



Iwate Prefectural Board of Education

# Live Involve Prepare

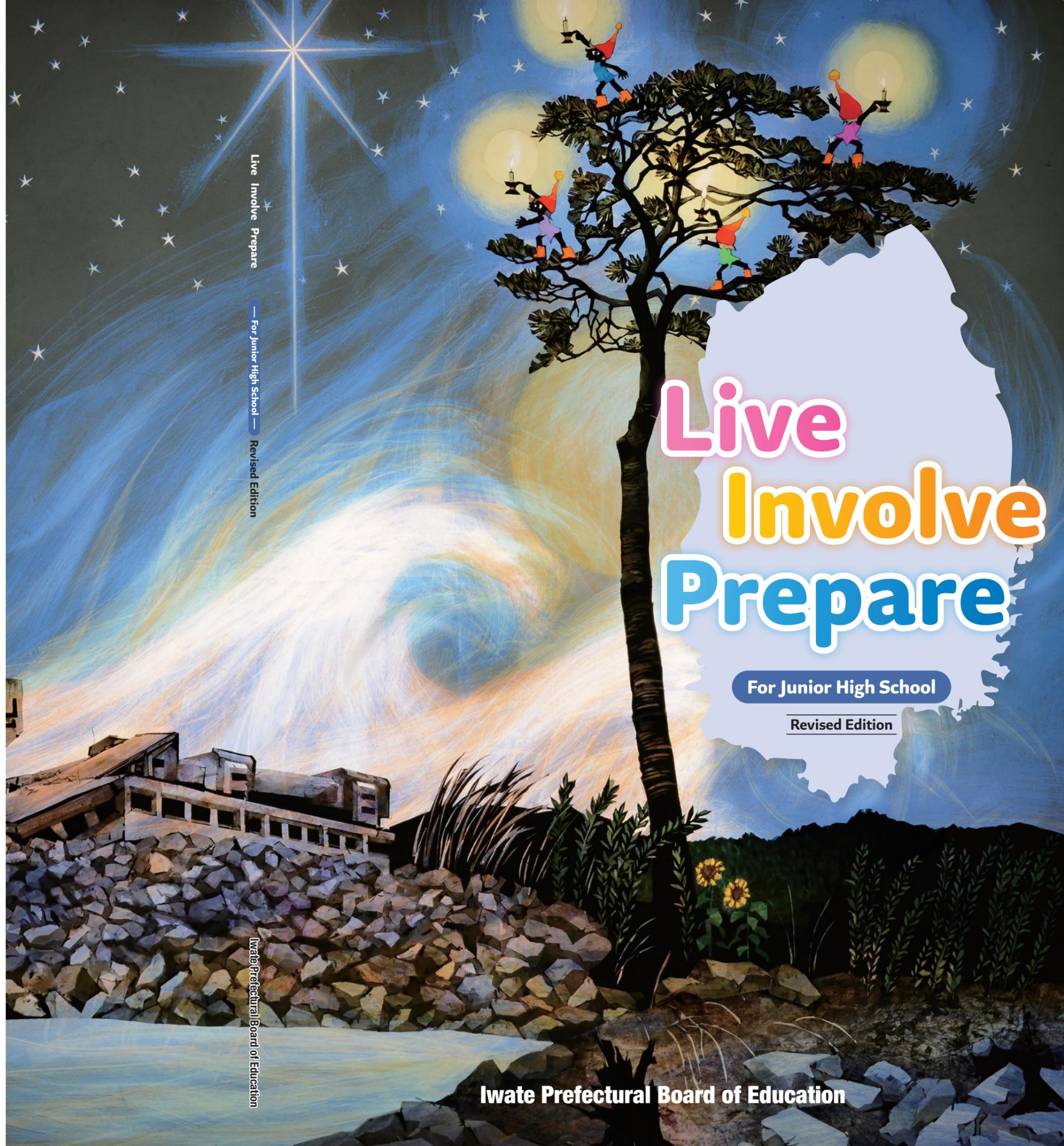
For Junior High School

Revised Edition

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"The Miracle Pine Tree of Rikuzentakata"



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— For Junior High School —

Revised Edition

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## 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

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# 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.

