

An Analytic Study on Disaster Education in Junior High School Home Economics : Through the Changes of the Textbooks Description

Masayo SUEKAWA*¹ Haruko AMANO*²

*1 *Graduate school of Human Science and Design, Japan Women's University*

*2 *Faculty of Human Science and Design, Japan Women's University*

Abstract

The study aims to clarify changes in learning of disaster prevention through analysis of 283 previously published textbooks in junior high school home economics curriculum.

Frameworks and items are extrapolated to analyse the study of disaster prevention. Historical analysis reveals changes in textbooks in five distinct periods.

Textbooks from 1947 to 1950 contained a large amount of information on disaster prevention involving various everyday situations. In textbooks from 1951 to 1957, natural disaster prevention was largely restricted to the study of living conditions. Textbooks from 1958 to 1996 generally omitted consideration of disaster prevention involving natural disasters. Influenced by the Great Hanshin and Awaji Earthquake of 1995, textbooks from 1997 to 2015 saw an increase in concern with disaster prevention involving individuals, families and communities. The latest textbooks feature disaster prevention in light of the Great East Japan Earthquake of 2011 and the living conditions of pupils. For the better future disaster prevention curriculum, more comprehensive and cross-field groundworks are suggested.

Key words; disaster prevention education, textbook analysis, history of home economics , home economics education in junior high school