

Field Survey for the Memorial Matters from the 1923 Great Kanto Earthquake in Eastern Kanagawa Prefecture, Japan

*Masayuki Takemura¹

1. Disaster Mitigation Research Center, Nagoya University

Many memorial towers and monuments have been constructed for the heavy toll of life and for the restoration of villages or cities in Southern Kanto district. Death claimed a toll of about 105000 totally from the 1923 Great Kanto earthquake. These towers and monuments must be forever witnesses to the tragedy of the earthquake damage and spokesmen for the victim's dying wish "don't repeat such damages". However, most of them have been already forgotten by the citizens. We thought it's sacrilege and must use them for the public education of earthquake disaster prevention. This presentation is a report on the field survey for the memorial matters from the Great Kanto earthquake in Eastern Kanagawa Prefecture. The number of the matters examined is 338. The survey in Central and Western Kanagawa Prefecture had been summarized in the last year and the year before last, respectively.

Keywords: Great Kanto Earthquake, Kanagawa Prefecture, memorial matter

Consciousness Survey toward Disaster Mitigation and Evaluation of Disaster Mitigation Action Card Game for International Students

*Ryosuke Kaneko¹, Akifumi Hisamatsu¹, Shunsuke Watanabe², Yuko Murakami³, Miwa Kuri⁴

1.Graduate School of Engineering, Tohoku University, 2.Graduate School of Science, Tohoku University, 3.Graduate School of Arts and Letters, Tohoku University, 4.International Research Institute of Disaster Science, Tohoku University

Disaster Mitigation Action Card Game (DMAC)^[1] was developed as an teaching material for junior school and junior high school students to promote quick thinking in disaster situation. Watanabe et al.^[2] showed that the DMAC enables junior school students to learn disaster mitigation over times. Meanwhile, education for disaster mitigation is also important not only for Japanese students but also for international students. Tohoku University published a report for Great East Japan Earthquake and Tsunami in 2011^[3], which mentions that it was difficult for international students to access disaster information and to utilize evacuation centers as well as to get local information as Japanese students. In this research, we evaluated consciousness for disasters occurred in Japan and an effect of education for disaster mitigation using the DMAC by questionnaire surveys for foreigner students in Tohoku University.

Surveys with questionnaire sheet were carried out as a part of safety lecture for new nine international students in Graduate School of Arts and Letters in Tohoku University. Questionnaire survey was conducted before and after the DMAC. On the former questionnaire, we surveyed consciousness for disasters occurred in Japan. On the latter questionnaire, we set questions to evaluate the DMAC and their motivation for learning disaster mitigation. We also asked them to give feedback for the DMAC on the latter questionnaire. We will also discuss results of questionnaire surveys at communication events for international students and Japanese high school students in the future.

As a result of the former questionnaire survey, almost 50% of international students were anxious about disasters occurred in Japan and almost 60% of them did not recognize flood and tornado as disasters. As a result of the latter survey, over 80% of them agreed that it was easy to understand its rule and questions of the DMAC, and all of them agreed they enjoyed playing the DMAC. Many students commented that they learned various things regarding disaster mitigation from the DMAC. Moreover, over 90% of them had motivation for learning disaster mitigation. Some students also commented their motivation for playing the DMAC again in the future to consider as many disaster situations as possible, and to discuss actions for disaster mitigation with other students, and so on.

Keywords: International Students, Disaster Mitigation Action Card Game, teaching material for disaster mitigation

Measuring the effects of disaster risk awareness education

*Mari Yasuda¹

1. TOHOKU UNIVERSITY INTERNATIONAL RESEARCH INSTITUTE OF DISASTER SCIENCE

Beginning in the 2013 fiscal year, this study utilizes "Science Delivery" based education, beginning within disaster risk awareness activities in Miyagi Prefecture's disaster struck areas in 2014. The "Science Delivery" approach, adopts an easy to understand explanation of natural hazards and disaster science to children ages 10 and 11.

The basis of this study is to observe and cultivate three primary themes: situational cognitive ability, judgment, and crisis avoidance behavior. This study examines the changes in risk perception between the period prior to the lecture and activities, and one month after, utilizing questionnaires to measure these changes.

This year, we were able to shorten the section, where we explain natural hazard mechanisms and the current situation of disaster, by 10 minutes. As a result, the time was used towards group work activities. In the second half, a game that allowed participants to view images during a disaster while utilizing a stamp game, allowed participants to consider and locate dangerous areas at home and what kind of actions to take in the next disaster. The through the use of colors, the design of the stamp was devised to identify actions that promote self-resiliency, mutual assistance, and public assistance. These categories allowed participants to understand that there are a variety of approaches, deepen the understanding of actions that could help each other, and to envision and stimulate a disaster event that led to such actions. These actions become real experiences, knowledge, and contribute to improved judgment, leading to a deeper understanding of actions towards disaster risk reduction.

This time, in addition to the pre and post questionnaire, an additional survey was conducted one month after the activity. The results of the Science Delivery based approach witnessed an increase of households prepared for disasters from 61 percent from before the activity to 78 percent after, but regressed to 72.1 percent one month after.

Additionally, children who strongly considered the safety of the family changed from 43.3 percent prior to the questionnaire to 62.4 after the questionnaire, and regressed to 47.9 percent a month later. One school experienced an increase in disaster awareness as it experienced local flooding one month after the questionnaire. Inferred from this result, gains in scientific knowledge were recorded and disaster risk reduction awareness is increased. It is expected that continued future lessons of this nature will continue to foster children's situational cognitive ability, judgment, and crisis avoidance behavior at home. From now on, we want to elevate disaster risk reduction awareness when approaching natural hazard and disaster risk reduction education.

Keywords: natural hazard, improved judgment, risk reduction awareness

Current legislative education within disaster management education

Natsumi Okada¹, *Eiichi Yamasaki¹

1. Kansai University

In Japan, where disasters frequently occur, survival from the disaster is considered a minimal condition of success. There is the much more important standpoint of how to live following the disaster. The legislative system related to disasters shall be discussed in order to further develop this point.

What kind of study exists on disaster management in the school setting. Is there study on systems of disaster legislation, and moreover, is there study that permits consideration on the disaster recovery stage? Having experienced the Great East Japan Earthquake, have many more opportunities for this type of study been presented?

In this paper we examine this topic with elementary school textbooks. Education of legislative knowledge is done especially in the subject of public affairs. The study of public affairs in elementary school can be found in the second half of 6th grade social studies content. There are five publishing companies of elementary school social studies textbooks, but here we present the revised 2013 version of the Tokyo Shoseki, one with an especially high rate of adoption by school districts.

Chapter 2 of the second half of the 6th grade text is a segment for learning about the government, entitled "Our Lives and Government." In there, firstly the issue of "When disaster occurs, who and how helps people, and who repairs collapsed buildings and roads and how do they do it." is raised. The first section has a piece entitled, "the Governments Making the Earthquake Disaster Recovery Real." It has pages for learning how the government functioned in response to the Great East Japan Earthquake, as well as what kinds of relief efforts were being carried out. There were actually 12 pages in total, an amount that accounts for 10% of the entire textbook. The first problem presented is eye-catching. "What hopes did the disaster victims have? What should be done to make those real?" There is also the study problem of "In what way were the hopes of those who experienced the disaster realized through government action?" This is clearly a content with awareness on the recovery and reconstruction process following a disaster. The text describes that when the Great East Japan Earthquake occurred, the "Disaster Relief Act" was applied as part of emergency management procedures. It further describes how disaster relief dispatch requests were filed for the Japan Self Defense Forces, and how other efforts such as supply assistance were put forward. With regards to the "Disaster Relief Act", it is literally explained as "legislation for the country to maintain public order and the safety of disaster victims, and for conducting needed temporary assistance." In addition, there are also descriptions on the "establishment of the Basic Act on Reconstruction in Response to the Great East Japan Earthquake", and on how budget adjustments were repeatedly made to provide support to the disaster victims. Necessary laws for conducting relief efforts in disaster areas are introduced.

While extremely simple, the aforementioned is an examination of learning content in elementary school pertaining to disaster management laws and systems. Within this content, the Great East Japan Earthquake was addressed, a disaster having a large social impact, with descriptions on specifically how the government functioned and what legislative systems there were for providing aid to victims. In other words, education on disaster management laws and systems is already being carried out in Japan, albeit superficially, at the elementary school level. It was discovered that this content is even covering to what extent the government is actual functioning. In the future, further discussion is needed on what types of development would be best based on the current study

of disaster management laws and systems.

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Keywords: disaster management education, legislative education

Actual disaster prevention educational activities of the "earthquake disaster learning train" by "Sanriku Railway"

*shigeru kuramata^{1,2}, mamoru nihashi³

1.Science Textbook section,Sanseido co. Ltd., 2.Japanese Association of Science & Technology Journalists, 3.Sanriku Railway co. Ltd.

In the last year of the session announcement, we went the report of disaster prevention learning activities related to the Great East Japan Earthquake by operation of the "earthquake disaster learning train" by "Sanriku Railway". "Sanriku Railway" is a company that has suffered its own disaster. This time, we introduce some of the examples of organizations that take the "earthquake learning train" so far. Then, the introduction of the actual disaster management activities of the "earthquake disaster learning train".

"Earthquake disaster learning train" is, wants to understand the disaster area, the following people,

1- elementary school, junior high and high students and college students, 2- local residents, 3- citizens and companies who want to understand the disaster area, while riding on the train, listening to the description in the actual disaster site, and is a train to drive in order to see the disaster site. By operating this, the disaster prevention learning activities related to the Great East Japan Earthquake, has been carried out from 2012. As this time of the report example, examples of the local university initiatives, examples of initiatives from other local schools and the like. At the same time, I want to do a report of the current state of the Sanriku region that is a actual disaster area.

Keywords: the earthquake disaster learning train , the Great East Japan Earthquake, Sanriku railway

The result and subject of the disaster prevention and reduction activity in a coastal village by the university students

*Haruhiro Doi¹, Takushi Koyama¹

1.Faculty of Education, Oita University

The departments of geography and housing study in the Faculty of Education, Oita University, have jointly cooperated the disaster prevention and reduction activity by university students at Tsurumi-Fukiura District (following, Fukiura District), Saiki City, Oita Prefecture after 2013. The purpose of the activity is to improvement the disaster prevention and reduction consciousness and related skills for a university student and local resident. The report describes the result of the activity for three years, and a future subject. Fukiura District is a typical small-scale coastal village facing Bungo Straits in southeastern Oita Prefecture. This village is assumed by the attack of the tsunami exceeds 5 meters by the estimated Nankai Trough Massive Earthquake.

The activity for three years is summarized as follows. The students carried out the questionnaire asking the consciousness to disaster prevention and reduction to all the households of the village in 2013. In 2014, the university students had a volunteer program for the household for which it is difficult to perform to fixing work of the furniture for the disaster prevention by oneself. In addition to the activity in 2014, in 2015, the program gave the students the fieldwork to training the ability which checks the possibility of a natural disaster on-site.

It is a significant result that the university student who is a social core actor in the near future raised each one of consciousness, and knowledge and skill of disaster prevention and reduction in the possible area of a natural disaster. And such activity by the university student affects the consciousness to disaster prevention and reduction of the local residents. There is a subject in however carrying out such activity continuously. For example, it is difficult to continue the program of the same contents in the same area, and it is necessary to recruit other villages and also to create bonding with a new village society with mutual trust

Keywords: natural disaster, volunteer, stakeholder