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# The Design and Implementation of an International Day Project to Foster Cultural Awareness and a Global Perspective in Tukwila Elementary School

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THE DESIGN AND IMPLEMENTATION OF AN INTERNATIONAL DAY PROJECT  
TO FOSTER CULTURAL AWARENESS AND A GLOBAL PERSPECTIVE IN  
TUKWILA ELEMENTARY SCHOOL

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A Project Report

Presented to

The Graduate Faculty

Central Washington University

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In Partial Fulfillment

Of the Requirements for the Degree

Master of Administration

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By

Zakariya Salim Palsha

August 2007

## ABSTRACT

### THE DESIGN AND IMPLEMENTATION OF AN INTERNATIONAL DAY PROJECT TO FOSTER CULTURAL AWARENESS AND A GLOBAL PERSPECTIVE IN TUKWILA ELEMENTARY SCHOOL

By

Zakariya Salim Palsha

August 2007

The primary purpose of this project was to successfully design and implement cultural awareness and a global perspective at Tukwila Elementary School utilizing an International Day project, as there are a large number of ethnic groups and various cultures represented in the school. This provided students and parents from different cultures with an avenue to celebrate their own cultural heritage while simultaneously they learned about and celebrated the diverse cultures of the entire school community. The project had five components, which included: 1) a flag ceremony that included forty-nine different flags; 2) cultural dances (performed by students, parents, and community members); 3) a potluck lunch that represented over 150 different cultural foodstuffs; 4) traditional cultural attire worn by students, staff, parents and community members; and finally, 5) student presentations offered by individual students or student groups. Due to the wide cultural diversity in the Tukwila Elementary School, this project improved cultural sensitivity among the staff, students and wider community and provided a tangible way to connect various cultures and bridge intercultural differences.

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*Asanteni Sana*

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION TO THE PROJECT	
a. Overview: A Global Perspective.....	1
b. Purpose of the Project.....	4
c. Need for the Project.....	4
d. Limitations of the Project.....	5
e. Definition of Terms.....	6
II. REVIEW OF RELATED LITERATURE	
a. Overview.....	8
b. The Need for Global Education.....	8
c. Establishing Positive School–Community Relations.....	10
d. Maximizing Meaning Parent Involvement.....	12
e. International Events at Other Schools.....	13
f. Summary.....	16
III. DESIGN OF THE PROJECT	
a. Introduction.....	18
b. Personal Experience.....	18
c. Development and Support for the Project.....	19
d. Procedures.....	20

IV.	COMPONENTS OF THE PROJECT	
a.	Introduction.....	23
b.	The Flag Ceremony.....	24
c.	Cultural Dances/Performances.....	26
d.	Potluck Lunch.....	27
e.	Cultural Attire.....	28
f.	Student Presentations.....	29
g.	Feedback Form.....	31
V.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
a.	Summary.....	34
b.	Conclusions.....	35
c.	Recommendations.....	35
	REFERENCES.....	38
	APPENDICES.....	43
a.	Appendix A: International Day Invitation.....	44
b.	Appendix B: International Day Program.....	45
d.	Appendix C: International Day Flag Carrier List.....	47
e.	Appendix D: International Day Food Ingredients Form.....	48
f.	Appendix E: International Day Presentation Requirements.....	49
g.	Appendix F: International Day Feedback Forms.....	50

“Globalization, migration, economic integration, communication and travel are bringing different races, cultures and ethnicities into ever closer contact with each other. More than ever before, people understand that they are being shaped by many cultures and influences, and that combining the familiar with the foreign can be a source of powerful knowledge and insight. People can and should take pride in their particular faith or heritage... Clearly, we need to use education to advance tolerance and understanding. Perhaps more than ever, international understanding is essential to world peace — understanding between faiths, between nations, between cultures.”

—Kofi Annan, former Secretary-General of the United Nations

## CHAPTER ONE

### INTRODUCTION TO THE PROJECT

#### *Overview: A Global Perspective*

The rapid interdependence of our world has increasingly reshaped all aspects of our political, economic, and cultural interactions. These dynamic interactions influence our local education systems significantly, as not only are there ever-changing demographics of students and parents, but administrative practices are also evolving to meet these changes. These factors present many opportunities to build cultural bridges and foster global awareness in the classroom while preparing today's students to become tomorrow's world citizens. Rather than just learning the fundamentals of education, it is necessary to promote a global perspective, cultural awareness and international understanding to meet the demands of today's world due to the effects of globalization and various other factors. At the same time, new challenges continually arise as educational practices and structures have not always kept pace with the need to implement a global perspective.

Implementing a global perspective in an educational setting is not simply an achievable goal; rather it is an ever-changing way of thinking about and dealing with the complex interactions in our interdependent world—it is essentially a mental paradigm shift. Our post-Cold War system has created new ways of understanding interactions between individuals and societies. The post-Cold War era continues to be characterized by massive increases of political violence taking the form of intra-state conflicts and international terrorism (Zimmerer, 2004). For instance, the 1990s saw a surge of violent

ethnic and religious conflicts occurring in places such as Rwanda, an African nation, between the Hutus and Tutsis, in the Balkans between the Serbs and Bosnians, and in Sudan, which are ongoing today. This has stemmed from the lack of arms control since the fall of the Soviet empire, manipulative leaders inciting cultural clashes to achieve political objectives, the rise of militancy in failed states and the exploitation of natural resources (Loescher, 1994). Unfortunately, the increase in violence experienced in the 1990s continues to set the trend that characterizes our world. Thomas Friedman (2005) describes what he calls our new world system:

If you want to understand the post-Cold War world you have to start by understanding that a new international system has succeeded it—globalization. Globalization is not the only thing influencing events in the world today, but to the extent that there is a North Star and a worldwide shaping force, it is this system. What is new is the system; what is old is power politics, chaos, clashing civilizations and liberalism. And what is the drama of the post-Cold War world is the interaction between this new system and these old passions.

It is only by increasing cultural awareness and fostering a global perspective that we can empower students to help alleviate the negative forces shaping our world. The United States is the dominant superpower that exerts a tremendous force in shaping international political processes. Furthermore, the American media influences much of the global media and many people around the world are adopting American culture. For instance, the author has observed firsthand how in Kenya, a third world country in Africa, shopping malls similar to those in the United States have recently been built. Although many applaud this progress, others perceive it as cultural imperialism (Loescher, 1994).

Although concepts such as intra-state conflicts and cultural imperialism may seem somewhat abstract and more suitable for a discussion on international relations rather than on education, the necessity of implementing a global perspective in educational

administration programs becomes apparent when one realizes that these aspects of globalization often have a direct impact on our schools and ultimately on our students. Consider the case of Tukwila Elementary School in the Tukwila School District in Washington State.

The Tukwila School District is located in a socio-economic and culturally diverse neighborhood, with a population of approximately 2550 students. Of these students, 1561 are from first-generation immigrant families, according to district records, and many of these families belong to ethnic groups that have been persecuted in intra-state conflicts. Many Tukwila students have ethnic origins in Mexico, Somalia, Bosnia, Ethiopia, and Cambodia, and many of these countries experienced horrific ethnic or religious conflicts during the 1990s (Loescher, 1994). American children whose families have been established here for generations must now interact with these new classmates, who struggle to retain their strong ethnic heritage while simultaneously assimilating into American culture. The concept of cultural imperialism may come into play because these students will eventually lose certain aspects of their ethnic heritage during the process of assimilation, which may cause conflicts both at home and at school. School administrators must be trained to handle these challenges. For instance, it is common knowledge that a Somali female student may not wish to wear a *hijab*, a traditional Islamic head covering, after being teased by other students. However, her parents may insist that she wear the *hijab*, since it is part of their cultural heritage. It is thus the duty of the school principal to understand the position of the parents, the individual student, and the larger student population and to work out a pragmatic solution—one that insures

that appropriate school policies are in place and that an overall school climate of cultural awareness and sensitivity be maintained so that teasing is prevented.

