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ABSTRACT

General guidelines are presented in the pamphlet for intercultural, host nation programs designed specifically for USDESEA elementary and certain junior high schools, but applicable to high schools. Emphasis is upon incorporating the host nation's community resources and talents into the school's curriculum, recognizing the unique opportunity for cross cultural studies. Major objectives of the program are to foster tolerance, understanding, and respect for cultural differences and similarities, sociological compatibility, and esthetic appreciation. Content includes information on the foreign language program of the host nation; development of a program which reflects the unique needs and talents of the faculty and students and utilizes many community resources; teacher orientation; recognition of the uniqueness of the host program that has no counterpart in the U. S.; guidelines for administrators; departmentalized programs; the need for cooperative efforts of the host nation-teacher, American teachers, and school administrators; and elementary school scheduling suggestions. The last part of the pamphlet provides a framework of suggestive concept areas by grade level; guidelines for community field trips; and a chart for self-evaluation of the school's host program. (SJM)

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OUTWARD / INTERCULTURAL EDUCATION



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P A M P H L E T)
NO. 352-200)

EDUCATION

MOVING OUTWARD/INTERCULTURAL EDUCATION

This pamphlet is an outgrowth of several meetings with a committee of USDESEA. Though particular emphasis is upon intercultural programs in elementary and secondary to high school host nation programs.

It contains general guidelines for your faculty's review and consideration, and

FOR THE DIRECTOR:

OFFICIAL:

EDWARD C. KILLI
Deputy Director


SAMUEL J. MICELI
Administrative Officer

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1 ea LN Host Nation Teacher
1 ea LN Foreign Language Teacher
1 ea Grade Level Chairman, Type A & B Elem Sch
1 ea High School Soc Studies Dept Chairman
3 1 ea High School Foreign Lang Dept Chairman
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DIRECTORATE
UNITED STATES DEPENDENTS SCHOOLS
EUROPEAN AREA
APO 09164

15 July 1971

EDUCATION

meetings with a committee of USDESEA American and host nation educators during this year.
cultural programs in elementary and certain junior high schools, there is much that applies

faculty's review and consideration, and supersedes all previous publications.
(AEUED-C Karls Mil 8417)

EDWARD C. KILLIN
Deputy Director

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A Challenge

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Moving Outward/Intercultural Education

A CHALLENGE

After a quarter of a century abroad, USDESEA schools can look back upon their host nation and have had their share of successes - and, certainly, their failures.

We can fail because of our own American-made walls. Our PX's, commissaries, film theaters provide quite adequately for the same needs common to any American living in Sandusky, the overseas American's home within this American island community is, indeed, his cast "tour" of duty. His family being fed, clothed, housed, furnished, educated and adequately easily perceive the "local economy" as a strange, rather distant, somewhat unnatural and

We can fail because we have been guests for so long that many of our hosts see us as a sense to their soil. Or worse, we are not seen at all. We have become "wallpaper" residential communities.

Perhaps because of our own lack of vision or wrong perspective, the host nation programs to foreign language instruction and academic review of various aspects of the culture within conditions and interaction within that culture immediately outside the school.

We feel that the host nation community should be an important part of our schools' curriculum resource which our schools have that no other system in the U.S. has. If we fail to take schools are nothing more than duplicates of schools anywhere in the United States.

Perhaps we should call this our "25 Year Itch" phase. We need to stop viewing the host school curriculum. The principal will need to provide opportunities for the American and their programs as a team and his host nation staff with time to make contacts with the host nation, and to assist the faculty with services which traditional lock-step schedules have precluded.

That, then, is the challenge to every superintendent, principal and teacher. I urge each and the willingness to try a new way, a better way, to develop as a faculty a host nation and talents in providing your students with direct, personal involvement with our host nation.

We need to take our cue from Goethe: "He who knows nothing of any foreign culture knows

J. A. Mason

JOSEPH A. MASON

Director

A CHALLENGE

abroad, USDESEA schools can look back upon their host nation programs with mixed emotions. Our schools
esses - and, certainly, their failures.

own American-made walls. Our PX's, commissaries, film theaters, bowling alleys, churches, and our schools
the same needs common to any American living in Sandusky, Ohio or Butte, Montana. Like the Englishman,
within this American island community is, indeed, his castle during his brief (perhaps to him, too long)
being fed, clothed, housed, furnished, educated and adequately serviced by this community, he may very
economy' as a strange, rather distant, somewhat unnatural and largely irrelevant phenomenon.

been guests for so long that many of our hosts see us as a permanent fixture attached in some military
use, we are not seen at all. We have become "wallpaper" residents, the invisible guest, in many host

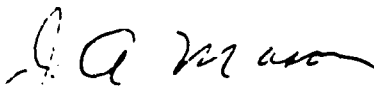
lack of vision or wrong perspective, the host nation programs in some of our schools are largely related
tion and academic review of various aspects of the culture which are not related to any planned observa-
that culture immediately outside the school.

community should be an important part of our schools' curriculum. It is, in fact, the only single
ave that no other system in the U.S. has. If we fail to take advantage of our unique location, our
n duplicates of schools anywhere in the United States.

our "25 Year Itch" phase. We need to stop viewing the host nation program as a separate adjunct to the
cipal will need to provide opportunities for the American and host nation teachers to plan and organize
his host nation staff with time to make contacts with the local community, to gather materials and da-
with services which traditional lock-step schedules have prohibited.

to every superintendent, principal and teacher. I urge each of you to accept the freedom to explore
new way, a better way, to develop as a faculty a host nation program which utilizes your unique loca-
your students with direct, personal involvement with our host nation culture.

Goethe: "He who knows nothing of any foreign culture knows very little of his own".



JOSEPH A. MASON

1975

Moving Outward/Intercultural Education

I. WHAT IT'S ALL ABOUT - OBJECTIVES IN BRIEF

The USDESEA host nation program seeks to provide broad dimensions to the curriculum for fostering, sociological compatibility and esthetic appreciation.

As a result of successful host nation education experiences, the student will act in such a

1. Feels comfortable in the contacts with the host nation community that relate to his (using money, etc.)
2. Perceives, appropriately for his stage of personal development, the similarities and differences of the host nation, and demonstrates his respect for the differences by conducting his
3. Realizes that each people develops its own response to the conditions of life with respect to the case of an American culture; that is, that one culture is not intrinsically better than another
4. Develops, appropriately for his age level, a sensitivity to or understanding of the influence of the host nation on the internal and external affairs of the host nation.
5. Derives satisfaction from personal contacts with members of the host nation.
6. Increases his confidence and ability to act independently in his host community.
7. Becomes more culturally literate through direct exposure to that which is unique to the host nation.
8. Uses those elements of the host nation language appropriate to his contacts with the host nation.

THESE OBJECTIVES apply to all classroom teachers, principals and other professional staff in the curriculum. The host nation program must therefore be a concern of all persons serving on curriculum objectives.



I. WHAT IT'S ALL ABOUT - OBJECTIVES IN BRIEF

to provide broad dimensions to the curriculum for fostering cross-cultural tolerance and understanding and esthetic appreciation.

education experiences, the student will act in such a way as to show that he:

contacts with the host nation community that relate to his life in it (eating, skiing, shopping,

his stage of personal development, the similarities and differences between his culture and states his respect for the differences by conducting himself accordingly in the host community

develops his own response to the conditions of life without reference to a "standard" or in his that one culture is not intrinsically better than another.

his age level, a sensitivity to or understanding of current events which have significant international affairs of the host nation.

personal contacts with members of the host nation.

ability to act independently in his host community.

rate through direct exposure to that which is unique to the host community.

host nation language appropriate to his contacts with the community where it is spoken.

from teachers, principals and other professional staff as an integral part of the school's curriculum. Therefore be a concern of all persons serving on curriculum committees to plan to implement these



Moving Outward/Intercultural Education

II. FOREIGN LANGUAGE I

The most important purpose of a foreign language program is to meet certain objectives, but basically that's what foreign language programs are. In comparison with certain standards of achievement suitable to the program, established by basic text and associated examination materials usually similar language competency at the course's onset. The student learning German in Duluth, Oklahoma City, Philadelphia, Okinawa, or a sourceful teacher of Spanish in Spain or of German in Germany will strengthen student performance, but basically the goal for all foreign language to those who have elected to receive instruction in that language.

The purposes of a host nation program have been identified in the surrounding host nation community that they would be completely isolated. Communications, contacts and interaction with the community are the program. In such ways, he shall require a number of classroom preparatory programs. Foreign language supports the purposes of the host nation program for those contacts requiring certain kinds of language competency in time in USPESEA. The role of language will be just as important to function in various kinds of host nation activities. If he identifies, are, how many to identify, how to inquire about them, to compute where the items come from, what transportation facilities were required. Cultural background will be expected to operate in a more involved manner.

In brief, the immediate concerns of a foreign language program are human oriented. In fact, they are very human concerns.

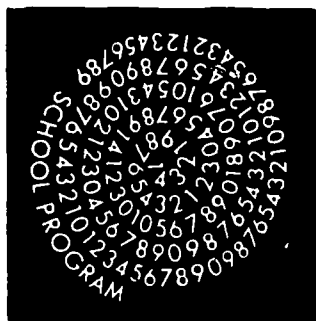
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SCHOOL PROGRAM

II. FOREIGN LANGUAGE IN THE HOST NATION PROGRAM

Foreign language program is to teach a foreign language. No question. There are certainly related that foreign language programs are all about. Student performance can be clearly measured by com- achievement suitable to the particular level of the language covered. These standards are usually related examination materials used during a fixed period of time with a group of students of gener- the course's onset. The standards are fairly universal, that is to say they apply to a student City, Philadelphia, Okinawa, Ankara or even in an American school in Spain. Certainly, a re- in or of German in Germany will take as much advantage of the culture as possible in order to basically the goal for all foreign language programs, regardless of location, is to teach that to receive instruction in that language.

am have been identified in the previous section. The objectives are so closely tied to the sur- they would be completely inappropriate outside the host nation. Personal perceptions, observa- in the community are the program's major concerns. If an American student is expected to perform number of classroom preparatory experiences which relate to community-oriented projects and pro- the purposes of the host nation program. Elements of that language will certainly be desirable in kinds of language competency suitable to the child's age, maturity, background and limited age will be just as important, even more important, since the child will need language in order t nation activities. If he is to buy certain items at the market, he needs to know what they require about them, to compute their cost, count change, possibly how to get there and return, nsportation facilities were required, etc. The child with more sophisticated language and cul- o operate in a more involved way.

a foreign language program are academic. Those of a host nation program are more socially human concerns.



Moving Outward/Intercultural Education

III. MY OWN BACK YARD

If we say that every child is an individual distinct in many ways from all that school. There can be no standard, prescriptive host nation curriculum from all other faculties. So, too, is your community. The resources in your community are these resources? How can we observe and analyze them in the same manner as a part of its curriculum? There are community services, institutions, histories, newspapers - and, most important, people. The American and host nation curriculum is a part of your school's curriculum.

