuilding their lives.

In an emergency response, World Vision might provide any combination of the following, as well as countless other items or services that might be required:

- Cooked food
- Dry (uncooked) food rations
- Drinking water
- Water purification tablets
- Jerry cans or closed buckets for water storage
- Blankets
- Tarpaulins or plastic sheeting for shelter construction
- Tents
- Sleeping mats
- Cooking and eating utensils
- Clothing
- Soap and other hygiene products
- Tools (to help clear rubble or to begin rebuilding homes)
- Toys (for children's play areas)
- Assistance for traumatized children
- Management of camps for displaced people or refugees
- Support for vulnerable families (such as those headed by widows or orphans)



This girl and her grandmother are at a World Vision Relief Centre in Sri Lanka.

*If a Tsunami hit the east coast of Australia and thousands of people were displaced, what items would be suitable to distribute to families during the initial 7-day relief program? Find out what items were included in the family packs for Sri Lanka/Indonesia/India? What are the similarities and differences in each.*

*World Vision has provided non-food-items to Indonesia in the early stages of relief. Items included: water, cooking utensils, tools (shovels and hammers) and mosquito nets. Why do you think tools and mosquito nets were important?*



are often still experiencing the after-effects of the disaster, such as exposure to disease or loss of livelihood.

## **What happens in the emergency phase?**

During the emergency response phase, which may last anywhere from a few days to many weeks, assessments are done to work out the best way to help families and communities in the short term. Longer term plans for reconstruction and recovery plans are drawn up and this work will begin even while emergency assistance continues.

During the 90-day response, the focus is very much upon integrating the immediate response phase into the ongoing and longer-term work outlined below, which may continue anywhere from a couple of months to five or ten years.

The emergency response phase will overlap with longer-term reconstruction and recovery plans, which may begin within a week or two of the disaster striking.

## **The three phases**

A World Vision emergency response in a fast-breaking emergency usually has three phases:

- a 7-day (short-term, immediate) response plan
- a 30-day response plan
- and a 90-day (medium-term) response plan.

In the first 7 days, the need is to respond to people where they are at, often amidst the chaos of a recent disaster.

During the 30-day response, people are beginning to become more settled, either into camps or returning to their homes, however communities

*What activities could be included in a 90-day response plan? How does this differ to a 30-day plan?*

**Aid Agencies in the field often develop criteria to prioritise aid distribution. In groups of 3 decide on 4 criteria that you will use to decide which people should receive aid first. Rank these criteria from highest priority = 1, to lowest priority = 4. Discuss findings with the rest of the class.**

## Economic recovery

Many communities worst affected by the tsunami were already living in poverty. Many have lost everything in the disaster. Their ability to recover is also severely affected.

Along with loss of income, they may be unable to find work and large numbers will be forced into debt in order to reconstruct homes and to survive.

So that poor people can begin to rebuild their homes and their lives, money needs to be put into their small businesses so that they can start generating an income. This should happen as soon as possible after the first stage emergency response, preferably at the same time as reconstruction.

Any delays in addressing economic recovery of the people affected will diminish the impact of their recovery overall. It could mean that their debt levels will increase which will effect them for many years to come.

Recovery activities for all poor people should include strategies for families to develop diverse sources of income. This will provide a broader economic base and mean that families will have improved capacity to withstand future economic shocks.

It is important to keep an eye on changes in the macro-economy to ensure that communities can deal with them.

*Is a local debt spiral is possible in Australia?. Give three examples?*

*India, Sri Lanka, Maldives, Indonesia and Thailand were all affected by the Tsunami. In terms of economic recovery, which countries are at an advantage? Why?*

## Possible issues that may be addressed:

- Micro-Enterprise Development—as a possible alternative to enhance economic development in communities
- Access to trading systems, including capacity building
- Local debt spiral—e.g. if farmers have lost their crops, then they will go into debt and be forced to borrow from local moneylenders or landowners.
- Land reclamation—to reclaim salt affected areas so that farmers can use this land for agriculture purposes
- Issues around dislocation and resettlement, for example in Sri Lanka there is an increased likelihood of landmine victims due to the large volume of people moving as a consequence of the disaster
- Land ownership issues—in areas of conflict over resources

### Debate topics:

- Tourists should return to Thailand immediately so that local tourism operators can earn some money
- Giving a boat to a fisherman is not a sustainable solution.

### Group activity:

You are a fisherman in Sri Lanka and have lost everything; your boat, nets, storage containers, cool-box, fishing lines etc. You are not alone. Five of your neighbours have experienced the same. Together you decide to develop a plan to start your fishing business again.

First you decide to identify your needs and then brainstorm possible groups/organisations that could assist, and the contributions each could offer. Following this, develop a strategy to obtain all you need to build your fishing business.



## Infrastructure Rebuilding

Infrastructure rebuilding includes rebuilding structures like schools, wells, latrines, community centres and health centres—things that are required to support the well-being of all community members.

