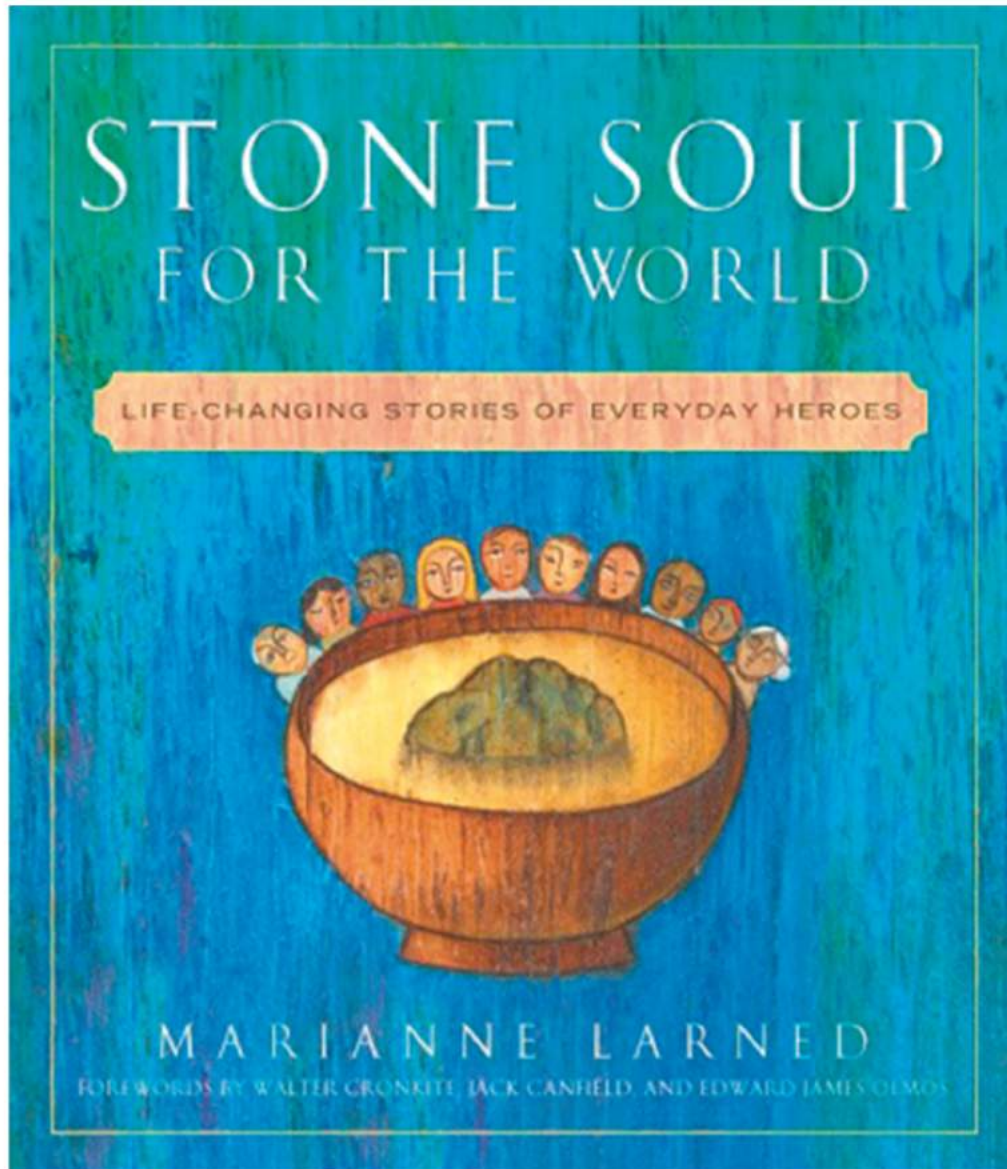


The Stone Soup Leadership Institute's Educational Curriculum



100 Lesson Plans

for each story in the book:

Stone Soup for the World:

Life-Changing Stories of Everyday Heroes

(2020 Edition)

Stone Soup Leadership Institute

www.soup4worldinstitute.com

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Stone Soup for the World • Leader's Guide

Introductions

As a former teacher, I appreciate the many daily challenges you face-the deadlines, meeting state mandates, integrating new curriculum requirements. How will you ever find the time to spark a child's mind?

The Leader's Guide is easy-to-use, versatile and adaptable to a wide variety of ages and settings. It provides step-by-step instructions for how you can integrate each of these stories into your language arts and social studies classes as well as life-skills, character education, citizenship and community service programs. We leave a great deal of freedom for you to incorporate your own ideas to supplement the existing curriculum. We hope you find the suggested Activities Section helpful and they encourage you to create your own. We'd love to hear from you about the activities you and your students develop so we can share them with others.

Educators across the country are using it in their social studies and civic education classes to inspire their middle, high school and college students to get involved in their communities. Tutors use these stories to help motivate students while improving their reading skills. College students are conducting research projects based on our stories. Schools in Chestnut Hill, Massachusetts and Big Rapids, Michigan are integrating it into their education curriculum.

By researching Stone Soup for the World stories, my students had an opportunity to become heroes themselves, answering a call to action. They accepted the risk of leadership and found their own niche to see what it takes and how it feels to make the world a better place.

Joyce Brownell

Department of Languages and Literature Ferris State University, MI

The Leader's Guide will help you to bring out the best in our students -and give them hope that maybe with a little extra effort and sacrifice, they, too, can become great someday. It will help you engage them in thoughtful conversations about things that matter to them-and the world. It will help them learn how to balance the goals of getting ahead and meeting their material needs -with goals that fulfill their souls. It will help them to develop the courage and strength of spirit they need to struggle with disappointments and will teach them how to stand up for the things that matter.

All children are born with a natural instinct to give and to help. They love seeing what happens when everyone pitches in. Unfortunately, as we grow older sometimes we forget about the magic of giving and that what we do really matters. Our job as teachers is to keep rekindling that instinct and directing it towards meaningful ways to make a difference.

John F. Kennedy inspired me to become a teacher when he went on the national news to tell people that we needed more teachers in our country. His call to action touched me deeply: "Ask not what your country can do for you," He said, "but what you can do for your country..." His words left an indelible mark on me.

We hope these stories will help remind you of the time in your life when you made the decision to dedicate your life to teaching. Like others in this book, who've had this noble goal and embarked on this journey. We hope these stories will nourish your soul, give you strength to carry on and rekindle your joy in teaching children to work together to build a better world.

For Tutors, Mentors and Volunteers

*Every child needs a caring adult in its life--
Someone who takes the time to listen and helps them make their dreams come true.
You could be the one to make the difference in a child's life.*

In today's world, young people are searching for role models and modern-day heroes they can learn from. They are hungry for stories like those in the book, ***Stone Soup for the World*** about people who have faced challenges and turned them into opportunities to help others. From random acts of kindness to courageous acts of service; from individual volunteers to community heroes and corporate champions. Kids need something to aspire towards and the need guidance from the adults in their lives.

The Leader's Guide is a primer to help tutors, mentors and volunteers inspire students while helping them to improve their reading and higher-order thinking skills. Mentors can also use it as a handbook to teach young people values and character-building qualities and to give them lessons in business, citizenship and community leadership.

Tutors, mentors and volunteers serve as human compasses, guiding young people toward adulthood, helping them to achieve their fullest potential and make their dreams come true. Studies show that young people with mentors make more positive lifestyle choices. They are less likely to start drinking, use drugs or get into a fight. They skip half as many days of school and get better grades. Most students with mentors graduate from high school and go on to college.

At the Presidents' Summit for America's Future in 1997, General Colin Powell pledged to recruit an army of caring adults to improve the lives of our nation's children. Companies, civic associations, governors and mayors are working with him to realize the ambitious goal of recruiting 2 million mentors by the year 2000. The Leader's Guide is a valuable resource for those looking for educational tools to help mentors maximize their investment of time and resources.

Several of the heroes in this book are caring adults -tutors, mentors and volunteers who made a difference in a child's life. Tutors can come in all shapes and sizes. Wynton Marsalis, a role model for thousands of young people tells them to "take your freedom and put it into the service of somebody else's." Joanne Alter started a tutoring program that busses people from Chicago's suburbs to inner-city public schools. A prison inmate helped 14-year-old Will Morales learn to read -- and changed his life from a gang leader to a young person with opportunities. Today Will is a law school graduate; homeowner who has helped found a youth-police partnership. Volunteers like Louise Foster from the Foster Grandparents program show that you are never too old, too young, or too anything else to make a difference in a child's life.

Mentors like Cesar Chavez inspired young people like Nane Alejandrez to pass on a legacy of non-violence to hundreds of young Latinos through his organization Barrios Unidos. When John Gatus' stepson was murdered in Omaha, Nebraska, he helped found MAD DADS to mobilize strong, drug-free fathers to get their parenting skills off the couch and out into the streets.

There are business mentors like Chicago businessman, Frank Carr who was inspired to create INROADS after hearing Dr. King's "I Have a Dream" speech. His national mentoring organization opens doors for minority youth in corporate America. When Steve Marriotti, a successful young New York businessman, was mugged by a bunch of teenagers he created the National Foundation for Teaching Entrepreneurship where mentors help students replace the dead-ends of drugs, crime and teenage pregnancy with success in business.

The Leader's Guide is a timely offering for tutors, mentors and volunteers working with youth in 1 on 1 or group programs. It is a powerful educational tool-offering people 100 stories -one a week for two years -to share with young people. This self-paced, flexible Guide provides step-by-step instructions for how people can integrate each of these stories into character education and citizenship activities as well as language arts, social studies and community service programs.

Giving kids opportunities to give back is one of the greatest gifts you can give them. Young people, who taste the joy and experience the meaningfulness of helping others, feel better about themselves. They are motivated to learn more in school, get jobs, and contribute to making the world a better place. Through helping others, they get opportunities to become connected, involved and supported during their risky passage to adulthood.

Young people are waiting for someone to listen, reach out, and challenge them to get involved and give their unique gifts to the world. By creating opportunities for them to become part of the solution, we could prevent them becoming part of the problems of drug and alcohol abuse, teen pregnancy, dropping out of school, juvenile crime or suicide.

We hope this Leader's Guide will help you inspire the young people in your life -to help others, to get involved and to make a difference in their lives and in the world. You could be the one to change their life -by teaching them to read, helping them to get a job, learning how to give back and by making something of themselves. You could be the one to help them break the cycle of poverty -by standing by them as they struggle to turn over a new leaf or as they learn lessons in tolerance, forgiveness and compassion and to become leaders of the new millennium.

Stone Soup for the World is a great resource for mentors, giving business people an easy and powerful tool for working with kids. By sharing these stories about real heroes -- about the challenges they've faced and the gifts they've given to others, young people will learn how to become good citizens and future leaders of the world.

Phil Wilson
Rotary Club president, Hilo, Hawaii

If you are a mentor and are committed to kids, you will find the Stone Soup for the World Leader's Guide is an indispensable handbook. It teaches young people how we can reach beyond the boundaries of our own communities and make a difference on the other side of town or on the other side of the world.

Randi Vega
Executive Director
Martha's Vineyard Chamber of Commerce

For After School and Service Learning Programs Coordinators

Across our country, people are looking for ways to engage young people in helping others, giving back to their communities and learning how to become responsible citizens. One of the five goals of America's Promise is to create opportunities for young people to give back. A growing number of school districts nationwide -including Chicago, Dallas, Philadelphia and Boston as well as California are joining with the state of Maryland in deciding to require students to participate in community service projects in order to graduate.

The *Stone Soup for the World Leader's Guide* is designed to help community-based organizations that run after-school programs as well as service learning coordinators. It also serves as a resource for teachers in both public and private schools who need to meet mandates to provide students with community service opportunities prior to graduation.

This self-paced, flexible Guide provides step-by-step instructions for how people can integrate each of these stories into character education, citizenship and community service activities as well as language arts, social studies and career development programs.

According to a recent survey, 33% of America's youth (ages 12-17), count helping others, their communities and their country as an important goal in their lives. Another study found that 87% of young adults (18-25) feel that making a difference in someone's life is important to them. 72% of them are involved in volunteer activities- often helping younger kids.

"Millennials" or "Generation Y" as they are sometimes called, are rejecting the "too cool to care" credo of Generation X. They hate being portrayed by the media as "the problem." They do care and they want to make the world a better place. They are concerned by the injustices they see -against the environment, animals, homeless people, and children in faraway sweatshops or in their own neighborhoods. While they sometimes question their own ability to make a difference, they do believe in their collective ability to change the world.

Most young people think our nation needs a new kind of leadership for the 21st century. They are most impressed by people who "walk their talk." They believe that everyday people can solve even complex problems; that "bottom-up," not "top-down," approaches work best; and that leadership is about passion, not position.

The *Stone Soup for the World Leader's Guide* brings to life some of the amazing grassroots initiatives featured in *Stone Soup for the World* that are slowly, quietly transforming countries around the world. From it, students can learn that the simple act of people joining with one another to solve the problems they face is bringing about astounding change. They can learn about what's working in the world and what it will take to build a healthier tomorrow.

***Stone Soup for the World* isn't like a normal textbook. It has real stories about real people -- that are fun and interesting to read. You can learn from them and become educated about local problems in your own community.**

Lauren Fisher, 15

***Stone Soup for the World* helps me realize there are so many things one person can do to make a difference. Each little thing counts. If we set our minds to it, we can do anything.**

Ben Clippings, 14

Service learning uses the community as a "classroom" to encourage civic responsibility, volunteering and the development of character and leadership skills. Its goal is to create a greater awareness of our communities and to promote life-long community involvement.

The Stone Soup Leader's Guide is a remarkable textbook, which personalizes history and teaches young people character, courage and consideration for others -the key ingredients for building community.

Linda Forsyth
California Commission on Improving Life Through Service

The Leader's Guide is especially helpful to those looking for ways to connect community service activities with "service-learning" curriculum. In addition to suggestions for lots of fun and exciting community service projects, it provides reflection questions that will help engage students in thoughtful discussions. In this way, it can help you influence student attitudes -and lead them toward experiencing the true spirit of service, discovering the joy and encouraging them to make a life-long commitment to service.

Service learning coordinators at eight YMCA sites participated in a 10-week pilot program to test the new Leader's Guide with students in their after-school programs. Selected from more than 2,220 YMCAs across the country, these coordinators used *Stone Soup for the World* and the Leader's Guide as a reflection tool and action resource to supplement a variety of YMCA youth development programs. Volunteers from colleges also found it is an effective teaching tool to help students connect the classroom with real-life experiences.

Stone Soup for the World is full of real life stories that will interest people of all ages - and from which they can learn. And the Stone Soup Leader's Guide provides excellent ideas and activities to help bring those stories to life. For many of our YMCAs, these publications have become effective reflection tools, enabling them to engage participants in important community service activities.

David R. Mercer
National Executive Director
YMCA of the USA

"By providing young people with "food for thought," the Leader's Guide made the warm and fuzzy stories into thought-provoking stories," says Mary Tucker, Grafton, West Virginia's YMCA program director. "The Guide helped to tie all the aspects of the learning experience together and make the transition to service learning as a teaching method easier for already busy teachers."

"Our young people were able to focus on a broader view of the world and talk about the difference between giving up and sticking with it when faced with tough situations," says Terri Mulks, of Boston's Allston-Brighton YMCA. "They also saw people not unlike themselves who came from a life of struggle to achieve something great. This was the most important lesson they learned."

"The Leader's Guide format covers a range of areas which can be adjusted to the needs of our different students. It also allows for it to be used in a variety of places and for a variety of reasons," says Terri. "The Activities Section was especially helpful among my volunteers in generating new ideas. It will be a great resource for years to come."

Historically, it's been the idealism, energy and vision of young people that has sparked new ways of solving old problems in the world. By inviting our youth to help us meet the challenges of our time, we could channel their energy, harness their enthusiasm and lay the foundation for their life-long commitment to building a better world.

***An Overview of the Pilot Program with
The YMCA of the USA and the Stone Soup Leadership Institute
In Conjunction with National Volunteer Week***

When General Colin Powell challenged people at the 1997 Presidents' Summit for America's Future to help America's young people corporations were lining up to pledge volunteer hours on their employees' behalf. The YMCA pledged to increase their number of volunteers nationally by 200,000 and was ready with coaching, mentoring, tutoring and other programs to channel new volunteers into better outcomes for city kids.

"We'd been moving toward a greater emphasis on linking young people with caring adults," said Harold Mezile, president of the YMCA of Metropolitan Minneapolis, "and the Summit opened up opportunities to do that. But we needed a more structured way to respond to people who decided to volunteer their time." Their Corporate Youth Exchange Program, a mentoring effort linking inner-city middle schoolers with professionals from Honeywell, Lucent Technologies and Dayton Hudson Corporation and other local businesses, is just one of the many programs they've put in place.

Minneapolis is one of eight YMCA sites selected from more than 2,220 YMCAs across the country to be part of the *Stone Soup for the World Leader's Guide Pilot Program*. The Stone Soup Foundation, a 501c3 nonprofit education foundation, provides tools that engage Americans in giving, serving and rebuilding their communities and empowers young people to build a better world. Since the launch of its best-selling book, *Stone Soup for the World: Life-Changing Stories of Kindness & Courageous Acts of Service*, the foundation received tremendous response from people who are hungry for educational tools to inspire students to help make the world a better place. The *Stone Soup for the World Leader's Guide* helps people use the book to teach young people values and character-building lessons, develop critical thinking skills and inspire them towards community action.

Other pilot sites include the North Suburban YMCA of Greater Boston's Earth Service Corps (YESC) after-school program, the Partners Program at Springfield College's YMCA, the Allston-Brighton Family Branch YMCA with Boston College volunteers involved with their mentor-based counseling program, Virginia Tech's YMCA in Blacksburg, VA, Grafton, West Virginia's HI-Y School Day Plus program, the Youth as Resources Program at the Muncie Family YMCA in Indiana and the Milwaukee YMCA's Passports for Youth Program.

The YMCA of the USA was chosen for this collaborative effort with the Foundation because of its outstanding leadership in developing after-school programs that help fulfill their vision of building strong kids, strong families and strong communities. These eight sites are making an impact locally while helping the YMCA reach its commitment to America's Promise to increase the number of volunteers nationally to 580,600 and helping the Stone Soup Foundation move towards its commitment of getting the book into the hands of a million young people. In addition, they are contributing to the emerging field of service learning and those are looking for ways to teach young people about civic responsibility.

Stone Soup for the World is full of real life stories that will interest people of all ages -and from which they can learn. And the Stone Soup Leader's Guide provides excellent ideas and activities to help bring those stories to life. For many of our YMCAs, these publications have become effective reflection tools, enabling them to engage participants in important community service activities.

David R. Mercer, National Executive Director, YMCA of the USA

For the last several months, the service learning coordinators of the eight sites have worked closely with Tony Ganger, YMCA's Program Director of Service Learning and Marianne Larned, President of the Stone Soup Foundation and author of *Stone Soup for the World*. Having assisted corporate, government, civic and community leaders in developing public-private partnerships to build healthier communities for over twenty years, Ms. Larned is especially committed to inspiring young people to be humanitarian leaders of the new millennium.

Monthly conferences and regular communications via email have allowed for invaluable interaction in responding to site coordinator questions and enhancing the pilot program results. Site coordinators have made valuable suggestions for how the Leader's Guide could be a practical, easy-to-use, educational tool for other community-based organizations, schools and universities that are developing a service-learning curriculum that will inspire students to become great citizens. "The YMCA has been doing this kind of work for more than 100 years," says Ganger. "We are in an ideal position to move service-learning outside the classroom and into real-world experiences."

The eight YMCA pilot sites are integrating the book and the new Leader's Guide into the service-learning curriculum of their after-school programs. The Guide serves as a reflection tool and action resource supplementing a variety of YMCA youth development programs. YMCA College volunteers are finding it is an effective teaching tool to help students connect the classroom with real-life experiences. The self-paced, flexible Leader's Guide provides detailed suggestions for how these stories can be integrated into character education, citizenship activities and community service programs. Each pilot site coordinator has developed a unique strategy to integrate the Guide into a variety of their YMCA programs.

They have designed sessions that encouraged self-reflection, group interaction and large group sharing. Through their efforts they are fostering positive youth development and helping shepherd youth into a successful future. Below is a preliminary summary of how each site is using the Leader's Guide with their young people.

In Minneapolis, some of the 300-500 teen participants in the YMCA's programs are using the Leader's Guide as a reflection tool with middle school children in their Earth Service Corps program. These teen volunteers read the "feel-good, user-friendly stories," write answers to questions and share their ideas with the group. The book and the Leader's Guide are excellent youth development tools," says Cristine Patlan, YMCA Resource Coordinator. "We plan to use them with all our after-school programs (YESC, Y's Start groups,

Leadership for Empowerment). This summer, we hope to put books in the hands of all teens so they can read stories to kids in our Summer Adventure Day Camps."

The Allston-Brighton Family Branch YMCA in Boston, the oldest YMCA in the country, is using the book and the Leader's "Guide in their mentor-based counseling program. Twelve student volunteers from Boston College are training middle school students to work with over forty younger students from the Y's School Age Child Care program. They are finding that tying stories into significant days like Martin Luther King Day and featuring stories about local heroes like Sidewalk Sam really works. "Our young people were able to focus on a broader view of the world and talk about the difference between giving up and sticking with it when faced with tough situations," says program coordinator, Terri Mulks. "They also saw people not unlike themselves who came from a life of struggle to achieve something great. This was the most important lesson they learned."

"The Leader's Guide format covers a range of areas which can be adjusted to the needs of our different students. It also allows for it to be used in a variety of places and for a variety of reasons," says Terri. "The Activities Section was especially helpful among my volunteers in generating new ideas. It will be a great resource for years to come." Adding "Thank you so much for choosing us to participate in this project. It has been an exciting, fun and a good experience for all involved!"

The Partners Program at Springfield College's YMCA pairs a college student with an urban youth for six months. Designed as a student leadership model, this nationally recognized tutoring/mentoring program is entirely coordinated and operated by college students. Over 150 college students are paired each year with 150 youth (grades 3-8) from three urban schools. Each of the 300 students has received a copy of the book and they are using stories during their tutoring sessions, followed by recreational activities and dinner together.

Over 300 students are participating in the Muncie, Indiana YMCA pilot program. They believe that these stories will enhance their teen mini-grant programs and service-learning projects in the community. Teenagers from their Youth as Resources program are using the stories to tutor students in six local classrooms. College volunteers from a Social Work class at Ball State University are working with high school students while learning how to develop service-learning techniques and strengthen their group facilitation skills.

During HI-Y Week (March 14-20), Grafton, West Virginia's HI-Y members used the book and the Leader's Guide with 60 elementary school students (ages 5-12) in their School Day Plus program. They found that reflection questions like "Have you ever spoken up for something that really mattered to you?" stimulated thoughtful responses. "I have spoken up against sexism, but on other matters, it is very hard to do," said one young girl adding, "I wish I had the courage." On April 17 as part of West Virginia's Saturday for Service during National Volunteer Week, these young people will put their learning into action by working together with community members to clean up a local park. And high school students in the Y's Family and Consumer Science classes were inspired by the story *Something Greater Than Ourselves*, invited an AmeriCorps VISTA volunteer to speak about national service opportunities, and were then into action. This summer they will use *Stone Soup for the World* and the Leader's guide with younger students in the Energy Express reading skills enhancement program. "By providing young people with "food for thought," the Leader's Guide made the warm and fuzzy stories into thought-provoking stories," says YMCA program director, Mary Tucker. "The Guide helped to tie all the aspects of the learning experience together and make the transition to service learning as a teaching method easier for already busy teachers."

Ten student leaders from the Virginia Tech YMCA are using *Stone Soup for the World* to inspire the seventy young people (ages 5-12) from low-income housing complexes in Blacksburg, Virginia they are mentoring. These students also found that the stories in the book helped prepare them for their "alternative spring break" where they decided to make a difference instead of making the usual college scene. They learned about the culture and history in an Appalachian community and in Belize, where they like kids in the story *Hope for Los Chavalitos* in the book -helped build a school for young people.

The North Suburban YMCA of Greater Boston is using *Stone Soup for the World* with middle school students in their Earth Service Corps (YESC) after-school program. Program coordinator, Meredith Laban, starts each session with a story, then has students discuss, plan and implement a service-learning project. "Featuring local heroes like Sidewalk Sam has really helped to capture their attention," says Meredith. "They've also written him a letter requesting his help to paint a mural they are planning."

The Milwaukee YMCA's Passports for Youth Program is using *Stone Soup for the World* with some of their 132 young people (grades 9-12) from low-income households to help them become independent adults. They are integrating the stories into the life-skills, academic and career development programs to help students design and implement a plan to chart their future. They find that the stories in the book are especially meaningful to those young people whose families are getting off welfare.

For example, reading about Dexter Wellman, a 12-year-old African-American who created a makeshift school for the children in the homeless shelter where he was living, stimulated a thoughtful group discussion. "No matter what your situation, you can always help others," said one youth, adding, "Don't use your situation as an excuse not to help." While several young people had friends who were homeless, one person admitted, "I should watch what I say about people, especially about the ones I don't know." These students lessons from the story including "Make the best out of a bad situation like learned valuable homelessness." "Look for constructive activities vs. just lying around." "Dexter didn't get mad at his parents." "Keep up your own spirits." "Parents need to plan ahead -by getting back-up jobs and buying savings bonds."

Students were asked to identify "one kind and courageous thing they had done lately" to encourage self-reflection and group sharing about caring behavior. They then created an image of their worldview and identified at least one thing they would change if unlimited money and other resources were available. Students received copies of the book as prizes for their ideas. They also joined in singing *What About the Children* by gospel singer, Yolanda Adams. They are now planning an event for National Volunteer Week (April 18- 24). "I learned a lot. We should spread the word," said one.

Stone Soup for the World Leader's Guide

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Youth / volunteer
Health / volunteer
AIDS/Health/Community Art
Special Needs/ Mental Health
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Non-Violence/ Nuclear Freeze

Schools/ Entrepreneur
Mentoring/Enterprise
Socially Responsible Investing
Adult Literacy/ Volunteers
Leadership / Welfare Reform
Special Needs
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Mentoring/Scholarship
Team Building/ Housing
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Leadership / Mentoring
Mentoring/ Human Values
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Conflict Resolution/Goals
Media/Volunteer
Housing/CDC Leadership
Learning/Collective Action

What One Person Can Do

Have you ever wondered if just one person really can make a difference? Sometimes the problems around us can seem overwhelming. But think about it: it was one person who walked on the moon and one person who discovered electricity. One kind word or a thoughtful deed can change someone's day, someone's life - or even make history. It's amazing what one person can do!

The stories in this chapter show how everyday heroes commit acts of human kindness and outrageous acts of service each and every day. "A hero is someone who responds to a 'call to service' and gives his life to something bigger than himself," said Joseph Campbell after helping George Lucas with the movie, Star Wars. Young Luke Skywalker becomes a hero after responding to a call, going on a quest, facing challenges, and coming back victorious with a gift for his people.

These community heroes in this chapter all responded to a "call" and began fascinating and life-changing journeys. Their journeys became paths of self-discovery -where they overcome obstacles and found the resources to fulfill their destinies. Good Samaritans and great humanitarians, dedicated volunteers and corporate champions - they all follow their hearts and trusted their instincts to help others. In the end, they find the kind of joy and fulfillment others only dream of - and have an exciting adventure that lasts a lifetime.

Isis Johnson, a 4 year-old African-American girl in New Orleans, saw pictures of starving children on the nightly news. God Didn't Mean for Them to Be Hungry tells how Isis collected more than 1000 pounds of food, just by going door-to-door asking her neighbors to give to hungry children. An 11 year-old Jewish boy in Florida, David Levitt, read a story about someone who inspired him. In The Power of An Idea, we learn how David convinced first his school board - and then the whole state of Florida - to give leftover food from the school's cafeterias to local soup kitchens. Father Joe Carroll, a Jesuit priest, created St. Vincent's Village, a comprehensive rehabilitation center where dignity is being reborn every day and hundreds of formerly homeless people now have hope for their future. Each community hero responds differently to the call to service - but they all begin a fascinating journey that brings joy, meaning and fulfillment to their lives. For Oakland's Firefighting Peacemaker, Captain Ray Gatchalian, it was the fierce winds outside his window that called him to the largest urban wild fire in U.S. history.

He responded by organizing a dozen curious onlookers into a makeshift fire brigade that saved many homes and inspired one volunteer to become a fireman. When Joanne Alter listened to the frustrations of a struggling teacher, she volunteered to help and got her friends to join her. Her Working in the Schoolsnow busses over 300 volunteers from middle-class neighborhoods to tutor students in Chicago's inner city schools.

What One Person Can Do

From the youngest child to the oldest senior, each of us wants to help, to give back, to know that we make a difference. Sometimes all it takes is one person listening to another and deciding to do something. Then it grows, others pitch in. But it starts with just one person taking a stand and making a commitment to help others.

In Hidden Treasures, John McKnight tells the story of a woman who took the time to bring out the best in a man named Joe, someone society had nearly written off. By looking at Joe's talents and gifts instead of his disability, she found him a job where he's become a valuable resource and an inspiration to his community. In Teaching Jazz, Creating Community Wynton Marsalis uses jazz to bring out the best in inner city students and teach them important life lessons...

"Being a good neighbor, that's what jazz is all about," he tells them. "Take your freedom and put it into the service of somebody else's." Sidewalk Sam uses his artistic talents to bring out the best on our cities' sidewalks - and helps people to realize the kindness in their own hearts. Even though he's now confined to a wheelchair, Sam still creates his community art projects, one of which once transformed Boston's busiest highway into a field of flowers. "I have to fulfill my humanity... to make my life worthwhile ... to serve my fellow man," he says.

"The ultimate aim of the quest must be the wisdom and the power to serve others," says Campbell. He describes 'legendary heroes' as those who dedicate their entire lives to the quest and start a new way of life, a new age, a new religion, a new world order. The legendary heroes in this chapter - Mother Teresa, Robert Muller, Jimmy Carter, Nelson Mandela and Eleanor Roosevelt - have left footsteps for others to follow. They teach us about the importance of asking others for help, making personal sacrifices and tough choices, responding wisely to conflict, searching for common ground, practicing forgiveness, keeping our promises and expressing our humanity.

There is a community hero somewhere in each one of us.

Each and every one of us can become an everyday hero. As you read these stories, let your imagination take you on a hero's journey. What has been calling to you? Remember, it only takes one person to take a stand and decide to do something. When one person makes a commitment and asks others to help, people give of themselves. As Martin Luther King Jr. said, "Everyone can be great because everyone can serve."

May the force be with you

Starfish

Optimism

Persistence

Tenacity

Commitment

STORY

In this modern parable, a young girl saves hundreds of starfish that washed up in a storm. Tossing them back into the sea, one at a time, she refuses to give up or be discouraged by someone else's doubts at the "impossibility" of the task. Instead, she responds, "I made a difference with that one."

ACTIONS

Reflection Questions

1. How would you feel if you were faced with this tough situation?
2. Have you ever faced impossible odds? What did you decide to do?
3. What would you do if someone doubted your ability to make a difference?
4. Have you ever felt like giving up? What happens when you do? What happens when you stick with it? How does that make you feel?

Lessons You Can Learn

1. Small actions can make a big difference.
2. You can accomplish great things - one-step at a time.
3. One person's faith is stronger than another person's doubts.
4. Even when someone tries to discourage you, do not give up!
5. Create goals about how you want to make a difference and
6. Stick with them.

Language Arts

- Engage students in writing their own stories: Imagine you are one of the starfish. *It is a sunny day at the ocean, just after a big storm. Samuel Starfish awakes to find himself on a hot, sandy beach. He is very thirsty and worried that he will never find his way back home to the sea. Can anyone help him at a time like this? Also from the girl's perspective...*

Environmental Awareness

- Encourage children to care for living things. Plant seeds, water plants, create an aquarium.
- Study the natural habitats of fish and how changes in the environment are affecting them.
- Create posters from newspapers/ magazines showing how people are helping the oceans.
- Write a report on starfish: what they eat, where they live, why they are star shaped

Community Service

- Go for walks; invite students to clean up the environment by picking up (5) pieces of litter.
- Schedule a beach or playground clean-up with students and volunteers and have them recycle the cans and plastic bottles they find on the beach.
- Interview Boys/ Girls Scouts, 4H, others to discover what projects they need help with
- Arrange ongoing volunteer projects like leaf raking or snow shoveling to help seniors.

This story is featured on the *Stone Soup for the World* audio tape.

God Didn't Mean for Them to be Hungry

Childlike Innocence

Generous Spirit

Enthusiasm for Getting Others Involved

STORY

Isis Johnson was only 4 years old when she started feeding the hungry in New Orleans.

Seeing pictures of starving children from Ethiopia on the nightly news - children who looked her -- inspired her to help others in her community. Isis' grandmother listened to her concern and helped her come up with a plan. Together, they collected more than 1000 pounds of food, just by going door-to-door asking their neighbors to help. "You don't have to be old to make things better, you only have to care," says Isis.

ACTIONS

- Invite speakers from your local food pantry to talk about hunger in your community. Prepare questions to ask and have children write an essay after about what they learned.
- Create a community resource list to connect those in need with those who wish to make donations: local second-hand stores, food co-ops, food pantries, soup kitchens, swap meets.

Language Arts

Community Service

- Organize a food drive by having students bring cans to school dances, football games etc.
- Work with your local food pantry to get non-perishable foods to people at Thanksgiving.
- Work with your local church to create a hat-and-mitten drive for children in Appalachia.
- Have students collect Campbell Soup labels and Box Tops for Education on General Mills' cereals and cash them in for school supplies.
- Bake cookies or bread for a food drive and see how easy it is to feed the masses.
- Visit a nursing home during the holidays and have students make them handmade cards.
- Encourage students to develop good listening and communication skills by connecting them with senior citizens in your community and writing about their experience.

This story is featured on the *Stone Soup for the World* audio tape.

Reflection Questions

1. When you see starving children on TV, how does it make you feel?
2. Have you ever wanted to try to help them --or other people -- in your own community?
3. Do you sometimes think, "That's not my problem"? Or that someone else should fix it?
4. What other problems could a 4-year-old help solve or do for people in their community

Lessons You Can Learn

1. Caring for others is a natural instinct in children, especially when adults listen and help.
2. Look for opportunities to help others who are less fortunate than you are.
3. If you ask others to help you -- and make it easy for them to give - they probably will.
4. You can begin building-a better world right where you are -- in your own neighborhood.
5. It's amazing how much one person --even a 4-year-old -- can do, with others' help!

Working in the Schools

Can-do Attitude

Ingenuity

Resourcefulness

A Positive Community Spirit

STORY

Newsweek columnist Jonathan Alter tells the story of how his mother, Joanne, started a tutoring program to help students in Chicago's tough inner-city public schools. When Joanne uses her ingenuity to get buses to bring middle-class volunteers to unsafe neighborhoods, the benefits are amazing. "To our surprise, we discovered the tremendous pay-back to volunteers," Joanne says. In this story, Moncell, a third-grader struggles to learn to read and has a wonderful breakthrough moment. Unexpectedly, his mother does, too.

Reflection Questions

1. Have you ever used your ingenuity to solve a problem that helped others?
2. What kinds of activities do you think could be done by volunteers at your school?
3. What do you think about using your school bus to bring volunteers to -help students?
4. If you live in a middle-class neighborhood, have you ever visited an inner-city school? If you live in the inner city, have you ever visited a middle-class neighborhood?

Lessons You Can Learn

1. Listening to your neighbor and offering to help can start important changes in the world.
2. When one person gives just one hour to someone, it makes a big difference in their day.
3. Providing transportation for volunteers makes it easier for people to give of themselves.
4. When you give from your heart, volunteers receive more than they give.

ACTIONS

Language Arts

- Have students interview a local volunteer and write an article for the school newspaper: In what ways do volunteers help others? Why do they do it? What benefits do they receive?
- Study the history of volunteerism and traditions of giving in different cultures.
- Create a list of ideas for ways you might want to volunteer in your community.

Math

- Survey schools that have active volunteer programs. Make a graph showing the number of students being served in each of the last 5 years. Create an estimate of possibilities for the coming school year and present your findings to the school board.

Community Service

- Arrange for "reading buddies" with older and younger students meeting once a week.
- Develop an informal peer-tutoring program to improve students' math and social studies.
- Brainstorm ideas for ways to use school volunteers and recruit help via bulletin boards.
- Create hand-made mobiles from natural products and give them to younger students.
- Identify companies in your community that provide employees with "release time" for community-based volunteer projects. Invite them to volunteer in your school.

Sidewalk Sam

Generous Spirit

Using his artistic gifts to bring people together

Persistence

STORY

As a young man, Robert Guilleman was a well-known artist; his work was shown in galleries and museums around the world. But he wanted more. "I wanted to get people involved in art," he decided. Now called Sidewalk Sam, he uses his artistic talents to create sidewalk masterpieces that bring -people from -all walks of life together --and even transformed Boston's busiest highway into a field of flowers. Recently confined to a wheelchair he continues his community art saying, "I have to fulfill my humanity ... to make my life worthwhile ... to serve my fellow man."

ACTIONS

- Create colorful greeting cards and send to nursing homes and church outreach programs.
- Design a mural with an environmental or cultural theme in your classroom or school.
- Invite local artists to share their work and demonstrate various techniques to the students
- Have students design illustrations for a school newspaper to add to a short story they write

Arts

Language Arts

- Write a 50-100 word essay describing how art contributes to our everyday lives.
- Write a report comparing support for the arts in America vs. other countries.

Career Development

- Study careers in the arts: graphic designers, draftsmen, illustrators, cartoonists, architects
- Investigate possible scholarship sources (or apprenticeships) for artistic students.

Community Service

- Work with local police to paint over graffiti by creating a mural on a building
- Organize an exhibition of students' artwork in your school or community.
- Solicit donated art from local professionals for an auction to benefit local art projects.

This story is featured on the *Stone Soup for the World* audio tape.

Reflection Questions

1. What other famous artists have used their talents to help others?
2. Can you think of a way to make the world a better place using art?
3. If you were confined to a wheelchair, how would you spend your time? Would you find a way to keep giving your gifts?

Lessons You Can Learn

1. Artists can create anywhere: even sidewalks and busy highways can be made beautiful.
2. Community art projects can help break down social barriers between people of all ages.
3. By giving your gifts in public places, you can inspire others to give, too.
4. You can even get the city to cooperate and change the rules/laws for a worthwhile cause.
5. Everyone has something to offer others: a skill, a talent or a service.

Hidden Treasures

Sensitivity

Sincere Caring

Seeing the Best in Others

Dedication

STORY

John McKnight tells the story of a woman who took the time to bring out the best in someone society had nearly written off. As a 42-year-old "developmentally disabled" man, Joe's life had been reduced to a dull routine of feeding pigs on his family's farm and sitting alone listening to the radio... Determined to find Joe's "special gift," his social worker succeeded in opening up his world and finding him a job so he could give his gifts to others.

ACTIONS

Reflection Questions

1. Do you know anyone like Joe who might have special gifts to give, if only someone took the time to find them?
2. How tolerant are you of other people's differences? If you met Joe, what would you say?
3. What special gifts do you have to give? Identify at least 5 of your gifts.
4. Brainstorm a list of the ways you could use your gifts to help others.

Lessons You Can Learn

1. Everyone has special gifts they can give to others and the world.
2. Being non-judgmental brings out the best in others.
3. You never know how special someone is until you've walked a mile in their shoes.
4. Take the time to be with others so you can discover what's special about them.

Language Arts

- Invite students to explore the question: "What is normal? Gifted? Unique? Special needs?"
- Have students write about someone in their life who has special needs or about how they feel about people with special needs and how they might help them realize their potential.
- Read the book, *Summer of the Swans*: discover the relationship between these brothers, one with a special need.

Career Development

- Explore different "helping" professions: social work, psychology, nursing, police work.
- Invite local professionals to speak to your class in a panel discussion, or one at a time.
- Search the Web for interesting stories on their jobs. Add data and figures. Write a report.

Community Service

- Organize tutoring opportunities with special needs students. Prepare students by having them study sign language or Braille and how to deal with physical and mental handicaps.

This story is featured on the *Stone Soup for the World* audio tape.

Forgiveness Party

Ability to Forgive

Reaching out to Others

Neighborliness

Compassion

STORY

When 9-year-old Bess Lyn Sannino's house was broken into and vandalized by neighborhood kids, she was angry and hurt. Her first thought was for revenge. But she and her mother decided to take a different route. This is the story of how they turned a bad situation into an opportunity for healing and even created new friendships -- with a neighborhood party.

ACTIONS

Language Arts

- Study the various perspectives on forgiveness: Christian, Hebrew, Buddhist and Moslem.
- Create a panel discussion on the difference between restitution and reconciliation or a debate on capital punishment or jail terms for young offenders.
- Develop a reading list of books about conflict resolution. Write a book report on one.
- Renew the dying art of sending Thank You notes to neighbors, family and friends.

Social Studies

- Create a list of important moments in history when people have forgiven each other. (E.g. post-apartheid South Africa; Swiss banks' returning funds to Holocaust survivors).
- Research how the criminal justice system in your state deals with young people. What might have happened to the young boys if Bess Lyn hadn't tried a different approach? What percentage of young offenders who are imprisoned become repeat offenders?
- Study innovative approaches that different states have developed for young offenders.

Community Service

- Get to know your neighbors. Coordinate a Block Party with food, music and dancing.
- Invite a near-by "rival" school or class to your school for a party to get to know each other.
- Make May baskets with flowers and treats to leave anonymously on neighbors' doorsteps.
- During the holidays, arrange secret pal gift exchanges within the classroom.
- Apologize to a neighbor, classmate or sibling when you make a mistake.
- Learn about conflict resolution skills through the Children's Creative Response to Conflict at the Fellowship of Reconciliation: <http://crc-global.org>

Reflection Questions

1. If you were in Bess Lyn's situation, how would you react? What would you do?
2. Can you think of a time when someone made you angry or hurt you badly? Did you forgive them? If you haven't yet, do you think you could now?
3. Can you remember a time when you hurt someone or made them angry? Were they able to forgive you?
4. What neighborly customs are there in your community? How do you resolve conflict?

