

## **Congratulations to Ken Tye on the Distinguished Global Scholar Award**

The International Assembly of the National Council for the Social Studies recently honored Professor Kenneth A. Tye as the Distinguished Global Scholar of year 2011.

"Professor Tye's highly productive professional life has been driven by his extensive work in global and international education with administrators, preservice and practicing teachers in Colleges of Education and Public and Private Schools as well as with important stakeholders determining educational policy in the United States and abroad. We are proud of Dr. Tye's distinguished contributions to the field of global and international education."

We at the NPCA Global Education program add our congratulations to Ken on this well-deserved award. His research and writing fill our bookshelves and his "Global Yellow Pages" is a tremendous online directory of global education resources for K-12 teachers. He has shown that global education is truly global!



*Kudos to you, Ken, and thank you for your long-standing leadership in global education.*

## **NPCA Global Education celebrates 15 years of supporting educators**

I arrived at NPCA 15 years ago to take an idea – establish a network to connect educators to the resources and the support they need to bring the world into classrooms – a reality. The result? A solid program often described by others as the "glue" for the global education community.

When I started here in 1996, the concept of "global education" had been around for a while, but few organizations were taking the lead in helping educators figure it out. So, we took it on. Over the years, we offered workshops, awards and grants; created a website entitled "Kids Around the World;" designed multiple toolkits aimed at specific topics; and connected Returned Peace Corps Volunteers to after-school programs. The offerings ebbed and flowed, depending mostly on funding. Our focus now remains on the key components of our program: [www.peacecorpsconnect.org/resources/education/](http://www.peacecorpsconnect.org/resources/education/)

- a website of resources (the "Educators Toolbox"); [www.peacecorpsconnect.org/resources/education/toolbox/](http://www.peacecorpsconnect.org/resources/education/toolbox/)
- a quarterly PDF newsletter with lesson plans and in-depth articles sharing personal experiences; [www.peacecorpsconnect.org/resources/education/newsletter/](http://www.peacecorpsconnect.org/resources/education/newsletter/) and
- a monthly e-newsletter announcing the latest and greatest in global education. <http://archive.constant-contact.com/fs004/1101515573853/archive/1101849131451.html>

When I meet educators, I frequently hear "I get emails from you each month. I love those emails!" Thank you. I love to hear that! It's great to know that the work we do here at NPCA is helpful to you in bringing the world into classrooms and communities. But that work continues mostly because of the dedication of an amazing group of unpaid volunteers, particularly Susan Neyer (our stellar newsletter editor) and Angene Wilson (still producing lesson plans for our quarterly *WorldView* magazine).

To continue offering these resources, we need your financial support. How about a \$15, \$150, or \$1,500 gift in honor of our 15<sup>th</sup> anniversary? Every little bit will help.

Thank you for your work in classrooms and communities to "bring the world home."

All the best for the holidays,  
Anne

To make a contribution in support of NPCA Global Education, please visit [our website](#) or send a check payable to NPCA (with "global ed" in the memo line) to 1900 L Street NW, Suite 404, Washington, DC 20036. Thank you!

### **In This Issue:**

9-12 Corner: Learning from Another Afghanistan	2
Experiences in Afghanistan	3
K-8 Corner: Global Scavenger Hunt	4
We All Need Peace	5
Around the World with Videoconferencing	6
Report from NCSS Conference	7
Traveling and Learning with GSEO	8
Focus on Fluency	9
Global Education Resources	10-11

# 9-12 Corner: Learning from Another Afghanistan

(WorldView Magazine; Fall 2011 - Volume 24, Number 3) by Angene Wilson

## Introduction

My sister met her husband when they were both Peace Corps volunteers in Afghanistan in the mid-1960s working as journalists on the English newspaper *The Kabul Times*, so I first learned about that country from her many and detailed letters. In the mid-1980s, *Social Education* published an article in which I wrote about an Afghan immigrant sixth grader whose name was changed by a school principal from Ahmed to Johnny but who, through a sensitive teacher, had the opportunity to “make my country remembered” to his fellow classmates. So I knew something about Afghanistan before it became a war zone to most Americans. It seems to me it’s time to broaden current students’ understanding, so that Afghanistan is remembered for more than a very long war.

## Goal

Students will learn from and about Afghanistan.

## Materials

WorldView magazine articles:

[www.worldviewmagazine.org](http://www.worldviewmagazine.org)

- “Lessons from Afghanistan” (Fall 2011 – Vol. 24, Number 3)
- “Boy in a Mulberry Tree” (special WorldView on Afghanistan in Fall 2001)

Websites:

- [www.afghansociety.org](http://www.afghansociety.org)
- [www.sola-afghanistan.org](http://www.sola-afghanistan.org)
- [www.helptheafghanchildren.org](http://www.helptheafghanchildren.org)
- [www.gpfa.org](http://www.gpfa.org)

## Reading and Sharing

Introduce the lesson by saying something like: “We Americans tend to think we are doing all the helping in Afghanistan, whether helping militarily to defeat the Taliban or helping with economic development. But we need to learn as well, to recognize what Afghans know.”

