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TOMODACHI

SoftBank



TOMODACHI Summer 2015 SoftBank Leadership Program Final Report

*I am from the starry night on March 11.
I am from a little barn on a beach.
I am from a bamboo sword full of memory, now put in the closet of my house.
I am from two of my beloved dogs.
I am from the pain of one of my cramped feet while swimming.
I am from sea shells that I have collected.*

*I am from the moment when I was determined to live.
I am from the happy feeling when I was eating something delicious.
I am from the refreshed feeling after playing sports.
I am from a lot of memories with friends.*

*I am from the memories
that nobody knows besides me but that surely existed in the past.
All important parts of my life that frame who I am.*

“Where I’m From” Poem Soshi Kimura, Miyagi Prefecture



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Introduction

In Y-PLAN, young people recognize what is not right, as well as critical assets and capital in their own communities through action research and authentic engagement with civic leaders and community members. In Y-PLAN we push each other to inquire WHY (and how) things can change -- how actions can change conditions in the places we live, love, learn and play.

Deborah McKoy, PhD. Y-PLAN Founder

100 high school students and 6 adult allies from Japan's Tohoku region came to Berkeley for a three-week experience in community development, social entrepreneurship and cultural exchange as part of the TOMODACHI Summer 2015 SoftBank Leadership Program. The goal of the TOMODACHI SoftBank Program is to develop leadership skills for making a difference in the places where they live learn and play. Created by the US Japan Council, the TOMODACHI program at University of California at Berkeley is made possible by the generous and continuous sponsorship of the SoftBank Corporation.

What the TOMODACHI SoftBank Leadership Program provides is neither a mere study abroad experience nor an ESL seminar, but a journey to explore the source of students' identity that is particularly routed to the place they live, study, and grow. This TOMODACHI summer experience at the University of California Berkeley aims to lay the groundwork for the future and serve as a powerful catalyst for all Tohoku youth participants to become agents of social change. The program also prepares students with a safe place to open up their past memories, current challenges, and other everyday concerns where nobody denies their ideas or backgrounds. All are accepted with the mutual appreciation and respect. The program is premised on the theory of a true Community of Practice – everyone, youth and adults alike, are learners and contributors of their own unique and important expertise. Over the three-week period of cultural exchange including a well-structured array of cultural activities, college life experiences and the Y-PLAN leadership studio all participants grow to see themselves as active and critical participants in their home region of Tohoku. As a program centerpiece, the Y-PLAN studio teaches participants' critical community development and social enterprise skills through a comparative experience of actively engaging in the development of another community – one separated by geography but aligned in the need for social, economic development and led most importantly by the young people. The Program culminated in a week of collaboration and action planning with skilled and experienced adult allies from Tohoku working in partnership with the Berkeley Y-PLAN instructors and team.

Program Components

The 2015 TOMODACHI SoftBank Leadership Program USA project personnel included an extensive array of people including over 20 staff and over 150 volunteers including mentors and host families.

Program Leadership

David Beiser: Global Seed, President, Program Director
Deborah McKoy: CC+S Executive Director, Y-PLAN Studio Director

Y-PLAN Leadership Studio Team

Program Manager: Megumi Inouye
Assistant Program Manager: Chikara Ushiki
Y-PLAN Studio Curriculum Lead: Jessie Stewart
Y-PLAN Instructors: Megumi Inouye, Junko Kenmotsu, Jennifer Kaplan, and Mai Ryuno
Administrative Coordinators: Cailin Notch and Marceline Graham



Above: Y-PLAN Instructors

Residential Leadership Staff

Program Coordinator: Heather Jones Daniels
Residential Life Director: Toshi Tsukamoto
Resident Advisors: Mako Mori, Corinne Morier, Jasper Cheng, Paisley Sato, Jonah Miller, Shane Abe, Mutusmi Ogaki, Motoyasu Hishinuma

The residential staff responsibilities included, but were not limited to:

- Providing supervision in the dorms at UC Berkeley
- Providing overall leadership and support (academic, social, emotional, etc.) for students attending the program
- Supporting the homestay program
- Plan, coordinate and run a series of evening and weekend events

Below: Residential Staff



The on-site staff consisted of ten staff, nine of whom spoke Japanese. Experience with youth, demonstrated leadership, appropriate academic background, etc. were all recruitment criteria. There were 4 groups in total each with 25 students per group. Each group was managed by two resident advisors and worked consistently with one Y-PLAN instructor.

Mentor Program

American youth were incorporated into the program through a specialized mentoring program. Local high school and early university students were recruited to assist on a formal and informal basis in supplementing the program experience and creating an informal cultural and linguistic link. Eight mentors applied and were accepted specifically as Y-PLAN mentors and supported Y-PLAN instructors each day of the studio.



Above: Mentors

The specific responsibilities of the mentors were to:

- Participate in and provide leadership to Japanese students during academic and social activities.
- Share cultural experiences with students.
- Help staff to manage students during activities and field trips.
- Support Y-PLAN instructors in instruction (Y-PLAN mentors).

Over 69 mentors from various high schools and universities throughout the Bay Area participated. Mentors included members of the Japanese American community, students of Japanese language, those with an interest in Japan and those interested in general cultural exchange.



Homestay Program

A cornerstone of the three weeks is to spend a weekend with an American family. Students were welcomed into the homes of Bay Area host families to experience a “slice of life” of an American household. Host families and students established lasting international friendships and strong connections. Students were placed in a wide variety of settings ranging from the suburbs to urban San Francisco. Host families were encouraged to participate further in the program by attending the student presentations, the graduation ceremony, the celebratory dinner and the dance. Building on insights from previous years, students engaged in a new Gratitude workshop designed and facilitated by Megumi Inouye. Students all created thank you cards for their host families sharing their gratitude for generously welcoming them into their homes.

How the Program Has Evolved Since 2012

Y-PLAN, the core educational and social enterprise component of the program, is an action research initiative, that grows, improves and adapts with every community and context within which it works. In that spirit, Y-PLAN TOMODACHI has flexibly accommodated the challenges each community in Tohoku has been facing while preserving the elements unique to Y-PLAN. Observing the level of recovery, reconstruction progress, and emerging and unsolved regional issues, Y-PLAN TOMODACHI has sought every year to best meet the needs of the contemporary Tohoku communities. The priority of the first year was to

expose disaster-affected Tohoku youth to an environment different from their own and to encourage them to hold hope for the future and see their own role in its recovery. Year 2 shifted more into the impact that participating students could bring to their home communities after their return to Tohoku, the direction of which was embodied in the development of social action plans.

Recognizing the successes of the community contributions made by the 2012 & 2013 TOMODACHI

	2012	2013	2014	2015
Theme / Priority /Goal	Exposure to Different Environment	Action Plan Development	Adult Allies Involvement	Individual Identity Exploration
Number of Student Participants	300	94	94	100
Alumni	0	6	6	0
Adult Allies	0	0	6	6
Action Plan Development	0	✗	✗	✗
Onsite Project	Downtown Berkeley, Berkeley	Telegraph Avenue, Berkeley	Adeline Corridor, Berkeley	West Oakland, Oakland
Week(s) Spent for the Berkeley Project	3	3	2	1
Week(s) Spent for Action Plan Development	Less than 1	Less than 1	1	1
Week(s) Spent for Personal Identity Development	0	0	0	1
Number of Projects Conceived During the Y-PLAN Process		Practically 20	15	66

SoftBank alumni, the 2014 program welcomed six educators to serve as adult allies from public, private, and after-school organizations who had worked with the high school students in Tohoku. The goal of the adult allies is to sustain the support and implementation of the students' action plans back in Tohoku. The six adult allies received a parallel training course in Y-PLAN taught by Shirl Buss and Chikara Ushiki from UC Berkeley. Ideas and insights from the previous year were integrated into an even more powerful Adult Ally experience in 2015 again inviting six adults but this time all participating adults were leading figures of Tohoku revitalization. Already engaged in working with the youth, this group of experienced and inspiring six adult allies worked with the students to support and energize them into action back home in Tohoku. Building on the past insights, the program this year put more value onto students' individual interests and specific community needs by encouraging the development of individual action plans deeply rooted to students' personal stories and identities.

It is also important to note that the program was further enriched by the participation of the Softbank sponsoring team. Four to six Softbank staff joined the Berkeley program offering their own expertise and valuable insights having worked with many of the Tohoku youth leading up to the Berkeley global experience. One Softbank member, Mayo Hotta, has been particularly visionary and influential in the development, growth and expansion of the TOMODACHI program at Berkeley. Again, the success of the Program comes from the input, passion and commitment on an enormous number of people on both sides of the Pacific.



SoftBank staff with the program residential staff (left) and with the Y-PLAN team (above)

The Goal of the Program and Detailed Summary of the Y-PLAN Leadership Studio and Leadership Activities

Growing in importance each year, the development of individual and group Social Action Plans for Change are a centerpiece and critical component of the Summer 2015 Program. Students build skills, confidence and a better understanding of their unique role and future opportunities throughout the three weeks. A complete list of one hundred social action plan projects are provided at the conclusion of this report preceded by a weekly summary of all Y-PLAN, College Preparation, Leadership and Career Exposure activities that took place.

Accordingly, the three weeks were thematically structured into the following three components;

Week 1: Community Building and Needs Assessment: Exploring Identity, Place, and Action

Week 2: Community Action and Development Skill Building: Oakland Y-PLAN Studio – Exploring Innovation and Youth Action

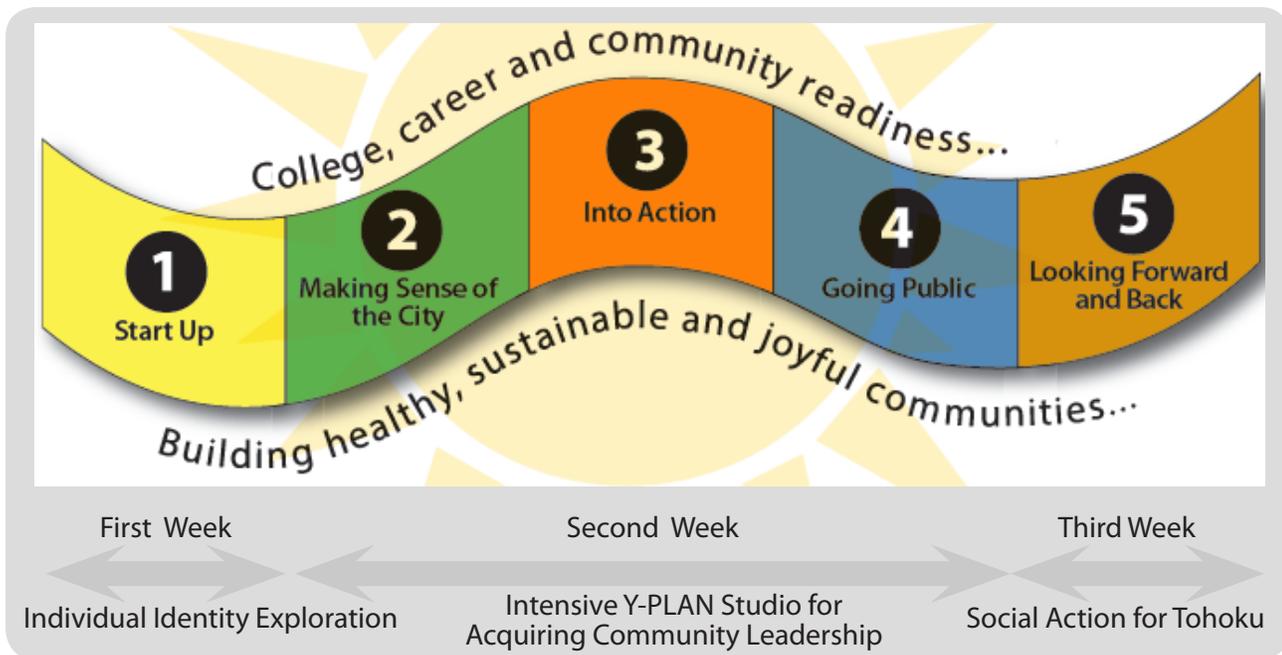
Week 3: Creating Youth Action Plans for Tohoku

As the tools to explore both their individual and community needs, students developed the abilities and skills to collaborate with peers, critically analyze current situations and conditions, explore creative and impactful solutions, and communicate their ideas to others including their peers and adults throughout the summer program.

Activity Summary Throughout the Program and the Targeted Skill Development

	Cultural, College Readiness, and Leadership Experiences		Y-PLAN Studio	
	Individual Identity/Needs Exploration	Community Challenge/Needs Assessment	Individual Identity/Needs Exploration	Community Challenge/Needs Assessment
Collaboration	Team Building / Icecream Social / College Life / Talent Show	Scavenger Hunt	Introduction / Y-PLAN Team Building Activities / Mirroring	Charrette (Project Development) / Prep for Presentations / Action Planning
Critical Thinking	Japanese American Experience	Japanese American Experience	Mirroring / Letter to Future Self	Meeting Oakland Clients / Healthy Community Assessment / SWOT / Community Mapping / Action Planning
Creativity	Thiel Foundation / Career Seminar / Lecture by Daisuke Tsutsumi	Farmers Market / SF Tour	Gratitude Workshop / Where I'm From Poem	Urban Inspiration Tour / Where I'm From Poem / RYSE / Charrette (Poster Preparation and Other Visual Representations) / Prep for Presentations / Youth Social Action Panel / Action Planning / Visit to American Steel
Communication	Homestay / A's Game / College Life (Dorm) / Interaction with Resident Assistants and Mentors / Shopping / Icecream Social	College Life (Dorm) / Scavenger Hunt	Letter for Future Self / Gratitude Workshop / Mirroring / Pitch Presentations	West Oakland Presentations / Youth Social Action Panel / Action Planning / Pitch Presentations / Y-PLAN Poster Session

Three-week Structure, Y-PLAN's Five Phases, and Individual Skill Development



The following chapter covers the weekly activities of the program, by providing for each week;

- 1) Goal of the Week
- 2) Essential Question*
- 3) Overview of the Week
- 4) Activity Highlights + Quotes from Students' Works and Presentations

*An essential question is used to frame and design curriculum, provoke deep thought, and engage students as they critically, conduct research and create original answers to complex questions.

Week One: Community Building and Needs Assessment

Essential Question: How can youth take action to improve the economic, social, environmental, physical health of a community?

Weekly Overview: Week one kicked off with the Opening Ceremony at the UC Berkeley campus where students met their instructors and the Y-PLAN and Global Seed teams. In the Y-PLAN studio, students shared stories from home, engaged in reflection activities, and learned the Y-PLAN methodology. Later in the week students practiced needs assessment skill building during a walking tour of Berkeley's Telegraph Avenue through conducting SWOT analyses (Strengths, Weaknesses, Opportunities and Threats). At the end of the week, students participated in a gratitude workshop, and made thank you cards. Last they heard from a panel of local Y-PLANers.



