



Iwate Prefectural Board of Education

Live Involve Prepare

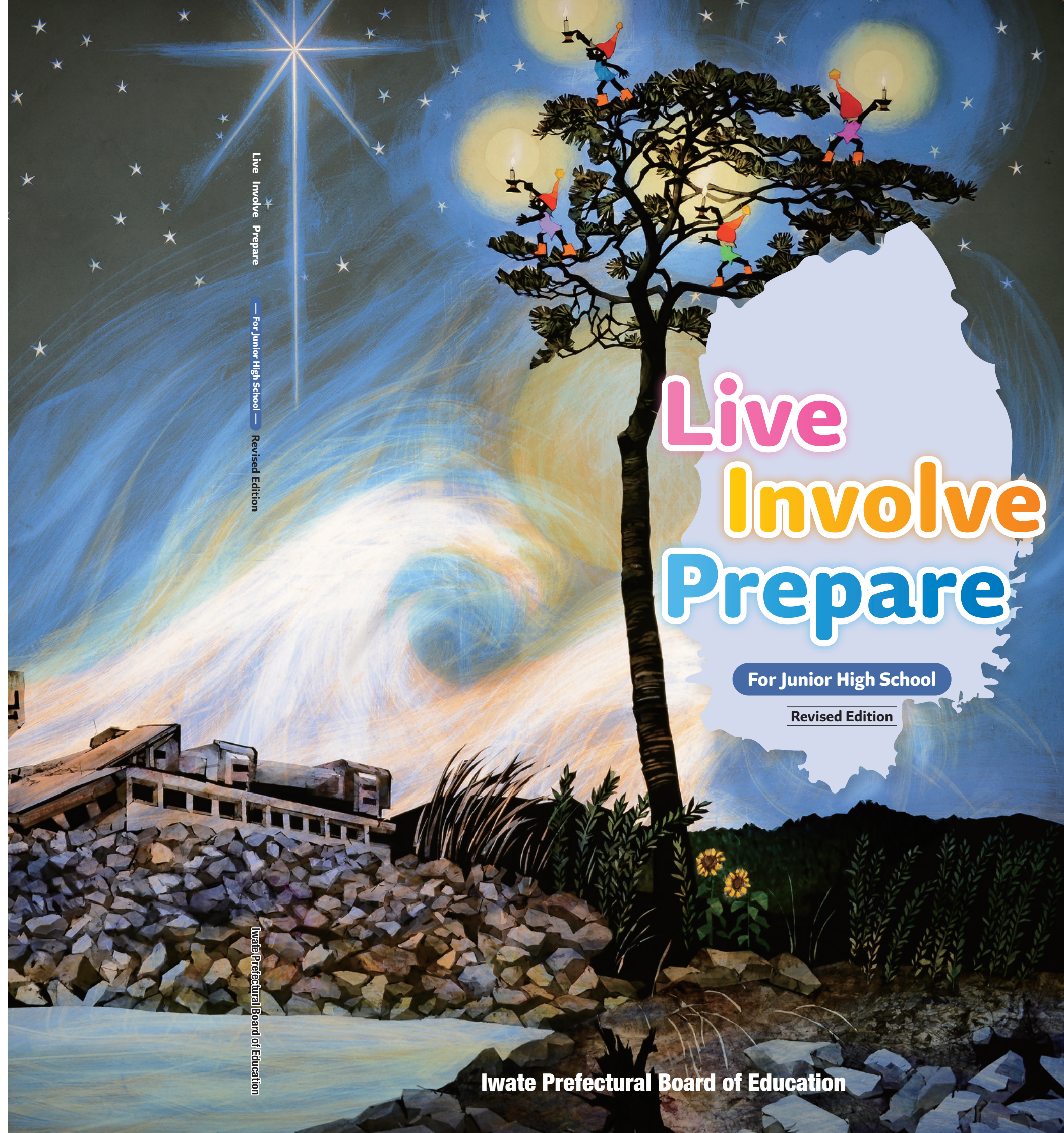
For Junior High School

Revised Edition

Revised Edition Published April 1st, 2020

Publisher Iwate Prefectural Board of Education
10-1, Uchimaru, Morioka-shi, Iwate-ken, 020-8570
Phone: 019-651-3111 (the main number)

Cover Art by Seiji Fujishiro:
"The Miracle Pine Tree of Rikuzentakata"



Live Involve Prepare

— For Junior High School — Revised Edition

Live Involve Prepare

For Junior High School

Revised Edition

Iwate Prefectural Board of Education

Iwate Prefectural Board of Education

Walk — aruku —

guckle (Yoshitome Shinnosuke / Hirahata Tetsuya)

Lyrics and music: Hirahata Tetsuya

We walk. We also walk for those who have stopped walking
We will walk with our chests out and our voices strong

When you're sad and having a tough time, when you can't see the future
Think of your dream with all your strength

Don't get lost in your feelings. Don't carry it all on your own.
People will help you more than you think

You can't look down on hopes and dreams. You can surely get back up again and again

We walk. We also walk for those who have stopped walking
Everyone's searching for a happy tomorrow
Someday it will be sunny. Overcome the rain and storm
We will walk hand in hand. We will walk on

Information all jumbled, making you believe nothing,
Doubting others, though you hate yourself,



There are people you can believe in. You can surely support each other again and again.

We walk. To make up for lost time
Searching for the meaning of today. Searching
We've lost many things. Everything was gone in a flash
But still, we will walk. We will walk on

Even if it's the beginning of long, long days of struggle
We will not lose no matter what happens. We can't afford to lose
In this day and age when the bonds between people are needed
This world is not something that can be discarded

There's someone somewhere who will share with you the joy of living
Someday, they will make you smile
With someone next to you. With someone far away
With friends who reassure you. Walk, walk, and walk on

We walk. We also walk for those who have stopped walking
Everyone's searching, searching for a happy tomorrow
Someday it will be sunny. Overcome the rain and storm
We will walk hand in hand. We will walk on

Guckle is a duo, consisting of Yoshitome Shinnosuke on vocals and Hirahata Tetsuya on piano. Because Mr. Hirahata's wife is from Yamada Town, he has often visited it after the Great East Japan Earthquake to cheer up the people with his "Dream-Sending Concerts."

The song "aruku" was created with his feeling that the disaster must never be forgotten, half a year after the Great East Japan Earthquake.

Walk — aruku —

Words & Phrases

- with chest out 胸を張って
- with all strength 全力で
- look down on ... …を見下す
- get back up 立ち上がる
- walk on 歩き続ける
- doubt 疑う
- jumble ごちゃごちゃにする
- in a flash 一瞬で
- even if ... たとえ…でも[だとしても]
- bond 絆
- reassure ～を安心させる
- the Great East Japan Earthquake 東日本大震災

Typical Expressions / Key Phrases

- 〈名詞 + who + 動詞 ...〉 …する～(関係代名詞 who 以下の語句が前の名詞(人)を説明)
- 〈stop + 動詞のing形〉 …するのをやめる(動名詞)
- 〈動詞 + 動詞のing形 ...〉 …しながら～する
- 〈名詞 + 主語 + 動詞 ...〉 (主語)が…する～(〈主語 + 動詞 ...〉が前の名詞(人を説明))
- 〈make + A + 動詞の原形〉 Aを～させる(使役)

Live Involve Prepare

Table of Contents

— For Junior High School —

Revised Edition

Message

Walk — aruku —

1

Live

1 Fudai Floodgate and Otanabe Seawall	4
2 Environmental Activities at Koyase Junior High School	6
3 Living with Water	8
4 The Three Pioneers of Mizusawa: Takano Choei, Goto Shinpei, and Saito Makoto	10
5 Nomura Kodo — The Creator of “Zenigata Heiji”	12
6 Mizumoto Keiji — Won the Chance to Compete in the Olympics After the Fourth Attempt	13
7 How Work Experience Raises Children in the Community	14
8 To My 20-Year-Old Self — Osawa Elementary School’s Time Capsule	16
9 Passing down the Stories of Folk Heroes Through Plays	18
10 Mind Lessons	20
11 Effects of Morning Radio Exercises in Evacuation Shelters	22

Involve

12 Trust Your Family Protect Your Own Life	24
13 Exchanges with Friendship Cities in Germany	26
14 Okita Junior High School Cheering Group Hopes for Revival of the “Shiitake Kingdom”	27
15 Know, Learn, and Utilize Through “Karumai Studies”	28
16 Learn about the Environment and Ecology Through SHEL Study	29
17 Chagu Chagu Umakko Cleanup Operation	30
18 Interacting with Alumni on the School Trip — Career Development Education of Okunakayama Junior High School	31

19 The Revival Story of Masaki Seaweed — The Play by Taro Daiichi Junior High School —	32
20 Joboji-nuri Made with Locally Produced Lacquer	33
21 Kanegasaki, The Town of English Education	34
22 Nanbu Divers, Growing Up in the Sea of Iwate and Succeeding in the World	35
23 We Want to Make Kitakami “A Mecca of Global Knitwear”	36
24 Using the Voice of High School Students to Make the Town Appeal to the Younger Generation	37
25 The Suns of Noda Village — Inheriting This Path from the Past and Connecting it to the Future —	38
26 Learn About and from the Region, “Oohasama Studies”	39
27 “Our Hometown, Hiraizumi Studies” at Hiraizumi Junior High School	40
28 The Volunteer Activities of the JRC Committee	41
29 The Community Volunteer by Junior High School Students	42
30 Living in You — The Cultural Festival Play at Tanohata Junior High School	43
31 Big Contribution from a Small Town — Logistic Support from Sumita Town	44
32 Reconstruction with Our Own Hands — Kamaishi Kitchen Car Project —	46
33 The Role of the Otsuchi High School Reconstruction Study Group	48

Prepare

34 Create the Future — The Great East Japan Earthquake Tsunami Lore Museum, Iwate TSUNAMI Memorial Museum	50
35 The Mechanism and Damage of Earthquakes, Tsunamis, and Volcanic Eruptions	52
36 The History of Natural Disasters	54
37 Iwaizumi Town Divided: Typhoon No.10 in 2016	56
38 What Will You Do if Everything Stops? — Lifelines —	57
39 Information and Psychology During Disasters	58
40 Because I Want You to Be Saved	59
41 For Better Shelter Management	60
42 Junior High School Students Will Protect Their Local Town	62
43 Prepare for Disasters with Your Family	63
44 The Emergency Food Experience with Rescue Foods (Curry and Rice)	64
45 Learn at the Disaster Volunteer Workshop	65

1 Fudai Floodgate and Otanabe Seawall

On March 11, 2011, firefighters closed the Fudai Floodgate. This saved Fudai Village from the tsunami after the Great East Japan Earthquake.

The Fudai Floodgate is said to be one of the disaster prevention facilities that worked the best during the Great East Japan Earthquake.



Fudai Floodgate immediately after the disaster



Fudai Floodgate. The fifth machinery room, located above the 15.5-meter-high dam, has a sign that reads, "Tsunami Height."

The Floodgate Was Closed Just in Time

The Great East Japan Earthquake hit on March 11, 2011, at 2:46 p.m.

At 2:52 p.m., Kuji Fire Station's Fudai Branch started to close the Fudai Floodgate and get ready for the tsunami.

The north floodgate door started to close at 3:01 p.m., and the south door started to close at 3:03 p.m. But there was an aftershock at 3:05 p.m., and the doors stopped moving.

In the midst of the aftershocks, Deputy Fire Chief Masaru Tachiusu and another firefighter went to the machine room on top of the floodgate to restore it.

The door started to close at 3:24 p.m., and the first wave of the tsunami hit the Fudai Floodgate at 3:27 p.m. The tsunami was 23.6 meters high, and it went over the floodgate. But it didn't reach the center of Fudai Village.

The tsunami came to the Otanabe Seawall at the same time, but the floodgate doors saved the homes inside the village.

Always Be Ready

There has been a large tsunami that reached Fudai Village before. The 1896 Meiji Sanriku Tsunami killed 302 people, and the 1933 Showa Sanriku Tsunami killed 137 people.

The Fudai Floodgate and the Otanabe Seawall were built to prevent more tragic events. They were built 15.5 meters high because the 1896 Sanriku Tsunami was 15.2 meters high, but they were very expensive, so many people opposed their construction. Mayor Kotoku Wamura convinced the people by saying, "It happened twice, and it must never happen again." In fact, Mayor Wamura lived through the 1933 Sanriku Tsunami.

The Otanabe Seawall was completed after 5 years in 1967, and the Fudai Floodgate was completed after 12 years in 1984. 27 years later, the wall and gate saved the village.

Fire Chief Takahisa Mifune said, "It's important to be ready, and I think everyone understands that now." He also said, "We shouldn't feel safe just because we have a floodgate and a seawall. A tsunami can go over them. People often say, 'It's not expected,' but big disasters are never expected. We should learn from our past, but we can never be too sure of anything."



Mr. Wamura's Monument of Honor by the Fudai Floodgate



Let's research and discuss

- Let's research past disasters and the damage they caused.
- Let's discuss what we can and must do to protect our lives.

1 Fudai Floodgate and Otanabe Seawall

Words & Phrases

floodgate 水門

seawall 防潮堤

branch 分署

aftershock 余震

Deputy Fire Chief 副分署長

oppose 反対する

convince 納得させる

twice 2度

in fact 実際

expect ～を予想する

disaster 災害

past 過去

2 Environmental Activities at Koyase Junior High School

Koyase Junior High School in Kuzumaki Town has been working on environmental conservation activities for rare animals and plants. In November 2019, they received an award from the Ministry of the Environment.

“Kanbora” Began with the Discovery of a Forest Green Tree Frog

“Kanbora,” an abbreviation of “environmental volunteer activity” in Japanese, is the slogan of Koyase Junior High School. In 1997, they found the forest green tree frog, a rare type of frog. After that, they found other rare plants and animals, such as primroses and *Margaritifera laevis* (a type of freshwater pearl mussel) around their school.



Forest Green Tree Frog

Survey on the Forest Green Tree Frog, Primrose, and *M. laevis*

● Survey of forest green tree frogs and related conservation activities

Students count the number of frog eggs on the trees around a swamp. They think that a good way to increase eggs is to make a better environment for the frogs. After cutting the reeds under the trees surrounding the swamp, they discovered many eggs had been laid on the reeds. So they removed a number of reeds in the swamp to make more space for the frogs to lay their eggs. In addition, to learn more about their ecology, they investigated what the frogs eat and attempted to raise them.



Eggs laid on a reed

● Survey of primroses and related conservation activities

The students conducted a survey on the number of primroses which were transplanted in 2003 because the Tsuchiya River was damaged by a typhoon. Students counted the number of primroses and removed an



Removing Golden Glows



Primrose

invasive species, the golden glow.

They also attempted artificial pollination with a specialist's help.

● Survey of *M. laevis* and related conservation activities

In 2019, 567 *M. laevis* were found in the Tsuchiya River behind Koyase Elementary School.

According to a water quality test, other rivers around the school were just as clean as the Tsuchiya River. “Then why do *M. laevis* only live in the Tsuchiya River?” Through their research, they found that Yamame Trout play an important role in the growth of *M. laevis* larvae.



Margaritifera laevis



Survey of the *M. laevis* population

The Nature Around Koyase Is a Precious Treasure

In July 2002, the area around the Tsuchiya River was severely damaged by heavy rains from a typhoon. When the town started the restoration of the river, they thought about how to live with rare animals and plants and how to preserve the scenery. The students took an active role and joined the environmental volunteer activities.

At the culture festival in October 2019, they gave a presentation about their study and emphasized the importance of environmental conservation. In November, they received the Director General's Award from the Natural Environment Bureau of the Ministry of the Environment for presenting their activities.



The national presentation



Let's think and research

- What kinds of efforts do you think are necessary to protect the local environment?
- Let's research the geo-sites, topography, marks, and more created by nature in Iwate.

2 Environmental Activities at Koyase Junior High School

Words & Phrases

- environmental 環境の
conservation 保護
rare 珍しい
the Ministry of the Environment 環境省
forest green tree frog モリアオガエル
primrose サクラソウ
Margaritifera laevis カワシンジュガイ
survey 調査
swamp 沼
increase 増やす
environment 環境
reed アシ
ecology 生態
attempt 試みる
transplant 植え替える
remove 取り除く
invasive species 外来種
golden glow オオハンゴンソウ
artificial pollination 人工授粉
population 個数
water quality test 水質調査
play a role 役割を果たす
growth 成長
larvae 幼生(larva)の複数形
laid lay([卵を]産む)の過去形、過去分詞形
severely ひどく
restoration 回復
emphasize 強調する
Director General's Award from the Natural Environment Bureau of the Ministry of the Environment
環境省自然環境局長賞
geo-site ジオサイト
topography 地形
marks 痕跡

Typical Expressions / Key Phrases

- 〈have[has] been + 動詞のing形〉 ずっと～し続けている(現在完了進行形)
〈what + 主語 + 動詞 ...〉 ～が…するのは何か
〈be動詞 + 過去分詞〉 ～される(受け身)
〈how to + 動詞の原形〉 ～する方法／どうやって～したらよいか
〈what to + 動詞の原形〉 何を～したらよいか[すべきか]
〈名詞 + 過去分詞 ...〉 …された～(過去分詞以降の語句が前の名詞を説明する)

Living with Water

Onodera Mao, a second year of Takata Daiichi Junior High School, Rikuzentakata City

The National Junior High School Water Essay Contest aims to increase Japanese junior high school students' awareness of and interest in water.

In 2019, the following essay won the Excellence Award and the Central Judging Panel's Special Award out of 12,760 essays.



View of the Sea from the Tsunami Reconstruction Memorial Park at Takata Matsubara, Rikuzentakata City

That day, I learned how frightening water can be for the first time. The Great East Japan Earthquake happened 8 years ago. I was 5 years old at that time, but I still remember that day clearly.

I evacuated to a junior high school gym. The first thing I got at the shelter was a half-filled paper cup of water. It was so

little, but I was happy. During those days, we didn't have enough water, so we couldn't flush the toilet or think about taking a bath.

I thought, "The sea should just disappear, if only the tsunami hadn't come to us," many times.

The earthquake took away our precious town, the people's smiles, and a lot of memories. I felt real sadness even though I was little.

A few days later, my family moved to my grandparents' house in the mountains. There, I caught my breath when I saw the shining water of the stream. I ran to the stream and drank the water. I had never thought that water tasted so good before.

After I became an elementary school student, I hated going into the swimming pool in P.E. classes because I was afraid of the water. However, I found that the water in the pool was as shiny as the water in the stream

near my grandparents' house. Thanks to that memory, my fear gradually disappeared.

When I became a junior high school student, my feelings gradually changed. I started to think, "What can we do to live with this sea?"

One day, I joined the "Disaster Prevention Master Training Course" with my father and sister. The course was held by the city. Although it was a little difficult for me, I was able to learn about floods, landslides, evacuation meals, and the importance of local evacuation drills. Hearing about slippers made of newspaper and food that can be cooked with just water without heat was very impressive.

I also learned that I cannot protect myself without disaster prevention knowledge. After completing the test at the end, I was able to receive a master certification. Then I presented about what I had learned to the students in my grade. They were all very interested to hear about rolling stock: the way of using foods first depending on their shelf-life and expiry dates in a disaster.

Water, which supports human life, can also sometimes become something frightening that takes human lives. However, for us who experienced the disaster, water is precious and important.

I like my town, which is surrounded by water. We will never be able to forget the sadness and pain of the disaster. I hope for the reconstruction of my town, and I'd like to tell people about both the dangers and richness of water through disaster prevention activities. And, I would like to be the person who can offer that cup of water to someone.



Let's think and discuss

- When do you feel the importance of nature?
- Let's discuss what scenery you want to introduce in your town and why you chose it.

