

# INTERNATIONAL TEACHER POST

A peace pedagogical newsletter since 1982  
Edited by an international board  
No. 1 April 2015



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## The purpose of

### INTERNATIONAL TEACHER - Post

is to be the international quarterly magazine for "International Teacher Association", - a network of teachers and pedagogues in order to promote a culture of peace and non-violence, which UN has defined as "respect for human rights, democracy and tolerance, the promotion of development, education for peace, the free flow of information and the wider participation of women as an integral approach to preventing violence [and creating] conditions for peace and its consolidation." (UN Resolution A/58/11)

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THE EDITORIAL BOARD is open to all interested and active colleagues who want to support international understanding through educational work.

We are looking forward receiving your letter to the editor, an interesting article, pictures, students' work, pedagogical projects, information of common interest, "advertisements", poems etc.!

**Notice please:** Our English language might not always be perfectly correct, but we hope that the sincere intentions will be clear!

Also notice please: Opinions expressed in the articles don't need to reflect the views of ITA or the editorial board!

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International Teacher Association was founded by Frank Krøyer in 1982

[www.International-Teacher.dk](http://www.International-Teacher.dk)



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Husk at betale kontingent til ITA.

**200 kr.** på denne konto

### Kontingent til ITA

Så er det tid til at betale kontingent 200 kr. (unge og studerende 50 kr.) bedes indbetalt pr 1. maj på ITA's konto: 1551 16454494 eller indbetal på giro: +01< +16454494<

## Generalforsamling i ITA Danmark

Vi er blevet nødt til at flytte generalforsamlingen til søndag d 19/4 Kl 13 på Helms Skole i Korsør.

Bestyrelsen møder kl 12

Vi starter med at spise en let frokost.

Derefter afvikler vi generalforsamlingen i henhold til vedtægterne.



Helle og Jytte er på valg

§ 5a: På den **ordinære generalforsamlings dagsorden** skal følgende punkter optages:

1. Valg af dirigent.
2. Beretning.

3. Regnskab og budget forelægges skriftligt til godkendelse.

4. Fastsættelse af kontingent.

5. Indkomne forslag.

6. Valg af 2 bestyrelsesmedlemmer og 1 suppleant.

Valget gælder 2 år ad gangen.

Suppleanten vælges hvert år.

Bestyrelsen konstituerer sig selv.

7. Valg af 2 revisorer og 1 suppleant.

8. Eventuelt.



### Støt skolerne i Nepal

Indbetal fx 100 kr. pr måned eller et engangsbeløb

Indbetal pengene på ITA's Nepalkonto: 8500 0003572137

Mange tak for bidrag



Annual meeting 2015

## Warszaw, Lublin, Poland

**Daniel Zagrodnik**, teacher at Lencha's Mining Technical School, is planning the annual meeting.

### **Culture without Borders**

The theme of the year is Culture Without Borders in a World with sustainable development.

### **Program for the Annual Meeting 2015**

**6/7, Day One.** Arriving in Warsaw . Accommodation ( hostel) we book in advance , choosing/ what we like more.

**7/7. Day Two.** Panoramic tour on Warsaw. or walking excursion, or sightseeing - on our own.

**8/7, Day Three.** The same program. We do, what we wish - walking, shopping.

**9/7, Day Four.** Arriving in Lublin. Daniel will meet us at the station. Daniel brings us to Lechna , Accomodation, Dinner

**10/7, Day Five .** Panoramic tour on Mines(Shakhta), then - excursion to a House of Tradition, accomodation .

**11/7, Day Six.** Visiting Lublin University and meeting with prof. Maria Czymborska-Leboda (Teacher's University), walking in Lublin, accommodation.

**12/7, Day Seven.** 7-30 to 09.00 Breakfast.

9.30 Conference in Mining Technical school Opening. 10.45. Coffee-break.

11.15-12.30 Session. 12.30-13.30 Lunch.13-16. Awarding the participants ( Certificates of the conference). Farewell ceremony- a friendly fire.

**13/7, Day Eight.** Departure.

**Conference fee:** 450Euro (everything is included) (We hope that will do)

You pay when you arrive Poland



**Please sign up** to Daniel Zagrodnik: [D.Zagrodnik@yandex.ru](mailto:D.Zagrodnik@yandex.ru)

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And to Jytte Svendsen: [Jytte.Svendsen1@skolekom.dk](mailto:Jytte.Svendsen1@skolekom.dk)

**Please sign up before the 1th of May**

# Culture without Borders



By Marina Azarenkova

Culture as an effective method of professional and personal perfection for the world of a sustainable development. PRO-JECT WORK 2 in Teaching and Upbringing Professional Communication in International Teacher's Association Learning centre. Theory and practice.

Leadership in a sustainable world through Cultural Values.

