

Paths of Purpose



The Long-term Solution

Full-Circle Learning 2019





Mission and Vision

We strive to help young people embrace their role as society's change agents and humanitarians.

We ennoble teachers' sense of personal significance and collective purpose.

We challenge educators to envision the science of deeply integrated character education as a pathway to community transformation.

We offer schools a plan for global wisdom exchange to create a more resilient, sustainable world.

We help learners turn all potentialities into opportunities to transcend, to learn, to thrive, to serve the human family and all living things.

Table of Contents

Mission and Vision	1
Schools Receiving FCL Services – 2018-2019	2
Someone New Needs You	3
Paths of Purpose	4
Our Place, Our Time	14
Learners as Leaders	17
Testimonials & Epiphanies	19
Conflict to Collaboration	22
Torch Bearers and Wick Lighters	24
How to Help	25
Friends of Full-Circle Learning	26



Adjacent Photo: Students at Gambia's Bakoteh Annex prepared a talk on the importance of trees in fighting climate change.

About Cover Photo: Sana Moussavi traveled to Lesotho in 2019 as part of the team to reevaluate the progress of its Full-Circle Learners and to welcome a new generation of change agents. (See page 5.)



Schools Receiving Full-Circle Learning Services – 2018-2019

Country	Schools	Teachers	Students	Locations
Cameroon	15	180	9,660	Limbe, Buea
Chad	20	300	25,344	N'Djamena, Toukra & Kondoul
China	50	500	50,000	Zhejiang Province**
Colombia	1	1	35	Valle Dupar
Republic of Congo	6	98	15,300	Brazzaville
Ecuador	1	6	70	Quito and Quevedo
Gambia	31	234	43,761	Lamin & Banjul
Gabon	3	29	5,000	Libreville
Ghana	43	460	24,587	Accra Tema
Kenya	3	39	3,500	Nairobi
Lesotho	10	60	2216	Mokhotlong, Maseru
Liberia	287	21,458	266,301	Monrovia & Lower Margibi
Nigeria	31	316	21789	Delta State
United States	7	20	500	California: Los Angeles County, Nevada County, Orange County, Sacramento County
Tanzania	5	21	8,150	Dare Salam, Arusha
Zambia	71	1,600	45,350	Lusaka & Chilaga
Served in 2019	894 Schools received and requested assistance	46,396 Teachers participated in training and mentorship	656,527 Students benefited from FCL programs	Of 34 participating Full-Circle Learning countries , the organization provided direct service* in these 16 nations and regions in 2018-2019



Adjacent Photo: Eager teachers posed after their first day of training, joining the 460 teachers at 43 Full-Circle Learning-trained schools in the nation of Ghana.

Someone New Needs You

A special face in this photo

looks to you in the hope you will act. Full-Circle Learning (FCL) needs like-minded people who know that when one young person finds the purpose they seek, lives change everywhere.

The picture depicts a teacher eager to improve life in his village. He will need continuing collaboration. The photo also includes a girl striving to become a much-needed physician. She will require scholarships to finish high school. The snapshot also features children hoping for a chance to reduce disease, poverty, climate injustice—challenges that ultimately concern us all.

Full-Circle Learning offers tools for teachers whose methodologies help learners apply their strengths as they alleviate human suffering, build stronger bonds of peace and unity, bring integrity and ingenuity to the world's dilemmas and enhance life for our planet of living beings.

We provide teacher education, student wisdom exchanges, school support and scholarships in the US and abroad.

FCL served 650,000 in 2018-2019, while continuing to respond to new needs around the world.

Requests from 40 new schools will increase that number by 400 teachers and 30,000 more students, over the next quarter alone. Teachers' colleges also seek to help us meet the demand for implementation.

How do we streamline? Our board lends its pro bono services without heavy interventions and without laying financial fees on educational institutions and village schools. Instead, we cultivate strengths in the region and work with co-educators to customize programs for each locale.



Pictured Above: Zambia's Lushomo Community School held an activity to help students identify the purpose behind the habit-of-heart each class is studying. A talent identification activity linked talents with character strengths. The girl on the right, "Lweendo Jane," from the Class of Love, feels determined to become a medical doctor, to "serve her beautiful and loving community as a medical practitioner."

For this reason, a "General Needs" contribution may at one time provide public school tuition or community development FCL projects and at another time may go toward hosting teacher training workshops to galvanize the many schools reaching out to us.

Each contribution can change the world, whichever face in the photo feels your support the most.

Please walk the path of purpose with the global change agents on the pages that follow. Give generously at www.fullcirclelearning.org.

On the Paths of Purpose

On the Path From Protest to Peace, Full-Circle Learning Makes a Difference

Liberia faced the threat of a violent protest on June 7, 2019. Government funds intended for humanitarian purposes had disappeared, resulting in job loss, poor economic conditions and lack of tuition for public school.irate citizens had decided to storm the government buildings. Twenty-seven Full-Circle Learning schools determined to teach the people to use dialogue, collaboration and conflict resolution skills to solve their problems instead of violence. They wanted to remind the older generation of the problems caused by the two bloody civil wars that robbed them of their own childhoods from 1989 to 2004.

