



**Grade Level:** 6-8

**Time Needed:** Three to five class periods

**Lesson Plan:**

# How Does *Where We Live* Influence *How We Live*?

## **SUMMARY**

A variety of factors influence our lives and our standard of living. A wealthy country with an established government, proper infrastructure, and a stable economy can provide its citizens with a good job market, safe roads, public transportation, access to food and medical care, and a free education. Conversely, unstable governments, natural disasters, limited economic opportunities, and extreme social factors are among a few of the many influencers that can have a profoundly negative effect on the lives of a country's citizens.

In this lesson, students will explore the connection among these influencers in Afghanistan, Pakistan, and Tajikistan, as well as in the United States. Students will identify those factors that have the most influence over the lives of a country's citizens; and they'll explore the connection between these geographic, economic, social, and political factors and peace.

Students will work in small groups to create a presentation around their findings, sharing the information and their conclusions with the class.

## **OBJECTIVES**

- Students will research and synthesize information.
- Students will use critical thinking skills to draw conclusions.
- Students will demonstrate an understanding of distinguishing geographic, economic, social, and political characteristics and conditions in Afghanistan, Pakistan, Tajikistan, and the United States.
- Students will compare and contrast distinguishing geographic, economic, social, and political characteristics and conditions in Afghanistan, Pakistan, Tajikistan, and the United States.
- Students will analyze and interpret the relationship between geographic, economic, social, and political characteristics and conditions in Afghanistan, Pakistan, Tajikistan, and the United States and the lives of the citizens living in those countries.
- Students will demonstrate understanding and apply learning by working individually or in small groups to create a presentation to display the data.

## **SUBJECTS**

- Language Arts
- Economics
- Social Studies (History, Politics, Geography/Human Geography)



## HOW DOES *WHERE WE LIVE* INFLUENCE *HOW WE LIVE*? continued

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### ESSENTIAL QUESTIONS

- What are geographic characteristics and conditions (such as rivers, mountains, or extremely cold temperatures)?
  - What are economic characteristics and conditions (such as opportunities for people to work)?
  - What are social characteristics and conditions (such as religion and values)?
  - What are political characteristics and conditions (such as governments)?
  - What are the connections between a country's geographic, economic, social, and political characteristics and conditions and the lives of its citizens?
  - How do a country's geographic, economic, social, and political characteristics and conditions influence or affect the lives of its citizens?
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### RESOURCES AND MATERIALS

- Poster board, markers, magazines, scissors, glue, sticky notes, index cards, etc.
  - Research tools such as newspapers, news magazines, and the Internet
  - Central Asia Institute blog, which can be found at <http://centralasiainstitute.org/field-notes/>
  - Videos (located in the Pennies for Peace Toolkit section)
  - Photos (located in the Pennies for Peace Toolkit section)
  - Fact sheets (located in the Pennies for Peace Toolkit section)
  - Printable Map (located in the Pennies for Peace Toolkit section)
  - Glossary of Terms (located in the Pennies for Peace Toolkit section)
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### LESSON

1. Introduce your students to Afghanistan, Pakistan, and Tajikistan using the resources listed above, plus other resources at your disposal. If you have students or teachers at your school from one of these countries, invite them to speak to your class about their experiences.
2. Discuss the Essential Questions with your students. Ensure that students understand the difference between geographic, economic, social, and political conditions.
3. Depending on the number of students in your class and the amount of time that you have to teach this lesson, you may opt to have a whole-class discussion or to divide your students into small groups. Options include:
  - Dividing your class into **four groups**: one group to research Afghanistan, one to research Pakistan, one to research Tajikistan, and one to research the United States. Each group will research the geographic, economic, social, and political conditions for its assigned country and explore how those conditions affect the lives of citizens.