ITA must help students, their friends and parents to understand and adopt a sense of cultural consciousness and civil responsibility for the sake of our common world of progressive development and good educational and

civil perspectives of multicultural common house. That is the way of nature to relax what is tense, to fill what is empty, to reduce what is overflowing. The wise leader follows the cultural order ( in communication –cooperation, collective work. Overcoming conflicts ) and does not take a consumer society for a model.

Culture as a tradition, national treasure and method of communication is an effective approach to solving the problems of economical, social and political character.

Modern professional education , we have been preparing our students to achieve and develop, tends to consider

them as a subject of learning culture and personal development through getting new information about cultural values, national traditions, history, literature and art. In classrooms and at the classes with School-College -University students, and outside, with their parents and a community as a whole, the teachers create conditions and atmosphere for professionally competent Personality growth, open to the World without wars, sharing the ideas of sustainable development of his/her/ country, nation, world.

Sharing and improving the UNESCO Mission, ITA promotes intellectual cooperation

among institutions of higher learning and academics throughout the world to permit access, knowledge sharing within and across borders.

The work on a project may include the following steps:

Preparatory (getting acquainted with the topic " Culture as world and national Treasure" and definition of the project structure;

Project development (gathering information about the term " Culture", it's component as a notion, it's directions in development and tradition, it's analysis and preparation for the project presentation);

Presentation of the project and summing-up.

Finding information and the discussion may be carried out in different ways individually, in pairs and in groups. The students write issues about different cultural aspects, including foreign and mother languages, proving in their research works the importance of learning culture in a modern world.

A very important goal-aim of any project, and this one, "Culture of the world " is to point out the intellectual and emotional contribution to personal development of students. Working with a project students should be able to express their own opinion, attitudes and ways to solve the problem. Cultural approach to learning as a whole and working out the project itself will help to put into teaching process, and learning process, accordingly, the opportunity of describing the items of all disciplines through learning art ( pictures, photos, drawings, sculptures, hand-made works,

poems , and etc.)

Our interdisciplinary intercultural project seeks to investigate and explore the nature, significance and practices of intercultural communication and the best learning-teaching methods it declares, supports and creates. Intercultural communication touch on a vast array of academic disciplines – literature, history, philosophy, psychology, psychoanalysis, biology, physics, etc. In cases of significant social tensions, and even international conflicts there are questions of what counts as communication and cooperation, and how it moves from the level of individual in a family and in a class to community, national and international relationships. Our common useful and professional work in ITA and carrying out project items will examine full range of multicultural communication complexity. It will encourage innovative trans-disciplinary dialogues.

With the help of questionnaires, which will be answered by students, we will reach the conclusions that young people (and adults-their parents, for example) are oriented towards themselves and their own world consisting of their family , friends, colleagues, community. They are personally and socially sensitive, value the moral values and are ready to engage themselves in activities of common interest, what is the very point of communication.

The course of the whole project is divided into 4 parts logically following one another, waiting for research, description and analysis. In order to explain, what the very Headline “ Cultural Values in the World of a Sustainable Development” means for everybody, we proposed the students and teach-

ers they should work out projects on the topics below:

Understanding more about me. Background: PERSONAL Culture, emotional culture, mental culture, physical culture, culture of communication. We shall summarize and analyze three most important stages of the process:

-Practice by thinking over the topic:

-Practice by Doing useful things on the topic:

-Practice by Teaching Others:

-Applying Effective Communication Skill

2. Leadership in the world of a sustainable development . 1. My native country and its heroes in literature, history, art. Famous people in literature, history, science, sport, art, etc. of the Planet ( World) Why are they leaders?What is the impact of their personality for notion “Sustainable development is impossible without sustainable culture in communication and development “? 2. Tell us about your VALUES TOPICS in Culture/ Look through appendix and use it in your research work.

3.Working with parents. It includes two parts, for students and for teachers .It provides suggestions for teachers to work with parents effectively.

4.Working with the community. This section of the project suggests ways to create awareness and support within the community for the schools prevention efforts. There are examples which include how to work with local law enforcement officials, health and social service agencies, religious leaders, the media, merchants, park and recreation

officials, and other civil and municipal leaders.( An Open Letter To - may be one of the examples effective cooperation with community.) Open letter of the children to the world. Why Culture is so important for Peace and Development.

3. Global Culture and our Global Community.

-Student Philosophies and Responses-

-My World-Our World

-Declaration of Responsibility To Nature-

-Human behavior and Environment and Intercultural Culture as a firm fundament for Peace/

4. Education for Non-Violence and Peace for sustainability and development.

Culture and Peace-

-Poetry and prose about Peace-

-Dealing with the Past in different families, countries, etc.(reconciliation, peace memories, culture of remembrance –

-Psychological approaches to Peace Education in class, in family, in science.

Everybody knows, in our world we all have been learning for ages to Live Together. So, dilemma for everybody – to learn the importance of making decisions based on Ethical Principles.

