

Project-Based Learning for Peace Education in EFL Classes

Hitomi SAKAMOTO

Abstract

The objective of this article is to clarify the importance of peace education in EFL classes and to illustrate concrete lesson plans of project-based learning on issues regarding peace. If we reflect on the purpose of our learning English in Japan, it should give learners new view points and promote better understanding of other cultures. It will lead to fostering wiser global citizens prepared for the new age and, finally, to peace education. Now, Japan should play a leading role in peace movement as a single country that has been victims of an atomic attack and is proud of the Article 9 of the Constitution. Japanese economic power is declining, but we can make more effective appeals for building peace on the earth using English and show our presence in the global society.

1. Introduction

All fifth graders and sixth graders at Japanese elementary schools are going to have one or two English classes a week from spring of 2011. The Ministry of Education, Culture, Sports, Science and Technology (MEXT) made it clear that the aim of the English classes at elementary schools should be to improve students' communication skills with better understanding of other cultures. The key word of the Courses of Study of English classes for junior high school students and senior high school students provided by MEXT is also "communication".

What is "communication" in a true sense of the word? This word derives from the Latin word "communicare", which means "to share with others". A school is an appropriate place for students to share their knowledge and feelings and to make up something together. That is why cooperative learning in a classroom is necessary, and in the process of this style of learning, students will improve their communication skills and social skills as well. They have to listen to others, express their own opinions, accept different opinions from their own, negotiate what they should do, and be considerate of others. They should have self-esteem and respect others. It will lead to human rights education and peace education.

Considering the key point in English classes, learners must not be mere recipients of teaching the language but be active communicators. The English classes should be student-centered.

Students should appreciate the joy of knowing new things, being connected to others, having meaningful and moving experiences, expressing themselves, respecting differences, and learning in a cooperative manner. I suggest that project-based learning should be introduced for this purpose.

In this article, several concrete lesson plans of project-based learning for peace education in EFL classes in Japan are to be illustrated. Why peace education? If we refer to the charters of UNESCO, we can find the following sentences: “Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.”⁽¹⁾ The mission of international education is to “construct the defenses of peace in the minds of men”, and every educational program should aim at this objective.

2. Food Around the World

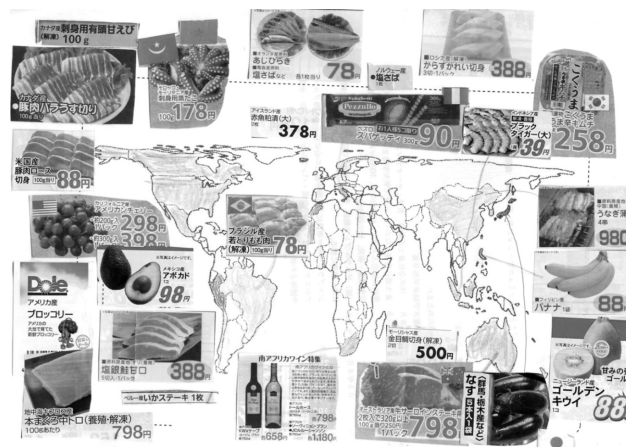
The definition of “peace” in international education is not only a state free from wars, battles, conflicts, or violence. The condition for peace is that everyone all over the world receives gifts from the earth equally and that no one is killed or wounded mentally or physically for reasons unrelated to her/ his responsibility. The objective of peace education is to foster students’ capability to cope with daily disputes and resolve conflicts with a positive attitude and grasp the reality of the structural gap between developed countries and developing countries.

For young learners, approaches should use familiar topics to them. For example, food will be a familiar topic, and they can widen their study to include the unequal relationship between producing countries and consuming countries.

