



Global TeachNet

Global Education Network News

National Peace Corps Association
in cooperation with ASCD

Summer 2010

Global Connections Frameworks Now Available

by Erin Madsen, Global TeachNet Assistant

The 2009-2010 year of the Global Connections program, a partnership between The National Peace Corps Association and online magazine *The Globalist*, has concluded with the completion of a framework document that is designed to help teachers implement Global Connections materials in the classroom. During the year, participating educators received a weekly set of articles, facts, and quizzes from *The Globalist*, while NPCA and a group of master teachers developed the frameworks. The document was created with the following objectives in mind:

- To provide methods for effectively infusing Global Connections materials into the classroom
- To demonstrate how Global Connections materials can be used to improve students' global and cross-cultural competencies
- To illustrate how Global Connections addresses specific national educational standards, i.e. those of the National Council for the Social Studies

Each of the frameworks is designed for a broad range of implementation due to the diversity of the subject matter found in Global Connections articles. There is a sample activity that corresponds with each section to provide an example of how one can interpret these frameworks. Additionally, there are supplemental links found at the end of a section that are suggested for use in implementing the frameworks of that section.

The document, *Global Connections: Frameworks for Classroom Implementation*, is now available for viewing on our Global TeachNet website - <http://www.peacecorpsconnect.org/global-teachnet>. Many thanks go out to our cohort of Master Teachers for their time and effort spent on the project: Janet Collier, Joanne Dufour, Richard Katz, Mahtab Mahmoodzadeh-Thomas, and Marian Pontz. We hope that these frameworks will serve to expand and enhance the use of Global Connections by educators nationwide.

Here is a portion of the frameworks and a sample activity:

3. All Q & A Articles

For the Person, Country, or Issue of the Week articles, use the following to help students further develop their research and citation skills:

- Give students an article (or have them choose one) and have them research the sources of the answers to determine the reliability of each one.
- Give students an article (or have them choose one) and have them find supplementary facts on the subject, making sure they do proper citations for their sources in the style of your choosing.
- Go through an article and use it as the basis of a brainstorming activity in which you ask the question "What isn't being asked?" or "What's missing from this article?" Encourage them to think of other perspectives than the one presented such as social, cultural, historical, etc.

Sample Activity: Delving into India and Islam by Marian Pontz

Article: India's Muslims

Present the question: *How do India's 150 million Muslims fare in the country's majority-Hindu society?* at the beginning of a lesson as an essential question to be answered by the end of the lessons / unit. Post the picture above the article (in this case, of Delhi's Jama Masjid mosque in India) and have students make guesses leading them to the destination and based on design function of the building.

Put students into teams to read the entire article and then share the information learned. Our goal would be to answer the original question but with greater depth and detail. For each of the answer sources, have students find pictures that would best accompany the topic. The pictures would have to lend themselves to deeper understanding of their topic.

Contact the local mosque and ask if there are any practicing Muslims who are Indian or you could go the route of seeking out Indians and then asking about religion in the hopes of finding a possible guest speaker or someone willing to Skype with you.

In this issue:

9-12 Corner: Compassion
K-8 Corner: What's Your Name?

Understanding Global Interdependence
2 Suggestions for Summer Reading
2 Letter from Colombia

3 Opportunities for Educators
4-6 Global Education Resources
7

8-9
10-11

9-12 Lesson Plan Idea Compassion and Kindness by Angene Wilson

Maybe these two words offer good themes for the end of the school year or the beginning of the next. Perhaps they can set a tone after exams and as summer comes. Or perhaps they can provide a template for considering what are important values and actions through a whole school year.

Objective:

Students can define and practice compassion and kindness.

Materials:

"Letter from Lesotho: Compassion in Action," by Kaye Thompson in Summer *WorldView Magazine*, Random Acts of Kindness Foundation website.

Procedure:

Begin with the following quotation from the Dalai Lama: "If you want others to be happy, practice compassion. If you want to be happy, practice compassion." Ask students what that means and to share examples.

Then show students picture of Kaye Thompson in Lesotho from her blog at kayeinlesotho.blogspot.com and ask them to read her article from *WorldView Magazine*, "Letter from Lesotho: Compassion in Action."

Ask "What are her three examples of compassion in action shown by people of Lesotho? Why does she find them breath-taking?" (Be sure students know where Lesotho is on map.)

Challenge students: "We can learn about compassion from others, including those in other countries, as Peace Corps volunteer Kaye has. We can practice compassion right here in our school and community – and out in the larger world. Kaye uses kindness as a

synonym for compassion, and so does *Roget's Thesaurus*. Here's the challenge: **How can you practice compassion and kindness this summer? How can we practice compassion and kindness in the coming year?"**

Note: If you need ideas to jumpstart a discussion or the creation of a list, visit the Random Acts of Kindness Foundation and look at the teacher's guide at www.actsofkindness.org/classroom. World Kindness Week for 2010 is November 8-14 and World Kindness Day is November 13. One way to put kindness into action toward another part of the world would be to sign up with the Peace Corps Partnership Program at peacecorps.gov/donate.

K-8 Corner: What is Your Name?

If you have immigrant children in your school, you have probably run into children with unfamiliar names. Over the years, some of these children have had their names "Americanized," with or without their choice in the matter. Fortunately, this seems to be more rare, at least in areas with many immigrant/refugee families. But, it is something which can really affect a child's self-image and confidence.

Karen Lynn Williams, the RPCV author of many children's books, including *Galimoto*, has written a new book—*My Name is Sangoel*. Like her recent book, *Four Feet, Two Sandals*, it is co-written with Khadra Mohammed, who has worked with refugees for many years.