Our global task as teachers of schools, colleges, universities is raising a Reliable morally and highly prepared professionally Personality-Leader, having a sense of achievement to stay motivated and effective in everyday life. That is why it will be wise to propose

students they should work out a project explaining the terms in their real meaning in everyday life. We name it “ Big Objectives.” The students use stories, real events, memories of the other people, their own observations and resumes concerning sense and meaning such terms as: Sense of power, feeling important, feeling lovable, self-confidence, feeling valued, feeling successful, feeling accepted, maintaining one’s integrity, managing stress effectively, being self-discipline, managing conflict effectively, feeling trusted and more.. The expected result of the students collection of stories may be one more book Random Acts of Kindness...

Individual work and work in a team, workshops, seminars, role-plays, open letters, reports, poems, stories, conferences, scientific papers – all these forms of communication in the field of our common Big Project and a sum of Mini-Projects will contribute to a fund of Good Will Findings for the World Without wars. For the World for Happiness , when every teacher make students look forward to the next lesson. When each student thinks about one more very effective and promising lesson:” I am a little burned out. I’ll work on my talent, and surround myself with supporters. My motivation will be back in time. I always feel my usual drive to succeed.”

Our Project “Cultural Values in teaching and learning “ is a very important and urgent step to international firm cooperation on the principles of Common Sense. Knowledge, Beauty and Peace.

Marina Azarenkova

# A World with Sustainable Development

At the Imperial Woman Alexandra Feodorovna art School the students have worked with the subject *A world in sustainable development*.

The Danish Director of the Danish Culture Institute in St Petersburg Finn Andersen visited the school and heard the children telling about their projects.

Finn Andersen is the former director of the Danish Culture Institute in England, and has now moved to St Petersburg.

The students at Imperial Woman Alexandra Feodorovna Art School have studied Russian traditions. They showed their handwork, sang and danced for Finn Andersen

(Look at photo page 22)



# Childrens paint Charlie Hebdo drawings in Chennai

(Madras)



The cartoon designed for the background was done by the children the pencils are so strong to make the terrorists run for their life.

The meeting was well attended by many on friday 9th around 5 pm. Let us be united and celebrate our differences.

thanks in fraternity  
*M.R.HUBERT*  
FOUNDER DIRECTOR

## Chennai-based NGO celebrating Christmas differently

CD S Nani, TNN | Dec 23, 2013, 08.38 PM IST

READ MORE » [Christmas](#) | [Shabnam Resources](#) | [NGO](#) | [M R Hubert](#) | [Birds](#)



CHENNAI: Away from the candle light dinners and high decibel Christmas revelry planned in private spaces and hotels, Chennai-based NGO [Shabnam Resources](#) is celebrating the festival as a season of sharing with the most disadvantaged people and also by caring for nature.

Over the past few days, about 200 children of migrant workers from states like Bihar and Maharashtra and various districts of Tamil Nadu received packets containing Horlicks, bed sheets, towels, Teddy bears, soaps, toothbrushes and

### RELATED

At the Kilpauk Government Hospital, women admitted for antenatal care and postnatal care were in for a pleasant surprise. Founder-director of Shabnam Resources, [M R Hubert](#), a paraplegic himself, went around in a wheelchair to the labour and pediatric wards to hand over the gifts in the weekend. "They were all very happy and thankful for remembering them and their newborn ones," he said.

# CHRISTMAS THOUGHTS

By Natalia Shamberova, St Petersburg, Russia

There's more beauty in the world

Than we can handle...

Be grateful as it kindly leads to God,

Be gentle...

Pay parents with love

And children as they're pure

And you'll be blessed above

As long as lives endure...

Know that God has the same face everywhere

Though not the same name...

And so when you ask: 'My God, to find you where?'

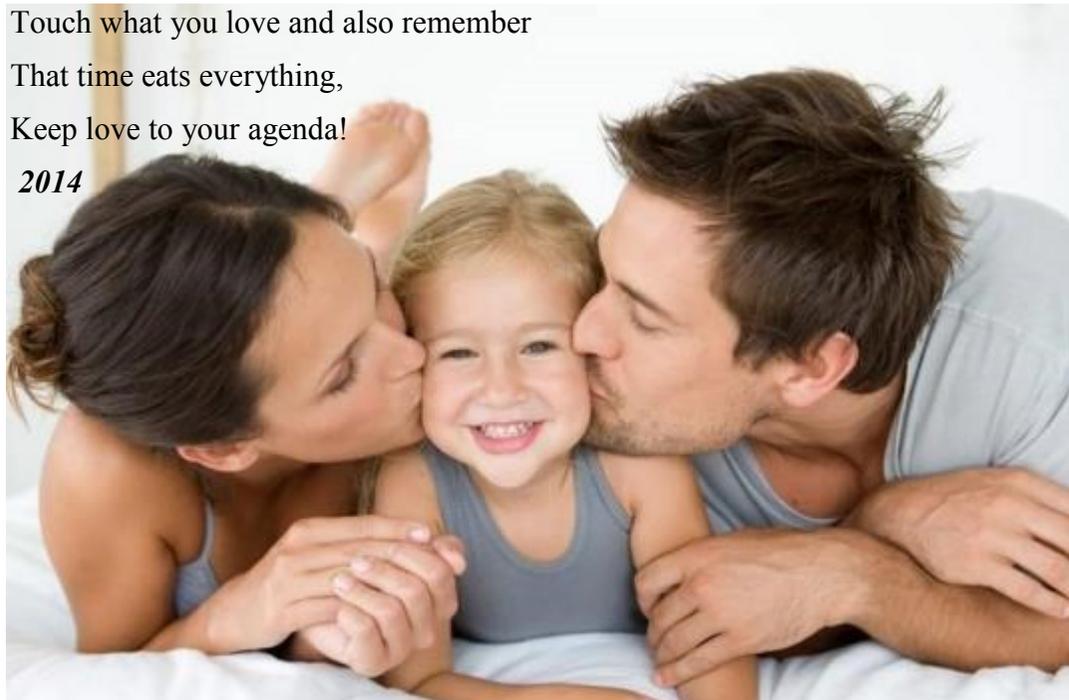
For innocence you never will be blamed.

