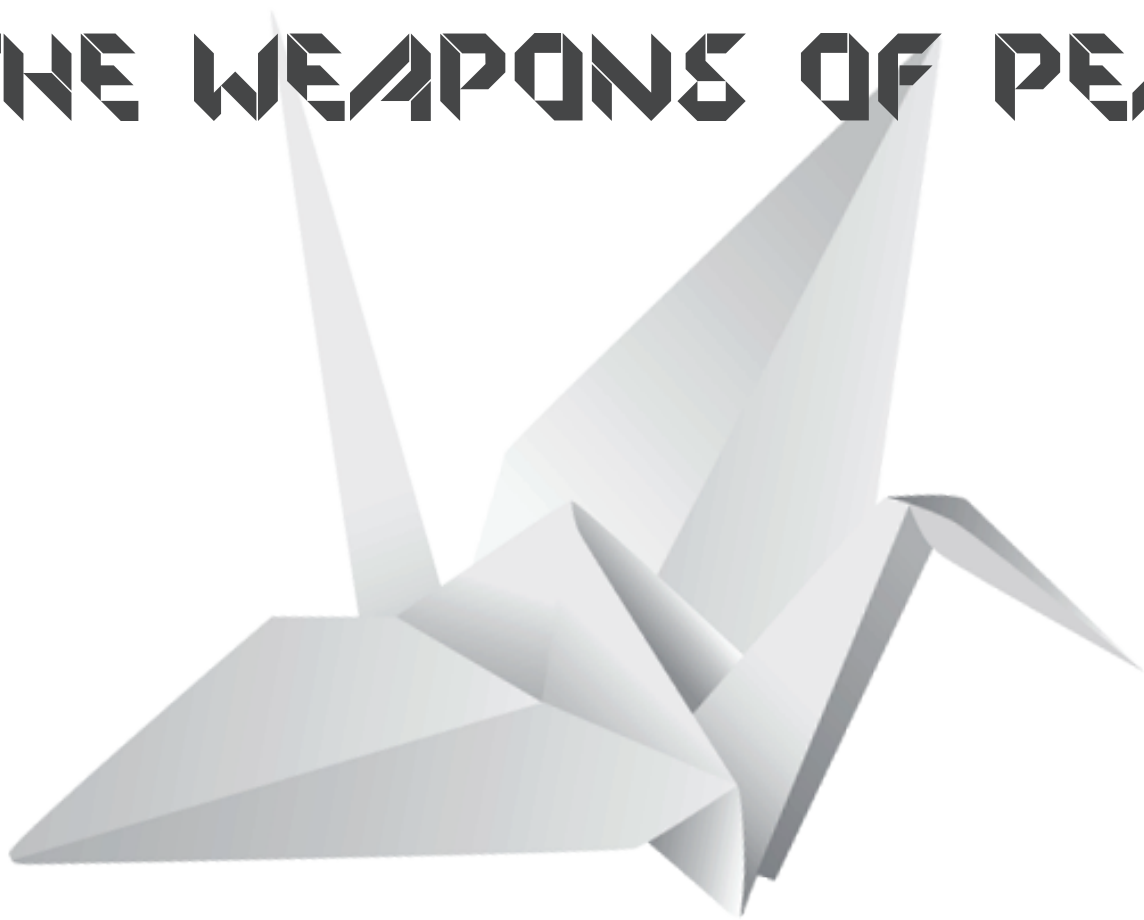


# A THOUSAND PAPER CRANES: THE WEAPONS OF PEACE



Written by Paula Wing

Directed by Micheline Chevrier

Resource Guide by Toni Hakem

# **A Thousand Paper Cranes: The Weapons of Peace**

Created by Micheline Chevrier and Paula Wing

Written by Paula Wing

Directed by Micheline Chevrier

## **Cast**

Cassandre Mentor

Jennifer Roberts

Nicholas (Koy) Santillo

## **Production**

Stage Manager - James Douglas

Set & Costume Designer - James Lavoie

Sound Designer - Peter Cerone

## Director's notes - The Weapons of Peace

When the playwright Paula Wing and I undertook to create *A Thousand Paper Cranes: The Weapons of Peace*, we asked ourselves the following question: why Sadako Sasaki? We were both amazed and perplexed by her renown, by the fact that her story continues to move and inspire people across the world to this day. What was it that made it (or her) so powerful?

