

RESPONDING TO EXTREME WEATHER EVENTS

Table-top simulation: Lesson Plan

<p>Background</p>	<ul style="list-style-type: none"> • The World Health Organization has described climate change as the greatest threat to public health in the 21st Century. • Australians are already feeling the effects of a warming planet with more frequent and intense heatwaves, unprecedented droughts, fires and floods. • Illness, injury and death related to environmental disasters and extreme heat represent just a few of the impacts of climate change on people's health and well-being. • 55% of Australian healthcare professionals report that their workplaces have been affected by an extreme weather events. • The International Council of Nurses states that '<i>Nurses can make a powerful contribution to both mitigate climate change and to support people and communities to adapt to its impacts. Leadership from nurses to build climate resilient healthcare systems is critical.</i>' • Note: The six scenarios profiled in this simulation are informed by actual events.
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<p>Learning Outcomes</p>	<p>Completion of this table-top simulation will enable participants to:</p> <ul style="list-style-type: none"> • Explore how extreme weather events can affect healthcare infrastructure, resources and patient care. • Develop skills in assessment, prioritisation and decision-making while in challenging situations. • Adapt teamwork and communication skills to ensure a coordinated and efficient response during crises. • Educate colleagues, healthcare organisations and communities on preparing for extreme weather events. • Reflect on their experiences, identify key lessons learned, and apply these insights to real-world situations
<p>Instructions - refer to ppt provided</p>	<ul style="list-style-type: none"> • This simulation is designed to be conducted as a 'table-top' group-based activity. • Divide participants into six groups. Each group should be given a pack of cards that profiles a different extreme weather event. • Place cards upside down so that the images rather than text are visible. • <u>Instruct participants to turn and read the first two cards only. The remaining cards are to be left upside down</u> until you call 'start', at which time the groups are to read and discuss how they would respond to the situation described on the <u>next card only.</u> • At specific points in time (~5-10 minutes), call 'next card' and the groups should turn over the next card and discuss how they would respond to the unfolding situation described. • Instruct participants that when responding to the situations described in the scenarios, it is important that they think broadly and consider more than the immediate healthcare concerns presented. The focus should be on coordination of the emergency response, as well as prioritisation, and communication. • While participants may not feel they have the experience to manage the situations presented, they may in fact be the most experienced person in a disaster situation and others will turn to them for advice – this simulation is about being resourceful and creative.

	<ul style="list-style-type: none"> Note, while some prompts have been provided in this guide, they should only be used if the participants are struggling with ideas. The key purpose of the simulation is to provide a ‘free flowing’, enjoyable and active learning experience where participants brainstorm ideas within their groups while considering a range of possible (out of the box) solutions. After the simulation activity, facilitate a debrief and discussion with the whole group.
Debrief & Discussion	<p>Debrief questions to consider:</p> <ul style="list-style-type: none"> Overall, how did you feel about the simulation experience? Each group is to give a brief outline of their simulation scenario, two of the main challenges encountered and the strategies used to address them. How would you advise the key people in your scenario to prepare for similar extreme weather events? <hr/> <p>Consider the ‘5S’ focus areas to guide your thinking:</p> <ul style="list-style-type: none"> Staff = available personnel (healthcare staff, local authorities, emergency workers and community members) – Discuss staff or human resources called on during the simulation? Do you have any advice with regards to planning staffing and support for future extreme weather events? Stuff = supplies and equipment – What did you have? What did you need? Do you have any advice with regards to planning supplies and equipment for future extreme weather events? Space = facilities and infrastructure – How did you manage with what you had? What were the challenges? Do you have any advice with regards to planning facilities and infrastructure for future extreme weather events? Systems = policies and processes (when appropriate/available) – Did you use any policies, processes, guidelines etc in the simulation? Would they have been helpful? Do you have any advice for planning with regards to policies and processes for future extreme weather events?

- **Security = safety and support (yours and others)** – Were there any risks to yours or other people’s safety or security? How did you manage this? Do you have any advice for planning with regards to safety and security for future extreme weather events?

Conclude with:

- The impacts of climate change are increasingly evident across the world, resulting in more frequent and severe extreme weather events.
- Healthcare professionals are on the front lines of these crises, both professionally and personally.
- This simulation has provided an opportunity to explore nurses’ leadership, resilience, and adaptability in the face of unprecedented challenges, both in the immediate response, and in building community resilience.

