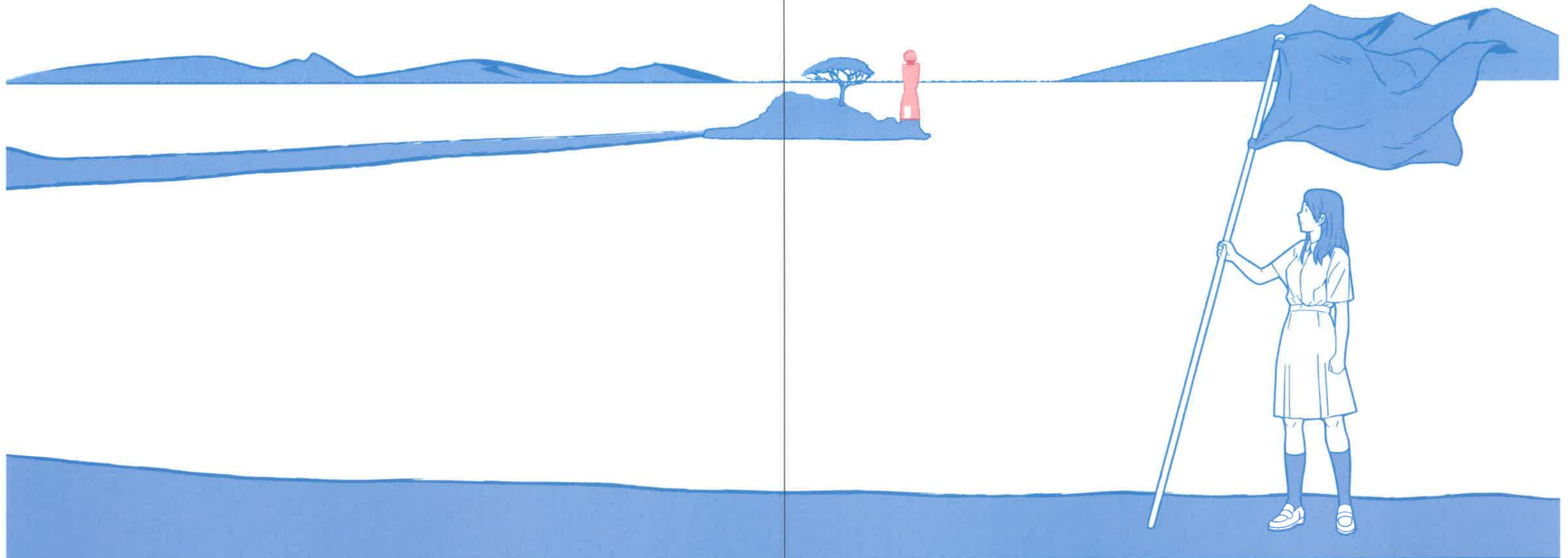


まもるいのち

MAMORU INOCHI

ひろめるぼうさい

HIROMERU BOSAI



Junior Red Cross Disaster Prevention Education Program is a booklet that compiles:
A wide range of information, ready to make an immediate use in the classroom;
Tips from Japanese Red Cross and the teachers who actually encountered to the natural disasters;
To motivate students to notice, ponder, and execute the action towards the disaster prevention;
Movie material to give an accurate information and action plan per the types of the natural disasters;
To develop the communication skill and to show the sympathetic behavior to others suffered.

It covers the prevention method against Earthquakes, Tsunami, Typhoon, Heavy Rain, Lightning, Tornado, Snow Damage, Volcano disasters.

Junior Red Cross Disaster Prevention Education Program

For Junior and Senior High School Students



1-1-3 Shiba Daimon Minato-ku Tokyo 105-8521 Japan phone: +81 3 3437 7082 direct line fax: +81 3 3432 5507



人間を救うのは、人間だ。Our world. Your move.



表 2.

We encountered to a girl who was gazing the ocean
in a town that suffered by the Great East Japan Earthquake.
Her dignified appearance showed her strength
to survive out from grief.

Junior Red Cross

**Disaster Prevention
Education Program**

Introduction

The Japanese Islands is known for its beauty with an abundance of nature, though it has been under a severe environment from much of the natural disasters, such as earthquakes, tsunami, typhoons, heavy rain and snow-falls, lightnings and volcano eruptions.

90 percents of the cause of death in the major disasters such as the Great Hanshin and Awaji Earthquakes (1995), and the Great East Japan Earthquake (2011) was the kill on the spot (crushed and/or drawn to death). This rate was to show the limit of the emergency handling to secure the safety of many lives right after the disasters happened.

The lesson from the Great East Japan Earthquake taught us, the Japanese Red Cross Society, to review our mission to protect lives from the natural disasters. We will earnestly proceed the activity to focus on preventing and decreasing them. One of such efforts is to produce the educational program for disaster prevention, "MAMORU INOCHI, HIROMERU BOSAI (Protecting Life, Spreading Disaster Prevention)" for the Junior Red Cross and to tackle with it based on this program.

We at the Japanese Red Cross Society will set our mission to lessen the number of the tragic cause through the natural disaster and the death derived there. We look forward to this disaster prevention program in as many educational organization as possible, so it contributes to everyone's precious life, health, and dignity.

— The Japanese Red Cross Society

What should the members of the Japanese Red Cross Society do after encountering the loss of so much precious lives due to the natural disasters, such as flooded rains, typhoons, and volcano eruptions?

Our answer was to set up an educational method of disaster prevention.

Before now, what we have had mainly done in this purpose was focused on the first-aid medical treatment or food supply, based on the survival after recovering from the natural disaster. The central concept in this status was to learn "we have to survive in order to help other people". Our children, who bears our future on their shoulders are required to gain the knowledge on the natural disasters, to think, to judge, and to protect themselves from the risks.