And so the question made it into the play and is the driving force behind all three characters' quest as they re-enact her story and explore all its different elements.

Throughout the research phase of our creation, I was also taken by the relationship between origami, leukemia and the bomb. I was intrigued by the science of all three, the beauty or danger of them, but above all, to their power. Could this power also have something to do with the impact of Sadako's story?

Again, Paula and I, along with cast and designers, integrated this connection into the play and production.

Finally, and maybe most importantly, both of us, along with Geordie's Artistic Director Dean Fleming, wanted to discuss the idea of consequence: how a country's or an individual's actions can have tremendous impact on the world. In this case, we are looking at both a negative and a positive impact derived from the same situation.

And maybe that is what makes this story so extraordinary: the ability of one human being to transform tragedy and loss into victory and hope.

Micheline Chevrier

# Table of Contents

<b>Unit 1: The Play</b>	6
Mind Map	7
Fact Based Stories	8
Origami	9
Journal Writing	11
Independent Project	11
Sadako: A Character Study	12
<b>Unit 2: Hiroshima</b>	13
Hiroshima Quest	14
Quick Activities	15
Hiroshima: Montage	15
Weapons of War Essay	16
Survivor Stories	17
WWII - Teach me, Teach you	17
WWII Media	18
Hiroshima Controversy	18
<b>Unit 3: Nuclear Energy</b>	20
Quick Activities	21
Nuclear Plant Disasters	21
Nuclear Energy Debate	22
Your Turn	23

<b>Unit 4: Peace</b>	24
Peace Mind Map	25
Images of Peace and War	25
Governments, News, and Peace	26
People and Peace	27
Peace in the World	27
Change the Future	27



# Unit 1: The Play

## Introduction

*A Thousand Paper Cranes: The Weapons of Peace* tells the story of Sadako Sasaki, a young Japanese girl who was two-years old when the atomic bomb (the A-bomb) was dropped over Hiroshima, during World War II. In 2011, three young people decide to investigate her story, they ask the questions “who is Sadako Sasaki?” and “why Sadako Sasaki?”

The play looks at her life approximately 10 years after the bomb was dropped. We see Sadako as a vibrant and energetic girl, who loves running and is about to graduate from elementary school, when she is diagnosed with leukemia, also referred to as ‘an atom bomb disease’. In the hospital, Sadako learns about the thousand crane folk tale:

*“It’s an old story. To really feel better you have to make them. But they say that if you fold a thousand paper cranes the gods will be happy and they’ll grant you a wish”.*

Sadako’s story is about war, radiation, peace and determination. It shows how a city, a country and its people are affected by these themes and the events that surround them. Every year on August 6th, Peace Day, thousands of paper cranes are placed on a statue dedicated to Sadako. The words at the base of her statue say:

*“This is our cry. This is our prayer. Peace in the world.”*

This unit contains activities that relate directly to the play *A Thousand Paper Cranes: The Weapons of Peace*.

Quebec

Competencies

**Uses language/talk to communicate and to learn**

**Reads and listens to written, spoken and media texts**

**Writes a variety of genres for personal and social purposes**

**Uses information**

**Uses creativity**

**Exercises critical judgment**

Discussion

As a class discuss the play *A Thousand Paper Cranes: The Weapons of Peace*.

Some questions to help the discussion get started:

- » What did you think of *A Thousand Paper Cranes: The Weapons of Peace*?
- » Had you heard of, or read the story prior to seeing the play?
- » Discuss the themes from the play (war, peace, the A-bomb, origami etc...).
- » What was your favourite (or least favourite) scene in the play? Why?

