

1. Protect yourself first before doing what?

(School events)

- Objectives

To provide the students with instructions on the appropriate action to take in emergencies through simulations that provide them with the knowledge and skills needed to protect their own lives as well as those of others.

- Reason the subject was selected

Nobody can predict the occurrence of an earthquake and people when they panic tend to rush outside buildings without having turned off the sources of any heat, thus causing secondary disaster and threatening their lives even more. We all need to think about what we need to do to survive in an emergency and the appropriate actions to take.

It is desirable for the students to understand the necessity of being prepared for disasters or future emergencies and develop the capabilities needed to protect themselves.

- Example Program

Study activity	Teacher support in study activity
1. Read provided materials.	· Show students “the visual version of Bring Happiness to the World.”
2. Students will need to consider the danger posed by an earthquake and share their thoughts.	· Question them on how they would act in an earthquake. Example: Evacuation drill etc.
3. Fill in items ① to ⑩ below on the sheet.	· Ensure they understand that protecting themselves should be their number one priority.
4. Assume various earthquake scenarios.	Help them to think about the appropriate actions to take in an emergency

- Teacher notes

Example of answers of 10 items in parentheses above

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|---------------------------------|--|
| ① a. outside, e. robust i. head | ② f. power cables |
| ③ b. evacuation site | ④ not applicable |
| ⑤ j. fire extinguisher | ⑥ g. environment |
| ⑦ d. elderly | ⑧ c. danger |
| ⑨ k. high ground | ⑩ h. false information, l. information |

See Movie No1, Newspaper No.1, Photo No1.

2. Do not overlook the signs provided by nature

(Science)

● Objective

Many sudden natural disasters usually provide some type of signs before they occur and can be scientifically predicted. These signs suggest that we have to be aware of a variety of information and may have to occasionally proactively evacuate an area even if no evacuation warning has been given.

○ Reason the subject was selected

Being able to predict disasters and not overlook their various signs is very important. For this reason students should learn to study the signs provided by nature, obtain the appropriate information, and have the courage to evacuate an area or take other protective measures if necessary.

● Example of Program

○Study activities	Teacher support in study activities
1. Study the various damage floods result in (flooding, landslides, earth flows, etc.) 2. Think about the various signs nature provides. 3. Study weather information. Learn the meaning of the warnings and cautions provided in weather information. · Understand the meaning of evacuation warning/orders, and other disaster related information. 5 Discuss important points in evacuations. · Important points when evacuating from a flood. · Important points when evacuating in the midst of a typhoon 6. Summary · Summarize the importance of being able to read the signs that nature provides.	· Utilize the text book. [Example of signs that nature provides] · After raining for a long period of time it gets even heavier. · Large amounts of water, sand or pebbles are sliding down the face of a scarp · The volume of water in springs increases, decreases, or shows any other change. · Mention the actions taken by schools in response to a warning being issued. · Show the students the pictures in the text book. · Ensure that the students are aware that predicting and paying attention to the possibility of the occurrence of a sudden natural disaster can minimize any damage to them.

- Teacher notes

- Only utilize the signs provided by nature that are supported by scientific evidence.
- Any popular theories that have no scientific credibility can be mentioned but ensure the students understand that they do have no scientific basis.
- Refer to the importance of evacuations as well as the difficulty of making the right decision on whether to evacuate or not and the necessity of a quick decision.

See Movie No,1 Newspaper No2. , Photo No2.

3. Are You Prepared for Tsunami to occur?

(Science)

- Objectives

To provide students with knowledge on the mechanism of a tsunami as a natural phenomenon and aid them in developing a scientific way of thinking.

- Reason the subject was selected

“Kobe and Earthquakes” (1974) issued by the Kobe municipal government warned people of the possibility of an earthquake occurring by stating, “a major urban earthquake could possibly occur in the future” and “would be highly likely to result in devastating damage.” This warning, however, was not effectively disseminated and was actually eventually ignored by citizens, which could be a factor that resulted in even more serious damage having occurred. The lesson provided here should be taught to the students.

Kobe City has a number of active fault lines beneath it that have proved to be the cause of major earthquakes in the past. Mt. Rokko resulted from the diastrophism caused by active faults over a million years ago. The students need to be provided with that kind of scientific knowledge. In addition, now that the Japanese islands have entered an active earthquake occurrence period it is even more indispensable for the people living on those islands to scientifically understand the fact that the South Hyogo Earthquake was only small part of that diastrophism.