The schools reserved buses and planned a peace rally. However, the night beforehand, many of the school administrators canceled the buses, fearing a massacre. Still, students ran to the place where the protest had been scheduled, in the neighborhood where the



instigators lived, and two buses of students arrived. They spoke to the 500 people gathered there, and members of a college student union reinforced their protest. The instigators thought about their own children and called off the plan for violence.

Three days later, when the protesters gathered at the government buildings, they agreed to work together to find the missing funds and restore the country to a sense of normalcy, averting a third violent civil war.

Featured Country: Liberia

Need: Site development to mentor 287 schools (\$15,590)



On the Path From Grief to Gratitude, FCL Makes a Difference

Cameroon has always touted its sugarcane, onions, vegetables, palm oil and potatoes. However, in recent years, a changing climate increased the rampant growth of harmful pests, decreasing the bounties of Cameroonian farms.

As a result of excessive insects, farmers lost a huge portion of their annual harvests. Children dropped out of school, too weak to sustain themselves during the rainy season. Starvation and malnutrition loomed.

Fortunately, Full-Circle Learning had made an impact in the high school science classrooms at Good Shepherd School, where teachers and students applied the model to bring about needed change. They practiced the habit-of-heart "Preparedness," researching the compounds needed to reduce harmful pests in the fields. Their scientific research led them to *bacillus thuringiensis*.

Funds from Full-Circle Learning helped the students carry their organic pesticide to the fields throughout the region. Five months later, the farmers experienced

a bumper crop! The farmers shared their harvest by promising the schools vegetables for the school year. Meanwhile, the students now seek sustainable solutions, such as government support for organic pesticides, as they also conduct experiments with wood ash and water to economically maintain plant health on a daily basis.

Featured Country: Cameroon

Need: Continued support for teacher training and student training (\$2,600)



On the Path from Hunger to Harvest, FCL Makes a Difference

Cassava helps people survive in Liberia, especially as jobs become scarce and families must find ways to sustain themselves. Laura Sackie, an EDI Madam Dorbor scholarship student, began a cassava farming initiative at her school when her science teacher integrated the habit-of-heart “patience” into biology lessons. The end goal of the unit, to address hunger, helped students relate the high level of starvation to a reduction in members of the younger generation studying agriculture.

Seeing the importance of patience as a professional and humanitarian attribute, Laura engaged ten other students in studying soil samples, developing a farm and discerning ways to produce a harvest that would enhance nutrition in the region. Full-Circle Learning students do not receive without giving something in return. She hopes to show gratitude for her scholarship by giving her community food that will reduce widespread hunger.

Featured Country: Liberia

Need: Scholarships and project supplies for student initiatives (\$10,300)



Pictured Above: Sana Moussavi engaged with the next generation of change agents.

On the Path to Seeing the Forest Beyond the Trees, FCL Makes a Difference

All eyes fall on building relationships in Lesotho, a decade after students in Mokhotlong turned a deforested plateau into land fit for farming as they studied the relationship of deforestation, hunger and far-sightedness. As a result, educators see the potential of the educational model for building self-sufficiency.

In this photo, Full-Circle Learning collaborates with the National Teachers' College (representatives pictured include Maureen Mungai and Sana). Plans have ensued to implement the model through the Education Ministry, the National Curriculum Director, the Peace Corps, and UNESCO. These collaborations are designed to create a systematic plan to help the country cultivate innovative thinkers who apply their strengths to benefit others while meeting the nation's Sustainable Development Goals. Above, FCL/EHG representative Sana Moussavi engages with the new generation.

Featured Country: Lesotho

Need: Preparation for nationwide FCL implementation (\$32,000)



On the Path from Odor to Ardor, FCL Makes a Difference

Damaged septic tanks filled a Cameroonian community with odiferous ooze, attracting mosquitos, roaches and the resulting public health threats that follow. The Full-Circle Learning students determined that the habit of “kindness” must extend to everyone but the vectors!

Holding their noses, the students from the Heritage School conducted a sanitation and education program. They first researched the options for vector control and developed a budget and a plan to thwart the infestation and to patch the leaky tanks. Next, they went from house to house to assist residents and to teach landlords and families how to patch leaking septic tanks. The local PTA recognized them adoringly for bringing sweetness to the community again.

Students in Ghana planned a similar project to help their community members deal with waste. Some students educated citizens door to door, singing Full-Circle Learning songs



about love and explaining their motivation of empathy when some asked them if an NGO had paid them to do the work. Student spokesperson Gertrude Frimpong explained their good fortune because of the exemplary work of their teachers in helping them understand the environmental health impacts of sanitation and helping them link this work to their empathy for others in the community.

Featured Country: Ghana

Need: Expanded teacher training and student projects (\$8,150)

On the Path from Paucity to Possibility, FCL Makes a Difference

These girls learn to enhance the well-being in their community by watching their mothers and grandmothers.

The famers’ wives started their own shareholder farm and crafts business. They used the profits to open the school, teaching 200 children in the morning and 200 more in the afternoon. After school, these Full-Circle Learning students attend a Girls United Club. The girls responded with altruism to the lack of access to public education for street children. Their curriculum infuses love, respect, appreciation of diversity and awareness of solutions for problems such as tuberculosis and cholera. The units integrate reading, science, poetry, math, dance, music, business, and handicrafts.

