NEWSLETTER #95

Our spring 2015 newsletter features: (1) an article by Beverley Lafaye on using non-fiction films on global themes for oral communication classes, (2) a selection by David Deubelbeiss of on-line games that practice English while raising awareness of social issues, and (3) a report by Brent Simmonds on last fall’s Education for Sustainable Development 2014 world conference held in Nagoya, Japan. Our special feature for this newsletter is Teaching about Destructive Cults. This thematic section, chosen to coincide with the 20th anniversary of the 1995 Aum Shinrikyo sarin attacks in Tokyo, includes a variety of ideas, activities, books, films and other resources for teaching students about – and protecting them from – religious cults. We finish out this issue with a report on the TESOL 2015 conference in Toronto plus a round-up of global education news, events and information.

♦ E-SUBSCRIPTIONS: After 20 years as a paper newsletter, we now offer electronic subscriptions by e-mail. Please let us know if you’d like to try this eco-friendly option!

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Pan-SIG 2015 Conference
May 16 – 17, 2015 Kobe
<www.pansig.org>

Narratives: Raising the Happiness Quotient
Don’t miss this spring’s Pan-SIG 2015 conference on May 16–17 at Kobe City University of Foreign Studies. Full details at the website above!

Plenary Speakers
- Virtues of Character Education (Kim Horne)
- Student Narratives on Lg Learning (Landolfi)
- Why Our Brains Like Stories (Curtis Kelly)

GILE Forum: Narratives for Global Citizenship
This action-packed session will feature innovative ideas for the classroom and beyond. Panelists will discuss teaching objectives, materials, methods and activities that incorporate narratives to encourage global connections. Learn the latest approaches and share your own ideas!

2015 Summer Institute for Intercultural Communication
The Summer Institute for Intercultural Communication will offer 30+ workshops this July including:
- Teaching Intercultural Communication
- Assessing Intercultural Competence
- Countering Bias via Curiosity and Empathy
- Developing Global Leaders
- China: Encounter the Culture of a Rising Power
- Using Films for Intercultural Education
- Understanding Racial and Cultural Identity
- Social Justice and Intercultural Communication

Intercultural Communication Institute, 8835 SW Canyon Lane, Suite 238, Portland, OR 97225, USA
<ici@intercultural.org>  <www.intercultural.org>

Global Education Events
- Sustainable Tourism and Hospitality in Asia
  April 26 - 28, 2015 Hiroshima (Japan)
  Website: <www.presdafoundation.org>
- World Conference: Educators for Peace
  Theme: Peace Education for Non-Violence
  May 29 - 30, 2015 New Delhi (India)
  Website: <www.iaewp.asia>
- 2nd Asian Education for Peace Conference
  June 3-5, 2015 Hiroshima <www.esdfocus.org/education-peace-interfaith-congress/>
- 2nd Global Higher Education Conference
  June 6, 2015 Lakeland College (Japan)
  Website: <http://conference.lcjapan.com/>
- Canadian School of Peacebuilding Courses
  <> Youth Voices and Peace Activism
  <> Human Rights and Peace
  <> Women and Peacebuilding
  <> Working for Conflict Transformation
- World Environmental Education Congress
  June 29 – July 2, 2015 Gothenburg (Sweden)
  http://weec2015.org/thecongress/invitation/
- IIEE Summer Institute of Peace Education
  July 26 – Aug 2, 2015 Toledo, Ohio (USA)
  Website: <www.i-i-p-e.org/iipe-2015/>
- Asian Symposium on Human Rights Ed.
  More global education events are listed at: www.peace-ed-campaign.org/newsletter/

GILE SIG Website
www.gilesig.org
Our Global Issues in Language Education Special Interest Group website offers a wealth of teaching ideas from back issues of our newsletter, thanks to webmaster Paul Arenson. Check it out!

GILE on Facebook
www.facebook.com/gilesig.org
Check out our Global Issues Facebook page for an exciting selection of up-to-date news, events, campaigns, resources, initiatives and info on global education and global issues.

GILE on Twitter
https://twitter.com/gilesigjp
- For updates on global themes, see our Global Issues Twitter site
- Make sure as well to check out The GILE Daily, a dynamic resource for following the issues:
  <> http://paper.la/gilesigjp
### JALT GLOBAL ISSUES SIG OFFICERS FOR 2015
Here are the 2015 officers for our Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). Let us know if you want to join the team!

#### ADMINISTRATIVE OFFICERS
- **SIG Chair & Newsletter Editor:**
  Kip Cates  
  Tottori University  
  Koyama-cho, Tottori City  
  <kcates@rstu.jp>

- **SIG Treasurer:**
  Anthony Torbert  
  Kobe Gakuin University  
  Kobe City  
  <3tony@ba.kobegakuin.ac.jp>

- **SIG Membership Chair:**
  Tim Grose  
  Sapporo City  
  Hokkaido  
  <tppgrose@hotmail.com>

- **SIG Member-at-Large:**
  Chris Bradley  
  Okinawa University  
  Naha, Okinawa  
  <masopiate@yahoo.ca>

#### REGIONAL OFFICERS
- **Hokkaido:** Tim Grose  
  (contact details at left)
- **Tohoku:** Naoko Harada  
  <knightbus@jilbxm@dyndns.org>
- **Kanto:** Mark Shrosbree  
  Tokai University, Kanagawa  
  <markshros@gmail.com>
- **Chubu:** Jane Nakagawa  
  Freelance Writer  
  <janejoritznakagawa@gmail.com>
- **Kansai:** Michael Skelton  
  Seiwa College, Nishinomiya  
  <mgs@seiwa-u.ac.jp>
- **Chugoku:** Tom Fast  
  Okayama Gakugeikan  
  High School, Okayama  
  <tom@gakugeikan.ed.jp>
- **Kyushu:** Jack Brajcić  
  Fukuoka Jogakuin Jr College  
  <brajcič@fukujo.ac.jp>

#### PROJECT OFFICERS
- **SIG Programs:**
  Jennie Rolf-O-Rothman  
  International Christian Univ.  
  <shizumofun@naha-u.ac.jp>
- **SIG Publications:**
  Jane Nakagawa  
  (at left)
- **SIG Publicity:**
  John Spiri  
  Gifu Shotoku University  
  <johnspiri@gmail.com>
- **SIG Japanese Liaison:**
  Masataka Kasai  
  Kansai Gaidai University  
  <masatakakasai@hotmail.com>
- **SIG Website:**
  Paul Arenson (Webmaster)  
  <paul@tokyoprogressive.org>
- **SIG Facebook & Twitter:**
  Jennie Rolf-O-Rothman  
  John Spiri, Jack Brajcić

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### WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?
*Don’t throw away old textbooks, journals, dictionaries or cassette tapes. Recycle them!*

**EFL Books Requested for Teachers in Haiti**
EFL teachers in Haiti are still recovering from the January 2010 earthquake. Send books to:
- Herve F. Alcindor, Mate-Tesol President  
  84 Avenue Jean-Paul II, Turgeau  
  Port-au-Prince, Haiti

"Book Aid" South Africa Library Project
Help poor South African kids! Check first to see what’s needed. They’ll mail to South Africa.  
Chikako Noda (Japan)  
<cnoda@email.plala.or.jp>
Website: <www.taaa.jp/english.html>

**Vietnam Book Donation Project**
Donate materials to teachers in Vietnam! Pay your own shipping costs. Send to Tran van Phuoc,  
Hue University (Foreign Lgs.), 27 Phan Dinh Phung, Hue, Vietnam  
<dhngoanguhue@vnn.vn>

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### GLOBAL PROJECTS FOR SCHOOLS AND CLASSES

#### ENVIRONMENTAL PROJECTS
- **How to Save Paper in School**  
  <www.wikihow.com/Save-Paper-in-School>
- **How to Become a Green School**  
  <www.greenschools.net/>

#### CLASS OR SCHOOL EVENTS
- **Sponsor a Child Overseas**  
  <http://plan-international.org>  
  <www.plan-japan.org>
- **Work to End World Hunger**  
  (click “take action”)  
  <http://actfast.oxfamamerica.org/>
- **Raise Funds to Help Eliminate Landmines**  
  <www.icbl.org>  
  <www.jcbl-ngo.org>
- **Start a School Human Rights Club**  
  <www.amnesty.ca/youth/get_involved/>
Guided Meditation in the English Language Classroom
by Amy Jenkins (US Dept. of Education)
This article outlines the benefits of meditation for foreign language learners and describes ways to integrate meditation techniques into the classroom. It argues that meditation can help students to relax, focus and calm the stress, distractions and worries that cloud their minds: Did I get my homework done correctly? Who will I eat lunch with? Why didn’t my friend stop at my locker to say Hi? Is my hair a mess? It also includes teaching ideas on designing meditation lessons around focus words such as happiness, tolerance, empathy, trust and peace.

English Teaching Forum Vol. 53/1 2015 USA
http://englishprograms.state.gov/forum/

English Support for Syrian Refugees
by Roohi Malik (British Council, Lebanon)
A new Accessing Education program, funded by the EU and the British Council, aims to benefit 90,000 Syrian refugee children living in Lebanon. The 2-year project includes training for 1,200 Lebanese school teachers, research and the design of English language teaching materials. As Donna McGowan, a British Council director, noted, “The Lebanese system is under severe pressure given that Lebanon is now hosting over 1.2 million Syrian refugees. We believe this project is making a real difference.”

“Lebanese Schools Support Syrian Refugees” EL Gazette #421 February 2015.
www.elgazette.com

Frank Lives
by Richard Lederer <www.verbivore.com>
March 12, 2015 marked the 70th anniversary of the death of Anne Frank, the Jewish girl who grew up in Amsterdam during the Nazi occupation of Holland. This article tells the story of her 2 years in hiding and urges teachers to preserve her memory through teaching about her life. Her diary has been translated into 65 languages and sold 45 million copies. Anne Frank House draws 4,000 visitors a day – a million each year. The author concludes, “Anne’s voice was preserved out of the millions that were silenced. It has outlasted the shouts of the murderers and soared above the voices of time.”