As well as construction, rebuilding includes aspects of management and operation so that quality service delivery is assured. An important consideration in infrastructure rebuilding is community ownership.

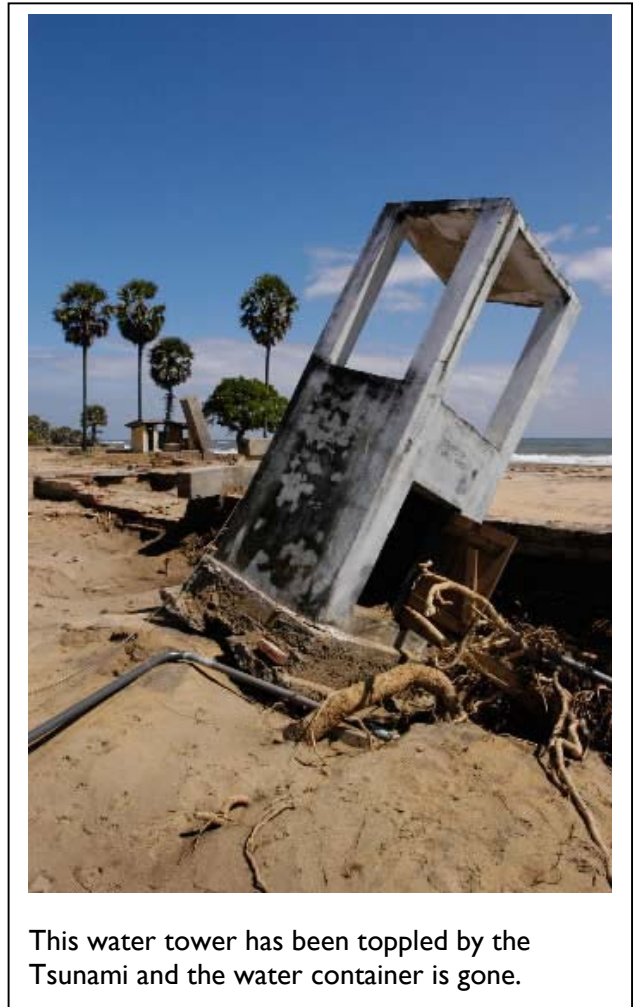
Infrastructure generally is not maintained unless communities own and have skills and knowledge to manage the infrastructure once it's built. It is important to work with local government and communities to establish local management committees to maintain infrastructure after construction. Ongoing support may be required to motivate and enhance the management skills of these committees.

*Why is it important to include the community in the planning and development of infrastructure?*

*What barriers could exist against community participation?*

Possible infrastructure that may be considered for rebuilding in Tsunami affected areas include:

- Schools and Primary Health Clinics
- Access to drinkable water through water wells and other delivery systems
- Water storage—tanks, ponds & dams
- House and latrine construction
- Village roads
- Community education centres
- Food security restoration—through provision of training, seeds, tools, livestock and agricultural equipment
- Community centres and places of worship



## Activities

1. Choose which organisations may be involved in large road reconstruction in Indonesia. World Bank, AusAID, Indonesian Armed Forces, CARE Australia, Road Traffic Authority, International Monetary Fund (IMF), OXFAM, UNICEF and Red Cross.
2. Draw the different types of shelters used for temporary housing in an emergency situation.
3. Find out some information about HABITAT for Humanity. Write a brief organisational profile on this organisation. What does this organisation focus on in an emergency situation?

## Community Rehabilitation

The rehabilitation of communities which have suffered varying degrees of loss through death and physical injury, trauma and dislocation following a catastrophic event such as the Indian Ocean tsunami is a complicated process involving more than merely restoring what was: rehabilitation of a community means enabling the establishment of what needs to be.

Many communities will be different in a number of possible ways after such a disaster;

- **demographically:** age range and groupings, sex and gender balance, religious make up and ethnic mix;
- **institutions and governance:** the loss of leaders and key members of local, regional and even national institutions, both civic and social;
- **disability:** the number and range of people with acquired disability may be markedly increased.

Such changes in the make up of a community will often require long-term support to enable the community to re-establish itself in a way that respects the new make up and provides equity and justice to all members.

*Why is peace building an important long-term rehabilitation initiative in a humanitarian emergency? Are there areas affected by the Tsunami where this would be important?*

*Who are the main stakeholders in community rehabilitation? Why?*

*What are the main challenges to community rehabilitation?*

- Appropriate rights based programs to reduce the risk of trafficking and other forms of exploitation of women, children and other vulnerable people
- Peace building and conflict issues
- Internally displaced—mobile populations
- Assisting migrant workers who are particularly vulnerable. For example, migrant workers in Phuket can only be registered to work with one employer. They cannot re-register with another employer. This will mean that migrant workers become illegal workers and will become vulnerable in the community
- Assist in the establishment or reestablishment of community based organisations so that communities are able to manage the changes they face. Many community organisations may have lost their key members, leaving great holes in their ability to manage their own development and advocate for their communities. This will enhance local leadership capacity and good governance.
- Building the capacity of women widowed by the tsunami to manage their livelihoods
- Build the capacity of those disabled by the tsunami to support themselves and advocate for their rights within the community (there will be many amputations due to tardiness in dealing with infection after injuries. There will also be a need for prosthetics and orthotics.)
- Develop community based disaster management (CBDM) project initiatives—so communities have formulated plans to sustain future disasters
- Landmine clearing—to allow resettlement on traditional lands; allow safe passage of transient/mobile populations.

