



**National
Peace Corps
Association**

Global Education News

In Cooperation with ASCD

Fall 2011

Celebrating 50 Years of Peace Corps

As this issue is published, thousands of Returned Peace Corps Volunteers (RPCVs) are gathering in Washington, DC and around the globe to wrap up a year of events honoring the 50th anniversary of Peace Corps. We invite you to continue the conversation—both to reflect back on the work of 200,000 volunteers over the 50 years and look ahead at the next 50. You can start with a lesson outlined in Angene Wilson’s 9-12 Corner on page 2, then use the travel journals of two RPCVs to spark thoughts on what we can learn from other cultures and why we travel to and work in other countries. If you’d like to find RPCVs to share such stories in person with your class, sign up for Speakers Match through [peacecorps.gov](http://www.peacecorps.gov) at www.peacecorps.gov/wws/correspond/.



As we do each Fall, we also focus on food—more specifically, what we can do to combat hunger and poverty. In honor of World Food Day on October 16, we share with you some materials to use in your classrooms and communities.



As you look for resources, be sure to check out the “Peace through Food” materials available at www.peacecorpsconnect.org/resources/education under “Lesson Plans” that we put together for Peace Corps Week this year. You might also want to check out a lesson on food security on the Peace Corps WorldWide Schools website at www.peacecorps.gov/wws/educators/lessonplans/lesson.cfm?lpid=3421

Also coming up this fall: **International Education Week**, November 14-18. Visit their website at <http://iew.state.gov/index.cfm> for lots of resources and opportunities to get involved and see how people around the world are celebrating.



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Global Ed PIC

For many years now, this newsletter and the many services offered by NPCA have been serving double duty—as the Global Education program at NPCA and as the Global Education Professional Interest Community (PIC) at ASCD. From the start, the PIC has been co-facilitated by Doug Schermer and Anne Baker. Doug managed the ASCD side of things, while Anne kept the books and managed things from the NPCA side.

Thank you, Doug! We are very grateful for all of your leadership, insight and wisdom you’ve shared over the years. But now, Doug has decided it’s time to retire. It’s a well-deserved retirement, Doug! And you leave big shoes to fill.

Co-facilitator needed:

If you are actively involved in ASCD and would like to take over Doug’s role with the Global Ed PIC, please let us know. Your responsibilities would entail managing the ASCD Edge online community for Global Ed and responding to inquiries from individuals and ASCD staff. It doesn’t matter where you are, as you can do it all from the comfort of your own home via the internet.

If you are interested or if you have questions on the responsibilities involved, please contact Doug at [dschermer@farmtel.net](mailto:dshermer@farmtel.net).

If you will be in the Washington, DC area September 22-25, please join us in the commemorations (and be sure to say hello)! Learn more, see the full calendar of events and register to participate at <http://bit.ly/PeaceCorpsSeptember2011>

**Free: Special offer from Kids Can Make a Difference.
See page 9**

9-12 Corner: Commemorating 50 Years of Peace Corps

(A Lesson to accompany *WorldView Magazine* Summer 2011—Volume 24, Number 2)

by Angene Wilson

Introduction

Teachers may be mentioning the tenth anniversary of 9/11. Probably there will be repeated images on television to educate teens who were very young at the time. How about also mentioning an anniversary of peace?! Teens were, of course, not born when Peace Corps began 50 years ago, but Peace Corps volunteers are still making a difference in their assignments overseas and as returned volunteers.

Two articles in the most recent Summer 2011 *WorldView* magazine will give students insight into life as volunteer today and what returned volunteers accomplish: "Rain" by Sarah Singletary (pp. 35-36), a volunteer in Niger and now Cameroon, and "The Sweet Smell of Sustainable Success" by JoAnna Haugen (pp. 41-43) about two returned volunteers who founded a chocolate production company in Madagascar. Do you remember the chocolate bar exercise many teachers used to illustrate global interdependence? In this case, the Madecasse company not only buys cocoa from farmers in Madagascar but it also makes the chocolate bars in Madagascar.

Teacher should look at the [peacecorps.gov](http://www.peacecorps.gov) website, specifically WorldWise Schools - <http://www.peacecorps.gov/wws/>, to see the many resources for learning about what current volunteers are doing. One possibility is suggested for this lesson plan. Madecasse.com includes a picture gallery, short video, and explanation of how the chocolate company works.

Goal

On this 50th anniversary to learn about what current Peace Corps volunteers do and what returned volunteers do.

Materials

Articles in *WorldView* www.peacecorpsconnect.org/lesson-plans/commemorating-50-years-of-peace-corps/

- "Rain" by Sarah Singletary (pp. 35-36)
- "The Sweet Smell of Sustainable Success" by JoAnna Haugen (pp. 41-43)

Websites:

- [peacecorps.gov](http://www.peacecorps.gov)
- [madecasse.com](http://www.madecasse.com)

Procedure

Tell students it's the 50th anniversary of the Peace Corps and ask what they know about the agency. Do any know current volunteers or people who have been volunteers? What do volunteers do? What are their lives like? What do volunteers do after their service? Have any of them thought about joining the Peace Corps?

Ask students to read the very brief article "Rain" and then talk about how differently they perceive rain in their lives than the volunteer and people in Niger do. (Be sure students know where Niger is.) The article does not say what Sarah's job is, but it shows what volunteers learn. To show students what some current volunteers are doing in their assignments show the short video "Fighting Malaria One Net at a Time," at www.peacecorps.gov/wws/multimedia/videos/malaria/ narrated by 2009-2011 Senegal volunteer April Williamson

(part of the lesson plan "WebQuest: The Malaria Challenge" at www.peacecorps.gov/wws/educators/lessonplans/ on the WorldWise Schools website under 9-12).

