



A CURRICULUM OF HOPE
FOR A PEACEFUL WORLD

VOLUME XXIX
ISSUE 2
FALL 2015

**We cannot
solve our
problems
with the
same level
of
thinking that
created
them.**

Albert Einstein



A Curriculum of Hope for a Peaceful World Newsletter

Editor's Message

Educators are returning to the classroom this fall ready to embrace another paradigm shift. If the word "rigor" is not in your educational vernacular, it soon will be. In order to ensure that students are college and career ready, challenging and engaging learning experiences across the content areas will be replacing skill and drill, the memorization of mundane facts, and multiple choice assessments. After reading closely and thinking deeply, students will find evidence in multiple sources and use critical thinking skills to support their claim or opinion, and develop their argument. Bloom's Taxonomy has been supplemented with Webb's DOK (Depth of Knowledge), which connects the complexity of the cognitive expectations of an assignment to the Common Core Standards.

The idea that critical thinking is an essential skill is not a new one. In 1967 Raths, Jonas, Rothstein and Wasserman expressed their concern for the lack of thinking in education, and called for students to be taught to think, reason, and solve problems in the context of real issues. In fact, the following line appears in The Curriculum of Hope for a Peaceful World's Resolution for Peace which was adopted thirty years ago at Delta Kappa Gamma's International Convention in 1986.

We as educators 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.

Rigor is at the core of schools that are successfully working with children of poverty. When students have structure, routine, challenging work, support, and high expectations for achievement, they are able to break the cycle that may have entrapped their families for generations. It is expected by leveling the learning playing field, all students will have the skills they will need when they enter the workplace during the next millennium. By learning how to get and understand information, and then to analyze and disseminate it, students will develop the problem-solving literacy they need to be successful in our increasingly complex technological and information world.

These are exciting times. This issue is filled with information and ideas to help you create a classroom environment that encourages and celebrates deep questioning, creative thinking, and accountable talk. High expectations for all students will hopefully close the achievement gap and end the cycle of hopelessness that permeates too many of today's youth. Let our journey begin!

Janice McKusick
Editor

Ideas and Resources

Simply put, **Academic Optimism** is a staff's belief that they can make a difference, and their belief that all students can be successful. It includes trust in each other, and in students and parents. When teachers are highly confident in their own abilities, their students will be more likely to achieve.

Work by Wayne Hoy and others at Ohio State University has helped schools to improve their efficacy, which is critical for implementing successful change.

At the following website you can find more information, as well as a PDF download of the SAOS (School Academic Optimism Scale), which measures a school's Academic Optimism using scaled scores. <http://www.waynehoy.com/collective-ao.html>



Dr. Carol S. Dweck, a Professor of Psychology at Stanford University, is one of the world's leading researchers in the field of motivation and author of the book **Mindset**. Her research has focused on why people succeed, and how to bring about success using what she calls a "growth mindset."

People with a growth mindset believe that ability can grow, whereas people with a fixed mindset believe that ability and talent can not change. **Mindset** is not only a book for educators, but also for parents, coaches, and business leaders. Dr. Dweck's website is filled with information, including the four key steps to help you change from a fixed mindset to a growth mindset.

<http://mindsetonline.com>

WHAT DOES RIGOR LOOK LIKE?

Rigor increases the complexity of a task, not the difficulty. Webb's Depth of Knowledge matrix looks at the level of thinking an objective requires to complete it successfully. At http://www.aps.edu/re/documents/resources/Webbs_DOK_Guide.pdf you can find potential products for each level, as well as possible learning activities, and descriptions of the teacher and student roles.

Moving from a teacher-controlled to a student-centered classroom requires teachers to recognize that they need to talk less and that students need to talk more. Classroom talk is essential in developing thinking. In order to create more opportunities for meaningful dialogue, teachers need to model and plan for purposeful academic talk, also called **Accountable Talk**.

When Accountable Talk is used, students form an opinion based on evidence. They then listen to each other's thoughts in a respectful manner. They connect their responses to what others are saying. Accountable Talk can be used in whole groups, small groups, and pair-shares.

Students use sentence stems to construct their responses. Some examples include:

- ◆ Based on my evidence, I think...
- ◆ What evidence do you have to support that?
- ◆ I still have questions about...
- ◆ I want to add to what ____ said....
- ◆ I disagree with what ____ said because....
- ◆ I don't know what you mean by....
- ◆ To expand on what ____ said...