Lessons You Can Learn

1. There are lots of creative ways to deal with the conflict in our lives.
2. When we give people the benefit of the doubt, we can create an opportunity for healing.
3. Conflict resolution takes more time, than revenge but it is more rewarding.

Teaching Jazz, Creating Community

Commitment to Kids

Creativity

Self Discipline

Celebrity with Heart

Humility

STORY

Wynton Marsalis is best known as an award-winning jazz musician. But for students in the thousands of schools he's visited, he's a role model telling them to "take your freedom and put it into the service of somebody else's." Young people like Roberto Perez in Washington D.C. have learned from Wynton how jazz can be a metaphor for creating democracy. "What a kid learns from jazz is how to express his individuality without stepping on somebody else's," says Wynton. "Being a good neighbor, that's what jazz is all about."

ACTIONS

Language Arts and Music Appreciation

- Play Wynton Marsalis' music and ask students to listen and share how it affects them? Have them draw, paint or write about the way it makes them feel.
- Create a music appreciation class; have students identify various musical instruments, and listen for their sequence in the piece; and the quality of harmony between them.
- Compile a list of music terminology and add to a weekly spelling list or have a spelling
- *Bee: harmony, rhythm, tempo, woodwind, percussion, cymbals, trumpet, lute etc.*
- Make a collage of images of famous musicians, their musical style and their instruments.
- Develop a list of biographies about musicians for students to read and write a report.
- Have students with musical talents play their instruments and teach others how to play.
- Research historic music pieces; discuss how they've helped create harmony among people.

Social Studies

- Invite local musicians to play and speak to students about their life, studies and music.
- Clip and share newspaper articles on several musicians who are helping others.
- Research various music schools where students might apply to go to college.

Community Service

- Host a school-wide concert (inside or outdoors) and invite the community - use it as a fundraiser for a school music program or for music lessons or student scholarships.
- Invite people in your community to donate their old musical instruments to the school.
- Contact your Rotary Club to learn how to donate instruments to developing countries.
- Support music events in your community. Get a calendar of events, send it home.

Wynton Marsalis is featured on the *Stone Soup for the World* educational video.

Stone Soup for the World: Life-Changing Stories of Everyday Heroes
Stone Soup Leadership Institute

www.Soup4WorldInstitute.com • www.TouchstoneLeaders.com

Reflection Questions

1. What other famous musicians have helped young people?
2. How is creating harmony in music a similar process to creating harmony among people?
3. What happens when we focus on making our own "music" vs. being good neighbors?
4. Ask students: "What does the last quote in the story mean to you?"

Lessons You Can Learn

1. Rise above prejudices and follow your dreams.
2. Find creative ways to share your gifts and talents with others.
3. To enjoy living in a democracy, we must learn to respect and create harmony with others.
4. Once you make it in the world, go back and help others make their dreams come true.

Thank You, Dr. Coue

Courage

Optimism

Positive Attitude

Intuition

Cleverness

Gratitude

STORY

Robert Muller was a 20-year-old member of the French Resistance when he escaped from a seemingly impossible trap set for him by Nazi soldiers. In this thrilling adventure story, he tells how it was his ability to think optimistically and act courageously, even when his capture seemed imminent, that saved his life. "We have the choice of seeing everything in light or in dark," Muller says. "Optimism, hard work and faith are not only in our highest self-interest, they are also the affirmations of life itself."

ACTIONS

Language Arts

- Practice making positive affirmations by writing a daily entry in a journal. For example, *I feel great today t I'm going to do an excellent job in math today. I feel at ease taking tests.*
- Have students list three things that they are thankful for each day for a week in a journal
- Watch the film, *Pollyanna* and discuss what make the biggest difference in people's lives.
- Reenact this story by creating a play for all students to participate in. Create the script, make scenery, choose parts, rehearse for a class or school presentation; be a "theatre critique"

Social Studies

- Read the Diary of Anne Frank, Number the Stars or other books on youth who lived through the Holocaust. Ask students to write a story imagining themselves in the situation
- Research the work of people involved with French Resistance during World War II. How many of them survived? What has become of them? Write a report and share with class.
- Research the lives of others who dedicated their lives to fighting wars with non-violence. Compare their different lifestyles and approaches and common commitment to peace.
- Read Dr. Muller's biography, *Most of All They Taught Me* Happiness and discuss. Write a report on his journey from the war to the Undersecretary General of the United Nations.

Community Service

- Look for ways to resolve conflicts courageously, peacefully and with a positive attitude.
- Join Dr. Muller in filling the last years of this century and millennium with our ideas and dreams for the future. Write your ideas and send them to World Core Curriculum <http://robertmuller.org>
- Organize a trip to Washington D.C. to visit the Holocaust Museum. Have students pair up as buddies to experience this together. Visit their website www.holocaust-trc.org.

Reflection Questions

1. If you were caught in a situation like Robert Muller's, what would you do?
2. Do you think it is possible to fight a war with non-violence?
3. Have you ever survived a dangerous situation or survived overwhelming obstacles by thinking positively and acting courageously? Did it make a difference?

Lessons You Can Learn

1. Thinking positively, can actually save your life.
2. When faced with a dangerous situation, stay calm and respond wisely.
3. To outsmart an enemy, try to think of something they aren't likely to think of.

Father Joe

Vision

Dedication

Initiative

Resourcefulness

STORY

Father Joe Carroll is changing the way San Diego - and even the country -- deals with homelessness. At his revolutionary St. Vincent de Paul Village, they are breaking the cycle of poverty by helping homeless people regain their independence so they can find purpose and dignity -in their lives. After a year at St. Vincent's, more than 80% of all families now have their own homes. Remembering his childhood, Father Joe, who sometimes received his Christmas gifts from the local St. Vincent de Paul thrift store in the Bronx says, "I was the one chosen to give back what my family had received all those years."

Reflection Questions

1. When you see a homeless person on the street, what goes through your mind? How do you feel? What do you usually do?
2. Have you ever known anyone who lost his or her home? Have you ever wondered how people become homeless?
3. Have you ever been afraid that someday you or your family might be homeless? What would be the hardest thing for you to deal with?
4. In what ways could you, friends and family, help the homeless in your community?

Lessons You Can Learn

- 1 It's easier to ask others to pitch in, when you're doing it for a good cause.
2. Always look for ways to give back for the kindness that's been given to you.
3. Homeless people can rebuild their lives, if they receive the right support.
4. There are better ways to break the cycle of poverty than a "quick fix" of a meal/shelter.

ACTIONS

Social Studies

- Ask students to imagine they were living in a homeless shelter. What would their lives be like? Write daily in a journal as if they were, then a report comparing their real lives.
- Research and develop a list of services for homeless people in your community.
- Conduct a Don't Waste Food campaign using posters and information leaflets.
- Write a report on the roots of homelessness in America. Investigate the rate of domestic abuse among homeless women and children. Create a timeline noting changes in the mental health system and rise in homelessness. Study the effect of lost jobs in a community. (Also see story, Changing People's Minds on page 300)
- Research innovative approaches in various states to helping homeless people. Brainstorm with students about how such ideas could be brought to your community. Write a letter to local representatives and state officials with your recommendations.

Community Service

- Volunteer and make friends with homeless people at a soup kitchen or shelter.
- Donate lightly used books to shelters for homeless families and their children to enjoy.
- Contact the local St. Vincent de Paul and ask them how you can help.
- Volunteer at Christmas in April (p. 216). Help people avoid losing their homes to decay
- Invite a protective services worker to discuss ways to help others prevent homelessness.

Oakland's Fire-Fighting Peacemaker

Bravery

Service

Responsibility

Quick Thinking

Willingness to Lead

STORY

As a child, Ray Gatchalian was taught to help others. "We're here to inspire one another, to bring out the best in each other," his father told him. When Ray's Oakland, California neighborhood was about to go up in flames in the largest urban wildfire in U.S. history, Ray organized a dozen- .curious onlookers into a makeshift fire brigade that saved many homes and inspired one of the volunteers to become a fireman. "Fighting the fire with Ray changed my life," he says.

Reflection Questions

1. How did Ray turn a group of curious onlookers into a makeshift fire brigade?
2. If someone asked you to participate in a dangerous activity,
3. Would you trust him /her? Would you trust yourself to make the right decision?
4. How important is teamwork and cooperation?
5. If there was a fire in your home or your neighborhood, what would you do?

Lessons You Can Learn

1. Inviting people to help others and do the right thing can bring out the best in them.
2. The words of wisdom your parents share with you can make a life-long impression.
3. You never know when you might change someone's life.
4. Strive to make a difference wherever you go.

ACTIONS

Language Arts and Fire Safety and Prevention

- Ask students to imagine they were living in a homeless shelter. What would their lives be like? Write daily in a journal as if they were, then a report comparing their real lives.
- Research and develop a list of services for homeless people in your community.
- Conduct a Don't Waste Food campaign using posters and information leaflets.
- Write a report on the roots of homelessness in America. Investigate the rate of domestic abuse among homeless women and children. Create a timeline noting changes in the mental health system and rise in homelessness. Study the effect of lost jobs in a community. (Also see story, Changing People's Minds on page 300)
- Research innovative approaches in various states to helping homeless people. Brainstorm with students about how such ideas could be brought to your community. Write a letter to local representatives and state officials with your recommendations.

Community Service

- Schedule an appreciation day for local firefighters. Make a thank-you poster for them, and / or bring them treats on Halloween.
- Add a school vs. Fire Department fundraising softball game to Field Day activities.
- Participate in a neighborhood watch or tenant patrol to prevent fires or vandalism.
- Make sure you have smoke detectors in your house and replace your batteries every year.
- Organize a CPR course. Ask students to write about an experience with a fire, or near fire emergency. What did they learn from this experience? Read this essay aloud in class.

The Power of An Idea

Courage

Creativity

Resourcefulness

Perseverance

Organizational Ability

STORY

When 11-year-old David Levitt read about Harvest USA, he was inspired to get his school in Tampa, Florida to donate leftover lunches to nearby soup kitchens. It wasn't easy, but David was determined and he didn't give up -- and he learned a lot about how to work with bureaucracies. Thanks to David, all schools and restaurants in the state of Florida are now being encouraged to recycle leftover food to the homeless. "Kids can make a difference," says David, "and adults will take the time to listen to them."

ACTIONS

Language Arts and Fire Safety and Prevention

- Clip articles about people who help get food to the hungry. What approaches work best?
- Write a letter to your local newspaper editor asking people to donate to the local food bank
- Calculate the amount of food needed to feed hungry people in America every day.

Social Studies

- Research the National School Lunch Act and the Food Stamp program: Assemble statistics to show how many children rely on schools for meals. Put results in school newsletter.
- How much food is wasted every day in America? -- Or in one year.
- Study the economics of the world food production system. Conduct a discussion among students addressing the question: Why is there hunger in the world?
- Respond to David's question: "Can you imagine how much food there would be for the homeless if every food server in the U.S. participated in a food donation program?"

Community Service

- Develop a list of local food programs needing volunteers; offer to help one as class project
- Organize a food drive at your school; donate canned goods at school dance or sports events
- Investigate your school cafeteria policy on leftovers. How much food is wasted each day/week? Develop a strategy to change this policy. Write a proposal; present it to your principal, PTA or school advisory board. Share David's story and the merits of Harvest USA.
- Invite local restaurants to join your school in recycling leftovers to soup kitchen.
- Develop a plan for your class to volunteer at a soup kitchen once a month.
- Design a bumper sticker to increase awareness of hunger in America. Sell them at church fairs or school events, then donate the money raised to the food bank.

Reflection Questions

1. Who could you get to help you feed the hungry people in your community?
2. Have you ever wondered what happens to all the leftover food in your school cafeteria?
3. What special traditions does your family have for helping others?

Lessons You Can Learn

1. Young people can become leaders of change in their schools and their communities.
2. Our cultural and ethnic heritage can teach us how to help others.
3. Just because someone else has tried and not succeeded doesn't mean you shouldn't try.
4. Hunger can exist in the midst of plenty.
5. Speaking up for what you believe in can give you courage.

A Little Extra

Thoughtfulness Generosity Organizational Skills Compassion Commitment

STORY

Like many Americans, 27-year-old Chris Gross was appalled by the Oklahoma-City bombing. He was especially troubled by the children who lost their parents. "I always thought that if most parents had a dying wish for their children, they would say, 'Go to college, make something of yourselves,'" says Chris. He decided started a scholarship fund for them, starting by donating his own salary for a year and inviting others to pitch in. Thanks to Chris' generosity and determination, the fund now has over \$4 million - enough for all 207 children to go any college they choose.

ACTIONS

- Suppose you were one of the children who lived through this tragedy. Write in a journal each day for a week imagining your thoughts, fears, feelings, hopes and dreams.
- Invite a Rabbi to speak about the Jewish tradition of tsdaka (giving to others).
- Write a report about the traditions of giving as it is practiced in various cultures. Make colorful cards with words, phrases and images from each. Put them up in the classroom.

Language Arts

Reflection Questions

1. Did you see the Oklahoma City bombing on TV? How did it make you feel?
2. Have you or any of your friends ever lost a parent? How would it affect your life? Could you still afford to buy all the things you're used to having?
3. Have you ever been very generous to people you don't even know?
4. The next time you hear of a tragedy, think about the children. What can you do?

Lessons You Can Learn

1. When you see a need, try to do something about it -- even if you don't know how.
2. When you take the first step, and invite someone to help you help others, they often will.
3. People with good jobs can share their success and even make sacrifices to help others.
4. Giving someone a good education is a gift that will last for a lifetime.

Social Studies

- Read about the people, especially the children, who survived the Oklahoma City bombing. How are they doing now? What has it taken for them to rebuild their lives? Write a report.
- Study Timothy McVeigh's life. What caused him to do such a hateful thing? How do you think we can prevent others from doing such things?

Community Service

- Find and share with the class daily news reports about local families who've had hard times. Brainstorm ways to help them. Develop a class fund. Choose a family each week to send cards, gifts, donations. Or develop a class project to help them.
- Adopt a family for the holidays: buy them gifts, make a delicious meal, invite to events.
- Create a scholarship fund for young people who have lost their parents in a tragedy. Raise money with a school dance, a silent auction, a children's carnival, and sponsors from a Walk-athon or Read-a-thon. Collect slightly used books and create a book fair.

She Kept Her Promises

Integrity

Honesty

Sincerity

Dedication

Compassion

Humanitarian Ideals

STORY

Trude Lash, Eleanor Roosevelt's close friend and co-worker for 40 years, tells about Mrs. Roosevelt's generous spirit and the story behind her resolve to never break a promise to anyone. As a result, Mrs. Roosevelt became one of the most trusted people in the world. Sometimes called a "do-gooder", she was a leader who knew how to bring out the best in people, and who fought tirelessly for fairness and justice for all humanity.

Reflection Questions

1. What inspires you most about Eleanor?
2. How does it feel when someone keeps a promise to you? What happens when someone breaks a promise? Is it hard to trust them again?
3. Have you ever been teased or made fun of for doing good things?
4. Mrs. Roosevelt once said, "You must do the thing you cannot do." What did she mean?

Lessons You Can Learn

1. We earn people's trust by keeping our promises.
2. Everyone has gifts they can give. Be sure you share yours.
3. Sometimes, it's good to be a "bother" if we can truly help others.

ACTIONS

Language Arts

- Design a bulletin board of hands reaching out to help others. Put names under each set of hands like Eleanor Roosevelt, classroom volunteers, teachers, students. Add a special quote.
- Read a biography of Mrs. Roosevelt. Give five examples of how she contributed to our country and the world. Divide the class into groups and discuss each of the examples. How might our country, the world have been different if Mrs. Roosevelt had never lived?
- Compare Mrs. Roosevelt to other women of her time. How was she different or the same? Have each student write a report on another woman who was a leader and present to class.

Social Studies

- Identify other important world leaders of her time. Did their styles or contribution differ?
- Research public monuments in your community. The statue of Eleanor Roosevelt in New York's Riverside Park is the first one to honor a woman. Why do you think this is so?
- Study the history of the United Nations. Discuss its five most important achievements.
- 1998 was the 50th anniversary of the signing of the UN's Declaration of Human Rights. Research educational activities that were coordinated around the country in its honor.
- Organize a trip to New York City. Visit Eleanor Roosevelt's statue and the United Nations

Community Service

- For Halloween Trick or Treat for UNICEF: collect coins to provide medications, vaccines, clean water, sanitation, food, education to millions of children in more than 106 countries. During October, the U.S. Committee for UNICEF provides educators with materials to teach children about global issues and celebrate cultural diversity www.unicef.org.

Eleanor Roosevelt is featured on the *Stone Soup for the World* educational video.

Stone Soup for the World: Life-Changing Stories of Everyday Heroes
Stone Soup Leadership Institute

www.Soup4WorldInstitute.com • www.TouchstoneLeaders.com

Peace, For Their Grandchildren

Faith

Courage

Kindness

Genuine Concern

Patience

Commitment

STORY

In 1977 President Jimmy Carter served as mediator of peace talks between Israeli Prime Minister Begin and Egyptian President Anwar Sadat. In this story, he shares his human struggle to find common ground between these historical enemies. In the end, it was Carter's thought of their grandchildren, shared with the others in a very personal way, that opened the way for the first-ever Middle East Peace Treaty to finally be signed.

Reflection Questions

1. If you were the President, what would you do to help bring peace to the Middle East?
2. When people you know are fighting, how can you be a mediator?
3. If you had the chance to speak with world leaders about peace, what would you say?

Lessons You Can Learn

1. Finding common ground among people is the first step towards peace.
2. Leaders, who want to build relationships, must first connect with their own humanity.
3. Mediation and conflict resolution take time, patience and persistence.
4. Concern about the children of the world is something shared by all people.

ACTIONS

Language Arts

- Read President Jimmy Carter's book, *Talking Peace, a Vision for the Next Generation* and what does Carter say are the five key ways we can bring peace to the world?
- Divide the class into two groups: Israelis and Palestinians. Have them study how these people live: what kinds of homes they live in, what kinds of jobs they have, where they play and write a report to present to the class.
- Read "Oasis of Peace" (pp.240-243) and discuss successful peace initiative in the Mideast.

Social Studies

- Study the concept of a family tree. Show how divergent cultures can be brought together through love, marriage and children. Have students draw their own family trees and discover how many cultures, countries and ethnic backgrounds they might find.
- Study the history of the Middle East and the traditional relationship between Israelis, Palestinians, and Egyptians. Who have been the champions for peace on the Middle East? Discuss the word "compromise." Share current events newspapers on these countries.
- Prime Minister Rabin and Anwar Sadat were assassinated by their own people. Study what was happened in the Mideast then. Write a report on why you think this happened.
- Make a timeline of the Middle East with their leaders, their goals and accomplishments.
- The Carter Center monitors and works to bring peace to over 100 countries who are at war.

Community Service

- Write a letter to the Nobel Peace Prize nominating Jimmy Carter for humanitarian acts.
- Create a list of your own "enemies." Now think about what you might have in common.
- How could you use these common interests to work together on peace instead of fighting.

Jimmy Carter is featured on the *Stone Soup for the World* educational video.

A Long Road to Freedom

Humility

Courage

Patience

Strenght of Spirit

Dignity

Leadership

STORY

In this story from his autobiography, Nelson Mandela gives us a great lesson in the power of forgiveness and acting compassionately, even in the most inhumane situations. After being in prison for 27 long years trying to free his people from apartheid in South Africa, Mandela was finally freed. While he was there, he found peace of mind in simple ways -and by believing in the goodness of people. "I always knew that deep down in every human heart there is mercy and generosity," Mandela says. "Man's goodness is a flame that can be hidden but never extinguished."

ACTIONS

Reflection Questions

1. If you were Nelson Mandela, how would you feel when you were finally freed from jail?
2. Have you ever been unjustly punished? How did you react? Were you able to forgive?
3. What issues are so important to you that you would be willing to go to prison for them?
4. What is apartheid? How did it affect the young people of South Africa?

Lessons You Can Learn

1. You can find peace by caring for living things and sharing them with others.
2. Let your light shine, even when the darkness seems overwhelming.
3. With freedom, comes responsibility.
4. Great leaders make sacrifices, forgive others and take responsibility for others.

Language Arts

- Have half of the students act the role of reporters and the other half act the role as Nelson Mandela. Have reporters think of five questions they would like to ask of Mandela. Have "the Mandela" reporters think about what they would like to tell their readers. After they have finished, have a few pairs of students role-play an interview for the whole class.
- Imagine what it would be like to be in prison for a long time. How would you spend your time? What would you do to keep your spirit strong? Write an essay on freedom.

Social Studies

- Nelson Mandela came from a family of African royalty. Study his lineage and traditions.
- As President of his country, Mandela has helped create significant changes. Identify five important steps South Africa is taking towards equality and social justice for all.
- Under apartheid, young black people in South Africa were deprived of an education. What is being done now to prepare them for participating in the world community?

Community Service

- Follow Nelson Mandela's example. See what you can learn from planting seeds and caring for them. Write in your journal about your experience. Share veggies with others.
- Nelson Mandela Foundation <https://www.nelsonmandela.org/>

This story is featured on the *Stone Soup for the World* audio tape.
Nelson Mandela is featured on the *Stone Soup for the World* educational video.

Mother Teresa

Humility

Love for Others

Deep Faith

Dedication

Patience

STORY

Mother Teresa was one-of the most beloved and admired women of her time. Her selfless, ceaseless efforts on behalf of the poor, sick and hungry gained her the respect of leaders around the world. In this story, we learn when she wrote a simple letter asking President Regan to help with the famine in Ethiopia; he took immediate action, sending food and medicine. When someone commented that, she was the most powerful woman in the world. She replied with a smile, "I wish I were. Then I would bring peace to the whole world."

ACTIONS

Reflection Questions

1. What inspires you most about Mother Teresa?
2. Have you ever written a letter to ask a powerful person to do something?
3. If you were the most powerful person in the world, what good deeds would you do?

Lessons You Can Learn

1. Caring for millions of people happens one person at a time.
2. People who selflessly help others of ten gain the power and influence to do greater deeds.
3. Writing a letter to the right person can change the world.

Language Arts

- Read a book by Mother Teresa and write a report on her message of unconditional love.
- Watch the video on Mother Teresa's life journey from Agnes Gonxha Bojaxhiu to India.

Social Studies

- Locate Calcutta, India on a map. How far is it from your town? What is the population? What percentage of residents are under 15 years old. What is their life expectancy?
- Learn about the 1981 famine in Ethiopia. What were the forces that contributed to this tragedy? How can this tragedy be prevented in the future?
- How did Mother Teresa's letter to President Reagan help people in Ethiopia?
- How has Ethiopia changed since 1981? In what ways has, it improved. What problems are they facing today?
- Mother Teresa has been called a modern-day saint. Research the of process of becoming canonized by the Catholic Church. How long it takes?

Community Service

- Join Mother Teresa's "revolution of the heart" by caring for the poor in your community.
- Arrange a class trip to visit people who are feeling sick, sad or lonely. Bring them your caring along with a few treats.
- Arrange for a free jacket and boot swap in your school, church or at the police department.
- Make a donation from your allowance to Missionaries of Charity to help continue Mother Teresa's work around the world.

This story is featured on the *Stone Soup for the World* audio tape.
Mother Teresa is featured on the *Stone Soup for the World* educational video.

Everybody in America is Helping

A Sense of Humor

Joy

Open-Mindedness

Cooperation

STORY

Ram Dass and a Gallup pollster make light of serious statistics, by joking about the dubious nature of a survey on volunteering. They finally agree -and it becomes headlines: Everyone is Helping - "half of all Americans help out..." while the other half is being helped!

Reflection Questions

1. Do you agree that just making someone laugh is a form of helping?
2. When you help others, do you receive good things in your life?
3. In your life, are you usually the giver or the receiver?
4. Just think what would happen if we each took turns, giving and receiving.
5. Why do you think people serve in general? Why do you think people your age serve? What motivates them? Why and when did you get involved in service to others?

Lessons You Can Learn

1. Laughter is good medicine.
2. Giving and receiving are two sides of the same coin.
3. Sometimes, we can change the rules to make the world a more humane place.
4. When we give, we also receive.
5. Every day you probably help someone without knowing it.

ACTIONS

Language Arts

- Read a book by Mother Teresa and write a report on her message of unconditional love.
- Watch the video on Mother Teresa's life journey from Agnes Gonxha Bojaxhiu to India.

Social Studies

- Develop a survey for students to interview other students, parents, and find out how many community members are volunteering and giving to others. Make two pie charts, using colors to compare.
- Research the statistics on volunteering in this country. How many young people volunteer? How often? What kinds of activities and projects do they participate in?

Community Service

- Choose one activity each day from the book, *Random Acts of Kindness* to help others.
- Create a community celebration during National Volunteer Week - like a Servathon.
- Raise funds for a special project (or the Seva foundation) by having students ask friends, neighbors and family to sponsor them for every hour of community service they do.

This story is featured on the *Stone Soup for the World* audio tape.

One Person's Voice

Simplicity

Listening

The Importance of Speaking Up

Cooperation

STORY

This simple parable is about how important each one of us can be - if we choose it. A coal mouse and a dove discuss the weight of a snowflake and decide that it's, "Nothing more than nothing ..." But like the sound of a single human voice, it may have more impact than we ever could imagine. "Perhaps there is only one person's voice lacking for peace to come to the world."

ACTIONS

Reflection Questions

1. When has one person's voice made a difference in your life or in the world?
2. Have you ever spoken up for something that really mattered to you? What happened? How did it make you feel?
3. Do you know someone who spoke up for peace and really inspired you?

Lessons You Can Learn

1. Each person can make a difference.
2. Be a player vs. a spectator.
3. If we each pitch in, we can do great things together.
4. It is possible to bring peace to the world.

Language Arts

- Divide the class in two and have a debate on "Does one vote really make a difference?"
- Have students think about three issues, which are most important to them. Invite them to prepare an inspiring speech to share their ideas with the class.
- Create a winter wonderland by having students make their own distinctive snowflakes. Notice the different shapes and sizes and how they look together. Have students write their names on each one and hang them in the windows.
- Doves are a symbol of peace. Have students create designs with a *peace on earth* theme by drawing or cutting out doves. Come up with an inspiring slogan and hang it up.
- Split apart a dry white sand dollar to discover the many little "doves of peace" inside it.

Social Studies

- Ask students to complete the sentence... *"If I were president for a day, I would"*
- Discuss citizenship and leadership in the 21st century. List three important values and qualities we need to develop and actions we will need to do take to bring peace to the world.

Community Service

- Discuss the importance of voting to maintaining a healthy democracy. Hold a class or national election by encouraging students to campaign and address meaningful issues. Cast votes. Learn how you can make your voice be heard. Contact Kids Vote.
- Assign students to research national or local candidates to learn about views and positions on important issues, especially education. Then hold a class campaign and election.

This story is available on the *Stone Soup for the World* audio tape.

Cultural Healing

The history of America is one of the most amazing Stone Soup stories of all. In just 300 years, people from all comers of the world have gathered together and formed the most culturally diverse country on the planet. We come together with our struggles and challenges - our hopes and dreams. We each bring a wealth of resources as well as our nationality, race, religion, color and culture. When we combine our gifts and talents, we form a rich multicultural community that gives our nation a great advantage in the world.

The cultural heroes in this chapter show us that when we teach tolerance, learn forgiveness and practice compassion we can heal our collective wounds and move forward. People from different heritages together can find common ground and solve our common problems. When we accept and even appreciate our differences, we can rise above the things that which divide us.

These compelling stories honor people from every culture, giving young people real heroes to identify with and footsteps to follow. Stories of African-Americans, Native Americans, Hispanic Americans and Euro-Americans, who overcame obstacles, endured personal sacrifices and courageously persevered to better the lives of their people. Through their noble efforts, they dispel negative stereotypes, work for justice and restore cultural pride.

They also give us powerful lessons for how we can work to bring cultural healing to our country.

One of the great community heroes of our time is Cesar Chavez. His story, *By Giving Our Lives, We Find Life*, describes his life-long struggle to improve the lives of Hispanic farm-workers and his dedication to guide young people with his example of non-violence. Today, some of those young people, like Nane Alejandrez, are following in Cesar's footsteps- passing on his gentle strength to hundreds of young Latinos in Viva! Barrios Unidos. Millions of people were inspired by Martin Luther King Jr. to help make the American dream available to all people. In *Fulfilling Martin's Dream*, we learn how Dr. King's "I Have a Dream" speech inspired Chicago businessman, Frank Carr, to create INROADS and open doors for minority youth in corporate America. Father Bill Cunningham started by marching with Dr. King for racial harmony in Alabama, and then came home to build Focus: HOPE, creating jobs for Detroit's underprivileged youth.

Included in this chapter are a few of the hundreds of courageous acts of service from the civil rights movement. These stories remind us what it takes to stand up for what we believe in, especially in the face of injustice. In *Young Acts of Courage*, Melba Beals tells how she became a reluctant warrior, as one of the nine black teenagers who integrated Central High School in Little Rock, Arkansas. Martin Luther King Jr.'s courageous decision to go to jail changed the course of the civil rights movement - and of history. In *A Letter From A Birmingham Jail*, Dr. King shows us the power of committing to a noble goal. Once we make the decision, somehow we find the strength .to make the tough choices and hard sacrifices that are required.

Cultural Healing

Cultural healing sometimes requires humility and honesty. Alabama Governor George Wallace's ability to admit his mistakes, apologize for his hateful words and deeds during the civil rights movement and try to make amends took great courage. It also took courage for those he had wronged to forgive him - and allow him to join then in commemorating the 30th anniversary of the march from Selma to Montgomery.

Sometimes cultural healing demands exceptional forgiveness, especially from the ravages of war. In *A Healing Heart*, Dr. Juan Romagoza's willingness to forgive the unforgivable is part of his commitment to help heal others. "Arturo needs a special love, more compassion and a democratic system so he can relearn how to be human again," he says, of the man who once tried to kill him. In *Freedom From the Mad Mess Gandhi*, who believed that change could only come one life at a time, asks a Hindu follower to make the supreme sacrifice of adopting a Muslim child even after his own family had just been killed by Muslims.

These stories show how one person can turn the tide against racism and make a difference in someone's life. In *Shine on Montana*, Margaret MacDonald shows how one mother responded to another mother's pain and rallied a whole community to stand together and stop the hate crimes against their Jewish neighbors. In *Walking The Talk*, Reverend Cecil Williams teaches tolerance and leads his diverse, inner-city Glide community in San Francisco so that "... all different colors of hands, reach down to help each other."

Some cultural heroes broke free from the vicious cycle of poverty and then reached back to help others. Through these stories, we come to understand their struggles and celebrate their victories. What they did often took tremendous courage, yet they knew change had to start somewhere. In the story about Edward James Olmos' work with young gang members in Los Angeles, George Sarabia asked himself "If I'm not able to forgive, when will it ever stop?"

Each one of our cultures has a long history and rich tradition of helping others. In the Native American tradition, children are taught to think about how their actions will affect the next seven generations. The African proverb, *It takes a whole village to raise a child* has become a popular metaphor, reminding adults that we are all responsible for raising all of our nation's children. In Puerto Rico, people believe by working together they can move forward: *Nos estamos moviendo nos para adelante*. The Jewish tradition of Tikkun Olam encourages people to carry out their responsibility of mending the world.

Each one of us must decide to create cultural healing in our communities. When we nurture our shared legacy for helping one another, we bring out the best in each other and ourselves. Together, we can rebuild our inner cities, strengthen our democracy and create a safer, healthier world for everyone. Together we can keep our promise of being "one nation, indivisible, with liberty and justice for all."

Young Acts of Courage

Faith

Self-Control

Courage

Conviction

Trust in Her Family

STORY

When Melba Pattillo Beals was 15 years-old, she was one of the youngest leaders of the Civil Rights movement as she helped integrate her high school in Little Rock, Arkansas. She kept a diary of her experiences: walking the gauntlet between classes, avoiding slaps and insults as well as experiencing the kindness of strangers who came to her aid, and kept her alive. During the long school year, she wrote about what it was like to get up every morning "and go off to war." Her mother's words gave her courage, "Make this day the best you can."

ACTIONS

Language Arts

- Ask students to imagine they are news reporters interviewing Melba Beals about her life at 15. List 10 questions to ask her and write an article, remembering the who-what-when where-why-how of news reporting with an exciting headline to attract attention.
- Arrange pen pals with suburban/ inner city children. Create list of possible topics to discuss
- Read Melba's book, *Warriors Don't Cry*. Keep a diary of their thoughts and feelings.
- The 30th anniversary of Central High's integration was held in August 1997. Review news reports and have students write a story about the healing between people at this event.
- Make a list of words that your friends or family say to you that gives you courage.
- Read *From and Acorn to an Oak* (p. 164). Compare the experience of a white student, Elena Hanggi during integration with Melba's experience. How did it affect each of them?

Social Studies

- Have students act this story out as a play. Facilitate a dialogue before and after the play.
- Show videos about the civil rights movement and study *Brown v. Board of Education*.
- Discuss current issues in the 1990's like affirmative action and race discrimination.
- Invite a speaker from the Quakers or other groups committed to peace and social justice.
- Promote interracial and intercultural understanding using the Teaching Tolerance project of the Southern Poverty Law Center (see our book's Resource Section free materials)

Community Service

- Organize a multicultural fair for students and parents with arts, crafts and ethnic foods.
- Sponsor a roundtable discussion to explore ways intercultural / interracial understanding could be improved in your community.

Reflection Questions

1. Have you heard people calling your friends racial names? Do you speak up for them?
2. When you are faced with a tough situation, from where do you get the courage you need?
3. Melba says the truth told by reporters kept her alive. How can the media help /hurt?
4. What do you think we can do in this school / country to be more tolerant of each other?

Lessons You Can Learn

1. At each moment of our life, we have a choice, to have faith and trust or to be afraid.
2. When we work together, we can find the power to rise above the dark times.
3. Sometimes unknown people are helpers, like the Quakers who gave Melba a new home.
4. Our families can pass on a legacy of the courage of our convictions and working for justice

A Miracle in Montgomery

Courage to Admit Mistakes Making Amends Asking for Forgiveness Accepting Apology

STORY

Alabama Governor George Wallace became a symbol of the hatred and bigotry during the Civil Rights era. After being shot and paralyzed, he changed his ways, saying "I can understand something of the pain that black people have come to endure... I contributed to that pain and I can only ask forgiveness." He then appointed 160 blacks to office and doubled the number of black voter's registrations in Alabama. Thirty years after the 1965 march from Selma to Montgomery, he asked for the opportunity to join with others reenacting the famous march. In this story, Reverend Joseph Lowery shares his struggle to accept Wallace's offer of repentance and tells of the miracle of forgiveness that happened that day.

ACTIONS

Reflection Questions

1. Imagine you are Rev. Joseph Lowery. How would you react to George Wallace's request?
2. Has anyone ever tried to apologize to you for their mistakes? How did you respond?
3. Where have you seen the effect that hatred and bigotry has on other people?
4. Do you know anyone who has marched to stand up for what they believe in? Have you?

Lessons You Can Learn

1. Miracles can happen, especially when we are willing to let go of the past to move forward.
2. Do the right thing even if your friends disagree?
3. When we forgive one another, we create opportunities for healing and positive change.
4. Even our leaders can make mistakes and ask for forgiveness.

Language Arts

- Send a letter to your Governor encouraging him to promote racial harmony in your state.
- Make a collage from newspapers and magazines on racism and cultural healing.
- Watch Wallace, the TNT special on George Wallace's life. Have students write a report about the changes in his life and the impact he made on the Civil Rights Movement.
- Read *Southern Journey: A Return to the Civil Rights Movement* by Tom Dent (pp. 247- 335) to discover what has happened in Selma since the march.

Social Studies

- Study the impact of hate crimes in America including the history of the Klu Klux Klan.
- Study the geography of Alabama. How many miles is it from Selma to Montgomery? Which historical landmarks are there? How have these communities changed -since 1965?
- Study how the 13th, 14th and 15th amendments have affected black voter registration.
- Discuss some current hate crimes in your community and in the United States.

Community Service

- Have students organize a Walk for Justice in your community. Learn about the process of getting permits, sending announcements to leaders, the police, the press and cleanup crew.
- Locate Freedom Songs that were sung during civil rights marches. Learn a few songs by listening to the CDs. Sing during the march. Play songs on school intercom in the morning.
- Learn how the Racial Dialogue and Reconciliation Program at the Fellowship of Reconciliation can help you to encourage racial harmony in your school and community.

Letter from a Birmingham Jail

Vision

Clarity of purpose

Courage

Standing Firm

Willingness to sacrifice

STORY

In this story, Andrew Young remembers a turning point for his close friend, Dr. Martin Luther King Jr. and for the Civil Rights movement in America. Dr. King, often cautious and reluctant, finally accepts the responsibility of being a leader, even going to jail - as an act of civil disobedience, protesting the injustice towards his people. From his jail cell he wrote his famous "Letter from a Birmingham Jail," explaining his goal of creating nonviolent social change which launched the movement worldwide.

ACTIONS

Language Arts

- Read "Letter from a Birmingham Jail. Discuss why this letter became so famous.
- Read *An Easy Burden* (chapters 9-10 and *Fulfilling Martin's Dream* (page 78.)
- Have students act this story out as a play. Facilitate a dialogue before and after the play.
- Brainstorm the qualities of leadership and create a "mind-map" of its various aspects. Develop an essay entitled: What makes a person a good leader?
- Identify people in your community who attended the March on Washington. Invite them to share their experience with students at an assembly on January 15th.

Social Studies

- Study and make a time-line of the early slave trade, the Black Passage, the Underground Railroad, the civil war, the Civil Rights Acts of 1957 and 1964, the Fair Housing Act of 1968.
- Watch the movie/read the book, *Amistad and Mississippi Burning*. Have a dialogue.
- Read *In Our Defense: The Bill of Rights in Action* (pp. 115-144 about the experience of anti-war protesters. Have students write a report about one person who inspired them.
- Read *Wind in the* to learn how John Lewis became a U.S. congressman.

Community Service

- The King Holiday in January is now a national day of service, interracial cooperation and youth anti-violence initiatives. Create a special event in your community to bring diverse people together. To learn more, check our book's Resource Section.
- Dr. King studied with the Fellowship of Reconciliation. Invite a speaker from their Racial Dialogue and Reconciliation Program speak at a community event to encourage racial harmony in your school, community and your world.

Dr. Martin Luther King Jr. is featured on the Stone Soup for the World educational video.

Stone Soup for the World: Life-Changing Stories of Everyday Heroes
Stone Soup Leadership Institute

www.Soup4WorldInstitute.com • www.TouchstoneLeaders.com

Reflection Questions

1. Have you ever felt cautious and reluctant about being a leader?
2. What power do people have when they practice nonviolence and civil disobedience?
3. Would you ever consider going to jail to protest social injustice?
4. How has Dr. King's life and his work impacted your life and the world?

Lessons You Can Learn

1. When one person has the courage to know the moment of decision, history can be made.
2. Leaders accept the responsibility of making personal sacrifices for the good of others.
3. People who work together for peace and social justice make real changes in society.
4. Targeted and well-planned economic boycotts can help create positive social change.

Fulfilling Martin's Dream

'Content of Character'

Reaching out to Others

Leadership

Changing an Injustice

STORY

When Frank Carr heard Martin Luther King Jr. give his famous "I Have a Dream" speech, it was a turning point in his life. Returning to Chicago, he challenged his business colleagues to join him in opening doors of opportunity to "all God's children" so they could succeed in the corporate world. His vision led to the national organization, INROADS which provides mentors and internships for over 6,000 young people like Juan, a young Mexican immigrant who was given a chance to succeed. Now a manager at Wm. Wrigley Jr. Company, Juan says "There is so much talent in our youth. We all need to take the time to harvest it and help them realize their dreams."

ACTIONS

Reflection Questions

1. Do you have a mentor or someone who gives you guidance and opens doors for you?
2. Would you take a bus from Chicago to Washington - D.C. to join a -march? Why /why not?
3. Do you think there is prejudice against minorities in the corporate world in the 1990's?
4. If you were going to create a national organization that helps people, what would it be?

Lessons You Can Learn

1. A summer job can be a great way to start a career and an opportunity to learn a work ethic.
2. Mentors can be helpful in opening doors and providing guidance to young people.
3. Business people can invite their colleagues to join them in doing good for others.
4. When we take the time to encourage people's talents, they can realize their dreams.

Language Arts

- Have students read aloud from "I Have a Dream" speech and write essay about its impact.
- Research the number of senior management positions held by minorities in business.

Social Studies

- Research summer job opportunities with local companies that nurture your career goals.
- Investigate intern programs available in your community or your state.
- Have students create a folder with information about 1-3 careers they want to explore.
- Ask them to research job opportunities in each career and estimate the need for this job in the year 2010. Add a star for those requiring a college degree, two stars for advanced training or education. Study the options, choose the five most appealing jobs and write report.
- If you want to apply to become an -INROADS student, or if you know a corporate executive who might want to sponsor an INROADS student, learn more at www.inroads.org

Community Service

- Develop a speaking series of professional people from banks, companies, hospitals, retailers. Ask them to help you organize field trips for students to learn different industries.
- Join the National Job Shadow Day in February so students can learn about various jobs.
- Investigate the organizations in your community who help open doors for minorities.
- Organize a community bus to attend a march in Washington D.C. (e.g. Stand for Children Contact National Urban League at <http://nul.iamempowered.com/> a local organization to work with.

Shine on In Montana

Taking Initiative

Courage to Stand with Others

Compassion

Rallying Support

STORY

When a Jewish mother and her 5-year-old son placed a menorah in their window, someone threw a brick through it. This is the story about how another mother, Margaret McDonald got her church and the entire town of Billings, Montana to stand together against the hate crimes in their community. Asked about the risks of confronting the hate groups, the police said, "There's greater risk in not doing it." In the end, Christians and Jews learned the power of standing together in the face of hatred, overcoming violence with love, and experienced the miracle of the light shining through the darkness.