You will need to begin to develop a program which reflects the unique needs of your community and utilizes those many resources available in the community. This means that you need a counselor, a resource, a contact, a guide, and a very important member of your community.

For example, what areas, services and personnel in the community would reinforce the curriculum? The fourth grade teachers and the host nation teacher needs to have time to visit the community. Suppose a social studies unit addresses the concept of the city in history. What functions does it perform? Why do cities grow or die? How do they change? These are very human dimensions. They require a series of class experiences, vocabulary, field studies, series of observations and visits, contacts with local citizens, slides, models, and more.

It probably means that you will want to consider different ways of using time in the curriculum takes on more functional perspective. You need a certain amount of time helps you identify and perceive that area of the community under study in your curriculum.

It's all in your own back yard ...



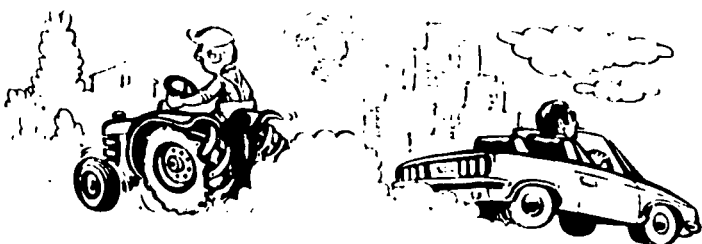
III. MY OWN BACK YARD

vidual distinct in many ways from all other children, then the same applies to the faculty of
d, prescriptive host nation curriculum for all USDESEA schools. As a faculty, you are unique
s your community. The resources in Wildflecken are different from those in Wiesbaden. What
serve and analyze them in the same manner as a class in an American city uses its community as
community services, institutions, historical sites, galleries, museums, dairies, farms, indus-
ent, people. The American and host nation communities in which you function are an integral

rogram which reflects the unique needs and talents of the faculty and the students and which
le in the community. This means that the host nation teacher is more than a teacher. She is
a guide, and a very important member of that school's team of teachers.

personnel in the community would reinforce class activities associated with fourth graders?
t nation teacher needs to have time to discuss and outline some projects for the school year.
es the concept of the city in history. What is a city? How did it come into existance? What
ties grow or die? How do they change? How does the new effect the old? These questions have
a series of class experiences, vocabulary in English and host nation language, a planned se-
acts with local citizens, slides, models, illustrative data, perhaps an interview on tape ...

to consider different ways of using time. There is a foreign language need, but now its role
tional perspective. You need a certain kind of knowledge of that aspect of the language which
area of the community under study in order to answer what should be very fundamental questions.



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IV. BIER UND BRETZE

If this hasn't occurred, then you are a better man than I ...

"Oh, Frau Schmidt! I am so glad you're here. I know you don't have some short little song? They do enjoy your German songs! Oh, excuse me, right back. See you in a few minutes. Quiet children! Well, ...

or

"Guten Morgen children. Quickly, liebe Kinder, we haven't much time and no crayons. Schnell! Now today's lesson will cover the boundaries. Quiet, Kinder! What, little boy, you just arrived today? Just sit down. Look at the time! Auf Wiedersehen!"

Obviously, we've overdrawn the examples. Situations like these seldom, if ever, and very clear. Any host nation program isolated from the other segments of the program succeeds, it will only be through the combined efforts of the American and host nation. Its failure or its success are borne equally.

PRETZELS REALLY GO BETTER WITH BEER. 1982

*Our apologies to our USDESEA colleagues in other countries. Please substitute

IV. BIER UND BRETZELN*



ter man than I ...

you're here. I know you don't have much time, but could you teach the children to enjoy your German songs! Oh, excuse me. I have to check my mailbox. I'll be a few minutes. Quiet children! Well, ... Auf Wiedersehen!"

liebe Kinder, we haven't much time so sit with your pencils and paper - nein, your lesson will cover the boundaries of Germany - no, not Kansas, Liebling! you just arrived today? Just sit down over there until I find time. Mensch! Mensch!"

Situations like these seldom, if ever, occur. But we want to make the point very strongly that the isolated from the other segments of the school program is, indeed, inhibited. If it ever happens, the coordinated efforts of the American and host nation teaching staff. The responsibilities for this are shared by.

DOESN'T IT GO BETTER WITH BEER. ISN'T IT TIME FOR A CHANGE?

other countries. Please substitute appropriate terms to suit your location.

Moving Outward/Intercultural Education

V. GETTING OFF ON THE RIGHT FOOT

It's August. Miss Peach just arrived. Her bags were lost at Rhein Main. She needs about the USAREUR driver's examination and short on cash for insurance. The BOQ has words like "commissary, non-military and 'AFN'". She's six hours off schedule from her factors, she is hardly aware that she is in Germany. If things don't loosen up, she's where she really is. A room at the BOQ, meals at the Club, a movie at the American Club, a tour of the American Express tours - this can easily become her overseas life style unless she gets

Orientation week is the most crucial period! After the appropriate fireworks and if the teacher has that golden opportunity to give that much needed perspective to the host country is Germany - the antitheses of every tired World War II movie, friendly - not hostile - prepared to become a very important member of that teacher's team. (She may be the file clerk, clerks, waiters and other service personnel associated with the American community.

The orientation meeting can provide a number of opportunities that clearly establish that no school system in the United States could duplicate:

Field Trip Booklet - One in every teacher's hand. Where to go, what to see, time, study activities, recommended grade levels, student dress, lunch requirements, cost.

Faculty Questionnaire - Who would like to learn the local language, take special tours, take faculty tours, enjoy a wine probe, meet the local mayor and superintendent, join an automobile club, buy an automobile (YES!), become a member of a cooking club, join

First Monthly Host Nation Newsletter - Faculty and parents (usually attached to) receive updated news on cultural happenings in and about the community and where to go for festivals, special programs, television programs, films, etc., etc. This is a good

Handouts - Best of all, most of them are free. Every country abounds with them. City brochures and maps. Travel agencies and the regional tourist offices have cultural information. National railroads and airlines. Train, bus and streetcar schedules are helpful. Sample menus, the English edition of the Michelin Green Guide, Fodor Guide and the other pu

V. GETTING OFF ON THE RIGHT FOOT

arrived. Her bags were lost at Rhein Main. She needs to register her new Volkswagen. She's up tight on examination and short on cash for insurance. The BOQ has put her in cultural shock. She is learning new military and 'AFN'. She's six hours off schedule from her charter flight. Faced with these bewildering things that she is in Germany. If things don't loosen up, she may spend most of the school year discovering things at the BOQ, meals at the Club, a movie at the American theater, parties with colleagues and some Americans. It can easily become her overseas life style unless she gets some help from her friends.

crucial period! After the appropriate fireworks and introduction by the principal, the host nation has the opportunity to give that much needed perspective to the host nation program. For example, as a German, she can show every tired World War II movie, friendly - not hostile, understanding - not rigid, and obviously present member of that teacher's team. (She may be the first German Miss Peach meets - in addition to PX and PX office personnel associated with the American community.)

Provide a number of opportunities that clearly establish that school's host nation program as something the United States could duplicate:

Put it in every teacher's hand. Where to go, what to see, time required, transportation available, suggested grade levels, student dress, lunch requirements, costs, if any, etc., etc.

Who would like to learn the local language, take special weekend tours, visit local schools, meet their neighbors, enjoy a wine probe, meet the local mayor and superintendent, sign up for a gourmet meal, join the local radio club (YES!), become a member of a cooking club, join the local sport club or music group, etc., etc.?

Newsletter - Faculty and parents (usually attached to principal's monthly letter to parents) should report local happenings in and about the community and where to obtain tickets - concerts, operas, plays, folk festivals, television programs, films, etc., etc. This is a good time to introduce the faculty to "Issue Nr. 1".

Most of them are free. Every country abounds with them. The local community tourist office provides travel agencies and the regional tourist offices have countless, colorful free brochures, as do the national. Train bus and streetcar schedules are helpful. Samples of the detailed regional maps (Esso, Shell, Michelin Green Guide, Fodor Guide and the other publications with detailed guidance on hotels,

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restaurants and noteworthy sights in the host nation should be available for those who would like copies. You may also desire to include a listing of these items for purchase at the Stars and Stripes newsstand or local bookstore.

Introductions - Besides the other members of the host nation staff, this includes the superintendent or a representative from your "sister" exchange school. Facilitate opportunities to socialize - tea, coffee, wine, beer - something like that at either a local tavern where nobody frowns too heavily at good spirits.

The Tour - Get Miss Peach outside the gate! By the time classes start, invite the faculty - oldtimers, too, to do a tour of the area. First, the American laundry and all, then the community outside - at least one good castle, the American and one stop at an interesting landmark, possibly a colorful restaurant or something throughout the year. Show Miss Peach where she is and make her feel at home throughout the more years. Knowing this, she will likely be a more comfortable and active member of the community.

Instant Survival Tips - The American teacher is immediately faced with spending a lot of telling time in the local language, asking for directions, ordering food, pointing out distances, etc. A host nation teacher might offer free 30-minute language lessons to members during the first month of school to provide a little order to what is new for the American teacher.

Schedule Phase II Meetings - Give it time to sink in. The host nation people get settled, licensed, fed, clothed and in general, adjusted to the new "old" things are firmly scheduled between the host nation teachers and the American teachers during two weeks of classes. Armed with all those guides and some strong impressions, the American and her colleagues are more likely to be very interested in planning an activity for the school year - not a twenty-minute-a-day interlude but a series of meetings.

Good luck!

on

the host nation should be available for examination and, where requested, ordered for those who desire to include a listing of these and other dependable publications which teachers may consult at newsstand or local bookstore.

For members of the host nation staff, this is an ideal time for greetings from the local community from your "sister" exchange school. Fact is, orientation week is the best time for the two factions to dine, beer - something like that at either of your schools or some mutual meeting point, perhaps to go heavily at good spirits.

