Sadako’s Cranes for Peace
Curriculum links

Spiritual, Moral, Social and Cultural Development
Sadako’s Cranes offers an opportunity to incorporate SMSC into a variety of subjects such as those listed below and in addition STEM subjects including Maths and Science.

Key Stage Two

English
Reading (especially comprehension); writing (especially composition); spoken language (especially role plays and performances) For Year 5 and 6: myths and legends, understanding characters’ feelings, diary and autobiography.

History
History of the wider world; national and international history; military history

Geography
Locate the world’s countries

Art & Design
Origami

Religious Education
Inspirational people; fairness and social justice; peace

Key Stage Three

Citizenship
Critical thinking skills; debate and valuate viewpoints; present reasoned arguments.

English
Imaginative writing; writing narrative and non-narrative texts, including arguments, and personal and formal letters; spoken English (especially giving presentations, discussion, performance and expressing ideas).

Geography
Study of human and physical geography of a region within Asia (opportunity to study Japanese culture).

History
Challenges for Britain, Europe and the wider world 1901 to the present day; study of a significant society or issue in world history and its interconnections with other world developments.

Religious Education
War and Peace; global issues; expressing own beliefs and ideas.

Prevent
‘The Prevent duty is not intended to stop discussion of controversial issues. By providing a safe environment where pupils are encouraged to discuss social and political issues, you can help build their resilience to extremist ideas and prepare them for an active role in society…’ – UK Government

Philosophy for children
Sadako’s story is an ideal topic for Philosophy for Children. See the lesson activity plan for a suggested approach.
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum links</td>
<td>Inside cover</td>
</tr>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Message from Nuclear Education Trust</td>
<td>3</td>
</tr>
<tr>
<td>Exploring these sensitive and controversial issues with children</td>
<td>4</td>
</tr>
<tr>
<td>Lesson Plans (for KS2 and KS3)</td>
<td>5</td>
</tr>
<tr>
<td>The story of Sadako Sasaki</td>
<td>7</td>
</tr>
<tr>
<td>Comic strip Activity 1</td>
<td>10</td>
</tr>
<tr>
<td>Comic strip Activity 2</td>
<td>11</td>
</tr>
<tr>
<td>Sadako’s Diary Activity</td>
<td>12</td>
</tr>
<tr>
<td>Questions Activity</td>
<td>13</td>
</tr>
<tr>
<td>Making origami peace cranes</td>
<td>14</td>
</tr>
<tr>
<td>Praise for Sadako’s Cranes for Peace and other CNDPE teaching packs</td>
<td>17</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>18</td>
</tr>
</tbody>
</table>
Introduction

THANK YOU for your interest in using our Sadako’s Cranes for Peace teaching resource. It is a collection of classroom activities from CND Peace Education that focus on the story of Sadako Sasaki, the Japanese girl who became world-renowned for the incredible achievement of folding 1600 origami cranes in 1952 despite suffering from terminal leukaemia caused by the radiation from the Hiroshima atomic bomb. As part of the origami activity, pupils are able to reflect on war and peace in the world today.

The activities are mainly aimed at Key Stage 2 and 3 (Years 4-9), and are relevant to a range of subjects, particularly: English, RE, Citizenship, Geography, History and Art & Design. An overview of how the activities link closely to the National Curriculum in England – as well as SMSC (including British Values) and Prevent requirements – is provided on the inside front cover. The activities can also easily be adapted for Key Stage 3, 4 and 5 groups (for example Citizenship and RE), as a reflective and creative way to engage students with issues of war and peace.

The lesson activities focus on active and collaborative learning methods, catering to a range of learning styles and abilities. They can be used independently as part of a single lesson, or as a sequence or scheme of work comprising several lessons.

The resource adheres to the 1996 Education Act stipulation – and similar regulations and guidance for academies and independent schools – against political indoctrination. CND Peace Education’s core aim is to empower young people with knowledge on peace and nuclear issues. We do not campaign in schools; rather, we ensure that students encounter a range of viewpoints on nuclear weapons issues, facilitating their critical thinking, and allowing them to reach their own conclusions. All of our work is charitably funded, and we thank The Nuclear Education Trust for their support. We wish to also thank all of those who have contributed to this resource.

It should be noted that the lesson content could be more sensitive or controversial for some students, if for example they have Japanese, US or Chinese heritage, and/or have experienced war first-hand. For guidance on this, please see page 4.

This new edition of Sadako’s Cranes for Peace includes new and improved lesson activities, as well as an updated layout, and additional resources such as photos and video links. The first edition was highly praised by teachers and students alike (see the back of the pack for example testimonials), and was given ‘TES Picks’ status as well as being designated a Global Learning Resource by Think Global.

