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ハイスクール平和提言

Education for Nuclear Abolition
核廃絶の為の教育

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概要

1957年9月8日、5万人の青年を前に、創立者の恩師、戸田城聖先生は原水爆禁止宣言を発表され、核は絶対悪であるという考えを表明されました。その意志を継いだ創立者池田大作先生は毎年の平和提言で必ず核廃絶に向けた提案をされるなど、今日まで世界を核の脅威から救う為に活動を続けてこられました。そのような創立者とする関西創価高校の生徒である私たちには、両先生の意志を継ぎ、核廃絶の為に行動をする使命があると思います。その上で関西創価高校の生徒に自らの使命を自覚させる事が最も重要であり、その為に欠かせない現在の反核教育の向上をテーマに研究を行う事を考えました。この研究を行う上で私たちは以下の二つの設問を考えました。

1. 関西創価高校の生徒はどれくらい核廃絶に関心があるのか。
2. どのように関西創価高校における核廃絶の為の教育を改善していくべきか。

私たちは8月6日から8日に行われた広島フィールドワークに参加し、核兵器について学ぶ事に子供たちが深刻なトラウマを持っている事を受けて、広島平和記念資料館の展示が変わるというお話を聞きました。その後に関西創価高校の3年生を対象に核廃絶に関するアンケートを行いました。その結果、生徒たちにとって核兵器について学ぶのに最も効果的なのがビデオを観る事であり、原爆投下の被害やアメリカ側の当時の考えといった歴史的な内容は知っているが、核兵器に関する各国の政策や核抑止論といった現在の問題については知らない傾向にある事が分かりました。また、1月29日から2月4日に行われた海外フィールドワークでは核時代平和財団のクリーガー会長とお会いし、他校の生徒と関わる事が生徒の核廃絶に対するやる気につながると教えていただきました。以上の調査を踏まえ、私たちは「核兵器なき世界への潮流を作り出すパイオニアの育成」と題し、生徒たちに慈悲・英知・勇気を持って行動を起こしてもらう為に学年毎に次のようなカリキュラムを作りました。①ビデオを始めとした綿密な事前学習をした後に広島フィールドワークを行う。②一年次で学んだ事を元に関西創価小学校の児童に核兵器について教える。③アメリカ創価大学やブラジル創価高校など世界中の姉妹校の生徒と核廃絶サミットを行う。なお、本提言は関西創価高校に向けたものなので、他の日本の学校や他の国々では適用できない可能性があります。しかし、私たちの提言が世界を核廃絶に向けて前進させる一助になる事を願います。

Education for Nuclear Abolition

In September 8, 1957, Josei Toda, the mentor of Daisaku Ikeda made declaration calling for the abolition of nuclear weapons in front of 50,000 youth. Taking over his determination to abolish nuclear weapons, Daisaku Ikeda has been taking actions, such as publishing annual Peace Proposal, in which he suggested the solutions for nuclear issues. He also created Soka educational system, including Kansai Soka High School. In first entrance ceremony of Kansai Soka High School, he announced the school's motto, "Never build your happiness upon other's misfortune." This motto means that Kansai Soka High School students have the missions of creating a world full of dignity of life. On the other hand, there is a notion of disregard for life behind the possession and usage of nuclear weapons. Therefore, the authors thought that Kansai Soka High School students should accomplish their missions by being concerned about nuclear issues and determined to take actions to make a world without nuclear weapons. Currently, Kansai Soka High School students learn about nuclear issues, such as nuclear proliferation and nuclear testing, through several kinds of programs and lectures. However, the authors thought that the curriculum can be more effective to inspire its students to lead nuclear abolition as global leaders. Then the authors decided to research Kansai Soka High School students' awareness of nuclear issues and how to improve its anti-nuclear education.

Literature Review

Young people, especially Japanese high school students, should learn about nuclear issues because they have the responsibility of creating world peace. Therefore, the authors of this proposal decided to research about education for nuclear abolition. Also, the authors decided to focus on anti-nuclear education in Kansai Soka High School. To make proposals to improve the current education in Kansai Soka High School, the authors needed to

understand the core of Soka education. Therefore, the authors researched about the founder's ideas in Kansai Soka High School. Also, some authors learned about nuclear weapons through Hiroshima Fieldwork, so the authors also mentioned about Hiroshima Fieldwork in this section.