Acknowledgement:

The Extreme Weather Event Simulation was developed by:

- Distinguished Professor Tracy Levett-Jones, University of Technology Sydney
- Dr Aletha Ward, Southern Cross University
- James Bonnamy, Monash University.

Tracy, Aletha and James are members of the Planetary Health Collaborative for Nursing & Midwives. For more information access this QR code:



SCAN ME

<p>Scenario 1:</p> <p>The flood</p>	<p>Part 1.</p> <p>The river in the small town where you live is swelling with a ferocity no one anticipated and the levee has been breached. Floodwaters are surging through the town, inundating homes and businesses. Residents have been told to urgently evacuate to the local primary school, situated on the only hill in the area.</p> <p>It is 3pm. Amidst the chaos, you realise that you and a retired paramedic are the only healthcare professionals among the more than 200 people who have evacuated to the school.</p> <p>What are your immediate priorities?</p> <p>Prompts:</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>What are the priority needs of the evacuees?</i> • <i>How can you quickly determine and prioritise the needs of the anyone who is injured or unwell?</i> <p>Part 2.</p> <p>It is 6pm. The evacuees are cold and hungry. You've identified that a number of people have sustained injuries during the evacuation. Some of the older people on anticoagulant medications are having significant blood loss. Many people have red and swollen eyes from the contaminated flood waters.</p> <p>Most of the evacuees did not have time to pack their prescription medications and you are told that there are people with type 1 diabetes who do not have glucometers, insulin, or food with them.</p> <p>There are also mothers with infants. While most are breastfeeding, there are some whose babies are formula-fed - they don't have equipment for sterilising baby bottles and many have run out of formula.</p> <p>How are you going to manage these pressing issues?</p> <p>Prompts:</p> <ul style="list-style-type: none"> • <i>How will you identify and meet the evacuee's immediate needs for secure shelter, food and water?</i> • <i>How can you secure necessary medications and supplies for treating injuries and managing chronic conditions?</i>
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- *How can you organise for emotional support to be provided to people who are struggling?*
- *Who can you ask to help you assess and care for those needing attention?*

Part 3.

It is 11am the next day. You've been asked to coordinate the evacuation of the 200 people to a larger town. There are four small boats for the evaluation.

How will you coordinate the evacuation and prioritise the order in which the people are evacuated?

Prompts:

- *What are the priority groups for evacuation?*
- *How will you communicate the plan to the evacuees?*
- *What information will you need to provide to the facilities who are preparing for the arrival of evacuees?*

Reflection

- What might be the immediate and longer term social/emotional/mental health impacts of this extreme weather event?
- You are aware that changing weather patterns will result in more frequent and severe extreme weather events such as floods. What advice would you give to community members and community organisations to help them better prepare for future floods and evacuations?

Prompts:

- *Consider the impact of this experience on patients, healthcare providers and community members level of stress, anxiety and trauma etc? What referrals and support services might be needed in this situation?*
- *What practical advice could you give to community members to help them prepare for future floods and evacuations – consider emergency kits, emergency plans, staying informed about weather conditions etc.*

<p>Scenario 2:</p> <p>The heatwave</p>	<p>Part 1.</p> <p>You live in a remote Australian town with a population of approximately 3000 people. The temperatures over the last week have been averaging 44°C, rarely dropping below 35°C, even at night. The unrelenting heat is impacting the community, exacerbating heat-related chronic diseases and significantly increasing healthcare demands.</p> <p>You work in the town’s 25-bed hospital and have just begun an afternoon shift. Due to the heatwave, the air-conditioning has failed and this is impacting the provision of care. Both the intranet and internet are down.</p> <p>What are your immediate priorities?</p> <p>Prompts:</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>How will you address the failure of air-conditioning?</i> • <i>How will you ensure the provision of safe and efficient care without the use of the intranet/internet?</i> • <i>What strategies will you use to manage the increased number of people presenting with heat-related illnesses?</i> • <i>How will you maintain continuity of care for all patients despite the heat?</i> <p>Part 2.</p> <p>It is 4pm: Due to the heatwave, a number of people have been brought to the emergency department with heatstroke and dehydration. One woman has presented as her home dialysis unit has failed, another because of injuries resulting from domestic violence.</p> <p>Tensions are high in the emergency department with escalating tempers and increasing episodes of aggression.</p> <p>A local Aboriginal Elder has had a cardiac arrest. Despite the soaring temperatures inside the hospital, the staff must perform the resuscitation wearing plastic gowns to maintain infection prevention measures.</p> <p>How are you going to manage these pressing issues?</p> <p>Prompts:</p>
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- *How will you prioritise and manage the diverse needs of people presenting to the hospital and as well as inpatients?*
- *What approaches will you take to de-escalate tensions in the emergency department and ensure a safe and secure environment for patients and staff in this high-stress situation?*
- *How will you prioritise the wellbeing of staff working during the heatwave?*

Part 3.

