



# Global TeachNet

## Global Education Network News

National Peace Corps Association  
in cooperation with the Association for Supervision and Curriculum Development

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### Children's Art Promotes Peace

*Anissa Paulsen, RPCV Bulgaria, has produced two collections of children's art, from Bulgaria and more recently from Indonesia. The Indonesian exhibit, entitled "Islam Berwarna-warni!—The Many Colors of Islam," has been shown in several museums in the San Francisco Bay area. Pdf files showing the artwork and inspiring words of the children, can be found at [www.katw.org/pages/sitepage.cfm?id=172](http://www.katw.org/pages/sitepage.cfm?id=172). See below for a recent interview with Anissa.*

*How/when did you get interested in children's art?*

I first became interested in children's art many years ago while volunteering at an after school tutoring program in Chicago's Cabrini-Green district. I tutored a young girl who was more interested in the art activities that the tutoring program offered than catching up with her math homework. I saw art as one area where she could excel and so we cultivated her positive energy and creativity with weekly art activities.

At the end of the year, I worked with the tutoring program director to create an exhibit of the children's artwork that appeared downtown Chicago at the mayor's office. The kids loved it! It was amazing to see these children being celebrated in a public art exhibition. From then on, I was hooked and simply realized I loved working with children in the arts.

*I understand that when you were a Peace Corps volunteer in Bulgaria, you developed and presented an exhibit on the art of Bulgarian children. How did that come about? Were you trying to convey a special message with that exhibit?*

That is true. In 1994 I was a Peace Corps volunteer teaching English as a



*Painting by a 7-year old for "My Bulgaria" exhibit*

Foreign Language in Momchilgrad, Bulgaria, a city in southeast Bulgaria. Momchilgrad is located in the Rhodope Mountains and the scenery is beautiful there. I wanted to send some postcards of the area to friends back home in the United States (this is the era before email!), but I couldn't find any postcards

*See Children's Art, page 4*

#### In This Issue:

9-12 Corner: Mt. Chomolungma:	
What's in a Name?	2
K-8 Corner: Caring for Our Earth	3
Flat Stanley Ukraine	6
The Power of Education	7
Opportunities	8-9
Electronically Speaking	10
Global Education Resources	11

### GTN Thanks You!

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### Share your Ideas for Good Summer Reading

The June-July-August issue of Global TeachNet will feature suggestions for good summer reading. Please send your suggestions (title, author, and a paragraph or two about the book) to [susanneyer@astound.net](mailto:susanneyer@astound.net). We look forward to hearing from you.

# 9-12 Corner — Mt. Chomolungma: What's in a Name?

By Angene H. Wilson

I have the wonderful opportunity with each new issue of *WorldView* magazine to read the page proofs and then find an article that I think would make the basis of an interesting lesson plan. For this lesson, I chose an opinion piece by Lodi Gyaltzen Gyari, the special envoy of His Holiness the Dalai Lama of Tibet. Because Gyari states that "the concept of renaming places is very much a part of a colonial and imperialistic legacy, which must come to an end," I want to alert interested teachers to John Willinsky's book *Learning to Divide the World: Education at Empire's End*, published in 1998. Willinsky writes eloquently and in fascinating detail about the encyclopedic urge of the West to categorize and name everything and raises these questions: "How dependent was learning on taking possession of the world in this way and what is the legacy of this possessive education, this right of ownership and property?" In this book's second section entitled "Monstrous Lessons" are chapters on history, geography, science, language and literature. The following lesson would be appropriate for a geography class, but also for an English or language class.

## Objective:

Students will consider what is in a name or how places are named and the controversies about those names.

## Materials:

"Mt. Chomolungma: a plea to call Everest by its local and original name," article in *WorldView* magazine, Spring 2007.

## Procedure:

Ask a student to locate Mt. Chomolungma on a map. If no student has heard the name, explain that it is the Tibetan name for Mt. Everest. Then ask students to read the opinion piece by Gyari entitled "Mt. Chomolungma." Tell students more about Gyari (an excerpt from his book *Himalaya: Personal Stories of Grandeur, Challenge and Hope* is another article in the *WorldView* magazine). Discuss Gyari's reasons for wanting the local name restored: that they are part of a colonial and imperialistic legacy. Are there any good arguments to keep the name Mt. Everest?

Show students pictures of Mt. Chomolungma, for instance on [www.earthobservatory.nasa.gov/Newsroom/Newimages](http://www.earthobservatory.nasa.gov/Newsroom/Newimages), and show the story on the test for the torch for the 2008 Olympics to go up the mountain on the [www.games-of-beijing.org](http://www.games-of-beijing.org) website. Ask what name China uses for the mountain.

Next ask students (individually or in pairs or in small groups) to research other place names. Teacher could model this activity by talking about Denali/Mt. McKinley and the controversy about the name of that Alaskan mountain, the tallest mountain in the

U.S. (That controversy is discussed on Wikipedia but not on the Denali National Park website.)

The teacher may want to use a mix of local names she/he or students know and names in other parts of the world. Students should be encouraged to come with their own ideas for research. Names which have recently changed include cities in India (for example, Bombay is now Mumbai) and in South Africa (for example, Pietersburg is now Polokwane). Earlier country name changes happened in Africa; for instance, colonial Gold Coast became Ghana and Upper Volta became Burkina Faso. Also Nyasaland became Malawi and Southern Rhodesia became Zimbabwe.

Students should report on origins of both names and on rationale for changing.

- For how many name changes did they find that changing an impe-



Mt. Everest or Mt. Chomolungma?

- rialistic legacy was the rationale?
- What was the rationale for name changes in their own city or locale?

## Assessment:

Write a letter to Gyari explaining what you have learned about place names and respond to his plea for changing the name Mt. Everest to Mt. Chomolungma.



Denali/Mt. McKinley?

of the mountain in 1913, Hudson Stuck wrote in the preface of his book, *The Ascent of Denali*: "Forefront in this book, because forefront in the author's heart and desire, must stand a plea for the restoration to the greatest mountain in North America of its immortal native name."

In 1980, the name Mount McKinley National Park was officially changed to Denali National Park and Preserve. The State of Alaska Board of Geographic Names has also officially changed the mountain's name back to Denali. Negotiations continue today to officially return the original native name to this magnificent mountain. (from <http://7summits.com/denali/denali.php>)

# K-8 Corner: Caring for Our Earth *by Susan Neyer*

As Earth Day comes around again, let's take a good look at our beautiful planet, the dangers it faces, and what we can do to keep it as healthy as possible.