At the gate! By the time classes start, you may be too late. Reserve a bus in advance and in-
to do a tour of the area. First, the American village including the PX, commissary, gas station, and
outside - at least one good castle, the best shops, the market place, the "Bahnhof", of course,
park, possibly a colorful restaurant or if you prefer, a "dive". Plan periodic tours or dinners
to where she is and make her feel at "home". It's where she will live and function for one or
likely be a more comfortable and active person in the host nation program in your school and

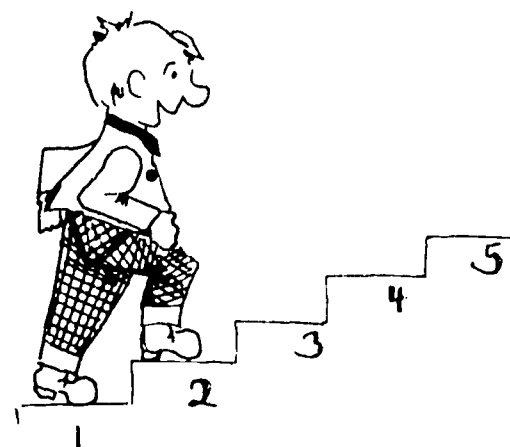
When an teacher is immediately faced with such needs as identifying and counting the local currency,
asking for directions, ordering food, purchasing items and determining clothing sizes, weights,
or might offer free 30-minute language instruction sessions after dismissal to the new staff
school to provide a little order to what may initially be a confusing and frustrating experience

It is time to sink in. The host nation program competes with BOQ cultural shock. Help Miss Peach
and in general, adjusted to the new "old world". Make sure during orientation week that meet-
the host nation teachers and the American teachers by grade level (or departments) after one or
those guides and some strong impressions from those tours and initial contacts, Miss Peach
to be very interested in planning an active host nation program for themselves and their students
minute-a-day interlude but a series of mutually planned lessons and activities.

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VI. PUPIL PROGRESS TO

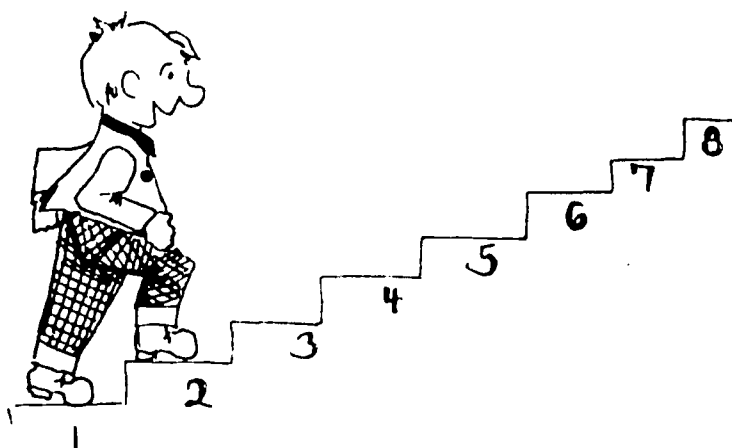
An academic program assumes a natural progression of the student from Sept acquisition of increasingly sophisticated skills and perceptions, for exam languages. It's something like the boy on the steps, each succeeding step



The USDESEA student spends an average of 18 months in his school. Generally the States in September, November, February or April. He picks up his math it back home. When he leaves at any time during the year (and he likely wi familiar programs in his stateside school, possibly identical to our own.

VI. PUPIL PROGRESS TO WHERE?

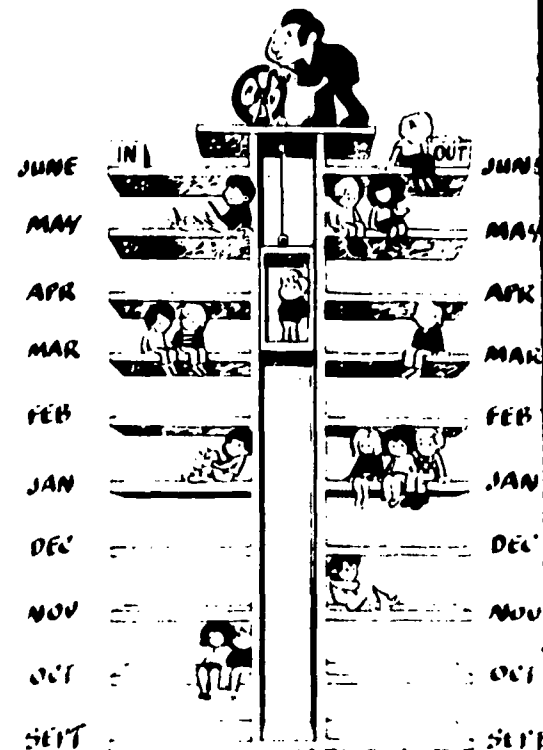
ral progression of the student from September to June or grade level to grade level through the
ticated skills and perceptions, for example, in such areas as math, science, social studies and
e boy on the steps, each succeeding step assuming completion of the preceeding step.



ge of 18 months in his school. Generally, he "fits" into a certain level when he arrives from
February or April. He picks up his math or reading program in USDESEA just about where he left
y time during the year (and he likely will), he will make a fairly comfortable transition to
school, possibly identical to our own.

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THIS JUST ISN'T TRUE IN THE HOST NATION PROGRAM. Since it's really our very own United States. Many of the students who greet you in September may not have been here before, they don't "fit in" to the traditional syllabus of sequential skills development. In the host nation program, students will be replaced by new students who continue to arrive all during the year. The host nation program language or cultural background that fits them into a time continuum spread across the year. We might contrast the boy on the steps which we associated with traditional host nation program model within which the host nation and American teachers must

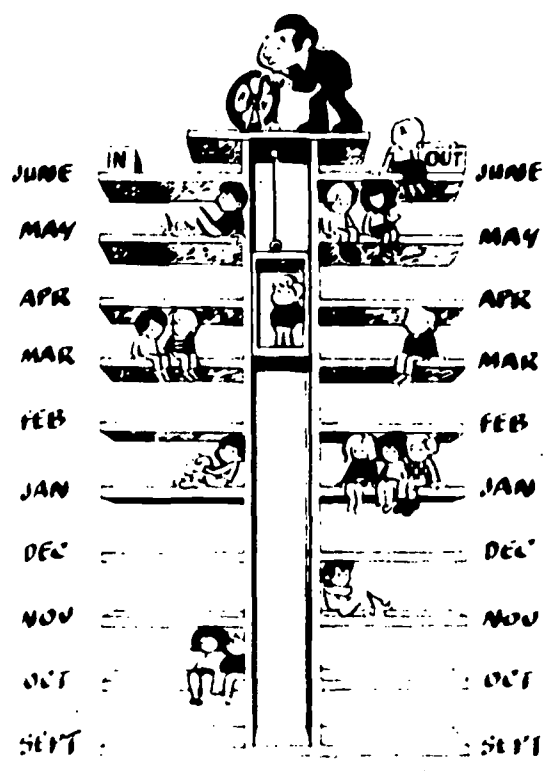


Faced with this bewildering array of students who arrive and depart like trains in a year, upon a standard syllabus of sequential skill's development is further compounded by the need to year, stop and assess the composition of a class. Of 30 students in a typical elementary school, 10 are on their first "tour" abroad for the first time. Another group may be on their second "tour" but have lived in the host nation three or four years previously. A third group of students has host nation cultural backgrounds. Some have foreign-born mothers. Others have even attended host nation schools. A fourth group have attended the same USDESEA school for several years.

Let's look at scheduling for a moment ...

ion

ION PROGRAM. Since it's really our very own natural resource, it has no counterpart in the s who greet you in September may not have been in your school last June. Unlike math and read- ditional syllabus of sequential skills development. To complicate matters even further, "old" udents who continue to arrive all during the year from schools with little, or more likely, no t fits them into a time continuum spread across a school year calendar, grade level by grade. n the steps which we associated with traditional academic programs with the distinctly different ich the host nation and American teachers must accept and discharge their students - the elevator.



students who arrive and depart like trains in a busy railway station, the program which depends al skill's development is further compounded by another factor. At any given day in the school n of a class. Of 30 students in a typical elementary grade, perhaps half or more are living group may be on their second "tour" but have likely forgotten what language they may have learned. hird group of students has host nation cultural and language experience far above the others. ers have even attended host nation schools. A few may be of children of civilian employees and ol for several years.

Moving Onward/Intercultural Education

VII. TICK-TOCK/STEP-LOCK

Tradition gave us the most frequently used scheduling system in USDI:SEA elementary schools - the "lock-step" system, usually characterized by series of 8 to 10 20- to 30-minute lessons each day, five days a week. The host nation teacher moves from room to room during brief intervals. She attempts to provide some form of foreign language or "culture" instruction appropriate to the grade level and hopefully to the wide variety of language comprehension and personal and cultural backgrounds within the class. She usually encounters hundreds of students each day, as many as 300 in some cases.

The "lock-step" schedule may be comfortable for many of us. The blocks of brief periods of time offer security within the maze of students whom the host nation teacher encounters and provides the American classroom teacher with a firm, repeated time box within she may operate as she sees most appropriate.

Because American educators are accustomed to library, music, art, or physical education periods, it may seem natural to treat the "host nation" period in the same manner. If the music teacher does her "thing", then why shouldn't the host nation teacher do hers?

THE POINT IS ...

The host nation teacher cannot do her "thing" in a vacuum. She is potentially a teacher and a unique counselor to the students. Teaching bits and pieces of a foreign language related to the classroom activities and the real world of that child and his teacher's background and those of the American teachers are best used depends upon several factors: interests and styles of teaching, and most important, how the teachers and the school

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"thing" in a vacuum. She is potentially a very special professional resource to the American
students. Teaching bits and pieces of a foreign vocabulary and culture which are largely un-
known in the real world of that child and his teacher can hardly be justified. How her specialized
teachers are best used depends upon several factors - certainly their individual talents, in-
stead of important, how the teachers and the school administrator "see" the host nation program.

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SO ...

Consider alternatives. Be willing to experiment. Does a first grader about the kindergartener? If your school is typical, your host nation you "cut the pie" and still provide an effective program? Could a free up community contacts, setting up field trip schedules, gathering local on more involved projects?

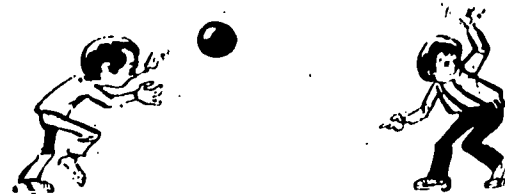
Then consider the pupils ... What kinds of experiences could a child in this community which relate to his own personal experiences and to in time? The first grader, for example, can only be baffled by learning many as a nation when he is hardly aware of what that host nation or interested in what people do outside his classroom, what kinds of work in factories.

The third or fourth grader can handle more sophisticated tasks. Some about many things, to draw and to construct. They can see similarities analysis are difficult for most. They enjoy first-hand experiences. tion-oriented host nation program.

The fifth and sixth graders can handle fairly demanding situations. They similarities fairly well. They see more differences between their cultures, especially when there's variety. They'll accept a challenge if its enjoyable approval by their peers and are curious about strangers. They make it the snow and other programs with host nation children their age.

FINALLY ...

With all this in mind, it seems logical that children of different ages just as they do in their other related curricular programs. The American teacher with whom they work can best determine as a team what kinds of and to what extent of involvement.



