



# Global TeachNet

## Global Education Network News

National Peace Corps Association

in cooperation with the Association for Supervision and Curriculum Development

Fall 2009

### What I've Learned in Lesotho's Mountain Kingdom

By Madeline Uranek, August 16, 2009

*Madeline Uranek's work in education over the years has been inspiring. After many years in Wisconsin promoting global education, particularly through the Friends of International Education and the publication of a guide for Planning Curriculum for International Education, Madeline left Wisconsin to become a Peace Corps Volunteer in Lesotho. We've shared some of her letters home in this newsletter. As we share this final letter home as a Peace Corps Volunteer, we congratulate Madeline on her service, thank her for sharing it with us and wish her well in her next chapter (wherever that may take her).*

*I've learned 99 things, but since "less is more" is one of the lessons—I'll list just 10 of them.*

#### 1. If you have a dream, it's easier than you imagine to explore it.

What is our fear of change, so great that we can't break the routine of our daily life to pursue a dream?

I waited far too many years, lured by my salary, pension, job security, on-going projects and friends I loved. But what a great gift to discover a new land, new language, and small children without parents who truly adore me? Yes, it took a full year of indecision, medical tests, and applications to eject me from my comfort zone. But now these obstacles seem petty.

#### 2. Addressing the elimination of world poverty is a worthy challenge.

In one public letter I wrote that one can substitute trivial work for challenging work. Addressing poverty, rape, HIV/AIDS is frustrating, maddening. But every day that I work hard, I work well. Perhaps I am simply spinning my wheels, "accomplishing" nothing, but at least I am trying.

I want every person in the world who thinks their current job is boring or trivial, to spend a couple years trying *this*. The world would be a better place if we all set our best efforts to living more equitably and sustainably on the planet...To tackle world problems, one needs the *energy* of idealism. Pessimism and cynicism can be fueled by the failures of international development to

date, but pessimism and cynicism cannot move mountains.

#### 3. Progress is impressive, even in poor countries.

On any day, it seemed small, but as I look back on my 33 months in Lesotho, I count things like this:

- Life-saving ARV medicines are now offered FREE. ARV medicines are available even in small clinics, and professionals have been trained to administer them and counsel local people. Blood counts can be obtained daily, not only on "Wednesdays." Thus who is infected with HIV becomes more a private matter.
- All pregnant women in the country are required to have an HIV test, so that they and their to-be-born babies can be protected from AIDS. They learn how to nurse their baby in a way to make it less likely that the virus would be passed through breast milk.
- Life Skills, a broad approach to HIV/AIDS education, is now required as a subject of study for children in grades 4 through high school. The Ministry of Education has begun training teachers in how to teach it.

### Congratulations, Merry!

Global TeachNet Advisory Group member Merry Merryfield has won the National Council for the Social Studies Award for Global Understanding, given in honor of James M. Becker. The award is given annually to recognize a social studies educator (or a team of educators) who has made notable contributions in helping social studies students increase their understanding of the world.

She will also receive the Global Scholar award (from the International Assembly of NCSS) for her research. This honor is bestowed upon a leading scholar in global education who has distinguished him/herself in research, teaching, and lasting impact on the field.

Both awards will be presented at the NCSS annual conference in Atlanta.

Merry was a Peace Corps Volunteer in Sierra Leone 1977-1979 and is now a Professor of Social Studies and Global Education at the Ohio State University.

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# 9-12 Corner: The Grapes of Wrath Lesson

Excerpted from *Finding Solutions To Hunger: Kids Can Make A Difference* (see page 3 for a special offer)

John Steinbeck's novel, **The Grapes of Wrath**, is a landmark of American literature. Published in 1939, it is a moving and timely portrait of hardworking people and their struggle to preserve their humanity in the face of social and economic desperation.

The Joad family is forced off its beloved farm in Oklahoma by representatives of large land-owners and banks. Readers climb aboard the family's over-loaded, run-down truck and make the harrowing journey westward with them in search of the American Dream—a home, a piece of land to call their own, a job, peace and security. Each night, with little money and food, the family joins fellow migrants in recreating society on the road. Leaders are chosen, food and other necessities are rationed and shared with strangers, unspoken social codes are honored - privacy, generosity, cooperation. Rituals are maintained: loved ones are buried far from home, prayers are recited, babies are born and engagements celebrated. Relationships are either solidified or shattered. When the exhausted travelers reach California, instead of realizing their dream, they are forced to confront the same powerful forces - greed, oppression and injustice—which drove them from their homes.

This novel illuminates the root causes of hunger and poverty clearly and poignantly. Its themes are even more relevant today than they were during The Great Depression: the emotional and social fractures that occur when people are disconnected from the land—their source of food and livelihood; the plight of the small farmer, the homeless, the unemployed and the politically disenfranchised; the disintegration of family and community; the bitter conflict between the powerful and the powerless; the crucial role of women in the family and society; the importance of a fair wage and meaningful work for all; the seeds of violence.

You may wish to begin by reading the first three brief chapters aloud in class. Have students pay close attention to Steinbeck's use of detail in describing characters and their surroundings. As they read it will be helpful if they jot down in their journals any lines or phrases that have particular meaning for them. These can kick off classroom discussions the following day. Whenever possible, encourage students to make connections among the Joad's story, current events in the news, and other lessons you have covered in your study of hunger.

## The Movie

When the book has been completed, or as particular sections are covered, show students the movie—or scenes from the movie. It can be found in video stores and runs 129 minutes.

## Related Songs

Listen to and discuss: "The Ghost of Tom Joad" by Bruce Springsteen and/or "The Banks Are Made of Marble" by The Weavers.

## Research Projects

Steinbeck's novel captures the horrors of The Great Depression. Have students research the forces behind the Depression, The Crash of 1929, the Dust Bowl, and the New Deal. Investigate local archives for photos and first person accounts. Interview local community elders for their family stories.

## Questions for Discussion

1. Imagine that you are Tom Joad. You have been away from your own home and family for four years. What changes

would you expect to find upon your return? What would have remained unchanged?

2. How did the land become so poor and dusty?

3. Discuss the following passage. Find passages in the novel that contrast with this description of how the land was viewed: *"Behind the tractor rolled the shining disks, cutting the earth with blades—not plowing, but surgery, pushing the cut earth to the right where the second row of disks cut it and pushed it to the left; slicing blades shining, polished by the cut earth...And when the crop grew, and was harvested, no man had crumbled a hot clod in his fingers and let the earth sift past his fingertips, no man had touched the seeds, or lusted for the growth. Men ate what they had not raised, had no connection with the bread. The land bore under iron, and under-iron gradually died; for it was not loved or hated, it had no prayers or curses."*

4. What did the land mean to Muley and the Joads?

5. Tenant farmers got to keep a very small portion of the crop they grew on the landowners land. They could use this to feed their families or to sell. How do you feel about this line by a large land-owner: *"One man on a tractor can take the place of twelve or fourteen families. Pay him a wage and take all the crop."* (Is this progress?)