ACTIONS

- Write a report on the eight major religions and their holidays. Draw symbols for each.
- Invite students to share their special religious customs and festivals their family celebrate.
- Invite a Rabbi to discuss the Hebrew culture; describe customs of Hanukkah and Passover. And invite ministers, priests, nuns from other denominations to share culture/ customs.
- Develop a reading list of related stories from this book and books like *Twenty and Ten* by Claire Huchet Bishop or videos like the *Miracle at Morceaux*.
- Imagine you have an opportunity to ask people why they committed hate crimes. What would you ask them? What might they answer? Create a role-play in small groups with students acting out the "harasser" and the "questioner."

Language Arts

Reflection Questions

1. If you were the Schnitzers, how would you feel about your community--before and after?
2. What makes people commit hate crimes? What ideas do you have for stopping them?
3. Do you believe people can overcome violence? Is it worth risking one's life for another?
4. Have you ever helped someone who was victimized because of their religious beliefs?

Lessons You Can Learn

1. Rallying people around a common issue can create a sense of unity in a community.
2. Courageous acts made by people during the Holocaust can help us stop hate crimes today.
3. Churches can help people get organized to stop acts of injustice or hate crimes.
4. Newspapers can help promote cultural healing and can be positive agents for change.

Social Studies

- Investigate the incidence of hate crimes in America. How people are dealing with it?
- Clip newspaper articles on school violence. Create a class discussion about how to stop school violence. Write a letter to the editor of your local newspaper about this issue.
- Study/write a report on how hate crimes tend to increase in times of economic instability.

Community Service

- Create a special awards day for people who spread "good" in your community.
- Learn about the Anti-Defamation League's A World of Difference program. 212-885-7700
- Work with local churches to create an interfaith activity or to create an ecumenical prayer. The Interfaith Department at the Fellowship of Reconciliation will show you how churches can foster better relations in your community and undermine the appeal of hate groups.
- This story is featured on the *Stone Soup for the World* audio tape.

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We Walk Our Talk

Unconditional Love

Respect and Dignity for All

Courage

Commitment

STORY

The Reverend Cecil Williams is pastor of Glide Memorial Church in San Francisco and a pioneer in fighting the war on addiction. He reaches out to pushers, pimps and drug users with unconditional love and a non-violent battle cry "it's recovery time!" Alex, one of the toughest drug dealers in the infamous housing projects near the church, says "... at Glide there were all these hands, reaching down to help me. All I had to do was hang on and keep climbing until I got to the top... this is recovery."

ACTIONS

- Create a reading list of books about recovery including Rev. Williams' *No Hiding Place*.
- Invite someone from Alateen to speak to students about their recovery and programs.
- Develop a list of recovery programs for young people in your community.
- Investigate what kinds of community service programs are available at local churches.
- Have students act this story out as a play. Facilitate a dialogue before and after the play.

Language Arts

Reflection Questions

1. What does unconditional love mean to you? Who in your life has taught you about it?
2. If you were Alex, how would you react if Rev. Williams came to your neighborhood?
3. Do you know of anyone with a drug or alcohol problem? Have you reached out to them?
4. What are some of the reasons a person would turn to drugs?
5. How can you help to fight the war on addiction in your community or our country?

Lessons You Can Learn

1. If you take the time to reach out to others, it may help to turn their lives around.
2. Miracles can happen when people reach out to those less fortunate in their community.
3. There are different ways to recovery. African-Americans prefer a communal approach.
4. When we bring the church to the people, we can reconnect them with goodness.

Community Service

- Volunteer at a local church soup kitchen. Collect canned goods for food pantries.
 - Create a list of organizations in your community that need volunteers. Visit one/ month.
 - When you visit San Francisco, join the Sunday celebrations at Glide Memorial Church.
 - Contact Glide Memorial Church to learn how you can support them or set up programs in your church.
- www.glide.org

School-wide Project

- Develop a school-wide project to help those less fortunate in your community. Invite other grades to join you. Make posters to hang in the hallways to advertise your project and organize weekly afterschool meetings. Elect officers and develop work group committees.
- This story is featured on the *Stone Soup for the World* audio tape.

MAD DADS, Caring Fathers

Patience Generous Spirit Taking Time to be with Others Listening Respect

STORY

When John Gatus' stepson was murdered in Omaha, Nebraska, he knew he couldn't sit back any longer watching young African-American men killing each other. He and other men founded MAD DADS to "mobilize strong, drug-free fathers to get their parenting skills off the couch and out into the streets." Today over 35,000 men are serving as surrogate fathers to young boys in 14 states around the country. They provide a powerful model of how to stop the cycle of violence that is plaguing our nation's neighborhoods. "Raising a child is about being there, over and over again," says co-founder, Eddie Staton.

ACTIONS

Language Arts

- Recruit men in the community to be computer buddies. Match volunteers with students.
- Be sure to invite single men and fathers (and mothers to be chaperones on field trips.
- Read *The Pied Piper* (page 277) and discuss how MAD DADS might help unwed fathers.

Social Studies

- Research the time of day most crimes committed by young people. Why? Have students make a list of things that could be done to prevent this crime.
- Create a debate on the gun amendments; the risk of guns in the home and on the streets.
- Investigate and develop a list of afternoon and weekend programs in your community. Make available to parents. Help prevent crime by getting 'latch-key' kids in the programs.

Community Service

- Invite the fathers in your community to help organize a SWAP team -- to exchange toy (or real) guns for books. This could be coordinated with a book fair or an Open House.
- Ask Big Brothers, Big Sisters to match kids from single-parent homes with mentors.
- Arrange a father/son sports event as a Fundraiser for community youth programs. To learn how to mobilize people in your community go to <http://maddads.com/>
- Create an annual school event like: *Bring Your Dad to Lunch Day*. Schedule it during the Father's Day week. Make invitations on the computer and send them out in advance.
- At the beginning of each school year, coordinate a community event for young people and invite after-school programs and young organizations to showcase their activities.

Reflection Questions

1. Do you have a special relationship with your father or another man in your community?
2. Do you know younger kids who could use some extra support in their lives?
3. Do you know of anyone who is involved with gangs or drugs? What can you do to help?
4. What do you think we can do to stop the violence in our community or our country?
5. What do you think could happen if more people "got off the couch" and helped others?

Lessons You Can Learn

1. Fathers are important role models for young people to look up to and learn from.
2. We can stop the cycle of violence -- with enough human caring and connection.
3. When we take the time to listen to others, we show how much we care about them.
4. Don't sit back and just watch things happen. Reach out to those who need your help.

A Man With a Past Gives Back

Determination to Change His Life Ability to Let Go of the Past Desire to Give Back

STORY

When Will Morales was only 14 years old, he was already a leader of an infamous gang, in prison for dealing drugs. It took his brother's death for him to realize he had reached rock bottom. After a lifer taught him how to read, he decided he wanted to help others -- young-people like himself -with brains .and high aspirations -- .to stay out of trouble. Now a 27-year old law student, home owner and. founder of Boston's Urban Edge's Youth Police Partnership, Will shows kids how to defend themselves with words, not fists, knives and guns. "I still carry a gun," Will tells them, "But it's a mental gun-and what I'm shooting for now is the sky --the hope, peace and freedom in the sky!"

ACTIONS

- Read *Jim's Big Secret* (p. 338). Have students write about what reading means to them.
- Research how many 14-year-olds are in jail. How many of them don't know how to read? Write a report on how not knowing how to read can limit a person's options.
- Hold a mock trial (with a young person like Will at 14 to experience court procedures.
- Invite a parole officer to share his experience of teens who have turned their lives around.

Career Development

- Create opportunities for young people to get to know the police in your community as real people whose mission is to serve and protect. Invite them to speak to students - about how they decided to join the police force. Plan to visit your local police station.
- Invite a lawyer to share his experience of going to law school and discuss his work today.

Community Service

- Write to young people in jail and send this story along with your good wishes.
- Organize opportunities for students to tutor or volunteer in a literacy program.
- Learn how you can bring the youth and police in your community together to build healthy relationships and teach children how to prevent violence through problem-solving and recreational activities. Research Urban Edge's Youth Police Partnership at www.urbanedge.org

Reflection Questions

1. Why was learning to read so important to Will? How did it change his life?
2. What aspirations do you have? How could you use them to do good in the world?
3. Do you know people like Will who have reached rock-bottom? What are their options?
4. Do you know how to defend yourself with words, instead of using violence? Tell us how.
5. Will's life experience inspired him to become a lawyer. What would you like to become?
6. What kind of relationship do you have with your brother? Could it be better?

Lessons You Can Learn

1. Imagine what kind of a world it would be if each of us reached out to one other person.
2. Helping someone learn how to read can be the first step towards creating their new life.
3. Aim to be the right person at the right time, doing the right thing.
4. We can each become a leader, when we turn our lives around and start helping others.

Language Arts

A Healing Heart

Forgiveness

Integrity

Unconditional Compassion

Perseverance

STORY

As a surgeon, Dr. Juan felt it was his sacred duty to treat people from both sides who were fighting the long Civil War in El Salvador. But his government judged his caring for the peasants as political - and imprisoned, tortured and left him to die. After making his way to a new life in the United States, Dr. Juan -created a clinic where the Latino community helps each other heal their minds and souls as well as their bodies. In this story, we learn about an amazing encounter between Dr. Juan and one of his former captors, Arturo, and of the healing power of forgiveness and love.

Reflection Questions

1. If you were Dr. Juan, could you have forgiven Arturo? What does it take to forgive?
2. Have you ever felt torn between helping others and fearing someone else's judgment?
3. If you lost your ability to be a surgeon, like Dr. Juan, what would you do with your life?
4. What does it mean, to heal our minds and souls as well as our bodies?

Lessons You Can Learn

1. We can always find ways to use our gifts and talents to help others.
2. Forgiving those who have hurt us takes great courage and compassion.
3. By helping others, we can heal our own hearts.
4. America's democratic system can help people "learn to be human again".

ACTIONS

Language Arts and Social Studies

- Study the Civil War in El Salvador and how it has affected young people in this country.
- Write a story comparing the life of a young person in this country with one in El Salvador.
- Invite someone from El Salvador to share their experience of living in this country - both before and after the war. Ask them to help you arrange for pen pals with students or create a sister-city program with one of the villages.

Community Service

- Give the gift of health by volunteering at a local free clinic.
- Invite a medical professional to teach CPR to students. Have them research stories about young people who have saved others lives. Write a list of instructions to remind them.
- If you know of medical professionals or bi-lingual translators who could help Dr. Juan provide free medical care, health education, mental health and social services, write to him at 1470 Irving St., N.W., Washington D.C. 20010.
- Contact the National Alliance for Hispanic Health (<http://www.healthyamericas.org>) learn about Latino clinics in cities across the country who could use your help.

This story is featured on the *Stone Soup for the World* audio tape.

Viva! Barrios Unidos

Courage

Vision

Commitment

Hope

Spiritual Faith

STORY

Nane Alejandrez had seen enough pain to last a lifetime. A Vietnam Vet addicted to heroin, he'd lost 13 family members, many to drug-related activities. When he ended up in jail, he knew if he didn't change, and quickly, he would end up dead or in prison for life. After turning his own life around, he helped other young people find a way out of the dead end streets of drug abuse and violence. "Kids aren't born gang members or racists," Nane says. "They become that way." His organization, Barrios Unidos, is transforming the lives of Latino youth in 27 chapters across the country. Like Alejandro who says, "My father made me a man, but Nane made me a warrior for change."

ACTIONS

Reflection Questions

1. Nane means, "walk in peace." In what ways has Nane tried to live up to his name?
2. Nane talks about his mission in life. What kind of mission do you have for your life?
3. What ideas do you have to find a way out of the dead ends of drug abuse and violence?
4. What does it mean to you to be a "warrior for change"? Would you like to learn how?

Lessons You Can Learn

1. Each of us can become a creator of positive change in the world.
2. When we learn how to let go of pain or tragedy in our lives, we can heal and help others.
3. Teens can find their way out of gangs by becoming part of a community of caring people.
4. People who want to be role models are more effective when they first clean up their act.

Language Arts and Social Studies

- Study the life of a migrant farm worker, especially the children. Write a report comparing their lives -- their responsibilities, their activities, their schooling to yours.
- Write a report on Latino culture -- their traditions, values and commitment to family.
- Brainstorm a list of ways to prevent crime, especially among youth in your community.
- Invite a former gang member to speak to students about their life, before and after. Ask them to help create a list of ideas for how young people can avoid getting caught in this trap.
- Have a class discussion about gangs: why do kids join, what are the benefits and dangers?
- Write a letter to the editor of your local newspaper about what kids think should be done to prevent gangs, drugs and crime in your community

Community Service

- Organize a school event (gym night) to draw different cultures in the community together
- Reach out to people from different cultures through your church.
- Create a Youth Peace Summit with teens from all walks of life in your community. Have students speak about their vision for the future -- and how we can start creating it today.
- Invite students and their parents to take a "working" vacation by working with Global Volunteers (www.globalvolunteers.org) or Global Citizen Network (www.xperitas.org)

By Giving Our Lives

Courage

Comitted

Integrity

Leadership

Sacrifice

STORY

Following the tradition of his hero, Gandhi, Cesar Chavez became one of the greatest Hispanic leaders of our time. In the 1960's, he organized the famous grape boycott to get average Americans to help migrant farmworkers to have a better life. In this story, he demonstrates his leadership by fasting as an act of penitence, inspiring his own people to turn them away from violent revenge of past abuses. "The truest act of courage, the strongest act of manliness, is to sacrifice ourselves for others in a totally nonviolent struggle for justice," Cesar told them. "Only by giving our lives do we find life."

ACTIONS

Language Arts and Social Studies

- Research various biographies about Cesar Chavez like *Fight in the Fields: Cesar Chavez and the Farm Workers Struggle* by Ricardo Sandoval and Susan Ferris. The United Farm Workers website (www.ufw.org) offers a complete bibliography and biographies.
- Watch video/film about Cesar and farmworkers (PBS documentary on *Fight in the Fields*).
- Create a list of other Hispanic leaders who have made a difference in this country.
- Study the lives of community organizers in Hispanic countries like Mexico, Central and South America. Write a report on how they improved the quality of life for their people.
- Research newspapers from the '60s on the grape boycott. Write a report about who was involved, which papers wrote editorials, how many cities/states were supportive, what was the response from the grape growers, what was the impact on the United Farm Workers.
- Research current projects of the United Farm Workers that need your support.
- Investigate differences between local farms and corporately owned farms in California.
- Develop a list of creative alternatives to deal with our own and other people's anger.

Community Service

- Learn about the UFW's efforts to create a national day to honor Cesar Chavez and non-violent work to carry on his dream (www.ufw.org)

This story is featured on the *Stone Soup for the World* audio tape.
Cesar Chavez is featured on the *Stone Soup for the World* educational video.

Reflection Questions

1. Do you know anyone who participated in the grape boycott? Ask them to tell their story.
2. Cesar Chavez believed that leadership required sacrifice. What do you think about that?
3. Cesar fasted for 25 days. Why? What did he accomplish by taking such strong action?
4. How do you measure success? Do you think that Cesar Chavez was a successful man?

Lessons You Can Learn

1. Young people can learn from and listen to leaders who set a good example by their actions
2. We can reach people by the actions we take and the personal sacrifices we make.
3. We can replace the culture of fighting back by practicing the power of non-violence.
4. When we have a difference of opinion, we can discuss our differences and respect others.
5. Economic boycotts can be effective to increase awareness, gain support and create change.

Our Touchstone

Celebrating Goodness

Caring and Compassion

Laughter

Family Unity

STORY

Every Saturday night for the past thirty-five years, Don Francisco has united 100 million Spanish-speaking television viewers around the world in a celebration of goodness. He features ordinary people like Jose Reyes who overcame obstacles in their lives and are now making the world a better place. In this story, we learn how one young man and his family were brought together and inspired week after week, year after year, by Don Francisco's stories of human dignity and compassion. This show and these "everyday heroes ... are the touchstones I now use to measure my life," says Joe Rodriguez. "No matter what seemingly insurmountable limitations confront my family, we are all there supporting each other's steps into a better future."

ACTIONS

Language Arts and Social Studies

- Create a list of Hispanic entertainers, musicians, writers and poets. Choose one and write a report on him or her. Compare/contrast their lives, work, and way of expressing themselves.
- Invite someone like Jose Reyes to speak with students--their life before and after their accident. Use this time to show young people how to be resourceful in their lives.
- Research vocational training apprenticeship programs available in your community.
- Invite a local TV producer to show students how a show is created for television.
- Create a list of television shows that have a good message for young people.

Community Service

- Watch Don Francisco on Univision's Sabado Internacional on Saturdays from 7-10 p.m.
- Write to talk-show hosts, send them this story and encourage them to invite people like those in this book to share their ideas about what we can do to build a better world.
- Contact your local public access TV show and find out how you can create a show for kids.
- Invite a local TV producer to show students how to create their own show and arrange for students to visit a TV studio and /or be participants for a talk show audience.
- Organize a no-TV week in your community to promote family involvement in literacy.

Reflection Questions

1. Have you ever met someone like Jose Reyes who has turned their life around?
2. What everyday heroes do you know of who could be on Don Francisco's show?
3. What other television talk shows encourage stories of human dignity and compassion?
4. Do you have special TV shows that are touchstones for you and your family?

Lessons You Can Learn

1. Laughter is a great way to feed our soul -- and entertain others.
2. When we support someone's human dignity, we bring out the best in each other.
3. It can be "cool" to spend time and have special traditions with our families.
4. We can rise above our limitations, create a good life and help others.

We Are Moving Forward

Enthusiasm

Leadership

Fearlessness

Commitment

Ambition

STORY

When Marilyn Concepcion's mother brought her and her sisters from Puerto Rico to Rhode Island, they all hoped for a better future. But the fast-paced urban lifestyle and social pressures of life in America were confusing to Marilyn--until finally she dropped out of school. This is the story of how her City Year experience helped change her life from that of a high-school dropout working dead-end jobs, to a pre-med university student with a mission to serve her people. Marilyn's new enthusiasm, commitment and leadership has made her a national youth spokesperson at events like the 1996 Democratic National Convention. After giving her inspiring speech, she realized that "It wasn't just me up there telling my story." She says, "I feel we are all moving forward."

ACTIONS

Reflection Questions

1. Do you know kids who dropped out of school? Could you share this story with them?
2. What options are there besides dead-end jobs and going to college?
3. Do you have programs like City Year in your community? Would you like to join one?
4. If you gave a speech about your life, what could share that might inspire others?

Lessons You Can Learn

1. By helping others, we can also help ourselves.
2. Even kids who drop out of school can become great leaders in the world.
3. We can start with simple beginnings and transform them into making a big difference.
4. When we take a step forward in our lives, we help others to move forward in theirs.

Language Arts and Social Studies

- Introduce young people to the Spanish language. Listen to Spanish music and audiotapes.
- Invite bi-lingual students to act as peer tutors and share their love for their language. Contact National Council of La Raza (www.nclr.org) to identify local Hispanic organizations.
- Study the lives of people who immigrated to U.S. and made important contributions.
- Send a fan letter to athletes or other celebrities who rose to the top after facing adversity, and are now positive role models for young people.
- Listen to people giving great speeches (see the *Stone Soup for the World* video and take notes on what makes this a great speech.
- Invite students to write a speech about an experience in their lives that could inspire others. Have them practice in small groups and then in front of the class.
- Chart the steps to be taken to champion your own wholesome "cause."

Community Action

- Have students invite high-school dropouts they know to join in sports or other activities.
- Start a free ESL tutoring program with volunteers in your community.
- Encourage your school to run after-school programs for students of working parents.
- Contact Educators for Social Responsibility (<http://engagingschools.org>) to learn about promoting children's ethical and social development to shape a safe, sustainable and just world - through conflict resolution, violence prevention, intergroup relations and character education. They offer professional development, networks, and instructional materials.

Hope for Los Chavalitos

Dedication to Giving Back

Hope

Altruism

Leadership

Patriotism

STORY

Alejandro Obando is building a school in Nicaragua for some of the 6,000 children left orphaned and homeless by the long Civil War. As a teacher in New York City, he'd found a good life for himself, but he never forgot the desperate poverty of his childhood. Like many children, he sold fake watches and shoes in the streets of his village in order to eke out a living. But Alejandro's grandmother had dreams of something better for him. "Be a good citizen, get your education and help other people," she would say. This is the story about how Alejandro made his grandmother's dreams come true - by inviting his New York students like Daniel and their families to join him in bringing hope - and a chance for a new life - to the children of Nicaragua.

Reflection Questions

1. If you were one of Alejandro's students, what would you do to help these children?
2. Who in your life has encouraged you to be the best you can be?
3. Would you like to create a sister-city school project with another country? Where?
4. Have you ever thought about taking a trip to a place where you could help?
5. What does it mean when we say, "The human heart knows no geographical boundaries."
6. Is there a situation in your life that will always influence your attitudes and actions?

Lessons You Can Learn

1. Students and teachers can work together to achieve great things.
2. Wars kill people and leave their children orphaned and homeless.
3. People from other countries come to America so they can learn to help their own people.

ACTIONS

Language Arts and Social Studies

- Locate Nicaragua on a map and draw a picture featuring its assets and resources.
- Invite someone from Nicaragua to share their experience of living in this country.
- Study the history of Nicaragua and the impact of war on its young people and its economy. They once had one of the best health care systems in the world. Write a report comparing this country before and after the war.
- Study the impact of Hurricane Mitch: the cost, estimated time to rebuild their country.

Community Service

- Start a sister-city project with people in a village from a developing country. Collect and ship lightly used clothes and school supplies. Establish pen pals between students. Contact the Manhattan Country School in New York for more ideas: <http://manhattancountryschool.org>
- Adopt a child / family overseas and send them useful items for special occasions.
- Contact agencies of national organizations like the American Red Cross to learn how you can help people in other countries. Organize a raffle to raise funds for a special project.
- Bring hope to "Los Chavalitos" school in Nicaragua. Organize a trip during school vacation. Contact Foundation for Sustainable Development (<http://www.fsdinternational.org/nicaragua/tola>) to learn about their worldwide web of mediators, teachers, arbitrators and dispute resolution specialists bridging conflict and peace on every continent.

Democracy in Action

Courage

Tenacity

Determination

Ethnic Pride

Patience

Responsibility

STORY

Ada Deer's mother taught her to study the spiritual traditions of her Native American tribal life and to commit herself to public service and social justice. "You are here to help people," she would say. This is the dramatic story of how Ada led the Menominee people in overturning the federal government's "termination." In this groundbreaking victory, she used our country's democratic process to reverse this injustice against her people. Thanks to Ada's efforts, the tribe has come back from near collapse to restored physical and cultural well-being. "We have a saying that the hard work and determination of our people will benefit the next seven generations to come," says Ada.

ACTIONS

Reflection Questions

1. Why is it important for Native American people to have a tribal identity and culture?
2. If you were Ada, how would you feel about having your tribe "terminated?"
3. How did Ada use our democratic process to overturn the federal government's decision?
4. What does the Native American philosophy of seven generations mean to them?

Lessons You Can Learn

1. It's important to respect the Native American people and to help preserve their culture.
2. Being exposed to positive role models can help shape kids' lives.
3. Summer camps can prepare young people to become future leaders.
4. To change laws, we must learn how the system works and use it to our advantage.

Language Arts

- Develop a reading list of books and educational videos on Native American people, their customs, traditions and heritage. Write a report on the contribution they have made.
- Invite someone from a local Native American tribe to tell about their life and share their handcrafts, clay, beadwork, paintings, music and dance.
- Create a calendar that includes the history of different ethnic holidays and post in school.
- Research and report on the contributions of Native American tribes to our country.

Social Studies

- Research the history of treaties the U.S. government has made with Native American tribes. How many of the tribes were terminated? How many of them have been reinstated? Write a report describing their rights according to the treaties and what happened in reality.
- Study the progress they've made towards creating self-reliance and healthy communities.
- Organize a school trip to Washington D.C. to visit government offices. Attend a session of Congress. Learn how someone like Ada can present ideas and gain support of Congress.
- Study the history and the contributions of the Native American people in your state.

Community Service

- Help Native American leaders to organize a youth Pow Wow to celebrate their culture.
- Organize an event to encourage multicultural awareness. Advertise with colorful posters.
- Investigate local Native American activities, like Powwows, that are open to the public.
- Encourage students to attend Encampment for Citizenship's six-week training program so they can learn to create democracy in action in your school or community <http://encampmentforcitizenship.org>

Freedom from the Madness

Leadership

Compassion

Social Justice

Equality

Nonviolence

STORY

Mahatma Gandhi had a very ambitious mission: to teach total nonviolence to the people of India. He had used civil disobedience and his fasts to free India from British imperialism in 1946. Now he wanted to teach his people how to create peace and racial harmony. "We are one human race," he would say. "Religion must unify us, not divide us." In this inspiring story, Gandhi's grandson tells the story of how the great teacher helped Souren Bannetji, whose life had been ruined by religious hatred, to set aside anger and vengeance and learn how to forgive. Out of tragedy, Souren could create a new life for himself and his new family. He came to understand Gandhi's words: "Change can come only one life at a time."

ACTIONS

Reflection Questions

1. What does "Mahatma" mean? Why do you think Gandhi was called this special name?
2. Imagine if Gandhi was alive today? What might he be doing to bring peace to the world?
3. What tools did Gandhi use to teach his people how to create peace and racial harmony?
4. What kinds of nonviolent civil disobedience did he use to free India from British rule?

Lessons You Can Learn

1. Sometimes, change can come only one life at a time.
2. Religion must unify us, not divide us.
3. Anger, when used intelligently can enlighten human lives.
4. Gandhi's own experience with injustice inspired him to work for social justice for all.

Language Arts

- Watch Richard Attenborough's film, *Gandhi* on his life and work. Discuss student's reactions.
- List five memorable actions that Gandhi took during his lifetime and discuss their impact.
- Research Gandhi's philosophy, *Satyagraha* and compare it to his teachers: Henry David Thoreau, Jesus Christ and Leo Tolstoy. Find out what all four men have in common.
- Identify famous leaders who were influenced by Gandhi. What actions did they take?
- Develop a reading list on Gandhi's writings. Who else has practiced nonviolence to bring peace and social justice to their countries? Contact the Fellowship for Reconciliation to request their catalogue www.forusa.org

Social Studies

- Research times in which people have fasted to create positive social change in the world.
- Study the history of India, Ireland and the Middle East to learn how people's religious beliefs and actions have resulted in modern-day wars. Research their efforts to bring peace to their countries. Write a report on their process - the challenges and successes.
- Identify a few world leaders and write a report on your ideas about how they could use Gandhi's ideas to bring peace and racial harmony to the world today.

Community Service

- Celebrate the 50th anniversary of Gandhi's assassination by making peace with an enemy
- Contact M. K. Gandhi Institute for Nonviolence to learn about the power of nonviolence as a proactive tool to build human relationships and avoid conflict. www.gandhiinstitute.org

Walking Shield

Ingenuity

Resourcefulness

Powers of Negotiation

Commitment

Respect

STORY

When a group of Native Americans took over Alcatraz prison, protesting generations of injustice, Phil Stevens decided he wanted to do something to help. As a successful businessman, he hadn't thought much about his Lakota Sioux roots until he visited the reservations. "Our people are refugees in their own land," he told his family upon his return. This is the story of how Phil used his business savvy and connections to find ingenious ways to bring desperately needed clothing, medical supplies, and housing to the reservations. "The most important thing we are doing is providing hope for our people," he says. His organization, Operation Walking Shield, is helping people rebuild their hopes, their dreams, and their dignity. "I tell the young people they need to learn to live in both cultures -- with a moccasin one foot and a tennis shoe on the other," Phil says.

ACTIONS

Language Arts

- Research the life of a young person on a reservation. Have students imagine how their lives would be different if they lived there, even for a week. Write a report on their ideas.
- Watch the film, *Smoke Signals* and discuss how the young people honor their elders.

Social Studies

- Research how many reservations there are in America. Where are they located? Write a report about the differences in their economy, health, educational services and your city.
- Native Americans have a deep respect and strong tradition of caring for the earth. Study various tribes who are trying to restore the ecological balance (Washington, Canada).
- Research the Hopi Indian prophecy regarding how we should care for the environment.

Community Service

- Adopt a school on a reservation. Set up pen pals with students and donate school supplies
- Hold a lightly used winter clothing drive to bring warmth to people on the reservation.
- Help the Walking Shield American Indian Society provide food, shelter, medical assistance and education for Native Americans. www.walkingshield.org

This story is featured on the *Stone Soup for the World* audio tape.

Reflection Questions

1. Why would Phil give up his good job and salary to help Native Americans?
2. Why did he call them "refugees in their own land"? What is life like on a reservation?
3. What creative ideas do you have for recycling things to those in need?
4. One of the Indian chiefs said there are 4 kinds of people. Which one are you?

Lessons You Can Learn

1. By reconnecting with his heritage, Phil transformed his life and helped others.
2. There is great power in working together with people so they can improve their lives.
3. During peacetime, the military can be used to help others in our own country.
4. Native American people are struggling to survive on reservations and need our help

A Messenger of Hope

Honor Respect

Hope

Using Power of Good

Leadership

Commitment

STORY

When Edward James Olmos wanted to deliver a strong anti-drug and anti-gang message to kids in the barrios in his film *American Me*, he went home to East Los Angeles. There he invited young gang members like George Sarabia and Gil Espinoza as extras and crewmembers. He hoped to demystify the glamour of gangs, while giving kids new skills and a way out of the gang world. Before he met Eddie, George had only one goal in life: to come back from prison a hero -- having earned his "stripes." He now shares his life-changing story with other young people, asking them to stop the violence. "We all have a choice. You can do whatever you want to do," George says. Then he pauses and adds, with quiet intensity, "Think about it. What you could do. What you could be."

ACTIONS

Language Arts

- Have students imagine they were George or Gil. Why did they join the gang? What were they searching for? What was their life like? What were the risks of leaving the gang? What kind of future did they have before and after working with Eddie?
- Create a list of ways to stop the cycle of violence. Create slogans to post in your school.
- Write a letter to your newspaper inviting adults to become role models for students -- and look for ways to give young people meaningful jobs and hope for their future

Social Studies

- Clip and share newspaper articles about urban riots and violence in from 1960's-1990. Which cities have made the most progress in resolving the racial injustices and inequities?
- Watch TV footage on the LA riots in 1992. Explore why this happened. How can churches, schools, businesses work together to heal and prevent this tragedy in the future?
- Research various programs that have been successful in rehabilitating gang members.

Community Service

- Contact *Americanos: Latino Life in the United States* (Times Warner), *Lives In Hazard* Educational Project, U.S Dept. of Justice to learn how to create interracial dialogue that bridges America's racial divides to solve community problems.
- Reward students with the Stone Soup for the World badge of courage for service.

Edward James Olmos is featured on the *Stone Soup for the World* educational video.

Reflection Questions

1. Why do you think kids join gangs? What do you think could be done so they don't?
2. If there were more people like Eddie Olmos, there would be less gangs? Why /why not?
3. What is a barrio? What is the culture of these people, their expectations for each other?
4. How can you be a messenger of hope for those in your life?

Lessons You Can Learn

1. Hope is the opportunity to see the future.
2. Caring adults are messengers of hope to young people.
3. Role models can set an example and show young people a different way of life.
4. Helping others can become a way of life, especially within our families.
5. Providing people with jobs gives them hope and an opportunity to change their lives.

Community Cooperation

Alexis de Tocqueville was just 21 years old when he came from Paris to visit the United States in 1831. As he traveled across the country, he was impressed with the helpful, inventive and energetic people he met, gathering in small groups to solve local problems. "In France, decisions are made by professors, elected officials, professionals and managers," he said. "In the United States, it's the common people who are making these decisions." In his book, *Democracy in America*, he told how these small groups, or associations as he called them, were the building blocks for a strong society.

Today, there is an exciting renaissance of people in communities across the country who are rebuilding America. Through the stories in this chapter, we learn that when we work together, we can tackle some of the toughest challenges facing our communities. "Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that every has," said Margaret Mead.

These community heroes remind us how lucky we are to be American citizens - to have the power to change things - with our votes or our voices; our time or our money. They show us that when we work together, we can have far greater impact than anyone could have alone. They help us see that people power is our greatest hope for the future. Like the people in these stories, we can realize our dreams and make miracles happen.

In *Ashley's Big Plans*, 7-year-old Ashley realized her dream by teaming up with Darell Hammond to build a playground and reenergize their community's spirit. *Tree People* tells the story of how 15 year-old Andy Lipkis turned his concern for Los Angeles' dying trees into an opportunity to bring the people of LA together by planting trees. In *Polishing the Big Apple*, schoolchildren, welfare moms, AmeriCorps volunteers and the Army Corps of Engineers, join Bette Midler to clear away more than 50,000 pounds of refuse from New York City's parks and launch a massive urban renewal campaign.

These stories give us lots of ideas and offer valuable lessons for how people can engage others in working together towards a common goal. Just as there is no one right way to solve our problems, there's never just one community hero. When Martha's Vineyard's beloved old Ag Hall was going to be replaced with an aluminum barn, 28 year-old Andrew Woodruff invited his friend Rick Anderson to help preserve a 139-year-old Island tradition. The story, *The Great Martha's Vineyard Barn Raising*, tells how they used a little imagination and ingenuity to connect people with a common goal, rekindle old-fashioned community spirit and reweave the fabric of their community.

Community Cooperation

Each community hero has a different story about how they first started and how their lives have been transformed. In *From An Acorn to An Oak*, Frances Moore Lappe tells how Elena Hanggi, a midwestern housewife, came to be an authority on the savings and loan crisis. In *Making Lemonade From Lemons*, we learn how Rudy Malone inspired his Gilroy, California community to transform a local embarrassment into an economic miracle.

When her brother David started a new ministry on Chicago's tough West Side, Mary Nelson came to visit for a few weeks. When riots nearly destroyed their community a few days later, she decided she had to stay. In *It Will Take A Miracle*, we learn about the risks Mary and David took -buying a crumbling apartment building, using their credit cards to fund the renovation, and the church as collateral when banks refused to give them loans. Thirty years later, the Bethel New Life Church is thriving with over 20,000 people who are rebuilding their community's political, economic and spiritual fabric.

From Boston's Dudley Street Neighborhood Initiative to Chicago's Bethel New Life Church, from the New York Restoration Project to Los Angeles' Tree People, the people in these stories inspire us to see how we can renew our inner cities. They build partnerships with schools and churches, hospitals and civic organizations, transform toxic waste dumps into vibrant neighborhoods and a struggling economy into an economic miracle. As someone once said, "Sometimes it's not enough to give someone a fish or even to teach them to fish. We have to ask who owns the pond."

Just as there is no one right way for a community to solve its problems, there's never just one community hero. Each person gives what they can and enjoys creating the spirit of togetherness. Together they discover, while each one of us can make a difference, when we work together, we can make history.

Imagine, if you can, a society formed of all the nations of the world.

People having different languages, beliefs, opinions; in a word, a society without roots, without memories, without prejudices, without routines, without common ideas, without a national character, yet a hundred times happier than our own.

Alexis de Tocqueville, Democracy in America

Not Such a Silly Goose

*Nextfall, when you see geese heading south for the winter...
flying along in a V formation...
think about what science has discovered about why they fly that way.*

*As each bird flaps its wings,
it creates an uplift for the bird immediately following.
by flying in V formation, the whole flock adds at least 71%
greater flying range than if each bird flew on its own.*

*People who share a common direction and sense of community can get where they are going more
quickly and easily
because they are traveling on the thrust of one another.*

*When a goose falls out of formation
it suddenly feels the drag and resistance of trying to go it alone... and quickly gets back into formation to
take
advantage of the lifting power of the bird in front.
If we have as much sense as a goose,
we will stay in formation with those who are headed the same way we are.*

When the head goose gets tired it rotates back in the wing, and another goose flies point.

*It is sensible to take turns doing demanding jobs. with people or with geese flying south.
Geese honk from behind to encourage those up front to keep up the speed.*

What do we say when we honk from behind?

Finally... and this is important...

when a goose gets sick, or is wounded by gunshots

*And falls out of formation, two other geese fall out with the goose and follow it down to lend help and
protection.*

*They stay with the fallen goose until it is able to fly or until it dies; and only then do they launch out
on their own, or with another formation to catch up with their group.*

If we have the sense of a goose, we will stand by each other like that.

Ashley's Big Plans

Creative Resourcefulness

Initiative

Perseverance

Faith

The Power of Prayer

STORY

Seven-year-old Ashley had been praying for a playground for her Washington D.C. neighborhood. When Darell Hammond came to visit, she knew he was the answer to her prayers. "It's going to take a lot more than imagination," he said. It would take 100 volunteers and \$40,000 to rid this vacant lot of the drugs, gangs and violence so children would have a safe place to play. This is the story of how Ashley and her friends joined with Darell in rallying support from their parents, local companies and churches to build the first KaBoom! playground - and how they kept each other's spirit up until their dream came true.

ACTIONS

Reflection Questions

1. Have you ever prayed for something and had someone offer to help you?
2. What are the playgrounds like in your community? How could they be better?
3. Can you imagine finding 100 volunteers and \$40,000 to build one? How would you start?
4. If you could build a playground in your neighborhood, what would you put in it?

Lessons You Can Learn

1. The importance of following your dreams.
2. Miracles do happen.
3. Invite others to pitch in and help create a common goal.
4. When young people get others to work together, it's amazing what they can accomplish.

Language Arts

- Invite students to write down/ draw their ideas for an ideal community playground.
- Create a list of people, organizations and companies to invite to work on this project.
- Develop a list of steps they would need to take to make the playground a reality.
- Create a realistic timeline, budget and practical action plan to complete this project.

Social Studies

- Research the impact after-school programs can have on preventing youth-related crime. What are some of the programs available in your community? Research and report.
- Investigate innovative youth programs and activities in 5-10 communities in your state.
- Tape interviews of teens involved with youth programs about the benefits they receive.

Community Service

- Collaborate with a youth group to clean up a playground, empty lots for sports, beaches.
- Invite volunteers to supervise the courts or run a basketball clinic or youth league.
- Work with students, parents, community organizations to develop a playground, youth center or outdoor basketball courts for after-school sports. Develop a vision statement and action plan; present it at school board / town meetings

TreePeople

Andy Lipkis

Vision Ability to Unify People Determination Responsible Purpose Courage

STORY

In 1980, Los Angeles Mayor Tom Bradley came to TreePeople's founder, Andy Lipkis, with a dramatic proposal: he wanted to plant a million trees in Los Angeles in time for the 1984 Olympics. Experts had told him that his plan would take 20 years and cost \$200 million. Andy had been finding creative ways to bring people together to plant trees in smog-infested Los Angeles since he was 15 years old. "I saw this as a perfect opportunity to demonstrate the power of cooperative action to a global audience," Andy says. Andy rallied business, government, the people of Los Angeles and even the U.S. Air Force to work together and breathe new life into their beautiful city.

ACTIONS

Reflection Questions

1. How would you go about saving the trees in your community?
2. Why is it so important to save these trees? Why does it matter?
3. Can you see or detect the pollution in your community or city? How?
4. How many trees would you like to help plant in your city? How would you go about it?

Lessons You Can Learn

1. Andy started by planting just a few trees, but it led to his planting 1 million trees.
2. When faced with a problem, don't give up. Instead, get creative.
3. Contact the media to get support for your ideas about improving the environment.
4. Invite everyone--including soldiers--to build healthier environments and communities.

Language Arts

- Invite students to develop a list of ways to recycle and conserve in their home and school.
- Write a report on the importance of preserving the rain forests and endangered animals.
- Investigate the quality of air in Los Angeles before and after the 1984 Olympics.
- Study the air quality in your community. What are acceptable levels of pollution?
- What are contributors to pollution in your community? Country vs. other countries?
- Interview an asthmatic person and ask what it's like to not be able to get enough oxygen.
- Develop a list of environmental changes from 1980-1990 because of global warming.

Social Studies

- Investigate the laws in your state about giving away seedlings from trees.
- Study the healing power that herbs and plants from rain forests have on treating illness.
- Investigate the impact of the global economy on rain forests and endangered animals.
- Research innovative ways to preserve and rebuild the rain forests in other countries.

Community Service

- Improve the quality of air in a nursing home by creating a window box greenhouse.
- Create an Arbor Day celebration in your community. Plant seeds, bulbs or trees.
- Collect recyclable cans/ bottles; use the money to buy an acre of land in the rain forest.
- Learn how you can help rebuild the forests in your community by calling your state forester or National Association of Service and Conservation Corps www.corpsnetwork.org

The Great Martha's Vineyard Barn Raising

Town Pride

Togetherness

Persistence

Cooperation

Community spirit

STORY

Getting neighbors, family and friends together to build a barn in a day is a cherished, old American tradition. A newer tradition is tearing down the old to make way for the new. In this story, we learn how a young farmer rallied a community of people on Martha's Vineyard to save their treasured Agricultural Hall and preserve a way of life. In the process, they rekindled their community spirit and relearned the lesson that while people can make a difference, when they work together, they can make history.

ACTIONS

Reflection Questions

1. What is special about a barn raising? Have you ever been to one or heard about one?
2. What traditions are part of your community? Which ones are special for you?
3. How do you feel about tearing down old buildings to build new ones? Is this good or bad?
4. Are there any buildings in your community that you would like to help preserve?

Lessons You Can Learn

1. When you have a good idea, but don't know how to do it, invite others with more knowledge and experience to help you out.
2. When we create opportunities for people to help, we get more done and have fun!
3. Community traditions have a magical power of bringing people together.
4. Preserving historical monuments can renew town pride and community spirit.

Language Arts

- Use the power of the media to connect your students and school with the community.
- Start a school newspaper featuring student's ideas, projects and announcing upcoming events or have students write a regular column for the paper highlighting school events.
- Write a 'personal history' of someone living in 1920 describing the changes they've seen.

