



Global TeachNet

Global Education Network News

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

www.globalteachnet.org
Spring 2009

A Meeting of Youth from Around the Globe

The Junior 8 Summit 2008 was held parallel to the G8 summit of world leaders in Chitose, on the island of Hokkaido, Japan from 2 to 9 July 2008. The J8 Summit is an exchange program for young people, mainly from G8 countries, to discuss global issues with the friends from around the world. Thirty-nine children (four children from each G8 country and 7 children from other countries) participated in the J8 Summit 2008.

J8 participants discussed three themes: (1) climate change, (2) poverty and development, and (3) global health. At the end of their discussions, the J8 delegates wrote a joint communiqué outlining what they think should be done about the global issues on the G8 agenda. This communiqué was then presented to the G8 leaders.

Groups of young people can enter the J8 Competition by putting forward their ideas on the topics discussed by the G8 this year. Entries are judged by an expert panel in each country and one group of four students is chosen to represent their country at the J8 Summit.

The team from the United States in 2008 was from Pleasanton, CA. It consisted of three girls (Avani Jariwala, Jamie Vellinger, and Manogna Manne) and one boy, (Matthias McCoy-Thompson). Since Pleasanton is close to my home, I was able to meet with them and hear some of their experiences. Following are some excerpts from an interview with three members of the team, Manogna (M), Avani (A) and Jamie (J).

Susan Neyer, Editor

How did you hear about the J8 conference?

(M) I was actually very interested in UNICEF and what they did. So, I had wanted to form a club at my school based on UNICEF. As a result, I decided to browse through their website and came across a "J8 competition." I thought it sounded interesting so I asked a couple of classmates and friends if they wanted to do it and they agreed, so we formed a team.

(A) We never imagined actually winning! It was very surprising.



The J8 Team, l-r: Manogna, Jamie, Avani, Matthias

What inspired you to want to attend the J8 conference?

(M) Ever since I was a little girl, I was always inspired to help people. A great inspiration was especially my family; they were always giving and open to others. I wanted to be the same. So, when an opportunity like J8 came up, I didn't even hesitate to take the chance.

(A) After learning about the J8 summit, I realized that by participating in such an event, I would get the chance to have my voice heard by a much larger audience. I wanted to share my ideas about global issues with people who had completely different life experiences than me but were still interested in the same things as I was.

See J8 Summit, page 6

Join our new Global TeachNet network!

You are invited! The National Peace Corps Association recently launched a new website, Peace Corps Connect, to connect, inform and engage all people inspired by Peace Corps and eager to connect to the world.

The site includes a special section for educators, Global TeachNet. While much of the content is publicly accessible, to get the full benefits of the site, create a profile and join the Global TeachNet group.

What are some of the highlights?

- Photos and videos from around the world
- Global Education Gateway to resources
- Newsletter and listserv archives
- Online discussion forums—see:

<http://community.peacecorpsconnect.org/group/globalteachnet>

GTN Thanks You!

The National Peace Corps Association is grateful to the following for their financial and in-kind support of our global education program, Global TeachNet, between Jan. 1 and Dec. 31, 2008:

Individual Donors to Global Education

- Anne Baker
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- Richard Vobroucek

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9-12 Corner: Inspiring a Love of Languages *by Angene Wilson*

Below is not the usual lesson plan but some ideas for encouraging conversations about languages, why and how we learn them, and the value of being able to use more than one. As someone who wishes she could be more than a monolingual speaker with a bit of college French, and an ability to greet people in Chichewa, Fijian, Gola, and Mende, I admire both the kids learning Japanese in a central Kentucky rural county high school and the immigrant kids learning English in our city schools on top of first languages of many different countries. How can we get all young people excited about being multilingual?

Idea 1

Ask students in an English class to read "Kitchen Confidential: His host mother was bound and determined to learn English" in spring 2009 *WorldView Magazine*. Discuss why Joshua's host mother wants to learn English. Why do people in other countries want to learn English? Joshua had to learn the language of Azerbaijan before he began teaching English there as a Peace Corps Volunteer – why was that important? What are the advantages of being multilingual? (Be sure to find Azerbaijan on a world map.)

Idea 2

Ask students in a Spanish class to read "Love in a Foreign Language" in spring 2009 *WorldView Magazine*. Discuss how Evelyn learned Spanish. How did her learning Spanish contribute to her love story? What are other examples of how motivation and emotion make a difference in language learning? Ask students in the class or school for whom Spanish is their first language to answer that question. (Be sure to find Peru on a world map.)

Idea 3

In an English class, organize a panel of students for whom English is not a first language to talk about what they find strange, hard, and interesting about learning English. Ask the students to introduce themselves in their first language.

Idea 4

In an English class, organize a panel of students, parents, and community members to talk in other than American English – perhaps British English, Indian English, Nigerian English, for example.

Idea 5

In a French class, choose several poems from *A Rain of Words, A Bilingual Anthology of Women's Poetry in Francophone Africa*, edited by Irene Assiba d'Almeida, University of Virginia Press, 2009. Read in both English and French. See example.

Idea 6

Many schools with multicultural populations hang flags of represented nations in their entrance halls. Represent various world languages in welcome signs, morning announcements, music, library and exhibit case displays.

From A Rain of Words, A Bilingual Anthology of Women's Poetry in Francophone Africa

la lune beau tendre l'oreille
la lune a beau tender l'oreille
elle n-entend point
la brise dire ses secrets aux feuilles

the moon tries hard
the moon tries hard
she cannot hear
the secrets the breeze tells the leaves

Peace in Thirteen Languages

Chosen from *Peace in 100 Languages*, by M. Kabattchenko, V. Kochurov, L. Kohanova, E. Kononenko, D. Kuznetsov, A. Lapitsky, V. Monakov, L. Stoupin, and A. Zagorsky. Rolling Hills Estates, California: Jalmar Press, 1992.