“Frank Lives” in Language Magazine Volume 14/7 March 2015 <www languagemagazine.com>

English Village Planned for Tokyo
The Tokyo city government plans to set up an English language learning “village” where students can improve their English proficiency with native speakers in realistic settings. The village, scheduled to open in 2018, will include roleplaying in simualted restaurants, hospitals and other workplaces. Speaking Japanese will be banned in principle. According to the Asahi Shimbun, the village will resemble Kidzania, a global franchise of after-school theme parks where kids put on uniforms and pretend to do adult jobs. Kidzania Tokyo already has English Wednesdays where children order food in English from older kids “working” as waiters under the guidance of native speaker Kidzania staff.

“EFL Village Planned for 2018” EL Gazette #422 March 2015. www.elgazette.com

EFL Teacher’s Grave Tended for 143 Years
The British embassy in Tokyo has written a letter to a Japanese family to thank them for tending the grave of a British English teacher for 143 years. Bernard Littlewood came to Japan in the 1870s to teach English and later died of smallpox. The Murai family of Kaga City took it upon themselves to tend his grave. Their descendants continued to maintain the tomb even during World War II when Britain and Japan were enemies. 81-year old Kumiko Murai was speechless after receiving the letter from British Ambassador Timothy Hitchens.

“Tefer’s Tomb Tended” EL Gazette #422 March 2015. www.elgazette.com

Teaching English in North Korea
An EFL memoir by South Korean teacher, Suki Kim, has made the New York Times best seller list. The book, entitled Without You There is No Us, recounts her year at Pyongyang University of Science and Technology teaching English to the sons of North Korea’s elite with an evangelical Christian group.

“North Korea Memoir” EL Gazette #422 March 2015. www.elgazette.com

WANTED - CONTRIBUTIONS!
- Have you created a classroom activity, a teaching unit or a course on a global theme?
- Is there a teaching resource that you recommend?
- If so, then write it up, send it in and share your ideas with our GILE Newsletter readers!
**Language Education Events**

- **Education, Language, Sustainability (SELSA)**  
  June 3 - 5, 2015  
  Hiroshima (Japan)  
  Proposal Deadline: April 24, 2015  
  http://esd.focus.org/language-sustainability-symposium/

- **European Conference on Language Learning**  
  July 1 - 5, 2015  
  Brighton (England, UK)  
  Web: <http://iafor.org/conferences/ecll2015/>

- **English Studies and Women’s Empowerment**  
  August 21 – 22, 2015  
  Andhra Pradesh (India)  
  Website: <http://eswe2015.wix.com/conference>

- **Japan Association of College English Teachers**  
  *Intercultural Competence in a Globalized World*  
  August 29 – 31, 2015  
  Kagoshima (Japan)  
  Website: <www.jacet.org/2015convention/>

- **Global Trends in Lg. Learning and Teaching**  
  October 1–3, 2015 (Malaysia)  
  Proposal Deadline: May 10, 2015  
  Website: <http://icollt2015.ump.edu.my>

  More events at: <www.conferencealerts.com>

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**JALT 2015 Conference**  
Nov. 20 – 23, 2015 Shizuoka, Japan  
<http://jalt.org/conference/jalt2015>

The 41st annual JALT conference will be held November 20–23, 2015 in Shizuoka on the theme *Focus on the Learner*. Plenary speakers are Jean-Marc Dewaele (*Emotions in Language Learning*), Joan Kang Shin (*21st Century Technology*) and Tomoko Yashima (*Imagined L2 Selves*).

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**IATEFL 2016 Conference**  
IATEFL’s 2016 conference will be held next spring from April 13 – 16 in Birmingham, UK. Do plan to submit a proposal!

- **Submission Deadline**: September 2015

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**IATEFL’s Global Issues SIG (GI-SIG)**  
IATEFL’s GI-SIG runs a dynamic website with loads of global ed teaching ideas, resources and activities. Check out their list of e-lessons!

- Margit Szesztay <margit.szesztay@gmail.com>

  GI-SIG Website:  http://gisig.iatefl.org

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**Key Internet Websites on Global Issues and Language Teaching**

- **JALT Global Issues SIG (Japan)**  
  www.gilesig.org

- **IATEFL Global Issues SIG (UK)**  
  http://gisig.iatefl.org/

- **TESOL Social Responsibility IS (USA)**  
  www.tesol.org  (search for “SR-IS”)

- **ESL Etc. (David Royal: Univ. of South Florida)**  
  www.esletc.com

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**Teachers of English to Speakers of Other Languages**  
1925 Ballenger Ave, Suite 550,  
Alexandria, VA 22314-6820 USA  
E-mail <info@tesol.org>  
Web: <www.tesol.org>

**TESOL 2016 CONFERENCE (next spring)**

The year 2016 marks the 50th anniversary of the founding of TESOL. Next spring’s TESOL 2016 conference will be held April 5–8 in Baltimore on the theme of *Reflecting Forwards*. Start now to prepare one or more presentations to submit!

- **Deadline for Proposals**: June 1, 2015

- **Conference details**: www.tesol.org

**Social Responsibility Interest Section (SR-IS)**

TESOL’s *Social Responsibility* Interest Section (SR-IS) invites global teachers worldwide to join it. If you’re a TESOL member, please make sure to make this your primary interest section.

- **SR-IS**: Elisabeth L. Chan (USA)  
  <ElisabethLChan@gmail.com>

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**Don’t forget to renew your Global Issues**

**MEMBERSHIP / SUBSCRIPTION**

**JALT Members**: ¥1,500 per year

**Non-JALT Newsletter Subscriptions**

- **Japan**: ¥2,000
- **Overseas**: US $15

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**Conference Information**

* www.conferencealerts.com/language.htm  
* www.eltcalendar.com/events/conferences/  
* www.eslcafe.com/search/Conferences/
Conference Report:  TESOL 2015

Pre-Conference Workshop

Plagiarism: A Bridge to Learning?
This workshop discussed the problem of student plagiarism and introduced ways in which teachers can promote proper citation through meaningful class activities which promote academic integrity. Alice Lee (Macau) <alicelee@umac.mo>

Reaching Learners Living with Trauma & Stress
This discussed the trauma and chronic stress experienced by many learners, introduced policies and practices that support them and showed how to establish a safe, trusting environment in schools. Judy Haynes (USA) <judieh@optionline.net>

TESOL Plenary Talks

Our Role in Crossing Borders, Building Bridges
This talk emphasized the importance of teaching for social justice, student empowerment, culturally responsive pedagogy and inclusive anti-racism education to ensure equality and access for students. Sonia Nieto (U Mass) <sonia.nieto.1@gmail.com>

Communicative Competence in the 21st Century
This plenary featured a panel who discussed the five major dimensions of communicative competence (accuracy, fluency, complexity, appropriacy, capacity) and the role of critical cultural awareness. Michael Byram (UK) <m.s.byram@dur.ac.uk>

Social Responsibility IS

TESOL’s Social Responsibility Interest Section (SR-IS) supports English teachers worldwide working to promote peace, human rights, social responsibility and world citizenship. For more information, contact: <ElisabethLChan@gmail.com>

Future TESOL Conferences
<www.tesol.org>

- 2016 : April 5 - 8 (Baltimore, Maryland)
- 2017 : March 21 - 24 (Seattle, Washington)
- 2018 : March 27 - 30 (Chicago, Illinois)
- 2019 : March 12 - 15 (Atlanta, Georgia)

No Student Left Inside: Bridging the Classroom and the Environment

This session by TESOL’s Environmental Responsibility Forum (ERF) featured a panel of English teachers who described their work to promote environmental awareness in ESL classes. For more info or to join the panel next year, contact: Donna Obenda <Donna.Obenda@unt.edu>

- Basic Principles of Environmental Education
Tim Grant (Canada) <www.greenteacher.org>

- ESL Nature Hikes: Walk, Sit, Write
Wendy Pickering <w.pickering@bellevuecollege.edu>

- Environmental Learning Gardens
Lisa Kattelus <Lisa.Kattelus@tdsb.on.ca>

- Community Volunteering and Eco-events
Laurel Collins <laurel.collins@unt.edu>

- Experiential Outdoor Learning for ESL Students
Marc Rosegold <m.rosegold@comcast.net>

To see Powerpoints for the above sessions, go to: <http://tinyurl.com/TESOL2015EnvForum>

Other Conference Presentations

English-Japanese Dialog: An On-line Community
This talk reported on a 6-year action research project featuring an international bilingual teampowlog between US and Japanese students. Suzanne Bonn (Chukyo Univ.) <sgbonn@hotmail.com>

The Promotion of Students as Global Citizens
This talk discussed the challenges of educating students for global citizenship and implications for policies, pedagogy and curricula. Bozana Knezevic (University of Rijeka, Croatia) <bknez@pfri.hr>

How to Teach Cultural Fluency
This talk outlined an approach to teaching culture as skill, not just content, which prepares students to communicate with people from unfamiliar cultures. Joan Saslow <joan.saslow@mac.com>

Navigate International Demographics on Campus
This presentation addressed issues faced by US college campuses given the upward trend in the number of international students. Amanda Dago (University of Nebraska) <adago@unomaha.edu>
Using Video to Approach Sensitive Topics
This discussed ways that teachers can use films to build language skills while addressing themes of social justice, bullying, immigration and discrimination. Shelley Wong <swong1@gmu.edu>

Global Citizenship: Transformative Practice
This talk discussed how global citizenship education and the skills and values that it advocates can be applied in the ESL classroom. Sherry Blok (Concordia University) <sherryblok@gmail.com>

Teaching English: International Children’s Songs
This session showed how teaching international children’s songs promotes English skills and the multicultural awareness needed in our global age. Joan Kang Shin (Maryland) <jshin2@umbc.edu>

Analysis of Gender Representation in EFL Texts
This talk reported on the biased ratios, roles and representations of men and women found in middle school EFL texts in Jordan. Fatma Hasan (Texas A&M) <fatma.hasan@qatar.amu.edu>

Be a Peace Corps Volunteer: Teach Overseas
This talk described education projects carried out by American Peace Corps volunteers during their two years of service overseas. Brock Brady (US Peace Corps) <bradytesolpe@gmail.com>

Crossing Borders with “Half the Sky”
This talk explained how an ESL unit on the PBS series Half the Sky led to a student poster project on issues facing women worldwide. Catherine DeGaytan (Arizona S) <cdegaytan@earthlink.net>

See No Evil: Human Rights in the ME Campus
This discussed the kinds of human rights violations that affect teachers in Middle Eastern countries as well as possible countermeasures. Rob Clement (Sohar University Oman) <robcanuk@gmail.com>

