Case report of education about earthquakes and faults in elementary schools

*Noa Mitsui[1], Kumi Yoshitake[2], Kazuyuki Nakagawa[3]

1. Tono Research Institute of Earthquake Science, 2. University of human environments, 3. Jiji Press

In general, disaster prevention education conducted in and around the stricken areas focuses on passing down disaster experiences. This education has a difficulty in maintaining their activities because the number of survivors has decreased due to the change of generations.

On the other hand, geoscientific phenomena itself that causes disasters are universal. Therefore, the education, consisting of geoscientific phenomena as main contents and the resulting disasters as additional contents, enables continuous disaster prevention education combining "cause = geoscientific phenomena" and "result = natural disasters". Such education is intended even in the current science education, and it is realistic to determine guidelines for effective teaching methods based on practical examples.

In this study, we focus on earthquakes and the disaster. The importance of disaster prevention education is discussed based on an example of education about earthquake and faults in elementary schools and its effect on the students in time of disaster occurrence (Nakagawa, 2017, JpGU). We also point out that a new result expected from disaster prevention education is that "acquisition of knowledge of geoscientific phenomena in advance mitigates psychological damages caused by disasters".

Keywords: elementary school, education, prevention and mitigation of psychological damages, Kumamoto earthquake