Featured Country: Zambia

Need: Training or supplies for community schools





On the Path from Alone to At-One, FCL Makes a Difference

Teacher Alexander Koiwu wondered how to teach the habit of empathy in a Civics lesson. Students began to share a problem they had witnessed: Abandoned elders. They empathized with abandoned citizens and set a goal to provide them with love, caring and physical goods and services. Mr. Browne, a 92-year-old man, for example, had lived alone and lonely for 30 years. By selling off some of Laura Sackie's crops, the students raised enough money to buy him warm clothing and a little food. He blessed them and told them to always find ways to help those who cannot help themselves. An older lady assured them the homes were filled with elderly citizens who also needed help.

Featured Country: Liberia

Need: Continued support for teacher training to inspire student action (\$10,00)



On the Path from Inspiration to Innovation, FCL Makes a Difference

Change-makers and humanitarians in the Gambia carried out a variety of community services. In one project, they discovered a way to combine two valuable skills.

In their Science class, they had learned about electricity and innovation. They had already discovered the value of creativity and basket-making. Combining these two concepts, they decided to build baskets as lampshades for their library, classroom, and other offices in the school. No one had ever tried this before.

They picked local materials from the forest, while gathering the remaining materials, such as the bulbs and sockets, from the school. Adult students worked to assemble their materials for presentation. Two days later the students were able to complete their project and present it to the entire student body, parents and fellow students.

Featured Country: The Gambia

Need: Learning supplies, wisdom exchanges and teacher training workshops (\$13,445)

On the Path from Loss to Love, FCL Makes a Difference

A teacher named Ben began a school for children who cannot see or hear. Two schools practicing the habit-of-heart “Appreciation of Diversity” explored genetic diversity. They came to understand how alter-abled people develop unique strengths as a result of the capacities nature did not provide. The sighted students returned in June to offer gifts of rice and soap for Ben’s students, who sent messages of thanks.

Featured Country: African countries

Need: Support for alter-abled communities in Zambia (\$6,000) and expanded teacher training in Nigeria and Chad (\$5,600)



On the Path from Literacy to Love, FCL Makes a Difference

How do you balance learning and love within school culture? When Zambia’s Full-Circle Learning coordinators visited the Gifteria School in spring of 2019, they reported a resilient Full-Circle human community, where learners “positively affect the lives of the people and other children in the school.”

The students had recently mastered the habit-of-heart Compassion. Afterward, they appealed to their school administrators and teachers to allow them one afternoon each week to act on what they had learned. Some would systematically teach and feed the younger toddlers in the village. Others would go to the elders in the community to fetch water, serve food, do simple chores and help clean their surroundings.

The school leaders approved the students’ appeal, and the school finally declared every Wednesday as Compassionate Day. They described it as their way of sustaining the habit-of-heart “as long they belong to the human family.”

Featured Country: Zambia

Need: Support for expanding teacher training (\$16,000)





On the Path to Knowing Not All Conservationists Act as Carbon Copies, FCL Makes a Difference

Tackling the challenges of the age means more than accepting current science. It means imagining how you will resolve conflicts when even the experts disagree on the solutions.

The Climate Change Agents of Nevada County California, aged 10-16, used clinometers and trigonometry to count the carbon in the trees in their forest. They discussed thinning practices and resolved hypothetical conflicts between forest managers who prioritize its value of saving every tree for its contributions to the carbon sink versus those who prefer thinning and controlled burns to prevent more intense wildfires.

Each day the students learned about a new in-depth topic from experts and performed a subsequent act of service. As a follow-up to carbon counting, for example, they explored forestry techniques employed by innovators in diverse ecosystems around the world. They recommended thinning options for their own local forest and taught the public to look at their fire-prone ecosystem from a broader perspective.

Each day the change agents offered loving and collaborative responses to service, incorporating the arts, psychology, and science-based research, as well as in-camp relationship-building activities. >>



On the last day of the camp, Change Agents including Taj Greenberg, pictured at the farmers' market, taught guests how to apply breathing techniques to reduce trauma after a fire. Mentors in the fields of communications, science, psychology and communications had helped them prepare others to prevent PTSD as well as reduce the chances of wildfire in the future.

Pictured here, teacher Katie Smith and science educator Lily Ning participated in forest management with Jessica Rivenes. Jaxon English and Lian Trowbridge joined the team to count carbon. Jaxon also painted one of many jars of buttermilk distributed in the community.

Rising temperatures create increasing complications for families in hot climates, from California to Chennai. In California, rampant wildfires increased. In India, families began to put out jars of buttermilk for outdoor workers and pavement dwellers who might otherwise collapse in the heat.

Inspired by this loving response, the Northern California youth painted jars handmade by ceramicist Rene Sprattling. They gave their jars of buttermilk to people they had identified who work to reduce the threat of wildfire or to spread awareness of safety precautions in the face of wildfire. They included those who had survived the recent fires and those living outdoors with no shelter. (Because buttermilk can remain safe longer without refrigeration, it seemed a practical gift.) In place of spreading anxiety, the young people helped the community connect the themes of "Love and Wildfires."