The characteristic method in the Junior Red Cross is to teach those younger generation to notice, ponder, and act. Based on this principle attitude, this program enables students to tackle with motivation and to learn the practical knowledge and leverage. It also gives them the opportunity to notice the importance of the compassion to others, as well as the value of one's lives.

This educational system should also function as our trial to show what the humanity is. The humanity is the very core concept of the activity at the Junior Red Cross. We therefore sincerely hope that this program will be employed as the basic educational guide for as many schools as possible in order to save the future victims, and that the number of mourning people on the lost lives due to the natural disaster will be as small as possible.

The Disaster Prevention Educational Program Committee /Junior Red Cross

Aki Chida	Midorigaoka City Elementary School, Morioka City	Teacher
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Junior Red Cross **Disaster Prevention Education Program**

MAMORU INOCHI
HIROMERU BOSAI

for Junior and Senior High School Students

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Earthquakes

1. ABOUT THE SUBJECT

The objective of this chapter is to learn the method to protect oneself from an earthquake in various situations in the dairy life, by making full use of further understanding on the earthquake. The movie material shows the students how they should notice the object of danger and secure their own safety. Once they learn the lessons, teachers should encourage students to share their achievement with someone else, such as their friends, family members, and local community.

2. OBJECTIVE

1. Learn the earthquake mechanism and understand that the Japan is an earthquake-prone country.
2. Learn the method to protect oneself from an earthquake. Prompt students to take a danger-avoidance action themselves.
3. Guide the junior high school students to deepen their understanding and to encourage them not only protecting themselves from the earthquake hazard but also earnestly offering their hands to what they can do to others under such a hazardous condition. Guide the senior high school students to take an action based on what they have learned. Encourage them not just to protect themselves from the earthquake hazard, but try to contribute with high motivation to the friends and family members, as well as to the local community residents.

3. BREAKDOWN OF LESSONS (50 minutes)

	Stage	Lesson Contents
Introduction (10 minutes)	① Understand the meaning of the term "Disaster."	<ul style="list-style-type: none"> ▪ Organize the group discussion to list up the variation of the disasters, and show movie material. ▪ Movie material: Disaster Prevention for Protecting Life (Introduction), Natural Disasters
Process (35 minutes)	② Learn the earthquake mechanism and the method to protect oneself from an earthquake.	<ul style="list-style-type: none"> ▪ Movie material: Know about Earthquakes, Protect Yourself from Earthquakes
	③ Be aware of the risk through the earthquake in various venues, and understand how to protect one's life.	
Conclusion (5 minutes)	④ Learn to pick up the risky objects quickly and stay away from them immediately.	

Tsunamis

1. ABOUT THE SUBJECT

The objective of this chapter is to learn the Tsunami mechanism, and understand its unique characteristic of its phenomenon in order to protect yourself from Tsunami disaster. Once they learn the lessons, teachers should encourage students to share their achievement with someone else, such as their friends, family members, and local community.

2. OBJECTIVE

1. Learn the Tsunami mechanism and understand the method to protect oneself from it, so they can take an action to stay away from the danger.
2. Prompt students to take more effective danger-avoidance action themselves, not just waiting for the tsunami warning or the evacuation instruction.
3. Guide the junior high school students to deepen their understanding and to encourage them not only protecting themselves from the tsunami disaster but also earnestly offering their hands to what they can do to others under such a hazardous condition. Guide the senior high school students to take an action based on what they have learned. Encourage them not just to protect themselves from the tsunami disaster, but try to contribute with high motivation to the friends and family members, as well as to the local community residents.

3. BREAKDOWN OF LESSONS (50 minutes)

	Stage	Lesson Contents
Introduction (10 minutes)	① Understand the meaning of the term "Disaster."	<ul style="list-style-type: none"> ▪ Organize the group discussion to list up the variation of the disasters, and show movie material. ▪ Movie material: Disaster Prevention for Protecting Life (Introduction), Natural Disasters
Process (35 minutes)	② Learn the tsunami mechanism and the method to protect oneself from it's likely coming.	<ul style="list-style-type: none"> ▪ Movie material: Know about Tsunamis, Protect Yourself from Tsunamis
	③ Confirm the knowledge in order to protect oneself from tsunami.	
Conclusion (5 minutes)	④ Prepare for tsunami in the dairy activity in advance. Learn to take an immediate action against tsunami when one encounters the earthquake.	

Age of Subject:
Junior and senior
high school students

50
minutes

Movie
material

Know about Typhoons and Heavy Rain/Protect Yourself from Typhoons and Heavy Rain [XX' XX"-XX' XX"] - Know about Tornadoes/Protect Yourself from Tornadoes [XX' XX"-XX' XX"]

Junior High School • Social Studies
Junior High School • Science
Junior High School • Health and Physical Education
Junior High School • Synthesis
Junior High School • Special Activity

Senior High School • Science
Senior High School • Health and Physical Education
Senior High School • Synthesis
Senior High School • Special Activity

Wind and Flood Damage

How To Use This Section

The program for the damages by wind and flood can be connected to execute as one whole lesson, or to break down to the small chapters such as "Typhoon and Heavy Rain," "Cumulonimbus," "Lightning," "Localized Heavy Rain," and "Tornado."

Typhoons and Heavy Rain (20 minutes)

Movie
chapter

Know about Typhoons and Heavy Rain/Protect Yourself from Typhoons and Heavy Rain [XX' XX"-XX' XX"]

1. ABOUT THE SUBJECT

Typhoon is passing through the Japan Island from summer to autumn of each year. This comes with a lot of rain and strong wind on our island, which brings fairly major disasters everywhere, such as the flood, the high tide, or the landslide damages. The objective of this chapter is to learn about the various disasters brought by typhoon, and understand its importance to confirm the latest information through the weather forecast when it is approaching to the Japan Island.

