Fulbright-in-the-Classroom: An initial evaluation

Overview
The FULBRIGHT ASSOCIATION announced in June of 2017 that it was launching a pilot of a concept for involving American Fulbright alumni in K-12 classrooms. The thesis was that Americans, especially young Americans, lack a foundation in international affairs that can have a profound impact on our country as it engages in a variety of commercial, trade, inter-personal, and other activities involving countries around the world. The proposition was that American Fulbrighters, with their experience abroad and with classroom skills could help the U.S. response to the lack of knowledge about foreign cultures and peoples.

In response to the Fulbright Edge announcement, over 75 indications of interest in the Fulbright-in-the-Classroom (FiC) concept were received from members of the Fulbright Association across the United States. Three chapters submitted proposals for undertaking pilots, and a fourth undertook significant work on a Fulbright-in-the-Classroom activity.

This report is an initial review of the results of the first year of Fulbright-in-the-Classroom.

Concept
The concept of a Fulbright-in-the-Classroom initiative was based on an understanding that teachers are under considerable pressure to produce quantifiable results and that the involvement of outsiders – in this case, Fulbright alumni – in classrooms would be looked on more favorably if the Fulbrighters were prepared to interact with students in ways that reinforced the teachers’ lesson plan objectives. The concept also assumed that multiple interactions with K-12 students would be desirable so that the Fulbrighters could develop a relationship with the students.

In addition to exploring options for curricula that could be explored in classrooms, the FULBRIGHT ASSOCIATION was able to identify several partner organizations that agreed to establish formal relationships as part of an effort to identify local groups that could help in implementing the concept and prepare Fulbrighters for their K-12 experiences.

The concept paper for the Fulbright-in-the-Classroom initiative is attached.

Pilot Sites
The Central Virginia, Iowa, and Northern California/Bay Area chapters submitted proposals for conducting pilots. In addition, the Greater Los Angeles chapter spent much of the year researching the concept in anticipation of implementing a pilot in 2018-19. All four chapters received modest funding from the Fulbright Association to underwrite some of the expenses of their members.

All four chapters have submitted reports on their activities during 2017-18. Those reports are attached.

Central Virginia Chapter
The Central Virginia Chapter was the first to submit a proposal, and its members were among the most enthusiastic of those seeking to implementing a Fulbright-in-the-Classroom project. It decided early on to focus its efforts on a school district that had relatively little diversity and exposure to international affairs. As the chapter’s report notes, a number of challenges arose as it sought to implement the program. Ultimately, the project was abandoned, although a core group may again try to implement a program in 2018-19.

Among the findings:

- Communication with the target school was stymied by a new schools superintendent who prevented direct contact with the school despite stated interest in the concept. The chapter recommends therefore that the focus of future efforts be on schools where an alumnus of the Fulbright Program works or has direct access. Another suggestion was to work directly with PTAs or student clubs.

Iowa Chapter
The Iowa Chapter decided to make use of international Fulbright grantees instead of focusing on the experiences of American alumni of the program. Its pilot focused on one school district that was small, had a homogenous student population, and had a goal of global citizenship. The chapter chose the Van Meter Community School District (VMCSD) and it focused on two objectives: to increase international awareness among K-12 students while exposing the international Fulbrighters to a small US school district.

Instead of developing a curriculum around which the international Fulbrighters would focus, the Iowa chapter decided that the Fulbrighters – from Pakistan, Indonesia, and South Korea – would share their own experiences with middle school students working on research questions. As the chapter put it, “There was not a curriculum, only curiosity.”
Two visits to the school were arranged, each involving 3-4 international Fulbrighters accompanied by an American Fulbright alumnus. The chapter reports that if it were to repeat the model, it would limit the visits to just one. All students in grades 6-8 were involved – a total of approximately 250.

The American Fulbright alumnus helped prepare the international Fulbrighters for their visit and provided a budget for the preparation of materials. Outside groups were not involved in setting up the visits or in preparing the visitors for their classroom experiences.

In terms of highlights of the visits, the chapter reported:

- Most middle-school students had never met someone from a predominantly Muslim country, and this event provided the opportunity for cultural exchange. Students were especially curious about the hijab that two of the grantees wore. The middle school students questioned their own culture and values listening to different viewpoints and experiences. Students were also impressed by the idea that excelling in scholarly activities change their lives in a way that they had previously imagined. During the photo session at the end, the students treated the Fulbright grantees as if they were rock stars! Teachers were thrilled that the presence of the grantees encouraged students to delve more deeply into their social studies activities.

The grantees benefitted by experiencing an American middle school, including the cafeteria food. Some of the students’ questions provided the grantees with insights into American culture.

The chapter plans to continue the pilot next year but will limit the number of visits to one and will again focus on just one school district.

Several photographs from the visits are included the Event Report that is included in the appendix, and a video of one visit is available on You Tube.

**Northern California/Bay Area Chapter**

The Northern California/Bay Area Chapter hewed more closely to the original concept for Fulbright-in-the-Classroom and focused on the experiences of American Fulbright alumni. It developed a curriculum centered around global citizenship: the importance and benefits of exploring other countries and cultures. Each volunteer facilitator prepares a unique lesson with an engaging “hook,” a brief presentation focused on one or two aspects of the facilitator’s Fulbright experience, and a hands-on activity related to the facilitator’s Fulbright country or area of research. Before teaching, facilitators complete a brief training with the Fulbright-in-the-Classroom Bay Area co-founders in which the founders explain the lesson structure, model a sample lesson, and discuss best practices for the classroom. Facilitators are also put in touch with their host teacher.
and school prior to the lesson to encourage collaboration and alignment with the host teacher’s curriculum.

Prior to the launch of the training and the creation of the curricular focus, the organizers consulted with One to World, one of the organizations with which the Fulbright Association consulted when preparing the FiC concept document. Other organizations were not otherwise involved in identifying schools or in training the participants.

Some of the lessons learned by this chapter and recommendations for next year include:

- Volunteer recruitment proved to be slower than anticipated, and thus only one school and one volunteer were involved in actual interaction. Fifteen students were involved.
- The chapter recommends that the Fulbright Association provide a small budget to purchase classroom materials and host recruiting events for Fulbright alumni.
- The chapter also recommends that there be an opportunity to discuss experiences with other chapters leading FiC programs, in order to share best practices and lessons learned.
- As was recommended by the Central Virginia Chapter (above), the chapter points out that it would be easier to introduce FiC in those schools where alumni are already teaching.
- The chapter believes that the FiC effort should be chapter-based.

Greater Los Angeles Chapter

Although the GLA chapter was not a part of the 2017-18 pilot year, it conducted a series of outreach meetings with schools in the Los Angeles area. At least one member of the GLA Board met with representatives of three schools. Several themes came through in its research report, summarized by the following highlights:

Granada Hills Charter High School (GHCHS)

- GHCHS expressed need for an inventory of volunteer interests and skills so it could match volunteers with teacher and student needs. This could be in the form of a spreadsheet. GHCHS representatives saw this program as a strong fit for the Advanced Placement (AP) Capstone Project, as well as the International Baccalaureate (IB) Creativity/Activity/Service (CAS) project. Both projects require students to research a specific area of interest. GHCHS suggested that students be paired with volunteers who are experts in a specific area, and who could serve as a resource to the student.
- GHCHS representatives also see an opportunity for IB teachers to invite various speakers throughout the year to visit their classrooms and speak about a specific topic that the class is studying.
- Lastly, GHCHS representatives see potential for collaboration during the school’s gap period on Tuesdays from 8:30-9:30 am, as well as after school. In these scenarios, the
school’s administrators would select a guest speaker or multiple guest speakers and determine which groups of students to invite to the presentation.

- GHCHS did not see value in creating Common Core-compliant lesson plans, which its representatives thought would disrupt of teachers’ lesson plans; instead, the school would prefer to use FiC as a complement to preexisting classroom activity.
- Regarding the preparation of Fulbright volunteers for classroom activities, GHCHS representatives were very firm in their request that volunteers attend an orientation before visiting campus. The orientation should include an overview of American schools and processes. As required by the California education code, all volunteers must go for fingerprinting (around $20/person) before being allowed on campus.

### El Camino Real Charter High School (ECRCHS)

- ECRCHS representatives see FiC as a guest speaker program. They do not think that assemblies with several guest speakers and large crowds of students will work well.
- ECRCHS representatives want to make sure the program is inclusive of all students, not just high-achieving students. They would like to include students in the Advancement Via Individual Determination (AVID) program, which serves students who are the first in their families to pursue college, as well as the alternative education program.
- They also expressed interest in having guest speakers for the AP classes, especially English, government, and economics, as well as the Humanitas program (an interdisciplinary program in which all classes focus on a global theme), and were also interested in incorporating FiC speakers into the AP Capstone project.
- ECRCHS representatives think one time/month is the ideal frequency for guest speakers to visit the classroom.
- ECRCHS representatives would like the GLA chapter to coordinate a field trip to the nearby California State University, Northridge, where students could meet foreign Fulbright scholars and take a campus tour.
- ECRCHS representatives think a FiC program could work well for all grade levels, although 10th grade seems to be the best fit since it could be paired with efforts to encourage students to think about what they want to study in college, whether to study abroad, etc.

### UCLA TIE-INS Community Schools (University High School & Mark Twain Middle School)

- The schools prefer a well-defined program format, ready to present to the school. Its representatives were open to regular weekly meetings or one-off/multi-part speaker programs.
- The schools require a finalized list of volunteers, information, and program format to present to school administration before the program can proceed. Volunteers are required to attend one orientation meeting for paperwork, fingerprinting, and to introduce volunteers to school administration, teachers, and classroom procedures.
• The schools are interested in integrating FiC presentation with AP courses, the Advance-
ment Via Individual Determination (AVID) program, and in-school assemblies and class
visits. Since Mark Twain Middle School is a World Language magnet, UCLA is particularly
interested in leveraging the language and targeted international study aspects of Ful-
brighters’ experiences.
• The schools are interested in having teachers invite various speakers throughout the year
to visit their classrooms and speak about a specific topic that the class is studying, de-
pending upon the volunteers’ areas of expertise and availability.
• The schools’ representatives emphasized that their teachers and administration are eager
to give their students any kind of additional resource available to them, but that they
would be served best by an easy-to-implement, pre-packaged format that doesn’t put too
much additional work or stress on their faculty/administrators and which will optimally
leverage the specific advantages that Fulbright alumni provide. They indicated that having
volunteers create and deliver Common Core-compliant lesson plans would likely place an
undue burden upon the program and teachers; the schools would prefer to use the vol-
unteers more as complementary enrichment.
• UCLA representatives want volunteers to go through an orientation introducing volun-
teers to the American education system and to take care of necessary paperwork prior to
volunteering at the schools. They also want to provide an opportunity for the teachers,
administrators, and volunteers to get acquainted with the program. All volunteers must
go for fingerprinting (around $20/person) before being allowed on campus. Fulbright-GLA
board members are hoping we could use program grant funds to pay for this.

