



**National
Peace Corps
Association**

Global Education News

In Cooperation with ASCD

Winter 2010-2011

Bring Peace Corps into your classroom on March 1, 2011

The Peace Corps will celebrate its 50th anniversary in 2011. To honor the five decades of service, communities around the world will be hosting a series of Global House Parties on March 1, 2011. NPCA Global Education is inviting educators to join in the celebration by integrating the House Party theme, Food Security, in their classrooms on that day. We will be providing select educational resources online that focus on the issue of food security. This will include lesson plans, articles, and an online discussion, all designed to help students better their understanding of the challenge that food security presents on both a global and local scale.

Contact NPCA by emailing gloaled@peacecorpsconnect.org to sign up and receive your free toolkit with resources for teaching about food security in honor of the 50th anniversary of the Peace Corps. Learn more about how you can participate in the 50th at www.peacecorpsconnect.org/50

New pilot program for Returned Peace Corps Volunteers!

Today's youth will graduate into a world that requires global knowledge and skills for success in college, careers, and civic life. As evidenced by the global economy, increasingly diverse communities, and rapid information-sharing via the Internet, opportunities to interface with people across the world are greatly increasing. However, not all young people have meaningful opportunities to learn about the world. Recognizing this, NY State Afterschool Network (NYSAN) and NPCA have partnered to connect RPCVs with local afterschool programs. RPCVs can volunteer to build upon and extend their Peace Corps experience to create global learning opportunities for children and youth from pre-kindergarten through high school.

Participating RPCVs will receive training and support, and will work

with afterschool program specialists to develop a series of activities founded on their international service experience. They will then be matched with organizations in their area that run before-school, afterschool, and week-end programming. RPCVs can choose to volunteer with programs over a few weeks or for the duration of a semester, summer, or year.

This program is intended to support youth to gain knowledge and develop skills aimed at building their global competence and to provide RPCVs with a unique opportunity to share the Peace Corps experience. Check out our blog at www.peacecorpsconnect.org/news/education/

This is a pilot program in New York with hopes of expanding the program after the first year. Stay tuned to see if this program comes to your community.

Speakers Match

The 50th anniversary of the Peace Corps is a cause for global celebration of the accomplishments of the communities worldwide served by Peace Corps and the 200,000 former Peace Corps Volunteers. It's also a chance to look ahead at how to continue and to enhance the opportunities for and effectiveness of volunteer service to your country and to the world. What a great time to bring this to your classroom and to get your students thinking about how they can contribute.

One way to get a first hand account is to bring a Returned Peace Corps Volunteer (RPCV) to your classroom. Peace Corps created the Speakers Match program to assist you in connecting to RPCVs. Simply submit a request through Peace Corps' website at <http://www.peacecorps.gov/www/speakers-match/>. While you are there, download the Handbook for Educators to help you make the most of your experience. (RPCVs – you'll can sign up as a Speaker and download your own Handbook for RPCVs off that same link.)

Have you already benefited from the Speakers Match experience? Share your story (and a photo!) with us at gloaled@peacecorpsconnect.org. You'll find more stories on our education blog at <http://www.peacecorpsconnect.org/news/education/>.

Help Support our Program

We welcome your support of our Global Education Program throughout the year with your membership and contributions. You may join or contribute online at www.peacecorpsconnect.org/ or mail in the form on page 13.

Thank you!

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K-8 Corner: Thoughts on Teaching Peace

Let Peace Begin With Me *By Vicki Stroud Gonterman*

"For it isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it." Eleanor Roosevelt

Teachers at Gibbs Magnet School of International Studies and Foreign Languages in Little Rock, AR, take these words from First Lady Eleanor Roosevelt to heart and work at teaching about peace throughout their elementary school curriculum. When Gibbs opened in 1987 as the first international magnet school in the state of Arkansas (and perhaps the Mid-South), a peace and conflict resolution curriculum was included. Though only five of us remain who helped start the school all those years ago, the peace traditions have survived as part of the school culture.

Beginning early in the school year in September, students are selected to become Ambassadors from their classroom nations to serve on the Gibbs Mini United Nations. Through quarterly meetings, Ambassadors decide what student-oriented activities will be continued and what service learning projects will be done for that school year. Also, every September 21st, art specialist, Susan Turner Purvis, helps students celebrate the annual International Day of Peace with the global art project entitled "Pinwheels for Peace." Students create their own pinwheels which include messages of peace. Once placed in the ground on Peace Day and as the wind blows, messages of "whirled" peace are spread around the planet.

Through international studies classes, students work two service-learning projects that alternate each year. This year students are participating in the "Read to Feed" program with Heifer International, a non-profit organization whose goal is to end world hunger and whose global headquarters are located in Little Rock. As a Partner-in-Education with Gibbs, Heifer International provides speakers, materials, and even visiting animals to encourage the students to read and help the hungry. Students find sponsors for books that they read. The donated money is used to purchase animals from Heifer International that are then donated to needy families who have received training in how to care

for and utilize food animals to improve their lives. (Go to heifer.org for more information and teaching curriculum.) The other project entitled "Pennies for Peace" is part of another global initiative to help needy children in Pakistan and Afghanistan by building schools and purchasing school supplies with donated pennies. (Visit penniesforpeace.org for additional information and curriculum.) This year in international studies classes, students are also learning about Nobel Peace Prize Winners through research and portrayals on a "Gibbs Talk Show." Students learn that many times peace efforts come with a heavy price.

Every year on field day, Gibbs Games, physical education specialist, Nancy Passini, includes "Rocking for Peace" as a way to help others by raising money as students relax in rocking chairs. Her black history month project for students is the "Freedom Trail" where students run/walk a marathon distance over a period of weeks while they reflect on the teachings of Dr. Martin Luther King, Jr. Their run culminates

with the final mile being run in the Little Rock Kids Marathon.

Lessons on conflict resolution are given throughout the year by school counselor Kecia Fells and through four school musicals a year, music specialist Kayren Baker has students sing about peace, tolerance and leadership. Three foreign language specialists, Frau Sara Case, Madame Sharon Hamilton, and Señora Roisin Byrne, help the international studies specialist teach about a peaceful, healthy planet for the annual Earth Day Parade. The year culminates with an International Fest implemented by the PTA that celebrates our annual theme, tolerance and diversity.