Social Studies

- Scout out and take pictures of antique barns or old homes. Have students guess what year they were constructed. Create a photo album and write descriptions.
- Research historic landmarks in your community. Which ones were destroyed or renovated? Publish the results of your research in a parent / community newsletter.
- Develop a list of historic buildings in your community that are in need of repair.
- Investigate the possibility of turning one of these buildings into a youth center.
- Get students interested in their community's history. Study when it was settled, who were the first residents; what kind of lifestyles, jobs, homes did they have then vs. now.

Community Service

- Organize a barn dance as a fundraiser and community spirit-building event.
- Create a community beautification event. Invite public officials such as the mayor, civic and business leaders, the police and fire departments to join in your efforts.
- Renovate or create a local youth center. Recruit community support by having students collect signatures and donations at community events. Publish results in the paper.

Food from the Hood

Compassion

Commitment

Ability to rebuild

Creativity

Resourcefulness

STORY

Tammy Bird was deeply upset about how her Crenshaw High School students had suffered during the 1992 LA riots. She wanted to find a way to renew their spirit and bring out the best in them. She started with a cluttered, weed-filled, vacant lot right outside her classroom window and -worked with students to turn it into a garden. This is the story of how a garden flourished, students blossomed and a business was born - giving these young people hope for their future. Thanks to their "Food from the Hood" salad dressing, sold in 2000 grocery stores across the country, each student has a college scholarship. As one student put it, "We all fell in love with the garden because we were growing happiness."

ACTIONS

Reflection Questions

1. Did you see the LA riots on TV? How would you feel if they were in your community?
2. Have you ever thought of creating a garden as a way to feed homeless people?
3. What kind of a product could your class develop to create a scholarship fund for students?
4. Would you be nervous about speaking to a Prince or other world leader?

Lessons You Can Learn

1. Good things can come out of bad situations.
2. When we take time to nurture the environment around us, everyone benefits.
3. Grow where you are planted. Hard work pays off.
4. Creative ideas joined with business savvy equal success.

Language Arts

- Invite an entrepreneur to speak with students about creating/marketing a product.
- Read "From Street Kids to Wall Street" (p.) and discuss how they created small business.
- Have them brainstorm possible products they could develop and sell to the community.
- Develop a simple business plan with a budget, timetable, marketing and distribution plan.
- Investigate the cost of a year of college. Estimate how many of your products you will have to sell to provide funds for a four-year scholarship.

Social Studies

- Start a school store with student-made products to benefit a good cause. Design flyers to promote the store to the community. Create buttons, bumper stickers and tee shirts to sell.
- Study how federal funding FEMA helps communities rebuild after a disaster.

Community Service

- Develop school-business partnerships: ask people in the community to share their knowledge, skills, experience, as well as their offices, equipment, resources with students.
- Promote student responsibility and confidence through cooperative gardening. If there is a community garden, invite students to manage a plot if not, find a way to create one. At harvest time, sell the vegetables; make baked goods; give some to the soup kitchen.
- Provide a community service for the elderly or infirm people in your community by weeding gardens, mowing lawns, walking pets or doing errands.

It Will Take a Miracle

Courage

Honesty

Faith

Commitment

Justice

Determination

STORY

Bethel New Life, in one of Chicago's most notorious neighborhoods, is living proof of what a group of inspired people can do for a community they love. "God will make a way out of no way," says director, Mary Nelson. Together, they have turned a dying church into a robust spiritual community, renovated crumbling apartment buildings, built a child development center, created jobs for local citizens and even gotten the subway station reopened. "God brought together committed people who have labored hard to produce far more than we ever imagined," says Mary's brother, Pastor David Nelson. "We thank God for his Spirit moving in them."

ACTIONS

Reflection Questions

1. Can you imagine living in a neighborhood that is called a "war zone"?
2. How can you learn how to become a "peaceful warrior"?
3. Do you know of other churches like Bethel who helped rebuild their communities?
4. How would you start to organize a Take Back the Streets march?

Lessons You Can Learn

1. Great things can happen when we pool our resources and work together.
2. "Sweat equity" builds pride and fosters success among people in a community.
3. Churches can be leaders for promoting social justice and positive change in a community.
4. It's possible to stop the violence in our communities with peaceful means.

Language Arts

1. Create a colorful banner that displays a message or promotes a cause about social justice. Posters or collages can be created out of cut paper or designed on a computer.
2. Research innovative churches across the country, which are, rebuild communities.

Social Studies

1. Educate students about the dangers of guns. Invite a speaker to address students.
2. Research the number of people killed or injured by firearms for minor conflicts.
3. Investigate innovative approaches to reducing guns and violence in communities.
4. Investigate how a subway station is chosen, built and maintained - or shut down. Study gun control laws and murder rates in other countries and in America.
5. Research statistics regarding the number of people who want increased gun control. Why do you think it is so hard to get laws passed?

Community Service

1. Promote peace, safety and tolerance through vigils and peaceful demonstrations. Work the organizations in your community to organize a march like Take Back the Streets.
2. Develop an exchange program between urban and suburban students. Strengthen bonds through sports, language or culture clubs, chess, choir and volunteer projects.

Rebuilding LA in a Day

Caring

Commitment

Confidence

Celebrity with heart

STORY

Richard Dreyfuss was profoundly upset by what he saw happening in LA. He knew that the answers to many of the city's problems were in the hands and hearts of its people. "People wanted to help, but they didn't know what needed to be done or how to get involved," he says. He joined with fellow entertainers, wrote a check and LA Works was born. Now, once a year, thousands of Los Angeles residents set aside one day to work together on rebuilding their city. Aerospace engineers and movie stars work side by side with teenagers from the barrios, building sandboxes and painting over graffiti. A lot of work gets done in just one day, but perhaps even more important is the boost in morale. "Caring becomes contagious," says one volunteer. Dreyfuss adds, "Working together we can accomplish more than we ever could alone."

ACTIONS

Reflection Questions

1. Do you think it's true that most people want to help, but don't know how?
2. Have you participated in a daylong service project? What was it like? How did you feel?
3. What was the best part of your experience? What would you do to make it work better?
4. How would you start an LA Works in your community? Who would you work with?

Lessons You Can Learn

1. Caring can become contagious.
2. Our differences in a community can become one of our strengths.
3. When we work together, there is excitement in the air.
4. When we solve the small problems each day, we can solve the larger ones, too.

Language Arts

- Design a mural to paint on an indoor or outdoor wall in your school or community.
- Develop a list of entertainers who are involved with community projects.

Social Studies

- Study the effects of riots and other social upheaval on our cities. What were the causes of the 1992 LA riots? Brainstorm ways to build bridges between people - and prevent future conflicts. Invite a politician or policeman to listen to students' suggestions.
- Investigate if there are any "days of service" programs in your community.

Community Service

- Fight pollution by picking up trash in your neighborhood.
- Build a sandbox in your community playground. Ask for the sand to be donated.
- Schedule a local day of service for young people: "Our Town Works." Develop a list of projects with local social service organizations or Council on Aging. Which members need painting, repairs or yard help? Assemble students

The Healing on the Mountain

Used art to heal

Self-expression

Spirituality

Dedication

Openness

STORY

Mount Tamalpais, a home of northern California's magnificent giant redwood trees, is a magical place. But in 1980, a killer stalked its beautiful hiking trails, murdering four young women. What had been a safe haven and wilderness refuge for city dwellers, because a symbol of fear and a place to avoid. This is the story of how Anna Halprin, a dance teacher invited her community to reclaim their beloved mountain through the healing power of dance and how their message of hope and courage has spread around the world. "Dance can renew, inspire, create and heal the life of a community," says Anna.

ACTIONS

Reflection Questions

1. Do you have a favorite place in nature or in your town that's a haven for you?
2. How would you feel if something terrible happened in your special place?
3. Do you agree that dance can renew, inspire, create and heal? Have you experienced this?
4. What kinds of music and dance are most healing for you?

Lessons You Can Learn

1. Dance can be a way of dealing with painful conflicts and healing a whole community.
2. When we face our fears together, we can find strength and courage.
3. It's important to create and protect safe places in nature and in cities for people to enjoy.

Language Arts

- Invite a dance instructor to choreograph a dance and teach a movement class.
- Create a puppet show with younger children to teach them about environmental issues.
- Do a study unit on different uses of dance to celebrate ethnic, cultural, religious traditions to tell a story, as a visual art and to heal.
- Brainstorm a list of musical songs, which honor the environment. Ask students to bring in audiotape cassettes or prepare a musical presentation for students/parents: singing and playing instruments.

Social Studies

- Research various American Indian traditions of honoring the environment.
- Study the culture of indigenous peoples in various countries and investigate their way of using dance, art, music to honor the earth.

Community Service

- Create an art exhibit with an environmental theme - include American Indian crafts and other indigenous people's art such as "God's Eyes" and dream catchers.
- Encourage students to build a "safe haven" like a treehouse or a clubhouse.
- Build birdhouses to protect small birds from predators and the weather.
- Organize an outdoor Easter Sunrise service for people of all faiths to attend. Send invitations.
- Organize an Earth Day dance fundraiser for victims of a recent environmental disaster.
- Invite local actors to design an environmental theatre production with students.

From an Acorn to an Oak

Pride and responsibility Ability to let go of our fears Willingness to serve Dedication

STORY

When Elena Hanggi opened her door one day, little did she know it would open a new chapter in her life. As a member of ACORN (Association of Community Organizations for Reform Now, she learned how low and middle-income people were getting together to fight for a better quality of life. At first, they protested the -building of a freeway through their neighborhood. A few years later, Elena found herself appearing on national television explaining how the savings and loan crisis of the '80's was affecting ordinary Americans. "I never thought that acting on what I believe is right would have led me into banking," she says. "All that stuff they want you to believe is out of reach for average, working people is really understandable by any of us."

ACTIONS

Reflection Questions

1. Do you know any ordinary people who have become champions for a cause?
2. Have you had a defining moment that made you stop and begin to question everything?
3. Have you ever been inspired to do something to make things better for other people?
4. If you wanted to stop a highway from being built in your town, how would you start?

Lessons You Can Learn

1. Sometimes other people see talents in us that we may not even know we have.
2. When we overcome our fears, we can transform them into something positive.
3. By acting on what you believe is right, you can gain the skills needed to do great things.
4. Being informed about the issues gives us the opportunity and the power to change them.

Language Arts

- Have students practice public speaking in class, at school and community events. Choose a controversial topic and have students debate the pros and cons.
- Invite a politician to speak to students about their rights and roles as citizens. Prepare questions to ask. Create ongoing correspondence with their offices to follow up issues raised.

Social Studies

- Study how many countries in the world are now democracies vs. in 1960. Have students write an essay on the benefits of living in a country that is democracy.
- Investigate the impact that the savings and loan crisis on the 1980's had on people. Study how funds are now used to help rebuild low-income housing in communities.

Community Service

- Have students become involved with student government; host meetings; run for office.
- Organize a "Kids Vote" election in school to correspond with a local and national election.
- Ask students to attend a town meeting or community board meeting and report to class.
- Invite students to join the "We the People" competitions in high schools through the Center for Civic Education: www.civiced.org.

Making Lemonade from Lemons

Ingenuity

Positive Attitude

Perseverance

Resourcefulness

STORY

Rudy Melone helped transform Gilroy, California's shame of the garlic smell in the air, into an economic boon. Instead of being embarrassed, residents now boast of being the "garlic capital of the world." One week a year for the last 19 years, 4,000 people from this multicultural community have worked together to celebrate the Gilroy Garlic Festival and raise money for local charities. Volunteers often find themselves elbow to elbow with someone they might never have met. Boy Scouts sell programs alongside 4 H members; high school football players dish up pasta next to choir members. "What I'm most proud of is the way the Garlic Festival has brought people together," says Melone. "It's an incredible success story, for all of us."

ACTIONS

Reflection Questions

1. When you faced with difficult situations, do you try to make lemonade out from lemons?
2. Have you ever volunteered at a community festival? What did you like about it?
3. Is there something about your town that embarrasses you? What could do to change that?
4. Which organizations in your community would you like to give donations to?

Lessons You Can Learn

1. One person with a vision can inspire thousands of people to make a difference.
2. Where there is a will, there's a way.
3. Networking with people and organizations is a valuable tool for creating positive change.
4. When people help improve things in their community, they feel energized and proud.

Language Arts

- Research the history and use of garlic in various cultures. Study its healing properties. Have students bring in recipes that use garlic. Write an essay of their findings. Choose one recipe to make a class; invite another class to lunch and tell them what you've learned.
- Invite the Rotary Club to speak about Interact's Community Service program for students.

Social Studies

- Research how other communities have turned themselves around.
- Conduct a discussion about the strengths and challenges in your town or city. What is your town's main agricultural product? Propose a plan to "make lemonade from the lemons" in your community. Create a mock brochure presenting your vision of your "new and improved" community - inviting people to visit.
- Develop a strategy for how you would get the media involved in supporting your ideas.

Community Service

- Ask Rotary members to adopt a student, bring to a meeting and introduce to civic service.
- If you have an annual community event, coordinate a young person's booth with posters and literature about projects for which they need support. Have a sign-up sheet inviting volunteers to help. Selling lemonade or refreshments will help attract people's attention.

Streets of Hope

Vision

Unity Through Diversity

Courage

Caring

Search for Justice

STORY

In the late 1970's, Boston's Dudley neighborhood was on its way to becoming an unofficial toxic waste dump. When Che Madyun and her neighbors started the Don't Dump on Us Campaign, the Dudley Street Neighborhood Initiative (DSNI) was born and the usual top down urban planning process was turned upside down. This is the story of how people in this inner-city and how they held community visioning meetings and dreamed of a livable place with affordable housing, small businesses, a community center, gardens, playgrounds and even a town commons. They have fought their way back from the bottom, to become a model of urban renewal that is an inspiration to communities across this country. "Hope is the great ally of organizing," says Che adding. "People worked together like a family."

ACTIONS

Reflection Questions

1. How would you feel if your neighborhood was used as a dump? What would you do?
2. If you were invited to be part of a "community visioning", what ideas would you suggest?
3. What items do you think should be included in a Declaration of Community Rights?
4. Dudley's youth run summer programs. What kinds of programs could you help run?

Lessons You Can Learn

1. When people work together, they can turn even a wasteland into a beautiful place to live.
2. Once people feel a new kind of fire, they start to believe they can do anything.
3. We can get leaders to use their powers to enforce the laws that protect our neighborhoods.
4. We must be committed to preserving our children's future.

Language Arts

- Conduct a "community visioning" class. Have students identify what they would like their community to look like in the year 2020. Create posters, draw images, write headlines and post in class, school hallways or as an art project in a local community building.
- Give students an opportunity to learn how their community works. Attend a town meeting, take notes, identify important issues; have a class discussion about their experience

Social Studies

- Brainstorm a list of fundamental needs for young people in a community. Create a mind /map or a systems diagram to indicate the interrelationships between them. Choose one issue; create an improvement plan. Develop a strategy to recruit community support.
- Research the environmental laws that were designed to protect your community. Score (from 1-10) how well the laws are being observed. Publish your findings in the newspaper.

Community Service

- Organize a clean-up project in your schoolyard or your neighborhood.
- Repair playground equipment and plant shady trees.
- Work with youth organizations to have students help design a summer program including service-oriented activities, remedial reading, recreation and sports.

Papa to His People

Caring

Commitment

Sincerity

Courage

Vision

Leadership

STORY

Ernie Mynatt grew up in the hills of Kentucky and moved to Cincinnati with the Appalachian migration in the '50's. To 600 teenagers, he was more or less officially Papa to his People in the city. He spent the next 30 years helping "hillbilly kids" learn how cope with urban life - street kids like Larry Reddin, who were essentially homeless at age eleven. "The way we were growing up, there was no vision of the future. Ernie gave us a way to see what might be." Today, Larry helps run Ernie's Urban Appalachian Council, which provides social services and cultural programs for 250,000 citizens of Appalachian descent. "With Ernie it wasn't just a second chance," Larry says, "For a lot of us there was a third and fourth chance...he shepherded an entire generation into adulthood."

ACTIONS

Language Arts

- Study the Appalachian folktales and home remedies in the Foxfire books.
- Research the Appalachia culture. What are some of the contributions of their culture?
- Listen to a tape recording of bluegrass songs. Listen to how the songs' words describe these people's struggles as well as their hopes and dreams.
- Imagine you were one of "Ernie's kids." Keep a journal for a week and write about how it felt to move from a "holler" in the backwoods to Cincinnati.
- Study records of literacy rates in the U.S. in the 1950's vs. the 1990's. What has happened overall in the U.S. in these two years? In Appalachia?
- Watch the video, Les Miserables, and discuss the power of being given a second chance.

Social Studies

- Read about the history and economy of the Appalachian area of the U.S. What kinds of jobs are available now vs. in 1959 when Ernie moved from rural Kentucky to Cincinnati? Research the agriculture, strip mining practices and health issues of Appalachia. How has life changed for the people of Appalachia in the past 40 years?
- Research the great Appalachian migration. Why did people move? What was the impact?

Community Service

- Learn about Appalachian service organizations. Organize slightly used clothing drive.
- Set up a cultural exchange program with a school in Appalachia.

Reflection Questions

1. Have you ever moved from one place to another and felt lost or out of place?
2. What do you think it was like for the kids moving from Appalachia to Cincinnati?
3. What does "hillbilly kids" mean? What's wrong with using such words to describe people?
4. Why do you think Ernie helped these kids? Has anyone ever given you a second chance?

Lessons You Can Learn

1. When someone says, "Let's talk/ it's a way of letting you know that they care about you."
2. Mentors can help young people cope with the stresses of life.
3. We can be especially helpful to others by caring for the small matters of great importance.
4. To be a role model for other people requires us to take on a special responsibility.

Giving Kids a Fighting Chance

Can-do spirit Feistiness Commitment to Social Justice Determination Dedication

STORY

As Boston's Commissioner of Public Health, Judith Kurland was determined to find a way to change things: babies were dying in the City Hospital at a shockingly high rate. "This is a rich city," Judith said, "there are enough resources to make sure every child in Boston be given a fighting chance to a happy, healthy and productive life." She challenged the world-class schools of medicine, wealthy hospitals and the high-tech medical equipment companies in Boston to pitch in and help. She empowered families and invited health and community leaders to pool their resources -- until the black infant mortality and teen pregnancy rates went down and immunization rates were the highest in the country. With tornado-like force and Glinda-like magic, she turned Boston upside down and shook it mightily until rich and poor alike discovered the good within themselves.

ACTIONS

Reflection Questions

1. Have you ever felt sick to your stomach when you saw other people hurting?
2. Can you think of any ways to get rich hospitals to help poor children?
3. Why did Judith study health care in South Africa and other countries? What did she learn?
4. Why did Judith bring together people from the richest and poorest neighborhoods?

Lessons You Can Learn

1. Knowledge is power, so be sure to share yours with others.
2. We can learn from other countries about how to deal with issues facing our inner cities.
3. We can solve community problems, if we build bridges between institutions and people.

Language Arts

- Invite a health educator discuss basic nutritional needs, healthy eating habits and exercise. Make a nutrition chart and post it on a bulletin board. Organize an exercise class at school.
- Have students research and report on the significance of a mother's pre-natal health care for her child's development. What happens if a mother smokes, drinks or takes drugs?
- Research what kinds of immunization people in the U.S. need. How many have them?
- Investigate what kinds of health education /Community Services your hospital offers.

Social Studies

- Research the infant mortality rates in your city, our country and other countries.
- Using a map, locate areas of poverty. Compare lack of good nutrition with school graduation levels. Study education levels of mothers and levels of children's health.
- Report to the class on an innovative solution in a developing country to a health problem. Discuss how the U.S. can learn from their lessons.

Community Service

- Collect homemade or (used, clean) baby blankets and booties for inner-city hospital nurseries and go as a class to deliver them.
- Invite young people to volunteer in your local hospital as "candy strippers."

Polishing the Big Apple

Chutzpah

Imagination

Courage

Responsibility

Determination

STORY

Most people would be surprised to learn that Annette Williams, a former welfare recipient, has a good friend and partner named Bette Midler who founded the New York Restoration Project (NYRP). Annette had been on welfare for 10 years when she was hired by Bette to help clean up New York City parks. "I love this city," Bette says. "The degradation was heartbreaking and unacceptable." She founded the NYRP with funds from a special benefit performance of her film, *First Wives Club* and \$250,000 out of her own pocket. Annette, her staff and a team of volunteers and Welfare to Work people have carted away over 50,000 pounds of refuse and restored six New York City parks to their natural beauty – while rebuilding their own lives and working their way to financial independence. Bette simply says, "I really feel that if everybody did their part it would be a beautiful world."

ACTIONS

Language Arts

- Research the history of New York City's Central Park. Who designed it; how long did it take to build; what value does it have for people in the city; what does it cost to maintain it?
- Ask students to select 5- 10 national parks in America and study how they have changed since 1980. What are the effects of inconsiderate people on the plants and animals in a park? Have a class discussion about what can be done to preserve our country's parks.

Social Studies

- Create a list of safe places where young people can explore nature in your community.
- Contact your local parks and recreation services. Investigate how many people are employed now vs. 1980. Work with them to develop a list of ways that young people can do to help keep the parks safe, clean and enjoyable for everyone. Write an article for the newspaper, share this story from the book and invite people to help clean-up the parks.

Community Service

- Schedule a clean-up day in your park or neighborhood -- with Arbor Day, Earth Day and invite the community to join with you. Post fliers and send invitations to parents.
- Organize a camping trip to a state or national park. Invite parents to join you. Bette Midler and Annette Williams are featured on the educational video.

Reflection Questions

1. Do you know anyone who was once on welfare and now has a job? How did they do it?
2. By volunteering, Annette built her self-esteem and job skills. What skills do you think you could learn from volunteering with an organization in your community?
3. When you visit your park or go for a nature walk, do you pick up the trash?
4. Do you have a favorite park near your home or in a campground, you like to visit?

Lessons You Can Learn

1. When we volunteer, we can learn, develop skills and build our self-esteem.
2. Everyone has something to give -- and when we do, we get a lot accomplished.
3. Celebrities can be role models and champions for good causes in the world.

Growing Nationally

Like the traveler in the Stone Soup folktale, Johnny Appleseed sparked a spirit of community when he planted apple seeds across America. This legendary American hero, born John Chapman in 1774 grew up in Boston. Like Alexis de Tocqueville, he was just a young man in his twenties when he set out to travel across the country. Before leaving, he collected hundreds of apple seeds and planted them wherever he went. He wanted families who were moving West to see the apple trees growing everywhere and feel at home. For the next 40 years, Johnny Appleseed visited his apple orchards, pruning and caring for them and teaching hundreds of settlers how to grow their own. Twenty-five years later, when de Tocqueville traveled across the country in 1831, he probably enjoyed these fully-grown trees, blossoming fragrant flowers and bearing delicious fruit - as much as he appreciated our country's rich community spirit.

The stories in this chapter honor just a few of the many Americans who have dedicated their lives to service planting seeds of hope and teaching others how to care for their communities for many years. Many strive to create a safety net for those who are less fortunate, yet struggling to realize the American dream. Today, there are over 600,000 non-profit organizations with 14 million employees and over 100 million volunteers who serve America's people. No other country in the world has such a richly developed public sector. Each and every day, we benefit from the fruits of their labor. Their gifts to our country are invaluable - providing a strong backbone for our precious democracy.

In Stand for Children, Marian Wright Edelman's son Jonah tells us about the inspiration behind his mother's life-long commitment to making the world a better place for all children. When John F. Kennedy asked students at the University of Michigan, "How many of you are willing to spend five or ten years in Africa, Latin America or Asia working for the U.S. and working for freedom?" over 1,000 students signed up. In Kennedy and the Peace Corps, Harris Wofford tells how he worked side-by-side with Kennedy to create it.

Some of these stories show how young people have carried out the legacy of their heroes. For Alan Khazei and Michael Brown, it was President Kennedy who inspired them to found City Year. Gandhi's ability to mobilize millions of people with the simple act of fasting, led Nathan Gray to found Oxfam-America's Fast for World Harvest.

While some experience a dramatic turn in the road, for many it was a gradually evolving commitment - one-step leading to another, and then another. In Opening Hearts, seventy-nine-year-old Louise Jackson is a Foster Grandparent who stood up for the rights of every child to have a better life. When John Gatus' stepson was killed in street violence, he joined with six other African-American fathers to begin taking back their community by founding MAD DADS, Men Against Destruction - Defending Against Drugs and Social Disorder.

Growing Nationally

In Read, Baby, Read we learn how Dave Levin and Mike Feinberg were inspired by Wendy Kopp who started Teach for America (TFA, the national teacher corps which mobilizes the nation's outstanding college seniors to improve our schools. When they joined, they were both rookies with nothing more to give than their promise and natural talent. A few years later, they opened their own school, the KIPP Academy, in Houston. Their energy, innovation, and impressive results caught the attention of school administrators in New York. Dave is now creating the second KIPP Academy, for grades 5-8 in the South Bronx.

Some stories show how national heroes like Billy Shore at Share Our Strength and Patty Johnson at Christmas in April, are building public-private partnerships with companies to more effectively realize their organizations' goals. For the last 10 years, Christmas in April USA has been organizing volunteers, rekindling the tradition of neighbors helping neighbors. Their 'helping specialty' happens to be repairing low-income homes. With supplies donated from corporate partners like Home Depot and 100,000 volunteers, the 207 Christmas in April chapters are lifting the old-fashioned barn-raising spirit to new heights! Other national heroes, like Dorothy Stoneman, have built a coalition among hundreds of youth organizations and partnerships with government agencies to use federal funds more effectively to meet community needs.

We are living in a time where there are many great, yet mostly unknown leaders in the world. This chapter tells some of their stories. People like Billy Shore, Patty Johnson, Dorothy Stoneman, Marian Wright Edelman and Harris Wofford are among the finest teachers the world has ever known. Their hands-on experience and wealth of knowledge are among our country's greatest resources.

Just as Alexis de Tocqueville enjoyed the fruit of Johnny Appleseed's labors from 25 years earlier, we can reap the benefits from these community heroes and their years of service. Not everyone dedicates their lives to service - yet we can all learn from those who have and we can all help them with this important work.

Stand for Children

Sacrifice Leadership Perseverance Can-do Spirit Courage Love of Children

STORY

Marian Wright Edelman will always remember her father's dying words. "If you see a need, don't sit by and think someone else will do something about it. Stand up and address the need yourself." Marion took these words to heart: as a lawyer and as an activist - founding the Mississippi Head Start and then The Children's Defense Fund. In this story, her son Jonah tells how she successfully challenged Mississippi's segregation laws and helped Cora Bell Shade enroll her son, Efrem, in a white school. Then in 1996, Marian and Jonah organized a nationwide rally, which drew a quarter of a million people to Washington D.C. to "Stand for Children." As their message spreads, Marian reminds people, "We must keep standing together for children every day until all Americans stand with us."

ACTIONS

- Create friendship posters with a multicultural theme - as a contest or celebration.
- Have students write a Declaration of Children's Rights and publish it in school paper.
- Assign biographies to read like Dr. King, Rosa Parks, Harriet Tubman, Mrs. Edelman.
- Design crossword puzzles, word jumbles, or word banks and include new words like *discrimination, segregation, prejudice, racism, tolerance, equality, justice and legacy*.

Language Arts

Reflection Questions

1. Why do you think Efrem wanted to go to the "white" school?
2. What did Efrem's mom and Mrs. Edelman do so he could go to the school he wanted?
3. The Edelman family has a tradition of helping others. How does your family help others?
4. Have you ever created something with your parents that helped others?

Lessons You Can Learn

1. By standing together, we can overcome obstacles and reach seemingly impossible goals.
2. When we pass on our family's legacy of helping others, we make the world a better place.
3. The true measure of our success is our service to others.
4. Sometimes we must "Pay the can't do critics no mind."
5. When someone stands up for a child, the child learns to stand up for themselves.

Social Studies

- Visit the website for Stand for Children at www.stand.org and learn about organizations in your community that are involved as well as their local / national calendar of events.
- Develop a speaker's bureau to address children's rights issues.
- Have students each give a speech about something they believe in standing up for.

Community Service

- Visit a local Head Start and arrange buddies with preschoolers and older students.
- Develop a class "Stand for Children" on June 1. Organize a community ceremony or March or take a virtual stand on the website: www.stand.org.

This story is featured on the *Stone Soup for the World* audio tape.

Marian Wright Edelman is featured on the *Stone Soup for the World* educational video.

Share Your Strength

Curiosity Sincerity Ingenuity Sharing Thoroughness Teamwork

STORY

Dr. Deborah Frank is a Boston pediatrician with a mission. She knows that childhood hunger often masquerades itself -- as a sleepy kindergartner, a toddler with an earache that won't go away, or a seemingly healthy 2-year-old who is actually an undernourished 4-year-old. Dr. Frank has dedicated herself to finding out the real source of these problems, and solving them -- thanks to support from Share Our Strength (SOS), a national anti-hunger organization that teams up with companies, restaurants and bookstores. This story, told by SOS founder, Billy Shore, shows how Dr. Frank came up with an ingenious - and surprisingly simple -- solution to the mystery of 26-month-old Rosie Smith's failure to thrive. Her timely intervention makes a world of difference for Rosie's future.

ACTIONS

Reflection Questions

1. Is Childhood hunger a big problem in your community? Why? How do you know?
2. What happens when you do/don't eat the right foods? How do you feel?
3. What do children need besides food to be healthy and do well in school?
4. Do you know anyone who doesn't eat the right foods? Can you do anything to help?
5. If you owned a restaurant, would you find a way to recycle leftover foods to the homeless?

Lessons You Can Learn

1. When we try to help, it's important to look closely at their life situations first.
2. To help lots of people, we need to study how hunger and poverty are related.
3. We can mobilize a whole industry to help solve major problems like hunger.
4. The effects of poor health and nutrition in childhood can last for a lifetime.

Language Arts

- Create colorful mobiles and donate them to an infants' nursery at a clinic or hospital.
- Study the health of children in your city/state. Research indicators like immunization and infant mortality rates, risk factors, education and prevention etc.
- Have students create their own health card with height, weight, blood type, allergies, immunizations and health history.

Social Studies

- Research health clinics in your city/state that are trying to improve children's health.
- Study how your city/state is dealing with childhood hunger. Write a report on what is being done to improve children's health -- include your ideas for what they could do.
- Find out if your local restaurants donate leftover food to shelters for the homeless.

Community Service

- Schedule first aid and CPR training as part of baby-sitting instruction for young people.
- Organize a food drive or join a No Kid Hungry: Share Our Strength (<https://www.nokidhungry.org>) for the needy.
- Get your school and community to be involved with the Taste for the Nation program.
- Create a directory of non-profit programs in your community/country that help people. Write a brief description, address and phone number so people can get involved.
- Organize an event to educate low-income families about healthy eating habits.

Something Greater Than Themselves

Idealism

Inspiration

Imagination

Generosity

Determination

Citizenship

STORY

As roommates at Harvard University, Michael Brown and Alan Khazei would stay up late at night talking about the problems they saw in America, and about what could be done to make things better. After college, they put their idealism to work serving in inner-city neighborhoods. Starting in Boston with 30 teenage volunteers and a long list of things that needed to be done, they founded City Year, a youth service corps that helps city youth rebuild their communities and their own lives. Ten years later, City Year has over 700 graduates in 10 cities across the country, and has served as a model for President Clinton's AmeriCorps. This story tells how City Year helped Herman, a boy growing up in inner-city Boston, turn his life around, and how Herman went on to become a City Year corps member, extending the dream of a better tomorrow to a new generation of kids.

Reflection Questions

1. If you were Herman, how might you feel about the way City Year had affected your life?
2. What would you and your friends like to do to make things better in your community?
3. Who are your heroes? What could you do to carry on their legacy of helping others?

Lessons You Can Learn

1. We can put our idealism to work by finding ways to make a difference in the world.
2. When we help others, we create a ripple effect that touches other people's lives.
3. When we continue the legacy of our heroes, we create a new link in the chain of service.
4. Young people can become heroes in their own communities.

ACTIONS

Language Arts

- Invite City Year AmeriCorps volunteers to speak to students about their experience. Create a series of questions they would like to ask.
- Write to members of Congress encouraging them to increase funding for AmeriCorps.
- Begin an email pen pal exchange between older and younger students.

Social Studies

- Investigate the impact of AmeriCorps programs like City Year on our country.
- Research your community's needs and develop a list of projects for a day of service.
- Contact City Hall and find out what kinds of youth service programs are in your city and what support is given to AmeriCorps programs like City Year?
- Write a report on the benefits of these kinds of programs and submit it to your Mayor.
- Research the history of Roosevelt's WPA and CCC as well as VISTA and write a report.

Community Service

- Pair students with younger students to tutor them in reading, writing and math.
- Organize a group of people in your community to participate in a Serve-a-thon, a day of service with a City Year branch or create your own during National Volunteer Week.
- Organize a Community Service club for students to help their community monthly.

Alan Khazei and Michael Brown are featured on the *Stone Soup for the World* video.

Read, Baby, Read

Enthusiasm

Dedication

Teamwork

Creative Learning

STORY

Mike Feinberg and Dave Levin got their start in education with Teach for America, in a tough inner-city school in Houston. Then, when they founded Knowledge is Power (KIPP Academy), they made their own mark in Houston and in the Bronx. They do whatever it takes to get these kids to college -- helping them with homework, waking them up for school, or just lending an ear. Their extraordinary commitment to their students, their belief in their capabilities and their enthusiasm for learning are contagious. Boasting an enviable 99% attendance rate, their students are beating the odds and succeeding. "We are a team and a family," they explain. "We're climbing the mountain together."

ACTIONS

Language Arts

- Create an inspirational wall in your classroom with university banners, posters etc.
- Invite students to develop their own rap songs to better learn an educational lesson.
- Ask students to develop a list of ways to prove the statement: knowledge is power.
- Have students brainstorm a list of slogans that will inspire kids to be good learners.

Social Studies

- What is the *Miranda v. Arizona* decision? Why is it especially important for minorities?
- Invite a judge or lawyer to speak to your class. Have students prepare questions to ask. Take a class trip to your county courthouse.
- Read *The Right to Privacy* (pages 36-49.) Have students write reaction papers about student's right to privacy vs. the rights of school administrators and law enforcements.
- Research historic monuments in your state and study their significance.

Community Service

- Organize a field trip for students to visit historic monuments in your state.
- Invite Teach for America teachers to speak to students about their experience.
- Organize a "students teaching students" after-school program and for younger students who are having trouble reading. Work towards the goal of having the student graduate.

Reflection Questions

1. Would you like to be in a KIPP school? Why do you think KIPP students enjoy it?
2. If you were a teacher, what would you do to make learning more fun and inspiring?
3. Do you know people who are extraordinarily committed to their students?
4. Do you think, "knowledge is power"? Why or why not?
5. How would you like to make your mark in the world? What can you do today to start?

Lessons You Can Learn

1. Learning can be fun.
2. When we work together, we can reach our highest goals.
3. When we practice building self-esteem and creating self-sufficiency, we can succeed.
4. Sometimes it is difficult to attain a goal, but it's worth the effort.

Youth Build

Caring

Support for Teens' Vision

Energy

Tenacity

Motivation

STORY

Dorothy Stoneman was tired of seeing her students die as teenagers, victims of the tough city streets of East Harlem. She believed that something must be done, and that teenagers could help turn things around, if someone just gave them a chance. It was 14-year-old Chantay Henderson-Jones' idea to hire unemployed youth to rebuild abandoned buildings and turn them into housing for the homeless. In this story by Dorothy's partner and husband, John Bell, we learn how Dorothy helped the kids gather community support and federal funding for their first project. A few years later, YouthBuild was launched nationally and now puts 4,600 youth to work each year in 108 programs in 38 states. "The building was like me, messed up on the inside," as one young man put it. "But we cleaned it out, fixed it up and now it's new, just like me!"

ACTIONS

Reflection Questions

1. If you were 14 year-old Chantay, how would you feel about rebuilding your community?
2. Do you know of anyone like Dorothy, who really listens to and works with young people?
3. Are there any abandoned buildings in your neighborhood? What could be done to them?

Lessons You Can Learn

1. Young people can make a world of difference, if people will just listen to them.
2. Young people have lots of great ideas for how to improve their communities.
3. When we rehabilitate abandoned buildings, we can also rebuild our own lives.
4. Giving a young person a chance can save their life.

Language Arts

- Invite volunteers from YouthBuild, Christmas in April or Habitat for Humanity to speak to your class/school assembly about their experiences rebuilding their communities.
- Ask students "What would you do to improve your neighborhood if you knew I would do everything in my power to help you succeed?" Videotape their answers.
- Write a letter to the mayor sending the video and ask for support for your ideas. Invite them to help you create a Youth Congress or select youth representatives in town meetings.

Social Studies

- Design a Youth Congress at school so more kids can participate in student government.
- Draw a color-coded 'asset' map of your neighborhood identifying abandoned buildings.
- Find out who owns the buildings and write a letter with a copy to your mayor -- and add this story. Invite the owner to donate a building for a youth center or for low-income housing.

Community Service

- Work with city officials and police to create a plan to clean up the graffiti in your city. Paint a mural in place of the graffiti.
- Repair or rebuild playground equipment. Watch videos to learn how to rebuild homes.
- Create industrial arts projects building bookshelves or cupboards for a shelter or center, which students could later visit to see how their project helped the community.

Christmas in April

Brotherly/Sisterly Love

Optimism

Teamwork

Vision

Organization

STORY

Since 1989, Patty Johnson has been organizing volunteers and rekindling the tradition of neighbors helping neighbors. Christmas in April's specialty is repairing low-income homes for the elderly. On the last Saturday in April, thousands of volunteers in 207 chapters join -together to "build miracle, one house at a time." This story tells how tough inner-city teenagers work side-by-side with Junior League housewives to restore 72-year-old Frances Vaughn's Washington D.C. home. "They tore my house up and put it back together again, like it was brand new!" says Frances, grateful that her number one dream, to stay in her own house as she grew old, had become a reality. "We are love in action," says Patty.

ACTIONS

- Create a Pennies from Heaven project. Students collect pennies throughout the year, count them weekly, calculate the money they raise, graph the income and hold a "roundtable" discussion to decide how to spend the funds: paints or materials to fix a home.
- Invite a Junior League representative to speak to your class about how they help your city.
- Create a talent show with ticket sales going to your own class Christmas in April project.

Language Arts

Reflection Questions

1. How would you feel if a group of strangers came to fix up a home in your neighborhood?
2. Do you know any elderly or disabled people in your neighborhood who need extra help?
3. What skills and gifts do you have that could help fix up someone's home?
4. What do you think Patty Johnson means by "We are love in action."?

Lessons You Can Learn

1. Helping elderly people can make a world of difference in their lives.
2. Just one person, like Patty can start something that can one day help thousands of people.
3. When we work together, we can have fun and accomplish a lot, too.
4. Volunteer organizations like Christmas in April have a tremendous impact on the people in a community.
5. One person's life can be changed with the help of others.

Social Studies

- Research the impact that Christmas in April has had on the 207 communities.
- Join or create a Christmas in April chapter in your community. Develop a list of elderly people's homes that need repairs. Make a list of people to invite to help your class fix it up

Community Service

- Invite people in your community to participate in National Rebuilding Day (late April).
- Hold a Cleaning Supply Dance with an entrance fee of cleaning supplies for a project.
- Sponsor a tool drive inviting people to donate hammers, paint brushes, cleaners etc.
- Create a fundraising Run-a-thon for a Christmas in April project. Sponsor students for every lap they run around the school/ track or hold a Dance/Bowl/Bike-a-thon.

Opening Hearts

Unconditional Love and Support

Discernment

Courage

Caring

Hope

STORY

"Every child deserves to be loved," she says simply. As a volunteer with the Foster Grandparent program, Louise Jackson is one of 24,000 older Americans who are helping over 80,000 children in schools, hospitals and day care centers across the country. Louise first tried to help the mother of her twin foster children to conquer her drug addiction and raise her own children. But when that failed, and the children were in need of a good home, Louise decided to adopt them. Why did Louise do what she did? "To see my little angels walk across the stage and receive their diplomas," she says. Her story is an inspiration to anyone who thinks they are too old, too young, or too anything else to make a difference.

ACTIONS

- Read a book or show a video like *Annie or Angels in the Outfield* and have a class discussion about how children who lose one of both of their parents live their lives.
- Ask students to imagine being in a foster care home. Have them write a paper about it.
- Have students create a list of ways they could show compassion towards other children.

Language Arts

Reflection Questions

1. Do you have grandparents who you spend time with? What do you like to do with them?
2. Do you know children who are adopted or are being raised by their grandparents?
3. How do you think you would feel about Louise if you were one of the twins?

Lessons You Can Learn

1. You're never too old (or too young) to make a difference in the world.
2. A foster grandparent is someone who loves kids and wants to help them do their best.
3. Every family is different -- the most important thing is that they love each other.
4. A foster grandparent can save a child from disaster.

Social Studies

- Research foster care programs, kinship care and adoption agencies in your community. What services do they provide for people in emergency situations? How does their program receive its funding? Create a list of ways they can use young volunteers.
- Invite a speaker from a Social Service Agency, Child Welfare Agency or the Department of Social Services to answer students' questions about children in foster care.

Community Service

- Contact the Senior Corps: Corporation for National and Community Service (www.nationalservice.gov/programs/senior-corps/senior-corps-programs/foster-grandparents) to find the nearest chapter and invite a Foster Grandparent to speak to the class about their experiences.
- Contact the local Council on Aging and ask for a "classroom grandparent," reading buddy or volunteer. Invite them to school events and send them a school calendar.
- Visit a nursing home during the year, at the holidays: sing carols, bring student-made gifts
- Help create a Foster Grandparent program with a local nursing home.
- Plan a special weekend with your grandparents or a special day with an elderly person.

This story is featured on the *Stone Soup for the World* audio tape.