3 Living with Water

Words & Phrases

The National Junior High School Water Essay Contest 全日本中学生 水の作文コンクール

interest 関心

the Central Judging Panel's Special Award 中央審査委員会特別賞

frightening 恐ろしい

evacuate 避難する

shelter 避難所

flush 水を流す

catch one's breath 息をのむ

stream 沢

had never thought that ... …と考えたことがなかった

shiny キラキラの

fear 恐怖

gradually 徐々に

Disaster Prevention Master Training Course 防災マイスター養成講座

flood 洪水

landslide 土砂崩れ

evacuation drill 避難訓練

impressive 印象的な

depending on ... …に応じて

shelf-life 保存期間

expiry date 賞味期限

surrounded by water 水で囲まれた

reconstruction 復興

a[the] person who ... …する人

Typical Expressions / Key Phrases

〈make + A + 動詞の原形〉 Aを～させる(使役)

〈名詞 + 主語 + 動詞...〉 (主語)が…する～(〈主語 + 動詞...〉が前の名詞を説明)

〈had never + 過去分詞〉 …したことがなかった(過去完了形(経験))

〈find that + 主語 + 動詞...〉 ～が…するとわかる

〈名詞 + 過去分詞...〉 …された～(過去分詞以降の語句が前の名詞を説明する)

〈名詞 + that + 動詞...〉 …する～(関係代名詞that以下の語句が前の名詞を説明)

〈名詞 + who + 動詞...〉 …する～人(関係代名詞who以下の語句が前の名詞(人)を説明)

〈when + 主語 + 動詞...〉 (主語)が…するのはいつか

〈what + (名詞 +) 主語 + 動詞...〉 (主語)は何を(どんな～を)…するか

4 The Three Pioneers of Mizusawa: Takano Choei, Goto Shinpei, and Saito Makoto

In Oshu City, we introduce the “Three Great Pioneers of Mizusawa”: Takano Choei, a late Edo period trailblazer; Goto Shinpei, a leader in the restoration of Tokyo; Saito Makoto, a promoter of Self-Reliance.

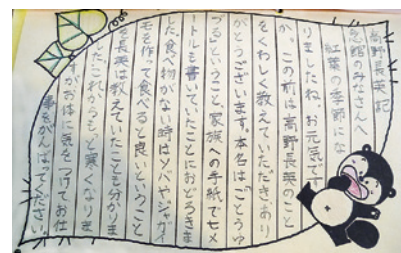
Takano Choei — A Scholar of Dutch Studies, Knocked on the Door of Modern Japan During National Isolation



Takano Choei

Takano Choei was born in Mizusawa, Oshu City in 1804. When he was 17, he went to Edo and learned Dutch medicine. He then moved to Nagasaki and learned medicine and Dutch studies from Siebold. When he was 27, he opened a private school and a hospital, “Taikando” in Edo. There, he wrote Japan’s first physiology book. He also wrote a book on growing soba and potatoes during the Tenpo Famine.

In 1837, the Shogunate bombarded the Morrison, which became known as the Morrison incident. The next year, Choei was arrested because he wrote “A Tale of Dreams,” a book to criticize the Shogunate. However, he escaped when the prison caught fire, then translated some books about astronomy and Western military strategy. He took his own life at the age of 47. Four years after his death, the Shogunate opened the country. Choei’s honor was restored when he was awarded the “Senior Fourth Rank” in 1898.



The thank-you letter to the Takano Choei Memorial Hall

Goto Shinpei — A Politician with Foresight



Goto Shinpei

Goto Shinpei became the Secretary of Civil Affairs at the Governor-General’s office in Taiwan in 1898. He solved problems related to endemic diseases, opium, and guerrilla warfare and developed infrastructure in Taiwan. He invited Nitobe Inazo from the U.S. to help improve and spread sugarcane cultivation. Thanks to his efforts, Japan became a major exporter of sugar.

In 1906, he became the first president of the South Manchuria Railway Co. Here again, he actively developed various infrastructure around the port town, railroads, and stations.



“Shinpei Newspaper” written by children

In 1908, he became a minister of the state because of his great achievements. After serving in some other minister posts, he became the mayor of Tokyo in 1920.

In 1923, the Great Kanto Earthquake occurred, so he was quickly put in charge of the restoration plan. He transformed Tokyo into a modern city by maintaining land and building highways, small parks, and educational facilities. The Tokyo of today was made by Goto’s restoration plan.

Goto also served as the first president of the Boy Scouts of Japan. He instilled three important ideals, “Don’t be a burden to others. Take care of others. And don’t seek a reward.”

Saito Makoto — The Second Prime Minister from Iwate

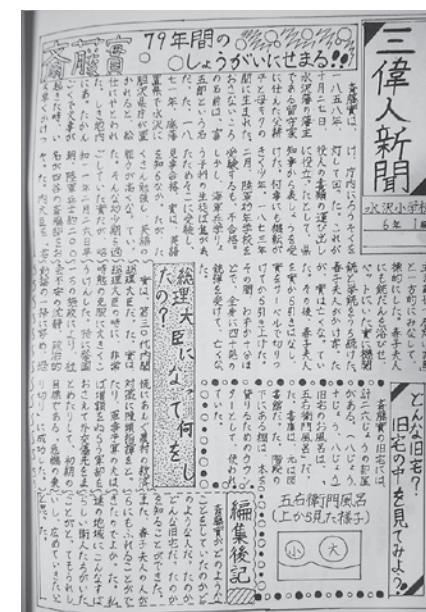


Saito Makoto

At the beginning of the Showa period, Japan was affected by the stock market crash in the U.S. and fell into a financial crisis. People’s lives were very hard then. It was especially difficult in the farming villages, where continuing seasons of bad crops made people’s lives harder. In the midst of all this, Saito Makoto became the prime minister. He was born in Mizusawa, Oshu City in 1858.

To rebuild the economy, Saito’s cabinet focused on public services and relief for farmers. Under the cabinet’s slogan of “Rebuild by Ourselves,” both the government and the people worked together to rebuild the country.

When the “Showa Sanriku Tsunami” hit Japan on March 3rd, 1933, Saito did his best to rebuild his homeland, Iwate. On February 26, 1936, he was killed by some young officers.



“Three Great Men Newspaper” written about the life of Saito Makoto



Let’s discuss and think

- Let’s discuss the meaning of, “Don’t be a burden to others, take care of others, and don’t seek a reward.”
- What parts of the three great men’s thoughts and actions do you think are wonderful?

4 The Three Pioneers of Mizusawa:
Takano Choei, Goto Shinpei, and Saito Makoto

Words & Phrases

pioneer 先人
modern 近代の
national isolation 鎖国
Dutch オランダの
medicine 医学
Dutch studies 蘭学
physiology 生理学
the Tenpo Famine 天保の飢饉
Shogunate 幕府
Morrison incident モリソン号事件
criticize 批判する
prison 牢屋
astronomy 天文学
military strategy 兵法
honor 名誉
restore 回復する
Senior Fourth Rank 正四位
foresight 先見
Secretary of Civil Affairs at the Governor-General’s office in Taiwan 台湾総督府民政長官
infrastructure インフラ
improve 改良する
sugarcane cultivation サトウキビ栽培
exporter 輸出国
president 総裁
the South Manchuria Railway Co. 南満州鉄道株式会社
port 港
minister of state 国務大臣
achievement 業績
restoration 復興
transform 変える
maintain 整備する
instill 教え込む
ideal 理想
burden 負担
seek 求める
reward むくい
prime minister 総理大臣
be affected 影響を受ける
stock market crash 株式暴落
financial crisis 経済危機
bad crop 凶作
rebuild 立て直す

cabinet 内閣
public service 公共事業
relief 救済
government 政府
officer 将校
thought 考え

Typical Expressions / Key Phrases

〈名詞 + 過去分詞 ...〉 …された～(過去分詞以降の語句が前の名詞を説明する)
〈help + 動詞の原形 ...〉 …するのを手伝う

5 Nomura Kodo — The Creator of “Zenigata Heiji”

The TV movie “Zenigata Heiji” was first broadcasted on May 4, 1966, and was shown a total of 888 times until April 4, 1984. The creator of this story, Nomura Kodo (real name: Nomura Osakazu) is from Shiwa Town.



Nomura Kodo

The Birth of the Popular Story, “Zenigata Heiji”

Kodo was born in 1882. In 1896, when he was 14, he entered Morioka Daiichi High School. There he met Kindaichi Kyosuke as a classmate, Yonai Mitsumasa, as a senior, and Ishikawa Takuboku, as a junior. In 1907, he began his college life at Tokyo University, but he dropped out because he couldn't pay the tuition after his father's death. In 1912, when he was 30, he started a job at the Hochi Newspaper Company. He wrote many articles across many fields and developed his skills as a writer.

“Zenigata Heiji” was born when Kodo was asked to write a story like “The Curious Casebook of Inspector Hanshichi” by the chief editor of Bungeishunju Media Company.



The Dashing Zenigata Heiji
(Inside the Kodo-Araebisu Museum)

Kodo-Araebisu Nomura Museum

The Kodo-Araebisu Nomura Museum is in Shiwa Town. “Araebisu” is another pen name for Nomura Kodo. In the Taisho period, SP records started to be released in Japan too, and Kodo became absorbed in classical music. He collected the records and wrote reviews about them. Some of his collections, about 7,000 records, are now in the museum. The “Araebisu Record Concert” is held there once a month.



People listening to classical music at the “Araebisu Record Concert” (Pictures courtesy of Kodo-Araebisu Nomura Museum)



Let's discuss

- Let's discuss what we should do now to make our dreams come true.

6 Mizumoto Keiji — Won the Chance to Compete in the Olympics After the Fourth Attempt

Mizumoto Keiji placed 12th at the Canoe Sprint — Kayak Four 500 m World Championships in Hungary in August 2019. His team got the highest score among Asian teams and he won the chance to compete in the Tokyo Olympics.



Mizumoto Keiji

Overcoming a Barrier

Mizumoto got his ticket to the Olympics in the men's Kayak Four 500 m. He paddled in the frontmost seat of the kayak. Mizumoto said, “The front rower has to think about the pace for every member. This time, we were able to show our ability even though other teams were faster than us at the start. We have finally overcome one of the barriers.”



Mizumoto at the celebration in Yahaba Town

Never Give Up, Go Forward

Mizumoto played baseball in junior high school and joined the boat team at Kozukata High School.

He practiced hard because he was happy to see his best time getting shorter. He won four inter-high school titles when he was a third-year student. After entering Taisho University, he was MVP for three years in a row.

After graduating from university, he got the chance to compete in the Olympics on his fourth try. He encouraged the junior high school students in Iwate by saying, “You'll have many hard times, frustrating times, and sad times, but they are all for your personal growth. Don't give up and keep moving forward.”



Mizumoto (front) at training camp in Hawaii for the Tokyo Olympics



Let's discuss

- Let's discuss what to do to break out of a slump when you can't quite seem to reach your goal.

5 Nomura Kodo — The Creator of “Zenigata Heiji”

Words & Phrases

- broadcast 放送する
- senior 先輩
- junior 後輩
- drop out 退学する
- tuition 授業料
- develop のばす
- skill 腕前、技能
- “The Curious Casebook of Inspector Hanshichi” 「半七捕物帳」
- chief editor 編集長
- SP record SPレコード
- become absorbed in ... …に夢中になる
- review 評論
- courtesy of ... …提供

Typical Expressions / Key Phrases

〈名詞 + 動詞のing形 ...〉 …している～(動詞のing形以降の語句が前の名詞を説明する)

6 Mizumoto Keiji — Won the Chance to Compete in the Olympics After the Fourth Attempt

Words & Phrases

- Canoe Sprint — Kayak Four 500 m World Championships
カヌースプリント世界選手権・カヤックフォア500メートル
- overcome 克服する
- barrier 障壁
- Kayak Four 500 m カヤックフォア500メートル
- paddle こぐ
- ability 能力
- forward 前へ
- inter-high school インターハイ
- MVP (Most Valuable Player) 最優秀選手
- frustrating いらだたしい
- growth 成長
- break out of a slump 停滞期を打開する

Typical Expressions / Key Phrases

- 〈have[has] + 過去分詞〉 …した(完了)
- 〈see A + 動詞のing形〉 Aが…しているのを見る
- 〈keep + 動詞のing形〉 …し続ける

7 How Work Experience Raises Children in the Community

Otsuchi Town has a unique school subject, “Hometown Studies.” One of the required course components is work experience. Through work experience, students learn about the reality of society.

Work Experience at Otsuchi Academy

Otsuchi Academy was opened in 2016. Compulsory education in Japan is based on a 6-3 system, but Otsuchi Academy is based on a 4-3-2 system.

“Hometown Studies” is built upon three pillars:

love for their region, guidance for their future career, and disaster prevention education. There are three goals of the work experience component:

① to have a stronger interest in their future career, ② to develop social skills, ③ to develop an attachment to their region by learning what life is like for people working in Otsuchi Town. The third goal, “love for their hometown” is the most significant element for Hometown studies.

Work Experience Content

The ninth-grade students join work experience. They go to various places, such as nursery schools, kindergartens, farms, hospitals, hotels, and fire stations.

After deciding where to work, students write a self-introduction letter. By writing the letter, they can get to know themselves better, and also practice improving their communication skills.

After the first day of work experience, students write their impressions in a journal at home. They evaluate and reflect on some points, such as “Was I punctual?” and “Did I greet and respond properly?” They then write their goals for the next day on the report. On the morning of the second day, the report is checked by a person at the company.

School Teachers' Impressions

After the end of the work experience, teachers ask students about their impressions. A student who worked at a hospital said, “I noticed that many people, not only doctors, are working in the hospital. Through my work experience, I learned that there are many people who support the hospital's operations.”



Work Experience at a Fire Station

A student who worked at a nursery school said, “I felt satisfied when I saw the children's growth and their smiles, and I learned what makes this job wonderful. My work experience was a good chance to think about my future.”



Work Experience at a Hospital

Work Experience at a Nursery School

The Local Community Watches Over Students

Not only teachers guide the students. After finishing school, companies also become their teachers. Here is an example from a factory. After explaining to students what to do, a worker started saying this.

“The working hours in our factory are from 9 a.m. to 6 p.m., but no one comes here at 9. Some workers come at 8.”

The students asked, “Why?” but he didn't tell them the answer. He asked them, “What reasons can you think of?” Students gave various interesting answers such as “Maybe they wake up early.”

He said, “There are many reasons. Some workers come early to open the door, others come early not to bother others because preparation takes a while.” When a student said, “They can just come a little earlier.” He asked, “What should we do to come a little earlier?” Then students answered, “We should leave home earlier.” “We should go to bed a little earlier.”

In this way, the factory workers give the students the time to think for themselves. Instead of saying, “Workers must not come late” at the very beginning, they think that having the students notice by themselves is a good way to teach.



Work Experience at a Factory



Let's think and discuss

- What kinds of people support and encourage you?
- Let's discuss what you want to learn from the people who guide you in the work experience.

7 How Work Experience Raises Children in the Community

Words & Phrases

- raise 育てる
- compulsory education 義務教育
- be based on ... …を基にする
- pillar 柱
- love 愛着
- region 地域
- guidance 指導
- disaster prevention 防災
- social skill 社会性
- self-introduction 自己紹介
- get to ... …するようになる
- improve 上達する
- evaluate 評価する
- reflect 反省する
- punctual 時間を守る
- respond 返事をする
- properly 適切に
- impression 感想
- notice 気づく
- feel satisfied やりがいを感じる
- watch over 見守る
- guide 指導する
- bother 邪魔をする
- In this way このようにして
- encourage 励ます

Typical Expressions / Key Phrases

- 〈名詞 + 動詞のing形 ...〉 …している～(動詞のing形以降の語句が前の名詞を説明する)
- 〈where to + 動詞の原形〉 どこで～するか[すべきか]
- 〈名詞 + who + 動詞 ...〉 …する～(関係代名詞who以下の語句が前の名詞(人)を説明)
- 〈see A + 動詞のing形〉 Aが…しているのを見る
- 〈make + A + 動詞の原形〉 Aを～させる(使役)
- 〈without + 動詞のing形〉 ～しないで
- 〈who + 動詞 ...〉 だれが…するか
- 〈what + (名詞 +) 主語 + 動詞 ...〉 (主語)は何を(どんな～を)…するか

8 To My 20-Year-Old Self — Osawa Elementary School's Time Capsule

In January 2019, a time capsule was dug up at Osawa Elementary School in Yamada Town. It was buried by 29 sixth-grade students in March 2011, just after the Great East Japan Earthquake occurred.

They have grown up and received letters titled “To my 20-year-old self” from their sixth-grade selves. The event was broadcasted on NHK.

Hoping to Be a Cheerful Town Again

The question, “What job are you doing now?” was written in many of the letters.

The students have taken many various paths. Some are working as divers to rebuild ports and seawalls, while others have become nurses, police officers, firefighters, and self-defense officials. These careers were chosen because they saw the activities of the rescue teams at the time of the disaster.

The question, “Do you remember the earthquake and giant tsunami?” was also written in many letters.

In March of 2011, the children made the “Shoulder Tapping Team” at Osawa Elementary School, which became an evacuation shelter following the disaster. They visited the elderly and cheered up the local people. The monthly school newspaper, “Umiyo Hikare,” was written by the student council and given to the people. The newspaper became a ray of hope for the region.

The picture on the right is the 78th “Umiyo Hikare” published about one month after the disaster.

The juniors took over management of the newspaper from the students who buried the time capsules and wrote the following.



The school newspaper, “Umiyo Hikare” was published by the elementary school students at the shelter. In the newspaper, they called on people to help each other and thanked those who supported them.

Now, Osawa Elementary School is a home for people who have lost their homes. It’s also an invaluable place for delivering food and relief supplies to the local people. Let’s act with the evacuees’ feelings in mind.

There is always something we can do. Let’s live together in harmony by helping each other. I’m sure that our town will once again become cheerful like before!

What Will Osawa Be Like in 8 Years?

In March 2020, Osawa Elementary School was closed because it merged with another school. In addition to the school newspaper, there was another “Umiyo Hikare” at Osawa Elementary. It was a play which had been performed by the entire school since 1988. In the play, the local history and people living with the sea are portrayed through the students’ physical expressions and songs. Many local people came to see the play every fall.



The final performance of the play “Umiyo Hikare”

In the play, there was a scene from the 1896 Sanriku Earthquake and Tsunami. After the disaster, this scene was performed only with narration in consideration of the local people’s feelings. The students decided to perform only with narration for their final performance before the school closed as well. “Osawa is the best place. Don’t forget Osawa,” says a main character to his grandchild in the play. The love for their region and compassion for the local people were passed down to the younger generation. Meanwhile, local people started to try to preserve the play “Umiyo Hikare” even after the school closed.



Let's think and try it out

- At what times do you feel you have grown?
- Let's try writing a letter to cheer on yourself a few years from now.

8 To My 20-Year-Old Self
— Osawa Elementary School’s Time Capsule

Words & Phrases

- dig up 掘り起こす
dug digの過去形
bury 埋める
titled ... …と題した
self-defense official 自衛官
rescue 救援、救護
the elderly お年寄り
student council 生徒会
ray 光
publish 発行する
take over 引き継ぐ
call on ... …を求める
invaluable 大切な
relief supplies 救援物資
evacuee 避難者
in harmony 仲良く
merge with ... …と統合する
in addition to ... …の他に
physical expression 身体表現
express 表現する
in consideration of ... …を考慮して
compassion 思いやり
generation 世代、代
meanwhile 一方

Typical Expressions / Key Phrases

- 〈名詞 + 過去分詞 ...〉 …された～(過去分詞以降の語句が前の名詞を説明する)
〈名詞 + who + 動詞 ...〉 …する～(関係代名詞 who 以下の語句が前の名詞(人)を説明)
〈名詞 + which + 動詞 ...〉 …する～(関係代名詞 which 以下の語句が前の名詞(もの)を説明)
〈had been + 過去分詞〉 …～されてきた(過去完了形(受け身の継続))
〈名詞 + 動詞のing形 ...〉 …している～(動詞のing形以降の語句が前の名詞を説明する)
〈when + 主語 + 動詞 ...〉 (主語)はいつ…するか

9 Passing down the Stories of Folk Heroes Through Plays

Nishiwaga Town's Sawauchi District has three great figures: Fukasawa Masao, a mayor, advocated for the principle of respecting life; Oyone, who worked hard to fight hunger; and Fujiwara Chosaku, who succeeded in rice farming despite working in cold regions.