## HOW DOES *WHERE WE LIVE* INFLUENCE *HOW WE LIVE*? continued

- Dividing your students into **three groups**: one group to research Afghanistan, one to research Pakistan, and one to research Tajikistan. Each group will research the geographic, economic, social, and political conditions for its assigned country *and* the United States, and explore how those conditions affect the lives of citizens.
  - Selecting only one country (Afghanistan, Pakistan, or Tajikistan) and dividing your class into **four groups**. Each group will research one type of condition for the country chosen—geographic, economic, social, or political—and explore how the condition affects the lives of citizens.
4. For groups studying the **geographic characteristics**, ask students to create a map of their assigned country, labeling distinguishing geographic characteristics such as major cities, mountain ranges, bodies of water, and natural resources, e.g., gold, oil, and lumber.
  5. For groups studying the **economic characteristics**, have students make a chart to show economic conditions such as the average family income, the gross domestic product, the unemployment rate, and the percentage of citizens living below the poverty level.
  6. For groups studying the **social and cultural values and norms**, have students make a collage using pictures from magazines or other resources to display information such as religion, average age of marriage, literacy rate, basic human rights, and civil liberties.
  7. For groups studying the **political history**, have students create a timeline that includes the type of government/leadership and rights of individuals under that leadership. Have students identify periods of war and peace, and the country's current political status.
  8. Once students have completed their research, have them draw conclusions about how the country's geographic, economic, social, and political conditions affect the lives of its citizens. For example, in some cultures people believe that girls should not attend school. How might that belief affect the lives of girls and women in that country? In turn, how might that belief affect a woman's children, the quality of life in that woman's village, and the economic opportunities for women and the country as a whole? Does the country have a wealth of natural resources? Can those resources be used to sustain the economy? A country without a stable economy will have high unemployment and high levels of poverty. That government will be unable to tax its citizens, and so there will be no money to build schools and hire teachers.
  9. Finally, have students work in groups using their illustrated map, chart, collage, or timeline to present their findings to the class. Post your art projects around the classroom or in a prominent part of the school for others to enjoy and learn from.

**Note:** It is important to help students understand that wealth does not necessarily result in a high standard of living or happiness. A small village where everyone has an opportunity to get an education, work, and live in peace may be optimal in comparison to a large city where citizens have more money but fewer civil liberties. Encourage students to research facts, but also to be wary of their own biases based on *our* culture.



## HOW DOES *WHERE WE LIVE* INFLUENCE *HOW WE LIVE*? continued

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### IDEAS TO ENCOURAGE ALL LEARNERS

- English Language Learners
    - Give students a Word Bank with vocabulary that will help them with the discussion and project.
    - Ensure that students understand the Glossary of Terms (located in the Pennies for Peace Toolkit section)
    - Encourage students to share with the class the geographic, economic, social, and political conditions that exist in the country where they lived prior to moving to the United States.
  - Special Education
    - Allow students to work together in small groups.
    - Have students research just one of the conditions, such as geography.
  - Gifted and Talented
    - Have students research, compare, and contrast the geographic, economic, social, and political conditions for several *developed* countries, such as the United States and France, or the United States and Japan.
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### EXTENSION ACTIVITIES

- If you have access to students, teachers, or parents who have lived outside the United States, invite one or more of them to speak to the class about their experiences—focusing on the geographic, economic, social, and political characteristics of their country.
  - Afghanistan has had long periods of civil war. What are the long-term effects of generations of war or conflict?
  - Tajikistan was part of the Soviet Union until 1991, when it became an independent nation. A civil war was fought almost immediately, lasting from 1992 to 1997. What effect could that war have had on the country's ability to establish (and grow) an education system?
  - Pakistan suffered a devastating earthquake in 2005. Are developing countries equipped to handle natural disasters? What were the long-term effects of the earthquake on Pakistani citizens?
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### DIGITAL ACTIVITIES

- Have students use free online classroom collaboration tools such as Wiggio or Edmodo to work on this lesson inside and outside class time. Take time to familiarize students with the features of the program. For example, provide some training and practice using the shared calendar, assigning/recording specific roles to team members, videoconferencing, and messaging one another.
- Have students collect all their findings and organize the final product using a wiki format. Use a free online wiki program such as Wikispaces or Edmodo.

