

Welcome to the TCLP Virtual Alumni Conference!

International Collaboration
Day 1



Welcoming Remarks from U.S. Department of State,
Maxine Pittner 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



Involve the students in the process, ask them for ideas/opinions on project ideas



Keep in mind that scheduling in both countries can be challenging, but not impossible. Account for holidays and time zone differences

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

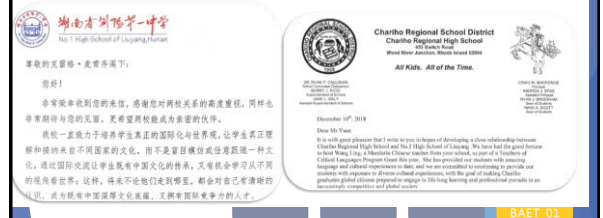
CONTENTS

- 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

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



BAET 01

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 Mackenzie's visit in Liuyang**

The Principal of Chariho Regional High School in RI, Mr. Craig Mackenzie 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.

BAET 02

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

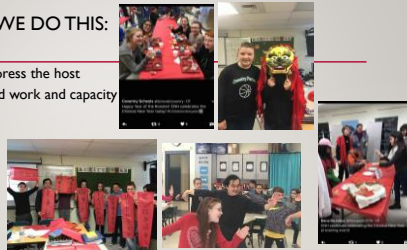


GET CLOSER, ENJOY MORE !

— MY SHARING ON ESTABLISHING THE SISTER SCHOOL RELATIONSHIP

HOW DO WE DO THIS:

- a. Above all, impress the host school with hard work and capacity



HOW DO WE DO THIS

- b. Consult with home school to get its intention
- c. Contact the mentor teacher for help with further communication between two schools
- d. 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

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

- E-mail each other

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

Day/Date	Topic	Speaker/Presenter	Phone
Nov. 1 (11/1/19)	Introduction to the school and the city	Mr. Wang	131-2222-1111
Nov. 2 (11/2/19)	Classroom Journal/Student Journals	Mr. Wang	131-2222-1111
Nov. 3 (11/3/19)	Field Trip Comparison	Mr. Wang	131-2222-1111
Nov. 4 (11/4/19)	Photo Project	Mr. Wang	131-2222-1111
Nov. 5 (11/5/19)	Group Products	Mr. Wang	131-2222-1111
Nov. 6 (11/6/19)	Country Collage	Mr. Wang	131-2222-1111
Nov. 7 (11/7/19)	Travel Brochure	Mr. Wang	131-2222-1111
Nov. 8 (11/8/19)	Art and Music Exchange	Mr. Wang	131-2222-1111
Nov. 9 (11/9/19)	Music/Dance Exchange	Mr. Wang	131-2222-1111
Nov. 10 (11/10/19)	Poetry/Art Exchange	Mr. Wang	131-2222-1111

THANKS FOR YOUR TIME!

Basic Collaborative Projects Ideas

- ▶ Pen Pals
 - ▶ Yearbook Trade
 - ▶ Classroom Journal/Student Journals
- ▶ Field Trip Comparison
 - ▶ Nature Walk
- ▶ Photo Project
 - ▶ Scrapbook Exchange
- ▶ Group Products
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- ▶ Moving Across Cultures
 - ▶ Going the Distance: P.E. Project
 - ▶ Student Scavenger Hunt
 - ▶ Projects to Mail
 - ▶ Culture Box
 - ▶ Holiday or Festival Exchange
 - ▶ Books to Share
 - ▶ Phrase Book Project
 - ▶ Folklore Exchange
 - ▶ Science and Social Studies
 - ▶ Geography Project
 - ▶ Native Wildlife Projects

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 on the collage include things like history, geography, natural resources, or natural disasters, local cuisine, customs and pop culture. This may also be a good way to practice a foreign language. Students could explain their collages in a language they are practicing over Skype or in a recorded presentation.

Travel Brochure

- ▶ Students research their Sister School's community, state, or country as a whole. The class then compiles pictures and combines them with descriptive paragraphs to design a flyer or mock "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, art, souvenir or non-perishable food item. 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 pen pals. Ask the sister school to send items as they relate to a certain festival. Use those items to introduce the school to one of these celebrations. Thanksgiving, Chinese New Year, Valentine's Day, Halloween....etc.

Incorporating Science and Social Studies

Geography Project

- Teachers ask students to create a presentation outlining geographical aspects of their state/ country. Students will be able to identify the landscape, topographical layout, and natural resources of their environment. This is a chance for classes to send beautiful landscape and scenery photos of their home to their Sister School. Geography projects can also tie into historical facts and events about surrounding territories. This is a great way to study and integrate environmental issues as well.
- The students could also make a map of the area, choosing specific landmarks or historical markers to research and then draw on the larger map. The map would have a key attached to it of the students' research and would give their Sister School something nice to put on their wall in recognition of their relationship.