Conclusions and Recommendations

It is clear that the original concept of asking chapters to work with schools to develop standards-
compliant curricula and working with American Fulbright alumni to prepare them for K-12 class-
rooms was more ambitious than was necessary. Most schools (and chapters) prefer to use Ful-
brighters as one-time guest speakers rather than as individuals who would have repeat relation-
ships with students.

In addition, the focus on American Fulbrighters in the classroom may have been unnecessary,
since the Iowa experience demonstrates that the use of international scholars was successful and
involved only a handful of chapter members: In addition to exposing American middle school
students to authoritative experts on their own cultures, the Iowa example exposed the foreign
students to American classrooms and American K-12 students.

On the other hand, the California experience points to a desire by school officials to be involved
in the orientation of the visiting scholars—and to the requirement that the visitors undergo fin-
ger-printing as part of the background checks.
All four chapters express the need in one way or another for financial support: For preparing materials, for underwriting the cost of finger-printing, for orientation expenses, etc. In the concept paper (attached), we indicated that we would need to attract external funding for the Fulbright-in-the-Classroom program after the initial pilot year. Although the number of K-12 students actually impacted in the pilot year was not as robust as we had hoped, and while an evaluation of the actual impact of the pilot year on the targeted students was not undertaken, it is clear that the concept has traction. It is now important to find additional financial resources for the chapters that want to take advantage of the idea.

*The Fulbright Association should alert chapters that the FiC will continue in the 2018-19 school year and that the Washington office stands ready to assist with expertise and with limited funding. In addition, a series of conference telephone calls should be organized so that those who piloted the program in 2017-18 can share their experiences and advice with the chapters interested in implementing such a program in 2018-19.*

Attachments:

1. Central Virginia Chapter report................................................................. A-2
2. Iowa Chapter report (with photos).......................................................... A-3
3. SF Bay Area/Northern California Chapter report (with photos).............. A-10
4. Greater Los Angeles Chapter report.......................................................... A-14
5. Fulbright-in-the-Classroom Concept (August 2017)................................. A-19
Year-End Report
Central VA Chapter of the Fulbright Association

Fulbright in the Classroom Project
May, 2018

Purpose: The purpose of the Fulbright in the Classroom Project was to provide more exposure of Fulbright Alums to educational venues, and to impart the gained knowledge and experience(s) of the Fulbright Program and Fulbright Alums, respectively, via presentations and discussions in U.S. classrooms.

Description: To that end, in 2017 the CVA Chapter (CVA) applied for and received funding to participate in the initial Trial Project of FC. The expectation was to use fall 2017 for planning and spring 2018 for implementation, following-up with evaluation and data analyses no later than June, 2018.

Report: This Report comes early due to several issues. A) With enormous effort and time, the Team of the CVA FC project * worked tirelessly to make connections with the public and somewhat rural Virginia school system it recommended, Staunton, VA. However, due to a number of exigencies, those contacts did not emerge. It would seem that a major issue was the complication of connecting—without prior on-site relationships—with the Staunton system. They have a new school superintendent and he is attempting to establish himself in this role. While initially reported as enthusiastic, no direct contacts were possible with either teachers or principal without going via the superintendent. We assess this as problematic and a hindrance to the continuation of the Project. B) there are a number of other extenuating circumstances that also deflected energy: discussion about the current name of the high school, i.e., R.E. Lee H.S., and the related issues it raises; numerous snow days in the winter of 2018 resulting in delays and cancellations, all eroding a planned schedule; continuing concerns about a budget and a possible new or renovated high school and those related concerns.

At the same time, however, we garnered eight (8) Fulbright Alums who volunteered to offer presentations in the high school, also tailoring the presentations to fit the needs, SOLs, and students of the various classroom teachers. Indeed, their enthusiasm was infectious and it was a disappointment not to be able to place them before classrooms in this public school.

Once it became clear that communication-contacts within the Staunton system were complicated, Dr. McDaniel contacted a private school in Albemarle County, which houses Charlottesville, VA. In similar pattern, with initial stated enthusiasm for the project, there was, however, no follow-up. Even with emails and follow-up phone calls (this to both school systems), there was no reply to clarify continuing interest or status. The Team found this lack of communication puzzling and frustrating, to say the least. Regardless, with several personal contacts with administration, submission of written materials, neither school followed-up on their initial stated enthusiasm. This effort and time amounted to roughly 120 hours of personnel time and extensive travel! The Team met a total of six (6) times to plan and explore the project.

Thus for all these reasons the CVA F.C. Project did not materialize.
Suggestion: One suggestion CVA would make is to attempt to find a Fulbright Alum who is actively working with or currently employed by the selected school system. Obversely, select a school system in which known Fulbright Alum relationships exist to facilitate the communication and contacts. This would enhance communication, allow for on-site discussions with clarification of the Project, and circumvent personnel issues otherwise.

Although Team members attempted to contact both the principal and superintendent via phone or email, these proved fruitless. One aim was to offer more information with expanded details on the Project, in particular to expand on ways in which the FC project could enhance both the educational work of the school(s), as well as learning of the students. The Team also offered to make an informal presentation(s) at faculty-teacher meeting(s), and address questions, hoping to instill more interest and enthusiasm. However, regardless of contact these did not materialize. The Team suggests that with contact noted above, those expanded or more informal contacts could prove fruitful. Other possibilities offered were a large PTA or all-school presentation, and work with school clubs.

Funding: Of the funding allotted, i.e., $900.00, we had modest withdrawals for reimbursement for the following items: supplies and copying of Proposals to take to the high school, lunch in Staunton, 28 Feb., 2018, and modest travel reimbursement. It is our understanding that we should retain that funding in the possibility that a Project, with revision(s), might emerge in 2018-19. (See: statement, appended).

Staunton Lunch: On Feb. 28th the members of the Team joined with key leaders of organizations in Staunton, organized by Ms. Tomisato. Those attending included (alpha): F. Blanton, Sister Cities, C. Dull, Major, M. Korff, Liaison to Team by Fulbright Program, C. McDaniel, G. Pyle, and G. Tomisato, the latter three member of the Fulbright Team; also Staunton City Financial Office, and the Executive Director of the local Culture Museum. While there was modest expressed interest in the FC Project, there was noted interest and overt enthusiasm in creating links between and among the represented entities in the best interest of Staunton City. In short, even with this creative meeting the project did not ‘take off.’ There was no follow-up after the lunch, no additional communication from any of the persons who attended.

Team- Personnel: Finally, a comment on the Team. The Team consists of (alpha) Charlotte McDaniel, who acted as Chair, Gerald Pyle, Georgi Tomisato, Karen Waterman, and Lois Williams. The latter four all have expertise, and former Fulbright appointments, in K-12 educational systems. Dr. McDaniel agreed to submit the initial proposal and chair the Team for the first year or 2017-18. However, due to other commitments she will not continue on the project after May, 2018. At this time there is no other identified Team member who wishes to take on the role of chair; however, one person might be able to do so in late fall of 2018. However, the Team agreed that the information is before the high school and aspects are in place for the project to continue, if interest is evident on the part of high schools.

Thus, although the Team worked hard, and cooperatively, it was unable to launch this Project and not due to lack of effort! Rather the bureaucracy of the school and personnel factors offered mitigating issues that limited the Project. With the key aspects in place, the Project may be re-assessed for 2018-19. At that time, the Alums who offered to participate should be re-contacted. Dr. McDaniel has kept all Alums appraised of the development—or lack thereof—and the status in late spring, 2018.
Fulbright-in-the-Classroom: Iowa Chapter

- Please describe your initial concept for the Fulbright-in-the-Classroom and how it evolved over the year. The Iowa Chapter wanted to work with at least one school district that was small, a homogenous student population, and a goal of global citizenship. We focused on one district this year, Van Meter CSD. We wanted to bring several grantees to the district to interact with students and faculty. Our goals were twofold: to increase international awareness to among K-12 students while exposing grantees to a small US school district.

- What was the curriculum that you sought to teach in the classroom interactions? We worked closely with the curriculum director in Van Meter to see how this opportunity would best fit into the district. We agreed upon the middle school students working on research and questions for our grantees from Pakistan, Indonesia, and South Korea. There was not a curriculum, only curiosity.

- Did you undertake any evaluation of the impact of the classroom interactions on the students? What were your conclusions, if any, about the impact on the students. (If you used an evaluation instrument, please include a copy in your report.) See attached event report.

- How many of your members were involved in the project:
  - In the initial planning? The entire board of directors, then a small group of 3.
  - In interaction with K-12 students? One board member that worked with the district and one that worked with the grantees.

- How many other people were involved in the project (e.g., foreign students and scholars)? We took 3-4 grantees on each visit. There were two visits. Doing it over, there would be one visit.

- How many students were involved in the project? How many of them were involved in more than one interaction with Fulbrighters? All of the 6-8 graders were involved in the project. There were about 250 students.

- What other organizations were involved in the FiC project? For example, were Sister Cities International, World Affairs Council, UN Association, Rotary, etc., involved? No other organizations were involved.

- How did you prepare your members (and any foreign students and scholars) for their classroom interactions? Students were emailed instructions from the district and our board contact. Our board contact also worked with each grantee as well as provided a budget for any prep materials.

- Were you able to work with any instructional organizations to help prepare your participants? For example, did you work with members of the National Council for the So-
cial Studies or your state’s alliance for geographic education? The district teachers prepared the students with teaching about the countries/regions using research projects and developing inquiry questions. However, using outside organizations wasn’t necessary.

- Did your chapter screen participants who interacted with students? Did the school districts where you operated undertake any kind of screening? Our board members knew each of the grantees. They were active in the student Fulbright organization.
- What additional support from the national Fulbright Association office would have helped you meet your objectives?
- Do you plan to continue the project next year? What will you do differently? We are continuing the project next year. We will just do one district and it will be a one-day visit.
- Do you think that individual Fulbrighters could volunteer with school districts to mount FiC, or is it necessary to involve FA Chapters? I think having alum act as connectors is necessary.
- Please provide any additional comments that you think would help others as they undertake a Fulbright-in-the-Classroom project.