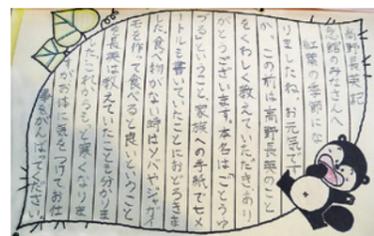
### Takano Choei — A Scholar of Dutch Studies, Knocked on the Door of Modern Japan During National Isolation



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



Work Experience at a Hospital

Work Experience at a Nursery School

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.”

## 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 &amp; 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 せりふ

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〉 ～するようになる

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

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



“I'll live strong” (drawn 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.

### 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 &amp; 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 &amp; 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.



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

**“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.

## 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.



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

**“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.

## 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 &amp; 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 &amp; 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)



How can I make my dreams come true?

You should make sure you understand what you are studying now. If you acquire the basics, you’ll be able to make your dream come true even if it changes.



How should we live?

Have dreams and study the basics diligently.



## 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 &amp; 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 &amp; 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

First, all students learned about all the disasters from the 1896 Sanriku Earthquake and Tsunami until the Great East Japan Earthquake through photos and written texts. Then they interviewed the local people about the conditions before the disaster and how to revive Masaki seaweed.

The local people saw the play and said, "I thank Taro Daiichi Junior High School for learning and presenting about the future development of Taro area."



### 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 ...? ...していただけませんか。(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

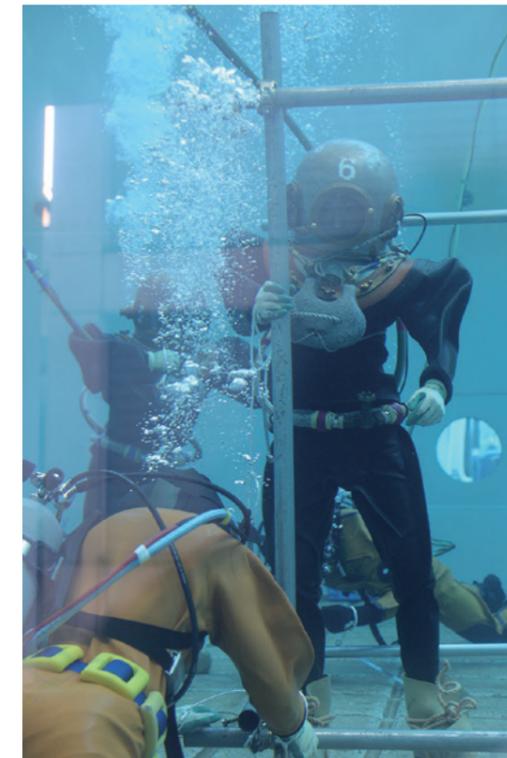
In 1898, Nagoyamaru ran aground and sank off the coast of Taneichi, Hirono Town because of thick fog. The next year, four divers came from Chiba to salvage the ship.

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 &amp; 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 &amp; 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.

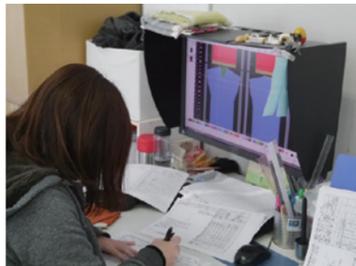
### Made-to-Order Cashmere Knitwear

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.



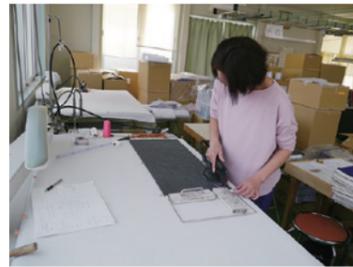
Programming with specialist knowledge



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.



Students of Kuji Higashi High School exchanging opinions at the workshop

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.”



#### 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 カシミア  
 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 &amp; 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 &amp; 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.



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

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.



#### 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.



Temporary wooden housing made with the town’s local products

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.”



