



# Global TeachNet

## Global Education Network News

National Peace Corps Association

in cooperation with the Association for Supervision and Curriculum Development

Winter 2009-2010

### Global TeachNet: 2009 Impact

This has been a terrific year for Global TeachNet. Many thanks for your work and for your support in 2009.

Throughout the year we hear from Returned Peace Corps Volunteers and members of the global education community. Your feedback demonstrates that Global TeachNet provides inspiration for bringing a global perspective to classrooms and communities.

Our work would not be as dynamic without your guidance, financial support and input. Our work is dedicated to you, but also could not happen without you. I know that many of you give daily to your schools by enhancing teaching materials and extracurricular activities. I also know that this has been a financially challenging year. I ask that you reflect on how much you use Global TeachNet and consider a holiday donation to support one of your global education resources. Please make an investment in Global TeachNet with an online gift at <http://www.peacecorpsconnect.org/donate> or mail us a check to the address listed below. I am looking forward to a dynamic year in 2010.

Happy holidays and New Year!

Peace,

Anne Baker, Vice President, NPCA

National Peace Corps Association

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To check out a short video taken at the NCSS conference last month and see what fellow educators are saying about Global TeachNet, see [www.youtube.com/watch?v=q2U3LmyndNc](http://www.youtube.com/watch?v=q2U3LmyndNc)

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### Ideas for Using the “We All” Posters

by Angene Wilson

The previous newsletter announced the “We All” posters, produced by the Returned Peace Corps Volunteers of Wisconsin-Madison. The photographs, chosen for the posters from ones submitted for the wonderful calendars that the Madison returned volunteers produce each year, are stunning and powerful. They deserve attention and questioning beyond their initial purpose of illustrating cultural universals—what we humans have in common. In fact, they can be the springboard for a number of avenues of student inquiry.

This article offers suggestions to teachers for answering the question that follows the exclamation: “Wow, these are beautiful posters! So now what can I do with them?”

The following ideas can be adapted according to grade level, curriculum connections, and student interest. Hopefully they will inspire more teaching ideas.

**Editor’s Note:** For suggestions for using the posters at the elementary level, see the K-8 Corner on page 3 and “Using the Posters in a Montessori School on page 5.

#### Introducing the Posters

After you have hung the posters on your classroom wall or the hall wall near the classroom, ask students to peruse the pictures as though they were visiting a museum and answer questions such as the following before a class discussion. Alternatively, students might be divided into five groups for the different topics—We all eat, We all dress, We all work, We all need homes, We all need water—and study their assigned poster for answers to the questions.

1. List three things you learn from individual pictures.
2. What are two differences among pictures? What are two similarities?
3. Develop three questions about individual pictures on posters or one poster.
4. What are some things you don’t see in these pictures?

#### Asking More Questions

Assign each student a picture and ask students to go to [www.rpcvmadison.org](http://www.rpcvmadison.org) and find the assigned picture with text about photograph and information on the country represented. Ask students to share with the class something they

learned and a question they have. Ask questions such as:

*Did you notice the date the picture was taken? How might that make a difference in our learning from the picture? For instance, are the school cooks in Ghana still preparing food in 2009 as they did in the 1960s?*

*Who took the picture? Did the photographer live in the country as a Peace Corps volunteer for several years or is the photographer traveling through the country more as a tourist? What difference might that make? For instance, notice that the photographer of the man washing his feet for Muslim prayers in Niger talks about, in the text accompanying the picture, “my friend Maman.”*

Encourage some comparison across pictures. Ask, for instance, what work are women doing in the pictures? The photos show getting water in Zambia and Ethiopia, baking bread in Togo, sewing in Panama and Tanzania. How much time do rural African women have to spend getting water?

Next ask each student to do a little more research in relation to his or her

See Posters, page 4

# 9-12 Corner: Sometimes We Learn, Sometimes We Teach

By Angene Wilson

Here is an idea for using two short articles from the current *WorldView* magazine (Fall 2009 – Volume 22, Number 3), one a personal experience and epiphany about hunger and one a report on using text messaging for good health. With some pre-writing discussion, these articles could be the catalyst for student writing or student research or both.

## Objectives

Students will explain and discuss what the individual learned in the first article and taught in the second. Then students should write their own short stories about a learning experience and a teaching experience.

## Materials

Articles in the Fall 2009 *WorldView* magazine:

- “Letter from St. Lucia: Learning about Hunger”
- “CN U HLP ME? I HVE A KW-STION: A Peace Corps Volunteer Harnesses the Power of Text Messaging for Good Health”

## Procedure:

Ask students to read the two short articles before class, online or as handouts, as examples for their own

assignment: writing a short story about a learning experience and another short story about a teaching experience.

Ask students in whole class discussion to summarize what Karlen learned about hunger and what Khan was able to teach Namibian young people through text messaging. Ask students to locate St. Lucia and Namibia on a world map. Make point that although these stories took place in other countries and are about what Americans learned and taught there, both topics—hunger and text messaging—are relevant in the U.S., and we each also have experiences in which we learn something, when we teach someone. In fact, the last sentences in the articles could be the thesis statements for their own writing. Karlen concludes: “I just wish I had thought of thanking him instead of chasing him away.” Khan concludes: “Dive right

in today. Take inspiration and help wherever you find it.” At this point, the teacher might share brief experiences of his or her own learning and teaching.

## Assessment:

Divide students into small groups to brainstorm ideas for their own writing and then give them time to begin writing two short stories, perhaps a page each, one about a time of learning, one about a time of teaching.

## Follow-up or Extension

If students want an alternative or additional assignment, suggest finding out more about St. Lucia and poverty in the Caribbean or finding out more about HIV/AIDS in Namibia and the various health information systems mentioned in the article.

# Peace Corps and Afghanistan Now

By Angene Wilson

## Objectives

This brief lesson supplement will facilitate students’ discussion about the war in Afghanistan and the role of US national service organizations.