Please contact Michael Korff (Michael.Korff@fulbright.org) if you have any questions. If possible, please send your comments to him by June 15.
EVENT REPORT
Fulbright Association Chapter Grant*

Fulbright Alumni Chapter: IOWA
Author of this form: Ann Russell and Erika Cook
Date: 17 December 2017

Event Details:
Title of event: Fulbright in the Classroom 2017
Dates of event: 16 November and 7 December 2017
Length of event: 4 hours on each date

Attendees:
How many people attended this event? 216

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<td>TOTAL ATTENDEES</td>
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What kind of publicity preceded this event? Please describe.
This type of event did not require publicity to generate attendance. We did, however, contact Iowa State University media about covering the event.

Please provide a brief description of the event:
This event was planned by the Iowa Chapter Treasurer, Erika Cook, and teacher Jen Sigrist of the Van Meter School in Van Meter, IA, situated in a rural district in Central Iowa. IA Chapter BOD member Ann Russell assisted in identifying and scheduling Fulbright grantees at Iowa State University who were keen to participate.

Five Fulbright grantees shared brief descriptions of their countries (Pakistan, Indonesia and South Korea) and addressed questions about their county's culture that were posed by middle-school students during two separate visits. The program consisted of an initial introduction of the Fulbright grantees to the entire assembly of approximately 200 6th, 7th, and 8th grade students and their teachers. The grantees were then assigned to a classroom and students spent ~50 minutes in a question-and-answer period with the grantees. Students rotated among classrooms and thus met with all five of the grantees. Grantees and the three BOD members who accompanied them shared lunch with the students in the Van Meter cafeteria. During a snack period at the end of the day, grantees posed with the students for photos. For the second visit, a videographer from ISU Relations spent 1.5 hrs filming and interviewing the participants.

What were the highlights of the event?
Most middle-school students had never met someone from a predominantly Muslim country, and this event provided the opportunity for cultural exchange. Students were especially curious about the hijab that two of the grantees wore. The middle
school students questioned their own culture and values listening to different viewpoints and experiences. Students were also impressed by the idea that excelling in scholarly activities change their lives in a way that they had previously imagined. During the photo session at the end, the students treated the Fulbright grantees as if they were rock stars! Teachers were thrilled that the presence of the grantees encouraged students to delve more deeply into their social studies activities.

The grantees benefitted by experiencing an American middle school, including the cafeteria food. Some of the students’ questions provided the grantees with insights into American culture.

Videography by Dave Olson for this event was covered by ISU Relations: https://www.youtube.com/watch?v=bNSgl67Qnr8.

Please describe the goals of the event and discuss how successful the event was at reaching these goals. Include ways in which the event could be improved in the future:

The goals of this event were twofold: 1) for the middle-school students to become aware of cultures, religions, and current issues of countries that are not represented in their school and 2) for the Fulbright Scholars to see the structure, culture, and mindset of middle-school students and teachers from schools in rural settings.

This event was quite successful in reaching these goals. The Fulbright grantees provided many suggestions for how this event could be improved, including changing to a single-day visit, and providing alternative successful formats such as a panel.

Expenses:
Was this event funded entirely through the Fulbright Association Chapter Grant?

X Yes  No

If not, who else provided funding? Please list all co-sponsors and total amounts of funding received from each:

Did volunteers contribute to the event?  X Yes  ☐ No  If yes, please indicate:

The number of volunteers for this event: 2
The total number of volunteer hours contributed: 4

Expense Break-Down*: Please fill out the following Excel table below for all expenses and cost-share contributions associated with this event. Add additional lines where necessary.

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<th>In-Kind Support from Chapter Partners</th>
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* Recipients of U.S. Government (USG) sponsored awards must comply with the requirements outlined in the Office of Management and Budget (OMB) Circulars A-122, A-110, and A-133. FA Chapter Grant Funds cannot be used for alcohol, gifts, entertainment, and non-expendable items or equipment, such as computers, office furniture, etc. Venue rental costs cannot exceed $250 per room. Speaker honoraria cannot exceed $250 per person, per day. All meal costs and lodging costs should be covered.
Fulbright Association Chapter Grants are funded by the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State and administered by the Fulbright Association.

not exceed government per diem rates. For your local per diem rates, visit: http://www.gsa.gov/perdiemrates. For more information on government budgetary regulation, visit: http://www.whitehouse.gov/omb.

** Volunteer hours should be calculated at the national hourly rate of $22.55 per hour, as calculated by the Independent Sector unless otherwise specified. See http://independentsector.org/volunteer_time for more information.

Photos: Please insert photos taken at the event here and provide photo captions below each photo:

Videography of this event by Dave Olson of Iowa State University was covered by ISU Relations: https://www.youtube.com/watch?v=bNSgI67Qnr8

Aleena Ahmad (Pakistan) addresses students and teachers at Van Meter Middle School, November 16, 2017

Hee-seong Lim (South Korea) shares his culture with Van Meter students, November 16, 2017.
Fulbright Association Chapter Grants are funded by the Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State and administered by the Fulbright Association.
Alfredo Kono (Indonesia) answers questions from Van Meter students, December 7, 2017.
Fulbright-in-the-Classroom: SF Bay Area

- Please describe your initial concept for the Fulbright-in-the-Classroom and how it evolved over the year.
  - The 2017-2018 school year, or "year zero" for this program, was an exciting year full of volunteer recruitment as well as school partner recruitment. While our original goal was to get a handful of volunteers in the classroom starting this spring, volunteer recruitment proved to be a slower process than we anticipated, so we only had one volunteer (Julie Huang) present in a classroom at City Arts and Tech High School in San Francisco this spring. Julie's presentation went great: the school loved it and immediately asked her to come back to do more presentations.

- What was the curriculum that you sought to teach in the classroom interactions?
  - The curriculum is centered around global citizenship: the importance and benefits of exploring other countries and cultures. Each volunteer facilitator prepares a unique lesson with an engaging "hook," a brief presentation focused on one or two aspects of the facilitator's Fulbright experience, and a hands-on activity related to the facilitator's Fulbright country or area of research. Before teaching, facilitators complete a brief training with the Fulbright-in-the-Classroom Bay Area co-founders in which we explain the lesson structure, model a sample lesson, and discuss best practices for the classroom. Facilitators are also put in touch with their host teacher and school prior to the lesson to encourage collaboration and alignment with the host teacher’s curriculum.

- Did you undertake any evaluation of the impact of the classroom interactions on the students? What were your conclusions, if any, about the impact on the students? (If you used an evaluation instrument, please include a copy in your report.)
  - There was no formal evaluation taken, but the students and teachers at City Arts and Tech High School enjoyed the lesson taught by Julie Huang so much that they asked her to come back to do more lessons in the fall and are opening their doors to more Fulbright facilitators as well.

- How many of your members were involved in the project:
  - In the initial planning?
    - Three members were involved with the initial planning:
      - Joyce Kim: Co-Founder
      - Meg Ramey: Co-Founder
      - Dawn Barcelona: Co-Founder
  - In interaction with K-12 students?
    - One member, Julie Huang, taught a lesson to 15 first-year high school students.

- How many other people were involved in the project (e.g., foreign students and scholars)?
We currently have 9 Fulbright alumni who want to teach a lesson in fall 2018. When we hosted our initial training session in the 2017-2018 school year, 3 alumni attended the training. Our happy hour event on June 12th currently has 10 attendees and we will be opening up more spots; we hope to solidify relationships with existing and new volunteers through this event to boost our number of volunteer facilitators for fall 2018.

- How many students were involved in the project? How many of them were involved in more than one interaction with Fulbrighters?
  - 15 first-year students; one interaction with a Fulbrighter.

- What other organizations were involved in the FiC project? For example, were Sister Cities International, World Affairs Council, UN Association, Rotary, etc., involved?
  - No other organizations were involved in the FiC project.

- How did you prepare your members (and any foreign students and scholars) for their classroom interactions?
  - Meg Ramey and Dawn Barcelona hosted a training session on March 11th, 2018. We set the expectations and guidelines for participating in this program, gave a sample lesson to attendees, reviewed best teaching practices, and gave attendees a checklist for preparing their lessons and what to do the day-of.

- Were you able to work with any instructional organizations to help prepare your participants? For example, did you work with members of the National Council for the Social Studies or your state’s alliance for geographic education?
  - In October 2017, we spoke with Marissa Munn of One to World in New York City to ask about how OTW prepares Global Ambassadors to teach classroom lessons and asked about different themes the Global Ambassadors had used in the past with students.

- Did your chapter screen participants who interacted with students? Did the school districts where you operated undertake any kind of screening?
  - Aside from meeting with the Fulbright volunteer facilitators ourselves, we did not undertake any screening and neither did City Arts and Tech High School (i.e., fingerprinting, background checks, etc.). This may come up in fall 2018 as we place more facilitators in more schools.

- What additional support from the national Fulbright Association office would have helped you meet your objectives?
  - A small budget to purchase classroom materials and host recruiting events for Fulbright alumni
  - Introductions to other chapter members who are leading FiC programs, so we can share best practices and lessons learned

- Do you plan to continue the project next year? What will you do differently?
  - We will continue the project for next year. What we would do differently is ensure that we have schools onboard for the next academic year (we already have three school partnerships locked down) and continue to do recruitment events to get Fulbright alumni interested and committed to our project. We currently have 9 interested Fulbright alumni. We will also offer the option to do a virtual training for those who cannot attend an in-person training in San Francisco. We are holding a volunteer meet-and-greet happy hour event Tuesday June 12th to thank volunteers who helped out as well as to recruit additional volunteers.

- Do you think that individual Fulbrighters could volunteer with school districts to mount FiC, or is it necessary to involve FA Chapters?
It would be necessary to involve the FA Chapters in order for the program to gain visibility with Fulbright Alumni and potential partner schools.

