

# GLOBAL VISIONS



June 2008

A Publication of the  
Global Awareness  
Network of NAGC

## From the Global Awareness Chair

As I round the bend on my final year of being Chair of the Global Awareness Network (*nee* Division) I reflect on all the changes that have been happening at NAGC. First, the Board has had a significant shift and has become far more effective in guiding the organization. Next, the Divisions have become Networks to provide more opportunities for growth and to be more in line with NAGC strategic directions. A Network Communications Committee will advise the Board of Directors on Network matters.

At the end of February we all met in Washington (actually, Bethesda) to make recommendations for presentations at the upcoming Convention in October. Wow! Did we have a difficult task – so many wonderful proposals and so few slots available! The venue we will have this year is beautiful, but limited in space, so our presentation acceptance had to be limited as well. I feel that you will be pleased – so make your reservations now to join us in Tampa. Don't forget to join us for our Work Session (Thursday, October 30, 2-4 P.M.) and our Business Meeting (Friday, October 31, 11:30 A.M. – 1:15 P.M.).

The topic of this Newsletter is about reconnecting with nature. Actually, Dr Michael Cohen has written a wonderful book by the same name -- *Reconnecting With Nature: Finding Wellness Through Restoring Your Bond With The Earth*. He has listed ten important activities to catalyze personal and global balance.

- ◆ “Learn how to increasingly think with and enjoy the vibrance of nature’s

wise diversity and beauty.

- ◆ Discover lasting support and resiliency through your sensory and spirit connection with the outdoors.
- ◆ Resonate in the integrity of our living planet and sustaining it.
- ◆ Celebrate love you can trust.
- ◆ Peacefully dissolve stress.
- ◆ Understand the evolution of Western Civilization’s adversarial nature paradigms and break free of them.
- ◆ Learn to creatively blend the sensory and cognitive aspects of experience to sustain balanced emotionality and relationship
- ◆ Gain the cognitive skills necessary for you to tap into the web of life and “higher power” web strands found there.
- ◆ Learn to let your path to unity guide you.
- ◆ Increase your ability to make a difference.”

If you are interested in learning more, go to the site of the Institute of Global Education: [www.ecopsych.com](http://www.ecopsych.com), where, among other things, you can check your ecological IQ.

Finally, I will leave you with seven wonderful keys to reconnecting with nature from [www.reconnectwithnature.com](http://www.reconnectwithnature.com):

1. Go outdoors
2. Become quiet
3. Calm your mind
4. Slow your breathing
5. Look at what is going on
6. Listen to the sounds around you
7. Witness what you see, hear and feel

Works for me!

Penny Choice, Chair  
Global Awareness Network

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### GLOBAL AWARENESS NETWORK 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.

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

# Ecological Education: Outdoor Classroom

by Michele Kane, Ed. D. & Ellen D. Fiedler, Ph.D.

Talk with any adults over a “certain age” about their best memories of childhood and they are very likely to get a wistful look on their faces and talk about experiences they had while playing outdoors. However, more and more, we’re seeing children wanting to play inside because, as Richard Louv, the author of *The Last Child in the Woods*, quotes one youngster as saying, “that’s where the electric outlets are.”

Too many youngsters today, including those who are gifted/talented, have little direct contact with nature. They are the “wired generation,” and electronics such as TV, video games, computer activities, and CD/MP3 players fill their leisure time. As a result, they gain fewer developmental benefits since unstructured outdoor play is virtually nonexistent.

Apprehensive parents of gifted children often are uncomfortable with letting their offspring roam outdoors unsupervised in the ways that earlier generations did. Also, insect borne diseases (e.g. West Nile virus, Lyme disease) worry caregivers and children. Furthermore, natural play spaces are shrinking, especially in urban environments. In addition, outdoor play doesn’t have direct economic benefits to business interests — advertisers do not see potential revenue streams in simple things like biking, hiking or climbing trees.

