



A CURRICULUM OF HOPE  
FOR A PEACEFUL WORLD

# A Curriculum of Hope for a Peaceful World

## Newsletter

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### Editor's Message

*We must remember that intelligence is not enough.  
Intelligence plus character—that is the goal of true education.*  
—Martin Luther King Jr., Speech at Morehouse College, 1948

The United States has implemented another educational accountability initiative – The Common Core Standards. The CCS mandates what students are expected to learn. “The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.” ([www.corestandards.org/](http://www.corestandards.org/)). Progress will be assessed on a yearly test, given on the computer, called Smarter Balance. While I cringe at the thought of another one-shot assessment that will become the measurement of effective teaching, I have no inherent objection to a set of common learning goals for students. In fact, I have the app on my phone so I can access them easily. What I do have an objection to is that we have missed the opportunity to implement a critical piece of what students need to be “fully prepared for the future,” and that is goals for the education of the heart.

*When educating the minds of our youth, we must not forget to educate their hearts.*  
—Dalai Lama

This would have been a perfect time to set forth a common set of national standards for students regarding character education. It is not enough that some states mandate and some states “encourage” the teaching of character education. Research shows that positive and safe environments are necessary for learning and are created when there is a moral culture in a school. When students possess a common set of virtues they develop the intrinsic motivation needed for academic success. There are fewer discipline issues that derail instruction. Values such as respect, responsibility, and honesty are the ethical foundational life skills needed in every community – whether it is a classroom, a school, workplace or as citizens in the world. By mandating national character educational goals, we would recognize that character development should not be an optional curriculum. We would create conditions that would empower all educators with the resources and tools they need to help families keep children focused in the right direction. With a yearly evaluation of progress towards character development, children who demonstrate difficulties would be eligible for further support, including a family component. This intervention could occur early in a child’s education, and be monitored for growth.

There was a time when the general consensus was that moral education should be left up to parents. We cannot afford to take that position any longer. In fact, children in today’s society face many dangers that were unknown to their parents and grandparents. They spend less time in conversation with their families and more time watching TV and on the computer. And the reality is that some students come from homes where their families are not providing character development or serving as positive role models. School may be the only place where students are taught values. When tragic events occur in our communities, the question is often asked, “What is wrong with the world?” Perhaps part of the solution lies at our fingertips. Developing and mandating the implementation of a set of common standards for the education of the heart ensures that our students will be fully prepared for the responsibilities of their, and our, future.

Janice McKusick  
Editor



# caring honesty fairness responsibility respect

*To educate a man in mind and not in morals is to educate a menace to society.*

—Theodore Roosevelt



The **Character Education Partnership (CEP)** is a Washington, D.C.-based nonprofit coalition of more than 1,200 organizations and individuals committed to fostering character education in K-12 schools. CEP offers strategies for implementing character education that include the entire school community.

The CEP's website, [www.character.org](http://www.character.org), offers supports for schools and lesson plans for teachers. More information on topics such as school climate, bullying prevention, school safety, character and sports, and service learning can also be found.

The CEP's Eleven Principles of Effective Character Education "provide guidelines for the elements needed for effective, comprehensive character education."

1. Promote core ethical values.
2. Teach students to understand, care about, and act upon these core ethical values.
3. Encompass all aspects of the school culture.
4. Foster a caring school community.
5. Offer opportunities for moral action.
6. Support academic achievement.
7. Develop intrinsic motivation.
8. Include whole-staff involvement.
9. Require positive leadership of staff and students.
10. Involve parents and community members.
11. Assess results and strive to improve.

## Building Character Education Through Role Models

Middle and high school students need positive role models to look up to and emulate. Unfortunately, many kids today report they do not have role models. Reading about and discussing historical and contemporary individuals who exemplify positive character traits, as well as using movies with role models, can be very effective in developing character. Check out the website: <http://www.teachwithmovies.org>.