Such examples illustrate just a few ways that implementing cultural awareness and a global perspective in our schools is imperative. The goal of this project will show that the planning and implementation of an International Day—which provides students and parents from different cultures with an avenue to celebrate their own cultural heritage while simultaneously learning about and celebrating the diverse cultures of the entire school community—serves as an effective avenue of promoting positive cultural awareness and a global perspective.

#### *Purpose of the Project*

The primary purpose of this project is to successfully implement cultural awareness and a global perspective at Tukwila Elementary School by utilizing an International Day project. This will provide students and parents from different cultures with an avenue to celebrate their own cultural heritage while simultaneously learning about and celebrating the diverse cultures of the entire school community.

#### *Need for the Project*

Urban city public school classrooms in almost any area of the country are now comprised of student populations representing a wide range of socio-cultural diversity. The world around us is continually changing and the typical urban public school setting in the United States is also changing, from a rather homogeneous student population to a more culturally diverse population. In order to successfully deal with the challenges posed by these changes, Reischauer as early as 1973 noted, “We need a profound

reshaping of education if mankind is to survive in the sort of world that is fast evolving” (p. 3). Global education professes to be this “profound reshaping of education” which Reischauer and many others, including those currently involved with The Center for Global Education, located in Los Angeles, California (Global Education, 2007) see as being necessary in today’s world. The Center for Global Education “promotes international education to foster cross-cultural awareness, cooperation and understanding” because the Center recognizes that “Living and working effectively in a global society requires learning with an international perspective” (Global Education, 2007).

There is obviously a great need for a project promoting cultural awareness and a global perspective at Tukwila Elementary because the school has a wide diversity of cultures represented in its student population. Typically, getting parents involved with school activities—from attending parent-teacher conferences to participating in school events—can be challenging due to cultural and linguistic differences. Implementing a non-threatening event where students and parents can showcase their cultural heritage and learn to appreciate the cultural heritage of others would be a significant step in increasing parent involvement and promoting cultural awareness and inclusiveness.

#### *Limitations of the Project*

International Day was recently implemented at Tukwila Elementary on June 8, 2007. The school’s student population includes approximately fifty cultures, based on school registration information. If another school were to implement International Day, it would need to have a diverse student population because the objective of International Day is to provide a tangible way to connect various cultures and bridge intercultural

differences through the involvement of the entire school community, which includes students, educators, parents, alumni and community members. Without cultural diversity there would be little need to implement an International Day project with these specific objectives. However, a diverse student population does not necessarily mean that the students have to come from different countries or have diverse cultural heritages.

Diversity can be varied and have many characteristics. For example, diversity may refer to a school that includes students from a wide range of socio-economic backgrounds, students who have disabilities, students that have never been in an educational setting before, and/or a host of other factors. This project, however, addresses the specific challenges and opportunities posed by the cultural diversity of Tukwila Elementary School.

### *Definition of Terms*

Significant terms used in the context of this project report have been defined as follows:

Cultural Awareness: The knowledge and positive appreciation that people from other cultures have authentic belief systems, customs, behaviors, languages, dances, foods, arts, etc., differ from one's own (Mazurek, 2000).

Cultural Imperialism: The policy of extending a nation's cultural authority by territorial acquisition or by the establishment of economic, political, or cultural hegemony over other nations or cultures (Loescher, 1994).

Culture: All socially conveyed behaviors, customs, belief systems, dances, foods, arts, languages, etc., which are characteristic of a group of people or ethnic group (Barth, 1990).

Essential Academic Learning Requirements (EALRs): Academic expectations, set up by the Washington State Office of Superintendent of Public Instruction (OSPI), used by educators to align their district curriculum to meet these expectations. The EALRs for all content areas were initially developed with the Basic Education Act of 1993. The EALRs describe the learning standards for grades K-10 at three-benchmark levels: elementary, middle, and high school (Curriculum and Instruction, 2007).

Global Perspective: A viewpoint that attempts to offer the knowledge, attitudes, and skills needed to live harmoniously and effectively in a world of limited natural resources, cultural diversity, and increasing global interdependence (Hernandez, 1989).

Globalization: The complex interrelationships that exist among nations and cultures of the world in such areas as politics, science, art, education, economics, etc., which make all nations and cultures interdependent upon one another (Friedman, 2005).

Grade Level Expectations (GLEs): Detailed academic expectations, set up by the Washington State Office of Superintendent of Public Instruction (OSPI), used by state educators. GLEs represent a new degree of specificity being developed for each content area for grades K-10 (Curriculum and Instruction 2007).

International Day: A day that celebrates cultural diversity in a positive manner by means of cultural dances, performances, attire, food, student presentations, and a flag ceremony.

Washington Assessment of Student Learning (WASL): The state assessment that students need to take in grades 3-12 and must pass in grade 10 in order to be eligible for graduation in Washington State (Curriculum and Instruction 2007).

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### *Overview*

This chapter is a review of the related literature. Literature from a variety of sources, revealing historical trends and current practices, was reviewed in order to determine 1) the need for the development of cultural awareness and a global perspective in education; 2) the necessity of establishing positive school–community relations, 3) the importance of maximizing parent involvement; and 4) the implementation of similar international day celebrations to meet similar objectives in other school settings.

Through this review of related literature, the author was able to gain valuable knowledge and insight, some of which was used to effectively influence the successful design and implementation of the various components of International Day at Tukwila Elementary School later discussed in Chapter 4 of this project.

#### *The Need for Global Education*

Today more than ever before, we live in a complex, interdependent, and changing world. Children and adults alike should to understand and appreciate not only their own culture; they also should to understand and appreciate the cultural diversity of their local community, their nation, and the world. This is especially true in a culturally diverse environment such as the Tukwila School District. In school, besides learning the fundamentals of education, the Grade Level Expectations (GLEs), Essential Academic Learning Requirements (EALRs), and preparing for the Washington Assessment of Student Learning (WASL); students must be prepared to be tomorrow's citizens: citizens

not just of their local communities, but of the nation and world. Gilliom (1981), for example, noted, "To a greater degree than ever before the day-to-day lives of average citizens, as well as the lives of nations, are being influenced by our growing international, cross-cultural linkages" (p. 169). Today more than ever, the United States of America is comprised of a variety of cultures constantly interacting and intermingling with each other and it is important that students learn to be culturally aware and culturally sensitive, not only with their fellow Americans but with others they will encounter throughout their lives. As Becker (1979) notes, it is imperative that the American education system "educate students for responsible participation in an interdependent global society" (p. 55). More recently, Kofi Annan, former UN Secretary-General, stated, "Clearly we need to use education to advance tolerance and understanding. Perhaps more than ever, international understanding is essential to world peace - understanding between faiths, between nations, between cultures. We need each other - as friends, as allies, as partners - in a struggle for common values and common needs" (Global Education, 2007).

Global education is not a new field. Historically, global education seems to be an extension of the attempts to create a world community, which date back to the 1940s and 1950s. Becker (1979) notes that terms such as *global education*, *global perspective*, *international education* and *global studies* have all been used interchangeably to describe efforts to "educate students for responsible participation in an interdependent global society" (p. 55). In 1953, the United Nations Education Scientific and Cultural Organization (UNESCO) established the Associated Schools Program, which is a worldwide network of schools, ranging from pre-school to secondary schools, devoted to the concept of improving international understanding. This program presently includes more than 7,900 schools in 176 different countries. The Associated Schools Program

celebrated its 50<sup>th</sup> anniversary in 2003. The UNESCO efforts and similar organizations provide many different avenues to help promote global education and cultural awareness. Those efforts coincide with the International Day of Peace, which was first established by the United Nations General Assembly in 1981 and was later made permanent by UN Resolution 55/282 as occurring on September 21 of each year (UNESCO 2007 & International Day 2007).