Declaration Calling for the Abolition of Nuclear Weapons Made by Josei Toda

Josei Toda, a mentor of Daisaku Ikeda who founded Soka educational system in September 8, 1957, he announced his mind for nuclear weapons in front of 50,000 youth at the stadium in Mitsuzawa, Yokohama. Even though he was a Buddhist and a death penalty abolitionist, he said that the death penalty will be needed for to anyone responsible for using nuclear weapons, even if that person is on the winning side (Ikeda, 2017). Based on this Toda's idea, the Soka movement has continued to make actions for nuclear abolition until today.

Kansai Soka High School

SGH Kansai Soka high school was appointed as Super Global High school (SGH). According to the website of SGH, this program focuses on improving the education in Japanese high schools to foster the global leaders who can be active in the world with the power of communication, solving problems, and so on. The program is intended to cultivate two powers in students, which are creativity and dialogue. To fulfill this purpose, Kansai Soka High School developed a curriculum in which students learn about global issues from the perspective of development, peace, environment, human rights. All students join such SGH program (Kansai Soka High School, 2017).

Guiding Philosophy

Daisaku Ikeda is the founder of Kansai Soka High School. He presents the Peace Proposals every year and acts to create a world without nuclear weapons. Also, as a founder, he gave Kansai Soka High School students a basic philosophy of Soka education, which was

“Never build your happiness upon other’s misfortune”. Daisaku Ikeda put his great expectations for the students in this principle to be considerate in their daily lives and contribute to eradicate misery. He said that action based on this philosophy will create peaceful atmosphere of Kansai Soka High School and that eventually lead to world peace (Ikeda, 1973).

Hiroshima Fieldwork

The authors joined Hiroshima Fieldwork, which was conducted as one of the SGH program in Kansai Soka High School, in order to learn the cause and detrimental damage of nuclear bombings and about Non-proliferation Treaty (NPT). To discuss about these topics, fieldwork members participated in the Peace Forum. The Peace Forum was held in the Hiroshima Jogakuin, which is one of SGH schools. The authors interacted with other high school students in Hiroshima, Okinawa and Hawaii. In this forum, the participants thought about NPT from several ways. First, the participants made the presentations about the problems of NPT and solutions. Because of this, they must have researched about NPT a lot before this forum. Second, the participants were divided into several groups to revise their presentations through discussion. Listening to other school’s opinions helped students deepen their understanding of NPT. Third, other school’s students described the issues of NPT by drama. It was easy to understand NPT even though this is very complicated. Through these experiences in Peace Forum, interacting with other schools is good for learning about nuclear issues deeply.

Anti-Nuclear Education in Hiroshima and Nagasaki

School programs. Many schools in Hiroshima conduct various kinds of programs to teach children about the history of nuclear bombings. For example, students in Hiroshima hear the experience of nuclear bombing from the victims called “Katari-be”. Also, some schools hold fieldwork to visit the Atomic Bomb Dome in Hiroshima. They learn how cruel

nuclear bombings were and what actually happened there. Students often sing the songs, such as “Hiroshima-no-arukunide”, “Fukuro-no-shounen”, which describes nuclear bombings from the children's perspectives (Ikeno, 2016).

Materials used in anti-nuclear education. “Barefoot Gen” is a series of comic books written by Kenji Nakazawa. The story is about one victim boy’s life after the nuclear bombing in Hiroshima. He experienced World War II, and is also one of the victims of nuclear bombing. This comic book shows how cruel nuclear bombing were. The story is almost non-fiction, based on Nakazawa’s experiences. Many students in Japan, especially in Hiroshima and Nagasaki read it or watch a movie of this story. Despite of the popularity, some adults disagree with making students read this comic book at school because they think that the descriptions are too violent and vulgar for children. In fact, there are some libraries in Shimane prefecture that limited to lend it (Shimane Prefectural Government, 2017).

Actions high school students are taking. High school students in Nagasaki visited the victims of nuclear bombings and recorded their stories to make a movie for high school students in Tokyo, who tend to have limited opportunities to learn about nuclear bombings. They also collected the signatures for nuclear abolition from high school students (around Japan) and sent it to United Nations (Allen et al., 2016).

Issues in anti-nuclear education. In Hiroshima, every August 6, the date on which nuclear weapons were dropped, many of the students, including elementary school students, visit Peace Memorial Museum and learn about what happened in Hiroshima in 1945. Even though the students are still children, they learn about nuclear bombings through document or video, in which the damage of nuclear bombings are vividly described. For example, in Hiroshima Peace Memorial Museum, many exhibitions related to the effect of nuclear bombings were displayed such as the pictures of survivors. However, as the time passed, the museum realized that children can be traumatized by seeing such exhibitions and changed the

contents of the exhibition. Some of the new exhibitions do not try to convey the facts by pictures and videos but by text (Peace Committee, 2016).