It is 7pm. One of the maintenance staff has reported the air conditioning in the hospital mortuary has broken down. There are two deceased patients; one is the Aboriginal Elder who did not survive heatstroke and cardiac arrest. His family is very distressed that he could be taken away from his Country.

The woman with acute kidney disease is deteriorating. She would normally be transferred to the closest tertiary hospital, but all flights have been cancelled.

How will you respond to these challenges?

Prompts:

- *How will you address the cultural needs and concerns of the Aboriginal Elder's family while dealing with the breakdown of the mortuary?*
- *What steps will you take to manage the care of the woman with acute kidney disease given the inability to transfer her by plane to a tertiary hospital?*

Reflection

- What might be the immediate and longer term social/emotional/mental health impacts of this extreme weather event?
- You are aware that changing weather patterns will result in more frequent and severe extreme weather events such as heatwaves. What advice would you give to community members and healthcare facilities to help them better prepare for future such events?

Prompts:

	<ul style="list-style-type: none"> • <i>Consider the impact of this experience on patients, healthcare providers and community members level of stress, anxiety and trauma etc? What referrals and support services might be needed in this situation?</i> • <i>What practical advice could you give to community members to help them prepare for future heatwaves – consider adequate supplies of water and cooling equipment, and creating heat action plans</i> • <i>What practical advice could you give to hospital executives to help them prepare for future heatwaves – consider infrastructure resilience, emergency protocols etc</i>
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Scenario 3:
The bushfire

Part 1.

You are visiting your family who live in a coastal town with a population of approximately 2000 people, except during peak holiday seasons when the population can more than triple. It is Boxing Day and bush fires have been burning to the north and south for days. The flames are up to 40-metres high and the fires are expected to worsen when the southerly winds hit in a few hours.

At 1pm you hear on the radio that the hospital is dangerously short staffed because many people are either protecting their properties or unable to get to work because the highway is blocked. You decide to go to the hospital and offer to help.

The air is becoming thick with smoke and it is getting dark. At 3pm the electricity fails and the hospital needs to rely on a generator. The only functioning monitor is in the resuscitation room in the emergency department and only a few of the lights in the hospital are working.

What are your immediate priorities?

Prompts:

Ask:

- *How will you address the power constraints and ensure critical equipment is functional?*
- *How will you manage staffing shortages? Consider a quick action plan to assign roles and responsibilities.*
- *What do you anticipate will be the priorities over coming hours? Consider secure shelter, food and water?*
- *How will you ensure the provision of safe and efficient care without sufficient power?*

Part 2.

It is 5pm. Although the hospital beds are fully occupied, people continue to come for help.

A mother has brought her two sons to the hospital with severe asthma exacerbated by all the smoke; their caravan park has been evacuated and she doesn't know where else to go.

Some of the fire and rescue team arrive with burns and smoke inhalation. A man has fallen off his roof while trying to defend his home from the fires and has severe lacerations and a compound fracture of his right tibia and fibula.

The hospital is running dangerously short of essential medications and supplies.

How are you going to manage these pressing issues?

Prompts:

- *How will you prioritise and manage the treatment of people presenting to the hospital and as well as inpatients? Consider implementing a triage system to assess and prioritise care.*
- *Medication and Supply Management: What strategies will you employ to address the shortage of essential medications and supplies? Discuss potential sources for emergency medical supplies and how to manage the current inventory effectively.*

Part 3.

It is 10pm. Electricity has been restored, but community members and holiday makers are still seeking sanctuary from the fires and smoke at the hospital. You estimate that over a hundred people have arrived.

As well as those who are injured, many are tired, distressed, and frightened, some are getting increasingly agitated and most haven't eaten since early in the day.

How will you respond to and prioritise these competing priorities?

Prompts:

- *How will you manage the influx of community members seeking refuge and meet their immediate needs for secure shelter, food and water?*
- *How will you manage the rising stress levels among patients and staff? Consider setting up designated areas for different needs (e.g., medical care, rest areas, and psychological support).*
- *What methods will you use to communicate effectively with community members, staff, and external agencies to ensure a coordinated response?*

Reflection

- What might be the immediate and longer term social/emotional/mental health impacts of this extreme weather event?
- You are aware that changing weather patterns will result in more frequent and severe extreme weather events such as bushfires. What advice would you give to community members and healthcare facilities to help them better prepare for such events?

