

# **AMBASSADORS' NOTE**

**High School Students Islands Summit  
on World Tsunami Awareness Day 2017  
in Okinawa**



**Nov. 7, 2017 Okinawa Convention Center**



**Nov. 8, 2017 Ginowan Tropical Beach**



# Declaration

The World Tsunami Awareness Day was adopted at the United Nations General Assembly, and correspondingly the High School Students Summit on “World Tsunami Awareness Day” in Kuroshio was held in Kochi Prefecture, where The Kuroshio Declaration was adopted. And this year, we gathered here in Okinawa, which is symbolized by the phrase “Bankoku Shinryo” (the bridge to all nations), and successfully conducted the High School Students Islands Summit on World Tsunami Awareness Day 2017 in Okinawa.

Year by year, as natural disaster threats around the world increase, after going through tragic experiences the severe earthquake survivors and the tsunami survivors are making their best endeavors to overcome their pain and recover.

Corresponding to the last year’s Kuroshio Declaration, based on the contents of the declaration we have designated today the action plans which we will bring back to our home to implement in our own communities. These action plans are summarized in the booklet of “Ambassadors’ Note”. This booklet represents our sincere hope to protect and save life of our loved ones and people in our communities. We will know the threats of tsunamis, prepare to prevent the damages, and implement what we can do on our own.

Through our participation in this summit, we have learned together and shared our own ideas on what must be done in order to prepare ourselves to reduce the risks of disasters. We hereby declare that we bring this common production of “Ambassadors’ Note” back to our countries, consider others’ matters as our own, and also design and implement the action plans as we work firmly together with people in our respective communities.

To know about past cases and the lessons

Group A : Learning from the past to protect our future

Group B : Your life's first YLF

To prepare for disasters

Group C : Knowledge comes first, Action comes next !

Group D : AWARENESS TO PREVENTION IN THE HANDS OF THE YOUNG GENERATION

Group E : Awareness and preparedness is the key to our success, our happiness

Group F : STAY FIT AND HEALTHY AND BE PREPARED AT ALL TIME

Actions after disasters

Group G : Protect the nature, nature will protect us

Group H : Act now! Let's not regret later

November 8, 2017

High School Students Islands Summit  
on World Tsunami Awareness Day 2017 in Okinawa



# Workshop Group A

## Learning from the past to protect our future



### Iwate Prefectural Kamaishi High School

“Spread Kamaishi’s uniqueness as a universality” We share our lessons and experiences from the Great East Japan Earthquake through presentations and leaflets.

【The contents of presentations and leaflets】

1. How we survived the Great East Japan Earthquake and Tsunami.
2. What is necessary to build back our lives from the disaster.



### Miyagi Prefectural Tagajo High School

First, to continue setting up signs, we will interview neighborhood residents and companies. Having multiple sources enable us to set up more signs accurately. Second, to make the machi-aruki more effective, we plan to also show cultural or historical sites and hand out a questionnaire. Songs or poetry monuments can be used.





## Saitama Prefectural Fudooka High School

Activities to raise disaster awareness of local inhabitants and the state of one's attitude are necessary. For example, local inhabitants always conceptualize evacuation zones. One of the ways to raise disaster awareness is transmitting and spreading information using social media, YouTube and so on. A lot of people can know information quickly by using the internet.



## Saga Prefectural Saga Agricultural High School

We'll visit our town mayor and make a presentation about "Liaison and TEC-FORCE" in case natural disasters happen. We'll invite the staff or town government and the residents of our town to our school recital and tell them the importance of preparation with the "Liaison and TEC-FORCE."



## Okinawa Prefectural Kyuyo High School

We did a survey on disaster prevention awareness for freshman at Kyuyo high school. We chose what actions to take when an earthquake and tsunami occur. We will make a poster and display the poster at school.



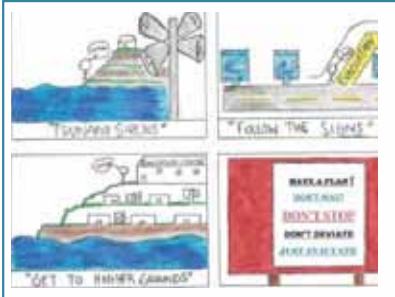
## Okinawa Prefectural Miyako High School

Leaflets should be made to educate the residents on how to deal with tsunami it should contain information on the danger of tsunamis and how to deal with tsunamis. We will put up pictures of disasters which had occurred to show how dangerous tsunamis can be and to warn people to prepare emergency supplies, we hope that the contents of the leaflets will also give people an opportunity to discuss about evacuation places.

We will put the leaflets and pictures up in stores, educational institutions, hotels, and the city hall. The leaflets will be written in English and Japanese, Korean, Chinese [ Simple / Traditional ]



# Workshop Group A



## Niue High School

To develop a more safe environment for future generations based on past experiences. Educating students in Niue about Tsunamis thus creating awareness and building understandings of how to minimize environmental, social and economic effects. Promote a deeper understanding of tsunami awareness for the island. To work with Niue's National Disaster Council in preparing mock exercises for Disaster Risk Reduction – International Day for Disaster Reduction - October 13 – and include lessons learnt from the summit in Japan



## Mindszenty High School

Raise awareness of the threat a typhoon can pose for Palau. Petition government to create a typhoon awareness day and invite peoples and nations to participate and learn more about typhoons and its effects. Encourage schools to participate in school wide drills. Initiate programs and train individuals of ways to acquire fresh water through distilling, reverse osmosis, etc. Initiate program where special training is given to responsible community members in cases of emergency.



## Laupahoehoe Community Public Charter School

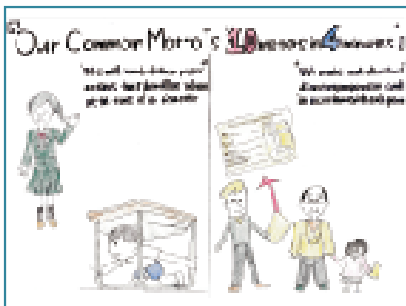
To spread awareness about tsunamis in today's world we should communicate through digital media. Reaching out on the school and community level: A section in the newsletter that prompts people to never forget. Reaching out on the school/community (and potentially on the state level): creating digital content in the forms of videos, pictures and such. This way we can communicate to a wider audience of people who may not have senses like hearing and touching and to foreigners who don't speak the language.





