



Iwate Prefectural Board of Education

Live Involve Prepare

For Fourth to Sixth-Grade Students

Revised Edition

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"Dwarfs' Do-Re-Mi"

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Thank You Letter #Thank You From KAMAISHI

Lyrics: Kamaishi Kizuna Conference, Yamashita Kazuya

Music & Arrangement: Sato Shoten In collaboration with Smile Tohoku Project

The words, “thank you” alone cannot express our feelings
If these words had wings, we would send them now beyond the sky
When we were still small, sadness came to our town
When we lost lights and smiles, hopes arrived by truck from around the world
We don’t know your faces or names, but everyone cheered us on
Those warm feelings became bonds between us, and many hopes bloomed in Kamaishi City
Thank you, thank you, thank you. We can’t say it enough
Thank you, thank you, thank you. We will never forget
Because you pushed us forward, we can step into the future
If this song can reach you, beyond the sea, we’ll sing it with all our hearts
“We won’t forget your kindness”
You were always there, cheering me on. I love your smiles and warm hands
When sadness and pain wouldn’t go away, my friends beside me gave me courage
Even if we cannot meet tomorrow, there will be more days when we laugh together
I’m usually too shy to say it, but today I want to tell you, my best friend:
Thank you, thank you, thank you for listening to me so many times
Thank you, thank you, thank you. We’ll be friends forever

The words, “thank you” alone cannot express our feelings
If these words had wings, we would send them now to your town
“The time I spent with you was my greatest treasure”
Delicious breakfasts. The words, “have a nice day.” Ordinary days are not ordinary after all
Sometimes we fight, but you’ll always be important to me
Because I’m still a child, my thank you bag may be a little small
If I put all my “thank you” into my bag, they spill out and fall
Mom, Dad, thank you for always being with me
Grandma, Grandpa, thank you. I will love you forever
Thank you for raising and protecting me through hard times
It’s embarrassing to say it, but to my precious family, thank you, always
“From now on, let’s walk together, hand in hand”
The words, “thank you” alone cannot express our feelings
If these words had wings, we would send them now beyond the sky
The words, “thank you” alone cannot express our feelings
If this song can reach you, beyond the sea, we’ll sing it with all our hearts
“We will build Kamaishi’s future from now on”
Thank you from KAMAISHI!

This song was created by students from all 14 elementary and junior high schools in Kamaishi City, as part of the “Kamaishi Bonds Conference.” It is one of the activities they undertook to express gratitude for the support from around the world after the Great East Japan Earthquake.

The lyrics are based on phrases written by the students of the 14 schools as “letters to someone important.” Each part expresses gratitude: to people from Japan and around the world who offered their thoughts after the earthquake in the first part, to companions and friends in the second part, and to their families in the third part.

(Source: Iwate Earthquake and Tsunami Archive / Provided by: Public Relations Section, General Affairs and Planning Department, Kamaishi City)



Thank You Letter #Thank You From KAMAISHI

Words & Phrases

conference 会議
collaboration 協力
wing 翼
beyond～ ～を越えて
sadness 悲しみ
truck トラック
cheer～on ～を励ます
bond 絆
bloom 開花する
forward 前へ
with all one's heart 真心をこめて、一心に
kindness 思いやり
pain 苦しみ
beside～ ～のそばに
courage 勇気
laugh 笑う
ordinary 当たり前の、いつもの
after all やはり、結局(のところ)
spill あふれる
raise 育てる
embarrassing 恥ずかしい
hand in hand 手を取りあって
gratitude 感謝の気持ち
the Great East Japan Earthquake 東日本大震災
based on～ ～に基づいて
phrase フレーズ、語句
offer 示す、提供する
companion 仲間
source 出典元
archive 保存記録、アーカイブ
public relations section 広聴広報課
general affairs and planning department 総務企画部

Typical Expressions / Key Phrases

〈if + 主語A + 動詞の過去形～, 主語B + would + 動詞の原形...〉

「もし(主語A)が～するなら(主語B)は…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)

〈too...to + 動詞の原形～〉 「あまりに…で～できない」

〈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)

〈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)

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1 Bringing Funakoshi Lots of Flowers Once Again

— 824 Cherry Trees —

The Funakoshi area in Yamada Town.

824 cherry trees were planted and continue to grow on this “Hill of Restoration Cherry Blossoms.”

What do these young cherry trees mean to people?



Growing cherry trees with everyone's help

The Funakoshi Area Where Tsunamis Came Back and Forth

Funakoshi Park is in the Funakoshi area of Yamada Town. There were fields of tulips and daffodils there. Both the park and Funakoshi Family Travel Village, located next to the park, were famous for their cherry blossoms.

However, the park was in the lowlands connecting the Funakoshi Peninsula and the town.

Yamada Bay is to the north, and Funakoshi Bay is to the south. During the Great East Japan Earthquake, it is said that tsunamis from these two bays crashed into each other and went back and forth three or four times in this area.

Everything, including the flower fields, was washed away, and only a few cherry trees on the mountain slope survived. Even these trees were later cut down to build temporary dwellings.

Yet, one person never gave up on filling Funakoshi with flowers again. That person was Fujiwara Choichi, the manager of the Funakoshi Family Travel Village.

When the Children of Today Become Adults

In March 2012, Mr. Fujiwara began planting young cherry trees on his own mountain on higher ground. He set a goal to plant 824 trees because 824 people became victims of the earthquake in Yamada Town. He chose the *Cerasus itosakura* variety, called the “1000-year cherry blossom,” because it is tough and lives long.

With the help of a group that owns nearby mountains, little by little, the planting area grew. With the town's help, volunteer activities such as grass cutting also began in 2014.

Mr. Fujiwara said, “I could not do it alone. My connections with the many people here made it possible.”

In 2017, the planting of 824 cherry trees on about 8 hectares of higher ground overlooking the sea in the Funakoshi area, the “Hill of Restoration Cherry Blossoms” was completed.

Mr. Fujiwara said, “It takes 20 to 30 years to enjoy cherry blossom viewing after planting young trees. I will not be here by then, but I'll be happy if the children of today can enjoy cherry blossom viewing under these trees when they become adults.”



Funakoshi Park before the earthquake



Let's think about it and discuss

- Why did Mr. Fujiwara plant 824 cherry trees on higher ground overlooking the sea?
- Discuss what Mr. Fujiwara thought when he saw the situation in Funakoshi after the Great East Japan Earthquake.

1 Bringing Funakoshi Lots of Flowers Once Again

— 824 Cherry Trees —

Words & Phrases

area 地区

restoration 復興、復旧

come back and forth 行き来する

daffodil ラッパスイセン

locate 位置する

lowland 低地

peninsula 半島

bay 湾

north 北

south 南

including ~ ~を含めて

slope 斜面

survive 生き残る、助かる

temporary dwelling 仮設住宅

yet それでも

manager 管理者

~of today 現在の

become (a) victim 犠牲になる

Cerasus itosakura エドヒガンザクラ

variety 品種

own 所有する

nearby 近くに[で]

connection つながり

hectare ヘクタール

overlook 見晴らす

complete 完成する

Typical Expressions / Key Phrases

〈場所を表す語句 + where + 主語 + 動詞〜〉 「(主語)が〜する…」(where以下の語句が前の場所を説明)

〈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)

〈名詞 + 動詞のing形〜〉 「〜する[している]…」(動詞のing形以降の語句が前の名詞を説明)

〈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)

〈what + 主語 + 動詞〜〉 「(主語)は何を〜するか」、「(主語)が〜するのは何か」

2 The Light That Eased Anxiety and Irritation

— At Shiroyama Park Gym During That Time —

There is a person who never forgot his compassion for others even though he saw the terrible scene of his town being washed away and burned. He thought about how he could help people and eased their hearts from anxiety and irritation.



Otsuchi Town in the process of restoration, as seen from Shiroyama Park (photo taken in October 2019).
What scenes did the people who evacuated to this park see during the earthquake?

Why Did I Survive?

Shiroyama Park is on higher ground, overlooking the Machikata area, the central district in Otsuchi Town. It has a central community center and a gym. During the Great East Japan Earthquake, Shiroyama Gym became a shelter. More than 1,000 people gathered here, climbing the slope to escape the tsunami.

Koshida Masao was one of them.

Mr. Koshida was at his shop, near the junction of the road to Shiroyama Park and the prefectural road running through the center of the town, when the earthquake occurred. Shortly after the strong tremors stopped, the prefectural road began to fill with cars evacuating to Shiroyama Park.

The tsunami was just around the corner. The sound of wooden houses being washed away could be heard. Steel-framed buildings were destroyed, leaving only their frames.

Mr. Koshida quickly climbed to higher ground near the Otsuchi Elementary School of Otsuchi Town (currently the Otsuchi Town Hall), where the stone monument of the Site of the Otsuchi Magistrate's Office stands, and escaped from the tsunami.

Houses were washed away, sounds of explosions could be heard from somewhere, and fires spread.

A large whirlpool formed in the schoolyard and cars sank into it.

"It was a scene like hell," said Mr. Koshida. "Just before the tsunami came, I spoke with the owners of a stationery shop and an architect's office across from my shop, but both were swept away and lost their lives. Why did I survive? I don't understand the reason."

Mr. Koshida couldn't move from the place of the stone monument. He continued watching the scene for about two hours until he could finally climb to Shiroyama Park.

A Warm Light Lit Up People's Hearts

A few days after the tsunami, Mr. Koshida was taking care of the evacuees in Shiroyama Park Gym as a coordinator. Everyone was anxious. Everyone was irritated.

Everyone had loved ones who were missing or dead. They had all just seen their town being washed away by the tsunami and burned in the fires that followed.

In this situation, even things that were usually fine became a source of trouble because they were living in the gym without anything to separate themselves from others. One problem was the light.

Mr. Koshida said, "At night, some people slept early, while others stayed up late. They had trouble with the lights-out time." It was difficult for everyone to live at their own pace in the shelter.

Mr. Koshida got an idea. He asked someone going to Kamaishi City to buy incandescent bulbs. Then, after the lights-out time, he turned on the bulbs instead of the fluorescent lights. He thought that the fluorescent lights were irritating everyone.

"This is nice," everyone agreed.

"The light was warm like in the old days. It made us feel calm," said Mr. Koshida.

The warm yellow light from the old-fashioned incandescent bulb lit up the evacuees' hearts and eased their anxiety and irritation.



Source: Extract and reconstruction from "Records of the Great East Japan Earthquake in Otsuchi Town, Iwate Prefecture, Proof of Living"



Let's think about it and discuss

- Why couldn't Mr. Koshida move from the place of the stone monument?
- Discuss how the evacuees felt when they saw the light from the warm light bulb.

2 The Light That Eased Anxiety and Irritation — At Shiroyama Park Gym During That Time —

Words & Phrases

ease 和らげる

anxiety 不安

irritation いらだち

compassion 思いやり

scene 光景

burn 燃える

in the process of～ ～中の

evacuate 避難する

district 地区

central community center 中央公民館

shelter 避難所

slope 坂(道)

escape 逃げる

junction 交差点

prefectural road 県道

occur 起こる

tremor 揺れ

wooden 木製の

steel-framed 鉄骨の

destroy 壊す

frame 骨組み

currently 現在は

town hall 役場

stone monument 石碑

Site of the Otsuchi Magistrate's Office 大槌代官所跡

explosion 爆発

somewhere どこか

spread 広がる

whirlpool 渦

sank sink(沈む)の過去形

hell 地獄

stationery 文房具

architect's office 設計事務所

reason 理由

lit light(照らす)の過去形

evacuee 避難者

coordinator まとめ役

anxious 不安[心配]な

irritate イライラさせる

source 元、源

separate 分ける、区切る

lights-out 消灯

pace ペース

incandescent bulb 白熱電球

instead of～ ～の代わりに

fluorescent light 蛍光灯

calm 落ち着いた

old-fashioned 昔ながらの

extract 抜粋

reconstruction 再構成

prefecture 県

proof 証

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)

〈see A being + 過去分詞～〉 「Aが～されているのを見る」

〈how + 主語 + 動詞～〉 「どのようにして(主語)が～するか」

〈動詞 + 動詞のing形～〉 「～しながら[して]…する」

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

〈場所を表す語句 + where + 主語 + 動詞～〉 「(主語)が～する…」(where以下の語句が前の場所を説明)

〈It is ... for + A + to～.〉 「Aにとって～することは…だ。」(itは仮主語)

〈make + A + 動詞の原形～〉 「Aを～させる」(使役)

3 Rivers are Treasures

The river sparkles in the sunlight in the morning and evening. Fish swim in it on sunny days and the water level rises when it rains. Do you have a river like that nearby? The fifth graders of Ibonai Elementary School in Kunohe Village researched them.

Presenting a Play About How Rivers are Precious

By making a water quality survey, the fifth graders found out rivers and forests are connected, and both are precious. They wanted more people to know about that, so they wrote and performed a play for their parents and the local people.

The people who watched the play commented, "While we laughed and were moved, we parents also learned a lot from what the children learned. We were captivated by their play to the end." "In the scene where the river fairies and forest fairies fought, the feeling of sparks flying in their argument was clear and well-presented."



The fifth graders performing their play

A scene from the play (Copper pheasants come flying in)

Water Fairy 3: Oh, copper pheasants are flying in.
Water Fairy 4: They are the symbolic birds of Kunohe, aren't they?
Water Fairy 5: Wow! They are drinking so much water from the Setsukinai River!
Copper Pheasant 1: Ah, delicious, delicious!
Copper Pheasant 2: The water from the Setsukinai River is the best, after all.
Copper Pheasant 1: Yes. Isn't it more delicious than the water from other rivers?
Copper Pheasant 2: I think so! Let's come here again!
Water Fairy 6: Did you hear that? They said the water from the Setsukinai River is delicious.
Water Fairy 7: Of course! I'm so happy!
Water Fairy 8: It's because we are always flowing so energetically.
Water Fairy 1: Aww, that made me blush.



Copper pheasants saying that the water from the Setsukinai River is delicious

Findings from the Water Quality Survey

The fifth graders of Ibonai Elementary School planned to engage in activities related to forests and rivers. They researched the creatures living in the Setsukinai River and carried out a water quality survey. A water quality survey is a survey that directly investigates the river water.

As a result, they learned many things. Many creatures, such as planarians, stoneflies, rhyacophila, and dobsonflies live in the Setsukinai River. These creatures only live in clean water. Therefore, the Setsukinai River is very clean.

Then, the fifth graders decided to research rivers further. They deepened their knowledge, learning about the roles, importance, and dangers of rivers. They wondered where this river flows, how to keep rivers clean, and what kinds of disasters related to rivers exist. They chose the topics about rivers they wanted to research and continued their studies.



Results of the water quality survey



The children looking for creatures in the river

Comments from the Children

- I thought that more microorganisms are needed to make the water cleaner than it is now.
- I thanked the microorganisms for cleaning the river we polluted.
- From now on, I want to live being considerate of the creatures that live in rivers.
- I want to save water and clean the environment of dams and rivers.



The children confirming the names of the creatures



Let's think about it and discuss

- What wishes did the children put into their play, "Rivers are Treasures"?
- Discuss the connection between you and nature.

3 Rivers are Treasures

Words & Phrases

sparkle きらきら光る
 ~grader ~年生
 present 発表する
 water quality survey 水質調査
 precious 大切な
 comment 感想[意見]を述べる
 captivate 引きつける
 scene 場面
 fairy 妖精
 spark 火花
 argument 言い争い
 copper pheasant 山鳥
 flow 流れる
 energetically 力強く
 make~blush ~を赤面させる[照れる]
 engage in~ ~に従事する
 related to~ ~に関係する
 creature 生物
 quality (品)質
 survey 調査
 directly 直接に
 investigate 調査する
 result 結果
 planarian ナミウズムシ
 stonefly カワゲラ
 rhyacophila ナガレトビケラ
 dobsonfly ヘビトンボ
 further さらに
 deepen 深める
 role 役割
 danger 危険性
 wonder ~かなと思う
 disaster 災害
 exist 存在する
 microorganism 微生物
 pollute 汚す
 from now on これからは
 environment 環境
 dam ダム

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)
 〈want + A + to + 動詞の原形〜〉 「Aが〜することを望む」
 〈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〜〉 「(主語)が〜すること」
 〈場所を表す語句 + where + 主語 + 動詞〜〉 「(主語)が〜する…」(where 以下の語句が前の場所を説明)
 〈名詞 + 動詞のing形〜〉 「〜する[している]…」(動詞のing形以降の語句が前の名詞を説明)
 〈where + 主語 + 動詞〜〉 「どこで(主語)が〜するか」
 〈how to + 動詞の原形〜〉 「〜する方法/どうやって〜したらよいか」
 〈what + 名詞 + 動詞〜〉 「どんな…を〜するか」
 〈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)
 〈動詞 + 動詞のing形〜〉 「〜しながら[して]…する」

4 Passing Down the Intangible Folk Cultural Property, “Kuromori Kagura”

Yamaguchi Elementary School in Miyako City teaches Kuromori Kagura as part of their studies about the region. The children perform it at events like the sports festival, enjoying passing it down to the local people.



Performing Kuromori Kagura at the sports festival

What Is Kuromori Kagura?

Kuromori Shrine is on Mt. Kuromori in the northern part of Miyako City. As its name suggests, in the past the mountain was said to be filled with huge trees that made it dark even during the daytime. Kuromori Kagura has been passed down at the shrine for a long time. On New Year's Day, people carrying a dragon head called “Gongen” visit each house and dance in front of them. Because Kuromori Kagura is precious, it was designated as an intangible folk cultural property by the government in March 2006.

Yamaguchi Elementary School's Initiatives

Yamaguchi Elementary School has worked to pass down Kuromori Kagura since around 1970. At that time, adults were working to pass down Kuromori Kagura, and one of them lived near the school. Because of this, the children of Yamaguchi Elementary School started to join their activities.

At first, the fourth graders practiced Kuromori Kagura while studying history in the third school term. Then, in fifth grade, they performed it at the spring sports festival.

When the Great East Japan Earthquake occurred, the school gym became a shelter and the local people helped manage it. To show their gratitude, the school decided to perform the children's dance, Kuromori Kagura, for them. About three years after the earthquake, students in all grades began dancing together.

Just before the sports festival, the Kuromori Kagura Troupe visits the school and the children practice with them. The troupe also performs at the festival.

Not only the children's guardians, but also other local people come to the sports festival.



Learning the history of Kuromori Kagura

On the day of the festival, the first and second graders take part by cheering while the third to sixth graders all dance. The fifth and sixth graders wear costumes that their parents and local residents help them to put on. Kuromori Kagura is so lively, a participant said, “I start crying when I see the children dance Kuromori Kagura.”



Performance of the Kuromori Kagura Troupe

The Cultural Legacy Club

Apart from performing at the sports festival, the school also has a cultural legacy club.