Global Seed prepared multiple team building opportunities throughout the program. The bonds among peers have become the critical foundation for all the activities including Y-PLAN.



Y-PLAN Team Building Activities: The picture above captures a moment of the first day of the Y-PLAN instruction. CC+S regards the skills in collaboration with peers and adults as one of indispensable attributes of an effective community leader. The traditional Y-PLAN methodology dedicates the first few days/units for this collaboration process. "Human Web" shown above is one of many approaches during Y-PLAN's Module 1, the period through which students recognize the importance of bringing and recognizing everyone's strength onto the "table," the metaphorical expression of their learning community.

Mirroring Exercise: By forming pairs and mutually sharing one of their memorable life stories, students explored uncovered aspects of themselves. Listeners then provided objective but encouraging observation toward the shared stories, highlighting the speakers' strengths, what they value, possible contributions to the program, and challenges perceived from the stories. This exercise is one of activities that inspired Mio Kakuchi from Kuzumaki, Iwate, to conceive her action plan, "Peer Counseling,"



Mio Kakuchi, Kuzumaki, Iwate

I met many people who carefully listened to my story, approved and showed sympathy to it, and supported me and praised my actions...

I would like more people to know the experience I had through the program. This experience is the primary motivation for me to conceive my own project.

Megumi Inouye, Senior Y-PLAN Instructor

I was really touched by the results of the mirroring exercise- hearing students talk directly to their classmates about their strengths and challenges after hearing their personal stories-” I see in you that you are a person that never gives up and I respect that about you!” or “I admired that despite being bullied in school, you were able to decide you wanted to rise above that to become a leader and apply to this program. You have courage”. I don’t think the Japanese students ever witnessed dialogue of this nature and I could feel the profound impact it had on students both as givers and receivers of the insight.

SWOT Analysis: Recognition of Strengths, Weaknesses, Opportunities (external positive factors), and Threats (external negative factors) is a powerful community assessment tool that can ubiquitously be applied. Exploring Downtown Berkeley as a sample field, students acquired critical eyes toward the environment people live, work, and play. Miho Murakami, Oshu, Iwate, applied her SWOT experience into her action plan, in which she argued the importance of shifting the views towards the elements conventionally treated as community challenges into assets and opportunities.



Miho Murakami, Oshu, Iwate

I had first thought the current situation regarding the elderly in my community was a community challenge, but decided to take it as a community asset. Elderly people are full of wisdom and knowledge. I thought the wisdom of elderly people can provide the next generations with richer and more profound knowledge about their community.

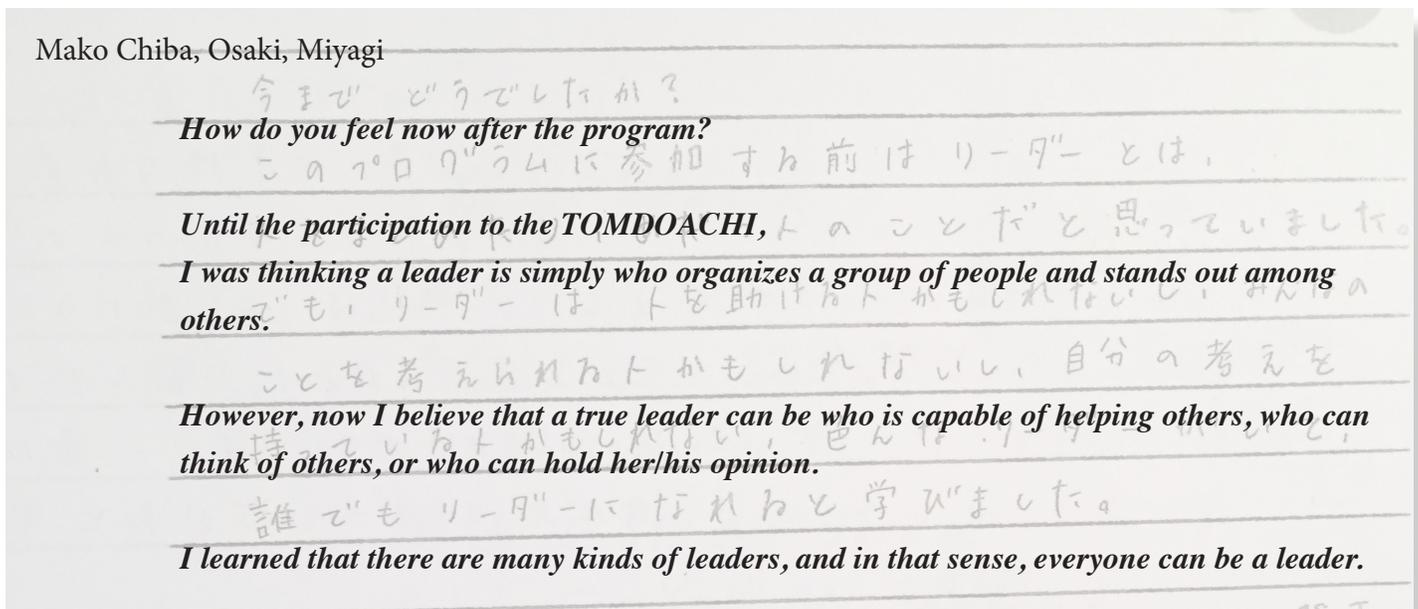
Youth Action Panel: Over the past decade, CC+S Global Y-PLAN Initiative has produced over ten thousand young Y-PLANers all over the world. On Saturday, the last day of the Y-PLAN instruction of the first week, students interacted and learned from three of these Y-PLAN Alumni including Kelly Fong, a local Y-PLANer (high school student) from Richmond High School, and Myrna Ortiz, a Y-PLAN mentor and local social activist working on immigrant issue.



Healthy City Assessment: Healthy Community Assessment: Following the assessment worksheet designed by CC+S, students worked on examining if the city or town they live in now or in the past are/were socially, economically, environmentally, and of course physically healthy places to live, work, and enjoy. The healthy city assessment introduced students to a sophisticated understanding of their surrounding environment as its producers and managers, one step above the perspective as mere consumers and passive users of it.



Letter to Future Self: As a form of a letter to future-self, students took a moment to reflect on and describe what had brought them to Berkeley and what they hoped to learn from the Y-PLAN program. At the end of the activity, instructors collected their letters and held onto them until the end of the program at which they returned the letter for students to reflect on what they have accomplished. Below is a portion of a letter on which a student reflected how her view toward a true leader had changed over the three weeks. nstructors referring to what the students wrote in the "Letter to Future Self" when discussing both students' personal growth and the development of their ideas for the project in Tohoku.



“Where I’m From” Poem: The official Y-PLAN activity that many high school students in the US have participated in, “Where I’m From” allows students to explore their own identity particularly rooted in the place they live, learn, and enjoy. Following the framework of the original “Where I’m From” poem written by George Ella Lyons in 1993, students created their own “Where I’m From” poem. The exercise challenge students to step away from their identity passively and socially imposed such as simply being “high school students” or “the second daughter of” and to revisit the fact that their surrounding environments, regardless of their positively affecting them or not, “outline” the identity of everybody and dwell within themselves.



I am from the top of the mountain,
 from which I could see the ocean very well.
 I am from the house full of smiles and laughs.
 I am from the town that has become empty,
 from the town that has lost the lively sounds and colors.
 I am from the moment when I was determined to
 create my home town better than the one before the
 disaster.

I'm from Nepal, where people are very small,
 population is less, but there are many places to bless,
 Country is small but the hopes are very big.

I'm from a seed and will be a flower.
 Every person in the world have their own power.
 I also have my power,
 it is sports.

Things lost will never come back but I believe the
 power of everyone for reviving the community.
 I am from the moment when I saw the back of people
 who had decided to go forward.

I'm from Japan.
 It's an advanced country.

Saika Chiba, Kesenuma, Miyagi

It has so many beauty.
 But the people are always busy in their duty.

I am from a fire place.
 I am from the smell of soap.
 I am from Cinderella.
 I am from Aya.

I'm from the earth,
 it is round in shape.
 I think the earth is the most beautiful planet in the
 space And I'm proud to be in this world.

I am from my third winter of middle school.
 I am from the moment when I met Hinata-senpai,
 my senior schoolmate.

Bishal Khattri, Koriyama, Fukushima

I am from the drama club of my high school.
 I am from S to I.
 I am from the letters from my friends.
 I am from the influence of my beloved people.

I am from my new house.
 I am from my video games.
 I am from music.
 I am from comic books.
 I am from paintings.

I am from the fact that I don't need to be same as
 other people.
 This is my textbook for life.

I am from movies.
 I am from my father and the earthquake.
 I am from the happy memory with my brother.

Mana Sasaki, Ishinomaki, Miyagi

I am from the forest and the sea.

Yuki Chiba, Otsuchi, Iwate

Visit to Local Farmers Market and San Francisco Tour: More powerful in acquiring creativity for community action than any other input forms is physically visiting the inspirational sites with all five senses. The visit to Temescal Farmers Market and the tour to San Francisco served as opportunities for students to strengthen their communication skill and creativity through enjoying the interaction with local people.



Lecture by Daisuke Tsutsumi: Mr. Daisuke Tsutsumi, the animator, the Academy-award nominee, and also a social entrepreneur himself, inspired students through revealing his critical decision-making and turning points in his life.



Interaction with Thiel Fellows: Interaction with a group of young gifted Americans funded by the Thiel Foundation impressed students with the fact that age is merely a social framework and can never be the essential restriction on motivated social entrepreneurs. With the motto, "Bold Thinkers Who Pursue Unrecognized Truths", the Thiel Fellows (all 21 and under) were an inspiration to the TOMODACHI students in demonstrating the power of youth. Note: 2013 Thiel Fellow Ritesh Agarwal recently closed a \$100M Series B round, led by Softbank.



Week Two: Community Action and Development Skill Building – oakland Y-PLAN Studio, Exploring Innovation and Youth Action in USA

Essential Question: What is a global youth perspective of a healthy & vibrant city?

Weekly Overview: In the second week of the program, students turned their attention to the Bay Area as they created action plans for West Oakland using the 5-step Y-PLAN methodology for their client, the City of Oakland. In the beginning of the week, city planners Margot Prado and David Ralston came into the studio to give background on West Oakland and introduce the project question. Later that day, students visited the area on a site visit. They had lunch at the Port of Oakland, took a tour of American Steel Studios, and mapped the 1699 Mandela Parkway, the project site.

During the latter half of the week, students participated in a design charrette in their classroom, and created action plans for change. They then broke into their four class-teams and presented their project ideas to the City of Oakland and other community stakeholders while also strengthening their language skills by presenting entirely in English.

Tour to American Steel Studio: American Steel Studio, the shared artist studio founded and run by Karen Cusolito, a metal sculptor, a social entrepreneur, and a West Oakland community leader, illustrated how needs of a person and a group of people can transform an empty former industrial structure into a space benefitting not only the renters of the studio but the neighborhood surrounding the site.



Client Presentation: Y-PLAN values the participation of authentic civic leaders as one of its core principles, which has unfailingly been applied to all the TOMODACHI programs in the past. Margot Prado, the Oakland Project client, stressed the importance of the fresh and unbiased eyes and voices of outsiders onto West Oakland, the project site.



Middle Harbor Shoreline Park: At Middle Harbor Shoreline Park, the former Oakland Naval Supply Depot, students heard from a representative of the Port of Oakland, the fifth busiest container port in the United States, and also had authentic Guatemalan lunch served by an immigrant businesswoman running restaurants in Oakland.



Community Mapping: Community mapping is an important way for students to get out into their neighborhoods and the project site, learn to critically analyze the places around them, and lay the foundation for their proposals and vision for change. While being outsiders, TOMODACHI students were expected to step away from consumer and tourist viewpoints and to hold the eyes of innovative producers and critical observers of the space they were committed to making change.



Visit to the RYSE Youth Center: Visit to the Ryse Youth Center has served as a strong evidence of how young people can critically address seemingly hopeless community challenges and come up with creative solutions with the appropriate supports from adults including civic leaders and other adult allies. In the picture below a college intern who has participated in the program since high-school age as a local youth is giving a guide to TOMODACHI students.



Jennifer Kaplan, Y-PLAN Instructor

My students' perspectives and motivations changed when we visited RYSE. Seeing an entire facility that was both started and still operated by youth, inspired them in a way that we could not in a classroom. They were so inspired, that one of my students has already started a similar youth organization with several of her peers in Fukushima. It will be called ACE (Action, Chance, Evolution).

Project Question & the Relevancy to Social Issues in Tohoku

Places and spaces are not inevitable; they are produced by deliberate decisions that come down to political and economic power: who has it, who wants it, and who is denied it. The rise, decline, and current reinvestment of West Oakland is inextricably linked to deliberate (and often invisible) policy decisions which have impacted the place and face of Oakland. Through Y-PLAN, students are deliberately exposed to place-based inequality and opportunity, and for the first time pushed to inquire “why?” around critical issues and problems of inequality.

Project Question: How can the Primary Steel Property and surrounding industrial properties be reimagined to improve overall community health, vibrancy, and equity of West Oakland

Project Site: 1699 Grand, Former Primary Steel Property

Deliverables:

- Create youth-driven proposals for innovative and adaptive reuse of 1699 Grand and surrounding industrial area of West Oakland.
- Create action plan for youth-driven enterprise that could support one aspect/short-term action of the proposal.

Earthquake Memory and Its Impact on Current Environment

Mandela Park Way, above which an elevated freeway stood until the 1989 Loma Prita Earthquake, now function as the backbone of the community, defining its urban context.



Proud past and the current challenges

Economic booms in the past have left a tremendous amount of cultural legacies to the area while the community is now struggling to discover its new identity.



Economic Dynamism and Development Needs



For the renters living in the community, gentrification has been a major threat but it does not mean the redevelopment efforts are unwelcome, which will bring about the improvement of physical environment and other daily necessities.

Physical Deterioration of Environment

Proximity to the freeway and other transportation infrucstrures are assets of the community but simulataneously the major source of deterioration toward the quality of life for the people currently living and a continuous threats to the revitalization efforts.



West Oakland Presentations:

The West Oakland Presentation was not the goal of the program but served as the practical foundation for students' individual action planning on the last week. It was also not merely a public speaking opportunity but is a diverse set of exercises designed to develop student's skills and abilities including collaboration, creativity, communication, and critical thinking. The presentation overall encouraged each student to recognize their strengths, to break through their self-constructed barriers, and to explore the possible authentic participation and contribution to the project team.



Mai Ryuno, Y-PLAN Instructor

From the night before to the day of the presentation, the students made a huge transformation; they certainly worked together intensively over the night to prepare for the big moment. At the presentation, some of the quieter students also pushed themselves to become presenters and the experience of breaking out of their shells gave them more confidence and self-esteem.