6. What does the tenant farmer mean when he asks: *How can we live without our lives? How will we know it's us without our past?*

7. In small groups role play tenant farmers trying to convince large land-owners to allow you to keep your farms.

8. Why do you think the bank was called "the monster"?

9. Why did so many families have to leave their homes? Do you have any suggestions on how this could have been prevented? What will be the consequences of this uprootedness? What will be the consequences of a few wealthy land-owners holding onto the land?

10. If you were forced to leave your home and town and could carry only five items with you on the road, what would you choose? Explain.

11. How do think you would react if you and your family were forced to leave the land where your grandparents and great-grandparents have lived, worked and died?

12. What did the government camps provide that made them so attractive to migrant families? Is there anything of value here that could have been duplicated in other camps?

13. Why do you think Steinbeck chose the title *The Grapes of Wrath*?

14. Do you find any significance in the fact that the author began his story with drought and ended it with a flood?

15. Reread Chapter 3. How does the story of the turtle relate to the rest of the story?

16. Discuss or write about what may have happened to Muley, Noah, Connie or Tom.

17. What constitutes "ownership"? In Chapter five a tenant farmer says: *...it's our land. We measured it and broke it up. We were born on it, and we got killed on it, died on it. Even if it's no good, it's still ours. That's what makes it ours—being born on it,*

See *Grapes of Wrath*, page 3

## Grapes of Wrath, continued from page 2

*working it, dying on it. That makes ownership, not a paper with numbers on it.*

18. What are the social and environmental consequences that result when most of an area's best land is used to produce only one crop such as grapes, cotton or oranges?
19. What was the Joad family's dream? Talk about your own family's dreams. Do you think the Joad family (and your family) will achieve that dream?
20. Interview a farmer in your area about the plight of the small farmer in America today. Compare his/her story with that of the Joads. Call your local Farm Bureau or visit a local greenmarket to find a farmer who will visit your classroom or invite you to visit the farm.
21. What were Casy and the other "reds" trying to do for the workers? Do you agree or disagree with their goals and tactics? Why do you suppose Tom decided to take on Casy's work?
22. "Hoovervilles" was the word used for encampments of migrants during The Great Depression. These camps were named after Herbert Hoover who was President at the beginning of the Depression. Discuss the conditions inside these camps. How does the plight of the migrants compare with that of today's homeless? refugees of war? communities where large companies have shut down or moved? developing countries where most of the best land is used for growing cash crops? workers who are not allowed to unionize?
23. Do you see any connection between the Joad's story and the story of the Native Americans?

### Writing Activities

1. Collect a few artifacts that remind you of your home. If they are small, bring them in to share with the class. Talk about your connection to them. If they are too large, write an essay describing them and their importance to your personal history and identity.
2. Notice Steinbeck's use of detail for making a character or place come alive for the reader. Find a favorite place inside or outside your house. Sit quietly and observe for several minutes. Close your eyes and absorb what you hear, smell and feel. Write in your journal your impressions, observations, feelings and

- any overheard conversations that relate to this place. Give as many details as you can in your description of the place so your audience can "see" it. Describe your relationship to this place.
3. Reread Steinbeck's description of grandpa. Observe a member of your family (or focus on a photograph of a family member) and, using words, paint a clear and colorful portrait of that person. Include the person's favorite sayings, gestures, habits, hairstyle, clothes, language, etc.—anything that makes that person unique.
4. Compare a personal experience with something experienced by one of the characters in the novel.
5. Choose a character from the book and a particular event. Write an interior monologue from that character's perspective. For example, what was Muley thinking as he watched the Joad's truck pull away for good? What was Rose of Sharon feeling when she realized Connie had left her?
6. Write a poem about exile—being forced to leave the land or home you love. If you wish, choose three characters from the novel and write each stanza of your poem in a different character's voice. Find other poems of exile and bring in to read.
7. Why is it so important to put down roots? Choose a family photograph (or story) that you feel encapsulates a lot of your family history. Bring your photo or

- story to class and talk about it in your small group. Write an essay describing it and how it explains your roots.
8. Write an ending to this story. What happens to the Joads? What happens to Tom? Muley? Rose of Sharon?
9. After a discussion of Casy and his mission to help the workers, write about a time in your own life when you tried to make a difference.
10. Reread Tom's discussion with his mother about Casy in Chapter 28. Tom decides to take up Casy's cause:

*I'll be aroun' in the dark.*

*I'll be ever'where - wherever you look.*

*Wherever they's a fight so hungry people can eat, I'll be there.*

*Wherever they's a cop beatin' up a*

*guy, I'll be there. If Casy knowed,*

*why, I'll be in the way guys yell when they're*

*mad an' - I'll be in the way kids laugh when*

*they're hungry an they know supper's ready.*

*An' when our folks eat the stuff they raise*

*an' live in the houses they build - why, I'll*

*be there.*

11. Create a comic strip, visual or poem based on one of the themes from the novel (the uncontrollable forces of Nature, the "American Dream", the tyranny of machines, the security of home, life on the road, etc.)

12. Write an essay in which you compare and contrast this story with "Maria's Dream" in Lesson 5.

### Exclusive Offer for Readers of *Global TeachNet* Newsletter

#### *A special offer for the Kids Can Make A Difference (KIDS) Teacher Guide*

The KIDS program has as its centerpiece an innovative teacher guide, *Finding Solutions To Hunger: Kids Can Make A Difference*. Over 5,000 books have been sold worldwide. The 251-page guide provides interactive lessons designed to challenge and engage middle and high school students as they explore the root causes of—and solutions to—domestic and international hunger. Students will examine colonialism, contemporary development projects, the media, famine vs. chronic hunger, the working poor, and more. The guide also offers helpful examples of community service projects.

You can receive free shipping for the KIDS' Teacher Guide, *Finding Solutions to Hunger: Kids Can Make A Difference*. This is the new edition of the guide and will be available in September. It contains updated statistics and resources. In addition, some lesson plans have been refreshed to reflect the changing world we live in. There will be no further print editions of the guide, as the book will be interactive with the new KIDS website and all changes will be made via the site.

To take advantage of this offer visit [www.kidscanmakeadifference.org](http://www.kidscanmakeadifference.org) click on Teacher Guide and learn more about the guide and to complete the order form. Make sure you enter the code **why140** in the promotional code box. This offer expires 10/31/09. Cost of the teacher's guide is \$26; the \$8 shipping fee is waived with this offer.

# K-8 Corner: The Water Planet *by Susan Neyer*

When the astronauts first sent back photos of the Earth from space, it really brought home to people how beautiful and fragile this “blue planet” is. Two-thirds of Earth is covered by water, and no living beings can survive without water. But, as we are continuously learning, not much of this water is available for our use and that which is available is very unevenly distributed.

In California, where I live, we have a very long annual dry spell; usually we get no rainfall from May through October. So, we depend on the snowpack in the mountains and on reservoirs for our water supply. In the past three years, we have had below normal precipitation/snowfall, and various parts of the economy and the state are vying for water rights: agriculture, fish/environmentalists, cities.

But this is very minor compared to the devastating droughts in many parts of the world, and the lack of potable water that plagues so many.