### *Establishing Positive School–Community Relations*

In order to achieve a global perspective within the school, it is essential to first establish open lines of communication with the larger school community. Then implement a successful event such as the International Day project, having a plan to establish and maintain a positive relationship between the school and community is a crucial factor. Gallagher (2005) notes: “A plan that outlines realistic and valid goals with objectives and strategies to reach them provides a school–community relations program with proper direction. Likewise, it will provide a framework to properly evaluate the total program after given periods of time...” (p. 40). This is an important point because it emphasizes the necessity for a good, realistic community relations strategy, which is essential in the order to achieve those goals that make everyone in the community an active member. In addition, a good community relations strategy provides the school with the flexibility to revise its goals as needed to address changing circumstances.

Gallagher also notes that, “Board members must constantly remember that the schools are owned and operated by the people—taxpayers. The community expects the children sent to the schools to learn effectively, and they pay the bills to keep the schools

running” (p. 52). Not only do board members need to understand this, but everyone directly involved in the school needs to understand—from principals, teachers and teaching assistants to office personnel, custodians, and bus drivers. They all must be aware that it is indeed the taxpayers who are the people in charge of the school, and that the taxpayers represent a culturally diverse group of people. It is this awareness that needs to be present when planning a project such as International Day because ultimately it is the wider base of the taxpaying school community, as well as the specific students and parents involved in the school, that is the targeted audience (Gallagher, 2005).

In addition, if the major school leaders—i.e. the board members, superintendent and principals—make a significant effort to involve teachers, students, parents, and other community members in creating a plan, it will be more effective because everyone will be an integral part of that plan and will know his or her role. Gallagher notes the need for clear direction, especially on the part of staff members:

If staff members knew exactly what was expected of them, they would undoubtedly carry out their part of a community relations program. Too often a plan is implemented at the administrative level and much lip service is given to it as well as a low priority, and it never becomes a functional reality. Staff members who are enthusiastic about relating the school story to the public are not involved in the plan or given an outline of their responsibilities and duties. (p.65)

As Gallagher observes, in order to have the vision implemented, staff members need to know the message, the importance of the message and their role in delivering the message. Although “The days are gone or are numbered when teachers are required to live in the district in which they teach” (p. 66), staff members must still know their role and be connected to the school community. Gallagher adds, “...this does not excuse them [teachers] from the responsibility of knowing something about the community and

becoming active in it” (p. 66). Teachers must realize that they serve the larger community as well as the school and need to establish ties to the community and maintain an awareness of what is going on in the community. This point cannot be emphasized enough: teachers must get to know and be involved in their school community. Involvement may be attained by participating in community events, shopping at local markets, frequenting local establishments, or attending community and school related functions. In addition it is important that educators know their audience and know how to effectively reach their audience: Gallagher notes that senders “must know precisely what they want to say and then make the message easy for the receivers to comprehend . . . [and] be sensitive to the fact that word meaning varies with individuals and environmental conditions (p. 85). In implementing the International Day program at Tukwila Elementary, the organizing committee had several discussions about the intended audience and an appropriate invitation was designed (Appendix A). For the targeted audience, most of which comprised families in which English wasn’t spoken or read at home as the primary language, sending home an invitation that used limited English text and employed an easy to understand picture was deemed crucial, but translating the invitation into numerous languages was deemed unnecessary and too burdensome.

#### *Maximizing Meaningful Parent Involvement*

Another important aspect of implementing a successful International Day is maximizing meaningful parent involvement. Not only is it important for the International Day project, but maximizing meaningful parent involvement is essential in the daily operations of a school, because such involvement can significantly enhance the overall

educational process (Comer and Haynes, 1991). Past research has indicated that the level of parent involvement is directly related to the school structure and the composition of the student population (Griffith, 1998). In today's world of busy schedules and heavy demands on an individual's time—with more and more households having both parents working—the traditional concept of parental involvement is changing and may involve many different methods. Bird (2006) notes, "The use of technology, especially a Web-based system, can make increased parental involvement a more comfortable, favorable development for all involved" (p. 1). The organizing committee of the Tukwila Elementary School International Day program did take these factors into consideration—and posted its invitation on the school's Web site as well as sending home paper copies—but deemed that the essential concept behind the International Day program was to bring parents, along with other members of the school community, into congenial face-to-face contact with one another, in order to provide a tangible way to connect their various cultures and bridge intercultural differences. As this project attempts to demonstrate, the implementation of an International Day at Tukwila Elementary School did indeed maximize parental involvement for that particular event (see Chapter 5: Summary, Conclusion and Recommendations) and, hopefully, provided the impetus for increased parental involvement in subsequent school activities, although it is beyond the scope of this project to make that determination.

#### *International Events at Other Schools*

Other schools have implemented events similar to the Tukwila Elementary School International Day for similar purposes, although they seemed to be comprised of slightly different components. The North Colonie School District in Latham, New York, for

example, implemented an International Day of Peace at Blue Creek Elementary School. This day was on the same day as the International Day of Peace (September 21) noted above and also coincided with a symposium to honor Dr. Martin Luther King Jr. (International Day, 2007).

Culverdale School in Irvine, California, celebrated its 18<sup>th</sup> annual Culture Day this year, which consisted of a show of cultural exhibits and a parade (Culture Day, 2007). This event is held annually to celebrate the cultural diversity of the student population. In a letter sent home with the students to the parents, the school principal encouraged students to “wear a costume that reflects their country of origin” (Parent Letter, 2007).

The International Community School (ICS ) of Addis Ababa, Ethiopia, where the author attended high school, also hosts an annual event each October similar to Tukwila Elementary School’s International Day. At ICS, the event is called United Nations Day (United Nations Celebration, 2007) and coincides with the official United Nations Day which is internationally recognized on October 24 of each year. Simply put, this is the birthday of the United Nations. On 24 October 1945, the United Nations was formally established after a majority of its founding members ratified a treaty establishing the organization. In 1971, the United Nations General Assembly adopted a resolution recommending that the day be observed as a public holiday by all Member States. Traditionally, it has been marked throughout the world by meetings, discussions and exhibits on the goals and achievements of the UN organization (United Nations Day, 2007). The International Community School (ICS) of Addis Ababa—which is comprised of a cultural diverse student population from pre-kindergarten through high school—includes all grade levels in its celebration of United Nations Day. Since the student body is so varied, the event is organized and coordinated by several different committees: by

the Model United Nations club, a high school student organization led by a teacher-advisor; by a committee of faculty members representing elementary, middle school and high school grade levels; and by a committee representing parents, usually a sub-committee of the PTA association. The ICS event typically includes a flag procession, a potluck luncheon, students and community members dressing in cultural attire, and performances of cultural dances and short plays or skits. Several other components organized by grade level are also included as well: choir and band performances; poetry and short-story readings; and an essay writing contest for the upper grades. The ICS event also includes individual student or group projects, which are typically viewed in the classrooms (United Nations Celebration, 2007).

Ellis Elementary School, in Denver, Colorado, celebrated its International Day on May 3, 2007. Ellis Elementary School has twenty-five different languages spoken in the school and had each class study a different country, representing one of the languages. This annual event is organized so that the primary grades are paired with an intermediate grade and the students share what they have learned from their studies via original games, songs, plays or stories. After the culminating projects have been shared, students gather for a parade in their "traditional costumes" and then students and their parents circulate through various stations that include tasting international cuisine, watching dancing, playing games, and viewing displays students have created (Diversity Celebration, 2007).