Featured Country: United States - Camps

Need: Scholarships (\$15,730)





On the Path from Road Rage to Forgiveness, FCL Makes a Difference

Each summer, the Piru Summer School threads academics, the arts, conflict resolution and service into its weekly habit-of-heart themes.

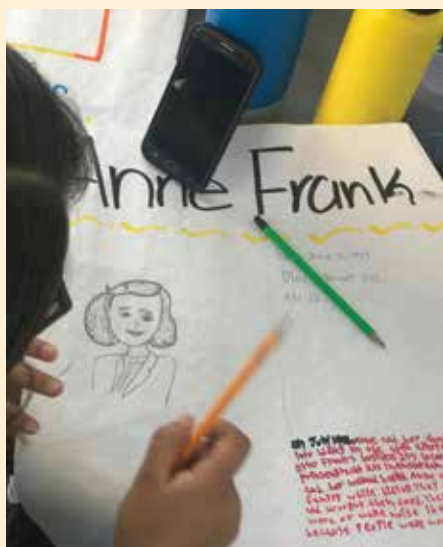
Field trips offer a chance to conduct service in the community. This summer included many priceless moments, as always. One occurred as the children stopped at a car dealership while practicing the habit-of-heart Forgiveness.

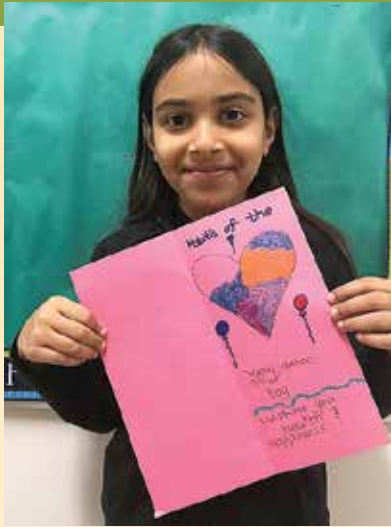
The students had made thank you gifts and forgiveness key chains to remind drivers to practice forgiveness. Their service goal - to reduce the accidents caused by road rage - had apparently been met the last time they came several years ago.

The car dealership had taught drivers about conflict resolution and given away all the "forgiveness" key chains to new car buyers. The host had been hoping for their return to get more key chains! Indeed, a check of the traffic records reported no new incidents on the highway that once showed many angry encounters and fateful accidents among speeders.

Back in class, while the Ambassadors researched historical figures and the impact of their forgiveness on history, the younger ones studied the metaphor of trash and its impact on the body if left inside. They also tasted vinegar and its bitter taste compared with clear water and the freedom of forgiveness. One set of sisters faced a major challenge and an opportunity to practice forgiveness the same week the theme was introduced in class.

Featured Country: Latin American Projects Summer Schools
Need: Teacher Training and Site Development (\$20,000)





On the Path from Awareness to Action, FCL Makes a Difference

Every child wakes up in the morning hoping to find a roof over her head.

Many of the children in the Tarzana Habits-of-Heart Club came to the US from other countries. They or their parents can empathize with the experience of leaving the comforts of home far behind.

Extending this reality to a biological understanding of how birds nest and a cultural understanding of diverse homes, the teacher began his lesson plan unit on Awareness. By the time he finished it, the students had turned awareness of homeless families and refugees into action.

The class studied homelessness in America and beyond its borders. They collected diapers and school supplies and sent them to Central American refugee children and families who sought safe shelter in the United States. They wrote letters of encouragement to children in Mexico who waited to cross the border into an uncertain future.

In these photos, one girl sends comfort to adopted grandparents nearby. In the other photo, a girl who left her grandparents behind receives comfort in the form of pillow- case art as she waits at the border. Awareness turned empathy into action for the children making cards and pillowcases and sending supplies. We hope that comfort lingered just a little.



Featured Country: US School - Public After-School Programs

Need: Year-round Scholarships (\$15,000)

On the Path to Mastery and Maturity, FCL Makes a Difference

In the Life Service Center of Ruxin town, Full-Circle Learning students periodically take over for a day as chefs, ushers, waiters, firefighters and other workers, to understand that service requires cooperation and sometimes requires struggling through hardship. They strive to see how they can improve their skills as they master first one hypothetical profession and then the next.

Zhoushan Greentown Yuhua Xiangyun Kindergarten offered this report. Other schools reported on such projects as community farms to let students learn unity as they explore the natural growth process, or games that challenge children to learn cooperation in a variety of ways. Taizhou Huangyan, Wenxin, Shengzhou, and Greentown Yuhua Qinqin Schools also submitted reports. Each school integrates habits-of heart into its practices and projects and evaluates its progress.

The Greentown System will have 20 Full-Circle Learning schools by 2021. It has four new schools in the construction stage, which will apply building and design practices whose physical environments

most align with Full-Circle Learning philosophies and broaden the definition of a Full-Circle family.

Featured Country: China

Need: Translations for Global Wisdom Exchanges among Learning Leaders (\$1,150)





On the Path from Self to Selflessness, FCL Makes a Difference

Thanksgiving Day in China brought a chance to highlight the practice of gratitude for those who work to make our lives better. The teachers at Wenxin Greentown Yuhua Kindergarten also extended their appreciation to the children.

They offered a number of books and gifts for the children to exchange. One little boy, Haohao, wanted to participate, but instead, he spent his time monitoring his little brother. When the principal saw that he had internalized the habit-of-heart most deeply, she prepared a special gift for Haohao.