It comes as little surprise that the natural world is well-suited for gifted children to develop their abilities. According to Silverman (1993) certain intellectual and

an interest that is sustained over time. Trips to the beach, forest, or prairie and observing differences in various topographies as well as changes in flora and animal life provide occasions for making connections.

The *complexity of thought process and need for precision* that many gifted youngsters typically display may also develop further through direct experiences in nature. One child, who was fascinated by the



running water in a local stream, was so engaged that his life’s work as an adult is to document flowing water through videos punctuated only by the tones of rushing water. The tempo of the water flow as well as the play of light produces images and sound that soothe, invigorate and delight the senses. Knowledge of the effects of problems in the rain forest or the impact of clear cutting huge tracts of land is of more significance to someone who has hiked in a forest or sat under a canopy of trees enjoying the solitude.

**“Providing guidance and/or mentors helps gifted learners develop and integrate their experiences and is essential for further development.”**

personality characteristics co-exist and intermingle in the gifted population. These characteristics work together and produce individual differences depending on intellectual depth as well as specific talents. For example, a learner with *exceptional reasoning ability* who is also *insightful* may benefit by direct experiences with nature. Keen awareness and observation of the environment may lead to an understanding of planetary needs such as increased recycling efforts, protection of forests and wetlands, effects of pollution and acid rain, or the need for alternative energy sources. These experiences provide opportunities for first hand understanding and allow for the development of creative solutions to longstanding environmental concerns.

Gifted students who are *intellectually curious* and *need to understand* may develop a deeper awareness of situations that occur in nature, including backyard experiences. Closely observing insects such as ants, butterflies or beetles may lead to an understanding of the social nature of such critters. Noting the changes in plants and trees due to weather events or the change of seasons may evoke

Gifted children who are *sensitive* and *empathic* may have *early moral concerns*. Many gifted children have a need to make positive social change and raise the consciousness of others about environmental concerns. The response of gifted children to the devastation of tsunamis, hurricanes and earthquakes and their need to “do something” speaks to their deeper compassion for the great need that such tragedies engender. Providing the means for these youngsters to express their deep feelings is important, and information about groups such as the Sierra Club or disaster relief may channel their feelings into meaningful social action.

*Passion for learning* and the concomitant *intensity* of feelings may develop into life-long vocations or avocations for the gifted. Some gifted children may discern subtle differences in environmental spaces or the interactions of time, temperature and climate. This can lead to fascination with such subjects as biology, astronomy, physics, horticulture or environmental science. For others, early interests such as stargazing, bird-watching, raising bees or growing roses become interests that follow gifted children into adulthood. Early ex-

periences in nature create the milieu for these interests to develop.

Among the reasons why we need to provide more opportunities for gifted children to reconnect with nature are the following ways in which nature helps all children (including those who are gifted) develop.

- Research links mental, physical, and spiritual health to connection with nature (Louv, 2005).
- Effective stress reduction is apparent after experiences in nature.
- Deeper sensory awareness and sense of the interrelatedness of beings emerges with environmental education
- Nature provides healing/respice for those children in unhealthy life situations.
- Being in nature stimulates powers of observation and enhances perceptive abilities.
- Being in nature fosters creativity including construction of forts, shelter, tree houses (a sense of place).
- The natural world instills a sense of peace and a deeper connection to the Universe.
- Being in nature inspires creative endeavors such as poetry, art, storytelling, and drama.
- Outdoor activities provide opportunities for problem-solving, team-building, healthy risk-taking.
- Outdoor activities provide for positive experiences that are self-generated and require little or no expense.



Skills of sound decision-making problem-solving, creative exploration and calculated risk-taking are enhanced when gifted children play outdoors. Unfortunately, feeling disconnected from the natural world may lead to gifted youngsters having an increased sense of isolation and alienation and a diminished sense of need for stewardship of the Earth. Unless the problems of the Earth (e.g. pollution, changes in plant/animal habitats, litter) are directly experienced by gifted children, they may become apathetic and uninterested in the “Green Revolution,” even though otherwise these youngsters would be the least likely to do so.

