

# GLOBAL VISIONS

A Publication of the Global Awareness Division  
of the National Association for Gifted Children

Fall 2005



## BEHIND A TREE

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A tree is not only a simple tree,  
It also help us much, everybody see.  
I will always be at your side,  
And you will be always in my mind.

Oh tree you are mine,  
Everything on you had a sign,  
You're roots that is so firmied,  
Even myself can confirmed.

You have so many reasons to live,  
And need a reward to receive.  
With your tender loving care,  
That makes the world feel better.

Oh tree give me power,  
To make this world proper,  
And let the children have opportunity,  
To touch and see you all day.

## GLOBAL AWARENESS DIVISION MISSION

The mission of the Global Awareness Division 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.

## THE GLOBAL EDUCATION OF GIFTED STUDENTS

Wemwega!

In Kikuyu, a dialect spoken in Kenya, "Wemwega" means "Hello." I learned this word from my Kenyan roommate in high school. I had the extraordinary good fortune to attend two very different high schools, both of which emphasized multiculturalism, global stewardship, and global awareness. Max and Gertrude Bondy, the parents of Annemarie Roeper, one of the founders of the Global Awareness Division, started Windsor Mountain School (now defunct). (In Salt Lake City, at the last NAGC conference, the Global Awareness Division showed a film about the history of this school documenting its beginnings in Europe, clashes with Nazis, and migration from Germany, first to Switzerland, then to the United States.) My teachers were from Europe, the Middle East, and Africa, as well as from the United States. The student body was diverse, too. A number of international students, like my roommate, attended the school, and there was a reasonably large proportion of scholarship students. Mostly these were members of minority groups from economically disadvantaged areas such as Harlem and Roxbury.

I transferred to Verde Valley School, a small school in Arizona founded by Hamilton Warren, a student of anthropology. His goal, in part, was to create a school with an anthropological orientation that promoted cross-cultural exchange and communication. Here, I was exposed to international students as well as Native and Mexican American students. On school field trips, students sometimes lived for weeks with families on Native American reservations or in Mexico. We studied cultural histories, cultural issues, and artifacts. One year, I went on a trip the Pacific Northwest to study totem poles. Such opportunities provided students with incomparable experiential learning situations that broadened their insight into other cultures, promoted a sense of social justice, and seeded global awareness.

Gifted children, I believe, are particularly suited for these sorts of experiences. They seem to be more interested than usual in "big picture" issues (Hollingworth, 1942; von Karolyi, in press; 2001). They are sensitive to global concerns and "problems besetting society" (Martinson, 1961, p.79-80) such as world peace (Strang, 1956). They may "get caught up in issues and causes that other students do not see" (Ford, 1989, p. 134). Ramaseshan (1957) found level of gifted associated with global awareness and that the children he studied who were the most gifted had "the greatest interest for international understanding, humanity, ethics, and philosophy" (p.90). Multicultural education is of value to all Americans, as we adapt to an increasingly multicultural environment and an ever-shrinking world. And many gifted children seem to be especially inclined to learn about other cultures.

In this issue of Global Visions, you will find two lovely poems evidencing global awareness and written by young gifted students in the Philippines. Thank you so much, Hannah and Laika! Thanks to a group of Stanton Middle School 8th Grade students, you will also find an example of interest in multiculturalism and learn about these students' efforts to raise their communities awareness about opportunities for interaction with another culture. Monita Leavitt describes the methods and challenges teachers face identifying gifted students in Lithuania. Pat Brakeley gives us practical tips for teaching global education. Thank you, Monita and Pat. In the resources section, you will find reference to some articles that will help inform teachers and counselors about multiculturalism and for young children a website about peace.

If I had not had the good fortune to receive scholarships that allowed me to attend Windsor Mountain and Verde Valley schools, perhaps I would not be involved in the Global Awareness Division, nor as concerned that we raise global awareness. I don't know... But certainly I draw upon these experiences when

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*Editor's Note: The following article was written by 8th graders.*

## A COMMUNITY PROBLEM SOLVING PROJECT:

Stanton Middle School 8th Grader Students

*The SOS project was developed by students participating in the Future Problem Solving Community Problem Solving Program and Use the Giraffe Heroes Project Curriculum ("Stick out your neck and make a difference") and facilitated by Kathy Frazier.*

We are 8th grade students from Stanton Middle School in Kent, Ohio. We would like to share a project we created last year called S.O.S. (Sisters Over Seas).