Tell us about your project! We'd love to see samples of your maps, charts, collages, and timelines. Send photos and/or descriptions to [info@penniesforpeace.org](mailto:info@penniesforpeace.org).

**Grade Level:** 6-8**Time Needed:** Two to five class periods**Lesson Plan:**

# More Alike Than Unalike

**SUMMARY**

The great American poet Maya Angelou once wrote, “We are more alike, my friends, than we are unalike.” However, the concept of global citizenship and helping someone who lives halfway around the world can be difficult for students to comprehend. People have an easy time disassociating themselves from others who look different, have skin of a different color, speak a different language, eat unusual foods, or partake in a different religion. Students may have an easier time understanding and feeling compassion and empathy if they learn more about the children whom they are helping.

In this lesson, students will explore the connection between how an eighth-grade girl in Afghanistan lives—what time she wakes up in the morning, what she eats for breakfast, how she gets to school, etc.—and their own lives. Students will identify similarities and differences as they learn about another way of life and culture.

Students will work in small groups to create a presentation around their findings, sharing information, thoughts, and feelings with the class.

**OBJECTIVES**

- Students will research and synthesize information.
- Students will use critical thinking skills to draw conclusions.
- Students will demonstrate an understanding of what life is like for a girl in Afghanistan, and compare and contrast her life with their own.
- Students will apply learning to a performance-based project by working in small groups to present their work.

**SUBJECTS**

- Social Studies (History, Geography/Human Geography)
- Language Arts
- Art
- Speech (Oral Presentation Skills)

**MORE ALIKE THAN UNALIKE** continued

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**ESSENTIAL QUESTIONS**

- What are your hopes and dreams for your future?
  - What is important to you and to the people whom you care about (your friends and family)?
  - What is culture? (*Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, and social habits to music and arts.*  
Source: <http://www.livescience.com/21478-what-is-culture-definition-of-culture.html>)
  - Are there a variety of different cultures in the United States? Can you name a few?
  - Is one culture better or worse than another?
  - Should we be tolerant of all cultures? Or of all aspects of all cultures? Why or why not?
  - Can people of a different culture who live very far away share the same hopes and dreams as you?
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**RESOURCES AND MATERIALS**

- Poster board, markers, magazines, scissors, glue, sticky notes, index cards, etc.
  - Video: *Gul Bahar: A Day in the Life of an Afghan Schoolgirl* (located in the Pennies for Peace Toolkit section)
  - Additional videos (located in the Pennies for Peace Toolkit section)
  - Research tools such as newspapers, news magazines, and the Internet
  - Central Asia Institute blog, which can be found at <http://centralasiainstitute.org/field-notes/>
  - Photos (located in the Pennies for Peace Toolkit section)
  - Fact sheets (located in the Pennies for Peace Toolkit section)
  - Printable Map (located in the Pennies for Peace Toolkit section)
  - Glossary of Terms (located in the Pennies for Peace Toolkit section)
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**LESSON**

1. Introduce your students to Afghanistan, Pakistan, and Tajikistan using the resources listed above, plus other resources at your disposal. If you have students or teachers at your school from one of these countries, invite them to speak to your class about their experiences.
2. Review the Essential Questions with students. Younger students may need help understanding the definition of “culture.” Allow plenty of time for questions and answers.
3. Explain to students that they are going to watch a video about an eighth-grade girl who lives in Afghanistan, named Gul Bahar. Have students view the video *Gul Bahar: A Day in the Life of an Afghan Schoolgirl* (located in the Pennies for Peace Toolkit section). Allow students to watch it several times, if necessary, so that they can comprehend Gul’s day.