West Oakland Presentations Poster Session:

Poster sessions took place prior to the presentation and allowed students to directly communicate with and receive feedback from a group of panelists including the community stakeholders of West Oakland, who could potentially be affected but were capable of integrate the students' ideas into the future direction of the neighborhood.



SoftBank Intern Participation:

Six interns from SoftBank Group Corp. helped students prepare for their presentations, specifically providing critical advices on the participants' public speaking and English communication skills. Students also benefited from learning directly from those young professionals in a relaxed setting about effective career building and college preparation.



Charrette: The picture on the right depicts a moment of charrette, the core activity of Y-PLAN's Module 3, Into Action. Based on the community mapping outcomes and other researches, students were to brainstorm ideas for change, explore solutions to the project question, and identify one or two proposals best representing the direction of each team through both discussion and scientific decision-making methods such as Cost & Benefit Analysis. There is no single path leading to solutions. Each class had its own responses toward the project question. Four Y-PLAN instructors reflected on the dynamic learning experience students had through the charrette process.



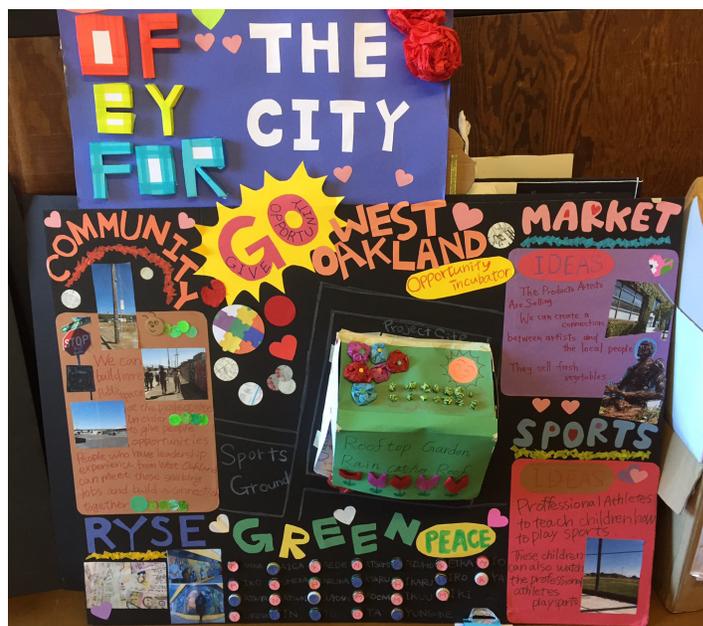
Green Peace: Creating Give Opportunity (GO) incubator

Instructor Reflection (Megumi Inouye)

"My students initially moved quickly on figuring out a project direction. Different proposal ideas came to the forefront for discussion and it was narrowed down to two choices. I offered the opportunity to work on two proposals but the class voted to go with one direction as it would have the potential of two weaker proposals given not enough time vs. one strong proposal. I was surprised by this direction but respected the students for defining their priorities. Students on their own brought out the "What we bring to the table" poster created and easily divided themselves into groups and roles to start working on their proposal."

Key Words in Decision Making:

Student-led Democratic Decision Making / Prioritization



Himawari (Sunflower): Creating a sports recreational facility to bring the community together

Instructor Reflection (Junko Kenmotsu):

"Students were challenged in the phase of charrette. They spent hours in discussion; they took turn taking the initiative to select their ideas. First, they chose two different ideas. Then, they decided to combine two ideas into one concept with one short-term and one long-term program."

Key Words in Decision Making:

Long Team & Short Term Perspective / Cost & Benefit Analysis



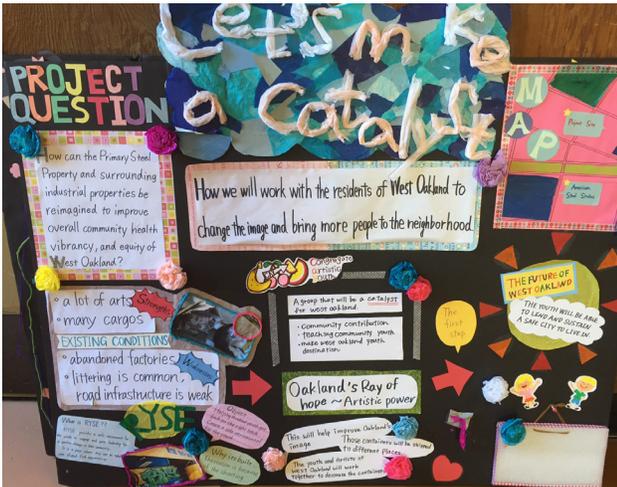
Team Sky: Building a catalyst with the residents of West Oakland, by making a youth center for the arts

Instructor Reflection (Jennniffer Kaplan):

*"To decide on their West Oakland proposal, my students had a lively **Socratic seminar style debate/charette**. At first I held on to my role as an instructor, but after realizing that all 25 pairs of eyes were constantly looking at me for answers, I had to **step away**. I let two of my students who had been the most vocal, take charge, and moved to the back of the classroom to partake in the process as an **observer** and sometimes **advisor**. Stepping away provided the right amount of push for my students to take **ownership of the process**. They decided to create a **RYSE style organization and facility** for West Oakland."*

Key Words in Decision Making:

In-class Power Balance / Ownership / Independence



Red Bull: "Truck Town," a communal space including a market, arts, sports, workshops and restaurants to revitalize the community and improve the safety

Instructor Reflection (Mai Ryuno):

*"We spent a great amount of time to produce the more **specific idea** for the project and **grasp its image individually** and share it with the entire class. This was the hardest part of the process and I had to help them move forward in their discussions. For me, the balance between the students' independence and the amount of my support in the decision-making was a concern, especially under the time strain. Yet, once they shared the image of "**Truck Town**", they were able to contribute their strengths to the team and collaborate to create the final presentation materials. The work in the first week was also helpful to identify their **strengths** utilized for this project."*

Key Words in Decision Making:

Specific Idea / Image-driven / Paradigm Shift from Threats to Opportunities / Symbolism



Japanese American Experience: The lecture by Kaz Maniwa on Japanese American experience gave students critical perspectives both on their own identities and on the communities and societies they belong to.



Gratitude Workshop: Gratitude workshop designed by Megumi Inouye allowed students to spend time to appreciate all those who had enabled them to come and study in the United States through creative paper-craft media.



Homestay Weekend: Host families enriched the program by offering students the opportunities to experience everyday life of the Bay Area locals. Away from their peers, the dorm, and all support networks, they polished their communication skills through the direct interaction with the host families.



Week Three: Creating Youth Action Plans for Tohoku

Essential Question: What is a critical challenge that my hometown/region of Tohoku is facing that my peers and I can best address?

Weekly Overview: In the last week, six adult ally community leaders from Tohoku came to Berkeley to assist the students as they created their action plans for change. Students and adult allies went on an Urban Inspiration Tour to San Francisco and visited two food-based social entrepreneurship models La Cocina and CUESA at the Ferry Building, and later met with representatives from the SF Youth Commission at City Hall. Last, they saw examples of innovation at the start-up incubator at GSVlabs in Redwood City in the Silicon Valley.

On Monday and Tuesday, students worked on individual action plans to address the current challenges of their home communities. To most effectively elicit support from community members, every student practiced giving pitch presentations and delivered their ideas as a form of thirty-second pitch presentation on Thursday morning. Spending the rest of the day, students then worked with their peers with the guidance of adult allies to solidify 66 final action plans for change.



Action Plan Development: Students developed action plans through the following approaches.

- What challenges would you like to help solve in your community?
- Why are these challenges important to address?
- Where do these challenges exist?
- Who will be potential members of your community of practice?
- When will each activity of the project take place?
- How will you accomplish your project?

In particularly clarifying the question of “why are these challenges important to address?”, students revisited their “Where I’m From” Poems, Letter to Future Self, Healthy Community Assessment, and Mirroring, a series of exercises students worked on during the first week,

to reflect their individual needs and passions as the foundation of their action plan development. Every student had a certain amount of time to individually consult their action plans with her/his instructors so that both instructors and adult allies would share the information required to most effectively facilitate students’ projects.

The project of Miho Murakami exemplifies how each student structured an action plan by addressing the set of questions given above.

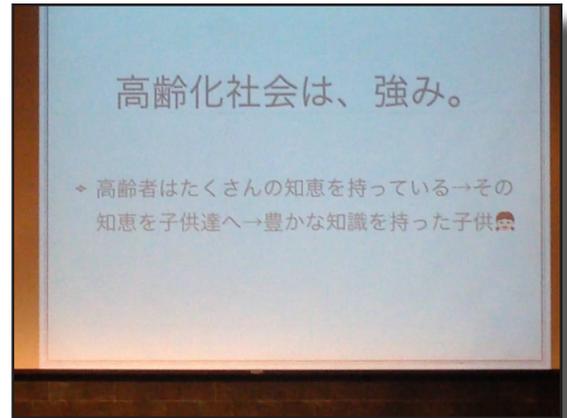
Introduction Related to My Story: The beginning reveals her intention to stress how her town is obscure even among those who live in the same prefecture. Her presentation didn’t necessarily include her own story, but indicated her sense of ownership to Natsuta, the community where, among the other ninety-nine students, only she was from. In her case, it was inevitable but also reasonable to implement a project by herself.

Displaying a set of three Chinese characters on a screen, she started by asking, “Do you know how to read?” and added “this is called Natsuta, the town I was born and grew up in.”



What & Why: She shifted to discussing the challenge Natsuta is facing and why the challenge is important to address. In the presentation, she also stressed her paradigm shift when looking at a community challenge, which shows the lesson she learned from the SWOT analysis.

1335 people in the town (more than thirty percent of the entire population) are over 65 years in Natsuta. I had first thought the current situation was a community challenge, but decided to take it as a community asset. Elderly people are full of wisdom and knowledge. I thought the wisdom of elderly people would help produce next generations with richer and more profound knowledge about their community. Despite being the community where elderly people and younger folks share a space, there are not many opportunities for both sides to enjoy together.



How: Then, she moved to the explanation of how to address the challenge mentioned above, by giving two solutions as the major components of her project.

This made me think of the possibility to repurpose the facility of the jr. high school building where I graduated as a public space for elders, youth, and children to interact with each other. There are two things that I am now planning to do.

The first thing is “じいちゃん、ばあちゃん、ハイスクール” Grandpa & Grandma High School. This is the place to communicate the knowledge of elderly people to younger generation. For example, cooking class where elderly women teach children the town's traditional dishes. (Showing a picture on the screen) This is suiton (a soup with dumplings) made during the school lunch program. Music class will offer the knowledge about local traditional music.

Second plan is a disaster prevention camp where participants are challenged to live without using electricity and gas learning from elderly people how to react in a disaster situation. Students will learn about ways to make fire, cook rice, and build a tent, and other skills and knowledge that cannot be found in textbooks.



Vision for My Community: At last, she summarized her project by offering her vision for a healthy community.

The two activities will create a town where children and elderly people can live and inspire each other.



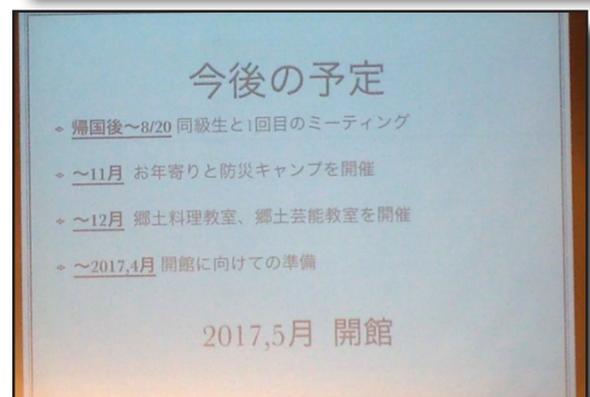
Community of Practice (With Whom):

My project, of course, cannot be accomplished only through my effort. I am planning to get the supports of my father who works at City Hall.



When: She ended the presentation by revealing her actual first step and by when she is going to achieve her first action.

I will hold the first meeting with classmates by August 20th, the disaster prevention camp with elderly people in November, and the local cuisine cooking and performing art class in December, and will start the preparation for the opening of the facility in next April.



Adult Allies Participation:

Following the success of last year, the 2015 program welcomed another group of experienced and inspiring six adult allies working either with local high school students and/or for energizing Tohoku communities through diverse approaches. The adult supporters arrived in Berkeley on the second Saturday and were invited to the welcome dinner at the house of Mr. David Beiser, the Program Director of the TOMODACHI Summer 2015 SoftBank Leadership Program, and Dr. Deborah McKoy, the Founder of Y-PLAN and the Executive Director of the Center for Cities and Schools. In the beginning of the third week, they learned the concept and the pedagogy of Y-PLAN directly from Dr. McKoy and through a series of intensive Y-PLAN workshops. After the participation in the Urban Inspiration Tour on Tuesday together with students, the six educators started assisting students' development of action plan on Wednesday, and facilitated finalizing the final presentation in charge of the entire Thursday.

The adult allies were the leading members of a group of adult supporters, the network conceived and convened by the Great East Japan Earthquake Initiatives Foundation (twenty five in total as of the beginning of the TOMODACHI program in July) and were expected not only to work directly with students for their action plans but also to connect appropriate adult supporters with students in accordance with the young people's needs and action plan progress.

Hiroaki Yabe, a key co-founder and a coordinator of the adult ally network, also paid a visit to the TOMODACHI program to explore the most effective ways to support the students on their return to Tohoku. He is also the representative of NPO *Sokoage* (meaning "Bottom Up" in Japanese), a youth-action initiative empowering young people in Kesenuma and Minami-Sanriku in Miyagi, two of the municipal bodies severely affected by the 2011 tsunami.



From left to right: Takayuki Furuyama (Adult Ally, Miyagi Pref.), Hiroaki Yabe, Yuta Kanno (Adult Ally, Iwate Pref.), Yosuke Ainai (Great East Japan Earthquake Initiatives Foundation), Masashi Akai (Adult Ally, Fukushima Pref.), Toshifumi Mitsuhashi (Adult Ally, Iwate Pref.), Atshide Noda (Adult Ally, Miyagi Pref.), and Yusuke Kato (Adult Ally, Fukushima Pref.)

Baseball: An indispensable part of American culture, students enjoyed a baseball game at the stadium of the Oakland Athletics, the Major League professional local baseball team and participants in the TOMODACHI Initiative. Students interacted with many Americans and the newly arrived adult allies in a casual and entertaining atmosphere. Beyond simple spectatorship, students were encouraged to explore and gain further confidence in themselves. For example, students were provided with stipends to purchase dinner in the stadium but were not given any direction beyond what the money was for. They explored the stadium discovering different food options and communicating with the locals. A graphic demonstration of progress in confidence featured two students competing with several Americans in a dance-off competition viewed on the stadium jumbotron.



