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Teaching Experience:	22 years	Location:	Hyogo

Title:	My 1.17 (“Natural Disaster Youth Summit” project to commemorate the 10 th anniversary of the Great Hanshin-Awaji Earthquake)		
Subject:	Integrated Study	Year:	Senior High School Year 3 (Year 12)
		Unit:	Disaster Reduction Education

Applicable School Curriculum Guidelines	<p>(1) Develop students’ qualities and skills to identify issues, learn and think about the issues on their own, and self-reliantly make decisions and find better solutions.</p> <p>(2) Help students acquire how to learn and how to think, develop their mindset to independently and creatively undertake problem-solving and exploring activities, and develop their ability to think about their way of living and being.</p>
Objectives	<p>(1) Tell the experience of the Great Hanshin-Awaji Earthquake to the world and future generations by reflecting on the students’ own experience and expressing it in words to be published on the Web, on the 10th anniversary of the earthquake. Compile the students’ earthquake disaster experience in the form of a booklet as the outcome of the activity.</p> <p>(2) Have the students reflect on the preciousness of life and importance of helping each other, to raise their awareness about disaster reduction.</p> <p>(3) Utilize Information and Communications Technology (ICT) such as Internet to self-reliantly collect, send, and share information, and deepen understanding of copyright issues through the activity to produce information content.</p> <p>(4) Participate in the international project, “Natural Disaster Youth Summit,” use the Web and the electronic forum as a tool of inter-cultural communications, and undertake project-based learning together with students overseas.</p> <p>(5) Become a person who can act independently from the global viewpoint, as a member of the global community.</p>
Reason for ICT (Information and Communication Technology) utilization	<p>By participating in the “Natural Disaster Youth Summit” project led by the International Education and Resource Network (iEARN), an international education network linking schools of the world online by using ICT, and by exchanging information and views on the electronic forum on the Web, the students were able to learn about disaster reduction through international/intercultural exchange and in cooperation with students in fifteen other countries. The students published their blog covering their exchange of disaster bears (stuffed toys) with overseas schools as a part of disaster-reduction education, and received comments from the exchange counterparts, enjoying the interactive activities of the project. By reflecting on, writing about, and Web-publishing their own earthquake experience, the students developed their ability to communicate information. They also searched the Internet to acquire disaster information. The students obtained information directly from overseas or the Internet via the iEARN based on ICT, to develop their inter-cultural communication and info-communication skills as well as feel a bond with other children in the world. ICT also helped the teacher manage the progress of the project in cooperation with other teachers in Japan and other parts of the world.</p>

General school curriculum guidelines


Curriculum by unit (10 hours in total)

- (1) Confirm objectives of the lessons 1 hr
- (2) Talk about your earthquake disaster experience 1 hr
- (3) Read materials prepared by Takarazuka Fire Department to capture the big picture of the damages in your area 1 hr
- (4) Read *Asu ni Ikiru* (Live for Tomorrow) to learn about earthquake experience in other areas 1 hr
- (5) Think of what others can learn from your experience 1 hr
- (6) Put your earthquake disaster experience in writing 1 hr
- (7) Prepare Web publication 1 hr
- (8) Listen to the reports of students who participated in an affiliated program of The United Nations World Conference on Disaster Reduction to learn about disaster-reduction learning at other schools 1 hr
- (9) Learn about earthquake damages in Iran and international rescue effort coordinated using ICT 1 hr
- (10) Prepare PowerPoint presentation for Natural Disaster Youth Summit 1 hr
- (11) Give a presentation at Natural Disaster Youth Summit 2005 in Hyogo on the outcome of the project (by students representing the school)

Other: Independently use the after-school time to collect materials, gather information, and submit posts to the electronic forum.

Activities	Approach and Planned Activities	Reason for ICT use
Use earthquake disaster experience for the future	Reflect on and write about earthquake experience. Publish the writing on the Web.	Send information
Learn about earthquakes in the world	Introduce earthquake information sites on the Internet. Research on earthquake damages in other countries.	Research information
Exchange information on learning about disasters	Submit posts to the electronic forum for international and cooperative learning and read posts by others.	Exchange views
Exchange with other schools	Exchange the disaster bears and introduce the content of exchange activities on a blog.	Share information
Give presentation on the learning outcome	Prepare the presentation for the “Natural Disaster Youth Summit 2005 in Hyogo”	Prepare presentation materials