---

MIND MAP

Have each student (or in pairs if you prefer) create a mind map based on *A Thousand Paper Cranes: The Weapons of Peace*. As they brainstorm, ask them to focus on the class discussion, themes from the play or their own personal opinions on the play. Once complete, go over the mind maps with your students and continue the play discussion. From this point, you can ask students to discuss activities they would like to do based on *A Thousand Paper Cranes: The Weapons of Peace*. Depending on the responses and ideas, you can go in many directions. For instance:

- Each student can design their own activity.
- You can group students who have similar interests.
- You can choose a few activities randomly for the class to complete.

Once you've chosen the direction you'll take, work with students to develop an evaluation scheme so that they are aware of what is expected of them.

---

## FACT BASED STORIES

If you are unfamiliar with mind mapping, or would like to use online software there are many available online (and most have free trial periods). To help you get started, here's one that we suggest: <http://www.mindmeister.com/>.

*A Thousand Paper Cranes: The Weapons of Peace* is a play based on real life events. As a class, begin by discussing stories based on real life events. To help the discussion get started:

- » What kind of an effect do stories based on real life events have on its audience?
- » When we turn a real life story into a play or a movie, what consequences can there be?
- » When we use real life events as the basis for a story, do we still see the story from one person's perspective (i.e. the writer, the director etc...)?
- » What types of real life events are turned into plays for the theater, movies, books etc...?
- » Can you think of any examples of stories based on real life events?
- » How does this genre differ from a biography?

Ask students to choose a real life story that they would like to turn into a play for the theatre. They won't be writing the script for the play, they will instead be writing the treatment for this story.

A treatment is a narrative of their story, a very detailed outline. In their treatments they should include the following:

- The 'who, what, when, why and where' (chronological list of major events, description of characters and names, major plot points etc...)
- The conflict and its resolution.
- A description of each Act. They will want to consider having 2-3 Acts.

The formatting of their treatment should include the following:

- Headings
- Times New Roman font, size 11-12
- Written in Present tense
- Length of treatment - 3-5 pages
- Page numbers
- A title page

---

## ORIGAMI

Origami plays such an important role to Sadako and her story; now let your students give origami a try! Please refer to the Origami Resource box at the end of this activity for suggested books and websites to assist you and your students in making origami.

Begin by showing them some of the pieces Joseph Wu has created (found at: <http://www.origami.as/home.html> and go to the Gallery) and by asking students to research Akira Yoshizawa. Now their pieces won't be nearly as elaborate but hopefully they will get excited about origami.

Discuss origami with your students and ask them if they know how to make anything with origami. If students show an interest, research the history of origami to learn more about it and discuss their findings as a class.

Once students have a better understanding of origami, its origins and diversity, begin by learning how to make a paper crane.

Once everyone has had a chance to complete at least one paper crane, give your students a chance to create a piece of origami of their choosing. They can choose everything, from the type of paper they use, to the instructions they follow.

To extend this activity, ask if any students are brave enough to attempt one of

Jason Wu's origami pieces. To find the instructions for some of his pieces, go to <http://www.origami.as/home.html> >Instructions>Joseph Wu's Origami Designs  
Have a competition and let students vote for their favourite, or see who can create a piece that looks similar to Joseph Wu's caliber of origami.

To further extend this activity, ask students to write a short paper on Akira Yoshizawa and the influence he has had on origami.

### **Origami Resources**

Boursin, D. (2011) Origami for Everyone:Beginner, Intermediate, Advanced

Coleman, B. (2011) Origami 101

Harbin, R (2011) Get Started with Origami

Robinson, N. (2006) Absolute Beginner's Origami

Joseph Wu Origami: <http://www.origami.as/home.html>

Origami Fun!: <http://www.origami-fun.com/origami-crane.html>

Origami Resource Center: [www.origami-resource-center.com/paper-crane.html](http://www.origami-resource-center.com/paper-crane.html)

Origami Club: <http://en.origami-club.com/animal/index.html>

---

## JOURNAL WRITING

Students will write journal entries based on select quotes taken from *A Thousand Paper Cranes: The Weapons of Peace*. Students are encouraged to let their creativity and analytical skills run wild as they interpret the quotes or use them as inspiration.

