



A TEACHER'S GUIDE FOR

# Live Your Dream: The Taylor Anderson Story

and stories of courage and sacrifice during the Great East Japan Earthquake and Tsunami

—A FILM PRODUCED AND DIRECTED BY REGGE LIFE—

by Dr. Gary Mukai, Director

Stanford Program on International and Cross-Cultural Education (SPICE)

Freeman Spogli Institute for International Studies at Stanford University



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STANFORD PROGRAM ON INTERNATIONAL  
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Front cover photo courtesy of the Anderson Family

A TEACHER'S GUIDE FOR  
*LIVE YOUR DREAM:*  
*THE TAYLOR ANDERSON STORY*  
—A Film Produced and Directed by Reggie Life—

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## *LIVE YOUR DREAM: THE TAYLOR ANDERSON STORY*

[www.thetaylorandersonstory.com](http://www.thetaylorandersonstory.com)

Dear Students:

This film is a story about Taylor Anderson, Monty Dickson, and all the young people who travel the world trying to make a difference. Taylor and Monty were extraordinary Americans who dedicated themselves to teaching Japanese children, living their dreams right up to the events of March 11, 2011. The earthquake and tsunami in Japan was a disaster that no one could have expected. In my 21 years of working on Japan-based projects, I had witnessed earthquakes, but never the devastation of a tsunami.

Taylor's story came to me via the Internet as stories from the areas that were affected began to be shared. I had met Japan Exchange and Teaching (JET) Program teachers in the course of my previous film work, so I know the dedication and the hard work that goes into being an assistant English teacher, but there was something special about Taylor's story that touched me. She had a passion and zest for the people of Ishinomaki where she was based that not all teachers feel while in Japan. I began to seek a way to reach out to Taylor's family and share my interest. I am so humbled to have their consent to tell Taylor's story.

Sincerely,

A handwritten signature in black ink, appearing to read "Regge Life", written on a light-colored background.

Regge Life  
Producer/Director





# STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION (SPICE)

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Dear Teachers:

In 1977, ten years prior to the establishment of the Japan Exchange and Teaching (JET) Program, I went to Ota City in Gunma Prefecture, Japan, to teach English. I have had the privilege of serving as a JET interviewer for 25 years and have given countless JET Program interviews, and feel very privileged to serve on the board of the Japan Exchange and Teaching Program Alumni Association of Northern California. Through the interviews and my board responsibilities, I have had the opportunity to get to know hundreds of JET Program participants and alumni.

When I watched *Live Your Dream: The Taylor Anderson Story* for the first time, I found myself not only reminiscing my years of teaching in Gunma Prefecture but also reflecting upon Taylor's extraordinary dedication to the teaching profession and compassion for not only her students but also people in the broader community of Ishinomaki. Her story has helped to underscore the importance of the JET Program in me and has also helped me to refine my interviewing skills as I would like more people like Taylor to represent the United States in Japan.

The human journey is punctuated by fundamental turning points and though I am not a JET Program alumnus, I share with Taylor, Monty, and thousands of alumni the fundamental turning point of teaching, learning, and living in Japan. My hope is that the questions and activities in this teacher's guide will help your students to prepare for fundamental turning points in their lives and to make the most of them as Taylor certainly did.

Sincerely,



Gary Mukai  
Director





## ACKNOWLEDGMENTS

The development of this teacher's guide would not have been possible without the support of the following individuals and organizations.

Regge Life, Producer/Director, *Live Your Life: The Taylor Anderson Story*, kindly invited me to develop this teacher's guide and I feel very honored that he thought of me for this task. I had the pleasure of attending a screening of the film on September 18, 2013 at the University of San Francisco—a screening that was sponsored by the Japan Exchange and Teaching Program Alumni Association of Northern California—and had the chance to listen to Regge's provocative thoughts on the creation of the film.

Support for the creation and dissemination of this teacher's guide was provided by the Japan Commerce Association of Washington, D.C. (JCAW) Foundation, Inc. The President of the JCAW Foundation, Inc. is Takashi Ohde. David Janes, Director of Program Grants and Assistant to the President, United States–Japan Foundation, was unwavering in his support for the film and the development of this teacher's guide. Additional support for the dissemination of this teacher's guide was made possible by a grant from the United States–Japan Foundation.

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The SPICE staff (Waka Brown, Jonas Edman, Naomi Funahashi, Sabrina Ishimatsu, Stefanie Lamb, Annie Lim, Rylan Sekiguchi, and Johanna Wee) provided insightful advice on this teacher's guide.

Ric Sakai, Y Design, San Jose, California, developed the maps included in this guide and formatted the guide.

The families of Taylor Anderson and Monty Dickson were most gracious in providing many of the photographs that are included in this guide.

—Gary Mukai, Director, SPICE



Anderson family: Julia, Jean, Jeff, Taylor, Andy;  
courtesy of the Anderson family



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**Subjects and Grade Levels** *Live Your Dream: The Taylor Anderson Story* is recommended for use in language arts and social studies (including geography) classrooms at the middle and high school levels. Japanese language teachers at the secondary school and university levels could also use the film to provide students with an opportunity to study Japanese in a cultural context.

**Objectives** Through *Live Your Dream: The Taylor Anderson Story* and the activities in this teacher's guide, students will:

- reflect on their futures and goals;
- consider ways that they can make a difference in the world;
- consider the responsibilities of a teacher;
- discuss the meaning of friendship;
- discuss the meaning of family;
- consider the risks of natural hazards;
- consider the aftermath of a serious natural disaster;
- consider legacies of a natural disaster;
- consider the benefits as well as risks of living abroad;
- become familiar with aspects of Japanese culture;
- discuss ways to raise awareness of natural hazards; and
- learn about the mission of the Japan Exchange and Teaching Program.