China's most effective Full-Circle Learning schools have shared stories of children who learn empathy, sacrifice, cooperation, love and gratitude at an early age.

Featured Country: China

Need: Wisdom Exchanges among Students (\$250)





Our Place, Our Time

Our Place In Time

Full-Circle Learning Schools around the world received a challenge. They contemplated the value of their local and global communities and ramped up their own efforts to enhance the world in which they live. An upcoming poetry anthology will highlight their thoughts about life in their communities. The following stories offer additional creative interpretations of the project.



Gambian Students Replaced Bottles with Bushes

Students at MyFarm, one of 31 Gambian Full-Circle Learning projects, spent their summer school months practicing leadership skills to improve the place where they live. Applying the arts in a “Paint the World with Me” arts challenge, they created clay replicas of the earth, practiced unity by collecting trash and turning it into art, and planted trees to beautify their community.



The World Exchanged Wisdom with Words

The poetry anthology, *Our Place in Time*, now in the editing stage, will integrate the thoughts and impacts of students whose cultural roots link them to the United States, Liberia, Guyana, Mexico, Zambia, and Pakistan. Some schools held poetry gatherings to encourage young poets to share their voices. Beauty, Steven and Nelly joined the Gifteria students from the Peacemakers class who participated in the local poetry reading at their school.



Chinese Children Made Cities that Flourish

The staff of the Greentown Yuhua Qinqin Kindergarten took seriously the *Our Place in Time* challenge, even with learners aged 3 - 8. They brainstormed ways they could strengthen the sense of belonging and purpose for children born after the turn of the century. They gave the children of Zhejiang Province a chance to become "little architects."

The teachers first searched among literally thousands of books to find a few that best communicated a sense of place. Improving literacy, along with history, they introduced their habit-of-heart through reading.

Next, they accompanied the children to the local urban planning exhibition hall for tours. On various trips, the children sketched construction sites of famous scenic spots and toured Hangzhou's beautiful West Lake. They discussed building designs and improvements they would make, in cooperation with their classmates.

On the designated day, the playground became a schematic of the city. Starting at 9:00 a.m., the learners worked toward a deadline to design and construct a new city. They worked in groups to build out various parts of the plan, giving physicality to their concept of their ideal place in time.

At the completion of their work, they met at their "city gate" and took an imaginary sightseeing bus to gaze upon all they had created, with each group offering tour guides to explain the group's intended design purpose. The groups received various types of architects' awards for their beautiful designs.

The teachers reported effective results in helping the children enhance their sense of unity, punctuality, creativity and purpose, while deepening their appreciation of the effort required to create cities that flourish.

In a parallel project, Tarzana's Habits-of-Heart Club students practiced unity by building imaginary homes and appliances together on the yard, and also practiced resolving teachers' strikes. They approached the community to perform actual service work based on the concept of unity, such as help for the homeless.





Mexican-American Students Created Reliable Communities

The Rebuilders class at the Piru Full-Circle Learning Summer School reimagined their potential impact on society as they studied various topics during the unit on Reliability. The teacher read *Stone Soup*, and they all gathered stones to put in a common pot. They recognized the habit of reliability as the essential ingredient needed to keep everything working in their town, whatever the jobs, relationships and roles of its members. They made a poster display to encourage responsibility among the younger classes and to thank their parents for practicing this habit-of-heart. They held a *Stone Soup* banquet in which each member's reliability contributed to the meal.

Meanwhile the older Ambassadors class (pictured here) conducted a lifeboat activity, in which they each had to hold onto one another to make sure everyone stayed on the boat as the teacher called out changes in weather and circumstance.



Proactivity versus Protest

The pending Climate Strike called youth into the limelight in September 2019, to awaken and to make demands on the older generation.

Youth from the Climate Change Agents Camp, in Nevada County California, brought a unique perspective on the movement, as they stood alongside adults as a team of solution-seekers from the start. Their sense of hope, rather than naivete, came from seasoned proactivity in helping communities address real issues – food or water scarcity, renewable energy, flood or wildfire, species loss, or climate justice – and the collaborative life skills essential to systemic change.

Midway through the Climate Change Agents camp 2019, newcomer Stella Reeves, age 12, announced a shift in her career path – the desire to earn an environmental law degree and become an informed judge. She based her goal on the sense of purpose she felt at camp and a new understanding of the needs, processes and possibilities for creating the deep change needed, both now and in the future.

Youth at the camp fill their days learning and serving, to impact the present and to consider options for the future—not because adults failed them but rather, because the role models in each field do share wisdom and camaraderie in addressing the challenges of the age. In Stella's case, the efforts of conservationist Jamie Ervin to create a balanced system played into her sudden epiphany about how she might find her voice in the story of equity and change. Stella received confirmation that her voice truly does count just two months later, when a reporter from the *Los Angeles Times* asked the camp for youth to interview about the climate strike. Stella's interview, on the front page of the Sunday edition, reached a million readers.



Above: Gambian Full-Circle Learning Representative Alagie Ndow presents mastery awards to Oumie Chad and Haddie Seck, two of the girls who taught the community their vision of agriculture, science and community development.