Faculty at Gibbs Magnet School believe peace is important; included in the school's annual improvement goals is one for a healthy, peaceful planet that includes student service-learning projects. "Peace begins with me" are not just words to a powerful song but words by which to live and teach.

"Peace begins when the hungry are fed." Anonymous

Vicki Stroud Gonterman, a veteran social studies teacher of 31 years, is the international studies specialist at Gibbs and helped create the international studies program at the school in 1987. She is the recipient of the following: 2009-10 Gilder Lehrman History Teacher of the Year for Arkansas (The Gilder Lehrman Institute of American History); 2007-08 K-8 Social Studies Teacher of the Year (Arkansas Council for the Social Studies); 2007-08 Phyllis Layton Perry Teacher of the Year (National Council for International Visitors); 2006-07 Elgin Heinz Outstanding Humanities Teacher of the Year (U.S.-Japan Foundation); 2005-06 Global TeachNet Global Educator of the Year (National Peace Corps Association); 1988-89 Arkansas Fulbright Global Educator of the Year (Arkansas Council for International Visitors); and ten Little Rock School District Superintendent Citations.

"Opening Young Eyes"

NAFSA has a new article on internationalizing teacher education and the necessity and possibilities of global learning at the K-12 level. You can find "Opening Young Eyes" (International Educator, Sept/Oct 2010) at www.nafsa.org/_/File/_/sepoct10_openingyoungeyes.pdf. The article highlights programs that are making a difference; sections include *Engaging Youth Early, the Importance of Foreign Language Learning, Reaching Out to At-risk Kids, Global Service Learning After School, Preparing Future leaders* and more.

Also from NAFSA, visit www.nafsa.org/iTLCnetwork to discover resources on internationalizing teacher education to help improve global knowledge in k-12 classrooms. For information on all of NAFSA's advocacy efforts, visit NAFSA's new advocacy Web site, www.connectingourworld.org

K-8 Resources for Teaching Peace *by Susan Neyer*

December finds many of us thinking of messages of peace, even though the world around us may not feel very peaceful. We can encourage our students to think about peace, what it means to them, and ways to bring about a more peaceful classroom, community and world.

I have found a few books and websites that may give ideas and inspiration; I'm sure there is also a lot more out there—once we start looking for it. So, here are a few examples:

Books:

Primary level:

- *What Does Peace Look Like?* by V. Radunsky, (Atheneum Books for Young Readers, 2004) presents quotes from children around the world on what peace looks, feels, smells, tastes, and sounds like. This could be a good jumping off point for young students imagining peace. The last page has words for peace in over 180 languages.
- *Wangari's Trees of Peace* by Jeanette Winter (Harcourt, 2008) tells the true story of how Wangari Maathai started a green revolution in Kenya by getting women to plant trees. She not only planted trees, but empowered

the women of Kenya to take responsibility for the environment and for their lives.

- *Peacefulness* by Rebecca Olieni (Capstone Press, 2006) gives real-life examples of how to practice peace in our daily lives. An easy-to-read book for primary students.

Peacemakers:

Students can take a peacemaker (individually or as a small group), study their goals and methods, and report back to the class. The class might also make a matrix comparing methods, countries, eras, etc.

- *Paths to Peace* by Jane Breskin Zalben (Dutton Children's Books, 2006) has a page for each of 16 peacemakers, sorted by birthdates, from Ralph Waldo Emerson to Princess Diana. Each page is beautifully illustrated with artwork specific to the person. The book contains a bibliography and an index.

- *Peaceful Heroes* by Jonah Winter (Arthur A. Levine Books, 2009) aims to show children that not all heroes are fighters. It covers 14 persons, beginning with Jesus of Nazareth, and includes a number who might be unfamiliar to students (and perhaps teachers). Four colorfully illustrated pages are devoted to each person; text is fairly simple and quite readable.

- *People of Peace* by Rose Blue and Corinne Naden (Millbrook Press, 1994) is primarily for older students. It covers 11 people, most of whom are Nobel Peace Prize winners.

- *Sharing Our Homeland* by Trish Marx (Lee & Low Books, 2010) is a photo-filled story of Palestinian and Jewish children at summer peace camp: a ray of hope in a long-troubled area.

Website:

A place to start may be www.salsa.net/peace/teach/teachers.html. It has many sections and resources, including:

- *My Day in Peace and Justice History*: Connect research about the Peace and Justice timeline to student's birthdays.
- *198 Methods of Nonviolence* describes 198 methods of nonviolent action, ranging from public speaking to civil disobedience.
- *A New Language of Peace*: Every language has a word for peace. *Mir. Shalom. Paz. Wolakota*. Learn how to say peace in other languages and use this exercise as a springboard to discuss the meaning of peace.
- *Picture the Peace*: What would a day without violence look like? Peace is possible - can you picture it? The peaceCENTER has produced a do-it-yourself kit to help you conduct your own Picture the Peaces art contest.
- *Blessed Are the Peacemakers*: 30+ biographies of some of the world's greatest peacemakers, presented as a quiz.

9-12 Corner: Lesson Plan; Horse, Of Course *by Angene Wilson*

Why do we eat what we eat? Maybe just because we do? Why didn't I particularly want to try the termites my students were catching and eating as a delicacy in Liberia? Why did I eat grasscutter in Nigeria but I wouldn't eat groundhog (the same thing) in the U.S.? Why didn't I volunteer to try one of the mice on a stick sold on the side of the road in Malawi? When I read Luke Meinzen's story "Horse, Of Course," I knew it could be the topic for a lesson plan, maybe for a sociology class, maybe for a home economics foods class. Of course, as a Kentuckian who has just seen the movie "Secretariat" and who worked at the World Equestrian Games in Lexington this fall, I couldn't eat horse myself!

Objective:

After reading "Horse, Of Course," (*WorldView Magazine*, Winter 2010 issue, Vol 23 #4), students will consider why we eat what we eat and plan a special smorgasbord of food from the family traditions of students in the class.

Procedure:

Introduce the *WorldView* article by asking students what animals they would eat, followed by what they would never consider eating and why. Be sure to point out Mongolia on world map. After students have read "Horse, Of Course," ask for their general reactions.

Discuss the author's assertion that "because we don't" is our main reason for not eating horse. Discuss food preferences and dislikes of class members and their rationales. "Why do you like mac and cheese?" "I could never eat dog."

Raise question of nutritional value of various animals and ask if there are students who are vegans or vegetarians and want to talk about their reasons for following that eating pattern.

