



Iwate Prefectural Board of Education

# Live Involve Prepare

For First to Third-Grade Students Revised Edition

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"With Many Little Dwarfs"



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— For First to Third-Grade Students —

Revised Edition

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## **Part 2: Steps**

**A sadness that can't be expressed in words,  
An anxiety that can't be controlled.  
But little by little,  
We began to look forward.  
It was thanks to everyone  
Across Japan  
And around the world  
Who supported us.  
Thank you  
For your warm encouragement.  
Thank you  
For your continued support.  
Thank you  
For caring about us.  
The earthquake broke many connections,  
But it also created new connections.  
Now, from the bottom of our hearts,  
We want to say thank you.  
Thank you very much  
For supporting us.  
We will never forget.**

**We want to tell everyone  
About that day.  
Humans are weak and fragile.  
Now, again,  
We must etch this into our hearts.  
The importance of life.  
The preciousness of life.  
The brevity of life.  
Because our lives were spared,  
We will live the life we have now  
To the fullest.  
Family, friends,  
And local people.  
Everyone is precious.  
Everyone is supported by someone.  
Everyone is connected to someone.  
So, we must treasure others' lives  
As well as our own.  
I didn't realize the importance of my family and friends.  
I didn't know the local people's wishes.  
But now,  
We can say it clearly.  
Ordinary days are  
Never to be taken for granted.**

These words are taken from the second part of “A Collaborative Poem: Passing on the Memory of the Earthquake and Our Steps to the Future.” The words in the poem were chosen from the responses to a school-wide survey written by the students of Noda Junior High School in Noda Village, as part of a project for the fifth anniversary of the Great East Japan Earthquake.

The poem has three parts: “Part 1: On That Day,” “Part 2: Steps,” and “Part 3: To the Future.” The poem was presented on February 5, 2016, during an online meeting with Yamaguchi Junior High School in Nishinomiya City, Hyogo Prefecture. The two schools have continued their exchange since the earthquake.

## Part 2: Steps

### Words & Phrases

sadness 悲しみ

express in words 言葉で言い表す

anxiety 不安

forward 前に、先へ

encouragement 励まし

continued 継続する

connection 繋がり

create 生み出す、作り出す

from the bottom of one's heart 心の底から

human 人間

fragile もろい、はかない

importance 大切さ

preciousness 尊さ

brevity 短さ、はかなさ

spare (命などを)助ける、奪わずに残す

local 地域の、地元の

precious 大切な、貴重な

treasure 大切にする

A as well as B BだけでなくAも

realize 気づく

wish 願い

clearly はっきりと

ordinary 平凡な、普通の、当たり前の

be taken for granted 当たり前と思う

collaborative poem 連詩

school-wide 全校の

survey アンケート、調査

~anniversary ~周年

the Great East Japan Earthquake 東日本大震災

present 発表する

prefecture 県

exchange 交流

### Typical Expressions / Key Phrases

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

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

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# 1 To Never Again Experience the Sadness

What's this badly crushed red car?



A red car damaged beyond repair

## What Happened That Day

On March 11, 2011, a huge earthquake occurred. The earthquake itself is called “the 2011 off the Pacific coast of Tohoku Earthquake,” while the disasters caused by it are known as the Great East Japan Earthquake. A massive tsunami hit the coast of Iwate Prefecture, taking the lives of more than 4,600 people. More than 26,000 homes were washed away or destroyed. This red car is a fire engine. It was used by the volunteer fire department in Tanohata Village.

After the earthquake, the volunteer firefighters got in this car and helped the villagers evacuate before the tsunami hit.

All of the volunteer firefighters survived, but the car was crushed when it was washed away by the tsunami.



Smashed driver's seat



A heavily dented door

The severe damage to this crushed car clearly shows the horror of the tsunami. The car is now displayed at the “Iwate Tsunami Memorial Museum” in Rikuzentakata City.

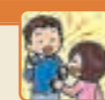
## To Protect Our Precious Lives

The Iwate Tsunami Memorial Museum clearly explains things such as why tsunamis occur, the types of tsunamis that have occurred in the past, and what happened during the Great East Japan Earthquake.

One of the themes of the museum is “To Never Again Experience the Sadness of the Great East Japan Earthquake.”

In order not to repeat the events which resulted in the loss of many lives during the Great East Japan Earthquake, it is necessary for everyone to be prepared for disasters.

Discuss with your family and others about how we can protect our lives and the things that matter most to us.



### Let's discuss

- Let's talk about what we can do to protect precious lives and the things that are important to us.

## 1 To Never Again Experience the Sadness

### Words & Phrases

crush つぶれる

beyond ～ ～できない

repair 直す、修理する

huge 巨大な

occur 起こる

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

disaster 災害

coast 沿岸、海岸

volunteer fire department 消防団

villager 村人

evacuate 避難する

severe ひどい

horror 恐ろしさ

display 展示する

Iwate Tsunami Memorial Museum 東日本大震災津波伝承館

theme テーマ

loss 失うこと

necessary 必要な

### Typical Expressions / Key Phrases

〈過去分詞 + 名詞〉 「～された…」(過去分詞が後の名詞を説明)

〈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 + 動詞～〉 「何が～するか」

〈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)

〈help + 人 + 動詞～〉 「人が～するのを手伝う[助ける]」

〈how + 主語 + 動詞～〉 「どうやって(主語)が～するか」

〈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)

〈not to + 動詞の原形～〉 「～しないために」

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

## 2 How “*Itoyo*: Three-Spined Stickleback” Survived the Tsunami

*Itoyo* have survived the Great East Japan Earthquake and are still alive today. Cherishing and protecting rare species like *Itoyo* help protect the environment of Otsuchi Town.



A lively *Itoyo* swimming around



*Itoyo* that survived the Great East Japan Earthquake

Everyone thought that all the *Itoyo* had been killed because they can only live in clean rivers.

However, about two months after the earthquake, *Itoyo* were found swimming in the Gensui River, a branch of the Otsuchi River.

### Spring Water is the Treasure of Otsuchi

Otsuchi Town is known for its plentiful spring water. According to a town survey, there are about 200 springs in the town.



The clean spring water is home to *Itoyo*

This clean spring water is home to the *Itoyo*. How to protect this clean spring water is an issue for Otsuchi Town.

### Efforts to Protect *Itoyo*

After the Great East Japan Earthquake, the Self-Defense Forces, local people, and volunteers worked together to clean up the Gensui River, which was filled with seawater and driftwood. The spring water could hardly flow because there was a lot of mud under the water. So, they removed the mud and restored the spring.



The Gensui River after cleaning

They set up an environment to protect *Itoyo*. For example, they repaired the observation deck and built stairs and benches.

Rare plants, such as *Veronica undulata* and *Monochoria korsakowii*, also grow by the springs in Otsuchi Town. The people in the town keep cherishing and protecting these rare species.



#### Let's think it through and try it out

- What did the people of Otsuchi Town think when they saw the surviving *Itoyo*?
- Try introducing a living thing you cherish to your friends.

## 2 How “*Itoyo*: Three-Spined Stickleback” Survived the Tsunami

### Words & Phrases

Three-Spined Stickleback イトヨ

alive 生きている

cherish 大切にする

rare 珍しい

species 種

lively 元気な

struck strike(襲う)の過去形

driftwood 流木

arm 支流

spring water 湧き水

plentiful 豊富な

spring 泉

issue 課題

effort 努力、奮闘

Self-Defense Force 自衛隊

flow 湧き出る、流れる

mud 泥

remove 取り除く

restore 復活させる

observation deck 観察デッキ

Veronica undulata カワヂシャ

Monochoria korsakowii ミズアオイ

### Typical Expressions / Key Phrases

〈help + 動詞の原形 ...〜〉 「〜するのを手伝う」

〈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)

〈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)

〈had been + 過去分詞〉 「〜されてしまった」(過去完了の受け身)

〈名詞 + 過去分詞〜〉 「〜した…」(過去分詞以降の語句が前の名詞を説明)

〈how to + 動詞の原形〜〉 「どうやって〜するか[〜する方法]」

〈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)

〈hardly + 動詞〜〉 「ほとんど〜しない」

〈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)

### 3 Revive Our Moguranpia!

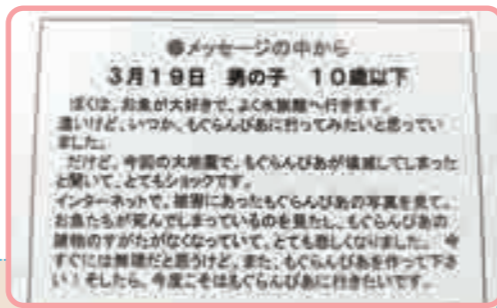
Moguranpia, the Kuji Underground Aquarium and Science Museum, is in Kuji City. It was the only underground aquarium museum in Japan, but it was severely damaged by the Great East Japan Earthquake in March 2011.

#### A Damaged Aquarium

Moguranpia, the Kuji Underground Aquarium and Science Museum, was opened in April 1994. Many people came to see the popular green turtle, “Kamekichi,” and other sea animals in the tunnel aquarium. However, the museum was destroyed by the tsunami caused by the Great East Japan Earthquake in 2011. No one knew what happened to the precious creatures in the aquarium.



Moguranpia, the Kuji Underground Aquarium and Science Museum, destroyed by the Great East Japan Earthquake



A message asking for the reopening of Moguranpia, the Kuji Underground Aquarium and Science Museum

#### The Things We Can Do

The city of Kuji and the staff of the Moguranpia, the Kuji Underground Aquarium and Science Museum, decided that one thing they could do for the disaster-stricken towns and people was to revive the aquarium. This time, they decided to open an aquarium at a facility downtown near Kuji Station instead of in a tunnel.

They began to prepare in May 2011. Some fish and the green turtle, “Kamekichi,” survived the tsunami in the damaged aquarium, but they still didn’t have enough fish.

#### Thanks to Many People’s Help

At a time like this, one person reached out to the town aquarium. “I’ll send you the fish from the fish house!” That person was Sakana-kun, who was active on TV and had an honorary doctorate degree from the Tokyo University of Marine Science and Technology.

Sakana-kun lent not only creatures but also his illustrations for free.



“Sakana-kun,” the support leader of Moguranpia, the Kuji Underground Aquarium and Science Museum



A bustling aquarium in the city

Furthermore, he also donated ten sets of water tanks.

Sakana-kun was not the only one who helped open the town aquarium. Local people donated desks, chairs, computers, and even created a signboard.

Thanks to the help of many people, the town aquarium opened in August 2011.



The renewed five-story Moguranpia, the Kuji Underground Aquarium and Science Museum

#### Back To The Same Place

In April 2016, Moguranpia, the Kuji Underground Aquarium and Science Museum, began operating again in the original location which was hit by the disaster. Before the earthquake, it was a two-story building, but the new Moguranpia is five stories tall.

The Sakana-kun Corner was newly built on the fourth floor. The fish that Sakana-kun carefully raised and his illustrations are displayed there.

“Kamekichi” is still swimming in the aquarium.



A lively Kamekichi swimming around



#### Let's think it through and discuss

- How did the keepers feel when they found that “Kamekichi” survived?
- Let's discuss why so many people supported the aquarium.

### 3 Revive Our Moguranpia!

#### Words & Phrases

revive よみがえる、復活する

underground 地下

severely ひどく

green turtle アオウミガメ

tunnel トンネル

caused by ... …に引き起こされた

reopen 再開する

facility 施設

instead of～ …の代わりに

honorary doctor 名誉博士

Tokyo University of Marine Science and Technology 東京海洋大学

bustling にぎわいのある

illustration イラスト、絵

furthermore さらに、しかも

donate 寄贈する

create 作成する

signboard 看板

operate 営業する

original 最初の、元の

location 場所

story 階

raise 育てる

renew 新しくする

keeper 飼育員

#### Typical Expressions / Key Phrases

〈what + 動詞～〉 「何が～するか」

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

〈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)

〈過去分詞 + 名詞〉 「～された…」(過去分詞が後の名詞を説明)

〈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」

〈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 + 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 + 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」

## 4 Let's Observe Sea Creatures

One day during summer vacation, children gather on the seaside. What are they looking for?



Children holding bags and observing the seaside

### Observing Sea Creatures

They are looking for marine plants.

Today is the day of the workshop planned by the Whale and Sea Science Museum in Yamada Town.

The children observe what kinds of marine plants grow in different places in the sea around Yamada, and make pressed leaf specimens from the



What's under the rock?



Is this a marine plant?

marine plants they collect.

There are many kinds of sea creatures in the sea around Yamada. Thanks to the calm waves, the seaside is a great place to observe and catch sea creatures.

### Making Pressed Leaves from Marine Plants

After collecting marine plants, the children return to the museum and wash them carefully.

Then they dry the washed marine plants and make pressed leaves with them.

It's the first time for them to make pressed leaves from marine plants.



Washing the marine plants with water



Drying the marine plants

The pressed leaf specimens will be complete after drying for two to three days.

Every child could make their own nice pressed leaf specimens.

Through this activity, they

learned that there are many sea creatures in the sea around their hometown, Yamada.



What kind of pressed leaves can we make?