Ask half the students to read Robert Hull’s article entitled “Lessons from Afghanistan” and then be able to answer: “What did Robert learn about sustainability and architecture when he lived in Afghanistan from 1968 to 1972? What principles is he using to build a clinic in the desert between two villages?”

Ask the other half of the students to read “Boy in a Mulberry Tree” by Bill Witt (in the Fall 2001 *WorldView*), who taught in Afghanistan from 1973 to 1975, and be able to answer: “What knowledge does the shepherd boy have? How does he show it? What does Bill learn?”

Then pair up students and ask them to share with each other.

## More Research

Continue by saying something like: “We can learn a lot from websites about what Afghans and partners from the U.S. and elsewhere are doing to work toward change in Afghanistan.” Show YouTube video “Kandahar through Afghan Eyes” <http://www.youtube.com/user/afghancamera#p/u/6/-NdncylURCM>, a project supported by Canada in which high school students took pictures. Ask: “What do you see in the pictures that surprises you, that you have questions about?” Then assign online research to pairs of students dividing up the following sites:

- [www.afghansociety.org](http://www.afghansociety.org);
- [www.sola-afghanistan.org](http://www.sola-afghanistan.org);
- [www.helptheafghanchildren.org](http://www.helptheafghanchildren.org);
- and
- [www.gpfa.org](http://www.gpfa.org).

Ask students to choose something from the website to share with the class that answers the question: What have I learned from and about Afghanistan?

## Respond to Afghans

Show students Sahar Adish’s very brief speech entitled “The Power of an Afghan Girl’s Education” [http://www.youtube.com/watch?v=S\\_Slx5ikCEU](http://www.youtube.com/watch?v=S_Slx5ikCEU) and then read Fatima’s “Poem about Peace,” accessed on the [www.sola-afghanistan.org](http://www.sola-afghanistan.org) website at <http://sola-afghanistan.blogspot.com/2011/09/poem-about-peace-fatima.html>. Ask students to write a short letter to Sahar or post a comment on the website in response to Fatima.



# Experiences in Afghanistan

by Judith Schiffbauer [jpschiffbauer@yahoo.com](mailto:jpschiffbauer@yahoo.com)

My husband and I were newlyweds when we went to Afghanistan in 1966 as Peace Corps volunteers. Two years teaching English as a second language at the Baghlan Vocational Agricultural High School, an all boys school whose graduates were bound for Kabul University's Faculty of Agriculture, introduced us to a country and a people who would become an integral part of our lives. Our students were eager and earnest. Though the school was unheated, the wooden benches and desks hard and rough, the textbooks few and shared, Afghanistan's population was largely illiterate, and these boys highly valued the opportunity for education.

Service as volunteers was followed by three years in Kandahar, the southern city from which Bill oversaw Peace Corps projects in the south and east as a Regional Director of the Peace Corps. Monthly overland visits to volunteers at their sites regularly took him to Ghazni, Lashkargah, Farah, and Herat. Other, non-Peace Corps positions followed, keeping us in Afghanistan until 1975. We left no longer a twosome, but a family, with two young children born to us in Kabul. As our plane lifted off, we looked down on what we believed to be our last glimpse of the ancient city and the magnificent snow-capped mountains spreading beyond it.

In May 2002, Bill returned to Afghanistan with Management Sciences for Health, which had been contracted to operate REACH (Rural Expansion of Afghanistan's Community-based Healthcare), the largest health project USAID had ever funded. One year later I joined him to also work in the program. Kabul airport was still littered with the wreckage of war; the city was filled with rubble. Familiar landmarks were gone. A few weeks after he arrived, Bill had to climb Bibi Maru Hill to get his bearings. The Afghan people had suffered years of death and destruction, but their spirit had endured. Their desire to reconstruct their lives and their country was palpable. By its conclusion in 2006, nearly 500 Afghans were working with REACH. The project provided advisors to help the Afghans reorganize the

Ministry of Public Health, administered and monitored \$75 million in grants to NGOs operating 328 health clinics in 13 Afghan provinces, trained more than 6000 community health workers and over 1000 midwives, and operated literacy courses attended by 8000 women in ten provinces.

We are by no means the only former Peace Corps folk who have worked in Kabul since 2002. Dozens who had served in Afghanistan as well as other countries were and still are there working with NGOs, USAID, and American Embassy, to name a few. Of the 22 Americans with REACH, six had previously served in the Peace Corps. And one of our great joys while with REACH, and in our later posts with the American University of Afghanistan, was to be reunited with eight of our former students from Peace Corps days. Now men

in their 50s and 60s, one had served in President Karzai's first interim cabinet; another was an agricultural engineer working with a Danish NGO.

There has been and continues to be good news in Afghanistan. The Afghan people persist in striving for education and a better, healthier, and more peaceful life. It is they who are the greatest cause for hope.

