



# JUNIORS

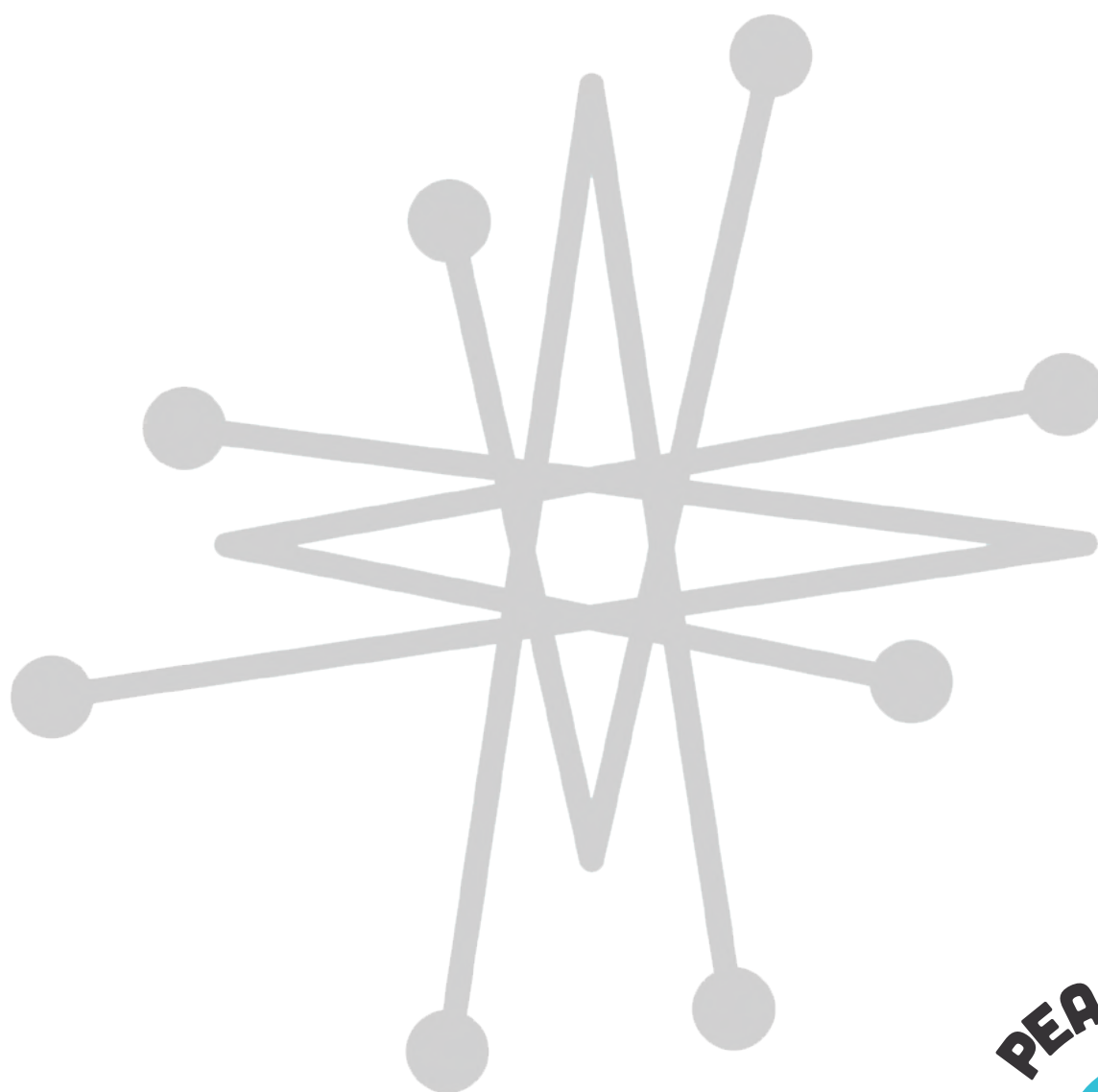
## CURRICULUM

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Adventures in Literacy & Leadership through the Study of 13 Nobel Peace Laureates Ages 5-11



ADVENTURES IN LITERACY & LEADERSHIP THROUGH THE STUDY OF 13  
NOBEL PEACE LAUREATES AGES 5-11



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Dear Educator:

The PeaceJam Foundation is proud to bring you the PeaceJam Juniors Curriculum that is designed for youth ages 5-11. This is an exciting curriculum that introduces young students to the lives and work of Nobel Peace Prize winners in an age-appropriate, standards-based format that fosters 21st century skills, character development, conflict resolution, service-learning, citizenship, and diversity education. It is designed to stand alone as a curricular unit or as a complement to existing curricula or programs.

PeaceJam Juniors is a program of the PeaceJam Foundation, an international education organization founded in Denver, Colorado in 1996 and with offices across the globe. Among other honors, the PeaceJam Foundation was nominated for Nobel Peace Prize multiple times and awarded the Man of Peace Award for its efforts to promote peace through education. In addition, PeaceJam received the Outstanding Service-Learning Award for this innovative approach to engage youth in service.

PeaceJam Juniors is a literacy-based curriculum that explores the childhood stories of 13 Nobel Peace Prize winners and the strategies they used to overcome problems in their communities. Students then engage in service-learning activities that address local needs and are inspired by the Nobel Peace Prize winners. As a result of participating in PeaceJam Juniors, students gain academic skills in the areas of history, civics, geography, reading, and writing. They also gain personal and social skills including problem-solving, civic responsibility, and leadership.

The PeaceJam Foundation and its local affiliate offices are available to support you in the implementation of this exciting curriculum (see [www.peacejam.org](http://www.peacejam.org) for listing of offices).

Sincerely,

PeaceJam Foundation

**MEMBERS OF THE PEACEJAM FOUNDATION**

The Dalai Lama • Betty Williams • Rigoberta Menchú Tum • President Oscar Arias •  
Archbishop Desmond Tutu • Aung San Suu Kyi • Jody Williams • Sir Joseph Rotblat, Emeritus •  
Adolfo Pérez Esquivel • José Ramos-Horta • Máiread Corrigan Maguire • Shirin Ebadi • Leymah Gbowee

# Nobel Peace Prize Winners Mentoring Youth to Change the World

**With 20 years of experience** around the world, the PeaceJam Foundation is a leader in developing engaged, informed, and compassionate young leaders who are addressing the root cause of issues in their local and global communities - including bullying, ignorance, and injustice.

PeaceJam students  
working to address school  
violence with Nobel Peace  
Laureate Desmond Tutu



**The Mission** of the PeaceJam Foundation is to create young leaders committed to positive change in themselves, their communities, and the world through the inspiration of Nobel Peace Laureates who pass on the spirit, skills, and wisdom they embody.

# Our Impact

## Positive Change. Powerful Impact.

- More than **1.2 million young people** worldwide have participated in PeaceJam programming.
- **PeaceJam Curriculum** has been implemented in over **20,000 schools in 39 countries**.
- **Hundreds of Youth Leadership Conferences** have been held, connecting youth directly with Nobel Peace Laureates.
- **Over two million new service projects** have been developed by PeaceJam youth activists addressing issues of violence and injustice.
- PeaceJam has **created thousands of new leadership and volunteer opportunities** for youth and adults in their local communities.

### Impacts of our programs include:

- Evaluations have shown that **incidents of violence decrease** in schools and community-based organizations where PeaceJam programs are implemented.
- Evaluations have shown that youth who participate in PeaceJam programs show statistically significant gains in:
  - **Academic skills & knowledge**
  - Moral development
  - **Understanding of social justice**
  - Life purpose
  - **Compassion & empathy**
  - Acceptance of diversity
  - **Increased school & community engagement**
  - Social emotional skills such as self-awareness, social awareness, and responsible decision-making



# Our Nobels

## Role Model for Peace

To learn more about the Nobels, visit **PeaceJam.org**



**The Dalai Lama** was awarded the Nobel Peace Prize in 1989 for his nonviolent efforts to resolve the Tibetan conflict and for his worldwide role as a man of peace and advocate for the environment.



**Betty Williams**, along with Máiread Corrigan Maguire, was presented with the Nobel Peace Prize in 1976 for her efforts to create a grassroots movement to end the violence in Northern Ireland. She currently serves as the president of World Centers of Compassion for Children.



**Rigoberta Menchú Tum** was awarded the Nobel Peace Prize in 1992 for her work as a peaceful advocate of Indigenous people's rights in Central America and for her leadership among Indigenous peoples worldwide.



**President Oscar Arias Sánchez**, former President of Costa Rica, was awarded the Nobel Peace Prize in 1987 for his efforts to negotiate a peaceful resolution to the years of conflict and war in Central America.



**Archbishop Desmond Tutu** was awarded the Nobel Peace Prize in 1984 for his courageous leadership in efforts to find a nonviolent solution to the conflicts over the policy of apartheid in South Africa.



**Aung San Suu Kyi** was awarded the Nobel Peace Prize in 1991 for her nonviolent leadership of the democratic opposition in Burma, following the principles of Gandhi. She was under house arrest four times from 1989-2010.