We started our project when we found out that our community had a sister city in Dudince, Slovakia. We were very surprised about the Sister City Program because we knew nothing about it. We conducted a survey at our school and found out that 95% of the students had no prior knowledge of the Kent Sister City Project.

"We need to find ways to let more people know about the Sister City Program," Mr. Bachna, the president of the Sister City Program, stated. "If they don't even know about it, how can they become involved?" The Mayor of Kent, Ohio, John Fender, felt it would be a great loss to our community if this program is unsuccessful.

Why not involve the youth of Kent, we thought:

### Best Solution Action Plan

We will create S.O.S. (Sisters Over Seas). This title also represents the need for action to Save Our Sister City given low level of awareness of or participation in the project.

The S.O.S. project will target youth in Kent and raise the level of awareness by educating the students about the sister city project. More kids will become involved in the project because we are reaching out to different age groups across our city and providing opportunities for involvement through the elementary and middle schools.

### Project Implementation

Our first decision for the our S.O.S. Project was to

**OUR GOAL: IN WHAT WAYS MIGHT WE RAISE THE LEVEL OF AWARENESS ABOUT THE SISTER CITY PROJECT WITH THE YOUTH OF KENT SO THAT MORE KIDS WILL BECOME INVOLVED IN THE PROJECT IN 2005 AND BEYOND.**

Our research showed that Kent's Sister City Program had the following goals:

1. Developing municipal partnerships and a means of communication between U.S. cities and other countries.
2. Creating cultural exploring and communing opportunities for city officials and citizens.
3. Creating stimulating environments in which communities can creatively learn and work together to solve problems through cultural, educational, municipal, business, professional, and technical exchanges and projects.

try to initiate communication with the students in our sister city, Dudince, by establishing the Pen Pal Program, as proposed to us in a letter from Mr. Steinbrecker, the city manager. He provided the name of a contact teacher at the middle school in Dudince: Gabriella. Our entire class composed an e-mail in which we translated some simple English phrases to Slovakian. We are lucky to have Laura in our class because she speaks Hungarian fluently and the languages are similar. We waited in anticipation and checked our e-mail everyday. Our enthusiasm turned to disappointment when despite



our attempts to e-mail Gabriella, the teacher in Dudince, our e-mails were returned as “undeliverable.” We contacted Mr. Bachna to ask for help. He said he would try to contact the head master of the school to see what could be done.

Our “techi” group, which included Alex, Mark, Max, Nic, and Zack, began work on a website. This involved identifying a program to use to create the site, researching, developing what would be on the site, and finding suitable links.

“I THINK THIS PROJECT ENABLED ME TO THINK ABOUT DIFFERENT CULTURAL BACKGROUNDS.”—NATHANIEL AUSTIN-POWELL (8TH GRADER)

“DURING THIS PROJECT I’VE LEARNED THAT PEOPLE IN OTHER COUNTRIES AREN’T REALLY VERY DIFFERENT FROM US.”—JULIE

As our timeline ticked away, we decided to focus on other areas of the project. We divided our group into projects by interest. One group began the *Trading Spaces* book and the *A Day in the Life* video projects. We wanted our products to look professional, so we brainstormed ideas. The *A Day in the Life* group created a storyboard and then contacted teachers to schedule the filming in classrooms. Teachers were enthusiastic about our idea. The next class session we began filming.

The *Trading Spaces* group decided on a format to use and then began to write the book using computers. At first the pages looked a little boring so we decided to add clip art and borders. That did the trick! We needed to create a creative cover. We wanted it to show students from, and symbolically represent both cultures. We chose two cartoon characters of kids shaking hands. We added the flags of each country by the characters.