Experiment. Does a first grader need as much involvement as the fifth grader? And what school is typical, your host nation program is probably not fully staffed. Then how thin can an effective program? Could a free day or at least a part of each day be set aside for firming up trip schedules, gathering local materials, and working with certain teachers and students

As of experiences could a child at a certain grade level expect to have during his short stay in a host nation? How do his own personal experiences and to the concerns of the American school curriculum at that point in time, can only be baffled by learning about geographical features and political aspects of Germany. How does he know of what that host nation or the United States really is? He will likely be far more interested in the classroom, what kinds of work there are and how people move from their homes to offices and

more sophisticated tasks. Some can handle independent projects. They like to collect facts and analyze them. They can see similarities and differences, but handling abstractions and critical analysis are difficult. They enjoy first-hand experiences. They're good observers and excellent candidates for an ac-

fairly demanding situations. They tend to know where they are and handle contrasts and similarities between their culture and someone else's. They're interested if you are, especially if you can accept a challenge if it's enjoyable and not extended over too long an interval. They desire to know about strangers. They make ideal participants in extended "live-in" programs, school in a host nation children their age.

That children of different ages require different experiences in the host nation program - ✓
curricular programs. The American teachers of a particular grade level and the host nation teachers should determine as a team what kinds of experiences would be most appropriate, with what frequency,



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VIII. WHAT ABOUT DEPARTMENTALIZED

Do we stop talking "host nation program"? We hope not. Lots of people talk "departmentalized secondary grades. There is room for both - but beware.

The junior high school administrator and faculty face a very special problem. A mandatory basis may make scheduling convenient - nine-week courses alternating three periods a week alternating with required physical education, music, art etc. Trouble is, some students prefer other offerings while others really want a departmentalized system is preferable. Keep the "elevator" model in mind. Students come and go to accommodate the students who arrive after September (and on to June), then add a "fitting in" problem.

Senior high school language programs face far less frustration. First, they are able to "fit in" since he picks up the language where he left it in the States - or tests determined his recommended level upon assignment to the senior high.

In an honest attempt to extend the host nation concept to the junior high school "culture" classes. More often, they are required (all 7th graders, all 8th graders) they best fit, usually alternating during the week or from semester to semester. A special award should honestly be a special award for those teachers who gave their all to the students who seem to have no relevance to their own lives or because no one seems to agree "out" spiritually.

Many secondary schools do have active "host nation" programs. Read section V, just as much to secondary schools as elementary schools.

Departmentalized schedules are not really inflexible. Certainly the students are able for interested students to engage in community-related activities? Can at least a period of time each day to make community contacts, serve as a resource to American students beyond their community? High school youngsters with good language of German, or French, or Italian, or Spanish ever has in the United States. This is for a number of students and consideration of more projects utilizing not only

Again, the responsibility lies with the American teacher as much as the host nation. This requires time early every school year for the staff to discuss, explore and

VIII. WHAT ABOUT DEPARTMENTALIZED PROGRAMS?

am"? We hope not. Lots of people talk "foreign language" when the student reaches departmental programs for both - but beware.

and faculty face a very special problem. Most nation language classes for all students on a convenient - nine-week courses alternating with three others during the year, two periods or required physical education, music, art or other courses, with ratios switched each semester, or other offerings while others really want foreign language instruction. Certainly, the latter "rotator" model in mind. Students come and go all year. If the school program cannot effectively start after September (and on to June), then add plenty of teacher frustration. We're back in the

face far less frustration. First, they are elective, and far more logically the student tends to stay in the language where he left it in the States - or in that elective junior high program where final assignment is upon assignment to the senior high.

At the host nation concept to the junior high school, a few schools have bravely attempted to offer language classes for all students (all 7th graders, all 8th graders, etc.) and thus scheduled in whatever manner during the week or from semester to semester with other more standard junior high courses. There are those teachers who gave their all to the culture class. Perhaps because the course content is so different from their own lives or because no one seems to agree what "culture" really is, students generally "tune

out" of "host nation" programs. Read section V, "Getting Off on the Right Foot", again. It applies to elementary schools.

Language programs are usually inflexible. Certainly the students and teachers are not. Is there an activity period for host nation language teachers? Can at least one host nation language teacher be provided a community contacts, serve as a resource to American teachers, and promote programs which extend beyond the school? High school youngsters with good language ability have opportunities that no student in the United States ever has. This implies more flexibility in altering schedules and the inclusion of more projects utilizing not only "school" time, but evenings or weekends as well.

Give the American teacher as much as the host nation language teacher - perhaps even more. But schedule a year for the staff to discuss, explore and try! (Mr. Administrator, please note.)

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IX. WHAT THE "ADMINISTRATORS"

The Administrators' Guide (USDESEA Pamphlet 352-5) is published biennially for school administrators. It provides certain policies and procedures for the

A revised section of the 1 September 71 edition of the Guide entitled "Host Nation" covers certain areas covered in this booklet. The following is extracted directly from the section dealing with teacher time and cooperative faculty planning:

"D. Scheduling Teacher Time:

a. Elementary Schools: It is strongly recommended that schools which have a host nation teacher with a daily class load of 8 to 10 periods of 20 to 30 minutes (and provide each host nation teacher with a minimum of 20% of her time each day, one morning and one afternoon, two mornings or two afternoons). This time should be used to prepare for on-site class visits, personally visit community agencies to coordinate with nearby host nation community school, obtain materials within the community school host nation newsletter, work with selected students on specialized language instruction for new arrivals or selected students. In larger schools, one of the host nation teachers may be selected to carry a larger load than the other host nation staff.

Where limited staffing prohibits equally distributed scheduling among grade levels, e.g., two or three periods per week for grades four, five, six, two and three. Kindergarten classes may be scheduled on a more informal basis and games appropriate to their age.

b. Secondary Schools: Where staffing permits, one free period of time for foreign language teachers each day or during a longer period one day each week for oriented activities identified with the elementary school program.

E. Cooperative U.S. and Host Nation Teacher Planning: The responsibility for planning should be shared by host nation teachers, American teachers and school administrators. The host nation teacher should be scheduled to observe the American teachers' classes. Host nation teachers should be scheduled visitations before initiating their programs. This enables the host nation teacher, the behavior and interests of the students and to gain some clear ideas of the various grade levels which might be extended in a logical way. Some mutual planning between the American and host nation teacher. The planning committee composed of selected American and host nation teachers."

IX. WHAT THE "ADMINISTRATORS' GUIDE" SAYS

(352-5) is published biennially by USDESEA for the information and guidance of all USDI:SEA policies and procedures for the operation of the schools.

The edition of the Guide entitled "Host Nation/Intercultural Programs" states in condensed form the following is extracted directly from the last two parts of the section regarding scheduling:

It is recommended that schools which have followed the traditional custom of scheduling the day with 8 to 10 periods of 20 to 30 minutes length take immediate steps to alter such scheduling with a minimum of 20% of her time released from formal classroom instruction (one full afternoon or two afternoons). This time should be used to establish community contacts, pre-visit community agencies to coordinate school programs, plan mutual projects with the community, collect materials within the community, up-date the field trip manual, publish the monthly newsletter, select students on specialized community visitation projects or exchanges, and to provide for the arrival of selected students with advanced language skills drawn from various classes. Teachers may be selected to carry out these community resource functions to a greater de-

When scheduling is distributed among grades 1 through 6, priority should be placed upon the upper grades. One period per week for grades four, five, and six and one or two periods per week for grades one, two, and three should be scheduled on a more informal and less frequent basis for special instruction in music

When possible, one free period of time should be provided at least one of the local national schools. This longer period one day each week in order to pursue the same types of school-community relations program in the elementary school program.

Teacher Planning: The responsibility for the host nation program is borne equally by the host nation and American administrators. The host nation teacher in a non-departmentalized school should have American teachers' classes. Host nation teachers new to USDESEA should have two weeks of observation programs. This enables them to observe the instructional techniques of the American teachers and to gain some clearer understanding of some of the basic concepts and concepts which might be extended in a logical way by the host nation program. Obviously, this requires the participation of the host nation teacher. The nucleus for such a program would be a host nation planning committee consisting of host nation teachers."

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X. ELEMENTARY SCHOOL SCHEDULING

1. Pedagogically, there is a limit to the number of pupils and periods a teacher schedules large-group instructional periods for several classes simultaneously daily maximum, though a schedule should not necessarily be based upon reach.
2. Where the host nation teacher must meet the classes in the students' classrooms to enable the host nation teacher to gather materials from one class fully, to arrive in the room prior to the end of the American teacher's activity.
3. Except where individual student needs are rather exceptional, it is difficult or 10% of their total weekly instruction with the host nation teacher, e.g. to consider two or possibly three periods per week at most, or less if your
4. Certain students may benefit from formal language instruction, not necessarily in a classroom is available. Basic beginning instruction for certain new arrivals fairly well might be considered for those students who definitely demonstrate instances. While regularly scheduled host nation classes provide certain opportunities, it is simply impossible to teach a foreign language in a class with wide range.
5. There should be a block of time when the host nation teacher provides instruction to students - either within the classroom or elsewhere. For example certain special class project requiring data from the community would have an opportunity. At times, the U.S. teacher may ask her host nation colleague for assistance during an "Assistance" period, if used, should be reserved for a specific grade level.
6. Certainly, the more that children see their American and host nation teacher in the program is perceived as an integral part of their school experience. While the host nation teacher assumed certain responsibilities which all members of the staff share during recess period in the playground. The presence of the host nation teacher in her "visibility" to her professional colleagues and to the children who have a strong classroom framework.

X. ELEMENTARY SCHOOL SCHEDULING SUGGESTIONS

the number of pupils and periods a teacher can effectively handle in a day, unless the school periods for several classes simultaneously. Use 200 pupils and eight periods as a suggested not necessarily be based upon reaching maximum figures.

meet the classes in the students' classroom, try to provide a ten minutes lapse between the period to gather materials from one class, assemble new materials for the next group, and, hope-fully, the end of the American teacher's activities.

is are rather exceptional, it is difficult to justify elementary students receiving 2.5 periods with the host nation teacher, e.g., five 30-minute periods per week. It's more reasonable 1.5 periods per week at most, or less if your school's host nation teaching staffing is thin.

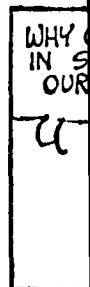
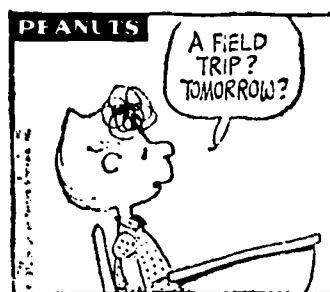
normal language instruction, not necessarily daily, but at least twice a week, if a special instruction for certain new arrivals and intermediate instruction for those who speak the language. The students who definitely demonstrate an interest, possibly 20-25% of the class in some host nation classes provide certain experiences in vocabulary in relation to class projects. Foreign language in a class with wide ranges of backgrounds and interests.

the host nation teacher provides individualized assistance to the U.S. teacher and students in the classroom or elsewhere. For example certain students who are newly arrived or who are engaged in a project from the community would have an opportunity to work with their host nation teacher. It would be desirable for the host nation colleague for assistance during a special class activity. This so called "Project" is reserved for a specific grade level and blocked into the weekly schedule.