2. OBJECTIVE

1. Learn the typhoon mechanism and the various disasters it brought. Understand the method to protect one's own life from the typhoon disaster when it is approaching.
2. The characteristic of the coming typhoon (its size and position, and so on) can be figured out in advance, through the weather forecast. Prompt students to watch the latest weather forecast and to be ready for the disasters.
3. Guide the junior-high school students to deepen their understanding and to encourage them not only protecting themselves from the typhoon and heavy rain disasters but also earnestly offering their hands to what they can do to others under such a hazardous condition. Guide the senior high school students to take an action based on what they have learned. Encourage them not just to protect themselves from the typhoon and torrent disasters, but try to contribute with high motivation to the friends and family members, as well as to the local community residents.

3. BREAKDOWN OF LESSONS (20 minutes)

	Stage	Lesson Contents
Introduction (5 minutes)	① Understand about typhoon and heavy rain.	<ul style="list-style-type: none"> ▪ Learn how typhoon happens and understand the method to protect oneself from its disaster. ▪ Movie material: Know about Typhoons and Heavy Rain/Protect Yourself from Typhoons and Heavy Rain
Process (12 minutes)	② Learn the typhoon mechanism and risk, and understand the method to protect oneself.	
Conclusion (3 minutes)	③ Confirm to check the weather forecast and act appropriately when the typhoon is approaching.	

Cumulonimbus (5 minutes)

Movie
chapter

Know about Cumulonimbus [XX' XX"-XX' XX"]

1. ABOUT THE SUBJECT

The objective of this chapter is to learn that the cumulonimbus brings a various type of the disasters, because of its unexpected nature due to the unstable state of the atmosphere.

2. OBJECTIVE

Understand the nature of cumulonimbus and its mechanism. Inform the students that it is likely to happen when the weather forecast states that the state of the atmosphere is unstable.

3. BREAKDOWN OF LESSONS (5 minutes)

	Stage	Lesson Contents
Introduction and Process (4 minutes)	① Understand about cumulonimbus. ② Ask students how they should do when they notice the cumulonimbus in the sky.	<ul style="list-style-type: none"> ▪ Movie material: Know about Cumulonimbus
Conclusion (2 minutes)	③ Learn to avoid going out when the state of the atmosphere is unstable, as much as possible.	

Lightning (8 minutes)

Movie
chapter

Know about Lightning/Protect Yourself from Lightning [XX' XX"-XX' XX"]

1. ABOUT THE SUBJECT

The objective of this chapter is to learn that it is the timing for the lightning to happen when the cumulonimbus is developing, and understand the method to protect oneself from the lightning damage.

2. OBJECTIVE

Understand the nature of the lightning damage. Study the method to protect oneself from the lightning damage through the movie material.

3. BREAKDOWN OF LESSONS (8 minutes)

	Stage	Lesson Contents
Introduction and Process (6 minutes)	① Understand about lightning. ② Learn the method to protect yourself from the lightning damage.	<ul style="list-style-type: none"> ▪ Learn how the lightning happens and how to protect oneself from the lightning damage. ▪ Movie material: Know about Lightning/Protect Yourself from Lightning
Conclusion (1 minutes)	③ Confirm students to be aware to evacuate as soon as possible, upon the notice to the sound of the thunder.	

Localized Heavy Rain

(8 minutes)



Know about Localized Heavy Rain/Protect Yourself from Localized Heavy Rain [XX' XX"-XX' XX"]

1. ABOUT THE SUBJECT

The objective of this chapter is to learn about the localized heavy rain, and the sudden and very heavy rainfalls due to the rapid development of the cumulonimbus. This the natural phenomenon is particularly increasing recently. Understand the method to protect oneself from this disaster.

2. OBJECTIVE

1. Understand the nature of the localized heavy rain, the sudden and very heavy rainfalls in the specific area, for only a short period of time. Learn also that it is unpredictable in advance, like the typhoon.
2. Study the method to protect oneself from the localized heavy rain through the movie material.

3. BREAKDOWN OF LESSONS (8 minutes)

	Stage	Lesson Contents
Introduction and Process (6 minutes)	<ol style="list-style-type: none"> ① Understand about the localized heavy rain. ② Learn the method to protect oneself from the localized heavy rain. 	<ul style="list-style-type: none"> ▪ <i>Movie material:</i> Know about Localized Heavy Rain/Protect Yourself from Localized Heavy Rain
Conclusion (2 minutes)	<ol style="list-style-type: none"> ③ Confirm to evacuate immediately when encountering to the heavy rain. 	

Tornadoes

(8 minutes)



Know about Tornadoes/Protect Yourself from Tornadoes [XX' XX"-XX' XX"]

1. ABOUT THE SUBJECT

Once the cumulonimbus is developed, it may bring the tornado. The objective of this chapter is to learn about the weather condition for a tornado to happen, and understand the method to protect oneself from this disaster.

2. OBJECTIVE

Learn the sign of the tornado and method to protect oneself from its disaster through the movie material.

3. BREAKDOWN OF LESSONS (8 minutes)

	Stage	Lesson Contents
Introduction and Process (6 minutes)	<ol style="list-style-type: none"> ① Understand about the tornado ② Learn the method to protect oneself from the tornado. 	<ul style="list-style-type: none"> ▪ Learn about the tornado. ▪ <i>Movie material:</i> Know about Tornadoes/Protect Yourself from Tornadoes
Conclusion (2 minutes)	<ol style="list-style-type: none"> ③ Learn to evacuate immediately if the sign of the tornado is found. 	

Age of Subject:
Junior and senior
high school students

15
minutes



Know about Heavy Snow/Protect Yourself from Heavy Snow [XX' XX"-XX' XX"]

Junior High School • Social Studies
Junior High School • Science
Junior High School • Health and Physical Education
Junior High School • Synthesis
Junior High School • Special Activity

Senior High School • Science
Senior High School • Health and Physical Education
Senior High School • Synthesis
Senior High School • Special Activity

Heavy Snow

1. ABOUT THE SUBJECT

The objective of this chapter is to learn about the snow disaster, which may happen about 50% to the local area in Japan, and understand its risk before and after the snow falls.