Every year, the third year students of Sawauchi Junior High School perform a play about one of the three great figures at the culture festival.

In October 2019, the sad story of Oyone, "Love Story in Sawauchi" was performed at the culture festival.

— During the Tenpo Famine, a village headman decided to send his daughter Oyone to a lord in the south to reduce the yearly rice payment. Oyone, who was in love with Shinza, asked him to get a "Nagi Leaf" before leaving for Morioka because it was said to bring happiness. Shinza finally obtained one in faraway Kumano, Kishu. He tried to send it to Oyone in a castle in Morioka, but gatekeepers stopped him, and Oyone wasn't able to receive it. Oyone later died of illness, and Shinza, saddened by her death, also died following her.

Let's Perform the Play While Learning the History of Sawauchi

In 2012, students at Sawauchi Junior High School started to perform plays about the great figures. The director, Omine Junji, has been teaching community theater in Nishiwaga Town. When he started to teach drama at the school, he decided to have students perform while learning the history of Sawauchi.



Performing the story of Oyone

Mr. Omine knows Sawauchi well, so he wrote all three scripts. Because he lived in Tokyo, he could not teach students until about a month before the festival. After students received the scripts in the spring, they decided on their roles and memorized the lines.

In 2019, Mr. Omine started teaching students 20 days before the festival. Before the rehearsal, he asked students, "Now, there are two roads in front of you. One is the naive way of thinking that you are amateurs and can only do so much. The other is the way of aiming for a higher goal without compromise. Which one will you choose?" All students chose the latter and the rehearsal began.

At first, some students were confused on what they should do and couldn't speak, cry, or laugh because they didn't know how to perform. However, as they learned about Mr. Omine's theater theory that "theater is fiction, but if you don't act like it's true, the truth won't come through," their acting began to change more and more. By focusing and working together, they created a great play that captivated the audience in only about ten rehearsals. When Shinza cried "Oyone!" near the end of the play, many audience members cried.



Students acting in the rehearsal

Learning from Plays

Mr. Omine said, "Because a play is destroyed in an instant if one catches a cold or forgets the lines, all actors must help and take care of each other. Also, because it is necessary for students to open their hearts while acting in a limited time, they change a lot during the rehearsals. Drama has the power to raise people."

Drama has become essential for students at Sawauchi Junior High School.

Students' impressions

- This was the first time for me to act in a real play, but I enjoyed it because I could see everyone getting into their roles and acting filled with emotion.
- I found that it was fun to act in a drama, get into my role, and put my emotions into it.
- At first, I was nervous and afraid of being scolded, but with Mr. Omine's advice, I came to like my role and enjoy acting.
- I was taught not only acting but also some things important for living and going out into the real world.



A photo with Mr. Omine



Let's think and discuss

- During what kinds of moments are you moved?
- Let's discuss at what times you grow as a person.

9 Passing down the Stories of Folk Heroes Through Plays

Words & Phrases

- pass down 語り継ぐ
- district 地区
- principle 主義
- respect 尊重する
- succeeded in ... …に成功する
- village headman 庄屋
- lord 殿
- reduce 減らす
- gatekeeper 門番
- die of illness 病死する
- receive 受け取る
- while ...ing …しつつ
- director 演出家
- community theater 町民劇
- drama 演劇
- script 台本
- role 役
- memorize 暗記する
- lines セリふ
- naive 甘い
- compromise 妥協
- the latter 後者
- theory 理論
- fiction 作り話
- captivate 惹きつける
- audience 観客
- in an instant 一瞬で
- essential 欠くことのできない
- emotion 感情
- scold しかる
- go out into the real world 社会に出る

Typical Expressions / Key Phrases

- 〈make + A + 動詞の原形〉 Aを～させる(使役)
- 〈It is ... for + 人 + to ～.〉 (人)にとって～することは…だ。(itは仮主語)
- 〈see A + 動詞のing形〉 Aが～しているのを見る
- 〈come to + 動詞の原形〉 ～ようになる

10 Mind Lessons

How can we maintain good health through many types of stress? We can think about this from “mind lessons.”

Start by “Knowing Our Own Feelings”

We experience various physical and mental situations, such as sleeplessness, sadness, and loss of motivation in our everyday lives. It’s normal for anyone to have these reactions to stress.

[Examples of reactions to stress]

Body	• You cannot sleep, have no appetite, have a stomachache or headache or, your body feels heavy.
Feelings	• You feel uneasy, irritated, depressed, lonely, or cannot motivate yourself.
Actions	• You become restless, too excited, short-tempered, or you shut yourself away from the rest of the world.
Thoughts	• You cannot concentrate or remember things, or you blame yourself.

This stress is a sign that your mind and body are working hard. Understanding and dealing with stress is called “stress management.” The first step of stress management is to understand your feelings.

“Eat, Sleep, Talk” When You Feel Stressed

When there is a difficult situation or environmental change, you can continue to work hard, you may get tired and start to not feel well before you know it. When you feel stressed, try to “eat, sleep, talk.”

- ① **Take breaks often:** Decide the length and rest for a bit.
- ② **Sleep more than 5 hours a night:** Lie down and rest your body even if you cannot sleep.
- ③ **Eat enough food and drink water:** Set aside time for eating meals.
- ④ **Talk to someone when you feel anxious or worried:** Talk to someone you trust about your concerns.

Relax Your Mind and Body with Self-Care

Controlling stress can help you overcome the difficulties in your daily life. If you feel like something is wrong, do some light exercise to relax your body and mind. Here are two example exercises:

[1] Relaxation Breathing

- ① Sit with your back straight.
- ② Take deep, relaxed breaths that fill your belly (abdominal breathing).
- ③ Inhale through your nose and exhale slowly from your mouth.
- ④ Breathe in again while counting 1, 2, 3. Hold your breath for a moment, and breathe out while counting 6, 7, 8, 9, 10.
- ⑤ When you exhale completely, the next breath naturally comes in.
- ⑥ Once again, take a deep, relaxed breath.
- ⑦ When you breathe out, imagine that you’re expelling both your body’s fatigue and your mind’s frustrations, then breathe out slowly.
- ⑧ Repeat for about 1 minute at your own pace.
- ⑨ Finally, stretch your whole body. Move your neck, shoulders, and legs, and you’ve completed the exercise.



[2] Shoulder Relaxation (performed while seated)

- ① Raise your shoulders straight up while sitting on a chair. Be careful not to hunch your back.
- ② Raise your shoulders until it becomes hard to continue raising them, then count to 5 slowly.
- ③ Lower your shoulders and relax while counting to 10 slowly.
- ④ Feel the looseness in your shoulders and relax for a bit. Repeat steps 1–4 up to 2 or 3 times.



Let's research and discuss

- Besides these two relaxation methods, let's research other exercises that provide similar effects.
- Let's discuss how you felt after trying the above exercises.

10 Mind Lessons

Words & Phrases

physical 身体的な
mental 心の
motivation やる気
uneasy 不安な
irritated いらいらした
depressed 落ち込んだ
restless 落ち着かない
short-tempered 怒りっぽい
shut oneself away ひきこもる
concentrate 集中する
blame 責める
deal with ... …に対処する
stress management ストレスマネジメント
take a break 休息する
rest 休む、休ませる
lie down 横になる
trust 信頼する
concern 心配事
overcome 乗り越える
difficulty 困難
light 軽い
breathe 呼吸する
back 背中
breath 呼吸
abdominal breathing 腹式呼吸
frustration イライラ
at one’s pace ～のペースで
whole 全体の
hunch 丸める
lower 下げる
method 方法
provide 与える
similar 同じような
effect 効果

Typical Expressions / Key Phrases

〈名詞 + that + 主語 + 動詞 ...〉 (主語)が…する～(関係代名詞 that 以下の語句が前の名詞を説明)
〈make + A + 動詞の原形〉 Aを～させる(使役)
〈名詞 + 主語 + 動詞 ...〉 (主語)が…する～(〈主語 + 動詞 ...〉が前の名詞を説明)
〈help + A + 動詞の原形〉 Aが…するのを助ける(原形不定詞)
〈～ not to + 動詞の原形〉 …しないように～(不定詞の否定形)
〈名詞 + that + 動詞 ...〉 (主語)が…する～(関係代名詞 that 以下の語句が前の名詞を説明)
〈how + 主語 + 動詞 ...〉 (主語)がどのように…するか

11 Effects of Morning Radio Exercises in Evacuation Shelters

Fujino Emi, a health and fitness trainer, worked in the Kesen area for over 400 days from March 2011 to March 2018. She provided instructions over 1,600 times in temporary dwellings and other places.

What role did the exercises play for those living in evacuation shelters?

Morning Radio Exercises Began Voluntarily Three Days After the Disaster

Rikuzentakata City was heavily damaged by the Great East Japan Earthquake. Because Daiichi Junior High School in Rikuzentakata City was built on a hill, it wasn't damaged and was used as a shelter. 1,850 people stayed there and continued their lives as evacuees. People stayed put in the shelter because they were afraid of earthquakes and tsunamis and worried about what may happen the next day. They believed they couldn't just do nothing, so they voluntarily started doing radio gymnastics on the morning of the third day. At 7 every morning, 2 or 3 junior high school students stood on the stage and did radio gymnastics with all the evacuees.

Learning to Smile Again with Exercise

On March 11, 2011, Ms. Fujino experienced the tsunami in Rikuzentakata City. She stayed at a shelter for a night and went home. Since then, she has been concerned about the evacuees in shelters. On March 24, she was asked to instruct some standing exercises on the spot. On March 28, she started doing stretching exercises in addition to radio gymnastics. She played the song "Arigato" by Ikimonogakari during the exercise with her own radio-cassette player she brought from home.

After her session, Ms. Fujino said, "The children came up on the stage with me and started smiling and laughing. I got many song requests from not only students but also adults, and through that, I saw people's expressions relax and soften." Day after day, she continued to instruct morning exercises at shelters in various places. Some evacuees said, "Communication has improved, and our big troubles are no more." "We've started smiling now."



Ms. Fujino leading the stretching exercises
(March 28, 2011)

Exercise at Temporary Dwellings and Public Disaster Housing

All the shelters in Rikuzentakata City were closed on August 12, 2011, and many people relocated to temporary housing. After that, Ms. Fujino continued to visit the temporary dwellings to lead exercises.

She said, "I was worried that some people might become lonelier or get disuse syndrome after leaving the evacuation shelters because of the change in environment. That's why I decided to go around the temporary houses and continue teaching exercises."

When Ms. Fujino plays music in the yard, people come out. They do radio gymnastics and stretching exercises together and work up a good sweat.

Ms. Fujino's activity in the temporary dwellings and public disaster housing of Rikuzentakata ended in March 2018 after the local community and their exercise activities expanded and became stable. She hopes that the community formed through exercises, which has lasted since the disaster struck, will continue to endure.

Ms. Fujino's ideas for adjusting to evacuation shelter life, "Exercise While Going to the Bathroom"



Waist Rotation



Upper Body Twist



Squats Before Leaving the Bathroom



Upwards
Stretch



Arching
the Back



Chest
Stretch



Back
Stretch



Underarm
Stretch



Standing
Side Bend



Wall Push-ups



Let's think and try it out

- Where can we make use of these exercises and stretches other than in evacuation shelters?
- After trying these stretches, share your thoughts and impressions with each other.

11 Effects of Morning Radio Exercises in Evacuation Shelters

Words & Phrases

- radio exercises ラジオ体操
- health and fitness trainer 健康運動指導士
- instruct 指導する
- temporary dwelling 仮設住宅
- voluntarily 自主的に
- on the spot その場で
- expression 表情
- public disaster housing 災害公営住宅
- relocate 移動する
- dwelling 住居
- might 〜かもしれない
- disuse syndrome 生活不活発病
- sweat 汗をかく
- expand 広がる
- stable 安定した
- upwards stretch 背伸び
- arch ... …をそらす
- chest 胸
- underarm わき
- body side 体側
- other than ... …以外に

Typical Expressions / Key Phrases

- 〈see A + 動詞の原形〉 Aが〜するのを見る
- 〈come to + 動詞の原形〉 〜するようになる
- 〈名詞 + (which +) 主語 + 動詞...〉 (主語)が…する〜(関係代名詞 which 以下の文が前の名詞(もの)を説明)

12 Trust Your Family Protect Your Own Life

2011.3.11 を経験した釜石市民より、未来のあなたへ

10のメッセージ

わたしたちのまち釜石は、三陸の雄大な自然に抱かれた美しいまちです。
しかし、あの東日本大震災により、多くの命が奪われ、わたしたちの暮らしは一変しました。
あの悲しみを二度と繰り返すことがないよう、
未来の命を守るため私たちから10のメッセージを伝えます。

10 messages

for future generations from the people of Kamaishi
after the 2011.3.11 Great East Japan Earthquake and Tsunami

Our town of Kamaishi is a beautiful one, surrounded by the magnificent natural
beauty of the Sanriku region.

However, many lives were lost with the occurrence of the Great East Japan
Earthquake and Tsunami,
and our way of life was utterly transformed.

We convey these 10 messages to prevent this tragedy from happening again and to
protect future lives.

- | | |
|--|--|
| 1 大きな揺れや長い揺れを感じたら
あなたは、とにかく
高いところへ
逃げてください | 1 If you feel big or long tremors,
drop everything
and run for high ground. |
| 2 たとえ過去の津波が
いま、あなたのいる
場所まで来たことがなくても
あなたは逃げてください | 2 Run, even if
past tsunamis have never
reached where you are before. |
| 3 100回逃げて、100回来なくても
101回目も必ず
逃げてください | 3 Even if you've run 100 times
and a tsunami has failed to come
100 times, run the 101st time. |
| 4 あなたが率先して逃げれば
多くの人の避難を促し
命を救うことになるでしょう | 4 If you take the lead and run,
you will encourage many others
to take shelter, saving lives. |

- | | |
|---|--|
| 5 相手は自然。
いつ、どこまでどれほど
大きな津波が来るか
だれにもわからないのです | 5 Nature is our adversary.
No one knows when, how long,
or how far a giant tsunami will come. |
| 6 家族を信じて
みな「命てんでんこ」で
逃げてください
自分の命は自分で守るしかないのです | 6 Trust your family members
to look out for themselves;
you can only protect your own life. |
| 7 地震がおきたら
家族が別々の場所にいても
探したり
戻ってはいけません | 7 When an earthquake occurs,
do not search or go back for family
members,
even if they are in a different location. |
| 8 もし、大切な人の命を守れなくても
決して自分を
責めないでください | 8 Never blame yourself
if you are unable to protect
the life of someone you love. |
| 9 やがて平穏な日常が戻ったとき
あなたはきっと気づくでしょう
自分は決して一人ではないことを
多くの人に支えられて生きていることを | 9 When calm returns and things go
back to normal,
you will realize
that you are not alone
and that you are supported by
countless others. |
| 10 未来のだれかが同じ思いをしないように
いま、あなたにできること。
「避難を続けること」
「備えること」
「語り継ぐこと」 | 10 Do what you can now to prevent
anyone else from experiencing the
same thing;
continue to take shelter,
prepare,
and continue passing on your
knowledge. |

(Source: "To Protect Future Lives 2011.3.11 Messages from Kamaishi" by Kamaishi City)



Let's think and discuss

- Which part of the message would you introduce to your family?
- At home, let's discuss the actions you would take to protect your life.

13 Exchanges with Friendship Cities in Germany

Shizukuishi Town founded the Shizukuishi International Exchange Association in 1992. In 1995, Bad Wimpfen became a friendship city and later, Neckarsulm joined, too.

Shizukuishi Received the Local Government International Exchange Award

Exchange between Shizukuishi Town and Germany is thriving. Since 1998, exchange students have been sent to Germany 16 times. Also, a local folk entertainment group visited Germany and performed the “Sansa Dance” and soccer teams held exchange matches. Immediately after the Great East Japan Earthquake, German students raised funds and sent them to Japan. Because of these exchange efforts between Shizukuishi and Germany, the Shizukuishi International Association received the Local Government International Exchange Award in 2016.

Shizukuishi Registered as Germany’s “ARIGATO Host Town For Supporting Reconstruction”

Shizukuishi became Germany’s “ARIGATO Host Town For Supporting Reconstruction” for the Tokyo 2020 Olympic and Paralympic Games. In October 2018, Heinrich Popow, a gold medalist in the London Paralympic Games, visited Shizukuishi and gave a lecture. In his lecture, Popow spoke about the importance of having “the courage to never stop.”

In June 2019, 17 German students and teachers visited Shizukuishi. They experienced many cultural activities, such as calligraphy and kimono dressing. The principal of their school said, “Nowadays, we can communicate with people from any country on the Internet, but it is very important to actually go and see the country for yourselves.”



Kimono dressing experience

Kimono dressing:
• The obi is tight, but it is still fun.
• I don't want to take off the kimono.



Calligraphy experience

Calligraphy:
• I can't sit in *seiza*.
• This is Japanese culture.



Let's research

- Let's research which countries helped Iwate after the disaster.

14 Okita Junior High School Cheering Group Hopes for Revival of the “Shiitake Kingdom”

The shipments of log-grown shiitake were restricted in Daito Town, Ichinoseki City because of the Fukushima Daiichi Nuclear Power Plant accident on March 11, 2011. Okita Junior High School in Ichinoseki City started activities to cheer up the shiitake farmers.



The calendar made by the second-grade students of Okita Junior High School in 2014

Sending Support Through Illustrations

The nuclear accident affected Ichinoseki City even though it was more than 150 kilometers away from the power plant. Shiitake farmers suffered from shipping restrictions for a long time. Some of them thought about closing their businesses. Students of Okita Junior High School saw their situation and drew pictures of support in 2013.

On each picture, shiitakes were drawn carefully with encouraging messages as “I’ll live strong,” “I’m still alive,” and “I’ll grow again and again.” Shiitake farmers regained their confidence and started again.



“I’ll live strong” (drawn in 2013)

Cheering with Calendars and Signboards, and Selling Shiitake in Tokyo

Okita Junior High School also made calendars to encourage the local people. In 2014, they made a calendar using illustrations under the theme of “Ganbarou Daito — Putting Hopes in Picture Letters —.” In 2015, the theme was “Okita’s Treasure.”

In 2015, the shipments of shiitake from Ichinoseki City were partly allowed. On April 13, 2016, to promote their local log-dried shiitake, students of Okita Junior High School sold them at the Iwate antenna shop in Ginza, Tokyo. The students said happily, “The shiitake were sold out. I think we were able to promote them to people in Tokyo.”



“Oishiitake” lunch box (2017)



Let's think

- What do you think of the activities of students of Okita Junior High School?
- What will you think and do if your friends are in trouble?

13 Exchanges with Friendship Cities in Germany

Words & Phrases

- friendship city 友好都市
- found 設立する
- Shizukuishi International Exchange Association 雫石町国際交流協会
- the Local Government International Exchange Award 自治体国際交流表彰
- exchange student 交換留学生
- folk entertainment 民俗芸能
- immediately すぐに
- raise funds 寄付を募る
- register 登録する
- lecture 講演会、講演
- courage 勇気
- dressing 着付け
- principal 校長
- tight きつい
- sit in seiza 正座する

Typical Expressions / Key Phrases

〈which + 名詞 + 動詞 ...〉 どの〜が…するか

14 Okita Junior High School Cheering Group Hopes for Revival of the “Shiitake Kingdom”

Words & Phrases

- revival 復活
- kingdom 王国
- shipment 出荷
- log-grown 原木の
- restrict 制限する
- nuclear power plant 原子力発電所
- affect 影響する
- suffer from ... …で苦しむ
- shipping restriction 出荷制限
- regain 取り戻す
- signboards 看板
- encourage 励ます
- theme テーマ
- partly 部分的に
- allow 許す
- promote PRする
- log-dried shiitake 原木乾シイタケ
- antenna shop アンテナショップ
- be in trouble 困っている

Typical Expressions / Key Phrases

〈名詞 + 過去分詞 ...〉 …された〜(過去分詞以降の語句が前の名詞を説明する)

15 Know, Learn, and Utilize Through “Karumai Studies”

Karumai Junior High School in Karumai Town aims to nurture “students who love, are proud of their hometown, and can confidently talk about Karumai,” through the hometown study program, “Karumai Studies.”