# Workshop Group B

## Your life's first YLF



### Hokkaido Urakawa High School

We will go to kindergartens and nursery schools to teach children actions that should be taken at the time of a disaster. We will make and distribute disaster preparation cards which show evacuation routes, in addition to your name, address and phone number.



### Miyagi Prefecture Sendai Daiichi High School

We suggest to hang up a card somewhere easy to find as a token that shows we already evacuate. The purpose is to indicate if the house is vacant or still occupied, and make it easier confirm for rescuers to find someone who is still in a house because of some reasons and shrink the time for rescue.







## Osaka Prefectural Senboku High School

We launch the website of the Great East Japan Earthquake, where we post and update the current situations regularly. For example, we recommend a new spot built in the damaged area or we introduce delicious local fresh foods in four seasons. We encourage tourism industries in Tohoku. Additionally, it reminds people of the disasters and lets them know those who make every effort for living reconstruction, and then they might donate funds again and again. Moreover, by regularly updating the website, we can prevent from people losing their interests on the Tohoku region.



## Oita Prefectural Oita Uenogaoka High School

Disaster preventing committee at our school. 1st We make posters about oral traditions, which prevent us from suffering disasters. (Not only in the school but in the local area) 2nd At the fire drills, we have students and local people know about the oral traditions using quiz and so on. 3rd Members of disaster preventing committee give a lecture on preventing disaster in their classes and in their local elementary schools and middle schools. 4th The members visit the damaged area and learn the situation there. And they pass on the lesson learned.

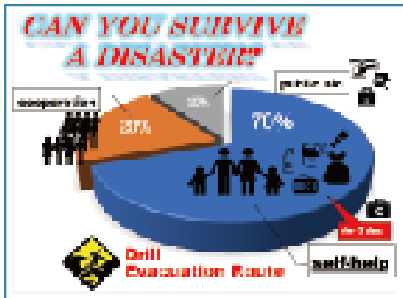


## Okinawa Prefectural Koyo High School

We will create a hazard map and present it to our audience. In this way, I believe that we can heighten awareness of disaster prevention and implement our drills more effectively.



# Workshop Group B



## Okinawa Prefectural Youmei Senior High School

7:2:1. Urasoe City has stored supplies for disasters at each elementary school. The amount of the supplies is only enough for 5% of the city population to live for 3 days.

It is said that we need to stock supplies for emergency at each home for 7 days, because Okinawa is an island and it takes more time for help to reach.

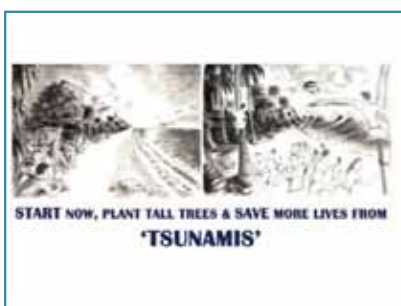
The ratio of self-help :

cooperation : public help is 7:2:1. This ratio suggests how we need to act after disasters happen. Our team wants to tell our friends the importance of helping ourselves in the event of a disaster.



## Assumption School

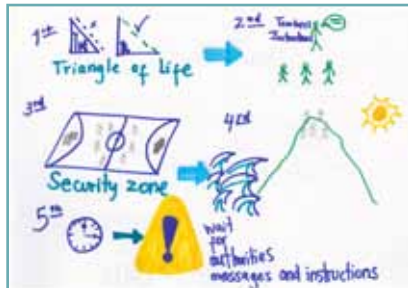
After running seminars in each schools a follow up Post-Survey which have the same questions as Pre-Testing will be distributed again to each schools and the results will be compiled and compared. Along with the seminars simple illustrative brochures will be shared with posters to each schools. High school students who are involved in the seminars will be able to express their knowledge in arts as well (e.g Songs, drawings, poetry, short video clips etc..).



## Sogeri National High School

Awareness for coastal villages to plant deep-rooted tall trees and coconut trees on the beaches so in the event of tsunamis young adults and children can climb to safety. Replanting of the trees as they are being washed away by the sea.





## Liceo Pablo Neruda

Plan to Investigate and analyze tsunamis at global and national levels, action plans and proficiency of them. Provide people with information on evacuation plans that would help population protect themselves from danger. Through the use of multimedia, brochures, tutorial: etc.



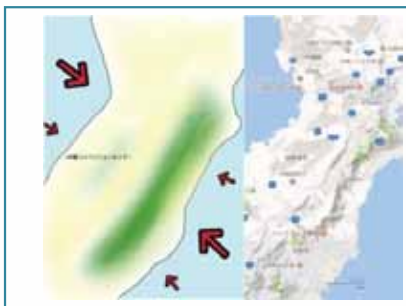
# Workshop Group C

Knowledge comes first, Action comes next !



## Toyo university Ushiku Senior High School

We will have elementary school students, junior high school students and senior high school students reply to a questionnaire about the 3.11 earthquake and disaster prevention. Teach students who do not think about them. Have them talk about disaster prevention with each other. Make some posters about it by themselves and stick them in school.



## Yokohama Municipal Yokohama Science Frontier High School

First, we should let many people know the danger of aftershocks and tsunami. It is important to know the danger of damage by aftershocks and tsunami on Tohoku Earthquake and Kumamoto Earthquake to decrease victims of the future earthquakes. Second, Evacuation sites are important. We should let many people know accurate and complete requirements for completely safe evacuation sites in order to eradicate any sad tragic victims from all over the world.





## Taisei High School

At our school festival, we will tell Taisei students that although Aisai City is far from the coastline, tsunamis pose a high flood risk, so we have to keep in mind the danger of tsunamis. Also, Aisai City has the seventh highest percentage of elderly citizens in Aichi Prefecture, and many of them need help with evacuation during a disaster. Finally, we will appeal to students to participate in the Disaster Prevention Leadership Seminar or the disaster drills organized by the Disaster Relief Organization.



## Oita Prefectural Saikikakujo High School

Draw lines on the main roads to show the height from the sea.

If every road has the color to show the height from the sea, we can see which way is higher and everyone, even children or foreigners can escape instantly.

For example, roads from the sea 1 ~ 5 meter have a red line, 5 ~ 10 orange, 10 ~ 15 yellow, 15 ~ 20 yellow-green, more than 20 meter from the sea level green.



## MAPS College (MAPS International High School)

- Evacuation Maps: Local media, social media
- Outreach education materials: Billboard, roadside, educational signs, local media, social media
- Every four months' outreach activities: Door to door safety campaigns targeted to people leaving or working in the disaster hazard zone and Partner with local merchants to set up an emergency kit display area in their store.

