

# Tossa no Hitokoto

“What would you say? What would you do? In an Emergency”



Earthquake and Tsunami version



Think about  
what to say  
in emergency  
situations!



# Introduction

Save the Children is an international non-governmental organization specializing in child support and has NGO consultative status with the United Nations Economic and Social Council. Immediately after the Great East Japan Earthquake and Tsunami on March 11, 2011, Save the Children Japan started the Emergency Response and Recovery Program and has provided support to children and adults in the affected areas.

When we conducted workshops on disaster risk reduction at after-schools (gakudo-hoiku) in Iwate and Miyagi Prefectures, together with the non-profit organization, Plus Arts, we listened to many primary-school-aged children who survived the earthquake and tsunami. "When I evacuated I brought books with me, because I could kill time by reading them as well as use them as a pillow." "I packed a watch in my emergency grab bag, so I would be able to know the time even when the clocks had stopped working due to power cuts."

Such stories and ideas led us to develop educational materials on disaster risk reduction that contained lessons learned from the earthquake and tsunami. This booklet is full of messages extracted from the experiences of those who survived the disaster and lived in evacuation shelters. These messages were provided by children and adults in the affected areas with whom we worked during the Emergency Response and Recovery Program.

Their experiences show that children are equipped not only with knowledge about surviving disasters, but also have the ability to think and act on their own. Encouraging these abilities is what this booklet aims to achieve. Save the Children Japan continues to conduct activities in East Japan in order for children to be actively involved in disaster risk reduction and to promote measures that reflect children's perspectives, before, during and after disasters.

Save the Children Japan

"Tossa no Hitokoto" is disaster risk reduction educational material developed on the basis of interviews with fifty people in Iwate and Miyagi Prefectures who were affected by the Great East Japan Earthquake and Tsunami. The interviewees lived in both coastal and inland areas, and were engaged in a variety of occupations, including primary school teachers, instructors of after-schools, nursery school teachers, officials of municipal governments, community leaders, small-business owners, housewives and high school students.

We asked them, for example, "what difficulties they had" and "what had helped them." From their stories, lessons that should be passed onto future generations were compiled and expressed in manga form. Each manga story has three scenes, and the last scene contains a blank word balloon. Readers are asked to think of a phrase to fill in the balloon. Manga stories enable children to place themselves in different emergency situations and understand how they would feel. By thinking of what to say and what to do, children are encouraged to act on their own in times of disaster.

In 2005, to commemorate the ten-year anniversary of the major earthquake in Kobe City, surrounding areas and Awaji Island in 1995, we developed disaster risk reduction educational materials. At that time too, lessons had been learned through interviews with the people affected, and incorporated into workshops and games for disaster risk reduction education. Since then, these materials have been widely utilized. We will disseminate "Tossa no Hitokoto" not only in Japan but also around the world, as a learning tool to convey experiences and lessons learned from the Great East Japan Earthquake and Tsunami. It is hoped that this booklet will be of use for people who conduct disaster risk reduction education at schools and in communities.

Plus Arts

# How to Use “Tossa no Hitokoto”

This booklet consists of 1 Situation, 2 Lesson, and 3 Instruction. It can be used by anybody in various settings, such as schools, community events, and workshops. Depending on the age group, the number of participants, and the setting, you can choose and/or combine the following methods.

## Structure of this booklet



Situation

### 1 Situation

Situations that are likely to be observed before, during, and after a disaster are depicted in a three-panel manga cartoon strip. A facilitator explains the situation depicted in the three panels, and asks participants to think of phrases to fill in the blank word balloon in the third panel.

#### A. Ways in which facilitators can explain a situation:

- (1) Showing the first, second, and third panels, one-by-one
- (2) Showing all three panels at once

#### B. Ways in which participants can think about and present their phrases:

- (1) Saying a phrase out loud
- (2) Writing a phrase in the blank word balloon on a copy of the manga cartoon
- (3) Discussing the situation in a group and presenting possible phrases
- (4) By looking at the situation pasted on a board, then writing down phrases on post-it notes and pasting them onto the board



Lesson

### 2 Lesson

Lessons include important messages and responses to the presented situation. After participants have presented their suggested phrases, a facilitator explains the lesson.



Instruction

### 3 Instruction

Instructions consist of an explanation of the Situation and Lesson, and relevant experiences shared by the fifty children and adults interviewed. Anybody can easily become a facilitator to teach disaster risk reduction just by reading the Instructions.

## How to choose situations for teaching

This booklet includes twenty-two situations under five themes; (I) Disaster Preparedness; (II) Earthquake and Tsunami; (III) Survival after a Disaster; (IV) Life in an Evacuation Shelter; and (V) Post-disaster Life. Depending on the setting, participants, and the length of time available, you can choose one or more situations for teaching using the tips listed below.

### 1 Focusing on one theme:

- A. Disaster Preparedness: All five situations
- B. Disaster Preparedness: Situation 2. Packing for an Emergency, and Situation 4. Preparing for Emergency Communications

### 2 Choose situations from multiple themes according to the learning objective:

- A. Objective: Learn about disaster preparedness and prompt evacuation
  - Disaster Preparedness: Situation 2. Packing for an Emergency
  - Earthquake and Tsunami: Situation 6. Getting to Safe Shelter Quickly
- B. Objective: Learn about life after a disaster
  - Survival after a Disaster: Situation 13. Saving Water, and Situation 15. Different Kinds of Lights
  - Life in an Evacuation Shelter: Situation 17. Sharing Food

### 3 Choose situations suitable for age groups:

- A. Lower grades of primary school:
  - Disaster Preparedness: Situation 4. Preparing for Emergency Communications, and Situation 5. Deciding on a Meeting Place
- B. Middle grades of primary school:
  - Disaster Preparedness: Situation 2. Packing for an Emergency
  - Earthquake and Tsunami: Situation 7. Staying away from the Ocean and Rivers
- C. Upper grades of primary school:
  - Earthquake and Tsunami: Situation 8. Taking the Initiative in an Evacuation
  - Survival after Disaster: Situation 13. Saving Water
- D. Junior high school:
  - Disaster Preparedness: Situation 1. Bracing Furniture
  - Life in an Evacuation Shelter: Situation 19. Making a Safe and Secure Place for Children
- E. High school and above:
  - Earthquake and Tsunami: Situation 9. Helping People Stay Warm
  - Life in an Evacuation Shelter: Situation 18. Considering the Needs of Small Babies

## List of Situations

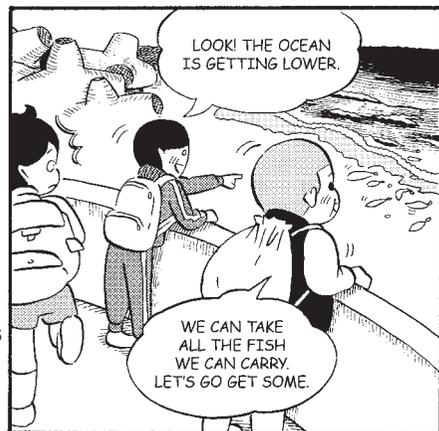


### I. Disaster Preparedness

1. Bracing Furniture
2. Packing for an Emergency
3. Knowing Evacuation Routes
4. Preparing for Emergency Communications
5. Deciding on a Meeting Place

### II. Earthquake and Tsunami

6. Getting to Safe Shelter Quickly
7. Staying away from the Ocean and Rivers
8. Taking the Initiative in an Evacuation
9. Helping People Stay Warm
10. Being Careful about Puddles and Muddy Roads



### III. Survival after a Disaster

11. Getting Water from Different Kinds of Places
12. Ways to Carry Water
13. Saving Water
14. Utilizing Available Items to Stay Warm
15. Different Kinds of Lights

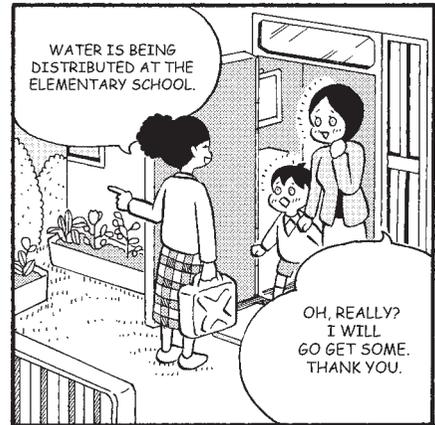


#### IV. Life in an Evacuation Shelter

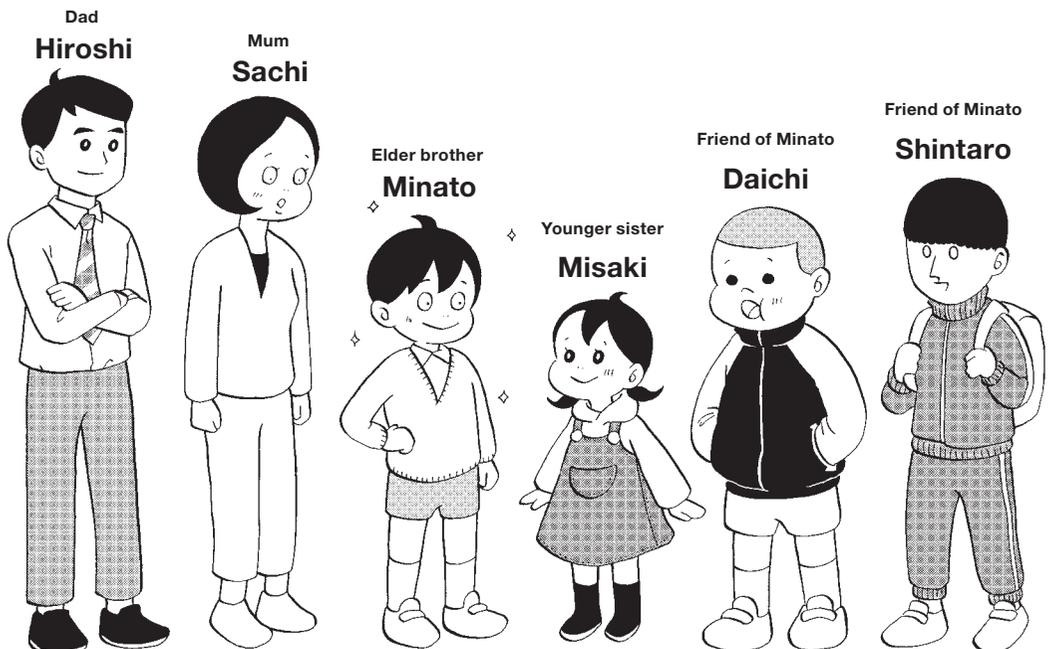
- 16. Giving Consideration to Others
- 17. Sharing Food
- 18. Considering the Needs of Small Babies
- 19. Making a Safe and Secure Place for Children
- 20. Keeping the Toilet Area Clean
- 21. Helping Each Other

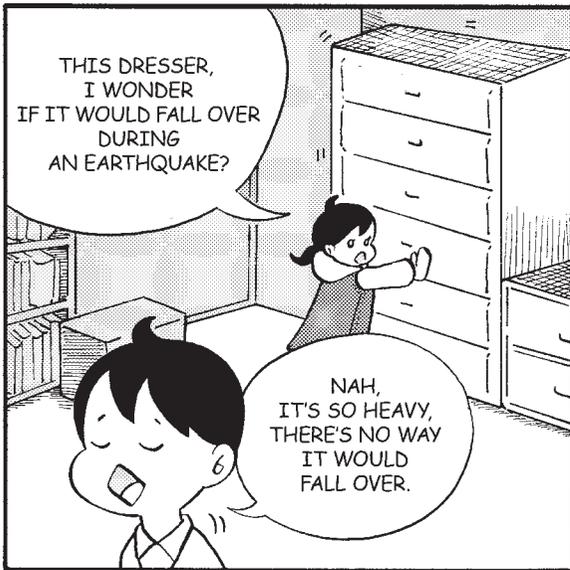
#### V. Post-disaster Life

- 22. Offering Neighbors a Helping Hand



#### Characters



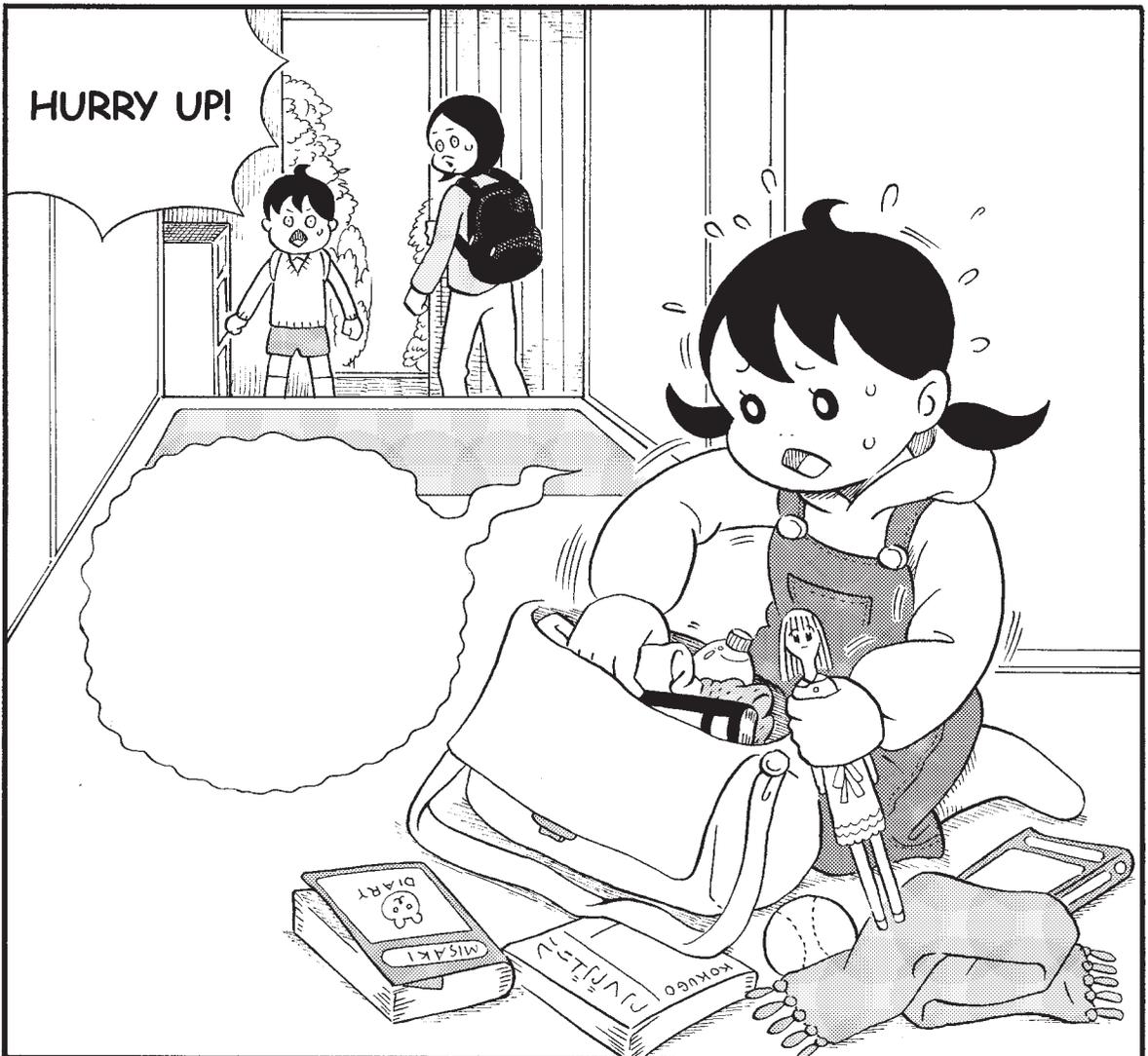


[ Disaster Preparedness ]

## Bracing Furniture

- ▶ Install devices to prevent furniture from falling over.
- ▶ Rearrange furniture for safety.



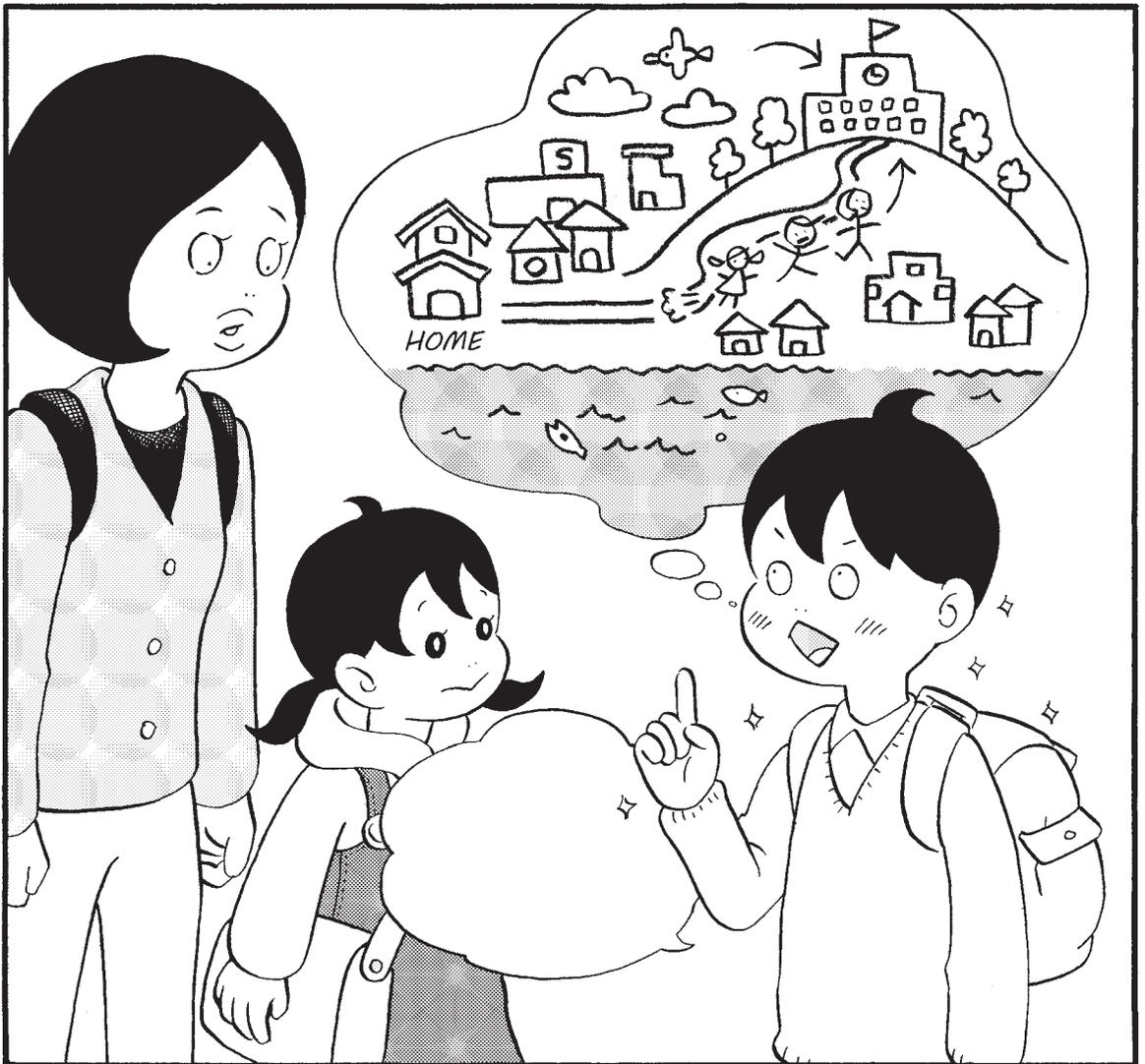


[ Disaster Preparedness ]

# Packing for an Emergency

- ▶ Pack necessities in an emergency grab bag.
- ▶ Think about where in your house to put an emergency grab bag.