### Let's think it through and try it out

- How did the children feel when they finished making the pressed leaf specimens?
- Try introducing something you made that you still treasure today.

## 4 Let's Observe Sea Creatures

### Words & Phrases

observe 観察する

seaside 浜辺

marine plant 海藻

pressed leaf 押し葉

specimen 標本

wave 波

complete 完成する

through ~ ~を通して

something you make 作品

### 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 + 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 + 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 + 名詞 + 動詞〜〉 「どんな…を〜するか」

〈過去分詞 + 名詞〉 「〜された…」(過去分詞が後の名詞を説明)

〈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)

## 5 Lacquer Is a Precious Treasure

Lacquer is the sap from lacquer trees and has long been used in Japan to coat tableware and other items. Joboji in Ninohe City is the largest producer of lacquer in Japan.

### Growing Lacquer Trees



Craftsman collecting lacquer

Lacquer has been used in Japan for a long time. However, only a little lacquer is available in Japan today. More than half of Japan's lacquer is produced in Iwate Prefecture and most of it is from Ninohe City.

To increase lacquer production, Ninohe City provides activities for growing lacquer trees.

### Lacquer Is a Treasure

On November 13th, "Lacquer Day," an event was held to plant young lacquer trees at "Urushi Uruwashi no Mori" in Joboji, Ninohe City. People dug holes, planted young trees, and added compost. 450 lacquer trees were planted. It takes about 15 years for a lacquer tree to produce sap. Lacquer is a precious treasure for Joboji.



Carefully planting one by one



#### Let's think it through and research

- How did you feel when you learned that it takes 15 years to produce lacquer sap?
- Let's research why Ninohe City became famous for producing lacquer in Japan.

## 6 Observing Charcoal Burning

At Nishiyama Elementary School, at the foot of Mt. Iwate, students take many local excursions under the theme of "Exploring the Gifts of Mt. Iwate." One of these is a "Visit to see Charcoal-Burning."

### Charcoal Burning Is One Way to Make Good Use of Forests



Children of Nishiyama Elementary School observing charcoal-making

Iwate Prefecture produces a lot of charcoal and is still called the "charcoal kingdom." Shizukuishi Town is also active in charcoal production.

Cutting trees is an important part of forest maintenance. Trunks and branches cut during "kanbatsu" (cutting unnecessary trees) and "edauchi" (cutting branches) are burned to make charcoal.

Charcoal burning helps maintain healthy forests.

### Shizukuishi Town Produces Lots of White Charcoal

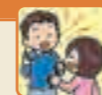
To make charcoal, wood is put in a charcoal kiln. Then the wood is carbonized by using the heat from burning other wood. Charcoal that is taken out after the fire has gone out is called "black charcoal," while charcoal that is taken out while still hot and extinguished with ash is called "white charcoal." Black charcoal catches fire easily, but does not last long. White charcoal is hard to ignite, but lasts longer and emits less gas. Shizukuishi Town produces a lot of white charcoal.



Children surprised by the finished charcoal

I was surprised to learn that it takes 24 hours to make charcoal.

I think that getting it just right is difficult because if it is burned too much, it turns into ash.



#### Let's discuss

- Discuss what gifts of nature are in the area where you live.

## 5 Lacquer Is a Precious Treasure

### Words & Phrases

lacquer 漆  
 sap 樹液  
 tableware 食器  
 producer 生産者  
 available 得られる  
 increase 増やす  
 production 生産  
 provide 提供する  
 craftsman 職人  
 dug dig(掘る)の過去形  
 add 加える  
 compost たい肥

### 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)  
 〈why + 主語 + 動詞〜〉 「なぜ(主語)が〜するのか」

## 6 Observing Charcoal Burning

### Words & Phrases

charcoal 炭  
 make good use of〜 〜を有効活用する  
 kingdom 王国  
 maintenance 整備、保全  
 trunk 幹  
 branch 枝  
 maintain 維持する、保全する  
 kiln 窯  
 carbonize 炭化する  
 go out 消える  
 extinguish 消火する  
 last 続く  
 ignite 発火する  
 ash 灰  
 emit 放つ、発する  
 less より少ない

### 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)  
 〈help + 動詞の原形〜〉 「〜するのを手伝う」  
 〈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 + 名詞 + 主語 + 動詞〜〉 「(主語)はどんな…を〜するか」

## 7 Playing the Drums Together with the Community

At Sahinai Elementary School, all students from first to sixth grade play the drums together.

Every August, the Kinzan Festival is held in the schoolyard, and students play the drums.



First to third graders performing at the Kinzan Festival

### All Children at Sahinai Elementary School Play the Drums

The Sahinai district of Shiwa Town prospered during the Edo period thanks to its gold mines. In 1987, *Kinzan Daiko* was formed to create a culture based on this history. At first, only adults played it, but it soon spread to the fifth and sixth graders at Sahinai Elementary School, and eventually all grades began to play.



The fourth to sixth graders performing at the Kinzan Festival

### Kinzan Daiko Unites the Community

At Sahinai Elementary School, drums are played on various occasions. At the entrance ceremony in April, at the fire drill in June, at the Kinzan Festival in August, at the Respect for the Aged meeting in September, and at the Community Center Festival in February. At the Kinzan Festival, held every



Children play the drums at the fire drill



Japan Taiko Junior Competition Iwate Prefecture Preliminary Round Playing with all their might

year on August 14, not only Sahinai Elementary School but also various local people play the drums. In the Sahinai district, *Kinzan Daiko* is the power to unite its community.



#### Let's discuss

- Let's discuss what kind of feelings are put into *Kinzan Daiko*.

## 8 Friendly Walk to School

The children of Yuda Elementary School went to school together with the students of Nishiwaga High School. It was a friendly walk to school filled with smiles.

### I Want to Go to School Together Again

The students of Yuda Elementary School and Nishiwaga High School walked to school together twice in September and October 2018. On those days, the high school students came to the children's meeting place and walked with them to school. The high school students at the front and back of the line checked for dangerous places, so the children could go to school safely and enjoyably. Even the children who took the school bus were greeted with high fives from the high school students.

The road is narrow, so it's dangerous when cars pass by.



Walking to school in a line, with some high school students at the front and others at the back

High school students gave me high fives when I got off the bus. I was very happy.



High school students greeting children arriving on the school bus with high fives

During these friendly walks, the children said, "I was happy that the high school students were waiting for us," and "I want to walk to school together with them again." The high school students said things like, "I realized that it is important for us high school students to take the lead and act safely when a disaster occurs," and "The friendly walk to school made me feel more responsible."

Local people also said, "Walking to school with high school students is heartwarming and a very good thing."



#### Let's look around

- Let's look around for the local people who are watching over us.

## 7 Playing the Drums Together with the Community

### Words & Phrases

community 地域  
 ~ grader ~年生  
 district 地区、地方  
 prosper 栄える  
 period 時代  
 mine 鉱山  
 based on ~ ~を基に、~に基づいて  
 eventually やがて  
 unite 一体にする  
 various 様々な  
 occasion 時、機会  
 Respect for the Aged 敬老  
 competition 大会  
 preliminary round 予選  
 with all one's might 力いっぱい

### 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〜〉 「~される[た]…」(過去分詞以降の語句が前の名詞を説明)  
 〈what + 名詞 + 動詞〜〉 「どんな…を~するか」

## 8 Friendly Walk to School

### Words & Phrases

enjoyably 楽しく  
 greet 迎える  
 high five ハイタッチ  
 realize 理解する  
 take the lead 先頭に立つ  
 responsible 責任のある  
 heartwarming ほほえましい  
 narrow 狭い  
 watch over 見守る

### Typical Expressions / Key Phrases

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

## 9 Making Good Movies with Teamwork

Director Otomo Keishi, who lived in Morioka until graduating high school, got into baseball during his elementary and junior high school days. Let's take a look at how this baseball boy became a film director.



Satoh Takeru, the lead actor of the final chapter of *Rurouni Kenshin* (released in 2020)



Film Director: Otomo Keishi  
Born in Morioka City, in 1966.  
Graduated from Ueda Junior High School, Morioka Daiichi High School, and Keio University. Took a job with NHK in 1990 and directed a hit film *Hagetaka* in 2009. Left NHK in 2011 to become independent. He has directed popular films such as *Rurouni Kenshin*.

### From Baseball Boy to Film Boy

Director Otomo dreamed of becoming a professional baseball player and was into baseball during his elementary school and junior high school days. He also loved manga and anime and was absorbed in the stories about baseball and heroes. He also loved drawing manga and pictures and showed his handmade manga magazines to his friends.

When he was a high school student, he gave up baseball because of an injury. After his father's job transfer, he started to live alone and got into watching European films such as French films.

Even after entering Keio University, he continued to spend his days watching movies.

### Opened the Way to Becoming a Film Director by Getting Into Producing at NHK

As a director at the Akita branch of NHK, Otomo produced TV programs on agriculture, forestry, fisheries, education, high school baseball, and singing contests.

He moved to the Tokyo headquarters, hoping to make dramas which he had never worked on before. While working on dramas, he got a chance to study in the U.S. After studying in Hollywood for two years, he returned to Japan and continued making dramas. He tried making experimental dramas, making use of his experience in the U.S. The drama, *Hagetaka*, which he made in 2007 was the one he was most satisfied with. It received high praise and he made the movie, *Hagetaka* as a film director in 2009.



The cast of the final chapter of *Rurouni Kenshin*

### Making Films Needs Teamwork

Movies are made by a team of various people, including the director, screenwriters, cinematographers, and editors. Director Otomo says that "each person must improve their skills and display them" to make a good movie as a team.

A good movie can only be made when everyone understands the director's vision and demonstrates their strengths.



Director Otomo (Left) and Satoh Takeru

The popular film *Rurouni Kenshin* reflects Director Otomo's childhood love for anime and manga. In addition to these action films, he also wants to make films based on literary works.



#### Let's try it out

- Talk about your dream.

## 9 Making Good Movies with Teamwork

### Words & Phrases

director 監督

get into ～ ～に熱中する

take a look 見てみる

direct 監督する

independent 独立した

chapter 章

release 公開する

be absorbed in ～ ～に夢中になって

injury けが

job transfer 転勤

branch 支局

agriculture, forestry, and fisheries 農林水産

education 教育

headquarters 本社(本局)

experimental 実験的な

received high praise 高い評価を受ける

cast 出演者

including ～ ～を含めて

screenwriter 脚本家

cinematographer 映画撮影技師

editor 編集者

improve 向上させる、高める

display 発揮する

vision ビジョン

demonstrate (力)を出す

strength 力

reflect 反映する

childhood 子供時代

literary work 文学作品

### 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)

〈how + 主語 + 動詞～〉 「どのようにして(主語)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)

〈had + 過去分詞〉 「～したことがあった」(過去完了の経験)

〈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)

## 10 Being Healthy with the Power of Forests

How do you feel when you go to the forest?

### The Importance of Forests

Forest bathing is an activity that calms one's mind by breathing in the fresh air of the forest, smelling trees and soil, and feeling the life and energy of living creatures. Forest therapy®, which keeps you healthy through forest bathing, is becoming popular in Iwate Town.



Enjoying walking in the forest

Forest therapy provides opportunities for people of all ages to connect with nature. Forests are used not only for cutting down trees for timber, but also as a way to support our health.

### Forest Therapy Roads

In March 2015, three courses in Iwate Town were certified as “Forest Therapy Roads.” These paths are used for forest therapy. Events are held where participants walk along the Forest Therapy Road with doctors, as well as participate in nature-based activities such as “nature games.”



Nature game

Also, in one of the courses, the “Kodaki Course,” the Kodakiyama Green Scouts made wooden benches at Acorn Square and Observatory Square. They said that they plan to make a signboard for Acorn Square in the future.



### Let's think it through

- When do you feel calm?

## 11 When You Feel This Way, Try This!

Everyone experiences times when they feel depressed, irritated, or sad. When that happens, try the following.

### I feel depressed when I remember something



- ⇒ First, calm down. Tense your face and body, then gently release the tension. Try breathing slowly.

### I feel sad, but I can't cry



- ⇒ First, let's find something fun! After recharging your mind and body by doing something fun, start with something that you feel you can do little by little.

### I feel irritated or lose my temper



- ⇒ First, calm down. Tense your face and body, then gently release the tension. Breathe slowly. Try thinking about something fun.

(Source: “Try this when you feel this way! Self-care for the mind and body” Iwate Children's Mental Health Support Team, Iwate Prefectural Board of Education)

- ♥ Caring for and encouraging one another with your friends can also give you the strength to overcome difficult times.
- ♥ There is one more thing I want you to know. It's okay to talk to someone about it.



### Let's think it through

- Who do you talk to when you have a problem?