## Materials

Article in the Winter 2009 *WorldView Magazine*: “High Risk, High Gain, Can Crisis Corps Play a Role in Countries in Conflict?” by Tom Katus

## Procedure

As background the teacher should read the brief *WorldView Magazine* (Winter 2009) article by Tom Katus entitled “High Risk, High Gain, Can Crisis Corps Play a Role in Countries in Conflict?” One way to show what Peace Corps accomplished earlier in Afghanistan would be to show excerpts from *Dirt Road Documentaries’* “Once in Afghanistan,” a 70 minute documentary in which Peace Corps volunteer women

talk about their experiences on teams with Afghan men vaccinating women and children against smallpox in 1969 (Note: *Once in Afghanistan* is available as a DVD from: [www.dirtroaddocumentaries.com](http://www.dirtroaddocumentaries.com).)

Put on the board the following quotation from Wendy Chamberlin, former ambassador to Pakistan and then in charge of Asia and the Near East for the United States Agency for International Development, found in Ron Suskind’s *The Way of the World*, 2008.

*“I find myself thinking more and more about the Peace Corps. The U.S. government hasn’t really created a program that reached people, really reached them, since. We sent our best and brightest to villages around the world. They got the worms, they ate the weird food. It wasn’t a program measured properly in the number of irrigation canals that were dug. No, it was an idea, an idea that reached the people of the world. It was simply that we, who have been given so much, care about you.”*

Here are some questions to throw out to students when discussing the war in Afghanistan:

- Should Peace Corps—and it still exists—be part of the U.S. strategy in Afghanistan?
- If Peace Corps and the Marine Corps are both national service (and some people have served in both), what are the differences?
- What is core mission of each? Why might both be needed in Afghanistan now?
- What did Peace Corps do in Afghanistan in the 1960s and 1970s?

# K-8 Corner: Elementary Extensions and Differentiation Ideas for the “We All” Posters

By Jency Patterson Richards

At some point, elementary students are introduced to the concept of “communities.” These posters offer an amazing array of ideas and opportunities to extend the concept of community— including ideas of urban, rural and suburban—to students. It is often an abstract idea for students to grasp beyond their own individual community. However, with the help of these posters, our increasingly diverse population and the help of inductive learning activities, students can grasp these abstract ideas and at the same time have a broader image of the world at large as an amazing community of sorts!

## Introducing the posters to the students...

Ideas provided for these posters can be combined and extended depending on ability, age and grade, not to mention curriculum requirements. After allowing students to explore the pictures by posting them in the classroom, without an introduction, instructors can brainstorm with students what they think the posters are about and what we might be able to learn from them. There are some wonderful books that could be added with this simple activity. These include three of my class’ favorite books – *A Life Like Mine*, *A School like Mine* and *Children Just Like Me* published by Dorling Kindersley (dk.com). Children love to look at pictures of other children, houses, transportation and animals and these books provide an enriching opportunity for this as well as helping them connect to the pictures on the posters. These are parts of life they experience and live daily and have a natural curiosity for. This activity is a great introduction and students could be encouraged to look for a non-fiction book in the library about one of the countries pictured that they might be interested in. Another great option would be to invite a parent of one of the students in the class, who may be originally from one of the countries pictured in a poster.

## Literacy activities...

Students learn and comprehend best by making connections and activating their background knowledge. This opportunity is created through reading books, but also happens by listening to a taped story or read aloud story and simply by looking at pictures. Making connects using the text to text, text to world, and text to self process allows the child to extend their understanding and comprehension and feel as if the information is more “theirs” to share. They develop opinions, share thoughts and ideas, and ask questions for greater understanding. Using the posters in class, the instructor could ask a series of who, what, where questions

regarding one or several pictures—encouraging observation skills. The students could be given sticky notes and write “I wonder” questions on a note and put it on a picture, to be addressed and answered by the teaching notes provided with the posters, or during a whole class discussion. Students could also recognize connections they experience and add those on sticky notes and put their notes on a picture.

## Social Studies activities...

Inductive learning is key for students to understanding, remembering and using information once it is introduced. If possible, having two sets of the posters would be ideal: one for presentation and one for activities. I like to cut up posters, calendars and other presentation items, back the pictures on card stock, laminate them and create opportunities for students to quietly consider, sort, match, and write about pictures. These posters would be ideal for this in any number of ways. One such activity would be to make a large diagram of the continents—similar to a world map—on a long, large piece of paper. Have students add the labels and oceans to it and hang it on the wall.

Then have students try to place pictures near the correct geographical location. This could be done outside the classroom in the hallway to allow other students/classrooms the opportunity to look at the photos. The internet offers a vast variety of resources and with just a quick search the following came up offering further resources for teachers, in depth pictures and more understanding of homes around the world: *Wonderful Houses Around the World* by Yoshio Komatsu  
[http://www.shelterpub.com/wonderful\\_houses/wh-toc.html](http://www.shelterpub.com/wonderful_houses/wh-toc.html)

Another key area these posters could be used for is in an economics study unit: basic human needs and ways of life from simple farming and crafts to urban living in far away countries. The pictures invite and encourage higher level thinking, questioning and the opportunities to discover how people make money, create a life, and survive in a vast and incredible variety of “normal” lifestyles, depending on where one lives!

The resource pages provided with these posters are strong and beckon further investigation by both teachers and students. Opening the world to students is the key to creating a world of discovery.

One final resource to consider is that of [www.epals.com/](http://www.epals.com/). This website and company offer a wealth of opportunities to the individual classroom, school, student and teacher.

A shout out to the Madison RPCV group for providing these resources and in a unique way, carrying on the 3<sup>rd</sup> goal of the Peace Corps Volunteer!



*Editor’s Note: To see how a Montessori teacher is using the posters with her young students in Singapore, see page 5.*

## Posters, continued from page 1

picture. Offer suggestions for questions to pursue, for instance: What other kinds of work are there in Panama? What are several recipes from Romania? What do middle school girls study in Jordan?

