



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

Lesson Plan:

Recipe for a School

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.

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*

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*

- 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.



School Recipe Card

Prep (or Planning) Time: _____

Cook (or Build) Time: _____

Total Time Required: _____

Serves (number of students): _____

List of Ingredients:

Directions:



SCHOOL RECIPE CARD PAGE 1 OF 2

Special Considerations:

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.