Teaching Communicative Peace, Hope, Tolerance
This talk presented a framework for empowering learners with hope, a tolerance of diversity and a commitment to promote peace locally and globally. K. Giddens <kevin.giddens@worldlearning.org>

Building Global Bridges through ESP Projects
This panel session introduced ESP State Department programs ranging from English for illiterate street vendors to ESP for Supreme Court judges. Dawn Bikowski (Ohio U.) <bikowski@ohio.edu>

Multilingualism: Voices from a Globalized World
This panel session featured speakers from Thailand, Mexico and the US who discussed issues related to bilingualism and multiculturalism in a global age. David Freeman (Texas) <david.freeman@utb.edu>

Intercultural Communication On-line Simulation
This talk introduced Engineers Without Borders (EWB), a simulation designed to promote critical thinking and cultural awareness. Gene Halleck (Oklahoma State U.) <gene.halleck@okstate.edu>

Talking Our Way to Understanding History
This presentation described how a social studies unit for ESL students led to a deeper understanding of language and history. Gisela Ernst-Slavit (Washington State University) <gernst@wsu.edu>

Rwanda, English & Post-Conflict Reconstruction
This session described the results of a 10-year training program in TESOL, leadership and peace initiatives for teachers in Rwanda. Karen Paluk (Windham Schools, USA) <klapu@gmail.com>

Hong Kong, Canada
This session featured a performance of Hong Kong, Canada, a powerful drama about language, discrimination & xenophobia at a Canadian high school. Tara Goldstein <tgoldstein@oise.utoronto.ca>

Social Class Issues in TESOL Settings
This discussion session outlined the variety of ways in which issues of social class impact the lives of English teachers and students. Stephanie Vandrick (Univ. of SF) <vandricks@usfca.edu>

Building Bridges: Americans and Indonesians
This talk described a partner project in which American and Indonesian teachers joined to design EFL lessons for learners in Bali. Jan Dormer (Messiah College, USA) <jdormer@messiah.edu>

Identity, TESOL and Cosmopolitanism
This session discussed the link between identity, TESOL and cosmopolitanism with its roots in globalization and English as a Lingua Franca. Peter de Costa (Michigan State) <pdecosta@msu.edu>

Student Excursions: Classroom to the Real World
This talk discussed how to help learners transfer learning from the classroom to the real world via student excursions into the local community. Noga La’or (Rennert USA) <nlaor@rennert.com>

Recognizing the LGBT in ESL
This session explained ways to respectfully handle class discussions related to lesbian, gay, bisexual and transgendered (LGBT) content. Joseph Pettigrew (Boston U.) <jpettig2002@yahoo.com>

Activities for English as an International Lg.
This talk introduced a set of criteria for teaching English as an International Language and related activities for classroom use. Aya Matsuda (Arizona State Univ.) <aya.matsuda@asu.edu>
Multilingual Education: Right Historic Wrongs
This discussed the need to redress past wrongs of language loss endured by indigenous and immigrant children to make schools more accountable.
Wayne Wright (Purdue) <wewright@purdue.edu>

Reducing the Stigma of ESL
This talk discussed options for colleges and universities to avoid or diminish the stigma often associated with ESL and IEP courses. Catherine Lee (Univ. of Wisconsin) <thompsc@uwec.edu>

Seedfolks Novel and Companion Worktext
This session introduced materials for teaching Seedfolks, a story in which multinational neighbors become friends by planting a community garden.
Joan Ashkenas <www.jagpublications-esl.com>

“African Americans are Bad Guys”
This talk urged language teachers to design ESL units which address racial and national stereotypes held by international students.
Elizabeth Wadell (Diablo Valley) <bethwadell@hotmail.com>

Cultural and Linguistic Discrimination
This talk described the differences in linguistic and cultural discrimination that are experienced by international students and immigrants.
Elisabeth Chan (N Virginia College) <echan@nvcc.edu>

TED Talks with an Accent: Diverse Englishes
This described how TED talks featuring non-native and World English speakers can provide students with diverse models of eloquent English.
Mary Romney <m.romney@sbcglobal.net>

Exploring Spirituality and ELT
This panel featured Buddhist, Christian, Muslim, non-religious and atheist teachers who discussed how their spirituality impacts their identity, classes and teaching.
Mary Wong <mwong@apu.edu>

Environmental Education for English Learners
This session explained how ESL projects on the theme of environmental stewardship can promote student curiosity and action to protect the environment.
A. Foerster <foerstea@gmail.com>

Confronting Native-Speakerism
This presentation discussed the need for critical dialog between native and non-native English teachers leading to action for change.
Sunao Fukunaga (Univ. Washington) <sunaoF@uw.edu>

Culture Learning via TV: What Can Go Wrong?
This session outlined potential pitfalls of cultural misunderstanding which can result when ESL learners view American TV shows.
Junru Yang (Shantou Univ. China) <jryang2@stu.edu.cn>

Motivating Kids: ESL Community Service
This presentation described the outcomes of a community service project which developed the language skills and motivation of 500 public school children.
Mary Allegra (U Carabobo, Venezuela)

TESOL and Blackness: Return of the Repressed
This session discussed issues ranging from hip-hop to the classroom to critique the cultural politics of Blackness in English language teaching.
Awad Ibrahim (U of Ottawa) <aibrahim@uottawa.ca>

Enhancing English Skills the TPR Yoga Way
This workshop demonstrated how yoga poses and breathing can help to foster students’ oral language skills in a relaxed environment.
Shaila Mahan (Rajasthan, India) <shailamahan@gmail.com>

Arlington / San Miguel Sister City Program
This talk introduced a sister city English program linking Arlington, Virginia (US) and San Miguel (El Salvador) aimed at empowering Salvadoran youth.
Florence Dale <florence.dale@apsva.us>

Teaching via Community Radio in Mauritania
This session described a Generation English radio program broadcast to thousands of people in Mali, Senegal and Mauritania.
Habib Ly (Mauretania Education Ministry) <lyhabib4741@gmail.com>

Using Games for Social Responsibility
This explained how on-line games such as Minecraft, Trace Effects and Mission US promote both language learning and action for social change.
Jeff Kuhn (Ohio Univ.) <jkuhn72@gmail.com>

Collaboration among TESOLers & Cuban ELTs
This session aimed to promote dialog, joint research and student exchanges between English teachers in Cuba and in other countries.
Robert Griffin (Oklahoma City U) <rgiffin@okcu.edu>

Hot Topics: Critical Thinking via News Stories
This talk provided teaching tips for using news clips to promote an understanding of multiple viewpoints and student opinions on current issues.
Angela Dornbusch <adornbus@uoregon.edu>

Learning English with Infographics
This discussed how on-line and print infographics can help students to develop language skills, content knowledge and critical thinking.
Gabriela Kleckova <gabriela_kleckova@yahoo.com>

Telecollaboration Across Language and Culture
This talk described the results of an on-line writing project which paired EFL students in Korea with American learners of Korean.
Eunjeong Choi (Univ of Texas Austin) <silver0828@gmail.com>
When Scammers Target Your Students
This talk explained financial scams that target ESL learners and how to help students avoid them. Monica Vaca (Federal Trade Commission) <www.consumer.gov/section/scams-and-identity-theft>

Developing Language by Developing Delegates
This explained a content-based unit for adolescent learners designed by ESL and history teachers which featured a Model United Nations simulation. Allison Balter <abalter@upacademylenard.org>

Going Paperless: A Composition Course
This presentation outlined the benefits for teachers and students of going paperless in an ESL composition course at a US university. Esther Lee (California State Univ.) <eslee@fullerton.edu>

Language Learning #global #conscious
This talk described an ESL unit on girls’ rights which promoted global awareness and student activism via social media. Lisa Cameron (Elgin Community College) <lcameron@elgin.edu>

TESOL and Indigenous Education
This explained how English teachers can ensure language rights and cultural inclusion of indigenous peoples in the US, Guatemala and Australia. Mayra Daniel (N. Illinois U) <medaniel@niu.edu>

Linguistic Genocide: The Kurdish Situation
This session the current situation faced by the people of in Iraqi Kurdistan and the recent increased desire there for English education. Nizar Ali (U Washington) <nsulaivany65@gmail.com>

Humor as a Bridge Between Different Cultures
This talk described how humor was used to promote cultural understanding by having students compare US, Chinese and Arab jokes. Nadezda Pimenova (Ball State U) <npimenova@bsu.edu>

The Discourse of Globalization in Higher Ed.
This talk discussed the presenter’s research on how the discourse of globalization is used by universities both on campus and in the society. Kristin Hiller (U Utah) <kristin.hiller@gmail.com>

ESL Curriculum for Buddhist Monks
This talk described the design of an ESP (English for Specific Purposes) course which was designed to teach Buddhist monks English. Jonathan Tarbox (Cal State San Marcos) <jtarbox@san.rr.com>

Do English Names Build Bridges for Chinese?
This session discussed the educational and cultural implications of having Chinese ESL learners adopt English names and personas in class. Leo Schmidt (CUNY, New York) <baltit@yahoo.com>

Envisioning Feminist Solidarity in TESOL
This brought together six panelists who discussed their research, teaching and personal struggles as feminist educators at university. Shelley Wong (George Mason University) <swong1@gmu.edu>

North Korean Defectors’ Struggle with English
This talk addressed the linguistic and cultural challenges faced by North Korean defectors in learning English at South Korean universities. Eun Sung Park (Sogang U) <eunsungp@sogang.ac.kr>

Poster Presentations

English for Global Sustainable Teens
Abel Abbes (Ministry of Ed, Tunisia)

CLIL for International Food Culture
Akiko Tsuda (Nakamura Gakuen University, Japan) <momochi1405@gmail.com>

Building Relationships from across the Pacific
Sara Hutson (University of Missouri, USA) <sarahutson355@gmail.com>

Socially Responsible Language Teaching: EAP
Alexander Nanni (Mahidol Univ. Thailand)

Civilian vs Military Language Programs
Peggy Garza (US) <garzap@marshallecenter.org>

Microloans, Crowdsourcing and Communities
Kurtis Foster (Missouri State University) <KurtisFoster@missouristate.edu>

Engaging Learners with Documentary Films
Sarah Elia (SUNY, USA) <clias@newpaltz.edu>

Japan-Turkey Intercultural Exchange Project
Hitomi Sakamoto <hitomi.sakamoto@tyg.jp>

Community Bridge Building via Service Learning
Kelli Westphal <kelliwestphal@creighton.edu>

Cross-Cultural Tales in the Elementary Class
Monica Maxwell <maxwellm@georgetown.edu>

An English Syllabus for Global Mindedness
Mitaka Yoneda (Mukogawa Women’s University)

Increasing Female Participation via Technology
Deanna Rasmussen (Texas A&M University, Qatar) <deanna.rasmussen@qatar.tamu.edu>

Options for Electronic Plagiarism Detection
Leyla Lambert <lirambe2@illinois.edu>

Ethnographers with iPads
Elka Kristonagy <elka.kristonagy@yale.edu>

Order in the Court: Lg Skills via Mock Trials
Amanda Sekour (University of Texas, Austin) <mandigunn@yahoo.com>

Stereotypes versus Observable Tendencies
Hana Imai (Bow Valley College, Canada) <himai@bowvalleycollege.ca>
**Introduction**

This article draws on the author’s 5 years’ experience of teaching film at university level to explain what an excellent resource non-fiction film is for the language classroom, and to show how it can be successfully used to get students to study a wide range of social and global issues.