**Máiread Corrigan Maguire**, along with Betty Williams, was presented with the Nobel Peace Prize in 1976 for her efforts to create a grassroots movement to end the violence in Northern Ireland. She continues to work for peace and understanding in Ireland and around the world.



**Adolfo Pérez Esquivel** was awarded the Nobel Peace Prize in 1980 for his leadership for human rights and true democracy for the people of Latin America.



**President José Ramos Horta** was presented with the Nobel Peace Prize in 1996 for his sustained efforts to end the oppression of the East Timorese people.



**Jody Williams** of the International Campaign to Ban Landmines (ICBL) was awarded the Nobel Peace Prize in 1997 for her work in creating an international treaty to ban landmines and for the clearing of anti-personnel landmine fields.



**Sir Joseph Rotblat** and the Pugwash Conference on Science & World Affairs were awarded the Nobel Peace Prize in 1995, for their efforts to diminish the part played by nuclear arms in international politics and, in the longer run, to eliminate such arms.



**Shirin Ebadi** was awarded the Nobel Peace Prize in 2003 for her efforts for democracy, peace, and women's rights in the Middle East.



**Leymah Gbowee** was awarded the Nobel Peace Prize in 2011 for her nonviolent efforts to end the civil war in Liberia.

# Our Formula

## 3 Pillars of PeaceJam's Award-Winning Programs

**EDUCATION:** Curriculum for young people ages 5-25 that fosters new 21<sup>st</sup> century skills and knowledge, as well as a deeper understanding of how to work with others to creatively find solutions to community and global issues. Extensive resources in each chapter allow students to participate in an in-depth exploration of topics such as kindness, courage, responsibility, collaboration and how each of us can make a difference.

**INSPIRATION:** Nobel Peace Laureates whose wisdom and experience inspire young leaders to create positive change. Each Laureate's choice to stand up against injustice and oppression in their own communities inspires students to respect each other and work together to address the issues they are most passionate about.



billion acts

**ACTION:** Engaging students as change agents in their schools and communities, giving them the tools they need to address the roots of violence and intolerance in their schools and communities. Students contribute to PeaceJam's One Billion Acts of Peace -- an international citizens' campaign led by 13 Nobel Peace Laureates and designed to tackle the most important issues facing our planet.

# PeaceJam Programs

Each PeaceJam program includes curricular activities that enhance both the academic and social-emotional skills of participating students, fostering the essential skills necessary to create positive change in the world.

**PeaceJam Juniors:** Easy to use literacy-based curriculum that explores the lands, lives, and lessons of 13 heroes of peace with a step-by-step guide for engaging youth ages 5-11 in service.

**PeaceJam Leaders:** For youth ages 11-14, this program explores the adolescent stories of 13 Nobel Peace Laureates and engages youth in activities that explore positive identity development and decision-making.

**Compassion in Action: A Multicultural Approach to Bullying Prevention:** For young people ages 12-18, this program builds empathy and understanding, and the tools to addressing bullying through insights and lessons from amazing heroes of peace from around the world.

**Compassion in Action: Creating Inclusive Communities:** PeaceJam's newest program for students ages 12-18 provides an antidote to fear, discrimination and hate facing our communities by helping students value diversity and create inclusive communities within their schools and neighborhoods through the inspiration of Nobel Peace Prize winners.

**PeaceJam Ambassadors:** For youth ages 14-19, this program explores issues related to peace, violence, and social justice along with the study of the work of 13 Nobel Peace Laureates. It includes an annual Youth Conference with a Nobel Peace Laureate, giving youth an unprecedented opportunity to learn from and be inspired by a world peace leader.

**PeaceJam Juvenile Justice:** This curriculum is for youth who are in the juvenile justice system. It addresses issues of gangs, drugs and alcohol, and other risky behaviors. Participants develop skills in the areas of civic responsibility, reconciliation, and leadership while being challenged to rewrite their life stories and learn the power of peace.

**PeaceJam Scholars:** This program is for youth ages 18-25 who serve as mentors for participants at PeaceJam Youth Conferences, support local PeaceJam groups, and study international issues connected to the work of the Nobel Peace Laureates. They have opportunities to engage in service and research that extends that work into the community as well as to participate in internships and international service trips.

## Nobel Legacy Film Series

Working closely with our inspiring Nobel Peace Laureates, PeaceJam has developed award-winning documentary films as part of the Nobel Legacy Film Series which highlights the cutting edge work being done by these incredible leaders as they fight to create a better future for all of humanity. (Watch at: <https://peacejamfilms.org/>)



# PeaceJam's Framework for Service

Our Nobel Peace Laureates have issued a **Global Call to Action** challenging the youth of the world to join them in addressing the ten most pressing issues facing our planet. The PeaceJam Curriculum guides students through the process of developing service-learning projects that address one of these issues.



**Children As Leaders** –Children have a special role to play as leaders. They can help solve problems, start projects, and give new ideas that can help their communities. How can we help children to become leaders in their communities and in their world?

**Water & Food For All** – Every person should have enough clean water to drink and enough food to eat. In many parts of the world, there are wars and fighting because people do not have enough water or food. How can we help children like ourselves in our communities and around the world to have clean water to drink and healthy food to eat?



**Caring For Our Communities** – It is important for communities and countries to look at how they spend their money. Many countries spend a lot of money on weapons and armies. But this is not the only way to keep people safe. How can the money also help people to go to school, have good jobs, and be healthy and safe?

**Staying Healthy** – There are many sicknesses and diseases that are spreading across communities and countries. People need to work together to end these sicknesses because they impact everyone, no matter where you live. How can we help people be more healthy and concerned for others' wellness, because we are one human family?



**Happy Planet** – We are making our planet sick with pollution and trash. We need to find ways to clean up the earth's rivers, oceans, air, and land. How can we work together with our local businesses, government, and neighbors to clean up our community and care for all plants and animals that we share this planet with?

**Resolving Conflicts** – We see a lot of violence on TV shows, movies and videogames, as well as, in our communities. Many people lash out with violence when they are hurt, sad or angry instead of solving their problems with words and kindness. How can we help solve conflicts in our home, school, and community using nonviolence?

**Loving our Human Family** – Many people are treated badly because of how they look, where they live, or how they act. It is time for us to see our fellow human beings as our sisters and brothers and to protect everyone's basic rights. How can we build trust and acceptance with people who are different than we are?



# Overview of PeaceJam Juniors

*The PeaceJam Juniors curriculum centers on the childhood stories of 13 Nobel Peace Prize winners, introducing students to these amazing role models for peace and lessons on kindness, acceptance, responsibility and positive action.*



## Standards & 21st Century Skills

PeaceJam Juniors is a standards-based curriculum designed for youth ages 5-11. Each Lesson is aligned to Learning Standards and 21st Century Skills. We encourage you to align the curriculum to your local education standards or agency learning objectives as part of the planning process.



## Conflict Resolution & Peer Mediation

The PeaceJam Juniors Curriculum is also aligned with the common skills and principles of Conflict Resolution and Peer Mediation. The curriculum table outlines specific skills that are demonstrated and modeled by each of the Nobel Laureates.



## Compassion & Empathy

Much of the news today is shaped by fear, hatred, and intolerance yet there is also kindness, compassion and empathy which are cornerstones to positive youth development and are central concepts in this curriculum.

*PeaceJam Juniors Curriculum can be adapted to fit with your education goals, learner outcomes, and agency or school priorities. Please contact us with questions at [programs@peacejam.org](mailto:programs@peacejam.org).*

## Character Education

The curriculum table summarizes the 13 Nobel Peace Laureates studied in the PeaceJam Curriculum and the character traits they embody. Each lesson includes activities that help young people learn and demonstrate those character traits.



## Service-Learning Connections

Service-Learning is a teaching method that combines academic learning with community service. Students of all ages assess the needs of their school or community and design and carryout service projects that address those needs. Teachers use service to teach new concepts and skills or to provide an authentic context for applying newly learned knowledge. For example, students in a second grade class may learn about Nobel Laureate Máiread Corrigan Maguire and the struggles in Northern Ireland and organize a pot-luck for their class that allows families of different ethnic, cultural, and economic backgrounds to build greater awareness and acceptance of one another. Each PeaceJam Juniors Lesson has a suggested service-learning activity. Yet, students are encouraged through journaling and discussion to develop their own projects. In 2008, the Nobel Peace Laureates launched the Global Call to Action which guides the service-learning activities in this curriculum and includes youth in the One Billion Acts of Peace campaign – a global citizen's movement for positive change.

