

## **Chapter 3 Good practices on Disaster Preparedness for Persons with Disabilities**

### **Section 1 An Example of Disaster Preparedness at a Special Education High School: Initiatives at Onagawa Special Education High School using the experience of the Great East Japan Earthquake**

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This manuscript is a re-composition of lecture records from 20<sup>th</sup> December 2018 (Disaster Prevention Study Meeting, Research Institute, National Rehabilitation Center for Persons with Disabilities) and 19<sup>th</sup> February 2019 (Workshop for Disability-inclusive Risk Reduction at Special Elementary Schools, Ministry of Education, Chiang Mai, Thailand).

#### **1. Introduction**

Onagawa town in Miyagi Prefecture suffered extensive damage and losses in the 2011 Great East Japan Earthquake (M9). Maximum tsunami height was 14.8m, maximum run-up height was 34.7m and there were 824 deaths in a population of 10,000 (mortality rate: 8.24%). Five years later, in April 2016, Miyagi Prefectural Onagawa Special Education High School opened on elevated ground in Onagawa town (Figure 1). It was the first 3-year all-boarding Special Education High School in Miyagi Prefecture and students with mild intellectual disabilities attend. Twenty-four students are selected from candidates using a selection examination. The ratio of applicants to places is 1.5 in an average year and students come from all over the prefecture. Students are accepted after taking academic ability tests in Japanese and mathematics as well as task and exercise tests, so they have the ability to follow all instructions and guidance and act accordingly. However, student abilities in understanding, judgement and behaviour are all different.

Students aim to get jobs after graduation and learn specialist subjects. These include nursing care, food production and cleaning or service in hotels or restaurants. (Figures 2, 3 and 4). All students from 1<sup>st</sup> years to 3<sup>rd</sup> years do work experience in June and October every year. Through repeated work experience, the company also gets an understanding of the students and this links to them getting a job after graduation.

As well as learning the necessary life skills for working, the three-year boarding system aims to teach students skills so that they can live without depending on their parents. There are even students who live independently without their parents after graduation. In addition, through communal life with other students, they learn practical ways to forge relationships with other people. This report contains

information on Comprehensive Disaster Preparedness Drills at Onagawa Special Education High School, in particular, the Evacuation Centre Operation Drill (Onagawa Version). The Evacuation Centre Operation Drill was adapted from the Evacuation Centre Operation Game (HUG: Hinanjo Unei Game, Japanese).



Fig. 1. Miyagi Prefectural Onagawa Special Education High School. Top right: Onagawa Port



Fig.2 Nursing care work experience



Fig.3 Food production work experience



Fig.4 Service work experience

## 2. Overall structure of the Comprehensive Disaster Preparedness Drill

At Onagawa Special Education High School, disaster preparedness activities are planned based on the status of the students and have the goal of giving them roles and a sense of responsibility. The six groups of the dormitory council each perform a Comprehensive Disaster Preparedness Drill by staying one night in the gym in September as a culmination of regular monthly activities as an autonomous disaster preparedness system. In the Comprehensive Disaster Preparedness Drill, students are responsible for running the programme. The students' sense of responsibility is cultivated through the pressure of having to teach someone else what to do.

The six groups are the general affairs group, the information group, the environmental improvement group, the safety inspection group, the rescue group and the food and water supply group. The general affairs group is in charge of the Evacuation Centre Operation Drill as well as the operation of the overall system. The information group is in charge of recording the activities of each group using iPads that are usually used in class. The environmental improvement group is in charge of cleaning and educational activities. The safety inspection group makes regular safety inspections and the rescue group manages first aid equipment. The food and water supply group is responsible for cooking and food distribution drills as well as managing stockpiles and dining hall cleaning. We also keep participation in the community through disaster preparedness activities after graduation in mind.

The premise for the Comprehensive Disaster Preparedness Drill is that there has been a major earthquake followed by the issue of a major tsunami warning and it difficult for people to go home. The gym becomes evacuation centre and local residents who have evacuated spend the night there.

Table 1 shows the Comprehensive Disaster Preparedness Drill schedule and explains the following overview.

- 1) Evacuation drill: This drill has the students protect themselves under their desks when a major earthquake strikes during class. Then the classes line up and go to the evacuation point. (Figures 5 and 6)
- 2) Rescue drill: This drill has four injured or sick people (heat stroke, high fever, arm injury, leg injury). The group has to discuss the cases and treat them. (Figure 7)
- 3) Evacuation Centre Operation Drill: Students learn the necessity of helping each other in a crowded and confused evacuation centre.
- 4) Evacuation centre environmental improvement: Partitions are erected in the evacuation centre. (Figures 8 and 9)
- 5) Food cooking and distribution drill: With the cooperation of the local women's association, the students learn how to cook and provide meals and etiquette when receiving food distribution. In addition, the students listen to local residents talking about their experience as a leader of one of evacuation centres at the Great East Japan Earthquake. (Figures 10 and 11)



6) Patrol drill: While checking the safety of the school buildings that have been plunged into darkness, the students revise the contents of the drill on the day. (Figures 12 and 13)

7) Review: After spending the night in the gym, this is conducted the next morning in classrooms. (Figure 14)



Fig. 5 Evacuation drill: Hide under desk and protect body from falling objects directly after the earthquake



Fig. 6 Evacuation drill: Check if it is safe and move to the gym.



Fig. 7 Rescue drill



Fig. 8 Environmental improvement of the evacuation centre: making partitions with cardboard



Fig. 9 Environmental improvement of the evacuation centre: installing partitions with cardboard



Fig. 10 Food distribution drill: distribution



Fig. 11 Food distribution drill: Making tonjiru soup



Fig. 12: Patrol drill: Night-time safety check



Fig. 13 Patrol drill: Night-time rescue



Fig. 14 Review (2<sup>nd</sup> day / classroom)

Table 1 Comprehensive Disaster Preparedness Drill Schedule

<b>&lt;Day 1&gt;</b>		
<b>Time</b>	<b>Activity Details</b>	<b>Remarks</b>
13:10~ 13:25	1) SHR	Each class unit
13:30~	2) Evacuation drill	Whole school unit