For lesson ideas on how to explore contemporary nuclear weapons issues with your students, see our other teaching resources (information on them is provided on page 17). All our teaching resources are available for free download or hard copy request via our website: www.cnduk.org/education. We also offer free workshops of any of the lesson activities in this resource and in our other resources: please email peaceeducation@cnduk.org for more information.

Lastly, if having used the resource you have feedback on what works well, and/or anything that could be improved, we would be delighted to hear from you. Again, please email peaceeducation@cnduk.org. Thank you.

CND Peace Education
Message from the Nuclear Education Trust

Dear Teacher,

The Nuclear Education Trust (NET) is pleased to provide funding for this new edition of the CND Peace Education teaching pack, Sadako’s Cranes for Peace. The pack promotes the key object of the Trust, which is:

“To advance education by promoting the study and understanding of, and research into, arms control and disarmament, defence and security, with an emphasis on nuclear weapons and other weapons of mass destruction.”

This object is in keeping with the 2008 call by the UN Committee on the Rights of the Child to the UK government to make peace education ‘a fundamental subject in the education system’, and with the UN General-Secretary statement in 2016 regarding disarmament and non-proliferation education: ‘It is important to bring the discussion of these critical issues to schools in all countries to inform and empower young people to become agents of peace’.

The Nuclear Education Trust is governed by charity law and as such, the NET Trustees would like to make it clear that NET’s educational aims and activities are quite separate from, and independent of, the campaigning work of the Campaign for Nuclear Disarmament (CND).

The educational materials in this pack help provide children with a basic understanding of the nuclear bombing of Hiroshima and Nagasaki, and some of the debate surrounding it, as well as enabling reflection on what a peaceful world would look like today.

The pack has been subject to the quality assurance of NET’s education sub-committee to ensure that the education resources conform to NET’s objective, that they are free from bias and are presented in such a way as to allow young people to form their own opinions. The first edition of this pack was reviewed by a panel consisting of teachers, students and other educationalists for feedback on: usability, impartiality, curriculum relevance and enjoyability. The materials were revised in accordance with any recommendations.

If you have any comments about the work of NET, or would like to learn more, please email info@nucleareducationtrust.org.

Thank you.

Christine Blower
Chair of NET Trustees, former General Secretary of the National Union of Teachers and current International Secretary of the National Education Union (NUT Section).
Exploring these sensitive and controversial issues with children

Sadako’s Cranes for Peace includes the exploration of some controversial and sensitive issues. Particular consideration may need to be taken before doing the activities with students of Japanese, US or Chinese heritage, or students who have experienced war first-hand. Below is some guidance on the more contentious or upsetting aspects, and how they could be approached.

**Nuclear weapons**

Nuclear weapons are both frightening and fascinating. Explaining them to younger students in particular can be tricky, in terms of avoiding scaremongering but also avoiding over-sanitising.

The simplest way to explain what a nuclear bomb is to say that it is very different from any other kind of bomb. It is much, much bigger and can destroy whole cities. It also produces a type of poison called radiation that can make people very ill long after the bomb has exploded.

With younger children it may be best to keep the bombing in a historical context without going into too much detail about current nuclear weapons because they might find the latter frightening or overwhelming. There are around 15,000 nuclear weapons in the world today held by nine countries. Britain has approximately 215, each one has eight times the explosive power of the Hiroshima bomb.

Students may have lots of other questions, and this is to be encouraged (see the Philosophy for Children section in the Lesson Plans). For suggestions on how to respond to questions about nuclear weapons, see our other teaching resources at www.cnduk.org/education, or get in touch with us.

**Balance regarding the Hiroshima and Nagasaki bombings**

Children may well ask who dropped the bomb and why. It is important to stress that this is an event that people have very different views about. Some people think the atomic-bombings were necessary to end the Second World War as quickly as possible, and that they actually saved lives on both sides by avoiding a land invasion. However, others think that it is never justified to kill so many civilians, and that Japan may have surrendered without this or a US-led land invasion.

**Childhood illness/death**

Children may be worried about the death of Sadako, especially if they know somebody with cancer or leukaemia. It is important to reassure them that there have been medical advances in leukaemia treatments since Sadako was ill and now more than 85% children survive the disease.

**Feeling sad about Sadako**

Children may feel sad when they have heard the story. Reassure them by pointing out the fact we are talking about her more than 60 years after she died (and thousands of miles away) and remembering her inspiring story. She has not been forgotten. She made a huge difference and her story has encouraged people all over the world who are working towards peace. See our Lesson Plans for suggestions of how to approach this.