I would like to suggest the following lesson plan. I divide the learning process into three steps. Step 1 is imagining and picturing the topic. The aim of this lesson is that learners grasp the whole image of “food around the world.” Young learners first brainstorm and mention the names of food in English. If they do not know the English word for the food they want to say, a homeroom teacher or an assistant language teacher will help them. The teacher draws a web-shaped mental map on the blackboard and writes down the names of food students mention. Then, students do pair work and practice the dialogue: “Do you like pizza?” “Yes, I do.” They can substitute any food item into the model conversation. Next, the students and the teacher associate countries in the world with the food. For example, they can say, “Hamburgers are from the U.S.A.” or “Curry is from India.” The teacher puts a world map on the blackboard and the students learn the location of the countries mentioned in the previous activity. Each student gets a worksheet of a blank world map and colors the countries they have learned and draws pictures of food beside the countries.

Step 2 is focusing and exploring. The aim of this step is to deepen their learning focusing on

some aspects of food. Students are encouraged to do research on an aspect of food. They make pairs or groups and choose the aspect they are interested in. For example, some will study about the “Food Pyramid”, which shows the balance of nutrition. They study nutrition in home economics when they are fifth graders, and this will be a good review for the students. They can make a class survey of what their classmates eat for dinner and analyze the balance of nutrition they take. The target sentence is “What do you often eat for dinner?” Some will investigate what and how children in other countries eat at school and at home. Hopefully, they will find the hunger map which shows starving countries in the world. They may discover the relation of religions and food people are not allowed to eat. Others will research from what countries Japan imports food. The target sentence is “A lot of prawns are from Indonesia.” They can research on the Internet, but they should go to a supermarket and observe the food to learn where it is from. They can collect information from supermarket advertisements. They cut out pictures of food from foreign countries and paste them in the world map.



made by the author

Along with the lessons, students plant some seeds in the school yard, take care of the plants, and write journals with pictures. For example, if they grow tomatoes, they can conduct research on various tomato dishes in the world. They may learn some African recipes.

Step 3 is thinking and talking, making presentations, and taking actions. Poster presentations can be recommended. Students show their posters and explain them using as much English as possible. The students who have studied about food from foreign countries might show the world map with cut-out ads made in the previous lesson. If they study the countries Japanese import prawns from, they can draw graphs to show the issue and can make a picture theater about the lives of Indonesian people and present it. The story could go like this: Japanese people eat lots of shrimps and prawns. Most of them are imported from Indonesia, India and Vietnam at the

sacrifice of their mangrove forests. Local people in Indonesia cut down mangroves and make artificial ponds to raise prawns. As their fishing is done around mangrove trees, they cannot catch fish any more. Prawns are too expensive for them to eat and are exported to Japan.

The students who have studied about the Food Pyramid can make a poster and visit younger students during the lunch time to tell them to eat correctly. If all the students have been engaged in growing some vegetables, they can have a cooking lesson conducted in English and enjoy the food.

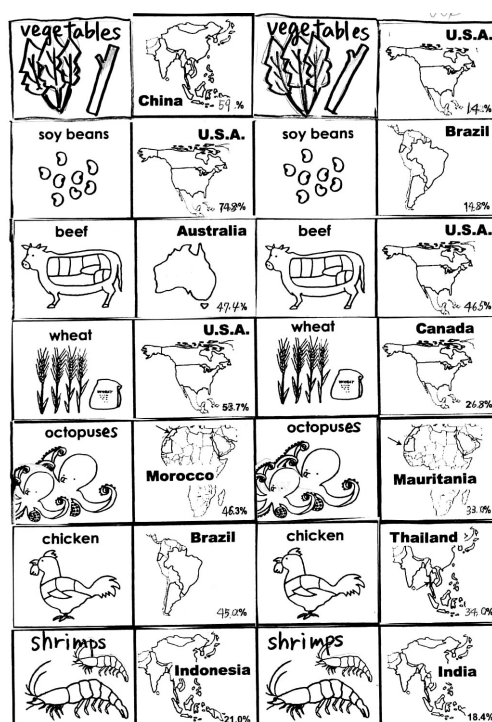
I help English classes at an elementary school in Nagareyama. The sixth graders learned about soy beans in the class of social studies last year. They made groups, studied about soy beans, and made presentations in Japanese.