Research Questions

1. Are Kansai Soka High School students concerned, well-informed and thoughtful about nuclear issues?
2. How can Kansai Soka High School improve the education for nuclear abolition?

Although one Learning Cluster group researched about nuclear issues last year, we this research was about same topic because the previous research did not focus on education. The authors of this proposal thought that education is essential for nuclear abolition. To create the curriculum better, knowing the current situation of students is the most important. Through this research, something to improve education in Kansai Soka High School appeared.

Methodology

In order to investigate opinions and perspectives for nuclear issues, the questionnaires were conducted among grade 12 high school students, Hiroshima fieldwork members and teachers in Kansai Soka high school. The questionnaires were answered by selecting choices or filling in the comment boxes. In addition, Hiroshima fieldwork members were interviewed.

Questionnaires to Grade 12 Students

Questionnaires were completed by 285 grade 12 students. There are several opportunities to learn about nuclear weapons and the history of Hiroshima and Nagasaki in Kansai Soka high school. We focused on collecting data from grade 12 students because they have undergone all education programs of Kansai Soka High School. The questionnaires included four questions which were created in relation to our research questions. The first question asked students what they thought of countries having nuclear weapons. The second

question asked the best way to learn about nuclear weapons. The third question was about what students learned in high school about nuclear issues. The last question was about what actions students want to take for abolishing nuclear weapons.

Surveys to Hiroshima Fieldwork Members

The questionnaires were conducted among Kansai Soka High School students who participated in the Fieldwork to Hiroshima during the summer (7 girls and 5 boys from grades 10-12). Among them, two students were interviewed how their views were changed toward nuclear weapons through their experiences in Hiroshima fieldwork.

Questionnaires to Teachers

Moreover, the questionnaires were conducted by the teachers in Kansai Soka High School. Their opinions were helpful to know current education of Kansai Soka high school and how this school should do to improve education. The teachers were asked four questions. First one was what they think about existing nuclear weapons. Second one was to check the experiences that they talked about nuclear issues in the classes. Third one was opinions for what high school students should learn about nuclear issues. Last one was the best method that teachers teach high school students about nuclear weapons.

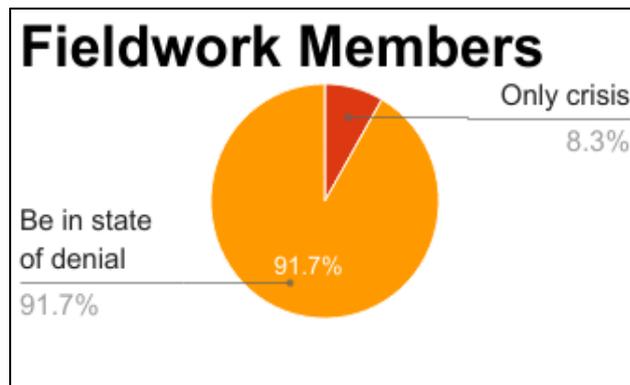
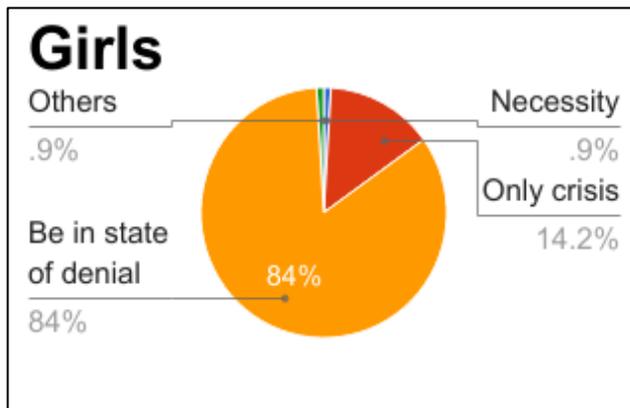
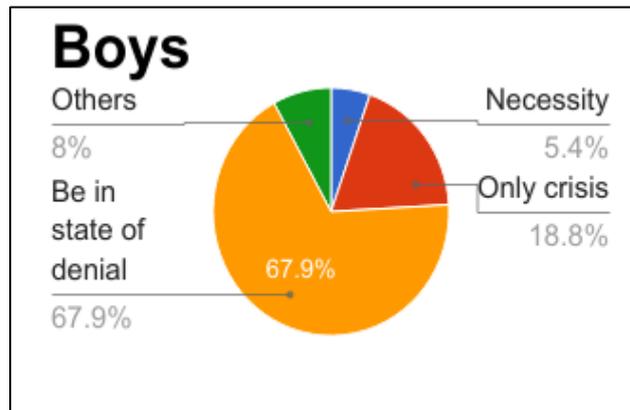
Results

Questionnaires for Students

The questionnaires were answered by 285 grade 12 students. There were 112 male students and 106 female students. 33 students were gender undetermined and 34 students did not answer the questionnaires. Also, these questionnaires were conducted by 12 Hiroshima fieldwork members. There were 5 male students and 7 female students.