- Example Program

Study activity	Teacher support in study activity
1. Read the provided materials.	<ul style="list-style-type: none">• Show the illustrations in the text.• Describe some recent tsunamis and earthquakes.• Ensure that the students fully understand the danger of tsunamis and explain how to evacuate the area with the aid of illustrations.
2. Gain knowledge on the mechanism through which tsunamis get generated.	
3. Learn the necessity for immediately evacuating the area if a tsunami is expected to occur.	

- Teacher notes

Mentioning tsunami in connection with studying earthquakes can be effective as an extension study in a science class.

Students need to develop the capability to make the right decision if they face the need to have to evacuate an area.

See Movie No1, Newspaper No3. , Photo No3.

4. Family Meeting to discuss being prepared for a Disaster

(School Events)

- Objectives

To encourage students to discuss with their families the need to be prepared for an emergency using various scenarios and the knowledge gained from the Great Hanshin-Awaji Earthquake, thus improving their capability to protect themselves and others.

- Reason the subject was selected

Sudden natural disasters are basically impossible to predict. Teachers should help enhance the awareness of students on the need to be prepared for a disaster and develop the capability to take the appropriate actions in an emergency by instructing them to discuss in their daily lives how they should prepare themselves for a disaster.

- Example Program

Study activity	Teacher support in study activity
1. Mention some items they should have ready in the case of having to evacuate.	• As preliminary activity the students should interview the people close to them such as family members that experienced the earthquake.
2. Categorize the items as absolutely essential or useful to have and hold group presentations.	• Write down all the items mentioned by the students on the blackboard. The list then can be used in group activities. • As an aid in categorizing the items teachers should help the students to understand that the absolutely essential items will be required immediately after arriving at the evacuation site while useful to have items will be required in their daily lives at the evacuation site.
3. Discuss how to prepare the items needed in an evacuation.	• Additional discussions are useful in clarifying the reasons certain items are essential. • Encourage the students to hold family meetings on a regular basis in raising their awareness of the need to be prepared for a disaster.

- Teacher notes

• Generally it is recommended that the students be instructed to categorize emergency necessities into the items that can help protect their lives, those required in everyday life, and those required in fire fighting and rescue activities in increasing their understanding of why they are necessary.

- After the class encourage students to prepare a “My Family’s Disaster Preparation Guideline” worksheet at home.

- Others

Absolutely essential items

- Water...It is said that people can survive without food for three weeks on average as long as they have a supply of water.
- ID...IDs are essential in emergency contacts and/or identifying blood types.
- Emergency food...Foods rich in calories such as chocolate and hardtack are recommended.
- A flashlight...Power failures can be quite long and after the Great Hanshin-Awaji Earthquake were very much necessary.
- A portable radio...Information can be obtained using a radio even if the TV or telephone are not working due to a power failure.

Useful items

- Portable gas stove...Gas and electricity facilities were not available after the Great Hanshin-Awaji Earthquake, and portable gas stoves proved very useful.
- Ready-to-serve food...Instant food is useful when only very simple cooking (using a portable gas stove etc) is possible.
- Others...First-aid kit, medicine, tissues, blankets, sanitary goods, etc.

See Movie No1, Newspaper No4. , Photo No4.

5. Reviewing Residential Safety

(Home economics)

- Objectives

To aid students in thinking about residential safety measures and exploring safe furniture layouts, with a particular emphasis on minimizing damage and preventing any anticipated damage in an earthquake.

- Reason the subject was selected

In the Great Hanshin-Awaji Earthquake a large number of people were injured and killed through their houses collapsing or furniture overturning/falling on them. Safety measures with both houses and furniture are very important in ensuring residential safety. The students being aware of the importance of being prepared could eventually save their own lives and those of their family members. The aim of this program is to raise the awareness of students in needing to be prepared for disasters.