Lister Elementary School in Tacoma, Washington, a school much closer geographically to Tukwila Elementary School than the other schools mentioned thus far, also hosted a similar event. Again, the components are not quite the same as the International Day components in Tukwila Elementary School, but they are similar. Lister Elementary School worked together with the Tacoma Community House's Refugee and

Immigrant Family Program to host an International Culture Day on May 24, 2007. The event included cultural displays from fifteen countries from around the world and musicians performed various types of music at intervals throughout the day. Creative, pseudo-passports were issued to participants, who had to get them stamped with visas as they travelled from one table to the next to see different student projects (International Culture Day, 2007).

The above examples illustrate that such events similar to Tukwila Elementary School's International Day are an accepted means to promote cultural awareness and a global perspective within a school community. Although different schools use different components and resources to design, organize and implement their events, the basic intention of promoting cultural awareness and celebrating cultural diversity was present.

#### *Summary*

After a review of the literature, it is evident that there is a need for the implementation of a positive global perspective and cultural awareness in today's schools, and that historically there have been many attempts to accomplish this. To successfully implement this "profound reshaping of education" (Reischauer, 1973), it is essential that a positive school–community relationship be established and maintained, that the school personnel be supportive and know their roles, that effective communications are targeted at the intended audience, and that parental involvement is maximized.

Furthermore, many schools around the world have celebrated an event where cultural awareness and a global perspective were promoted. Regardless of the name of the event or its varying components, all the schools had similar intentions and

expectations in mind: to provide a positive way for students and parents from different cultures to celebrate their own cultural heritage while simultaneously learning about and celebrating the diverse cultures of the entire school community.

## CHAPTER THREE

### DESIGN OF THE PROJECT

#### *Introduction*

The purpose of this project is to provide a tangible way to connect various cultures and bridge intercultural differences through the involvement of the entire school community, which includes students, educators, parents, alumni, and community members. The author's personal experiences and efforts enabled him to garner school community support so that he could design and implement an International Day project at Tukwila Elementary School to meet these objects. The design and implementation of this project is detailed step-by-step later in this chapter.

#### *Personal Experience*

The author of this project is a 5<sup>th</sup> grade teacher at Tukwila Elementary school. After observing the cultural diversity in the school—and the cultural misunderstandings that sometimes arose—it became apparent to the author that an event that would celebrate and promote cultural awareness would also generate a more positive school atmosphere and help maximize parental involvement. International Day provided a safe and friendly event to celebrate the diverse cultures of the school community and promote cultural awareness and a global perspective.

Due to the author's own diverse cultural and educational background, he was able to personally relate to diverse student populations. He grew up mostly overseas, in Kenya and Ethiopia, and moved to back Washington State for higher education. In

Ethiopia, he attended an international school that had a student population representing more than 60 different nationalities, thus giving him firsthand experience with cultural diversity. This experience gave the author an unique insight and understanding of the various traditions and customs of a vast variety of cultures and enabled him to establish a positive rapport with the diverse groups of students, parents, educational colleagues, and members of the wider Tukwila school community.

### *Development and Support for the Project*

After observing the students interact and intermingle with each other it became apparent to the author that although many students displayed positive cultural awareness and sensitivity, some did not—as was evidenced by various disciplinary issues. Moreover, many parents had never been provided with an opportunity to socially interact and intermingle informally with other parents at a school function. Most functions did not involve the entire student population, so many parents had little reason to attend, and most of the functions provided little opportunity for parents to interact socially with one another for any length of time.

The author believes that building a strong, positive rapport throughout the school community can be very contagious, in the positive sense of the word. If a building leader shows positive interest in other cultures, the staff, students and parents will also embrace this opportunity to interact positively with other cultures represented by the school community. If students are secure, safe and have a feeling of self-worth and inclusion, they typically can focus much better on their schoolwork and on other parts of their lives. Therefore, it is imperative that school leaders take time to acknowledge the unique cultural heritage of each student in a positive manner. This can be done in a variety of

ways, from learning greetings in various languages to acknowledging cultural events and participating in community activities. Employing techniques such as these helped the author develop an ongoing positive rapport with students, parents, and educational colleagues and helped him garner enthusiastic support for the International Day project.

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### *Procedures*

In order to make International Day a success, there were many factors and procedures that had to be considered. These included: 1) receiving approval from the school administration and obtaining support from the staff; 2) forming an organizing committee; 3) selecting a date, time and place for the event; 4) deciding on the components and goals of the event; 5) assigning specific tasks to committee members and soliciting support to ensure the tasks were accomplished; 6) presenting the final agenda to the school administration for approval; and 7) providing a means to evaluate the event once it had taken place and making recommendations for subsequent events.

The first step to get this project underway was to receive approval from the school administration and obtain staff support. The author first presented the vision to the school administration. The presentation included research from various texts in order to support the case for the need for increased cultural awareness in the school. After approved from the administration, staff support was also needed. Again, a presentation was made to the staff and a vast majority of the staff welcomed the idea of an International Day.

The second step was to form an organizing committee. This didn't take much time because the majority of the teachers were excited about the event and wanted to be a direct part of it after hearing the presentation. To keep the committee manageable, it was

limited to five teachers with the author of this project serving as the chair. All five committee members are staff members at Tukwila Elementary School. A discussion about involving additional school community members, students, alumni and parents to serve on future committees will be addressed in Chapter 5: Summary, Conclusion and Recommendations.

Step three involved the committee, principal and school secretary, who worked together soon after the committee was formed to determine an appropriate date, time and location for the International Day event. The date was set for June 8, 2007 and the starting time was set at 9:20 a.m., which would give teachers time to take attendance and do other classroom tasks before leading their students to the gym. The gym is where the all-school assembly would take place, including the flag ceremony. The Tukwila Restaurant (i.e. the school cafeteria) would be used to gather all the cultural dishes that were brought in for the potluck lunch. Once the date, time and location were determined, the initial advertisement for the International Day event was then posted on the school website.

Step four and five involved creating the various components of International Day and deciding who would be in charge of each component. Based on the related literature, the committee chair identified the five components of International Day: 1) a flag ceremony that included forty-nine different flags; 2) cultural dances (performed by students, parents, and community members); 3) a potluck lunch representing, which would entail over 150 different cultural foodstuffs; 4) traditional cultural attire worn by students, staff, parents and community members; and finally, 5) student presentations offered by individual students or student groups. Each committee member assumed responsibility for a reasonable number of tasks, often times with a partner or by soliciting

the support of staff members or parents not on the committee. The committee chair also arranged monthly meetings where progress on the tasks was reported back to the committee, discussions were held, issues were resolved, and suggestions were offered. Two of the major tasks involved communicating the vision of the International Day event to the school community and soliciting support and participants from the school community. As International Day approached, the meetings with the committee became more frequent and more focused.

Finally, before the actual day of the event, the committee chair met with the school principal, who had been routinely kept informed of the committee's activities and was an avid supporter of International Day, to finalize the agenda and program of the days' events (Appendix B). A feedback form was also developed (see Chapter 4) that would serve as a means to solicit comments from event participants.

Collaboration and communication was a significant part of the process in order to make International Day successful. The committee members and the chair met regularly to plan, organize and implement International Day. As Gallagher (2005) states, "Good planning is nothing more than a way of determining where to go and how to get there in the most efficient and effective manner possible" (p. 48). Leaders—such as administrators and committee chairs—need to have a firm idea of what makes up a good plan. They need to share their views in a clear and concise manner so that participants have clear direction and focus, so that they can excel in their tasks and successfully execute the plan. Such was the case with the International Day committee's activities.