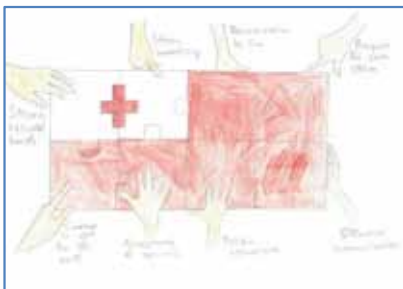


# Workshop Group C



## Honiara Senior High School

1. Implement Disaster-risk and management program in the school curriculum. 2. Form disaster management committees in the schools to conduct disaster awareness, exercises and drills. 3. Educate school children and communities living in tsunami risk zones to create hazard maps showing risk areas, create signposts and posters to show safe evacuation routes and safe zones. 4. Work in partnership with our National Disaster Council office (NDC) to carry out Disaster Risk Reduction (DRR) programs in both primary and secondary schools and communities in disaster risk zones in our provinces.



## Tonga High School

We will work very hard towards raising greater awareness on the importance of being prepared for natural disasters in Tonga. We will start in

- 1) Putting up posters on tsunami information and other natural disaster facts.
- 2) Coordinating and carry out evacuation drills (earthquake, cyclone, tsunami..etc) regularly.
- 3) Forming partnerships first with our neighbouring schools (one high school, three primary schools) to know our evacuation routes as there would be more than 2400 students and 200 teachers involved. These partnerships will involve regular meetings, drills, exchange of ideas with their administrators, teachers and students.



## Hainan Middle School

1. Start from here: share the reference brochure with every class in our school and ask every class of Senior 1 and 2 to take part in a hand-drawn illustration competition.
2. Spread knowledge phrase I: organize a knowledge competition about disaster prevention at school.
3. Spread knowledge phrase II: Invite some students who took part in the first and second activity to join us and prepare a display board. Then we take the display board to local primary and secondary schools. We explain to students about the contents on the display board and share the reference brochures and other relevant materials with local students – simplified versions for primary school students and original version for secondary school students.





# Workshop Group D

## AWARENESS TO PREVENTION IN THE HANDS OF THE YOUNG GENERATION”



### Tokyo Gakugei University International Secondary School

Emergency food will be supplied in commonly used and religion-based facilities. These include Japanese dried and canned food, which can be used in our daily lives. Multicultural food will be available, which will contain a symbol for emergency food on its package. Our goal is that “easy access leads to success” for all foreigners during natural disasters.



### Kansai Soka Senior High School

We create a character to improve the awareness of the disaster prevention in our school. The name is "Namazun" (Namazu is catfish). We use him to give an impression on students and teachers in every activities we do to raise the awareness against disasters.







## Meiji Gakuen Senior High School

In order to have a strong disaster prevention consciousness, we are planning to discuss the issue of disaster prevention with many people. We are planning to hold a symposium next spring and listen to scientists' lectures on active faults. We are going to invite some administrative officers working for disaster managements and people who have experienced earthquakes to attend a meeting for discussion.



## Okinawa Prefectural Yaeyama High School

Make posters and display them. The disaster situation signs should be written in either English or Chinese at various public locations. Perform tsunami evacuation drills regularly.



## Motufoua Secondary School & Fetuvalu Secondary School

- The six students' WTAD participants and their teacher will hold weekly Tsunami Awareness workshops beginning with their own schools upon their return from Japan.
- The six local 2017 WTAD participants will visit one local school a week to make an awareness presentation to promote pupils/students' understanding of the issue.
- The 2017 WTAD participants and enlightened students at enlightened schools to make a Tsunami awareness presentation to the local Disaster Unit to enhance their awareness and to solicit their support in promoting the concept nationwide.
- The WTAD participants, in close partnership with members of the Local Disaster Unit help to form a national Tsunami Preparedness Committee at the beginning of 2018.



# Workshop Group D

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**Praslin Secondary**  
**Belonie Secondary**  
**Mont Fleuri Secondary**  
**Plaisance Secondary**  
**Pointe Larue Secondary**  
**English River Secondary**

National Campaign on Tsunami involving schools and related agencies – Getting ready, signs and symptoms, evacuation,

- Training of more teachers and students for emergency preparedness (ongoing in 2018 but start in April 2018)
- Production of materials to support learning on tsunami preparedness and management (TSUNAMI READY) e.g posters, leaflets and booklets
- Drills at school level and national simulation exercises
- Promotion of the campaign through media involvement nationally, i.e television, radio, newspaper and social media



## **Colegio San Antonio IHM**

We are frequently participating in evacuation drills, considering the time it takes us to get to the secure area of the patio, then moving together with our younger brother or sister in order to facilitate movement to the highest parts of our buildings. The students and teachers are organized in security brigades in order to help others during the evacuation. Executing these actions provides us confidence in how we will react facing a natural disaster.





# Workshop Group E

**Awareness and preparedness is the key to our success, our happiness**



## **Fujimigaoka High School for Girls**

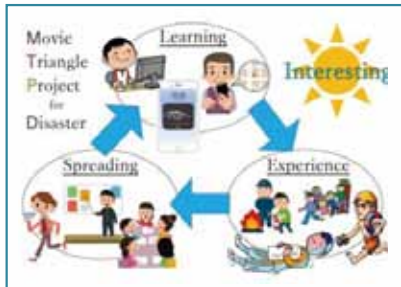
By writing down our own original story, we will create an image of the earthquake which will eventually hit Tokyo someday.

The story will make us ourselves, our family and the people around us learn and understand that we need to be serious about the earthquake and tsunami.

Our parents will have an opportunity to listen to our stories in a parent meeting.

We will ask them to give comments. These comments will make our stories better. At the same time, we will give them our own guidebook for preparing for the disasters. This guidebook shows what to put in emergency bags.





## Senri International School of Kwansei Gakuin

Movie Triangle Project for Disasters;

[Learning]

1. To learn from movies.
2. Researching by yourself. To use “EDSG”(Evacuation Drill Simulation Game).

[Experience]

1. Join a workshop for disaster prevention.
2. Participate in a fire drill run by firefighters.
3. Train for swimming in clothes with a life saver.

[Spreading]

1. Make a Movie\* based on what you learned in Learning and Experience.

[Movie]

1. Create the movie with the theme “Tsunami”.
2. The winning movie will get support and be released publically!!!



## Kochi Prefectural Susaki High School

We'd like to think about the ways to deepen the residents' awareness all over the city and to raise the residents' participation rate to tsunami drills.

