

**EEV Questionnaire** to be filled out now in class, submitted, and returned tonight  
September 7, 2005



## Vignettes

**A. Key Terms:** peace building, promoting understanding of people, their stories, issues they face/faced. promoting understanding of issues of the past and their impact on today and the future. advocacy. action. communication. conversation. outreach to people around the world. culture. context. expression.

### Imagine this:

Chivy Sok, child during the Killing Fields in Cambodia in the Khmer Rouge regime comes to New York on November 14 15, 16. Chivy wants to make a difference. She would welcome a chance to connect with you or you and your students via video conference throughout the year and meet you in person in November.

Heidi Wilson participated last year and is interested in continued participation this year.

Karen Kliegman, graduate of TEAM and library-media teacher in the Searingtown Elementary School in Queens was a partner with us and Chivy last year. Karen created: <http://eev.liu.edu/ChivySok>. She wrote a book, the proceeds from which will go to support abused children. Here's what Karen and her colleagues have planned for this year.

Jodie Ruggiano (5th grade teacher who was at the child labor workshop) and I developed a new unit at a workshop in June for her class. I am finishing writing a grant right now to purchase video equipment for it. The unit will focus on child labor issues in Latin America and will be called: CIRCLE of Rights: Children Inspired to Reduce Child Labor Through Education. If we get the grant, students will produce CNN-type field reports on child labor issues in different Latin American countries as well as interview Chivy. Even if we don't get the grant we will do this, the grant will make it easier. Our book, Child Justice, will be available in a few days.

I just sent out a staff email about Child Justice. There is now a nice announcement on their site - go to [www.trafford.com](http://www.trafford.com) <<http://www.trafford.com>> then click on 'bookstore' - in the search box type 'child justice' and it will come up.

Does linking to Chivy and/or Karen appeal to you?  
If so, how, perhaps?

Broaden this topic now with us and think about confronting hatred and bigotry locally and around the world. How might we accomplish this through work you would do? Are you interested in such work?

Other links might include:

- Monica Willard and Faye Feller and their work at the United Nations
- TakingITGlobal and the work of Michael Furdyk
- Irving Roth, Holocaust survivor, and his work
- The Prejudice Reduction Conference at the Huntington Hilton on 11/14/05

The collaboration in your team, "Global Understanding" is begun. How might this collaboration develop? <http://eev2.liu.edu/ee0406/GU>. Might you link to this?

**B. Key Terms:** East End. Impact on and expressions of. Land. Water. Environment. People.

**Imagine this:**

The East End environment and people impact on life and living. Capturing facets of the East End environment and people in ways that add value to those you touch with your work will unfold. Change over time on the East End. Historical context impacts on today and the future. Today (the water, light, air, and people, for example) impact on today and the future. Are you interested in the East End as content in your collaboration? If so, which areas?

- The land
- The water
- The people
- Other?

The collaborations in your team on the East End - <http://eev2.liu.edu/ee0406/EEnders> and <http://eev2.liu.edu/ee0406/AW> - related to this. Do either or both or these appeal to you? If so, what about them appeals? Are you interested in the environment? the people? both?

One of the collaborations at Camp looked at the impact of the East End on artists and artists' expressions of the East End in their work. Are you interested in the impact of the East End on the expressions of the people and the expressions of people as reflecting the East End? <http://eev2.liu.edu/camp2005/view/index.html>. Other Camp collaborations had to do with the water/environments of the East End. See <http://eev2.liu.edu/camp2005/bay1/index.htm>, <http://eev2.liu.edu/camp2005/bay2/index.asp>, <http://eev2.liu.edu/camp2005/water1/index.htm>, <http://eev2.liu.edu/camp2005/water2/index.htm>

Do these works interest you?

**C. Key Terms:** Creating landscapes and gardens. Children as creators of design and content of gardens. Study of plant life, animals, soil, air, light, water. Communication of issues related to nature, gardens, and more with others around the world.

**Imagine this:**

An estate with rare species of plants and exotic architecture will be the hub for an exploration of nature (e.g., plants, gardens, animals, soil, water, light, air) and the creation of information science. See Val Verde handout. Gardens will be created locally, related topics studied, design and writing integral. Experiences will be captured and shared.