Go to http://www.ces.rcs.k12.tn.us/web_uploads/203_accountable_talk_toolkit_10-09.pdf to download the **Accountable Talk Toolkit**.

Webb's Depth of Knowledge

<p>DOK Level 1 (Recall)</p> <p>Verbs: arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...</p> <p>Focus: on specific facts, definitions, details, or procedures</p> <p>Note: there's one correct answer; and a combination of Level 1s does not make it a Level 2</p>	<p>DOK Level 2 (Skill / Concept)</p> <p>Verbs: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...</p> <p>Focus: on applying skills and concepts explaining how or why</p> <p>Note: there's one correct answer</p>
<p>DOK Level 3 (Strategic Thinking)</p> <p>Verbs: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...</p> <p>Focus: on reasoning and planning in order to respond complex and abstract thinking required defending reasoning or conclusions</p> <p>Note: multiple answers or approaches</p>	<p>DOK Level 4 (Extended Thinking)</p> <p>Verbs: apply concepts, analyze, connect, create, critique, design, prove, ...</p> <p>Focus: on complex reasoning, planning, and thinking make real-world applications in new situations</p> <p>Note: has multiple answers or approaches often requires extended periods of time with multiple steps</p>

Webb's DOK Graphic by Tracy Watanabe is licensed under a Creative Commons Attribution 3.0 Unported License.

Ideas and Resources

Teaching Reasoning

Activities and Games for the Classroom

By: Laurel Hecker, Julia A. Simms, Ming Lee Newcomb

Foreword by: Robert J. Marzano

Publisher: Marzano Research

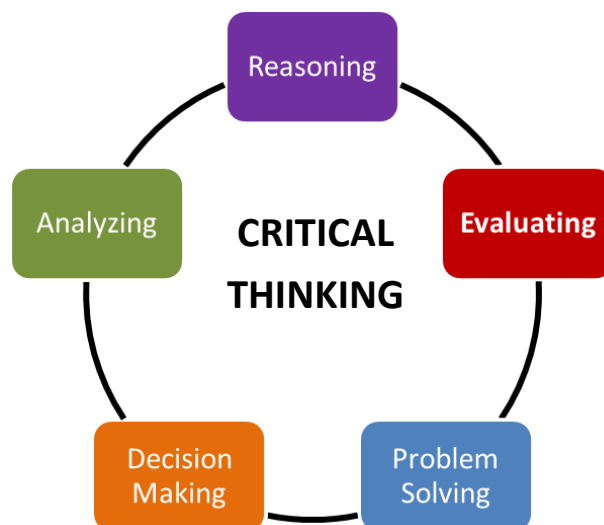
Publication date: February 18, 2015

Page count: 312

USD \$34.95

<http://www.marzanoresearch.com/featured/teaching-reasoning-bkf027>

Fun, research-based games and activities to reinforce students' reasoning skills from the Common Core State Standards.



CRITICAL THINKING IN THE CLASSROOM

Research shows that the explicit teaching of critical thinking skills is most effective—and has a huge payoff in making students smarter and improving language comprehension. You can learn more about the research at <http://www.parentingscience.com/teaching-critical-thinking.html>.

The following skills can be integrated across the content areas, and are fundamental problem solving skills. They are especially applicable for young learners.

Classifying and Categorizing

When we classify and categorize we sort items into groups according to attributes. Classification is an important part of thinking critically because it requires discovering and applying a rule or set of rules. Ideas for young children can be found at:

<http://www.readingrockets.org/article/patterns-and-categorizing>

Comparing and Contrasting

Comparing and contrasting requires children to look closely at details and to think about the purpose and importance of each one. Research done by Marzano, Pickering, and Pollack found that effective instruction in comparative thinking had the greatest effect on student achievement. The link below has more about that research, and some excellent strategies for instruction across the grade levels.

