



## Teach Peace Foundation Student Global Stewardship Education and Training

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Lory Thiessen  
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Dear Lory:

I incorporated the feedback from our conference call and the email feedback I received today. The August 4, 2010 Teach Peace Foundation proposal is now separated into two parts with the student community service learning focused on helping local orphans. This streamlined version only requires one Teach Peace staff member. I have been working with orphans since 1985 when I was an Army officer in South Korea and I will be the person from Teach Peace delivering services to your students. I will arrive on September 30th and visit the orphanage before classroom instruction begins.

The program for part 1 (October 6- 8 at Rumbai and October 11-12 at Duri) will promote student curiosity, creativity, communication skills, and compassion. The instruction will also help them appreciate their teachers and parents. I will demonstrate how we can accomplish more working as a team than we can working independently. The entire series of education and training, especially when combined with the service learning, is an incredibly exciting school and community deliverable.

The plan for the initial program is to inspire students to participate in acts of kindness and raise awareness for being good global stewards with Dr. Seuss books (see [www.teachpeace.com/drseuss.htm](http://www.teachpeace.com/drseuss.htm) for the lesson guides), the Teaching Peace coloring book (see <http://www.teachpeace.com/Teach%20Peace%20Coloring%20Book.pdf>), the Dream Changer coloring book (see <http://www.teachpeace.com/Dream%20Changer%20TPF.pdf>), leadership instruction, and instruction on the global need for clean drinking water. You may find it interesting that the Dr. Seuss program to teach being a good global steward was created by a high school student, assisted by professional educators, as part of her service learning experience.

I will work at my expense the days before October 6 and after October 12 to complete the ground work to develop the orphanage service learning opportunities and a broader "part 2" service learning proposal. The "part 2" proposal will identify student service learning opportunities with local orphanages, programs helping special needs children, and the people caring for the elephants.

The theme for the 5th grade to 8th grade students are acts of kindness to help

orphans and special needs children. The theme for the 4th grade and younger children is caring for each other and our planet. The education flows from the Dr. Seuss books where fictional characters care for Truffula trees and the creatures who depend on them, treat people with respect no matter how small, learn about the dangers of us vs. them thinking, and other concepts that reinforce the golden rule that we should treat people the way we want to be treated.

The time with students in Rumbai starts on Wednesday, October 6th. Andrew has shared with me that I have 45 minutes with the Pre-K and Kindergarten students, 90 minutes with the 1st and 2nd grade students, and 3 hours with the 3rd and 4th grade students. The Rumbai and Duri schools are combined on Thursday and Friday for 5th to 8th grade. On October 11th and 12th I will be in Duri with the Pre-K to 4th grade students. Much of what is accomplished in Duri is the same as in Rumbai although the extra time in Duri does allow me to include the *Dream Changer* and *Teach Peace* books. In Duri we will also have a creative and fun acts of kindness collage that they children will make by cutting out pictures from a magazine.

### 3rd and 4th grade

In both Duri and Rumbai we start with the 3rd and 4th grade students and teach them how to teach being good global stewards with the Dr. Seuss program. The students would learn a little about my background, have an introduction to the Teach Peace Foundation, learn why I am with at their school, and discover how Dr. Seuss books can help teach being a good global steward. Students then receive instruction on teaching skills and speaking to groups of people.

The students will participate in an energizer exercise where the students will select the name of a student and on that piece of paper write something nice or admirable about that student. The entries will go in an "Act of Kindness" jar and be read at the end of class. About 45 minutes into the class, the students will receive instruction on *Horton Hears A Who!* and *The Sneetches*. We will then break into 3 and 4 person groups. Half the class would practice giving a class based on the book *Horton Hears A Who!* and the other half would be taught giving a class based on the book *The Sneetches*. As part of this instruction the students have opportunities to demonstrate good speaking skills, techniques to keep their audience engaged, and teaching global stewardship.

For two students that have demonstrated a command of the material, one will be asked to spend the remaining time on *Oh, the Places You'll Go!* and the other student will learn *The Lorax*. The student learning *Oh, the Places You'll Go!* will help me with the Pre-K and K instruction. The student learning *The Lorax* will join me for the 1st and 2nd grade instruction.

The last 45 minutes of the combined 3rd and 4th grade class is allocated to the students competing to see who can give the best class and a summary of what was learned plus sharing the contents of the "Acts of Kindness" jar.

### Pre-K and K

The next class is 45 minutes with the Pre-K and K students. I would introduce myself and have two students from the 3rd and 4th grade class with me. The Pre-K and K students are led by a 3rd or 4th grade student who learned *The Sneetches*. This students answer questions from the Pre-K and K students. A second student from the 3rd or 4th grade will present *Oh, the Place You'll Go!* and explains the global stewardship messages. If time permits, the student that led the *Oh, the Place You'll Go!* will prompt the children to discuss the places they would like to go. This fun activity, with a map of the world, will help highlight interesting facts about our planet.

### 1st and 2nd grade

For the 1st and 2nd grade students, I would start in a similar way as with the 3rd and 4th grade students. In this 90 minute class I would then share a stories from working with children in Africa and ask the students to participate in an activity teaching interdependence with a pyramid of plastic cups. Then a student from the first class presents the *The Lorax*, explains what it means, and answers questions. The next portion of the class is led by one of the 3rd or 4th grade students who learned *Horton Hears A Who!* This students answering questions from the 1st and 2nd grade students.

We end the class with a summary of key lessons learned and showing the students how to make “Acts of Kindness” jars. Students will also be given stickers they can take home. Two versions of the stickers are shown below.