## Building Character Through Children's Literature

Teachers are using children's literature to develop concepts of character traits, and they have students find specific examples from the text that exemplify those traits. By purposely infusing the teaching of character education into daily read-alouds, teachers are also able to focus on the concepts needed to help students become good people and good citizens. If you are looking for books to use and traits to teach visit <http://www2.ed.gov/print/parents/academic/help/citizen/partx2.html>. You will find an extensive list of books with the character traits they focus on.

The Heartwood Institute, a provider of character education curricula and resources, recommends incorporating classics, folk literature, legends, and contemporary stories — all drawn from various cultures. This type of diversity allows students to discover similarities in values across geography, culture, and time.

The websites of **Character Counts!**, **CHARACTERplus**, and **Wise Skills** are good resources for materials, lesson plans, and ideas.  
[www.charactercounts.org](http://www.charactercounts.org)  
[www.characterplus.org](http://www.characterplus.org)  
[www.wiseskills.org](http://www.wiseskills.org)

*Is there no virtue among us?*

*If there be not, we are in a wretched situation.*

*No theoretical checks - no form of government can render us secure.*

*To suppose that any form of government will secure liberty or happiness without virtue in the people is a chimerical idea.*

—James Madison



## Peacemakers at Work



Congratulations to the **Circle of Sisterhood Foundation** for raising enough money during the 2012-13 academic year to fund a school-build in Senegal, Africa. Over 100 children in the village of Ndooffane Bouré are now attending class in an actual school building in their own village. In July, a Circle of Sisterhood Trek Team of 13 undergraduates, representing different college campuses and 2 alumnae, traveled to Senegal to stand beside the villagers and break ground on that school, which was completed in mid-October.

The founder of the Circle of Sisterhood Foundation, **Ginny Carroll**, was inspired to create the Foundation because she is a strong proponent of the sorority experience and is well aware that the sorority movement came forth out of oppression. She was also motivated by a November 2009 Oprah interview with Nicholas Kristof and Sheryl WuDunn, authors of the book *Half the Sky*, who shared their first-hand accounts from visits to poor countries across the globe where women are subjected to violence and oppression solely because of their gender. Ginny realized, as a college educated woman, that she had a responsibility to do something to help girls and women around the world get an education and she knew that she could not do it alone – that as just one person, her impact would be insignificant. But she was well-acquainted with a very large community of college educated women she knew would help – sorority women. The Circle of Sisterhood Foundation is a mechanism by which all sorority women can stand together across affiliation, age, color, and creed to make a difference in the lives of millions of girls and women.

[www.circleofsisterhood.org](http://www.circleofsisterhood.org)

**The Emancipation Network (TEN)** is an international organization dedicated to fighting human trafficking and modern day slavery. It helps survivors of slavery rebuild their lives after rescue from slavery through economic empowerment, education and help reintegrating into society. It works to prevent slavery in high risk communities such as red light and refugee communities, by creating jobs for adults and through volunteer trips and donations to their shelter partners for rescue, school fees, emergency needs and reintegration. TEN imports and sells handicraft products made by survivors of slavery and persons at risk of being trafficked into slavery.

MADE BY  
SURVIVORS

The Emancipation Network, Made by Survivors, and TEN Charities were founded by **Sarah Symons and John Berger** in 2005. John and Sarah have built TEN from the ground up using their personal savings and help from a dedicated community of friends.

TEN combines public outreach and education programs about human trafficking with income-generating programs for survivors and high risk girls. Staff members, "Ambassadors" and volunteers organize awareness events across the country to educate people about human trafficking and sell the Made by Survivors products. Sarah was inspired to start TEN after viewing "The Day My God Died," a film about sex trafficking in Nepal and India. She visited Maiti shelter in Nepal and stumbled across a room full of beautiful purses. These handbags were made for art therapy, but Sarah had the idea to sell them in the US and raise money for the girls. The idea became reality and now the selling of Made by Survivors products generates income for both survivors and at-risk groups. Since Sarah's first visit to Nepal in 2005, TEN has expanded to work with over 20 partners in 12 countries.

[www.madebysurvivors.com](http://www.madebysurvivors.com)

# Caring for Our Planet

**The Center for Green Schools** at the U.S. Green Building Council® (USGBC) has a mission: green schools for everyone within this generation. In the United States alone, there are approximately 133,000 schools, and many are focusing on policies that reduce waste, increase use of public transportation, and encourage the purchase of environmentally preferable products. Visit the center's website to find out more and to find a guide to help students become leaders in building a green campus movement.