This year I am to give English classes on beans showing several kinds of real beans and introduce bean dishes from several countries such as baked beans in the U.S.A, bean salad in Germany, chick pea dip in Israel, lentil curry in India, mabo-dofu (hot and spicy bean curd) in China, refried beans in Mexico, split pea sauce in Ethiopia, and red rice in Japan. I am to include a scientific aspect of beans and have students draw a picture of growing beans and teach English words such as “seed”, “seedling”, “root”, “sprout”, “stem”, “bud”, “flower”, “leaf”, “pod” and “rind”.

The last lesson of *Eigo Note* 1 is entitled “Let’s Make a Lunch Menu.”, and the topic is food. I often hear criticism that the content of *Eigo Note* is not deep enough to inspire fifth graders and sixth graders intellectually. In the way introduced above, teachers can incorporate global education into the textbook and enrich the content.

Young learners will notice not only differences in food culture but common wisdom of all the people in the world. It is the first stage of peace education.

Food is a familiar topic not only for young learners but also for students of all ages. I had my university students study about food around the world following the lesson plan mentioned above. I got favorable feedback. The most successful activity was a concentration game to



From *Food for Thought* by Globe International Teachers Circle, Appendix

have players think about several kinds of food most of which Japan imports from overseas. The worksheet is cut into 14 pieces. Each piece is to be folded and pasted so that it has a picture of food on top and has a picture of a country from which Japan imports the food with the percentage of the quantity of the food on the back. All the cards are placed with the pictures of countries shown. Students look at the countries with the percentages and guess what food is imported from each country and turn a card. Students turn one more card and if s/he gets a pair, s/he can get it. The student who gets the most pairs is the winner.

It can be said that food around the world can be an appealing topic of global education for students of all ages.

3. Use of Multimedia for Peace Education

For this type of student-centered learning, use of multimedia is essential. Students use the Internet to gather information. The web sites such as those of UNICEF, Plan Japan or World Vision tell us what is happening to children in the world. If students are able to read English pages, using the Internet will not only teach content but also improve their reading proficiency.

Videos are also useful. Numerous researchers (e.g. Sampson, 2009) have claimed that the use of videos in the classroom provides highly stimulating environment for second language (L2) learners. Viewing videos will teach students content, listening skills, and vocabulary. It also maintains students' motivation in the classroom. The impressive scene will move students and remain in their minds. I have shown documentary videos which portray Gandhi and Martin Luther King, who fought without violence, and Chris Moon, who lost his leg when he was removing a landmine, and also a video on an elephant which lost her foot because of a landmine as well. The last scene of the video is the elephant shedding tears. Peace education must move students so that they will take a step for action. Use of good videos is essential for that purpose.

Photographs are good materials to introduce the theme and stimulate students' imagination. They must have a different kind of impact on children's minds as they are so real. A teaching technique named "photo language" is recommended. A teacher uses a photograph as a teaching material and invites students' comments on the photo. Students can say anything freely when they look at photographs in the class. They can ask questions or make some comments in English if they can. Useful photo books for global education are *Global Family* and *Hungry Planet* by Peter Menzel (2005). He traveled around the world and took photos in many countries. In *Global Family*, a family in a country shows whatever they own. They put all of their properties out of the house. In *Hungry Planet*, a family in a country shows all the food they eat for a week. Students are expected to develop their skills of media literacy and critical thinking by using photographs effectively in class.

When I give a lesson on landmines, I show a photograph of a Cambodian child soldier who lost his left leg besides the video of Chris Moon. When I teach a topic on Native Americans, I always begin my lesson by showing a photograph of Native American children. At first, Japanese students cannot guess who the children are because they are wearing casual T-shirts and jeans. Next, I will show a photo of Native Americans who are in their traditional regalia. Then, students understand. My intention is that students can notice the gap between stereo-typical images and the reality.