### 5th to 8th grade

The 5th to 8th grade students will receive leadership education and training with exercises to help the students bond. This instruction that students should be the change they wish to see takes place in Rumbai and is on October 7 and 8. A key focus of this instruction is helping orphans and poor children live with dignity.

The students will receive instruction on leadership and participate in exercises highlighting why being a leader is difficult. We discuss the business planning process, coaching for success, managing change, financial sustainability, importance of core values, and the concept of interdependence. Students receive education on how to help orphans drawing on first-hand experiences from South Korea, Honduras, and Liberia. We will discuss the special needs of orphans and disabled children. We will explore solutions for helping an orphanage that needs a staircase to make use of a second floor. On the morning of October 8th, we will visit a local orphanage to build friendships with local children and learn about their needs.

The lesson plan for this 21st century leadership program designed to help break the cycle of poverty through acts of kindness is online at [www.teachpeace.com/isr.pdf](http://www.teachpeace.com/isr.pdf).

We will return to the classroom in the afternoon and discuss opportunities to develop leadership skills while simultaneously helping break the cycle of poverty.

**Extra activities when time allows, ideas for teachers, and potential “part 2” deliverables:**

### Pre-K and K

Receive additional Dr. Seuss classes and make pictures for an online collage on the Teach Peace website with the suggested theme of raising awareness for the need to protect the elephants.

### 1st and 2nd grade

A combination of Dr. Seuss classes, story telling from our work in Africa, the *Teaching Peace* coloring book and stories from “best of the best” resources to teach kindness. Make a coloring book to raise awareness for the need to protect the elephants.

### 3rd and 4th grade

Story telling from our service learning projects with students, the *Dream Changer* coloring book and stories from “best of the best” resources to teach global justice. Create and sing an elephant song and dance.

### 5th and 6th grade

Teach Peace programs to end the cycle of poverty emphasizing the concept of a hand-up vs. a hand-out. Instruction on peace heroes past and present based on *Peaceful Heroes* by Jonah Winter.

These students would take pictures and video for an “Eyes of the Children” program to raise awareness for the needs of orphans and children with special needs in Sumatra. If a student wishes to work on a project to help the people caring for elephants, the focus of the “Eyes of the Children” can be applied to help this community.

### 7th and 8th grade

View and discuss the film *Coach Carter* to reinforce leadership principles.

Discuss service learning opportunities and specifically:

- a) Review what is needed for a community school scholarship program.
- b) Develop a business plan, the value proposition, the outline of the program, and marketing materials to help the orphanage, special needs students, or start an Elephant Tour business.
- c) Receive education and training on starting a seed project. We understand both sites have land that may be available for students to start and care for a garden.

In addition to the orphanage staircase project, possible short-term and long-term student opportunities include leading the:

1. review, selection and online publishing of the Pre-K and K collage.
2. 1st and 2nd grade coloring book.
3. 3rd and 4th grade elephant song and dance.
4. 5th grade “Eyes of the Children” video.
5. 6th grade Lifesaver Jerrycan project.
6. 6th grade Lifesaver 6000 project.
7. 7th grade seed distribution project.
8. 7th grade garden project.
9. 8th grade market research project.
10. 8th grade business plan project.
11. 8th grade micro-business elephant tour.
12. 8th grade marketing materials.
13. 8th grade scholarship project.
14. coordination with a doctor or nurse to provide medical care for the orphans.

15. coordination of a veterinarian services for the elephants.
16. video project by creating a three minute video showing the various global stewardship International Schools Riau projects.
17. press releases for local and international newspapers.
18. innovations report on what can be done better and new ideas.

The above suggested grade levels are guidelines and will ultimately depend on the students. We offer opportunities to develop leadership skills. A key part of service learning projects is students select projects that they want to do and find meaningful.

An early snapshot of a follow-on proposal would be to work with students who lead various part of a team, for example numbers 1 to 17 above, to deliver a sustainable hand-up for people to break the cycle of poverty.

For example, a student may be interested in helping orphans or poor children go to school. In many part of the world, a full year of elementary school can be funded with \$100 or less.

If a Rumbai or Duri student wants to lead a scholarship project, one way to accomplish this goal is to partner with Teach Peace. We would create an online donation page personalized for Sumatra. Teach Peace currently provides this service in Liberia (see <http://shop.teachpeace.com/product.sc?jsessionid=BFEA6BA8B3A931DB65601B078FFDE52D.qscstrfrnt06?productId=54&categoryId=1>). Funding received could come in from our existing members or from the promotional efforts of the student leading the program, would be sent directly to the school or delivered to the school by the student and his or her advisor.

The student performs six very important functions:

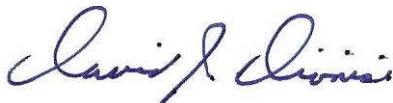
1. Be the scholarship program country leader.
2. Interview people to determine the students that receive scholarships.
3. Write letters to the editor in US, corporate newsletters, and engage in other activities to raise awareness for students unable to go to school.
4. Write thank you letters to donors
5. Receive reports on donors, available funds, and funds sent to the schools.
6. Help train a student to lead the program the following year.

**Teachers and parents** - A session for parents is available to help their children continue their global stewardship learning and become involved with additional acts of kindness (e.g., Teach Peace's Africa service learning, the *Special Ambassadors* program, and student leadership development in Washington, DC.).

Students, nominated by teachers for efforts that go above and beyond, will receive Teach Peace Foundation Student Excellence awards.

Students that bring that continue to use the "Act of Kindness" jars at home can win a Teach Peace award when they reach 500 acts of kindness (their parents notify us when this happens and we send the award and a gift to the student).

Sincerely,



David J. Dionisi, President