As an illustration of what returned volunteers have done in their host countries, ask several students to read "The Sweet Smell of Sustainable Success" ahead of class and to present its points and to show pictures or the very short video from the Madecasse website (<http://www.madecasse.com/>). Be sure the class understands how doing the entire operation of making chocolate bars in Madagascar creates more value to the country. Maybe you'll want to conclude

the class by eating some chocolate!

Extension

Invite a returned volunteer or two to speak to your class, perhaps someone recently returned and someone who served in an earlier decade. (Connect with a local NPCA member group at www.peacecorpsconnect.org/resources/member-groups/ or sign up through Speakers Match at www.peacecorps.gov/wws/speakersmatch/ to find returned volunteers.) Ask them to talk about their assignment and their life in the Peace Corps country and also about what they learned and what they are doing now that relates to their Peace Corps experience. Or sign up for

Correspondence Match through [peacecorps.gov](http://www.peacecorps.gov) at <http://www.peacecorps.gov/wws/correspond/>



[Kids.gov](http://www.kids.gov) video features Peace Corps

The Smithsonian Folklife Festival this summer featured three themes, one of which was the Peace Corps: 50 Years of Promoting World Peace and Friendship.

[Kids.gov](http://www.kids.gov) interviewed three Returned Peace Corps Volunteers (RPCVs) for a feature piece on "Celebrating 50 Years of the Peace Corps." This short video (less than three minutes) is a great introduction for kids not only to Peace Corps, but also to sustainable and appropriate technologies.

View the video on www.kids.gov/video/peace_corps.shtml or on YouTube at www.youtube.com/watch?v=TKGIV5nLfBU&feature=channel_video_title

K-8 Corner: Classroom Kaleidoscope: An Introductory Activity

by Meredith Pike-Baky, Teacher Consultant, Bay Area Writing Project

Here is an early school year activity that promotes social learning, invites active student engagement and identifies areas in which individuals have interest and expertise. The "Classroom Kaleidoscope" also helps the teacher plan a curriculum that celebrates student knowledge and targets students gaps.

This activity revolves around questions derived from five "Types of Knowledge," areas of the curriculum that promote academic success. (Refer to the Strategic Literacy Initiative <http://www.wested.org> for further information.) Research shows that if these areas are consistently supported students perform at higher levels. The five Types of Knowledge are:

- **Cognition:** how we learn, reason, think
- **Motivation:** how we are inspired or induced to learn
- **Text Knowledge:** how we understand written words on a page/screen
- **World Knowledge:** knowledge of world languages, geography
- **Fluency:** ease or facility of communication (all four skills)

The kaleidoscope offers an intriguing metaphor for assembling an inventory of student knowledge and experiences that can be helpful to the teacher in planning lessons, differentiating instruction and targeting learning gaps.

Buy a couple of kaleidoscopes (best if they're different) at a local toy store or make one or find a picture of one before you introduce the activity.

Here's a series of steps you can follow to use the Classroom Kaleidoscope with your students:

1. Show students the kaleidoscope(s) and pass it around, having them look at and through the object, asking them to guess what it is and how its name is spelled (always a challenge!). I also ask students if they know other words that contain *scope* and, if appropriate, I can introduce word parts. For some students the object will be familiar, for others, unknown. I write "kaleidoscope" on the board and explain that it's a symbol, or metaphor, for what each student brings to everyone's learning. Each individual is like a kaleidoscope pattern, unique and beautiful.

2. I tell students that they're going to get to know each other by asking and answering questions that correspond to different parts of a graphic organizer based on the kaleidoscope. *You can create your own questions depending on the kinds of information you want to collect.* The graphic organizer is used to as a note-taking frame while participants jot down answers to questions. Figure 1 shows examples of questions for middle school students. I post an enlarged version of the note-taking form on the wall in front of the class.

3. Next, students are put in pairs or triads and they are given a note-taking form with questions. Read through each of the questions. Students are instructed to interview one student by asking the five questions and then jotting down answers to the questions on the form. Give students plenty of time to ask and answer questions and get to know each other.

4. When students have answered all the questions, you can have them share something interesting or surprising they learned about another student with the whole class.

5. Finally, students take turns going to the poster version of the note-taking form and writing their partner's answers to the question in the appropriate space, like the following examples:

Miriam reads books about young people from all over the world.

Pedro plays soccer whenever he has free time.

6. Leave the large kaleidoscope posted in the classroom so that students can learn about each other. Refer to information on the kaleidoscope to reward and/or support students in areas where they may be strong or weak. Now you have lots of information about each student!

Working with teachers? A teacher kaleidoscope can be made, using appropriate questions.

Sample of the classroom kaleidoscope.

Figure 1: Class Kaleidoscope Note-taking Form



Travel Stories from RPCVs visiting the world:

We present here stories from two RPCVs who recently took interesting trips. Doug Schermer (RPCV Iran) and his wife, Shirley, visited Syria (a trip that was planned before the uprisings there started). Sandra Sharp, who was a volunteer in Tanzania many years ago, went back to East Africa for her son's Kikuyu wedding celebration, and visited a Masai village.

We welcome "armchair travelers" to explore with them, but we also invite you to think beyond the page on how much your students would get out of experiencing such stories first hand. Bring your international studies to life! Connect with RPCVs through your local NPCA member groups at www.peacecorpsconnect.org/resources/member-groups/ or sign up for Speakers Match at www.peacecorps.gov/wvs/speakersmatch/ and inspire your students (and perhaps you, too!). Or go beyond and travel! Some upcoming opportunities for that are on the pages that follow.