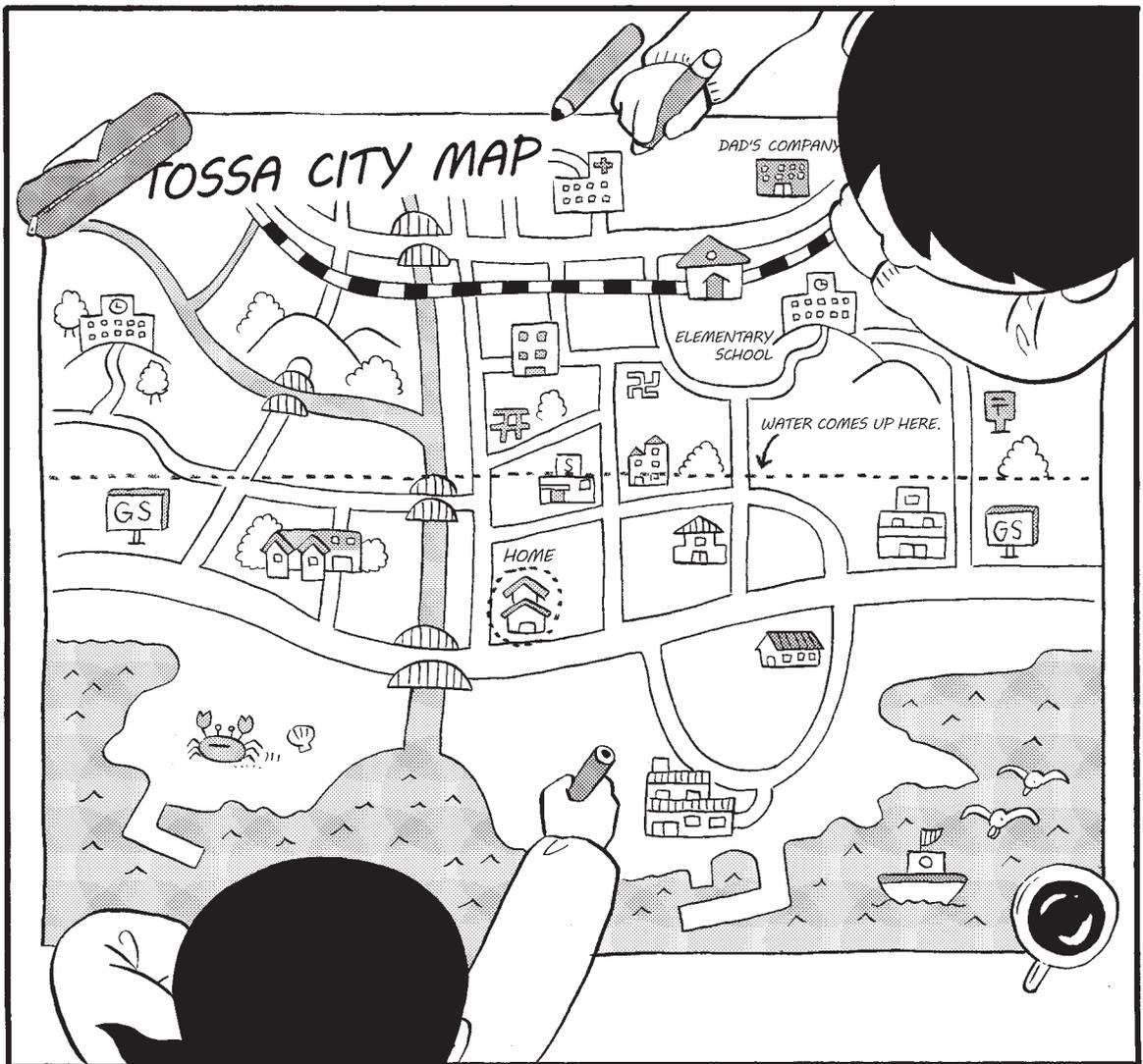




## [ Disaster Preparedness ]

## Knowing Evacuation Routes

- ▶ Decide upon evacuation routes among your family.
- ▶ Check dangerous places on the route.
- ▶ Take a walk along the route in advance.



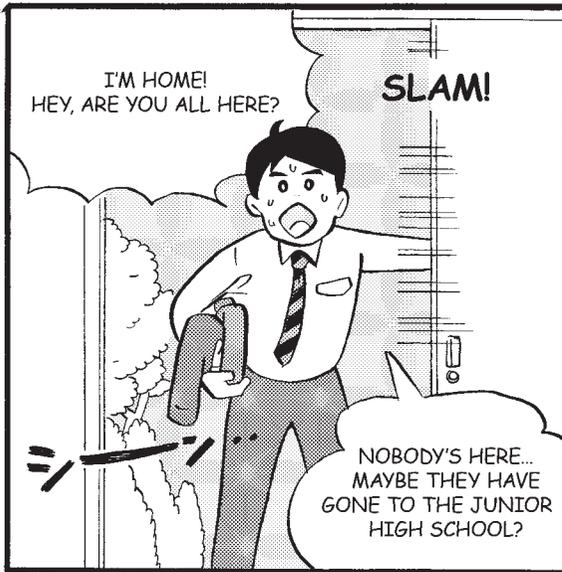


[ Disaster Preparedness ]

# Preparing for Emergency Communications

- ▶ Utilize the Disaster Message Board Service.
- ▶ Contact relatives and acquaintances that live in areas far away.
- ▶ Leave a note in the house.

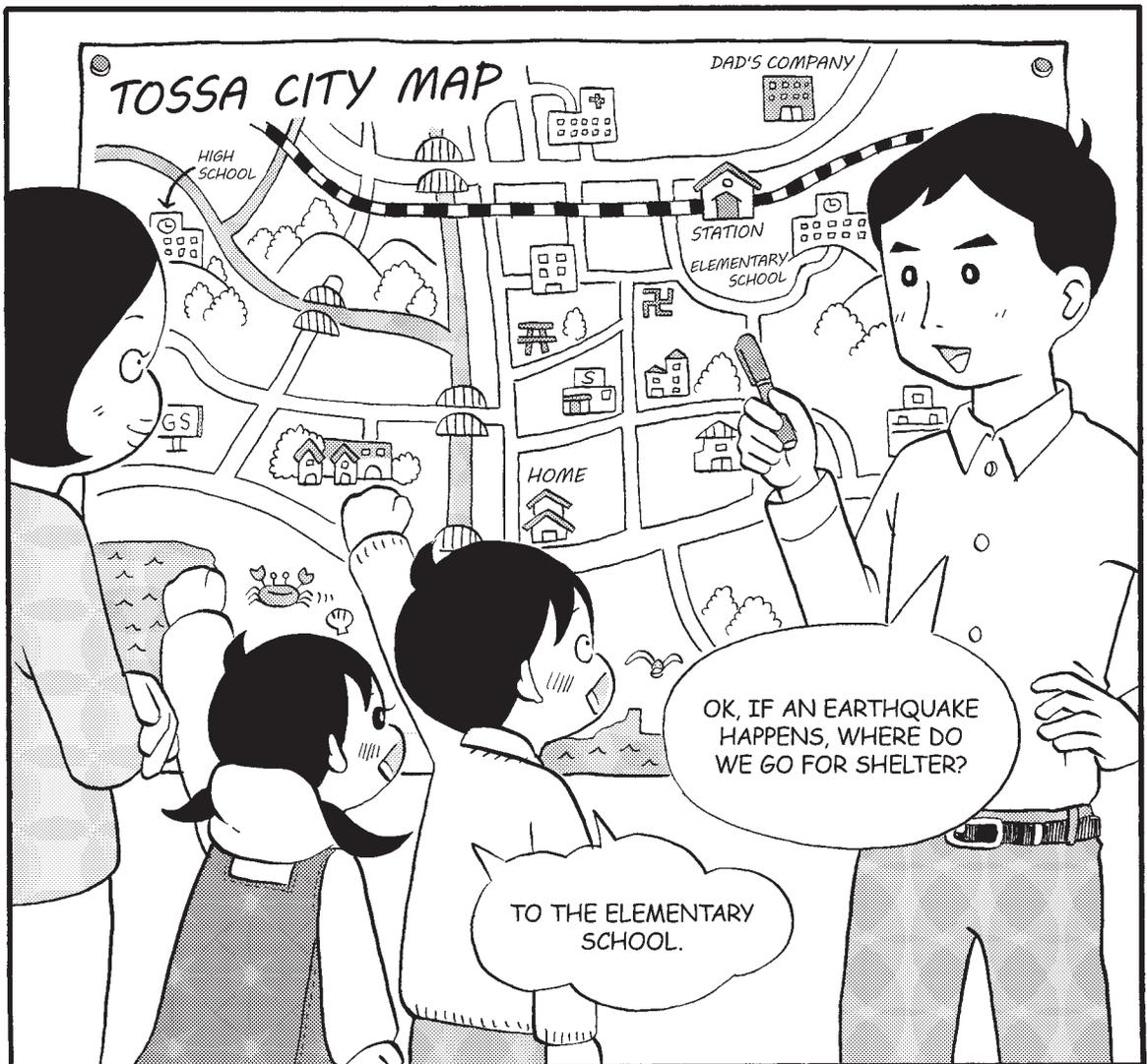




[ Disaster Preparedness ]

## Deciding on a Meeting Place

- ▶ Have an emergency plan so you don't have to walk around looking for your family.
- ▶ Behave cautiously.

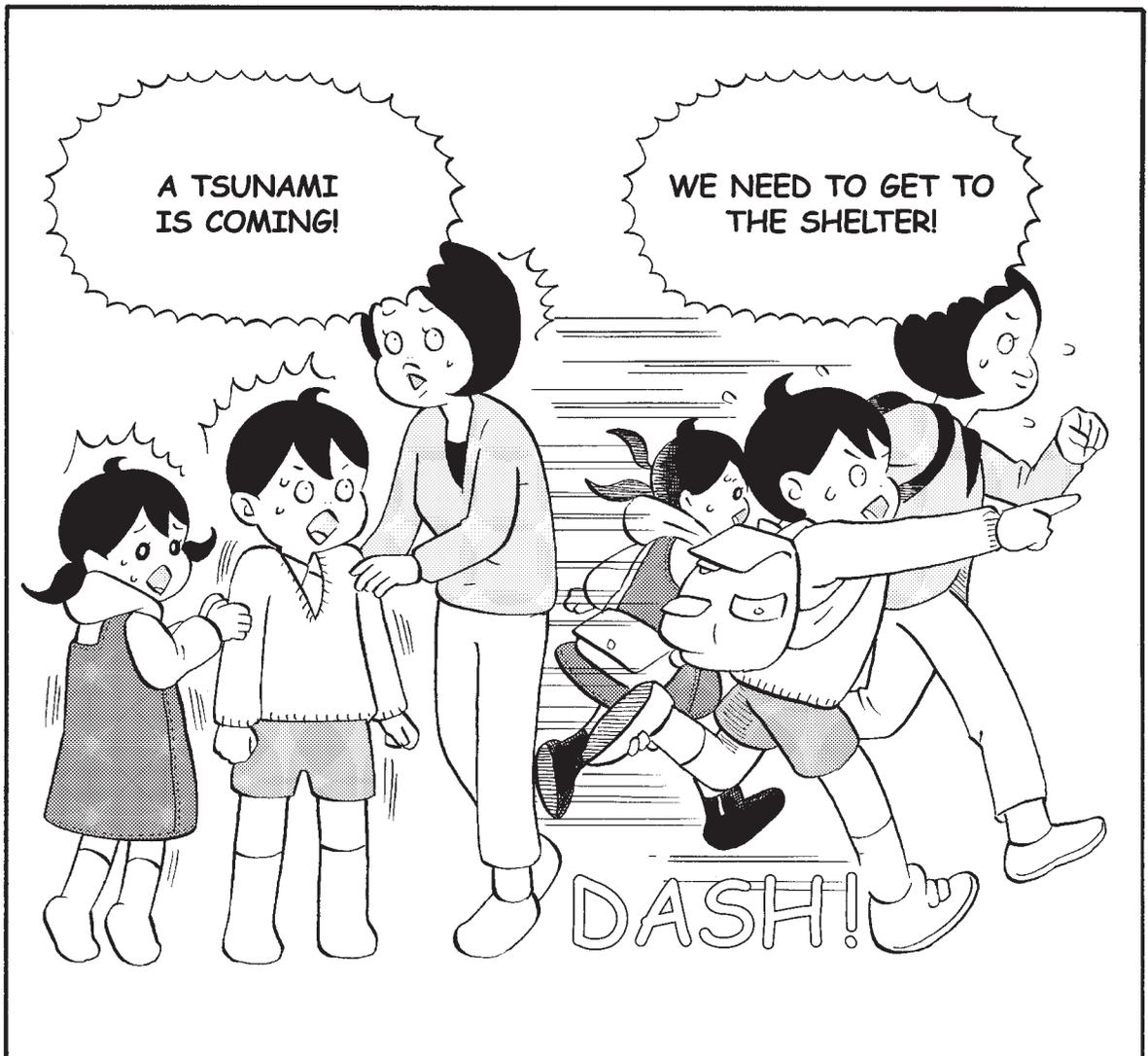


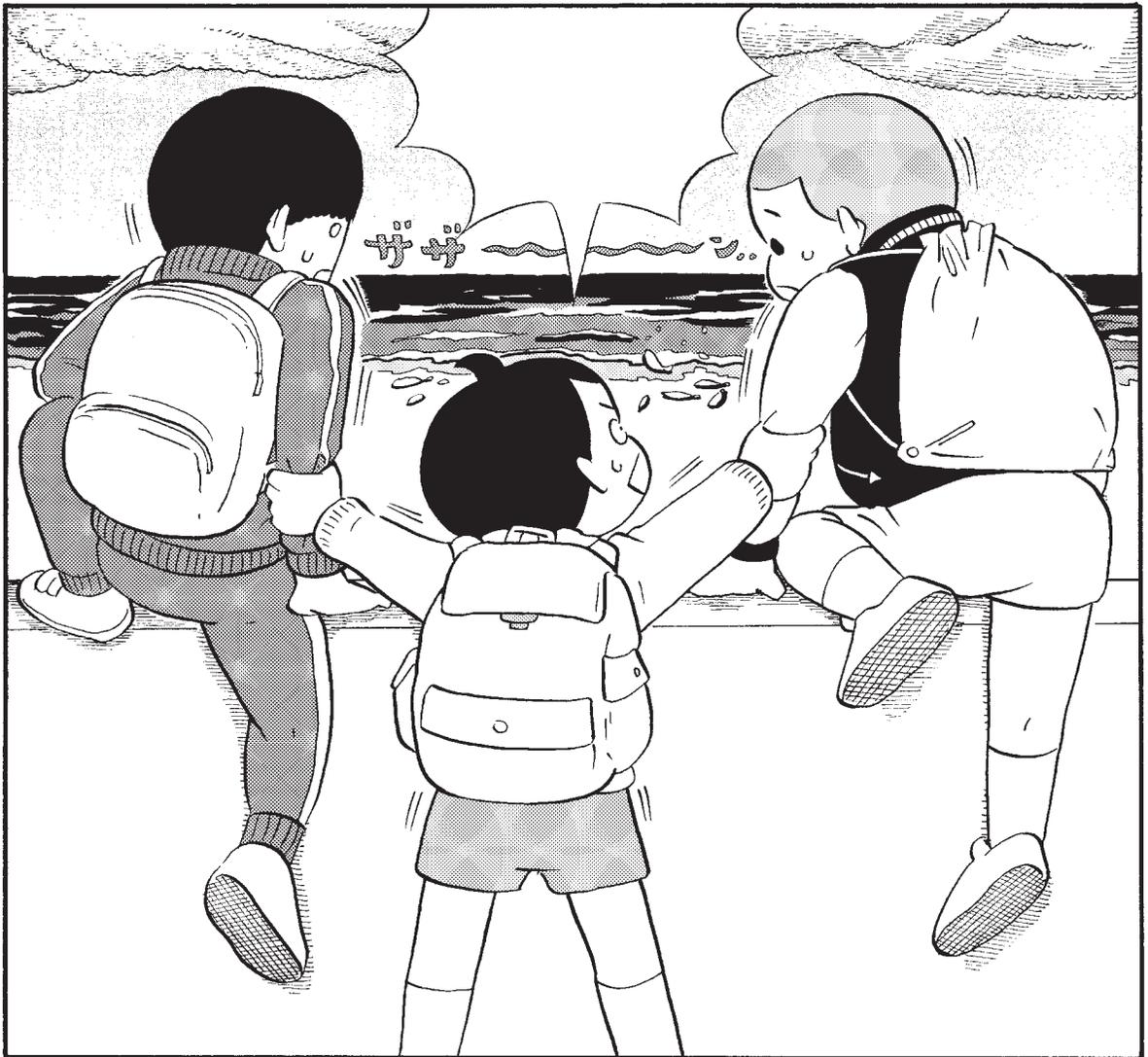
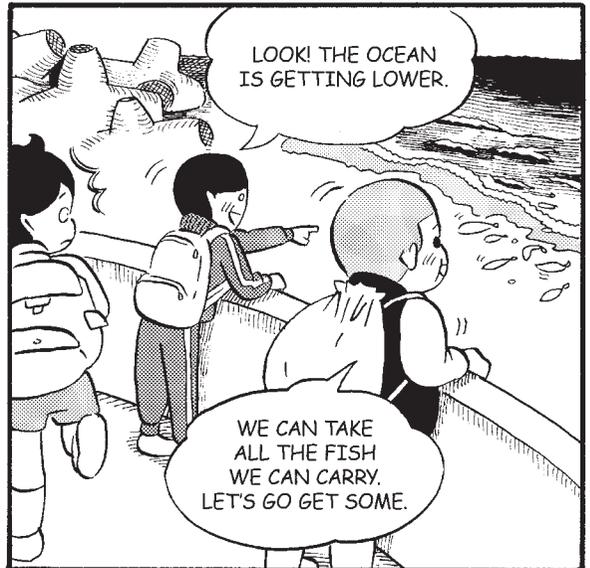
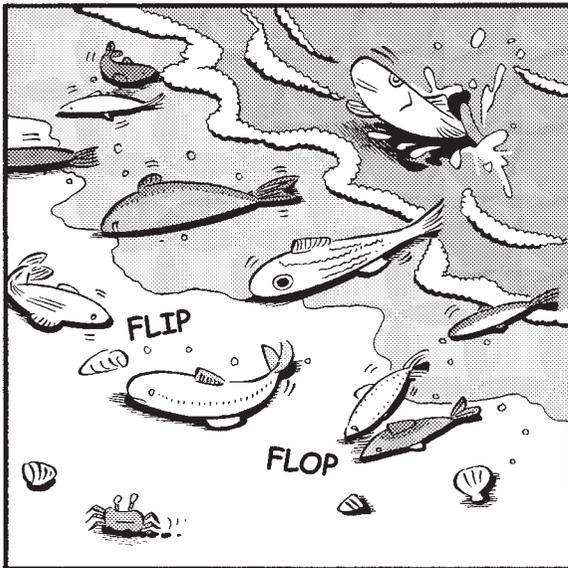


[ Earthquake and Tsunami ]

## Getting to Safe Shelter Quickly

- ▶ Evacuate immediately when you hear a tsunami warning.
- ▶ Prepare for evacuation when a tsunami is expected.

