Special classes related to volcanic disaster prevention of Mt. Hakusan ~ Work at Shiramine primary school

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After the eruption of Mt. Ontake in 2014, the interest to the volcanic disaster prevention has been increasing. In order to promote the volcanic disaster prevention from a long-term perspective, it is insufficient to stress only the dangers of volcanic eruption and its countermeasures. At the same time, it is necessary to foster human resources who have scientific understanding and interest in volcanoes.
In the Hakusan Tetorigawa Geopark, we carried out four lessons on the volcanic science and the disaster prevention and one field learning with the cooperation of Shiramine elementary school (33 children in all schools) from May to August 2016. In the classes, through lectures and experiments, they learned the composition of Mt. Hakusan, the characteristics of volcanic activity, the system of the eruption, the reaching range of cinder, pyroclastic flow, volcanic mud flow of the snow melting type at the Hakusan volcano disaster prevention plan and the disaster prevention behavior. On the field learning, they observed the rocks of river beach and the traces of lava flow along the ridge, and we looked back at the structure of Mt. Hakusan and the past volcanic activity that they learned in the classes. In addition, by observing the site of sabo construction and meteorological observation facilities through cooperation of the Ministry of Land, Infrastructure, Transport and Tourism and the Japan Meteorological Agency, we deepened the understanding of the local response to volcanic disasters and the mechanism by which disaster prevention information is issued.
In learning natural disasters, not only emphasizing disaster but also understanding the scientific process of phenomenon and learning about that blessing together are helpful to promote correct understanding and it is also a feature of geopark.
In addition, as a result of questionnaire on the volcano learning to parents at elementary school presentation, it turned out that about 60% of families were talking about learning contents. It was also confirmed that classes at elementary school lead to spreading effects not only for children but also for parents.
In this presentation we report the above efforts.

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