Touch what you love and also remember

That time eats everything,

Keep love to your agenda!

2014





Conserve water and forest by the students of Mr Hubert, India



A school bus in India



## Love Mother Earth—never abuse it

By Mr. Hubert, India

Just one hour ago we celebrated Rangoli /kollam ( art work on the street) celebrations in our small commune, the theme was LOVE MOTHER EARTH – NEVER ABUSE IT.

Yes there were wonderful display by children and women on 14<sup>th</sup> jan morning from 6 am on wards while the boys

were entertaining them with mini drums. Yes elsewhere there was burning of waste , however minimal.

You would witness these art work carrying message of Re-cycle, Reuse and Re emerge , love and dress the nature. Yes our celebrations of this Bhoghi a festive of burning is turning towards a new path of carrying for the Great creation.

# Shabnam Resources Trust



## SHABNAM": THE FIRST REFRESHING RAIN AFTER A DRY SPELL!

### About Shabnam Resources Trust (SRT):

- Shabnam Resources Trust is a registered non-profit charity focusing on children's welfare in rural and semi urban areas in Chennai, South India.
- Its activities also extend more broadly to the needs of children, the destitute and senior citizens.



## Summer 2014 Project: Children Summer Camp

Size of the camp	40 to 50 Children
Tentative dates	Middle week of May 2014
Duration of the camp	About 10 working days
Beneficiaries	Children who are part of Shabnam Resources such as rehab child labor, school drop outs, children whose parents are in jail or are terminally sick
Subjects to be covered during camp	<p>Music</p> <p>Traditional crafts</p> <p>Life coping skills</p> <p>Balancing knowledge and information</p> <p>Story telling</p> <p>Use of the library</p> <p>Sport camps</p> <p>Study of the nature: love towards birds, greening the NGO's surroundings</p>
Methodology to be applied	Play way method with lots of games, exercises and participatory manners



## Outcomes of the camps

- Children from difficult situations would be exposed to ground realities and this would kindly bring new understandings to their lives.
- In all our activities we focus on sharing peace, friendship, solidarity and respect values. We also explain to the children the importance of their studies, we help them learn in order to reduce school drop out rates.
- Having the children busy having fun would avoid having them on the street and being exposed to forced work and other risks.



## How can you help us?

We are looking for kind donators to help us realise this project. Donators can help finance a particular compartment if they wish.

Cost for the camp	
Resources personnels (teachers and librarians)	Rs. 5000
For each child, a gift bag containing a chool bag, pencils, pens, coloring and craft materials, a tshirt	Rs. 700 x 50 children = Rs. 35,000
Meals and refreshments	Rs. 75 x 50 children x 10 days = Rs. 37,500
Stationnary and activities items	Rs. 3000
Trip to an eco-friendly park	Rs. 10,000
Miscellaneous	Rs. 2000
<b>Total cost for the camp</b>	<b>Rs. 92,500</b>

## Contact information

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## "A Concise Encyclopedia of Foreign Samarkandiana: Culture Linking the World"

Dear Friends,

We have just launched a **new book** "A Concise Encyclopedia of Foreign Samarkandiana: Culture Linking the World"