Below: In Liberia, scholarship recipients from multiple schools gathered to read poetry and help neglected hospital patients “feel like a part of humanity.”



These Gambian Girls Now Know their Place

They belong everywhere in society. In traditional Gambian culture, rights and responsibilities divide girls from boys. Girls must work after school, while boys study. Girls do not always receive the support they need to graduate from high school. Afterward, they have few options in-country for higher education.

Today, the impact of literate girls and women increasingly shapes the health, economics and moral leadership of the country. The Mastery Ceremony at MyFarm’s summer school showcased the work of students who had developed the habit of Leadership. While contemplating the theme “Our Place in Time,” one group of girl leaders educated the waiting public on the role of women in strengthening community development.



Learners as Leaders

From Scholarship to Leadership

Girls United Club, an integral feature of Full-Circle Learning schools, has changed the way girls aged 9 - 15 think about the purpose of their education. The Liberia team of Full-Circle Learning facilitators recently described the girls’ efforts to seek out this purpose despite the prejudices mounted against their growth, such as “rape, teenage pregnancy and child labor and extreme poverty, lack of education, drugs abuse, domestic violence, and social injustice.” The girls improved their writing skills and their leadership skills in 2019, sending messages about climate change, calling attention to the needs of society, developing literacy among younger girls, and bringing healing to those in greatest need. The EHG Fund co-sponsors the project of providing scholarships and school support and mentorship in Liberia.

Some girls started community farming projects or cholera prevention projects. One of the girls, Saldyah, empathized with children who could not attend school for lack of tuition, so she started after-school classes at home, juggling this with her home responsibilities as the eldest daughter of a single mother and breadwinner.



Saldyah also joined other scholarship recipients from the Korto School, Faith Academy and Young Christian Academy to visit patients at the German clinic, reciting poetry, giving them flowers, and offering kind words of encouragement. The affection the girls showed the patients amazed the doctors, family members and patients. One child who had dropped out of school due to illness found comfort in their gifts and flowers. Another patient who had not been visited by her family for a very long time suddenly improved. She could not speak English, but she blessed the girls in her own dialect “for helping her feel like a part of humanity again.”



The EHG Fund supports the Madam Dorbor scholarships, to ensure that girls whose schools nurture them in their Full-Circle Learning integrated education projects have the tuition money to complete high school. FCL facilitates the program and provides professional support for teachers at those schools.

Quieta, Joyous and Anita, 2019 recipients of the Madam Dorbor Scholarship Fund, posed at the school once led by Adwena Dorbor. An additional contribution from the Mahjour Family made their scholarships possible.

New Fields of New Endeavor

Arturo Luna’s father worked hard in the fields near Piru California. He did not have a chance to attend school past fourth grade in Mexico. Arturo worked for others as well - he and another Full-Circle Learning student risked their lives practicing their current habit-of-heart, sacrifice, to save a potential drowning victim when they were just 11.

Over time, Arturo realized that if he applied his desire to serve, along with his academic skills, he could continue to help his community in ways his family had not yet imagined. The continuum of projects he experienced in the summer school over a decade reinforced this notion. One assignment helped youth evaluate the exponential impact of their career choice on others over a lifetime.

Eventually, Arturo graduated from high school and developed the courage to apply for an engineering scholarship—as the first of his peers and family members to go to a university. He excelled so much that he now has a very special assignment. At age 26, he designs satellites with extraordinary functions, including the capacity to locate regions in the world with water scarcity. As he measures fluctuating water sources to see where the planet can sustain life, his father continues to sustain life for others in the fruit basket of America. Their two generations operate in diverse fields of endeavor, Arturo explained when he returned to inspire summer school students in 2019. Arturo now also gives uniquely to a *global* community.



Testimonials

Epiphanies

From California to Cameroon to China

Teacher Testimonial on Action Against Insurmountable Challenges

"All children in Cameroon need a well-organized educational model like the Full-Circle Learning modules to be able to shape the future and right the many wrongs of our leaders. This program offers the students the opportunity to be exposed to a transformative kind of learning that can create a unique mindset that can spur kids to action against the insurmountable challenges the world continues to experience."

– Cameroon's Heritage International School,
Head Teacher Mr. Allen



Pictured Above: Students helped farmers raise this bumper crop by researching organic pest control solutions. In a time of hunger due to thriving pests and declining yields, their advocacy and ingenuity saved families from malnutrition.



Student Testimonials on the Support of Prior Generations

"It helped me to be with people living, eating, and sleeping together while working toward the common goal of conserving the world. Sharing the same passion gives me a sense of hope and obligation to act upon that hope."

– From a student who attended Climate Change Agents camp on the recommendation of a friend, after commenting on the challenge of living in a world of diminishing optimism.



"It also gives me a sense of security to know we have the support of our prior generations. It helps to know we have someone older than we are backing us up."

– Darren Fisher, Climate Change Agent Camp,
Nevada County



"Volunteering gives us a chance to experience our connection to the human family. When we learned about vision-seeking as a habit-of-heart, it changed our mentalities from being selfish to being selfless.

I give credit to my teachers and to the school administration for accepting the FCL new approach of teaching."