<http://www.ascd.org/publications/books/110126/chapters/Section-1@-Why-Compare-Contrast%2%A2.aspx>

Eight Thinking Skills

- Abstracting
- Comparing and Contrasting
- Classifying and Categorizing
- Constructing Support
- Analyzing Perspectives
- Inductive Reasoning
- Deductive Reasoning
- Error Analysis

Ideas for explicitly teaching these eight thinking skills, including graphic organizers and posters can be found at: <http://www.cobbk12.org/cheathamhill/LFS%20Update/thinkingskills.htm>

Critical Reading Must-Have

Newsela is a free non-fiction daily news resource that offers the same high interest article at five different Lexile levels. Launched in June 2013, Newsela publishes high-interest news articles daily at five levels of complexity for grades 2-12. Common Core aligned quizzes attached to articles give educators and parents insight into their students' reading strengths and weaknesses. Newsela develops nonfiction fluency and the critical-thinking skills necessary to master the Common Core standards for informational text.

<https://newsela.com>



With our thoughts we make the world.

Gautama Buddha



More Resources

Southern Poverty Law Center is partnering with colleges across the country to form campus clubs that raise awareness of social justice, fight hate, and promote opportunities for activism. For more information visit <http://www.splcenter.org/splc-on-campus>

Coming to theaters in October is a new film **He Named Me Malala**, the true story of the Pakistani girl shot in the head for speaking out for the 66 million girls worldwide that are not allowed to go to school. At the website you can watch a trailer of the movie, and find out more about this amazing Nobel Peace Prize winner. <http://www.malala.org/>

Check out **National Geographic's Education Blog** for ideas for short non-fiction reading, resources, and research projects. <http://blog.education.nationalgeographic.com/>

Also available from Nat Geo is **MapMaker Interactive**, a free tool to create customized maps. <http://mapmaker.education.nationalgeographic.com/>

Planning to Change the World is a plan book for educators who believe their students can and will change the world. It is designed to help teachers translate their vision of a just education into concrete classroom activities. The 2015/2016 edition has all the things you would expect in a lesson plan book, plus:

- Weekly planning pages packed with important social justice birthdays and historical events.
- References to online lesson plans and resources related to those dates.
- Tips from social justice teachers across the country.
- Inspirational quotes to share with students.
- Thought-provoking essential questions to spark classroom discussions on critical issues.
- Reproducible social justice awards for students.

Published by New York Collective of Radical Educators (NYCoRE) and Education for Liberation Network. You can order from Rethinking Schools <http://www.rethinkingschools.org/publication/index.shtml>

Also new from Rethinking Schools is the second edition of **Rethinking Multicultural Education**, a new and expanded collection of articles dealing with race and culture that have appeared in Rethinking Schools magazine.

Responsive Classroom Newsletter has gone digital. Subscribe at www.responsiveclassroom.org and receive a monthly digital newsletter filled with articles and ideas to help educators support students. Responsive Classroom is a research-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. It has been recognized by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most well-designed, evidence-based social and emotional learning programs.

Stenhouse Publishers has professional development videos including DVD's and now a video streaming channel, which allows K-12 educators to watch at any time, on any device. Videos may be purchased as a collection or individually. A free 48-hour trial of the Stenhouse Streaming Channel is available at www.stenhouse.com/stream.

Also available from Stenhouse:

Many Texts, Many Voices

Teaching Literacy and Social Justice to Young Learners in the Digital Age
Penny Silvers and Mary C. Shorey

Learn how to embed critical literacy skills—a way of thinking, communicating, analyzing, and living a literate life that implies the possibility of taking some kind of social action—in the everyday lives of primary students.

Grades K—3

Caring Hearts & Critical Minds

Literature, Inquiry, and Social Responsibility
Steven Wolk

Integrate inquiry learning, contemporary literature and teaching for social responsibility across the curriculum.

Grades 5—9

www.stenhouse.com



A mind stretched to a new idea
never goes back to its original
dimensions.

Oliver Wendell Holmes



Opportunities

Upcoming retreats with Barbara McAfee: voice coach, singer/songwriter, keynote speaker, and author.

Light in the Soul

September 25—27
Aldermarsh Retreat Center
Whidbey Island, WA

Cut Through the Noise

November 11—13
Costanoa Lodge
Pescadero, CA

An Infusion of Radical Well-Being: A Singing and Yoga Retreat for Women

February 27—March 5
Mar de Jade Holistic Lifestyle Centre,
Chacala, Nayarit Mexico

<http://www.barbaramcafee.com/retreats--facilitation.html>



From La Vista Ecological Learning Center, Godfrey, IL:
Saturday, September 19, 4:00—7:00 **Autumn Equinox Celebration and Pollinator Party Fundraiser** to support the creation and maintenance of a garden to provide a safe-haven for migrating butterflies.