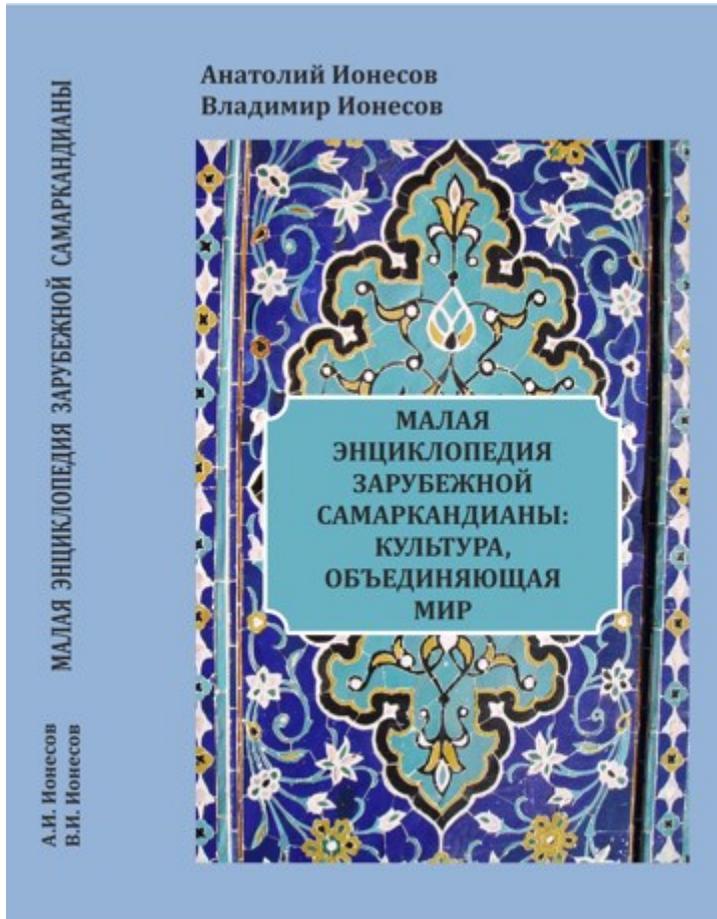
The event took place at "El Merosi" Theatre of Historical Costume on 15 October 2014 to mark the Day of the City of Samarkand.

The book is published in Russian with summary in several languages, including English, Esperanto, French, German, Italian, Japanese, Portuguese, Spanish and Uzbek.

Have a look: [http://kultura.uz/view\\_7\\_r\\_3206.html](http://kultura.uz/view_7_r_3206.html)  
If you don't understand Russian, you can easily translate it into your own language, using [Google.translate](http://google.com/translate).

Best wishes,  
Anatoly Ionesov

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**"It is possible that the next Buddha will not take the form of an individual. The next Buddha may take the form of a community, a community practicing understanding and loving kindness, a community practicing mindful living. And the practice can be carried out as a group, as a city, as a nation."**

**– Thich Nhat Hanh**

# Schoolbags in Nepal



By Jimmy Lama, Nepal

Helambu Education and Livelihood Partnership's (HELP) **SCHOOL IN A BAG** distribution event took place on Wednesday, March 25 at Shree Taltuleshwory Primary School of Sindhupalchowk. In attendance to distribute the 148 school bags were former Miss Nepal Ishani Shrestha, founder of Yangrima School Gopal Lama, former Teacher of Yangrima School Khando Lama, HELP TEAM and Jimmy Lama. A total of 148 school bags with various stationery materials and lunch boxes and water bottle were filled in the School Bags. An addition of tooth brushes were made to the school bags as a part of oral hygiene suggested by Miss Nepal Ishani Shrestha.

HELP distribute the schoolbags to make attention about the necessity of going to school.



One year ago in January 2014, Jimmy Lama graduated as MA in Development Studies in the University of Sussex





## Danish Volunteers to Nepal

Stine Rosgaard Lauridsen and Signe Højland are at the moment in Nepal working as volunteers in the villages Tartong and Narkote. In January we held an introduction meeting at Helms School in Korsør, Denmark. Kamilla and Niels who had earlier been to Nepal as volunteers gave information about the work, the stay and all the beautiful experiences that were waiting for the two travellers.

They should start at the schools. Then they should do the Annapurna Circuit, river rafting and elephantsafari. They finish their stay in Nepal with another two weeks in the schools as assistant teachers.

We hope that everything is going fine. We have not heard anything, but no news is good news, as you say.

We are very grateful for the great work they are doing.

Jytte Svendsen



# CRITICAL THINKING SKILLS

<b>1</b> <b>Knowledge</b> Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?		How _____? Describe _____? What is _____?	
<b>2</b> <b>Comprehension</b> Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____? Can you write a brief outline?	
<b>3</b> <b>Application</b> Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?		Do you know of another instance where _____? Could this have happened in _____?	
<b>4</b> <b>Analysis</b> Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____		How does _____ compare/contrast with _____? What evidence can you present for _____?	
<b>5</b> <b>Synthesis</b> Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?		What solutions would you suggest for _____? What might happen if you combined _____ with _____?	
<b>6</b> <b>Evaluation</b> Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	

By Marina Azarenkova, St Petersburg, Russia

## DO NOT BLAME ME, BLAME MY TEACHER

by Dr. Leo Rebello

As a child I saw Tarzan almost naked. Cinderella arrived home after midnight. Pinocchio told lies. Aladdin was a thief. Batman drove over 200 miles an hour. Snow White lived in a house with 7 men. Popeye

smoked a pipe and had tattoos. Pac Man ran around to digital music while eating pills that enhanced his performance. And Shaggy and Scooby were mystery solving hippies who always had the munchies. So, now if I am a misfit, why blame me, blame my teacher.



