

Hiroshima Day



HIROSHIMA DAY LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was 'circle time'. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable 'Moving Beyond Sectarianism'(young adults) at:
www.tcd.ie/ise/projects/seed.php#whoweare
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why.

<p>STEPPING OUT LEARNING ACTIVITY HIROSHIMA DAY A programme for 2 sessions of 30 - 40 minutes LEARNING INTENTION: In sharing our stories of events throughout the year and focusing on Hiroshima Day, we learn more about and share feelings associated with conflict/war/loss</p>	<p>SUGGESTED SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> • We will continue to build trust and share more with one another • We will encourage active listening; empathy • We will learn more about conflict/war/loss • We will share feelings associated with loss • We will learn more about Sadako Sasaki and her response to the Hiroshima bomb - Hiroshima Day 8th August 1945 • We will share and evaluate what we have learnt from a baseline
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<p>HIROSHIMA DAY This column gives suggestions for a lesson outline SESSION 1 Opening activity Events Calendar - Invite members of the class/group to share information on events throughout the year. Focus on Hiroshima Day - Invite members of the class/group to share what they know about the Second World War; and the Atom bomb. What do we know about Japan? Origami; the martial arts etc. Use this group activity as an opportunity to construct a baseline. Story - Sadako Sasaki. Picture 1 - Ask the children about memorials. What</p>	<p>DETAIL OF WHAT TO DO This column lists resources needed and gives sources for background information for each lesson SESSION 1 Opening and Closing activities - Choose appropriate activities for opening and closing each session from 'Games' in the Resources section Events Calendar Print out your own from the 'Resources' section Map of the world - Invest in an inflatable globe to find Japan and to pass around the circle as an opening or closing activity, inviting people to find the country - where they live now; have lived before; have visited or</p>
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<p>are they? Any experiences? Buddhists? Why are doves released? Talk about dressing up for special events - birthdays; church; Halloween; memorial days. Talk about light in darkness as a symbol of hope. What do the children understand about light and hope? Talk about lights we know in darkness - stars; moon; electric light; torch; lighthouse; candles and about how light makes us feel when we are frightened in the dark - safe; secure; less afraid. Why the fireworks? Candles on the water?</p> <p>Picture 2 - Look at the Events Calendar again. Talk about another event - Sports Day and running. Share what we like/don't like about this event. Talk about illness. Has anyone ever been in or visited someone in hospital? Share feelings. Talk about loss, sadness; disappointment. Talk about hope and the Japanese legend about the crane.</p> <p>Closure - All Change - Try using specific statements about e.g. whether they ever:- visited Japan; sent cards to people for celebrations other than their own; are afraid of the dark; have ever lost something or someone; like origami; enjoy running; etc.</p>	<p>know someone</p> <p>Story and Pictures - Print out your own copy of the story and pictures from this section.</p> <p>Buddhism - It might be good for the class/group to have completed the module on Saga Dawa and use this as an opportunity to check what we remember.</p> <p>Origami Crane - Make an Origami Crane. You can follow instructions from either of the following websites: http://www.savingcranes.org/teachers/kids/origami.cfm http://www.sadako.com/fold/folding.html</p> <p>Does anyone know that Origami, a Japanese word is the name given to the art of paper folding?</p> <p>All Change Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.</p>
<p>SESSION 2</p> <p>Opening activity - Gate game</p> <p>Discussion - Talk about Sadako - ways in which we are different and also similar. Talk about war and conflict and how it divides people.</p> <p>Story - Talk about what we remember about the story of Sadako Sasaki so far.</p> <p>Picture 3 - Re-introduce the crane as you continue the story of Sadako. Talk about the raw material needed to make this working toy - one square-shaped piece of paper. Why would origami be such a good activity to do in bed? Sadako dies. Talk about loss. Share stories; feelings. How do Sadako's friends respond? How does her mother respond? What can we learn about hope? Dreams? Peace?</p> <p>Picture 4 - The crane represents hope/peace for the people of Hiroshima. Look at the picture showing Japanese children at Hiroshima Peace Park on Peace Day, 6th August with the paper cranes they have made. If you have the time and enough assistance to support the children if this is a first attempt at origami for them, make cranes in class. Ask the group how they feel completing the crane. What did they like/not like about it? Could they or would they like to make another on their own? Look at the children in the picture. How do they feel? Is this a good way to remember the war?</p> <p>Closure - Wool Web. Pass the ball of wool around the group until everyone has received it and passed it on once. Web pattern connects everyone up. Talk about connections with one another; similarities and differences in how we remember events; what we have learnt from Hiroshima Day.</p>	<p>SESSION 2</p> <p>Gate Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together.</p> <p>Class Library - the Class Library in the Resources section has several books about World War Two at an appropriate key stage level that children might like to read to extend their knowledge.</p> <p>Making Paper Cranes - There are lots of other ideas and activities on the Peace Club website: www.sadako.org</p> <p>Loss - there is a whole module about loss in 'William's Stories' in the Stories section of this resource with suggestions about follow up and support etc.</p> <p>Wool Web - read the instructions for playing this in 'Games' in the Resources section. This is an affirmation exercise as well as closure. We have an opportunity to share/talk about what we have learnt as well as the importance of connections and interdependence. An evaluation can be made of the learning from this and the baseline after the first session.</p>

