Dear Global Awareness Members:

Happy end of summer. I hope you all found an opportunity to spend time with loved ones and to enjoy the beauty of nature.

Plans are already under way for the national conference in Baltimore, November 13-16. We hope to see many of you there. Thanks to those of you who have submitted proposals.

Thanks also to members who participated in the redrafting of the Global Awareness Focus Statement. The updated version will guide us in choosing proposals that more clearly reflect the goals of our network:

The mission of the Global Awareness Network is to help gifted learners prepare for an increasingly global world by supporting them as emerging leaders, creators, and peacemakers. The Global Awareness Network responds to the concerns of gifted individuals about the future and the world in which they live by developing opportunities to grow personally, act internationally, become stewards of resources, and to appreciate and nurture diversity. Global Awareness Network proposals should provide strategies to develop intellectual capacity for critical and creative thinking, based in understanding the perspectives of others, applying empathy, dealing compassionately, seeking cooperation through consensus and by supporting gifted individuals to be contributing members of a global family. The goal of the Network is to discuss and to share experiences that may equip gifted children with a stronger sense of Self that allows them to reach higher levels of spiritual, social and intellectual development, impacting an interconnected and synergistic world.

As you see in the focus statement, the vision of Annemarie Roeper (1918-2012) continues to guide the Global Awareness Network. Her primary intent in co-founding the Global Awareness Network of NAGC was not to capitalize on intellectual ability in order for children to “save the world”, but rather, to respond to the unique emotional needs of gifted children. When advanced abstract reasoning combines with emotional empathy, it produces in children an inherent global perspective and sense of justice. This is essential for gifted education to recognize and address, especially when children feel powerless.

In her article, “Emotional Needs of the Gifted”, Annemarie Roeper said:

The emotions of the gifted grow out of their greater awareness, which then translate into feelings. By excluding the emotions, we miss the essence of giftedness. Educators have the responsibility to acknowledge and support these strong feelings. For example, during the Gulf War, many gifted children were frightened of bomb attacks. Intellectually, they knew an attack on us was not likely to happen, but they needed to have their anxieties understood. Their concerns extended beyond personal fears. That adults could be so destructive undermined their feelings of safety. Even four year olds identified with the Iraqi children. I could see the desperation in their eyes and their need to do something, to take action.

Our educational system seems to value above all, the ability to answer multiple-choice questions -- questions that don’t have the complexity of real problems confronting humanity. As educators, we need to make the distinction between skills measured on tests and skills needed for success in life. Life does not present problems with multiple-choice answers, one of which is “correct”. The broader perspective and reasoning ability of our gifted children are only the beginning of the necessary skillset. Creativity, wisdom, emotional intelligence, integrity and a sense of responsibility are difficult to measure and yet so essential for navigating 21st century challenges.

The primary goal of Annemarie’s educational philosophy, “Self Actualization and Interdependence” is to foster emotionally intact children. Included is the provision of...
Message from the Chair, continued

tools for ethical growth and leadership, as well as
opportunities to grapple with complex real-world
problems and generate hopeful solutions.

The Global Awareness Network endeavors to keep
Annemarie’s vision alive by honoring individuals and
organizations advancing the mission of the Global
Awareness Network and the work of Annemarie
Roeper.

Thanks to those of you who let us know of those heroes
whose actions contribute to the well being of gifted
children and ultimately benefit the planet, by nominating
them for the Annemarie Roeper Awards. (Nominations
were due by August 15, 2014.)

The 2nd Annual Annemarie Roeper Awards will be
presented to the recipients (or their designees), and
their work will be showcased at the NAGC annual
conference in Baltimore. In addition to the award,
recipients receive a complimentary registration to the
conference.

Finally, I want to extend a thank you to Ellen Fiedler,
our Global Visions editor; Sharon Slodounic, our
incoming Chair, for her endless support; April
Degennario, for sending e-mail blasts; Kelly Parks and
Barbara Mitchell Hutton, for overseeing the proposal
process and to you, our Global Awareness members,
for all you bring to gifted education. May we have the
wisdom to support gifted children to grow into who they
are meant to be.

Best wishes,

Anne Beneventi

A note (of apology) from the Editor . . .

This issue of Global Visions is coming to you much later
than I intended to get it to you. As we all know,
sometimes life gets in the way of our “best laid plans”
and best of intentions. In my case my life took an
unintended detour due to my taking a nasty fall off of
some makeshift scaffolding while working on my
beloved old wooden sailboat. The resulting pelvic
fractures laid me up for a chunk of the summer and my
recovery process has taken its toll on my time.

