

## PART II:

# DEVELOPING GLOBAL PERSPECTIVES

*We got to the town where we would do our training for the next three months, and I wondered where all the houses were because all I could see were garages, or what I thought were garages. The houses were very different from what my concept of a house was. There were no yards on the outside like I had grown up with in Minnesota.*

-Monica Fitzgerald<sup>21</sup>



*People expected Americans to behave in a certain way. They expected all Americans to be blonde. They have a lot of U.S. movies and videos. . . people always expected Americans to be rich.*

-Jean Deal<sup>22</sup>

Although late 20th century advances in transportation and communications promise a smaller, more accessible world, we each perceive that world through the filters of our individual experiences and cultural development. Still, cross-cultural contact is a fact of our local, national, and global lives. It is more important than ever that each of us develop an inclusive global perspective that celebrates diversity and promotes tolerance.

The experiences of Returned Peace Corps Volunteers like Monica Fitzgerald and Jean Deal illustrate the dual mission of the Peace Corps: to teach and to learn. A Volunteer learns quickly that her view of the world will be challenged daily by the unfamiliar. By living and working alongside host country residents, Volunteers also have the opportunity to demonstrate the diversity of American culture. The stories of Returned Volunteers are stories of adaptation and acceptance, of how to be at home anywhere in the world (see “Sunday Morning Stares” on following page).

Global education experts Jan Drum, Steve Hughes, and George Otero have articulated the need to bring concepts such as diversity, adaptation, and acceptance to the attention of our students:

*“Educated people today need to be aware that their view of the world is only one of many. . . . Teachers need to help young people become conscious of their own world views. Once students have clarified their beliefs, they can begin to imagine how others might see things differently; they can try to understand and empathize with people who see things from a different angle.”<sup>23</sup>*

The activities included in this section address these goals by helping students identify the factors that shape their individual views, promoting active appreciation for diversity in their classroom and world communities, and providing tools for analyzing information sources. Teachers are encouraged to review all the activities and to select or adapt the materials that are most appropriate for their students.



## Endnotes

<sup>21</sup> Monica Fitzgerald served as a Peace Corps Volunteer in Guatemala from 1987 to 1989. This comment is taken from an interview in March 1997.

<sup>22</sup> Jean Deal served as a Peace Corps Volunteer in the Marshall Islands from 1993 to 1995. This comment is taken from an interview in March 1997.

<sup>23</sup> Drum, Jan, Steve Hughes and George Otero, *Global Winners: 74 Learning Activities for Inside and Outside the Classroom* (Yarmouth, Maine: Intercultural Press, 1994), p. xiv.

<sup>24</sup> Adapted from *Peace Corps Times*, Number 1, 1994, pp. 34-35.

<sup>25</sup> Previously unpublished adaptation of a traditional folktale. Printed with permission.

<sup>26</sup> Adapted with permission from *The Prejudice Book* by David Shiman (New York: Anti-Defamation League of B'nai B'rith, 1979).