13:50	<b>Premise: Major earthquake/tsunami warning issued</b>	
14:00~ 15:00	3) <b>Opening ceremony (general affairs group)</b> (Provisional) <b>Rescue drill (rescue group)</b>	<b>Council units</b> <b>(Vertical split)</b>
15:00~ 15:20	4) <b>Evacuation Centre Operation Drill: Preparation / break</b>	
15:20~ 17:30	5) (Provisional) <b>Evacuation Centre Operation Drill (general</b> 6) (Provisional) <b>Food distribution drill (food and water supply</b> 7) (Provisional) <b>Listening to the experience of disaster victims</b>	<b>Ensure breaks during</b> <b>activities</b>
17:30~	8) <b>Dinner / bath (boys: training building/girls: white building</b> <b>Prepare for bed</b>	
20:00~	9) <b>Stay overnight in the evacuation centre (general affairs</b> 10) (Provisional) <b>Make/install partitions</b> 11) (Provisional) <b>Patrol drill (safety inspection group)</b>	
21:00 21:35~	12) <b>Roll call ~bed</b> <b>Group leader meeting</b>	

## &lt;Day 2&gt;

<b>Time</b>	<b>Activity Details</b>	<b>Remarks</b>
6 : 30	13) <b>Get up / get ready</b> <b>Tidy up belongings</b>	
7:00	14) <b>Morning meeting (general affairs group)</b> <b>Put belongings away, change into uniform</b>	
7:30	15) <b>Breakfast (food and water supply group)</b>	<b>Disaster preparedness</b>
8:20	<b>Go to school</b>	
8:45	<b>HR</b>	
9:00	16) <b>Tidy up, cleaning (environmental improvement group)</b>	
9:25	17) <b>Closing meeting (general affairs group)</b>	

Students follow the instructions of teachers for the evacuation drill and review. For the other drills, the group members who are in charge of the drill play the role of those provide support or lead and the other students and the teachers play the role of the evacuees.

### 3. Evacuation Centre Operation Drill Concept

The Evacuation Centre Operation Drill has been implemented since the 1<sup>st</sup> Comprehensive Disaster Preparedness Drill (September, 2018). HUG, which was used as a reference for drill planning, is a Disaster Imagination Game that is performed in groups and was developed by Shizuoka Prefecture. It reproduces the feel of an evacuation centre at the time of a disaster and is useful for making preparations. That is why it has won several prizes. With HUG, group members become evacuation centre operators. Using a mock evacuation centre (elementary school) layout, operators have an hour to place the evacuees represented by 206 cards including 85 cards of evacuees with disabilities and response to 45 different events. For example, they think about situations such as if one member of an evacuated household is a wheelchair user, should the family be placed in the gym or in a classroom close to the accessible toilet. Or, in response to a card that says, 'Five portable toilets will be delivered tomorrow. Decide where they should be installed,' the operators have to look at a map of the school

grounds, fill in the location for installation and display a notice on the notice board to say that five portable toilets will be installed the next day.

The major features of HUG are that there are no answers and that participants have to imagine hypothetical situations. These two tenets were predicted to be very difficult for the students with intellectual disabilities. This is because it is difficult to think about issues in an abstract setting. In addition, they are required to express their opinions and adjust to differing opinions in a game played by several people and it was predicted that students who have difficulty with communication would become uninvolved onlookers.

The reason why HUG was incorporated into the drill all the same was because we considered that it was necessary for the students to prepare for the following tasks.

- 1) Can you tell someone about your own situation at the time of a disaster?
- 2) Can you pay attention to the situation around you at the time of a disaster?

Most of the students would find these two tasks difficult to execute without preparation but if they do prepare in advance, they have sufficient skills to provide support at the time of a disaster in aspects such as physical strength, ability to take action and understand instructions. The two tasks require the skills to be someone who provides support as well as someone who needs support. In order to reproduce how hard it is to operate an evacuation centre in the confusion after a disaster and the main themes of HUG that creates the experience of how difficult it is to decide what is best, the Evacuation Centre Operation Drill adopts a roleplay format in which participants play specific roles such as the person or event that is written on the card.

Table 2 Comparison of HUG and the Evacuation Centre Operation Drill

	HUG	Evacuation Centre Operation Drill
Format	Disaster Imagination Game in groups	Roleplay game
No. of participants	Around 5 groups of 7	Around 35 people per reception desk
Setting	Hypothetical elementary school	Drill implementation venue
Evacuee residential area	Hypothetical town name	District numbers (District Direction in the English version)
Evacuee names	Disaster preparedness terms	District names within Onagawa town (Disability Terms in the English version)
Size of cards	Playing card size	Postcard size

#### 4. Evacuation Centre Operation Drill Schedule

A total of 136 people participated in the 2<sup>nd</sup> Evacuation Centre Operation Drill in September, 2019 (69 students with mild intellectual disabilities, 57 teachers and 10 neighbourhood association committee members). The drill took around 1 hour from introduction and the actual drill to exchanging opinions and reviewing.

### (1) Preparation

Procedure and the required equipment were prepared in advance. Using the HUG cards as a reference, we created cards like those shown in Figure 15 after selecting situations that could actually occur and adapting them to the number of evacuees.

The name of the residential area was not the hypothetical town name used in HUG; we only used the district numbers. In HUG, evacuee names are disaster preparedness terms (e.g. Mr Tsunami) but here we used district names within Onagawa town. In the English version shown in Figure 15 and Appendix 1, the name of the residential area is the number of the area, and the evacuee names are alphabet.

Cards were playing card-sized in HUG but we used postcard-sized cards in holders that can be hung around the neck so that both hands are free and both the person in question and others can easily check what is on the cards. We also made sure they were easy to handle and difficult to tear. If the cards are printed on photographic paper, it is thick and easy to handle. We inserted the review sheet (Figure 16) into the back of the card holder and asked participants to fill it in when they were exchanging opinions in groups; they were a good prompt for discussion. Review sheets were collected along with the cards at the end of the drill. Table 3 shows the results of review sheet tabulation. Although there are many people with disabilities in the general population who say that they do not want to go to an evacuation centre, only 11% of students responded that they did not want to go and most students responded that they thought that cooperation, kindness and peace of mind were important in the evacuation centre. Therefore, we believe that this drill was a success.