## CHAPTER FOUR

### COMPONENTS OF THE PROJECT

#### *Introduction*

The purpose of this project is to provide a tangible way to connect various cultures and bridge intercultural differences through the involvement of the entire school community, which includes students, educators, parents, alumni, and community members. The vision of this project entailed hosting an International Day, which was comprised of five major components: 1) a flag ceremony that included forty-nine different flags; 2) cultural dances (performed by students, parents, and community members); 3) a potluck luncheon representing over 150 different cultural foodstuffs; 4) traditional cultural attire worn by students, staff, parents and community members; and finally, 5) student presentations offered by individual students or student groups.

As a follow-up activity, an International Day Feedback Form was distributed to participants to solicit feedback and suggestions for future International Day events.

### *The Flag Ceremony*

There were several factors involved in implementing the flag ceremony, such as selecting who would represent which country, procuring the flags and practicing the



ceremony with the selected students before the event. The flag ceremony provided students an opportunity to represent the country of their heritage by carrying a flag on International Day. Typically, the oldest student from a country (based on parental heritage) would be chosen as

the flag carrier (Appendix C). During the ceremony, each flag carrier offered a greeting

in the major language of the country he or she represented, following this format: “Hello, How are you? From *name of country*.” [Example from Kenya: “Hujambo! Habari gani? Kwa Kenya.”] This flag ceremony was intended to



celebrate the cultural diversity represented by the student population while

simultaneously demonstrating that all this diversity was also united under the common



banner of the American flag, which was given a central, prominent role. During the colorful culmination of the ceremony, while students proudly waved all forty-nine flags, many parents and community members in the audience had appreciative tears in their eyes as they enthusiastically applauded. Many provided positive oral and written comments about International Day as a whole and about the flag ceremony in particular.



### *Cultural Dances/Performances*



In addition to the colorful flag ceremony, International Day hosted cultural dances and performances. The success of this component of International Day—like the success of every other component—depended upon the active participation

of various members of the school community. Establishing a strong rapport and maintaining open communication were key factors in successfully soliciting dancers and other participants. As a result, numerous

students and several parents, staff and community members—including a professional Native American cultural dance troupe—readily volunteered to perform at the school wide assembly. The cultural



performances provided an opportunity for cultural groups to showcase their traditional dances and customs. Unfortunately, a last minute scheduling conflict prevented the Native American dance troupe from participating in International Day, but there were

enough other participants to fill the schedule. The cancellation of the Native American dance troupe at the last minute illustrates the necessity of anticipating unforeseen occurrences and dealing with them on a case-by-case basis.



### *Potluck Lunch*

Offering food is often a successful method of enticing people to come to an event, as is the opportunity to share one's cultural foodstuffs with others. And this method worked very successfully in enticing people to attend



International Day. More than 150 families brought dishes to share with others, which represented approximately one-third of the entire student population. In order to systematically organize and serve all these ethnic dishes, committee members recruited

parent volunteers in advance. Food Ingredients



Forms (Appendix D) were sent out in advance and volunteers had extra forms on hand to fill out in case a form was not brought with the food. The Food Ingredients Form included a means to indicate commonly known allergic ingredients as well

ingredients that may be prohibited by a cultural taboo, such as pork for the Muslim and Jewish communities. Those foods were set-aside on a different table and participants were notified when they entered the Tukwila Elementary School Restaurant. Everyone who attended International Day was able to sample dishes from various cultures, which provided a non-threatening, easy way for participants who didn't know each other to strike up a friendly conversation.



### *Cultural Attire*

A majority of students, parents, staff, alumni and a few board members dressed in cultural attire. Interestingly, some participants chose to dress in cultural attire from a culture other than their own, which was a symbolic way of showing cultural



awareness and sensitivity. Students who participated in the flag ceremony encouraged



their fellow classmates to dress up and teachers

also encouraged students to wear attire

representing their cultural heritage. Again, this

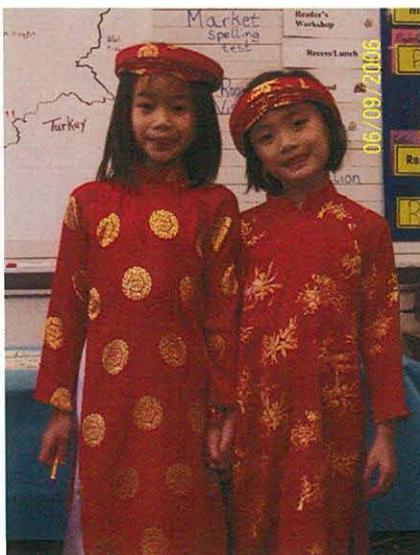
component of International Day allowed

participants to showcase their own cultural

heritage, show appreciation of other cultures and

provided a non-threatening, easy way for participants who didn't know each other to

strike up a friendly conversation.



### *Student Presentations*

The International Day student presentations were conducted at the discretion and direction of the individual classroom teacher. Some teachers had their entire class study a single country or culture and each student or student group presented a specific aspect



of the country or culture. This approach allowed individual students or groups the opportunity to learn about one aspect of a country or culture in depth. Other teachers had each individual student study a country or culture—either their own or a different one. In such cases,

the project was less comprehensive due to the fact that one student had to cover an entire country or culture, but it did provide the student with a broad overview of the country or culture, both approaches demonstrated ample educational merit.

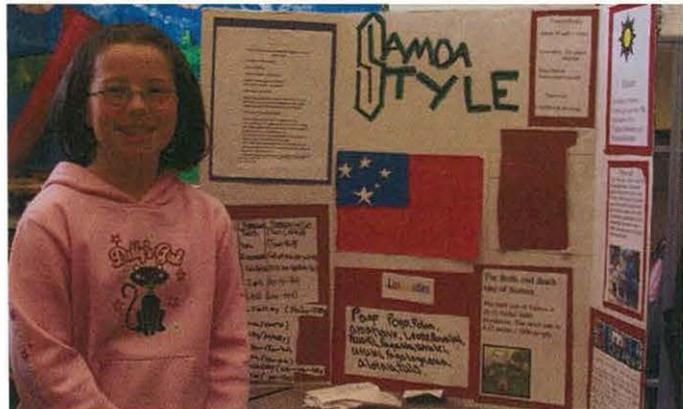
The committee chair developed a set of International Day Student Presentation Requirements (Appendix E) that was distributed to the intermediate grades to provide basic guidelines for the individual or group projects that students were to complete in their respective classes.

Students worked individually or in groups



on a project that coincided with one of the forty-nine different nations represented. These projects were presented to parents and other students in their classrooms and a reasonable

amount of time was given to work with their grade level teams to present their projects across grade levels. Students not only developed and presented traditional poster board projects, but many developed and presented plays, poems, PowerPoint presentations, raps, songs and various other forms of projects, demonstrating the vast variety of educational techniques and learning opportunities offered by the International Day project. The International Day Student Presentation Requirements were made mandatory for the 5<sup>th</sup> grade projects because 5<sup>th</sup> graders were currently learning research skills and techniques, which coincided with the International Day projects. Students in other grade levels, such as Kindergarten and 1<sup>st</sup> grade, found pictures representing various cultures or drew illustrations of the flags of different countries. Basically, the project requirements for International Day were modified to fit the developmental stages of students in different grade levels.