## 10 Being Healthy with the Power of Forests

### Words & Phrases

**forest bathing** 森林浴  
**calm** 落ち着かせる  
**breathe** 呼吸する  
**soil** 土  
**therapy** セラピー  
**opportunity** 機会  
**timber** 材木  
**along ~** ~に沿って  
**certify** 認定する  
**paths** 道  
**participate in** ~に参加する  
**scout** ボーイスカウトの一員  
**acorn** どんぐり  
**observatory** 天文台

### Typical Expressions / Key Phrases

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

## 11 When You Feel This Way, Try This!

### Words & Phrases

**depressed** 落ち込んだ  
**irritated** イライラした  
**the following** 次のこと  
**tense** 緊張させる  
**release the tension** 力を抜く  
**recharging** エネルギーを補充する  
**lose one's temper** かっとなる  
**source** 出典  
**mental** 心の  
**Prefectural Board of Education** 県教育委員会  
**encourage** 励ます  
**overcome** 乗り越える

### Typical Expressions / Key Phrases

〈**時を表す名詞 + when + 主語 + 動詞**〜〉 「(主語)が〜する…」(when 以下の語句が前の時を表す名詞を説明)

〈**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)

〈**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)

# 12 Let's Play with Friends and Family

Playing is very good for your mental and physical health. Play with your friends and family in the sunshine.

## 1 Jump Rope

You can jump rope alone, with someone, or with many people. It's fun to jump rope with many people while singing songs.



## 2 Balloon Volleyball

Hit the pumped-up balloon to each other by hand. You can play it with many people by placing a rope in the middle.



## 3 One Foot Hopping Sumo

You push and pull each other while hopping with one foot in the circle. If you step out of the circle or fall over, you lose.



## 5 Ring Toss

Line up the empty bottles. Aim and toss rings at the bottles. If a ring lands on a bottle, you win. The person who successfully tosses the most rings wins.



## 4 Rubber-Band Jumping

Two people hold both ends of a 2 to 3-meter-long rubber band, and others jump over it with both feet. At first, the band is placed at ankle height. Then, the height of the band gradually changes to knee, thigh, waist, and chest level. If you cannot jump over the band, you take over holding it. The person who jumps the highest wins.



## 6 Grabbing a Towel

Stand back to back with an opponent and keep your legs apart. Place a towel between your legs. Call out "Ready, go!" and each of you tries to grab the towel with one hand. If you get the towel, push your opponent with your body or hip. If your opponent moves, you win.



## 7 Darumasan ga Koronda

Choose one person to be "it," and the others stand on the starting line far from the "it" person. When the it-person says, "First step," the others take one step. While the it-person says, "Darumasan ga koronda," the others quickly move closer. When the it-person finishes speaking and turns around, the others must stop moving. Anyone seen moving becomes a prisoner and must hold hands with the it-person. If everyone becomes a prisoner, the it-person wins. If no one becomes a prisoner and someone touches the it-person, the it-person loses.



## 8 Look Over There

Two people face each other and play rock-paper-scissors. The winner points their finger to the right, left, up, or down while saying, "Look over there." If the opponent turns their head in the same direction as the pointing finger, they lose. If they turn their head in a different direction, they start from rock-paper-scissors again.



### Let's try it out and discuss

- Let's try these games with your friends and family.
- Let's discuss what other games you can play.

## 11 Let's Play with Friends and Family

### Words & Phrases

physical 体の

pumped-up 膨らました

place 置く

hop びよんびよん跳ぶ

step out of～ ～から出る

fall over 転ぶ

rubber-band ゴム

ankle 足首

(～)height (～の)高さ

gradually 徐々に

knee ひざ

thigh 太もも

chest 胸

take over 引き継ぐ

toss 軽く投げる

land on 着陸する(命中する)

successfully うまく

back to back 背中合わせで

legs apart 足を開く

opponent 相手

it 鬼

prisoner 捕虜

Look Over There あっちむいてホイッ

rock-paper-scissors じゃんけん

point 指す

direction 方向

### Typical Expressions / Key Phrases

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

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

〈be seen + 動詞のing形〉 「～しているのを見られる」

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

## 13 “The Usual” Is Precious

At the time of the earthquake, Sato Hikaru was a fifth-grade student of Sentoku Elementary School in Miyako City.

She says that she learned the importance of “living for the present” through the earthquake.

After the tsunami, our spring vacation seemed to never end. I saw many planes flying in the sky, and many Self-Defense Force cars running on the roads. I felt like I was just drifting in a world that had suddenly changed. It was completely black at night, and I couldn't even take a bath. We had to wait in line for hours to shop at stores. Even after waiting that long, we could only buy a few goods. My father works in Kamaishi. There was no way to contact him because the phone service was down and the roads were blocked with rubble. I didn't even know if he was alive.

“What was the last thing I talked about with my father before the earthquake?”

I gradually realized that the things I had taken for granted were not guaranteed after all.

Electricity that was always there.

Supermarkets that were always filled with goods.

Convenience stores that were always open.

Gas stations were supposed to have gas, and turning on the tap was supposed to give me water. Standing in long lines for water was never supposed to happen.

Going to school was also something I had taken for granted.

These things that were always there could disappear at any moment. The things I thought of as usual were actually precious.



### Let's try it out

- Introduce the things you do for your family.



## 14 Interacting with “Fudai Yumetsunagi Karuta”

In Fudai Village, “Fudai Yumetsunagi Karuta” was made for the children and people of the village to enjoy playing together in 2009.

### Learning About the Nature, Industries and Traditions of the Village

The village aims for the children of Fudai Elementary School to develop a sense of familiarity and pride in their hometown by learning about its nature, industries, and traditions through interaction with people.

They learn about the Fudai Water Gate, which protected the village from the tsunami, the fishing industry, and a traditional performing art, “Unotori Kagura,” which everyone cherishes. During their interaction with Ichinohe Elementary School, Ichinohe Elementary School performed “Yochore (Yosakoi Soran),” and Fudai Elementary School performed “Unotori Kagura.”

### What is included in the “Fudai Yumetsunagi Karuta”

The nature, culture, history, industries and scenery of Fudai Village are drawn in the cards of “Fudai Yumetsunagi Karuta.”

During an exchange program between Fudai Elementary School and Ichinohe Elementary School, the children played “Fudai Yumetsunagi Karuta” in groups and enjoyed a school lunch made with local products from Fudai Village.

From now on, it is hoped that children will cherish their interactions with local people and continue their learning and interactions with these people. This will help children develop a deep understanding of the wishes of the people working hard for restoration.



Interacting with “Fudai Yumetsunagi Karuta”



### Let's think it through

- What would you talk about to introduce the good points of your area?

## 13 “The Usual” Is Precious

## Words &amp; Phrases

present 今、現在

seemed to～ ～するように思われる

drift 漂う

completely 完全に

rubble がれき

take ～ for granted ～を当たり前のことと考える

be supposed to～ ～するはずである

tap 蛇口

disappear なくなる

at any moment いつ何時

## Typical Expressions / Key Phrases

〈see A + 動詞のing形〉 「Aが～しているのを見る」

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

〈動詞 + if + 主語 + 動詞～〉 「(主語)が～かどうか…」

〈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)

〈had + 過去分詞〉 「～してしまった」(過去完了)

## 14 Interacting with “Fudai Yumetsunagi Karuta”

## Words &amp; Phrases

interact 交流する

industry 産業

aim for～ ～を目指す

sense 気持ち

familiarity 親しみ

pride 誇り

interaction 交流

water gate 水門

fishing industry 漁業

performing art 芸能

scenery 景観

exchange 交換

from now on これからも

understanding 理解

restoration 復興

## Typical Expressions / Key Phrases

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

〈名詞 + 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)

〈help + 人 + 動詞～〉 「人が～するのを手伝う[助ける]」

〈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)

## 15 Dairy Farming: Looking Ahead 100 Years

Dairy farming means raising cows and sheep to produce dairy products. Dairy farming in Kuzumaki Town began in the Meiji period with the introduction of about 10 milk cows. Today, the town is known as “the best dairy farming town in Tohoku.”

### Every Farmer Has Cows



Milk cows growing up in the relaxed environment of the dairy farming town

In 1892, Kuzumaki Town introduced a breed of milk cows, Holstein. About 50 years later, dairy farming became so prosperous that it was said, “Every farmer has cows in Kuzumaki Town.”

In 1975, the number of milk cows further increased. This was due to a national plan to increase the number of milk cows. At its peak, more than 10,000 milk cows were raised.

### To Never Let Dairy Farming Disappear

In 2003, raw milk production reached 117 tons per day, and it was thought that Kuzumaki Town’s dairy industry would continue to grow. However, raw milk production began to decline after that year. It dropped to 98 tons in 2013.

Some people thought, “If this situation continues, Kuzumaki Town’s dairy industry will come to an end,” and they formed a project team to revive the industry. Officials from Iwate Prefecture, specialists from the agricultural cooperative, and others joined the team. They researched all dairy farms in Kuzumaki Town and observed dairy farms in Hokkaido, Tochigi Prefecture, and the United States. They then made the “New Kuzumaki Dairy Farming Plan” their goal.

### Mr. Nakarokkaku of the Nakarokkaku Farm

Mr. Nakarokkaku trained at a cattle farm in Hokkaido for two years after graduating from high school. He then went to Canada to study dairy farming.

After returning from Canada, Mr. Nakarokkaku started his own dairy farm. He has worked hard to raise cows and run the farm with his parents. At first, they had only 20 cows, but now, they have over 100.

Mr. Nakarokkaku says, “Since we’re dealing with living creatures, they can get sick or unexpected things can happen. It’s tough because things don’t always go as I want. But when things go as I want and I see results, I feel really happy.”



In 2018, Nakarokkaku Yasuhiro, a dairy farmer in Kuzumaki Town, received the Medal with Yellow Ribbon. (The Medal with Yellow Ribbon is given to people who have skills that can be good examples to others in agriculture, commerce, industry, etc.)



### Let's think it through

- What motivates Mr. Nakarokkaku to continue dairy farming?

## 15 Dairy Farming: Looking Ahead 100 Years

## Words &amp; Phrases

dairy farming 酪農  
 ahead 先に  
 dairy product 乳製品  
 introduction 導入  
 environment 環境  
 breed 種  
 Holstein ホルスタイン  
 prosperous 盛んな  
 increase 増える  
 due to～ ～の結果  
 national 国家の  
 peak 絶頂期  
 raw milk 生乳  
 ton トン  
 per day 1日につき[当たり]  
 decline 減少する  
 form (組織などを)作る  
 official 役人、職員  
 agricultural cooperative 農協  
 cattle farm 牧場  
 run 経営する  
 dealing with～ ～を扱う  
 living 生きている  
 unexpected 予期しない  
 tough つらい  
 result 結果  
 Medal with Yellow Ribbon 黄綬褒章  
 commerce 商業  
 motivate 動機を与える

## 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)  
 〈so + 形容詞 + that + 主語 + 動詞〜〉 「とても…なので～する」  
 〈let + A + 動詞の原形〉 「Aを～させる」(使役)  
 〈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)

## 16 Enlivening the Local Community with Mascots

Kanegasaki Town produces a lot of asparagus and Asu-kun, Para-chan, and Gasu-kun play active roles.

### Asu-kun and Para-chan at the Kanegasaki Town Hall

On June 1, 2010, Asu-kun and Para-chan became temporary officials at the Kanegasaki Town Hall to help promote the first Asparagus Harvest Festival held on June 27, 2010. On the day of the harvest festival, they performed the Asparagus Dance to make the event more exciting in the heat.



Asu-kun and Para-chan promoting the Asparagus Harvest Festival

After that, the two spent busy days together, eventually became attracted to each other, and started dating. After the 3rd Asparagus Harvest Festival, Asu-kun finally proposed to Para-chan, and Para-chan said, "Yes." The two got married on November 22, "Good Couple Day," in 2012. A wedding reception was also held on December 5.



Participating in the rice harvest

On May 5, 2014, their long-awaited son, Gasu-kun, was born.

As a family, they work hard to promote asparagus in Kanegasaki Town and play an active role in various town events.



### Let's think it through and discuss

- What feelings did the people who made the mascots put into them?
- Discuss ways to introduce the area where you live.

## 17 The Site of Old Houses, "The Goshono Ruins"

The Goshono ruins are the site of a village from the latter half of the mid-Jomon period (4,200 to 5,000 years ago) in Ichinohe Town. There is a movement to make the ruins a World Heritage Site.

### The Activities of Ichinohe Minami Elementary School

Ichinohe Minami Elementary School has an organization called the Goshono Youth Conservation Group. Its members are third to sixth grade students. The group members work to protect the Goshono ruins, which people are aiming to register as a World Heritage Site.



Members of the Goshono Ruins Youth Conservation Group picking up fallen leaves

The sixth-grade students did promotional activities for the Goshono ruins on their school trip. They also served as guides at the ruins.

The members know the wonderfulness of the Goshono ruins well. They say, "We want many people to visit and learn about Goshono."

### The Goshono Youth Conservation Group Received the Regional Environmental Conservation Merit Award!

On June 13, 2018, the Goshono Youth Conservation Group received the Regional Environmental Conservation Merit Award (Minister of the Environment Award). This award is given by the Ministry of the Environment to organizations and individuals who have made outstanding contributions to regional environmental conservation and beautification activities.



#### ● For registration as a World Heritage Site

A recommendation was submitted to UNESCO in January 2020.

#### ● Characteristics of the Goshono ruins

Most pit dwellings from the Jomon period have thatched roofs, but the roofs of the pit dwellings at the Goshono ruins are made of soil. These dwellings are known to be rare in Japan.



### Let's think it through

- If you had to introduce the place where you live, what would you say, and how would you introduce it?