**MORE ALIKE THAN UNALIKE** *continued*

4. Revisit the Essential Questions. Do students have additional questions or thoughts after viewing the video?
5. Divide students into small groups and explain that they will work together to brainstorm some of the similarities and differences between Gul's life and their lives. Have them take a piece of paper and fold it in half lengthwise—labeling the left side "SIMILARITIES" and the right side "DIFFERENCES." Then allow students time to complete their chart, encouraging them to think about Gul's day: her responsibilities, what she eats, how she gets to school, her chores and homework, and her dedication to education.
6. Have a small-group or whole-class discussion about the similarities and differences between Gul's life and the students' lives. Did Gul's video change their thoughts about their own education? How?
7. Have students take turns presenting their findings to the class. They may present their chart, or create a collage, illustration, poem, song, or another piece of art to explain both the similarities and the differences—and how they feel about what they've learned.
8. If time is available, have students brainstorm ways to continue to make Gul "real" in their classroom. If Gul was to visit tomorrow, what questions would they have for her? What do they want to know about her life in Afghanistan? What would they like to tell her about their lives? Have students write letters to Gul, create a video about *their* life that they might share with Gul, or create artwork for her.

**Note:** It is important to help students understand that although Gul's life may seem hard (or even cruel) by U.S. standards, she is a happy child. Wealth by our standards does not necessarily equal happiness. Gul lives in a culture very different from our own, but she shares the same (or perhaps a more dedicated) commitment to her education. Encourage students to look at facts, but also to be wary of their own biases based on *our* culture.

**IDEAS TO ENCOURAGE ALL LEARNERS**

- English Language Learners
  - Ensure that students understand the Glossary of Terms (located in the Pennies for Peace Toolkit section)
  - Encourage students to share with the class a bit about what life was like in the country where they lived prior to moving to the United States.
  - The video has title cards. Pause the video when the title cards appear—giving students time to read and understand the words.

**MORE ALIKE THAN UNALIKE** *continued*

- Special Education
  - Allow students to view the video as many times as necessary and encourage small-group work when creating their chart(s).
- Gifted and Talented
  - Have students journal or write an essay based on these questions:
    1. If students could change one thing about Gul's life, one thing that would enhance her education, what would that be?
    2. If students could choose one thing from Gul's life to incorporate into their lives, what would that be?

**EXTENSION ACTIVITIES**

- If you have access to students, teachers, or parents who have lived outside the United States, invite one or more of them to speak to the class about their experiences. Was it easy for them to get to school? What was the school-day like in their native country?
- Have students journal or write an essay reflecting on how Gul's video has changed their view of their own education.
- Ask students to write an essay reflecting on the theme of *culture*. How do cultures vary within a community? How do cultures differ from place to place? How are cultures similar from place to place? How do multiple cultures contribute to the richness of a community? How can multiple cultures create conflict within a community? How might these problems be overcome?

**DIGITAL ACTIVITIES**

- Encourage students to create a spreadsheet or table using classroom digital tools. Younger students can practice word processing/editing skills as they type simple lists. Using the chosen digital format, students will work individually, in pairs, or in small groups to create a schedule for visiting or hosting Gul for a typical school day. For each entry/activity on the schedule, students should explain why that particular activity would be important to include.
- Students can create storyboards and produce their own "Day in the Life..." videos similar to Gul's video. Students can work in small groups to present their storyboards and discuss reasons for including each scene in their video.

Tell us about your project! We'd love to see samples of your charts, letters to Gul, or artwork. Send photos and/or descriptions to [info@penniesforpeace.org](mailto:info@penniesforpeace.org).



**Grade Level:** 6-8**Time Needed:** One to three class periods**Lesson Plan:**

# The Power of a Penny

## SUMMARY

Pennies for Peace is a service-learning program that raises money to provide funds to build new schools, repair and improve existing schools, and purchase equipment—such as uniforms, furniture, and school supplies—for students and teachers in Afghanistan, Pakistan, and Tajikistan. Pennies for Peace teaches young people the importance of taking action for something that is important to them. It shows them that no matter how big or small you are, you can make a difference for others—often in a profound way—by committing to a cause that matters to you. The very first Pennies for Peace donation was from a group of elementary students in Wisconsin who collected pennies—and Pennies for Peace was born! Pennies for Peace is a wonderful service-learning campaign because almost everyone can collect pennies!

