



A Curriculum of Hope for a Peaceful World Newsletter

A CURRICULUM OF
HOPE FOR A PEACEFUL
WORLD

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Founder's Message

Where there is hope there is always possibility. Anything can be accomplished with hope, commitment and effort. Hope is defined as expectation of fulfillment, desire, wish, and anticipation. Hope is optimistic, trusting, confident, promising, encouraging, upbeat....all things positive. Hope is a vision of goodness and opportunities to achieve it just waiting to be tapped. Hope is knowing that the majority of earth's population consists of good, honest people, and good always wins over evil. It seems to be just a matter of timing until there is a groundswell of discontent or an awakening that our needs have been ignored, our human condition has been deteriorating and we have been put upon long enough! We come to the realization that we are in jeopardy of losing our values due to collective indifference. It's time to pull together and react— a time to refocus, reactivate, renew, and recall our ever present, but sometimes dormant, sense of decency and morality. It's time to get back on track, striving to elevate ourselves and our human family toward a more hopeful future.

“Hope is being able to see that there is light despite all of the darkness.”

Archbishop Desmond Tutu

I have asked myself and others: What is it that eventually gets us to the point of awakening, of finally being motivated to devote time and energy to improve our lives and work in earnest to change the conditions that need to be repaired or discarded altogether and to work towards replacing them with something more fruitful, more humane, and more productive. Several people responded that their awakening was “out of the blue” or “spontaneous.” They realized that their personal interest or passion was needed to help make changes in any problematic existing conditions. They understood that every one of us must be involved in the accomplishment of all that we collectively hope for, and desire for every corner of the world.

We cannot allow ourselves to get more and more angry or depressed each day and become paralyzed by the fear mongers of the world. We must not become complaisant or hypnotized by untruths or accepting of a direction we do not believe in, knowing in our hearts and minds that it is not right!

ACTIVISM is required alongside HOPE for our goals and expectations to become future realities. Our ultimate hope is for a peaceful world. On the way to reaching this goal we must remain focused on our individual passions, with hopes of achieving them through our actions, efforts and time. We are dedicated to the end of hunger worldwide; sustainable environmental objectives like climate control with reduced carbon emissions; clean and adequate water for all; health care for all; equitable educational opportunity for all, and so much more. Vincent Van Gogh reminded us long ago “Great things are done by a series of small things brought together.” By each of us doing small things, we can elevate the future of our earth home. By daring to have limitless hope we can astonish our leaders and ourselves. Let's assume the responsibility for repairing our broken world and let's do it now with enthusiasm, civility, kindness, grace, and great gratitude for realistically being able to hope that one day, generations of our children may live in a peaceful world.

Jeanne Morascini, Founder

"In a gentle way, you can shake the world."

Mahatma Gandhi



Peacemakers at Work

Mikoko Pamoja

Kenya

Mikoko Pamoja is a community-led project working to conserve and restore the mangrove swamps in southern Kenya. The project raises income from forest resources, including carbon credits and other income generating activities such as beekeeping and ecotourism, for community benefit. They created the first mangrove carbon credit market in the world — people or organizations pay for credits that are then used for mangrove restoration. So far, 117 hectares of mangroves have been protected. With the funds raised through the carbon market, water access has been improved for 3,500 people and 700 school children have received school supplies.

www.planvivo.org/project-network/mikoko-pamoja-kenya/



Mangroves are important natural mitigators of climate change in the world. Mangroves absorb higher amounts of carbon than regular forests and they have many ecological benefits including improved fisheries and wildlife habitats,

Community Mangrove Forest Conservation of Baan Bang La Thailand

In 2004, the Bang La community in Thailand was spared the worst damage from a destructive tsunami because of its investment in mangroves. When the Baan Bang La community saw that real estate development was destroying their mangrove forests, they began work to protect and conserve them. They obtained forest management rights, which assured them long-term mangrove protection, an increased population of endangered species, strengthened disaster resilience, and generated opportunities for small-scale business owners.

www.equatorinitiative.org/2017/06/22/community-empowerment-and-conservation-network-establishment/

Baltistan Wildlife Conservation and Development Organization

Pakistan

The Baltistan Wildlife Conservation and Development Organization (BWCDO) protects Baltistan's snow leopards by providing economic incentives to local farmers in 17 villages through insurance and financial compensation against livestock losses following snow leopard attacks. Communities have also set up predator-proof fencing, and received training to improve herding techniques. Vaccination campaigns protect livestock and wildlife.