- Please provide any additional comments that you think would help others as they undertake a Fulbright-in-the-Classroom project.
  - If possible, it would be great if there were teachers who were already working in schools associated with Fulbright who’d be keen to bring Fulbrighters into their schools.
Fulbright-in-the-Classroom: Photos from Northern California Training
Fulbright Association Greater Los Angeles (GLA) Chapter
Research Summary: Implementing Fulbright-in-the-Classroom in GLA

Meeting with Granada Hills Charter High School (GHCHS)

School Profile

Location: Granada Hills, California (located within Los Angeles Unified School District)
Type: Opened as a district school in 1960, converted to an independent charter school in 2003
Student body size: 4,750 students
Interesting facts: Very high-profile, successful school. Reigning National Academic Decathlon champions. Featured on national news media for recent student walkout. Receive a lot of local, regional, and state press for various academic and athletic awards. The US News & World Report reported in 2017 that Granada Hills Charter High was ranked #779 in the national rankings and earned a silver medal.
Website: https://www.ghchs.com/

Meeting Attendance

Dilmit Singh, Ed.D. - Chief Academic Officer, GHCHS
Marilyn Koziatek - Director of Community Relations, GHCHS
Brandon Zaslow - Teacher, GHCHS
Amelia Sargent - Board Member, Fulbright Association-GLA
Melanie Horton - Board Member, Fulbright Association-GLA and national level

Summary of Meeting

How can we design this program to best fit GHCHS’s needs?

- There is a preference to begin the program at the start of the new school year in August.

- GHCHS expressed need for an inventory of volunteer interests and skills so they could match volunteers with teacher and student needs. This could be in the form of a spreadsheet.

- GHCHS representatives saw this program as a strong fit for the Advanced Placement (AP) Capstone Project, as well as the International Baccalaureate (IB) CAS project. Both projects require students to research a specific area of interest. GHCHS suggested that students be paired with volunteers who are experts in a specific area, and who could serve as a resource to the student. GHCHS was excited about the potential of the students being able to converse with a Fulbright Scholar or Alumnus and report this research as part of their project, which will eventually be included as part of college and scholarship applications.

- GHCHS representatives also see an opportunity for IB teachers to invite various speakers throughout the year to visit their classrooms and speak about a specific topic that the class is studying - this follows the more traditional Fulbright-in-the-Classroom model.
Lastly, GHCHS representatives see potential for collaboration during the school’s gap period on Tuesdays from 8:30-9:30 am, as well as after school. In these scenarios, the school’s administrators would select a guest speaker or multiple guest speakers and determine which groups of students to invite to the presentation.

When we mentioned the idea of Fulbrighters helping to create Common Core-compliant lesson plans, GHCHS representatives thought this was too disruptive of teachers’ plans, and prefer to treat this program as a complement to preexisting classroom activity.

How will we need to prepare volunteers for visiting the school?

GHCHS representatives were very firm in their request that volunteers attend an orientation before visiting campus. The orientation should include an overview of American schools and processes. Granada representatives did not specify if they would like to be involved in the orientation.

Per California education code, all volunteers must go for fingerprinting (around $20/person) before being allowed on campus. Fulbright-GLA board members are hoping we could use program grant funds to pay for this.

Meeting with El Camino Real Charter High School (ECRCHS)

School Profile

Location: Woodland Hills, California (located within Los Angeles Unified School District)
Type: Opened as a district school in 1969, converted to an independent charter school in 2011
Student body size: 3,800 students
Interesting facts: Very well-known, successful school. Former National Academic Decathlon champions. Successful alternative education and independent study programs. Receive a lot of local press for various academic and athletic awards. Melanie used to work here as an administrator (Director of Business & Marketing).
Website: http://ecrchs.net/

Meeting Attendance

David Hussey - Executive Director, ECRCHS
Xochitl Gilkeson - English Teacher, Humanitas Coordinator, Alumna of Fulbright Classroom Teacher Exchange (Japan, 2015)
Amelia Sargent - Board Member, GLA
Melanie Horton - Board Member, GLA and national level

Summary of Meeting

How can we design this program to best fit ECRCHS’s needs?

- ECRCHS representatives agreed that August is a good time to start the program.

- ECRCHS representatives seem interested in a more traditional application of the Fulbright-in-the-Classroom program, in which a guest speaker visits a classroom. They
do not think that assemblies with several guest speakers and large crowds of students will work well.

- ECRCHS representatives want to make sure this program is inclusive of all students, not just high-achieving students. They would like to include students in the Advancement Via Individual Determination (AVID) program, which serves students who are the first in their families to pursue college, as well as the alternative education program.

- They also expressed interest in having guest speakers for the AP classes, especially English, government, and economics, as well as the Humanitas program (an interdisciplinary program in which all classes focus on a global theme), and were intrigued by GHCHS’s idea to incorporate this program into the AP Capstone project.

- ECRCHS representatives think one time/month is the ideal frequency for guest speakers to visit the classroom.

- When we mentioned that several visiting Fulbright Scholars study at CSUN, a nearby university, the ECRCHS representatives wondered if we could coordinate a field trip to CSUN where students could meet the Fulbrighters as well as take a campus tour.

- ECRCHS representatives think this could work well for all grade levels, although 10th grade seems to be the best fit if we are also trying to encourage students to think about what they want to study in college, if they should study abroad, etc.

- When we mentioned the idea of Fulbrighters helping to create Common Core-compliant lesson plans, Xochitl seemed to think this was too intrusive, while David thought it could work.

How will we need to prepare volunteers for visiting the school?

- ECRCHS representatives agree there should be an orientation for volunteers.

- Per California education code, all volunteers must go for fingerprinting (around $20/person) before being allowed on campus. Fulbright-GLA board members are hoping we could use program grant funds to pay for this.

Meeting with UCLA TIE-INS Community Schools, UCLA Graduate School of Education & Information Studies (GSEIS)

School Profile

Location: Los Angeles, California (located within Los Angeles Unified School District)  
Type: University High School (Uni) and Mark Twain Middle School (Twain) are both LAUSD schools whose connection to UCLA through TIE-INS provides educator professional development, administrative support, funding for materials, and student academic and cultural enrichment opportunities.  
Student body size: Uni: 1,763 students. Twain: ~600  
Interesting facts: Uni offers 23 AP programs and was one of the first LAUSD schools to offer the AP Capstone Program. As one of LA’s few surviving pre-WWII school buildings, it is also frequently used for filming TV and feature films, appearing in Arrested
Development, Modern Family, Freedom Writers, and others. Twain is a world language magnet and has a robust Mandarin Chinese and Spanish immersion program. Website: https://tie-ins.gseis.ucla.edu/

Meeting Attendance

Sarah Bang - Director, UCLA TIE-INS, UCLA GSEIS (University High School)
June Kim - Director, UCLA TIE-INS, UCLA GSEIS (Mark Twain Middle School)
Amelia Sargent - Board Member, Fulbright Association GLA

Summary of Meeting

How can we design this program to best fit UCLA TIE-INS needs?

- Prefer a well-defined program format, ready to present to the school. Open to regular weekly meetings or one-off / multi-part speakers / presenters.

- University High School and Mark Twain Middle School most suitable for initial collaboration, possibility of including Community School.

- There is a preference to begin the program at the start of the new school year in August.

- Need for a finalized list of volunteers, information, and program format to present to school administration.

- Need one orientation meeting for paperwork, fingerprinting, and to introduce volunteers to school administration, teachers, and classroom procedures.

- Interested in integrating with AP courses, AVID, and in-school assemblies and class visits. Since Mark Twain is a World Language magnet, UCLA is particularly interested in leveraging the language + targeted international study aspects of Fulbrighters’ experiences.

- Similar to ECRCHS and GHCHS, UCLA TIE-INS / Community Schools sees potential in having teachers invite various speakers throughout the year to visit their classrooms and speak about a specific topic that the class is studying, depending upon the volunteers’ areas of expertise and availability.

- Kim and Bang emphasized that their teachers and administration are eager to give their students any kind of additional resource available to them, but that they would be served best by an easy-to-implement, pre-packaged format that doesn’t put too much additional work or stress on their faculty / administrators and which will optimally leverage the specific advantages that Fulbright alumni provide. They indicated that having volunteers create and deliver Common Core-compliant lesson plans would likely place an undue burden upon the program and teachers, and would prefer to use the volunteers more as complementary enrichment.
How will we need to prepare volunteers for visiting the school?

-UCLA representatives want volunteers to go through an orientation introducing volunteers to the American education system and to take care of necessary paperwork prior to volunteering at the schools. They also want to provide an opportunity for the teachers, administrators, and volunteers to get acquainted with the program.

-Per California education code, all volunteers must go for fingerprinting (around $20/person) before being allowed on campus. Fulbright-GLA board members are hoping we could use program grant funds to pay for this.

Progress Made to Date

In preparation for the 2018-2019 school year, Fulbright-GLA Board Members have sent two emails to the Fulbright Association-GLA listserv to inform members that we are in the planning process for Fulbright-in-the-Classroom, and to request that those interested in volunteering fill out a form with information. This information includes Fulbright year, country, and area of study; location; access to transportation; availability to volunteer; etc.

Next Steps

- Discuss research with Michael Korff and establish parameters for Fulbright-in-the-Classroom in GLA.
- Continue to build out list of interested volunteers.
- Reconnect with schools to start planning for an August 2018 program start.
Fulbright-in-the-Classroom

Concept Overview
American Fulbright alumni represent a powerful resource that can further Senator Fulbright’s vision of acquainting Americans with the world.* Fulbrighters of all varieties, and especially those recently returned from study, research, or teaching abroad, bring a sense of dynamism to their outlook and enthusiasm for their recent experiences that can be contagious.

Returned Fulbrighters routinely share their experiences at institutions of post-secondary education, since that is where they are often employed or recently studied, and many have connections to elementary and secondary schools where they teach. The FULBRIGHT ASSOCIATION wants to harness the enthusiasm of all interested Fulbrighters for K-12 classrooms in a specific, organized program. By sharing their experiences with students at the elementary- and secondary-school levels, Fulbrighters can introduce foreign countries and cultures as well as the academic experiences from which they benefited abroad. In so doing, the students will broaden their own appreciation of people around the world as well as the work of American students and scholars overseas.†

The FULBRIGHT ASSOCIATION, its chapters, and its allies in the Fulbright-in-the-Classroom initiative propose to link Fulbrighters to schools and classrooms on an ongoing basis. When fully implemented, the initiative will couple suggested topics and exercises with Common Core Standards and other curricular frameworks. The FULBRIGHT ASSOCIATION will provide the administrative support for the initiative, and, with its allies, will reach out to potential school partners to arrange the placement of Fulbrighters.