Table 3 Evacuation Centre Operation Drill Review Sheet Tabulation (No. collected: 108, collection rate: 79.4%)

1 How was your role in the drill?						
	Students		Teachers		External participants	
		%		%		%
Difficult	41	61.2	13	68.4	6	27.3
I played it well	26	38.8	6	31.6	16	72.7
Total	67	100.0	19	100.0	22	100.0
2 Picture an actual disaster. What would you do if a person playing this role was in front of you? (Choose as many answers as you like)						
Ignore them	9	13.4	1	5.3	0	0.0
Talk to them	37	55.2	12	63.2	8	36.4



Help them (I want to try to help them)	23	34.3	15	78.9	5	22.7
<b>3 Could you go to an evacuation centre during a disaster? (Choose as many answers as you like)</b>						
I don't want to go	8	11.9	1	5.3	1	4.5
I would go if it would save my life	29	43.3	15	78.9	4	18.2
I would take my family with me	32	47.8	12	63.2	9	40.9
<b>4 Choose three things that you think are important in the evacuation centre.</b>						
Cooperation	39	58.2	15	78.9	6	27.3
Kindness	35	52.2	13	68.4	7	31.8
Safety	27	40.3	13	68.4	3	13.6
Food	25	37.3	11	57.9	3	13.6
Conversation	23	34.3	7	36.8	7	31.8
Peace of mind	25	37.3	10	52.6	1	4.5
Privacy	11	16.4	6	31.6	3	13.6
Laughter	10	14.9	3	15.8	1	4.5
Space	11	16.4	2	10.5	0	0.0
Endurance	9	13.4	3	15.8	0	0.0
Money	9	13.4	0	0.0	0	0.0
Leadership	6	9.0	0	0.0	2	9.1

Appendix 1 shows the list of evacuee cards and events. It is possible to change some of the details on the card and increase the number of event details. By changing the settings according to the disaster risk of the area where the drill will be implemented and the particularities of the participants, the drill becomes more realistic and the degree of difficulty increases.

Evacuation Centre Operation Drill	
Household No, 4	Residential area 1
name <b>D</b>	
【male · <input type="checkbox"/> female】	72 years old
Head of household, wife Two children, (grand)mother	
The head of the household has died. The wife is falling apart. The children explain the family situation at the reception of the evacuation centre. The (grand)mother has dementia.	
Card No.14	2019© Hideyuki Mori

Fig. 15 One of cards of evacuees

Evacuation Centre Operation Drill Review Sheet			
Date: / /2020	Day:		
Year: Group: Name:			
1 How was your role in the drill?			
<input type="checkbox"/> Difficult			
<input type="checkbox"/> I played it well			
2 Picture an actual disaster. What would you do if a person playing this role was in front of you?			
<input type="checkbox"/> Ignore them			
<input type="checkbox"/> Talk to them			
<input type="checkbox"/> Help them (I want to try to help them)			
3 Could you go to an evacuation centre during a disaster?			
<input type="checkbox"/> I don't want to go			
<input type="checkbox"/> I would go if it would save my life			
<input type="checkbox"/> I would take my family with me			
4 Choose three things that you think are important in the evacuation centre. (Circle)			
Kindness	Laughter	Money	Food
Conversation	Leadership	Space	Safety
Cooperation	Endurance	Peace of mind	Privacy

Fig. 16 Review sheet

## (2) Introduction

First of all, the master of ceremonies explained the main points of the drill using slides. We checked the premise for the evacuation (Figure 17) and showed videos of what a disaster looks like (Figure 18) and disaster area and evacuation centre photos while sharing images of a potential disaster even for people who had never experienced life in an evacuation centre before. Then, they explained how to play the game.

<p>Evacuation Centre Operation Drill</p> <p>&lt;Evacuation Premise&gt;</p> <ul style="list-style-type: none"> <li>•A major tsunami hits after a major earthquake</li> <li>•Instructions to evacuate are given; people cannot go home</li> <li>•Water and electricity supplies have stopped</li> </ul> <p>↓</p> <ul style="list-style-type: none"> <li>•People have come to the school on a hill as it seems like it could be an evacuation centre</li> </ul>
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Fig. 17 Check evacuation premise tsunami



Fig. 18 Images of the Great East Japan Earthquake

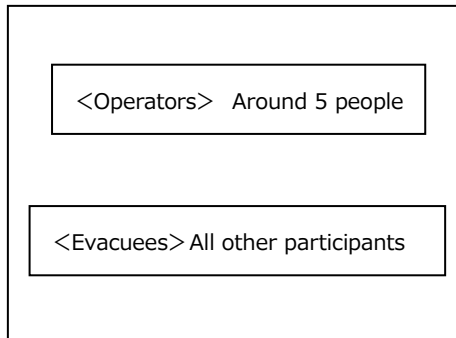


Fig. 19 Evacuation Centre Operation Drill roles

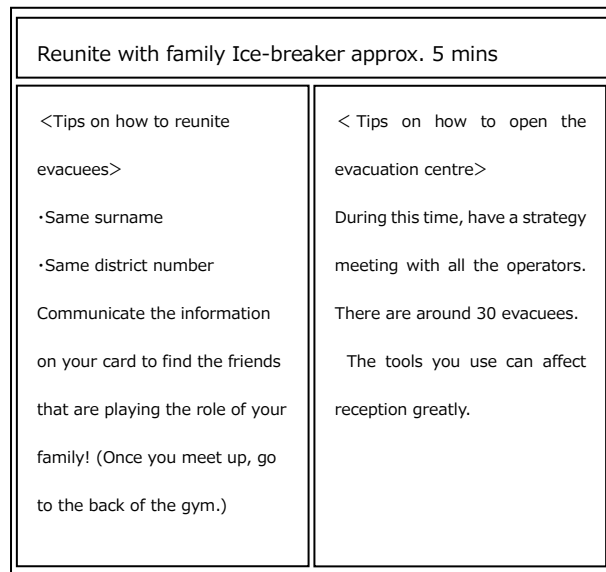


Fig. 20 Evacuation Centre Operation Drill ice-breaker

Five students and two teachers took operator roles and around 10 people took event roles. Other students and teachers played evacuees as described on the card they received (Figure 19). We prepared 10 events that occur at the time of a disaster. If there are not enough people to take the 10 event roles, we ask one person to play multiple events at reception. Appendix 1 shows the details of the cards.

### (3) The role of evacuees

Evacuee roles were distributed randomly between students and teachers.

1) Check the role on your card.

2) At the signal to start, look for your 'family'. (Figure 20)

- The set-up is that participants have to look for their family from whom they have become separated during the disaster.