Urban Inspirational Tour:

The Urban Inspiration Tour helped students imagine how the youth and other community members could step forward to bring about positive impacts on their communities and also to explore multiple possibilities and options by mobilizing all five senses. Below are the destinations students visited during the tour.



CUESA: Center for Urban Education about Sustainable Agriculture operates the Ferry Plaza Farmers Market. Students learned about how the Farmers Market is operated and the various programs educating the public about the connection between people living in urban areas and local farmers.



La Cocina: La Cocina (meaning “The Kitchen” in Spanish) is a kitchen incubator representing social entrepreneurship innovation at its best. Their mission is to cultivate low income food entrepreneurs and provide support such as the offering of affordable commercial kitchen space, industry-specific technical assistance and access to market opportunities especially for women from communities of color and immigrants. Many of the La Cocina packaged products made from these women are sold in a kiosk in the Ferry Building. “La Cocina was born out of a belief that a community of natural entrepreneurs, given the right resources, can create self-sufficient businesses that benefit themselves, their families, their community, and the whole city.”



San Francisco Youth Commission: The San Francisco Youth Commission consists of 17 young people (ages 12-23) each who serve a one year term. Each member of the Board of Supervisors and the Mayor appoint one Youth Commissioner. The Youth Commission is responsible for advising the Board of Supervisors and the Mayor on the “effects of legislative policies, needs, assessments, priorities, programs and budgets concerning the children and youth of San Francisco.” In particular, the Youth Commission is charged with “identifying the unmet needs” of San Francisco’s children and youth through looking into government and private programs and resources of funding, holding public forums and working with existing advocacy organizations. Youth Commissioners shared their role in advocating for action impacting youth and TOMODACHI students shared their action plans for Tohoku for feedback and dialogue exchange regarding issues facing both communities of San Francisco and Japan.



GSV LABS: Based out of their 72,000 square feet Silicon Valley campus, GSV represents the future of Silicon Valley providing a community of coworking space for individuals, start ups, and established companies who wish to accelerate their vision. Beyond simply being a start up incubator and offering real estate, GSV provides strategic introduction for capital, valuable mentorship and business education through workshops and internal programming, followed by a panel discussion with speakers in the high tech industry.

Pitch Presentation



Through the pitch-style presentation, students learned the most effective way to deliver their ideas to the audience, particularly to the supporters of their projects. Michael Inouye from Greylock Partners Marketing made a presentation on the concept and the overview of a pitch presentation on Wednesday and every student gave a one-minute presentation in the Thursday morning.

Final Presentation



In her opening remarks, Irene Inouye, the President of the USJC, encouraged students stressing the value of social entrepreneurial spirit by describing her life-long involvement in non-profit entities.



Before the presentation, six students shared how they had grown and what they had learned through the program.



Students broke into six presentation groups and gave presentations in front of their peers, adult allies, Y-PLAN instructors, and supporters from SoftBank and the Great East Japan Earthquake Recovery Initiatives Foundation.



Each presentation group selected one or two projects, which were presented in front of the entire one hundred students at the end. Yuki Chiba, a 10th-grade student from Otsuchi, Iwate, received recognition from the panelists as the project reflecting Y-PLAN's philosophy the most.

Panelists (Alphabetical Order)

- Fumihiko Aono:** Corporate Officer, General Manager, Human Resources Department, SoftBank Group Corp.
- Mitsuyuki Inaba:** Professor, Ritsumeikan University
- Irene Inouye:** President, U.S.-Japan, Council
- Kaz Maniwa:** Senior Vice President, U.S.-Japan Council
- Reiko Oda:** Manager, SoftBank Group Corp.
- Bradly Smith:** President and CEO, The Laurasian Institution

Other five selected projects:

- o Creating a community mapping platform to crowd-source information for an app about safety and crime in the City of Iwaki, Fukushima
- o Repurposing a former school building to make an intergenerational community center in Oushu, Iwate
- o Creating interventions to decrease the instances bullying and suicide among young people in Kuzumaki, Iwate, by offering peer-to-peer counseling
- o Starting a trash-picking-up competition to beautify, Minami-souma, Fukushima
- o Creating groups where people can share their experiences of 3/11 and practice disaster preparedness

Talent Show: Taking advantage of the opportunity, students recognized the strengths of their peers and reconfirmed the bonds with Y-PLAN teammates and with all the program participants. As with all program components, beyond the social camaraderie engendered by the event, students worked together in expanding their vision and comfort zones in a relaxed but encouraging setting.



Career Seminar: The Career Seminar, organized in large part by the SoftBank team, stimulated the students' creative options and ideas regarding their future possibilities. More effective than randomly searching on Internet or in the library is listening directly from those who have been working in various fields together with their life stories and their decision-making points in the past. Students were encouraged to formulate questions ahead of time to maximize their time with the professional participants. A popular feature repeated from 2014 was the luncheon immediately following the actual event. Global Seed arranged for all the professionals to come to lunch following the event in a structured environment in the dining hall. Students were encouraged to seek out those professionals with whom they had not an opportunity to

interact or with whom they wanted to delve more deeply. By placing the initiative in the hands of the students, the students took responsibility for the total experience.

Graduation



At Graduation, students were recognized the completion of the three week program. They received a certificate of completion of the Y-PLAN curriculum and SoftBank staff presented students with the autobiography of Masayoshi Son, the founder and the CEO of SoftBank. Laura Winthrop Abbot, Senior Vice President of the USJC, Dana Buntrock, Professor of Architecture at UC Berkeley, and Jun Yamada, Counsel General of Japan in San Francisco, offered their congratulations on students' achievements in Berkeley and encouraged the further civic engagement and social actions upon their return to Tohoku.



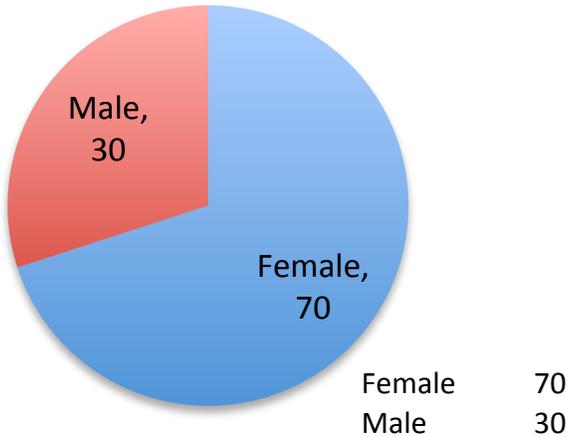
Students were serenaded by members of the UC Berkeley marching band and enjoyed a Japanese banquet dinner accompanied by many of the host families, mentors and other individuals affiliated with the program.



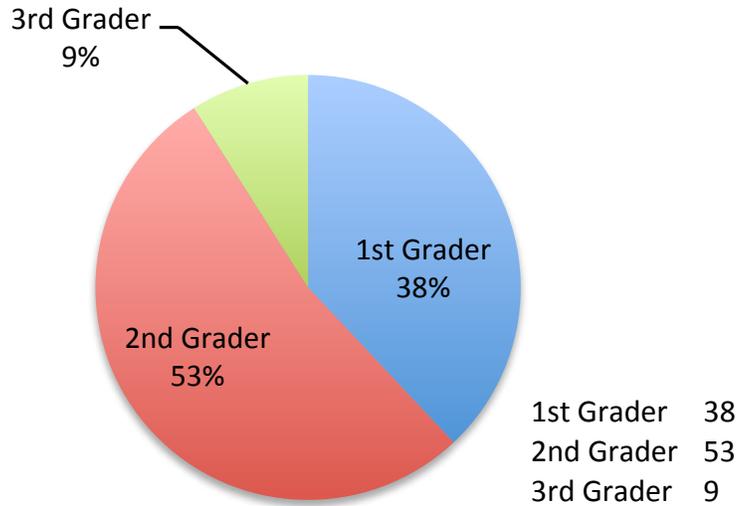
Appendix I (Basic Information About Students)

This section provides gender ratio, home prefecture ratio, coastal / inland division, and school year ratio. The size of the population on each pie chart is one hundred, the total number of student participants to the 2015 program.

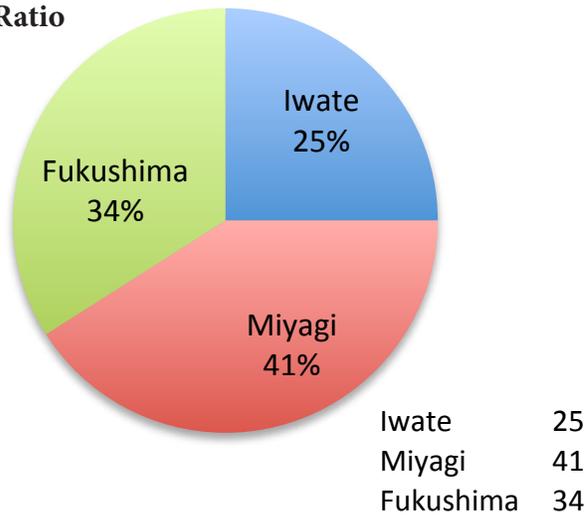
Gender Ratio



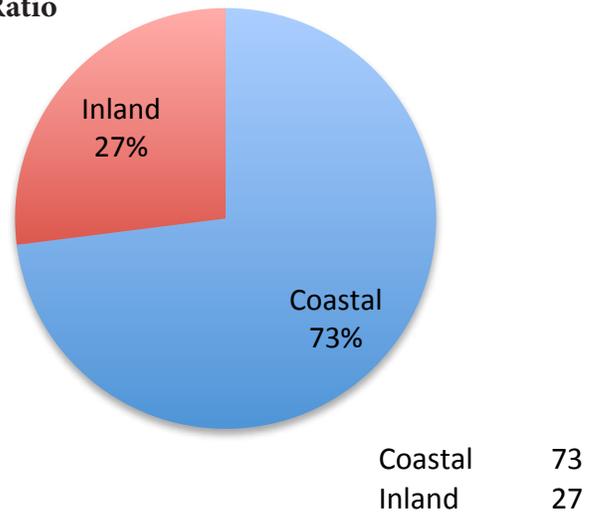
School Year Ratio



Home Prefecture Ratio



Coastal / Inland Ratio



Appendix II (List of One Hundred Action Plan Ideas)

This section provides a list of **one hundred action plan ideas that students created by the end of the Y-PLAN process on the third Wednesday**, which were presented in the form of pitch in the following Thursday morning (Rino Sasaki from the SoftBank CSR team took notes of all the presentations). While **the final project ideas turned out to be 66** after the students' voluntary formation of teams with their peers who shared similar community issues, the initial one hundred projects reflect the big picture of what a body of one hundred students conceived in reaction to their three-week learning experience through Y-PLAN.

We provide in this section a list of action plan ideas of each prefecture. Each list presents the action plans of students who worked individually, followed by the plans of those who worked on teams. For each student, the list offers the **name, gender, inland/coastal division of her/his hometown, community challenges & needs that he/she addresses, solutions that she/he offers, and target populations whom she/he is aiming to influence.**

Iwate Action Plan Ideas

Name	M /F	Inland/ Coastal	Community Challenges & Needs	Solutions	Target Population
Individual Projects					
Uta Sasaki	F	Inland	Lack of communication between adults and children	Walking tour	Local residents (adults and children)
Yuki Chiba	M	Inland	Solitary death of seniors who live alone in temporary housing	Monitoring and daily-necessities-delivery services	Seniors
Risa Itou	F	Coastal	Lack of comfortable public spaces for local train users	Creation of comfortable public spaces for local train users	Local train users
Kaiho Yachi	M	Coastal	Uncertain future of the local tourist industry	Youth-driven branding campaign of amber produced in his hometown	Tourists
Eimi Tsukamoto	F	Coastal	Lack of mutual communication between local farmers and consumers	Farm harvesting tour	Tourists + consumers
Miho Murakami	F	Coastal	Lack of intergenerational communication particularly between seniors and young people	Repurposing of a local school facility that is going to be abolished in two years to a public learning space for all the generations	Local youth and senior residents
Kirari Miura	F	Coastal	Disaster-affected local railway's need for revitalization and more passengers	Birthday party on train	Tourists
Rei Nakamura	F	Coastal	Negative images on local farmers due to harmful rumors	Farmers market with local produce	Local farmers
Akari Satoh	F	Inland	Local commercial districts' need for revitalization	Installation of public art works using the walls and shutters of closed stores	Local youth / the entire community
Mio Kon	F	Coastal	Declining local food industry	Creation of original products	Japanese public in general

Momika Hirano	F	Coastal	Waste disposal problem	Trash picking competition	The entire town
Natsuki Onodera	F	Coastal	Population shrinking	Creation of a system that allows outsiders to own rice fields in the town	Outsiders

Final Group Project: Orange (Raising the voices and profile of local residents)

Koyuki Inada	F	Coastal	Population shrinking / economic decline	Raise the profile of assets of her community through volunteer activities	Outsiders
Mirei Hirata	F	Coastal	Need for give incentives for people who were born or/and grew up in her town but are now away from there	Interview and questionnaires to get to know evacuees/original residents' will to return to the town	People who were born or/and grew up in her town but are now away from there

Final Group Project: Dream Gate Festival (Free Music Festival that connects all the participants)

Reika Sato	F	Inland	Young people's lack of motivation and opportunity in engaging in community engagement	Talent show in which local youth may demonstrate their talents and interests	Local youth
Taiga Komatsu	M	Coastal	Need for energizing her community and opportunities for locals to get together	Music festival	Local residents

Final Group Project: Sun Shine (Athletic Event)

Nanako Hatakeyama	F	Inland	Young people' lack of will and opportunity to come back to her town once they left for college and work	Town-wide athletic event	All the local residents from children to seniors
Mirei Endo	F	Coastal	Discontinuation of the town's athletic festival that had been taken place every year before the earthquake, which will potentially provide an opportunity for the residents to get together	Restart of the town's athletic event	Local residents

Final Group Project: Let's Become a Member of Otsuchi (Development of tours and tour maps for tourists to get to know about the town of Otsuchi)

Aya Ueno	F	Coastal	Population shrinking / declining economy	Tour map development	Tourists
Nanako Seki	F	Coastal	Population shrinking / declining economy	Tour	Tourists

Final Group Project: Tohoku Tsukuru Tsushin (Raise the recognition of local artists and crafts through an existing influential media)

