



A CURRICULUM OF HOPE
FOR A PEACEFUL WORLD

VOLUME XXIX
ISSUE 1
SPRING 2015

A Curriculum of Hope for a Peaceful World Newsletter

Founder's Message

Thirty years ago, April 1985, when the fear of nuclear weapons was very palpable, especially in children who seemed to have no hope for a future, a Curriculum of Hope for a Peaceful World was founded. Eight educators in Connecticut, believing in the vital importance of peace education as a vehicle to offer hope and strive for peace in the world, united and committed themselves to work toward that goal.

Currently the world is still struggling with the threat of nuclear war as several countries are developing bombs that could end civilization. Wars and war-like conflicts rage on many fronts, and terrorists spread unrestrained violence in all its most heinous forms affecting millions of vulnerable human beings. The UN Millennium Development Goals 2015 have focused us on additional threats to humanity such as extreme poverty, rampant malaria and HIV/AIDS, infant mortality, clean air, safe drinking water. There are environmental sustainability concerns, human rights violations, an imbalance in the distribution of resources, etc. When our woes are listed and considered all together, they make a terribly bleak picture of world conditions. We, as peacemakers, are disappointed in the seeming lack of progress, yet we are not depressed, disillusioned or deterred, nor are we diminished in our dream of a peaceful world. THERE IS HOPE and where there is hope, there is work to be done to get the hope closer to reality!

The good news is that in 2015 governments are cooperating with each other, working together to rid the world of organized terrorists. Many strides have been made on the millennium development goals but it's "a work in progress." The UN non-governmental delegates from around the world met in August 2014 and launched a Post 2015 Development Agenda including Sustainable Development Goals. Thus world concerns will continue to be addressed with more vigor and more help from everyone who is able to help. Why? First, the Internet has made it possible to connect us all everywhere. We immediately know of problems anywhere from inhuman daily living conditions to individual mishaps to catastrophic regional events and so we all have been thrust rather quickly into the role of global citizens. Second, research into the "Science of Happiness"* shows that we are wired to connect; we are social beings prone to caregiving with feelings of common humanity; compassion, kindness and giving make us happy. The result of these two factors is that hundreds of millions of people, more than ever before, are involved in helping others near and far. They are all peacemakers and there is great hope that we will continue to move closer to a more healthy, sustainable, peaceful existence for everyone.

Each of us has a responsibility to be part of this groundswell of improving life for humankind. We also must teach children starting at preschool and continuing through high school that they are contributing peacemakers when they have compassion for others and when they act to help improve the conditions of others. They are peacemakers when they care for and protect our environment by engaging in practices such as recycling, conserving water, feeding birds, growing trees and plants and food. Each person's small acts add to the greater good. By being involved they will be global citizens and will develop feelings of pride and happiness.

We are dedicating ourselves anew to continue working for a peaceful world. We all know it will take a long time and we may never see it but our children, grandchildren and great-grandchildren deserve peace. We think it is worth every effort in trying to reach it. Do you agree? Here's to peacemakers all and hope for a peaceful world!

Jeanne Morascini
Founder

*GG101 The Science of Happiness, Greater Good Science Center, University of California, Berkeley, Dacher Keltner, Ph.D., Emeliana Simon-Thomas, Ph.D.

It isn't enough
to talk about
peace.
One must
believe in it.
And it isn't
enough
to believe in it.
One must
work at it.
Eleanor Roosevelt



shutterstock - 115539715

Resources and Ideas



The idea that some lives matter less,
is the root of what is wrong with the world.

Dr. Paul Farmer

Human-trafficking is the modern-day form of slavery. The International Labor Organization estimates that there are 20.9 million victims of human trafficking in almost every country, including the United States. An estimated 5.5 million children are impacted. 55% are women and girls.

Educators need to raise awareness in order to both protect and prevent their students from becoming victims, and to help to put an end to this violation of human rights.

http://www.unodc.org/unodc/en/human-trafficking/faqs.html#How_widespread_is_human_trafficking

From the **Minnesota Department of Human Rights** and the **University of Minnesota Human Rights Resource Center** comes *This is My Home*, a human rights resource connected to the Minnesota state standards for students in grades k-12.

<http://www.hrusa.org/thisismyhome/index.html>

If you need resources to raise awareness for teaching about human trafficking and its prevention, check out the **Frederick Douglass Family Initiatives** (FDI) curriculum. Three modules are available for secondary level students including: *Human Trafficking: Modern-Day Slavery in the United States*, *Youth for Sale*, and *Globalize 13*. Modules include a service learning lesson.

