

Safety Education for Earthquake Disaster Mitigation in Beijing Fuxue Primary School

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Abstract: From the analysis of social needs, social situation and school circumstances, the necessity of earthquake disaster reduction is shown, and try to establish the overall framework of earthquake disaster prevention education in primary schools according to the overall goal of earthquake disaster prevention education. The roles of earthquake disaster reduction education is also discussed.

Keywords: Earthquake disaster reduction education, Educational framework

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1 Introduction

The necessity of earthquake disaster reduction education

1.1 Social needs

China is a country with severe earthquake disasters. Earthquakes in China is of high frequency, high intensity, shallow source and wide distribution. In the 20th century, there were three strong earthquakes of magnitude 7.6 or above in the world. Two of them occurred in China; the only two strong earthquakes that killed over 200,000 people in the world also occurred in China. The earthquake occurred in Wenchuan, China on the May 12th, 2008, caused a large number of students' death and injuries because it happened in the class time of the afternoon. Therefore, it is imperative to carry out earthquake prevention and disaster reduction education in schools.

1.2 Social situation

Earthquake self-help education should be carried in family and school. Even Self-help safety education in family should be the dominant. In a random survey of author to students of the fifth and sixth grades, only 1% of parents told the children how to do in case the earthquake occurs. Based on the above survey, Self-help safety education carried out in families among school students by now is almost a blank in the earthquake

Disaster prevention and disaster reduction. Generally, majority of students told a fact that their parents pay more attention to the knowledge education that is almost only related to the entrance education; there are very few public welfare organizations which work on this. If the education does not carry out in school, the students are almost a sheet of white paper on earthquake Self-help knowledge^[1].

1.3 School circumstances

The per capita active area in a primary school is small in China due to a large number of students. It is not conducive to the evacuation of students when disasters happen. Currently, there are only once or twice safety education courses, which is far from enough. We incorporates research-based learning into courses in the school, tried to make students to find and solve problems by themselves, In the process of studying knowledge on the earthquake, the students have a deeper understanding of the disaster. Making reports through PPT increased the students' language expression ability. The evacuation exercise makes student more calm which is very good for students comfort themselves and help the people around them in case disaster happens. The continuous study of a problem are the cultivation of students' character and concentration; this is better personality training. In the end, we try to train the students to have more perfect

personality and love and responsibility, rather than become entrance examination machines.

2 The goal of earthquake disaster prevention education

make students change from only enthusiastic attention to the society hot problems to practical action to solving problems; making experts' professional knowledge become interesting sciences knowledge students like; make students change from roughly understanding to systematic learning on earthquake knowledge; make

teachers transform boring earthquake knowledge into lively activities; the school has changed fragmented teaching to broad participation activities^[2].

3 Basic contents of training

The contents of training are divided into three parts. I am not afraid of the earthquake. I can escape when the earthquake comes. What can I do during the earthquake? See the table below.

The overall framework of earthquake disaster prevention education in Fufu School. (Table 1)

Table 1. Basic contents of training

Grade	Theme	Know how	Emotional attitude	Ability (focus on action)	
First grade	I am not afraid of the earthquake.	What is earthquake?	Initial perception: I am not afraid of the earthquake; initially learn to be calm and strong.	Where should I stay in the earthquake? (classroom)	Earthquake exercise (classroom)
Second grade		Understanding evacuation safety signs	training students to learn reasonable emotional expression and learn to relax through psychology plays that lower grade students like	Where should I stay in the earthquake? (a public place of a school)	Earthquake Exercise (school Campus)
Third grade	I can evacuate when the earthquake comes.	explaining from Zhang Heng's dynamic instrument (positioning in scientific and technological progress)	Making students know the little heroes in the earthquake struggles and learn their strength and calmness by telling stories,	Looking for emergency shelters around you	Earthquake exercise (campus)
Fourth grade		What are the hazards of earthquakes?	I am not afraid of facing difficulties.	Self-help, mutual rescue skills, designing first aid kit In which What articles should be	Earthquake excise (evacuate from High building)
Fifth grade	What can I do during the earthquake?	Understand the secondary disasters of earthquakes: fire prevention, epidemic prevention	Comfort yourself	first aid Simple medical knowledge such as bandaging, etc. (simple search and rescue methods)	Earthquake excise (Haidian Public Safety Museum)
Sixth grade		A preliminary understanding of the causes of the earthquake	placate others (thanks and comfort)	Designing evacuation route (school, home, school road)	Earthquake Exercise (Fire Museum or Earthquake Museum)

4 The roles of earthquake disaster reduction education

4.1 Enhance the self-education function of students

The studying of knowledge in the field of earthquakes and disaster reduction should enable students to know more knowledge and enhance their self-rescue and self-care ability, which will help them to reduce or even avoid harm in their real life and in the event of a disaster.

4.2 Emphasis on comprehensiveness and inquiry, paying attention to organic integration in various knowledge areas

In the structure of the educational framework, the "platform" design in which the fields of knowledge are separated from each other is avoided. Taking the earthquake knowledge (time) and the psychological changes (space) of the students in the earthquake as the two coordinates for training students' ability development, the content of each relevant knowledge

field is organically integrated, and the focus is on cultivating students' ability growth.

From the two dimensions of time and space, sketch the basic framework of the earthquake affecting the world we live in; from the different aspects of social life, delineate the hazards of earthquakes, and then let students understand what the earthquake is like, and strive to reduce the disaster caused by the earthquake to the lightest.

4.3 Strengthen the importance of temporary psychological education for disasters

People often experience different levels of psychological stress after the earthquake and a considerable proportion of people will have psychological stress disorder. Appropriate early psychological counseling should be carried out for these problems. In the usual training, the crisis intervention is the main idea to relieve the symptoms related to stress disorder and prevent the occurrence of post-traumatic crisis disorder. Psychological stress disorder can be intervened by using cognitive behavioral therapy and other methods including telling psychological stories, stress interviews of serious events, playing psychological dramas, psychological games and movies, etc.

4.4 Pay attention to students' "informal learning" and conduct integrated research and practical exploration to students' learning environment

Different learning environments provide unique educational support, knowledge is contextual, and meaningful learning takes place in real situations. Under this concept of knowledge and learning, we chose to use the earthquake as the theme and use the fire-fighting and safe museum as the carrier to complete two tasks: one is to set up tasks in the classroom, simulate the situation, and achieve the purpose of authenticity learning; It is to provide a situation outside the classroom to integrate the learning experience in different situations into the classroom teaching. Let families, communities, schools, and off-campus educational institutions provide students with learning opportunities at different levels, and conduct integrated research and practical exploration of students' learning environment.

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