

Disaster Resilient: Future Ready Burnett Inland

YOUTH

INSIGHTS

REPORT

ACKNOWLEDGEMENTS

We would like to sincerely thank the young people whose voices are captured in this report. Thank you for sharing your wisdom, your insight, and your humour with us. Your ideas, energy, and honesty were pivotal in shaping this project and ensuring it reflected real, local experiences and priorities.

We would also like to give a heartfelt shout-out to the teachers, admin staff, youth workers, community leaders, and all the supportive adults working behind the scenes. We see you, and we are so grateful for everything you do to support your young people.

In travelling through this beautiful part of Australia, we were deeply aware that we were walking on Country that has been cared for by Traditional Custodians over countless generations. Across the North Burnett region, we acknowledge the Wakka Wakka, Wulli Wulli and Goereng Goereng Peoples. Across the South Burnett region, we acknowledge the Wakka Wakka and Auburn Hawkwood Peoples.

We pay our respects to Elders past and present, and extend that respect to all Aboriginal and Torres Strait Islander people connected to these lands today.

TABLE OF CONTENTS

1 Executive Summary

3 Our Approach (What We Did)

9 Key Themes (What We Heard)

12 Big Ideas and Bright Spots (What You Could Do!)

* Appendices 1 & 2: Example Session Plan and Session Resources

* Annexes A-I: Engagement Data from all locations

Please note that these Appendices and Annexes are available at www.redearth.org.au/youthinsightsreport

EXECUTIVE SUMMARY

The Burnett Inland Disaster Resilient: Future Ready (DR:FR) program is a locally driven initiative, delivered by Red Earth Community Foundation in partnership with FRRR. The program supports regional communities to strengthen their disaster preparedness and resilience.

As part of this initiative, Futures Isle was engaged to lead youth consultations across the Burnett Inland region to better understand how young people aged 8–18 experience, understand, and imagine disaster preparedness in their communities. This report captures their stories, insights, and big ideas, and offers a pathway to ensure youth voices shape the region's ongoing resilience journey.

Engagement Approach

Futures Isle designed and facilitated a region-wide youth consultation process guided by principles of inclusion, creativity, and psychological safety. Input from the Internal Advisory Group was considered to ensure a robust and regional representation of young people. Activities were co-designed with Red Earth and adapted to suit different age groups, learning styles, and community settings.

Engagement methods included:

- Facilitated workshops in schools, youth centres, and community spaces
- Drop-in/stall activities at public events
- A region-wide online survey, designed in a chat-style format to improve accessibility and engagement

The sessions were facilitated by Futures Isle (Em and Taz), supported by Red Earth's Amanda as regional coordinator and liaison.



Between August and September 2025, 176 young people from 11 towns across North Burnett, South Burnett, and Cherbourg were consulted!

What We Heard: Key Themes

Young people brought wisdom, creativity, and lived experience to the conversation. Across all engagements, five key themes emerged:

1. **Practical Knowledge is Experience-Based** - Many young people knew what to do in a disaster because they'd lived through one. They expressed a desire for more hands-on, real-life practice rather than just theoretical instruction. Learning by doing, drills, simulations, and games, was seen as both more effective and more memorable.
2. **Conversations at Home Matter** - Families remain a core source of trusted information. Many young people recalled learning about preparedness from parents or siblings, and described disasters in terms of "we," not "I." This underscores the importance of resourcing whole households, not just individuals, with clear, practical knowledge.
3. **Social Media Use Is High, But Trust Is Low** - While TikTok and Snapchat were the most commonly used platforms, young people were quick to distinguish between entertainment and trustworthy information. Facebook, though less popular, was seen as a reliable source due to local community groups and updates from familiar adults. The messenger mattered more than the platform.
4. **Trusted Sources Go Beyond the Internet** - Young people named parents, SES, police, Google, and the BOM app as some of their most trusted sources of information. They emphasised the importance of direct, clear communication from known people and sources, especially during high-stress situations.
5. **Education Needs to Be Practical, Not Just Scientific** - School-based education on natural disasters was often seen as abstract or overly technical. Young people called for recurring, practical learning that focused on what to do, not just what disasters are or how they happen.