Know Their Hometown — “Study of the History, Culture, and Nature of Karumai” for the First-Year Students

Discover Karumai Students visit a solar power plant and a biomass power plant in Karumai Town to learn that the town is famous for its efforts in renewable energy.

“Disaster Study in Fudai Village” At Fudai Junior High School, students learn about the damage caused by the Great East Japan Earthquake and the restoration after the disaster.

“Study of the Yukiya River Heavy Rain Disaster” 20 years ago, the Yukiya River flooded because of heavy rain. Students learn about the damage, the restoration, and the wishes of the local people from a reporter of the Iwate Nippo Newspaper who covered the situation at the time.



The “Fudai Floodgate” that saved the village from the tsunami during the Great East Japan Earthquake

Learn From Their Hometown — “Discovering the Skills Required for Adulthood Through Interactions with People” for the Second-Year Students

“Work Experience” Conducted at about 40 companies in the town. Students reflect on themselves and think about the skills required for adulthood through working.

“Disaster Study in the Taro Area of Miyako City” Students visit the seawall and “Taro Kanko Hotel” damaged by the tsunami. They learn about the damage and the situation at that time.



The 1st and 2nd floors of “Taro Kanko Hotel” were damaged by the tsunami

Use for Their Hometown — “Think About the Future Ways of Life Through Social Contribution Activities” for the Third-Year Students

“Okagesama Activities” Students think of the activities by themselves to show their appreciation to Karumai Town. They visit nursing homes, pick up trash in the town, and wipe down guardrails.

“Passing Down Local Performing Arts” In 2019, students listened to the people who belonged to local performing art preservation groups, *Sawada Kagura*, *Yamauchi Kagura*, *Komaodori*, and *Ukame Taiko*, and all students tried to perform the “Sannaikagura” dance.



Passing Down Local Performing Arts



Let's try

- Explain your local area with “Know,” “Learn,” and “Utilize.”

16 Learn about the Environment and Ecology Through SHEL Study

Shimonohashi Junior High School in Morioka City does the activities named “SHEL Study.” SHEL stands for Learn the Environment with people (Hito) at Shimonohashi.

Learn Through Contact with Nature

In first grade, students learn about the forests in Koiwai Farm and the Nakatsu River. They learned about the relationship between forests and climate change from an Iwate University professor. They also experienced grass cutting in the forest. They observed the living organisms and the environment of the Nakatsu River near their school.



Grass cutting experience

Learn by Interacting with People

In second grade, students visit NGOs and NPOs on their school trip and listen to lectures. They learn about the environment and desertification in the world.

Each group visits a company which focuses on environmental problems. They also donate money with the hope of improving the environment. Through these experiences, students learn about appropriate work perspectives, work ethics, and the mind-set of social service.



A lecture at a company

Learn to Make Dreams Come True

In third grade, students participate in tree-planting activities through the “Mori wa Umi no Koibito” hands-on educational program. They listen to a lecture given by a fisherman, Hatakeyama Shigeatsu. He farms oysters and scallops in Kesenuma Bay, Miyagi. He started the tree-planting activity on Mt. Murone to improve the environment in the bay as the water flows from the forests in the mountains. When trees are planted, nutrients go down the river and are utilized in oyster farming.



The lecture by Hatakeyama Shigeatsu



Let's try

- Summarize “the things you learned” in order to realize your dream through contact with nature and interactions with people.

15 Know, Learn, and Utilize Through “Karumai Studies”

Words & Phrases

- nurture 育てる
- confidently 自信を持って
- discover 発見する
- solar power plant 太陽光発電所
- biomass power plant バイオマス発電所
- renewable energy 再生エネルギー
- flood 氾濫する
- reporter 記者
- reflect on ... …を省みる
- nursing home 介護施設
- preservation 保存

Typical Expressions / Key Phrases

- 〈名詞 + who + 動詞 ...〉 …する～(関係代名詞 who 以下の語句が前の名詞(人)を説明)
- 〈名詞 + 過去分詞 ...〉 …された～(過去分詞以降の語句が前の名詞を説明する)

16 Learn about the Environment and Ecology Through SHEL Study

Words & Phrases

- stand for ... …を表す
- relationship between A and B AとBの関係
- grass cutting 草刈り
- observe 観察する
- living organism 生き物
- interact with ... …と関わる
- desertification 砂漠化
- donate 寄付する
- improve 改善する
- ethic 倫理、道徳
- social service 社会奉仕
- hands-on 実地の
- tree-planting 植林
- fisherman 漁師
- scallop ホタテ
- bay 湾
- nutrient 栄養分
- realize 叶える
- interaction ふれあい

Typical Expressions / Key Phrases

- 〈名詞 + which + 動詞 ...〉 …する～(関係代名詞 which 以下の語句が前の名詞(もの)を説明)
- 〈名詞 + 主語 + 動詞 ...〉 (主語)が…する～(〈主語 + 動詞 ...〉が前の名詞を説明)

17 Chagu Chagu Umakko Cleanup Operation

Takizawa Minami Junior High School in Takizawa City was praised for its Chagu Chagu Umakko cleanup operation and received the “Small Kindness” action award.



Received the “Small Kindness” action award

Chagu Chagu Umakko



The parade of Chagu Chagu Umakko

“Chagu Chagu Umakko” is held every June in Takizawa City, Iwate. It is a traditional event to thank farm horses. About 100 people and horses with colorful clothes march about 13 kilometers in Takizawa. When the horses walk, the bells of the horses ring, “Chagu Chagu.”

This festival has more than 200 years of history. It was selected as an “intangible folk cultural property” by the Agency for Cultural Affairs in 1978. In 1996, the “bell sound of the

Chagu Chagu Umakko” was selected as one of the “100 Soundscapes of Japan” by the Ministry of the Environment.

Chagu Chagu Umakko Cleanup Operation

The third-year students started the Chagu Chagu Umakko cleanup operation around 2009 to do something for an important local event, Chagu Chagu Umakko. They set a goal to expand the volunteer work area from within their school to the local community. Now they clean the whole area to welcome visitors. The cleanup operation in 2019 was done by about 230 third-year students.

(Students’ Comments)

- I would be happy if visitors think that Takizawa City is clean because of our work.
- When I clean my city, my mind becomes clean, too.



The junior high school students’ cleanup operation in the whole area



Let’s try

- Discuss and try the things you can do for your community.

18 Interacting with Alumni on the School Trip — Career Development Education of Okunakayama Junior High School

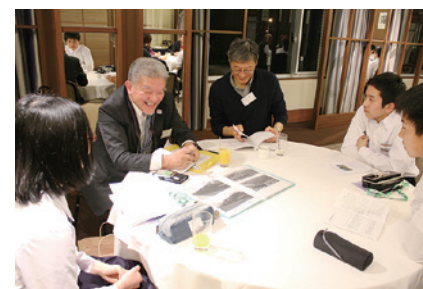
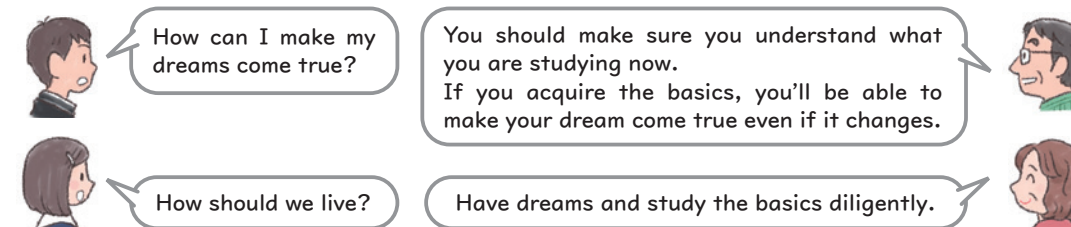
The third-year students at Okunakayama Junior High School in Ichinohe Town meet alumni living in the Kanto area on their school trip. Students listen to their valuable opinions, such as their feelings about their hometown.

“The Talk With Alumni Meeting” Has Been Held for 10 Years

Okunakayama Junior High School has an active alumni association. Because many alumni work in the Kanto area, students started meeting them on their school trip in 2009. That meeting is now known as the “Talk With Alumni Meeting”

The meeting is held on the first night of their school trip. They talk about many things. Students are surprised, but understand when an alumnus says, “I came to Tokyo to make my dream come true.”

The alumni also make students realize the good things about their hometown and school.



Having a pleasant chat (April 2019)

The Formation of the Kanto Branch

In 2015, a few years after the meeting started, the Kanto Branch of Okunakayama Junior High School was formed. It has some officials, such as a branch director and a vice branch director. They hold a general meeting once a year and publish a newsletter, “Kanto Branch News.” In the newsletter, they write about the activities of the branch members, their hometown, Okunakayama, Okunakayama Junior High School, and “Talk With Alumni Meeting.”

The Okunakayama Regional Mock Torch Relay to Support the 2020 Tokyo Olympics and Paralympics

At the 1964 Tokyo Olympics, 40 students in the second- and third-year students of Okunakayama Junior High School joined the torch relay as guide runners. The alumni aim to recreate the sense of excitement by holding “a regional mock torch relay to support the 2020 Tokyo Olympics and Paralympics” at the Okunaka-Mitake 2020 Sports Festival.



Let’s try

- Share any memorable topics or words when you interacted with people in the community.

17 Chagu Chagu Umakko Cleanup Operation

Words & Phrases

operation 作戦
praise 賞賛する
intangible folk cultural property 無形民俗文化財
the Agency for Cultural Affairs 文化庁
100 Soundscapes of Japan 残したい日本の音風景100選
the Ministry of the Environment 環境庁
expand 広げる
within ... …の内に

Typical Expressions / Key Phrases

〈want + 人 + to + 動詞の原形...〉 「(人)が…することを望む」
〈名詞 + 主語 + 動詞...〉 (主語)が…する～(〈主語 + 動詞...〉が前の名詞を説明)

18 Interacting with Alumni on the School Trip — Career Development Education of Okunakayama Junior High School

Words & Phrases

education 教育
valuable 貴重な
opinion 意見
alumni association 同窓会
acquire 身につける
basic 基礎
formation 結成
branch 支部
form 結成する
official 役員
vice branch director 副支部長
general meeting 総会
mock torch relay 模擬聖火リレー
guide runner 伴走者
excitement 感動
aim to ... …を目指す
memorable 印象深い
topic 話題

Typical Expressions / Key Phrases

〈名詞 + 動詞のing形...〉 …している～(動詞のing形以降の語句が前の名詞を説明する)
〈make + A + 動詞の原形〉 Aを～させる(使役)
〈名詞 + 主語 + 動詞...〉 (主語)が…する～(〈主語 + 動詞...〉が前の名詞を説明)

19 The Revival Story of Masaki Seaweed — The Play by Taro Daiichi Junior High School —

A: Well, I have visited you today because I would like to ask you to share some of your strings for seaweed farming.

B: Does it have to be from us?

A: There is no more string left in Iwate. New strings cannot be used right away.

B: I know. My son spent more than half a year to make the string usable for farming. He even took a bath with it to remove the scum.

A:

B: That's why I cannot help but feel this string is a memento from my son.

A: I understand, but the resumption of seaweed farming is necessary for the restoration of Taro. Could you please share the string for the sake of the fishermen and Taro?



Part 2 of "The revival story of Masaki seaweed"

On October 27, 2019, "The Revival Story of Masaki Seaweed" was performed at the cultural festival at Taro Daiichi Junior High School in Miyako City. This play was organized by the student council and its theme was about a local product, Masaki seaweed. The 1st part introduces Taro before the Great East Japan Earthquake, the 2nd part is about the people working to resume seaweed farming after the disaster, and the 3rd part is about Taro moving toward reconstruction and illustrates its future in 5 years. The opening scene is when a fishermen's cooperative employee visits a mother who lost her son, a fisherman, in the disaster to ask her to share some string necessary to cultivate seaweed.

Since 2013, they have been performing a trilogy about past tsunami disasters in the area, reconstruction history, and the future of Taro at cultural festivals. "The Revival Story of Masaki Seaweed" is a sequel to the trilogy.



All the students singing "Voyager" at the end of the play



Let's discuss

- Discuss what you want to leave to the future generation in your community.

20 Joboji-nuri Made with Locally Produced Lacquer

Joboji-nuri lacquerware is simple and used in daily life. It overcame the slump and now it is recognized not only in Japan but also other countries.

Revitalized Joboji-nuri

It is said that about 1,300 years ago, a monk, Gyoki built Tendaiji Temple in Joboji Town and started making tableware for monks. This is said to be the beginning of Joboji-nuri. During the Edo period, Joboji-nuri became an important product of Nanbu clan. During the Taisho period, it was exported to China and Korea.

Around 1970, Joboji-nuri became unpopular and the number of its craftsmen decreased. Around 2005, local people worked to revive Joboji-nuri by making plain lacquerware and successfully revitalized the industry.

"I'm Glad to Have Met Lacquer"

I was born and raised in Ninohe. I am glad that I can work in lacquer.

I can create great things using local lacquer. I have been inspired through interactions with many types of lacquer craftsmen and people from other industries, allowing me to see different worlds. Encountering lacquer and becoming interested in it was a very big part of my life. (Tekiseisha, Kudo Ryoko)



The Joboji-nuri lacquerware is made with local good lacquer. Its characteristic is its deep everlasting color.



Lacquerware studio, "Tekiseisha," and Ms. Kudo (left)

Now, to New York

In October 2015, a group of Ninohe City officials visited New York and held the "Ninohe City Fair in New York 2015" to introduce Ninohe's Joboji-nuri to the world and increase its brand power. There were booths that explained how to collect lacquer and how to make lacquerware. They also demonstrated lacquer scraping and lacquer painting.

The event was a great success and high-class Japanese restaurants in New York started using Joboji-nuri.



Let's research

- Research traditional crafts in and outside of your prefecture and find out the differences between them.

19 The Revival Story of Masaki Seaweed
— The Play by Taro Daiichi Junior High School —

Words & Phrases

- string 糸
- usable 使うことができる
- remove the scum アクを抜く
- memento 形見
- resumption 再開
- resume 再開する
- fishermen’s cooperative 漁業協同組合
- employee 職員
- cultivate 育てる
- trilogy 3部作
- condition 様子

Typical Expressions / Key Phrases

- 〈名詞 + 主語 + 動詞...〉 (主語)が…する～(〈主語 + 動詞...〉が前の名詞を説明)
- 〈cannot stop + 動詞のing形〉 …せずにいられない
- Could you ...? …していただけますか。(Can you ...?の丁寧な言い方)
- 〈名詞 + 動詞のing形...〉 …している～(動詞のing形以降の語句が前の名詞を説明する)
- 〈名詞 + who + 動詞...〉 …する～(関係代名詞who以下の語句が前の名詞(人)を説明)
- 〈what + 主語 + 動詞...〉 ～が…するのは何か

20 Joboji-nuri Made with Locally Produced Lacquer

Words & Phrases

- lacquer 漆
- overcame 乗り越える
- slump 低迷
- recognize 認める
- monk 僧侶
- export 輸出する
- unpopular 人気のない
- craftsman 職人
- decrease 減少する
- plain 無地の
- lacquerware 漆器
- characteristic 特徴
- studio 工房
- exhibition 展示
- demonstrate 実演する
- scrape …をこする
- high-class 高級な
- prefecture 県

21 Kanegasaki, The Town of English Education

Kanegasaki Town has been sending junior high school students to the U.S. on a study program since 1987. Until now, about 580 students have experienced life in the U.S., mainly in the town of Amherst, Massachusetts.



Tour of New York
(on Liberty Island)

The Study Program in the U.S. Is a Challenge Toward a Great Adventure

The mayor and the director of education in the town decided to run a study program in the U.S. Its goals are “to foster a love for one’s hometown,” “develop townspeople with an international mindset,” and “to contribute to international peace.”

The junior high school students traveled to many places in the U.S., including Oregon. They visited multiple cities, as well as the Columbia River Gorge and the Oregon Dunes. They also stayed with American families. During the latter half of the homestay, they could communicate in English. Students said, “The dictionary was very useful for conversations.” “I came to like the U.S. very much.”

From the second annual study program onwards, students have been going to the sister city of Kanegasaki Town, Amherst.



Experiencing a class in the U.S.

ELT, Mr. DeGrasse Is an English Language Teaching Assistant in Kanegasaki Town

Kanegasaki Town has been holding English class for students in all grades at its elementary schools since 2014. ELTs play a big role in its English education. The leader of the ELTs is Daniel DeGrasse, an ELT in the town since 2014.

Mr. DeGrasse leads the U.S. study program, Global Caravan for the fourth- to sixth-grade elementary school students, English Camp for the first- and second-year junior high school students, and English Dojo for the third-year junior high school students. Mr. DeGrasse said, “Children in Kanegasaki are very eager to learn English. Even if they don’t understand some words, they try to talk.”



Students enjoy learning at English Dojo



Let's discuss

- Discuss the kind of things you want to do when you are able to communicate in foreign languages.

22 Nanbu Divers, Growing Up in the Sea of Iwate and Succeeding in the World

The picture below shows diving training for the Marine Development Course of Taneichi High School in Iwate. The school is in Hirono Town. The city is the birthplace of “Nanbu Divers,” which supports Japan’s marine development sector.

A talented diver, Isozaki Sadakichi

In 1898, Nagoyamaru ran aground and sank off the coast of Taneichi, Hirono Town because of thick fog. The next year, four divers came from Chiba to salvage the ship.

The leader of the divers, Mimura Kotaro found that a local young man, Isozaki Sadakichi, had a talent as a diver. He taught Sadakichi basic diving skills and let him dive into the sea.

Mimura trained Sadakichi as his direct apprentice. Sadakichi learned the diving skills that take most people 2 years to learn in 2 to 3 months.

After that, he succeeded in salvaging coins which had been thrown into Lake Towada for hundreds of years to support the revival of Towada Shrine. Sadakichi is the first person in Taneichi to become a diver. Now, the skillful divers in Taneichi are called “Nanbu Divers” because Taneichi was the area of Nanbu clan. Today, “diver” is a national qualification required to investigate and salvage sunken ships, work underwater on port and bridge construction, and conduct oceanographic research.

The Marine Development Course of Taneichi High School is the only program in Japan where students can learn the fundamentals of civil engineering and diving. Its graduates are active not only in Japan but also throughout the world.



The students of the Marine Development Course participate in training.



Let's think

- What kind of feelings did Mr. Isozaki have working as a “Nanbu Diver”?

21 Kanegasaki, The Town of English Education

Words & Phrases

director of education 教育長
contribute 貢献する
Oregon Dunes オレゴン砂丘
the latter half of ... …の後半
sister city 姉妹都市
ELT (English Language Teaching Assistant) 英語指導助手
lead 主導する
Global Caravan グローバルキャラバン
English Camp イングリッシュキャンプ
English Dojo イングリッシュ道場
be eager to ... …したがる

Typical Expressions / Key Phrases

〈名詞 + who + 動詞 ...〉 …する～(関係代名詞 who 以下の語句が前の名詞(人)を説明)
〈come to + 動詞の原形〉 ～するようになる

22 Nanbu Divers, Growing Up in the Sea of Iwate and Succeeding in the World

Words & Phrases

Nanbu-Diver 南部潜り
Marine Development Course 海洋開発科
birthplace 発祥の地
run aground 座礁する
sank sink(沈む)の過去形
salvage 引き揚げる
skillful 熟練した
national qualification 国家資格
sunken ships 沈没船
construction 工事
oceanographic 海洋学の
civil engineering 土木
graduate 卒業生

Typical Expressions / Key Phrases

〈名詞 + which + 動詞 ...〉 …する～(関係代名詞 which 以下の語句が前の名詞(もの)を説明)
〈let + A + 動詞の原形〉 Aに～させてやる(使役)

23 We Want to Make Kitakami “A Mecca of Global Knitwear”

UTO Co., Ltd. produces cashmere knitwear at its factory in Kitakami City. The craftsmen from Kitakami and other cities in Iwate do everything from programming to making the final touches. They work hard to make Kitakami a mecca of global knitwear.