So, what lessons can we teach our students about the water on our planet? Even very young children can look at water in their homes and schools—where it comes from, how it is used. They can learn about the water cycle, the process whereby water moves from the air to the land and back again, in simple experiments with evaporation, etc. Older students can look at drought and water shortages around the world and efforts being made to bring potable water to the affected people. They can identify groups around the world that are trying to help people get access to good water. How many of these groups can they find and which seem to be the most effective?

And all the students, no matter their level, can identify ways to save this precious resource.

## Some questions for students:

- *How many ways do you use water in your home? Think about all the ways in addition to drinking it. Keep track of them for a few days.*
- *How does the water get to your home? What happens to it before it gets to your faucet?*

- *Where does the water go after you use it? What happens to it?*
- *Do you use water at school? Does the school staff use water? How?*
- *How much water do you use every day? How can you figure it out?*
- *How could you save water in your house?*
- *Why should we save water?*
- *Who uses the water in your area (farmers, homes, business)?*
- *Who controls the water? Do you pay for your water? Why?*
- *How much rain do you get in an average year? Is there a dry and a rainy season, or is the rain spread out over the months?*
- *How is the water stored in your area? If you live in an area which has a dry season, what is being done to insure the best distribution of water?*
- *If there is so much water on Earth, why doesn't everybody have all they need? Why can't we use all the water on Earth?*
- *Some people have to walk long distances to get water for their homes; what problems might this cause?*
- *How much water could you carry for 1/2 mile (or across the playground)?*
- *What groups are helping to provide good water to people who don't have access? How are they doing this?*

## Online Resources:

- A good place to start is [www.epa.gov/ogwdw000/kids/wsb/index.html](http://www.epa.gov/ogwdw000/kids/wsb/index.html). Here you will find “The Water Sourcebooks” containing 324 activities for grades K-12 divided into four sections: K-2, 3-5, 5-8, and 9-12. Each section is divided into five chapters: Introduction to Water, Drinking Water and Wastewater Treatment, Surface Water Resources, Ground Water Resources, and Wetlands and Coastal Waters. All activities contain hands-on investigations, fact sheets, reference materials, and a glossary of terms. Activities are organized by objectives, materials needed, background information, advance preparation, procedures, and resources.
- Check out [www.peacecorps.gov/wws/educators/enrichment/africa/index.html](http://www.peacecorps.gov/wws/educators/enrichment/africa/index.html). This *Water in Africa* unit from Peace Corps World Wise Schools contains resources such as photos, maps and drawings, and many lesson plans searchable by title, grade and subject. The *Water in Africa* units integrate two or more curricular areas and are designed to extend over several class periods. The units can be read online, or downloaded in RTF and PDF formats. Likewise, all supplementary materials, including assessment rubrics, are available to download in both formats.
- Oxfam’s *Water for All* [www.oxfam.org.uk/education/resources/water\\_for\\_all/water/](http://www.oxfam.org.uk/education/resources/water_for_all/water/) contains classroom activities and case studies on a range of water-related issues and their impacts, using Oxfam colour photographs. Ideal for teaching 9–13 year olds
- <http://geology.com/teacher/water.shtml> has lesson plans and classroom activities on the subject of water.
- [www.geosociety.org/educate/LessonPlans/E\\_water.htm](http://www.geosociety.org/educate/LessonPlans/E_water.htm) is another source for lesson plans

## Resources:

### Books:

- *One Well: The Story of Water on Earth* by Rochelle Strauss (Kids Can Press, 2007) looks at all the water on earth as coming from the same source, the “well” of water. It gives a comprehensive look at water issues in sections such as “recycling water in the well;” “plants, animals and people at the well;” “demands on the well;” “access to the well” and “pollution in the well.” Beautifully illustrated, it also contains notes to parents and teachers.
- *Water* (My World of Science) by Angela Royston (Heinemann, 2001) and *The Wonders of Water* by Melissa Stewart (Compass Point Books, 2005) give primary level students an idea of the properties and uses of water and include simple experiments.
- *Sources of Water* by Rebecca Olien (Capstone Press, 2005) is a simple book that gives primary students a basic idea of water in the world.
- *A Cool Drink of Water* by Barbara Kerley (National Geographic Society, 2002) shows people around the world drinking water in beautiful photos. The back identifies the settings and includes a section on water conservation.
- *Saving Water* by Sharon Dalglish (Chelsea House, 2002) is filled with information and lots of hints—“You Can Do It!”—to encourage students.
- *Saving Water* by Jen Green (Gareth Stevens Publishing, 2005) is a simpler book, with photos, facts, and suggested activities.
- *Water: A Resource in Crisis* by Eileen Lucas (Childrens Press, 1991) could be a good source for middle school students.

# Looking Back Over a Year in Rwanda

by Meredith Pike-Baky, Senior English Language Fellow, Ministry of Education, Kigali, Rwanda, September '08 – June '09

When I accepted a senior fellowship in Rwanda, ten months seemed like a long enough period of time to sink into a new life and culture and, if lucky, contribute to improvements in teacher preparation and support. Ten months also felt short enough to maintain continuity at home with friends and colleagues. So I packed up and moved from a four-bedroom house in a northern California suburb to a one-bedroom apartment in this east African capital city. There were additional changes: my work shifted from coordinating assessment and developing curriculum for middle and high school teachers to working with elementary educators. And, of course, there was the vast difference in supporting non-native English language learners in Rwanda after working with mostly native speakers.

While my initial adjustment went smoothly—my colleagues were smart



and helpful, my apartment spacious and comfortable, the country beautiful beyond description—it wasn't so easy figuring out how I could most effectively support Rwanda's many thousands of elementary teachers, suddenly compelled to teach in English (Francophone until October 2009), dealing with large classes (often numbering 50+ students) and having few materials from which to teach.

I visited classrooms, studied exams, plans and textbooks, and talked to many colleagues to learn how to use my time in Rwanda wisely and leverage my experience to address a broad range of needs. I made lots of mistakes, pitching lessons that were remote and abstract, demonstrating methods that veteran teachers could barely follow much less emulate, and I conveyed ideas that were downright subversive: learner-centered teaching? Wait time? Multiple

correct answers? But thanks to mistakes, increased familiarity with the country, the culture and pedagogic traditions, I learned so much. Typical of experiences like this one, by the end of my stay, I was ready to begin!

My work was concentrated in three intensive 2-5 day workshops over the course of the ten months where I facilitated English and "progressive pedagogy" to Rwanda's 60 National Trainers. My primary goal in all of this work was to facilitate a shift to student-centered teaching. For each workshop, I designed 15 lessons that featured student-centered and critical thinking activities and taught English at the same time.

Three teacher-training manuals (Phase I, II and II) formed the core of the primary schools' professional development program and included lessons, handouts, models, student samples and planning and review forms that provided step-by-step activities to help teachers shift from "chalk and talk" instruction to learner-centered teaching.