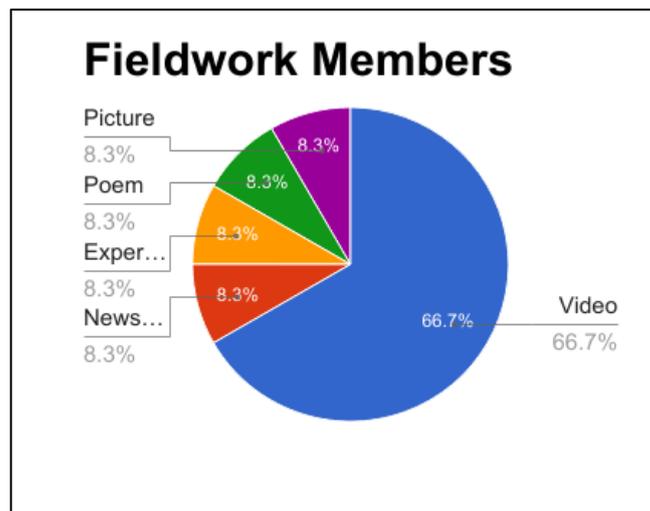
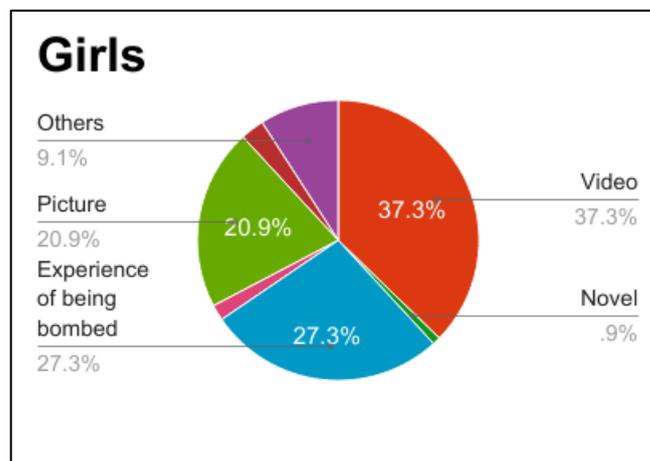
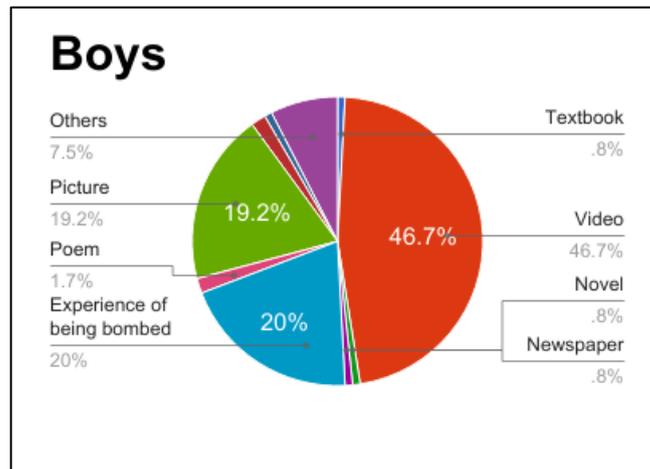
Question 1: What do you think of countries having nuclear weapons?

Most students thought that nuclear weapons should be never allowed. However, some students thought nuclear weapons are necessary for only crisis. Few students had their own opinion; whether it is important that countries have nuclear weapons, and people use nuclear weapons or not.