Since Earth Day first started on April 22, 1970, efforts have been made to clean up the environment in many areas, but there is still a long way to go. And the recently emphasized concept of "global warming" tells us that we all need to get to work to save this precious home of ours.

Your students will probably have heard something about "global warming" and some of the older ones may have seen *An Inconvenient Truth*.

We don't want to scare young children, just make them aware of things they can do to help keep the earth clean and healthy. You might start with having students look at their own lives at school, and then at home.

Students can look at in terms of:

- Problems/causes
- Possible solutions/fixes
- What we can do

Two fairly easy concepts for children to deal with are pollution & energy. A few sample questions to consider:

## Pollution/Clean air/water:

- What is pollution?
- How does our air, water and land get polluted?
- Where does the most pollution come from?
- Are there some things you can control?
- What about trash/garbage? What do you throw away? Where does it go/ what happens to it?
- What kinds of things will go back into nature (decompose/rot)?
- What kinds of things may be dangerous for the earth? What is the safest way to dispose of those things?
- What are some things that are being done to clean up polluted areas?
- How much pollution comes from burning of fossil fuels? What are the alternatives?

## Energy/Power sources:

- What is energy? Where do we get energy? What do we need it for?
- What kind of energy/power sources do you use in your life—to heat and/or cool your house, to refrigerate and cook food, for light, to run your car?
- How do you get to school? Does this

use energy—what kind of energy?

- Can you think of ways to make some of your activities more environmentally friendly?
- Are there clean ways to make power that don't contribute to global warming or pollute the earth? (Solar, wind, water power, etc.) How many energy sources can students find?
- What would happen if all of the coal, gas and oil in the world were used up? What kind of things can we do to conserve energy?
- What is "renewable energy?"
- There are many ways that people are making homes and buildings more environmentally sound; how many ways can you find?

Some terms for older students to research:

- **Global Warming**—What is global warming? What causes global warming? What are the effects of global warming?
- **Carbon Neutral**—What does it mean? What can people or organizations do to make their activities carbon neutral?
- **Zero Emission**—How many "zero emission" forms of transportation, things in your home (e.g. hand egg beater vs. blender, stairs vs. elevator) and activities can you think of?

Books:

- Elementary students would enjoy *My First Green Book* by Angela Wilkes (DK Publishing, 1996). This oversize book is full of large, colorful photos and hands-on activities/experiments in areas such as air pollution, compost/garbage/recycling, green shopping, and taking action.
- For K-2 students, *Why Should I Save Energy?* by Jen Green (Barron's, 2005) gives an entertaining look at what would happen if we ran out of energy.
- *Earth Book for Kids* by Linda Schwartz (The Learning Works, 1990) is full of activities.

Some books on air pollution:

- *Clean Air* by Rufus Bellamy (Smart Apple Media, 2005) takes a look at promising actions being taken around the world to clean up pollution.
- *Reducing Air Pollution* by Jen Green (Gareth Stevens, 2005) explains causes and results of air pollution and presents some simple experiments and things that students can do to help tackle pollution.

For books for students on global warming, a closely related topic, check out:

- *Global Warming* by Chris Oxlade (Bridgestone Books, 2003) gives clear and

fairly simple explanations of the problem, some experiments for students, and actions to help the situation.

- *Our Warming Planet* by Lim Cheng Puay (Raintree, 2004) gives a global look at the problem and some efforts to ease the situation.
- *Atmosphere in Danger* by Jane Walker (Stargazer Books, 2005) also presents global warming with fairly simple text and many photos and illustrations.

And for a look at energy alternatives, see:

- *Energy* (New Technology series) by Nigel Hawkes (Henry Holt & Co., 1994) presents a comprehensive look at alternative energy sources, including the fuel cell, biomass, water & wind, geothermal, solar, and atomic. The book explains clearly how each works and is illustrated with colorful photos and drawings.
- *Renewable Energy* by Nigel Saunders & Steven Chapman (Raintree, 2006) explains types of energy, the promise and problems.
- *Wind Energy* by Graham Rickard (Gareth Stevens, 1991) and *Wind Power* by Ian Graham (Steck-Vaughan, 1999) show history, development and uses of wind power.
- *Wind Power and Solar Power* (A True Book) by Christine Peterson (Children's Press, 2004) present simple, clear explanations.
- *My Light* by Molly Bang (Blue Sky Press, 2004) shows graphically how energy comes from the sun.

## Internet Resources:

A good place to start is the Environmental Protection Agency's site for kids: [www.epa.gov/climatechange/kids/](http://www.epa.gov/climatechange/kids/). It presents games, climate animations, stuff for teachers, and many links to other sites. Among the useful sites they link to are:

- EPA Climate and Waste Kids Activities
- EPA's Explorers' Club
- Recycle City – A game, an interactive story book, and other puzzles will teach you hundreds of ways a whole town can reduce, reuse, and recycle.
- EduGreen: the site covers subject topics like Life on Earth, Energy, Air pollution, & Water. It also has poems, calendars, story time, pathfinders, quotes, maps, multimedia resources, and related links. Interactive features include games, quizzes and networking with others.
- Environmental Web directory: an extensive list of school project ideas relating to the environment.

Also check out:

- [http://eo.ucar.edu/educators/links\\_elem.html](http://eo.ucar.edu/educators/links_elem.html) has Resources for Elementary Science Education from the National Center for Atmospheric Research and University corporation for Atmospheric Research.
- [www.kidsforsavingearth.org/](http://www.kidsforsavingearth.org/)

## Children's Art, continued from page 1

that captured the beauty of the landscape or the people I was meeting. In stark contrast, the postcards seemed to only highlight the large concrete "blok" apartment buildings and boring statues of famous Bulgarians.

I wanted to capture the joyful creativity that I saw every day in my students (in grades 3, 4, 7 & 9) so I decided to form a postcard committee in Momchilgrad made up of three local artists, Kamber Kamber, Georgi & Nadia Kochev and the school's headmaster, Nalbant. Together we organized a Bulgarian national children's art competition and received sponsorship from Kentucky Fried Chicken and the Open Society Foundation. The contest was organized to solicit drawings from Bulgarian children ages 16 and under from which nine would be selected to be printed as postcards and sold throughout the country.