Big Ideas and Bright Spots

From across the region, five standout ideas emerged that young people think could genuinely make a difference in their community's disaster preparedness:

- *A Kids Version of the Emergency+ App* - A simplified, interactive version of the existing Emergency+ app designed to help younger children understand what to do in a disaster, through games, visuals, and clear steps.
- *Disaster Preparedness Training and Workshops* - Hands-on workshops delivered both in schools and in the community, allowing young people and families to learn together through simulations, workshops, and creative activities.
- *Shared Equipment and Spaces* - Communal resources, from firebreak tractors to safe land for animals, that can be accessed and used during a disaster to strengthen both preparedness and community connection.
- *Improved Community Infrastructure* - Local sirens, designated meeting points, and visible signage to increase clarity and confidence in the case of a disaster event.
- *Local Support Networks and Volunteer Check-Ins* - Neighbourhood-led systems for regular check-ins and outreach to ensure no one is left behind during an emergency.

OUR APPROACH

→ "How we did it!"

BACKGROUND

The Disaster Resilient: Future Ready (DR: FR) Burnett Inland program is being delivered by Red Earth Community Foundation in partnership with the Foundation for Rural & Regional Renewal (FRRR). The program operates at both the local and regional scales to strengthen disaster preparedness and resilience through community-led action.

As part of this broader initiative, Futures Isle was engaged to design and facilitate youth consultations across the Burnett Inland region. Based in Lutruwita/Tasmania, Futures Isle was selected as the youth consultation subject matter experts, with a strong background in empowering regional voices through their work.

The purpose of this collaborative youth consultation project was:

To capture the voices, experiences, and ideas of young people aged 8–18 about how they understand and experience disaster preparedness, and how their communities could be better equipped in the future.

ENGAGEMENT METHOD

The consultation process was co-designed by Red Earth and Futures Isle to be inclusive, place-based, and youth-led, with a range of activities that allowed engagements to be tailored to suit different ages, learning styles, and community contexts. Input from the Internal Advisory Group was considered to ensure a robust and regional representation of young people.

Engagement methods included:

- Facilitated workshops: Interactive, age-appropriate sessions in schools, youth groups, and community spaces across the region. These sessions explored young people's memories of disaster events, their current knowledge, and their ideas for how communities could be better prepared.
- Drop-in and stall activities: Informal engagement stations set up at community events, where young people could share ideas through games, drawings, and conversation.
- Online survey: To ensure maximum reach within the region, a supporting survey was developed for distribution. This was designed in an accessible, chat-style format to reach young people who are unable to attend in-person sessions.

Although tailored for individual contexts, each engagement was guided broadly by the following questions:

- To understand the connection to place - What's fantastic about where you live?
- To understand their experiences - What disaster events do you remember experiencing?
- To understand how they consume information - Where have you received or looked for information during a disaster event?
- To understand areas for improvement/opportunities for the future - What's your best idea to make your community more disaster-ready?

176
YOUNG PEOPLE FROM
11 DIFFERENT TOWNS
WERE CONSULTED DURING
IN-REGION DELIVERY



LOCATIONS AND ITINERARY

The team was in-region from 6th to 12th September. The team comprised Emilee (Em) and Talitha (Taz) from Futures Isle, as well as Amanda from Red Earth. Em and Taz were the lead facilitators and ran each of the engagements, including capturing all data. Amanda accompanied as the key relationship holder and coordinator of all travel logistics.

In addition to this, Amanda was afforded the opportunity to deliver a stand-alone workshop to the Murgon PCYC Emergency Services cadets on August 21st. This session was designed and delivered in consultation with the Futures Isle team, and the results are included in this Report.

This schedule and travel itinerary were coordinated by Amanda, leveraging her valuable experience having lived and worked in the region for so long. Our itinerary was designed to maximise opportunities across various locations, ensuring representation from diverse age groups, places, and community contexts.

The following summarises our in-person engagement, including:

- Dates of the engagement
- Locations, including the LGA region, to demonstrate geographic spread
- Number of young people included in the engagement
- Notes on the type of session (such as youth groups, cadets and schools) as well as the ages engaged.
- Reference to the appendix that contains a summary of the raw data from each engagement.