BWCDO's achievements have reduced economic losses to farmers. An educational program raises awareness and provides opportunities to engage youth in conservation and development. The Baltistan Wildlife Conservation and Development Organization (BWCDO) organizes and celebrates International Snow Leopard Day in collaboration with schools in Basha, the Education, Forest and Wildlife Departments, the Iqra Fund, and the local community.

<https://www.equatorinitiative.org/2017/06/28/baltistan-wildlife-conservation-and-development-organization-bwcdo/>

The Mali Elephant Project

Mali

The Mali Elephant Project is a joint initiative of the WILD Foundation and the International Conservation Fund of Canada. The goal of the project is the protection of key dry season and migration habitats, the reduction of human-elephant conflict, and to stop poaching. Poaching is made worse by ethnic insurgency in the area and fights over natural resources. The project offers sustainable economic opportunities to people in the region. Youth are trained to be "eco-guardians" and women are encouraged to collect non-timber natural resources, giving people greater economic independence. Plus, all programs involve people from different ethnic groups in order to promote tolerance and community cohesion. Since forming in 2003, the group has "created rules for local use of natural resources, set aside forests for elephant use, formed pasture reserves, and designated seasonal water sources to be shared by people, livestock, and elephants."

<https://www.wild.org/blog/mali-elephant-project-in-2018/>

Peacemakers at Work



Ditch the Label is a digital anti-bullying charity, which means that most of their support services are provided online, integrated within environments that are authentic, approachable and comfortable to young people. Ditch the Label supports people who are doing the bullying, too, because they recognize that bullying is a behavior. Like all behaviors, there is a root cause and a remedy for change. Reactive support is important, but proactive support is the only way that bullying can be prevented from happening in the first place. The interventions are evidence-based, which means that they are using data to continuously improve the support they provide to young people, empowering them with skills, techniques and knowledge that enables them to resolve their own situations. Ditch the Label has won multiple awards in recognition of their work, campaigns and research. It all began in 2005. After 10 years of ignoring and telling the teachers, **Liam Hackett**, alone in his bedroom, took to the Internet to post about his experiences of being bullied. He talked about the extreme verbal and physical bullying he had experienced and how he was recently hospitalized after being attacked by a group of people from school. Overnight, hundreds of people came together on line, united by their experiences. In 2006, Liam started to find his voice and confidence and stood for what he believed in: a society that is fair, equal and free from all types of bullying. A community continued to grow as thousands of people came together, united by their experiences. The movement became so large, Liam launched a specific MySpace profile to host the conversations and named it 'Ditch the Label.' Ditch the Label is now a leader when it comes to digital innovation as a tool to resolve the issue of bullying. Throughout the first part of 2017, Ditch the Label launched globally and as 'Deja Las Etiquetas' in Mexico. Additionally the Ditch the Label website has new intelligent search tools and algorithms, along with an online support community and instant messenger to connect those in need of advice with the support of fully trained mentors. The website provided support to over 2 million people in 2018.

<https://us.ditchthelabel.org>

“I can do things you cannot, you can do things I cannot;
together we can do great things.”

Mother Teresa



Golden Rule Ambassadors: Student-Led Challenges in Civility & Citizenship

Jeff Veley has launched a new social and emotional learning curriculum for middle and high school students, which can be implemented in as little as 15 minutes per week.

Co—author Chris Scheufele is a former teacher and teacher of the year and “motivational comedian.” The program was piloted by the Texas public schools. Find out more at

www.JeffVeley.com

BULLIED A STUDENT, A SCHOOL AND A CASE THAT MADE HISTORY

One student’s ordeal at the hands of anti-gay bullies culminates with a message of hope. Free to educators from **Teaching Tolerance**. For students in grades 6-8 and 9-12, the kit includes a 40-minute documentary film (DVD), with closed captioning and with Spanish subtitles, and a two-part viewer’s guide with standards-aligned lesson plans and activities for use in staff development. Additional materials are available online.

www.tolerance.org/teaching-kits

Protecting Students’ Civil Rights

According to Southern Poverty Law Center, since 2016 there has been an upsurge in hate crimes and other racial and religious harassment throughout the country. After a survey of over 10,000 educators in America’s schools, eight out of ten reported heightened anxiety on the part of marginalized students which includes immigrants, Muslims, African Americans, and LGBT students. The **NEA** has resources for understanding the current laws that protect students against anti-discrimination and sexual harassment, and protect immigrant students. Model policies to support students are also available.