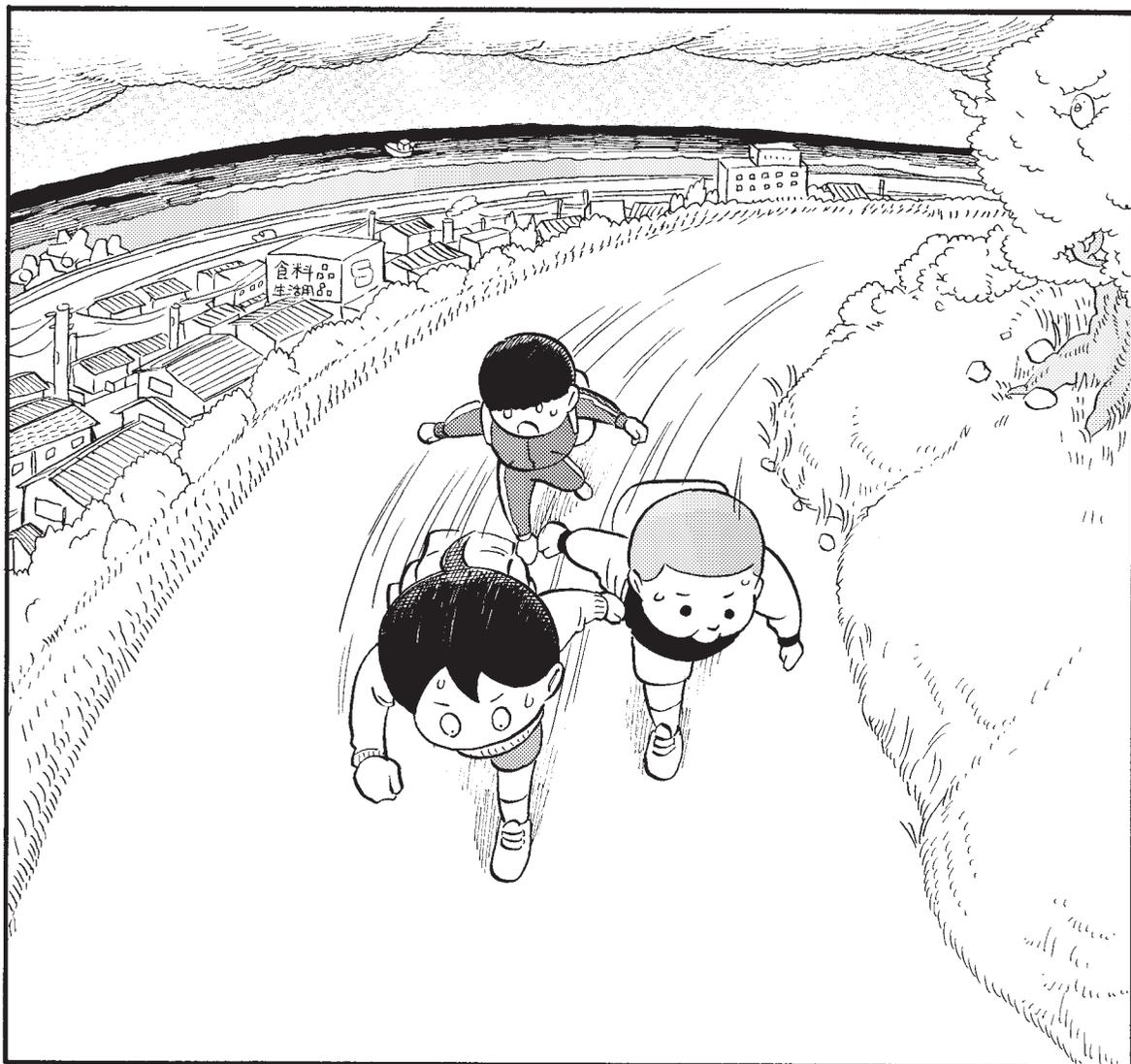


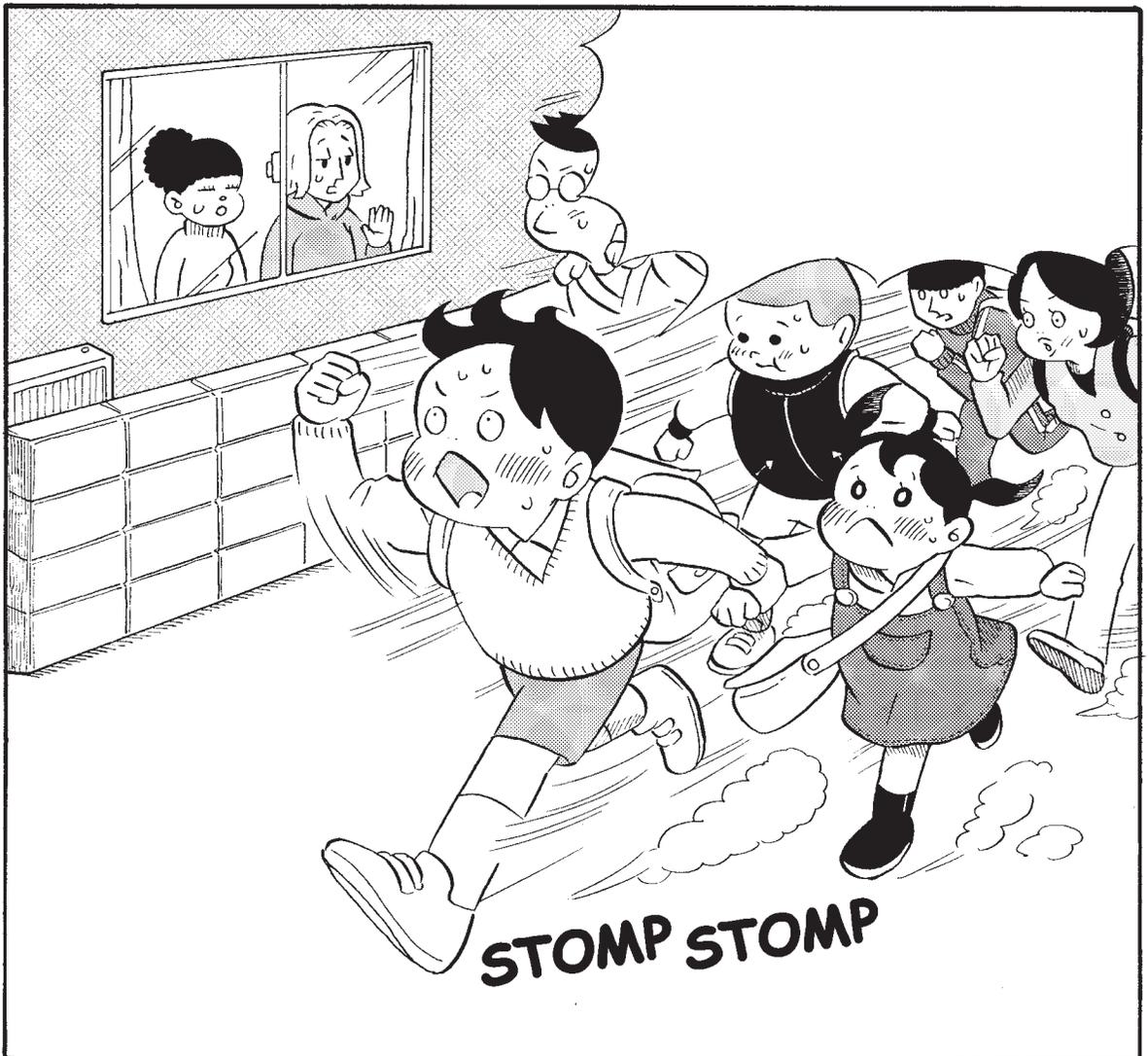
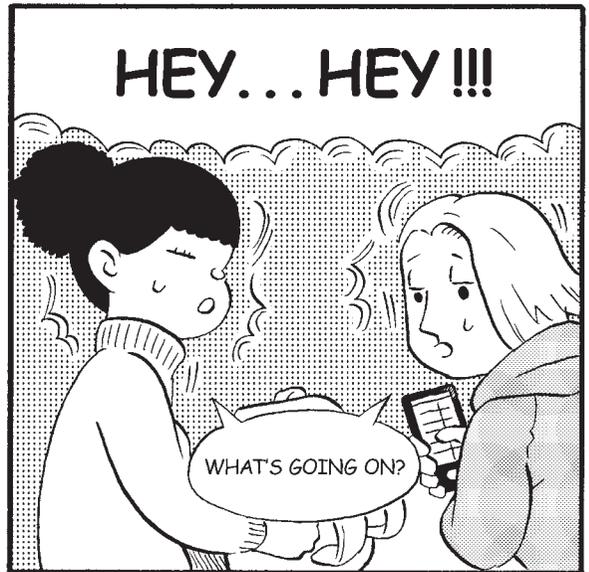


[ Earthquake and Tsunami ]

## Staying away from the Ocean and Rivers

- ▶ When the ocean's water is receding fast, a tsunami is coming.
- ▶ Be careful! A tsunami may be coming even when the ocean level does not drop.



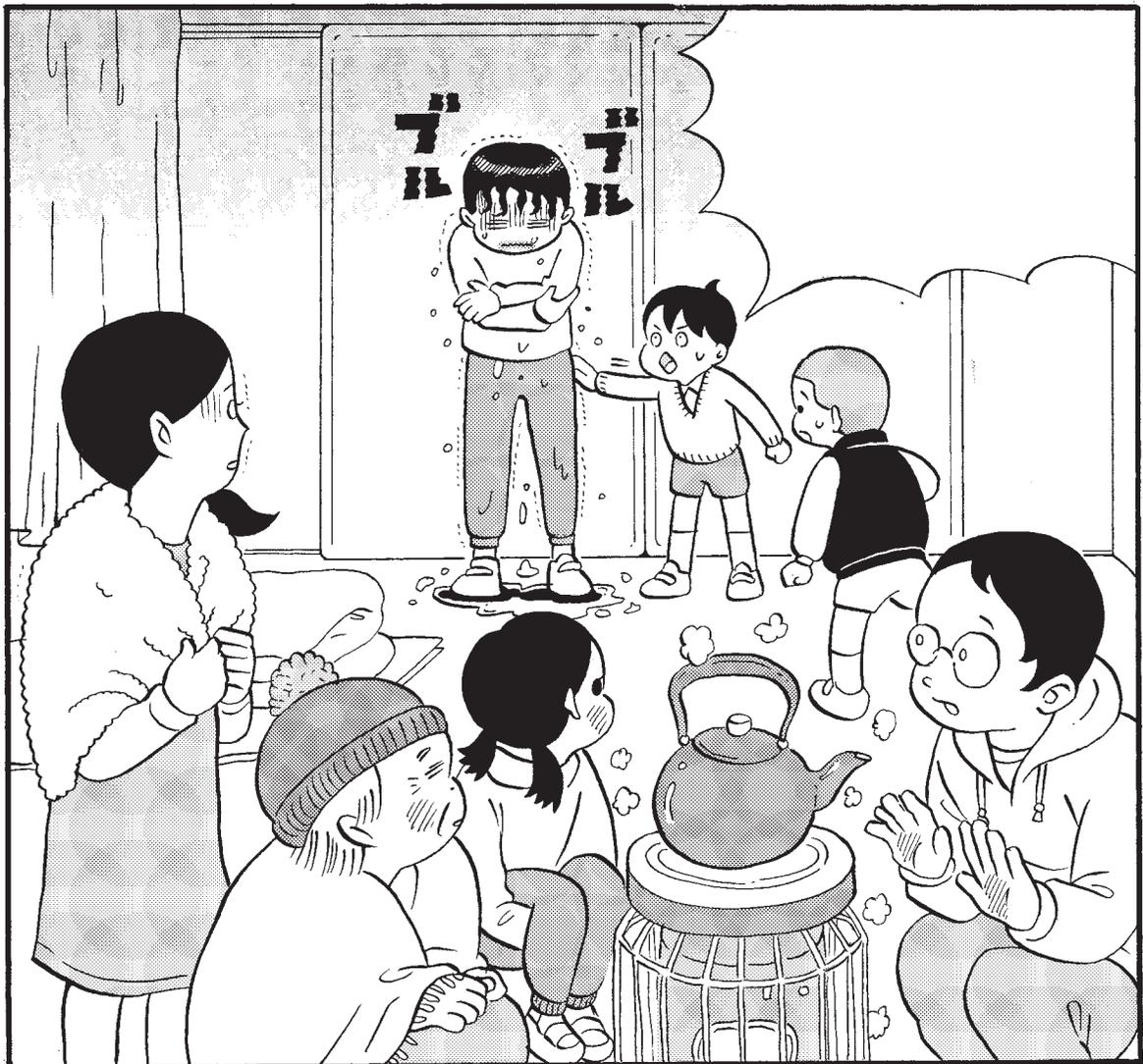


[ Earthquake and Tsunami ]

## Taking the Initiative in an Evacuation

- ▶ Have the courage to evacuate, even if nobody else is. Others may follow you to safer places.

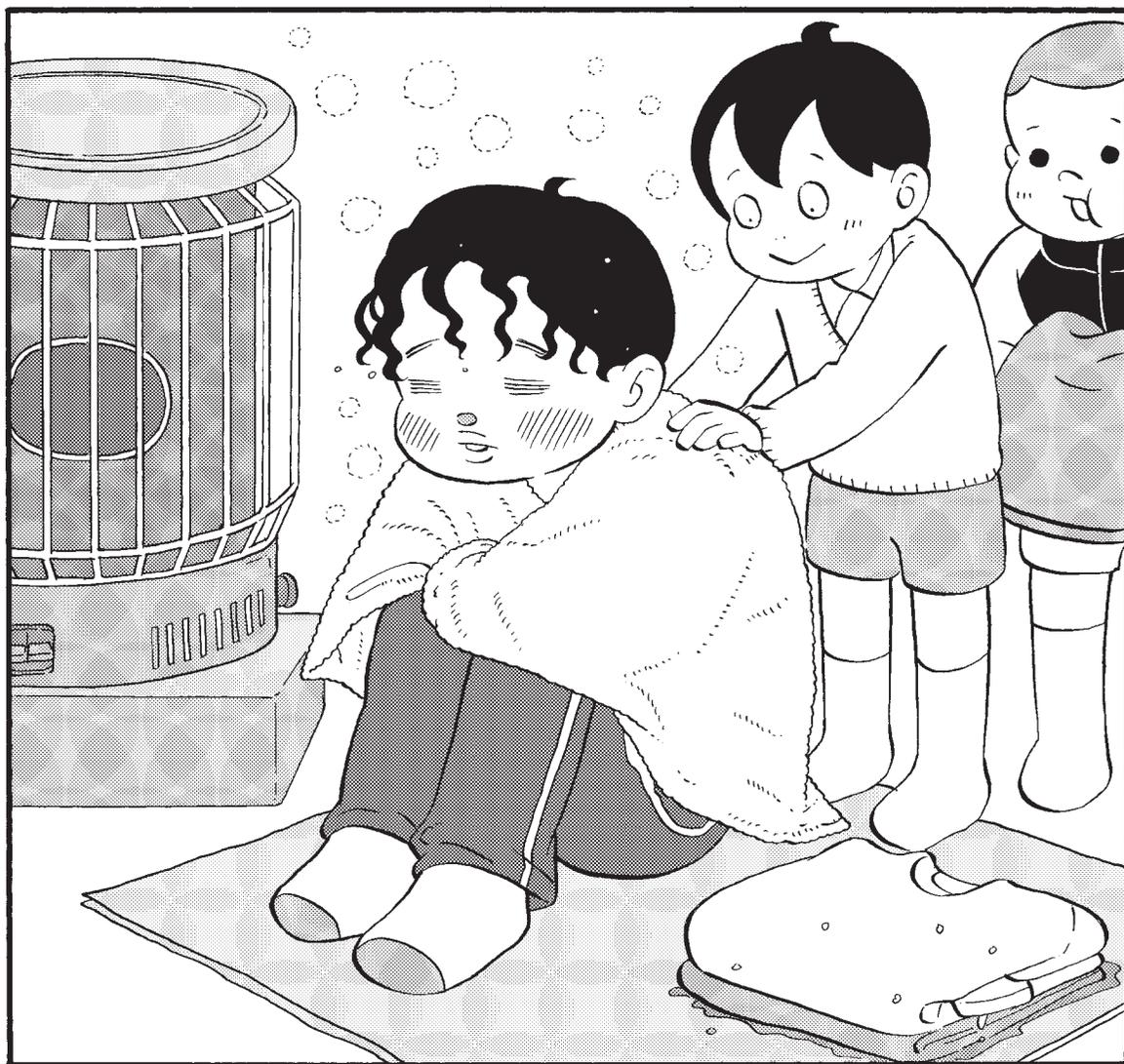




[ Earthquake and Tsunami ]

## Helping People Stay Warm

- ▶ Help take off wet clothes.
- ▶ Dry the body with towels.
- ▶ Keep warm by wrapping yourself in blankets, curtains or towels.





[ Earthquake and Tsunami ]

## Being Careful about Puddles and Muddy Roads

- ▶ Use a stick to check the depth of puddles and muddy places before walking through them.
- ▶ Cover your feet with plastic bags before putting on your shoes.