Clearly, it’s time to do what we can to turn these trends around. Here are a few simple recommendations:

- Take family/school field trips to environmental spots that stimulate the senses (e.g. forest, beach, farm).
- Ensure that gifted children understand how play/leisure activities provide balance throughout the lifespan.
- Encourage time outdoors for exploration, immersion, observation, and stillness.
- Teach safety tips regarding protection from elements, noxious bugs, animals approaching; empower children through information.

- Provide time in rustic settings; gifted children do not feel as connected in well-maintained, manicured spaces.
- Collaborate with gifted students to create habitats in urban areas/school yards such as a prairie garden, a butterfly garden or a vegetable garden; develop opportunities for work and play in these spaces.
- Explore natural connections through writing, poetry, sketching, journaling, and creative dramatics to stimulate environmental memory.
- Model how to build a shelter and then step aside—allow for the creation of place.
- Demonstrate activities such as watching clouds, observing insects, enjoying the sound of waves, as part of daily life.
- Advocate for environmental education experiences as a regular part of the school curriculum.

Howard Gardner introduced the *naturalist* as his eighth intelligence. Recognizing, classifying and making connections underlie this type of reasoning. Discrimination is highly developed and understandings come through nature or natural things such as clouds, rocks, or mountains. Many parents and teachers have had interactions with a gifted preschooler who knows every dinosaur, how to pronounce the names and the time period in which they lived. This example of the naturalist intelligence can be supported through being in those settings that promote awareness and understanding of nature. Providing guidance and/or mentors helps gifted learners develop and integrate their experiences and is essential for further development.

You can be the key to gifted children’s reconnecting with nature and gaining wisdom from their experiences there. Whether your involvement is as a parent or an educator, sharing outdoor experiences with gifted children can enrich everyone’s lives and has the potential of having a significant positive impact on everyone’s future.

### References

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A listing of selected resources is available on page 10 of this publication.

# Summer Camp: A Place to Connect with People and Nature

by Dan Tichenor

Last summer I was an adult counselor at Yunasa, a camp for highly gifted children. Yunasa provides a week of cognitively and physically challenging activities for highly gifted children from around the country. A large number of these kids have been coming to Yunasa for many years. It is a time for them to renew relationships and develop new friendships with peers of their own intellectual prowess.

Out on the soccer field in mid-afternoon of registration day, the counselors had all sixty-two campers gathered together to participate in some ice-breaking, get-to-know-you activities. Everyone gathered in a big circle. Everyone, that is, except Justus (not his real name).

Wearing yellow shorts and a white tee shirt, Justus was wandering off kicking at

rocks and sticks in the field about twenty yards from the group. I noticed him and kept him in sight.

Realizing that highly gifted children sometimes exhibit particular eccentricities, I walked over to him and stood nearby. I didn't say anything.

**Yunasa, the Lakota word meaning balance, is a weeklong camp experience for highly gifted youth. To learn more about Yunasa, check out the Yunasa web site.**

<http://www.educationaladvancement.org/pages/programspages/yunasa.html>

On a sticky note I told him who I was and asked his name.

"Justus."

On another sticky note I asked him where he was from.

"Cincinnati."

"What grade are you in?" I wrote.

"Eighth, but I take high school classes."

He responded verbally to each of my notes. I still said no words. "Do you have brothers or sisters?" I asked.

"A sister."

"Older or younger?"

"Younger."

Each time I passed him a note I kept walking closer and closer to the large circle of campers. They were all engaged in their ice-breaking activities, laughing and having fun.

I stopped handing Justus notes and stood 10 feet outside the circle and watched.

Justus kept on walking and joined the circle and the activity in progress.