Then, I continue to ask what image students have about Native Americans, what they know about them, and what they want to know about them. For young learners, I will help them express what they want to say in English. Inspired by the photograph, they may want to ask Native American children these questions: “What sports do you play?” or “Do you go to school every day?”

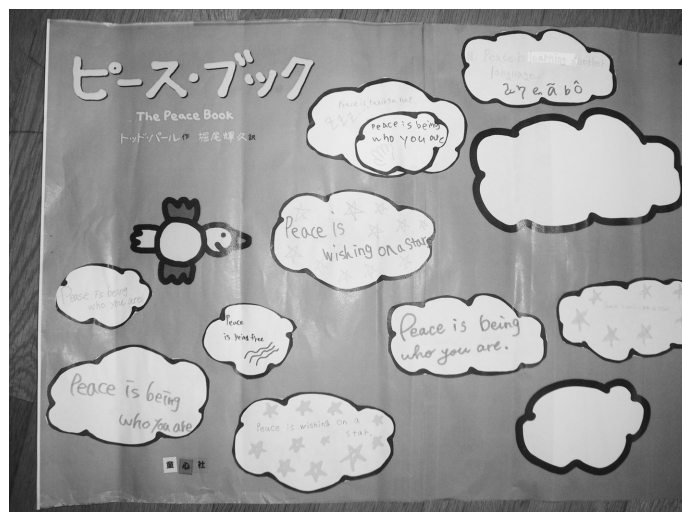
In a class of thematic learning like this, each student can be regarded as a resource person. Even if the student is 11 or 12 years old, s/he has some knowledge or impression and knows what they want to say about the theme. The teacher can be regarded as a facilitator and prepares the learning environment and draws out students’ knowledge and adds something new onto it. Students integrate their whole knowledge and are motivated to learn more. Use of picture books and paper theaters is highly recommended. It is possible to incorporate global education into EFL classes from elementary school to university in Japan using picture books.

Now most elementary schools are using the textbooks entitled *Eigo Note 1* and *Eigo Note 2* published by MEXT in April 2009 for fifth graders and sixth graders, and many teachers feel it necessary to enrich the content. Yoshimura (2000) contends that English classes should be fun but should have deeper content which could inspire students intellectually as well. I think it is particularly true for fifth and sixth graders. One solution is the use of picture books for global education. They can be extremely useful tools for introducing and brainstorming global issues and eliciting what knowledge the learners already have. Beautiful pictures can have a strong impact on young learners, remain in their minds, and can consequently stimulate further learning. For example, there is a lesson to introduce time differences around the world in *Eigo Note 2*. I suggest using a picture book entitled *All in a Day* illustrated by eight artists from eight countries for this lesson (Anno et al., 1986). It shows how eight children in different countries spend New Year’s Day at different times throughout the day in a very vivid fashion.

For students from junior high school to university, I suggest that teachers have their students make picture books in English on global issues. One student at my university made a picture book based on the true story of the elephants killed at Ueno Zoo during World War II. Another student made a paper theater out of this book and used it successfully while being an assistant language

The elementary school students responded very positively to our lessons on the elephants' story. I think there are two reasons for that. The first reason is that the students had learned the story in Japanese in a class of peace education when they were second graders, which made it easier for them to understand the story. When they listened to the story in English in my class, it refreshed their memory and made a new impression because the story was read in another language. The second reason is that the pre-reading and post-reading activities were well planned. A number of picture cards were prepared in advance to introduce the vocabulary and to review the story. The goal of this class was to have students think of war and peace. From the survey it was clear that the sad story of the elephants contributed to this aim. Most students felt very sorry for the elephants and thought that there should be no more wars.

For project-based learning, both the process of learning and the end-product have great importance. In order to prepare for students' presentation on peace, I include another picture book entitled *Peace Book* by Todd Parr (2007) in my lesson plan of the elephants' story. This book



is full of colorful pictures and beautiful messages written in Japanese and in English. After reading this book repeatedly, students choose one aspect of peace, draw a picture of their image of peace and write a short message either in English or in Japanese. Each student comes to the front of the classroom and makes a presentation showing their picture. When they personalize the language, it is sure to be fixed in their minds. I had my students make a poster filled with clouds which have peace messages using one page of this book. It is a collaborative work.