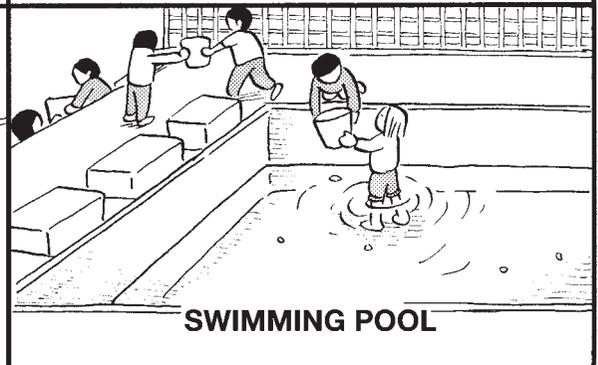
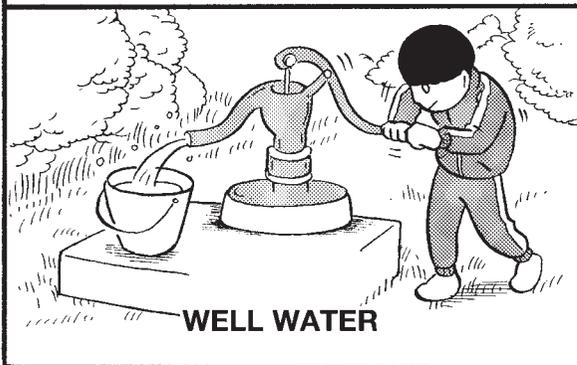
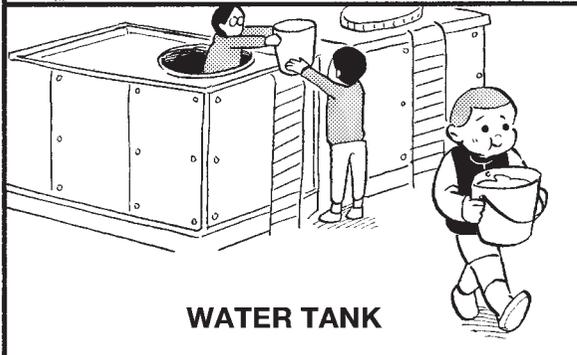
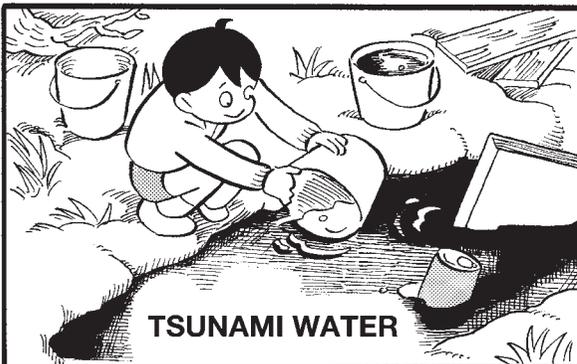


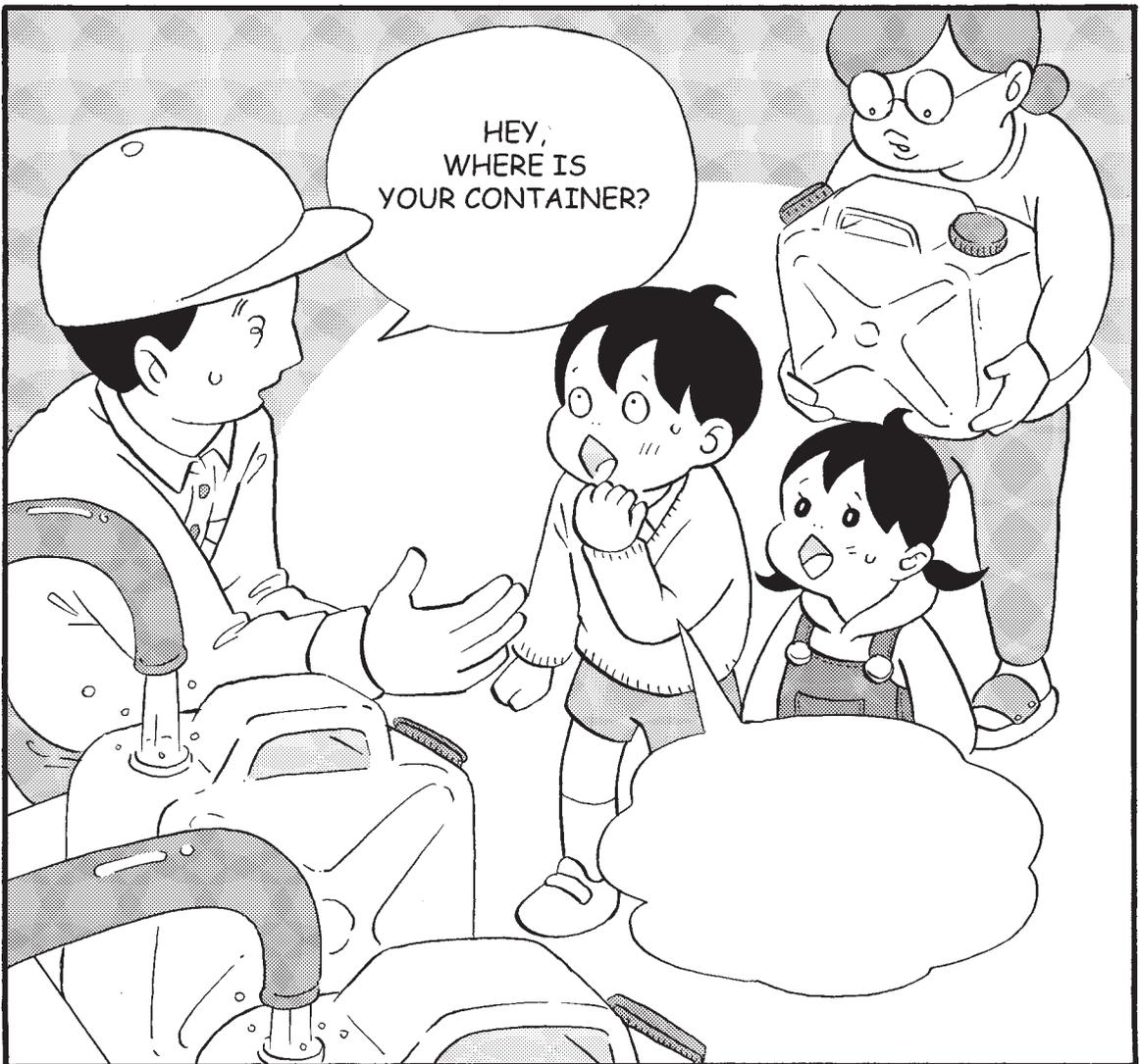
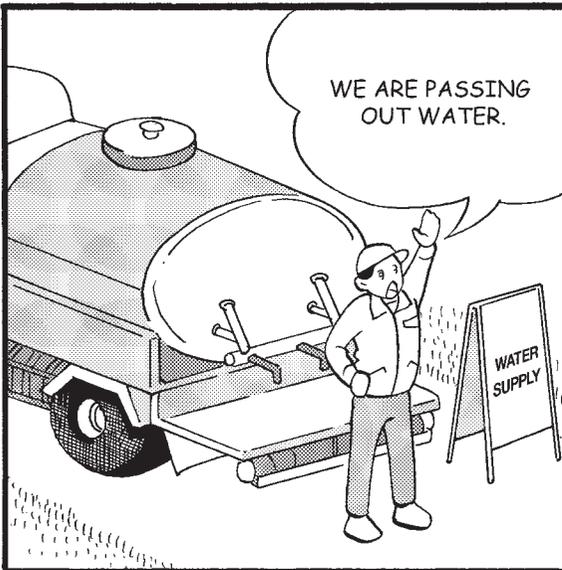


[ Survival after a Disaster ]

# Getting Water from Different Kinds of Places

- ▶ More water is required than you think.
- ▶ Know where to get water.
- ▶ Store water in your daily life.

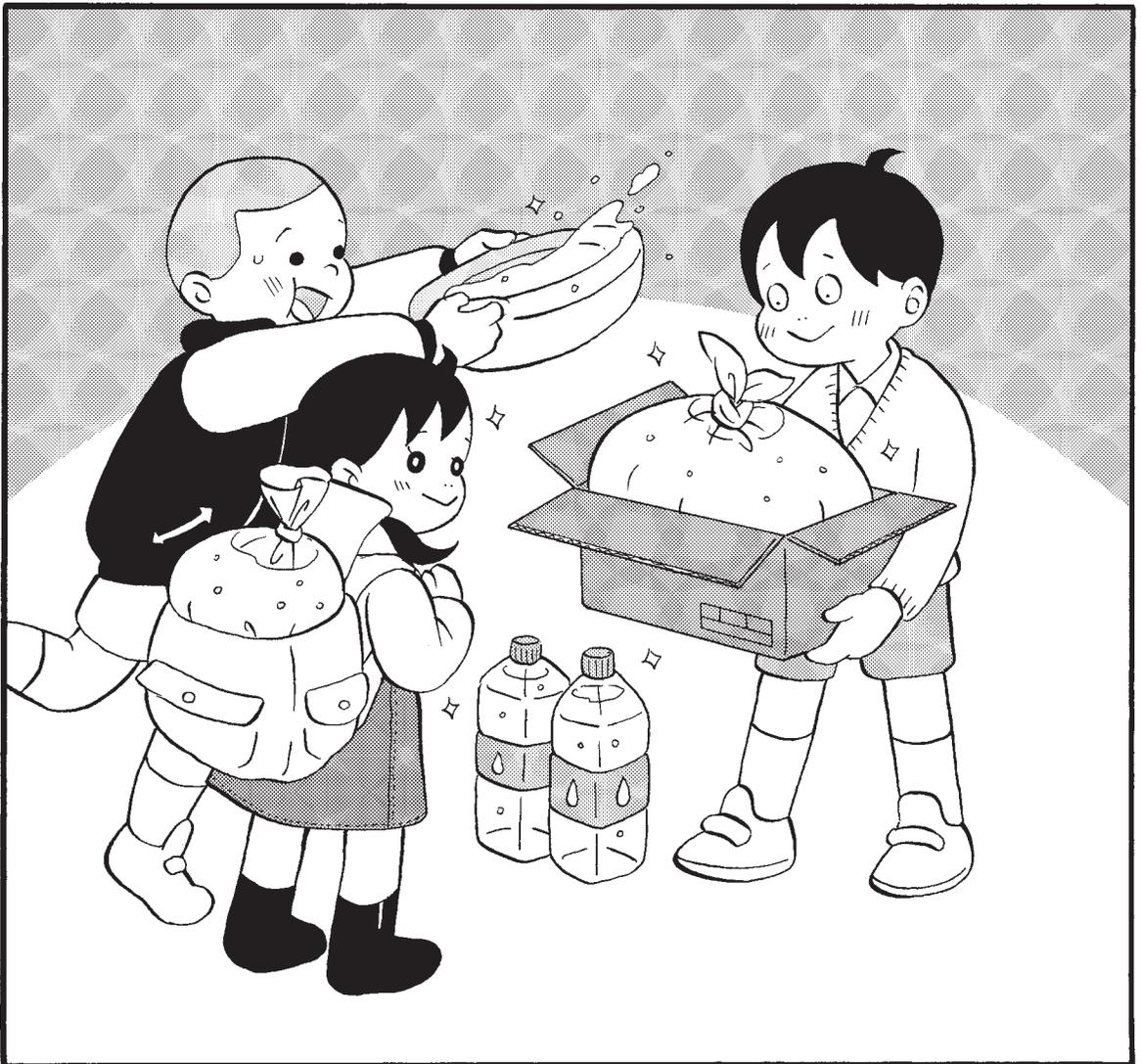




[ Survival after a Disaster ]

## Ways to Carry Water

- ▶ Make a bucket using plastic bags and cardboard boxes.
- ▶ Use backpacks and plastic bags.





[ Survival after a Disaster ]

# Saving Water

- ▶ Fill a bucket with water for washing dishes.
- ▶ Cover dishes with cling film.
- ▶ Pour water from a small bucket to flush the toilet.



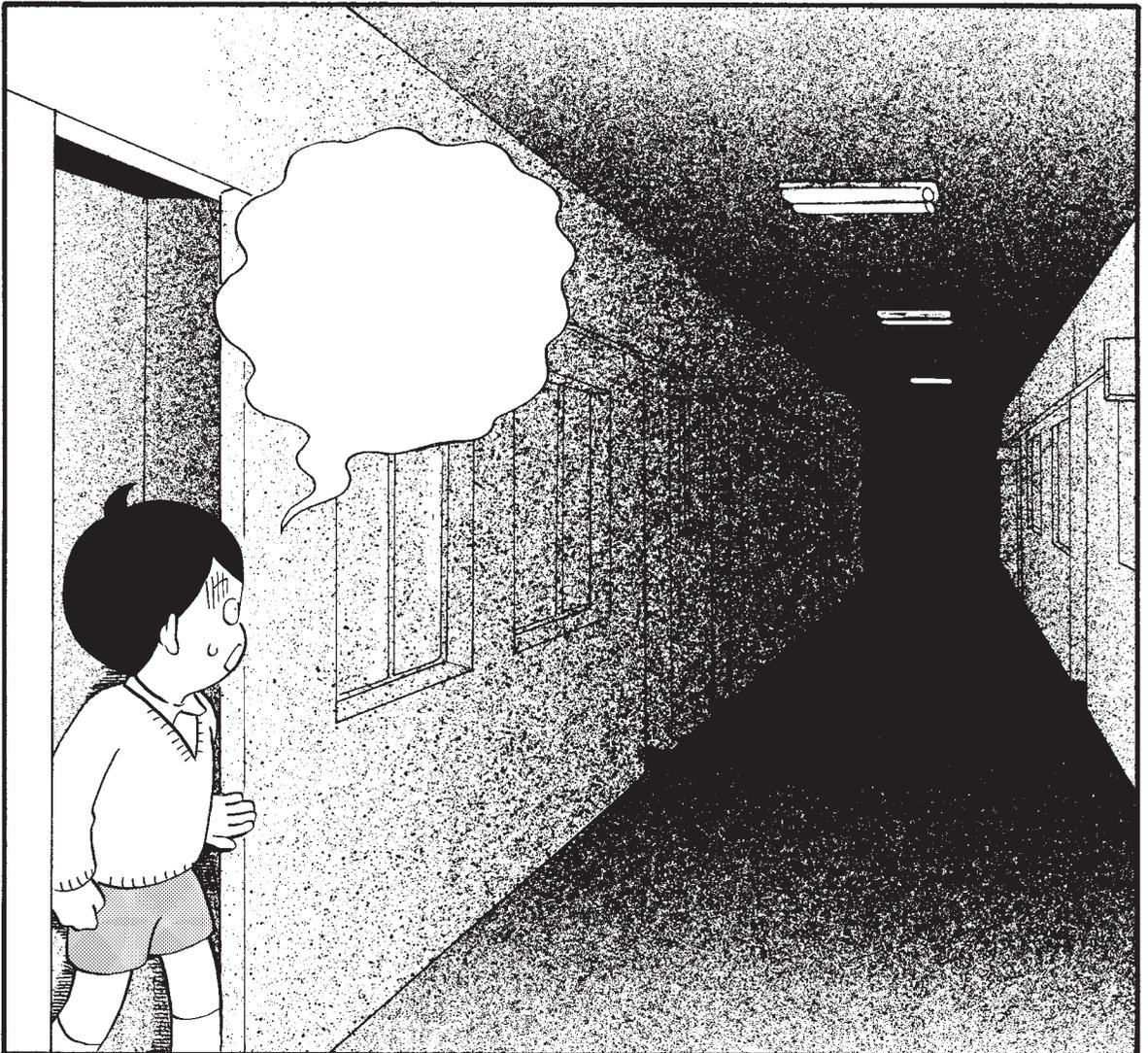
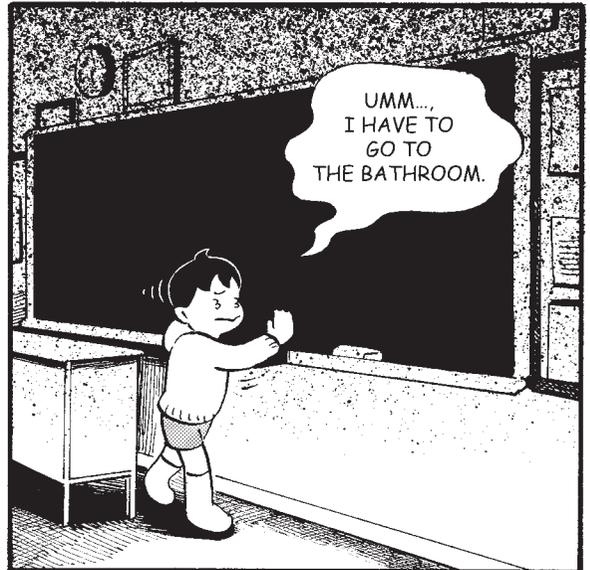
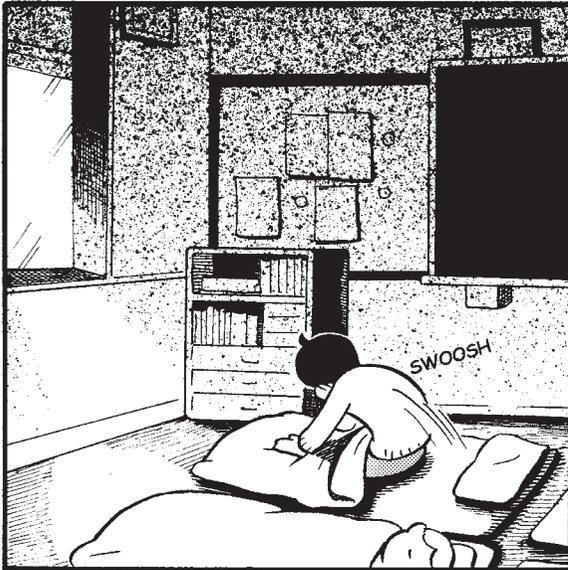


[ Survival after a Disaster ]

## Utilizing Available Items to Stay Warm

- ▶ Make use of newspapers, curtains, and cardboard boxes to stay warm.

