[JJ] Evening Poster | G (General (Education and Outreach)) | General (Education and Outreach)

[G-03]Disaster prevention education

convener:Hitoshi Nakai(Kobuchisawa Research Institute for Nature and Education), Jiro Komori(Teikyo Heisei University), Shintaro Hayashi(秋田大学大学院教育学研究科)

Sun. May 20, 2018 5:15 PM - 6:30 PM Poster Hall (International Exhibition Hall7, Makuhari Messe) Each time a serious disaster occurs, there are calls for better disaster prevention education in and around the stricken area, and such education is actually implemented. However, it is not extended to other parts of the nation. Although disaster prevention education really is needed across Japan, it tends to be implemented only in the directly affected locality of a catastrophic disaster. Moreover, even in affected areas, when 10 to 20 years have elapsed from a major event, with a decline in the number of survivors, there is less motivation to pass experiences and learning on to the next generation, despite the potential for such disasters to recur, tens or hundreds of years into the future. It is not easy to maintain conversations about disaster experiences through several generations. Consequently, effective disaster prevention education is provided only in the region stricken by a particular event, and it is practiced only for up to 20 years following the last disaster. As a result, provision of disaster prevention education has become less effective in many areas of Japan. This session focuses on the following two questions: (1) What kind of disaster prevention education can be practiced continuously nationwide? (2) How can such disaster prevention education be implemented in schools and educational sessions? We encourage anyone who wishes to help develop new disaster prevention education based on awareness of these issues to make a presentation in this session. Participation is not restricted to geoscientists; any person or group engaged in any domain of disaster prevention is welcome to submit a paper.

[G03-P04]Volcanic Hazard Education Using Hazard Map: an example of the Asaka Reimei Highschool in Koriyama, Fukushima

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A hazard map can be utilized as a means of mitigating natural disasters. They are useful for assessing future volcanic disasters which are difficult to evaluate or forecast. From the viewpoint of disaster prevention education, the role of the hazard map has come attract attention. In recent years, disaster prevention education at junior and senior schools has been provided from different angles. Hazard maps are used in these schools, especially in the geography and earth science lessons.

In this study, authors did a questionnaire about the what the students learned about the volcanos and volcanic hazard map in the earth science lesson. The questionnaire was done in December 2017, in the Asaka Reimei Senior High School in Koriyama City, Fukushima, Japan. According to the results of the questionnaire survey, most of the students are from Koriyama city. The nearest volcano to their hometowns is the Adatara volcano. In the hazard map of the Adatara volcano, areas of potential hazard that may result from the future eruptions are limited in the Motomiya city, Otama village, and small part of Koriyama city. However, many students thought their houses may damage from volcanic eruption. In utilizing the hazard map in the school lessons, it is important to connect it with the contents of student's study. The hazard map can give a real feeling about a disaster, so it is important to use the local hazard maps where students live as teaching materials.