

Customizing Disaster Education Material to the Local Risks

NAGAMATSU, Tosei^{1*} ; OKI, Satoko¹

¹Keio University, Faculty of Environment and Information Studies

After the Great East Japan Earthquake, the importance of education on disaster prevention at schools is widely recognized, but most of the schools remain the ineffective earthquake drills without improving or reorganizing their disaster prevention classes. We therefore conducted questionnaire survey to schoolteachers on what causes difficulties in disaster education, and made an education material based on the survey result. We then investigated another survey to see if students show any change before and after the class for confirming the material.

Teachers are asked to evaluate the difficulties of disaster classes in the following 13 items on a five-point scale from "strongly yes" to "no, not at all". The items are; 1) don't know how to teach, 2) don't have worksheets, 3) don't have enough time, 4) don't have enough budget, 5) don't know the risks of the location, 6) don't have the reality to get damaged, 7) have trouble in preparation, 8) don't feel the necessity, 9) don't get colleagues' understanding, 10) don't get parents' understanding, 11) don't get community's understanding, 12) have problem in students' awareness, 13) current drill is enough effective, 14) others. Above the 13 items, 1), 3), 4), 5), 6), 7) and 12) shows high rates while 8) and 13) rarely counts. This implies that schoolteachers do understand the importance of disaster education but they feel difficulties in the above 7 items to carry out the class.

The education material we made based on the survey covers the local risk and designed for students to positively join in the class, yet can be carried out in 50 minutes. We referred to the earthquake scenario released by the local government and asked students to have group discussion on how to distribute aid supplies if there are more evacuees at the site.

In the class, students had active discussion and each group gave a unique suggestion on the topic. The interview after the class shows how they are motivated by their own such as "We need to imagine various situation and be prepared in many ways. I would keep what we learned in my mind and make this class of use" or "I had ever thought of what to do at the moment of an earthquake but never for the afterwards. It was a good opportunity to think of the role of myself at the evacuation site". Students seem to had reality that a disaster may occur at their place and also they can be of important help at the evacuation site.

We investigated another questionnaire survey to students two months later if they discussed disaster situation with their families or friends. In the presentation, we refer to the follow-up investigation and propose an effective disaster class that can be easily carried out by schoolteachers.

Keywords: earthquake, disaster prevention, middle school, education, disaster