Background on the Fulbright Program
The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government and is designed to increase mutual understanding between the people of the United States and the people of other countries. Since its founding in 1946, the Fulbright Program has achieved worldwide acclaim and is the most widely recognized and prestigious international exchange program in the world, supported for more than half a century by the

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† As Senator Fulbright stated on the occasion of the fortieth anniversary of the Fulbright Program, “Perhaps the greatest power of such intellectual exchange is to convert nations into peoples and to translate ideologies into human aspirations.”
American people through an annual appropriation from the U.S. Congress and by the people of partner nations. The program—working with universities, schools, binational Fulbright commissions, U.S. embassies, government agencies, nongovernmental organizations, and the private sector—actively seeks out individuals of achievement and potential who represent the full diversity of their respective societies and selects nominees through open, merit-based competitions.

Today, more than 125,000 Americans have participated in the Fulbright program, and 2,700 newcomers* each year join the diverse community of accomplished individuals who constitute the American alumni of the program.†

**Fulbright Association**

The Fulbright Association is the official alumni organization for American Fulbrighters and is positioned to extend the Fulbright international exchange into an enduring experience for U.S. alumni. It connects alumni and friends of the Fulbright program through lifelong learning, collaborative networking, and service at home and abroad.

The Fulbright Association has 60 chapters across the United States, led and managed by volunteer alumni who reside in the local area. Chapters provide Fulbrighters opportunities for networking, professional development, mentoring, cultural enrichment, and service programs for visiting Fulbrighters and Fulbright alumni across the region to extend the Fulbright experience.

The national Fulbright Association seeks to respond to the needs and interests of its members and chapters, including the strongly felt commitment on the part of alumni to serve our country by sharing their experiences and expertise. Fulbrighters are by nature educators and bridgebuilders, and, with appropriate support, they can make a significant contribution to the broadening of K-12 students’ appreciation of foreign affairs and cultures. In addition, the chapters are on the alert for new ways that they can fulfill their own missions, and the Fulbright-in-the-Classroom initiative as outlined below is another opportunity for the Fulbright Association to respond to the interests of the chapters.

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* Approximately 800 scholars travel outbound each year and 1,900 Fulbright students travel abroad each year.
† A related activity run by the U.S. Department of Education under a separate appropriation, the Fulbright-Hays Program, adds to the total number of potential participants in the Fulbright-in-the-Classroom initiative. Like the State Department-run Fulbright Program, Fulbright-Hays sends Americans abroad for academic and research activities.
Knowledge and Understanding of World Affairs

The Council on Foreign Relations and National Geographic commissioned a survey in 2016 to gauge what young people know about geography, the environment, demographics, U.S. foreign policy, recent international events, and economics. The survey, conducted in May 2016 among 1,203 respondents aged eighteen to twenty-six, revealed significant gaps between what young people understand about today’s world and what they need to know to successfully navigate and compete in it. The average score on the survey’s knowledge questions was only 55 percent correct, and just 29 percent of respondents earned a minimal pass—66 percent correct or better.*

In their forward to the report on the survey’s findings, Richard Haass of the Council on Foreign Relations (CFR) and Gary Knell of the National Geographic Society wrote:

> These survey results come in an era of globalization, when the world is characterized by enormous cross-border flows of everything from people and ideas to weapons and pollutants. American citizens are affected in fundamental ways—in legislative bodies, boardrooms, and the environment—by what happens in the world. At the same time, the United States has considerable influence over international events. It remains the world’s foremost military power. Even with robust growth in some developing countries, the U.S. economy retains enormous heft, and the U.S. dollar continues to play a central role in international finance (a subject poorly grasped by our survey respondents).

> All of this makes an educated public essential for American economic competitiveness, national security, and democracy. To contend for jobs, assume leadership positions in government and other sectors, and hold elected officials accountable, young people must understand the global context in which they operate as citizens and professionals. Yet our survey shows that many individuals educated in this country do not. This constitutes a major national challenge.†

In light of their findings, both the CFR and the National Geographic Society are expanding their efforts to ensure that America’s students are prepared to understand the global climate in which our country will thrive. CFR Campus seeks to create original educational content designed to build the essential knowledge, skills, and perspective that form the backbone of global literacy. For its part, National Geographic has been investing in bold people working on trans-

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formative discoveries and solutions for the planet’s greatest challenges for 128 years. National Geographic also focuses on the next generation of explorers and recently piloted a teacher certification for educators who want to empower their students. The certification focuses on interconnectedness, including geography, culture, and a global worldview. *

It is against this backdrop that the Fulbright Association is proposing to expand its own activities to take advantage of the resources reflected in the experiences of American Fulbright alumni. Although the activities undertaken by Fulbright students and scholars abroad are remarkably diverse, all alumni return to the United States with fresh knowledge of the host nation and culture of the countries where they studied, researched, or taught. With pedagogical support from the Fulbright Association and our partners, we believe the Fulbright-in-the-Classroom initiative can provide unique opportunities to help American K-12 students better understand foreign countries and cultures and the U.S. place in the world.

Preparation of Fulbrighters for the Classroom

Many Fulbrighters have teaching experience, both in the United States and abroad. “Parachuting” into someone else’s classroom may prove challenging to the Fulbrighter and disruptive to the lesson planning that the classroom teacher has laid out. To ameliorate this potential problem, and to align classroom activities with the Common Core Standards and other curricular frameworks that have been adopted by many states, the Fulbright-in-the-Classroom initiative proposes to work with curriculum experts to coach Fulbrighters on K-12 teaching methods and to match grade-appropriate activities with the Standards. To illustrate this, in Appendix 2 we have presented the Standards with possible activities. We have already had fruitful discussions with the National Council for the Social Studies, which has indicated that it would like to partner with the Fulbright Association to prepare Fulbrighters for the K-12 classroom and help in the creation of lesson plans on a variety of topics that are appropriate to the Fulbright-in-the-Classroom offerings. As an example of the range of activities that might be created for the Fulbright-in-the-Classroom program, we have listed in Appendix 4 the menu of “thematic units” available through One to World’s Global Classroom, one of the organizations we consulted in preparing this proposal. Also included in that appendix are sample activities, lessons, units, and educator guides prepared by the National Geographic Society and Lesson Plans from AFS-USA’s Teacher’s Toolbox.

While some Fulbright-in-the-Classroom experiences may be one-off guest appearances, we hope that longer-term relationships between students and Fulbrighters will develop. Global

* Haass and Knell, p.6.
Classroom, for example, suggests that classes participating in its program involve students in ten sets of interactions, although we realize that some teachers may not be prepared to devote that amount of time to Fulbright-in-the-Classroom, and Fulbrighters participating in the program may not be able to spend so much time preparing for and participating in so many interactions. Other models exist, and we readily agree that no “one-size-fits-all” prescription is appropriate. For example, we can envision that semester projects might include return visits, perhaps using such “virtual” technology as Google Hangouts, by the Fulbrighter to check-in with groups of students and to serve as resources to students involved in the projects. As with other aspects of the Fulbright-in-the-Classroom initiative, the relationship between the Fulbrighter and the students will be based on local needs, the ability and interest of the Fulbrighter and the classroom teacher, and the personalities of those involved.

Organizing the Classroom Experiences

The Fulbright Association proposes to undertake most of the administrative work involved in the Fulbright-in-the-Classroom initiative. Neither our Chapters nor local volunteers should be burdened with the operation of the initiative. On the other hand, a central office in Washington, D.C., can’t possibly be aware of the opportunities on the ground or the needs of local educators.

To bridge the administrative efficiency of a central office and the local expertise necessary for the success of Fulbright-in-the-Classroom, the initiative will rely on allies with ties to local school districts. In Appendix 3 we list some of the organizations that we have identified or with which we have discussed the initiative, recognizing that not all organizations or all of their local affiliates will be able to take on the added responsibilities of coordinating local aspects of the initiative.

In many instances, we anticipate that Fulbright Association chapters will have volunteers within their ranks with good contacts in local school systems that will be able to maintain an ongoing dialogue with the teachers and principals and match eager Fulbright alumni with interested classroom teachers. In areas where the chapters themselves don’t have the contacts or the staffing to take on the match-making, local World Affairs Council chapters or organizations of social studies teachers may step forward to coordinate the effort. We have even considered those places where Congressional field offices may be interested in linking Fulbrighters with the local school systems that the field offices know so well.

To get things started, the central Fulbright Association, working with chapters where possible, will organize local coordinating bodies that would seek to involve local organizations interested in the topic of foreign affairs/international relations/world cultures in the schools. Many of the organizations listed in Appendix 3 may be part of these local coordinating groups.
**Funding Fulbright-in-the-Classroom**

We envision that Fulbrighters involved in the Fulbright-in-the-Classroom will undertake their work as part of their continuing public service commitment to our country. This commitment is one of long-standing and is one of the admirable motivations behind Fulbrighters’ continuing involvement in Fulbright activities. There will be some local expenses that will be involved in the initiative, however. We would like to be able to reimburse Fulbrighters for direct expenses, including travel expenses and the preparation of materials, and the coordination of the local effort will involve some reasonable expenses. When fully implemented, a modest stipend would provide additional incentive to participation in the program.

Our partners helping prepare Fulbrighters for their classroom experiences and working on lessons and curriculum will also need to be reimbursed for their time and expenses. Although the pilot efforts will rely on volunteers to assist in the preparations, ultimately we will need to include budgetary support for the work of the partners, who are key to the program’s success.

The major expense for Fulbright-in-the-Classroom will be central coordination of the initiative and travel expenses to gather “best practices” examples to share with other Chapters. In the short-term, the initial roll-out of the Fulbright-in-the-Classroom will be handled by existing staff and by a volunteer Foreign Service Fellow; related expenses and the preparation of grant proposals will be absorbed using existing resources. For the medium- and long-term, the FULBRIGHT ASSOCIATION will seek to raise funds from external sources to establish a central coordinator, related expenses, and to reimburse regional expenses and support to our partners. Once the program is established, we believe that the program will have demonstrated its value and that our traditional funders will support its continuation by increasing their contributions to the Association.

**Benefits of Fulbright-in-the-Classroom to the Fulbright Association**

The Fulbright-in-the-Classroom project is a natural extension of the mission of the FULBRIGHT ASSOCIATION and its chapters. The project is an added service that the Association can provide its members and the chapters. An additional benefit of the project is that participants in Fulbright-in-the-Classroom need not be confined to urban centers and university campuses where many chapter activities take place. Rather, participants can engage students in schools closer to their own homes and on schedules that are convenient to them.