With the help of my older students, we created posters announcing the contest and circulated the posters through the Peace Corps network. The committee expected around 100 entries, but in a few weeks we received over 800 entries from children throughout Bulgaria. We got lots of pictures of the environment, village houses and traditional dancing outfits. There was a chicken, too, a really beautiful chicken, but unfortunately the chicken didn't make the cut for the postcards. The postcards sold well in the capital, Sofia, and in other cities and generated funds for an orphanage in the Kurdjali region.

Seeing all of those pictures, I realized that we could produce only nine postcards, and there were so many other drawings I wanted people to see. The postcards then led to "My Bulgaria," the exhibition. The exhibition debuted at Momchilgrad's cultural center on International Children's Day in 1996. I received enthusiastic response from the guests who visited "My Bulgaria" and realized that more people needed to see the artwork. So the show toured other cities and towns in Bulgaria.

When I finished my two years of teaching and came home, I brought with me the remaining postcards and the exhibition. The Stanley Foundation bought gallery-quality wood frames for 21 of the works. The art hung first in the White House on the day Bulgaria's

president paid a visit in 1998. Then "My Bulgaria" moved across town to the Capital Children's Museum where the Bulgarian cultural secretary at the time was our guest of honor during the opening. I recall how proud she was that someone had taken the time to show Americans what the children were capable of.

And I guess that was my intention from the beginning to celebrate the sweet, creative children, the generous and hospitable people and the beautiful country that I had called home for two years.

*Is that artwork still available; still being exhibited?*

"My Bulgaria" traveled to 10 different art galleries and museums in the United States. In 2002 I donated it to the World Awareness Children's Museum in Glen Falls, New York ([www.worldchildrensmuseum.org](http://www.worldchildrensmuseum.org)). The pieces from "My Bulgaria" have since been incorporated into various traveling exhibits that WACM now loans out to schools, galleries and museums. (Note: You can also see the artwork on [www.mybulgaria.org](http://www.mybulgaria.org))

*What was your inspiration for developing the collection of Indonesian children's art for "The Many Colors of Islam?"*

I recognized the need for increased efforts to foster cross-cultural understanding among people in the United States towards Muslims around the world shortly after the tragic day of September 11, 2001. I was a Master's student in Museum Studies at the time and my husband and I were planning another summer trip to Indonesia, the world's largest Muslim country, so that I could learn the language and he could begin his dissertation research. We constantly fielded questions about our safety going to Indonesia. "Isn't it dangerous?" It was going to be our fourth trip to Indonesia in four years and no, we were not afraid. We both have a deep love for Indonesia, its people and an appreciation for its rich artistic, cultural



*Anissa with student artists in Indonesia*

and religious traditions. We have always felt very safe in our travels and we were excited to reunite with our good friends who shared our disbelief and dismay about the tragic 9/11 event.

With the success of "My Bulgaria" under my belt and my Museum Studies training, I decided to pursue another exhibition created by—and for—young people. The goal of "The Many Colors of Islam" exhibition is to bring a human face to Islam and provide a positive image of this religion and culture which will counter the sometimes one-sided and often negative media coverage about Islam in the United States.

I felt Indonesia was a perfect country from which to engage people about Islam as it is the world's largest Muslim democracy and the fourth largest country in the world in terms of its population. Offering an example of Islam in places other than the Middle East also illustrates the complexity of this religion and underscores the diverse and multicultural world in which we live. I received a grant from the United States-Indonesia Society (USINDO) to undertake this endeavor and in August 2003, my husband and I left for Indonesia where we would live for one and a half years to conduct our respective research projects.

*How did you go about getting the children to produce those wonderful pictures and statements? Did you have an entry into the communities there?*

I had nothing to do with getting the children to produce their wonderful art—that all came straight from their hearts!

See *Children's Art*, page 5

In my past travels and also in this newest trip, I connected with four terrific arts organizations/programs in Java: Rumah Dunia in Serang, Banten; Galeri Anak Children's Art Gallery in Yogyakarta, Central Java; Mitra Hadiprana Art Class in Jakarta; and Al-Azhar Islamic School in Jakarta – and asked if they would like to participate in my project. I received very enthusiastic support from the art teachers and students in the programs. They all seemed to understand and support the idea of sharing their kind, peaceful religion and culture with people in the United States. I explained my general idea for the exhibition to the art teachers and left it up to their insight and creativity to guide the children in their art.

I was usually present each week when the art activities took place so I got to know the children quite well – despite my rudimentary Indonesian! In the end, over 100 Indonesian children participated. Many of the children wrote personal anecdotes about themselves and I also interviewed as many as I could. Once I was back in the United States, I found sponsors at the Council on American-Islamic Relations, San Francisco Bay Area, the Muslim Community Association in San Jose and the Indonesian Consulate. Unfortunately I was not able to include every piece of art, and it was difficult to select 50 that would be framed and included in the exhibit. It was a process of balancing the quality of the artwork with the content of their statements so that a comprehensive and educational exhibition was created.

*How do you find the galleries and other venues for your exhibits? How have your exhibits been received?*

"The Many Colors of Islam" exhibit debuted at Zeum, a children's museum in San Francisco in April 2005. I contacted Lisa Dunmeyer, the museum's curator, a year prior when I heard they were looking to host children's art exhibitions. She was excited about my project and agreed to host the exhibit without seeing the final product – let alone any of the artwork! Lisa and the entire staff at Zeum was incredibly supportive and I truly appreciated the professional manner in which they embraced this children's art exhibit. In fact,

one of Zeum's staff commented, "this was the best exhibit he's seen in the 5 years since he's worked there!"

In general, the exhibit was received very well at Zeum. Some of the visitors' comments (from the comment book) include:

- "Let's work for Peace – I see it in these pictures by children."
- "Bring the love, not the hate, we can ALL do it!"
- "Wow! What an exhibit – it is hard to describe how beautiful, how thoughtful this exhibit is to us viewing today."
- "The art is just lovely and it is blended well with glimpses of these children's lives – I hope this exhibit is seen by many."
- "Great work! Thank you for teaching me."

I believe the exhibit illustrates the similarities between children in Indonesia and America and their respective religions and cultures. The Indonesian children's artwork and statements challenge American people's perceptions about Islam and Indonesia and hopefully break down negative stereotypes. I hope in its very small way this exhibit has helped to promote tolerance about Islam and increase understanding about Indonesia among American children

and their families who visit the exhibition.