From designing and trying out lessons, I learned a few of my own. I learned that it was necessary to teach processes: getting students into pairs, having them work in small



groups and volunteering to interact in front of their classmates did not come naturally. I learned, of course, that teaching materials of the most basic sort like chalk, markers, index cards are highly valued, so I handed out what I could find as prizes. I learned to help teachers plan and pace their lessons so that the most time was spent

letting students talk, not having the teacher lecture. Perhaps my biggest lesson was to scaffold every lesson, to break it down into smaller, concrete steps. Modeling, music, art mattered and added to everything we did. Finally, I learned that when opportunities to exercise critical thinking are introduced and practiced, they are embraced.

I felt that my time in Rwanda was well-spent, primarily for teaching me lessons I needed to learn in order to be most effective. So I'll return in October and embark on a longtime dream: working with incoming Peace Corps TEFL Volunteers, passing on lessons I learned and lessons I taught to continue the reforms we launched.

For sample lessons that would work in almost any classroom or information about international teacher training or reforms in Rwanda, feel free to contact me at [mpikebaky@mac.com](mailto:mpikebaky@mac.com).

## Lessons for Teachers from My Time in Rwanda

1. Teach processes: explain the value of active participation and have students practice getting into pairs, forming small groups and volunteering to perform in front of the class.
2. Help teachers create materials from what is available for teaching and learning aids: we re-purposed toilet paper wrapping for origami, rice sacks for mobile blackboards, and used paper bags for puppets.
3. Plan and pace lessons so that most of the time is spent having students practice the activity and the language, not having the teacher lecture. We had timekeepers and a percussion instrument to keep us on track.
4. Scaffold every lesson, making it accessible to every teacher and learner by breaking it down into smaller, concrete steps.
5. Modeling what you want students to do, providing lots of language and multiple examples.
6. Use music and art often and connect it to what you are teaching.
7. Emphasize the value of critical thinking. Ask questions with many correct answers. Discuss issues with more than one legitimate opinion. Teach logical reasoning.

## “We All” International Posters by Phyllis Noble, RPCV Nigeria, 1966-67

In response to requests from classroom teachers for poster-size versions of the photos from the *RPCV International Calendar*, the RPCVs of Wisconsin-Madison are pleased to announce the publication of a set of international posters. The five posters feature beautiful photos of people and places around the world. (By the year 2011, the 50th anniversary of Peace Corps, we plan to have created two more sets of five, for a total of 15 posters.) The first set illustrates basic common needs that people share across the globe—the needs for food, water, housing, work, and clothing.

The primary target market is K-12 teachers, but also includes libraries, day cares, and many other multicultural education possibilities. Our website, [www.rpcvmadison.org](http://www.rpcvmadison.org), has additional easy-to-download teaching resources for use in the classroom, including background information on each photo and the countries portrayed.

Teachers who have used our posters have had good things to say:

*I just can't tell you how much I love those posters. They are simply stunning, and sure to be great discussion starters. The kids love them -- they instantly connect.* Barbara Marshment, Teacher, Lowell Elementary School, Madison, WI

*The Returned Peace Corps Volunteer international posters are extraordinary! I have long been involved in multicultural education and have looked for something like these posters for years. One of the things we always emphasize is cultural universals, and these are perfect illustrations, not to mention exquisitely beautiful, moving, delightful photographs.* Dr. Diane Coccari, Ph.D., Teacher, Black Hawk Middle School, Madison, WI

The five different posters, 24" x 36", are packaged in a mailing tube and sell for \$30 per set, plus shipping. Orders of 25 or more are \$15 per set of five. The *We all International Posters*, like our award-winning *International Calendar*, are designed to fulfill the Third Goal of Peace Corps—bringing the world back home.

We will be sharing ideas on how teachers might use these posters in the classroom in the Global TeachNet group of Connected Peace Corps at <http://community.peacecorpsconnect.org/group/globalteachnet>. You may want to follow the Discussion at that page as well.

Contact Char Thompson at [rpcvposter@gmail.com](mailto:rpcvposter@gmail.com) or 608-231-2445 for questions, or to place an order.

**Note:** You can also see the photos from the 2010 *Calendar* and order the calendar on their website [www.rpcvmadison.org](http://www.rpcvmadison.org).

**Editor's Note:** Elementary teachers may want to check out Kids Around the World at [www.katw.org](http://www.katw.org) for written interviews of children from many countries and other resources. If you would like some other ideas for K-8 lessons and resources on the global themes of food, clothing, housing, water and work, contact me at [susanneyer@astound.net](mailto:susanneyer@astound.net) for a 12 page pdf with previous K-8 corners on these themes.

## Kindergarten Class Takes on T-shirts for Hunger

Hi Susan,

*I just wanted to tell you about what my school did to help in the global hunger battle.*

*I have been teaching for 25 years. Many projects have been done but never did I have the reaction, the success and the love caused by t-shirts for hunger. I have been collecting cans for years with my students. This year we totaled 1000 cans. I still didn't feel that it was enough. Thus, the idea of t-shirts. Why not sell shirts for global hunger? I first researched them through interactive sites. Once we had our statistics, we wrote poverty poetry. It could touch your heart.*

*I did a little begging and got shirts from some stores and my school contributed the rest. Oh what a school they turned out to be! I modeled by showing them how to paint*

*global pictures on the shirt. Then we painted our shirts using fabric paint (see picture).*

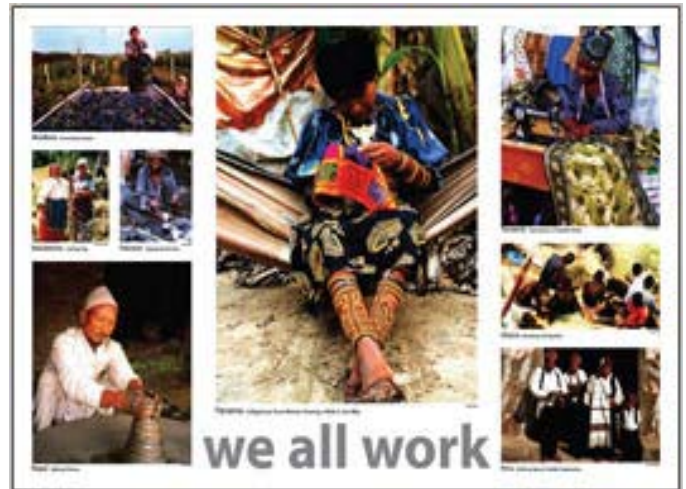
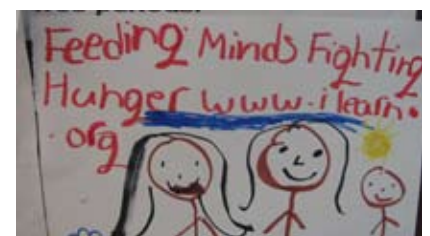
*We had PTA Night and sold the shirts. We would take the money and donate it to the Food Bank Of New York, which services my school area. My goal was \$150. When we got to PTA Night my students read their poetry and the audience was teary eyed. They had the power and it was felt by all. Instead of selling shirt by shirt, which I intended to do, one of my students suggested an auction. Figuring that I couldn't lose anything, I followed his word. We made \$569. I was amazed, "And a child shall lead us."*

