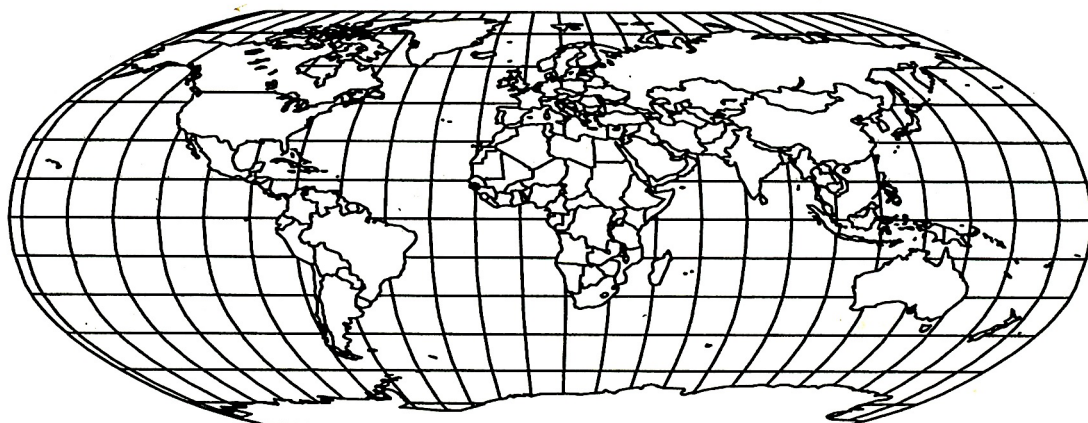


Newsletter of the "Global Issues in Language Education" Special  
Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT)

# GLOBAL ISSUES IN LANGUAGE EDUCATION NEWSLETTER



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Website: [www.jalt.org/global/sig](http://www.jalt.org/global/sig) Newsletter: [www.jalt.org/global/](http://www.jalt.org/global/)

## **NEWSLETTER #51**

This fall newsletter marks the 51<sup>st</sup> issue of our *Global Issues in Language Education Newsletter*. Our featured topic this issue is "Teaching about the United Nations." This includes ideas for classroom activities, a United Nations quiz and a list of resources (books, videos, posters, websites) to help you teach your students about the UN. Our main articles explain how to use the UN Cyber School Bus website for language teaching and how literature can raise student awareness about global issues. Also included are a class activity on global proverbs, a report on the PGL II conference (Tokyo, Sept. 27-28), a preview of the JALT 2003 conference (Shizuoka, Nov. 21-24), profiles of key books about the United Nations and a list of global education calendars to order for the year 2004.

Special features this issue are:

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# ANNOUNCEMENTS

## New Peace Education Certificate

Teachers College Columbia University Tokyo

Teachers College Columbia University (Tokyo campus) is pleased to announce the 2004 schedule for its new TC *Peace Education Program* in Tokyo directed by Dr. Betty Reardon. The program is open to all and leads to a *Certificate in Peace Education*. Details and application forms are on the TC website. The following courses are being offered next spring, summer and fall. Please sign up!

### SPRING 2004

- *Peace Education: Alternatives to War*  
Dates: Feb. 28-29 (Sat-Sun) 10 am – 5 pm  
Mar. 6 - 7 (Sat-Sun) 10 am – 5 pm

### SUMMER 2004

- *Education for a Culture of Peace and Justice*  
Dates: May. 29-30 (Sat-Sun) 10 am – 5 pm  
June 5 - 6 (Sat-Sun) 10 am – 5 pm

### FALL 2004

- *Peace Education Pedagogy: Theory & Practice*  
Dates: Nov. 27-28 (Sat-Sun) 10 am – 5 pm  
Dec. 4 - 5 (Sat-Sun) 10 am – 5 pm

## TC Peace Education Certificate

Ms. Michelle Milner  
Teachers College Columbia University (TC)  
Mitsui Seimei Bldg. 4F 2-21-2 Misaki-cho  
Chiyoda-ku, Tokyo 101-0061 JAPAN  
Tel: 03-3221-9771 <milnermw@tc-japan.edu>  
Web: www.tc-japan.edu (go to *Applications*)

## WANTED: Volunteer Inputters

For inputting on computer back issues of the *Global Issues in Language Education Newsletter*

In order to have digital copies of all back issues of the *Global Issues in Language Education Newsletter*, we're looking for volunteers who can input by hand articles from past newsletter editions. This will allow us to create a CD-Rom of all 50 newsletter issues since 1990 as well as upload previous issues on-line on our website. If you have a computer, some free time and a willingness to help, please contact us. Volunteers will:

- receive hard copies of issues to input
- be able to work at their own pace
- have their names mentioned
- be reimbursed with a free global education teaching resource or free newsletter subscription

### Contact:

Tim Newfields <newfield@dream.ocn.ne.jp>  
Kip Cates <kcates@fed.tottori-u.ac.jp>

## New Journal of Peace Education

www.tandf.co.uk/journals/offer/cjpe.asp  
www.tandf.co.uk/journals/titles/14700201.asp

Carfax Publishing (Taylor & Francis) is pleased to announce the founding of a new *Journal of Peace Education* on the theory, research and practice of peace education in a variety of educational and cultural settings. The journal is multidisciplinary and intercultural, and aims to further original research on peace education theory, curriculum and pedagogy. Peace education is defined as education for the achievement of a nonviolent, ecologically sustainable, just and participatory society. The editor invites manuscripts on a broad range of topics as these relate to relevant areas such as education for and about:

- |                                |                        |
|--------------------------------|------------------------|
| * conflict resolution          | * global issues        |
| * disarmament                  | * gender equality      |
| * environmental care           | * anti-racism          |
| * human rights                 | * cultural diversity   |
| * indigenous peoples           | * civic responsibility |
| * social futures.              |                        |
| * ecological sustainability    |                        |
| * intercultural understanding  |                        |
| * educational social movements |                        |

The journal is sponsored by the *Peace Education Commission* (PEC) of the *International Peace Research Association* (IPRA) and will address a wide range of scholars, researchers, activists, policy-makers and practitioners in peace education. The editors welcome well-written articles that advance knowledge and assist the development of good practice in peace education as well as review essays and proposals for thematically-based issues.

Editor: John Synott (Queensland University of Technology, Australia)

Frequency: 2 issues per year

First Issue: Volume 1, 2004,

ISSN Print 1470-0201 ISSN Online 1470-021X

### 2004 Subscription Rates:

- Institutional: US\$158 / UK 96 pounds
- Individual: US\$49 / UK 30 pounds

### Website Services (above):

- Order a sample issue available
- View / download information for contributors

### Contact: *Journal of Peace Education*

Carfax Publishing, Taylor & Francis,  
Customer Services, 325 Chestnut St.,  
8<sup>th</sup> Fl., Philadelphia, PA 19106 USA  
E-mail: journals.order@tandf.co.uk  
Web: www.tandf.co.uk/journals



# JALT GLOBAL ISSUES SIG OFFICERS FOR THE YEAR 2003

Here are our 2003 officers for the *Global Issues in Language Education* Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT). Please get in touch with us!

## ADMINISTRATIVE OFFICERS

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Wanted: New Kyushu Rep!  
Apply to Kip Cates (above)

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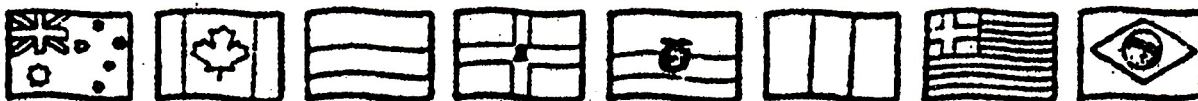
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## WHERE CAN I DONATE USED LANGUAGE TEXTBOOKS?

*Don't throw away old textbooks, journals, dictionaries or cassette tapes!! Recycle them!*

### Directory of Book Donation Organizations

Browse their homepage for a listing of projects which donate used books to needy countries.  
Sabre Foundation, 872 Massachusetts Ave.,  
Cambridge MA 02139, USA <sabre@sabre.org>  
www.sabre.org/books/donation.html

### English Teaching Books for Kazakhstan

The National Association of English Teachers in Kazakhstan needs books (texts, methodology, dictionaries, ESP...) for university teachers and students. Pay your own shipping costs. Send to: Madiyeva Zlikha, 95, Karasaj Batyra, Office 543, Almaty 480012 Kazakhstan <zaira@kimep.kz>

### Vietnam Book Donation Project

Donate materials directly to teachers in Vietnam! Pay your own shipping costs. Send to: Tran van Phuoc, Hue University of Teacher Ed. 32 Le Loi, Hue, Vietnam khoaang@dng.vnn.vn

### "Book Aid" South Africa Library Project

Help black South African kids! Check first to see what's needed. They'll mail to South Africa.  
Chikako Noda (Japan) <cnoda01@mc.ejnet.ne.jp>  
Website: <www.h4.dion.ne.jp/~taaa/index.htm>

## WHERE CAN I GET RECYCLED PAPER?

*Here are 4 sources of recycled paper. Let us know of others. This newsletter uses "White Yamayuri".*

### Eco-Paper 100 (100% recycled from waste paper)

Chubu Recycle, Tokugawa 2-11-17, Higashi-ku,  
Nagoya 461 Tel: 052-931-3304 Fax: 931-0505

### Honshu Seishi "White Yamayuri" (70% recycled)

Honshu Seishi, Ichikawa Bldg 3F, 5-13-3- Ginza,  
Chuo-ku, Tokyo 104 Tel: 03-3545-6331

### Seibu "My Staff" (83% recycled, greyish hue)

Seibu, Sunshine 60, Higashi Ikebukuro 3-1-1,  
Toshima-ku, Tokyo 170 Tel: 03-5396-3587

### Fuji Xerox "R" (70% recycled, virgin white)

Fuji Xerox, Akasaka 3-3-5 Akasaka, Minato-ku,  
Tokyo 107 Tel: 03-3585-3211

## GLOBAL ISSUES IN LANGUAGE TEACHING JOURNALS

*Abstracts of articles on global issue topics from language teaching journals.*

### Media Literacy in the ESL/EFL Classroom

by Carla Quinlisk (Pennsylvania State University, USA) <crc5@psu.edu>

This article notes the immersion of students and growing reliance of language educators on newspapers, magazines, advertisements, film, TV and the Internet. She argues that, in our media-saturated age, media literacy should be ranked as high as such language skills as reading, writing and speaking. To begin, she has students brainstorm stereotypes about places ("When I say *Africa*, what images and impressions do you have?") and helps students analyze where their images come from. She suggests that teachers: (1) have students look critically at advertisements, (2) analyze TV and film portrayals of people, and (3) look for hidden stories (*the American dream, fear mongering*) that underlie much modern news reporting. (*TESOL Journal* Vol. 12/3 Autumn 2003 US [www.tesol.org](http://www.tesol.org))

### Living in the 21<sup>st</sup> Century: Globales Lernen – auch im Englischunterricht?

by Jurgén Einhoff (Abendoberschule, Hildesheim, Germany)

