

## Cooperation of a community required in order to raise local disaster prevention power, a school, and a university

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It is worried about the occurrence of the Tokai, Tonankai and Nankai earthquake in Wakayama Prefecture by the end of this century. Residents came to have concern strong about disaster prevention. However, although residents' concern is increasing, by the time it heightens the disaster prevention power of the area concretely, it will not have reached. Disaster prevention leaders do not know to act how in many cases.

In Wakayama University, the educational program for cooperating with a local government, an organization, and a school about high disaster prevention of local needs as a disaster prevention research education project from 2004, and giving concern to disaster prevention education has been developed. It was inaugurated as a Center for Research and Education of Disaster Reduction, Wakayama University from 2010. The program of the disaster prevention education developed at the university is introduced.

Keywords: Disaster prevention education, school, Local disaster prevention power

## Social Response of Local Governments during the Great East Japan Earthquake

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In Iwate, Miyagi and Fukushima Prefectures, more than 1,000 people were killed or missing each due to the 2011 off the Pacific coast of Tohoku Earthquake and Tsunami. It is thought that damaged local governments have faced a lot of difficult problems concerning social responses caused by the wide-area catastrophic damage. In this study, this disaster was considered as a wide-area catastrophic disaster, which is defined a disaster that causes catastrophic damage to two more prefectures in Japan. Social response problems of local governments during this disaster show that the limit of social response of damaged local governments gave no emergency provisions to sheltering residents and the limit of social response of supporting local governments gave difficulty of lifting rescue using a helicopter to residents isolated in tsunami evacuation buildings. In conclusion, understanding the particular problems concerning social response under a wide-area catastrophic disaster is considered essential for reducing damages of next catastrophic disasters. It is recommended that particular problems concerning social responses under the 2011 event are discussed by using more data that will be published and hearing the local governors in the damaged area and so on.

Keywords: Social response, The great east japan earthquake disaster, Tsunami, Local government, Catastrophic disaster

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## When a natural disaster occurs, how should school staff members roles?

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I am a high school science teacher in Hyogo Prefecture.

I experienced Great Hanshin-Awaji earthquake in January 1995.

My high school and my house were much damaged by it.

Then I moved to Ashiya high school in April 1995.

3 students were dead by the earthquake.

Many people had evacuated in Gymnasium until July 1995.

Students had studied in temporary classrooms until July 1997.

I had taught earth science there/

In spite of tough environments they studied very hard about the earthquake and the hazard.

When natural disaster occurs, there are various roles of school staff members.

They can take care of evacuated people, prepare to restart education, counsel students .

I will report role of the school staff members from my hard experiences,and what I taught in the disaster area.

Keywords: Great Hanshin-Awaji earthquake, Disaster prevention education

## Knowledge of law for surviving disasters

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If the purpose of disaster education is "to avoid losing lives in disasters," I think that the mission of law scholars is to teach the knowledge of legal anti-disaster systems for promoting concrete actions to survive disasters.

What kind of knowledge of law is required for us? What kinds of effects can be expected by grasping legal systems? We can conclude as follows:

1 By understanding what kinds of activities are conducted by the government and municipalities through legal systems, we are encouraged to be involved in disaster policy.

2 By understanding what kinds of duties and roles are imposed on local communities and citizens through legal systems, we can foster the spirit of mutual assistance and self-help.

3 By understanding what kinds of benefits and services are available, we can rebuild our lives swiftly and appropriately after suffering a disaster.

However, there are few cases in which legal anti-disaster systems are focused in disaster education. It is true that the insufficiency of the knowledge of law regarding disaster prevention causes disadvantages to victims. This report discusses some concrete cases.

Keywords: disaster education, disaster management laws, disaster policy, livelihood recovery

## Lesson Development in Moral Education integrated with Disaster Education

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The purpose of this presentation is to offer original teaching materials and lesson plans for moral education integrated with disaster education. In this presentation, I will report on a project focusing on classroom discussion based on the theory of moral dilemma and propose a review of materials development and then clarify the possibility of this lesson plan for developing the thinking skills and judgment of children during a disaster. In conclusion, I will examine the significance of this project and the problems to be improved from the viewpoint of school curriculum.

Keywords: Disaster Education, Moral Education, moral dilemma

## Revisiting the concept of tsunami tendenko

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This paper discusses the concept of "tsunami tendenko," which has been very common, particularly, after the 3.11 Great Tsunami. Tendenko, in Japanese, means "everyone for him/herself" mindset, which guarantees a very quick tsunami evacuation in an emergency without waiting for anyone else, even one's parents and/or children. This word has been handed down as an important action code to be observed in local communities in tsunami prone area in Tohoku region, because a quick evacuation to higher place without taking care of anyone has been considered as an only way to escape from complete destruction by a killer wave. This principle looks focusing only on saving one's own life, however, this paper discusses, based on empirical data on evacuation behaviors in the 3.11 Tsunami, that tendenko has three more important facets: first, setting off other people's evacuation following initial evacuees' behavior; secondly, reducing preventable deaths/casualties caused by a desperate attempt to help someone failing to escape; and finally, easing survivor's guilt, in the aftermath, for evacuating with someone left behind.

Keywords: tsunami, evacuation, social psychology, disaster information, disaster education, tsunami tendenko