Members join the club because they are interested in Kuromori Kagura. About 20 members practice two days a week in the morning. They perform at summer festivals and harvest festivals in addition to the sports festival. The vice club president says, “We have focused on dancing beautifully to move the viewers. When all our movements are synchronized, it is really beautiful.”

The Charm of Kuromori Kagura

In Kuromori Kagura, it is important to dance with a smile. When we practice, we have to start by memorizing the movements and sequences. The dance shouldn't be small. We try to dance dynamically in the parts that we can dance well, rather than dancing reservedly out of fear of making mistakes. Without caring about detailed movements, we dance with smiles! Then viewers feel happy, too.

When a foreign ship came to the port, we performed at the port entry ceremony and foreign visitors watched us. Some even asked, “Can we take pictures with you?”



Remembering to dance dynamically



Dancing at the port entry ceremony



Let's think about it and research

- Why did the children of Yamaguchi Elementary School choose Kuromori Kagura to show their gratitude?
- Research groups designated as important intangible cultural properties in Iwate Prefecture.

4 Passing Down the Intangible Folk Cultural Property, “Kuromori Kagura”

Words & Phrases

pass down 伝承する
 intangible folk cultural property 無形民俗文化財
 region 地域
 northern 北の
 in the past 昔は
 precious 貴重な
 designate 指定する
 government 政府
 initiative 取り組み
 term 学期
 manage 管理する
 troupe 一団
 guardian 保護者
 costume 衣装
 lively 活気のある、にぎわって
 cultural 文化の、文化的な
 legacy 遺産
 apart from～ ～の他に
 harvest festival 収穫祭
 in addition to～ ～の他[以外]に
 vice club president 副部長
 focus on～ ～に力を入れて
 movement 動き
 synchronize 一致する
 charm 魅力
 memorize 覚える
 sequence 順序
 dynamically ダイナミックに
 rather than～ ～よりもむしろ
 reservedly 控えめに
 fear 心配、不安、恐れ
 detailed 詳細な
 port 港
 port entry 入港
 important intangible cultural properties 重要無形文化財

Typical Expressions / Key Phrases

〈動詞 + 動詞のing形～〉 「～しながら[して]…する」
 〈have been + 過去分詞～〉 「～されてきた」(現在完了の受け身)
 〈名詞 + 動詞のing形～〉 「～する[している]…」(動詞のing形以降の語句が前の名詞を説明)
 〈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)
 〈help + 動詞の原形～〉 「～するのを手伝う」
 〈see A + 動詞の原形～〉 「Aが～するのを見る」
 〈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)

5 Kenji-san Still Lives in Hanamaki Now

Miyazawa Kenji had many roles, including poet, writer, teacher, scientist, and agricultural advisor. Although he passed away at the young age of 37, his achievements are remarkable and people in Hanamaki affectionately call him “Kenji-san.”



(Provided by Rinpusha)

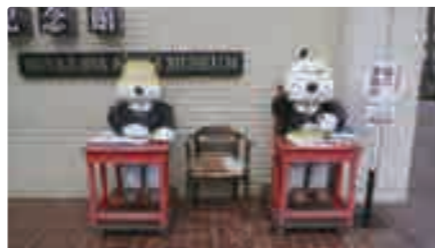
Born in Hanamaki, Lived in Hanamaki

Miyazawa Kenji was born in Kawaguchi Town, Hanamaki (now Hanamaki City), in 1896. He became a teacher at Hienuki Agricultural School (now Hanamaki Agricultural High School) in Hienuki County in 1921. However, he quit his teaching job, declaring, “I will become a farmer,” and then founded the Rasu Chijin Association in March 1926. He then mainly focused on being a farming instructor, but he passed away from pneumonia in 1933.



Hanamaki Agricultural High School, where Kenji once served as a teacher

He was active not only in agriculture, but also in the fields of science, music, astronomy, and religion. As a writer and poet, he left behind works still loved today, such as “*Night on the Galactic Railroad*,” “*The Restaurant of Many Orders*,” “*Gauche the Cellist*,” and “*Be Not Defeated by the Rain*.”



The Miyazawa Kenji Memorial Museum welcoming visitors with “The Cat Office”

“Kenji-san” at his Old School, Hanamaki Elementary School

At Hanamaki Elementary School, Kenji is affectionately called “Kenji-san,” and cherished like an upperclassman. In the hall, a large painting titled “Kenji’s World” is displayed, and on the second floor, there is a resource center about him called “The Star-Touring Hall.” In this environment, the children of Hanamaki Elementary School engage with Kenji every day. They hold a “Kenji Assembly” every fall and perform plays and recitations of his works.



“Kenji’s World” on display



Connecting with Kenji at the “Kenji Assembly”



Let's discuss

- Let's discuss why Kenji is affectionately called “Kenji-san.”

6 Ohtani Shohei, the Player Who Soared From Oshu City to the World

Ohtani Shohei, who plays in Major League Baseball, is from Oshu City. He has been devoted to baseball since his elementary school days and is now realizing his dream. Let's look back on his journey.

Being a Two-Way Player in Major League Baseball

① The Path to Becoming a Major League Baseball Player

Ohtani joined the Mizusawa Little League and started playing baseball as a second grader at Anetai Elementary School in Oshu City. In 2010, he entered Hanamaki Higashi High School, admiring pitcher Kikuchi Yusei. In his third year of high school, he recorded a pitch speed of 160 km/h, the fastest ever in amateur baseball history.



Ohtani Shohei recorded a pitch speed of 162 km/h during his time with the Nippon-Ham Fighters

In 2013, he joined the Nippon-Ham Fighters and became a professional baseball player. From his first season, he was active as a two-way player, both a pitcher and a batter. In December 2017, he finally became a Major League Baseball player by signing with the Los Angeles Angels.

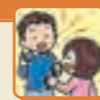
② A Strong Will to Be a Two-Way Player

Ohtani had a reason for choosing the Los Angeles Angels. He sent a questionnaire to all MLB teams before deciding on his team. As a result, he judged that the Angels were the best team to develop him as a two-way player.

In September 2018, he underwent surgery to reconstruct a ligament in his right elbow. In 2019, he concentrated on playing as a batter. In 2020, he finished his rehabilitation and resumed playing as a two-way player. Will he be able to return and break Babe Ruth's 1918 record of 13 wins and 11 home runs? Not only in Japan, but all over the world, people are putting their hopes in him.



A powerful swing during a Major League Baseball game



Let's discuss

- Let's discuss what is important to keep in mind when taking on a challenge.

5 Kenji-san Still Lives in Hanamaki Now

Words & Phrases

poet 詩人
 agricultural 農業の
 pass away 亡くなる
 achievement 功績
 remarkable 注目すべき
 affectionately 親しみをこめて
 provide 提供する
 county 郡
 quit 辞める
 declare 宣言する
 found 設立する
 association 協会
 farming 農業
 pneumonia 肺炎
 agriculture 農業
 field 分野
 astronomy 天文学
 religion 宗教
 leave behind 残す
Night on the Galactic Railroad 『銀河鉄道の夜』
The Restaurant of Many Orders 『注文の多い料理店』
Gauche the Cellist 『セロ弾きのゴーシュ』
Be Not Defeated by the Rain 『雨ニモマケズ』
 Memorial Museum 記念館
 cherish 大切に
 upperclassman 先輩
 title 題する
 display 飾る、展示する
 resource center 資料館
 The Star-Touring Hall 星めぐり館
 recitation 朗読

Typical Expressions / Key Phrases

〈Although + 主語 + 動詞〜〉 「(主語)が〜するにも関わらず」
 〈名詞 + 過去分詞〜〉 「〜されている[された]…」(過去分詞以降の語句が前の名詞を説明)
 〈場所を表す語句 + where + 主語 + 動詞〜〉 「(主語)が〜する…」(where以下の語句が前の場所を説明)
 〈名詞 + 動詞のing形〜〉 「〜する[している]…」(動詞のing形以降の語句が前の名詞を説明)
 〈why + 主語 + 動詞〜〉 「なぜ(主語)が〜するのか」

6 Ohtani Shohei, the Player Who Soared From Oshu City to the World

Words & Phrases

Major League メジャーリーグ
 realize 実現する
 two-way player 二刀流
 path 道のり
 Little League リトルリーグ
 admire 憧れる
 pitcher 投手
 record 記録する
 pitch speed 球速
 amateur アマチュア[の]
 professional プロの
 batter 打者
 the Los Angeles Angels ロサンゼルス・エンゼルス
 questionnaire アンケート
 MLB Major League Baseball (米国)メジャーリーグの略
 judge 判断する
 develop 発達[展]させる、伸ばす
 undergo surgery 手術を受ける
 reconstruct 再建する
 ligament じん帯
 elbow ひじ
 concentrate on〜 〜に専念する
 rehabilitation リハビリ
 resume 再び始める
 Babe Ruth ベーブ・ルース
 swing スイング

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)
 〈動詞 + 動詞のing形〜〉 「〜して[しながら]…する」

7 Predecessors of Morioka Active in Various Fields

Do you know the people in the pictures below? They are all from Morioka City and played active roles not only in Iwate Prefecture, but also across Japan and around the world. Morioka City promotes “Predecessor Education,” learning from these people.

The Achievements of Five Predecessors Representing Morioka

Hara Takashi: Born in Motomiya Village in Iwate County (now Motomiya, Morioka City) in 1856. After working as a journalist and diplomat, he became a politician. He disliked clique politics and aimed to realize party politics.

In 1918, at the age of 62, he became Prime Minister and founded a practical party cabinet. However, in November 1921, he was assassinated at Tokyo Station.

Nitobe Inazo: Born in Takashokoji under Morioka Castle (now Shimonohashi Town, Morioka City) in 1862. He was an educator who dedicated himself to character education. He worked as the Deputy Secretary-General of the League of Nations. His work “Bushido,” written in English, was translated into many languages and is still widely read today.

Yonai Mitsumasa: Born in Mitsuwari Village, Minami-Iwate County (now Atago Town, Morioka City) in 1880. He worked as a naval lieutenant during the Russo-Japanese War. He later became Minister of the Navy and, in 1940, Prime Minister.

Kindaichi Kyosuke: Born in Yotsuya Town, Minami-Iwate County (now Honcho Street, Morioka City) in 1882. He became interested in the Ainu language during his time at Tokyo Imperial University. He studied the language and introduced the Ainu epic “*yukar*” poetry to the world. He worked as a linguist and an Ainu language researcher.

Ishikawa Takuboku: Born in Hinoto Village, Minami-Iwate County (now Hinoto, Morioka City) in 1886. He was a poet active during the Meiji era. Despite living a difficult life, he continued his creative endeavors. He is famous for writing “*A Handful of Sand*” and “*Sad Toys Tragically*.” He passed away from tuberculosis at the young age of 26.



Hara Takashi



Nitobe Inazo



Yonai Mitsumasa



Kindaichi Kyosuke



Ishikawa Takuboku

Three Memorial Museums

There are three memorial museums that teach about predecessors in Morioka City. They support “Predecessor Education” and their staff visit elementary and junior high schools to deliver lessons.

① **Morioka Memorial Museum of Great Predecessors:** It introduces 130 predecessors who were active after the Meiji era and had ties to Morioka. There are special memorial rooms for Nitobe Inazo, Yonai Mitsumasa, and Kindaichi Kyosuke that detail their work.



Morioka Memorial Museum of Great Predecessors



HARA-KEI Memorial Museum



The children of Yamagishi Elementary School learning at HARA-KEI Memorial Museum



Ishikawa Takuboku Memorial Museum

② **HARA-KEI Memorial Museum:** It displays materials related to Hara Takashi, called the “Commoner Prime Minister.” His parents’ house is preserved and open for visitors. His 83 diaries, his last memo written on the day of his assassination, and the clothes he wore when he was assassinated are also preserved.

③ **Ishikawa Takuboku Memorial Museum:** It is in Shibutami, where Takuboku spent his childhood with his family. It displays his letters, notebooks, diaries, possessions, and photos. The former Shibutami Elementary School where he worked as a substitute teacher and the former Saito family house, which he and his family rented, were relocated to the museum. Visitors can learn about what life was like in his time.

After Visiting HARA-KEI Memorial Museum

(From thank you letters written by students at Yamagishi Elementary School)

- I learned about three things from the Predecessor Walk. First, developing my own path. Second, cherishing my family and friends, and fostering a connection with my hometown, Morioka City. Third, “Houjaku”, or having a heart that does not seek compensation.
- I could finally see Hara Takashi’s diaries which I had been interested in. I think we can understand his heart through the diaries he wrote for 46 years.



Let’s research

- Research what you can learn at the museums and memorial museums in your area.
- Research the predecessors from your area.

7 Predecessors of Morioka Active in Various Fields

Words & Phrases

predecessor 先人

various 様々な

below 下に

played an active role 活躍する

promote 促進する

represent 代表する

journalist 新聞記者

diplomat 外交官

politician 政治家

clique politics 藩閥政治

party politics 政党政治

prime minister 内閣総理大臣

practical 実際のな

party cabinet 政党内閣

assassinate 暗殺する

educator 教育者

deputy secretary-general 事務次長

League of Nations 国際連盟

translate 翻訳する

naval lieutenant 海軍中尉

Russo-Japanese War 日露戦争

Minister of the Navy 海軍大臣

Ainu アイヌ(の)

Tokyo Imperial University 東京帝国大学

epic 叙事詩

yukar 『ユーカラ』

linguist 言語学者

era 時代

despite ～にも関わらず

endeavor 熱心な活動

A Handful of Sand 『一握の砂』

Sad Toys. Tragically 『悲しき玩具』

tuberculosis 肺結核

tie 縁

detail 詳しく述べる

material 資料

relate to 関係づける

Commoner Prime Minister 平民宰相

preserve 保存する

diary 日記、日誌

assassination 暗殺

childhood 幼年期

possession 所持品

former 旧

substitute 代理[代用]の

rent 借りる

foster (心に)抱く

seek 求める

compensation 見返り

Typical Expressions / Key Phrases

〈名詞 + 動詞のing形〜〉 「～する[している]…」(動詞のing形以降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)

〈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 + 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)

〈場所を表す語句 + where + 主語 + 動詞〜〉 「(主語)が～する…」(where以下の語句が前の場所を説明)

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

〈what + 名詞 + 動詞〜〉 「どんな…を～するか」

〈had + 過去分詞〜〉 「(ずっと)～していた」(過去完了の継続)

〈what + 主語 + 動詞〜〉 「(主語)は何を～するか」、「(主語)が～するのは何か」

8 Predecessor Education Rooting in Daily Life in Morioka

Morioka City is promoting Predecessor Education, aiming to foster future dreams, love for the hometown Morioka, and spirits that work hard toward their goals.

Motomiya Elementary School Practicing “Houjaku”

The children at Motomiya Elementary School say their greetings voluntarily. Not only that, they clean up cherry leaves in spring and dried leaves in fall, and shovel snow in winter.

These activities are called “Houjaku Activities.” “Houjaku” is a Buddhist term meaning “to work for others without seeking compensation.” Hara Takashi, known as the “Commoner Prime Minister,” kept this idea in his mind and put it into practice. Because he was born in Motomiya Village, “Houjaku” became the school motto and the children naturally take part in “Houjaku Activities” in admiration of him.



Hara Takashi when he became Prime Minister



The children’s “Houjaku Activity”

Takuboku’s Poems Every Day at Shibutami Elementary School

Facing the mountains of my hometown, I have no words to say how deeply grateful I am for the mountains of my hometown

These are the lyrics sung by a singer, Arai Man, based on Ishikawa Takuboku’s poem “Facing the Mountains.” It has become tradition for the fourth graders of Shibutami Elementary School to sing this song at the joint music festival in Morioka City.

Shibutami Elementary School is the school which Takuboku graduated from and where he worked as a substitute teacher for a year. Every day, the children spend time with the poems of their upperclassman and teacher. His poems are also used in “Takuboku Karuta.” A karuta tournament is held in the gym every year and third graders and above participate in it.



Performing at the Takuboku Festival



The karuta tournament



Let’s think

- What kind of life did your role model have?

9 Let’s Talk About The Invisible Feelings In Our Souls

Everyone, where is the “soul”? The “soul” cannot be seen by the human eye and remains vague. It is difficult to express in words or define by saying, “Your soul is like this” or “My soul is like that.”

Looking at Yourself Is Looking at Your Soul

When something unusual happens, try asking yourself, “How am I really feeling now?” If you feel like things are tough and you think it’s because you’re not trying hard enough, it will make you feel worse. When you feel that something is “painful” or “hard,” there’s always a reason for it — and recognizing that can be the first step toward getting better. It is important to honestly ask yourself, “Is this really OK?” or “What do I really want to do?”

Let’s Express our Feelings in Words

Do you think expressing your emotions is a bad thing? Do you think it is selfish? If you swallow your words and cannot say “No” to the things you don’t like, negative emotions will build up inside you. These emotions shut you off from others and will affect both your physical and mental health. Try expressing your feelings in words. Try telling someone you trust why you struggled or why you felt sad. Talk to your parents, teachers, or friends. Anyone you trust is fine. Try expressing the emotions in your heart in words. “Expressing your emotions” is a good way to keep your mind and body healthy.



Let’s think about it and try it out

- What should you think and do if you see someone crying near you?
- Try talking to someone about your feelings.

8 Predecessor Education Rooting in Daily Life in Morioka

Words & Phrases

root 根付く
 spirit 心
 greeting あいさつ
 voluntarily 自発的に
 dried leave 枯れ葉
 shovel (シャベルで)かく
 Buddhist 仏教の
 term 表現
 put~into practice ~を実践する
 school motto 校訓
 in admiration of~ ~を賞賛して
 grateful ありがたく思っ
 lyric 歌詞

Facing the Mountains 『ふるさとの山に向ひて』

tradition 伝統
 joint 連合[合同]の
 tournament 大会
 above ~を越えて[以上]
 role model [手本]規範とする人[もの]

Typical Expressions / Key Phrases

〈名詞 + which + 主語 + 動詞〜〉 「(主語)が〜する…」(関係代名詞 which 以下の語句が前の名詞を説明)

9 Let's Talk About The Invisible Feelings In Our Souls

Words & Phrases

invisible 目に見えない
 remain~ ~のままである
 vague 漠然とした、はっきりしない
 define 定義する
 unusual 普通でない
 worse いっそう悪い、悪化して(badの比較級)
 honestly 正直に
 emotion 感情
 selfish 自己中心的な
 swallow 飲み込む
 negative 否定的な
 affect (悪)影響を及ぼす

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)

〈see A + 動詞のing形〉 「Aが〜しているのを見る」

10 The Sport Played with Wood, “Kubb”

— Sumita Town —

“Kubb,” a sport played using wooden tools, is very popular in Sumita Town. It is a new sport that can be easily enjoyed by people of all ages, from children to the elderly. What kind of sport is it?

What Kind of Sport Is Kubb?