# A special love story for Valentine day



By Leo and Kashmir Rebell

We met in Servants of India Society's Home while studying for Social Workers course, in 1976. Got introduced on the very first day, when the Director asked the 30 odd students to introduce themselves one by one.

It was the Best Social Work course then, with excellent dedicated faculty. Classes were

from 6 to 8 PM. Sundays were meant for institutional visits. During a six month long course we learnt a lot, visited over 40 NGOs (the word was not known then). We called them Social Work Institutions. And they were clean at that time.

After a couple of days, while Leo was combing his hair before the full length mirror in the

multi-purpose huge hall, Kashmir was watching from behind. She winked mischievously and it was love at first sight.

It was Kashmir's 25th birthday in October 1976; Leo was not aware of it and did not attend the class on that day, as he was busy with other work. Next day, when I attended, Kashmir said she missed me on her birthday. So, I suggested let the two of us celebrate. We celebrated it with Gulab Jamuns at the nearby Udipi Restaurant. Later, an astrologer told Kashmir's mother that the boy is very cunning; he did 'black magic' on your innocent girl. He gave her something black to eat on her birthday (oh yes, Gulab Jamuns were black) and she is not going to relent to your entreaties or threats to break away from him. Ha... Ha... Ha..., see how true is Astrology!!!

The astrologer also frightened Kashmir's mother saying your daughter is manglik and she will become a widow since Leo does not seem to be manglik, though a strong person. That astrologer died (because he could not calculate his own future); we are going strong with Love tonic, and vibrant Smile on our faces 39 years later.

We go on honeymoon regularly even now (you call that annual holidays - how unromantic). And Leo calls his wife 'permanent girlfriend' to keep Romance alive.

During this time, we have seen many "love marriages" disintegrating. One particular

example from Kashmir's former office is interesting. A Roman Catholic East Indian girl (a secretary) fell in love with a well-to-do Gujarati businessman and they got married inspite of parental disapproval. While getting married they had set two conditions -- no one will impose religions on the children and only vegetarian food at home.

But soon Rowena insisted that the first child should be baptized. Rowena's Gujarati husband agreed, because Love was fresh. Then she started taking the child to Church regularly and cooking non-veg food at home. That was a breaking point... Love united them, religions and pride separated them.

As against that, we have faced many problems before and

after marriage mainly because Kashmir is Parsi and Leo was born into an orthodox Goan Roman Catholic family. Leo's parents accepted Kashmir gladly. But there was tremendous opposition from her side.

Leo had hand to hand fights twice with her brother, once at Colaba's majestic Cusrow Baug gate, in front of at least 50 people. The crowd that gathered thought some film shooting was going on, till one Police officer in mufti separated us and told Kashmir's brother and Leo to go home and relax.

The next fight was worse. Kashmir was not well, so Leo went to meet her. Porus took him inside alright and went to inform his sister.



She came, we talked for some time in the sitting room, then Porus summoned her inside. When she went inside, he locked her in the bedroom saying he is going to bang me so that I never ever visit Cusrow Baug. Kashmira yelled out to me from inside to rescue her. I rushed in and there was a nice wrestling match, as Kashmira climbed onto a sewing machine in the bedroom, got on to the bedroom ventilator and jumped on our backs and stood between us. Today, Porus and Leo are the best friends.

One more spicy incident: Kashmira's mother being a Theosophist was very understanding. But Parsi neighbours in Currow Baug and her aunties (both teachers) residing on Marine Drive, were hell-bent on separating us. One Parsi goon said, I will bump the boy off. Kashmira's mother told him firmly, "Stay away, he too is somebody's son. How would you like if your son was eliminated"? That ended the opposition, though nobody from Kashmira's side attended the wedding.

Three days before the wedding both of us shifted to White House in Walkeshwar as Paying Guests. Don't think that White House is only in Washington. It is in Bombay, and also in Moscow.

Civil Marriage was registered on 6th November 1981, by calling the Marriage Registrar to White House. Possibly, he had not seen such a huge apartment (5000 sq. ft, 8 bedrooms flat!) overlooking the entire Queen's necklace.

Kashmira's school days friend Feroza (in school they were known as Laurel and Hardy) with her husband Pervez Chavda came with Parsi marriage paraphernalia. Leo's parents, brothers and Kashmira's boss Dr. Mrs. Roshan Captain were present along with Dr. MN Sahukar, a friend from Samaritans days

(1976). Leo's father Andrew Rebello, Roshan Captain and Jatinder Delph signed as 3 witnesses.

Next day, there was a Wedding Reception in a hall opposite Charni Road Railway Station. Hall, stage decoration, music, marriage invitation letters (each invitee received separate pictures). So, the 300 + guests who attended started comparing their marriage invitations. The total marriage expense with wedding cake (3 tier), cold drinks, snacks, meal and icecream + transport came to (hold your breath) cost only Rs.5000/- (less than 100 USD at today's exchange rate). The finest Christian Wedding music was provided by a Parsi couple (Rs.500 only) as live bands were expensive. But he did not style himself as DJ, and did not make any wild or indecent gestures like the present DJs do. Wedding photographer was a station master friend of Leo.

