

GLOBAL VISIONS

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

Spring 2005

HELPING GIFTED CHILDREN COPE WITH GLOBAL DISASTERS

Reaching In, Reaching Out: Helping Gifted Children Cope with Disasters like the Tsunami

Each time I return to New England, I renew my acquaintance with the Atlantic. It's a cold ocean with diminutive shore waves compared to larger oceans. As a child, it would invite me to run to visit new things that could be explored in the warmer pools left by low tide. There I'd find those bizarre wiggly things, swimming and crawling, withdrawing barnacles, squirting sea cucumbers, and the strangely formed vegetation (the inspiration for bubble pack?). Yes, the sea calls children: Children seeking discovery. Children roused by just the sorts of curiosities we smile at, try to nurture, and are driven to desperation by in our gifted children. Children chasing a receding tide searching for sustenance and discovery and finding, instead, the seduction-come-destruction of the Indonesian Tsunami's ebb and surge.

The theme for this issue is helping gifted children, and those that care for them, cope with disasters such as the 2004 Tsunami. In this issue, thanks to Michelle Lane, we learn about children's need for technical information, and their connectedness and empathy with others. Thanks to Sarah-Jane Romano, we hear gifted girls' fears and worries, and the strength and resilience fostered by providing gifted children interaction with each other in the face of tragedy. Thanks to Wenda Sheard, through Nina's Poem, we feel the pain of the children of the Indonesian Tsunami as *experienced* by a gifted teenager living miles away in China. Thanks to Maddie Wallach and SaraBeth Huntley, we discover a variety of perceptive and practical techniques for coping with tragedies such as the Tsunami.

Taken together, themes emerge in these writings: Though separated by miles and experiences, we are all connected. We need truthful and age appropriate information to help us wrap our minds around what has occurred and to evaluate personal risk. We need strategies to help us cope with disaster and to reduce danger to ourselves and others. We need to reach in to find our understandings, pain, fear, and the strength to deal with disasters. We need to reach out to help others cope with disaster and, thus, help ourselves. We need to listen to the voices of our individual children and be led by them in terms of responding appropriately to their specific needs to understand and to feel and give comfort. We also need to listen to their voices and be led by them in terms of responding appropriately to our global inter-connectedness and humanity. Stephanie Tolan, the former editor of *Global Visions*, sent this in an email:

You might be interested to know about a 7-year-old boy who'd received \$120 for Christmas. He spent \$30 of it and had wanted to spend another \$50 on a video game (which his mother discouraged him from doing). After the Tsunami, in the car, he asked his mother how much he had left. \$90, she told him. He thought about that for a moment, then asked if it would be okay if he gave it all to the Red Cross for tsunami relief. He thought the people over there were very sad and needed it way more than he did and the next day was the last day for giving at his school. His mother was so moved and surprised that she told him she'd give \$90 also. At school the next day, when he handed in the \$180 check with a note from his mother explaining the story, his teacher wrote a check for \$90; then her aide did as well, then the principal. All in all his \$90 ended up turning into \$540 by the end of the day. His mother thought it was a good example of "a little child shall lead them."

So lead on children...we'll try to keep up with you...

Catya von Károlyi, Editor

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.

IN MEMORIAM

Mary Frasier's death brings much sadness. Global Awareness would probably never have become a division if it had not been supported by Mary Frasier, who was president of NAGC at the time. Linda Silverman and I founded the division, and it was viewed with suspicion by some and lack of interest by others. The notion that gifted children do not exist in isolation, but are surrounded by a whole world and are acutely aware of this, was shared by few. Mary understood this so deeply. I vividly remember her saying that the goal of the global awareness division should be to grow itself out of existence because NAGC as a whole should be based in "global awareness." She had an exquisite understanding not only of racial interconnections but of the interdependence of all beings. I personally loved Mary. She was truly committed to gifted children, and it seemed that she was never driven by personal ambition in any of her actions. We have lived through many leaders of NAGC. No one was as supportive and always available as Mary. I will miss her as a friend, as a leader, and a model to be emulated. She was a gentle and modest person. It felt like she was not aware of the great impact she made on NAGC. In fact, I was not aware myself how much she meant to me and how I will miss her.... I can't seem to find the right words to celebrate Mary and the years I have known her —

Annemarie Roeper

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Prize-winning poster created by Andrew Sellar, Rocky Mountain School for the Gifted and Creative, Boulder, Colorado

Persuasive Art for Social Change

Nan Hathaway, Art Focus Teacher
Rocky Mountain School for the
Gifted and Creative

Each fall, middle school students at Rocky Mountain School in Boulder, Colorado, consider how art and philanthropy can come together to affect positive social change. Students participate in *The Art of Giving*, an art contest sponsored by Boulder's Community Foundation. They are asked to create an original work of art to encourage charitable giving in their community. At the Rocky Mountain School, students take this assignment to heart, carefully considering problems that exist in their city, state, country, and world. Student artwork has depicted topics such as isolation, homelessness, love, compassion, pollution, animal welfare, civic pride, and racial harmony. Gifted students are often driven to "do something" about problems they see in their world and the *Art of Giving* contest provides a creative outlet for this drive. Students participate in this project with purpose, heart, and compassion, discovering that art can be a powerful, persuasive tool to effect the change they hope to see in their world.



