



Speakers Match: Constance Speake Speaks

By Abad Allawi

At NPCA, we like to say that the Third Goal of the Peace Corps (to strengthen Americans' understanding about the world and its peoples) is our first goal. That means throwing a spotlight on returned Peace Corps Volunteers like Constance Speake, a former teacher and Armenia RPCV who now shares her experience through Speakers Match, a Peace Corps program that helps to connect RPCVs with those who want to hear about Peace Corps experiences. Recently I asked her a few questions about her Speaker Match experience.

How did you get the idea of speaking in public about Peace Corps? What was/is your motivation?

I loved my 3 years in Armenia and wanted to share it with people; I also wanted people to realize that "older" Americans can join the Peace Corps. Talking to groups seems natural to me, as I taught for 45 years.



What did you do immediately after finishing your Peace Corps service?

I left for Armenia in June 2006, and in the first year back, everyone I talked to heard about my Peace Corps experience. I had taken some 3000 photos, so I edited them, and learned to burn DVDs with some 50 photos.

How many presentations have you done so far?

I believe I have done about 18 presentations.

During your presentation, who is your audience, what tools (i.e pamphlets handouts) do you use to ensure a successful presentation, and are there question / answer sessions during or after the presentation?

I learned during my first presentation that people could NOT ask questions during the presentation; after 2 hours I was only half done with my presentation because of all the questions. So now I tell the group to please save their questions until I've finished, write the questions down to remember them. Then the problem becomes mine, to make sure I'm finished in time for questions.

I begin my presentation by speaking a few sentences in Armenian. Then I talk for 2 minutes about the advantages and disadvantages of being an "older" volunteer. (I was 67 when I went.) Then I begin.

The groups have mostly been adults: church groups, neighborhood groups, and conference groups. I will be doing one in September at the school where I graduated from high school 55 years ago. So I assume the age range will be 14-18.

During my presentation I show 5 photos of the results of the grants my host country counterpart and I wrote, showing what can be done when the two people are willing to work hard. I talk briefly about grant writing. My counterpart was wonderful. We got along beautifully — and still do by email. I use neither pamphlets nor handouts. But the first 2 slides are a map of Asia

and a map of Armenia so the audience can put themselves in "my" world.

I have only slightly changed my presentation depending on the group. For example I emphasize church subjects when speaking to a church group; I emphasize the contribution Delta Kappa Gamma made when speaking to those groups.

Tell me more about those grants....

The grants were those three which my counterpart and I did while I was in Armenia. The first year we completed one for the CALL (Computer and Language Laboratory); the second year we completed another one for the CALL, to improve it; the third year we completed one for the Vardenis State College Library which was not quite finished when I had to leave, so it was turned over to another Peace Corps Volunteer. It finally got finished 2 months later.

Thank you, Ms. Speake for sharing this information with me!

There are many ways RPCVs continue to accomplish the third goal, and signing on to Speakers Match is just one of them. By raising awareness of Ms. Speake's activities, NPCA hopes that more volunteers will be inspired to step up and share their experiences.

In this issue:

9-12 Corner: Learning from an Adventure in West Africa: Pulaku Documentary Project 2

K-8 Corner: Resources from World Wise Schools 3
Lessons from a Year of School-based Training 4

**Lots of Suggestions for
Summer Reading 5-10**

9-12 Corner: Learning from an Adventure in West Africa: Using the Pulaku Documentary Project

A lesson by Angene Wilson to accompany *WorldView Magazine* (Spring 2011 – Volume 24, Number 1)

Introduction

One of the highlights of the spring 2011 *WorldView* magazine is an introduction to the Pulaku Documentary Project put together by Christoph Herby and Guida Belco, an American concluding his Peace Corps experience and a Fulani friend. The pictures, short videos, and blog posts are intriguing and inviting. Through our computers we can go along on their early 2011 7000 mile motorcycle journey through West Africa, from Cotonou, Benin to Dakar, Senegal through Togo, Ghana, Burkina Faso, Guinea and Mali— and we can see, hear, and learn some of what they have seen, heard, and learned. Here is the Peace Corps' third goal – bringing the world back home—par excellence! Since the site is bilingual, both social studies and French teachers could use this project with their students. The teacher will want to spend at least an hour navigating the website and looking at and listening to all the possibilities.

Goal

Students will learn about another culture and people through accessing the Pulaku Documentary Project, first delving into an area of the project in which they are interested and then sharing what they have learned with others. As an assessment, they will choose photos and design interview questions to demonstrate what they have learned from not only their own small group topic, but from other topics.

Materials

The Pulaku Documentary Project website: <http://www.pulaku.com>

Procedure

Teachers could introduce the project with Christoph and Guida's preview short video or their later longer *Pas Deux* video or with some of the photographs of Fulani people, depending on whether they think students will be more interested in getting to know Christoph and Guida first or whether they want to focus on introducing the Fulani as people of West Africa.

Then the teacher can assign various segments from the project to small groups based on student interest. The assignment can be fairly open-ended: What have you learned? What have you found particularly interesting? What questions do you have? Students should be encouraged to post questions and/or comments to the project. Perhaps Christoph or Guida or someone else will even answer.

As part of the small groups' brief presentations to the class, ask each to choose a couple of photographs that best describe their topic visually.

