



A CURRICULUM OF HOPE
FOR A PEACEFUL WORLD

A Curriculum of Hope for a Peaceful World

Newsletter

VOLUME XXVII
ISSUE 2
SUMMER 2013

Founder's Message

I am writing this message with a sincere hope of inspiring each reader to keep focused on peace at a time when we are confronted daily by violence. We seem to be under attack from natural disasters, radical extremists and tyrannical leaders in many places around the globe. As I ponder what to write, song lyrics keep swirling round and round in my head, much like a circle dance: "What the world needs now is love....."(Burt Bacharach and Hal David); "Imagine all the people living life in peace....the world will be one." (John Lennon); "We are the world, we are the children. We are the ones who make a brighter day so let's start giving." (Michael Jackson and Lionel Richie); "Let there be peace on earth and let it begin with me." (Sy Miller and Jeff Jackson Miller).

The collective message taken from those lyrics is that to achieve any form of peace, the world needs to counter violence with love and it is "we" who are the world and "we" who must put our individual efforts and powers together to come closer to peace as we work for more equity in this currently unbalanced and unjust world. What a HUGE task! However, we each can work locally and globally to feed the hungry, heal the sick, educate the children, protect the environment and be a voice for the oppressed. The need for advocacy is great and we WILL make a difference.

Since the majority of our readers are educators, let's focus on a doable project as we fulfill our responsibility to children and to education. We are in the unique position of helping to develop tomorrow's world leaders. It is Curriculum of Hope's long-held belief as stated in our Resolution for Peace written in 1985, that in order "to develop the conviction needed to combat hopelessness and work toward insuring our survival.....we educators ...must provide our students with the critical thinking and conflict resolution skills necessary for them to become responsible and active citizens striving for positive change and a peaceful world." (Full text on page 8)

Critical thinking skills are vital to our ability to cope with and evaluate daily persuasive and inflammatory extremist rhetoric spewed by hatemongers for several reasons, all of which are other than honorable. We must determine if statements are truths or deceitful lies. What should we believe? We need to seek the truth based on facts and evidence, then react only to the truth. Critical thought is crucial to any journey toward peace.

Non-violent conflict resolution skills will reduce injuries and deaths associated with the use of violence to solve any problems from domestic disputes in families, schools, workplaces or communities to larger national and global confrontations and wars. Peaceful conflict resolution attempts to bring parties closer to negotiated compromise and eventual solution to problems. War must nevermore be acceptable to anyone on earth.

The Boston University Center for Character and Social Responsibility recognizes that "the classroom is a place for moral and ethical development in addition to academic growth." We need to require respect and kindness based on an understanding of the unity and rights of all humans. We need to develop virtues, good habits of mind and heart, and offer opportunities to put into action practice of those virtues.

Just imagine world leaders who possess the necessary skills, a passionate sense of moral responsibility, fairness and compassion. Our efforts as educators can have just such an impact on students. So as you look ahead to a new school year and you are planning how best to teach your mandated curriculum, please make a pledge to develop, at every teachable moment, critical thinking skills, conflict resolution skills and that sense of social responsibility and caring for each other that will lead our world closer to peace. Remember, YOU are a peacemaker. Never doubt it. Don't think it is someone else's responsibility and you are off-the-hook because you live peacefully. As a peacemaker and an educator, you need to take every opportunity or even make opportunities to teach the skills and attitudes needed by all.

May the peace that is your core essence radiate positive energy and may we all keep focused on striving for a more balanced, just and humane world.

Jeanne Morascini,
Founder



Resources and Ideas

Rethinking Mathematics Teaching Social Justice by the Numbers

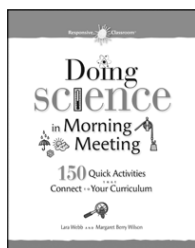
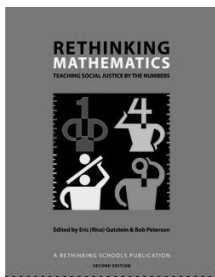
Second Edition

Edited by Eric (Rico) Gutstein and
Bob Peterson

Rethinking Schools
2013

www.rethinkingschools.org
Middle School +

In this new expanded and updated edition of Rethinking Mathematics, more than 50 articles show how to weave social justice issues throughout the mathematics curriculum, as well as how to integrate mathematics into other curricular areas. Rethinking Mathematics offers teaching ideas, lesson plans, and reflections by practitioners and mathematics educators. By analyzing social problems, students learn to be critical, active participants in a democracy, as they gain essential academic skills.