So … I apologize for the tardiness of this issue. I’m back
in the groove now, with great appreciation for all of the
ways that each of you contribute to fostering global
awareness, including those whose work so enhances
our Global Visions newsletters.

I’d like to echo Anne’s wishes to you for a great end of
summer and for a wonderful start to the new school
year!

Ellen D. Fiedler, Ph.D., is Professor Emerita of
Gifted Education from Northeastern Illinois University and an
educational consultant.
Our first annual Annemarie Roeper awards, 2013, honored an individual and an organization whose work embodies the vision of Annemarie Roeper and the Global Awareness Network. The award ceremony took place at the Global Gala, at the national NAGC convention in Indianapolis, Indiana in November 2013.

Linda Silverman, Ph.D.

Bobbie Gilman and Dr. Sylvia Rimm nominated Dr. Linda Silverman for the award presented to an individual. In their nomination letter, they wrote:

It is our distinct pleasure to nominate Dr. Linda Kreger Silverman for the First Annual Annemarie Roeper Global Awareness Award. Annemarie Roeper believed that gifted children require our support to both self-actualize and learn how to become interdependent sources of constructive change in their communities...

For 55 years, the “life’s work” of Linda Silverman has centered on helping others understand the inner world and psychological needs of the gifted. She has been a passionate advocate for gifted children and their families… Roeper and Silverman share many accomplishments in our field. They were among the members of the Columbus Group who presented a new definition of giftedness as qualitatively different awareness and development. Linda Silverman has taken this perspective all over the world…

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Linda Silverman receiving the first Annemarie Roeper Global Awareness Award from Michele Kane.
Annemarie Roeper, Linda Silverman and Constance Shannon Smith began the Global Awareness Network together because they shared the belief that ethical development of the gifted was the most important goal of their education. They envisioned this network transcending organizational boundaries and bringing together NAGC, the World Council for Gifted and Talented Children and The Association for the Gifted in a common mission...

In 1987, with the support of Harry Passow, Roeper and Silverman were successful in getting a resolution passed at the World Council for Gifted and Talented to infuse global, ethical awareness into the mission of the organization. They created Global Visions...

Linda Silverman has worked tirelessly to disseminate Annemarie Roeper’s ideals... Linda Silverman is the rightful choice to inaugurate this award.

(Near the end of this issue you’ll find the full text of Bobbie Gilman’s letter supporting her and Sylvia Rimm’s nomination for Linda Silverman and reflecting Linda’s dedication to Global Awareness.)

Institute for Educational Advancement, Camp Yunasa

The Annemarie Roeper Award honoring an organization went to the Institute for Educational Advancement (IEA)’s Camp Yunasa. Camp Yunasa is a week-long residential summer program for highly gifted 10-14 year olds which teaches children to balance the emotional, social, spiritual, physical and intellectual aspects of themselves. The nomination on behalf of Camp Yunasa stated the following:

“Camp Yunasa has promoted the health and well-being of the entire gifted child for over a decade and has now expanded to two locations. It deserves to be recognized as a premier organization of global awareness for the gifted child in the true spirit of Annemarie Roeper’s desire to provide an opportunity for gifted children/youth to respond to the future and the world they live in, providing them opportunities to grow in understanding of different cultures and global interdependence. Camp Yunasa inspires gifted children with the tools and experience to participate in the shaping of their destinies.”

Camp Yunasa is a program of the Institute for Educational Advancement (IEA). Following is their Mission Statement:

The Institute for Educational Advancement (IEA) is dedicated to the intellectual, creative, and personal growth in our nation’s gifted and high potential youth. Central to the mission of IEA is a commitment to the development of the whole child through engaging learning experiences that promote optimal challenge, mentorship, exploration of ideas, and recognition of personal potential. IEA seeks to connect like-minded individuals and supports a diverse community that creates a sense of belonging and affirmation.

President/Director Elizabeth D. Jones (center), along with IEA Fellows Jim Delisle, Ph.D, Patricia Gatto-Walden, Ph.D., Stephanie Tolan, M.A., Michael M. Piechowski, Ph.D, and IEA staff members, Jessica Houben (far left) and Lauren Albrecht, (far right) received the award.