Prompts:

- *Consider the impact of this experience on patients, healthcare providers and community members level of stress, anxiety and community-wide grief over loss of property and lives. etc? What referrals and support services might be needed in this situation?*
- *How might mental health support services, community rebuilding programs, and ongoing psychological counselling help mitigate these impacts?*
- *What practical advice could you give to community members to help them prepare for future bushfires – consider emergency plans, staying informed about weather conditions, collaboration with local authorities, education needs etc.*
- *What practical advice could you give to hospital executives to help them prepare for future heatwaves – consider public health campaigns, emergency drills, infrastructure resilience, emergency protocols etc*

<p>Scenario 4:</p> <p>The university becomes an evacuation centre</p>	<p>Part 1.</p> <p>The region where you live has experienced nine consecutive days of temperatures exceeding more than 40 °C. Bushfires began in the south and have destroyed nearly 4000 hectares of land and multiple homes. Hundreds of people have been evacuated.</p> <p>With fires less than 100 metres from a local residential aged care facility, and evacuation centres being either at capacity or unable to accommodate the needs of residents with cognitive and/or mobility issues, your university has been contacted for support. At 8.30pm you receive a phone call stating that your help is needed - the simulation centre is to be converted into an evacuation centre for 60 of the residents who will be arriving in less than an hour.</p> <p>What are your immediate priorities?</p> <p>Prompts:</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>How will you quickly set up the simulation centre to accommodate the needs of the 60 residents - Consider beds, bedding, special equipment, supplies etc.</i> • <i>Who can you ask to help you prepare?</i> • <i>What do you anticipate will be the priorities over coming hours?</i> <p>Part 2.</p> <p>It is 9.15pm. The first residents have arrived in the dark car park accompanied by a few of the staff from the residential aged care facility. They need to be escorted to their temporary accommodation. Many of the residents are frail with impaired mobility and some are confused, disoriented and distressed.</p> <p>How are you going to manage these challenges?</p> <p>Prompts:</p> <ul style="list-style-type: none"> • <i>What strategies will you implement to safely escort frail and disoriented residents to their temporary accommodation?</i>
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	<ul style="list-style-type: none"> • <i>How will you plan for and identify the resident's immediate needs? Discuss methods to calm and reassure the residents, such as familiar routines, compassionate communication, and ensuring a comfortable environment.</i> • <i>How will you coordinate with the university staff and the residential aged care facility staff to ensure a smooth transition and appropriate care for the arriving residents? Discuss roles, responsibilities, and communication strategies.</i> <p>Part 3.</p> <p>It is the next morning and you've been informed that the residents and staff may need to remain at the university for up to a week. While some have settled in well, others are tired and frightened in the unfamiliar environment. Some are getting increasingly agitated.</p> <p>How will you support the needs of these older people and their carers over the next week?</p> <p>Prompts:</p> <ul style="list-style-type: none"> • <i>How will you ensure the residents and staff receive adequate care and support throughout their stay? Consider implementing regular check-ins, medical assessments, and recreational activities to keep residents engaged and comfortable.</i> • <i>How will you coordinate the resident's meals and medication supplies?</i> • <i>How can you organise for emotional support to be provided to people who are struggling?</i> <p>Reflection</p> <ul style="list-style-type: none"> • What might be the immediate and longer term social/emotional/mental health impacts of this extreme weather event? <p>Prompts:</p> <ul style="list-style-type: none"> • <i>Consider the impact of this experience on residents and staff level of stress and anxiety? What referrals and support services might be needed in this situation?</i>
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	<ul style="list-style-type: none"> You are aware that changing weather patterns will result in more frequent and severe extreme weather events such as bushfires. What advice would you give to residential aged care facilities and universities to help them better prepare for such events? <p>Prompts:</p> <ul style="list-style-type: none"> <i>What practical advice could you give to community members to help them prepare for future bushfires – collaboration with local authorities, education needs etc.</i> <i>What practical advice could you give to hospital executives to help them prepare for future heatwaves – staying informed about weather conditions, emergency plans and protocols, emergency drills, infrastructure resilience, interagency collaboration etc</i>
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<p>Scenario 5:</p> <p>The cyclone</p>	<p>Part 1.</p> <p>A category five cyclone has struck a remote community in northern Queensland with unprecedented force. It is causing widespread damage, with many homes and public facilities destroyed. Essential services have been disrupted, and both power and communication lines are down. Many people are injured or in shock, complicating the response efforts. At 4pm you are asked to set up and coordinate the evacuation centre at the town's basketball stadium.</p> <p>What are your immediate priorities?</p> <p>Prompts:</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>How will you quickly set up the basketball stadium to accommodate the needs of the evacuees?</i> • <i>Who can you ask to help you prepare?</i> • <i>What do you anticipate will be the priority needs over coming hours?</i> <p>Part 2.</p> <p>It is now late into the night. More than a hundred people are at the evacuation centre. You've just been told that the Riverside Caravan Park has been so badly affected by the cyclone that its 60 residents also need to come to the evacuation centre. You are aware that the park's residents include a number of vulnerable groups – people with unstable housing, some who have recently been released from prison, people who are recovering from substance abuse issues, as well as women and children escaping domestic violence.</p> <p>Many of the people at the evacuation centre have lacerations and other injuries. Some are also showing signs of psychological trauma and emotional distress.</p> <p>How are you going to manage these challenges?</p> <p>Prompts:</p> <ul style="list-style-type: none"> • <i>How can you quickly determine and prioritise the needs of the anyone who is injured or unwell?</i> • <i>How can you access necessary medications and supplies for treating injuries and managing chronic conditions?</i> • <i>Who can you ask to help you assess and care for those needing attention?</i>
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- *How will you ensure the safety and security of the evacuees, particularly those who are vulnerable?*
- *How will you identify and meet the evacuee's immediate needs for secure shelter, food and water?*
- *What culturally safe strategies will you use to address the emotional and psychological needs of the community?*