[www.centerforgreenschools.org](http://www.centerforgreenschools.org)

*People that say it  
cannot be done  
should not interrupt those  
that are doing it.*  
—George Bernard Shaw

**Green Schools** is a leading 501c3 nonprofit organization organized for Environmental Education [EE] & Environmental Literacy purposes. Green Schools' mission is to create greener & healthier learning environments through Environmental Education, Awareness, and Action. Green Schools provides a number of Hands-on, Environmental Education/STEM-based programs and resources to help students, schools [K-16], and communities make "The Green Difference."  
[www.projectgreenschools.org/](http://www.projectgreenschools.org/)



green school /grEn skül /  
n. a school that creates a  
healthy environment that  
is conducive to learning  
while saving energy,  
resources and money.

## Green Schools Movement

### Taking Action

Find out how much of each kind of waste your school produces so you can determine where to start. Knowing your starting point will help you to measure your success.

Communicate what you are doing. Make posters and signs. Keep your purpose and your actions visible to the school community.

Declare your school a no-disposable plastic zone.

Require curriculum and courses about environmental sustainability to ensure that all students are environmentally literate.

Investigate recycling. In 2012, 3,836,343 pounds of recyclable material was collected in schools across America. Check out the Keep America Beautiful website [www.kab.org](http://www.kab.org) and [iwanttoberecycled.org](http://iwanttoberecycled.org).

Spread the news about the 1,019,888,240 acts of green that have been taken by certain individuals, organizations, and governments since 2012 and join in the campaign to reach the next billion.  
[www.earthday.org/takeaction/](http://www.earthday.org/takeaction/).

Check out the EPA's Tools for Schools Indoor Air Quality program for tips for keeping a healthy classroom—one of the simplest and most crucial is to clean out the clutter which serves as collection areas for dust, which makes breathing difficult especially for children with respiratory problems.

Focus on lunch. According to the Environmental Protection Agency, each U.S. schoolchild generates 67 pounds of discarded lunch waste per year. In the United States that's more than 4.6 billion pounds of waste that can be avoided by going green.

The possibilities are endless. Join the movement. Ensure that children learn from an early age the importance and benefits of acting as responsible stewards of their communities and the larger world.

## Caring for Our Planet

**Slow Fashion** is a vision for the fashion and textile industry based on ecological integrity and social equality. Slow fashion is a movement where all fashion and textile stakeholders — brands, manufacturers, designers, makers, fiber farmers, suppliers, retailers and consumers — have an opportunity to partake in sustainable fashion, as the future depends on mutual responsibility and collaboration.

The fashion industry uses a continuous flow of natural resources to create “fast fashion,” meaning that the industry depends on globalized, mass production to produce clothes that go from the design stage to the store in a short period of time. Thus, the industry contributes to the depletion of fossil fuels, pesticide use, and water usage in textile and garment production and transportation, not to mention the production of goods in questionable facilities.

Slow Fashion is a term first used by Kate Fletcher from the Centre for Sustainable Fashion, when fashion was compared to the Slow Food experience. It is a movement encompassing “eco,” “green” and “ethical.” We as consumers play a powerful role. By becoming aware of the social and ecological issues, we can make informed decisions and slow down our consumption. Visit [www.slowfashionforward.org/newconsumerguide](http://www.slowfashionforward.org/newconsumerguide) for some interesting suggestions.



### Natural Awakenings App

In February, Natural Awakenings launched an iPhone and iPad app, available as a free download at Apple's iTunes App Store. The app helps users access Natural Awakenings' powerful network of healthy living resources. Says San Diego publisher Elaine Russo Gregory, “Our readers can find products, practitioners and services, and even read our latest healthy living articles, all from the convenience of their iPhone or iPad.”

