

Music plays in the background. Sound of cicadas, birds chirping. The outline of a map of Australia is drawn.

Voiceover: A lot of the times people with disabilities are not thought of and left out of the situation. And I think that we've got to do that better so that we get people in the community being looked after, in these types of events.

Sound of thunder and rain. Footage of rain very briefly appears inside the outline of the map of Australia.

Voiceover: The way that the four steps guide you through the emergency planning process actually brings people with disability and their support networks together in these conversations. It also brings them in touch with emergency personnel or people they might not normally interact with on a regular basis.

Cross fade between footage of people talking and listening in various settings, framed inside the map of Australia. The image pans across the map of Australia. The map is coloured purple and highlights the state of Queensland. Location points appear and onscreen text reads: Gulf of Carpentaria, Weipa, Cairns, Townsville, Mt Isa, Mackay, Birdsville, Longreach, Rockhampton, Ipswich, Toowoomba, Brisbane. Onscreen text reads: How to be a Person-Centred Emergency Preparedness Conversation Partner.

Sound of fire burning. Cross fade to image of tree surrounded by fire, framed inside the map of Queensland.

Voiceover: The steps are there to guide you, so you really do need to begin with step number 1. And the thing we see too often is people jumping ahead to step 3 because they think the goal is to have the emergency plan. In fact, the goal is self-assessment of your capabilities and support needs.

Cross fade to full screen version of previous image of a fire burning around a tree. Cross fade to image of burnt building on a grassy landscape.

Voiceover: When you jump ahead, too far to emergency planning, actually, you're starting from a place of fear and uncertainty. But if you back up and you really spend time thinking about what people can do every day and how they get the supports that they need every day and how they manage in everyday situations, then you're starting from a place of strength.

Cross fade to footage of Michelle Villeneuve speaking to camera. Onscreen text reads: Michelle Villeneuve, Associate Professor, Centre for Disability Research and Policy.

Music plays in the background.

Michelle Villeneuve: We really want people in step 1 to spend time thinking about who's in their support network and also thinking practically, learn about the individual, learn about their roles, learn about their responsibilities, spend time going through the 8 elements of the capability wheel.

Step 2 is all about reflecting on how prepared you are. And it's also all about understanding your disaster risk and knowing where to get information and resources in your community.

Cross fade to a page with a text summary of Michelle's points regarding step 1, with illustration of a woman in a wheelchair with a woman using a walking frame, and illustration of a young person in a wheelchair writing/drawing at a table. Cross fade to a page with a text summary of Michelle's points regarding step 2, with illustration of an emergency worker in hi-vis clothing and a graphic that illustrates different modes of communication.

Michelle: The most important thing that anyone can do at step 2 of the conversation is to connect people with disability to emergency personnel and others who have that disaster risk information.

Cross fade to footage of Rebecca Bellis discussing a document with another person.

Michelle: Step 3. Your role in step 3 is to brainstorm together, don't solve the problem for the individual, work together to identify what the issue is and think creatively about how you can overcome those barriers.

Cross fade to a page with a text summary of Michelle's points regarding step 3, with illustrations of a woman with a guide dog, and a woman in a wheelchair, facing some other people.

Michelle: What's your role at step 4? It's to be an advocate. When you see there's a mismatch in the supports people need and the supports that are available to them in an emergency, that is the time to speak up and address those gaps. That means working with local councils, it's their job to create plans for their community that work for everyone and when there are barriers that go beyond the individuals capacity to overcome them in a disaster, we need to think at a community level.

Cross fade to a page with a text summary of Michelle's points regarding step 4, with illustrations of various icons relating to health management and of a bus travelling through a city. Cross fade to footage of Peter Tully speaking with another person at a table.

Music plays in the background. Cross fade to credits screen.

Text on screen: This project was proudly funded by the Queensland Government through the Queensland Disaster Resilience fund and the Department of Communities, Housing and Digital Economy.

Logo: Queensland Government Coat of Arms

Text on screen: It was led by The University of Sydney in partnership with the Queenslanders with Disability Network (QDN) and the Community Services Industry Alliance (CSIA).

Logos: The University of Sydney, QDN, CSIA

Text on screen: We wish to thank Bill Fuller for providing photos twitter.com/bilfulaAU

For more information please visit: www.collaborating4inclusion.org

End of transcript.