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

Responsive Classroom Leadership Conference 2015

Creating a Climate for Learning

Learn how to bring proven, practical strategies for building positive school community, managing classrooms effectively, and enhancing academic engagement to your school or district.

October 5 and 6th, Austin, TX

www.responsiveclassroom.org/conference

9th Annual Natural Living Expo

New England's largest holistic event with over 200 exhibits and 90 workshops to help you learn about body-mind-spirit wellness and healthy living.

November 14-15 Best Western Royal Plaza Trade Center & Hotel
Marlborough, MA www.NaturalExpo.org

CTAUN Committee on Teaching about the United Nations

Each year CTAUN grants an award or awards for "Best Practices" inspired by the conferences presented during previous years. Applications for Best Practice Awards are due by November 15th.

<http://www.ctaun.org/best-practices-awards/>

2016 Annual CTAUN Conference

Friday January 22

United Nations Headquarters, New York, NY

Topic: Stewardship for a Sustainable World: Education in the Sustainable Development Goals (SDGs)

Registration opens in August. www.teachun.org

Peacemakers at Work

Sidney Topol, age 90, retired telecommunications pioneer and CEO of Scientific Atlanta, believes that through education people can develop an understanding of how you can use nonviolence to improve interactions among communities, states and countries. Topols' contributions have funded scholarships, courses, conferences, research, and lectures on nonviolent conflict and resistance. His hope is that "Topol Scholars" will become leaders who will work toward peace, reconciliation, diplomacy, human rights, and non-violence practices in order to avoid conflict. Topol was awarded the Leonard Fein Justice Award in January by Americans for Peace Now.

We're spreading the message of nine-year-old **Hailey Fort** from Silverdale, Washington, whose program "Hailey's Harvest", is helping to feed and shelter the homeless in the western Washington-state area. Not only is Hailey growing fruits and vegetables, she is building 12 safe, dry, mobile sleeping shelters— 8x4-foot wooden structures complete with windows, locking front doors, and insulation. Hailey received a \$3000 grant from Together Rising and Momastery.com, and a local Lowe's hardware store gives her a discount for materials. Visit her website <http://www.haileysharvest.com/> to learn more.

Calendar

SEPTEMBER

- 8 International Literacy Day**
- <http://www.reading.org/Libraries/international-literacy-day/ild-activity-kit.pdf>
2014's pdf activity kit for ages 5—18 from The International Reading Association in conjunction with NASA.
 - <http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-international-literacy-20584.html>
 - www.unesco.org/new/unesco/events/prizes-and-celebrations/celebrations/international-days/literacy-day/
- 19 Playing For Change Day**
- www.playingforchange.org. Playing for Change Day was started in 2011 by the Playing for Change Foundation, a non-profit dedicated to improving the lives of children in underserved communities through music and arts education programs. It was established to coincide with the International Day of Peace in recognition of a shared set of core values, and to express solidarity with the larger global effort. In 2013 there were over 300 registered events in 56 countries.
- 21 International Day of Peace**
- www.internationaldayofpeace.org
 - www.cultureofpeace.org
 - www.peaceoneday.org
- 26 National Public Lands Day**
- www.publiclandsday.org



OCTOBER

- 5 World Habitat Day**
- www.unhabitat.org
- 16 World Food Day**
- www.worldfooddayusa.org
- 17 International Day for the Eradication of Poverty**
- www.endpoverty2015.org/
- 19-23 Worldwide Character Counts Week**
- <http://charactercounts.org/programs/ccweek/>
- 24 United Nations Day**
- <http://www.timeanddate.com/holidays/un/united-nations-day>
 - www.un.org
- 24 Make a Difference Day**
- www.makeadifferenceday.com

NOVEMBER

- 11 Veterans Day (Remembrance Day in Canada)**
- <https://www.nea.org/tools/lessons/veterans-day-activities-intro.html>
 - www.va.gov/opa/vetsday/index.asp
 - www.scholastic.com/teachers/lesson-plan/veterans-day-and-patriotism
- 16 International Day for Tolerance**
- <http://www.unesco.org/new/en/unesco/events/prizes-and-celebrations/celebrations/international-day-for-tolerance>
 - www.un.org/en/events/toleranceday/
- 20 Universal Children's Day**
- www.un.org/en/events/childrenday/
 - www.savethechildren.org
- 25 International Day for the Elimination of Violence Against Women**
- <http://www.unwomen.org/en/news/in-focus/end-violence-against-women>

