Welcome to the TCLP Virtual Alumni Conference!
International Collaboration
Day 1

Welcoming Remarks from U.S. Department of State,
Maxine Pitter Lunn

Outline of Today’s Session

TCLP Remarks
Alumni Presentations
• Wang Ling
• Gu Wenming
Questions

What is a Sister School Partnership?
Two schools from different nations that work together on collaborative projects with the goal of cultural exchange and mutual understanding.

How do I begin?
- Identify shared goals
- Decide what kind of projects are practical for you to complete
- Maintain consistent communication
- Keep in mind that scheduling in both countries can be challenging, but not impossible. Account for holidays and time zone differences
- Involve the students in the process, ask them for ideas, opinions on project ideas

Wang Ling
- Participated in TCLP in 2018-2019
- Hosted by Chariho Regional High School in Wood River Junction RI
- Currently senior English teacher in No. 1 High School of Liuyang, Hunan Province
Activities to establish the sister school relationship

CONTENTS

1. What was done when I was in the USA
2. What has been done when I am back to China
3. What is going to be done in the future

By Wang Ling from Chariho Regional School No. 1 High School of Liuyang

Part 1: What was done when I was in the USA

- I. Email Connections between two principals
- II. Video Classes between two schools
- III. Principals Video Conferences
- IV. Art Works Exchange between Art Students in both schools

II. Video Classes between two schools

My Chinese class in Chariho High School and a class in Grade 11 in my home school had video classes. Ms. Wang Jingfang, the English teacher in that class and I organized the video classes.

III. Principals Video Conferences

I acted as the interpreter for Mr. Craig Mackenzie, and my Chinese colleague Ms. Xu Jin, an English teacher in my home school, acted as the interpreter for Mr. Yuan Zhangjun.

IV. Art Works Exchange between Art Students in both schools.

We had an art-painting exchange activity between the arts students in Chariho High School and Liuyang No. 1 High School. Stacy, an art teacher in Chariho and Mr. Zhang Feng, an art teacher in my home school helped organize the activity. They asked their students to paint on the same topic “nature” and then exchanged and shared all the works with each other. All the works are being displayed in each other’s school now and the students exchanging the works have made friends with one another.

Art works drawn by art students from Liuyang No. 1 High School are displayed in Chariho Regional High School
Art works drawn by art students in Chariho Regional High School are displayed in Liuyang No.1 High School.

Mr. Craig Mackenzie was happy to see and enjoyed the works by his American students when he visited my school in China.

Part 2: What has been done when I am back to China:

- Mr. Craig Machenzie’s visit in Liuyang

The Principal of Chariho Regional High School in RI, Mr. Craig Machenzie visited my home school in China from June 28 to July 6, 2019. Since he arrived at Liuyang before I came back from the USA, I asked my daughter Jade, who knows him and met him when she visited me in Chariho, and colleagues who are English teachers to accompany him first before I came back. I joined him the next day I arrived and I accompanied him all the time to finish all the other activities until he left.

Two principals were signing the agreements.

Mr. Craig Mackenzie was delivering a speech in the Morning Assembly in front of all students and teachers.

Mr. Craig Mackenzie was talking to the English teachers in Senior 1.
Two Principals were joining the classes together.

Mr. Craig Mackenzie was talking to the students during the break time.

Mr. Craig Mackenzie was speaking in the art class with the works from Chariho being displayed in the slides.

Mr. Craig Mackenzie was observing a Chinese Class.

Mr. Craig Mackenzie was visiting another school attached to No.1 High school of Liuyang.

Part 3: What is going to be done in the near future

A delegation is being planned to visit Chariho in January 2020. Here are the posters to call on students to join it.
The Chariho Delegation is planning to visit us in April 2020.