Kouki Namioka	M	Inland	Raise the profile of an inspiring local designer among local high school students	Introducing the artist through Tohoku Tsukuru Tsushin, the Tohoku-based media dealing with the activities of artists, designers, and artisans in Tohoku	High school students
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Honoka Yamaguchi	F	Coastal	Raise the profile of Johoji-shikki, the lacquer wares made in the town, both among locals and outlanders	Workshop and events	Local residents
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Final Group Project: Youth to Youth (Discussion platform for local youth)

Ai Yamazaki	F	Coastal	Local high school students' move to bigger cities after their graduation	Creation of a space where local young people can talk about the strengths and assets of their community	High school students
Wataru Kudo	M	Coastal	Young people's lack of motivation and a sense of ownership	Creation of a space for discussion where unmotivated youth can be inspired by visionary peers	Youth
Kaede Sotoyama	F	Coastal	College students' less frequent chance and lack of will to get back to town once they left	Tour / organizing a space for locals to communicate with each other	Local college students

Miyagi Action Plan Ideas

Name	M/F	Inland/ Coastal	Community Challenges & Needs	Solutions	Target Population
Individual Projects					
Chisato Nishizawa	F	Coastal	Local farmers' fatal accident when they take care their rice fields during the typhoon	Creation of a cell-phone application that will automatically measure the water level of drains through a monitor	Local farmers who are currently not using the rice field
Sho Watanabe	M	Coastal	Scarcity of public spaces for people in Watari to get together	Use of a vacant house in his community as a public space	Local residents
Kotomi Yasuda	F	Coastal	Less opportunities for young people to get involved in the process of Watari's recovery	Creation of a theatrical group for children, which will cover performing arts including both traditional and contemporary ones	Local children
Miku Otsuka	F	Coastal	Her town's lack of positive news topics regarding the community	Decoration of local trains	Unspecified
Ayumu Ito	F	Inland	Need for preventing people from forgetting about the disaster	Study tour	Unspecified
Shiena Yonemura	F	Coastal	Need for energizing local tourism	Development of an cell-apps that allows tourists to enjoy walking around the town in the form of scavenger hunt	Tourists
Mikoto Ohashi	F	Inland	Need for more opportunities for people living both inside and outside Japan to visit the disaster-affected regions	Photography exhibition	Tourists
Yutaro Wada	M	Inland	His community's large number of students with school refusal	Mentorship program to help student with school refusal find and enjoy what they like to do	Students with school refusal

Kaede Chubachi	F	Coastal	Poor academic performance of young people in her community	Creation of an afterschool program	Elementary school students
Miki Kudo	F	Coastal	Rice cropping in her town devastated by the 2011 tsunami	Planting of cotton on previous rice fields to mitigate the damage of seawater brought about by the 2011 tsunami	Local agricultural industry
Soshi Kimura	M	Coastal	Traumatic disaster experiences and memories that people in his town are still suffering from	Participation in the mental recovery efforts made in his hometown	People suffering from mental issues
Shiori Konno	F	Coastal	Local children's poor understanding about their community	Workshop where elementary school students can learn about local crafts and produce	Elementary school students
Shun Kurashige	M	Coastal		Development of a unique product by himself	
Mako Chiba	F	Inland	Local libraries' scarcity of quality books.	Creation of a small library close to a market	Local residents
Keiko Kumagai	F	Coastal	Scarcity of public spaces for local young people to get together	Creation of a community space / installation of street furniture	Local residents / high school students
Yuka Kimura	F	Coastal	Need for local youth to gain work experience	Organizing a volunteer group	Local companies
Yuri Ito	F	Coastal	Scarcity of places for local high school students to hang out in the downtown area	Starting a restaurant using an vacant store building.	High school students
Yurina Nomura	F	Inland	Decreasing number of volunteers in her volunteer club	Providing opportunities for young people to engage in volunteer activities through Jr. Leader, the volunteer circle in her high school	High school students
Tusbasa Abe	M	Inland	Scarcity of public spaces where children can comfortably play	Provide opportunities and spaces for local children to play safely	Children
Riko Sato	F	Coastal	Her own poor knowledge about her own hometown besides fishery industry	Getting to know more about Kesenuma and sharing it with both locals and people outside the town	Local youth
Asuka Hatakeyama	F	Coastal	Need for energizing her community	Bus tour	Tourists
Mana Sasaki	F	Coastal	Young people's lack of self-confidence and esteem	Lolita fashion show	Local high school girls
Mizuki Kasai	M	Inland	Need for energizing local fishery industry	Creation of a space like Fisherman's Wharf	Locals

Final Group Project: Dream Gate Festival (Free Music Festival that connects all the participants)

Taiga Komatsu	M	Coastal	Need for energizing her community and opportunities for locals to get together	Music festival	Local residents
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Reika Sato	F	Iwate Coastal	Young people's lack of motivation and opportunity in engaging in community engagement	Talent show in which local youth may demonstrate their talents and interests	Local youth
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Final Group Project: O-fish (Tour to provide chances for tourists to eat local fish and learning how to cook it with local ingredients)

Mizuki Sasaki	F	Inland	Low profile of her town among the general Japanese public	Advertisement to raise the profile of community assets	Tourists
Hinako Murakami	F	Coastal	Need for energizing local fishery industry	Tour to provide chances for tourists to eat local fish	Tourists
Akiha Shoji	F	Coastal	Locals' poor knowledge about local dishes and their recipes	Cooking workshop using local ingredients	Locals

Final Group Project: Zero Gomission (Trash Picking Competition)

May Saito	F	Inland	Her own experience in Berkeley as a foreigner (language as a communication barrier)	Tour	Foreign tourists
Chihiro Kikuta	F	Coastal	Her own experience in Berkeley as a foreigner (language as a communication barrier)	Tour	Foreign tourists

Final Group Project: Place of Myself (Provision of opportunity for students with school refusal to build relationship with people outside school)

Natsumi Ohira	F	Coastal	Her community's remarkable number of students with school refusal	Provision of opportunity for students with school refusal to build relationship with people outside school	Students with school refusal
Haruka Sato	F	Inland	Her community's remarkable number of students with school refusal	Event and space for students with school refusal to develop ties with other people	Students with school refusal

Final Group Project: Progress of Kesennuma (Publication of leaflet to deliver the correct information about local fishery industry)

Kazuho Ashikaga	M	Coastal	Job loss of people having engaged in fishery industry due to the earthquake	Information leaflet	People engaging in fishery industry
Riko Sato	F	Coastal	Her own poor knowledge about her own hometown besides fishery industry	Getting to know more about Kesennuma and sharing it with both locals and people outside the town	Local youth
Saika Chiba	F	Coastal	Her own poor knowledge about her own hometown besides fishery industry	Getting to know about Kesennuma and sharing it with local youth	Local youth

Final Group Project: Halloween Rally (Scavenger hunt event for local youth to get to know more about their hometown)

Suzuka Narita	F	Coastal	Locals' poor understanding about their community	Tell locals about community assets	Locals
Kotono Fukushima	F	Coastal	Local children's loss of playgrounds	Play camp	Children

Final Group Project: Sea Bus Tour (Combination of a bus tour around the town of Ishinomaki and a BBQ event serving fresh sea food)

Tatsuya Endo	M	Coastal	Need for promoting tourism	Bus tour	Tourists
Ryo Hamano	M	Coastal		Bus tour from Ishinomaki to Onagawa	Younger tourists

Final Group Project: Treasures of Miyagi (Workshop where local children can learn about local crafts and cooking recipes)

Shiori Kawamura	F	Inland	Need for promoting tourism	Cooking events inviting high school students and foreign tourists/participants	Foreign tourists
Hikaru Nagase	F	Coastal	Even residents don't know that much about their community	Workshop where participants can get to know about local cultures and crafts	Elementary school students
Ayumi Kumagai	F	Coastal	Local children's poor understanding about their community	Workshop where elementary school students can learn about local crafts and produce	Elementary school students

Fukushima Action Plan Ideas

Name	M/ F	Inland/Coastal	Community Challenges & Needs	Solutions	Target Population
Individual Projects					
Tsuyoshi Kasama	M	Inland	Need for minimizing the damage of earthquakes that are expected to happen in other parts of Japan in the near future	Sharing of his disaster experience to people living in the western part of Japan	People living in the western part of Japan
Yamaki Madoka	F	Coastal	Locals' lack of knowledge of evacuation routes	Creation of an evacuation map and setting it to local public spaces and train stations	Locals
Yamada Rin	M	Coastal	Lack of opportunity for consumers and producers to interact with each other	Farmers market	Locals
Yokota Kenkou	M	Coastal	Bad manners of bike users / waste disposal problem	Creation or change of public policy	Locals
Yumeka Watanabe	F	Coastal	Need for local youth to build good relationships with seniors	Creation of a volunteer group in her community	Local high school students
Hikaru Oshiyama	F	Coastal	Need for enhancing communication among locals	Selling vegetable and visiting temporary housing communities	High school students and temporary housing residents
Nemoto Rei	M	Coastal	Need for mitigating radiation effects	Improvement of the quality of contaminated soil through utilizing microorganism	The entire community
Yudai Kouno	M	Coastal	Lack of space and opportunity to discuss community issues	Creation of a group of high school students interested in community engagement	High school students

Kentaro Watanabe	M	Inland	Need for preserving and raising the profile of beautiful landscapes of Fukushima	Establishing an international-exchange organization	The entire world
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Final Group Project: ACE (Volunteer, Event Organizing, and Helping Seniors and Community Members in Southern Part of Fukushima)

Ami Sato	F	Inland	Lack of local pride	Creation of original sweets using local ingredients	Elementary school students
Momoka Soma	F	Coastal	Need for local youth to get involved in the activities of local seniors	Creation of an organization through which local youth can contribute to the revitalization of their community	Local youth and seniors
Yumeka Watanabe	F	Coastal	Need for local youth to build good relationships with seniors	Creation of a volunteer group in her community	Local high school students

Final Group Project: Zero Gomission (Trash Picking Competition)

Owada Hinako	F	Coastal	Waste disposal problem	Trash picking competition	Participants to the event
Takano Aruto	M	Coastal	Locals' lack of opportunity to do exercise	Trash picking competition	Local adults and children

Final Group Project: Team Namiikko (Preserving the memory of and raising the recognition of the town of Namie where original residents are still not able to return)

Minori Amano	F	Coastal	Need for preserving the memory and tradition of Namie's local culture	Sharing of local knowledge and tradition	Elementary school students
Kishimoto Rio	F	Coastal	Need for preserving the memory of her hometown	Workshop to teach local performing arts	Workshop participants

Final Group Project: Mapping Heroes (Creating a community mapping platform to crowd-source information for an app about safety and crime in the City of Iwaki, Fukushima)

Haruka Akiba	F	Coastal	Neighborhood safety	Creation a community mapping site that shows safety information	Locals
Ejiri Kazuki	M	Coastal	Neighborhood safety	Creation a community mapping site that shows safety information	High school students and locals
Suzuki nana	F	Inland	Neighborhood safety	Creation a community mapping site that shows safety information	Locals
Seiji Yamaguchi	M	Coastal	Neighborhood safety	Cloud source (mapping) + corporation with police and civic sectors	Locals

Final Group Project: TOMOPLAY (Providing opportunities for youth to play and built relationship with peers)

Kanna Ishizawa	F	Coastal	Need for promoting Fukushima-produced fruits	Promotion of fruits produced in Fukushima	Consumers in general
Usui Haruka	F	Coastal	Lack of communication between original Iwaki residents and evacuees	Student-run café	High school students and evacuees
Aramueima Takaki	F	Coastal	Locals' lack of understanding of their community	High-school-student café	High school students, evacuees, and other locals

Final Group Project: Himawari Daisakusen or Sunflower Project (Planting sunflower on the radiation-damaged rice field for the purpose of decontamination)

Natsuki Ono	F	Coastal	Damage caused by seawater on rice fields	Planting of sunflower on the former rice field	People engaging in agricultural industry
Bishal Khattri	M	Inland	Need for reducing radiation level	Planting of sunflower that will potential have an effect to reduce radiation level	Children
HAKURI SUGASAWA	M	Coastal	Need for reducing the impact of radiation	Planting of sunflower	Children and their parents
Rika Takagi	F	Coastal	Emergence of a vast abandoned area that used to grow rice, which the Fukushima accident caused	Planting of sunflower on abandoned fields	Locals particularly engaging in agriculture

Final Group Project: Voice of Fukushima's Youth (Sharing of the voices of evacuees produced by the Fukushima accident)

Hiroto Natsume	M	Coastal	Need for energizing his community	Sharing of disaster-related stories	Locals
Shunsuke Hino	M	Inland	Need for raising and maintaining the awareness of radiation issue	Sharing of the voices of nuclear victims	People affected by radiation

Final Group Project: Local Connection Market (Getting to know what locals needs and connect them with volunteers or other community members)

Miu Taki	F	Coastal	Need for energizing her community	Mobilize local volunteers to energize other locals	Locals interested in volunteer activities
Yui Akatsu	F	Coastal	Need for energizing her community through volunteer activities	Organizing volunteers	Local volunteers

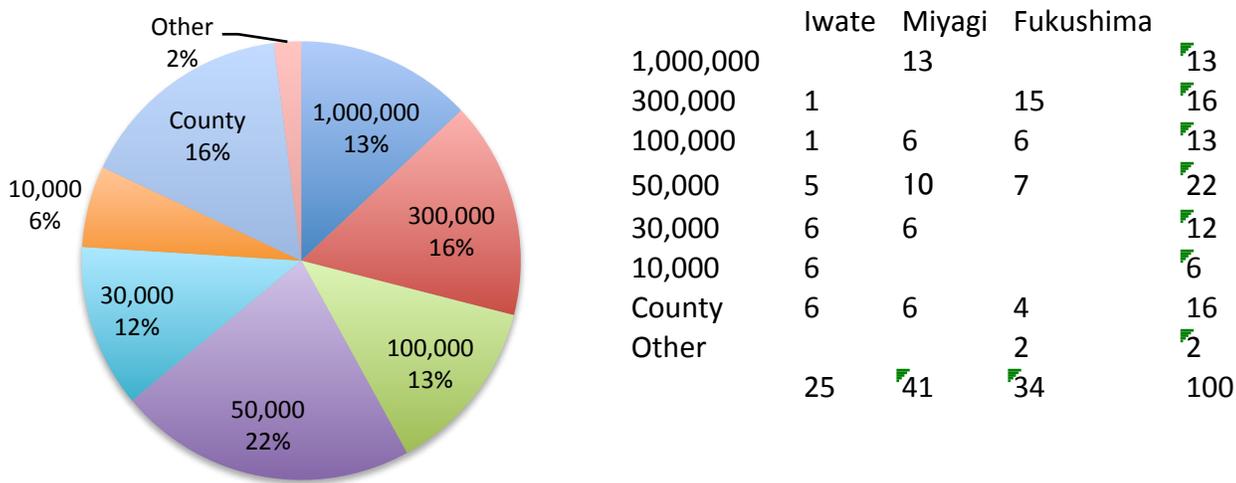
Final Group Project: Mana-Vision or Learning Platform in Fukushima (Raise the recognition of talented or skilled Fukushima residents through providing them with opportunities to give lectures through both physical and online settings)