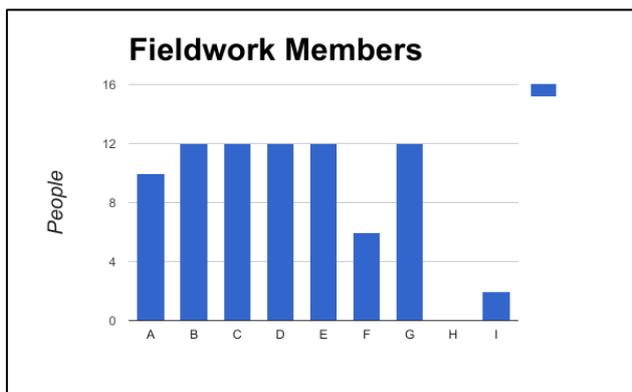
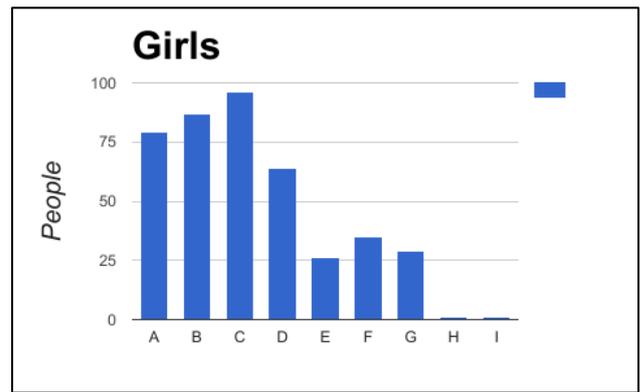
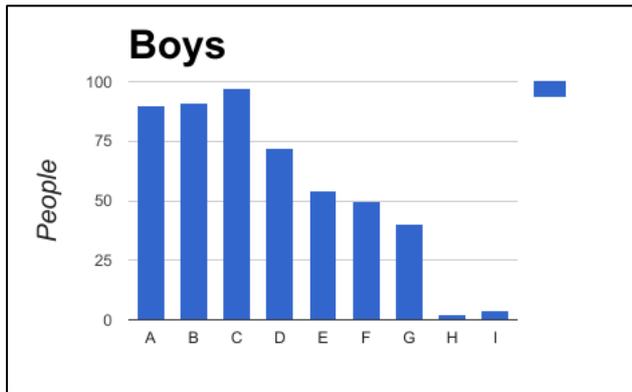
Question 2: What is the best way to learn about nuclear weapons?

Most students chose watching video, listening to the experiences of people who were bombed, and seeing pictures in order. Therefore, watching video is the most impressive way to learn about nuclear weapons.



Question 3: What did you learn about nuclear weapons in high school?

Most students have learned American perspectives, the damaged by nuclear bombings, and the reason why nuclear weapons were used. There were few students who have learned global actions, policies, deterrence theory, and peaceful use of nuclear energy. Hiroshima fieldwork members learned many things about nuclear weapons. However, there were few members who learned each country’s nuclear policy compared with other opinions.

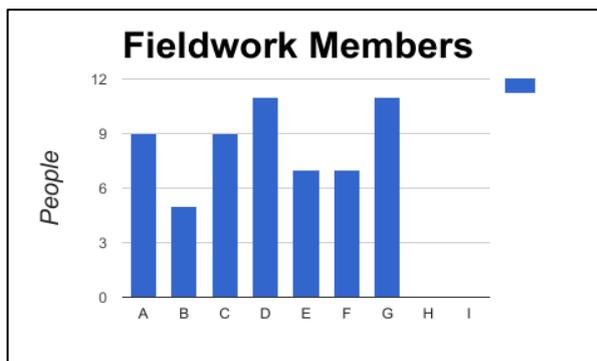
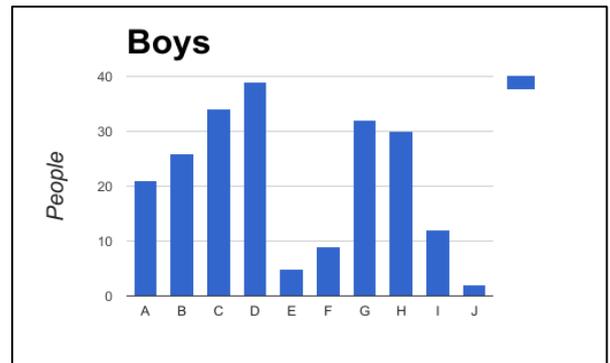
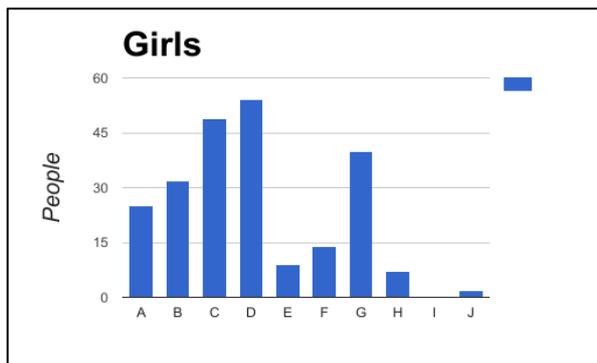


List of Options

- A: Process of bombings
- B: Cause and effect
- C: American’s perspective
- D: Global action for nuclear abolition
- E: Nuclear deterrence theory
- F: Each country’s nuclear policy
- G: Peaceful use of nuclear power
- H: Nothing
- I: Others

Question 4: What actions do you want to take for abolishing nuclear weapons?

