On Possibilities for disaster prevention education in junior high school Social Studies Classes (1): Learning Content in the Field of Geography

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This study considers disaster prevention education in the field of geography as currently outlined in junior high school Social Studies course of study. This paper also examines further possibilities for incorporating disaster prevention education in the history and civics classes.

As I explain in Part 1, "Disaster prevention learning" is currently taught in Special Activities or Comprehensive Learning class periods, emphasizing experiential learning or drills to prepare children to evacuate in a disaster, or field work related to disaster prevention. But as I explain in Part 2, according to current course of study for junior high school Social Studies curricula, it is also possible to include disaster prevention education in Geography classes. For example, the content of such classes might include learning about climate or topography in relation to the natural environment, or field surveys of neighboring areas.

As I note in Part 3 of this paper, there is still little research in the field of Social Studies Education concerning the theory and practice of disaster prevention education in Geography classes. Nevertheless, in view of pioneering classroom practices, it is clear that innovative and imaginative initiatives on the part of teachers and staff make possible the introduction of some disaster prevention education in junior high schools. With this in mind, I conclude by proposing a number of subject for ongoing consideration with the aim of realizing the positive development of disaster prevention education.