**Alternative version of the story**

Please note that there is a popular alternative ending to the story in which Sadako does not manage to fold 1000 cranes. This version has become more famous than the true story; Sadako’s family didn’t initially publish their account. This could provide an interesting point of discussion with your class on the accuracy and reliability of historical accounts and biographies, and the extent to which this is important.

**Nuclear weapons: the current world situation**

For lesson ideas on how to explore contemporary nuclear weapons issues with your students, see our other teaching resources (information at the back of this pack, or free download/order free hard copies via www.cnduk.org/education).
Lesson Plans (for KS2 and KS3)

Myths, legends and inspirational people
Themes/activities: Creative writing, drama, sequencing activity
The story of Sadako Sasaki is a legend within a legend. Sadako’s desire to make 1000 cranes was inspired by an ancient Japanese legend and her actions have become a modern day legend that inspires people in different ways.
- Examine the two types of text: Short story and comic strip. How do they tell the same story in a different way? Put the comic strip in the right order (Comic activity 1) or write captions for each frame (Comic activity 2).
- Write in the first person in Sadako’s Diary. Other suggested opening lines: ‘when I got to hospital...’; ‘after learning to make cranes I...’; ‘after making 500 cranes I...’; ‘nearing 1000 cranes I felt...’ and ‘my wishes are...’
- Use drama to explore the characters. In small groups, the class should freeze frame panels from the cartoon to explore the characters’ thoughts and feelings. Bring the scene to life to retell and expand on the story.
- Encourage the class to think of their own peace legends; or how other myths and legends they have studied could have a peaceful ending.
- Enrichment: Visit Bradford Peace Museum to explore their Sadako Sasaki exhibition (get in touch with the museum beforehand to request that additional Hiroshima and Nagasaki items are put on display). Or you could visit Hiroshima’s Peace Memorial Museum, in the Peace Memorial Park!

Stories from other cultures
Themes/activities: Geography, letter-writing, identifying figurative language, analysing text.
- Get students to locate Japan, and Hiroshima and Nagasaki, on a map/globe.
- After going through the Sadako story text, and/or the comic strip, get the students to answer the questions on the ‘Sadako Questions’ sheet.
- The story of Sadako and the paper cranes is from Japan and incorporates an ancient Japanese legend that states that those who make 1000 paper cranes will be granted a wish. This can be used as a springboard to explore other cultures through stories.
- After reading Sadako’s story and the information about the cranes, ask students to write a list of Japanese words used, with a definition for each.
- Discuss what the story tells us about life in Japan at the time. What do you think the city of Hiroshima is like nowadays? As a group, learn some facts about the contemporary city.
- Use drama and role-play to explore how different characters within the story are feeling. Create freeze frames/still images based on the comic strip and then bring them to life. (See ‘Myths, legends and inspirational people’ for a drama extension activity).
- Watch the 5-minute CBBC animation about the experience of another girl from Hiroshima – Bun Hashizume – who was 14 years old when the bomb dropped: www.youtube.com/watch?v=ya3et3mhDww (Please watch the clip beforehand to make sure it is appropriate for your students).
- Extension: Write the letters that Sadako may have written to her friends from hospital and the letters they could have written back.

Making paper Cranes for Peace
Themes/activities: Following and giving instructions, symmetry in shapes
The making of paper cranes is a great way for students to practice following instructions and instructing other people. They can be quite fiddly and might require some patience! It might be best to start by making origami swans, which are much easier and quicker, and judging whether the class will be able to go on to cranes.
- Using the PowerPoint template, (downloadable for free from www.cnduk.org/education) to reflect on different meanings of ‘peace’, the story behind different peace symbols, and students’ hopes for peace in their own lives in the world today.
- Ask students to fold cranes following the instruction video(s) on YouTube. You’ll probably need to pause after each step, so that everyone has time to catch up. See page 14 for more information.
- Extension: Ask the students to teach another class how to make cranes and/or to write instructions for them. Ask some students to try and teach their peers without speaking (this helps develop non-verbal communication, and is arguably easier to understand than when the instructor tries to explain the steps in words as well as demonstrating them physically!)
- Whilst making the cranes, draw the students’ attention to the symmetry that is integral to the folding.
- Enrichment: Visit Bradford Peace Museum to explore their Sadako Sasaki exhibition. See above for more information.