Doing Science in Morning Meeting: 150 Quick Activities That Connect to Your Curriculum

Lara Webb and Margaret Berry Wilson
Northeast Foundation for Children, Inc.
2013

www.responsiveclassroom.org
Grades K-6

This new publication gives elementary teachers ideas for fostering science learning with quick, fun, meaningful activities that can be used during Morning Meeting or throughout the school day to reinforce science learning. The topics and activities in this book are based on "A Framework for K-12 Science Education", the foundation for the Next Generation Science Standards. In addition, activities meet specific Common Core speaking and listening standards.



In partnership with the Iraqi & American Reconciliation Project (IARP), **The Advocates for Human Rights** has published "Voices of Iraqi Refugees", a teaching guide to familiarize students with the post-war conditions of Iraqi immigrants. The curriculum includes lesson plans for elementary, middle, and high school students. Videos and books used in the curriculum are provided free of charge on IARP's website. www.iraqiartproject.org

Peace First is a national nonprofit organization that exists to create the next generation of peacemakers. They view children as natural problem solvers and creative thinkers, and invest in their ability to see themselves as leaders.

Peace First (formerly Peace Games) began as an annual festival to unite children to play cooperative games and share their visions for peace. Dr. Francelia Butler, a professor of children's literature, created the festival out of a belief that children had the responsibility to create peace in their world. In 1992, Dr. Butler brought the festival to Harvard University, where it grew from an annual event into an independent non-profit organization under the leadership of current Peace First President and Co-founder Eric Dawson. Peace First now operates in Boston, Los Angeles, and New York.

What began as a one-day festival is now a national movement that Peace First is catalyzing to celebrate young people and their potential to create positive change around them. Their work is grounded in teaching young people the skills of peacemaking; empowering educators and parents to teach and model these skills and values; and creating social messages that raise expectations for young people to demonstrate compassion and empathy.

You can visit Peace First's Digital Activity Center where you will find a full curriculum for pre-kindergarteners through middle schoolers, theme-based activities and cooperative games, as well as toolkits, tip sheets and other resources to support your work with young people in and out of the classroom. The materials are designed to be used in a variety of settings by educators, families, youth service staff and school leaders. Register to access all of these resources and more for free. www.peacefirst.org



Adopted by the UN General Assembly in 1989 and instituted as international law in 1990, the **Convention on the Rights of the Child** (CRC) is the first legally-binding international human rights treaty for children. The U.S. is one of three UN member states that have not ratified the CRC. The CRC is an effective instrument to advance the protection of children. The U.S. cannot encourage other nations to embrace human rights for children if it fails to embrace it. Ratification would enable the U.S. to play an influential role in the creation of highly relevant, evolving international human rights laws for children. Find out more at www.childrightscampaign.org.

**It is not our job to toughen children up to face a cruel and heartless world.
It's our job to raise children who will make the world a little less cruel and heartless.**

~L.R. Knost

Resources and Ideas

Fair Trade Colleges & Universities Campaign Moves to High Schools!

The mission of Fair Trade Colleges and Universities is to inspire institutions of higher learning to support the Fair Trade movement in its efforts to seek equity in trade and promote sustainable development. Fair Trade Colleges and Universities harness the power of higher education in the United States to both raise awareness among students, faculty, and staff about the benefits of Fair Trade, and leverage the significant institutional buying power to purchase Fair Trade products. Achieving Fair Trade status means securing institutional commitment to embed Fair Trade principles and practices within administrative/procurement policy and the social and intellectual fabric of academic communities. Fair Trade Colleges and Universities Campaign is now seeking to move into high schools.