*The next day I called the Food Bank. Two representatives from the Food Bank came to the school. We had a special assembly. Once again the children recited their poetry and sang, "We Are The World." I cried like a*

*baby. The Food Bank team explained where their money would go and what they had accomplished. The looks on their faces could warm anyone's heart. He also told me that no school ever donated more than \$200.*

*It was a wonderful experience, which taught my students that we can help the world and give our hearts.*

*Lynn Rosen, P.S.135, Brooklyn, New York*



## Don't Miss the 8<sup>th</sup> Annual International Alley

### Visit us in Atlanta during the NCSS Conference

On November 13-15, 2009, the National Council for the Social Studies convenes for the 89th NCSS Annual Conference in Atlanta, Georgia. From the NCSS website, "With the theme *Dreams and Deeds: The Civic Mission of Schools*, the conference will highlight the central role of social studies in our schools: preparing young citizens to make a better world." What better way to find the resources you need to prepare those young citizens than by strolling down International Alley. Look for all of the flags! Be sure to stop by the National Peace Corps Association booth to see how you can be entered into the International Alley prize drawings. See you there!

### 2009 International Alley Exhibitors (as of 8/19/09):

- Advocates for Human Rights: [www.theadvocatesforhumanrights.org](http://www.theadvocatesforhumanrights.org)
- Choices Program: [www.choices.edu](http://www.choices.edu)
- Consortium of Latin American Studies Programs: [www.claspprograms.org](http://www.claspprograms.org)
- Earth Foundation: [www.earthfound.com](http://www.earthfound.com)
- East West Discovery Press: [www.eastwestdiscovery.com](http://www.eastwestdiscovery.com)
- German Information Center USA: [www.Germany.info](http://www.Germany.info)
- Heifer International: [www.heifer.org](http://www.heifer.org)
- History Education: [www.historyeducation.com](http://www.historyeducation.com)
- iEARN: [www.us.earn.org](http://www.us.earn.org)
- Institute for Economics and Peace: <http://www.economicsandpeace.org/>
- International Debate Education Association: [www.idebate.org](http://www.idebate.org)
- Keizai Koho Center: [www.us-japan.org/jasp](http://www.us-japan.org/jasp)
- Klett-Perthes: [www.klett.de](http://www.klett.de)
- Middle East Outreach Council: [www.cmes.arizona.edu](http://www.cmes.arizona.edu)
- National Consortium for Teaching about Asia: [www.NCTAsia.org](http://www.NCTAsia.org)
- National Peace Corps Association: [www.peacecorpsconnect.org](http://www.peacecorpsconnect.org)
- National Resource Centers on Canada: [www.umaine.edu/canam/teaching-canada.htm](http://www.umaine.edu/canam/teaching-canada.htm)
- Polish Perspectives: [www.polishcultureacpc.org](http://www.polishcultureacpc.org)
- Pulitzer Center for Crisis Reporting: [www.pulitzercenter.org](http://www.pulitzercenter.org)
- SAGE Study Abroad: <http://sageprogram.org/>
- Saudi Aramco World: [www.saudiaramcoworld.com](http://www.saudiaramcoworld.com)
- The Genocide Education Project: [www.GenocideEducation.org](http://www.GenocideEducation.org)
- Transatlantic Outreach Program (Goethe-Institut): [www.goethe.de/top](http://www.goethe.de/top)
- U.S. Institute of Peace: [www.usip.org](http://www.usip.org)
- UNHCR: [www.unhcr.org](http://www.unhcr.org)
- US Department of State: [www.state.gov](http://www.state.gov)

## International Education Week November 16-20, 2009

A joint initiative of the U.S. Departments of State and Education, International Education Week (IEW) was first held in 2000 and today, is celebrated in more than 100 countries worldwide. IEW is an opportunity to celebrate the benefits of international education and exchange worldwide. This annual initiative aims to promote international understanding and build support for international educational exchange by encouraging the development of programs that prepare Americans to live and work in a global environment and attract future leaders from abroad to study in the United States.

The International Education Week 2009 website <http://iew.state.gov> includes promotional materials, an interactive quiz, and opportunities to post and view planned events around the world. In addition, the IEW Facebook page and group have been updated and may be accessed through the IEW website. New this year, IEW also has a presence on ExchangesConnect. You can find a link to our page on the IEW 2009 website.

We encourage all individuals and institutions interested in international education and exchange activities, including schools, colleges and universities, embassies, international organizations, businesses, associations, and community organizations to participate in celebrating IEW 2009.

If you have any questions or comments regarding IEW, please send them to [feedback@state.gov](mailto:feedback@state.gov).

## ExchangesConnect Connects People Worldwide

Join ExchangesConnect and become part of a growing global community of people interested in cross-cultural dialogue and international exchange!

This social networking site, created by the U.S. Department of State's Bureau of Educational and Cultural Affairs, gives you the ability to connect to people around the world online, to share experiences, post your blogs and videos and build new communities. **Make friends around the world:** Introduce yourself to the community, and come to know thousands of people from more than 170 countries. **Explore other cultures:** Participate in forum discussions and exchange ideas with people from other cultures. Watch videos about members' countries, traditions, and arts. **Share your international experience:** Post photos and videos, or write a blog about your international experience. **Learn more about international exchange programs:** If you're thinking about participating in an international exchange program, join or start a group focused on that program or the country you are interested in visiting. Ask exchange program alumni about their experience and for tips on the application process.

U.S. Department of State <http://connect.state.gov>



## To All Members of the Peace Corps Community Concerned About Climate Change,

We need you to give voice to threatened communities around the world, in advance of global climate change negotiations in Copenhagen this December.

**Here's What's Happening:** On October 24, 2009 the group [www.350.org](http://www.350.org) \*\* is coordinating an International Day of Climate Action to demand that the world's leaders take meaningful steps to reduce the threat of global warming. We need you to help amplify the voice of the world's most vulnerable people.

**What We Need You To Do:** In keeping with the 350 theme, by *no later than October 1<sup>st</sup>*, we want to collect a minimum of 350 "testimonies" from the Peace Corps community highlighting the global impacts, forgotten people and endangered places. These can come in any number of ways:

- *Send A Photo:* Send a photo and captions of children or others you met as an RPCV, or a special place threatened by or already impacted by disruptions to our climate. Or...
- *Create A Video:* Alternatively, create a short video highlighting people or a place impacted by climate change. Or...
- *Written Testimony:* Send us a brief (1/2 page max) written message expressing the story of a vulnerable person, community or place impacted by climate change. Or...
- *Audio Testimony:* Alternatively, send us a brief audio message that tells a story about global impacts. Or...
- *Art:* Collect drawings from school children around the world outlining what climate change means to them. If you can, scan these images, take some photos or make a video.

### How We Will Use Your Testimonies:

As we gather your testimonies, we will post them and promote this effort in various locations including NPCA's Facebook Fan Page:

[www.facebook.com/common/browser.php](http://www.facebook.com/common/browser.php) our Peace Corps Connect Channel on YouTube:

[www.youtube.com/user/peacecorpsconnect](http://www.youtube.com/user/peacecorpsconnect), and our Climate Change/Clean Energy RPCV group at Connected Peace Corps <http://community.peacecorpsconnect.org/group/climate>. We will also post updates on a dedicated page on our [website](#).