**Materials** *Live Your Dream: The Taylor Anderson Story* film [89 minutes]  
 "Letter to Students" by Regge Life  
 "Letter to Teachers," by Gary Mukai  
 Glossary  
 Quiz  
 Quiz: Answer Sheet  
 Map of Japan  
 Map of the Tohoku Region  
 Guiding Questions  
 Small-Group Activities #1–10  
 Final Project: Film Reviews  
 Appendix 1: Speech Following the March 11, 2011 Earthquake and Tsunami, by President Barack Obama  
 Appendix 2: Assistance Received from Overseas, by Prime Minister (former) Naoto Kan

**Film Chapters** Teachers may want to share *Live Your Dream: The Taylor Anderson Story* by chapters. Below is a list of the starting times the chapters.

Chapter 1: She Just Took Her Time, 00:00–05:34

Chapter 2: A Friend to All, 05:35–12:07

Chapter 3: I’m a JET, 12:09–20:21

Chapter 4: Year Two, 20:22–26:32

Chapter 5: Homecoming, 26:35–34:43

Chapter 6: Before the Earthquake and Tsunami, 34:44–37:48

Chapter 7: Morning, March 11th and Beyond, 37:49–44:11

Chapter 8: *Otagaisama*, 44:12–1:00:28

Chapter 9: Bringing Taylor Home, 1:00:29–1:14:38

Chapter 10: In Honor of Taylor, 1:14:39–1:26:15 (end of program)  
1:29:50 (end of credits)

**Connections to Common Core State Standards** <<http://www.corestandards.org/>>

The activities in this guide can be useful for addressing the English Language Arts Standards, including the following “Anchor Standards for College and Career Readiness for Speaking and Listening and Writing.”

Speaking and Listening:

**Comprehension and Collaboration**

- CCSS.ELA-Literacy.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.CCRA.SL.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

- CCSS.ELA-Literacy.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-Literacy.CCRA.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing:

#### **Text Types and Purposes**

- CCSS.ELA-Literacy.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-Literacy.CCRA.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

#### **Production and Distribution of Writing**

- CCSS.ELA-Literacy.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-Literacy.CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

- CCSS.ELA-Literacy.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-Literacy.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Range of Writing**

- CCSS.ELA-Literacy.CCRA.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Connections to National Geography Standards

[http://education.nationalgeographic.com/education/standards/national-geography-standards/15/?ar\\_a=1](http://education.nationalgeographic.com/education/standards/national-geography-standards/15/?ar_a=1)

The activities in this guide can be useful for addressing the National Geography Standard that focuses on the following: Environmental hazards affect human activities.

- A. Identify and describe the locations of environmental hazards, as exemplified by being able to identify on a map of the Pacific basin the occurrences of earthquakes and volcanoes and describe the pattern that results (e.g., the Pacific Ring of Fire).
- B. Describe and analyze the effects of environmental hazards on human activities, as exemplified by being able to describe how people change their behaviors in response to environmental hazards (e.g., knowing evacuation routes, building a storm shelter, conducting earthquake or tornado drills); describe how people might build their houses differently on a coast or beach as compared to another location (e.g., elevated footings for storm surge, shutters over windows, metal reinforced roof trusses for wind); construct a disaster preparedness manual for your community or school that includes a list of actions people should take in an emergency situation due to a local environmental hazard event.

### Connections to Standards for Foreign Language Learning (from the American Council on the Teaching of Foreign Languages)

[http://www.actfl.org/sites/default/files/StandardsforFLLexecsumm\\_rev.pdf](http://www.actfl.org/sites/default/files/StandardsforFLLexecsumm_rev.pdf)

#### Communication

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Cultures

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

#### Connections

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

## Teacher Preparation

1. Make copies of “Quiz,” “Map of Japan,” “Map of the Tohoku Region,” “Glossary,” and “Final Project: Film Reviews” for each student. Make one or more copies of “Guiding Questions,” which includes ten questions; make enough copies so that each student will have one question strip.
2. There are ten activities for *Live Your Dream: The Taylor Anderson Story*. Some of the activities are recommended for students working individually; others are recommended for students working in small groups. Review the activities and make appropriate numbers of copies for your students.
3. Preview *Live Your Dream: The Taylor Anderson Story*, which is approximately 89 minutes in length.
4. Become familiar with the information contained in this teacher’s guide.
5. Review the information on the website, *Live Your Dream: The Taylor Anderson Story*; <http://www.thetaylorandersonstory.com>.  
The following websites are highly recommended as well:  
<http://www.taylorandersonmemorialfund.org>  
<http://www.thetaylorandersonstory.com>  
<http://www.facebook.com/LiveYourDreamTheTaylorAndersonStory>  
[http://www.dropbox.com/sh/yxd6prbnfk5v1xh/J\\_ecrwKYPk](http://www.dropbox.com/sh/yxd6prbnfk5v1xh/J_ecrwKYPk)
6. Information on the U.S. Geological Survey, <http://www.usgs.gov/>, is recommended; see especially the section on “hazards.”

Procedures:  
Days One  
and Two

1. Ask students about their experiences with natural disasters. If students haven’t experienced a natural disaster, ask them to discuss ones that they have seen in the news.
  - What types of natural disasters have you experienced or heard about?
  - What were your experiences like? or What were your impressions of the natural hazards?
  - Did casualties result from the natural disasters?
  - What were the recovery periods like?
  - What are some legacies of the natural disasters?
  - Do you recall stories about individuals who experienced the natural disasters? If so, what types of insight did these individuals’ experiences provide?
2. Ask what students know about the March 11, 2011 earthquake and tsunami in Japan, commonly referred to in Japan as the “Great East Japan Earthquake and Tsunami.” Engage students in a brief discussion as they will learn details about the Great East Japan Earthquake and Tsunami in the film that they will be viewing.
3. Inform students that they will be watching a film called *Live Your Dream: The Taylor Anderson Story*, which is the story of a young American who lost her life as a result of the natural disasters. Point

out that Taylor was teaching English in Japan on the Japan Exchange and Teaching (JET) Program, a Japanese government-sponsored program that sponsors Americans as well as people from many other countries to teach world languages in Japan. The JET Program was established in 1987 and continues to the present. Most JET Program participants are Assistant Language Teachers or ALTs, an abbreviation used in the film. The film was produced and directed by Regge Life.