We'd like to think of the ways to have more practical drills and suggest them to the Mayor or the leaders of disaster prevention organizations.



## Kochi Prefectural Reihoku High School

To provide a food structure capable of being hygienically eaten and suitable as an emergency ration.

We will plant potatoes at school and in our neighborhood through Potato Planting Action Plan. We will cook by ourselves, develop recipes and make our own products connecting people around us. We would like to consider measurements needed to provide our produce named “Reihokkoto” to disaster stricken areas.



# Workshop Group E



## Nukutere College Mangaia School Araura College Titikaveka College Enuamanu School

Community awareness program(Parents)  
Parents awareness program on the threat of Tsunami.  
The team will design a "Family Tsunami Survival Kit."  
Which will be distributed to students in the two schools  
The Tsunami survival Kit will feature

1. Parents Information
2. School Information
3. EMCI- Emergency Cook Islands:



## Central School

Design posters on how to survive/evacuate from the tsunami evacuation zone. Send out tsunami awareness by designing and displaying posters.

After coming back from school holiday, report the experience (presentation as well) and ideas of the posters to the school. (school chairman, teachers including school disaster committee) . Give an oral presentation on the information from the summit presentation to the school Assembly attended by teachers and students.

Also, the posters will be introduced during this timing.



## Sman 6 Banda Aceh

We will organize regular socialization and discussion in schools. For students who have experienced tsunami themselves will may have understand what it is and how to deal with it. But those who are born after the reconciliation and rehabilitation process perhaps have no idea about the issue. They are mostly students of junior high schools and elementary schools. Those children will be targeted as participants of our regular socialization and discussion. The discussion groups and the socialization will become a media to transfer knowledge, share experiences, and train skills. Teams will design audio visual media about how a tsunami occurs, signals before occurrence, evacuation route, and escape building.





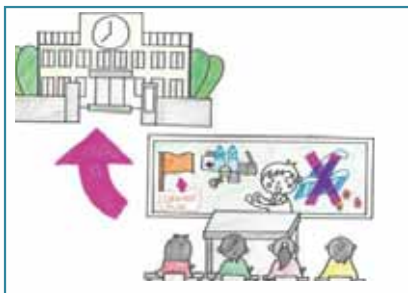
**Streeranong School  
Sikaoprachaphadungwit School  
Lantarachprachautit School  
Thaimuangwittaya School  
La-ngupittayakhom School  
Phuketwittayalai School**

1. Surveys and interview conducted to find out the level of tsunami risk understanding and awareness of the people in the communities.
2. Surveys to collect both previous and current tsunami-connected activities, happenings, and movements in the areas.
3. Data and problems discussion among group members
4. Brainstorming and Working out for better solutions



# Workshop Group F

## STAY FIT AND HEALTHY AND BE PREPARED AT ALL TIME



### Shizuoka Prefectural Ikeshinden High School

We go to elementary school or junior high school and teach the students what we should do when tsunami comes. For example, we can teach them how to read a hazard map and think about where to go or where not to go. Another example is that we can tell them how to escape from the tsunami. In addition, we can tell what “Orange flag” is.



### Kobe University Secondary School

Our suggestion is to create a poster derived from this game. There are two main reasons to this. One is to improve the problems above and make it even easier to learn about what action to take during a disaster. Another is that it's content is practical and can be smoothly done by us high school students. In detail, it's action plan is to select or add cards with situations that are thought to be in houses during a disaster, and create a poster that can be shown in familiar places-like on a wall of a toilet.



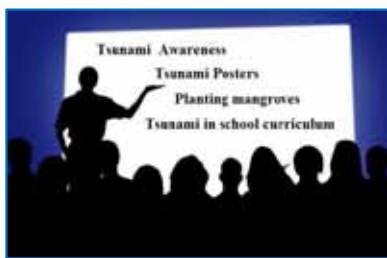




## Wakayama Prefectural KushimotoKoza High School

### Wakayama Prefectural Taikyu High School Wakayama Prefectural Hidaka High School

The main topic of our action plan is practical disaster prevention trainings, which is suitable for the characteristics of each school. They are carried out after HUG game. Participants make use of experiences that they have gained through HUG game. For example, further disaster prevention drills with local people, distributing leaflets based on post-HUG-game discussion, or making portable toilets.



## King George V & Elaine Bernacchi School

Conduct and increase awareness to the public on the importance and roles of mangroves, trees living in coastal sites and coral reefs in relation to tsunami. Introduce and include tsunami in the school curriculum. Encourage communities to plant and look after mangroves and big trees near coastal areas.



## Leulumoega Fou College

USE roads to go on higher grounds and inform people by using posts, signs where to go, everyone must stay fit so that they can run as they could for safety and have a high self-esteem to control yourself.



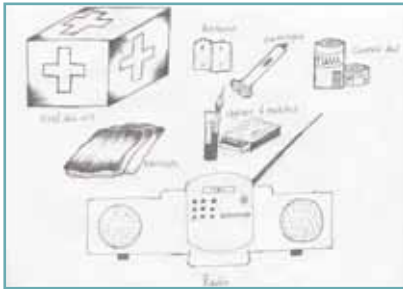
# Workshop Group F

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## Ratu Kadavulevu School

Conduct awareness programs in all villages about the threat of coastal waves. Form a Disaster Awareness and Management Committee to coordinate with our school principal, village headman and elders to draw up an evacuation plan for concerned community.



## Pohnpei Island Central School

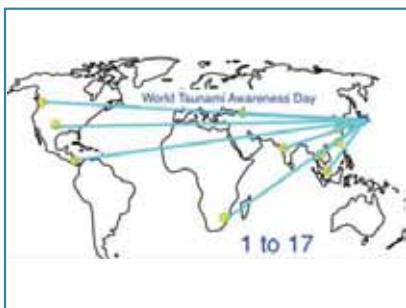
Set up community awareness programs and prepare the community when disaster strikes.- Set up clubs and groups that could go out into the communities and present the importance of preparedness- Post signs, posters, and fliers all around the community which show how each and everyone should be disaster prepared - Go out into schools and teach the kids on what they are going to do when the alarm goes off- Set up songs and skits as other means to convey community preparedness.