Part 3.

It is 8am the next day. There are limited supplies of drinking water and food, and sanitation issues are emerging in the evacuation centre. Emergency services are trying to organise urgent housing, but it is expected that the evaluation centre will be needed for temporary accommodation for a week or more.

How will you coordinate the needs to the people at the basketball stadium over the next week?

Prompts:

- *What steps will you take to ensure fair and efficient distribution of limited resources such as food, water, and medical supplies? Consider creating a distribution plan that involves community input and oversight.*
- *What do you anticipate will be the evacuees main physical and psychosocial needs over the next week?*
- *How will you engage with community leaders and Aboriginal Elders to ensure a culturally safe and coordinated management approach? Discuss strategies for involving the community in decision-making and response efforts.*
- *How will you coordinate the restoration of essential services such as sanitation and ensure adequate supplies of food and drinking water*
- *Consider working with local authorities, external agencies and the community to plan and implement these efforts.*

Reflection

- What might be the immediate and longer term social/emotional/mental health impacts of this extreme weather event?
- *Consider the impact of this experience on evacuee's level of stress and anxiety? What referrals and support services might be needed in this situation? Consider the importance of mental health support, culturally safe counselling, and community healing practices.*

Prompt:

	<ul style="list-style-type: none">You are aware that changing weather patterns will result in more frequent and severe extreme weather events such as cyclones. What advice would you give to community members and community organisations to help them better prepare for such events? <p>Prompt:</p> <ul style="list-style-type: none"><i>Staying informed about weather conditions, having clear emergency and evacuation plans, enhancing community resilience through education and engagement with local traditions and knowledge, educational needs etc.</i>
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Scenario 6:
The storm

Part 1.

It is a hot summer evening in November and a severe thunderstorm is raging, with strong winds, lightning, and a sudden drop in temperature. You are working in a busy primary health care clinic located in one of the largest cities in Victoria. The clinic is busy with patients attending their usual appointments, and the atmosphere is tense as the weather outside becomes increasingly severe.

Suddenly, the phone lines become inundated with calls from distressed people experiencing respiratory distress. The waiting room begins to fill with people who are wheezing and struggling to breathe. News reports confirm that emergency departments around the city are being overwhelmed with people experiencing similar acute respiratory symptoms. This situation is unlike anything you or your colleagues have encountered before.

What are your immediate priorities?

Prompts:

Ask:

- *How will you quickly assess and prioritise patients presenting with severe respiratory issues? Consider setting up a triage system and efficiently allocating limited resources to the most critical cases.*
- *How will you manage the influx of patients and ensure effective communication with your team and external emergency services? Discuss strategies for coordinating care and obtaining additional support.*
- *Who can you ask to help you respond to this situation?*

Part 2.