Art by Michael Anton, Rocky Mountain School



NINA'S POEM

Like a tree without leaves
Like a room less house.
Like a school without students
Like a fishless ocean.
That's what I feel now
Empty and hollow.

My mother has been robbed from me,
My father taken.
Now there's only me
alone, alone, alone.
I tighten the jacket wrapped around me
the one that warms like a loving hug.
But it is not.

Our beautiful world is full of evil.
Evil that comes from people.
Parents of mine, they weren't evil.
So why?
My dreams have turned into nightmares
I live that moment once again.

I feel my mum's hand in my hair.
Her deep blue eyes meet mine.
The world stops.
I want to comfort her,
comfort her so deeply,
tell her that everything will be all right.
That was after the first wave.
My mum's leg was broken.
I helped her to get up.

I heard the roaring of something huge.
Roaring louder than any I had heard before.
I felt fear trying to freeze my mind,
my legs and arms.
I wished I could just wake up.

I feel, once again
how my grip loosens
and my mum
drifts away.
So slow, it seems like in a slow-motion movie.
I cry out.
One long, wordless cry.

My mum was gone.
I held tighter on the handrail
the one that saved my life.
My mum was gone.
Sometimes I'm just too tired of feeling useless
and watching
as my past life is having fun
without me.

Sometimes I'm just too tired of feeling guilty

it makes me collapse.
My mum is gone, far away.
Her rotten body was found.
I couldn't look at her.

I drown in my fear
I'm choked by my thoughts.
My memories won't leave me alone.
They come back,
back and back again.
Transferred to worse and worse.

I want to throw myself in the black hug of the night.
To its soft hug which lulls me into sleep.
But no, oh, there's not that kind of a night anymore.
Now there's only pain,
pain, nightmares, and memories.

I'm at home now.
But can I call it a home anymore?
My mum is gone,
My father left.
He couldn't take it anymore.

It's winter now.
My wounds are still fresh.
It feels like somebody is ripping them open.

Three years have passed.
I have lived with my aunt and uncle.
They have been good to me.
But my wounds are still fresh.

The cold has frosted my window
full of flowers.
The cold wind pushes against my bare face
whispering.
It's quiet when my memories come back to me
as quiet as death.

The oncoming people don't smile
to me, let alone to each other.

When can I leave the pain behind?
People are nice to me
I can't cope with them
I can't be nice to them
I can't even speak to them, tell them that I care.
Do I care?
I'm alone.

Like a tree without leaves
Like a room less house.
Like a school without students
Like a fishless ocean.
That's what I feel now
Empty and hollow.

Editor's Note: Written by a student in China, "Nina's Poem" was sent to us by her teacher, Wenda Sheard. Of the author, Wenda writes, "She's 14 years old, in eighth grade, from Finland. She's in school here in China. English is her **third** language."

Art as Response

Maddie Wallach

Creativity, Art and Art therapy can be helpful to both children and adults dealing with disasters such as the tsunami, because of their potential to help one access inner wisdom and undergo inner transformation. When using creative process methods, it is important to find ones that fit the individual. Each person is different, so you will want to experiment with the following suggestions. If the fit is good, after a period of warming up, inner wisdom will flow.

Free Writing

My first suggestion is to try *free writing*. (This is a variation of an exercise that you can find in Cameron's [1992] book, *The Artist's Way*.) Start

START WITH THOUGHTS, FEELINGS, A QUESTION AND/OR A PROBLEM,
AND THEN WRITE WHATEVER COMES INTO YOUR HEART AND MIND.

with thoughts, feelings, a question and/or a problem, and then write whatever comes into your heart and mind. Try not to edit, censor or write for another person. Try to write at least three pages. The first page is usually not that meaningful. The second page usually goes a little deeper. By the third page, clarity, wisdom and transformation come, if you give the time and space for them. One can also include drawing to extend the free writing process. If you are trying this with small children, you might use a tape recorder or take dictation. Free writing works well as an on-going tool used several times per week.