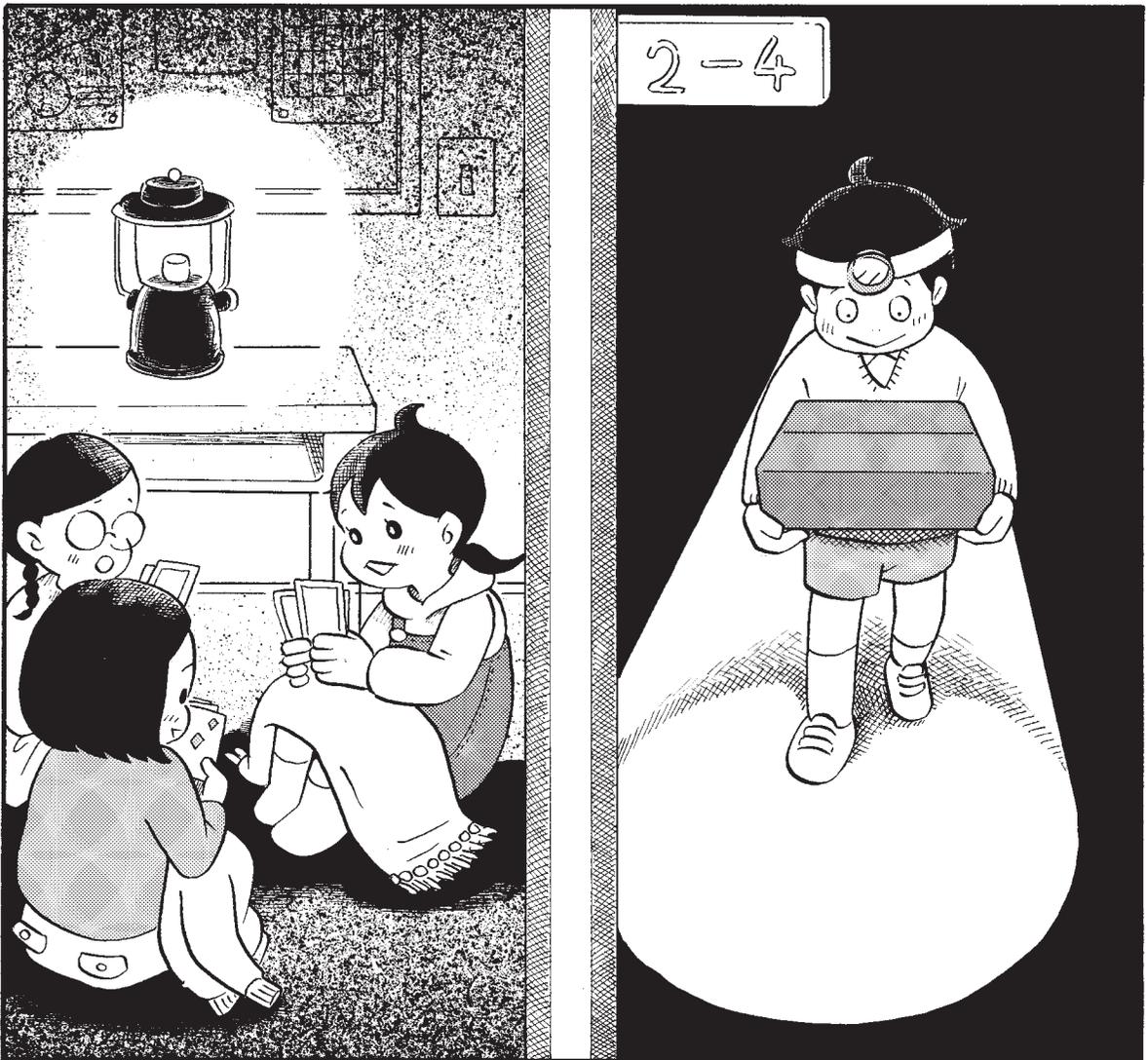


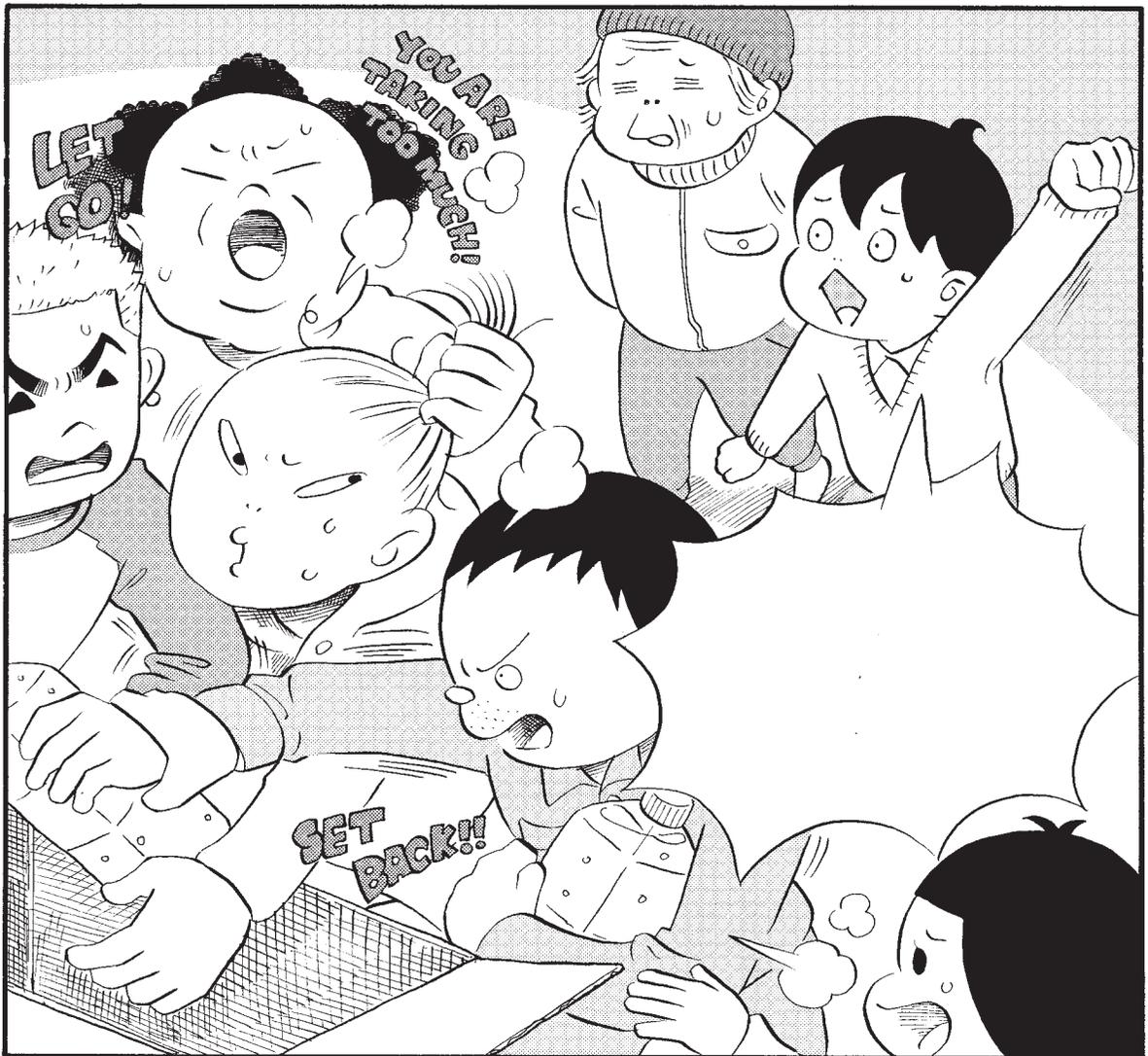
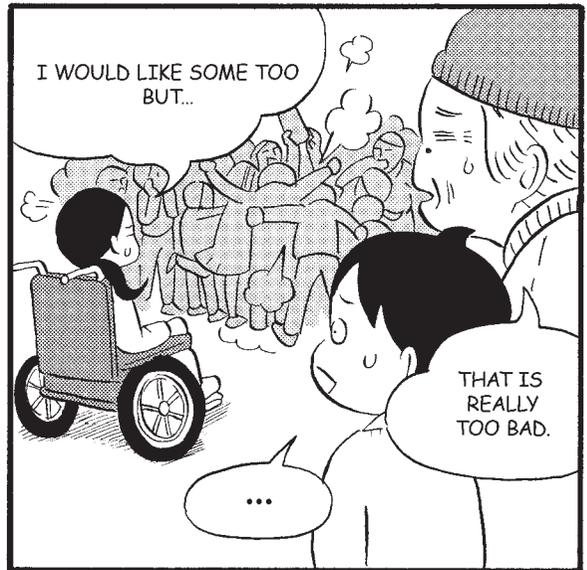


[ Survival after a Disaster ]

## Different Kinds of Lights

- ▶ Use lantern-shaped lights to brighten up a whole room.
- ▶ Headlamps free your hands for working.

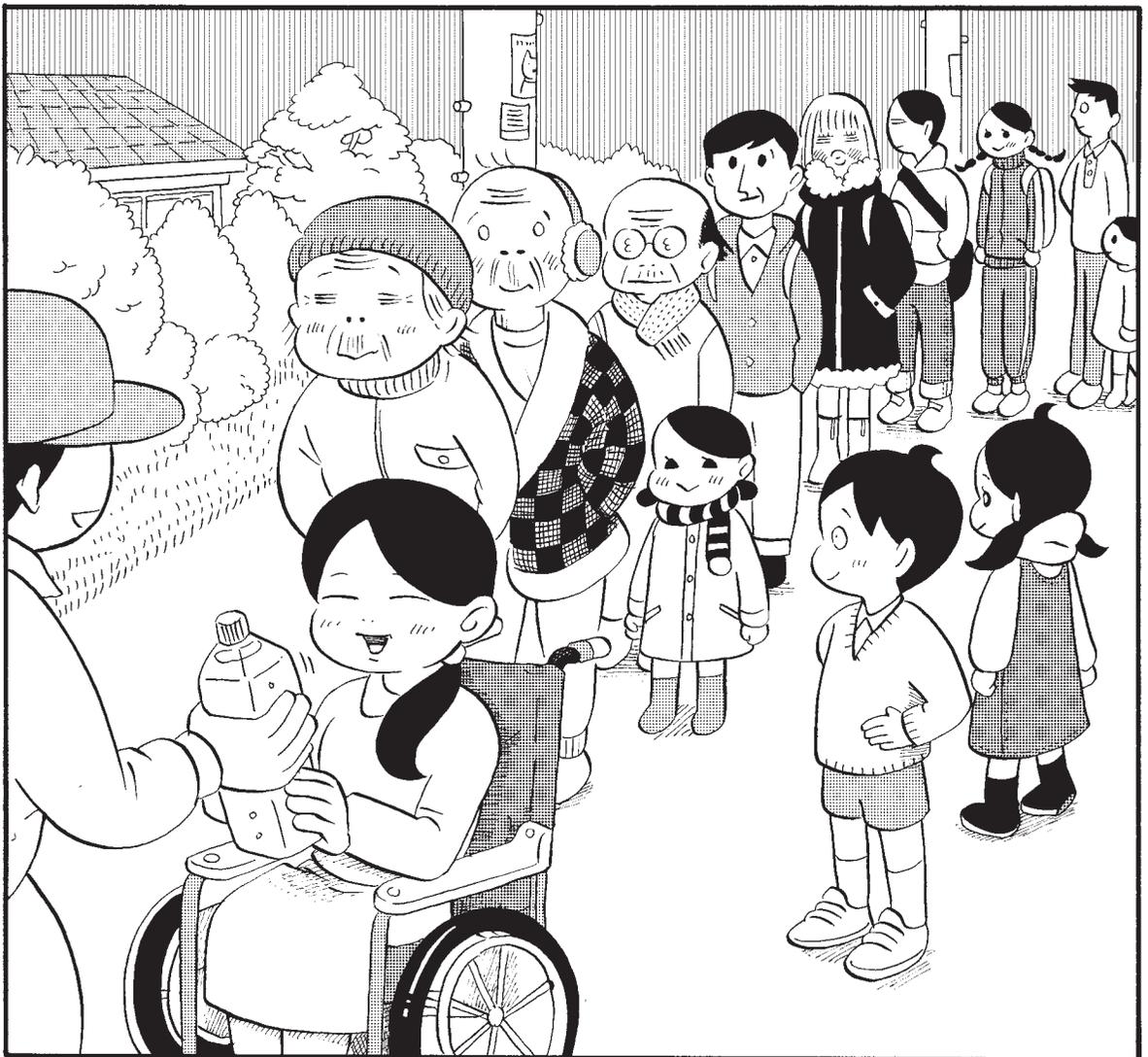




[ Life in an Evacuation Shelter ]

## Giving Consideration to Others

- ▶ Think about those who have difficulty getting emergency supplies on their own.





[ Life in an Evacuation Shelter ]

## Sharing Food

- ▶ Immediately after a disaster, food is often in short supply.
- ▶ Everyone has to survive by sharing food.

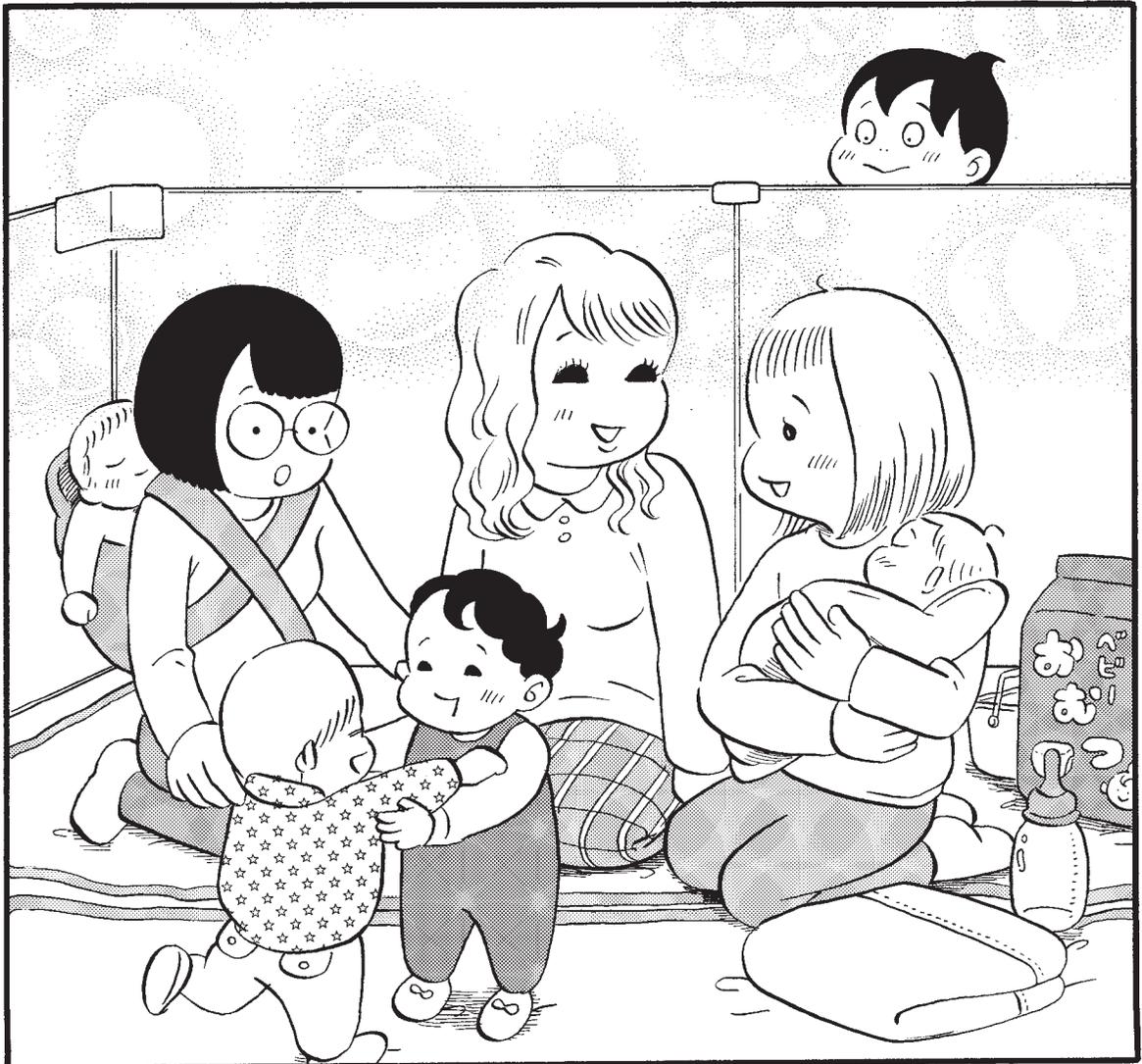


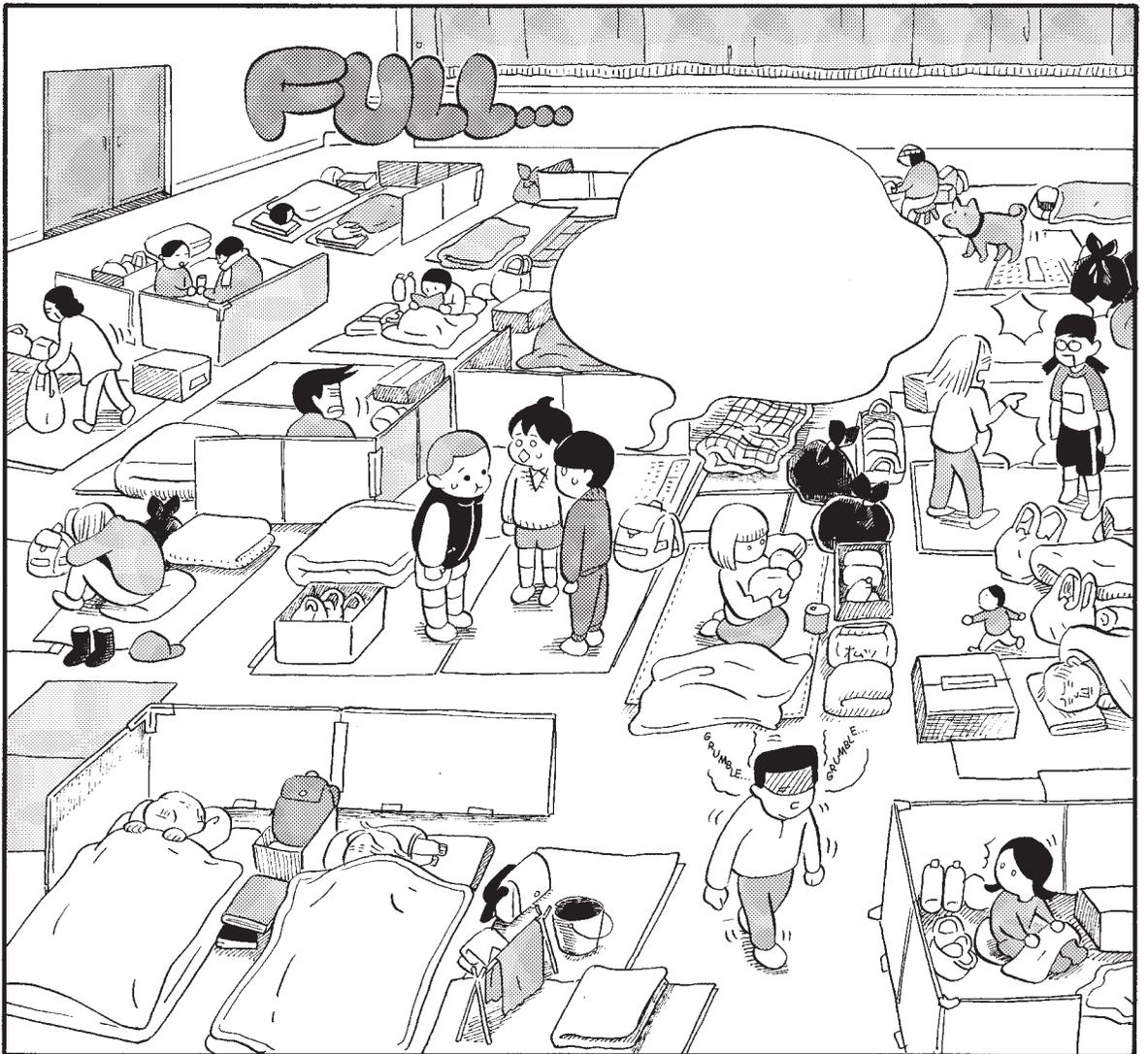
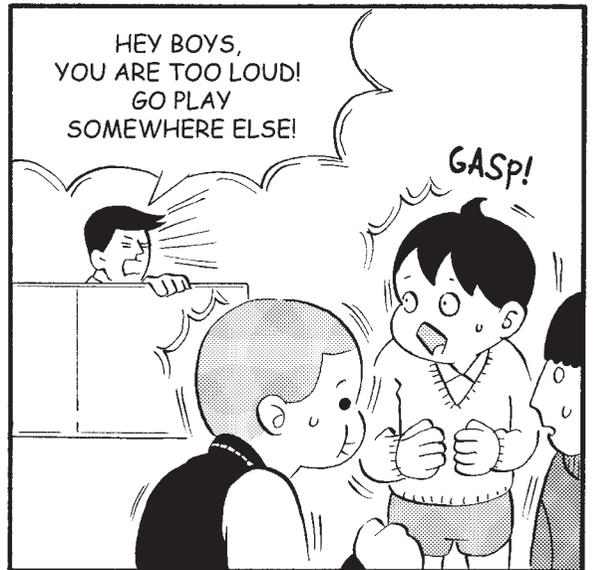


[ Life in an Evacuation Shelter ]

## Considering the Needs of Small Babies

- ▶ Create a separate room for babies and their parents.