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In her acceptance of the Annemarie Roeper Award on behalf of Camp Yunasa, Elizabeth Jones cited Annemarie Roeper,

“Intellectual development rests on the development of child's Self, on his or her insights and deeper sensitivities.” (2009). She shared that in the founding of IEA, passion, creativity, perseverance, and integrity were necessary “for without these things whatever we did would be irrelevant.” What led to Camp Yunasa (the Lakota word for “balance”) twelve years ago was the compelling belief that the whole child, all aspects of self, needed to be addressed. For the highly gifted, these aspects include asynchronous development, overexciteabilities, and balance. Jones emphasized how gifted individuals were so much more than intellect and that being in a safe nurturing environment surrounded by like minded peers could provide the setting and specialists and in working with gifted children could help them address their heart, mind, body, and spirit. Thus far, “each year is the best year, every year”.

Camp Yunasa has grown to include a junior counselor program and expanded to a second Camp Yunasa West camp that began in 2013.

The Global Awareness Network congratulates the 2013 recipients, who work for a better future for gifted children and us all.
Reflections on Global Awareness
by
Sharon Slodounic, our incoming Chair

I was introduced to the NAGC Global Awareness Network at my first NAGC conference in 2002. Having heard Dr. Patricia Gatto-Walden at Illinois Gifted Education Association Conferences and area parent meetings, I sought to attend her NAGC sessions. I noted that she was a part of the Global Awareness Network and found that other sessions of interest to me were also from the Global Awareness Network. They were sharing information I needed in my work with gifted children. At the Global Awareness Gala I was warmly greeted. After this meaningful connection to the Global Awareness Network, at future NAGC conferences I continued to seek out presenters from the Global Awareness, including pre-sessions, in addition to attending other NAGC excellent sessions on reading, differentiated instruction, mathematical talent, creativity, curriculum development, and research, and I attended the Global Awareness Galas. The Global Awareness connection helped me balance the social and emotional needs of gifted children with meeting their learning ability and needs and broaden my perspective of other cultures.

As I learned more about the Global Awareness Network, I marveled at the forward thinking of Annemarie Roeper and Dr. Linda Silverman, co-founders of the network. The network was inaugurated in the early 1980s as computers were just entering homes with audio cassettes and floppy cable television had yet to come. Roeper and Silverman, along with others in Global Awareness dedicated to working with gifted children, formally focused on supporting gifted individuals to gain a strong sense of “Self” so they could develop a capacity to understand the perspectives of others empathetically and compassionately, act internationally, conserve natural resources, promote positive social interaction and emerge as leaders and peacemakers. How before the times was the establishment of Global Awareness!

The next time the word “global” grabbed me was in my school connection with technology. As I sought technology standards for students, I came across the International Society for Technology Education (ISTE) standards for teachers and students. Within these standards I found many connections with NAGC Global Awareness. Teachers should “engage students in exploring real-world issues and solving authentic problems using digital tools and resources”, lead in Digital Citizenship for “students to understand human, cultural, and societal issues related to technology and practice legal and ethical behavior”, and “understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices and

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develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools”.

The standards expect students to “develop a cultural understanding and global awareness by engaging with learners of other cultures”, “contribute to project teams to produce original works or solve problems”, and “use multiple processes and diverse perspectives to explore alternative solutions”. The ISTE standards give the responsibility to administrators “to promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration”. More than two decades earlier, NAGC Global Awareness was promoting what are a part of the 2007-2009 ISTE standards!

Connections to global awareness continued to surface. At the 2010 ISTE Conference I connected with Quest Atlantis, a monitored children’s virtual world (ages 9-15) that uses “transformational play” to promote learning and cultural exchange as well as promoting social action. My Quest Atlantis training took place in the virtual world meeting with educators across the nation and globe. The 2013 MidWest Education Technology Conference keynote Lucy Gray shared about the virtual Global Education Conference, a “collaborative, inclusive, world-wide community initiative involving students, educators, and organizations at all levels” designed to “increase opportunities for building education-related connections around the globe while supporting cultural awareness and recognition of diversity”.

The Partnership for 21st Century Skills has a global awareness component promoting using 21st century skills to understand and address global issues, to work collaboratively with individuals represent diverse cultures, and understand other nations and cultures. For a $10 fee, one can take a global awareness test at globalawarenessprofile.com. Universities have global awareness required course work, certification, and societies.

It seems that there are multiple uses for the term, global awareness, but I keep coming back to the full description as stated in the following NAGC Global Awareness Annemarie Roeper Award criteria:

- Prepares gifted learners for an increasingly global world by supporting them as emerging leaders, creators, and peacemakers.
- Develops opportunities for gifted learners to grow personally, act internationally, become stewards of resources, and to appreciate and nurture diversity.
- Provides strategies for gifted individuals to develop intellectual capacity for critical and creative thinking based in understanding the perspectives of others, applying empathy, dealing compassionately, seeking cooperation through consensus, developing civility, citizenship, and by supporting gifted individuals to be contributing members of a global family.
- Equips gifted children with a stronger sense of “Self” that allows them to reach higher levels of spiritual, social and intellectual development to impact an interconnected and synergistic world.
- Helps students understand, learn, and develop a global perspective that accommodates cultural diversity, and recognizes the interdependence among all people, the importance of conserving natural resources, and of promoting positive social action around the world.