Project-based learning can be constructed on the base of reading activities of a meaningful and beautiful picture book. I would like to illustrate another lesson plan based on the book entitled *Swimmy* (1963). Swimmy is a little fish which looks different from the others. He is black while all the others are red. One day a tuna attacks them and eats all the little red fish. Only Swimmy escapes. He is lonely and scared, but becomes happy again after seeing various beautiful sea creatures. He finds another school of red fish. They are too scared to be free. Swimmy thinks and thinks and has a good idea. He tells the others to swim together to look like a giant fish. Now they can chase the big fish away. This is a very popular story for elementary school students, and many of them study it in Japanese class when they are second graders. The message of this story is collaboration and it can be a suitable teaching material for peace education. There is a CD of a chant to introduce the necessary vocabulary for reading *Swimmy* in English. The teaching material set was published by Globe International Teachers Circle and is still available. Using the appendix of the set, finger puppets of the main characters who appear in this book can be made easily. An activity to ask students the feelings of the characters can be done as follows: a classroom is divided into two sides with a rope. One side is the “happy” side and the other is the “sad” side. When the teacher asks a question, students think and move to the right side. For



Poster of *Swimmy* made by my students

example, the question goes like this: “Is Swimmy happy or sad when all the other red fish were eaten by a tuna?”

I dealt with this book in my class of teaching English to children. Students played the roles and read aloud each part with the finger puppets of the characters. After reading this book, I had my students draw pictures of their favorite scenes freely on a large sheet of paper. Some students added comments in English. One student wrote “beautiful” beside her picture of a sea anemone. Another student wrote “I’m hungry!” beside his picture of a tuna. It should be a great activity for elementary school children. Writing English is not included in the curriculum guidelines for elementary schools, but some students are very much interested in writing English words. If writing English can be taught in a natural way like this, there is nothing wrong with it. Reading English books and writing English should be a good bridge to the English education at junior high school. At the end of the *Swimmy* lesson, my students wrote their book reports. They wrote the date, the title, and the author of the book, their favorite scenes, and the overall impressions.

I also made a lesson plan using a picture book entitled *From Head to Toe* (1999). With this book, we can teach the auxiliary verb “can” and have students do activities to raise their self-esteem. The English sentences in this book are just repetition. Animal after animal explains what it can do. “I am a penguin and I turn my head. Can you do it?” Then, a child answers, “I can do it!” As for vocabulary, body parts can be taught. For pre-reading activities, names of animals are to be introduced with picture cards. Then, without showing the card, the teacher gives three clues for students to guess the animal. “What animal is this?” This activity is related to Lesson 7 of *Eigo Note 1*. Next, is the animal basket. Each student has a picture card of an animal. Students are seated on chairs in a circle. “It” stands in the center and asks the following questions: “Who has 4 legs?” “Who can fly?” “Who eats meat?” with gestures and picture cards. The next activity is a pair work using an interview sheet. “What animal do you like?” “Which do you like better, dogs or cats?” “Do you have any pets?” These sentences are studied in Lesson 4 and 5 of *Eigo Note 1*. A class survey should be fun also. Next, the vocabulary of body parts are to be introduced. A suitable song is “Head, Shoulders, Knees and Toes”. It is taught in Lesson 3 of *Eigo Note 1*. Picture cards of body parts should be prepared as well. Then, the “Simon Says Game” can be played. The order goes like this: “Touch your shoulders.” This game is also covered in Lesson 3 of *Eigo Note 1*. Students can play a bingo game of body parts. Then, a dialogue between a homeroom teacher and an assistant language teacher will be demonstrated using the auxiliary verb “can”. This target sentence is taught in lesson 4 of *Eigo Note 2*.