Table 1: Overview of the PeaceJam Juniors Curriculum

Nobel Laureate	Character Traits	21st Century & Conflict Resolution Skills
<b>Alfred Nobel</b> creator of the Nobel Peace Prize.	<b>Peace:</b> exploring the meaning of peace and why Alfred Nobel created the Nobel Peace Prize.	<b>Create a Peace Prize</b> Students will create their own peace prizes.
<b>The Dalai Lama</b> was awarded the Nobel Peace Prize in 1989 for his work to save his country of Tibet and for his worldwide role as a man of peace.	<b>Caring &amp; Compassion:</b> showing understanding of others by treating them with kindness, compassion, generosity, and a forgiving spirit.  <i>"Be kind whenever possible. It is always possible" - The Dalai Lama</i>	<b>Active Listening</b> One of the Dalai Lama's main themes is listening. Active listening is a skill used to help people understand what is being said as well as to let speakers know they are being heard.
<b>Máiread Maguire &amp; Betty Williams</b> were awarded the 1976 Nobel Peace Prize for creating a grassroots movement to end the violence in Northern Ireland.	<b>Humility &amp; Generosity:</b> being modest and having a lack of vanity or self-importance; willingness to give and be unselfish.  <i>"We want for our children, as we want for ourselves, our lives at home, at work, and at play to be lives of joy and peace"</i> - Betty Williams & Máiread Corrigan Maguire	<b>Problem Solving</b> Students will learn about the ways Betty and Máiread used creativity to solve their problems – they were able to "think outside the box" to find a solution to the violence and hatred in Northern Ireland.
<b>Desmond Tutu</b> was awarded the Nobel Peace Prize in 1984 for his courageous leadership and efforts to find a nonviolent solution to the policy of apartheid in South Africa.	<b>Leadership &amp; Patience:</b> capacity to lead or guide others; ability to endure hardship, delay or inconvenience without complaint.  <i>"Do a little bit of good where you are; it's those little bits of good put together that overwhelm the world."</i> - Desmond Tutu	<b>Anger Management</b> Students will study the ways Desmond Tutu used his feelings of moral outrage as a tool to bring about positive change as well as ways to solve conflict without resorting to violence.
<b>Rigoberta Menchú Tum</b> was awarded the Nobel Peace Prize in 1992 for being an advocate for indigenous people in Guatemala and worldwide.	<b>Justice &amp; Equality:</b> respecting and defending the rights of all people and ourselves; treating all people equally.  <i>"I am like a drop of water on a rock. After drip, drip, drip, I begin to leave my mark on people's hearts."</i> - Rigoberta Menchú Tum	<b>Positive Power</b> Rigoberta was a Mayan woman who had few rights in Guatemala, yet she found she had great power to make change. Students will learn that they have power and how to use it for good.
<b>Adolfo Pérez Esquivel</b> was awarded the Nobel Peace Prize in 1980 for working for human rights in Argentina and across South America.	<b>Honesty &amp; Integrity:</b> keeping your word and standing up for what you believe in, even when it is hard to do it.  <i>"We cannot sow seeds of peace with clenched fists."</i> - Adolfo Pérez Esquivel	<b>Communication</b> Students will look at the hidden messages they send with their words and body language and learn to be aware of their words and actions, just as Adolfo had to do.
<b>Leymah Gbowee</b> was awarded the Nobel Peace Prize in 2011 bringing women together to end the civil war in Liberia.	<b>Self-Confidence &amp; Fearlessness:</b> learning how to believe in yourself and to not give up when you are afraid.  <i>"The world is upside down and it is going to take a lot of hands to turn it right side up."</i> - Leymah Gbowee	<b>Finding Allies</b> Leymah was self-confident and fearless, and realized that to create peace, she needed to find other people to help. Students will learn how to find allies.

Nobel Laureate	Character Traits	21st Century & Conflict Resolution Skill
<b>Jody Williams</b> & the International Campaign to Ban Landmines (ICBL) were awarded the Nobel Peace Prize in 1997 for their work to ban and clear anti-personnel landmines.	<b><u>Hard-Working &amp; Independent:</u></b> doing what it takes to get the job done; applying yourself to a task and not relying on anyone else to do it for you.  <i>"Ordinary people whose lives go up and down and around in circles can still change the world. – Jody Williams"</i>	<b><u>No Put Downs</u></b> Jody and her brother had to deal with put-downs and teasing throughout their childhood. Students will learn how to deal with put-downs and how to not use them.
<b>José Ramos-Horta</b> was awarded the Nobel Peace Prize in 1996 for working to bring peace to his country after decades of war and oppression.	<b><u>Perseverance &amp; Patriotism:</u></b> not giving up when faced with difficulties; and love of and devotion to one's country.  <i>"Working together, we can dig and dig for the truth and make things right." - José Ramos-Horta</i>	<b><u>Understanding Feelings</u></b> Students learn that their feelings and their actions are connected. They learn to identify how they are feeling when they are faced with conflicts.
<b>Sir Joseph Rotblat</b> & the Pugwash Conferences were awarded the Nobel Peace Prize in 1995 for their efforts to eliminate nuclear weapons worldwide.	<b><u>Responsibility &amp; Altruism:</u></b> being responsible for your own actions and how they affect others and the world; having unselfish concern for others.  <i>"To survive, we all have to become world citizens with a loyalty to humankind." - Sir Joseph Rotblat</i>	<b><u>Problem Ownership</u></b> Students will learn how to identify if the problem is yours, mine, or ours. Sir Joseph decided take responsibility for the problem that he helped create by working to make the first Atomic Bomb.
<b>Aung San Suu Kyi</b> was awarded the Nobel Peace Prize in 1991 for her work to bring democracy to her country of Burma. She was under house arrest in Burma for nearly 20 years.	<b><u>Courage &amp; Empathy:</u></b> to do what is right in the face of difficulty; feeling for others and what they are going through.  <i>"All people want to live whole, meaningful lives as free and equal members of the world community." - Aung San Suu Kyi</i>	<b><u>Conflict Defenses</u></b> Students will learn to recognize ways that they typically deal with conflict and explore new ways of responding. Aung San Suu Kyi continues to assess how she is responding and trying new ways to get her message across.
<b>Oscar Arias</b> Former President of Costa Rica, was awarded the Nobel Peace Prize in 1987 creating a peaceful resolution to the years of conflict in Central America.	<b><u>Citizenship &amp; Determination:</u></b> knowing your rights and fulfilling your responsibilities to your community and your country; having strong resolve to get something done.  <i>"I like to build bridges...not walls." - Oscar Arias</i>	<b><u>Non-Violence:</u></b> Like Oscar Arias had to do, students will learn peaceful solutions instead of resorting to violence such as yelling, name calling or fighting.
<b>Shirin Ebadi</b> won the Nobel Peace Prize in 2003 for defending the rights of women and children in the Middle East.	<b><u>Fairness &amp; Respect:</u></b> treating people equally without prejudice and favoritism; valuing the rights and property of self, others, and one's country.  <i>"I believe that nothing useful or lasting can come from violence." - Shirin Ebadi</i>	<b><u>Stand up for Your Rights</u></b> Shirin Ebadi works hard to defend the rights of women and children who are treated unfairly in her country. Students will learn about rights and then practice standing up for them.
<b>Service-Learning</b> A guide for helping students create their service project.	<b><u>Giving Back &amp; Creating Peace:</u></b> exploring issues in your community and finding ways you can help to create peace.	<b><u>Create a Project</u></b> Students will create a project that they can do in their school or community.



# Using the Curriculum

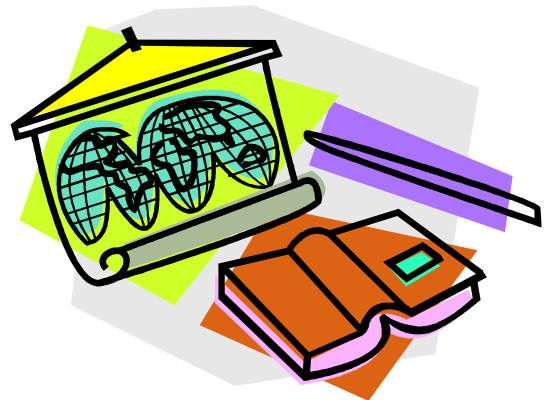
As you can see from the Curriculum Table, the PeaceJam Juniors Curriculum is comprised of 15 chapters: one chapter for each of the 13 Laureates, a chapter on Alfred Nobel, and a chapter on creating a service-learning project.

Read through the curriculum table and select the chapters you would like to implement with your students. If you are using the curriculum across multiple grade levels, decide which grades will do which of the Laureate Chapters. For example, 4<sup>th</sup> graders may do Desmond Tutu and Leymah Gbowee as part of their study of Africa. We recommend that all classes do the Alfred Nobel Chapter and the Service-Learning Chapter.

## PeaceJam Juniors Lesson Format

Each Laureate Chapter follows the format outlined below:

1. Bringing the Laureate to Life (*script introducing Laureate*)
2. Laureate's Childhood Story
3. Working for Peace (*non-violent strategies the Laureate used*)
4. What Can We Do to Help? (*service-learning Projects*)
5. Curricular Connections
6. Curricular Extensions
7. Resources and Handouts



## Teacher Checklist

Helpful tips to help you get started:

- ☒ Review curriculum template
- ☒ Read Nobel Laureate Story
- ☒ Select books and pictures to show
- ☒ Select curricular activities
- ☒ Align with Academic standards
- ☒ Select assessments
- ☒ Prepare for activities
- ☒ Register your group's project on [www.peacejam.org](http://www.peacejam.org)

## PeaceJam Juniors Curricular Connections

Each Lesson has reading, writing, service-learning, and conflict resolution activities that are aligned with Content Standards and have assessments designed for them. In addition, each Lesson has a table of Curricular Extensions specific to the life and work of that Nobel Laureate.