The quotes students will be asked to write about:

1. *“My wish is for no more secrets. No more secrets anywhere. My wish is for people to talk to each other.”*
2. *“What can a wish do?”, “Remind us of what we want to work for. It can remind us to dream.”*
3. *“What other choice do we have? Everybody tells us what to do all the time, they never listen to us. We’re forced to have secrets. It’s the only way to survive.”*

---

## INDEPENDENT PROJECT

Each student will create their own project based on one of the themes from *A Thousand Paper Cranes: The Weapons of Peace*. Discuss the themes with your students, some of them are:

- War
- The A-bomb
- Radiation
- Peace

Once students have chosen a theme, they will then begin to research it to determine which aspect of the theme they’re most interested in. From there, they can begin developing their own project based on their interest. Their project can be as far reaching as writing a play to simply writing a research paper to producing a music video. When they have completed their projects, have them share with the class.

---

## SADAKO: A CHARACTER STUDY

Sadako may have lived a short life, but she was a strong and special girl who left a big impression on people for her determination and spirit. Ask students to write a character study on Sadako. Their piece should focus on the following questions:

- Who was Sadako?
- Was Sadako a warrior? Why or why not?
- Did Sadako fight her own war? In which ways was her fight a war?
- What lasting impressions did Sadako leave on you?

Their character study can be creative, they can include diagrams, drawings, metaphors, poems etc... to help enhance their final piece and strengthen their point of view.

# Unit 2: Hiroshima

## Introduction

On the morning of August 6, 1945, the world changed in a matter of seconds as a result of the USA dropping a uranium atomic bomb (A-bomb) on Hiroshima, Japan (7th largest city in Japan). The power of this bomb was so large and destructive that within minutes half of Hiroshima vanished. It was estimated that around 70 000 people were killed or missing, 140 000 injured and many were homeless as a result of this destructive bomb. At the time, Hiroshima's population was roughly 350 000 and officials estimate that 140 000 people died from this bomb whether it was right away or sometime after.

For the survivors, the radiation exposure led to many adverse health effects. As of 2006, survivors were still feeling these effects and the younger the person was at the time of the bomb combined with high levels of radiation meant they had a higher risk of illness. Some of these side effects include; cancers, burns (thermal, beta, and gamma), and internal radiation poisoning.

This unit contains activities that relate directly to Hiroshima, World War II and war in general.

## Quebec

**Constructs his/her consciousness of global citizenship**

## Competencies

**Uses language/talk to communicate and to learn**

**Represents his/her literacy in different media**

**Reads and listens to written, spoken and media texts**

**Writes a variety of genres for personal and social purposes**

**Communicates appropriately**

---

## HIROSHIMA QUEST

Before beginning a discussion on Hiroshima, have your students complete the following WebQuest:

1. Find pictures of Hiroshima before and after the A-bomb was dropped on it. Describe what a survivor would have seen directly after the bomb was dropped. How would they have felt? Include one picture with your answer.
2. Find pictures taken of the A-bomb being dropped over Hiroshima. Write a short poem (ex. Haiku) describing this catastrophic event and what you see in the pictures.
3. 2005 marked the 60th anniversary of the A-bomb being dropped over Hiroshima. What event(s) led up to the dropping of the A-bomb? How did they mark this anniversary? What is the city like now? Include one or two pictures of Hiroshima (post 2005).
4. Go to: <http://www.time.com/time/world/article/0,8599,1085424,00.html> and choose one of the links from Time Magazine's 60th anniversary special on Hiroshima and write a few sentences describing what you've read and the effects on the citizens of Hiroshima.
5. Find two articles from a legitimate news source about 1) the earthquake/tsunami that struck Japan in March of 2011 and 2) the subsequent Fukushima nuclear reactor's meltdown. Write a few sentences describing the effects of this event and a few sentences comparing the effects to Hiroshima.