Asomdwoe – Akan, Ghana

Damai – Indonesian

Salam – Arabic

Rongo – Maori, New Zealand

Shalom -- Hebrew

Qasikay – Quechua, Peru and Ecuador and Bolivia

Shanti – Bengali, Bangladesh and India

Mir – Russian

Vrede – Dutch

Hau – Tahitian

Paix – French

Ukuthula – Zulu, South Africa

Zaman lafiya – Hausa, Nigeria and Niger

More Global Ed. Lessons for 9-12

The following two lessons were generously contributed by one of our readers, Jill Severe, Global Studies III/IV and AP World History Teacher in San Antonio, TX, and her colleague Ms. Barbara Bertoldo, Middle/Upper School Librarian. What follows are synopses of the lessons; for the complete lessons, contact Jill at jsevere@smhall.org.

What Regions of the World Were Affected by the Silk Road?

Subject:

World History With a Cross Curricular Connection: Art & World Geography

Objective:

Students will analyze the effects of geographic and human factors in world history on the Silk Road trade patterns.

Introduction: The Silk Road is the ancient trade route passing from the shores of the Mediterranean through Bukhara and Samarkand to Dunhuang and to Xian in central China. Silks, spices and perfumes, precious gems, and even everyday items were carried along this route. As students explore this rich historical period, they should use their library's print and digital resources to

find out more about the Silk Road and how it transported cultural influences - customs and religions, art and science, knowledge and ideas.

This lesson is divided into five steps:

- 1 "Ask" provides questions for students to answer and vocabulary to identify.
- 2 "Investigate" directs students to use online subscription resources, websites and books to learn more about trade on the Silk Road.
- 3 "Create" asks students to take an on-line Pre-Quiz to identify what they know about trade on the Silk Road. Step 3 also provides a *Key Concepts Graphic Organizer* to record and synthesize information on Silk Road trade learned during step

2, and a map exercise that uses Google Earth and other on-line technology to learn about the geography of the Silk Road.

- 4 "Discuss" has students research and create a digital Photo Story on an aspect of the Silk Road identified and studied in Step 3.
- 5 "Reflect" includes an on-line Post-Quiz that allows students to compare their score with their Pre-Quiz, and facilitates class discussion. It also provides an opportunity for students to present their small group Photo Story to the rest of the class and includes a rubric for assessment.

Fractals, Traditional Cultures, & Complex Mathematics...Is There A Connection?

Subject:

Mathematics with a Cross-Curricular Connection to Global Studies

Objective:

Students will use sequences and series as well as tools and technology to recognize and analyze patterns and geometric sequences and series to solve real-life problems.

Introduction: The traditional cultures of Africa have used fractals for centuries in their everyday life, religion, and art. Could the complex mathematics for fractals have come from repeated centuries of trial and error by these African cultures? Modern man has learned that he can create an object of art by utilizing a mathematical formula that repeats over and over, where each step results from the previous step. In other words, it is a repeated process or an iteration. Fractals are known as art by formula. From this concept art is created...art in nature, art in civilization, and art in mathematics. This concept of transformations with translations and dilations is known more commonly as a fractal. The definition of a fractal is a geometric figure that is composed of self-similar parts.

This lesson is divided into five steps.

- 1 "Ask" provides questions for students to answer and vocabulary to identify.
- 2 "Investigate" directs students to use online subscription resources, websites

and books to learn more about trade on the fractals and the use of fractals in African culture.

- 3 "Create" asks students to learn how to create Sierpinski's Triangle which will teach them the concept of repeated iterations, and understand the design and development of the fractal. Also provided is an on-line lecture on African Primitive Cultures and their use of fractals, as well as links to explore African culture's use of fractals through on-line resources.
- 4 "Discuss" has students participate in an inner-outer circle with a pre-writing exercise. Also included is an inner-outer circle template and scoring rubric.



- 5 "Reflect" culminates in either a class debate or a visual project activity, creating a visual representation of the use of fractals in African cultures. Step 5 materials include a debate rubric and technology links.

GTN Thanks You, *continued from page 1*

Other support

- Association for Supervision and Curriculum Development
- Better World Books

Interns

- Molly Doyle
- Leslie Ling
- Laura Whiston

In-kind Donations

- Christina Mancini
- Susan Neyer
- Angene Wilson

K-8 Corner: What's the Weather?

by Susan Neyer

As we finish up a winter season that has brought extreme weather conditions to much of the United States and other places around the world, maybe it's time to step back and take a good look at weather with your students.

K-2 students can start out with looking at the weather in their own areas, learning some simple terms for the types of weather, and using or developing some symbols that will make it easy for pre-readers to chart the weather. The class can keep a weather chart and/or individual students can keep their own. They can also keep a chart of the temperature, rainfall, number of sunny/rainy days, etc.

A few questions for primary students:

- *What kind of weather do you like best? Why?*
- *Why do we need a variety of types of weather (sun, rain, wind, etc.)?*
- *Has there ever been an extreme weather incident in your town (tornado, hurricane, drought, flood, etc.)? Have you lived through one of these events? How did it make you feel?*

A few ideas for older students:

- *Keep track of the types of clouds that you see over a period of several weeks. Compare this with a chart of all the major types of clouds. Did you see all of these types? Do you think you might see the others at another time of the year? Are there some that only appear in certain areas?*
- *How many weather regions such as mountains, coasts, deserts and plains can you find in the United States? How does the weather differ in these regions? Which region is your home in?*
- *Can you find other areas around the world that have similar weather patterns to your home region? Do they look the same? What similarities and differences do you see (terrain, vegetation, agriculture, animals, etc.)?*
- *How is the weather around the world being affected by global warming? Select an area of the world that is being seriously affected and report on the effects. Do you see any effects of global warming in your area?*

Some resources:

Books:

- *Eyewitness Weather* by Brian Cosgrove (DK Publishing, 2007) is the most comprehensive book I found. As with other "Eyewitness" books, it is lavishly illustrated with photos. It shows various types of weather, weather in different regions, extreme weather conditions from ice storms to tornados, and has a section on our changing weather. This could be a good reference for upper elementary and perhaps middle school students.
- *Wild About Weather: 50 Wet, Windy & Wonderful Activities* by Ed Brotak (Lark Books, 2004) is written in a kid-friendly manner with short blurbs and lots of illustrations the should appeal to upper elementary students. It is packed with lots of information, including charts such as the Beaufort scale for measuring wind speed, wind chill heat index tables, and simple projects and experiments.
- *Weather Projects for Young Scientists* by Mary Kay Carson (Chicago Review Press, 2007) is written in a more traditional style with black and white illustrations, but it is also filled with lots of facts, simple charts, and experiments. There are sections on climate change, pollution, wind power and more.
- *Experiments on the Weather* by Zella Williams (Rosen Publishing Group, 2007) is designed for primary students, with well-illustrated, simple experiments and a glossary of terms.
- *Planet Under Pressure: Climate Change* by Mike Unwin (Heinemann Press, 2007), for upper elementary and middle school, opens with a map of the world and labels showing changes and potential problems in many locations around the globe, along with a reference to the pages on which it is discussed. (Sample: Malaria cases are on the rise in Rwanda. Find out why.) The book includes a significant section on taking action and a number of charts with statistical information.

Websites:

- www.nationalgeographic.com/xpeditions/lessons/04/gk2/pgafrika1.html has lesson plans for all grade levels. "How's the Weather in Africa?" for K-2 – shows North Africa/desert in comparison the other areas. Entering "weather" in the search area brings up a wealth of other lessons searchable by grade level.
- <http://www.weather.com/common/welcomepage/world.html> On this site from the Weather Channel, you can find out the weather in major cities around the world. Most temperatures are in centigrade, an opportunity for students to convert to fahrenheit.
- <http://eo.ucar.edu/webweather/> From the Boulder Valley School District, "Web Weather for Kids" has activities, games, and links
- www.cyberbee.com/coolweather/weatherlessons.html This "cool weather destinations" site is full of links to explore, each of which may lead you to more interesting sites and activities.

Award-Winning Children's Books on Africa

The Outreach Council of the African Studies Association (ASA) is pleased to announce the winners of the 2008 Children's Africana Book Awards. The Outreach Council annually honors outstanding authors and illustrators of children's books about Africa published in the United States.

Best Book for Older Readers

Aya by Marguerite Aboutet & Clement Oubrierie (illus.) (Drawn & Quarterly, 2007)

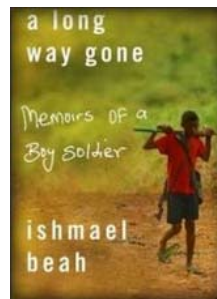
The graphic novel *Aya* tells the story of its 19-year old heroine, the studious and clear-sighted Aya, her easy-going friends Adjoua and Bintou, and their meddling relatives and neighbors. It's a breezy and wryly funny account of the desire for joy and freedom, and of the simple pleasures and private troubles of everyday life in Yop City, a suburb of Abidjan in Ivory Coast. An unpretentious and gently humorous story of an Africa we rarely see—spirited, hopeful and resilient.



Honor Books for Older Readers

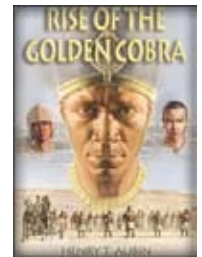
A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah (Farrar, Straus & Giroux, 2007)

What is war like through the eyes of a child soldier? How does one become a killer? How does one stop? Child soldiers have been profiled by journalists, and novelists have struggled to imagine their lives. But until now, there has not been a first-person account from someone who came through this hell and survived. Fifteen years ago, Sierra Leone's civil war transformed the life of twelve year old Ishmael Beah. *A Long Way Gone: Memoirs of a Boy Soldier* offers an inside view of how lives are transformed when war sweeps through a country. Beah was living an ordinary life in a loving community with no personal knowledge of armed conflict. The only wars he knew of were those he heard about on the BBC, read of in books or saw in movies like Rambo. When war found Beah, he was travelling to a nearby community to perform rap music in a talent show. He and the other members of his group were abducted and forced to fight alongside other young teens in the government's army. Beah also details the difficult situation the child soldiers faced when released from the army – their homes destroyed and family members dead or missing. At 15, Beah was selected to represent the children of Sierra Leone at a United Nations conference on children in conflicted countries.



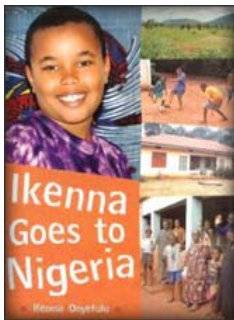
Rise of the Golden Cobra by Henry T. Aubin (Annick Press, 2007)

Set in the eighth century BCE, this historical novel follows the efforts of King Piankhy of Nubia to conquer lands in Egypt. After a dangerous mission to deliver to the king news of his enemies' plans, young Nebi joins Piankhy's army as an aide to Sheb, the king's ambitious nephew. Through his experiences in battle, Nebi learns powerful lessons about justice, revenge, and redemption.



Best Book for Young Children

Ikenna Goes to Nigeria by Ifeoma Onyefulu (Frances Lincoln, 2007)



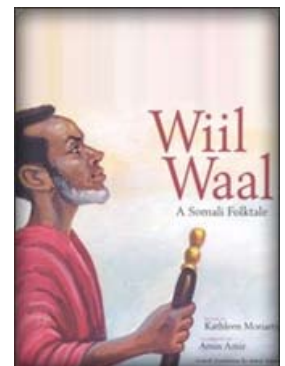
In stunning photographs and bright, informative prose, award-winning author Ifeoma Onyefulu recounts an unusual and rewarding journey. Young Ikenna lives in rainy London.

He takes a trip far away to his ancestral home in sunny Nigeria. In Lagos he plays with his cousins. Then the rain starts! But there's still lots to do. Ikenna meets great-uncle Hillary, who drove the royal train across Nigeria in 1956. After that he and his Mum attend the Oshun Festival, and Ikenna sees age-old ceremonies and colorful traditions. Told in the first-person, this charming photographic book shows young readers the pleasures that await in other countries and cultures.