This article (written in German) explains the importance of global learning for students in Germany and argues for a global education approach to English teaching based on the five global concepts (*interdependence, images and perceptions, social justice, conflict and conflict resolution, change and the future*) in Susan Fountain's book *Education for Development* (Hodder & Stoughton, 1995). As sample class activities, he describes a global issues survey, an imaginary "letter from the future" and an essay on globalization. (*Praxis* 4/03, Oct/Dec 2003 Germany [www.pzv-berlin.de](http://www.pzv-berlin.de))

### Embracing Global Education: Advice for Japanese University English Classrooms

by Masataka Kasai (Ohio State University, USA) <masatakasai@hotmail.com>

This article, by a Japanese scholar doing a PhD on global education in the US, explains the rationale for using a global education approach to teach English in Japan, outlines six main elements of global education (*perspective consciousness, global issues, global interdependence, global history, cross-cultural learning and skills, participation in global society*) and argues for the teaching of World Englishes in Japanese EFL classes in order to promote an international perspective and to achieve these six aims of global ed. (*The Language Teacher* Vol. 27 / 11, JALT, Japan, November 2003)

### Teaching Critical Thinking and Discussion

by Richard Day (University of Hawaii, USA) <rday@hawaii.edu>

This brief article introduces the concept of "critical thinking," gives a definition of the term, describes the history of critical thinking in language teaching, summarizes research in this area and responds to concerns about teaching critical thinking to Asian language learners. The author defines critical thinking as "a disciplined manner of thought with which we assess the validity of statements, news stories, arguments and research." He explains three basic types that EFL teachers can promote (fact vs opinion, examining assumptions, open-mindedness) and cites research to show that Asian students value critical thinking. (*The Language Teacher* Vol. 27 / 7, JALT, Japan, July 2003)

### Green Teacher Magazine

Ideas for Global and Environmental Education



*Green Teacher* is a quarterly magazine with exciting ideas and resources to help you promote global awareness in your school. Subscribe today!

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Overseas: \$60 (air mail)

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

**E Magazine**, Box 2047, Marion, OH 43305, USA



## NEWS FROM LANGUAGE TEACHING ORGANIZATIONS

### PAC 5 Conference

June 24 - 27, 2004 Vladivostok, Russia  
[www.dvgu.ru/rus/partner/education/feelta/pac5/](http://www.dvgu.ru/rus/partner/education/feelta/pac5/)

The fifth *Pan-Asian Conference on Language Teaching* (PAC 5) will be held June 24-27, 2004 in Vladivostok on the theme *Teaching Languages in Diverse Contexts* sponsored by the *Far Eastern English Language Teaching Association* (FEELTA). Deadline for on-line proposals: **December 1, 2003**

### Thai TESOL Conference

Jan. 29 - 31, 2004 Khonhaen, Thailand  
[www.thaitesol.org](http://www.thaitesol.org)

The 2004 conference of *Thai TESOL* will be held Jan. 29-31 in Khonhaen, Thailand on the theme of *Teacher Development*. Details on their website.

### Asia TEFL Conference

Nov. 7 - 9, 2003 Pusan, Korea  
[www.asiatefl.org](http://www.asiatefl.org)

The first-ever conference of the new *Asia TEFL* association was held Nov. 7-9 in Pusan, South Korea on the theme of *TEFL in Asia: Emerging Issues*.



### Int'l Association of Teachers of English as a Foreign Language

3 Kingsdown Chambers, Tankerton,  
 Whitstable, Kent CT5 2DJ, UK

<[www.iatefl.org](http://www.iatefl.org)> <[generalenquiries@iatefl.org](mailto:generalenquiries@iatefl.org)>

### IATEFL 2004 CONFERENCE

Next year's IATEFL conference will be held April 13-17, 2004 in Liverpool, England. The conference will bring together over 1,400 ELT professionals from round the world. For details <[www.iatefl.org](http://www.iatefl.org)>.

### Global Issues SIG

For information on IATEFL's GI-SIG, contact:

### Global Issues SIG Chair:

Wolfgang Ridder <[jwh.ridder@t-online.de](mailto:jwh.ridder@t-online.de)>

### SIG Newsletter Editors:

Esther Lucas <[lucas@bezeqint.net](mailto:lucas@bezeqint.net)>

Eleanor Watts <[eleanorwatts@compuserve.com](mailto:eleanorwatts@compuserve.com)>

**SIG Website:** [www.countryschool.com/gisig.htm](http://www.countryschool.com/gisig.htm)

### International Conference Schedules

[www.royfc.com/confer.html](http://www.royfc.com/confer.html)

See this website for upcoming conferences in the fields of linguistics, translation & language teaching.

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



**JALT Global Issues Newsletter (Japan)**  
[www.jalt.org/global/](http://www.jalt.org/global/)

**JALT Global Issues SIG (Japan)**  
[www.jalt.org/global/sig/](http://www.jalt.org/global/sig/) being constructed

**IATEFL Global Issues SIG (UK)**  
[www.countryschool.com/gisig.htm](http://www.countryschool.com/gisig.htm)

**TESOLers for Social Responsibility (US)**  
[www.tesol.org/mbr/caucuses/tsr.html](http://www.tesol.org/mbr/caucuses/tsr.html)

**KoTESOL Global Issues SIG (Korea)**  
[www.kotesol.org/globalissues/](http://www.kotesol.org/globalissues/)



### Teachers of English to Speakers of Other Languages

700 S. Washington St, Suite 200,  
 Alexandria, VA 22314-4287 USA

E-mail <[info@tesol.org](mailto:info@tesol.org)> Web: <[www.tesol.org](http://www.tesol.org)>

### TESOL 2004 CONFERENCE

Next year's TESOL conference will be held March 29 - April 3, 2004 in Long Beach, California. A full slate of global education presentations will be offered by the TSR caucus. See <[www.tesol.org](http://www.tesol.org)>.

### TESOLers for Social Responsibility (TSR)

All TESOL members interested in global, peace and environmental education are invited to join the *TSR Caucus*. TESOL members are entitled to one free caucus each. For details, see the TSR website below.

### 2003 TSR Caucus Chair:

Elise Klein (USA) <[tsr@tesol.org](mailto:tsr@tesol.org)>

### TSR Newsletter:

George Jacobs (Sing.) <[gmjacobs@pacific.net.sg](mailto:gmjacobs@pacific.net.sg)>

### TSR Japan Contact:

Donna McInnis (Tokyo) <[djmstar@aol.com](mailto:djmstar@aol.com)>

### TSR Caucus Website:

[www.tesol.org/mbr/caucuses/tsr.html](http://www.tesol.org/mbr/caucuses/tsr.html)

### Don't forget to renew your Global Issues MEMBERSHIP / SUBSCRIPTION

**JALT SIG Membership:** ¥1,500 per year

**Non-JALT Newsletter Subscriptions**

Japan: ¥2,000 per year

Overseas: US \$15 / UK 10 pounds per year

# PEACE AS A GLOBAL LANGUAGE CONFERENCE (PGL II)

## Sept. 27 - 28, 2003 at Seisen University, Tokyo, JAPAN

The 2<sup>nd</sup> international *Peace as a Global Language* (PGL II) conference was held in Tokyo Sept. 27-28, 2003 co-sponsored by JALT's *Global Issues* Special Interest Group and by 14 other peace, language and education groups around Japan. Below is an edited sampling of the many conference sessions given. For more details, please go to the PGL II website at <[www.eltcalendar.com/PGL2003/](http://www.eltcalendar.com/PGL2003/)>.

### INVITED SPEAKERS

#### Peace as a Global Language

The first keynote talk was given by Japanese attorney and Diet member **Mizuho Fukushima**, famous for her stand on women's issues, human rights and the environment. <[www.mizuhoto.org](http://www.mizuhoto.org)>

#### Cooperative Structures, Character and Peace

The second keynote session by **Spencer Kagan** showed how cooperative learning can promote peace and character building. <[www.KaganOnline.com](http://www.KaganOnline.com)>

#### Preparing Teachers for Human Security

The third keynote, by Columbia University peace education expert **Betty Reardon**, discussed ways teachers can promote peace. <[www.teacherscollege.edu/PeaceEd/htmls/oureducatorsstaff.htm](http://www.teacherscollege.edu/PeaceEd/htmls/oureducatorsstaff.htm)>

### PRESENTATIONS

#### Gender Issues through Rock Music

This session showed how rock songs can be used to teach themes such as gender stereotypes, discrimination, domestic violence, homophobia, AIDS and rape. Jane Nakagawa <[janenakagawa@yahoo.com](mailto:janenakagawa@yahoo.com)>

#### Teaching Responsibility for Social Issues

Every class is a chance for students to focus on their contribution to solving world issues, from decreasing packaging to boycotting sweatshop products. Sarah Winslow <[winslowsarah@hotmail.com](mailto:winslowsarah@hotmail.com)>

#### The Global Refugee Crisis in Your Classroom

This talk discussed global issues, then explained why and how language teachers can incorporate the global refugee crisis into their curricula. Kim Bradford-Watts <[wundakim@yahoo.com](mailto:wundakim@yahoo.com)>

#### Teaching Shocking Topics w/o Shocking Students

This session introduced a classroom-tested EFL teaching approach for teaching topics such as child prostitution, factory slaves and female genital mutilation. John Small <[www.karmayogapress.org](http://www.karmayogapress.org)>

#### English Teaching, the Environment and Japan

This talk discussed the contribution to environmental education that can be made by traditional Japanese culture and its understanding of nature. Arran Stibbe <[arran@earth.email.ne.jp](mailto:arran@earth.email.ne.jp)>



#### Deconstructing Cinderella

This poster explored how to help students become aware of how they're influenced by popular myths and how critical analysis can lead to personal insight. Tim Newfields <[newfield@dream.ocn.ne.jp](mailto:newfield@dream.ocn.ne.jp)>

#### Learning How to Learn: Utilizing Global Issues

This compared traditional learning methodologies and more enlightened approaches. John Denny <[www.geocities.com/timdenny66/resume.html](http://www.geocities.com/timdenny66/resume.html)>

#### Peace as Love for Hometown

This session used Japanese children's songs and American folk songs to introduce peace as love for one's hometown. Chitta Unni <[crunni@yahoo.com](mailto:crunni@yahoo.com)>

#### Human Rights and Refugees: Problem Solving

This session demonstrated an English lesson on the Universal Declaration of Human Rights with a focus on the rights of refugees and of people in times of war, poverty and famine. Fiona Eastley

#### Peace and Understanding thru Stories and Dance

This session showed how folk stories and folkdances in the EFL classroom can promote peace, cooperation, conflict resolution skills and cultural empathy. Michele Milner <[milnermw@tc-japan.edu](mailto:milnermw@tc-japan.edu)>

#### Push for an Anti-Discrimination Law in Japan

This discussed the Otaru *Onsen* Case where bath-houses refused entry to "foreigners" and Japan as the only OECD country with no anti-racial discrimination laws. Debito Arudou <[debito@debito.org](mailto:debito@debito.org)>