2. OBJECTIVE

1. Understand that the snow disaster is one of the most familiar dangers in our dairy lives.
2. Conclude the type of the snow disasters, depending on the area with and without heavy falls respectively.

3. BREAKDOWN OF LESSONS (15 minutes)

	Stage	Lesson Contents
Introduction and Process (12 minutes)	<ol style="list-style-type: none"> ① Learn about the heavy snowfalls and snow disasters. ② Consider about the action in need to protect oneself from the heavy snow. 	<ul style="list-style-type: none"> ▪ <i>Movie material:</i> Know about Heavy Snow/Protect Yourself from Heavy Snow
Conclusion (3 minutes)	<ol style="list-style-type: none"> ③ Confirm to take an action against the snow disaster when the snow falls heavily. 	<ul style="list-style-type: none"> ▪ Understand that the shoveling and removing snow appropriately will help to support the local activity against the snow disasters.

Volcanoes

1. ABOUT THE SUBJECT

The objective of this chapter is to learn that there are many active volcanoes in Japan, and to understand the method to protect oneself from the volcanic disaster.

2. OBJECTIVE

1. Understand that a) the volcanic disaster has much variation, b) the Japan Meteorological Agency (JMA) has been monitoring the activity of the active volcanoes, and c) that the most dangerous 47 active volcanoes are under a 24-hour monitoring.
2. Learn the method to protect oneself from the volcanic disaster. When the volcanoes are active, the volcanic warning is announced. Understand the importance to confirm the latest status of the volcano's activity through the TV and radio broadcasting, and make its best use.

3. BREAKDOWN OF LESSONS (10 minutes)

	Stage	Lesson Contents
Introduction and Process (7 minutes)	<p>① Learn about the volcanoes.</p> <p>② Consider what we should do when encountering to an eruption of the volcano.</p>	<p>▪ Movie material: Know about Volcanoes/Protect Yourself from Volcanoes</p>
Conclusion (3 minutes)	<p>③ If the volcanic warning is announced, evacuate immediately. Learn also to stay away from the dangerous points at all time.</p>	

▼ Sakurajima in eruption



The image submitted by the Japan Meteorological Agency.

Preparing for Disasters

1. ABOUT THE SUBJECT

The objective of this chapter is to learn about the importance to prepare for the emergency storage, so you could take an action to protect your own life when disasters happen. The students will also make the best use of their knowledge at home or in the community.

2. OBJECTIVE

1. Learn about the preparation to the storage against the disaster, in a day to day basis.
2. Learn that getting the correct information is useful in order to survive.
3. Understand the importance of the active commitment to the local evacuation training, or try making an effort to heighten the communication skill, since helping each other in the community is so important when one encounters the major disaster.

3. BREAKDOWN OF LESSONS (50 minutes)

	Stage	Lesson Contents
Introduction (10 minutes)	<p>① Understand the meaning of the term "Disaster."</p>	<p>▪ Organize the group discussion to list up the variation of the disasters, and show movie material.</p> <p>▪ Movie Material: Disaster Prevention for Protecting Life (Introduction), Natural Disasters</p>
Process (35 minutes)	<p>② Learn about the preparation to the disaster, and that the dairy storage is important against the disaster. dangerous points at all time.</p> <p>③ Learn about the importance of the preparation against the disaster.</p>	<p>▪ Movie Material: Natural Disasters; Preparations for Protecting Life (Buildings Edition), Preparations for Protecting Life (Stockpiling Edition), Preparations for Protecting Life (Information Edition), Preparations for Protecting Life (Earthquake Resistance Standards Edition), Knowledge for Protecting Life</p>
Conclusion (5 minutes)	<p>④ Heighten the awareness of students against the disaster prevention, and learn to prepare for the disaster storage in a day to day basis.</p>	



From Experiencing Disaster to the Future [XX'XX"-XX'XX']

Junior High School * Social Studies
Junior High School * Science
Junior High School * Health and Physical Education
Junior High School * Synthesis
Junior High School * Special Activity

Senior High School * Science
Senior High School * Health and Physical Education
Senior High School * Synthesis
Senior High School * Special Activity

From Experiencing Disaster to the Future

After showing the movie material "From Experiencing Disaster to the Future," have them compose the comments at their free will. Give a guidance about the disaster volunteer activity, and have them consider what they can do themselves. It is recommendable for the teacher to read the below message from a teacher who encountered the natural disaster. Think once again about the concept "tie the knot of one's life".

A Message From A Teacher Who Encountered the Natural Disaster

I have someone who tells me that my pains and sorrows will someday contribute to help other people.

On that day, our librarian and myself were left behind in the school after all the students evacuated. Enduring the unbelievably big shaking, a flash of thought passed by: what did I learn during the evacuation training? Throughout such a big shaking, I was frightened and kept screaming. I was lucky enough to survive, as the school building was not collapsed. This experience made me aware of the importance of the training in advance, as it helped to save my life.

On that same day, I lost one of my students. She was covered by muddy sands, with her hands still gripping her sister's. I firmly determined not to forget her smiling face. This accident reminded me that the school is not only the place to teach our precious students, but also the one to keep their precious life from disasters.

After the disaster, I have worked on the volunteering task in the evacuation sites, together with the students in the family where parents allowed to do the same. It made me realized how powerful the students in the junior and senior high schools are, to take actions to help others in our society. Tidying up the fallen walls and furnitures, working on physical labors, removing snow in the house where aged people are living, and playing with younger children

whose parents are busy. It made me aware how important it is for them to work more actively in the local community. If you protect your own life, you can extend your hand to others. There are a couple of things that I learned through this volunteering activity. One, to keep calling the victims will hurt their feelings. Two, children and the aged people would show a beaming smile on their face just when the students send a lively greeting. Three, it is not a wise idea for the volunteer people to do everything at the evacuation site, but encouraging the victim to ask what they can do themselves. Four, we should listen to what they have to say. I learned that the warm and heartfelt mind and action will save the same humans under any circumstances. Isn't it so important to convey the preciousness of one's life through our own vocabularies? Isn't it the first priority for the adults to speak about the future, and for the students to see the light shed on the road to the future?