Honor Book for Young Children

Wiil Waal, A Somali Folktale by Kathleen Moriarty and illustrated by Amin Amir (Minnesota Humanities Center, 2007)

When wise Somali leader Wiil Waal asks the men in his province to bring him the part of a sheep that best symbolizes what can divide men or unite them as one, most present him with prime cuts of meat. But one very poor man's daughter has a different idea. In this clever folktale, a father reluctantly follows his daughter's advice and has astonishing results.



Contributed by Brenda Randolph, Director - Africa Access;
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For bios of the authors and more, see

<http://www.africaaccessreview.org/aar/awards.html>

J8 Summit, continued from page 1

(J) I was inspired to attend the conference because there was a feeling that your voice, your words, your ideas would really be heard and could be put into practice. For a teenager with big ideas hopes and dreams this was huge.

How were you selected to attend?

(M) We were asked to submit a series of paragraphs on three different issues (Global Warming, Global Health, and Poverty & Development). There was an optional choice of adding a video or PowerPoint, and we chose to turn in a video.

(A) After being reviewed by two different boards, we were chosen to be the USA representatives in the 2008 J8 Summit.

Do you have a strong interest in a particular issue?

(M) I have always been interested in medicine. So, I was very interested in the global health aspect of it. However, we were divided into different groups (based on the topics) and I was put into global warming. This was actually an eye-opener for me because it showed me how important all the other topics were.

(A) I am particularly interested in the HIV / AIDS and child survival issues; I am naturally very interested in science and disease. I also am very sensitive to the fact that many children around the world suffer from completely preventable diseases and I want to change this.

(J) I am interested in Global health especially because of the focus on children.

Was the conference what you expected it to be? Were there any surprises?

(M) The conference was much more than what I expected it to be. For me, each day was a surprise. We were presented with such amazing activities each day. No one day was the same. For example, one night we got to go to a Japanese festival and another night the city hosted a party for us.

(A) I actually didn't know what to expect from the conference. I was just very excited and focused on working with my peers. I was very pleased to see that we connected with the other attendees quite easily and we all (the whole J8 community) were able to skip the introductions and begin being close friends from the first day that we met.

(J) The conference was more than anyone could have ever expected. It

was an absolutely amazing experience. It was surprising to learn about the different cultures that the people we were with were from. It was also surprising to find a similar bunch of like-minded teens and that we all got along with so well.

What was the most impressive/interesting part of the conference?

(M) The most impressive/interesting part of the conference was to meet the youth from all over the world and to realize that each and every one of them had the same dreams and ambitions that you did. That in itself was an amazing feeling.

(A) There were many parts that I feel were noteworthy. I remember that after reading our final declaration, the Chitose Declaration, and after finalizing it, we all stood up and applauded our efforts. At that moment in time, I remember being very proud of our us and our work. Drawing up the Declaration was very difficult, and I realized the greatness of our accomplishment as we all stood up and reflected on our work.

(J) I think the best part of the conference was the time spent in groups brainstorming and combining ideas. We really had to work together and we also learned a lot about each other and the topic while doing this.

What did you learn?

(M) I learned a lot! Not only from all the research and information gathering that we did, but also from hearing personal stories from the other J8 participants. It was really amazing to see that just on the other side of the world, there are people your age with your ambitions that live in such a unique and different lifestyle. It was incredible to learn that even though all these people were so different and unique, we were all still the same. Furthermore, I really enjoyed how there was no single viewpoint on how to attack a problem or how to come up with a solution. Rather, each person had their own ideas and each person was able to look at the problem in their own ways. This allowed me to open up my eyes more and be able to understand and learn more about how and why people were coming up with certain ideas. This allowed for more discussions and provided with even more information. I was learning so much without even knowing it!!!



(A) I've learned many things. Firstly, I know that I've learned to be more communicative of my ideas to others. I've also learned to work better with different people, especially when separated by a language barrier. I feel that I've developed much more "people skills" than I would have if I hadn't attended the conference. Besides all of this, I learned that despite our differences, children from different countries of the world are more similar in personalities and motivations.

Do you feel the conference changed you? In what way?

(M) I feel that the conference has changed me in many ways. It has taught me that if you set your mind on something, then you can surely achieve it. Furthermore it taught me to listen and understand matters from other viewpoints and not just my own. The conference taught me that I *can* make a difference in the world and that this was only the *start* of a very long journey.

(A) I definitely think that the conference has changed me. I take a much broader, global perspective on issues now than I did before. I also am much more interested in international affairs and make a point to keep up with them to the best of my abilities. I have also made life-long connections with people from all around the world that I will never forget.

(J) Yes. I feel more confident now. The conference forced you to be confident, independent, and outgoing. Half a world away from your closest family and friends, it was up to you to prepare. You were constantly being watched by fellow delegates, the media, and government officials. Any mistake you made could have serious repercussions, but anything that you did well could help

See *J8 Summit*, page 7

Opportunities for Students

Concern Worldwide Creative Writing Competition

You and your students are invited to participate in the 2009 Concern Worldwide Creative Writing Competition! This year, students are presented with the task of writing a letter to President Obama on one of these critical global issues:

- Child labor
- Climate change and the developing world
- World hunger

The President of the United States is a busy man but you have a chance to tell him about some critical issues facing the world today. Could you help him to understand the life of a child who goes to work instead of school? Maybe you can describe how climate change is affecting people in developing countries? Or perhaps you can advise him on how to tackle world hunger to improve the lives of millions of people worldwide.

Letters can be in the style of factual essays or fictional stories on one of the issues. Prizes include laptops, iPods, magazine subscriptions and more. For information, see www.concern.net and click on "write to Obama."