THE STORY OF SADAKO SASAKI

The story began when an atomic bomb was dropped on Hiroshima, Japan on August 6, 1945 to end World War II. It exploded above the city killing about 80,000 civilians outright but by the end of 1945, probably 60,000 more people died due to radiation poisoning. Sadako was only two years old when it happened.

1. It was now August 6th 1954 and like most of the survivors, Sadako's family felt the need to remind all the children about the importance of peace and the tragedy of a war. They went to the Peace Park, remembering victims they knew as they walked through the memorial building. Then after speeches by the Buddhist priests and the mayor, white doves were freed and circled over the scarred Atomic Dome,¹ preserved as an appeal for world peace and as a witness to the horror of nuclear weapons. Once the ceremonies were over, the day passed quickly and Sadako enjoyed the crowds and the music. As the sun went down and the fireworks faded, the crowd carried paper lanterns to the banks of the river. The lanterns carried names of relatives who had died because of the bomb out to sea and Sadako thought they looked like little stars on the dark water.

2. In 1955, now aged 11, while Sadako was practicing for a big race, she became dizzy and fell to the ground. She was diagnosed with Leukemia, "the atom bomb" disease. Her best friend came to see her and brought her a piece of gold paper which she folded into a crane. She told her of an old Japanese legend, which said that, anyone who folds a thousand paper cranes would be granted a wish.

3. During her illness, Sadako began folding a thousand paper cranes so that her wish for good health might be realized. However, she died before completing her project on October 25, 1955 at the age of twelve. Sadako had folded 644 cranes. Her friends folded another 356 so that she would have 1000 paper cranes buried with her. An extract from a letter Sadako's mother Fujiko wrote, eight months after Sadako died reads, *'Sadako! Listen! Can you hear your friends' strong voices for peace? As the mother of a child who passed away when she was only twelve and a half years old, I'd like to appeal to mothers not only in Japan*

¹ The Gembaku Dome was near ground zero when the bomb exploded

*but all over the world that I don't want such a horrible thing to happen again. So many children are looking for peace.*²

4. The children began to dream of building a monument to Sadako and all of the children killed by the atom bomb. Young people all over Japan helped collect money for the project. In 1958, a statue of Sadako holding a golden crane was unveiled in Hiroshima Peace Park. The children also made a wish, which is inscribed at the bottom of the statue and reads:

This is our cry. This is our prayer, Peace in the world. Each year in Japan, people fold paper cranes to express their hope for world peace and they are placed at the foot of the Children's Monument in the Peace Park in Hiroshima.

BIBLIOGRAPHY

Coerr, Eleanor. *Sadako and the Thousand Paper Cranes* (New York: Puffin Books), 1977.