**Next Steps**

1. We will solicit volunteer chapters to mount a trial of the project. We anticipate 3-5 pilot sites.
2. Working with the chapters hosting the pilots, we will identify local coordinating committees to identify schools and classrooms that agree to host the Fulbrighters. These local coordinating committees might consist of:
   a. Representatives of the chapter.
   c. Local social studies supervisors, other curriculum supervisors, National Board Certified Teachers, local National Geographic Alliance representatives, etc.
   d. Local Congressional field office.
   e. Other educators and community leaders with ties to the schools and school districts in the state.

3. Working with the chapters hosting the pilots, we will identify Fulbright alumni interested in participating in the Fulbright-in-the-Classroom program. The chosen participants will be asked to agree to participate in training activities and commit to multiple interactions with students. We hope to make special efforts to recruit recent Fulbrighters and those who have served as English Teaching Assistants if they live in the target area. Alumni of the Fulbright-Hays and Fulbright Distinguished Awards in Teaching Program will also be encouraged to participate.

4. We will solicit formal partnerships with organizations interested in the Fulbright-in-the-Classroom and who will work with us to:
   a. Identify appropriate in-person and on-line training for the Fulbrighters.
   b. Identify appropriate curriculum for the classrooms.
   c. Help in the placement of Fulbrighters in classrooms.

5. We will provide as much clerical and administrative support as possible from the Washington DC office for the Fulbright-in-the-Classroom pilots. We believe that the expenses can be absorbed within current budget resources.
Appendix 1: Consultations

In exploring options vis-à-vis the Fulbright-in-the-Classroom concept, we had conversations with several people who shared their thoughts and helped us as we refined our thinking.

Among those consulted were:

- Office of Congressman Dave Loebsack (D-Iowa)
- Office of Congressman Tom Cole (R-Oklahoma)
- Fulbright Association Board
- Office of Academic Exchanges (ECA/A/E), Department of State
- Office of International and Foreign Language Education [IFLE], USED
- National Peace Corps Association
- National Council for Geographic Education
- One to World’s GLOBAL CLASSROOM
- Office of Academic Exchange Programs (ECA/A/E) and Office of Global Education Programs/Teacher Exchange Branch (ECA/A/S), Department of State
- National Council for the Social Studies
- National Geographic Society
- American Council on the Teaching of Foreign Languages
- Sister Cities International
- World Affairs Councils of America
- AFS-USA
2—Linkages to Curricular Frameworks

The nature of a Fulbrighter’s relationship to a classroom and to a classroom teacher will vary depending on the needs of the teacher, the experiences of the Fulbrighter, and the time that the Fulbrighter can devote to the Fulbright-in-the-Classroom program. The Fulbrighter’s contributions, however, are heavily dependent on advance preparation and a discussion with the classroom teacher of the goals and outcomes desired as a result of the interaction.

In some classrooms, a Fulbrighter’s visit may be a one-off discussion with students about the Fulbrighter’s daily life in a specific country, or it could focus on cultural differences between Americans and host-country nationals, or it could focus on many other aspects of a Fulbrighter’s life and work and research in a country. In other classrooms, the classroom teacher and the Fulbrighter might agree on a series of discussions focusing on topics directly relevant to the curriculum. Or it might involve individual interactions between the Fulbrighter and a student as the student prepares an end-of-term project. Many other possibilities exist.

Depending on the extent and length of involvement by the Fulbrighter in the classrooms of individual teachers, several curricular frameworks are available that can help ensure that Fulbrighters make a direct contribution to the goals of the classroom teacher. Among the frameworks we have reviewed that are relevant to Fulbright-in-the-Classroom are the Common Core Standards that have been adopted by several states, Geography For Life: National Geography Standards,* and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.† They lend themselves to activities that can be explored with students and that contribute to developing the competencies expected of high school graduates. Fulbrighter involvement in and relevance to the classroom need not be limited to the social studies classroom, however, and we can envision opportunities for Fulbrighters in science/math and humanities/world language – and other – classrooms as well.

To illustrate possible links between a Fulbrighter’s activities in a classroom and the Common Core standards, we’ve taken the Common Core standards and posited some activities that might be undertaken. As the Fulbright-in-the-Classroom concept gets established, we envision working with experienced curriculum writers who can flesh out the standards and who can suggest other activities for Fulbrighters.

**Grades 6-8‡**

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<tr>
<th>Standard</th>
<th>Sample Activity</th>
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<tbody>
<tr>
<td>Cite specific textual evidence to support analysis of primary and secondary sources.</td>
<td>• After introducing the country and your experience, distribute a document of less than one page in length related to the country and ask the students to read it. The document can be lit-</td>
</tr>
<tr>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior</td>
<td></td>
</tr>
</tbody>
</table>

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* [https://www.nationalgeographic.org/media/common-core-ela-geography-connections/](https://www.nationalgeographic.org/media/common-core-ela-geography-connections/)
‡ [http://www.corestandards.org/ELA-Literacy/RH/6-8/](http://www.corestandards.org/ELA-Literacy/RH/6-8/)
<table>
<thead>
<tr>
<th><strong>Grades 9-10</strong></th>
<th><strong>Sample Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
<td><strong>Sample Activity</strong></td>
</tr>
<tr>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
<td><strong>Distribute two documents (one could be one of the other documents), one of which includes a chart, graph, photo, or map and one of which describes/reports the content of the other.</strong></td>
</tr>
<tr>
<td>Determine the central ideas or information of a text</td>
<td><strong>Ask the students what role the chart, graph, photo, or map plays in presenting the information in the document.</strong></td>
</tr>
<tr>
<td><strong>Grades 9-10</strong></td>
<td><strong>Sample Activity</strong></td>
</tr>
<tr>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
<td><strong>Ask the students to identify language in the document that is factual, that is opinion, and that is reasoned judgment.</strong></td>
</tr>
<tr>
<td>Determine the central ideas or information of a text</td>
<td><strong>Ask the students to explain the difference between the two documents (i.e., the difference between a primary and a secondary source).</strong></td>
</tr>
</tbody>
</table>

primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author’s claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

| Grades 11-12* |
|----------------|----------------|
| **Standard** | **Sample Activity** |
| Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |  |
| Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |  |

| Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). |
| Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. |
| Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. |
| Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. |
## 3—Potential Partners

<table>
<thead>
<tr>
<th>Organization</th>
<th>Address</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Affairs Councils of America</td>
<td>1200 18th Street, NW, Suite 902</td>
<td>Telephone 202-833-4557</td>
</tr>
<tr>
<td></td>
<td>Washington, DC 20036</td>
<td>WACA Member Councils</td>
</tr>
<tr>
<td>National Council for the Social Studies</td>
<td>8555 Sixteenth Street, Suite 500</td>
<td>Tel. number: 301 588-1800</td>
</tr>
<tr>
<td></td>
<td>Silver Spring, Maryland 20910</td>
<td><a href="http://www.socialstudies.org/affiliates">www.socialstudies.org/affiliates</a></td>
</tr>
<tr>
<td>National Council for Geographic Education</td>
<td>1775 Eye Street, N.W., Suite 1150</td>
<td>T. (202) 587-5727</td>
</tr>
<tr>
<td></td>
<td>Washington D.C., 20006</td>
<td><a href="http://www.ncge.org">www.ncge.org</a></td>
</tr>
<tr>
<td>Network of Alliances for Geographic Education</td>
<td>1145 17th St. NW</td>
<td>Phone: +1 202 857 7310</td>
</tr>
<tr>
<td></td>
<td>Washington, D.C. 20036</td>
<td>alliances.nationalgeographic.com/directory</td>
</tr>
<tr>
<td>National Peace Corps Association</td>
<td>1900 L Street, NW</td>
<td>Tel. number: (202) 293-7728</td>
</tr>
<tr>
<td></td>
<td>Washington, DC 20036</td>
<td><a href="http://www.peacecorpsconnect.org">www.peacecorpsconnect.org</a></td>
</tr>
<tr>
<td>Congressional Field Offices</td>
<td></td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sister Cities International</td>
<td>915 15th Street NW, 4th Floor,</td>
<td>202.347.8630</td>
</tr>
<tr>
<td></td>
<td>Washington, DC 20005</td>
<td>Membership Directory</td>
</tr>
<tr>
<td>Organization</td>
<td>Address</td>
<td>Phone/Website</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>American Council on the Teaching of Foreign Languages</td>
<td>1001 N. Fairfax Street, Suite 200, Alexandria, VA 22314</td>
<td>Tel.: (703) 894-2900, <a href="http://www.actfl.org">www.actfl.org</a></td>
</tr>
<tr>
<td>Rotary International</td>
<td>One Rotary Center, 1560 Sherman Ave., Evanston, IL 60201-3698</td>
<td>my.rotary.org/en/search/club-finder</td>
</tr>
<tr>
<td>United Nations Association of the USA</td>
<td>1750 Pennsylvania Avenue NW, Suite 300, Washington, DC 20006</td>
<td>Tel: +1 202 887-9040, unausa.org/membership/directory</td>
</tr>
<tr>
<td>American Geographical Society</td>
<td>32 Court Street, Suite 201, Brooklyn Heights, NY 11201</td>
<td>Tel: (917) 745-8354, americangeo.org</td>
</tr>
<tr>
<td>Geography Education National Implementation Project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4: Lesson Planning & Topics: Examples

To illustrate the variety of activities that might be undertaken under the Fulbright-in-the-Classroom program, we cite two sets of examples.

One to World’s Global Classroom

Global Classroom offers nine “thematic units” or topics that its Global Guides, accompanied by the staff member, offer:

- **Games!** Elementary, Middle School
  - Students explore world cultures by participating in international games and activities. Global Guides present their cultures and favorite pastimes, and students reflect on and share their own games and traditions with the Guides. Students document their experiences in a final project to share with the school and Global Classroom community.

- **Global Lives** All Grades
  - Students investigate the meaning of “culture,” explore their personal cultures, and various cultures from around the world. Global Guides focus their workshops on different cultural topics, such as religion, the arts, traditions, and food, as well as their historical origins. Students participate in hands-on activities, such as playing traditional games, learning songs and dances, creating art projects and tasting cultural foods. The program culminates with final projects, in which students explore cultural topics of interest using the arts, literacy and/or digital media.

- **Water** Elementary, Middle, High School
  - Students investigate water across multiple academic areas and international perspectives, including their own. They explore the usage and sourcing of water both abroad and in New York City, using technology to deepen their learning and create a final project to share with the school and Global Classroom community.