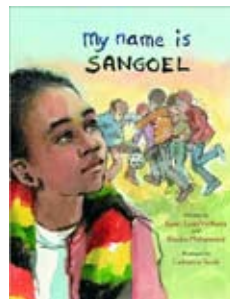
The main character, Sangoel, is a refugee from Sudan who has come to America with his mother and sister. When he leaves the refugee camp, the Wise One tells him that he will always carry a Dinka name handed down from his father and his ancestors; he will always be Sangoel. His name is one of the few things he can take with him to America.

Although people are helpful, the transition is hard. When Sangoel starts school, he feels that he has lost his name in this new place because no one can pronounce it. He does not want to take an American name, so he finally comes up with a idea of how to solve the problem without changing/losing his name—and making a lot of friends along the way.

You can find a very useful teachers guide to this beautifully illustrated book at http://www.karenlynnwilliams.com/files/sangoel_guide.pdf.

A few other books that deal with the subject of students with names being changed and how their names are tied to their identity:

- *The Name Jar*, by Yangsook Choi, features Unhei, a young girl from Korea. Her name means grace, but after being teased, she decides to choose an American name and her classmates fill a glass jar with their sugges-



tions. Her mother reminds her that she and her grandmother went to a name master for Unhei's name, and Unhei practices stamping her name with the beautiful name stamp her grandmother gave her. Finally, Unhei decides to keep her own name, and one of her classmates even has a stamp made for himself with the Korean characters for friend.

- In *My Name Is Maria Isabel* by Alma Flor Ada, (Atheneum, 1995) Maria Isabel Salazar Lopez, finds herself dubbed "Mary Lopez" when her family moves and she is placed in a class with two other Marias. The result shows how heritage is integrally bound up in an individual's sense of self.
- *My Name is Yoon* by Helen Recorvits shows a Korean girl's difficult adjustment to her new life in America. Yoon, or "Shining Wisdom," decides that her name looks much happier written in Korean than in English. Although her teacher encourages her to practice writing "Yoon," the child substitutes other words for her name: cat, bird, cupcake. In the end, she comes to accept both her English name and her new American self, recognizing that however it is written, she is still Yoon.
- In *My Name Is Bilal* by Asma Mobin-Uddin (Boyd's Mills Press, 2005), a boy tries to hide his Muslim identity by calling himself "Bill."
- *When My Name Was Keoko* by Linda Sue Park (Yearling, 2004) is told by a Korean girl who was forced to change her name during World War II.

Help Your Students Understand ‘Global Interdependence’ by Albert Hannans

“Events in the poor countries of the developing world – the Third World – definitely do make a difference in Americans lives...the development of these nations has significant economic, political, social, cultural, and national security implications for the United States.”
Main Street America and The Third World by John Maxwell Hamilton

We always hear people talking about ‘global interdependence.’ But what does that phrase really mean in our everyday lives? Are we personally affected by events that take place in Third World countries?

Interdependence is often described in ways that make it seem like a remote, abstract concept. Therefore, the personal implications are often overlooked and, unfortunately, most people tend to think that interdependence doesn’t have anything to do with them. So there is an urgent need for Americans to become aware of the economic, political, social and ecological ties that bind the United States to the Third World.

Like many Third World countries, Nigeria is currently facing very serious educational challenges. With a population of over 123 million, Nigeria is Africa’s most populous country. However, more than 7 million children of primary school age - more than any other country in the world - remain outside the school system, and 62% of those children are girls.

The disparity in girls’ education in Nigeria is a pressing issue that cannot be ignored. Educating girls leads to increased income for both individuals and for nations.

A study by the World Bank found that increasing the number of women with a secondary education by only 1 percent boosts annual per capita income growth by 0.3 percentage points. This is quite a significant finding, given that per capita income gains in developing countries seldom exceed 3 percent a year. U.S. manufacturers wishing to export their goods to Third World markets can also benefit from those gains and make more jobs available to U.S. workers.



Most Americans are not aware of the millions of children in Nigeria that are denied access to education and how this affects our lives in this country. The Peace Corps Nigeria Alumni Foundation (PCNAF) is committed to serving as a catalyst for enhancing public awareness here in the U.S. about the critical need to improve equity and access to quality education for children in Nigeria.

Teachers can play a very important role in helping to raise public awareness of the complex Third World connections that shape our lives in profound but often subtle ways. They can help their students examine some of the most urgent economic, social and political issues facing our country. Therefore, a key component of PCNAF’s mission is providing support to teachers interested in using the crisis in Nigeria as a vehicle for helping their students understand what global interdependence really means, and instill in them a sense of global responsibility. PCNAF can assist teachers in planning their activities and in securing the instructional resources needed to accomplish their goals.

Resources for Teachers

Global Interdependence: Lesson Plans

- *Global Interdependence:* Grades 5-10. This lesson introduces the concept of global interdependence by exploring the origins of many of the goods that students wear and use every day. <http://education.usace.army.mil/navigation/lessons/3/globalinterls3lv1-2.html>
- *International Trade in a Global Village.* Students can research the spread of AIDS and report on how this problem has been affected by changes in global transportation and trade. <http://www.nationalgeographic.com/xpeditions/lessons/03/g912/trade.html>
- *Understanding Interdependence* Grades 8 to 10, Geography/Economics. This lesson explores the origins of many of the goods that students wear and use everyday. It can be used for high school economics students as an introduction to world trade. It may also be used for

history students. http://www.nationmaster.com/lps/lesson_plan_interdependence

- *String Trade:* Grade 9. The nature of global interdependence and its economic implications are highlighted in this lesson. www.frontiernet.net/~mikef/lessonplans/lesson1a.htm
- *Girls Education: Lesson Plan & Resource*
 - *Girls Speak Out:* Grades 9-10. This lesson follows girls in several developing countries and allows students to evaluate their access to education, a basic human right. <http://www.thirteen.org/edonline/wideangle/lessonplans/girlsspeak/index.html>
 - *Time for School Series*– PBS Film Documentaries. WIDE ANGLE’s unprecedented, award-winning 12-year documentary project, *Time for School*, offers a glimpse into the lives of seven extraordinary children who are struggling to get what nearly all American kids take for granted: a basic education. <http://www.pbs.org/wnet/wideangle/episodes/time-for-school-series/full-episode-time-for-school/667/>

Books

- *What Every Teacher Should Know About Multicultural and Global Education* by Susan C. Brown
- *Global Education: Using Technology to Bring the World to Your Students* by Dr. Laurence Peters
- *Entangling Alliances: How the Third World Shapes Our Lives* by John Maxwell Hamilton
- *Main Street America and The Third World* by John Maxwell Hamilton
- *African Studies Handbook for Teachers*, Center for International Education, School of Education, Univ. of Massachusetts, Amherst www.umass.edu/cie

Albert Hannans is president of the Peace Corps Nigeria Alumni Foundation. Visit www.pcnaf.org for more resources for teachers.