### Accomplishments

The students involved in the S.O.S project accomplished a great deal. We successfully completed the *Trading Spaces* book for middle school students, the *Day in the Life of a Middle School Student* video, and an *Animals of Slovakia* coloring book. We also established a web site, a blog, and a pen pal program.

The *Animals of Slovakia* coloring book was mainly designed to help younger students be involved in the project. The *Trading Spaces* book combines different aspects of two different cultures’ children. While working on the pen pal program everyone in our class was assigned to e-mail a pen pal in Slovakia who would, hopefully, write back. The main accomplishments of this project was it helped to develop relationships between the students involved with the S.O.S project with students of the same age in Slovakia. The web page that our team created will help to educate people on a large scale basis about the Sister City Program.

“IT RAISES YOUR INTELLIGENCE WHEN YOU UNDERSTAND MORE ABOUT THE DIFFERENT CUSTOMS AND CULTURES AROUND YOU.”—LAURA JAKLI (8TH GRADER)

“BY PARTICIPATING WITH EACH OTHER DURING THIS PROJECT, I’VE HEIGHTENED MY COOPERATION SKILLS TO WORK WITH OTHER STUDENTS.”—HANNAH KESTER (8TH GRADER)

## Student Reflections on the S.O.S Project

“The Sister City Project is important because it allows you to learn about different cultures and places. It lets you know that while you are different from people in other countries you also have similarities. The Sister City Project will benefit youth in our city by giving them more knowledge of places that seemed far away. During this project I’ve learned that people in other countries aren’t really very different from us.”—**Julie Rickard**

“The S.O.S program is important because it gives you a chance to learn about your world and things around you. It raises your intelligence when you understand more about the different customs and cultures around you. The Sister City Project will benefit youth in our city by giving them facts on other places in the world. They’ll also increase their cultural and see other ways of life. During this project I’ve learned many interesting facts about Dudince.”—**Laura Jakli**

“The Sister City Program is important because by learning about cities/countries around the world, you can become more knowledgeable about cultures other than your own. I also think it’s important because you get a chance to interact with kids who are different from you, not just the kids who you see everyday. It really helps you learn about what it’s like living in a different country. The Sister City will benefit youth in our city by increasing their awareness of other places besides the U.S. It will teach them different ways of living, and maybe change their thinking about foreign countries, and how to live life. From this project I’ve learned a lot about the Slovakian culture, and what it’s like to live in a Slovak city. I’ve also learned that kids there are like us in many ways.”—**Emily Hook**

“I think our program is important because it really creates awareness of our Sister City and really broadens our horizons towards other peoples’ cultures. I think that the youth will benefit from this project because by educating and familiarizing other people, particularly youth, with the culture or ‘ways’ of other, different people, I think the youth in our city will be much more accepting and open to other multi-cultural people. By participating with each other during this project, I’ve heightened my cooperation skills to work with other students.”

—**Hannah Kester**

*About the Author:* Kathy Frazier is the teacher at Stanton Middle School who facilitated this project.

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*Editor’s Note:* The following poem and the poem on the first page were both written by young gifted students attending school in the Phiippines.

## IF THIS IS WHAT YOU WANT

By Hannah Ysobel M. Palima  
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If we want to gaze at a clear blue sky  
If we want to set our eyes on fresh, green hills  
If we want cool, dewy mornings  
It’s not impossible, if this is what we want.

If we want to see fluffy clouds so white  
If we want to see a star-dotted night sky  
If we want to hear the echo of the birds chirping  
It might not be too late, if this is what we want.

If we want a taste of freedom for creatures in the sea  
If we want a safe, undisturbed home for them  
If we want to keep their families together  
It is sometimes wise to leave them alone, if this is what we want.

If we want a refreshing breeze blowing against our skin  
If we want a crisp fragrance in the air  
If we want to feel clean inside and out  
It’s not hopeless to have all these, if this is what we want.

If we want to smell the roses in June  
If we want to see the buttercups in May  
If we want blooms all around us, decorating the open prairies  
We still have a chance, if this is what we want.

Let every seed be given a chance to grow  
Let every tree that falls be replaced  
Let young children be given a chance to know  
That this world is a blessing, it is our home for now.