- Motorcycles: We've Got Wheels, Hitting the Pulaku Trail, Adventures on the Pulaku Trail
- Women: Toucouleur Portraits, Tchhoodi Facial Tattoos in Mali, Wedding Ritual
- Music: Fulani Rap, Griot
- Education: Madrasa in Guinea, Guida as Muslim at a Catholic School
- EcoTourism in Guinea
- Fulani Artisans in Burkina Faso, Spinning Cotton, Wagashi cheese
- Ceremonies in Benin: Goro-Gah Gojo Ceremony, Qesse Goja Ceremony
- Environment: Bokolo One Well Village, Baaba Maal on climate change (BBC)
- Urbanized Fulani in Dakar

Individual Assessment

- Ask each student to go back to the project website and choose five pictures that illustrate what they have learned on their own topic and at least two other topics and to write accompanying text.
- Ask each student to construct questions for an interview with one of the Fulani people, such as Guida, Baaba Maal, the griot, the eco-tourism guy. The person should be in a different topic than the one the student participated in for the small group assignment.

Follow-up Possibilities

Perhaps the Palaku Project could inspire closer to home community documentary projects.



K-8 Corner: Resources from CWWS

by Susan Neyer

While classes are off for the summer, teachers might spend a day browsing the Coverdell Peace Corps World Wise Schools website. The place to start is <http://www.peacecorps.gov/wws/educators/>. There you will find a wealth of resources, stories, lesson plans, ebooks, videos and more. Here are a few that caught my attention:

Starting with lesson plans, you can search by grade level, region and subject area.

Under Arts and Music for grades 3-5, a lesson titled “*Visual Messages: Creating a Photomontage*” combines the theme of water with an art lesson. Using the online publication *Water in Africa*, with essays and photos provided by Peace Corps Volunteers, students will create a photomontage that is calculated to focus attention or alter viewers’ attitudes regarding environmental issues in the United States and Africa. While creating the photomontage, students will be challenged not to ask the question “What is this photograph of?,” but to ask, “What is the photograph about?” Students will compare how water is used in their lives with how it is used in the lives of Africans, using photographs as evidence.

Another thing that students would enjoy are the ebooks. These are short books created by Peace Corps Volunteers. They are very readable and are illustrated with colorful photos. There are five theme-based and five country-based. I found “building a bottle school in Guatemala” interesting and I think students would like it, too. You can find the ebooks at <http://www.peacecorps.gov/wws/multimedia/ebooks/>

On the site, you will also find links to videos, stories, language lessons, and much more.

Be sure to check out “Water in Africa,” an extensive project that shows water use in many countries in Africa and is loaded with photos and lesson plans. Find it at <http://www.peacecorps.gov/wws/educators/enrichment/africa/index.html>

Another useful resource from World Wise Schools is a monthly email message called “World Wise Window.” See more information below:

World Wise Window — a connection with Peace Corps Volunteers and their work

Hot Topics

The World Wise Window focuses on a new topic each month, bringing educators stories with lesson plans from post-Tsunami Sri Lanka and Jordan to China and New Orleans. The Window examines global issues and cross-cultural understanding through folk tales, videos, slide shows, photos, and Volunteer-written narratives that come from a Peace Corps Volunteer’s unique perspective on daily life in countries around the world.

The May, 2011 World Wise Window focused on Summer Gardening and Farming:

Summer months are approaching and certain words are in the air: farmers’ market, organic, locally-sourced food, sustainable agriculture, seasonal produce and community supported agriculture (or CSA), just to name a few. U.S. citizens are growing more conscious of the foods they eat, including how and where they are grown. Locavores, or people who strive to eat foods grown close to home, have started a movement across the United States establishing a

stronger connection between people and their food. However, for many communities in the developing world, this has been a way of life for centuries.

With little means of transporting produce to broader national or global markets, family-run farms around the world depend on local markets. Market days are a part of the rhythm of communities. In addition to purchasing food for the day’s meal, market days provide a chance to share news and to catch up with friends and family. In the majority of agricultural communities served by Peace Corps Volunteers, the main goal of many farmers is to simply grow enough food to feed their families. This type of farming is called subsistence farming.

In the United States, a growing number of students are getting a chance to test their green thumbs, too. Many students are taking a new role as active participants in the production of fresh foods due to increasing national interest in childhood nutrition and school gardens.

Take a trip to the garden with Coverdell World Wise Schools! Stories for summer reading and bountiful edu-

cational resources highlight the work of Peace Corps Volunteers in the areas of agriculture, environment, health and education. Find out how Peace Corps Volunteers across the globe are introducing school gardens, promoting nutritious eating, and implementing sustainable farming practices.

You can access this issue and other back issues at <http://www.peacecorps.gov/wws/enewsletter/archives/may11.html>

Sign Up!

The Window is free and all you have to do is sign up. World Wise Schools will send you one e-newsletter a month and you can unsubscribe at any time. We only ask for your e-mail address and that address will never be used for any purpose other than their e-newsletter.



Reducing Resistance in Promoting School Change: Lessons from a Year of School Based Training

By Meredith Pike-Baky, Associate Director of Education, International Education Exchange, mpikebaky@mac.com

Change is hard, particularly for educators. Perhaps we get set in our ways and don't want to adapt to different methods, or the changes come too often so that we're skeptical of their effectiveness. Whatever the reason, we know that everyone, not just educators, often meet change with resistance, just because it requires us to do things differently.

In Rwanda, like many parts of the world, teachers have been trained to be authorities in the classroom, using "chalk and talk" methods and inviting students to learn by listening, taking notes and memorizing. Therefore, as architects of an innovative teacher training project in Rwanda, we anticipated resistance. Our program, School Based Teacher Training (SBTT), trains master teachers to work in settings where teaching is traditional and change can be mistrusted. After training, the master teachers go into schools to work alongside local teachers to promote student achievement. They do this by modeling teaching strategies that engage students through opportunities to interact with each other and think critically about the subject.