Pennies for Peace teaches children the rewards of sharing and working together to bring hope and educational opportunities to children in Afghanistan, Pakistan, and Tajikistan. A penny in the United States may have little worth, but in Afghanistan, Pakistan, and Tajikistan 12 pennies buys a pencil—and opens the door to literacy. In Afghanistan, Pakistan, and Tajikistan:

12 pennies = one pencil

70 pennies = one notebook

\$30 = one chalkboard

\$35 = one desk

\$1,000 = one teacher's annual salary

(Source: Central Asia Institute. Numbers reflect the average cost of school supplies in Afghanistan, Pakistan, and Tajikistan and may vary.)

In this lesson, students will research the power of a penny in terms of what a U.S. penny is worth (can buy) in other countries, thereby developing a better understanding of the positive effects the money that they collect will have on students in Central Asia.

## OBJECTIVES

- Students will research the value of a penny in different countries.
- Students will use critical thinking skills to draw conclusions and form opinions.
- Students will demonstrate understanding and apply learning by creating a chart to support facts.
- Students will determine how they can make a positive contribution to the global community.

## SUBJECTS

- Language Arts
- Math/Economics



## THE POWER OF A PENNY *continued*

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### ESSENTIAL QUESTIONS

- Do all children, everywhere, get to attend school?
  - Is school always free, as it is in the United States?
  - Do you ever see a penny on the street and decide *not* to pick it up? Why or why not?
  - Is a penny worth much in the United States? How many pennies make one dollar? What can we buy with a penny? What can we buy with one dollar?
  - We use the dollar to compare U.S. money with money in other countries. Do you think a dollar is worth the same amount everywhere in the world?
  - Why might a U.S. dollar or a penny be worth more in some countries and less in other countries?
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### RESOURCES AND MATERIALS

- Central Asia Institute & Pennies for Peace Story (located in the Pennies for Peace Toolkit section)
  - Videos (located in the Pennies for Peace Toolkit section)
  - Photos (located in the Pennies for Peace Toolkit section)
  - Fact sheets (located in the Pennies for Peace Toolkit section)
  - Printable Map (located in the Pennies for Peace Toolkit section)
  - Research tools such as newspapers, news magazines, and the Internet
  - Central Asia Institute blog, which can be found at <http://centralasiainstitute.org/field-notes/>
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### LESSON

1. Introduce students to the Central Asia Institute & Pennies for Peace Story (located in the Pennies for Peace Toolkit section).
2. Have students use a map or globe to locate Afghanistan, Pakistan, and Tajikistan.
3. Ask students if they think that collecting pennies can really make a difference for children all the way on the other side of the world who want to go to school. After all, in the United States we can buy only a few things with a penny. If we collect enough pennies, will that make a



## THE POWER OF A PENNY *continued*

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difference for children in Afghanistan, Pakistan, and Tajikistan? What if we collect only a few pennies? Could even a few pennies make a difference? Why or why not?

4. Talk about the components that make up your school, such as the building itself and all of the desks, books, chalkboards, and computers. Talk about the people who work in the school, such as teachers, front office staff, custodians, and the principal. Ask the students if they can name other things in the school that make it a great place to learn, such as P.E. equipment, art supplies, the playground, and the cafeteria.
5. Ask students how much they think it cost to build your school. (Older students might research actual building costs.) Could pennies help build a new school in your town? How many pennies would it take?
6. Working in small groups or as a class, have students use the chart below (or create their own chart) to compare the value of a penny with a school-related item in Afghanistan, Pakistan, or Tajikistan. For example, we know that in Pakistan, 12 pennies can buy one pencil. What can we buy with one penny in the United States?
7. Then have students expand the chart, showing the value of one teacher's daily salary. What can students buy for \$3 here in the United States? For example, an energy drink costs about \$3. Is that more or less valuable than having a teacher for an entire day?
8. Continue expanding the chart to compare the cost of education in Central Asia to the cost of commonly used items in the United States.
9. With the chart(s) complete, have students form an opinion about the cost of education in Central Asia—helping them realize that even a small amount of money can make a big difference in those regions.
10. At the end of your campaign, have students count the pennies collected and determine exactly *what* they raised money to buy. For example, if your class collected \$200, help students discover that they paid for school supplies for 10 students! Have your students work together to create a poster depicting the students in Central Asia receiving their new school supplies, and hang it in your classroom for students to see all year!