- Example Program

Study activity	Teacher support in study activity
1. Read materials.	<ul style="list-style-type: none">• Show “Bringing the Happiness (visual version)”.• While displaying pictures of the insides of houses after the earthquake provide facts on furniture overturning in earthquakes.• Instruct the students to identify any items of
2. Think about and mention items of furniture in houses that can pose a danger in earthquakes.	<ul style="list-style-type: none">furniture in rooms while displaying pictures and the video and have them think about the risk of any danger zones.• Select one room for deeper exploration.• Consideration should be given to the
3. Identify the level of danger in the student’s homes.	<ul style="list-style-type: none">students to avoid any discriminatory comments being made to students who do not have their own room or live in certain types of buildings.• Have the students think about reasons why some of the items were marked with an “x”.• Use “Identifying any danger spots in your
4. Check the items in the “Check list” provided in “Protecting your own life”.	<ul style="list-style-type: none">home” as reference material.• Instruct the students to select one of

5. Get the students to consider the furniture layout of their own rooms and making them safer.	“bedroom”, “kitchen”, “study room” or “living room” for review.
6. Get the students to identify possible evacuation routes in their own homes.	• Have the students think about ways of ensuring exits such as entrances and doorways don't get blocked in an earthquake.

- Teacher notes

Have students consider the layout of the furniture in their homes.

- As an extension the students can explore methods of reinforcement through the trial and error process utilizing milk carton cut into cross sections and made into a house that can resist being shook by hand.

See Movie No1, Newspaper No5. , Photo N5.

6. What would be Your Response?

(Special activity)

- Objectives

To help students consider disaster preparation measures, and develop better self-defense capabilities.

- Reason the subject was selected

Students need to be helped to develop better self-defense capabilities and be mentally and physically prepared for disasters through thinking about disaster preparation measures using a disaster scenario of a major earthquake having occurred during class.

- Example Program

Study activity	Teacher support in study activity
1. The teacher reads the introduction.	<ul style="list-style-type: none"> • Clarify the objectives and ensure students understand that a simulation will be used.
2. Students gather their thoughts using a variety of input through discussing them in groups.	
(1) Each student needs to mark their current location on the sketch of the school premises, estimate the damage that has occurred, and develop countermeasures (individual activity).	<ul style="list-style-type: none"> • Distribute a sketch of the school premises to all class members and post an enlarged one on the blackboard. • Assign 1 or 2 scenes from the scenario to each group and have the students estimate the damage that has occurred.
(2) The students will need to discuss the estimated damage and appropriate countermeasures developed in (1) above (group activity).	<p>Encourage the students to think about what needs to be done first and desirable actions to take with their individual assignment.</p>
(3) The students present a conclusion of their group discussion using the sketch of the school premises on a blackboard and then exchange opinions (class activity).	<ul style="list-style-type: none"> • Share the conclusions drawn from the group discussions and have them consider the most appropriate actions to take.
(4) The students need to discuss and provide	<ul style="list-style-type: none"> • Have the students discuss the same process provided in 2 (1) to (3).

<p>a presentation on how they should respond if an earthquake were to occur when not at home or in school.</p> <p>(5) Discuss other events than an earthquake and make a presentation on the appropriate actions to take.</p>	<p>• Have students discuss the same process provided in 2 (1) to (3).</p>
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● Teacher notes

- Earthquake preparation manuals have been issued by education boards to all regions that can be referred to for measures to take in an earthquake which occurs during lunch break.
- 2. If the items in (4) and (5) cannot be handled during class they can be omitted and resumed on another occasion.

(Reference) List of specific measures to take

Indoors	Outdoors
<p>• Inside houses</p> <p>Turn off all sources of heat as soon as you feel an earthquake.</p> <p>Protect yourself against any falling objects.</p> <p>Secure access to an exit.</p> <p>Do not run while exiting buildings.</p> <p>Avoid walking around in bare feet.</p> <p>Don't go downstairs if you are on a 2nd floor.</p> <p>• Inside buildings</p> <p>Turn off all sources of heat.</p> <p>Protect yourself against any falling objects.</p> <p>Don't use any elevators.</p> <p>Don't run while exiting the building.</p> <p>Stay away from windows.</p> <p>Corridors are relatively safe as long as they do not contain a variety of objects.</p> <p>• In supermarkets or department stores</p> <p>Follow the instructions of the shop clerks.</p> <p>Stay away from anything fragile or moveable/unstable objects.</p>	<p>• In residential areas</p> <p>Stay away from any fences</p> <p>Protect your head and evacuate to an open space.</p> <p>• In shopping areas</p> <p>Protect your head and evacuate to a safe building or open space.</p> <p>Stay away from any fences and vending machines.</p> <p>Stay away from any dangling electric wires.</p> <p>Stay away from automobiles.</p> <p>• Near coastal/scarp areas</p> <p>Evacuate to high ground and pay attention to any official tsunami information if you near the coast. Don't access any low ground immediately after an earthquake.</p> <p>Evacuate to somewhere safe that is away from any scarps. If your house is located anywhere near a scarp remain in the room(s) that is the most away from it.</p> <p>• While driving cars</p>

