

Disaster prevention education for life long learning - A trial study through the flood disaster hazard map

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Introduction

These days in Japan, people are being interested in the disaster because many disasters have occurred in a few years. Even though Ministry of Land, Infrastructure and Transport and Local government make hazard maps for various types of disasters and open to the public, people have few chances to learn how to read and use the hazard maps.

The aim of this study is to build up the disaster learning curriculum through hazard maps. The study area is The Tenpaku River basin in Aichi Prefecture. There was a big flood disaster in September 2000. From the experience of this disaster, many citizen groups are tackling the disaster prevention activities across the Tenpaku River basin. We organized a committee with the residents and the administration sector, and have carried out activities to enhance disaster prevention in Tenpaku river basin.

The contents of learning the disaster prevention

Civic groups have various contents of disaster learning. The most of them are experience oriented. In this study, we focused on one civic group activities. The group is named Creating community strong against disaster at Tenpaku Basin. The civic group have two major disaster learning activities for children. One is Tenpaku river walking and another is 1.17 rally for Kobe earth quake.

Through Tenpaku river walking, people learn the natural and social system why the Tokai flood disaster occurred and they think about how to reduce flood disaster. Through 1.17 rallies for Kobe earth quake, people learn the situation of disaster affected area and how to reduce the damage of disaster.

These activities are experience oriented. They are effective to stir up the people mind of disaster prevention. But it is difficult to build up the contents properly. For example, Tenpaku River walking, they need experts for the geomorphology and geography to read the area when they build up the contents. They have to make collaboration with the university staff and local government to build up the contents much better.

The necessity of learning hazard map reading

We made workshop for disaster learning with maps.

1. Recognizing the risk to the flood by comparison of new and old topographic maps.

We explained about the relationship between land use and micro-topography such as natural levee and back marsh. The participants painted old and new maps and they find different types of land use and distribution pattern of the houses, and they recognize the risk to flooding for each type of the locations.

2. DIG

DIG (Disaster Imagination Game) was carried out by groups of 6 to 8 persons. They tried on two scenarios. They understand that they need to use the hazard map even at the normal time because for practice of the disaster situation.

Conclusion

There are the two aspects of disaster learning contents. One is the experience oriented activities like Tenpaku river walking and another is the learning through maps like DIG with hazard maps. Geographers have to make the contents of disaster learning through the maps. Geographic education contents to the life long learning should be developed. It makes local community stronger to the disaster.