- **Teen World** Middle, High School
  - Students learn how teens around the world face similar challenges in their personal, social, and political lives to their own. Through engaging discussions with Global Guides and critical analysis of youth-created media, students explore themes and topics, such as identity, discrimination, gender equality, bullying, and dealing with pressures from friends, family, and school.

- **Social Action** Middle, High School
  - In this program Global Guides share stories about social challenges from around the world. Students use these global case studies as a springboard to explore local issues and analyze their causes. Students choose a local issue they would like to change, and plan and implement a project with the
support of Global Guides and staff. Throughout this unit students are empowered to share their perspectives with international scholars and transform their awareness into action.

- **Global Careers** High School
  - This program provides students with workshops by unique, successful international role models from a variety of careers, as well as specific tools and skills needed to succeed in today’s workplace. In addition to developing cross-cultural communication skills, students learn the importance of setting goals, how to build resumes, and interviewing techniques.

- **Investigating Conflicts** Middle, High School
  - This program addresses conflicts in countries around the world through personal stories and relates these experiences to students’ lives. Global Guides present on topics including independence, civil liberties, revolutions, civil war, conflict resolution, and the impact these movements have on communities and individuals.

- **Sustainability** All Grades
  - Students learn how our use of resources impacts health, quality of life, our own communities and others around the world. Students gain a deeper understanding of sustainability and investigate how other countries have introduced sustainable practices through interactive presentations from Global Guides. Past topics have included green architecture projects, urban planning, urban farming, recycling and water conservation efforts. Additionally, students develop and design a sustainability project on a topic of their choosing.

**National Geographic Society’s Teaching Units and Educator Guides**

NGS has developed a range of activities, teaching units, lessons, and 21 educator guides that can be helpful and illustrative in the discussion about the “content” of a Fulbrighter’s work in a classroom. All of the NGS resources are organized by grade-level, type of material, and subjects involved. Here are some examples:

<table>
<thead>
<tr>
<th>National Geographic Society: Sample Educator Guides</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guide</strong></td>
</tr>
<tr>
<td><strong>Top Crop: Farming for the Future Educator's Guide</strong></td>
</tr>
<tr>
<td><strong>Use Game-Play to Explore Farming for the Future with Students in Grades 6-9</strong></td>
</tr>
</tbody>
</table>

**Top Crop: Farming for the Future** is an online and mobile game that puts students right in the middle of figuring out solutions to the real-world challenge of balancing crop yield and sustainability. This Educator’s Guide provides the subject matter background and vocabulary needed to use this game with students in schools, in afterschool and informal settings, and at home. The guide also provides learning objectives, facilitator tips, discussion ideas, additional activities and content resources, and connections to national curriculum standards and principles.
<table>
<thead>
<tr>
<th><strong>Global Closet Calculator Educator Guide</strong></th>
<th>Use this educator guide to engage students in Grades 6-9 with the interactive game in a variety of settings both in and out of the classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using an Education Interactive to Explore Interdependence</strong></td>
<td><strong>The Global Closet Calculator</strong> is an online educational interactive that highlights interdependence and the global nature of the clothes we wear.</td>
</tr>
<tr>
<td></td>
<td>First, students start by entering real information about the clothes in their closets and where those clothes were made. They can analyze their interdependence map and compare it to the data entered by other players.</td>
</tr>
<tr>
<td></td>
<td>Next, students watch short videos about the complexities of manufacturing and selling goods in a global economy. The videos highlight the economic, environmental, and human rights aspects involved in the manufacture of MP3 players and jeans. Students use knowledge gained from the videos to make informed decisions. They earn badges as they make manufacturing decisions. At the end of each round, students can access summaries of the manufacturing decisions they made and the badges they earned.</td>
</tr>
<tr>
<td></td>
<td>Use this educator guide to engage students in Grades 6-10 with the interactive in a variety of settings both in and out of the classroom. The guide includes information about the role of the facilitator, as well as game play setup for independent play, small group play, and whole class play. Activity ideas and discussion questions are organized into before, during, and after game play.</td>
</tr>
<tr>
<td><strong>Big Ideas: Linking Food, Culture, Health, and the Environment</strong></td>
<td>Written in conjunction with the Center for Ecoliteracy, <strong>BIG IDEAS: Linking Food, Culture, Health, and the Environment</strong> offers a variety of learning opportunities based on relevant key concepts aligned with the following standards:</td>
</tr>
</tbody>
</table>
| **Aligning food content to national standards** | • Common Core State Standards  
• Next Generation Science Standards  
• College, Career, and Civic Life Standards (also known as C3) [published by the National Council for the Social Studies]  
• National Health Education Standards  
The Center for Ecoliteracy is a recognized leader in developing resources to advance ecological literacy in K–12 schools. Founded in 1995, the Center creates and publishes books and guides, facilitates professional development and conferences, and provides strategic consulting to schools and businesses. |
<table>
<thead>
<tr>
<th>Grade Level / Subject</th>
<th>Overview</th>
</tr>
</thead>
</table>
| Grades 6-8            | **Local and Global Effects of Deforestation in the Amazon Rain Forest**  
Students analyze a map to identify and describe multiple landscapes in the Amazon rain forest, the organisms that inhabit those landscapes, and the role of the forest in the water cycle and nutrient cycle. Then they construct a scientific argument for the effects of deforestation on the local ecosystem and the water and nutrient cycles. |
| Human Geography       | **Looking for Signs of Life**  
Students explore how scientists determine the atmospheric composition of distant planets. They use a model to explore how elements in a gaseous mixture can be identified through absorption spectroscopy. Finally, students explore what compounds are most likely to reflect the presence of, or favorability to, life on other planets. |
|                       | **Movement of Pollutants: How do pollutants move through the atmosphere?**  
Students use models to explore how pollutants move throughout the atmosphere. |
| Grades 9-12           | **Exploring Modern Human Migrations**  
Students research the causes of several modern migrations, and create a map showing these migration routes.  
Students research the causes of several modern migrations, and create a map showing these migration routes. |
| World History         | **The Limits of Citizenship in the Roman Empire**  
What rights did different citizens possess in ancient Rome? To what extent was social mobility possible in ancient Rome?  
Students read fictional biographies from across the Roman social system and analyze how citizenship shaped Roman life. |
|                       | **From Ally to Enemy: The American Perception of the Soviet Union from 1920 to 1950**  
How did the Soviet Union become the enemy of the United States?  
Students analyze the changing perception of the Soviet Union in the eyes of American citizens from 1920 to 1950 by examining visual and written primary sources from the period. |
|                       | **Culture and Food and Ritual, Oh My!**  
How does culture affect food rituals?  
Students plan a menu for a religious ceremony in accordance with food rituals. |
Mapping the Migration of the Lost Boys
What routes did the Lost Boys take on their migration journey from Sudan to the United States? What were the physical challenges of those routes?
Students map the migration journey of the Lost Boys and Girls. They discuss the concept of a diaspora and the challenges of displacement.

National Geographic Society: Sample Lessons

<table>
<thead>
<tr>
<th>Grade Level / Subject</th>
<th>Overview</th>
</tr>
</thead>
</table>
| Grades 9-12 Reading    | **Presidential Decision-Making: Helsinki Accords**
What are the factors presidents must weigh in order to make decisions? What are some effects presidential decisions can have?
Students deconstruct President Gerald R. Ford’s decision to sign the Helsinki Accords with the Soviet Union and NATO allies in 1975. Through their deconstruction of this decision, students learn decision-making strategies that they can apply to other decisions.

**The World Ocean**
In what ways are we all connected to the ocean?
Students investigate the interconnectedness of the ocean and Earth’s physical and human systems through videos, discussions, writing, and mapping. They make personal connections to their own lives and are introduced to the concept of Marine Protected Areas (MPAs).

National Geographic Society: Units

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Overview</th>
</tr>
</thead>
</table>
| Grades 3-5  | **Ring of Darhad: Mongolia Wolverine Expedition**
An Inquiry-Based, Hands-On STEM Unit
This seven-lesson science, technology, engineering, and math unit follows the Ring of Darhad Mongolia Wolverine Expedition and includes seven standards-based and inquiry-based lessons for upper elementary through middle school that align with both national standards and Common Core State Standards. The live expedition took place in March-April 2013; however, these evergreen lessons can be used anytime to guide you and your students through the biodiversity of the mountainous northern Mongolian ecosystem while applying wildlife ecology research techniques to your own local schoolyard.
Each lesson is approximately one-hour long and includes options for adapting the lesson to different age groups and extending the learning. The lessons can be completed in any order and can be taught independently or outside of the unit.

**Grades 6-8**  
**Beyond Borders**  
**Exploring European Physical and Cultural Landscapes**  
The overall theme of this teacher-tested 10-lesson unit is using maps to understand borders and their impacts in Europe. The materials will help your middle school students to use maps to think about how borders intersect physical and human geographical features, and how those intersections can lead to cooperation and/or conflict. The educator resources provided in the unit include maps, multimedia, and case studies that will enable students to develop skills in map analysis and apply that analysis to specific situations. Other parts of the unit will invite you and your students to explore similar cases in Europe and your own community.

**Grades 9-12**  
**Marine Ecology, Human Impacts, & Conservation**  
**Exploring the Science of Marine Protected Areas**  
As part of National Geographic Society's Ocean Initiative, National Geographic Education is working to help teachers like you educate your students about the importance of ocean health and the establishment and management of Marine Protected Areas (MPAs).

National Geographic Education has developed a series of teacher-tested classroom activities for you to use in your science courses, specifically to incorporate within your high school biology curriculum to teach students about marine ecology, human impacts on the ocean, and ocean conservation.

This collection of activities invites you to use current classroom technologies, videos, photo galleries, and maps to give students a clear view of the health and importance of the ocean. These activities provide you with tools that help students take effective notes, use graphic organizers, and formulate opinions about ocean-related environmental issues. This project-based learning experience culminates with students using their new knowledge about marine ecology and human impacts on the ocean to create and propose a management plan for a Marine Protected Area.
AFS-USA’s Teacher’s Toolbox*

AFS-USA offers free lesson plans and digital resources for teaching Global Competency.