### Focusing on the People

Besides naming Maman washing his feet before prayers, several other texts accompanying pictures name the person being photographed. For instance, Asaka is the Senegalese girl in *We All Dress*, Kamoamo is the fisherman in the Kiribati picture, and Hamouen Tuguinay is the photographer's neighbor in the Philippines picture.

Challenge students to come up with greetings and questions they might ask people in the pictures. One might ask Maman where his water comes from or Asaka what her school uniform looks like. Greetings do come first and students could look up proper greetings for their countries. The photographer of the women carrying water writes in his accompanying text that he would greet the women with "*Muli shani*" and they would reply "*Bwino*," which means "good." Other examples might be: For the Togolese woman baking bread: "Good morning. I'd like to try or buy some of your bread. Where do you get your flour?" For the men going to race camels: "Hello. How long have you been racing on camels? Could you teach me to ride a camel?"

Another possibility would be to invite someone to visit the class who is from another country, perhaps a recent immigrant or an international student at a local university. That person could talk about the "We All" topics, and then

open the class up to questions from students.

For early primary grades read a story about a child in one of the countries. For example, for Tanzania, read *Elizabeth's School*, by Stephanie Stuve-Bodeen.

### Looking for More Pictures

Challenge students to find other pictures from the assigned picture's country to add to the classroom display, asking before they begin such questions as:

- *Why might it be helpful to look at a number of pictures from one country?*
- *What would people from the countries where the pictures are taken think of the pictures chosen for the posters?*
- *What pictures do you think citizens of "your" country would take?*
- *What pictures can you find for "your" nation which illustrate other cultural universals such as technology (someone on a cell phone) or education (students in school uniforms) or politics (a government building)?*
- *What pictures can you find that show urban as well as rural settings?*
- *What pictures would you take to show eating, dressing, working, use of water, and homes in your school area to add to our display?*
- *Which poster pictures represent a minority or indigenous people of the country? What pictures can you find to represent the diversity of "your" country and of the United States more fully?*

### For older students:

1. Ask them to check the United Nations Development Programme's Human Development Report index ([hdr.undp.org](http://hdr.undp.org) – look for table H in 2009 Report) to discover whether these nations have very high, high, medium, or low human development. Make a chart (include U.S.) that compares indicators across countries, for instance life expectancy at birth, GDP per capita, adult literacy, combined primary, secondary, tertiary enrolment rate.
2. Have a discussion about how pictures could be used to illustrate the need to meet the ten Millennium Development Goals. Ask students to use pictures from the posters and other pictures to develop a display that explains each goal. For instance, the women going for water in Zambia could illustrate Goal 7: Ensure environmental sustainability: water and sanitation.



### Mapping the Pictures

Map the countries represented on the posters on a world map. What are commonalities among the countries? What are differences in terms of regions of the world, climate, economy, as well as culture? Specifically, for instance, what difference does climate or special occasion make in what we wear?

*Note: Teachers are invited to share their ideas for using the posters on the Peace Corps Connect website at <http://community.peacecorpsconnect.org/group/globalteachnet>*

*For lesson plans related to the individual global themes or cultural universals, contact [susanneyer@astound.net](mailto:susanneyer@astound.net). Check the K-8 corner in the fall, 2009 newsletter for ideas on teaching about water.*

# Teaching About the World and Using the We All... Posters

by Allegra K. Troiano- Senior English Language Fellow- Colombia 2009-2010

I got involved with the We All... Posters right after they were printed early this year. As a board member of Milwaukee Peace Corps Association, I had close contact with the RPCV Madison group who so diligently culled through years of photos from the wonderful calendars that they put together annually.

So when I accepted the Senior English Language Fellow position in Colombia, I decided to send down a set of posters. Everyone in the embassy loved the posters so much that I decided to purchase a set for each Centro Colombo in Colombia (11 in all). Then I decided to conduct workshops using the posters while teaching about Active Learning Strategies and Multiple Intelligences. I felt that the posters had so much to offer, but that the information could be overwhelming, which is why I focused on teaching using these different approaches to learning.

Active Learning is a variety of strategies that place the primary responsibility for creating and/or applying knowledge on the shoulders of the students. This means transforming traditional classroom practices through problem-based learning or collaborative projects. Research suggests that these



strategies greatly increase students' retention of knowledge and skills. On the other hand, Multiple Intelligences learning styles offer seven simple and accessible methods to understand and explain people's preferred ways to learn and develop.

I have now conducted workshops in four different Colombian cities using the posters. Not only were the teachers very excited to have the posters in their midst, but they were also very happy to spend time together in the workshop brainstorming effective ways to use them. Besides being colorful and engaging, the posters offer a wealth of cultural, geographical, and practical information—but at the same time, they can be daunting in how much information is offered. How best should the poster be used? Should the teacher focus on one photo in each or a combination of photos? Which skill/s should the teacher focus on with the poster?

What the workshop helped the teachers do was narrow their focus and be more specific in their lesson planning and in choosing the skills taught for each poster. What the teachers learned was that they had to brush up on their geography and learn how to correctly pronounce each country before they took these posters into their classrooms.

What the workshops taught me was how creative the teachers could be in figuring out what to teach and where to start.

Since I strongly believe in teachers supporting other teachers, I would be happy to provide the Active Learning Strategy framework and Multiple Intelligence concept map for you to use along with these posters if you contact me at [akt2@me.com](mailto:akt2@me.com). Feel free to email me at this address with your great ideas for using these posters so that I can share them with my Colombian teachers' network.