It’s not impossible, it’s not too late  
It’s not hopeless, we still have a chance  
For a better, beautiful world that is past your dreams  
See it today, live to see it tomorrow.

# THE GLOBAL EDUCATION OF GIFTED STUDENTS

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I am faced with unfamiliar cultural exchanges and ideas. I believe whole-heartedly that multicultural education is one stepping stone to what Hannah Palima calls “a better, beautiful world that is past your dreams” (this issue), and I agree with this 9-year-old that “It’s not impossible, it’s not too late. It’s not hopeless, we still have a chance” (this issue). Out of the mouths of babes...

*Catya von Károlyi, Editor*



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# IDENTIFYING GIFTED PUPILS IN LITHUANIA

## Background

As a republic of the former Soviet Union, Lithuania upheld a centralized education system that reflected the autocratic, authoritarian, and uniform style of all Soviet schools (Budienne, 2001). Teaching and research were separate; subsequently, all curriculum and textbooks were written in Moscow. Teacher-training focused on the communist model of propagating Soviet pedagogy, which was restrictive in theory and practice. Teachers graded subjectively and directed their lessons to pupils of average abilities and to those exhibiting behavior problems. With an emphasis on rote learning and little attention paid to individualism, Lithuanian schools produced passive learners (Budienne, 2001; <http://www.lituanus.org>).

Prior to 1940, identification of gifted pupils in Eastern-European countries did not exist (<http://www.lituanus.org>). In times of independence, the brightest and most gifted Lithuanian pupils studied at special secondary schools called gymnasiums.

## Educational Reform

To serve Lithuanian teachers and maintain a political threshold for the U.S. support of reestablishing Lithuania's independence in 1990, APPLE, the American Professional Partnership for Lithuanian Education, was developed. APPLE, a Lithuanian-American educational, cultural and civic voluntary organization, collaborated with the Ministry of Education and Science to provide the needed in-service education for Lithuanian teachers and to develop a Teacher Center network for the country (<http://www.ibe.unesco.org/International/ICE/ministers/Lithuania.pdf>).

In 2002–2003, Brone Narkeviciene, PhD, a researcher at Kaunas Technological University (KTU), organized a series of six seminars on gifted education at KTU for Lithuanian educators from Kaunas Region. *This was the first initiative of pedagogical teacher training in gifted education in Lithuania.* A former APPLE lecturer and I were invited to present. Working with an interpreter and

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TEACHERS GRADED SUBJECTIVELY AND DIRECTED THEIR LESSONS TO PUPILS OF AVERAGE ABILITIES AND TO THOSE EXHIBITING BEHAVIOR PROBLEMS. WITH AN EMPHASIS ON ROTE LEARNING AND LITTLE ATTENTION PAID TO INDIVIDUALISM, LITHUANIAN SCHOOLS PRODUCED PASSIVE LEARNERS.

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Gymnasiums were highly regarded for meeting the teaching needs of gifted pupils because they provided in-depth, specialized general education and set higher student expectation (<http://www.lituanus.org>).

In March 1990, Lithuania became the first Soviet republic to declare its independence, but did not receive recognition from Moscow until September 1991. The country restructured its economy for integration into Western European institutions and, once more, led the way to join both NATO and the EU in the spring of 2004 (Budienne, 2001; <http://www.cia.gov/cia/publications/factbook/geos/lh.html#Geo>).

## A Time of Change

In 1991, Lithuania adopted the *Law on Education*, which established the basic structure, activities and governing of its education system. This law focused on the values of democracy, humanism, and tolerance to promote individual development in independent decision-making skills and professional expertise (Budienne, 2001). *The Concept of Education Reform in Lithuania*, adopted in 1992, became the country's first post-communist constitution. Its philosophy stated that the result of education, not the educational process, was centrally controlled and provided the fundamental guidelines to implement reform by shaping its governance and educational structure (Budienne, 2001).