**Rationale**

Culture worldwide is now dominated by images, and particularly moving images, which teachers from many disciplines have been keen to exploit in class. The language teacher has been wise to capitalize on this, as modern generations show an obvious readiness to work well with the medium. The impact of visual information ‘dwarfs other mediums’ (Maley in Stemplecki, 2001). It may not be too much to say that we are faced with a generation of students who respond better to short sound bytes, ‘manga’ and movie-clips (You- Tube and Vine) than to the written word.

As educators, we should embrace this and harness it to achieve our pedagogical ends. The interest in non-fiction films based on or inspired by real events is growing, as evidenced by 6 of 9 films nominated for best picture at the 2014 Academy Awards, with one of them - 12 Years a Slave - going on to win. Inspirational stories are arguably more inspiring if they are true. Feel-good films feel better if the events they depict actually happened. Films with messages of social import have more impact when anchored in reality.

**Method, Presentation, Discussion, Follow-up**

The university EFL course that I teach aims to raise awareness about social and global issues. This 15-week course starts off with introductory lessons on film analysis, research and data collecting, work with a template, then model presentations by the teacher. Students are then required to present a film based on a true story, selected from the teacher’s extensive list of documentary and feature films. Students work on their films individually or in pairs. They soon become accustomed to making clear links between excerpts and the discussions they intend to prompt. They quickly learn that clip-viewing can precipitate lively discussion. Students are assigned a maximum of 90 minutes to present their film, during which time they ‘teach the class’. There is no pressure for them to use the whole time available, as the teacher prepares supplementary discussions and activities for use if time remains.

Students are given total freedom to choose which excerpts they will show to the class, and how they will use these to stimulate discussion and language activities. This control is very much appreciated by students who show a lot of creativity in their presentations. They are offered a list of books to use as support and models, and can also get help from the teacher in reviewing and developing their work. A handout must be made for class members. Table 1 shows what students should cover in their presentations.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical Context</td>
<td>Maps</td>
</tr>
<tr>
<td>Background details</td>
<td>Release date / Director / Actors</td>
</tr>
<tr>
<td>Summary</td>
<td>Full with spoiler alert, or abridged</td>
</tr>
<tr>
<td>Memorable Quotes</td>
<td>Select for impact / use-fulness in discussions</td>
</tr>
<tr>
<td>Significant Parts of the Film</td>
<td>Limit to 3-5 excerpts</td>
</tr>
<tr>
<td>Pertinent Vocabulary</td>
<td>Introduce in quizzes or other exercises.</td>
</tr>
<tr>
<td>Pre / Post-viewing questions / activities</td>
<td>Favour materials which will interest peers and motivate discussion</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>Focus on the issue</td>
</tr>
</tbody>
</table>

**Table 1  Film presentation preparation**

In follow-up studies for their final assignment, students choose any of the films studied, (but must not use their own), then research and write about an issue that they identified in the film. The summary of at least one original professional review of the film must be included in this report. However, it is intended that students explore the issue in the wider context and use the film only briefly as reference or supporting material when writing their reports. Depending on learner level, a teacher can provide the thesis-statements from which students must write the report. More confident or advanced students will choose their own themes and generate their own statements.

As examples of possible research themes, the film *Super Size Me* would lend itself to research on modern phenomena (e.g. obesity as a social/global issue), advertising policies (children as consumers: a
global issue) and junk food (a social issue). Dallas Buyers’ Club invites research on homophobia, the Pursuit of Happiness on poverty and so on.

Readers may already see what excerpts of their favourite films they would show students and how they could use these as a base for discussion and language learning. For interest, here are some movie titles with issues that the films address:

<table>
<thead>
<tr>
<th>FILM</th>
<th>ISSUES ADDRESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awakenings</td>
<td>• medical research</td>
</tr>
<tr>
<td></td>
<td>• food and drug safety</td>
</tr>
<tr>
<td>The Blind Side</td>
<td>• social integration</td>
</tr>
<tr>
<td>Bowling For Columbine</td>
<td>• gun control</td>
</tr>
<tr>
<td>Boys Don’t Cry</td>
<td>• gender / gay rights / rape</td>
</tr>
<tr>
<td>Catch Me If You Can</td>
<td>• identity theft</td>
</tr>
<tr>
<td>Dallas Buyers’ Club</td>
<td>• homophobia / health care</td>
</tr>
<tr>
<td>Dead Man Walking</td>
<td>• capital punishment</td>
</tr>
<tr>
<td>Elephant Man</td>
<td>• welfare / human rights</td>
</tr>
<tr>
<td>Erin Brockovich</td>
<td>• corporate responsibility</td>
</tr>
<tr>
<td></td>
<td>• pollution</td>
</tr>
<tr>
<td></td>
<td>• single parenting</td>
</tr>
<tr>
<td>The King’s Speech</td>
<td>• disability</td>
</tr>
<tr>
<td>Magdalene Sisters</td>
<td>• institutional abuse</td>
</tr>
<tr>
<td>Philomena</td>
<td></td>
</tr>
<tr>
<td>Rabbit-Proof Fence</td>
<td></td>
</tr>
<tr>
<td>Pursuit Of Happyness</td>
<td>• poverty</td>
</tr>
<tr>
<td></td>
<td>• homelessness</td>
</tr>
<tr>
<td>Schindler’s List</td>
<td>• war</td>
</tr>
<tr>
<td>Hotel Rwanda</td>
<td>• genocide</td>
</tr>
<tr>
<td>The Social Network</td>
<td>• privacy</td>
</tr>
<tr>
<td>Citizenfour</td>
<td>• cyber bullying</td>
</tr>
<tr>
<td>Supersize Me</td>
<td>• obesity</td>
</tr>
<tr>
<td></td>
<td>• advertising to children</td>
</tr>
<tr>
<td></td>
<td>• junk food addiction</td>
</tr>
<tr>
<td>Titanic</td>
<td>• social disparity / classism</td>
</tr>
<tr>
<td>What’s Love Got To Do</td>
<td>• domestic violence</td>
</tr>
<tr>
<td>With It?</td>
<td></td>
</tr>
</tbody>
</table>

Table 2  20+ films to Get Students Thinking

Conclusion

In my experience, students unfailingly rise to the challenge of exploring difficult questions. They enjoy putting together a presentation to share their passion for a particular film with their peers – the most dedicated will prepare a power-point presentation - and they appear to revel in the fact that they get to choose not only the film itself, but excerpts and quotations for study, the pertinent vocabulary they will teach and the themes and discussions they will engage their classmates in.

From the teacher’s point of view, it is also very satisfying to know that when students are presented with thought-provoking film clips, the prospect of researching and writing an assignment becomes challenge rather than chore. I like to think that by using film in the classroom, unwilling readers become engaged and essentially tricked into doing good reading and research.

Finally, there is often concern about copyright and using film in class, so it is good to report that the United States - probably one of the most strict regarding copyright laws - allows professors to use film clips for educational purposes without fear of penalty (Kolowich, 2010). Those of us in Asia should have even less to fear.

Afterword

Please note that while the university course I teach focuses on the use of film for advanced EFL students, this has also been used successfully with lower-level learners. Omitting the presentation section required of students, teachers can choose to select excerpts themselves to exploit from the language-learning point of view or to stimulate thinking and discussion. Discussions will naturally be less developed and the research element more elementary, but no less valuable. I believe that we should never forget that just because students may have difficulties expressing themselves in English, it in no way means that they are unable to think about issues. I consider it one of my most important roles as a teacher to facilitate this.

References

Internet Movie Data Base <www.imdb.com>

Beverley Lafaye
Tokaiakuen University, Nagoya, Japan
E-mail: <belafaye@tokaiakuen-u.ac.jp>
**My Top 5 On-line Games on Social and Global Issues**  
*by David Deubelbeiss*  
[http://ddeubel.edublogs.org/category/games/]

**Introduction**
On-line games on global issue topics are something that students really get interested in. They are very motivating for language learning, they help bring the learning focus into the wider world and they get kids thinking. Critically thinking. Even active.

Further, these games are for the most part authentic. That can pose a challenge for many language learners. However, because of the strong context provided through visuals / text / audio in these games, that isn’t a big problem. One other feature of these games is that they take time and are, for the most part, script based.

Below are my personal “Top 5” favorite games on social and global issues. All of these games - and many more along the same lines - can be found on the game page of the website EFL Classroom 2.0  
[<http://eflclassroom.com/>].

### 1. Darfur is Dying
A game where students live the life of a refugee camp member and have to make decisions in order to survive.

**Overview:**  
*Darfur is Dying* is a viral video game for change that provides a window into the experience of the 2.5 million refugees in the Darfur region of Sudan. Players must keep their refugee camp functioning in the face of attacks by Janjaweed militias. Players learn about the genocide in Darfur that has taken the lives of 400,000 people, and find ways to get involved to help stop this human rights humanitarian crisis.

[www.darfurisdying.com](http://www.darfurisdying.com)

### 2. Sim’s Sweatshop
Students learn about life as a sweatshop worker. Attractive and well put together. Students actually work, gain a wage and get to feel what life might be like for those working in a sweatshop.

