

Table 1: Evidence base for changes to the AOL model: workshop excerpts.

Change to AOL Model	Supporting Workshop Discussions
Preparedness Cycle	
<p><i>(Dis)Empowerment</i> added to 'Preparedness Cycle' tier.</p> <p>Sub-factors 'Ability to Act', 'Self-Confidence', 'Self-doubt' and 'Agency' added as key factors influencing <i>(Dis)Empowerment</i></p>	<p>(Group 1) <i>We have motivated; we have given them intention. Did we put networking in there? Networking in empowerment? 'Cause they may have identified something that they need to do, so then they go further afield and find somebody to assist them with that.</i></p> <p>(Group 2) <i>So you've pretty much gone all the way round [the model]. Essentially, it's [about] getting round to empowerment ... because they're starting now to look at incorporating things that go beyond the responsibility of the Rural Fire Service and community ed. They're putting together survival booklets and kits and things like that.</i></p>
<p>Replaced 'Salience' with 'Immediacy of threat' as sub-factor to <i>Motivation</i></p>	<p>(Group 2) <i>There is nothing that makes people more aware of what's going on and improves their desire to participate than when they think: 'Wow, the place is going to go up in smoke'. I mean, when there's actually a fire that people can look at and connect with, that's when they want to participate, either by becoming a member of the brigade or looking after their own property and asking how to do it.</i></p>
<p>Added 'Previous experience' and 'Incentives' as sub-factors to <i>Motivation</i></p>	<p>(Group 3) <i>There's a huge percentage of people from overseas whose background is nothing to do with bushfires, you know, and just refuse to accept they have anything to do.</i></p> <p>(Group 5) <i>Say "clear your property", they're not going to do it because they go "Oh well, look there's no bushfire, there's not a bushfire risk". If we sell it as if you clear your property the value will go up, it will be nicer to hang out, the kids can play safer in the yard, they'll go "Oh, I'll do that 'cause I can actually see the immediate benefit for me right now."</i></p>
<p>Added 'Apathy', 'Priorities' and 'Values' as sub-factors to <i>Action</i></p>	<p>(Group 3) <i>Well, the only real knock backs that we've had is people that are just so apathetic they just don't want to spend the time so they just come up with, "Oh, yeah, I'm right. I don't need to do anything," and you get a stonewall, you can't go any further.</i></p>
<p>Resituated 'Ability to Act' from subfactor of 'Intention' to sub-factor of '(Dis)Empowerment'</p>	<p>(Group 1) <i>We sort of knew people that lived in this area, retirement area, and they wanted us to do community education [for them], because they know we do it in other areas, but the town brigade heard about it and then said we weren't allowed to do it because it's their area.</i></p>
<p>Added <i>Progressive risk communication: reflexive self-assessment by risk communicators of personal approach and appropriate mannerism</i></p>	<p>(Group 7) <i>We're going to contact the owners and ask if they'd like an assessment team to come out and visit the property. They can say yes or no and then we're going to try and engage them in getting their thoughts and trying to push them with our thoughts - without saying "You must cut that down" and "You must get rid of that" - to try and be more, I guess, respectful of their wish to live whichever way they want to live, but also to give them information.</i></p> <p>(Group 6) <i>You can tell people as much as you want, in as many ways as you want, but unless it means something to them or they have a relationship with the person they're communicating with, they won't do it.</i></p>

Learning Cycle	
No revisions made	---
Education Mechanisms	
'Door knocks' and 'Property inspections' added to <i>Raising Awareness</i>	(Group 3) <i>The practical side, too, is you go and do an inspection of their property with them and point out the things rather than just talk to them about brochures.</i>
'Welcome Packages' and 'Follow-up' added to <i>Providing Information</i>	(Group 7) <i>The trouble is trying to say, "This year is like last year but there's no imminent threat this year, yet you need to do the same things". And that's the hard yard to beat: to get that repetitiveness building.</i>
'Role-Play' added to <i>Building Skills</i>	(Group 3) <i>Any sort of 'interactive' endeavour you make is always a positive outcome. If you get somebody to play with a pump rather than just look at it, you're going to get more of a reaction from them in understanding what it's all about.</i>