<p>Protect your head against any falling objects.</p> <p>Don't use any elevators</p> <p>Avoid panicking.</p> <p>• In underground shopping centers</p> <p>Usually relatively safe as they are less affected by earthquakes but avoid panic situations.</p> <p>Verify where the exits are using the emergency exit signs.</p> <p>• In houses</p> <p>Do not rush to the exit.</p> <p>Protect your head and hide under a chair.</p> <p>Do not be panicked or misguided by any groundless rumors.</p>	<p>Gradually slow down, pull over to the left side of the road, and turn off the engine.</p> <p>Remain in the car until the earthquake has stopped and listen to the radio.</p> <p>Ensure the car is unlocked and leave the key inside if you do exit it.</p> <p>• On trains</p> <p>Hold on to the bar, hand strap or seat and stay low down.</p> <p>Follow the instructions of the conductor.</p> <p>Do not get off the train without reason.</p> <p>Be careful not to touch any high voltage electricity sources.</p> <p>Avoid panicking.</p>
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See Movie No2, Newspaper No6., Photo No6.

7. Creating a Regional Hazard Map

(General)

- Objectives

To help students conduct safety inspections in identifying the evacuation centers and disaster protection facilities in their school zone and community areas and understanding the importance of regional disaster preparations.

- Reason the subject was selected

Natural disasters almost always happen abruptly, thus making them extremely difficult to foretell. Students need to have knowledge on their regional environment, think about any possible disasters that could occur, and identify exactly where evacuation centers and disaster prevention facilities are located in developing the capability to take the appropriate actions in a disaster.

In addition, the students raising their safety awareness through creating a map of their school district zone area and verifying their route to school are also desirable.

- Example development

Study activity	Teacher support in study activity
1. Consider the reasons why creating a “regional hazard map” is useful.	<ul style="list-style-type: none">• Help the students to understand that a regional hazard map can be used to identify any danger zones, evacuation centers, and temporary evacuation sites etc in their local area.• Instruct the students to identify any possible foreseeable disasters or damage that could occur in the examples on the maps of the respective regions provided and then discuss them.• If possible put students from the same area into the same group.• Distribute copies of their school’s district map and have the students enter any danger zones, evacuation centers, and temporary evacuation sites etc on the map after discussing them.
2. Discuss the creation of a regional hazard map while referencing the examples provided.	
3. Create a regional hazard map for your school district zone area.	
4. Prepare a drawing of the school district.	

	<ul style="list-style-type: none"> • In the Great Hanshin-Awaji Earthquake many family members got separated and it took a long time for them to then contact each other. Share this experience with the students and aid them in understanding the importance of being aware of need for a regional hazard map.
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- Others

- If there is enough time the students should walk around their school district in groups and identify any danger zones.

See Movie No2, Newspaper No7. Photo No7.

8. Collaborating with people in the Community – Volunteer Disaster Preparation Organizations - (School Events)

- Objectives

To help students understand the importance of helping their neighbors in a disaster, encourage them to participate in community events and volunteer activities on a regular basis, and help them develop the capabilities required to participate in them.

- Reason the subject was selected

The majority of people trapped in rubble after the Great Hanshin-Awaji Earthquake were removed and rescued by their neighbors. The close relationship of the people in communities also played an important role in fire fighting activities early on, and in managing the evacuation centers, supporting people's livelihoods, and recovery measures etc.

The purpose of the above activities was to provide students with information on new initiatives derived from the lessons learnt from the earthquake, aid them in understanding the importance of the close relationship of the people in a community, raise their awareness on reducing damage from a disaster and motivate them to participate in volunteer activities.