Suggestions for Summer Reading

A Few Short Stories

Consider short stories by a Nigerian woman, *The Thing Around Your Neck*, and a Pakistani man, *In Other Rooms*, *Other Wonders*, for your summer reading.

I came upon Chimamanda Ngozi Adichie's new book of short stories because I had read her award-winning *Half of a Yellow Sun* about the Biafran war. The new book includes twelve unrelated stories about Nigerians today in both Nigeria and the United States. The first story, "Cell One," is about a privileged college student who, after he is arrested, stands up for an old man in prison. My favorite is probably "A Private Experience," in which an Igbo medical student hides from a riot in northern Nigeria with a poor Muslim woman. As Adichie writes, "Later, Chika will read in *The Guardian* that 'the reactionary Hausa-speaking Muslims in the North have a history of violence against non-Muslims,' and in the middle of her grief, she will stop to remember that . . . she experienced the gentleness of a woman who is Hausa and Muslim." Several stories deal with Nigerian wives living in the United States, one, for example, living a comfortable life until discovering her husband has moved his mistress into their Lagos home. The title story, "The Thing Around Your Neck," is a classic African coming to a strange America story and falling in and out of love with a young white student.

Daniyah Mueenuddin's *In Other Rooms*, *Other Wonders* is named "the best fiction ever written in English about Pakistan, and one of the best [books] to come out of south Asia in a very long time" by William Dalrymple of the *Financial Times*. My sister, who follows Asia as I follow Africa, recommended it to me. Mueenuddin's stories are held together by a particular place and, as one reads one learns about the interwoven lives of people in that place, that feudal society, people like Nawabdin Electrician with his motorcycle, the poor woman Saleema who found love for a time with Rafik, the valet, and Mr. K. K. Harouni, the landlord himself. The short story "Our Lady of Paris" does not take place in Pakistan but is also related because son Sohail is introducing his American girlfriend to Mr. and Mrs. Harouni. The Reading Group Guide at the end of the paperback book has a very helpful autobiography of Mueenuddin and good discussion questions dealing with topics such as possibilities for social mobility and sexuality as a form of power for women in Pakistani society. Yes, the stories are rather dark, but the reader feels as though she has been introduced to a whole cast of real people.

Angene Wilson

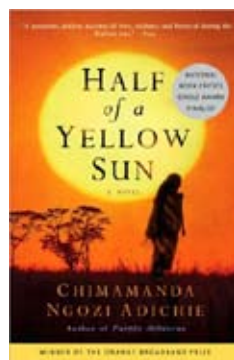
Half of a Yellow Sun by Chimamanda Ngozi Adichie (Knopf, 2006)

This is a superbly written novel about the struggle for Biafra during the 1960s. It is really about hope—the hopes of individuals for their own lives, and the collective hope of a people to realize freedom for all. The devastation of war and group oppression is depicted through the lives of characters who are so well formed that the reader knows and cares about each one.

The prize-winning author dedicates the book to her two grandfathers, who did not survive the 1967-70 war. The title refers to the short-lived flag of Biafra. For me, this writing honored the rich history, strength, and connections among all Nigerians. It also reminded me of how isolated my existence was growing up in the United States. I was a teenager during the time period of this story. Though I have vague recollections of pictures of starving children, and maybe some idea that people were begging for help from my country and others, I really had no clue what was happening.

Half of a Yellow Sun is historical fiction of the finest quality. If you enjoy this genre, and enjoy great writing, you will love this book.

Jill Goldesberry



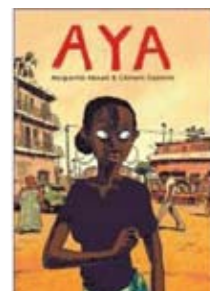
Graphic Novels set in Africa

For this summer's reading, I recommend a series of Graphic Novels—Yes Graphic Novels—the grown up more artistic version of the Comic Book.

The books—in hard cover—are written by Marguerite Abouet and illustrated by Clement Oubrerie. The pair has published 3 books so far with Drawn and Quarterly, A Montreal Company, distributed in the US by Farrar Straus and Giroux

The titles of the books: *AYA*, *AYA of Yop City*, and *AYA, The Secrets Come Out*.

I give all this information because they are not easy to find. They are available at the better Comic Bookstores, such as Comic Relief in Berkeley, CA, and other stores of the genre. Comicshoplocator.com is how you will find a Possible source...Also available on Amazon.



And now for a bit about the books:

- The place and time: A suburb of Abidjan, Ivory Coast in the seventies, where and when Mlle Abouet was born and grew up.
- The people and story line: As true as those of you who have lived in Africa will know, as true as family relationships in small towns anywhere.
- The illustrator: He is one of the best in the Graphic Novel genre.

But wait, there's more! In the back of the books are a glossary, recipes, and instructions on how you carry your baby on your back.

Bonnes Vacances!!!!