ISTE Standards, Global Citizenship, virtual worlds like Quest Atlantis, and the Global Education Conference fit within the mission and vision of NAGC Global Awareness. Hopefully, with NAGC’s new website there will be venues for us regularly to share how we support Global Awareness in our work and continue to connect the term “global awareness” within the NAGC Global Awareness Network.
Thoughts about Global Awareness

from

April DeGennaro, our incoming Chair-Elect

The Global Awareness network emerged from Annemarie Roeper's vision that we are connected globally by our basic humanity. She saw every individual as a complex mixture of emotions, aspirations, talents, and dreams with the potential to make a unique contribution to the world.

The Global Awareness network is a naturally attractive network for today's digitally-savvy, socially-aware, and globally-connected teachers and their students. My goal, as Chair-elect of the Global Awareness network, will be to work closely with Sharon Slodounik to reinvigorate and strengthen the membership of Global Awareness by advocating the vision of Annemarie Roeper as more relevant today than when Global Awareness was created. I will use technology to keep our membership connected and work to provide meaningful face-to-face activities at the annual convention. I envision Global Awareness as the network that supports teachers, counselors, and researchers focused on who not what gifted children want to be.

April Keck DeGennaro, Ph.D. ~ "Dr. D."
Enrichment Teacher ~ Peeples Elementary School
Fayetteville, GA

Global Visions: Summer 2014
Global Visions: Summer 2014

Citizens of the Future World: International Outreach in the Future Problem Solving Program

Globalization affects us all. From average citizens to world leaders, its impact is frequently the subject of discussion. Tomorrow’s leaders - today’s students - will need to address many current global issues and be equipped to tackle issues that haven’t even presented themselves yet. Therefore, we must uncover the extent to which education systems world-wide are preparing students to think beyond national boundaries and to see problems in an international context.

Educationists are ready to talk about the need to achieve the outcome of a global community; therefore, models are required to effectively provide students with the tools needed.

Bridging this gap thus becomes an important aspect of educational programs and curriculum design, and the Future Problem Solving Program International (FPSPI) demonstrates one valid and significant approach. That FPSPI achieves its objectives is clear when participating students provide anecdotal evidence about their experiences and the outcomes that they identify, both in terms of the world of the future, for which they will be responsible, and the world of today. FPSPI’s 2013 Opening Ceremony speaker and alumni, Shefa Sikder, PhD in International Health and Epidemiology outlined how her career as a technical advisor for research at the United States Agency for International Development has been enhanced from her participation in the program. An excerpt of her speech is found at https://www.youtube.com/watch?v=1eNH37XykHA.

For FPSPI to have maximum impact in the shaping of student consciousness of the world as a global community, it is clear that it needs to operate across national boundaries and to allow students themselves to collaborate on pertinent topics within the international network. The number of sustained and new programs in developing areas throughout the program not only shows the way in which a globally minded future generation can be nurtured, but also alerts us to some of the difficulties and issues such outreach itself creates (including strategies for the mentoring programs in new areas, training, financial support, developing relationships among educational decision makers, accommodating regional differences in dates of the school year and grade levels, nomenclature, range of languages for program implementation and feedback).

FPSPI aims to nurture global awareness not only through inviting participants to vote in the selection of topics for study, but also through the students’ realization that the challenges they are addressing are also being studied by students in many different countries. While their main opportunities for personal contact and interchange with these other students occur in regional and at the annual International Conference, the infusion of global communication via technology has provided interaction among students from various countries. This global interaction promotes the sense of common enterprise and the value of internationally shared thinking.

Dr. E. Paul Torrance designed Future Problem Solving in 1974 to stimulate critical and creative thinking skills and to encourage students to develop a vision for the future, preparing students for leadership roles – his vision for global awareness was as true then as it is now! Please visit www.fpspi.org for information on how to start FPS in your area.

Global Visions: Summer 2014
Asynchrony: A Poem by Nicole Linn

My girl is that unusual one . . .
The activist, making signs to “save the prairie dogs” at the soon-to-be-developed field
Reading the book about the Civil War, crying throughout dinner
Over those who perished in the war, unable to take a bite.