While many of the teachers welcomed us and were anxious to learn methods that promised improved student performance, we did encounter individuals who didn't understand the new "noisier" approach and they were open about not wanting to change. We worked to build trustful relationships first and then show resistant teachers the results of using new methods. Pushed to be flexible and creative throughout our first year, we were able to identify some

effective practices that proved quite successful in reducing resistance. These practices facilitated a transition from teacher-centered to learner-centered instruction. Would any of them be helpful in your instructional program?

1. Learning Aids:

Using learning aids was the most dramatic change we introduced. Rwandan teachers rarely have textbooks for all their students. They don't have money to buy supplies. Teaching materials consist of chalk, a large chalkboard and student notebooks. We introduced posters made from empty rice sacks to enhance lessons. These large white plastic woven sheets are available in local markets for about twenty cents. The posters are reusable with washable markers or erasable crayons. Once teachers observed how they attracted students' attention, they all wanted to build their own collection.

We also showed teachers how materials from the environment: rocks, flowers, twigs and objects like water bottles, small boxes, flashlights, paper bags (plastic bags aren't allowed in Rwanda!) can help students learn math, new vocabulary and make a boring lesson fun.

2. **Student Interaction:** Another powerful practice that had not been popular in Rwandan classrooms was giving students regular frequent opportunities to interact with each other. Introducing the social power of learning through dialogues, question-answer activities, triad and small group tasks was



really powerful in keeping students attentive and interested in the lesson. Master teachers worked with their colleagues to set up pair and group work, clarifying time limits and student roles.

3. Questions with More Than One Correct Answer:

We found that teachers who believed that they had to have the one right answer to all questions, posing questions where more than one answer could be correct was a powerful strategy in helping them transition to less talk and more facilitation. This practice also helped students think more deeply, focusing on the reasons for an answer and not just the answer alone.

These innovations seem basic to many of us, but for teachers in Rwanda where education reforms have been sweeping and sudden, they are dramatic. In the last three years, the government has introduced a new language (English instead of French), expanded opportunities for students (now nine years of free education instead of six) and promoted learner centered classrooms (replacing traditional teacher centered approaches). With improvements in teaching and learning, teacher resistance is decreasing and students in Rwanda face a very promising future.



Suggestions for Summer Reading

Cold Snap: Bulgaria Stories

by Cynthia Morrison Phoel

Recommended by Anissa Paulsen

Cold Snap: Bulgaria Stories is a wonderful first collection of short stories by Cynthia Phoel, a writer and fellow Peace Corps volunteer (Bulgaria, TEFL, 1994-96). *Cold Snap* is also the perfect way to cool off during those hot summer reading days!

As in Sherwood Anderson's *Winesburg, Ohio*, place is at the center of Cynthia Morrison Phoel's debut collection of linked stories. At once quirky, remote, and agonizingly intimate, the ragged town of Old Mountain is home to a cast of Bulgarian people who do daily battle with the heat or the bitter cold, with soul-crushing poverty, and with petty disagreements among themselves—all the while attempting to adapt to changing times and keep up with their neighbors.

If money is tight in this valley of run-down Communist blocks and crumbling plaster houses, community is tighter still. When a largely unemployed father in "A Good Boy" trades his much-needed summer earnings for a hulking satellite dish, everyone knows about it. The same way everyone knows about the shop lady who rests her finger on the scale to drive up the price of cheese in "Galia." In "Satisfactory Proof," a budding mathematician completes a prestigious master's degree in number theory but fails to recognize the patterns of care and compassion everywhere around him. And in the concluding novella, "Cold Snap," as the town endures freezing temperatures and waits for the central heat to be turned on, the characters we have already met make a satisfying encore appearance—as the brittle cold pushes them to the edge of reason.

"I am greatly impressed with Cold Snap, a look at Bulgarian Life--family life, school life, frustration, even passion and desire. Cynthia Phoel writes from inside this culture, convincingly and with real insight."

—Paul Theroux, author of *The Great Railway Bazaar*

"With the fierce cold serving as a metaphor

for the deep social freeze of this long tyrannized land, Phoel is as confident as the great Russian writer Gogol in her acid humor and insightful portrayals of people who 'could endure anything,' making for an unusually commanding and affecting debut."

—Donna Seaman, Booklist

For more information, and to read an excerpt, visit: www.cynthiaphoel.com/

Great Peacemakers

Great Peacemakers, by Ken Beller and Heather Chase, tells the inspiring life stories of 20 great peacemakers from around the world across 5 paths to peace. Winner of more than 30 awards, the book is endorsed by 3 presidents and 3 Nobel Peace Prize winners. Among them is Dr. Oscar Arias, Nobel Peace Prize winner and former president of Costa Rica, who said, "Powerful, well researched, and above all, timely, *Great Peacemakers* should be required reading for the youth of the world."

Highly adaptable, *Great Peacemakers* is being used in courses from middle school through graduate school. Many educators are reporting concrete positive behavior changes in students studying the book. To help educators use the book in their courses, accompanying study guides with lesson plans, worksheets, rubrics, and more are available for free download under the Study Guide tab at www.GreatPeacemakers.com.