Contact Char Thompson at [rpcvposter@gmail.com](mailto:rpcvposter@gmail.com) or 608-231-2445 for questions, or to place an order for the posters. You can check them out at [www.rpcvmadison.org](http://www.rpcvmadison.org)



# Using the Posters in a Montessori School

by Nancy Martin

For many years I have been teaching the Montessori curriculum of Cosmic Education to elementary age children. The themes are universal and very appropriate for the children of today as long as the teacher keeps up with current information. For the last 3 years I have been teaching in the Primary Years Program of an International Baccalaureate school in Singapore. It is an international school and the children come from all over the world.

I was very pleased to see the posters of We All Dress, We All Eat, We All Work, We All Need A Home and We All Need Water from the Returned Peace Corps Volunteers of Wisconsin-Madison. I use them with the Montessori elementary study of "Needs Of People" and in the Primary Years Program of the International Baccalaureate program. I have developed a study for the theme "Sharing Our Planet" teaching the children the needs of people and how we can help people everywhere to meet those needs in order to achieve peace in the world.

The theme "Needs Of People" has two levels. One is very basic and the second is much more advanced. The children do research and make a chart including pictures of the needs. The needs include food and water, clothing, shelter, culture, religion, transportation and defense. Defense has always bothered me because it never really achieved peace. When Montessori adopted the goal of teaching peace as part of the curriculum, I was searching for a way to tie it into the other great themes.

Themes include "Sharing The Planet" and "How The World Works." Within these themes I found an area to teach about our resources, needs and responsibility. Ultimately, I chose to teach about resources, reusing, recycling and responsibility within the theme "How The World Works" and I chose to teach the needs of people and how meeting these needs can help us achieve peace in the world in the theme "Sharing The Planet."

See *Montessori*, page 6

# We All Need a Home Poster –Lesson Plan

By Allegra K. Troiano-Senior English Language Fellow- Colombia

**Levels:** All

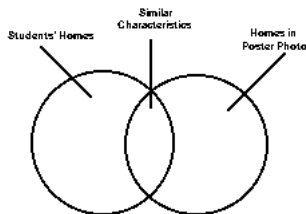
## Skills:

Speaking, Grammar, Writing, Vocabulary Development, Critical Thinking

## Directions:

Explain to children that they are going to learn about homes from around the world.

- 1) Show them a world map or globe and explain that they will use it to locate the countries of the homes on the poster.
- 2) Spend some time reviewing the map. Find your location, identify bodies of water, and surrounding countries. Point out the different continents and countries around the world.
- 3) Have them pinpoint where their photo is on the map. Have them identify the surrounding countries.
- 4) Ask them to brainstorm all the materials that go into making these different homes. This can be done in pairs or small groups (3 or 4).
- 5) Ask each pair /group to make a list for their assigned photo on the poster.
- 6) Ask each group to write what each house in the photo is made of.
- 7) Have each group create a list of what they think each home should have.
- 8) Have each group or pair develop a Venn diagram to contrast and compare what they've learned about homes. Draw two intersecting circles on a large sheet of paper and write the heading "**Homes Around the World.**" Invite the groups to list the characteristics of their own homes in the circle on the left. Next, invite them to list the characteristics of the homes in the poster in the circle on the right. Use the intersecting area to list characteristics that all homes share.



## Verbal Linguistic:

**Speaking:** Get the students to do a presentation to the rest of the class on their findings for the particular photo they worked with. Have students draw a picture of their home and explain how their homes are similar to/ different from the one in the photo.

**Grammar structures:** like/don't like, comparative, superlative. Have students write compare/contrast sentences about their photo. Have students practice writing sentences using the comparison or using the superlative.

**Writing:** Have students write sentences about their photo using the comparative and the superlative. Have students write a paragraph about the home in the photo. Have students write about their home and how it's different from the photo. Have students write about their dream home: what they want it to look like, what they want it to provide. For more basic students, have them write why they like/don't like their home, why they like/don't like the home in the photo.

## Vocabulary:

- 1) Relating to home construction: palm leaves, mud, brick, cement, stone, wood, dirt, leather, metal, straw, thatch, paint, tile
- 2) Relating to size and degree of luxury: comfortable/uncomfortable; big/small; crowded/spacious; furnished/unfurnished; with/without heat, gas, air conditioning, electricity, indoor plumbing

## Using other Multiple Intelligences

- 1) **Visual Spatial:** Have students draw their dream home. Have them build a 3-D version of their dream house. Have them watch *Extreme Makeover*: <http://abc.go.com/shows/extreme-makeover-home-edition>
- 2) **Mathematical/Logical:** Have students do the Venn diagram above; have them calculate what they would need to build a house and how much it would cost.
- 3) **Bodily Kinesthetic:** Have students demonstrate with movement and gestures what their dream house would look like.
- 4) **Musical/Rhythmic:** Have students listen to different songs relating to Houses.
  - a. *Little Boxes* (by Pete Seeger) [www.airmp3.net/download/little\\_boxes/mp3/dla\\_b9902\\_1](http://www.airmp3.net/download/little_boxes/mp3/dla_b9902_1)
  - b. *Our House* (Crosby, Stills, Nash, & Young)

## Montessori, cont. from page 5

These posters are just a start—a beautiful start at that. They help the children to visualize the possibilities of shelter, clothing, food and water so well. We need to have a lot of pictures and videos and materials to understand how people live. There are precious few accurate pictures of shelters, clothing, food and the other topics for young children to look at and savor unless they go online and have a printer. I hope that there will be more posters coming along.

It doesn't matter where children live any more. We all need to learn about the Millennium Development Goals and needs of people and try to help people meet those needs. We also need to learn about each other and appreciate the rich cultures of the world.

I feel that this topic can be taught in all schools everywhere in the world so that children will understand what people need to have and how we can work together to help each other. Only when the basic needs are met will there be any chance of peace and connection. If the children learn this, they will remember it when they are adults.

## Global Connections

You can still sign up for Global Connections, NPCA's new global education partnership with The Globalist. The goal of Global Connections is to improve the "global literacy" of U.S. high school students and prepare them for the global services economy of the 21st century.