The app connects users to Natural Awakenings magazines around the country, with instant links to phone numbers and websites. It also features a national directory of healthy products and services, connects to the current national magazine content, as well as a comprehensive article archives directory. It also includes an archive of articles in Spanish. “It's just one more way that we can help inform the community and connect our healthy living businesses to the readers that need their services,” says Russo Gregory. To download the free app, search “Natural Awakenings” in the iTunes App Store or visit [NaturalAwakeningsMag.com](http://NaturalAwakeningsMag.com).

### Road Energy

Thousands of miles of highways stretch across the U.S., and every day they soak up heat from the sun, sometimes to the tune of 140 degrees and more. Harnessing the solar energy in highways would go a long way toward helping to replace oil and other fossil fuels with a far safer and more secure source of power. Researchers at the University of Rhode Island have come up with several interesting ideas including creating solar power from Jersey Barriers. Jersey Barriers are those unattractive but effective modular walls that are often used to separate opposite lanes on narrow roads. According to the Rhode Island researchers, existing technology could be used to fix flexible photovoltaic cells along the tops of the barriers, and also on the narrow stretch of road alongside them. The energy could be used to power street lights and road signs. Existing technology could also be used to install water pipes under the roadway. The heated water could be used to melt ice on bridges, which are often frozen even when the surrounding roads are not. This would reduce the need for salt and would also reduce carbon emissions related to hauling and spreading salt by truck. Nearby buildings or small power plants could also use the water-sourced heat. Read more at <http://cleantechnica.com/>.

*Education is the most powerful weapon we can use to change the world.*

—Nelson Mandela

# Calendar



## December

- 1 World AIDS Day  
[www.worldaidsday.org/](http://www.worldaidsday.org/)
- 2 International Day for the Abolition of Slavery  
[www.timeanddate.com/holidays/un/international-day-abolish-slavery](http://www.timeanddate.com/holidays/un/international-day-abolish-slavery)  
[www.national-awareness-days.com](http://www.national-awareness-days.com)
- 3 International Day of Disabled Persons  
[www.un.org/disabilities](http://www.un.org/disabilities)
- 10 Human Rights Day  
[www.un.org/en/rights](http://www.un.org/en/rights)
- 18 International Migrants Day  
[www.timeanddate.com/holidays/un/international-migrants-day](http://www.timeanddate.com/holidays/un/international-migrants-day)

## January

- 20 World Religion Day  
[www.worldreligionday.org](http://www.worldreligionday.org)
- 20 Martin Luther King Day of Service  
[www.mlkday.gov](http://www.mlkday.gov)  
[www.teachingheart.net/happymilkbooks.html](http://www.teachingheart.net/happymilkbooks.html)
- 20-24 No Name-Calling Week  
[www.nonamecallingweek.org](http://www.nonamecallingweek.org)

## February

- February is Black History Month  
[www.blackpast.org/](http://www.blackpast.org/)  
[www.tolerance.org/activity/riding-rosa](http://www.tolerance.org/activity/riding-rosa)  
[www.inmotionaame.org](http://www.inmotionaame.org)  
[www.cnn.com/EVENTS/black\\_history/index.html](http://www.cnn.com/EVENTS/black_history/index.html)
- 3-7 National Green Week Kickoff  
[www.greeneducationfoundation.org](http://www.greeneducationfoundation.org)
- 14 Chinese New Year: Year of the Horse  
<http://www.apples4theteacher.com/holidays/chinese-new-year/>  
[http://www.herongyang.com/chinese/festivals/new\\_year.html](http://www.herongyang.com/chinese/festivals/new_year.html)
- 17 Presidents' Day  
<http://spoonful.com/teachers-corner/presidents-day-ideas-classroom>  
<http://www.nea.org/tools/lessons/presidents-day-activities.html>

## March

- March is Music In Our Schools Month  
[www.learningfromlyrics.org](http://www.learningfromlyrics.org)  
<http://www.nea.org/tools/lessons/51007.htm>  
<http://musiced.nafme.org/events/music-in-our-schools-month/>
- 8 International Women's Day  
[www.internationalwomensday.com](http://www.internationalwomensday.com)
- 22 World Water Day  
<http://www.unwater.org>