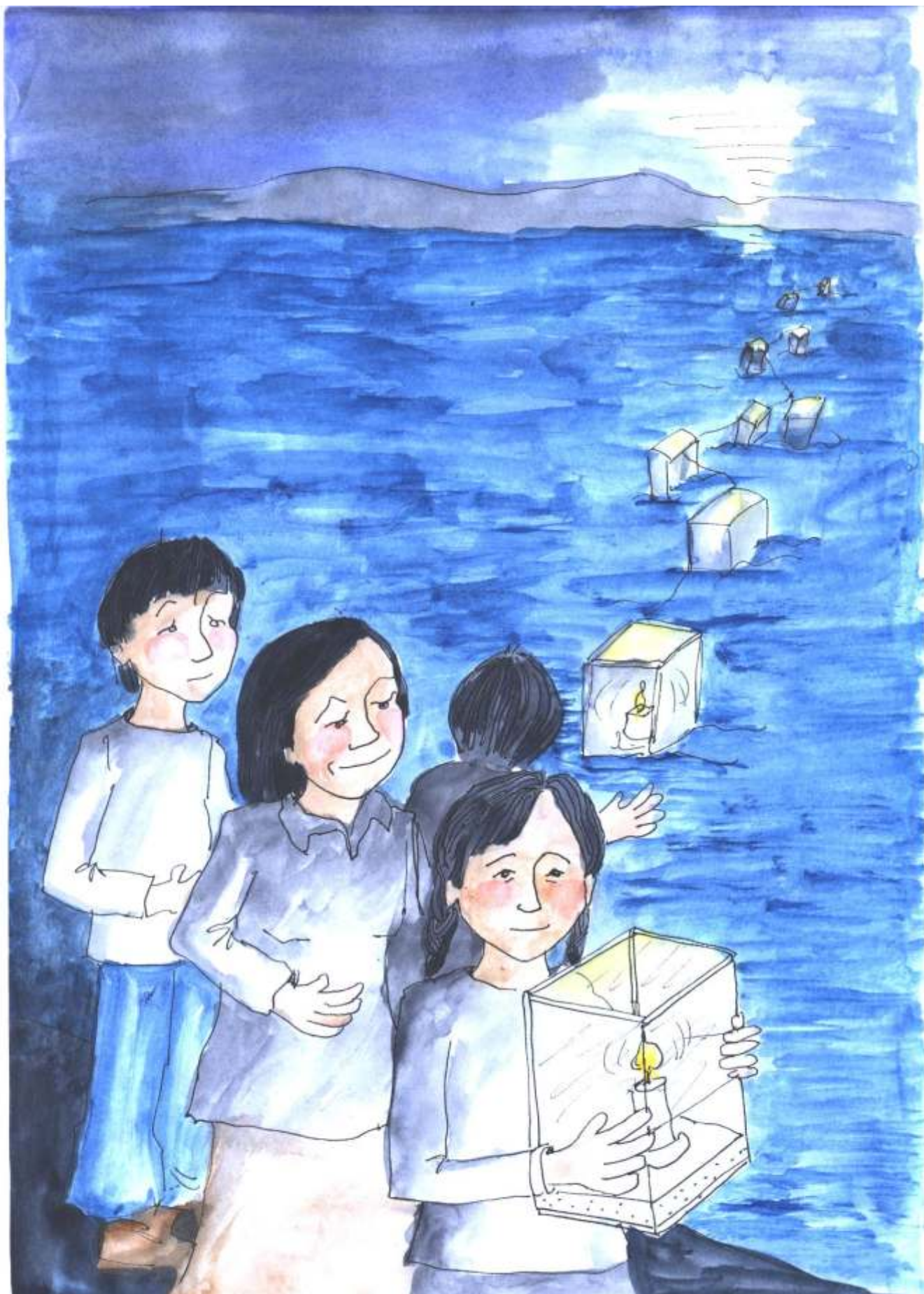
This is the story of Sadako with lots of lovely illustrations - key stage 2.

WEBSITE

Michiko I. Pumpian founded the Sadako Peace Club for children who are interested in promoting world peace among all nations of the world. The hope is that members can get to know each other from different cultures and different parts of the world. You can contact the peace club and purchase educational materials at the website: www.sadako.org