To view a sample week of Global Connections, see [www.theglobalist.com/development/globalconnections/preview/home.htm](http://www.theglobalist.com/development/globalconnections/preview/home.htm) (note: not all links are available for viewing on the sample page). These brief articles, facts, and quizzes can easily be incorporated into existing lesson plans.

Participation in this program includes a free subscription to Global Connections, as well as a free subscription to the NPCA's Global TeachNet newsletter, which is an incredible value worth over \$500!

To sign up or for more information about Global Connections, please contact NPCA at [teachnet@peacecorpsconnect.org](mailto:teachnet@peacecorpsconnect.org).

# Book Review

## *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*

by Nicholas Kristof and Sheryl Wu Dunn (Knopf, 2009)

Reviewed by Joanne Dufour. RPCV El Salvador 1972-3, Seattle, WA

When the countries of the world made a commitment in the year 2000 to achieve the Millennium Development Goals by 2015, concern for the welfare of women was high among the priorities listed. Issues of poverty, education, gender equity, child mortality, maternal health, and diseases such as HIV / AIDS highlighted areas impacting the conditions of women. With the release of the 2009 report showing progress towards reaching the goals, while there have been improvements in some areas, areas such as child mortality and maternal health still show a dire need for more attention to help reach the stated goals.

In their book, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, Nicholas Kristof and Sheryl Wu Dunn carefully bring life to the statistical renderings of the MDGs, portraying in explicit detail such harsh realities as those females impacted by human trafficking, the violence of the sex trade, honor killings, and rape as a weapon of war or punishment, the poor prenatal or delivery care, or the family decisions impacting education and freedom.

But the hopeful side is the first person stories of other individuals who have overcome oftentimes tremendous odds and have gone on to make a significant difference creating organizations, schools, hospitals, service providers, businesses and the like creating a much different life for those receiving these services.

Peace Corps Volunteers can lend their own accounts to some of the stories they tell, but the authors offer a wide range of anecdotes from around the world, citing their own personal experiences with many of the projects they describe. For, example in their introduction to a discussion of education, they tell the story of Dai Manju, a 13 year old from the Darbie Mountains of Central China, who so wanted to continue schooling despite her parents inability to pay for fees. Kristof's article in his *New York Times* column led ultimately to a \$100,000 donation, which not only

ensured Dai Manju scholarship money through college—leading to a successful business career and family, but allowed a sizable expansion of the school itself and scholarships for numerous other students like her.

While the more familiar projects such as microcredit lending and the use of nets to aid in the reduction of malaria are described, the authors go on to indicate lesser known factors affecting the success of keeping students in schools, especially girls. Intestinal worms affect children's physical and intellectual growth so low-cost deworming programs show marked increases in school attendance. Other cost effective techniques include helping girls manage menstruation through the building of private toilets and supplying of pads and panties; expanding the use of iodized salt to eliminate brain damage to female fetuses mostly which lead to mental retardation and later to the development of goiters, or giving pregnant mothers iodized oil capsules. Noteworthy as well are those programs, which now pay parents for maintaining the health and the successful performance of their children in schools adopted by the Oportunidades Program in Mexico as well as a similar program in Eritrea.

The authors go on to propose three steps to help move along progress for women:

- (1) a \$10 billion effort over five years to reduce the gender gap by funding projects such as those mentioned above,
- (2) a US sponsored program [similar to one of the Canadian Micronutrient Initiative] of iodizing salt in poor countries, and
- (3) a \$1.6 billion project to eradicate obstetric fistula (a rupture of internal organs caused by insertion of a stick following a rape by enemy soldiers in conflict areas), laying the groundwork for significantly reducing maternal mortality.

While Congress debates a new Foreign Assistance Act, it is time to be in touch with our Congressional representatives offering our views of ways to support the Millennium Development Goals and help bring about more opportunities for women such as the ones so well described by these authors. A helpful list of organizations serving women is included as an Appendix, should you wish further information.

### **A Global Perspective on Teachers**

Colleagues,

Check out photos from World Teachers' Day of teachers, kids and schools from around the world at [www.flickr.com/photos/30593921@N03/sets/72157622377265634/](http://www.flickr.com/photos/30593921@N03/sets/72157622377265634/). It is interesting what they have in common.

The site for World Teachers' Day is [www.ei-ie.org/worldteachersday2009/](http://www.ei-ie.org/worldteachersday2009/)

Share this with foreign language teachers you know—If you click on the posters from that site, you can see printable posters related to teachers and students in a number of languages.

Do any of you know of sites where you can see photos (or a slideshow) of schools and students in many countries? I would love to see sites where we can click on "middle school social studies" or "secondary school world history" and see photos with some annotations of what kids are studying and doing in class from countries in every world region.

The web has so much potential for helping us see the world from global perspectives.

Merry Merryfield [merryfield1@osu.edu](mailto:merryfield1@osu.edu)

# Learning Opportunities for Teachers

## 2010 International Studies Summer Institute at Indiana University

Indiana University's 15th annual International Studies Summer Institute for teachers of grades six and above of all disciplines will take place \*July 7-15, 2010\* (New dates!!!). U.S. teachers, grades 6 and up, join colleagues from around the world to explore the complex and interrelated topics of global food security, 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. Participants are accepted on a first come, first served basis. Teachers receive a flash drive with free resources. A \$200 registration/technology fee is required and covers all costs.

For more information: Visit the International Studies Summer Institute website: [www.indiana.edu/~global/issi](http://www.indiana.edu/~global/issi), or email [issi@indiana.edu](mailto:issi@indiana.edu).

## New Online Class: Spring 2010

Purdue University, West Lafayette Campus (also available through Continuing Education)

This course examines what it means to develop and apply a global perspective in a classroom/school/community setting. You will reflect on your current practice and perspectives, develop knowledge and skills in global competence, and apply these new skills to your educational setting through an individual or group project.