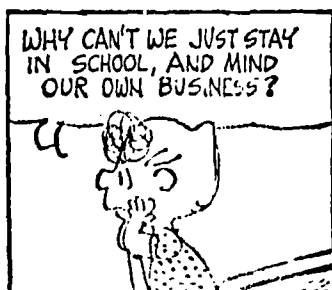
the American and host nation teachers working together, the more natural the host nation teacher's experience. While local conditions vary, it would be beneficial if the responsibilities which all members of the faculty share mutually. One of these areas is the presence of the host nation teacher in such an activity at one point during the day extends to the host nation colleagues and to the children who have an opportunity to know her outside the formal class-

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7. The 20% or more of the week (one day or two half-days) which is provided for this purpose. First, this time should be used by the host nation teacher for preparation and second, the faculty should be fully aware of what their host nation teacher is doing or to put it in one word, "accountability". An erasable schedule posted in the classroom opening. This time will be used to complete those activities and projects which are of interest to the students but which can only be achieved outside the classroom. Such activities include: school personnel to prepare exchange programs, joint field trips or a bi-cultural program to make the final preparations for class visitation, to gather local material for a special presentation by a local citizen or group in the community, to update and expand the school's community resource manual, to obtain information for a newsletter for teachers and parents advising them of concerts, festivals, and other events necessary for a faculty trip. While this period of time may be fixed, its use should be used for scheduled field trips, though field trips would be anticipated for a small group of 5th or 6th graders, for example, which require their presence for only one such a day. If the program supports active use of and relations with the host nation, the time will be an extremely busy one. Anyone who has worked in such a program will be an extremely busy one.



or two half-days) which is provided to the host nation teacher is not intended as "free" by the host nation teacher for projects which extend and support the formal class activities. Be aware of what their host nation teaching colleagues is doing during these periods of time, "free". An erasable schedule posted in the front office or lounge should indicate what's happening outside the classroom. Such activities would include appointments with local community programs, joint field trips or a bi-national stay at a youth hostel, a visit to a local site for resource material, to gather local materials for use in the American teachers' classes, to approach a local citizen or group in the community, to evaluate various area resources in order to update a resource manual, to obtain information and brochures to be used in publishing a periodic newsletter, to arrange for the use of community facilities, to attend local concerts, festivals and special community activities, or preparing the itinerary for a field trip. The period of time may be fixed, its use should be flexible. Portions of the block could still be used for field trips which would be anticipated during any day in the week. Certain projects for a specific example, which require their presence within the local community could be arranged during this period. The effective use of and relations with the community for both teachers and students, this period is. Anyone who has worked in such a program will tell you how urgent such a block of time is.



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SAMPLE #1 OF AN ELEMENTARY HOST NATION TE

TIME	MON	TUES	WEDS
0825-0855	3a	3b	
0905-0935	4a	4b	C
0945-1030	5a	5b	O
1040-1125	6a	6b	N
1130-1230	LUNCH	LUNCH	T
1230-1300	L ¹ (3/4)	L ² (3/4)	A
1310-1340	L ¹ (5/6)	L ² (5/6)	Y
1350-1420	RECESS	RECESS	
1430-1500	PA (4)	PA (5)	

Because of the favorable ratio of one host nation teacher to 8 American 3rd, 4th, and 5th, each class to meet formally with their host nation teachers twice a week. Beginning instruction is provided selected students in combined grades 3/4 and 5/6 twice weekly. A one-hour period a week to the two classes in each grade level for special project assistance is provided weekly with her colleagues. Wednesday is reserved for community contacts and relations.

SAMPLE #1 OF AN ELEMENTARY HOST NATION TEACHER SCHEDULE

MON	TUES	WEDS	THUR	FRI
3a	3b		3a	3b
4a	4b	C	4a	4b
5a	5b	O	5a	5b
6a	6b	N	6a	6b
LUNCH	LUNCH	T	LUNCH	LUNCH
L ¹ (3/4)	L ² (3/4)	A	L ¹ (3/4)	L ² (3/4)
L ¹ (5/6)	L ² (5/6)	C	L ¹ (5/6)	L ² (5/6)
RECESS	RECESS	T	RECESS	RECESS
PA (4)	PA (5)	D	PA (6)	PA (3)
		A		
		Y		

one host nation teacher to 8 American 3rd, 4th, 5th and 6th grade teachers, this schedule permits their host nation teachers twice a week. Beginning ("L¹") and more advanced ("L²") language in-
 students in combined grades 3/4 and 5/6 twice weekly. The host nation teacher is also available one
 in each grade level for special project assistance ("PA"). She shares recess duties four times
 sday is reserved for community contacts and related intercultural programs.

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SAMPLE #2 OF AN ELEMENTARY HOST NAT

TIME	MON	TUES
0825-0850	1 ^a	1 ^b
0900-0925	2 ^a	2 ^b
0935-1000	3 ^a	3 ^b
1010-1040	4 ^a	4 ^b
1050-1130	5 ^a	5 ^b
1130-1230	LUNCH	LUNCH
1230-1300	6	6
1310-1340	L (3/4)	L (5/6)
1350-1420	RECESS	RECESS
1430-1500	PA (3)	PA (4)

This school has only one host nation teacher for a faculty of 12 US classroom the host nation teacher once a week. Grades 2, 3, 4 and 5 are scheduled two periods weekly. Selected students from the four 3rd and 4th grade classes and two language instruction ('L') twice a week. Recess duties are scheduled four periods. Teachers in each of the six specific grade levels during a special project a host nation teacher community contact day.

SAMPLE #2 OF AN ELEMENTARY HOST NATION TEACHER SCHEDULE

MON	TUES	WEDS	THUR	FRI
1 ^a	1 ^b	1 ^c	PA (2)	
2 ^a	2 ^b	2 ^a	2 ^b	C
3 ^a	3 ^b	3 ^a	3 ^b	O
4 ^a	4 ^b	4 ^a	4 ^b	N
5 ^a	5 ^b	5 ^a	5 ^b	T
LUNCH	LUNCH	LUNCH	LUNCH	A
6	6	PA (1)	6	C
L (3/4)	L (5/6)	L (3/4)	L (5/6)	T
RECESS	RECESS	RECESS	RECESS	A
PA (3)	PA (4)	PA (5)	PA (6)	Y

on teacher for a faculty of 12 US classroom teachers. Each 1st grade is scheduled formally with . Grades 2, 3, 4 and 5 are scheduled twice weekly. The single sixth grade receives three peri- the four 3rd and 4th grade classes and the three 5th and 6th grade classes receive formal lan- . Recess duties are scheduled four periods a week. The host nation teacher is available to t grade levels during a special project assistance ("PA") period. Friday is reserved as the et day.

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XI. SOME INITIAL CONCEPT AREAS

During school year 1971/72, USDESEA will publish guidelines emphasizing specific class and community activities which relate directly to and support these concepts.

It seems abundantly clear that the host nation activities of any child should be concerned with the host nation activities, i.e., host nation activities are logically an outgrowth of a social structure. Those interest areas which are suitable to a student at a certain stage in his development.

No child would be expected to complete a specific sequence of activities over a long period of time. Defining such concept areas for a general grade level range provides all of us with a common language for learning about the structure and operation of a local community government. In a first grade class may study the very simple concept of families at an earlier age.

Grades 1 - 2 - The individual, school, neighborhood, family and introduction to the community.

1. Children are individuals who resemble each other in many ways. (There are differences.)
2. Children attend school with their friends.
3. Children play games, sing songs, dance, listen and act out folktales, and read.
4. Some children walk from their homes to school and others ride.
5. Children live in different homes and neighborhoods.
6. Each child is a member of a family living in a neighborhood.
7. We learn from our teachers, our family, and our school and neighborhood.
8. Members of a family work together and depend upon each other.
9. Families are individual groups of people who resemble each other in many ways.
10. One family may be different than another family.
11. Fathers and mothers have work to do each day.
12. Fathers (and some mothers) have different kinds of jobs to do.

SOME INITIAL CONCEPT AREAS TO CONSIDER

guidelines emphasizing specific concept areas for various grades and suggested
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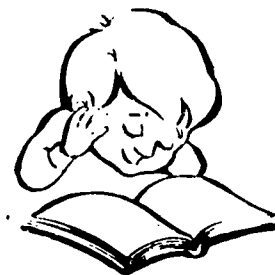
ly.

Living Our Multicultural Education

13. There are many kinds of workers in our community.
14. People who live and work together have to follow certain rules (customs, laws, etc.).
15. Our school is in two communities - an American and a host nation community.
16. There are similarities and differences between these two communities.
17. The host nation community began long before our American community.

Grades 3 - 4 - The family and the community, social groups, traditions, use of resources, and utilities, community government, and introduction to political boundaries and boundaries.

1. Use of these concepts for grades 1-2 as basic to the following concepts.
2. Families are part of a larger community of people.
3. There are different kinds of communities, cities, suburbs, rural villages, etc.
4. The way in which people live and work is influenced by their location (adaptation), and the traditions which they inherit (culture).
5. Resources must be properly used and protected (conversation).
6. One can often see a contrast between the newer (modern) ways of living with the older ways.
7. All communities have a history which traces their beginning.
8. Language gives a group of people common meanings and purposes.
9. Children and their families enjoy leisure activities at home, in clubs, in the community.
10. People are consumers and producers. (Role of money and trade.)
11. Communities require water, power, communication, transportation and other resources.
12. Members of a community have certain rights and responsibilities (laws and customs).
13. Communities are part of a larger group of people (state and national boundaries).



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s in our community.

her have to follow certain rules (customs, laws).

es - an American and a host nation community.

ferences between these two communities.

n long before our American community.

community, social groups, traditions, use of available resources, area geography, public services
, and introduction to political boundaries and global inter-relatedness.

es 1-2 as basic to the following concepts.

community of people.

ommunities, cities, suburbs, rural villages, ports, etc.

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er) of people (state and national boundaries).

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14. The U.S. and host nation are part of a larger, inter-related global community.

Grades 5 - 6 and above - Man's adaptation to and modification of his environment which an individual lives, historical tradition, contrasts within a single culture related to the economic system, political structures, and man as a member of a community.