Helping Others to See

Caring

Compassion

Leadership

Humility

Service

STORY

For people at the Aravind Eye Hospital in Mudurai, India, Dr. V is a hero. Both a village elder and a hospital chief, he insists that his staff provide "impeccable service" and guides his institution of compassion with a glance, a word, a silent presence, a smile. As Gandhi once said, "My life is my message." Dr. V's unique blend of being and doing is his message. Thanks to support from the Seva Foundation, he and his staff perform 92,000 cataract surgeries a year and 850,000 treatments to prevent blindness. "If you allow the divine force to flow through you, you will accomplish things far greater than you imagined," says Dr. V. In this story, Seva's founder, Ram Dass, explains how their support for Dr. V – balances "being and doing" -- or compassionate Actions and compassionate hearts -- so they can do the most good for others in the world.

ACTIONS

- Study and diagram the human eye. Invite an ophthalmologist to speak about caring for our eyes. Conduct eye exams and screenings with a nurse or Health Department.
- Study and discuss how Seva integrates spirituality and social activism. Write an essay.
- Ask students to develop a list of ways to practice being compassionate while doing service.
- Read from Ram Dass' books, *How Can I Help* and *Be Here Now*. Write reaction papers.

Language Arts

Reflection Questions

1. What do you think it means to blend of being and doing?
2. What does Gandhi mean when he says, "My life is my message"?
3. What is the difference between being compassionate in our Actions and in our hearts?
4. What is a "great teaching"? Can you think of any examples?

Lessons You Can Learn

1. We can experience great joy when we do something beautiful for others.
2. Being able to see is a great gift. The miracle of surgery helps restore it to those who lost it.
3. Cultures like Hinduism have special ways of incorporating their values into their lives.
4. Being + doing = being a humanitarian and doing good things.
5. Compassion can be just as important as competent medical skills.

Social Studies

- Study cultural traditions that help strengthen family ties, like Dr. V's family sessions.
- Compare the health services in foreign countries like India to those in our own country.
- Research cataracts and other visual problems that can be corrected by surgery.

Community Service

- Organize a used prescription eyeglasses drive for people in underdeveloped countries through Lenscrafters or medical relief agencies.
- Send for Seva's catalogue with gifts that are made by poor people from different cultures.
- Create a list or directory of "eye" resources in your community.
- Arrange for students to volunteer for "Read for the Blind."

This story is featured on the *Stone Soup for the World* audio tape.

Small Acts for Big Change: The Oxfam Fast

Empathy Creative Resourcefulness Striving to Make a Difference Determination

STORY

When Nathan Gray returned to the United States after working with poor villagers in Central America, he wanted his fellow Americans to become more aware of world hunger. He believed that if they knew how they could help, they would. "Perhaps they would feel empathy for the poor, if they fasted, even for a day," he thought. This is the story of how Nathan created Oxfam America's Fast for World Harvest as a way to connect millions of Americans with real people doing real work in developing countries. Twenty-five years later, the Fast is an annual, nationwide celebration of global sharing that has raised millions of dollars to fund their self-help projects -- and send an important message: "We want you to know we care."

ACTIONS

Reflection Questions

1. Have you ever visited a poor rural village? Or have you seen pictures of them on TV? What did you see, think or experience?
2. What creative ideas do you have about how we could help these people?
3. What do you think Nathan meant when he said he wanted Americans to feel a "higher sense of belonging"?
4. How do you think fasting can be a way of doing Community Service?

Lessons You Can Learn

1. When we feel connected with real people doing real work, we find inspiration and hope.
2. Fasting for just one day can help people feel empathy for those who are hungry.
3. When we invite the media to spotlight good projects, we can reach millions of people.
4. Where there's a will, there's a way

Language Arts

- Invite a speaker from Oxfam-America to discuss the Fast and the global self-help projects.
- Contact Project Bread (www.projectbread.org) and use their hunger curriculum guide with students.
- Read *Diet for a Small Planet* to learn how Americans can help alleviate world hunger.

Social Studies

- Compare food consumption patterns in 3rd-world countries with those of ours.
- Study the difference between Oxfam-America's self-help projects and normal relief efforts.
- Research world hunger and discuss how governmental and economic policies contribute to this dilemma. What needs changing? Have students send ideas to senators and Congress.

Community Service

- Contact Oxfam-America (www.oxfamamerica.org) and have students join the Fast for World Hunger (the Thursday before Thanksgiving. Send them funds for a self-help project.
- Create a Hunger Banquet half the class eats the amount of food they would have in third world countries and half eat what we eat in America. Write an essay on their experience.
- Create a class Meals-on-Wheels program for students to volunteer once a month.

This story is featured on the *Stone Soup for the World* audio tape.

Kennedy and the Peace Corps

Giving

Patriotism

Determination

Adventure

Enthusiasm

Courage

STORY

"Ask not what your country can do for you: ask what you can do for your country." With these inspiring words, John F. Kennedy launched the Peace Corps in 1961. Since then, over 150,000 Americans have brought skills, life-saving technological improvements - and a goodwill message of generosity and optimism to poor countries around the world. Harris Wofford tells the little-known story of how it began when Kennedy, on the campaign trail, spontaneously asked a group of college students if they would give a few years of their life to help others in underdeveloped parts of the world. The students' response was so overwhelmingly positive, and their energy so contagious, that it galvanized the newly elected President into action. His campaign promise to create a corps of young men and women who "could work miracles for peace," has been coming true ever since.

ACTIONS

Reflection Questions

1. Do you know anyone who is a Returned Peace Corps member?
2. Would like to join the Peace Corps? Why or why not? Where would you like to go?
3. Sargent Shriver's decided, "Never to accept 'no' as an answer. Why was this important?
4. Why do you think President Kennedy's call to action was so powerful?

Lessons You Can Learn

1. When people are asked to help, they often will.
2. One secret of America success is we believe we can change things and make them better.
3. Americans have skills and talents that people in the 3rd world need to build their villages
4. Doing good deeds can combine travel and fun with service to others.

Language Arts

- Visit the Returned Peace Corps Volunteers website at www.RPCV.org. What are the Peace Corps' three goals? Which is most important to you? Read one of the many books about the Peace Corps. Request someone from their Speakers Bureau to speak at your school.
- Have students poll their relatives, parents' friends, community members to discover who has served in the Peace Corps. Interview them and write a paper on their experience.

Social Studies

- Study other times in history when young people have influenced a President's Actions.
- Compare the values and lives of young people in the 1960's with today's Generation Y.
- Create a student petition for a special project e.g. creating a sister city Peace Corps program.
- Create a list of Peace Corps countries; find them on a map. Study the impact on a country.
- Explore the origins of service organizations and their goals. The Peace Corps is to "improve the human condition at the grass roots level." Write a report on your findings.

Community Service

- Assemble a Care package for a Peace Corps member and ship overseas. Send a thank you note to show your appreciation for the work they are doing. Call 800-424-8580 for a list.
- Write to a Peace Corps member and ask what local people need that you could send them.
- Host a gathering of Returned Peace Corps members in your community.

John F.Kennedy is featured on the *Stone Soup for the World* educational video.

Global Village

What is this fascination we have with people from foreign lands - and they with us? Is it just their rich culture, their lively music and dancing, exotic foods and colorful festivals? Is it just our rich lifestyle, our fast foods and action-packed movies, moneymaking schemes and modern conveniences? While we are intrigued by each other's differences, we marvel at our common humanity and share a desire to learn from and connect with others.

Marshall McLuhan predicted that all the world's people would one day live in a "global village," thanks to modern technology's ability to instantaneously transmit information. While the media informs us about our neighbors in foreign lands, too often we only hear about their national crises, political turmoil and environmental disasters. Sometimes this unsettling news overwhelms us, leads to "compassion fatigue" and a questioning of how we can actually manage this global village. Sometimes we wonder how we can help people in other countries when we have so many problems at home.

The stories in this chapter offer a ray of hope and a myriad of opportunities we can learn from. Amazing grassroots initiatives are slowly, quietly transforming countries around the world. Some of our foreign neighbors are addressing tough problems, often with very limited resources. Even in the poorest of nations, the simple act of people joining with one another to solve the problems they face is bringing about astounding change. These global heroes featured in this chapter are some of the world's greatest treasures, offering us valuable lessons. When such progress can be made in places where natural resources and capital are scarce, what could happen in a nation as rich, as blessed as ours?

In *The Banker With Heart*, we learn how Muhammad Yunus is creating an economic revolution in Bangladesh - and around the world - with micro-enterprise projects that give poor people access to credit and opportunities to create their own livelihood. *Hunger Can't Wait!* tells the story of how Betinho de Souza launched the Campaign Against Hunger by inviting his fellow Brazilians to discover their own personal power to break the cycle of poverty - inspiring 30 million supporters and galvanizing 3 million people to develop community action teams, which collect and distribute food, creating a human connection with the poor. *Step by Step* shows how Karl-Henrik Robert built consensus among Sweden's environmentalists and then slowly engaged a whole country in changing their lifestyles, reducing waste and creating a more sustainable environment.

In this chapter, you will find stories of ordinary people who became global heroes just by taking one-step at a time toward their dream of bringing social and economic justice, providing an inspiring example for us all. In *Long Road to Freedom*, we learn that even after spending 27 years in South African jails, Nelson Mandela still believes that "Man's goodness is a flame that can be hidden but never extinguished."

Global Village

Some people are rekindling their traditions and spiritual values while encouraging their countrymen to rebuild their lives and their villages. In *The Heavens Open*, Marietta Goco tells about the Filipino tradition of giving back, *Bayanihan*: or working together for the common good. In Japan, some people speak of *kyosei* to describe a vision of living together in harmony and interdependence with the world. In *Awakening*, Ari Ariyaratne awakens people's capacity to share and empowers over 7 million Sri Lankan villagers to rebuild their communities - creating the largest volunteer organization in the world.

These stories also show the positive impact new immigrants are making in America. Most of them have a Stone Soup story to tell - how each generation gives to the next, continuing this honorable tradition, preserving family unity and creating a strong sense of community. We see how their giving to those outside their families inspired Americans to join with them. As a child growing up in Nicaragua, Alejandro Obando's grandmother insisted that he go to school and learn to read. Later, as a teacher in New York, he gathered support from his students and their parents to build a school - bringing Hope for Los Chavalitos.

Some people have used their personal pain to fuel actions, which benefit all humanity. Standing over his father's grave in Ethiopia, Mohamed Ahmed vowed to do something so people like his father didn't have to die needlessly from lack of medical supplies. In *Turning Leftovers Into Life-savers*, we learn how he built a partnership with MEDISEND, near his new home in Texas, which brings America's medical surplus to hospitals around the world. Adagio in Sarajevo tells how Vedran Smailovic honored those who died in Sarajevo with his music, affirming the indomitable spirit of life and inspiring American musicians to join him in solidarity. In *Courage to Care*, we learn how Magda and Andre Trocme courageously led their French village of 5000 people to hide - and save - an equal number of Jews from the Holocaust. And Oskar Schlinder used his ingenuity and his business skills to outsmart Hitler and save thousands of Jewish lives. In *Oasis of Peace*, Father Bruno Hussar began one of the world's greatest cultural experiments by creating a village in the Middle East where Jewish and Arab families have been living and working together in harmony for over 20 years. Aung San Suu Kyi, the world's most famous political prisoner since Nelson Mandela, won the Noble Peace Prize for standing up for freedom and democracy in Burma. Her message to her followers in *Revolution of the Spirit* is a reminder to all of us: "If you want feed.OM and democracy, you must work for it. It will not be given to you." 1 As you read these stories, you will discover how much we can learn from each other. Countries, which are striving to build new democracies, can inspire us to rebuild our own. Those who are using their pain to help others bring about peace can inspire us to heal the wounds in our own communities. Those renewing their cultural and spiritual traditions, remind us to rekindle ours. These stories give new meaning to the term "global village" and new ideas for how to fulfill its promise.

Courage to Care

Courageous

Compassion

Heroism

Humility

Integrity

Ethics

STORY

"Will you hide the Jews?" Protestant minister, Andre Trocme was asked during World War II. When he said yes, the people in his tiny village of Le Chambon-sur-Lignon, France made a collective decision to shelter Jews and because of their courageous compassion, 5,000 were saved - one for every man, woman and child in the village. Over and over, the residents were pressured to turn them in. What gave them the courage to care and risk their own lives to save others? When asked, the people simply shrugged and said, "It was the right thing to do."

ACTIONS

- Have students role-play the story with half the class the part of Jews, the other Huguenots.
- Read *Diary of Anne Frank*; explore her life as a teenager during World War II. Discuss the challenges and frustrations she and her family endured simply because they were Jewish.
- Ask students imagine what it would be like to be in hiding from an enemy. Ask them to write about what they think their feelings, fears and actions would be in their journals.
- Add words to spelling lists or word jumbles: *pacifist*, *resistance*, *Huguenots*, *gendarmes*.
- Read *Angels and Donkeys: Tales for Christmas and Other Times* by Andre Trocme.

Language Arts

Reflection Questions

1. Can you imagine what it must be like to have to hide from others to save your life?
2. What is a pacifist? Do you know of any other famous pacifists in the world today?
3. If the police came to arrest someone in your family, would you offer them a meal?
4. What are the "weapons of the spirit" that Andre Trocme said can resist violence?

Lessons You Can Learn

1. We are all brothers and sisters of one race -- the human race.
2. We can resist violence by becoming advocates for peace.
3. When we take a courageous stand, we must be ready for the consequences of our actions.
4. Helping others is "the right thing to do."

Social Studies

- Watch the video *It's a Beautiful Life*. Discuss how people care about others during war.
- Watch video *Weapons of the Spirit* and learn more about the people from Le Chambon.
- Read *The Oasis of Peace* (p. 240); write a paper comparing these two villages.
- Study the history of the Huguenots and how their ancestors were persecuted by the Catholic kings of France.

Community Service

- Contact the Anti-Defamation League: www.adl.org/. Participate in "A World of Difference."
- Work with churches/ organizations on a project for homeless or immigrant families.

The Oasis of Peace

A Vision for Peace

Tolerance

Hope

Commitment to a Higher Goal

STORY

In a region torn apart by violence, Neve Shalom/Wahat al-Salam is nothing less than a miracle. Here in the Middle East, Jewish and Palestinian families live side by side, working together in harmony. At their School for Peace, they share languages, cultures, customs and a commitment for peace. This is the story of how this village began as the dream of one man and has become a symbol of hope for the world. "While governments sign peace treaties, ordinary citizens still have to overcome their fears and prejudices in order to build a peace that endures," says one. This wonderful and unique village gives us hope that peace will one day come to this land.

ACTIONS

- Compare this story with *The Courage to Care*. How are they different and the same?
- Research the controversy in the U.S. about bilingual education and have a class discussion.
- Identify local efforts to bring peace to your neighborhood and community.

Language Arts

Reflection Questions

1. Before you read this story, what had you heard about the Middle East?
2. What other countries have a "legacy of violence"? What about in our country?
3. How can the home of the Palestinians be the promised land of the Jewish people?
4. What do you think it will take for there to be peace in the Middle East?

Lessons You Can Learn

1. There is hope for peace in the Middle East.
2. We can really get to know another people through their language and culture.
3. Open-minded thinking creates opportunities for peaceful resolution to age-old problems.
4. By rotating the mayor between Jews and Palestinians, all people feel represented.

Social Studies

- Find the Middle East region on a globe. Study how and when modern Israel was formed.
- Compare the lifestyles, economy, health, housing of the Israelis and Palestinians. Invite speakers and have students write an essay imagining they are an Israeli or a Palestinian.
- Find out about the School for Peace training program and consider being a sister school.
- The United Nations has recognized Palestine as a non-voting member, while the state of Israel is a voting member. What are their rights and responsibilities?
- Research the 1998 Middle East Peace Wye Agreement. What are the essential issues that require action by the Israelis and the Palestinians?
- Have students research the U.S. role in the Middle East peace efforts, now and historically.
- Create a mock multicultural community and decide how would it be governed, schools designed, living arrangements made etc.

Community Service

- Learn how you can become a partner for peace <http://www.oasisofpeace.org/>
- Help organize an event for Neve Shalom, inviting them to visit on their U.S. tour.
- Write letters to Benjamin Netanyahu and Yasser Arafat asking them to work for peace.

Hunger Can't Wait

Compassion Perseverance

Creativity

Empowerment

Commitment

STORY

Until recently, the wealthy people of Brazil had closed their hearts to the desperate plight of their fellow countrymen. This is the story of how Betinho de Souza created a Campaign Against Hunger, a grassroots network of 3 million members and 30 million supporters to "... replace the map of hunger with the map of solidarity." In partnership with the poorest Brazilians, they are breaking the cycle of poverty -- creating housing and sanitation, educating the children, helping the elderly and creating jobs to reclaim people's own power and dignity - and in turn, an opportunity to give back to their community. Betinho said, "Poverty now has a human face."

ACTIONS

Language Arts

- Hold a class discussion about ways to break the cycle of poverty, homelessness hunger. Brainstorm using a "mind map" to list ideas, then form small groups to explore ideas.
- Add to spelling list or word jumble: *solidarity, committees, military dictatorship, and amnesty.*
- Ask students to identify other heroes in Brazil and South American countries.
- Locate Brazil on a globe or map and identify its neighboring countries.

Social Studies

- Review the history and economy of Brazil. List the country's strengths and challenges.
- Research the foods eaten by people in Brazil -- within the "two worlds."
- Study the food distribution systems in America and the world. What are the challenges?
- Have students create a Campaign Against Hunger by organizing committees, develop a list of special projects. Write letters inviting other school and community members to join. Set a date to launch the Campaign and create a special event. Invite the media to attend.

Community Service

- Organize a food drive to collect canned goods or cash to an anti-hunger organization.
- Collect canned goods as part of the entrance fee for a school function (dance, sports).
- Contact World Hunger Year at www.whyhunger.org to learn about U.S. education events.
- Learn what is being done in your community to fight hunger and homelessness. Identify ways students can help. Volunteer at soup suppers, food banks, shelters or meals-on-wheels programs.

Reflection Questions

1. What are the "two worlds" that exist in Brazil? Are there "two worlds" in America?
2. What happens when people close their hearts to others?
3. How would you describe the "cycle of poverty"?
4. What is the difference between feeding people and giving them jobs?
5. Why do hunger, poverty, and homelessness stalk this bountiful planet?

Lessons You Can Learn

1. For millions of people in the world, hunger cannot wait.
2. When we help others to help themselves, we can break the cycle of poverty.
3. When we help poor people create self-help projects, they regain their dignity and power.

Adagio in Sarajevo

Imagination

Sincerity

Global Action

Determination

Universal Love

STORY

Once considered a model of religious and ethnic harmony, in 1992 Sarajevo was in a siege that was slowly destroying the city. The world was shocked when a shell planted in the middle of a bread line exploded, killing 22 people and wounding more than 100. This is the story of how one musician's response to "the bread line massacre" helped the people of Sarajevo to find the courage to go on with their lives -- and how his message spread around the world, inspiring other artists and thousands of people to resist despair by celebrating love, life, and that spark of human spirit that can never be destroyed.

ACTIONS

- Invite a cellist to play Albinoni's *Adagio* and discuss how this music feeds people's souls.
- Have students bring in music -- lyrics only or recordings - that feeds their souls.
- Add to spelling list words like: *indomitable spirit, homages, commemorate, mosque*.
- Research who Albinoni was and why he wrote the *Adagio*.
- Read *The Secret Life of Plants* and learn about the effect music has on all living things.

Language Arts

Reflection Questions

1. Do you know anyone who were once a friend and is now an enemy? How did it happen?
2. When you have differences with people in your life, how do you resolve them?
3. If you lived in Sarajevo, how would you help rebuild this city?

Lessons You Can Learn

1. Music is a powerful healing force that feeds people's souls.
2. There is a universal language of music that can unify people all over the world.
3. Civil wars can quickly destroy a civilization that took centuries to build.
4. Harmony and peace can be very fragile.
5. Everyone has unique and special gifts to give to make the world a better place.

Social Studies

- Review newspaper articles and news reports from the 1984 Winter Olympic Games. Why was Sarajevo called a cultural haven for Croats, Serbs and Muslims?
- Write a report describing the impact that civil war has had on a country.
- Facilitate a discussion about how Sarajevo changed from a place of ethnic harmony to "ethnic cleansing."
- Compare the situation of the Jews in *Courage to Care* with Sarajevo. Discuss how "ethnic egoism" may come about and how it can be minimized through education and experience.

Community Service

- Start a booster club to support music education in the schools.
- Solicit musical mentors from the community for aspiring young musicians.
- Organize a musical instrument drive for a third world country with your local Rotary.
- Create a music/art project for students to express their feelings about U.S. school killings.

This story is featured on the *Stone Soup for the World* audio tape.

Awakening

Sharing Camaraderie Hope Spirituality Teamwork Brotherly Love

STORY

A.T. Ariyaratne had the idea of bringing upper-caste high school students to help rebuild remote poverty-stricken villages in Sri Lanka. Ari called his crusade Sarvodaya, a word Gandhi used to mean "the awakening of all." His students learned practical skills while developing compassion -- like the Sarvodaya saying, "We build the road and the road builds us." It's become the world's largest volunteer movement where people are working together to improve over 11,000 villages. In this story, we learn how one boy's life changes in the Sarvodaya, and how after moving to the United States, he returns to his home village to share a message with the children. "Sarvodaya awakens young people, who then awaken their families, their communities, then the world," Patrick said, "but the awakening must start first with each one of us."

ACTIONS

Reflection Questions

1. Why did the village people have hope -- and know that things would get done?
2. Would you help feed one person by sharing your meal with another?
3. Would you spend your summer at a work camp helping people with "gifts of labor"?
4. What does Patrick mean when he says, "awakening must start first with each one of us."

Lessons You Can Learn

1. By building roads together, they built a family, a community and a spirit in their village.
2. Even though Patrick was a Christian, he became brothers with the Buddhists.
3. Volunteer projects can transform entire villages -- and even countries.

Language Arts

- Study both the Gandhian and Buddhist principles to organize community development.
- Add to spelling list: caste, crusade, compassion, Sarvodaya, shramadanas, Mali and ayya.
- Teach students a simple Buddhist chant or a loving kindness meditation.

Social Studies

- Find Sri Lanka on a map and study its history. Have students request information from the department of tourism. Write a report on the resources and challenges of Sri Lanka.
- Identify other examples of "inter-class" cooperation in the U.S. and the third world.
- Research and write a report on technologically appropriate energies like windmills and methane generators used in third world countries and in America.
- Visit a working windmill and study how they are designed and maintained.

Community Service

- Create a local work camp project that addresses specific needs in your community.
- Develop a directory of service groups/opportunities to volunteer in your community.
- Invite students who travel with their families to visit the Sarvodaya: <http://www.sarvodaya.org>. Develop a directory of alternative energy sources like solar power, windmills etc and ask your local newspaper to print it and distribute it to families in your community.
- Research and find a village somewhere in the world that could use support. Identify their needs as well as the resources in your community to support them. Compose a plan and invite people in your community to join in helping this village.

Turning Leftovers into Lifesavers

Compassion

Resourcefulness

Kindred Spirits

Bond of Humanity

STORY

Mohamed Ahmed and Dr. Martin Lazar share a common dream - extending medical care and hope to lands of poverty. In this story, we learn how they worked together to make that dream become a concrete reality for a hospital in Mohamed's village in Ethiopia. As a neurosurgeon at the one of the best hospitals in Texas, Dr. Lazar knew first hand of the excessive waste of \$6.5 billion in medical supplies that are dumped into our landfills each year. In 1990, he founded MEDISEND to "turn leftovers into lifesavers" and become a life saving force for our neighbors throughout the world. To date, they have shipped 150 tons of medical supplies and equipment valued at more than \$4.3 million to 106 hospitals in 50 developing countries. "You start with one step," says Dr. Lazar, "and it's amazing how many wonderful people will rise to the occasion."

ACTIONS

Reflection Questions

1. Has someone ever said to you, "There is nothing we can do"? How do you respond?
2. If you were Mohamed Ahmed, how would you feel about visiting your homeland?
3. Do you know of other immigrants who are helping people in their homeland?
4. Why do you think we have so much excess in this country that results from leftovers?
5. Imagine creating a game out of turning leftovers into lifesavers, what would you call it?

Lessons You Can Learn

1. One person's leftovers can become another person's treasures.
2. Instead of feeling helpless, Mohamed decided to do everything he could to help.
3. Immigrants are eager to find partners to help people in their homeland.
4. Someone has to pay for the things that each of us throws away.

Language Arts

- Create a list of local groups who provide physicians and free medical care to the poor.
- Contact your local hospital to see if they recycle their outdated medical supplies.

Social Studies

- Have students make a list of medical supplies in their homes. Check the labels and write to the pharmaceutical companies asking if they contribute supplies to needy countries.
- Investigate American safety standards and compare with other countries. Determine what represents outdated, yet still safe, supplies that can be sent abroad.
- Conduct a research project on the \$6.5 billion worth of surplus medical supplies that are dumped into landfills each year. Write a report identifying the most often wasted medical surplus in America; estimate how much land is being used; how many lives could be saved and make recommendations on what could be done to recycle these supplies.

Community Service

- Sponsor a bartering event for students to exchange goods and services with each other.
- Request a list from MEDISEND of the most needed medical supplies in other countries.
- Organize a drive at your school to recycle medical supplies to health clinics in Honduras.
- Collect old eyeglasses to be donated to impoverished areas via Lenscrafters.

Step by Step

Cleverness

Dedication

Consensus Building

Creativity

Leadership

STORY

Karl-Henrik Robert, a Swedish pediatric oncologist, was tired of seeing little children die of cancer, and of hearing all the excuses for why something wasn't being done to make the earth a healthier place. He decided to do something about it. This is the inspiring story of how Dr. Robert got scientists, farmers, businessmen, artists and entertainers and ordinary citizens all working together to help heal their country. Together they created an education campaign called, The Natural Step which catalyzed a grassroots movement of ecological activism in Sweden that is growing to the United States. "Much of the debate over the environment is like monkey chatter amidst the withering leaves of a dying tree," says Dr. Robert. "If we heal the trunk and the branches, the benefits for the leaves will follow naturally."

ACTIONS

Language Arts

- Create a list of musicians, actors and business executives who are environmentalists.
- Invite a recycling coordinator from local waste management company to speak to students
- Request environmental education materials and local speakers from The Natural Step.

Social Studies

- Review lessons on conservation and recycling. Create a list of ideas to use in the home.
- Study and compare the ingredients of biodegradable vs. traditional cleaning products.
- Develop a list of cleaning products in your home. Research less toxic alternatives.
- Research hazardous health issues in your community. Develop a plan to improve safety.
- Investigate the environmental movement and its progress. Create a timeline indicating when community recycling started; biodegradable items introduced; toxic wastes banned.
- Research the findings from the NGO organizations at the 1994 United Nations Summit on the Environment held in Brazil. Create a summary of their top 10 recommendations.

Community Service

- Monitor a stream in your community for the levels of pollution.
- Schedule a hazardous waste removal date twice per year at your school.
- Create a school recycling program for bottles, cans and paper.
- Brainstorm a list of ways to improve the environment in: your home and your school. Link student ideas to a seasonal calendar and create a monthly event for the environment.

Reflection Questions

1. Do you ever feel impatient with the debate or "monkey chatter" over the environment?
2. What is "the trunk of the tree" that Dr. Robert decided to study? and why?
3. If The Natural Step were a U. S. television program, would you watch it? Why?
4. Imagine what would happen if everyone --farmers, companies, governments and citizens-- helped to create a healthy environment in America. What would happen?

Lessons You Can Learn

1. The environment can cause disease, especially among children.
2. We must all become educated about what can be done to improve our environment.
3. Every Swedish -- and American -- citizen is needed to help create a healthy environment?
4. It is possible for 1country to create a grassroots movement to improve the environment

Pathways to Peace

Compassion

Dedication

Kindred Spirit

Tolerance

Reconciliation

STORY

Eventhough Masanko Banda and Avon Mattison grew up on opposite sides of the world, they are kindred spirits who share a dream of world peace. For Masankho, whose early years were marred by violence in his homeland of Malawi, Avon's Pathways to Peace (PTP) offered a spiritual haven and the chance to work with other young people whose lives had been shattered by war to create a better tomorrow. When Avon sends Masankho in her place to the Children's Conference on Human Rights in Vienna, Masankho sees firsthand that peace is possible and its best hope is through young people. "Through PTP I've seen that the potential for peace leadership is in each and every one of us," says Masankho. "Although the pathways to peace are difficult to build, I now know that you and I can make a difference ... and that one day peace will prevail on earth."

ACTIONS

- Locate Malawi, East Africa on a map. Study people's lifestyles and imagine living there
- Research current events in Malawi and write a report on how it has progressed since 1964.

Language Arts

Reflection Questions

1. What did Avon's birthday message and "pathways to peace" mean?
2. Have you like Avon ever been told that something was just a "childish imagination"?
3. Have you ever made a silent wish for peace?
4. Can you imagine dancing for peace at a Croatian refugee camp?
5. What ideas do you have for ensuring that children have human rights?
6. Does self-rule always result in peace with justice?

Lessons You Can Learn

1. Adults like Avon can open doors so that young voices can be heard in the world.
2. Children who have suffered can help each other
3. The power of one phone call -- can change someone's life.
4. Political persecution in dictatorships affects children as well as their parents.

Social Studies

- Study human rights for children around the world; discuss similarities and differences.
- Research the findings of the United Nations' Rights of the Child. What are key points?
- Study how children's rights have been improved in. some countries and what led to this?

Community Service

- Observe a moment of silence on the International Day of Peace: 3rd Tuesday of September.
- Form a Pathways to Peace council in your school: letter writing, debates, speakers bureaus
- Design a mini-United Nations in your school with students representing different countries. Create a community event and read the Declaration of Human Rights.
- Train students to be mediators, teach conflict resolution and practice non-violence.
- Initiate a letter-writing campaign to heads of countries involved in war asking for peace
- Plant a Peace Pole with the various languages in your community represented.

The Heavens Open

Hope

Selflessness

Courage

Determination

Patience

Faith

STORY

When People Power was born, it brought hope to the world. Instead of the bloodbath that was expected with the overthrow of the Marcos regime, the Filipino people gathered to peacefully face down the soldiers and elect Cory Aquino their president. This is the story of how Filipinos worked together to bring their country back from the edge of disaster, and how one woman and her renewal of traditional Filipino values led the way. As director of the new Presidential Commission to Fight Poverty, Marietta Goco developed a plan to bring the disenfranchised into the mainstream and decrease poverty by 10% in five years. Rekindling the Bayanihan values, she invited people to work together for the common good, be willing to think of others and perform a kind of selfless service. In just three years, they reached their goals and transformed the lives of an amazing two million people. They learned that when we all work together, everyone wins.

ACTIONS

Language Arts

- Create a list of peace-oriented songs like: "All we are saying is give peace a chance."
- Locate the Philippines on a globe/map. Research the culture and history of the Philippines
- Study what life is like for the young people now vs. under Marcos. Half of the country is under 15 years of age. What are their opportunities and challenges?

Economics

- Research the wealth and meaning of traditional cultural values like Bayanihan.
- Study the relationship between the United States and the Philippines. How has it evolved over the years? How have they strengthened their economy while preserving their culture?
- Investigate presidents like Ramos who graduated from U.S. universities like West Point.

Community Service

- Invite students to create a "Philippine 2000 vision" for their community and a personalized plan for how they can use their own God-given talents to achieve this vision.
- Investigate ways of contacting Filipino students of the same age by "talking" on a website and learning what life is like for them, especially since the Peaceful Revolution.

Cory Aquino is featured on the *Stone Soup for the World* educational video.

Reflection Questions

1. How did the Filipinos overthrow Marcos without any bloodshed?
2. How is it that people can unite against a common enemy and then feel lost without one?
3. How can we bridge the gap between the haves and have-nots in our country?
4. What is the cost of ignoring a problem - in a country - or in our own community?

Lessons You Can Learn

1. When we all work together for the common good, everyone can win.
2. People all over the world want a better life for children and peace for a lifetime.
3. Every country has cultural values that encourage service, teamwork and cooperation.
4. The key to long-lasting peace is for all people to have a stake in it.

Revolution of the Spirit

Bravery

Compassion

Non-Violence

Vigilance

Personal Responsibility

STORY

Often called the next Nelson Mandela as the leader of her people's movement for peace and democracy in Burma, Aung San Suu Kyi is the world's most famous political prisoner. Following the example of Gandhi, she fasts for justice and brings a message of courage and hope to her people by organizing hunger strikes and peaceful demonstrations. Aung San Suu Kyi's courage and determination are unflinching, even when she and her followers are persecuted. By meditating daily, a flame of purpose and dedication burns within her. When she was awarded the Nobel Peace Prize, her son delivered a message, "I know if she were free today, my mother would, in thanking you, also ask you to pray that the oppressors and the oppressed should throw down their weapons and join together to build a nation founded on humanity in the spirit of peace."

ACTIONS

Language Arts

- Invite students to learn to meditate and light a flame of purpose in their own lives.
- Make T-shirts with the metta design on them. Create a "best design" contest for students.
- Locate Burma (or Myanmar) on a map or globe.

Social Studies

- What if the Nobel Peace Prize? How is it awarded /selected?
- Study the Nobel Peace Prize winners of the 1990's. What do they have in common?
- Research Burma's history from 1947 when Aung San Suu Kyi's father won freedom from the British until the 1962 military coup. How did they lose their freedom again?
- Study the economic boycott that has been created by the anti-apartheid organizers in South Africa. Which companies are supportive of Burma's struggling democracy movement?

Community Service

- Join Aung San Suu Kyi's, *de facto* leader of Burma (Myanmar), (Nobel Peace Prize: 1991.) of the spirit and learn how to help keep her vision alive. Burma Campaign UK <http://burmacampaign.org.uk>
- Create a Free Burma newsletter and send it to your friends, school and community leaders
- Contact Amnesty International to write letters protesting human rights abuses in Burma.

This story is featured on the *Stone Soup for the World* audio tape.

Aung San Suu Kyi is featured on the *Stone Soup for the World* educational video.

Reflection Questions

1. Why do you think Aung San Suu Kyi is called the next Nelson Mandela?
2. Imagine how you would respond if you were Aung San Suu Kyi facing the soldiers.
3. Why is she under house arrest and how is it different than being in jail?
4. What other kinds of spiritual values are like the Buddhist *metta* or "loving kindness"?

Lessons You Can Learn

1. To achieve freedom, people must be unified in their goals and way of achieving them.
2. The world is made up of those capable of learning and those who are not willing to learn.
3. Fasting for justice is one of the most potent forms of non-violent protest.
4. If you want freedom and democracy, you must work for it."

The Pied Piper

Strenght of Charecter

Leadership

Nurturing

Determination

STORY

For hundreds of young men on the streets of Baltimore, Joe Jones is a role model, mentor and moral compass. Through his work with fathers of babies born to unwed mothers, many young men have found a way to put their skills to work in a positive way. When Joe was invited by Mayor Schmoke to be part of a US AID Lessons Without Borders education trip to Jamaica, he saw how community-based policing is transforming this once treacherous city. Police walk the beat so they can talk, rebuild trust and create friendships with the young people through tutoring, mentoring and after- school programs right in the police station. In bringing these lessons home to Baltimore, Joe says "each of us can have a positive impact on the lives of kids simply by showing that we care. Sometimes all it takes is a helping hand and the moral support to make kids feel like they're worth something."

ACTIONS

Reflection Questions

1. If your mayor invited you to join in an educational exchange program, would you go?
2. Do you know places in our country like Gold Street in Kingston, Jamaica?
3. Do you think it is possible to create friendships with the police? How and why?
4. Do you think community policing programs are a good idea? Why or why not?

Lessons You Can Learn

1. If we want to improve the lives of poor babies, we must help their mothers and fathers.
2. A support system sometimes calls for a "kick in the butt" as well as positive feedback.
3. There are good programs in third world countries that we can learn valuable lessons from
4. The police can prevent violence by being positive role models and mentors for youth.

Language Arts and Music Appreciation

- Play recordings of Bob Marley songs and discuss how they inspire people to work for peace
- Locate Jamaica on a map. Learn about Jamaican history and culture.

Social Studies

- Research the juvenile court system in your state. What ages are most first-time offenders and what kinds of crimes have they committed? What innovative programs are helping put kids back on the right track?
- Study community policing programs in your state. How are they affecting relations between police and citizens? Are they helping improve the quality of life in communities?
- Investigate ways young offenders are being rehabilitated through church organizations.

Community Service

- Contact Center For Urban Families (www.CFUF.org) to learn about their student exchange program
- Ask for a community policing program. Attend a town meeting and invite others to join.
- Work with your local police on a project to help others, like a fundraiser or Toys for Tots.
- Organize a male parent-support group for young fathers in your community.
- Invite local police officers to meet with students and share their concerns and ideas about ways to build trust. Create an activity together during or after school sports or social event.

Oskar Schindler

Courage Resourcefulness Generosity Shrewdness Sacrifice Cleverness

STORY

Through his creative, daring, and never-ending acts of courage during World War II, Oskar Schindler saved thousands of Jews from death. In order to protect his Jewish workers from being seized by the Nazis, Schindler falsified factory records: old people were 20 years younger; children were listed as adults; lawyers, doctors, and engineers were registered as metalworkers, mechanics, and draftsmen - all trades considered essential to war production. Schindler's compassion and sacrifice were unstinting. He spent every bit of money and even traded his wife's jewelry for food, clothing, medicine and schnapps to bribe the SS investigators. "Schindler's List is not a Jewish story, or a German story, but a human story," says filmmaker, Steven Spielberg. "It is my hope that *Schindler's List* will inspire this generation and future generations to seek an end to racial hatred."

ACTIONS

Reflection Questions

1. Can you imagine yourself making the kind of sacrifices Oskar Schindler did for strangers?
2. Why were Jewish people treated so badly by Nazis? Can you imagine being held captive?
3. Is there racial hatred in your community or our country? What can you do about it?

Lessons You Can Learn

1. It is possible to overcome "impossible" odds to help people help themselves.
2. Many people survived the Holocaust by working together and helping each other.
3. Business people have a responsibility to protect the human rights of their workers.
4. Racial hatred can lead people to do unspeakable acts against their fellow human beings.

Language Arts and Film Studies

- Have students study other movies made by Steven Spielberg. Why did he make this one?
- Watch *Schindler's List* and have students write essays about what affected them most.
- In 1993, African-American students in Oakland, CA were kicked out of a theatre showing *Schindler's List*. Why? When Steven Spielberg later spoke at their school, they asked him to make a movie on the Black Passage. Which movie did he make next? What are the similarities and differences between the Holocaust and the Black Passage?

Social Studies

- Request a *Schindler's List* Study Guide from Facing History and Ourselves at www.facinghistory.org; visit www.facing.org to learn about the dangers of indifference, the values of civility and creative approaches to the challenges we face and opportunities for positive change.
- Organize a trip to Washington D.C. to visit the Holocaust Museum. Have students pair up as buddies to experience this together or visit their website www.holocaust-trc.org.
- Contact the Survivors of the Shoah Visual History Foundation at www.sfi.usc.edu and invite a concentration camp survivor to visit your class and respond to students' questions.

Community Service

- Encourage students to stand up for the rights of those who are being oppressed.
- Write letters to our President and Senators urging them to help stop genocide and war.

This story is featured on the *Stone Soup for the World* audio tape.
Steven Spielberg is featured on the *Stone Soup for the World* educational video.

The Banker with Heart

Compassion

Ingenuity

Resourcefulness

Optimism

Leadership

STORY

Muhammed Yunus is creating one of the greatest humanitarian campaigns in history. He started by talking with people in the streets and villages of his homeland, Bangladesh where he learned that the root cause of their poverty was the outrageous interest rates they were forced to pay in their desperate attempts to create their own little businesses. Starting by loaning money out of his own pocket, Muhammed created the Grameen Bank, which helps poor people help themselves while helping each other. Today, in addition to two million borrowers in Bangladesh, Grameen now helps African-Americans and Mexicans in South-Central Los Angeles, Native Americans in South Dakota, poor whites in Arkansas, North Carolina and New England, and Southeast Asian refugees. Grameen gives the poor the opportunity to create their own jobs rather than waiting around for someone else to do it for them. An unprecedented 99% have repaid their loans in full. By the year 2005, they hope to have 100 million of the world's poorest families join them. "Society has always told the poor they should not be seen nor heard," says Yunus. "Grameen invites them to come together, hold their heads up high."

ACTIONS

Language Arts and Social Studies

- Locate Bangladesh on a map / globe. Study the culture/lifestyle, especially of their youth.

Economics

- Use Monopoly money to create a banking exercise. Have students practice borrowing "money" from a credit card at 21% interest rates for their business. Compare to 5% interest rates. What difference does it make?
- Have students develop a list of small businesses they could run; products to make or sell.

Community Service

- Create a Grameen Bank Club with students. Have each student contribute \$10 to a special fund. Then invite them to decide on a product they could sell; develop a business plan; and practice borrowing and repaying their loan with Monopoly money. Organize a weekly support group to troubleshoot challenges and discuss ways to improve each other's business
- Organize a school store with student-made crafts from home EC, woodworking classes etc.
- Host a holiday event at the store and advertise to families and the community.
- Have students agree to give a percentage of their earnings to a project that helps others.

Reflection Questions

1. Would you lend your own money to someone who was trying to start a small business?
2. What kind of small business would you like to start if someone gave you a "hand up"?
3. Do you think that poor people are just plain lazy? Why or why not?

Lessons You Can Learn

1. Most poor people aren't lazy. They are human beings who want to make a decent living.
2. A "hand-up" instead of a handout gives poor people opportunities to create a livelihood.
3. One root cause of poverty is high interest rates for people who create small businesses.
4. When people help each other and themselves, they can build a promising life together.
5. By listening carefully to poor people, Muhammed learned how he could help them.

The Healing Power of Doing Good

Children are born with a natural instinct to give, to help and to love. Their little faces light up with joy each time they do. Sometimes as we grow up, we get so busy we forget the magical power of giving. Sometimes we don't even realize that what we do really matters.