The course includes:

- Readings on global perspectives in the classroom
- Weekly, asynchronous, on-line discussions
- Practical exercises and reflections designed to help you assess your current teaching context
- An opportunity to design, implement, and evaluate a mini-project in your classroom, school, or community

Topics include:

- Why is a global perspective important?
- Looking at the world through multiple perspectives
- Standards and a global perspective
- Technology in a global classroom

For information, contact: Nadine Dolby, Associate Professor, [ndolby@purdue.edu](mailto:ndolby@purdue.edu)

## The Enduring Legacy of Ancient China: An Online Course from Primary Source

The remarkable richness and endurance of Chinese civilization will be the central focus for this online course, which will explore the long period from the emergence of China's earliest civilizations to the end of the dynastic phase in 1911. The course will mirror the thematic approach taken by Primary Source's own sourcebook, *The Enduring Legacy of Ancient China*. Topics will include geography, belief systems, the arts, and China's relationship with the world. The online course will feature supplemental readings, scholar podcasts, and web-based activities to engage teachers in some of the most current scholarship, while exploring student-friendly tools and resources. This course will be offered completely online and will require a basic comfort level and interest in the use of computer technology as a medium for learning.

2009-2010 School Year Offered Three Times 40 PDPs/2 Graduate Credits\* \$500. An online "tour" of the course is available at <http://www.primarysource.org>

## Korean History & Culture and the Korean American Experience

Seventh Annual Seminar for K-12 Educators, Sponsored by the Korea Academy for Educators and the Korean Cultural Center, 5505 Wilshire, Los Angeles, CA, August 2-6, 2010

Educators of all disciplines and grade levels are welcome. This five-day seminar—limited to 65 elementary, middle and high school administrators, teachers, counselors, librarians, administrators, and curricular supervisors—offers a unique opportunity to learn about Korea's history and rich culture, the Korean-American experience, and provides outstanding resources and lessons.

Participants learn from prominent scholars, view engaging and informative films, explore Koreatown, visit a Buddhist temple, view exquisite art, hear the unique sounds of Korean music (with a lesson on the Chango drum), observe traditional dances and tea ceremony, learn the theory and experience the practice of martial arts, and create art that reflects ancient tradition. The program also includes daily breakfast/lunch, parking, books, lessons, DVDs, and a guarantee of a good time!

## Ohio State University Online Grad Course for Teachers

Winter Quarter 2010

EDU T&L 883d: Teaching World Cultures and Global Issues will be taught totally online—no coming to campus!

Overview: This is a 3 credit hour graduate course that prepares teachers to use online and other resources from Africa, East Asia, Latin America, the Middle East and Slavic and Eastern Europe to teach diverse cultures, world history and literature, and global issues. A focus of the course is learning about other cultures and the global status quo through the knowledge, voices, and experiences of diverse people around the world. It includes online cross-cultural interaction with educators in other countries.

Instructor: Merry M. Merryfield is a professor in social studies and global education at Ohio State. She has been teaching online courses since 1997. Dr. Merryfield is the winner of 2009 James Becker Award for Global Understanding given by the National Council for the Social Studies and the 2009 Global Scholar award given by the International Assembly of NCSS.

For more information see <http://people.ehe.ohio-state.edu/mmerryfield/> or email the instructor, Merry Merryfield at [merryfield1@osu.edu](mailto:merryfield1@osu.edu).

Participants also become familiar with the Korean Cultural Center's extensive library and video collection, its galleries of traditional and modern art, varied programs and exceptional cultural performances. Participants become more knowledgeable about Korea and its ancient heritage and more effective in meeting the needs of Korean-American students and their families. They receive materials (many free books, 20 PowerPoint slide lessons, DVDs, Standards-based lessons for K-12 classes, and extensive classroom resources) and information about fellowship opportunities to study and travel in Korea.

For information and to register, go to [www.KoreaAcademy.org](http://www.KoreaAcademy.org) Fellowship applications will be available in January 2010. E-mail all inquiries to Mary Connor, KAFE President after January 1st, 2010: [Mary@KoreaAcademy.org](mailto:Mary@KoreaAcademy.org)

# Travel & Other Opportunities

## Global Exploration for Educators 2010 Travel Programs

Global Exploration for Educators Organization (GEEO) is happy to announce summer travel programs to India, Peru, Tunisia, Southern Africa (South Africa, Mozambique, Botswana and Zimbabwe) and China.

Educators can earn graduate school credit and professional development credit while seeing the world. The trips are designed for teachers and include activities such as school visits and homestays that give participants authentic exposure to local culture. The trips are deeply discounted so as to be affordable to teachers. GEEO also helps teachers find funding to subsidize the cost of the trips.

Detailed information about each trip, including itineraries, costs, travel dates, and more can be found at [www.geeo.org](http://www.geeo.org). GEEO can also be reached 7 days a week, toll free at 1-877-600-0105 between 9AM-10-PM EST. To sign-up for GEEO's listserv, please send an email to [listserv@geeo.org](mailto:listserv@geeo.org) with the subject line "subscribe."

## GlobalGiving Trip to Guatemala

You are invited to join GlobalGiving for the trip and experience of a lifetime. Make a difference, meet the people we are helping, change your view of the world forever.

**When:** February 13-21, 2010

**What:** A chance to join GlobalGiving on an inspirational trip to three of our incredible projects in Guatemala.

**Why:** You'll get to take part in making a world of difference through these innovative GlobalGiving projects:

- building a school made of recycled materials
- educating poor women about options for family planning
- instilling in young people the aptitude for and love of reading

**Where:** Antigua, Guatemala is rich with indigenous traditions and incredible natural beauty. You'll see breathtaking Spanish colonial architecture, spectacular volcanoes and crystal blue water lakes. Plus, Antigua is known for international cuisine, art galleries, museums and markets.

**How:** The cost of this trip is \$2,700 per person (includes shared accommodations, land

## Global Youth Connect Human Rights Delegation to Bosnia— June 23 - July 13, 2010

Global Youth Connect, an international human rights organization, is currently accepting applications from young leaders (ages 18-30) for their Summer 2010 international human rights delegation to Bosnia.