#### Critical Consciousness: Teaching to Question

This talk showed how to build critical consciousness through group reflection, questioning mainstream media and accessing alternative sources of information. Darrell Moen <[www.tsujiru.net/moen/](http://www.tsujiru.net/moen/)>

#### Get Out of Jail, Free!

This workshop described how school is a prison, analyzed how it imprisons both children and adults, discussed Paolo Freire, then showed ways to achieve freedom. Chris Hunt <[knowbody@ddt.or.jp](mailto:knowbody@ddt.or.jp)>

#### "Chomsky 9.11 Power & Terror" Video and Talk

This video session featured a showing of "Chomsky 9.11 Power & Terror" and its critique of group and US state terrorism, with comments by director John Junkerman. <[www.imdb.com/name/nm0432719/](http://www.imdb.com/name/nm0432719/)>



### **Peace, Cyber Protests and On-line Networks**

This session discussed the role of cyber-protests and the Internet in promoting peace, the effectiveness of online petitions, and whether technology empowers people. Angela Antonas <aantonas2@hotmail.com>

### **Social Activism Among Japanese Students**

This student-led session presented the results of a survey of Japanese young people's attitudes towards peace, volunteerism and social activism. Elizabeth Lokon & team <elokon@miyazaki-mic.ac.jp>

### **Teaching about HIV / AIDS**

This session discussed the increase in AIDS/HIV cases among Japanese youth and presented AIDS education teaching ideas. Louise Haynes (Japan AIDS Awareness Network) <aidsed@gol.com>

### **Grandparent Oral Histories and WWII**

This session introduced an EFL peace studies module on World War II and reconciliation in which students interviewed their grandparents. Barbara Cooney (Kobe College) <barleigh@kba.att.ne.jp>

### **Ethics and Environment in Technical English**

This talk discussed the need for social responsibility among engineers, and showed how to integrate ethical and environmental issues into Technical English. Brian Cullen <www.celtic-otter.com>

### **The Rights and Wrongs of Teaching Rights**

This introduced a content-based English course on human rights taught at Kanda University for Int'l Studies. Kelly Peake <kelly@kanda.kuis.ac.jp>

### **Spaceship Earth: A Global Education Video**

This session showed the video *Spaceship Earth* and discussed its use in EFL for promoting global awareness. Kip Cates <kcates@fed.tottori-u.ac.jp>

### **Prisoners of Conscience: World Voices Silenced**

This session discussed *Amnesty International* and the circumstances of those imprisoned for their ideas or beliefs. Johnny Smith <cpitts@gol.com>

### **Japanese Students and Discrimination**

This session discussed discrimination, racism and Jane Elliot's "Blue Eyes, Brown Eyes" simulation, then reported on a similar experiment at a Japanese university. Kay Hammond (Int'l Christian U. Tokyo)

### **Literature as a Tool for Raising Social Awareness**

This session introduced (1) *haiku* poetry on the theme of peace and environmental respect and (2) a novel which deals with how successful "green" campaigns have been in solving social problems. Sterba and Wright <Sterba.1@nd.edu>

### **Seeing Others and Ourselves**

This session presented the results of a survey to discuss how Japanese students view "foreigners", how foreign residents view Japanese and the need for tolerance. Keiko Kikuchi <kikuchik@tiu.ac.jp>

### **Letters for Peace**

This session argued for giving Japanese students a chance to share their opinions and introduced student letters to George Bush and Koizumi on the war with Iraq. Michele Steele <sjmr1990@ybb.ne.jp>

### **One Coin Concert**

This session discussed how developing language skills through global issues promotes peace and described a student-organized charity event. Sakae Suzuki & Miguel Sosa <sakaes@hotmail.com>

### **Doing Something for Peace**

This workshop discussed how to make sense of conflict, and argued that just thinking about peace is not enough – we must go out and do activities that actually promote peace. Delphine Brake

### **Peace Begins with Me**

This session introduced ideas from peacemakers such as the Dalai Lama, Desmond Tutu and Mother Teresa to help teachers create peaceful classrooms. Charles Kowalski <c\_kowalski@yahoo.com>

### **Teaching Human Rights Using NGO Materials**

This demonstrated ideas developed for a high school "Global Studies" course for teaching human rights through Amnesty International teaching materials. Tomomi Ohba <lunature@star.email.ne.jp>

### **Human Rights Abuses – Can We Talk About It?**

This session introduced human rights abuses in different cultures, and argued for the need to overcome cultural relativism which avoids criticizing others. Daniel Walsh <walsh@hagoromo.ac.jp>

### **Prisoners Have Human Rights, Too**

This session described Amnesty International's work addressing human rights and prison conditions in Japan, and explained how teachers can raise this issue in the classroom. Chris Pitts <cpitts@gol.com>

### **Peace Education: The Forbidden Word**

This session introduced the thematic approach to peace education through English teaching developed by Globe International Teachers Circle (GITC). Mineko Yoshimura <gitcHOME@din.or.jp>

### **Life Link Schools: Peace Action and Exchanges**

This talk introduced *Life Link* <www.life-link.org> and how Japanese high school students joined its work to promote peace, human rights, international friendship and the environment. Mikio Kahn

A CD-Rom of the PGL 2002 conference proceedings is available and a CD-Rom for PGL 2003 is planned. Contact the following for details:

- PGL 2003: [www.elcalendar.com/PGL2003/](http://www.elcalendar.com/PGL2003/)
- PGL 2002: [www.elcalendar.com/peace/](http://www.elcalendar.com/peace/)
- Tim Newfields <newfield@dream.ocn.ne.jp>
- Keiko Kikuchi <kikuchik@tiu.ac.jp>



## The United Nations

The most important international organization dealing with global issues is the United Nations. Studying about the UN in a foreign or second language can not only help improve students' language skills but can also involve them in learning about the history, work, achievements and aspirations of this important world body.

## Sample Topics and Teaching Ideas

A teaching unit on the United Nations can involve a wide variety of topics and activities:

- **United Nations Quiz:** have your students try the UN quiz shown on page 9
- **United Nations Agencies:** have students choose a UN agency (UNICEF, UNESCO, WHO...), research it, then make a class presentation or a written report about it
- **The UN and Global Issues:** have students choose a global issue (war, world hunger, refugees, pollution...), research what the UN is doing to solve this, then make a class presentation or a written report
- **Classroom Decorations:** raise awareness about the United Nations and its work by decorating your classroom with UN posters
- **United Nations Day:** plan a class or school celebration or teach-in for the annual *United Nations Day* (October 24)
- **UN Fundraising:** choose a UN-related program or agency involved with a global issue (poverty, landmines, literacy...) and do a class or school fund-raising campaign
- **Model United Nations:** if you're ambitious, organize a Model UN for your class or your school. For this, students take on the role of UN ambassadors, study the country they represent, then role play a mock UN General Assembly where they debate and discuss global issues and world events. Check this idea out at: <[www.amun.org](http://www.amun.org)>

## UN Teaching Resources

There is a great variety of excellent education materials available for teaching about the UN. Check out the resource list on page 11.

### CHARTER OF THE U.N.

*We the peoples of the United Nations, determined:*

- *to save succeeding generations from the scourge of war*
  - *to reaffirm faith in human rights*
  - *to establish justice and respect*
  - *to promote social progress*
  - *to practice tolerance and live together in peace*
  - *to promote economic and social advancement of all peoples*
- have resolved to combine our efforts to accomplish these aims.*

### The Four Main Aims of the United Nations

- (1) to maintain peace and international security
- (2) to develop friendly relations among nations
- (3) to implement international cooperation in (economic, social, cultural, humanitarian)
- (4) to promote respect for human rights and fundamental freedoms

### Quotes about the United Nations

*The UN is now universal. Practically all nations of the Earth are members. This is unprecedented in human history. As Pope Paul VI said, "The UN is the end of a journey which started 2000 years ago."*

*The UN should be supported and respected for its defense of the great causes of humanity. We should know the UN, care for the UN, teach the UN, love the UN and advocate for the UN.*

*Through the UN, humanity has progressively acquired a collective way of looking at things, thus entering a new phase of evolution: the phase of planethood, the global age.*

Quotes from Muller, R. (1992) *My Testament to the UN*. [www.robertmuller.org](http://www.robertmuller.org)  
[www.wnrf.org/cms/robertmuller.shtml](http://www.wnrf.org/cms/robertmuller.shtml)



# QUIZ ABOUT THE UNITED NATIONS

## PART I - FACTS ABOUT THE UN



- (1) When was the United Nations established?  
1926    1945    1958    1963
- (2) How many nations now belong to the UN?  
104    137    191    216
- (3) Where is UN headquarters located?  
Paris    London    New York
- (4) Where is the UN University located?  
Nairobi    Geneva    Tokyo
- (5) How many languages does the UN use?  
2    4    6    8
- (6) How many nations belong to the United Nations Security Council?  
5    10    15    20
- (7) Which country pays the most to support the United Nations?  
China    France    Japan    the USA
- (8) Which has the largest annual budget?  
the UN    New York City  
Tokyo Fire Department
- (9) When did Japan join the United Nations?  
1945    1956    1971    1983
- (10) When is United Nations Day each year?  
Jan. 15    Mar. 8    Oct. 24    Dec. 1
- (11) How many people work for the UN?  
12,000    61,000    123,000    249,000
- (12) Which one has the most employees?  
the UN    Disney    McDonalds

## PART II - UN ABBREVIATIONS

What does \_\_\_\_\_ stand for?

UN	WHO
UNESCO	PKO
UNICEF	UNEP
UNHCR	IAEA

## PART III - UN INFORMATION

1. Who is the secretary-general of the UN?
2. Name 2 Japanese who have worked for the UN
3. What are the official languages of the UN?
4. Which countries are permanent members of the UN Security Council?
5. What percent of the UN does Japan pay for?