<table>
<thead>
<tr>
<th>AFS-USA Teacher’s Toolbox</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Rights</td>
<td><strong>I Have a Dream</strong>&lt;br&gt;Participants will analyze the &quot;I Have a Dream Speech&quot; and write a speech that can describe a possible solution or &quot;dream&quot; to a pressing world issue, such as discrimination, social justice, racism, etc.&lt;br&gt;Students will be able to:&lt;br&gt;• Fully understand the “I Have A Dream…” Speech&lt;br&gt;• Recognize the value of human rights and equality&lt;br&gt;• Understand the significance of the Civil Rights Movement in history&lt;br&gt;• Strengthen their skills in speech writing and public speaking</td>
</tr>
<tr>
<td></td>
<td><strong>Exploring Refugees and Asylum Seekers</strong>&lt;br&gt;The lesson plan will help students increase their understanding of what it means to be a refugee in the 21st century, explore encounters of refugees in the resettlement process, and expose students to different organizations that work with refugees.&lt;br&gt;Cultural Realm:&lt;br&gt;• Understand the concepts of “Culture” and intercultural adaptation&lt;br&gt;• Cultural knowledge and awareness: To become more aware of their own culture and recognize its influence on their behavior&lt;br&gt;Global Realm:&lt;br&gt;• To develop an increased curiosity and concern about world affairs, to develop a sustained commitment to obtaining information from many sources and seek out perspectives from other cultures in understanding world situations and problems. &lt;br&gt;• To have an increasing knowledge of a range of world issues that affect people and divide us, such as human rights, environmental issues, and poverty.</td>
</tr>
</tbody>
</table>

* [http://www.afsusa.org/educators/teachers-toolbox/](http://www.afsusa.org/educators/teachers-toolbox/)
Examining Humanitarianism
Participants will have the opportunity to read a diary entry written by Davin Annan during his volunteer service in France in 1917, and then compare and contrast his experience to a present day Humanitarian Hero.

Students will be able to:
- Understand the term “Humanitarian”
- Explore the issues in the countries that have been declared in crisis by the UN
  - Afghanistan
  - Central Republic of Congo
  - Haiti
  - Iraq
  - Myanmar
  - Somalia
  - South Sudan
  - Syria
- Compare and contrast the experiences of a WWI Ambulance driver and a present day Humanitarian Hero
- Describe different ways students can create awareness around pressing global issues and take action

Cultural Studies
Comprehensive lesson plans that explore generalizations & stereotypes, culture & values, and observations & judgments, with the goal of generating further dialogue in the classroom.

Generalizations and Stereotypes
To provide a clear understanding of culture, cultural generalizations vs. cultural stereotypes and to describe some ways in which values and behavior may differ between cultures.

Students will be able to:
- Define the notion of culture
- Explore dimensions of their own culture
- Differentiate between a cultural generalization and cultural stereotype
- Recognize stereotypes within their own culture
- Identify one or more characteristics of U.S Culture
- Distinguish aspects of a different culture

Cultural Influence on Judgments
To help students understand how culture plays an integral role in how we analyze and view the world.

Students will be able to:
- Understand the concepts of “Culture” and intercultural adaptation
- To become more aware of their own culture and recognize
its influence on their behavior

Understanding your Identity
Participants will examine the different factors and attributes that affect the way we identify ourselves.

Students will be able:
- To become more aware of their own culture and recognize its influence on their behavior and attitudes
- To understand the concepts of “culture” and intercultural adaptation.

Observations vs. Judgments
Differentiating between a cultural generalization (an extension of the concept of observation) and a cultural stereotype (an extension of the concept of judgment).

Students will be able to:
- Recognize cultural observations
- Define the meaning of judgments
- Distinguish the differences between observations and judgments

Culture and Values
Exploring what students consider to be typical U.S. cultural values while comparing them to their perceptions.

Students will be able to:
- Become aware of what are considered typical U.S. cultural values
- Develop critical thinking when comparing them to their own perception of U.S. culture

Global Awareness
Interactive activities to help students learn about cultures around the world, using methods like a fun word search to incorporate beginner foreign language learning.

Exploring Islamic Traditions: Ramadan and Eid
Participants will explore how Ramadan and Eid al-Fitr is celebrated in Egypt, Ghana, Indonesia and Turkey.

Students will be able to:
- Identify the Five Pillars of Islam
- Describe the different ways Eid is celebrated in Egypt, Ghana, Indonesia, and Turkey
- Design a country-specific handbook based on the culture and traditions of that country and explore how they celebrate Eid
- Compare the similarities and differences of their findings
**Global Awareness Building Global Competency in the Intercultural Classroom**

The purpose of this activity is to introduce U.S. students to the world beyond their classroom borders through the bounty of hosting international students. An introductory exploration of culture will also be used to frame the intercultural dialogue.

**Personal Realm**
- To become more aware of their own culture and recognize its influence on their behavior and attitude

**Cultural Realm**
- To understand the concept of “culture” and intercultural adaptation

**Global Realm**
- Global concern: interest in and concern about world affairs and awareness of one’s choices on others

**Examining Current Global Issues**

Challenge students to think about their role in developing creative solutions to combat global issues.

Students will be able to:
- Explore 5 key global issues: Education, Sustainability, Hunger & Nutrition, Art & Technology and Human Rights and Cultural Understanding
- Learn more about the history, culture and tradition of the following countries: Colombia, Egypt, Greece, Guatemala, Hungary, India, Ireland, Kenya, Nepal, Russia, Turkey
- Recognize the power of taking action to address a global issue
- Develop a creative idea for a volunteer project that inspires them

**14 Ways to Give Thanks Internationally**

Students will be given a word search that shows different ways to say thank you internationally. After completing the exercise, students will be broken into pairs to find and research one festival or tradition of giving thanks from that specific country/region provided.

Students will be able to:
- Understand the concepts of “Culture” and intercultural adaptation
• Become more aware of their own culture and recognize its influence on their behavior
• Appreciate the value of learning and using other languages.

**Fostering Cultural Diplomacy in the Classroom**

The purpose of this activity is to expose students to the important benefits of cultural diplomacy as a means to foster mutual understanding, empathy and respect for different cultures.

Students will be able to:
• Analyze important aspects of cultural diplomacy
• Explore different youth programs from the Bureau of Educational and Cultural Affairs to promote cultural diplomacy
• Consider factors of global exchange that affect cultural diplomacy
• Deliver a presentation on how they plan on taking action for cultural diplomacy in their school or community
• Discover their place in the world as global citizens by raising their own awareness

**STEM Education**

Learning activities that encourage students to think about the interconnected nature of global issues like the environment, microfinance, and the harmful effects of nuclear weapons.

**Taking Action For the Environment**

Participants will be challenged to formulate creative ways they can take action for the environment.

Students will be able to:
• Understand the main factors of climate change
• Study environmental issues that directly impact their community
• Recognize the power they in taking action
• Distinguish various ways to help the environment

**Microfinance: A Poverty Fighting Tool**

The goal of this lesson plan is to provide students with a broad overview of poverty and ways in which it can be alleviated through microfinance.

Students will be able to:
• Define microfinance, globalization, poverty
• Recognize the interconnectedness of the 3 terms aforementioned
• Understand the causes of poverty
• Explain the usefulness of microfinance as a tool in poverty eradication
The Effects of Nuclear Weapons: Testimonies of Hiroshima and Nagasaki

Participants will gain a better understanding of the role of nuclear weapons and its long term effects.

Students will be able to:
- Define the role of Nuclear Weapons in the global sphere
- Discuss the effects of Nuclear Weapons in Nagasaki and Hiroshima
- Describe the role that gender plays among the survivors
- Draw parallels between the experiences of the women in Hiroshima and the women in Nagasaki
- Delineate what actions are being taken internationally in order to elimination of Nuclear Weapons
- Discuss how they can get involved

Social Activism
Lesson plans to explore the effect of social networking and other factors on influential change-making initiatives such as the #saynotoracism and #bringbackourgirls campaigns.

Examing Humanitarianism
Explore The #saynotoracism Campaign- Participants will examine the #saynotoracism campaign and reflect on the significance of media and technology on social and political issues.

Students will be able to:
- Understand the term “Humanitarian”
- Explore the issues in the countries that have been declared in crisis by the UN
  - Afghanistan
  - Central Republic of Congo
  - Haiti
  - Iraq
  - Myanmar
  - Somalia
  - South Sudan
  - Syria
- Compare and contrast the experiences of a WWI Ambulance driver and a present day Humanitarian Hero
- Describe different ways students can create awareness around pressing global issues and take action

Education For All: #Bringbackourgirls
Participants will explore Article 26 of The Universal Declaration of Human Rights and research the steps different countries are taking to promote access to education for all.

Students will be able to:
- Explain the definition of a basic human right
### Fulbright-in-the-Classroom

- Study the Declaration of Human Rights, with a special focus on Article 26
- Explore the #BringBackOurGirls Campaign
- Distinguish the role of gender in education in the United States and the role it plays internationally

### Examining Current Social Movements
Participants will analyze the similarities and differences of the three of the largest, newest social movements and examine different ways students can become involved in activism.

Students will be able to:
- Define a social movement
- Examine the #upforschoolrally, #globalcitizensummit and #peoplesclimatemarch
- Compare and contrast social movements
- Create a presentation on the effects of technology on social movements

<table>
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<tr>
<th>Intercultural Learning</th>
<th>The Hidden Ways in Which Cultures Differ</th>
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<tbody>
<tr>
<td>Learning activities to help students understand diverse cultural beliefs and think critically about cultural awareness, teaching the value of interacting with people from diverse backgrounds.</td>
<td>Using the &quot;iceberg&quot; analogy, teach students to look at the hidden dimensions when comparing different cultures.</td>
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#### Intercultural Learning
- Become aware of the hidden parts of our culture
- Learn to identify the connection between hidden and visible parts of a culture

#### The Hidden Ways in Which Cultures Differ

- Students will be able to:
  - Understand the concepts of “Culture” and intercultural adaptation
  - Become more aware of their own culture and recognize its influence on their behavior
  - Appreciate the value of learning and using other languages.

### Chain of Diversity
Participants will discover and recognize the many ways in which they are similar and are different from others in the group, as well as the ways in which each person is unique.

Students will be able to:
- Understand the concepts of “Culture” and intercultural adaptation
- Become more aware of their own culture and recognize its influence on their behavior
- Appreciate the value of learning and using other languages.

### Connect the Dots
Participants will experience the fact that we often subconsciously limit our perspectives and alternatives.
### Potato Activity
To help youth eliminate stereotypes and to recognize the uniqueness of each individual.

### Walk Apart, Walk Together
To help participants recognize the differences among people, as well as the many similarities people share.

### What Do You Know of What Have You Heard
Participants will recognize the widespread use of stereotypes.

### Play Barnga
A game about inter-cultural awareness.