- Using the card information (name and address) as a guide, they meet up with their family and once they have found everyone, they all sit together. The major earthquake that affected Onagawa town in 2011 occurred at 2:46pm so it took a while for family members to meet up because kids were at school and adults were at work. Many people experienced the anxiety and difficulty of finding their family after the earthquake had struck. The task of finding your family does not exist in HUG but we incorporated it into the Evacuation Centre Operation Drill.

3) Ice-breaker (5 mins)

- Check the roles on the cards within the family that has gathered.
- Think about how you will play your roles.
- Select the required equipment (wheelchair, white cane, etc.) and use them.

4) Once you hear the request for the evacuation centre to be opened (event card), the whole family goes to reception.

5) Explain the family's situation and requirements at reception.

- Keep the explanations real by making them easy to understand or difficult to understand.

6) After finishing at reception, think of what you can do as a family and be attentive to the other evacuees.

7) Once the event card showing reception closure has been read, go to the next stage.

#### **(4) The role of operators**

Students who are operators wear training bibs so they are easily distinguished. Operators do not know what information is on the evacuees' cards. They respond to the information that the evacuees give at reception. This is to make it closer to the actual situation in a disaster.

1) Ice-breaker (5 mins)

At the signal to start, operators discuss how to guide evacuees (Figure 20).

This is preparation for smooth guidance within limited evacuation space.

- Divide roles between assembled group members and organize and check the equipment required at reception.

- Decide how to subdivide the gym. This is so that evacuees can be placed in different divisions according to address, family situation, gender and disability.

2) Set up reception before the event card that says the evacuation centre will be opened is read.

- If there is a lot of people, set up multiple reception desks. At this school there were 14 operators and 110 evacuees so two reception desks were set up.

3) At reception, operators listen to the evacuees talking about their situations and give them instructions on an appropriate evacuation space or guide them to it.

- They respond taking injuries, disabilities, age and gender into account.

4) Once the event card showing reception closure has been read, go to the next stage.

#### **(5) Exchanging opinions within the group and presentations**

After reception has closed, each person fills in the review sheet. Using this as a reference, participants in each group (families, operators) review the drill and exchange their thoughts and opinions (what was good, what was difficult, questions, etc.). The master of ceremonies observes how the discussions are progressing, urges individuals and groups present their thoughts to the other and finds out whether the drill goals were achieved or not.



Fig. 21 Before reception opens (operators wear bibs)



Fig. 22 Just after reception opens (raising hands is the signal for the start of reception)



Fig. 23 Evacuees explaining their situation at reception (left)



Fig. 24 Evacuees queueing at reception

## (6) Revision

Finally, they revise what they learned from the drill. In Figures 25 and 26, the evacuation centre, which was confused at the beginning when the disaster struck, became organized as time went on. This was demonstrated with photos. We communicated the necessity of two things in order to make the evacuation centre more comfortable to live in as soon as possible. The first was how evacuees must explain their own needs at reception because evacuees with all kinds of need will be living in the evacuation centre. For example, wheelchair users need to communicate that they need a flat place with no steps and passage of 90cm in width. The second was the need to understand the person you are talking to and to have a spirit of compromise. For example, operators should think about organizing the evacuation centre so that they can create passages of 90cm in width and get other evacuees to help create them. We also stated that communication is adjusting to ‘what you know about yourself’ and ‘the situation of the person you are talking to’ and that communication works to overcome difficult situations. (Figure 27).

The schedule for the 1<sup>st</sup> Evacuation Centre Operation Drill was overseen by the initial author of the planning and preparation for the Drill (Figure 28). That was because it was the first time. Students took over for the 2<sup>nd</sup> Evacuation Centre Operation Drill. This was because the students themselves understood the purpose of the Evacuation Centre Operation Drill using the experience of the previous year and prior guidance and it was decided that they had learned the skills to take the lead.





Fig. 25 Evacuation centre after the Great East Japan Earthquake (initially)



Fig. 26 Changes in the evacuation centre after Great East Japan Earthquake (after 1 month)

Review

Things that are required at the evacuation centre

- ① Let yourself
- ② Know the others

⇒ Communication

⇒ Strength to overcome a difficult situation

Fig. 27 Things that are required at the evacuation centre



Fig. 28 Hideyuki Mori, author and master of ceremonies. The slide shows “Disaster Preparedness Drill 2018. Feel and send messages.”

## (7) Results of the Evacuation Centre Operation Drill

### 1) The Spread of Communication

During the first drill, the households that were assembled through the cards communicated well. However, at the evacuation centre reception, students were less positive and there was an increase in the number of students who depended on teachers to negotiate for them at reception. In addition, there was almost no conversation between households in the divided evacuation space. In contrast, during the second drill, reliance on teachers during negotiations at reception decreased and conversation between households was observed. We believe that this is because the students had accumulated experience and acted independently.

In actual evacuation centre operation, it is important that evacuees compromise and help each other. People who are thrust into a difficult situation due to a disaster need to consider the situations of other families, share tasks and solve issues. The teachers and those of the same generation experienced this in the Great East Japan Earthquake. The next challenge is to add events after placement in the

evacuation space, in order to accrue this kind of simulation.

## **2) Ability to communicate**

Some students realized that the information written on the card, for example, an evacuee particularity such as ‘I don’t cope well with the noise from babies’, required individual preparation and responded on the review sheet that they had learned the importance of communication. The Evacuation Centre Operation Drill introduced here progresses according to the hypothetical information written on the cards. Students must prepare themselves by working out what they can and can’t do themselves in preparation for a disaster that could come at any time. It is important for students to continue to learn the skills to communicate information about themselves through future drills. We would like to have the students learn the notion that it is natural to provide information about themselves. We will continue to improve the programme in the future.

## **5. Summary**

With this school’s Comprehensive Disaster Preparedness Drill, people learn to talk to each other and the process of forming a circle of mutual help through mutual understanding of feelings through experience. Being able to have this kind of experience during school education is considered to be an experience that can be used in life after graduation which is why we have continued to do these drills since the school opened.

In particular, during the Evacuation Centre Operation Drill, older students with more experience lead the younger students and we can see the growth and reliability of the students as they work towards smooth operation. Students who were in charge of the Evacuation Centre Operation Drill met before the day to predict the movements of evacuees using a whiteboard and, when discussing the movements of operators, the students worked autonomously to solve problems – it was a scene that made us feel like there are unlimited possibilities for growth.

In addition, on the day of the drill, we saw operators guiding evacuees with kinds words and evacuees encouraging each other to help after that. Furthermore, from that encouragement, we observed situations in which students playing the evacuee role helped the people around them.