### *Feedback Form*

A Feedback Form, found later in this section, was distributed to the school community members who attended or participated in International Day. The form was used to solicit feedback for the organizing committee about the event and whether or not there should be an event the following year and, if so, suggested improvements for next year's event. There were four items on this form: 1) Were your students positively impacted by the event? 2) What ran smoothly? 3) What could have been done to make the day more successful? and 4) Please list any future selections below. The Feedback Form was available to parents, staff and others who attended this event. A total of 250 forms were printed up and 182 forms were returned, for a 73% return rate. The open-ended questions of the form unfortunately do not lend themselves to easy analysis, and the author recommends that a more structured form be designed and implemented for subsequent International Day events. However, it can be readily observed that of the responses to item one, 100% indicated that students were positively impacted by the event. The responses to items two, three and four were quite varied, the comments of each item often overlapping because of the open-ended nature of the items. The majority of the responses indicated that the event was very successful, citing various components such as the flag ceremony, potluck lunch, dances and presentations. Various suggestions on how to improve the event were also offered, such as obtaining a better sound system and/or a disc jockey, having students practice more with the microphone, providing more seating, and increasing audience participation. Clearly the feedback form provided some very useful insights and suggestions, which are later discussed in Chapter Five of this

project under Recommendations. Several examples of actual International Feedback Forms are provided in Appendix F.

## **International Day**

### *Feedback Form*

1. Were your students positively impacted by the event?

2. What ran smoothly?

3. What could have been done to make the day more successful?

4. Please list any future suggestions below:

(Please return to Zak by June 18)

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### *Summary*

The purpose of this project was to provide a tangible way to connect various cultures and bridge intercultural differences through the involvement of the entire Tukwila Elementary school community, which includes students, educators, parents, alumni, and community members. The goal of International Day at Tukwila Elementary School was to help build cultural bridges and foster global awareness in the classroom and wider school community to better prepare today's students to become tomorrow's world citizens. Rather than just learning the fundamentals of education, it is necessary to promote a global perspective, cultural awareness and international understanding to meet the demands of today's world due to the effects of globalization and various other factors, as discussed in Chapter 1 above.

International Day consisted of five major components as discussed in Chapter 4 above, involving a significant number of parents, community members, school board members, staff, alumni and, of course, students. According to Mr. Steve Salisbury, the current principal of Tukwila Elementary School, the overwhelming success of International Day was evidenced by the fact that more parents and community members attended International Day than any other school event in over ten years. Similar comments were made by other members of the school community, including school board members Mary Fertakis, W. Cory Manago and Jasminka Kujudzic. This is a direct reflection of the success that International Day had on the Tukwila Elementary School

community. See Appendix F of this project for additional comments made on International Day Feedback Forms.

### *Conclusions*

International Day at Tukwila Elementary School consisted of five major components as discussed in Chapter 4 above, involving a significant number of parents, community members, school board members, staff, alumni and, of course, students. Components included a flag ceremony that included forty-nine different flags; cultural dances performed by students, parents, community and parent volunteers; a potluck lunch representing over 150 different cultural foodstuffs; traditional cultural attire worn by students, staff, parents and community members; and finally, student presentations offered by individual students or student groups.

Overall, based on the written feedback forms and numerous oral comments made by members of the school community, International Day at Tukwila Elementary School positively impacted students by increasing their cultural awareness—making them proud of their own cultural heritage and appreciative of the diverse cultural heritages of their fellow students; maximized parental involvement, especially of parents that hadn't been actively involved in school functions prior to this event; enhanced school–community relations; and generally provided a celebratory method to bring diverse members of the school community into positive contact with one another.

### *Recommendations*

Based on written and oral feedback, International Day was no doubt a success as it was designed and implemented in the Tukwila Elementary School. However, a few recommendations that were offered via means of oral comments and the written feedback

forms warrant consideration. These included the ideas of 1) obtaining the services of a sound technician or disc jockey to manage the music; 2) anticipating greater attendance and providing additional seating, since there were not enough chairs for all attendees, 3) implementing International Day at the other elementary schools in Tukwila School District; so that it becomes a district-wide elementary school tradition and 4) allowing other community members besides teachers to serve on the future organizing committees for International Day.

Obtaining the services of a sound technician or disc jockey—especially on a volunteer basis—to organize and play the music between cultural dance sets would alleviate the time spent waiting for the music to be queued before each performance and provide a more professional aspect to the entire event. A multi-cultural dance for all participants featuring dance music from a variety of cultures utilizing the services of a professional disc jockey was also suggested.

Although the committee anticipated a large turnout, the committee was pleasantly surprised at the sheer number of people that actually attended the event. The committee needs to anticipate an even larger number of attendees in the future, and make arrangements to provide additional seating, as International Day has now been established as a Tukwila Elementary School annual event, due to its overwhelming success.

Another recommendation would be to implement International Day at the other elementary schools in the district, starting perhaps with a smaller-scale afternoon program with two components and later involving all five of the International Day components. If an International Day event were to be implemented at other locations within the district, the author recommends that the general guidelines offered in this

project be utilized, with the caveat that the guidelines may need to be modified to fit different school environments. First and foremost, however, is the necessity to garner support from both the administration and staff of the school where it would be implemented. Various options to consider would include whether all district elementary schools would conduct the event on the same date or stagger the event dates throughout the year; whether to have the date coincide with the UNESCO International Day for Peace; or whether to involve the middle and high school buildings in the district and have it a district event at one location—possibly at the high school.

Finally, allowing other community members besides teachers—such as students, parents and alumni—to serve on the International Day organizing committee is another recommendation. This would offer several benefits. Additional members would bring greater insight and new ideas to the committee and lessen the workload of teachers. Students would take even more ownership of the event if they were represented on the committee and once parents became more involved in International Day, they would be more likely to become involved in other school events and committees as well.

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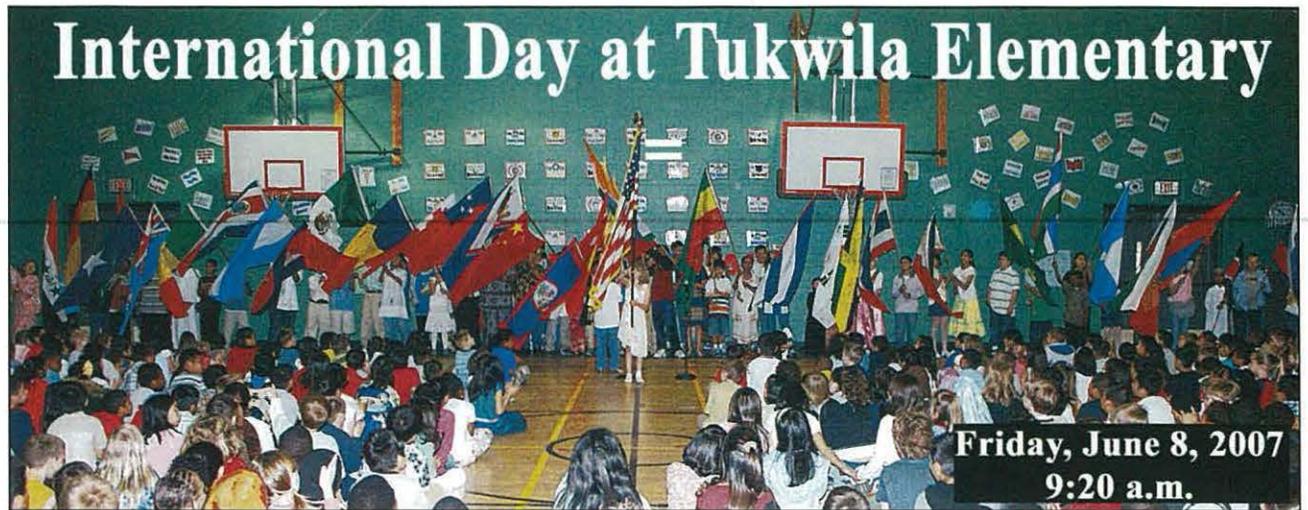
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APPENDICES

*Appendix A: International Day Invitation*



*Appendix B: International Day Program*

## International Day Tukwila Elementary



Welcome to the 2<sup>nd</sup> annual International Day at Tukwila Elementary School. We are excited to present our Flag Ceremony, with 49 different countries represented. In addition, we have performances from various cultures around the world. Please enjoy the variety of cultural dishes in the Tukwila Elementary Restaurant after our program.

