On Possibilities for disaster prevention education in junior high school Social Studies Curriculum (2):
Learning Content in the Field of Civics

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With current course of study for Civics classes in junior high school Social Studies course guidelines as a starting point, this study examines possible ways to incorporate disaster prevention learning into the curriculum.

This study concludes that it is feasible to incorporate instruction both in disaster prevention education and in post-disaster reconstruction into already existing modules such as "Local Government," "Resources and Energy," and "Sustainable Societies," etc. Also, from the perspective of promoting student participation and citizens' rights education, instruction in disaster prevention and reconstruction is necessary. Moreover, it is quite feasible to introduce learning about disaster prevention and reconstruction through the effective use of already existing Civics textbooks.

As also noted in this study, examples of prior research and practice in the field of Social Studies pedagogy that focus on disaster prevention and reconstruction in Civics classes are still few. Thus, it is necessary to build on the limited number of existing studies and surveys to develop research and practice on pedagogy in Civics instruction concerning disaster prevention. This will, at the same time, pose new questions about theories of Social Studies education, as well as research and practice concerning disaster prevention education.