Adventures in Syria: Crossroads of the Fertile Crescent by Douglas G. Schermer

A trip to Syria is an adventure in any season. During the ongoing "Arab Spring," it was all the more adventurous. Before Shirley and I met up with our group in Damascus April 11th, we were aware of the State Department travel advisories. However, our travel agency in Syria assured us it was safe to come and there was no need to cancel our trip. After thoughtful consideration of the potential risks, we decided to go. We were richly rewarded during our travels, which took us to all of the World Heritage sites in Syria: Aleppo, Bosra, Damascus, Krak des Chevaliers, and Palmyra.

Our hotels featured satellite TV that included CNN and BBC in English. We had watched the same video clips as our families and friends back in Iowa. What they saw on TV did not match what we were experiencing. But that was equally true for the Syrian TV news, which featured reports of "armed gangs" and video clips of "martyred" soldiers with commentary that reminded me of Orwell's 1984. I missed Iowa Public Radio, whose accuracy and depth of analysis I can vouch for in the reports I have heard since our return. While there, we came to appreciate the complexity of the situation in Syria.

Our guide defended the government throughout the trip. One of his main points was that the Baath Party was secular and kept religion out of the political process—a point of sincere

pride for him. With 18 different religious groups, he did not want to see religious and sectarian strife erupt in his homeland as it had in Lebanon during a civil war that lasted from 1975 through 1991.



South of Damascus to Bosra

While we felt safe at all times and in all places, I will admit that I was a bit uneasy on Good Friday. We took the bus from Damascus south towards Dera'a, the city

that had been the focal point for violent demonstrations on previous Fridays. There was little traffic along the highway as we drove south beside verdant fields of wheat that once had been a major granary for Rome. Although the volcanic soil was rich in nutrients, it was also rich in rocks prompting this Iowan to wonder how they could farm that land.

At times, I thought I was with Toto back in eastern Kansas, not the desert I had expected to see. Unlike driving in Kansas, we were stopped three times at checkpoints where soldiers and security personnel spoke with our driver and guide before waving us on. Where the road headed west to Dera'a, we turned east towards Bosra and had the road to ourselves.

Bosra was the capital of the Roman province of Arabia and was its easternmost boundary. In addition to impressive ruins, it boasts the best-preserved Roman theater with a capacity for an

audience of 7,000. After a small group of Germans left, we had the site to ourselves. I was drafted to go to center stage and sing a short song for our group of nine who sat in the top row. Shirley said the acoustics were amazing!

Oasis City of Palmyra

While the news media focused on demonstrations and UN resolutions, we saw the impact of the social unrest in the absence of other tourists. When we visited the desert oasis of Palmyra on Easter morning, we were the first tourist group to begin walking through the best-preserved Roman city in the world, 80 percent of which has yet to be excavated. We walked over a mile down the



The monumental arch at Palmyra marks the beginning of a nearly two mile long colonnade.

ancient colonnade before the next bus arrived, reveling in the opportunity to view and photograph the most popular archaeological site in Syria by ourselves. I counted a total of 5 tour buses on a day our guide said would typically have as many as 50 busloads of visitors. The hotel in which we stayed, which overlooked the site, averaged over 500 guests a year ago. The nights we stayed, there were no more than fifteen.

See Syria, page 5

Atop an extinct volcano west of Palmyra is Qala'at Ibn Maan, an impressive fortification from the Ottoman era. From there we were able to scan the panorama of the Palmyrian Oasis including an excellent view of the towers in the Valley of Tombs west of the city. Each tower had been four stories high and contained crypts for as many as 300 burials. Before sunrise Easter morning, I hiked out to a tower that provided an excellent view of the ruins spread out to the East. Except for the barking of a dog, all was silent as I waited to take a sunrise photo. Unfortunately, the sun and clouds did not pose for me. I returned to the hotel without that great shot but with a sense of awe and respect for that place and the people who had once thrived there.

From Palmyra our bus took a back road up and over a low mountain range. I think most found the barren, brown hills rather boring until we spotted a heard of camels ambling across the road. Of course the bus stopped while we scrambled out to take pictures. More miles down the road we noticed scattered spots of green and an occasional flock of sheep. But we lurched to a sudden stop when someone spotted a Bedouin tent close to the road. After our driver and guide talked to the people inside, we were invited to come in for a visit. This was a working tent in which they were making goat-milk cheese. Although there was a place for one person to sleep and cook, it did not appear that family was actually living in it. We were warmly welcomed and when we asked to take pictures, the men stood to pose, leaving the women in the background. Not far down the road we saw a Bedouin



Inside the Bedouin tent where they were making goat-milk cheese.

village where the family probably lived and the children attended school. As we descended from the hills, the rocky brown landscape began to feature olive trees until it disappeared under green wheat fields.

“Thank You for Coming!”

The Fodor guidebook was correct: Everywhere the Syrian people were friendly. When they learned we were Americans, the welcomes became very warm. Americans are rare in Syria as most tourists are European. For some we were the first Americans they had ever seen. “Thank you for coming” was



In the “Dead Cities” a group of agriculture students invited us to join them for tea and snacks.

a universal comment.

At the site of the “Dead Cities,” abandoned stone villages from the Roman era, we encountered a group of agriculture students. They insisted we join them for tea and nuts. I visited with their professor who specializes in corn and wheat. He had studied in England and the Ukraine, had contacts with a professor at the University of Illinois, and was aware of Iowa as a leader in corn production. While the professor induced me to puff on his nargileh, some of the students posed questions to some of the others in our group. They wanted to know what Americans think of Arabs, why we had come to Syria, whether or not we had been to Israel, and our thoughts about the Palestine situation. One student shared his fear that his diploma would do nothing more than hang on the wall in his room—he saw no hope for using his education to start a career. Another whispered that what he really wanted was freedom. It was a rare encounter, definitely not on

the official itinerary.