Something as simple as a cup of coffee can make a difference! We have amazing power to create change with our purchasing choices—and together, students, faculty, and staff of colleges, universities, and now high schools, large and small, can enlist their institutions to help alleviate global poverty and support better livelihoods for Fair Trade communities around the world. Thousands of Fair Trade products are available to consumers, including coffee, tea, chocolate, sugar, spices, fresh fruit and vegetables, clothing, bags, sports balls, and handi-crafts. The Fair Trade Colleges & Universities Campaign aims to increase the Fair Trade impact schools can make by ensuring that Fair Trade products are sold and served at campus-owned and operated outlets.

For more information and resources:
www.fairtradeuniversities.org
www.facebook.com/FairTradeU
info@fairtradeuniversities.org



In 2012, in celebration of the International Day of Human Rights (December 10th), a group of young peace advocates, who participated in the United Network of Young Peace-builders Study Session in Budapest, recorded a 15 minute video in different languages to introduce viewers to the **Declaration of Human Rights**. The video can be viewed on YouTube and accessed through <http://cpnn-world.org/cgi-bin/read/articlepage.cgi?ViewArticle=1053>.



Adults & Children Together Against Violence

The ACT program mission is to mobilize communities and educate families to create safe, nurturing, healthy environments that protect children and youth from violence and its consequences. The website is a great resource and has public and professional multimedia materials that can assist parents, teachers, psychologists, and others to educate themselves and their community in early violence prevention. <http://actagainstviolence.apa.org/>

I like to believe that
 people in the long run are going to do more to
 promote peace than our governments.
 Indeed, I think that people want peace
 so much that one of these days governments
 had better get out of the way
 and let them have it.
 ~Dwight D. Eisenhower



The **Zinn Education Project** promotes and supports the use of Howard Zinn's best-selling book *A People's History of the United States* and other materials for teaching a people's history in middle and high school classrooms across the country. The website offers more than 100 free, downloadable lessons and articles organized by theme, time period, and reading level. The Zinn Education Project is coordinated by two non-profit organizations, Rethinking Schools and Teaching for Change. Its goal is to introduce students to a more accurate, complex, and engaging understanding of United States history than is found in traditional textbooks and curricula. Zinn's *A People's History of the United States* and *Voices of a People's History of the United States* emphasize the role of working people, women, people of color, and organized social movements in shaping history. Students learn that history is made not by a few heroic individuals, but instead by people's choices and actions, thereby also learning that their own choices and actions matter. www.zinnedproject.org

Global Concerns

Classroom

is a global education program



of Concern Worldwide USA, an international nongovernmental humanitarian aid organization dedicated to the reduction of extreme poverty in the poorest countries. Launched in 2001, GCC provides resources and services—free of charge—to secondary schools seeking ways to raise awareness of global issues among youth. GCC empowers youth to learn about critical issues facing the world's poorest people and to find meaningful ways to take action to fight poverty. The GCC curriculum includes a diverse range of global issue guides, student-narrated videos, thought-provoking posters, and a teaching toolkit. To find out more visit www.globalconcernsusa.org.

Opportunities



Free Minds, Free People
 July 11-14, 2013
 Chicago, IL

Free Minds, Free People is a national conference convened by the Education for Liberation Network that brings together teachers, high school and college students, researchers, parents and community-based activists/educators from across the country to build a movement to develop and promote education as a tool for liberation.

www.fmf.org

Avenues Technology Showcase
 July 10-11, 2013
 Avenues: The World School
 259 Tenth Ave., NYC

InnovatED is specifically designed for those who are interested in learning about innovative practices for implementing a successful one-to-one program with either iPads or laptops. Administrators, teachers, librarians/media specialists, technology integrators, and learning specialists will benefit from attending.

www.avenuesnyc.org/InnovatEd

Teaching for the 21st Century: Bringing Humane Education Into the Classroom
 November 9, 2013
 Royal Oak, Michigan

The workshop is designed to train educators to effectively teach critical thinking about social justice, environmental ethics and animal protection to enhance students' understanding of how their choices impact themselves, other people, other species and the Earth. Visit <http://humaneeducation.org/> for more information and other conference opportunities.

