Activity 1 - Empathy Exercise

**Student tasks:**

Watch this short video showing the eruption: [https://www.youtube.com/watch?v=s-_hb2VoBz4](https://www.youtube.com/watch?v=s-_hb2VoBz4)

Complete the volcano image on the following page by drawing on and annotating in detail at least three products of the eruption, to show the dangers created by the Mt.Ontake eruption. Use geographically correct terms where appropriate.
Problems created for people during the eruption of Mt.Ontake:

Mount Ontake eruption

Image sourced from http://www.bbc.co.uk/news/world-asia-29405466
Look at the three photos below* then listen to your teacher reading the account of the eruption from The Japan News** with your eyes closed. ** It needs to be explicit that the teacher should read the article within the report. Please change the wording to something like the above.

Then use all resources to help you with the empathy tasks below.

*The Los Angeles Times article (pictured right) ‘On Japan's Mt.Ontake volcano, a perfect day turns deadly for hikers’ article has a photo gallery which can be used to supplement the photos below for this task: http://www.latimes.com/world/worldnow/la-fg-hikers-dead-japan-volcano-20140928-story.html

The following BBC articles also contains photos of the eruption and rescue efforts: http://www.bbc.co.uk/news/world-asia-29399306 and http://www.bbc.co.uk/news/world-asia-29405466

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1. Hikers ascend Mt.Ontake (photo on right)
3. Ash cloud advancing on hikers on Mt.Ontake
Mere seconds decided fates on Mt. Ontake (Excerpt for teacher to read)


‘Just moments meant the difference between life and death

Just moments meant the difference between life and death for the climbers near the top of Mt. Ontake, which suddenly erupted on Saturday. Dozens of climbers were still stranded near the summit as of Monday, but volcanic gas and ash slowed rescuers’ efforts to transport them to safety.

“It was a matter of one or two seconds,” recalled a 73-year-old female climber who experienced the eruption. She descended the mountain, which straddles the border between Nagano and Gifu prefectures, on Sunday morning.

A resident of Matsudo, Chiba Prefecture, the woman said she was climbing Mt. Ontake near its summit with two friends when the mountain suddenly erupted around noon.

They rushed to a nearby shrine for protection, but when they tried to enter a shrine building for shelter, they could not find its entrance. They were able only to partially get their heads and shoulders under its eaves.

More people ran to the shrine and tried to get under the eaves. Large and small stones fell from the sky, hit the roof, rebounded, and fell on some of the climbers there.

A man near the Chiba climber finally broke a window to get inside. The woman followed him into the building after struggling to pull her legs out of volcanic ash. Only about a dozen people were able to get in.

As she watched, the woman said, some climbers who were within seconds of reaching the shrine fell and were buried under volcanic ash.
While ash was still falling, the woman and other climbers tried to pull some of them into the building, but they found that three or four young women half-buried under volcanic ash were motionless. One man they managed to bring into the building, kept crying, “It hurts, it hurts.”

After a while, he stopped crying and became motionless.

When the shower of volcanic cinders eased off, a staff member at a nearby mountain lodge guided the woman and other people to another lodge, where about 30 climbers spent the night.

Although the woman was extremely exhausted, she said she could not sleep, worrying about another eruption every time she heard a sound.

“I made it down, but I have mixed feelings,” she said. She said she could not stop thinking about the people she could not help.

Frantic mother

“My child is under the ash,” a woman shouted.

A 46-year-old company employee from Wako, Saitama Prefecture, who was rushing to a mountain lodge for shelter saw the woman struggling to dig her son out by hand. But he himself was struggling to breathe and was in no condition to help others, the man said.

Shortly after the eruption, the man took shelter under the eaves of a building near the mountain peak. There, he said, he saw a boy who was crying: “It’s hot! It hurts!” He heard a man who sounded like the boy’s father trying to reassure him, saying, “You’ll be OK.”

Then the ash suddenly brought total darkness.

The man heard no more crying, he said, as rocks fell like rain and hot wind blew.
Student Tasks:

‘It was a matter of one or two seconds’

*Imagine you* were one of the surviving hikers on Mt.Ontake when it erupted.

*Make* a list of what you *saw/ heard/ smelt/ tasted/ felt* when Mt.Ontake erupted on the post it notes provided.

*Now think* of the thoughts that were going through your mind when Mt.Ontake erupted and describe three of them on paper.

*Summarise* each of the thoughts in one word and write each on a post it note.

*Share* your empathetic post it notes with another student and explain your answers to them.

*Note* how many of your answers are similar.

*Use* your notes of sensory words to write a Haiku poem about the Mt.Ontake eruption.

*A haiku* is a compact non-rhyming poem usually giving a very brief description of some event or single moment belonging to nature. It has three lines **totalling 17 syllables**, with a **5-7-5 syllabic structure**. It shares with the reader the experience or observations of the poet. The last line is often a fragment capturing the essence or feeling of what was described in the first part. The poem is composed by using simple words and metaphors.
*When* your haiku is written pass it to the student next to you. Let them read it and respond to the idea created by the last line by adding two more lines of seven syllables each to it to create a Tanka poem using the summary notes of thoughts during the Mt.Ontake eruption.

*Tanka* are 31-syllable poems, a popular form of poetry in Japan for at least 1300 years. Tanka poems evoke a moment or mark an occasion with concision and musicality. In Japanese, tanka is often written in one straight line, but in English, they are usually divided into the five syllabic units: 5-7-5-7-7. A tanka provides room to the poet to share her/ his feelings and can have 100s of verses.

*The poem could be passed on around the class and extended.*