Homeward Bound

“The vet strongly recommended that we take Panther in immediately.” That was the subject line of a gmail I found from Garrick on April 27 when we were in Aleppo. Panther was the family cat that died many years ago. It was code for “trouble, come home ASAP.” The body of his message contained the evacuation alert sent from the US Embassy in Damascus to all who had registered with them. Our group had already heard that news and had begun to consider a course of action.

Scheduled to fly out of Damascus early Saturday morning, we asked the travel agency to see if they could fly us out of Aleppo on Friday morning ahead of any possible afternoon demonstrations. Unfortunately, that did not work out. Instead of staying at a resort on the Mediterranean Thursday night and driving to Damascus on Friday, they recommended Plan B. Thus, our bus took us to Damascus Thursday afternoon ahead of any Friday demonstrations, giving us an extra day in Damascus.

Friday was calm and quiet where we were, except for a very rare thunderstorm that showered the city with hail. Shirley was able to complete her shopping and exploration of Straight Street, do the final packing, and watch the royal wedding while I relaxed with a borrowed book about the Crusades as seen through the eyes of the Muslims.

As I noted in the introduction, travel in Syria is an adventure, one full of the unexpected, especially so during a time of social unrest. But it all came to an end as we walked from our hotel down Straight Street for the final time at 3 AM Saturday morning. Our bus brought us quickly to the airport where we bid our driver good-bye. There was one final “unexpected”—the door marked “Departures” was locked and we had to enter through the door marked “Arrivals.”

For more on his trip, contact Doug at dschermer@farmtel.net

Visiting the Masai of Kenya by Sandra E. Sharp

The Masai are cattle people. They live in the grasslands of Tanzania and Kenya, in the Serengeti and near the Masai Mara Reserves of the Great Rift Valley. Many Masai have goats and sheep but are cattle herders. Cattle are their life. Their belief is that God gave cattle to them. They measure wealth by the number of cattle a man owns. They are nomadic people. When the seasons change, they move to a new location. They live in drier grasslands in the wet season. They live in wetter, high grasslands when the weather is dry. *What would happen to the Masai if their cattle did not get enough to eat?*

I will tell you a true story about my visit to their small settlement. When my party of six left our lodge, in Masai Mara territory, our driver said he got permission for us to visit a Masai Village. When our Land Rover arrived at the village, goats and cows were everywhere. I saw several huts built by women. The women use urine and cow dung to make



cement. They use grasses and branches to form the structure of the hut. The cement does not smell badly; the sun dries it and makes it hard. At night, small animals are sheltered inside the huts and sleep with the family. They are safe from the weather and large animals.

We met David, the young chief, and his father. They greeted and welcomed us to their village. We walked with David to see the young Masai warriors tending to the cattle. After watching the men's work, the Masai girls performed a dance and sang a welcome song.

The men are working to enclose the compound with branches and a thorn brush fence. They tie the brush together. This natural fence will protect the cattle from larger animals. The thorns are as sharp as barbed wire.



David invites us to his home. We enter but cannot stand up. We sit on a smooth log in darkness. Near the doorway is a very small square opening in the wall. It conducts smoke from a fireplace to escape outside. It is warm and cozy, but smoke gets in your eyes.

We are going to an open-air market / duka. This is the first time these Masai have prepared an open-air market for foreigners. We walk to the middle of the compound, and see a circle enclosed with stalls made of branches. On the ground, in the middle of the circle, a Masai placed packages of red checked fabric all in a row.

Vendors vie for our attention. Two young women are selling traditional and contemporary masks, bracelets, and small necklaces. At another stall, traditional Masai wedding necklaces are displayed; they are mostly hung around the top of the stalls. A vendor dressed in red is also trying to sell wedding necklaces.

Here is a young man in a bright red cloth with a shawl / kitenge tied around his neck. He and I have a good conversation. I ask him questions about school. He says that he is studying in London, England. He loves English and math, and wants to help his family with the cattle business after he graduates from college. Being in Masailand during the summer months is a welcome break from the big city environment of London. He loves returning home to be with family and friends.



These present day Masai dress as we do. They feel comfortable in both the traditional and western clothes.

A girl is telling a story to the young children. It is about how the Masai became separated from other tribes and people. She speaks to them in their language, Maa. She tells them that a long time ago they came from Northern Africa. Their chiefs were looking for rich grasslands to feed the cattle. Many of their cattle were dying, so they feared that death would also take the lives of their children. However, nature gave them an answer.

They saw a bird settle in a tree. It had grass in its beak. It was building a



nest for its babies. They observed the bird fly away in the sky and over the mountaintops. The chiefs sent some boys to track the bird. They climbed a mountain to see the view on the other side. The boys did what their chiefs asked them to do and returned to the village. They told them what they saw: abundant green lands, with trees and green grasses and rivers, on the other side of the mountain. The Masai made a decision to move there, so they built a gigantic ladder to help them cross over into the new land. Entire villages, cattle and people began to climb into the new world. When half of them reached the new high ground, the ladder snapped. Many fell to their deaths. Those who survived knew they had to live. They began to grow and prosper in their new environment, so this is how the Masai were separated from other people. The story is part of the oral culture of the Masai and passed on from one generation to another.