Zinn Education Project at Upcoming Conferences
 The Zinn Education Project will distribute handouts, staff a booth, and/or have representatives offering a workshop on teaching a people's history.

July 11-14, 2013
 Chicago
 Free Minds, Free People

October 12, 2013
 San Francisco
 Teacher's for Social Justice-Bay Area

October 19, 2013
 Seattle
 Northwest Teachers for Social Justice

November 6-10, 2013
 Oakland
 National Association for Multicultural Education

November 22-24, 2013
 St. Louis, MO
 National Council for the Social Studies
www.zinnedproject.org



Responsive Classroom Institutes

July 8-12, 2013
 Great Neck, NY
 Chicago
 Edmonds, WA

July 15-19, 2013
 Westford, MA
 Underhill, VT
 Austin, TX

July 29-August 2, 2013
 South Berwick, ME
 Los Angeles, CA

August 5-9, 2013
 Avon, CT
 Charlotte, NC

August 12-16
 Randolph, NJ

For institutes in MN, WI, ND, SD, IA, or OK visit www.originsonline.org
 Read course descriptions and register at www.responsiveclassroom.org/summer-2013

Global 2013 Stemx Education Conference
 September 19-21, 2013

The conference will be held online, around the clock, over the 3 days and is free to attend.

To find out more and register:
<http://www.STEMxCon.com>

7th Annual Natural Living Expo
 November 16-17, 2013
 Best Western Royal Plaza
 Trade Center
 Marlborough, MA

New England's largest holistic health event
www.NaturalExpo.org

Winter Singing and Yoga Weekend
 January 9-12, 2014
 Maplelag Resort
 near Detroit Lakes, MN

A Mid-Winter Northwoods Respite with Margie Weaver & Barbara McAfee
http://www.yogamojo.com/ym_links.html

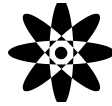
Peacemakers at Work

In September 2013, **Peace First** will announce the winners of the inaugural **Peace First Prize**, which will be awarded to young people in the United States from the ages of 8 to 22 who “engage in courageous, compassionate and collaborative actions to make their communities stronger, safer and better over the long term.” The winners will be awarded a \$50,000 Peace First Fellowship over two years to further their peacemaking work. Chelsea Clinton announced the Peace First Prize at the Clinton Global Initiative (CGI) Annual Meeting in September 2012. Peace First co-founder and President Eric D. Dawson stated that “The Peace First Prize signals a new era of peacemaking— one where young people are finally recognized for their important contributions and solutions to injustices they see around them on a daily basis. The Prize will invest in their leadership and their capacity to become the next generation of peacemakers—and future CGI attendees.”



Among the 658 entries from 47 states and the District of Columbia are:

Emily-Anne Rigal, from Virginia, age 16, who turned her talents for videography and social media into an online platform, WeStopHate, that attacks bullying, providing a space where hundreds of thousands of teenagers exchange views and insights about self-image.



Gerry Orz, age 11, from Los Angeles, and his friends made two short films: Day of Silence and Born to Bully. They are working on other films and put together a public service announcement. “I have gay parents and I am Jewish so people had two things to bully me about,” Gerry said. “I didn’t want to see any other child go through this.”

Christopher Carswell, 14, from Georgia has had serious health problems and seizures for much of his life. After receiving life-changing assistance from a service dog, he created 1Boy4Change, an organization that provides service dogs and iPads to disabled children and veterans.

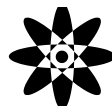


Karim Abouelnaga, 21, a senior at Cornell University, is the son of Egyptian immigrants and next month he will be the first person in his family to graduate from college. He attributes his success to a mentoring program. That’s why he started Practice Makes Perfect, a summer program that pairs academically struggling middle school students with high-achieving high school students from the same low income neighborhoods. Last summer, Practice Makes Perfect served 100 students in high poverty areas of New York.