**Overview:**  
You’re invited to enter the world of the sweatshop and become a factory worker. Do you accept the challenge? Can you tirelessly make sports shoes for less than $1 an hour as you struggle to support your family? Let the game begin...

[www.simsweatshop.com](http://www.simsweatshop.com)

### 3. Spent
The player must make spending decisions as an unemployed worker and then try to survive what life throws at them.

**Overview:**  
Work hard. Do the right thing. Homelessness is something that will never happen to me. Sometimes, all it takes is one life-changing experience to land you on the streets: a job loss, death of a loved one, divorce, natural disaster, or serious illness. Next thing you know, a chain of events sends things spiraling out of control... How would you cope? Where would you go? What would you do?

[http://playspent.org/](http://playspent.org/)

### 4. Finding Zoe
In two age levels, students try to find Zoe and deal with all the social relationship problems that come along. The game promotes tolerance and good relationships between girls and boys.

**Overview:**  
Finding Zoe is an online game that addresses gender stereotypes and abusive teen dating relationships. Geared towards youth aged 8-10 and 11-14, Finding Zoe explores root causes of violence against women and girls, challenges gender stereotypes, instructs on warning signs of violence, and introduces community services.


### 5. Student Survivor
Students navigate through the quagmire that is university life and try to survive.

**Overview:**  
Create a student and help them graduate from university while keeping on top of their health, social life, studies and finances.

[http://www.studentsurvivor.org.uk/2/](http://www.studentsurvivor.org.uk/2/)

*This article has been reprinted with permission from the author’s on-line blog.*

**David Deubelbeiss**
Ewha Women’s University, Seoul, Korea
E-mail: <admin@eflclassroom.com>
Website: <www.eflclassroom.com/david/>
<table>
<thead>
<tr>
<th>Game Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fair Play</strong></td>
<td>A game where players become an African American graduate student and are forced to deal with common racial biases.</td>
</tr>
<tr>
<td><strong>Ayiti: The Cost of Life</strong></td>
<td>An on-line game in which players work to manage a rural family of four in Haiti over a period of 3 years.</td>
</tr>
<tr>
<td><strong>Trace Effects</strong></td>
<td>An ESL game where players learn English while exploring social activism, conflict resolution &amp; empowering women.</td>
</tr>
<tr>
<td><strong>The Migrant Trail</strong></td>
<td>A game in which players take on the roles of undocumented migrants and patrol agents along the US-Mexico border.</td>
</tr>
<tr>
<td><strong>Electrocity</strong></td>
<td>An on-line game in which players become mayor of a virtual town and work to create a sustainable city.</td>
</tr>
<tr>
<td><strong>Free Rice</strong></td>
<td>A vocabulary game in which 10 grains of rice are donated to the World Food Program for every correct answer.</td>
</tr>
<tr>
<td><strong>Amazon Trail</strong></td>
<td>A game in which players travel up the Amazon River and learn about the Amazon rainforest, its plants, animals and people.</td>
</tr>
<tr>
<td><strong>Other Good Games to Check Out</strong></td>
<td>Peacemaker (Israel-Palestine) Minecraft (Undugu Playground) Play the News Where in the World is Carmen</td>
</tr>
<tr>
<td><strong>Grand Theft Childhood</strong></td>
<td>Read this book from Harvard Medical School about violent video games and their impact on children and young people</td>
</tr>
</tbody>
</table>

### GAMES FOR CHANGE<br/>&lt; [www.gamesforchange.org](http://www.gamesforchange.org) &gt;<br/>

**Mission:** Catalyzing Social Impact Through Digital Games<br/>

Games for Change was founded in 2004 and facilitates the creation and distribution of social impact games that serve as critical tools in humanitarian and educational efforts. We aim to leverage entertainment and engagement for social good. To further grow the field, Games for Change convenes multiple stakeholders, highlights best practices, incubates games, and helps direct investment into new projects.

### TAKE ACTION GAMES<br/>&lt; [http://takeactiongames.com](http://takeactiongames.com) &gt;<br/>

**Mission:** Innovative game design that intersects art, activism, ethics & documentary<br/>

Take Action Games was founded in 2006 and specializes in games for change. Our goal is to address significant social and political themes via innovative game design that traverses the intersection of art, activism, ethics and documentary. TAG strives to create interactive experiences to issues of social justice in hope of expanding the expressiveness of games towards diverse experiences and audiences.

### Shin-Eiken Association<br/>&lt; [www.shin-eiken.com](http://www.shin-eiken.com) &gt;<br/>

Shin-Eiken is a dynamic high school English teachers group in based in Japan which works to promote global awareness, peace, international understanding and humanistic education. Check out its Japanese website, subscribe to its magazine or attend one of its many regional events in Japan.

### “Shin Eigo Kyoiku” (New English Classroom) Magazine<br/>Sanuysha Press &lt;www.sanuysha-shuppan.com&gt;<br/>

**Issue # 546** (February 2015)<br/>
- Teaching for Peace via World Peace Museums (Takako Kasuya)<br/>- Hate Speech and the Song “Ebony and Ivory” (K. Yonemushi)<br/>

**Issue # 547** (March 2015)  Theme: English and Thinking Skills<br/>- Teaching about Prejudice via the Film “Hairspray” (K. Nomura)<br/>- Thoughts on the Globalization of English Ed. (Masumi Ikeda)<br/>

**Issue # 548** (April 2015)  Theme: Broadening the Textbook<br/>- The American Buffalo & Dances With Wolves (K. Yonemushi)<br/>- Studying the Holocaust through Edith Velmans (T. Shimazaki)<br/>- Teaching Picasso’s War Painting “Guernica” (I. Hagiwara)<br/>- Teaching EFL for Peace to Prevent World War III (Mikio Kan)
Introduction

The United Nations decade of *Education for Sustainable Development* (ESD) concluded in 2014. This project aimed “to equip people with knowledge and skills in sustainable development, while increasing their opportunities for leading healthy, productive lives in harmony with nature and with concern for social values, gender equity and cultural diversity” (WWF, 2014).

In November 2014, the city of Nagoya, Japan hosted the final ESD conference of the decade. Whilst the conference delegates mapped ESD’s future, an informative exhibition, featuring 25 education projects selected from over 900, showed how the vision of sustainable communities can be achieved through education, dialogue, public awareness and training activities (UNESCO, 2014).

The exhibitors showed not only passion but a deep understanding of the complex issues in Sustainable Education, focussing not only on the environment but on intrinsically linked issues such as gender, global issues and corporate governance. Educational resources were readily available. Although mostly in English, material was also available in German, French, Spanish and Dutch. Every exhibit had outstanding qualities. However, four were particularly impressive as they feature good practice in technology, teacher training, lesson resources and sustainable campus initiatives.

1 In the Netherlands, the NGO GroenGelinkt (www.groengelinkt.nl) found that enthusiastic teachers were being overwhelmed by the volume of information available. On an easily accessible website, educators can find teaching materials, guest lectures, outdoor activities and ESD. Materials are submitted to a group of expert educators, then given a score. Users can also give feedback using a simple star system (1-5). In the future, they plan to develop a system to categorise resources more efficiently. Although the project is in Dutch, it provides a sustainable model in other countries. Similarly, it demonstrates how technology has become an essential player for ESD.

2 The Green Pack (www.education.rec.org) is a collaboration of 18 nations in Central and Eastern Europe and Asia. The project focusses on the development and implementation of an innovative multimedia educational kit for students available, as and teachers. Topics such as packaging, climate change, urbanisation and waste management have been designed for use in Eastern Europe and can be readily adapted to Japan.

3 Climate change is an enormous problem which cannot be solved simply by governments and business. We all have a part to play, especially in education. The sustainable campus uses an *Environment Agency Dubai* (EAD) manual “Basmat Al Shabab Beeiya - Handprint of Youth on the Environment” which transforms academic concepts into reality. As part of this, audits covering water, climate, land, energy and waste are undertaken (SCI, 2014). Environmental improvement targets are set whilst at the heart of the project is the concept of “learning by doing”.

4 In Kenya, the *Alliance of Religions and Conservation* (ARC) a cross-section of Christian, Muslim and Hindu religious groups in collaboration with the *Kenya Organisation of Environmental Education* (KOEE) have developed a faith-based ESD teacher’s toolkit. 80% of schools in Kenya are associated with faiths either through their founders, coordinators or managers. (Story of Faith-based ESD, 2014).

The toolkit enables teachers to implement faith values into the curriculum, which include living in peace and stewardship of the environment. Pathways to becoming eco-schools using not only good teaching practice but engaging the students’ imaginations have been developed by establishing mini-projects that help the environment such as rainwater harvesting, planting fruit trees and waste management initiatives.

Education will form a central role in the post-2015 Sustainable Development Goals which are expected to be adopted by UN member states in September 2015 (UN, 2015). The ESD exhibition in Nagoya showed what can be achieved through collaboration by diverse groups. At the conclusion of the conference, a *Global Action Programme* (GAP) on *Education for Sustainable Development* was adopted which seeks to generate and speed up ESD action for the future. (UNESCO, 2015,).

Brent Simmonds
Chair, JALT Environmental Committee
E-mail: <brentoldchap@hotmail.com>
**25 ESD Project Exhibition**
The following 25 ESD projects were selected from more than 900 applications worldwide.

