

## Chapter 8

# The Contribution of Values Education to Increasing Disaster Awareness of Primary School Students

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### **ABSTRACT**

*Disasters cause great damage worldwide every year. A conscious and scientific strategy should be used to reduce the damage. Disaster management ensures the successful completion of the process. If people want to manage disasters properly, they must act diligently at every stage of disaster management. These tasks can be fulfilled by vigilant, responsible, and educated individuals. Disaster awareness can be increased with the support of education. Primary school is the most memorable period of education. In this period, disaster education is not included in the curriculum. Teaching values in the curriculum can play an important role in increasing disaster awareness in this period. This study shows how values education and disaster awareness are integrated in primary schools. In the first part of the study, disasters are mentioned. In the following sections, the contribution of disaster education and values education to disaster awareness is discussed.*

### **INTRODUCTION**

Today, one of the most frequently discussed topics is disasters. Disasters cause damage to thousands of people and their property almost every year. Disasters also cause significant assets losses. The occurrence of disasters depends on the geological, geophysical, climatic, meteorological and biological characteristics of the earth. At the same time, various activities of people also cause disasters. They are caused by the interaction of two different factors. Disaster hazard is one of them and vulnerability is another. Hazard is a dangerous event or phenomenon that leads to a disaster. Many disaster hazards

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cannot be eliminated. For example, it may be possible to predict the location of an earthquake. However, with today's technology it is difficult to predict exactly when an earthquake will occur. Some disaster hazards occur very quickly. Others, however, may take some time to materialise. For example, it is very difficult to track the occurrence of hazards such as drought, climate change and desertification because they take time to emerge. Vulnerability is a secondary component that causes disasters. It indicates the extent to which risk elements are vulnerable to disaster hazards. Infrastructure components and environmental elements can all be damaged by hazards or buildings can collapse. Disasters also damage the socio-economic structure of societies. With these features, vulnerability is seen as the most important component in disasters. Although many disaster hazards cannot be prevented, it is theoretically possible to determine vulnerability and propose mitigation solutions. Therefore, it is safer and easier to reduce undesirable situations after disasters with vulnerability studies.

Disaster management activities are a kind of management model that outlines the steps to be taken in a system to cope with adverse events that may occur before or after a disaster. It covers the tasks to be completed before, during and after the disaster. Mitigation works are carried out before the disaster as a part of disaster risk works. Modern disaster management emphasises the importance of the steps to be taken before the disaster. If mitigation measures are implemented timely, disaster damage can be reduced largely. If disaster management activities are carried out meticulously, damages caused by disasters can be minimised. Losses of life and property can be reduced.

Disasters cause thousands of deaths worldwide every year. The negative effects of disasters last for years and many people face economic difficulties or job losses due to disasters. The economic costs of disasters are quite high. According to estimates, the two earthquakes that hit southern Turkey on 6 February 2023 could have an economic impact of \$100 billion or more on the country. In previous years, earthquakes in many parts of the world have caused huge economic losses. Less developed countries are more likely to experience such losses. On the other hand, industrialised countries are less damaged and adversely affected by such disasters because they are better equipped to cope with disasters.

There are many factors contributing to the greater damage caused by disasters in less developed countries, including inadequate disaster preparedness, failure to comply with certain engineering regulations in the construction of buildings and use of low quality materials, defects in the organisation of disaster management activities and lack of public awareness on disasters. A high level of awareness despite disasters can be demonstrated, for example, by not building houses along fault lines and stream beds and not residing in houses at risk of earthquakes. Similarly, complying with engineering regulations when designing structures and taking into account all the tragedies that can occur in residential areas represents both the nature of the individual duty and the responsibility for society.

The phenomenon of education has a very important place in people's lives. Through education a person begins to see permanent behavioural changes. Education offers a more comprehensive approach than teaching, but at the same time it has more challenging methods for detecting changes in attitudes and behaviour. One of the most important ages for schooling is when children start primary school. During this critical period the young person leaves home, makes new friends and continues to socialise. Although pre-school education is just as important, it has a greater impact on the minds of primary school pupils because primary school education lasts longer. In primary school, children learn to respect their environment and the rights of their friends, to keep their promises, to follow the rules at school, to appreciate nature and to develop a sense of citizenship. Giving and accepting value education begins in this sense in the first years of school. If a young person can have positive thoughts about his/her environment during this time, respect the rights of his/her peers and be aware of his/her obligations, he/she can

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