Thank you so much to pick up this program to remind you about the importance for all the people to appeal living together.

Committee member at
Japan Youth Red Cross Educational Program
Teacher at Shirakawa Asahi City High School
Aiko Sherpa

© JRC



► Children in Yamada Town, Iwate, marching in the ruins

◀ A vessel skidded to the landside by tsunami



Bosai Communication Workshop (BCW)

Target age group: Junior and senior high school students

1. ABOUT THE SUBJECT

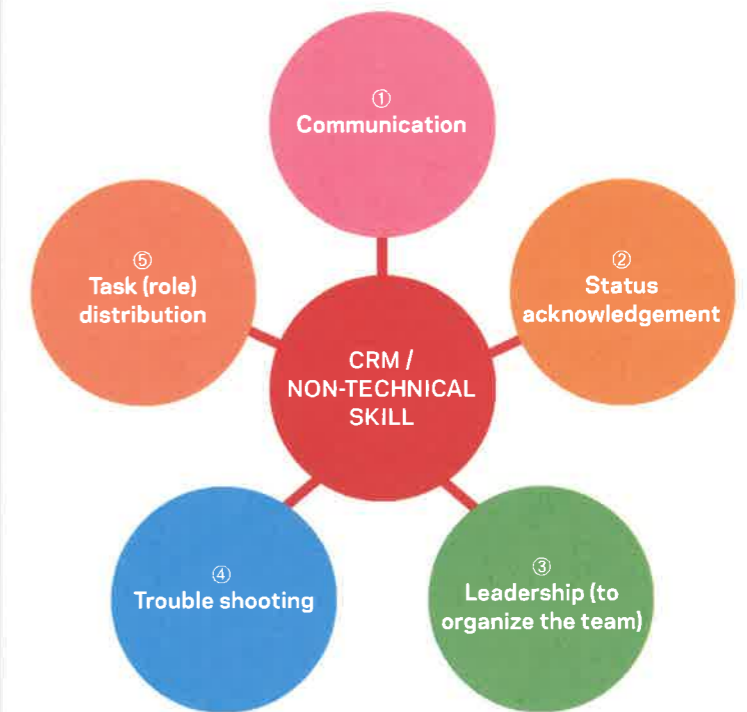
The importance of the communication skill should not be acknowledged only to the everyday. Here in this chapter, we will look into the importance of such skill under the extraordinary situation as well, like under the disaster, and investigate how it impacts to the motivation of the students to "notice," "ponder," and "execute" themselves.

2. OBJECTIVE

It is apparent that protecting one's life and developing one's power to survive are the key issues under the disaster situation. But what should we do to protect our own life ourselves, in fact? Under the extremely contingent situation, all the people involved are required to cooperate together to work on the trouble shooting. The objective of this chapter is, therefore, for the students to set on the improvement of such survival capability, by taking into a method of CRM and non-technical skill, which has been used in the airline or medical front scenes.

Crew Resource Management (CRM) / Non-Technical Skill

Crew Resource Management (abbr. CRM) is the method developed in the airline industry. It is the activity and technique for the airline crews to exchange the information through the active communication, to utilize every possible and obtainable resources, to support more appropriate decision making in the scenes, and consequently to try minimizing the happening rate of errors within the team members involved. While the operation skills of the aircraft by the pilots is called a technical skill, the CRM skill is called non-technical skill, and are composed of the following five elements.



Explanation to each skill and the way to apply in the contingent situations

1 COMMUNICATION

Communication is the most fundamental skill in order to be the base of all other ones. The person in charge is re-quired not only to seek for the smooth communication but also to lessen the hesitation of the team members to make suggestions. It is critical to make an appropriate judgement to each statement from the members from all as-pects, especially under the extremely contingent situation, so we can protect our own lives within the limited time. The establishment of the relationship to exchange one's opinion each other without hesitation is very important.

2 STATUS ACKNOWLEDGEMENT

All the given information needs to be shared. Creating the atmosphere for members involved to speak freely is in need. Especially under the contingent situation, it is critical for all members involved, not only to exchange the knowledges each other, but things they somewhat noticed or the ones they sensed. It is also very important to calmly acknowledge the status they are currently in.

3 LEADERSHIP (TO ORGANIZE THE TEAM)

Anybody can be the leader of the team. Members also have to make effort to support a leader at all times, not leav-ing the leader alone to work hard. They should understand that the difference of the opinions are ordinary and that the priority should be set on the decision making within a limited time, without forcing one's opinion to others. This is applied to the contingent situation too. The team activity requires the following points of view in its execution.

- 1) Support others
- 2) Solve the confrontation
- 3) Exchange information
- 4) Adjust the activity (random action based on each member's own judgement will not work for the team)
- 5) Monitor (or learn) the other's activity

4 TROUBLE SHOOTING

The perfect solution is not easily accessible. When the trouble shooting and making decision are not well obtained, it is because either not all the information has been collected or the accurate understanding to the situation is miss-ing. A leader is required to pull out all the information while the members are done to report everything they have noticed. Regardless the positions, ages, experiences, being seniors or junior, or the knowledges, it is important to set up an environment for everyone in the team to make statements or to point out the mistakes from the juniors to the seniors.