- Example development

Study activity	Teacher support in study activities
1. Read the text book.	<ul style="list-style-type: none"> • The objectives need to be clearly understood by the students.
2. Discuss the relationships among people in a community using the text book.	<ul style="list-style-type: none"> • Separate discussions can be held to clarify the following two points: (1) What type of activities should the people in a community utilize in taking measures against the damage caused by a disaster? (2) What activities can take place on a regular basis to deepen the relationships between the people in a community?
3. Discuss the items provided in "Consideration points."	
(1) (2) Volunteer disaster preparation organization activities	<ul style="list-style-type: none"> • Help students understand the importance of not just depending on "public help" but "self-help" and "mutual help" too in being prepared for a disaster.
(3) Training	<ul style="list-style-type: none"> • Instruct students to think about what kind of training would be effective on the assumption that the training will actually take place. The students being aware of the necessity for diverse training programs, and not

(4) Community activities and events	<p>only common game-like training programs but more practical ones and those where the scenario is not revealed to the participants in advance is important.</p> <ul style="list-style-type: none"> • Have students mention specific community events (for example disaster preparation sports meetings) and consider how they should participate in them.
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● Teacher notes

- Ensure the provided material is read while emphasizing the investigative aspect.
- In considering volunteer disaster preparation organizations and events in communities another effective method is assigning tasks to groups to research in advance as part of a regional study.

See Movie No2, Newspaper No7. , Photo No7.

9. Mental Care

(Special activity)

- Objectives

To raise the student's awareness of the mental and physical changes that can take place with people that have been through hard experiences such as a train or traffic accident, or a natural disaster such as an earthquake or flood, and to help them think about ways of dealing with them.

- Reason the subject was selected

The people that experienced the Great Hanshin-Awaji Earthquake or that have been exposed to an unforeseen painful event, as well as their families, tend to develop unexpected mental and/or physical changes.

The mental changes that take place after a sad experience are a normal reaction and most people naturally return to their normal mental condition. Prolonged reactions, however, require immediate professional help.

- Example development

Study activity	Teacher support in study activity
1. Read the materials.	• Thoughtful consideration should be given to any students whose family members and/or relatives have been killed in a disaster or who have experienced a disaster themselves.
2. Discuss what mental changes could take place after a major disaster or painful incident.	
3. Discuss what needs to be considered when handling people that been through a painful experience.	• Help students to understand: Mental changes usually revert over time without requiring any special care. However, seeking professional help without delay is important if a person cannot be expected to recover naturally.
4. Consider what they can do for people close to them when they have encountered a disaster.	• Instruct the students to try to think of practical solutions. • Introduce group discussions and other measures to encourage students to listen

	to the opinions of others.
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- Teacher notes

- Special consideration should be given to any students whose family members and/or relatives have been killed in a disaster.
- Careful attention needs to be paid when a teacher has their students think about personal matters or those of family members because it can result in family backgrounds or personal information being revealed.
- While students are consider the things that they could possibly do the teacher should help them to understand that there is actually a variety of things they could for people in their daily lives, and if possible encourage them to put them into practice.

See Movie No3, Newspaper No9. , Photo No9.

10. Bring Happiness to the World

(Ethics)

- Objectives

Enabling the students to understand how deeply people were involved in and affected by the Great Hanshin-Awaji Earthquake and develop a capability to recognize the joy of life.

- Reason the subject was selected

Ten years have passed since the earthquake but “Bring Happiness to the World” remains popular not only in Kobe but also various other areas. Using this song as a subject is desirable in making students more aware of the power of people to free themselves of sorrow and live a life while looking forward.

- Example development

Study activity	Teacher support in study activity
1. Watch the visual version of “Bring Happiness to the World” and then share opinions of it in a group.	• Encourage students to focus not only on impressions directly related to the video but also those of others in developing different points of view.
2. Read the text book and consider the message the writer of the song was attempting to convey.	• Refer also to the great sorrow of the variety of people involved, thus encouraging a diversity of comments being made.
3. Read and discuss the materials. Think about the type of message the song conveys to people when they sing it.	• Enable students to understand that it can take many years to heal great pain.
4. Think about the messages and thoughts you would like to convey when you sing the song.	• Verify that the students have deepened their style of thinking. • Emphasis should be placed on the originality of opinions.

- Teacher notes

An increasing number of students merely consider the earthquake to have been an historical event. They should be helped to view the earthquake as a personal issue too through use of the song.

Help them understand the process through which the great sorrow and pain caused by the earthquake can be gradually removed from people’s minds, and to think about the power and hope that people have.

See Movie No3, Newspaper No10. , Photo No10.