According to the survey, these graphs show that boys tended to think that they did not want to do or have no idea for nuclear abolition. However, the ratio of the girls who answered that they did not want to make action in the future was few. These graphs indicate that boys tended to not be interested in making actions in the future. All members who went to Hiroshima field work thought that they wanted to make actions in the future.



List of Options

- A: Researching about nuclear issues
- B: Learning about the history of nuclear bombings
- C: Watching TV about nuclear weapons or news
- D: Participate in movements for nuclear abolition
- E: Starting a new movement
- F: Talking with family about nuclear issues
- G: Visiting bombed area
- H: Thinking nothing about nuclear abolition
- I: Reluctant to make any actions
- J: Others

Interviews

Interviews were conducted to two Kansai Soka high school grade 12 students (one male and one female). Our first question was “How did you change your mind for nuclear weapons through Hiroshima fieldwork?” At first, a male student said that Japan bombed nuclear weapons and had responsibilities. The reason why Japan was bombed is Japan took some terrible actions to America. However, after finishing Hiroshima field work, he changed his idea. He said that even though the opposite government lost correct direction, nuclear weapons should not be used forever. A female respondent, on the other hand, had been to Hiroshima for several times because her grandmother is a victim of nuclear bombing. Therefore, the student was interested in nuclear weapons before Hiroshima field work. She learned about nuclear weapons a lot toward Hiroshima Fieldwork. Hiroshima Fieldwork became a more meaningful experience than her usual visit so she realized the importance of learning nuclear weapons.

Our second question was “What should high school students learn about nuclear weapons?”

First, the fieldwork members emphasized the students’ ignorance of nuclear weapons. Even though Japan is a contamination country, most Japanese do not know about nuclear weapons a lot. The fieldwork members recommended that the students should visit the bombed places with knowledge, but it is difficult for students. Therefore, the fieldwork members said that the students should learn many things such as global situation and nuclear weapons are evil absolutely.

Another questionnaire was conducted to 9 teachers in Kansai Soka High School. Our first question was “What do you think about countries having nuclear weapons?” All teachers were against for having nuclear weapons. In addition, no one chose “Nuclear weapons are always necessary” and “Nuclear weapons are necessary only in crisis.”

Our second question was “Have you ever taught nuclear weapons in your class?” 5 teachers have taught about nuclear weapons, 3 teachers wanted to teach from now on and 1 teacher did not want to do.

Our third question was “What do you think high school students should learn about nuclear weapons?” Most teachers think that students should learn the damage caused by nuclear weapons, global action for nuclear abolition, and nuclear deterrence theory.

Our fourth question was “Which way do you choose when you teach about nuclear weapons?”

The highest answer was watching video. The main reason was video can give a big impact on students’ mind. The second highest answer was listening to the experience of being bombed. The main reason was hearing the voices from the survivors are precious experience. One of teachers answered all choices because the most effective way to learn about nuclear weapons is depend on the mind of individual.

Discussion

Questionnaires for Students

The questionnaires were conducted to grade 12 students and 12 Hiroshima fieldwork members in Kansai Soka High School. The first question was “what do you think of countries having nuclear weapons?” On this question, about 75 percent students chose that “the possession of nuclear weapons should never be allowed”. The results were similar to the survey done by Learning Cluster in last year. Compared with the students who joined Hiroshima FW, there were not the big differences between Hiroshima fieldwork members and 12 grade students. Based on this data, the students tended to think that nuclear weapons should be abolished. Second question was “what do you think is the most impressive way to learn about nuclear issues?” There were many students who chose “watching video”,

“listening the experiences of people who were bombed”, and “seeing the pictures” in order. Based on this data, watching video was the best impressive way to learn about nuclear weapons for high school students. Third question was “Choose everything you have learned in high school.” Over 75 percent students learned three topics: “American attitude toward nuclear weapons”, “cause and effect”, and “process of nuclear bombing”. There are many students who know the history of nuclear weapons, but they did not know the current situation of nuclear weapons. The students tended to learn history but not to learn current situation. Fourth question was “what actions do you want to take for abolishing nuclear weapons?” Unexpectedly, about 30 percent boys answered “thinking nothing about nuclear weapons”, and about 10 percent boys answered “reluctance to do for nuclear weapons”. These rates were much higher than girls’ one. Compared with the results of third question, academic effort was not related to briskness for nuclear abolition. In addition, all members who joined Hiroshima FW wanted to take actions for nuclear abolition. Based on these data, fieldwork led the students to want to make actions for nuclear abolition.