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### IDEAS TO ENCOURAGE ALL LEARNERS

- English Language Learners
  - Give students a Word Bank with vocabulary that will help them with the discussion and chart.
  - Ask students to talk to the class about the value of a U.S. penny, or a U.S. dollar, in their native country.



## THE POWER OF A PENNY *continued*

- Special Education
  - Have students work together to create their chart.
  - Offer one-on-one support for students who struggle with the concept of monetary value.
- Gifted and Talented
  - Have students create a chart noting (during one day or tracing over multiple days) the value of a U.S. dollar compared to the value of currency in the three countries that we are studying. Students may trace the value of a U.S. dollar over a week or a month to discover fluctuations in the worth of a dollar worldwide. In one column of their chart, ask students to convert the amount to pennies (i.e., divide each value by 100).
  - At the 2000 United Nations Millennium Summit, world leaders from rich and poor countries alike committed themselves to a set of eight time-bound targets, including one for universal primary education:

*Every human being should have the opportunity to make a better life for themselves. Unfortunately, too many children in the world today grow up without this chance, because they are denied their basic right to even attend primary school. A sustainable end to world poverty as we know it, as well as the path to peace and security, require that citizens in every country are empowered to make positive choices and provide for themselves and their families. (Source: UNESCO)*
  - Encourage students to learn about the United Nations Millennium Goals for 2015 at <http://www.un.org/millenniumgoals/bkgd.shtml>. Some countries are on target to meet their goals, and others are not. What is working for the countries that are projected to meet their goals? What consequences are there for the countries that do not meet their goals and/or do not even attempt to meet them?

### EXTENSION ACTIVITIES

- Have students go online to discover and compare the value of other objects (not related to education) that we use in the U.S. to the value of similar objects in Afghanistan, Pakistan, or Tajikistan, such as the cost of a new book, a meal in a restaurant, an article of clothing, or a TV (helpful websites: CIA World Factbook and NationMaster).
- Should the United States keep the penny? Split your class in half: one side is the “yes” team, and the other side is the “no” team. Each team will gather facts/reasons in favor of keeping the penny, or in favor of eliminating the penny from circulation in the U.S. Each fact should be written separately and clearly on an index card. After the research phase, students should gather in discussion groups to eliminate duplicate cards or cards that don’t support their side of the debate. Allow students one final round of brainstorming to create more fact cards. Determine a preferred way of reading cards aloud and allow students to vote on the issue. You might give each student one final index card for the vote: on one side of the card, they will write their vote “yes” or “no,” and on the other side they will write an opinion statement (“why”). Finally, create a class display of findings by gluing cards end-to-end, creating two separate bars for a bar graph poster. Does your class vote agree with the poster findings?



## THE POWER OF A PENNY *continued*

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### **DIGITAL ACTIVITIES**

- Have students use a free online program to create a survey or questionnaire about the value of the penny and whether or not it is still relevant in the United States. They should administer their surveys to a group of people and present their results along with discussion of the challenges of creating and conducting a good survey.
- Using available digital publishing programs and/or photo editing programs, create flyers for your Pennies for Peace campaign. Print flyers to post around the school, and distribute the flyers electronically to a school email list.