In addition to supplementary use in individual courses, *Great Peacemakers'* diverse and interdisciplinary nature also makes it ideal for grade-wide or school-wide reading. In a case study, a school in Pennsylvania used the book as school-wide reading with approximately 1100 students and staff. Afterward, 27 teachers who taught the book were surveyed. 100% said they would recommend the book to other teachers, 96% believe studying the book increased their students' knowledge of global issues, and 93% believe studying the book gave their students new positive role models.

Educators considering assigning *Great Peacemakers* in their courses may order a free evaluation copy at www.GreatPeacemakers.com/evaluation

Two suggestions from Madeline Uraneck

"deep layers of authenticity"

Kirsten Johnson's first novel, *Footsteps*, opens the door to life in a traditional, east Kenyan village. Johnson creates deep layers of authenticity, describing faces in firelight, capturing village customs and dialogue, and introducing us to fascinating words in the native languages of Swahili and Kitharaka. One wonders how on earth she came so close to the intricacies of the circumcision ceremonies of young teen boys and girls. She writes with great sensitivity to the feelings of those circumcised, as well as the often conflicting perspectives of the adults surrounding them. With all the shrill debate and despair over female genital mutilation and Africa's HIV/AIDS rates, it is a relief to read about young girls' actual experiences, their anxieties, pain and even triumph, as they create new paths, leading away from those of their brothers, fathers and lovers.

Check it out at <http://connectwithkenya.org/>

Refugee Sandwich is a fun, easy, and quick read. It will help us see the similarities and differences between the United States and Canada systems of processing asylum seekers.

"Even as this book exposes the human and institutional frailties of Canada's much vaunted refugee determination system, it paints often surprising portraits of quiet heroism on the part of the refugees, their advocates, and the officials charged with assessing the fit between law and often impossibly complex realities." - James C. Hathaway, professor and director, Refugee and Asylum Law, University of Michigan

Read Peter Showler's bio and more details about *Refugee Sandwich* at the TRES website at <http://sites.google.com/site/therefugeeexperienceseries/>

Madeline Uraneck

7070 Ashgabat Place

Dulles VA 20189-7070 ** USA

E-mail: globalmaddy@gmail.com

Books on Africa for Children

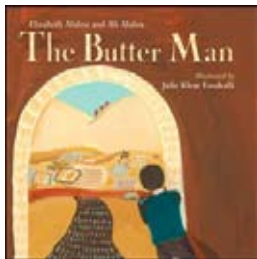
Recommendations from Brenda Randolph, www.AfricaAccessReview.org

Grade Abbreviations: P=Primary | E=Elementary | M=Middle | H=High | AD= Adult book for Young Adults

Picture Books

1. Alalou, Elizabeth and Ali Alalou; Julie Klear Essakalli (illus.) **The Butter Man**. Waterman, MA: Charlesbridge Publishing, 2008. \$14.95, Grade: P.

Note: While Nora waits for the couscous her father is cooking to be finished, he tells her a story about his youth in the High Atlas Mountains of Morocco.

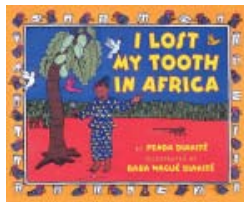


Review:

<http://www.africaaccessreview.org/aar/detail.aspx?r=2073>

2. Diakite, Penda; Baba Wague Diakite (illus.) **I Lost My Tooth in Africa**. New York: Scholastic, 2006. \$16.99. Grade: P

Note: While visiting her father's family in Mali, a young girl loses a tooth, places it under her pillow and gets a surprise from the African Tooth Fairy.



Review: <http://www.africaaccessreview.org/aar/detail.aspx?r=1603>

3. Diouf, Sylviane; Shane W. Evans (illus.) **Bintou's Braids**. San Francisco: Chronicle Books, 2001. \$14.95, Grade: P

Note: When Bintou, a little girl living in West Africa, finally gets her wish for braids, she discovers that what she dreamed for has been hers all along.

Review: <http://www.africaaccessreview.org/aar/detail.aspx?r=1090>

4. Graber, Janet; Scott Mack, (illus.) **Muktar and the Camels**. New York: Henry Holt and Co., 2009. \$16.99. Grade: P / E

Note: Muktar lives in an orphanage on the border of Kenya and Somalia. He daydreams about his old life with his family and especially tending to camels. One day, visitors arrive bearing books, and Muktar's friend Ismail is excited; so is Muktar, but for a different reason.

Review: <http://www.africaaccessreview.org/aar/detail.aspx?r=2355>

5. Milway, Katie Smith; Fernandes, Eugenie (illus.) **One Hen : How One Small Loan Made a Big Difference**. Toronto, ON: Kids Can Press, 2008. \$18.95, Grade: P / E

Note: When Kojo is given a small loan, he has an idea. He will use the money to buy a hen ... Soon there are extra eggs to sell at the market... One Hen is a persuasive story of how reaching out to help someone with a small loan can have a big impact.



Review: <http://www.africaaccessreview.org/aar/detail.aspx?r=2105>

6. Nivola, Claire A.; **Planting the Trees of Kenya: The Story of Wangari Maathai**. New York: Farrar, Straus, and Giroux, 2008. \$16.95, Grade: P / E

Note: A picture book biography of Wangari Maathai, winner of the 2004 Nobel Peace Prize and founder of Kenya's Green Belt Movement. Also recommended are several other picture book biographies of Maathai including, Seeds of Change: Planting a Path to Peace by Jen Cullerton Johnson, Mama Miti : Wangari Maathai and the Trees of Kenya by Donna Jo Napoli, and Wangari's Trees of Peace : A True Story from Africa by Jeanette Winter.