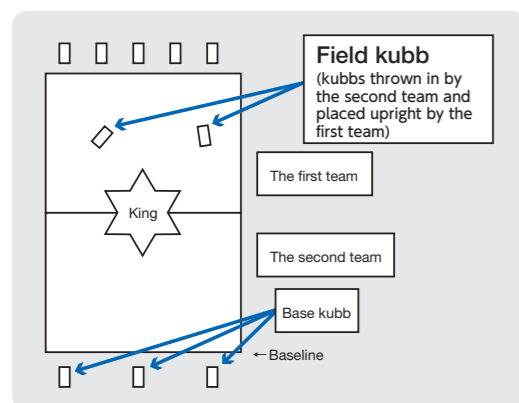
“Kubb” is a sport originating in Sweden that is played by throwing and hitting logs. The word Kubb means “firewood” in Swedish and all the tools used in the game are made of wood. It is said that in the past, every house had firewood under the eaves, and people used that firewood to create this game.



Playing together: revitalizing the town with Kubb

Kubb is played in flat spaces, such as grass fields or beaches. One team has six members (though one to ten members are possible), and two teams compete against each other.

First, both teams place five kubbs (wooden blocks) on their own baseline and decide who will make the first or the second move. The first team throws six kastpinnar (round bars) to knock down the opponent’s kubbs. Players take turns throwing six bars one by one. The second team throws the kubbs which the first team knocked down (field kubbs). The first team then places these field kubbs upright. The second team must knock down these field kubbs first. After knocking down all the field kubbs, they can knock down the base kubbs. The two teams take turns repeating this process. When all the kubbs are knocked down, then the team can try knocking down the king. The team that knocks down the king first wins the game.



Kubb field

Expanding Social Circles Through Kubb

About 90% of Sumita Town is forest, and the town aims to be “Japan’s top forest and forestry town.”

Kubb, a sport played with wood, is a perfect fit for Sumita Town. Of course, all the tools used for Kubb are made of wood from Sumita Town. Wood that is cut from environmentally friendly forests is used, and the processing is also done in the town. Kubb games are held at town festivals and summer vacation events. People of all ages enjoy it, from children to the elderly.

A town tournament is held every spring, and a national tournament is held every fall. At the Iwate National Athletic Meet in 2016, Kubb was played as a demonstration game. It was introduced across Japan as a sport that anyone could easily play with wooden tools.

In May 2019, at the Sumita Town Sports Park baseball field, 21 teams from Iwate and other prefectures gathered for the Kubb Tournament. When the games started under the clear sky, the sounds of wood knocking and players cheering filled the field. Teammates high-fived when they knocked down a kubb and clapped to applaud their opponents — heartwarming scenes unique to Kubb.

Because Kubb is a game anyone can play, it allows people to communicate across generations and regions. Sumita Town hopes that more people will become interested in its forests and forestry by promoting “Kubb,” a sport that makes use of natural wood.



A Kubb set made in Sumita Town



A sport that everyone can enjoy, from children to the elderly



Let's think about it and discuss

- What is good about Kubb, a popular sport in Sumita Town?
- Discuss what kinds of sports you can play with local people.

Live

Involve

Prepare

Live

Involve

Prepare

10 The Sport Played with Wood, “Kubb” — Sumita Town —

Words & Phrases

Kubb クップ
tool 道具
the elderly お年寄り
log 丸太
firewood 薪
Swedish スウェーデン語
eave 軒
flat 平らな
grass field 草原
though ～だけれども
compete 競う
baseline ベースライン
the first move 先攻
the second move 後攻
kastpinnar カストピンナ
knock down 倒す
opponent 相手、敵手
take turns 交代でする
one by one 一人ずつ
upright 直立して
process 工程
revitalize the town 町おこしをする
expand 広げる、広がる
forestry 林業
fit 適した、ふさわしい
environmentally friendly 環境にやさしい
processing 加工
national tournament 全国大会
National Athletic Meet 国体
cheer 歓声、応援
unique to～ ～に独特で
high-five ハイタッチする
clap hands 拍手する
applaud 賞賛する
allow～to... ～が…することを許す[～が…できる]
generation 世代
make use of～ ～を利用する

Typical Expressions / Key Phrases

〈名詞 + 動詞のing形～〉 「～する[している]…」(動詞のing形以降の語句が前の名詞を説明)
 〈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 + 過去分詞～〉 「～されている[された]…」(過去分詞以降の語句が前の名詞を説明)
 〈who + 動詞～〉 「だれが～するか」
 〈名詞 + which + 主語 + 動詞～〉 「(主語)が～する…」(関係代名詞which以下の語句が前の名詞を説明)
 〈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)
 〈what + 名詞 + 動詞～〉 「どんな…を～するか」

11 Overcoming a Lack of Exercise as a Community

Sawauchi Elementary School and Yuda Elementary School in Nishiwaga Town have been working to overcome a lack of exercise among their students. For their efforts, Sawauchi Elementary School was selected as the Best School in National Physical Education Research (Minister of Education, Culture, Sports, Science and Technology Award) in 2017, and Yuda Elementary School was selected in 2018.

Making Exercise a Habit!

In Nishiwaga Town, many children take school buses or taxis to school because their homes are far away due to school consolidation. Because the school district is large, it is difficult for the children to play with friends or exercise after school. Due to this situation, many children started doing too little exercise.

Teachers then worked to promote exercise as a habit and plan P.E. classes that would encourage the children to exercise willingly.

What Kinds of Things Did They Do?

The things the teachers came up with together are as follows.



Pulling up radishes



Enjoying stepping through the hoops on the way to school



Small hurdles and ladders

The teachers set up hoops to step through and small hurdles along the path from the gate to the school entrance. The children could exercise by stepping and jumping over them when they arrived at school.

Furthermore, ladders and small hurdles were set up in the schoolyard, and basketballs and balance beams were prepared in the gym so that the children could enjoy exercising before classes started.

During breaks, they set up activities such as radio exercise tournaments, jump rope tournaments, floorcloth relays, and all-school tag games. By doing these activities in mixed-grade groups, the children had the opportunity to learn together, with older students teaching younger ones.

During P.E. classes, the teachers thought about how to make the best use of tools and space so that the children could get a lot of exercise. The teachers also tried to use clear, cheerful, and fun words.

Also, the teachers held study meetings with teachers from nursery, elementary, junior high, and high schools and worked together to improve the quality of P.E. classes in the region.

A motto used in homes is "Light, Darkness, Outdoor Play." During the daytime, children get a lot of sunlight and play outside to maintain their body clocks. At night, they make the room completely dark to sleep well. To encourage families to practice this motto, teachers continuously shared it through school newsletters, health newsletters, and at get-together meetings.



Making P.E. classes active and fun!

Year by Year, Overcoming the Lack of Exercise

The children increased their level of exercise because they came to enjoy it through learning how to do it at school. Also, by working together with their families under the motto, "Light, Darkness Outdoor Play," the idea of sleeping early and getting up early has spread, and their lifestyle habits have become stable. As a result, obesity rates at Yuda Elementary School have decreased.



Let's think about it and try it out

- What kinds of exercises do you do to avoid a lack of exercise?
- Try creating your own exercises and practicing them.

11 Overcoming a Lack of Exercise as a Community

Words & Phrases

overcome 打ち勝つ、克服する

lack 不足

community 地域

effort 努力(の成果)

select 選ぶ

the Best School in National Physical Education Research 全国学校体育研究最優秀校

Minister of Education, Culture, Sports, Science and Technology Award 文部科学大臣賞

consolidation 統合

farther farの比較級

encourage 促す

willingly 進んで

hoop 輪

hurdle ハードル

furthermore その上、さらに

ladder はしご

balance beam 平均台

floorcloth ぞうきん

relay リレー

tag おにごっこ

mixed-grade group 縦割り班

opportunity 機会

nursery school 保育園

improve 高める、改善する

motto 合言葉

darkness 暗闇

completely 完全に

practice 実践[行]する

share 語る、共有する

get-together meeting 懇親会

Year by Year 年々

increase 増やす、増える

lifestyle habit 生活習慣

stable 安定した

obesity 肥満

rate 率

decrease 減少する

avoid 避ける、回避する

Typical Expressions / Key Phrases

〈It is ... for + A + to〜.〉 「Aにとって〜することは…だ。」(itは仮主語)

〈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)

〈so that + 主語 + 動詞〜〉 「(主語)が〜するように」

〈how to + 動詞の原形〜〉 「〜する方法／どうやって〜したらよいか」

12 Choosing “Fisherman” as a Job

— Dreaming of Becoming an Action Star —

Massaki Town in Ofunato City is the birthplace of wakame cultivation. During the Great East Japan Earthquake, the fishing facilities, including the wakame cultivation facilities, were damaged and many fishermen quit their jobs. The number of people involved in wakame cultivation decreased to no more than two-thirds of what it was before the earthquake.

However, some people in Massaki Town are starting to cultivate wakame for the first time. One of them is Takita Teruhito.

A Fisherman Who Is Not an Inheritor



Mr. Takita steering his ship out to sea



Takita Teruhito



Mr. Takita with the wakame he cultivated

A new fisherman, Mr. Takita began cultivating wakame and fishing shellfish and seaweed in April 2018. Aiming to be an actor, he learned sword fighting, samurai movements and ninja techniques at Nikko Edomura after graduating from vocational school. In 2003, he acted in the movie “*The Last Samurai*” and performed in theater, motivated by his experience as a sword-fighting coach.

While staying at his parents’ house for the rehabilitation of his injured lower back, he experienced the Great East Japan Earthquake and life in a shelter. “The first things I rescued from my washed-away home were my sword and costumes for sword fighting.” His passion for acting never changed even during the disaster.

He said that the decision to choose fishing as a “job” came with a lot of support from the people around him.

“When I first said, “I’m going to be a fisherman,” my parents didn’t take me seriously at all,” Mr. Takita laughed. He started by learning from nearby fishermen and his grandfather’s friends.

Starring in a Movie Someday

“To work safely at sea, it is important to make careful decisions and avoid doing things sloppily even if they are bothersome. I am a timid person and still new to the job, so that’s how I try to do things - but maybe my grandfather was the same way.” He sometimes thinks about his late grandfather.

At first, he got excited just going out to sea. However, now, two years after becoming a fisherman, he has started to understand both the interesting and challenging parts of fishing.

Starting a fishery without inheriting a family business is difficult. It’s not just about money for getting boats and tools. There is no one in the family to teach you how to acquire a ship and tools or how to work effectively. Mr. Takita thinks, “If there were some assistance services, more people would think to be fishermen like me.”

Mr. Takita says, “First, I want to learn the skills to get my wakame cultivation on track.” After saving money from fishing, he plans to produce and star in a movie. “There is a man named Kato Shigeo who acts while also working as a fisherman in Kyushu. He filmed a movie starring himself when he was 93. He is my role model.” His dream of becoming an action star continues.



Let’s think about it and discuss

- What kind of thoughts does Mr. Takita have about his late grandfather?
- Discuss why Mr. Takita was able to continue fishing for two years, learning from nearby fishermen and his grandfather’s friends.

12 Choosing “Fisherman” as a Job

— Dreaming of Becoming an Action Star —

Words & Phrases

fisherman 漁師
birthplace 発祥の地
cultivation 養殖
facility 施設
involve in～ ～に関わる
no more than～ ～以下
two-thirds 3分の2
what it was～ ～の頃の(状況)
inheritor 後継者
steer 舵をとる
cultivate 養殖する
shellfish 貝、甲殻類
seaweed 海藻
sword fighting 殺陣
movement 動作、身ぶり、物腰
technique 技法、技巧
vocational 職業訓練の
The Last Samurai 映画『ラストサムライ』
motivated by～ ～がきっかけとなって
injured 負傷した
lower back 腰
rescue 救う、救出する
sword 刀
passion 情熱
decision 決意、決断
take～**seriously** ～の言うことを真剣に受けとめる
star 主演を演じる
safely 安全に
avoid～**ing** ～するのを避ける
sloppily 雑に
bothersome 面倒な
timid 臆病な
late～ 亡き～
challenging 困難だがやりがいのある
fishery 漁業
inherit 引き継ぐ
effectively 効率的に
assistance 手伝い
save 貯める

Typical Expressions / Key Phrases

〈名詞 + 過去分詞～〉 「～されている[された]…」(過去分詞以降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)
 〈名詞 + 動詞のing形～〉 「～する[している]…」(動詞のing形以降の語句が前の名詞を説明)
 〈過去分詞 + 名詞〉 「～された…」(過去分詞が後の名詞を説明)
 〈how to + 動詞の原形～〉 「～する方法／どうやって～したらよいか」
 〈reason why + 主語 + 動詞～〉 「(主語)が～する理由」

13 The Supreme Ruler of Okuroku County (Iwate) During the Early Nine Years' War

About 1,000 years ago, during the Heian era, the Abe clan was known throughout Japan. They governed the inland regions of Iwate Prefecture.

Why Did the Abe Clan Fight Against the Imperial Court (The Capital) During the Early Nine Years' War?

When the Abe clan governed, Okuroku County in Mutsu Province (now Iwate Prefecture) was rich because many special local products were traded there. However, the nobles in the capital wanted these special products. Fujiwara no Narutou, the Mutsu no kami (leader of Mutsu Province, equivalent to current prefectural governor) tried to take control of the Abe clan, and the Early Nine Years' War broke out. Fujiwara no Narutou and his Kokufu troops attacked Abe no Yoriyoshi, but they lost in the Battle of Onikiribe. Then, the Imperial Court chose a braver man, Minamoto no Yoriyoshi, as the Mutsu no kami to fight against the Abe clan. Abe no Yoriyoshi didn't want war anymore, so he decided to follow Minamoto no Yoriyoshi, changing his name to Abe no Yoritoki.

However, an incident that Yoriyoshi's subordinate was attacked occurred. Although the incident was said to have been planned by Minamoto no Yoriyoshi, Yoritoki's son Sadatou was suspected. Yoriyoshi ordered Yoritoki to hand over his son.

Yoritoki chose not to follow the order and instead began fighting again, saying, "My reason for living as a human is for my wife and children — for my family."

Abe no Yoritoki was killed by a stray arrow in Torimi no saku. Then his sons, Sadatou and Munetou continued fighting the war.

Minamoto no Yoriyoshi continued to lose, but he regained power with the help of the Kiyohara clan in Dewa Province (now Akita Prefecture). Sadatou and Munetou's troops lost and Sadatou died in Kuriyagawa no saku. Munetou was sent to the capital (Kyoto) as a prisoner of war. Later, he was moved to Dazaifu in Kyushu and ended his life there.



Abe no Munetou's house
The site of Torimi no saku



Let's think

- Why did the Abe clan fight against the Imperial Court?

14 The "Furusato Exchange Learning Program" Continuing for 35 Years

One of the biggest events for the fifth graders of Katayose Elementary School and Kamihirasawa Elementary School in Shiwa Town is the "Furusato Exchange Learning Program." Every year, they have regular exchanges with the fifth graders in the elementary section of Kirikiri Gakuen in Otsuchi Town, located in a coastal area.

The "Furusato Exchange Learning Program": Experiencing Inland Life and Coastal Life

In July 2017, the fifth graders of Katayose and Kamihirasawa Elementary Schools visited Otsuchi Town. They swam in the sea and rode rafts with the fifth graders of Kirikiri Gakuen. Then, in September, the fifth graders of all three schools met again at the Shiwa Community Center in Shiwa Town. After a welcome party, they went to a cycling track in Shiwa Town. Professional cyclists run on steep slopes with a 34-degree incline, but the children rode bikes on a flat course.

In the afternoon, they tried harvesting rice. They cut stalks of rice named "Himemochi" with a sickle. Lastly, they tried an electric bath at a hot spring house to relieve their fatigue.

The exchange in 2020



Swimming in the sea together



Making soba

The "Furusato Exchange Learning Program" Continued Even During the Great East Japan Earthquake

The "Furusato Exchange Learning Program" has been running since 1985. On March 11, 2011, the Great East Japan Earthquake occurred. Just a week later, Shiwa Town opened its community center as a shelter, wanting to do something to help. About 100 people, including those who needed to see doctors and families with babies, evacuated there. Thanks to their long-lasting exchange, they could help each other immediately.

That summer, adults discussed the exchange learning program. Because they knew that the fifth graders were looking forward to it, they decided to find a way to hold it. The children from Otsuchi Town were picked up by bus, and the children of all three schools stayed at the community center in Shiwa Town. Because the community center had experience as an evacuation shelter, they could welcome the children smoothly.



Let's think

- Why has the exchange between Katayose and Kamihirasawa Elementary Schools and Kirikiri Gakuen been able to continue for 35 years?

13 The Supreme Ruler of Okuroku County (Iwate) During the Early Nine Years' War

Words & Phrases

supreme ruler 覇者
 the Early Nine Years' War 前九年合戦
 the Abe clan 安倍氏
 throughout～ ～の至る所で
 govern 治める
 inland 内陸の
 Imperial Court 朝廷
 capital 都
 Mutsu Province 陸奥国
 special local product 特産品
 noble 貴族
 prefectural governor 県知事
 break out 勃発する
 troop 軍
 the Battle of Onikiribe 鬼切部の戦い
 incident 事件
 subordinate 部下
 suspect 疑う
 order 命令する、命令
 hand over 引き渡す
 in other words 言い換えれば
 stray arrow 流れ矢
 regain 取り戻す
 prisoner of war 捕虜

Typical Expressions / Key Phrases

〈名詞 + that + 主語 + 動詞～〉 「(主語)が～する…」(関係代名詞 which 以下の語句が前の名詞を説明)
 〈Although + 主語 + 動詞～〉 「(主語)が～するにも関わらず」
 〈動詞 + 動詞のing形～〉 「～して[しながら]…する」

14 The “Furusato Exchange Learning Program” Continuing for 35 Years

Words & Phrases

exchange 交流、交流する
 section 部
 coastal 沿岸の
 raft いかだ
 cycling track 自転車競技場
 steep 急な
 degree 度
 ～degree incline ～度の傾斜
 flat 平らな
 course コース
 harvest 収穫する
 stalk 茎、軸
 sickle 鎌
 relieve (疲れ)をとる
 fatigue 疲れ
 long-lasting 長く続く
 manage to～ なんとかして～する
 smoothly 難なく

Typical Expressions / Key Phrases

〈名詞 + 動詞のing形～〉 「～する[している]…」(動詞のing形以降の語句が前の名詞を説明)
 〈名詞 + 過去分詞～〉 「～されている[された]…」(過去分詞以降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)

15 “Kunohe Castle”: Hideyoshi’s Final Battlefield in the Unification of Japan

The site of Kunohe Castle is in the southern part of Ninohe City. During the Sengoku period, Toyotomi and Kunohe forces fought at this site. Let’s learn about Kunohe Castle, the final battlefield in Hideyoshi’s unification of Japan, and Kunohe Masazane, a Sengoku warrior who met a tragic end.