## PART IV - UN ANNUAL DAYS

*Match the days with the dates.*

March 8	World Population Day
April 7	World AIDS Day
May 31	United Nations Day
June 5	World Health Day
July 11	International Women's Day
Oct. 24	Human Rights Day
Dec. 1	World Environment Day
Dec. 10	World No Tobacco Day

## PART V - UN LOGOS

*Match the organization with the logo*



___ UNICEF	___ UNESCO	___ the UN
___ UNHCR	___ WHO	___ IAEA



## PART I - UN FACTS

- (1) When was the United Nations established?  
1945 (at the end of World War II)
- (2) How many nations now belong to the UN?  
191 (the most recent members are East Timor in 2003 and Switzerland in 2002)
- (3) Where is UN headquarters located?  
in New York
- (4) Where is the UN University located?  
in Tokyo (Aoyama)
- (5) How many languages does the UN use?  
6 official languages
- (6) How many nations belong to the United Nations Security Council?  
15 (5 permanent members, 10 rotating)
- (7) Which nation pays most to support the UN the USA (it pays 22% of the UN budget)
- (8) Which has the largest annual budget??  
New York City (the UN spends \$1.3 Billion on core functions. This is 4% of the budget of New York City and less than Tokyo fire department's \$1.8 billion)
- (9) When did Japan join the United Nations?  
1956
- (10) When is United Nations Day each year?  
Oct. 24 (the day the UN was founded)
- (11) How many people work for the UN?  
61,000 people
- (12) Which one has the most employees?  
McDonalds (61,000 staff work in the UN system. In contrast, World Disney has twice as many people and McDonalds restaurants employ 3 times more staff)

## PART II - UN ABBREVIATIONS

UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNHCR	UN High Commission for Refugees
WHO	World Health Organization
PKO	Peace Keeping Operations
UNEP	UN Environmental Program
IAEA	International Atomic Energy Agency

## PART III - UN INFORMATION

1. Who is the secretary-general of the UN?  
Kofi Annan (Ghana) (since 1997)
2. Name 2 Japanese who have worked for the UN  
*Yasushi Akashi* (former UN Under-Secretary)  
*Sadako Ogata* (former head of UNHCR)
3. What are the official languages of the UN?  
English      French      Spanish  
Russian      Arabic      Chinese
4. Which countries are permanent members of the UN Security Council?  
the US, the UK, France, Russia and China
5. What percent of the UN does Japan pay for?  
20% Below are the top 5 UN contributors:

Ranked by amount		Ranked per capita (US \$)	
1 the USA	22%	1 Luxembourg	\$2.15
2 Japan	20%	2 Liechtenstein	\$2.13
3 Germany	9.8%	3 Japan	\$1.74
4 France	6.5%	4 Norway	\$1.65
5 the UK	5.6%	5 Denmark	\$1.60

## PART IV - UN ANNUAL DAYS

March 8	International Women's Day
April 7	World Health Day
May 31	World No Tobacco Day
June 5	World Environment Day
July 11	World Population Day
Oct. 24	United Nations Day
Dec. 1	World AIDS Day
Dec. 10	Human Rights Day

## PART V - UN LOGOS



a WHO



c UNICEF



e IAEA



b the UN



d UNHCR



f UNESCO



# THE UNITED NATIONS: TEACHING RESOURCES

## BOOKS

See page 21 for profiles of key books on the United Nations.

Tarsitano, F. (2003) *United Nations*. (International Organizations Series) USA: World Almanac. ISBN: 0836855329 \$29

Overview of the United Nations and its work.

Johnson, E. (1995) *United Nations – Peacekeeper?* (Global Issues Series) UK: Wayland, US: Thomson Learning. ISBN: 0-7502-1172-5 \$15

Good illustrated guide to UN peacekeeping.

Melvorn, L. (2001) *United Nations*. (World Organizations Series) US: Franklin Watts. ISBN: 0-531-14814-9 \$7

Excellent glossy illustrated guide to the UN.

Tessitore, J. (2000) *Kofi Annan – The Peacekeeper* (Book Report Biography Series) New York: Franklin Watts. ISBN: 0-531-16458-6 \$7

Biography of the UN Secretary General.

Annan, N. (2000) *The United Nations: Come Along With Me*. American Forum for Global Education <www.globaled.org> ISBN 0-944675-65-4 \$7

UN book written by Kofi Annan's wife, Nane.

United Nations (undated) *United Nations Pictorial Book*. Order from UN Bookshop. \$5

Picture book which explains the UN with photos

United Nations (2002) *A Global Agenda*. (2002-2003 edition) Order from UN Bookshop. \$27

Outlines the key global issues facing the UN.

United Nations (1998) *The United Nations in Our Daily Lives*. Order from UN Bookshop. \$5

Shows how UN agencies affect our daily lives.

United Nations (1998) *World Concerns and the United Nations*. Order from UN Bookshop. \$5

Official UN curriculum guide for K-12 teaching.

United Nations (1999) *Understanding the United Nations*. <www.socialstudies.com> \$17

Teaching pack / curriculum guide on the UN.

United Nations (annual) *Basic Facts About the United Nations*. Order from UN Bookshop. \$13

## WEBSITES

• **United Nations Website** [www.un.org](http://www.un.org)  
Official Internet website of the United Nations.

• **United Nations Cyber School Bus** [www.cyberschoolbus.un.org](http://www.cyberschoolbus.un.org)  
Info and activities on the UN and global issues.

• **United Nations Bookshop** <bookshop@un.org> [www.un.org/Pubs/bookshop/](http://www.un.org/Pubs/bookshop/)  
Books, videos and posters about the UN.

• **UN Cyber School Bus Education Bookstore** [www.un.org/Pubs/CyberSchoolBus/bookstor/index.html](http://www.un.org/Pubs/CyberSchoolBus/bookstor/index.html)  
UN education resources for teachers & students.

• **Committee for Teaching About the UN** [www.teachun.org](http://www.teachun.org)  
Website of the US-based CTAUN organization.

• **Internet Guide to the United Nations** [www.uwm.edu/Dept/CIS/unguide/teachun.html](http://www.uwm.edu/Dept/CIS/unguide/teachun.html)  
Lists a variety of websites dealing with the UN.

## VIDEOS

*On Common Ground* (1987) \$5.00  
(order from UN Cyberschool Bookstore)

This 25-minute video takes students on a guided tour of United Nations headquarters in New York with clips of UN history, activities & global issues.

*About the United Nations* (\$15 each)  
(order from UN Cyberschool Bookstore)

This series of 20-minute UN videos has 6 titles: *Peace-Keeping, Human Rights, Africa, Environment and Development, Literacy, Decolonization*.

*A Place to Stand* (\$30) Worldlink  
(order from [www.socialstudies.com](http://www.socialstudies.com))

This 15-minute video, made for the United Nation's 50<sup>th</sup> anniversary in 1995, describes the work the UN does to tackle global issues.

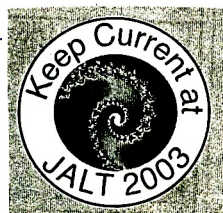
## FLAGS and POSTERS

Order the following at UN Cyberschool Bookstore

- Poster: *United Nations for a Better World*
- Poster: *Flags of the United Nations*
- Flag Kit: *Flags of the UN Table Display*

# 29th ANNUAL JALT CONFERENCE ON LANGUAGE TEACHING & LEARNING Nov. 21 - 24, 2003 at Granship Conference Center, Shizuoka City, JAPAN

This year's 2003 conference of the *Japan Association for Language Teaching (JALT)* will take place at the Granship Conference Center in Shizuoka from Nov. 21 (Fri) -24 (Mon), 2003. Over 1500 language teachers are expected to attend. Here we present a short summary of the main JALT 2003 conference sessions on global issue themes.



# JALT2003

## **GILE SIG FORUM: THE CURRENT GLOBAL CLASSROOM**

Saturday Nov. 22nd 9:30-11:20 am Room 903

This session features a panel of foreign language teachers who will discuss their experiments in integrating global issues into their language classes.

PANELISTS	TOPIC
Brian Teaman (Hiroshima Univ.)	Moderator <teaman@hiroshima-u.ac.jp>
Jane Nakagawa (Aichi Univ of Ed)	Gender Issues and EFL <janenakagawa@yahoo.com>
Alfredo Ferreira (Meikai Univ.)	Environmental Awareness <ferr@gol.com>
Martin Darling (Kamakura HS)	Global Issues in HS EFL <darling_martin@yahoo.com>
Chris Bradley (Hiroshima Kokusai)	Textbook Stereotypes <chriskyju@hotmail.com>

## **JALT OPEN FORUM on ENGLISH EDUCATION REFORM**

Sunday Nov. 23rd 9:45 am - 4:00 pm

This special conference session will feature a high-ranking panel of educators who will discuss how to reform English education in Japan to meet the needs of an increasingly globalized world.

PANELISTS	AFFILIATION
Takeo Kawamura	Minister of Education
Kiichi Matsuhata	JASELE
Mamoru Morizumi	JACET
Morijiro Shibayama	JALT
Yasushi Akashi	ex-UN Under-Secretary
Hideo Oka	University of Tokyo
Kensaku Yoshida	Sophia University
Mitsue Allen Tamai	Bunkyo Gakuin Univ.
Tadashi Shiozawa	Chubu University
James Swan	JALT President

## **JALT CONFERENCE INFORMATION**

[www.jalt.com/jalt2003/](http://www.jalt.com/jalt2003/)

## **GILE SIG BUSINESS MEETING**

Saturday Nov. 22nd 5:20-5:45 pm Room 910

Come attend this year's (short!) JALT Global Issues Special Interest Group (SIG) meeting to hear:

- Reports on our Global Issues SIG membership, finances, recent projects, 2003 activities
- Discussions about our SIG newsletter, projects, JALT 2004 plans and selection of SIG officers

## **GILE SIG FIRST-TIME PRESENTERS**

*Global Issues and EFL Across the Age Range*

Monday Nov. 24th 10:00-10:50 am Room B-3

In this session, three teachers will demonstrate a set of classroom-tested EFL activities on global issue themes developed as part of a graduate course on global education for the MA-in-TESOL Program of Teachers College, Columbia University (Tokyo).

Miori Shimada (Global Issues for Children's EFL)  
<kmicland@ybb.ne.jp>

Yuko Katsuta (Global Issues at High School)  
<y-katsut@ca3.so-net.ne.jp>

Kiyomi Tanaka (Global Issues at University)  
<ally2000@d8.dion.ne.jp>

## **JALT 2003 FEATURED SPEAKER**

*Teaching Critical Thinking and Discussion  
By Richard Day (University of Hawaii)*

Monday Nov. 24th 1:00-3:00 pm Code A

In this session, teachers will learn how to engage EFL students in discussion and critical thinking by presenting controversial high-interest topics. Participants will develop strategies and activities to teach critical thinking and will learn how to help students discuss with their classmates their own beliefs and values about important social issues.