Who is able to meet adults, professionals,
And have eloquent discussions with them
Yet is too nervous to leave the house to meet a group of girls her own age.
Who blurts out a passage of a book that she has memorized
Because she is not certain of what to say,
And wants to be part of the conversation
Who answers big questions with good vocabulary
While her face is dripping with the water of melted ice,
Because she loves how it feels on her face
Whose hands are cracking, dry, because she hates the feel of lotion
Who flaps like a bird and stomps her feet when she gets excited
Quirks others don’t understand . . .
The excitement that comes from reading the best part of the book
Saving an animal from harm
Finishing the math problems without help
Writing a story
Seeing something beautiful
Christina Rossetti
Abraham Lincoln
Ghost stories
Watching documentaries about anything prehistoric.
The solar system. The human body.

Who loves anatomy and practices cutting with a scalpel,
Dreaming of her future career as a surgeon
Who can tell me the species of
And intricate details about almost any bug or bird we meet
Who is teaching her little sister how to read and spell
Who can learn just about any new skill in five minutes.
Ten, if it’s difficult.

Who wakes up in the night, crying because her pajamas no longer feel “right”
Who feels the most miniscule rock in her shoe, or chair, or anything she has to touch
Who asks me to put my hand on her lungs to confirm she is still breathing while she sleeps
Who senses my stressful mood before I do, and expresses my emotions before I realize them
Who expects lifelong friendship and connection after playing with a stranger for five minutes.
And is heartbroken when that is not the case.

Who speaks of life and death and the existential beyond
With the understanding of a philosopher
Who remembers events and details about everything more fully than I can ever hope to.
Who loves to learn like a bird loves to fly
And fly she will, someday.

For now, she will swing on the pendulum,
The intensity of the sun
The feelings of a 5-year-old
With the intuition of an adult
The reasoning of a sage
With the tantrums of a child
And an open heart, naive and vulnerable
To everything and everyone around her.
The International Group for Mathematical Creativity and Giftedness (MCG) biennial conference was held on the University of Denver campus in Denver, Colorado, July 28 – 30, 2014. This was their first ever conference in the Western Hemisphere, and all reports are that it was also one of the most successful. Several NAGC members were an active part of this success. To name just a few, Ellen Honeck was instrumental in all the early planning, Norma Hafenstein, Director of the Institute for the Development of Gifted Education hosted the conference, and Christie Bruns, also of the Institute coordinated all the publicity and marketing. Scott Chamberlin, Chair of the NAGC STEM Network, Eric Mann, STEM Network Chair-elect, and Linda Sheffield, Past chair of the STEM Network, all served on the program committee and gave talks at the conference. Sheffield, who gave one of the keynote addresses is also vice-president of MCG and chaired the program committee.

Janet Tassell was co-chair of the symposium on the use of technology to develop mathematical creativity and giftedness and Vince Matsko led a very engaging competition for all the participants who also had opportunities to hear speakers from Singapore, Japan, Korea, Israel, Russia, Canada, Saudi Arabia, the United Kingdom, Germany, Australia, Lithuania, South Africa, Romania and the US. The conference was highlighted by an outstanding keynote address by the MCG President, Roza Leikin. Eric Mann spoke for many of the participants when he noted on the STEM listserv, “One of the best conferences I've been to in quite some time.”

If you didn't get a chance to attend the conference, you can get a copy of the conference proceedings on the IGMCG website at http://www.igmcg.org/ While on the website check out the newsletters and consider joining the group - its free!” and Scott Chamberlin responded, “I second that comment. MCG is one to keep on your radar as an awesome conference for a whole host of reasons...mainly top notch scholars that are passionate about mathematics education.”

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What is MCG all about?

Since first meeting in Muenster, Germany in 1999, MCG has been a professional society designed to support and promote mathematical creativity and giftedness in students of all ages and backgrounds. MCG is an Affiliate Organization of the International Commission on Mathematical Instruction (http://www.mathunion.org/icmi/about-icmi/overview-of-icmi/), with a specific purpose of bringing together mathematics educators, mathematicians, researchers, and others who are interested in nurturing and supporting the development of mathematical creativity and the realization of mathematical promise and mathematical giftedness, promoting the improvement of teaching and learning mathematics, and widening students’ abilities to apply mathematical knowledge in innovative and creative ways. Interested individuals from around the globe are invited to join MCG. Membership is free, and you can find a membership form and all the information at http://www.igmcg.org/.