translator I delivered a seminar of lectures and teacher training workshops that offered an international perspective on the concept of giftedness. The seminar featured the ideas from Gardner's Theory of Multiple Intelligences, Sternberg's Triarchic Theory of Intelligence, Tomlinson's concept of Differentiation Education, and Renzulli's Three-Ring Concept of Giftedness and Schoolwide Enrichment Model. *Most importantly, the seminar provided an opportunity for Lithuanian educators to form working groups to collaborate on creating an identification model for gifted pupils in their own country.*

## Outcomes

Ninety-two teachers and administrators from 33 schools throughout Kaunas Region participated in the gifted education CPD (Continuing Professional Development). Many schools sent small groups of teachers to ensure the continuance of communication and networking. The working groups crafted a definition and developed a list of characteristics of a gifted pupil in Lithuania:

*A gifted child or teenager has higher than average, intellectual (general and/or special) abilities, is creative, differs from his peers (having the same school environment) in performing tasks in an original and productive way.*

**They may demonstrate:**

1. Logical thinking
2. Quick orientation
3. Good memory
4. Critical thinking
5. Linguistic abilities
6. Creative intellect
7. Special inventiveness
8. High curiosity
9. Self-independence
10. High motivation
11. Social maturity
12. Originality
13. Application of subject concepts
14. Leadership
15. Diligent, task directed behavior
16. Analytical thinking
17. Attentiveness
18. Humor
19. Verbal abilities
20. Non-verbal abilities

Life is a process of change and adaptation (Goodlad, Mantle-Bromley, & Goodlan, 2004). At the conclusion of the seminar, Lithuanian educators returned to their respective schools prepared to share an identification model and information about differentiating the curriculum. Each participant received an official certificate of professional development towards teacher qualifications.

## Conclusions

It was evident from seminar discussions that Kaunas teachers identified gifted pupils by intuition. They were not always confident of the accuracy or consistency of these identifications. Through surveys, it was apparent that a systematic way of identification was needed for teachers to document and validate the identification process. Based upon Renzulli's Schoolwide Enrichment Model, the Model of Identifying Gifted Pupils in Lithuania served to standardize the identification process by including forms to be used by school screening committees to reflect teacher, parent, peer, and self-evaluations.

There have always been teachers who are inspired by their love of learning and children and go beyond regular classroom teaching (Delpit, Gates, Kohl, & Zinn, 1995). Lithuanian teachers already integrate competitions and project work to motivate and interest gifted pupils in their classrooms. They offer leadership opportunities to students whom they consider to be gifted. Teachers try to take advantage of opportunities to do as much as they can for their pupils. This was considered to be difficult, however, without the resource of an organization in gifted education in Lithuania. Teachers

could not readily find out the latest information or materials for teaching gifted pupils.

Clearly, Lithuanian teachers understood that gifted pupils have special needs (including psychological ones) and learning styles. They expressed the importance of having special programs or teachers to address those needs. Teachers requested professional development in the area of differentiated education to provide for all pupils.

At the conclusion of the seminar, a written report was shared at a meeting with the Minister of Education in Kaunas. It noted that teachers from Kaunas Regional schools were very interested in developing the gifts and talents of all pupils in Lithuania and showed much concern in meeting the needs of the gifted. It was argued that in order for teachers to address these needs, a national identification system must receive approval from the Ministry and Department of Education and be implemented in the schools. In addition, it was argued that a national program for teaching the gifted pupils must also be approved and implemented. Professional development training, administrative support, and appropriate funding are extremely crucial for successful implementation. A national gifted organization is a needed resource that would centralize information and materials for teachers, parents, and gifted pupils. In essence, gifted education must be viewed as an equal subject area in the educational system. Consequently, much reform is still needed in the Lithuanian education system today.

## Word of Caution

Lithuania's educational system experiences pedagogical change as it evolves from traditionally structured teacher regulations and a centrally organized curriculum. Schools are challenged to provide for all learners in the classroom, including special needs and gifted pupils. As a new member of the EU, Lithuania now has the opportunity to view how other countries identify and provide for gifted pupils. It can develop an identification model and teaching practices that best meet its particular needs.