The Kunohe troops surrounded by the troops of the Oshu Sai Shioki

Kunohe Masazane of the Nanbu

Kunohe Masazane became lord of Kunohe Castle when he was young. He was always calm and never showed emotion on his face. Due to his bravery and overwhelming presence, people began to call him “Kunohe Masazane of the Nanbu,” and his name spread far and wide.



The comic book, “The Story of Kunohe Masazane”

The War Between the Kunohe Troops and the Troops of the Oshu Sai Shioki

Kunohe Masazane opposed Nanbu Nobunao. Because Nobunao was a retainer of Hideyoshi, Hideyoshi attacked Masazane in June 1591. Hideyoshi ordered the troops of the Oshu Sai Shioki (a force organized to suppress ikki leagues across the Tohoku region) to go fighting. On September 2, a total of 65,000 troops surrounded Kunohe Castle, but the Kunohe troops had only 5,000 soldiers.

The Kunohe troops kept winning by choosing the right weapons for each situation — guns, arrows, spears, and swords, and continued to attack the Toyotomi forces.

Among their attacks, the “Hatafuku Strategy” is famous. The Kunohe troops blocked the Nekofuchi River and stored the water. Then, they put rice bran on the surface of the water to make it look like solid ground. The Toyotomi soldiers didn’t know it was water and stepped in. When they got stuck and couldn’t move, the Kunohe troops fired on them with arrows and guns. Although the Toyotomi forces attacked many times, Kunohe Castle didn’t fall. The damage suffered by the Toyotomi forces increased with each battle, and more and more soldiers were injured or killed.



The Kunohe troops kept winning

Masazane Was Defeated by the Toyotomi Troops’ Trick

As the battle continued, the Toyotomi troops began to worry about running out of food. It was also getting colder day by day in the mornings and evenings. The Toyotomi troops asked Satten, a Chokoji Temple monk, to persuade Masazane to stop fighting and make peace. Satten was told: “If Masazane surrenders, his family, the Kunohe soldiers, and the people will be safe. If he explains the situation to Hideyoshi, not only may his life be spared, but Hideyoshi may also let him keep his land.” Satten gave this message to Masazane.

Masazane decided to make peace. On September 4, he appeared before the Toyotomi troops with a shaved head.

However, Masazane was arrested. He was tricked. The Toyotomi troops shot the soldiers in Kunohe Castle one by one. They put women and children into the Ninomaru, closed the gate, and set it on fire. At the Toyotomi main camp, Masazane was quickly ordered to be beheaded without a chance to say anything. On September 20, he was killed at Jobonji Temple in Kurikoma.



Masazane accepting the monk’s words

Kunohe Castle Is a Natural Fortress

Kunohe Castle was good for defense because it was surrounded by three deep rivers: the Mabechi River to the west, the Shiratori River to the north, and the Nekobuchi River to the east. There were also steep mountains, such as Namiuchi Pass and Mt. Shiriguchi to the south. When the Toyotomi troops attacked with guns, it wasn’t very effective because they were too far away from the castle. Instead, they lost a lot of soldiers because Masazane attacked accurately.

The story of the Kunohe troops fighting against an army thirteen times their size and the tragic end of Kunohe Masazane, the last warrior of the Sengoku period, is still told today.



The steep cliff protecting the castle



Let’s research and discuss

- Research the history of your area.
- Discuss why Kunohe Masazane’s troops stood strong against troops thirteen times larger.

15 “Kunohe Castle”: Hideyoshi’s Final Battlefield in the Unification of Japan

Words & Phrases

final 最後の
 battlefield 戦場
 unification 統一
 site 跡
 southern 南の
 period 時代
 force 軍勢
 warrior 武将
 tragic 悲劇的な、悲惨な
 surround 囲む、包囲する
 Oshu Sai Shioki 奥州再仕置
 lord 城主
 overwhelm 圧倒する
 oppose 対立する
 retainer 家臣、家来
 organize 組織する
 suppress 鎮圧する
 ikki league 一揆
 soldier 兵士
 weapon 武器
 arrow 弓矢
 spear 槍
 strategy 戦法
 store 溜める
 rice bran 米ぬか
 surface 表面
 solid 固体の、硬い
 got stuck はまって動けなくなる
 injure 負傷する
 defeat 負かす、破る
 trick 策略
 battle 戦い
 run out of～ ～を使い果たす、～が不足するようになる
 day by day 日ごとに
 monk 和尚
 persuade 説得する
 make peace 和睦する
 surrender 降伏する
 spare (殺さずに)助命する
 appear 姿を見せる
 shaved head 坊主頭
 arrest 捕まえる

set～on fire ～に火をつける
 main camp 本陣
 behead 打ち首にする
 fortress 要塞
 defense 防御、守備
 west 西
 east 東
 pass 峠
 instead それよりむしろ
 accurately 的確に
 ～times ～倍
 cliff 崖

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～〉 「～されている[された]…」(過去分詞以降の語句が前の名詞を説明)
 〈Although + 主語 + 動詞～〉 「(主語)が～するにも関わらず」
 〈get + 比較級 + 比較級〉 「ますます～になる」
 〈let + A + 動詞の原形～〉 「Aを～させてやる」(使役)
 〈名詞 + 動詞のing形～〉 「～する[している]…」(動詞のing形以降の語句が前の名詞を説明)
 〈why + 主語 + 動詞～〉 「なぜ(主語)が～するのか」

16 Learning About the Local Area: “Hiraizumi Studies”

“Hiraizumi Studies” started after the town’s registration as a World Heritage Site.

Hiraizumi Studies at Nagashima Elementary School

The first and second graders begin by learning about their local area. The third graders research the people living in Nagashima, the school district. The fourth graders mainly learn about festivals in their area. For example, they research an event, Daimonji Yaki. The fifth graders learn about water quality surveys and the environment. They participate in activities such as the Koji no Mori Forest Raising Project, where they learn about the meaning of growing forests and plant their own young trees.

The sixth graders learn by researching the historical and cultural value not only of World Heritage Sites but also of Nagashima. They work on sharing what they learned with many local people by giving presentations and making pamphlets.

Connecting with the Community

Nagashima Elementary School actively participates in local events. All fourth to sixth graders take part in the school band and perform in the parade at the Fujiwara Festival. Many children also join the *Mizukake Mikoshi*, walking from the Site of Kanjizai Ouin to the Chusonji Konjikidou. Local people also take part in school events. On grandparents’ visiting days in fall, many people visit the school and enjoy playing traditional games with the children.

At Nagashima Elementary School, older students naturally take care of younger ones through mixed-grade group activities, such as all-school field trips, jump rope tournaments, and dodgeball tournaments. Local people say, “That has been the tradition since long ago.” “Hiraizumi Studies” has been deeply rooted in Nagashima Elementary School for many years.



A creative play set in Saigyo Cherry Blossom Forest



Nagashima Elementary School Band

Let's discuss

- Discuss the good qualities of your local area.

17 Living With the Yukiya River

In October 1999, the Yukiya River flooded due to heavy rain in the northern part of the prefecture, and Karumai Town was badly damaged. The people in the town worked together to overcome the disaster. Later, the Yukiya River was repaired as part of disaster control measures.

Sharing Lessons Learned from the Yukiya River Flood

The Yukiya River flood was a major disaster. Twenty-five houses were destroyed, 456 houses were flooded above floor level, and many fields and rice paddies became unusable.

Horimai Shigeyoshi, who now runs a restaurant in Karumai Town, recorded the flood on video as a member of the fire corps. He recorded scenes of the town center filling with water and people submerged up to their waists as they evacuated. To prevent such disasters from happening again, Mr. Horimai visits elementary schools and gives lectures while showing the video. He teaches the importance of taking action to protect lives.

Yume Akari in the Yukiya River

In January 2000, the event, “Yume Akari in the Yukiya River” was held to cheer up the people affected by the disaster in town. Volunteers from inside and outside the town lit 2,500 candles. This event was continued by the townspeople and is now held every October, hoping to share what was learned about overcoming disasters together as one.



Construction was finished in 2004. The river became wider, and the riverbanks were made stronger



A lecture with videos



Yume Akari in the Yukiya River

Let's discuss

- Discuss how you can make the most of the natural resources in your area.

16 Learning About the Local Area: “Hiraizumi Studies”

Words & Phrases

World Heritage Site 世界遺産

registration 登録

school district 学区

participate in～ ～に参加する

meaning 意義

historical 歴史的な、歴史の

value 価値

presentation 発表

pamphlet パンフレット

parade パレード

take part in～ ～に参加する

grandparents' visiting day 祖父母参観

Typical Expressions / Key Phrases

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

〈what + 主語 + 動詞～〉 「(主語)は何を～するか」、「(主語)が～すること」

〈名詞 + 過去分詞～〉 「～されている[された]…」(過去分詞以降の語句が前の名詞を説明)

17 Living With the Yukiya River

Words & Phrases

flood 氾濫する、氾濫

repair 修復[改修]する

lesson 教訓

major 大きい

rice paddy 水田

unusable 使用できない

fire corps 消防団

waist 腰

prevent～from... ～が…するのを妨げる

lecture 講演

construction 工事

riverbank 護岸

lit light(灯す)の過去形

townspeople 町民

make the most of～ ～を最大限に利用する

resource 資源

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 + 動詞のing形～〉 「～する[している]…」(動詞のing形以降の語句が前の名詞を説明)

〈名詞 + 過去分詞～〉 「～されている[された]…」(過去分詞以降の語句が前の名詞を説明)

18 The Town of Hockey, Iwate Town

Iwate Town has a hockey facility with four courts for six-player games, one court for eleven-player games, and lighting equipment for night games. It truly symbolizes Iwate Town as the “Town of Hockey.” Why is Iwate Town known as the “Town of Hockey”?

Beginning with the Iwate National Athletic Meet

Hockey is popular in Iwate Prefecture today, but it started in Iwate Town about 50 years ago. In July 1966, it was decided that Iwate Prefecture would host the National Athletic Meet for the first time. Iwate Town was chosen as the venue for hockey games, but the people involved were confused because no one knew anything about hockey. No one in Iwate Town had ever seen a hockey game, and they didn't know how many players were in a team or what the rules were.

After that, they started to prepare, and a hockey team was made at Numakunai High School in 1968. Nishida Noritsugu, a teacher and a graduate of Nippon Sport Science University, coached the team. Although he participated in skiing at the National Athletic Meet, he didn't know anything about hockey. He taught the students through trial and error. The team members practiced hard and joined their first tournament, but both the boys' and girls' teams lost in the first round.

By Playing Many Games

At the Kanagawa Inter High School Athletic Meeting in 1969, the boys' team won their first game against the Hokkaido team. It was a memorable win. At the Fukui Inter High School Athletic Meeting in August 1970, the boys' team lost in the quarterfinals, but they made it to the best eight just two years after the team was formed. Also, the girls' team won their first game against the Chiba team.

Finally, in October, the Iwate National Athletic Meet began. All members of the boys' team were students from Numakunai High School. At that time, there was no division for high school girls, so the girls' team had to join the general division. In the end, they won fourth place in the high school boys', general boys', and girls' divisions.



The girls' team at the Iwate National Athletic Meet (2016)

Producing Olympic Athletes!

After the Iwate National Athletic Meet, a town hockey tournament was held to celebrate its success. There, Mayor Miyata Kuhachi said, “Hockey will be our town's sport.” Then, hockey was introduced as a P.E. activity at schools in the town.

Mayor Miyata often said: “Tohoku is slow to start. So turn on your energy earlier, and you'll never lose. An Olympic athlete who can compete on the world stage will be produced while I'm alive.” As Mayor Miyata said, Olympic athletes were born in Iwate Town.



The town hockey tournament for junior high school students

Two Players Realizing the Town's Dream

In 2008, the Beijing Olympics were held in China. Hayano (maiden name: Ozawa) Misaki took part in the games as a member of the Japan women's hockey team. She is from Iwate Town and played hockey on a local youth team. She said, “Those days are my treasure. All the experiences, both joyful and frustrating, made me who I am today.”

Tanaka Izuki is also a hockey player from Iwate Town. She competed in the 2012 London Olympics. She started playing hockey in her first year of junior high school. She noticed herself growing as she practiced, and gradually came to love hockey.

To Be the “Town of Hockey” From Now On

Like this, thanks to the efforts and practice of many people, Iwate Town became known as the “Town of Hockey” after it was chosen as the place for hockey games at the Iwate National Athletic Meet.



Let's think about it and discuss

- Let's think about what efforts people in Iwate Town made to make their town the “Town of Hockey.”
- Let's discuss what you want your town to be like in a few years.

18 The Town of Hockey, Iwate Town

Words & Phrases

court コート

equipment 設備、器具

symbolize 象徴する

venue 開催地

involve 関係させる

confused 困惑した、途方に暮れた

graduate 卒業生

Nippon Sport Science University 日本体育大学

trial and error 試行錯誤

Inter High School Athletic Meeting インターハイ

memorable 記憶すべき、忘れられない

quarterfinal 準々決勝

division 部門

general 一般の

celebrate 祝う

success 成功

mayor 町長

introduce 導入する

maiden name 旧姓

youth team 少年団

joyful 嬉しい、楽しい

frustrating いらだたしい

what I am today 今の私

notice 気づく

gradually 徐々に、次第に

Typical Expressions / Key Phrases

〈名詞 + 過去分詞〜〉 「〜されている[された]…」(過去分詞以降の語句が前の名詞を説明)

〈had ever + 過去分詞〜〉 「〜したことがあった」(過去完了の経験)

〈how many + 名詞 + 動詞〜〉 「どのくらいの数の(名詞)が〜するか」

〈what + 名詞 + be 動詞〉 「(名詞)は何か」

〈Although + 主語 + 動詞〜〉 「(主語)が〜するにも関わらず」

〈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 + 名詞 + 主語 + 動詞〜〉 「(主語)はどんな…を〜するか」

〈how + 主語 + 動詞〜〉 「どのようにして(主語)が〜するか」

〈want + A + to + 動詞の原形〜〉 「Aが〜することを望む」

19 No Sea, No Tsunami, So...

— Tono City's Logistic Support —

At 2:46 p.m. on March 11, 2011, the 2011 off the Pacific coast of Tohoku Earthquake occurred.

Tono City Hall, hit by a strong tremor with a seismic intensity of upper 5, set up the Disaster Response Headquarters. From that moment, the battle between the city without a sea and the earthquake began.

The Decision 14 Minutes After the Earthquake



Tono Sports Park, a gathering point for rescue teams
(Source: Iwate Earthquake and Tsunami Archive / Provided by: Iwate Prefectural General Disaster Prevention Office)

At 3:00 p.m., just 14 minutes after the earthquake, Tono City's Disaster Response Headquarters ordered the opening of Tono Sports Park, which was closed during the winter, and began preparing to set up lights. This was not for the city itself. They thought that it would be necessary for the police, firefighters, and Self-Defense Forces to gather there before going on rescue missions because the coastal areas were expected to suffer massive damage.

At that time, tsunamis had not reached

the coastal cities, towns and villages yet. But the radio was shouting, "A major tsunami warning has been issued. Everyone, evacuate!"

Thanks to this preparation, the police, firefighters, Self-Defense Forces, medical teams, and utility restoration crews began gathering at Tono Sports Park on the evening of the 11th. By making Tono City their base, they could play an active role in helping the tsunami disaster areas.

On the night of the 11th, fifteen buses were waiting to carry evacuees from the tsunami disaster areas. The shelter was managed with the help of local people.

At 1:40 a.m. on the 12th, a man ran into the Disaster Response Headquarters.

"500 people have evacuated to Otsuchi High School. Please help us."

That was an SOS from the next town. The man came all the way from the school, crossing two mountain passes and walking about 62 kilometers. The headquarters put blankets, emergency food, water, and kerosene in a car and sent two city officials to deliver them. When the two returned, their first words were: "We can't put it into words..."

Tono City set up a Logistic Support Response Headquarters in addition to the Disaster Response Headquarters. City officials and local people decided to work together to help tsunami disaster areas.

The indoor gym was used as a supply center for relief goods and began deliveries on the 12th.

Food provisions were put together in many areas of the city. About 142,000 rice balls were made and sent to coastal areas and rescue teams over 29 days.

Ambulances and medical teams from across Japan went to the disaster areas from Tono City, and hospitals in the city accepted patients from the disaster areas.

Water from fire hydrants was provided to water trucks going to the disaster areas.

On the 14th, a help desk was opened to confirm the safety of missing people. The city fire corps visited shelters in the disaster areas to collect and share information about who was where.

On the 16th, the Disaster Volunteer Center opened and began accepting volunteers. The center was later handed over to "Tono Magokoro Net," a unit of the Tono Junior Chamber, NPOs, and volunteer groups. As a result, Tono City became a major center for the disaster volunteers.



The indoor gym serving as a supply center for relief goods (Source: Tono City, Iwate Prefecture)

There Is a Role Only Tono City Can Play

Tono City is an important place for connecting inland and coastal areas. During the Chile Earthquake and Tsunami, the Showa Sanriku Earthquake and Tsunami, and the Meiji Sanriku Earthquake and Tsunami, the city was a base for rescuing people in disaster areas, too.

From those experiences, Tono City co-hosted the "2007 Iwate Integrated Disaster Prevention Drill" with Iwate Prefecture. It was the first time that an inland city held a drill simulating tsunami damage. The next year, the city joined "Michinoku ALERT 2008," a disaster response drill in which all Self-Defense Force units in Tohoku gathered, and simulated earthquake and tsunami damage. They used Tono Sports Park as the gathering place for the units in the drill.

Yes, Tono City has always been prepared.

"Because we have no sea, and tsunamis don't reach us, there is a role only we can play."

Tono City was prepared, so they could play a role in supporting the disaster areas.



Let's think about it and research

- Why did Tono City order the opening of Tono Sports Park just 14 minutes after the earthquake?
- Let's research what kinds of support were provided during the disaster.