To learn more about REACH, visit [www.msh.org/afghanistan/index.html](http://www.msh.org/afghanistan/index.html). You'll also find dozens of stories about the Afghans who participated in the project and the men, women and children it served at [www.msh.org/afghanistan/news\\_room](http://www.msh.org/afghanistan/news_room). And to read about Afghan students today, visit the website of the American University of Afghanistan at [www.auaf.edu.af](http://www.auaf.edu.af).

## Once in Afghanistan

A Film About Peace Corps service by Returned Peace Corps Volunteers

*Once in Afghanistan* tells the story of a remarkable group of Peace Corps volunteers who traveled to outlying areas with Afghan teams from 1969-70 to help eradicate smallpox. Filmed after 9/11 and sparked by America's sudden curiosity about Afghanistan, Jill Vickers and Jody Bergedick interviewed the Returned Peace Corps Volunteers about their experiences. Woven together, their stories and photographs of the humor, hospitality, and hardship create a message of hope about a time in Afghanistan before the decades of violence began.

In 1969 the World Health Organization made eradication of smallpox its top priority. Struggling with the challenges of vaccinating in a country of high mountains and vast deserts where many of the Afghan women and older girls could not be seen, much less vaccinated by a male outside her family, the Peace Corps vaccinators began work. American women joined teams of male Afghan vaccinators stationed either over the Hindu Kush Mountains north of Kabul or in the southern, more conservative part of the country, getting to villages by jeep and then on foot, going house-by-house and village-by-village to cover an area. They stayed overnight with their team in family compounds and ate whatever the host family provided.

The women vividly recall trying to convince the women to be vaccinated and their dependence on the Afghan counterparts and the people in the villages. Their stories and photographs go behind the walls where people of completely different backgrounds could recognize one another in spite of their differences. In a world in which messages of hate travel faster than ever before, this is a message of understanding.

The DVD is available from Dirt Road Documentaries.

\$20 + \$3 shipping: \$23.00

**Please make checks to:** Dirt Road Documentaries. **Mail to:** 4409 Town Line Road Bridport, VT 05734

<http://dirtroaddocumentaries.com/>

*All profits support selected NGOs in Afghanistan and Afghan students in U.S. high schools.*

# K-8 Corner: Global Scavenger Hunt *by Jill Goldesberry*

Over many years, Stanley Foundation staff members have conducted this exercise in various youth programs held in Muscatine, Iowa. Muscatine is a town of about 23,000 with a central “downtown” business area, so the activity works well here. It may not work in cities or very small towns. The basic activity is documented in the book *Global Winners* (1994) by Jan Drum, Steve Hughes, and George Otero. Adaptations abound.

The objective is for teams of students to learn about connections between their community and the rest of the world. In the process, they also gather new information about their local community. The activity can be adapted for fourth grade through high school level, depending on the difficulty of the clues and/or the information to be gathered. Students are divided into teams of 6-8 students, with one adult assigned to each team. Each team has an identity; ABC is fine or you can go by the adult’s name.

The activity takes preparation time and coordination so that all of the teams do not show up at the same place at the same time. All teams are making the same stops during the scavenger hunt, but their routes are sequenced differently. Actual time for the hunt can be set for 1.5 to 2.5 hours. Debriefing time depends on the number of participants, but will likely take at least an hour. This is done when all teams return to a designated location and the winning team is determined.

## Preparation

The area that we use is two perpendicular downtown streets that are approximately six short blocks in length. Adult leaders prepare by canvassing the area to find global connections, especially people from other countries who operate businesses, businesses that export to other countries, imported goods that are sold in the stores, international displays (travel agencies and libraries are sources for these), etc. We create clues that teams use to find the different sites. The clues are the tricky part because they should be difficult enough that team members need to think and communicate with each other about the clue, but not so obscure that they never figure it out.

Of course, adult leaders need to make contact with the sites ahead of time, explaining the scavenger hunt and what assistance is needed from the establishment’s employees. Part of this exercise is to give students practice in talking with people politely, so each clue contains a question that students ask and record at each stop. (Each team is provided with a small notebook.) Since part of any scavenger hunt is the accumulation of items, there should also be something that teams receive at each business/organization. Instruct employees not to hand over the item, but to wait until they are asked for it. The item that students are to ask for is also part of each clue. At each site, teams receive their next clue. Therefore, clues labeled with each team’s identity must be delivered to the scavenger hunt sites before the activity begins.

Here is a clue we used. Teams had to find a local travel agency.

*Their business is to book your flight,  
Schedule your vacation, and make it all  
right,  
Within their doors, your clue does hide  
(Only one person should go inside.)*

The clue told the team to find out what the most popular destination country (other than the U.S.) was for 2010 summer travel. They were also to ask for a travel brochure of some kind.

At another business, they were instructed to find out how much of the inventory was made in countries outside the U.S. At a Mexican restaurant, groups talked with the owner to ascertain the area of Mexico where her family came from, and the item gathered was a paper take-out menu.