*What are your plans for the future? Do you have another exhibit in mind?*

Currently *The Many Colors of Islam* is on display at the Marin Country Day School until April 2007. Then it will travel to The Iowa Children's Museum, Children's Museum of Maine, and the Portsmouth Children's Museum (New Hampshire). If anyone is interested in hosting the exhibit at their school, gallery or museum, please feel free to contact me at [anissa\\_joy@yahoo.com](mailto:anissa_joy@yahoo.com).

I don't presently have another exhibit in the works, but I always thought it would be interesting to follow up this exhibit with a series on other religions around the world. My biggest dream for the future, however, is to direct my own children's museum some day. And over the front door I would place this quote: **Forget about our generation. If you want to make a change, start with the children. They are the generation of the future!**

Anissa Paulsen currently lives in Victoria, British Columbia with her husband and baby.



"My mother and little brother are going to the mosque to pray the mid-afternoon prayer and my older brother and I are studying qasidah."

My name means "can do anything." Is that true? Well, almost! I like to play the viola and also dance. In my picture you can see us learning *qasidah* music. I like this kind of music ok, but really, I like all kinds of music!

**Mumpuni, age 11, Yogyakarta, pastel, marker**

A sample page from part 3, *Practicing Islam*

# Flat Stanley Ukraine Summer Tour 2006—Flat Out Fun!

by Virginia J. Pulver

## About the Flat Stanley Project

*Flat Stanley*, by Jeff Brown, is a children's book. It was written over 40 years ago. The story follows a young boy named Stanley Lambchop who is accidentally squished "as flat as a pancake" when a bulletin board falls on him. Stanley is very, very flat but otherwise, he is just fine. To find out more details on the Official *Flat Stanley* Project, how this project got its start, and how to get involved, visit the official website: [www.flatstanley.com](http://www.flatstanley.com)

## Surviving 21 House Guests

Last summer, a Chicago-land class of enthusiastic inner-city 4<sup>th</sup> graders, with the help of a supportive teacher and some Peace Corps Volunteers in Ukraine, launched "The Flat Stanley Ukraine Summer Tour 2006" project. Each student created his or her very own paper *Flat Stanley*, penned a few journal entries and then packed all 21 of their paper-pals into a large envelope headed to Mark and Virginia Pulver's tiny flat in sunny Crimea.

"At least our guests are made of paper! The perfect houseguests: they don't shower and they don't eat much either," quipped Mark, a Ukraine Group 28 Peace Corps Volunteer serving in Kerch, Crimea.

For several days, Mark and his wife Virginia played tour guide, taking the 21 *Flat Stanleys* on local excursions. They snapped lots of photos and every night "helped" each of the *Flat Stanleys* write about their crosscultural adventures in the journals each guest had. That's 21 journals; a lot of dedicated journaling!

Attention to detail is essential though, because when the *Flat Stanleys* return to Chicago, the journals will pro-



vide the 4<sup>th</sup> graders with material for their classroom social science discussions and associated projects. The daily events penned in those journals are important to the project.

## PCVs, Tutors & Embassy Folks to the Rescue

The Pulvers soon enlisted the help of several fun-loving Peace Corps Volunteers, some playful host country nationals and a delightful family associated with the US Embassy in Ukraine (see sidebar on page 7 for names of participants). These individuals opened their homes and hearts to these paper ambassadors.

The 21 *Flat Stanleys* split up and were mailed to various locations around Ukraine. Several Flat, Fat Babushkas and a few Flat Cats, provided by the Pulvers, accompanied the *Flat Stanleys* on this leg of their travels.

These 21 paperboys had some pretty dynamic crosscultural experiences during their summer visit to Ukraine.

At several locations the *Flat Stanleys* reached almost cult status. Several PCVs took the little guys to summer camps where they participated in team

activities, and became part of the curriculum. Campers wrote daily journal entries and designed t-shirts for them to take home.

One *Flat Stanley* now sports some very hip, Ukrainian body-art (AKA tattoos) while others donned traditional Ukrainian costumes. One host made an elegant tuxedo for her flat guest.

A couple Stans even took a side trip to Armenia and came home with lots of stories to share. (Several of the *Flat Stanleys* were lucky enough to participate in the International Outreach Camp 2006—see [www.iocoalition.org](http://www.iocoalition.org) for more about this great camp program.)

*Flat Stanleys* participated in last bell activities, a PCV wedding celebration, several local festivals and a traditional



Ukrainian welcome ceremony complete with bread and salt. A couple PCVs taught the paperboys how to do laundry in the bathtub; pretty risky business for guys made out of paper, actually.

Some *Flat Stanleys* visited dachas, learned to can tomatoes and shop at the bazaar. Others visited historic sites and went rock climbing and camping. Their adventures on Ukrainian trains and learning to speak phrases in Ukrainian and Russian and everything else are detailed in their individual journals.

After a stimulating summer in Ukraine, the *Flat Stanleys* once again converged on the Pulver household. Mark and Virginia made copies of all the photos for participants, produced a PowerPoint show (see it at [www.pulverpages.com](http://www.pulverpages.com)) for the state-side students and coordinated their shipment back to Chicago. Each Stanley had a thick journal and lots of

newly acquired souvenirs, photos, and other memorabilia to stuff into a very fat envelope.

The Chicago students have quite a window on life in Ukraine, thanks to the individuals who hosted the *Flat Stanleys*.

The *Flat Stanleys* were popular among the Ukrainians too. There are already requests for *Flat Stanley* to make a return visit to Ukraine next year.

## The Flat Stanley Team Scores Two Goals

In the right hands, *Flat Stanley* is an excellent "tool" for promoting a better understanding of the American people to our friends and neighbors here in Ukraine and also promoting a better understanding of the people of Ukraine to those who participate back in the USA. Sound familiar? It should. Those are two of the three goals in the Peace Corps Mission statement.

See *Flat Stanley*, page 7

# The Power of Education

By Joanne Dufour

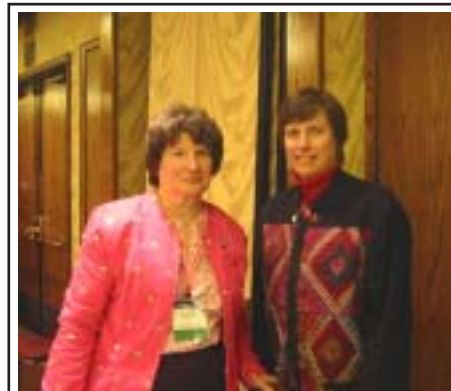
It was a conference of the International School Studies Association, my first time having an opportunity to attend. This was their 6<sup>th</sup> year of operation and their first time on the west coast. Portland was chosen as the site because "Oregon is a leader in world language education, such as the site of the federal government's flagship Chinese K-16 immersion program and globally tied to the Pacific Rim both culturally and economically." There was even an opportunity to visit the Forestry Center Discovery Museum and take a ride through the canopy of a Brazilian rainforest!