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

The Advocates for Human Rights offers many resources for educators of all levels looking to implement topics of human rights in their classrooms. Human rights lesson plans are organized by grade level. Available for free download is *The Road to Peace: A Teaching Guide on Local and Global Transitional Justice* for grades 9 through adults.

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

Girls Like Us:

Fighting for a World Where Girls Are Not for Sale

Rachel Lloyd

Harper Perennial 2012

This is the a true story of Rachel Lloyd's hard-fought escape from the commercial sex industry and her founding of GEMS, New York City's Girls Education and Mentoring Service, to help other young girls escape "the life."

<http://www.amazon.com/Girls-Like-Us-Fighting-Memoir/dp/0061582069>

Human Rights Education Associates (HREA), Soka Gakkai International (SGI) and the Office of the United Nations High Commissioner for Human Rights (OHCHR) have jointly produced *A Path to Dignity: The Power of Human Rights Education*, a 28-minute movie telling three stories that show the impact of human rights education on school children in India, law enforcement agencies in Australia, and women victims of violence in Turkey. It is available in Arabic, Chinese, English, French, Japanese, Russian and Spanish.

<https://www.youtube.com/watch?v=ahE0tJbv178>

From **TeachUNICEF** comes a free 30-minute school-appropriate version of the human trafficking documentary, *Not My Life*. It can be used with TeachUNICEF's End Trafficking units for middle and high school students.

<http://teachunicef.org/explore/topic/child-trafficking>

The **Polaris Project** provides help to victims of both sexual and labor human trafficking, especially in the United States. They operate the National Human Trafficking Resource Center (NHTRC), a national, toll-free hotline, available to answer calls from anywhere in the country, 24 hours a day, 7 days a week, every day of the year in more than 200 languages. The NHTRC is operated by Polaris, a non-profit, non-governmental organization working exclusively on the issue of human trafficking. They are not a government entity, law enforcement agency, or immigration authority and welcome calls from victims, and from those who have concerns about something in their community.

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



Resources and Ideas

From **Teaching Tolerance** comes *The March Continues: Five Essential Practices For Teaching the Civil Rights Movement*, a guide for teachers and school leaders to make this critical era in our history relevant for today's students and to empower them to notice and work to change injustice.

www.teachingtolerance.org

Thank you to Susan Salesses for sending us this book review:

Just a Drop of Water

Kerry O'Malley Cerra
Sky Pony Press, 2014

Cerra's first middle grade novel, *Just a Drop of Water*, is sure to be a success. Once I started reading this realistic novel, I couldn't put it down. The true to life characters and interesting plot keep the reader intrigued throughout the book.

Eighth grader Jake Green is looking forward to the big cross-country meet against a rival team and then 9/11 happens. Jake's best friend and teammate is an Arab Muslim and a series of events begin to unfold. Jake wants to remain loyal to his friend, but not everyone agrees, including his own mother.

I highly recommend this novel for middle school students. The class discussions are sure to be interesting and full of both positive and negative comments. Students will certainly see life through another perspective and learn more about how we all need to work together to make our world a more peaceful place.

Resources for teaching about the Holocaust are available from **The United States Holocaust Museum's** resources for educators. The online resource is available in 14 languages. In addition to lesson plans and teaching guides, you can watch the film *The Path to Nazi Genocide*, which is intended for adults, but has segments appropriate for younger viewers.

<http://www.ushmm.org/educators>



In case you haven't heard, ESR (Educators for Social Responsibility), has a new name: **Engaging Schools**. Engaging Schools is a nonprofit organization that works with middle and high school educators in all types of schools, to help increase student engagement and perseverance, while building a "learning focused culture" that is safe, caring, and respectful. Engaging Schools offers resources and professional development to help schools facing poor performance, difficulties with discipline, and challenges with community.

<http://engagingschools.org>

Sharing the Blue Crayon How to Integrate Social, Emotional, and Literacy Learning

Mary Anne Buckley
Stenhouse Publishers, 2015

www.stenhouse.com

As standards and testing requirements consume classroom time and focus, teachers often struggle with how to incorporate the critical skills of social and emotional learning. Buckley shows teachers how to follow the model of Reading or Writing Workshop through a vehicle called "Friendship Workshop" to explicitly teach being part of a group, empathy, kindness, peacefulness, responsibility, self-control, perseverance, and giving and getting feedback.