Possible issues that may be addressed under community rehabilitation include:

- Support for traumatised victims, especially children



- Historical information
- Cultural information
- Livelihood activities and
- Governance

Based on your research, make a list of the unique challenges that will affect long-term rehabilitation of the region.

## Activities

You are a program officer for a large NGO based in Melbourne. Your job is to monitor the progress of community rehabilitation initiatives in Sri Lanka. What activities would you need to do in a week?

You are a village leader in a small village close to Galle in Sri Lanka. Everybody in the community has been affected by the Tsunami. Over 3,000 lives have been lost and many more are injured. Only 2 out of 4 schools remain. Currently the 2 schools are used as camps for displaced people. The health care clinic and medical centre has been destroyed. The fisherfolk and farmers are very concerned about their livelihoods. Farmers have lost their crops, fisherfolk have lost their boats and equipment and small businesses are in ruin. Write a list of 10 community rehabilitation initiatives that you plan to do in the village and prioritise these from most important = 1, to least important = 10.

## Research

Try and find out some information about migrant workers in Phuket. Gather the information collected from all class members and write a report on this issue. Answer the following questions in the report. What unique challenges face this group? Why are migrant workers a vulnerable group in society following the Tsunami? How can organisations support this group?

Write a brief background report on the Andaman and Nicabar Islands. In your report include:

# Tsunami Fact Sheet

## **The Worldwide Red Cross Red Crescent Movement**

The Worldwide Red Cross and Red Crescent Movement consists of three parts each of which has specific responsibilities.

## **The International Committee of the Red Cross (ICRC)**

The ICRC is based in Geneva. It works to protect and assist victims of armed conflict. The ICRC has the important role of being the guardian of the Geneva Conventions (rules of war). This is unique to Red Cross. The ICRC sends delegates to assist in war zones and to assist communities to recover from the effects of armed conflicts.

## **The International Federation of Red Cross and Red Crescent Societies (The Federation)**

"The Federation" as it known, is the central coordinating body for Red Cross and Red Crescent Societies around the world. It is also based in Geneva. Its main role is to coordinate the international assistance to victims of environmental, social or man-made disasters. It also advises and assists National Societies with disaster-preparedness and long-term development programs.

## **National Red Cross and Red Crescent Societies**

There are 181 National Societies which make up the Federation. Each society helps vulnerable people within their own countries as well as in other countries. Aid workers from one National Society can be sent by the Federation to help in disaster situations in another country.

## **The International Red Cross and Red Crescent's response to disasters**

The worldwide Red Cross Movement is a lead player in responding to disasters wherever they occur around the globe. The Australian Red Cross plays a major role in that response.

Responding to life-threatening situations forms the basis of Red Cross emergency response work. The emergencies can be on any scale, affecting a single household or a local community, or causing disruption at a national or even global level.

## **Calling for help**

Following a major disaster, the National Society in the country concerned, makes a request to the International Federation for help and support. The Federation usually responds in the following way:

1. An international appeal to raise funds for relief operations is launched.
2. A call for assistance is made to other National Societies.
3. Personnel from National Societies, such as health, logistics, water specialists, managers and relief workers, are transported into the affected area.
4. Relief goods, such as food, clothing, blankets, tents, tarpaulins and medical facilities, are bought locally, or shipped in, depending on the circumstances and availability.
5. If required, the Federation also organises extra managerial, technical and administrative help for its emergency response units.
6. Finally, putting in place "capacity building" programs to enable National Societies and communities to improve their ability to prepare and respond to future disasters.

# Tsunami Fact Sheet

## Providing the Response

In responding to disasters, the main aim of the initial Red Cross emergency response is to organise and provide victims with adequate access to basic life support needs. These needs include safe water and sanitation, food, health care, including psychological support, and shelter.

To carry out its work, Red Cross co-operates with government authorities and other aid organisations. These agencies continue to work together until the serious threat to life and health has decreased. In the case of long term threat, these agencies work together to develop appropriate coping mechanisms.

## **The Australian Red Cross' response to disasters**

### Emergency

relief

Australian Red Cross reacts to international emergencies by providing personnel, financial support and other assistance in response to requests from the International Committee of the Red Cross (ICRC), the International Federation of Red Cross and Red Crescent Societies (Federation) and National Red Cross and Red Crescent Societies, in particular from the Asia Pacific region.