The article is written to be presented as a lesson. For the complete lesson, contact tanzaniatatu@msn.com

Travel Opportunities

Summer Travel Programs for Educators

Global Exploration for Educators Organization (GEEO) is a non-profit organization that runs summer professional development travel programs designed for teachers.

GEEO is offering 15 different travel programs for the summer of 2012: India/Nepal, Vietnam, Thailand/Laos/Cambodia, China, Russia/Mongolia/China, Egypt, Turkey 8 day, Turkey 15 day, South Africa/Mozambique/Zimbabwe/Botswana, Morocco, Argentina/Uruguay/Brazil, Peru, Ecuador, The Galapagos Islands and Costa Rica. *Space is limited! Participants who book before November 15th, 2011 will receive an early booking discount of 5% off the program fee.*

Educators have the option to earn graduate school credit (3 credits through Indiana University) and professional development credit while seeing the world. The trips are 8 to 23 days in length and are designed and discounted to be interesting and affordable for teachers. GEEO provides teachers educational materials and the structure to help them bring their experiences into the classroom. The trips are open to all nationalities of K-12 and University educators and administrators, as well as retired educators. Educators are also permitted to bring along a non-educator guest.

Detailed information about each trip, including itineraries, costs, travel dates, and more can be found at www.geeo.org. GEEO can also be reached 7 days a week, toll free at 1-877-600-0105 between 9AM-9PM EST.

Rwanda Human Rights Delegation for Young Leaders

Dates: Dec 28, 2011 - Jan 16, 2012, Program Tuition: \$2,250

Application Deadline: Sept. 27, 2011

Global Youth Connect, an international human rights organization, is pleased to announce that we are accepting applications from young leaders (ages 18-35) for our Winter international human rights delegation to Rwanda.

Our Human Rights Learning and Action delegations are unique, first-hand opportunities to cross cultural boundaries, learn about the daily reality of human rights as experienced in a complex and increasingly globalized world, and to contribute to progressive action.

During this GYC delegation, International participants will join with Rwandan peers in a Learning and Action Community to learn about human rights achievements and challenges in Rwanda (and the world) and to take concrete action steps together to support current and future efforts for human rights protection and promotion, both in Rwanda and abroad.

Through a combination of workshops, site visits, advocacy meetings, and volunteer service with grassroots NGOs, we will learn and act on numerous key human rights issues in Rwanda, including but not limited to: gender and human rights, human rights of children, LGBTI populations, historically marginalized indigenous groups, refugees, domestic workers, poverty reduction,

public health, juvenile justice, freedom of expression and the arts.

In advance of and during the delegation, all participants will examine the roots of the 1994 Rwandan genocide, and see how its legacy has impacted the country and its people, particularly Rwandan youth, and also how the country is attempting to rebuild today.

How to Apply:

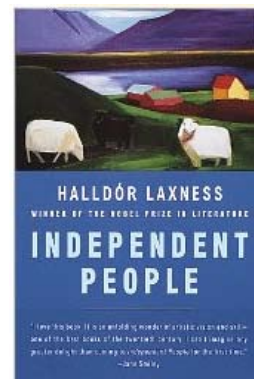
We invite interested young leaders to apply. We are looking for participants who are between the ages of 18-35 and who possess U.S. or Canadian citizenship or residency as well as international students studying full-time at a U.S. or Canadian college or university. Most importantly, applicants should wish to expand their knowledge and understanding of human rights and social justice and to offer hard work, skills, connections, etc. to the work already underway in Rwanda and elsewhere. Participants will become part of a growing global movement of youth acting together for compassion, human rights and responsibility.

For detailed information on program activities, costs, fundraising guide, and application information, please visit: www.globalyouthconnect.org/participate.html or contact GYC at contact@globalyouthconnect.org.

Really Tough Living

Are you sad that autumn will soon give way to winter? Try reading *Independent People* (1946), by Iceland's great writer and Nobel Prize winner Halldór Laxness, thought by some to be the best book ever written, wherein characters eat one meal a day, go in rags through the winter, ride a reindeer across a frozen river then stagger for two days through a blizzard. Fabulous book.

Madeline Uranek
globalmaddy@gmail.com



FRESH: Using Film and Food to Cultivate Global Understanding

We live in a world where we can easily buy food from all around the globe, but we don't spend much time considering the social and environmental implications of what we eat. *FRESH*, a 72-minute documentary film, exposes some of the deeper and often negative impacts of our industrialized food system. *FRESH* offers hope for overcoming what can often seem like insurmountable challenges by featuring innovative projects from across the U.S. These initiatives offer tangible solutions to close-at-hand problems and can inspire us to consider solutions to similar issues on a global scale.

The film is a useful pedagogical tool because food is a concrete lens through which to examine the complex issues of human consumption and the global environment. Science teachers teaching a unit on climate change might use *FRESH* to have students identify the processes involved in producing and transporting food and consider the amount of carbon dioxide emitted through the use of fossil fuels. Social Studies teachers could show excerpts from *FRESH* to engage students in researching the geographical, cultural, and historical origins of the food they eat.

At Primary Source, a nonprofit center for K-12 teachers seeking to globalize their curriculum, we use films like *FRESH* to introduce important world issues. Then we support further classroom exploration by offering teachers resource guides with book and film ideas as well as links to websites and curricula. Educators from across grade levels and subject areas will find resources useful for incorporating food, global issues, and the environment into the curriculum. To access these guides and view the trailer for *FRESH*, visit <http://resources.primarysource.org/greenerworld/>. For more global education resources, visit <http://resources.primarysource.org/globaleducation/>.