19 No Sea, No Tsunami, So... — Tono City's Logistic Support —

Words & Phrases

logistic support 後方支援

the 2011 off the Pacific coast of Tohoku Earthquake 東北地方太平洋沖地震

seismic intensity 震度

Disaster Response Headquarters 災害対策本部

necessary 必要な

Self-Defense Force 自衛隊

expect 予期する

suffer 被る、受ける

massive 大規模な

major tsunami warning 大津波警報

issue 発する

preparation 準備

medical 医療の

utility [ガス・水道・電気など] (公共)施設

crew 隊

base 基地

disaster area 被災地

evacuee 避難者

kilometer キロメートル

emergency food 非常食

kerosene 灯油

official 役人、職員

Logistic Support Response Headquarters 後方支援活動本部

rescue 救援、救護

General Disaster Prevention Office 総務部総合防災室

supply 供給の、補給の

relief goods 支援物資

food provision 炊き出し

put together 準備する

ambulance 救急車

patient 患者

fire hydrant 消火栓

water truck 給水車

confirm 確認する

safety 安否

who was where だれがどこにいたか

unit 一団、部隊

Junior Chamber 青年会議所

Chile チリ(南アメリカ大陸の国)

co-host 共同開催する

Integrated Disaster Prevention Drill 総合防災訓練

simulate シミュレーション(模擬実験)を行う

disaster response drill 震災対処訓練

Typical Expressions / Key Phrases

〈名詞 + 過去分詞〜〉 「〜されている[された]…」(過去分詞以降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)

〈It is ... for + A + to〜.〉 「Aにとって〜することは…だ。」(itは仮主語)

〈動詞 + 動詞のing形〜〉 「〜しながら[して]…する」

〈名詞 + 動詞のing形〜〉 「〜する[している]…」(動詞のing形以降の語句が前の名詞を説明)

〈名詞 + which + 主語 + 動詞〜〉 「(主語)が〜する…」(関係代名詞 which 以下の語句が前の名詞を説明)

〈what + 名詞 + 主語 + 動詞〜〉 「(主語)はどんな…を〜するか」

20 Hoping to Share Their Singing Voices with Many — The Kozukata High School Music Club Keeps Singing —

In 2011, when the Great East Japan Earthquake occurred, the Kozukata High School music club quickly sent their songs to coastal areas. Since then, they have continued to sing in their restoration support concerts, not only in Japan but also overseas.

To Cheer, To Be Cheered

In 2011, after the Great East Japan Earthquake, the Kozukata High School music club worked very actively. Beginning with concerts at shelters in Kamaishi City and Yamada Town on April 1, they sang at elementary schools, supermarkets, and city halls every week.

Their activities were not limited to the coastal areas. In inland areas, many events were held to cheer up victims and collect donations. Whenever they were invited somewhere, the club members went as much as possible, sometimes dividing into two or three teams.

“We want to do something for the victims. We can’t just do nothing.” This strong feeling moved the club members to take action.

Their feelings and actions gave great courage to the victims. A person at a shelter said, “I hadn’t cried before, but today the tears just kept coming. I’ll wash away all the hardships so far with these tears, and from tomorrow I’ll do my best without crying anymore.” The club members felt encouraged too and overcame the difficult days.

A Letter From a Shelter

I’m embarrassed to say that until now, I never had a chance to see a concert or play, or any interest in them. After losing everything I had worked so hard for in the earthquake, and with no clear path for my future, I felt lost. But then, your clear voices reached into my heart. I felt, “this is music.” I felt like I could lift my head again. I felt encouraged. I’ll do my best. Thank you. (Age 65)

Ongoing Restoration Support Concerts

The Kozukata High School music club continues to hold restoration support concerts in Yamada, Ofunato, Kamaishi, and Rikuzentakata. They hold concerts not only in Japan but also in other countries.

In 2010, they visited Austria and sang at elementary and junior high schools. The people and host families they met there were worried about the damage from the Great East Japan Earthquake. They sent donations and cards with encouraging messages. In return, the Kozukata High School music club visited Austria again in 2018, and held a concert.



Singing “Hana wa Saku” with the Austrian choir



The restoration concert (April 2011)



A message song on stage

Believing in the Power of Music

The restoration support activities of the Kozukata High School music club are not only for the Great East Japan Earthquake. They also connect with people who experienced the Great Hanshin-Awaji Earthquake. In recent years, typhoons and heavy rains have caused serious damage — sometimes much worse than anyone imagined. The music club started new activities focused on these disasters. They believe “Music has the power to send the harmony of hope.”

Every year on March 11, the “Lights of Prayer” event is held in Morioka City to honor those who lost their lives in the Great East Japan Earthquake and to pray for peace and comfort for those affected. The Kozukata High School music club joins this event every year. Even the third-year students, who are preparing for university entrance exams, wear their school uniforms and sing with other club members as their last club activity.



Lights of Prayer (March 11, 2018)



Lights of Prayer (March 10, 2013)



Let’s think about it and discuss

- How did people feel when they listened to the Kozukata High School music club’s choir?
- Let’s discuss why the Kozukata High School music club still continues its restoration support concerts today.

20 Hoping to Share Their Singing Voices with Many — The Kozukata High School Music Club Keeps Singing —

Words & Phrases

victim 被災者

donation 寄付

divide 分ける

hardship 苦難

embarrassed 恥ずかしい

interest 興味

feel lost 途方にくれる

lift 持ち上げる

Austria オーストリア

in return お礼として

Austrian オーストリアの

the Great Hanshin-Awaji Earthquake 阪神淡路大震災

recent 最近の

cause 引き起こす、～の原因となる

harmony of hope 希望のハーモニー

Lights of Prayer 「祈りの灯火」

honor 敬意を表す

comfort 癒し、慰め

Typical Expressions / Key Phrases

〈Whenever + 主語 + 動詞〜〉 「(主語)が〜するときはいつでも」

〈動詞 + 動詞のing形〜〉 「〜しながら…する」

〈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)

〈had + 過去分詞〜〉 「〜した」(過去完了)

〈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)

〈why + 主語 + 動詞〜〉 「なぜ(主語)が〜するのか」

21 Kuzumaki Town: 350% Energy Self-Sufficiency

Kuzumaki Town has a lot of forestry. The town promotes community planning that makes use of renewable energy — gifts from the sky, such as wind power and sunlight, and gifts from the land, such as cow manure and thinned wood.



A pellet boiler

From a Town Problem into Energy!

Because the town has a lot of forestry and dairy farming, it produces a lot of wood and manure that is hard to deal with. People in town came up with clean energy to make use of these resources and solve local problems. Many kinds of clean energy facilities have been created by using the “gifts from the sky and the land,” and by adding the “gifts of people.”

① Wind Power Generation

Thirty-four wind turbines were built in cooperation with companies outside the town. These turbines produce energy without using fossil fuels.



Wind power generation

② Livestock Manure Biogas Power Generation

Kuzumaki Town is the largest dairy farming town in Tohoku, with more cows than people. The livestock manure biogas system uses cows' manure to produce energy. Now energy is produced by fermenting the manure and food waste from the town.



Livestock manure biogas power generation

③ Wood Biomass Gasification Power Generation

A large amount of thinned wood is produced in forests, and wood biomass gasification facilities use it as fuel.

The renewable energy produced by the town is about 3.5 times greater than the town's total energy consumption. Kuzumaki Town is one of Japan's leading clean energy towns.



Wood biomass gasification power generation



Let's research

- Research what is good about renewable energy.

22 Nishiwaga Design Project, “Yukinochikara”

Nishiwaga Town carried out the Nishiwaga design project, “Yukinochikara” for three years from 2015.

They develop new goods using local farm products and sell them to share the charm of Nishiwaga Town.



Yukinochikara's brand image

Appealing with the Power of Snow and Sharing the Charms of Nishiwaga Town

In 2015, six food companies in Nishiwaga Town and six designers based in Morioka City collaborated to develop products and a brand to promote tourism in the town. The brand Yukinochikara was born from this project.



Yukinochikara products

Developing Products, Designing, and PR

In the first year, they worked to develop products. In March 2016, six products from six companies were completed using Nishiwaga Town's local specialties, such as Nishi bracken, buckwheat flour, milk, and rice. These Yukinochikara brand products were introduced and received a lot of attention at the Restoration Design Marche 2016 in Tokyo Midtown on March 22 and 23. Since then, Yukinochikara brand products have been introduced at fairs and events across Japan. They were also shown in the media. Yukinochikara started with six products from six companies, but as of 2019, it has grown to 23 items across 14 categories from nine companies, spreading the charm of Nishiwaga Town throughout Japan.



Introducing Yukinochikara brand products for the first time at the Restoration Design Marche 2016



Let's research

- Research special products that make use of the charms of your area.

21 Kuzumaki Town: 350% Energy Self-Sufficiency

Words & Phrases

self-sufficiency 自給率

renewable energy 再生可能エネルギー

manure 肥し

thinned wood 間伐材

pellet boiler ペレットボイラー(間伐材等から作る燃料を使った熱交換器)

dairy farming 酪農

deal with～ ～を処理する

wind power generation 風力発電

wind turbine 風車

cooperation 提携

fossil fuel 化石燃料

livestock manure biogas power generation 畜ふんバイオガス発電

ferment 発酵させる

wood biomass gasification power generation 木質バイオマスガス化発電

amount 量

fuel 燃料

consumption 消費(量)

lead 先導する、先頭に立つ

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)

22 Nishiwaga Design Project, “Yukinochikara”

Words & Phrases

appeal アピールする

base～ ～を拠点に置く

collaborate 共同して働く

brand ブランド

tourism 観光

bracken わらび

buckwheat flour そば粉

attention 注目

Marche マルシェ(市場)

fair 見本市

as of～ ～現在で、～時点で

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)

23 Ongoing Community Development Project — Kitakami City Local Vitalization Cooperator —

Kitakami City has welcomed Local Vitalization Cooperators since 2016. As of December 2019, nine members are working to improve the community.

The Cooperators' Role Is to Promote the Project and Settle in Kitakami City

The "Local Vitalization Cooperator" is a program created by the Ministry of Internal Affairs and Communications in 2009. It encourages people from urban areas to move to and settle in aging and depopulated areas by contributing to the areas through their work.

As of December 2019, there are nine members working on six projects. Two of these projects have been completed, and five members graduated from the program and now live in Kitakami City, running their own businesses.

The first Local Vitalization Cooperator was Sato Kei from Tokyo. He joined the "Tourism Town Development Project" and held a "Weekend Farm," which combines agricultural experiences with an overnight stay, while also creating local advertisements. After graduating, he started "Matsuri Hojin Shateki Co., Ltd." Two other members, Ichikawa Akinori and Takahashi Yuko also joined this project. Both of them also started their own businesses in Kitakami City after graduation.

Nakamura Yoshiaki and Kuniko from Sendai joined the "Geto Highlands Vitalization Project." They renovated an old house and opened a café and tourist information center. After graduation, they continue to share the charms of the Geto Highlands from their café.

The Local Vitalization Cooperators will continue to revitalize Kitakami City through their creativity and wide networks that are new to the local people.



The members in 2016



Kobiru: a café and tourist information center located in a renovated old house



Mr. and Mrs. Nakamura working at kobiru



Let's discuss

- Let's discuss what we can do to contribute to our community.

24 Raising High-Quality Sea Urchins in "Propagation Trenches"

Sea urchins are raised in propagation trenches in Hirono Town. What are these trenches?

Raising Sea Urchins in Propagation Trenches Carved Into Shallow Coastal Bedrock

About 50 years ago, people carved trenches about three meters deep into the shallow coastal bedrock and grew natural kelp there. Kelp is food for sea urchins. In Hirono Town, sea urchin eggs are raised for a year. Then, baby sea urchins are released into the sea. Three to four years later, they are collected and moved into the propagation trenches. From March to August of the next year, they are harvested. By using this process, people are now able to harvest fat and high-quality sea urchins steadily.



The trenches cannot be seen at high tide



The trenches appear at low tide

"The Sea Is Our Friend": Hirono Town's Marine Education Promotion Project

Hirono Town is working on a marine education promotion project with four key ideas: "Be friends with the sea," "Know the sea," "Protect the sea," and "Use the sea." Shukunohe Elementary School holds marine product classes. The second graders release baby sea urchins and the fifth graders harvest the grown sea urchins. Nakano Elementary School has a "marine course." The third to sixth graders choose a theme and learn Marine Studies. One special part of Marine Studies is the graduation thesis. The children choose a research theme in fifth grade, study it for two years, and write their findings in the graduation thesis. As the children learn that Hirono Town has many things to be proud of, they become more eager to study Marine Studies.



The marine product class at Shukunohe Elementary School



Let's try it out

- Think about your town based on the four key ideas: how to "be friends with it," "learn about it," "protect it," and "use it."

23 Ongoing Community Development Project — Kitakami City Local Vitalization Cooperator —

Words & Phrases

Local Vitalization Cooperator 地域おこし協力隊

settle 定住する

Ministry of Internal Affairs and Communications 総務省

urban 都市の、都会の

aging 高齢化の進む

depopulated 過疎の

contribute 貢献する

graduate 卒業する

overnight 一泊の

advertisement 広告

Co., Ltd. 株式会社

graduation 卒業

highland 高原

renovate 改築する

revitalize 活性化させる

creativity 創造[独創]力

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)

〈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)

〈過去分詞 + 名詞〉 「〜された…」(過去分詞が後の名詞を説明)

〈名詞 + 動詞のing形〜〉 「〜する[している]…」(動詞のing形以降の語句が前の名詞を説明)

〈what + 主語 + 動詞〜〉 「(主語)は何を〜するか」、「(主語)が〜するのは何か」

24 Raising High-Quality Sea Urchins in “Propagation Trenches”

Words & Phrases

sea urchin ウニ

propagation trench 増殖溝

carve 彫る、刻む

shallow 浅い

bedrock 岩盤

kelp コンブ

release 放つ

steadily 安定的に

tide 潮(の満干)

marine education promotion project 海洋教育推進事業

marine product 水産物

grown 成長した

marine course 海洋科

theme テーマ

Marine Studies 海洋学習

graduation thesis 卒業論文

finding 調査結果

25 A Lot Of Fun! The Original Shizukuishi Kei Truck Market

Outdoor markets are getting more popular these days. People can buy fresh local vegetables and fruits, and also processed goods made carefully with good materials and methods there. These markets are expected not only to revitalize the shopping streets but also to become a way for producers to sell their goods.

The Shizukuishi Kei Truck Market: 60 Small Trucks Gather

The Shizukuishi Kei Truck Market began in 2005, the first market of its kind in Japan. Sellers can save time and energy because they don't need to move their goods very much. Because the visitors enjoy the unique view of many kei trucks lined up, more and more people come every year. This market has become popular and spread across Japan. Today, this kind of market is held in about 100 places.



The 100th Shizukuishi Kei Truck Market (June 2019)

More Visitors Every Year

The Shizukuishi Kei Truck Market is held in the center of Shizukuishi Town on Yoshare Street once a month from May to November every year.

In 2005, about 13,000 visitors came to the market. In 2019, more than 30,000 people visited.

The shopping street fills with shoppers and the town becomes lively.

At the market, people can enjoy buying vegetables, fruits, and processed goods. There are also many kinds of events, such as live music, lucky draws, ring toss and shooting games for families, and traditional performing arts by local high school students. The city is working to make the market more attractive, so that more people will come and enjoy it in the future.



The market crowded with many people



The market is popular with children too



Let's think

- What are the charms of a kei truck market?

26 Cheering up Noda Village with Music — The Noda Elementary School Band —

The Noda Elementary School Band was founded in 1975. Since then, for about half a century, they have continued to perform to bring cheer to others.

Performing Music for Almost Half a Century

The Noda Elementary School Band was founded in 1975, when a brass band merged with a fife and drum band. They have been active for almost half a century, and some members are even second-generation. The band performs at local events, such as the Noda Festival, and has received good results in prefectural and Tohoku-area competitions.



The Noda Elementary School Band performing at the Noda Festival

● Let's Give an Impressive Performance by Coming Together as One

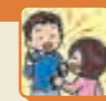
The band's wish to cheer up local people through their performances has been passed down from member to member. After the Great East Japan Earthquake, this wish has become even stronger. The rules, "Speak loudly when you greet or respond to people," "Be on time," and "Take good care of your instruments," have also been passed down naturally. Older students teach younger students how to treat instruments or how to make sound.

● The 40th Anniversary "Thank You Concert"

In February 2016, a "Thank You Concert" was held to celebrate the band's 40th anniversary. The number of children in the band had decreased, reducing the band's activities, but graduates and local performers came to play alongside them and cheer them on. The members said, "We performed with gratitude. We want to continue playing with thankfulness in our hearts."



The 40th anniversary of the Noda Elementary School Band's founding, "Thank You Concert"



Let's discuss

- Let's discuss why the Noda Elementary School Band began to feel more strongly that they wanted to cheer local people up after the Great East Japan Earthquake.

25 A Lot Of Fun! The Original Shizukuishi Kei Truck Market

Words & Phrases

kei truck 軽トラック
 processed good 加工品
 material 材料
 method 方法
 producer 生産者
 unique 独特の
 shopper 買い物客
 lucky draw 景品くじ
 ring toss 輪投げ
 shooting 射的
 traditional performing arts 伝統芸能

Typical Expressions / Key Phrases

〈It is ... for + A + to〜.〉 「Aにとって〜することは…だ。」(itは仮主語)
 〈so that + 主語 + 動詞〜〉 「(主語)が〜するように」
 〈名詞 + 過去分詞〜〉 「〜されている[された]…」(過去分詞以降の語句が前の名詞を説明)
 〈名詞 + 動詞のing形〜〉 「〜する[している]…」(動詞のing形以降の語句が前の名詞を説明)

26 Cheering up Noda Village with Music — The Noda Elementary School Band —

Words & Phrases

fife and drum band 鼓笛隊
 second-generation (親子)二代目
 prefectural 県の
 competition コンテスト
 come together 団結する、一体となる
 greet あいさつをする
 respond 返事をする
 on time 時間どおりに
 treat 扱う
 ~anniversary ~周年
 graduate 卒業生
 gratitude 感謝(の念)
 thankfulness 感謝

Typical Expressions / Key Phrases

〈名詞 + 過去分詞〜〉 「〜されている[された]…」(過去分詞以降の語句が前の名詞を説明)
 〈how to + 動詞の原形〜〉 「〜する方法/どうやって〜したらよいか」
 〈名詞 + 動詞のing形〜〉 「〜する[している]…」(動詞のing形以降の語句が前の名詞を説明)
 〈why + 主語 + 動詞〜〉 「なぜ(主語)が〜するのか」

27 Connecting Coastal Towns and People — The Challenge of the Sanriku Railway —

The Sanriku Railway rose strong after the Great East Japan Earthquake.

To make sure that the usual train arrives at the usual station on the usual morning, it continues to persevere even today.

The Day the Coast Was Connected by Rail



People celebrating the full reopening of the Rias Line at Ryoishi Station in Kamaishi City
(Source: Iwate Earthquake and Tsunami Archive / Provided by: Public Relations Section, General Affairs and Planning Department, Kamaishi City)

March 23, 2019 was a long-awaited day for the coastal municipalities of Iwate Prefecture.

The people of Otsuchi and Yamada towns were especially looking forward to it. Finally, trains that stopped running after the Great East Japan Earthquake returned to their towns.

The Sanriku Railway was severely damaged by the disaster, but it started running again from Kuji Station to Rikuchu-Noda Station five days later. By April 2014, the North Rias Line between Kuji and Miyako Station, and the South Rias Line between Kamaishi and Sakari Station were fully restored.

The problem was the about 55.4-kilometer line connecting 13 stations from Miyako Station to Kamaishi Station. The line was part of the JR Yamada Line at the time of the earthquake.