### Development Programs

Australian Red Cross continues to provide assistance after the immediate emergency response by providing field personnel or other program activities to support the Federation with its work in disaster preparedness, disaster relief and development. In addition, Australian Red Cross supports the work of other Red Cross or Red Crescent Societies within their own countries.

### **Overseas**

### **Aid**

### **Workers**

Australian Red Cross Aid Workers have a variety of professional backgrounds and are recruited to work internationally with the ICRC, the Federation and on Australian Red Cross projects. Aid workers generally work in the areas of health, logistics, water and sanitation, project management, HIV/AIDS, disaster preparedness/management and organisational development.

These aid workers are able to respond to humanitarian needs in both emergency and development contexts. During 2003 - 4, seventy six aid workers were sent on eighty nine missions to twenty nine countries.

The commitment and dedication of Australian Red Cross aid workers is well known and greatly respected, not only by those within the Red Cross Movement, but by the thousands of people around the world who benefit from their activities.

Before aid workers are selected for an overseas mission, they must participate in a six day basic training course to prepare them for the field.

Some of the skills that an aid worker needs include:

- Knowledge of Red Cross activities and commitment to Red Cross Principles
- Excellent health; physically and mentally capable of working in stressful conditions for prolonged periods of time
- Ability to adapt to different cultures and awareness of gender issues

# Tsunami Fact Sheet

## Act locally- Respond Globally

The recent images and news about the Quake and Tsunamis which have devastated our Asian neighbours and our TV screens and which have brought tears to our eyes and sadness to our hearts are enough to overwhelm us.

But there are ways you can make a difference and help to rebuild the lives of those affected by this disaster.

Between all of us; you, your friends and Australian Red Cross - we have the power to address the needs we are seeing so clearly in our living rooms every night.

## Accept the Challenge

Red Cross Community Challenge is a program you and your friends can participate in today. Challenge is a program that helps you give back to your local or global community by identifying a community need and undertaking a project that helps in some way to address it.

Heaps of Aussies have dug deep to provide cash donations which are the best way to provide assistance to devastated communities at this time. You may have already donated and thought of some other ideas of ways to help Tsunami affected communities only to be told that money is what we need! Well, that's true – but we also need groups of volunteers to get messages to our Aussie communities about what's needed and to urge them to keep digging deep.

Maybe you could take up this challenge by forming a group to urge people in your local area to organise fundraising events. Maybe you could organise one yourself –a concert or an art exhibition, a skating comp or a group submission to our Tsunami Heart to Heart Project – or maybe you'd like to make a difference locally by identifying issues that need addressing closer to home.

Our Challenge Project book provides an easy to follow structure helping groups of young people to identify a need, outline a project idea, gather community assistance and undertake a project that will make a real difference.

Take the challenge and make a difference today. See [www.redcross.org.au](http://www.redcross.org.au) or call your local Red Cross for details.

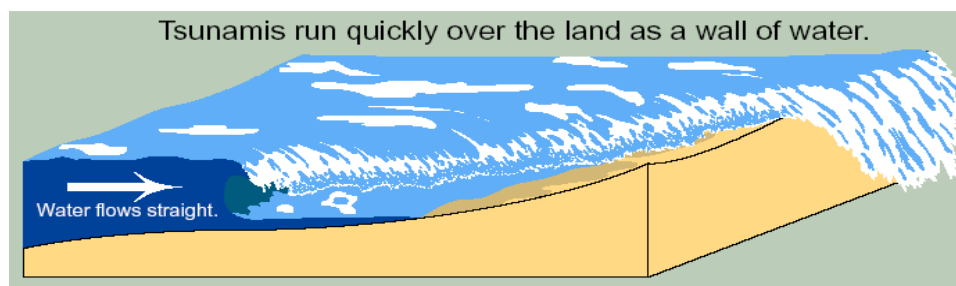
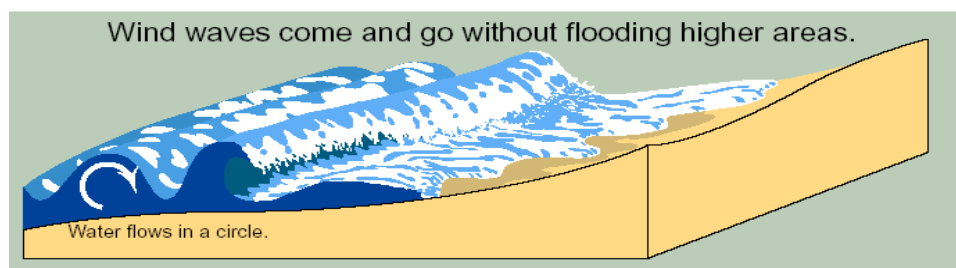


## 8. INFORMATION ABOUT TSUNAMIS

### What are tsunamis?

Tsunamis are ocean waves caused by large earthquakes and landslides that occur near or under the ocean. Scientists do not use the term “tidal wave” because these waves are not caused by tides. The tide producing forces arise as a consequence of the gravitational attraction between the earth/moon and earth/sun systems. Tsunami waves are also unlike typical ocean waves generated by wind and storms. When tsunamis approach shore, they behave like a very fast moving tide that extends far inland. Most tsunamis do not “break” like the curling, wind-generated waves popular with surfers. Even “small” tsunamis (for example, 2m in height) are associated with extremely strong currents, capable of knocking someone off their feet. Because of complex interactions with the coast, tsunami waves can persist for many hours. As with many natural phenomena, tsunamis can range in size from micro-tsunamis detectable only by sensitive instruments on the ocean floor to mega-tsunamis that can affect the coastlines of entire oceans, as with the tsunami of 26th December 2004.