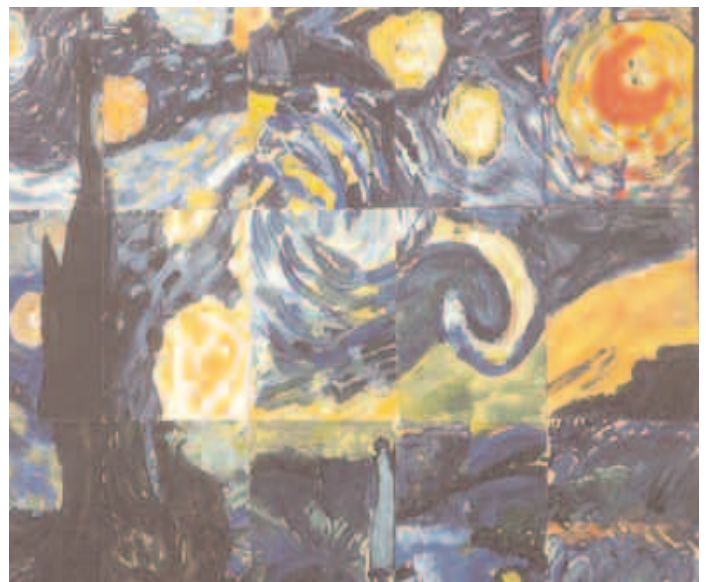
Collage

Collage is another great tool to help children and adults cope with strong feelings. Again, do not be too deliberate in your approach. These forms of creative process require trust because the wisdom and responses come from places in an individual that are not fully conscious. Pick a broad topic or question related to the tsunami, for example, and feelings surrounding it. Keep these perspectives semi-focused in your mind. Get a big piece of poster board, scissors, a glue stick and a stack of varied magazines and/or other sources of words, pictures

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and materials that you can cut up and use. If you would like to add your own art to the collage, you will need art supplies, as well. If you would like, you can play music in the background. Cut pictures, words, shapes and forms out of the magazine that call to you or catch your eye, without being too

analytical or too self-conscious about what you are looking for and why. This is a different kind of awareness, sometimes called an *oceanic consciousness*. It can teach us a great deal. Once you have collected all of your pictures etc., begin to assemble, again, trusting the creative semi-intentional process.



Group painting/collage created by John Martin's class, Rocky Mountain School for the Gifted and Creative, Boulder, Colorado

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Improvisation

This process can be applied to improvising music or improvising along with another's music-- music that speaks to you in general or speaks to your thoughts and feelings about the tsunami, specifically. While you're playing, allow these thoughts and feelings to flow. Drawing a picture about your emotions regarding the tsunami or feelings about how you would like to help. This unfolding process can be used with poetry too. Open to the question and let the Art respond.

OPEN TO THE QUESTION AND
LET THE ART RESPOND.

Often children and adults faced with a disaster such as the Tsunami want to find ways to help. Using creative methods, such as those described above, they can ask themselves how they would like to help. Adults can assist children in actualizing, in some form, such altruistic intentions.

In response to a tragedy of the magnitude of the Tsunami, many of us search for some means to express our feelings and to help those who are suffering. Towards these ends, some of you may find it useful to practice Art as response.