On or about October 1<sup>st</sup>, we will begin packaging your testimonies in various formats that will be used in several ways, including:

- *Use At 350 Events:* We will offer these testimonies – in the form of photo slide shows, selected videos, podcasts, etc. for use at 350 events around the world.
- *Outreach To Lawmakers:* For upcoming climate change advocacy, we will compile selected images and testimonies into an appropriate "leave behind" packet for lawmakers.
- *Resources For Teachers:* We plan to put together a resource for teachers and circulate it through networks such as NPCA's [www.globalteachnet.org](http://www.globalteachnet.org).
- *Resources for Current Volunteers:* We will also make the material available to current volunteers to incorporate in appropriate activities.

### How To Send Us Your Testimony:

Send your testimonies to us at [350testimonies@peacecorpsconnect.org](mailto:350testimonies@peacecorpsconnect.org)

### What Else Can You Do to Help?

- *PLEASE Share this Message:* We can't achieve our goals without your help. Please share this message with other members of the Peace Corps community and ask them to contribute.
- *Plan to Organize or Attend a 350 Event:* There are hundreds of events being planned on October 24<sup>th</sup>. Go to [www.350.org](http://www.350.org), find an event near you that you can support, or organize your own program! Keep us posted on your activity.

### Thank You!

*Nathan Kennedy (Dominican Republic 02-04)*

*Cindy McCabe (Bolivia 05-07)*

*Kristina Owens (Bolivia (00-02)*

*Jonathan Pearson (Micronesia 87-89)*

*Kelley Thompson (Thailand 03-05)*

\*\* 350 represents the parts per million of carbon dioxide in the atmosphere that the world's leading climate scientists say is the safe limit to sustain our planet. Current estimates place carbon dioxide at nearly 390 parts per million and growing

## Alliance for Climate Education

High school students innately understand that climate change is the most urgent challenge of their generation. Our mission is to educate them about the science and to empower them to take action in their families, schools, communities, and to lead the movement in their world. Can you help us reach out to high schools in your network?

### About Alliance for Climate Education (ACE):

Climate change threatens to radically reshape human civilization. ACE has the facts for high school students—and solutions.

Alliance for Climate Education (ACE) delivers in-person, science-based, multimedia presentations on the facts behind climate change and what students can do to stop it. Teachers and students give our presentations rave reviews. ACE presentations are free for schools and available in assembly or classroom formats (45-60 minutes).

After the assembly, ACE helps students take action through climate change toolkits, grants, scholarships, online communities and more.

Please visit our website at [www.climateeducation.org](http://www.climateeducation.org), view our trailer presentation, and sign up to bring ACE to your school today. See the contact information on the website to book a presentation.

- The UN implemented a program to clean trash from the streets of major cities, and helped to build landfills. Overnight the country started looking *nice*.
- Road building continued in rural areas. It is humbling to see women carrying stones on their heads up steep mountain trails, and men working 12 hour days with pick axes, to improve the network of bumpy dirt roads.
- Internet availability stretched across the country. It is not yet affordable to most people, but cheap Internet cafes should follow soon.
- Though Lesotho's HIV rate of infection has not significantly decreased, it has not increased. From the UN, to the US, to tiny NGO's, dedicated individuals are working ferociously to combat the pandemic, and to tackle the corruption, ignorance, and cultural practices that impede progress.
- HIV/AIDS must be tackled in an emotional arena, not just in spheres of public health and education. I argued passionately and logically with my primary school teachers, 80% who'd never taken an HIV test, about the necessity to take this first step to fight HIV in their families and communities, to know their status, to live an extra 10 or 20 years, even if they were HIV-positive. But only when I approached the issue with song, role plays, and real-life stories of people they knew, did I make any progress. We listen with our hearts.

#### 5. Violence against women affects too many, yet women suffer in silence.

Perhaps the most difficult conversations I had were with teachers I knew who said that if they ask their husbands to use a condom, that the man either punches them in the face or stomach, or refuses to have sex with them and goes to a girl friend instead. The rape and murder of my teacher friend Halieo, and the rape and subsequent AIDS death of "my" orphan Dintle, were two examples that touched me deeply. As I look into the eyes of each passing woman, I wonder, "What has she suffered?"

#### 6. The world is full of unspoiled children.

It is a delight to be around unspoiled children. "M'e, may I help you carry your bag?" "M'e, may I sweep your house?" The children of Lesotho demand so little, expect too little. I hang my head when I remember the children of the USA, whining in supermarkets, throwing tantrums in friends' houses, storming about, sulking, sassing their parents. How can one child have summer camp, ballet lessons, a horse, after-school soccer, a closet stuffed with clothes, shelves overflowing with books and toys—and another child have none of the above?

It is not the children who are to blame, but we, the parents, who have spoiled them. Who have given them too much, and required of them too little. Who have not taught them about inequities of the world, or introduced the idea that they might share with others. While it is natural that we want to give—and I am certainly one who wants to give much to specific children—it is horrifying to see the unbalanced world that results. By the time we are adults, we no longer question our *right* to abundance.

#### 7. Death is not so awful.

With more deaths and dying than any other two years in my life, this is the lesson I've learned: death is not so awful.

Because the life expectancy here is 46 years, Basotho take death in stride. More stoically than I personally care for. But more accepting, more graciously, more philosophically than anything I've ever encountered. It's been a tough reminder that we do die, after all. So best we integrate the joy and sorrow surrounding death into the daily flow of our lives. Best we take the lessons of each death and weave them into the cloth we wear.

#### 8. Friends pop up in unexpected places.

I've corresponded with more friends than any other two years in my life. It seems ironic that going AWAY has brought friends



and family closer. I have a whole new raft of friends, from those who have responded often to my thoughts and isolation, as well as from complete strangers who get my letters forwarded from a friend who forwarded from a friend. The reflections are deep ones, and show how we yearn to make meaning of our days.

#### 9. Growing older has many surprises.

Who'd have guessed that these two years have been my healthiest in decades? That learning to live on \$200 / month would be good pre-retirement training for the new economy? That one laughs a lot at funerals? That one can be intimate friends with 20-something's? That one could begin a whole new career after the age of 60? That one could tackle her 4<sup>th</sup> foreign language? That one would be respected *because* she is older? That one could claim the front seat in public taxis, while others are crammed, with snot-nosed kids and sacks of corn and canisters of gas, in the back?

#### 10. To travel is to love your home.

This I've learned many times before, but I love to say it. Some people think that I must NOT love the USA or Wisconsin or my sisters or biking Lake Superior shores *because* I'm gone so long. It's just the opposite.

There is nothing like being away to make me realize how precious are friends, sisters and brother, favorite lakes and trails, and my complex, feisty Amerika. At night, as I look up at the moon, I remember the same moon is shining on you, and my heart swells with nostalgia. The separation makes connections vivid.