(If teacher would like to include additional food stories, look at the excerpts from *Voices from the Peace Corps: Fifty Years of Kentucky Volunteers* on page 4 in this newsletter and ask different students to read each one.)

Follow-up Activity:

Have students plan a smorgasbord of foods from their backgrounds for a later class -- with descriptions of foods. Or challenge each student to learn about and try a food or recipe that is new to him or her, its history and cultural value, nutritional value, why it is eaten -- as a report to the class.

Food – Sometimes, but Sometimes Not

The following food stories are from Chapter Five: The Toughest. . . in *Voices from the Peace Corps: Fifty Years of Kentucky Volunteers*, by Angene Wilson and Jack Wilson, University Press of Kentucky, 2011.

Sarah Payne (The Gambia 1989-91) recalled talking to a friend who was going to Senegal and asked, "What do I need to do to get ready?" Sarah said, "I told her about a short wave radio and then I said to soak it up when you get there and recognize that the worst days are the worst days and it's uphill from there. You know," she concluded, "you can't really prepare yourself. You just have to be open to trying new food and expect to get sick but then expect to get better."

However, it took Sarah a while to learn to like the food – she remembered adding sugar and powdered milk to her rice every night at first and she didn't always eat what was put before her. Once she was visiting the home village of a student and the chief had a party for her. "He brought us this bowl of rice with sauce on top of which they had very ceremoniously placed a chicken head with its feet crossed through the head. And my student asked Peter, my host brother, and me if we wanted to eat it. We knew it would be offensive if we didn't eat it, but I couldn't imagine putting this chicken skull in my mouth. We said, 'Would you like it?' And he said, 'I'd love to eat it.' So he saved us." Sarah also remembered her food fantasies: pink lemonade with crushed ice and double stuffed Oreo cookies and pizza. At Christmas break during her second year she went to Dakar in Senegal and ate hamburgers. "They had fried eggs on them but we ate them anyway."

Growing up in eastern Kentucky, Cecil McFarland (Micronesia 1972-74, Philippines 1974-76) had eaten corn, green beans, mashed potatoes, roast beef, and chicken. "But," he said, "I don't think I had ever eaten rice in my life, except as a dessert pudding. I hadn't eaten any kind of ocean fish. And the islanders loved turkey tails, shipped in from somewhere. But the most interesting thing we ate there was dog. My wife and I walked over the mountains to another village. They were having a little festival, and we had a banana leaf and as you walked down the line you get your yam, fish, and rice out of bas-

kets. The last basket was all closed up, and when I got to it, they opened it up and there was this burnt to a crisp dog. Looking back on it, it was a test. It got real quiet and they handed me a knife. And I reached down and whacked off a leg, put it on my banana leaf and walked off. It didn't taste like chicken. After that I always said, 'I never met a dog I didn't like.'"

Michael Geneve (Mozambique 2003-05) described arriving in his village and going to the director's house for a welcome meal. "This woman comes out of the house holding a pot and pops it right in front of me. There's a lid on it, and they tell me that I need to help myself. I was the guest. So I lift the top of the pot, and it's a goat head looking right at me. I compose myself. All right. I can just eat some of this head here, but I have no idea what I'm doing. So I ask them. 'What is the best part?' And they tell me it's the brains. I ask, 'Well, how do I do that?' And they say, 'Pick it up and then take that knife, the really blunt knife, and crack the skull open to get to the brains; I'm thinking, 'Oh, God, the goat's looking at me.' The skull popped open pretty easily. Then I got the brains and cut some out and put it on my plate. And it was the most disgusting thing I've ever eaten in my life. I thought for sure I was going to throw up, but I kept it down. And it's really funny, because now I love goat brain and goat tongue and goat cheek and everything like that. That first experience, maybe it was the way they prepared it. I have no idea, but they were all laughing at me."

Jenny Howard (Gabon 2000-02) bought herself a large mortar and pestle and learned to cook local dishes. However, she was an American and a vegetarian, and her host family teased her several times. Once they prepared a meal and asked her to look in the pot and "there was a cat's head, perfectly cooked golden brown, one of the cats that had been running around the neighborhood and why not eat it? It's an animal. It's meat. They knew I would be appalled and wouldn't eat it but they just had to share it with me. They loved it! And

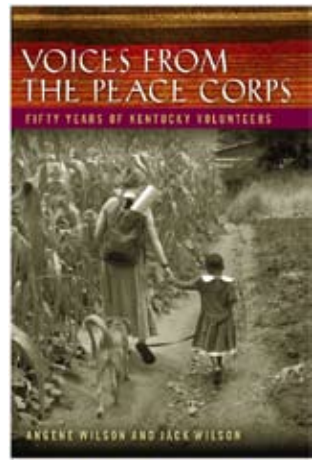
everybody in the neighborhood just laughed for an hour. And another time they took me to

the freezer that the neighbors shared because they wanted to see my reaction to what appeared to me to be a man's hand with a black leather glove on it in the freezer – it was a gorilla hand. They thought it was hilarious!"

"The food was interesting because sometimes you didn't know what it was. Other times, you knew what it was but you didn't want to eat it," Ruth Boone (Philippines 1962-64) explained. "We got there in November and our host family tried to make us feel welcome. Not having a turkey for Thanksgiving they cooked a goose. It's customary to cook it with the head still on. So you sit down to eat this thing with its feathery head lying there. It was also the custom to cook fish with the head on. And the honored guest gets the eyeballs. So you're always the honored guest and so you always get the eyeballs. It's a treat. I don't ever remember eating an eyeball. I did get used to seeing the head."

In Slovakia, Mimi Gosney (2000-02) enjoyed the national dish of potato dumplings with cheese and bacon crumbs, as well as poppy seed cakes. On the other hand, she wasn't enthusiastic about the custom of buying a live carp on Christmas Eve, putting it in the bathtub, and then killing it on Christmas Day and eating it."