5 TASK (ROLE) DISTRIBUTION

Each member of the team has a different kind of capability. If the appropriate role is assigned to their own capability and the roles given to each member are fully executed, it activates the team. More importantly, the team should target the most effective cooperation structure by the one with superior skills and powers helping the others with

Bamboo Stick Tower

(Courtesy of Peter Skillman Design)



RESUMÉ

- Create a team consisting four to five students. Use the limited tools only (such as bamboo sticks, masking tapes, paper clay) , create the tower within the time limit. The order of winning will be competed with the height of the tower from the desk (or the floor) to the ball (made of paper clay) on its top.
- The tower is required to be freestanding. Supporting by hands is prohibited.
- Tools can be cut or folded. Using up all the tools does not have to be a must (it does not have to do with the win or the loss).
- A paper clay ball can be pierced to the bamboo sticks, or simply be put on them. However, changing the shape of the paper clay ball is prohibited.
- Applying the masking tapes on the desk to support the freestanding of the tower is possible. But the teachers do not convey this knowledge in the beginning in order for the students to use their own imagination.

SUBJECT AGE GROUP

- The junior to the senior high school students (consisting of four to five people) as a group are desirable.

TOOLS (PER TEAM)

- Bamboo sticks: 10 pieces (360 mm at length, 1.8 mm in diameter are desirable) for the two rounds
- Masking tapes (any tapes being easy to tear out by hands are acceptable); 900 mm for the two rounds
- Ball: Paper clay (approximately 15 g)
- Measurement tools such as a stop watch, or tape measuring tape

PROCESS (45-50 minutes)

(5 minutes)	<ul style="list-style-type: none"> ▪ Create teams and explain the rules. Create the teams, put the desk aside per teams, and explain the rules. Explanation of the rule should take more or less one minute. After that, set up the Q&A time. <i>*It is advisable not to inform to students that the competition will be held twice. Students will be able to focus more on the first round.</i>
(10 minutes)	<ul style="list-style-type: none"> ▪ The first round (time limit: 10 minutes) Give a go signal and have the students start at once. When the team calls out for the measurement, measure the height. Measurement should be limited to twice only. If measurement is not made, the achievement will not be counted.
(10 minutes)	<ul style="list-style-type: none"> ▪ Review Distribute the "Review Sheet" to each student. Have them review what they have achieved as the individual, for the first three minutes. Let them use up the remaining of the time to review the team activity, and share the result.
(5 to 10 minutes)	<ul style="list-style-type: none"> ▪ Support and Evaluation Based on the situation of the first round and how the review was executed, inform them the noticeable points, using the evaluation points in the review sheet on the next page.
(10 minutes)	<ul style="list-style-type: none"> ▪ The second round (time limit: 10 minutes)
(10 minutes)	<ul style="list-style-type: none"> ▪ Comments: Refer to the "Comments" column on the next page and inform the objective.

**In case the tools listed in this page are not available, the alternative material can be a sheet of newspaper (half to the full size of the sheet), masking tape (900 mm), a paper cup (1 piece), or a set of chopstick. If this is the case, the program will be shifted to the competition of the height.*

The Point of Guidance:

Have students understand that each one in the group should notice based on the CRM point of view, ponder in a day to day basis, and execute the action in the contingent situation, through the review sheets, not just tack-ling with the target in the program.

***Avoid majority rule:** The more students are mentally getting matured, the more they tend to make judgements based on the majority rule. This program however is to aim the process of reflection for the statement from each one of the members, and to guide them to make the best decision among as many options as possible.

Review Sheet

Guide must be given that the students should fill in this distributed "Review Sheet" in order to review their activity from the CRM and non-technical point of view, not just reflecting the contents of the program itself.

Sample answers by students on the Review Sheet	Evaluation Points	Applied Points from the Major CRM and Non-technical Points of View
We discussed in order to achieve the goal of the subject.	Whether all the members are sharing the information.	1 Communication
While executing the subject, the discussion to improve the situation was ongoing without stopping the actions.	Whether the members are actively exchanging the opinions and trying to improve the situation.	1 Communication 4 Trouble shooting
We could listen to the opinions of the members.	Whether the members are voicing out the alerting sign such as "Hold on!"	2 Status acknowledgment
We were able to not just speak out the opinions but also to conclude them.	Whether they try to listen to others when the difference of the opinions arises.	3 Leadership (to organize the team)
We were able to proceed the discussion to the everyone's satisfactory point, by speaking out the comments each other, not just forcing the majority rule.	Whether the discussion is ongoing in the direction that all of the members are accepting.	3 Leadership (to organize the team) 4 Trouble shooting
We could use the opportunity of the strategy meeting to the one for exchanging and sharing the opinions of all members.	Whether the students are employing the appropriate process to achieve the better result between the first and second rounds.	1 Communication 3 Leadership (to organize the team) 4 Trouble shooting
We were aware of our own roles in the team and could do what we could contribute to the team.	Whether each member is working on the assigned role efficiently; or there is no one to be left out	1 Communication 5 Task (role) distribution
We were able to discuss to full extent in the strategy meeting so the second round could gain the better teamwork.	Whether the speed is set on the priority in the strategy making; or the process is more emphasized.	4 Trouble shooting 5 Task (role) distribution

Comment

At the contingent situation, unpredictable happenings hit us on and on. Under that kind of situation, it is important to develop the relationship to speak out one's opinion freely, understanding of the value of helping each other, and the skills to judge and the status accurately to make decisions of the next steps. The good number of opinions are achieved through the communication. It is critical for each one of us to speak out from each point of view.

The objective of this program is not on the competition to the height of the tower only. The process to the completion of the tower is more important. At the disaster shelter, many people of the various age groups are gathered to make living in the limited space. In order to survive in the extraordinary surrounding, much discussion was executed in such places. A good example of good communication is seen in the setting of the child-care space or talking salon to create a peaceful moment.

Drawing Challenge



RESUMÉ

- Create a huge drawing pen made of a pet bottle and liquid markers. Support this drawing pen only with the index fingers of all team members. Draw a shape or illustration by synchronizing everyone's timing.