## Discussion

Once students have completed their WebQuest, as a class, discuss the tragic and catastrophic events of Hiroshima. Some questions to help the discussion get started:

- » What do you know about Hiroshima?
- » With some countries participating in nuclear programs, is it possible that we could have another Hiroshima happen? What can we do to prevent this

from happening?

- » Did anything positive come out of the tragic events in Hiroshima?
- » Discuss the earthquake/tsunami that struck Japan in the spring of 2011.
- » Discuss the Fukushima nuclear reactor's meltdown that happened after the earthquake/tsunami in Japan. How does its effects on the citizens of Japan compare to the effects from the A-bomb?

---

## QUICK ACTIVITIES

To further introduce your students to Hiroshima and World War II, here is a list of activities you may like to do:

- Have students read a biography of a WWII war veteran.
- Have students find a book about WWII to read.
- Watch *Hiroshima: BBC documentary of World War II*.
- Watch *White Light/Black Rain* (HBO).
- Have students' research propaganda advertisements from WWII.
- Have students find a documentary about WWII or Hiroshima to watch.
- Have students find pictures of WWII memorials to share with the class.
- Research what life was like during WWII for citizens that lived in occupied countries.

---

## HIROSHIMA: MONTAGE

Ask students to find pictures documenting Hiroshima before and after the nuclear bomb was dropped. They will then create a photo montage depicting their findings. Display the photos in class and ask students to discuss the differences and what they learnt during their research.

After the montages are shown in class, ask students to write a letter to President Truman (USA President at time the bomb was dropped) asking him to change his mind about dropping the bomb over Hiroshima.

---

## WEAPONS OF WAR ESSAY

Students will choose **one** of the following topics to research and write an essay about:

1. Nuclear weapons - which countries have them and what are the consequences if they are used? Will they be used? Should they be used? How can we prevent them from being used?
2. Suicide bombing - do suicide bombers help or hinder their cause? What long-term effects do these bombings have on citizens? Do you agree or disagree with this type of war?
3. Research the radiation spill from the Fukushima nuclear reactor and its consequences. What can be done to prevent this from happening again? Should all nuclear reactors be shut down?
4. Landmines - what is a landmine? How does it differ from an IED? Which countries manufacture them? Which areas in the world have landmines? Describe the controversy surrounding landmines and what is being done to ban them. Should they be banned?

The Canadian Government and the United Nations Association of Canada have curriculum and lesson plans available related to these topics. If students are not interested in the topics suggested, perhaps direct them to this site or implement it with your class: <http://www.unac.org/learn/wwwp/lessonone.html>

Each paper should include the following:

- A proper introduction to the topic
- A statement outlining the author's position on the topic
- Concluding paragraph supporting their position
- Proper citations and bibliographic references

---

## SURVIVOR STORIES

Students will research stories from those that survived the Hiroshima bombing. After students have read survivor stories, they should prepare some questions for an in-class discussion.

After discussing what they read with the class, each student will write a journal entry from the perspective of someone who survived the bombing.

---

## WWII – TEACH ME, TEACH YOU

In this activity, students will each choose one aspect of World War II to research and then to teach to their fellow students. Depending on what your students already know about WWII, you may want to randomly assign an aspect of it to each student or you can let them choose based on interest. Some areas that you may want to cover:

- Concentration and war camps
- Casualties
- Women's role(s)
- Technological advances
- Japan's role
- Chronology of events

Once students have a topic to research, you may want to go over some tips on teaching the content to fellow students, for instance; organizing content, using visuals to enhance the content and keeping students interested and engaged. Students should be encouraged to use media during their presentation, which can include handouts, writing on a board or photographs of the events. Their presentation length may vary depending on the topic and the student, but you should ask them to prepare for a 15-20 minute presentation.