## 16 Enlivening the Local Community with Mascots

## Words &amp; Phrases

boost 盛り上げる  
 mascot ゆるキャラ  
 asparagus アスパラガス  
 play an active role 活躍する  
 town hall 役場  
 temporary 臨時の、一時的な  
 promote 促進する  
 harvest festival 収穫祭  
 heat 暑さ  
 became attracted ひかれ合うようになる  
 date つきあう  
 get married 結婚する  
 reception 披露宴  
 long-awaited 待望の  
 rice harvest 稲刈り

## Typical Expressions / Key Phrases

〈help + 動詞の原形〜〉 「〜するのを手伝う」  
 〈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 + 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)  
 〈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)

## 17 The Site of Old Houses, “The Goshono Ruins”

## Words &amp; Phrases

site 跡  
 ruins 遺跡  
 latter half of〜 ～後半  
 mid- 中期  
 World Heritage Site 世界遺産  
 organization 組織  
 conservation 愛護、保全  
 aim to〜 ～することを目指す  
 promotional 宣伝の  
 serve 務める  
 guide ガイド  
 wonderfulness 素晴らしさ  
 fallen leaves 落ち葉  
 Regional Environmental Conservation Merit Award 地域環境保全功労者表彰  
 minister 大臣  
 ministry 省  
 individual 個人  
 outstanding 顕著な  
 contribution 貢献  
 regional 地域の  
 beautification 美化  
 registration 登録  
 recommendation 推薦書  
 submit 提出する  
 characteristic 特徴  
 pit dwelling 竪穴住居  
 thatched roof かやぶき屋根

## Typical Expressions / Key Phrases

〈名詞 + 過去分詞〜〉 「〜される…」(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)  
 〈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)

## 18 Filling Kitakami with Smiles

Sato Takashi, a farmer in the Waga area of Kitakami City, made a large sunflower field by planting about 100,000 sunflowers in the summer of 2019. Both local people and visitors from far away enjoyed the carpet of sunflowers.



The field with 100,000 sunflowers

Though he had just started, didn't advertise much and had no signboard, a lot of people visited and were really happy.

Mr. Sato said, "There are some fields where I don't grow crops, and I want to start a business producing sunflower oil there. I'm going to expand this sunflower field. I want to make Kitakami a joyful and cheerful place by working together with my friends."



Sato Takashi



### Let's think it through

- Why did Mr. Sato decide to make a sunflower field?

## 19 The Path That Saved the Children

Okirai Elementary School in Ofunato City was located just 200 meters from the sea.

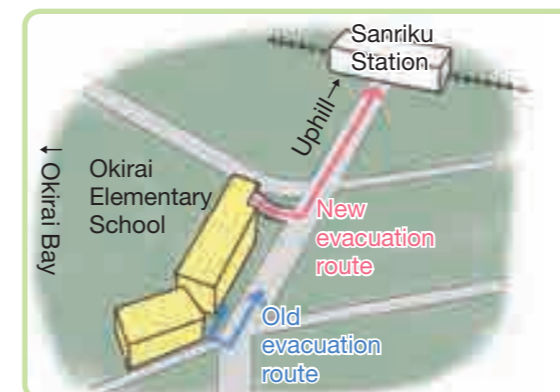
A city road ran right next to the school. However, there was a 5-meter-high cliff which stood between the school and the road, so it was impossible to go to the road directly from the school.

Therefore, if there was a tsunami, the children and teachers were supposed to first go out of the school

building on the first floor, run up a 70-meter-long slope to the top of the cliff, and then evacuate to Sanriku Station, which is located at a higher elevation.



Okirai: one year before the Great East Japan Earthquake. Okirai Elementary School is in the red circle (Source: Iwate Earthquake and Tsunami Archive / Provided by: Iwate Prefecture Department of Land and Infrastructure, River Division)



Evacuation route from Okirai Elementary School (Source: Asahi Shimbun)



A view of Okirai from Sanriku Station on March 13 after the earthquake. (Source: Iwate Earthquake and Tsunami Archive / Provided by Sanriku Railway Co., Ltd.)

However, someone thought, "If the children are on the first floor when the tsunami comes, they won't evacuate in time. It would be faster to go directly to the city road from the second floor." That person was Hirata Takeshi, a city council member.

Mr. Hirata proposed building an emergency path connecting the second floor of the school building to the city road at the city council meeting. Then in December 2010, the emergency path was completed.

Then, on March 11, 2011, the children and teachers of Okirai Elementary School evacuated to higher ground via the emergency path soon after the earthquake and were able to escape the tsunami.



### Let's think it through

- Why did Mr. Hirata propose building the emergency path?

## 18 Filling Kitakami with Smiles

## Words &amp; Phrases

sunflower ひまわり  
 field 畑  
 carpet じゅうたん  
 advertise 宣伝する  
 crop 作物  
 expand 広げる  
 joyful 楽しい

## Typical Expressions / Key Phrases

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

## 19 The Path That Saved the Children

## Words &amp; Phrases

path 道  
 cliff 崖  
 impossible 不可能な  
 directly 直接に  
 therefore そのため  
 in case of ~ ~の時  
 be supposed to ~ ~することになっている  
 slope 坂道  
 city council 市議会  
 propose 訴える  
 emergency 非常用の  
 via ~ ~を通過して  
 escape 逃れる  
 archive アーカイブ  
 Department of Land and Infrastructure 国土整備部  
 evacuation route 避難経路  
 Sanriku Railway Co., Ltd. 三陸鉄道株式会社

## Typical Expressions / Key Phrases

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

## 20 The Town of Salmon: A Cleanup Campaign for Restoration

In the Tsugaruishi-Akamae area of Miyako City, students from high school, junior high school and elementary school as well as local people clean their town together.



People picking up trash along the river beach together



### Salmon and the Tsugaruishi River Are Symbols of the Town



Tsugaruishi Station and the salmon sculpture made of driftwood from the Great East Japan Earthquake

Tsugaruishi Station on the Sanriku Railway is called “the town of salmon.” The Tsugaruishi River flows near the station. It holds the record for the highest number of salmon swimming upstream in Honshu.

Salmon and the Tsugaruishi River are symbols of the local area.

Activities to clean the area around the Tsugaruishi River began in 1991 as a cleanup of the school commuting route by students from Miyako Industrial High School. Every morning, high school students



High school students leading children



who get off at Tsugaruishi Station cross the river to go to school.

Since 2009, children from nearby Miyako City Akama Elementary School, Tsugaruishi Elementary School, and Tsugaruishi Junior High School have joined this activity. This was the beginning of the “Salmon Town Cleanup Campaign,” in which everyone picked up trash along their commuting routes and around their schools.

Since then, every June, students from elementary, junior high, and high schools, as well as local people have continued to gather to keep the town clean.

### Learning About the Town While Keeping It Clean

In 2011, the Tsugaruishi area was badly damaged by the Great East Japan Earthquake. Because of this, the “Salmon Town Cleanup Campaign” was canceled. However, the campaign restarted from the next year as the “Cleanup Campaign for Restoration.”

Since 2016, they have mainly cleaned the river beach of the Tsugaruishi River following the initial activity. Since 2019, they have also cleaned new places built during the post-disaster reconstruction, such as the Miyako Sports Park and streets. Cleaning the town with local people is a good chance for children to learn about the importance of connections with people and the state of restoration.



#### Let's research and try it out

- Try researching the activities your school is involved in with local residents.
- Look for a volunteer activity which you think you can do.

## 20 The Town of Salmon: A Cleanup Campaign for Restoration

### Words & Phrases

campaign 大作戦

river beach 河原

record 記録

upstream さかのぼって

commuting route 通学路

Industrial High School 工業高校

cross 渡る

nearby 近くの

gather 集まる

sculpture 彫刻

lead 導く

cancel 中止する

restart 再開する

mainly 主に

follow～ ～にならって

initial 初期の

reconstruction 復興

state 様子

### 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 + 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 + 過去分詞〜〉 「～された…」(過去分詞以降の語句が前の名詞を説明)

## 21 Delicious Yume Milk

Ohno in Hirono Town is active in dairy farming. The delicious milk, “Ohno Yume Milk” is produced there. The fifth and sixth graders at Ringo Elementary School in Hirono Town went to the cattle farm where Ohno Yume Milk is produced to learn the reason.

### It all started with “Hirono Studies”※



Dairy farming on the gently-sloping highlands



There are stair-shaped highlands in the Ohno area of Hirono Town. Students got interested in the dairy farming on these highlands. To learn about “why dairy farming is active in Ohno,” they visited the Mazawa Farm where Ohno Yume Milk is produced.

※ “Hirono Studies” is a program that focuses on the town that has lived with and thrived by the sea. It helps children feel joy and pride in the community where they were born and raised, and nurtures in them the strength to live resiliently.

### Things Observed and Experienced at the Farm

Do you know what the main source of milk is? The answer is the blood of dairy cows. No less than 400 liters of blood is needed to make 1 liter of milk. This is what Mr. Mazawa from the Mazawa Farm said.

The students experienced milking cows by hand and giving milk to baby cows. They also observed the inside of the cattle barn and machines, too.

### Feeling Proud of Ohno Through Ohno Yume Milk

Ohno Yume Milk is drunk widely from the Tohoku to the Kanto areas because it is high quality and it contains a lot of milk fat. After observing the Mazawa Farm, the children felt the wish of the people who produce Ohno Yume Milk: “We want as many people as possible to drink our delicious milk.”



Children visiting the “Ohno Milk Studio,” where milk freshly squeezed at the farm becomes “Ohno Yume Milk”



#### Let's try it out

- Introduce something you learned through experiential learning or a field trip.

## 21 Delicious Yume Milk

## Words &amp; Phrases

Hirono Studies ひろの学

stair-shaped 階段型の

highlands 高原

gently-sloping なだらかな

ingredient 成分

blood 血液

no less than ～も(多くの)

liter リットル

milk 乳を搾る

cowhouse 牛舎

quality 品質

contain 含む

studio 工房

squeeze 搾る

experiential learning 体験学習

## 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)

〈why + 主語 + 動詞～〉 「なぜ(主語)が～するのか」

〈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 + 人 + 動詞～〉 「人が～するのを手伝う[助ける]」

〈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)

〈what + 主語 + 動詞～〉 「(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)

〈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)

## 22 Recycling Wood Through Chainsaw Art

Sumita Town is surrounded by beautiful green mountains and plentiful greenery, and most of its land is forest. To make good use of these resources, the town aims to be “Japan’s top forestry town.”

### Sumita • Mokuiku Project

In 2015, Sumita Town started the “Sumita • Mokuiku Project.” It is a project to use the local timber raised with great care, and process it for the town’s benefit.

The desks and chairs in the town’s elementary and junior high schools are made of local timber. They are sturdy even without using nails, and the boards are detachable, so they can be used until graduation.

The town also sends a wooden spoon to newborn babies as a gift. In addition, community development projects such as making benches and stands of timber are done to make good use of the town’s resources.



The Sumita Town Hall, built using the town’s timber in 2014



A wooden spoon gifted to a baby



Forest learning for children



Carving wood with chainsaw



Works are created one after another



Chainsaw art works displayed in the Sumita Town Hall

### The Chainsaw Art Games

The people of Sumita Town hold many events to make people in the town and other areas interested in forests and wood. One of them is the “Chainsaw Art Games.” The event is led by the SUMITA Chainsaw Art Association founded in 2010 by people in the forestry industry.

The players in this game create their works by carving large pieces of wood and putting their wishes and thoughts into creating animals and other sculptures.

### Showing the Power of Wood Through Chainsaw Art

In addition to the “Chainsaw Art Games,” many events related to chainsaw art are held in Sumita Town.

After the Great East Japan Earthquake, owls created by chainsaw art were sent to schools in Iwate Prefecture to cheer people up with the wish: “May luck come.” Also, when the 400-year-old big tree at a temple in Sumita Town was damaged by lightning, it was dug out to be carved into a great artwork.



The brochure of Chainsaw Art made by junior high school students



### Let's think it through and discuss

- Why did the people of Sumita Town aim to be “Japan’s top forestry town?”
- Discuss what you think the charm of wood is.

## 22 Recycling Wood Through Chainsaw Art

### Words & Phrases

chainsaw チェーンソー

plentiful greenery 緑ゆたか

surround 囲む

resource 資源

forestry 林業

processing technique 加工技術

nail 釘

detachable 取り外し可能な

newborn 新しく生まれた

development 開発

stand 屋台

gifted プレゼントされる

games 競技大会

led leadの過去形

association 会

found 創設する

... be related to ~ ~に関係する...

carve 切る、彫刻する

one after another 次々と

charm 魅力

owl フクロウ

May luck come. 福が来ますように。

lightning 雷

dug dig(掘る)の過去分詞

brochure パンフレット

### 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 + 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)

## 23 Growing with Forest Trees

A nature observation forest, the “Learning Forest” was set up by local people to teach children about the richness of the forest, gratitude for the forest, and the charm of their hometown, Kamatsuta.

### The Learning Forest Has “My Own Tree”

The Kamatsuta area of Iwaizumi Town is surrounded by mountains and has rich beautiful nature. The area’s forestry industry makes good use of its location. “Iwaizumi shorthorn cattle” are also raised there and produce delicious meat.