Future plans in the long terms:

1. We will have more regular joint-classroom projects such as video classes, speech competitions, video conferences, service-learning projects and so on.
2. We will have some cross-training projects for teachers in both schools such as exchanging teachers and sharing innovative teaching methods and so on.
3. We want to have some exchange programs for the students in both schools such as getting Chinese students to study in Chariho as international students and helping them apply for the American universities and getting Chariho students to study in Liuyang No.1 High school as international students or volunteers in their gap year.
4. We want to build a Confucius classroom in Chariho as what we have done in the UK sister school in the future if possible.

Gu Wenming

- Participated in TCLP in 2016-2017
- Hosted by Captain Nathan Hale Middle School, Coventry, CT
- Currently a teacher of English at Handan No. 2 Senior High School and a vice-principal responsible for international affairs

GET CLOSER, ENJOY MORE!

— MY SHARING ON ESTABLISHING THE SISTER SCHOOL RELATIONSHIP

HOW DO WE DO THIS:

- Above all, impress the host school with hard work and capacity
- Consult with home school to get its intention
- Contact the mentor teacher for help with further communication between two schools
- Sign an agreement
WHY DO WE DO THIS:

As for me:
• Maintain our friendship and do more for both schools
• Get improved in language and skills

As for both schools:
• Broaden students’ horizons
• Help them make friends from different cultures
• Motivate students to learn English and Chinese languages
• Help develop students’ global competence

WHAT WE HAVE DONE:

• Exchange visits
• Establish virtual classes
• E-mail each other

We’ve gained friendships, language knowledge, cooperating skills, knowledge of different cultures and mutual understanding. We can go further...

OUR FUTURE PLANS:

• Arrange our reception in 2020 and another visit to Captain Nathan Hale Middle School, Coventry, CT in 2021
• Keep our contact and communication through virtual classes
• Hold small on-line forums between both teachers regularly

THANKS FOR YOUR TIME!

Basic Collaborative Projects Ideas

- Pen Pals
- Yearbook Trade
- Classroom Journal/Student Journals
- Field Trip Comparison
- Nature Walks
- Photo Project
- Scrapbook Exchange
- Group Products
- Country Collage
- Travel Brochure
- Art and Music Exchange
- Music/Dance Exchange
- Poetry/Art Exchange

Creating Group Products

Country Collage
- Student groups create a collage using things that represent their community or country. Students exchange collages and vote on the best ones. Things that may be included in the collage include things like history, geography, natural resources, or natural disasters, local culture, customs and pop culture.

Travel Brochure
- Students research their Sister School’s community, state, or country as a whole. The class then compiles pictures and combines them into a flyer or mesh. “Travel brochure” of the different sites and cultural highlights of their Sister School’s city. Or, schools make a flyer or travel brochure of their own culture, and send it to their Sister School. Such a brochure could also be a map or current events brochure that the students could put together and copy for all the students at their Sister School. Either approach will be educational and fun.
Sharing Materials

Culture Box
- Send a package to your sister school that contains items that your students feel represent their school, community and culture.
- Make a list in advance of items that you want to include and then send the boxes to each other. Items may include, an article of clothing, music, picture or postcard from your city, artwork or non-perishable food items. You could hold an assembly and share the contents of the culture box with the entire school.

Holiday or Festival Exchange
- Students can study a holiday from a different country - this may even be a subject to write about as a pen pal. Ask the sister school to send items as they relate to a certain festival. Use these items to introduce the school to one of these celebrations. Thanksgiving, Chinese New Year, Valentine's Day, Halloween, etc.

Creating Books to Share

Phrase Book Project
- Compile a list of phrases that your class would like to learn in your Sister School’s language. A “phrase book” should include useful and interesting phrases for students to use. When they receive the requests, each student could create a word wall for 3 – 4 weeks and research the origins of that word or phrase.
- Another option would be to send a collection of local clichés to your Sister School with explanations of where the phrases originated. This could be a great opportunity to educate students in their own language as well.