● Results

Teaching Materials Used	Students' Learning Activities
<p>Hyogo Prefectural Board of Education's Supplementary Reader for Disaster Reduction Education, <i>Asu ni Ikiru</i></p> <p>Materials by Takarazuka Fire Department</p> <p>Iris: Seismic Monitor</p> <p>Introduction of a Website where you can research on the earthquakes in the world</p>	<p>The students asked their ALT to support their activity by proofreading their English publication materials and the ALT gladly agreed to do that.</p>  <p>The students wrote about their earthquake experience. After the class discussion on each one's experience, the students</p>



<http://www.iris.edu/seismon/>

Natural Disaster Youth Summit electronic forum for students of the project-participating schools to talk with each other.



<http://ndys.jearn.jp/2005/ja/index.html>

Our “Sakura” disaster bears were sent to an exchange counterpart as the representatives of Kawanishi SHS Takarazuka Ryogen Campus.

The counterpart in Nagoya sent back the photograph.



An exchange counterpart in Taiwan sent us the photograph of their activity.



Introducing disaster bears sent from overseas as an exchange

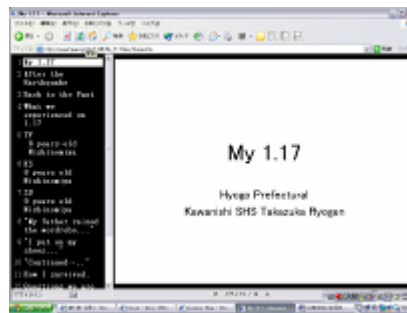
put their experience in writing to let many more people know about it.



The students sent their posts to the electronic forum and searched the Internet to obtain earthquake information.



The students published their experience on their Website, “My 1.17”



<http://www2.jearn.jp/fs/1145/>

To reproduce their experience of the earthquake disaster, the students decided to write about their experience from the viewpoint of the children that they were at the time of the earthquake.



The disaster bear “Sakura” blog covered the students’ exchange with others in other countries.



<http://blog.livedoor.jp/epiker78/>

An exchange counterpart in Iran sent us the photograph of their activity.



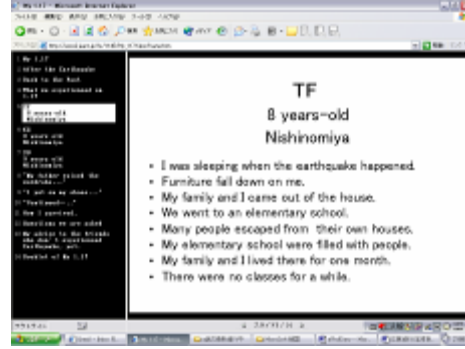
The students participated in “Hopes for revival prevail on earth —Painting, Photo Exhibition and TV Conference” (an affiliated program of The United Nations World Conference on Disaster Reduction) to learn about practices of other schools.

TV conference with Iran.



Special Lesson to Commemorate the 10th Anniversary of the Great Hanshin-Awaji Earthquake

We invited a visiting lecturer from Iran to talk to us about the



The students created a Web page to express their condolences and moral support for the people affected by the Niigata-Chuetsu Earthquake.



The students participated in “Hopes for revival prevail on earth —Painting, Photo Exhibition and TV Conference” (an affiliated program of The United Nations World Conference on Disaster Reduction)

The students representing the school participated in the commemorative tree planting.



The students made friends with other students from Japanese schools that participated in the project.



The students visited the exhibition of paintings by children

earthquake damages in Bam, Iran, and the international rescue effort coordinated by children using ICT in the aftermath. Our campus headmaster introduced the lecturer to the students.



PowerPoint presentation of the earthquake in Bam



“Natural Disaster Youth Summit 2005 in Hyogo”
(March 25 to 28, 2005)

Presentation booths of other project-participating schools
Indonesian booth



Iranian booth



Oral presentation

affected by the earthquake in Bam, listened to the lecturer, and learned about how ICT helped the coordination of the international rescue effort.



The students printed the PowerPoint presentation compiling their earthquake disaster experience and created a booklet entitled “My 1.17,” to be used as teaching materials for the next school year.

Two students representing the school participated in “Natural Disaster Youth Summit 2005 in Hyogo” (March 25 to 28, 2005) Our students and students from overseas with whom our students had communicated via the Internet gathered in one place and discussed disaster reduction.



On March 28, the students gave a presentation on their learning outcome at Awaji-Yumebutai

The students presented their learning outcome in posters at the Poster Session Booth.