1. Use of those concepts for the previous grades which may be basic to the study.
2. People adapt to and, where necessary, modify the environment in which they live.
3. Values of people living together are learned in various ways and help shape the culture.
4. There are differences in behavior and in values among members of a single culture.
5. The United States and host nation cultures have many components which they share with each other.)
6. History and on-site evidence show the transition of a culture (or of a community).
7. Historical conflicts between groups or nations cause changes in boundaries.
8. Changes in a language give evidence of changes within the culture in which it is used.
9. The ways in which people live are ever changing and often reflect changes in the environment.
10. Natural resources require wise use and modification (forestation, dams, etc.).
11. Products and processes require interdependent components and services (e.g., clothing).
12. Prices and wages depend upon many inter-related factors including natural resources and economic choices of the people.
13. Economic systems are shaped by the values of the culture.
14. Political systems of communities, states or a nation are maintained or changed by the government.
15. Members of two different cultures tend to maintain that which is unique to their culture and similar values and needs.

are part of a larger, inter-related global community.

adaptation to and modification of his environment, role of social values within the social system, historical tradition, contrasts within a single culture, consumer/producer roles, supply and demand, political structures, and man as a member of a larger community of people with common needs.

the previous grades which may be basic to the following concepts.

if necessary, modify the environment in which they live.

These concepts are learned in various ways and help shape a social system.

These concepts influence behavior and in values among members of a single national group.

These concepts show that nation cultures have many components which they share in common. (Some very likely inherited from

These concepts can show the transition of a culture (or of a community) from earlier times to the present.

These concepts show how differences between groups or nations cause changes in boundaries, ways of life and sometimes even language.

These concepts show the evidence of changes within the culture in which that language is used.

These concepts show how people who live are ever changing and often reflect changes in traditional values.

These concepts show how people use and modify their environment (forestation, dams, irrigation, ecology).

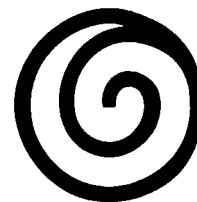
These concepts show how people require interdependent components and services (case studies of local industries).

These concepts show how people depend upon many inter-related factors including natural resources, supply and demand, foreign trade and

These concepts are influenced by the values of the culture.

These concepts show how communities, states or a nation are maintained or changed by the interaction of the people with the

These concepts show how different cultures tend to maintain that which is unique to each's culture while more and more they share



Moving Outward/Intercultural Education

XII. WHERE THE ACTIO

Certainly, a great deal of it is in the classroom. Any well-planned host language skills, collection of data, possibly simulation activities, read plans and preparations for the community related activities.

MOM SAYS "OK". Parental clearance for any activity outside the school is (including expenses for fees or food), what to wear, what you plan to do

A LITTLE HELP FROM YOUR FRIENDS. Some teachers may be able to handle this. Don't be shy. Ask for chaperons. There are usually plenty of mothers with host nation-born mothers, or as one school did, place an advertisement in the nation community - and stand back. Remember, your best resources are the

HOW MUCH? You could probably write a book on how you have raised money for programs. Extensive class activities outside the school cost money, maybe families prefer to pay. The Saturday class car wash (\$1.25 per car) in the lot, the Wednesday night pot luck supper (\$1.50 for adults; \$0.75 for children) school or club, and the razzle-dazzle raffle (\$0.50 per ticket) with an adult or two work very effectively in many American communities. Some schools sponsor the ice cream concession at the local German-American Volksfestival with "Gummibärchen" in the school. Don't forget the local International Women's Club, Booster Club and other community support activities.

WHO IS RESPONSIBLE IF... As a general proposition, the courts of the United States of the U.S. Government are immune from liability for torts committed in the receiving state who is a member of the Civilian component, under provisions of Article 7, enforcement of any judgment given against him in the receiving state arising from provisions of para 5 (a), Article VIII, NATO, SOFA.

Though it seems clear that teachers are immune from legal suits, a number of schools charge expensive rates in order to cover those periods other than during the performance

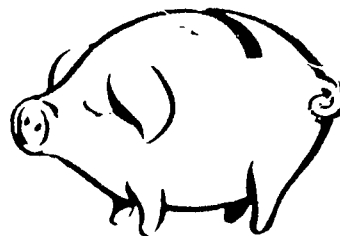
XII. WHERE THE ACTION IS

the classroom. Any well-planned host nation study unit will require lots of class preparation - possibly simulation activities, reading materials, audiovisual media, and thoroughly organized city related activities.

If any activity outside the school is essential. Tell the parents where it is, what is needed, what to wear, what you plan to do there, and when you return.

Some teachers may be able to handle thirty youngsters on a trip. Most will need some assistance. There are usually plenty of mothers with free time. If you need some language help, ask for some school aid, place an advertisement in the local newspaper requesting volunteers from the host community. Remember, your best resources are the students in your school who speak the local language.

Look on how you have raised money for various class activities outside the school cost money, maybe more than some class car wash (\$1.25 per car) in the PX parking lot (\$1.50 for adults; \$0.75 for children) in the school raffle (\$0.50 per ticket) with an attractive prize for American communities. Some schools in Germany sponsor a local German-American Volksfestival while others sell tickets. Don't forget the local International Women's Club, Dad's Club, and other support activities.



In a recent proposition, the courts of the United States have held that officers and employees of agencies are not liable for torts committed in the performance of official duties. The individual employee is protected, under provisions of Article 7, 1 (b), NATO, Status of Forces Agreement, is protected from legal suits against him in the receiving state arising out of performance of official duties under the provisions of the Status of Forces Agreement (SOFA).

While some are immune from legal suits, a number do, however, carry liability insurance at extremely high rates during those periods other than during the performance of official duties.

Moving Outward Intercultural Education

GETTING THERE.

WALK: Fine, its good exercise ... and logical, if you plan to visit the installation serve a nearby host nation activity.

STREETCARS: Where they are available, a rare treat for an American and an experience activities in preparation. Cost is cheap depending on distance, or in some towns, a you have the community streetcar or bus route map and schedule?

CHARTER BUS: Local private tour buses are quite reasonable. Check their rates at the and postal bus rates. You can reduce individual costs by doubling up by classes. Two one class of 30. (If your school and military installation contracts charter buses r include their use for field trips, exchange visits and other activities during the sc

MILITARY BUS: The majority of USDESEA schools depend upon U.S. Army or Air Force bus cure approval for use of these buses from your local installation motor pool well in but USDESEA pays for their use - not only for the mornings and late afternoons, but a know your motor pool in a friendly way.

RAILWAYS: There are many excellent railway systems overseas. Most of them provide s German National Railway (Deutsche Bundesbahn) enables school groups to travel roundtr free ride for teachers and chaperons, depending on the group's size. The form can be "Antrag auf Fahrpreismässigung für Schulfahrten". If you're in another country, fi railway system there.

CARS: Don't take a taxi! Nothing, short of getting to the moon, is more expensive. car could not be handier. Check with the parents. This is where Dad's big Buick can

WHEN ALL ELSE FAILS: Can the local city government provide a bus? What about the ci base public affairs office? Could a local school join you and provide a bus? Call yo If not, they'll contact the Directorate. Without wheels your students are about as ex Kansas City.



and logical, if you plan to visit the installation commissary, tour the American village or ob-

e, a rare treat for an American and an experience which certainly motivates a number of class-
cheap depending on distance, or in some towns, a set rate is established for any distance. Do
bus route map and schedule?

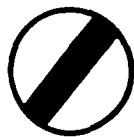
es are quite reasonable. Check their rates at the various travel buros. Also consider railway
e individual costs by doubling up by classes. Two classes of 30 on one bus can go cheaper than
d military installation contracts charter buses rather than military buses, does the contract
exchange visits and other activities during the school day? It should.)

EA schools depend upon U.S. Army or Air Force buses for normal school services. Be sure to se-
from your local installation motor pool well in advance. They may be khaki or blue in color,
only for the mornings and late afternoons, but also during the periods in between. Get to
ay.

railway systems overseas. Most of them provide special reduced fares for school trips. The
ndesbahn) enables school groups to travel roundtrip at the cost of the one-way fare, plus a
, depending on the group's size. The form can be obtained at any German railway station,
"Schulfahrten". If you're in another country, find out if a similar plan is offered by the

short of getting to the moon, is more expensive. However, for a smaller group, someone's own
h the parents. This is where Dad's big Buick can really help.

city government provide a bus? What about the city travel office? Did you check with your
local school join you and provide a bus? Call your district office. Do they have a contact?
ate. Without wheels your students are about as excessible to the host nation as students in



Moving Outward/Intercultural Education

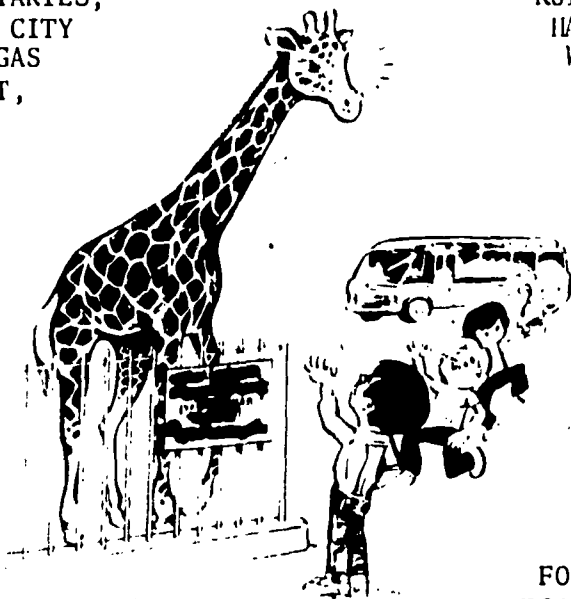
WHERE TO? If you know your region and your school field trip manual is full of "chestnuts". You know lots more. Keep in mind that all of these examples require a considerable vocabulary, much more if the activity is a fairly sophisticated one. Possibly some camera documentation, maybe some pre-trip simulation

CASTLES, PALACES, FORTRESSES, CHURCHES, MONASTRIES, NATURAL SCIENCE MUSEUMS, INDUSTRIAL MUSEUMS, CITY STATION, BUS STATION, PUBLIC ELECTRIC WORKS, GAS STATION, POLICE STATION, SANITATION DEPARTMENT, WHOLESALE PRODUCE MARKET, NEWSPAPER, BAKERY, COCA COLA BOTTLING PLANT, WINERY, BREWERY, MUSEUM OBSERVATORY, CONSTRUCTION SITE, OPTICAL NURSERY, COOKING SCHOOL, BOOKSTORE, PRINTING SHOP, MODEL HOME DISPLAYS (SAVINGS BANKS), MEAT MARKET, CABINET MAKER, GIFT SHOP, GASTHAUS, RESTAURANT, KINDERHEIM, ALTERNATIVE HOME, SPORT CLUB, HARDWARE STORE, SAW-MILL, BEET PROCESSING PLANT, CHEESE FACTORY, MOVING VAN LINE, COIN AND STAMP SHOP, LOCAL FESTIVALS, PARADES, PLAYS, OPERAS, TRAFFIC SCHOOL, CAR FACTORY, APPLIANCE STORE, LOCAL TOURS, e.g., BLACK FOREST, RHINE, COMMUNITY SINGING CLUB, HORSE-RIDING CLUB, GOLF CLUB, RECREATION FACILITIES OF ALL KINDS, CRUISE BOAT, TV TOWER, SCHULLANDHEIM, ZOO.