### 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)

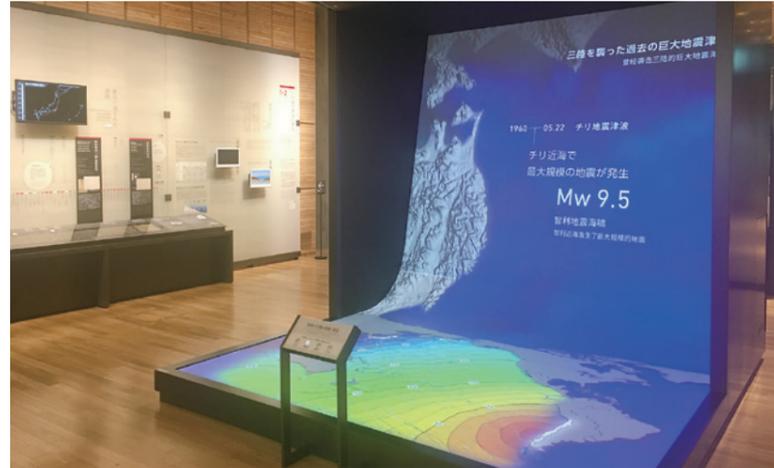
〈名詞 + which + 動詞...〉 …する～(関係代名詞 which 以下の語句が前の名詞(もの)を説明)

# 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.



Zone 2, “Learning the Facts”

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

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)

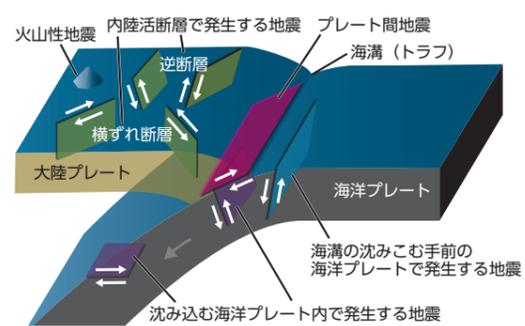
〈what + 主語 + 動詞 ...〉 (主語)は何を…するか

# 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

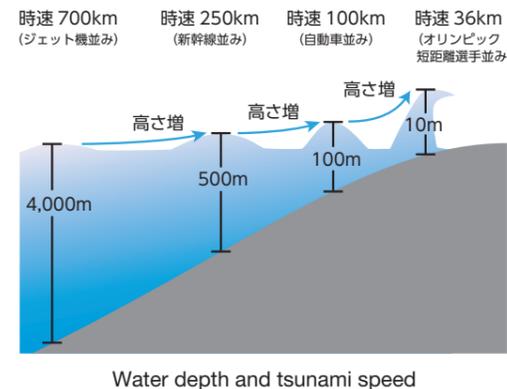
they happen far from land. However, if it happens at a shallow depth and on a large scale, it can cause a tsunami.

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.



Mt. Ontake Eruption in 2014

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



### 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.

Live

Involve

Prepare

Live

Involve

Prepare

## 36 The History of Natural Disasters

## Words &amp; 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** 海原県<sup>カイゲン</sup>  
**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** 河北省<sup>かほく</sup>  
**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** れんが  
**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

This is the testimony of Mikami Yukimasa who lives in Nishouishi. In this difficult situation, people in the area used all available means to confront the disaster, but on September 2, 873 people in 428 households were still isolated. On August 30, 677 people were in the town's evacuation shelters. It took until September 19th to resolve all the instances of isolation. On December 26, the last shelter finally closed.

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 &amp; 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 &amp; 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.



Setting up the shelter smoothly

#### 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.



Caring for an evacuee with a head injury

#### 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.



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



### Let's think and discuss

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

## 41 For Better Shelter Management

## Words &amp; 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 &amp; 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 &amp; 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.

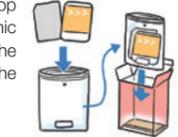
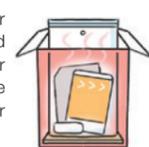
Example 1 : What day is September 1? ① First Aid Day ② Disaster Prevention Day

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:

- Take out everything except insulation cardboard from the box. Leave the insulation cardboard at the bottom of the box. 
- Take out the exothermic pack from the bag and put it in the bottom of the heating bag. 
- Put the food on top of the exothermic pack and put the whole bag into the box. 
- Pour the exothermic solution into the bag and close the zipper of the heating bag. 
- 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. 
- 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 ▶

- Boil a lot of water in a big pot.
- Put 1 cup of rice into the bag.
- Put 1 cup of water into the bag. You can put seasonings if you like.
- Take out the air from the bag and tie it tightly with a rubber band.
- Boil the bag in the boiled water for 30 to 40 minutes.
- 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 ... …を考慮して

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