## **GLOBAL ISSUES DISPLAY TABLE**

Granship Conference SIG Display Area

Drop by our Global Issues SIG Display table to:

- learn how to become a member of our GILE SIG
- get global education catalogs / teaching material
- discuss global issues with friendly volunteers



## OTHER JALT 2003 PRESENTATIONS ON GLOBAL THEMES

**SATURDAY**  
**November 22nd**

Allan Anderson Blower Bradford-Watts Cates Craig Crooks Fitzpatrick Forster Greenall Hadlee Haynes Kadota Marquardt McMurray O'Brien O'Dowd Ohba Stapleton Steele Stroupe	The Original Ground Zero Not Japan, Not America: Inside a Swedish University Using On-line Current Affairs Material Teaching about the Global Refugee Crisis Asian Youth Forum: Asian Understanding through EFL Successful E-mail Exchanges ELT as a Radical Political Tool Promoting Teacher Development in South East Asia Fostering Peaceful Warriors in the Classroom Current Concerns in Classroom Socio-Cultural Training Environmental Awareness in High School EFL AIDS Education: Now More Than Ever Intercultural Video Conference Exchanges: Pros & Cons International Communication via Sensory Awareness Current Developments in International English Education Global Issues Project What You Need to Know to Teach Cultural Competency Teaching English with NGO Information Bias on the WWW: Implications for Academic Writing Planning an Event to Raise Environmental Awareness Developing Opinions and Critical Analysis Skills
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**SUNDAY**  
**November 23rd**

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Bess Blair Bronner Croker Darling Duquette Furmanovsky Greenall Hardy Jackson Kajiura Komisarof Lauffenburger Matsuo Notestine Nozawa Pitts Pronko Shaules Shaules Small Swenson Williams	The Internet Culture Project: Students and the Web Internet Research in the EFL Classroom Surveying Interviews for Intercultural Awareness Volunteer Educational Network Two Approaches to Global Issues EFL Teaching Vicious Circles in ALT / JTE Relations Global Issues? Or Understanding Globalization? Collecting/Exploiting Data for Socio-Cultural Training Values and Caring: Teaching Nursing English Reading and Speaking about Current Events Teaching Content Classes in English In Defense of Intercultural Communication Learning and Teaching Esperanto in Japan Today Enhancing Environmental Issues in EFL Classrooms Practical Tips on Short-Term Study Abroad Programs News English by CBS: The Real World Campaigning in the Classroom Critical Thinking and Student Generated Materials Identity: Cultural Themes to Get Students Talking Cultural Competencies for Language Teachers Nature Stories Student Participant Research in NGOs <i>Ryugakusei</i> : Motivations, Experiences and Problems
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**MONDAY**  
**November 24th**

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Causer Chuck Hronopoulos Lynch McMahon Milner Prichard Reinelt Sell	Political Cartoons in the Classroom Critical Thinking? Good Question Youth Culture Issues with Bite Student Attitudes Before and After an Eco-Tour Presenting Different Opinions in the Classroom Peace Education at Teachers College: A Certificate Training Japanese to Be Active in Discussions Foreign Language Teaching in the 21 <sup>st</sup> Century English Skills in a Context of Leadership Training
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# Global Issues and English with the UN Cyber School Bus

by Greg Goodmacher (Shinshu University, Japan)

United Nations Cyber School Bus  
[www.un.org/cyberschoolbus/index.asp](http://www.un.org/cyberschoolbus/index.asp)

The United Nations has created one of the most valuable sites on the Web for introducing students to global issues: *The United Nations Cyber School Bus*. This site contains interactive games, videos, charts, slide shows, lesson plans and other resources for teachers. Though not designed for EFL/ESL purposes, by giving students language learning tasks to use with the site, students will also benefit linguistically.

The purpose of this article is to illustrate ways to use this website through language lessons designed to concurrently teach global issues and develop language skills. Due to the immense amount of information on the site and its potential for educational use, I won't attempt to cover the entire site here.

## Infonation

The "Resources" section at the top left of the website has three parts. The first, *Infonation*, allows students to compare statistical data for the world's nations related to health, economy, environment and technology. Students can see data for up to five countries displayed side by side on a chart, illustrating such points as literacy rate, number of TVs per household, infant mortality rate and other factors.

To help my students practice reading charts, expressing feelings and studying about global inequalities, I assigned them to select five countries they were curious about, to read the relevant charts, to choose five pieces of information that sparked their interest in some way, and to write sentences expressing their feelings. Students wrote sentences such as:

- *I was shocked to see that the infant mortality rate for Afghanistan is so high compared to that of Japan*
- *I wonder why the United States and Japan have such high carbon dioxide emissions.*

This section is also useful for getting students to practice the comparative and the superlative as they compare countries and statistics.

## UN Intro

Another part of the Resources section is *UN intro* - an introduction to the history and work of the United Nations. I believe this section is especially important, because many of my students were surprisingly ignorant regarding the UN. I used this section in two different ways with two different classes. In one class, I created a cooperative scanning activity by turning this into a UN information scavenger hunt. Students in small groups scanned for specific information such as:

- the date the UN came into existence
- the original number of nations

The first group to find all the answers was the winner. Teachers could make this more learner-centered by having small groups of students write their own questions and exchange them with other groups who must find the answers.

The other way I used this was as a "find the difference" reading activity. I downloaded the first page of the "UN intro" and made two documents: one for Student A and one for Student B. Then, I changed some lines of each document. Students had to take turns reading each paragraph aloud while the other student silently read his or her text. When one student noticed a difference, he or she had to inform the other student. Both then wrote the differences on their separate texts. After they finished, they discussed the differences and decided which piece of information was correct. Finally, they checked their answers with the *UN intro* site. Here's an example:

## FIND THE DIFFERENCE

### Partner A

The United Nations officially came into existence on 24 October 1845, when the UN Charter had been ratified by a majority of the original 251 Member States. The day is now celebrated each year around the world as United Nations Day.

### Partner B

The United Nations officially came into existence on 24 October 1945, when the UN Charter had been ratified by a majority of the original 51 Member States. The day is now celebrated each month around the world as United Nations Month.



## Quizzes & Games: Flags, Cities, Health

The "Quizzes and Games" section is also very useful and entertaining for students. The "Flag Tag" game asks students to guess country flags, which is useful for teaching country names and identifying national flags. I found the "Urban Facts" and "Health Game" to be useful for practicing question and answer formation as well as for teaching important information. In these games, students read questions on global topics and choose from among the answers provided. Students can do these games together in pairs and can be instructed to discuss the answers. Teachers can provide models of useful language such as:

- "Which answer do you think is correct?"
- "Why do you think answer A is correct?"
- "Great choice!"
- "Better luck next time!"
- "That was a lucky guess!"

## Videos and Slide Shows: HIV/AIDS

The site also provides listening and reading practice through short videos and slide shows with powerfully affective content. World Health Day, International Women's Day and Literacy are some of the topics available. I was impressed with the video clip on HIV/AIDS, so I created a series of questions for students to answer while listening:

- How many people have HIV/AIDS?
- How many will die this year from the virus?
- The number of people dying is the same as the population of a major world city. What city?
- Which continent will be the hardest hit?
- How many have HIV/AIDS in the Caribbean?
- How many Caribbean kids have been orphaned?

The site provides many useful exercises and texts connected to the slide shows and videos. To supplement the AIDS video, students can take a quiz on AIDS or read stories of children growing up HIV positive. There's also information on preventing AIDS and valuable links.

## Curriculum

At the top right of the site is the "Curriculum" section. This provides teachers with teaching plans and materials for a variety of global issues. Poverty, landmines, peace education, and human rights are a small sample of the topics covered. Many topics include interactive exercises for students.

## Gallery

Another valuable area is the "Gallery" section. Here, students can learn about the lives and dreams of other students and about people who work for the UN. This includes:

### ▪ On Being Myself

The section *On Being Myself* can be used as a source for reading and discussion texts.

### ▪ Pictures of Peace

The section *Pictures of Peace* can be used to have students practice their descriptive abilities. Two students could look at pictures on the site with the task of telling their partner which picture to click on. Then they could discuss their impressions of each picture.



### ▪ UN Staff Photos / Cities of the World

The same could be done with the sections *UN Staff Photography* and *Cities of the World*. In addition, students could create stories to go with the photos that interest them. This could be done in either writing or discussion class.

### ▪ Peace Flag Project

The "Peace Flag Project" section could serve as a model for similar project work in class. Students could explain the symbolism they used in designing their peace flags.

The UN Cyber School Bus offers so much information it could be the basis for an entire course. For most of us, we can pick and choose the best sections from this valuable resource. If you have any ideas of your own on how to use this website for teaching global issues and language skills, please share them!

---

*Greg Goodmacher is author of the EFL text "Nature and the Environment" and an active member of the GILE SIG.*

### Greg Goodmacher

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# Teaching Global Awareness Through Proverbs

by Vivian Chu (Global Unity Education Resources, Vancouver, Canada)

Proverbs from around the world contain universal themes and often convey similar values. They offer common ground for people from different cultures to express their shared humanity and wisdom. They are also useful resources for learners of English, and can promote peace and harmony between communities and in the world.

The following activities are from my new book *Teaching Global Unity through Proverbs, Metaphors, and Storytelling*. My purpose in producing this was to offer hands-on ESL materials, ideas, tools, and resources to facilitate intercultural understanding with the ultimate goal of contributing towards global peace. I welcome your feedback!

*Have your students discuss the proverbs at right using the following expressions.*

## Questions For Discussing Proverbs

- What does this proverb mean?
- Do you agree with this proverb?
- Do you have a proverb like this in your country?
- Can you think of any current news events that are related to this proverb?

## Phrases For Explaining Proverbs

- This proverb says...
- This proverb probably means...
- I think this proverb is about...
- The idea behind this proverb is...
- The message of this proverb is...

## Phrases For Giving Opinions

- I agree / disagree with this proverb because...
- In my opinion, this proverb is true / isn't true because...
- In my country, we have a similar proverb, which is "...."

*More teaching ideas can be found in the author's book "Teaching Global Unity through Proverbs."*

### Vivian Chu

Global Unity Education Resources  
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CANADA E-mail: [vchucanada@hotmail.com](mailto:vchucanada@hotmail.com)  
[globalun@telus.net](mailto:globalun@telus.net) <[www.globalunityed.com](http://www.globalunityed.com)>

## GLOBAL ISSUE PROVERBS

### Peace

*Make peace with men, quarrel with your sins.* (Russia)

*Joy is the daughter of peace.* (Finland)

*One thousand friends are too little, one enemy is too many.* (Turkey)

*Convert great quarrels into small ones, and small ones into nothing.* (China)

*All the world smiles in the same language.* (Mexico)

### War

*He that preaches war is the devil's chaplain.* (England)

*In war all suffer defeat, even the victors.* (Sweden)

*War is sweet to those who haven't experienced it.* (Latin)

*May he who asks for war have it in his own home.* (Serbia-Croatia)

### Freedom

*Better free in a foreign land than a serf at home.* (Germany)

### Justice

*The rich break the laws and the poor are punished for it.* (Spain)

*If a man steals gold, he is put in prison. If he steals land, he is made king.* (Japan)

### Social Responsibility

*If you're not part of the solution, you're part of the problem.* (English)

*As you sow, so shall you reap.* (the Bible)

*When you drink water, remember the source.* (China)

### Poverty

*The poorest man in the world is he who has nothing but money.* (Sanskrit)

*Poverty is the mother of crime.* (Latin)



# Global Issues through Literature Using Victor Hugo

by Olivier Urbain (Soka University, Tokyo)

## Language, Literature & Global Education

What should be our priority in fostering world citizens who can contribute to world peace? According to Michael Higgins, it is "the teacher's commitment to empower learners to develop the will to act in a viable and informed way in the emerging global society" (Higgins, 1999, p. 45). Empowering learners by giving them the means to become more independent thinkers and autonomous learners is one priority of the course described here. I also agree with Kip Cates when he says "The commitment to work towards solving world problems comes from attitudes and values involving global awareness, curiosity, altruism and social concern" (Cates, 1998, p. 213).