So, I'll be "home" by Thanksgiving – but Thanksgiving in which year and which "home"? I've a few more miles to travel. Khotso, pula, nala (peace, rain, prosperity) from Africa's Mountain Kingdom,

Madeline

Madeline Ura-neck / 'M'e Lerato  
[globalmaddy@gmail.com](mailto:globalmaddy@gmail.com)

## Visit our new website!

Earlier this year, we moved our website to better serve you! We still offer all of the same features:

- Global Gateway to resources
- Newsletter archives
- GlobalEdNews listserv archives and signups
- Kids Around the World
- *WorldView* lesson plans

In addition, we now offer a forum for networking with other educators around global education! After a simple registration process, you are online and ready to share resources, teaching ideas and more with educators across the country and around the world.

You'll find it all at:

<http://www.peacecorpsconnect.org/global-teachnet>

### Rigoberta Menchu Tum to Speak at PeaceJam Foundation Luncheon

Rigoberta Menchu Tum, the inspiring 1992 Nobel Peace Prize Winner, will be the featured keynote speaker at the PeaceJam Foundation's inaugural Hero Awards Luncheon on November 18, 2009 in Denver, Colorado. The PeaceJam Foundation is a nonprofit organization, based outside of Denver, that pairs youth directly with Nobel Peace Laureates to create positive change.

Boasting 12 Nobel Peace Laureates on its Board of Directors, PeaceJam has engaged over 600,000 youth, between the ages of 5 and 25, in its curriculum-based educational programs since 1996. Program participants learn about issues related to peace, violence, social justice and oppression, get inspired by the stories of Nobel Peace Laureates and then engage in service-learning projects that address local or global needs. The mission of PeaceJam is to create generations of young leaders committed to positive change in themselves, their communities, and the world through the inspiration of Nobel Peace Laureates. The organization has a goal to engage youth in 1,000,000 service-learning projects by 2018. PeaceJam works to accomplish these goals through its PeaceJam clubs, by way of its 20 affiliates worldwide.

Please consider supporting this important educational nonprofit. To buy tickets or for more information about the Luncheon or about PeaceJam's educational programs, call 303.455.2099 or visit [www.peacejam.org](http://www.peacejam.org).

### Join GlobalEdNews

Get global education information hot off the wires! Sign up for the Global TeachNet e-newsletter (free, weekly, announcement-only). You can subscribe by sending an email to [globaled@peacecorpsconnect.org](mailto:globaled@peacecorpsconnect.org) with your email address in the body of the message and "subscribe globalednews" in the subject line. Or go to <http://www.globalteachnet.org/> and click on "subscribe."

### The Road to Peace

The Advocates for Human Rights would like to present our newest curriculum, *The Road to Peace: A Teaching Guide on Local and Global Transitional Justice*, a powerful tool for introducing audiences to the concepts of conflict resolution and peace-building.

The teaching guide addresses conflict resolution and restoration of justice in the aftermath of war, emphasizing the processes that countries coming out of conflict undertake to seek resolution, address past human rights abuses, reform their societies, and heal from violence. It challenges students to apply these methodologies to transform conflict in their own lives and stop the cycle of violence.

*The Road to Peace* provides educators with ten creative, thought-provoking and innovative lessons plans that help students explore these topics. Here are a few examples of what can be found inside the teaching guide:

- *Lessons on the root causes of war and conflict*
- *An overview of human rights and different transitional justice mechanisms*
- *Mock war crimes tribunal and mock truth commission role plays*
- *In-depth country case studies*
- *Individual case studies on human rights abuses*
- *Investigative tools to study the need for transitional justice in the U.S.*
- *Skill-building resources on how to apply reconciliation on a local level*
- *Conflict resolution and peer mediation exercises*
- *A transitional justice glossary*
- *Resources for further study and action on peace and justice*

We hope this teaching guide will inspire and empower students to promote peace and justice in their own communities and around the world. Appropriate for 9th grade through adult learners.

To order a copy or download a free PDF of *The Road to Peace: A Teaching Guide on Local and Global Transitional Justice*, visit: <http://discoverhumanrights.org/3e4d356b-9922-4a97-afa7-918957-e53e86.html?NodeId> [www.theadvocatesforhumanrights.org](http://www.theadvocatesforhumanrights.org)

### Building Blocks of Peace

Developed by the Institute for Economics and Peace, the *Building Blocks of Peace* is a series of downloadable teaching materials that offer a fresh perspective to the issues surrounding global peace. Available as separate modules or a combined curriculum, these comprehensive teaching aids will guide students to understand global peace and discover their own solutions to violence and conflict. Unlike traditional peace education materials, these modules go beyond conflict resolution to explore the broader meaning of global peace and its impact on our daily lives.

By working through each module and the extensive supporting information provided, students will learn how to define peace for themselves and gain an understanding of the key factors that encourage peaceful society.

These education modules are not restricted to any single curriculum area. Schools can easily customize activities to meet their needs and teachers have complete flexibility to offer learning within a range of subjects, or through special projects and theme days.

The Building Blocks of Peace offer:

- Four free peace education modules designed for 14 to 16 year olds
- Unique breadth of coverage – built on the latest global peace research
- Exclusive links to information sources including the Global Peace Index and video clips from the acclaimed documentary *Soldiers of Peace*
- Comprehensive curriculum guides, complete with teacher notes, student handouts, assessment suggestions and extension activities

This 4-module series can be accessed as a complete series or downloaded individually. Each module contains a range of activities that are both stimulating and challenging—offering a uniquely broad view of global peace. While these materials are designed to build upon each other to provide an extensive understanding of these important issues, they can also be used as separate exercises or to support existing class work. Building Blocks of Peace

[www.economicsandpeace.org/Education](http://www.economicsandpeace.org/Education)

## Resources from The Globalist

The National Peace Corps Association (NPCA), in partnership with the educational media company *The Globalist*, has launched a program that will allow teachers to use the online service *Global Connections* in their classrooms for free during the 2009-10 school year.

*Global Connections* provides teachers and students with access to informative, engaging and interactive features on the countries, issues and people shaping the global agenda. The program is designed to promote the global skills of high school students in the United States and to help them prepare for the globally competitive job market of the 21st century. By exposing students to new ways of looking at the world and current events, *Global Connections* is an ideal supplement to traditional classroom materials.

Recent weekly editions have featured examinations of Russian president Dmitry Medvedev on the global economic crisis and Steven Chu, President Obama's secretary of energy, on climate change. *Global Connection's* Country of the Week and Issue of the Week features have looked at Brazil's energy boom, the status of women's rights in Africa, and the economic viability of solar power. Taken together, these articles and fact sheets help amplify and provide global context for the day's most important events.

Interested teachers are encouraged to contact [teachnet@peacecorpsconnect.org](mailto:teachnet@peacecorpsconnect.org) to learn more about the program and how to participate. Participating teachers will be given a free subscription to the Global Connections section of The Globalist's web site, free access to an online community of educators dedicated to global education, and regular program updates and news for your classroom.