An elementary school student's independent research project displayed at Miyako Station

In January 2014, JR proposed giving the line to the Sanriku Railway. The next year, they reached an agreement and the restoration work began. And then, on that day, all of the Sanriku Railway's Rias Line — about 163 kilometers long, connecting Kuji Station to Sakari Station — was reopened.

The Challenge of the Sanriku Railway Continues

About half a year after that day, the Sanriku Railway faced another challenge. Typhoon No.19 landed on October 12, 2019. It caused serious damage to the railway.

Heavy rain washed away the railbed, brought in mud, and destroyed slopes in 77 places. Sixteen signals became unusable because cables were cut and some machines were underwater. The track that was just opened in spring, between Orikasa Station and Iwate-Funakoshi Station, was left hanging in the air.

On October 14, train service resumed between Kamaishi Station and Sakari Station, and on October 15, between Taro Station and Miyako Station. However, about 70% of the railway was still out of service. By working hard to restore it, service resumed between Miyako and Tsugaruishi Station on November 28, between Tanohata and Taro Station on December 28, and between Tsugaruishi and Rikuchu-yamada Station on January 16, 2020. And on March 20, all of the railway lines were restored.

The Sanriku Railway never gives up.
The Sanriku Railway won't let people's journeys be stopped forever.



The railway tracks left hanging in the air after the typhoon in the Funakoshi area of Yamada Town



Let's think about it and discuss

- Why did the Sanriku Railway start running again from Kuji Station to Rikuchu-Noda Station just five days after the Great East Japan Earthquake?
- Discuss what the Sanriku Railway means to the people in the coastal areas.

27 Connecting Coastal Towns and People — The Challenge of the Sanriku Railway —

Words & Phrases

Sanriku Railway 三陸鉄道

persevere 頑張り通す

coast 海岸、沿岸

reopen 再開する

long-awaited 待ちに待った

municipality 市町村、地方自治体

severely ひどく

restore 復旧する

propose 提案する

agreement 合意

restoration work 復旧工事

independent research project 自由研究

railbed 路盤

mud 泥

slope のり面

signal 信号

cable ケーブル

track 線路

hang つるす、垂らす

railway 路線

out of service 操業中止中

Typical Expressions / Key Phrases

〈名詞 + 動詞のing形〜〉 「〜する[している]…」(動詞のing形以降の語句が前の名詞を説明)

〈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 + 過去分詞〜〉 「〜されている[された]…」(過去分詞以降の語句が前の名詞を説明)

〈leave + 動詞のing形〉 「〜した状態のままにする[の状態にしておく]」

〈let + A + 動詞の原形〜〉 「Aを〜させてやる」(使役)

〈what + 主語 + 動詞〜〉 「(主語)が〜するのは何か」、「(主語)は何を〜するか」

28 Storytelling in Tanohata Village

Storytellers are people who pass down old stories to people today. There are storytellers in Tohoku, including Tanohata Village, who talk about the Great East Japan Earthquake.

To Remember Past Disasters

On March 3, 1933, an earthquake with a seismic intensity of 5 hit the Tohoku region. It is called the Showa Sanriku Earthquake. Just like the Great East Japan Earthquake, huge tsunamis came to Iwate Prefecture, and Tanohata Village was also damaged. The adults in the village started storytelling to protect children. They talked about their experiences of the Showa Sanriku Earthquake at schools and other places.

Then, on March 11, 2011, huge tsunamis caused by the Great East Japan Earthquake hit Tanohata Village again. But this time, fewer people became victims — many listened to what the storytellers said. Thanks to the storytellers, the village suffered less damage.

Connecting the Experience of the Great East Japan Earthquake to the Future

After the Great East Japan Earthquake, Tanohata Village thought about how to recover. They needed many visitors to help the village grow again, like before.

At that time, there were requests to hear stories about the earthquake. So, the village decided to make a storytelling program. These activities can help reduce future damage. People sharing their experiences can raise awareness of disaster prevention. The storytellers had pictures from before and after the earthquake. They used these pictures in their stories. Once the storytelling program began, more and more people wanted to listen to the stories and learn about the earthquake.



A tsunami rock carried ashore in the Raga area of Tanohata Village



The children listening seriously

Photos of the Tsukuehama banya huts in Tanohata Village
(Source: Iwate Earthquake and Tsunami Archive / Provided by: Tanohata Village)

What Is “Tsunami Tendenko”?

Some people from outside Tanohata Village don't understand “Tsunami Tendenko” and say that they cannot escape alone. However, “Tsunami Tendenko” means that “you have the responsibility to escape on your own so that everyone can survive.” In other words, each person must protect their own life. If each family member protects their own life, everyone can survive — even if they are in different places. Don't go looking for someone worrying about what they're doing. Instead, think, “If they're escaping, I should too,” and just run. That's how we can all stay safe.

What Experiences Do Storytellers Share?

What do the storytellers talk about? One thing is, “The second or third wave of a tsunami can sometimes be bigger than the first.” Even if the first wave is small, you must not relax and go back home.

With normal high waves — even 3 or 4 meters high — your body cannot be carried away by the waves if you dive under the water. However, with tsunamis, even a small tsunami has the power to lift and wash things away. Even if tsunamis are 10 or 20 centimeters high, don't go near the beach. The storytellers share these kinds of lessons with us.



Before the disaster (July 8, 2009)



After the disaster (March 23, 2011)



Let's think about it and discuss

- What is the “tsunami stone” carried ashore trying to tell us?
- Discuss what kinds of lessons the storytellers share.

28 Storytelling in Tanohata Village

Words & Phrases

storyteller 語り部

less より少ない[小さい]

carry ashore 打ち上がる

recover 復興する

request 要請

reduce 減らす

raise 高める、上昇させる

awareness 意識

disaster prevention 防災

responsibility 責任

on your own 各自で

first[second / third] wave 第1[2 / 3]波

normal 普通の

hut 小屋

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〜〉 「〜されている[された]…」(過去分詞以降の語句が前の名詞を説明)

〈what + 主語 + 動詞〜〉 「(主語)が〜すること」

〈名詞 + 動詞のing形〜〉 「〜する[している]…」(動詞のing形以降の語句が前の名詞を説明)

〈how to + 動詞の原形〜〉 「〜する方法／どうやって〜したらよいか」

〈help + A + 動詞の原形〜〉 「Aが〜するのを助ける」(原形不定詞)

〈help + 動詞の原形〜〉 「〜するのを手伝う」

〈once + 主語 + 動詞〜〉 「(主語)がいったん〜すると」

〈so that + 主語 + 動詞〜〉 「(主語)が〜するように」

〈動詞 + 動詞のing形〜〉 「〜しながら[して]…する」

〈what + 名詞 + 主語 + 動詞〜〉 「(主語)はどんな…を〜するか」

29 Evacuation Drill by the Ando Neighborhood Association in Otsuchi Town

The evacuation drill by the Ando Neighborhood Association begins with a ShakeOut Drill to practice protecting oneself when an earthquake occurs. After that, participants write down three actions they should take during an earthquake.

Lessons from Reflecting on the Great East Japan Earthquake

The Ando area has long been known for its strong awareness of disaster prevention. Many people joined disaster prevention drills, and there were rules such as, “Evacuate to higher ground quickly on foot when an earthquake occurs,” and “Don’t go back once you evacuate.”

However, during the Great East Japan Earthquake, 218 people, more than 10% of the population in the area, became victims. This happened because some people returned to low-lying areas after evacuating, didn’t try to escape, or couldn’t escape. And many of the victims were people who tried to help others, such as evacuation guides from the neighborhood association, and fire corps or social workers who tried to help the elderly.

Sasaki Keiichi, chairman of the Ando Neighborhood Association, said, “The rules we decided on before the earthquake didn’t match the actual situation.” From this reflection, the area made a new disaster prevention plan and continues to hold evacuation drills today.

The drill, in which participants write down three things they think they would do, aims to organize what to do, confirm what not to do, and become aware that time is limited. In the drill, some people play roles such as people who try to return to the low-lying area after evacuating or don’t try to evacuate. Others practice persuading these people. People in need of care who have difficulty walking are asked to reach the entrance of the building within 15 minutes after an earthquake, using only their own strength or their family’s help. If they can reach the entrance, others who are evacuating can help them escape together. This is based on the idea that a tsunami may arrive 30 minutes after the earthquake. The first 15 minutes are used to help those in need of care, and the next 15 minutes are used to evacuate. This “15-minute rule” is designed to protect both people who cannot escape on their own and those who try to help them. There are still challenges, but the Ando Neighborhood Association continues to improve its plan to protect lives.



A drill using a collapsible cart to carry people in need of care

Let's try it out

- Try joining the local disaster prevention drill.

30 Learning from the Iwate-Miyagi Inland Earthquake — Genbi Elementary School —

Ichinoseki City was severely damaged by the 2008 Iwate-Miyagi Inland Earthquake. Since then, the city has been working on disaster prevention, including citywide ShakeOut Drills. At Genbi Elementary School in Ichinoseki City, the fifth graders do interviews and visit remains from the disaster to learn about the Iwate-Miyagi Inland Earthquake.

The Power of an Earthquake Is Terrifying

On June 14, 2008, a magnitude 7.2 earthquake struck southern Iwate Prefecture. The disaster was severe and the Maturube Bridge in Genbi Town was also damaged. Because of the force of the mountain pushing against it, the bridge collapsed at nearly a right angle.

The children who researched the Iwate-Miyagi Inland Earthquake said, “By seeing the damage with my own eyes, I learned that earthquakes are scary,” “I learned the importance of protecting myself and preparing for disasters.”



The bridge collapsed at nearly a right angle because of the pressure from the shifting ground

ShakeOut Drills Every June

Genbi Elementary School joins the ShakeOut Drills every June. At 8:43 a.m., the time when the earthquake occurred, an announcement says, “This is a drill. An earthquake has occurred. Please take action to protect yourself.” When the announcement is made, the children quickly hide under their desks. They lower their heads and hold the legs of their desks to protect themselves.

Through this kind of training, Genbi Elementary School promotes disaster prevention awareness.



The children quickly hide under their desks

Let's think

- What should you do if a major earthquake happens when you’re outside the classroom?

29 Evacuation Drill by the Ando Neighborhood Association in Otsuchi Town

Words & Phrases

evacuation drill 避難訓練

Neighborhood Association 町内会

ShakeOut Drill シェイクアウト訓練(米国発の地震を想定した一斉防災訓練)

participant 参加者

reflect 反省する

low-lying 低い

social worker 民生委員

chairman 会長

match 合う

actual 実際の

reflection 反省

organize (考えなどを)整理する、まとめる

confirm 確認する

become aware 自覚する

persuade 説得する

in need of care 要援護の

within~ ~以内で

collapsible 組み立て式の

cart リアカー

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)

〈once + 主語 + 動詞〜〉「(主語)がいったん〜すると」

〈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 + 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 + 主語 + 動詞〜〉「(主語)が〜する…」(関係代名詞 which 以下の語句が前の名詞を説明)

〈what to + 動詞の原形〜〉「何を〜したらよいか[すべきか]」

〈名詞 + that + 主語 + 動詞〜〉「(主語)が〜する…」(関係代名詞 which 以下の語句が前の名詞を説明)

〈help + A + 動詞の原形〜〉「Aが〜するのを助ける」(原形不定詞)

〈名詞 + 動詞のing形〜〉「〜する[している]…」(動詞のing形以降の語句が前の名詞を説明)

30 Learning from the Iwate-Miyagi Inland Earthquake
— Genbi Elementary School —

Words & Phrases

Iwate-Miyagi Inland Earthquake 岩手・宮城内陸地震

citywide 市全域の

disaster remain 災害遺構

terrifying 恐ろしい

magnitude マグニチュード

struck strike(襲う)の過去形

force 力

collapse 崩れ落ちる、崩壊する

right angle 直角

pressure 圧力

shift 移動する

announcement アナウンス

hide 隠れる

lower 低くする

Typical Expressions / Key Phrases

〈名詞 + 動詞のing形〜〉「〜する[している]…」(動詞のing形以降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)

〈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)

〈時を表す語句 + when + 主語 + 動詞〜〉「(主語)が〜する…」(when 以下の語句が前の場所を説明)

31 Passing on the Lessons of the Tsunami to the Next Generation — Joint Evacuation Drill by Elementary and Junior High Schools

“Vertical Evacuation! Initiate Evacuation!” Every year, Fudai Elementary School and Fudai Junior High School hold a drill to run up the 108 steps of a tsunami evacuation staircase to protect their lives.

A Major Tsunami Warning Was Issued — Run to Higher Ground

The evacuation drills are held imagining that a major tsunami warning has been issued. After the announcement, children and students get under their desks and wait until the tremor stops. Following their teachers' instructions, they run breathlessly up the 108-step tsunami evacuation staircase to reach the 39-meter-high evacuation site. These joint drills, held every year since 2014, help children evacuate quickly.

As memories of the Great East Japan Earthquake begin to fade, the students gather by grade and join evacuation drills with serious expressions. These drills give them an opportunity to think about how to protect themselves from disasters.



Fudai Elementary School children checking the tsunami evacuation staircase



Fudai Junior High School students running up the tsunami evacuation staircase

Important Things for Evacuation

Running up to escape a tsunami can make children and students feel panicked. However, by reviewing evacuation procedures every year, they learn to stay calm during emergencies and protect their own lives.

During the drill, the children rechecked the evacuation route to the evacuation staircase along the developed Fudai Bypass of the Sanriku Coastal Road. Officials from the Sanriku

National Highway Office of the Ministry of Land, Infrastructure, Transport and Tourism explained how to use the staircase and shared things to be careful of. The drill also reminded everyone, including the teachers, of the importance of building physical strength to climb the staircase all the way to the top.

Comments and Reflections from the Drill

- If a tsunami actually comes, we may not be able to act smoothly like we did in the drill, and it may take more time.
- We don't know what will happen when, so we should always check we have the necessary items and know our evacuation site.
- Running up the stairs was physically hard, but I won't have time to complain if a real tsunami comes. I want to take action to protect my life.
- Though it was a drill, did the best I could. I don't want a tsunami to come, but I'll be okay if I act like I did today.



Reflection meeting at the top of the tsunami evacuation site



Let's think about it and research

- Why are evacuation drills held repeatedly?
- Research what vertical evacuation is.

31 Passing on the Lessons of the Tsunami to the Next Generation — Joint Evacuation Drill by Elementary and Junior High Schools

Words & Phrases

Vertical Evacuation 垂直避難

Initiate Evacuation 率先避難

staircase 階段

instruction 指示

breathlessly 息を切らして

fade 薄れる

by grade 学年ごとに

expression 表情

feel panicked (気持ちが)あわてる

review 再確認する

emergency 非常時

route 道、経路、ルート

developed 整備された

Fudai Bypass of the Sanriku Coastal Road 三陸沿岸道路普代バイパス

Sanriku National Highway Office 三陸国道事務所

Ministry of Land, Infrastructure, Transport and Tourism 国土交通省

remind 気づかせる

physical strength 体力

comment 感想

reflection 反省

physically 肉体的に

complain 不平を言う、泣き言を言う

repeatedly 繰り返して

Typical Expressions / Key Phrases

〈help + A + 動詞の原形〜〉 「Aが〜するのを助ける」(原形不定詞)

〈make + A + 動詞の原形〜〉 「Aを〜させる」(使役)

〈how to + 動詞の原形〜〉 「〜する方法／どうやって〜したらよいか」

〈when + 動詞〜〉 「いつ〜するか」

〈what + 動詞〜〉 「何が〜するか」

〈though + 主語 + 動詞〜〉 「(主語)が〜するにも関わらず」

〈want + A + to + 動詞の原形〜〉 「Aが〜することを望む」

32 To Protect Precious Things from Disasters

— The Great East Japan Earthquake and Tsunami Memorial Museum: Iwate TSUNAMI Memorial —

A badly bent iron bridge beam and a mud-covered melodica.

Both are displayed at the Iwate Tsunami Memorial Museum in Rikuzentakata City.

These displays make us think about important things.

Passing on the Facts and Lessons of the Great East Japan Earthquake

This iron bridge beam is part of the Kesen Ohashi Bridge, which was completely destroyed by the tsunamis caused by the 2011 off the Pacific coast of Tohoku Earthquake on March 11, 2011. It weighs 2.5 tons.

This mud-covered melodica was damaged by the tsunamis at Unosumai Elementary School in Kamaishi City at the same time.

The bent bridge shows the power of the tsunamis, and the melodica shows that the tsunamis came to everyday places.

The Iwate Tsunami Memorial Museum is a place that people who don't clearly remember the earthquake or were not yet born should visit.

Among the exhibits, you can see "How We Escaped ~ Learning from Actions that Saved Lives ~ The Actions of Kesen Junior High School." The school building was completely destroyed and has been preserved as a disaster memorial site, but all the students and teachers survived. You can learn the reasons behind it.

You can also see videos and pictures of the tsunamis from the Great East Japan Earthquake, and of municipalities before and after the disaster. The geological survey of the Koyadori area in Yamada Town shows that many tsunamis have occurred in the Sanriku region since about 6,500



Exhibits in the central hall



An instrument that was used until the day of the earthquake

years ago, even before the Great East Japan Earthquake.

There are also exhibits where you can feel the scale of the disaster and the importance of life through the voices of people who experienced the tsunamis.

Let's Think About Our Own Disaster Prevention Methods

There is an exhibition called "Creating the Future." It invites everyone to think about disaster prevention. This exhibition suggests "starting with Tendenko" as a disaster prevention idea.

"Tendenko" means "escape on your own" when you escape from a tsunami. It does not mean "saving only yourself without caring about others."

It refers to the idea that when each person takes action to protect their own life, they can also help protect others.

So, what should we do?

First, you need to know things about yourself (where you live, your route to school and so on). Then, think about the people around you, including your family, friends, and local people. Next, think about what you can do and what you must do. Take action, create your own disaster prevention methods, and be prepared.

Natural disasters include not only earthquakes and tsunamis, but also typhoons, volcanic eruptions, sudden heavy rain, lightning, and heavy snow. Discuss with your family and friends and think about your own disaster prevention methods.



The facility for people to think about their own disaster prevention methods through learning about disasters



Let's think about it and research

- What can you do, and what must you do, when a disaster happens?
- Research what "Tsunami Tendenko" really means.

32 To Protect Precious Things from Disasters

— The Great East Japan Earthquake and Tsunami Memorial Museum: Iwate TSUNAMI Memorial —

Words & Phrases

The Great East Japan Earthquake and Tsunami Memorial Museum 大震災津波伝承館

bent 曲がった

iron 鉄(の)

bridge beam 橋げた

mud-covered 泥をかぶった

melodica 鍵盤ハーモニカ

fact 事実

weigh 重さが～である

exhibit 展示品

geological survey 地質調査

region 地方

scale 規模、程度

suggest 提案する

save 救う、守る

include 含む

volcanic 火山の

eruption 噴火

lightning 雷

Typical Expressions / Key Phrases

〈make + A + 動詞の原形〜〉 「Aを～させる」(使役)

〈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 + 過去分詞〜〉 「～された…」(過去分詞以降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)

〈help + 動詞の原形〜〉 「～するのを手伝う」

〈what + 主語 + 動詞〜〉 「(主語)が～するのは何か」、「(主語)は何を～するか」

33 Learning About the Great East Japan Earthquake Through the Disaster Learning Train

The Sanriku Railway operates a Disaster Learning Train to teach people about the current situation in the disaster areas damaged by the Great East Japan Earthquake. The children from Kuji Elementary School and Shimohata Elementary School in Kuji City used this train for their studies.