Suzuki Toshiki	M	Inland	Jobs loss of skillful workers	Creation of a close worker-employer network	The unemployed
Tanji Hideaki	M	Coastal	Need for preserving local history and tradition	Doll making	Locals
Yusuke Sakuma	M	Coastal	Information gap between workers and employers	Create an online employment-exchange space	Employers and the unemployed

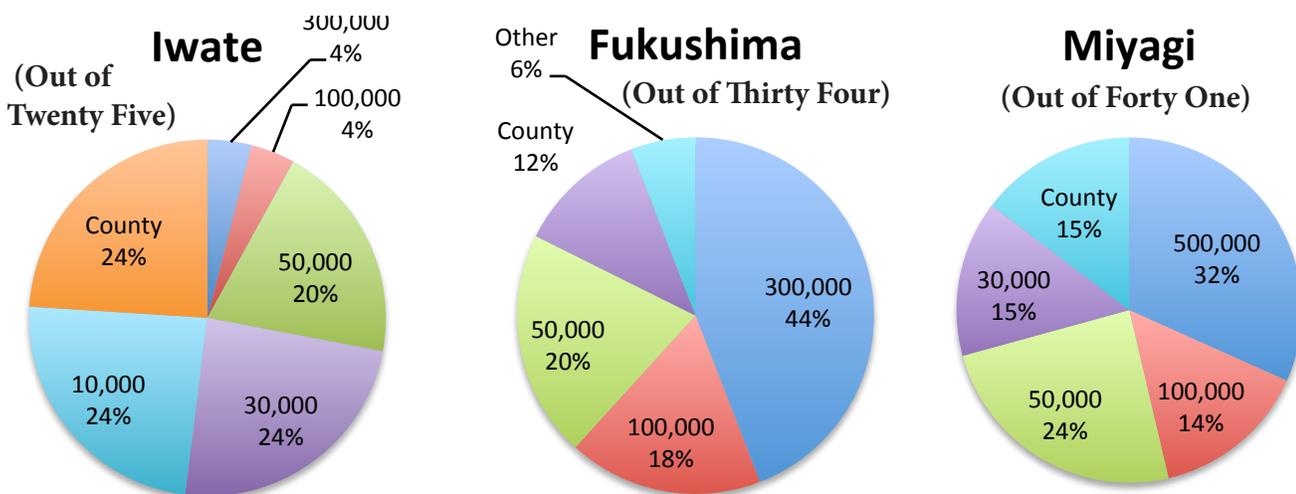
Appendix II (Geographic Distribution of Participants)

This section provides the population size of students' home municipal body and the participants' population size from each city or country in order to analyse the general trend of students' home communities' level of urbanization. We cluster the population size of each municipal body into >500,000 or larger, >300,000 or larger, >100,000, >50,000, >30,000, and >10,000 or larger. 16 students out of one hundred came from "County," which help us perceive that their communities are less urbanized and unpopulated than municipal bodies that are designated as "City." While some towns belonging to a county are as populated as cities, cities still require certain population concentration on specific districts according to ---. We therefore deals with "County" as an independet section from cities in this analysis.

Population Size of Participants Home Community (Out of One Hundred)

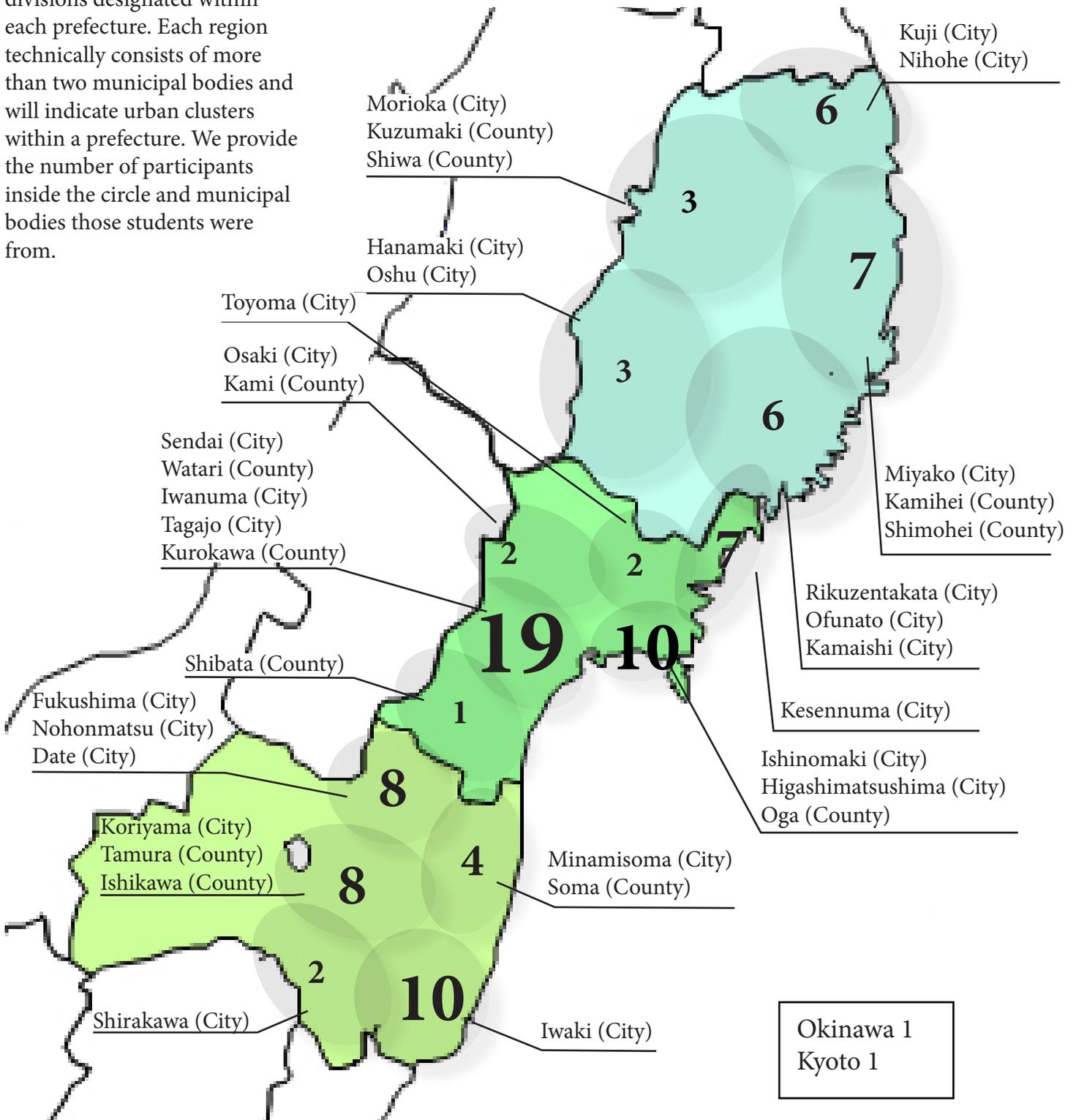


Population Size of Participants Home Community by Prefecture



Number of Participants by Region

This section provides a number of students from each region based on administrative divisions designated within each prefecture. Each region technically consists of more than two municipal bodies and will indicate urban clusters within a prefecture. We provide the number of participants inside the circle and municipal bodies those students were from.

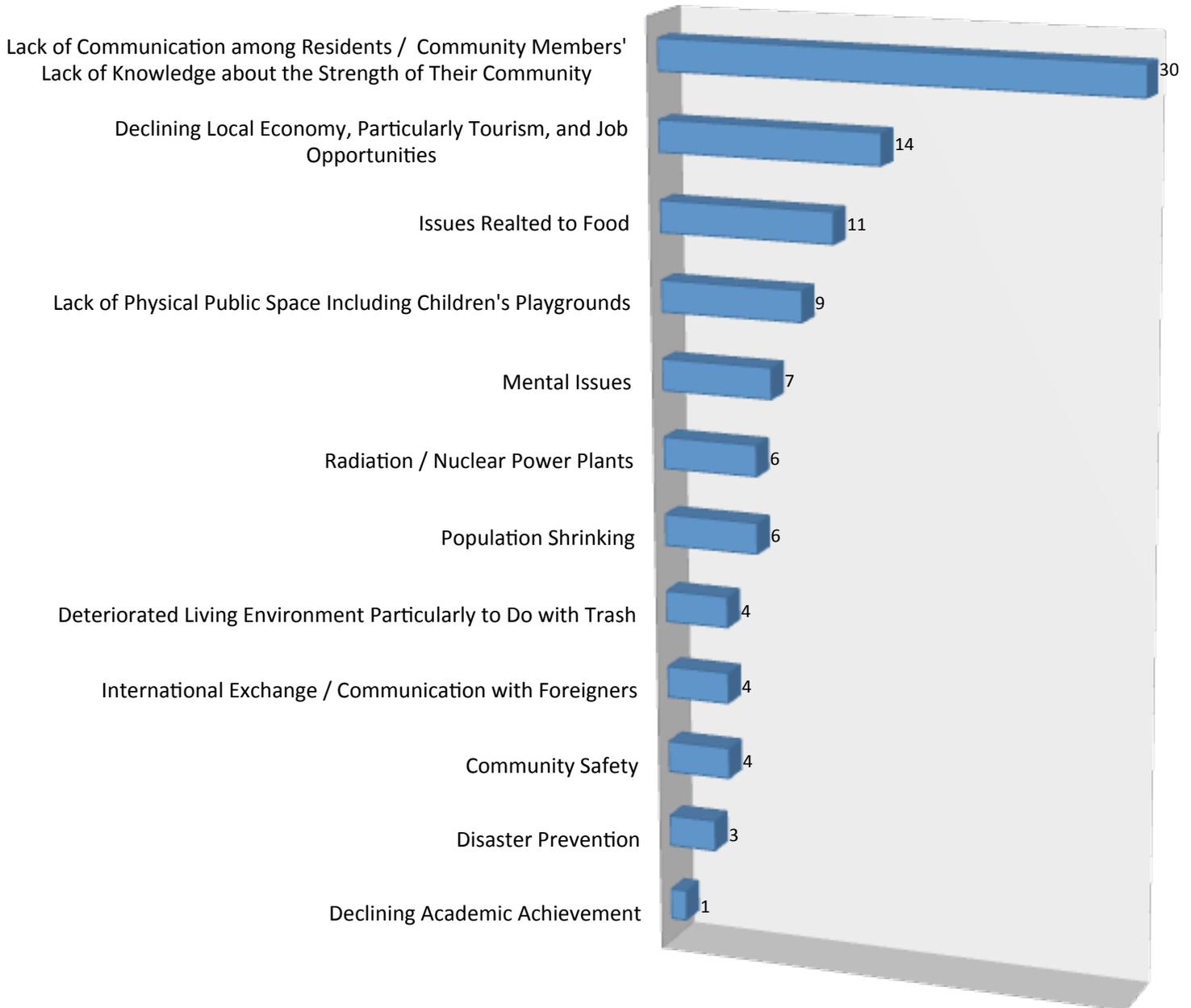


Appendix III (Overview of Action Plan Ideas)

This section provides a general trend of the one hundred action plan ideas based on the previous list. CC+S does not provide any interpretation onto the result, but has preserved as many contents as possible to facilitate our further analysis.

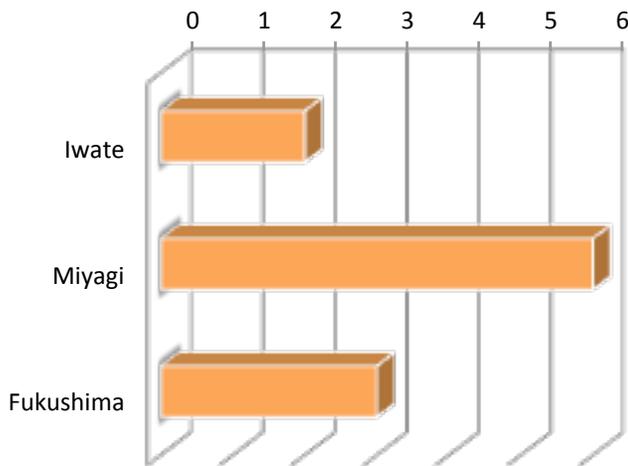
Community Challenges and Needs

What challenges are you addressing? (out of one hundred students/projects)

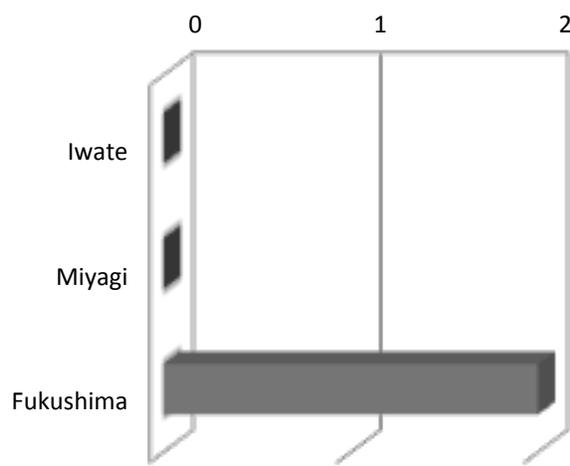


Specific Findings

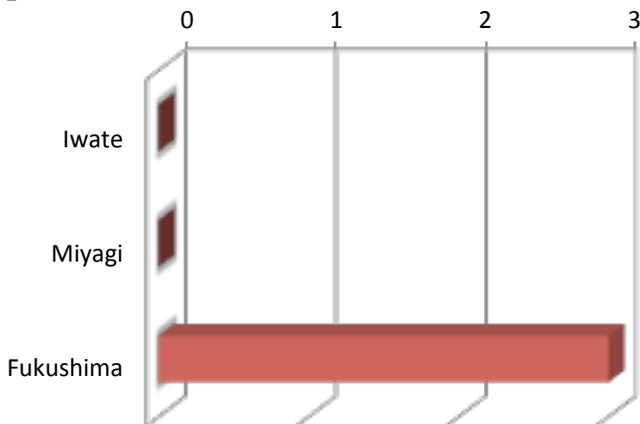
Food-related issues were heard from all the three prefectures.