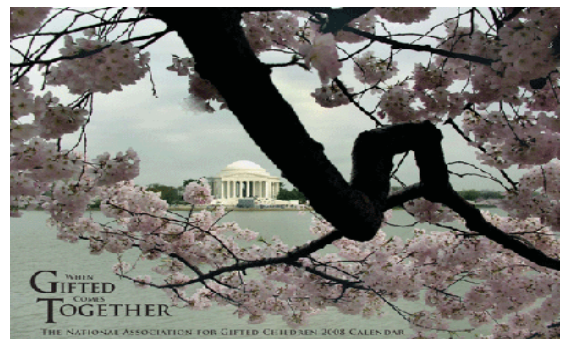
When I walked over to the other adult counselors, they were amazed that I was able to coax Justus to participate. They all wanted to know what I said to him. I told them I said nothing. I just wrote him notes.

Sometimes you just have to meet kids where they are. Justus was silent and alone, so my communication was silent and singular.

## Gifted Children's Bill of Rights

Del Siegle has created a "Gifted Children's Bill of Rights." An attractive version is also available on the NAGC site for download. It states: "You have a right...

- ...to know about your giftedness.
- ...to learn something new every day.
- ...to be passionate about your talent area without apologies.
- ...to have an identity beyond your talent area.
- ...to feel good about your accomplishments.
- ...to make mistakes.
- ...to seek guidance in the development of your talent.
- ...to have multiple peer groups and a variety of friends.
- ...to choose which of your talent areas you wish to pursue.
- ...not to be gifted at everything."



NAGC's "When Gifted Meets" calendar used NAGC President Del Siegle's beautiful shots of Washington, DC, NAGC's headquarters city.

## Do you want to write for *Global Visions*?

Global Visions is a three time a year publication for global citizens — and we believe that all of us need to make the commitment to global cooperation.

We are seeking **articles, artwork, poetry, and resources** pertaining to global education of gifted students. Perhaps you attended a class in a multi-cultural classroom outside of the United States, 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

### *GLOBAL VISIONS* *Call for Submissions*



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.

Please contact us. We want to hear what you have to say!

***See the submissions box on the last page for contact information.***

## The goals of the Global Awareness Network are:

- 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.

**National Association for Gifted Children**  
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Washington, DC 20036

**Phone: 202.785.4268**  
**Web site: <http://www.nagc.org/>**



## Gifted Voices: Caton Metzler Bredar by Jennie Schumann

In 2003, a group of Lake County, Illinois advocates for gifted education formed a book club with the purpose of sharing various pieces of literature about gifted education. One of the books we read was *Welcome to the Ark*, by Global Awareness member Stephanie Tolan. The plot revolves around four extraordinarily gifted children who are placed in a residential home together and use their gifts to connect globally with others in an attempt to halt violence. Tolan says that the children in the story are based on young people she has encountered in her counseling practice, gifted children learning to deal with their extraordinary gifts.

This story has resonated with me ever since, and I even made my church book club read it. Not surprisingly, I encountered skepticism about the children in the book and their gifts, but unlike many of my book club friends, I actually know someone who can communicate with animals. I'd like to introduce Caton Bredar to the Global Awareness family.

Caton Bredar is a television reporter who covers horseracing, and her racing pedigree goes way back. Bredar is the granddaughter of the late Hall of Fame jockey Ted Atkinson, the daughter of the late Midwest horse trainer Raymond Metzler and is married to Doug Bredar, a prominent racing official whom she met at Arlington Park Racetrack twenty-one years ago. The couple have been married eighteen years and currently call Louisville, KY home -- also home to their two cats, Luna and Gracie.

I enjoy giving people something to think about, but for me, the best aspect about the "gift" of nonverbal communication is the ability to relate better to animals, to provide to pet owners or those who work with animals, some reassurance that the way they treat those animals matters and is acknowledged.  
- - - *Caton Bredar*

*JLS: How did you first know that you could communicate with animals? How old were you? Is it just horses or other animals as well?*

CMB: I've always felt a kinship or connection with animals, from the time I was very little. Growing up around horses in particular, put me in close contact from the time I was old enough to walk. I took riding lessons from the time I was about eight years old and feel there was some level of communication there, but it became more acute and more developed when I was around thirteen and attended a seminar on nonverbal communication with a woman named Bea Lydecker. From that time on, I realized there was a level of communication between all living things that does not rely on the spoken word, and have tried to tap into it ever since.