Yasmine Arrington, 20, a sophomore at Elon University, in North Carolina, never got to know her father because he was in and out of prison throughout her childhood. When she was in high school, she took part in a program called LearnServe International, which encouraged her to address a social problem in her community. She created ScholarCHIPS, a scholarship program for children with incarcerated parents. “ScholarCHIPS is now supporting its first four students. Yasmine hopes to support hundreds more over the next five years.



When Nicholas Lowinger, from Rhode Island, was 5 years old, his mother took him to a homeless shelter. He was shocked to see kids who didn’t have sneakers. When he was 12, he started the Gotta Have Sole Foundation to provide new shoes to children in shelters. “A lot of the kids are being ridiculed or bullied because they have used shoes or holes in their shoes,” he said. To date, Nicholas’s foundation has assisted 8,000 kids. “A lot of people in the United States think they have to go to a third world country to find poverty,” he added.



At age 9, Avalon Theisen founded Conserve It Forward, to teach others about habitat loss and conservation. Now 12, Avalon sets up booths at parks, zoos, and community gatherings to educate people.



You can find out more at www.peacefirst.org.

Caring For Our Planet



Sweden ranks first in the EU in consumption of organic foods, leads the way in recycling drinks cans and bottles, and gets the highest share of its energy from renewable sources. What’s more, Swedish fashion retailer H&M is a world leader in using organic cotton and the government has allocated SEK 400 million for research and development of environment technology.

Sweden is a global leader in turning waste into energy. Only 4 percent of the country’s waste ends up in landfills, and the other 96 percent is reused to create heat and electricity. In fact, because Sweden is so good at recycling, it is running out of trash and needs to import it from other countries. Recycling is mandatory in Sweden and Sweden now is importing 800,000 tons of trash each year from other European countries, including Norway, to power its waste-to-energy program. Burned waste powers 20 percent of Sweden's district heating as well as electricity for roughly 250,000 Swedish homes. The EPA says that in contrast, Americans recycled only 34% of their waste in 2010. This means that more than half of US household waste ended up in landfills in 2010, which makes a total of 136 million tons of garbage.

Sweden’s success is due to long-term planning and investment in sustainable waste management, and cooperation between the people, local municipalities and the industry/business community. www.tinyury.com/SwedishWaste

As educators , we have a responsibility to help our students understand the deep connections between nature and every other aspect of their lives.
~Alex Beach

Every choice you make that consumes less of the earth’s natural resources will reduce the chemical load our kids will clean up, send less trash to overflowing landfills, and maintain clean oceans with fish for future generations.
~Cloe Waterfield

Climate Change

<http://ncse.com/climate/>

From a science education perspective, one major thing that can be done about climate change is to support education efforts that help individuals and societies make informed decisions about climate change. Climate science must be integrated as practical knowledge into society so that understanding the complex physical and biological interconnections is relevant to decision-making in social, economic, political, cultural, and educational systems. While information alone is not enough to prepare society for the immediate and long-term challenges of human influences on climate, without a scientifically informed understanding of the causes and effects of climate change, it will be difficult or impossible to reduce vulnerabilities or enhance the resilience of communities and ecosystems affected by climate change. Changing our own behavior can limit climate change: By switching to energy sources that don't release greenhouse gases, increasing the energy efficiency of our homes and offices, and driving less, we can reduce our effect on the climate and limit climate change.

Teaching students about climate change:
www.epa.gov/climatechange/kids
www.facingthefuture.org
www.scidev.net/en/climate-change-and-energy
www.climate.org

Easy Things We Can Do To Help Our Climate:

TIP: Cars and trucks run on fossil fuels, which release carbon dioxide into the atmosphere. In the United States, automobiles produce over 20 percent of total carbon emissions. Walk or bike and you'll save one pound of carbon for every mile you travel.

TIP: For office meetings, if you can telephone or videoconference, you will save time, money, and carbon emissions. Airplanes pump carbon emissions high into the atmosphere, producing 12 percent of transportation sector emissions.

TIP: Energy-efficient bulbs help fight climate change because they reduce the amount of fossil fuels that utilities burn. You will save 100 pounds of carbon for each incandescent bulb that you replace with a compact fluorescent, over the life of the bulb.

