

Building Sister School Relationships

TCLP Alumni Conference

Day 1



Welcoming Remarks from Director of Global Educational Programs, U.S. Department of State, Anthony Koliha

February 4th 2015

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Agenda

- Welcoming Remarks from Director of Global Educational Programs, U.S. Department of State, Anthony Koliha
- What is a Sister School Partnership?
- How to Begin Successfully
 - Building Relationships
- Differentiating Projects
- Examples of Basic Projects
- Examples of Intermediate Projects
- Q & A



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. Make sure to account for holidays and time zone differences



The collaboration began with TCLP...

Indian River
Charter School
Student
Exchange with
Beijing No. 80
High School



Elizabeth Santiago (Former Mentor); Cao Yanna (Former Participant, 2010); Cynthia Aversa (Principal); Ms. Pamela Bjorkman (Board of Directors)

October 2014, The Temple of Heaven, Beijing, China

Students Meet in Beijing



Students' Connections



Touring Nanluoguo Street, Beijing, China
July, 2013

Example from Cao Yanna

Principles:

Always care about each other!

Aims:

- To promote a better understanding of each other.
- To continue the connections between students from both countries.



Exchanging Ideas, Expanding Learning

Cam Hedlund, Executive Director from Lakes International Language Academy

Welcoming our guest



Sharing cultures



Differentiated Projects to Meet Student and School Needs

- **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

Basic Collaborative Projects Ideas

Examples from Alumni

- **Pen Pals**
 - Yearbook 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

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

Connecting Pen Pals in China and the U.S.



Mrs. Mann (My Mentor)



July 2013, Cao Yanna
Beijing, China

A student's self-introduction

Name: Sunny/ Chen Jiachen

Gender: Female

Age: 17

Hometown: Beijing

Friends to make: friends with similar interests

My interests

#Poetry#

**Prefer Chinese poems and like to write them on my own.
Also want to learn something about English poems.**

#Literature#

**Interested in:
History of literature.
Science fiction.
Japanese novels.**

#Music#

**Interested in:
Folk music.
Country music.
Hip-hop(Rap).**

#Singers#

**Taylor Swift.
Nicki Minaj.
The Vamps.**

Cao Yanna's Pen Pal Exchange

My interests

#TV Series#

Doctor Who (My favourite/ have been to Cardiff just for DW)

Torchwood

Merlin

Sherlock

Downton Abbey

Vicious

Miss Marple

Shameless

The L word

House of cards

2 broke girls

The big bang theory

Girls

SELFIE

...

Waiting for the one with similar interests...

Cao Yanna's Pen Pal Exchange

20 Loves List

List 20 things/people/places/activities/etc. that you love.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.



Video Introductions in Egypt in Arabic



Mohamed Ismail,
Hellgate High
School 2011-
2012



Mohamed
Hassan, Bell
High School,
2011-2012

Links to the videos:

<https://dl.dropbox.com/u/39191526/Luxor/IMAG0310.AVI>

<https://dl.dropbox.com/u/39191526/Luxor/IMAG0313.AVI>

A man with a beard and short dark hair, wearing a white long-sleeved button-down shirt, stands with his arms crossed in front of ancient Egyptian stone ruins. The background shows large stone columns and walls with hieroglyphs.

Mohamed El-Dwiny,
Safford Engineering
and Technology
Magnet School,
2011-2012

A Tour of Luxor, Egypt in Arabic



Comparing School Systems and Political Events in Skype Conversation

Mohamed El-Dwiny, his mentor teacher, Nour Jandali, and two other Arabic teachers at Safford School arranged a Skype conversation.



Political Situations through Pictures



Sharing Pictures of Political Events or Daily Life



Creating opportunities

- Student pen pals
- Sister classes
- Student visits and exchanges





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.



Art Exchange



Music/Dance Exchange

- Schools compile a CD of songs that reflects the traditional music of their country. Accompany the CD with a brief history/explanation of each song. This is a wonderful way to learn how music is integrated into the customs and history of a nation.
- Traditional dances are also a great way to learn about another culture. In many cultures, dances are performed for certain festivals, or as ritual. Sharing the history of their meanings and purposes is exciting for students.

Poetry/Art Exchange

- Sister Schools compare and study the works of a famous artist from each other's country. Students then do an art project or write a poem in the style of the chosen artist. This is a great way to get to know the art history of a region, and incorporate an art-based project.