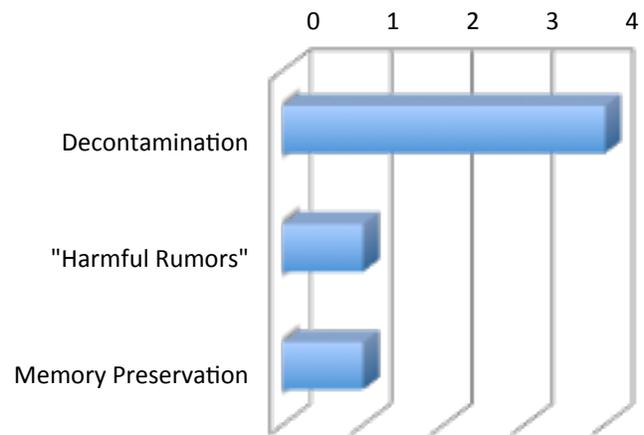
Only students from Miyagi, specifically Ishinomaki, found their community's **fishery industry** as challenging.



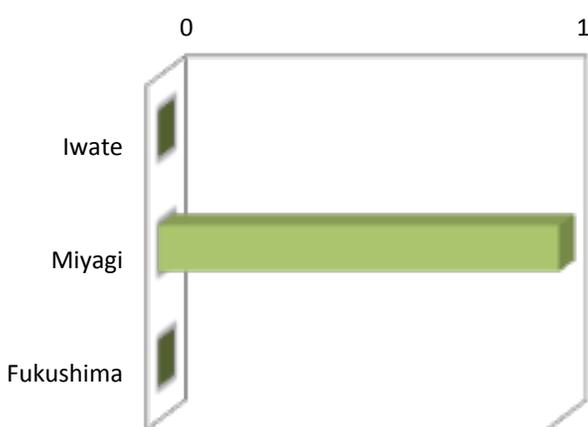
Only the students from Fukushima (or current evacuees) advocated the importance of **disaster prevention**.



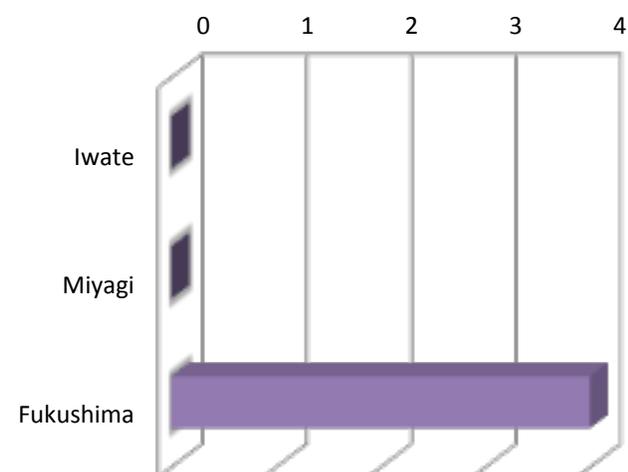
Four out of six radiation-related issues focused on **decontamination**.



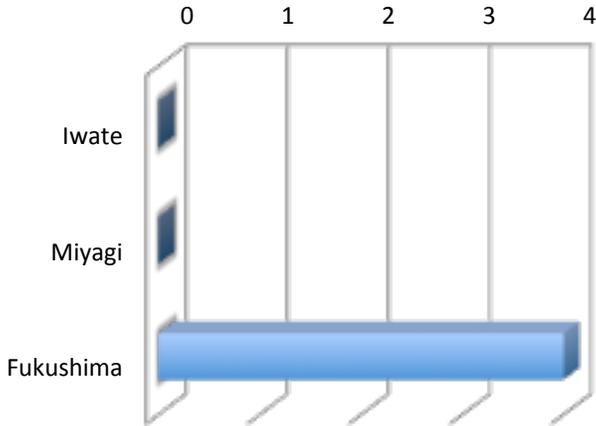
Only one student from Miyagi out of one hundred students talked about the **decline of academic achievement of the local youth**.



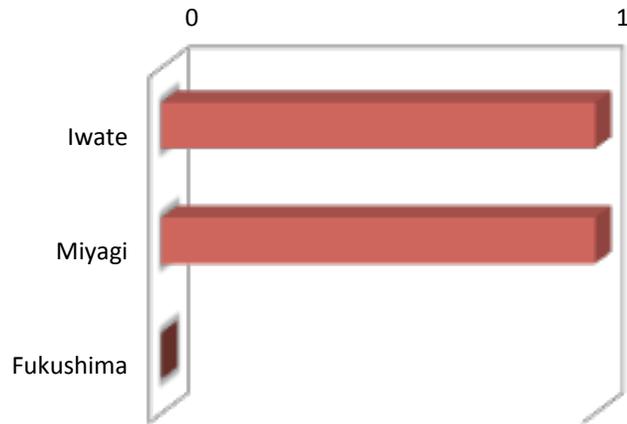
Only the students from Fukushima, specifically the city of Iwaki, addressed the issue of **neighborhood safety**.



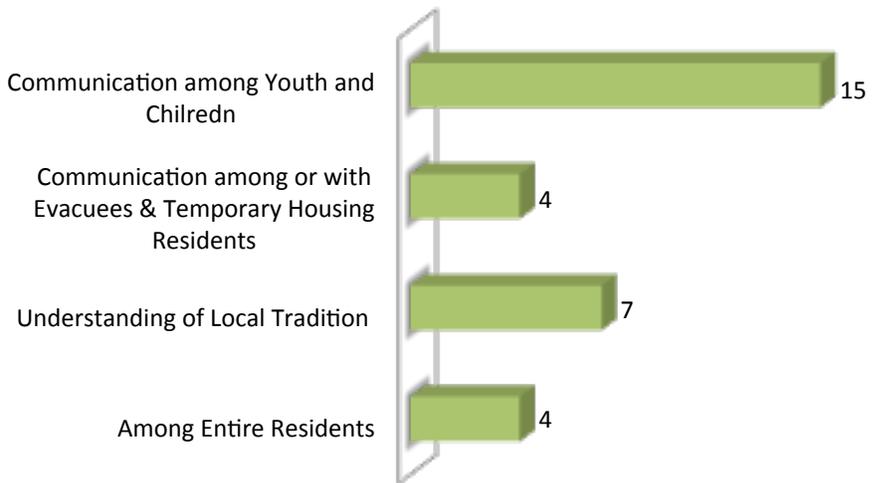
Students talked about the **issues related to evacuees or temporary housing residents** are all from Fukushima.



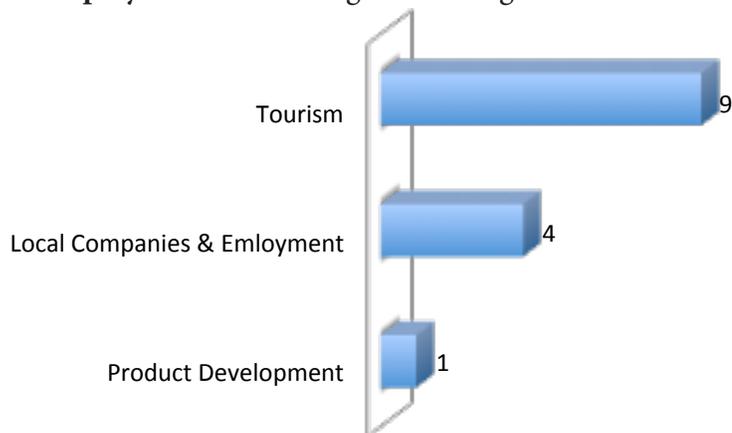
Two students from Iwate and Miyagi conceived **transportation-related projects**.



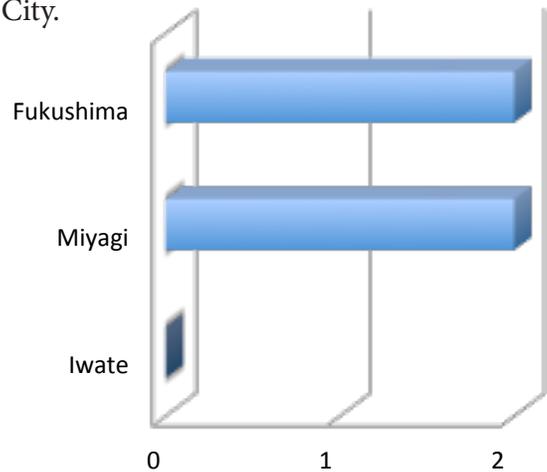
Among the thirty students who talked about the lack of communication among residents or locals' lack of understanding about their community assets, fifteen addressed that **youth or children are those who need to communicate more with their peers and get to know more about their community the most**.



Among fourteen students who addressed the **decline of their local economy**, nine of them considered the revitalization of local **tourism** as their solution. Four students pointed out **unemployment** as their urgent challenge.

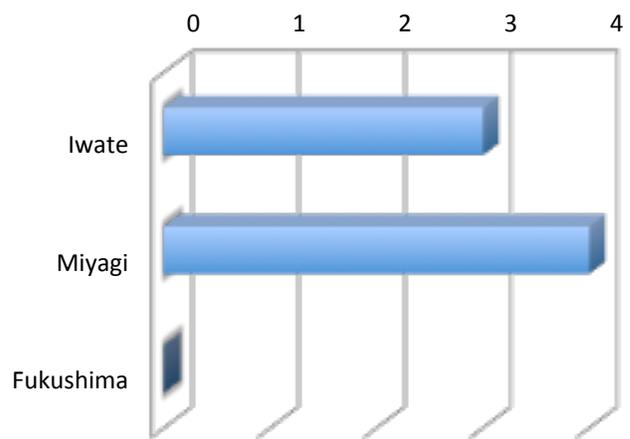
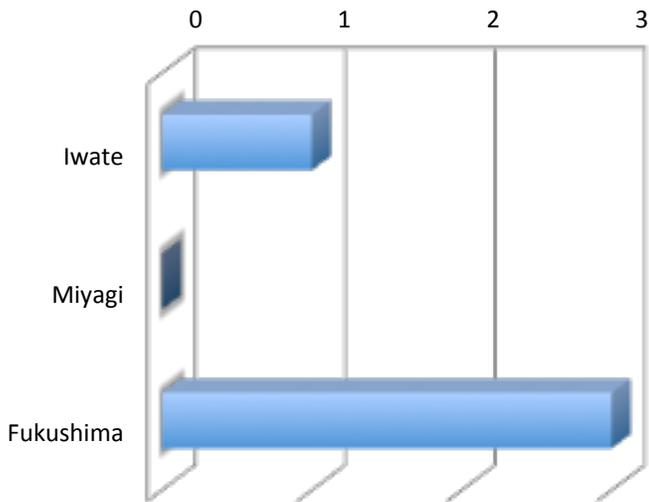


Issues related to **unemployment** came from two students from Miyagi (Kesenuma and Higashimatsushima) and two from Fukushima City.

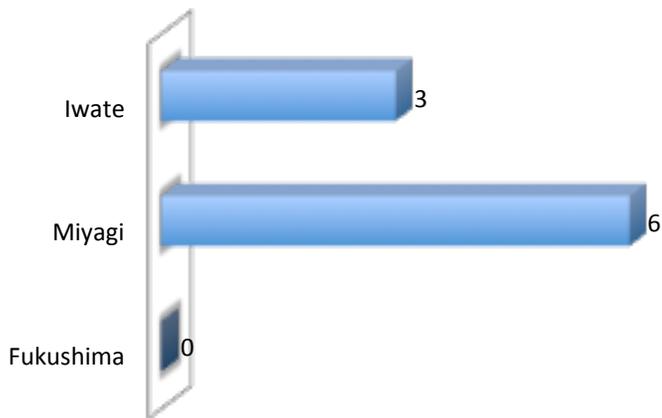


Three out of four issues related to the deterioration of their physical environment, more specifically, the **dysfunctional waste disposal system** came from the students from Fukushima.

Issues related to locals' **mental issue** including that of seniors and students with school refusal were from Iwate and Miyagi.

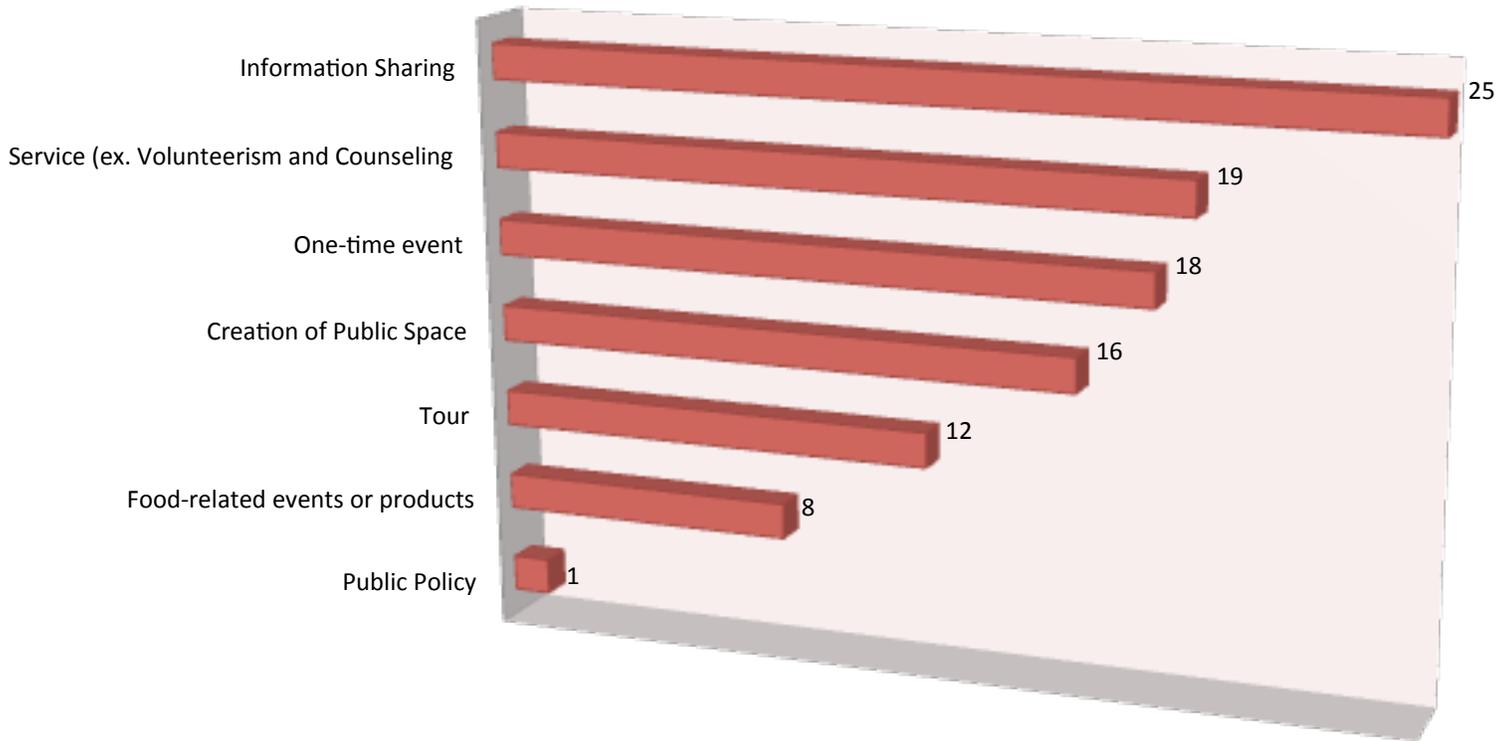


Six out of nine students proposed the issues related to the lack of appropriate and healthy public space were from Miyagi.