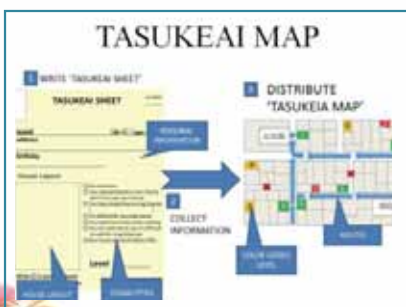
# Workshop Group G

protect the nature, nature will protect us



## UWC ISAK Japan

It is vital for us to spread the awareness around the globe by promoting World Tsunami Awareness Day. Our school, UWC ISAK Japan is consisted of 172 students from more than 50 countries and we first would like to hold a workshop in our school. We are seeking for diverse style of promotion such as theatre, storytelling, stand up comedy and presentations. This will enhance the educational understanding of our audience. Our school is a member of United World Colleges that has 17 colleges around the world. We will collaborate with schools around the world to spread the event.



## Hirano Senior High School Attached to Osaka Kyoiku University

Our plan is to introduce 'the system to help the young who help the elderly': TASUKEAI MAP. By using TASUKEAI MAP, the citizens know who to help, so they can judge how to help efficiently and swiftly even if the bond of the local community becomes weaker and weaker. Moreover, to use it properly, and not to forget how to use, the leader annually checks whether information that is in the map is correct and retells how to use.





## Shizuoka Prefectural Susono High School

We have to improve the application's ease of use.

- ① To make this website easy to use. For example, when posting an activity, a marker is placed on the map.
- ② We would like to change the editing contents on this website regarding changes of stricken areas and when correcting mistakes from posters.
- ③ We also would like pins to appear when viewed in the street view mode automatically.



## Kochi Prefectural Kochi Otemae High School

Our goal is to make shelters “home” for each evacuee. To realize it, protecting privacy and supplying people with hygiene products are essential.

We will make partitions and toilets from cardboard and maintain them. We will also make hygiene products to give to people. To make this action more effective, we will show how to make them everything to evacuees.



## Kochi Prefectural Kochi Nishi High School

In our quest to get the best solutions for securing the well-being of residents and enhancing their sense of autonomy, we put more value on hands-on experience with community members to deepen our understanding. One possible action is to hold a series of workshops with local community members to produce a realistic list of “what to do in emergencies.”



# Workshop Group G

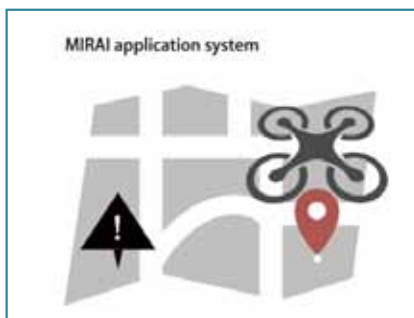


## Fukuoka Prefectural Kurate High School

We propose a “Meeting to be held by the school council.” We will hold such a meeting about twice a year. Every student can discuss the same theme together and understand the problem deeply.

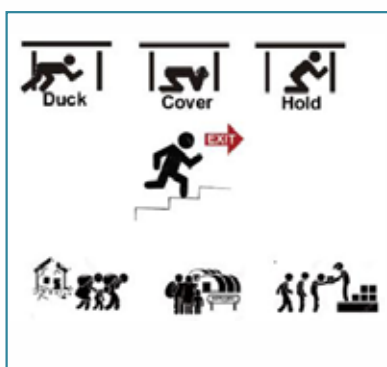
We can run the activity of gathering money donation. Shopping and sightseeing at the disaster area is so nice. The money will help improve the area and support the victims economically. We can promote the gathering of money donation at school too.

We can join a volunteer activity. We support more victims by preparing a meal, by patrolling the area and so on.



## Okinawa Prefectural Mirai Technical High School

Our team proposes the development of “Evacuation notification/Evacuation Route Inquiry Application System” and “Guidance Drone”. It will be linked with familiar map information. Also, a GPS navigation system will be provided in the app. The GPS will be linked to utility poles. During an earthquake, it will guide the people depending on the damage conditions the utility poles. The Drone will also be linked to the app.



## Le Lycee Abdoulhamid de Moroni

We will invite COSEP/service of meteorology to come to our school for a simulation of Earthquake: All the teachers of the school has been informed of this simulation but we don't tell them when. The purpose is to prepare our students psychologically for this eventuality. So there will be a special ring tone of the bell as an alert and everybody must play their role as if there was an earthquake. We think that “Environment” should be a new syllabus taught from the first year of High School Junior up to end of High School Senior.





**Southlands College, Galle**  
**Richmond College**  
**Mahinada College**  
**Sangamiththa Balika Vidyalaya**

We brought some species of mangroves and constructed an artificial nursery with supporting elements to grow the tender plants up to certain extent. I selected 50m area of the coastal line along the Ginthota Bridge in Galle, and planted the mangroves with expert support of a fisherman of a traditional fishing community. After completion of plantation I talked with the villages and inculcated them the importance of this project and asked them to help me to keep mangrove tender plants without any destructions, asked them to appoint to group to keep the plants under their supervision in regular intervals. they agreed and I followed the routine.



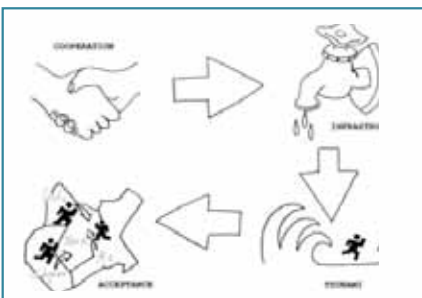
# Workshop Group H

Act now! Let's not regret later.



## Hyogo Prefectural Amagasaki Oda High School

We will make a detailed map for foreigners living in Amagasaki. This map will focus on the neighborhoods that lack hazardous information. We plan to include a section for the personal information, seismic intensity scale. We will make the map easy to understand for non-native English speakers in easy Japanese, such as Hiragana and Katakana.



## Nara Prefectural Unebi Senior High School

We propose that Nara Prefecture establish the infrastructures such as water supply and sewer systems which are indispensable to manage the support base and temporary housing smoothly in case of disasters. We also propose Nara Prefecture include measures to provide jobs to the evacuees in the disaster prevention plan.







### Okayama Prefectural Tamashima High School

To invite people from overseas and hold workshops about natural disasters. This kind of workshop is liable to feel like we are forcing knowledge on them, so we will have workshops about disasters as a part of enjoyable activities, such as singing songs, cooking Japanese food, or experiencing Japanese culture. They can acquire the right knowledge about disasters and learn what to do in case a disaster happens.