Review: <http://www.africaaccessreview.org/aar/detail.aspx?r=2050>

7. Onyefulu, Ifeoma; **Grandma Comes to Stay**. London: Frances Lincoln, 2010. \$17.95 Grade: P

Note: Three year-old Stephanie and her family in Ghana welcome a visit from her grandmother as described and shown in photographs.

8. Weitzman, David L.; **Pharaoh's Boat**. New York, NY: Houghton Mifflin Books for Children, 2009. \$18.00, Grade: E / M

Note: With poetic language and striking illustrations, Weitzman tells the story of how one of the greatest boats of ancient Egypt came to be built and built again.

Review: <http://www.africaaccessreview.org/aar/detail.aspx?r=2307>

9. Williams, Karen and Mohammed Khadra; Catherine Stock (illus.) **My Name is Sangoel**. Grand Rapids, MI: Eerdmans Books, 2009. \$17.00, Grade: P

Note: As a refugee from Sudan to the United States, Sangoel is frustrated that no one can pronounce his name correctly until he finds a clever way to solve the problem.

Review: <http://www.africaaccessreview.org/aar/detail.aspx?r=2366>

Chapter Books

10. Aubin, Henry T.; Taylor, Stephen (illus.) **Rise of the Golden Cobra**. Toronto, ON Canada: Annick Press, 2007. \$12.95, Grade: M / H

Note: Nebi, 14 years, enters battle to defend Egypt alongside King Piankhy. This epic adventure reveals a little known chapter in ancient history when the reign of a Nubian king dramatically changed the course of events.

Review: <http://www.africaaccessreview.org/aar/detail.aspx?r=2088>

11. Friesner, Esther M.; **Sphinx's Queen**. New York, NY: Random House, 2010. \$17.99, Grade: M / H

Note: Chased after by the prince and his soldiers for a crime she did not commit,

See *Books on Africa for Children*, page 7

www.peacecorpsconnect.org

Books on Africa for Children, continued from page 6

Nefertiti finds temporary refuge in the wild hills along the Nile's west bank before returning to the royal court to plead her case to the Pharaoh. The sequel to Sphinx's Princess.

Review: <http://www.africaaccessreview.org/aar/detail.aspx?r=2578>

12. Kessler, Cristina; **Trouble in Timbuktu.** New York, NY : Philomel Books, 2009. \$17.99, Grade: M / H

Note: *Ayisha and Ahmed know there is trouble. Something is not right with this American archaeologist and his wife. Why are they so interested in the ancient manuscripts of Timbuktu? Could they really be plotting to steal one?*

Review: <http://www.africaaccessreview.org/aar/detail.aspx?r=2235>

13. Michael, Jan; **City Boy.** Boston: Clarion Books, 2009. \$16.00, Grade E / M

Note: *Samuel Sangala has grown up in urban areas in Malawi. But after both his father and his beloved mother die of the The Disease (AIDS), Sam has to move to his aunt's small, dark house in a country village, where there is no electricity and no computer, and he is expected to share his stuff with his cousins. Even as Sam longs for the technology he learned to rely on, he also recognizes that his parents lost a lot when they broke from their roots. Above all, he learns that the definition of family encompasses more than just relatives.*

Review: <http://www.africaaccessreview.org/aar/detail.aspx?r=2359>

14. Mussi, Sarah; **The Door of No Return.** New York : Margaret K. McElderry Books, 2008. \$17.99, Grade: M / H

Note: *Sixteen-year-old Zac never believed his grandfather's tales about their enslaved ancestors being descended from an African king, but when his grandfather is murdered and the villains come*

Founding of the Nyaka AIDS Orphans School

I would like to recommend *A School for my Village* by Twesigye Jackson Kaguri. (This came out last year in hard cover with the name *Stones into Schools*.) This is an excellent book and very inspiring. I have loaned my copy out many times, and everyone who has read it has loved it.

Sincerely, Judy Huynh

Here's some information from the brochure for his book:

"Growing up in southwestern Uganda on his family's small farm, working long hours for his taskmaster father, Kaguri was fortunate that his parents were able to scrape together his tuition and school fees. He excelled, won a place at the national university, and became a visiting scholar in the Human Rights Advocacy Program at Columbia University in New York. When he returned to Uganda with his wife, they were overwhelmed by the many people lined up outside his family's door to ask for help, many struggling to raise the children of relatives who had died of AIDS. Having lost a sister and brother to HIV/AIDS, and as the guardian of their four children, Jackson impulsively vowed to open the first tuition-free school for orphans."

"As a graduate student and newlywed living in the United States, Kaguri chose to face almost insurmountable obstacles: little money; the opposition of his father and many villagers to a school for children who are often shunned because of the disease that claimed their parent's lives; the skepticism of many about donating money to projects in Africa; the corruption of school inspectors; and the overwhelming

needs of the children. Yet Jackson doggedly built one schoolroom at a time with the aid of many supporters in Uganda, America, and Canada, and with the sustenance of his faith."

"In this book, Kaguri shares the story behind the founding of the Nyaka AIDS Orphans School. Weaving together tales from his youth with the inspiring account of building the school, Kaguri shows how one person with little more than an idea and a passion to help is capable of achieving monumental results. With remarkable determination, Kaguri has pursued a seemingly impossible dream and in the process has transformed many lives, including his own."