Moving Across Cultures

Going the Distance: P.E. Project

- Sister Schools can incorporate P.E. classes into a Sister School project by tracking how many miles or kilometers students collectively run. This would be tallied up throughout the year as a race between schools to see who could be the first to run the approximate distance between the two schools.
- A measurement of the distance between the Sister Schools would be determined and, throughout the year, teachers tally up the distance students have run. Schools have a friendly competition to see who has “reached” their Sister School first, or who gets the closest by the end of the school year! (This can be a great fundraising event as well!) The two schools could set up a map on their wall with a line and measurement between the two schools and each week, update the map and send the updates to their Sister School to keep the students engaged in the year-long competition. Markers on the map could indicate the position of the two classes and a small award could be made indicating who won for each year, recording the continual friendly competition between the two schools. This award could be passed back and forth each year, giving the students more motivation to do well in P.E.

Student Scavenger Hunt

10

Find

something square
something red
something curved
something small
something old
something new
something alive
something round
something blue
something woody

Start your morning off on a hunt. Hunt for 10 things! Good luck

created by [Educating Laytons](#)

Source: Sister Cities
International - Sister City
Project Ideas Packet



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 culture – 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.



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.
- They may want to add a section for (appropriate) slang sayings.

Folklore Exchange

- This project is a great way to share the history and cultures of the Sister Schools. Storytelling throughout history and across cultures not only depicts the values and moral teachings of a specific culture but also can express the similarities across different cultures.
- Schools select a traditional story or set of stories (like creation 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. If they want, students could also act out the story from their Sister School as a better way of understanding the stories from another culture. Getting the students as involved as possible will make the project more enjoyable for them.

Differentiated Projects to Meet Student and School Needs

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Intermediate Projects

1. **Media Exchange**
2. Cultural Iceberg Discussion
3. Heroes/Leaders Discussion
4. Citizen Diplomacy
5. Economics Projects
6. Fact Book (CIA)
7. Language Projects
8. World Literature Comparison
9. Fundraising
10. Sister School Club

Media Exchange: Sharing an Egyptian Short Movie



Video Link:

<https://www.dropbox.com/s/c2xlkjj44s7dhi6/l%20dream.wmv?dl=0>



Mohamed El-Dwiny
talks to students at
Cholla High School
in Tuscon, Arizona
using Google
Hangout





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? For more information and material regarding citizen diplomacy, contact Sister Cities International.
- 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)

Integrating Social Studies: History, Economics...etc.



Economics Projects

- An economics project can help students gain an understanding of international finances, free-trade, and macro and micro-economics.
- Economic projects can have a variety of focuses. What is the main source of industry in our region? What is the history of industry in our region? What are our country's main resources? Do we have trade agreements with any other nations? If so, what are they? See what economic or industrial similarities you have with the city near your Sister School.
- Take this opportunity to introduce your students to international economics.

Country or Community Fact Book

- Schools look up their country on the CIA's World Fact Book website and compile a Fact Book for their Sister School to look through. Then final project may come in many formats, like a poster board, a brochure, or a Power Point presentation. Sister Schools may decide to look elsewhere for facts about their country, or to include other information they want to share with their Sister School.
- Making a Fact Book for your city would also challenge your students to find interesting things about your city that they may not already know. Then an exchange of these projects between the Sister Schools would show the students the similarities and differences between their two cultures.



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.
- Exchange visits are common between language classes as well, and are great ways to immerse students in foreign language studies.

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.

A close-up photograph of three young women smiling and posing for a selfie. The woman on the left has dark hair with bangs and is wearing a red and white striped shirt. The woman in the middle has dark hair and is wearing a red and white striped shirt. The woman on the right has light skin and is wearing a white shirt. A semi-transparent dark grey banner is overlaid across the middle of the image, containing the title and subtitle text.

Solving challenges

Visas? Responsibilities? Payments? Team teaching?

Cam Hedlund

Looking ahead

- Support free flow of ideas between LILA and Chinese-speaking countries
- Promote ongoing language and cultural learning experiences
- Share best practices and lessons learned with other schools

Cam Hedlund

Making Future Plans (Cao Yanna)

- ◆ **1. Students who are interested in the exchange programs or pen-pal programs are making self-introduction presentation. (PPT or Word)**

(Students from Experimental Class, Senior 2, Beijing No. 80 High School & Students from Chinese 3, Indian River Charter High School, FL, US)

- ◆ **2. Students with same interests start contacting each other from Jan. 29th .**
- ◆ **3. Teachers from both sides get feedbacks and offer some help whenever it is needed.**
- ◆ **4. Hold class video conferences and parties in March, April and May. (Students will perform, do some talent shows, do some cultural presentations to each other.)**
- ◆ **5. Plan to visit IRCH during our Summer vacation.**
- ◆ **6. Get more students involved in the program.**

Thank You for Joining Us for Day 1!