Content Area	Activities
<b>Reading</b>	Literature selections; nonfiction; legends from Nobel Laureate's country; vocabulary.
<b>Writing</b>	Journals (see description), writing prompts (aligned with standards) oral discussions, presentations, letter writing.
<b>Social Studies</b>	<u>Geography</u> : reading maps, locating countries. <u>History</u> : studying Nobel Laureate's life and related historical events. <u>Civics</u> : studying different types of governments, roles of citizens (including study of character), human rights, principals and practices of our democracy compared to other governments in the world. <u>Cultural Study</u> : compare and contrast how people live in various countries.
<b>Math</b>	Reading data, analyzing and creating charts, basic computation; problem solving.
<b>Science</b>	Studying plants, animals, environmental issues of Laureate's country (could include study of basic chemistry or physics in case of Rotblat).
<b>Music</b>	Music from Nobel Laureate's country; making/playing instruments from Laureate's country; guest musicians.
<b>Art</b>	Drama (plays, enactments); visual arts; industrial arts.
<b>Leadership Skills</b>	Games, teambuilding, leadership, and conflict resolution skills.
<b>Research</b>	Inquiry questions and research topics; research steps; internet sites and other resources to assist research.

## Teacher Resources

Each Lesson concludes with a list of reading, music and internet resources as well as sample handouts and assessments.

# PeaceJam Parent & Family Program

We encourage you to incorporate a parent/family component into your PeaceJam program. Parents, grandparents and guardians across the country and the world have expressed a strong desire to “learn what their children are learning” when it comes to the lives and work of the Nobel Peace Laureates as well as the new approaches to handling conflicts and taking action in the community. Below we have outlined suggested strategies for incorporating a PeaceJam Parent/Family component into your PeaceJam Program.

- **Engage Parents & Families in the One Billion Acts of Peace Campaign:** Youth who participate in all PeaceJam Programs create and implement a service project that aligns with PeaceJam’s Global Call to Action and be counted in the One Billion Acts of Peace campaign. Youth work with their teachers, parents, agency staff, etc. to identify an issue in their community and then do something to address the root cause of that issues or problem. We strongly encourage you to:
  - **Invite parents and family members** to participate directly in your students’ projects and be part of the One Billion Acts of Peace campaign.
  - **Use the One Billion Acts of Peace website** ([billionactsofpeace.org](http://billionactsofpeace.org)) to get project ideas and connect with other groups working on projects around the world.
  - **Invite local businesses and other groups** to join the One Billion Acts of Peace. Many companies are looking for ways to engage their employees and this is a great way to connect them with a global citizen’s movement – and potentially get them to support the work your students are doing.
- **Introduce PeaceJam Program to Families:** It is important to share this exciting program with parents/guardians and other members of the family. Possible strategies include:
  - Send home a cover letter describing the program or include the description in a school or agency newsletter that goes home to families.
  - Send home PeaceJam materials each week for children to share with their families – such as one of the short biographies of a laureate (available on the PeaceJam website at [www.peacejam.org](http://www.peacejam.org)), the childhood stories from the curriculum, or children’s art or writing that they create while doing the program.
  - Invite families to an “information session” about PeaceJam and how it will be implemented at your school or agency.

Research shows that parents and other family members are more likely to volunteer if they are asked to come in at specific times for a specific purpose and if activities are engaging.

- **Recruit PeaceJam Volunteers:** Specifically invite parents/guardians, grandparents and other family and community members to participate in the delivery of your PeaceJam program. Steps to creating a successful volunteer program could include:
  - Create a sign-up sheet for volunteers with specific days and times that you will be doing PeaceJam activities (e.g., making PeaceJam Journals or Peace Prizes).
  - Include a description of the types of activities the volunteers will be assisting with on those days – general descriptions are fine if you do not have the specifics planned out yet.
  - You could also host a brief volunteer orientation when they arrive with specifically what you want them to help with that day.
  - Have supplies, etc. ready when volunteers arrive.
  - Types of activities that volunteers could assist with:
    - Assist youth with PeaceJam art and craft projects
    - Help younger youth write their responses
    - Find resources needed for the PeaceJam activities such as books from the library, pictures from the internet of the Laureate and his/her country, art supplies, and artifacts from that Laureates culture.
    - Set up activities
    - Create a bulletin board/display to feature the children's PeaceJam work
- **PeaceJam Programming for Parents & Family:** Have PeaceJam participants “teach” their families about what they are learning through the PeaceJam Program such as new concepts and ideas about peace, justice, and human rights, the new role models they are getting to know, and the projects they are doing to make a difference in their community. PeaceJam Parent/Family Programming can take various forms including:
  - Monthly PeaceJam Family Nights Hosted by the children for their parents and family members. The students can teach about concepts they are learning, guide them through activities, and do interactive presentations, skits, etc. that demonstrate what they are learning through PeaceJam. Each monthly meeting can feature a different laureate or different skill such as “active listening.”
  - Weekly PeaceJam Parent Session: In some cases, the parents host their own weekly meetings to go through the PeaceJam curriculum together –reading the materials, doing the activities that their youth are engaging in and often going beyond by studying the PeaceJam Ambassadors Curriculum (designed for older youth). In the case of these weekly meetings, they can be facilitated by existing school groups (e.g., PTA), parent volunteers, or school/agency staff.

Research shows that school –home connections are essential for making positive changes to school culture, student achievement, and overall student success.

These are just a few suggestions – it is up to you to select the strategies that will work for your school, agency, or community. Please do find a way to include your parents/guardians, families and community members in the exciting PeaceJam Program – it will enrich their lives and the lives of their children.





# **Sample Chapter**

## **The Dalai Lama**

### **Caring & Compassion**

# Lessons in Caring & Compassion

## The Dalai Lama

**Chapter Overview:** In this chapter, young people will learn about the life and work of the Dalai Lama from Tibet and practice active listening just like him. Students will have an opportunity to design a peace garden to help spread peace and inclusivity in their school and community.

### Objectives

1. **Reading** - Students will demonstrate ability to **recognize** five vocabulary words by responding appropriately to choral reading response prompts. (Knowledge)
2. **Reading** - Students will demonstrate **comprehension** by responding to prompts during teacher-guided reading of the Nobel Peace Laureate's Childhood Story.
3. **Writing** - Students will demonstrate ability to write sentences with correct punctuation and grammar. Students will also **evaluate** their own writing strategies and share their writing with others. (Analysis)
4. **Speaking and Listening** - Students will demonstrate ability to **actively listen** to others, **formulate ideas**, and **engage in discussions** about topics using methods of civil discourse. (Demonstration)
5. **Geography and History** - Students will **identify** the country and continent of the Nobel Peace Laureate and know basic facts about the flag, land, and people of that area as well as how they have changed over time. (Knowledge)
6. **Civics** - Students will demonstrate ability to respect rights, diversity, feelings, and property of others by **constructing** a Peace Garden for the community. (Application to Community)



### Preparation

Write individual vocabulary words on the board. Begin the lesson by reading each word and having the students brainstorm definitions aloud. Once definitions are finalized with your input, have students chorally read each word and definition aloud. Finally, have students suggest a sentence for each vocabulary word and write each of those on the board or in their journals.

### Guided Reading

Have students follow along as teacher reads, "The Dalai Lama's Childhood Story." The story can be divided into sections that can be read on different days, or all at once.

#### Vocabulary words

- peace
- yak
- peasant
- kind
- fair

#### Advanced readers

- government
- compassion
- exile

## Embedded Activities

Throughout the story are discussion prompts and comprehension questions of different levels.

## Reading Discussion

As reading progresses, have the students think of ways that The Dalai Lama demonstrated caring and compassion (e.g., sharing with his brother, loving the Chinese, being kind to animals). At the conclusion of the story, ask students if they can think of other ways that people can show caring and compassion.

## INTRODUCING the Dalai Lama (anticipatory set)

*Start by displaying the large picture of the Dalai Lama that is provided – as well as other pictures. Read the following script to students.*

“Today we are going to learn about a very special person. His name is the Dalai Lama (*pronounced dalay lama*) and he is the leader of the Tibetan people. This lesson will help us to learn how the Dalai Lama grew up and how he is helping many people to solve their problems with peace instead of violence. In fact, the Dalai Lama won a Nobel Peace Prize for his efforts. After we study about the Dalai Lama, we will be better at making our classroom and our community a more peaceful place.”

“The Dalai Lama could not be here today, so he sent along his picture and pictures of Tibet to help us get to know him.”

*Show a picture book of Tibet that has pictures of landscape, animals, and people.*

“What can you tell about the Dalai Lama and Tibet by looking at these pictures?

- How is the land different and the same as here where we live?
- How are the animals the same and different than we have here?
- How are the clothes and food the same and different than we have here?”