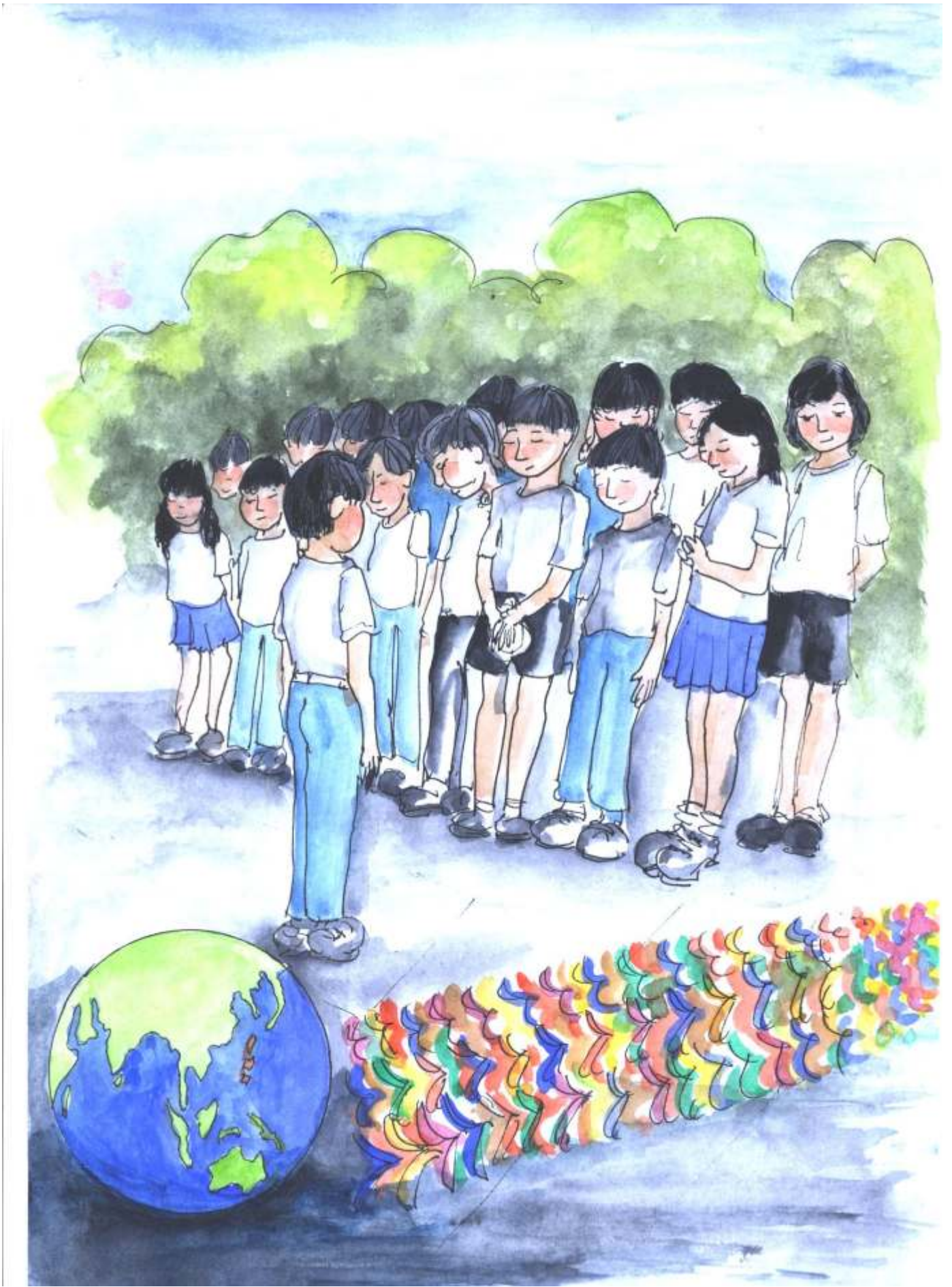
² See www.sadako.org

The Story of Sadako Sasaki









DREAM BAGS ACTIVITY

Many schools in Northern Ireland have already received the gift of dream bags from a campaign organised by a Buddhist lay organisation called Rissho Kosei-kai based in Japan. You can find out more about it at this website:

<http://www.rk-world.org/peace/dreams.html>

Japanese children fill small cloth bags, approximately 9 X 13 inches, with stationery items, daily necessities, toys, and cards containing messages of friendship for children from areas of conflict throughout the world. This annual campaign has been distributing dream bags to children in Israel, Palestine, Lebanon, Northern Ireland, and the former Yugoslavia, with the assistance of other nongovernmental organizations, since 1999.