## April

- 7 World Health Day  
[www.who.int/world-health-day/en/](http://www.who.int/world-health-day/en/)
- 13-19 National Environmental Education Week  
[www.eeweek.org](http://www.eeweek.org)
- 22 Earth Day  
[www.earthday.net](http://www.earthday.net)
- 25 Arbor Day  
[www.arborday.net](http://www.arborday.net)  
[www.arbordayfarm.org](http://www.arbordayfarm.org)  
[www.stateforesters.org/](http://www.stateforesters.org/)
- 28 Yom HaShoah Day of Remembrance of the Holocaust  
[www.ushmm.org](http://www.ushmm.org)

## May

- May is Asian-Pacific American Awareness Month  
[www.nps.gov/history/nr/feature/asia/](http://www.nps.gov/history/nr/feature/asia/)
- 5 Cinco de Mayo  
<http://larryferlazzo.edublogs.org/2009/04/10/the-best-sites-for-teaching-learning-about-cinco-de-mayo/>

## June

- 5 World Environment Day  
<http://www.unep.org/wed/theme/>
- 20 World Refugee Day  
[www.unhcr.org](http://www.unhcr.org)



## Resources

**Northeast Foundation for Children (NEFC)**, developer of the **Responsive Classroom** approach to elementary teaching, has released a white paper detailing how Responsive Classroom practices help teachers meet the rigorous goals of the Common Core State Standards (CCSS). The white paper, titled "Teacher Skill Drives Common Core Success: How Responsive Classroom Helps," explains that effective, high quality teaching is required if students are to learn in the ways intended by the Common Core. "The single most important factor in achieving the standards is teachers with instructional prowess," says NEFC executive director Lora Hodges. "Proficient teachers engage all students, lift them to high levels of content mastery, provoke critical thinking and deep analysis, and coach students into becoming strong communicators and collaborators."

The white paper explains in detail how the Responsive Classroom approach aligns with the Common Core, focusing on how Responsive Classroom teaching practices address four specific CCSS challenges: creating a climate of learning, engaging students in rich academic conversations, teaching more complex content and skills, and fostering genuine student engagement. The white paper can be downloaded from [www.responsiveclassroom.org](http://www.responsiveclassroom.org).



### Media Literacy for Grades 6-12

#### Using Photographs to Teach Social Justice from Teaching Tolerance

<http://www.tolerance.org/lesson/using-photographs-teach-social-justice>

Photographs are an excellent way to capture the spirit of an event or idea. However, learning how to interpret photographs can be challenging. These lessons will help students learn to think about photos more deeply. In addition, the lessons will expand students' knowledge of social justice issues. They can be used to supplement another lesson or readings, or they can stand alone.

Each lesson in the series builds background knowledge about a particular social justice issue and addresses at least one English language arts skill. The lesson objectives also promote critical thinking skills. Here are some of the issues and skills addressed in the lessons:

- understand that people experience injustices
- understand why and how people take action to address injustice
- recognize how experiences are shaped by membership in groups defined by race, gender, socioeconomic status, culture, ethnicity, ability
- recognize how the historical moment and the social context shape experience
- develop empathy for people whose experiences differ from their own.

Teachers will instruct students as to how to "read" photographs. Students will:

- describe what they see in a photograph;
- understand that photographs are not merely reflections of reality, but mediated images that convey many meanings;
- see that photographs have both denotative meanings (those that are literal) and connotative meanings (those that are constructed through individual and collective associations);
- understand the importance of the context in which a photograph was taken, and determine how specific photographs fit into the context in which they were taken;
- identify the mood of a photograph and determine what elements contribute to creating that mood;
- analyze color, light and shadow, and how they contribute to a photograph's meanings;
- analyze the composition of photographs, including how photographers shape meaning by choosing how to crop images;
- identify a photograph's point of view.