Application deadline: March 22, 2009

Convention on the Rights of the Child (CRC) Essay Contest

From the North American Human Rights Education listserv:

The Campaign for U.S. Ratification of the Convention on the Rights of the Child (CRC) launched its second nationwide essay contest. The Instruction Kit and Application are available at:

<http://childrightscampaign.org> (click on "youth")

The contest is open to U.S. students in grades 6-12 and home-schooled students in the equivalent grade levels (who currently live in the U.S.). Five winners will be chosen and will receive airfare and accommodations for him/herself and one parent/legal guardian

to participate in the Campaign's 2009 Symposium. *Submissions must be received by March 20, 2009.*

Global Citizen Corps Leadership Program

Do you know high school students who want to lead the movement to end global poverty and are ready to stand at the forefront of the fight for a better world? Would you like to help students and schools get more involved in addressing global challenges like HIV/AIDS, hunger, climate change and access to education?

Tell students to apply for the [2008-2009 Global Citizen Corps Leadership program!](#)

Learn more about the Global Citizen Corps and how [students can apply online](#). *The application deadline is April 15, 2009.*

J8 Summit, *continued from page 6*

you gain serious rewards and other opportunities. I was also changed in that my eyes became more open to the amount of things that we can do, and the amount of things that our governments have promised to do but have not followed through on. I came away from the conference knowing that there was so much that I could do to help make this world a better place, and I have been determined to follow up with this.

How have you shared your experience and the lessons learned with your fellow students (and your community)?

(A) My teammates and I have founded a club in our high school called UNICEF Club. In it, we focus on spreading UNICEF's mission, educating our peers about global issues, and involving our community in UNICEF's work. Also, we've spoken to many students about the J8 Summit and encouraged others to apply. I am in the process of contacting other media and urging them to advertise about the J8 Summit and UNICEF in hopes of reaching other peers in the area and Bay Area communities.

Do you have plans/hopes to continue/enrich your international experience?

(M) I definitely have plans/hopes to continue my international experience. I love traveling and meeting new people. I also enjoy helping people. So, later on in my life I would love to join an organization such as Doctors Without Borders or the Peace Corps. That way I will continue doing the two things I love most—helping others and traveling.

(A) I plan on continuing to work with UNICEF in hopes of spreading its mission to places that haven't heard of it yet. I also am keeping in touch with my J8 contacts from other countries and we frequently share ideas and goals regarding our work with UNICEF.

(J) We continue to stay in contact with UNICEF and continue to meet as a team and brainstorm all that we can do. I would love to continue with this and hope to have many similar experiences in the future.

What would you like to share with our readers?

(M) J8 was an amazing experience for me! It gives you a feeling of fulfillment and contentment when you do something that you really enjoy and something that will help to benefit the world and future generations.

(A) I just want readers to know that if they try, they will find a way to voice their ideas on issues that affect all of us. The J8 Summit is a great venue for doing so, and I think that people should definitely spread the word about it and participate in the future. Also, I hope that readers will start to take an interest in UNICEF, its work, and how we can all help others less fortunate.

(J) Get involved. You can make a difference. Try it once. Reach for the impossible because you never know where it can lead. Feel free to contact us with information, questions, comments, anything, we would love to hear from you.

For more, you can contact the team at volensetpotens2008@gmail.com

Updating Foreign Assistance *by Joanne Dufour*

Have you mentioned the concept of foreign aid recently in your classes? Ever think about how it gets decided and implemented? At a recent event in Seattle, a representative of the US Global Leadership Campaign [www.usglc.org] provided an update concerning US aid which will be of interest to RPCVs and to teachers in general. National Peace Corps Association is one of over 400 members of the campaign.

Background

Our foreign assistance legislation is in dire need of updating. The Foreign Aid Act, our operational law, is one that was passed during the Kennedy administration and enacted on September 4, 1961. [By comparison the Peace Corps was established by Executive Order 10924 on March 1, 1961 and authorized by Congress on September 22, 1961, with passage of the Peace Corps Act (Public Law 87-293).] This Foreign Aid Act was intended to correct dissatisfaction with the Marshall Plan which had guided aid to that point. It created the US Agency for International Development and separated military from non-military aid, promoting national interests by enhancing national security, expanding global economic opportunities and promoting American values. This tied in aid closely to military and business interests. Over the years the act has been amended numerous times with little concern for coordination among government departments. It has not been reauthorized since 1985. Since September 11, 2001, US foreign assistance has been dominated by national security interests with a particular focus on fighting terrorism. Iraq and Afghanistan are the largest recipients of our humanitarian aid, not to mention our military aid. Today confusion reigns as there is no clear focus to what our aid is for: there are currently 140 different broad priorities with over 400 objectives.

Reform Underway

The House Committee on Foreign Assistance initiated a reform process recently and solicited external expertise. An overview of sixteen major reports with over 400 contributors will soon be released by the Center for Global Engagement [www.usglobalengagement.org/]. Consensus is that a rewrite is needed for foreign assistance, and that process has begun. Their recommendations include: (1) commit to "smart power," (2) secure increased IAB [International Assistance budget] funding, (3) rebuild civilian capacity, (4) restore civilian leadership over humanitarian programs currently under the military, and (5) establish a global education fund.

Budgetary Allocations

It will not be a surprise to RPCVs that only 1.3% of the current US budget is dedicated to International Assistance [IA]: that's one penny for every federal dollar spent. [By comparison the allocations for others in the FY 2009 budget request are: Defense 19.9%; Homeland Security 1.5%, Social Security 21.4%, Income Security 13.2%, Medicare 13.6%, Health 9.8%, Education 2.9% , with the remainder for Net Interest and Other.] While recently the IA budget [IAB] increased in dollar amount, the percentage has seen no increase. At the time of this writing, the allocation for FY 09 for the IAB is on track for an expenditure of \$38.2 billion; in March and April, a supplemental bill of \$70-80 billion for Iraq, Afghanistan and Pakistan is anticipated, along with hope for an increase in the IAB.