The booth was set up as a poster gallery, where the students answered questions by the visitors, and distributed the booklet on their earthquake experience to make use of their experience in the future.

Joint presentation with exchange counterparts overseas
 Russian presentation on the exchange activity involving the disaster bears



The students representing the school gave the presentation on the exchange activity involving the disaster bears.

Review by experts on disaster-reduction education



All participating students announced their Declaration at the Natural Disaster Youth Summit 2005.



● Evaluation planning

<p>Assessment Points</p>	<p>Most students experienced the Great Hanshin-Awaji Earthquake ten years ago. It was possible that some students remained traumatized by what they had experienced. Therefore, when I asked them to talk about their experience, I did not force them to talk, and told them to limit the subjects to what they can comfortably talk about in public.</p> <p>Students' class participation was assessed by a three-level assessment system for each lesson.</p> <p>The overall assessment looked at the students' ability to 1) tell their story, 2) listen carefully to stories of others, 3) ask questions, 4) complete the deliverables, 5) conduct research independently using the Internet, and 6) submit their posts to the</p>
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	electronic forum.
Assessment Method	Observation by teacher; assessment of the work submitted; and peer assessment by other students
Assessment Tools	Assessment of the portfolio Assessment of the essay Assessment of statements and questions made during class Assessment of Web content creation

● Conclusion

Our school is an evening high school. Many of our students work during the day and study in the evening, and their lives are very hectic. Many of them withdrew from school in their junior high school years, and some find it difficult to communicate with others and talk about their experiences in a manner that is easy for others to understand.

Compared with the time before the course started, the students' awareness and attitude about disaster reduction have changed in many ways.

Before this course, most students had never related their earthquake experience to others. Close friends in the same class knew very little or nothing at all about other students' experience of the earthquake. The aim of this project was to publish on the Web their stories of being hit by an earthquake to inform those who have never had such an experience, so that they could be better prepared. By talking about their own experience, the students came to know that some of them had made a very narrow escape from death, some had been rescued by their families, and some had been rescued by volunteers and were very grateful for it. The students came to realize that all of them had profound feelings about the earthquake. After listening to other students, one student who had in the beginning pretended to have total memory blackout about the earthquake gradually opened up and started relating his experiences over a long period of time as a refugee in a primary-school-turned-shelter. It turned out that all the students in the class had taken shelter at their respective primary school in the immediate aftermath of the earthquake. Through this discussion, the students were made aware of the roles that schools played at the time of a major disaster.

When I told the students about a plan to exchange information with a school in Taiwan, some students researched about the major earthquake that hit Taiwan in 1999 on the Internet, without being told to do so. After starting the exchange with students overseas on the electronic forum, our students demonstrated a high level of concern for disasters in other countries that hit people who are strangers to them. Some students started collecting earthquake-related information from the Internet, using their spare time after school hours. Thus, the students published their own experiences on the Web, obtained disaster information from the Internet, and acquired general skills and aptitude to actively utilize ICT.

Our school's unique activity of asking the students to reflect on their own experiences and publishing them in such a way that would be useful for future earthquake disasters, in combination with holding exchanges with schools in Japan and other countries, helped the students develop their ability to relate to disasters in other parts of the world.

Before the course started, there was some concern about the psychological impact on the students arising from having to talk about their earthquake experience. However, once the course started, such concern proved to be unnecessary, as the students seemed to enjoy their learning process. This was perhaps because they had classmates and other exchange counterparts who listened to their stories with empathy. Students who had never related their experience to others put it in writing, translated it into English for people overseas to read, and published it on the Web. This may be described as the first sign of their awareness as a member of the global community.

These changes observed in the students were partly achieved by the acquisition of the skills to utilize ICT. However, the bigger contributor seemed to be the learning environment newly available to us, i.e., the electronically networked global community born out of the development of ICT.

Last but not least, the students were able to nurture friendship and trust with other students overseas by participating in the "Natural Disaster Youth Summit" project, in which 23 schools from Japan and 28 schools

from 15 other countries participated. Two students represented our school at the “Natural Disaster Youth Summit 2005 in Hyogo” held in March 2005, delivered a presentation on our undertakings, and were engaged in direct exchange with students from overseas.

This project helped develop a trusting relationship between teachers in Japan and other countries as well. A network that can be described as a world educational network for disaster reduction has been formed as one of the many positive outcomes of the project.