– A Girl in the Gambia



Teacher Testimonial - It Doesn't Get Any More Real in the Classroom

"Everything I have taught from the beginning of the year has been connected to some sort of [current events] phenomenon, [such as our Awareness unit] raising awareness about homelessness/refugees, then seeing 5,000 people leave Honduras. Then the Leadership habit-of-heart fell at the same time as our student body elections at school. Our Teamwork unit happened at the same time the wildfires occurred and [prepared the students to discuss] the LAUSD Teacher's Strike! It doesn't get any more real. It was in these moments that we were able to make connections with our lesson plans."

– Christopher Andrews
Habits-of-Heart Club Teacher, Los Angeles School District





University Testimonial on Global Teacher Training As The Key to Implementation

"...The key to the implementation of character education and FCL lies in the formation of teachers' awareness of character education. This sense of character education is to sculpt and cultivate the ultimate goal of all education, and consciously link all educational practices with the cultivation of character.

This kind of consciousness can be truly cultivated only if teachers profoundly understand the crucial importance of character education for the happiness of the child's life and deeply grasp the help children may need in their character learning and growth...

... Through years of practice, we found that the practice of the FCL model provides a good platform for teachers to ... feel the positive impact of character learning on children... it also allows teachers to experience more educational significance and value in this practice, because they realize that they are not just a trivial kindergarten teacher, but a person who can positively influence and change the world, and they are participating in the construction of the human family.

Through years of practical exploration, we have gradually formed



the FCL model of teacher training, curriculum construction and curriculum implementation methods and resources suitable for Chinese kindergartens. Two books exploring the FCL model –The FCL case book and Kindergarten-Based Exploration of FCL–have been published."

– Zhejiang Normal University, China
FCL Project Team



In late 2018, Full-Circle Learning helped open the first international conference sponsored by the Greentown Education System in Hangzhou. These eight school principals returned to meet with Full-Circle Learning in Silicon Valley in 2019.

Their experiences underscore the quote from Zhejiang Normal University, China about the importance of training teachers.

In the Zhejiang Province of China, four new Full-Circle Learning schools will open by 2021 (in the cities of Laining, Yiwu, and Anji in addition to the new international school in Zhoushan), which will bring the total to 20 Greentown schools by 2021.

This year, schools focused on integrating parents, students and communities into their character education programs. The Goshan Island School – a preschool through high school – serves as a gatekeeper for the whole community. Its campus includes an elder house opening in November, at FCL's request. Some of the most

effective Full-Circle Learning programs we have identified connect all generations at one hub, with adopted grandparents next door to a school with an experimental garden. Children can grow their fava beans and loquats on the rooftop, serve them next door to the elders,

and receive help from the dads on certain nights when they helped cook the food. We have seen these examples become blissful oases of service to the human family.



From Conflict to Collaboration

Through the Lens of the Learning Leaders

Regional Trainings Pivot to Points Abroad

Ten people, representing nine non-profit agencies, schools or interest groups, gathered in Northern California for a teacher training in February 2019. Their work reached six different regions.

In each community, projects integrated life skills and service into learning through the arts, academics and conflict resolution training.



Peace in the Classroom Begins in Conference Rooms from Lesotho to Liberia

Lesotho's educational leaders identified rural and urban pilot schools to train as part of their plan to introduce Full-Circle Learning into the National Curriculum.

School leaders wanted to begin their training program but first had to settle their teachers' strike. FCL representative Maureen Mungai brought out the conflict bridge and taught the administrators a new process for mediating the strike. The suggestion brought double benefits. If they could introduce the concept of nonjudgmental conflict resolution first, they realized, they would better be able to help their students later.

Like the teachers in Lesotho, these Liberian teachers embraced the chance to learn the peacemaking process at summer workshops for Liberia's expanding group of 287 Full-Circle trained schools.



By November, 21,458 Liberian teachers will have participated, preparing to integrate conflict resolution into the character-based academic units of 266,300 students.

One of the educators said they hope to foster a generation of peacemakers in a region where violent conflict brought on two civil wars that spanned their own childhood years.

***Pictured above:** Lesotho's Director of the National Curriculum Development Center, Mme' Mpho Sekhosana Nyenye, resolves a hypothetical conflict with the Senior Officer of Creativity and Development, Ntate Phat'sa Motsoane.*

***Adjacent Photo:** Half a continent away, Liberian teachers practice using the bridge at a summer training.*

Well-Trained Teachers Turn Hurt into Healing

Full-Circle Learning representative Consuelo Banderas (not pictured), while mentoring a school in Ecuador, met a child who acted aggressively and did not want to touch another child because of his dark skin.



Consuelo immediately put Full-Circle Learning's conflict resolution bridge into action. By the end of the process, the little girl began to cry. She whispered to Consuelo that her father had recently tried to kill her mother and had taken away her little brother.

The child realized that her own aggression stemmed from painful feelings about the violent conflict within her family. As she came to see the pain she had caused her classmate, the girl said she understood her own frustration and began to heal.

Consuelo said that at this moment, she, as an educator, began to truly see the conflict bridge as a tool that "can help us go deep inside and heal emotionally more than we think we can."



Wisdom exchanges marry local and global concerns, starting in the heart of the teacher.

Challenges with flash floods due to rapid snowmelt in a canyon can prove deadly for the indigenous people in Sierra Nevada, an area in Colombia near teacher Ana Maria Castro's hometown.