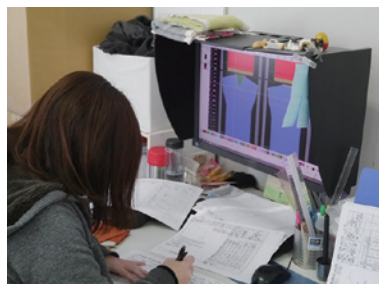
Made-to-Order Cashmere Knitwear

Do you know what “cashmere” is? Cashmere wool comes from the Cashmere goat, and cashmere knitwear is made from its downy hair. Only 170g of this hair can be taken from one goat. Therefore, the hair of 2 or 3 goats are needed to make one sweater. Because the cashmere yarn is very thin, soft, light, and warm, knitwear can be made.

One of the great aspects of UTO is that you can order custom-made cashmere knitwear. Everything can be done in-house, from programming, knitting, linking to making the final touches.

Making High Quality Cashmere Knitwear Through Good Teamwork

UTO had a factory in Yamanashi before, but it was closed because of a lack of knitwear artisans. Then they heard that there were young artisans in Kitakami City and decided to move there. They moved on October 1st, 2011, the year of the Great East Japan Earthquake, and made their first batch of knitwear by the 17th of the same month. The factory started with 3 people, but by 2018, there were 11 workers. The local artisans, mainly in their 20s and 30s, work together to make the world’s highest quality cashmere knitwear while caring for their families.



Programming with specialist knowledge



Knitting with a machine



The most difficult process, linking



Finishing to make a fluffy texture



Let's research

- Find the unique industries in your local community.

24 Using the Voice of High School Students to Make the Town Appeal to the Younger Generation

There are various problems in the community. Now the ideas of the younger generation are needed to solve them.

Let's look at the examples of Kuji High School, Kuji Higashi High School, and Kuji Technical High School in Iwate.

Let's Encourage the Younger Generation to Return to Their Hometown Like Salmon Return to Their Birthplaces

On December 23, 2019, about 80 people joined the “Policy Planning Workshop” at Kuji City Hall. City officials and local business people were also joined by the students of Kuji High School, Kuji Higashi High School, and Kuji Technical High School.

In this workshop, the policies made by city officials were verified by the government’s analysis system, “RESAS.” The topic was “Shakemasu — Child Rearing Support Master Plan” as a measure against population decline. The aim of the policy was to encourage young people to U-turn back to their hometowns, similarly to how salmon return to their birthplaces later in life. Ideas such as establishing family friendly rental housing, a weatherproof children’s playground, a café where people of all ages are welcome to interact with each other, and a scholarship for U-turners were proposed. High school students shared ideas and opinions such as “Can we use the empty store in the shopping street for a cafe?” and discussed actively.

“Future Discussion” is a meeting to exchange opinions between local business owners and high school students. In this meeting, local business owners and students of Kuji Higashi High School exchanged opinions about “High school students’ expectations and concerns about work,” “Managers’ points on hiring employees,” and “The future of our hometown as its population is declining.”



Students of Kuji Higashi High School exchanging opinions at the workshop



Let's discuss

- Discuss how to make use of the good points of your community.

23 We Want to Make Kitakami “A Mecca of Global Knitwear”

Words & Phrases

- mecca 聖地
- knitwear ニット
- Co., Ltd. 株式会社
- cashmere カシミヤ
- made-to-order オーダーメイドの
- goat ヤギ
- downy hair うぶ毛
- aspect 側面
- linking リンキング
- quality 品質
- artisan 職人
- lack of ... …の不足
- mainly 主に
- specialist knowledge 専門知識
- process 工程
- fluffy ふっくらした
- texture 風合い
- industry 産業

Typical Expressions / Key Phrases

- 〈make + A + 動詞の原形〉 Aを～させる(使役)
- 〈while + 動詞のing形〉 …しながら

24 Using the Voice of High School Students to Make the Town Appeal to the Younger Generation

Words & Phrases

- solve 解決する
- encourage 促す
- policy planning 政策立案
- city hall 市役所
- verify 検証する
- analysis 分析
- child rearing 子育て
- measure 政策
- population decline 人口減少
- weatherproof 全天候の
- scholarship 奨学金
- exchange 交換する
- expectation 期待
- concern 不安
- hire 雇う
- employee 従業員
- decline 減退する

Typical Expressions / Key Phrases

- 〈名詞 + 過去分詞 ...〉 …された～(過去分詞以降の語句が前の名詞を説明する)

25 The Suns of Noda Village

— Inheriting This Path from the Past and Connecting it to the Future —

“Let’s be the sun in Noda Village.” These words were set at the sports festival in May 2012 and are now the motto and goal of the students at Noda Junior High School in Noda Village.

Delivering Energy and Smiles With Japanese Drums

One year after the Great East Japan Earthquake, the sports festival was held on the tennis courts because there were temporary houses in the playground. Students wanted to “bring energy and smiles to the villagers who hurt deeply,” and “show the gratitude to the people who came to support their village.” The Noda-chu Creation Drum Ensemble was started with these two aims.

It started from the song, “Road — Now, let’s move” sent by composer and Japanese drum player, Sato Mitsuaki from Miyagi Prefecture, and is still the main song. This song was played at the farewell party for the third-year students in 2013. At that time, there were only two Japanese drums at Noda Junior High School. Other drums were borrowed from nearby junior high and elementary schools.

Nowadays, students perform at many places, such as Noda Festival and the Iwate Prefectural Junior High School Culture Festival. In September 2017, they performed at the opening ceremony of the Sanriku Coastal Road Hamayama Tunnel, and on January 18, 2020, they performed at the “Kizuna Concert for Disaster Areas” in Nishinomiya City, Hyogo.

Students continue to share their emotions and promote the reconstruction of Noda Village. Two additional songs, “Noda-chu Bayashi” and “Michinoku” have been added to their repertoire. The Noda-chu Creation Drum Ensemble, together with the chorus and the Noda-chu Soran, became the “three culture clubs of Noda Junior High School.”



The flag from that time is still on display



Performance in Nishinomiya City, Hyogo



Let's think

- Why did students try to be the suns of Noda Village?

26 Learn About and from the Region, “Oohasama Studies”

Oohasama Town in Hanamaki City is a place rich in local performing arts, boasting a long history and culture. At Oohasama Junior High School, students learn about “Oohasama Studies” to carry on these traditional cultures.

What Is “Oohasama Studies?”

Hayachine Kagura of Oohasama Town was designated as an intangible folk cultural property in 1976 and registered as a UNESCO Intangible Cultural Heritage in 2009. Oohasama once prospered as a post town on the old Tono Road. “Oohasama Studies” is a series of activities to learn about its traditions and cultures from local people. Its content includes its history, culture, traditional performing arts, and local industry.

[Examples of Oohasama Studies in 2018]



The 3rd “International exchange”



The 8th “History of Doll’s Festival in Oohasama”

The Treasure of Oohasama, Hayachine Kagura Dance

“Take-kagura,” dedicated to Hayachine Shrine and “Otsugunai-kagura,” dedicated to Otsugunai Shrine are collectively called “Hayachine-kagura.” It is said that Hayachine-kagura originally came from the mountain monks. The dance expresses people’s prayer in their daily lives.



Students of Oohasama Junior High School watching Otsugunai-kagura performed by students of Oohasama High School

Shingaku Dance at the Sports Festival

Boys dance Shingaku and girls perform a creative dance to the local song “Take ni Utau” with *furoshiki* cloths. Shingaku is a dance performed before the Gongen dance and the portable shrine (mikoshi) procession for purification purposes. It is different from Maku-kagura, which is a dance performed behind a Kagura curtain. Shingaku and Maku-kagura are both different types of Kagura. Students of Oohasama Junior High School practice Shingaku with the members of the Otsugunai-kagura Preservation Association and perform it at the sports festival.



Male students performing Shingaku at the sports festival



Let's discuss

- What kind of feelings are put into local traditional performing arts?

25 The Suns of Noda Village
— Inheriting This Path from the Past and Connecting it to the Future —

Words & Phrases

hurt hurt(傷つく)の過去形
gratitude 感謝
creatiion 創作
composer 作曲家
representative 代表的な
farewell party 送別会
coastal 沿岸の

Typical Expressions / Key Phrases

〈名詞 + who + 動詞 ...〉 …する～(関係代名詞 who 以下の語句が前の名詞(人)を説明)
〈名詞 + 過去分詞 ...〉 …された～(過去分詞以降の語句が前の名詞を説明する)

26 Learn About and from the Region, “Oohasama Studies”

Words & Phrases

designate 指定する
UNESCO Intangible Cultural Heritage site ユネスコ無形文化遺産
prosper 栄える
post town 宿場町
content 内容
dedicate 奉納する
originally 元は
mountain monk 山伏
prayer 祈り
purification お祓い
curtain 幕
the Otsugunai-kagura Preservation Association 大償神楽保存会

Typical Expressions / Key Phrases

〈名詞 + 過去分詞 ...〉 …された～(過去分詞以降の語句が前の名詞を説明する)
〈what + 名詞 + 動詞 ...〉 どんな～を…するか

27 “Our Hometown, Hiraizumi Studies” at Hiraizumi Junior High School

“Hiraizumi Studies” started after its registration as a World Heritage Site. The third-year students of Hiraizumi Junior High School in Hiraizumi Town experience guiding visitors using the knowledge gained in their studies.

Know the Past and the Present and Expand into the Future

The theme for the first-year students is “Knowing the Past.” They study the history of Hiraizumi with the school’s original textbook, “Our Hometown, Hiraizumi Studies.” A unique aspect of the curriculum is “Exciting Hiraizumi Studies School.” Students experience sutra copying and Zen meditation with local monks. Also, they take the school’s original test, “Hiraizumi Studies Test.”

The theme for the second-year students is “Looking at the Present.” They cover the industries supporting Hiraizumi. They also research the history of past flood disasters and the present regional disaster prevention situation, learning how to act during disasters along the way.



A history expedition
(First-year students)



Visiting an anti-flood pond
(Second-year students)

Conveying Hiraizumi, Promoting Hiraizumi on School Trips, Tour Guide Experience

The third-year students do various promotion activities to “expand Hiraizumi into the future.” In April 2018, students visited Nippori Station in Tokyo on a school trip and explained Hiraizumi to passersby in front of the station. In October, they underwent a “Hiraizumi guiding experience.” They learn how to explain each historical site and practice it for the day.

At first, some students are nervous and speak in a quiet voice, but as they gradually get used to it, they start to speak louder. Some students try to explain in English to foreign visitors.



Guiding the foreign visitors in English
(Third-year students)



Let's think

- If you were a guide for tourists, where would you introduce them to and how?

28 The Volunteer Activities of the JRC Committee

Kunohe Junior High School in Kunohe Village has a JRC* committee. Students volunteer at special nursing homes and welfare centers in the community.

The Volunteer Activities in the Community

The Kunohe Junior High School JRC Committee started in 1997. Students continue to actively volunteer in the community. One example is to help with the summer festival at the special nursing home, “Oritsume-sou.” Students of the JRC committee and others prepare for the summer festival in the morning, and help sell things at the stalls in the evening to make the festival more exciting. At the local welfare center, the third-year students and their parents do waxing service work as a regular PTA activity.

Another example is “The Voice Newsletters.” This is an initiative of the Social Welfare Council in Kunohe Village. Students read out monthly local newsletter and other publications and lend recorded tapes to the visually impaired people who want to listen.



Selling food at the stall



Making the floor clean



The reading volunteer activity

* What is the JRC? JRC stands for Junior Red Cross. It started in World War I when students and teachers in Canada, the U.S., and Austria sent gifts to cheer up the children and injured or sick people living on the battlefields in Europe through the Red Cross. In Iwate, 90 elementary schools and 39 junior high schools currently belong to the association. (in April 2019)



Let's try

- Try to plan and carry out a volunteer activity for your community.

27 “Our Hometown, Hiraizumi Studies” at Hiraizumi Junior High School

Words & Phrases

- registration 登録
- gain 得る
- present 現在
- original 独自の
- sutra copying 写経
- Zen meditation 座禅
- cover 取材する
- regional 地域の
- expedition 探検
- anti-flood pond 遊水地
- passerby 通行人
- undergo 受ける
- gradually 徐々に
- get used to ... …に慣れる

Typical Expressions / Key Phrases

〈名詞 + 動詞のing形 ...〉 …している～(動詞のing形以降の語句が前の名詞を説明する)

28 The Volunteer Activities of the JRC Committee

Words & Phrases

- committee 委員会
- special nursing home 特別養護老人ホーム
- welfare center 福祉センター
- stall 屋台
- waxing ワックスがけ
- service work 奉仕作業
- newsletter 広報
- Social Welfare Council 社会福祉協議会
- visually impaired 視覚障害のある
- monthly 毎月の
- recorded 録音された
- World War I 第1次世界大戦
- injured 怪我をした
- battlefield 戦場
- currently 現在
- carry out 実践する

Typical Expressions / Key Phrases

〈help + 動詞の原形 ...〉 …するのを手伝う

〈名詞 + who + 動詞 ...〉 …する～(関係代名詞who以下の語句が前の名詞(人)を説明)

〈名詞 + 動詞のing形 ...〉 …している～(動詞のing形以降の語句が前の名詞を説明する)

29 The Community Volunteer by Junior High School Students

The Rugby World Cup was held in Japan in 2019. It was a great success, but some games were cancelled because of Typhoon No. 19. Some areas of Iwate were damaged by the typhoon and junior high school students joined the volunteers to restore the area.

Typhoon No. 19 Ran Through the Islands

On October 6, 2019, a tropical cyclone in the Pacific Ocean became a typhoon and was named Typhoon Hagibis.

The large and strong typhoon, landed on the Izu Peninsula in Shizuoka on October 12. It moved to the north along the islands and the Kanto and Tohoku areas and caused record-breaking heavy rain. On the 13th, it changed into an extratropical cyclone and left great damage in Iwate.

Junior High School Students Took Action

The biggest problem in the disaster areas affected by Typhoon Hagibis was removing the mud. It was difficult for elderly people to remove the heavy mud and sand, so volunteer help was needed. At this point, the local junior high school students took action. 88 third-year students of Yamada Junior High School in Yamada Town removed the mud and sand and cleaned the houses soiled with mud and sand in the Tanohama area. Some of the students' homes were damaged by flood. The next day, all 50 students of Toyomane Junior High School also volunteered in the Tanohama area.

A person living in the Tanohama area said, "Students are way stronger than us. They helped us a lot." Yamada Junior High School and Toyomane Junior High School were merged in April 2020.

[A Comment from a Junior High School Student]

I was surprised to see a lot of mud. When I went to a house to clean it up, the windows were broken and there were mud stains in the house.



The students of Yamada Junior High School removing the mud



The students of Toyomane Junior High School washing household goods



Let's think

- When do you think you have to do volunteer activities?

30 Living in You — The Cultural Festival Play at Tanohata Junior High School

Even if you lose a precious person, you won't lose everything so long as you don't forget the time you had together. The real meaning of loss is when you erase your memories of that person or when you stop being able to remember that person.



"The Story of Things in the Sea"

Tanohata Junior High School in Tanohata Village has a tradition of performing an all-school play at the cultural festival. In the past, students always chose themes from real stories in their community. However, recently, they have also been trying to make an original play. "The Story of Things in the Sea" was performed in 2018. It was a story about the people who used such items as a desk, a safe, and a mug cup that were washed ashore after a "great natural disaster" on the island.

In 2019, students performed "Miracle — He lives in you." In this story, the deceased get one chance to help the living and make a miracle — but must pay the price: be forgotten by the people who knew them. This is a story about a father who died in the earthquake and his daughter who was left behind.

Both plays did not use the word, "The Great East Japan Earthquake" in consideration of the audience. This is because there were some audience members who lost someone close to them during the disaster.

When I face difficulties, I think, "If he were with me, what would he say?" But even though I keep wishing, I can't hear his voice. So, I think hard about it and think of something he might say to me in that situation. But in the end, it's my own answer. The people who are left behind have to think hard because the deceased won't tell us anything.



"Miracle — He lives in you"



Let's discuss

- What theme and content would you want to choose if you tried to perform a play?

29 The Community Volunteer by Junior High School Students

Words & Phrases

- cancel 中止する
- Typhoon No.19 台風19号
- restore 復旧する
- islands 列島
- tropical cyclone 熱帯低気圧
- Pacific Ocean 太平洋
- peninsula 半島
- record-breaking 記録的な
- extratropical cyclone 温帯低気圧
- remove 撤去する
- mud 泥
- sand 砂
- soiled with ... …で汚れた
- merge 統合する
- household goods 家財
- stain 跡、汚れ

Typical Expressions / Key Phrases

- 〈name + A + B〉 AをBと名付ける(SVOCの文)
- 〈名詞 + 過去分詞 ...〉 …された～(過去分詞以降の語句が前の名詞を説明する)
- 〈名詞 + 動詞のing形 ...〉 …している～(動詞のing形以降の語句が前の名詞を説明する)

30 Living in You
— The Cultural Festival Play at Tanohata Junior High School

Words & Phrases

- so long as 〈主語 + 動詞〉 〈主語〉が〈動詞〉する限り、…
- erase 消す
- all-school 全校の
- safe 金庫
- wash ashore 打ち上げる
- the deceased 亡くなった方々
- pay the price of ... …という代償を払って
- leave behind 残す
- in consideration of ... …を考慮して
- close to ... …と親しい
- face 直面する
- keep ...ing …し続ける

Typical Expressions / Key Phrases

- 〈名詞 + 主語 + 動詞 ...〉 (主語)が…する～(関係代名詞が省略された文。〈主語 + 動詞 ...〉以下の文が前の名詞を説明)
- 〈名詞 + who + 動詞 ...〉 …する～(関係代名詞who以下の語句が前の名詞(人)を説明)
- 〈名詞 + 過去分詞 ...〉 …された～
- 〈If S were ～, S would + 動詞の原形〉 もしSが～なら、…するのに(実際には起こりえないことを述べる、仮定法過去)
- 〈名詞 + that + 主語 + 動詞 ...〉 (主語)が…する～(関係代名詞that以下の語句が前の名詞を説明)

31 Big Contribution from a Small Town — Logistic Support from Sumita Town

During the Great East Japan Earthquake, a town, with a population of 5,515 (January 2019, including foreigners), played a great role in helping the cities of Rikuzentakata and Ofunato which are in the same Kesen region as the town.

Sumita Prioritizes Sending Support to Rikuzentakata and Ofunato

“We come from Rikuzentakata. Our city is almost destroyed. Please support us. Because we can’t use phones or the Internet, the Yokota Division will drive back and forth to contact you.”

This was the first report from the Yokota Division of the Rikuzentakata City Fire Corps on the evening of March 11, 2011. The Sumita Disaster Response Headquarters, worried about Rikuzentakata and Ofunato, had just decided to give priority to supporting the two cities. This was the moment Sumita Town started providing logistic support to the cities.

On the night of the same day, there were requests for the dispatch of fire corps from Ofunato City, followed by a series of requests from Rikuzentakata City for water, food, and the dispatch of fire corps. Sumita sent water trucks to Rikuzentakata before dawn on the 12th and 140 fire corps members left early in the morning. Over a 5-day period, by the 16th, 675 fire corps members were sent. Because many of the city officials are also members of the fire corps, the work of the town hall began to slow down. However, no one complained about it. Everyone thought that “it was natural to help the neighboring cities when they were in trouble.”