Tsunamis are often no taller than normal wind waves, but they are much more dangerous.



Even a tsunami that looks small can be dangerous!

Any time you feel a large earthquake, or see a disturbance in the ocean that might be a tsunami, head to high ground or inland.

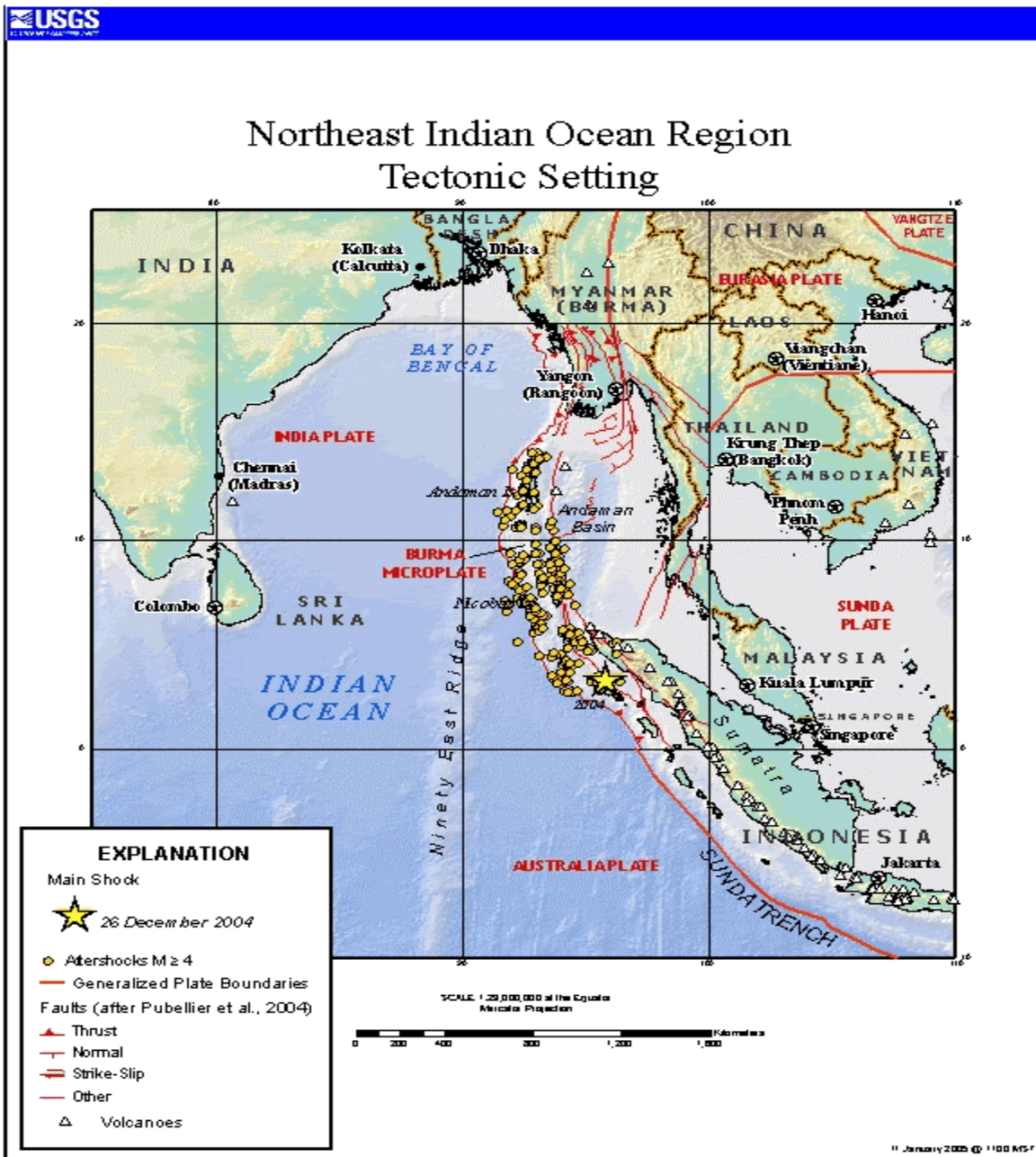
(Source: Earth and Space Sciences: University of Washington)

<http://www.ess.washington.edu/tsunami/images/tsunami.pdf>

### What caused the 26 December 2004 tsunami?

The Earth’s crust is comprised of a number of rigid “plates” that move slowly in different directions. Where different plates meet and interact earthquakes and volcanic eruptions are common, such as the Pacific “Ring of Fire”. Around northern Sumatra, the Australian and Indian plates and the Burma and Sunda plates interact to form the Sunda trench (refer map).