4. Before showing the film, distribute a copy of the "Quiz" to students. Allow students ten minutes to take the quiz. You may want to allow them to work in pairs or in small groups. Announce to the students that the quiz will not be graded. It is simply a pre-assessment of students' knowledge of Japan, U.S.-Japan relations, and some of the topics in the film.
5. As a class, review the answers to the "Quiz," using the "Quiz: Answer Sheet" as a guide.
6. Distribute a copy of "Glossary," "Map of Japan," and "Map of the Tohoku Region" to each student. These may be helpful to students as they watch the film. You may want to review the glossary prior to the showing of the film. Point out the Tohoku region of Japan. This was the region that was hardest hit by the earthquake and tsunami. The coastal cities in Tohoku that are mentioned in the film are included on the "Map of the Tohoku Region."
7. Read the "Letter to Students" by Regge Life to your students.
8. Ask the following questions based on the letter. Briefly discuss each question.
  - What are some ways that famous people in history have made a difference?
  - What are some ways that ordinary people in your lives have made a difference?
  - What have you done to make a difference in the quality of other people's lives?
  - Taylor was a teacher of English in Japan. Describe a teacher who has made a difference in your life.
  - What are your future goals?
9. Distribute one question strip from Handout, *Guiding Questions*, to each student. Ask students to consider the questions while watching the film. Show *Live Your Dream: The Taylor Anderson Story*. The film may need to be shown over two class periods.

### Procedures: Day Three

1. To debrief *Live Your Dream: The Taylor Anderson Story*, ask the students with the same question strips to form small groups and to prepare three-minute summaries of responses to the questions. Groups should select presenters.
2. Ask each presenter to give a three-minute summary of his/her



group's discussion.

3. The ten activities below are designed for either individual or small-group work. Distribute one of the activities to individual students or to small groups of students. Mention that the activities were developed to encourage students to critically consider an important aspect of the film. Allow students the rest of the class period to work on their activities.
  - Activity One: Key Turning Points and Decisions (individual)
  - Activity Two: Friendships (individual)
  - Activity Three: Cross-Cultural Experiences (individual)
  - Activity Four: Teachers Who Make a Difference (individual)
  - Activity Five: Quotes from the Film (individual)
  - Activity Six: Natural Hazards (small group)
  - Activity Seven: Monty Dickson (small group)
  - Activity Eight: Designing a Memorial (small group)
  - Activity Nine: Film Poster (small group)
  - Activity Ten: Taking Action (small group)
4. Ask students to present a three-minute summaries of their work.

**Assessment** Use one or more of the following in an assessment of students' understanding of *Live Your Dream: The Taylor Anderson Story*.

1. Distribute a copy of "Final Project: Film Reviews," to each student. The handout includes excerpts of reviews of *Live Your Dream: The Taylor Anderson Story*. Have each student write his or her own film review.
2. Activities #1–10 can be used for assessment as well as student participation in discussions.
3. You may want to administer the "Quiz" as a post-assessment.

### Optional Activities

1. Have students examine one of the following non-profit organizations in Japan. Students may want to contact the organizations and seek ways to help.
  - Tomodachi Initiative: <http://usjapantomodachi.org/>
  - Kizuna Project: <http://sv2.jice.org/kizuna/e/what/about/>
  - BEYOND Tomorrow: <http://beyond-tomorrow.org/en/>
2. One of the legacies of the Great East Japan Earthquake and Tsunami is the Fukushima nuclear disaster. Have students read the following narrative (website below) of the Fukushima nuclear disaster. It was written by Dr. Kenji Kushida, Stanford University. Assign students to write on the pros and cons of nuclear energy. <[http://aparc.stanford.edu/publications/japans\\_fukushima\\_nuclear\\_disaster\\_narrative\\_analysis\\_and\\_recommendations/](http://aparc.stanford.edu/publications/japans_fukushima_nuclear_disaster_narrative_analysis_and_recommendations/)>

3. Have students analyze Appendix 1, Statement Made After the March 11, 2011 Earthquake and Tsunami, by President Barack Obama, and Appendix 2, Assistance Received from Overseas, by Prime Minister (former) Naoto Kan. Have students compare the statements. Have students write essays on one of the following topics:
  - U.S. efforts to help Japan following the Great East Japan Earthquake and Tsunami
  - U.S.–Japan trade relations
  - U.S.–Japan security relations
  - U.S. efforts to help with the Fukushima nuclear disaster
4. Have students write essays on Reggie Life’s vision (“courage and sacrifice”) for *Live Your Dream: The Taylor Anderson Story*. They can write about their own experiences with courage and sacrifice or about someone else’s experiences.
5. Have students develop oral history projects. Encourage them to audio- or video-record 15-minute oral history interviews of people who have experienced natural disasters. Some key questions for students to ask are: What was the natural disaster that you faced? How did you overcome it?
6. Have students explore the Taylor Anderson Memorial Fund website. <http://www.taylorandersonmemorialfund.org>

### Activities for Japanese Language Classrooms

Japanese language teachers at the middle and high school levels can use *Live Your Dream: The Taylor Anderson Story* to provide students with an opportunity to study Japanese in a cultural context. The activities below are listed by the Standards for Foreign Language Learning listed on page 4.

- a. In the area “Communication” standards (listed below), you may want to encourage students to express feelings and emotions about the Great East Japan Earthquake and Tsunami or about specific people (like Taylor and Monty) in Japanese. Other possible topics are: the importance of family; the importance of friendships; making decisions; the meaning of loss; overcoming difficulties. For more advanced Japanese language students, you may want to encourage them to exchange opinions about the film or the meaning of courage and sacrifice.