"Kaguri's organization has thus far built two primary schools (grades 1 to 7) serving 417 students, 53% of whom are girls. His organization's holistic approach not only provides a free education, but also two meals a day, health care and health education for the students and their families, and a clean water system. They also constructed and run a community library and a five room clinic, which doubled available medical care."

after Zac, he sets out for Ghana to find King Baktu's long-lost treasure before the murderers do.

Review: <http://www.africaaccessreview.org/aar/detail.aspx?r=2216>

15. Mwangi, Meja; **The Mzungu Boy.** Berkeley: Groundwood / Publishers Group West (dist.), 2005. \$15.95, Grade: E / M

Note: *For young Kariuki, life in a small village in central Kenya is one great adventure. And when he meets Nigel life becomes even more interesting. Nigel is from England and he has come to visit his great grandfather, the fearsome Bwana Ruin who owns the farm. A companion novel set in the same time period is *Burn my Heart* by Beverley Naidoo.*

Review: <http://www.africaaccessreview.org/aar/detail.aspx?r=1678>

16. Adichie, Chimamanda Ngozi; **Half of a Yellow Sun.** New York: Anchor, 2003. \$13.56, Grade: AD

Note: *Based loosely on political events in nineteen-sixties Nigeria, this novel focuses on two wealthy Igbo sisters, Olanna and Kainene, who drift apart as the newly independent nation struggles to remain unified. Olanna falls for an imperious academic whose political convictions mask his personal weaknesses; meanwhile, Kainene becomes involved with a shy, studious British expat. After a series of massacres targeting the Igbo people, the carefully genteel world of the two couples disintegrates.*

Two books by African Authors

I am attaching a review of two books, *The Boy Who Harnessed the Wind* by William Kamkwamba, and *And Still Peace Did Not Come* by Agnes Umunno. Although the books are quite different, there is a common theme, which William Kamkwamba expresses as “African solutions for African problems.” That theme comes through in both of these books, and the stories of resourcefulness, courage, and commitment are inspiring to people everywhere. Ann Magyar ann.magyar@gmail.com

The Boy Who Harnessed the Wind, by William Kamkwamba with Bryan Mealer (Morrow, 2009)

As a young boy growing up in Malawi, William Kamkwamba lived through a famine and was forced to drop out of school before beginning high school because his family could not pay the tuition. Hoping to keep up with his studies so he could eventually return to school, he began taking books from the small library housed in the elementary school. He was especially fascinated by Physics. Most homes in his village had no electricity, and even in the cities there were frequent blackouts. He developed a plan to build a windmill and began combing through the junkyard for pieces of scrap he could use. Of course people thought he was crazy, but he succeeded and was able to generate power to light his home.

When Kamkwamba describes the moment that his windmill was first put to the test, we share his anticipation and his shout of joy as the blades slowly begin to spin, and the light bulb flickers and then comes on as a steady light. When his windmill attracted the attention of the news media, his life changed. He was invited to the TED (Technology, Entertainment, Design) conference where he met people who recognized his talent and were willing to support his projects. He has since been able to provide wind and solar power and clean water to the people of his village.

This is a beautiful, inspiring story of perseverance, ingenuity, and the power of science.

And Still Peace Did Not Come, by Agnes Fallah Kamara-Umunno with Emily Holland (Hyperion, 2011)

Agnes Fallah Kamara-Umunno is the author with Emily Holland of *And Still Peace Did Not Come*, a remarkable story of coming to terms with the civil war in Liberia and its aftermath.

Agnes Umunno was a young woman when civil war broke out in Liberia.

She fled with her father to Sierra Leone and avoided the worst of the atrocities. When she returned to Liberia several years later, she took a job with the UN radio station, and used her program *Straight from the Heart* to give people a chance to talk frankly about what had happened. She began by interviewing victims, but then sought out the child soldiers who had terrorized them and committed unspeakable acts of torture and murder. She realized that these children, some of whom were taken from their families when they were as young as two years old, were also victims. She befriended a group of these young men and set up a center to help them. In addition to providing the basics they needed to live, she encouraged them to acknowledge what they had done, and to seek forgiveness and reconciliation.

In this book, we hear not only Umunno’s gripping story, but also, in their own words, the stories of the victims, the child soldiers, and even the warlords who manipulated and exploited them. She takes us through the incredibly dif-

ficult process of reconciliation, showing that remorse, rehabilitation, and even forgiveness are possible, but only when those on all sides are willing to face the truth. She describes introducing her own father to a warlord who had threatened his life, coming to a point where her father could eventually say, “I like the man.”

“Liberia is a complex place,” Umunno tells us. In this book, she helps us to appreciate some of the complexity, from the historical roots of conflict to the painstaking journey to recovery. Now living in the New York, she continues her unflinching search for the truth, interviewing former child soldiers who found their way to the United States. In spite of the horror that she describes, Umunno leaves us with a sense of hope.

Perhaps it is the nature of our news media to inform us about problems but neglect to report on the solutions, and the resilient human spirit that enables people to carry on and thrive. These books provide a fuller picture.

Food for Thought

Two suggestions from Jan West

NurtureShock: New Thinking About Children by Po Bronson and Ashley Merryman. The authors use current research to examine a number of areas in child rearing, such as the role of praise, racial equality, language acquisition, and IQ testing that turn current trends upside down. Provides valuable insights to teachers about the development of children and how they learn.

Outliers by Malcolm Gladwell. Mr. Gladwell carefully researches a number of very successful people to analyze why they are successful. He proposes that it is not high IQ that leads to success, but being in the right place at the right time (opportunity) and influences of upbringing, combined with the passion to spend hours upon hours of practice for mastery.