As for while-reading activities, students listen to the CD and do the gestures that the animals in the book do. It is TPR (total physical response). Then, the teacher reads the story aloud, and students do a choral reading of the sentences at the end of every page: “Can you do it?” “I can

do it!” For post-reading activities, the teacher gives a quiz as a memory game. “What animal comes after a donkey?” “What can the monkey do?” Then, the students are divided into groups and make their original books entitled “What I Can Do.” The students visit younger students’ classrooms and read the book *From Head to Toe* and their original books aloud. After the presentation, they write book reports. I believe this lesson will contribute to fostering the students’ self-esteem, which is sure to lead to their generous attitudes to accept and tolerate other cultures.

4. Okinawa

I made a syllabus of project-based learning on Okinawa for high school students and university students. I practiced it at my university as I have some students from Okinawa in my classes. When I visit high schools as a guest lecturer, I often give English lessons on Okinawa as their destination of their school excursion is Okinawa

The reason why I deal with Okinawa is that this is the only place in Japan (with exception of Ioujima and Karafuto) where land battles were most fiercely fought during World War II. More than 200,000 people out of 800,000 were killed. I think Japanese young people should study the history of Okinawa.

In the method of project-based learning, the teacher learns with students. As the relocation of U.S. Marine Corps Air Station Futenma is a hot issue now, I have followed the Japanese Government’s policy and the Okinawan people’s reactions in newspapers. I have been so much moved by their sad feelings that they have been discriminated against even by Japanese people living on the mainland. It is impossible to understand their feelings fully, but I believe we have to do something to deepen our understanding and take action to alleviate their burden.

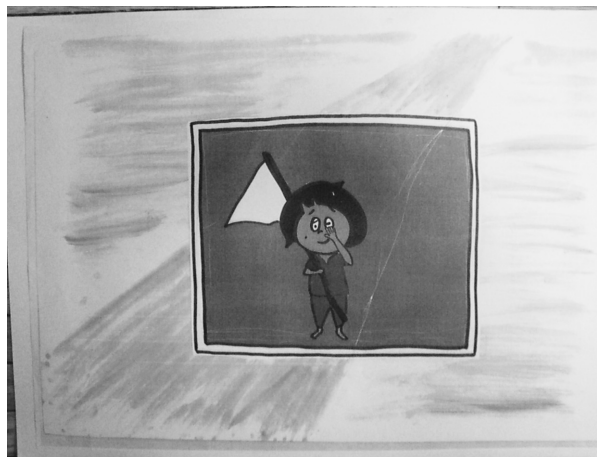
In this syllabus, an original teaching material is used. It is a paper theater (*kamishibai*) of a true story which describes how a six-year-old girl survived the land battle by herself. The title of this story is “*The Girl with the White Flag*.” A part of this story is introduced in an English textbook for high school students.

I divided the learning process into three steps again. The first step is the introduction of the topic. To begin with, students brainstorm themselves and list up what they know about Okinawa. In order to foster their imaginative power, I challenge their five senses. I put a *goya* (a bitter Okinawan cucumber) into a bag and ask a student to close her/his eyes and touch it. I ask her/him what it is. The student feels its spiky surface and smiles. Next, I put a ripe mango in a bag and again ask a student to close her/his eyes and smell it. Then, I play a CD of *sanshin* (a three-stringed Okinawan musical instrument) and ask students what sound it is. I also show a large photograph of a strange-looking coral and ask what it is. I put a lump of unprocessed brown

sugar made from sugarcane into a student's mouth while s/he is closing her/his eyes and ask what it is. Then, students repeat the following sentences: I see coral reefs./ I hear *sanshin*./ I smell a mango. / I touch a *goya*./ I taste sugar. I also use an Okinawa awareness quiz to test the students' knowledge of Okinawa.