Fullan (2001) argues that in order to make a deep reform, schools need to challenge themselves with accountability and incentives. Such challenges present themselves in Lithuania due to a lack of systems in place. Needs still exist for financial support (local and national levels), communications (information disseminated at all levels), CPD in gifted education, curriculum development in gifted education, policy making in gifted education, global initiatives (Lithuanian language needs translators and interpreters), and research in gifted education, including teachers as researchers.

## Success

The hope that the participants from Kaunas Region would share and implement the Model of Identifying

Gifted Pupils in Lithuania came to fruition. By February 2004, a teacher center was established in Kaunas to serve as a network for area schools to collaborate on gifted education. The model was implemented in at least 11 schools throughout the city. During the past summer, Arunas Pliksnys, Director of General Education Department in Vilnius, sanctioned gifted education research work to be done so that a national identification model of gifted pupils could be developed.



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## Links

<http://www.lituanus.org>

<http://www.cia.gov/cia/publications/factbook/geos/lh.html#Geo>

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## UPCOMING GLOBAL VISIONS

SPRING 2006

### Stories of Gifted People with Global Vision

We are seeking **articles, artwork, poetry, and resources** pertaining to **Stories of Gifted People with Global Vision**.

- ✓ Perhaps you know or knew someone who was gifted and whose global vision could inform the thinking of, or might serve as a model for gifted children and adults.
- ✓ Perhaps you have researched the life of a gifted person with a global vision and could write a brief biographic profile.
- ✓ Perhaps you're a parent who would like to share your observations and reflections about your gifted child's understanding of global issues.
- ✓ Perhaps you're a teacher who has developed a lesson plan for teaching students about the life of a famous (or obscure) gifted person with a global vision.
- ✓ Perhaps you have done research in this area or have a theory you would like to share.
- ✓ Perhaps you have some other related idea you would like to propose.

We are looking for articles that are approximately 500 to 1500 words and would like to receive them by April 30, 2006. Please contact us! We want to hear what you have to say! (See the submissions box on the last page for more information.)

# PRACTICAL TIPS FOR TEACHING GLOBAL EDUCATION IN LESS DIVERSE COMMUNITIES

Pat Brackley

You can use these resources for broadening the perspective of students in less diverse, more isolated communities. They look pretty good for more urban and diverse classrooms too!

- The Peace Corp Worldwide Schools website, <http://www.peacecorps.gov/wws/educators/lessons.html>, provides an outstanding curriculum. You can download age-appropriate lesson plans that have been thoughtfully prepared. The lessons are created by people who have an understanding of good curriculum built around "big ideas" and "essential questions," i.e., stuff worth knowing. I especially like the *Building Bridges* information but use the other publications as well—the stories written by Peace Corps workers are outstanding. Also, your class can connect with a Peace Corps volunteer and correspond with him or her throughout the year. You can also find out about local Peace Corps alumni in your area, and those folks are usually willing to talk about their experiences.
- *All the Colors We Are: The Story of How We Get Our Skin Color* is a beautiful book that explains why people have different colored skin. Before I use this as a read aloud, I have all the children put their hands on a table and compare the colors. Then I pour each a glass of milk and add chocolate syrup in a variety of amounts. The children try to name the colors of the milk and line them up from lightest to darkest. This is such a wonderful way to show children that we aren't just black or white.
- When I introduce the concept of culture, I like the children to understand that culture is only one way to group people. So I group them by gender, height, hair color, favorite sport, etc. Then I group them by those who know the pledge of allegiance, those who shake their head up and down when they mean "yes," those who believe that being on time is important, those who go to school in a building, those who sleep in a bed at night, and those who have eaten chicken strips. Then I explain that I've grouped them by the features of their American culture.
- After Halloween, I have the students write a letter as if they were an African child who had just come to our community. My intent is to have the children see that many of our customs and traditions might seem very unusual to another culture.
- When I travel to another country, I try to pick up many inexpensive artifacts. Each week my students see an artifact and get to ask questions about where I went. This helps them develop efficient questioning techniques and reinforces the idea that what we own is related to our cultural needs and values.
- We often play *what if?* What if we no longer had the mountains in our state? How would that change our culture? What if it no longer snowed? What if we didn't live in a dry climate? What if many families from China immigrated to our community? What if Yellowstone disappeared? What if all the oil wells dried up? What if there was no more coal to mine? Children begin to see what shapes our culture and how cultures change.
- I introduce the concept of cultural relativism and ethnocentrism. Throughout the year I ask the children to catch me being ethnocentric. So I intentionally say things like "Those people from England drive on the wrong side of the road," and "Why do Mayans wear such weird clothes?" The children love catching their teacher doing the wrong thing, and this reinforces the concepts I'm trying to share.
- Throughout the year the students develop a list of cultural universals—things that all people do. I write down everything they say, and often our list changes as we learn more about cultures. Ann Morris' (1989) *Around the World* series of books like *Bread, Bread, Bread and Families* support this activity.
- On Columbus Day, I read *Coming to America* by Maestro. This book explains the crossing of the land bridge and the arrival of Americans before Columbus set foot on the continent. Maestro provides a great summary of immigration. Children learn that we are all immigrants. We follow this with a short reader's theater that I adapted from *If Your Name Was Changed At Ellis Island*, and we use the children's names in the reading as if they were there. Later we discuss problems of immigration in our country, and I ask each of them to develop their own immigration laws.
- You can order two wonderful and FREE videos from Teaching Tolerance, [http://www.tolerance.org/teach/resources/mighty\\_times.jsp](http://www.tolerance.org/teach/resources/mighty_times.jsp). *Mighty Times* tells the story of Rosa Park and the Montgomery bus boycott and shows children

