

A TESOL FORUM ON

Teachers Building a Culture of Peace

Classroom Responses to War and Terrorism

Friday, October 17, 2003
The American University
Washington, DC

TESOL

Teachers of English to Speakers of Other Languages, Inc.
700 South Washington Street, Suite 200, Alexandria, Virginia 22314 USA



Teachers Building a Culture of Peace

Classroom Responses to War and Terrorism

Friday, October 17, 2003

*The American University

Washington, D.C.

September 11, 2001, and other recent global events have challenged administrators, teachers, and guidance counselors to find age-appropriate classroom activities to help students effectively cope with war and terrorism.

Students raise concerns about safety, current events, and specific identity groups. Schools nationwide reflect on the relevancy of addressing sensitive global issues at the school level. TESOL is a global association of English language educators experienced in providing tailored professional development opportunities to ESOL professionals and mainstream teachers, and administrators. TESOL encourages schools to seek adequate resources so they may play an active role in facilitating a culture of security, cross-cultural understanding, and awareness in the classroom environment.

Purpose

Teachers Building A Culture of Peace: Classroom Responses to War and Terrorism, a professional development forum, provides participants with samples of methodologies, lesson plans, and self-assessment for teachers and students. Sessions facilitate an exchange of experiences and effective practices on classroom activities that address the effects of terrorism and war within the context of the classroom.

The focus of this program is to help educators manage cross-cultural understanding and communication, and create a safe classroom environment in unsettling times.

Who should attend?

- K-12 teachers, administrators, and guidance counselors
- ESOL professionals in community colleges and adult education programs

Program Agenda

Time

8:00 a.m. – 9:00 a.m.

9:00 a.m. – 9:10 a.m.

9:10 a.m. – 9:40 a.m.

9:40 a.m. – 10:00 a.m.

10:00 a.m. – 10:15 a.m.

10:15 a.m. – 11:45 a.m.

12:00 noon – 1:15 p.m.

1:30 p.m. – 3:00 p.m.

3:00 p.m. – 3:15 p.m.

Friday, October 17, 2003

Program Information

Check-in

Welcome & Opening Remarks

Charles S. Amorosino, Jr., Executive Director, Teachers of English to Speakers of Other Languages, Inc.

Morning Plenary

Presentations:

The Role of Teachers in Promoting a Culture of Peace

Dr. Jones Kyazze, Director, New York Office, United Nations Educational, Scientific and Cultural Organization (UNESCO)

Dr. Betty Reardon, Founding Director, Peace Education Center, Teachers College, Columbia University

Open Discussion

Break

Concurrent Workshop Sessions (1 session per participant)

Engaging ESL Students in Global Learning

Alison Milofsky, Education Programs, U.S. Institute for Peace

In the Aftermath of Terrorism: A Young Person Asks, "Am I Safe?"

Heidi Taylor, Curriculum Associate, The Red Cross National Headquarters

Toward a More Balanced View of Arabs and Muslims

Richard Seikaly, President, EnVisions, Zeina Azzam Seikaly, Outreach Coordinator, Center for Contemporary Arab Studies, Georgetown University

Lunch Provided/Networking

Concurrent Workshop Sessions (1 session per participant)

Encouraging Civil Discourse with Logical Conversation

Robert Bruce Scott, Assistant Professor, Fort Hays State University

Students as Humanitarians: Integrating Learning and Acting Globally

Erin Tunney, Program Associate, Interaction, American Council for Voluntary International Action

What Is a "Culture of Peace"—And How Do We Get There?

Julia Morelli, Faculty, George Mason University, Daniel Rainey, Deputy Chief of Staff, National Mediation Board

Evaluations

*TESOL thanks the American University's TESOL Program for its support with meeting space and equipment.

Workshop Descriptions

Engaging ESL Students in Global Learning

Alison Milofsky, Education Programs, U.S. Institute for Peace

Explore how to teach peace education and provide a global context in the ESL classroom. Discuss strategies for talking with students about war and terrorism and helping students understand the connection between their lives and world events. Examine how you can involve the entire school community—from student to teacher to administrator—in the creation of a “culture of peace” through social action.