## Resources

### Free Teaching Materials from the Zinn Education Project

If you teach U.S. history, be sure to visit The Zinn Education Project website, designed to help teachers use *A People's History of the United States* in their classrooms. The Zinn Education Project provides complete lesson plans for use in elementary school, middle school, and high school settings. In some cases the lesson plans include document excerpts and references to *A People's History of the United States*. On the Zinn Education Project site you can search for lesson plans by time period, theme, or student reading levels. [zinnedproject.org/](http://zinnedproject.org/)

*When we feel love and kindness towards others, it not only makes others feel loved and cared for, but it helps us also to develop inner happiness and peace.*

—Tenzin Gyatso, 14th Dalai Lama

Visit the website of **The People For Peace Project**. Unless otherwise noted, all of the more than 5000+ free printable resources on more than 60 social issues were created by Robert Alan Silverstein and may be reproduced and distributed freely for non-commercial uses. BetterWorld Heroes are included for illustration purposes only. No celebrity endorsement is implied.

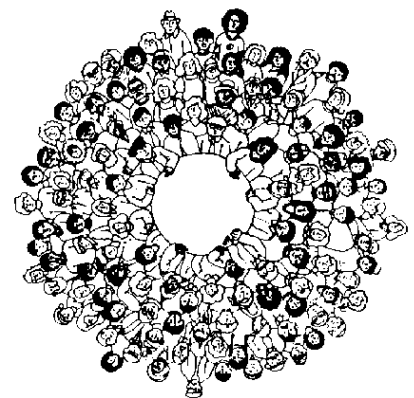
The BetterWorld.net site is divided into several sections - BetterWorldHeroes.com includes links and resources about the 1000 BetterWorld Heroes and their “better world issues.” BetterWorldQuotes.com includes the inspiring words of many BetterWorld Heroes, divided into more than 100 empowering subjects. BetterWorldCalendar.com has links and resources for over 75 action days throughout the year which address more than 60 different issues for a better world. <http://www.betterworld.net/>

*Peace is not something you wish for; it's something you make, something you do, something you are and something you give away.*

—John Lennon

**Slavery Footprint** is a division of the Fair Trade Fund, Inc., a registered 501c3 non-profit organization whose goal is to raise awareness and deploy action against forced labor and human trafficking. Slavery Footprint is an online / story driven consumer diagnostic tool designed to determine one's contribution to forced labor. Slavery Footprint offers individuals and groups the capacity to visualize how their consumption may drive forced labor. It generates conversations with the producers who make the products they purchase. Fair Trade Fund, Inc. and its subsidiaries are based in Oakland, CA. How many slaves work for you? [www.slaveryfootprint.org](http://www.slaveryfootprint.org)

**Rock YourWorld** is an innovative, multidimensional, project-based curriculum for middle and high school students that engages them in real-world issues while leveraging the use of digital media to investigate, explore and act on causes of importance to them. This hands-on, collaborative approach deepens knowledge of classroom learning and provides for meaningful application of what is learned. ROCK YOUR WORLD is a featured component of the Become a Defender Unit of Speak Truth to Power, a project of the Robert F. Kennedy Center for Justice and Human Rights. Fundamental to Rock Your World is first teaching students about human rights, and then giving them ample time to explore a variety of issues until they identify one that ‘sparks’ or inspires them to action. [www.rock-your-world.org](http://www.rock-your-world.org)



*If you want to make peace, you don't talk to your friends. You talk to your enemies.*

—Moshe Dayan



## Resources

**TeachKind**, the humane-education division of People for the Ethical Treatment of Animals, is a resource for teachers, administrators, and librarians who want to help students become kinder, more compassionate individuals. On their site, you'll find a wealth of materials that have been designed exclusively for educators like you. You can download free lesson plans or order free books, posters, leaflets, stickers, videos, and other resources. **Share the World Curriculum Kit** is recommended for primary school students. Share the World is designed to help students better understand and appreciate the animals with whom we share our world. This curriculum kit comes with reproducible activities that will help students use their thinking and writing skills to imagine the feelings and consider the incredible abilities of other animals. **Just Choices Curriculum Kit** is recommended for secondary school students. Just Choices is designed to help students develop a strong understanding and appreciation of historical and contemporary social justice movements. Through this program and its reproducible lesson plans, students will learn how their everyday choices affect others in society and will be inspired to take on issues with passionate civic engagement. Download the accompanying worksheets and teacher's guide. [www.teachkind.org/](http://www.teachkind.org/)