**Principal: Mr. Steve Salisbury**  
**Superintendent: Dr. James Hammond**

**Friday, June 8, 2007**

International Day  
Tukwila Elementary  
June 8, 2007

Assembly Speakers:  
Mr. House and Mr. Zak

Cultural Dances

Hawaiian — [REDACTED] & [REDACTED]

Indian — [REDACTED] and [REDACTED]

Tinikling — Ms. Anthony and Students

Mexican — Ms. GK and Students

Native American Drumming — High Rock

Native American Dancing — The Skopabsh  
Pow Wow Royalty Dancers



Please note:  
Personal data has been redacted due to privacy concerns.

## Appendix C: International Day Flag Ceremony Carriers

Country	Student Name	Grade	Teacher
American Samoa	██████████ and ██████████	5th	Zak
Armenia	██████████ and ██████████	4th	Graves
Blackfeet	██████████	4th	Chase
Bosnia	██████████	5th	Ring
Bulgaria	██████████	4th	Callendar
Cambodia	██████████	5th	Ring
Canada	██████████	5th	Zak
Chile	██████████	3rd	Canon
China	██████████	5th	Zak
Columbia	██████████	4th	Chase
Cuba	██████████	2nd	McCarthy
Denmark	██████████	5th	Raffo
Ecuador	██████████	K	Wicks
Eritrea	██████████	K	Lindsey
Ethiopia	██████████	4th	Chase
Fiji	██████████	5th	Raffo
Kootenai	██████████	3rd	Hunt
Gambia	██████████	5th	Ring
Germany	██████████	5th	Ring
Ghana	██████████	K	Bird
Guam	██████████	1st	Munoz
Guatemala	██████████	4th	Graves
India	██████████	4th	Metzger
Iran	██████████	2nd	Morris
Japan	██████████ and ██████████	3rd	Hunt / Graves
Kenya	██████████	1st	DiJulio
Korea	██████████	1st	Flanigan
Laos	██████████	5th	Raffo
Mexico	██████████, ██████████, ██████████, and ██████████	5th	Zak / Raffo / Ring
Micronesia	██████████	K	Lindsey
Moldova	██████████	4th	Callendar
Oglala - Lakota	██████████ and ██████████	5th	Ring
Philippines	██████████, ██████████, ██████████, and ██████████	4th / 5th	Metzger
Poland	██████████	5th	Zak
Russia	██████████	5th	Ring
Senegal	██████████	1st	Munoz
Slovakia	██████████	2nd	Morris
Somalia	██████████	5th	Ring / Raffo
Thailand	██████████ and ██████████	3rd / 5th	Callendar / Raffo
Tonga	██████████	5th	Raffo
St. Lucia	██████████	4th	Callendar
Uganda	██████████	4th	Metzger
Ukraine	██████████	3rd	Canon
United States	██████████ and ██████████s	5th	Zak
Vietnam	██████████, ██████████, ██████████, and ██████████	5th	Zak / Raffo / Ring
Yakima	██████████ and ██████████	4th	Metzger
Western Samoa	██████████, ██████████, and ██████████	4th	Chase

Please note:  
Personal data has been redacted due to privacy concerns.

*Appendix D: International Day Food Ingredients Form*

# **International Day**

Friday, June 8<sup>th</sup>, 2007

**Please bring this form in with any food you bring to school**

**Name of the dish:**

---

**Country the food is from:**

---

**Circle if your food contains any of the following:**

**Nuts      Eggs                      Peanut Butter or Peanut Oil**

**Kiwi      Dairy Products      Strawberries**

**List the main ingredients in the dish:**

---

---

---

---

**Check here if you are sending the food in a dish you need returned:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Their Classroom Teacher:** \_\_\_\_\_

# Presentation

Country: \_\_\_\_\_

Name(s): \_\_\_\_\_

---

Your paper needs to include the following:

- Flag
- Unique qualities
- Geographical location
- Traditions / customs / culture
- Food
- Clothing
- Religion
- Homes / living
- Music
- Wildlife
- Holidays
- Money
- Climate
- Population
- Historical background
- Capital
- Jobs
- Sports / recreation
- National anthem
- Language
- Famous people
- Any other interesting information

*Appendix F: International Day Feedback Forms*

# International Day Feedback Form

1. Were your students positively impacted by the event? **ABSOLUTELY!** My students loved the assembly!! They enjoyed seeing their country's flag and learning how to say "hello" in other languages. We focused on that for our projects b/c it was more Kindergarten appropriate!
2. What ran smoothly? The organization of the PM was great also! I thought having the food served during lunch was a great idea!!!
3. What could have been made to run the day more successfully?  
It was a tough PM for K. Having them "read" about other countries is not Kindergarten appropriate. Although they had fun "looking" for their flags in the 2<sup>nd</sup> grade classes.
4. Please list any future suggestions below:  
Maybe have 5<sup>th</sup> graders come down to the primary classes and present ~~some~~ some basic info on a country. I liked how Sandy stayed in her class and presented to the visitors. My class was on task & actually learned something about Vietnam. (I can't say they "learned" something new ~~about~~ the other classes b/c it wasn't Kindergarten appropriate.) Otherwise I felt ~~like~~ like

(Please return to Zak by June 16)

all I could do was crowd-control.

(cont onto blue sheet)

International Day  
Feedback Form

And I'm sure it wasn't easy for 1<sup>st</sup> or 2<sup>nd</sup> grade to learn three new things in the K classes. Our projects were developmentally appropriate for "K," but maybe "too easy" for the upper grades.

# International Day Feedback Form

1. Were your students positively impacted by the event?

n/a

2. What ran smoothly?

The whole day went very nicely. I enjoyed the flag ceremony. & the kids were so proud to represent their country.

3. What could have been made to run the day more successfully?

During the flag ceremony, perhaps have an emcee that can announce the country first. It was hard to hear/understand the kids. Then they could greet the crowd however they want to.

4. Please list any future suggestions below:

- More dancers from different countries.  
(the ones we had were great)

(Please return to Zak by June 16)

## International Day Feedback Form

1. Were your students positively impacted by the event? Yes

2. What ran smoothly? Everything

3. What could have been done to make the day more successful? background music for flags & transitions.

4. Please list any future suggestions below:

More seating for guests & parents.  
New MC - Mrs. House is retiring from MC duties.

(Please return to Zak by June 18)

## International Day Feedback Form

1. Were your students positively impacted by the event?  Yes - Students loved

Seeing the flags & watching dancers - they all thought it was the best day ever

2. What ran smoothly?

flag procession & food buffet were great.

3. What could have been done to make the day more successful?

was very hard to hear what country students were from - need to practice speaking into mics

4. Please list any future suggestions below:

perhaps less talk from <sup>some</sup> <sub>of the</sub> announcers - don't need lots of speeches to children should be more of a celebration

(Please return to Zak by June 18)

## International Day Feedback Form

1. Were your students positively impacted by the event?

I think the event is a wonderful way for the kids & parents to share a part of themselves. This was evident in the kids' attitudes & actions.

2. What ran smoothly?

The assembly as a whole was beautiful.

3. What could have been done to make the day more successful?

There was a huge amount of food which was great. The food storage (heating/cooling) was a problem.

4. Please list any future suggestions below:

- Have parents volunteer to help w/ food set up (6-8 people)
- Have 2-3 staff available to set-up & clean up
- Have utensils & plates available.