Persuasive letter-writing
Themes/activities: Writing to persuade, analysing text
At the end of the story, Sadako’s friends persuade head teachers across Japan to help raise money for the Children’s Peace Monument. This would be a good starting point for looking at persuasive writing.
- Look at persuasive letters to analyse how they are constructed. These could be fundraising letters for charities or simplified versions of letters to newspapers
on the nuclear weapons debate or any other issue.

- As a class, note the points that Sadako’s friends may have made in their letter to the head teachers. How would they have persuaded them to get their school involved in the fundraising efforts?
- Students write their own letters to the head teachers.
- **Enrichment:** If the class make paper cranes to send, write a class letter to the mayor, asking them to be a Mayor for Peace or to the MP to tell them about their wish for peace.
- **Enrichment:** Ask the students to write a persuasive letter reflecting their own views either for or against nuclear weapons. These letters could be sent to representatives from government or peace organisations and could ask for a response.

**Narrative texts: Story structure**

**Themes/activities: Chronology in stories, incorporating subsequent eyewitness interview into the narrative**

The story of Sadako uses flashback for effect several times throughout the narrative.

- Read through the story and note the way that quotes from interviews with Sadako’s older brother Masahiro are interspersed with the narrative. Does this make the story more powerful? Why/why not?
- Examine the cartoons of the story. If using the caption-less one (Comic Activity 2), ask students to add captions to each frame.
- Working in pairs, create a timeline of events. The sequencing cartoon activity (Comic Activity 1) may be useful to remind them.
- **Extension:** Use the blank comic strip (Comic Activity 1) as a planning framework for an oral or written retelling of the story. Children can write the first sentence of each paragraph under the relevant picture to show the passage of time.

**Biography and autobiography**

**Themes/activities: Doing presentations, drama, writing biography and autobiography**

Since the story of Sadako is a true account; it can be used as an example of biography. However, many alternative versions of the story have spread around the world, particularly via the internet.

- Find one or two alternative versions of the Sadako story online (one could be a YouTube video). Compare them to the version in the pack, and list the differences. For example, most versions of the story say that Sadako folded 644 cranes, and that her friends folded the other 356 which were buried with her. Why do you think there are different versions of the story?
- In small groups, ask the students to do a presentation about the life of Sadako, optionally incorporating drama (See Myths, legends and inspirational people for a drama extension activity). Encourage the children to ask each other questions and evaluate the presentations.
- Discuss the difference between fiction, non-fiction, and part-fiction; and between biography and autobiography. Ask the students to write Sadako’s story in the first person as an autobiographical diary entry, (using the template sheet on page 12). These can be part-fictional, with detail added from the students’ imaginations.

**Journalistic writing**

**Themes/activities: Reading and writing newspaper articles**

As the story of Sadako is so well known, there have been many newspaper articles about children who have made 1000 paper cranes for peace.

- Read newspaper articles about children who have made 1000 origami cranes, inspired by the story of Sadako. Compare different articles and identify key features.
- Students write a short article either about a school that has managed to make 1000 cranes or about Sadako herself and the building of the Children’s Peace Monument.
- **Enrichment:** Submit some of the articles to local newspapers, in case they could be published or receive feedback.

**Philosophy for Children**

The topic of Sadako’s story is also useful for schools that run a Philosophy for Children programme. It is based around getting students to ask questions in response to stimuli, to deepen their thinking around – and understanding of – an issue. Use some images of Sadako and one of the memorial statue – or/and a YouTube video clip about her – as stimuli, and get the children to come up with questions as a response. You could prompt them by asking questions such as:

- What is the message of the story?
- What is peace?
- What does Sadako’s statue mean to you?
- What do you think of the quote on the base of Sadako’s statue? Would you have chosen different words?

For more information/guidance, go to: https://globaldimension.org.uk/philosophy-for-children-p4c/
The story of Sadako Sasaki

Please note: Although not particularly graphic, some students may find parts of this account upsetting. It is recommended that teachers look through it first to make sure you are happy with them reading/hearing the story.

Sadako Sasaki was a Japanese girl who was born on 7th January 1943, in the city of Hiroshima, in the south of Japan. At the time, Japan was fighting in the Second World War, on the side of Germany, against the USA and Britain. Sadako was two years old when the USA dropped an atomic (or ‘nuclear’) bomb on Hiroshima, on 6th August 1945. It was the most powerful bomb ever made. Sadako’s brother, who was four at the time, said in an interview in 2017 that he would never forget the “Pika” (the blinding light when the bomb exploded) and the “Don” (the sound of the explosion, which was like a giant thunderclap).