Ask students to prepare a few test questions for their topic. After all questions have been submitted to you, choose the best questions to use in a test.

During World War II, music and movies played a big role in keeping up morale for both citizens and military personnel. The music and movies during this time also provided hope and for people away from home, it created a lifeline to their friends and family. For students to understand the importance of music and movies during this time, have them choose one of the following activities:

**Option 1** Have students explore some of the music and movies that were produced during the war. Love songs, music that reminded people of home and more peaceful times, and patriotic, inspiring songs that provided inspiration and encouraged morale. Have students analyze the lyrics and melodies of these songs and explain their effect on the audiences. (There are many sources on the Internet that catalogue these songs, most with the lyrics and some with brief recordings of the tunes.)

**Option 2** Have students look at movies produced during the war and analyze the messages depicted in the movies' plots, dialogue and even the sets for messages about the war effort.

Activity taken from: [http://www.pbs.org/thewar/edu\\_snapshot.htm](http://www.pbs.org/thewar/edu_snapshot.htm)

Ask students to read the following article: [http://www.boston.com/bostonglobe/ideas/articles/2011/08/07/why\\_did\\_japan\\_surrender/?page=full](http://www.boston.com/bostonglobe/ideas/articles/2011/08/07/why_did_japan_surrender/?page=full)

Once they have finished it, discuss their thoughts on the article.

- What did you think of the article?
- Did anything stand out in the article?
- Are there any aspects of it that you would like to know more about?
- Was your opinion altered? How so?

With the main discussion complete, discuss their thoughts on Hasegawa's final statement

*“Today he views America’s bombings of Japan’s cities – Hiroshima and Tokyo included – as war crimes. Yet, he adds, they are crimes America should not apologize for until Japan comes to terms with war crimes of its own.”*

Do they agree or disagree with his theory?

Once the discussion is over, ask each student to write a paper about whether they agree or disagree with Hasegawa’s statement that the United States of America should not apologize for war crimes until Japan comes to terms with war crimes of its own.

To extend this activity, ask students to research “Hiroshima controversy”. With their research complete, discuss activity ideas they have using the knowledge and information they have just learnt and how they can communicate that. Some ideas:

- A class newspaper dedicated to the topic
- A blog discussing the controversy and their point of view
- An opinion based paper expressing their point of view
- A website examining the various theories

### **Hiroshima Controversy Resources**

Lifton, R.J, & Mitchell, G (1996), Hiroshima in America: A Half Century of Denial

Maddox, R.J (2011), Hiroshima in History: The Myths of Revisionism

Warren Kozak: A Hiroshima Apology?: <http://hnn.us/blogs/entries/130021.html>

Hiroshima: A Controversy That Refuses to Die: <http://www.nytimes.com/1995/01/31/us/hiroshima-a-controversy-that-refuses-to-die.html>



# Unit 3: Nuclear Energy

## Introduction

Nuclear energy is the energy stored in the nucleus of an atom and released through fission, fusion, or radioactivity. In these processes a small amount of mass is converted to energy according to the relationship  $E = mc^2$ , where  $E$  is energy,  $m$  is mass, and  $c$  is the speed of light. The most pressing problems concerning nuclear energy are the possibility of an accident at a nuclear reactor or fuel plant, such as those which occurred at Three Mile Island (1979), Chernobyl (1986), and Takaimura, Japan (1999), and the potential threat to the continued existence of the human race posed by nuclear weapons.

From: <http://encyclopedia2.thefreedictionary.com/Nuclear+Energy>

Over the years, there has been a lot of debate and controversy over the use of nuclear energy. Some advantages of nuclear energy are that it is a clean way to produce energy as it does not emit any poisonous gases into the atmosphere, and that it is relatively safe and reliable. Some disadvantages of nuclear energy are that the waste it does produce can be quite dangerous, and that some reactors produce plutonium which can be used to build nuclear weapons.