The second step is for students to deepen their learning, and it consists of four parts. In the first class of step two, students make pairs or groups and do research on any topic regarding Okinawa they have chosen. Then, they make presentations. In my seminar class, students dealt with sugarcane, Okinawan dishes, coral reefs and the U.S. military bases. When students are not presenting, they listen, and ask questions, and write in the worksheets.

Then, they listen to the story and appreciate the paper theater of *The Girl with the White Flag*. This paper theater was made by one of my Toyo Gakuen students. After that, students engage in an activity to get the right picture for the passage as the teacher reads it again. Students place the pictures in the right order according to the story. Next, students do a role-play and act it out. At the end of this lesson, they write comments about the story.



Paper theater of *The Girl with the White Flag*

In the next class, students watch a documentary film on young girls who worked as nurses during World War II in Okinawa. They were called *Himeyuri*. After watching the video, they put the most impressive words which remain in their minds into English and read them to their classmates.

In the following class, students read newspapers and have a discussion and a debate on the issue of the relocation of Futenma.

The third step is for students to make end-products of this project. First, they make a collaborative poster. They draw a map of Okinawa and color the U.S. military bases. They put their peace poems around the island of Okinawa. They also make a historical chart of Okinawa.

This poster will be put on the wall of the classroom or on the wall in the corridor.

Then, students make English speeches on peace. As a model speech, students read the English version of the famous speech made by an Okinawan high school student Ms. Sugako Nakamura.⁽²⁾ Students write speeches in English on peace and deliver them in front of the class. The other students listen and ask questions and write on evaluation sheets.

The final step is making a study tour to Okinawa. They are to visit the peace memorial museum of *Himeyuri* and another peace museum on the hill of Mabuni. They listen to elder people who experienced World War II. They also appreciate Okinawan culture such as *sanshin* concerts and *eisa* dancing, making sugar from sugarcane and traditional dyeing. They taste Okinawan food. After the trip, they make reports with photographs.

In my seminar, students' feedback after this project-based learning was really excellent. A student who made a research on coral reefs wrote a following peace poem:

Let's protect the blue sky
So that birds can fly happily.

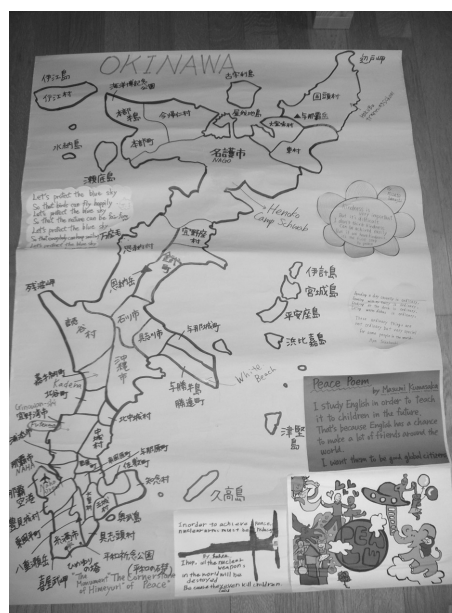
Let's protect the blue sky
So that the nature can be fair forever.

Let's protect the blue sky
So that everybody can keep smiling.

Let's protect the blue sky
So that we can be positive again.

Another student made a speech on the importance of taking a different perspective or putting herself in another person's shoes. She contends that she would not accept U.S. military bases if it were decided to relocate them to her hometown. It means that Okinawan people have made sacrifices for Japanese security. All the students agreed that we should not ignore their unhappy feelings and change the situation.

Teaching English should give learners new view points and promote better understanding of other cultures. The topic "Okinawa" is very timely and gives us a good opportunity to reflect on a different culture and history within our own country.