Date	Location	Region	Attendees	Type of session	Appendix
21 Aug	Murgon	South Burnett	7	PCYC Emergency Services Cadets (12-17)	A
6 Sept	Kumbia	South Burnett	15	Event: Open, drop-in Session	B
8 Sept	Mundubbera	North Burnett	36	School: Grades 5-70 (10-13)	C
8 Sept	Biggenden	North Burnett	12	PCYC Emergency Services Cadets (12-17)	D
9 Sept	Gayndah	North Burnett	37	School: Grades 4-6 (9-12)	E
9 Sept	Gayndah	North Burnett	10	Youth Group: Mixed ages (10-18)	F
10 Sept	Dallarnil	North Burnett	7	School: Grades 3, 5, 6 (8-12)	G
10 Sept	Eidsvold	North Burnett	18	Youth Group: Mixed ages (12-15)	H
10 Sept	Kingaroy	South Burnett	2	Venturers: 15 and 16	I
10 Sept	Kingaroy	South Burnett	8	Scouts: 10-15	I
11 Sept	Cherbourg	Cherbourg	24	Youth Group: Mixed ages (6-12)	J

RESOURCES

As the team travelled throughout the Burnett Inland region to deliver sessions in this various mix of settings, we were guided by some key documents:

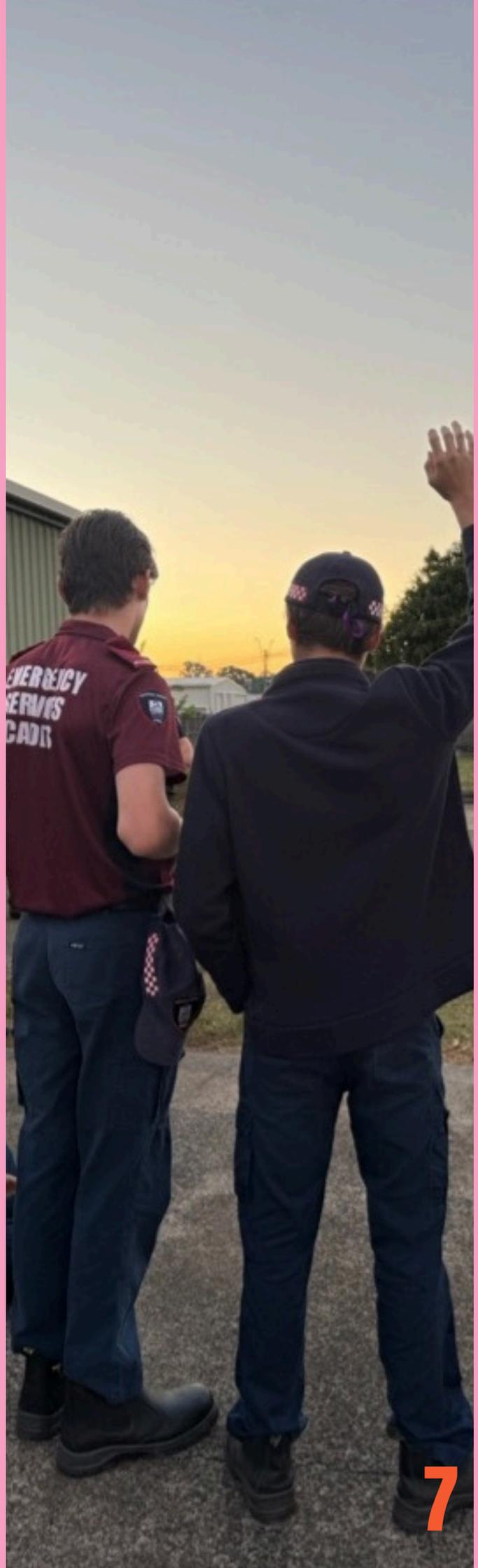
- Session Plans (an example of this is contained in Annex 1)
- Resource Pack (contained in Annex 2)

(Please note that these documents are available at www.redearth.org.au/youthinsightsreport)

These session plans provided a broad framework for the team to commence an in-person engagement, while also creating enough flexibility for changes to be made as needed to meet the group's energy level. The plans were initially drafted in three different age groups (8-12, 12-15, 15+). However, these distinctions became less rigid because many of the engagements had a larger range of ages in attendance than initially expected. We therefore selected different activities from various session plans to suit the group's energy.