Kashmira having been educated in Queen Mary's and St. Xavier's College had distinction in Bible studies and was ready to convert to Christianity. So, Cardinal Dr. Simon Pimenta had sent an emissary one week before the wedding saying he will personally solemnise our marriage since he knew Leo well.

But Leo told the emissary, to his chagrin, "First re-convert me because I stopped going to church in 1974". When asked why, Leo replied, "Because God lives in the Heart, and the day He leaves, you are dead".

In keeping with that principled stand, Leo did not convert Kashmira to Christianity, nor baptised our two sons, Ronald and Robin. In their school and college register we have boldly entered Religion and Caste - Not Ap-

licable, because that is where Humanity gets divided and discrimination and wars begin.

While getting married, I had promised Kashmira an independent apartment, into which we moved in 1984. We were the first to get the phone, first to own a computer in Samata Nagar, first to own a car in our township

of 3000 tenements spread over 50 acres of land. Neighbours were jealous.

Only one 'love promise' is now left to be fulfilled. I had promised Kashmira a mansion within 10 years of marriage. That too will come. If I cannot afford a mansion, I can certainly shift her with me to Rashtrapati Bhavan (Presidential Palace in 2017), which was 'Reserved' for me by my friend Jasvinder Singh during my first visit in 1982 to Del-

hi. Jasvinder and I were strolling near Parliament House. Suddenly, pointing at the Rashtrapati Bhavan, he asked: "Jaante ho woh mahal kiska hai?" (do you know who that palace belongs to?). I had feigned ignorance. And in typical Delhi lingo Jasvinder had said, "Aji woh aapki kothi hai" (Oh, that rightfully belongs to you). Inshallah, I had said.

Footnote of Leo : Kashmira is my Valentine for last 39 years and she is not allowing me to rent out even a single compartment out of 4 in my heart to other beautiful ladies. On this Valentine Day (2015) we reciprocate: "If I had my life to live over again, next time, I would find you sooner, so that I could love you longer".

Happy Valentine's Day to All. But as I tweeted last year: "All those who celebrate Valentine's Day once a year are most unromantic persons".

#### GLOSSARY

Gulab Jamuns are delicious sweets. Even Diabetics can eat once.  
Udupi Restaurant – are vegetarian restaurants where quick, hot, delicious, reasonably priced fast food is available.  
Manglik means Mars in opposition. Divorces, Deaths are predicted.  
Cusrow Baug -- The best gated housing complex for Parsis. It is near Tajmahal Hotel in Colaba, South Bombay.  
Mufti means civil dress, not in uniform.  
Samata Nagar (literally means equality township) -- is a cosmopolitan housing colony in Green Zone of North Bombay where we reside.



# 8 conversational styles

By Liz Martinez, Mexico

There are many differences in intercultural communication. Cultures can be **high or low-context**, and there are many differences regarding **physical contact**, **personal space** and **gestures**. Rules for conversations help enhance intercultural communication by knowing which verbal and nonverbal codes you should use. Know these 8 different communication styles to help pick the topic, take turns and make requests.

1. **Direct.** European Americans prefer a direct style which includes explicit messages that express clearly the speaker's intentions.
2. **Indirect.** African Americans and Koreans use an indirect style with ambiguous messages and mask their intentions and needs.
3. **Elaborate.** Arab, Latino and Japanese cultures tend to be more elaborate in their conversation styles by using figurative language, metaphors and proverbs.
4. **Succinct.** Japanese Americans and Chinese Americans like to use long pauses and understatements in conversations.
5. **Contextual.** Japanese, Chinese and Indian cultures use social roles to adjust the conversation style. Different status are taken into account to help decide the level of formality to be used.
6. **Personal.** Cultures that use a personal style are less formal and focus on the individual and disregard status differences.
7. **Instrumental.** Communication uses explicit messages and is very goal-oriented.
8. **Affective.** Communication is emotional and sensitive. Messages are sometimes implicit with meanings found in verbal and nonverbal codes.

Indirect -----Direct  
Elaborate -----Succinct  
Personal-----Contextual  
Affective-----Instrumental

**English-Canadian Accent:**  
**Accent:**  
<https://www.youtube.com/watch?v=o0d5rH21tllv=ru6wri23Ljk>

**Spanish-Indigenous Accent:**  
**Accent:**  
[https://www.youtube.com/watch?v=deArJ5cGVugCabral España 2006](https://www.youtube.com/watch?v=deArJ5cGVugCabral%20Espa%C3%B1a%202006)

**English-American**

<https://www.youtube.com/watch?>

**Spanish-European**

[Entrevista a Facundo](#)



## Presentation of a faithful member of ITA Liz Stephanie Martinez from Mexico



I have an American northeastern 4-year bachelor's degree, 5 years of communications work training in New York.