‘When I said I had a problem, the operator was kind to me.’

‘There was someone who was in a worse position than me, so I helped them.’

‘I hope we will be able to help each other if a real disaster happens.’

These are some of the students’ thoughts after completing these drills. Even though they were drills, the students are aware that they are themselves involved in the process of widening the circle of mutual assistance. It is considered that the school’s initiative links significantly to the growth of students due to the fact that they think that they would like to use their experiences in the future.

No.	Household No.	Residential Area	Family Name	Age	Family Structure	Family Details
1	1	1	A	35	Head of household, wife, child 1, child 2	You cannot get in touch with your wife. Child 2 has low vision (can't see well). The child is anxious because the mother is not there.
2	1	1	A	12	Head of household, wife, child 1, child 2	You cannot get in touch with your wife. Child 2 has low vision (can't see well). The child is anxious because the mother is not there.
3	1	1	A	10	Head of household, wife, child 1, child 2	You cannot get in touch with your wife. Child 2 has low vision (can't see well). The child is anxious because the mother is not there.
4	2	1	B	40	Head of household, wife, child 1, child 2	The head of the household is a neighbourhood association committee member. You have appealed for the opening of the evacuation centre. You have twins who won't settle. Child 1 wants to keep pressing switches. Child 2 wants to talk. (Event 1: Can you open the gym as an evacuation centre?)
5	2	1	B	35	Head of household, wife, child 1, child 2	The head of the household is a neighbourhood association committee member. He has appealed for the opening of the evacuation centre. You have twins who won't settle. Child 1 wants to keep pressing switches. Child 2 wants to talk. (Event 1: Can you open the gym as an evacuation centre?)
6	2	1	B	10	Head of household, wife, child 1, child 2	The head of the household is a neighbourhood association committee member. He has appealed for the opening of the evacuation centre. You are twins who won't settle. Child 1 wants to keep pressing switches. Child 2 wants to talk. (Event 1: Can you open the gym as an evacuation centre?)
7	2	1	B	10	Head of household, wife, child 1, child 2	The head of the household is a neighbourhood association committee member. He has appealed for the opening of the evacuation centre. You are twins who won't settle. Child 1 wants to keep pressing switches. Child 2 wants to talk. (Event 1: Can you open the gym as an evacuation centre?)
8	3	1	C	18	Head of household, wife, child 1, child 2, father	The head of the household and the wife cannot be contacted. The grandfather has been injured and finds it difficult to walk.
9	3	1	C	15	Head of household, wife, child 1, child 2, father	The head of the household and the wife cannot be contacted. The grandfather has been injured and finds it difficult to walk.
10	3	1	C	65	Head of household, wife, child 1, child 2, father	The head of the household and the wife cannot be contacted. The grandfather, yourself has been injured and finds it difficult to walk.
11	4	1	D	50	Head of household, wife, child 1, child 2, mother	The head of the household has died. The wife is falling apart. The children explain the family situation at the reception of the evacuation centre. The mother has dementia.
12	4	1	D	20	Head of household, wife, child 1, child 2, mother	The head of the household has died. The wife is falling apart. The children explain the family situation at the reception of the evacuation centre. The mother has dementia.
13	4	1	D	18	Head of household, wife, child 1, child 2, mother	The head of the household has died. The wife is falling apart. The children explain the family situation at the reception of the evacuation centre. The mother has dementia.

(Appendix 1)

14	4	1		D	72	Head of household, wife, child 1, child 2, <b>mother</b>	The head of the household has died. The wife is falling apart. The children explain the family situation at the reception of the evacuation centre. The mother has dementia.
15	5	1		E	30	<b>Head of household</b> , child 1, child 2	A one parent family (mother and children). Does not know many people. They had to move recently. The children won't leave their mother and cannot look other people in the eye.
16	5	1		E	12	Head of household, <b>child 1</b> , child 2	A one parent family (mother and children). Does not know many people. They had to move recently. The children won't leave their mother and cannot look other people in the eye.
17	5	1		E	10	Head of household, child 1, <b>child 2</b>	A one parent family (mother and children). Does not know many people. They had to move recently. The children won't leave their mother and cannot look other people in the eye.
18	6	1		F	39	<b>Head of household</b> , wife, child 1, child 2	The head of the household is a neighbourhood association committee member. Takes the lead and talks to the people around them. The children were frightened by the disaster and won't leave their mother.
19	6	1		F	37	Head of household, <b>wife</b> , child 1, child 2	The head of the household is a neighbourhood association committee member. Takes the lead and talks to the people around them. The children were frightened by the disaster and won't leave their mother.
20	6	1		F	11	Head of household, wife, <b>child 1</b> , child 2	The head of the household is a neighbourhood association committee member. Takes the lead and talks to the people around them. The children were frightened by the disaster and won't leave their mother.
21	6	1		F	9	Head of household, wife, child 1, <b>child 2</b>	The head of the household is a neighbourhood association committee member. Takes the lead and talks to the people around them. The children were frightened by the disaster and won't leave their mother.
22	7	1		G	31	Head of household, <b>wife</b> , child 1, child 2	The head of the household cannot be contacted. The wife is a nurse. The children are young but calm.
23	7	1		G	8	Head of household, wife, <b>child 1</b> , child 2	The head of the household cannot be contacted. The wife is a nurse. The children are young but calm.
24	7	1		G	6	Head of household, wife, child 1, <b>child 2</b>	The head of the household cannot be contacted. The wife is a nurse. The children are young but calm.
25	8	1		H	38	<b>Head of household</b> , wife, child 1, child 2	The wife cannot be contacted. Child 1 has injured with his head. Worrying about Child 2 crying at night.
26	8	1		H	10	Head of household, wife, <b>child 1</b> , child 2	The wife cannot be contacted. Child 1 has injured with his head. Worrying about Child 2 crying at night.
27	8	1		H	4	Head of household, wife, child 1, <b>child 2</b>	The wife cannot be contacted. Child 1 has injured with his head. Worrying about Child 2 crying at night.
28	9	1		I	70	<b>Head of household</b>	Lives alone. Has lost his cane in the disaster. It takes time for them to walk.