Poster of Okinawa with peace poems by students

5. Hiroshima

In developing lesson plans and teaching materials on global issues, I have become more focused on peace education. At present, I am engaged in studying about Hiroshima and Nagasaki. In an English textbook “New Crown 3” for junior high school students and another textbook “Mainstream 1” for senior high school students, a story about a girl named Sasaki Sadako, who died from leukemia due to the atomic bomb dropped on Hiroshima, is adopted. I read both passages and showed a beautiful picture book entitled *Paper Crane Which Crossed the Ocean* with my seminar students, and one of them is now making a paper theater of her story in English. Sadako was two years old when the atomic bomb was dropped on Hiroshima. Until the age of twelve, she was a healthy girl who liked sports. In 1955, she fell ill and was hospitalized with leukemia. Her best friend visited her and told her to fold a thousand paper cranes so that her wish would come true. Sadako hoped to get well and continued to fold the cranes. However, in October of that year, she died.

Many children like Sadako were killed as a result of the atomic bomb. Therefore, Sadako's friends began a project to build a monument to Sadako and them. Many people from all over Japan joined the project. In 1958, the Children's Peace Monument was unveiled in the Hiroshima Memorial Park.

After she died, her story was published in many languages in many countries. This story moved a ten-year-old boy in the U.S.A. and he started a project to build a monument in Los Alamos, New Mexico. About one hundred children joined the boy and collected money from over 50,000 children. In 1995, the monument was unveiled with the same wish as in Hiroshima's monument. Now, the story of Sadako is written in 34 languages.

Sadako's brother treasured the paper cranes until he was near sixty years old. Then, in 2001, a terror in New York City occurred. He decided to donate a very small red crane folded by Sadako to the U.S.A. wishing for world peace. He flew to New York with her photograph and the small crane. Now, the red crane is placed in the Tribute WTC Visitor Center and millions of people from all over the world see it and have the same wish for peace wherever they are from.

Another picture book on Hiroshima is *Hiroshimanopika* (1991) (the Atomic Bomb dropped on Hiroshima) written and illustrated by Toshi Maruki. It is widely read by school children. Mr. Iri Maruki and Mrs. Toshi Maruki were artists and visited Hiroshima just after the atomic bomb was dropped there. They drew a series of large pictures on the theme of the atomic bomb dropped on Hiroshima. They were awarded the International Peace Culture Prize in 1952. When they opened their museum in Saitama, I attended the opening ceremony and met them. Now both of them are dead, but their wish for peace will never die. They also published a picture book on

Okinawa. I will study more about them and include their picture books in my English lessons.

6. Conclusion

In my paper published in *the Bulletin of Toyo Gakuen University* in 2009, I made an attempt to clarify how to integrate English with global issues in the framework of project work from elementary school to university. I insisted that the mission of all education should be to develop lifelong learners prepared to be innovative participants of the global community aiming for peace.

In this paper, more emphasis is laid on peace education. After the last paper, I started to conduct research on peace education at elementary schools and realized so many meaningful materials were learned in Japanese classes by school children. Reading several English textbooks for junior and senior high school students, I also knew that significant stories aimed at peace education were told in many books. A number of peace makers such as Martin Luther King Jr., Mahatma Gandhi, and Rachel Carson are introduced in them.

The world trend is in favor of my idea, I believe. Thanks to President Obama, the importance of getting rid of nuclear weapons has been recognized by an increasing number of politicians in the great powers including Russia. Regarding Okinawa, Noam Chomsky, Howard Zinn, and 17 others made a following proclamation addressed to President Clinton in 1995: "Mr. President, we urge you to withdraw U.S. troops and bases from Okinawa and Japan now that the Cold War is over....This would be in our own best interest as a nation."⁽³⁾

Now, the paper crane has become an international symbol of hope and peace. Sadako's story will be read in more languages all over the world. More and more peace movements will be started, too. We Japanese should join them and play a central role. In order to be connected with people from different countries, we are to use English. In conclusion, I will continue my efforts to set up an integrated curriculum of English courses aimed at peace education from elementary school to university.

Notes

- (1) <http://www.mext.go.jp/unesco/003/index.htm>
- (2) Muroi, M.& Potter, M. (2000). *Okinawa*, Sanyusha, pp.24-25
- (3) *ibid.* pp.26-27

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