Horoscopes for the dead: latest book of poetry by Billy Collins

You have all heard of Billy Collins, who was our poet laureate from 2001 to 2003. Many of you know his poem, “The Lanyard” (just google it and you will see 159 hits)

Many of you have heard him speak on NPR and thought, “What a nice guy! I wish he had been *my* poetry teacher; he makes poetry so simple to understand.”

Well, you should shed off the lessons of teachers of old who told you that if you could “get” the *meaning* of a poem, it was not a very good poem.

So, this summer I suggest you buy Mr. Collins latest book—*horoscopes for the dead*. You’ll “get it,” you will love it, you will be inspired to write your own poetry.

How could you not love a poem called “The Straightener?”

Lenore Waters

Educating for Global Citizenship – a Practical Guide for Schools

by Boyd Roberts

Many initiatives in global education, or educating young people to become better global citizens, are firmly based in one national context. This book brings together research and practice from around the world and is written for teachers and administrators in any country who wish to become more effective in helping students to live a good life in a complex global world. The focus is on how individual teachers, administrators and those concerned with school governance can make real change in practice in schools, although there is enough background theory to set this in context. There are reflection points and key questions to encourage practitioners to look at and think about their own personal work and their school context.

Drawing on work in Australia, Ireland, New Zealand, the UK and other countries as well as the USA, and with many useful references, the book also includes numerous case studies for schools and those associated directly with work with students.

Reviews:

“This book is a necessity for any teacher who wants to make his/her classroom truly global. It’s an exhaustive (and anything but exhausting!) compendium of the groundbreaking work that Boyd Roberts has been involved in and the best thinking of other scholars on the subject. I am recommending it to all of the teachers in our 1380 member schools. I just wish it were possible to get a copy into the hands of every public school teacher in America.”

Paul Miller, Director of Global Initiatives, National Association of Independent Schools

“This thoughtful book reviews ways in which teachers and schools can help students prepare for life in a ‘global village’. It combines theory with down-to-earth practical teaching advice, with lots of case studies and examples from schools all around the world. At different stages throughout the book activities are suggested and questions are asked which enable the reader to reflect on their own perspectives and the environment and ethos in their own school. It is made clear that there aren’t

necessarily any ‘right’ answers but that it’s important to take the time to reflect.” Global Dimension website <http://www.globaldimension.org.uk/resources-earch/details.aspx?id=1642>

“This book is organized into five parts that focus in turn on definitions of global citizenship, the role of the school, the role of the teacher, the development of links beyond the school, and assessment of learning and evaluation of programmes. The text is designed to encourage and promote self-study. It is punctuated with numerous activities, points for reflection, case studies and key questions. These interludes encourage readers not only to evaluate their knowledge of the subject but also to examine their own values and practices. The case studies are particularly interesting and valuable because practising teachers describe and analyze their own successes and failures in the implementation of education for global citizenship.

Boyd Roberts fulfils his stated aim to address ‘an international readership of teachers and school administrators’ (p. 1) very well. The text is engaging and easy to navigate, and is complemented by a well-constructed index. This book is likely to become the key source of ideas and information about global citizenship education for use in training workshops and school-based continuing professional development of teachers, senior managers, board members and other stakeholders.”

James Cambridge, *Journal of Research in International Education*

Published as a book and e-book by International Baccalaureate and available only from the IB Store:

http://store.ibo.org/product_info.php?cPath=40&products_id=1264

At Home

A good summer read is a book by Bill Bryson, an American now living with his family in a small English village. Bryson writes creative and humorous books about travel and about common things which are taken for granted as in his latest book, *At Home*. He reminds me of the cartoonist, Gary Larson, but he uses words in place of drawings.

Before taking a road trip from Edinburgh to London last summer, I had read Bryson’s *Notes from a Small Island*. A highlight of the trip was visiting Durham Cathedral, his favorite.

Bryson is a witty, fluent, writer that will make you laugh and a recommended summer read.

Emily Hradec

Classic Book Selections

I chose all of these because I believe they are in-depth looks at individual cultures; they are educational, powerfully written and appeal to the basic emotions of any human being. Some of the books are educational about parts of a culture, (*I Know Why the Caged Bird Sings*). I taught ESL for many years, and used most of the books to elucidate American culture. I got wonderful feedback from students—male, female, young and older adults. Teaching ESL was more effective whenever I could bring to light the student’s cultural values, and the student’s reflections on their culture, as well as ours.

Karen Reiter kayren3b@gmail.com

- *I Know Why the Caged Bird Sings* by Maya Angelou
- *To Kill a Mockingbird* by Harper Lee
- *Short Stories* by Rabindranath Tagore
- *The Red Pony* by John Steinbeck
- *The Ten Most Beautiful Experiments* by George Johnson
- *Kite Runner* by Khaled Hosseini (Afghanistan)
- *An Unexpected Light: Travels in Afghanistan* by Jason Elliot
- *Catfish and Mandala* by Andrew X. Pham (Viet Nam)
- *Don’t Sleep, There are Snakes* by Daniel L Everett (Amazonian Jungle)
- *Interpreter of Maladies* Jhumpa Lahiri (Indians in America—not Native Indians)
- *Three Cups of Tea* by Greg Mortenson (Pakistan and India)

Sorry, I can’t remember any for younger readers.

A Time to...