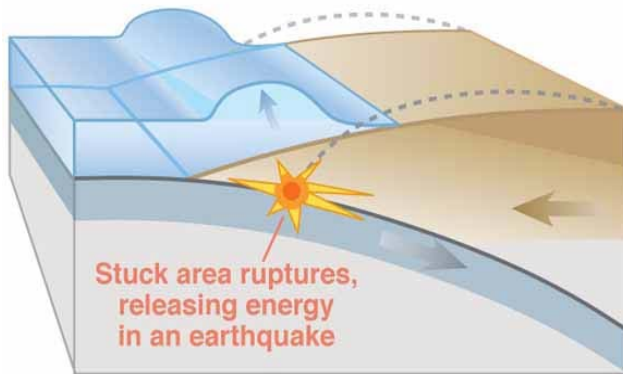


(Source: United States Geological Survey)  
<http://earthquake.usgs.gov/eqinthenews/2004/usslav/>

Normally, the Indian plate moves at about 6 cm/year relative to the Burma plate, but on the 26<sup>th</sup> December 2004, at 11.59 Eastern Standard Summer Time (ESST), a large earthquake, measuring 9.0 on the open ended Richter Scale occurred, caused by the release of stresses that develop as the Indian plate dives under the Burma plate. The uplift of one plate over the other displaced a huge amount of water, starting the tsunami. Approximately 1200km of the plate boundary slipped with an average displacement (vertical movement) of about 15m.



### *Earthquake starts tsunami*



Vertical Slice through a subduction zone where one plate is diving under another, such as that which caused the Sumatran earthquake.

(Source: United States Geological Survey)

<http://pubs.usgs.gov/circ/c1187/>

### **What should people do?**

If a tsunami warning is broadcast by authorities, or if you feel strong shaking at the coast or very unusual wave activity (e.g., the sea withdrawing far from shore), it is important to move to high ground and stay away from the coast until wave activity has subsided (usually several hours to days).

### **What is the tsunami risk to South Australia?**

The following information is courtesy of David Love, Seismologist, Primary Industries and Resources, South Australia.

The risk of a tsunami in South Australia is extremely low. It appears that this is the first tsunami to have been recorded in South Australian waters.

A tsunami may be started when there is a vertical movement of a large area of seafloor. Many earthquakes only cause horizontal movement and thus cannot cause a tsunami. While earthquakes over magnitude 6 may cause vertical movement at the sea floor, it usually requires a magnitude of 7.5 before there is a significant risk of a tsunami.

The area between Australia and Antarctica does not have high seismicity like the Indonesian island arc. Only rarely do earthquakes of magnitude 6 or more occur, and most of these are of the horizontal movement type. It is possible that a tsunami could be generated from the southern Indian Ocean or from south of New Zealand and travel to South Australia, but the probability is very low. The recent magnitude 8.1 earthquake south of New Zealand only caused a tsunami of 30cm at the south end of New Zealand. The 1989 earthquake south of New Zealand caused a tsunami of about 10cm in Hobart and 3cm in Sydney Harbour, but nothing in South Australia. A surprising earthquake of magnitude 8.3 near Antarctica in 1998 caused no discernible tsunami.

Coastlines exposed to the ocean are at greatest risk of damage if a tsunami is generated. The Adelaide coastline is well sheltered by Kangaroo Island.

Australia has a widespread earthquake monitoring network operated by Geoscience Australia (Canberra) including stations in Antarctica and Macquarie Is. Any large earthquake triggers the automatic system, and a seismologist responds immediately to estimate position and magnitude, and notify relevant authorities if necessary. There is an existing Pacific Tsunami Warning System already in place.



## 9. NATURAL HAZARDS AND DISASTERS AND AID INFORMATION ONLINE

The following websites have been identified as providing clear and accurate information suitable for use in schools and sites. This is not a comprehensive list. Additional websites providing information about the countries affected by the Indian Ocean tsunami has been sent electronically to all sites.