This unit contains activities that relate directly to nuclear energy.

## Quebec

### Competencies

**Uses language/talk to communicate and to learn**

**Represents his/her literacy in different media**

**Reads and listens to written, spoken and media texts**

**Uses creativity**

**Communicates appropriately**

**Cooperates with others**

## Discussion

As a class discuss nuclear energy. Some questions to help get the discussion started:

- » What is nuclear energy?
- » How do we use or consume nuclear energy?
- » What are some of the advantages and disadvantages of nuclear energy?
- » Are there any alternative energy resources that can replace nuclear energy?

---

## QUICK ACTIVITIES

To further introduce your students to nuclear energy, here are some more activity ideas:

- Have a class debate on Renewable vs. Non-Renewable energy
- Research alternative forms of energy
- Have students create commercials or pamphlets on how to phase out nuclear energy use
- Discuss ways to conserve energy. Then ask students to observe energy use in their home or school and to document their findings. As a class, discuss ways to be more efficient based on their results.

---

## NUCLEAR PLANT DISASTERS

As a class, research nuclear plant disasters. Focus on the following plants:

- Three Mile Island (1979)
- Chernobyl (1986)
- Takaimura, Japan (1999)
- Fukushima (2011)

Ask each student to write a short paper about one of these disasters and to address the following in their paper:

- How did the accident occur?
- What effects did it have on citizens and people working at the plants?

---

## NUCLEAR ENERGY DEBATE

- Could it have been avoided?
- Did we learn anything from this?

Before students can prepare for a debate about nuclear energy, introduce debating to your class. Some questions to help the discussion get started:

- What is a debate?
- What types of debate are there?
- Have you ever been in a debate?
- How do you prepare for a debate?

To prepare for the debate, go over the following with your students:

1. Go over the various roles with your class.
2. Students will break up into small groups and will research how to structure a debate team.
3. One group of students will be the Judges and they will research what rules need to be followed and how to effectively judge a debate. They will share these rules with the other groups.
4. Groups will then research and discuss their topic.
5. Once the groups are ready and the judges have found the information they need, the debates will begin!

### **Debating Resources**

Merali, A. (2006), *Talk the Talk: Speech And Debate Made Easy*

Pirie, M. (2007) *How to Win Every Argument: The Use and Abuse of Logic*

Canadian National Debating Format: [http://www.qsda.net/resources/National\\_Format\\_Rules.pdf](http://www.qsda.net/resources/National_Format_Rules.pdf)

Quebec Student Debating Association: <http://www.qsda.net/>

---

## YOUR TURN

Now that students are familiar with nuclear energy, it's their turn to express their thoughts and opinions on it. For this activity, they can use any medium at their disposal to help communicate their point of view on nuclear energy. When they are done, have them share their work with the class.

# Unit 4: Peace



## Introduction

August 6th, the day the A-bomb was dropped over Hiroshima, is now considered to be Peace Day. There are numerous memorials, monuments and museums in Japan and around the world that commemorate this day and the events that occurred. The Hiroshima Peace Memorial Park, the Children's Peace Monument and the Memorial Cenotaph are just a few of the memorials, monuments and museums that are available for the public to visit.

On August 6th, there are events held to remember those that perished and also to remember that day so that it doesn't happen again. This day is also for all victims of war and to promote a nuclear free and war free world.

This unit contains activities that relate directly to peace and the future.

## Quebec

### Competencies

**Uses language/talk to communicate and to learn**

**Represents his/her literacy in different media**

**Reads and listens to written, spoken and media texts**

**Writes a variety of genres for personal and social purposes**

**Uses creativity**

**Exercises critical judgment**

## Discussion

As a class discuss the concepts of 'peace' and 'war'. Some questions to help get the discussion started:

» Define 'peace' and 'war'.

» Ask students what they think of when they hear the word 'peace'? And

when they hear the word 'war'?