I would like to show how the use of literary works can form the basis of a course aimed at empowering students to develop the attitudes and values necessary for world citizenship. Using great works of literature is a new and, I believe, very promising trend in the field of global education in language teaching.

## The Hunchback of Notre Dame

The course I taught in 1999-2000, entitled "Victor Hugo's Message for Peace," was a literature class designed for language development and peace education. The course was based on the reading of an abridged English version of Victor Hugo's 1831 novel *The Hunchback of Notre Dame*.

Hugo's novel, *The Hunchback of Notre Dame*, encourages students to realize the importance of human rights and provides a concrete appeal to stand up and act. A majority of students selected the following passage from the novel as the most rousing appeal for human rights. Esmeralda's mother is a desperate woman with a hatred of "Gypsies" whom she believes kidnapped and killed her child:

*Oh! Oh! she shrieked with an appalling laugh. 'It's the gypsy girl calling me!' Just then a scene taking place at the pillory arrested her haggard gaze. Her brow wrinkled in horror and she stretched her skeleton arms outside her cell and screamed in an inhuman voice, 'So it's you again, daughter of Egypt! It's you who's calling me, child-stealer! Curse you! Curse you!'* (Hugo, 1984, p. 93)

What makes this blatant discrimination even more outrageous is that the object of the mother's hatred is none other than her beloved daughter Esmeralda, who has grown up to be a beautiful dancer after being raised by the "Gypsies" who kidnapped her. Hugo's message is that prejudice and racism make us blind and can even make us hate our own children. After reading this, students were asked to do research on human rights. Some topics they selected:

• **Gypsies:** Several students made presentations about the history, culture and plight of "Gypsies" - members of the Roma nation. They used to be called *Gypsies* because some arrived in Europe via Egypt. Actually they come from India and their language is close to Sanskrit. The students discovered that gypsies are still the victims of persecution today in Kosovo and other places just like in the Middle Ages.

• **Human Rights:** Other students did research to see how many of the gypsy Esmeralda's rights, as listed in the *Universal Declaration of Human Rights* (UDHR), had been infringed upon in the story. Actually, almost all her rights had been ignored, allowing a thorough study of all 30 articles of this international human rights document.

## Tolerance, Forgiveness and Compassion

In another passage, Hugo shows how one individual can make a difference by standing up and taking concrete action. Quasimodo, the hunchback of Notre Dame, is chained to the wheel for having tried to kidnap the gypsy girl Esmeralda. As he begs for water, the crowd laughs and jeers at him. Then, in one of the most famous scenes in literature and cinema, Esmeralda braves the crowd, climbs up to him and gives him a drink of water, in a poignant gesture of forgiveness and compassion:

*Choking with rage, he saw her climb quickly up the steps of the pillory. If the lightning in his eye had had the power to strike, she would have been blasted into a thousand pieces before she reached him. But without saying a word she came up to him as he writhed vainly to escape from her and, detaching a gourd from her belt, gently raised it to his parched lips.* (Hugo, 1984, p. 99)

## Students Taking Action

After reading this passage, students are asked to take one small step in the direction of protecting human rights: they have to interview non-Japanese residing in Japan and collect stories about discrimination. When students hear each other's reports, they are amazed to discover how much racism there is in Japan. They feel like standing up and doing something about it. Hugo can thus make us aware of injustice and give us hope that we can take some concrete action to protect human rights.

## Conclusion

The teaching of global issues in the language classroom has been a common practice for many years (Cates, 1999). This article is an attempt to introduce literature into the global issues/language study mix. If we take a novel as the point of departure, its analysis constitutes literary education, the message of the author provides peace education and the activities based on the reading provide opportunities for language education.

One way to give coherence to the curriculum is to use the concept of learner autonomy. With this, students learn to take a personal stand for the sake of peace. Hugo's novel *The Hunchback of Notre Dame* provides an excellent basis for this type of class. I hope this article encourages more colleagues to use literature as a point of departure for teaching global issues in language education. There are many excellent novels dealing with social and global problems. The possibilities are endless!

## References

- Cates, K. (1999). Global Education and Language Teacher Training. *On JALT98*, p. 213.  
Cates, K. (1999). Global Education: Challenges for the Future. *JALT99 Conference Handbook*, p. 45.  
Higgins, M. (1999). Global Education: Challenges for the Future. *JALT99 Handbook*, p. 45  
Hugo, V. (1984). *The Hunchback of Notre Dame*. New York: Bantam Books, pp. 93, 99 and 135.

*Olivier Urbain is coordinator of the TAP Network (Teaching Art and Peace) and teaches an on-line course on this topic for Transcend Peace University.*

### Olivier Urbain

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Japan 192-0003 <olivierurbain@yahoo.com>  
Transcend Univ: [www.transcend.org/tpu/index.htm](http://www.transcend.org/tpu/index.htm)  
Related article: [www.succ.soka.ac.jp/~our/pro2.res2.PASU.2001.html](http://www.succ.soka.ac.jp/~our/pro2.res2.PASU.2001.html)

## LITERATURE ON GLOBAL ISSUES

- a small selection -



### Apartheid

- *Cry the Beloved Country* – Paton (1975)

### Environment

- *Walden* – Thoreau (1854)

### The Holocaust

- *The Diary of Anne Frank* – Frank (1960)
- *Night* – Wiesel (1960)
- *The Painted Bird* – Kosinski (1965)
- *Schindler's List* – Keneally (1982)
- *Sophie's Choice* – Styron (1979)
- *The Tin Drum* – Grass (1962)

### Human Rights

- *Animal Farm* – Orwell (1945)
- *Brave New World* – Huxley (1932)
- *The Crucible* – Miller (1970)
- *Fahrenheit 451* – Bradbury (1953)
- *1984* – Orwell (1949)
- *The Trial* – Kafka (1970)

### Racism

- *Huckleberry Finn* – Twain (1884)
- *The Color Purple* – Walker (1982)
- *To Kill a Mockingbird* – Lee (1960)
- *Uncle Tom's Cabin* – Stowe (1852)

### Social Injustice

- *The Grapes of Wrath* – Steinbeck (1939)
- *Oliver Twist* – Dickens (1838)

### War and Peace

- *All Quiet on Western Front* – (1929)
- *Catch 22* – Heller (1961)
- *Dr. Zhivago* – Pasternak (1958)
- *On The Beach* – Shute (1979)
- *Slaughterhouse Five* – Vonnegut (1969)
- *War and Peace* – Tolstoy (1869)

*The list above is merely suggestive. Do you have other titles to add? Do you have your own list of literary works on global issues? If so, please send these along for printing in a future newsletter!*



## IPRA Peace Education Commission

Teachers working to promote peace are invited to join the Peace Education Commission (PEC) of the International Peace Research Association (IPRA). The cost is US \$30 (for a 2 year subscription = 4 newsletters). Make US dollar checks out to *Jaipur Peace Foundation* with your name, address, phone, fax, e-mail, job and your specific peace interests to:

**Naresh Dadhich**, Jaipur Peace Foundation, 2-K-12, Jawahar Nagar, Jaipur 302004 India <imh@csd.uwm.edu> <[www.uwm.edu/Dept/Peace/pec.html](http://www.uwm.edu/Dept/Peace/pec.html)>

## Hague Appeal for Peace

The 1999 *Hague Appeal for Peace* (HAP) brought together 10,000 peace activists, NGOs and Nobel Peace prize winners to work for a world without war. It's website includes peace activities, peace education lessons and a site for young people.

### Hague Appeal for Peace

c/o IWTC, 777 UN Plaza, New York, NY 10017  
<[www.haguepeace.org](http://www.haguepeace.org)> <[hap99@igc.org](mailto:hap99@igc.org)>

## New Internationalist Magazine

*New Internationalist* (NI) is a global issue magazine which gives information and inspiration to make the world a better place. Its color charts, maps and fact sheets make it an ideal teaching aid. See the *Teaching Global Issues* page on their website. NI is also available in Japan with a Japanese translation.

### New Internationalist,

Box 1143, Lewiston, New York 14092 USA  
Web: <[www.newint.org](http://www.newint.org)> <[ajol@newint.org](mailto:ajol@newint.org)>  
Japan: Caitlin Stronell Tel/Fax: 03-3395-3396  
[www5.familie.ne.jp/~ni-japan/eindex.htm](http://www5.familie.ne.jp/~ni-japan/eindex.htm)

## Global Issues for English Learners

This unique website provides articles, activities and references from *New Internationalist* magazine re-written for students of ESL/EFL. Check it out at:

[www2.gol.com/users/bobkeim/contents.html](http://www2.gol.com/users/bobkeim/contents.html)

**Bob Keim & Chris Doye** (UK) [bobkeim@gol.com](mailto:bobkeim@gol.com)

## Japan AIDS Awareness Network

This network offers educational materials, lesson plans, videos, games, and a newsletter on how to integrate the issue of AIDS into your teaching.

**Louise Haynes**, La Maison Akaike 403, Akaike 1-1509, Nisshin-shi 470-01 Tel/Fax: (052) 806-5534  
<[aidsed@gol.com](mailto:aidsed@gol.com)> [www.japanetwork.gol.com](http://www.japanetwork.gol.com)

## Global Education Internet Links

### Norbert's Bookmarks for a Better World

This German-based site lists 30,000 links on global issues such as peace, religion, human rights, women's issues, the environment, social justice, conflict, education and "one world."

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

### UNICEF Voices of Youth

This UNICEF website for young people contains 3 parts: a "meeting place" for sharing ideas on world issues, a "learning place" with activities and problems to solve, and a "teaching place" where teachers can discuss the teaching of global issues.

[www.unicef.org/voy/](http://www.unicef.org/voy/) <[voy@unicef.org](mailto:voy@unicef.org)>

### United Nations Cyber School Bus

This United Nations website features a materials file (teaching modules, classroom activities, events), a resource file (data on global trends, profiles of world nations, a virtual tour of UN headquarters), a Global Quiz and more.

[www.un.org/Pubs/CyberSchoolBus/](http://www.un.org/Pubs/CyberSchoolBus/)

### National Geographic Teachers Page

This is the website of the US *National Geographic* magazine. It features global education teaching resources on world geography, countries and cultures plus global awareness activities for kids.

[www.nationalgeographic.com/education](http://www.nationalgeographic.com/education)

### Social Studies School Service

This US website lists a variety of global education teaching materials on both global issues and world cultures including books, videos, posters, CD-Roms and much more. Choose either "global education" from the "Browse Titles" menu or "global studies" from the "Features" menu.

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

### Southern Poverty Law Center

This Southern Poverty Law Center is a non-profit US organization based in Montgomery, Alabama that combats hate, intolerance and discrimination through education and litigation. Among its many programs, it publishes the magazine *Teaching Tolerance* and offers a variety of class activities and resources on its website.