### CAUSE AND IMPACT

#### Earthquakes, Tsunamis

##### Primary Industry and Resources South Australia

Information about Earthquakes in South Australia and links to other sites

<http://www.pir.sa.gov.au/dhtml/ss/section.php?sectID=1106&tempID=7>

Earthquake risk in South Australia – Fact sheet

[http://www.pir.sa.gov.au/pages/minerals/earthquakes/eq\\_adel\\_risk.htm:sectID=1106&tempID=7](http://www.pir.sa.gov.au/pages/minerals/earthquakes/eq_adel_risk.htm:sectID=1106&tempID=7)

The Minerals Promotion Program has produced activities about Earthquakes for students in Year 4 – 10. For more information, contact: John Mignone 83386493

##### Geoscience Australia

Geohazard Factsheets – Tsunamis <http://www.ga.gov.au/urban/factsheets/tsunami.jsp>

AUSGEO News September 2004. Small threat, but warning sounded for tsunami research

[http://www.ga.gov.au/image\\_cache/GA5018.pdf](http://www.ga.gov.au/image_cache/GA5018.pdf)

##### United States Geological Survey (USGS)

Earthquake Hazards program <http://earthquake.usgs.gov/>

Earthquake in the news; Magnitude 9.0 - Sumatra-Andaman Islands earthquake

<http://earthquake.usgs.gov/eqinthenews/2004/usslav/>

##### International Coordination Group for the Tsunami Warning System

The International Coordination Group for the Tsunami Warning System in the Pacific website provides information about the causes and effects of tsunamis, satellite images and links to other sites.

<http://ioc.unesco.org/itsu/>

##### International Tsunami Information Centre (National Oceanic and Atmospheric Administration)

Information about early warning systems, causes, past events etc. <http://www.prh.noaa.gov/itic/>

Includes links to the Pacific Tsunami Warning Centre (PTWC). Measuring the height of the tsunami using satellite imagery <http://www.noaanews.noaa.gov/stories2005/s2365.htm> and, Tsunami ready communities in the Pacific

<http://www.prh.noaa.gov/ptwc/tsunamiready/tsunamiready.htm> The following link to the Pacific Marine Environmental Laboratory (PMEL) Tsunami Research Program provides access to seismic data, simulations and images through a web link compilation.

<http://www.pmel.noaa.gov/tsunami/>

##### This Dynamic Earth: The story of plate tectonics

Plate tectonics explained, historical perspective, developing theory, understanding motions, plate tectonics and people (earthquakes, tsunamis, volcanic eruptions) and stories of survival.

<http://pubs.usgs.gov/publications/text/dynamic.html>

##### University of California at Berkeley Museum of Palaeontology

Information on and animations of plate tectonics

<http://www.ucmp.berkeley.edu/geology/tectonics.html>



## University of Southern California

This site is dedicated to the investigation of the natural disasters called **tsunamis**. It includes an interactive feature allowing users to explore past tsunamis around the world, eg Papua New Guinea (2002) and Hawaii (1946) <http://cwis.usc.edu/dept/tsunamis/2005/index.html>

**Clearlyexplained.com** provides information in plain language and links to associated Australian sites. <http://clearlyexplained.com/>

## Discovery Channel

Interactive multimedia tsunami presentation

<http://dsc.discovery.com/convergence/tsunami/interactive/interactive.html>

## Animations and images

These sites provide information including animations of the way waves and how Tsunamis are created.

## PBS Savage Earth: Waves of destruction

<http://www.pbs.org/wnet/savageearth/tsunami/index.html>

## Solcom House

<http://www.solcomhouse.com/tsunamis.htm>

## National Geographic

<http://www.nationalgeographic.com/xpeditions/lessons/07/gk2/wavesintro.html>

Includes the following wave simulator site

<http://www.nationalgeographic.com/volvoceanrace/interactives/waves/index.html>

## NASA – National Aeronautics and Space Administration (US)

Contains links to satellite imagery, and detailed information on the effects on planet rotation, time etc

<http://www.nasa.gov/home/>

## Museum of Science

<http://www.mos.org/oceans/motion/wind.html>

## Earth and Space Sciences -University of Washington

Welcome to Tsunami! This site contains links to other relevant sites about the causes and warning systems for tsunamis <http://www.geophys.washington.edu/tsunami/>

## Digital Globe

This site provides a gallery of before and after images of the devastation caused by the Indian Ocean tsunami. <http://www.digitalglobe.com>

## Animal behaviour

The following news stories from the BBC and Reuters – Alert Net include articles about animal behaviour prior to and during the tsunami.

[http://news.bbc.co.uk/2/hi/south\\_asia/4136485.stm](http://news.bbc.co.uk/2/hi/south_asia/4136485.stm)

<http://www.alertnet.org/thenews/newsdesk/L30218555.htm>

## Bushfires, cyclones and floods

**Clearlyexplained.com** website provides information about the what, why, history and future of bushfires. The site also includes links to cyclones and floods.

<http://clearlyexplained.com/nature/earth/disasters/bushfires.html>

<http://clearlyexplained.com/nature/earth/disasters/cyclones.html>

<http://clearlyexplained.com/nature/earth/disasters/floods.html>





## RESPONSE AND ACTION

The following sites include education resources.

### Emergency Management Australia website.

The Australian Government, Attorney-General's Department. This site gathers useful information on preparedness and response to all disasters and emergency situations, outlines emergency management systems and services in Australia, and provides links to other relevant sites. <http://www.ema.gov.au>

Schools 'Disasters' home page

<http://www.ema.gov.au/agd/EMA/emaSchools.nsf/Page/Home>

### AusAID

The Australian Government AusAID website provides information about Australia's overseas aid program, Non Government Organisations (NGO), provides detailed information about Australia's response to the Indian Ocean disaster.