The film provides an opportunity for students to listen to Japanese in a cultural context. You might consider selecting one Japanese interviewee’s comments in the film and have students examine his or her expressions—both verbal and non-verbal.

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- b. In the area “Cultures” standards (listed below), there are numerous opportunities in the film to introduce Japanese culture. Some examples include: Japanese history (e.g., Edo Period), music (e.g., *enka*, *karaoke*), clothing (traditional and modern), pop culture (e.g., *manga*, *anime*), religion (Buddhism, Shinto, festivals). Also, the cultural significance of certain words used in the film (like *otagaisama* and *ganbare*) can be discussed with students.
  - Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
  - Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- c. In the area the “Connections” standard (listed below), there are opportunities for students to discuss topics from various disciplines (e.g., earth sciences, geography, food, economics, religion) in Japanese.
  - Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

## GUIDING QUESTIONS

Prior to showing *Live Your Dream: The Taylor Anderson Story*, assign one of the following questions to each student. To add some structure to the viewing of the film, ask each student to consider the question while watching the film.



-----Cut along dotted lines. Give one question strip to each student.-----

-----  
What were some ways that family members and friends made a difference in Taylor's life?

-----  
What were some ways that teachers made a difference in Taylor's life?

-----  
What were some ways that Taylor made a difference in Japan?

-----  
What can be done to raise awareness about natural hazards and to help build support for the urgent actions needed to prepare for them?

-----  
What are some advantages to learning another language and culture?

-----  
Have you ever had to anxiously await for the result of something? What was the experience like?

-----  
Have you ever traveled abroad or to a community in the United States that was unfamiliar to you? How did you feel?

-----

What did you learn about Japanese culture through the film?

-----

How did your impressions of the March 11, 2011 earthquake and tsunami in Japan change after watching the film?

-----

What are some key life choices that you have had to make or will have to make?  
Does one's culture inform or influence these choices? If so, how?

-----

## GLOSSARY

The following English and Japanese terms are used in the film. This list is not meant to be comprehensive.

**Assistant Language Teacher (ALT)**—ALTs are participants on the Japan Exchange and Teaching (JET) Program. They assist with classes taught by Japanese teachers of world languages (especially English) and are involved in the preparation of teaching materials and in extracurricular activities like English clubs. Over 90 percent of the JET participants are ALTs. Taylor and Monty were ALTs.

**anime**—Japanese animated productions featuring hand-drawn or computer animation; abbreviated pronunciation of “animation” in Japanese

**Council of Local Authorities for International Relations (CLAIR)**—manages the JET Program in conjunction with the three Japanese governmental ministries. CLAIR was established as a joint organization of prefectural and municipal governments in July 1988 to promote and provide support for an increasing interest in local level internationalization in Japan.

**Edo Period**—the period between 1603 and 1867 in Japanese history when Japanese society was under the rule of the Tokugawa shogunate. The shogunate was officially established in Edo (modern-day Tokyo) in 1603 by Tokugawa Ieyasu. The period came to an end with the Meiji Restoration in 1868.

**enka**—a popular Japanese music genre considered to resemble traditional Japanese music stylistically

**Fukushima Daiichi nuclear disaster**—an energy accident at the Fukushima Daiichi Nuclear Power Plant, initiated by the tsunami of the Great East Japan Earthquake of March 11, 2011

**ganbare**—a Japanese word meaning roughly “do your best” or “hang in there”

**genki**—a Japanese word meaning energy, vigor, or vitality. A *genki* person is one who has lots of energy and is very cheerful.

**Japan Exchange and Teaching (JET) Program**—a program aimed at promoting grassroots international exchange between Japan and other countries. Since 1987, the number of countries sending participants has risen over the years. In 2013, the JET Program welcomed 4,372 participants from 40 countries.

**karaoke**—a form of entertainment in which people sing songs into a microphone over prerecorded backing tracks

**kimono**—a long, loose robe with wide sleeves and tied with a sash, originally worn as a formal garment in Japan



*manga*—a Japanese genre of cartoons, comic books, and animated films, typically having a science-fiction or fantasy theme

**NHK**—Japan's national public broadcasting organization

*okaasan*—a Japanese word meaning “mother”

*otagaisama*—a Japanese word roughly meaning “we are all in this together”

**Tanabata**—a Japanese star festival

*tomodachi*—a Japanese word meaning “friend”

*torii*—a Shinto gate

**tsunami**—a very high, large wave in the ocean that is usually caused by an earthquake under the sea and that can cause great destruction when it reaches land; origin of word is Japanese

*yukata*—a casual summer kimono usually made of cotton or synthetic fabric, and unlined

## QUIZ

1. On March 11, 2011, a large earthquake off the Pacific coast of Tohoku (a region of Japan in the northeastern portion of Honshu, the largest island of Japan.) resulted in the following:  
Circle one or more.
  - a. powerful tsunami waves
  - b. over 15,800 deaths, 6,100 injured, and 2,600 missing
  - c. nuclear accidents
  - d. all of the above
2. The term tsunami comes from the following language:
  - a. English
  - b. Chinese
  - c. Japanese
3. The March 11, 2011 earthquake was fourth largest earthquake in the world since 1900. Where did the largest earthquake since 1900 take place?
  - a. Prince William Sound (Alaska)
  - b. Kamchatka (Russian Far East)
  - c. Off the west coast of Sumatra (Indonesia)
  - d. Chile
4. The magnitude of the March 11, 2011 earthquake was:
  - a. 8.0
  - b. 9.0
  - c. 6.9
  - d. 9.5
5. The United States designated its military response to the earthquake and tsunami as Operation Tomodachi, which means “friend” in Japanese. In addition to the United States, how many other countries offered assistance to Japan?
  - a. 116
  - b. 30
  - c. 85
  - d. 66
6. Who said the following after the March 11, 2011 earthquake and tsunami?  
“The friendship and alliance between our two nations is unshakeable, and only strengthens our resolve to stand with the people of Japan as they overcome this tragedy.”
  - a. President Barack Obama
  - b. Vice President Joseph Biden
  - c. Secretary of State Hilary Clinton