*Pull down or point to posted map that shows China and India. If it is a newer map that does not show Tibet, show the Tibetan Plateau, which is the western area of China.*

“The Dalai Lama is in India right now. India is the country next to the country he was born in, which is called Tibet. Does anyone know where Tibet is? Can you come and find it on the map? Now, find our country on the map. Are they close or far away from each other?”

“The Dalai Lama would like to say ‘**Tashi Delek**’ (*pronounced tashee – deleck*) to you all, which means ‘Hello’ in Tibetan. Repeat after me, ‘Tashi Delek.’ Good. Now, let’s get ready to read the story of the Dalai Lama.”

# The Dalai Lama's Childhood Story

## Teacher Edition

### Vocabulary words

- peace
- yak
- peasants
- kind
- fair

### Advanced readers

- government
- compassion
- exile

Tibet



[Watch the Dalai Lama Talks to children about Compassion](#)

### Nobel Peace Prize

The Nobel Peace Prize was created by Alfred Nobel. He was an inventor from Sweden with more than 350 inventions, and he also wrote poetry and plays. His most famous invention was dynamite. He created it to help blow up areas to make roads and railways. But dynamite soon became the most destructive weapon known to humankind, and Alfred became known as the "merchant of death." So, he set aside millions of dollars to create the Nobel Prizes in Physics, Chemistry, Medicine, Literature, and Peace. He died on December 10, 1896. The Peace Prize is awarded each year on December 10<sup>th</sup> in honor of Nobel's death. **The Dalai Lama received the Nobel Peace Prize in 1989 for his nonviolent efforts to resolve the Tibetan conflict and his worldwide role as a man of peace and advocate for the environment.**





## The Dalai Lama

### 1989 Nobel Peace Laureate

In 1935, a little boy named Lhamo Thondub (pronounced lamo tondu) was born to a peasant family in a country called Tibet. He had one older sister and three older brothers. The family had a small farm, and his father grew crops like barley and potatoes.

Tibet is high in the Himalaya Mountains where it is hard for trees and other plants to grow. Lhamo and his family lived a very simple life in a village called Takster. There were beautiful meadows and streams, and the family had horses.

Children in Tibet played outside all the time. When it was hot, they would swim or try to catch tadpoles in the small ponds and streams. In the winter, the pond would freeze, and the children would go ice-skating. Only they did not have ice skates. They put small nails in the bottoms of their leather shoes so they could glide across the ice.<sup>1</sup>

*Who can describe how Lhamo made ice skates? Where do you get most of your toys? Do you make any of them?*

While other children played outside, Lhamo was quiet and liked to be inside.<sup>2</sup> He loved playing with his brothers and building his own toys. He also liked the animals on his parents' farm, and he would go with his mother to the hen house to collect eggs.<sup>3</sup>

<sup>1</sup> PeaceJam Interview with Rinpoche

<sup>2</sup> Diki Tsering. Dalai Lama, My Son: A Mother's Story (New York: Viking Press, 2000)

<sup>3</sup> Dalai Lama. Freedom in Exile (San Francisco: HarperCollins, 1991)

He was very kind to the chickens on the farm. He would always greet them by saying, "tashi delek." Even though most people saw them as only farm animals, Lhamo saw them as friends. This is one way he showed compassion, or great kindness. Lhamo's mother was very kind and generous, and he loved being with her. They did not have books, but his parents would tell him fascinating stories. Many of these stories were about animals.<sup>4</sup>

*What kind of animals do you think they told stories about? (Remember what kinds of animals live in Tibet.)*

One day Lhamo did something strange. He gathered some clothes, put them in a bag, and said, "I'm going to Lhasa, I'm going to Lhasa."<sup>5</sup> He was three years old and had never left his parents' farm. But he was talking about Lhasa, the capital city of Tibet, even though his parents had never told him about that city. His parents wondered how he knew about Lhasa.

Later that year, some important men from Lhasa came to the village of Takster. A man called "The Dalai Lama", who was the leader of Tibet, had died. The men were looking for the next Dalai Lama. One of the important men had a dream that the next Dalai Lama lived in Takster in a house with turquoise tiles – just like Lhamo's house. The men went to Lhamo's farm house to see him. They played with him and realized that he was the next Dalai Lama because he was so wise and kind for such a small boy. They took him to Lhasa so he could study and be the next leader of the country.

Lhamo was right! He was going to Lhasa!

The trip to Lhasa took three months. On the way, he saw geese, deer and wild

<sup>4</sup> PeaceJam Interview with Rinpoche

<sup>5</sup> Ibid

yaks.<sup>6</sup> It was a wonderful adventure. His parents and his older brother Lobsang traveled with him.

Since there were few roads in Tibet at that time, Lhamo and Lobsang got to travel in a palanquin. The palanquin was a box with doors on both sides and pillows inside to sit on. The box was attached to two long poles that were carried by two donkeys. Sometimes the brothers would wrestle and play and make the palanquin rock from side to side. Their mother would have to come over and tell them to settle down.

When they arrived in Lhasa after the long journey, Lhamo was introduced as the new Dalai Lama. There was a ceremony and his hair was cut. He would now always have a shaved head, and wear bright red and brown robes. He was now the new government and religious leader of Tibet. The most practiced religion in Tibet is Buddhism.

*Show a color photo of the Dalai Lama in his robes or other Tibetan monks in their colorful robes.*

Soon after arriving in Lhasa, the Dalai Lama began his education. He learned about Tibetan art and culture, logic, medicine, and the Buddhist way of life. Monks and nuns taught him. Monks and nuns are men and women who live quietly and dedicate their lives to religion. The Dalai Lama lived in a big palace called the Potala Palace. The Potala Palace was built on a mountain and was seven stories tall. Men from the Tibetan government worked there too.

*Show a photo of the Potala Palace. The Dalai Lama's room was on the top floor of the palace. Which room do you think was his and why?*

The Dalai Lama's parents and brothers visited him in the palace. On these visits, he taught his younger brother how to draw pictures with bright colored pencils.<sup>7</sup> They had never seen colored pencils before. The Dalai Lama was excited to share his new colored pencils with his brother. He also told his family about the mice that lived in his room with him. When the Dalai Lama would say his prayers, mice would crawl up and down his arms. He was not afraid of them. He considered them friends. The mice helped the Dalai Lama not feel scared and lonely in the big palace.

The Dalai Lama prayed, studied and learned how to be the leader of Tibet. He was growing into a young man and had a lot of responsibility as the leader of his country.

## TROUBLE IN TIBET

In 1950, when the Dalai Lama was just sixteen years old, China invaded Tibet. China is the country just east of Tibet. The Chinese government wanted to take over Tibet and make it part of China. So they sent 80,000 soldiers to capture Tibet. The peaceful Tibetan people were no match for the Chinese army.

*What does it mean that the Tibetan people were "no match" for the Chinese army?*

The Dalai Lama worked for years to find a peaceful solution to the problems with China. But it was hard because the Chinese had a different language and culture than the Tibetans. Soon after arriving, the Chinese army started destroying Tibetan buildings like temples and monasteries (where monks lived).

<sup>6</sup> Ibid

<sup>7</sup> Ibid

Life in Tibet became very dangerous and unsafe. The Dalai Lama had to leave Tibet so he could keep working for his people's freedom. But the Chinese army would not let him go. So one night in 1959 he dressed up like a soldier and walked out of his palace. The Chinese army did not notice him because he looked just like the other soldiers that were around the palace. But he was not free yet. He had to travel for two weeks over the world's highest mountains into India, the country to the south of Tibet. His parents and family went with him, as did many of his teachers and other Tibetan people.

*Can you summarize how the Dalai Lama escaped from Tibet?*

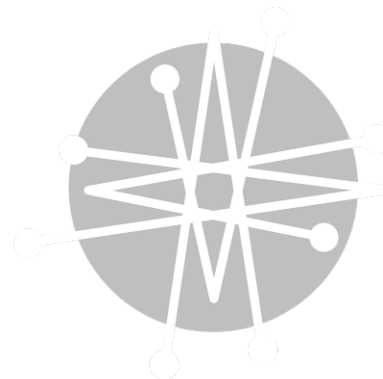
When the Dalai Lama got to India, he set up the Tibetan Government in a small town called Dharamsala (*pronounced daram-sala*), known as "Little Lhasa." This is known as a government in exile (exile means being forced to leave your country). More than fifty years have passed, and China is still controlling Tibet. Many Tibetan people do not have jobs and cannot afford food. The Tibetan people still think of the Dalai Lama as their leader but the Chinese will not let Tibetan people talk about him or hang his picture in their homes.

### WORKING FOR PEACE

Now the Dalai Lama travels around the world speaking to important people like presidents and other world leaders about helping Tibet. He also spends a lot of time talking to ordinary people about how to be kind, loving, and fair. In 1989, he won the Nobel Peace Prize for being gentle and wise and for working to find a peaceful way to solve the problem with China.