29	10	1		J	27	Head of household, <b>wife</b> , child	The head of the household cannot be contacted. The wife is in the late stages of pregnancy. She is stable but is anxious about living in the evacuation centre. She can't hear? She does not react quickly when called. She is not wearing hearing aids.
30	10	1		J	7	Head of household, wife, <b>child</b>	The head of the household cannot be contacted. The wife is in the late stages of pregnancy. She is stable but is anxious about living in the evacuation centre. She can't hear? She does not react quickly when called. She is not wearing hearing aids.
31	11	2		K	50	<b>Head of household</b> , wife, child 1, child 2	The head of household and his wife are foreigners. They understand simple Japanese. The wife is worrying about not being able to contact their children.
32	11	2		K	47	Head of household, <b>wife</b> , child 1, child 2	The head of household and his wife are foreigners. They understand simple Japanese. The wife is worrying about not being able to contact their children.
33	12	2		L	46	Head of household, wife, <b>child 1</b> , child 2	Child 2 is withdrawing and has communication difficulties. Hopes to have a separate room. The head of household is stubborn.
34	12	2		L	44	Head of household, wife, child 1, <b>child 2</b>	Child 2 is withdrawing and has communication difficulties. Hopes to have a separate room. The head of household is stubborn.
35	12	2		L	21	Head of household, wife, <b>child 1</b> , child 2	Child 2 is withdrawing and has communication difficulties. Hopes to have a separate room. The head of household is stubborn.
36	12	2		L	18	Head of household, wife, child 1, <b>child 2</b>	Child 2 is withdrawing and has communication difficulties. Hopes to have a separate room. The head of household is stubborn.
37	13	2		M	78	<b>Head of household</b>	Living alone. Being very nervous. Cannot say even his name.
38	14	2		N	40	<b>Head of household</b> , wife, child 1, child 2, grandmother	The head of household is a neighborhood association committee member. Bring the members of household no. 13. The wife is in the early stage of pregnancy. Her physical condition is unstable. The grandmother has been working as a leader of the neighborhood association.
39	14	2		N	35	Head of household, <b>wife</b> , child 1, child 2, grandmother	The head of household is a neighborhood association committee member. Bring the members of household no. 13. The wife is in the early stage of pregnancy. Her physical condition is unstable. The grandmother has been working as a leader of the neighborhood association.
40	14	2		N	7	Head of household, wife, <b>child 1</b> , child 2, grandmother	The head of household is a neighborhood association committee member. Bring the members of household no. 13. The wife is in the early stage of pregnancy. Her physical condition is unstable. The grandmother has been working as a leader of the neighborhood association.
41	14	2		N	4	Head of household, wife, child 1, <b>child 2</b> , grandmother	The head of household is a neighborhood association committee member. Bring the members of household no. 13. The wife is in the early stage of pregnancy. Her physical condition is unstable. The grandmother has been working as a leader of the neighborhood association.
42	14	2		N	65	Head of household, wife, child 1, <b>grandmother</b>	The head of household is a neighborhood association committee member. Bring the members of household no. 13. The wife is in the early stage of pregnancy. Her physical condition is unstable. The grandmother has been working as a leader of the neighborhood association.



43	15	2		O	35	Head of household, <b>wife</b> , child 1, child 2, child 3, grandfather, grandmother	The head of household cannot be contacted. Child 3 uses a wheelchair. Grandparents are not very involved in their grandchildren's care very much.
44	15	2		O	15	Head of household, wife, <b>child 1</b> , child 2, child 3, grandfather, grandmother	The head of household cannot be contacted. Child 3 uses a wheelchair. Grandparents are not very involved in their grandchildren's care very much.
45	15	2		O	12	Head of household, wife, child 1, <b>child 2</b> , child 3, grandfather, grandmother	The head of household cannot be contacted. Child 3 uses a wheelchair. Grandparents are not very involved in their grandchildren's care very much.
46	15	2		O	9	Head of household, wife, child 1, child 2, <b>child 3</b> , grandfather, grandmother	The head of household cannot be contacted. Child 3 uses a wheelchair. Grandparents are not very involved in their grandchildren's care very much.
47	15	2		O	63	Head of household, wife, child 1, child 2, child 3, <b>grandfather</b> , grandmother	The head of household cannot be contacted. Child 3 uses a wheelchair. Grandparents are not very involved in their grandchildren's care very much.
48	15	2		O	60	Head of household, wife, child 1, child 2, child 3, grandfather, <b>grandmother</b>	The head of household cannot be contacted. Child 3 uses a wheelchair. Grandparents are not very involved in their grandchildren's care very much.
49	16	2		P	43	Head of household, <b>wife</b> , child 1, child 2	The head of household has died. Children are twins and have difficulty communicating with others.
50	16	2		P	15	Head of household, wife, <b>child 1</b> , child 2	The head of household has died. Children are twins and have difficulty communicating with others.
51	16	2		P	15	Head of household, wife, child 1, <b>child 2</b>	The head of household has died. Children are twins and have difficulty communicating with others.
52	17	2		Q	32	<b>Head of household</b> , child 1	A one-parent family. The mother and the child do not have a good relation and do not want to be together.
53	17	2		Q	14	Head of household, <b>child 1</b>	A one-parent family. The mother and the child do not have a good relation and do not want to be together.
54	18	2		R	35	<b>Head of household</b> , child 1, child 2, child 3, grandmother	The wife and the father of the head of household have died. Child 2 and 3 are crying a lot. The mother is keeping her composure.
55	18	2		R	12	Head of household, <b>child 1</b> , child 2, child 3, grandmother	The wife and the father of the head of household have died. Child 2 and 3 are crying a lot. The mother is keeping her composure.
56	18	2		R	9	Head of household, child 1, <b>child 2</b> , child 3, grandmother	The wife and the father of the head of household have died. Child 2 and 3 are crying a lot. The mother is keeping her composure.