(Please return to Zak by June 18)

*International Day  
Feedback Form*

*1. Were your students positively impacted by  
the event?*

*Yes*

*2. What ran smoothly?*

*Flags*

*3. What could have been done to make the  
day more successful?*

*Nothing*

*4. Please list any future suggestions below:*

*(Please return to Zak by June 18)*

## International Day Feedback Form

1. Were your students positively impacted by the event?

Yes

2. What ran smoothly?

The day went super,  
maybe need a "better, different" system for the food,  
maybe it's ok.?

3. What could have been done to make the day more successful?

Prepare for more seating in the gym.

4. Please list any future suggestions below:

(Please return to Zak by June 18)

## International Day Feedback Form

1. Were your students positively impacted by the event?

Yes

2. What ran smoothly?

Parade of Flags

very enjoyable!

3. What could have been done to make the day more successful?

I think the audience could have heard an announcer with a microphone introduce the country by name, and then the student could say "Hi" in native language.

Even the child carrying the flag should be introduced so their names can be heard distinctly.

4. Please list any future suggestions below:

Excellent job planning!  
Thanks!

(Please return to Zak by June 18)

## International Day Feedback Form

1. Were your students positively impacted by the event?

Yes!

2. What ran smoothly?

The flag ceremony was great! - Definately a must for next year  
Dancers were nice - my class enjoyed them ~~not~~ very much.  
- Knikling (sp?) was too long and hard to see.

3. What could have been done to make the day more successful?

A little less talking (Robert) He had good intentions, but it was lengthy.

4. Please list any future suggestions below:

♫ Choir or grade levels sing a song or two.  
↳ in addition to the Star Spangte Banner

I liked having ~~the~~ International Day in the morning -  
length was good + ~~the~~

(Please return to Zak by June 18)

## International Day Feedback Form

1. Were your students positively impacted by the event?

Many of them, yes.

2. What ran smoothly?

~~My~~ All my students were fascinated by the dances.

I loved the flag ceremony!

3. What could have been done to make the day more successful?

Less wait time between dances.

4. Please list any future suggestions below:

(Please return to Zak by June 18)

## International Day Feedback Form

1. Were your students positively impacted by the event?

ABSOLUTELY!! They really enjoy seeing all the flags and where everyone comes from.

2. What ran smoothly?

I thought it all went well!

Specifically... the flag ceremony and the dances.

3. What could have been done to make the day more successful?

Making sure the music is keyed up, ready to go, and working

4. Please list any future suggestions below:

Maybe teaching the students how to say "Hello" in other languages. I have a song that my K students could possibly sing.

(Please return to Zak by June 18)

Palsia

## International Day Feedback Form

1. Were your students positively impacted by the event? Students, parents, volunteers and staff were all positively impacted.

2. What ran smoothly?

The flag presentation was really cool. If you have more than one representative from a country, you may want to have one carry the flag and the other talk in the microphone.

3. What could have been done to make the day more successful? Audience participation. Dances or activities kids could do in their spots. Maybe go outside and dance... like what Mr. Palsia did a couple years ago during recesses.

4. Please list any future suggestions below:  
Have attendance and lunch count taken while students are still in the gym and begin activities right away... if we expect International Day to go into the lunch hours.

(Please return to Zak by June 18)

## International Day Feedback Form

1. Were your students positively impacted by the event? They were very impressed and inspired - They had many positive comments and reactions.
2. What ran smoothly? - Everything
3. What could have been done to make the day more successful? - The children speaking more clearly - so we could hear the greeting and country.
4. Please list any future suggestions below:  
Keep up the great work.  
The energy and time spent on this event was apparent. ~  
I am glad it is an annual event!!

(Please return to Zak by June 18)

# International Day Feedback Form

1. Were your students positively impacted by the event?

Yes

Kids appreciated

2. What ran smoothly?

Sitting - beginning

flag parade

excusing of assembly

flyers

Kids passing out flyers

3. What could have been done to make the day more successful?

Mr. House could go for less time. Too much for younger kids - got too anxious.

Have music as transitions. (Work on sound system & cueing)  
Begin with flag parade (more powerful). →

4. Please list any future suggestions below:

clowns were awesome!  
good variety

(Please return to Zak by June 18)

## International Day Feedback Form

1. Were your students positively impacted by the event?

yes

2. What ran smoothly?

flag ceremony

3. What could have been done to make the day more successful? Speakers

could speak louder into microphones  
Shorter MC talk

4. Please list any future suggestions below:

I hope this "International Day" ~~is~~ will become a  
Tukwila tradition

(Please return to Zak by June 18)

## International Day Feedback Form

1. Were your students positively impacted by the event?  
Absolutely - they loved it!

2. What ran smoothly?  
We really enjoyed the flag portion.  
The different dishes people brought were my kids highlight.

3. What could have been done to make the day more successful?  
It was too long without a break.

4. Please list any future suggestions below:

Thank you!

(Please return to Zak by June 18)

International Day  
Feedback Form

1. Were your students positively impacted by the event? *yes, the music was great for our kids*

2. What ran smoothly? *The whole event*

3. What could have been done to make the day more successful?

4. Please list any future suggestions below:

(Please return to Zak by June 18)

*Great job!!!*

## International Day Feedback Form

1. Were your students positively impacted by the event? **Yes** they adored the music + dancing.

2. What ran smoothly? **the whole day**  
**We loved it.**

3. What could have been done to make the day more successful? **less finckling or at least a different song. Kids speak more loudly I couldn't hear what country they were from**

4. Please list any future suggestions below:

**Great Day**  
**Thanks for organizing**

(Please return to Zak by June 18)

**From:** Jodi Wicks  
**To:** Palsha, Zakariya  
**Date:** 6/18/2007 8:45:56 AM  
**Subject:** International Day

Hi Zak,

I filled out the feedback form and have somehow misplaced it. I got such good comments from parents who came. Noah's grandmother cried during the flag ceremony. It was so colorful and moving for all of us. I could feel enormous pride filling the gym as the kids made their way to the microphone. The pace of the flag ceremony was lively and beautiful to watch. Greetings in native languages was a nice addition. It's hard to visualize 49 countries until you see the flags and what a great illustration of how unique and wonderful our school is.

The dancers were also very entertaining, and colorful. There was good variety and they all did such a good job.

The inspirational talk had a good message but was difficult for younger students to follow. Is there a way to make this more visual and not so preachy?

My one suggestion is to recruit a sound technician to avoid delays in getting music started and to regulate sound. Some of the music was too loud. Most everyone needs practice using the microphone prior to the assembly.

The food too was just amazing! It was a great day for all of us. Thank you to everyone on the committee.

# International Day Feedback Form

1. Were your students positively impacted by the event?

Considering how long the assembly was my kids sat and were engaged most of the time.

2. What ran smoothly?

I love the music and dancing and especially Robert's speech

3. What could have been made to run the day more successfully?

4. Please list any future suggestions below:

Maybe split it into 2 days. Assembly one day and classrooms the next.

I loved it. Thank you for your

(Please return to Zak by June 16)

hard work

# International Day Feedback Form

1. Were your students positively impacted by the event? *Yes*

*What a wonderful - touching assembly*

2. What ran smoothly? *The morning assembly was beyond fantastic. Thanks!*

3. What could have been made to run the day more successfully? *- Primary was thinking - maybe just the assembly for them - The tour is too much for the younger students! Maybe the Culture Study could be an Inter. Task.*

4. Please list any future suggestions below:

(Please return to Zak by June 16)

# International Day Feedback Form

1. Were your students positively impacted by the event? Yes! The flag parade was just awesome.

2. What ran smoothly?

Having a separate - primary & intermediate was great!

Loved how 1st grade wrote facts in big letters on desks,

3. What could have been made to run the day more successfully? a list of classrooms that were and were not participating (we didn't know if lounge or the preschool, etc, had done anything).

4. Please list any future suggestions below:

(Please return to Zak by June 16)