the effects of prejudice and discrimination and how one person can make a difference. *The Children's March* is equally as powerful and explains how young people helped stop segregation in 1963. This organization offers a wealth of other materials and lesson plans—all for free.

- One of the most powerful lessons I have facilitated was a hunger banquet. I received the materials from Oxfam, [http://www.hungerbanquet.org/page.php?id=about\\_vhb](http://www.hungerbanquet.org/page.php?id=about_vhb). Children are randomly assigned a role. Fifteen percent are part of the people of the world who have a good income, and these kids get all the pizza and pop they want; 25% of the children are in the middle income, and they eat rice and beans; and 60% of the children receive a bit of rice and water because they are like millions of people throughout the world who live in poverty. After the banquet we discussed how they felt, and how poverty affects a culture and the world as a whole.
- Using *Motel of the Mysteries* is a fun way to show children that archaeologists must not base their decisions on assumptions or guesses. This book is a spoof on archaeology where explorers of the future find the buried ruins of an American motel and mistakenly identify the artifacts they find. (The toilet seat is assumed to be a sacred religious headdress.)

After we share some of the pictures and text, the students are given typical artifacts and make their own bad predictions of their significance to our culture.



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## RESOURCES

### Selected Website Resources for Helping Global Kids

Here's a website that may help young gifted children think about and express their concepts of peace: <http://starbulletin.com/2005/08/22/features/story5.html> —Provided by Cindy Luebbers

Here are some additional resources for teachers:

- Ford, D.Y., Grantham, T.C., & Harris, J. J. (1996) Multicultural gifted education: a wakeup call to the profession *Roeper Review*, 19. 72-78.
- Kitano, M.K., & Pedersen, K.S.(2002). Action research and practical inquiry: Multicultural content integration in gifted education: Lessons from the field. *Journal for the Education of the Gifted* 25(3), 269-289. Retrieved October 10, 2005 from WilsonWeb database.
- Ndura, E., (2003). A multicultural education instructor's reflective self-analysis: Facing the challenge of teaching and learning. *Multicultural Education*, 11(2), 42-5. Retrieved October 10, 2005 from WilsonWeb database.
- Roberts, G.W., Bell, L. A. & Salend, S. J.. (1991). Negotiating change for multicultural education: A consultation model. *Journal of Educational & Psychological Consultation*, 2(4), 323-343. Retrieved, October 10, 2005 from EBSCOhost database.

This article provides the *American Psychological Association's* guidelines for multicultural practices for counselors and psychologists:

- American Psychological Association (2003) Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. *American Psychologist*, 58(5), 377-402. Retrieved, October 10, 2005 from PsycARTICLES database.

# GLOBAL VISIONS

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