What is he doing?

The children of Kamatsuta Elementary School in Iwaizumi Town learn in the local nature observation forest, which is called the “Learning Forest.”

When they are in the first grade, they choose one tree and put a name tag on it. Until they graduate in the sixth grade, the tree is their “own tree.”

In the first picture, a child is listening to the sound of a tree. By doing so, they can hear the sound of trees drawing water from the soil. Each time the children visit the “Learning Forest,” they check on their own trees, observe nature, and grow together with the trees.

In spring and early summer, the children visit the Hitsutori Wetlands, which were created by cattle grazing.

There, they can feel the beauty of the flowers and the greatness of nature. From the instructor, they learn how human activities affect the creatures of the wetland. They also think about the relationship between nature and humans.

Surrounded by nature, the children of Kamatsuta will always remember and be proud of the beauty of their hometown’s great nature.

### To Be a Forestry Professional Like My Father

Most of the people in the Kamatsuta area work in forestry or cattle farming—jobs which are connected to nature. The children learn the greatness of nature through the “Learning Forest” and Hitsutori Wetlands. They also learn about the jobs connected to nature through observing adults.

The wish of Nakata Hyuga, a sixth grader at Kamatsuta Elementary School, was introduced in the town’s newsletter.



Children measuring their own trees



Children listening to an instructor

### To Be a Forestry Professional Like My Father

My future dream is to work in forestry. I admired my father when I saw him cutting and planting trees.

I have helped my father in the mountains before. As I helped him, I got to know more about the mountains and chainsaws. I would like to use this knowledge in my future work.

The number of people working in the mountains is decreasing, but wood is necessary for building structures. I will study hard to boost forestry in the future.



Children’s words in Iwaizumi Town’s “Iwaizumi Newsletter”



### Let’s research and discuss

- Let’s research the role of forests.
- Discuss the greatness of nature in your area.

## 23 Growing with Forest Trees

### Words & Phrases

observation 観察

gratitude 感謝(の気持ち)

shorthorn 短角牛

draw 吸い上げる

wetlands 湿原

grazing 放牧

instructor 指導員

human 人間の、人間

affect 影響する

relationship 関係

professional プロ、専門家

are connected to~ ~に関連している

newsletter 広報誌

measure 測定する

admire 憧れる

knowledge 知識

decrease 減る

structure 建物

role 役割

### 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 + 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)

〈how + 主語 + 動詞〉 「どのようにして(主語)が~するか」

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

〈see A + 動詞のing形〉 「Aが~しているのを見る」

## 24 To Learn About the Region and Tell the World About It

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

We will introduce Hiraizumi Studies at Hiraizumi Elementary School.

### Hiraizumi Studies

Hiraizumi Studies started after Chusonji Temple, Motsuji Temple and other sites in Hiraizumi Town were registered as a World Heritage Site in June 2011.

Hiraizumi Studies raises a sense of pride in the region through the World Heritage Sites and other aspects of the area. Nursery schools, kindergartens, elementary schools, and junior high schools each set their own themes and goals and work on related activities.



A winding stream party at Motsuji Temple

### The Goals of Hiraizumi Elementary School

What activities do the children at Hiraizumi Elementary School do? They set three goals:

- Discovering Hiraizumi’s good points and becoming attached to it
- Understanding the World Cultural Heritage Site
- Fujiwara no Kiyohira’s wish for peace

The first graders work on “Walking Hiraizumi Studies.” They observe Motsuji Temple and the site of Kanjizai-oin (both World Cultural Heritage Sites) in spring, summer, fall, and winter. The second graders go on a “Town Exploration,” walking around the community with a focus on the Motsuji Street area. In the third grade, students begin an important Hiraizumi Studies unit called “Discovery and Exploration of Hiraizumi.” They look for not only World Heritage Sites, but also other things in the region. The fourth graders work on “Spreading Smiles.” They research local festivals and become interested in

people. They also visit institutions for the elderly and communicate with them. The fifth graders work on “Knowing and Creating Hiraizumi’s Industries.” They make four teams to research melons, rice, temples, and tourism. Each team learns about the characteristics of one of the local industries.



Planting seedlings was difficult.

Planting rice



The melons which we grew by ourselves were delicious, and the work was fun.

Growing golden melons

### The Sixth Graders Presenting with the Materials They Made

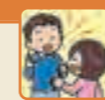
The sixth graders summarize what they have learned up to fifth grade. They distributed materials summarizing their learning from third grade at Hiraizumi Station.

To expand Hiraizumi Studies to other places, they also made materials that introduce Hiraizumi Studies and Hiraizumi, and distributed them at Sendai Station on their school trip in September.



The materials from the series on history and food

They are working to apply what they learned at school to their community, and apply what they learned in their community to school. Hiraizumi Town works on Hiraizumi Studies not only in schools but also throughout the town.



### Let's discuss

- Discuss the kind of region you would like your community to be.

## 24 To Learn About the Region and Tell the World About It

## Words &amp; Phrases

region 地域  
 register 登録する  
 nursery school 保育園  
 kindergarten 幼稚園  
 party of meandering stream 曲水の宴  
 discover 発見する  
 become attached to ～に愛着をもつ  
 exploration 探検  
 discovery 発見  
 interest 関心  
 institution 施設  
 the elderly お年寄り  
 tourism 観光  
 seedling 苗  
 material 資料  
 distribute 配る  
 summarize まとめる  
 apply～to... ～を…に生かす  
 ～series ～編

## 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)  
 〈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)  
 〈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)

## 25 Knowing the Local Area with the Whole Apple Biting Project

The third graders at Yaehata Elementary School in Hanamaki City work on the “Whole Apple Biting Project” during integrated study periods every year. They work with adults on everything from thinning and harvesting apples to cooking them.

### Deciding the Content of the Project and Running It by Themselves

The “Whole Apple Biting Project” has been running since 2010. Every year, the project begins with a meeting where the attendees decide how to run it. The children join the meeting and think over the content of the project with adults. Based on this meeting, the project was carried out as follows in 2019.

|  |   |
|--|---|
| ① June Apple Thinning Experience                     | They tried thinning at an apple orchard near their school. Thinning is the process of picking extra apples. If a tree produces too many apples, the apples will be smaller. |
| ② June to July Designing Sticker Patterns for Apples | As part of a unique idea from Yaehata Elementary School, they designed stickers to put on the apples. The stickers are put on the apples by the farmers.                    |
| ③ October Observing a Fruit Sorting Facility         | They visited the agricultural cooperative’s fruit sorting facility. They learned that apples were selected for selling and for juicing by size and color.                   |
| ④ October The Experience of Picking Leaves           | They picked leaves at an apple orchard near their school. By doing so, the apples can receive a lot of sunlight. This helps them turn red and taste delicious.              |
| ⑤ November The Experience of Harvesting              | They went to an apple orchard a little far from their school by bus. They harvested the patterned fuji apples.  |
| ⑥ November The Experience of Selling                 | They sold the patterned apples they harvested at a shop near their school. The apples were sold very quickly because they were cheap and delicious.                         |
| ⑦ November Cooking Practice                          | At last, they made steamed bread with the apples. Peeling the apples was difficult, but they were satisfied because they made it together and it was delicious.             |



Thinning



Observing a fruit sorting facility



Picking leaves



Harvesting



Selling



Cooking apples



### Let's think it through

- What feelings do you value when you are raising animals or plants?

## 26 Smile with the “Nonchan Flower Bed!”

The “Nonchan Flower Bed” is in the city park near the Tofugaura Coast in Noda Village. The children of Noda Elementary School design the “Nonchan Flower Bed” with flowers.



A Handmade Flower Bed, the “Nonchan Flower Bed”

### The “Nonchan Flower Bed” is decorated with many kinds of flowers

On March 11, 2011, Noda Village was badly damaged by tsunamis caused by the Great East Japan Earthquake. After that, Noda Village created a city park as one of its tsunami countermeasures. This park is designed to minimize tsunami damage. The “Nonchan Flower Bed” is in this park.



Planting flower seedlings and seeds

The “Nonchan Flower Bed” is designed and taken care of by the children of Noda Elementary School.

The motto of Noda Elementary School is “Let’s bring energy and smiles to the community.” To achieve it, the children are trying many things and planting flower seedlings and seeds.



### The mascot character of Noda Village, “Nonchan”

“Nonchan” is the salmon-shaped mascot character of Noda Village. He was born on Salmon Day, November 11, 1994. He is forever 0 years old, and his hobby is surfing.



### Let's think it through

- How did the children of Noda Elementary School feel when beautiful flowers bloomed in the “Nonchan Flower Bed”?

## 25 Knowing the Local Area with the Whole Apple Biting Project

### Words & Phrases

bite かじる  
 integrated study 総合的な学習  
 thinning 摘果(実すぐり)  
 harvesting 収穫  
 content 内容  
 carried out 実行する  
 as follows 次のとおり  
 orchard 果樹園  
 process 工程  
 extra 余分な  
 sticker シール  
 fruit sorting facility 選果場  
 harvest 収穫する  
 steamed bread 蒸しパン  
 peel (皮を)むく  
 value 尊重する

### 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)  
 〈how to + 動詞の原形〜〉 「どうやって〜するか[〜する方法]」  
 〈help + もの + 動詞〜〉 「ものが〜するのを手伝う[助ける]」  
 〈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)

## 26 Smile with the “Nonchan Flower Bed!”

### Words & Phrases

flower bed 花壇  
 cause 引き起こす、もたらす  
 countermeasure 対(抗)策  
 minimize 最小にする  
 motto 合言葉  
 achieve 成し遂げる  
 seedling 苗  
 seed 種  
 salmon-shaped サケの形をした  
 bloom 咲く

### 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)

## 27 The Roles of Restoration Roads

If there is no road, we cannot go anywhere. We cannot go to the hospital or go to play. Goods at stores, letters and parcels are all delivered via roads. There was a time when we couldn't use them.



People celebrating the opening of Kamaishi Yamada Road, a part of Sanriku Coastal Road (June 22, 2019)  
(Source: Iwate Earthquake and Tsunami Archive / Provided by: Kamaishi City General Affairs and Planning Department, Public Relations and Communication Division)

### The Importance of Roads, Realized Again Through Disasters

During the Great East Japan Earthquake in 2011, many people were swept away by the tsunami, and a lot of houses were washed away.

Route 45, a national coastal road connecting municipalities from north to south, was reduced to debris. Some sections were buried under rubble and others were completely destroyed. Roads connecting inland areas to coastal towns were also damaged. As a result, it became impossible to travel to or from the coastal municipalities. Even within the same municipality, people couldn't come and go in many areas.

On the other hand, the Sanriku Coastal Road was designed with tsunamis in mind, and the sections that had already opened by the time

of the earthquake were built in higher areas. Many people escaped tsunamis and evacuated by driving up onto this road.

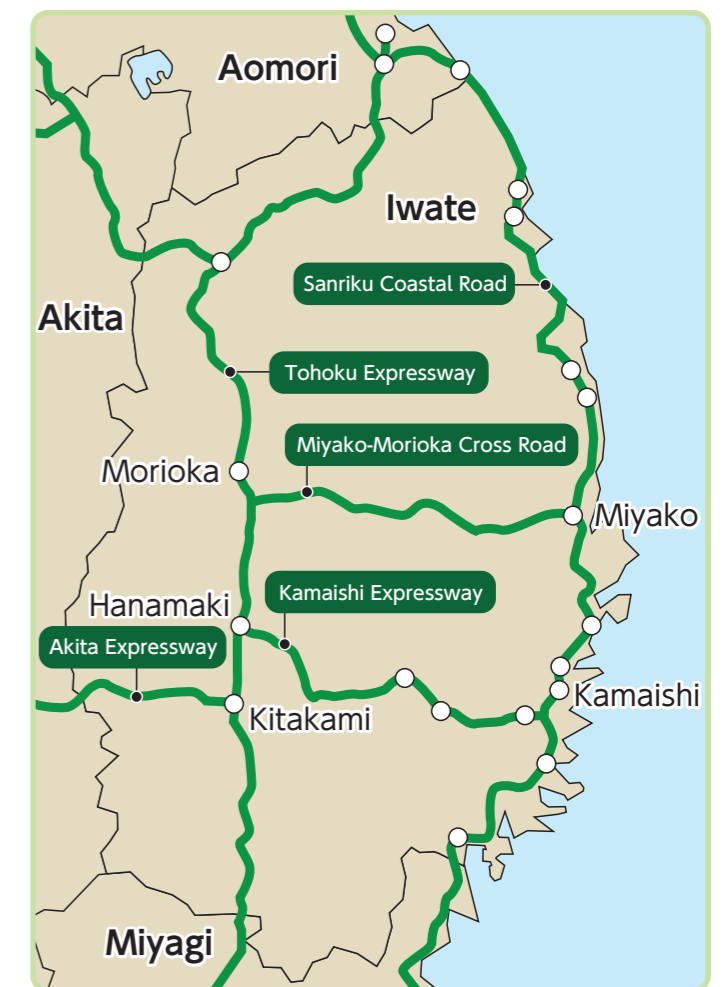
Also, some roads connecting inland areas to coastal municipalities became passable thanks to people's efforts. These roads were routes for police, firefighters, and Self-Defense Force cars helping the disaster areas.