### TODAY

Even though the Chinese government makes choices that the Dalai Lama disagrees with, he still loves them and treats them like brothers and sisters. The Dalai Lama still lives in India and is working for a nonviolent solution to the Chinese occupation. He hopes people will help him by being kind, fair, good listeners and problem-solvers. He knows it is hard to stay calm when you are angry. But this is what peace is all about: finding ways to listen and solve problems without hitting, fighting or calling names. This is true for people and countries.



# Curricular Connections

## Writing Activity

**Journal:** Students will work in pairs to write in their individual journals at least 3 sentences that use a word from the list of traits generated during the reading (example: I can solve problems by being **calm**. I can act in a **kind** way toward others). Students will self correct and correct the writing of their partner by checking for proper capitalization and punctuation.



## Character Education/Conflict Resolution

### SKILL: Active Listening

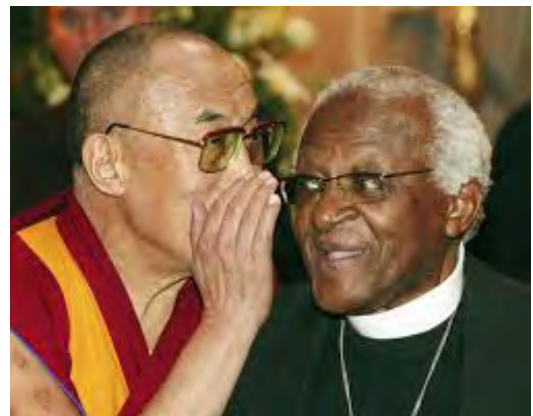
Explain to the students that the Dalai Lama needed to listen very carefully to both the Tibetan people as well as to the Chinese Government in order to solve problems for Tibet. Explain to the students that they are going to practice listening like the Dalai Lama and why good listening skills are important.

### ACTIVITY: Practicing Active Listening

Have students sit in a circle to play the game “Telephone.” Start the game with a phrase like, “The Dalai Lama is from Tibet”. The goal is to get the same message that started the game to the last student in the sequence.

If the message is the same, debrief by talking about why they were so successful and play again with a different (and possibly more difficult) phrase. If it was not the same, debrief by brainstorming ways to successfully get the message across (example: checking the message with the person who just gave them the message) and play again with a new phrase using the new strategies.

Compare the game to real life experiences such as getting directions for homework, listening to their parents, etc.



*Is the Dalai Lama playing telephone with his friend Desmond Tutu?*

## Closure (Reflection)

It is important for students to be able to differentiate between fact (knowledge), interpretation of that fact (analysis), their opinion (evaluation) and how that knowledge applies to the world (application). Use these prompts to engage the students in a class discussion and reflection.

<b>What?</b>	<b>(Knowledge) state facts, define, describe, label, sequence, list</b> What facts did we learn about The Dalai Lama today? (who, where, when, list, point to, etc.)
<b>So What?</b>	<b>(Analysis &amp; Synthesis) break down information, draw conclusions, illustrate, infer, outline, compare, contrast, apply prior knowledge</b> What were two things the Dalai Lama did to solve the problems between Tibet and China? Have we learned about any other people that had to work hard to solve problems?
<b>Say What?</b>	<b>(Evaluation) critique, personal values/opinions</b> What else could the Dalai Lama have done to solve the problems in Tibet? What could the Chinese government have done differently?
<b>Now What?</b>	<b>(Application) skill building, problem-solving, service projects, teach others</b> <i>Now what</i> will be different in our classroom as a result of learning about the Dalai Lama? <i>Now what</i> are some things we can do for our school or community as a result of learning about The Dalai Lama? <i>Now what</i> do we still need to know about the Dalai Lama or our community in order to do those things?

## Assessment of Student Learning

**Student Performance Levels:** *(use these levels to create rubrics to assess student learning)*

**4: Exceeding Standard (Advanced)**

**3: Meeting Standard (Proficient)**

**2: Making Progress toward Standard (Partially Proficient)**

**1: Lacking Adequate Progress (Unsatisfactory)**

**NS: Not Assessed at This Time**

### Expectations:

- Student is able to **name** at least 5 traits that demonstrate respect for rights, diversity, feelings and property of others by listing those traits as part of a classroom discussion when individually asked. (Use rubric)
- Student **recognizes** 5 vocabulary words by responding appropriately to prompts. (Use rubric and anecdotal information)
- Student self corrects and corrects the writing of their partner by checking for proper capitalization and punctuation in their journal entry. (Use rubric)
- Student shows respect for the rights, diversity, feelings and property of others as evidenced by demonstrating active listening skills.



Student's Name	Names 5 Uses of Nature	Recognize 5 vocabulary words	Journal	Demonstrates Skills

## Service-Learning & the Global Call to Action

Service-learning is a **teaching method** that allows students to apply their knowledge to address real problems in their local and global communities. As part of PeaceJam, students are encouraged to do a project for their school or community that will be counted toward PeaceJam's One Billion Acts of Peace— a global citizen' campaign led by the Nobel Peace Laureates to address issues facing our planet.

Turn to the Service Learning Chapter for more information and tools to help students create their own service projects that address issues in their classrooms or neighborhoods.

### Peace Garden Activity

"In 1989, the Dalai Lama won the Nobel Peace Prize for being gentle and wise and for spreading peace around the world. We are going to help the Dalai Lama spread peace by making a Peace Garden for our school and community that helps to create a safe and peaceful place. This garden can be large or very small."

**Preparation:** Decide as a class

- Location of the Peace Garden (e.g., in the school, on the playground, at the park).
- Size of the Peace Garden (could be as small as a few square feet, or part of existing school garden or special area).
- The name of the Peace Garden (e.g., Lafayette Peace Garden).
- What to put in the Peace Garden. They can put live plants or non-living things like painted stones, signs with peace messages on them, etc.
- Whose permission do we need to make the Peace Garden?
- How are we going to tell the school and community about our Peace Garden?
- How can the garden help address the Dalai Lama's call to conserve natural resources (e.g., xeriscaping, recycling water, removing invasive species).

**Action:** Have students invite parents and other volunteers to help on "garden day(s)". Allow the students to make decisions about the garden and "get their hands dirty" creating the garden.

### Reflection & Celebration:

Have students think, talk, and write about what they learned by building the garden and what "service" they provided for the community – and how they addressed the Global Call to Action. They can also plan a school or community celebration at the garden for them to share what they have learned.

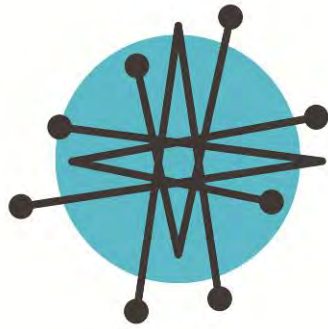
# PeaceJam Juniors Curriculum Extensions

AREA	ACTIVITIES
<p><b>Reading</b></p> <p>Listen to, read, and respond to classic and contemporary texts and literature of various cultures.</p> <p>(Sample Standards: Common Core RI.3.1. -- RI.3.10.)</p> <p><i>More selections are in Resource Section.</i></p>	<p><b><u>Literature selection:</u></b></p> <p>The Giving Tree, written and illustrated by Shel Silverstein, New York: Haper &amp; Row, 1964.</p> <p><i>This is a story about a tree who loves a boy so much that it tries to make him happy by giving him all it has. The book explores the themes of love, compassion, caring and giving and connects directly to the Dalai Lama's story.</i></p> <ol style="list-style-type: none"> <li><b><u>Reading Discussion Prompts:</u></b> <ul style="list-style-type: none"> <li>How did the tree show the boy that it loved him?</li> <li>How did the boy show the tree that he loved it?</li> <li>Did the boy take too much?</li> <li>How does the Dalai Lama show people that he cares about them?</li> <li>What are ways that you show people that you care about them?</li> </ul> </li> <li><b><u>Reading Circle:</u></b> Have students read the Dalai Lama's Story and/or The Giving Tree in small groups. Before they begin, review reading strategies (cueing, deciphering, fix-up strategies, intonation, clear pronunciation).</li> </ol>
<p><b>Writing</b></p> <p>Apply the <b>Six + 1 Traits of Writing</b> through learning logs, responses to prompts and short responses.</p> <p>(Sample Standards: Common Core W.3.1. – W.3.10.)</p>	<p><b><u>Writing Prompts (for Journals):</u></b></p> <ol style="list-style-type: none"> <li><b><u>Summarize</u></b> the Dalai Lama's story in four sentences.</li> <li><b><u>Write a letter</u></b> to the Dalai Lama or to Tibetan children living in India telling them about your country and how it is different from Tibet.</li> <li><b><u>Compare and contrast</u></b> your childhood to the Dalai Lama's childhood. (Fold your paper in half. On the left side write "things that are the same" and on the right side of the paper write "things that are different.")</li> </ol>
<p><b>Oral Communication</b></p> <p>Paraphrasing, oral retelling of text, conflict resolution, interviews, choral reading, self/peer evaluation.</p> <p>(Sample Standards: Common Core SL.3.1. -- SL3.10.)</p>	<ol style="list-style-type: none"> <li><b><u>Radio Show:</u></b> Have each student prepare 3 interview questions for the Dalai Lama. You can have a volunteer dress up as the Dalai Lama and come in for a "press conference" or "radio show" where the students ask their questions as reporters or radio show hosts (answers to questions could be researched by teacher or students). If available, you could have that volunteer be a Tibetan or expert on Tibetan issues from the community (many cities around the country have a Friends of Tibet organization that could be helpful).</li> <li><b><u>Peace Theatre:</u></b> Have whole class (or small groups) act out a scene from the Dalai Lama's life (real or fictional) or his life story. The class could incorporate costumes, music, and other artifacts from Tibet or from the Dalai Lama's story.</li> </ol>