As Eric Mann noted, the proceedings from the Denver conference are online and contain a host of outstanding articles from all the presenters. There are also some excellent newsletters and proceedings from previous conferences there as well as links to outstanding annotated international reference lists of books and articles with problems, puzzles, activities, and research concerning mathematical creativity and giftedness.

Looking Ahead: Conference Details for 2015 Conference

Whether or not you were able to attend the conference in Denver, we hope you will join us for the ninth International Mathematical Creativity and Giftedness Conference to be held in Sinaia, Romania June 25 – 28, 2015. Details about the conference: program, registration, call for papers, deadlines, etc., can be found on the conference website at (http://mcg-9.net/). Note that the research, project and symposia papers along with the proposals to speak at the conference are due no later than Dec. 10, 2014, or Feb. 1, 2015.
At the last NAGC gathering, I joined the gaggle of conference attendees, and headed to the exhibit hall to explore all of the exciting new materials and books. Like a kid in a candy shop, I was dazzled with the array of offerings. Soon, I was lugging around a plethora of purchases, including numerous flyers and free-bees. As I packed to go home, I thought, would I have regrets? Furthermore, how was I going to get this additional “stuff” on the plane? Well, I hit the jackpot. Here are two of my favorite purchases that embody global awareness and 21st Century Skills.

After sharing my finds with teachers and administrators at my school, these books never had a chance to gather dust on my resource shelf.

1. **THE COMPLETE GUIDE TO SERVICE LEARNING**

_Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum and Social action._ By Catherine Berger Kaye *(new and updated)*

FOR SCHOOL DISTRICTS, CLASSROOM TEACHERS, PRIVATE SCHOOLS AND HOMESCHOOLING

From Free Spirit Publishing

Catherine Berger Kaye’s updated service learning guide is brilliant. Kaye's succinct description on the back of the book perfectly states: _The manual is a blueprint for service learning_. The highlights include: Integration of K-12 Service-Learning, Standard for Quality practice, 13 thematic chapters, as well as ideas for incorporating global literacy and field tested activities. While many schools around the world have meaningful service projects, this book provides an outstanding framework that can be infused into the curriculum of an entire district, a private school or a home school setting. Students who experience service-learning curriculum and projects, will no doubt become better stewards of their own community-and of the world.

My Personal experience in using this book at Brownell Talbot College Prep PK-12 School: Last August before school started, our teacher’s workshop included an all-staff service community project. While all classes in our JK-12 campus have participated in service projects, we had not coordinated or mapped out the numerous activities. When I brought the _GUIDE to SERVICE LEARNING_ back from the 2013 NAGC conference, the book was put into immediate use. In addition to the rich activities, the service-learning guide was beneficial in providing organization and clarity in our PK through 12 strategic planning.

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2. **BUILDING CHARACTER with TRUE STORIES from NATURE**

By Barbara A. Lewis

From: Free Spirit Publishing

Character building analogies ~ Lessons for teachers of: high ability, twice exceptional, whole classroom, small groups and special needs

Lewis’s creative approach in using analogies from nature to build positive character traits is a treasure. Her twenty-five different animal stories are intriguing and fun. For example, the lesson on AMAZING ELEPHANTS explores the following key character traits: friendship, caring, tolerance, acceptance, peacefulness and respect. The analogy lessons provide opportunities for challenging discussions on everything from bullying to worldwide crisis issues.

As a High Ability-Reading Specialist, this book is my personal favorite. My resource room provided the following services: reading/gifted resources, benchmarking, enrichment and support classes for individuals, small groups or whole classrooms. The lessons are also ideal for twice exceptional children.

Time constrictions and flexibility were important factors in my position. With this brilliantly written book, I could quickly develop challenging and fascinating lessons that included thematic literature selections. For example, with the CURIOUS CAT analogy lesson, I added fiction and nonfiction cat books, Ipad research projects on the origin and kinds of cats, idioms, and riddles as well as the use of Humane Society speakers.

I love this book because it allowed me to adapt last minute requests in restricted time frames. The best part is that students love these lessons. The bonus to this manual is the included DVD. You not only get a great introductory analogy lesson, but 75 reproducible resources. Thank you Barbara Lewis for your amazing book.
It is my distinct pleasure to nominate Dr. Linda Kreger Silverman for the First Annual Annemarie Roeper Global Awareness Award. Annemarie Roeper believed that gifted children require our support to both self-actualize and learn how to become interdependent sources of constructive change in their communities. Preparing them for this role requires an education that honors and respects the self, challenges the mind, teaches children about their world, and prepares them for the ethical decisions they may face. The school must foster the psychological understanding and awareness of gifted youth in an environment that is non-hierarchical and respectful of the child.