### Kochi Prefectural Nakamura High School

We will exert all our effort to improve the awareness of self defence as members of our region. With the cooperation of the Disaster Prevention Division of Shimanto City, and people in our area, we are planning to create a manual for using our school as a shelter.



### Tosajuku Senior High School

We will make English instructions for each emergency supply that we have to make it easier for foreigners to understand how to use them. Also we will make a simple video showing how to use emergency supplies. In addition, the explanations will be stored in each teacher's tablet so that teachers can access them in any emergency conditions. By doing these precautions we can be more prepared when disasters occur.



### Okinawa Prefectural Naha Kokusai High School

The local government will decide whether or not the information is accurate and reliable. Once it is determined as accurate they will post it on their SNS account in multiple languages, aimed at foreigners within close proximity to the disaster. Local High Schoolers can help spread that information via sharing in order to warn those in nearby towns or cities.

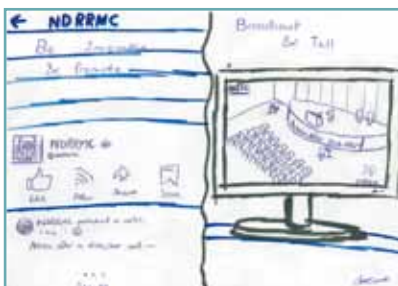


# Workshop Group H



## Nauru Secondary School

Educational presentation for tsunami awareness, explaining the code system to the students and the community: Inform public on causes of a tsunami through brochures, posters and short messages on the television and radio. Seek assistance for evacuation sign/sea wall construction to be a government priority. Educate people of their responsibilities during tsunami warning, to be alert and not panic. Liaise with Nauru Emergency Services (NES) to conduct a tsunami evacuation drill a least once a year in school/ communities and provide more information on tsunami as a natural disaster. Seek assistance to provide designated areas for evacuation in the different districts and let people know.



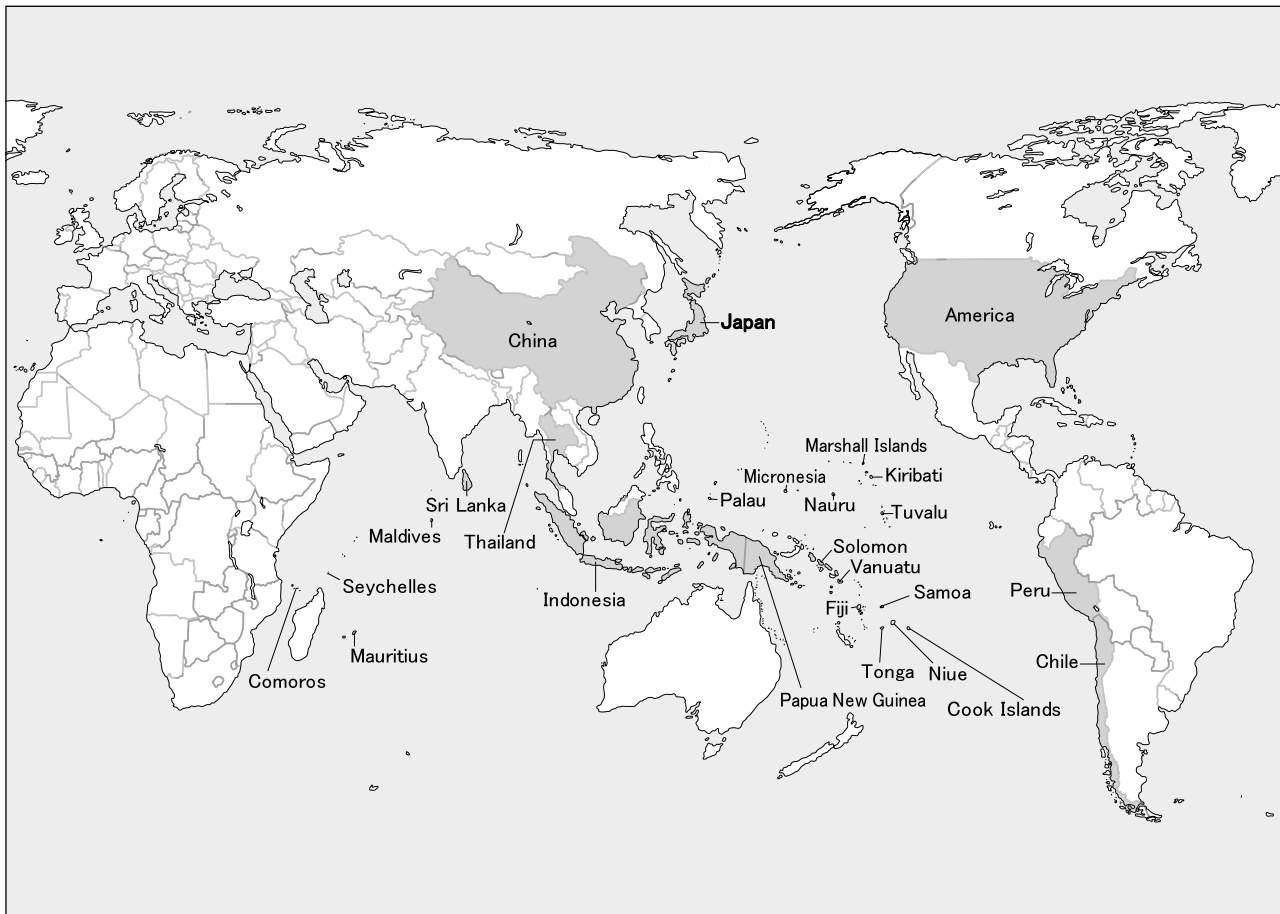
## Queen Elizabeth College College du Saint Esprit Royal College Curepipe GMD Atchia State College Notre Dame College Royal College Port Louis

We will propose through the Mauritius Ministry of Education to the Mauritius National Disaster Risk Reduction and Management Council the creation of a Facebook account for communication among all secondary schools students (in the first phase, the second phase will include students of the tertiary education sector and the third phase pupils of the primary education sector) on issues pertaining with disaster risk reduction.