Folklore Exchange
- Schools select a traditional story set in a place that the students feel is the most significant to their culture. The story should be translated into a short story or script that represents their culture. The school then sends a copy of the story to their Sister School. Another option is to draw a map of the story that can be cut into pieces. The schools then exchange story maps of the story side by side. This activity fosters self-reflection in students. At the end, exchange ideas to reflect on what story maps could be included in a phrase book.
- These story maps can be a learning tool for both classes. Once many attributes have been written down, have students take out a piece of paper and draw a line on the right side, “Leadership Qualities I Need to Work Towards.” This activity fosters self-reflection in students. At the end, exchange ideas to reflect on what story maps could be included in a phrase book.

Politics and Leadership

Heroes/Leaders Discussion
- Students research famous leaders or profile politicians, activists, and community leaders who hail from their country and identify characteristics of effective leaders. Discuss how leadership is important in a democracy.
- A workshop on what makes a good leader to society and culture. A great activity to do with this workshop is a “Learning Quarters” activity. Have a series of historical pictures that are your favorite or make a slide show of famous people. Have students demonstrate what they learned in their quadrant. The photos should be chosen from that person’s life. The students will share what they learned with the entire school. In one way looks mirror their country and area wide leaders. This activity then becomes more personal and fits the students who are there.

Citizen Diplomacy
- Teachers conduct a classroom activity where students are exposed to the concept of “Citizen Diplomacy.” Students research a situation where a citizen diplomat has been involved in negotiating a local conflict or a world situation. They would have to present a report or discussion on the similarities and differences between the experience and what was learned. Students may have to search for information. This is a great way to study world history and geography and current events.
- Students can also create a role-play or skit of a specific historical or modern diplomat who participated in the negotiations and present it to the class. This activity fosters self-reflection in students. At the end, exchange ideas to reflect on what story maps could be included in a phrase book.

Geography Project
- Teachers conduct a classroom activity where students are exposed to the concept of “Citizen Diplomacy.” Students research a situation where a citizen diplomat has been involved in negotiating a local conflict or a world situation. They would have to present a report or discussion on the similarities and differences between the experience and what was learned. Students may have to search for information. This is a great way to study world history and geography and current events.
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Native Wildlife Project
- Teachers conduct a classroom activity where students are exposed to the concept of “Citizen Diplomacy.” Students research a situation where a citizen diplomat has been involved in negotiating a local conflict or a world situation. They would have to present a report or discussion on the similarities and differences between the experience and what was learned. Students may have to search for information. This is a great way to study world history and geography and current events.
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Consider your audience...

Language Projects
- Many Sister Schools partnerships are based out of language departments. There are many ways to incorporate language projects into your Sister Schools' curriculum. For example, schools could prepare tests or quizzes for one another on their language, and see how well their Sister Schools scored! Or, exchange papers or newspapers and see how well the other class can translate into your language and vice versa.

World Literature Comparison
- Teachers choose a piece of classical literature that was written by an author from their region or country. Students then read the literature from their Sister Schools, comparing classical literature from different parts of the world.
You can apply for $3000 CLP funding to get your home school principal or your host school principal to visit each other to start the sister schools projects or to sign an MOU.

Questions?
Please type them in the chat window!

Closing Remarks

Please join us tomorrow for day two!

We always love hearing from you! Share what you are doing in your classrooms with us at tclp@americancouncils.org or via https://www.surveymonkey.com/r/TCLPAumniSurvey

See you tomorrow!

Welcome to the TCLP Virtual Alumni Conference!
International Collaboration Day 2

Welcoming Remarks from American Councils, Zara Hovhannisyan

Outline of Today’s Session

- Alumni Presentations
  - Guo Jin
  - Abdelilah El Alaoui

- TCLP Remarks

- Questions
Guo Jin

- Participated in TCLP in 2018-2019
- Hosted by Suder Montessori in Chicago, IL
- Currently an English teacher at Deyang No. 5 Middle School

sister schools

- I brought out the idea once I came to Suder September 2018
- We started to carry it out around February 2019
- We had weekly meeting to discuss till April 2019

We are going to China on April 12th

Sister school relation built

School life

cultural activites
with host families

To be continued ...