7. Rank order (from #1 to #5) the following largest trading partners with the United States.
- Canada \_\_\_\_
- Germany \_\_\_\_
- Japan \_\_\_\_
- China \_\_\_\_
- Mexico \_\_\_\_
8. The United States has extensive people-to-people exchanges with Japan. For example, the Japan Exchange and Teaching (JET) Program, which seeks to help enhance internationalization in Japan by promoting mutual understanding between Japan and other countries, has accepted thousands of Americans on its program since 1987. The program also aims to improve foreign language education in Japan and to encourage international exchange at the local level by fostering ties between Japanese youth and foreign youth. Two JET participants from the United States lost their lives during the March 11, 2011 earthquake and tsunami. The major Japanese city that was closest to the earthquake's epicenter is:
- Tokyo
  - Osaka
  - Hiroshima
  - Sendai
9. The following person was the prime minister of Japan at the time of the March 11, 2011 earthquake and tsunami.
- Shinzo Abe
  - Yukio Hatoyama
  - Naoto Kan
  - Yoshihiko Noda
10. The number of Americans living in Japan is approximately:
- 100,000
  - 50,000
  - 15,000

## QUIZ: ANSWER SHEET

1. On March 11, 2011, a large earthquake off the Pacific coast of Tohoku (a region of Japan in the northeastern portion of Honshu, the largest island of Japan.) resulted in the following:  
**d. all of the above**
2. The term tsunami comes from the following language:  
**c. The term tsunami comes from the Japanese 津波, composed of the two kanji (Chinese characters) 津 (tsu), which means "harbour," and 波 (nami), which means "wave."**
3. The March 11, 2011 earthquake was fourth largest earthquake in the world since 1900. Where did the largest earthquake since 1900 take place?  
a. Prince William Sound (Alaska); #2, 1964, 9.2 magnitude  
b. Kamchatka (Russian Far East), #5, 1952, 9.0 magnitude  
c. Off the west coast of Sumatra (Indonesia); #3, 2004, 9.1 magnitude  
**d. Chile; #1, 1960, 9.5 magnitude**  
Source: United States Geological Survey; [http://earthquake.usgs.gov/earthquakes/world/10\\_largest\\_world.php](http://earthquake.usgs.gov/earthquakes/world/10_largest_world.php); access date: December 6, 2013.
4. The magnitude of the March 11, 2011 earthquake was:  
**b. 9.0**
5. The United States designated its military response to the earthquake and tsunami as Operation Tomodachi, which means "friend" in Japanese. In addition to the United States, how many other countries offered assistance to Japan?  
**a. 116**
6. Who said the following after the March 11, 2011 earthquake and tsunami?  
"The friendship and alliance between our two nations is unshakable, and only strengthens our resolve to stand with the people of Japan as they overcome this tragedy."  
**a. President Barack Obama**
7. Rank order (from #1 to #5) the following largest trading partners (in terms of total trade) with the United States.  
Canada, #1  
Germany, #5  
Japan, #4  
China, #2  
Mexico, #3  
Source: [http://en.wikipedia.org/wiki/List\\_of\\_the\\_largest\\_trading\\_partners\\_of\\_the\\_United\\_States](http://en.wikipedia.org/wiki/List_of_the_largest_trading_partners_of_the_United_States); access date: December 6, 2013).
8. The United States has extensive people-to-people exchanges with Japan. For example, the Japan Exchange and Teaching (JET) Program, which seeks to help enhance internationalization in Japan by promoting mutual understanding between Japan and other countries, has accepted thousands of Americans on its program since 1987. The program also aims to improve foreign language education in Japan and to encourage international

exchange at the local level by fostering ties between Japanese youth and foreign youth. Two JET participants from the United States lost their lives during the March 11, 2011 earthquake and tsunami. The major Japanese city that was closest to the earthquake's epicenter is:

**d. Sendai**

9. The following person was the prime minister of Japan at the time of the March 11, 2011 earthquake and tsunami.

**c. Naoto Kan**

10. The number of Americans living in Japan is approximately:

**b. 50,000**

MAP OF JAPAN (with Tohoku Region Highlighted)





## MAP OF THE TOHOKU REGION



## KEY TURNING POINTS AND DECISIONS

In the film, *Live Your Dream: The Taylor Anderson Story*, Taylor and her family members reflect on key turning points in their lives. One key turning point in Taylor's life was the decision to go to Japan to teach English on the Japan Exchange and Teaching (JET) Program. Take a few minutes to discuss other key turning points in Taylor's life or the lives of other people in the film.

Consider key turning points and decisions in your lives. Do you think that one or more of these key turning points will have an impact on your future? If so, how? If not, why not?

Write a one-page reflective essay or poem based on these key turning points and decisions in your lives.



Taylor arrives in Japan; courtesy of the Anderson family

## FRIENDSHIPS

In the film, *Live Your Dream: The Taylor Anderson Story*, many friends of Taylor both in the United States and in Japan are interviewed for the film. Take a few minutes to discuss some of Taylor's friendships. How did they shape her life in the United States and in Japan? How did Taylor's friends in Japan help her adjust to a new culture? How did Taylor's friends help her family after Taylor's death?

Using video or photography, develop a short film or photo booklet of your friends.