Of course, Peace Corps volunteers also had to learn *how* to eat in a different culture, and how to drink something familiar, yet different, or even very different. Ann Neelon (Senegal 1978-79) remembered learning to eat with her hands. "People literally burn their hands the first time they try it. I was one of the last ones in our group



See *Food*, page 5

to try." In many cultures, one also had to remember to eat with only the right hand. Beverages could be a challenge, too. Charlene McGrath (Afghanistan 1969-71) remembered the tea served in clear glasses. "And they would fill the glass about halfway with sugar and then pour about two inches of tea on top of that, and it was literally like drinking cough syrup. The first couple glasses were just devastatingly sweet. And then as you had added more tea the sugar wore down a bit and it was manageable. In northern Afghanistan, in the Uzbek and Turkmen area, they drank mostly green tea, and I had never had green tea before." Donald Nims (Fiji 1968-70) remembered drinking *yagona*, a tranquilizing, non-alcoholic drink made from the dried roots of a pepper plant. A half coconut shell is dipped in the big wooden bowl, the *tanoa*, and passed from person to person in a social setting.

The food stories in this chapter should not obscure the fact that many volunteers in all decades loved the food -- or at least some of it -- in their Peace Corps countries. Almost all returned Peace Corps gatherings include host country food, and Friends of Fiji gatherings always include the ceremonial sharing of yagona.

Judy Lippmann (Morocco 1966-68) remembered that "the fresh vegetables and pomegranates and fruits were just wonderful, and lots of lamb and fresh butter. When I was in Tetouan, one of the highlights in the lunch hour, aside from getting my Spanish lesson, was going to the bakery and you'd get this hot loaf of bread. There's nothing better in the world than a can of sardines and this hot bread and butter. The coffee was wonderful, and the yogurt was fabulous." Richard Parker (Cote d'Ivoire 1973-74/Morocco 1976-78) "liked the African cooking very much, especially the peanut sauce. I would go to the market, buy hamburger, and make hamburgers on French bread with avocado. Those were great burgers, fresh off a cow."

Michael Geneve (Mozambique 2003-05) talked about "fruit galore. Bananas all year long, really cheap. Mangoes, avocados, lemons, oranges, tangerines, grapefruit, sometimes apples from South Africa. I was about a half hour

away from the beach. You'd have to be in the right spot of the village to see the ladies with fish and those went quick. A variety of fish and really cheap and really, really good."

Sally Spurr (Ecuador 1975-77) went to Ecuador as a vegetarian. "And you just couldn't be a vegetarian. You couldn't refuse to eat the meat that people gave you because when anyone gave you meat it was huge. You were the guest of honor. Guinea pig was the favorite dish of the Indians, and they fixed it with potatoes and peanut sauce. The market was wonderful. You could buy any kind of vegetable or fruit because we were so close to both the jungle and to the coast. So you had fresh pineapple, fresh avocado, fresh tomatoes."

Kristen Perry (Lesotho 1999-2001) had a unique experience because her village was "a UNESCO solar village trial site." Kristen described the solar oven in her backyard. "It's a big metal box that has a glass lid and it's painted black inside. It swivels so you can have it follow the sun. Basically, it just heats up with the sun's rays. It takes a lot longer to do things. I would put a loaf of bread in the oven in the morning to bake, and I would come home in the afternoon and I would have fresh-baked bread, and it wouldn't burn. You could cook rice in it, though pies were a little bit hard because there was so much liquid in them. But cakes and cookies I would make in the solar oven."

Phil Dare (Malaysia 1965-67) gave us a booklet of essays written after a return trip to Sarawak thirty years after his Peace Corps tour. [There is a] "direct link between memory and food. Many of our fondest and most vivid memories are of occasions when friends or family ate together, not just holiday, but simple meals in peoples' homes. . . There were the memories of non-stop eating and laughing and enjoying each other as we visited homes of our friends for Chinese New Years or Hari Raya [Malay/Muslim celebration at the end of Ramadan]. There was the memory of my waving a live chicken over many dishes of food for the *miring* ceremony [including chanting of prayer to bless the spirits] in Banggau and Ando's longhouse, and then the full can of the treasured hill padi [upland rice] they gave us to bring home. There were many happy hours sipping *ai limaus* (limeades) in Tony Wong's coffee shop and visiting with his family. Memories are still so vivid of street hawkers cooking *satay* and noodles in the night, of the spicy delights of India Street in Kuching, of the hours in the open markets in Sibu and in Kuching with Peace Corps friends, of the refreshing *ice kacang* we delighted in [in] the little kiosk in the museum gardens in Kuching. Then there were the farewell dinners in Kapit when sadly we said our goodbyes to Kapit. Memories of festive times and warm friends were jostled awake by food. I never smell those spices without thinking of those happy years in Sarawak."

HELP WANTED!

I am looking for teachers who have used the Peace Corp's World Wise Schools program in their classroom. I hope to interview you by phone, email, or Skype to learn from your experience with the program. Thank you,

Douglas G. Schermer, Peace Corps Iran (1966-67)

*ASCD Global Education Professional Interest Community Facilitator
Wayland, Iowa; 319-256-6002; dschermer@farmtel.net*

PS – For more information on World Wise Schools and how you can connect with a volunteer in service and/or access free lesson plans and materials, go to <http://www.peacecorps.gov/wws/educators/>.

Like Water for the Fish by Patricia Thornton

*Culture is like water for the fish: We are in it and a part of it but we do not see it...
Implicit or subjective culture is invisible, but it is the dimension of culture that is most likely
to affect human interaction. The values, beliefs, attitudes, behavioral patterns and role relationships
that different cultures hold dear are difficult to detect by members of each culture
as well as by those who are alien.*

--Felipe Korzeny

Most Americans who have had the fortune to travel, live, and work in and around the world have, at some point, been faced with the sad fact that we Americans are tongue-tied and continent-bound. That is, the sheer geographic size of our country coupled with the economic hegemony of US economy has, perhaps, created a lessened sense of national urgency about the teaching of language and culture in our schools. Yet, those of us who have left to live abroad as PCVs or exchange students, or international workers come to understand the power of language as an avenue into the soul of a people, and later, as teachers (which many of us become), we come to understand what education is really about.

It could be argued that the whole of education should be about affecting human interaction. That is, the real point of what we do as teachers is to change students from the *self-focused* beings that are dropped at the classroom door to sentient beings that are capable of deep *other-awareness*. There may be no better vantage point to teach students about *the other* than from the foreign language classroom. Given the expansive multicultural nature of our own society, and the growing global interdependence for economic and security reasons, it seems absurd that studying a second (or third) language is not a required part of the curriculum. Perhaps, when teachers try to justify the creation of a new foreign language program or the continuance of an extant one with rationales about better job and income potential for American students, we are missing the strongest and most poignant argument of all.

