IG04-A013: Proposal of new disaster education method using stamp rally method

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Abstract:
Looking to future disasters, we must deepen learning to prepare each person to think about how to respond to the disasters that are likely to happen in their region or across the whole country. Thus, it is important for people to know the mechanisms of the Great East Japan Earthquake as an example of an event that may affect any part of the country in future. Additionally, depending on the geographical conditions of schools, people should be aware of the risks of sediment-related disasters due to earthquakes and heavy rain, of tsunamis by earthquake, of flooding due to heavy rain, or of liquefaction of ground due to earthquakes. The stamp rally game was invented for this study and so was unfamiliar to the children. Furthermore, before implementing the stamp rally, the practitioner told the children that all stamps are correct and so they should select stamps according to their own thoughts. Each stamp had been given one of three colors in accordance with the category of thinking: red for self-assisting thoughts, blue for assistance, and green for mutual-assistance thoughts. Group activities were assigned in accordance with the number of attendees for each lesson. Sharing the results of group work and discussing each other’s way of thinking makes it possible for each person to imagine disaster situations more concretely. Children can experience more realism by speaking and listening to what another child imagines, and think about concrete preparation (arranging and fixing furniture, necessary goods, family communication, etc.) to clarify what kind of actions should be taken in situations that change moment by moment after a disaster has occurred, as well as for children to have a clear image of actions to take at each moment and have those images stay with them.

Educational actives for disaster prevention using practical applications

Conclusions:
Concerning the children’s interest level in group activities (Fig6), it was inferred that children participated in group activity games with interest and enjoyed them. There were two types of group activity games: the FD game and the stamp rally. School A, which used the Finding Dangerous spots game, showed that the children were less interested in trying the activity again compared to the other schools that did stamp rallies. This means that the stamp rally was rated higher among the children. This could be attributed to the fact that rather than being a group activity that is conducted by sitting still in one location, the stamp rally involved movement (e.g., stamping and going as a group to different tables that have questions and stamps), which could have made children think the stamp activity was fun. Furthermore, this activity resulted in a product in which colorful stamps with great designs were lined up on the cardboard, which is also believed to have led to the high evaluation from the children. Conducted a month after the classes, it was revealed that 93% of the attending children actually discussed the issue with their families, or took on coping behaviors with great designs were lined up on the cardboard, which is also believed to have led to the high evaluation from the children. Conducted a month after the classes, it was revealed that 93% of the attending children actually discussed the issue with their families, or took on coping behaviors. The disaster-prevention education program affected even the children’s behavior in their homes. According to this research, students showed high interest in disaster-prevention education using concrete learning tools. In addition to text-based education, school education should incorporate group work using such tools. Schools should devise ideas for children to focus on learning by themselves and to positively improve awareness. This initiative can foster a sense of disaster prevention for children unfamiliar with the earthquake disasters that will increase in the future. The mean values for the estimation of disaster occurrence risk in residential areas revealed that the children rated it higher among the children that were being taught. This could also be attributed to the fact that rather than being a group activity that is conducted by sitting still in one location, the stamp rally involved movement (e.g., stamping and going as a group to different tables that have questions and stamps), which could have made children think the stamp activity was fun. Furthermore, this activity resulted in a product in which colorful stamps with great designs were lined up on the cardboard, which is also believed to have led to the high evaluation from the children. Conducted a month after the classes, it was revealed that 93% of the attending children actually discussed the issue with their families, or took on coping behaviors. The disaster-prevention education program affected even the children’s behavior in their homes. According to this research, students showed high interest in disaster-prevention education using concrete learning tools. In addition to text-based education, school education should incorporate group work using such tools. Schools should devise ideas for children to focus on learning by themselves and to positively improve awareness. This initiative can foster a sense of disaster prevention for children unfamiliar with the earthquake disasters that will increase in the future. The disaster-prevention education program affected even the children’s behavior in their homes. According to this research, students showed high interest in disaster-prevention education using concrete learning tools. In addition to text-based education, school education should incorporate group work using such tools. Schools should devise ideas for children to focus on learning by themselves and to positively improve awareness. This initiative can foster a sense of disaster prevention for children unfamiliar with the earthquake disasters that will increase in the future. The disaster-prevention education program affected even the children’s behavior in their homes. According to this research, students showed high interest in disaster-prevention education using concrete learning tools. In addition to text-based education, school education should incorporate group work using such tools. Schools should devise ideas for children to focus on learning by themselves and to positively improve awareness. This initiative can foster a sense of disaster prevention for children unfamiliar with the earthquake disasters that will increase in the future.

References: