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震災・復興とリスクマネジメント (○) 国際都市神戸と世界の文化 () 提言：国際紛争・対立から平和・協調へ () グローバルサイエンスと拠点都市神戸 () その他 ()

[Overview]

Disaster Reduction Studies (Jan.12, 2017)

1st and 2nd grade: Disaster Prevention Studies“Disaster Reduction Action Card Game”

[Overview]

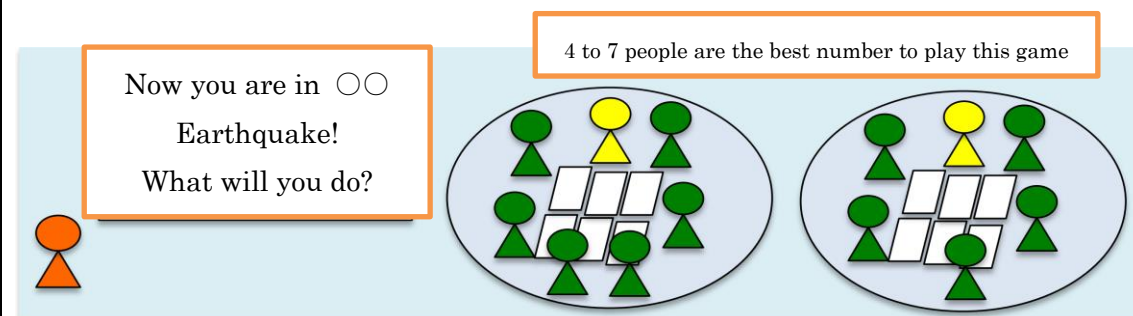
1 Purpose

Our SGH Sendai Interaction Program members(DR3 Project members) did a lesson for the other students to make them recognize how harmful a natural disaster can be by...

- (1) Reconfirming that Japan is a country which will be influenced by natural disasters including an earthquakes.
- (2) Checking hazard maps to find out if our school may have a landslide disaster.
- (3) By playing the“Disaster Reduction Action Card Game”(Hisamatsu and others, 2015), make an opportunity to think what we should do as a first response when a disaster happens.

【Feature of “Disaster Reduction Action Card Game”】

- (1) Simple rules
- (2) Focus on “quick thinking” when a disaster occurs, and make players choose the next action.
- (3) By speaking out the reason for the action, players can share various ideas when a disaster happens.
- (4) People who played the game can be the host of the next game.
- (5) We can play this game internationally.
- (6) We use the game card as illustrated on the right
- (7) This game will be played in a small group.



(8) The actual question we played

You are now in the restroom inside the supermarket.
Suddenly, a big earthquake came!!

Now, what will you do?

2. Activities



5th grade students are explaining about the disaster.



After the question is asked, players must choose a card within 3 seconds.



They shared the reason why they chose their card



We sent a certificate to the class which has a high concern for disaster reduction.

3 Student's comments

(Students who played)

- I realized that disasters have various patterns, so I should be flexible to deal with it. (2nd grade)
- It was easier to learn through the card game because it was easier to imagine. The good point of this game is that we can share our thoughts with each other. (2nd grade)
- I learned how important it is to escape from the danger of the disaster. I would like to think with my family. (1年生女子)

(Hosts of the game)

- I was very happy to share what we have learned in the Sendai interaction. All members in the DR3 project were so happy that we could this game and make our school students realize the importance of disaster prevention. My class enjoyed this game, and they improved their attitude towards disaster reduction and prevention. I would like to do these kind of activities continuously to share the importance of disaster reduction and prevention.
- This was our first time to do the DR3 project in our school. I was the leader of the disaster reduction study. Since we had to operate 7 classes at one time, we were so busy. I learned how important it is to prepare in advance. The “Disaster Reduction Action Card Game” is used in the DR3 activities. It was a good opportunity to share this game within our school.
- Last summer, we played the “Disaster Reduction Action Card Game” at Uzugamori Elementary School. This time we played the game with our students aged from 12 to 14. Since the age was higher this time, each students had a more deeper imagination, so their comments were very impressive. I would like to share and learn through this activity continuously.

3rd-5th grade Disaster Prevention Studies “Cross road”

[Overview]

1 Purpose

We did an interview with Kobe City office staffs (6,098 people) who were working when the “Hanshin Awaji Great Earthquake” happened. At that time, city staff had to work for 24 hours in a very critical situation. The situation was difficult for several months.

This study is to understand the actual situation when a disaster happens. Students should think about the issues are the problem of themselves and share what they thought about it with other students. Students will improve their understanding of disaster prevention. When people have to deal with the disaster, they will face many troubles and also will have to find a way out of a dilemma. All staff of Kobe City council had to find a way to solve the critical situation. This study is to learn from their experience and find other ideas from a different situations.

2 Activity report

(1) There are 9 questions in the original game, but it is very difficult. We modified the question to 3 and made each grade to choose.

「A」 Easy : Able to change afterwards → 「C」 Critical : Issue will impact human life and rights

〈Example: Kobe City Question1008〉 「A」

You are... Kobe City official staff in charge of shelter's food supply	A few hours has passed after the earthquake. In shelter A, there are 3000 refugees. Now you have 2000 meals ready, but there is no possibility of additional delivery of meals. Will you deliver 2000 meals?
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The problem of saying "YES" → The difficulty and unfairness of choosing 1000 refugees who cannot receive the meal.

The problem of saying "NO" → Refugees will surely claim, and also the autonomy will claim too.

〈Example: Kobe City Question1016〉 「C」

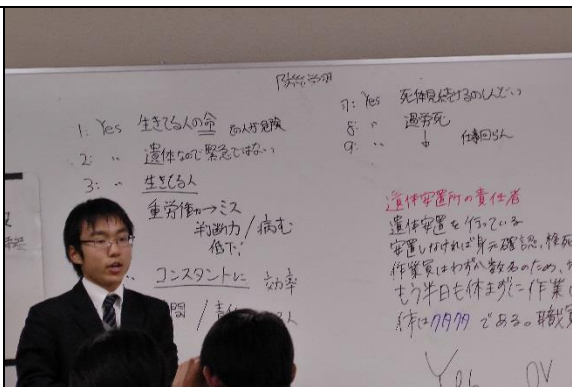
You are... In charge of the charnel	Dead bodies lie in repose. You need to place them to check who they are, conduct an inquest, and cremate the bodies. Only a few people are there to help you, so it is hard to catch up with your work since the dead bodies are increasing. None of y ou haven't taken any rest for half a day, so you are exhausted. Would you advise your staff to take a rest?
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The problem of saying "YES" → The delay will cause the bodies to lie in state, the bodies will be damaged, families of the victims will be upset.

The problem of saying "NO" → Mental and Health problems for the workers, working efficiency will be low.

(2) Discuss and decide in small groups and in the class

First, divide into small groups and have a discussion. Then each group will do a presentation of their conclusion, and discuss again in class. One answer will be chosen as a class.



3 Student's comments

- I am not sure if my answer was correct for each question. If my position and situations were different, I am sure that I will choose other answers. It was so hard for me to decide the answer when I tried to think and stay objective in a disaster. (3rd)
- The question about the press report was really difficult. I know that people will make claim about news reports nowadays. I realized that the ones experiencing the disaster should move closer to each other. I believe that we should talk to each other or discuss with each other more often. (3rd)
- I believe that people who experienced the earthquake disaster should do volunteer work because people who experienced it have more knowledge than others. I hope that those people can share their experience in some way. (4th)
- I felt scared because if someone misunderstands and makes a wrong decision, the damage may increase and it will never recover. To make the best decision, people should learn from past mistakes. (4th)
- In my group, each of us had different answers to the question. I learned that we should see things from many ways and decide in a calm way. I also learned the importance of the time of making the decision and taking action and not only choosing "Yes or No". (5th)
- I learned that imagining the impact of the disaster will help you prepare and also get your heart ready for the disaster. I think that things will be better if you imagine it and be ready for it. (5th)
- It was a pressure for me because even if I think and decide, there would be a problem. I don't want to experience this, but I am sure that in the future, I will have to face the natural disaster. (5th)