Tell us about your project! We'd love to see samples of the charts or the posters that your students make. Send photos and/or descriptions to [info@penniesforpeace.org](mailto:info@penniesforpeace.org).



# What Is the Value of a Penny?

Monetary amount in U.S. dollars	What can that buy in the U.S.?	What can that buy in Central Asia?
12¢	One piece of gum	One pencil
70¢		One notebook
\$3	One bottle of juice or sports drink	A teacher's salary for a whole day
\$5		
\$50	Four movie tickets	A student's school supplies for one year
\$100		
\$500		
\$1,000	A new mobile phone	A teacher's salary for an entire year
\$5,000		



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**Grade Level:** 6-8**Time Needed:** Two to five class periods

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**Lesson Plan:**

# Recipe for a School

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## SUMMARY

Central Asia Institute (CAI) is a nonprofit organization that works with communities in remote areas of Afghanistan, Pakistan, and Tajikistan to promote education, especially for girls. CAI empowers communities of Central Asia through literacy and education, promotes peace through education, and conveys the importance of these activities globally. Pennies for Peace is a service-learning program of CAI that raises money to provide funds to build new schools, repair and improve existing schools, and purchase equipment—such as uniforms, furniture, and school supplies—for students and teachers in Afghanistan, Pakistan, and Tajikistan.

In this lesson, students will create a “recipe” for a school in Central Asia. Students will consider the “ingredients” necessary for a school to thrive, “high-altitude adjustments” or special considerations based on geography, and any necessary modifications based on culture or politics. Additionally, students will have the opportunity to consider a cause that matters to *them*—and to reflect on ways in which they might have an impact on the world.

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## OBJECTIVES

- Students will research and synthesize information.
  - Students will use critical thinking skills to draw conclusions and form opinions.
  - Students will demonstrate understanding and apply learning by writing a “recipe” to support facts and opinions.
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## SUBJECTS

- Language Arts
- Economics
- Social Studies (History, Politics)

**RECIPE FOR A SCHOOL** *continued*

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**ESSENTIAL QUESTIONS**

- What does it mean to be a good citizen?
  - What are the character traits of a good citizen?
  - Is good citizenship attained through values (what you believe in, such as sharing), actions (doing something to help people, such as sharing half of your sandwich with a classmate who forgot his lunch), or both?
  - Whose responsibility is it to care about the greater good? (Individuals? Communities? Organizations? Governments? All? None?)
  - Are governments responsible for building schools for their citizens?
  - If a country cannot afford to provide schools for all of its citizens, who should intervene to help?
  - Should a good citizen tolerate a country's cultural norms or customs that prevent (or highly discourage) girls from attending school?
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**RESOURCES AND MATERIALS**

- Central Asia Institute & Pennies for Peace Story (located in the Pennies for Peace Toolkit section)
  - School Recipe Card (see reproducible below)
  - Glossary of Terms (located in the Pennies for Peace Toolkit section)
  - Videos (located in the Pennies for Peace Toolkit section)
  - Photos (located in the Pennies for Peace Toolkit section)
  - Fact sheets (located in the Pennies for Peace Toolkit section)
  - Printable Map (located in the Pennies for Peace Toolkit section)
  - Research tools such as newspapers, news magazines, and the Internet
  - Central Asia Institute blog, which can be found at <http://centralasiainstitute.org/field-notes/>
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**LESSON**

1. Introduce students to the Central Asia Institute & Pennies for Peace Story (located in the Pennies for Peace Toolkit section), drawing attention to the fact that, since 1994, CAI has supported 190 schools in Central Asia. Most of the villages where CAI works are remote and have very little access to building materials. Often there are cultural or social norms that must be considered before building a school. And of course, money must be raised to fund the building of a school. Can students imagine embarking on a project that extensive? Why do they think CAI continues to do this kind of very hard work?
2. Using the School Recipe Card (see reproducible below), explain to students that they will be using what they learned while researching CAI to create a "recipe" for a school in Central Asia.