I am a returned PCV and would like to recommend my novel, *A Time To...*, which was published in paperback in February. About one quarter of the novel takes place in Ethiopia where the story follows the life of a Peace Corps Volunteer. Here are a few review excerpts:

Faith Filled Family Magazine says, "A Time To... is a captivating book right from the beginning. The author's use of words draws readers directly into the story and captivates their interest by making them feel as if they were there. Overall, *A Time To...* is well written, and relatable. It is the best, most original book that I have read in years. I would highly recommend it."

The Midwest Book Review gives it a "Five Star" rating and says, "A Time To... *A Baby Boomer's Spiritual Adventures*" is a novel powered by a memoir as Ronald Louis Peterson tells the story of an individual who embraced the second half of the twentieth century and found spirituality and life through it all, before facing the tragedy of 9/11. *A Time To...* is a thoughtful read."

You can read more about it on my blog and my online store which are linked below. It is also available for purchase on Amazon.com

Sincerely,

Ronald Louis Peterson, Author

www.ronaldlouispeterson.blogspot.com

International films for children

I have been creating films about Tibet, Africa (six titles), Cuba and other places. I wish to add two Colombia titles, "*Colombia For Kids*," (grades 1-6) and "*Colombia: A Portrait*," (grades 7- adult). The films will have a positive-minded approach to Colombia, exploring the nation's artists, students and everyday people, its rich culture, cuisine and early history.

Video samples may be viewed at: <http://www.worldstogether.com/>

I would like to be put in touch with anyone who might find this project to be interesting

Thank you,

Elmer Hawkes/ Cambridge, MA; info@worldtogether.com

Join GlobalEdNews

Get global education information hot off the wires! Sign up for the free global education e-newsletter.

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 www.peacecorpsconnect.org/resources/education/ and click on "subscribe."

Global Connections and Collaborations

I'm writing to recommend a 10-minute video, "Global Connections and Collaborations," http://www.indiana.edu/~icy/media/de_series/global_connections.html. I discovered it as a result of having learned about the book, *How Web Technology Is Revolutionizing Education*. The book's author, Curtis Bonk, was asked by the University of Indiana in Bloomington to develop a series of ten-minute video primers, and "Global Connections" is #24 in the series. http://www.indiana.edu/~icy/media/de_series.html

(For what it's worth, the interactive "Smart Globe" mentioned in the video can be found at: <http://www.oregonscientificstore.com/Oregon-Scientific-SG18-Smart-Globe-3-Internet-Updateable-Globe.data>)

Keep up the great work of *GlobalEd News!*

Elaine Haglund, Professor, Emerita
California State University Long Beach
ehaglund@csulb.edu

Editor's Note: This video is filled with a great variety of ideas for global collaboration. Clicking on "resources" brings up a number of useful links.

Exclusive Offer for Readers of the NPCA Global Education News

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

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

The Kids Can Make A Difference (KIDS) program was highlighted in the fall 2007 issue of *Teaching Tolerance Magazine* in an article examining a common approach used by schools across the country: donation drives divorced from the communities they intend to serve; little or no education about the root causes of poverty. To find a model that breaks this mold, the author turned to KIDS. The program was highlighted as an example of how to turn food drives into vehicles for social change. Read the full article at www.kidscanmakeadifference.org/beyond.pdf

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

To take advantage of this free offer send an email to kids@kidscanmakeadifference.org and place RPCV in the subject line. Include your contact information including address and email address. You will receive an email containing the link to download the guide. Be sure to specify either the English or Spanish version.

This offer expires July 31.

Summer Fun – Take a Writing Class in Berkeley!

Do you need a pick-me-up for your classroom writing program? A visit to California and the San Francisco Bay Area? A summer retreat? An experience as a UC Berkeley student? *Consider registering for a writing class!*

The renowned Bay Area Writing Project is offering some alluring courses for teachers (and non-teachers) this summer. They are designed to refresh your classroom writing program and deepen your personal writing practice. There are two-week sessions taught by master instructors that will guide you to setting up a quality classroom program as well as some week-long adventures in travel writing, narrative and nonfiction and poetry. All of them take place on the beautiful and historic UC Berkeley campus.

Continuing education credit is available. Check out the BAWP website and look at your summer calendars to see if you can fit in a class: <http://www.bayareawritingproject.org/bawp/>

Do you need suggestions for accommodations? Contact Meredith Pike-Baky at mpikebaky@mac.com.

Consider a BAWP adventure this summer and pass on the offerings to your colleagues.



**Global
Education
News**

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

Global Education News is a quarterly teacher resource from the National Peace Corps Association and the Professional Interest Community of 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: globaled@peacecorpsconnect.org.

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

This newsletter is distributed electronically and posted to the [NPCA website](http://www.npcanet.org). New email? Please log in to our database to update your record. Go to www.peacecorpsconnect.org/membership and click on "login to your account."

If you do not know your password, use the automated "forgotten your password" link or email membership@peacecorpsconnect.org.

Membership/Renewal Form

To join/renew NPCA's Global Education, or make a donation, please go to peacecorpsconnect.org or complete this form, clip it out, and send it to:

Global Education, 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

____ I would like to join/renew NPCA at \$35/year (includes Global Education) and these member groups at \$15 each/year:
(_____)

____ I want to help keep Global Education going strong. I'm including a donation of \$ _____

Name: _____

Phone: _____

Address: _____

E-mail: _____

____ Please sign me up for the Global Ed News

Grade/Subject if a teacher: _____ School: _____

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

____ My check made out to NPCA/Global Ed. is enclosed or Please charge \$ _____ to my __ MC __ VISA __ AmEx

Card number _____ Expiration Date: _____

Signature _____

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