*JLS: What exactly do you hear from animals? Describe what happens.*

CMB: I don't "hear" so much as "see" and feel." Before words, there are pictures, images and feelings that all beings use to communicate. To start a

"conversation," so to speak, I put a picture in my mind and then allow the picture to change, according to what the animal is "telling" me. For instance, I may envision an empty, steel dog dish on a tile floor. The picture changes, to a paper plate filled with table scraps on carpet. Or maybe, it's not food at all -- the picture moves outside, to a field where other dogs are running around, and I sense a feeling of euphoria, high energy, movement. So, the animal wants to talk about something other than food, something more important to him or her. In that way, the conversation ensues. I can also sense pain or discomfort, and often the pain in my body corresponds to the location of pain in the animal's body. The key is the ability to start with a blank slate and then trust where the feelings and images take you. The smarter the animal, usually, the more vivid the pictures and feelings.

*JLS: Have you used your gift throughout your life?*

CMB: Yes, first directly communicating with animals and now, in a more extended version, handi-

capping racehorses for television as well as trying to pick up on non-verbal cue from the humans connected with the animals in the course of interviews or analysis of a particular race or sporting event. I don't really find there are ever any conflicts within this, as my job as "expert" and journalist is to get beyond the obvious perceptions and try to provide an unbiased but deeper understanding of the event or participants involved.

*JLS: Being born into a "horsey" family and raised around horses, do you think your perceptions were more finely tuned than others might be? Do you think your gift is "in your genes?"*

CMB: I think non-verbal communication is something everyone is born with the ability to do, but it's conditioned out of humans as we grow and mature and learn to depend on spoken language. Then, it becomes something that improves with practice and use, and of course, it's akin to playing a musical instrument. Almost anyone can be taught to touch the keys or play a very basic sequence of notes. Most people improve with practice, and then of course, some have a talent that exceeds the norm or average and can really excel.

I believe I was born with the same gift most people have. I tapped into it at an early age, and I've gotten the opportunity to practice and put it into use. Also, I think I probably am a little better at it, naturally, than maybe the average person. I have to give my father credit for supporting me. While he didn't start out comprehending the level of nonverbal communication that existed, he always had a wonderful level of communication and understanding of horses and all animals. When I took Bea's seminar, he never made fun of it or doubted it -- he fully supported me and, in fact, implemented that kind of nonverbal communication into his own training practices. I'm fully convinced part of the reason my gift was realized, is because of the support and faith he exercised -- as well as the example he set.

And yes, my grandfather on my Mom's side was also a great communicators with animals, although I think he also had to work hard at it -- rid-

ing didn't come naturally to him, and I imagine the rest didn't either. So, it was something I both inherited and learned, and it was nurtured thanks to supportive family and friends.

*JLS: Do you know others who share your gift?*

CMB: Everybody has it to some degree, whether they realize and acknowledge it or not. But there are several people who practice it or demonstrate great powers of nonverbal communication with animals. Obviously, the woman who first taught me, Bea Lydecker, is one of those people, but there are also several good friends and pet owners who put it into practice. And I know a few pretty successful trainers who I believe are able to communicate with their horses on a very intimate level -- although they may not identify the method in quite the same way I do.

*JLS: Have you had experiences with people who don't believe you?*

CMB: I've had lots of people who were skeptical, although very few people who, after watching me work, still denied that there was some level of communication at work. Then as now, I understand why people may be skeptical, and I don't feel the need to convince or prove anything to anyone; I enjoy giving people something to think about, but for me, the best aspect about the "gift" of nonverbal communication is the ability to relate better to animals, to provide to pet owners or those who work with animals, some reassurance that the way they treat those animals matters and is acknowledged. Most of all, communicating with animals adds or enhances my own quality of life and enjoyment of animals, and it also aids in my ability to communicate with people.