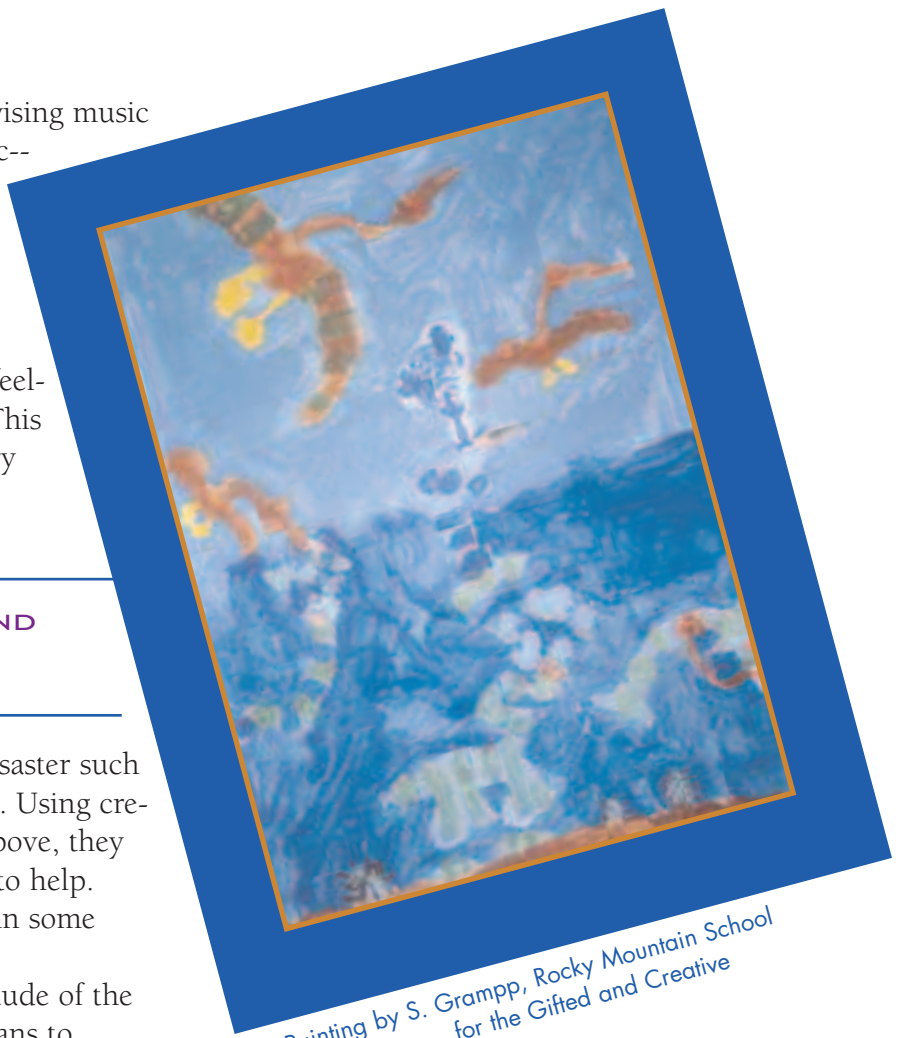


Reference

Cameron, J. (1992) *The artist's way: A spiritual path to higher creativity*. New York: G. P. Putnam's Sons.



A Rocky Mountain School project combining the influences of modern artist, Paul Klee, with the scientific symbols of the planets.



Painting by S. Grampp, Rocky Mountain School for the Gifted and Creative

Pledge

by Lillian Genser

I Pledge Allegiance
To the World
To Care for Earth
And Sea and Air,
To Cherish
Every Living Thing
With Peace and Justice
Everywhere.

© 1977. World Pledge Project. Center for Peace and Conflict Studies Wayne State University. Used with permission

Provided by Ellen D. Fiedler, Ph.D.

GIFTED GIRLS' PERSPECTIVES ON DEALING WITH TRAGEDY: A SUPPORT GROUP SPEAKS

Sarah-Jane Romano, MSW, NCTMB

As a co-leader of a self-esteem and support group for middle-school aged gifted girls, I have heard many concerns about interpersonal dealings, stressors in the classroom, and issues relating to body image/beauty. It is much less frequent, however, to hear the word “afraid” come out of the mouths of these talented, well-loved and extremely well-supported young women. It was therefore a surprise when, as a result of the devastation brought on by the recent tsunami, one of the girls brought a topic with a special request for support and advice to the table in a recent group. The subject she spoke of was fear.

Our children are surrounded by movies, books, advertising, media, and video games which all portray violence, destruction and annihilation as part of the story line. However, in this instance, the girl who so aptly summed up her feelings of dread, uncertainty, and nervousness was more taken aback by the random nature of the tsunami than a situation where people had a conflict that resulted in violent action. Her statement of “if all these things just do happen, then they can happen to me, and my family... there is no way to be sure you are safe” was instantly understood and accepted by the group as an issue, perhaps even a fact, that required discussion. The girls of the group quickly rallied their best defense mechanisms and offered advice on how to keep fear from ruining your sleep, your feeling of peace, and your faith in the future. Here are some of the perspectives offered by the group, abbreviated from the discussion to best serve the needs of this format:



- **Don't let fear guide your life.** Be pro-active about what scares you and believe that the energy you put into making yourself safe is “good enough.” The example that was offered here involved fear of being robbed/attacked in one girl's home; and she stated she had a ritual with her mom and dad each night of locking the doors together before her good-night hugs.
- **Avoid situations/things that force frightening thoughts or images into your imagination.** The girls all agreed that horror movies, scary books, and violent games were anathema to feelings of security and peace.
- **Take every opportunity to tell the people you love how you feel.** Turn your nervousness about losing your family/friends into a habit of expressing love and appreciation. Enjoy the warmth that comes back your way as a result.
- **Have strong faith in your right to be here, to be happy, and to be safe.** Always talk to family, friends, and other support people when you are having a hard time maintaining that faith. Allow others to feed that fire by making your uncertainties known. And finally...
- **Do what you can.** Our school had a “garage sale” in which huge amounts of “stuff” and services such as hair braiding were sold as a means of raising money for the tsunami relief effort. It was a fun, successful, and meaningful effort.

These and other suggestions were made amongst the girls, delivered with heartfelt smiles and warm looks of understanding. As always, I was blown away to hear the wisdom and insight of these 10 to 13 year old girls, and so grateful to have the opportunity to be a part of their development into grounded, interconnected women. These groups, whether they are formal parts of a program at a school or a bunch of girls sitting at lunch recess with a teacher, are the key element for encouraging our students to relate, share, and resource one another's gifts. There is a way to fight fear, as shown by these young women. Connection is the name of the game.