As the evening progresses, the clinic becomes inundated with people experiencing respiratory distress. Many of these people have no history of asthma, but they are experiencing asthma-like symptoms. Resources are stretched to the limit, as you and your team scramble to provide immediate care and medications to those in need. Supplies of salbutamol, corticosteroids, adrenaline and ipratropium bromide are almost exhausted.

One of nurses tells you that when trying to coordinate transfers to hospital emergency departments, the call centre operator put her on hold for 6 minutes before the call was suddenly disconnected. Local news reports are advising people to stay inside and not to attend hospital unless they have a life-threatening emergency.

How are you going to respond to these challenges?

Prompts:

- *How can you access necessary medications and supplies for treating injuries and managing chronic conditions?*
- *What steps will you take to secure essential medications and equipment? How could you coordinate with external sources to obtain and distribute these supplies efficiently?*
- *How will you adapt the clinic's operations to handle the overwhelming demand? Consider converting non-treatment areas into makeshift treatment zones, when the clinic reaches physical capacity managing and monitor patients who are waiting in cars to be seen, escalating to the triage nurse if the person deteriorates.*
- *In what ways could the administrative staff be most helpful in this situation?*

Part 3.

It is now 9pm and the storm has passed. You have managed to secure some additional medication supplies, but they are limited. You've been asked to coordinate transfer of the sickest patients to emergency departments but ambulance services are still overstretched.

How will you coordinate and prioritise the order in which the people are transferred to emergency departments?

Prompts:

- *Who are the priorities for transfer?*
- *With local hospitals and ambulance services overwhelmed, how will you organise for patients to be transferred?*
- *What external organisations could be helpful in this situation?*
- *How will you communicate the plan to the people at the clinical?*
- *What information will you need to provide to the facilities who are preparing for the arrival of patients from the clinics?*

	<p>Reflection</p> <ul style="list-style-type: none"> • What might be the immediate and longer term social/emotional/mental health impacts of this extreme weather event? <p>Prompts:</p> <ul style="list-style-type: none"> • <i>Consider the impact of this experience on people who have been impacted by thunderstorm asthma and their level of fear, stress and anxiety? What referrals and support services might be needed in this situation? Consider the importance of mental health support and community education.</i> • <i>For people with asthma or allergic rhinitis, discuss the importance of having an action plan, maintaining an adequate supply of medications, staying informed about weather conditions and staying indoors during thunderstorms, keeping doors and windows closed well-before the thunderstorm arrives and after, having a N95 mask for if/when the person needs to leave the house.</i> • <i>Mental health first aid could be integrated into disaster preparedness planning and the primary health care clinic should have a plan to cope with increased mental ill-health.</i> <p>Prompts:</p> <ul style="list-style-type: none"> • You are aware that changing weather patterns will result in more frequent and severe extreme weather events such as thunderstorm asthma. What advice would you give to community members and primary health care clinics to help them better prepare for such events? • <i>Healthcare professionals need a better understanding of increased aeroallergens and the risk indicators during severe storms</i> • <i>Clinics should practice and prepare for disaster/mass-casualty events.</i>
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Resources

- Climate and Health Alliance (2021). *Real, Urgent and Now: Insights from health professionals on climate and health in Australia*: <https://assets.nationbuilder.com/caha/pages/2779/attachments/original/1655874595/caha-run-surevy-report-FA-Nov-2021.pdf?1655874595>
- World Health Organization – Heat and health – [Heat and health \(who.int\)](https://www.who.int)
- This is why extreme heat is life-threatening for children – UNICEF – [This is why extreme heat is life-threatening for children – UNICEF \(youtube.com\)](https://www.youtube.com)
- How extreme heat affects the human body – <https://www.abc.net.au/news/health/2023-12-11/how-extreme-heat-can-threaten-our-bodies-and-kill/103112410>
- [Evacuation checklist](#)
- Thunderstorm asthma epidemic – management challenges experienced by general practice clinics. <https://doi.org/10.1080/02770903.2019.1708097>: Thunderstorm asthma: Three people critical, 8500 treated in
- Melbourne hospitals, four people dead: <https://www.theage.com.au/national/victoria/thunderstorm-asthma-three-people-critical-8500-treated-in-melbourne-hospitals-20161124-gswkdb.html>
- Climate change and primary health care: <https://www.racgp.org.au/getattachment/c000c596-96c8-410d-bdb6-a9ed1bbb9087/200712Blashki.pdf>
- Thunderstorm Asthma Information Paper for Health Professionals (National Asthma Council): https://d8z57tiamduo7.cloudfront.net/resources/NAC-TA-Paper-2022_web.pdf