DECEMBER

- 1 World AIDS Day
 - www.worldaidsday.org/
- 2 International Day for the Abolition of Slavery
 - <http://www.national-awareness-days.com/international-day-for-the-abolition-of-slavery.html>
- 3 International Day of Persons with Disabilities
 - <http://www.un.org/disabilities/default.asp?default.asp?id=111>
- 10 Human Rights Day
 - www.un.org/en/rights
 - <http://wfto.com/events/international-human-rights-day-0>
- 18 International Migrants Day
 - <http://www.un.org/en/events/migrantsday/>

FEBRUARY February is Black History Month

- www.blackpast.org/
- www.tolerance.org/exchange/riding-rosa
- www.inmotionaame.org
- www.cnn.com/EVENTS/black_history/index.html
- 1 National Green Week Kickoff
 - www.greeneducationfoundation.org
- 8 Chinese New Year: Year of the Monkey
 - <http://www.travelchinaguide.com/essential/holidays/spring-festival.htm>
 - <http://www.apples4theteacher.com/holidays/chinese-new-year/>
- 14-20 Random Acts of Kindness Week
 - www.randomactsofkindness.org/kindness-ideas
- 15 Presidents' Day
 - <http://www.nea.org/tools/lessons/presidents-day-activities.html>
 - <http://www.scholastic.com/teachers/unit/presidents-day-everything-you-need>

JANUARY

- 18 Martin Luther King Day of Service
 - www.mlkday.gov
 - www.teachingheart.net/happymilkbooks.html
- 18-22 No Name-Calling Week
 - www.nonamecallingweek.org
- 27 International Holocaust Remembrance Day
 - <http://www.ushmm.org/information/exhibitions/online-features/special-focus/>

MARCH March is Music In Our Schools Month

- www.learningfromlyrics.org
- <http://www.nea.org/tools/lessons/51007.htm>
- <http://www.nafme.org/programs/miosm/>
- 8 International Women's Day
 - www.internationalwomensday.com
- 22 World Water Day
 - <http://www.unwater.org>

APRIL

- 7 World Health Day
 - www.who.int/world-health-day/en/
- 10-16 National Environmental Education Week
 - www.eeweek.org
- 22 Earth Day
 - www.earthday.net
- 29 Arbor Day
 - <https://www.arboday.org/>
 - www.arbodayfarm.org
 - www.stateforesters.org/



MAY May is Asian-Pacific American Heritage Month

- 5 Yom HaShoah Day of Remembrance of the Holocaust
 - www.ushmm.org
- 5 Cinco de Mayo
 - <http://larryferlazzo.edublogs.org/2009/04/10/the-best-sites-for-teaching-learning-about-cinco-de-mayo/>

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



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. We have made the move to digital subscriptions which has saved on paper and postage, helping us be more environmentally and fiscally responsible.

This Newsletter is sent to over 1,400 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. We are blessed with 25 patrons whose generosity has helped to sustain us throughout the years. As we move into our 30th year of continuous publication, our distribution continues to increase. 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. Current email subscribers will continue to receive the newsletter until you request to be removed. Any questions or comments, contact Jeanne at Jemora@aol.com or 1-860-228-9293.

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

_____ I would like to be a Patron for Peace to support your work.
Any amount of \$20 or more is greatly appreciated.

_____ If you are not currently receiving a PDF version, and would like to be on our subscriber's list, send your email address to Linda Shea, Subscription Manager hshea@snet.net. Please indicate if you are changing from postal.

_____ Please remove my name from your mailing list.

Name _____

Most of the important things in the world have been accomplished
by people who have kept on trying when
there seemed to be no hope at all.

Dale Carnegie



Caring for Our Planet

If we reduce the amount of greenhouse gases put into the air, we can make a difference in the impact of the Earth's climate getting warmer. Our climate crisis will affect people and the environment in many ways. At the Environmental Protection Agency's website students can learn the basics about climate change and they can also find out about scientists' work and ways they can help scientists collect information, and help plants and animals adapt to our changing world.