The exhibit hall was filled with a range of leaders in the field:

- UNICEF
- an array of student and teacher exchange opportunities
- University affiliated outreach programs such as the Center for Teaching International Relations at the University of Denver—the chief organizer, the Center for the Study of Global Change at Indiana University, and the University of Washington Jackson School-related Centers (such as the Canadian Studies Center, The South Asia Center, and the Center for West European Studies)
- The National Consortium for Teaching about Asia
- Middle East resources such as Arab World and Islamic Resources (AWAIR), the Middle East Studies Center of Portland State University, Saudi Aramco World
- Field tested lessons for helping students to understand what sustainability can mean in their own lives from Facing the Future, a Seattle based initiative
- Non-governmental organizations such as Mercy Corps and Heifer International
- iEARN: a K-12 online network with a wonderful track record of connecting students across the globe
- And, yes, even the Central Intelligence Agency.

I was there representing the *Newsweek* Education Program, having worked with them in producing materials on global education issues for a long while. Having worked in the field of global education most of my professional career, this felt much like coming home. There they were—all in one place and even close to our current Seattle home. The field was alive and healthy and engaged in far reaching and unthought-of ways from back in the early days of the National Council of Returned Peace Corps Volunteers [predecessor of the National Peace Corps Association] in the early 1980s and those first proposals to create our first paid employee to engage in Global Education outreach efforts, Diane Botnick.

The workshop listing was one filled with difficult choices. Noteworthy were the two sessions presented by Anne Baker and Ellen Frierson: one on *Global TeachNet: One-Stop Shopping for Global and Peace Corps Resources*, featuring Anne and Ellen of NPCA, and Richard Ireland and Victoria Crumacker of the Columbia River Peace Corps Association; and a second one called *Service Learning for Global Citizenship* done with Natalie Wooller of NetAid, an initiative of Mercy Corps in New York. NPCA Global Education efforts have come a long, long way. They did a marvelous job.



Joanne Dufour and Anne Baker at ISSA Conference

It was humbling to realize that I was there presenting on my sixteenth piece for *Newsweek*. What was even more humbling was to engage with one of the other exhibitors who was promoting a marvelous array of highly appropriate websites for students to use as they learn more about their world. He looked at my nametag and said, "Oh, *Newsweek*... You guys did a *great* job on that map and guide on Child Labor a few years ago." "Thank you," I responded meekly. His voice filled with enthusiastic reminiscences: "That really got me into that issue—we got Craig Keilburger of *Free the Children* to speak as a keynoter at the annual conference of the National Council for the Social Studies and got me and my kids to go down the road of building a school in Uganda. It's still in operation.... a real highlight for me."

Oh my...we never do know what our small efforts will lead to....

## Flat Stanley, continued from page 6

The *Flat Stanley* project is an innovative opportunity to partner with community groups or students both here and stateside. While *Flat Stanley* is popular among students, he is also very effective at motivating and interesting adults too.

The Chicago-land *Flat Stanleys* definitely made an impression at several locations where PCV hosts integrated the paper ambassadors into camp programs or into English club activities. The *Flat Stanley* journals are filled with pages of details on Ukrai-

nian language, customs, facts, opinions and experiences.

To view a PowerPoint show about the Chicago Flat Stanley's Ukraine Summer Tour 2006, visit: [www.pulverpages.com](http://www.pulverpages.com)

*A big thanks to the following generous & creative PCVs and associates in Ukraine who participated:*

Tomas Chard, Kevin Dahm, Eric & Sandra Jacob, Michael J. Schowalter, Jr., Margaret McGinty, Ira & Elizaveta Priyuma, Mark & Virginia Pulver, Wendy Shapiro, John Sheetz, Rosa Werthwein, Michael & Leilani Uyehara

# Opportunities

## The International Child Art Foundation

### World Children's Festival

This June ICAF will host the world's largest celebration of children's creativity and imagination—the World Children's Festival—at the most prestigious public venue in the world—The National Mall. You are invited to join the children at their World Festival on June 23-25, 2007 on the National Mall at 4th to 7th Streets, between the National Gallery of Art and the National Air and Space Museum. Opening every day with a ceremony at 10:30 am, the festival activities will continue until 5pm each day and will be free and open to the public.

The Festival will showcase children's creativity, imagination and talent; equip them with communication, collaboration and leadership skills; and promote mutual respect and trust as a foundation to future peace-building initiatives. The fusion of art, sport and technology with dance and musical performances, co-creation of art, and workshops on peace education and creative leadership make the Festival a complete synesthetic experience—a total work of art that transforms the National Mall.

For more information, see [www.icafe.org](http://www.icafe.org). Clicking on "resources" can take you to children's art gallery, a link to *Child Art* magazine, and more.

## Support Girls' Education in Africa:

In 2003 the Peace Corps Nigeria Alumni Foundation (PCNAF) launched a scholarship program that provides support to promising Nigerian female students in need of financial assistance to complete their secondary school education. It was created in an effort to eliminate some of the barriers that discourage or exclude girls from the benefits of basic and advanced education.

By joining the PCNAF Secondary School Partnership Program your school will become part of a growing movement within the international community to enhance public awareness of the importance of girl's education in developing countries, and to narrow the gender gap in primary and secondary education. PCNAF will assist teachers in developing curriculum to inform their students about:

- 1) *the Global Campaign for Education*
- 2) *disparities in girls' education in Nigeria and other developing countries*
- 3) *the economic and social benefits of educating girls*
- 4) *how they can play a critical role in helping to eliminate disparities in girls' education.*

In addition to engaging in fundraising activities to support the scholarship program, students will also have an opportunity to correspond with the PCNAF scholarship recipients and their teachers, and participate in crosscultural exchanges (letters, photos and artifacts).

For more information about PCNAF and the girls' scholarship program, please visit [www.pcnafe.org](http://www.pcnafe.org) or contact Albert Hannans: [ahannans@cox.net](mailto:ahannans@cox.net) or (703) 924-1474.

## Volunteers for Peace

VFP is a Vermont nonprofit membership organization promoting over 3400 International Voluntary Service Projects in more than 100 countries. Their projects are an affordable way to travel, live and work abroad while promoting peace through intercultural learning and community service.