Questionnaires for Teachers

The questionnaires were conducted to 9 teachers. The first question was “what do you think about the nuclear bombs should be treated?” The result of this questionnaire was that all teachers chose that nuclear weapons should never be allowed.”. The second question was “have you ever picked up the story about nuclear weapons in your class?” The five 5 teachers answered “yes”. This means that teachers have the strong conviction about anti-nuclear weapons education. The third question was “what do you think high school students should learn about nuclear weapons?” In this question, all teachers chose “the damage caused by nuclear bombings”. Even though it is very shocking, the teachers wanted the students to learn how cruel nuclear bombings were. Final question was “which do you choose when you will teach about nuclear weapons?” and most chosen answer was using videos. This result

was the same as what students answered. The reason why the teachers chose that options was that it is easy to understand and realize the awfulness of nuclear weapons by viewing sight. It means video has the most impressive impact on the students' and teachers' mind.

Interviews for Hiroshima Fieldwork Members

Two students who joined Hiroshima Fieldwork were interviewed in order to know about the differences between Hiroshima Fieldwork members and other students. First question was “how did you change your mind for nuclear weapons through Hiroshima Fieldwork?” According to the two students, Hiroshima Fieldwork made students think stronger that nuclear weapons are absolute evil. Second question was “what should high school students learn about nuclear weapons?” Since the two students learned about nuclear weapons a lot, Hiroshima Fieldwork became the important experiences for them. Therefore, the two students emphasized the importance of prior-learning. Based on their answers, high school students should learn many things such as current global situation, world affairs, and one firm belief that is nuclear weapons are evil absolutely.

Proposal

Based on the discussion, the authors propose the curriculums for Kansai Soka High School students depend on each grade. The goal of this curriculum is “To foster pioneers who create a tide for a world without nuclear weapons!” The authors want Kansai Soka High School students to make actions with compassion, wisdom and courage. Compassion means to sympathize with the victims of nuclear bombings. If the students don't have compassion, they will not be active for nuclear abolition. Wisdom does not simply mean knowledge, but it means the mind to create value in people life. The authors want students to think about nuclear weapons with wisdom. Lastly, the authors want students to take actions with courage.

Grade 10 Students

The curriculum for grade 10 students is Hiroshima Fieldwork with the sufficient prior-learning. It is very important to conduct prior-learning because the students can understand the importance of learning in Hiroshima. From our survey, the students watch video about what happened in Hiroshima and Nagasaki. In addition, the students research about not only history but also current nuclear issues like nuclear deterrence theory to know about nuclear weapons deeply. In Hiroshima, the students learn how cruel nuclear weapons are through visiting Hiroshima Peace Memorial Park and listening experiences by the victims of nuclear bombing because it can foster the mind of compassion.

Grade 11 Students

The curriculum for 11th grades is to interact with Kansai Soka Elementary School students. The survey shows that students have the passion about the problem of nuclear problems, but they do not really understand the way they need to do for this purpose. In the 10th grade, they learned a lot about nuclear issues. Therefore, it is important to output what they researched so far to the others as a next step and they can deepen their study more than before. In addition, the author would propose that students should make the materials by themselves such as presentation or picture book so that students can have the responsibility to tell about the nuclear issues to young generation. Also, children can learn about nuclear bombings with less shocking.

Grade 12 Students

The curriculum for grade 12 students is holding Soka Nuclear Abolition Summit. The students consider about nuclear issues with international relationships. Kansai Soka High School has sister schools around the world, such as Tokyo Soka High School, Brazil Soka High School, and Soka University of America. Among the students in these schools, the

students might be able to have meaningful discussions on nuclear issues. Through this program, the students can learn why nuclear weapons still exist and how difficult it is to abolish them from the perspective of several countries. According to the results of our questionnaire, Kansai Soka High School students know the cruelty of nuclear weapons, but they do not understand what prevent people from abolishing such weapons. The authors think students should face with the difficulty and complexity of nuclear issues because that is a reality. Through this conference, the students can realize their missions to change the current situation and they will be encouraged by the existence of companions for nuclear abolition.