People came to realize once again the importance of roads.

### More Convenient and Stronger Against Disasters

After the earthquake, in March 2019, the Kamaishi-Akita Route of the Tohoku Expressway, connecting Kamaishi City and Hanamaki City, became fully accessible. The Sanriku Coastal Road connecting coastal municipalities in Iwate Prefecture from north to south, and the Miyako-Morioka Cross Road, also became fully accessible by the end of 2020. These three roads are called "Restoration Roads."

Coastal municipalities are also building new roads in response to earthquakes. Iwate Prefecture is becoming more convenient and stronger against disasters.



The roads throughout the prefecture connecting like a ladder



#### Let's think it through

- What are the roles of the restoration roads?

## 27 The Roles of Restoration Roads

### Words & Phrases

parcel 小包

via～ ～を経由して

coastal road 沿岸道路

General Affairs and Planning Department 総務企画部

Public Relations and Communication Division 広聴広報課

Route 45 国道45号

municipality 市町村、地方自治体

bury 埋める

inland 内陸

in mind 念頭に

passable 通行できる

disaster area 被災地

expressway 高速道路

accessible 利用できる

north 北

south 南

in response to～ ～を受けて

ladder はしご

### Typical Expressions / Key Phrases

〈時を表す名詞 + when + 主語 + 動詞～〉 「(主語)が～する…」(when以下の語句が前の時を表す名詞を説明)

〈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)

〈had + 過去分詞〉 「～してしまった」(過去完了)

## 28 Protecting the Community with a Disaster Prevention Exploration Map

The Kitakami River runs through the Nakasato area of Ichinoseki City. The area has long suffered from disasters such as the river flooding. Because of this, the community works hard together on disaster prevention.



Children making a disaster prevention exploration map

### The Theme for 2018 Was “Protect Lives From Landslides”

In 2017, the children of Nakasato Elementary School in Ichinoseki City made a disaster prevention exploration map under the theme of traffic safety. It received the Disaster Prevention Expedition Award of the 14th Elementary School Disaster Prevention Exploration Map Contest.



The completed disaster prevention map

In 2018, they made another map under the theme, “Protect Lives from Landslides.”

They researched the various evacuation routes as their disaster prevention exploration. They also visited the Kitakami River Learning and Exchange Center, “Ai Port.” There, they learned about the past flood damage and disaster countermeasures and put them into their disaster prevention map.

The completed map was made three-dimensional, and the landslides were designed by spreading the rolled black cloth.

## Calling for Quick Action with a Disaster Prevention Map

The children presented this disaster prevention map at the district’s cultural festival on November 2.

“Our Nakasato Elementary School is in a landslide prevention area with many steep slopes. There are landslide warning signs. And the western side of the gym has a steep slope with a 30-degree incline.”



The sign warning about landslides

“The western side of the west entrance faces Mt. Ranbai and Mt. Taihei, with a stream running between them. The surfaces of both mountains are unstable, and the stream’s water increases the risk further. To prevent this, a sand control dam was built in the stream, and protection forests were planted on the slopes to absorb water from the ground, like a sponge.”

Here, while pulling on the black cloth representing a landslide on the disaster prevention map, the children give a further explanation.

“However, when heavy rain continues, the surface of the mountains falls away and sand and soil flow over the dam.”



The children presenting with a disaster prevention map

The explanation with the three-dimensional map was easy to understand and the audience nodded while listening.

In conclusion, the children stated, “When you feel danger, it is important to act quickly.” The children’s presentation with the disaster prevention map was also held at district events.



### Let’s think it through and research

- What kind of dangers are there in your area?
- Let’s research the evacuation sites in your area.

## 28 Protecting the Community with a Disaster Prevention Exploration Map

### Words & Phrases

disaster prevention 防災

suffer from～ ～に苦しむ

flooding 氾濫

landslide 土砂崩れ

traffic safety 交通安全

the Disaster Prevention Expedition Award 防災探検隊賞

the Kitakami River Learning and Exchange Center, "Ai Port." 北上川学習交流館あいぼーと

flood 洪水

three-dimensional 立体的な

prevention 防止、予防

steep 急こう配の

slope 斜面

warning 注意、警告

western 西の

～degree incline ～度の傾き

west 西

stream 沢

surface 表面

prevent 防ぐ、防止する

sand control dam 防砂ダム

protection forest 保安林

absorb 吸収する

sponge スポンジ

fall away 崩れる

flow 流れる

explanation 説明

audience 聴衆

nod うなづく

in conclusion まとめとして

evacuation site 避難場所

### 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)

〈過去分詞 + 名詞〉 「～された…」(過去分詞が後の名詞を説明)

## 29 Making Our Own Disaster Prevention Map

The third-grade students at Otomo Elementary School in Rikuzentakata City are presenting their own “disaster prevention map.” Do you know about the evacuation sites in your town?



The children presenting their own disaster prevention map at a school assembly

### The Third Graders Make a “Disaster Prevention Map”

Otomo Town in Rikuzentakata City is at the base of the Hirota Peninsula, with Hirota Bay to the west and Ohno Bay to the east. Because both sides of the area are by the sea, tsunamis came from both sides and the area was severely damaged during the Great East Japan Earthquake.

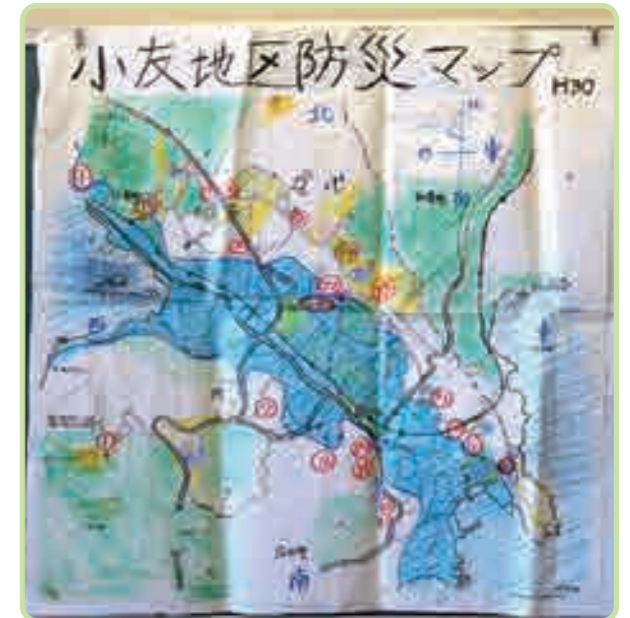
Though Otomo Elementary School is at a slightly higher elevation, its first floor and gym were flooded. Everything in the schoolyard was washed away, and the swimming pool was destroyed.

From this experience, Otomo Elementary School has been working on various activities for the children’s safety.

One of them is the third graders making a “Disaster Prevention Map of the Otomo Area.”

### Going to Every Evacuation Site by Themselves

The third graders left school in the morning and visited almost all the evacuation sites in the area, mainly the temporary ones. They observed the conditions of each evacuation site and learned about the situation during the Great East Japan Earthquake from local people. Then, they worked together to summarize what they observed and heard into the “Disaster Prevention Map of the Otomo Area.”



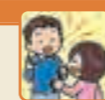
A disaster prevention map that clearly shows not only evacuation sites and tsunami ranges but also where to escape from one’s current place.

They presented the map at a school assembly, and all the children listened to the presentation carefully.

The children of Otomo Elementary School are playing an important role in building a community prepared for disasters.



The children visiting evacuation sites and listening to a talk about the Great East Japan Earthquake



#### Let's discuss

- What kind of town did the people of Otomo Town aim to build?

## 29 Making Our Own Disaster Prevention Map

### Words & Phrases

school assembly 全校集会

base 付け根

peninsula 半島

bay 湾

east 東

slightly higher 小高い

elevation 標高

be flooded 浸水する

condition 様子

play an important role 重要な役割を果たす

range 範囲

current 現在の

### Typical Expressions / Key Phrases

〈though + 主語 + 動詞〜〉 「(主語)が〜するにも関わらず」

〈what + 主語 + 動詞〜〉 「(主語)が〜すること」

〈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)

〈where to + 動詞の原形〉 「どこで[に]〜するか[すべきか]」

〈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)

## 30 Learning from the Disaster Prevention Karuta

We don't know when a disaster will happen. It is important to keep disaster prevention in mind.

### To Never Forget That Day

On March 10, 2019, a Jumbo Karuta tournament was held at Yoriki Elementary School in Hachimantai City. The school named March 11, the day of the Great East Japan Earthquake, "Life and Bonds Day," a day for learning from the earthquake. The children have been thinking about disaster prevention and working on making hometown disaster prevention karuta.

### What Kind Of Karuta?

The rules of the Jumbo Karuta tournament are simple. After a phrase is read aloud, all participants read it together again. Then, they look for its picture card in pairs. Eight teams compete against each other.



"Found it. Hurry up!"

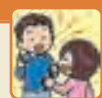
The phrases of the karuta are about disaster prevention and made by the children themselves. Some examples of the phrases are: "Tendenko, escape by yourself, to higher ground," "While you are sleeping, if it starts shaking, listen to the radio," "Strong winds, things fall down, be careful."

### After the Jumbo Karuta Tournament

It was a good chance to learn more about disaster prevention while having fun.

#### [Comments]

- I was able to learn about Hachimantai City and disaster prevention with others while having fun.
- I want to always remember the earthquake and keep the desire to be prepared for disasters.



#### Let's discuss

- Discuss the preparation for disasters done in your area.

## 31 Slogans for Traffic Safety and Crime Prevention Holding a Contest Every Year

Kunohe Village has held the Traffic Safety and Crime Prevention Slogan Contest since 1974 to call for traffic safety and crime prevention.

### The First Prize Is Exhibited on a Poster

The Traffic Safety and Crime Prevention Slogan Contest of Kunohe Village is held for elementary, junior high, and high school students. In the 2019 contest, 106 works were submitted for the Traffic Safety category and 102 for the Crime Prevention category. Of these, 29 from the Traffic Safety category and 30 from the Crime Prevention category passed the first screening. One first prize winner and 17 Excellence Award winners were selected from each category.

### The First Prize-Winning Works in the 2019 Contest That Were Made Into Posters

The prize winners are honored by their schools, and their winning works are exhibited at the Kunohe Village Industry and Arts Cultural Festival. The First Prize-winning works are made into posters and displayed in various places around the village, such as schools and town halls.



Konuma Tamae (a third year at Kunohe Junior High School) received the first prize in the Crime Prevention category of the 2019 contest.

"Crime only exists on TV. There are no thieves here. Everyone knows each other. Kunohe Village is safe and secure. You can step out to go shopping without even locking your door.

I wish it were still like that. Now, there are more cars and strangers walking around. I wrote this to remind myself not to let my guard down by thinking, "I will be fine because it's impossible for me to become a victim of crime..."



#### Let's try it out

- Let's make a slogan.

### 30 Learning from the Disaster Prevention Karuta

#### Words & Phrases

tournament 大会

bond 絆

phrase フレーズ、語句

read aloud 声に出して読む

participant 参加者

compete 競う

preparation 備え、準備

#### Typical Expressions / Key Phrases

〈when + 主語 + 動詞〜〉 「いつ(主語)が〜するか」

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

### 31 Slogans for Traffic Safety and Crime Prevention Holding a Contest Every Year

#### Words & Phrases

slogan 標語

crime prevention 防犯

exhibit 展示する

category 部門

screening 審査、選考

Excellence Award 優秀賞

honor 表彰する

exist 存在する

thief 泥棒

step out (ちょっと)出る

lock 鍵をかける

remind 思い出す

let one's guard down 油断する

victim 被害者

#### Typical Expressions / Key Phrases

〈wish + 主語 + were 〜〉 「(主語)が〜だったらいいのに」(実際には起こりえないことを述べる、仮定法過去)

## 32 To Keep Telling the Story of “That Day”

On the wide beach, something stands alone. As you get closer to it, you see a large, broken chunk of concrete.

### Tsunamis Engulfed the Seawall on That Day



The broken seawall remains to show the terror of tsunamis

This is a broken seawall left on Akedo Beach in Tanohata Village. This area was once active in salt production and dragnet fishing and a black pine forest spread throughout.

On March 11, 2011, the tsunami caused by the 2011 off the Pacific coast of Tohoku Earthquake engulfed the seawall in no time.

No one died at Akedo Beach, but the black pines and everything else were washed away and the seawall was broken down.

### To Tell Everyone

Now, part of the broken seawall is preserved as the “Earthquake Disaster Remains: Akedo Beach Seawall,” as shown in the pictures.

“Earthquake Disaster Remains” are things left in their damaged state to show everyone the impact of the Great East Japan Earthquake.

Even people from countries far away with few earthquakes, or people who don’t know about the Great East Japan Earthquake, will feel the terror of the tsunami when they see this broken concrete seawall.

There are many other “Earthquake Disaster Remains,” too. Efforts to show what the Great East Japan Earthquake was like continue in various places. This is because we want everyone to know the Great East Japan Earthquake and think about how to prepare for disasters.