TIP: Products made from recycled paper, glass, metal and plastic reduce carbon emissions because they use less energy to manufacture than products made from completely new materials. You'll save two pounds of carbon for every 20 glass bottles that you recycle.

TIP: If you own a car, it will get better gas mileage when the tires are fully inflated, so it will burn less gas and emit less carbon. Follow this tip and save 300 pounds of carbon dioxide for every 10,000 miles you drive.

TIP: Trees absorb carbon dioxide from the air and use it as their energy source, producing oxygen for us to breathe. A tree that shades a house can reduce the energy required to run the air conditioner and save an additional 200 to 2,000 pounds of carbon over its lifetime.

TIP: Act globally, eat locally. If you shop at a supermarket, the food you buy may travel in a plane from the other side of the world, burning fossil fuels the entire trip. Shop at a local farmers markets and you will find fresh and healthy food, and help save our climate.

<http://www.nature.org/>

Calendar

September

- 8 **International Literacy Day**
- www.reading.org/General/Conferences/InternationalLiteracyDay.aspx
 - www.unesco.org/new/en/education/themes/education-building-blocks/literacy
- 21 **International Day of Peace**
- www.internationaldayofpeace.org
 - www.cultureofpeace.org
 - www.peaceday.org
- 28 **National Public Lands Day**
- www.publiclandsday.org



This just in....save the date...

**CTAUN Conference at UN Headquarters
Committee on Teaching
About the United Nations**

"PROMOTING PEACE THROUGH EDUCATION"
Friday, 31 January 2014

Speakers will include representatives from UN agencies, practitioners, and noted peace activists. We are inviting all past conference attendees to consider a project for submission for the CTAUN BEST PRACTICES AWARD Each year CTAUN grants an Award or Awards for the implementation of projects inspired by conferences held in previous years. Projects selected for the Award(s) will receive recognition at our CTAUN Conference at the UN and will be posted on the CTAUN website.

The deadline for Best Practices Award submission is Friday 1 November 2013.
<http://www.ctaun.org/conferences/>

Congratulations to The Northeast Foundation for Children, Inc.! They have been awarded a \$250,000 Scaling Grant for Social and Emotional Learning (SEL) Program Providers grant by the NoVo Foundation.

October

- 7 **World Habitat Day**
- www.habitat.org/getinv/events/whd/whd_resources.aspx
 - www.unhabitat.org
- 16 **World Food Day**
- www.worldfooddayusa.org
 - www.fao.org/getinvolved/worldfoodday/en/
- 17 **International Day for the Eradication of Poverty**
- www.timeanddate.com/holidays/un/international-day-for-poverty-eradication
- 20-26 **Worldwide Character Counts Week**
- charactercounts.org
- 24 **United Nations Day**
- www.un.org
- 26 **Make a Difference Day**
- www.makeadifferenceday.com
- 29 **Mix It Up Day**
- <http://www.tolerance.org/toolkit/toolkit-how-will-you-mix-it-2013>

The world has enough for everyone's need,
but not enough for everyone's greed.

~Gandhi

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.

If you would like to receive a PDF version by email, please contact Janice McKusick, editor, at jmckusick@charter.net.

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A Resolution for Peace

WHEREAS...

We as educators have the responsibility to develop our students' basic knowledge of world events and issues.

AND

Students must understand and respect the underlying values of all societies.

WHEREAS...

Students must be able to learn how citizens gather information, consider opposing opinions, come to conclusions and act on their beliefs.

WHEREAS...

Each individual makes an important contribution to peace in our world.

AND

There is a warlike quality pervasive in our daily lives.

WHEREAS...

Educators should show their students that they are willing and able to help students strive for a peaceful world.

AND WHEREAS...

It is important for educators and students to develop the conviction needed to combat hopelessness and work toward insuring our survival.

BE IT RESOLVED...

We, women educators, as members of The Delta Kappa Gamma Society International, must provide our students with the critical thinking, conflict resolution and cooperative learning skills necessary for them to become responsible and active citizens striving for positive change and a peaceful world.

Adopted at The Delta Kappa Gamma Society International Convention
Indianapolis, Indiana August 1986



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