The bomb exploded at 8.15 in the morning. Sadako and Masahiro were at home with their mother and grandmother. Their father had left for work. The family lived just over a mile from where the bomb was dropped. Masahiro recalled that “It was a beautiful morning, blue sky, not a cloud”. Just before the explosion their grandmother had called them inside to eat breakfast. Suddenly, as they began to eat, there was the “Pika”, and then the “Don”.

Masahiro describes what it was like: “We were pushed to the wall… I was underneath the table covered by the tatami mats”. They couldn’t see Sadako. The explosion had blown her outside, through the window. Amazingly, although her clothes were burnt, she wasn’t hurt. The sky wasn’t blue any more: it was very dark, and the air felt hot.

Their mother and grandmother decided that they should leave the house and go and shelter under the bridge by the nearby river, in case there was another explosion. As they walked there they saw how much damage the bomb had done: most buildings were completely destroyed, and there was smoke and fires everywhere. They saw lots of dead people, and lots of badly injured people.

Their grandmother decided to return to the house. Sadako and Masahiro never saw her again; their father later found her dead front of their house. She may have been killed by drinking from the family’s well. A heavy, think, dark rain fell soon after the explosion, and it contained radiation (a sort of poison produced by the bomb), which can kill or very seriously injure people who are exposed to it (especially if they drink water or eat food that has been touched by the rain).

After waiting at the bridge for around five hours, they saw a family friend on a boat. He came to the river bank and invited them to get onboard. Masahiro now sees this as a “a miracle”.

This is one of the few buildings in the centre of Hiroshima that wasn’t completely destroyed by the explosion, because the bomb exploded directly above it. Credit: Freedom II Andres,
https://creativecommons.org/licenses/by/2.0/legalcode

The building has been kept the way it was after the explosion, to remind people of what happened. It is now called the ‘Genbaku Dome’, which means ‘Atomic Bomb Dome’. The area around it is now the Hiroshima Peace Park. Do you recognise this photo, or the one above it? (Clue: see the front cover of the pack!) Credit: Freedom II Andres,
https://creativecommons.org/licenses/by/2.0/legalcode
But they had a difficult decision: should they get on the boat, or wait for their grandmother? They decided to get on the boat. They sailed down the river for around four hours, and then stopped at a shelter on the riverbank that had been made for survivors. Their father eventually found them at this shelter.

Nine years later, Sadako and Masahiro had grown up just like most other children around the world, despite what happened on that terrible day in 1945. Sadako had become a very fast runner, and loved to race her friends and schoolmates. She found her brother a bit annoying, but that's pretty normal!

Then, one day in October 1954, Sadako noticed that she had strange swelling on parts of her body. She was sent to see a doctor, and they ran some tests. The tests showed that Sadako had leukaemia, which is a type of cancer. Unfortunately, unlike today where most people survive leukaemia, in 1954 most people did not survive it. The cancer got worse very quickly. After a month, Sadako had to stay in hospital.

Soon after she moved into the hospital, Sadako's father told her a Japanese legend: that if you folded one thousand ‘orizuru’ (paper cranes) you would be granted a wish. This is because the crane bird is very special in Japan, and origami is the ancient Japanese art of folding paper to make shapes such as animals.

Sadako began to fold the paper cranes. Despite being very tired and in a lot of pain, and despite having to use any scrap paper she could find (because paper was very rare and expensive back then), she managed to fold 1000 cranes. It was an amazing achievement.

In Masahiro’s words: “Sadako concentrated her mind and all the energy she had left to carefully folding paper cranes one by one, and it was only in doing this that was she was able to show her parents that she was alright.” Because her family was short of money, they couldn’t pay for the best medicine for Sadako. She didn’t want them to know how much pain she was in.

Sadako then started to try and fold another 1000 cranes. Sadly, she only managed to fold around 600 more cranes before she died. It was 25th October 1955. On the day of the funeral, just before her hearse left the family home, each of her classmates put a paper crane that they had folded into her coffin.

Sadako’s friends wanted to make sure that Sadako was remembered. They started collecting money to build a statue of her, including by writing to school head teachers asking them for a donation. Some newspapers spread the word across the whole of Japan, which led to lots more people giving money towards the statue.

In 1958, a statue of Sadako holding a life-size golden crane, was built in Hiroshima Peace Park. It is called the Children’s Peace Monument. At the bottom of the statue there is a plaque that says: ‘This is our cry, this is our prayer, peace in the world.’
Sadako’s story then spread around the world, through books and films about her. She became a global symbol of hope, of child victims of war, and of peace. People began folding their own paper cranes, and sending or bringing them to Hiroshima to put near the statue of Sadako.