The stories in this chapter remind us how good it feels when we give of ourselves. We are inspired by those who sometimes sacrifice their personal gains for the good of their fellow man. We marvel at those who stop complaining about "the system," wait for someone else to fix it - and just do it! We applaud those who take risks, and overcome obstacles - not just for themselves, but for others. We are thrilled to hear of people who made miracles happen -just by giving back. We are touched by those who use their own personal pain as a lever to first change their own lives and then, the world. We feel hopeful knowing there are ordinary people who are improving the world, one-step at time.

Research shows that when we help others, we can be physically and mentally energized. In his book, *The Healing Power of Doing Good*, Allan Luks described how people experience a "helper's high" which bolsters the body's immune system and improves health. By helping others for as little as two hours a week, people can achieve the same physiological and psychological benefits as they do from exercising. And the smile on child's face, the joy in a person's eyes or a simple thank you, touches our hearts and makes us feel like a million!

In the story *Baby Magic*, a busy mother finds the time to hold babies at a hospital nursery and experiences the magical healing power of love. In *Wise Beyond His Years*, 12-year-old Dexter Wellman finds that by tutoring the children in the homeless shelter where he is living, he keeps his spirits up. In *A Lesson in Giving*, Laura Gates lifts her depression when she learns a lesson from Caire Nuer about the difference between giving and getting. *From a Cynic to a Server* tells how a student fills the emotional and spiritual hollowness in his life by volunteering in a soup kitchen. Being part of something greater than his own little universe brings him the kind of happiness he's always wanted.

People who take the time to give from their hearts feel less pain, depression and disease and have more energy to live their lives. When we slow down and really connect with each other, true healing happens for both giver and receiver. The smallest acts of kindness bring a sense of calm, self-esteem and joy to our lives. Even people who've been ill sometimes receive a new lease on life by helping someone else. And those in the helping profession with "helper's burnout" can renew themselves by refocusing on the special human being they are with. Knowing we've made a difference in someone's life is a real gift.

The Healing Power of Doing Good

Sometimes we find it easiest to help strangers. We feel fewer expectations and more freedom to choose how we want to give. Yet, as a wise friend once told me, if we want to change the world, the best place to start is with our own families, which offer an ideal training ground for learning how to care for others. In our fast-paced world, we often have too many things to do, places to go, and people to meet. In *Caring for Our Families*, we discover the power of remembering to take time for each other and our families. And when we do, we receive many blessings: loving relationships, happy children and healthy communities.

In her book *Why People Don't Heal, How They Can* Dr. Caroline Myss tells a funny story about how we sometimes get lost in our lives. A group of people wanted to make the world a better place. Having learned a few lessons about helping others, they decided to begin by healing themselves first. They hired a big boat, called *Heal Thyself First* and headed off on their journey. After a while, they were enjoying themselves, so they decided to stay on the boat - forgetting all about their original goal of helping the rest of the world. Dr. Myss urges her patients not to get too caught up in healing themselves and reminds them that real health and happiness comes when we help others and the planet.

In *Love, Medicine and Miracles*, Dr. Bernie Segal tells his patients that when they get to heaven, they will have to answer just two questions. What did you contribute? And how much of your potential did you use?

Each one of us has special gifts we can give. When we give our gifts, freely from our hearts, we will realize our full potential and help build a better world.

A pessimist, they say, sees a glass of water as being half-empty; an optimist sees the same glass as half-full. But a giving person sees a glass of water and starts looking for someone who might be thirsty. "If you don't, who will?"

G. Donald Gale

From Cynic to Server

Willingness to Try

Generosity

Idealism

Compassion

Gratitude

STORY

For 18 year- old Andy Carroll, cynicism was the easiest route to happiness. But underneath his cavalier confidence, something was missing. This story tells how Andy changed his mind and ultimately his life by volunteering in a soup kitchen. For the first time in his life, he started to feel he was part of something greater and more meaningful than his "own little universe." When Andy started Toys for Tots like program on his college campus, the response was extraordinary. The best Christmas gift Andy received that year was a thank you letter from a homeless mother. He says, "At long last I had discovered the Magic of Christmas that it is more blessed to give than to receive."

ACTIONS

- Imagine losing all your possessions in a fire. Write in a journal about how you feel. Create a list of those special things you would like to save from a real fire.
- Read about the Quakers, their philosophy and their education. Create a list of differences and similarities between this way of thinking and the way most people live their lives today
- Read a book about a social issue (homelessness, hunger, the environment) and write about how it changed your views on that issue and your own perspective.

Language Arts

Reflection Questions

1. Are you or your friends ever cynical about the world? Why or why not?
2. Have you ever known a family who has lost their home to a fire? Did you help them?
3. How does it make you feel when you work selflessly to improve the world?
4. What is the difference between cynicism and hope; shallowness and meaningful?

Lessons You Can Learn

1. Volunteering gives you energy!
2. The more you give, the more you receive.
3. A simple thank you note can be the best gift you can give someone.
4. Helping others creates a sense of something greater and more meaningful in your life.

Social Studies

- Read Chapter 7: Getting Involved from the book, Habits of the Heart: Individualism and Commitment in American Life. Write a report on the trends in giving in America.
- Research and write a report on the trend of volunteering among young people in the United States. Identify the kinds of volunteer activities teens participate in and how often.
- Conduct a survey in your school, asking students about what they do to make a difference. Ask them how often they volunteer, where they do it, what social issues matter most to them. If some students don't volunteer, ask them why they don't. Is it because of lack of time, energy or interest? Publish the results in your school or community newspaper.

Community Service

- Invite students to participate in a soup kitchen program once a month.
- Organize Toys for Tots collection for or start your own program in your school.
- Collect stuffed bears for the police and fire departments to give to children in crisis.

Baby Magic

Willingness to Try

Simplicity

Caring

Selfless Service

Commitment

STORY

Twelve years ago, Lynn was a busy wife and mother of two teenagers, suffering from chronic back pain. Faced with the choice of back surgery or learning relaxation techniques to cope with stress, she opted for the program. Lynn found that in choosing to do just "one more thing," she was able to heal herself while helping others - little babies in need of caring, human touch. Now, once a week after work, she spends two hours in the hospital nursery, lifting and lowering babies, feeding and diapering them. "Baby Magic has changed my life," she says.

ACTIONS

- Invite a nurse to speak to students about how to care for newborn babies.
- Invite a health educator to teach a stress reduction class. Practice yoga exercises. Show students how to take their pulse before and after practicing relaxation techniques like yoga.
- Research the physiological / psychological benefits of massage and hugging others.

Language Arts

- Research the incidence of back pain in America, the amount of absenteeism in the workplace and the estimated cost. Contact local rehabilitation clinics to learn about alternative treatments to surgery. Write a report on your findings.
- Investigate the incidence of babies born to drug-addicted mothers in the U.S. What kinds of illnesses are they more likely to have than healthy babies? What kind of pre-natal care do mothers need to nourish their baby before they are born?

Community Service

- Make baby gifts for underprivileged newborn babies: quilts, booties, hats, pillows, etc.
 - Arrange for a tour of your local hospital nursery for students interested in volunteering.
 - Organize a baby-sitting course for students including training in emergency care and CPR.
- Befriend a lonely person once a week for a month and watch the person change. Keep a journal to record the person's progress each week. Find someone to continue the visits.

Reflection Questions

1. Do you know anyone with back pain that you could share this story with?
2. What do you think Lynn means by 'Baby Magic'? Why do you think babies have such a magical effect on people?
3. What kinds of stress reduction and relaxation techniques do you know about?

Lessons You Can Learn

1. Even busy people can find the time to do just "one more thing."
2. When we help others, we can help heal ourselves.
3. There is a healing power of love that is experienced both by the giver and by the receiver.

The Quilt

Compassion

Open Mindedness

Dedication

Ability to Unite People

Leadership

STORY

To Cleve Jones, a quilt seemed the perfect symbol of his traditional middle-class, middle-American family values. A perfect symbol to match the cruel plague of AIDS, accompanied by an epidemic of hatred, bigotry and fear. This is the story of how the AIDS Quilt began as one man's desire to pay tribute to the people losing their lives to AIDS and give a voice to those who were silently disappearing. Today, the AIDS Quilt is the largest community art project in the world, inspiring international solidarity in the fight against AIDS and nominated for the Nobel Peace Prize. Over six million people have visited it in thousands of displays worldwide. One woman, who approached Cleve with a bundle of fabric in her arms, said, "This is my son. He is gone now, but he lives on - in my heart and in the Quilt."

ACTIONS

- Have students each design their own quilt square. Sew the squares together in a class quilt. The quilt could be displayed, and then presented as a gift to someone suffering from AIDS.
- Watch the award-winning documentary film on the Quilt (call The Names Project).
- Invite someone with HIV AIDS to share their experience; have students write a paper.
- Invite a school nurse or sex education specialist to speak to students about HIV and AIDS, and how it can be prevented it with good health habits.

Language Arts

Reflection Questions

1. Do you know anyone who has AIDS? What problems do people living with AIDS have?
2. Does anyone you know make quilts? What is special about quilt making?
3. Do you think that AIDS is a problem for young people in your community?
4. Are you afraid of people with AIDS? Why or why not?
5. What can kids do to overcome the fear of and prejudice against people with AIDS?

Lessons You Can Learn

1. AIDS kills all kinds of people: kids, hemophiliacs, drug users, gay people, Moms and Dads
2. It is important to keep the memory of our loved ones alive.
3. Creative art projects like the Quilt can create a sense of community among diverse people and can help bridge gaps in our understanding of each other.

Social Studies

- Research the incidence of HIV and AIDS among children and young people in America.
- Study findings on AIDS; patient quality of life, mortality rates and progress toward a cure.

Community Service

- Send get-well cards to children with AIDS in hospitals. Deliver a get-well poster to kids.
- Start a pillow project to donate to local hospitals or shelters. Include a note of comfort.
- Visit the AIDS Memorial Quilt www.aidsquilt.org. Call The Names Project: www.quilt.org
- Make a Quilt panel in honor of someone in your family or community who died of AIDS. Invite others from your school in honor of those who've died of AIDS. Provide fabric colors and instruction. When finished, display the quilt in a town building or school hall.

This story is featured on the *Stone Soup for the World* audio tape.

Cleve Jones and the AIDS Quilt are featured on the *Stone Soup for the World* video.

Changing People's Minds

Courage

Determination

Boldness

Advocacy

Leadership

STORY

Joe Rogers was once homeless, wandering the streets of New York City and fishing through dumpsters for food. Today, he is the "Martin Luther King of mental health," a powerful and respected advocate who is revolutionizing the mental health care system. This is the story of how Joe used his own experiences with mental illness to help others help themselves. He used his insider's knowledge of how the system works (and doesn't) to design self-help programs for people who live with mental illness. Joe has made Pennsylvania a model of consumer-run mental health programs and has saved the mental health system millions of dollars. "Helping others is often the best therapy," he says.

ACTIONS

- Watch the movie *Shine* and invite students to think of other brilliant or eccentric people who are judged as abnormal and who struggle to fit into society.
- Have students read a book: *The Beast* by Tracy Thompson about her life with depression; *Girl, Interrupted* by Susanna Kaysen about her experience in a mental hospital; *Nine Highland Road* by Michael Winerip; *Is There No Place on Earth for Me?* By Susan Sheehan about how she developed mental illness in her teens. Then have them write book reports and share what they have learned with the class.
- Invite a social worker or psychologist to answer student questions about mental illness.

Language Arts

Reflection Questions

1. Do you know anyone who is struggling with mental illness?
2. Have you found comfort in talking with someone who's been through a similar thing?
3. What is the difference between a "patient" and a "consumer" of mental health services? Do you think this is an important distinction to make?

Lessons You Can Learn

1. Helping others is often the best therapy.
2. People who have "been there" can help others who are having problems.
3. Mental illness crosses all socio-economic boundaries. It can happen to anyone.
4. Self-help groups are often more effective and less expensive than traditional care.

Social Studies

- Research the incidence of mental illnesses like schizophrenia, manic-depression, autism, Downs's syndrome. Chart the age of onset, contributors, treatments, medications, results
- How does mental illness affect a patient's family and loved ones? Research and discuss.
- Study the cost and quality of caring for people with mental illness. Compare consumer-run and/ or community-based programs like those in Pennsylvania vs. mental institutions.

Community Service

- Create a peer-tutoring program with students in your school's special education program.
- Send cards or care packages to young people in a local hospital or mental health facility.
- Help special education students organize a self-help advocacy group in your community. Contact the National Mental Health Consumers' Self-help Clearing house at www.mhselfhelp.org
- Create an exhibit of arts and crafts made by handicapped persons in your community.

Caring for Our Families

Tradition of Caring

Reconciliation

Tolerance

Patience

Sense of Humor

STORY

"Caring is such a simple thing, yet it is so often neglected in our fast-paced world." In this story, Marianne Larned tells how she and her mother and aunt, realized that their family was drifting apart and that something precious was being lost. "Somewhere along the way, our family's tradition of caring seemed to fade," she says. "Sometimes we forgot how much we needed each other." By creating a family reunion, they reconnected with each other, renewed old friendships and rekindled their family spirit. In the process, they passed a special legacy of caring on to the next generation. "We forget to take time for each other and for our families," says Marianne. "But if we want to change the world, that's the best place to start."

ACTIONS

- Invite students to remember or ask their parents or guardians about past family gatherings and write a report on the highlights.
- Have students draw their family tree, including past and present family members. Make copies for grandparents and close relatives and ask them for help in filling in the "branches"
- Ask students to interview their parents, aunts, uncles, grandparents and make a timeline of historical and / or important family events in their lives.

Language Arts

Social Studies

- Have students write about the family traditions they celebrate during the holidays and on special occasions. Discuss the cultural, ethnic and other origins of these traditions.
- Have students develop a genealogical research project to determine their family roots. The World Wide Web is a good starting place.

Community Service

- Help organize a family reunion; a cookout, beach party, camping trip or pot -luck dinner. Organize games and sports with your cousins. The book Family Reunion by Jennifer Culbertson will give you some good ideas.
- Invite people who live alone and/ or far from their families to join you for the holidays.
- Take photographs at a family gathering and make a small album for a Christmas present.

Reflection Questions

1. Have you ever been to a family reunion? Do you enjoy them? Why or why not?
2. What does the word "family" mean to you? What are blended, extended and biological families?
3. Would you rather have a large or small family? Why? What are the benefits of each?

Lessons You Can Learn

1. Family gatherings can be like a special glue that holds people together.
2. If you want to change the world, a good way to start is by caring for your family.
3. Planning special events with your cousins is fun and makes for great memories.

Compassion, Their Precious Treasure

Compassion

Leadership

Wisdom

Forgiveness

Inner Peace

Freedom

STORY

Tibet's exiled leader, His Holiness the Dalai Lama, is an inspiration to millions of people around the world. With his deep wisdom and compassion, he is leading a nonviolent struggle to regain his homeland. This is the story of an historic encounter between him and the 200,000 Tibetans who braved an arduous journey in order to celebrate one of their most sacred ceremonies. Well aware of the violence they had suffered at the hands of their oppressors, the Dalai Lama knew he must speak about the Buddhist teachings of tolerance and compassion for their enemies. "If we wage war against our natural instinct for revenge, we will have done something very special," he told them. "Then the world will recognize our stand against the endless cycle of violence - and there will be justice. 'The Tibetan people are continuing their heroic fight, providing the world with an amazing example of the power of using 'truth, courage and determination' as weapons to transform the world.

Reflection Questions

1. Do you believe that the people can "win a war" by conquering their "inner enemy"?
2. Have you ever tried to respond to an enemy without violence, find compassion for an enemy, or overcome your instinct to strike back?
3. Is there a difference between being a warrior for peace and being a wimp?
4. Do all religions teach compassion for one's enemies? If so, why are there religious wars?

Lessons You Can Learn

1. The Dalai Lama teaches people the modern tradition of nonviolent action for change.
2. The Tibetan people are learning how to transcend violence through compassion.

ACTIONS

Language Arts

- Watch the film, *Kundun* about the Dalai Lama's life. Have students discuss the Tibetan people's belief in overcoming violence through peaceful means.
- Play the music of Tibetan monks chanting. Study the meaning of this musical tradition.
- Invite students to take a moment of silence for peace in Tibet.

Social Studies

- Locate Tibet and China on a map. Read about the history of Tibet and its people.
- Research the progress the Dalai Lama has made in gaining world support for his people.
- Study ancient Tibetan ceremonies like the Kalachakra initiation and write a report on it.
- Study the richness of the Tibetan culture and learn how people are trying to preserve it.
- Have students read U.S. and international newspapers about current events in Tibet.

Community Service

- Write to Chinese leaders and encourage them to honor their commitment to allow the Tibetan people to practice their religion and preserve their identity, traditions and culture.
- Start an Amnesty International chapter by calling: 800-Amnesty or www.amnesty.org.
- Help the Tibetan people preserve Tibet's precious civilization. Become a member of the Tibet House at www.tibet-house.us

This story is featured on the *Stone Soup for the World* audio tape.

The Dalai Lama is featured on the *Stone Soup for the World* educational video

Wise Beyond His Years

Compassion

Leadership

Wisdom

Forgiveness

Inner Peace

Freedom

STORY

When 12-year-old Dexter Wellman's parents both lost their jobs, they ended up temporarily in a shelter for the homeless. While there, Dexter looked for ways to stay busy and keep his spirits up. Since he'd always enjoyed helping other kids with their homework, he decided to create a tutoring center for younger children at the shelter. After finding a couple of empty classrooms, some old workbooks and a few desks, he got started. Every afternoon, evening and all day Saturday, the kids would come - do their homework, learn to read and practice their workbooks. Now back in a home again with his parents, Dexter hasn't forgotten the kids in the shelter - he still goes back every day to tutor them or children in his own neighborhood. "People have always helped me," Dexter says, simply. "So I thought that it was time to give something back."

Reflection Questions

1. If you had to live in a shelter for the homeless, how would this make you feel?
2. Why do you think Dexter took the time to help other children in the shelter?
3. Why do you think there are so many homeless people in our country? What do you think can be done to help them?

Lessons You Can Learn

1. When you do something for others, you always get something back.
2. When you look for positive things to do, you can keep your spirits up.
3. When you ask others to help you so you can help others, they often do.

ACTIONS

Language Arts

- Develop a list of easy-to-read books, like the Dr. Seuss books, that younger children enjoy.
- Have students read these stories to younger siblings, neighbors and day care centers. Make tape recordings of the reading sessions that can be left with the children or given to shelters.

Social Studies

- Research the incidence of homeless children in America and what is being done to care for these children. Look for innovative ways that your state or organizations are helping.
- Study the relationship between homeless children, domestic abuse and economic insecurity in communities across America. Write a report on what can be done to help?
- Research how traditionally homeless people like Romanian Gypsies educate the children.

Community Service

- Create a slightly used book drive and start a lending library for children at a local shelter.
- Start a student campaign to sign-up every young person for a library card.
- Volunteer at your local library.
- Create a student buddy-reading program with pre-school and kindergarten children.
- Arrange for students to tutor youngsters in shelters (with supervision).
- There are over 300,000 children who are homeless. Join a Candlelight Vigil for Homeless Kids or put a lighted candle in your window. Contact <https://ak.covenanthouse.org/Candlelight-Vigil> to help.

Learning to Love Again

Trust

Courage

Compassion

Transformation

Leadership

STORY

Arn Chorn's peaceful childhood in Cambodia was disrupted when he was just 9 years old. When the Khmer Rouge marched into his town, they forced him into a child labor camp and turned his life into a living hell. "In order to survive, I had to kill my heart," Arn says. This is the dramatic story of how he escaped into the jungle, found his way to a new life in America, and managed to regain his ability to love. When Judith Thompson heard Arn's story, she was moved by his extraordinary desire and ability to inspire others. Together they created Children of War, an organization which works with children from war-torn countries around the world, as well as from inner city neighborhoods in America, seeking ways to heal the wounds of violence. Arn also started an organization to help Cambodian youth heal their spirits as they rebuild their country. "We have to learn to love each other again," says Arn. "That's the only way."

Reflection Questions

1. How do you think Arn survived in the jungle? Do you think you could have survived?
2. What do children in our inner cities have in common with countries like Cambodia?
3. Why do you think Arn is building partnerships between youth in Boston and Cambodia?

Lessons You Can Learn

1. Young people like Arn can inspire us to heal from the painful experiences in our lives.
2. Children who've suffered can heal from childhood pains by learning how to love again.
3. When people come together to share their common bonds of suffering, it can help them begin to rebuild their lives.

ACTIONS

Language Arts

- Locate Cambodia on a map. Study the geography, resources, language, and lifestyle of people.

Social Studies

- Study the history of Cambodia, especially during and after the Khmer Rouge in the 1970's. Research and write a report about the Cambodian people's struggle for democracy.
- Search newspapers for stories about human rights abuses towards children in child labor camps and sweatshops. Identify countries and companies involved and write a report.

Community Service

- Write to leaders of the companies and countries listed in your report on human rights and encourage them to improve living and working conditions for children.
- Write to UNICEF and ask for information about protecting human rights of children.
- Research the Reebok Human Rights Award. Identify five recipients and list their qualifications (www.reebok.com/humanrights).
- Help Arn Chorn reach out to young people by getting music-recording equipment to the Cambodian Volunteers for Community Development: www.cved.org.kh/

This story is featured on the *Stone Soup for the World* audio tape.
Arn Chorn is featured on the *Stone Soup for the World* educational video.

A Healing Moment

Altruistic Love

Patience

Mindfulness

Courage

Insight

Wisdom

STORY

In this story, Brother David Stencil-Rast tells how he and his close friend and fellow monk Thich Nhat Hanh marched in an antinuclear demonstration in New York City in 1982.

Thich, a leader in the nonviolent movement for peace in Vietnam had asked that every single step of their march be a meditation for peace. Brother David tells of their walking meditation as they enjoyed the marchers, the colorful array of streamers and signs, clowns and children, musicians and singers, mothers wheeling their infants, even dogs displaying peaceful slogans. He also shares a profound moment of an epiphany that he, Hanh and a group of Buddhist and Christian monks witnessed as they protested the next morning outside the French delegation to the United Nations. "There are times we must face and oppose what separates us," Brother David says. "Only then can healing take place."

ACTIONS

Reflection Questions

1. Was it important for people to protest against the nuclear arms race? Why or why not?
2. Have you or your parents ever marched in a peaceful protest? If so, why?
3. What do you think the difference is between a mindful walk and marching?
4. Can you walk and meditate at the same time? Why or why not?

Lessons You Can Learn

1. It is important for people to come together and protest peacefully when they feel strongly about that is being committed - like the nuclear arms race.
2. People from different religions can share a common goal of peace and brotherhood.
3. There are times when we must face and oppose what separates us so healing can begin.

Language Arts

- Contact Thich Nhat Hanh (<http://plumvillage.org>) ask for their education curriculum..
- Invite someone from the Peace and Justice community to share their experience of marching either in New York or in other marches to support the nuclear freeze movement.
- Read Brother David's book Gratefulness of the Heart and discuss his philosophy.
- Read Thich Nhat Hanh's book The Miracle of Mindfulness and have students write an essay on mindfulness. Community of Mindful Living at PO Box 7355, Berkeley, CA 94707.

Social Studies

- Research and write a report on the nuclear freeze movement during the 1980's. Study the progress and current challenges with countries who are still conducting nuclear testing.
- Study and write about Thich Nhat Hanh's non-violent efforts to end the Vietnam War.

Community Service

- Ask students to join a march for peace. Invite families to participate in a candlelight vigil
- Write to the Pakistani and Indian leaders asking them to join the ban on nuclear testing.
- Contact Bread for the World at <http://www.bread.org/>
- Learn about local activities through Witness for Peace (<http://witnessforpeace.org>)
- Promote alternatives to violent media entertainment. Write to Turn Off the Violence, PO Box 27558, Minneapolis, MN 55427.

Doing Well By Doing Good

What would you do if you made \$1 billion in the stock market in just nine months?

Would you join with Ted Turner and give it to your favorite charity? Would you help rebuild your homeland, like George Soros is doing in Eastern Europe? Just think what could happen if more of us found imaginative ways to give back!

There is a saying in business: make your money while you are young and give it away when you are old. Some new millionaires -like the beneficiaries of Microsoft 'stock-option (policy -are deciding not to wait and are having fun sharing their wealth now.

In Jerry McGuire, the main character challenges his colleagues to be more honest and do more for others. It will bring far more happiness than a few more dollars in the bank, he says. And some generous people are even renewing the age-old tradition of tithing 10% of their income.

In the story, The Robin Hood of Wall Street we learn how Wayne Silby was the youngest CEO of a billion-dollar investment fund when he and his friends founded the Calvert Social Investment Fund so ordinary Americans could invest their money for social good. In the story, From Street Kids to Wall Street, Steve Mariotti turns his experience of being mugged by New York City street kids into a decisive moment that led to 10,000 inner-city youth getting the basic entrepreneurial skills they need to replace the dead-ends of drugs, crime and teenage pregnancy with a vigorous pursuit of success in the business world.

The business community could become the next champions for building a better world. "Philanthropy from the private sector is rapidly becoming the most practical source of long-term change in America," says Oaude Rosenberg, Jr. in his book, Wealthy and Wise.

After discovering that the nation's top earners give less than 10% of what they could easily afford to give, he started encouraging them to share their good fortune and help make the world a better place.

These stories show how some business heroes have put their heads and hearts together, and used their resources to improve their communities. Aaron Feuerstein became a corporate folk hero after his Malden Mills factories were destroyed by fire and announced he would pay his employees for three months while they rebuilt it. In We Can Do It, Cabell Brand, a community entrepreneur who uses capitalism for social good, and spends over 25% of his time in community activities, making the system work for others. In Giving Them A Chance, Rachel Hubka recruits seemingly unemployable people, many of them welfare recipients, to drive her school buses in a Chicago neighborhood where unemployment is at 60%. In Waking Up to the Coffee Paul Katsoff learns about the poverty of coffee pickers in Nicaragua and decides to give something from his company back so farmers can live a better life.

Doing Well By Doing Good

Corporate giants like George Draper Dayton built a legacy of charitable giving which has inspired his company to continue the tradition for over 50 years. Dayton Hudson has kept its promise -even during economic downturns - of giving 5% of their profits back to the community. They have also encouraged other Minneapolis companies to form the 2% Club.

The stories in this chapter describe various ways companies can contribute to communities. In *Reaching for the Dream*, Arthur Blank, Home Depot's CEO, put out a call for volunteers-and 45 officers and 35 of their spouses from across North America signed up to help Habitat for Humanity reach its goal of building 100 new homes for disadvantaged families before the Atlanta Olympics. In *Jim's Big Secret*, Sandy at Ames Rubber helped co-worker, 50 year-old Jim Guest, learn to read on company time. Multinational companies like EDS extend their tradition of being good neighbors as they expand their business abroad. Hulas King, an EDS loaned executive who mentors inner city students at Focus: HOPE in Detroit, says "When you nurture young people to be on their own, they can then reach back and help someone else." NationsBank finds that building partnerships with community organizations multiplies their investments and maximizes their effectiveness. By creating public-private partnerships with community organizations like the NAACP, NationsBank has built over 10,000 affordable homes. "The task of rebuilding our most troubled neighborhoods is complex, but essential to the health of our cities and our country," says Hugh McColl, NationsBank chairman and CEO in *Footprints in the Sands of Time*.

Some companies provide the opportunities for others to give back. In *Stone Soup Magic*, Paul Newman gives a first-grade class in Oregon a lesson in the joy of giving back when they win the Newman's Own recipe contest. Bonneville International Company sponsored a public service campaign for all of its 21 broadcast outlets in cities from New York to Los Angeles. Carrying the theme: "If you don't, who will?" the messages give listeners ideas about simple ways to make the world a better place. Working Assets gives consumers the power to choose to put their money to work in socially responsible ways.

"People in the business world have a hard time believing that consumers will make buying decisions based on their social convictions," says Working Assets' CEO, Laura Scherr, in *A Little Company Makes a Big Difference*. "But we've convinced them that people will make these decisions based on their beliefs."

Many companies are finding that encouraging community service in the workplace builds bonds among their employees, restores team spirit and renews the American work ethic. Money is one the most important tools we have to create positive change in the world. We will make the world a better place, when we revolutionize the way we think about giving. What a wonderful gift to give to future generations!

Stone Soup Magic

Generosity

Innovation

Entrepreneurial Spirit

Cooperation

STORY

Paul Newman has the old-fashioned notion that a man ought to give something back. So, he donates every penny of the after-tax profits from his company, Newman's Own, to good causes. Among his favorite endeavors is the Newman's Own and Good Housekeeping Recipe Contest, in which winners receive \$10,000 for their favorite charity. When a group of first graders in Oregon learned about the contest, they entered their recipe for Stone Soup, using the folktale they'd just read. They decided to send in their recipe, using with Sockaroni Pizza Sauce and a magic stone from Oregon. When they won, they used the prize money to buy books, musical instruments, and a weather station for their school. "The greatest gift Paul Newman gave my students was a lesson in the value of giving," says their teacher, Mrs. Clement. "He planted the seeds for them to do great things in their lives."

ACTIONS

Language Arts

- Read the *Stone Soup* folktale. Make Stone Soup together, using the experience as a teaching tool to invite your students to pitch in, practice teamwork and learn cooperation.
- Enter the Newman's Own / Good Housekeeping Recipe Contest. Create an interesting story and send it in with your recipe, describing the cultural origin of foods in the recipe
- Watch one of Paul Newman's movies and discuss the values his characters represent.

Social Studies

- Research the history of philanthropy in America. What are the trends in giving?
- Study the patterns of giving among people from different economic levels. What percentage of their income do they give to charitable causes?
- Make a list of the 100 most generous people in America. What kinds of issues do they support? Clip newspaper/magazine articles to support your nominations and write a report

Community Service

- Collect Box tops for Education from General Mills cereals or Campbell Soup labels to win computer or sports equipment for your school.
- Volunteer in a soup kitchen preparing and serving food to the less fortunate.
- Collect favorite recipes from family members. Write stories about how they add a special flavor to their lives. Design a cover and create a cookbook as a fundraiser at school events.

This story is available on the *Stone Soup for the World* audio and Paul Newman is on the videotape.

Reflection Questions

1. Do you think Paul Newman is like the hungry traveler in the Stone Soup folktale? Why?
2. Do you have any favorite Newman's Own products? Do you know of any other foods you can buy that allow you to support a good cause while eating healthy foods?
3. If your class won a contest, how would you use the prize money to help your school?

Lessons You Can Learn

1. People can both have fun and discover a way give back to society while making money.
2. When we give of our money and ourselves, we can plant seeds of change for a lifetime.
3. Teachers and students can work together to make a big difference in their schools.

From Street Kids to Wall Street

Forgiving

Entrepreneur

Creative

Committed

Visionary

Generous

STORY

When Steve Mariotti, a successful young businessperson, was mugged by a bunch of teenagers in the streets of New York it changed his life. He decided to find a way to channel these young peoples' destructive energy and creativity into more positive pursuits. In this story, we learn how the organization Steve started - the National Foundation for Teaching Entrepreneurship - has helped kids like Felix Rouse turn their passions into profitable small businesses. In just 10 years, NFTE had 186 teachers and 14,000 mentors who are replacing the deadens of drugs, crime and teenage pregnancy for over 10,000 students with a vigorous pursuit of success in the business world. As one graduate put it, "My dream is not to die in poverty but to have poverty die in me."

Reflection Questions

1. Do you know of any business people help kids learn how to succeed?
2. Why do you think Steve Mariotti did what he did after he was mugged?
3. What kind of a small business would you like to start? Why?

Lessons You Can Learn

1. When we use our energy positively, everybody wins.
2. Creativity and drive are important qualities for working in the business world.
3. Learning how to start a business is a valuable skill.
4. Developing a mentor relationship with a businessperson can change your life.

ACTIONS

Language Arts

- Have students write an essay on a life-changing moment like Steve Marriotti did.
- Review the NFTE (National Foundation for Teaching Entrepreneurship) education curriculum and information about starting a student-owned business (800-FOR-NFTE). Business and Finance
- Develop a partnership with a local bank. Invite a bank manager to discuss the importance of saving money with students and invite them to open their own savings account.
- Have students learn the basics of managing their money. Ask them to set a goal for how much they want to save in a month. Have them track the way they spend their money now. Show them how to develop a budget and create a plan to reach their savings goal.
- Invite a small business owner to share their experience of starting their own business.
- Have students develop a small business. Describe the kind of products they would sell and the ways they would sell them. Develop a short business plan by estimating how many products they'd sell in six months. Calculate the cost of running their business. How much money would they need to invest to start? When do they estimate they would see a profit?

Community Service

- Seek business mentors, apprenticeship or job shadowing opportunities for students.
- Have students create marketable items that could be sold (crafts, tee shirts, bumper stickers etc.). Open a school store and develop a plan to manage it and advertise it as well as reinvest the profits and donate a percentage of the profits to a school or community project.

Robin Hood of Wall Street

Innovation

Friends Helping Friends

Risk-Taking

Patience

Leadership

STORY

Wayne Silby was first introduced to the world of finance when his father bought him 20 shares of his own stock for his 8th birthday. When he grew up, he became the youngest CEO ever of a billion-dollar investment fund. Wayne and his friends created a new kind of investing that allows people to follow their hearts, and honor their consciences, while fattening their wallets. They helped launch a movement called socially responsible investing which has helped bring about important changes in the world - from an end to apartheid in South Africa, to poor families in Bangladesh working their way out of poverty. "People want to do the right thing," Wayne says, "If they are given a choice, many will choose to make money by helping the good guy. All we did was give them a choice."

Reflection Questions

1. Who was Robin Hood? What do you think about him? Where would he be living today?
2. Why is the stock market important? Why do some companies do better than others?
3. If you made lots of money in the stock market, what would you do with it?

Lessons You Can Learn

1. We can make a difference in the world by being more conscious of how we spend money.
2. There is a difference between saving and investing one's money.
3. Socially responsible investing can have a big impact on global issues like anti-apartheid.

ACTIONS

Language Arts and Economics

- Study the stock market and its cycles. How do fluctuations affect ordinary people? What is a bull and a bear market?
- Have students develop a list of products teens buy: clothes, music, sports, food, and cars. Investigate which companies make these products. Study their stocks to see how they are performing in the stock market. Graph their activity for a week, month or a year.
- Write a letter to 5-10 companies requesting an annual report and asking them questions: Is your company socially responsible? If so, why? What are your policies and programs on the environment, diversity in the workplace, employee empowerment and community relations? Do you include this information on your website or in specialty books or brochures? If so, ask them to send it to the students.

Social Studies

- Invite a socially responsible stockbroker to speak to students; arrange a visit to Wall Street
- Create an investment club; make "virtual" investments in socially responsible companies.
- Contact the Social Accountability International, former Council on Economic Priorities <http://www.sa-intl.org> and use their book *Shopping for A Better World* as a resource about socially responsible companies.

Community Service

- Have the student investment club write letters to the CEO/ President of a few companies to encourage them to be more socially responsible: child labor laws, the environment etc.
- Explore company Websites on Intel's environmental performance; Fannie Mae's tool kit on diversity. Send these companies thank you letters for their good works in the world.

Jim's Big Secret

Humility

Perseverance

Self-Respect

Confidence

Determination

STORY

Jim Guest is a great guy who had been hiding a big secret -he couldn't read. One of the 40 million adults in the U.S. that can't read, he had a bag of tricks to hide his handicap. When his boss at Ames Rubber Corporation asked him to take notes in a meeting one day, he felt trapped with no way out. But this embarrassing moment turned out to be a turning point in his life. His boss offered Jim the opportunity to work with an Ames tutor - trained by Literacy Volunteers of America on company time. Now Jim encourages other illiterate adults to take the courageous step of asking for help. Best of all, he can read bedtime stories to his little boy, Kyle - "You can't imagine how good it makes me feel to be able to do that for him," Jim says.

Reflection Questions

1. If you were Jim, how do you think you would function in society?
2. What kinds of jobs are the most/least difficult to perform if you can't read? Why?
3. What are the benefits of being able to read?
4. Have you ever been afraid to admit you didn't know how to do something?

Lessons You Can Learn

1. Being able to read is one the greatest gifts in our lives.
2. Sometimes it's hard to accept help from others, but the rewards are worth it.
3. Hiding the truth from other people is even harder than asking for help.

ACTIONS

Language Arts

- Ask students to write a poem about how they overcame something difficult in their lives.
- Have students imagine what their lives would be like if they couldn't read. Ask them to role play how they would go to school, read a TV schedule, bake a cake, drive a car. Have a dialogue with students to help them understand how limited their lives would be.
- Ask students to develop a list of their 5-10 favorite books and tell why they chose them.
- Develop a reading list for the year. Send it home and encourage family read together.
- Invite someone from a book club to speak to students about their experience.
- Organize a book swap in your classroom on Fridays. Have students exchange 1-2 books.

Social Studies

- Research the incidence of illiteracy in America and the effect it has on people, especially juvenile offenders. Compare our literacy rates with those of other countries. Contact the ProLiteracy (<https://proliteracy.org>) for information about your local LVA group.

Community Service

- Arrange a "reading buddies" with younger students in your school. Read aloud weekly.
- Invite your local bookstore to run a book fair during an Open House at your school.
- Collect used books-on-tape and donate to your local nursing home.
- Schedule a "No TV Week" in your community. Organize events like read-a-thon, author visits, essay contest, arts and crafts, games, scavenger hunt, and roller-blading in schoolyard.
- Add *The New Read-Aloud Handbook* and *Hey! Listen to This* to your public library.

Giving Them a Chance

Fairness

Optimism

Social Conscience

Entrepreneurial Spirit

Trust

STORY

Rachel Hubka has a special gift for recognizing people's hidden talents. Located in a Chicago neighborhood with 60% unemployment rate, her bus company's motto is "Bloom where you are planted." A national spokesperson for Welfare to Work Reform, Rachel hires welfare recipients to drive her fleet of 125 school buses. In this story, we learn how Rachel's faith in her employees made a huge difference to Ladell Johnson - and how Ladell in turn has reached out to help others. "Rachel stirred something inside me;" Ladell says gratefully, "Her faith in my abilities woke me up to what life was all about."

Reflection Questions

1. What are your special gifts or hidden talents?
2. Has anyone ever taken a special interest in you, to help bring out the best in you?
3. What ideas do you have for helping to get people off welfare?

Lessons You Can Learn

1. Bloom where you are planted.
2. When we help people help themselves, they can then help others.
3. People who are on welfare are often looking for an opportunity to get off welfare.

ACTIONS

Language Arts

- Discuss the benefits of giving everyone, especially young people, a chance to succeed.
- Have students write an anonymous letter to another student about their gifts/ strengths.
- Facilitate a class dialogue about the ways welfare helps or hinders individuals. Discuss the challenges people who are getting off welfare face.
- Read *Polishing the Big Apple* (p. 186). Discuss the differences and similarities in the approaches to welfare reform in these two stories.

Social Studies

- Study the evolution of welfare: when and why it was started; what the economic situation in this country was then and why it is now being revised. Write a report on your findings.
- Research the goals and progress of the President's Commission on Welfare to Work. Contact the Partnership: www.welfaretowork.org
- Identify what kinds of welfare reform training and opportunities your state provides. Compare with other states to see what kinds of innovative programs have been developed.
- Read *Regulating the Poor* and *Blaming the Victim* and discuss with students the ideas that poverty may have societal roots.

Community Service

- Make a photocopy of this story, *Giving Them a Chance*, and give it to your bus driver and someone you know who hires employees. Encourage them to give someone a chance.
- Write to your congressperson, encouraging him / her to support welfare reform training

This story is available on the *Stone Soup for the World* audio tape.

A Culture of Giving

Win-win Attitude

Generosity

True Partnership

Trust

STORY

For more than fifty years, the Dayton-Hudson Corporation has been a national leader in charitable giving and social action. So strong is their commitment to giving that in 1974, a hard year for the retail industry, employees voted to keep the company's policy of giving 5% of their pretax profits to charity, even if it meant taking a cut in their salaries. "The thrills of relieving distress, of encouraging the young... of easing the footsteps of the weary - are these not rewards greater than the knowledge you have added thousands of dollars to your hoard?" asked George Draper Dayton, founder of the company. In this story, we learn how Dayton Hudson/ Target's culture of giving made a difference. One young man with the Special Olympics hired through Target's I Can Do That program who ran with the Olympic torch while more than 400 fellow employees cheered him on.

Reflection Questions

1. Have you ever helped someone who has a disability? How did it make you feel?
2. What do you think about Dayton Hudson /Target's 5% Rule?
3. Why do you think Target's employees kept their 5% goal when times were tough?

Lessons You Can Learn

1. Companies can invite people with disabilities to become a part of their "family."
2. It's important to keep our commitments to others even when times are tough.
3. Companies who give back to their communities reap many rewards.

ACTIONS

Language Arts

- Invite a speaker to explain brain injury and special needs from a first-hand perspective.
- Have students imagine living the life of someone who is developmentally disabled. What kinds of activities do they participate in? What kinds of jobs are available to them? Facilitate a dialogue with students to encourage tolerance and understanding.

Social Studies

- Contact your local Target store to learn how the company contributes to your community. Invite the store manager to speak to students about Target's 5% Rule and its' results.
- Research the concept of tithing. Which cultures encourage it? What companies practice it?
- Have students research careers working with people with disabilities: teaching, social work, psychology, medicine etc.

Community Service

- Invite students to tithe 1% of their allowance money or earnings for a month for a special project. After collecting and donating the money, have students write a story about their experience. Send it to your local newspaper along with a copy of this story.
- Attend a Special Olympics event. Volunteer as a coach by visiting their website: www.specialolympics.org/. Cheer for participants; send a congratulatory message to the winners from your class or youth group.
- Organize an "Acts of Giving Day" in your school or community and invite various organizations and companies to join in.