Peace Corps falls under the Foreign Operations part of the budget totaling \$26 billion out of \$39.8 billion requested for the IAB FY 2009. For FY 2007 Peace Corps received \$320 million; for FY 2008 \$331 million and for FY 2009 \$343 million is requested.

According to Secretary of State Clinton, the three legs of "smart power" consist of defense, development and diplomacy with two of the latter under State Department jurisdiction. She defined "smart power" as diplomatic, economic, military, political, legal and cultural initiatives: picking the right tool or combination for each situation. She emphasized embracing the Millennium Development Goals [<http://www.mgoals.org>], doubling the annual US foreign assistance to \$50 billion, [the MDGoal #8 calls for foreign assistance in the range of .7% of GNP – that would mean an IAB budget of about \$100 billion] increasing funding to battle infectious disease and expanding civilian capacity [i.e. expanding foreign service USAID and Peace Corps].

Secretary Gates of the Department of Defense has recently said, "It has become clear that America's civilian institutions of diplomacy and development have been chronically undermanned and underfunded for far too long – relative to what we traditionally spend on the military, and more important, relative to the responsibilities and challenges

our nation has around the world." Key areas of concern, according to USGLC, have been Sections 1206 and 1207 of the National Defense Authorization Act; Provincial Reconstruction Teams and Commanders Emergency Response.

An interesting proposal from the Modernizing Foreign Assistance Network is found at <http://www.cgdev.org/content/publications/detail/16210/>. It is well worth the read. Consensus among the sixteen groups studying these issues has developed around the following points: (1) National security strategy should integrate development and diplomacy, (2) Increase resources for civilian agencies, (3) Elevate and coordinate civilian agencies, (4) Reform of Congressional involvement and oversight, (5) Integrated civilian and military capabilities, (6) Shift certain DoD development activities to civilian agencies, and (7) Restore and augment cooperation. (Thanks to USGLC for sharing this information.)

It is an interesting time for students to become familiar with the process that is underway for the updating of legislation on this important issue. Events and members of the House Committee on Foreign Assistance can be found at: www.internationalrelations.house.gov/. Information on the budget is available at: www.whitehouse.gov/omb/budget/

Some related thoughts from Angene Wilson:

I think students should grapple with the big questions such as:

- What is the US rationale for foreign aid?
- What is the most helpful foreign aid from the perspective of people who are givers? perspective of people who are receivers?
- Is there a model which is partnership, for example Peace Corps volunteers going to nations who send some of their nationals to the U.S. as Nkrumah proposed 50 years ago?
- How can US foreign aid be more holistic – funding HIV/AIDS, yes, but also education and agriculture and micro-enterprise and clean water in a village for example?
- What works?

A South African Song

by Quinn Nichols, a twelfth grader from Hopkinton, NH, Traveling School student from last semester in southern Africa.

An array of color cast by the flurry of 24 skirts strolled down the street in the chilly morning air. Armed with the mentality that we were at the township high school to make a difference, I figured we would enter the school grounds and bestow a little bit of hope, just as their principal had requested of us.

Waterval Boven lies within the providence of Mpumalanga in the eastern portion of South Africa. Representing The Traveling School, my 18 fellow classmates and our six teachers had designated a climbing hostel our temporary home. The effects of apartheid are still evident outside of town in the township, with dirt paths and meager homes. We witnessed poverty from a sheltered outsider's point of view. We watched mothers clutching the dirty hands of their children around the dancing flames of their cook fires. Clotheslines daintily swayed beneath the scant weight of their drying garments. Upon seeing a colorful township garden or a tin roof weighed down by rocks, "How cute!" might be one's initial reaction. But our principal, Gennifre Hartman, emphasized that township life "is not something to be romanticized." She is right, of course. Why else would the principal of Imemeza High School wish for us to bring hope into the classrooms of students who knew no other life?

Journeying through the mist on that early South African morning toward the township high school, we held that purpose in our minds. Equipped with the assumption of a hope-inducing lesson, our confidence escalated as we passed the primary school en route. The young children rendered us utterly flattered with their warm greetings. They burst through classroom windows to blow kisses in our direction. As a result, our anticipation increased and we could not wait to arrive at the high school and spread our American hope.

When we entered the looming iron gate of the high school, my confidence shattered. I didn't know how the students regarded us. They certainly were not calling out or blowing kisses. My classmate, Mallory, nudged me and motioned toward a group of boys. One had adorned his backpack with the duct tape words, "Don't label me as crimi-

nal." Needless to say, I was intimidated by the unfamiliarity. *I don't belong here, I thought, not with my fancy camera and colorful skirt.* I was far too naïve, far too American to enter these grounds on the grand pretense that I was here to touch someone's life.

I no longer knew what our mission was when we found ourselves at the front of a classroom, subject to expectant eyes. Hesitantly we facilitated a game, secretly cowering within. To our grateful surprise, the room sprang to life; as team members demonstrated their artistic skills (or lack thereof) and the room erupted into an excited cacophony of laughter, cheering and encouragement. Inhaling the energy radiating from the African students, we shared our prepared clap dance. Suddenly, everyone in the room was united in a slapping rhythm of the hands, the concentration powerfully focused on the beat. It was a profound moment of connection; a cultural merging. Afterwards, the students burst into a breathless symphony of dozens of buttery voices that soared through every corner of the room, pre-

sented tangible character and emotion. And when they performed their national anthem, I was sure I could touch the spirit of their past seeping through the melody, should I reach my hand into the air before me. One boy stood on a table and sang with his eyes closed, his fist clenched passionately in the air with the strain of his voice. I was astonished. "I am South African," said one girl, as if that were enough.

In the end, I had no idea of the success of our mission. Maybe we stimulated something, but I think the energy was already there, a gift passed from mother to daughter and father to son. Through their music and heavily accented English, the students communicated their soaring strength and pride despite the poverty. They are teenagers like us with dreams of becoming psychologists, financial assistants and entrepreneurs. Although we came to make a difference in someone's life, we walked away changed, emerging from the school gate with increased cultural awareness and strands of their music interwoven into our hearts.