Rice Balls Gave Hope and Power

Food provisions started early in the morning of the 12th. Because of the blackout, they used propane gas and gas rice cookers in the shops in the town. They sent a total of 25,838 rice balls to the two cities and the fire corps by the 19th.

When they became short of rice, farmers brought 10 kilograms of rice. Some of them gave 100kg. One of the evacuees at the shelter of Rikuzentakata Daiichi Junior High School said, “On the night of the earthquake, we all spent time huddling together in the gym. Everyone was cold and worried about the future, but the rice balls from Sumita arrived first thing in the morning. When we split the rice balls in half so everyone could eat them, we all thought, “This saved us. Maybe we can survive.”

Power to Disaster Areas, Vitality to Fighters

Soon after the disaster, volunteers began to gather one after another. But in Rikuzentakata City, the place which received volunteers, the Social Welfare Council building was damaged and 13 people from the council were killed. The deputy secretary general of the Sumita SWC was sent to the Rikuzentakata SWC, and a disaster volunteer center was set up on March 17th. Also, Sumita Town opened its community center as an accommodation facility for volunteers and let the volunteers manage the facility. Later, this facility was called “Sumita Base” as a base for volunteers.

Warmth of Wood Heals Victims

Sumita Town built single-family temporary housing in the town and rented it out to disaster victims for free.

Wood from the town was used and processed in the town’s processing facilities. A house could be built in a few hours by using the technique used by Kesen carpenters to build shrines. This technique came from similar construction techniques utilized by the Self-Defense Forces when they were in Iraq as well as Haiti and Sichuan earthquakes, which involved creating an easy to assemble wooden house kit. The blueprint was completed just before the earthquake.

Construction of the first temporary house started on March 22, 12 days after the earthquake. In order to build the houses quickly, the town paid the construction costs from the town budget without depending on the national or prefectural government. Local members of assembly reacted with “If you’re going to make the houses, make sure the residents can’t say that we cut any corners!”

261 people from 93 families from Rikuzentakata, Ofunato Kamaishi, and Otsuchi moved into the temporary houses. Some residents said, “I like the warmth and smell of wood,” “These individual houses are great because the sound doesn’t go to the next house.”



Temporary wooden housing made with the town’s local products



Let’s think and research

- What thoughts and feelings made the people in Sumita Town make rice balls?
- Let’s research the role played by volunteer centers.

31 Big Contribution from a Small Town
— Logistic Support from Sumita Town

Words & Phrases

contribution 貢献
logistic 輸送の
include 含む
foreigner 外国人
prioritize ... …を優先させる
the Yokota Division 横田分団
fire corps 消防団
Disaster Response Headquarters 災害対策本部
water truck 給水車
dawn 夜明け
complain 文句を言う
natural 当たり前
neighboring 近隣の
food provision 炊き出し
blackout 停電
short of ... …が不足する
huddle together 寄せ合う
first thing in the morning 朝一番に
split ... in half …を半分に分け合う
fighter 戦士
gather 集まる
one after another 次々と
deputy secretary general 事務局次長
accommodation facility 宿泊施設
manage 運営する
base 基地、拠点
warmth ぬくもり
heal 癒す
victim 被災者
single-family 一戸建ての
process 加工する
technique 技法
blueprint 設計図
construction cost 建設費
budget 予算
depend on ... …に頼る
resident 住民
cut corners 手抜きする

Typical Expressions / Key Phrases

〈名詞 + which + 動詞 ...〉 …する～(関係代名詞 which 以下の語句が前の名詞(もの)を説明)
〈had just + 過去分詞〉 ちょうど～したところだった(過去完了形)
〈let + A + 動詞の原形〉 Aに～させてやる(使役)
〈名詞 + that + 主語 + 動詞 ...〉 (主語)が…する～(関係代名詞 that 以下の語句が前の名詞を説明)
〈make + A + 動詞の原形〉 Aを～させる(使役)
〈名詞 + 過去分詞 ...〉 …された～(過去分詞以降の語句が前の名詞を説明する)

32 Reconstruction with Our Own Hands — Kamaishi Kitchen Car Project —

Kamaishi City was severely damaged by the tsunami of the Great East Japan Earthquake. Mitsuzuka Hiroyuki's restaurant, which had just opened before the earthquake, was washed away by the tsunami. However, this did not make him give up and he started thinking about the reconstruction and future of his city.

I Want to Do Something to Light Up a Light



The poster of the Kamaishi kitchen car project

Immediately after the disaster, Mr. Mitsuzuka's thoughts were not only about reopening his restaurant but also about his friends who lost their shops like him, and about the town itself. The owners who lost their buildings can get insurance money or compensation, but the people who rent the locations for their restaurants cannot get anything. It is difficult for them to earn money or to get a loan from a bank in order to reopen their businesses.

Mr. Mitsuzuka realized that many friends may close their restaurants at this rate. Then, he got the idea of using kitchen cars for restaurants.

"Everyone needs food. If the owners who lost their shops open their restaurants in the kitchen cars, they can make the money needed to reopen their businesses. After they reopen, they will graduate from the kitchen cars and the next business in need will use the cars." With a desire to "light a flame in the city turned into a wasteland of rubble," Mr. Mitsuzuka gathered his friends. They prepared kitchen cars and registered the cars, got business licenses, and found a place to open the restaurants.

The first two kitchen cars opened on June 9, 2011, 90 days after the disaster. 30 lunch boxes and curry meals were quickly sold out.



The kitchen cars which ran together with the reconstruction

Do the Things We Can Do

"I don't remember when I slept in those days. After closing the restaurant, I went to the suppliers which changed every day. I got the ingredients, made preparations and then went back again to open the restaurant. In between, I recorded everyone's purchases and sales." Mr. Mitsuzuka recalls how busy it was back then.

In January 2012, more than 20 investors gathered and founded Kamaishi Platform Co., Ltd. The company continued the work of the "Kamaishi Kitchen Car Project" and also "Satoumi Project" which aimed to support oyster farmers and restore the fishing industry. From the beginning, they decided "not to depend on donations," but "to reconstruct by themselves."

They made connections with the next town, Otsuchi Town and many other places in Japan. When the Kumamoto earthquake happened in 2016, they went to the disaster area and helped the victims. In June 2018, Kamaishi Platform Co., Ltd. was dissolved and all the funds were returned to the investors. For the seven years, 23 people opened their shops in the kitchen cars and most of them "graduated" from their cars because they could reopen their own restaurants.

Mr. Mitsuzuka also opened his restaurant, "HAMAYUI" near the fish market. He said, "If there is something we can do to make our community fun, we should do it. It doesn't matter if we are in the disaster area or not."



Let's think and discuss

- What did the kitchen cars mean to the local people?
- Let's discuss what the kitchen cars brought and spread to the recovering towns.

32 Reconstruction with Our Own Hands
— Kamaishi Kitchen Car Project —

Words & Phrases

- light 灯り、ともす
- reopen 再開する
- insurance 保険
- compensation 補償
- loan 融資
- at this rate このままでは
- wasteland 荒野
- rubble がれき
- business license 営業許可
- in those days 当時
- supplier 仕入れ先
- stocking 仕入れ
- recall how ... どれほど…か思い出す
- investor 出資者
- Co., Ltd. 株式会社
- proceed 進める
- from the beginning 最初から
- donation 寄付
- connection つながり
- dissolve 解散する
- fund 出資金
- spread 広げる、広がる (spread)の過去形

Typical Expressions / Key Phrases

- 〈名詞 + who + 動詞 ...〉 …する～(関係代名詞 who 以下の語句が前の名詞(人)を説明)
- 〈名詞 + which + 動詞 ...〉 …する～(関係代名詞 which 以下の語句が前の名詞(もの)を説明)
- 〈when + 主語 + 動詞 ...〉 (主語)はいつ…するか
- It doesn't matter if ... …かどうかは問題ではない
- 〈名詞 + 主語 + 動詞 ...〉 (主語)が…する～(〈主語 + 動詞 ...〉が前の名詞を説明)
- 〈what + 主語 + 動詞 ...〉 ～が…するのは何か

33 The Role of the Otsuchi High School Reconstruction Study Group

The Otsuchi High School Reconstruction Study Group is a voluntary group. Even so, more than half of the students of the school join the group and work for the reconstruction of Otsuchi and the development of the town. Here are some of their activities.

Otsuchi High School Became a Shelter and Supported Evacuees Like One Town

The Great East Japan Earthquake struck Otsuchi Town on March 11, 2011. The tsunami came just below the slope of Otsuchi High School, but the school wasn't damaged because it was on the hill. The town was destroyed by the tsunami and people evacuated to the school one after another. The school grounds were used as a station for the Self-Defense Forces. Classrooms were used as a bank and hospital. Otsuchi High School supported the evacuees like one town.

The shelter of Otsuchi High School was managed by its teachers and students. Though some of the students were victims, they volunteered, doing everything they could, such as making a list of evacuees and distributing food and cardboard and curtains for bedding and blankets. Amongst the 1000 evacuees, there were little children. Students also took care of the children in the shelter.

After a while, support came to Otsuchi High School from all over Japan, and active exchanges began. As a result, there was a need for a group to coordinate all the support, exchanges, and various activities. Thus, the Reconstruction Research Group was born.

Support the Community with Four Pillars

The Reconstruction Study Group works mainly on the following four pillars.

① Fixed-point observation

Students take pictures of 180 points in Otsuchi Town three times a year to record changes in the town. Some of the third-year students said, "It was a good chance to know the progress of our town's reconstruction," "Seeing the progress of reconstruction made me realize that many people work hard for our town. I really appreciate their help."



The fixed-point observation activity

② Exchange with Other Schools

High school students come to Otsuchi High School from all over Japan. The Reconstruction Study Group is responsible for welcoming not only schools, but media as

well. In 2019, six high schools visited Otsuchi High School. By interacting with high school students from various regions, students sometimes learn that the current situation and awareness are different from their own region, which experienced the Great East Japan Earthquake.

③ Disaster Prevention and Town Development

As reconstruction progresses, the students of Otsuchi High School become involved in town development. They participate in workshops and seminars on disaster prevention and the environment and share their opinions as high school students. They also do activities to discuss the Great East Japan Earthquake. In January 2020, they received the Encouragement Award for high school students at the "Disaster Prevention Koshien" in Kobe. At the ceremony, four attending students did storytelling with pictures about disaster prevention based on their experience in the disaster.

④ Kids' Station

Kids' Station started because during the time Otsuchi High School was a shelter, the students played with the children there. During the long summer and winter vacations, students visit some nursery schools or after-school facilities in the town to interact with children.

When Prime Minister Abe visited Iwate in December 2017, he visited Otsuchi High School. He said, "I heard that the Reconstruction Study Group was established and is doing fixed-point observations. I was very encouraged."



Interacting with the high school students from Shizuoka



Presentation at "The Forest for Reposing of Souls Workshop"



Students playing with children



Let's think and discuss

- Discuss the pillars that support your community using the activities of Otsuchi High School as a reference.

33 The Role of the Otsuchi High School Reconstruction Study Group

Words & Phrases

- Reconstruction Study Group 復興研究会
- voluntary 任意の、志願の
- station 駐留所
- Self-Defense Force 自衛隊
- list 名簿
- distribute 配布する
- boards 段ボール
- organize まとめる
- thus このように
- fixed point observation 定点観測
- progress 進行
- realize わかる、実感する
- appreciate 感謝する
- current 現在の
- awareness 意識
- town development 町づくり
- Encouragement Award 奨励賞
- attend 出席する
- storytelling with pictures 紙芝居
- after-school facility 学童
- interact 関わる
- Prime Minister 首相
- establish 設立する
- reposing of souls 鎮魂

Typical Expressions / Key Phrases

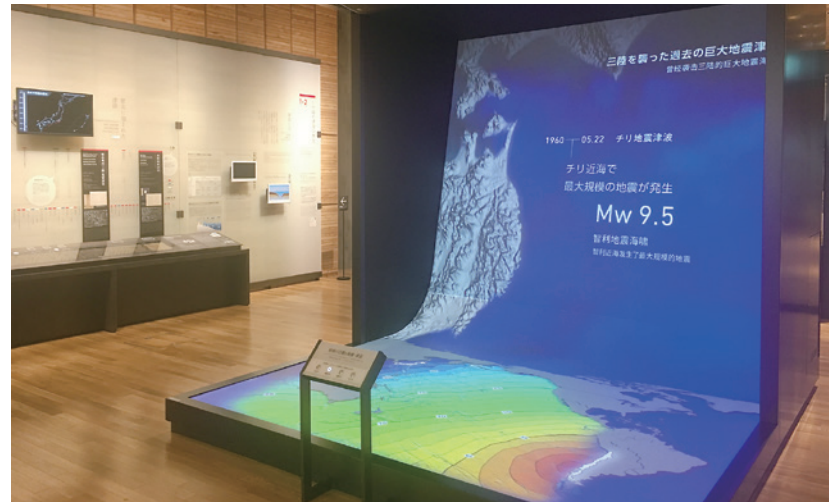
- 〈名詞 + 主語 + 動詞...〉 (主語)が…する～(関係代名詞が省略された文。〈主語 + 動詞...〉以下の文が前の名詞を説明)
- 〈名詞 + which + 動詞...〉 …する～(関係代名詞 which 以下の語句が前の名詞(もの)を説明)

34 Create the Future

— The Great East Japan Earthquake Tsunami Lore Museum, Iwate TSUNAMI Memorial Museum

Takatamatsubara, Rikuzentakata City was once a scenic spot with about 70,000 pine trees.

On March 11, 2011, all of the pine trees, except for “The Miracle Pine Tree,” were wiped out by the tsunami. Now, the place has become the Takatamatsubara Memorial Park for TSUNAMI Disaster. In September 2019, the Iwate Tsunami Memorial Museum was opened there.



Zone 1, “Tracing History”

To Never Again Experience the Sadness of the Great East Japan Earthquake

Do you remember the time when “The Great East Japan Earthquake and Tsunami” by “Off the Pacific Ocean Tohoku Earthquake” happened?

The Iwate Tsunami Memorial Museum was built to pass on the realities and lessons of “The Great East Japan Earthquake and Tsunami” to the people of the world and to the future, in order to make a society strong against natural disasters together.

Among its facilities are a guidance theater and four exhibition zones. At the guidance theater, a video is shown describing the “fate” after a tsunami’s arrival and the perspective of “people and society trying to overcome it.”

In Zone 1, “Tracing History,” visitors will take another look at the technologies and wisdom necessary to prepare for future disasters such as the mechanism of tsunamis, the history of tsunamis, and natural disaster prevention measures.

In Zone 2, “Learning the Facts,” visitors will look at the facts of the Great East Japan Earthquake and Tsunami and learn about the value of life through seeing the actual



Zone 2, “Learning the Facts”

objects damaged by the tsunami, photos of the disaster sites, and the voices and memories of the victims.

In Zone 3, “Learning Lessons,” visitors will learn the lessons of “the Great East Japan Earthquake and Tsunami,” by examining the various actions of people from the time of the disaster such as evacuation for survival, and the efforts to save, protect, and support lives.

In Zone 4, “Moving towards reconstruction together” will show the gratitude for the support given by the rest of Japan and the world, as well as the current state of the disaster areas which have overcome the tsunami and are reconstructing.



Zone 3, “Learning Lessons”



Zone 4, “Moving towards reconstruction together”

Start from “Tendenko”

Sasaki Masamichi, staff manager of the museum, said, “From the exhibitions in the museum, you can learn many things such as the destructive power of tsunamis, the facts of the disaster, and numerous actions to protect lives. Among them, I would especially like you to look at and think about the exhibitions in Zone 3-4.” “Creating the Future,” titled in Zone 3-4, is based on the theme of “Starting with Tendenko.” It encourages visitors to think about protecting their own lives first and then think about everyone around them in the event of a disaster. Then, from the three perspectives of “Living together,” “Learning from each other,” and “Building a town together,” visitors are encouraged to think about the actions they can take. The exhibition also introduces various initiatives within Iwate through photos and keywords. At the end of the ‘Creating the Future’ exhibition corner, the following is written:

Your actions create the future.
It is important to act on your own initiative with knowledge and skills.



Let's think, research, and discuss

- If you visit the memorial museum, what will you research and on what theme?
- Research places such as “monuments” or “memorials” in your community as well as the lessons they convey.
- Discuss what is necessary for you to carry out the lessons learned from disasters.

34 Create the Future
— The Great East Japan Earthquake Tsunami Lore Museum, Iwate TSUNAMI Memorial Museum

Words & Phrases

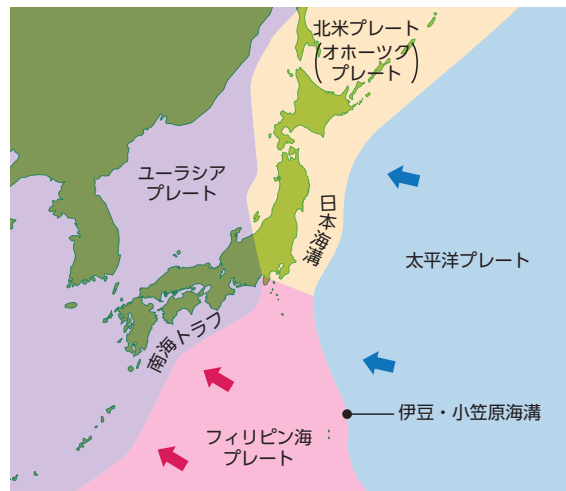
- lore 伝承
- scenic spot 景勝地
- pine tree 松
- except for ... …以外の
- The Miracle Pine Tree 奇跡の1本松
- wipe out 一掃する
- pass on 伝承する
- describe 描く
- fate 宿命
- trace ひもとく
- fact 事実
- actual object 現物
- as well as ... …も
- current state 現状
- staff manager 主査
- destructive power 破壊力
- initiative 率先
- monument 石碑
- memorial 記念館

Typical Expressions / Key Phrases

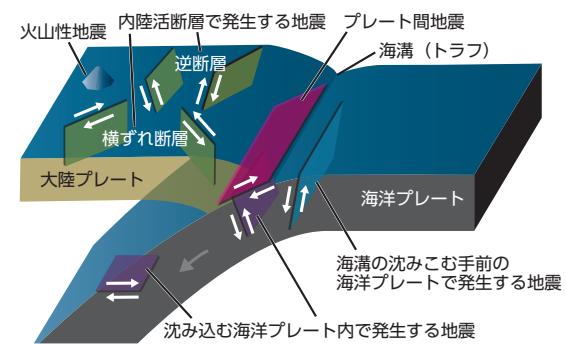
- 〈名詞 + 動詞のing形 ...〉 …している～(動詞のing形以降の語句が前の名詞を説明する)
- 〈what + 主語 + 動詞 ...〉 (主語)は何を…するか

35 The Mechanism and Damage of Earthquakes, Tsunamis, and Volcanic Eruptions

The Earthquakes in and Around the Japanese Islands



The plates around the Japanese Islands



The earthquakes around the Japanese Islands

The surface of the earth is covered with hard bedrock called “tectonic plates.” Earthquakes and volcanic activity happen when the plates collide with each other. There are four plates around the Japanese Islands. The Pacific Plate and the Philippine Sea Plate sink into the earth, under the North American Plate, and the Eurasian Plate. Sea trenches and troughs are formed in areas where the plates sink.

Earthquakes around the Japanese Islands can be categorized into the following four types.

① **Earthquakes between plates (subduction zone earthquakes):** When an oceanic plate sinks, it pulls the edge of the continental plate with it and puts strain on the plate. An earthquake occurs when this strain is released, causing the bedrock at the plate boundaries to fracture (fault rupture). The Great East Earthquake was of this type.

