



Miniworld Adventures, book one, *The Dolphin Rescue*

Activity

For use by English, Science, and Social Studies elementary and middle school teachers, after-school program directors, and school club presidents.

In this activity, you will learn about how people earn money in order to buy what they need to live. *The Dolphin Rescue* story takes place in a village that must change how it will meet the needs of its people while balancing the needs of local animals.

Key Terms

Aquaculture: raising seafood in a place you can control; a fish farm in water

Business: making, buying, or selling things (or offering services) in exchange for money

Culture: what a society values; what people believe, what they do, and what they create

Economy: how things and services are produced, sold, and bought in a place

Job: work that a person does for money

Outport: a seashore town that sends things to other places by boat

Tax: money owed to the government for its services

Tourist: someone who visits a place for fun

Value-added: increasing or enhancing the benefit of something being sold

A New Way of Life for Tomo after the Dolphin Drive

The girls and Bobbi explained the whole adventure in Japan to their Fairy Godmother, Carol. The girls knew that the Tomo people must have a different way to live now that the Dolphin Drive is at an end. This new life must include work for teens and young adults, or young people will leave.

Lindsey said, “This is a confusing problem. Tomo must find a new way to live now that the Dolphin Drive is over. The people will need another type of business to bring money to the town.”

“Yes,” agreed Bobbi. “They must change their town’s economy. Invent some-something new.”

“They are open to all options,” pointed out Taylor. “They will choose the ideas that are right for them. I know that they do not want their young people to move away. Jobs need to be available in Tomo for young people to stay and raise families.”

Carol said, “Many coastal fishing villages in the world must change their town to do something else, because today there aren’t as many fish to catch.”

“I’m confused,” said Lindsey. “Why can’t they keep fishing in these places?”

“For example,” Carol offered, “around Newfoundland, there’s not enough cod in the sea. So those villages had to figure out something else to do, in order to live.”

“I read that the same is also true of some Japanese towns hit by the tsunami,” Emily said. “Places like Kesenuma had been having trouble years before the tsunami, and then the wave washed all their fishing equipment out to sea.”

“Oh my!” barked Frank.

Emily continued, “They are starting over in a different way, with lots of shops, groceries, and cafés. Perhaps Tomo could do this, and maybe the protestors could help get investors.”

Taylor added, “That’s similar to what they’re doing in Quintay, Chile, because people there had to stop whaling in their cove.”

“Perhaps,” piped up Lindsey, “Tomo could partner with these towns, to find out how to re-invent. And maybe they could get help from the two sister cities they have now. Their sister cities are relieved that the Drive is over!”

“Good idea,” Carol agreed. “For example, I know of one salmon fishery in Alaska that could not compete anymore with other salmon companies. So, they started doing extra things to the salmon to make it sell better, such as making smoked salmon.”

Carol paused for a moment to think more and then said, “Maybe Tomo could do extra things to the fish they catch, such as a building a breadcrumb factory to make breaded seafood, like prawns, and chicken. Such ‘value-added’ foods made in Tomo could possibly make the town’s dock an important outpost to other villages and countries.”

Lindsey observed, “I know from talking to the police that the Japanese government will save a lot on security now that the Drive has ended. Perhaps the government would let the town go tax free for a few years, to help them get started.”

Taylor brought up another idea. “What about aquaculture? Could they raise salmon, crabs, or oysters? Maybe they could sell their seafood directly to restaurants in Osaka and Tokyo.”

Bobbi, the artist, broke in. “Well, if they are farming oysters,” he said, “they also could build a brewery to make dark beer for people to drink while eating oysters. They could invite artists to live in the town, to paint pictures and make jewelry from the oyster pearls, or make furniture from the local forests. Perhaps the artists could make furniture with inlaid mother of pearl, to sell to tourists.” He smiled. “I know a famous artist who is looking for a place to retire, so maybe he could bring other artists there. An artists’ colony would draw tourists.”

Emily said, “Tomo has two festivals and hotels for tourists, plus two spas. Maybe they could have other festivals, too, that would attract more young people. They could make it awesome to come down from Osaka on a party train.”

“I’d certainly go to a manga event or music festival,” Sophie said.

“Oh yeah!” hummed Emily, the Ultra Twin, doing a dance move. “Young people from Osaka might come down on the train, if the train ride itself was part of the fun.”

“Or they could have a Triathlon,” Taylor enthused, “where you had to swim, bike ride, climb in the mountains, or climb a tree like the lumberjacks do.”

“Whew,” snorted Frank. “Makes me tired just to think about a Tomo Triathlon.”

“Because they have a marine museum and marine life festivals already, they could switch to eco-tourism,” Bobbi pointed out.

Carol advised, “These are all good ideas, and it will take more than one idea to bring enough money into the town. Girls, can you email a list today to your friend, Taro Tanaka? He can give the ideas to his dad, for the town to look at.”

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Students should respond in a way that shows they grasp that Tomo's people must be understood based on Tomo's culture, rather than be judged against the criteria of another group of people.

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