Taylor with friends in Ishinomaki; courtesy of the Anderson family

## CROSS-CULTURAL EXPERIENCES

In the film, *Live Your Dream: The Taylor Anderson Story*, Taylor shares many reflections on learning about and experiencing a new culture. Discuss the following:

- How was Taylor initially introduced to Japanese culture?
- What prompted her to apply to teach English in Japan?
- Describe some of her cross-cultural experiences in Japan.
- Describe some of Taylor's family's reflections on life in Japan.
- Describe some of Taylor's friends' reflections on life in Japan.

Consider a cross-cultural experience in your life. Capture the experience graphically in the following four-part sequence. You may want to incorporate text as well.

- Who are the characters in the cartoon?
- Will you include any text in the cartoon? A caption?
- Will you include any symbols in the cartoon? Why or why not?
- What viewpoint will you express in the cartoon?
- What would be an opposing viewpoint to the cartoon?




## TEACHERS WHO MAKE A DIFFERENCE

In the film, *Live Your Dream: The Taylor Anderson Story*, Taylor's teachers are interviewed.

Design a front page of a newspaper that features a teacher who has made a difference in your life. Include a headline, short articles, and images.



Taylor teaching at Mangokura Elementary School;  
courtesy of Mangokura Elementary School

## QUOTES FROM THE FILM

Review the following quotes from the film, *Live Your Dream: The Taylor Anderson Story*. Develop an artistic image to accompany one or more of the quotes.

“Ask not what the world needs. Ask what makes you come alive...then go for it. Because what the world needs is people who have come alive”

—Howard Thurman

“Only what we give remains our own”

—Anonymous

“Everything is much more exciting / scary when you do it in another country.”

—Taylor Anderson

“Life is an echo, what you send out comes back”

—Chinese proverb

“There is nothing as beautiful as dedicating one’s life for a cause”

—Ryotaro Shiba, translated by Monty Dickson

“We will grieve not, rather find strength in what remains behind...”

—William Wordsworth

“Despite the language barrier, her entire body displayed her love for Japan, Japanese language and the Japanese students.”

—Nao Takahashi

“How do you get through the things that happen everyday that get in your way?”

—Andy Anderson, Taylor’s father



Hiroyama Park in Ishinomaki; courtesy of Aaron Jarrad



## NATURAL HAZARDS

Discuss some natural hazards that occur in your area of residence. Research the risks of the natural hazards.

Choose one natural hazard and develop a tri-fold brochure that summarizes this information for your fellow students. Make sure your brochure has a striking design, which draws attention to this issue.



Rikuzentaketa; courtesy of the City of Rikuzentakata



## MONTY DICKSON

The following are quotes from the film about Monty Dickson, who lost his life in the Great East Japan Earthquake and Tsunami. Read the quotes and write two or more haiku as a dedication to Monty.

Haiku is a traditional Japanese poetic form that is short and follows these strict rules:

1. It has three lines.
2. The first and the third lines have five syllables.
3. The middle line has seven syllables.

In haiku, the lines do not have to rhyme, although you can make them rhyme if you like. Because haiku are very short poems, they are usually about one idea.

---

The last time I was with Monty-san was after the earthquake and just before the tsunami. We both got out the building together and when the earthquake hit. I remember he was so frightened, then I went somewhere else and that was my last time I saw Monty.

—Taku Kumagai

Because he was very kind and because he was a good Japanese speaker, it didn't take us much time to understand him.

—Kayoko Owada

...his sense of humor; he was a really funny guy; easy to talk to... He had a lot of different friends; he was really approachable

—Tony Olexa

When Monty first came to Rikuzentakata It was probably summer time. There was a festival, then Monty suddenly decided to sing *karaoke*. In front of everybody, then... everybody was so impressed how Monty as an American, could sing *enka* so well. Somebody in Rikuzentakata told me this.

—Naoko Watanabe



Monty singing

Monty teaching

Courtesy of the Dickson family



## DESIGNING A MEMORIAL

Consider the following quote: “Memorials are about loss and sacrifice but also about perseverance and triumph. They are about making sense of what happened, and the impulse to send lessons into the future.”—Delia M. Rios, “Memorials, Like Memory Itself, Can Be Complex,” *San Jose Mercury News*, May 30, 2004, p. 3B.

Discuss whether you agree or disagree with the quote. Design a memorial for Taylor, Monty, and the thousands of Japanese victims of the Great East Japan Earthquake and Tsunami. Use a large sheet of butcher paper or use a computer drawing program. You might consider some of the following questions:

- Where would you build the memorial?
- What would you feature at the memorial?
- What types of symbols would you use as why?
- Would you include quotes? If so, whose quote(s) would you include and why?
- Can you anticipate any types of controversy concerning your proposed memorial? If so, how would you manage or resolve it?



Memorial for Taylor in Ishinomaki; courtesy of the Anderson family

## FILM POSTER

Design a Hollywood-style film poster for *Live Your Dream: The Taylor Anderson Story*. Type “Hollywood film poster” in a search engine like Yahoo or Google to get some ideas for your poster.



Courtesy of Wikipedia Commons



## TAKING ACTION

*Live Your Dream: The Taylor Anderson Story* was produced to honor Taylor Anderson and Monty Dickson and also to raise awareness about natural hazards and to help build support for the urgent actions needed to prepare for them. You can take action to inform and educate government leaders, the media, your friends, and family.

Design a poster or website that illustrates and describes what you can do at your school to raise awareness about natural hazards and to help build support for the urgent actions needed to prepare for them. Make sure that you consider the important learning from the film.



Ishinomaki; courtesy of Aaron Jarrad



## FINAL PROJECT: FILM REVIEWS

The following are excerpts of reviews of *Live Your Dream: The Taylor Anderson Story*. Review them and write your own one-page review of the film. Your review should aim to concisely describe the content and nature of the film and analyze the techniques the producers used to communicate this content. Also, your review should include some aspect of your small-group work. Finally, your review should judge the film's effectiveness in communicating its points and give the reader advice on whether or not it is worthwhile to see.