Native Wildlife Project

- Students study and research native wildlife of their area, and create a presentation of their findings for their Sister School. Pictures or drawings would compliment the reports to give a visual representation of the flora and fauna of their area. A specific habitat map or drawings could be compiled to create a student-made expression of the environment around them. Local organizations and foundations that aim to preserve and restore habitats for native wildlife can be incorporated into this Sister Schools project, either as a field trip or resource of information. Bird watching tours or other expeditions would give the students the chance to take photos of their particular animal or plant, or would give them the opportunity to draw it so that they were doing the project as a whole, not for homework at home or on their own time.

Creating Books to Share

Phrase Book Project

- Compile a list of phrases that your class would like to learn to say 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 be given a word or statement that is often used and asked to research the origins of that word or phrase. Another option would be to send a sample of local clichés to their Sister School with explanations of when the phrases are used and where they came from. This would educate students in their own language as well.

Folklore Exchange

- Schools select a traditional story or set of stories from their country that is often told and/or they feel represents their culture. The Schools then send a book of the story as a gift to their Sister Schools. Another option is to have the students in both classes illustrate/create their own version of the fairytale or story and put it together as a gift to their Sister School. The books could be displayed in their school's library or around the school. As many folklore stories are based in specific locations or regions, pictures of the area where the story took place would be a good addition to the compiled story. As a summary of the project have students do a report or discussion on the similarities and differences between the stories and how the different stories show the specific cultural character or value system.

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 high-profile politicians, activists, entertainers, or everyday people, like someone who works at their school. A workshop on what makes a hero, and what values they embody, is a great way to share beliefs and explore subconscious values of a society and culture. A great activity to do with this workshop is a "Leadership Qualities" activity. Have a class discussion and ask students to identify attributes that are good qualities for a leader to have, such as: honesty, perseverance, fair, noble. Once many attributes have been written down, have students take out a piece of paper and draw a line down the middle. Tell them to label the left side of the paper "Leadership Qualities I Have," and the right side, "Leadership Qualities I Need to Work Towards." This activity fosters self-awareness and reflection in students. At the end, exchange ideas with the Sister School to see what traits were discussed in both classrooms and why some were left out.

Citizen Diplomacy

- Teachers conduct a classroom workshop defining and drawing examples of "Citizen Diplomacy." Sister Schools compare their definitions and examples. What does it mean to be diplomatic? What is a citizen-diplomat? What are ways that students can act as citizen diplomats? Have any students participated in exchange visits before? What are ways students can act as citizen diplomats in the future?
- Also, choose a crisis or situation where diplomacy is needed, ideally involving one or both of the Sister School's countries. Have the students act out a simulation of the negotiation/diplomatic process and compare notes with your Sister School. What techniques work the best? Is compromise impossible? Why? What other actors in the international community could help with diplomacy? (UN, regional orgs)

Talking about Language

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/TCLPALumniSurvey>

See you tomorrow!

Welcome to the TCLP Virtual
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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 activities



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

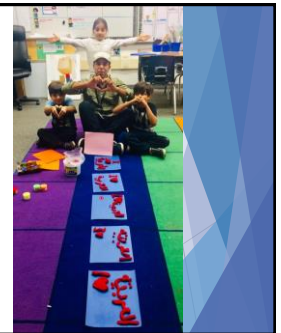


We have overseas families! And looking forward to seeing you next April in 2020!



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 multi-cultural economy.
- Improve their language proficiency and learn about other cultures.
- Increase mutual understanding through dialogue and cross-culture communication



Background

How? When? Where? Why?

- Allal Ben Abdellah middle school :
- Location : Laayoune, Morocco
- Type : public school : 88g students
- Thomas Edison Language Institute :
- Location: Sacramento, California
- Type: a public school k8 : 802 students



How we connect?



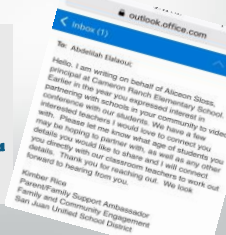
Our achievements

- 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.

- confidence
- leadership skills
- critical learners
- collaboration, and global citizenship
- problem-solving skills
- interest and enjoyment in learning
- responsibility for their own learning
- curious and inquisitive

Our future plans

- ✓ Visits exchange for students and teachers
- ✓ Work on projects
- ✓ Held online training workshops for teachers and the school staff to share best practices.
- ✓ We will develop an action plan for future progress.
- ✓ We will establish new partnerships and include more new schools in Morocco and in the US.



Give it a try!

"This project helps me understand issues beyond my immediate surroundings and makes confident and highly motivated to learn English...It opens my eyes to a new different world"

Sara Yakout, a student

"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 themselves and generations to come."

Mahjoub, School principal

- Sample video (2 minutes)

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Closing Remarks from U.S. Department of State,
Maxine Pittner Lunn

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>