This process was guided by valuable on-the-ground feedback about which activities worked best to maximise engagement, so we really leaned into these activities. For example, we found that an informal whole-group conversation had a significant impact in several different environments.

These session plans were also provided to the Red Earth Internal Advisory Group for comment and feedback ahead of the commencement of engagement.



SURVEY

A supporting survey was created to ensure regional reach and was delivered in a chat-style format to feel more conversational and accessible, especially for young people unable to attend in-person engagements.

To follow best-practice survey design, we:

- Started with engaging, reflective questions to encourage participation.
- Asked about specific, recent experiences instead of vague or future behaviour to improve accuracy.
- Placed demographics at the end to avoid early disengagement.

The survey focused on closed-ended questions to explore the frequency of behaviours and attitudes. We avoided speculative questions and included opt-out options to maintain data quality.

Instead of yes/no answers, we used scaled responses to capture more nuance. The total number of questions was kept around 15 to avoid fatigue and improve completion rates.

We only received one response through the survey, but its responses were consistent with the remainder of the themes and findings. This low response rate also reinforces a broader insight we heard consistently across all locations: in-person engagement remains the most effective and trusted way to reach young people.

Despite being highly active on digital platforms, young people expressed low trust in information delivered via social media, especially from unfamiliar sources. Instead, they rely on trusted individuals such as family, teachers, and local emergency services for credible advice. When it comes to disaster readiness and community participation, digital reach does not always equal real-world engagement. Face-to-face interactions are not just preferred; they are essential.



KEY THEMES

"What we Heard!"



1 Practical Knowledge is Often Experience-Based

Across the board, most young people we spoke to had some level of knowledge about what to do in a natural disaster, particularly if they had experienced one before. This was evident in how frequently idea posters mentioned practical advice, such as “get to high ground,” “pack a tub of supplies,” and “turn the power off.”

Young people consistently described learning about disaster preparedness through lived experiences or hands-on scenarios. In Biggenden, one person summed it up simply:

“Once it’s happened, you’ve learnt.”

Others expressed a desire for more experiential ways of learning. One girl in Kumbia shared:

“I would learn best by pretending it was happening.”

From the conversations we had, it was clear that experience and education were the two biggest drivers of confidence when it came to readiness. However, education in schools was seen as overly theoretical. A young person from Kumbia shared:

“School kind of does it [teaching about disasters], but they focus on the big fancy, technical words. They don’t tell you how to deal with it.”

2 Conversations at Home Matter

Across various locations, young people described home and family as their most trusted sources of preparedness information.

- One 10-year-old in Kumbia said he’d looked up information online but would probably “just ask his sister” in a real situation.
- Several students in Dallarnil used “we” language when describing disasters, indicating that their family unit was central to their understanding and response.
- Again in Dallarnil, over half the students in the Dallarnil group had a grab-and-go bag ready; a practical reflection of home-based preparedness.

These insights show the importance of equipping whole families, not just individuals, with the tools and language of preparedness. Intergenerational communication is important as families remain a core part of young people’s mental models of safety.

3 Social Media Use Is High, But Trust Is Low

Young people are digitally fluent, so the assumption is that the best place to find and communicate with them is online.

It's true that when discussing where young people obtain their information, social media is often mentioned. Responses from young people in the region indicated that 44% of them used TikTok and 24% of them used Snapchat. Usage rates for Facebook, Instagram and YouTube hovered at just under 10%.

However, there were two interesting things to note about this.

Firstly, young people clearly distinguished between apps used for informal communication and those used for content, entertainment and information. This is especially true of Snapchat, which is primarily used for informal communication. Snapchat, although used daily, was not considered a reliable source of important information, nor would it be used for critical communication, such as in a disaster scenario.

Secondly, social media apps were not necessarily perceived as trustworthy. Although TikTok had the highest rates of use, its content was not perceived as trustworthy. In fact, many young people spoke about how they would 'fact-check' or verify information they received there.