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Taylor will forever be remembered as an extraordinary symbol of friendship between Japan and the United States... It was a great movie. Thank you for filming it. I think it will become a common asset for those people who can become future bridges.

By the Honorable Ichiro Fujisaki, former Ambassador of Japan to the United States, November 9, 2012  
Source: <http://globalfilmnetwork.net/dream/AmbassadorLette.pdf>

Laced with emotional reflections, vivid photos and jovial home movies, the film walks the viewer through Taylor's 24 years on earth and untimely end caused by the Great East Japan Earthquake and Tsunami of 2011. In light of the tragedy, the film sends a message of hope, optimism and encouragement for all to follow their hearts.

By Renay Loper, freelance writer and Associate Program Officer at the Japan Foundation Center for Global Partnership, March 9, 2013  
Source: <http://jetaany.org/2013/03/09/jq-magazine-film-review-live-dream-taylor-anderson-story/>

There is a quote from a young student at Taylor's school, at St Catherine's. After watching the movie, she said, "You always tell me I can do anything and everything. Now I really believe you.' Taylor's story is an inspiration, much in the motto of our president, 'Yes we can.' I think that's what Taylor proves. If you can dream it, if you can think it, you can do it. You can't just keep thinking about. You've got to begin to move your feet."...Despite the tragedy and sadness that comes with thinking about all that was lost in an instant two years ago, Life hopes his film shows the endurance of passion and dreams, even when life is lost.

By Sheila Burt, March 13, 2013, *Japan Today*  
Source: <http://www.japantoday.com/category/arts-culture/view/filmmaker-regge-life-honors-american-tsunami-victim>

Director Regge Life said he made the documentary not to tell a sad story, but to convey an important message Andersen left behind... "The positive attitude of Taylor and her parents toward life guided me in making the film," he said... The message from Taylor is not to be sad but live with your dream... In September 2011, Anderson's parents visited the school where she taught to establish the Taylor Anderson Library with hundreds of children's books she loved and other books for the students.

By Chiomi Sumida, March 12, 2013, *Stars and Stripes*  
Source: [http://www.stripes.com/news/pacific/earthquake-disaster-in-japan/documentary-tells-story-of-us-teacher-killed-in-tsunami-1.211435#.UT\\_1t1U6Cno.email](http://www.stripes.com/news/pacific/earthquake-disaster-in-japan/documentary-tells-story-of-us-teacher-killed-in-tsunami-1.211435#.UT_1t1U6Cno.email)

A beautiful film portrait of a beautiful personality and of a life beautifully lived. ...  
The story of Taylor Anderson transcends all borders and all cultures, revealing that the generosity of spirit of a truly good person continues to give and give and give...

By Peter Grilli, President, Japan Society of Boston

The film is inspirational and healing and helps all of us realize that we have to live our dream.

By David Janes, Director of Foundation Grants and Assistant to the President, U.S.-Japan Foundation

Taylor and Monty symbolize what international exchange is all about; forging connections between people, despite language or culture barriers. The loss of my good friend, Monty, and the countless others in this tragedy is still a giant hole that cannot be filled, but if we can learn from their stories, and live a little more openly and more connected with those around us, we can honor those lost and enrich the lives of our immediate community and beyond.

By Canon Purdy, JET Program participant, 2008–2010, Miyagi Prefecture; founder, SaveMiyagi.org

The story of one person, just a young American who came to teach English in Japan, encompasses both grief and hope. This film should be seen by both Japanese and Americans: to use a word that should not be used lightly, it is redemptive. You will keep the images in this film, of a happy positive girl and devastation impossible to understand, in your mind for a long time.

By Dr. Merry White, Boston University



## SPEECH FOLLOWING THE MARCH 11, 2011 EARTHQUAKE AND TSUNAMI

*Full text of speech by President Barack Obama made following the March 11, 2011 earthquake and tsunami.*



Good afternoon, everyone. Over the last several days, the American people have been both heartbroken and deeply concerned about the developments in Japan.

We've seen an earthquake and tsunami render unimaginable—an unimaginable toll of death and destruction on one of our closest friends and allies in the world. And we've seen this powerful natural disaster cause even more catastrophe through its impact on nuclear reactors that bring peaceful energy to the people of Japan.

Today, I wanted to update the American people on what we know about the situation in Japan, what we're doing to support American citizens and the safety of our own nuclear energy, and how we are helping the Japanese people contain the damage, recover and rebuild.

First, we are bringing all available resources to bear to closely monitor the situation, and to protect American citizens who may be in harm's way. Even as Japanese responders continue to do heroic work, we know that the damage to the nuclear reactors in Fukushima Daiichi plant poses a substantial risk to people who are nearby. That is why yesterday, we called for an evacuation of American citizens who are within 50 miles of the plant. This decision was based upon a careful scientific evaluation and the guidelines that we would use to keep our citizens safe here in the United States, or anywhere in the world.

Beyond this 50-mile radius, the risks do not currently call for an evacuation. But we do have a responsibility to take prudent and precautionary measures to educate those Americans who may be endangered by exposure to radiation if the situation deteriorates. That's why last night I authorized the voluntary departures of family members and dependents of U.S. officials working in northeastern Japan.

All U.S. citizens in Japan should continue to carefully monitor the situation and follow the guidance of the U.S. and Japanese governments. And those who are seeking assistance should contact our embassy and consulates, which continue to be open and operational.

Second, I know that many Americans are also worried about the potential risks to the United States. So I want to be very clear: We do not expect harmful levels of radiation to reach the United States, whether it's the West Coast, Hawaii, Alaska, or U.S. territories in the Pacific. Let me repeat that: We do not expect harmful levels of radiation to reach the West Coast, Hawaii, Alaska, or U.S. territories in the Pacific. That is the judgment of our Nuclear Regulatory Commission and many other experts.