Lenore Waters,

Ivory Coast 1980-1981

Also, Alexander MC Call Smith's newest book in the Lady Detective series is a good read...*The Double Comfort Safari Club*

Anne Fitzgerald



Stories of Courage under Fire

Strength in What Remains: A Journey of Remembrance and Forgiveness by Tracy Kidder Random House 2009 – (272 pages)

Tracy Kidder, author of the acclaimed *Mountains Beyond Mountains*, returns with *Strength in What Remains: A Journey of Remembrance and Forgiveness*, the compelling true story of Deogratias Niyazonkiza. “Deo” grew up in the central African mountains of Burundi, one of the poorest countries in the region. A combination of smarts, hard work and good luck led him to medical school in Bujumbura, Burundi’s capital. Deo was nearly finished with his studies, interning in a rural hospital in October 1993, when Burundi’s Hutu President Melchior Ndadaye was assassinated by Tutsi soldiers. Genocidal violence immediately followed and mobs of machete-wielding Hutus began killing Tutsis in retaliation. With only a few minutes notice, Deo, a Tutsi, fled for his life.

At the peak of the violence, with no English and two hundred dollars in his pockets, he boarded a plane and emerged, many stops later—alone, disoriented and ill-prepared—on the streets of New York City. This is a harrowing account of human suffering. However, it is also about a miracle of human courage. In it, a man rises against all odds to achieve his highest aspirations and help countless others along the way.

To quote from the book jacket, “Kidder once again shows us what it is to be fully human by telling a story about the heroism inherent in ordinary people, a story about a life based on hope.” *Strength in What Remains* is also the story of those whom Deo meets along his journey of remembrance and forgiveness.

Anne Fitzgerald, RPCV Costa Rica

Note: *Strength in What Remains* was also recommended by Marian Pontz.

The Cellist of Sarajevo by Steven Galloway (Riverhead Hardcover, 2008)

Inspired by the true story of Vedran Smailovic, a cellist who, in 1992, played in a bombed-out Sarajevo square for 22 days in memory of the 22 people who were killed by a mortar attack, this is a novel about four people trying to maintain a semblance of their humanity in the besieged city. Kenan trudges across the city to collect water from the brewery for his family; on his way to buy bread, Dragan meets an old friend who reminds him of life before the war; Arrow, a sniper fighting against the occupation, is charged with keeping the cellist alive; and the cellist himself, in his simple act of performing, courageously brings a touch of life back to the citizens.

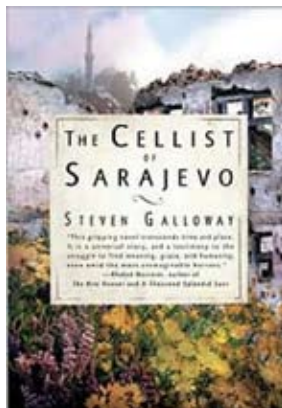
Reflections from Emily Hradec, who recommended this book:

“As I reflect, what was outstanding about *The Cellist* was his courage in taking a stand, risking his own life to bring beauty and remembrance of the innocents killed by shelling while waiting to buy their daily bread; maintaining human dignity when

the price for doing so is enormous. It’s a novel and thus may not be completely accurate, but it succeeds in capturing what it must have felt like to be living in Sarajevo during the war times.”

On a totally different note I am now enjoying *Notes From a Small Island* by Bill Bryson. I love his laugh out loud anecdotes and views of British culture and countryside. *Notes from a Small Island* gives a perspective on English culture and history from a knowledgeable, irreverent, and very funny American.

Emily Hradec, RPCV Turkey



Leaving Microsoft to Change the World by John Wood (Harper Paperbacks, 2007)

Written in 2006 after the Microsoft executive encounters a Himalayan village and an obvious need for a school and books. John—with piles of books collected through the year and stored in his garage and then delivered to the village via yaks—decides this will be his life’s work. He quits his prestigious job and all the luxuries that accompany it. He opens an NGO named “Room to Read” that distributes books, opens schools and libraries in places that are desperate for the learning and the connections that both can bring. The book is an inspiration to pursue the real dream you have, to make a difference even though it may be very hard to walk away from the prestige and money your current occupation affords you. This book along with *Three Cups of Tea* by Greg Mortenson have become staples for those wishing to change the world via education.

Marian Pontz.

Mountains Beyond Mountains by Tracy Kidder is a great book on a great current topic: Haiti!

It is the story of a doctor and an anthropologist who, one patient at a time, started to heal Haiti from within by treating the causes of disease—poverty. It shows his struggles and his little successes and how difficult this way of medicine is to practice. Anthropological in scope, yet compelling in away that will leave you wanting more.

Another book I have really enjoyed over the last year is a book by John Carlin about Nelson Mandela, entitled *Playing the Enemy*. It’s a compelling story about how Mandela slowly brought the country together almost one person at a time with the use of the national obsession with the sport of rugby. It has all the characters with their flaws exposed, yet manages to grip in a powerful way almost like a spy thriller! I could not put it down. It started with his last few years in jail and culminated with his presidency and the hosting of the world rugby championship.

Richard Katz

Thanks to John Coyne of RPCV Writers and Readers for this list and the ratings. For more books by RPCVs and about Peace Corps, see <http://www.peacecorpswriters.org/> or <http://peacecorpsworldwide.org/>.