The Traveling School

Learn about Mayan history while exploring ruins in the jungle while traveling to Tikal. Study world currencies and international economics while haggling in the markets in Zambia. Swim with gentle whale sharks and study marine biology while learning to scuba dive in the Bay islands of Honduras. Understand apartheid and South Africa's turbulent history while volunteering in schools outside of Cape Town.

The Traveling School offers academics, overseas exploration and outdoor adventure for girls between the ages of 15-18. Students earn academic credit towards graduation while traveling with qualified teachers and a group of students for 15-weeks. In addition to classes and regular schoolwork, students also complete a family homestay and a community service project during the semester.

A maximum of 16 students travel with highly qualified academic instructors and earn full high school credit for courses. The curriculum of math, history, science, language arts, foreign language, P.E., and Global Studies takes full advantage of the remarkable overseas environment and culture.

This semester program travels to: South Africa, Namibia, Botswana and Zambia during the Southern Africa Semester; to Mexico, Guatemala, Honduras, and El Salvador during the Mexico and Central America Semester; and to the Galapagos Islands, Ecuador, Peru, and Bolivia for the South America Semester. In addition to demanding academics and overseas discovery, The Traveling School is dedicated to the development of solid outdoor skills.

After the semester, the girls' academic and personal lives directly improve with the self-confidence they gain from expertise and experience overseas. Because of this unique experience, our alumni have been accepted to competitive and outstanding colleges, where they continue to thrive. Please join us!

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E-mail: info@travelingschool.com
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Gennifre@travelingschool.com
Jim Hammer, Vice-Principal
jhammer@travelingschool.com

International Studies Summer Institute: Indiana University June 21-27, 2009 ***NEW DATES***

Indiana University's 14th annual International Studies Summer Institute for teachers of grades six and above will take place June 21-27, 2009—One week only!

As a result of ever-increasing global interdependence and the extraordinary political, economic, social, and technological changes taking place throughout the world, the need for clear, innovative thinking about global issues has never been greater. With major programs for the study of all the major world regions, IU is uniquely qualified to offer international studies institutes of the highest quality.

U.S. teachers join colleagues from around the world to explore the complex and interrelated topics of global resource scarcity, international trade and economics, and global migration issues. Teachers exchange views with international experts through a variety of lectures, simulations, panels, and interactive communication technologies, as well as address methods for integrating global issues into their own classes. Special events include evening cultural experiences of film, food, and music. The program concludes with an international banquet.

Teachers receive free resources on a memory stick, certification for professional education credits, and may elect to earn graduate credits at in-state tuition rates. Participants are accepted on a first come, first served basis. A \$150 registration/technology fee is required and covers all costs – see our website for further details.

What previous participants have said about *ISSI*:

- > "Great, informative, inspirational institute. I believe it will have a direct impact on my school and community as I bring back elements of this into my classroom."
- > "This institute ranks at the top of my list."
- > "The program has literally reshaped my teaching career: [m]y Contemporary World Issues class is my heart and soul ... [including] two teaching awards and a trip to teach in Armenia."

For more information & related opportunities, visit the **International Studies Summer Institute** website:

www.indiana.edu/global/issi

or email issi@indiana.edu.

What Can Teachers Learn From Three Cups of Tea?

By Angene Wilson

We received a copy of *Three Cups of Tea, One Man's Mission to Promote Peace One School at a Time* from my brother and sister-in-law for Christmas 2007. In fact, Lew and Susan, who spent several years in Nepal, gave a copy to every household in our extended family. Why? Because it is the riveting story of one person who was willing to learn from Pakistanis how he could help change their world.

As I read Greg Mortenson's book for a second time, perused the website of his Central Asia Institute as well as the Three Cups of Tea website, and read a recent newspaper article about Fozia Naseer, a young woman from Pakistan-controlled Kashmir who is now a student at Montana State University and will be portrayed in Mortenson's next book, I wondered: What are the lessons of *Three Cups of Tea* for us as teachers?

- Lesson #1: *Out of mistakes can come opportunities.* Mortenson stumbled on the village of Korphe because he took a wrong turn coming down from a failed attempt to climb K2 mountain. There he found his life's work.
- Lesson #2: *Persist in our dreams.* When Mortenson returned to the U.S. after promising to build a school for the children of Korphe, he tried to raise funds to do just that. He wrote 580 letters and received one \$100 check – from Tom Brokaw. A friend gave him the name of a physicist/climber millionaire who had helped start the semiconductor industry, and Hoerni gave him a \$12,000 check for his school.
- Lesson #3: *Listen to our students and community.* When Mortenson returned with materials to build the school, the people explained that

they needed a bridge first, "so we can carry the school to the Korphe village."

- Lesson #4: *Learn from our students and community.* Haji Ali, the leader of the village, said to Mortenson as he pushed to build the school in "American" time and manner – quickly with "shock" and "awe": "If you want to thrive in Baltistan, you must respect our ways. The first time you share tea with a Balti, you are a stranger. The second you take tea, you are an honored guest. The third time you share a cup of tea, you become family, and for our family, we are prepared to do anything, even die. Doctor Greg, you must make time to share three cups of tea. We may be uneducated. But we are not stupid. We have lived and survived here for a long time." Mortenson learned that "building relationships was as important as building projects. He taught me that I had more to learn from the people I work with than I could ever hope to teach them."

Mortenson learned the lessons. In March 2009 he will receive the Star of Pakistan, Pakistan's highest honor, from its president.

If you have not yet read *Three Cups of Tea*, you are in for an exciting "read." At one point Mortenson is kidnapped for seven days. He overcomes two *fatwas* against him. And tucked in the middle is a wonderful love story.

When you finish the book, consider getting your class involved in Pennies for Peace which has raised more than eight million pennies for pencils and schools since 1994. Or find another way to help your students learn how they can make a difference in the world as Mortenson is doing.

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/login/login.php>. 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.