There was a time I did this "professionally," but now that my professional work has changed, I don't really promote myself as such -- at one time, I was fearful of being labeled a "kook" or nut-job. I don't worry about that now, but I also enjoy focusing on other professional pursuits and just "talking" to animals on my own terms and my own time.



# Who's Who



**Penny Choice** is retired Coordinator for Gifted Education and Fine Arts for Lake County Educational Services Division of the Regional Office of Education, Grayslake, IL. She continues to provide staff development for teachers and administrators as a consultant to many school districts. She has a Bachelor's Degree in Speech and Drama, a M.Ed. in Curriculum and Gifted Education and an M.A. in Educational Administration. Penny's areas of expertise include curriculum development, staff development, differentiation, gifted education, the Visual-Spatial learner, social science, problem-based learning, and fine arts education with a focus on providing for the needs of learners with high potential, as well as in integrating the arts (and the use of process drama, a classroom instructional tool). An international consultant, Penny has spoken

extensively and conducted workshops for teachers, administrators, counselors, and parents since 1985. She is Current Chair of the Global Awareness Network and Past Chair for the Arts Network of the National Association for Gifted Children. She also serves as Co-Chair for the Underserved Populations Committee for the Illinois Association for Gifted Children, and has written publications include several articles for professional journals. She has received numerous awards and is listed in several editions of *Who's Who* including *Who's Who Among America's Teachers* and *Who's Who in the World*. In 2002, Penny was honored to be included in America's Registry of Outstanding Professionals, granted to individuals who have demonstrated leadership and dedication in their profession or industry. On May 25, 2004, Penny was featured on the Jim Lehrer News Hour (Morrow Report) for PBS. In 2005 and again in 2007 she represented the National Association for Gifted Children and the People to People Ambassador Program as a delegate to China (2005) and Egypt (2007).

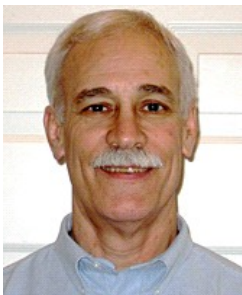


**Michele Kane** is an Assistant Professor and Coordinator of the Master of Arts in Gifted Education Program at Northeastern Illinois University in Chicago. Michele is also is the President-Elect of the Illinois Association for Gifted Children and the Chair-Elect of the Global Awareness Network of the National Association for Gifted Children. Michele holds a Doctorate in Education from Loyola University Chicago. A major focus of Michele's work is related to the social/emotional needs of the gifted. Previously, she served as Program Coordinator for Gifted for the Antioch Public Schools in Antioch, Illinois. Along with her husband Dan, she is the parent of six gifted adult children.



**Ellen Fiedler**, Professor Emerita from the Gifted/Talented Masters degree program at Northeastern Illinois University in Chicago, has a broad-based background in education, with particular emphasis on services for gifted students, meeting the social/emotional needs of the gifted, and on differentiation of instruction. In addition to serving two years as Gifted Services Coordinator for one of the regional Educational Service Centers in Illinois, two years as Consultant for an Area Service Center for Gifted in the greater metropolitan Chicago area, and five years as a Gifted Program Coordinator for a K-12 school district in central Wisconsin, she was State Consultant for Gifted in North Dakota.