<https://neaedjustice.org/protecting-our-students-civil-rights/>

**“To have hope is one of the most important attributes one can possess.
 No one is spared adversity.
 We all have to overcome obstacles at one time or another.
 But with persistence, determination, faith, and above all, hope,
 one can overcome just about anything and everything.”**

Marion Blumenthal Lazan

Connecticut recently passed legislation requiring Holocaust and genocide education for all students, joining California, Georgia, Illinois, Kansas, Kentucky, Massachusetts, Michigan, Minnesota, New Jersey, New York, Ohio, Rhode Island, Texas, and Virginia in working to ensure that the next generation protects human rights.

You can find the specific wording of your state’s educational requirements at **The Genocide Education Project (GenEd)**, which also provides resources and materials to help educators in teaching about human rights and genocide, particularly the Armenian Genocide. <https://genocideeducation.org>

At the **State of Connecticut’s Department of Education** website you can find many resources to assist in the teaching of the Holocaust and genocide in the secondary grades. There is an overarching essay on these topics, some lesson ideas and some excellent resources including a community resource guide, book and film recommendations, and information about a speaker’s bureau and museum trip. Additional teaching ideas and teaching resources will be added as the year progresses. They will also begin to add some strategies for teaching these important topics in the elementary grades by grade and subject. <https://portal.ct.gov/SDE/Publications/Teaching-the-Holocaust/Preface>

**A Hope More Powerful Than the Sea:
 One Refugee’s Incredible Story of Love,
 Loss and Survival**

Melissa Fleming
 2017

A powerful story of both loss and hope, this book captures one of the largest humanitarian crises of our time through the lens of one young Syrian refugee’s experience.

https://www.amazon.com/Hope-More-Powerful-Than-Sea/dp/1250105994/ref=sr_1_1?ie=UTF8&qid=1548238055&sr=8-1&keywords=a+hope+more+powerful+t

**The Peace Makers:
 Leadership Lessons from Twentieth-
 Century Statesmanship**

Bruce W. Jentleson
 2018

This book shows how twentieth-century leaders such as Henry Kissinger, Zhou Enlai, Mikhail Gorbachev, Dag Hammarskjöld, Nelson Mandela, Yitzhak Rabin, Mahatma Gandhi, Lech Walesa and others, have had a transformative impact on the lives of people and the destinies of their countries and the world.

<https://www.amazon.com/Peacemakers-Leadership-Lessons-Twentieth-Century->

**Four Perfect Pebbles:
 A True Story of the Holocaust**

Marion Blumenthal Lazan
 2016

This 20th anniversary edition includes a reading group guide, a map, and additional photographs. Marion Blumenthal Lazan’s acclaimed memoir recalls the devastating years that shaped her childhood. Following Hitler’s rise to power, the Blumenthal family was trapped in Nazi Germany. They managed eventually to get to Holland, but soon it was occupied by the Nazis. For the next six and a half years, the Blumenthals were forced to live in refugee, transit, and prison camps, before finally making it to the United States. Their story is one of horror and hardship, but it is also a story of courage, hope, and the will to survive.

https://www.amazon.com/Four-Perfect-Pebbles-Story-Holocaust-ebook/dp/B019MMUAO2/ref=sr_1_1?s=digital-text&ie=UTF8&qid=1548239273&sr=1-

ADL is a leading anti-hate organization founded in 1913. Today, ADL is a global leader in exposing extremism and delivering anti-bias education, and is a leading organization in training law enforcement. Visit <https://www.adl.org> to find resources including bullying and cyberbullying prevention and children’s literature suggestions.

Caring for Our Planet

1 Million Women founder Natalie Isaacs wanted to build a global movement of women working towards fighting climate change by the way they live. Today over 400,000 women and girls across the world have joined the movement.

Visit <https://www.1millionwomen.com.au/> to find out more, including strategies to cut a minimum of 1 tons of CO2 pollution out of your daily life. Check out the Pollution-Cutting Activity Center, which has more than 50 ways to cut pollution in areas such as energy, money, household, food, travel, and shopping.

"There is no worse blind man than
the one who doesn't want to see."

Proverb

Looking for climate change curriculum?