SUBJECT AGE GROUP

- The junior to the senior high school students (consisting of four to five people) as a group are desirable.

TOOLS (PER TEAM)

[Prior preparation]

- Create "drawing pen" by putting the liquid marker into a pet bottle and holding the bottle with tape. (Refer to the photograph below)
- 1.5-liter pet bottle, liquid marker (easier to clean out the smudges at a later stage) in cylinder shape
- A pet bottle for the carbonated beverages in cylinder shape without the angles or dents is easy to handle. If such type is not available, the shapes of all the pet bottles should be uniform to be fair to everyone. 500 milliliter bottle is also usable, depending on the age target.
- Newspaper sheet, poster paper (half in size), masking tape (in order to hold the poster paper and the pet bottle marker on to the table with the newspaper sheet)



PROCESS (50 minutes)

(10 minutes)	<ul style="list-style-type: none"> Preparation and explanation of the rules <ul style="list-style-type: none"> Assemble students' desks together and apply the newspaper sheet on, so that the surface of the desks will not be smudged. Apply the poster paper cut in half size on the newspaper and fix them with the tape. This makes a drawing campus board. Using the other hand is prohibited (the other hand should not touch a drawing pen, paper, or desk. It should not use to point the direction either.) Support the drawing pen with the tip of the index finger only of one's dominant hand (use the part of the index finger above the first joint). The index finger should not be bent.
(5 minutes)	<ul style="list-style-type: none"> The first round: Draw the first shape in 5 minutes. <ul style="list-style-type: none"> Refer to the bottom as to how to distinguish the levels of the result.
(5 minutes)	<ul style="list-style-type: none"> Judging Point, Support and Evaluation <ol style="list-style-type: none"> Whether the drawing line is not out of shape or is broken. Whether the drawing is finished within the time limit. Whether the drawing is made through the collaboration of all members. Evaluate the finished drawings based on the above three points.
(5 minutes)	<ul style="list-style-type: none"> Announce the subject in the second round and have the students to execute the strategy meeting (The team should discuss as to how they can improve the quality of the drawing.)
(10 minutes)	<ul style="list-style-type: none"> The second round: Draw animals in 5 minutes. <ul style="list-style-type: none"> Refer to the bottom as to how to distinguish the levels of the result.
(5 to 10 minutes)	<ul style="list-style-type: none"> Review and Comments <ul style="list-style-type: none"> Distribute the "Review Sheet" and encourage the students to review the outcome.

[Process and advice according to the target age group] The difficulty level varies according to the subject to be drawn in this game.

*The sample illustration of the subject may be shown in the 1st round. Intermediate: 1st round, pentagon. 2nd round, a rabbit or a lion. Advanced: 1st round, pentagon. 2nd round, a dog or a cat. If the subject is more general than these, it is getting more difficult to share the information within the team.

Review Sheet

Guide must be given that the students should fill in this distributed "Review Sheet" in order to review their activity from the CRM and non-technical point of view, not just reflecting the contents of the program itself.

Sample answers by students on the Review Sheet	Evaluation Points	Applied Points from the Major CRM and Non-technical Points of View
We discussed in order to achieve the goal of the subject.	Whether all the members are sharing the information.	1 Communication
While executing the subject, the discussion to improve the situation was ongoing without stopping the actions.	Whether the members are actively exchanging the opinions and trying to improve the situation.	1 Communication 4 Trouble shooting
We could listen to the opinions of the members.	Whether the members are voicing out the alerting sign such as "Hold on!"	2 Status acknowledgment
We were able to not just speak out the opinions but also to conclude them.	Whether they try to listen to others when the difference of the opinions arises.	3 Leadership (to organize the team)
We were able to proceed the discussion to the everyone's satisfactory point, by speaking out the comments each other, not just forcing the majority rule.	Whether the discussion is ongoing in the direction that all of the members are accepting.	3 Leadership (to organize the team) 4 Trouble shooting
We could use the opportunity of the strategy meeting to the one for exchanging and sharing the opinions of all members.	Whether the students are employing the appropriate process to achieve the better result between the first and second rounds.	1 Communication 3 Leadership (to organize the team) 4 Trouble shooting
We were aware of our own roles in the team and could do what we could contribute to the team.	Whether each member is working on the assigned role efficiently; or there is no one to be left out	1 Communication 5 Task (role) distribution
We were able to discuss to full extent in the strategy meeting so the second round could gain the better teamwork.	Whether the speed is set on the priority in the strategy making; or the process is more emphasized.	4 Trouble shooting 5 Task (role) distribution

Comment
During the evaluation of the Great East Japan Earthquake, it was said that teachers must establish the communication with colleagues, dedicate to create the working environment for each member to feel easier to state one's own opinion, or to point out the mistakes, regardless the occupation, ages, or experience. When the victims of the disasters were moved from the shelters to the temporary or chartered houses, or to the condominium, their lifestyle has been changed. Still the victims were trying to establish the better and more cooperative environment within a limited condition. The Japan Youth Red Cross is active to target the education with the motto "Each one of us to be a leader". Likewise, in the school life, it is important for each one of the students become a leader, as well as the team members to cooperate together.

Carry the Relief Supplies!

RESUMÉ

- Challenge to carry as much relief supplies as possible, using the limited number and variation of the tools, from the storage warehouse to the shelter.



SUBJECT AGE GROUP

- The junior to the senior high school students (consisting of four to five people) as a group are desirable.

TOOLS (PER TEAM)

- Relief supplies:
A dish in rather a large size (#1), 30 pieces of the rubber bands, 30 pieces of the marbles, 75 pieces of the clip, 6 pieces of the pet bottle caps. * The number and the shape of each item should be consistent.