For 55 years, the “life’s work” of Linda Silverman has centered on helping others understand the inner world and psychological needs of the gifted. She has been a passionate advocate for gifted children and their families. Since 1979, as a psychologist and Director of the Gifted Development Center (GDC), Silverman has helped over 6,000 families identify gifted and twice-exceptional students, understand their psychological and learning needs, and navigate educational decisions and advocacy. Recognition and identification of these children has made a difference in their lives and brought them hope. The center often recommends in its reports that gifted children read Barbara Lewis’ books on children who have made a difference in the world. GDC welcomes clients from around the world, especially gifted children with unusual needs: the twice-exceptional and exceptionally/profoundly gifted children. Silverman’s background in both Educational Psychology and Special Education has always brought twice-exceptional children to the GDC. There they receive careful assessment and recommendations to first support their gifts, while secondarily accommodating their weaknesses. Much of Silverman’s recent work has been dedicated to issues regarding assessment and identification of twice-exceptional students and why they are being missed with current laws. To foster the psychological health of families with very highly gifted children, Linda Silverman created POGO (Parents of Gifted Offspring), a support group for parents, and later began PG Retreat, an annual get-together for families and children. PG Retreat parents have now expanded these annual retreats to two sites in Colorado.

The Gifted Development Center and Visual-Spatial Resource are now services of The Institute for the Study of Advanced Development (ISAD)—a nonprofit research corporation with an international advisory board that Linda Silverman helped to create. ISAD directs its interests toward the study of giftedness, advanced development, and undeveloped potential in women. She also founded Advanced Development Journal, the official publication of the Institute, which serves the worldwide community with theoretical expositions, case studies of moral exemplars, research, therapeutic applications, poetry and essays on advanced human development. Unlike the traditional view of adult giftedness as high levels of productivity and creativity, ISAD’s view of advanced development in adults is more subtle: it involves the deepening of the personality, strengthening of one’s values, broadening of one’s scope of responsibility, consciousness of the meaning of one’s existence, striving toward self-perfection, concern for others and commitment to service. ISAD extends Annemarie Roeper’s hopes for gifted children to adults and the very real dilemmas they face.

Roeper and Silverman share many accomplishments in our field. They were among the founding members of the Columbus Group that presented a new definition of giftedness as qualitatively different awareness and development. Linda Silverman has taken this perspective all over the world. She keynoted the World Council Congress in Hong Kong in 1995, which had, as its theme, a section of the Columbus Group definition of giftedness as asynchronous development. Australia and New Zealand have adopted asynchrony as a basic principle in gifted education. (See Linda Silverman’s curriculum vitae.)

Annemarie Roeper, Linda Silverman and Constance Shannon Smith began the Global Awareness Network together because they shared the belief that ethical development of the gifted was the most important goal of their education. They envisioned this network...
transcending organizational boundaries and bringing together NAGC, the World Council for Gifted and Talented Children and The Association for the Gifted in a common mission.

In 1987, with the support of Harry Passow, Roeper and Silverman were successful in getting a resolution passed at the World Council for Gifted and Talented to infuse global, ethical awareness into the mission of the organization. They created Global Visions Newsletter as a forum for ethically minded educators to share their curricula and resources with each other.

Linda Silverman has been a devotee of Dabrowski's Theory since 1979, as it provides an inspirational framework for personal development to higher levels of compassion and service. She has contributed three books to the field: Giftedness 101, Upside-Down Brilliance: The Visual-Spatial Learner, and Counseling the Gifted and Talented. Global awareness is a common theme in all of these books. Counseling the Gifted and Talented ends with a section on moral leadership and a list of activities to enhance the development of moral leaders—seeding ethical considerations into the school curriculum.

Silverman founded Understanding Our Gifted, with a focus on the inner development of gifted children. She solicited Roeper's often quoted article, “Empathy, Ethics, and Global Education,” assisted her in writing it, and published it in Understanding Our Gifted. In this article, Annemarie Roeper (1989) wrote:

The gifted are global thinkers and are apt to see the whole before they concern themselves with the details. The gifted are complex thinkers and are better able than others to discern the intricacies of interdependence. They are concept-oriented and have an enormous desire to make sense of this world, to master it, and to make an impact on it. They are also research-minded—they want to find out because of their inner need for intellectual and emotional order. They are interested in the past and are very concerned with the future.

All of these characteristics lead them toward the concept of interdependence. It is now up to us to open the door for them and help them make sense of these concepts. The gifted are our hope for the future. They are our hope for the future. They are our hope for the discovery and development of the laws of interdependence, which will enable them to lead this world toward a better future.