Remote access to the gardens of Val Verde, other major gardens around the world and your gardens, will link people internationally. Does this project appeal to you?

**D. Key Terms:** Journeying through time and space. Travel as way to understand people, place, time, context. Partnerships with others through travel. Communications and Expression.

**Imagine this:**

The collaboration of your EE team, schools that travel, is at <http://eev2.liu.edu/ee0406/STT/>. Travel. What a fascinating topic. Does this interest you?

**E. Key Terms:** Imagination. Creation.

**Imagine this:**

Study of others' imaginative creations and expressions and then expressions inspired by such experiences guide people into their own creative selves. Matisse, Picasso, Rembrandt, and local artists of the past (e.g., Jackson Pollock and Lee Krasner) and local artists of today inspire new creations and conversations.

See the collaboration of your EE team <http://eev2.liu.edu/ee0406/Imagine>. This collaboration has the potential of uncovering hidden jewels on the East End through one's imagination (e.g., Jackson Pollock and Lee Krasner and local artists) and powerful models that have impacted life across the globe (e.g., Picasso, Matisse, Rembrandt) and imagination in others ways such as space and time. Does this interest you?

**F. Key Terms:** Developing good health and wholeness in body and mind

**Imagine this:**

Interventions for helping people become all that they can become may involve health and wellness (e.g., See EE collaboration site, <http://eev2.liu.edu/ee0406/Wellness/>) and also intellectual behaviors (e.g., Art Costa's *Intellectual Behaviors* and also *Habits of Mind*).

What is wellness, wholeness, and health all about? How might we help children own their own attitudes toward building healthy lives? There are many challenges and rewards ready to unfold in this collaboration. Does this interest you?

## **EEV process for you**

### **The initiation of creative ideas**

- This year's EEV collaboration will evolve from your creative ideas. You've had the summer to think about what you would like to do. You will have today to converse with others about possibilities. And we will form groups through an online QuickTopic to be held between today and next week.
- **Describe your first thoughts about this year's collaboration here.**

The **purpose** of ideas

- We will ask you to describe the purpose of your EEV collaboration here soon. Not yet, though. It should have special meaning that goes beyond curriculum or a good project. It should reflect many of the key elements of an EEV collaboration.

#### The **creation** of **small learning/leadership cohorts**

- This year you know more about collaboration teams that work. You will be responsible for constructing your team and making it work. That may be a challenge as you can only take charge of your own behavior. You cannot force others to act as you wish. What an interesting year we will have. Think hard about how you might handle it before you begin.
- You want to be bound by a common shared vision. You want to team learn. To do this, you'll want to explore your core values as you create your collaboration.

#### **Evolution** of **collaborative groups** with **successes/challenges** faced and met

- You'll want to think about processes needed to make your collaborative group a success. Peter Senge speaks of discussion and dialogue and of feedback loops and systems. You'll want to create communications, reflection, and flexibility in your work so you'll be able to report at the end that the members of your group share the vision, the commitment, the energy, and the production. How will you do this? Perhaps by communicating with one another frequently online and/or meeting in-person. You'll want to think about what is not working well in your group throughout so you can come up with intervention strategies and make changes.
- By the end, you should know if your project has a place to grow in the future and if you will be a part of that.

#### The **redefinition** of **participant roles** in **traditional organizations** as they partner in EEV collaborations

- You will want to stretch beyond your day-to-day organization in ways that you create. Existing in the EEV can free you from some every day constraints of your day-to-day organization. Think about how this might be before you begin.

#### The **development** of **actions**

- You will want to think about what actions you and your partners will take to accomplish your goals.

#### **Ongoing assessment**

- This year assessment will evolve integrally throughout your collaboration. You will design an assessment, collect data, reflect on your progress, make modifications and then repeat that process several times.

#### The **study** of the **accomplishments** of **activities**

- By the end, you will want to know if you accomplished your goals. You'll examine your assessment procedures to see if they were effective. You'll ask yourself if you would make changes if you started all over from September 7th. If so, you'll want to know why and share that with others.