The **Tree of Life Educational Fund (TOL)** a 501c3 non-profit corporation was established by The First Congregational Church of Old Lyme, CT to provide cross-cultural and transnational travel experiences, interfaith conferences and educational opportunities to help participants to become more enlightened and more engaged in making this a more just and peaceful world in which to live. TOLEF operates independently, supported by organizations and individuals committed to peace and justice. Since 2005, TOLEF has conducted annual conferences on Israel and Palestine at numerous locations in the U.S., featuring Palestinian, Israeli and American speakers driven by conscience and hope to advocate for peace in the Holy Land. Visit their website [www.tolef.org/](http://www.tolef.org/) to learn more.

**The Learning Network** provides teaching and learning materials and ideas based on New York Times content. Teachers can use or adapt lessons across subject areas and levels or contribute their own ideas. Students can respond to opinion questions, take news quizzes, learn the word of the day, try Test Yourself questions, enter contests, do crosswords, learn about what happened on this day in history, answer 6 Q's about the news, speculate on "What's Going On in This Picture?" or read Poetry Pairings. The lessons are aligned with the ELA standards. <http://learning.blogs.nytimes.com/>.

Looking for ideas to teach the topic of immigration? In this lesson found at the Learning Network, students examine the myriad issues surrounding an immigration overhaul, including border security, the economic impact of foreign-born workers, and paths to citizenship for those who have entered illegally. In extension activities, they can explore the history of immigration, consider the personal stories of immigrants and try their hand at crafting a compromise or competing bill that emphasizes their own priorities. [http://learning.blogs.nytimes.com/2013/05/21/pathways-to-america-teaching-about-immigration-changes/?\\_r=0](http://learning.blogs.nytimes.com/2013/05/21/pathways-to-america-teaching-about-immigration-changes/?_r=0)

*There is no trust more sacred  
than the one the world holds with children.  
There is no duty more important than ensuring that  
their rights are respected, that their welfare is protected, that their lives  
are free from fear and want and that they grow up in peace.*

—Kofi Annan



## Opportunities

### Committee on Teaching About the United Nations Conference

At UN Headquarters

Promoting Peace Through Education

Friday, January 31, 2014

9:30—4:30

Speakers include:

Angela Kane, UN High Representative for Disarmament Affairs

Dr. Robert Scott, President, Adelphi University

Tony Jenkins, Vice-President, National Peace Academy

Dr. George A. Lopez, Vice-President, Academy for Conflict Management and Peacebuilding, United States Institute of Peace

Cora Weiss, President, Hague Appeal for Peace

Peter Yarrow (Peter, Paul and Mary) will close with a song

The conference is tailored to the needs of today's educators, including practical applications.

[www.teachun.org](http://www.teachun.org)



### UN Educator's Conference

March 8, 2014

Atlanta, GA

watch [www.teachun.org](http://www.teachun.org)  
for details

### Annual Earth Literacy Program

Exploring the Sacred Universe

Sunday, August 4 – Sunday, August 11

La Vista Ecological Center

Godfrey, IL

[www.lavistaelc.org](http://www.lavistaelc.org)

The **Museum of Jewish Heritage** in New York has *Against the Odds: American Jews & the Rescue of Europe's Refugees, 1933—1941*, on view for the 2013-2014 academic year. The guided tour for students in grades 8-12 is aligned with the Common Core Literacy in History/Social Studies Standards. More information is available online at [www.mjhnyc.org](http://www.mjhnyc.org).



