

# The Disaster Traumatic Prevention Classroom Introduced Active Learning

4

Yoshikazu Kojima<sup>1</sup>,

<sup>1</sup> Startup Project, Faculty of Nursing, Tokyo University of Information Sciences Japan

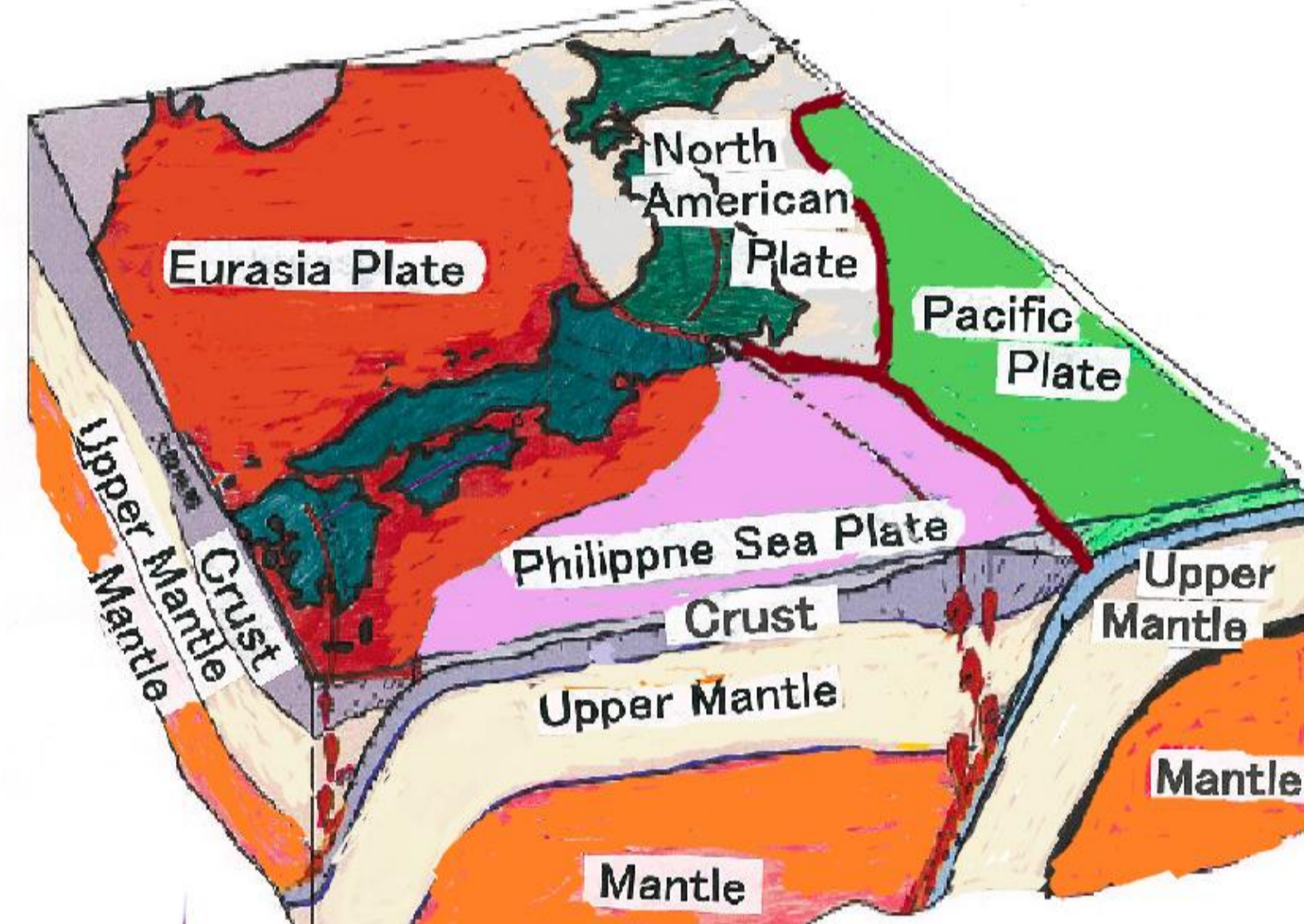
Hideko Kojima<sup>2</sup>

<sup>2</sup> School of Nursing Kitasato University, Japan

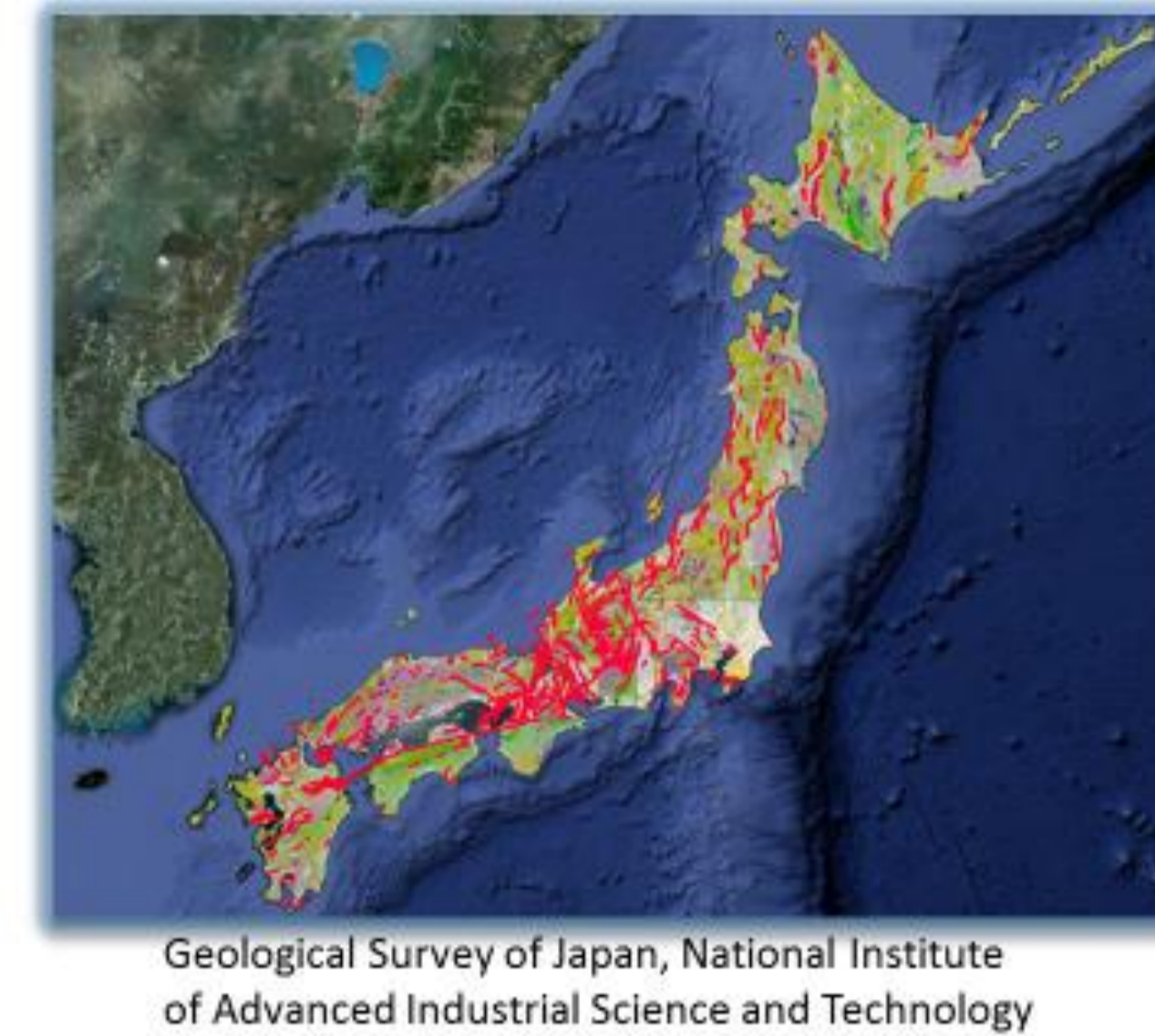
## Background

Japan is located where four tectonic plates meet: the Pacific, North American, Eurasian, and Philippine plates. One hundred million people live in this region, which contains many rivers and mountain ranges, including volcanoes. The government has maintained public facilities at an advanced level in order to cope with natural disasters. However, the government has not yet established a practice whereby potential victims could learn to survive.