# Participating countries in the high school summit



## Workshop Group A

Region/Country	School Name	Student Name
Iwate, Japan	Iwate Prefectural Kamaishi High School	Shigeru Sato
		Rion Tomehata
Miyagi, Japan	Miyagi Prefectural Tagajo High School	Yota Chiba
		Kenta Goto
Saitama, Japan	Saitama Prefectural Fudooka High School	Miki Hayashi
		Mizuki Minezaki
Saga, Japan	Saga Prefectural Saga Agricultural High School	Hiroto Kokonoe
		Taishi Noda
		Yuya Tsuruda
Okinawa, Japan	Okinawa Prefectural Kyuyo High School	Manaka Ishikawa
		Meiri Itokazu
		Takumi Uezu
Okinawa, Japan	Okinawa Prefectural Miyako High School	Haruka Shimoji
		Shohei Tokuyama
Niue	Niue High School	Maxine Loine Lyniza-Ann Kose Edwards
		Harriet Tingi Moka Lou Sionetama
		Kathleen Finelosa Jullian Sionetuato
		Raquel Keani-Leigh Nevine Tanaki
		Shayleen Hegafanogo Gasisitupe Tohovaka
		Tamihana Mahakileo Fatiniu Vaha
Republic of Palau	Mindszenty High School	Melemalt Ernest Benedict
		O'Keef Rengiil Kokichi
		Charles Jake Humilde Patris
		Dawn Oluchel Rechelulk
		Dinaly Dilsikt Remoket
		Iramk Ricardo Sungino
United States of America	Laupahoehoe Community Public Charter School	Royce Shawn Baun
		Ariana Kayla Solis Jabilona
		Marriene Rose Vinluan Jabilona
		Irish Bayani Marzan
		Gabriel Barrientos Navalta
		Neil Phillip Patino Navalta

## Workshop Group B

Region/Country	School Name	Student Name
Hokkaido, Japan	Hokkaido Urakawa High School	Nana Ogiya
		Mebae Ozora
		Kokoro Sawaguchi
Miyagi, Japan	Miyagi Prefecture Sendai Daiichi High School	Tomoyo Kusaka
		Risa Saito
		Tota Shimao
Osaka, Japan	Osaka Prefectural Senboku High School	Reina Mae
Oita, Japan	Oita Prefectural Oita Uenogaoka High School	Haruka Miyazaki
		Kyosuke Goto
Okinawa, Japan	Okinawa Prefectural Koyo High School	Yuuta Takahashi
		Kaho Agarie
		Yume Kinjo
Okinawa, Japan	Okinawa Prefectural Youmei Senior High School	Souka Oota
		Shinzan Ito
Republic of the Marshall Islands	Assumption School	Makino Shimajiri
		Aliciya Kassandra Jo Ackley
		Kathleen Debrum
		Junior Philmar Heine Solo
		Juliana Joseph
		Barton Jaki Kaios
Independent State of Papua New Guinea	Sogeri National High School	Niro Joji Tareo
		Niapun Mirrian Dua
		Emma Kererembo
		Margaret Marka
		Isaac Larsen Nindil
		Kayan Pokanau
Republic of Chile	Liceo Pablo Neruda	Jethro Seth
		Adela Carolina Cabello Molina
		Lorenzo Enrique Espinoza Mesina
		Yasiry Fabiana Figueroa Munoz
		Sebastian Andres Gaete Barra
		Alexandra Andrea Henriquez Maldonado
Michael Andres Sepulveda Vera		

## Workshop Group C

Region/Country	School Name	Student Name
Ibaraki, Japan	Toyo university Ushiku Senior High School	Nanako Inai
		Harutaka Saito
		Risa Takeuch
Kanagawa, Japan	Yokohama Municipal Yokohama Science Frontier High School	Erika Matsumoto Yoshiki Mori
Aichi, Japan	Taisei High School	Rino Ueda Mitsuki Nakamura
Oita, Japan	Oita Prefectural Saikikakujo High School	Hazuki Narita Mikio Okada Hajime Sugaya
Republic of Maldives	MAPS College (MAPS International High School)	Yumnu Adnan
		Aishath Fithura Fazeel
		Halaf Ali Hylum
		Aminath Zein Ismail
		Zeek Hamdhoon Mohamed
		Mohamed Ibrahim Shasha
Solomon Islands	Honiara Senior High School	Peter Boe Filia
		Charles Fox Inifiri
		Jerad Newton Ka'Abe
		Regina Mary Loli
		Gloria Uzomo Piasi
		Janice Eryinna Margaret Suri
Kingdom of Tonga	Tonga High School	Salanave Faka'Anaua 'Olivet Kemueli Holi
		Tala 'O Falefa Lupemeitakui Kefu
		Tiueti Justin Alisandre Aquitanine 'Otuhouma
		Willis Ke Aloha Ofa Mei Wilson Tu'Ipulotu
		Selesia Foukihalunga Funaki Saafi Uele
		Asena Lolohea Ula
People's Republic of China	Hainan Middle School	Quanxi Jian
		Shanlan Lin
		Pingyuan Liu
		Jingdan Mei
		Zheng Meng
		Fangding Yao

## Workshop Group D

Region/Country	School Name	Student Name
Tokyo, Japan	Tokyo Gakugei University International Secondary School	Nana Inoue
		Amy Michael
		Kana Seiki
Osaka, Japan	Kansai Soka Senior High School	Kiyomi Ito
		Ayumi Otsuji
		Marine Uemura
Fukuoka, Japan	Meiji Gakuen Senior High School	Ryu Matsuoka
		Hime Minato
		Hanaka Sano
Okinawa, Japan	Okinawa Prefectural Yaeyama High School	Haruna Nakada
		Marin Takemoto
		Vivian Toyokawa
Tuvalu	Fetuvulu Secondary School	Alice Naslina Teitala Ailesi
		Filipepe Osea
		Piulani Fouala Tumua
	Motufoua Secondary School	Soana Eli
		Taunoa Afele Kitiona
		Latisha Telina
Republic of Seychelles	Belonie Secondary	Jamelia Mary Gonzalves
	English River Secondary	Joshua Andrews Jules Agyei
	Mont Fleuri Secondary	Adele Louisa M-J. Angele Pillay
	Plaisance Secondary	Daryl Antoine Joseph Adolphe
	Pointe Larue Secondary	Nasha Elvina Zialor
	Praslin Secondary	Betty Lisa Constance
Republic of Peru	Colegio San Antonio IHM	Marjurie Belen Huapaya Vilcherres
		Ana Paula Motta Bejarano
		Mariana Paola Paredes Vilchez
		Gianella Paola Rojas Chavez
		Alessandra Ximena Soto Sagastegui
		Ana Fatima Villafana Mendoza