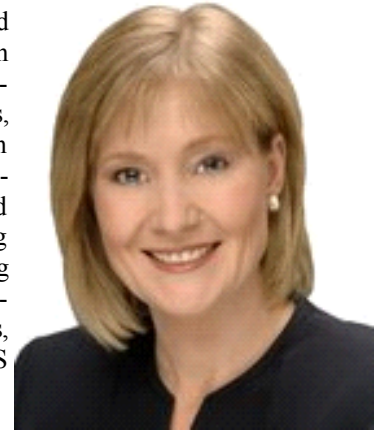
Dr. Fiedler has provided consultation services and done presentations for school districts and other educational agencies in the United States, Canada, Australia, and Russia, has a number of articles and a book chapter in print, and is a regular presenter at state, national, and international conferences, including the European Council for High Abilities and nine of the past World Congresses on the Gifted. Dr. Fiedler completed her Ph.D. in Counseling and Guidance at the University of Wisconsin-Madison, where she studied with Dr. Phil Perrone, as well as being his Research Assistant at the Guidance Institute for Talented Students. She has served on the Board of Directors of the National Association for the Fostering of Intelligence and was President of the Northwestern University chapter of Phi Delta Kappa. She served a two-year term as co-chair of the Global Awareness Network of the National Association for Gifted Children, as well as serving two years as Chair of the Counseling and Guidance Network. She is currently President-Elect of the Michigan Alliance for Gifted Education, and she is involved with the Illinois Association for Gifted Children as a member of the Committee on Underserved Gifted Populations. She was President of the Fargo-Moorhead chapter of the Minnesota Council for the Gifted. Her introduction to the field of gifted education was as the parent of two highly-gifted children.



**Dan Tichenor** has had an affinity for nature ever since he and his buddies would spend hours on end at Motlong's Pond. He has had experiences as a journalist, editor, storyteller, teacher of students with special needs and gifted students, as well those of a dad of six gifted (now adult) kids. He has been active in summer programs for gifted kids including those at a private school for gifted, a college program for gifted kids, and Yunasa camp for the highly gifted. Dan is a firm believer in the notion of "taking it outside" and his activities are deeply rooted in being outdoors and in learning from the environment.

# In This Issue

**Caton Metzler Bredar**, a native of the Chicago area (Palatine), grew up around horses and the racetrack and spent her earliest formative years on what was then Rogers Red Top Farm, in Libertyville, IL, where her father was farm manager. A graduate of Knox College in Galesburg, IL, Bredar worked her way through high school and college teaching riding lessons, working at the racetrack and communicating with animals. She has held a variety of licenses on Thoroughbred tracks around the U.S including exercise rider, official, owner, trainer and publicist. Bredar currently works part-time for WAVE3 News in Louisville as a news anchor and reporter. She also appears on CBS Network, ABC Sports and ESPN-TV for their horse racing coverage. Most recently, she reported on horseback from Belmont Park in New York, covering Big Brown's failed bid for Thoroughbred Racing's Triple Crown. With over 20 years in broadcasting, Bredar has also been a contributor to numerous radio shows and trade publications, including the *Chicago Sun-Times*. She can be heard weekly, on Saturday mornings, on SIRIUS Radio.



**Jennie Schumann** has been helping people to understand the global connections created through the humanities for as long as she can remember. An insatiable reader, she was also active in church and school music and theater programs, and went on to graduate from Miami University in Oxford, OH, with a degree in music education. As an adult, Jennie has directed over fifty musical organizations and theater productions. She holds graduate degrees in Gifted Education from Northeastern Illinois University and in School Leadership from Concordia University Chicago. Jennie's work in gifted education focuses on integration of literature with social studies, music, art, drama, and social/emotional connections to provide holistic standards-based curricula for students. She has worked with gifted children and their parents in Deerfield, Illinois, for the past eleven years, serving as a classroom teacher and Program Coordinator for Gifted Education for the Deerfield Public Schools. She always tells her students that "you can't fully understand a book unless you understand the culture in which it was created." Jennie is a member of the Illinois Association for Gifted Children and is currently serving as the Newsletter Editor for the Global Awareness Network of the National Association for Gifted Children. Jennie is the parent of two gifted adults, both of whom wish that she didn't apply her theories about being gifted to them.



**Submissions:** We would like to print your article, poem, comments, or contributions from students in the next issue of *Global Visions*. Artwork should be submitted in a standard electronic format (i.e., gif, tif, or jpg file types). We are particularly interested in work you have done in the area of positive social action, the topic of our August newsletter.