Conclusion

Dr. Krieger said “Hope create Actions. Actions create Hope.” Even though the current nuclear issues are very difficult to solve, people especially youth must advance ahead for nuclear abolition with hope because they are the generation of change for the 21st century. Therefore, the students in Kansai Soka High School who learn the great philosophy from Ikeda and Toda have the great mission of making actions for nuclear abolition. In literature review, these studies were mentioned about current education in Japan, and what the authors learned through Hiroshima field work. The authors wanted to change the current nuclear education in Kansai Soka High School. Therefore, two types of surveys, questionnaires and interview, were conducted. Through these surveys, three important points were appeared. First, watching video was the best way to learn about nuclear issues for high school students. Second, learning about nuclear weapons deeply before visiting Hiroshima made Hiroshima fieldwork be more fruitful. Third, learn current nuclear issues in the current education. Based on these findings, the authors created the curriculum depend on each grade for fostering pioneers who create a tide for a world without nuclear weapons. First, grade 10 students join Hiroshima fieldwork with the sufficient prior-learning to have compassion. Second, grade 11

students teach the children in Kansai Soka Elementary School about what the students learned about nuclear weapons to cultivate wisdom. Third, grade 12 students hold Soka Nuclear Abolition Summit with other Soka educational schools. As researching about education for nuclear abolition, the author suggested that educating youth having one strong spirit that is very important for creating a world without nuclear weapons. Until nuclear abolition will be achieved, the author determined to continue seeking the humanistic path toward nuclear abolition.

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Appendix A

Quality Education Group

3-1 辻岡美和、3-5 関口翔、3-7 野口良美、2-5 山岸世来、2-7 篠原巴里

原爆教育に関するアンケート

男・女

私たちはラーニングクラスターで核廃絶のための教育について学んでいます。そこで、学園生のみなさんが核兵器についてどのような意見を持っているかを調べることにしました。

お忙しいと思いますが、ご協力いただければ幸いです。

1. 国家が核兵器を保持することについてどう思いますか。

- 自衛のために常に必要だ
- その国の存亡の危機の時のみ認める
- いかなる場合も認めない
- その他 ()

2. 核兵器について(広島への原爆投下など)学んだ際、以下のどれが最も印象的でしたか。

- 教科書
- ビデオ
- 絵本
- 小説
- 新聞
- 被爆体験
- 詩
- 写真
- 絵
- その他 ()

3. 高校で学んだことがあるものを全て選んでください。

- 広島・長崎への原爆投下に至った経緯
- 被爆の被害・原爆の悲惨さ
- アメリカ人の原爆投下に対する意識
- 核軍縮、核廃絶に向けた国際社会の取り組み
- 核抑止論について
- 各国の核政策
- 原子力の平和利用（原子力発電や医療への原子力の応用）

その他 ()

4. これから先(高校卒業後も含め)自主的に行いたいと思うことを全て選んでください。

- 核兵器に関わる問題について調べたい
- 原爆投下の歴史について学びたい
- 核兵器についての新聞の記事やテレビの番組などがあれば見たい
- 署名など核廃絶や核軍縮のための何らかの運動に協力したい
- (上のような)運動を新たに始めたい
- 家族や友人と核兵器について話したい
- 被爆地を訪れたい
- 何も考えていない
- 何もしようと思わない

ご協力ありがとうございました。

なお、本アンケートでご記入いただいた情報は、本アンケートに関わる目的にのみ使用し、ほかの目的には使用いたしません。

Appendix B

原爆教育に関するアンケート

男性・女性 教科

私たちはラーニングクラスターで核廃絶のための教育について学んでいます。そこで、先生方が原爆教育についてどのような意見を持っているかを調べることにしました。お忙しいところ恐縮ですが、ご協力いただければ幸いです。なお担当教科ごとの結果を公表することはありません。（社会科を除く）

1. 国家が核兵器を保持することについてどう思いますか。

- 自衛のために常に必要だ その国の存亡の危機の時のみ認める
 いかなる場合も認めない
 その他

2. 授業やホームルームで（GRIT を除く）核兵器について取り上げたことはありますか。

- ある
 ないが、これから取り上げたいと思う
 これまでもないしこれからもない

3. 生徒が高校生のうちに学んでおくべきだと思うものを全て選んでください。

- 広島・長崎への原爆投下に至った経緯
 被爆の被害・原爆の悲惨さ
 アメリカ人の原爆投下に対する意識
 核軍縮、核廃絶に向けた国際社会の取り組み
 核抑止論について
 各国の核政策
 原子力の平和利用（原子力発電や医療への原子力の応用）
 その他（ ）

4. 核兵器について高校生に教えるなら、以下のどの方法を用いますか。またその理由を教えてください

- ビデオを見る
 絵本を読む
 被爆体験を聞く
 詩を読む、聞く
 写真を見る
 その他（ ）

理由

ご協力ありがとうございました。