Lina Yamashita, Program Coordinator
Primary Source, lina@primarysource.org

News and Resources from World Savvy

The beginning of the school year is always exciting for us at World Savvy. Students and educators will soon start to explore this year's global theme for our youth engagement programs. Our umbrella theme for all programs during the next two years is *Sustainable Communities*. Within this broad theme, students may explore issues such as food and water, energy, climate change, and development.

Many students connect most with the theme of food- it is a universal need across the globe. No matter your location, history or politics, everyone needs food to survive. Food sustainability is also an issue that is increasingly a larger part of our collective conversation- whether it is in the home, classroom, media, or global stage. From Michelle Obama's White House garden to food riots around the world, there is no denying that food is one of the most critical issues of our times.

Students participating in our youth programs address the issue of food in a variety of themes. They may delve into issues surrounding food security, food deserts, malnutrition or obesity, food aid, organic agriculture versus factory farming, genetically modified organisms, food policy, and more. Topics surrounding food are vast and connected to every aspect of our global society. Food can be a very accessible topic for

students to begin an investigation of global issues. Asking questions like, "How does rice grown in Arkansas affect a Haitian farmer?" or "What dictates the price of food in my market?" can begin explorations of how food is interconnected on a global scale.

World Savvy offers a wealth of resources for educators and students exploring the topic of food on our website. You can access documents, articles, videos, and even our own World Savvy Monitor on the topic of food. A great way to get involved with World Savvy is to participate in our youth engagement programs, The World Savvy Challenge and the Media & Arts Program. Both programs are an excellent way to use project-based learning and arts integration to explore global issues surrounding food and sustainability.

This fall, we are offering two-day professional development institutes on the theme of *Sustainable Communities* for educators or administrators interested in exploring the theme of *Sustainable Communities*. Check out our upcoming institutes in San Francisco, Minneapolis St. Paul, and New York!

World Savvy is a global education program that prepares the next generation of leaders to learn, work and thrive as responsible global citizens in the 21st century through customized consulting, professional development, educational resources, and youth engagement programs.

Promoting Global Citizenship *From the Stanley Foundation:*

In its simplest interpretation, global citizenship means social participation in local versions of global problems or local efforts to alleviate global problems. The Stanley Foundation's founder, C. Maxwell Stanley, said that global citizenship "is some combination of beliefs, attitudes, and convictions concerning the policies and leadership of national governments regarding the management of global problems."

At the Stanley Foundation, our mission statement includes a call to global citizenship. We not only work with high-level policymakers, most of whom are working to resolve problems within that world community, but we also offer programming and resources to interested adults who consider themselves global citizens and, yes, even to children who are just curious to learn about what life is like for a peer in another part of the world.

Though the Stanley Foundation's work might be better known in Washington, DC, than in its home of Muscatine, Iowa, the foundation places importance on contributing to its local community. That is why an issue of *Courier* is devoted to activities conducted locally through its Community Partnerships programming. The foundation conducts activities in Muscatine that it sponsors nowhere else. We share this information in hopes that it might inspire readers to also Think Globally, Act Locally.

A quarterly publication, *Courier* provokes thought on world affairs by giving readers insight into issues driving foundation programming. The Summer 2011 topic is Promoting Global Citizenship.

Download the Summer 2011 Issue PDF (287 KB) <http://www.stanleyfoundation.org/courier.cfm>. You can also subscribe for FREE on this site.

New From the Choices Program

FREE Teaching with the News Lesson: *Oral History and September 11*

<http://www.choices.edu/resources/twtn/twtn-911-10-year.php>

In addition to the thousands of individuals who lost their lives on September 11, countless people from the United States and around the world were deeply affected by the attacks. Their experiences are a part of the history of September 11. To gain a deeper understanding of Sept. 11, students are asked to interview someone who vividly remembers this event.

Other Resources Available for the Choices Program Include:

New Curriculum Unit: *A Global Controversy: The U.S. Invasion of Iraq*

<http://www.choices.edu/iraq>

Students recreate the national public debate surrounding the decision to go to war in March 2003 and assess the war's impact in the United States and Iraq. This curriculum is supplemented by Scholars Online videos featuring academics and policymakers such as U.S. Sen. Jack Reed.

New Edition: *Responding to Terrorism: Challenges for Democracy*

<http://www.choices.edu/terrorism>

Students consider the issues surrounding the 9.11.01 attacks and the U.S. response to terrorism in a constructive context that promotes dialogue about future policy directions.

New Curriculum Unit: *The United States in Afghanistan*

<http://www.choices.edu/afghanistan>

Students analyze primary source documents, readings, and new media sources as they consider the future of U.S. policy in Afghanistan.

Kids Can Make a Difference Project on Hunger Wins

New York City, June 16, 2011. Psychologists for Social Responsibility's annual awards were announced Wednesday, one going to Kids Can Make a Difference (<http://www.kidscanmakeadifference.org/>), a project of iEARN-USA. This project and innovative middle and high school teachers guide, *Finding Solutions to Hunger*, provides resources to enable students to explore the root causes of hunger and take specific action steps in their community. The award is given annually to an individual or organization whose efforts focus on peace and social justice for children.

A key component of the project is global collaboration among students in different countries, using iEARN (International Education and Resource Network), a pioneer in online collaborative project-based learning.

"Jane and I are honored to receive this prestigious award," noted Larry Levine, KIDS founder and coordinator. "It is our dream that young people worldwide will, through this project, realize that they can in fact end hunger through education and collective action."

"The project stimulates students to take specific follow-up actions as they begin to realize that one person can make a difference in addressing the issue of hunger," pointed out Ed Gragert, Executive Director of iEARN-USA, "And by working together online internationally, they see hunger in a global context."