Alison Milofsky is a program officer in the Institute’s Education Program, focusing on secondary education. She manages the National Peace Essay Contest, designed to involve students and teachers in international issues, and the Summer Institute for Secondary School Teachers.

Toward a More Balanced View of Arabs and Muslims

Richard Seikaly, President, EnVisions

Zeina Azzam Seikaly, Outreach Coordinator, Center for Contemporary Arab Studies, Georgetown University

Examine the importance of self-awareness as a component of intercultural understanding in the classroom. Participants examine their own perceptions and attitudes toward Islam and the Arab world and learn how to help their students understand stereotypes and biases. Case studies, anecdotes, and group experiences are used to sensitize educators to these issues.

Richard Seikaly is President of EnVisions, an organizational development consulting firm based in Northern Virginia.

Zeina Azzam Seikaly is the Outreach Coordinator at the Center for Contemporary Arab Studies, Georgetown University, where she organizes programs for K-12 educators on the Arab world, the larger Middle East, and Islam.

In the Aftermath of Terrorism: A Young Person Asks, “Am I Safe?”

Heidi Taylor, Curriculum Associate, The Red Cross National Headquarters

How do young people cope with emergencies? As much as we would like to protect all children, we cannot shield them from personal or community tragedy. We can help them prepare for unforeseen dangerous events, however, and learn to face and move beyond their fears and concerns. Learn more about empowering young people to prepare for and cope with disasters and other tragedies using the American Red Cross’s “Facing Fear: Helping Young People Deal with Terrorism and Other Tragic Events” curriculum for grades K-2, 3-5, 6-8, and 9-12.

Heidi Taylor is the Curriculum Associate for the American Red Cross National Headquarters, responsible for nationwide implementation of Masters of Disaster and its related materials on behalf of the Red Cross.

Students as Humanitarians: Integrating Learning and Acting Globally

Erin Tunney, Program Associate, Interaction, American Council for Voluntary International Action

Learn about several humanitarian organizations working with children around the world and how to bring this work into your own classroom, building empathy and connections to other parts of the world with your students. This workshop explores how your classroom can become involved in humanitarian work and how you can integrate these projects into various curricular activities.

Erin Tunney is the Associate for Advocacy and Outreach at InterAction, the largest alliance of U.S. based international development and humanitarian nongovernmental organizations. At Interaction, she helps coordinate members’ advocacy efforts, particularly their grassroots activities, and promotes public awareness of the effectiveness of U.S. foreign assistance programs.

Encouraging Civil Discourse With Logical Conversation in the ESL Classroom

Robert Bruce Scott, Assistant Professor Fort Hays State University

Explore how to incorporate the Logical Conversation Approach into your ESL classroom. This Approach introduces learners to a conversation flowchart for agreement and disagreement which enables them to plot sample dialogues along different routes, create dialogues to follow prescribed routes, engage in flashcard debates where individuals or teams take turns following discourse-level directions, and participate in “free-form debates” in which speakers can agree or disagree as long as they respect and use valid reasoning. This activity promotes important awareness and skills discussion while providing the means to sensitively address highly relevant and potentially volatile topics.

Robert Bruce Scott has taught ESL and trained teachers in Ecuador, Japan, and the United States. As assistant professor of special education/ESOL at Fort Hays State University, he provides teacher education to P-12 teachers seeking the State of Kansas endorsement in ESOL.

What Is a “Culture of Peace”—And How Do We Get There?

Julia Morelli, Faculty, George Mason University

Daniel Rainey, Deputy Chief of Staff, National Mediation Board

Examine several key issues involving the development of a “culture of peace” in the classroom, including what a culture of peace means in the context of a classroom setting; how the teacher’s own perceptions and culture affect teaching about conflict events involving culture (e.g., terrorism); and how to resist, and help students resist, reacting to individuals as representatives of a cultural group.

Julia Morelli is an administrative faculty member at George Mason University and the President of Holistic Solutions, Inc., a Virginia consulting firm specializing in dispute resolution.

Daniel Rainey is Deputy Chief of Staff for the National Mediation Board. Before joining the Board he worked with Julia Morelli and Holistic Solutions, Inc., and was a private consultant working in the field of dispute resolution.