Have your students join children from 46 countries around the world who will submit their artwork to the 17th Annual **Peace Pals International Arts Exhibition and Awards**. Peace Pals International is a program of The World Peace Prayer Society, which promotes the message May Peace Prevail On Earth as a simple, universal expression to unite the hearts of all people in our common desire and hope for peace on earth. The theme for this year will be announced in February.  
[www.wppspeacepals.org](http://www.wppspeacepals.org)

Part of **CITYarts'** program **Young Minds Build Bridges**, the project **Pieces for Peace** consists of workshops where students create artwork for CITYarts' Peace Walls, a Traveling Exhibition, and an Online Exhibition. Every student's artwork (unless it is of inappropriate size, content or language) will be posted on CITYarts' Pieces for Peace.  
[www.cityartsp4p.org/Pieces-for-Peace/create-a-piece/](http://www.cityartsp4p.org/Pieces-for-Peace/create-a-piece/)



## Curriculum of Hope for a Peaceful World

### Newsletter Subscription Information

Dear Readers,

It is that time of year when we ask each one of you for your continued support. We greatly appreciate those of you who are subscribers and patrons. Your dedication to our peace efforts and generosity toward our monetary needs are vital to our continued work on several projects. With this issue we are moving toward digital subscriptions for Delta Kappa Gamma International level officers, executive board, staff, state presidents and state newsletter editors. This adjustment will save on paper and postage, helping us be more environmentally and fiscally responsible.

This Newsletter is sent to over 1,000 individuals and organizations in 22 countries and it is often distributed onward to others. The creation and mailing process are done by dedicated volunteers. Copying is done willingly by our State Executive Secretary. The cost of paper, toner and labels is borne by Alpha Kappa State, CT which also contributes 25% of the proceeds from their annual fund raiser. All other expenses are covered by subscriptions and contributions. Additionally, we are blessed with 15-20 patrons whose generosity has helped to sustain us throughout the years. As we move into our 28th year of continuous printing, we expect to double our distribution via the Internet and through the efforts of forwarders. If you know of schools or individuals who would benefit from our publication, please let us know. Our Newsletter can always be found online, <http://www.deltakappagamma.org/CT/hopenews.php>.

Please indicate your wishes on the form below and mail to Jeanne Morascini, 9 Old Willimantic Rd., Columbia, CT 06237. Any questions or comments, contact Jeanne at [Jemora@aol.com](mailto:Jemora@aol.com) or 1-860-228-9293.

Jeanne Morascini  
Founder

\_\_\_\_\_ Please renew my subscription.  
My check for \$8.00 payable to Curriculum of Hope for a Peaceful World is enclosed.

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<b>PEACE</b>	Chicken nuggets	So is surfing and waterskiing
Peace feels like	Gooney devil's food cake	Snowboarding in Canada
Being calm and ready for sleep	Vanilla "gogurt"	Or visiting Mt. Shasta with family.
Standing in an empty mall	It tastes a lot like an egg sandwich.	Peace is a one room school house
or a forest	Peace wears a bullet proof vest	With five or two kids
It feels like sitting by the ocean	Its baseball cap backwards	It is Horicon school
Or being in your bedroom.	Walks all the way to Florida in	Nice students and teachers
Peace sounds like	cowboy boots	Lots of good food in the cafeteria
Birds singing	Or to Montana in sensible shoes	Like pizza, salad bar and ice cream.
Being alone in the dark	Peace is a rainbow of color	Peace is heart shaped,
It sounds like the whispering wind	and lots of air	like Valentine's Day
Without car horns, alarms, sirens.	Peace is a tree house	It is 58 degrees Fahrenheit
Peace looks like	Square and small	But some think 60 or 100 is peace.
Birds and butterflies flying	Built into an apple or a redwood	Peace is all the best friends
near the flowers in a field	tree.	The open sky, springtime
looks like grandma's face	Peace is Hawaii in spring	A log cabin alone in the woods
the peace sign	Blooming flowers	Peace is heaven.
a happy smile.	And three or 1600 coconuts.	Ms. Carpenters 1/2 grade Class,
Peace tastes like	Rocks are peace	Horicon School, CA 2001

Curriculum of Hope is a Standing Committee of Alpha Kappa State of The Delta Kappa Gamma Society International.  
Our intent is to promulgate resources and information, not to endorse products.

Our newsletter can be found online at [www.deltakappagamma.org/CT/hopenews.php](http://www.deltakappagamma.org/CT/hopenews.php).

If you would like to receive a PDF version by email, please contact Janice McKusick, editor, at [jmckusick@charter.net](mailto:jmckusick@charter.net).

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