

Usefulness of the Narrative Approach and Relation to Disaster Prevention Education in Transferring Scientific Knowledge

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Deepening awareness of the earth, which is the essence of earthquakes, may have an impact on understanding and interest in the earth and earthquake phenomena, and in turn, on disaster preparedness. We held science classes on the internal structure of the earth at an elementary school in Kawagoe City, Saitama Prefecture, where disaster prevention education is continuously practiced. The purpose of this study is to analyze how the practice affected the participants and their parents from the viewpoint of a narrative approach. The class was designed with two main points in mind: (1) the transmission of scientific knowledge in narrative mode rather than logic demonstration mode, and (2) the connection with the disaster prevention field. The analysis and discussion used descriptions of questionnaires given to participating children and their parents. It was found that, by transmitting scientific knowledge in the narrative mode, some phrases which refer to scientific matters outside the Courses of Study, such as "olivine", were able to be conveyed to a world where the participants themselves could understand as words such as "jewel", and to promote understanding. In addition, it was indicated that there were children who had an interest in science and geology as well as in the field of disaster prevention. In this study, we found the possibility of using the narrative approach to show that in the field of science education, there are aspects in which the reality is composed of scientific phenomena. In this presentation, we will consider how to transfer better scientific knowledge, and take a new perspective on disaster prevention education.

Keywords: Disaster Prevention, Education, Science Communication, Narrative Approach