## Workshop Group E

Region/Country	School Name	Student Name
Tokyo, Japan	Fujimigaoka high school for Girls	Akari Nakamura
		Miku Oki
Osaka, Japan	Senri International School of Kwansei Gakuin	Momoko Honda
		Hiroto Tamura
		Manami Wada
Kochi, Japan	Kochi Prefectural Susaki High School	Masanori Hamaguchi
		Yuka Momota
		Momoka Nagayama
Kochi, Japan	Kochi Prefectural Reihoku High School	Manami Hara
		Sakura Wada
Cook Islands	Araura College	Kayla Mahiana Lillian Amoa
	Enuamanu School	Jacques Ketu Jnr Boaza
	Mangaia School	Albertto Matangaro Josh Arokapiti
	Nukutere College	Koizumi Henry
	Titikaveka College	Naomi Teataiariki
Republic of Vanuatu	Central School	Heimata Ellginie Lahapa Tinipese Kietonga
		Geoff Kalmet Kalsrap
		Ray Manuel Lo
		Meriam Mariki
		Georgeline Thompsen
		Berna Cliff Vatoko
Kingdom of Thailand	La-ngupittayakhom School	Merryn Vurobaravu
	Lantarachprachautit School	Rawanda Resan
	Phuketwittayalai School	Watchara Krombuapha
	Sikaoprachaphadungwit School	Patirat Jirakranwong
	Streeranong School	Mingkwan Hassakhon
	Thaimuangwittaya School	Arya Wongaree
Republic of Indonesia	Sman 6 Banda Aceh	Thiwakorn Chapalee
		Nurul Bariq
		Ahmad Zaki Marjan
		Nazhatul Mazalis
		Muhammad Aidul Ridha
		Afra Zulfira Rustam
Gaby Citami Suna		

## Workshop Group F

Region/Country	School Name	Student Name
Shizuoka, Japan	Shizuoka Prefectural Ikeshinden High School	Saori Aimoto
		Kanta Aoki
Hyogo, Japan	Kobe University Secondary School	Nao Miyake
		Ayane Yamaizumi
Wakayama, Japan	Wakayama Prefectural KushimotoKoza High School	Rin Fujisaki
	Wakayama Prefectural Taikyu High School	Ami Imori
		Miku Osaki
	Wakayama Prefectural Hidaka High School	Yoshiki Takeda
		Arisa Kobayakawa
Republic of Kiribati	King George V & Elaine Bernacchi School	Mitsuho Nakai
		Tiaon Ataata
		Tawerio Etekia
		Tumai Kataebati
		Mwekura Kirata
		Moutu Blake Nantenikoria
Independent State of Samoa	Leulumoega Fou College	Kaaroma Tamoaieta
		Tijuana Ailepata Leuta
		Faasalia June Faresa
		Giovanni Matalavai Laufiso
		Waingawa Manava luogafa
Republic of Fiji	Ratu Kadavulevu School	Reupena Sevealii
		Dorothy-Haianam Julia Sua
		Niko Rokobo Bobi
		Eparama Nadru
		Anare Qalivutu
		Christopher Paul Rakai
Sekonaia Bulu Taganekurukuru		
Amani Turaganibuli		

Federated States of Micronesia	Pohnpei Island Central School	Elpirihte Ilai
		Harvey Kerson
		Platon Pelep
		Raeann-Marie Rettin
		Nihlo Samuel
		Heinrick Walder Simram

### Workshop Group G

Region/Country	School Name	Student Name
Nagano, Japan	UWC ISAK Japan	Vichearith Meas
		Yutaro Shimizu
		Ayana Shirai
Osaka, Japan	Hirano Senior High School Attached to Osaka Kyoiku University	Rika Akiyama
		Param Kim
		Ayano Ode
Shizuoka, Japan	Shizuoka Prefectural Susono High School	Kana Yamaguchi
		Akiha Iizuka
Kochi, Japan	Kochi Prefectural Kochi Otemae High School	Taku Katsumata
		Mayu Oishi
Kochi, Japan	Kochi Prefectural Kochi Nishi High School	Satsuki Onishi
		Rin Hideshim
Fukuoka, Japan	Fukuoka Prefectural Kurate High School	Nami Higashiyama
		Aika Kusaba
Okinawa, Japan	Okinawa Prefectural Mirai Technical High School	Taishi Yahiro
		Taito Akamine
Union of Comoros	Le Lycee Abdoulhamid de Moroni	Akira Fujii
		Shinjiro Matayoshi
		Younes Said Ali Bourhane
		Soilihi Hichma
		Benamad Kader Houssein
Democratic Socialist Republic of Sri Lanka	Mahinada College	Ali Youmna Mohamed
		Janaice Moinafatima Allaouia Mohamed Ali
		Irosh Eranga Withana
		Tharusha Sachinthana Liyanagamage
		Thisara Rukmal Udalamaththa Gamage
Democratic Socialist Republic of Sri Lanka	Richmond College	Devdini Senara Rathnayake
		Sangamiththa Balika Vidyalaya
		Southlands College, Galle
		Kaori Thamayo Hettiarachchi
		Dileesha Thisarangi Loku Narangoda Ge

### Workshop Group H

Region/Country	School Name	Student Name
Hyogo, Japan	Hyogo Prefectural Amagasaki Oda High School	Mizuki Morimatsu
		Kyoko Narukawa
Nara, Japan	Nara Prefectural Unebi Senior High School	Takuto Hayashi
		Masayuki Ikai
Okayama, Japan	Okayama Prefectural Tamashima High School	Akiko Ishizaki
		Nao Kaneda
		Ami Kitakaze
Kochi, Japan	Kochi Prefectural Nakamura High School	Miki Hatakenaka
		Mika Okazaki
Kochi, Japan	Tosajuku Senior High School	Nana Fukuda
		Kasumi Miyake
		Yuri Shiba
Okinawa, Japan	Okinawa Prefectural Naha Kokusai High School	Kohnosuke Aoki
		Reika Heshiki
		Konan Iwakuma
		Jasmine Lynn McHugh
Republic of Nauru	Nauru Secondary School	Hisane Uechi
		Illandson Adam
		Devine Agir
		Wina Amram
		Xia-Xiang Daoe
Republic of Mauritius	College du Saint Esprit	Darnel Diema
		Hannah Joram
		Jason Li Wan Po
		Lakshana Simrane Hurrymun
		Zareenah Bibi Taher
Republic of Mauritius	GMD Atchia State College	Couzhani Pillay-Ponisamy
		Queen Elizabeth College
		Royal College Curepipe
		Royal College Port Louis
		Moonish Kumar Abheemaun
		Asil Shakhun