Waking Up To Coffee

Awareness

Desire to Help

Hope

Responsible Activism

Commitment

STORY

Paul Katzeff believes in trying to do the right thing. When he was invited to come to Nicaragua and learn firsthand about what life was like for coffee growers, he was appalled at what he saw. He realized that his own company, Thanksgiving Coffee, was profiting from a product that was doing very little to help the people who produced it. He designed the Coffee for Peace Program to give some of the company's profits back to the villagers who produced the coffee, and help them make desperately needed improvements in their lives. He then went on to help solve environmental issues that were threatening both the industry and the people who were dependent upon it. "We think of coffee as just something to drink," says Paul, "but it affects millions of people's lives. Coffee can represent hope for these people."

Reflection Questions

1. In what ways do you try to "do the right thing" in your family, school, community?
2. If you were part of a coffee-picking family, how would you feel about the coffee business?
3. What do you think can be done so that coffee represents hope for people who grow it?

Lessons You Can Learn

1. It's important for companies to help protect and preserve the environment.
2. To help people in other countries, it's helpful to hear from them what they need.
3. Some people go into the business world to make a difference - and a good living.

ACTIONS

Language Arts

- Ask students to imagine they are invited to be part of an investigation of coffee producing countries. Create a list of places to visit and questions they would ask the local people.
- Have students write a report on Coffee, Human Rights and the Third World Economy
- Have students read *Blueberry Sal* & *Strawberry Girl* by Lois Lenski about immigrant life.

Social Studies

- Study the songbirds in your state and compare your findings with the number and kinds of songbirds in Nicaragua. To gain more information, contact www.songbirdcoffee.com.
- Conduct a market study of how coffee is produced from start to finish.
- Research the coffee producing countries and the standard of living for families.
- Investigate the coffee consumption patterns in our country. Identify the benefits and the health risks. Chart the effects of coffee on growth, mental concentration and sleep patterns.

Community Service

- Have students encourage their parents to buy Thanksgiving Coffee and support their good works in the world. To learn where to purchase it, contact www.thanksgivingcoffee.com.
- To learn how you can help improve the living conditions of children and their families in coffee producing countries, contact Coffee Kids at www.coffeekids.org/
- Visit your local coffee shop and ask them if they contribute to Coffee Kids or other projects that help coffee-picking families. Bring them some literature you can leave with them.

The Power of Giving

Understanding

Vision

Leadership

Social Responsibility

Commitment

STORY

Arnold Hiatt is a businessman who always wanted to do more than just make a profit: he wanted to make a difference. As president of the Stride Rite Corporation, he convinced his board to give 5% of the company's pretax earnings to social initiatives, created the nation's first on-site corporate day-care program, and encouraged Stride Rite employees to work with inner-city youth during work hours. In this story, we learn how one young man, a Vietnamese refugee, benefited not only from Hiatt's generosity, but from his example. As a Harvard student who received a Stride Rite scholarship, Van Truong was impressed with the way Hiatt took a personal interest in him and his activities. "He showed us how to be public spirited," he said. "In the money-crazy 1980s, he was a visionary role model for us all." Van has decided to dedicate his life to public service, saying, "Arnold Hiatt taught me the power of giving back, one person at a time."

Reflection Questions

1. Do you think there is a correlation between treating people fairly and doing well?
2. Do you know any business people who are mentors for students like Van Truong?
3. If you were to receive a scholarship for public service, what area would you focus on?

Lessons You Can Learn

1. "Do unto others as you would have them do unto you" is a good business principle.
2. When you practice what you preach, people develop a respect for you.
3. When people contribute to student scholarships, they are investing in their own future.

ACTIONS

Language Arts

- Create an intergenerational pen pal project with your local nursing home. Have students write about their hopes and dreams for the future and create pen pals to provide them with encouragement and support. Over time, students will reread these letters and will be able to follow their dreams with more conviction.

Social Studies

- Read about Vietnam and their process to create a democracy and a stable economy. Write a report comparing life in Vietnam during the 1960's and in the 1990's.
- Ask Business for Social Responsibility for a list of their members (www.bsr.org/). Match each student with a company and study their socially responsible practices and profitability.

Community Service

- Write letters to local companies asking about their community relations policy. Encourage them to provide release time for employees who would like to volunteer with a school, hospital or service agency. Tell them about the Stride Rite Corporation and how their policies helped increase their profits and added to their community relations benefits.
- Suggest that your school's sports teams donate a percentage -of their ticket sales to a charity.
- Invite your school's economics club to adopt the BSR principles and contribute to a cause.

Reaching for the Dream

Meeting a Challenge

Vision

Team Spirit

Hope

Sense of Belonging

STORY

For the 1996 Centennial Olympic Games, Atlanta citizens, companies and organizations worked together to clean up and improve their city. Habitat for Humanity deployed an army of volunteers to build a hundred homes for the homeless, and they chose Home Depot as a corporate partner. When company president Arthur Blank put out the call for volunteers, everyone signed up to help. They worked together in the sweltering heat to "blitz build" a home in 6 days with Wrandell Jackson and his family. "It seemed every day was hotter than the last, but as a team we kept on going." For Wrandell, who had struggled working two jobs for years in order to feed his family and pay the rent, "...living in our own home is a dream come true."

ACTIONS

Reflection Questions

1. Would you like to work for a company where everyone volunteers in the community?
2. Have you ever experienced the team spirit from working on a project with others?
3. Have you ever helped build a house? What was your experience?

Lessons You Can Learn

1. When employees volunteer together, they develop a greater sense of teamwork.
2. Low-income families who work together on projects to rebuild their lives feel proud.
3. The joy of helping others is often the greatest gift.

Language Arts and Industrial Arts

- Invite a construction crew manager to speak about the process of building a new home.
- Imagine building a home. Design it, develop a budget and a plan for financing the home.
- Invite a representative from your local Habitat for Humanity to speak to students about their program goals and suggest ways they can participate (www.habitat.org).
- Create a list of ways your class could raise money to support the Habitat building fund.
- Write in a journal about the value of working together, especially in a business.

Industrial Arts

- Build a table or a cabinet for a new Habitat home. Conduct a raffle to raise funds and donate it to the Habitat building fund. Invite other classes or schools to do the same, perhaps on an annual basis.

Social Studies

- Research the percentage of low-income (vs. other) families who own their own homes. How does home ownership help break the cycle of poverty? Study the challenges/ benefits of home ownership among low-income families and research innovative programs to help.

Community Service

- Help build a Habitat home. Take pictures and create a scrapbook for the new owners.
- Make sandwiches and deliver them to the construction crew for lunch as a class project.
- Collect donations for nails, sandpaper, wood glue, hardware for the next home to be built.

Focus: HOPE

Nurturing Passionate Commitment Romal Responsibility Hope Success

STORY

EDS Chairman Les Alberthal came from a small town in Texas where everyone knows everyone else, and helping your neighbor is "as natural as pulling on your cowboy boots." He encourages his 95,000 employees to live out his philosophy that healthy communities and healthy business go hand in hand. This is the story of how one EDS executive, Hulas King made a big difference in the lives of young people at Focus: HOPE in Detroit where a state-of-the-art technology center trains high school students to become manufacturing engineers and machinists. "Since the center's founding in 1981, more than 5,000 young people have moved out of poverty and forward in their lives," says Hulas. "For kids once on welfare and walking the streets, that's an incredible future." For Maia Cherry, one of the students mentored by Hulas, the personal attention and encouragement she received were as valuable as the technical training. "There are so many smart young people, and they don't even know their potential," says Maia. "I want them to know, if you have the desire, you can do it!"

Reflection Questions

1. If you were Maia Cherry, what would you be most grateful for?
2. Hulas King went above and beyond what his job required- by giving of himself. Why?
3. Would you like to become a loaned executive someday? Why or why not?

Lessons You Can Learn

1. When we reach out and help others, we can make everyone's dreams come true.
2. If you have the desire to something, you can do it.
3. Loaned executives from companies are a valuable resource to the community.

ACTIONS

Language Arts

- Recruit volunteers to conduct a technical computer-training program for students.
- Invite a draftsman, architect or a person experienced with CAD software to demonstrate it.
- Study how the EDS computer program Unigraphics is used to design cars.
- Invite a loaned executive to speak to students about their experience with a program.
- Invite a company community relations manager to discuss their apprenticeship program.

Social Studies

- Read about business people like Andrew Carnegie who helped to improve society.
- Research the role that mentors have played in the lives of successful business people.

Community Service

- Organize a penny collection project to support a worthy cause or class project. Set a goal; invite the school and the community to join in. Ask the newspaper to invite their readers.
- Develop business-education partnerships and mentors with local companies. Send them the Focus: Hope story and suggest they request more information (<http://www.focushope.edu> , Volunteers and Community Outreach: 313.494.4343, volunteer@focushope.edu)
- Organize an "invention convention" in your school. Locate technology and other sponsors and partners for students to work with. Invite the public to attend an awards ceremony during an "open house" evening.

We Can Do It

Positive Attitude

Imagination

Energy

Unselfishness

Vitality

Vision

STORY

Cabell Brand is a self-made businessman and a community entrepreneur who wants to make the system work for everyone. Thirty years ago, he was inspired by President Johnson's "War on Poverty" to rally people to get federal funds to help people revitalize poverty-stricken Roanoke Valley. His Total Action Against Poverty now offers new beginnings for high school dropouts, ex-convicts and drug users and provides home weatherization, food banks and community centers. Cleo Sims, the Director of the Valley's Head Start program, has seen how much good this one man has done. "He works very quietly, behind the scenes," she says. "But he's a giant in this community." Cabell says, "I have always been conscious of what I'm going to leave as a legacy," adding, "If our communities are to become and stay profitable, more people have to get involved."

Reflection Questions

1. Do you know anyone who is a "community entrepreneur"?
2. What kind of a legacy would you like to leave for the world?
3. What kind of government programs do you think work best in our country?

Lessons You Can Learn

1. Think globally, act locally.
2. Government programs work best when business and others develop partnerships.
3. It's important to look for and deal with the real underlying problems vs. just symptoms.

ACTIONS

Language Arts

- Have students conduct interviews with family, community leaders and citizens, about how life in your community could be improved by asking the questions "What needs to be done?" and "What can we do to improve this situation?" Write a report on their findings and publish it in the school and local newspaper.

Social Studies

- Research the impact that bringing water to a community has on its health, economic development and peace. Research how many wars have been fought over water rights?
- According to TAP, a successful community is one that has early childhood education, high literacy, low unemployment and accessible health care. Determine how you would rate your community, state and our country (on a scale of 1-10).
- Study the War on Poverty. What were its goals, challenges and successes?

Community Service

- Decide to support one of these goals: early childhood education, high literacy, low unemployment, and accessible health care. Have students develop a partnership with a local non-profit organization. Start by asking the questions: "What needs to be done?" and "What can we do to improve this situation?" Brainstorm ideas, contact town officials, search for business partners to join in your effort. Get the media to publicize your campaign.
- Learn more at the National Association of Community Action Agencies at www.communityactionpartnership.com

Serve First

Humility

Respect

Honor

Leadership

Vision

STORY

Inspired Herman Hesse's book, *Journey to the East*, corporate executive, Robert Greenleaf pioneered a new kind of leadership in which the people we value most highly are those who best serve others. Greenleaf created a few simple questions to determine our ability to be "servant leaders." "Do those I serve grow as people? Do they become healthier, wiser, more autonomous, and more likely to become servants, themselves? How am I benefiting the least privileged in the group?" When Jack Lowe, Sr. founder of TDINDUSTRIES discovered Greenleaf's book, *The Servant as Leader*, he put these principles into action in his own company. Over the years, they have created a corporate culture of mutual trust that has built a strong company - in good times and bad - and has been voted "one of the 100 best companies to work for in America."

Reflection Questions

1. Do you know of any powerful people who are also unassuming?
2. What aspect of servant-leadership is the most important to you?
3. Do you know of any companies that treat their employees with honor and respect?

Lessons You Can Learn

1. Unassuming people can actually be great leaders.
2. In order to be a great leader, a person must first learn how to serve.
3. Companies that take the time to build a trusting culture earn their employees' loyalty.

ACTIONS

Language Arts

- Ask students to imagine a world where the people we value most highly were those who best serve others. Facilitate a class discussion. Have them draw a picture or write an essay.
- Facilitate a discussion about how groups, teams or clubs can raise their standards of trust. Brainstorm ideas and incorporate findings in a letter to send to officers of school groups.
- Develop a character-building theme for each month: April: service, September: courtesy, October: respect etc. Make banners and hang them in the school lobby. Make buttons and reward classes who exemplify this value. To build school spirit, ask teachers to give out points (or coupons) for the best representation of each theme per class. Tally the winners.
- Read about "servant leaders." Write a 100-word essay on what it takes to be a good leader.
- Review *Journey to the East* and have students discuss the effect Hesse had in the world.

Social Studies

- Review the *Fortune* magazine listing the 100 best companies to work for. Have students select 5-10 companies they've heard about and write a report on why they were recognized.
- Research national statistics on employee satisfaction. What are trends from 1970's-2000? Interview people in your community. Compare with the 93% of TDI's employees about how they feel about their work.

Community Service

- Have students practice being servant-leaders for a week, leading exercises or a class project.
- Organize a campaign for student council officers using the principles of servant-leadership.

A Lesson In Giving

Compassion

Courage

Honesty

Commitment

Vision

STORY

Clair Nuer was a Holocaust and cancer survivor who taught people how to use the difficulties they face as levers to change their lives. Laura Gates was a successful businesswoman who had reached a point of both personal and professional despair. One day, Claire said something that touched her very deeply, "One person can be the rock that changes the course of a river." In this story, Laura tells how Claire's words inspired her to have the courage to tell one client the truth, instead of "minding her own business," and how this moment of truth changed everything. "The impact I was able to have by being compassionate and giving rather than getting was amazing," she says. "If each one of us made this kind of commitment, collectively we really could build a better world."

Reflection Questions

1. What is the "getting game?" How does it affect you?
2. Have you ever been afraid to tell someone the truth about a situation?
3. What changes could you make in your life today that would create a more humane world fifty years from now?

Lessons You Can Learn

1. One person can be the rock that changes the course of the river.
2. We can learn to use difficult situations as levers to change our lives.
3. When people have a goal, they can work together instead of competing with others.

ACTIONS

Language Arts

- Have students role-play the "getting game" in a skit focused on school, sports, and friends. Then ask them to imagine themselves as adults with jobs, trying to support their families. Role-play how people get caught up in the "getting game" in trying to reach their own goals.
- Brainstorm ideas for how students can practice acts of kindness every day. Write ideas on small slips of paper and have students select one each morning to practice for the day.
- Ask students to respond in their journals about these questions: What do I want in my life? With my friends? In my family? In school? In the world?

Social Studies

- Design a questionnaire with students and conduct a survey of local people. Ask the question: "What changes could you make in your life today that would create a more humane world fifty years from now?"

Community Service

- Ask students to practice giving once a day for a month, and write about their acts of giving in their journal. Write a summary report at the end of the month about their experiences.
- Organize a school-wide event on the importance of giving. Hire a gifted speaker to challenge people's opinions and improve support for education. Invite families to attend.

A Mensch

Generosity

Loyalty

Leadership

Courage

Religious Conviction

STORY

Aaron Feuerstein is a factory owner who thinks of his workers as an asset, not an expense. He and his Malden Mills will go down in American history as one of the most courageous tales of corporate commitment our country has ever seen. When fire destroyed his factory in 1995, rather than collect an insurance settlement and rebuild somewhere where he could pay workers less, Feuerstein rebuilt the factory in Lawrence, MA and kept the town's economy healthy and its people together. In return, his workers brought the company back into operation in record time. "There is a need to know that corporate America is interested in the welfare of the worker as well as the shareholder," he says. Aaron started a kind of fire of his own, sparking a renewed collective faith in the American people. In Yiddish, there is a special word for a very decent human being: *a mensch*. When people ask him why he did what he did, Feuerstein's answer is simple. "It was the right thing to do."

Reflection Questions

1. Why did Aaron Feuerstein believe what he did was "It was the right thing to do"?
2. What usually happens to a city when a large company goes out of business?
3. What is special about Polarfleece clothing? What other products use recycled material?

Lessons You Can Learn

1. Business people like Aaron Feuerstein set an example for corporate America.
2. It's possible to make money even when putting the needs of workers and the community.
3. When people work together to rebuild after a disaster, it creates a sense of pride.
4. People who've been traditionally competitive can rally together to support each other.

ACTIONS

Language Arts

- Search local newspapers for stories about business leaders who have made a difference in your community. Send in stories to the editor and ask them to publish them. Keep asking.

Social Studies

- Research how plastic bottles are transformed into Polartec and Polarfleece products.
- Conduct a study of the retail industry. Track the process for how Polartec and Polarfleece clothing is made sold and distributed to stores all over the world.
- Compare working conditions for garments workers in the U.S. and abroad.

Community Service

- Purchase a few yards of Polarfleece material and make scarves for the Salvation Army.
- Organize a "fire sale" of slightly used clothes for the National Fallen Firefighters Association (www.fire-hero.org)
- When shopping for clothing, look for and buy "Made in America" labels to support our countries' garment workers. Create posters with this message and post in the school lobby.

This story is available on the *Stone Soup for the World* audio tape.

Aaron Feuerstein is featured on the *Stone Soup for the World* educational video.

A Little Company Make a Big Difference

Compassion

Courage

Honesty

Commitment

Vision

STORY

When Laura Scher received her MBA from Harvard, she could have gone work to for a prestigious Fortune 500 company and made a lot of money. Instead, she decided to do something to make an impact on the causes she cared about. By she created Working Assets, a telephone long-distance and credit card company that gives Americans the opportunity to give a percentage of their bills to charities of their choice. "People in the business world have a hard time believing that consumers will make buying decision based on their social convictions," Laura says. But the success of Working Assets proves that they will. "Everyone doesn't have the basic comforts of life," Laura adds, "so it's up to the rest of us to create a more just and equitable world."

Reflection Questions

1. Do you think it's important for business people to have a social conscience? Why?
2. What is meant by "democracy in action"?
3. What does Laura Scher mean when she talks about "a more just and equitable world?"

Lessons You Can Learn

1. Business savvy and skills can be used to create positive social change.
2. When you create ways for people to give back to society, the rewards are amazing.
3. Consumers will make buying decision based on their social and political beliefs.

ACTIONS

Language Arts

- Create a fake credit card that students can use to role-play purchasing imaginary products. Have them create a shopping list, go on a shopping spree and then give 10% percentage to charity. Total the class purchases and the donation.
- Develop a list of local, national or international organizations that support young people

Social Studies

- Research innovative methods companies use to help charities. Working Assets practices "rounding up." Oxfam in Cambridge, England offers tourists a listing of Bed & Breakfast who donate a percentage of each overnight stay to their organization; the United Way and UNICEF invite working people to donate a small percentage of their paychecks; some credit card companies give a percentage of every purchase to a charitable cause. Write a story for the student and community newspapers encouraging others to send in their ideas.
- Compare costs of Working Assets phone company vs. your current long distance carrier.
- Conduct a study of recent Harvard graduates and their jobs. Create a list of possible jobs.

Community Service

- Practice "rounding up" when students make purchases, putting extra change in a container. Have them nominate and vote for a charity each month to receive money raised.
- Consider changing your family's or school's phone service to Working Assets. Have students complete the nomination and voting forms for their favorite issues (www.workingassets.com).
- Create a "Citizen Letter" about an important issue and send it to your congresspersons.

Table for Six Billion, Please

Caring

Tolerance

Creativity

Community Spirit

Social Conscience

STORY

Judy Wicks was 5 years old when she opened her first "restaurant." Now the owner of Philadelphia's White Dog Cafe, she "lures innocent people into social activism" by getting people from different worlds to sit down to a good dinner and talk with each other. Through her local Sister Restaurant and international Eating with the Enemy programs, she gets people who might consider themselves enemies to instead become friends. And for some of the patrons of her restaurant, it's been more - a life-changing experience that has opened the world. Judy's vision for the world is "Table for six billion, please."

ACTIONS

- Investigate local restaurants who make a special contribution to your community. Write a story about their activities and submit it to your local newspaper.
- Subscribe to the Business Alliance for Living Local Economies (<https://bealocalist.org>), Sustainable Business Directory (sustainable.org), GREEN PLUS National Business Directory (<http://gogreen-plus.org/network/newsletters>) and learn how they mix social activism with business and good food.
- Facilitate a class discussion about the word "enemy" - what does it mean? How can we find ways to build bridges with people who are different?

Social Studies

- Invite an American Friends Service exchange student to speak to students about their experience of living in a different country and share how they deal with cultural differences.
- Choose a country, which has a policy misunderstandings or disputes with the U.S. Government. Do a research project on how the people in that country live, their culture and their lifestyle and write a report differences and similarities between life here and there.

Community Service

- Plan an annual multicultural potluck dinner at school on a Friday evening. Have students bring foods to represent their cultural heritage. Have students serve adults. Organize a trivia contest, table by table, to encourage everyone to socialize.
- Have students work with their families to organize a Block Party in their neighborhood. Invite everyone on the street. Provide nametags, plan icebreaker activities/ games and serve refreshments.
- Invite a restaurant in your community to donate leftover foods to a homeless shelter or work with your class to sponsor a fundraising dinner for a food bank.

Reflection Questions

1. Do you have a favorite restaurant? What makes it special for you?
2. If you were to participate in one of Judy's visits to "Eating with the Enemy" visits, which country would you most like to visit?
3. What is "social activism"?

Lessons You Can Learn

1. Food has a magic power that can bring people together.
2. When you take the time to get to know your neighbors, you can learn a lot.
3. It is important to learn to appreciate our similarities instead of fearing our differences.

If You Don't, Who Will?

Creativity

Corporate Citizenship

Entrepreneurial spirit

Commitment

STORY

For over 30 years, KSL Radio, one of Bonneville International Corporation's 17 radio and television stations, has conducted the Quarters for Christmas Campaign to raise money for shoes for needy children. "People want to help but they don't know how to go about it," says Bonneville President and CEO, Bruce Reese. Everyday Bonneville stations use their power of communication to get the word out -to employees and the public alike – about just how many ways there are, large and small, to make a difference. As a company- sponsored PSA, campaign announces, "If you don't who will?"

ACTIONS

Reflection Questions

1. Does your local radio station sponsor contests that help your community?
2. Do you have any local DJ's who are energetic supporters of community events?
3. What do you think it would be like to be a DJ? Would you like this to be one?

Lessons You Can Learn

1. The media has a unique opportunity to educate its listeners about ways to help others.
2. Everyone, even people who have very little money, like to help others.
3. Partnerships between radio stations and local organizations is a winning combination.

Language Arts

- Invite a local DJ or radio producer to talk about his job and ways to get on his show. Have students create a fund-raising event idea to help a local charity and ask the DJ to publicize it.
- Organize a field trip to your local radio station so students can see "behind the scenes."
- Facilitate a class discussion about "A pessimist sees a glass of water half empty, an optimist sees the same glass as half full. A giving person sees water in a glass and starts looking for someone who might be thirsty." Ask students to choose which one best describes them.

Social Studies

- Research the radio and communications industry. Find out who owns your local station. Write to their corporate offices to request information about their community relations policy. If your station is owned by Bonneville International, contact them at www.bonneville.com/
- Conduct a study of local companies and their community service activities. Contact their community relations manager and request a copy of their policy and community activities. Develop a report and send each company a copy so they can see how they compare to others.

Community Service

- Arrange a swap in your own school of outgrown jackets, boots, and roller blades, etc.
- Coordinate a secondhand clothing drive through your class or school and deliver all items to a local charity.
- Brainstorm the needs in your community. Design a plan to address one of them, create a schedule of events and organize a special event.
- Develop a partnership with your local radio station and invite them to help you promote school projects that benefits the community.

Footprints in the Sands of Time

Imagination

Vision

Leadership

Social Responsibility

Commitment

STORY

"I could imagine children playing and the neighbors chatting," remembers Duane McClurg. But turning his vision of much-needed affordable housing into reality wasn't going to be easy. He turned to a bank he knew that had a wealth of experience in community development: NationsBank. The company's chairman, Hugh McColl had created the first Community Development Corporation by forging a partnership with city government, citizens, and preservationists that led the way to a remarkable transformation. In Charlotte, North Carolina. From a crumbling neighborhood everyone had given up on, the CDC created a thriving business and residential center. The CDC has spread into urban renewal work in cities across the Southeast. "Rebuilding our most troubled neighborhoods is essential for the health of our cities and our country," says Mc Coll.

ACTIONS

Reflection Questions

1. Has anyone in your life has inspired in you a sense of responsibility and desire to help?
2. Are there places in your community that need to be rehabilitated?
3. Do you have a vision for this place that could use the support of others? Who

Lessons You Can Learn

1. If you have a dream, find someone with experience you can learn from and shared vision
2. When low-income families own their own homes, it creates stability in a community.
3. Building partnerships with government, business and citizens strengthens communities.

Language Arts

- Invite community bank officer to tell students how the bank supports affordable housing.
- Organize a field trip to the nearest Community Development Corporation office. Learn what kinds of partnerships they are developing to address the need for affordable housing. Write letters to banks, companies and community leaders in support of their efforts.

Social Studies

- Research the laws requiring banks to invest in the communities where they do business. Identify those companies like NationsBank (now BankAmerica) that are leaders in this area. Write a report on the innovative approaches they have used in their communities.

Contact the National Congress of Community and Economic Development at www.nacced.org

- Conduct a study of the need for affordable housing in your community and compare it to the national need. Make a visual presentation with charts and graphs.

Community Service

- Schedule a cleanup around town. Repair playground equipment paint fences, plant trees
- Have students identify a space in your community they would like to see fixed up for young people. Work with your local CDC to develop a plan for how this could be accomplished. The plan should include a list of possible partners, a budget, a perk chart identifying the tasks to be done and an implementation timeframe. Invite your local bank to be one of the partners. Present the plan to your mayor and the planning committee. Attend meetings and work with the CDC to complete the project.

The Hundredth Monkey

Curiosity

Imagination

Wisdom

Leadership

STORY

This is the story of how one young female monkey on an island in Japan tried something new and solved a big problem. When "each one teaches one," we can create an ideological breakthrough for the entire species - a "critical mass" - working towards the same goal. This simple story shows us how we can increase our collective wisdom and get one person closer to changing the world. It also reminds us what can happen when adults learn from children.

ACTIONS

Reflection Questions

1. What is a "critical mass"?
2. How would you describe the "Hundredth Monkey Phenomenon" to someone?
3. Have you ever experienced the power of one person changing a habit or belief?

Lessons You Can Learn

1. Big people can learn from the little ones.
2. Sometimes it takes just one more person to change things in a very big way.
3. Every time we adopt a new positive habit or belief that helps others, we make the world a better place.

Language Arts

- Invite students to choose one of the community heroes from *Stone Soup for the World* and write a report on how they are helping create the "Hundredth Monkey Phenomenon."
- Ask students to make up a story with a theme similar to that of the "Hundredth Monkey." Encourage them to use dialogue, be creative and have fun!
- Have students develop a list of bad habits they would like to change. Engage them in a discussion about how each of them might change just one habit. Ask them to experiment the power of change by choosing one habit each week. Share their experiences weekly.

Social Studies

- Conduct a study of how people worked together to change the laws on smoking in public places. What actions did they take? How long did it take to change things? Interview parents about how the social climate has changed for smokers/non-smokers. Write a report.

Community Service

- Collect unusual postal stamps from envelopes and send them to a charity that
- Have students decide on 100th Monkey project to sponsor that would improve the world.
- Host a "Hundredth Monkey" evening as a community-building event at your school. Have students read the story aloud and give copies to all participants. Invite a trained facilitator to ask people to consider changing one habit together to experience the power of increasing the collective wisdom of humanity.

This story is available on the *Stone Soup for the World* audio tape.

A decorative border of stars surrounds the page. The border consists of a continuous line of small, five-pointed stars. At each of the four corners, the border turns 90 degrees, and this turn is marked by a larger, solid black star.

RESOURCES

Stone Soup for the World Audiotape produced by Dove Entertainment
Stories read from the book by actors
Susan Anspach, Emie Hudson and Efrem Zimbalist, Jr.

1. What One Person Can Do

- Starfish
- God Didn't Mean for Them to be Hungry
- Sidewalk Sam
- Hidden Treasure
- One Person's Voice

2. Cultural Healing

- Shine On In Montana
- We Walk Our Talk
- A Healing Heart
- By Giving Our Lives, We Find Life
- Walking Shield

3. Community Cooperation

- Not Such a Silly Goose
- The Great Martha's Vineyard Barn Raising
- Rebuilding LA in a Day
- The Healing on the Mountain

4. Growing Nationally

- Stand for Children
- Opening Hearts
- Helping Others To See
- Small Acts for Big Change, The Oxfam Fast

5. Global Village

- Adagio in Sarajevo
- Revolution of the Spirit
- Oskar Schindler

6. The Healing Power of Doing Good

- The Quilt
- Compassion, Their Precious Treasure
- Learning To Love Again

7. Doing Well By Doing Good

- Stone Soup Magic
- A Culture of Giving
- A Mensch by Jeanne Wallace
- The 100th Monkey by Ken Keyes Jr.

Stone Soup for the World: Education Video with Turner Leaming

What One Person Can Do

- | | |
|---|--|
| <ul style="list-style-type: none"> • Mother Teresa • Nelson Mandela • Eleanor Roosevelt • Jimmy Carter • Wynton Marsalis | <p>Meeting with Princess Diana and helping the poor in Calcutta
 Thanking people for helping the anti-apartheid movement
 At the United Nations, Declaration of Human Rights
 Middle East Peace Treaty 1978
 Teaching jazz to students, Lincoln Center for Performing Arts</p> |
|---|--|

Cultural Healing

- | | |
|--|---|
| <ul style="list-style-type: none"> • Martin Luther King Jr. • Cesar Chavez • Edward James Olmos • Mahatma Gandhi • MAD DADS | <p>I Have a Dream Speech, 1963
 With Robert Kennedy; grape boycott (1965-1968)
 Holding up broom after the LA Riots and inviting people to help
 Salt march and interview with Arun Gandhi
 Omaha, NB Friday ISaturday street marches</p> |
|--|---|

Community Cooperation

- | | |
|---|--|
| <ul style="list-style-type: none"> • Bette Midler • ACORN | <p>Picking up trash with the New York Restoration Project
 Elena Hanggi at President Clinton's Economic Roundtable</p> |
|---|--|

Growing Nationally

- | | |
|---|--|
| <ul style="list-style-type: none"> • John F. Kennedy • Marian Wright Edelman • City Year | <p>Ask not speech announcing the Peace Corps (1961Inauguration)
 Stand for Children, June 1, 1997 or 1998 (or other speech)
 Servathon with 10,000 people volunteering (Oct. 24, 1994-8)</p> |
|---|--|

Global Village

- | | |
|---|---|
| <ul style="list-style-type: none"> • Aung San Sui Kyi • Steven Spielberg • Cory Aquino | <p>Burma protests, people gathered by her fence, outside of her home
 on Oskar Schlinder and why he made the movie, Schlinder 's List
 Philippine People Power in 1986 and an interview</p> |
|---|---|

The Healing Power of Doing Good

- | | |
|--|--|
| <ul style="list-style-type: none"> • The Quilt • Dalai Lama • Am Chom | <p>Cleve Jones and the Quilt at the National Mall in WDC
 Kalachakra initiation, Bodgaya, India, 1985 with 200,000 Tibetans
 Children of War from the Killing Fields in Cambodia</p> |
|--|--|

Doing Well By Doing Good

- | | |
|--|--|
| <ul style="list-style-type: none"> • Paul Newman • Malden Mills Fire • Ted Turner | <p>Newman's Own Recipe Winners
 Aaron Feuerstein giving employees' wages/ benefits for 3 months
 At Clinton's 1996 State of the Union address.
 Announcing \$1billion gift to UN, challenging others to pitch in</p> |
|--|--|

Stone Soup for the World

Stories by themes

Leadership

A Long Road to Freedom, Nelson Mandela S
He Kept Her Promises, Eleanor Roosevelt
Peace for the -Grandchildren, Jimmy Carter
Mother Teresa
By Giving Our Lives, Cesar Chavez
Letter From a Birmingham Jail, Martin Luther King Jr.
Freedom from the Madness, Mahatma Gandhi
Revolution of the Spirit, Aung San Suu Kyi
From an Acorn to a Leader, Elena Haggi
Democracy in Action, Ada Deer
Kennedy and the Peace Corps, John F. Kennedy
Compassion, Their Precious Treasure, The Dalai Lama

Business Leadership

Giving Them a Chance
A Mensch
A Culture of Giving
The Robin Hood of Wall Street
Serve First

Young Leaders

Young Acts of Courage (15)
TreePeople (15)
God Didn't Mean for Them to be Hungry (4)
The Power of an Idea (11)
Starfish Ashley's Big Plans (8)
From a Cynic to a Server (18)
We are Moving Forward (18)
Something Greater Than Ourselves (19)

Celebrities

Stone Soup Magic, Paul Newman
Polishing the Big Apple, Bette Midler
A Messenger of Hope, Edward Olmos
Rebuilding LA in a Day, Richard Dreyfuss
Teaching Jazz, Creating Community, Wynton Marsalis

Media

Our Touchstone, Don Francisco
If You Don't Who Will? Bonneville International
Small Acts for Big Change, Walter Cronkite



Environment

Starfish

Ashley's Big Plans

TreePeople

Polishing the Big Apple

Sidewalk Sam

Streets of Hope

Waking Up to Coffee

YouthBuild

Step by Step

Healing on the Mountain

The Great Martha's Vineyard Barnraising

Homelessness/Hunger

God Didn't Mean for Them to be Hungry

Father Joe

The Power of an Idea

Share Your Strength

Hunger Can't Wait

Wise Beyond His Years

Literacy

Read, Baby, Read

Jim's Big Secret

Wise Beyond His Years

Working in the Schools

A Man With a Past Gives Back

Children/Schools

Working in the Schools

Read, Baby, Read

Stand for Children

Stone Soup Magic

From Street Kids to Wall Street

Food from the 'Hood'

Hope for "Los Chavalitos"

A Little Extra

The Power of an Idea

Young Acts of Courage

Mentoring

Teaching Jazz

Oakland's Firefighting Peacemaker

Fulfilling Martin's Dream

Papa to His People

Focus:HOPE

A Lesson in Giving



Youth Development

YouthBuild
Pied Piper
Awakening
Barrios Unidos
Pathways to Peace
Papa to His People
Something Greater Than Ourselves

Positive Attitude

Starfish
One Person's Voice
Our Touchstone
Making Lemons From Lemonade
Opening Hearts
Wise Beyond His Years
Learning to Love Again
Thank You Dr. Coue
A Long Road to Freedom

Health

Baby Magic
The Quilt
Giving Kids a Fighting Chance
Share Your Strength
Helping Others to See
Turning Leftovers in Lifesavers

Art/Music/Dance

Sidewalk Sam
Healing on the Mountain
Adagio in Sarajevo
Teaching Jazz, Creating Community

Parents/Families

The Quilt
Caring for Our Families
Working in the Schools
Stand for Children
Young Acts of Courage
Shine On in Montana
MAD DADS, Caring Fathers
We Are Moving Forward
From Cynic to Server
Wise Beyond His Years
Seniors
Opening Hearts

Christmas in April

Special Needs

Hidden Treasure

Changing People's Minds

A Culture of Giving

Substance Abuse

We Walk Our Talk

MAD DADS, Caring Fathers

A Man With a Past Gives Back

A Messenger of Hope

It Will Take a Miracle

Volunteerism

Awakening

Kennedy and the Peace Corps

Making Lemonade from Lemons

Rebuilding LA in a Day

Oakland's Firefighting Peacemaker

Everyone in America is Helping

Christmas in April

Working in the Schools

Baby Magic

Jim's Big Secret

If You Don't Who Will?

From Cynic to Server

Collective Action

Hunger Can't Wait

A Little Extra

Awakening

Step by Step

The Heavens Open

By Giving Our Lives, We Find Life

Small Acts for Big Change, The Oxfam Fast

A Little Company Makes a Big Difference

Community Improvement

Ashley's Big Plans

Rebuilding LA in a Day

Streets of Hope

Something Greater Than Ourselves

We Can Do It

Polishing the Big Apple

The Great Martha's Vineyard Bamraising

YouthBuild

Civic Action

Democracy in Action

From an Acorn to an Oak

Housing

Christmas in April

YouthBuild

Reaching for the Dream

Footprints in the Sands of Time

Entrepreneurship

Stone Soup Magic

From Street Kids to Wall Street

The Robin Hood of Wall Street

A Banker With Heart

Food From the 'Hood

Small Acts for Big Change, The Oxfam Fast

A Little Company Makes a Big Difference

Welfare Reform

Giving Them a Chance

Polishing the Big Apple

A Banker With Heart

War and Peace

The Courage to Care

The Oasis of Peace

Adagio in Sarajevo

Oskar Schlinder

Thank You, Dr. Coue

Learning to Love Again

Pathways to Peace

A Healing Heart

Revolution of the Spirit

Hope for "Los Chavalitos"

International Development

Step by Step

Awakening

Pied Piper

Waking Up to Coffee

Small Acts for Big Change

The Heavens Open

A Banker With Heart

Hope for "Los Chavalitos"
Cultural Awareness & Diversity
Shine On In Montana
The Courage to Care
Oskar Schindler

Conflict Resolution/Non-violence

The Forgiveness Party
A Healing Moment
Freedom from the Madness
Learning to Love Again
Shine on in Montana
By Giving Our Lives
Pathways to Peace
Miracle in Montgomery
Table for Six Billion, Please

Civil Rights Movement

Young Acts of Courage
A Miracle in Montgomery
Letter from Birmingham Jail
Fulfilling Martin's Dream
Stand for Children

African-American

We Walk Our Talk
MAD DADS, Caring Fathers
A Man with a Past Gives Back
A Messenger of Hope
It Will Take a Miracle
Young Acts of Courage
Stand for Children
The Pied Piper
Letter from Birmingham Jail

Hispanic

A Healing Heart (El Salvador)
Viva! Barrios Unidos
By Giving Our Lives, We Find Life, Cesar Chavez
Our Touchstone, Don Francisco
Thanksgiving Coffee (Nicaragua)
We Are Moving Forward (Puerto Rico)
Hope for "Los Chavalitos" (Nicaragua)
A Messenger of Hope, Edward Olmos

American Indian

Democracy in Action, Ada Deer
Walking Shield American Indian Society
Asian
Awakening, Sarvodaya Movement
The Heavens Open, Cory Aquino/ Marietta Goco
Revolution of the Spirit, Aung San Suu Kyi
The Banker with Heart, Muhammed Yunus
Compassion, Their Precious Treasure

Jewish

The Courage to Care
The Oasis of Peace
Oskar Schindler
A Mensch
A Little Extra T
The Power of an Idea
Shine On in Montana

Christian

It Will Take a Miracle
We Walk Our Talk
Mother Teresa
Focus: HOPE
Shine on in Montana
The Power of Giving

Buddhist

Compassion, Their Precious Treasure, The Dalai Lama
Revolution of the Spirit, Aung San Suu Kyi
A Healing Moment, Thich Nhat Hanh

Islamic

Oasis of Peace

Spirituality

Compassion, Their Precious Treasure
Revolution of the Spirit Helping Others to See
Mother Teresa

Stone Soup for the World

Stories by Geographic Regions

What One Person Can Do

Starfish
God Didn't Mean for Them to be Hungry (Isis Johnson)
Working in the Schools (Joanne Alter, WITS)
Sidewalk Sam (Robert Guillman)
Hidden Treasure by John McKnight
The Forgiveness Party (Bess Lynn Sannino)
Teaching Jazz, Creating Community (Wynton Marsalis)
Thank You, Dr. Cou by Robert Muller
Father Joe (St. Vincent De Paul)
Oakland's Firefighting Peacemaker (Ray Gatchalian)
The Power of an Idea (David Levitt)
A Little Extra (Chris Gross)
She Kept Her Promises (Eleanor Roosevelt)
Peace, for their Grandchildren (Jimmy Carter)
A Long Road to Freedom (Nelson Mandela)
Mother Teresa by Navin Chawla
Everyone in America is helping by Ram Dass
One Person's Voice

New Orleans, LA
Chicago, IL
Boston, MA
Georgia
Virginia Beach, VA
Washington D. C.
France
San Diego, CA
Oakland, CA
Pinellas County, FL
Oklahoma City, OK
New York City, NY
Middle East
South Africa
India and Ethiopia

Cultural Healing

Young Acts of Courage (Melba Beals Patillo)
A Miracle in Montgomery (George Wallace)
Letter from Birmingham Jail (Dr. Martin Luther King Jr.)
Fulfilling Martin's Dream (INROADS)
Shine on In Montana (Margaret Mac Donald)
We Walk Our Talk (Cecil Williams and Glide Church)
Mad Dads, Caring Fathers (Eddie Staton/John Gatus)
A Man with a Past, Gives Back (Will Morales)
A Healing Heart (Dr. Juan Romagoza)
Viva! Barrios Unidos (Nane Alejandrez)
By Giving Our Lives, We Find Life (Cesar Chavez)
Our Touchstone (Don Francisco)
We Are Moving Forward (Marilyn Conception)
Hope for "Los Chavalitos" (Alejandro Obando)
Democracy in Action (Ada Deer)
Freedom from the Madness (Mahatma Gandhi)
Walking Shield (Phil Stevens)
A Messenger of Hope (Edward Olmos)

Little Rock, AK
Montgomery, AL
Birmingham, AL
Chicago, IL
Billings, MT
San Francisco, CA
Omaha, NB
Boston, MA
Washington D.C./ El Salvador
Santa Cruz, CA
Delano, CA
New Jersey and Miami, FL
Providence, R.I./Puerto Rico
Nicaragua /New York City
Menominee Res., WI
India
East LA/South Dakota
East Los Angeles

Community Cooperation

Not Such a Silly Goose

Ashley's Big Plans (Darrell Hammond, KaBOOM!)