The 2007 *International Voluntary Service Directory* (\$30 **priority** postage paid) is an annual booklet (500+ pages) listing over 3400 opportunities for meaningful travel throughout Western and Eastern Europe, Russia, Africa, Asia, Australia and Latin America. Our projects are affordable ways that Americans of all ages can promote international goodwill through community service projects in more than 100 countries. 2-3 week programs are \$250 including room and board. Please go online, call, write or email for the 2007 Directory (Visa, MasterCard and American Express accepted) or for a **free** copy of our newsletter.

A copy of our 2006 Directory is available for your review at no charge upon request. Thank You! Contact: Volunteers For Peace International Voluntary Service 1034 Tiffany RD Belmont, Vermont 05730 Tel: (802) 259-2759 Fax: (802) 259-2922 Email: [vfp@vfp.org](mailto:vfp@vfp.org) Website: [www.vfp.org](http://www.vfp.org)

## Design a UN Stamp

As part of the activities to celebrate the International Day for the Eradication of Poverty and the end of the First Decade for the Eradication of Poverty, the Division for Social Policy and Development at the United Nations invites children from all over the world to participate in an art competition on the theme "We can end poverty." The contest is open to children from all around the world from age 5 to 15 years.

The best six designs will be presented during the commemoration of the International Day on the Eradication of Poverty, on 17 October 2007, and will be issued as stamps of the United Nations Postal Administration.

In addition to the best 6 designs, another 20 designs will receive special commendation. The total of 26 winning entries will be displayed in a special exhibition at United Nations Headquarters in New York in 2007.

For contest rules and information, see [www.un.org/esa/socdev/poverty/art.htm](http://www.un.org/esa/socdev/poverty/art.htm). Deadline: 30 June 2007

## Take Your Classroom Global! Contest

TakingITGlobal is holding its first *Take Your Classroom Global!* contest from March 2nd to April 30th to recognize the best demonstrations of creative, collaborative, and technology-rich global learning from students and educators around the world.

To participate in the contest, students and educators can submit in the media of their choice to the TakingITGlobal.org online community, and then complete an online submission form. Entries ranging from blogs, podcasts, project pages, and lesson plans, to articles in *Panorama* online magazine, images and artwork, or even TakingITGlobal profiles are all welcome. All entries will be reviewed by a panel of judges and prizes and recognition will be awarded for innovation, critical thinking, creativity, collaboration, global awareness, and demonstration of media and Information and Communication Technologies (ICT) literacies.

For additional information and to enter the contest, please visit: [www.tiged.org/contest](http://www.tiged.org/contest)

## Summer Institute

Empower your students in an increasingly global community.

The Center for the Study of Global Change at Indiana University in Bloomington once again hosts a two-week residential summer institute July 8-21, 2007 for middle and high school teachers. Participants join IU professors and other internationally prominent speakers to explore diverse topics such as global environmental change, global food security, international trade, populations at risk, and conflict resolution through simulations, panels, interactive video connections, and cultural events.

For more information, see: <http://globalinstitutes.indiana.edu> or email [issi@indiana.edu](mailto:issi@indiana.edu).

## Be Part of the "Our World 2007" Survey

This survey is intended to take the pulse of how youth in different parts of the world think and feel about issues of cultural, social, and economic identity both on the national and global level. The survey has been translated to various languages so more youth from different parts of the world can participate. Please promote the survey to as many young people (ages 15-24) as possible in all regions of the world. The survey is in 9 languages and can be found at [www.ourworldgce.net/currentactivities.htm](http://www.ourworldgce.net/currentactivities.htm).

## International Essay Contest Organized by the Goi Peace Foundation and UNESCO

The theme of this year's International Essay Contest is "The Role of Media and Information and Communication Technologies in Building a Peaceful World." Young people from around the world are invited to submit their creative ideas on this theme. *Entries must be received by June 30, 2007.* For more information, see [www.goipeace.or.jp/english/activities/programs/0702\\_00.htm](http://www.goipeace.or.jp/english/activities/programs/0702_00.htm)

## Conference & Youth Summit in Cairo

The International Education and Resource Network (iEARN), the largest K-12 online project-based learning network, holds its annual international conference in different countries every year. From July 21-26, 2007, under the auspices of the Ministry of Education and support of the Egyptian Association for Educational Resources (E-ERA), iEARN Egypt will be hosting and organizing the annual conference at the Mubarak City for Technology and Education, which is the largest institute for teachers' professional development in the Middle East region. All persons in the fields of education and youth programming are invited to participate in this international event.

The theme of the conference is: *Connecting Cultures – Respecting Differences: A Global Dialogue for Development and Sustainability.* This theme will serve as an umbrella for iEARN projects and other sub-themes such as: professional development, new educational developments, new developments in ICT, iEARN initiatives and management, global dialogue and rural development.

## 2007 J8 Program

Morgan Stanley and UNICEF have partnered to bring about the 2007 J8 Program, a global citizenship education program that enables young people, with guidance from a teacher, to learn more about major global issues, form their own ideas about these issues, and develop their group work skills.

As part of the J8 Program, students are encouraged to participate in a competition where groups of eight students (ages 13-17, working with a teacher) write a brief communiqué on the topics being discussed at the G8 Summit for a chance to earn a spot at the J8 Summit in Germany this June. At the Summit the students will have the opportunity to present their ideas directly to President George W. Bush and the other Heads of State from the G8 countries. *Entries must be received by March 29th 2007.*

Questions? Please contact the Morgan Stanley Community Affairs Dept.: [Anna.Farber@morganstanley.com](mailto:Anna.Farber@morganstanley.com) or visit the [www.j8summit.com](http://www.j8summit.com) website.

The conference is expected to attract 1000 participants. Parallel to the educators' conference, there will be an international youth summit with a focus on *Leadership and Youth Empowerment.*

The conference is expected to attract international speakers and leaders in the field of ICT, education, cross cultural understanding, and peace education. Among the many distinguished guests, organizers have confirmed the participation of Citizen Project, Eisenhower Fellowship, European Higher Education for the World in Poland, International Institute of Education (IIE), Kellogg Foundation, Ministry of Education in Denmark, Ministry of Education in UAE, Mr. Peter Copen, Director of the Copen Family Fund and founder of iEARN, People to People International, UNAIDS, and US State Department, ECA office.