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## Peace One Day

An online educational curriculum focusing on conflict resolution and non-violence for teachers and students is available at <http://education.peaceday.org>. Two free education resources have thus far been created and the curriculum, recommended for grades 6-12 in the US and KS 3 & 4 in the UK, aims to foster discussion among young people about peace and non-violence in their schools, local communities, and the world at large. The resources work in conjunction with Jeremy Gilley's award-winning documentary film *The Day After Peace*.

As the founder of Peace One Day (POD), Jeremy Gilley was responsible for the unanimous adoption by UN member states of a day of global ceasefire and non-violence with a fixed calendar date, **Peace Day - 21 September**. Peace Day has now been proven to save lives and inspire and empower individuals everywhere to take action toward a more peaceful world. POD education resources look to advance active learning in the areas of conflict resolution, global citizenship, human rights and the link between sustainability and peace, using Peace Day 21 September as a focus.

## New TeachUNICEF Resources! (Maternal and Newborn Health)

TeachUNICEF's newest youth report and educator's guide, *Maternal and Newborn Health: A Global Challenge* is now available. A few highlights:

- Content is reflective of UNICEF's flagship report, *The State of the World's Children*
- Interdisciplinary
- Intended for upper middle school and high school age youth
- *Educator's Guide* is standards-based with student-centered activities and case studies
- Multimedia: includes links to relevant videos and a photo essay
- World Languages: one of the videos is available in English, French and Spanish

All resources can be accessed for free at <http://youth.unicefusa.org/teachunicef/units-and-lesson-plans/health/maternal-health.html>

For questions, contact:  
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<http://teachunicef.org/>



## New From *Facing the Future* Math Lessons on Global Issues and Sustainability

*Facing the Future's* new math resource, *Real World Math: Engaging Students through Global Issues*, teaches foundational algebra and geometry through real-world data on global issues. The teacher's guide and corresponding student workbook contain 15 NCTM-aligned lessons on topics such as climate change, population, and financial literacy. The lessons build mathematics knowledge, critical thinking, collaboration, and global perspective. It is available at [www.facingthefuture.org](http://www.facingthefuture.org) (click on "curriculum"). Three of the lessons are available to download free. Make sure to download the corresponding pages from the student workbook as well!

### Free K-4 Lesson on Culture and Identity

For an engaging lesson to teach your elementary students about identity and culture, see *Map of Myself*, a free lesson from *Facing the Future's* K-4 curriculum guide, *Teaching Global Sustainability in the Primary Grades*, also available on their website [www.facingthefuture.org](http://www.facingthefuture.org). The lesson includes hands-on activities, a song, and action project ideas. This is a great lesson for students to get to know each other at the start of year!

### Exploring Humanitarian Law

Visit the newly redesigned American Red Cross web site for the *Exploring Humanitarian Law* (EHL) curriculum at [www.redcross.org/ehl](http://www.redcross.org/ehl). EHL features more than 30 hours of activities that will help middle and high school teachers challenge students ages 13 to 18 to explore complicated issues related to war and the rights and protections of those impacted.

Designed to fit into a wide range of courses such as social studies, history, world literature, and civics, the EHL toolkit provides an array of primary source materials that help students understand the rules governing war and their impact on human life and dignity. The modular format allows teachers to use the curriculum in whole or in part and integrate resources seamlessly into current lesson plans, including news accounts, testimonials, photos, videos and case studies that bring real events and people to life in the classroom.

If you have questions? Contact [EHL@usa.redcross.org](mailto:EHL@usa.redcross.org).

## Global Issues in the Classroom October 15-16, 2009

In celebration of its 20th anniversary of helping educators bring the world into the classroom, the Coverdell World Wise Schools program hosts a free, two-day conference for globally oriented educators, leaders, and organizations, held at Peace Corps Headquarters 1111 20th Street NW Washington, DC 20526



**Global  
TeachNet  
News**

### Program Overview

- Discover new approaches for incorporating global issues and integrating cross-cultural understanding with core disciplines through presentations and panels.
- Find new classroom resources in a resource fair.
- Learn from nationally recognized speakers in three keynote addresses.
- Network and collaborate with colleagues to generate new ideas in large and small group activities.

To view the schedule and to register, see:  
[www.peacecorps.gov/wws/conference/](http://www.peacecorps.gov/wws/conference/)  
For More Information:  
tel: 800.424.8580, ext. 1450  
e-mail: [wwsinfo@peacecorps.gov](mailto:wwsinfo@peacecorps.gov)



**National Peace Corps Association**  
1900 L Street, NW, Suite 404  
Washington, DC 20036-5002  
[www.globalteachnet.org](http://www.globalteachnet.org)

*Global TeachNet is a quarterly teacher resource from the global education networks of the National Peace Corps Association and the Association for Supervision and Curriculum Development. We welcome your contributions. Opinions expressed in this publication are those of the authors, and do not necessarily reflect the official views of the NPCA or ASCD.*

*Please send letters or material for the newsletter to Susan Neyer, Editor, 1701 Lilac Drive, Walnut Creek, CA 94595 (925-933-4490) e-mail: [SusanNeyer@astound.net](mailto:SusanNeyer@astound.net) or Anne Baker, NPCA 1900 L Street, NW, Suite 404, Washington, DC 20036-5002 (202) 293-7728, ext. 12, e-mail: [globaled@peacecorpsconnect.org](mailto:globaled@peacecorpsconnect.org).*

**Next deadline: November 15 for  
December-January-February Issue**

*This newsletter is now distributed electronically. Log in to our database now to be sure we have your correct email address.*

*Go to <https://secure.peacecorpsconnect.org>. As this is a new database, please follow the instructions outlined on the page for accessing your login information. Once you log in, you can update your contact information and change your password.*

## Subscription/Renewal Form

To subscribe/renew NPCA's Global TeachNet, or make a donation, please complete this form, clip it out, and send it to:  
Global TeachNet, NPCA, 1900 L Street NW, Suite 404, Washington, DC 20036  
phone: (202) 293-7728, ext. 12 fax: (202) 293-7554 e-mail: [globaled@peacecorpsconnect.org](mailto:globaled@peacecorpsconnect.org)

\_\_\_\_\_ I would like to join/renew NPCA at \$35/year (includes GTN) and these affiliate groups at \$15 each/year:  
(\_\_\_\_\_)

\_\_\_\_\_ I would like to subscribe to Global TeachNet only (includes *WorldView* magazine) at \$25/year.

\_\_\_\_\_ I want to help keep Global TeachNet going strong. I'm including a donation of \$ \_\_\_\_\_

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail: \_\_\_\_\_

\_\_\_\_\_ Please sign me up for the GTN listserv

Grade/Subject if a teacher: \_\_\_\_\_ School: \_\_\_\_\_

I am a member of these education associations: \_\_\_ ASCD \_\_\_ ISSA \_\_\_ NCSS \_\_\_ Other: \_\_\_\_\_

\_\_\_ My check made out to NPCA/GTN is enclosed or Please charge \$\_\_\_\_\_ to my \_\_\_ MC \_\_\_ VISA \_\_\_ AmEx

Card number \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Signature \_\_\_\_\_

I want to receive regular GTN mailings only; no additional mailings, please.