- » Discuss how peace relates to *A Thousand Paper Cranes: The Weapons of Peace* and Sadako's story.
- » Discuss the various conflicts that are going on in the world right now (Libya, Syria, Iraq etc...).
- » Are students aware of these conflicts and why they are occurring?
- » What are some ways or ideas to help promote peace?

---

## PEACE MIND MAP

Continue with the discussion on peace but this time brainstorm (or mind map) with students. Ask students when they hear the word peace, what do they think of? What types of activities can be done to help promote peace? To help promote world peace, do we need to start at a more local and micro level and then work up? Other than world peace, what other types of peace are there?

Once you have finished the brainstorming session, as a class discuss the various types of class activities that interest them and that they would like to do. At this point, let students (as a class) decide how to proceed: individual activities, a few for the whole class, design own activity etc...

Try and implement as many activity ideas as possible.

---

## IMAGES OF PEACE AND WAR

To begin this activity, show students some images of peace and war. Discuss the effects these images have on your students.

- » Which is more effective, the pictures showing peace or the ones showing war?
- » Do the images of war/violence propagate war/violence? Or do they have the reverse effect?

Ask students to find their own images that depict peace and war. They will then

write a short paper on which pictures are more effective and how each set of pictures make them feel.

To extend this activity, ask students to select one medium either movies, music, books, television shows, magazines or newspapers. They will then research that medium to find out how they depict either peace or war, for instance; researching anti-war music (music for peace) or movies about war. With their research complete, they will analyze their results and write a paper on their findings.

---

## GOVERNMENTS, NEWS, AND PEACE

Discuss the following with your students:

- What role does the news play in promoting peace or propagating war?
- At which point should a government intervene in another country's affairs?
- Discuss Canada's interventions (or non-interventions) in Iraq, Libya and Afghanistan. What are the similarities? Differences?
- Do you agree with Canada fighting in a war? Why or why not?

Based on the discussion in class, ask students to choose one of the following topics to write an opinion based paper about:

1. What role does the news play in promoting or propagating peace and violence? The news plays a very influential role in our lives as they have the power to set the tone and agenda. As such, are their actions responsible or irresponsible?

- OR -

2. What role does the Canadian Government play in promoting and propagating peace and violence? How has Canada's position changed in the past decade? At which point should we intervene in another country's affairs (to either fight them or to help in a civil war)? Do the ends justify the means?

---

## PEOPLE AND PEACE

Ask students to find a **person or group** that promotes peace, in either a specific country, the world or a specific area (ex. a group that supports violence against women). Once they've completed their research, they will write a profile on the person or group. Their profile can be written in a variety of formats, as a newspaper article, a letter to the Governor General recommending this person or group be given an award, a blog about the person or group's activities and mission or even a biography are just a few examples.

If time permits you can have them share their profile with fellow students.

---

## PEACE IN THE WORLD

*“This is our cry, this is our prayer. Peace in the World.”*

As a class, design an activity that promotes peace.

Many schools have started paper crane origami projects; this was especially revitalized after the earthquake/tsunami that struck Japan in March 2011. Students string together their paper cranes and then it gets forwarded on to students in Japan. This is just an example of what can be done.

As a class brainstorm ideas for an activity that promotes peace. Once the activity is chosen, you can ask students in other classes, schools, cities, provinces etc... to participate.

---

## CHANGE THE FUTURE

In the play *A Thousand Paper Cranes: The Weapons of Peace*, Sadako's Mom says the following:

*“But by remembering, by respecting, we can change the future.”*

Ask students to use this line as an inspiration to write about a world event and how we can prevent it from occurring again by remembering and respecting it.

In their paper they should include the following:

- Detailed description of the event.
- Is the event current or from the past? (If it's from the past, have we learnt from it already or perhaps we haven't learnt from it, what fallout is there from that? Why haven't we learnt from it?)
- Why it is important to remember/respect this event?
- How we can prevent it from occurring again?
- What we can learn from this event?
- What we should learn from this event?

Their final papers should include proper citations and a bibliography.