<http://www.epa.gov/climatechange/kids/impacts/index.html>

One of the most appreciated ways to slow climate change is by replanting native trees to absorb the carbon dioxide that contributes to global warming. Through photosynthesis, trees capture and store carbon emissions and other pollutants and release pure oxygen. There is controversy, however, because trees and soil also "breathe" — that is, burn oxygen and release carbon dioxide back into the air. Eventually, all of the carbon finds its way back into the atmosphere when trees die or burn. Cutting down old trees before they die and replacing them with young trees provides the most environmental benefits.

Faith communities and others will be interested in the Interfaith Power & Light and the Catholic Climate Covenant's Faith Climate Action Kit to respond to Pope Francis' call for a world-wide commitment to environmental justice and climate change.

<http://www.interfaithpowerandlight.org/wp-content/uploads/2015/07/PopeFrancisActionKitFINALJulysm.pdf>



CLIMATE CHANGE

There is no single solution for solving the problems of global climate change. The good news is we all can make changes to adapt to and limit its impact. Below are some highlights of some of the actions being taken that will make a difference.

Renewable Energy

The best way to make an impact on climate change is to stop digging and burning fossil fuels. Wind, hydroelectric, solar, biomass, and geothermal are all forms of renewable energy. According to Alternative Energy.org, several countries are leading the world in renewable energy usage. Iceland gets 85% of the country's electricity from earth's heat and its electricity supply depends on geothermal and hydropower and is 100% renewable. Germany uses 98% renewable energy. Norway is around 98% renewable and uses hydroelectric, geothermal and wind. Portugal depends on hydroelectricity for 38% to 58% of its electricity, wind power contributes one-fifth, biomass 5% and solar around 1%. Scotland has a mandate to become 100% renewable by 2020. Paraguay uses hydropower to provide 90% of its electricity and gets 78% of its power from the

hydroelectric Itaipu dam which is on the border between Brazil and Paraguay. The dam took 30 years to build and cost \$20 billion. It now helps in displacing 67.5 million tons of CO₂ a year. Denmark uses 30% wind and 15% biomass for its energy needs.

Companies Commit

Over a dozen companies have signed a pledge organized by the White House to invest in clean energy and to reduce greenhouse gas emissions. The companies include Apple, Google and Microsoft, Coca-Cola and PepsiCo, industrial companies Alcoa and Cargill, and banks Goldman Sachs and Bank of America. Also included are Warren Buffett's Berkshire Hathaway Energy, which has made major investments in wind and solar farms, UPS, General Motors, and Walmart. The companies' pledges will deliver \$140 billion in investment that will lower carbon emissions.

Cities Taking Action

Cities count for upwards of 70 percent of global greenhouse gas emissions. By improving public transportation, making public buildings and private housing more energy efficient, and dealing with waste better, cities can take action that will reduce greenhouse gas emissions.

The C40 Cities Climate Leadership Group, now in its 10th year, connects more than 75 of the world's greatest cities, representing 500+ million people and one quarter of the global economy. Created and led by cities, C40 is focused on tackling climate change and driving urban action that reduces greenhouse gas emissions and climate risks, while increasing the health, wellbeing and economic opportunities of urban citizens.

<http://www.c40.org/cities>

The Last Word

As we age, the ability to think critically retains its importance. The ability to think with clarity allows us to think effectively and to make good decisions based on reality, not what we want to believe.

- ◆ Keep an open mind, and be aware of rigid thinking. Rigidity closes off our ability to process new information
- ◆ Be careful not to jump on bandwagons. Get the facts, stop and think, and avoid impulsive decisions.
- ◆ Jumping to conclusions and making decisions based on conjectures or inferences is dangerous. Make sure you have enough information to make judgements based on reality. Don't believe everything you see and hear in the media.
- ◆ Maintain an open mind. Be curious. Learn new things. Get organized.
- ◆ When in an unfamiliar situation, be an observer.
- ◆ Check your emotions. Be a good listener and practice empathy.
- ◆ If you are under pressure to make a decision, recognize it. Give yourself permission to stop and think.
- ◆ Have a sense of humor. Not everything is a life and death matter. Not only is "laughter the best medicine," but it engages multiple regions across the whole brain. Listening to jokes and working out punch lines activates areas of the brain vital to learning and creativity.



Our lives are connected by a thousand invisible threads, and
along these sympathetic fibers,
our actions run as causes and return to us as results.

Herman Melville

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

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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.

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