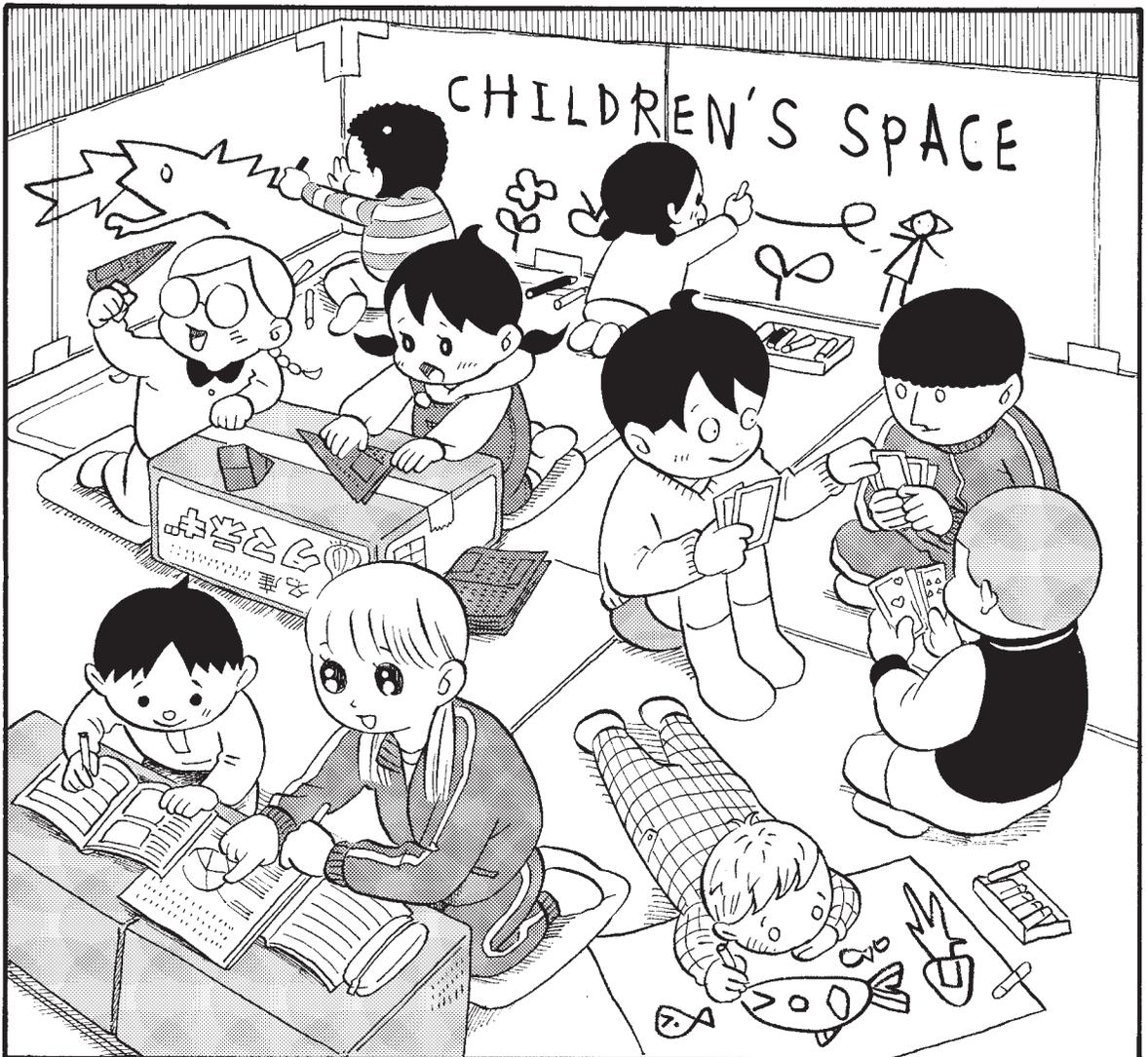




[ Life in an Evacuation Shelter ]

# Making a Safe and Secure Place for Children

- ▶ Studying and playing are important for children even in times of disaster.
- ▶ Ensure that every child can use the children's space.



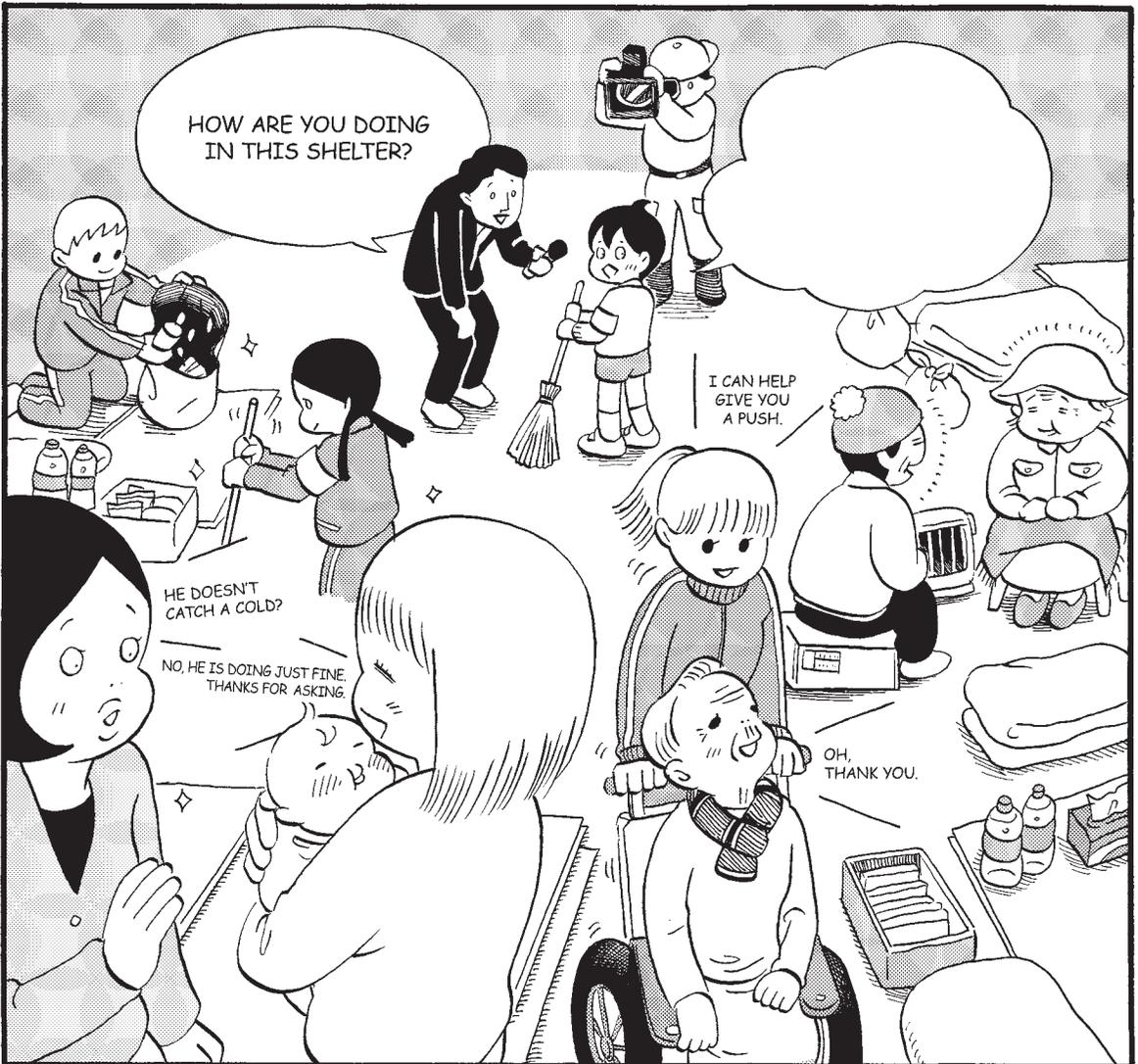
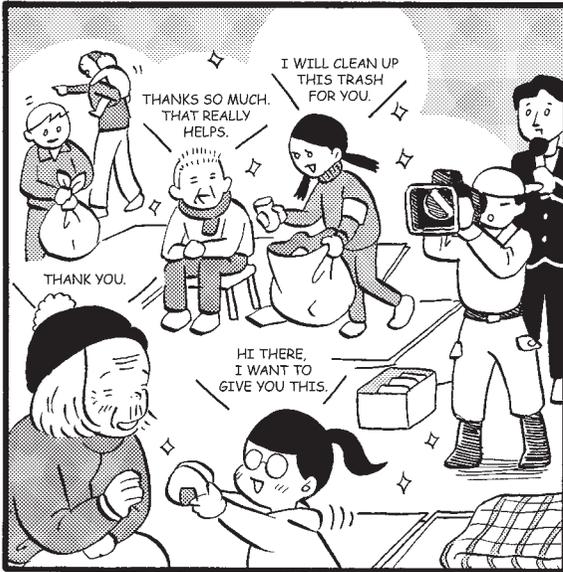


[ Life in an Evacuation Shelter ]

## Keeping the Toilet Area Clean

- ▶ Every person needs to clean the toilet after use.
- ▶ Take turns to clean up the bathroom.



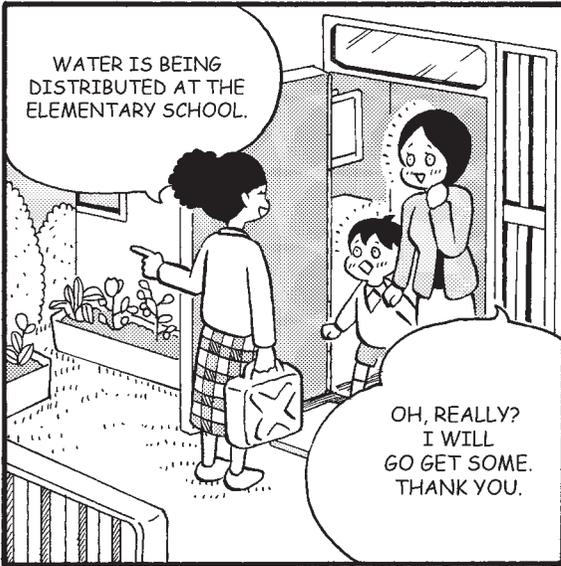


[ Life in an Evacuation Shelter ]

## Helping Each Other

- ▶ Talk to each other.
- ▶ Volunteer what you can do.

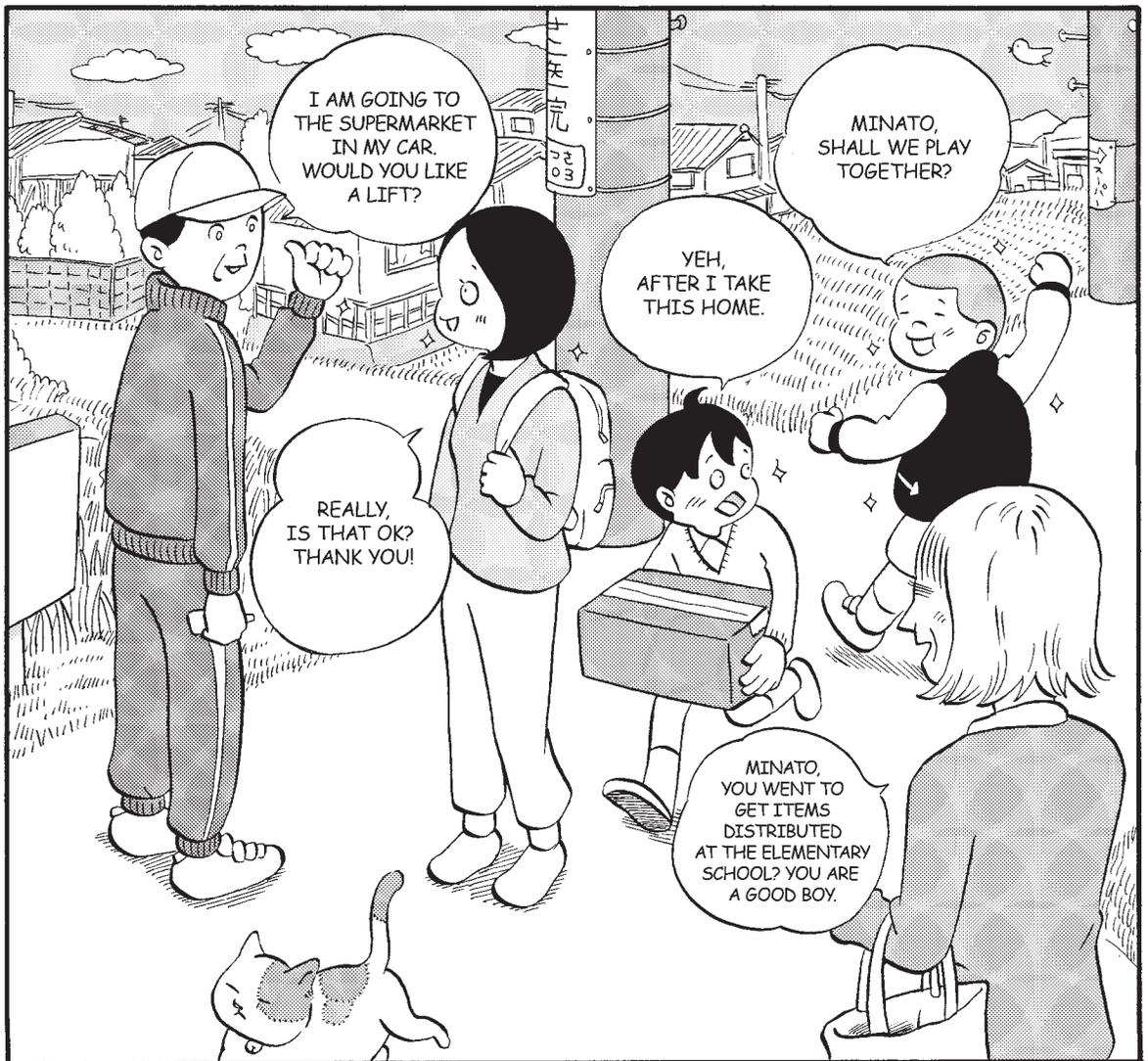




[ Post-disaster Life ]

## Offering Neighbors a Helping Hand

- ▶ Exchange information and items.
- ▶ Help each other out when in trouble.
- ▶ Say hello to your neighbors in everyday life.



## Bracing Furniture

### Explanation of Situation



#### ► Story

- (1) At Minato and Misaki's house, Misaki is worried, "This dresser, I wonder if it would fall over during an earthquake?" Minato is not worried at all, "Nah, it's so heavy, there's no way it would fall over."
- (2) "What? It's an earthquake!" Their house is shaking.
- (3) When an earthquake happens, even heavy furniture can easily topple. The dresser right behind Minato is about to fall over. "Watch out Minato!" Misaki shouts. The dresser finally falls over, contrary to Minato's prediction. A terrified Minato says, " ."

#### ► Example Phrases **feeling**

- "No way!"
- "I didn't think the dresser would fall over."
- "That was close."

#### ► Example Questions

- What can we do to prevent furniture from falling over?
- Is there any heavy furniture near your bed?
- What do you do at home to prepare for earthquakes?

### Explanation of Lesson



#### ► Install devices to prevent furniture from falling over.

- Tall furniture falls over easily and can cause serious injuries.
- When cupboards or glass cabinets fall over, you can be injured from broken glass.
- Install devices or spring tension rods to prevent furniture from falling over.

#### ► Rearrange furniture for safety.

- When an earthquake occurs while you sleep, you may be unable to protect yourself immediately.
- Place low furniture or consider a safe arrangement of furniture in your bedroom.
- Do not place furniture near the door. If furniture falls down and blocks the door, you will not be able to get out of the room.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

In the Great Hanshin-Awaji Earthquake, a tremendous number of deaths and injuries were caused by furniture falling over. However, many people had not braced their furniture when the Great East Japan Earthquake and Tsunami occurred. Interviewees said, "I held the TV during the earthquake. So afterwards, I bought a device to prevent the TV from falling over." And, "[After the Great East Japan Earthquake and Tsunami] I installed spring tension rods to fix the furniture in place."

## Packing for an Emergency

### Explanation of Situation



#### ► Story

- (1) At school Minato learned the importance of preparing an emergency grab bag in case of disaster. Immediately after getting home, he packed up necessary items in his bag. "Have you prepared an emergency grab bag?" he asked his sister, Misaki. But she was busy drawing. "I will do it later." She did not prepare her emergency grab bag.
- (2) A week later an earthquake struck. "OK, let's leave for the shelter." Minato and her mother pick up their emergency grab bags and are ready to leave their house. They do not see Misaki around. "What? Where did Misaki go?" says Minato.
- (3) "Hurry up!" Minato shouts at Misaki. She is packing her emergency bag and says, " . . ."

#### ► Example Phrases **feeling**

"Wait for me!"

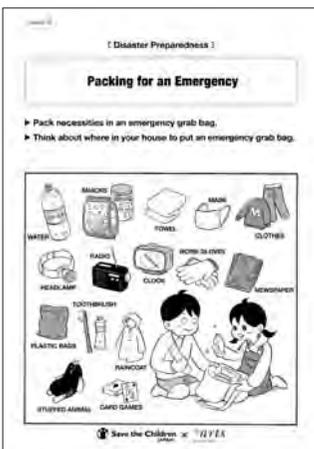
"I should have packed mine before."

"I shall hurry up."

#### ► Example Questions

- What would you do to avoid Misaki's situation?
- What would you pack in your emergency grab bag?
- Where in your house would you place your emergency grab bag?

### Explanation of Lesson



#### ► Pack necessities in an emergency grab bag.

- You can evacuate immediately if your emergency grab bag is ready.
- Pack up the minimum necessities to survive for a few days after a disaster.
- Useful items include:
  - » Food (water, canned food, snacks, etc.)
  - » Clothes (raincoat, underwear, etc.)
  - » Daily necessities (towel, toothbrush, clock, etc.)
  - » Handy items (mask, work gloves, plastic bags, newspapers, headlamp, radio, etc.)
  - » Toys (stuffed animals, card games, etc.)

#### ► Think about where in your house to put an emergency grab bag.

- Discuss where to keep an emergency grab bag with your family, for example, near the entrance or beside your bed. Somewhere you can easily pick it up and evacuate. In the case of possible flooding, consider keeping it on the second floor.
- Keep emergency grab bags in different places around the house, so you can take them wherever you are and evacuate immediately.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

People who stayed in shelters talked about useful items to pack in emergency grab bags. "We used plastic bags and newspapers to stay warm." And, "I played cards when others seemed busy or I got bored in the shelter." One interviewee prepared a grab bag in case an earthquake or tsunami struck while driving, saying, "I keep emergency supplies—food, water, and wellingtons—in my car."

## Knowing Evacuation Routes

### Explanation of Situation



#### ► Story

- (1) An earthquake appears to stop. Outside the house, an emergency siren is sounding. Misaki is ready to go. “OK, let’s leave for the shelter,” says her mother. “Yes,” Minato and Misaki nod. The three of them are about to leave.
- (2) “Where shall we go?” Misaki asks. Neither she nor her mother has any idea.
- (3) Minato confidently says, “ .”

#### ► Example Phrases **action**

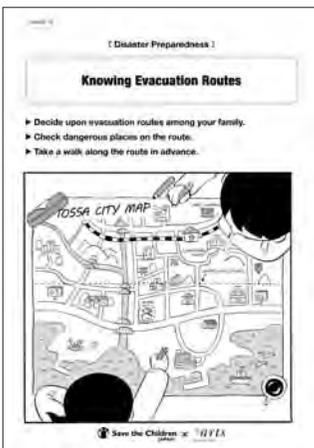
“I think the elementary school is the designated shelter.”

“I think we’d better go to a high place.”

#### ► Example Questions

- What would you do to avoid the situation Minato’s family find themselves in?
- What are other important things to remember in an evacuation besides knowing where to go?

### Explanation of Lesson



#### ► Decide upon evacuation routes among your family.

- Decide where to go and how to get there.
- Choose safe and wide streets.
- Think about where to evacuate to wherever you are, because an earthquake or tsunami can occur at anytime—when you are inside or outside your house.