Kids Can Make a Difference (KIDS) was founded in 1994 by Jane and Larry Levine, two educators committed to giving tools to middle and high school students to address issues surrounding hunger. KIDS is based in New York City. Please visit <http://kidscanmakeadifference.org> or e-mail: kids@kidscanmakeadifference.org

Note: See the column to the right to learn how you can get a free copy of the Teacher Guide, *Finding Solutions To Hunger: Kids Can Make A Difference*.

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 offer to download a free copy of the KIDS Teacher Guide send an email to kids@us.iearn.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 October 31.

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Tenth Annual International Alley will be the largest yet!

"Dimensions of Diversity" is the theme of this year's National Council for the Social Studies (NCSS) annual conference in Washington, DC from December 2-4, 2011. And what an appropriate theme for focusing on global and international education!

If you'll be attending the conference in December, be sure to block out time to visit the International Alley, your one-stop-shop for everything "global." This tenth annual feature in the exhibit hall is shaping up to be the best—and largest—yet. We already have eight new exhibitors! Just look for the signs and the flags.

The International Alley is coordinated each year by the Choices Education Program and the National Peace Corps Association, in collaboration with NCSS. For more information or to get on the list for this year or future years, contact Susan Graseck at susan_graseck@brown.edu or Anne Baker at anne@peacecorpsconnect.org. And if you stop by the alley, please say hello and tell us you read about it here. To learn more about the conference and to register, visit www.ncss.org.

Here are the organizations that are registered for the International Alley as of September 15.

African Studies Outreach Council
www.africa.upenn.edu/outreachcouncil/
American Red Cross www.redcross.org/
Choices Education Program www.choices.edu/
Concern Worldwide, US www.concernusa.org/
Consortium of Latin American Studies Programs
www.claspprograms.org/
Dar al Islam www.daralislam.org/
European Union Centers of Excellence Network
www.euce.org/centers/
GEO www.ggeo.org/
The Genocide Education Project
www.genocideeducation.org/
German Information Center www.Germany.info/
Goethe-Institut www.goethe.de
H2O for Life www.h2oforliveschools.org/
Heifer International www.heimer.org/
iEARN-USA www.us.earn.org/
International Debate Education Association
www.idebate.org/
Jewish Partisan Educational Foundation
www.jewishpartisans.org/

Keizai Koho Center www.us-japan.org/jasp/
Klett International & eMapshop
www.klett.de/sixcms/list.php
The Laurasian Institution www.laurasian.org/
Middle East Outreach cmes.arizona.edu/
National Consortium for Teaching about Asia
www.NCTAsia.org/
National Peace Corps Association
www.peacecorpsconnect.org/
Peace Corps-Coverdell World Wise Schools
www.peacecorps.gov/www/
Polish Perspectives
www.polishcultureapc.org/
Population Connection
www.populationconnection.org/
Sultan Qaboos Cultural Center www.sqcc.org/
UNHCR www.unhcr.org
United States Department of State, Office of the
Historian www.state.gov/
United States Institute of Peace www.usip.org/
U.S. Fund for UNICEF/Teach UNICEF <http://teachunicef.org/>



A conference attendee learns about Heifer materials at the 2009 NCSS Conference

Note from a Reader:

Dear Susan,

Your email brought many memories back!

While I was Assoc Prof and Chair of the Communications Dept at Walsh College, Detroit, I occasionally had executives from nationally known companies as my College students. At that time (and still as I understand it), large corporations were hiring appropriately experienced Japanese executives to help in the success of American companies. These American execs wanted only Japanese with a good, working English ability. I began to offer ESL classes at Adult Education facilities for professionals. There were students from many countries: of course, many Japanese (including physicians, execs from now successful Japanese car companies, copiers, electronics of many kinds). One of my students was a Korean pharmacist, another an interior decorator, and many more. The overwhelming number of executives in my Adult Ed classes were Japanese.

I decided to open my home to Japanese Execs for intensive English. Of course, they could not speak Japanese when they were participating in the program. They also had to become educated in American culture. No more than 3 at a time were allowed to attend. They were kept separated

when not in my class. For sleeping/rest and relaxation execs were also assigned separate rooms. (We were very blessed in the amount of room available in our home.) My brother lived close by and took each student individually on rafting trips, museum excursions, tennis practice/games, and occasional requested sights. All of the executives appeared to be enthralled with my 7 year old daughter, which was fun for all. I cooked all American meals for them. (At the time, I truly enjoyed cooking—but have grown to hate it).

In both Adult Ed classes, and Intensive Japanese, homework was required. My desire/conviction was that I should honor an individual's culture. I did this by assigning general questions. Examples are:

- "If you could do anything in the whole world, what would it be?"
- "What is your current job, and what do you hope to accomplish in your career?"
- "What is the aspect of your home country that you would most like to share with the class?"
- "Is there an aspect of your culture that you miss in America? What would that be? Can you share it with the class?"

- "Please compare and contrast Japanese and American cultures."
- "What have you heard from Japanese colleagues in your current job that makes American jobs seem easier or harder than you are used to?"

Class always began with short readings, chosen by me. Execs were required to read and explain the paragraph. Pronunciation was stressed most here. Then, the grammar and pronunciation difficulties were demonstrated. Afterwards they were asked use the same form of grammar in a sentence that applied to their current job. Next, they were required to give vocabulary words which they must use in their job. They were allowed to use their Japanese-English *technical* dictionaries to aid them. Last in the course was writing a paragraph in English using as many appropriate vocabulary words they had learned.

We were transferred out of state after 6 years. I chose not to re-establish the school.