New Global Ed Guidelines

Dear colleagues,

I'm happy to announce that the Global Education Guidelines, a handbook for Educators to understand and implement Global Education, a project of North-South Centre, is now available on-line: http://www.coe.int/t/dg4/nscentre/GEguideline_presentation_en.asp The Global Education guidelines is meant to be a pedagogical tool to support educators from formal and non-formal systems to understand and put into practice global education activities in their respective contexts.

By presenting global education philosophy and content, related methodology and evaluation issues and by sharing existing practice, tools, resources and bibliography, the guidelines aims at strengthening global education fundamentals and practices. The guidelines are built upon achievements in global education (GE) led by the NSC GE programme such as:

- the GE networking process for the improvement of GE in Council of Europe (CoE) member states initiated through the Global Education Week (GEW) network;
- the delivery of two core GE referential documents: the GE charter (1997) and the Maastricht Declaration-Global Education in Europe to 2015, Strategy, Policies and Perspectives (2002).

The Global Education Guidelines complements existing NSC global education pedagogical existing tools (GEW website, newsletter, publications) offering education practitioners a systemic approach about the understanding and practice of global education.

*Georgeta-Paula MIHAI, co-autor
Romania*

<http://www.nscentre.org/>

CIEE Needs Your Help

CIEE is a nonprofit organization that places students from 55 countries across the US. Our students will arrive this summer starting in the end of July and we are searching for Local Coordinators and Host Families all across the United States. These people are typically fun loving, responsible adults who are active in their communities, enjoy teenagers; have patience, excellent communication skills, and maturity.

As a CIEE Local Coordinator you will...

- Get to know students from many countries and help welcome them to your hometown
- Experience the joys and rewards of being a cultural ambassador
- Expand your relationships in your community
- Strengthen ties with neighbors, friends, and civic and religious groups
- Be an integral part of a life-changing experience that host families and students will never forget
- Earn some extra money and amazing national and international travel incentives

CIEE Host Families:

- Accept a student into their home as a "host son or daughter" for one academic school year
- Provide a bed and room
- Share meals (can claim \$50 per month tax deduction)
- Provide an opportunity of a lifetime for a young person
- Learn about another culture and enjoy a lifelong relationship

Students:

- Aged 15 to 18
- Well screened
- Speak English
- Have own money to buy what they need
- Have full coverage health insurance

To learn more, visit our website at www.ciee.org, call Anna-Lena Phillips at 207-553-4140 or email highschool@ciee.org

Global Citizen Year Applications

The 2009-10 Global Citizen Year application is now open at <http://globalcitizenyear.org/program/>

Over the next month, we will be recruiting our founding class of GCY Fellows, and we need your help! We are looking for emerging leaders who have exceptional potential, steadfast principles, and contagious passion. GCY Fellows will defer their college enrollment and spend a "bridge year" in Asia, Africa, or Latin America, living with a local family and working in apprenticeships with organizations that are tackling some of the world's most pressing problems.

We're conducting a national search to identify candidates to become founding GCY Fellows in 2009-10, and to help us build our program for years to come. The application process is rigorous but, for the right students, this is - literally! - a once-in-a-lifetime opportunity. There's only one chance to take a year before beginning college, and only one year when GCY will be recruiting our founding class.

Do you wish this program had existed when you were finishing high school? We do. That's why we're so excited to make GCY a reality for the next generation.

Know any high school seniors who might fit the bill? Pass it on or apply today!
Priority Deadline: April 1, 2009

Oxfam America CHANGE Initiative

The Oxfam America CHANGE Initiative is now accepting student applications for the 2009 CHANGE Training! The CHANGE Initiative aims to develop capable and confident young leaders, who are active agents for positive social change. Oxfam is looking for a diverse group of undergraduate students—rising sophomores and juniors—committed to social justice issues. Students must have an interest in global issues including mining, climate change, hunger & poverty, and be willing to carry out campaigns on their campuses and in their communities. <http://www.oxfamamerica.org/> - click on "join change"

Applications are due April 1, 2009. For questions call 800-77-OXFAM ext. 2464 or email CHANGE@oxfamamerica.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 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."

Ukrainian Judicial Delegation Visits Las Vegas

For the third year I have been involved in the "Open World-Rule of Law Judicial Delegation" program with local judges and attorneys in Las Vegas. With my experience visiting Russia and hosting Russian delegations in the past, I was asked to help coordinate the activities of the visiting judges. Sponsored by the American Councils (which also sponsored my teaching excellence programs to Russia from 1998-2001), funded by Congress and operated by the Open World Leadership Center at the Library of Congress, it brings emerging leaders from Russia, the Ukraine and other NIS countries to the U.S. for a week of intensive professional development training. It is limited to individuals who have been nominated for having leadership in their field.

The judges this year were Volodymyr Babenko, Appellate Court of Cherkassy Region; Maryna Klimenko, Judge Supreme Court of Ukraine; Stanislav Kravchenko, Judge Appellate Kyiv City; Oleh Levchuk, Kyiv Regional Appellate Court; Halyna Prokopanych, Sevastopol Administrative Appellate Court; and the facilitator Olena

Maryenko.

The judges visit courtrooms and other government programs. I gave them an overview of legal education classes at the College of Southern Nevada. This year I was able to bring them to my Nevada School Law class. They also heard about the paralegal program at the school.

I also coordinated some of their outside activities which included a visit to Red Rock Canyon, Spring Mountain Ranch and the Springs Preserve. Here they learned about preserving the history of Las Vegas as well as building sustainability for the future.

What impressed me the most was that the facilitator of the group had come to the United States at 17 years old as student participant on one of the American Councils programs. Now she was working as a translator for them as an adult. She represents every peace educator's dream: to learn peace building as a student and carry it on as an adult.

Dr. Linda Karen Miller
kckidinlv@hotmail.com



Global
TeachNet
News

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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.

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**Next deadline: May 15 for
June-July-August Issue**

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To subscribe/renew NPCA's Global TeachNet, or make a donation, please complete this form, clip it out, and send it to:
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