and your school field trip manual is current, no problem. Anyway, let's consider some "old" examples in mind that all of these examples require some solid class preparation, background data, and the activity is a fairly sophisticated one and involves personal contacts, written observation, maybe some pre-trip simulation games, etc. For example, in Germany alone:

S, MONESTARIES,
 MUSEUMS, CITY
 WORKS, GAS
 DEPARTMENT,
 BAKERY,
 SAWERY,
 OPTICAL
 PRINTING
 (S),
 BERS-
 LAW-
 AS,
 CE
 B,



RUINS, MONUMENTS, ART MUSEUMS, HISTORICAL MUSEUMS,
 HALL, POST OFFICE, RAILWAY STATION, STREETCAR
 WORKS, WATER WORKS, FIRE STATION, DAIRY, GAS
 AIRPORT, LARGE DEPARTMENT STORE, CITY MARKET,
 RADIO STATION, TV STATION, LAUNDRY, DRY CLEANER,
 AUTO REPAIR SHOP, BOTANICAL GARDENS, PLANETAR-
 LAB, LIBRARY, SPECIAL TOURING EXHIBITS, BANKS,
 SHOP, CHICKEN FARM, COMPUTER, TELEPHONE CEN-
 FILM THEATER, FISH MARKET, CERAMICS SHOP,
 ARCHITECT, SILVERSMITH, HOTEL OPERATIONS,
 HEIM, TIERHEIM, JUGENDHEIM, A GERMAN'S
 MILL, OIL REFINERY, FISH HATCHERY, SUGAR
 MACHINE SHOP, HOBBY SHOP, FURNITURE FACTORY,
 SIGN-MAKER, HANDICRAFT INDUSTRIES, SOCCER GAME,
 PUPPET THEATER, CONCERTS, WEATHER STATION,
 FACTORY, TOY FACTORY, CLOTHING FACTORY, REGION-
 MAIN, NECKAR RIVERS, BAVARIAN ALPS, etc., COM-
 HIKING CLUB, SAILING CLUB, A GERMAN SCHOOL, YOUTH
 FORESTER, FAIRYTALE PARK, CITY PARK, FERRY BOAT, EX-
 FOOD PROCESSING FACTORY, OR (YOU GUESSED IT!) THE

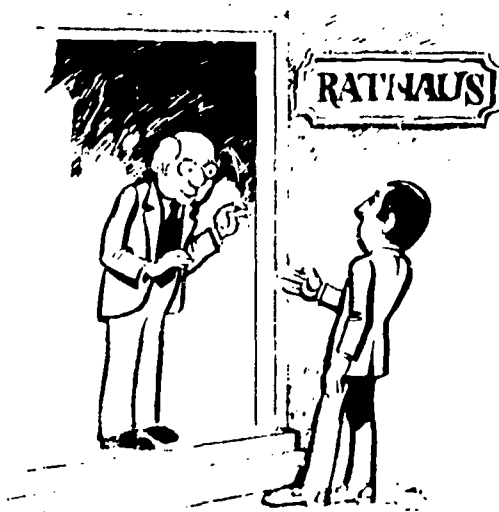
XIII. BREAKING LOOSE

If you wait for the local citizens to knock on your door, don't be surprised if they are "timers" who have arrived and departed for a quarter of a century - and largely unnoticed.

Running down the streets shouting "hi" and shaking hands right and left could lead to better, but not really overwhelmingly effective. Being seen is one thing, but establishing a presence is another.

There are several ways for the USDESEA school to merge itself into the local community. One way is through the public affairs office manned by a citizen of the host nation, usually one from that very community. This person can be in close touch right away. After setting up an appointment with the local school superintendent, the public affairs officer takes the school principal and the host nation teacher to the community. If things really loosen up, their accompaniment by the installation commander would be a great help in the American community. With him at your side, you may even meet a member of the mayor's staff.

Before you leave, a second meeting should be arranged at a selected local school. Depending upon the nature of the formal session including introductions to the school and a few brief comments to the group in general, you should visit his school and meet his faculty.



Since it seems to be a peculiarly direct way to get into the community, it should be arranged at a local restaurant or club where there are wide varieties of refreshments in the school. (Many local community schools dismiss each other's visits to some of your school's or evening events.)

Discovering these channels through which you can get into those which are more successful begin at the top and work downward from there. In other cases, you may establish personal contacts with a community school, a women's club to explore community resources, or consider, as some schools have, host nation visits. Your district host nation coordinator can help you find out about these schools in your vicinity.

XIII. BREAKING LOOSE

knock on your door, don't be surprised if they don't. You're just one of a series of "short-
or a quarter of a century - and largely unnoticed, too.

and shaking hands right and left could lead to problems. Marching in festival parades is
effective. Being seen is one thing, but establishing personal contacts is another.

school to merge itself into the local community. Most military installations have a public
the host nation, usually one from that very community. The school principal and he should be
ng up an appointment with the local school superintendent's office or his representative, the
principal and the host nation teacher to the superintendent's office for formal greetings.
paniment by the installation commander would be an overwhelming gesture of interest from the
ide, you may even meet a member of the mayor's office at the door when you arrive.

Before you leave, a second meeting should be scheduled - either at your school or a
selected local school. Depending upon personalities, this could likely be another
formal session including introductions to the individual faculty members and possibly
a few brief comments to the group in general concluding with an invitation to visit
his school and meet his faculty.

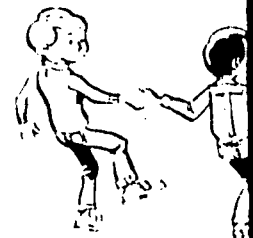
Since it seems to be a peculiarly direct American thing, an informal social affair could
be arranged at a local restaurant or club. Some principals have been known to serve
wide varieties of refreshments in the school library or lounge after classes dismiss.
(Many local community schools dismiss earlier so there may be some opportunities for
local teachers' visits to some of your afternoon classes prior to the late afternoon
or evening events.)

Discovering these channels through which your school makes contact takes time. Usually,
those which are more successful begin at the top of the community structure and work
downward from there. In other cases, your host nation teacher may have already made
personal contacts with a community school. Others have used the local international
women's club to explore community resources. If nearby contacts seem impossible, then
consider, as some schools have, host nation schools outside the immediate community.
Your district host nation coordinator can assist you by contacting an associate at one
of these schools in your vicinity.

Moving Outward/Intercultural Education

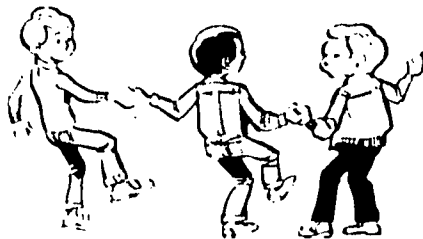
XIV. SISTER SCHOOL

The "Sister School" concept has been very successful in many locations. Once the doors of the two faculties - or a joint faculty committee - can plan some initial exchange class or student activities. They might include invitations to special assembly or class performance events, joint field trips, periodic joint classes in art, music and dance, and sport events. Faculties may wish to plan involved activities for students in both schools - a week or two exchange, or a family "live-in" exchange.



XIV. SISTER SCHOOL

... successful in many locations. Once the doors are open and formalities dispensed with, committee - can plan some initial exchange class visits and then organize and schedule some invitations to special assembly or class performances, participation in holiday or festival at classes in art, music and dance, and sport events. At this point some members of the two activities for students in both schools - a week or two at a youth hostel, a school-in-the-snow exchange.



XV. SEVEN LEVELS OF STUDENT INVOLVEMENT IN S

Use this chart to yield a quick "bird's-eye" self-evaluation of your school's student involvement you identify would be characteristic of some of the school's isolated, sparsely populated geographic area, your program should easily be reached if your school is close to a medium or large host nation community, you should. Any host nation program which reaches Level 5 or higher represents a major achievement.

LEVEL	CHARACTERISTIC STUDENT INVOLVEMENT	E
1	<u>ACQUIRING DATA.</u> Information about the host nation is obtained in class through: (1) listening to the teacher; (2) readings from books, newspapers and magazines; (3) listening to audiotapes and disc recordings; (4) viewing slides, films, filmstrips, pictures and TV programs; and (5) attending presentations by guest speakers from the host nation community. Major pupil involvement would be some form of class discussion of topics thus presented.	A local or personal dealing with the local community.
2	<u>ON-SITE OBSERVATION.</u> Information and impressions are gathered through direct observation outside the school through: (1) tours of sites, monuments and ruins; (2) visits to museums, exhibits and commercial enterprises; (3) viewing parades, sport events and festivals; and (4) attending performances and concerts presented in the local community. The pupil is a spectator usually within a group of other American children observing or visiting some aspect of the host nation community.	The 6th grade trip every initially in the host nation area. folder containing information on these trips rotating.
3	<u>SIMULATION.</u> Some form of participation or active in-class response is made within the framework of the host nation culture by: (1) acting out short scenes with simple props of various kinds; (2) pretending to buy various items in shops, restaurants or in the post office; (3) playing a game popular in the host nation; (4) singing songs; and (5) folk dancing.	Students Spanish for a period of host nation assembly entire students provide the costumes.

LEVELS OF STUDENT INVOLVEMENT IN SCHOOL HOST NATION PROGRAMS

"bird's-eye" self-evaluation of your school's host nation program. Keep in mind that the level of achievement would be characteristic of some of the school classes, not necessarily all. If you are in an urban or inner city area, your program should easily be rated at Level 3 and very possibly Level 4. However, in a rural or large host nation community, you should easily reach Level 4 - and perhaps even Level 5. A rating of Level 5 or higher represents a major achievement by all school and community personnel.