## Variations

Obviously, this is an activity that can be adapted in myriad ways, and can be made more or less complicated. One year, we asked people in the community who are from other countries to “station” themselves in particular spots downtown. The clues led teams to a person (standing on a corner, sitting on a bench, watering some flowers, etc.) instead of a storefront. They needed to find out where the person was from and something specific about the culture or country.

Muscatine provides free public transportation to students during the summer months, but we discovered that children were not using it—so we

decided to acquaint them with the local bus service. School busses transported the whole group from school to the downtown area, but teams had to figure out how to use public transportation to return to the school. Their last clue provided them with a bus schedule and map.

If you do not have the time or personnel (think volunteers!) to make all the contacts and create the clues, you can simply send teams into the community, set a time limit, and have them find as many different examples as they can of connections the community has to the rest of the world. Obviously, the team with the longest list wins.

## Written Instructions Provided to Teams

- Your group must stay together at all times.
- Use crosswalks.
- You will receive one clue to begin and then one clue at each of the sites you visit. Work together to solve the clues.
- Remember to gather the information and/or items at each stop and bring them back with you.
- Be polite, and represent \_\_\_\_\_ well at all times.
- No speaking to other teams that you may encounter.
- Parameters for this hunt are \_\_\_\_\_ [north, south, east, and west street names were given].
- The team that returns first *with all of the correct information and items* wins the hunt.

*See Scavenger Hunt, page 5*

## Instructions to Adults Traveling With Teams:

For their own information, each adult is provided with a list of all the sites related to the clues. The adult also has the first clue for their team and the following instructions:

- Your primary responsibility is safety of the students. Remind them to use sidewalks, pay attention to traffic signals, stay together, etc.
- Do not assist students with the activity. Allow them to rely on one another. Allow them to make mistakes.
- If the team has been struggling with a clue for a long while, you may offer another "clue" to get them on the right track.
- At \_\_\_\_\_ [specific time], tell students that they must end the hunt and return to \_\_\_\_\_.

## Possible Debriefing Questions:

- How well did your team work together?
- Which clue(s) were difficult for your team?
- Did you visit a business or organization for the first time?
- Did you have any interesting interactions with people you met?
- What global connections did your group find? Were you surprised by any of them?
- Do you think your perspective of your community has changed in any way?
- During the debriefing, students will be naming country connections. It is a good idea to have a large world map so that the countries can be located.

## We All Need Peace

Kate Schachter, RPCVs of Wisconsin-Madison

What is the meaning of peace? Surely it is much more than the absence of war. How do you create images of peace? Does peace mean different things to different cultures?

These are questions we struggled with when creating the 'we all need Peace' poster in our third and final set of posters geared to learning environments. For us as a group of RPCVs focused on the Third Goal, it was surprisingly difficult to do, and still meet our primary objectives for each poster: at least one photo from each continent where PCVs have served; represent real people more often than places or things; provide images that are inter-generational, of different sexes and different skin tones; and end up with a poster that tells many stories around one theme.

In the end, our 'we all need Peace' has been one of our best posters, most sought-after, most admired (but sorry, still only available as part of a set). See <http://rpcvmadison.org/weall.php> for more information.

Doves do represent peace, and have represented divine, civil, and inner peace for centuries. The central image of the Afghani women in the city square makes the statement quite loudly.

Peace is found in a family – a mother, a father, or whoever may provide nurturing and care to children – the future of our world.

You know there is peace when boys *and* girls are able to go to school, to learn about their world, and to get excited about what they are learning. Or when they are able to play with freedom and abandon, not worried about bad things happening in their life.

Peace is agricultural bounty vs. bombed-out fields; it is self-sufficiency vs. aid packages; it is a thriving landscape vs. tree-stumped ruins.

Peace is people of different genders, ages, and races living in harmony.



The RPCVs of Wisconsin-Madison wish everyone a *very* peaceful holiday season and new year. Let's not waste a moment of our lives in working toward a better world.

*Tell me, what is it you plan to do  
With your one wild and precious life?  
- Marie Oliver*

# Around the World with Videoconferencing

By Kathleen Menake, Social Studies Teacher and Matthew Conforth, Director of Educational Technology  
Passaic Valley Regional High School, Little Falls, NJ

*"It was just past midnight when several bleary-eyed students slid into their seats before a microphone and monitor in their high school, then peered at teenagers on the other side of the world. For the students at Passaic Valley High School in Little Falls, the one-hour hookup with their counterparts in Pakistan was just one of many in a 24-hour period of nearly nonstop videoconferences. In the past 16 hours they had traded views on government, the economy, sports and culture with students in Finland, India, Mexico, Canada, Australia and Japan. And they still had several countries and eight or more hours to go."*

- As reported by Russell Ben-Ali for the Star Ledger

The excerpt above is from an article about Passaic Valley Regional High School's "Around the World Project" (ATW). The goal is to promote global awareness and understanding through a combination of videoconferencing, on-line learning projects, e-mail, on-line chats, and other classroom experiences. The diverse objectives of the program include: To have students become effective and responsible contributors to problem-solving and decision-making processes at the individual, community, national, and international levels; and To promote a global awareness that increases student knowledge of the interrelationship of various cultures, societies, and nations.