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

## WHO'S DOING WHAT?

*A large number of teachers in Japan and around the world are working on global education projects. This section introduces such projects with contact addresses for readers interested in learning more. Please inform us of projects we should know about.*

### **International Environment Symposium**

Konan Girls' High School, in association with Konan's Elementary School, Boys' High School and Konan University, held an "Environmental Education Open House" in Kobe Nov. 14, 2003. The event introduced a variety of environmental education activities at the school with presentations on ecology, nature and pollution. As part of their contribution, a team of English teachers organized an *International Environment Symposium* which featured reports on garbage in Kobe, slide shows on water pollution by students from Pakistan, Indonesia, the US and Australia, and a live Internet link to a New Zealand sister school to brainstorm actions that young people can take in their daily lives to become more environmentally friendly.

Yasuyo Ikemoto, Konan Girls' High School,  
5-6-1 Morikita-machi, Higashi-nada-ku, Kobe,  
Japan 658-0001 Web: <[www.konan-gs.ed.jp](http://www.konan-gs.ed.jp)>  
E-mail: <[konan-g@remus.dti.ne.jp](mailto:konan-g@remus.dti.ne.jp)>

### **Sexual Harassment in the Classroom**

Raine Sakka, an EFL instructor in Fukui, Japan, has been working to devise English teaching materials on the topic of sexual harassment. Her university has recently begun to discuss this issue and she's eager to raise awareness through her language classes. In addition to having students do Internet research and discussions on this topic, she is eager to see her university develop a sexual harassment policy and ongoing workshops for faculty, staff and students. She'd be interested in hearing from other teachers with experience or ideas on this.

Raine Sakka, Fukui Prefectural University, Japan  
E-mail: <[raine@fpu.ac.jp](mailto:raine@fpu.ac.jp)>

### **New Global Issue English Textbooks**

*Nature Stories* is a beginner level EFL text for high school / university which deals with topics such as the Ocean, Land Animals, Nature Places. The text includes short dramas, environmental comics and nature-based speaking tasks.

*Inspiring Stories* is an intermediate EFL text which profiles extraordinary people who have worked for peace or justice. Included are Mohammed Yunus (micro-financing) and Chris Moon (landmine activist). All profit from textbook sales will be donated to organizations that alleviate social issues.

John Small E-mail: <[karmayoga@planet-save.com](mailto:karmayoga@planet-save.com)>  
Web: <[www.karmayogapress.org](http://www.karmayogapress.org)>

### **Global Education Open House (Gunma)**

Chuo High School, one of the new *Super English Language High Schools* designated by Japan's Ministry of Education, held a one-day "Open House" in Takasaki City on November 10, 2003. The event brought together over 60 English teachers from across Gunma prefecture and featured nine EFL demonstration lessons taught from a communicative content-based approach. In addition to an EFL lesson on "world languages, gestures and literacy," the event featured an English speech for its 900 students on *Teaching and Learning for World Citizenship*. The school has a "global education" class as part of its English program and has developed EFL lessons on topics such as world music, food, culture and gender issues. It aims to develop Japanese students with an international perspective who can communicate in English.

Chuo High School, 196 Shinbo Tanaka-machi,  
Takasaki City, Japan 370-0003  
E-mail: <[chuojm@edu-c.pref.gunma.jp](mailto:chuojm@edu-c.pref.gunma.jp)>  
<[www.edu-c.pref.gunma.jp/gakko/kou/chuo/](http://www.edu-c.pref.gunma.jp/gakko/kou/chuo/)>

### **Charity Clicks for EFL Students**

Japan-based EFL expert Marc Helgesen has included on his website a section called "Charity That Clicks." This encourages students to click on websites for global issues like world hunger and rainforests to donate money to each cause.

Marc Helgesen, Miyagi Gakuin Womens University  
E-mail: <[march@mgu.ac.jp](mailto:march@mgu.ac.jp)>  
Web: <[www.mgu.ac.jp/~ic/helgesen/charity.htm](http://www.mgu.ac.jp/~ic/helgesen/charity.htm)>

### **THE ASIAN YOUTH FORUM (AYF) PAC5 June 2004 in Vladivostok, Russia [www.asianyouthforum.org](http://www.asianyouthforum.org)**



The 4<sup>th</sup> Asian Youth Forum will take place at PAC5, the 5<sup>th</sup> Pan-Asian language teaching conference, sponsored by FEELTA (*Far Eastern English Language Teaching Association*) from June 24-27, 2004 in Vladivostok, Russia. This will bring together young people from Korea, Japan, Thailand, Taiwan, Russia and other Asian countries to discuss language, culture, global issues and international understanding through the medium of English-as-an-Asian-language. If you'd like to help organize this or bring students from your school to attend, see our website or contact:

AYF: Kip Cates <[kcates@fed.tottori-u.ac.jp](mailto:kcates@fed.tottori-u.ac.jp)>

PAC5: Galina Lovtsevich <[feeltacon@dvgu.ru](mailto:feeltacon@dvgu.ru)>

<[www.dvgu.ru/rus/partner/education/feelta/pac5/](http://www.dvgu.ru/rus/partner/education/feelta/pac5/)>





## KEY RESOURCES ON THE UNITED NATIONS

This issue's special feature is a section on *Teaching about the United Nations*. Here we list some key books to help you and your students learn about the UN. Most can be ordered from <[www.amazon.com](http://www.amazon.com)>



### A Global Affair

#### - An Inside Look at the United Nations -

Jones & Janello (1995) ISBN 0-9646322-0-9  
[www.amazon.com](http://www.amazon.com) \$35

This lively, informative book captures the idealism and enthusiasm of the United Nations since its founding in 1945. Through a combination of stunning photos, fact-filled essays and revealing anecdotes, it profiles the history of the UN, portrays key events and crises, follows UN experts (peacekeepers, medical teams, relief workers), documents the UN's work with global issues (war, refugees, human rights, the environment) and brings to life the diplomats and celebrities (Eleanor Roosevelt, Dag Hammarskjöld, Audrey Hepburn) who are part of the UN story.

### Tell Me About...

#### The United Nations

Nouvelle Arche de Noe (2<sup>nd</sup> ed. 2002) US \$10  
ISBN 2-84368-021-2 [www.nan-editions.com](http://www.nan-editions.com)  
[nan-editions@wanadoo.fr](mailto:nan-editions@wanadoo.fr)

This compact illustrated book, part of the *Tell Me About* series published in France, is one of the best introductions to the UN for teachers and learners. In 40 short pages, the book gives a concise outline of the UN (history, aims, members, official languages), its structure (general assembly, security council, secretary general), aims (peace, humanitarian assistance, development, human rights) and the UN's future. Difficult to order but worth making the effort to acquire.

### United Nations Handbook

New Zealand Ministry Foreign Affairs (annual)  
2002 Edition: ISBN: 0477037666 US \$20  
[www.un.org/bookshop/](http://www.un.org/bookshop/)

This hefty 370-page paperback reference book, published annually by the New Zealand Ministry of Foreign Affairs, is the most comprehensive guide to the United Nations system currently in print. Designed for diplomats, NGO workers, academics, journalists and UN staff, the book is packed with up-to-date information and data on all United Nations agencies and programs, and lists UN acronyms, addresses and member nations for each United Nations committee.

### School Kits on the United Nations

United Nations Pubs. [www.un.org/Pubs/CyberSchoolBus/bookstor/index.html](http://www.un.org/Pubs/CyberSchoolBus/bookstor/index.html)

#### • Primary School Kit on the UN

This activity book for elementary school uses art, crafts, cartoons and stories to teach about the UN, peace, rainforests & refugees

#### • Intermediate School Kit on the UN

This junior high school activity book uses games, pictures, readings to teach about the UN, peace, human rights and environment.

#### • Secondary School Kit on the UN

This high school activity book uses charts, graphs, illustrations and readings to teach about the United Nations and global issues.

### Oxford 50<sup>th</sup> Anniversary Book of the United Nations

C. Patterson (1995) \$40  
Oxford University Press 0-19-508280-X  
[www.oup.com](http://www.oup.com) [www.amazon.com](http://www.amazon.com)

This comprehensive book, an illustrated look at the UN published to celebrate the organization's 50<sup>th</sup> anniversary, is the best one-volume guide to the United Nations, its history and achievements. Separate sections profile UN agencies (UNESCO, WHO), describe the UN's work in key areas (disarmament, development, social issues, human rights, decolonization). An appendix lists UN member states and key declarations plus addresses of UN organizations.

### Everything You Always Wanted to Know about the United Nations

United Nations (2001) SKU: 9211008581  
[www.un.org/bookshop/](http://www.un.org/bookshop/)

This lively copyright-free guide to the UN, for intermediate and secondary students, is crammed full of facts, photos, graphs and charts. The book comprises two general chapters (*Intro to the UN, The UN Family*), three chapters on global issues (*Peace, Development, Human Rights*) and a final chapter (*Frequently Asked Questions*). It also includes a UN quiz plus illustrated sections on topics such as landmines, poverty and military spending. Highly recommended!



# 2004 GLOBAL CALENDARS

Now's the best time to order your global education almanacs, calendars, datebooks and diaries for the year 2004.

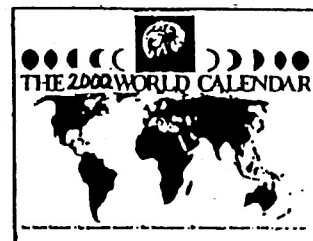


## (1) THE 2004 WORLD CALENDAR

Order on-line from *Social Studies School Service* (\$12.95)

Web: [www.socialstudies.com](http://www.socialstudies.com) (search for "World Calendar")

This multilingual calendar (English, French, German, Spanish, Arabic, Japanese) features photos on global themes, key religious holidays (Christian, Jewish, Muslim, Hindu, Buddhist), national days of 100 nations and cultural celebrations round the world.



## (2) 2004 NEW INTERNATIONALIST (NI) CALENDAR

New Internationalist (NI), Tower House, Lathkill Street, Market Harborough, LE16 9EF, England, UK Fax: 01858-434-958

Web: [www.newint.org](http://www.newint.org) (order from their *On-line Shopping* section)

- The NI *One World Calendar* (£11.95 / \$21.95) features colorful photos of countries, cultures and issues from around the world.
- The NI *One World Almanac* (£10.95 / \$21.95) is a desktop datebook and personal organizer with world photos, quotes and global data..

## (3) AMNESTY INTERNATIONAL CALENDAR

Amnesty International, 322 - 8th Avenue, New York, NY 10001 USA Fax: +1-212-75-627-1451 US \$10.95

<http://store.yahoo.com/aipubs/index.html> or [www.amnesty-usa.org](http://www.amnesty-usa.org)

This 2004 calendar, by the human rights organization *Amnesty International*, features striking photos on the theme of peace, John Lennon and "Imagine" (with an introduction by Yoko Ono).



## (4) 2004 WAR RESISTERS PEACE CALENDAR

War Resisters League, 339 Lafayette St, New York 10012 (\$13)

E-mail: [wrl@igc.org](mailto:wrl@igc.org) Web: [www.warresisters.org/cal2004.htm](http://www.warresisters.org/cal2004.htm)

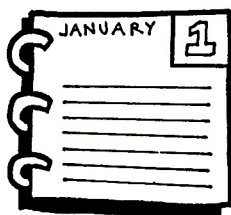
This calendar, by the anti-war organization *War Resisters League*, features historical dates from the peace movement, cartoons on war and peace, and a list of peace groups, publications and contacts.