Peace

Karen Reiter

“Sustainable Development: Responsive Citizens” Conference

“Taking Stock—the role of farmers, governments and society in tackling the food and climate crises” was one of the sessions at the recently concluded United Nations NGO conference, “Sustainable Development: Responsive Citizens,” held in Bonn, Germany. The conference is one of the steps leading up to events scheduled for Rio de Janeiro, Brazil, beginning May 28, 2012. A comprehensive declaration by conference participants will be submitted by the German government to the United Nations General Assembly. Participants in the conference agreed that more education and communication are needed on the urgency of these issues. The main conference sessions can be found at www.un.org/dpiconference. Information about the Rio conference can be found by searching “Rio+20.” A youth page can be found at www.roadtorioplus20.org.

The workshop, moderated by Basia Romanowicz and Dirk Verdonk of the World Society for the Protection of Animals, considered three themes:

1. The positive impacts of humane, environmentally friendly farming on the environment, local livelihoods, lifestyles and health;
2. How communities, consumers, retailers and farmers can support more sustainable, humane farm systems. Josphat Ngonyo of the Africa Network for Animal Welfare spoke on the central role of livestock in communities and on livelihoods with case studies from Africa; and Sue Riddlestone of the Bioregional Development, spoke on her group’s One Planet Living approach engaging with communities, consumers, retailers and farmers.
3. Government, intergovernmental, and industry policies necessary to promote sustainable agriculture and informed consumers at the global, regional, national and community level. Dr. Hans Herren, President of the Millennium Institute, stated that most of the policies needed were agreed to in the The International Assessment of Agricultural Knowledge, Science and Technology for Development (IAASTD) but that implementation needed to occur, declaring, “We must fight the idea

International Experiences with Technology in Education

I am writing to announce that our study on *International Experiences with Technology in Education* is now available on our website, www.ed.gov/technology (listed on the home page under “Current Activities”). You can download the Executive Summary or the Full Report. (*We include some excerpts here.*)

Overview: In the fall of 2009, the Office of Planning, Evaluation, and Policy Development of the U.S. Department of Education launched a study to learn about ongoing activities in other countries that use information and communications technologies (ICTs) in their educational systems.

21 countries using technology in education for primary and secondary grades were selected and surveyed for in-depth information across selected indicators. The report showcases findings for the 21 countries selected and provides a summary of these findings.

Key Findings: Countries are investing in ICT infrastructure to improve equity of access to high-speed Internet connections and making it possible for all schools to leverage the capabilities of high-bandwidth instructional tools in the classroom involving both video and audio and unlimited users. Countries are investing in computer hardware, increasingly portable and mobile, to improve access to the Internet and instructional software for teachers and students. Country jurisdictions’ and schools’ adoption of

technology-supported learning management systems is changing the way coursework is organized, accessed and delivered and the way student performance is communicated to parents. Learning management systems are facilitating national and local monitoring of student performance and the targeting of policies and programs to areas of greatest need.

Countries are investing in one of their most important resources—teachers. Almost half of the countries reported providing online professional development for improving teacher skills and interactive collaborative tools to foster the development and sharing of instructional materials and strategies among teachers. Almost all of these countries reported providing digital instructional resources for teachers through websites, online portals and learning management systems, often partnering with commercial publishers for their development.

I hope you will find this report useful in your work at home and internationally. Please do not hesitate to contact me if you have any questions or need any additional information.

Ray Myers, Ed.D.
Office of Educational Technology
U.S. Department of Education
202-205-4509
Ray.Myers@ed.gov

that we need more reports;” that all the information has been collected, but the political will needs to be found to act and citizens should raise these issues with their governments. He raised the question: “are people ready to pay full price of food?”

Throughout the conference, speakers raised questions of the costs to sustainable life of the current industrial agriculture system of producing and distribution food. They asserted such points as: “We are turning from being producers of food to consumers of chemicals;” and “Human activity has been replaced by machines powered by fossil fuels.”

Further information on this issue and the work of the above organizations can be found at:

www.wsipa-international.org
www.hsi.org/farmanimalresearch
www.anaw.org
www.bioregional.com
www.agassessment.org

The latter reports on the IAASTD agreed to by governments at the Johannesburg conference in 2008. There are sections on food security, health and nutrition, and various other topics that teachers can select for discussion by their students on choices regarding humane sustainable food systems. Discussion of some of these questions can provide lively debates.

Billie Day

iEARN-USA: Bringing the world into your classroom

Bringing the world into the classroom and building global competency can take many forms. iEARN-USA's online courses focus on how to incorporate global learning competencies and common core standards using online collaborative projects. Educators will develop a unique project plan for their own classroom, working alongside course participants from several other countries.

Dates: Sept. 30th - Nov. 20th

Website: <http://us.iearn.org/professional-development/online-courses>

Register: <http://media.iearn.org/coursereg>

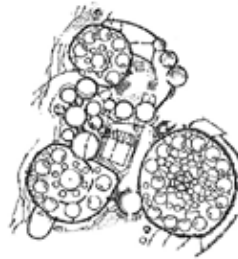
Questions? Contact onlinepd@us.iearn.org

Fun With Fractals in Africa

Attn: Peace Corps Africa math teachers past and present—math aficionados—others may enjoy this, too.

For a fascinating presentation of fractals in African design, check out this video at www.ted.com/talks/ron_eglash_on_african_fractals.html

Editor's Note: I really enjoyed this, and I'm not even a math teacher!



Global Education News

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

Next deadline: November 15 for December-January-February Issue

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phone: (202) 293-7728, ext. 12 fax: (202) 293-7554 e-mail: gloaled@peacecorpsconnect.org

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