<b>Research</b> Research a topic; find and use resources; state main idea and relevant details about topics.  (Sample Standards: Common Core RI.3.1. -- RI.3.10.)	<ol style="list-style-type: none"> <li>1. <u>What types of animals</u> live in Tibet? (could be an animal report).</li> <li>2. <u>What kinds of food</u> do they eat in Tibet and how are these foods prepared? (Have students prepare Tsampa or another common food or beverage).</li> <li>3. <u>Research the cities and landmarks</u> of Tibet and label them on the map of Tibet (<i>provided in the Resource Section. Map of India also included</i>).</li> </ol>
<b>Social Studies</b> Geography, History, Civics  (Align with local education standards)	<ol style="list-style-type: none"> <li>1. <u>Timeline &amp; Chronology</u>: Cut out dates and events on the Dalai Lama Timeline provided (see resources) and have students put them in chronological order.</li> <li>2. <u>My Timeline</u>: have students create a timeline of their own lives. They could extend their timelines by making up what they will do when they grow up (save the rainforests, cure sickness, end war) – this could also connect to math as students calculate their age at various dates.</li> <li>3. <u>Tibet Map &amp; Flag</u>: Have students color the map of Tibet and label the capital city of Lhasa. Also have students color the flag of Tibet and research the meaning of colors and images on the flag <a href="http://www.crwflags.com">http://www.crwflags.com</a>.</li> </ol>
<b>Math</b> Patterns  (Sample Standards: Common Core G.3.1. -- G.3.10.)	<p>Two or more players play this game on a piece of paper. Each player connects two dots at a time using a colored pencil. They take turns connecting dots. The aim is to make a square and put your initials inside the square. They can also join dots to stop the other player from forming squares. The one who completes the most squares is the winner.</p> <pre>       *   *   *   *   *   *   *   *       *   *   *   *   *   *   *   *       *   *   *   *   *   *   *   *     </pre> <ol style="list-style-type: none"> <li>1. What strategy are you using when playing the game?</li> <li>2. In order to win the game, do you have to go first?</li> <li>3. Are there different ways you can think of to play the game?</li> </ol>
<b>Science</b> How living things interact with each other and their environment  (Align with local education standards)	<ol style="list-style-type: none"> <li>1. <u>Inventors</u>: The Dalai Lama loves to tinker with gadgets, electronics, and mechanical devices. Have students take apart a watch, wind-up clock, or other mechanical device and describe how they think it works.</li> <li>2. <u>Animals and Plants of Tibet</u>: Ask students write a report on an animal or plant in Tibet (could compare that to a local animal or plant.)</li> <li>3. <u>Climate</u>: Use the internet to track the temperature of Tibet over a week, or a month or longer – record, graph, compare, and contrast the local temperature with that of Tibet.</li> </ol>

<b>Music</b>  (Align with local education standards)	<ol style="list-style-type: none"> <li>1. Play music from Tibet (see list).</li> <li>2. Compare and contrast the rhythms of Tibetan music to a selection of contemporary children's music.</li> <li>3. Invite guest musician(s) from Tibet to play or take students to a Tibetan Music Festival.</li> </ol>
<b>Art</b>  (Align with local education standards)	<p><u>My Mandala</u>: The Tibetans create beautiful mandalas that have deep spiritual and artistic meaning. Show the class examples of mandalas and have them create their own with paint, markers, or colored sand. Then have them write a short explanation of what their mandala means. See <a href="http://www.abgoodwin.com">www.abgoodwin.com</a> for resource information.</p>
<b>Service-Learning &amp; The Global Call to Action</b>  Students know how to take part in civic life at school, in the community, and at the state, national, and international levels  (Align with local education standards)	<ol style="list-style-type: none"> <li>1. <u>Performances</u>: Have students perform what they are learning about the Dalai Lama and Tibet for real audiences such as seniors citizens or younger students (be sure they articulate what they are trying to teach and why).</li> <li>2. <u>Work on Tibetan Issues</u>: visit <a href="http://www.savetibet.org">www.savetibet.org</a> for ideas on projects to address Tibetan issues.</li> <li>3. <u>Connect with Tibetan Children</u> living in exile in India. Visit <a href="http://www.tibchild.org/TCV.org">www.tibchild.org/TCV.org</a></li> <li>4. Have students organize a water testing campaign in their local community to gauge the water quality. Then have students test the water quality of neighboring communities, and share their findings at a community meeting.</li> </ol>

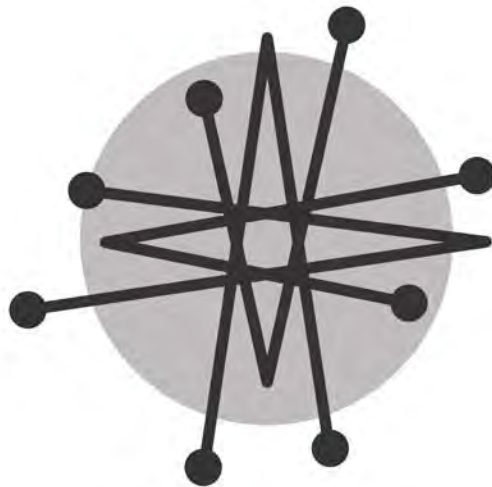




**PEACEJAM**

**EST 1996**

# Resources & Handouts



### Reading List

- Demi. *The Dalai Lama*. New York: Henry Holt and Company, 1998.
- Lamstein, Sarah. *I Like Your Buttons*. New York: Whitman, 1999.
- Mitchell, Lori. *Different Just Like Me*. Boston: Charlesbridge Publishing, 1999.
- Raimondo, Lois. *The Little Lama of Tibet*. New York: Scholastic, 1994.
- Rice Bowers, Kathleen. *At This Very Minute*. New York: Little, Brown, 1983.
- Scholes, Katherine. *Peace Begins With You*. New York: Little, 1994.

### Music List

#### ***Tibet***

- **Title Green planet (Tibet) [sound recording]: Les chemins de la sagesse.** *Publisher* Beverly Hills, CA: Milan Entertainment; New York, NY: Manufactured and distributed in the United States by BMG Distribution, p2001. (No Author)
- **Title the Songs of Milarepa [sound recording]: Tibetan sacred music.** *Publisher* New York, N.Y.: Lyrichord, [197-?] (No Author)
- *Author* [Song-Huei-Liou](#), *Performer.* **Title Tibetan incantations [sound recording]: the meditative sound of Buddhist chants.** *Publisher* [United States]: Music Club, p1998.
- **Title The Gyuto monks [sound recording]: Tibetan tantric choir.** *Publisher* Stanford, Calif.: Windham Hill, p1987. (No Author)
- **Title Tibet Buddhist chant I [sound recording]** *Publisher* Los Angeles, Calif.: JVC, 1990. (No Author)
- **Title Sacred healing chants of Tibet [sound recording] / performed by monks from Gaden Shartse Monastery, Tibetan Colony, South India.** *Publisher* Fullerton, CA: EastWest Music, c1989. (No Author)
- *Author* [Gyurme, Lama](#). **Title Rain of blessings [sound recording]: Vajra chants / Lama Gyurmé & Jean-Philippe Rykiel.** *Publisher* Milwaukee, WI: Real World Records, p2000

#### ***India***

- Indian Folk Music: *Author* [Sachdev, Gurubachan Singh](#). **Title Amar sangit [sound recording] / G.S. Sachdev.** *Publisher* Roslyn, N.Y.: Relaxation Company, p1996.
- Indian Folk Music: *Author* [Khan, Nusrat Fateh Ali](#). **Title Magic touch [sound recording] / Nusrat Fateh Ali Khan.** *Publisher* London: Music Club, c2000.
- Indian Folk Music: **Title Music of the bansuri [sound recording]: a flute of Rajasthan.** *Publisher* Los Angeles, CA: JVC, p1992.
- **Title North Indian classical music [sound recording].** *Publisher* Cambridge, Mass.: Rounder Records, [1998]. (No Author)
- Sitar Indian Music: *Author* [Shankar, Ravi, 1920- Instrumentalist. Compiler.](#) **Title Chants of India [sound recording] / Ravi Shankar.** *Publisher* New York: Angel Records, p1997.

- Indian Raga: Author [Misra, Gopal Shankar](#), Performer. Arranger. Title **Out of stillness [sound recording]**. Publisher Wiltshire, England: Real World; Wilwaukee, WI: Narada Productions, p2000.
- Author [Shankar, Ravi, 1920-](#) Title **The sounds of India [sound recording]** / Ravi Shankar. Publisher New York, NY: Columbia, [198-?]