NATURAL DISASTER, UNNATURAL DISRUPTION

SaraBeth Huntley

“Tsunami.” “Explosion.” “Earthquake.” When we first learn of a global disaster, we may hear about it from the news, from another person who is responding emotionally, and/or from witnessing it ourselves. These bits of information create what we initially believe to be the truth of an unexpected situation. Like many adults, our students must get beyond that first sense of a world out of control. They need time to better understand the disruption, and then to turn healing into action or personal resolution.

ties, the processing must incorporate as many forms of interaction with information as teachers can provide.*

The external processing of this disruption is a strong step forward for a child. First, we can help them do this through content. Educational materials, cultural traditions that bring comfort (belief systems, stories of comfort, survival, and triumph, rituals that draw the community together*), and other adults who have training or information can move students toward a balanced understanding.

AS SOON AS POSSIBLE, WE NEED TO HELP OUR STUDENTS MANAGE THAT EARLY INPUT, IDENTIFY WHAT HAS NOT CHANGED, ACKNOWLEDGE THE WAVE OF EMOTION THAT MAY CREATE ITS OWN INPUT, AND FIND WAYS TO COLLECT WHATEVER IS NECESSARY FOR A STRONG PERSONAL RESPONSE.

Providing specific attention to the act of processing their first responses to a global disaster draws the students' attention to the importance of this step. Like writing numerous drafts before sending off a college essay, or practicing different openings for a speech, manipulating this unexpected input is a way to return to a sense of control. It is far removed from the final effort that is presented for evaluation, the audience-aware product that “goes public.”

This time for processing is both transitional and developmental. As soon as possible, we need to help our students *manage* that early input, identify what has not changed, acknowledge the wave of emotion that may create its own input, and find ways to collect whatever is necessary for a strong personal response. It is a time to learn how others have coped with such things, to journalize, to work with art materials, to write letters that may never be sent to victims or authorities, and to respond to music (with or without movement), without the pressure of presentation. Just as the input came in forms that affected all of the students' learning modalities,

Specific *techniques** for external processing provide methods to help integrate information, experience, feeling, and valuing. Students can simulate the decision-making processes* used by professional service agencies, including methods to identify specific needs, levels of danger, communication techniques, and planning requirements. With sensitive guidance, they may also be able to role-play some of the cultural rituals and techniques mentioned above. This can provide students a glimpse into ways people respond to disaster.

When the students become interested in sharing their information, it is time for them to turn their attention to the “output” stage. Here the emphasis can be on the audiences they have selected and on the quality of the product, on gifts they may want to send to survivors or on actions they may undertake.* It is important to get to this stage; students need closure in this situation even more than usual. This acknowledgement that they have found manageable ways to assess the disaster and to respond to it offers them concrete evidence that they have survived a major disaster and can have increased confidence in their ability to move forward.



* These resources provide more detailed descriptions of the techniques or processes marked. Most sites are helpful in several ways.

www.IAL.org – strategies for teaching, community decision-making processes, networking, classroom presentation

www.NSN.org – stories and traditions, traditional celebrations, theories and demonstrations of narrative techniques for dealing with fear and loss [see HSA link]

<http://www.pbs.org/newshour/bb/asia/tsunami/index.html> – excellent information specific to the tsunami of Dec.26, 2004

www.ptpi.org – best source for individual and class projects [international]

SHARING INFORMATION AND FOSTERING EMPATHY TO HELP CHILDREN COPE WITH NATURAL DISASTERS

Michelle Lane



On December 26, 2004, when the news reports began to flood in of the devastation caused by the Tsunami in the Indian Ocean, many of us felt utterly helpless and full of empathy for the anguish and horrendous loss that the people in Indonesia were experiencing. We keenly felt the reminder that much of what happens in the world is not in our control no matter how we fool ourselves to the contrary in these modern times. The reality that children, who were naturally curious about an exposed piece of coral reef or a flopping fish that would normally be submerged, could be so quickly engulfed and carried away from the safety of their watching parents is so shocking and unjust.

When disaster like this strikes, children have many questions and concerns. First and foremost they worry whether such a thing could happen to them or to people they know. They wonder what the causes are of something as devastating as the Indonesian Tsunami. They are concerned about what they could do if they were ever faced with a similar disaster. As a science teacher for 8-

to 11-year-olds I felt very strongly that understanding the science behind this particular catastrophe would answer these questions for my students. I also felt that it was important for these children, who were geographically so far away from this tragedy, to connect to and be aware of other's loss and feel empowered to do something to help. When we came back to school in the first week of January after our winter holiday break, I was prepared with some before- and after-photos of the region, maps of the world and some graphics of the geological occurrences in a subduction zone that lead to the formation of a Tsunami. My students were lucky in one respect: We had spent the better part of the fall studying geology and they had a good, basic grasp of the geological processes that take place as a result of plate tectonics. We spent their first science class period in January with the pictures and maps spread out before us, while the students led our informal discussion with their questions.