The "Around the World Project" brings together teachers and students from many different countries in collaborative projects that help us better understand each other and the world in which we live. Students and teachers exchange ideas and information about their schools, community, daily life, and other topics of interest through videoconferencing and our Contemporary Issues Through Video Conferencing (CITVC) on-line forum.

The highlight of the project is the 24-hour, around the clock and around the world series of videoconferences. Students from Passaic Valley (PV) stay in school overnight to accomplish this task. This allows for students in schools in all different time zones around the world to meet with PV students during the normal course of their day. PV Social Studies teacher, Ms. Kathleen Menake, prepares the students for the videoconferences by assigning student "ambassadors" for each country. Each PV ambassador is required to research their assigned country for historical, cultural, and current information, and share that information with their classmates. The "ambassadors" also moderate and facilitate the videoconference with their assigned country.

PV students interact with students from each individual country for approximately

one hour at a time. Each school prepares some form of presentation for the videoconference that will help others learn more about them. Some students create videos about their country or a typical day at their school. Participants also prepare at least five questions to ask about the other school. The individual videoconferences also cover a wide range of subjects or current events depending on the requests of the teachers and students in each country.

Students in our ATW program also engage in on-line discussions on our CITVC website. Students in the partnering countries can post information, make comments, and continue discussions for several weeks before and after the 24-hour "Around the World" videoconferences. In addition, each videoconference is streamed on the Internet. This permits parents, community members, and students from other schools in the US and around the world to view each event as it happens. The videoconferences are also archived for future educational use. Sabrina Cusimano, Wayne Jacoby, and now Rebecca Berkowitz at Global Education Motivators (GEM) play the vital role of contacting and scheduling all the countries for the "Around the World" videoconferences.

In Around the World 2011 we visited with the following: Isle of Jersey, Ireland, Russia, Israel, Mexico, Georgia, our Congressman Bill Pascrell in Washington, DC, Australia, Singapore, Hong Kong, Pakistan, India, Croatia, and Egypt.

A complete listing of past videoconference programs beginning in 2009, our CITVC forum, student journals, and other information about joining our collaborations and forums can be found on the CITVC website <http://citvc.org/>. You can also learn more about ATW by visiting our school website <http://www.pvhs.k12.nj.us/>.



While the "Around the World Project" is an extremely meaningful and successful project on its own, it actually represents just one part of Passaic Valley's curriculum on international awareness that takes place throughout the year in a variety of subject areas. The most successful of these is our Contemporary Issues Through Videoconferencing Class (CITVC)

The curriculum of CITVC is greatly enhanced through participation with several content providers that provide programs on global initiatives. These include

- Global Education Motivators,
- The Global Nomads Group,
- NJEDge (the NJ State Higher Ed Network), and
- MAGPI (the Mid Atlantic Gigapop at the University of Pennsylvania).

## Conclusions

It is important to remember that the United States is such a dominant force in the world that most of our students tend to lose sight of how we appear in the eyes of the global population. News and other media also provide a distinct bias in how we see ourselves and how we are portrayed. If we are ever going to change that view, it must be through the education of

See *Videoconferencing*, page 7

# Report from NCSS Conference

International Alley 2011 was another success! The 37 exhibitors included some first-timers and some who have been there every year. As usual, we held a raffle drawing each day, with a lot of very happy winners!

The 2012 NCSS annual conference will be in Seattle, November 16-18. *Interested in exhibiting in International Alley?* Contact Anne Baker at [anne@peacecorpsconnect.org](mailto:anne@peacecorpsconnect.org) or Susan Graseck at [susan\\_graseck@brown.edu](mailto:susan_graseck@brown.edu).

## Comments from exhibitors:

*"We at TeachUNICEF truly enjoyed our experience in International Alley and appreciate your efforts to make it happen. I think the best part of it was the opportunity to be near other globally-minded organizations, learn about them, and then share what we learned with guests who came to our table. I was happy to talk up Heifer and Global Concerns Classroom, for instance, because I believe they would do the same for us for a guest they thought we could help. Looking forward to having the same opportunity in 2012!"*

Daniel Sadowsky, Assistant Director, Education, U.S. Fund for UNICEF

*"Thanks so much for organizing again this year. We had a great time and it was so nice to see what a great location they gave us for the alley. Power in numbers! I heard lots of comments from educators who said how much they appreciated having the global organizations in one place. Look forward to Seattle!"* Lisa Jobson, IEARN

*"At our Polish Perspectives booth 429, we certainly met a lot of teachers who were somehow married to a Polish person or being Polish was part of their heritage. Many teachers came back and told us how they incorporated many of the lesson plans in their own course of studies. ...Polish candies were an added bonus that attracted them to stop and pick up our CD that included history, cultural events etc.*

*"It was a pleasure to be there to share not only Polish history but to instill in all teachers that we must Keep our Own Heritage Alive. Lesson plans were available as how to do that in a classroom filled with so many diverse children. Lesson plans were included in the DVD. We'll be there in 2012."*

