

DISASTER RISK REDUCTION AND PHYSICAL EDUCATION: BUILDING RESILIENT COMMUNITIES

by:

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When a disaster strikes, communities all over the world are put in a precarious position, and this is true irrespective of whether the catastrophe was brought about by humans or by natural forces. The frequency of these incidents, in addition to the severity of them, is on the rise as a result of a number of causes, including the increasing urbanization of the world's population and changes in the natural environment. In light of the fact that this problem is only going to get worse over time, the implementation of disaster risk reduction (DRR) strategies has become an absolute prerequisite for safeguarding people's lives and property. One example of an innovative strategy for disaster risk reduction is the introduction of DRR ideas into existing school physical education curricula. This is only one example. We examine the substantial role that physical education plays in lowering the risk of natural disasters and the ways in which it might help communities become more resilient. Our focus is on the function that physical education plays in lowering the risk of natural disasters.

In addition, although while classes in physical education have traditionally been associated with pursuits like sports and exercise, students now realize that these classes provide a great deal of additional benefits in addition to the chance to enhance their physical condition. By utilizing a predetermined course of study, these programs have the potential to teach crucial life skills and impart information that is of utmost importance in regions that are more prone to the occurrence of natural catastrophes. This technique is not simply about educating individuals on how to survive in the wilderness; rather, it is about cultivating a culture that values preparedness and resiliency.

One of the most essential ways in which physical education may contribute to DRR is by providing students with the knowledge they need to be prepared for and respond to various types of emergencies. By taking part in safety drills that can be conducted during physical education classes, students have the opportunity to acquire the knowledge necessary to respond effectively in the event of an emergency and to be well-prepared for such an incident. Students go through fire drills, earthquake response exercises, and evacuation process drills, which not only prepares them but also builds their muscle memory for successful responses in real-life disasters such as fires, earthquakes, and other emergency conditions. Students also participate in earthquake response exercises and fire drills.

Physical education should also include instruction in fundamental lifesaving skills such as cardiopulmonary resuscitation (CPR) and basic first aid. This is a crucial component of reducing the danger of natural disasters. In the aftermath of a disaster, it is not unusual for there to be injuries and, as a consequence of those injuries, medical problems. Those students who are endowed with these qualities have the ability to offer assistance to those in need, which may save the lives of such folks. This information is useful beyond the confines of the classroom and equips individuals with the tools necessary to become active participants in the social transformation of the communities in which they reside.

If you live in a region that is prone to flooding, making sure you are safe when you are in or near the water should be your top priority. Students who participate in swimming sessions and receive guidance on how to stay safe around water as part of their required physical education will develop better swimming skills and a higher level of self-confidence. These abilities not only contribute to the personal safety of an individual but also have the potential to be of significant service to others in the event of a flood-related catastrophe. In addition, these abilities contribute to the personal safety of an individual.

In conclusion, integrating DRR into physical education does not only equip students with important life skills but also fosters a culture of preparedness and safety within educational institutions as well as the greater community as a whole. This benefits both the students and the community as a whole. In the event that there is an emergency, the students are provided with the resources necessary to play an active role in guaranteeing not only for their own safety but also for the protection of the persons around them.

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