#### ► Check dangerous places on the route.

- When earthquakes happen, fences and walls may collapse, vending machines may fall over, and roads may be damaged.
- Check the evacuation route to see if there are such potential dangers on the way.
- Be careful of such dangers when evacuating.

#### ► Take a walk along the route in advance.

- After an evacuation route is decided on, take a pre-tour.
- Get to know how long it takes to walk to the shelter and where possible dangers are along the route.
- You may find better evacuation routes by taking an actual tour.
- After taking a walk to the shelter, discuss it with your family again to finalize the family evacuation route.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

It is difficult to predict the scale of a tsunami. Some people said, “After the Great East Japan Earthquake and Tsunami, our family discussed evacuation shelters that were far from our house but on high ground.” Other people provided useful comments such as, “You should know how far your house is from the sea and how high above sea level your house is.” And, “I want my children to identify safe places and choose safe evacuation routes by themselves.”

## Preparing for Emergency Communications

### Explanation of Situation



#### ► Story

- (1) Minato, Misaki and their mother are on their way to the shelter at the elementary school. "I hope dad is OK..." Minato is worried about his father who is at work. "Hold on, I will call him," his mum replies and starts to call him.
- (2) "Beep, beep..." "He doesn't pick up the phone."
- (3) "What happened? Is dad OK?" Minato asks anxiously. Mum is still trying to reach him and says " ."

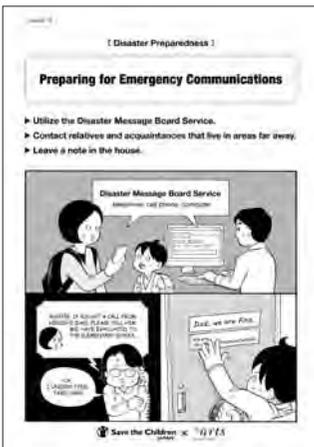
#### ► Example Phrases **feeling**

- "What shall we do?"  
 "Well, what to do?"  
 "I wonder where dad is?"

#### ► Example Questions

- What can you do to avoid such a situation?
- What other ways can you think of contacting him?

### Explanation of Lesson



- In times of disaster, it is likely to be difficult to communicate through telephone and email.
- Discuss this with your family and decide upon an emergency communication plan.
- Have more than one means of communication.

#### ► Utilize the Disaster Message Board Service (Japan only).

- There are three kinds of message services in times of disaster.
  - (1) Disaster Emergency Message Dial (call 171)
  - (2) The Disaster Message Board Service (look at the menu on your cell phone)
  - (3) Search for "WEB171" on the Internet.

- Get to know how to use these services on trial days.
- Landlines are, in general, more accessible than cell phones, and so are email and the Internet.

#### ► Contact relatives and acquaintances that live in areas far away.

- Telephone lines become very busy in areas affected by disaster.
- Contact those who do not live in the affected area and leave them a message.

#### ► Leave a note in the house.

- Leave a note containing the date and time, where you are going, and who you are with.
- Put the note inside the house for security reasons.
- Discuss with your family and decide where to leave a note and what is to be written.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

Many people said, "I couldn't use my cell phone because the battery soon ran out." Some people shared their experiences. "I couldn't make contact through telephone calls, but could use email and cell phone applications to contact people." And, "I turned the cell phone off when I didn't need to use it. This way the battery lasted for three weeks."

## Deciding on a Meeting Place

### Explanation of Situation



#### ► Story

- (1) Dad is also calling mum, but cannot get through. He is so worried that he goes back home. "I'm home! Hey, are you all here?" he asks, but no one answers. "Nobody's here... Maybe they have gone to the junior high school?"
- (2) He walks to the junior high school. He shouts, "Minato! Misaki! Sachi!" But finds, "They are not here, either... Maybe they are over at the elementary school?" Then he heads to the elementary school.
- (3) As soon as he arrives at the elementary school he discovers all three. "Daddy!" Minato and Misaki run towards him. Finally, Minato's family is reunited. Dad, who was so anxious from not knowing where his family was, says, " ."

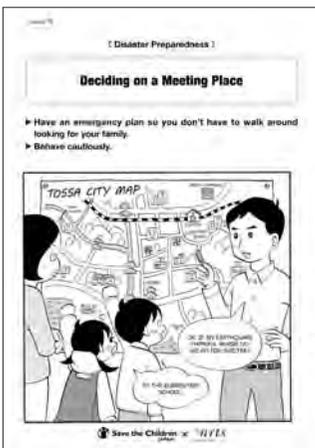
#### ► Example Phrases **feeling**

- "Here you are."
- "I was so worried!"
- "I'm so glad to know you all are safe."

#### ► Example Questions

- What would you do to avoid this situation?
- What would you decide upon with your family in case you have to evacuate?

### Explanation of Lesson



#### ► Have an emergency plan so you don't have to walk around looking for your family.

- It is difficult to contact your family via telephone in times of disaster.
- Decide on a meeting place with your family. Then you can feel more relaxed because you know where your family should be.

#### ► Behave cautiously.

- It is important to stay calm. Go to the meeting place without panicking.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

Many people were walking around in dangerous environments visiting shelters one-by-one for days after the disaster looking for their families. That was because they did not know where their family had evacuated to.

## Getting to Safe Shelter Quickly

### Explanation of Situation



#### ► Story

- (1) “A tsunami is coming!” “Get out of here immediately. It could be really dangerous.” Outside the house, neighbors are heading to shelters in a hurry.
- (2) Inside the house, mum is clearing up broken dishes. She cries, “Oh no, all my favorite dishes are broken.”
- (3) A tsunami warning is issued and a siren is sounding. Mum is saying, “I have to clean up this mess.” Minato says to his mum, “ .”

#### ► Example Phrases **action**

- “We have to leave right now!”
- “A tsunami warning has been issued.”
- “What are you doing? Let’s go!”

#### ► Example Questions

- What do you do when you hear a tsunami warning?
- Why does Minato think they have to leave the house?
- When else do you have to evacuate besides when a tsunami-warning siren goes off?

### Explanation of Lesson



#### ► Evacuate immediately when you hear a tsunami warning.

- When a tsunami warning is issued after an earthquake, take an emergency grab bag and evacuate right away.
- Put on a jacket or a coat to keep you warm in wintertime, even when you are in a hurry to evacuate.

#### ► Prepare for evacuation when a tsunami is expected.

- When there is the possibility of a tsunami after an earthquake, evacuate as soon as possible, even if there has been no tsunami warning or you are unaware if a tsunami warning has been given.
- Tsunamis are expected in the following cases.
  - » A big earthquake (over 6.5 magnitude) that lasts a long time.
  - » The epicenter is shallow below the ocean (10 to 30 kilometers below sea level).
  - » People are evacuating to high ground.
  - » The sea level or rivers suddenly drop.
  - » Water is coming in from the ocean.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

Interviewees talked about the tsunami. “The tsunami came gradually and quietly.” “The water was rising up slowly.” And, “The tsunami came right up here before I noticed it.” An important lesson shared by another interviewee is that, “When you actually see a tsunami coming, you should evacuate without taking anything and protect only your life. You can get your daily necessities in the days after the tsunami.”

## Staying away from the Ocean and Rivers

### Explanation of Situation



#### ► Story

- (1) Minato and his friends, Daichi and Shintaro, are taking a walk along the beach. They see the ocean waters suddenly receding. The tide is ebbing. A lot of fish are splashing around on the beach.
- (2) Shintaro notices, "Look! The ocean is getting lower." Daichi says excitedly, "We can take all the fish we can carry. Let's go get some."
- (3) Shintaro and Daichi are about to climb up the dyke to get some fish, but Minato grabs their arms and says, " ."

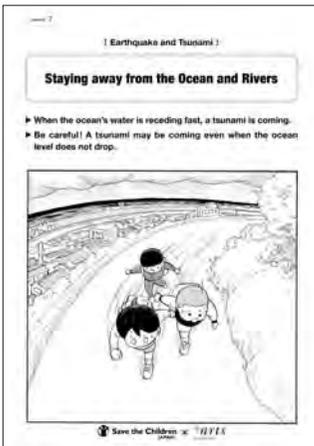
#### ► Example Phrases **action**

- "Don't go!"  
 "A tsunami is coming!"  
 "We have to leave here right now!"

#### ► Example Questions

- Why is the ocean level dropping?
- Why is Minato stopping his friends?
- What would you do if you see the ocean receding after an earthquake?

### Explanation of Lesson



- If an earthquake happens when you are near the sea or a river, leave the area and evacuate inland or to higher ground immediately.

#### ► When the ocean's water is receding fast, a tsunami is coming.

- Tsunamis are anticipated when the ocean level drops suddenly.
- When you see a lot of fish on the beach after the ocean level has dropped, you may want to collect the fish. However, you should move away from the ocean immediately.
- Tsunamis travel up rivers. If a tsunami is coming, stay away from rivers.

#### ► Be careful! A tsunami may be coming even when the ocean level does not drop.

- Ocean waters do not always drop before a tsunami.
- If you think a tsunami is coming, stay away from the ocean and rivers, even if the ocean waters are not receding.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

Earthquakes and tsunami can happen anywhere along the coast at any time. After the Great East Japan Earthquake and Tsunami, one interviewee said that, "Wherever I go, I confirm the directions to higher ground in case I need to evacuate." Others shared their experiences, "It is absolutely necessary to conduct drills of going to higher ground. I knew this [when the earthquake struck], but at that time I could not move." And, "A tsunami warning may be issued, but a tsunami may not actually occur. Still, we have to evacuate every time when a tsunami is expected." It is important to bear in mind that a tsunami can occur after an earthquake.

## Taking the Initiative in an Evacuation

### Explanation of Situation



#### ► Story

- (1) An earthquake finally stops. In Minato's neighbor's house, a man and a woman feel relieved. "The earthquake has died down. Everything should be OK now, right?" says the woman. The man responds, "Yeah, I think so," while he is looking at his cell phone.
- (2) "Hey...Hey!" They hear someone yelling outside. "What's going on?" They look at each other.
- (3) When the couple looks out the window, Minato is running away, taking Misaki's hand, and children and adults are following them. Minato lets the neighbors know in a loud voice, " ."

#### ► Example Phrases **action**

- "Get out of here!"
- "A tsunami is coming!"
- "Hurry up!"

#### ► Example Questions

- Why are Minato and his neighbors running?
- What do the man and the women have to do after watching Minato and the others running towards a shelter?
- Why do you think so?

### Explanation of Lesson



#### ► Have the courage to evacuate, even if nobody else is. Others may follow you to safer places.

- We tend to think we are going to be OK, even when a tsunami is expected after an earthquake.
- If you can be the first one to evacuate, then others may think, "We should follow."
- You need courage to be the first one to evacuate when others do not, but still evacuate to protect your life.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

In Kamaishi City, Iwate Prefecture, children took on a leadership role and rushed towards high places right after the earthquake. Other people watching them then followed. This action has been praised as the children saved a lot of lives.

## Helping People Stay Warm

### Explanation of Situation



#### ► Story

- (1) Many people are gathering at a shelter where it is very cold and without any heating. "It's so cold," Daichi says. Minato follows, saying, "I wonder if everyone is OK?"
- (2) A man is entering the shelter. His clothes are wet through and he is shivering. Minato sees him and says, "Look! That person is soaking wet."
- (3) After seeing the man, Minato says, " ."

#### ► Example Phrases **action**

- "Here is a person who is soaking wet and shivering."  
 "Does anybody have a towel?"  
 "Do you have a blanket or jacket?"

#### ► Example Questions

- What do you need to do first for a person who is wet?
- How do you dry wet clothes?
- What would you do when no towel is available?
- What needs to be prepared at shelters in order to respond to such a situation?

### Explanation of Lesson



#### ► Help take off wet clothes.

- People may arrive at shelters drenched because they were caught up in a tsunami or have had to walk through flooded streets.
- Wet clothes can quickly decrease the body's temperature. Take off wet clothing.

#### ► Dry the body with towels.

- If somebody is wet, dry their body with towels if available.
- If you don't have towels, use whatever materials are available, such as curtains or tissue paper.

#### ► Keep warm by wrapping yourself in blankets, curtains or towels.

- When the body temperature continues to drop, people may die.
- Shelters need to be equipped with heating, such as stoves, to keep the shelter warm and to dry wet clothes.
- When heating or dry clothes are not available at shelters, keep warm using blankets, curtains, bath towels, newspapers or big plastic bags.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

On the day of the Great East Japan Earthquake and Tsunami, it was very cold and snowing. Many people were caught in the tsunami and got completely soaked, but some shelters had neither towels nor spare sets of clothes. Some people took off their jackets or shirts and gave them to those who had got wet, while others massaged these people all night to keep them warm.

## Being Careful about Puddles and Muddy Roads

### Explanation of Situation



#### ► Story

- (1) Minato is taking shelter at the elementary school. He is asked to go to a nearby supermarket for supplies. In town, there are puddles everywhere after the tsunami. "What are you doing?" Minato asks Shintaro. "I'm checking to see if this puddle is shallow enough to walk over," Shintaro responds.
- (2) Minato finds something near Shintaro and says, "Look over there! A manhole cover is not in place." "Yes, that's why I'm using a stick to check the depth of this puddle." Shintaro explained. He shows Minato how to identify areas covered by water and mud that are too deep to walk over.
- (3) Minato and Shintaro are walking back to the shelter making sure they don't get stuck in holes. "Whew, we made it," says Shintaro. On arriving back at the shelter, Minato is surprised to see the state of his shoes and says, "Oh!"

#### ► Example Phrases **feeling**

- "Wow, my shoes are completely covered with mud."  
 "Oh no. It is so uncomfortable with muddy shoes."  
 "Our shoes got real dirty."

#### ► Example Questions

- What is the situation in town like after a tsunami?
- What would you be careful about when walking outside?
- What things are useful when walking outside?
- What readily available thing can you use to prevent your feet and socks from getting wet and muddy?

### Explanation of Lesson



#### ► Use a stick to check the depth of puddles and muddy places before walking through them.

- Puddles remain and roads get muddy in low-lying areas after a tsunami.
- Tsunamis can carry manhole covers away and fill manholes with water, which makes them difficult to see and dangerous.
- Walk around areas covered with water and mud using a stick to check their depth.

#### ► Cover your feet with plastic bags before putting on your shoes.

- Plastic bags are very useful for various purposes.
- Cover your socks with plastic bags and tape them around your knees, then put on your shoes. This will keep your socks and feet clean.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

Many interviewees described the situation after the tsunami. "Everywhere was like a swamp." And, "In the street and inside my house the mud was ten to twenty centimeters deep." Sticks were used in different ways, for example, to help jump over puddles and to carry goods by tying them to both ends. Furthermore, it is necessary to watch your step when walking outside after a tsunami. In the Great East Japan Earthquake and Tsunami, people were injured by stepping on nails and broken glass that were scattered around the streets.

## Getting Water from Different Kinds of Places

### Explanation of Situation



#### ► Story

- (1) Minato goes to the hand washing room and finds, "There is no water coming out."
- (2) Then he goes to a bathroom and finds, "No water coming out here either."
- (3) When he realizes that all he has is one bottle of water in the refrigerator, he says, " . . ."

#### ► Example Phrases **feeling**

- "I only have this one bottle of water."  
 "I wonder how many days I can survive with this?"

#### ► Example Questions

- What can you do to avoid Minato's situation?
- Where can you get water from if the water supply stops?
- How can you prepare for such a situation?

### Explanation of Lesson



#### ► More water is required than you think.

- The water supply is often cut off after an earthquake.
- We use much more water than we think in our daily life. For example, we use water for drinking, washing our hands and faces, flushing toilets, washing dishes and clothes, and taking a bath.

#### ► Know where to get water.

- We need to utilize other sources of water when there is no water supply.
- We can drink water from mountain springs and wells, as it is or after it has been boiled.
- Water from swimming pools, water tanks, and bathtubs should not be drunk, but can be used to flush toilets.

#### ► Store water in your daily life.

- Think about ways to secure sufficient water for living in case of an emergency.
- What you can easily do is to keep rainwater or bathwater after taking a bath.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

Many interviewees talked about the difficulty in getting water during the disaster. "I woke up at four o'clock in the morning and went up the mountain through thick bushes in order to get water from a stream. This was my daily routine, what I had to do to survive." And, "Due to power cuts, we couldn't get water from the well using the motor. Instead, we put stones in a bucket, lowered the bucket into the well, and collected water that way. It was a primitive life." Other people filled buckets with tsunami water and used it to flush toilets.

## Ways to Carry Water

### Explanation of Situation



#### ► Story

- (1) A water supply truck has arrived near Minato's house as the regular water supply has stopped. He hears somebody saying, "We are passing out water."
- (2) "It's a water supply truck. Let's get in line." Minato and Misaki approach the truck and queue up.
- (3) Finally, it's Minato and Misaki's turn. "Hey, where is your container?" asks the person distributing water. Minato says, "\_\_\_\_\_."

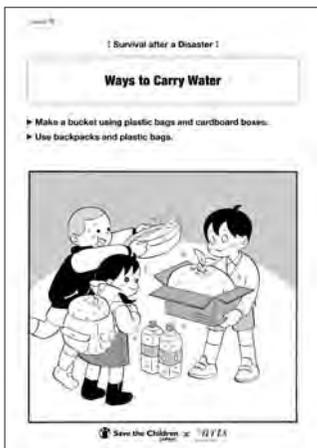
#### ► Example Phrases **feeling**

- "I haven't brought anything to hold water. What shall I do?"  
 "I thought containers would be provided."

#### ► Example Questions

- How would you prepare to avoid Minato's problem?
- What could you bring from home to carry water in?

### Explanation of Lesson



- When the water supply stops after an earthquake, water supply trucks will distribute water.
- Bring water containers and buckets to carry water from the water supply trucks.
- Make sure to have some big containers to hold water in case of disaster.

#### ► Make a bucket using plastic bags and cardboard boxes.

- Water from water supply trucks is drinkable.
- You can use a plastic bag to line a cardboard box or a dirty bucket. You can use it as a container to carry clean water.
- Plastic bags are very useful. You can cover any container with plastic bags to carry water in them.

#### ► Use backpacks and plastic bags.

- Water is heavier than you think.
- It is easy to carry water in cardboard boxes lined with plastic bags on trolley trucks and carry carts.
- Elevators do not work when the electricity supply is cut off during a disaster. Those who live above the ground floor will have to walk up stairs. It is easier to carry water upstairs by putting a plastic bag inside a backpack to hold water.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

A lot of people had trouble when they went to collect water from the water supply trucks because they did not have any containers. Even when containers were available at the trucks, the number was so limited that not everyone could have one. People used whatever they could to hold water. Interviewees said, "I used anything that could hold water, like plastic bottles and kettles." "I used a baby carriage." And, "Carry carts and wheelbarrows were convenient to use."

# Saving Water

## ■ Explanation of Situation



### ► Story

- (1) Minato's family is having dinner using cardboard boxes as a table. "Thank you for the meal," said Minato and Misaki. Mum replies, "You are welcome."
- (2) After eating, mum starts washing the dishes. "I am going to use this bottled water to wash the dirty dishes," mum says. "Wait!" a surprised Minato says.
- (3) He stops her by holding her arm, and says, " ."

### ► Example Phrases **action**

- "No way!" "Keep this bottled water for drinking."  
 "It is a waste to use bottled water to wash dishes."

### ► Example Questions

- Why does Minato stop his mother?
- What can you do to clean dishes without using bottled water?
- How can you use dishes without making them dirty by using items available at home?
- Can you think of any ways to use dishes and clean them with little or no water?