Peace Corps Memoirs

*** *Faith Interrupted: A Spiritual Journey* by Eric Lax (Micronesia 1966-68) Alfred A. Knopf, April 2010

* *South of the Frontera: A Peace Corps Memoir* by Lawrence F. Lihosit (Honduras, 1975-77) iUniverse, March 2010

*** *When Things Get Dark: A Mongolian Winter's Tale* by Matthew Davis (Mongolia 2000-02), St. Martins Press, February 2010

* *The Sophisticated Savage* (Anthropological memoir) by Carla Seidl (Azerbaijan 2006-08) Inner Hearth Books, May 2009

** *Inherit the Family: Marrying into Eastern Europe* Stories by Vello Vikerkaar (Estonia 1992-94) Book Man, October 2009

* *Thirteen Months of Sunshine: Peace Corps Adventures in Ethiopia 1962-1964* by Patricia Summers-Parish (Ethiopia 1962-64) Publish America, December 2009

Poetry

** *The Alchemist's Kitchen* by Susan Rich (Niger 1984-86), White Pine Press, May, 2010

** *What The Abenaki Say About Dogs ...and other poems and stories of Lake Champlain* by Dan Close (Ethiopia 1966-68), The Tamarac Press, 2009

Short Story Collection

*** *The Plum Rains and Other Stories* by John Givens (Korea 1967-69) The Liffey Press, March 2010

** *Mosquito Conversations: More Stories from the Upper Peninsula* by Lauri Anderson (Nigeria 1965-67) North Star Press, July 2009

Young Adult

** *Stronghold* by Terri [Stephens] McIntyre (Pakistan 1963-65)

* *Henry and Anthony* by H. Lynn Beck (El Salvador, Brazil) BookSurge, May 2009

Novels

*** *Eternal on the Water* by Joseph Monninger (Burkina Faso 1975-77) Pocket, February 2010

*** *The Broken Teaglass* by Emily Arsenault (South Africa 2004-06) Delacorte Press, September 2009

* *Maracaibo* by Jim Ciullo (Venezuela 1969-71) Mainly Murder Press, October 2009

** *A Dead Hand: A Crime in Calcutta* by Paul Theroux (Malawi 1963-65) Houghton Mifflin Harcourt, February 2010

** *Last Train from Cuernavaca* by Lucia St. Clair Robson (Venezuela 1964-66) Forge, April 2010

Non-Fiction

*** *Country Driving: A Journey Through China from Farm to Factory* by Peter Hessler (China 1996-98) Harper's, February 2010

*** *Interesting Times Writing from a Turbulent Decade* by George Packer (Togo 1982-83) Farrar, Straus and Giroux, November 2009

** *The Last of His Mind: A Year in the Shadow of Alzheimer's* by John Thorndike (El Salvador 1967-69), Swallow Press, October 2009

New Book: *Teachers and Human Rights Education* :

Teachers and Human Rights Education (Audrey Osler and Hugh Starkey) is now available from Trentham Books or from the US distributor Stylus. Why do teachers need to be familiar with human rights? In multicultural societies, whose values take precedence? How do schools resolve tensions between children's rights and teachers' rights?

Teachers and Human Rights Education clarifies the relevance of human rights to teachers' everyday work. The authors draw on international examples to discuss how schools can work with young people to promote the ideals of justice and peace. Human rights principles are applied to the challenges of living together democratically. The book is a contribution to the UN World Programme on Human Rights Education and is a key text for postgraduate studies. ISBN: 978-1-85856-384-8

Trentham books: <http://www.trentham-books.co.uk/>

Stylus: <http://trentham.styluspub.com/>

Publications from The Association for Asian Studies

Teach About Asia—Learn About Asia

Bring Asia to life in your classroom with these outstanding publications from the Association for Asian Studies. The magazine *Education About Asia* (EAA) and the booklet series "Key Issues in Asian Studies" are invaluable resources to all teachers. The highly readable, engaging topics and attractive graphics of these publications will appeal to readers of all levels.

Published three times each year (January, May, and October) since 1996, *Education About Asia* will greatly enhance your understanding and knowledge of this important region of the world.

Key Issues in Asian Studies booklets are designed to complement *Education About Asia*, and serve as vital educational materials that are both accessible and affordable for classroom use (\$10 each). Booklets in the series tackle broad subjects or major cultural and historical themes in an introductory but compelling, jargon-free style appropriate for survey courses, written to encourage classroom debate and discussion.

For more information on the Association for Asian Studies and its publications go to: www.asian-studies.org.

Colombia: The Only Risk is Wanting to Stay

by Allegra K. Troiano, Senior English Language Fellow, Bogota, Colombia

By now the Peace Corps community is abuzz with the exciting news that Peace Corps is returning to Colombia, a country of incredible beauty, diversity, charm, and gracious people. The main focus of PC Colombia will be on English language teaching, which will provide university students and public school teachers in secondary and primary schools with new methodologies, pedagogy, cultural training and exposure to native speakers.

Almost having finished my first ELF* contract training teachers in cities throughout Colombia, I am busy wrapping up work in Bogota and getting ready to run an English immersion summer program for Colombians on the island of San Andres. Looking back on this year, I marvel at all the opportunities I've had to explore the Colombian education system and work with the public school sector. Besides infusing my very practical workshops with methods, ideas, and suggestions for the classroom, I continue to teach the lessons that were so very important to me as a Peace Corps volunteer teacher: be flexible, be passionate, and be consistent.

When I arrived in Colombia last August, I was met with the reality that many of the English teachers with whom I would be working really didn't speak much English. Rather than question the government's decision to establish bilingual schools where many of the teachers weren't bilingual, I immediately put together workshops that would boost these same teachers' proficiency in the language. One of my most popular workshops has been *Teaching English with Limited Resources*, where teachers are taught different ways to use songs, jazz chants, games, skits, and photos in the classroom. They leave with enough materials, ideas, and web resources that will enhance their classes or motivate them to teach English



Teaching English with Limited Resources

differently. Resources are so limited that most public school teachers teach without class texts, resort to paying for photocopies out of their own pockets, have little access to currently used methodologies, get little supplemental educational training, and have almost no exposure to native speakers.

As a quasi-ambassador to an amazing country, I have the unique opportunity to educate people about the beauty, artistry, and creativity that abound here. In a country that has produced many major figures from Gabriel Garcia Marquez (Nobel prize writer); Fernando Botero (famous artist); to Shakira, Juanes, and Carlos Vives (singers), there is no shortage of imagination.