## (5) 2004 J.E.E. ECO-CALENDAR

Japan Environmental Exchange (JEE), c/o Venetia International, 100 Oicho, Tanaka, Sakyo-ku, Kyoto 606 Tel/Fax: 075-707-6705

E-mail: [jee@jca.apc.org](mailto:jee@jca.apc.org) <[www.jca.apc.org/jee/CalenderE.html](http://www.jca.apc.org/jee/CalenderE.html)>

This made-in-Japan bilingual English-Japanese calendar features illustrations on ecological themes by environmental cartoonist High Moon plus key environmental dates for the coming year.



## (6) OTHER GLOBAL CALENDARS

- Peace Calendars: [www.forusa.org/Catalog/Calendars.html](http://www.forusa.org/Catalog/Calendars.html)
- Global Dates: [www.educ.uvic.ca/Faculty/sockenden/calendar/intdays.html](http://www.educ.uvic.ca/Faculty/sockenden/calendar/intdays.html)
- UN Calendar: [www.un.org/Pubs/CyberSchoolBus/calendar/cyberschoolbus\\_calendar.asp](http://www.un.org/Pubs/CyberSchoolBus/calendar/cyberschoolbus_calendar.asp)
- Earth Calendar: [www.earthcalendar.net/index.php](http://www.earthcalendar.net/index.php)
- World Calendar: [www.world-calendar.com](http://www.world-calendar.com)





## GLOBAL EDUCATION MATERIALS FOR PURCHASE

In Japan, send a postal *kogawase* check from any post office to Kip Cates (address pg 1).  
From overseas, pay in US dollars (in cash or by US bank check made out to *Kip Cates*).



### U.N. School Kit (Primary)

This United Nations activity book for elementary school uses art, crafts, cartoons and stories to teach about peace, pollution, rainforests, refugees & recycling. ¥1500 / \$15

### U.N. School Kit (Intermediate)

This United Nations activity book for junior high school uses games, poems, pictures and readings to teach about peace, human rights and the environment. ¥1500 / \$15

### U.N. School Kit (Secondary)

This activity book for high school teaches about global issues and the United Nations. ¥1500 / \$15

### Children Just Like Me

This illustrated UNESCO book uses text and photos to introduce the lives and cultures of 30 children around the world. A great teaching resource! ¥1500 / \$15

### World Flag Poster

This full color United Nations poster shows the national flags of almost every country around the world. Perfect for your classroom or staffroom wall. ¥1000 / \$10

### Peace in 100 Languages

This unique dictionary lists the word "peace" in 100 different foreign languages. ¥1000 / \$10

### Tour of the United Nations video

Take your students on a tour of UN Headquarters in New York with this VHS video. ¥2000 / \$20

### Third World Goods

Bring the Third World into your school with crafts at "fair trade" prices. **Global Village**, Noge 1-13-16, Setagaya, Tokyo 158 03-3705-0233 <gv@globalvillage.or.jp>

### Peter's Map of the World

Decorate your class with this global education map. ¥1500. **Kansai Seminar House**, 23 Takenouchi-cho, Ichijoji, Sakyo-ku, Kyoto 606 Tel: 075-711-2115



## GLOBAL EDUCATION RESOURCES

For sample catalogs, send a stamped ¥400 self-addressed A4 envelope to Kip Cates



**American Forum for Global Education:** books on global education, world cultures and global awareness

American Forum for Global Education, 120 Wall Street, Suite 2600, New York, NY 10005, USA

Tel: 212-624-1300 Fax: 212-624-1412 E-mail: [globed120@aol.com](mailto:globed120@aol.com) Web: [www.globaled.org](http://www.globaled.org)

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

Amnesty Internat'l, 322 8th Ave, New York, NY 10001, USA Fax: 212-627-1451 [www.amnesty-usa.org](http://www.amnesty-usa.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 NY 10017, USA Fax: 212-867-0779 [www.adl.org](http://www.adl.org)

**Center for Teaching International Relations:** primary and secondary texts on world cultures / global issues

CTIR Publications, University of Denver, 2199 S. University Blvd., Denver, CO 80208, USA

Tel: 303-871-2164 or 800-967-1847 Fax: 303-871-2906 E-mail: [CTIR@du.edu](mailto:CTIR@du.edu) Web: [www.du.edu/ctir](http://www.du.edu/ctir)

**Educators For Social Responsibility (ESR):** teaching resources on war, peace and conflict resolution

ESR, 23 Garden Street, Cambridge, MA 02138, USA Fax: 617-864-5164 Web: [www.esrnational.org](http://www.esrnational.org)

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

ERIC, Iwase Bldg 1F, 1-14-1 Higashi-tabata, Kita-ku, Tokyo 114 Web: [www.try-net.or.jp/~eric-net/](http://www.try-net.or.jp/~eric-net/)

**Intercultural Press:** books and videos on cross-cultural communication, world cultures and study abroad

Intercultural Press, PO Box 700, Yarmouth, Maine 04096, USA Tel: 207-846-5168 or 800-370-2665

Fax: 207-846-5181 <[books@interculturalpress.com](mailto:books@interculturalpress.com)> Web: [www.interculturalpress.com](http://www.interculturalpress.com)

**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/coolplanet/](http://www.oxfam.org.uk/coolplanet/)

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

Peace Ed. Foundation, 1900 Biscayne Blvd Miami 33132-1025 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 issue themes

Peace Resource Project, Box 1122 Arcata, CA 95518-1122 US Fax 707-822-3507 [www.peaceproject.com](http://www.peaceproject.com)

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

Social Studies School Service, 10200 Jefferson Blvd, Box 802, Culver City, CA 90232-0802 US Tel: 310-

839-2436 or 800-421-4246 Fax: 310-839-2249 <[access@socialstudies.com](mailto:access@socialstudies.com)> [www.socialstudies.com](http://www.socialstudies.com)

**Stanford Program on International & 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 SPICE Website: <http://spice.stanford.edu/>

**Worldaware Resource Centre:** books, games, videos, wallcharts on Third World and development issues

Worldaware, 31-35 Kirby Street, London EC1N 8TE, UK Fax: 020-7831-1746 [www.worldaware.org.uk](http://www.worldaware.org.uk)

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

WWF, Panda House, Weyside Park, Godalming, Surrey GU7 1XR UK Fax: 0483-426-409 [www.panda.org](http://www.panda.org)



## COMING EVENTS CALENDAR

Nov 29 Buy Nothing Day <sup>1</sup>  
 Dec 1 International AIDS Day <sup>2</sup>  
 Dec 5 International Volunteer Day <sup>3</sup>  
 Dec 10 International Human Rights Day <sup>4</sup>

Dec 10 Nobel Peace Prize Ceremony <sup>5</sup>  
 Jan 15 Martin Luther King Day (US) <sup>6</sup>  
 Mar 8 International Women's Day <sup>7</sup>  
 Apr 22 Earth Day 2004 <sup>8</sup>

### CONTACT WEBSITES AND ORGANIZATIONS

1 Buy Nothing Day: <[www.bndjapan.org](http://www.bndjapan.org)> <[www.buynothingday.co.uk](http://www.buynothingday.co.uk)> <<http://adbusters.org/campaigns/>>  
 2 World AIDS Day: JapaNetwork <[www.japanetwork.org](http://www.japanetwork.org)> <[www.worldaidsday.org](http://www.worldaidsday.org)> <[www.avert.org](http://www.avert.org)>  
 3 Int'l Volunteer Day: <[www.iyv.org/iyv\\_eng/IVD/planning.htm](http://www.iyv.org/iyv_eng/IVD/planning.htm)> Service <[www.serviceleader.org/new](http://www.serviceleader.org/new)>  
 4 Human Rights Day: Amnesty Int'l <[www.amnesty-usa.org](http://www.amnesty-usa.org)>, Human Rights Ed <[www.hrea.org](http://www.hrea.org)>  
 5 Nobel Peace Prize: Nobel e-Museum <[www.nobel.se/peace/](http://www.nobel.se/peace/)>, Nobel Institute <[www.nobel.no](http://www.nobel.no)>  
 6 ML King Day: MLK Holiday <[www.holidays.net/mlk/](http://www.holidays.net/mlk/)>, King Center <<http://thekingcenter.com>>  
 7 Int'l Women's Day: <[www.isis.aust.com/iwd/stevens/contents.htm](http://www.isis.aust.com/iwd/stevens/contents.htm)> <[www.un.org/events/women/iwd/2003/](http://www.un.org/events/women/iwd/2003/)>  
 8 Earth Day: <[www.earthday.net](http://www.earthday.net)> <[earthday.wilderness.org](http://earthday.wilderness.org)> <[www.earthday.gov/kids.htm](http://www.earthday.gov/kids.htm)>

## GLOBAL ISSUES IN LANGUAGE EDUCATION

**WHAT ARE GLOBAL ISSUES?** Global issues refer to world problems such as war, hunger, poverty, oppression, racism, sexism, environmental destruction and 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 IN LANGUAGE EDUCATION SIG** The *Global Issues in Language Education* Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT) aims to:  
 (a) promote the integration of global issues, global awareness and social responsibility into language teaching  
 (b) promote networking and mutual support among language educators dealing with global issues  
 (c) promote awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education

**GLOBAL ISSUES IN LANGUAGE EDUCATION NETWORK** This is an informal network of language teachers and global educators who share an interest in how world problems, global awareness, social responsibility and world citizenship can be integrated into foreign language teaching.

**NEWSLETTER SUBSCRIPTIONS (JALT Members)** JALT members who wish to join the "Global Issues in Language Education" Special Interest Group (GILE SIG) should fill out the postal "furikae" form in *The Language Teacher* magazine and take the ¥1500 payment to any post office in Japan.

**NEWSLETTER SUBSCRIPTIONS (Non-JALT Members)** Interested teachers or institutions may subscribe to our quarterly newsletter and join our *Global Issues in Language Education Network*. Annual subscriptions are ¥2000, US\$15 or UK £10. In Japan, send a *teigaku kogawase* postal cheque (do not fill out) from any post office to the address below. Overseas subscribers can pay in US dollars / UK pounds (checks to "Kip Cates" on a US / UK bank). Please inquire about newsletter exchanges or complimentary subscriptions for global organizations, language teaching associations and teachers in developing countries.

**JALT SIG AND GLOBAL ISSUES NETWORK MEMBERSHIP** (as of January 2003)

* JAPAN SUBSCRIBERS: JALT SIG (= 200)	GLOBAL ISSUES NETWORK (= 90)	= 290
* INTERNATIONAL SUBSCRIBERS (eg Algeria, Australia, Brazil, China, Egypt, France, Germany, Korea, Philippines, Russia, Singapore, Taiwan, Thailand, UK, US, Vietnam...)		= 150

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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 or postal mail.

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