GYC's human rights delegations are a unique, first-hand opportunity to cross cultural boundaries and learn about the daily reality of human rights as experienced in a complex and increasingly globalized world. Each delegation weaves together three core sets of activities: a human rights training workshop with local youth activists, site visits to local organizations, and hands-on fieldwork projects. For more information, please contact Miki Jacevic, Bosnia program director at [miki@globalyouthconnect.org](mailto:miki@globalyouthconnect.org) with any questions.

*Application Deadline: January 10, 2010 with rolling admissions until December 20 for up to half of the delegation. To apply, visit:*

[www.globalyouthconnect.org/participate](http://www.globalyouthconnect.org/participate)

transfers, entrance fees and all meals). Ten percent of the cost will be contributed to the organizations featured on this visit.

Visit [www.globalgiving.com/central-america-journey/](http://www.globalgiving.com/central-america-journey/) for more information and to access a full itinerary.

**More:** In addition to our projects, here's a quick overview of some of the other things you'll get to experience:

- See a Fair Trade coffee farm
- Tour San Juan and Santiago villages
- Visit the Chichicastenango Market

We hope you'll consider joining us for this exciting journey,

*Mari Kuraishi*

*GlobalGiving Foundation*



## 2010 Toyota Teacher Program from IIE

From the Institute of International Education:

The application is now available for the 2010 Toyota International Teacher Program to Costa Rica, a fully-funded professional development program for U.S. educators. Funded by Toyota Motor Sales, U.S.A., Inc., and administered by the Institute of International Education, the program aims to advance environmental stewardship and global connectedness in U.S. schools and communities.

The program will take place June 18 - July 3, 2010 and the deadline to apply is January 6, 2010. Please visit our website at [www.toyota4education.com](http://www.toyota4education.com) for application instructions, FAQs, and to apply online. Full-time classroom teachers and librarians of all subjects for grades 6 - 12 are eligible to apply!

## Elgin Heinz Outstanding Teacher Award - 2010 Call for Applications From the United States-Japan Foundation:

The Elgin Heinz Outstanding Teacher Award recognizes exceptional teachers who further mutual understanding between Americans and Japanese. The award is presented annually to two pre-college teachers in two categories, humanities and Japanese language, and consists of a certificate of recognition, a \$2,500 monetary award, and \$5,000 in project funds. It is named in honor of Elgin Heinz for his commitment to educating students about Asia as well as for the inspiration he has provided to the field of pre-college education.

The award is open to current full-time K-12 classroom teachers of any relevant subject in the United States. There are two award categories, one in the humanities and one in Japanese language.

Complete applications must be received by the Foundation on or prior to February 1, 2010 to be considered for the 2010 award. For more information on application guidelines, please visit [www.us-jf.org/elginHeinz.html](http://www.us-jf.org/elginHeinz.html)

# Global Education Resources

## Foreign Policy Association's Great Decisions 2010

The Foreign Policy Association (FPA) announces topics for its Great Decisions 2010 classroom materials—used by educators nationwide to stimulate thought-provoking debate on key global challenges of concern to U.S. policymakers and voters. The 2010 topics are:

1. Special envoys
2. Kenya and R2P
3. Global crime
4. U.S.-China Security relations
5. Global financial crisis
6. Russia and its neighbors
7. Persian Gulf
8. Peacebuilding and conflict resolution

Find free resources and order Great Decisions 2010 materials online at [www.greatdecisions.org](http://www.greatdecisions.org).

New to Great Decisions? Request a complimentary sample Teacher's Starter Packet consisting of (1) Great Decisions textbook, (1) Teacher's Guide, and (1) sample DVD. Call 800-628-5754 ext. 251 or email [prog@fpa.org](mailto:prog@fpa.org) and mention order code: GDC3 to receive your packet.

## New Lesson Plans from the Choices Program U.S. Policy in Afghanistan

Afghanistan is one of the most daunting challenges facing the United States. President Obama and his advisors are reassessing U.S. policies in Afghanistan, a task complicated by a flawed presidential election in the country this year. In this free two-day lesson, students debate three possible options for U.S. policy in Afghanistan and articulate their own views on the issue.

### North Korea and Nuclear Weapons

Now it is easier than ever to cover current issues in your classroom! North Korea with nuclear weapons is one of the most pressing issues facing the international community today. One of the first in a series of Current Issues Lessons, North Korea and Nuclear Weapons, helps students better understand the domestic and international issues around North Korea's nuclear weapons program.

For more information on these lessons and for more teaching resources from the Choices Program visit [www.choices.edu](http://www.choices.edu).

## Citizen Climate Curriculum from the Will Steger Foundation

Follow along with polar explorer Will Steger as he and a group of young people embark on Expedition Copenhagen, a mission to bring the youth voice to the international climate negotiations in December. First give your students the basic knowledge they need to follow the news coverage of the climate negotiations and the skills they need to make their opinions heard. Then send your students' statements to the youth delegates headed to Copenhagen and follow the Youth Delegation's multimedia blogs. Download Citizen Climate, free standards-linked high school lesson plans from the Will Steger Foundation. These lesson plans build on the WSF's original six lesson plans on the basics of global warming. The new lessons cover the carbon cycle, target levels for atmospheric levels of greenhouse gasses, cap and trade, carbon tax, new technologies, concerns of developed and developing countries, and how to formulate position statements. Learn more: [www.willstegerfoundation.org](http://www.willstegerfoundation.org)

## New Human Rights Education Publication from HREA

The Office for Democratic Institutions and Human Rights of the Organization for Security and Cooperation in Europe (OSCE/ODIHR), the Council of Europe, the Office of the United Nations High Commissioner for Human Rights (OHCHR) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) are pleased to announce the publication of *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice*. HREA was retained to develop the Compendium under the guidance of these partners.