I am 41 years old and have been teaching *English as a Second Language* for a decade in Mexico and in Texas.

I reside in Pedregal in the south Mexico City, because my father is a retired Professor of UNAM with a Doctorate or PHD in Biochemistry, who also worked in universities in the United States and in Canada. My grandfather was

also a Professor in Mexico City with a Doctorate or PHD in Spanish European Literature and resided in Coyoacan. I move around in the south of Mexico City in Tlalpan-Coyoacan.

[http://www.tripadvisor.ca/LocationPhotoDirectLink-g150800-d156106-i35802298-Tlalpan-Mexico\\_City\\_Central\\_Mexico\\_and\\_Gulf\\_Coast.html#41110365](http://www.tripadvisor.ca/LocationPhotoDirectLink-g150800-d156106-i35802298-Tlalpan-Mexico_City_Central_Mexico_and_Gulf_Coast.html#41110365)

### Work in Mexico:

- The bachelor's degree programs of the universities of Mexico are like junior high school programs of the United States.
- Mexican high school is not a prerequisite to work in Mexico.
- The heavy working age bracket is: 16-39 years-old.
- People in Mexico and in underdeveloped countries, retire on average between the ages of 40-50 years old. Only people of high working ranks retire between the ages of 60-65 years old in Mexico.



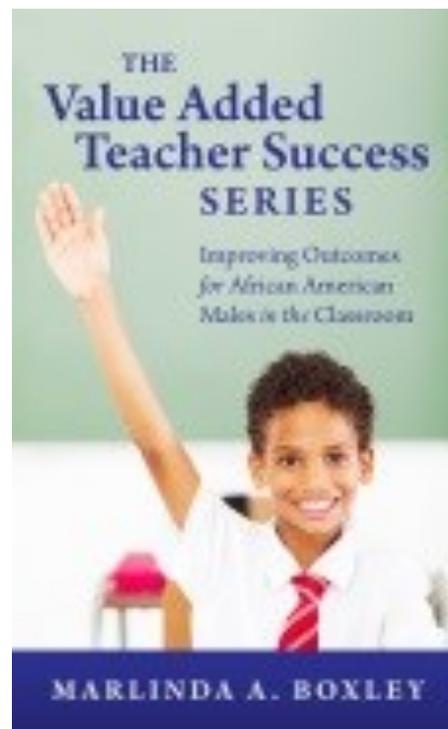
## IMPROVING OUTCOMES FOR AFRICAN AMERICAN MALES IN THE CLASSROOM

### About the author:



Marlinda Boxley is an educator with twenty years of experience in the field. Her career spans both the K-12 and higher education sectors. She is an author, entrepreneur, consultant, and Adjunct Professor. She has previously served as a school administrator and a central office administrator. Her expertise in parent and community engagement developed as a former advocate for parents of children with special needs. Her other areas of expertise include: faculty development, instructional technology, online learning, STEM career advising, gifted education programming, special education programming, curriculum and instruction, out of school time pro-

gramming, strategic planning, program evaluation, data-driven decision making, grant writing and report preparation. From The American University, Ms. Boxley earned a Bachelor of Science Degree in Business Administration and a Juris Doctor Degree. From The George Washington University, she has earned a Master of Arts Degree in Education and Human Development, an Educational Specialist Degree in Educational Administration and an Educational Specialist Degree in Higher Education Administration. She contributed to the field of education through various scholarly pursuits. She has presented at local, regional and national conferences and served as peer reviewer for state, local and federal grant programs. She is committed to implementing educational reform in the nation's public schools and has dedicated her career to ensuring that both youth and adults have access to high quality educational programs. Her pursuit of excellence is an inspiration to both youth and adults. Ms. Boxley resides in Maryland and has a daughter who is a Master of Public Health student at Columbia University.



In the current era of school accountability and reform, new and veteran teachers will need to implement innovative strategies to improve student achievement and performance for all students. The Value Added Teacher Success Series was developed to provide educators with the tools to make an impact upon all learners in their classroom. The Value Added Teacher Success Series was created to prepare both new and veteran educators for earning effective

ratings using new teacher evaluation systems that link student performance on standardized tests to teacher performance. The policy rationale is based upon the premise of holding teachers accountable for student learning. In the current era of school accountability and reform, it is imperative that educators are mindful of the employment and compensation decisions that are being made on the basis of teacher evaluation systems. Both new and veteran teachers will need to implement innovative strategies to improve student achievement and performance for all students. The Value Added Teacher Success Series was developed to provide educators with the tools to make an impact upon all learners in their classroom. In this issue, theoretical and practical approaches for improving the classroom performance of African American males are addressed.

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Children at The Imperial Woman Alexandra Feodorovna Art School is presenting their project about Sustainable Development to the Director of the Danish culture institute Finn Andersen.



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