- Questions?
- Alumni Survey Link:
- Please complete the survey by February 20!

See you tomorrow!



Building Sister School Relationships

TCLP Alumni Conference

Day 2

Agenda

Having audio problems in China? Scan the QR code with your smartphone to join our audio simulcast on WeChat.



- Recap of Day 1
- Examples of Advanced Projects
- Critical Language Project grants
- Focus on Student Exchanges
- Keynote Speakers
 - Li Qiong (China)
 - Bill Dolezal (USA)
 - Emil Marcos (Egypt)
- Q & A



Recap of Day 1

- What is a sister school partnership?
- Goal-setting
- Examples of basic and intermediate projects



Advanced Projects

- For sister schools who want to integrate a more focused international studies curriculum between their two schools. They may introduce concepts such as: social change, economics, or humanitarian needs, as well as cultural understanding and exchange.
- These projects demand additional commitment from both schools in order to be properly presented, conducted, and completed between sister schools.
- Approximate time needed: 2 - 5 hours a week
- Grade levels: Middle School – College

Thinking Globally, Acting Locally

Local History Project

- Classes go to their local library or online to find pictures and information on their town's history. Students plan and give a presentation to their Sister School.
- This project develops research skills and helps students learn about their own local history as well as the history of their Sister School.

Environmental Awareness

- Design a project around a focus question, such as:
 - What are the main natural resources in our country? How sustainable are these resources?
 - What are the facts supporting global warming, and how might global warming be prevented?
 - What does “sustainable development” mean, how is it being used in our country/city, and what can we do to make our school more sustainable?

2. Typical Values (select five)

	Typical American Values (select five)	Typical Values in my home country (select five)	Personal Values: I value... (select five)
Honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Hard, Be Productive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honor Your Elders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patriotism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pursue Happiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gain Goods and Wealth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know the Right People	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help Other People	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Try New Things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obey the Law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know Your Heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Save Time, Be Punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stand Up for What You Think is Right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achieve Individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Civic Involvement

Compare Political/Economic Systems

- Schools analyze their country's political or economic system and create a presentation to teach each other about how their system is employed and the origins of how it was implemented in their country.
- This is one way to introduce complex political, economic, and social concepts to students. By relating to their international peers, students will learn how monarchies, democracies, capitalist/communist systems, (etc) structure a society and shape the lives of citizens.

Write a Class Constitution

- After students compare and contrast their nations' constitutions, they can write their own "Sister Schools constitution" to combine some of the policies and values they share across cultures and countries.
- This is a great way to strengthen your partnership and teach citizen diplomacy in your classroom.



Service Projects



Social Service Focus

- Have the class visit a social service organization (e.g. orphanage, center for the disabled, Red Cross). How does this organization serve the public and what services are still needed?
- May include a field trip, guest speaker from the organization, and/or independent research.
- This is a good opportunity to analyze social problems and solutions.

Fundraising

- Fundraising efforts between Sister Schools have the potential to become school-wide projects. Students may be very eager to engage in humanitarian efforts.
- Such efforts should only be conducted by committed schools focused on creating real outcomes.

The first talk between two schools: Students from two schools had a video class. This class was reported by a local newspaper.

1241 人可享 800 万元补助

据悉,2011年度医保二风补助已进
入公示阶段,时间为4月24日至
30日,为期一周。据统计,2011年

累计可报销金额356万元。
市医保处提醒广大市民,提出

补助结果有异议,请在一周内到市
医保处查询。

网络视频来牵线 中美学生同开“越洋班会”

本报讯(记者曹宇、通讯员王
晓)相距一个太平洋的距离,相隔
整整15小时的时差,但是通过视
频将大洋两岸的两校学子紧紧联
系在一起……昨日上午,一堂特殊
的“班会”在市六中展开。

北京时间8时30分,大洋两
岸的视频信号顺利接通,美国亚利
桑那州凤凰城 Sonoran Trails
Middle School 30名中学生的笑脸
出现在市六中807班52名学生眼
前,807班的学生与美国学生共同

欢呼起来。

“Hello! How do you do!”“你们
好!我叫凯特。”“你喜欢什么运
动?”“我喜欢橄榄球。”美国学子用
中文介绍着自己,并向市六中学生
提问。市六中学生则用英语向美国