Masahiro says that his family were surprised how famous Sadako became, and uncomfortable that some of the stories being told about her weren’t true. At first the family didn’t want to talk about Sadako themselves, “But we realized that as the Sasaki family, we had the responsibility to tell her story to the world, to tell about what really happened and the pain she endured”.

When asked what Sadako wished for when she folded her 1000th crane, Masahiro said: “Sadako’s wish wasn’t concerned with such an important matter as world peace. As she folded paper cranes she wished for her parent’s debts to disappear, she wished to get well soon and go home”. Masahiro added: “What Sadako did – having wishes and folding paper cranes – is within reach of anyone, and orizuru have become a tool for all to express a common wish for peace.”


See also the book ‘The True Story of Sadako Sasaki’, by Masahiro Sasaki and Sue DiCicco (published in August 2018), and this 5-minute CBBC animation about the experience of another girl from Hiroshima – Bun Hashizume – who was 14 years old when the bomb dropped: www.youtube.com/ivatch?v=ya3et3mhdWw (Please watch the clip beforehand to make sure it is appropriate for your students).
The Peace Day was to remember when a nuclear bomb was dropped on the city. Many people were poisoned by the radiation that the bomb spread.

Sadako made about 1600 cranes before she died. On the day of the funeral, just before her hearse left the family home, each of her classmates put a paper crane that they had folded into her coffin.

Sadako’s father told her the ancient Japanese legend that if you fold a thousand orizuru (paper cranes) you get a wish. Sadako started folding cranes and when her friends and family visited her in hospital they folded them together.

On 6th August 1955, Sadako woke up early. Today was Hiroshima Peace Day.

Sadako worked very hard making cranes. With each fold she wished she wished to get better, and also for her family’s debts to disappear. She also wrote letters to her friends.

Sadako Sasaki was born in the city of Hiroshima, in Japan, on 7th January 1943. She became world famous. This is her story.
Comic Strip Activity 2
Sadako’s Diary

My name is Sadako Sasaki. Today is 1st February 1945. I would like to tell you about my life…

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Draw a picture of Sadako here, to go with your diary entry
Questions about Sadako

1. What do the people of Hiroshima remember on Peace Day?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. Why did Sadako become ill?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

3. What would you have wished for if you were Sadako? Why?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

4. What did Sadako’s friends do to make sure she was never forgotten?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

5. What do you think Sadako would have thought of what her friends did?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

6. What does Sadako’s brother Masahiro say about what other people can do now?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

7. Do you think this story would appeal to: a) Adults  b) Children, or  c) Both?
   Circle one and explain your answer.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
**Origami cranes**

A crane is a big bird with long legs and a long neck that is found in many parts of the world. There are lot of different species of crane. The cranes found in Japan are red-crowned cranes – one of the rarest species of crane in the world. They have a bright red patch on the top of their heads. They can grow to 140cm high which is about the height of a 10-year-old child! In Japan and some other countries in south-east Asia, cranes are thought to be very special and they appear in many different stories. They are said to live for a thousand (1000) years and this makes them a sign of good luck and good health. In Japan there are pictures of red-crowned cranes on some of their money (on 1000 yen bank notes).

**What is origami?**

Origami is the ancient art of paper folding and it comes from Japan. In Japanese, ‘ori’ means fold, and ‘kami’ or ‘gami’ means paper. ‘Orizuru’ means origami crane. There is a legend that if somebody makes a thousand paper cranes then they will be granted a wish. The legend also says that if a sick person makes them they will be given good health. The Japanese word for a thousand paper cranes is ‘senbazuru’. They are often given to people as gifts (usually on strings, with 40 cranes on each string). Because of the story of Sadako Sasaki, cranes are the most famous origami. Every year, 10 million paper cranes are sent to Hiroshima from people around the world who have been inspired by Sadako’s story. They are displayed in the cabinets at the Children’s Peace Monument – the statue of Sadako. The biggest origami crane ever made was more than 82m wide! The smallest was made from a square only 1mm by 1mm and was folded using a needle, under a microscope.

**Making your own paper crane**

The best way to learn origami is to watch someone else do it, and copy step-by-step. Cranes are intermediate-level origami, so it might be best to start by making a swan, which is significantly easier and quicker, but involves some of the same folds. A good YouTube video for making swans is www.youtube.com/watch?v=bofHx6N9W1k. Cranes, despite being a bit fiddly and involving a lot more steps than swans, are very satisfying to make, and look rather beautiful, and have the resonance of the Sadako story. Once you have made a few it will become very easy!