WHEN DISASTER LIKE THIS STRIKES, CHILDREN HAVE MANY QUESTIONS AND CONCERNS. FIRST AND FOREMOST THEY WORRY WHETHER SUCH A THING COULD HAPPEN TO THEM OR TO PEOPLE THEY KNOW.

MANY OF THEIR QUESTIONS HAD TO DO WITH EMERGENCY PREPAREDNESS. . .

Many of their questions had to do with emergency preparedness—what should you do if you are in a place when a Tsunami happens? How do you know that one is going to happen? Why didn't the people living near the Indian Ocean have a warning system like we have in the Pacific Ocean? They wanted their understanding of the geology clarified and had specific questions relating to the science involved. Feelings of sorrow and empathy were expressed.

During the next few weeks these children became involved in many service projects through their homeroom classes and outside of school in their communities. They told me of can drives, bracelet sales, clothing and food collections, and the gathering of school supplies and towels, soap and lotions. So many of them were actively involved in helping out these people whom they did not know, but with whom they felt the bond of humanity. They felt proud of their service and powerful that they could do something to help.

Recently, I asked these children to tell me what they felt was important to them about understanding the Tsunami. They all agreed that understanding the science behind it helped them to process what had occurred. They felt empowered because if they ever visit a location at risk for Tsunamis, they knew the causes and the warning signs. They expressed the wish that someone had taught the people in Indonesia what to do in case of a Tsunami. One

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student noted that it was important to know that no one had caused it (unlike the terror of 9-11), “you didn’t need to feel angry” on top of feeling sad. Others said, “If I didn’t know about it I would be scared it would happen to me” and “It is very sad that it happened, but now that people know it can happen there, they can prevent so many deaths from happening again”.

On another level, these children identified feelings of connectedness with the world and compassion for the suffering of others. One child said, “Knowing about suffering in the world helps you realize how fortunate we are” and “it makes it possible to help out.” Other touching comments were “It helps me to know that many people are dying and how (they died). Death is part of life,” and “We can understand that the world is not perfect and we can help to make it better.”

WE HAVE TO BE REMINDED SOMETIMES OF THE STRENGTH OF OUR CHILDREN.

Often we want to shield our children from the tragic realities that come along with the joys of being alive. Helping children to understand these events in the best way that they are capable of empowers them to deal with their fears and act in the world to affect positive change. The early 20th century French educator and founder of the experimental school La Ruche (“the Beehive”), Sebastian Faure (1907 as cited in Goldman, 1917), noted, “No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure” (n.p.). We have to be reminded sometimes of the strength of our children.

• • •

Reference

Goldman, E. (1911) *Anarchism and other essays* (Rev. 2nd ed.). New York: Mother Earth Publishing (pp. 151-172). Retrieved, May 5, 2005, from http://dwardmac.pitzer.edu/Anarchist_Archives/goldman/aando/ferrer.html#2

Some helpful web links for teachers:

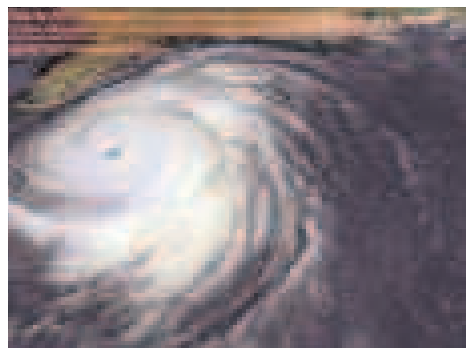
www.nasponline.org Website for the National Association of School Psychologists. The site includes several links related to helping children deal with the reality of natural disasters (and some unnatural disasters, like 9-11)

<http://www.helpsl.org/teaching.htm> HelpSL.org is an organization dedicated to educating about and providing relief effort for Sri Lankans who were affected by the Indian Ocean Tsunami. This page on their site lists several good resources for teaching about the Tsunami.

http://www.prh.noaa.gov/itic/library/about_tsu/faqs.html Frequently asked questions about Tsunamis and their answers

<http://www.sciencenewsforkids.org/articles/20050112/Note2.asp> A good article for children

<http://walrus.wr.usgs.gov/tsunami/basics.html> United States Geological Survey website that explains the formation of a Tsunami



RESOURCES

Selected Website Resources for Helping Global Kids

Promoting Tolerance and Peace in Children: Tips for Parents and Schools. <http://www.nasponline.org/NEAT/tolerance.html>

World Wise Schools: Peace Corps Connections for Students <http://www.peacecorps.gov/wws/students/index.html>

Unicef Voices of Youth <http://www.unicef.org/voy/>

Jason Crowe's website: This website from a highly gifted young man reflects his deep concerns with peace in the world. <http://members.sigecom.net/jdc>