- Suder kids had a wonderful experience in China
- They know another culture in depth which can help promote the mutual understanding
- Because of the positive impact, Suder started to prepare to host Chinese kids

We came back visiting on September 27th 2019

Play together and learn together

We have overseas families! And looking forward to seeing you next April in 2020!

Abdelilah El Alaoui

- Participated in TCLP in 2018-2019
- Hosted by Thomas Edison Language Institute in Sacramento, CA
- Currently an English teacher at Allal Ben Abdellah Middle School
Connecting schools: 
bringing learning to life

By: EL ALAOUI Abdelilah

Objectives

During this session, participants will:
• Gain insight into how to forge a successful partnership with a sister school.
• Learn effective ways to connect students, teachers and administrators from both schools.
• Explore ways on how to implement a partnership after the completion of the program.
• Know various projects to run with a sister school after returning back home.

Why a sister school?

Our top objectives
• Understand intercultural issues and develop leadership skills to contribute to the world’s challenges.
• Foster important life skills like collaboration, community building and creativity.
• Prepare our students to operate in a globalized and multicultural economy.
• Improve their language proficiency and learn about other cultures.
• Increase mutual understanding through dialogue and cross-cultural communication.

Background

• Allal Ben Abdellah middle school:
  Location: Laayoune, Morocco
  Type: public school: 889 students
• Thomas Edison Language Institute:
  Location: Sacramento, California
  Type: a public school k8: 802 students

How we connect?

Why we connect?

Our achievements

• We have been able to connect with 8 schools.
• It has developed our students’ interest in learning about other cultures. The whole school community got to know about it. All of them wanted to be a part of it.
• It has raised the school’s profile and reputation.
• Our students have started to collaborate with their global peers. Their communication and digital skills have improved.
Basic Collaborative Projects Ideas

- Pen Pals
- NoteBook Trade
- Classroom Journal/Student Journals
- Field Trip Comparison
- Nature Walk
- Photo Project
- Scrapbook Exchange
- Group Products
- Country Collage
- Travel Brochure
- Art and Music Exchange
- Music/Dance Exchange
- Poetry/Art Exchange
- Culture Box
- Books to Share
- Phrase Book Project
- Student Scavenger Hunt
- Art and Music Exchange
- Yearbook Trade
- Group Products
- We are proud that through this partnership, we are giving our students and the school staff the opportunity to develop the knowledge, skills and values they will need to shape the future for generations to come.
Create a list of phrases that your class would like to share. This can include useful and interesting phrases for students to use. When they compile the requests, each student could paint a world or situation that is often used and ask to tell the story. Another option would be to send a sampler of dialects to their Sister School with explanations of when the phrases are used and where they are from. This would educate students in their own language as well.

Consider your audience...

- Basic projects require minimal classroom time to incorporate into a Sister Schools partnership. They are less time consuming and simpler in their structure and content than intermediate or advanced projects.
  - Approximate time needed: 1-3 hours a week
  - Grade levels: Elementary - High School

- Intermediate projects require more classroom time than basic projects. They incorporate more critical thinking and analytical skills from students. More frequent correspondence may be needed between teachers to conduct these projects.
  - Approximate time needed: 1-4 hours a week
  - Grade levels: 5th Grade - High School

Politics and Leadership

Heroes/Leaders Discussion

- Students choose people who represent their country and are viewed as heroes or noble leaders. Heroes can be historical figures, profile politicians, activists, or statement that is often used and asked to tell the story. Another option would be to send a sampler of dialects to their Sister School with explanations of when the phrases are used and where they are from. This would educate students in their own language as well.

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Thank You!

- We always love hearing from you! Share what you are doing in your classrooms with us at tclp@americancouncils.org or via https://www.surveymonkey.com/r/TCLPAlumniSurvey