Cecilia Glembocki, Exhibit Chairperson, Polish Perspectives



---

## Videoconferencing, continued from page 6

our youth. As teachers we are dedicated to teaching our youth to be responsible global citizens. Our students need to learn not just what is happening in the world, but why. More importantly this must be understood from a global, cross-cultural perspective. Our students must also gain experience in how to work cooperatively with citizens of other na-

tions to solve world problems and to achieve world peace. Through these international projects our students are given that opportunity to truly examine who we are from a global perspective. As the students interact they gain an awareness and understanding of their counterpart's perspective on the issues. They are also able to further share and debate their ideas and views as they seek to find solutions to global problems. Students are then challenged to reexamine their views and form new conclusions.

The advances in communication technology like videoconferencing and the Internet offers this generation a unique opportunity. Without videoconferencing these students would have to travel over days and weeks for the experience. Most NJ students will probably never have this opportunity. It is our challenge to learn to



understand each other, be aware of each other's thoughts and feelings, work cooperatively to solve problems, and above all, not repeat the mistakes of those who came before us. Overall, it is our belief that these programs foster international friendships, and a better understanding of our role and responsibilities in an ever-changing world.



# Traveling and Learning with GEEO

by Laurel Tanza

The sound of the drums filled the narrow alleyway. Space was small, but people gathered to hear the beat bouncing off the walls, into the air. Two young men had their drums placed between their knees, an upturned paint bucket, and an empty paint can. From some place they had produced drum sticks, one for each of them.

I was in Rocinha, the largest *favela* in South America. Home to 69,000 people, this slum is run by drug lords who provide safety to those who call this place home. The young boys had been taken in by a priest, who had little to offer but love of music. The boys now play their beats for tourists in the hopes of gaining a few reales, the Brazilian currency, to provide themselves with a reliable income, no longer begging in the streets. I had seen poverty, but not on this scope. A pregnant woman was living with her two children in a house the size of a closet.

*This is not a typical tourist destination.* After my first year of teaching I decided to treat myself to a trip. I found myself connected with GEEO, a nonprofit organization with the goal of "helping teachers explore the world." GEEO offers low cost tours for educators all over the world. The only thing required after your tour is sharing your experience; this sounded like just the traveling I wanted to do. I and seven other teachers from around the country found ourselves on a seventeen-day tour in South America.

We began in Buenos Aires, Argentina, "Paris of the Americas," home of the Tango. A rich metropolitan city, it reminded me more of Europe than South America. I watched a tango show on the streets on a Sunday afternoon and visited the *Plaza de Mayo*, where protests are held every week to attract attention to a just cause. In *Recoleta*, a cemetery built in 1822 created to put to rest Argentina's most famous residents, I saw the grave of Eva Peron. Eva Peron worked for the rights of the poor and died a hero to the majority of her country. My favorite stop was *Teatro Colon*; built



in 1908 it is considered one of the best theaters in the world. Its pink marble columns, stained glass skylights, and winding staircases carpeted in red reminded me of a more elegant time. Opera boxes in the theatre were encased in gold, the stage waiting for a show to begin.

*Mate.* That was the word I heard upon arriving in Uruguay. *Mate* is Uruguay's natural drink. It is drunk out of a round metal cup. A social activity, *mate* is passed around from one user to the next, everyone sipping from the same metal straw. It is similar to a tea in that water can be added to make the *mate* last as long as possible. Green in color, it has an earthy flavor with a bitter aftertaste. It is common to see the inhabitants of Uruguay walking around with a thermos of *mate* to be shared throughout the day. *Mate* is used as a stimulant to keep people awake, it is also said to keep people healthy and in shape.

In Uruguay our tour had the opportunity to do a school visit, something GEEO works to incorporate into their tours. We visited a continuation school for those eighteen or older who had yet to finish high school. Students took courses in history, sciences, art, and English. I sat in on a history class. Students were learning about democracy and revolution. The teacher posed questions, the pupils responded out loud using their books and notes as a guide.

Downstairs in the same building was an elementary school. Students attended in one of two sessions. They could come from 8-12, or 1-4. Although the classrooms were small and appeared to provide little in terms of resources, each student receives a computer upon entering school. This program, started by the government, ensures children will have a computer for their whole schooling experience. The



computers are green and white in color and small, the size of an 8x11 sheet of paper. On our drive through Uruguay we saw children outside playing with their computers outside their cement homes.

Our last stop for the tour was Brazil. Due to the winter vacation school visits were hard to obtain. Instead, we attempted to learn a few words of Portuguese. We tried the national dish,

*feijoada*, a stew of black beans and various types of meat. It is accompanied by ground pork rinds, greens, and orange slices. A few people hiked, others found the beaches to be just the adventure they needed. It was hard



to leave this slice of green trees and warm waters.