**AFRICA**

- **Faith-based education for sustainable development, Kenya** ESD developed by faith, government and civil groups. [www.koe.org](http://www.koe.org)
- **Learning and living for a sustainable future (NaDEET), Namibia** Children and adult participants learn first-hand about sustainable living, biodiversity and the balance between humans and the environment. [www.nadeet.org](http://www.nadeet.org)
- **Éducation environnementale de Dakar, Senegal** Training in nursery techniques and micro gardening to enable unemployed youth and women to create a green city. [www.ville-ge.ch](http://www.ville-ge.ch)
- **SADC REEP (South Africa)** Training to connect learner experiences with local, regional and global curriculum demands. [www.sadc-EEP.org.za](http://www.sadc-EEP.org.za)

**ARAB STATES**

- **Queen Rania (Jordan)** An ESD teacher academy training network which focused on capacity building for teachers in Jordan and around the Arab region. [www.qrta.edu.jo](http://www.qrta.edu.jo)
- **Environnement et développement durable (Morocco)** This project disseminates sustainable development concepts to students, parents and communities, and creates a network of environmental clubs. [www.chartenvironnement.ma](http://www.chartenvironnement.ma)
- **Programme enviromobile (Tunisia)** A mobile learning unit (in a bus), accompanied by a media and advocacy campaign, mobilizing students, teachers, parents and municipalities to learn about sustainable development. [www.giz.de/de/downloads/fr-enviro-mobile-tunisie-2009.pdf](http://www.giz.de/de/downloads/fr-enviro-mobile-tunisie-2009.pdf)

**ASIA AND THE PACIFIC**

- **ESD Experimental Schools, China** focuses on learning more about energy-saving, emission-reduction and sustainable development issues, and aims to facilitate setting up exemplary schools in terms of energy-saving and emission-reduction. [www.unesco.hk/index_topic.php?charset=eng&did=182575](http://www.unesco.hk/index_topic.php?charset=eng&did=182575)
- **Handprint: action towards sustainability, India** This project is a symbol of – or measure for – and a commitment to positive action towards sustain-ability. [www.handprint.in/Resources.html](http://www.handprint.in/Resources.html)
- **Green schools action project, Indonesia** aims to give educators and students ownership of the issues that need resolution and a sense of empowerment over the environmental challenges they face. [www.unescogreenschools.org](http://www.unescogreenschools.org)
- **ASPnet promoting ESD (Japan)** UNESCO Associated School programs which include environment, multicultural understanding, local development, health, energy, peace and human rights. [www.unesco-school.jp/index?action=pages_view_main&page_id=510](http://www.unesco-school.jp/index?action=pages_view_main&page_id=510)

**EUROPE & N. AMERICA**

- **Climate change education for teachers (Kiribati)** Builds capacities in education with the resource *Learning about climate change the Pacific way*, plus teacher development on climate change education. [www.pacificclimatechange.net/index.php/kiribati-education](http://www.pacificclimatechange.net/index.php/kiribati-education)
- **Green pack (Central / Eastern Europe)** Innovative multimedia educational kits for students and teachers. [www.greenpack.rec.org](http://www.greenpack.rec.org)
- **ESD in Germany** Created a platform of discussion and mutual learning, as well as an ESD award scheme. [www.giz.de/expertise/downloads/bmz2013-en-bildung-factsheet.pdf](http://www.giz.de/expertise/downloads/bmz2013-en-bildung-factsheet.pdf)
GroenGelinkt: ICT platform for ESD (Netherlands) Aims to improve access to activities and teaching materials in formal and non-formal ESD. <www.groengelinkt.nl>

Basque country school agenda 21 (Spain) Teaches biodiversity, climate change, water, energy in school communities (teachers, students, families and staff). <http://ourworld.unu.edu/en/basque-city-capitalizing-on-green>

Education for sustainability – WWF (Sweden) Aims to re-orient education sectors and commu-nities towards a focus on ESD, through WWF model communities in East Africa, Cameroon, Madagascar, India and Indonesia. <www.wwf.se/utbildning/wwf-education/1522608-ny-education>

LATIN AMERICA & THE CARIBBEAN

Colectivos Educadores/Municipio Educador Sustentable (Brazil) supports collective action as well as sharing information on environmental education and the environmental challenges faced by inhabitants. <www.unesco.org/new/en/unesco-world-conference-on-eds-2014/about-the-conference/programme-documents/exhibitions/>

Red Nacional de Jóvenes de Ambiente (Colombia) This National Environment Youth Network develops exchanges and activities for young people through information, participation and management for sustainable development. <www.corponor.gov.co/gel32/index.php/english>

Earth Charter (Costa Rica) Recognized as an important ethical framework for sustainable development (UNESCO 32C/Resolution 17). Many educators around the world use the Earth Charter as a way to bring ethics for sustainability to the classroom. <www.earthcharterinaction.org>

Proyecto del Mar Caribe Observando la Arena, (Dominican Republic) ‘Sandwatch’ is an educational process, through which students and members of the community can learn and work hand-in-hand, to critically evaluate the problems and develop strategies for dealing with them. <http://sandwatch.ca>


References


Green has never been this close. GroenGelinkt2015. <www.groengelinkt.nl>


Support Plan for Organizing the UNESCO World Conference on ESD.


The Story of Faith-Based ESD; The Alliance of Religions and Conservation & Kenya Organisation of Environmental Education. 2014. <www.arcworld.org> or <www.koece.org>


WWF (Africa) Education For Sustainable Development, Sustainable Schools In Eastern Africa - Making a Difference, 2014. WWF.

<table>
<thead>
<tr>
<th>ESD Toolkit &lt;www.esdtoolkit.org&gt;</th>
<th>University Leaders for a Sustainable Future (ULSF) &lt;www.ulsf.org&gt;</th>
<th>ESD Videos On-line &lt;www.youtube.com&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>This website gives a comprehen-sive overview of what ESD is and shows how to implement it. Make sure to check out their list of on-line Web Resources.</td>
<td>Check out their listings to learn about what colleges and universities worldwide are doing to promote sustainable campuses.</td>
<td>Do a quick search via Youtube for Education for Sustainable Development to see ESD intros, country case studies, children’s testimonies and ESD reports.</td>
</tr>
</tbody>
</table>
### Why Teach about Destructive Cults?

This year marks the 20th anniversary of the 1995 sarin gas attacks carried out by Aum Shinrikyo in Tokyo. At the time, people in Japan and around the world were shocked to learn how easily Shoko Asahara, a blind “guru”, had brain-washed so many idealistic young people to carry out the kidnapping, torture and mass murder that were part of his insane plan for world destruction. Teaching this topic in the language class promotes awareness and critical thinking, and can protect our students from the evil cults that target them and the cult recruiters that roam our campuses.

### Teaching Ideas

- Create an EFL unit about Aum Shinrikyo, Shoko Asahara and the 1995 sarin attacks to help students understand the danger of cults.
- Have students read and discuss profiles of other destructive cults (examples on page 18).
- Have students choose a particular cult, do research on it (history, aims, leader, issues), then give an oral or written report in English.
- View, study and discuss one or more films about destructive cults (see the list on pg. 19).
- Invite a guest speaker to come talk to your class (a former cult member, an anti-cult activist...)

### Cult Education Institute (CEI)
<www.culteducation.com>
For info and updates in English about cults and anti-cult education, check out the website of CEI.

### Japan Society for Cult Prevention & Recovery
<www.jscpr.org/index_E.htm>
For information (in Japanese) on cults and anti-cult education in Japan, see the website of JSCPR.

### Key Books for Learning about Cults and Anti-Cult Education

For Japanese info on cults and mind control, try the 2 books below. English books are listed on page 22.

- **マインド・コントロールの恐怖** (The Terror of Mind Control)
  ステーヴン・ハッサン (恒友出版) 1993
  This is the Japanese translation of Steven Hassan’s classic 1990 anti-cult book *Combatting Cult Mind Control.*

- **カルトからの脱会と回復のための手引き** (Handbook for Escaping Cults)
  日本脱カルト会教 (JSCPR) (2011)
  This is a great handbook on cults in Japan published by the Japan Society for Cult Prevention and Recovery (JSCPR).
Dangerous Religious Cults: Seven Case Studies

1. What is / was ________? 2. When was it founded? 3. Who was __________? 4. What did he do? 5. What happened?

<table>
<thead>
<tr>
<th>Cult</th>
<th>Description</th>
<th>Founder</th>
<th>Founded</th>
<th>Location</th>
<th>Cause of Notoriety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aum Shinrikyo (Shoko Asahara)</td>
<td>was a Japanese cult founded in 1984 by a blind yoga teacher named Shoko Asahara. He trained his followers to obey his orders, make chemical weapons and prepare for doomsday. Those who opposed the cult were murdered. On March 20, 1995, Aum members released sarin gas on the Tokyo subway, killing 12 and injuring 900. Asahara is now in prison.</td>
<td>Shoko Asahara</td>
<td>1984</td>
<td>Japan</td>
<td>Suicide attack on the Tokyo subway</td>
</tr>
<tr>
<td>The People’s Temple (Jim Jones)</td>
<td>was an American cult founded in 1950s by Marshall Applewhite. Its beliefs revolved around UFOs and the Bible. Cult members shaved their heads and designed web-sites to make money. In 1997, they mistook a comet for the end of the world. They recorded good-bye messages on video, then committed group suicide by eating poison applesauce.</td>
<td>Jim Jones</td>
<td>1950s</td>
<td>Jonestown, Guyana</td>
<td>Mass suicide</td>
</tr>
<tr>
<td>Heaven’s Gate (Marshall Applewhite)</td>
<td>was an American cult founded in 1975 by Marshall Applewhite. Its beliefs revolved around UFOs and the Bible. Cult members shaved their heads and designed web-sites to make money. In 1997, they mistook a comet for the end of the world. They recorded good-bye messages on video, then committed group suicide by eating poison applesauce.</td>
<td>Marshall Applewhite</td>
<td>1975</td>
<td>Los Angeles, California</td>
<td>Mass suicide</td>
</tr>
<tr>
<td>Unification Church (Sun Myung Moon)</td>
<td>was founded in 1954 by Sun Myung Moon, a Korean Christian. Moon taught that he was appointed by Jesus Christ to save the world. His group, the Moonies, became rich and powerful and was famous for its mass weddings. Moon was sent to prison in 1982 and died in 2012. His church has been accused of brainwashing and exploitation.</td>
<td>Sun Myung Moon</td>
<td>1954</td>
<td>South Korea</td>
<td>Mass weddings and brainwashing</td>
</tr>
<tr>
<td>Branch Davidians (David Koresh)</td>
<td>was a charismatic American Christian. In 1988, he became the leader of the Branch Davidian cult in Waco, Texas. He predicted the end of the world in 1995 and armed his followers with automatic weapons. When US government agents came to arrest him in 1993, his followers shot at them. A fire broke out killing 80 members, including 22 children.</td>
<td>David Koresh</td>
<td>1988</td>
<td>Waco, Texas</td>
<td>Mass shooting</td>
</tr>
<tr>
<td>Scientology (L. Ron Hubbard)</td>
<td>was founded in 1954 by L. Ron Hubbard, an American science fiction writer who died in 1986. He taught that humans are alien spirits and that their problems can be cured by an expensive process called “auditing”. Critics have called Scientology a dangerous cult which extorts money, exploits its followers and harasses critics and ex-members.</td>
<td>L. Ron Hubbard</td>
<td>1954</td>
<td>United States</td>
<td>Exploitation and harassment</td>
</tr>
<tr>
<td>The Manson Family (Charles Manson)</td>
<td>was a California criminal who formed a 1960s cult of American hippies around the Beatles song Helter Skelter. He taught his followers that the world would be destroyed in a race war and ordered them to kill strangers. In 1969, he and his cult members brutally tortured and murdered 9 people in Los Angeles including famous Hollywood actress, Sharon Tate.</td>
<td>Charles Manson</td>
<td>1960s</td>
<td>Los Angeles, California</td>
<td>Torture and murder</td>
</tr>
</tbody>
</table>
A SHORT GUIDE TO HOW CULTS WORK

Recruiting

- **Making contact:**
  - a group of unusually cheerful young people approach you on campus and start talking with you. Soon you’re “instant friends”!
  - OR a friendly stranger approaches you on the street and asks you to do a short survey
  - most people who are recruited into a cult are at a vulnerable time in their life

- **The Invitation:**
  - Your new “friends” tell you about an upcoming “study group” or “meeting” and insist that “you’ve just got to attend!”