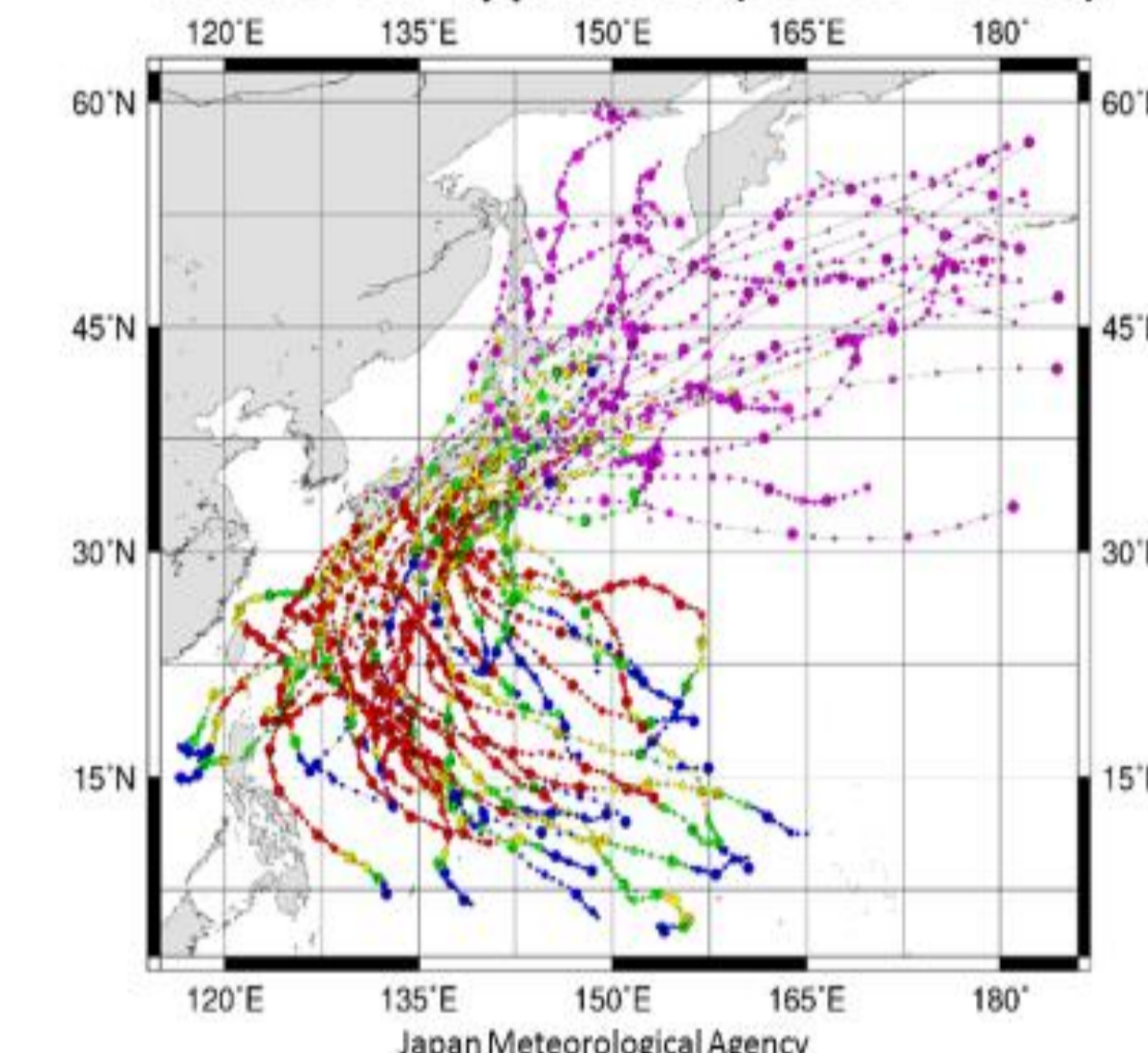
## Subduction zones and earthquakes



## Active Faults in Japan

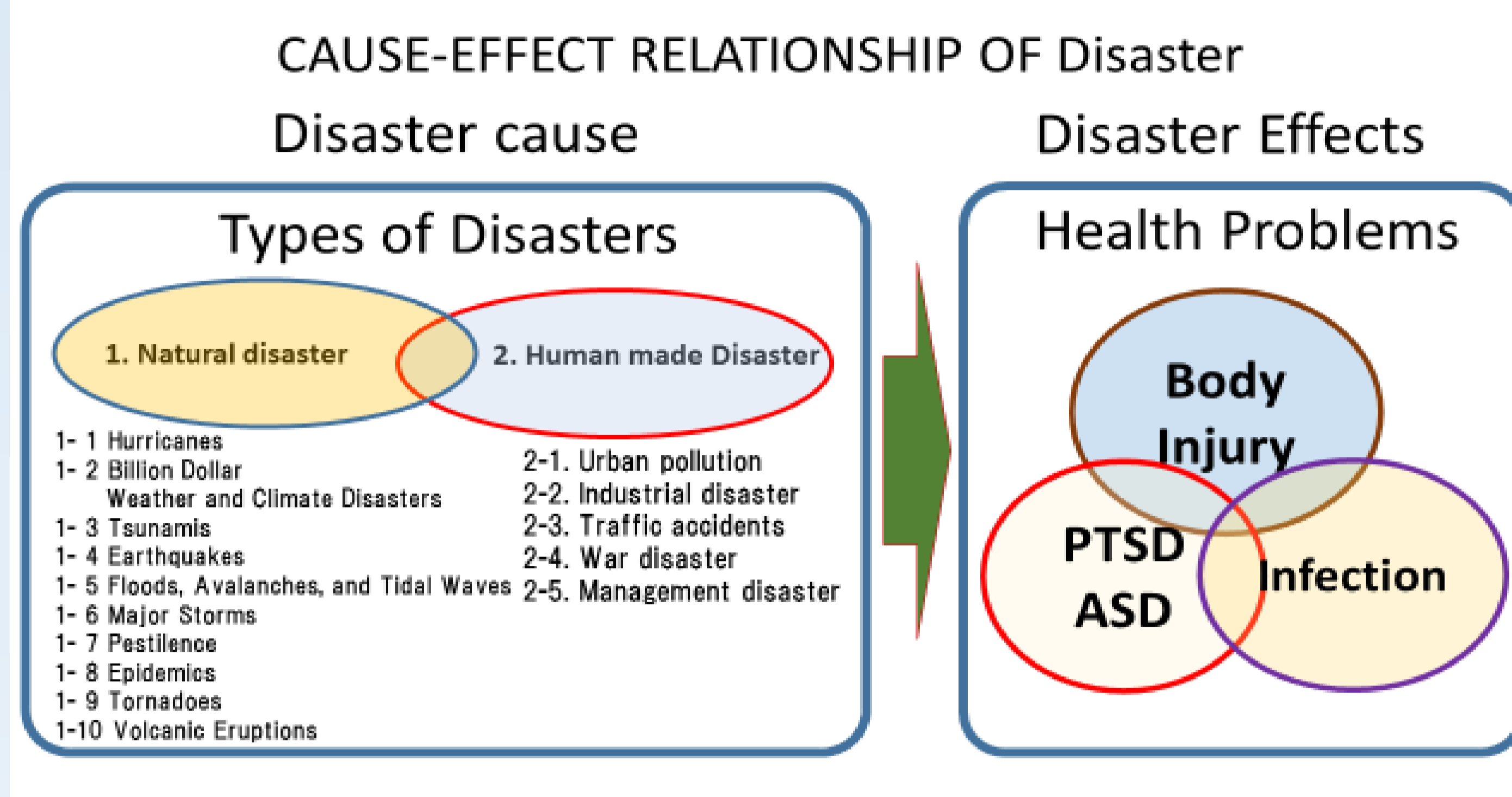


## Route of Typhoon (2000-2009)

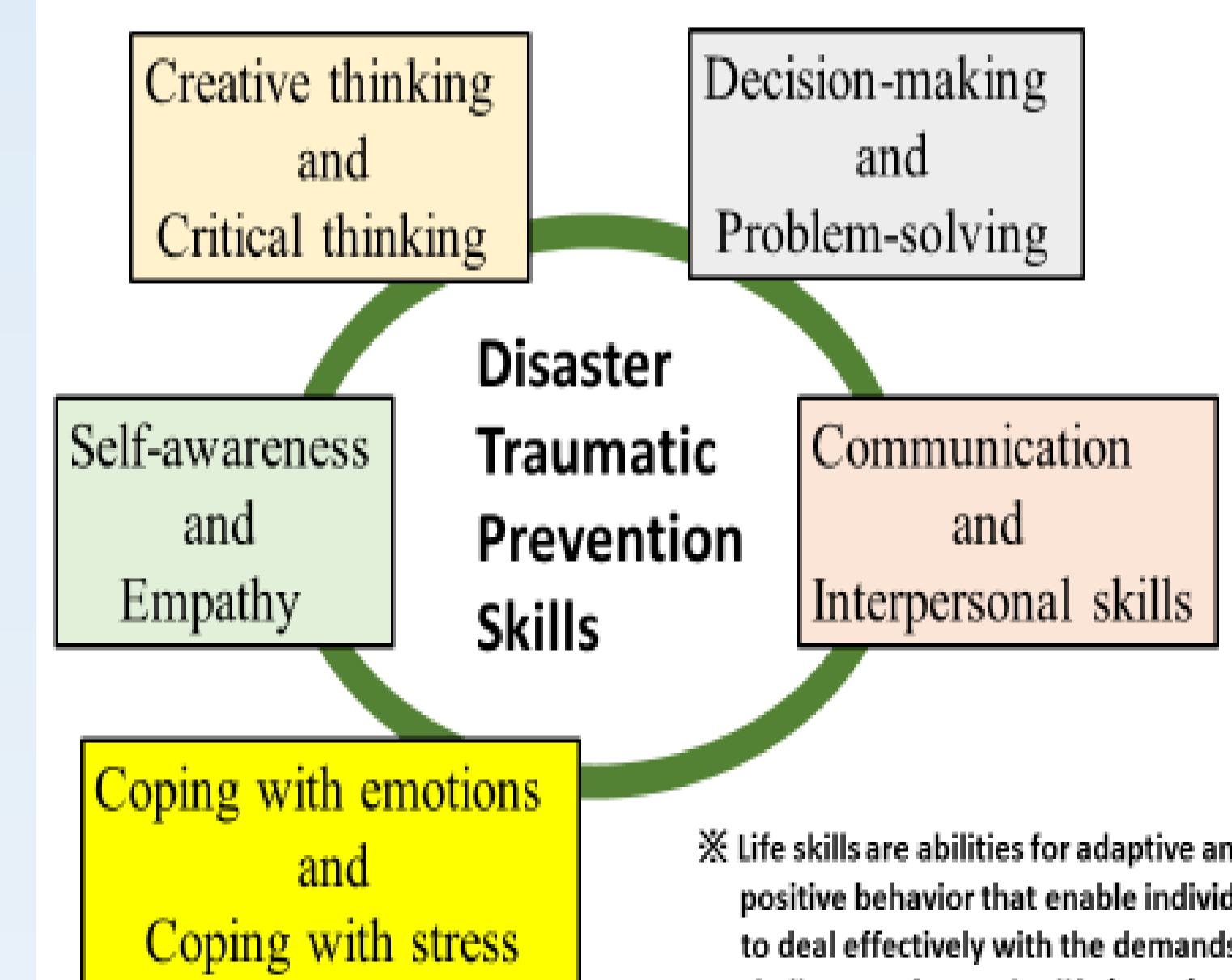


## Objective

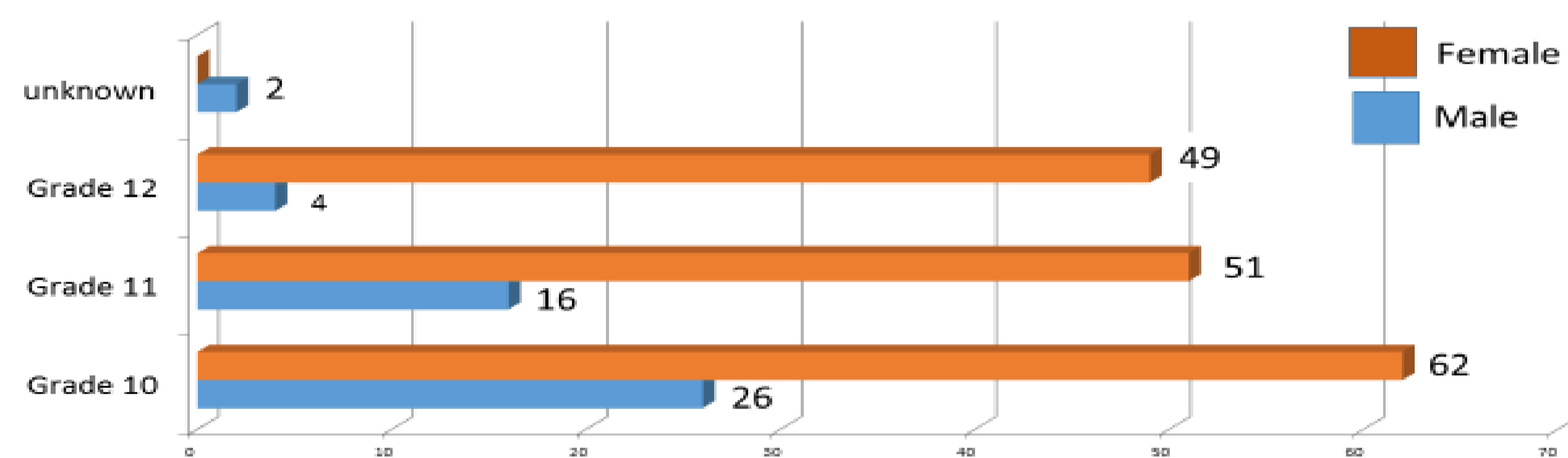
The development of the learning program to win the Trauma/Injury prevention capacity at the time of Disaster occurred for High school students was held a Learning Course incorporating the Active Learning strategies.



## Life skills\* in the event of Disaster



Number of students  
September 2011 - August 2015



## Results

We held the course eleven times between September 2011 and August 2015. A total of 208 students participated. Program content and Learning forms were Lecture which used for Interactive classroom technology, as below Explain of P.A.R.T.Y Program in Isehara and Learning about disaster prevention, Features of Disaster, Coping with Grief and Loss, High Energy Trauma Management, Life of Higher brain dysfunction and Activity of DMAT(Disaster Medical Assistance Team). Simulations which use Simulation Lab or Center were Basic fire-fighting Training, Smoke escape training and Escape from the darkroom. Visiting style of the tour of Emergency Department are Helicopter Emergency Medical Service and Emergency Department. Practices of small group training were Art of self-defense, First aid training and How to Cover Up Scars.



## Active Learning



## Conclusions

Learning how to prevent trauma during disasters is an important life skills. However, many young people are not interested in it, because it is not a fun experience. Active learning methods are effective; however, participants with low motivation are not welcome to take part in the course. We make the course map for discuss the disaster-related issues mentioned with the participants.

**Keywords** 1. Disaster prevention, 2. P.A.R.T.Y Program, 3. Youth, 4. Active learning