During the first weeks of school I presented my middle school students with pictures of where I had visited this summer. I gave them clues, nothing more. One student, recognizing the statue of Christ the Redeemer blurted out "Brazil!" He was unable to contain his knowledge. I hope my passion for travel will one day inspire my students to explore their world, and in turn share their experiences with others. For now I will travel for my students and bring back a piece of the world every time I come home.

For more information on GEEO please visit <http://www.geeo.org>

*Laurel heard about GEEO through our e-newsletter. Do you have a story to share of how anything you learned from our Global Education Program has been useful to you or to your teaching?*

# Focus on Fluency: Establishing a Routine that Develops Ease of Expression

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

Any classroom program that sets out to teach students to communicate, be it through writing or oral expression, is enormously enriched by systematic support in fluency. Students rarely get opportunities to practice and expand their fluency, regardless of content area or grade level. Devoting a portion of your teaching time to helping students experiment with ideas and free expression will give them confidence, expand their repertoire of communication strategies and broaden their range of familiar topics.

Fluency refers to *the ease with which one communicates* in any of the language skills. We consider students fluent listeners, speakers, readers and writers when they understand and communicate without great effort at a reasonable or normal pace. A student who isn't fluent in speaking, for example, pauses frequently, searching for words or expressions. His speech may be halting, difficult to understand or full of mistakes. A writing student who isn't fluent gets stuck extending and explaining ideas and cannot generate much in terms of quantity. Fluency, then, is the steady ease or *facility* to communicate. Fluent communication can include mistakes and can be accented, but overall meaning is captured and conveyed.

Because fluency is rarely explicitly taught, students do not arrive in our

classrooms fluent. Therefore, an effective way to teach communication is to give students practice in fluency before they are expected to produce final papers or polished speeches.

One effective method is to devote 10-20 minutes once or twice a week to giving students an opportunity to generate *quantity* of language. If you're teaching oral communication, students can practice speaking to small groups, extending their speaking time at regular intervals. If you're teaching writing, students can keep a fluency journal, writing more and more about their thoughts and values rather than recording the chronological events of their days and lives. Students are encouraged to generate quantity, explaining and extending ideas without the worry of making mistakes. They are rewarded for increased length in writing and speaking. As students become more comfortable and more fluent, you can gradually expand the focus to fluency and accuracy.

A comprehensive guide to teaching writing fluency is available in a book I wrote with Gerald Fleming. *Rain, Steam & Speed: Building Fluency in Adolescent Writers* is available through Jossey-Bass



*San Francisco Bay Area Teacher-Writers trying out a fluency prompt that they will use with their students*

(<http://www.josseybass.com>) and includes a step-by step guide explaining how to set up a fluency program for your writing students, 150 fluency prompts and an annotated discography of musical selections that are an important feature of this program. A review of the program in action was featured in *Edutopia* and can be accessed at <http://www.edutopia.org/blog/writing-fluency-classroom-elena-aguilar>. If you have questions or comments about developing fluency in your students, contact Meredith Pike-Baky at [mpikebaky@mac.com](mailto:mpikebaky@mac.com).



*Educators in Brazzaville, Congo practicing their fluency in English*

## American Foreign Service Association's 2012 National High School Essay Contest

For the 2012 contest, we are tremendously proud to announce two generous sponsorships. Global consulting giant Booz Allen Hamilton will be the official underwriter of the contest, making possible an all-expense paid trip to Washington, DC for the winner and his or her parents, where they will meet the Secretary of State and a \$2500 first prize award. Also this year, the Semester at Sea program will provide an all-expense paid educational voyage to the winner (to be used once the winner enters an accredited university). We thank these backers for their vision and willingness to support a deserving student for a job well done.

All information, guidelines and timelines are available at [www.afsa.org/essaycontest](http://www.afsa.org/essaycontest). Please note that this contest is open only to United States Citizen high school students who are NOT children of Foreign Service, AFSA, Booz Allen Hamilton, and Semester at Sea employees. The AFSA point of contact is Perri Green, Coordinator for Special Awards and Outreach, who is available at [essaycontest@afsa.org](mailto:essaycontest@afsa.org) or (202) 719-9700.

## News From the Cloud Institute 2012 Summer Design Studio

July 30th - August 3rd, 2012

This annual program is designed for educators, faculty, curriculum supervisors, administrators, and community educators. As teams or as individuals, participants learn how to design and embed Education for Sustainability (EfS) into their curriculum, assessments, and community-based projects. Administrators and supervisors learn how to develop performance assessments, professional development plans, and organizational learning strategies that educate for sustainability. Individual or group registrations are available. Lunch and program materials will be provided. Learn more at [www.cloudinstitute.org/summer-design-studio/](http://www.cloudinstitute.org/summer-design-studio/)

Visit the Cloud Store for EfS units of study, curricula, design tools and more... [www.cloudinstitute.org/curricula-units-courses/](http://www.cloudinstitute.org/curricula-units-courses/)

## International Essay Contest

[www.policyinnovations.org/ideas/briefings/data/000208](http://www.policyinnovations.org/ideas/briefings/data/000208)

The Carnegie Council for Ethics in International Affairs has announced its third International Essay Contest. This year's essay focuses on sustainability and asks applicants to respond to the question: "What does sustainability mean to you?" Competition deadline is December 31, 2011.