This highlights a key lesson: platform popularity does not equate to platform trustworthiness.

In contrast, Facebook, despite being perceived as a platform for older demographics, was frequently named the most trustworthy for local, real-time updates.

If I knew something was going on, I would hop onto Facebook to see." - Biggenden

This was echoed in Kumbia, where a participant said how short, factual updates on Facebook helped her stay informed.

Facebook, unpopular and 'daggy' as it is perceived to be because of the presence of 'old people' is the place that many young people would turn to for digital information, precisely because of the presence of 'old people'! Due to the prevalence of community groups and local information on offer, it was seen as a reliable and local source of information. This relates to the next theme that emerged: what matters most was who the information came from, not where.

4 Trusted Sources Go Beyond the Internet

Despite being digital natives, young people overwhelmingly turn to people and practical tools when it comes to preparing for or responding to disasters. Trusted sources included:

- Parents and family
- Police and SES
- Google and the BOM app (for location-specific updates)
- Friends and peers (especially for quick answers)

An example from Gayndah School revealed how tools like the BOM app increased a sense of readiness. Venturers in Kingaroy used Google Maps to prepare responses to disaster scenarios, showing self-directed digital learning.

Across multiple sessions, the trust lay more with the creator than the platform. Young people trusted known, credible voices, whether online or in-person, more than the platform itself. This suggests a strong need for recognisable and localised messengers to support young people in preparing for natural disasters.

5

Education Needs to Be Practical, Not Just Scientific

While natural disasters are often covered in school science classes, most students felt this education lacked practical relevance. They described it as overly technical, with little focus on what to do when disaster strikes.

“School kind of does it [teaching about disasters], but they focus on the big fancy, technical words, they don’t tell you how to deal with it.” (Kumbia)

Instead, they called for real-world learning: hands-on activities, regular drills, and opportunities to practise practical responses.

“You often learn about things once, then they don’t get revisited, so you forget.” (Kumbia)

This highlights a need for regular, embedded disaster readiness education that focuses not just on what disasters are, but on what to do when they occur. This is the missing piece.

Importantly, having something to do also helped reduce anxiety. Whether it was preparing kits or volunteering in their community, being involved gives a sense of agency. Practical action becomes a powerful antidote to fear.



BIG IDEAS BRIGHT SPOTS

"What you could do!"

A youth-led legacy for disaster preparedness

From the various discussions across the Burnett Inland region, five key ideas emerged:

1. Kids version/ add-on to the Emergency+ app
2. Disaster preparedness workshops and training
 - a. for schools
 - b. for community
3. Shared equipment and spaces
4. Community infrastructure
5. Local support networks and volunteer check-ins



1

KIDS VERSION / ADD-ON TO THE EMERGENCY+ APP

Purpose: Make disaster preparedness information accessible, interactive, and engaging for younger children. Young people have already indicated that they know to look online for answers when they aren't sure what to do; this could be a resource to direct them to the answers in a way they will understand.

What it might look like:

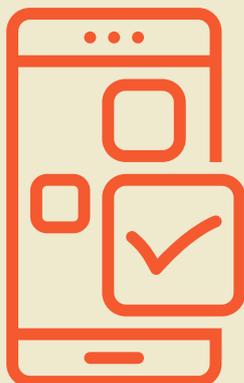
- A simpler, more visual version of the Emergency+ app designed specifically for younger users
- Features like cartoon instructions, sound cues, or games to teach kids what to do
- App could include games, checklists, safe meeting spots, or who to call

Where did the idea come from: Murgon PCYC Emergency Services Cadets (further details contained in Annex A).

What young people said: Their idea was “an app with information that kids can access”, which could also include “games for practising what to do in a dangerous situation.”

What might be needed: Project manager/owner, design and development support, child-safe testing, communication plan, digital access or devices.

Resilience dimensions: Implementing this idea would strengthen the following resilience dimensions developed by FRRR & University of Sydney: inclusion, networks, information, resources, tools, and support.