Furthermore, the Centers for Disease Control and Prevention and public health experts do

not recommend that people in the United States take precautionary measures beyond staying informed. And going forward, we will continue to keep the American people fully updated—because I believe that you must know what I know as President.

Here at home, nuclear power is also an important part of our own energy future, along with renewable sources like wind, solar, natural gas and clean coal. Our nuclear power plants have undergone exhaustive study, and have been declared safe for any number of extreme contingencies. But when we see a crisis like the one in Japan, we have a responsibility to learn from this event, and to draw from those lessons to ensure the safety and security of our people.

That's why I've asked the Nuclear Regulatory Commission to do a comprehensive review of the safety of our domestic nuclear plants in light of the natural disaster that unfolded in Japan.

Finally, we are working aggressively to support our Japanese ally at this time of extraordinary challenge. Search and rescue teams are on the ground in Japan to help the recovery effort. A disaster assistance and response team is working to confront the aftermath of the earthquake and tsunami. The U.S. military, which has helped to ensure the security of Japan for decades, is working around the clock.

To date, we've flown hundreds of missions to support the recovery efforts, and distributed thousands of pounds of food and water to the Japanese people. We've also deployed some of our leading experts to help contain the damage at Japan's nuclear reactors. We're sharing with them expertise, equipment, and technology so that the courageous responders on the scene have the benefit of American teamwork and support.

And the American people have also opened up their hearts. Many have given generously to support the ongoing relief efforts. The Red Cross is providing assistance to help meet the immediate needs of those who've been displaced. And I would encourage anybody who wants to lend a hand to go to [usaid.gov](http://usaid.gov) to learn more—that's [usaid.gov](http://usaid.gov)—to find out how you can be helpful.

As I told Prime Minister Kan last night, and reaffirmed at the Japanese embassy here in Washington today, the Japanese people are not alone in this time of great trial and sorrow. Across the Pacific, they will find a hand of support extended from the United States as they get back on their feet. After all, we have an alliance that was forged more than a half century ago, and strengthened by shared interests and democratic values. Our people share ties of family, ties of culture, and ties of commerce. Our troops have served to protect Japan's shores, and our citizens have found opportunity and friendship in Japan's cities and towns.

Above all, I am confident that Japan will recover and rebuild because of the strength and spirit of the Japanese people. Over the last few days, they've opened up their homes to one another. They've shared scarce resources of food and water. They've organized shelters, provided free medical care, and looked out for their most vulnerable citizens. One man put it simply: "It's a Japanese thing. When hard times hit, we have to help each other."

In these hard times, there remains, nevertheless, hope for the future. In one small town that had been flattened by the tsunami, emergency workers rescued a four-month-old baby who had been swept out of her parents' arms and stranded for days among the debris. No one can say for certain just how she survived the water and the wreckage around her. There is a mystery in the course of human events.

But in the midst of economic recovery and global upheaval, disasters like this remind us of

## appendix 1

the common humanity that we share. We see it in the responders who are risking their lives at Fukushima. We show it through the help that has poured into Japan from 70 countries. And we hear it in the cries of a child, miraculously pulled from the rubble. In the coming days, we will continue to do everything we can to ensure the safety of American citizens and the security of our sources of energy. And we will stand with the people of Japan as they contain this crisis, recover from this hardship, and rebuild their great nation.

Thanks very much.

President Barack Obama

Source: [http://www.nytimes.com/2011/03/17/us/politics/18obama-japan-text.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2011/03/17/us/politics/18obama-japan-text.html?pagewanted=all&_r=0)



## ASSISTANCE RECEIVED FROM OVERSEAS

*Full text of message from Prime Minister (former) Naoto Kan Regarding Assistance Received from Overseas*



March 22, 2011

I would like to express my most sincere appreciation for the condolences and assistance Japan has received from approximately 130 countries, more than 30 international organizations, and people all around the world in response to the Tohoku-Pacific Ocean Earthquake.

The rescue workers, search dogs, and nuclear power experts from various countries, as well as the human resources support from the U.S. Forces in Japan and others, assistance with food, medical supplies, blankets, and other supplies, and offers of assistance from over 670 NGOs and other organizations have all been profoundly uplifting to the Japanese people, who have come to realize acutely that “a friend in need is a friend indeed.”

Japan faces an unprecedented crisis, in which an incident at a nuclear power plant has transpired in addition to the enormous earthquake and tsunamis. I firmly believe that, receiving such cooperation from the members of the international community, the Japanese people will mobilize their wisdom to recover from these challenging circumstances through their collective efforts and thereby successfully overcome this trying time.

On behalf of the Japanese people, I would like once again to express my deepest appreciation upon having received this truly tremendous outpouring of cordial assistance from around the world.

Naoto Kan  
Prime Minister (former) of Japan

Source: [http://www.kantei.go.jp/foreign/kan/statement/201103/22message\\_e.html](http://www.kantei.go.jp/foreign/kan/statement/201103/22message_e.html)



Taylor; courtesy of the Anderson family



Monty; courtesy of the Dickson family

Like Regge Life's earlier documentary films on Japan, *LIVE YOUR DREAM* transcends national boundaries—and, in this case, a great national tragedy—to remind us of how much there is in the human heart and human experience that is generous, hopeful, and brave.

There is no other film like this on the terrible tsunami and nuclear meltdown that struck Japan on March 11, 2011, for the story that *LIVE YOUR DREAM* tells is binational. It focuses on young Americans living and teaching in the stricken Tohoku region when the disaster occurred, and simultaneously on the Japanese with whom they shared their lives and with whom they encountered the unthinkable.

There is great sadness here, of course, but the upbeat title of the film is entirely appropriate. In the midst of this nightmare event—one of the greatest natural and man-made calamities of recent times—we encounter young women and men who followed their dreams across the ocean and now, through Regge Life, reaffirm them and share them with us.

—By Dr. John Dower, MIT



Taylor's first trip to Tokyo;  
courtesy of the Anderson family





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