The best rationale for the inclusion of language instruction in the American curriculum is the power of culture. Language classrooms, at their fullest teaching and learning potential,

enhance students' capacities in two very important dimensions. Direct teaching of a new language improves the fluency capabilities of students, but through the vehicle of a language curriculum, we affect what our students come to understand about the world. When we pay express attention to the teaching of culture in the foreign language classroom, we help our students understand that there are many paths to developing a world-view, and that there are unique approaches that each group of people employs to do so.

Ultimately, through the investigation of culture in the language classroom, students become more facile with a definition of culture, and come to see that 'culture' is not simply what other countries have. By studying *the other*, for example, students come to inquire about their own identities—just exactly what is an American? There is nothing that focuses the mind more sharply on what it means to be a member of one country than to become intimately familiar with the practices, products, and perspectives of the members of another. Or as T.S. Elliot points out, "We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time." Increasing competence in another language *and* culture helps students to look beyond their comfort borders and develop insights into their own language and culture. This is a very powerful argument for foreign language instruction from the early grades. It is a wonder that a school can pronounce itself multi-culturally and globally aware in the absence of a solid progression of required world language classes for students. And, in fact, *awareness* is what we will always settle for if we forego the kind of substantive engagement with the experiences and world view of others that only the knowledge of their

linguistic system affords.

In truth, culture is a cocoon and everything that comes into our consciousness is mediated through it. And while a cocoon serves the purpose of making the occupant feel warm and cozy, it also limits the vision. This is an important metaphor for our students to understand. As members of one culture, we tend to make judgments, or at least assumptions, about another through the obscured vision from inside our cocoon—a perspective that stops at the walls that surround us and keep us comfortable. We know what we know, and cannot see past that without an intentional look. This is the power of foreign language instruction—it provides the 'look'. Students who have the good fortune to be involved in language learning over an extended period of time and to develop communicative and receptive fluency get more than a look—they get the insider's perspective.

Reflection is an essential stage in all learning, but especially in language learning. It is impossible to study another language and remain unaware of the patterns, rules, and style of one's own native language. The study of a new linguistic system causes us to look anew at our own, and perhaps with greater appreciation for the phenomenon that is human interaction through language. When we make our first utterance in French, Urdu, or Japanese as a linguistic neophyte, we automatically become aware of the *water* that is our first language. We begin to understand the marvel that is the syntax of our own language, and see the richness of the lexicon in a new way as we struggle to impart meaning in an unfamiliar tongue. In this same way, our goal as foreign language teachers who understand that culture is inextricably interwoven with the language it supports must also be to

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International Alley 2010

We keep expanding each year! The International Alley, a place for all organizations focusing on global and international education to exhibit together, was first offered at the National Council for the Social Studies (NCSS) national conference in 2002, when it attracted 10 exhibitors. This year we had 32.

Why come to International Alley? For the teacher, you have the resources you need to bring a global perspective to the classroom all in one place. Add that to your chances to win fabulous prizes donated by the International Alley exhibitors and it's a win-win for you. And for the exhibitors, besides the extra marketing through NCSS, the camaraderie sometimes leads to formal collaboration to help you produce the best materials reaching the widest audience. Besides – it's fun!

Next year's conference in Washington, DC will be the biggest International Alley yet. Interested in joining us by exhibiting in International Alley? Contact Susan Graseck at susan_graseck@brown.edu or Anne Baker at anne@peacecorpsconnect.org.



The daily International Alley prize drawings at the NPCA booth attracted a good crowd!



Denny Underwood with Heifer International did a great job putting up the flags throughout the alley.



Maps came in many forms at the Klett International & eMapshop booth – even on the floor.



Teachers are encouraged to stop by the iEARN booth to sign up for their programs.

Connecting Your Classroom to the World: Peace Corps World Wise Schools Program

compiled by Doug Schermer

How can you bring the world into your school? Connect your classroom to current and former Peace Corps Volunteers! The result? A vibrant exchange of ideas, stories, pictures, and artifacts that engages your students in learning about the people, geography, environment, and culture of the world from the direct experience of Peace Corps Volunteers living in other countries.

World Wise Schools matches Peace Corps Volunteers in the field with U.S. classroom teachers. The idea is simple: Pair the participants and the exchange takes off. How do you do it? [Educators](#) can enroll online or ask questions by contacting the World Wise Schools staff at wwsinfo@peacecorps.gov or at 800.424.8580 x 1450

Teachers can choose to be matched with a Volunteer in any region of the world, and even to a specific Volunteer if the teacher knows someone who is serving in the Peace Corps.

To assist in the classroom with Volunteer correspondence, World Wise Schools provides participants with an electronic [handbook](#) of ideas on how to foster an exchange that is rewarding for both students and the Volunteer. The handbook also contains all the details necessary for signing up and maintaining the correspondence relationship.

The World Wise Schools program offers many resources for teachers all of which are available on the web and many are available in print at no charge. Below is an overview of some of these resources.

LESSON PLANS

There are over 300 lesson plans available on the World Wise Schools website. All are searchable by grade level, region, and content area. Many of the Coverdell World Wise Schools standards-based resources are structured according to the framework called *Understanding by Design* ([McTighe and Wiggins](#)). They present “[enduring understandings](#)” and “[essential questions](#),” which express the basic ideas that a lesson is designed to elicit or teach. Most lessons also are linked to national [standards](#).

STORIES

Stories written by Peace Corps Volunteers are searchable by grade level, region, country of service, and content area (including service learning). All stories are fully downloadable and include lesson plans to enhance their value.

MULTIMEDIA

Let the world come alive through Peace Corps-inspired podcasts, videos, and slide shows.

Languages

Enhance your world language study with language lessons from Peace Corps countries, translations of Volunteers’ stories and projects, and learn Kenyan sign language! Listen to language lessons in your default media player. Or subscribe to the lessons as podcasts featuring [Arabic](#), [Russian](#), [French](#), [Mandarin](#), [Bambara](#), [Thai](#), or [Ukrainian](#).

Podcasts

Tune in to stories from around the world, written and read by Peace Corps Volunteers.

Slide Shows

Peace Corps Volunteers talk about their experience through their own photographs and narrative. Learn about Chinese culture, soil erosion in Guinea, or the effects of the tsunami in Sri Lanka.

Videos

World Wise Schools is truly your window to the world with these vivid videos of daily life in Peace Corps countries from Kyrgyzstan and Sri Lanka to the Dominican Republic and Paraguay. Gender and Development videos are also available.