Talking with Kids about Tough Issues <http://www.talkingwithkids.org>

Talking with Kids about the News <http://www.childrennow.org>

The Center for Global Peace – "Other Ways of Knowing: Discovering Peace and Conflict Resolution" <http://american.edu/academic.depts/acainst/cgp/knowfr.html>

Helping Children Cope with Disaster: When no other words come to mind, a hug and saying, "This is really hard for us," will work, advises the National Mental Health and Education Center. This website offers a plethora of articles related to crisis and safety. <http://www.naspcenter.org>

Talking to Kids about War From AboutOurKids.org, New York University Child Study Center <http://www.aboutourkids.org/articles/war.html>

A Guide for Parents: Ten Tips for Talking with Children about Terrorism. It's not always what you say, but how you say it that matters for young children. Here's help from the Ohio Commission on Dispute Resolution and Conflict Management <http://www.state.oh.us/cdr/schools/trauma/tentips.htm>

About Social Justice: This organization provides tools that help young people dismantle racism and oppression and build a just society. <http://www.socialjusticeeducation.org>

Rethinking Schools: Publisher of educational materials, committed to equity and to the vision that public education is central to the creation of a humane, caring, multi-racial democracy. This link is specifically to their report, "War, Terrorism, and Our Classrooms." http://www.rethinkingschools.org/special_reports/sept11/index.shtml

Helping Students Deal with Tragedy: This is one of the topics in Midlink Magazine's "Teacher Resource Room." It contains general information, lesson plans and guidelines for teachers, and a section for parents and teachers.

<http://www.ncsu.edu/midlink/coping.htm>

Note: This information was current as of March 2005.

Provided by Ellen D. Fiedler, Ph.D.

Also from NCSU:

<http://www.ces.ncsu.edu/depts/fcs/human/pubs/copestress.html>

<http://www.ces.ncsu.edu/disaster/factsheets/html/45.html>

<http://www.ces.ncsu.edu/disaster/factsheets/html/50.html>

<http://www.ces.ncsu.edu/depts/fcs/human/disas4.html>

<http://www.ces.ncsu.edu/depts/fcs/human/disas2.html>

Provided by Karen DeBord, Ph.D.

Kid-friendly websites that explain tsunamis and the devastation that results from them:

<http://youthink.worldbank.org/>

<http://www.nationalgeographic.com/ngkids/9610/kwave/>

<http://www.pbs.org/wnet/savageearth/tsunami/index.html>

http://teacher.scholastic.com/scholasticnews/news/article_thu.asp

<http://timeforkids.com/TFK/news/story/0,6260,1013199,0,0.html>

<http://homeschooling.gomilpitas.com/explore/tsunami.htm>

<http://www.weatherwizkids.com/>

http://earthquake.usgs.gov/4kids/learning/int_more.html

Provided by Becky Ingram

Welcome to Tsunami!

<http://www.ess.washington.edu/tsunami/index.html>

Tsunami (from Wikipedia, the free encyclopedia).

<http://en.wikipedia.org/wiki/Tsunami>

FEMA for Kids: Tsunami.

<http://www.fema.gov/kids/tsunami.htm>

Tsunamis and Earthquakes.

<http://walrus.wr.usgs.gov/tsunami/>

Eight worst tsunamis.

<http://library.thinkquest.org/C003603/english/tsunamis/tenworst.shtml>

Provided by Becky Ingram

Additional Tsunami-Related Resources:

Tsunami: Fury of the Ocean: For Kindergarten - 8th Grade. One of the few books focused on tsunamis that include hands-on activities. McGee-Keiser Academic Enrichment Programs, 2005. <http://www.mcgee-keiser.com/>
Provided by Dodie Merritt

Curriculum:

The Choices program at Brown University offers several curriculum modules that address global environment issues and a new one specific to the tsunami.

<http://www.choices.edu/curriculum>

Provided by Barbara Hutton

RESOURCES cont.

Other Resources:

Teaching Multiculturalism: This is a great site for teachers who teach multicultural. Everything on the site can be printed out in about 15 different languages. For the most part it is educational programs that help students learn to deal with outside factors like how to cope with loss and disaster. There are also units on Who am I. These units are great for character building and letting students know it is okay to be different (description offered by one of the students in the Vernon Hills class).

<http://www.kidlink.org>

Provided by Ellen D. Fiedler, Ph.D.

The Nobel Peace Prize 2004

<http://nobelprize.org/peace/laureates/2004/press.html>

Provided by Stephanie Tolan

UPCOMING: GLOBAL VISIONS FALL 2005

We are seeking **articles, artwork, poetry, and resources** pertaining to the *Global Education of Gifted Students*. Perhaps you attended a class in a multi-cultural classroom outside of the USA, or taught gifted students in such classes. Perhaps you're a parent who has found interesting ways to promote your gifted child's understanding of life in a cross-cultural context. Perhaps you're involved in one of the wonderful organizations that promote global education and can reflect on how its message is suitable for, or could be adapted to, the needs of gifted students. Perhaps you have done research in this area or have a theory you would like to share. Or maybe you have some other idea related to the global education of gifted students. We are looking for articles that are approximately 500 to 1500 words and would like to receive them by September 30. Please contact us! We want to hear what you have to say! (See the submissions box on the last page for contact information.)