② **Earthquakes in the oceanic plate:** This is caused by a fault rupture, when the strain accumulated within an oceanic plate is released. The vibrations are relatively weak because

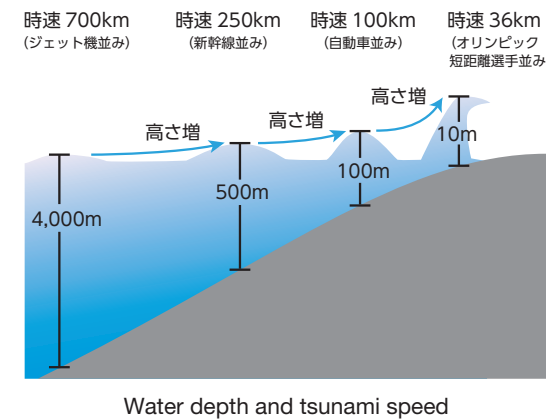
they happen far from land. However, if it happens at a shallow depth and on a large scale, it can cause a tsunami.

③ **Earthquakes on inland active faults (inland earthquakes):** The strain on a continental plate is released by an active fault. If it happens in a city, the damage is serious like the Great Hanshin Awaji Earthquake.

④ **Volcanic earthquakes (earthquake swarms):** These can occur frequently and can be related to surrounding volcanic activity. They can be signals of volcanic eruptions.

The Mechanism and Damage of Tsunamis

When an earthquake happens on the seafloor, the topography of the seafloor changes as the fault moves. The energy caused by the change is transmitted to the seawater and generates a tsunami. Like the 1896 Sanriku Earthquake and Tsunami, if the fault moves slowly, tsunamis reach shore even though little to no shaking can be felt on land. If an earthquake happens far from land, only tsunamis come to the land like the Chile



Earthquake and Tsunami.

Ordinary waves are made when the seawater on the surface is moved by the wind. However, tsunamis have destructive power because they are made when all the seawater from the bottom to the surface moves as one large mass.

Tsunamis become slower and higher as they reach land. They also become higher when subsequent waves reach the tsunami and pile up. If the bay opens into the ocean in a V-shape, tsunami energy gathers in the inside of the bay.

The Mechanism and Damage of Volcanos

Volcanic eruptions happen when magma, which is molten rock deep underground, rises and makes a magma pool. The magma rises further and comes closer to the ground.

There are various types of volcanic eruptions. For example, magma eruptions bring magma directly to the ground. Phreatomagmatic eruptions happen when groundwater heated by magma changes into steam, destroys rocks, and erupts.

Damages caused by volcanic eruptions are as follows:

- Damage by volcanic ash and cinders
- Damage by lava flow
- Damage by pyroclastic flow, which happens when sediments with pieces of lava flow down
- Damage by the destruction of the volcano itself
- Damage by debris flow, which happens when rain or melting snow flows into areas where volcanic ash has accumulated
- Damage by volcanic gases



Mt. Ontake Eruption in 2014



Let's think and research

- When a disaster happens, when do you start evacuating? What makes you decide that?
- Research about a situation in which a big tsunami forms even though the vibration is small.

35 The Mechanism and Damage of Earthquakes, Tsunamis, and Volcanic Eruptions

Words & Phrases

volcanic 火山の
eruption 噴火
surface 表面
bedrock 岩盤
collide ぶつかる
tectonic plate 構造プレート
Pacific Plate 太平洋プレート
Philippine Sea Plate フィリピン海プレート
sink into ... …に沈み込む
North American Plate 北米プレート
Eurasian Plate ユーラシアプレート
sea trench 海溝
trough トラフ
categorize 分類する
subduction zone 海溝型
oceanic plate 海洋プレート
edge 端
continental plate 大陸プレート
strain ひずみ
release 解放する
fault rupture 断層破壊
accumulate 蓄積する
vibration ゆれ
relatively 比較的
shallow 浅い
depth 深さ
scale 規模
inland 内陸
active fault 活断層
earthquake swarms 群発地震
frequently 頻繁に
seafloor 海底
transmit 伝える
generate 発生する
the Chile Earthquake and Tsunami チリ地震津波
ordinary ふつうの
mass かたまり
bay 湾
V-shape V字
molten 溶けた
rise 上昇する
further もっと先に

phreatomagmatic steam マグマ水蒸気
erupt 噴火する
volcanic ash 火山灰
cinder 噴石
lava flow 溶岩流
pyroclastic flow 火砕流
sediment 堆積物
debris flow 土石流
melt 溶ける

Typical Expressions / Key Phrases

〈場所を表す語句 + where + 主語 + 動詞〉 …が〜するところ (where 以下の語句が前の場所を説明する)
〈名詞 + which + 動詞 ...〉 …する〜 (関係代名詞 which 以下の語句が前の名詞(もの)を説明)

36 The History of Natural Disasters

Eruption Earthquake Tsunami Storm and Flood Damage Fire

① **The Eruption of Mt. Vesuvius** (1631, Italy) Mt. Vesuvius is the volcano that destroyed the ancient Roman city of Pompeii by pyroclastic flow in 79 A.D. The eruption was the largest of its time, killing about 3,000 people.

② **Lisbon Earthquake** (1755, Portuguese Republic) An M8.5 earthquake struck in the capital city, Lisbon. About 62,000 people were killed, including 10,000 people killed by the tsunami afterwards.

③ **The Eruption of Fugendake of Mt. Unzen** (1792, Nagasaki) In addition to the lava flows and volcanic gases, a tsunami occurred when Mt. Mayuyama, on the east side of Fugendake, collapsed. About 15,000 people were killed.

④ **Meiji Sanriku Earthquake and Tsunami** (1896, Iwate) An M8.2 to 8.5 earthquake with an epicenter about 200 km off the east coast of present-day Kamaishi City generated an approximately 38.2 m high tsunami. 21,959 people were killed or missing.

⑤ **The Eruption of Mt. Pelée** (1902, French West Indies) A volcano on the island of Martinique in the Caribbean erupted. The prefectural capital, Saint Pierre, which had a population of 28,000 at that time, was completely destroyed.

⑥ **San Francisco Earthquake** (1906, the U.S.A.) An M8.3 earthquake struck in San Francisco. High-rise buildings collapsed and widespread fires lasted for three days.

⑦ **Messina Earthquake** (1908, Italy) An M7.2 earthquake originated from the island of Sicily on the Mediterranean Sea. A tsunami also occurred and about 82,000 people were killed.

⑧ **Haiyuan Earthquake** (1920, China) An M8.6 earthquake, one of the world's largest inland earthquakes, happened in Haiyuan County in central China. About 235,000 people were killed.

⑨ **Great Kanto Earthquake** (1923, Kanto area) An M7.9 earthquake struck, with an epicenter in the northwestern part of Sagami Bay. Widespread fires happened and more than 142,000 people were killed or missing in the area.

⑩ **The Showa Sanriku Earthquake and Tsunami** (1933, Iwate) An M8.1 earthquake with an epicenter about 200 km east of present-day Kamaishi City generated tsunamis as large as the Meiji Sanriku Earthquake and Tsunami. 3,064 people were killed or missing.

⑪ **Erzincan Earthquake** (1939, Turkey) An M7.8 earthquake struck Erzincan Province in eastern Turkey and about 33,000 people died.

⑫ **Ashgabat Earthquake** (1948, Turkmenistan) An M7.3 earthquake struck near the border between Turkmenistan and Turkey. At least 20,000 people died.

⑬ **Ise Bay Typhoon** (1959, Kinki and Tokai area) Large areas of Japan, mainly in the Kii Peninsula and Tokai area, were damaged. 5,098 people were killed or missing.

⑭ **Chile Earthquake** (1960, Chile) It was the largest in history, a massive M9.5 earthquake. The capital city of Santiago was devastated, and large tsunamis reached Japan.

⑮ **Peru Earthquake** (1970, Peru) An M7.8 earthquake occurred in Ancash Province in northern Peru. Part of a mountain range collapsed along with a glacier and hit the city, killing about 67,000 people.

⑯ **Bhola Cyclone** (1970, Bangladesh) One of the largest cyclones in history killed 300,000 to 500,000 people. A civil war leading to Bangladesh's independence occurred.

⑰ **Guatemala Earthquake** (1976, Guatemala) An M7.5 earthquake struck Guatemala in Central America. There were multiple aftershocks and landslides and about 23,000 people were killed.

⑱ **Tangshan Earthquake** (1976, China) An M7.8 earthquake happened in Hebei Province. Tangshan City, an industrial city, was destroyed and more than 240,000 people were killed. It was the worst earthquake disaster in China's history.

⑲ **The Eruption of Mt. St. Helens** (1980, the U.S.A.) A volcanic eruption and mountain collapse occurred in Washington State. 57 people were killed by the powerful blast and pyroclastic flow.

⑳ **Mexico Earthquake** (1985, Mexico) An M8.0 earthquake. Many high-rise houses collapsed on the soft ground in the capital Mexico City and nearly 10,000 people were killed.

㉑ **The Eruption of Nevado del Ruiz Volcano** (1985, Colombia) Volcanic mudflows struck its foot town of Armero and killed more than 25,000 people.

㉒ **The Eruption of Mt. Pinatubo** (1991, Philippines) One of the biggest eruptions in the 20th century. A lot of volcanic ash fell on the Southeast Asian region and the economy and people's lives were affected.

㉓ **The Great Hanshin-Awaji Earthquake** (1995, Hyogo) An M7.3 earthquake originated from the Nojima Fault. The number of the dead or missing was 6,434.

㉔ **Gujarat Earthquake** (2001, India) An M7.7 earthquake struck directly inland. Strong vibrations killed about 20,000 people, mainly because of collapsed buildings.

㉕ **Sumatra Earthquake / Indian Ocean Tsunami** (2004, Indonesia, etc.) An M9.0 earthquake generated large tsunamis. They caused damage to the coast of the Indian Ocean and killed more than 270,000 people.

㉖ **The Cyclone Nargis** (2008, Myanmar) A cyclone hit southern Myanmar. About 140,000 people were killed or went missing.

㉗ **Sichuan Earthquake** (2008, China) An M8.0 earthquake. Many brick houses and schools collapsed and about 83,000 people were killed.

㉘ **Haiti Earthquake** (2010, Haiti) A M7.0 earthquake. The damage spread in unstable societal circumstances. It was the largest earthquake disaster in history, killing more than 300,000 people.

㉙ **The Thailand Floods** (2011, Thailand) The Chao Phraya River flooded. The damage spread to the capital city of Bangkok, with a severe economic impact.

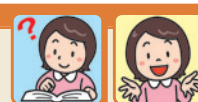
㉚ **Tohoku Pacific Ocean Earthquake [The Great East Japan Earthquake]** (2011, Pacific coast of Tohoku and Kanto area) An M9.0 earthquake happened off the coast of Sanriku generating massive tsunamis. 22,288 people were killed or went missing.

㉛ **Typhoon No. 30, Haiyan** (2013, Philippines) It violently hit Leyte Island and other islands in the central Philippines. This also resulted in a flood tide and 6,000 people were killed.

㉜ **The Nepal Earthquake** (2015, Nepal) An M8.2 earthquake struck northwest of Kathmandu. About 9,000 people were killed by collapsed buildings, avalanches, and landslides.

㉝ **Hurricane Dorian** (2019, Bahamas, etc.) One of the largest hurricanes in history with maximum instantaneous wind speeds of 80 m or more. Nearly 20% of the Bahamian people were affected.

㉞ **Australian Forest Fires** (2019–2020, Australia) One of the largest forest fires in world history because of dry air, high temperatures, and strong winds. It burned an area half the size of Japan and took more than 240 days to put out.



Let's research and try

- Research how an area recovered after a natural disaster.
- Check a map to see where the disasters happened.

36 The History of Natural Disasters

Words & Phrases

ancient 古代の
A.D. 紀元前
struck strike(襲う)の過去形
collapse 崩れる
epicenter 震源
present-day 現在の
French West Indies フランス領西インド諸島
prefectural capital 県庁所在地
high-rise building 高層ビル
widespread 広域の
the Mediterranean Sea 地中海
Haiyuan County 海^{カイ}原^{ゲン}県
Erzincan Province エルジンジャン県
border 国境
peninsula 半島
massive 巨大な
devastate 壊滅させる
Ancash Province アンカシュ県
along with ... …とともに
glacier 氷河
civil war 内戦
independence 独立
Hebei Province 河^か北^{ほく}省
industrial 工業の
collapse 崩壊
blast 爆風
Nevado del Ruiz Volcano ネバドデルルイス火山
volcanic mudflow 火山泥流
Mt. Pinatubo ピナツボ山
brick レンガ
unstable 不安定な
social circumstances 社会情勢
violently 激しく
flood tide 高潮
avalanche 雪崩
maximum instantaneous wind speed 瞬間最大風速
dry air 乾燥
put out 鎮火する

Typical Expressions / Key Phrases

〈名詞 + (that +) 動詞 ...〉 …する～(関係代名詞 that 以下の語句が前の名詞を説明)
〈名詞 + which + 動詞 ...〉 …する～(関係代名詞 which 以下の語句が前の名詞(もの)を説明)
〈名詞 + 動詞のing形 ...〉 …している～(動詞のing形以降の語句が前の名詞を説明する)
〈how + 主語 + 動詞〉 どうやって(主語)が…したか
〈where + 主語 + 動詞〉 どこで(主語)が…したか

37 Iwaizumi Town Divided: Typhoon No.10 in 2016

“Suddenly, the glass of the front door facing the national road broke and water came into the house. ... I first thought to go to the steel-framed house across the street. An old woman lived there alone. However, the man and his son next door stopped me because the water was already up to my knees with a strong flow.”

This is the testimony of Kumagaya Toshiko. She lived in Otomo in the Iwaizumi area, which was severely damaged by Typhoon No.10.

The total precipitation from August 26 to 31 was 285.5 mm and the maximum one-hour precipitation was 70.5 mm at 18:21 on August 30. Both of these numbers were the largest in recorded history. Landslide disasters and floods occurred in many places in the town at the same time. The muddy stream flowed into the nursing home by Omoto River and 9 elderly people died. The national road around Nishouishi area was destroyed and the town was separated into east and west.

More than 40 points of the road were cut off.

“On the 31st, Nishouishi became isolated from the rest of the town and about 20% of the houses were also isolated within Nishouishi itself. People who had heavy machines voluntarily started working to remove driftwood and sediment from around 8 a.m. ... I removed driftwood with a tractor. It was difficult to cut the driftwood because there was sediment on it, quickly dulling the blade of the chainsaws. However, by borrowing multiple chainsaws from many households, we managed to reopen the bridge on the 31st.”



Near the Iwaizumi Bridge on Route 455, the morning after the typhoon landed

Typhoon No. 10 Damage in Iwaizumi Town

Number of deaths	25 (including 4 related deaths, as of March 31, 2019)			
Building damage	1,916 buildings (as of March 27, 2018)			
Of which	Full damage	Large-scale partial damage	Partial damage	Little damage
Dwellings	453	236	255	41
Non-dwelling	536	298	73	24
Blackout	Maximum: about 9,050 houses			
Water Outage	Maximum: 3,513 houses			
Telecommunication	About 2,000 lines were disconnected			
Transportation	JR Bus Hayasaka-kougen Line and town buses were suspended Sanriku Railway Miyako-Fudai replacement bus service started 3 days after the disaster			
Total amount of damage	About 42 billion yen (Including facilities managed by the prefecture, as of the end of March 2018)			

(Source: “‘Record of Recovery’ from the Heavy Rain Disaster of Typhoon No. 10 in 2016, Toward the Revival of Hometown Iwaizumi,” and “Collection of Testimonies from the Heavy Rain of Typhoon No. 10 on August 30, 2016 — Passing on this Experience to the Future” by Iwaizumi Town)



Let's research

- Research what kind of rain 70.5 mm per hour is.

38 What Will You Do if Everything Stops? — Lifelines —

Storing and Using Precious Water

One person needs 3 liters of water a day. As a stock of drinking water, a family of four needs at least 3 days' worth of drinking water, or $3 \times 4 \times 3 = 36$ liters, or 18 2-liter plastic bottles.

Use the rolling stock method by refilling every time after using, or store tap water. Fill a clean container with tap water up to the top and close the lid. As long as you keep it out of direct sunlight, you can use it as drinking water for about 3 days.

For using the toilet, washing and cleaning, about 180 liters of water can be stored in an average bath.

When the water is cut off, if the toilet can be drained, you can drain the feces by flushing one bucket of water with great force. If the toilet cannot be drained, lift the seat, cover it completely with a plastic bag, put another plastic bag over the seat, put finely crushed newspaper in it, and you can make a simple toilet.

When eating, cover dishes with plastic wrap and throw them away after each meal. If you use plastic bottles and milk cartons as dishes, cups, etc., and throw them away, you can save water by not washing dishes.



Water supply support activities by Nagaokakyo City in the Great East Japan Earthquake (Rikuzentakata City)

If Gas and Electricity Cannot Be Used

When there is no gas, a cassette stove and a gas canister or a camping stove can be used for simple cooking. In winter, a non-gas heating system gives peace of mind.

During a blackout, flashlights, matches, candles, and lamps are necessary for light. Air conditioners and ventilators won't work, so make sure there is open ventilation when you use stoves.

To get information, you will also need a radio that can be used with batteries or hand power, spare batteries for your cell phone, and a mobile battery. A cigar plug that can be used to get power from the car is useful.

The ways to save battery power for smartphones are as follows. ① Turn on power saving mode when a disaster happens, ② set the LCD screen as dark as possible, ③ turn off app notifications and make the lock time short, and ④ turn on airplane mode when there is no reception (connect to Wi-Fi if possible).



Let's think

- What should we do to get drinking water during a disaster?

37 Iwaizumi Town Divided:
Typhoon No.10 in 2016

Words & Phrases

national road 国道
steel-framed 鉄骨の
knee ひざ
testimony 証言
precipitation 降水量
maximum 最大の
in recorded history 観測史上
muddy stream 濁流
flow 流れ込む
heavy machine 重機
driftwood 流木
sediment 堆積物
dull 鈍らせる
manage to ... 何とか…する
isolate 孤立させる
resolve 解消する
isolation 孤立
land 上陸する
death 死亡者
related death 関連死
as of ... …現在
full damage 全壊
large-scale partial damage 大規模半壊
dwelling 住家
water outage 断水
telecommunication 通信
disconnect 接続を断つ
transportation 交通
suspend 運休する
total amount of damage 被害総額
billion 10億
facility 施設
source 出典
revival 再生
collection 収集物
testimony 証言
per hour 1時間当たり

Typical Expressions / Key Phrases

〈名詞 + 動詞のing形 …〉 …している～(動詞のing形以降の語句が前の名詞を説明する)
〈名詞 + which + 動詞 …〉 …する～(関係代名詞which以下の語句が前の名詞(もの)を説明)
〈名詞 + who + 動詞 …〉 …する～(関係代名詞who以下の語句が前の名詞(人)を説明)
〈名詞 + 過去分詞 …〉 …された～(過去分詞以降の語句が前の名詞を説明する)

38 What Will You Do if Everything Stops?
— Lifelines —

Words & Phrases

store 貯める
stock 備蓄
at least 少なくとも
refill 補充する
tap water 水道水
container 容器
as long as ... …しさえすれば
direct sunlight 直射日光
average 平均的な
drain 排水する
feces 排泄物
with great force 勢いよく
completely 完全に
finely 細かく
simple toilet 簡易トイレ
carton パック
gas canister ボンベ
non-gas heating system ガスを使わない暖房器具
flashlight 懐中電灯
ventilator 換気扇
ventilation 換気
batterie 電池
spare 予備の
power saving mode 省電力モード
LCD screen 液晶画面
app notification アプリ通知
airplane mode 機内モード
reception 受信

Typical Expressions / Key Phrases

〈名詞 + (that +) 動詞 …〉 …する～(関係代名詞that以下の語句が前の名詞を説明)

39 Information and Psychology During Disasters

Do Not Spread “Please Share” Messages

Please bring an umbrella or a raincoat to avoid getting wet from the rain when you go out because toxic substances from XX Oil explosion can stick to clouds, etc. and fall with the rain.

The above is one instance of the information that was spread through e-mail and social media during the Great East Japan Earthquake. It was a completely false rumor.