2

DISASTER PREPAREDNESS TRAINING AND WORKSHOPS

Across all the locations we visited, young people repeatedly emphasised the importance of learning by doing through workshops, drills, games, and face-to-face experiences. They valued clear, practical training over technical theory and expressed that disaster preparedness should be fun, interactive, and revisited regularly.

In places where such sessions had already been delivered, the impact was lasting and widely recognised (see AnnG for discussion on the memorable ‘pillowcase’ workshop). Young people want more opportunities like these, both in classrooms and out in their communities, to ensure that knowledge is not only taught but also embedded.

As this is such a broad idea, we have identified two key mechanisms to deliver disaster preparedness training and workshops:

- a) In schools, directly to young people
- b) In community, encouraging family units to have these discussions together

IDEA 2A: TRAINING AND WORKSHOPS IN SCHOOLS

Purpose: Meet young people where they are (at school) and introduce a practical complement to existing science-based curricula. Embed disaster preparedness into learning modules in a fun, meaningful and memorable way.

What it might look like:

- Cadets or emergency services running training workshops for young people
- In-school disaster preparedness lessons or incursions
- Disaster-specific simulations and drills
- Online modules or interactive learning games
- A play or performance (created by young people) to teach others about disasters
- Use of music, drama, or even comedy to teach serious topics in a memorable way

Where did the idea come from: Murgon PCYC Cadets, Kumbia, Biggenden, Gayndah School, Eidsvold, Kingaroy Scouts, Gayndah Stepping Black Youth Group.

What young people said:

- It’s easiest to learn “by pretending it was happening to practice.” Kumbia, 9 year old.
- “School kind of does it [teaching about disasters], but they focus on the big fancy, technical words, they don’t tell you how to deal with it.” Kumbia, 16 year old.

- “Cadets to teach younger kids basic knowledge needed for emergencies.” – Biggenden PCYC.
- “Friends that don’t know much about bushfires can get invited to parties and sleepovers [on a farm/ property] to teach them stuff.” – Gayndah School
- “Do the Disaster Defence mod in Minecraft (it’s free)” – Kingaroy Scouts
- “School visits with people who have information.” – Murgon PCYC Cadets
- “Emergency workshops/ clubs” and “School play” – Eidsvold
- “Card games/ board games” – Murgon PCYC Cadets.
- “Teaching kids information on what to have to be prepared for a disaster.” - Kingaroy Scouts
- It’s important to offer this kind of teaching/ education more than once: “You often learn about things once, then they don’t get revisited, so you forget” – Gayndah Stepping Black.

What might be needed: Venues, facilitators or trainers, training resources, funding, and catering.

Resilience dimensions: Implementing this idea would strengthen the following resilience dimensions developed by FRRR & University of Sydney: inclusion, networks, information, resources, tools, and support.

IDEA 2B: TRAINING AND WORKSHOPS IN COMMUNITY

Purpose: Bring people together to learn, share, and practise disaster readiness in a supportive community setting. Holding these sessions in local spaces encourages families to talk about preparedness at home, not just in schools. In their responses for this report, young people consistently identified parents and caregivers as trusted sources of guidance during emergencies.

What it might look like:

- Community centres or neighbourhood groups running regular training nights
- “How to pack a go-bag” sessions with take-home materials
- Local bushfire/flood experts running preparedness Q&A sessions
- Family-friendly events with food, games, and readiness activities

Where did the idea come from: Biggenden PCYC Cadets, Dallarnil State School, Eidsvold.

What young people said:

- “Host community briefings, make it accessible by providing food and picking people up” and “Social event for the emergency stations to teach the community and also newcomers” – Biggenden PCYC Cadets
- “Talk to adults and have a plan” – Dallarnil State School.

What might be needed: Facilitators, printing of materials, small grants for refreshments, and partnerships with local emergency services.

Resilience dimensions: Implementing this idea would strengthen the following resilience dimensions developed by FRRR & University of Sydney: inclusion, networks, information, resources, tools, and support.

3

SHARED EQUIPMENT AND RESOURCES

Purpose: Establish local, self-organising systems that allow communities to better prepare for and respond to disasters by pooling resources and strengthening connections between neighbours. This approach builds practical capacity and fosters a sense of collective responsibility, giving young people a visible and meaningful role in preparedness and recovery efforts.