A view from up close, seen from the seaward side



A view from up close, seen from the landward side



Exhibiting pictures of the tsunamis, too



#### Let's research

- Research the damage that your area suffered when the Great East Japan Earthquake occurred.

## 32 To Keep Telling the Story of “That Day”

### Words & Phrases

chunk 塊

concrete コンクリート

engulf 飲み込む

seawall 防潮堤

terror 怖さ

dragnet fishing 地引網漁

black pine クロマツ

in no time あっという間に

preserve 保存する

remains 遺構

damaged state 損傷した状態

impact 影響、衝撃

few～ 少ししか～ない

### 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 + 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～するのは何か」

〈how to + 動詞の原形～〉 「どうやって～するか[～する方法]」

〈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)

# 33 Teaching the Conditions and Lessons Learned from the Earthquake

The most important thing is to protect your own life.

One of the guides, Motoda Kumiko said this.

## If You Don't Evacuate, You Can't Protect Your Life

Miyako City's "Learning Disaster Prevention Guide" is an activity to learn about the terror of earthquakes and the importance of life by walking around the Taro area, which was severely damaged by the Great East Japan Earthquake.

"The first, second and third seawalls were connected like the letter X before the earthquake. The first seawall is curved to reduce the power of tsunamis by dividing them into right and left parts."

Ms. Motoda started explaining about the "Taro Seawall" at the earthquake disaster remains.

The damage caused by the Showa Sanriku Earthquake and Tsunami inspired Taro to build seawalls. During the Chile Earthquake and Tsunami, little damage was caused by tsunamis. Because of this, people began saying, "Taro is the safest place in the world against the tsunami," and more and more people began to think, "We'll be fine even if the tsunami comes because we have seawalls, so we don't need to evacuate."

Ms. Motoda said, "No matter if there are seawalls, don't forget to evacuate to higher ground and not go back again when an earthquake occurs."



The Taro area before the earthquake: The first seawall (red), the second seawall (blue), the third seawall (yellow)

(Source: Iwate Earthquake and Tsunami Archive / Provided by: Miyako City)



Earthquake Disaster Remains: The Taro Seawall. The first seawall extending to the back and the damaged second seawall continuing to the right

## The Tsunami will Definitely Come

At the Earthquake Disaster Remains: "Taro Kanko Hotel," footage recorded when the tsunami came is played as part of the "Learning Disaster Prevention Guide" tour. Compared to the calm bay outside the window, we can clearly understand the terrifying power of the tsunami by seeing the scene where the entire sea seemed to rise.

The guide, Ms. Motoda says, "It was 37 years from the Meiji Sanriku Earthquake and Tsunami to the Showa Sanriku Earthquake and Tsunami, 27 years from the Showa Sanriku Earthquake and Tsunami to the Chile Earthquake and Tsunami, 51 years from the Chile Earthquake and Tsunami to the Great East Japan Earthquake. A tsunami will definitely come while you are alive. The important thing is to evacuate and protect your own life."



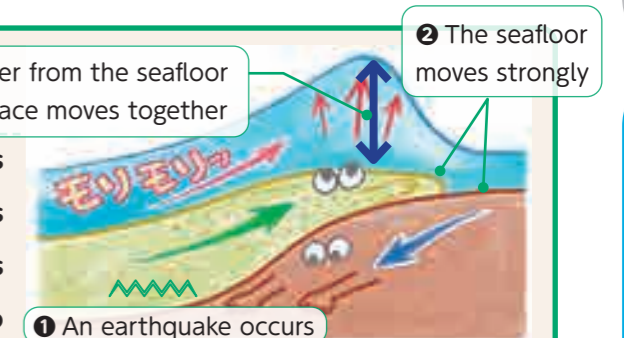
The earthquake disaster remains, "Taro Kanko Hotel," where the tsunami reached up to the fourth floor

Disconnected stairs and a broken elevator on the first floor

## The Formation of Tsunamis

When the bedrock on the seafloor breaks and an earthquake occurs, the seafloor moves a lot, rising and sinking. Because of this movement, all the water from the seafloor to the surface moves as large waves. These waves are called tsunamis.

The speed of the tsunami increases in deeper waters, but as they come near the coast, the water becomes shallower and the speed decreases. However, when waves come near the coast, subsequent waves catch up to earlier ones, so they grow higher and become more dangerous.



### Let's research

- Research the attempts taken in your area to prevent disasters.

## 33 Teaching the Conditions and Lessons Learned from the Earthquake

## Words &amp; Phrases

**letter** 文字  
**reduce** 減らす  
**divide** 分ける  
**inspired to**～ ～する気にさせる  
**Chile** チリ(南アメリカ大陸にある国)  
**little**～ 少ししか～ない  
**extend** 伸びる  
**definitely** 必ず、絶対に  
**record** 録画[記録]する  
**compared to**～ ～と比べて  
**scene** 場面  
**entire** 全体の  
**seem to**～ ～するようだ  
**rise** 上がる  
**alive** 生きていて  
**formation** 形成  
**bedrock** 岩盤  
**seafloor** 海底  
**sink** 沈む  
**shallow** 浅い  
**subsequent** 後の  
**attempt** 取り組み、試み

## 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)  
 〈**though + 主語 + 動詞**〉 「(主語)が～するにも関わらず」  
 〈**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)

## 34 Major Disasters in Iwate

The following are the disasters that have hit Iwate over the last 400 years.

### The Edo Period

#### ① Keicho Sanriku Earthquake (1611)

There is a record showing that about 20-meter-tall tsunamis hit the present-day cities of Miyako and Ofunato. It is thought to have been M8.1.

#### ② The Eruption of Mt. Iwate (1686)

Among the remaining records, it is the oldest eruption of Mt. Iwate. A lot of volcanic ash fell. Another big eruption was recorded 46 years later.

### The Meiji Period

#### ③ Meiji Sanriku Earthquake (1896)

The tremors on the land were mild, but big tsunamis hit and 21,959 people (18,158 people within Iwate Prefecture) lost their lives.

#### ④ Rikuu Earthquake (1896)

The epicenter was on the border between Iwate and Akita. Almost 10,000 sections of mountains collapsed. 209 people (4 in Iwate) lost their lives.

### The Showa Period

#### ⑤ Showa Sanriku Earthquake (1933)

The epicenter was about 200 km off the coast of present-day Kamaishi City. Strong tremors and huge tsunamis hit and 3,064 people (2,713 in Iwate) lost their lives.

#### ⑥ Typhoon Kathleen (1947)

Heavy rain fell on the Japanese islands and the Kanto and Tohoku districts were severely damaged. 1,077 people (109 in Iwate) lost their lives.



The appearance of Tanohata Village just after the Showa Sanriku Earthquake and Tsunami (Source: Iwate Earthquake and Tsunami Archive / Provided by: Tanohata Village)

#### ⑦ Typhoon Ione (1948)

The damage in Iwate Prefecture was worse than that caused by last year's Typhoon Kathleen because of flooding from the Kitakami River. 838 people (709 in Iwate) lost their lives nationwide.

#### ⑧ Chile Earthquake and Tsunami (1960)

Tsunamis caused by an earthquake with an epicenter off the coast of Chile, South America, crossed the Pacific Ocean and reached Japan in 22.5 hours. 142 people (62 in Iwate) lost their lives.

#### ⑨ The Sanriku Foehn Great Fire (1961)

A fire that broke out in the mountainous area along the Sanriku Coast spread by dry winds blowing down from the mountains. More than 1,000 houses burned down and 5 people lost their lives.

### The Heisei Period

#### ⑩ Iwate Northern Inland Earthquake (1998)

A seismic intensity of lower 6 was recorded in Shizukuishi Town. No one died, but the

damage to roads and buildings cost 8 billion yen.

#### ⑪ Typhoon No.6 (2002)

Heavy rain fell from the Chubu to Tohoku districts because of a typhoon and a seasonal rain front. Many floods and landslides occurred and 7 people (2 in Iwate) lost their lives.

#### ⑫ Tokachi Earthquake (2003)

An earthquake with the epicenter off the coast of Tokachi in Hokkaido. A maximum 2.5-meter tsunami occurred and 2 people lost their lives.

#### ⑬ Iwate-Miyagi Inland Earthquake (2008)

An earthquake with the epicenter on the border between Iwate and Miyagi. A seismic intensity of upper 6 was recorded in Oshu City. 23 people (2 in Iwate) lost their lives and the damage cost more than 150 billion yen.

#### ⑭ Heavy Snow (2010~2011)

A large area of Tohoku, Hokuriku and Sanin districts was damaged by heavy snow. 2.1 meters of snow was recorded in Yuda, Nishiwaga Town.

#### ⑮ The 2011 off the Pacific Coast of Tohoku Earthquake [The Great East Japan Earthquake] (2011)

The largest earthquake ever recorded in Japan occurred off the coast of Sanriku and massive tsunamis struck the area. 22,288 people (6,256 in Iwate) lost their lives.



The tsunami that struck Miyako City during the 2011 off the Pacific Coast of Tohoku Earthquake (Source: Iwate Earthquake and Tsunami Archive / Provided by: Miyako City)

#### ⑯ Heavy Rain (2013)

Heavy rain fell mainly in Iwate and Akita Prefectures. 78 millimeters of rain fell in one hour in Shizukuishi Town. 8 people (2 in Iwate) lost their lives.

#### ⑰ Typhoon No.10 (2016)

A typhoon directly struck Iwate Prefecture. Mainly Iwaizumi Town was severely damaged by floods and landslides. 29 people (25 in Iwate) lost their lives.

### The Reiwa Period

#### ⑱ East Japan Typhoon (2019)

Because the seawater was warm, the typhoon directly struck eastern Japan without weakening. 89 people (3 in Iwate) lost their lives because of floods and landslides.



Roads were severely damaged by the East Japan Typhoon. Photo of the Sanriku Railway tracks, after the roadbed was washed away.



### Let's research

● Let's divide ① to ⑱ into groups.

## 34 Major Disasters in Iwate

## Words &amp; Phrases

following 下記

present-day 現在の

M8.1 マグニチュード8.1

eruption 噴火

volcanic ash 火山灰

tremor 揺れ

epicenter 震源

border 境

collapse 崩れ落ちる、崩壊する

nationwide 全国で

the Pacific Ocean 太平洋

foehn フェーン(現象)

break out 発生する

seismic intensity 震度

billion 10億

seasonal rain front 梅雨前線

maximum 最大

massive 巨大な

millimeter ミリメートル

weaken 弱まる

track 線路

roadbed 路盤

## 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 + 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)

〈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 + 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)

## 35 Lifelines for Everyone's Livelihoods

The things we need in our lives, such as electricity, gas, water, communication tools like phones and the internet, roads, and railways are called lifelines.



(Source: Iwate Earthquake and Tsunami Archive / Provided by: Ofunato Area Firefighting Association Headquarters)

### If You Cannot Use Lifelines

During a disaster, lifelines may become unavailable.

#### ● If you cannot use electricity (blackout) ...

If electric wires are cut or power plants and substations are damaged, blackouts occur. The night is pitch dark without lights and you cannot use refrigerators or air conditioners. TVs will not work, either.

#### ● If you cannot use communication tools ...

You cannot call the police or fire station if the communication tools become unavailable. You cannot find out what is happening, either.

#### ● If you cannot use the water supply (water outage) ...

If water pipes or utilities are damaged, a water outage occurs. You cannot get water for drinking, flushing the toilet, or taking a bath.

#### ● If you cannot use roads or railways ...

It becomes difficult to travel. People cannot carry food or daily goods, and ambulances cannot carry injured or sick people, either.

### How Long Does It Take to Restore Lifelines?

During the Great East Japan Earthquake, about 8.5 million homes experienced blackouts, 460,000 homes could not use gas, and 2.3 million homes lost their water supply.

It took about 9 days for electricity, about 55 days for gas, and about 90 days for water supplies to become available again.

In general, it is said that it takes 3 days to 1 week for disaster areas to receive food and relief supplies. It is important to prepare at least 3 days' worth of water and food for a disaster.



### Let's discuss

- Let's discuss what will happen if water services are unavailable for 90 days.

## 36 Listening to Disaster Information and Disaster Prevention Information on "Yaha Radi!"

Yahaba Town started its own broadcast, "Yaha Radi!" in 2018. It has delivered various information.

### Town Officials Handle Reporting and Editing; Radio Morioka Takes Charge of Completing the Programs and Broadcasting

"Yaha Radi!" is a program that introduces notices from the town, its people and shops. It covers events from the day and the previous day and does interviews. When people need to evacuate because of earthquakes or typhoons, it airs "emergency information."



A town official interviewing someone

Town officials handle the planning, covering, and editing of the program. They edit the collected content and send it to Radio Morioka. Then Radio Morioka adds music and other things to complete the program before broadcasting it.

### Listening with Yahaba Town's Dedicated "Yaha Radio"

Yahaba Town's dedicated "Yaha Radio" is convenient for listening to "Yaha Radi!" You can listen to "Yaha Radi!" on an ordinary radio by turning it on. However, if you use a "Yaha Radio," it automatically switches to "Yaha Radi!" when the program starts even if you are listening to another broadcast. In the case of an emergency, such as an earthquake warning, it broadcasts at maximum volume.



### Let's think it through

- What communication tools will you use to get the correct information?