In this example, people won't go out in the rain even though they have to evacuate. Communication lines that are difficult to connect soon after an earthquake will be even more difficult to connect because of communications that spread false rumors. False rumors create unnecessary burdens for victims, rescue workers, and communication networks.

The Internet plays a major role in confirming people's safety in disasters, collecting information about disasters and emergency life-saving information, and asking for help. However, the Internet has the disadvantage of being a means to easily spread false rumors and uncertain information because: ① it's difficult to know the source of the information, ② the content can be changed by forwarding the e-mail many times, and ③ it's difficult to stop spreading the information even when it's no longer necessary.

To prevent false rumors, it's important ① not to believe them, ② not to spread them, to ③ avoid taking action too quickly, and to ④ confirm national and local government websites for accurate initial information.

Overcome Two Biases

The government researched the evacuation actions at the time of the Great East Japan Earthquake among the people who lived in the coastal areas of Iwate, Miyagi, and Fukushima and evacuated within their prefectures. 41.5% of the people didn't evacuate soon after the earthquake. Though people know that “Tsunamis come after an earthquake” and know about “Tsunami Tendenko,” they often don't take action in times of emergency because of “majority conformity bias” and “normalcy bias.”

“Majority conformity bias” is when you believe it is best to go with the majority when you are unsure what you should do in a given situation. If no one around you evacuates, it will be difficult for you to evacuate.

“Normalcy bias” is when you believe that ‘This can't happen’ or ‘There must be some mistake’ and thinking ‘Nothing unusual has happened. It's still normal,’ when something that you've never experienced before happens.

Both of these biases are necessary in everyday social life, but they must be overcome in times of disaster. This is why the importance of “initiated evacuation” is emphasized in disaster drills.



Let's think

- How will you judge if the information is correct or not?

40 Because I Want You to Be Saved

Saito Kenji shot a video of the tsunami coming to Ofunato City during the Great East Japan Earthquake. His video was shown on TV news and video websites, and it received a great response. Now, as a representative of the Ofunato Tsunami Narrative Society, Mr. Saito is advocating the importance of disaster prevention.

Send Information to Protect Livelihoods and Lives from Disasters

After the earthquake, Mr. Saito was shocked to see a certain newspaper article. The article reported that many of the victims did not escape, were on their way to escaping, or returned to their homes.

Mr. Saito said, “I could evacuate quickly because my father, who narrowly escaped from death in the Showa Great Tsunami, told me about the terror of tsunamis again and again.” He realized that it's necessary to tell as many people as possible about the horror of tsunamis. Without knowing this, people can't prepare or evacuate.

Thus, the Ofunato Tsunami Narrative Society was founded to convey the threat and experience of tsunamis to future generations through videos and storytelling. The Ofunato Tsunami Narrative Society exhibits photos and videos of Ofunato City just before the earthquake and the threat posed by tsunamis, and holds storytelling activities conducted by narrators. An easy-to-understand “storytelling with pictures about disaster prevention” was also made for children. They also travel all over Japan to do these activities.

One of these efforts is the “Disaster Prevention and Mitigation Contest.”

In this contest, groups with experience in supporting the recovery and reconstruction of disaster areas and the development of disaster-resistant towns present their activities from the disaster prevention and disaster mitigation perspective. The aim of the contest is to share know-how and challenges, build a network, and use it for future disaster prevention and mitigation. In the future, the goal is to tell information that will protect people's lives and livelihoods from disasters across Japan and around the world.

In the 2019 contest, the Otsuchi High School Reconstruction Study Group won the grand prize for presenting its fixed-point observation activity to record the ongoing reconstruction of the city, and for its disaster prevention and town development activities.



Activities such as exhibitions in the Ofunato City Disaster Prevention and Tourism Exchange Center, disaster prevention picture storytelling shows, and disaster prevention and mitigation study walks around town



These words posted at the entrance of the exhibition zone are the policy of the Ofunato Tsunami Narrative Society



Let's research

- Ask people who experienced past disasters about what it was like and find out what kind of preparations are necessary.

39 Information and Psychology During Disasters

Words & Phrases

psychology 心理
spread 拡散する
toxic substance 有害物質
explosion 爆発
stick to ... …に付着する
above 上記
completely まったく
false rumor デマ
unnecessary 不必要な
burden 負担
confirm 確認する
safety 安否
life-saving 救命
disadvantage 欠点
uncertain 不確かな
forward 転送する
no longer ... もはや…ない
prevent 防ぐ
accurate 正確な
initial 最初の
bias バイアス
majority conformity bias 多数派同調バイアス
normalcy bias 正常性バイアス
initiated 率先した
disaster drill 防災訓練
correct 正しい

Typical Expressions / Key Phrases

〈名詞 + (that +) 動詞 ...〉 …する～(関係代名詞 that 以下の語句が前の名詞を説明)
〈This is why ...〉 …なのはそのためだ(why 以下の語句が理由や原因を表す)
〈if + 主語 + 動詞 ...〉 ～が…かどうか

40 Because I Want You to Be Saved

Words & Phrases

shot shoot(撮る)の過去形
response 反響
representative 代表
the Ofunato Tsunami Narrative Society 大船渡津波伝承会
advocate 訴える
livelihood 暮らし
escape 逃げる
narrowly escape from death 九死に一生を得る
thus このようにして
threat 脅威
storytelling 語り部
exhibit 展示する
effort 取り組み
disaster mitigation 減災
development 開発
disaster-resistant 災害に強い
from ... perspective …の観点から
post 掲げる

Typical Expressions / Key Phrases

〈名詞 + who + 動詞 ...〉 …する～(関係代名詞 who 以下の語句が前の名詞(人)を説明)
〈what kind of - + 主語 + 動詞 ...〉 ～が…するのはどんな種類の - か

41 For Better Shelter Management

On October 26, 2019, all the students of Nishine Daiichi Junior High School in Hachimantai City did a shelter management drill after DIG*¹ and HUG*² training. They worked to achieve the goal of “smooth and improved management of shelter life.”

Under the Assumption That “Mt. Iwate Erupted and a Big Earthquake Occurred”

They set up a situation that could occur if there were an actual disaster in Hachimantai City. In this scenario, the power goes out, the gas is cut off, and toilets become unusable because of water outages, which leads to the decision to open a shelter. Also, food and shelter supplies will arrive later. The shelter management practice started under these assumptions.

The Procedures of Shelter Management Training

① Setting up a shelter

The third-year students manage the shelter. They immediately started setting up a shelter. They worked smoothly by sharing the tasks and the shelter was set up in about 10 minutes.

② Receiving evacuees

While setting up a shelter, they began accepting evacuees. The evacuees were the first- and second-year students, local people, and elementary school students. Amongst them was even a person who hurt his head from a falling stone.

③ Guiding evacuees

After checking in at the reception, the students in charge of guiding took the evacuees to the places where they could lie down or get first aid depending on their level of injury. They made a simple stretcher and carried the person who hurt his back.

④ Rescue

The rescue and health group bandaged the evacuees who were bleeding and fixed broken bones with wood. When a pregnant woman came, they asked her if she wanted to sit or lie down. For small children, they talked with smiles to help them forget their worries.

⑤ The shelter headquarters

The headquarters was set up in the center of the shelter to gather information about the

evacuees. The names and house numbers of the evacuees were written on a whiteboard by area. The list was made for anyone to grasp the situation easily and respond to requests quickly.

⑥ Flexible response

The third-year students who managed the shelter stuck a paper on their back listing what they were good at. By doing so, the evacuees could make requests easily and students could respond quickly. Some students wrote “I can speak English” for foreigners.

Review and Reflect

After the practice, the third-year students heard feedback from the first- and second-year students who played the role of evacuees. Some comments were good, like “The way they talked to the evacuees was good” and “The way they treated injuries was kind.” On the other hand, some pointed out some problems, like “The members of the headquarters looked scary” and “The pillow didn’t arrive.”

The second-year students who were evacuees will be the next ones to manage the shelter. By seeing the management methods and experiencing the role of evacuees, they will become better and better at smoothly managing a shelter.

* 1 : DIG...DIG is the initials for Disaster, Imagination, and Game, and includes training in using maps to examine disaster measures.

* 2 : HUG...HUG is the initials for Hinanjo, Unei, and Game, and means “the shelter management game.” Cards with information on the evacuees’ age, family structure, chronic diseases, etc. are put on paper that simulates a shelter to learn about the shelter management in a game-like manner.



Let's think and discuss

- If you live in a shelter, what can you do?
- Discuss how to prepare at the shelter for disasters.



Carrying the injured with a simple stretcher



Knowing the evacuees by area by writing on the whiteboard



Showing what they can do through the paper on the back



Reflecting to aim for the smooth management

41 For Better Shelter Management

Words & Phrases

- management 運営
- achieve 達成する
- assumption 想定
- actual 実際の
- go out 止まる
- unusable 使用できない
- decision 判断
- procedures 手順
- task 仕事
- hurt hurt(痛める)の過去形
- in charge of ... …係の
- lie 横になる
- first aid 応急処置
- depend on ... …によって
- injury 怪我
- stretcher 担架
- bandage 包帯をする
- bleed 出血する
- fix 固定する
- pregnant 妊娠している
- headquarters 本部
- by area 地域ごとに
- grasp 把握する
- respond 対応する
- flexible 柔軟
- response 対応
- review 振り返る
- comment 感想
- pillow まくら
- initial 頭文字
- imagination 想像力
- examine 検討する
- measure 対策
- structure 構成
- chronic disease 持病

Typical Expressions / Key Phrases

- 〈名詞 + (that +) 動詞 ...〉 …する～(関係代名詞that以下の語句が前の名詞を説明)
- 〈名詞 + who + 動詞 ...〉 …する～(関係代名詞who以下の語句が前の名詞(人)を説明)
- 〈what + 主語 + 動詞 ...〉 ～が…すること

42 Junior High School Students Will Protect Their Local Town

Students of Kawaguchi Junior High School in Iwate Town engage in disaster prevention over 3 years with the resolution to “protect Kawaguchi.”

The First-Year Students Learn About Disasters

In the second and third terms, the first-year students learned about the disaster center, the topography of Kawaguchi, and the flood disasters in the Mizubori area. During the evacuation drill at the disaster center in Yahaba, students went down from the second floor of the building with rescue bags. They also experienced the vibrations of a level 7 earthquake on the Japanese seismic intensity scale and an evacuation from a smoke-filled room. Students said, “We experienced things we can’t normally do, so we want to make use of the experience in the future.”



Experiencing a level 7 earthquake on the Japanese seismic intensity scale. Scary!

The Second-Year Students Learn About Their Local Town

In May, the second-year students visited the coastal areas of Iwate for overnight training. They saw the damage during an eco-tour of the disaster areas and experienced the progress of reconstruction through fishing activities. During the third term, students also learn about “Building the Town of the Future” with a three-dimensional topography model. They think together about the future of Kawaguchi by planning disaster prevention measures for disaster-prone areas and building the facilities they wish to have in their own town using building blocks.



Learning about “Building the Town of the Future”

The Third-Year Students Learn About Protecting Their Local Town

In September, the third-year students underwent a “handicap” experience. They understood the inconvenience by riding in a wheelchair and trying to move around like the elderly.

They also made a newspaper about their three-year study of disaster prevention and presented it. They taught about their experience at Kawaguchi Elementary School. The elementary school students thanked them and said, “It made me understand that we are also in danger of falling down because of the uneven surface and steps.” “I thought that evacuation drills are necessary to prepare for disasters in the future.”



The disaster prevention lesson by the third-year students



Let's research and discuss

- Research possible disasters in the areas you will visit on school trips, overnight training, etc.
- Let's discuss why we do disaster drills.

43 Prepare for Disasters with Your Family

The first-year students of Tono Junior High School in Tono City and their families worked together to check the dangerous places in their community.

It Started with Typhoon No. 10 in 2016

Tono City is very aware of disaster prevention because it actively provided logistic support to disaster areas in the Great East Japan Earthquake. There are not only maps but also various information about disaster measures on the city's disaster prevention map.

In 2016, Iwate was severely damaged by Typhoon No. 10. The area around Tono Junior High School did not experience as much damage as the rest. However, according to the disaster prevention map, there were actually some hazard areas, such as flooding, steep slopes, and debris flows. Therefore, Tono Junior High School aimed to raise awareness about disaster preparation and prevention.

Investigating Hazardous Areas with Family

In 2017, the first-year students at Tono Junior High School utilized the weekend to conduct fieldwork with their families, focusing on a “hazardous area survey.” They found places where people could fall off the banks because of few street lights, junctions with poor visibility, and narrow streets with no sidewalks. They even found places with broken curve mirrors.

They brought the survey results to school and color-coded them on a map. As a result, they found that there are many dangerous areas in the places that they use every day.

Using the map, they discussed in groups how to act and presented it in class.

Almost 10 years have passed since the Great East Japan Earthquake and the memories are fading especially in the less damaged inland areas. It is necessary to continue efforts to raise disaster prevention awareness.



A photo of the Hayase River bank taken by a student during a “hazardous area survey”



Students color-coding the dangerous places on the map and discussing the dangers and how to ensure safety



Let's research and try

- Ask your family or local people about past disasters and dangerous places and put them together.
- Confirm the hazardous areas and places of evacuation on the local hazard map.

42 Junior High School Students Will Protect Their Local Town

Words & Phrases

- resolution 決意
- term 学期
- seismic intensity 震度
- smoke-filled 煙でいっぱいの
- make use of ... …を生かす[活用する]
- overnight training 宿泊研修
- three-dimensional 立体の
- disaster-prone 災害が起こりやすい
- handicap experience ハンディキャップ体験
- inconvenience 不自由
- in danger 危ない
- fall down 転ぶ
- step 段差
- possible 起こりうる

Typical Expressions / Key Phrases

- 〈名詞 + 主語 + 動詞...〉 (主語)が…する～(〈主語 + 動詞...〉が前の名詞を説明)
- 〈why + 主語 + 動詞...〉 なぜ～が…するのか

43 Prepare for Disasters with Your Family

Words & Phrases

- aware of ... …の意識がある
- provide 提供する
- logistic support 後方支援
- hazard 危険
- steep 急勾配の
- therefore そのため
- awareness 意識
- bank 土手
- junction 交差点
- visibility 視界
- narrow 狭い
- sidewalk 歩道
- color-code 色分けする
- fade 次第に消えていく
- ensure 確保する

Typical Expressions / Key Phrases

- 〈場所を表す語句 + where + 主語 + 動詞〉 …が～するところ (where 以下の語句が前の場所を説明する)
- 〈so that + 主語 + 動詞〉 …が～するように

44 The Emergency Food Experience with Rescue Foods (Curry and Rice)

On September 2, 2019, the elementary and junior high school students of Kamaishi Shoun Special Needs School ate the rescue food (curry and rice) without using fire or water.

Review Disaster Prevention Through Prior Learning

On the day, during a joint morning meeting, they explained about the emergency food experience and reflected on their disaster prevention learning through a disaster prevention quiz, including what they had practiced in evacuation drills. The disaster prevention quiz consisted of multiple choice questions as follows.

Example 1 : What day is September 1? ① First Aid Day ② Disaster Prevention Day

Example 2 : What should you do if you find a fire? ① Don't call anyone because it is dangerous. ② Call people around you in a loud voice.

They also reviewed the evacuation drills held three times a year and confirmed the "The promise in evacuation 'O-Ha-Shi-Mo'" ("Don't push," "Don't run," "Don't talk," and "Don't return").

Sample the Rescue Foods (Curry and Rice)

In consideration for the students' safety, teachers made preparations for most of the curry and rice. A third-grade elementary school student and a third-year junior high school student cooked by reading the instructions with their teachers. The cooking method is as follows:

- ① Take out everything except insulation cardboard from the box. Leave the insulation cardboard at the bottom of the box.
- ② Take out the exothermic pack from the bag and put it in the bottom of the heating bag.
- ③ Put the food on top of the exothermic pack and put the whole bag into the box.
- ④ Pour the exothermic solution into the bag and close the zipper of the heating bag.
- ⑤ Let the solution boil for about 20 minutes, and then leave to steam for about 10 minutes. Take out the bag with a paper napkin.
- ⑥ Mix the rice, push it to one side, and put the curry in the empty space.

And that's how you make curry. They sampled the curry and rice with stockpiled water and hardtacks. It was tasty and most of the students were satisfied. In reflection, students commented, "The curry we prepared today was tasty because it was more expensive than the curry we stockpiled. We need to experience the stockpiled food."



Did it turn out tasty?



Let's discuss

- Discuss what to prepare for emergencies.

45 Learn at the Disaster Volunteer Workshop

The JRC Committee of Kunohe Junior High School in Kunohe Village joins the disaster volunteer workshop every year. They experience serving food and life-saving training for emergencies.

Acquiring the Basic Knowledge of Disaster Prevention and Increase Interest in Volunteering

The workshop is held by the Kunohe Social Welfare Council. In this workshop, the committee members acquire the basic knowledge for responding properly to natural disasters. They also learn the importance of always having high interest in volunteer activities. The contents of the workshop are "training in serving food," "a disaster prevention lecture," and "a life-saving seminar."

◆ Serving Food Training

The training starts from food service training. They cook rice with food packing bags under the guidance of the Kunohe Village Red Cross Volunteer Group. The bag is 30 cm long × 10 cm wide. It doesn't release any toxic substances even in the boiled water because it is made of reinforced polyethylene. Rice and water are packed into special bags and placed in a colander. The colander is placed into boiled water in a big pot for about 30 minutes and then steamed. It's a very useful way in disaster areas and shelters where a lot of precious water cannot be used because people can cook a lot of rice without cooking tools.



Measuring 1 cup of rice into the bag



Boil the bags in water for 30 to 40 minutes

〈How to Cook Rice with Food Packing Bags〉

- ① Boil a lot of water in a big pot.
 - ② Put 1 cup of rice into the bag.
 - ③ Put 1 cup of water into the bag. You can put seasonings if you like.
 - ④ Take out the air from the bag and tie it tightly with a rubber band.
 - ⑤ Boil the bag in the boiled water for 30 to 40 minutes.
 - ⑥ Take out the bags from the pot and leave to steam for 5 to 10 minutes.
- And then, the rice is ready.

◆ Life-Saving Seminar

After the training in food service, they listened to a lecture on disaster prevention by the fire station officials and participated in a life-saving seminar with an AED. The students commented, "It was difficult to apply the right amount of pressure during CPR," "I'm worried if I can perform it well in a real situation."



AED practice



Let's research

- Research what kind of first aid can be provided according to the condition of the injured person.

44 The Emergency Food Experience with Rescue Foods (Curry and Rice)

Words & Phrases

special need school 特別支援学校
prior 事前の
joint 合同の
multiple choice 2択の
loud 大声の
sample 試食する
in consideration for ... …を考えて
instruction 説明書
except …以外
insulation cardboard 断熱用段ボール
exothermic pack 発熱剤
pour 注ぐ
exothermic solution 発熱溶液
stockpiled 備蓄された
hardtack 乾パン
reflection 反省

Typical Expressions / Key Phrases

〈what + 主語 + 動詞 ...〉 ～が…すること
〈名詞 + 過去分詞 ...〉 …される[た]～(過去分詞以降の語句が前の名詞を説明する)
〈名詞 + 主語 + 動詞 ...〉 (主語)が…する～(〈主語 + 動詞 ...〉が前の名詞を説明する)

45 Learn at the Disaster Volunteer Workshop

Words & Phrases

workshop 講習会
serving food 炊き出し
lecture 講話
Red Cross Volunteer Group 赤十字奉仕団
release 放出する
toxic substance 有毒物質
reinforced polyethylene 強化ポリエチレン
boiled 沸騰した
colander ざる
seasoning 調味料
tightly きつく
rubber band 輪ゴム
CPR 心肺蘇生
condition 状態

Typical Expressions / Key Phrases

〈場所を表す語句 + where + 主語 + 動詞〉 …が～するところ (where 以下の語句が前の場所を説明する)
〈if + 主語 + 動詞 ...〉 ～が…かどうか