- Carrying tools:
A dish in rather a large size (#1), 30 pieces of the rubber bands, 30 pieces of the marbles, 75 pieces of the clip, 6 pieces of the pet bottle caps. * The number and the shape of each item should be consistent.



PROCESS (50 minutes)

(10 minutes)	<ul style="list-style-type: none"> Dividing the students into the group of team, setting the starting and goal points, preparation, and introduction of the story. Set the position of the storage warehouse and the shelter (the distance should be approximately 3.5 meters). - Put the resembled relief supplies (rubber bands, marbles, so on) in the dish #1 (this works as the storage warehouse). - Put the resembled carrying tools (a straw, a string code, and so on) in the dish #2 (this works as the shelter). - Manage time. - Introduce the story. "Disaster happens and many people are gathered in the shelter. They are escaping without any belongings, so we need to carry the relief supply just as soon as possible. You are the volunteer members to carry them. The use of the tools are limited. Rack your brains within the team and carry the supplies quickly." - The index finger should not be bent above the first joint.
(5 minutes)	<ul style="list-style-type: none"> Distribute the tools and explain the rules. <ol style="list-style-type: none"> Start from the shelter with the carrying tools. Go to the storage warehouse, and bring back the relief supplies to the shelter again. Only one tool can be used per person. Carry it with single hand only. Using the other hand is prohibited. Touching the relief supplies by hands is prohibited. When some of the relief supplies are dropped on the ground, pick them up and put them back to the storage warehouse (carrying the dropped one is allowed to use hands only on this occasion). Time limit is 5 minutes. Compete the required to finish carrying.
(5 minutes)	<ul style="list-style-type: none"> The first round: Give a go signal and let the students start all at once. Have them finish once the time limit is over. Judging Point, Review, and Strategy meeting → Having an observer (other teacher) is better. Record the time of the team who could finish within the time limit. After finishing, have each team to confirm the re-sult, and encourage them to arrange the strategy meeting. The good points in the first round and the points to be improved should be discussed.
(5 minutes)	<ul style="list-style-type: none"> The second round Give a go signal and let the students start all at once. Have them finish once the time limit is over.
(15 minutes)	<ul style="list-style-type: none"> Review and Comments Distribute the Review sheet and encourage the students to review the outcome. *Use 15 minutes with the breakdown of the review and comments.

Review Sheet

Carry the Relief Supplies!

Drawing Challenge

Guide must be given that the students should fill in this distributed "Review Sheet" in order to review their activity from the CRM and non-technical point of view, not just reflecting the contents of the program it self.

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Comment

The term "resilience" means the power to adapt under the difficult environment. The recovery speed from the troubled situation depends on the way you determine your mind, better than the experience in the past. Communication skills help to heighten the best part of the resilience.

The renovated ground design and town planning after the natural disaster is usually planned up in the civil work-shops and other organization. It is often said that such planning shows a better rendering once the communication of the consisted members is matured. The more smoothly the communication among the members gets, the team skill is improved and the judgment quality is brushed up. This will be connected to the action to protect one's life, consequently.

Age of Subject: Junior and senior high school students

Grade Class Number Name

Review Sheet

1 REVIEW YOURSELF Check the points where you think you could achieve.

Were you able to state your opinion?	Done	Mostly Done	Not Well Done
Did you try to listen to what other people state?	Done	Mostly Done	Not Well Done
Was the final judgement submitted after each member stated one's opinion?	Done	Mostly Done	Not Well Done

2 Indicate the good points you saw from your team members (what they stated in which circumstances, what kind of action they took, and so on).

3 Your opinion

Movie Material at A Glance

Subject age group : Junior and senior high school students(approximately 97 minutes)

- Disaster Prevention for Protecting Life(Introduction): [00h00'00"-00h05'45"]

Save Your Life

- Natural Disasters: [00h05'45"-00h07'08"]

Earthquakes and Tsunamis

- Know about Earthquakes: [00h07'17"-00h14'19"]
- Protect Yourself from Earthquakes:[00h14'19"-00h22'20"]
- Know about Tsunamis:[00h22'20"-00h26'54"]
- Protect Yourself from Tsunamis:[00h26'54"-00h32'40"]

Wind and Flood Damages(Typhoons, Heavy Rain, Tomadoes), Heavy Snow, Volcanoes

- Know about Typhoons and Heavy Rain/Protect Yourself from Typhoons and Heavy Rain: [00h32'48"-00h39'44"]
- Know about Cumulonimbus:[00h39'44"-00h41'16"]
- Know about Lightning/Protect Yourself from Lightning:[00h41'17"-00h44'56"]
- Know about Localized Heavy Rain/Protect Yourself from Localized Heavy Rain:[00h44'56"-00h47'09"]
- Know about Tomadoes/Protect Yourself from Tomadoes:[00h47'09"-00h50'18"]
- Know about Heavy Snow/Protect Yourself from Heavy Snow:[00h50'18"-00h54'41"]
- Know about Volcanoes/Protect Yourself from Volcanoes:[00h54'41"-00h59'19"]

Preparing for Disasters

- Preparations for Protecting Life (Buildings Edition) : [00h59'19"-01h00'32"]
- Preparations for Protecting Life (Stockpiling Edition) :[01h00'32"-01h03'15"]
- Preparations for Protecting Life (Information Edition) :[01h03'15"-01h05'24"]
- Preparations for Protecting Life (Earthquake Resistance Standards Edition) :[01h05'24"-01h06'59"]
- Knowledge for Protecting Life:[01h06'59"-01h08'41"]

Watch Your Inner Thought

State of Mind at the Time of Disaster, Disaster stress reaction

- State of Mind at the Time of Disaster (normalcy bias, synching bias):[01h09'23"-01h17'31"]
- Disaster stress reaction:[01h17'31"-01h23'53"]

※指導案はありません→「英訳してここに表記してください」

Tie A Knot of Life

- From Experiencing Disaster to the Future:[01h23'53"-01h36'49"]

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