How Did They Recover After That Day?

On March 11, 2011, tsunamis hit the Pacific coast and damaged the Sanriku Railway, which runs along the sea. Not only station buildings and tracks, but also some trains became unusable. However, part of the railway started running again five days later.

About ten years after the earthquake, the Sanriku Railway decided to run a Disaster Learning Train. It teaches people about the current situation in the disaster areas and makes them think about what they can do for disaster prevention.

Damage We Learned About for the First Time

The fourth graders of Kuji Elementary School decided to take the Disaster Learning Train to learn about the damage to the Kuji area and its restoration progress for themselves.

The Disaster Learning Train has two courses: one from Kuji to Tanohata Station, and another from Sakari to Kamaishi Station. The fourth graders of Kuji Elementary School took the train from Kuji to Tanohata Station. Because the train is reserved for this program, the children could listen to the staff talk about the situation during the earthquake and ask questions. On that day, they heard stories from the staff and learned about the differences between before and after the earthquake by looking at the scenery from the train windows. After arriving at Tanohata Station, they visited the Fudai Floodgate (a disaster prevention facility) and the Kuji Disaster Prevention Center.

The fourth graders made a map and gave a presentation about their research on restoration work in the Kuji area and disaster prevention.

[Memos from the Fourth Graders' Field Trip]

- The Disaster Learning Train was created because it's important to teach people that many lives were lost.
- The tsunami that came to Noda was more than 30 meters high.
- Everyone at the nursery schools in Noda (more than 100 people) survived. This was because they held evacuation drills.
- We must check the evacuation sites in our area.

Was the Great East Japan Earthquake an Event That Happened Far Away From Us?

There was no severe damage from the Great East Japan Earthquake in the area around Shimohata Elementary School. As a result, many children did not know much about the earthquake and felt it was something that happened far away from them.

So the teachers decided to let the children see the damage and recovery with their own eyes, and think about the things they can do themselves. Here, the Disaster Learning Train played a role. On the day of the ride, staff from the Sanriku Railway gave explanations on the train. The children learned about the damage in the areas the railway runs through, the restoration process, and the Sanriku Railway's actions during the earthquake.

Cherishing Human Connections

After visiting the disaster areas, the children of Shimohata Elementary School talked in their classes to learn more about the Great East Japan Earthquake. They made posters using pictures and sentences to show what impacted them most and presented them to the whole school. These posters were shown to their parents and local people on Open School Day.



Posters made by the children

Through this project, the children found that many people, including victims, supporters, people involved in restoration work, and people protecting local industries were all connected to each other as they worked on restoration. They noticed that these connections can support people in their lives. They decided to make the most of their own connections with people in their school lives and started an activity called "Let's Talk About Our Friends' Good Qualities and Express Our Gratitude."



Let's think about it and research

- What kinds of people are helping with the recovery?
- Let's research how the Sanriku Railway was restored and recovered from the damage from the disaster.

33 Learning About the Great East Japan Earthquake Through the Disaster Learning Train

Words & Phrases

operate 運行する
 current 現在の
 the Pacific 太平洋
 progress 進捗、進み具合
 reserve 取っておく、予約する
 scenery 景色
 floodgate 水門
 recovery 復興
 ride 乗車
 explanation 説明
 sentence 文
 industry 産業

Typical Expressions / Key Phrases

〈help + A + 動詞の原形〜〉 「Aが〜するのを助ける」(原形不定詞)
 〈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)
 〈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)
 〈what + 主語 + 動詞〜〉 「(主語)が〜するのは何か」、「(主語)は何を〜するか」
 〈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 + that + 動詞〜〉 「〜する…」(関係代名詞 that 以下の語句が前の名詞を説明)
 〈let + A + 動詞の原形〜〉 「Aを〜させてやる」(使役)
 〈what + 動詞〜〉 「何が〜するか」
 〈名詞 + 過去分詞〜〉 「〜されている[された]…」(過去分詞以降の語句が前の名詞を説明)
 〈how + 主語 + 動詞〜〉 「どのようにして(主語)が〜するか」

34 The Natural Blessings and the Eruption History of Mt. Iwate

Mt. Iwate has been known as a symbol of Iwate for a long time. However, it sometimes shows its fierce side by erupting. The children of Takizawa Daini Elementary School are studying and researching the mountain.

Mt. Iwate Has Taken Its Current Shape Through Repeated Volcanic Eruptions

At Takizawa Daini Elementary School, the fifth graders study Mt. Iwate. They visit the nearby Amihari Visitor Center to learn about and research the mountain. In 2019, they studied the following:

Volcanoes Nurture Forests and Living Things

Around Mt. Iwate, volcanic sediment creates soil. Grasses and trees grow on the soil and create forests. An “ecology pyramid” is created through the food chain.

Leaves from large trees and grasses fall to the ground and become soil. After it rains, this soil stores water like a sponge.

Through experiential learning, the children discovered how Mt. Iwate and nature create important water as a “green dam,” and felt “how grateful we are for the mountains of our hometown” (Ishikawa Takuboku).

The Eruption History of Mt. Iwate

Mt. Iwate is an active volcano that has erupted many times.

It is a complex volcano made by 25 volcanoes coming together. It is divided into western and eastern sides, and eruptions occur from west to east.

The oldest recorded eruption was a great eruption in 1686. Four eruptions were recorded between the 1686 eruption and a steam explosion in 1919. In recent years, volcanic earthquakes and crustal movements were observed from 1998 to 2003. In December 2007, “Volcanic Alert Level 1 — Be aware that this is an active volcano” was announced, and it is still continuing today.



Learning at the Amihari Visitor Center



Mt. Iwate is still an active volcano



Let's research

- Let's research what kinds of disasters might occur if Mt. Iwate erupts.

35 Wind and Rain Strength and the Resulting Disasters

In Japan, wind damage caused by strong winds and water damage caused by heavy rain are mainly brought by typhoons. Therefore, these are often grouped together as “storm and flood disasters.” In addition, there is a close relationship between water damage and landslide disasters.

How Strong Are “Strong Wind” and “Strong Rain”?

[Wind Speed Guide]

Weather forecast	Average Wind Speed (m/second)	Impact
Moderately Strong Wind	10-15	Difficult to walk against the wind. Umbrellas cannot be used. Trees, power lines, and rain gutters begin to shake.
Strong Wind	15-20	Impossible to walk against the wind. Some people may fall. Storm doors and shutters shake, and roof tiles may start to come off.
Very Strong Wind	20-30	Impossible to stand without holding onto something. Tree branches may break, and road signs may lean.
Violent Wind	Over 30	Trees may fall and some utility poles and streetlights may fall down. Moving trucks may overturn.



A downburst

Things can be blown away or knocked over by wind damage. It can also harm people, buildings, and cars. High waves may damage coastal areas, ports, and ships. Blackouts may occur, and phones may become unusable when power lines are cut or utility poles fall. Agriculture may be affected as rice plants fall over and fruits drop from trees. Transportation systems such as airplanes and trains may also stop.

Causes of wind damage include developed low-pressure systems such as typhoons, seasonal winds, tornadoes, and downbursts (a strong downward air flow from a cumulonimbus cloud that hits the ground and spreads out horizontally).

The table below shows how much rain is meant when the weather forecast says “rain”.

There are several types of flood disasters: river flooding, overflow flooding, urban flooding, and storm surges. River flooding happens when river water rises quickly and washes away bridges or breaks levees. Overflow flooding causes water to flow into cities and farmland. Urban flooding happens when drains cannot keep up, and land, roads, and buildings get flooded.

Causes of water damage include developed low-pressure systems, such as typhoons, heavy rain from the Baiu front and the autumn rain front, and localized downpours. When heavy rain causes flooding, the ground may become loose, and increase the risk of disasters such as landslides, slope failures, ground slips, and debris flows.

[Rainfall Amount Guide]

Weather forecast	Rainfall Amount (mm/hour)	Rain Type and Impact
Moderately Strong Rain	10-20	Pouring rain. Splashes from the ground make your feet wet. Difficult to talk even indoors because of rain sounds.
Strong Rain	20-30	A downpour. You get wet even with an umbrella. More than half of people wake up from it.
Heavy Rain	30-50	Rain like buckets of water being overturned. Roads become like rivers.
Very Heavy Rain	50-80	Falls like a waterfall. Umbrellas don't help. Visibility worsens because of splashing water.
Violent Rain	Over 80	Suffocating sense of pressure in the air causes fear.



Let's research

- Let's research disasters caused by strong winds and strong rain.

34 The Natural Blessings and the Eruption History of Mt. Iwate

Words & Phrases

blessing 恵み
 fierce 凶暴な
 repeated 繰り返される
 following 以下の、次の
 volcano 火山
 nurture 育てる
 sediment 堆積物
 soil 土
 ecology pyramid 生態(系)ピラミッド
 food chain 食物連鎖
 sponge スポンジ
 experimental 経験的な
 active volcano 活火山
 complex volcano 複合火山
 western 西の
 eastern 東の
 steam explosion 水蒸気爆発
 crustal movement 地殻変動
 observe 観測[観察]する
 Volcanic Alert Level 噴火警戒レベル
 aware 気づいている、知っている
 might ～かもしれない、～する可能性がある

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)
 〈help + A + 動詞の原形～〉 「Aが～するのを助ける」(原形不定詞)
 〈名詞 + 動詞のing形～〉 「～する[している]…」(動詞のing形以降の語句が前の名詞を説明)
 〈what + 名詞 + 動詞～〉 「どんな…が～するか」

35 Wind and Rain Strength and the Resulting Disasters

Words & Phrases

strength 強さ
 resulting 結果として生じる
 storm and flood disaster 風水害
 landslide disaster 土砂災害
 harm 害する、傷つける
 blackout 停電
 power line 電線
 utility pole 電柱
 transportation 輸送、運送
 cause 原因
 developed 発達した
 low-pressure system 低気圧
 seasonal wind 季節風
 tornado 竜巻
 downburst ダウンバースト
 downward 下向きの
 air flow 気流
 cumulonimbus cloud 積乱雲
 horizontally 水平に
 overflow flooding 外水氾濫
 urban flooding 内水氾濫
 storm surge 高潮
 levee 堤防

drain 下水施設
 Baiu front 梅雨前線
 localized downpour 集中豪雨
 risk 危険性
 slope failure 崖崩れ
 ground slip 地滑り
 debris flow 土石流
 rain gutter 雨どい
 storm door 雨戸
 roof tile かかわら
 branch 枝
 lean 傾く
 violent 猛烈な
 overturn 横転する
 splash しぶき
 downpour どしゃ降り
 bucket バケツ
 waterfall 滝
 visibility 視界
 worsen 悪化させる
 suffocating 息がつまるような
 sense 感覚

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)
 〈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)
 〈make + A + 動詞の原形～〉 「Aを～させる」(使役)

36 Main Natural Disasters in Japan

Eruption Earthquake Tsunami Storm and Flood Disaster

1 Hakuho Nankai Earthquake (684)

A massive Nankai Trough earthquake. Tsunami damage occurred in Kochi Prefecture.

2 Jogan Earthquake (869)

The oldest recorded tsunami in the Sanriku region. About 1,000 people died.

3 Ninna Earthquake (887)

Buildings collapsed in Kyoto. A tsunami was recorded in Osaka.

4 Eicho Earthquake (1096)

The Kowa Earthquake also occurred two years and two months later.

5 Kamakura Great Earthquake (1293)

Between 1,000 to over 23,000 people died in the Kanto region.

6 Meio Earthquake (1498)

Tsunami damage from Boso to Kii Peninsula. More than 40,000 people died.

7 Keicho Earthquake (1605)

Tsunami damage along the Pacific coast from Chiba to Kyushu.

8 Keicho Sanriku Earthquake (1611)

Thousands died in the tsunami. The Aizu Earthquake had occurred two months before.

9 Enpo Boso-Oki Earthquake (1677)

Tsunami damage from Fukushima to Chiba. Hundreds of people died.

10 Genroku Earthquake (1703)

A massive Sagami Trough earthquake, similar to the Great Kanto Earthquake. A major fire broke out in Edo seven days later. Over 200,000 people died.

11 Hoei Earthquake (1707)

Over 20,000 people died. Mt. Fuji erupted 48 days later.

12 Horeki Takada Earthquake (1751)

An inland earthquake in Niigata. 1,100 to 2,000 people died.

13 Yaeyama Earthquake and Tsunami (1771)

Tsunami damage on Ishigaki Island. About 11,000 people died.

14 The Eruption of Fugendake of Mt. Unzen (1792)

Tsunamis occurred. About 15,000 people died. It erupted again in 1990 and many people died in pyroclastic flows.

15 Kansei Earthquake (1793)

Occurred off the coast of Sendai. Tsunami damage along the Sanriku coastline.

16 Echigo Sanjo Earthquake (1828)

Damage occurred along the Shinano River basin. Over 1,400 people died.

17 Zenkoji Earthquake (1847)

Over 10,000 people died in Nagano and Niigata Prefectures.

18 Ansei Great Earthquakes (1854-1859)

The Ansei Nankai Earthquake occurred about 32 hours after the Ansei Tokai Earthquake. The Ansei Edo Earthquake occurred the following year.

19 Nobi Earthquake (1891)

The largest inland earthquake in Japan. 7,273 people died.

20 Meiji Sanriku Earthquake and Tsunami (1896)

No damage from shaking, but over 22,000 people died or went missing from the tsunami.

21 Great Kanto Flood Disaster of Meiji 43 (1910)

Flood disaster from two typhoons. 1,349 people died or went missing.

22 Tohoku-Kinki Region Flood Disaster (1917)

1,300 people died or went missing in the typhoon.

23 Great Kanto Earthquake (1923)

A massive Sagami Trough earthquake. A major fire broke out. Over 142,000 people died or went missing.

24 Northern Tango Earthquake (1927)

Seismic intensity 5 was recorded in Kyoto and Nara Prefectures. 2,925 people died.

25 Showa Sanriku Earthquake and Tsunami (1933)

A magnitude 8.1 massive earthquake off the Sanriku coast. Tsunami damage was severe. 3,064 people died or went missing.

26 Muroto Typhoon (1934)

3,036 people died or went missing in the storm and storm surge.

27 Tottori Earthquake (1943)

Major damage occurred around Tottori City. 1,083 people died.

28 Showa Tonankai Earthquake (1944)

A tsunami occurred and 1,223 people died or went missing. Information about it was hidden because of wartime conditions.

29 Mikawa Earthquake (1945)

Major damage occurred in southern Aichi Prefecture. 2,306 people died.

30 Makurazaki Typhoon (1945)

Combined with the autumn rain front, it caused flooding across most of Japan. 3,756 people died or went missing.

31 Showa Nankai Earthquake (1946)

A tsunami hit the regions from Shizuoka to Kyushu. 1,330 people died.

32 Typhoon Kathleen (1947)

1,930 people died or went missing in the record-breaking storm.

33 Fukui Earthquake (1948)

Damage occurred around the Fukui Plain. 3,769 people died.

34 Off-Tokachi Earthquake (1952)

A tsunami caused damage in Hokkaido and Tohoku regions. 28 people died.

35 The Flood Disaster of Western Japan (1953)

1,023 people died or went missing in the localized downpour.

36 Toyamaru Typhoon (1954)

The Seikan ferry *Toyamaru* capsized and caused a major disaster. 1,761 people died or went missing.

37 The Kano River Typhoon (1958)

It intensified a weather front and caused heavy rain. 1,269 people died or went missing.

38 Ise Bay Typhoon (1959)

5,098 people died or went missing in strong winds and a storm.

39 Chile Earthquake and Tsunami (1960)

The tsunami caused by an offshore earthquake near Chile in South America reached Japan. 142 people died or went missing.

40 Off-Southwestern Hokkaido Earthquake (1993)

230 people died or went missing in the tsunami. The Off-Eastern Hokkaido Earthquake occurred the following year.

41 The Great Hanshin-Awaji Earthquake (1995)

An inland earthquake. Most deaths were caused by collapsed houses and fire. 6,434 people died or went missing.

42 The Eruption of Miyake Island (2000)

All island residents evacuated because of repeated volcanic eruptions.

43 Typhoon No. 23 (2004)

98 people died or went missing in heavy rain and strong winds.

44 Niigata Chuetsu Earthquake (2004)

The second-ever recorded seismic intensity of 7 in Japan. 68 people died.

45 Heavy Snow (2010-2011)

Heavy snow affected the Tohoku, Hokuriku, and San'in regions. 131 people died.

46 The 2011 off the Pacific coast of Tohoku Earthquake (The Great East Japan Earthquake) (2011)

Severe damage occurred due to a massive magnitude 9 earthquake and tsunamis. 22,288 people died or went missing.

47 Heavy Rain (2014)

A storm affected a large area because of two typhoons and a weather front. A major landslide disaster occurred in Hiroshima City. 84 people died.

48 The Eruption of Mt. Ontake (2014)

The worst volcanic disaster in postwar Japan. 63 people died or went missing.

49 Kumamoto Earthquakes (2016)

Two earthquakes with the maximum seismic intensity of 7 occurred on the night of April 14 and early morning of April 16. 211 people died.

50 Hokkaido Eastern Iburu Earthquake (2018)

The highest possible seismic intensity of 7 was recorded. 42 people died. A blackout affected all areas of Hokkaido.

51 Boso Peninsula Typhoon (2019)

Severe damage occurred mainly in Chiba Prefecture. 3 people died. A blackout affected about 930,000 households.

52 East Japan Typhoon (2019)

Record-breaking heavy rain. 89 people died or went missing. The Disaster Relief Act was applied to 390 municipalities across 14 prefectures — the largest scale in history.



Let's try it out

- Check the places where these disasters occurred on a map.

36 Main Natural Disasters in Japan

Words & Phrases

Nankai Trough 南海トラフ

similar to～ ～と似ている[同じようである]

major fire 大火

inland earthquake 直下型地震

pyroclastic flow 火砕流

off the coast of～ ～沖

coastline 海岸線

basin 流域

storm 暴風

hidden hideの過去分詞

wartime 戦時

combine 結びつく、結合する

record-breaking 記録的な

plain 平野

ferry 連絡船、フェリー

capsize 転覆する

intensify 激しくさせる、増大させる

offshore 沖の

collapsed 倒壊した

resident 住民

the second-ever recorded 観測史上2回目の

postwar 戦後の

household 世帯

Disaster Relief Act 災害救助法

apply 適用する

Typical Expressions / Key Phrases

〈had + 過去分詞～〉 「～した」(過去完了)

〈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)

〈場所を表す語句 + where + 主語 + 動詞～〉 「(主語)が～する…」(where以下の語句が前の場所を説明)

37 Utilities May Stop During a Major Disaster

Essential utilities such as electricity, gas, water, communication tools (including landlines, cell phones and the Internet), and transportation systems like roads, and railways may stop during a major disaster.