Please submit articles by e-mail to the editor, Jennie Schumann, at the address below, or by mail to the Global Awareness Network of NAGC, 1707 L Street, N.W. Suite 550, Washington, DC 20036.

## GLOBAL AWARENESS NETWORK LEADERSHIP

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# Wisdom in Nature: Helping Gifted Kids Connect

## *Some Selected Resources*

### Websites

- Audubon Society – Audubon Adventures for Gr. 3-6:  
<http://www.audubon.org/educate/aa/index.php>
- Curriculum from Heifer International:  
<http://www.readtofeed.org/>
- Earth Island Journal:  
<http://www.earthisland.org>
- The Great Backyard Bird Count:  
<http://www.birdsource.org/gbbc>
- Green Earth Institute:  
<http://www.greenearthinstitute.org/kids/index.html>
- Heron Dance:  
<http://www.herondance.org>
- The Institute for Earth Education:  
<http://www.eartheducation.org/>
- Kid-friendly environmental sites (a list):  
[http://www.fxbrowne.com/html/kid\\_space.htm](http://www.fxbrowne.com/html/kid_space.htm)
- Living Lightly in Breadth & Depth:  
<http://www.scn.org/earth/lightly/vslinks.htm>
- Living Lightly with the Environment:  
<http://www.scn.org/earth/lightly/vsenv.htm>
- NASA Observatorium:  
[http://physics.ship.edu/~mrc/astroNASA\\_Space\\_Science/observe.arc.nasa.gov/nasa/core.shtml.html](http://physics.ship.edu/~mrc/astroNASA_Space_Science/observe.arc.nasa.gov/nasa/core.shtml.html)
- Smithsonian Natural Zoological Park:  
<http://nationalzoo.si.edu/default.cfm>
- The Nature Conservancy:  
<http://nature.org>
- Fun & Free Stuff:  
[http://www.nature.org/fun\\_and\\_free/](http://www.nature.org/fun_and_free/)
- Project Nature Connect:  
<http://www.ecopsych.com>
- "Roots & Shoots,"  
Jane Goodall's environmental program for young people:  
<http://www.rootsandshoots.org/>
- Sierra Club Inner City Outings:  
<http://www.sierraclub.org/ico/>
- Sierra Club Travel with Kids:  
<http://travelwithkids.about.com/library/vacationideas/general/blsierraclub.htm>
- Smithsonian National Zoological Park:  
<http://natzoo.si.edu/default.cfm>
- U.S. Geological Survey:  
<http://www.usgs.gov/>
- Wilderness & Education:  
<http://www.wilderdom.com/Wilderness.html>

### Interactive site:

*Environmental Protection Agency's Explorers' Club, where students may correspond with EPA scientists:* <http://www.epa.gov/kids/ask.htm>

### Print

- Caduto, M. & Bruchac, J. (1988). *Keepers of the earth*. Golden, CO: Fulcrum Publishing.
- Caduto, M. & Bruchac, J. (1991). *Keepers of the animals*. Golden, CO: Fulcrum Publishing.
- Caduto, M. & Bruchac, J. (1994). *Keepers of life*. Golden, CO: Fulcrum Publishing.
- Crain, W. (2001). How nature helps children develop. *Montessori Life*, 13 (3), 22-4.
- Dawson, T., & Dawson, M. (2001). Connecting with nature, with others, and with ourselves. *Paths of learning: Options for Families & Communities*, 10, 45-48.
- Lewis, B. (1995). *The kid's guide to service projects*. Minneapolis, MN: Free Spirit Press.
- Louv, R. (2005). *Last child in the woods*. Chapel Hill, NC: Algonquin Books of Chapel Hill.
- Logue, V., Logue, F., & Carroll, M. (1996). *Kids outdoors: Skills and knowledge for outdoor adventurers*. Camden, ME: Ragged Mountain Press.