For further information, see [www.iearn2007.net](http://www.iearn2007.net). Conference and Youth Summit registration is open from July 1, 2006 - June 30 2007. Late fees will apply for registrations received after April 1, 2007.

## NetAid Global Citizen Corps



The application for the 2007-2008 NetAid Global Citizen Corps is now open! The Global Citizen Corps is a national network of high school student leaders working to educate and mobilize their peers in efforts to end global poverty. Throughout the year, Global Citizen Corps Leaders form a virtual community through an exciting Online Action Center.

Do you know high school students who want to make a difference in the lives of the world's poor? Would you like to help schools get more involved in addressing global challenges like HIV/AIDS, hunger, and access to education?

*Tell students to apply for the NetAid Global Citizen Corps!* You can learn more about the program and how students can apply online at [www.netaid.org/go/apply](http://www.netaid.org/go/apply). *The application deadline is May 15, 2007.*

# Electronically Speaking

## Web Class on the Armenian Genocide

The Genocide Education Project has launched *Genocide and the Human Voice: Nicole's Journey*, the first online classroom about the Armenian Genocide.

The class uses contemporary learning technology and methodologies to provide a stand-alone lesson students attend online. Recognizing the limited amount of class-time school teachers have compared to the many important and required topics they must address, The Genocide Education Project created an opportunity for high school teachers to introduce their students to the history of the Armenian Genocide, without having to devote full class time to it.

Through the voice of Dr. Nicole Vartanian, *Genocide and the Human Voice: Nicole's Journey* provides a background to the history of the Armenian Genocide and the effects of genocide denial on subsequent generations. Based on Nicole's real life journey to her grandmother's village in Eastern Turkey, the lesson illustrates the continued pain that genocide brings and the fortitude of those searching for truth. After an introduction to the history of the Armenian Genocide and Nicole's grandmother's moving story of survival, the lesson walks students through a series of emails that Nicole sent her mother describing her many observations and thoughts as she undertook her journey.

To access the unit, go to [www.learn-genocide.com](http://www.learn-genocide.com)

## Human Rights Education Message Board

Global Dialogue Press is pleased to announce the creation of the Global Dialogue Press Human Rights Education Message Board, an online discussion center for HRE practitioners and activists. We hope this message board will become a place where HRE practitioners and activists can come together to discuss the day-to-day triumphs and challenges of HRE, such as HRE lesson plan successes and failures (e.g., what is working, and perhaps not working, in the classroom), ideas for how to start an HRE program, tips for overcoming HRE obstacles (from hostile school boards and/or parents, to indifferent students, to skeptical colleagues), creative ways to use existing HRE resources (especially on a limited budget), announcements of upcoming HRE events, etc.

To access the message board, go to [www.xamonsong.com](http://www.xamonsong.com), then click on the link to the message board. To discourage spammers and others who do not have a legitimate interest in the board content, registration is required before you can post to the board. We hope members will enjoy this new HRE resource, and will share their HRE knowledge and experience with the other members. Our goal is to create a discussion center where mutual support and encouragement among the many and varied—and often geographically isolated—HRE practitioners and activists around the world becomes a reality. We look forward to seeing you there!

## Global Warming 101 Expedition

No More Arctic? Follow Will Steger's Global Warming 101 Expedition at [www.globalwarming101.com](http://www.globalwarming101.com)

Baffin Island is ground zero for climate change. The ice hunting season has been cut in half, weather, precipitation and wind patterns are changing, animals for which the elders have no names are appearing, permafrost is melting, ponds are draining and polar bears are beginning to wander into villages looking for food. No better place exists to witness the disruption of ecosystems and cultures by climate change. This February, Will Steger and his expedition team of Inuit hunters, explorers and educators, will embark on a four-month-long expedition to get a firsthand look at how global warming is impacting the Arctic landscape, wildlife, and human communities. The Global Warming 101 expedition will publicize this change using photo, audio and text updates they collect and post to [www.globalwarming101.com](http://www.globalwarming101.com) as a warning to the rest of the world of the reality and magnitude of climate change. Students and teachers around the country can follow along with the Expedition using the freely available educational curricula. In addition, the Global Warming 101 website will provide the wider community with tools, resources, and information that builds a solid understanding of the issue as well as motivation to slow global warming through personal and legislative action.

## GlobaLink-Africa Online Curriculum

The UCLA Globalization Research Center-Africa (GRCA) is proud to offer the *GlobaLink-Africa Online Curriculum*, an exciting new resource for teachers and students in World History, English-Language Arts, or Globalization Studies. *GlobaLink-Africa* is a **free** online curriculum designed to teach high school students about globalization, Africa, and US policy towards Africa. The curriculum objective is to offer high school students an interactive series of sixteen case studies that make the complexities of the process of globalization accessible and understandable. It is also to provide two fictional, on-screen guide characters that take contesting positions on many of the facets of the unfolding globalization phenomenon as they affect Africa and its people, and United States-Africa relations. To access the website online, go to [www.globalization-africa.org](http://www.globalization-africa.org) and click on "GloboLink Africa."

GRCA conducts research on the dynamics and effects of globalization, with particular emphasis on Africa. The overall aim of the Center is to discover the ways in which global forces impact upon African societies, and the ways in which African societies have an impact upon the globalization process. Along with this goal, GRCA strives to educate the populace about globalization and Africa. To access our website and learn about our signature projects, please visit [www.globalization-africa.org](http://www.globalization-africa.org).

For more information, or to request a free *GlobaLink-Africa Online Curriculum* CDROM and Teacher's Guidelines, email Kristen Thompson at [kthompson@international.ucla.edu](mailto:kthompson@international.ucla.edu).

# Global Education Resources

## 2007 Great Decisions Materials

Each year, the Foreign Policy Association identifies eight of the most critical global issues facing our country, and offers in-depth articles, study questions and opinion ballots for each topic in the *Great Decisions Briefing Book*. 2007 topics include: *The Middle East; Climate Change; Mexico; Migration; South Africa; Children; Central Asia*. FPA also makes available a Teacher's Guide, and produces the *Great Decisions Television Series* for PBS (available on DVD or VHS) to assist educators with integrating the Great Decisions into the classroom. Finally, extensive resources on each topic along with information specifically for teachers and students, are available online at [www.GreatDecisions.org](http://www.GreatDecisions.org).