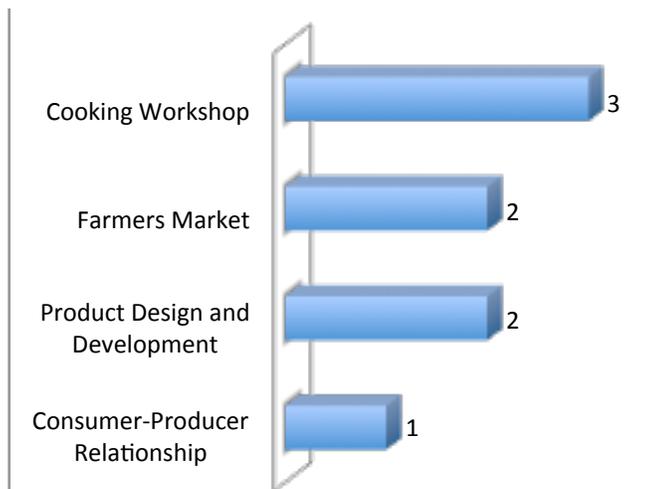


Solutions

What approach are you planning to take to address the issue of your community? (out of one hundred students/projects)



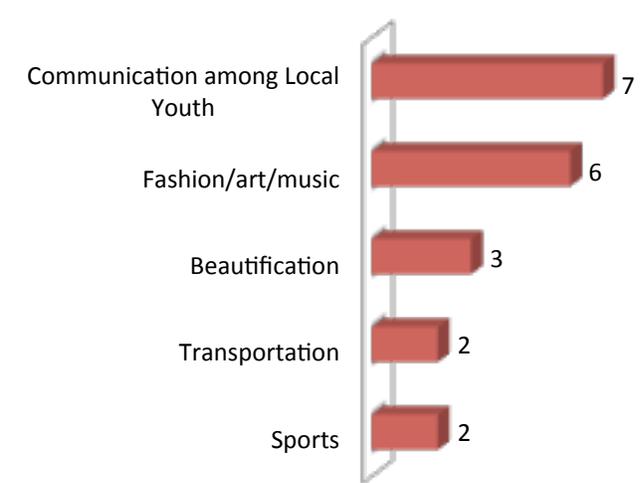
Food-related Solutions



Example

- Cooking events inviting high school students and foreign tourists/participants

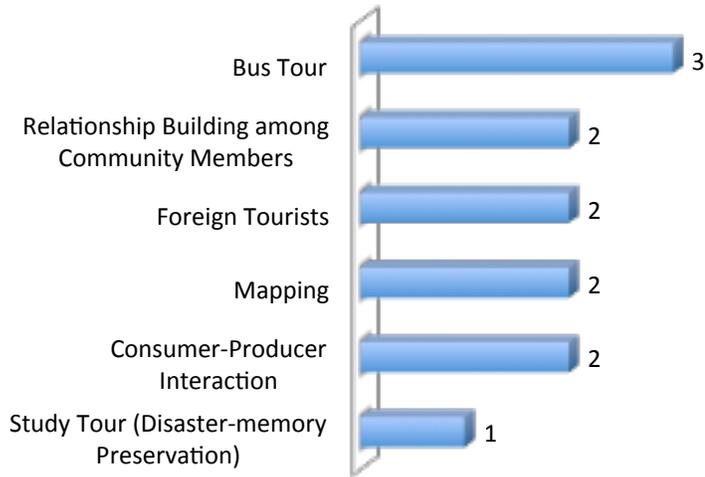
One-time Event as Solution



Example

- Trash picking competition
- Town-wide athletic event
- Lolita fashion show

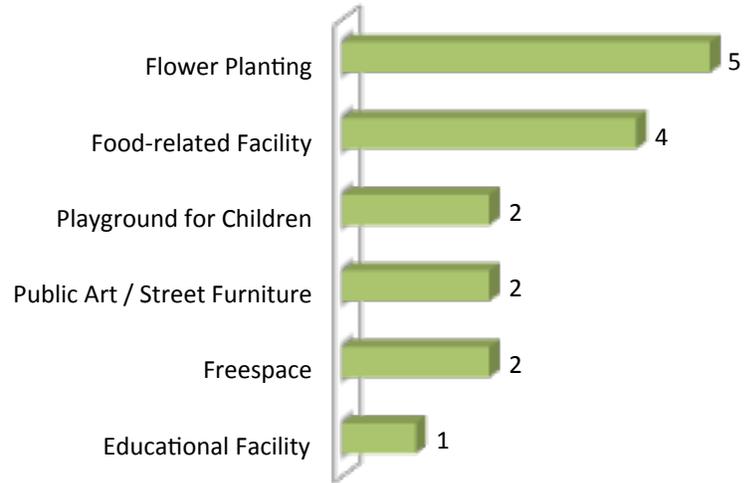
Tourism as Solution



Examples

- Creation a community mapping site that shows safety information
- Tour map development
- Tour to provide chances for tourists to eat local fish

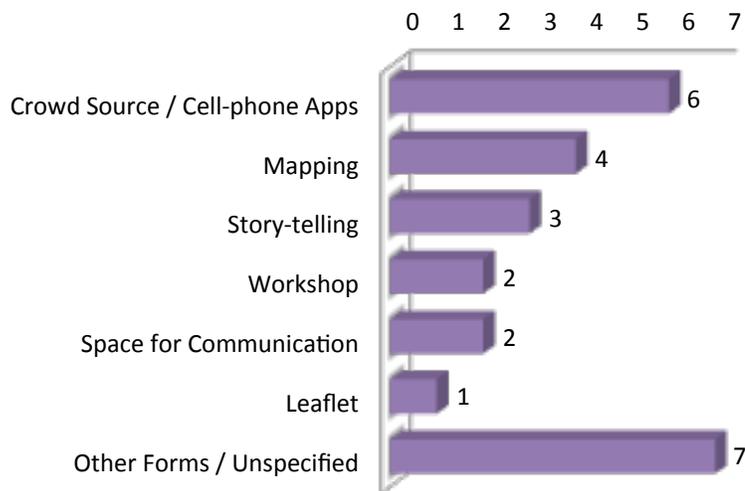
Creation of Public Space as Solution



Examples

- Installation of public art works using the walls and shutters of closed stores
- Creation of a small library
- Planting of sunflower that will potentially have an effect to reduce radiation level

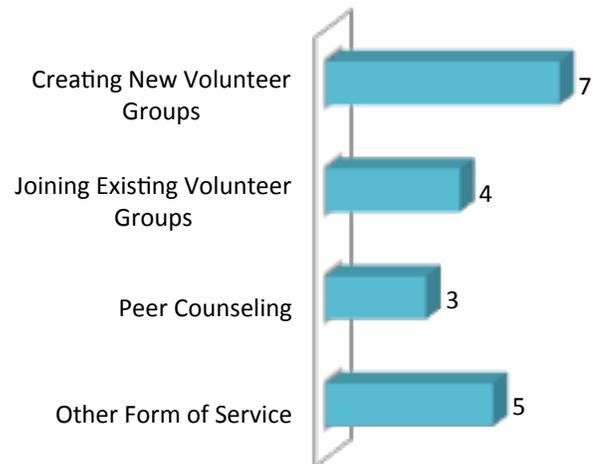
Information Sharing as Solution



Examples

- Creation of a space where local young people can talk about the strengths and assets of their community
- Development of an cell-phone apps that allows tourists to enjoy walking around the town in the form of scavenger hunt

Social/Community Service as Solution

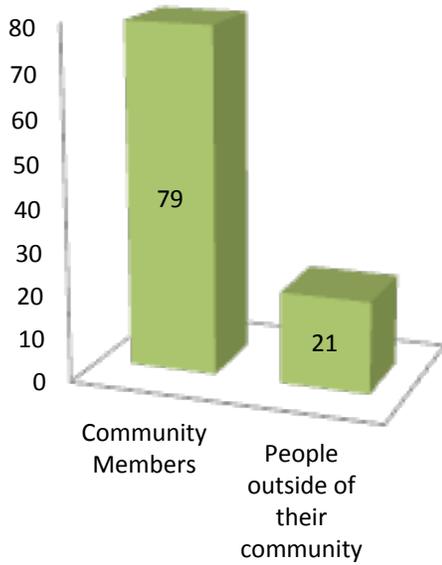


Examples

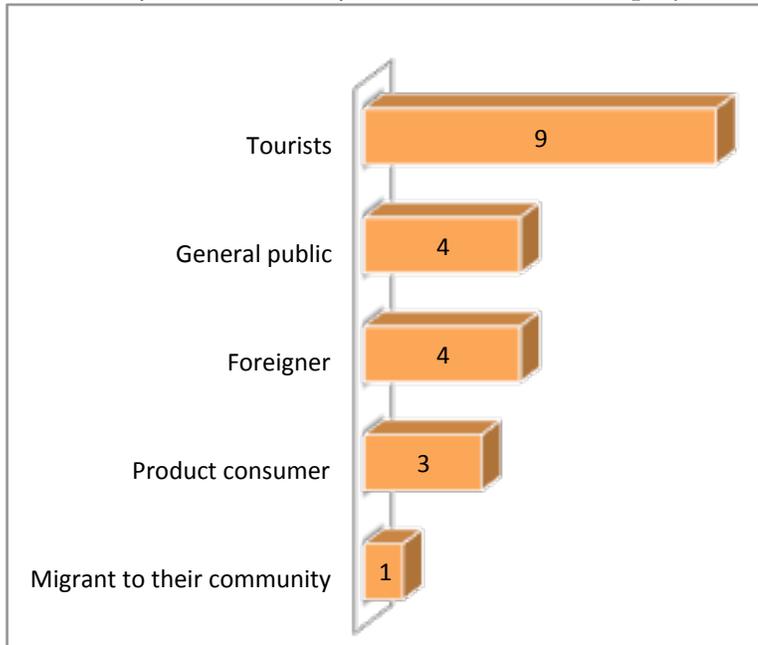
- Mentorship program to help student with school refusal find and enjoy what they like to do
- Providing opportunities for young people to engage in volunteer activities through Jr. Leader, the volunteer circle in her high school

Targeted Population

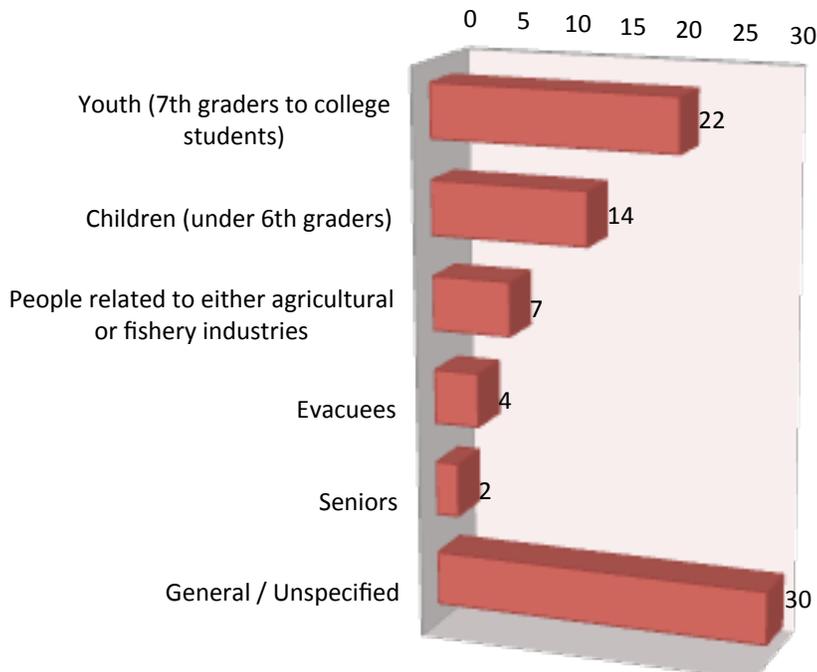
Whom are you trying to help or influence?
(out of one hundred students/projects)



Who are you exactly talking about when you say “people outside of your community”? (out of 21 students/projects)



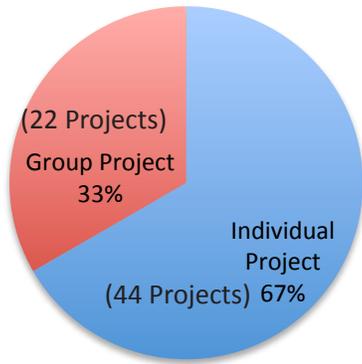
Who are you exactly talking about when you say “community members”? (out of 79 students/projects)



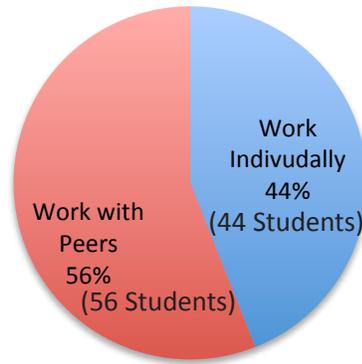
Appendix IV (Process of Forming Project Teams)

One hundred students created individual action plan ideas by the end of the Y-PLAN process, but final project ideas turned out to be 66 after the students' voluntary formation of teams with their peers who shared similar community issues. This section provides the numbers of students who worked individually and as teams, the numbers of individual and team projects, and the number of students per project team.

Numbers of Individual and Team Projects

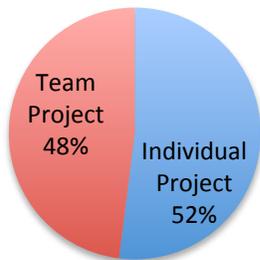


Numbers of Students Who Worked Individually and As Teams

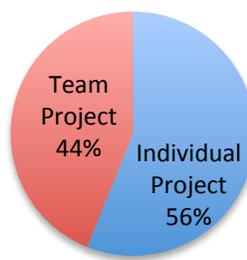


Numbers of Students Who Worked Individually and As Teams (by Prefecture)

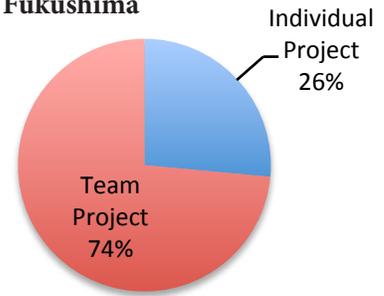
Iwate



Miyagi



Fukushima



Number of Students Per Project Team