The Sierra Nevada Mountains of California also have faced floods and fires. While serving as a wisdom exchange partner among these youth, Ana Maria created a demonstration to show how the flood waters have increasingly displaced the villagers back home.

The American youth offered comfort and ideas. They wrote letters to learn more about the project and to help the Colombian children advocate among officials for a better warning system. They invited help with their own climate-change challenges. For their hard work, Ana Maria taught them a Colombian dance routine, to spread cultural awareness and to attract passersby to their climate message.

Ana Maria, a teacher from Colombia, represents one of three Latin-American countries visited by Full-Circle Learning this year. After training through Skype, she attended two different summer sessions in America before returning home to teach. Ultimately, she will start a school in her own hometown on her family's property, but in the meantime, she now busily implements her expanding global wisdom among her students in Colombia.

Torch Bearers and Wick Lighters

Honoring Leaders as Models of Service - from Latin America to the Caribbean

When children grow up learning to serve, the life of the community improves. Teachers carry the torch that lights the wick of each learner.

Ecuador's Lorena Rojas received a service award for improving the quality of life in her district with her Full-Circle Learning-based preschool in Quevedo. Her children have conducted projects to increase love in the home, awareness of the environment, community gardening, and much more. Her school became a galvanizing point during an earthquake one year. She has now received a regional government appointment as a result of her impact on the children.



Full-Circle Learning's liaison to Ecuador, Consuelo Banderas, commented, "When a seed is planted in good soil, it just takes time to see the fruits, the projects based on community needs as part of the Full-Circle Learning [program]."



Some of the greatest role models teach both by instruction and by example.

Women in the John Howard community school, on the dusty outskirts of Lusaka, help these girls move their focus from paucity to possibility.

These women tired of seeing street children and dealing with disease and poverty. They started a shareholder farm, made crafts and, with the funds, opened a school, crammed with hundreds of youth in the morning and other youth in the afternoon.

The Full-Circle-Learning trained teachers at John Howard School began a Girls' United Club to help the young girls grow up in their footsteps. These women happily receive gifts made by the girls –a door mat, an apron and batik fabrics.



How to Help

Help young people find a path of purpose
that will influence the moral compass of the world,
secure justice for many, and foster
the sustainability of our human family.

Give now, at
www.fullcirclelearning.org.





Friends of Full-Circle Learning

CORPORATE GRANTS

EDI Health Group, Inc.
One Planet Ops Inc.
Brown Paper Tickets
Benevity Community Impact Fund
Posada & Associates

FOUNDATION GRANTS

EHG Fund
MONA Foundation
Build a Better World Foundation
Sierra Foothills Audubon
Forest Issues Group
Earth Justice Ministries
National Medical Fellowships
Amazon Smile Foundation

VISIONARIES (\$1000+)

Bob Ballenger
Charles McNair
Dankberg Family Foundation
Sierra Foothills Audubon
David & Teresa Langness
Fariba & Farshad Mahjoor
Fidelity Charitable
Janet Dean Baszile
Network for Good
Sarah Wood (In-Kind)
Shirley Starke Wallace
Soheil & Noura Samimi
Sue & Martin Schmitt
Taraneh & Frank Darabi
Teresa Langness (In-Kind)

HEROES (\$501-\$999)

Claudia W. & Alan K. Bingham
Cris and Bill Garlington
Donald & Barbara Rivenes
Farid Arzani
Natasha & Yordan Trenev
Ophelia Douglas
Susan Davis Hopkins
The Wilson/Reinhorn Family Trust

Friends of Full-Circle Learning

CHANGE AGENTS (\$1-\$499)

Aimee & K.C. Porter
Barbara Dean
Barbara Swenson
Barron D. & Nancy Harper
Cami Gordon
Carol H. Nimick
Chitra Golestani
Craig and Carmen Maronde
Dariush Golestani
Deanne LaRue
Debbie Posada
Firm Foundation Academy
Flora Mahjoor Sadeghi
Don & Peggy Baldwin
Peggy Baldwin
Guarionex & Sharon Delgado

Hamid & Mitra Rastegar
Jack Kingston
James H. Bair
Jane Toth & Don Toth
Joe & Mahshid Nassiri
Joy Henkle & Bob Meister
Kambiz Akhavan
Karen Tanker
Kathryn dePlanque
Larry Frank & Catherine Hess
Leslie Barron Johnson
Lillie Veale Wilson
Lindsay Schurman
Mahbanoo Sabet-Peyman
Mahin Mashhood, M.D.
Mahshid Golestani
Marisol Rexach

Marjorie H Smith
Mary Dee Samuels
Max & Danielle Henkle
Mehrdad Amanat
Michelle Walker
Maira Delgado
Nathan & Ruth Vogel
Paypal Charitable Trust
Posada & Associates
Reed Hamilton
Rezvan Golshani
Rondal Snodgrass
Shirley & Chih-Ming Ho
Shiva & Dave Reader
Teresa Sun
The Dickards
Vicki Quan Lee







Full-Circle Learning 2019





Full-Circle Learning

www.fullcirclelearning.org

530.575.4500

17512 Brewer Road

Grass Valley, CA 95949