57	18	2		R	7	Head of household, wife, child 1, child 2, <b>child 3</b> , grandmother	The wife and the father of the head of household have died. Child 2 and 3 are crying a lot. The mother is keeping her composure.
58	18	2		R	70	Head of household, child 1, child 2, child 3, <b>ggrandmother</b>	The wife and the father of the head of household have died. Child 2 and 3 are crying a lot. The mother is keeping her composure.
59	19	2		S	35	<b>Head of household</b> , child 1, child 2, child 3	A mothe-child family. Child 1 has a classmate of household number 17. Child 2 and 3 has hard of hearing.
60	19	2		S	14	Head of household, <b>child 1</b> , child 2, child 3	A mother-child family. Child 1 has a classmate in household number 17. Child 2 and 3 are hard of hearing.
61	19	2		S	12	Head of household, child 1, <b>child 2</b> , child 3	A mothe-child family. Child 1 has a classmate of household number 17. Child 2 and 3 has hard of hearing.
62	19	2		S	12	Head of household, wife, child 1, child 2, <b>child 3</b>	A mothe-child family. Child 1 has a classmate of household number 17. Child 2 and 3 has hard of hearing.
63	20	2		T	20	Head of household, wife, <b>child 1</b> , child 2, child 3, grandmother	The head of household and his wife cannot be reached. Three children are taking care of their grandmother, albeit feeling nervous about not being able to establish contact with their parents.
64	20	2		T	16	Head of household, wife, child 1, <b>child 2</b> , child 3, grandmother	The head of household and his wife cannot be reached. Three children are taking care of their grandmother, albeit feeling nervous about not being able to establish contact with their parents.
65	20	2		T	12	Head of household, wife, child 1, child 2, <b>child 3</b> , grandmother	The head of household and his wife cannot be reached. Three children are taking care of their grandmother, albeit feeling nervous about not being able to establish contact with their parents.
66	20	2		T	89	Head of household, wife, child 1, child 2, child 3, <b>grandmother</b>	The head of household and his wife cannot be reached. Three children are taking care of their grandmother, albeit feeling nervous about not being able to establish contact with their parents.
67	21	2		U	35	<b>Head of household</b> , wife, child 1, child 2	The head of household is a neighborhood association committee member. He is cooperating with the evacuation center's operations, Child 2 is hyperactive, does not join the other evacuees and does not move at all.
68	21	2		U	32	Head of household, <b>wife</b> , child 1, child 2	The head of household is a neighborhood association committee member. He is cooperating with the evacuation center's operations, Child 2 is hyperactive, does not join the other evacuees and does not move at all.
69	21	2		U	14	Head of household, wife, <b>child 1</b> , child 2	The head of the household is a neighbourhood association committee member. He is cooperative to operating the evacuation center, Child 2 is hyperactive and does not join the other evacuees and get stuck.
70	21	2		U	12	Head of household, wife, child 1, <b>child 2</b>	The head of the household is a neighbourhood association committee member. He is cooperative to operating the evacuation center, Child 2 is hyperactive and does not join the other evacuees and get stuck.
71	22	3		V	45	<b>Head of household</b> , wife, child 1, child 2	The head of household is a neighborhood association committee member. The wife has a fever of 39° C since yesterday. Child 2 is hyperactive and speaks to anybody. Child 1 takes good care of Child 2.

72	22	3		V	42	Head of household, <b>wife</b> , child 1, child 2	The head of household is a neighborhood association committee member. The wife has a fever of 39° C since yesterday. Child 2 is hyperactive and speaks to anybody. Child 1 takes good care of Child 2.
73	22	3		V	17	Head of household, wife, <b>child 1</b> , child 2	The head of household is a neighborhood association committee member. The wife has a fever of 39° C since yesterday. Child 2 is hyperactive and speaks to anybody. Child 1 takes good care of Child 2.
74	22	3		V	12	Head of household, wife, child 1, <b>child 2</b>	The head of household is a neighborhood association committee member. The wife has a fever of 39° C since yesterday. Child 2 is hyperactive and speaks to anybody. Child 1 takes good care of Child 2.
75	23	3		W	43	Head of household, <b>wife</b> , child 1, child 2, child 3	The head of household and Child 1 cannot be reached. The wife is in a panic. Child 3 has separation anxiety with regard to his/her mother.
76	23	3		W	12	Head of household, wife, child 1, <b>child 2</b> , child 3	The head of household and Child 1 cannot be reached. The wife is in a panic. Child 3 has separation anxiety with regard to his/her mother.
77	23	3		W	8	Head of household, wife, child 1, child 2, <b>child 3</b>	The head of household and Child 1 cannot be reached. The wife is in a panic. Child 3 has separation anxiety with regard to his/her mother.
78	24	3		X	54	<b>Head of household</b> , , child 1, child 2	A father-child family. There is no close paeron in the community. Child 2 can explain the situation. Child 1 feel anxious about the evacuation center and does not come in.
79	24	3		X	15	Head of household, <b>child 1</b> , child 2	A father-child family. There is no close parent in the community. Child 2 can explain the situation. Child 1 feels anxious about the evacuation center and does not come in.
80	24	3		X	13	Head of household, child 1, <b>child 2</b>	A father-child family. There is no close parent in the community. Child 2 can explain the situation. Child 1 feels anxious about the evacuation center and does not come in.
81	25	3		Y	38	Head of household, <b>wife</b> , child 1, child 2, child 3	The head of household cannot be contacted. The wife is a nurse. Child 1 has trained as a caregiver for the elderly. Child 2 and 3 do not make eye contact and do not answer, even when called upon them.
82	25	3		Y	18	Head of household, wife, <b>child 1</b> , child 2, child 3	The head of household cannot be contacted. The wife is a nurse. Child 1 has trained as a caregiver for the elderly. Child 2 and 3 do not make eye contact and do not answer, even when called upon them.
83	25	3		Y	14	Head of household, wife, child 1, <b>child 2</b> , child 3	The head of household cannot be contacted. The wife is a nurse. Child 1 has trained as a caregiver for the elderly. Child 2 and 3 do not make eye contact and do not answer, even when called upon them.
84	25	3		Y	9	Head of household, wife, child 1, child 2, <b>child 3</b>	The head of household cannot be contacted. The wife is a nurse. Child 1 has trained as a caregiver for the elderly. Child 2 and 3 do not make eye contact and do not answer, even when called upon them.
85	26	3		Z	20	Head of household, wife, <b>child 1</b> , child 2, child 3, grandfather, grandmother	The head of household and his wife cannot be contacted. Child 1 crushed his/her leg during evacuation. Child 2 majors in Social Welfare in college. Child 3 has many monologues. The grandfather has dementia. The grandmother takes good care of family members.
86	26	3		Z	19	Head of household, wife, child 1, <b>child 2</b> , child 3, grandfather, grandmother	The head of household and his wife cannot be contacted. Child 1 crushed his/her leg during evacuation. Child 2 majors in Social Welfare in college. Child 3 has many monologues. The grandfather has dementia. The grandmother takes good care of family members.
87	26	3		Z	15	Head of household, wife, child 1, child 2, <b>child 3</b> , grandfather, grandmother	The head of household and his wife cannot be contacted. Child 1 crushed his/her leg during evacuation. Child 2 majors in Social Welfare in college. Child 3 has many monologues. The grandfather has dementia. The grandmother takes good care of family members.