Not only is the country culturally diverse, with about 80 living indigenous languages (in addition to Spanish), Colombia has different accents and variations in language. You can determine people's origin by how they speak Spanish: Coastal people drop endings off their words; Southerners speak in a singsong manner similar to how Ecuadorians speak; Bogotaños pride themselves on the purity and clarity of their language.

Just as the country has diverse languages, its geography and climates are equally distinct: from tropical rainforests, savannahs, steppes, and deserts, to snow-covered mountains. I often joke with my colleagues that Bogota's weather is schizophrenic. It's the only city where I've ever lived that can have three climates in one day: sunny and beautiful; grey and rainy; clear and cold.

The Colombians make up for the coolness and variability in weather with their warmth and hospitality. There's no shortage of work in teaching English; no shortage of gratitude and friendliness. People have opened up their hearts and culture to me in many ways that I never would have imagined.

As a returned Peace Corps volunteer, I never, never imagined that I'd work with



A fifth grade class

the military, much less the Colombian military. However, early in my grant, the embassy asked me to meet with those who were training handicapped soldiers and police to become English teachers. I became fascinated with their passion and desire to overcome their disabilities and learn a whole new career. I quickly agreed to work with them. With my budget, I was able to provide the tuition for TESOL International's Online Certification course for two of the most amazing of these handicapped soldiers.

They became the motivating force behind my decision to renew my ELF contract. They helped make this past year a joy-filled, culturally fulfilling experience that I look forward to repeating.

So for those of you who read this and think you want to come to Colombia, remember their tourist slogan, "There's a place which challenges imagination every single day, a place called Colombia." And spread the word, "The only risk is wanting to stay."

*ELF (English Language Fellows Program- <http://elf.georgetown.edu/>) For those of you interested in a great State Department program for English language teachers!



Opportunities for Educators

Asia Society Partnership for Global Learning Conference

The Asia Society Partnership for Global Learning is a national network of K-12 educators and policymakers dedicated to sharing best practices and advancing public policy to integrate global knowledge and skills within the mainstream of American education. The Partnership's annual conference, "Creating Success in a Global Era: A World-Class" will take place in the Washington, DC Metropolitan Area from July 8-10, 2010.

Join the conversation in 2010 to:

- Discover effective approaches to integrate global learning in elementary, secondary, and afterschool programs, and models for teaching world languages
- Collaborate with experts from high performing countries worldwide on teaching and learning to promote high achievement and global competence
- Hear how reauthorization of ESEA provides a game-changing opportunity to "globalize" education
- Explore why success in college and the workplace now require global knowledge and skills
- Build effective networks to advocate for global learning in policy and practice

To learn more about the conference, please visit www.asiasociety.org/pgl-conference. Register today! Discounts are available!

Colonialism, Occupation, & Resistance: The Question of Palestine

July 26 - 30, 2010 Summer Institute for Educators

Questions concerning Israel, Palestine, and the Middle East have in recent years become central to American political and cultural life. The blockade of Gaza, the status of Jerusalem, and debates about suicide bombings have occupied not only political analysts, but also community activists and students across several US campuses.

Through a series of readings, films, and talks, this course will present an introduction to the question of Palestine, with references to South Africa and Algeria. Our broader aim will be to engage

the centrality of colonial occupation and anti-colonial resistance in twentieth century world history. In order to bring questions of settler colonialism closer to home, a short segment of the course will be devoted to Minnesota, as we discuss debates regarding indigeneity, development, and representations of Native Americans in academic and public life.

Registration: \$75 includes 30 CEUs, all readings, materials, and lunch daily. Class held daily 9:00 - 4:00 on the University of Minnesota campus. Register online at <http://igs.cla.umn.edu/outreach/registration.html>

Free, on-campus housing and travel stipends are available to teachers from outside the Minneapolis/St Paul metro area. Contact Molly McCoy at outreach@umn.edu or 612-624-7346 to request application materials.

Institute for Global Studies Summer 2010 Programs

The Institute for Global Studies is pleased to announce our 2010 summer professional development programs for educators.

- East African Students in MN Schools: Connecting in Culturally Relevant Ways
- From Alexandria to Wikipedia: Media and Knowledge in the Modern World
- Global Media in the Language Classroom
- The Ascent of Asia? India and China Today
- Water in the World: Science, Society, and Scarcity
- Cinematic Representations of the Irish Republican Army
- Spaces of Occupation: From Minnesota to Palestine
- Food in World History

All programs take place on the University of Minnesota's Minneapolis campus. Teachers from outside the Minneapolis-Saint Paul metro area are eligible to stay in on-campus housing. Each institute has a limited number of housing scholarships available to teachers on a first-come, first-served basis.

Complete descriptions and schedule available at: <http://igs.cla.umn.edu/> (click on "teacher & community outreach").

Further questions? Contact Molly McCoy at outreach@umn.edu or 612-624-7346.

Exploring Humanitarian Law Summer Institute

Register Now: The 2010 EHL Institute for Educators. Washington, DC - August 2-5!

Registration Now Open! The American Red Cross Exploring Humanitarian Law (EHL) Summer Institute for Educators will be held at the National Headquarters, Washington, DC, August 2-5. The cost to attend is \$75.00 with participants responsible for their transportation, accommodations and some meals. A limited number of scholarships of up to \$450 are available to help participants cover the cost of attending the EHL training. Continuing Education Units will also be offered to interested attendees.

To learn more, please visit the EHL website to see U.S. educators teaching EHL in the classroom. For additional information please email EHL@usa.redcross.org or contact Phebe Cole by phone at (202) 303-5224 or by email at ColePhe@usa.redcross.org.

iEARN International Conference and Youth Summit 2010

On July 12-17, 2010, iEARN-Canada will be hosting the 17th Annual iEARN International Conference and 14th Annual Youth Summit. This is a gathering open to all, which typically brings together teachers and students from 50-70 countries.

All are welcome! We invite you to join hundreds of educators, students, administrators and partner organizations who come together annually at the iEARN Conference and Youth Summit to share how they are using technology to build global understanding and enhance teaching and learning!