The **National Science Foundation and NBC Learn** have partnered to create Changing Planet, a series of 13 videos and associated lesson plans about our planet's changing climate. These materials are especially useful for high school or college Earth Science classes.

https://www.windows2universe.org/?page=/earth/changing_planet/changing_planet.html&lang=en

Alliance for Climate Education has an online multimedia resource for teenagers, with a mix of animation, music, video, and interactivity. **Climate Our Future** teaches the latest climate science and inspires young people to take action.

<https://ourclimateourfuture.org/>

The **U.S. Environmental Protection Agency** and other federal agencies have developed a **Climate Change, Wildlife, and Wildlands Toolkit for Educators** to help educators inside and outside the classroom teach middle school students about climate change and its impact on the environment and wildlife. <https://www.globalchange.gov/browse/educators/wildlife-wildlands-toolkit>

The **U.S. EPA 's Teaching Center** provides climate change and other resources for teachers and students.

<https://www.epa.gov/students>

The **Climate Generation** holds teacher training Summer Institutes that help teachers from around the country teach climate change curriculum to their students. <https://www.climategen.org/take-action/teach-climate-change/professional-development/>

A recent poll by the **Rockefeller Foundation** asked their online community to vote for the **Sustainable Development Goal** (SDG) that was the most solvable. Over 13,000 people in 164 countries voted over the span of just over two weeks.

Most people were the most optimistic about achieving zero hunger (20% of responses), followed by eliminating poverty (17%) and ensuring access to affordable and clean energy (15%). They also heard that there is the most work to do on SDG16—achieving peace, justice, and strong institutions—which received the fewest respondents.

Over 10 thousand people also submitted ideas as to how to achieve these SDGs. "Education" was the word most people used when offering solutions for eliminating poverty (SDG1) and achieving peace, justice, and strong institutions (SDG16). "Education" also ranked highly in solutions toward good health and well-being (SDG3).

You can read more about Rockefeller Foundation's work on all of the SDGs at:

<https://www.rockefellerfoundation.org/2018-unga-sdg-survey-thank-you/>



When **talking to your children or grandchildren about climate change**, it's important to make sure the information is age-appropriate, that you use positive, empowering language and that you don't just make it a one time conversation. Children have no background knowledge when it comes to climate change and they can be very literal. Children under the age of 8 should focus on a love of nature and the beauty around them. Talk about what they can do, giving them a foundation to later understand climate change. Around the age of nine or 10, children are able to understand more abstract concepts.

For more information, suggestions and ideas visit:

<https://inhabitat.com/how-to-teach-children-about-climate-change/>

February

February is Black History Month

www.blackpast.org/

www.inmotionaame.org

www.cnn.com/EVENTS/black_history/index.html

www.jimcrowhistory.org/

www.tolerance.org/magazine/spring-2019/bearing-witness-to-the-hard-history-of-guilford

3-9 National Green Week Kickoff

www.greeneducationfoundation.org

5 Chinese New Year: Year of the Pig

<https://chinesenewyear2019.org/>

18 Presidents' Day

https://www.educationworld.com/a_lesson/lesson223.shtml

March

March is Music In Our Schools Month

www.learningfromlyrics.org

www.cultureofpeace.com/songs

<https://nafme.org/programs/miosm/>

1 Read Across America Day

<http://www.seussville.com/Educators/educatorReadAcrossAmerica.php>

<http://www.raastore.com/site/>

8 International Women's Day

www.internationalwomensday.com

22 World Water Day

<http://www.worldwaterday.org/theme/>

April

7 World Health Day

www.who.int/world-health-day/en/

<http://www.whathealth.com/awareness/event/worldhealthday.html>

22-26 National Environmental Education Week

<https://www.neefusa.org/environmental-education-week>

22 Earth Day

<https://www.earthday.org/>

26 Arbor Day

<https://www.arborday.org/>

<https://nationaltoday.com/arbor-day/>

www.stateforesters.org/

May

May is Asian-Pacific American Awareness Month

www.nps.gov/history/nr/feature/asia/

https://www.educationworld.com/a_lesson/lesson235.shtml

2 Yom HaShoah Day of Remembrance of the Holocaust

<https://www.jewishvirtuallibrary.org/yom-ha-shoah-holocaust-memorial-day>

www.ushmm.org

5 Cinco de Mayo

<http://larryferlazzo.edublogs.org/2009/04/10/the-best-sites-for-teaching-learning-about-cinco-de-mayo/>



“Faith is taking the first step, even if you don't see the whole staircase.”