What it might look like:

- A local community register, held by trusted agencies like SES or local police, listing individuals willing to contribute equipment or resources during and after a disaster (e.g. Joe has a tractor to help with fire breaks, Betty has a generator for phone charging).
- Shared or communal emergency kits (e.g. radios, shovels, first aid) distributed across households or key neighbourhood locations.
- Coordinated volunteer call-outs or "who's got what" systems for rapid mobilisation when disaster strikes.

Where did the idea come from: Mundubbera PCYC Emergency Services Cadets, Biggenden PCYC Emergency Services Cadets.

What young people said:

- "Rescue boats" – Mundubbera PCYC Cadets.
- "Communal tractor to support making fire breaks in paddocks to stop the spread of fire" – Biggenden PCYC Cadets.

What might be needed: A simple coordination mechanism for the register, volunteer management, promotion of the initiative, and clear safety protocols.

Resilience dimensions: Implementing this idea would strengthen the following resilience dimensions developed by FRRR & University of Sydney: inclusion, networks, communication, resources, tools, and support.



4

COMMUNITY INFRASTRUCTURE

Purpose: Strengthen local physical infrastructure to ensure communities can respond to disasters quickly, safely, and with confidence. Visible investments in infrastructure, such as upgraded shelters, communication systems, or water access, can help young people feel reassured that their community is prepared and that their safety is being prioritised.

What it might look like:

- Warning systems installed and promoted in rural and regional towns
- Promotion of meeting points or shelters in each community
- Signage, maps, or local guides to help people know where to go
- Local storage of disaster supplies (masks, water, food, radios)

Where did the idea come from: Murgon PCYC Cadets, Mundubbera State School, Biggenden PCYC Cadets.

What young people said:

- “Town PA system” – Murgon PCYC Cadets
- “A system like an amber alert for emergencies, across all platforms.” – Murgon PCYC Cadets
- “A system that tells people the alert and keeps them calm.” – Murgon PCYC Cadets
- “Siren to alert community members that a natural disaster is about to occur.” – Mundubbera State School
- “Emergency siren for fire and floods” – Biggenden PCYC Cadets

What might be needed: Council partnerships, engineering/ trades input, signage printing, and community consultation.

Resilience dimensions: Implementing this idea would strengthen the following resilience dimensions developed by FRRR & University of Sydney: inclusion, communication, information, resources, tools, and support.

5

LOCAL SUPPORT NETWORKS AND VOLUNTEER CHECK-INS

Purpose: Establish neighbourhood-based support systems to ensure everyone, especially isolated or vulnerable people, is looked after before, during, and after disasters. These networks can include regular check-ins, information sharing, and informal volunteer rosters. Involving young people in these systems not only strengthens community ties but also helps reduce anxiety by giving them a sense of agency and a meaningful role in keeping others safe.

What it might look like:

- Neighbourhood volunteer systems (especially youth helping elders or people with disability)
- Door-knocking teams before or during extreme weather events
- A simple buddy system that ensures everyone is contacted and supported
- Young people running a local communication and support network

Where did the idea come from: Biggenden PCYC Emergency Services Cadets.

What young people said:

- “Volunteer force to provide disaster notification to the elderly and disabled – going door to door because this is the best way to let people know.” - Biggenden PCYC Cadets

What might be needed: Volunteer training, contact materials, coordination support, partnerships with community organisations.

Resilience dimensions: Implementing this idea would strengthen the following resilience dimensions developed by FRRR & University of Sydney: inclusion, networks, communication, and information.



This Youth Insights Report was commissioned by Red Earth Community Foundation and FRRR as part of the Disaster Resilient: Future Ready program for the purpose of highlighting what matters most to local young people when it comes to disaster preparedness and resilience.

This Report is intended to support the development and delivery of initiatives co-designed with young people.



FRRR
Foundation for Rural
Regional Renewal



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If you would like more information about this Youth Insights Report or the Disaster Resilient: Future Ready program please contact either Red Earth Community Foundation or FRRR:
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**A YOUTH-LED
LEGACY FOR DISASTER PREPAREDNESS.**