It's a great opportunity to meet and collaborate with educators from over 50 different countries!

For more information, see <http://www.earn2010.org> or contact: registration@earn-canada.org

34th Annual Summer Institute for Intercultural Communication

Portland, Oregon (Reed College campus) July 14-30, 2010

The Summer Institute for Intercultural Communication (SIIC) offers a series of in-depth workshops designed to help you make cultural difference the basis for a better workplace, a future career, and a personally fulfilling intercultural life practice. SIIC offers over 40 sessions taught by some of the foremost thinkers and leaders geared to experienced interculturalists as well as those hoping to do more international work.

Go to www.intercultural.org and click on programs to check out the offerings of the Summer Institute. Whether you're looking for in-depth workshops and seminars on intercultural topics such as conflict management, global leadership, and team and individual development, you will find tempting options.

For more information or to request a free catalog, visit our website, email us at ici@intercultural.org or call 503-297-4622.

The Institute is sponsored by the Intercultural Communication Institute (ICI), a nonprofit charity with the mission of fostering an awareness and appreciation of cultural difference.

Request for young learners' work in Human Rights Education

Dear Colleagues,

I am working with the Asia Society and the Council of Chief State Schools Officers in the United States to advance a new framework to educate students for global competence in the US and abroad. This framework has been consensuated with 26 states in the US. I am now preparing the publication that introduces these ideas to educators. This publication will include examples of exemplary student work in various areas, disciplines and educational levels. We will feature examples from the International Baccalaureate, Facing History and Ourselves, the Asia Society's school network. I would be delighted to feature exemplary student work in human rights.

What kind of work am I looking for?

Papers, poems, videos, artwork, or projects that are produced by primary school children (preferably early primary) and illustrate the qualities of mind below. Please feel free to e-mail these to me (where possible) or to be in touch so we can discuss how I can see the work of your learners.

Use the following criteria to help you determine whether the work you would recommend is appropriate.

1. Students communicate their ideas effectively with diverse audiences

For example, they:

- recognize and express how diverse audiences may perceive different meanings from the same situation
- listen to and communicate effectively with diverse people
- select and use appropriate technology and media to communicate with diverse audiences
- reflect on how effective communication impacts understanding and collaboration in an interdependent world

2. Students take action to improve conditions

For example, students:

- identify and create opportunities for personal or collaborative action to address situations, events, issues, or phenomena in ways that improve conditions
- assess options and plan actions based on evidence and the potential for impact
- act—personally or collaboratively—in creative and ethical ways to contribute to improvement locally, regionally, or globally
- reflect on their capacity to advocate for and contribute to improvement locally, regionally, or globally

I look forward to learning about the work of teachers and students who are part of this Global HRE network.

Warmly,

Veronica Boix Mansilla

Veronica_Boix-Mansilla@pz.harvard.edu

Exhibit in International Alley 2010 - Denver

Last year's International Alley at NCSS was a great success! In spite of the very tough financial climate, there were 32 booths in the alley in Atlanta. Many thanks to all who contributed in one way or another last year. We have been working again with David Bailor at NCSS re the space for International Alley when NCSS meets in Denver on November 12-14. We will have great space again this year. International Alley is again identified in NCSS's Exhibitor Prospectus.

Sign-Ups in International Alley

Official sign ups for International Alley are through NCSS. Assignments within International Alley are based in large part on the date of sign up with them so it's good to get those in early. If you are requesting International Alley, please (1) designate this on your Exhibitor Application form, and (2) attach a statement to your application indicating why International Alley is the best location for your exhibit. If it is determined that your organization is not an appropriate fit for International Alley, you will be notified promptly so that you can make alternative booth selections. Booth selections within International Alley are made based on the date of application. Please do not indicate booth numbers on your application form. Applicants submitting paperwork by July 31 will be notified of specific booth assignments by September 15.

Finally, if you know of others who should be contacted about International Alley, do pass this on and/or let us know. We look forward to working with you to make International Alley a continuing success.

For questions, contact Susan Graseck at susan_graseck@brown.edu or Anne Baker at anne@peacecorpsconnect.org

Tread Lightly: free online resources for teaching about climate change

Tread Lightly is a climate change education initiative, developed by TakingITGlobal (TIG), that provides free online tools and resources to educators seeking to engage secondary students in reducing their ecological footprints. Tread Lightly features:

- A secondary school curriculum;
- Themed virtual classrooms;
- Imprints Art contest; and
- An ecological footprint challenge.

Access climate change lesson plans and create your own Tread Lightly virtual classroom preloaded with resources and technology to connect your classroom with other virtual classrooms around the world. Have your students submit to the next Imprints Art contest for a chance to win a prize, or join the next Tread Lightly ecological footprint challenge. For more information, visit www.treadlightly.me or contact info@treadlightly.me

New “We all...” Posters

Last year the RPCVs of WI-Madison introduced the first set of **we all** posters, displaying the Basic Needs themes of **we all** dress, eat, work, need a home, and need water. In that first year of our series, we heard from many customers about the ways they are using them:

- Multicultural teaching aids for pre-school through high school
- Displays at libraries
- Teaching aids for EFL and ESL classes both domestic and international
- Global connection inspiration for students of all countries of origin
- Fund-raising opportunities for RPCV groups and schools

We are excited to announce that our second set of posters, displaying Social Needs themes, is now available. These images include:

- **we all learn**
 - **we all play**
 - **we all need friends**
 - **we all go places**
 - **we all shop**

We invite you to our website, http://rpcvmadison.org/weall_resources.php, to view the free and downloadable teaching resources for Set One, which include a story about each photo, with country map and basic data. Set Two teaching aids will be online soon.

We also invite you to share your photos and stories about how you are using these posters to promote global understanding. You can send these to rpcvposter@gmail.com. Use that email to place an order or ask a question, or call 608-231-2445. We also are happy to give ideas on how to reach out to libraries, schools, and special communities in your state or region to do your own fundraising with these posters.