Buckley shares successful strategies for reaching ELL and children from high-poverty homes who may not have strong foundations for academic discourse. While this book is written for teachers of kindergarten and grade 1, the strategies may be appropriate for grades 2—3.

An accompanying book discussion guide for teachers can be found at <http://www.stenhouse.com/html/sharing-the-blue-crayon.htm>

It is easier to build strong children,
than to repair broken men.

Frederick Douglass

Caring for Our Planet

New from **Rethinking Schools** is *A People's Curriculum For The Earth*, edited by Bill Bigelow and Tim Swinehart. It is a collection of articles, role plays, simulations, stories, poems, and graphics to help upper level students understand and imagine solutions for the environmental crisis impacting everyone on Earth. If you need articles for your students to read on climate change, energy, water, food, and pollution, as well as on people who are working for change, this is an excellent resource.

A People's Curriculum For The Earth

Edited by Bill Bigelow and Tim Swinehart
Rethinking Schools, 2015
www.rethinkingschools.org



It really boils down to this: that all life is interrelated.
We are all caught in an inescapable network of mutuality,
tied into a single garment of destiny.
Whatever affects one destiny, affects all indirectly.

Martin Luther King Jr.

According to the National Wildlife Federation, our population of monarch butterflies has decreased by over 900 million in the last twenty years. The United States Fish and Wildlife Service has given over one million dollars to the National Fish and Wildlife Foundation to work on monarch conservation. In addition, two million dollars has been pledged to “restore and enhance more than 200,000 acres of prime monarch habitat and to support more than 750 schoolyard habitats and pollinator gardens”.

We can all help by planting milkweed. In addition check out **Monarch Watch** <http://monarchwatch.org/tagmig/tag.htm>, **Journey North** <http://www.learner.org/jnorth/monarch/index.html>, and **Monarch Health** <http://www.monarchparasites.org/> to find out about becoming a volunteer citizen scientist.

http://www.nwf.org/News-and-Magazines/National-Wildlife/Animals/Archives/2015/Battle-for-Butterflies.aspx?s_subsrc=Web_Spotlight_NMW_Home_BattleforButterflies

The Nature Conservancy and its 550 field scientists have created *Nature Works Everywhere* to help students understand nature—its climate, resources, and land, and how they can be protected. Lesson plans include essential questions, links to videos and connections to middle and high school Common Core. Through videos, students can meet scientists who work for The Nature Conservancy and learn about their work.

<https://www.natureworkseverywhere.org>

Nat Geo's Destination Wild offers videos of animals around the world in their habitats. You can also find many mapping resources. Most are for students in grades 6 –12. Lesson plans are included.

http://education.nationalgeographic.com/education/destination-wild/?ar_a=1

Thank you to Ann Cavanaugh Grosjean for sending us this book review.

Teach three to eight year olds about recycling through **Tom Noll's Trash to Treasure series**, based on events from Tom's own childhood. Little Tommy (LT) creates beautiful new useful things from old discarded things, conveying the message of reducing waste, reusing, going green, and recycling to save our planet. The books are printed on 100% recycled paper and use environmentally-friendly soy ink. End sheets include educational information and recycling facts as well as interactive questions and a follow-up activity. To learn more about the series visit www.GreenKidsPress.com and www.LTsRecyclingWorld.com.

Tom Noll's Trash to Treasure Series: *The Bicycle Fence* and *Selling Eggs* are illustrated by Brendan Fall. Two additional books *The Flower Bed* and *Grandmother's Garden* will be released soon. The books are available at Amazon and Barnes and Noble. *The Bicycle Fence* and *Selling Eggs*, published by Green Kid's Press, are Mom's Choice Gold Award winners.



Caring for Our Planet



Plastics

Reduce

The best thing we can do for our planet is to significantly reduce our plastic consumption. Every piece of plastic ever made still exists. By not buying bottled water and by using recyclable shopping bags, we can greatly reduce our plastic footprint. We can also buy loose fruits and vegetables and shop at farmer's markets where less packaging is used. Look for biodegradable bags, and products that come in glass containers. Check out other ways to reduce your plastic use at <https://www.archetypes.com/article/every-piece-plastic-ever-made-still-exists-0>

Single use coffee containers are collecting in landfills at an alarming rate. It is estimated that 17 million U.S. households own a single use brewing system. While each of the pieces of the packaging—the foil top, the paper lining, and the plastic container—could be recycled individually, they are too small for recycling facilities to be able to sort. Keurig Green Mountain has promised that by 2020, 100% of its K-cups will be recyclable. Until then consumers may need to seek more sustainable options, like buying a reusable insert, or even going back to their old coffeepots.