**RECIPE FOR A SCHOOL** *continued*

- Students will need to consider all of the “ingredients” necessary for a school to thrive. For example, will students need desks, books, pencils, a chalkboard, etc.? How should students get to school? How long should the school day last?
  - Encourage students to consider the geography of their school. For example, will they need “high-altitude adjustments” to build a school in remote areas?
  - What cultural norms or customs must be considered before they can build their school?
  - Are there political considerations?
  - Challenge students to think about what is necessary for a school in Central Asia to thrive, not a school in the United States. For example, in the U.S. we like technology, but is technology necessary for a school in the remote areas of Central Asia? Why or why not?
  - Finally, ask students to consider the recipe directions, or steps. When cooking or baking, the directions are critical. You must add ingredients at specific times. Does this apply to their recipe for a school, as well? Why or why not?
3. CAI believes in peace through education, and that every person has the right to receive an education. CAI is making a difference in the world and staying true to its mission by building schools.

What is important to *your* students? What issues do *they* care about? If they had adequate resources, what would *they* do to make the world a better place? For example, do students know that not everyone has a warm winter coat? How might they tackle *that* problem? Do students know about the uncontrolled animal population in the United States? What could *they* do to help? Or perhaps your students feel there is a need for a new skate park in your town so that kids have a place to skateboard safely.

Working individually or in small groups, have students reflect on what’s important to *them*. What steps would they need to take to get started? Whose help would they need? What sort of timeline and funding would be necessary? Whatever their cause, have students modify the School Recipe Card template to create a recipe for *their* mission! Finally, get started on that dream. No need to wait—you may be the next recipient(s) of the “Gloria Barron Prize for Young Heroes”!

**IDEAS TO ENCOURAGE ALL LEARNERS**

- English Language Learners
  - Give students a Word Bank with vocabulary that will help them with the discussion.
  - Ensure students understand the Glossary of Terms (located in the Pennies for Peace Toolkit section).
  - Encourage students to share their own experiences with the class. Have they always had access to education? Did their parents and grandparents have access to education in their home country? What was school like in their native country?



## RECIPE FOR A SCHOOL *continued*

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- Special Education
    - Allow students to work together in small groups to create their Recipe Card.
  - Gifted and Talented
    - Write a persuasive essay for or against this theme: Ultimately, the “war on terror” will be won with books, not bombs.
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### EXTENSION ACTIVITIES

- Imagine that you are one of students for whom Central Asia Institute has built a school. Write a speech to celebrate the opening of the school, citing evidence from your research about why the school means so much to the students and their village.
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### DIGITAL ACTIVITIES

- Research online and learn the stories of several (no fewer than three) young heroes. One suggested website would be <http://www.barronprize.org/>, but be sure to use more than one website. Using free online templates, create a graphic organizer such as a bubble chart, a Venn diagram, or a table to organize your findings. What common traits are shared by these young people who have developed and achieved extraordinary goals and dreams? What steps did they take to accomplish their goals? What sets these young heroes apart from the crowd? Present your conclusions as a Recipe for a Hero. You may use digital tools to recreate or adapt the Recipe Card from the earlier lesson.
- See #3 under Lesson above. Now use a digital tool, such as a digital timeline (samples can be found at <http://www.readwritethink.org/materials/timeline/index.html>), to recreate the Recipe Card from the earlier part of this lesson.

Tell us about your project! We’d love to see samples of your students’ recipe cards, artwork, and projects describing what they might do to make the world a better place. Send photos and/or descriptions to [info@penniesforpeace.org](mailto:info@penniesforpeace.org).



# School Recipe Card

Prep (or Planning) Time: \_\_\_\_\_

Cook (or Build) Time: \_\_\_\_\_

Total Time Required: \_\_\_\_\_

Serves (number of students): \_\_\_\_\_

List of Ingredients:

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Directions:

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**SCHOOL RECIPE CARD PAGE 1 OF 2**

Special Considerations:

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Draw a picture of your school!

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of their school.