- **The Pitch:**
  - You attend the “meeting”, do some ice-breaking activities, then hear an idealistic but vague and confusing “lecture”
  - Your “friends” pressure you to attend a weekend seminar to learn more about how their special group is working to “save the world”

Life in the Cult

- **Brainwashing, Isolation and Control:**
  - Before you know it, you’re spending more time with your new “friends” and trying to understand their “deep” philosophy
  - To help you concentrate on your “spiritual progress”, the cult forces you to cut off all contact with “unhealthy influences” such as your family, friends and relatives
  - To make sure you don’t ask questions or think critically, you’re kept busy chanting, reciting the leader’s holy text and blocking “negative” thoughts
  - Soon, you’re a drone who is mercilessly exploited for the benefit of the cult

Escaping from a Cult

- If you’re lucky, your family will arrange for a cult exit counselor to help you escape

Recovery

- cult survivors suffer from PTSD (post-traumatic stress disorder) and need time to recover

**Discussion or Debate: Are They Cults?**

Being a cult is not a simple yes-no, either-or, black-or-white issue. Many groups have cult-like aspects. Have your students debate whether the following are cults or cult-like organizations:

- Aum Shinrikyo
- North Korea
- AKB 48
- your high school

**HOW DO I KNOW IF IT’S A CULT?**

- Deceptive recruiting using lies and evasion?
- Intense peer pressure? Emotional blackmail?
- Near-worship of a charismatic leader?
- Brainwashing of members?
- Forced isolation from the outside world?
- Virtual imprisonment and near-slave labor?
- A deliberate culture of fear and paranoia?
- Separation of spouses and parents from kids?
- Controlling of personal relations? (who you can contact / whether you can marry...)
- Vast differences in the lavish lifestyle of the higher-ups and those lower down?
- Handing over all your money and goods to the cult and its leader?
- Endless fundraising and recruiting to expand the power base of the group?
- Constant self-criticism? Rewarding followers for reporting the “sins” of other members?
- An urgent spiritual mission? A need to lie, cheat, kidnap and kill to “save the world”?
- Demonization and harassment of cult critics and former members?

**Movies about Cults**

**The Master** *(2012)*

Powerful story of a drifter who gets involved in a Scientology-style cult run by a charismatic leader.

**The Sacrament** *(2013)*

A journalist attempts to locate his sister who has joined a cult. Based on events at Jonestown.

**Holy Smoke** *(1999)*

A girl is inducted by a guru into a cult. Her family hires a deprogrammer to get her out *(Kate Winslet)*

**Elmer Gantry** *(1960)*

A salesman joins a religious group and uses his persuasive skills to take control. *(Burt Lancaster).*

**For more movies, google:**

- 20 Great Films about Religious Cults
- 10 Essential Movies about Cults

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*I would love to see every high school and college teach its students about destructive cults. The course needn’t mention any particular group by name: it should discuss the principles of mind control and teach students to be suspicious of any environment that discourages them from asking critical questions. I encourage everyone to get involved. In the words of Edmund Burke, “All it takes for evil to triumph is for good men to do nothing.”*

– Steven Hassan (US cult expert)
### Resources and Information

<table>
<thead>
<tr>
<th>Moral Heroes</th>
<th>Karmatube</th>
<th>Oxfam Education</th>
</tr>
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</table>

**Moral Heroes** is an archive of inspirational men, women and youth - past and present - who have dedicated their lives to working for a better world. A great site for student projects!

**Karmatube** features videos from around the world that inspire people to think and act. Browse their set of clips on love, courage, generosity, everyday altruism, empowering girls and more.

**Oxfam Education** is a dynamic UK global education website for teachers and students featuring information, news and resources about global issues, international themes and world citizenship.

<table>
<thead>
<tr>
<th>Global Dimension</th>
<th>United Nations Works</th>
<th>Better World Links</th>
</tr>
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**Global Dimension** is a great UK resource designed to help teachers bring a global dimension to their schools. Click on “Curriculum Subject” to find some great global education resources for teaching.

**United Nations Works** is a great global education website for teaching about global issues such as poverty, peace, human rights and AIDS. Check out their *What’s Going On?* video series!

**Better World Links** is an amazing global education resource which lists links to 80,000 websites on dozens of global issues such as war, peace, human rights, health, media, gender, culture and youth.

<table>
<thead>
<tr>
<th>Peace Boat</th>
<th>U.N. Cyber School Bus</th>
<th>Better World Website</th>
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**Peace Boat** is a Japanese NGO which organizes round-the-world cruises each year to study world regions and global issues. They run programs for college students. Encourage your students to join!

**The United Nations Cyber School Bus** is a classic global education website which features teaching materials, country profiles, data, games, quizzes, class activities and other resources on global themes.

**Better World** is a peace education website which features 5,000 free resources on heroes, quotes, dates & issues. It was set up in memory of murdered US peace activist Emily Silverstein by her father.

<table>
<thead>
<tr>
<th>Global Issues</th>
<th>Green Teacher</th>
<th>Global Issues at ESL Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.globalissues.org">www.globalissues.org</a></td>
<td><a href="http://www.greenteacher.com">www.greenteacher.com</a></td>
<td><a href="http://www.esleetc.com">www.esleetc.com</a></td>
</tr>
</tbody>
</table>

**Global Issues** is an informational website with over 500 articles on global issues topics from military spending and racism to poverty, the environment and the arms trade.

**Green Teacher** is a great website and magazine which offers classroom ideas, activities and resources to help promote environmental awareness in schools.

**ESL Etc.** features great free handouts, teaching resources and podcasts on global issues, global education and global activism in language teaching. Check it out!
(1) **“Seeing the World Through the News”**  (2-book set and DVD series)  
Kinseido Press, Tokyo  
Tel: 03-3263-3828  <www.kinsei-do.co.jp>  <text@kinsei-do.co.jp>  
This 2-book DVD series for intermediate Japanese learners features BBC News clips on social and global topics. Each 6-page unit features a preview, DVD viewing tasks, background info, comp questions, a summary writing task and follow-up activities.

**Seeing the World Through the News 1**  by D. Cheetham et al  (2015: ¥2,400)  
The 15 topics in Book 1 include: *Queen Elizabeth II, British food, Facebook and free speech, Stonehenge, Muslim dress, death of the book, day trip to Derry, becoming British citizens, at home with dementia, Scottish independence and university fees.*

**Seeing the World Through the News 2**  by T. Knowles et al  (2015: ¥2,400)  
The 15 topics in Book 2 include: *the Canterbury girls’ choir, a festival for geeks, saving the elephants, British education, horse therapy, Cyber Monday, Red Cross poverty aid, bicycles, processed meat, hope for the blind, being British & immigrants.*

(2) **"Campaign: English for Law Enforcement"**  by Charles Boyle & Ileana Chersan  (2009; ¥3,500)  
MacMillan Language House  E-mail: <sakurada@mlh.co.jp>  Website: www.mlh.co.jp  
This 125-page EFL text is designed to meet the communication needs of 21st century police officers, security personnel and customs staff. Its 12 units deal with: *the world of law enforcement, traffic and vehicles, community policing, emergency calls, property crimes, drugs and alcohol, civil disorder, at the police station, crime scene investigation (CSI), criminal justice, organized crime (human trafficking) and inter-national cooperation (INTERPOL).* Each 8-page unit consists of 4 sub-topics which feature reading, speaking and listening tasks built around text boxes and photos.

(3) **"Reading Pass (Second Edition)"**  by Andrew E. Bennett  (2015)  
MacMillan Language House  E-mail: <sakurada@mlh.co.jp>  Website: www.mlh.co.jp  
The 2nd edition of this 4-level series promotes integrated English skills through high-interest content and colorful graphics on topics linked to entertainment, health, science, society and culture. Each 6-page unit features a 1-page reading passage accompanied by comprehension, vocabulary, listening, writing and discussion tasks.

**Reading Pass Intro**  (¥2,484)  
Its 20 topics include: *fringe science, nuclear power, the World Cup, medical tourism, cell phones, Jerusalem, Serengeti, fair trade, the rich-poor gap, world fairs, fast food*

**Reading Pass 1**  (¥2,484)  
Its 20 topics include: *Olympic cities, Internet communities, console gaming, tele-working, graffiti, e-books, multiculturalism, space tourism, cultural taboos, volun-teering, Burj al Arab, pop culture, climate change, identity theft, India and trans fats*

**Reading Pass 2**  (¥2,484)  
Its 20 topics include: *millennial generation, green profits, pets, viral marketing, TED talks, gossip media, the world’s forests, adventure tourism, the Cannes film festival, philanthropy, fresh water, exporting culture, aging populations, Youtube and yoga*

**Reading Pass 3**  (¥2,484)  
Its 20 topics include: *pro gaming, the blogosphere, organic food, franchises, character culture, language change, motivation, yellow dust, privacy, going carbon neutral, Web 2.0, troubled pop stars, space colonies, office gossip and stem cells*
RESOURCES BOOKS ABOUT DESTRUCTIVE CULTS

Take a look at some of the following books to help you learn more about destructive cults, design anti-cult lessons and protect your students!