<http://www.ausaid.gov.au/>

### World Vision

**World Vision** is an international Christian relief and development organisation working to promote the well being of all people - especially children. In 2003, World Vision offered material, emotional, social and spiritual support to 100 million people in 99 countries. World Vision offices around the world are mobilising to support relief efforts after the earthquake and tsunami in Asia. <http://www.wvi.org/wvi/home.htm>

### Red Cross

The International Committee of the Red Cross (ICRC) is an impartial, neutral and independent organization whose exclusively humanitarian mission is to protect the lives and dignity of victims of war and internal violence and to provide them with assistance.

<http://www.icrc.org/eng> Australian Red Cross <http://www.redcross.org.au/>

### Save The Children

Save The Children fights for children around the world who suffer from poverty, disease, injustice and violence: <http://www.savethechildren.org.uk/scuk/jsp/index.jsp>

### CARE Australia

CARE Australia is the largest non-political non-religious overseas aid organisation in the country, providing humanitarian assistance across the globe.

<http://www.careaustralia.org.au/index.asp>

### Oxfam Cool Planet for Teachers

Cool Planet is a UK site primarily intended for teachers and their students. It aims to bring the global dimension to the classroom, using the concept of Global Citizenship.

*Tsunami in Asia* brings together educational materials from Cool Planet, and information from the main Oxfam website and external sites, to enable teaching around the current humanitarian crisis in Asia.

<http://www.oxfam.org.uk/coolplanet/teachers/tsunami/index.htm>

### United Nations

United Nations – ReliefWeb is a project of the United Nations Office for the Coordination of Humanitarian Affairs (OCHA). This site details relief work, humanitarian work and situational updates. <http://www.reliefweb.int/w/rwb.nsf>

### UNICEF

This site provides information about countries in crisis - reaching the vulnerable and includes explanations of UNICEF's role in humanitarian situations. <http://www.unicef.org/> and follow the link <what we do>.





## RELATED SITES

### **Early Childhood Australia**

Early Childhood Australia works with Government, early childhood professionals, parents, other carers of young children, and various lobby groups to secure the best range of options and outcomes for children as they grow and develop. <http://www.earlychildhoodaustralia.org.au/>

### **Child & Youth Health (Children, Youth & Women's Health Service)**

Child and Youth Health promotes the health, well-being and development of children, young people and families across South Australia. <http://www.cyh.com/Default.aspx?p=1>

### **Young Media Australia**

Australia's best source of up-to-date information about media and children, for parents and caregivers, professionals, students and researchers. <http://www.youngmedia.org.au/>

### **Values Education**

The purpose of Living Values: Educational Program is to provide guiding principles and tools for the development of the whole person, recognizing that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions.

[http://www.livingvalues.net/earlychildhood/framework\\_for\\_action.html](http://www.livingvalues.net/earlychildhood/framework_for_action.html)

### **Asia Education Foundation**

The Asia Education Foundation (AEF) was established in 1993 to support and promote the study of Asia in Australian primary and secondary schools. The AEF works in partnership with education authorities in each state and territory. Local AEF Advisors provide support for teachers through professional learning programs and school networks. The Access Asia Series of curriculum materials, published by Curriculum Corporation, includes teacher and students resources focussed on a range of Asian countries including India, Indonesia and Thailand. Contact your local AEF Advisor for more information regarding resources and support for schools.

<http://www.asialink.unimelb.edu.au/aef>

**EdNA Online** provides education news for schools and includes links detailing assistance,

<http://www.edna.edu.au/edna/go/pid/1>

**Global Dimension** is a free website that will give you fast and easy access to resources to bring a global dimension into your lesson planning and teaching. [www.globaldimension.org.uk](http://www.globaldimension.org.uk)

**The Australian Broadcasting Corporation (ABC)** provides special in-depth news coverage.

<http://abc.net.au/news/indepth/tsunami/>

**The British Broadcasting Corporation (BBC)** provides special in-depth news coverage.

<http://news.bbc.co.uk/2/hi/asia-pacific/4136289.stm>

**Global Education Centre** - Resources related to the Tsunami Kit [www.global-education.asn.au](http://www.global-education.asn.au)

The GEC has books, videos, kits, posters and simulation games which will support teaching about conditions in our neighbouring countries, poverty, human rights issues, environmental issues, compassion and care for others, etc. GEC member schools can borrow all resources. Some resources are also available for sale.

Global Education Centre  
1st Floor Torrens Building  
220 Victoria Square, Adelaide 5000

Tel: 8221 6744 Fax: 8221 6755  
email: [gecsa@global-education.asn.au](mailto:gecsa@global-education.asn.au)  
DECS Courier: R11/50