88	26	3		Z	80	Head of household, wife, child 1, child 2, child 3, <b>grandfather</b> , grandmother	The head of household and his wife cannot be contacted. Child 1 crushed his/her leg during evacuation. Child 2 majors in Social Welfare in college. Child 3 has many monologues. The grandfather has dementia. The grandmother takes good care of family members.
89	26	3		Z	70	Head of household, wife, child 1, child 2, child 3, <b>grandfather</b> , grandmother	The head of household and his wife cannot be contacted. Child 1 crushed his/her leg during evacuation. Child 2 majors in Social Welfare in college. Child 3 has many monologues. The grandfather has dementia. The grandmother takes good care of family members.
90	27	3		AA	45	<b>The Head of Household</b>	The head of the household is Chinese and can communicate with simple Japanese.
91	28	3		AB	37	<b>Head of household</b> , child 1, child 2	The family has recently moved in and has no close neighbors. Child 2 is hyperactive, and Child 1 takes care of Child 2.
92	28	3		AB	15	Head of household, <b>child 1</b> , child 2	The family has recently moved in and has no close neighbors. Child 2 is hyperactive, and Child 1 takes care of Child 2.
93	28	3		AB	12	Head of household, child 1, <b>child 2</b>	The family has recently moved in and has no close neighbors. Child 2 is hyperactive, and Child 1 takes care of Child 2.
94	29	3		AC	51	<b>Head of household</b> , wife, child 1, child 2, child 3	The wife cannot be connected. Child 2 has low vision and uses white cane. Child 1 and 3 take care of Child 2.
95	29	3		AC	22	Head of household, wife, <b>child 1</b> , child 2, child 3	The wife cannot be connected. Child 2 has low vision and uses white cane. Child 1 and 3 take care of Child 2.
96	29	3		AC	16	Head of household, wife, child 1, <b>child 2</b> , child 3	The wife cannot be connected. Child 2 has low vision and uses white cane. Child 1 and 3 take care of Child 2.
97	29	3		AC	13	Head of household, wife, child 1, child 2, <b>child 3</b>	The wife cannot be connected. Child 2 has low vision and uses white cane. Child 1 and 3 take care of Child 2.
98	30	3		AD	50	Head of household, <b>wife</b> , child 1, child 2, grandmother	The head of household cannot be contacted. The grandmother feels anxious about staying at the evacuation center, because she is experiencing issues with her knees. She hopes to obtain an accommodation which is close to the bathroom. Child 1 and 2 are cooperating with the evacuation center's operations.
99	30	3		AD	20	Head of household, wife, <b>child 1</b> , child 2, grandmother	The head of household cannot be contacted. The grandmother feels anxious about staying at the evacuation center, because she is experiencing issues with her knees. She hopes to obtain an accommodation which is close to the bathroom. Child 1 and 2 are cooperating with the evacuation center's operations.
100	30	3		AD	18	Head of household, wife, child 1, <b>child 2</b> , grandmother	The head of household cannot be contacted. The grandmother feels anxious about staying at the evacuation center, because she is experiencing issues with her knees. She hopes to obtain an accommodation which is close to the bathroom. Child 1 and 2 are cooperating with the evacuation center's operations.

101	30	3		AD	77	Head of household, wife, child 1, <b>grandmother</b>	The head of household cannot be contacted. The grandmother feels anxious about staying at the evacuation center, because she is experiencing issues with her knees. She hopes to obtain an accommodation which is close to the bathroom. Child 1 and 2 are cooperating with the evacuation center's operations.
102	31	3		AE	40	<b>Head of household</b> , wife, child 1, child 2	The house was destroyed. The wife is a nurse. Child 1 hopes to be separated from others, because he/she has been experiencing diarrhea and vomiting since this morning.
103	31	3		AE	43	Head of household, <b>wife</b> , child 1, child 2	The house was destroyed. The wife is a nurse. Child 1 hopes to be separated from others, because he/she has been experiencing diarrhea and vomiting since this morning.
104	31	3		AE	17	Head of household, wife, <b>child 1</b> , child 2	The house was destroyed. The wife is a nurse. Child 1 hopes to be separated from others, because he/she has been experiencing diarrhea and vomiting since this morning.
105	31	3		AE	15	Head of household, wife, child 1, <b>child 2</b>	The house was destroyed. The wife is a nurse. Child 1 hopes to be separated from others, because he/she has been experiencing diarrhea and vomiting since this morning.
106	32	3		AF	16	Head of household, wife, <b>child 1</b> , child 2, grandmother	The head of household and his wife cannot be contacted. Child 1 uses a wheelchair. Child 2 is crying because of the disaster. The grandmother takes good care of her grandchildren. She also assists her neighbors.
107	32	3		AF	12	Head of household, wife, child 1, <b>child 2</b> , grandmother	The head of household and his wife cannot be contacted. Child 1 uses a wheelchair. Child 2 is crying because of the disaster. The grandmother takes good care of her grandchildren. She also assists her neighbors.
108	32	3		AF	60	Head of household, wife, child 1, <b>grandmother</b>	The head of household and his wife cannot be contacted. Child 1 uses a wheelchair. Child 2 is crying because of the disaster. The grandmother takes good care of her grandchildren. She also assists her neighbors.
109	2	Event 1		B	40	<b>Head of household</b> , wife, child 1, child 2	Can you open the gym as an evacuation centre?
110	☆	Event 2				Town hall staff (5)	I can help with evacuation centre operation!
111	☆	Event 3			40's	Foreign tourist visiting the town	I can't speak Japanese.
112	☆	Event 4			50's	Foreign tourist visiting the town	I wanted to go home today but my car has broken down. Is there no other way? (Angry)
113	☆	Event 5			60's	Salesperson visiting the town	I need a cigarette! It is OK if I smoke around here?
114	☆	Event 6			40's		The toilet isn't flushing properly. It might be blocked...
115	1	Event 7		A	30		I am trying to join my family but...
116	☆	Event 8				Town hall staff	Please make a list of the names of the evacuees.
117	☆	Event 9			20	Head of household, <b>wife</b> , child 1	Is there a room where I can change and feed my baby?
118	☆	Event 10				Town hall staff	I brought partitions. Where should I put them? ~End~