MONTHLY E-NEWSLETTER

Each month, World Wise Schools sends a brief message highlighting new curriculum materials, special events, and opportunities for educators. It’s a quick, efficient way to stay up-to-date on our latest information. A current issue features [disease prevention](#) around the world. World Wise Schools’ monthly e-newsletter, the World Wise Window, highlights educational materials based on the Peace Corps Volunteer experience.

SERVICE LEARNING

Service learning is a teaching method that combines academic instruction, meaningful service, and critical reflection

thinking to enhance learning and civic responsibility. You can make a difference in your school and community with World Wise Schools’ service learning resources. The service learning section of the World Wise Schools website features project ideas, lesson plans, guides to standards, and advice and suggestions from former Peace Corps Volunteers for service projects in schools and communities.

PUBLICATIONS

Below is a “webliography” of publications available from the World Wise Schools, activities and lessons based on Peace Corps Volunteers’ cross-cultural experiences. You can download the entire publication or parts of a publication. In addition, it is possible to request a hard copy by email at wwsinfo@peacecorps.gov or telephone at 800.424.8580, ext. 1450.

[Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding](#)

Thirteen exercises for grades 6–12 to help students understand other cultures and promote tolerance for them.

[Uncommon Journeys: Peace Corps Adventures Across Cultures](#)

Compelling stories from Peace Corps Volunteers about cultures around the world, with standards-based lessons for language arts, social studies, and geography classes.

Culture, cont. from page 6

[Voices From the Field: Reading and Writing About the World, Ourselves, and Others](#)

More Peace Corps Volunteer stories about their service overseas, with standards-based lessons for classes in reading and writing literature.

[CyberVolunteer Letters: Stories From In-service Peace Corps Volunteers](#)

A collection of letters written by actively serving Peace Corps Volunteers from 2000 to 2005 for students in the United States. The authors of these evocative stories, who sent their letters by e-mail, were known as CyberVolunteers.

[Insights From the Field: Understanding Geography, Culture, and Service](#)

Readings and exercises that focus on the Dominican Republic as a vehicle to help students learn about geography, culture, and service—a quest that can lead anywhere in the world.

[Looking at Ourselves and Others](#)

Activities and readings prompt students to define culture, to achieve new perspectives on their own culture and other cultures worldwide, to recognize differences in perception among cultures, and to challenge assumptions.

[Culture Matters: The Peace Corps Cross-Cultural Workbook](#)

Designed for Peace Corps Volunteers, this practical, hands-on guide is also a rich and useful resource for students who want to look into their own culture and become more understanding of people of other cultures.

[Folk Tales: Stories From Peace Corps Countries Around the World](#)

Folk tales often represent the soul and history of a place. Peace Corps Volunteers hear these stories woven into conversations and daily life. Here, Volunteers retell some of these remarkable tales from more than 25 countries.

[Crossing Cultures: Peace Corps Letters From the Field](#)

A newly gathered collection of letters written by Peace Corps Volunteers capturing the adventures and challenges, joys and sorrows, trials and rewards of service in another land.

provide students with ample opportunity for reflection and inquiry into their own culturally induced belief systems. In its ideal state, foreign language teaching allows students an entrée into a new way of knowing the world and a concomitant study of their own operational way of knowing.

However, this does not mean that it is desirable or even practicable to create “other-culture wannabes”. Our goal is not to create new Chinese, Japanese, German or French citizens. It simply means striving to give all students a feel for other cultural possibilities, other ways of knowing. Margaret Mead said, “As the traveler who has once been from home is wiser than he who never left his own doorstep, so a knowledge of one culture should sharpen our ability to scrutinize more steadily, to appreciate more lovingly, our own”. Of course, we can’t take all kids beyond the shore, so bringing what is beyond the shore to them is the next best thing. And, this reverts back to the best rationale of all for foreign language programs—coming to understand our own culture(s).

Working with students from around the country in a language and culture immersion summer program at Concordia Language Villages, and teaching students in both an affluent, suburban high school and an inner-city school has given me glimpses into just how important it is to pull back the cocoon and encourage learners to step outside and take a look around—if even briefly. This is not an opportunity and responsibility unique to the foreign language teacher. All good teachers create a place from the space that is the classroom—a place to learn, a place to question, a place to think. The most important reason we could ever give for why we want to teach languages in our schools can be best approached from a cultural argument. Studying a language and, therefore, a culture deepens the complexity of who the students are as people. This will ultimately affect and deepen human interaction and understanding, and, in the end, that’s all that counts.

Patricia Thornton is Director of Summer Programs at Concordia Language Villages. She can be contacted at pthornto@cord.edu

Open World Judicial Delegation Hosted In Las Vegas

By Dr. Linda Miller

For the 5th year in a row I assisted local coordinators in planning activities for the “Open World Rule of Law Program” in Las Vegas. This time the delegation was from Tajikistan. The grant from the Library of Congress to the local Rotary group provided money for food, transportation and lodging for the delegates. However each host organization is expected to provide money for activities. This year one of my Russian speaking friends from the Southern Nevada Returned Peace Corps Association traveled with us to Red Rock and Spring Mountain Ranch State Park as we visited local historical sites.

Open World was founded in 1991 by the U.S. Congress to bring mutual understanding between Russia and the United States by bringing young leaders to the US to learn about American democracy. Currently nine of the Russian Republics send delegates to all fifty states. Tajikistan started sending delegates in 2007.

The Open World Program is seeking more partnerships with local returned Peace Corps Volunteers nationwide. Due to budget cuts, interpreters are now enlisted from the local communities instead of being sent out from Washington, D.C. This is a perfect fit for local Russian speaking RPCVs to partner with a visiting delegation from Open World. You can contact Open World at www.openworld.gov to see if a delegation is coming to your community.

The entire community benefits from such a delegation. At the College of Southern Nevada where I have been teaching, the delegation was amazed at the degree of technology used to teach judicial classes. Statistics nationwide show an increase in projects started by new partnerships created between the delegations and their host communities. What a great way to celebrate the 50th anniversary of the Peace Corps and build a forever friend!