In Case Utilities Stop

●When the Power Goes Out

You need flashlights, matches, or candles for light.

If you don't open the refrigerator, it stays cold for 2 to 3 hours. You don't need to move food to a cooler box right away. It is necessary to get correct information during a disaster. Prepare a battery-powered or hand-crank radio, extra batteries for your phone or a portable charger. You cannot use air conditioners and fans, so if you use a stove or cooking stove, be careful about ventilation.

●When Gas Stops

You can cook simple meals with a portable gas stove and gas canisters.

●When Water Stops

Prepare water and food for 3 days (Each person needs 3 liters of water per day).

You can use water in the toilet tank and bathtub to flush the toilet or clean. Portable toilets are useful when the toilets cannot be used.

●When You Evacuate from Your House

Turn off electric devices and gas appliances, turn off the breaker and close the gas tap (if you use propane gas, close the valves of the gas meter and container, too).

This helps prevent fire or gas leaks when power or gas comes back.

Cell phones may not work well. Write a memo with your name, your family's safety statuses, and where you evacuate. Put the memo on the door for anyone who comes to look for you.



A hand-crank radio



Prepare water and food for three days

38 Get Correct Information and Don't Be Confused by False Rumors

During a disaster, it is necessary to collect correct information, such as weather warnings, damage reports, support services, the safety statuses of your family and friends, and the restoration progress of utilities, and make good decisions based on that information.

Get Correct Information Quickly — Normal Ways May Not Work —

Ways to collect information during a disaster include TV, radio, landlines, cell phones, the Internet (such as websites, email, social media, and messaging apps), local disaster prevention radio systems (public disaster prevention radio and emergency fire radio), and disaster message services.

During the Great East Japan Earthquake, radio was the most used way to get information.

Radio was the most helpful tool right after the disaster. As time passed, websites from government offices and news agencies — that is, the Internet — were used more often. Radios are very reliable because they can be used even during a blackout.



Make the Right Decisions — To Not Be Confused by False Rumors —

During a disaster, many kinds of information are shared, but some of it may include false rumors, uncertain or outdated information.

The Internet especially — through email, Facebook, Twitter, LINE, and other social media — can be a valuable source during a disaster because anyone can transmit information. However, it also carries a high risk of spreading false rumors and misinformation quickly.

During a disaster, it may be difficult to think calmly because people are often panicked. It's easy to believe information that feels convenient. Try to ask yourself, "Is this really true?" when you collect information.

Check whether it is a primary source, such as information from the national or local government, or the Meteorological Agency. If the information is something like "I heard ..." or "Someone said ...," try to trace it back to the original source to check its accuracy.



Let's discuss

- Let's discuss what to do when utilities stop.



Let's think

- What should we do if we are not sure the information we have received is correct?

37 Utilities May Stop During a Major Disaster

Words & Phrases

communication tool 通信手段
 landline 固定電話
 in case～ もし～なら
 flashlight 懐中電灯
 match マッチ
 battery 乾電池
 hand-crank 手回しの
 extra 予備の
 stove ストーブ
 cooking stove コンロ
 ventilation 換気
 portable gas stove カセットコンロ
 canister ボンベ
 liter リットル
 bathtub 浴槽
 flush (水を)流す
 device 機器
 gas appliance ガス器具
 breaker ブレーカー
 tap 栓
 propane gas プロパンガス
 valve バルブ
 container 容器
 gas leak ガスもれ

Typical Expressions / Key Phrases

〈help + 動詞の原形～〉 「～するのを手伝う」
 〈場所を表す語句 + where + 主語 + 動詞～〉 「(主語)が～する…」(where以下の語句が前の場所を説明)
 〈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 to + 動詞の原形～〉 「何を～したらよいか[すべきか]」

38 Get Correct Information and Don't Be Confused by False Rumors

Words & Phrases

false rumor デマ
 app アプリ
 news agency 報道機関
 reliable 信頼性のある、頼りになる
 uncertain 不確かな
 outdated 古い
 valuable 役立つ、有益な、重要な
 source 発信源、情報源
 transmit 送信する
 misinformation 誤報
 calmly 冷静に
 primary source 一次情報
 national government 国
 local government 自治体
 Meteorological Agency 気象庁
 trace back さかのぼる、突き止める
 accuracy 正確さ

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)
 〈whether + 主語 + 動詞～〉 「(主語)が～かどうか」

39 Prepare for Disasters — Ichinohe Minami Elementary School's Initiative

What should we do to survive when a disaster occurs? Let's find out what they did at Ichinohe Minami Elementary School in Ichinohe Town.

Inspecting Shelters

Ichinohe Minami Elementary School gave a questionnaire to all children during a disaster prevention study meeting. When asked about meeting places or ways to contact family, about 40% of children answered "I don't know" or "We haven't decided." Also, about 30% of them didn't know their family's evacuation place. So, the school decided to inspect four evacuation shelters first.



Any problems with the toilets?!

Preparations to Survive

Based on their shelter inspection, the children talked about what they need to survive for three days. They listed food for three days, water (not only for drinking but also for other uses), plastic wrap to save water (so dishes don't need to be washed), large plastic bags, flashlights or candles, extra batteries, and a portable radio to collect information. For families with small children, powdered milk and paper diapers are needed. For families with elderly members who need care, special attention is needed for food and medicine. Preparations must be based on each family's situation.

We must prepare routinely and keep things ready to take out quickly, so we won't be in trouble when a disaster occurs.

It is important for each family to talk and prepare together.



Emergency drinking water storage



Let's think

- What kind of preparations should you make to survive for three days when a disaster occurs?

40 Escape Safely, Stay Alive — A Disaster Prevention Picture Story Show —

"It was pitch darkness completely different from the one Acchan knew."

This is a line from one of the picture story shows at Ofunato Tsunami Narrative Society, titled "Acchan's Radoseru." It is a story from the perspective of a child looking down at a destroyed town from higher ground on the night of March 11.



Performing a disaster prevention picture story show

I Want You to Know the Fear

Saito Kenji was deeply shocked to learn that so many people died in the tsunami during the Great East Japan Earthquake. He wanted many people to know how scary tsunamis are, so he founded the Ofunato Tsunami Narrative Society.

Mr. Saito continued to work as a storyteller. However he realized that his stories might be too difficult for children, so he came up with the idea of making picture story shows. He wrote scripts based on disaster experiences and the lore of past great tsunamis. He asked a local illustrator to illustrate the stories. Then, he produced dozens of picture story shows, and asked a former theater actor to tell the children about how scary tsunamis are.

More and more people have begun to watch the shows seriously.

Today, four disaster prevention picture story shows are performed often. Besides *Acchan's Radoseru*, *Koinobori of Life* and *Lanterns for the Bon Festival* are based on real experiences. And *Oyuki of Yoshihama* tells a story from Sanriku Town (now part of Ofunato City) during the Meiji Sanriku Earthquake and Tsunami in 1896. All of these shows teach that tsunamis are scary and that you must evacuate to higher ground quickly after a big quake.



Let's think

- What was Mr. Saito thinking when he made the picture story show?

39 Prepare for Disasters — Ichinohe Minami Elementary School's Initiative

Words & Phrases

list リストアップする

diaper おむつ

emergency 非常用の

storage 備蓄

Typical Expressions / Key Phrases

〈what + 主語 + 動詞〜〉 「(主語)は何を〜するか」、「(主語)が〜するのは何か」

〈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)

〈It is ... for + A + to〜.〉 「Aにとって〜することは…だ。」(itは仮主語)

40 Escape Safely, Stay Alive — A Disaster Prevention Picture Story Show —

Words & Phrases

pitch darkness 真っ暗

line せりふ

Ofunato Tsunami Narrative Society 大船渡津波伝承会

destroyed 破壊された

fear 怖さ

storyteller 語り部

come up with〜 思いつく

script 脚本、台本

lore 伝承

illustrator イラストレーター

illustrate 挿絵を入れる

dozens of〜 多数の

former 元

besides〜 〜の他に

Typical Expressions / Key Phrases

〈名詞 + 動詞のing形〜〉 「〜する[している]…」(動詞のing形以降の語句が前の名詞を説明)

〈want + A + to + 動詞の原形〜〉 「Aが〜することを望む」

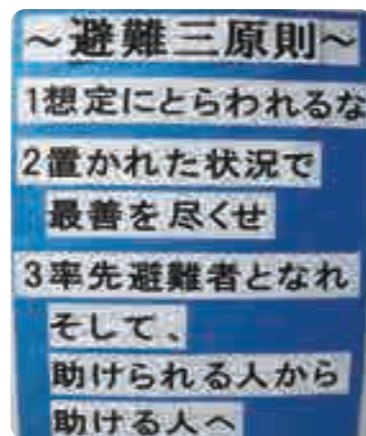
41 From Being Helped to Helping Others

— Joint Disaster Drill by Kamaishi Higashi Junior High School and Unosumai Elementary School

“How much it saved us adults that the children survived that day.” — Even now, many people in Kamaishi still say this. Today, the students of Unosumai Elementary School and Kamaishi Higashi Junior High School in Kamaishi City follow in the footsteps of their seniors.



Students of Kamaishi Higashi Junior High School guiding young children by the hand during a disaster drill



Under the “Three Evacuation Principles” posted in the hallway of Kamaishi Higashi Junior High School are the words: From Being Helped to Helping Others.

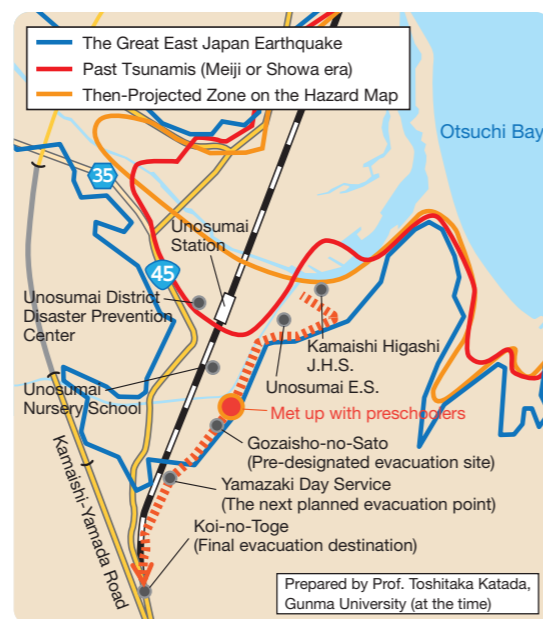
Just Did What We Always Practice

On March 11, 2011, at 2:46 p.m., a strong and long shake hit Kamaishi Higashi Junior High School and cracks appeared in the schoolyard.

A student at that time said, “When we saw water coming out of the cracks, we felt that we had to evacuate.”

Unosumai Elementary School, which was separated from Kamaishi Higashi Junior High School by a road, was located only a few hundred meters from the sea. According to the hazard map at that time, the school was outside the expected tsunami flood area. However, junior high school students took the lead in evacuating, shouting, “A tsunami is coming!”

The children of Unosumai Elementary School followed them. On the way, they met children from Unosumai Nursery School and went together to the shelter, “Gozaisho-no-Sato.” Neighbors gathered there too, making a total of 600 people.



Tsunami flood zone in the Unosumai area

This was from 2:55 p.m. to 3:10 p.m. The shelter looked to be in danger of a landslide, so everyone decided to evacuate to a higher place, Yamazaki Day Service. The junior high school students held hands with all the elementary school children.

A junior high school student at that time said, “I held hands with a boy who looked like a fourth grader and started walking. On the way, we heard a rumbling sound like ‘gogogogo.’ I walked fast telling the boy, ‘It’s all right.’”

At around 3:17 p.m., a tsunami hit the Unosumai area and swallowed the schools and Gozaisho-no-Sato. The junior high school students helped the elderly and young children as they ran up to Koi-no-Toge to escape from the tsunami.

Many people were moved by this, and it became known as “What Happened in Kamaishi.” But a junior high school student at that time said, “When we evacuated, we just did what we always practice.”

A Joint Disaster Prevention Drill Passed Down

Unosumai Elementary School and Kamaishi Higashi Junior High School held joint disaster prevention drills many times before the earthquake, and they continue to hold them today.

Since 2006, Kamaishi City has promoted tsunami disaster prevention education based on the three evacuation principles: “Don’t get caught up in assumptions,” “Do your best depending on the situation,” and “Take the lead in evacuation.”

The 2019 drill was held under the assumption that an earthquake with a seismic intensity of upper 6 occurred and a major tsunami warning of over 10 meters was issued. Elementary and junior high school students evacuated to higher ground at their schools. After that, the junior high school students led about 80 people, including elementary school children acting as evacuees and nursing home residents to the gym, and experienced managing a shelter.

The junior high school students deepened their awareness of their role as leaders in local disaster prevention, and the elementary school children learned by watching them. The spirit of their seniors, who acted according to the three principles at that time, has been properly passed on.



Let's think about it and research

- What should you say if you see someone in trouble?
- Let's research why taking the lead in evacuation is needed.

41 From Being Helped to Helping Others

— Joint Disaster Drill by Kamaishi Higashi Junior High School and Unosumai Elementary School

Words & Phrases

spirit 意志

principle 原則

post 掲示する、貼る

crack 地割れ

hazard map ハザードマップ

take the lead 率先する

neighbor 近隣住民

get caught up in ~ ~にとられる

assumption 想定

led leadの過去形

nursing home 高齢者福祉[介護]施設

Typical Expressions / Key Phrases

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

〈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)

〈what + 主語 + 動詞〉 「(主語)が～すること」

〈see A + 動詞のing形〉 「Aが～しているのを見る」

〈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)

〈動詞 + 動詞のing形〉 「～しながら[して]…する」

〈why + 主語 + 動詞〉 「なぜ(主語)が～するのか」

42 Let's Build a Town of Disaster Prevention and Disaster Reduction

— Iwaizumi Town —

About 3,000 people, or 30% of the town's population, join the general disaster prevention drill in Iwaizumi Town. Why do so many people take part?



Other activities promoted by Iwaizumi Town besides the general disaster prevention drill. Disaster prevention advisor training (left) / Cooperation between welfare facilities and nearby companies for elderly evacuation (top right) / Drones for information gathering (bottom right)

How to Raise Disaster Prevention Awareness

Iwaizumi Town was formed by merging six towns and villages. Each area has its own local disaster prevention organization, and the residents decide on their disaster prevention plans. During the general disaster prevention drill, one area becomes the main site. At the same time, the other areas hold drills based on their own plans. Many people join the drills because they are held in all areas of the town.

The damage from Typhoon No. 10 in 2016 prompted Iwaizumi Town to aim to become a “town of disaster prevention and disaster reduction.” After that, the town strengthened its facilities by increasing the number of shelters from 8 to 52, organizing a drone team to collect information, and providing satellite phones to local disaster prevention groups for communication. The town also started training disaster prevention advisors to raise disaster prevention awareness and help people become leaders in disaster prevention.

A disaster prevention advisor is a certified person with knowledge and skills to strengthen society's disaster prevention capability. The qualification is based on three principles: “Self-help,” protecting one's own life, “Mutual help,” helping each other to stop damage from spreading, and “Cooperation,” working together as individuals and organizations. Iwaizumi Town aims to train 200 disaster prevention advisors. By January 2020, 142 people, including the town mayor and town council members, had taken the training course and were certified.



Let's think

- What kind of attitude should we have when we join future evacuation drills?

43 Tairakko Disaster Prevention Project

— Disaster Readiness Team —

The fifth and sixth graders of Tairadate Elementary School in Hachimantai City joined DIG training as part of the “Tairakko Disaster Prevention Project.” They walked around the town, created a disaster prevention map, and discussed ways to keep their area safe.

Discoveries from DIG Training

DIG means “Disaster Imagination Game.” DIG training is an activity that uses maps to help people learn about dangerous places in their area where flooding or landslides can happen, and ways to take safe actions.

Through the training, the children discovered the following: “I found out for the first time that there are dangerous places around my house.” “I learned where to escape, and the shape and size of rivers.” “I want to check if there are more dangerous places on my way home from school.”



A disaster prevention map with detailed information

Creating a Disaster Prevention Map by Walking Around Town

First, they decided on a route by thinking about places where water damage happened or might happen. Then they walked the route and checked the dangers that they predicted on the maps more clearly. They found buildings with broken roofs that looked like they might fall down, even on streets they often use. They also learned that rivers with curves or places where two rivers join together can flood easily.

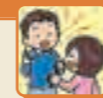


Students presenting their findings

After surveying the town, they exchanged information, organized it on information cards, and used those cards to create disaster prevention maps.

Later, they walked around the town again. This time, they could check things they had wanted to know while creating the maps. They also learned about past flooding and rivers with a risk of flooding from members of the fire corps.

They made presentations based on these disaster prevention maps and shared what they learned, such as: “I think that it is very important to help each other, like public help or mutual help.” and “Communication in daily life can be a form of mutual help.”



Let's discuss

- Look at a hazard map and discuss what disasters could happen in your area.

42 Let's Build a Town of Disaster Prevention and Disaster Reduction — Iwaizumi Town —

Words & Phrases

disaster reduction 減災
 population 人口
 disaster prevention advisor 防災士
 welfare facility 福祉施設
 drone ドローン
 merge 合併する
 organization 組織
 strengthen 強化する
 satellite phone 衛星電話
 certified 資格を持っている、認定された
 qualification 資格
 self-help 自助
 mutual help 共助
 cooperation 協働
 individual 個人
 town council 町議会
 certify 認定する、資格を与える

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)
 〈how to + 動詞の原形〜〉 「～する方法／どうやって～したらよいか」
 〈help + A + 動詞の原形〜〉 「Aが～するのを助ける」(原形不定詞)

43 Tairakko Disaster Prevention Project — Disaster Readiness Team —

Words & Phrases

readiness 準備ができていること
 DIG training DIG実習
 discovery 発見
 imagination 想像力
 discover 発見する
 detailed 詳しい
 predict 予想する
 roof 屋根
 curve カーブ
 public help 公助
 form of〜 ～の一形態

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)
 〈help + A + 動詞の原形〜〉 「Aが～するのを助ける」(原形不定詞)
 〈場所を表す語句 + where + 主語 + 動詞〜〉 「(主語)が～する…」(where 以下の語句が前の場所を説明)
 〈where to + 動詞の原形〜〉 「どこで～するか[すべきか]」
 〈if + 主語 + 動詞〜〉 「(主語)が～かどうか」
 〈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)
 〈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)