<http://www.keuriggreenmountain.com/en/Sustainability/Overview.aspx>

Reuse

Reusing is the second best way to help the planet. Before you recycle, think about ways to reuse those plastic products. Check out Pinterest for some fun crafts you can do with your children or grandchildren this summer.

Many food containers are not safe for use in a microwave oven. Manufacturers label safe cups, bowls and plates stating "microwave safe." Containers that do not have this label should not be used in the microwave as the plasticizers could leak into food.



We buy a bottle of water in the city, where clean water comes out in its taps. You know, back in 1965, if someone said to the average person, 'You know in thirty years you are going to buy water in plastic bottles and pay more for that water than for gasoline? Everybody would look at you like you're completely out of your mind.

Paul Watson

Recycle

"According to the American Chemistry Council, about 1,800 US businesses handle or reclaim post-consumer plastics. Plastics from municipal solid waste are usually collected from curbside recycling bins or drop-off sites. Then, they go to a material recovery facility, where the materials are sorted by plastic type, baled, and sent to a reclaiming facility. At the facility, any trash or dirt is sorted out, then the plastic is washed and ground into small flakes. A flotation tank may be used to further separate contaminants, based on their different densities. Flakes are then dried, melted, filtered, and formed into pellets. The pellets are shipped to product manufacturing plants, where they are made into new plastic products."

<http://www.epa.gov/wastes/conservation/materials/>

Recycled plastic bottles (#1) are used in making items such as fleece, backpacks, carpets and sleeping bags. Recycled milk jugs and juice bottles (#2) are used in making decking, playsets, lumber, Frisbees, containers, toys and buckets.

Make sure you are correctly recycling your plastic and following the directions for your community's plastic recycling. Most recycling centers will collect Nos. 1, 2 and 5 plastics like water bottles and Tupperware. Plastics that are Nos. 3, 4 and 6, such as disposable cups and vinyl shower curtains, are moderately recyclable. This leaves plastic No. 7, which is nearly impossible to recycle because it is a combination of all types of plastic.

<http://nationswell.com/37-ways-reduce-plastic-usage/>

Opportunities



Curriculum of Hope for a Peaceful World is looking for ideas for One School One Read or One Book Programs.

Please email our Editor, Janice McKusick with suggestions for themes, topics, books, resources, and activities:

jmckusick@charter.net.

Free Teacher Training Workshop

Teaching the Holocaust and Genocide from a Global Perspective

Friday, May 15

8:30—4:30

Thomas J. Dodd Research Center

University of Connecticut

Speakers will review the relationship between holocaust and genocide education and human rights education and capacity for curriculum design appropriate for a variety of grades and content areas, as well as access to resources and support for professional development through the Dodd Center.

<http://thedoddcenter.uconn.edu/k-12-education/2015genocideworkshop/>

International Conference on Conflict Resolution Education (CRE)

Human Rights and Conflict Resolution: Tensions and Opportunities

June 17 – 22

Hosted by The School for Conflict Analysis and Resolution,

George Mason University,

Arlington, Virginia, USA

http://www.creeducation.org/cre/global_cre/about_global_network/intl_cre_summit_2015/

Teaching Tolerance will be at these upcoming events

American School Counselor Association's Annual Conference

Phoenix, AZ

June 28-July 1

<https://www.schoolcounselor.org/school-counselors-members/professional-development/annual-conference>

International Reading Association's

59th Annual Conference

St. Louis, MO

July 18-20

<http://www.reading.org/annual-conference-2015>

Summer is a great time to participate in a **Responsive Classroom** workshop: <http://www.responsiveclassroom.org/workshops-institutes>

The **El-Hibri Foundation** awards an annual Peace Education Prize to an outstanding scholar, practitioner or policymaker. Established in 2007 by Fuad and Nancy El-Hibri, the Prize recognizes individuals for their noteworthy or influential contributions to the field of peace education. The Prize carries a \$30,000 award and is presented at an annual event in Washington, D.C. The Prize is designed for individuals who have: demonstrated the effectiveness or impact of peace education initiatives or programs as a tool of peace building; raised public awareness about the positive impact of peace education programs and activities; encouraged the widespread adoption or integration of peace education values and curricula, activities or programs in schools or community settings. Visit the El-Hibri website for full criteria. The nominations process will be open from March 16 until May 17, 2015. The nomination form is available online only during this period. All applicants or nominees will be informed about the outcome of the selection process by September 15. The Prize is awarded at a ceremony in the fall of 2015.

http://www.elhibrifoundation.org/peace_education/prize

The **United Nations Volunteers (UNV)** programme is the UN organization that promotes volunteerism to support peace and development worldwide. For information on serving in countries other than your own as an international UN Volunteer go to

<http://www.unv.org/en/how-to-volunteer/register-to-be-a-un-volunteer.html>

Through the UNV Online Volunteering service, volunteers can take action for sustainable human development by supporting the activities of development organizations over the Internet.