The Foreign Policy Association also offers sponsored teacher training programs and other professional development opportunities in the summer and throughout the year. If you are interested in learning more about the Great Decisions program, or would like to order a classroom pack, please visit [www.fpa.org/pubs\\_inventory2416/pubs\\_inventory.htm](http://www.fpa.org/pubs_inventory2416/pubs_inventory.htm) or contact Program Coordinator Michael Lucivero at [mlucivero@fpa.org](mailto:mlucivero@fpa.org).

## All the Languages of the World

The Rosetta Project has created a publicly-accessible online archive of all documented human languages: over 2,300 are represented, with more being added all the time. Check it out at [www.rosettaproject.org/](http://www.rosettaproject.org/)

## Conflict in Iraq: Searching for Solutions

*Conflict in Iraq: Searching for Solutions* is a new curriculum unit developed by the Choices Program to help students consider the history of Iraq and the present conflict, and to participate in informed discussion about the U.S. role in Iraq today.

Readings and accompanying lesson plans explore the history, forces, and events that have shaped Iraqi society, the competing ideas at play in the United States, and the dynamics in Iraq today. At the center of the unit is a simulation in which students, acting as members of Congress, debate and deliberate three distinct policy options for the U.S. role in Iraq.

Also available: free online resource *Conflict in Iraq: Confronting Policy Alternatives* is an interactive lesson plan focused on the options at the center of the debate. This free resource engages students in consideration of divergent policy alternatives concerning Iraq. The material is available from "Teaching with the News" on the Choices web site [www.choices.edu](http://www.choices.edu).

## Oxfam Around the World Series

Help children in the Early Years develop a global perspective with the *Around the World* series: *Hair, Bicycles, Homes, and Playtime*.

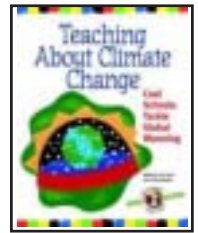
This beautiful photographic series of 4 books introduces children to different topics and their place within different cultures and countries. Engaging text, differentiated for teachers and pupils, helps children value and respect different cultures and explore similarities and differences in the way we live. Each book includes stunning photographs from around the world, and a world map showing where the children come from.

The *Around the World* series is ideal for developing self-esteem and empathy for others, as well as visual literacy, reading skills, and knowledge and understanding of the world. Suitable for use across the curriculum in the primary grades. Produced in association with Frances Lincoln Publishing.

Paperback copies can be ordered from Oxfam's secure online Catalogue at [www.oxfam.org.uk/publications](http://www.oxfam.org.uk/publications) or by contacting our distributors by e-mailing [oxfam@bebc.co.uk](mailto:oxfam@bebc.co.uk). For a copy of Oxfam's Catalogue for Schools, containing around 400 education resources, contact Oxfam at [education@oxfam.org.uk](mailto:education@oxfam.org.uk), or order online at [www.oxfam.org.uk/publications](http://www.oxfam.org.uk/publications).

## Global Warming Book from Green Teacher

Want to teach your students about global warming? Check out *Teaching About Climate Change: Cool Schools Tackle Global Warming*



Helping teachers and students to tackle the challenging topic of climate change, this anthology from *Green Teacher* offers a framework for teaching fundamental concepts and a variety of activities that can be undertaken in school, at home or in the community. Teachers will find practical ideas for making the intangibles of climate change more concrete to students, including experiments that demonstrate the greenhouse effect, school energy and waste audits, and hands-on explorations of energy and transportation alternatives from solar cookers to bike-a-thons. Up-to-date lists of learning resources and related organizations round out the collection of the best of *Green Teacher* on the topic of climate change. You can order online at [www.greenteacher.com/tacc.html](http://www.greenteacher.com/tacc.html) or call toll-free at (888) 804-1486. (US\$12.95 / C\$15.95)

## New Kids Around the World Country: Sierra Leone



Global TeachNet's *Kids Around the World* website introduces elementary school students to the lives of children in developing countries around the world through personal interviews and photographs. The newest country featured on the site is Sierra Leone. Visit [www.katw.org](http://www.katw.org) and click on "Africa."

*Kids Around the World* has been updated with new links for easier navigation, and recently-added countries include Mozambique, Sudan, China, Pakistan, and Haiti. Lists of children's books, links to more information about the countries and a lesson plan to accompany the child profiles are also available on the website.

## Pilot New TeachUNICEF Curriculum

The US Fund for UNICEF is looking for US teachers to pilot its new *TeachUNICEF* online curriculum materials for grades 6-8 and 9-12. These lesson plans, based on UNICEF's 2006 *State of the World's Children Report*, examine how issues of poverty, armed conflict, child labor and disability impact the lives of children in developing countries, and what UNICEF is doing to address these challenges to children's survival and development. Each lesson plan is aligned to national curriculum standards, and contains ideas for interdisciplinary curriculum work.

You can view the TeachUNICEF lessons plans at: [www.unicefusa.org](http://www.unicefusa.org) (select *Youth Action* and *Teach UNICEF*).

There will be two phases of the pilot project: April 1 – June 1, 2007 and Sept. 1 – Nov. 1, 2007. You may sign up to participate in one of these phases.

Teachers piloting in Spring 2007 will be asked to carry out one online lesson plan with their classes. The lesson focuses on a boy named Ali from Jordan, and explores the impact of child labor on his life. Teachers piloting in Fall 2007 will be asked to choose one lesson plan from the list below:

- Martha from Sierra Leone (this lesson focuses on children & armed conflict),
- Himal from Nepal (children & poverty),
- Nodira from Uzbekistan (children with disabilities), or
- Ali from Jordan (child labor).

Teachers will also be asked to choose one additional lesson plan, on either *The Root Causes of Exclusion* or *Measuring Success: The Millennium Development Goals*.

For more information or to register to participate, contact Susan Fountain, Evaluation Outreach, US Fund for UNICEF, at [shfountain@msn.com](mailto:shfountain@msn.com), or 845-485-3266.



*Global  
TeachNet  
News*

**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@rpcv.org](mailto:globaled@rpcv.org).

**Next deadline: May 10 for  
June-July-August 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://www.npcaonline.org/npccassa>. If you are logging in for the first time, follow the link on that page for hints. Otherwise, after you log in, click on "profile update" to enter and/or confirm your current email address.

## Membership/Renewal Form

To join/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: [teachnet@rpcv.org](mailto:teachnet@rpcv.org)

Now you can also join online at [www.globalteachnet.org](http://www.globalteachnet.org) (click on "Join GTN" in the membership box) and pay with a credit card in a secure environment.

\_\_\_\_\_ 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.