PURPOSES OF "THE DREAM BAG CAMPAIGN"

- To share the dream of a friendly and peaceful world
- To provide healing for children traumatized in war or conflict situations.
- To provide opportunities for interaction and oneness among children of different countries.
- To cultivate generosity and compassion

SUGGESTION

Why not make your own dream bags, fill them with prayers and symbols of peace and hope and give them to your linked school (SCRIP). Prayers and symbols of peace are included in this section.

Prayers for the Dream Bag

International Peace Prayer

Lead me from death to life; From falsehood to truth
Lead me from despair to hope; from fear to trust
Lead me from hate to love; from war to peace
Let peace fill our heart, our world, our universe

DEEP PEACE

Deep Peace of the running wave to you
Deep Peace of the flowing air to you
Deep Peace of the quiet earth to you
Deep Peace of the shining stars to you
Deep Peace of the son of peace to you
Celtic

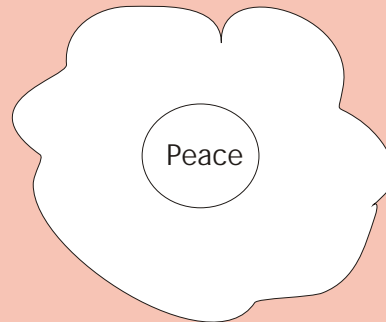
White poppies for peace were first made by the Women's Co-operative Guild in 1933. Members of the Guild - many of whom were mothers, sisters and widows of men killed in the First World War - feared that the 'war to end all wars' would be followed by an even worse conflict. The white poppy was a reminder of the horrors of war. People who wore it did so as a way of insisting that those in power should resist war; that conflicts should be resolved without violence and with justice.

The white poppy continues to be:

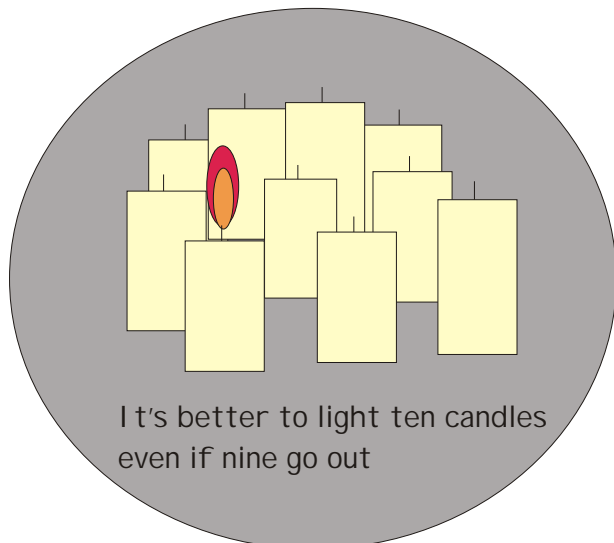
a reminder of the world's failure to prevent war;

a symbol of grief for everyone who has been harmed by war;

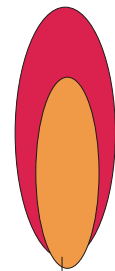
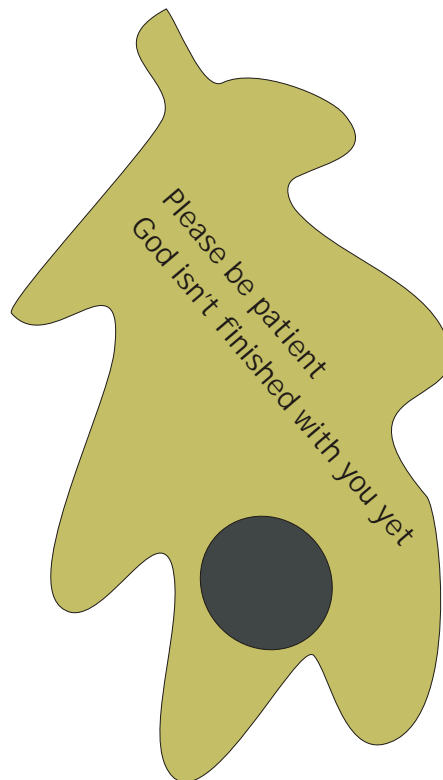
a symbol of hope that people will work together to abolish war for good.



And the leaves of
the tree are for the healing
of the nations



It's better to light ten candles
even if nine go out



One Small
Candle

It is better
to light one
small candle
than to curse
the darkness