Global Education Resources

Great Decisions 2011 Topics

The Foreign Policy Association (FPA) announces topics for its Great Decisions 2011 classroom materials—used by educators nationwide to stimulate thought-provoking debate on key global challenges of concern to U.S. policymakers and voters. The 2011 topics are:

1. Rebuilding Haiti
2. U.S. National Security
3. Horn of Africa
4. Responding to the Financial Crisis
5. Germany Ascendant
6. Sanctions and Nonproliferation
7. The Caucasus
8. Global Governance

Find free resources for the Great Decisions 2011 materials online at www.greatdecisions.org.

Help Your Students Understand ‘Global Interdependence’

Nigeria, with a population of over 123 million, is Africa’s most populous country. However, more than 7 million children of primary school age—more than any other country in the world—remain outside the school system, and 62% of those children are girls. The Peace Corps Nigeria Alumni Foundation (PCNAF) is committed to serving as a catalyst for enhancing public awareness here in the U.S. about the critical need to improve equity and access to quality education for children in Nigeria.

A key component of PCNAF’s mission is providing support to teachers interested in using the crisis in Nigeria as a vehicle for helping their students learn about Africa and instill in them a sense of global responsibility. There is an urgent need for American students to understand the economic, political, social and ecological ties that bind the United States to Nigeria and other developing countries.

For more information, technical assistance and resources for the classroom on the issue of global interdependence, visit the PCNAF Teacher’s Corner at www.pcnaf.org or email: info@pcnaf.org.

Resources for Educators from the Center for Global Development

The Center for Global Development (CGD), an independent, nonprofit policy research organization, provides excellent resources for educators in the field of international development. Take advantage of CGD’s expertise on global development topics including climate change, debt relief, migration and global health policy, by visiting the For Educators section on CGD’s website. There you will find syllabuses, slide decks, and other materials provided by the CGD’s experts, several of whom are returned Peace Corps volunteers. Check out their website at www.cgdev.org/

Resources from the Choices Program

The Global Security Matrix

What makes us safe? What threatens us?

The Choices Program at Brown University has just launched its version of The Global Security Matrix. The matrix uses text, images, and video to help students explore a broad range of threats as they play out across the layers of the international system.

Using the Global Security Matrix students will:

- Explore the concept of security.
- Consider threats to security and how they affect a range of actors from individuals to global society.
- Identify and assess media sources’ coverage of security.
- Rank threats to security and explore how these threats might be addressed.

Explore the Global Security Matrix at <http://choices.edu/gsm/index.php>

New Current Issues Topic

Conflict on the Korean Peninsula:

North Korea and the Nuclear Threat

With the recent news of North Korea’s alarming nuclear capabilities and the shelling incident on the South Korean border, the eyes of the world are on the Korean Peninsula. In the newly updated curriculum *Conflict on the Korean Peninsula: North Korea and the Nuclear Threat* students explore the history of the conflict between North and South Korea and the development of North Korea’s nuclear program. With this historical understanding, students consider the issues surrounding the international response to the North Korean nuclear threat.

See details at <http://choices.edu/resources/detail.php?id=195>

New Lesson Plan on Iraq

The Lessons of Iraq

Teaching with the News

In this lesson, students will:

- Critically compare the suggested lessons of Iraq with classmates.
- Evaluate the legitimacy of the lessons presented.
- Analyze how the lessons of Iraq may influence U.S. leaders.
- Apply the lessons of Iraq to other U.S. foreign policy issues.

Get the Lesson at www.choices.edu/resources/twtn_iraq_lessons.php

Global Connections Available for 2010-2011

The Globalist is again offering a free weekly subscription to Global Connections for the 2010-2011 school year. This online media resource provides fresh perspectives on current international issues in order to improve the “global literacy” of U.S. high school students and prepare them for the global services economy of the 21st century.

Last year, NPCA Global Education partnered with The Globalist to develop frameworks for using Global Connections in the classroom. These frameworks are available in pdf format on the NPCA Global Education page at www.peacecorpsconnect.org/resources/education/.

To receive a 2010-11 weekly subscription for your school, please email Richard Walker at rwalker@theglobalist.com.

Global Education Opportunities

AFSA High School Essay Contest

The American Foreign Service Association will be conducting the 12th annual National High School Essay Contest. The contest is open to all United States high school students enrolled in an American high school curriculum program whose parents are not in the American Foreign Service. Students submit an original research essay of 1000 words. The deadline is April 15, 2011. First prize will receive a check for \$2500 and a trip to Washington to meet the Secretary with their family. For more information go to our website: <http://www.afsa.org/essaycontest/>

Seminar on Korea

The Korea Academy for Educators announces the eighth annual seminar on Korean History and Culture and the Korean American Experience from August 1-5, 2011 at the Korean Cultural Center, LA. Fellowships (transportation, six night hotel stay in Koreatown, and a small stipend) are available for educators who live more than 50 miles from LA.

You will also realize a unique opportunity to learn about Korean history and culture from prominent scholars: John Duncan, (Chair Korean Studies, UCLA), David Kang (Director, Korean Studies Institute, USC), Don Suk Kim (Chair, Dept. of Ethnomusicology, UCLA), and Edward Park (Director, Asian Pacific American Studies, Loyola Marymount). You will also learn about the Korean American experience from a prominent Korean American author, Helie Lee (*Still Life with Rice*).

For more information, contact Mary Connor (President) after January 1, 2011 at Mary@KoreaAcademy.org. View our updated website: www.KoreaAcademy.org. Do watch the four minute DVD on this site.

GEEEO Summer 2011 Travel Programs

GEEEO is excited to announce our programs for the summer of 2011, including a special offer for early bookers. 2011 prices have yet to be determined, but we expect they will average 5% more than in 2010.

As you may know, Global Exploration for Educators Organization is a 501c3 non-profit organization that encourages teachers to explore the world through innovative tours and gives them the tools to share their experiences with students. Next summer, GEEEO is offering travel programs to India, China, Vietnam, Turkey/Syria/Jordan/Egypt, Ethiopia, South Africa/Mozambique/Zimbabwe/Botswana, Morocco, Argentina/Uruguay/Brazil, Bolivia, Peru, Costa Rica and Guatemala/Belize/Mexico. Detailed information about our programs, including itineraries, costs, travel dates, and more can be found at www.geeo.org. GEEEO can also be reached 7 days a week, toll free at 1-877-600-0105 between 9AM-9PM EST.