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 gloaled@peacecorpsconnect.org with your email address in the body of the message and "subscribe gloalednews" in the subject line. Or go to <http://www.globalteachnet.org/> and click on "subscribe."

Peace Corps Helps Bring the World to Your Students

Kindergartners locate Burkina Faso on a map and send questions via instant message to a Peace Corps Volunteer living there.

High school students raise money to provide computers for a classroom in El Salvador.

ESOL students interact with a returned Volunteer and share stories of adapting to a new language and culture.

These are just a few of the exciting educational experiences made possible by Coverdell World Wise Schools' Correspondence Match and Speakers Match programs!

To bring Peace Corps Volunteers' stories to U.S. teachers and students, Correspondence Match connects classrooms with Volunteers serving overseas, while Speakers Match brings returned Peace Corps Volunteers into schools across the country. Every year, these programs connect thousands of students with Peace Corps Volunteers, providing rich exchanges of culture, ideas, and experiences.

Bring the world to your students by inviting a returned Peace Corps Volunteer to visit your classroom or community group. The Speakers Match program provides a fascinating way for students to learn about another culture and hear an inspiring story of



service. Volunteers share photographs, artifacts, music, language, and stories. Their work in education, health, environmental issues, agriculture, and business can help your students learn about global issues as well as the geography and culture of another country.

World Wise Schools has a new *Speakers Match Handbook*, rich with resources for educators and Peace Corps Volunteer speakers. The handbook provides teaching suggestions to connect your Speakers Match activity with Language Arts, Social Studies, Science, Math, World Languages, and other subjects. It also includes suggestions for communication between the speaker and teacher, and ideas for pre- and post-visit activities to extend the learning of the speaker's visit.

If you are not already taking advantage of these unique programs, we hope you will consider using Speakers Match and Correspondence Match, and encourage your colleagues to do so! Please keep in touch with World Wise Schools and let us know how the programs are working for you. Email wwsinfo@peacecorps.gov and tell us about your experiences. We welcome your stories and your feedback



For tips to help you make use of these programs, and some inspiring stories from matches around the country, go to <http://www.peacecorps.gov/wws/ewsletter/archives/feb10.html>

Looking at Global Competence

NEA Releases Policy Brief on Global Competence

New York, April 7, 2010. "The 21st century isn't coming; it's already here.... Public schools must prepare our young people to understand and address global issues, and educators must re-examine their teaching strategies and curriculum so that all students can thrive in this global and interdependent society," *Dennis Van Roekel, President of the National Education Association (NEA).*

In its recent Policy Brief the NEA addresses the importance that global competence holds for US students and teachers in four areas: international awareness, appreciation of cultural diversity, proficiency in foreign languages and competitive skills. The Policy Brief

also notes that in addition to building 21st century skills, an effort to build global competence also enhances overall academic achievement.

A copy of the NEA Policy Brief on Global Competence is available at: www.nea.org/assets/docs/PB28_GlobalCompetence.pdf

Definition of Global Competence: The Knowledge and Skills Our Students Need

From the Asia Society

You can find this document at: www.asiasociety.org/education-learning

Clicking on "more" takes you to the document. There is a section at the bottom for users comments. Here is an excerpt:

"The concept of global competence articulates the knowledge and skills students need in the 21st century. Globally competent students must have the knowledge and skills to:

- Investigate the World.
- Weigh Perspectives.
- Communicate Ideas.
- Take Action.
- Apply Disciplinary and Interdisciplinary Expertise.

Learning about and with the world occurs within and outside of school, and it is the work of a lifetime. Globally competent students are life long learners. They are able to adapt and contribute knowledge and understanding to a world that is constantly, rapidly evolving."

Remembering Andy Rice

While you may not recognize his name, you certainly know the work and legacy of Andrew Rice. While his resume in international development was quite remarkable (see <http://www.sidw.org/mc/page.do?sitePageId=114125&orgId=wcdsid>), what impressed me the most about Andy was how he made the complex issues of international development accessible to Americans - particularly to youth. He was devoted to the field of development education (now encompassed in what we refer to as "global education").

Our paths crossed frequently, and his impact is evident throughout the 14-year history of our global education program here at NPCA. In shaping our work within larger development organizations, he inspired me to bring in the voices of youth and to engage the perspectives of our colleagues

in other countries in shaping how we engage and educate the public. Even the NPCA might not be here were it not for Andy: his study with two others at Colorado State University in 1960 on the "advisability and practicability of the Peace Corps program" outlined "new frontiers for American youth."

Andy was a true friend and mentor to many. With his death on June 1, Andy leaves not a void - as he inspired many to follow in his footsteps - but a legacy of dedicated service to the world of international development. Thank you, Andy!

Anne Baker



**Global
TeachNet
News**

National Peace Corps Association
1900 L Street, NW, Suite 404
Washington, DC 20036-5002
www.globalteachnet.org

Global TeachNet is a quarterly teacher resource from the global education networks of the National Peace Corps Association and ASCD. 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 or Anne Baker, NPCA 1900 L Street, NW, Suite 404, Washington, DC 20036-5002 (202) 293-7728, ext. 12, e-mail: gloaled@peacecorpsconnect.org.

**Next deadline: August 15 for
September-October-November Issue**

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

Go to <https://secure.peacecorpsconnect.org>. Please follow the instructions outlined on the page for accessing your login information. Once you log in, you can update your contact information and change your password.

Subscription/Renewal Form

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

____ I would like to join/renew NPCA at \$35/year (includes GTN) and these member groups at \$15 each/year:
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____ I would like to subscribe to Global TeachNet only (includes *WorldView* magazine) at \$25/year.

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I am a member of these education associations: ____ ASCD ____ ISSA ____ NCSS ____ Other: _____

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