## ■ Explanation of Lesson



- The water supply may stop in times of disaster. At these times it is necessary to use as little water as possible.
- Use water collected from various sources for different purposes. Water from water supply trucks and bottled water are clean and can be used for drinking and cooking, while water from swimming pools can be used for flushing toilets and laundry.
- Make efforts to reduce the amount of water used in daily life, even before a disaster.

### ► Fill a bucket with water for washing dishes.

- Wipe used dishes with kitchen paper, tissue paper, or pieces of cloth before washing them.
- Fill a bucket with water, add a small amount of detergent and wash dishes in the bucket. Then rinse them with clean water.

### ► Cover dishes with cling film.

- Spread cling film over dishes to keep them clean.
- After eating, you can just take the cling film off the dishes and throw it away.

### ► Pour water from a small bucket to flush the toilet.

- About ten liters or five large water bottles are required to flush a toilet once.
- Instead of flushing the toilet, pour in a small amount of water using a small bucket.
- Put used toilet paper into a garbage bin instead of the toilet. A lot less water is then needed to flush the toilet.

## ■ Stories from people affected by the Great East Japan Earthquake and Tsunami

It can sometimes take months until the water supply service is resumed after a major earthquake. People have to go and collect water from water supply trucks, which is hard work. Many people who experienced this said, "I could not use clean water from the water supply trucks or bottled water for washing dishes."

## Utilizing Available Items to Stay Warm

### Explanation of Situation



#### ► Story

- (1) "It's snowing," says Daichi when he walks out of the shelter.
- (2) Every time someone enters or leaves, cold air blows into the shelter. Minato, Shintaro, and Misaki feel freezing cold.
- (3) Shivering, Minato says, " ."

#### ► Example Phrases **feeling**

- "I am so cold!"
- "I can't put up with this cold."
- "We need a heater."

#### ► Example Questions

- How can you keep yourself warm when it's very cold?
- Can you think of ways to stay warm using readily available items?

### Explanation of Lesson



#### ► Make use of newspapers, curtains, and cardboard boxes to stay warm.

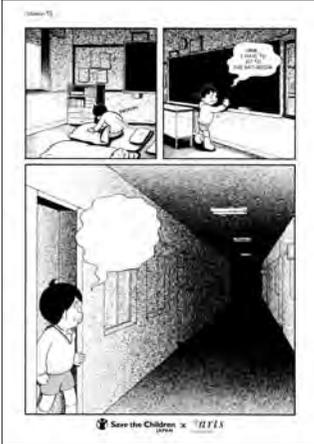
- You cannot use air conditioners or heaters when the gas and/or electricity supply stops after an earthquake or tsunami.
- Some shelters do not have any heating. During winter, it is very cold in school gymnasiums that are designated as shelters, and it becomes much colder at night.
- Some people are in such a hurry to get to a shelter they forget to put on a coat or jacket.
- In such cases, utilize any available items around to keep warm.
- When blankets or futons (quits or duvets) are not available, you can wrap yourself with newspapers, pieces of cardboard boxes, large plastic bags, or towels to stay warm.
- Pack something that helps you stay warm in your emergency grab bag, such as aluminum foil.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

Those who evacuated to schools used anything available to keep warm, including curtains and gym mats. Some people wrapped their feet up with toilet paper and then covered them with plastic bags, while others put on children's gym uniforms which could stretch to fit even adults.

## Different Kinds of Lights

### Explanation of Situation



#### ► Story

- (1) Minato is sleeping in a classroom at the elementary school designated as a shelter. He wakes up in the middle of the night.
- (2) “Umm..., I have to go to the bathroom.” He gropes his way to the door in the dark classroom.
- (3) He opens the door and looks out at the pitch-dark corridor. Surprised, Minato says, “ .”

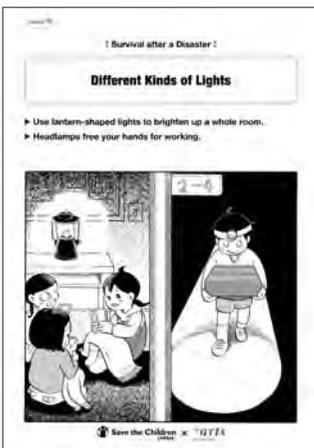
#### ► Example Phrases **feeling**

- “Oh, it’s so dark.”  
 “I am scared.”  
 “It’s too dark to get to the toilet.”

#### ► Example Questions

- How can you go to the bathroom by walking through a dark corridor?
- What is needed to get to the bathroom safely?
- What can you use to lighten up a dark room?

### Explanation of Lesson



- When the electricity supply stops, it becomes completely dark in shelters, houses, and streets at night.
- You can use flashlights and candles to lighten up a room.
- There are other kinds of useful lights, such as:

#### ► Use lantern-shaped lights to brighten up a whole room.

- Flashlights can light up a limited area, while lantern-shaped lights can illuminate the entire room, which is useful in a big room with many people.

#### ► Headlamps free your hands for working.

- You can carry a flashlight to go to the bathroom, for example, but it is not convenient when you need to use both hands, such as when carrying or handing out goods.
- Headlamps are useful as they leave both your hands free to do anything.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

Candles can be dangerous when aftershocks continue, because they may fall over and cause a fire. Interviewees talked about how they lightened up rooms during the disaster. “We used spirit lamps from the lab classroom in the school.” And, “We got a car battery from an electric appliance shop and connected it to a small bulb. It was brighter than a candle.” They also said that headlamps were useful for cooking. In some shelters, people were considerate of others who were sleeping. “One person was going to the bathroom by directing a flashlight at the ceiling so as not to wake up people who had to sleep in the corridors. After seeing this person’s example, others did the same.”

## Giving Consideration to Others

### Explanation of Situation



#### ► Story

- (1) Everybody is hungry at the shelter where Minato is staying. They do not have clothes to change into either. When emergency supplies, such as drink, food and clothes, finally arrive at the shelter, there is a commotion. "You're taking too much!" "Shut up! Get out of here!" "Hey, that's mine. Get your hands off!" People are trying to grab anything they can by pushing others away. They start fighting here and there.
- (2) There are people who are watching the scene from a distance. A woman in a wheelchair says, "I would like some too but...", and an old woman says, "That is really too bad." Minato does not know what to say.
- (3) But after a moment, Minato takes courage and says, " ."

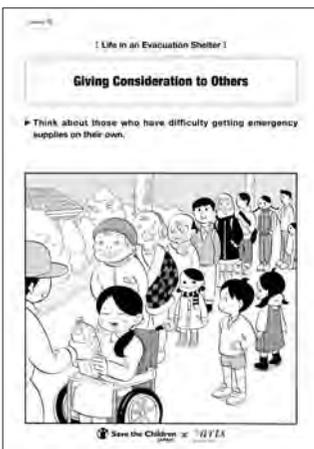
#### ► Example Phrases **action**

- "Please stop fighting!"  
 "Let us queue."  
 "Can you give that woman some?"

#### ► Example Questions

- What do you think about people scrambling for items?
- What would happen if people start fighting for emergency supplies?
- What can we do to avoid fighting for items?

### Explanation of Lesson



#### ► Think about those who have difficulty getting emergency supplies on their own.

- Imagine the following situation. For two days after a disaster, no food has been provided at the shelter. Your family has had only one chocolate bar and a packet of candies to share. Other people are very hungry too. Finally, rice balls are delivered.
  - » What would happen if everybody wants to be the first to get the rice balls?
  - » What would happen if those who were strongest or able to run fastest take ten rice balls each?
  - » What would happen if rice balls were not provided to those who cannot get them because they have difficulty walking, or in hearing announcements?
  - » What would you do if people pushed each other to get rice balls and toppled the tables where the rice balls are placed? The rice balls would fall to the dirty floor and nobody would be able to eat them.
- Everybody experiences difficulty in times of disaster. It is important to think about others and be willing to share items with others.
- Discuss the situation, make a rule, such as "queuing" or "one for each," and abide by the rule. In this way we can overcome difficult situations.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

People quietly and calmly queued after the great disaster. This behavior was broadcast and praised worldwide. It is very important to give consideration to others and share with others at any time.

## Sharing Food

### ■ Explanation of Situation



#### ► Story

- (1) Minato and Misaki evacuated to the elementary school and have somehow calmed down. It is already four o'clock in the afternoon. They realize that they have not eaten anything since breakfast. Misaki, whose stomach starts growling, says, "I am hungry."
- (2) "I only have this bun left." Minato takes it out of his backpack. "I want to have it," Misaki murmurs.
- (3) When looking around the room, they notice a baby who is crying and saying, "I am so hungry," a small boy who is telling his dad, "I want to eat something... anything..." and a small girl who has nothing to eat. Misaki feels awkward. "What shall we do?" In response, Minato says, " ."

#### ► Example Phrases **action**

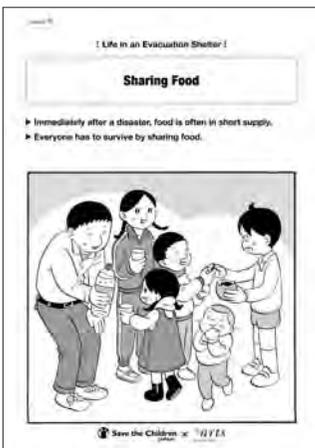
"We only have this bun. What shall we do?"

"Do you think we can share this with the others?"

#### ► Example Questions

- What would you do if you were Minato?
- How would you share a bun among many people?

### ■ Explanation of Lesson



#### ► Immediately after a disaster, food is often in short supply.

- When roads and bridges are destroyed by an earthquake or tsunami, it becomes difficult to delivery emergency supplies to where they are needed.
- It may take several days for emergency supplies to be delivered to shelters. In the meantime, evacuees have to survive by sharing whatever they have.

#### ► Everyone has to survive by sharing food.

- Everybody is thirsty and hungry. Do you think it is right if you eat what you have and do not care about others?
- Everybody has a difficult time after a disaster. It is important to think about others and to share anything you have with others.

### ■ Stories from people affected by the Great East Japan Earthquake and Tsunami

It took days for emergency supplies to arrive at some shelters, because the areas affected were so vast. Given the situation, people survived by sharing and being considerate of others. "We sipped only a little water from a bottle and passed it around." "We divided one slice of bread into four pieces and each had one piece." "We broke snacks into small pieces to share around." And, "We made rice porridge with rice balls and water so that many people would be able to have some rice." There were more stories about how people helped each other. "Those who lived in less-affected areas brought us food." And, "We discussed the situation and decided to give priority to small children and their mothers when distributing food."

## Considering the Needs of Small Babies

### Explanation of Situation



#### ► Story

- (1) A baby is crying in the shelter. "There, there... Don't cry...", says the mother, trying to soothe the baby. But the baby continues crying.
- (2) "WAAAAHHH!!" The baby is crying louder and louder, while people around the baby are getting annoyed. "That baby is so loud!" And, "I wish she would take that baby somewhere else."
- (3) Some people are grumbling, while the mother is in trouble because the baby does not stop crying. Watching this situation, Minato says, " ."

#### ► Example Phrases **feeling**

- "Why does the baby keep crying?"  
 "Poor baby."  
 "I wish I could help her somehow."

#### ► Example Questions

- Why is the baby crying?
- What could you do to soothe the crying baby?
- What could you do for the mother and baby to enable them to stay in the shelter without being worried about disturbing others?

### Explanation of Lesson



#### ► Create a separate room for babies and their parents.

- Babies are not able to communicate verbally, so they communicate by crying. For example, "I am hungry." "I have a headache." And, "My diaper is wet." We need to think about what they want and respond to their needs. However, sometimes they do not stop crying, even though we have done everything we can think of.
- There are various people in the shelter. You may have to stay in a large space without any partitions together with people whom you do not know at all.
- Children as well as adults may be deep in shock due to the disaster and feel uneasy. Noises that they usually would not mind may annoy them.
- In order for everybody to stay comfortably in the shelter—crying babies, mothers and fathers in trouble, and those who are annoyed by babies—we can create a room where only families with babies stay.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

Various arrangements were made for everybody to stay comfortably in the shelters. For example, interviewees said, "We allocated rooms to people by the wards where they lived, so that they could stay with people they knew." And, "We asked people to keep pets outside the shelter."

## Making a Safe and Secure Place for Children

### Explanation of Situation



#### ► Story

- (1) “Rock, paper, scissors... One, two three. Yay! I won.” Minato, Daichi and Shintaro are playing in the shelter.
- (2) “Hey boys, you are too loud! Go play somewhere else!” a man scolds them.
- (3) They look around and realize that the shelter is full of people. Some of them seem to feel bad and are lying down, while others are crying with their heads on their knees. The three boys who were scolded say, “ .”

#### ► Example Phrases **feeling**

- “We were scolded.”  
 “There is no place to play.”  
 “We can’t play here. What shall we do?”

#### ► Example Questions

- What is the situation inside the shelter?
- Why does the man tell Minato and his friends to be quiet?
- Minato and his friends want to play, but they have no place to do so. What can they do?

### Explanation of Lesson



- Children did not have spaces to play in many shelters, while many children felt they should not play at all given the serious situation after the Great East Japan Earthquake and Tsunami. It is important to make shelters comfortable for children and adults by creating spaces for children to play.
- Choose a space for children not too close to elderly people and those who do not feel well, as well as in a safe area that can be observed by adults.

#### ► Studying and playing are important for children even in times of disaster.

- Shelters are filled with many people and items.
- People are busy distributing emergency supplies, cooking for evacuees, contacting people outside the shelter, and having meetings.
- Even under such circumstances, it is necessary for children to study and play in safe and secure places.

#### ► Ensure that every child can use the children’s space.

- There are children of different ages in the shelter and their needs vary. Some children want to study, and others want to play.
- Ensure that children with different needs can use the children’s place comfortably.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

Save the Children Japan established “Child-friendly Spaces” in shelters. During the disaster, children stayed with many people whom they had not known before and observed the serious situation around them. “Child-friendly Spaces” provided children with opportunities to study, play, and do some exercises. By participating in these activities at regular times, children were able to recover somewhat from this difficult experience, which helped them get back to a normal life.

## Keeping the Toilet Area Clean

### Explanation of Situation



#### ► Story

- (1) "Frrrr... I have to go to the bathroom," Minato rushes to the toilet.
- (2) There he finds Daichi opening the doors one by one and saying, "Oh no! We can't use this toilet either." "Huh? Why not?" Minato asks.
- (3) When Minato looks at the toilet area, he is surprised and says, " ."

#### ► Example Phrases **feeling**

- "Wow! This is so dirty and stinking."
- "I can't use this toilet."
- "This toilet is clogged."

#### ► Example Questions

- Why do the toilets get so dirty?
- The toilet is too dirty to be used. What can you do?

### Explanation of Lesson



- The water supply often stops after an earthquake or tsunami.
- It requires a lot of water to flush a toilet, but no water is available. A lot of people stayed in shelters and used the toilets. For example, in a gymnasium, there were only four toilets for 400 people. It was necessary for many people to use the toilets cleanly and without getting them clogged.

#### ► Every person needs to clean the toilet after use.

- If you make a toilet dirty, clean it up immediately after use.
- Put toilet paper in a garbage bin to save water.

#### ► Take turns to clean up the bathroom.

- Decide who cleans the bathrooms and take turns to keep them clean.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

People responded in various ways to the situation where only a few toilets were available for many people. For example, interviewees said, "We dug holes in the school yard and made toilets." "We used portable toilets that are used in vehicles during a traffic jam or by those who cannot walk to a toilet." And, "We did not flush toilets. Instead, we put excrement into plastic bags or wrapped it with newspapers."

## Helping Each Other

### Explanation of Situation



#### ► Story

- (1) In the shelter where Minato is staying, everybody—children and adults—help each other by distributing meals and cleaning rooms.
- (2) One day when Minato is sweeping the floor, a journalist comes to the shelter and asks Minato, “Can I interview you?”
- (3) The journalist asks, “How are you doing in this shelter?” Minato answers, “ . . . .”

#### ► Example Phrases **feeling**

- “I like it here.”
- “We are getting along with each other well, and I’m happy.”
- “I think it’s good, because we help each other here.”

#### ► Example Questions

- What do you think about this shelter?
- Why do people look happy in this shelter?
- What can you do to make shelters like this?

### Explanation of Lesson



- Schools and community centers, which are designated as shelters, vary in terms of size and facilities.
- People who come to the shelter are varied. For example, there are many children in some shelters, while in others there are many elderly people.
- In some shelters people know each other well, while in other shelters most people are meeting for the first time.
- Whatever the circumstances, we have to survive difficult times after a disaster by cooperating with each other.

#### ► Talk to each other.

- Greet everybody, whether you know them or not.
- Offer to help those who are in trouble.
- Express appreciation to those who help you.

#### ► Volunteer what you can do.

- There are many tasks to do in shelters, such as receiving and distributing emergency supplies, cooking, and cleaning. Everyone—children, adults and the elderly—have roles to play.
- Do what you can do and cooperate with each other in order for all to stay comfortably.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

Save the Children Japan conducted a survey on the roles played by junior high and high school students in the post-disaster period, and found that children did various tasks voluntarily and actively. They said, “I carried water.” “I cleaned the room and collected garbage.” “I made a list of evacuees.” “I took care of small children.” And, “I spoke to elderly people.”

## Offering Neighbors a Helping Hand

### Explanation of Situation



#### ► Story

- (1) Minato's family left the shelter and returned home, but the water supply was still suspended. When Minato and his mother were about to go out, a woman next door visited them and said, "Water is being distributed at the elementary school." "Oh, really? I will go get some. Thank you," the mother replied.
- (2) A few days later, Minato's mother asks him to visit the neighbor. "Hello! Thanks so much for telling us about the water the other day," says Minato. "Oh, it was nothing," she responded.
- (3) Minato hands red bean buns over to her and says, "\_\_\_\_\_."

#### ► Example Phrases **feeling**

- "Thank you for the other day. Please have these."  
 "These are red bean buns for you."

#### ► Example Questions

- What do you think about the exchange between Minato and the neighbor?
- What else would you do if you were Minato?
- Do you have experience of neighbors helping each other?

### Explanation of Lesson



#### ► Exchange information and items.

- A lot of important information is provided during and after a disaster, but it is difficult to obtain this information as communication, electricity and transportation services have been disrupted. Exchanging information among neighbors is very useful.
- Various goods are in short supply. Necessary items may not be delivered to those who need them. It is important for neighbors to help each other.

#### ► Help each other out when in trouble.

- Public services, such as garbage collection, may not be provided after a disaster. We have to overcome difficult situations by helping our neighbors.
- Offer help when you see someone in trouble.

#### ► Say hello to your neighbors in everyday life.

- Remember your neighbors and exchange greetings.
- This exchange will lead to good relations between neighbors, which helps during the difficult times of a disaster.

### Stories from people affected by the Great East Japan Earthquake and Tsunami

Many interviewees talked about how they helped and were helped by their neighbors. "I shared emergency supplies with neighbors." "Neighbors went to get emergency supplies distributed for us, and we did the same for them." "When we went out by car, we offered rides to each other." "I borrowed a trolley truck from a neighbor, and brought water back for us both." "I gave soup to the family next door, and then they started helping us with shoveling snow when winter came." And, "The next door family started seeing if my children were OK when all the adults were out."

**Learning Lessons from the Great East Japan Earthquake and Tsunami through Manga!**  
***Tossa no Hitokoto***  
**“What would you say? What would you do? In an Emergency”**

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