Write your own wish for peace on the underside of the sheet of paper before you start folding inside the crane. Then fold as many as you want to. Can you make it to a thousand?

**YouTube instruction videos**

CND Peace Education have created two YouTube videos to help you make your cranes: one with spoken instructions (www.youtube.com/watch?v=ppe2TyOwDzo) and one with no speaking (www.youtube.com/watch?v=wRKGRwhaTRg&t=2s – some people find it easier to learn this way). Alternatively you can follow the illustrated instructions overleaf! We also deliver free origami workshops, which include exploring other peace symbols, and getting students to write or draw their own wish for peace – get in touch if you’d like us to do this at your school! Please note: there are several different ways to make cranes, some of which involve fewer steps, but we think our approach produces the best-looking cranes!

**What to do with your paper cranes**

- Hang your cranes up at school or home.
- Send the cranes to your MP and ask them their opinion on nuclear weapons and their wish for peace.
- Send the cranes to your Mayor and ask them if they would consider becoming a Mayor for Peace. Mayors for Peace was started by the Mayors of Hiroshima and Nagasaki to call for peace and an end to nuclear weapons.
- Send them to Hiroshima to be displayed at the Children’s Peace Monument: Peace Promotion Division, The City of Hiroshima, 1-5 Nakajima-cho Naka-ku, Hiroshima 730-0811 Japan. Write a letter to go with the cranes, saying which school you are from, and asking for a photo of your cranes at the monument to be emailed to the school (you need to provide a school email address for this).
How to make origami peace cranes

1. Fold paper diagonally to form a triangle. Be sure the points line up. Use your thumbnail to make all creases very sharp. Now, unfold the paper.

2. Fold the paper diagonally in the opposite direction, forming a new triangle.

Unfold the paper and turn it over so the white side is up. The dotted lines in the diagram are creases you have already made.

3. Fold the paper in half to the right to form a tall rectangle.

Unfold the paper.

4. Fold the paper in half, bringing the bottom up to the top to form a wide rectangle.

Unfold the rectangle, but don’t flatten it out. Your paper will have the creases shown by the dotted lines in the figure on the right.

5. Bring all four corners of the paper together, one at a time. This will fold the paper into the flat square shown on the right. This square has an open end where all four corners of the paper come together. It also has two flaps on the right and two flaps on the left.

6. Lift the upper right flap, and fold in the direction of the arrow. Crease along line a-c.

7. Lift the upper left flap and fold in the direction of the arrow. Crease along the line a-b.

8. Lift the paper at point d (in the above diagram) and fold down into the triangle b-a-c.

Crease along the line b-c. Undo the three folds you just made (steps 6, 7, and 8), and your paper will have the crease lines shown on the right.

9. Lift just the top layer of the paper at point a.

Think of this as opening a crane’s beak. Open it up and back to line b-c where the beak would hinge. Crease the line b-c inside the “beak.”

Press on points b and c to reverse the folds along lines a-b and a-c. The trick is to get the paper to lie flat in the long diamond shape shown on the right. At first it will seem impossible, but with some patience you will get the hang of it!

10-13. Turn the paper over. Repeat steps 6 to 9 on this side. When you have finished, your paper will look like the diamond below with two “legs” at the bottom.

Credit: Veterans Affairs Canada.
14-15
Taper the diamond at its legs by folding the top layer of each side in the direction of the arrows along lines a-f and a-e so that they meet at the center line.

16-17
Flip the paper over. Repeat steps 14 and 15 on this side to complete the tapering of the two legs.

18
The figure on the right has two skinny legs. Lift the right upper flap at point f and fold it over in the direction of the arrow—as if turning the page of a book. This is called a “book fold.”

19
Flip the entire piece over. Repeat this “book fold” (step 18) on this side. Be sure to fold over only the upper flap.

20
Now imagine this image is what you would see if you were looking straight down at the top of a crane’s head. The two points at the top of the picture are the back of the crane’s head and its pointy beak is at the bottom. Open the upper layer of the beak at point a and crease it along line g-h so that the tip of the beak touches the back of its head (ouch!)

Turn the figure over. Repeat on this side so that all four points touch.

21
Your paper should look like the image on the right. Lift the top layer on the right (at point f), and fold it in the direction of the arrow to the middle. Be sure to crease the fold.

Flip the entire figure over. Repeat the “book fold” on this side.

22
There are two points, a and b, below the upper flap. Pull out each one as far as the dotted lines in the direction of the arrows. Press down along the base (at points x and y) to make them stay in place.

