

The role of audiovisual arts in disaster risk perceptual education in children and adolescents

Letter to editor

Annually, disasters and emergencies cause many deaths among children and adolescents across the world.^{1,2} However, educating children and adolescents to prevent the disaster risks and improve their resilience can save many lives.^{3,4}

Parents might have died in an effort to save their children. But if the children were familiar with escapist skills such as hiding in a safer place during earth quakes, the family members wouldn't have lost their lives. With high occurrences of hazards and adverse effects of disasters world over, the need for education and risk perception awareness, inevitably, is a major concern. The new Framework for Disaster Risk Reduction 2015–2030 document (SFDRR) proposes use of children's capacity in disaster risk alleviation programs to help children understand and respond to disasters and disaster preparedness.⁵ Children have the capacity to learn disaster risk reduction, disaster preparedness for themselves, prevent others and promote community resilience in general.^{6,7} Children can help families and community by transferring knowledge and lessons from the preparedness skills to reduce the level of risks. Not only in the preparatory phase, but response and recovery, the older children and adolescents can inform alert, and assist the community in psychosocial recovery, and prevent conditions in social resilience.⁸

Children resilience⁹ in disasters, is a notable, complex and challenging concept.¹⁰ in recent years .Internal and external components, including mental, emotional, spiritual, physical- social and behavioral skills are comprehensible indicators of planning³ while in the school as an environment, education plays significant role in developing resilience and training in disaster risks reduction.¹

The high mental growth of children and adolescents on one hand and the development of technology, on the other show that teacher-centered education cannot satisfactorily convey such complex concepts. But performing arts¹¹ as a teaching technique can make the education procedure very smooth, attractive and achievable. However, use of audiovisual in collaboration with children and adolescents has greater impact in raising awareness.

Extensive studies on the culture and art of children and adolescents have shown that the advent and development of digital technology and media^{12,13} have failed to diminish the appeal of performing arts to children. However, reinforcement of the arts from a policy and infrastructure¹⁴ perspective should be considered for specialized training.

So, the nature of the visual and audiovisual arts is useful and effective for teaching and conveying complex concepts of disaster risk reduction for children and adolescents.

Whereas individual education and skills include internal components; psychological, emotional, cognitive, , spiritual and physical- and external components including social and behavioral skills^{3,7,8} of child and adolescent resiliency. . In disaster, the use of art,

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especially audiovisual will be a turning point in promoting resilience for children and adolescents.

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Conflicts of interest

The authors declare no conflicts of interest.

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