TreePeople (Andy Lipkis)

The Great Martha's Vineyard Barn Raising (Andrew Woodruff)

Food from the Hood (Tammie Bird)

It Will Take A Miracle (Mary Nelson, Bethel New Life)

Rebuilding LA in a Day (Richard Dreyfuss/ LA Works)

The Healing on the Mountain (Anna Halprin, Tarnalpa Institute)

From An Acorn to a Leader (Elena Haggini/ ACORN)

Making Lemonade from Lemons (Rudy Melone)

Streets of Hope (Dudley St. Neighborhood Initiative)

Papa to His People (Ernie Mynatt/ Urban Appalachian Spirit)

Giving Kids a Fighting Chance Oudith Kurland)

Polishing the Big Apple (Bette Midler/ NY Restoration Project)

Washington D.C.

Los Angeles, CA

Martha's Vineyard, MA

South Central LA, CA

Chicago, IL

Los Angeles, CA

Marin County, CA

Little Rock, AK

Gilroy, CA

Roxbury, MA

Cincinnati, OH

Boston, MA

New York City, NY

Growing Nationally

Stand for Children (Marian Wright Edelman)

Share Your Strength (SOS and Boston City Hospital)

Something Greater Than Ourselves (City Year)

Read, Baby, Read (Teach for America)

Youth Build (Dorothy Stoneman)

Christmas in April (Patricia Johnson)

Opening Hearts (Louise Foster, Foster Grandparents)

Helping Others to See (Dr. V, SEVA Foundation)

Small Acts for Big Change, the Oxfam Fast

Kennedy and the Peace Corps by Harris Wofford

Mississippi

Boston, MA

Boston, MA

Houston, TX

Boston, MA

Washington D.C.

Washington D.C.

India

Guatemala

Michigan

Global Village

The Courage to Care (Andre & Magda Trocme)

The Oasis of Peace (Father Bruno)

Hunger Can't Wait! (Betinho DeSouza)

Adagio in Sarajevo (Vedran Smailovic)

Awakening (Ari Ariyaratne/ Sarvodya Movement)

Turning Leftovers into Lifesavers (Dr. Lazar / MEDISEND)

Step by Step (Karl Henrik Robert/ The Natural Step)

Pathways to Peace (Avon Mattison)

The Heavens Open (Marietta Goco)

Revolution of the Spirit (Aung San Suu Kyi)

The Pied Piper (US AID / Lessons Without Borders)

Oskar Schindler by Steven Spielberg

The Banker with Heart (Muhammed Yunus/ Grameen Bank)

Le Chambon, France

Middle East

Brazil

Bosnia, Yugoslavia

Sri Lanka

Dallas, TX/ Ethiopia

Sweden

Malawi, East Africa

Philippines

Myanmar (Burma)

Jamaica /Baltimore, MD

Poland

Bangladesh/Little Rock

The Healing Power of Doing Good

From a Cynic to a Server (Andy Carroll/ Toys for Tots)
Baby Magic (Rusk Institute for Rehabilitative Care)
The Quilt (Cleve Jones, The Names Project)
Changing People's Minds (Joseph Rogers/ Project SHARE)
Caring for Our Families by Marianne Lamed
Compassion, Their Precious Treasure (Dalai Lama) Wise
Beyond His Years (Dexter Wellman)
Learning To Love Again (Arn Chom/ Children of War) A
Healing Moment (Brother David / Thich Nhat Khan)

Washington D.C
New York City, NY
San Francisco, CA
Philadelphia, PA
Vermont
Tibet
Mid-western city
Cambodia/New York City
New York City, NY

Doing Well By Doing Good

Stone Soup Magic (Paul Newman, Newman's Own)
From Street Kids to Wall Street (Steve Mariotti, NFIE)
The Robin Hood of Wall Street (Wayne Silby, Calvert Fund)
Jim's Big Secret (Sandy Rocchellau, Ames Rubber)
Giving Them A Chance (Rachel's Bus Company)
A Culture of Giving (Target/ Dayton Hudson)
Waking Up to Coffee (Thanksgiving Coffee)
The Power of Giving (Stride Rite Corporation)
Reaching for the Dream (Home Depot / Habitat for Humanity)
Focus: HOPE (Hulas King, EDS)
We Can Do It (Cabell Brand, TAP)
Serve First (Robert Greenleaf, Greenleaf Center)
A Lesson in Giving (Claire Nuer, ACC International Institute)
A Mensch (Aaron Feuerstein, Malden Mills)
A Little Company Makes a Big Difference (Working Assets)
Table for Six Billion, Please (Judy Wicks, White Dog Cafe)
If You Don't Who Will? (Bonneville International Co.)
Footprints in the Sands of Time (Hugh McColl, Nation's Bank)
100th Monkey by Ken Keese

Portland, OR
Newark, NJ / NYC
Washington D.C.
Hamburg, NJ
Chicago, IL
Minneapolis, MN
Mendocino, CA/ Nicaragua
Boston, MA/ Vietnam
Atlanta, GA
Detroit, MI
Roanoke Valley, VA
Dallas, TX
San Francisco, CA
Lawrence, MA
San Francisco, CA
Philadelphia, PA
Salt Lake City, UT
Charlotte, NC/ Dallas, TX
Japan



Appendix

Additional Resources
Contributions
Acknowledgements

Additional Resources

Democracy in America, by Alexis de Tocqueville, Vintage Books, New York, 1945 (1834)
Habits of the Heart: Individualism and Commitment in American Life. Robert Bellah et.al. Harper and Row, New York, 1985

Self-Renewal: The Individual and the Innovative Society. John Gardner, Harper and Row, New York, 1965

Straight from the Heart Jesse Jackson, Fortress Press, Philadelphia, 1987
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Contributors

Stone Soup for the World Leader's Guide Development Team

Diane Troy, M. Ed., has developed several community service and enrichment curricula while teaching in public and private middle schools. Diane worked in New York and Massachusetts as a psychiatric social worker, business owner and founder I coordinator of a K-12 volunteer program. Living on Cape Cod with her husband, Peter and children, she is currently volunteering and writing for children.

Dori Hutchings has been an elementary school principal, a student and teacher of the Unity Church. She is now a grandmother who writes poems and meditations and loves to play tennis. Dori shares her life with friends on Martha's Vineyard and her family in California.

Janet Hulstrand is a writer who lives in Brooklyn, New York. Her company, Winged Words, provides editorial services to a wide variety of educational, media and corporate clients. She is the mother of two young children and is currently reading them the Stone Soup folktale.

Cartoonists

Aaron Bacall is a New York cartoonist for magazines, books and advertisements. He can be reached at ABCARITON @ JUNO.COM or via fax: 718-370-2629.

The Leader's Guide Reviewers

To make sure that the Leader's Guide would realize our goal of helping those working with young people; we invited a diverse group of professionals to review it. The Leader's Guide reviewers have a wide range of experience and seasoned wisdom in working with young people. They include teachers in elementary, middle and High schools, community colleges, and universities, parents, counselors, resource coordinators, librarians and religious educators, mentors from Big Brothers/ Big Sisters and service learning coordinators from the YMCA of the USA. Their thoughtful feedback gave us many ideas that we integrated into the Leader's Guide.

Kit Beaudouin, Beaver Country Day School, Chestnut Hill, MA

Joyce Brownell, Department of Languages/ Literature, Ferris State University, MI

Frank Kortwright, Big Brothers/ Big Sisters of New York City

Margaret Larned, Winfield Children's House, Portland, ME

Martin Scherr, Center for Business Resources, Child Welfare League of America

Stacy L. Schultz, student, Ferris State University, Michigan

Lisa Solomon, Pekinese Island School, Woods Hole, MA

John Scott Thompson, The Field School, Washington D.C.

Randi Vega, Executive Director, Martha's Vineyard Chamber of Commerce

The Leader's Guide Pilot Program

The YMCA of the USA was chosen to pilot test the Leader's Guide for the book, *Stone Soup for the World* because of its outstanding leadership in developing after-school programs that help fulfill their vision of building strong kids, strong families and strong communities. Eight sites were selected from the 2,220 YMCA's across the country including: the YMCA of Metropolitan Minneapolis, the North Suburban YMCA of Greater Boston's Earth Service Corps (YESC) after-school program, the Partners Program at Springfield College's YMCA, the Allston-Brighton Family Branch YMCA with Boston College volunteers involved with their mentor-based counseling program, Virginia Tech's YMCA in Blacksburg, VA, Grafton, the West Virginia's HI-Y School Day Plus program, the Youth as Resources Program at the Muncie Family YMCA in Indiana and the Milwaukee YMCA's Passports for Youth Program.

These YMCA's are integrating the book and the new Leader's Guide into the service-learning curriculum of their after-school programs. The Guide serves as a reflection tool and action resource supplementing a variety of YMCA youth development programs. These eight sites are making an impact locally while helping the YMCA reach its commitment to America's Promise to increase the number of volunteers nationally to 580,600 and helping the *Stone Soup* Leadership Institute move towards its commitment of getting the book into the hands of a million young people. In addition, they are contributing to the emerging field of service learning and those who are looking for ways to teach young people about civic responsibility.

Tony Ganger, Service Learning Coordinator, YMCA of the USA

Antoinette Mensah, YMCA of Metro Milwaukee, WI

Terri Mulks, Allston Brighton Family Branch YMCA, MA

Angela Hughes, YMCA at Virginia Tech, VA

Meredith Leban, North Suburban Family Branch YMCA/ Boston, MA

Mary Tucker, Grafton, West Virginia HI-Y

Cristine Patlan, YMCA Earth Service Corps, Minneapolis, MN YMCA

Dale Lucy-Allen and Jen McDade, Springfield College, Springfield, MA

Deb Heeter, Muncie Family YMCA (Indiana)

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Writing the Stone Soup Leader's Guide has been another amazing Stone Soup experience. Many people generously gave of themselves, their time, their ideas and their support.

One of our greatest joys is receiving the wonderful notes and emails from people who have been touched by our stories, especially the teachers who are using the book to inspire their students to help make the world a better place. Several of them became part of our review team for the Stone Soup for the World Leader's Guide. Many thanks to all the reviewers who helped us bring out the best in each one of these stories: Kit Beaudouin, Joyce Brownell, Dee Dubin, Margaret Lamed, Marty Scherr, Stacy Schultz, Lisa Solomon, John Scott Thompson and Randi Vega. Special appreciation to Tony Ganger and the YMCA of the USA service-learning coordinators who participated in our pilot program using the Leader's Guide with their young people: Dale Lucy-Allen, Deb Heeter, Angela Hughes, Meredith Leban, Antoinette Mensah, Terri Mulks, Cristine Patlan and Mary Tucker.

My heartfelt thanks to the Leader's Guide Development Team for helping bring the Stone Soup spirit to young people and those who work with them, especially Diane Troy, whose tremendous volunteer spirit is an inspiration and my editor, Janet Hulstrand, whose continued dedication to this work makes all the difference. Thanks also to Ame Beanland, Adam Walker, Karen Huff and Janet Holladay for their artistic contributions and Aaron Bacall for his clever cartoons.

With sincere appreciation to the wonderful Stone Soup Leadership Institute Board of Directors: Ray Gatchalian, Terry Mullner, Randi Vega and special advisors Carol Cain, Dick Crawford, Dr. Linda Forsyth, Julie Garrett, Peter Insalaco, Patrick Mendes, Jay Moore, Marty Rogol, Marty Scherr, Dr. Marilyn Smith, Eric Oatman, Fred Stickney and John Tavor, with special thanks to our teen advisor, John Scott Thompson who are helping us realize our Foundation's mission of engaging average Americans in giving, serving and building healthy communities and empowering young people to help build a better world.

Many thanks to all those involved with our Foundation partnerships which are bringing our message of hope and heroism to people around the world; especially to Dr. John Richards, Mark Stevens and Jennifer Ware at Turner Learning for their wonderful support of our educational videotape. To Beth Lieberman and all those at Dove Entertainment for our great audiotape. To Jim Raschik, Hawaiian Paradise Trading Company for his masterful work with our Website: www.soup4world.com. To Nane Alejandrez and Robert Slack at Barrios Unidos Productions for making our beautiful Stone Soup educational products: the Stone Soup Badge of Courage, tee shirts, book bags and bookmarks. To Kevin Dillion and Crescent Moon Studios for recording our Stone Soup theme song, A Better World, sung by Nicole Lamed. To Dottie Walters, Joel Roberts, Sharon Donovan at Conari Press, Michelle Rathman and Michelle Lerable who help us bring the Stone Soup message to the world. To Jack Canfield, Kim Kerberger, Patty Aubrey, Teresa Esparaza and the Chicken Soup staff, thanks for your special kinship and support. With gratefulness to Brenda Knight at Conari Press for her continuing support for this amazing project. And to the America's Promise communities who invited us to bring the Stone Soup spirit to them especially Robert MacArthur at the American Youth Foundation.

Much gratitude to all those who helped us create the World's Largest Book signing and the Stone Soup Education Campaign to launch the book, Stone Soup for the World including: numerous bookstores across the country, the Points of Light and Volunteer Centers; City Year and Sidewalk Sam; St. Vincent de Paul's Village, Home Depot and Share Our Strength; Nel Newman, Newman's Own Organics, Karen Clements and the Beaverton, Oregon students; Steve Marriotti, Sharon Burde, David Levin and KIPP Academy students, Peter Mann, Allan Luks, Michael Roosevelt, TreePeople and Food from the 'Hood; Pam McQuitty at NationsBank in Dallas and the John Brown Elementary School choir, with special thanks to Anna Fae Rose at the Oklahoma Children's Scholarship Fund.

Special thanks to The Calvert Group, Nathan Mendelow, Robin Chouiniere and all those who are helping us bring Stone Soup for the World to young people in South Africa so they, too, can learn how to build a healthy country and strong economy. To Charles Ogletree and the W.E. B. DuBois Center for working with us to create the Passing on the Dream event honoring the 35th anniversary of Dr. Martin Luther King's 'I Have a Dream' speech and to Robert Tankard, Randi Vega and the Martha's Vineyard PTA especially Veronica Conover, Candy Webster and Pat McGlynn for inviting people to sponsor over 1,000 books for students on Martha's Vineyard students including the American Legion Edgartown Post #186, ArCom Publishing, Linda and Edward Benoit, Cronig's Market, Colonial Inn, Compass Bank, Wendy Culin, Daughters of the American Revolution, Dukes County Savings Bank, Dukes County Sheriff's Association, Dustbusters Oeaning, Edgartown National Bank, Holy Ghost Association, Lions Club of Martha's Vineyard, Martha's Vineyard Chamber of Commerce, Martha's Vineyard Cooperative Bank, Midnight Farm, Dr. Raymond Rocco Monto, Nab's Comer Associates, Offshore Ale Co., Phillips Hardware, Police Chiefs Association, Rotary Club of Martha's Vineyard, S&W Drywall and Plaster, Michael Straight, The Baha'i Faith of Martha's Vineyard, The Granary Gallery, Thunderbird Industries, Veterans of Foreign Wars and the Zonta Club.

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Many thanks to all who help manage the Stone Soup office, with extra thanks to Shirley Bickel for her faithful support over the miles and the years. Thanks to Donna Bickel and Jeanne Jones for their masterful help in keeping the numbers straight and to my financial advisors: Bill Hylan, Clement Lambert and Frank Logan for their caring and wisdom. Special thanks to Bill Bass, Lucy and Sheldon Hackney, Peggy Hall, Sonya and Jim Norton, Eric and Jane Oatman for keeping a roof over my head. And to Charles and Marion Guggenheim for sharing their beach cottage with me again as we finished the Stone Soup for the World Leader's Guide.

To Claire Nuer whose spirit lives on in our shared vision and the many lives she touched. To special friends for their extra caring and enduring support during this incredible journey: Sonia Atalla, Christy Bethel, Patty Johnson, Joyce King, Judy Lane, Avon Mattison, Georgia Noble, Sonya Norton, Kristen Pauly, Susan Peebles, Sherry Peyson, Tillie Thompson and Berta Welch. With special mahalo aloha to Barbara Defranco and the Paleaku Center, Kamala Everett, Maia Henry and Swarn Khalsa. Your special support nourishes my soul.

My deepest gratitude to my parents for instilling in me a life-long commitment to service. Special thanks to my mother, who first read me the Stone Soup story and introduced me to the world of volunteering. And to my father for living his life courageously, even walking with Dr. Martin Luther King from Selma to Montgomery, Alabama. To my brothers, Tom, Chris and David and my sisters, Cathy, Betsy, Diane, Susan, Martha and Peggy and their families for their love and support.

To all the children in my life, especially my nieces and nephews: Ladleah, Darcy, Julia, Michaela, Nicole, Leah, Andrew, Simon, Bethany and the littlest angel, Rebecca Marie, for showing me how to laugh at life, sing for joy and give from my heart. You are my greatest teachers.

A decorative border of stars surrounds the page content. The border consists of a single row of small stars along the top and bottom edges, and two vertical columns of stars on the left and right edges. The stars are arranged in a way that they appear to be part of a larger, continuous pattern.

Background

***Stone Soup for the World:
Life-Changing Stories of Everyday Heroes***

Response from educators

Response from young people

Response from companies and civic associations

Pilot program results from the Children's Village

Background on the success of the book,

Stone Soup for the World: Life-Changing Stories of Everyday Heroes

People across the country are catching the Stone Soup spirit...

National and local media have spotlighted these good news stories about young people on their TV and radio shows. Bookstores are featuring the book in windows and gift displays for Mother's Day and graduation. People across the country are catching the Stone Soup spirit and finding ways to share these stories with the children in their lives. They know that young people who experience the joy and meaningfulness of helping others are motivated to learn more in school, get jobs, and contribute to building a better world.

Thanks to the call-to-action at the end of each story, record numbers of people are supporting the organizations featured in the book.

Parents are reading these stories to their children ... and sharing their own stories about the joy of helping others. Some people give this book as a gift to their children's teachers. Others donate a copy to their library so everyone in the community can read it. Mentors are using our business stories to show young people how they, too can make a difference while making a living. Ministers and priests are using our stories in their sermons to inspire their congregations. Business, civic/ community leaders are using our stories to inspire teamwork and cooperation.

Released in April 1998, we have sold 60,000 books and now are preparing for its second printing. It can be found in bookstores across the country and around the world, including in England, Germany, Spain and Turkey. Book Source is piloting our book in their East Coast stores and preparing for a national promotion. Additional sales from Book of the Month Club, One Spirit and Quality Book Club are estimated to be over 10,000 books. Numerous non-profit organizations are featuring the book in their catalogues. Scholastic's purchase of 10,000 books guarantees that these stories are reaching lots of young people. We are honored that Starbucks Coffee is featuring it as their spiritual renewal book for 1999.

Media Highlights

Marianne Lamed and the book have been featured on TV and radio shows in major cities across the country. Publishers Weekly, Bookselling This Week ran a front-page feature story, as did USA WEEKEND, Atlanta Constitution, numerous newspapers and magazines.

Stone Soup for the World is the story, told now during National Volunteer Week, of how one woman is hoping to make the world a better place ...one stone, one story, one person at a time. She hopes this book will feed the world, nourishing reader's souls with love, compassion, consideration and the willingness to make changes.

Cape Cod Times

Response from Young People to Stone Soup for the World

Stone Soup for the World is about people like us doing amazing things. It motivated me to make a difference, too!

Beth Pollack, 15

This book motivates you to do something special with your life. After reading these stories, I have learned that I can really make a difference.

Stephanie Diamond, 14

Stone Soup for the World has many great stories that are very powerful. If everybody took the time to read this book, I think the world would be a better place.

Haris Dervisevic, 14

I really like Stone Soup for the World because the stories are very moving and they show how easy it is to help people.

Ben C., 15

Stone Soup for the World made me joyful when I read the happy endings. It makes me want to do more when I have the chance.

Lakya Young, 14

The story "Thank You, Dr. Coue" is very motivational because it shows how a person's attitude can help in certain situations. I think I can use this advice.

Alex Alkind, 15

Stone Soup for the World isn't like a normal textbook filled with nothing but facts. It has real stories about real people - that are fun and interesting to read. You can learn from these stories-become educated about local problems in your own community.

Lauren Fisher, 15

Stone Soup for the World is a great book with stories that hold my attention -they are easy reading -nice and short. They are informative and inspiring and can help people every day.

Sonia Weinhaus

This book is something everybody can relate to. It is real life and it gives you a sense of what can people do for their community.

Danny Le, 15

I like that the stories are short and can be read quickly. It would be great if you had pictures of the people in the stories.

Josh Robbins, 15

We can make a difference if we try and this book shows us how. It tell different peoples' experiences with helping out. It gives you hope and teaches how you can make a difference. I like how this book has certain morals and points that they share through these stories. This is a good way to teach people -we can relate better with examples of how it can be used.

Cory Rosenblatt, 14

This book has great stories and I love the quotes after each one. The little stars around the quotes are a nice touch.

David Kaplan, 14

Stone Soup for the World informs us about what is going on and what people have done to make the world a better place. It taught me that even small acts make a difference. Someone can do something so small, and make a big difference and impact others' lives.

Taylor Blumenrei 15

Stone Soup for the World helps me realize there are so many things one person can do to make a difference. Each little thing counts. If we set our minds to it, we can do anything.

Ben Oippings, 14

Response from Educators to Stone Soup for the World

The Stone Soup Leadership Institute has been receiving tremendous response from educators across the country who are hungry for educational tools to inspire their middle, high school and college students. Teachers use the book in their social studies and civic education classes to inspire their middle, high school and college students to get involved in their communities. Tutors use these stories to motivate students to improve their reading skills. College students are conducting research projects based on our stories. Scholastic's purchase of 10,000 books is a testament to its potential contribution to students. Schools In Austin, Texas; Big Rapids, Michigan; and Chestnut Hill, Massachusetts are already integrating these stories into their education curriculum.

Wow! I just picked up Stone Soup for the World and am oohing and ahing over it! It is my first year a teaching the service-learning course at a middle school. I've been disappointed by the lack of enthusiasm my students show towards the class. They think "We Care" is a cool class because they can get out of schoolwork. I would like to use your book (and your Website) to lead our class into doing something they can be proud of what they did with others.

Charlene Brown, Abilene, Kansas

I just discovered Stone Soup for the World and plan to use it as required text for my ESL Reading and composition class. It is informative, fun and accessible for students.

Barbara Hackman, City College of San Francisco

I have been seeking ways to supplement my university sophomore class theme: "Thinking beyond One's Self to Help Heal the World." I'm using your stories with the, .call to action" to springboard them into service projects and volunteer research projects.

Joyce Brownell, Ferris State University, Michigan

I've been thrilled with your book! I'd been searching for a book for 9th grade Social Issues classes. I'm so pleased to have found Stone Soup for the World. It is fabulous! The stories spark conversations among my students about why people are motivated to help -- and what constitutes a "community. I'm eagerly awaiting the teacher's guide.

Kit Beaudouin, Beaver County Day School, Chestnut Hill, MA

This anthology of a new America highlights remarkable acts of service and generosity that lead our country further along the road to justice.

Robert Burkhardt, Director of Eagle Rock School, Colorado

All you need is a couple of people in the schools like Marianne Larned imparting the message that it's important for young people to learn they have to give back to their communities,., Said Superintendent Vida

Gavin,

Chatham,

Massachusetts.

The Boston Sunday Globe (Sept. 13, 1998)

Stone Soup for the World provides positive snapshots of the good things that go on in this world, somethin8 our students have not experienced often in their lives. These stories have served as springboards for thought-provoking discussions and heart-felt actions. Our boys now have a common experience -and an opportunity to develop a concern for humanity. While we have just begun to mesh these stories into our curriculum, we can see that these positive messages are seeping into their thoughts. Our students can make the world a better place ...if we help them to see the way.

Kate Farrell, Principal, Fletcher J. Hairston Middle School, the Children's Village

Response from Companies and Civic Associations

Companies are finding the book *Stone Soup for the World* is a great gift for their employees as well as for educators, community leaders and young people in their community. NationsBank gave books to their organizational partners in communities across the country. Target/ Dayton Hudson gave them to recipients of their foundation's grants. United Airlines gave them to coordinators of their community programs. Christmas in April gave copies to their 207 organizational chapters across the country.

Other companies use the book to:

- Recognize their employee volunteers, build morale and increase participation;
- Strengthen an initiative on literacy, violence prevention, youth leadership;
- Provide teachers with a powerful learning tool for young people;
- Equip their employees to become effective mentors in 1 to 1 or group programs;
- Leave a lasting legacy to America's young people and those who care about them.

By telling stories of community service, Stone Soup for the World plays an important role in reinforcing the values and inspiring the actions upon which a healthy civil society depends.

Tom Chappell, President, Tom's of Maine

Stone Soup for the World taps a universal longing to make a difference. These stories describe a way of seeing -and of being in the world -- which could help us rekindle the human spirit in business.

Joseph Jaworsky, Synchronicity, The Inner Path of Leadership

Companies and civic organizations are sponsoring the book for schools

- The Calvert Social Investment Fund is the first sponsor of a global campaign to bring our books to thousands of disadvantaged schools throughout South Africa. They have invited other American companies and foundations doing business in South Africa to join them in this campaign and match funds with South African companies and civic organizations. They hope young South Africans will discover how they can make a difference and help build a healthy democracy and a strong economy and become members of the next generation of global leaders.

Stone Soup for the World is one of the great treasures of our time. I believe that every single child all over the world and particularly the under-privileged schoolchildren in South Africa would be tremendously inspired by these stories. These books could influence the course of these students' lives and even their country.

Nathan Mendelow, South African attorney and businessman, friend of Nelson Mandela

- Starbucks Coffee is developing a pilot program to invite their customers to sponsor these books for inner-city students in their community.
- Rotary International is encouraging its chapters to use our book to help realize their goal of recruiting 300,000 mentors by the year 2000. Rotarians in Hawaii purchased books for their adopted schools.
- Civic associations like the Rotary, Lions and Zonta are working together with banks, companies and the Parent/ Teacher Organizations to sponsor books to all 2,700 students in the Martha's Vineyard community.

Pilot Program Impact

When students read *Stand for Children* about Marian Wright Edelman, they had many creative ideas from students. "I could teach survival skills to children in my community," said one. "I could volunteer to teach baseball to boys and girls and organize teams and games," said another. One youngster said, "We could avoid lots of problems if we tried to get along with others." Another said, "Money isn't everything. Stay in school and be yourself," adding "When I get older I'm going to help other kids so they will be successful."

After reading *Tree People*, one class asked their teacher if they could be helped with an environmental project. "He (15-year old Andy Lipkis) gave the Earth what it needed and fed it with new trees," said one student. He knew the best thing of all is the Earth." One boy said, "He made more and more friends by asking more people to volunteer." "This showed me that people can work together," another remarked. "If you try hard enough you can do anything," said another. On April 24, these boys made their own wish come true -by participating in an Earth Day ecology program and collecting litter in their neighborhoods

In January, the entire school focused its curriculum activities on the life of Martin Luther King, Jr. While students couldn't imagine being like him, through the story, *Fulfilling Martin's Dream* they could see how one man, Frank Carr was inspired by Dr. King to give inner city kids opportunities to work in corporate America.

Inspired by discovering how others have made a difference in the world, students are now participating in various community service projects like *Midnight Run*, a food distribution program for the homeless and a dog-assistance training program for physically challenged children and adults.

They are also involved with conflict management, peer mediation and trust initiatives. They have even been asked to speak on conflict resolution - seeking thoughtful, peaceful solutions - at county and regional conferences.

There is a wonderful culture being created at the Children's Village with these young people. The entire school atmosphere is becoming alive with the *Stone Soup* message. Students and teachers have developed a common language that is being used in their social interactions as well as their academic lessons.

Other classroom teachers are now incorporating the *Stone Soup* stories into regular lesson plans. The school halls now feature art displays with the "value" words describing a new way to live their lives. In January, they created an *Acts of Kindness*, *Acts of Justice Tree* -by observing students and teachers and writing each act on a leaf and placing it on the tree. By learning about real heroes like those in this book, these students have planted seeds of hope for their future.

Stone Soup for the World provides positive snapshots of the good things that go on in this world, something our students have not experienced often in their lives. These stories have served as springboard s for thought-provoking discussions and heart-felt actions.

Our boys now have a common experience -- and an opportunity to develop a concern for humanity. While we have just begun to mesh these stories into our curriculum, we can see that these positive messages are seeping into their thoughts. Our students can make the World a better place ... If we help them to see the way.

Kate Farrell, Principal, Fletcher J. Hairston Middle School, the Children's Village

Pilot Program Results
In partnership with The Children's Village
April 1998

The Children's Village is the nation's largest residential treatment center for children and teens. Based in New York, this 100 year-old center serves the seriously troubled inner-city students in residence, many who have never been in school before. Many have lived a life that would give most adults pause. They have experienced physical and sexual abuse; witnessed parental substance abuse, violence and incarceration; and engaged in acts of delinquency or violence.

They are angry - and sad. They do not trust. They do not love. They do not believe in themselves - or others. They do not dare to want, to need, to hurt any more. Few have had an exposure to ordinary people who want to make a difference.

Few of them believe that one person can do much. Most have no hope for change.

Pilot Program Design

The Greenburgh Eleven Union Free School District Middle School at the Children's Village developed a 12-week pilot program in partnership with the Stone Soup Leadership Institute. Students read stories from Stone Soup for the World about other African American and Hispanic teens who had experienced similar challenges in their short lives.

- Will Morales, a 14-year-old illiterate, imprisoned gang member who is now a 27-year old law student, homeowner and founder of Urban Edge's Youth Police Partnership in Boston.
- Nane Alejandrez, a former drug user in Santa Cruz who would lost 13 family members to drug-related crime, now leads Barrios Unidos, transforming Latino youth across the country
- George Sarabia and Gil Espinoza, former youth gang members in East Los Angeles who turned their lives around by first acting in Edward James Olmos' anti-gang film, American Me and then speaking in his Lives of Hazard program to teens asking them to stop the violence. **"If I'm not able to forgive, when will it ever stop?"**
- Dexter Wellman, a 12-year-old African-American who created a make-shift school for the children in the homeless shelter where he was living.
- Chantay Henderson Jones, a 14-year-old girl who helped rebuild abandoned buildings and provide homes for homeless teens in her East Harlem neighborhood with Youth Build

These Stone Soup for the World stories were integrated into the school's Skill streaming Social Skills Program, a structured learning approach that teaches students prosocial skills in weekly counseling sessions. Teachers used these inspiring stories to connect storytelling, writing and language arts projects with discussions about sharing, caring and giving. This interactive learning experience led to many creative activities. After reading the stories, students created a list of "value" words that exemplified prosocial behaviors. Teachers focused on lessons learned that enabled people to work together. Students came to see how one person could make a difference - and when we work together, we can change the world.



The Stone Soup Leadership Institute

The Stone Soup Leadership Institute

The Stone Soup Leadership Institute, a 501c3, non-profit education foundation provides tools that empowers young people to help build a better world. Proceeds from the book, *Stone Soup for the World: Life-Changing Stories of Everyday Heroes* help support our education projects. The Institute's website connects people with our projects and events and directs them to opportunities in their communities.

The Institute was founded by people in the book who were concerned about the direction of the planet especially the kind of legacy we are leaving for our children. As community organizers, we knew if we all worked together for the common good we could build a better world. We especially want to carry on the legacy of those who've given their lives to this important work. We wanted to give people the inspiration and the educational tools they need to address the critical issues facing our youth, our communities and our planet. We use the Stone Soup model to invite everyone to share their time, talents and resources to support our young people.

To launch *Stone Soup for the World: Life Changing Stories of Everyday Heroes*, the Institute created a historic book launch -- with the **World's Largest Book Signing**. People from the book in 40 cities read their heartwarming stories, autographed books, organized creative events and signed people up for organization. For the 2nd edition book launch, we organized the **Celebration of Heroes with Walter Cronkite** in New York City. We launched the Spanish version, *Pan Y Vino Para El Camino* at the LA Book Festival, where Edward James Olmos was presented with the Cesar Chavez Award. And since 1999 our educational curriculum has been used in over 120 communities around the world, and is helping to build the next generation of leaders.

The Institute was then asked to visit with the island of Vieques, Puerto Rico. When I arrived, the U.S. Navy had finally left after 68 years of peaceful protests. At that time, the mood in Vieques was euphoric. The people of Vieques found kindred spirits in the stories of Gandhi, Cesar Chavez, Dr. King, and lesser-known heroes who had overcome insurmountable odds to better their communities. When the Mayor of Vieques saw the introduction was written by Edward James Olmos, his cellmate during their island's protests, he asked for our help, especially with youth. In June 2004, we hosted the Institute's first Youth Leadership Summit for Sustainable Development. For the next four years we developed the Vieques Youth Leadership Initiative, the first of eight such community leadership initiatives. Since then the Institute has developed youth leadership initiatives in Virgin Gorda, BVI, Hawaii, Martha's Vineyard and New England, and in Oakland, Cincinnati, Baltimore. Some of these youth will be in the book.

The World's Largest Book signing and Sign-up for Service Opportunities

In honor of National Volunteer Week (April 19-25), the Foundation created events to:

- Celebrate the legacy of service and dedication of people across the nation;
- Inspire and motivate thousands of people to help their communities and our nation.

On April 17, 1998, people joined in over 40 communities to create the world's largest book signing. Over 100 community heroes and storytellers featured in the book, *Stone Soup for the World* along with celebrities and dignitaries read their heartwarming stories, autographed books and signed people up for service opportunities in their communities. Working in partnership with several Volunteer Centers, these organizations used this historic event to recruit new volunteers and celebrate what is working in America. A 10-city tour followed where community service projects rekindled the spirit of service.

Educational Events

The Institute hosts educational events in cities across the country. At these events, Stone Soup community heroes and people committed to building a better world join to share inspiring stories, exchange ideas and create partnerships to leverage their collective potential in building healthier communities.

Participants have included business leaders and bankers, international diplomats and activists, foundation and community organization directors. Events have been held in Washington D.C., San Francisco, Los Angeles, and Martha's Vineyard and at New York City's World Trade Center. In honor of the 35th anniversary of Martin Luther King's "I Have a Dream" speech on August 28, 1998, the Foundation launched its campaign to get books to 1,000,000 disadvantaged young people.

The Presidents' Summit for America's Future: 1997

For the Presidents' Summit for America's Future, we created a sampler of stories from the book which addressed America's Promise's five goals: 1) a caring adult 2) safe and structured activities to learn and grow 3) a healthy start 4) a marketable skills through effective education and 5) an opportunity to "give back" through community service. We spotlighted people who have dedicated their lives to helping children and young people who are making the world a better place. These samplers were given to Summit delegates: mayors, corporate executives, community leaders - as well as schools, churches and community organizations and concerned citizens. We also hosted a reception for delegates and those featured in the book to explore ways of working together to realize the Summit's goals of improving the lives of our children. At the Summit, the Stone Soup Leadership Institute made a commitment to develop partnerships to get 1,000,000 books to America's youth.

Pilot Program with the Children's Village: 1998

Prior to launching the book, we conducted a 12-week pilot program in partnership with the Children's Village, the nation's largest residential treatment center serving New York City's most seriously troubled students, many who have never been in school before. Few had been exposed to ordinary people who want to make a difference. Few of them believed that one person can do much.

Most had no hope for change. Their Greenburgh Eleven Union Free School District Middle School integrated the book, *Stone Soup for the World* into the school's Skill streaming Social Skills Program, a structured learning approach that teaches students pro-social skills in weekly counseling sessions. Teachers used these inspiring stories about African American and Hispanic teens like them who'd experienced similar challenges in their lives.

They connected storytelling with writing and language arts projects and discussions about sharing, caring and giving. Together they discovered how people can work together to improve their lives and their communities. This interactive learning led to many creative activities. Students made lists of "value" words about prosocial behaviors. They started participating in community service projects and involved with conflict management, peer mediation and trust initiatives. They came to see how one person could make a difference - and when they work together, they can change the world.

Pilot Program with YMCA of the USA: 1999

The YMCA of the USA is working with us to pilot test the Leader's Guide for the book, *Stone Soup for the World*. The YMCA of the USA was chosen for this collaborative effort with the Foundation because of its outstanding leadership in developing after-school programs that help fulfill their vision of building strong kids, strong families and strong communities. Eight sites were selected from the 2,220 YMCAs across the country including: the YMCA of Metropolitan Minneapolis, the North Suburban YMCA of Greater Boston's Earth Service Corps (YESC) after-school program, the Partners Program at Springfield College's YMCA, the Allston-Brighton Family Branch YMCA with Boston College volunteers involved with their mentor-based counseling program, Virginia Tech's YMCA in Blackburg, VA, Grafton, West Virginia's HI-Y School Day Plus program, the Youth as Resources Program at the Muncie Family YMCA in Indiana and the Milwaukee YMCA's Passports for Youth Program. These YMCA's are integrating the book and the new Leader's Guide into the service-learning curriculum of their after-school programs.

The Guide serves as a reflection tool and action resource supplementing a variety of YMCA youth development programs. These eight sites are making an impact locally while helping the YMCA reach its commitment to America's Promise to increase the number of volunteers nationally to 580,600 and helping the *Stone Soup* Foundation move towards its commitment of getting the book into the hands of a million young people. In addition, they are contributing to the emerging field of service learning and those are looking for ways to teach young people about civic responsibility.

The Leader's Guide is also being used by:

Mentors at Big Brothers, Big Sisters of New York City are using it as a handbook to teach young people values and character-building qualities and business and citizenship lessons.

Teachers in public and private schools to help them meet the mandate of providing community service opportunities prior to their graduation.

Stone Soup for A Sustainable World ***Life-Changing Stories of Young Heroes***

Our next book, ***Stone Soup for A Sustainable World: Life-Changing Stories of Young Heroes***, is a collection of 100 stories about young people who are helping to build a better world. Youth who faced challenges and turned them into opportunities to help others. Teens from every culture and religion, and from many countries around the world who are tackling tough issues in their schools, communities and world. Teens doing good deeds as well as teens with a mission. ***Stone Soup for A Sustainable World*** gives them a platform for their voices to be heard and an opportunity to share their ideas with millions of people around the world. This handbook for teens will touch their hearts and inspire millions more to help build a better world and prepare them to become leaders of the new millennium.

Each story will feature a special vignette -a turning point or an epiphany in the young person's life -so we can share in the person's struggle, understand how they overcame the obstacles they faced and experience the joy they found in helping others. Stories will emphasize the universal lessons that these young people learned - Including humor - or the humorous life lessons they learned. Each story will explore how the young person's commitment to helping others began and whether any particular "heroes" influenced them.

Stone Soup for a Sustainable World: Life Changing Stories of Young Heroes features 100 activists, educators, changemakers, inventors, green entrepreneurs, philanthropists, servant leaders, trailblazers who are all working to build a more sustainable world. Climate Activists like Greta Thunberg in Sweden to FridaysForFuture's Arshak Makichyan in Russia. Trailblazers like Jamie Margolin, Alec Loorz, Vic Barrett to 7th graders on Martha's Vineyard who created Plastic Free MV. Inventors like Egypt's Azza Faiad, turning waste into fuel and Smart Yields' Vincent Kimura. Changemakers like Generation Waking Up's Joshua Gorman to FridaysForFuture's Iqbal Badruddin in Pakistan. Indigenous youth leaders like Water Rights champion Autumn Pelletier and Earth Guardians' Xiuhtezcatl Martinez. Champions like Salvador Colon who raised funds to bring solar powered washing machines to Puerto Rico after Hurricane Maria left his island without power. Emerging Leaders like Sam Jacobs, Resource Generation to Scott Warren at Generation Citizen and Shilpa Jain at YES Jams. Environmental celebrities like Jaden Smith's The Water Box, Leonardo DiCaprio, and The Hulk's Mark Ruffalo. Business stories like Patagonia, Ben & Jerry's, Burt's Bees, and Seventh Generation spotlight how companies can be sustainable, profitable and give back. The Legacy Chapter features the grandchildren of Gandhi, Dr. King Jr., Cesar Chavez, and Sri Lanka's Dr. A.T. Ariyaratne. From the children Robert Kennedy, Frances Moore Lappe, Claire Nuer, and Rep. Oman to young people carrying on the legacy of Wangari Maathai, Jane Goodall and Sylvia Earle. More than half the book will feature stories from global communities and countries - and all continents.

About the Author Marianne Larned

Marianne Larned is a dynamic speaker, trainer and strategic consultant who inspires people to realize their dreams. She has served great leaders and worked with people from all walks of life. Many are featured in her book *Stone Soup for the World: Life-Changing Stories of Kindness & Courageous Acts of Service*. Using the Stone Soup metaphor, Marianne helps us see that when we work together we can do more than we ever thought was possible.

Ms. Larned is the Executive Director of the Stone Soup Foundation, a non-profit education foundation that provides tools to engage Americans in giving, serving and rebuilding their communities and empower young people to become leaders in building a better world. For over 20 years, she has assisted corporate, government, civic and community leaders in developing public-private partnerships to build healthy kids and healthy communities. Ms. Larned also conducts leadership training programs on how to use the book, *Stone Soup for the World* and the *Leader's Guide* in schools, educational institutions, community-based and volunteer organizations and youth leadership development programs. An inspiring speaker, she has a zest for life and a passion for service.

Ms. Larned's undergraduate studies at the University of Massachusetts, Amherst, and the Rudolph Steiner Center in Aberdeen, Scotland prepared her to become a teacher. Her graduate work at Boston University and California State University provided her with the business and organizational development tools to assist corporate America in becoming more socially responsible. She has developed educational and motivational training programs for the Education Development Center, Johnson & Johnson, Health Research Institute and Wilson Learning. As the guest columnist for The Business of Education series, a yearlong monthly column for the San Francisco Business Times, she featured public-private partnerships that improve our schools.

As the oldest of ten children, Marianne learned that when we all pitch in, there is enough for everyone. *Stone Soup for the World* is dedicated to her youngest brother, Chris, who struggled as a teenager with drugs, alcohol and "a bad attitude." After Chris discovered the power of helping others, he turned his life around and found more meaning, purpose and fulfillment in his life. Marianne hopes the *Leader's Guide* will help teachers, tutors and mentors give millions other young people the opportunity to learn the power of helping others and develop a life-long commitment to making the world a better place.

An inspiring speaker, Ms. Larned has addressed major corporations, community coalitions, business, civic and professional associations as well as school districts, youth and community organization.