### **Internet Resources**

- [InternationalEd.org](#)  
This site is an information portal for the Asia Society-sponsored National Campaign on International Education in the Schools, whose mission is to expand international studies by stimulating teaching and learning about world history, languages, cultures and current affairs in every school in America.
- [AsiaSociety.org](#)  
Our institutional website serves as the hub of our virtual presence and offers up-to-date information on every facet of the Asia Society and its community. Find events, publications, speeches, virtual art exhibitions, and membership information.
- [AsiaSource.org](#)  
An online "resource of resources" featuring timely, unbiased information on the cultural, economic, social, and political dimensions of Asia and U.S.-Asia relations. This is a one-stop gateway to the best information on Asia on the internet including a daily news digest, special reports, interviews, links, books, country profiles, experts and much more.
- [AsiaSocietyMuseum.com: Collection in Context](#)  
This website presents the Asia Society's Mr. and Mrs. John D. Rockefeller 3rd Collection of Asian Art, featuring world-renowned masterpieces. Access a variety of resources including an online tour with commentary from Vishakha N. Desai, Senior Vice President and Director of the Museum, Asia Society.
- [AsiaFood.org](#)  
This website puts the focus on the flavors of Asia. Taking inspiration from Charmaine Solomon's *Encyclopedia of Asian Food*, the site explores Asian cuisine, cooking ingredients, and techniques. Two searchable databases house over 1000 recipes and glossary terms. There are also regularly updated book features, video cooking demonstrations, cooking school listings, and food links
- [Indianmirror.com](#)  
This website lists popular games that are played by children in India. These games focus on problem solving and team work.
- [Worldmusicstore.com](#)  
*Traditional songs & instrumental music from the roof of the world.*  
This recording offers a general introduction to the secular music of Tibet.
- [www.tibetinfo.com](#)  
Wind, percussion, string, rock and swing instruments are highlighted in this website's Tibetan Musical Instrument Museum.

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## TIMELINE OF THE DALAI LAMA'S LIFE

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- 1935:** Lhamo Dhondup, the Dalai Lama was born.
- 1939:** The Dalai Lama moved to Lhasa and began to learn how to be the ruler of Tibet.
- 1950:** Chinese Army invaded Tibet and the Dalai Lama took over as the leader of Tibet at 16 years old.
- 1954:** The Dalai Lama went to China to talk about peace with the Chinese leaders. But they would not listen and demanded that Tibet be part of China.
- 1959:** The Dalai Lama escaped over the mountains to India with his family and advisors.
- 1960:** The Dalai Lama sets up the Tibetan Government in a small town in India called Dharamsala, known as "Little Lhasa." This is known as a government in "exile."
- 1989:** The Dalai Lama wins the Nobel Peace Prize for trying for many years to solve Tibet's problems with China in peaceful ways.
- 1989 present:** The Dalai Lama continues to travel and helps many people solve their problems with peace instead of violence.

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# TIBETAN FOLKTALES

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## **The Ants and the Rice**

(Ancient Tibetan folktale; [www.library.thinkquest.org](http://www.library.thinkquest.org))

Once upon a time there was a mighty king ruling in Tibet, and he was loved by all the people and animals who lived in his country. Every year, he had a huge feast. He invited a lot of people and they came to eat from the delicious food with much rice and wine. While they were eating, lots of food fell on the ground and when the feast was over, all the food that was spilled on the tables was wiped on the ground also. When everyone was gone, the ants came. They collected the grains of rice and took them to their food rooms, which were underground.

A little time after a feast like that had taken place, a strange king came into Tibet with a large army. The army stopped to rest and eat at exactly the place the feast had taken place. There was no more water nor wood, so the soldiers couldn't cook their rice and couldn't make a fire to warm themselves. Then they saw the ants, which were collecting the rice. One of the soldiers spoke the language of the ants and asked: "Tell us, how did you get all the rice?" The ants answered: "The king of this country had a big feast here a few days ago. All the rice we're collecting right now was spilled and we can live from it for a long time!" These words were told to the King of the other country. He said: "Since the king of this country is rich enough to feed ants, imagine how large his army is?" And all soldiers were told to pack their things and go home before this great king and his army arrived.

## **Tibetan Legend of Shambhala**

In the high mountains of Tibet, nestled within the icy peaks and green valleys, lies the magical kingdom of Shambhala where people live in peace and harmony. Shambhala is a Sanskrit word, which means "place of peace." According to Tibetan legends, only a person with a pure heart can live in Shambhala. Children and grown-ups in Shambhala are happy with what they have, are kind to all people and animals, and make sure they never hurt other people with their words or their fists. Their laws are fair and people work hard to solve problems in peaceful ways. Some even say that the people of Shambhala have super powers (like super heroes).

The magical kingdom of Shambhala is hidden deep in the mountains near Tibet. Many explorers have spent their lives looking for Shambhala. But no one has been able to find it. Does it really exist? Or is Shambhala just a dream that we hold in our hearts—a dream that people can live without wars, bullies, mean words, and greed?



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## MAP OF TIBET

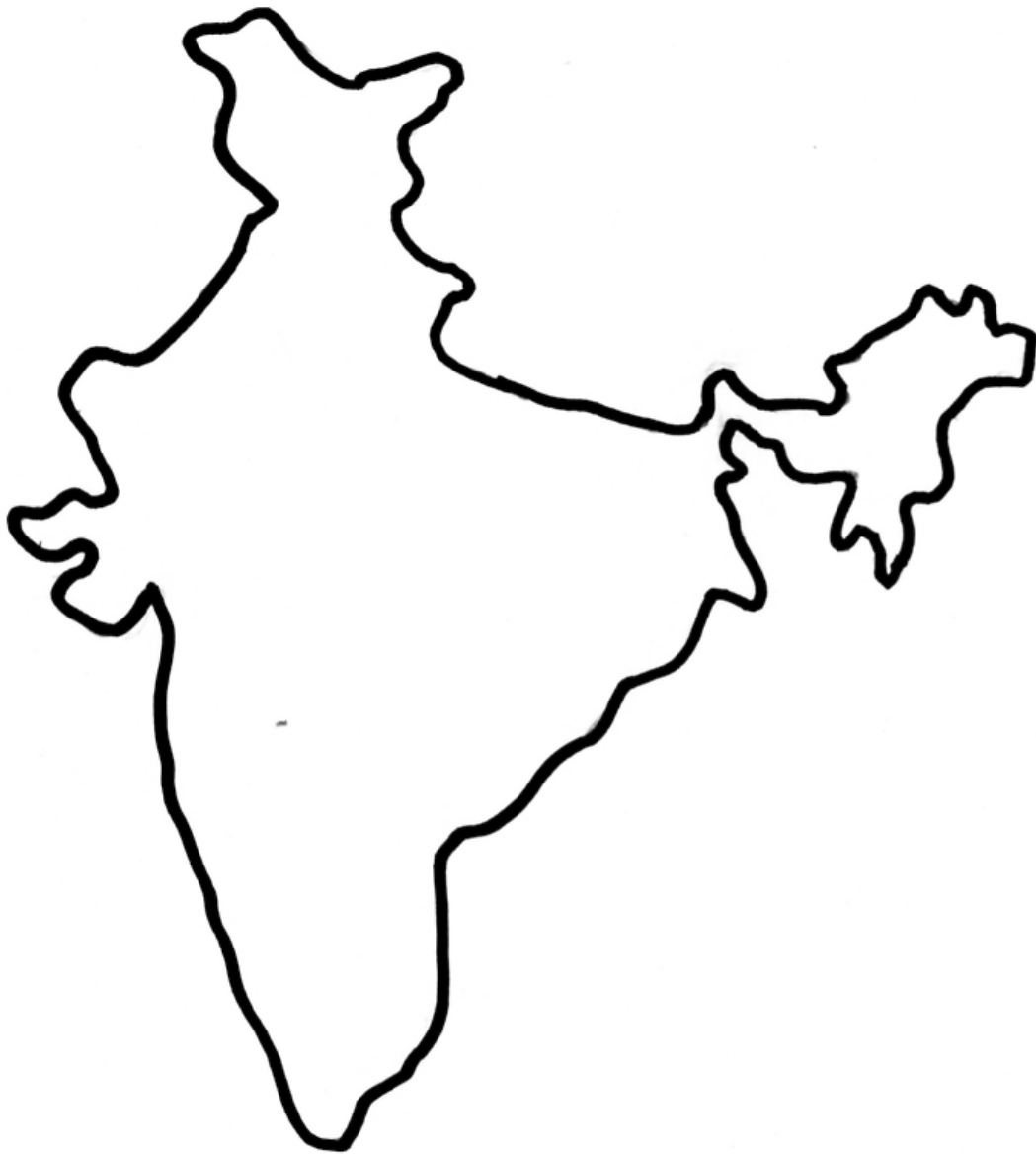
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## MAP OF INDIA

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## FLAG OF TIBET

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