A PDF version of the main part of the Compendium is available at [www.hrea.org/compendium](http://www.hrea.org/compendium). This document does not yet include the Annex containing samples of the resources. The full version of the compendium, including numerous examples of teaching materials, will be available both online and on CD-Rom in December.

## Resource for Teaching about Conflict through Music

From the H-NET List for African Studies Outreach and Teaching about Africa:

Over the past two years, in collaboration with others at the University of Alberta, Dr. Michael Frishkopf has been working with Liberian musicians living in Buduburam, a refugee camp near the Ghanaian capital, Accra, to produce a benefit CD representing music of camp residents.

Working in concert with a camp NGO (Center for Youth Empowerment), he collected 16 tracks composed, performed and recorded by camp residents, representing a wide variety of West African popular music styles, and signed the artists for this compilation CD, which also includes extensive liner notes on the history of the conflict, the camp, the music, and the musicians themselves.

Beyond its great music, the CD is designed to be useful for teaching at the high school and university levels, in a variety of fields: music of Africa, ethnomusicology, African history and politics, forced migration studies, development studies, etc.

The CD, entitled Giving Voice to Hope: Music of Liberian Refugees, is now available via their websites:

<http://tinyurl.co/ott3w3>

And

[www.uofaweb.ualberta.ca/uai/buducd.cfm](http://www.uofaweb.ualberta.ca/uai/buducd.cfm) .

## 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](mailto: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."

# Student Essay Contests Contests

## 2010 UNA-USA High School Essay Contest

UNA-USA's National High School Essay Contest on the UN provides motivated high school students with the opportunity to engage in scholarship and critical thinking while addressing global issues.

Each year, UNA-USA publishes a topic and question of particular importance to the international community. Students then conduct research and write a response to the question. *This year's contest focuses on Millennium Development Goal Eight, and asks students to tackle the challenge of promoting development through international partnership.*

Students are asked to write a letter to the President of the United States answering the following questions:

1. How can the U.S. build an international system that promotes good governance, development, and poverty reduction?
2. How can the U.S. promote sustainable development and economic growth in developing countries?

The contest is open to all US students in grades 9 - 12. Essays must be submitted by January 5, 2010.

- 1st Place: \$1,500 scholarship and a trip to New York to attend UNA-USA Members' Day at the UN in March 2010.
- 2nd Place: \$1,000 scholarship
- 3rd Place: \$500 scholarship

To enter: [www.unausa.org/essay2010](http://www.unausa.org/essay2010)

Email [studentalliance@unausa.org](mailto:studentalliance@unausa.org) for enquiries.

## "Celebrate America" 5th Grade Essay Contest!

The American Immigration Council and AILA are proud to sponsor the 13th annual "Celebrate America" Creative Writing Contest. The contest inspires educators to bring U.S. immigration history and lessons into their classrooms and gives fifth graders the opportunity to explore America as a nation of immigrants.

The topic for the essay is "Why I am Glad America is a Nation of Immigrants." Past winners have used the theme to discuss their personal immigration experiences, learn about and share family histories, or write about the broader questions of the challenges facing immigrants in a new land. The national winner and three guests receive an all expense paid trip to the American Immigration Council's Annual Benefit Dinner in Washington, D.C., where he or she will be honored and read the winning entry.

- Theme: "Why I Am Glad America is a Nation of Immigrants"
- Entrants: 5th graders
- Format: Any written entry (essay, poem, story, interview, etc.) that reflects the theme
- Word count: Up to 500 words
- Judging criteria: Theme, presentation, creativity and message
- Deadline: March 12, 2010

For more information, see [www.communityeducationcenter.org/community/essay-contest](http://www.communityeducationcenter.org/community/essay-contest). If your school is interested in participating, please contact the essay contest organizer Tim Hart at phone: (612) 333-3003 or email: [tim@hartimmigrationlaw.com](mailto:tim@hartimmigrationlaw.com).

## GTN at NCSS Conference

In November, NPCA participated in the National Council for the Social Studies Annual Conference, this year at the Georgia World Congress Center in Atlanta. Once again, we co-coordinated the International Alley, a group of globally-focused exhibitors that was at full capacity! Traffic through the booths was unyielding throughout the weekend as people stopped by the alley to take advantage of a wide variety of international education resources.

International Alley visitors were also able to qualify for hourly prize drawings by taking a global quiz that challenged their knowledge of the alley's exhibitors and world news. Prizes donated by the exhibitors included textbooks, DVDs, free memberships, curricula—all a big hit!

At the NPCA booth, in addition to information on the many resources of Global TeachNet, the Atlanta Area RPCVs were on hand to make available the International Calendars and 'We All' International Posters produced by the RPCVs of Wisconsin-Madison. As always, the collaborative fellowship of global educators in the International Alley was a very worthwhile experience.

We look forward to seeing you next year in Denver.



Deb Hutton wearing many hats as a global educator.

## Dr. Linda Miller receives People to People International Leadership Award

Dr. Linda Miller, who was given a Global Educator Award in 1999 and Peace Educator award in 2001 by the National Peace Corps Association, received the People to People Outstanding Leadership Award at the National Level. The ceremony took place at the Annual Board of Trustees and Americas Regional Meeting in Las Vegas on Saturday September 5, 2009 at the Westin Hotel. She was the only one receiving this international award.

People to People International was formed by President Eisenhower in 1956 to help people not presidents bring out peaceful understanding among nations. The award was given for outstanding

leadership for People to People for at least three years. During this time she traveled to Switzerland, China, Egypt and Australia on People to People trips. She is currently president of the Southern Nevada Peace Corps Association.



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**Global  
TeachNet  
News**

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

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

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

**Next deadline: February 15 for  
March-April-May Issue**

## Subscription/Renewal Form

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

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

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

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

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

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\_\_\_\_\_

Please sign me up for the GTN listserv

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

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

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

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