NEWS & ANNOUNCEMENTS

2005 NAGC Conference

Paul Slocum to speak on Rural Poverty and Gifted Students

Many of us were fortunate to attend Paul Slocumb's excellent presentation on Gifted and Poverty, in Salt Lake City at a Pre-Convention Institute. Global Awareness planned the Institute in conjunction with the Special Populations Division. Dr. Slocumb's book came with registration. Dr. Slocumb's presentation was very well received by those who attended. With the agreement of the Chairs of Special Populations, we decided to ask him to present again in Louisville because Kentucky faces so much poverty in its rural areas. NAGC will open registration to parents and others who could benefit from his expertise. If you couldn't attend Dr. Slocumb's Institute last year, do the best you can to attend it this year. He really is quite remarkable.

March Leadership Retreat

As Co-Chairpersons of the Global Awareness Division of NAGC, Barbara Hutton and Tee Neville attended the planning retreat in Washington, D.C. The weekend brought the Board Members and the Division Chairs together on Friday night to hear an excellent presentation by an expert on the roles and structure of Boards of Directors, especially of non-profit organizations. It became clear from the outset that NAGC, with the guidance of Nancy Green, NAGC Executive Director, and Rick Olenchek, President, is moving into the future to be the most effective organization possible. Because Rick and Nancy believe so strongly in the importance of the Divisions in NAGC, they brought the Division Chairs into this Friday evening presentation to help us understand the direction in which NAGC is moving. On Saturday, the Division Chairs met with Nancy Green and Rena Subotnik, Division-Board Liaison, to discuss issues, structures, governance, communications and the 2005 convention. We had the session proposals on paper and on line to help us make the selections for the convention. A rubric was used to assess each submission and then decisions were made according to the number of time slots and rooms that are available to Global Awareness for this coming convention. It was an extremely productive meeting.

16th Biennial World Conference for Gifted and Talented Children. NOW: August 6 -10, 2005

Due to a scheduling problem with our conference hotel...and in order to accommodate over 350 papers and presentations from all over the world, it is necessary for us to **change the conference dates to August 6 - 10th, 2005**. We will follow the same schedule as previously published. We will just begin on Saturday, August 6, instead of the date announced earlier...Please keep checking the website for updates www.WorldGifted.org and you can certainly contact me: bseney@muw.edu 662 329-7112 or my secretary at 7110...Bob Seney, Chair

GLOBAL VISIONS

Global Awareness Division
National Association for Gifted Children
1707 L Street, Suite 550
Washington, DC 20036



For more information about membership in the Global Awareness Division of NAGC, Call 202.785.4268 • Visit: www.nagc.org

Contact Division Co-Chairs, Barbara Mitchell Hutton at blmh@rms.org (303-545-9230) or Christine (Tee) Neville at cheetahs@mindspring.com (513-794-1404)

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SUBMISSIONS: We would like to print your article, poem or comments in the next issue of *Global Visions*. Contributions from students would be especially welcome for the *Kids' Visions* section. Artwork should be submitted in a standard electronic format (i.e., gif, tif, eps, or jpg file types). Please submit articles by email to the editor, Catya von Károlyi, at vonkarc@uwec.edu, the associate editor, Michele Kane, at MicheleKane1@aol.com, to the Global Awareness Division Co-Chairs: Barbara Mitchell Hutton at blmh@rms.org or Christine Neville at cheetahs@mindspring.com or by mail to the Global Awareness Division of NAGC, 1707 L Street, NW, Suite 550, Washington, DC 20036.

NAGC MEMBERSHIP APPLICATION

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NEW RENEWAL (# _____) REFERRED BY _____

NAGC membership \$50 US or \$60 Foreign. Includes magazine choice: *Gifted Child Quarterly* or *Parenting for High Potential*. (A two-year membership is \$95 US/\$114 Foreign. Three-year US \$140/\$170 Foreign.)

Both magazines: \$70 US or \$85 Foreign. (Two-year membership \$133 US/\$161 Foreign. Three-year \$197 US/\$240 Foreign.)

Global Awareness Division membership \$10. (You must be a member of NAGC to join the Global Awareness Division.) You will receive our *Global Visions* newsletter as part of your membership.

TOTAL \$ _____. Please charge my Visa Mastercard. My check is enclosed.

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Complete this form and return it with your credit card information or check payable to NAGC. Send to:
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GLOBAL AWARENESS DIVISION LEADERSHIP

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