Martin Luther King Jr.

Opportunities



First Friday Coffee and Case Discussion Series

First Friday of Every Month
9:00—10:00 A.M.

The Advocates for Human Rights
Minneapolis, MN

Designed for new and existing volunteer attorneys, a discussion series providing opportunities to revisit challenging cases and brainstorm solutions to new challenging cases.

www.theadvocatesforhumanrights.org/

NELMS 38th Annual Middle Level Conference

March 20-22, 2019
RI Convention Center
Providence, RI

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



NEA Grants and Events

To find an up-to-date list of grants, awards, educational observances, and free resources go to

<http://www.nea.org/home/GrantsAndEvents.html>

NEA National Leadership Summit

March 15-17 Denver, CO

nea.org/leadershipsummit

2019 CTAUN Conference

United Nations, NYC
Friday, April 5, 2019

“Our Planet—Our Crisis— What Now?”

www.teachun.org

2019

General and Special Education Conference

Pre K-21

Sponsored by Rehab
Seattle, WA

Washington State Convention Center

March 5, 6, and 7

San Diego, CA

Town and Country Resort &
Convention Center

May 8, 9, and 10

www.rehabseminars.org

26th Annual True Colors

LGBTQ Conference: This Is Me

March 22 and 23, 2019

UConn, Storrs

The conference offers workshops for professionals who work with youth.

<https://www.ourtruecolors.org/conference/>

The Science of Happiness: Live

A Greater Good Gathering

May 2-5, 2019

Hosted in partnership with the
1440 Multiversity

This seminar is approved for 13 CE hours for psychologists, social workers-intermediate level, MFTs, counselors, nurses, teachers, and others.

https://ggsc.berkeley.edu/what_we_do/event/the_science_of_happiness_live?ga=2.6992180.709570548.154841036

DKG 2019 International Conference: Global Awareness

July 30—August 1, 2019

Foxwoods Resort and Casino

Mashantucket, Connecticut

Join DKG members at the 2019 International Conference for three days of fellowship, learning and fun. Check www.dkgct.weebly.com for updates and www.dkg.org for registration information.

11th World Congress and Expo on Recycling

June 13-14, 2019 Edinburgh, Scotland

Theme: Recycling: Creating a Sustainable World

<https://recycling.environmentalconferences.org/>

Podcasts

Deepen your knowledge and improve your practice with Teaching Tolerance podcasts. Each episode explores an aspect of a Teaching Tolerance topic or framework and is produced with educators in mind. Use your commute, workout or meal-prep time to catch up on the latest thinking and scholarship that matter to you and your students.

You can subscribe via Apple iTunes, Google Music or Spotify.

The Fable of the Fern and the Bamboo

One day I decided to give up: I quit my job, my relationship and my life. I went into the woods to talk with an elder who was said to be very wise.

“Can you give me one good reason not to quit?” I asked him.

“Look around” he replied. “Do you see the fern and the bamboo?”

“Yes”, I replied. “When I planted the fern and the bamboo seeds, I took very good care of them. The fern quickly grew. Its brilliant green covered the floor. Yet nothing came from the bamboo seed. But I did not give up on the bamboo. In the second year the fern grew more vibrant and plentiful, and again, nothing grew from the bamboo seed. But I did not give up on the bamboo.

In the third year still nothing sprouted from the bamboo seed. But I didn’t give up on the bamboo.

In the fourth year again nothing came from the bamboo seed. But I didn’t give up on the bamboo.

Then in the fifth year, a tiny shoot emerged from the earth. Compared to the fern, it was seemingly small and insignificant.

But then in the sixth year, the bamboo grew to 60 feet tall. It had spent five years growing the roots to sustain it. Those roots made it strong and gave it what it needed to survive.

Did you know that all this time that you have been struggling, you have really been growing roots? The bamboo has a different purpose from the fern, but both are necessary and make the forest beautiful.”

<https://exploringyourmind.com/the-fern-and-the-bamboo-a-fable-of-hope/>

If you would like to receive a color PDF version by email, please contact **Linda Shea**, Subscription Manager hshea@snet.net

Our newsletter can be found online at: [HTTP://dkgct.weebly.com](http://dkgct.weebly.com)

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

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