Amazon Rainforest Workshop & Machu Picchu Extension June 25 to July 4, 2011

Celebrating 18 years, this summer's Amazon Rainforest Workshop for Educators and Naturalists is June 25-July 4, 2011 at \$1695, plus air. Teachers work side-by-side with scientists on a 1/4-mile canopy walkway in the upper Amazon basin of Northern Peru, one of the most biologically diverse places on the planet. A week of non-stop life experiences includes a Village Service Project, trading with the Yagua, night hikes in search of camouflaged creatures, fishing for piranha, a primate conservation project, ReNuPeRu Ethnobotanical Garden, plus pre-trip on-line learning support.

For details on academic credit, Machu Picchu Extension (July 3-9, 2011, \$1090) and other student group programs contact Frances Gatz, Ph.D., Environmental Expeditions at 800-669-6806 or frances@ee-link.net or visit www.travel2learn.com <<http://www.travel2learn.com>>

Choices Seeks Development Director



The Choices Program at Brown University is seeking a Professional Development Director. The Professional Development Director will lead the conception and design of Choices' online support for secondary social studies teachers, direct face-to-face professional development initiatives, and lead programs as appropriate. See <<http://www.choices.edu/jobs/pd-director.php>>.

Partner with a School in Haiti through the Power of Education Foundation

After the earthquake on January 12, 2010, thousands of children were left without a school to attend and a safe place to live. Now that emergency aid has left Port-au-Prince, children in Haiti need partners that will help a make long-lasting impact on their future through access to education.

The Power of Education Foundation www.powerofeducationfoundation.org is a smaller, Grand Rapids, Michigan-based non-profit organization that is looking for school partners for 2010-2011. We strive to create an "experience" for the US school as well as help support a primary school and medical clinic, opened in Port-au-Prince in October 2010.

Connecting with an individual school in the developing world can be a very powerful experience for students, staff and parents. For more information about becoming a partner school, please contact Michael Hibbeln at: mhibbeln@rockfordschools.org.

Study Abroad Program

The Kennedy-Lugar YES Abroad program, sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, is offering **50 full scholarships** to qualified American high school students to live and study in one of the following 10 countries: **Egypt, Ghana, India, Indonesia, Malaysia, Morocco, Oman, Thailand, and Turkey** – for academic year 2011/12; **Mali** – for the first semester of the academic year 2011/2012.

As someone who we know is passionate about fostering cross cultural understanding, we invite you share this exciting news with your friends, members of your family and community or anyone who think would be a good candidate for this program. The application **deadline** is coming up very soon: **January 12, 2011**. Students are eligible to apply if they are:

- currently in high school.
- 15-18 years of age at the time of application.
- U.S. citizens.

Please note that there are no language requirements.

During the year, students will live with a carefully selected host family in the host country and attend a local high school. For more information and to apply for this exciting opportunity, interested students can be directed to visit the YES Abroad website at: www.yesprograms.org

SIT Masters Program

SIT Graduate Institute has a low residency International Education master's program that is designed for busy professionals like you who already work in the international education field. As it is hard to encourage professional development without losing key staff, this program allows individuals to obtain an advanced degree without leaving their current job.

The Low Residency Master of Arts in International Education <<http://sit.edu/graduate/maier-overview.cfm>> prepares graduates to be effective policy advocates and program administrators. Students examine the effects on international programs of globalism, internationalization efforts, changing technology, and education policy as they master skills and strategies in program development and support. This is all achieved through a carefully-designed combination of brief on-campus instruction, online coursework, faculty interaction, individual practice, analysis, and experience.

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."

Hi Anne,

I just read through the latest *GlobalEd newsletter* and was excited to see that you'll be featuring resources on food security this fall. One of World Savvy's youth programs, the World Affairs Challenge, is focused on food this year and we have compiled a number of useful resources on the topic on our website: <http://worldsavvy.org/community-resources/#wac>. Please feel free to share them with your network.

We also have a 2 hr workshop that is free to educators in the Bay Area, Minneapolis-St. Paul and New York (and available for a fee in other areas) on the topic of sustainable food. There is a description of that and our other workshops on our website: <http://worldsavvy.org/professional-development/workshops/>.

Thanks!
Charmagne

International Exchange Opportunities: Upcoming Deadlines

For Pre-Service Teachers

January 28, February 28, March 28, 2011 (rolling admissions): U.S.-France Teachers in Training Program: <http://www.uakron.edu/education/community-engagement/fatiti/us-participants.dot>

For In-Service Teachers

January 11, 2011 International Educational Seminars in India, Italy, or Greece: <http://www.americancouncils.org/educationalSeminarsSearch.php>

March 1, 2011: Intensive Summer Language Institutes for teachers of Mandarin and Arabic: <http://www.americancouncils.org/isli>

March 28, 2011: International Educational Seminar for U.S. teachers interested in hosting a Thai teacher: <http://www.americancouncils.org/educationalSeminarsSearch.php>

March, 2011: Teachers for Global Classrooms: <http://www.irex.org/programs/tea/tea%20us.asp>

For Administrators

March 28, 2011: International Educational Seminars: <http://www.americancouncils.org/educationalSeminarsSearch.php>

For Schools

January 31, 2011: The Teachers of Critical Languages Program: <http://www.americancouncils.org/TCLP/>

Additional information on all programs is also available from the Teacher Exchange Branch at the Department of State's Bureau of Educational and Cultural Affairs. See <http://exchanges.state.gov/globalexchanges/programs.html> or contact us at (202) 632-6338 Teacherexchange@state.gov.



Create Your Own Documentary with Take 2

For the first time, students throughout North America have the opportunity to edit National Geographic-quality raw footage to create their own documentaries and shorts. Take 2 is offering issue-specific footage that places students in the center of global hotspots like Sudan and Cuba.

Each module has over five hours of footage that comes with a comprehensive curriculum and teaching tools that meet the state and national curricular standards for social studies, economics, government, science, media, or literature. Teachers do not need to have any video or editing skills. Though they are comprehensive enough to cover a full-semester course, they can be scaled down to a 2-week after-school project. Finally, students may submit their documentaries to festivals, put them on the web, or take them on the road to educate the public and practice their newfound leadership and global citizenship.

It sounds like an exciting opportunity for students. For more information, please visit www.take2videos.org or contact its director, Karin Muller, at Karin@karinmuller.com



Global Education News

National Peace Corps Association
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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: globaled@peacecorpsconnect.org.

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

This newsletter is distributed electronically and posted to the NPCA website. 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:
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