学生问好,并提出自己的问题。两
地学子像老朋友一样在视频上互
动、学习。通过“网络视频”,远隔万
里的两地中学生仿佛身在同一课
堂。此次“越洋班会”的主题是丰富
知识,开阔视野,丰富的活动使教室

气氛十分活跃,同学们情绪高涨。
去年初,通过全国选拔,市六
中教师李琼赴美国开始为期一年的
汉语教学。她所执教的 Sonoran
Trails Middle School 从去年8月
起,每天开设汉语课。“美国学生
希望多学一些汉语,多了解一些
中国文化。”李琼说。而同样的,市
六中的学生也渴望了解一些美国
文化,和美国中学生交朋友。有了
李琼牵线搭桥,两所学校开始积
极促成此次“越洋班会”。



In June, 2012, U.S. principal visited No.Six Middle School with the help of the grant from CLP. Two schools principals signed the sister school document.



A video class recorded by Chinese students about Chinese calligraphy was put on the website of STMS, Sonoran Trails Middle School.



Another video class :

Kids talk about their favorites, half in Mandarin,
half in English.



In June, 2014, Mr. Dolezal, the STMS principal, 6 kids, a parent visited No.Six Middle School. They were toured to a local place of interest with some students from No. Six Middle School.



U.S. students visited No. School Middle School. They went into Chinese classes.







6—17日美国亚利桑那州凤凰城Sonoran Trails
俱乐部夫人到宜昌市六中进行参观考察





Chinese students invited STMS guests to a big party and performed talent shows.



Students had buffet together.

In August, 2014, the principal of No. Six Middle School taking 21 students visited U.S.





We were warmly accepted by dear
TCLP!

In STMS, 21 Chinese students were kindly hosted by 19 STMS students. They were paired to each other.





Chinese students followed their STMS pals to different classes. The principal and administrator also toured STMS, a primary school, and a high school.





Two schools students had a train tour to Grand Canyon!

Questions?

Young Ambassadors, Aspirations and Challenges

- Laying the foundation to an effective cultural experience

School Sister ship

2008 to 2015

- Al-Salam Private School,
Tanta, Egypt
- Center For Global Studies
at Brien McMahon High School,
Norwalk, CT



How did it start?

- Parents survey
- Response
- Implementation



CGS Trip to Egypt 2010



How do we get them there?



Students attend seminars to:

- Raise awareness
- Address fear of unknown
- Make expectations explicit

Expected behavior

- In all ways, a participant behaves on the Study Tour as someone who is learning, not vacationing

We started small

- Three students only took part in the first trip.
- Program kept growing every year



We have been doing it for 5 years.
2010



What behaviors concerned us?



What behavior do we want to encourage?



What do students do when they visit the US?

Trip is divided into two parts:

Visiting landmarks

Experiencing US school life



Washington, DC



Tour NYC



School life



School activities at CGS



Number of participants over the years

2010 : 4

2011 : 7

2012 : 8

2013 : 9

2014 : 5



Funding



Excellent Performance

(Good Traveller & Ambassador)

- Considers the good of the whole group frequently
- Respects others
- Follows all directions completely during the Study Tour
- Is always on time during the Study Tour and always brings required materials
- Always shows flexibility and willingness to make changes when necessary
- Always remains polite and cooperative towards chaperones on the Study Tour
- Applies learning from seminars during Study Tour

Critical Language Project (CLP)

Funding for School Projects

- Projects that benefit the U.S. host schools or districts, or participant's home schools.
 - Joint-classroom projects, speech competitions, videoconferences, service learning projects, inquiry-based learning, or school partnerships
 - Share innovative teaching methods, best practices and/or comparative lessons among participating alumni schools and/or alumni;
 - Collaborative projects that develop curricula and support the use of authentic materials;

Critical Language Project (CLP)

Funding for School Projects

- Projects that benefit the U.S. host schools or districts, or participant's home schools.
 - Creation of critical language clubs and student-driven outreach to other district schools;
 - Development of teaching materials in critical languages;
 - Establishment of school newsletters for critical language teaching/learning.

Thank You!

- Questions for our speakers or TCLP Staff?
- Alumni Surveys
 - For international alumni: <https://www.surveymonkey.com/s/TCLPalumni>
 - For U.S. alumni: <https://www.surveymonkey.com/s/TCLPalumniUS>
- Please complete the survey by February 20!
- Next Critical Language Project deadline: **March 31**
- Apply here: <http://tclprogram.org/alumni-resources>