For information about how to become an online volunteer go to <https://www.onlinevolunteering.org/en/index.html>

Peacemakers at Work



Kudos to the **Children's Defense Fund** for over 40 years of commitment to improve the lives of children in America, especially poor children, children of color and those with disabilities. The Children's Defense Fund's Freedom Schools® program works to "build strong, literate, and empowered children prepared to make a difference in themselves, their families, communities, nation and world". Freedom Schools provide summer and after-school reading opportunities for children who might not have access to books, which helps prevent summer learning loss and helps close achievement gaps. Since 1995, more than 125,000 preK-12 children have had a CDF Freedom Schools experience and more than 15,000 college students and recent graduates have been trained by CDF to deliver this model. Learn more at:

<http://www.childrensdefense.org/programs/freedomschools/#sthash.L3R1z5zN.dpuf>

Man cannot discover new oceans unless he has the courage to lose sight of the shore.

Andre Gide

Amy Stokes founded **Infinite Family** in 2006, three years after she and her husband adopted their son from an orphanage near Johannesburg, South Africa. Deeply concerned about the amount of children who had lost their parents due to the HIV/AIDS crisis, she knew these children needed help to overcome the poverty and violence that surrounded them.

Stokes began Infinite Family, "a global mentoring organization dedicated to using technology to allow adults around the world to step in where there are not enough local role models." Volunteers mentor their pre-teen Net Buddies via webcams. They provide friendship, encouragement, and education to their mentees.

Mentors receive training and make a 30 minutes a week, one-year commitment. All that is needed is a webcam and access to a high speed internet connection.

Find out more at: <http://www.infinitefamily.org/>

Congratulations to the Kingswood Oxford Model U.N. team! The school won several top awards at the Model U.N. Conference at Yale in January, including Best Position Paper, which was won by Benjamin Waldman.

HALO was founded by **Betty Tisdale** in 2000. But her story begins long before, in 1961, after her first visit to the orphanage in Saigon that her late husband, Dr. Thomas Dooley, had founded. The conditions at the orphanage were so alarming, she began raising funds to make improvements and provide for the children. While she was able to make positive changes, by 1975 the war made life for the 400 children in the orphanage dangerous. While the Vietnam government originally agreed to let all the children leave, at the last minute the government decided that it would allow only those children under the age of ten to leave. After much scrambling, 219 children were able to be airlifted out. All of the children were adopted by U.S. families, and Betty adopted five of the children herself.

Betty continued her work and began HALO (Helping and Loving Orphans) which is dedicated to bettering the lives of orphans and at-risk children around the world, especially in developing countries such as Vietnam, Colombia, Afghanistan and Mexico.

<http://www.bettytisdale.com/halo/about.html>



Do more than belong: participate. Do more than care: help.

Do more than believe: practice. Do more than be fair: be kind.

Do more than forgive: forget. Do more than dream: work.

William Arthur Ward

The opposite of love is not hate, it's indifference.
 The opposite of education is not ignorance, it's indifference.
 The opposite of beautiful is not ugly, it's indifference.
 Make sure we remember that indifference is the true enemy.
 Elie Wiesel



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

Linda Shea, Subscription Manager

hshea@snet.net

Curriculum of Hope is a Standing Committee of Alpha Kappa State Connecticut.
 Our intent is to promulgate resources and information, not to endorse products.

Anita Satriano
Committee Chair
 21 Beaudry Lane
 Bloomfield, CT 06002
agsinbl87@comcast.net

Janice McKusick
Editor
 102 Chaffeeville Rd.
 Storrs, CT 06268
jmckusick@charter.net

Jeanne Morascini
Founder
 9 Old Willimantic Rd.
 Columbia, CT 06237
Jemora@aol.com 1-860-228-9293

A Curriculum of Hope
 for a Peaceful World
 9 Old Willimantic Rd.
 Columbia, CT 06237