## National Peace Essay Contest

[www.usip.org/npec](http://www.usip.org/npec)

Register for the 25th annual National Peace Essay Contest sponsored by the United States Institute of Peace! This year's topic concerns the impact of new media on peacebuilding and conflict management. Students will answer the question, "How can new media best be leveraged to help build peace and prevent conflict?"

The deadline is February 1, 2012.

## World Children's Festival

This June we hosted the 4th World Children's Festival on the National Mall: [www.WorldChildrensFestival.org](http://www.WorldChildrensFestival.org). At this site you can also view over 6,000 photos uploaded by festival attendees. Your newsletter readers will be most interested in children from around the world coming together on the National Mall as part of U.S. cultural diplomacy.

*Thanks,*

*Faith Antonioni*

*International Child Art Foundation*

*2540 Virginia Avenue, NW*

*Washington DC 20037*

[www.icafo.org](http://www.icafo.org)

**Editor's Note:** Check out their facebook page for photos and more: <https://www.facebook.com/ICAF.org>

## Distinguished Fulbright Awards in Teaching

Sponsored by the U.S. Department of State, the Distinguished Fulbright Awards in Teaching Program recognizes and encourages excellence in teaching in the U.S. and abroad. Teachers at the elementary through high school levels, current full-time guidance counselors, curriculum specialists, curriculum heads, T&G/TAG coordinators, and media specialists/librarians are eligible to apply. The application deadline for the 2012-2013 program year is December 15, 2011.

U.S. teachers who are selected to participate will enroll in graduate level classes; work toward the completion of an action-based research project of their own design; team-teach in local schools and conduct seminars or workshops for host country teachers; and engage in other teaching related activities. Applicants propose grants of 3 to 6 months.

Requirements: U.S. Citizenship \* Hold a Master's degree or be enrolled in a Master's degree program \* Current full-time teaching assignment \* Be in at least the fifth year of full-time teaching \* Received teaching awards or exemplary evaluation \* Have not participated in a Fulbright program longer than eight weeks in the past five years or an eight week or shorter Fulbright program in the past two years.

In addition to the general eligibility requirements, the applicant must also meet specific requirements and language recommendations as detailed in the application booklet. The Distinguished Fulbright Awards in Teaching Program strives to reflect the diversity of the United States. Minority candidates are encouraged to apply. All country programs are subject to the availability of funds.

For more information, please visit: [www.fulbrightteacherexchange.org](http://www.fulbrightteacherexchange.org)

## 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](mailto: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/](http://www.peacecorpsconnect.org/resources/education/) and click on "subscribe."



## To Educate a Girl: a Feature Length Film with Teacher Resources

In 2000, 110 million children in the world were not in school—two thirds of them were girls. In 2010, filmmakers Frederick Rendina and Oren Rudavsky traveled to Nepal and Uganda, two countries emerging from conflict and struggling with poverty, to find the answer to one question: *What does it take to educate a girl?*

*To Educate a Girl* takes a visually stunning view of that effort through the eyes of girls who are out of school, starting school or fighting against the odds to stay in school. Teaching resources and streaming of the film is available through TeachUNICEF at <http://teachunicef.org/explore/media/watch/educate-girl-feature-length-film>

TeachUNICEF is a portfolio of global education resources designed and collected by the U.S. Fund for UNICEF's Education Department for teachers, afterschool instructors, and parents. TeachUNICEF resources cover grades PK-12, are interdisciplinary (social studies, science, math, English/language arts, foreign/world languages), and align with national standards. The units, lesson plans, stories, videos and multimedia can all be downloaded for free. [www.teachunicef.org](http://www.teachunicef.org)



**Global  
Education  
News**

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

*Global Education News is a quarterly teacher resource from the National Peace Corps Association and the Professional Interest Community of ASCD. We welcome your contributions. Opinions expressed in this publication are those of the authors, and do not necessarily reflect the official views of the NPCA or ASCD.*

*Please send letters or material for the newsletter to Susan Neyer, Editor, 1701 Lilac Drive, Walnut Creek, CA 94595 (925-933-4490) e-mail: [Susan-Neyer@astound.net](mailto:Susan-Neyer@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](mailto:gloaled@peacecorpsconnect.org).*

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

*This newsletter is distributed electronically and posted to the [NPCA website](http://www.peacecorpsconnect.org). New email? Please log in to our database to update your record. Go to [www.peacecorpsconnect.org/membership](http://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](mailto:membership@peacecorpsconnect.org).*

## Membership/Renewal Form

To join/renew NPCA's Global Education, or make a donation, please go to [peacecorpsconnect.org](http://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: [gloaled@peacecorpsconnect.org](mailto:gloaled@peacecorpsconnect.org)

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

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

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

Phone: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail: \_\_\_\_\_

Please sign me up for the Global Ed News

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

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

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

Card number \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Signature \_\_\_\_\_