**General Books**

**Combatting Cult Mind Control**
by Steven Hassan (1990) $15
A classic text about destructive cults, how they recruit and how to help people escape. A great book to start with!

**Cults In Our Midst**
by Margaret T. Singer (2003) $20
The definitive work on cults, how they work and the damage they do written by one of the world’s top cult experts.

**Cults Inside Out**
by Rick Ross (2014) $23
A solid overview about destructive cults, the devious tactics that they use and how to counter cult brainwashing.

**Cults: Drinking the Kool Aid**
- Flash Guides (July 2015) $9
A new 2015 guidebook which gives profiles of destructive cults ranging from Jonestown to Scientology.

**Leave the Cult Handbook**
by Hiyaqua Cohen (2013) $14
A good guide on ways to identify dangerous cults plus a step-by-step guide on how to leave them.

**Cults: Dangerous Devotion**
DVD (2009) History Channel $15
This 45-minute DVD gives a good overview of dangerous cults ranging from Jonestown to Aum to Waco.

**More Books about Cults in General**
- *A Brief History of Cults* (1999) – P. Haining

**Specific Cults**

**The Cult at the End of the World** – D. Kaplan (1996) $4
A good English account of Shoko Asahara, his Aum Shinrikyo cult and the 1995 sarin gas attacks in Tokyo.

**Destroying the World to Save It**
- R. J. Lifton (2000) $16
A powerful study of Aum Shinrikyo that outlines how millennial cults try to bring about the end of the world.

**I’m Perfect, You’re Doomed**
- Kyria Abrahams (2010) $19
An account of growing up as a Jehovah’s Witness knowing that you’ll go to heaven while others will burn.

**A Thousand Lives**
- Julia Scheeres (2011) $13
The tragic story of the Jonestown massacre and of how Jim Jones forced 1,000 followers to die in Guyana.

**Going Clear: Scientology**
- Lawrence Wright (2013) $13
A fair and objective indictment of L. Ron Hubbard with a detailed history of the secretive cult that he created.

**Helter Skelter**
- Vincent Bugliosi (2001) $13
A gripping account of Charles Manson, his hippie cult and their murder of Hollywood actress Sharon Tate.

**More Books about Specific Groups**
- *Mad After Krishna* (2011) – Paul Ford
- *Escape from Paradise* (2015) - Larkin
Check out the materials, websites and organizations below to catch up on new initiatives or to learn about useful global education resources and materials.

### Breaking News English
[www.breakingnewsentenglish.com](http://www.breakingnewsentenglish.com)

Check out this great EFL website, by webmaster Sean Banville, with its database of free lessons on news and current events ranging from Syria to Mali to Japan to Brazil.

### JALT Critical Thinking SIG

**Learn how you can promote critical thinking in your classes.**

Web: [http://jaltct.wordpress.com](http://jaltct.wordpress.com)

Email: roehl.sybing@gmail.com

**The World Around Us**

Get a copy of this great Canadian ESL text on social / global issues.

* Cost: ¥2000 / $20 (Kip Cates)

### Fair Trade Goods

Bring Third World goods into your school at "fair trade" prices:

* www.peopletree.co.jp or co.uk
* www.fairtrade.net

### Global Education Maps

Decorate your classroom or your school with these great global ed maps. <http://odtmaps.com/>

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### Global Education Resources

Contact the organizations below for information on their latest teaching materials.

**Amnesty International (AI-USA):** books, reports, videos on human rights and human rights education

Amnesty International USA, 322 8th Avenue, New York 10001, USA  
Web: [www.amnestyusa.org](http://www.amnestyusa.org)

**Anti-Defamation League of B’nai B’rith:** teaching resources on ethnic minorities and prejudice reduction

Anti-Defamation League, 823 U.N. Plaza, New York 10017, USA  
Website: [www.adl.org](http://www.adl.org)

**International Education Resource Center (ERIC):** Japanese resources on global education / global issues

ERIC, Cosmo Nishi Sugamo 105, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023  
Web: [www.eric-net.org](http://www.eric-net.org)

**National Geographic Society:** books, maps, DVDs and CD-Roms on global awareness and world cultures

National Geographic, Box 98199 Washington, D.C. 20090-8199 USA  
[www.nationalgeographic.com](http://www.nationalgeographic.com)

**New Internationalist:** maps, atlases, books, posters, CD-Roms on world development and global issues

New Internationalist, Box 1143, Lewiston, New York 14092 USA  
Website: [www.newint.org](http://www.newint.org)

**Oxfam Education Catalog:** teaching packs, posters and games on Third World and development issues

Oxfam Education, 274 Banbury Road, Oxford OX2 7DZ, UK  
Web: [www.oxfam.org.uk/education/](http://www.oxfam.org.uk/education/)

**Peace Education Foundation:** primary and secondary texts on peace education and conflict resolution

Peace Ed. Foundation, 1900 Biscayne Blvd Miami 33132 US  
Fax 305-576-3106  
[www.peace-ed.org](http://www.peace-ed.org)

**Peace Resource Project:** bumper stickers, buttons, T-shirts & coffee mugs on peace and global issues

Peace Resource Project, Box 1122 Arcata, CA 95518-1122 USA  
Website: [www.peacelproject.com](http://www.peacelproject.com)

**Social Studies School Service:** global education catalog of books, videos, software, posters & maps

Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-082 USA  
Tel: 310-839-2436 or 800-421-4246  
<access@socialstudies.com>  
Web: [www.socialstudies.com](http://www.socialstudies.com)

**Stanford Program on Int’l & Cross-Cultural Education:** texts on world cultures & global issues

SPICE, Stanford University, Littlefield Center 14C, 300 Lasuen St., Stanford, CA 94305-5013, USA  
Tel: 415-723-1114 or 800-578-1114  
Fax: 415-723-6784  
Website: [http://spice.stanford.edu/](http://spice.stanford.edu/)

**U.N. Bookstore:** books, videos, posters, maps on global issues, world cultures, int’l understanding

UN Bookstore, New York 10017 USA  

**WWF (World-Wide Fund for Nature):** books, teaching packs and videos on environmental issues

WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK  
Website: [www.panda.org](http://www.panda.org)

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**Japan University English Model United Nations**


This year’s Japan University English Model United Nations (JUEMUN) will be held at Kinki University in Osaka. Check their website for details.

**British Council English Lessons**

<www.teachingenglish.org.uk>  
Check out the EFL teaching ideas and activities listed at the bottom of this webpage including units about the Magna Carta and World War I.
## COMING EVENTS CALENDAR

<table>
<thead>
<tr>
<th>May 3</th>
<th>World Press Freedom Day</th>
<th>June 20</th>
<th>World Refugee Day</th>
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<tbody>
<tr>
<td>May 12</td>
<td>World Fair Trade Day</td>
<td>June 26</td>
<td>International Day against Drugs</td>
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<tr>
<td>May 31</td>
<td>World No Tobacco Day</td>
<td>July 11</td>
<td>World Population Day</td>
</tr>
<tr>
<td>June 5</td>
<td>World Environment Day</td>
<td>Aug 6 9</td>
<td>Hiroshima / Nagasaki Day</td>
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</table>

5 Refugees <www.unhcr.org> <www.unrefugees.org> <www.japanforunhcr.org> <wikipedia>
6 Anti-Drugs Day <www.drugfree.org> <www.dapc.or.jp> <www.unodc.org> <wikipedia>
7 World Population <www.populationconnection.org> <www.unfpa.org/wpd/> <wikipedia>
8 Hiroshima/Nagasaki <www.pcf.city.hiroshima.jp> <www.danenn.com/hiroshima_links.html> <wikipedia>


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### GLOBAL ISSUES IN LANGUAGE EDUCATION

**WHAT ARE GLOBAL ISSUES?** Global issues refer to world problems such as war, hunger, poverty, oppression, racism, sexism and environmental destruction as well as to concepts such as peace, justice, human rights, world citizenship, social responsibility and international understanding.

**WHAT IS GLOBAL EDUCATION?** Global education is a new approach to language teaching which aims at enabling students to effectively acquire and use a foreign language while empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems.

**JALT GLOBAL ISSUES SIG** The Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT) aims to promote:
- (a) the integration of global issues, global awareness and social responsibility into language teaching
- (b) networking and mutual support among language educators dealing with global issues
- (c) awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education

**NEWSLETTER SUBSCRIPTIONS (JALT Members)** JALT members who wish to join the "Global Issues" Special Interest Group can either register and make their payment on-line via the JALT website or send a postal "furikae" form with their ¥1500 payment to JALT from any post office in Japan.

**NEWSLETTER SUBSCRIPTIONS (Non-JALT)** Interested teachers, institutions and organizations are warmly invited to subscribe to our quarterly newsletter. Annual subscriptions are ¥2000 or US $15.
- In Japan, send your ¥2000 payment to: 山陰合同銀行（湖波支店108普通銀行口座3752673
  San’in Godo Bank (Koyama branch 108) Regular Account # 3752673 “GILE Newsletter”
- Overseas subscribers should pay in US dollars (make personal checks out to "Kip Cates" on a US bank)
- Please ask about newsletter exchanges or complimentary subscriptions for global issue NGOs, global education organizations, language teaching associations and teachers in developing countries.

**JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP** (as of July 2014)
- * JAPAN SUBSCRIBERS: GILE SIG / JALT (200)  GLOBAL ISSUES NETWORK (50) = 250
- * INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...) = 100

**NEWSLETTER INFORMATION AND GUIDELINES FOR SUBMITTING ARTICLES**

The Global Issues in Language Education Newsletter is published 4 times a year (March, June, September, December). Those interested in contributing concise articles (1-3 pages in length) on topics related to global education, global issues and language teaching are invited to send these in by e-mail.

Global Issues Newsletter c/o Kip Cates, Tottori University, 4-101 Minami, Koyama, Tottori City, JAPAN 680-8551 Tel/Fax: 0857-31-5148 E-mail: <kcates@rsu.jp> <www.gilesig.org>

Subscriptions: JALT = ¥1500  Non-JALT = ¥2000  Overseas = US $15 (checks to "Kip Cates")

Global Issues in Language Education 24  Newsletter Issue #95  April 2015