STUDENT INVOLVEMENT	EXAMPLE	RATING
<p>about the host nation is (1) listening to the teacher, newspapers and magazines; and disc recordings; (4) field trips, pictures and TV presentations by guest speakers in the community. Major pupil activity is a form of class discussion of</p>	<p>A local citizen presents his personal slide collection dealing with the history of the local community to selected classes.</p>	<p><u>Needs further development.</u> If this is your highest level of achievement, review and consider some projects related to Levels 2 and 3 - and possibly Level 4.</p>
<p>entertainment and impressions are provided outside the school through visits to monuments and ruins; (2) field trips to industrial and commercial enterprises; (3) participation in sports events and festivals; and (4) attendance at concerts presented in the community. Each pupil is a spectator usually while watching American children observing or participating in the host nation community.</p>	<p>The 6th grade takes a field trip every Wednesday afternoon, initially in the local community and later in the surrounding area. Each child keeps a folder containing pictures and information. Grades 3-8 take these trips each Monday on a rotating basis.</p>	<p><u>Encouraging.</u> You are on the right track. Your children are still spectators. They are watching with trained eyes, but not participating.</p>
<p>participation or active in-classroom activities within the framework of the host nation program. (1) watching short scenes with simple props and costumes; (2) going to the post office; (3) playing a role in a play; (4) singing songs; and</p>	<p>Students are instructed in Spanish folk dancing over a period of several weeks by the host nation teachers. An assembly is presented to the entire student body. Students provide their own flamenco costumes.</p>	<p><u>Good.</u> Your pupils are beginning to "think" through and interact with the host nation culture. (Or, it's a good sign of a creative foreign language program.)</p>

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LEVEL	CHARACTERISTIC STUDENT INVOLVEMENT	
4	<p><u>LOW-VERBAL CONTACTS.</u> Person-to-person contacts requiring very little or no verbal interaction are scheduled during short periods (1 day or less) in the form of (1) sport events; (2) music festivals; (3) participation in parades; and (4) "walk-through" visits to schools. American and host nation youngsters are engaged in some form of mutual activity. Though they are working together, their participation does not depend upon opportunities to talk to each other. However, these are good "ice-breakers".</p>	<p>An Amer located other a sched with se HN comm nasium basketb</p>
5	<p><u>HIGH-VERBAL CONTACTS.</u> Person-to-person contacts requiring fairly high verbal interaction are organized during short periods (1 day or less) to include: (1) exchanges of pupil and class visits to schools with shared lunches or brief visits to host homes; (2) joint class or committee preparation of a play, concert or festival; (3) bi- or uni-lingual instruction for a mixed group of American and HN youngsters in an area of high mutual interest, such as sports, hobbies, crafts, music or cooking; and (4) Level 4 activities followed by social functions leading to informal person-to-person verbal exchanges.</p>	<p>Local H age vis school cussion art cla student instruc The nex reverse host st</p>
6	<p><u>EXTENDED INVOLVEMENT.</u> Extended visits and exchanges often evolve from successful one-day visits which both national groups would like to continue. Others result from carefully planned bi-national activities extending over a period of two or more days or weeks. For example, (1) 1- or 2-week "retreats" to ski or hiking areas with equal numbers of US and LN students and instructors sharing rooms, recreational and social activities, plus time reserved for regular classroom instruction; (2) alternating host family exchanges and school attendance in host student's school; (3) alternating pupil exchanges; and (4) overnight or weekend hikes, camping or sailing trips.</p>	<p>45 US a childre nearby classes ski ins togethe recreat locally US milit equipmen HN child in their</p>

HOST INVOLVEMENT

EXAMPLE

RATING

Two-person contacts requiring action are scheduled during the form of (1) sport (5) participation in parades; to schools. American and aged in some form of mutual king together, their parti- opportunities to talk to e good "ice-breakers".

An American junior high school located in an area remote from other U.S. schools establishes a schedule for basketball games with several schools in nearby IIN communities. The base gymnasium and various IIN community basketball courts are used.

Very good. Your program shows excellent promise. Pupils are "mixing" with others at least on a functional basis. You have broken loose from strictly American contacts.

Two-person contacts requiring are organized during short include: (1) exchanges of ol with shared lunches or 2) joint class or committee or festival; (3) bi- or mixed group of American and h mutual interest, such as or cooking; and (4) Level functions leading to in- exchanges.

Local IIN students of equivalent age visit an American elementary school for a day - a tour, discussion of impressions, a joint art class, lunch in various host student homes, and square dance instruction and participation. The next day the visit is reversed, including lunch in host student homes.

Excellent. Your pupils are talking to members of the host nation community and interacting with them. This is a major achievement. (Your program could reach Level 6.)

and visits and exchanges often visits which both national Others result from care- vities extending over a weeks. For example, (1) or hiking areas with equal and instructors sharing activities, plus time re- struction; (2) alternating ol attendance in host stu- g pupil exchanges; and (4) aping or sailing trips.

45 US and 45 IIN 6th grade level children spend two weeks in a nearby ski hotel. They attend classes, eat, sleep, receive ski instruction and socialize together. There is evening recreation, films, and even a locally-assembled student band. US military provides buses, ski equipment and medical services. IIN children hosted US children in their homes on the final day.

Outstanding! Your host nation program is functioning at a very high level of thought, planning, language and effort. Maybe you have even reached Level 7.

7.	<p><u>FRIENDSHIPS</u>. A number of friendships are established across national lines. The initial barriers arising from cultural differences are now more clearly understood from both sides. There is informal, free or voluntary interaction in one language, preferably but not necessarily that of the host nation. There are frequent social exchanges - not only within the confines of the host nation program, but also during other times. The relationship is natural, comfortable and enjoyable.</p>	<p>As a result of these visits to the school and alternate schools, two boys became active friends. In fact, "bud" and "bud" each other frequently during the weeks in which they participated in hiking to</p>
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IF YOUR HIGHEST SCORE IS ...

THEN ...

- 1 Make some local contacts and get transportation. Plan field trips. Are you and your friends studying. Better review your foreign language and host nation experience?
- 2 Plan some class exchange visits with nearby schools. Make them more curious about the people they see on the tours. Hurry up before it's too late.
- 3 With such imaginative foreign language instruction, many students are making contact with some host nation youngsters. Invite some for an assembly program.
- 4 You are over the major hurdle. Follow-up one of these sessions to get them talking or working together. If it looks encouraging, plan a party.
- 5 Your score is very high. With some help from parents, kids, and a little luck - you just might make a major breakthrough.
- 6 Cheer! Have a party. Invite friends. Give somebody an award. Give the Director. Invite him, too.
- 7 Become a member of a select club. This is truly extraordinary. If you have established friendships with host nation youngsters, your host nation program is a success.

ships are established. Initial barriers arising now more clearly understood. Formal, free or voluntary preferably but not necessary. There are frequent visits within the confines of the program during other times. The program is portable and enjoyable.

As a result of their exchange visits to each others home and school community during two alternating one-week periods, two boys have become close and active friends - as one puts it, "buddies". They visit each other and their friends frequently, and during two weeks in the summer they participated in an international hiking tour.

Congratulations! This is the result of an exemplary program - a landmark in USDESEA host nation achievement.

THEN ...

contacts and get transportation. Plan field trips and visit some nearby areas which the classes can review your foreign language and host nation instruction. Is it really relevant to pupil

exchange visits with nearby schools. Make them simple and interesting. The children are probably people they see on the tours. Hurry up before they form some opinions.

Give foreign language instruction, many students should be ready to practice the exercises with youngsters. Invite some for an assembly program and have some snacks afterward.

Major hurdle. Follow-up one of these sessions with a party or picnic - some kind of activity or working together. If it looks encouraging, plan further exchanges.

High. With some help from parents, kids, the military community and your host nation friends - you just might make a major breakthrough. You are almost there.

Why. Invite friends. Give somebody an award. Tell everyone about your program, including the film, too.

Form a select club. This is truly extraordinary. When several of your students have formed enduring host nation youngsters, your host nation program can go no further.

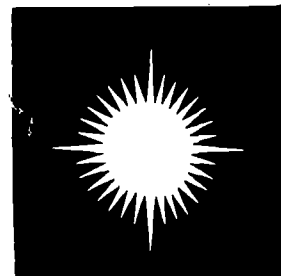
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XVI. WHERE ARE YOU?

"Public relations" has become a standard term in many languages. Though the purpose of a public relations program is certainly not to make "news", it's a desirable outcome. An article in a local host nation newspaper about an exhibit of American students' art in the town square, a sponsored community assistance activity, participation in a festival parade, or a performance in a local hospital gives the "invisible American" a little more human dimension to the local citizen who otherwise would never have known what the American student was like. Some, in fact, are probably unaware that an American school even exists in their town.

XVII. MUST I GET INVOLVED?

One look at any educational system in any country expresses the words of that proverb: about every program in American education is in a state of transition, whether it be the host nation program or what we have traditionally termed the host nation program. For most of us, that is the case and the patterns are already there. Maybe it's more analogous to your living room: you take out the old chairs and lamps and replace them with brand new furnishings. It's a matter of time. Give it time, and contribute in the best way you know.



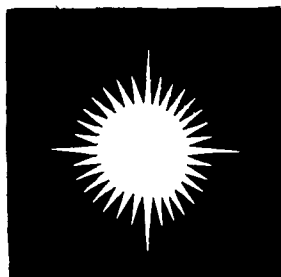
XVI. WHERE ARE YOU?

term in many languages. Though the purpose of the host 'news', it's a desirable outcome. An article in the lot of American students' art in the town library, a school-participation in a festival parade, or a musical perform- sible American" a little more human dimension in the eyes never have known what the American students were doing. an American school even exists in their community!



XVII. MUST I GET INVOLVED?

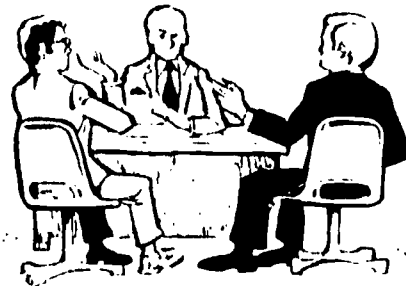
country expresses the words of that popular song, "The times, they are a-changin'." Just is in a state of transition, whether the social studies, language arts, science, math or st nation program. For most of us, that transition will be a gradual one. The components be it's more analogous to your living room. Nobody asks you to throw out all your tables, and new furnishings. It's a matter of rearranging some of the pieces that are already he best way you know.



Moving Outward Intercultural Education

XVIII. ROLL OF THE PRINCIPAL

"The divine spark leaps from the finger of God"



"THE CONCEPT OF THE HOST NATION PROGRAM WAS THOUGHT TO BE AN EXCELLENT ONE. THE POTENTIAL PROGRAM SEEMS TO BE LIMITLESS. FULL ENCOURAGEMENT SHOULD BE GIVEN TO THE CONTINUED DEVELOPMENT OF THIS UNIQUE OPPORTUNITY TO IMPROVE UNDERSTANDING BETWEEN AMERICAN CITIZENS AND RESIDENTS OF OTHER COUNTRIES."*

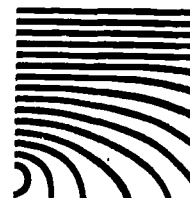
*Comment by members of the North Central Association of Colleges and Secondary Schools

XVIII. ROLE OF THE PRINCIPAL

"The divine spark leaps from the finger of God to the finger of Adam".

(Our thanks to Whitney Griswold)

GRAM WAS THOUGHT TO BE AN EXCELLENT ONE. THE POTENTIAL OF THIS
ENCOURAGEMENT SHOULD BE GIVEN TO THE CONTINUED DEVELOPMENT OF
UNDERSTANDING BETWEEN AMERICAN CITIZENS AND RESIDENTS OF FOREIGN



tral Association of Colleges and Secondary Schools who visited USDESEA schools in 1970.