23
Take the end of one of the points and bend it down to make the head of the crane. Using your thumbnail, reverse the crease in the head, and pinch it to form the beak. The other point becomes the tail. Gently pull out the wings and your peace crane is ready to fly!

Credit: Veterans Affairs Canada.
Praise for Sadako's Cranes for Peace
First edition and workshops

‘Today I taught a lesson to 16 year 7 EAL [English as an additional language] students who speak very little English all about Sadako Sasaki and Hiroshima. The lesson culminated in the entire class making paper cranes and generally loving life’.
– Secondary school teacher via email

‘A brilliant resource with lots of creative ideas – thanks!’
– Teacher via tes.com

‘What was good about the session was seeing the end result. A finished crane. I would recommend it to colleagues because it makes children reflect on what peace is.’
Rachel Fry, Head of Key Stage 2, Seymour Road Primary Academy, Manchester.

‘It was engaging…fun and educational, very enjoyable’;
‘they made RE fun.’
– Year 8 students, Sturminster Newton High School, Dorset

‘Fun but educational’; ‘Fun and interesting’; ‘better than [normal] lessons.’
– Year 8 students, Rainhill High School, Merseyside

‘It’s a lot of fun’.
Year 5 student, Seymour Road Primary Academy, Manchester.

Other free teaching packs from CND Peace Education

The Bomb Factor
Six cross-curricular lessons on nuclear weapons issues, including an X Factor-style debate competition.

Truman on Trial
Six cross-curricular lessons around Hiroshima and Nagasaki, including a mock trial to decide if President Truman was justified in dropping the atomic bombs.

Under Pressure
Find out how pressure groups operate and plan your own in the classroom.

Dial M for Missile
Seven cross-curricular lessons to teach themes around the Cuban Missile Crisis and compare and contrast with the world situation today.
Acknowledgements

We would like to express our gratitude to the following individuals and organisations for permission to reproduce copyrighted material (other accreditations are given on relevant pages):

Photos of Sadako Sasaki © Masahiro Sasaki. Permission provided by Masahiro Sasako.

Origami Cranes instructions © Veterans Affairs Canada. Permission provided by Veterans Affairs Canada.

Content production
Anna Liddle MA
Owen Everett BA (Hons)

Design and Illustration
Design by Sue Longbottom sue_longbottom@yahoo.com
Cover and cartoon strip illustrations by Miriam Cragg miriamcragg2@gmail.com

Thanks to
The NET Peace Education Review Panel, and the Nuclear Education Trust for the funding of all CND Peace Education’s work (Registered charity 1118378)
Sadako’s Cranes for Peace is a collection of classroom activities from CND Peace Education that focus on the moving and inspiring story of Sadako Sasaki, the 12-year-old Japanese girl who became world-famous after folding 1600 origami cranes despite having terminal leukaemia caused by radiation from the Hiroshima atomic bomb.

The cross-curricular lesson activities focus on active and collaborative learning methods, catering to a range of learning styles and abilities. They can be used independently as part of a single lesson, or as a sequence comprising around two lessons. Lesson suggestions are grouped by themes, including: myths and legends, stories from other cultures, fact and fiction. Activities include learning and discussing the story, creative writing, drama, and of course origami! An important aspect is thinking about peace and conflict in the world today.

The pack is mainly aimed at Key Stage 2 and 3 (Years 4-8), is relevant to a range of subjects, particularly English, RE, Citizenship, Geography, History and Art & Design, as well as helping to meet SMSC and Prevent requirements. However, the activities can also work well with Key Stage 3, 4 and 5 groups (for example Citizenship and RE), as a reflective and creative way to engage students with issues of war and peace.

CND Peace Education’s core aim is to empower young people with knowledge on peace and nuclear issues, and enabling them to reach their own conclusions. We do this by providing a range of viewpoints, and encouraging students to ask questions, discuss, debate and reflect.

This new edition of Sadako’s Cranes for Peace includes new and improved lesson activities, as well as an updated layout, and additional photos and video links. The first edition was highly praised by teachers and students alike, and was given ‘TES Picks’, status as well as being designated a Global Learning Resource by Think Global.

‘A brilliant resource with lots of creative ideas – thanks!’ – Teacher via tes.com

Themes

War and peace – Hiroshima and Nagasaki, hoping for peace, and imagining a peaceful world today.
Courage and resilience – Fighting illness, and amazing achievements against the odds.
Young people making a difference – Sadako’s story, including her friends’ amazing memorialisation of her, is known around the world.
Storytelling – From comic strips to autobiography and journalism; fact and fiction.