Linda Silverman has worked tirelessly to disseminate Annemarie Roeper's ideals. Between 1988 and 2012, Silverman did 23 presentations and publications on the work of Roeper, 21 with Roeper herself and 2 following her passing. Among the topics presented were the following:

- Morality, ethics and gifted minds
- Passions and priorities: What highly gifted children want us to respect.
- Honoring both sides of the gifted self
- A child shall lead them: Children for nonviolence
- Emotional and intellectual assessment of the gifted
- The impact of world conflict on gifted children
- Potential for higher moral development: An unfulfilled promise?
- How can the world community educate for self-actualization and interdependence?
- Global empathy
- Building bridges to global awareness.

Linda Silverman nominated Annemarie Roeper to receive the President's Award at NAGC. In her nomination letter Silverman wrote:

Annemarie advocates that we infuse curriculum for the gifted with a focus on ethics, helping students grapple with the following questions:

1. “Should decisions be made on the basis of personal goals?

2. When does obedience stop being

~ Continued on next page
3. Is the majority always ethically right?
4. Is team spirit always the final deciding factor?
5. What is loyalty? Is it always ethically right?
6. Does the end justify the means?
7. On what principles do we base our decisions?
8. How do we make our decisions?
9. Do we look at problems from all sides?” (Roeper, 1987)

Linda Silverman is the rightful choice to inaugurate this award. As she once said, “I guess that my greatest contribution to Global Awareness was assisting Annemarie actualize her vision.”

This letter was written by Bobbie Gilman in support of her joining with Dr. Silvia Rimm in nominating Dr. Linda Silverman for the Annemarie Roeper Global Awareness Award.

Some websites of interest . . .

In an emotionally charged talk, MacArthur-winning activist Majora Carter details her fight for environmental justice in the South Bronx — and shows how minority neighborhoods suffer most from flawed urban policy: http://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal.html


DoSomething.org is one of the largest organizations for young people and social change. Their 2.6 million members tackle campaigns that impact every cause, from poverty to violence to the environment to literally everything else. Any cause, anytime, anywhere: http://www.dosomething.org/

Report from the Children & Nature Network on efforts of their Natural Leaders Network to get diverse youth outdoors and provide opportunities to connect to each other and nature: http://www.childrenandnature.org/blog/2013/01/23/millennials-on-the-rise-a-natural-leaders-call-to-action/
Mission
The mission of the Global Awareness Network is to respond to the concerns of the gifted and talented about the future and the world they live in by giving them opportunities to grow in understanding of different cultures and global interdependence and by providing them with the tools and experience to participate in the shaping of their destinies. Therefore we are concerned with the following global issues:

- Cooperative sharing of resources
- Nonviolent conflict resolution
- Technological abilities to create and destroy, and
- Living in a harmonious state with the environment

Our Goals
- To serve as a source of information and inspiration regarding global issues that impact gifted education and all the children in the world.
- To serve the psychological needs of gifted and talented children by creating avenues that generate hope and enable active involvement in constructive change.
- To enable educators to infuse the learning environment for the gifted and talented with global issues.
- To explore, develop, and disseminate curricular materials and methodologies for integrating ethical considerations into curricula for the gifted and talented.
- To collect, develop and disseminate global issues-related materials and curricula for use in classes for the gifted and talented.
- To serve as a network among organizations for the gifted and talented and to link with global-awareness communities of other organizations.
- To provide opportunities for educators of the gifted and talented to act upon their commitment to global cooperation in their professional lives.

Our Focus
Helping students understand and learn about:

- A global perspective
- Cultural diversity
- An attitude of interdependence among all people
- Conserving natural resources
- Positive social action around the world

Wanted: Your Items for Our Newsletter!

Global Visions needs your contributions! Do you have a story to tell about your efforts to encourage gifted students and guide them toward greater global awareness? Have you been implementing aspects of global awareness in your professional or personal life? Do you know of students who are making positive contributions to our world? We need you to send in articles, ideas, photos, poetry, artwork, information about relevant programs, websites, or print materials …. whatever you think other members of the Global Awareness Network would find interesting. Please send your submissions to: Dr. Ellen D. Fiedler, Global Visions Editor, ellenfiedler@comcast.net

Global Awareness Network Leadership

Anne Beneventi, Chair
Patty Gatto-Walden, Immediate Past Chair
Sharon Slodounik, Chair Elect
Barbara Mitchell Hutton, Convention Program Co-Chair
Kelly Parks, Convention Program Co-Chair
Ellen D. Fiedler, Newsletter Editor