## 35 Lifelines for Everyone's Livelihoods

## Words &amp; Phrases

**lifeline** ライフライン、都市生活に不可欠な水道・電気・ガスなどの供給システム

**Livelihood** 生活

**communication tool** 通信手段

**unavailable** 利用できない

**blackout** 停電

**electric wire** 電線

**power plant** 発電所

**substation** 変電所

**pitch dark** 真っ暗

**water outage** 断水

**utility** [ガス・水道・電気など] (公共)施設

**flush the toilet** トイレを流す

**daily good** 日用品

**ambulance** 救急車

**injured** けがをした

**Firefighting Association** 消防組合

**Headquarters** 本部

**available** 利用できる

**in general** 一般に、通例

**relief supply** 救援物資

**worth** ~ 相当の

## 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)

〈**what + 動詞**〜〉 「何が〜するか」

〈**It takes + 期間 + for + A + to**〜.〉 「Aが〜するのに…かかる。」(itは仮主語)

## 36 Listening to Disaster Information and Disaster Prevention Information on “Yaha Radi!”

## Words &amp; Phrases

**Yaha Radi!** やはラヂ!

**broadcast** 放送(する)

**handle** 扱う

**cover** 取材する

**edit** 編集する

**takes charge of** 担当する

**complete** 仕上げる

**notice** お知らせ

**the previous day** 前日

**air** (番組を)流す、放送する

**emergency** 緊急(の)

**dedicated** 専用の

**turn on** ダイヤルを合わせる

**automatically** 自動的に

**switch** 切り替わる

**earthquake warning** 地震速報

**maximum** 最大の

**correct** 正しい

## Typical Expressions / Key Phrases

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

〈**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)

## 37 Parents and Children Evacuate Together, Parents and Children Learn Together

A general evacuation drill was held at Tsuchibuchi Elementary School in Tono City. This drill is not only for children, but for children and parents to practice evacuating together.

### The Reason for the General Evacuation Drill

In 2016, the Kogarase River near Tsuchibuchi Elementary School flooded because of Typhoon No. 10. On the day the typhoon approached, the school was temporarily closed, but some children spent the night at a shelter. The school wasn't damaged much, but there was flooding that they did not expect.

### The General Evacuation Drill with Children and Parents

On September 12, 2017, a day of a disaster prevention workshop for parents and children, many parents and guardians visited Tsuchibuchi Elementary School.

After the workshop, the children, parents, guardians and teachers began the general evacuation drill led by fire station officials. On the assumption that a flood would occur, everyone gathered in the schoolyard first. Then, they moved to the second evacuation site, the community center. There, the children and their parents learned from the fire station officials where to evacuate and what to bring.



Family disaster prevention workshop



Talk from fire station officials



### Let's discuss

- Discuss what to do if a strong earthquake occurs when you are alone.

## 38 Experiencing Earthquake Tremors in a Disaster Prevention Educational Car

In September 2019, first to third-grade students of Karumai Elementary School in Karumai Town experienced earthquake tremors. They felt the terrifying power of earthquakes through the terrible tremors.

### Children Experienced a Seismic Intensity of 4, Teachers Experienced a Seismic Intensity of 7

First to third-grade students of Karumai Elementary School experienced earthquake tremors in a disaster prevention educational car, "Sobacchi-Go" in September 2019.

The car can hold up to four adults at a time and simulate tremors as strong as seismic intensity level 7. It can also recreate past earthquakes, such as the Great East Japan Earthquake and the Kumamoto Earthquake.

First, some children and a teacher got into the car. The children experienced seismic intensity level 4. Even though the level was about half the seismic intensity of the Great East Japan Earthquake, the children felt the terror of earthquakes.

Then, the teachers experienced tremors of seismic intensity level 7, the same intensity as the Great East Japan Earthquake. At first, the teachers stood, but in the end, they sat down and held onto the leg of a desk



The children experiencing a seismic intensity of 4



The teachers holding table legs tightly

tightly. Seeing this, the children thought, "It was shaking a lot during the Great East Japan Earthquake."



### Let's think it through

- What will you do when you feel an earthquake?

### 37 Parents and Children Evacuate Together, Parents and Children Learn Together

#### Words & Phrases

general evacuation drill 総合避難訓練  
 flood 氾濫する  
 approach 接近する  
 temporarily 臨時で  
 shelter 避難所  
 expect 予期する  
 parents and guardians 保護者  
 On the assumption that～ ～という想定で

#### Typical Expressions / Key Phrases

〈名詞 + that + 主語 + 動詞～〉 「(主語)が～する…」(関係代名詞 that 以下の語句が前の名詞を説明)  
 〈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)  
 〈where to + 動詞の原形〉 「どこで[に]～するか[すべきか]」  
 〈what to + 動詞の原形～〉 「何を～するか[すべきか]」

### 38 Experiencing Earthquake Tremors in a Disaster Prevention Educational Car

#### Words & Phrases

up to～ ～まで  
 simulate まねる、模倣する  
 intensity 激しさ  
 recreate 再現する

#### 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)

## 39 Preparing for Floods and Landslides

Maesawa Elementary School in Oshu City was established by merging six elementary schools in the Maesawa district in April 2014. The school puts effort into disaster prevention because the Kitakami River, which runs through the district, often floods and causes damage.

### Holding Evacuation Drills While Considering Various Scenarios

About 70% of children of Maesawa Elementary School take the school bus. The school holds evacuation drills while considering various scenarios. One drill simulates an earthquake occurring during a break.



The school buses that Maesawa Elementary School children use

After hearing the emergency broadcast, “An earthquake has occurred,” the children practice evacuating based on their judgment. This drill is important for learning how to evacuate safely without panic.

### Disaster Prevention Workshop with a Specialist and Making a Local Safety Map

A disaster prevention workshop was held for fourth graders. Using the flood damage caused by the Kitakami River as an example, they learned about the dangerous places around their school and the points of caution during evacuation from a specialist.

After learning in the workshop, the children walked around the Maesawa district and searched for places that might be at risk of flooding or landslides. Using their findings, they also created a local safety map and held a presentation for their grade. Through these activities, they understood where the dangerous places in their area were and the importance of preparation and caution in their daily lives.



Searching for the dangerous places

I learned that if water rises to a height of 30 centimeters outside a door, we can't evacuate.

I learned that evacuating in athletic shoes is a good choice.

I learned that even facilities (for disasters) have their limits, so I would like to always be prepared for emergencies.



### The First Handover Drill

In 2018, the first handover drill was held because many disasters occurred all over the country.

At 2:45 p.m. on the day of the drill, a message was sent to all households saying, “An earthquake with a seismic intensity of upper 5 has occurred,” and the drill began. Families came to pick up their children one after another. After checking in at the hall, families picked up their children in their classrooms, and the drill ended successfully.

A disaster prevention specialist observing the drill advised, “Walk as far away from buildings as possible” and “It is better to use the local people's help to control traffic.” The school plans to continue holding handover drills in the future.



Families checking in at the hall



Children and their families going home together from a classroom



### Let's research and try it out

- Research past disasters in your area.
- Try introducing what you learned from an evacuation drill to your family.

## 39 Preparing for Floods and Landslides

### Words & Phrases

merge 統合する

puts effort into～ ～に力を入れる

consider 考慮する

scenario 状況

judgment 判断

panic 慌てること

at risk of～ ～の危険性がある

finding 見つけたもの、わかったこと

caution 注意、用心

centimeter センチメートル

athletic shoes 運動靴

limit 限界

handover 引き渡し

household 家庭

traffic 交通

### Typical Expressions / Key Phrases

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

〈名詞 + 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 + 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 + 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)

〈what + 主語 + 動詞～〉 「(主語)が～すること」

# 40 The Place to Learn About Preparation

The “Tsunami Memorial Hall” and the “Kamaishi Memorial Park” are in “Unosumai Tomosu” near Unosumai Station of the Sanriku Railway.



The Tsunami Memorial Hall

## Connecting Lives

At the “Tsunami Memorial Hall” you can learn about the restoration of Kamaishi City from the Great East Japan Earthquake, how the children in Kamaishi took action on March 11, and the lessons learned from the earthquake.



A picture book showing how the children of Kamaishi escaped from the tsunami

You can also learn about the conditions of shelters during the earthquake and how tsunamis occur by using water tanks or game-like screens.



Learn what to do from the actions of the children of Kamaishi

Presentations on disaster prevention workshops by Kamaishi elementary and junior high school students, and lectures about the earthquake, are also held here.



An exhibit using water tanks to learn about the mechanism of the tsunami



An exhibit recreating shelters during the earthquake

## Hoping That No One Becomes a Victim of Tsunamis Again

The “Kamaishi Memorial Park” was built in Unosumai, the area most severely damaged in Kamaishi City during the Great East Japan Earthquake, with the hope that no one becomes a victim of tsunamis again.

The names of those who lost their lives in Kamaishi are carved into the wall in the middle of the picture. The black wall on the back right shows the height that the tsunamis reached in this area.

Messages based on four themes were carved on the hill between the “Tsunami Memorial Hall” and the “Kamaishi Memorial Park.”



The Kamaishi Memorial Park

### Prepare

Disasters don't set a time or place  
Evacuation drills save lives

### Escape

Run quickly to a safe place, as many times as necessary, even if you are alone  
That courage can save others' lives, too

### Do Not Return

Once you evacuate, do not return and do not let anyone return  
That decision can protect lives

### Pass It On

Pass on the knowledge learned from disasters to children and everyone who lives with nature

(From: Kamaishi City Disaster Prevention Citizens' Charter)



### Let's think it through

- Why is the “Tsunami Memorial Hall” trying to spread the importance of disaster prevention?

## 40 The Place to Learn About Preparation

### Words & Phrases

Tsunami Memorial Hall いのちをつなぐ未来館

Kamaishi Memorial Park 釜石祈りのパーク

game-like ゲームのような

screen 画面

lecture 講演

exhibit 展示

carve 刻む、彫刻する

courage 勇気

decision 決断

pass on~to... ~を…に伝える

charter 憲章

### Typical Expressions / Key Phrases

〈how + 主語 + 動詞〜〉 「どうやって(主語)が〜するか」

〈名詞 + 過去分詞〜〉 「〜された[した]…」(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)

〈what to + 動詞の原形〜〉 「何を〜するか[すべきか]」

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

〈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)

〈let + A + 動詞の原形〉 「Aを〜させる」(使役)

## 41 Experiencing Life in a Shelter

Yanagisawa Elementary and Junior High School held a shelter life experience activity to prepare students to play their roles when a disaster occurs.

### Starting the Shelter Life Experience with a Teachers' Play

To open a shelter, a disaster must have occurred or there must be a risk of one occurring. The experience of shelter life began with the teachers' play called "Evacuation Center Role-Play Drama."

"This is Yanagisawa Elementary and Junior High School in Takizawa City. The volcanic alert level of Mt. Iwate has been raised, and a heavy rain warning has been announced. Due to the risk of landslides, a shelter has been opened."

The play started with this situation, and then various people evacuated. The play ended with the line, "Now, we'll set up temporary toilets and assign rooms."

### Making shelter life comfortable by using cardboard

After the play, it's the students' turn. They created a living area out of old cardboard and other materials. They put nets on the windows and wrapped plates in plastic wrap to reuse them many times.

Then, it's time for the students to show their knowledge. Elementary and junior high school students were divided into mixed-age groups,



The set-up reception area and registrations



Setting up insect prevention nets



A living area using cardboard and other materials

and used a mountain of cardboard to make walls, desks, chairs, beds, pillows, and floors.

They shared ideas on how to keep the walls from folding and how to maintain the strength of the chairs and desks.

The parents and local people were impressed by the children's creations.

### Sugawara Haruhiro Serving Food and a Lecture

After the drill of setting a shelter, the students made *chankonabe* (stew) under the instruction of Sugawara Haruhiro, the owner of a *chanko* restaurant. This activity aimed to have students make and eat the meal which people had during the Great East Japan Earthquake. They made *chankonabe* led by Mr. Sugawara and ate it together.

After the meal, Mr. Sugawara gave a lecture. He said that during the Great East Japan Earthquake, while he was serving food, a person who lost an important family member held his hand for 10 minutes. This story brought tears to many people's eyes.



Chankonabe for dinner



Having dinner by district



Sugawara Haruhiro



### Let's think it through and research

- How would you feel if you had to live in a shelter?
- Let's research the situations in which shelters are opened.

## 41 Experiencing Life in a Shelter

### Words & Phrases

role play ロールプレー

volcanic alert level 噴火レベル

heavy rain warning 大雨警戒情報

line せりふ

assign 割り振る

reception 受付

registration 記名

insect 虫

cardboard 段ボール

material 材料

wrap 包む

plastic wrap ラップ

mixed-age group 縦割り班

fold 折る

strength 強度

impress 感心する

serving food 炊き出し

instruction 指導

bring tears to one's eyes ～が目に涙をうかべる

would ～だろう (will より確信度が低い推量を表す)

### Typical Expressions / Key Phrases

〈how to + 動詞の原形～〉 「どうやって～するか[～する方法]」

〈keep A from + 動詞のing形〉 「Aが～するのを妨げる」

〈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)

〈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)